

Team Members: Laila Munassar

Focused Curriculum Plan

ECE 312

Curriculum Topic __plants__

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

1. Will this topic allow for **active, constructive learner participation and involvement**? Explain.

Yes, it will because they will get to touch puzzles and toys that I am going to give for the lesson, and we will learn a dance every month that represents plants like I show them in the videos.

2. Will this topic foster **social interaction**? Explain.

Yes, it will because the students will be giving out some group work that they will have with their classmates for example a plant they like in class together or drawing a plant together that they will stick in the wall and compare it with other classmates.

3. Will this topic be **meaningful** to your learners? How does it connect to their real world? Explain.

Yes, it will be meaningful to them, it is connected to their real world because they see plants everyday inside and outside.

4. Does the topic allow learners to **connect to prior knowledge**? Explain.

Yes, it connects to their prior knowledge because they have known how plants are and how they look in their daily life when they go out anywhere and know the plants they eat and what kinds of plants they are.

5. Will the topic allow learners to **develop problem-solving strategies** and **be creative**? Explain.

Yes, it will because they will be able to solve down puzzles and put them together in the math activities they will do in groups and solve what kind of plants parts they see and write down next to the plant.

6. Will the topic allow learners to **engage in self-regulation** and **be reflective**? Explain.

Yes, it will by doing Self-expression like drawing a plant in class and making it the way they like and want to see it also by taking a three-minute break with a low and peaceful music for them to think about the plant's parts and the activities they just finished.

7. Will the topic help learners to **build on/change their current understanding**? Explain.

Yes, it will because they will get to know more of what plants need to live, get to know if some plants are safe to eat or not, also build on of what they know about where plants live by showing them videos where farmers take them in the social studies activities.

8. Does the topic allow learners to **gain deeper knowledge of general principals and explanations** of the world? Explain.

Yes, it allows them that because they will get to know the difference between each plant and what the plants needs to live.

9. Can children use the knowledge gained through this topic in **meaningful real-world situations**? Explain.

Yes, it will. whenever students have a plant at home, they will know what it needs in order to live and know the difference for each plant.

10. Does the topic provide opportunities for children to **practice and gain mastery**? Explain.

Yes, it will by giving some activities that makes them choose what they like and how to make it like choosing what kind of plant they want to draw and discover it parts so they will gain more knowledge about it and the plants specific parts. because my goal for this unit is make them learn about how plants live and the parts of each plant they will be learning over the weeks.

11. Can you present this topic in meaningful ways for diverse children with **developmental and individual differences**? Explain.

Yes, I can. and I will do it by letting them say each word about plants for example" flower" multiple times and point at it with pictures that represent the word next to it for them to understand better, after that we will practice the word by making small sentences about it and say it out loud a couple of times.

12. Will this topic be **interesting and motivating to the learners**? Does it allow for **autonomy/choice**? Explain.

Yes, it will be interesting and motivating to the learners by giving them the choice to make and draw the plant they want by using whatever for example by bringing materials from home or in class and come up with something different they made, also by letting them work with classmates and friends in making puzzles or any activity so it can motivate them. And this unit would be interesting for them because they will learn about the parts of each plant.

STEP 2: LEARN THE CONTENT:

1. Brainstorm with your colleagues. What information do you (the teachers) already know about this topic? List everything you can think of:

They know how plants live and the things plants need.

Also, what plants are edible that we can eat like what if it is safe to eat some plants.

Teachers know What are the kinds of plants and where to find them, where people take them after taking the plants out from farms.

2. Gather information from various sources of research. List at least 3 resources for each of the following:

A. Children's literature

https://www.goodreads.com/book/show/863910.A_Seed_Is_Sleepy

<https://www.amazon.com/National-Geographic-Readers-Seed-Plant/dp/1426314701>

<https://www.amazon.com/Plant-Tiny-Seed-Christie-Matheson/dp/0062393391>

B. Website information

<https://davesgarden.com/guides/pf/#b>

<https://plants.usda.gov/home>

<https://garden.org/plants/>

C. Library Identified Resources

<https://guides.library.yale.edu/c.php?g=295973&p=1973208>

<https://www.doi.gov/library/internet/plants>

https://libguides.nybg.org/databases_resources

3. What did you **learn** from your research?

I learned that children could learn about my curriculum topic by reading books. And how there's different types of plants and what seasons they be available in.

4. What **misinformation** did you find in your original ideas?

How plants differ from one to another.

STEP 3: IDENTIFY KEY CONCEPTS:

What are the Big Ideas/Overarching Questions to be explored in your topic (one sentence for each idea/question)
The Big Ideas should be connected to deep understandings of the general principles and explanations of the world.

1. What are plants?
2. What do plants need to grow?
3. What are some diverse kinds of plants?
4. What is the sizes of the plants?
5. What plants we could eat?

Big Ideas: plants are living things, needs water to live, there's big and small plants and each one needs the same thing to live, one of the things plants needs is water. There's harmful plants and plants that we could eat.

Identify and list **10** key vocabulary terms connected to this topic:

bouquet/branch/ bud/ bulb /bush /cactus/ compost/ courtyard /crunch/ dew

STEP 4: CONNECT YOUR TOPIC TO THE CONTENT AREAS.

WHERE IS THE MATH?

1. Choose 3 of the following math content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

- a. **Number & Operations**; how many seeds are in the pumpkin.
- b. **Geometry & Space**
- c. **Measurement**; measure the pumpkins
- d. **Algebraic Thinking** (Patterns, Balance, More/Less, Same/Different, Equal/Not Equal)

- e. Data Analysis & Probability (Collecting Information, Making Tallies, Sorting, Graphing) Number & Operations; compare the two pumpkins

2. Choose 3 and List developmentally appropriate ways children can learn math in each of the following Learning Centers:

- f. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)

- g. TABLE ACTIVITIES (Manipulatives, Puzzles); they will use puzzles to build a plant

- h. VISUAL ARTS (Drawing, Painting, Sculpting, Writing); they will paint plants and count them

- i. MUSIC/MOVEMENT ; they will listen to music that counts each plant.

- j. SAND AND WATER PLAY ;

- k. BLOCK BUILDING

- l. SCIENCE/DISCOVERY

- m. LIBRARY/LITERACY

- n. WOODWORKING/CARPENTRY

- o. COMPUTERS/TECHNOLOGY

WHERE IS THE SCIENCE?

1. Choose 3 of the following science skills/content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this skill/content area:

p. **Observing**; looks at plants and say if all plants similar or not.

q. Predicting, Inferring, Hypothesizing

r. Communicating Information

s. Life Science Content

t. **Physical Science Content**; **what** liquids plants need

u. Ecological/Environmental Science Content

v. **Health & Nutrition Content**; write what plants we could eat

2. Choose 3 and List developmentally appropriate ways children can learn science in each of the following Learning Centers:

w. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)

x. TABLE ACTIVITIES (Manipulatives, Puzzles)

y. VISUAL ARTS (Drawing, Painting, Sculpting, Writing); they will draw their favorite plant

z. MUSIC/MOVEMENT they will see what plants needs to live and see what liquids plants need in a video and by singing it.

aa. SAND AND WATER PLAY ; they will know how to grow a plant by doing it in class.

bb. MUSIC/MOVEMENT

cc. SAND AND WATER PLAY

dd. BLOCK BUILDING

ee. SCIENCE/DISCOVERY

ff. LIBRARY/LITERACY

gg. WOODWORKING/CARPENTRY

hh. COMPUTERS/TECHNOLOGY

WHERE IS THE SOCIAL STUDIES?

1. Choose 3 of the following content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

ii. Psychology & Sociology (Self-identity, How people think and act)

Which plants were used the most before. And show an item related to their culture.

jj. Political Science (How society works)

kk. Anthropology (How people live in the world)

- ll. History (How people and societies change over time)
- mm. Geography (A sense of place)

What seasons are specific plants be in or grow in.

- nn. Economics (A sense of fairness and equality)

- oo. Philosophy (Values for living in the world: truth, right and wrong)

- pp. Law (Rules, rights and responsibilities)

Some plants are dangerous to eat or touch and we can't do that.

2. Choose 3 and List developmentally appropriate ways children can learn social studies in each of the following Learning Centers:

- qq. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)

- rr. TABLE ACTIVITIES (Manipulatives, Puzzles)

- ss. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)

Paint one plant that they saw in the song.

- tt. MUSIC/MOVEMENT

- uu. SAND AND WATER PLAY

- vv. BLOCK BUILDING

Build an old farmhouse for plants.

ww. SCIENCE/DISCOVERY

xx. LIBRARY/LITERACY

Read books about the history of plants and say how people used to row them.

yy. WOODWORKING/CARPENTRY

Step 5: Implementing the Curriculum Topic:

Launch/Introduction (How you begin the curriculum topic):

Describe 1 activity:

1. PREPARING STUDENTS :Get ready to become Botanists! Prior to reading the informational text, create a tangible classroom experience that connects to the factual content on planting in the book.

Meeting Time (How you sustain and expand the topic):

Describe 1 activity:

12. INFORMATIONAL READ ALOUD :

I will gather all students in one table where there will be different pictures of plants and their names on the side on small papers and let them put each name next to the right picture or the right plant.

Creative Arts Activities (Visual Arts, Music, Dance, Drama):

Describe 1 activity:

1. music: they will listen of how plants spelled and how they look before starting the activity.

Read Aloud: Find 2 picture books: 1 fiction and 1 non-fiction):

Describe a literacy extension activity for each book (Include bibliography):



Talk with their pier about what they've read.



2.

Spell the name of the book. And how the plants spelled like.

Shared Reading (Songs and/or Poems) Describe 1 activity using either a poem or songs:

(Include a separate document of the poems or song used)

1. Getting up to explain what they saw in the song and say it to the whole class.

The Kiboomers the Farmer Plants the Seeds

Activity Plan

Designed by: Laila Munassar

Curriculum Topic: plants

OVERVIEW/FRAMING	
The topic: PARTS OF A PLANT	
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>	This activity is developmentally and culturally appropriate because we know that in this age group of four-to-five-year Olds, children see plants every day in life inside their homes or outside when they go to the park or school, the students are seeing plants all around them.
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>	<ol style="list-style-type: none">1. What are plants? What do plants need to grow? What are some diverse kinds of plants? What are the sizes of the plants? What plants we could eat?2. Big Ideas: plants are living things, needs water to live, there's big and small plants and each

CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<div> <div>Visual Arts</div> <div>Movement/Dance</div> </div> <div> <div>Emergent Literacy</div> <div>Social Studies</div> </div> <div> <div>Music</div> <div>Drama</div> <div>Mathematics</div> <div>Science</div> </div>
LANGUAGE AND CONTENT OBJECTIVES	<p>Co: SW draws what plants needs to live. LO: SW read their lists to a partner for what plants needs to live. Student-friendly: circle the thing plants need to live.</p>

KNOWING THE LEARNERS	
AGE RANGE:	4–5-year Olds
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	I know about the current growth of learners in this age range for the content focus that they will want to explore and want to know more about plants, and they will be using different colors to draw plants and what they need.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	A misunderstanding the children may have is identify how plants live or they need to live on, because it is their first time learning about it but I will show them videos first about plants each week so they could always see what they need and each week after the videos they have watched they will write about it.
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?</i>	I know that some of their cultural backgrounds are Ecuadorian and Honduran descent, one of the students is Chinese. Their learning styles is by giving them play materials and books to understand the topic and to show them diverse gender roles. I know that 2 of the students speak Spanish, three of the students speak English only. Some of the students are dual language. and one of the female students needs to focus on developing her gross motor skills.

MATERIALS & LEARNING ENVIRONMENT PREPARATION
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<p>MATERIALS</p> <p><i>What materials will you need to teach this activity?</i></p> <p><i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i></p>	<p>LEARNING ENVIRONMENT</p> <p><i>What modifications will you need to make to the classroom to support this activity?</i></p> <p><i>(e.g., centers, bulletin boards, meeting spaces)</i></p>	<p>EVENTS/RESOURCES</p> <p><i>What events or resources, including people, might you need to arrange in advance?</i></p>
<p>The Tiny Seed</p> <p>Book by Eric Carle</p> <p>From Seed to Plant</p> <p>Book by Gail Gibbons</p> <p>-Different materials to be used are pictures of different plants, colors, and real plants for them to look at.</p>	<p>In the science center, I will put real plants like pumpkins, flowers and other and I will let them touch the plants and there will be pictures of the needs of plants too like water and sun and let them figure out first where why I added them and then we all do it together.</p>	<p>The resources I would need to arrange in advance is show them videos of how people make plants live and put on music or songs about plants for them to get information by listening and dancing.</p>

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THE LEARNING EXPERIENCE

THE LEARNING EXPERIENCE	
The launch <i>How will you engage the children in this learning experience?</i> <i>How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity?</i> <i>What will you say and do?</i>	<p>I will engage the children by playing them a song of plants parts and let them sing with it, I will <i>introduce the concepts and vocabulary of the topic by showing them pictures of the vocabulary in different colors and make each one of them take a word and put it in the words wall. I will describe the procedures of the learning activity by asking students to come up and say what they have learned about plants from the video and the vocabulary words but first I will say what. I have seen and told them to say it like me.</i></p>

The activity

List the step-by-step procedures. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.

First, I will gather all the students to the science center and show them pictures of different plants with the names of it and real plants I have brought to class, and put next to them the things they need to live in like water... after that I will ask each one of them to draw their favorite plant of what they have seen, and then after that we will read "From Seed to Plant" Book by Gail Gibbons. And then let them draw the PARTS OF A PLANT by drawing a flower first and for example write roots, steam, leaves...., color it and put at. Least one thing a plant needs to live in like sun. then take their paper to the science center.

<p>Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>To reflect on this, I will give the students the opportunity to show their paper to the whole class and explain what they put next to the plant and the parts of it and say what was the thing they chose in the paper that a plant needs.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>To build on this activity, I will offer the children to say what is their favorite plant and draw the parts of it then point to anything in class and say that a plant needs this to live.</p>
<p>Multimodal Engagement <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i></p>	<p>This activity offers opportunities for children to use their hands to touch real plants and see how they differ and how they feel from one to another, using their language by talking to the whole class of what they did or drew and by looking into nature and see what they see that a plant needs to live.</p>
<p>Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></p>	<p>I will modify this activity for English Language Learners by giving them the opportunity to say what a plant needs in their own language to the whole class.</p>

GROWTH AND LEARNING

How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.

Cognitive/thinking	Children will be able to make a list about the plants parts and remember what a plant need to live. They will be able to listen about it and draw or write it down.
Physical	The students will be able to move around and dance to learn about plants. They will also be touching plants to know the difference.
Social/emotional	The children will be talking to their classmates about their lists and drawings and see what each one did.
Language/literacy	We will read the books, "From Seed to Plant" Book by Gail Gibbons and "The Tiny Seed" Book by Eric Carle. And they will learn words like leaves, plant, potting, soil, rain, roots, and more words.
	List 10-15 target vocabulary words: fruit, garden, gardener, grass, greenhouse, ground, grow, habitat, harvest, herbs, landscape, lawn, leaves, medicine, nature, nursery, nutrients, park, patio, petals, plant, pollen, potting, soil, rain, roots, seaweed.
Content Area(s)	Emergent Literacy, visual arts, science (living things) and Movement/Dance

STANDARDS/GOALS

What Pre-K Common Core Learning Standards are addressed in this activity?

Use the PKFCC to respond.

*Be specific—choose those standards that are **actually targeted** by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)*

Domain 1: Approaches to Learning

PK.AL.1 Actively engages in play as a means of exploration and learning; PK.AL.1 Indicators: a. Interacts with a variety of materials and peers through play

Domain 2: Physical Development and Health

Demonstrates eye-hand coordination and fine motor skills; PK.PDH.5. Indicators: a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)

Domain 3: Social and Emotional Development

PK.SEL.1. Regulates responses to needs, feelings and events; PK.SEL.1 Indicators: a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation

Domain 4: Communication, Language, and Literacy	PK.AC.4. Demonstrates a growing receptive vocabulary; PK.AC.4. Indicators: a. Understands and follows spoken directions
Domain 5: Cognition and Knowledge of the World	PK.SCI.1. [P-PS1-1.] Asks questions and uses observations to test the claim that various kinds of matter exist as either solid or liquid; Compares and categorizes solids and liquids based on their physical properties

AUTHENTIC ASSESSMENT

<p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p>	<p>To assess each child's developmental progress, by saying each Student name to come to my desk and explain or list to me the things a plant needs to live in and to choose anything from the science center to show me what a plant need.</p>
<p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p>	<p>I will determine whether they are getting the big idea by asking them throughout the week what does a plant need to live in and choose a material from class that a plant need and show it to the whole class.</p>
<p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p>	<p>If the children know what a plant need, I will let them to make a list of it or draw what is and color it and put it in the wall next to the science center.</p>
<p><i>Your assessment activity MUST be connected to the Big Ideas and</i></p>	

Overarching Questions.	
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Activity Plan

Designed by: Laila Munassar

Curriculum Topic: plants

OVERVIEW/FRAMING	
Name of the activity: Food Plants	
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>	This activity is developmentally and culturally appropriate because we know that in this age group of four-to-five-year Olds, children see plants every day in life inside their homes or outside when they go to the park or school, the students are seeing plants all around them.

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>	<ul style="list-style-type: none"> • What are plants? • What do plants need and where do we find them? • What are some different kinds of plants? • Why are plants important? <p>What materials to collect for their plant?</p> <p>Children will know where plants are grown best in some countries.</p>
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<div> <div>Visual Arts</div> <div>Music</div> </div> <div> <div>Movement/Dance</div> <div>Drama</div> </div> <div> <div>Emergent Literacy</div> <div>Mathematics</div> <div>Science</div> </div> <div> <div>Social Studies</div> </div>
LANGUAGE AND CONTENT OBJECTIVES	<p>Co: SW make a list of plants that we cannot eat or dangerous to be eaten. LO: SW orally share with a partner what is his list. Student-friendly: Check the plants that are safe to eat</p>

KNOWING THE LEARNERS	
AGE RANGE:	4–5-year Olds
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<i>I know about the current growth of learners in this age range for the content focus that they will want to explore and want to know more about plants, and they will be using different colors to draw plants and what they need.</i>
<i>What misunderstandings might children in this age range have about the</i>	A misunderstanding the children may have is that they won't know the difference between each plant and what is good to eat and what is not, and I plan to address that

<i>topic/content and how do you plan to address this?</i>	by show them few videos of it and how people look when they eat it and where plants grow, in some countries.
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?</i>	I know that some of their cultural backgrounds are Ecuadorian and Honduran descent, one of the students is Chinese. Their learning styles is by giving them play materials and books to understand the topic and to show them diverse gender roles. I know that 2 of the students speak Spanish, three of the students speak English only. Some of the students are dual language. and one of the female students needs to focus on developing her gross motor skills.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> List all books and materials , including any used during the launch/reflection and during set up and cleanup	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity?</i> (e.g., centers, bulletin boards, meeting spaces)	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
Flower Garden by Eve Bunting Layla's Happiness by Mariahadessa Ekere Tallie. Little Tree by Loren Long. -Different materials to be used are pictures of different plants, colors, and real food from their culture in class.	In the book center, I will put all the books about the history of plants, let each one pick a book and make them read throw it in a silence classroom and then write one sentence or point they liked while reading the book.	The resources I would need to arrange in advance is telling the students to bring in their favorite food to class and tell us about it.

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THE LEARNING EXPERIENCE

THE LEARNING EXPERIENCE	
The launch <i>How will you engage the children in this learning experience?</i> <i>How will you</i>	I will engage the children by playing them a song of how people used to get plants and how to make it, I will <i>introduce the concepts and vocabulary of the topic by put all the vocabulary in the word wall and we will read it out-loud</i>

<p><i>introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?</i></p>	<p><i>together. I will describe the procedures of the learning activity by showing the students some examples of how different plants look let them read books about it and then tell them to think of one plant they want to make and collect it from home. And bring it to class the next day to make the parts of their plant.</i></p>
<p>The activity <i>List the step-by-step procedures. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i></p>	<p>First, I will tell Children to take small maps and plants stickers that has different plants on each like banana, apple... and then they can draw oranges in Florida and California, wheat in Russia, or bananas in Ecuador, for example, on maps to show where various crops grow best. Older students can study about how a demand for spicy foods led the discovery of trade routes connecting the Western and Eastern worlds, and then design maps of the routes. Food sampling provides a flavorful and memorable layer to the training.</p>
<p>Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>To reflect on this, I will let each one to exchange each other's maps and work on it and see what they did and will know more information, and I will ask them what country makes the most plants</p>

Possible Extensions <i>What could you do on another day to build on this activity?</i>	<p>To build on this activity, I will let them listen to songs that has some examples of what they did and more plants to see and dance with it, and I will I give out papers for them to write three words about plants and countries.</p>
Multimodal Engagement <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i>	<p>This activity offers opportunities for children to use their thinking to think what country has the most plants , so they use their hands a lot to touch things, they will also be dancing and singing with the videos I put, and they will also be explaining and taking to their classmates when they get up to show their work about the maps they did so they will get more confident and know how to talk and respond to others.</p>
Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	<p>I will modify this activity for <i>special needs</i> Learners by giving them the maps and plants stickers that I have collected for them and just tell me what the plant they want to put on each country where they know if it grows there and help them to write or put the plants sticker on top of the country together if they are shaky or cannot move their hands a lot.</p>

<p style="text-align: center;">GROWTH AND LEARNING</p> <p style="text-align: center;"><i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i></p>	
Cognitive/thinking	<p>Children will be able to think of what each country grows the most plants and what kind of plants is mostly there.</p>

Physical	The students will be able to dance with songs and gather or pick the materials from their house to bring into class.
Social/emotional	The children will express their feelings of what they will create and what countries they want to choose.
Language/literacy	We will read the books, "Flower Garden by Eve Bunting, Layla's Happiness by Mariahadessa Ekere Tallie and Little Tree by Loren Long." And they will learn words like bulb, bush, cactus, compost, courtyard, crunch, dew.
	List 10-15 target vocabulary words: bite, blossom, botanist, botany, bouquet, branch, bud, bulb, bush, cactus, compost, courtyard, crunch, dew.
Content Area(s)	Emergent Literacy, visual arts, social studies and music

STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards are addressed in this activity? Use the PKFCC to respond. Be specific—choose those standards that are actually targeted by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?</i>	
Domain 1: Approaches to Learning	PK.AL.5. Demonstrates persistence

Domain 2: Physical Development and Health	PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills needed to manipulate objects
Domain 3: Social and Emotional Development	PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests
Domain 4: Communication, Language, and Literacy	Part A: Approaches to Communication Background Knowledge PK.AC.2. Demonstrates they are building background knowledge

Domain 5: Cognition and Knowledge of the World	PK.SOC.7. Develops a basic understanding of economic concepts within a community
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AUTHENTIC ASSESSMENT	
<i>What will you do to gather evidence to assess each child's developmental progress?</i>	To assess each child's developmental progress, by going to each student and let them explain what country has the most plants and what they put on the map on each country.
<i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i>	I'll evaluate whether they understand the major idea by having them draw and color some plants and the name of the country next to it that they put on the map in the main activity to see if they have any other ideas or want to do more.
<i>Evidence may include responses recorded during a group discussion, a</i>	

<p><i>visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	
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Activity Plan

Designed by: Laila Munassar

Curriculum Topic: plants

OVERVIEW/FRAMING	
plants puzzles	
<p>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></p>	<p>This activity is developmentally and culturally appropriate because we know that in this age group of four-to-five-year Olds, children see plants every day in life inside their homes or outside when they go to the park or school, the students are seeing plants all around them.</p>

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>	How many seeds a plant have? How many plants? Where does seeds come from?
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<div> Visual Arts Movement/Dance </div> <div> Music Drama </div> <div> Emergent Literacy Social Studies </div> <div> Mathematics Science </div>
LANGUAGE AND CONTENT OBJECTIVES	Co: SW draws a pumpkin LO: SW count how many pumpkins they see outload Student-friendly: Count the pumpkins and write the number down below.

KNOWING THE LEARNERS	
AGE RANGE:	4–5-year Olds
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<i>I know about the current growth of learners in this age range for the content focus that they will want to explore and want to know more about plants, and they will be using different colors to draw plants and what they need.</i>
<i>What misunderstandings might children in this age range have about the</i>	A misunderstanding the children may have is count the seeds by touching them because it is going to be their first time, and I plan to address this by telling them that they see plants more often and count it in front of them

<i>topic/content and how do you plan to address this?</i>	and give them big numbers to hold first to see how they look.
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?</i>	I know that some of their cultural backgrounds are Ecuadorian and Honduran descent, one of the students is Chinese. Their learning styles is by giving them play materials and books to understand the topic and to show them diverse gender roles. I know that 2 of the students speak Spanish, three of the students speak English only. Some of the students are dual language. and one of the female students needs to focus on developing her gross motor skills.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i>	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity?</i> <i>(e.g., centers, bulletin boards, meeting spaces)</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
How a Seed Grows by Helene J. Jordan. Ten red apples Book by Pat Hutchins. How do dinosaurs count to ten? Book by Jane Yolen. -Different materials to be used are different kind of	In the math center, I will put all the numbers to 20 big numbers and numbers in papers and there will be papers and colors for them to draw, write and touch the numbers.	The resources I would need to arrange in advance is put on different videos for the kids to watch about math and numbers and bring another assistant teacher just to help at the beginning of the semester to show them and tell them about numbers.

puzzles, seeds from different
plants, big numbers

THE LEARNING EXPERIENCE

THE LEARNING EXPERIENCE	
<p>The launch <i>How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?</i></p>	<p>I will engage the children <i>in this learning experience</i> by giving them puzzles that show many sorts of plants, such as farms, rain forests, gardens, flowers, and trees. Invite the kids to put the puzzles together and encourage them to finish them. Use appropriate vocabulary phrases like farm, flower, garden, fruit, grow, habitat, or plant regularly while the youngsters complete the puzzles, pointing out matching imagery in the puzzles. The goal of this lesson is learning how to count using varied materials than numbers and prior knowledge they have is knowing numbers from 1-20 and they have done puzzles before.</p>
<p>The activity <i>List the step-by-step procedures. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i></p>	<p>First, I will show them videos of how people do puzzles then I will put students in separate groups, let each group to pick a puzzle game that has plants on it, I will also tell them that they have specific time to do it to see how different students react. I will tell them to read “How do dinosaurs count to ten? Book” by Jane Yolen. And then let them to continue it After they are done reading, I will show them how I did my puzzle and give them some tips and hints to fix their puzzles.</p>
<p>Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and</i></p>	<p>To reflect on this, I ask each group of students how they made their puzzles, and if there’s any mistakes, they made I will show them how to fix it or if they didn’t know where to put some puzzles because of the different plants.</p>

<i>reflect on this activity?</i>	
Possible Extensions <i>What could you do on another day to build on this activity?</i>	<p>To build on this activity, I will offer the children the opportunity to choose their favorite puzzles from different groups and try to explain what mistakes others made and what they see in it. And then show the class their puzzles and say what was their mistakes and the plants they like and see in the puzzles.</p>
Multimodal Engagement <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i>	<p>This activity offers opportunities for children to use their thinking to put on different plants puzzles together and make them think how many puzzles they need to put by numbers, they will use their hands and fingers to add the puzzles together and they will listen to music and video about making puzzles and counting numbers from 1-20.</p>
Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	<p>I will modify this activity for English Language Learners by giving them their own puzzles to do and make them in one group and give each one of them a paper that has numbers in English and in their own language.</p>

GROWTH AND LEARNING

<p><i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i></p>	
Cognitive/thinking	Children will be able to think how many puzzles they see and count it and learn about new vocabulary about it.
Physical	The students will be able to touch and move the puzzles while doing their assignment.
Social/emotional	The children will express their feelings of how different numbers be and how they feel at the beginning when they learn about new numbers.
Language/literacy	We will read the books, "How a Seed Grows by Helene J. Jordan." And they will learn words like florist, flower, food, forester, vegetation, vine, water, water lily, watering can, window box and weeds.
	List 10-15 target vocabulary words: fabric, farm, farmer, field, floral, arrangement, florist, flower, food, forester, vegetation, vine, water, water lily, watering can, window box, weeds.
Content Area(s)	Emergent Literacy, visual arts, mathematics and music

<p>STANDARDS/GOALS</p> <p><i>What Pre-K Common Core Learning Standards are addressed in this activity? Use the PKFCC to respond.</i></p> <p><i>Be specific—choose those standards that are actually targeted by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i></p>	
Domain 1: Approaches to Learning	PK. MATH.10. [NY-PK.MD.1.] Identify measurable attributes of objects such as length or weight, and describe them using appropriate vocabulary (e.g., small, big, short, tall, empty, full and light)

Domain 2: Physical Development and Health	PK. MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects)
Domain 3: Social and Emotional Development	PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests
Domain 4: Communication, Language, and Literacy	PK.AC.3. Demonstrates understanding of what is observed
Domain 5: Cognition and Knowledge of the World	PK. MATH.1. [NY-PK.CC.1.] Counts to 20

AUTHENTIC ASSESSMENT

<p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and</i></p>	<p>To assess each child's developmental progress, I will be going to each group in difficulty tables and ask them to explain what they see in the big puzzles they made, what colors they see and tell them to tell me how many plants in it, then make them count from 1-20.</p> <p>I'll evaluate whether they understand the major idea by telling them to find 20 plants in class and count them throughout the weeks and ask how we make puzzles and add it together to make one big puzzle.</p>
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<p><i>Overarching Questions.</i></p>	
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Commentary

Describe topic of your Learning Experience Unit: 1 paragraph

In those three activities the topic for them is plants, the children will be taught to know how to count by looking and touching plants in math, in math they will know how many Leafs and seeds are in a plant because numbers and counting will help with that. In science they will learn how to make a plant what do we need to make a plant live for example water, sun... and what makes a plant die that relates to plants because they know what it needs. For social studies they will learn what is safe to eat and what is not and by bringing in a dish to class they will know what plants are in that dish so they be aware how different plants can be cooked together and be in one dish.

Implementation of Activities: 2 Paragraphs

The order of this activities throughout the week will be first science, social studies and lastly math because they will learn an introduction about plants from science and then social studies will give them an idea about math and I put math the last activity for the particular reason for the circumstance it is all about counting and building something so they will need to know everything about plants from science and social studies to know how to do math. children will learn from Activity 1 that might influence engagement in Activity 2 is that it gives them an introduction about plants like how we take care of them how to make them live and most important what each plant we are using is called so they know for the upcoming activities.

Children will learn from Activity 2 that might influence engagement in Activity 3 that social studies activity they will make a plant in class they like and put it in class, so it helps them do the next activity in math activity because they will count the seeds they did in those plants and write down what vocabulary is they learned throughout the weeks from science and social studies so it be easier for them to draw something that represents the vocabulary's.

Reflection: 1 paragraph

To sum up everything that has been stated so far the activities I propose are supported by what I know about development for children this age by knowing that they still do not know a lot about plants so I will show them how different plants look they will learn more about different vocabulary's that is related to plants and this age do not know a lot about counting real things by touching other than writing numbers so they will do that with plants I also know that they will need help with knowing how real things work like what a plant needs to live and activity's to

support that like making a real plant in class. The activities will also support their writing and reading by writing the new vocabulary's they learned throughout the weeks in the other activities.