

# Social Studies Activity Plan

**Designed by: Maria Kaye**

**Curriculum Topic: Social Studies (Fruits and Vegetables) Geography**

<b>OVERVIEW/FRAMING</b>	
<p><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></p>	<p>This activity allows students from all different backgrounds to map their own produce on any type of writing materials they can find at home or at schools. Students have the ability to get as creative as they want with this activity. They don't need any actual produce if they don't want. If students and families require the use of books or computers, they can use the public library for great resources. This activity also makes it possible for English Language Learners to participate wither in school with their peers or at home with family, modifying the activity to their liking. This activity is also culturally appropriate for students due to the cost being very minimal or having no cost at all.</p>
<p><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></p>	<p>Which produce is present in all countries?            How does the climate impact which produce can grow in different regions?            What fruit is most popular in Asia/USA/ Ecuador/Honduras?            What produce only appears once on the map?            Name the produce you're most familiar with.            How do you and your family eat it?</p> <p>This activity will help the students make connections with different produce they come by and learning where it originated from or what parts of the world consume it more or less. It will also help make connections to their cultures and communities as well as with their peers. They will create ideas of how the same produce can be seen and eaten differently all over the world. They will be able to create new ideas when cooking or grocery shopping with their families or care givers. Students will also be able to connect certain produce to past conversations they've had with peers or foods they have seen. Learners will also be able to associate the shapes of the produce in the real world when it is presented to them.</p>

<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts	Music	Movement/Dance	Drama
	Emergent Literacy	Mathematics	Science	Social Studies

<b>KNOWING THE LEARNERS</b>	
<b>AGE RANGE:</b>	<b>4-4.5</b>
<b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Current learners are eager to explore new information and engage in new activities. They can follow a few steps and instructions at a time, with repetition at times. Learners at this age range are still learning the existence of objects in other spaces aside from what they are familiar with. They may also still struggle with being able to recall the name of produce and its pronunciation as well as the name of the different countries where it can be found.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	Learners may misunderstand the concept of the mapping of the produce by thinking that specific fruit or vegetable only exist in one specific region. They may also misunderstand the many different way of eating the produce in various cultures is acceptable and all okay to try. Learners may believe there is only one way to consume something, in many cases the way they were brought up eating it. This can also be true for the names of produce; students may misunderstand the possibility of a fruit or vegetable having a different name in a different country.
<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?*</i>	This particular group has three students who only speak English, two who are learning both English and Spanish from Ecuadorian and Honduran decent and one who is of Chinese descent. Their ages range from 4-4.5. One female student is lacking on gross motor skills. The students are interested in learning about flowers, trees, community helpers and pets. This group of learners is learning about their surroundings and themselves. The learning experiences they have are those they have had from a young age with their parents or care givers and the exposure to culture and their community as well as the understanding of life concepts.

\* Note: You are designing this activity for the three children observed for your Student Profiles assignment.

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b>	<b>LEARNING ENVIRONMENT</b>	<b>EVENTS/RESOURCES</b>
<p><i>What materials will you need to teach this activity?</i>  <i>List <b>all books and materials</b>, including any used during the launch/reflection and during set up and cleanup</i></p>	<p><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></p>	<p><i>What events or resources, including people, might you need to arrange in advance?</i></p>
<ul style="list-style-type: none"> <li>- “What’s on Your Plate” by Whitney Stewart</li> <li>- “Your food, My Food, Our Food” by Emma Carlson Berne</li> <li>- Basket</li> <li>- Fruits and vegetables</li> <li>- Tape</li> <li>- Crayons</li> <li>- Color pencils</li> <li>- markers</li> <li>- White paper</li> <li>- Small maps</li> <li>- Large map</li> <li>- Globe</li> <li>- Butcher paper</li> <li>- Caddy’s</li> <li>- Push pins (for teachers)</li> <li>- Easel</li> <li>- Shapes of fruits and vegetables cut out</li> <li>- Print outs of fruits and vegetables</li> <li>- Glue</li> <li>- Scissors</li> </ul>	<ul style="list-style-type: none"> <li>-Clear off tables</li> <li>- make space on the rainbow rug for class discussion and read aloud</li> <li>- have caddy’s prepared with coloring materials</li> <li>-have bulletin board cleared off and ready to mount the new activities</li> <li>-label bulletin board, “Your Food, My Food, Our Food”</li> <li>-make room for the globe near the teachers teach</li> <li>-make space on the wall near the teacher’s chair to hang a map</li> </ul>	<p>Families who would like to share with the class their cultural background with certain produce. Either with a read aloud or with information regarding a specific fruit or vegetable.</p> <p>Families may also want to share (if permitted) a family recipe, or their child’s favorite way of eating a specific fruit or vegetable.</p>

## THE LEARNING EXPERIENCE

### **The launch**

*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?*

- Students will be asked to join the rug, table by table. I'd then ask, "what is your favorite fruit?", "what is your favorite vegetable", "what do you and your family call this fruit or vegetable", "does anybody else know this fruit or vegetable but with a different name". Students will then be asked to turn and talk to and discuss the different names they have just learned. After the students finish discussing the topic, I would introduce some of the vocabulary by taking a picture walk with the book, "Your food, My Food, Our Food" by Emma Carlson Berne. Allowing students to familiarize themselves with the vocabulary. After reading the story the class will hold an open discussion regarding the book and the different things they noticed in the book. Followed by the similarities they can connect with within their own lives.
- As students make connection to the similarities and differences we would touch on the subject of how geographically fruits and vegetables can look the same but have a different name or be eating different depending on cultures. While this is being discussed the globe will be passed from row to row to look at the different countries. As students are doing so, the map will already have post-it's on it with the representation of our classroom's different cultural backgrounds. Students will see a quick demonstration of what the activity at their seats looks like. Demonstrating the already cut our produce and the full print outs that can be cut out by the students. On the easel the demonstration will continue as the teacher tapes down a mango on the map. Students will also be given information regarding where the classroom community will hang their finished activity. This being the bulletin board outside the classroom.

**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.*

- bring students together to the rainbow rug
- instruct students to sit on the edge of the rug
- picture walk
- discuss new vocabulary
- read book
- discuss what was noticed in the book related to our discussions
- demonstrate the regions on the map that represent the class community
- present the produce as well as the comped pictures of the produce they will be using
- students will be asked to name the fruit or vegetable that is most populated
- teacher will demonstrate how to color in the shape and later tap it to the map
- students will be asked if they have questions, comments or concerns that need be addressed
- students will be called table by table
- once at their tables, students will be instructed to decide on which produce they will be working on
- students will then be asked to raise their hand if they want to cut the shape out themselves
- teachers and helpers will go to students and give the desired photo
- teachers will then place precut produce shapes on the tables for the remaining students
- as this is going on the teacher will focus the female student that will be working on the wall, setting up and tapping the paper for her and asking if she prefers precut shapes or if she would like to cut her own
- teacher will bring materials over to students and place on a counter near her
- as students become familiar with the produce they have decided on, teacher will make an announcement letting students know they can way their way to the rug if they need to examine the real produce closer
- students will be instructed to begin coloring
- teacher will make announcement for students who need to cut out their shapes, "color first, then cut out your shape", "raise your hand if you need assistance or talk to your tablemates"
- teacher will walk around the tables observing with click board, jotting short notes of fine motor skills, hand-eye coordination, mentioning of vocabulary and noting what produce has been used the most
- teacher will check in with female student working on the wall, aiding her with materials
- teacher will say, "hands on top, that means stop", and wait for the students eye to find her
- teacher will demonstrate the placing of her finished product on a map, while reminding students they get to pick where they will place it, following the premade post-it's on the map as guidance

- walk to tables and ask the students why they decided on the produce they did and why
- jot down response, while observing body language of other students
- teacher will make another announcement while standing in the middle of the rainbow rug while lifting the produce in the air one by one, asking students to raise their hand to name the colors they notice and to name the produce if possible
- teacher will instruct students to continue working
- teacher and helpers will watch for students struggling with scissors, asking if they help
- teacher will connect with female students working on the wall, asking why she decided to use the specific produce, also asking her to name the colors of the produce and any connections she can make to it
- teacher will make announcement reminding the classroom of the time left
- teachers will gather tape, push pins and map
- helpers will walk around with the recycling bin collecting any scraps of paper
- teacher will connect with female student working near the wall once more to help with any last touches she may need to make
- teacher will use the chime to bring the class back together and grab their attention
- teacher will announce to class she will call table by table to join her out on the hallway to tape their finished product on the map
- at this point students will be asked to return materials to the caddy's, and check under the table for materials that may have fallen
- teacher will instruct the assistant teacher to remain with the class as she takes the first group out to the hallway
- teacher will go into hallway to hang up the large map on the bulletin board with pushpins, and tape if needed
- teacher will call the "red" table and ask to bring their project and join her in the hallway
- teacher will tape projects one by one with tape depending on where the students desire
- teacher will instruct red table students to return to class
- remaining tables will repeat this step until every student has added their finished piece
- teacher will return to class and ask the classroom community, "what fruit or vegetable do you think was used the most in our class?"
- teacher will call on a few students to answer, followed by asking them why they think most people picked that specific produce.
- teacher will ask the classroom to line up according to their line spots so they can go in the hallways and take a look at their produce map

<p><b>Reflection</b>  <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>Students will be able to name a peer who has similar costumes as them with produce they both know. Students will also be able to reflect on the similarities different cultures have with the same foods.  Students will also be able to reflect and connect what different produce they would like to try now that they have explored further with their community.</p>
<p><b>Possible Extensions</b>  <i>What could you do on another day to build on this activity?</i></p>	<p>On a different day the classroom could hold a family picnic, encouraging families to use their own family recipes to share. This would be an extension to having a class parent visiting the classroom to speak on the topic of fruits and vegetables and how their culture uses the produce as well as the different names if applicable.</p>
<p><b>Multimodal Engagement</b>  <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>-Visual/spatial- students will have to envision their desired produce being tapped near the region they relate to. This also goes with familiarizing themselves with the shapes of the produce they decide on as well as where on the map they can find the country or nearest region they can find to it.  -Kinesthetic- students will be able to work on their memory of where on the map they want to place their finished product as well as recalling the name or names of the different fruits and vegetables. Students will also have the opportunity to work alongside their peers.  -Auditory- students will be listening to a read aloud as well as learning new vocabulary that can be used during the activity. Students will become familiar with the names of the countries the class community has connections with and the different names used for fruits and vegetables.</p>
<p><b>Differentiation</b>  <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></p>	<p>This activity helps ELL learners and any dual language learners become familiar with the different shapes, and names of the produce as well as becoming familiar with the location of different countries by observing the globe or the map.  For our female students needing to work on gross motor skills, having a large map taped on a door or a empty part of the wall will help her with movement, keeping her balance as she has to crouch down to get materials and back up. It will also allow her to have more room to move around. The student will also have to manage materials of acquired from one of the tables or from one of the teachers.</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.*

<b>Cognitive/thinking</b>	Help students make connections with past and present encounters with produce as well as countries. Understanding objects can vary in size, name, appearance as well the different ways the produce is used.
<b>Physical</b>	Student's will be able to work on their fine motor skills while coloring, tracing and cutting. They will also be working on hand and eye coordination as they work on this activity. Students struggling with gross motor skills will be given the opportunity to work standing up, taping their paper to the walls or doors to enhance how they use their larger limbs to move around.
<b>Social/emotional</b>	Student's will be able to work together with their peers and make connections with things that are similar as well as different. Student's will have to take turns if they need any specific material that my be being used, they will have to express and communicate with their table mates what it is they need.
<b>Language/literacy</b>	Students will be able to <b>List 10-15 target vocabulary words:</b> country, same, different, similar, change, Asia, North America, Ecuador Honduras, cultures, food, map, geography,most,least.
<b>Content Area(s)</b>	Social Studies, Emergent Literacy, Visual Arts

### 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?)*

<b>Domain 1: Approaches to Learning</b>	4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.  c) Actively explores how things in the world work.
<b>Domain 2: Physical Development and Health</b>	8. Demonstrates awareness and understanding of healthy habits.  a) Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.



<b>Domain 3: Social and Emotional Development</b>	<p>1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.</p> <p>c) Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).</p>
<b>Domain 4: Communication, Language, and Literacy</b>	<p>1. Demonstrates he/she is building background knowledge.</p> <p>a) Asks questions related to a particular item, event or experience.</p>
<b>Domain 5: Cognition and Knowledge of the World</b>	<p>2. Demonstrates awareness and appreciation of their own culture and other cultures.</p> <p>b) Questions why and/or how people are similar/different.</p>

<b>AUTHENTIC ASSESSMENT</b>	
<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 Overarching Questions.</i></p>	<p>While having to help the students I'll take mental notes as well as have a clipboard, allowing me to take short notes on what I notice with certain students. Jotting down who needs to strengthen their fine motor skills, their understanding of location.</p> <p>As I walk around the tables I would listen to the student's conversation as they work, hoping to hear some of the vocabulary that was introduced or hearing them mention the different produce they will like to use. As I make my rounds around the classroom, I will pay close attention to see which one of the fruits and vegetables that were provided to the students is being used the most. This will help me determine if students understand the big idea of, "which one is present the most".</p>