

Activity Plan

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| OVERVIEW/FRAMING | | | | |
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| This Activity Plan is part of a larger Learning Experience Unit on: The Circle of Life | | | | |
| TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i> | | Children are interested in learning about how things grow from the ground and how they eventually will die. That is how I came to the idea of plants are all over it could either be in a small garden that they personally have, a community garden and there are trees that are planted all over. If they were able to learn about the importance of the circle of life pertaining to the environment, then they could have a better appreciation and want to care about the environment. | | |
| BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i> | | What happens to plants after they die? Why do some plants change colors? How can you tell how long a tree has been living for? EQ: Why is taking care of the environment important? Goal: Students to appreciate the work that it takes to keep plants alive. What they will explore and discover is that plants are a living and breathing thing just like humans are and they need to be taking care of just like we need to be So that they can grow. | | |
| CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i> | | Visual Arts Emergent Literacy | Music Mathematics | Movement/Dance Science Drama Social Studies |

| KNOWING THE LEARNERS | |
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| AGE RANGE: | Pre-K |
| CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i> | Children in Pre-k and kindergarten are developing their sense of independence. They are learning that they can do things all on their own without the help of an adult. |
| <i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i> | Young children may assume that because there is no soil being used for this planting activity that not all plants need soil to grow. I plan on addressing that by showing them pictures of how what we are growing is different from a plant and why they can be grown outside of soil and plants can't. |

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| SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?^{1*}</i> | Students in this class reflect the immediate neighborhood of the school. A little more than half of the population is African American/black, and that other half is of the Hispanic demographic, white and Asian though those two demographics are very low. There is a very small population of English learners in that class and an even smaller number of students have been reported with a disability |
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| MATERIALS & LEARNING ENVIRONMENT PREPARATION | | |
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| MATERIALS <i>What, if any, materials, including set-up and clean-up, will be needed? List all materials, including any used during the launch/reflection.</i> | LEARNING ENVIRONMENT <i>What, if any, modifications will you need to make to the classroom to support this activity?</i> | EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i> |
| <ul style="list-style-type: none"> • A bunch of ordinary household sponges (unused, standard size, varied colors) • Magic marker • Rules • Storage container (large, plastic) • Sharp scissors • Craft knife • Fast-growing grass seed • Optional decorative accents • Toothpicks | <ul style="list-style-type: none"> • I would add different house style pictures all around the classroom to give them ideas of how they could personalize their house • I would also add a would shopping center into the classroom to help them with learning the importance of measurements in how decade affects the stability of their house | <ul style="list-style-type: none"> • Two bins of books about plants and building houses • Guest Speakers- I would ask a Botanist to come into the class to speak to the children about plants • Family Engagement: the child could take it home for the weekends and take care of it • Field Trip: a greenhouse garden |

| THE LEARNING EXPERIENCE | Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i> | Differentiation <i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, very physically active,</i> |
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^{1*} Note: You may not be designing this activity with a specific group in mind. If that is the case, envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.

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| | | | <i>or emergent bilingual, etc.)</i> |
| The spark/launch/intro <i>What will you say or do to engage the children in this experience? To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i> | The first thing that I would do would be to read them the book the tiny seed by Eric Carla. The first thing that would be done too incorporates new vocabulary would be having an outline of a tree and with the help of those students writing out the different parts such as this the base and the arms. An activity that could happen after the discussion surrounding the book would be a walk around a neighborhood That has plants but our grown on unusual places like walls to show my students different places that plants can grow and how it's not just limited to soil. | Spatial, linguistic, interpersonal, bodily kinesthetic and naturalist are the multiple intelligences that are being used. This activity connects to the Sensors such as hearing, smell, sight, and touch. They need to hear so listen to the directions that are being spoken, they also need sight to watch what is being instructed of you. You need to touch to be able to feel does supplies (the sponges the seeds) and most importantly you need smell to be able to smell the plants once they start to grow. | A change that I could make is I could have a video that could be played after I have finished showing them how to do it in person so that they can watch it as many times as they need to. I could also put in different measurements that students who first language is not English can also understand. |
| The activity <i>What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</i> | What the children would be doing is they would be growing they're own plants using sponges shaped as a house as the soil. <ol style="list-style-type: none"> 1. Teach students the basics of growing a plant 2. Make sure the new sponges are clean by rinsing them with plenty of clean water. Wring out, but do not dry fully. 3. Draw the shapes to cut on the sponges using the magic marker. 4. Cut out the shapes using the scissors. 5. To create the room, use a craft knife to cut most of the way through the sponge block to create the angle as shown. Be careful not to cut all the way through. 6. Build the house on the inside of the plastic container's lid. 7. Give the house a good spray with a water bottle so that it is damp throughout but not soaking. | | |

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| | <p>8. When wet, take a handful of grass seeds and sprinkle it all over the sponges.</p> <p>9. Add a little extra spray of water to the seeds and remove excess seeds from the container lid.</p> <p>10. Add the bottom of the container to create a mini greenhouse and position the unit in a warm place with plenty of light. Trim the grass as it grows, and water as regularly as needed</p> | | |
| Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i> | As the seasons change how have the plants held up? How have they possibly changed, have any of the leaves died faster? have they grown tall faster than they would have before? Those are some questions that I would ask my students to reflect on to remind them of the changes that plants go through. | | |
| Possible Extensions <i>What could you do on another day to build on this activity?</i> | To build on this activity another day we could build another one of the plant houses but put it into a different climate to see the different changes got plant will have to make to adapt | | |

| GROWTH AND LEARNING | |
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| <i>How will this learning experience support the children's growth and learning be in the following domains?</i> | |
| Cognitive/thinking | Students will Reflect on what they learned about plants 2 think about what makes plants and leaves different. |
| Physical | Students will develop fine motor skills in a variety of ways by drawing, cutting, and measuring, and gluing. |
| Social/emotional | The children will reflect on what is so special about plants that people want to grow them |
| Language/literacy | Through the book discussion children will be able to list the processes that apply it goes through in order to grow. List 3-5 target vocabulary words: plants, nature, sunlight |
| Content Area(s) | Creative arts, natural science and mathematical |

| STANDARDS/GOALS |
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| <i>What Pre-K Common Core Learning Standards (CCLS)^{2*} are addressed in this activity?</i> | |
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| Domain 1: Approaches to Learning | 3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities. a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects. |
| Domain 2: Physical Development and Health | 5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects. c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively. |
| Domain 3: Social and Emotional Development | 5. Demonstrates pro-social problem-solving skills in social interactions. b) Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve). |
| Domain 4: Communication, Language, and Literacy | 3. Demonstrates that he/she understand what they observe. a) Uses vocabulary relevant to observations. |
| Domain 5: Cognition and Knowledge of the World | 1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts. c) Uses materials to build and create “pieces” that represent another item (blocks become a castle; clay becomes a snake). |

| AUTHENTIC ASSESSMENT | |
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| <i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Question? (This may be a conversation, a group project, a performance, etc....)</i> | One strategy's that I would use to see if my students are getting the big idea of this topic is by first observing the students and the conversations that they are having with one another about the circle of life and how they are connecting it to different things around them. That is a good strategy to pick because conversation between children are so natural. As the teacher could jump in at any time to ask them questions off of what they were talking about. For example, if they noticed the fact that the leaves on a tree have changed color you as the teacher could ask them, “what does that mean now that the colors have changed”? Not only does that question help you has the teacher to see if they understood anything that they have learned but that also helps further their knowledge on the topic as well. |

^{2*} For CCLS, please go to the following URL:

<http://www.p12.nysed.gov/earlylearning/standards/documents/PrekindergartenFoundationfortheCommonCore.pdf>

HYPERLINK "http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf"

POST-ACTIVITY REFLECTION^{3*}

What aspects of this activity seemed to be most successful in supporting the children's growth and learning?

What, if any, surprises were there?

What, if any, challenges were there?

Record the results of your authentic assessment activity.

How would you modify this activity the next time to make it more successful?

* You may not actually have the opportunity to implement this learning experience. In the future, though, you should build a practice of returning to your plan to document your post-activity reflection.