

## Activity Plan

**Designed by: Maria Lopez**

**Curriculum Topic: All about me**

| OVERVIEW/FRAMING   |  |             |                |                       |
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| <b>TOPIC</b><br><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>   | Who Is in My Family?<br>Because I have children from diverse backgrounds, we will be collecting pictures of families and making a poster with them to show all the different families that are also similar. |             |                |                       |
| <b>BIG IDEAS/OVERARCHING QUESTIONS</b><br><i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i> | We can explore different family dynamics and who is in each family. We name the members of the family and share what we have experienced with them.  |             |                |                       |
| <b>CONTENT FOCUS:</b><br><i>Identify which content area(s) will be addressed in this activity</i>  | <b>Visual Arts</b>   | Music       | Movement/Dance | Drama                 |
|  | Emergent Literacy  | Mathematics | Science        | <b>Social Studies</b> |
| <b>LANGUAGE AND CONTENT OBJECTIVES</b>   | Expansive vocabulary<br>Speaks clearly<br>Uses conventional grammar<br>Tells about another place/time<br>Engages in conversation<br>Uses social rules of conversation  |             |                |                       |

| KNOWING THE LEARNERS        |  |
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| <b>AGE RANGE:</b>           |  |
| <b>CURRENT DEVELOPMENT:</b> | The children are very verbal<br>They are using descriptive words to tell stories.<br>When asked about themselves they can usually answer accurately. |

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| <i>What do you know about the current growth of learners in this age range for the content focus?</i>  |   |
| <i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>   | Some words may not be familiar to them yet and will need to be explained.                                   |
| <b>SOCIO-CULTURAL CONTEXT:</b><br><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> | Most of the children in the class come from Spanish backgrounds and have family members that speak Spanish. |

| <b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>  |  |   |
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| <b>MATERIALS</b><br><i>What materials will you need to teach this activity?</i><br><i>List <b>all books and materials</b>, including any used during the launch/reflection and during set up and cleanup</i>                                 | <b>LEARNING ENVIRONMENT</b><br><i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i> | <b>EVENTS/RESOURCES</b><br><i>What events or resources, including people, might you need to arrange in advance?</i>   |
| The family book by Todd Parr<br>My family, your family by Lisa Bullard<br>Family photos of the student's families<br>It's okay to be different by Todd Parr<br><br>Poster paper<br>Markers<br>Names of family members<br>Relation to student | Discussion done during morning meeting.<br>The family tree poster will be created during center time in the art center.  | The guardians of the child will need to participate by submitting a picture of themselves with the child, a family portrait, or any other photo that shows the members of the family. |

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

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| THE LEARNING EXPERIENCE  |  |
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| <p><b>The launch</b></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>During morning meeting, after all the children have had breakfast and cleaned up, we sit as a class on the main rug and I begin by showing them pictures of different families. If some families have submitted their pictures already, we will share those and discuss them briefly.</p> |
| <p><b>The activity</b></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>Discuss members of the child's family<br/> Show printed pictures of family to the class<br/> Later in the day we have a read-aloud of one of the family books and begin making our family tree poster with spaces for each child's family picture.</p>                                    |
| <p><b>Reflection</b></p> <p><i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>  | <p>We can continue sharing experiences and pointing out similar experiences in other children. This way the children can talk amongst themselves as well.</p>  |

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| <b>Possible Extensions</b><br><i>What could you do on another day to build on this activity?</i>   | <p>We can point out traditions and try to bring some aspects of them into the classroom.</p> <p>We can introduce a weekly show and tell where we invite the families to allow the children to share something about themselves with the class.</p>   |
| <b>Multimodal Engagement</b><br><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>Because some children may not be able to tell stories about their family, We can ask the families to share about an event or time that was special to them. This way we can retell the class what the family member told us.</p>  |
| <b>Differentiation</b><br><i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>   | <p>This activity has many ways of accommodating for the needs of the children. The teachers can listen to the stories even if the child is very active. If the child cannot tell stories yet, they may be able to identify members of their family and we can share what the families have shared with us.</p> |

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| <p style="text-align: center;"><b>GROWTH AND LEARNING</b></p> <p style="text-align: center;"><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> |  |
| <b>Cognitive/thinking</b>   | <p>We can begin to have conversations about cultural events that may connect the children to each other outside of the classroom</p> |

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| <b>Physical</b>          | Fine motor practice  |
| <b>Social/emotional</b>  | Begin to form relationships with peers   |
| <b>Language/literacy</b> | <p>With the help of the parents, we can talk about events in the family that have importance. This may bring new words for us to use when we revisit the pictures that were submitted</p> <hr/> <p>List 10-15 target vocabulary words:</p> <p>Tradition<br/>Festival<br/>Culture<br/>Dress<br/>Decoration<br/>Names of musical genres (Merengue, Bachata, Salsa, Cantopop, C-pop)<br/>Names of food dishes (Mofongo, mariscos, Pescado, Hot pot, dumpling, bao bun)<br/>Names of places family comes from (Puerto Rico, Dominican Republic, China)</p> |
| <b>Content Area(s)</b>   | Social/emotional, language   |

### 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?)*

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| <b>Domain 1:<br/>Approaches to Learning</b>               | Opportunities to engage with teacher, peers and family members   |
| <b>Domain 2:<br/>Physical Development and Health</b>      | In talking about family, we can explore new foods and dances that have benefits  |
| <b>Domain 3:<br/>Social and Emotional Development</b>     | We can have conversations that lead to children realizing that they have things in common to help create a friendship<br>Relationship skills   |
| <b>Domain 4: Communication, Language, and Literacy</b>    | Questions will be asked by teachers, children, and parents (if they attend). Unfamiliar words will become part of the vocabulary list<br>Children will be encouraged to use vocabulary words |
| <b>Domain 5:<br/>Cognition and Knowledge of the World</b> | Self-awareness, social awareness, descriptive about cultural features and events   |

| AUTHENTIC ASSESSMENT  |  |
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| <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 children's learning for this activity, teachers will take note of new vocabulary from the children; new interests emerging such as music, dances, and foods from other cultures. After the family poster is up, we will revisit it and the stories freely. We will also encourage new stories to be shared.</p> |
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