

Activity Plan

Designed by: Maria Kaye

OVERVIEW/FRAMING				
This Activity Plan is part of a larger Learning Experience Unit on:				
<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>The subtheme, "painting with berries" fits into a larger Curriculum Web called, Touch, dealing with our senses. As pre-k students as curious about the ever-changing process of many artifacts around them, they will also find the change in berries to be interesting. Creating a new material out of berries allows students to be in a culturally responsive classroom, each painting will be as unique as each student. Students are able to draw bridges from their own experiences with the materials and creating a new material that represents them. Using berries as our main materials allows the students to all if not most be familiar with the fruits, while being able to connects how their family uses them or even if they have come in contact with them. This activity is also culturally appropriate for the same reasons. The materials being used are available to all, even if not incorporated in their home they can connect to them in other ways, such as grocery story, baked good, books or having peers talk about them. Using the berries as paint allows the activity to be developmentally appropriate in such way as to teaching them first-hand how changes can happen, as well as allowing them to understand and view the process of change. By doing so students comprehend change does not look the same in all things, it is different for all, especially in the unique process depending on the individual. This also spark creativity for students to explore in the classroom or outside the classroom how and where changes are happening. Developmentally students acquire knowledge to transform one material into something new, leading them to make their own experiments with other fruits, vegetables, or plants. Students during this activity will feel empowered and proud to be creating their own paint. Giving them a boost int their self-esteem, as well as expanding their creativity. Students will feel a sense of accomplishment when finishing their project/painting, allowing them to observe their powers to transforming and repurposing the materials</p>			
<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></p>	<p>SWBAT state and detail the manipulation of the solid berries, and breakdown the process to assess the transformation they produced with the final product.</p> <p>How did the berries feel the same and different? Did some berries have bigger seeds than other? Did all berries have the same texture before and after smushing them? How many different colors were you able to make? What changes did you notice in the berries after smushing them? Did they look like same or different than before? During this activity students will make connections about paint, where it comes from, how it's made, and what natural materials can be used to do so.</p>			
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<p>Visual Arts Emergent Literacy</p>	<p>Music Mathematics</p>	<p>Movement/Dance Science</p>	<p>Drama Social Studies</p>

KNOWING THE LEARNERS	
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>	Students are developing their own opinions and view, as well as working on their self-confidence. Students work towards creating bonds with their peers, making connections with.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Students may assume all of their peers know what each berry is or has tried it before. They will learn different cultures and families are different
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> *	There are not many ELL students in the classroom, there's also little diversity in the classroom, a few African American students, Latin, Asian as well as students with special needs. Most of the new students are European, most speaking English already. Families income levels vary, few low income families, free lunch is provided to a big part of the school

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<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>	<i>What, if any, modifications will you need to make to the classroom to support this activity?</i>	<i>What events or resources, including people, might you need to arrange in advance?</i>
<ul style="list-style-type: none"> - Berries (strawberries, blueberries, raspberries, blackberries) - Small bowls (multiple) with berries - Small bowls with water - Forks - Spoons - 9x12" watercolor paper - Different size paint brushes - Aprons - Table covers 	In order to support this activity, additional tables will be needed in the Art Center for supplies. Tables will have to be covered for the painting sessions.	Ask a parent who is an artist. or illustrator share with us how different paints are made. As well as having a chef show us the multiple way to cook/bake with berries. Demonstrating manipulatives that can be used around us to transform them into a new artifact. I'd also like to ask parents to make their favorite family recipes containing

^{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.

<ul style="list-style-type: none"> - Wet wipes - Dry paper towels 		berries. It'll allow us to see the different ways berries can be used, in all different cultures and households.
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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, 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>	Read Aloud: More Blueberries!, by Susan Musgrave Song: "If you're ready to get Messy" Discuss: What/ how many colors can we make with the berries?	Listening/Sight Linguistic Intelligence Listening Musical Intelligence	For ELL/ENG students the song and book will be translated to their native language, or at least have some of the text. Students will be provided with pictures of the materials with name in their native language.
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>	<ul style="list-style-type: none"> - Students will be asked to line up according to their table number. - Teachers will assist students with handling of aprons, putting them on. - Students will get a 9x12" watercolor paper. Teacher will ask "do you want to write your name, or would you like some help?" - Students will reach to the middle of the table as instructed to get one small bowl. 		Students with special needs will be provided the lyrics to the song to read on their own, or a recording of a teacher singing the song. This can be viewed as needed and volume can be adjusted.

	<ul style="list-style-type: none"> - Students Following teacher will demonstrate placing just one kind of berry in the bowl. - Students will be instructed to examine their desired berry, how does it feel, smell. - Teacher will be at the front of the class using the document camera to demonstrate how to mush the berries with hands or tools depending on student's needs. - Students will be asked, "do you want to finger paint or use a paint brush?" - Teacher will be walking between tables to assist students needing extra help. - Once students use up the paint of their first berry, they are encouraged to experiment with using one other berry or to use multiple berries to acquire new colors. - Teacher will observe students and scaffold their experiments as well as ask open ended questions, while providing assistance if needed. - Students will be reminded to dip their finger in water. "If you want to clean your finger or paint brush, dip it in the water." 	<p>Naturalist/ bodily-kinesthetic Intelligence</p> <p>Touch</p> <p>Touch/ Sight Logical-Mathematical Intelligence</p> <p>Linguistic Intelligence</p> <p>Touch/Sight</p>	<p>Students with sensory differences will be able to use tools rather than their hands to paint. Forks, spoons, potato mashers, rocks, sticks.</p>
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	<ul style="list-style-type: none"> - Teacher will be at the front of the class to remind students there is not right or wrong way to paint and express themselves. - A reminder will be given to class about time, to make their finishing touches. - “hands on top, that means stop” , following students will be asked to wiggle their fingers in the air - As their fingers are in the air, they will be asked to bring their hands to their nose and smell their hands. Paying close attention to what scents they are - Teacher ask students to lick their fingers. “How do your fingers taste? Do your fingers taste sweet? Are you finding seeds on your fingers and mouth?” - Student will be asked to make their way to the sink when their table is called to wash their hands and hang up their aprons. - Following the handwashing students will meet for a class discussion about the activity. - Students will go outside to play, while a teacher puts their paintings in the drying rack. 	<p>Sight/Listening Intrapersonal Intelligence</p> <p>Bodily-Kinesthetic Intelligence</p> <p>Smell</p> <p>Taste/Smell/Touch</p>	
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<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>Display all the paintings for students to observe the different techniques, colors, markings, patters their peers achieved. Following up with a class conversation about new possible ways the paint can be used, what techniques they would try next time, what would be done differently. Scaffold the conversation to get students to name the different ways each berry is represented on the paper.</p>		
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>To continue building this activity students can make suggestions on new fruits/vegetables they can use to paint. As well as adding different tools to paint with. Switching up the canvas students are provided with also gives the activity a new extension,</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 be in the following domains?</i></p>	
<p>Cognitive/thinking</p>	<p>Students will backtrack and recognized the differences of feeling, as well as analyzing.</p>
<p>Physical</p>	<p>Student will develop fine motor skills while smushing the berries, finger painting, holding down their canvas, holing paint brush or similar tolls.</p>
<p>Social/emotional</p>	<p>Children will explore their own vision of color and art while working in a with their classroom community. They will learn problem solving, teamwork, self-expression.</p>
<p>Language/literacy</p>	<p>During our book discussion we will discuss how the blueberry changed since the story first started. As well as discussion what prints the blueberry left behind, a sentence started regarding the book will be, "I noticed the blueberry ...", this will lead to discussing the changed we noticed in the story</p>

	List 3-5 target vocabulary words: same, change/transformation, new
Content Area(s)	Art, Literacy, Math, Science, Social Studies

STANDARDS/GOALS	
<i>What Pre-K Common Core Learning Standards (CCLS)^{2*} are addressed in this activity?</i>	
Domain 1: Approaches to Learning	4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences. A) Asks questions using who, what, how, why, when, where, what if.
Domain 2: Physical Development and Health	1. Uses senses to assist and guide learning. B) Compares and contrasts different sights, smells, sounds, tastes, and textures.
Domain 3: Social and Emotional Development	2. Regulates his/her responses to needs, feelings and events. A) Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.
Domain 4: Communication, Language, and Literacy	3. Demonstrates that he/she understand what they observe. C) Asks questions related to visual text and 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. D) Chooses materials and subjects with intent and purpose.

AUTHENTIC ASSESSMENT	
<i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring</i>	For my assessment connected to my activity I will be doing a performance-based assessment as well as a reflective -assessment. During Performance-based, I will be observing closely how the student handles the berries, the grip, the strength they use to smush it with their fingertips, as well as observing how they interact with the different size seeds that will be between their finger. During

^{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"

<p><i>the Overarching Question? (This may be a conversation, a group project, a performance, etc...)</i></p>	<p>the activity students will be asked, about the transformation of the berries, sounds, smells, taste and feel the difference in texture that they have noticed. Another question that will be asked is “how many?” of each berry or how many different berries in total they notice or have used, adding “can you tell me the steps you took to make your final product”. While the Reflective assessment will take place post activity the main focus will be to determine if and how the students interpreted the change/transformation of the product presented to them. Specific questions regarding that will be asked, “did you notice if the berry changed or stayed the same?” “How did the berries transition to a different product?”, “what did you notice that was different for each berry?”. By asking these questions I will be able to get an understanding as to know if the students got the main idea of the activity. The bigger idea being change /transformation the berries took to become a new product, paint.</p>
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POST-ACTIVITY REFLECTION^{3*}

<p><i>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?</i></p>	
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* 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.