

ECE 312

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### Learning Experience Unit Commentary

Based on the activity plans that you completed for Math, Science and Social Studies, answer the following questions:

1. In what order would you do the activities throughout the week? Why?

For the week my first activity would be math, not only does this activity allow the students to become familiar with the fruits and vegetables, but it will also spark conversations among students. The math activity is also a great introduction to managing different and multiple materials at a time. This math activity also supports the way students will handle and arrange their future materials. The math activity along with helping them comprehend different quantities. I would follow with the Social Studies activity, again to help the students to continue making connections with fruits and vegetables, along with the read alouds.

2. What could children learn from Activity 1 that might influence engagement in Activity 2?

Students will take away from the first activity how to single out the most common or most popular fruit and vegetable. This will help influence their engagement in activity 2 while the students will also be observing the same of "most common or popular" by then adding it to the map. The first activity will connect smoothly with collecting data for the second activity and using it to help them record the new data they will learn in the second activity.

3. What do these two activities have in common?

Both of the activities touch base on quantities, even though the activities are a bit different they both incorporate quantities. The math activity shows the quantity by setting up a bar graph, while the social studies activity records quantity but placing the shape of the product being used on the map. Both activities also focus on which has the most or most popular fruit or vegetable. It also helps as a form of sorting as students have to find the same product and bring them together.

4. How are the activities you propose supported by **what you know about development** for children this age?

The activities developed for this specific age group as they help meet them where they are developmentally but also challenge and help those who struggle or have already achieved certain skills. The activities are set for students of the ages 4-4.5, aiding them with numerical recognition, as well as being able to sort by different characteristics of the given materials. Carefully studying what sets the materials apart from another. All activities also help this age group with their fine motor skills, as this age is still making connection with the mobility of their smaller muscles. The three activities that were

proposed all help with emergent literacy with this age group, helping understand to visually study shapes, numbers, bar graph's, as well as illustrating the changes seen in seeds. This all supports the 4-4.5 age group, to scaffold their emergent literacy development, mathematical concept, special concept and the changes in evolution.

5. How are the activities you propose informed by your knowledge of the **sociocultural background** of the children in the class?

The activities are set up to fit any socio-economic class group, the materials used can be obtained by all, even using community resources to create the activities. The activities are designed to incorporate the different cultural backgrounds in the classroom. Having different read alouds in the languages that represent the classroom community promotes inclusivity. This also helps our students who are learning one or two languages at the same time to make connections by visually seeing the story unfold. Being able to provide different books in English, Chinese, and Spanish creates a sense of belonging in the classroom. The activities proposed all are sensitive to what all students may have in common or what connections they can make based on past experiences. Even if some students aren't familiar with certain fruits and vegetables, they are still able and encouraged to participate with their peer, where they can create connections with each other. The activities also allow for students to feel accomplished as they can share their own information about the fruits and vegetables being studied and how it connects to their sociocultural background. Students may discover the similarities of the consumption they share as well as the differences that stand out between them that makes them as unique as each piece of fruit and vegetable.

6. Why are the instructional strategies and planned supports you propose **developmentally appropriate** for the whole class, individuals and/or groups of children with special needs?

The activities and they pay they are instructional planned help students work in large groups but also to work in partners or even just parallel watch, allowing the students socialize and learn to work together. They will also learn how to problem-solve if an issue presents itself. The activities created work for students to work individually, with partner, groups and even with the whole class, for instance, graphing and mapping with the social studies and math activities. The activities have been modified to fir with students with special needs or learning differences. During the activity's students needing to retrace the steps are able to look at the flyers provided laying out step by step. These students also have the ability to work individually and have their own materials if needed, noise cancelling headphones can be provided. Students are also able to work with a teacher, where they can express how they would work on the activities, giving the teacher and students the ability to make changes as needed for students. In most activities most materials provided have already been precut for those needed the extra assistance. For the student who is focusing on developing their gross motor skills the activities have been adjusted to support their skills and achieving their goals. This student will be able to either work alongside their peers or work in a more open space in order to use their gross motor skills more as they transition

between materials. One of the activities has also been modified for the student to tape their work on the wall and work at this designated space. The students work will be taped in order to challenge the student to use their larger muscles in order to participate in the activity. Materials for this activity are also placed for the students in a setting where they will have to get up to gather what is needed. At times the student will have to use their balance if they are on their tippytoes working or really using their legs if it's required for them to work closer to the bottom of the wall.

7. How could you see **this** Learning Experience Unit that you created fitting in with a Focused Curriculum (as described in the syllabus)?

Based on the classroom's interest of learning about flowers/trees, the learning experience fits well with the focused curriculum. Even though the big idea connects to flowers/trees the students are still able to touch on other topics that interest them, such as community helpers. Students will get a chance to explore their local grocery store and farmers market to not only observe the produce but to speak to and expert about fruits and vegetables. From this the focused curriculum grows by adding a math, science, and social studies activity that helps students connect to their interest. The activities are set up in a way to flow smoothly with one another, allowing the students to make connections with the activities as they are being explored. Being that the class community has such a rich and diverse background it allows for the activity planning to incorporate various ways for students to be able to make connections with their own experiences, past and present

8. What **evidence** will you gather (authentic assessment) to make sense of what children have learned from your Learning Experience Unit?

In order to gather evidence to make sense of what the students learn I would gather sample work, to analyze and study the changes in their emergent literacy. This will also help in determining if students fully understand the big idea of the activity. The work sample would work as a form of timeline that can be used for their work, from beginning to end, depending on the length of the activity. As well as having a check list that is adapted to the three activities that will be conducted. The checklist will help when looking back to write narratives about the students during different steps of the activities. This will enforce to know where a student may need to make improvements in certain developmental areas. I'd link verbal assessments with anecdotal notes jotting down small phrases or words a student may be saying while talking about the activity, their thoughts, words of choice, body language and how they are able to interact with their peers. This type of assessment also allows for open ended questions as well as being able to scaffold the students learning observing how they apply it to the activity.