

## Activity Plan

Designed by: Maria Hernandez

OVERVIEW/FRAMING				
<b>This Activity Plan is part of a larger Learning Experience Unit on: We the Movers</b>				
<b>TOPIC</b> <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>	In this activity, students will be able to use their imagination and dip into their everyday knowledge. Students may construct a new form of transportation or make unique changes to already existing ones. My hope for this activity is that students become observers and understand the multiple ways that people get from one place to another. I hope students bring in their own experiences of traveling. This lesson will be joyful because students will be able to create a unique form of transportation and bring it to life.			
<b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	Essential question: How can the people and objects around me give me a better understanding about movement? How can I invent things? Goal: Different types of transportation and how they do different things. Objective: Students will be able to create a unique form of transportation and understand how it will function.			
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	<b>Visual Arts</b> <b>Emergent Literacy</b>	Music Mathematics	Movement/Dance Science	Drama <b>Social Studies</b>

KNOWING THE LEARNERS	
<b>AGE RANGE:</b>	Pre-K
<b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i>	This activity is helping students' cognitive development because they're identifying forms of transportation and experimenting with them. Fine motor skills are being redefined and supported by the manipulation of small materials throughout the activity. Students social and emotional development are being supported because they are able to make a choice of what their invention will look like and speak about it and receive feedback from their peers. While working on this activity students will use new vocabulary that will help them communicate their ideas and intentions regarding their inventions more efficiently with their peers and others.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Students may limit themselves to already existing form of transportation. To help guide their creativity I may ask them what is a place that they really want to visit and what would be the fastest way to get there. These locations are not limited to real life ones and can also be imaginary location and scenarios.

<b>SOCIO-CULTURAL CONTEXT:</b> <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?<sup>1*</sup></i>	This classroom is composed mainly by Latino and Asian students with some White/European peers. Many of the students come from working class families and most of them live in the area. Many of the students' families are immigrant and their first language is not English. Spanish, Chinese and Russian are the other languages spoken by these families and the students. Majority of the students were enrolled in a 3-K school/program the year prior, so they have a sense of routine and procedures of the classroom.
--	---

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b> <i>What, if any, materials, including set-up and clean-up, will be needed?</i> <i>List all materials, including any used during the launch/reflection.</i>	<b>LEARNING ENVIRONMENT</b> <i>What, if any, modifications will you need to make to the classroom to support this activity?</i>	<b>EVENTS/RESOURCES</b> <i>What events or resources, including people, might you need to arrange in advance?</i>
Materials: <ul style="list-style-type: none"> <li>• Watercolor paper</li> <li>• Sketching paper</li> <li>• Watercolor paint</li> <li>• Paint brushes</li> <li>• Pencils</li> <li>• Sharpies</li> <li>• Found object materials</li> </ul>	The art center will need an expansion as students work and assemble their inventions. The art center will temporarily become the invention workshop. Images of different cars and modes of transportation will be displayed around the classroom. Images of different destinations may also be hung up to help students creativity, inspiration and flow.	Library center: Library will be stocked up on books with books about different kinds of transportation and the mechanics of them that are age appropriate.  Trip: We will visit the MTA museum, where students will be able to explore and engage on the development of city transit system over the years.

<b>THE LEARNING EXPERIENCE</b>	<b>Multimodal Engagement</b> <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i>	<b>Differentiation</b> <i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, very physically active, or emergent bilingual, etc)</i>

<sup>1\*</sup> 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.

<b>The spark/launch/intro</b> <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>	<p>Read aloud: <i>If I Built a Car</i> by Chris Van Dusen</p> <p>Discuss: What are some places you'd like to go and explore? How might you get there? The teacher may share out how they want to go to space and their idea of how to get there.</p>	<b><i>Linguistic Intelligence</i></b>	
<b>The activity</b> <i>What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</i>	<p>Part 1:</p> <ul style="list-style-type: none"> <li>On sketching paper students will sketch out their design of their invention using pencil. This may take multiple attempts and drafts.</li> <li>The teacher then will give each student feedback and make suggestions about their work.</li> <li>After students have settled on a design that they are comfortable with building they will then transfer their final idea onto watercolor paper with pencil.</li> <li>Students then will trace their designs with sharpie.</li> <li>Lastly, students will use watercolor paint to give their design some color to help them envision their design.</li> </ul> <p>Part 2:</p> <ul style="list-style-type: none"> <li>Students will gather the found materials they will use to assemble their invention.</li> <li>Students then will begin the building process.</li> <li>The teacher will guide and aid as students build their inventions.</li> </ul>	<b><i>Visual Intelligence</i></b>  <b><i>Interpersonal Intelligence</i></b>  <b><i>Intrapersonal Intelligence</i></b>	
<b>Reflection</b> <i>As the activity wraps up, what opportunities will you offer the</i>	<p>At the end of this activity the teacher will set up all the inventions that were made to be displayed. Students may share out the intention</p>	<b><i>Logical Intelligence</i></b>  <b><i>Kinesthetic Intelligence</i></b>	

<i>children to respond to and reflect on this activity?</i>	behind their invention and where they plan that it will take them. These discussions can take place in small groups, between peers and with the whole class. As a class we can discuss the different inventions that have been made and ask questions.		
<b>Possible Extensions</b> <i>What could you do on another day to build on this activity?</i>	<p>Sensory: Students may use playdough and their sketches to build a 3-D version of their invention</p> <p>Blocks: Students can play with wooden cars and trains and blocks.</p> <p>Library: Students will have an array of books based on transportation available for them to explore. The book “The Last Stop On Market Street” by Matt De La Pena. “How People Get Around” Gail Gibson</p>		

<b>GROWTH AND LEARNING</b>	
<i>How will this learning experience support the children’s growth and learning be in the following domains?</i>	
<b>Cognitive/thinking</b>	This activity is helping students cognitive development because they are identifying forms of transportation and experimenting with them.
<b>Physical</b>	Fine motor skills development is being supported by the manipulation of small materials.
<b>Social/emotional</b>	Students social and emotional development are being supported because they are able to chose an important form of transportation to them and develop it further and share it with their peers.
<b>Language/literacy</b>	Students will learn new vocabulary words and be able to communicate what they aspire for their form of transportation to be or do.
	List 3-5 target vocabulary words: Transportation, underground, wheels, motor.
<b>Content Area(s)</b>	Visual Arts, Emergent Literacy, Social Studies

<b>STANDARDS/GOALS</b>
<i>What Pre-K Common Core Learning Standards (CCLS)<sup>2*</sup> are addressed in this activity?</i>

<sup>2\*</sup> For CCLS, please go to the following URL:

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

Domain 1: Approaches to Learning	PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences. c. Actively explores how things in the world work.
Domain 2: Physical Development and Health	PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills. 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.6. Understands and follows routines and rules. e. Applies rules in new, but similar situations.
Domain 4: Communication, Language, and Literacy	PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods. b. Uses existing objects to represent desired or imagined objects in play or other purposeful way.
Domain 5: Cognition and Knowledge of the World	PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts. a. Engages in self-directed imaginative play with a variety of materials and/or art-making tools.

AUTHENTIC ASSESSMENT	
<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>	<p>To determine that the students have learned with this activity I will document their conversations and thought process as they work with their creative process. I will document how their drafts change from the beginning of the activity up to the point of them bringing their mode of transportation alive. I will ask students about the mechanics of their invention and how it will work.</p> <p>Performance-Based Assessment I will observe how students put together their invention and the choices they make.</p> <p>Reflective Assessment I will ask students what they would like to change about their designs and help them brainstorm. When building their invention, I will provide support of material choices and what will work best for their designs.</p>

POST-ACTIVITY REFLECTION <sup>3*</sup>	
<i>What aspects of this activity seemed to be most successful in supporting the children's growth and learning?</i>	-----

---

HYPERLINK "[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nyslsprek.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf)"

\* 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.

*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?*