

Activity Plan

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Curriculum Topic: Sorting by size and color

OVERVIEW/FRAMING				
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 topic is appropriate because children can further their knowledge about colors and size. This activity includes descriptive language and can use words in a language other than English. Children will have plenty of time with manipulative materials that can be counted on their own, with a friend or a teacher can also count.			
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>	Can you separate all the red triangles from the pile? Can we find all the blue circles? What is your favorite color? -Can you find all the rectangles in that color? Do we have more red rectangles, or do we have more green rectangles? Can we count to make sure? What number is bigger? How do we know? What colors can we see most of in this picture?			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<u>Visual Arts</u>	Music	Movement/Dance	Drama
	Emergent Literacy	<u>Mathematics</u>	<u>Science</u>	Social Studies
LANGUAGE AND CONTENT OBJECTIVES				

KNOWING THE LEARNERS	
AGE RANGE:	3–4-year-old
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Counting is a skill that leads to other math skills and sorting can help them build that skill. Through this activity, the children practice using their hand/eye coordination as well as self-regulation. They also practice one-to-one counting and learn to identify how much each group has. The questions will encourage them to explain their thinking throughout the activity.

<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	If the materials are of varied sizes (big and small rectangles in all the colors) some children may think that because the rectangles are big, that the whole group is bigger than another.
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>	This activity has a big vocabulary list. Words in other languages other than English can be used. Children can name items in different languages such as naming shapes, descriptive words referring to size, colors, and if they have made a picture with the shapes, we can identify it in different languages as well.

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>
Note pad Pencil Different Tangram shapes of varying size and color. List of possible vocabulary words in English and the home languages of the children. Rectangle – Rectángulo - jǔ xíng Triangle – Triángulo - Sānjiǎoxíng Trapezoid – Trapezoide - Tíxíng Book – Three pigs, One wolf and Seven magic shapes by Scholastic Varying puzzles print outs	No modification is needed as we have a designated puzzle area that has ample space for a small group to gather in and work. The space has a table, and four chairs.	The only planning that is necessary is for the co teacher to be prepared to manage the other children while a small group is engaged in the activity.

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

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THE LEARNING EXPERIENCE	
<p>The launch</p> <p><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 like to step into the center that this activity will be focused on and ask the children that are already there if I can play with them and if they want to try out this new toy unless the toy was already in the center. I will sit down in the center with 4 or 5 children, my work materials will already be at the center, set aside. I would start off by showing the toy to the group and explaining what they are. I would be careful to use specific words from the vocabulary list in multiple languages. While I explain what the toy is I would have set it out in the center so the children can begin to manipulate them.</p>
<p>The activity</p> <p><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>I do not want to put too many restrictions on their exploring; therefore, I will do more demonstrating than directing once I have introduced the activity. I will sit and manipulate the shapes along with them, I will narrate their movements, ask them questions pertaining to the activity and what they are thinking. While narrating, I will make sure to use words from the vocabulary list and will repeat these words so that all the children hear them, and some might say them. After the children have become familiar with the shapes and have attempted to fit them together in ways that can make a picture, I will introduce the puzzle mats. These mats will be printed shape puzzles that have been laminated. Some will have color to show the different shapes, and some will be black on the inside so that the children can think of different shapes that can make that picture. As they make the picture, I will ask them about what shapes they are using or looking for and how many do they think they will use. I will also ask about the size of the shapes and the picture itself.</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>I will be able to ask each child to show the group their creation and if the puzzle they chose had more of a specific shape than another. “Does your Duck have more triangles or trapezoids?” This will also allow the other children in the group to comment on their friend’s work and help in counting the shapes if we need to.</p>
Possible Extensions <i>What could you do on another day to build on this activity?</i>	<p>Because we were not able to explore with a complete set of tangram shapes, I will set out the activity again once we have all the shapes. At that point I can have a different set of mats printed and made. At this point the activity can be revisited with an expanded vocabulary.</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>Tactile – Plenty of space and time to manipulate shapes Visual/spatial - Chances to observe peers and teacher manipulate shapes and figure out how they fit into the puzzle mat. Auditory- Teacher to peer conversations during the activity, initial introduction. Linguistics- There will be plenty of time for the child to answer questions and get feedback on their questions. The children can also practice saying things in different languages.</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>For children that have difficulty with mobility, I can assist them in placing the shape they choose in the spot they want. This would also apply for a visually impaired child. For a highly active child we can ask them to try to make the shape with their body, in a safe space. They can do the activity standing up instead of in a seat.</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	Tangram shapes are a great way to get children to think of how shapes fit together and shape our environment. This can get them to start thinking about how many of a particular shape is needed to make something.
Physical	This activity is mostly fine motor practice but can have gross motor incorporated.
Social/emotional	This activity helps children manage their feelings and gives them plenty of opportunity to converse with peers and a teacher.
Language/literacy	During this activity the children will be encouraged to speak their thoughts and the teacher will narrate their movements. The teacher will be using specific vocabulary words and will ask the children to repeat them as well.
	<p>List 10-15 target vocabulary words:</p> <p>Rectangle – Rectángulo - jǔ xíng</p> <p>Triangle – Triángulo - Sānjiǎoxíng</p> <p>Trapezoid – Trapezoide - Tíxíng</p> <p>Parallelogram - paralelogramo - Píngxíng sìbiānxíng</p> <p>Flip</p> <p>Turn</p> <p>Slide</p> <p>Adjust</p>
Content Area(s)	Math, Visual art

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STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <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>	
Domain 1: Approaches to Learning	The children are being asked open-ended questions throughout the activity which allows them to think about what they want to say. Some examples would be “Can you make this picture with 7 triangles? Con 7 triangulos?” “Is there a way to fit this shape into this space?”
Domain 2: Physical Development and Health	This domain is addressed by having the children practice moving their fingers, hands, wrists, and arms.
Domain 3: Social and Emotional Development	This domain is addressed by allowing the children to work on this activity as a group as opposed to one-on-one. They can express their thoughts and feelings throughout the activity.
Domain 4: Communication, Language, and Literacy	Learning to say unfamiliar words and using familiar words in new ways.

Domain 5: Cognition and Knowledge of the World	<p>Because we are creating pictures with the shapes it can be a fantastic opportunity to connect these shapes to our environment.</p> <p>We made flowers and spoke about plants, we made a duck and spoke about that animal's habitat, we made a large rectangle and compared it to a building.</p>
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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 Overarching Questions.</i></p>	<p>To assess the child's progress, we will revisit this activity throughout the month, and I will compare each set of notes that were taken to track the process.</p> <p>This will look like Timmy starting out the activity with difficulty creating a picture but being able to identify, count and name some shapes. Then, learning to say some names of shapes in different languages while putting together a picture easier and talking about the shapes and pictures on the table without connecting them to the environment. To finally being able to create the picture, discussing his thought process and connecting the pictures he creates to his environment.</p>