

## Activity Plan

**Designed by: María López**

**Curriculum Topic: Sink or float**

OVERVIEW/FRAMING				
<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>		We will explore what container can float on water and what container sink. We will also be observing how some containers can be filled with water or sand and see if they sink or float after being filled.		
<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>		Questions will be guided to have the children think about whether or not an object would sink or float. We can ask about an empty bottle and then a bottle that if filled with either water or sand.		
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>		Visual Arts	Music	Movement/Dance
		<b>Emergent Literacy</b>	Mathematics	<b>Science</b>
				Drama
				Social Studies
<b>LANGUAGE AND CONTENT OBJECTIVES</b>				

KNOWING THE LEARNERS	
<b>AGE RANGE:</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>	Fine motor skills are beginning to develop Words may be simple May need help formulating sentences
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	There will be explaining to be done about why an object sinks when it's filled and floats when it's empty.

<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>	These children have possibly been introduced to the concept during bath time but may not have been able to explore their curiosities.
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MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<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>	<i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i>	<i>What events or resources, including people, might you need to arrange in advance?</i>
Empty plastic bottle with lid (some empty, some filled with sand) Plastic cup Glass mason jar with lid Empty tin can Small plastic bag Coins Pebbles Baggies of sand	The children will need space around the sensory bin to move and explore. They also may need a step stool to be able to reach	Videos Books Ensure that the containers are safe for children to play with.

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

THE LEARNING EXPERIENCE	
<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>After setting up enough materials for as many children allowed in the center, I would invite the children nearest to me to join the center. First the children will be asked about the temperature of the water to make sure they feel comfortable playing in it. Then I will introduce the containers and name them. Then I will tell them what we will be exploring about these containers.</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>In the sensory table filled partly with room temperature water, the children will explore what makes these containers sink.</p> <p>We will talk about how different they feel when they are empty as opposed to when they are filled with water or sand.</p> <p>As they pour, push, scoop, investigate, and experiment, the teacher will stand close by to answer questions from the children and ask some open-ended questions as well.</p> <p>The children will be able to place pebbles, sand, coins and water into the containers and observe the outcome.</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 will ask the children what they thought made the containers sink and what happened to the container when it was empty. The glass jar would likely sink even if it had no sand, water, coins or pebbles in it. We can talk about the difference in materials in the containers. We will also ask the children what they would like to try this activity with next time. We can suggest some toys with different densities for the children to experiment with.</p>

<b>Possible Extensions</b> <i>What could you do on another day to build on this activity?</i>	<p>We can use water beads to test if there's a difference between that and just water, different containers, objects of different textures.</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>Kinesthetic- This activity is very hands on, and the children have the videos we watched as a reference to the activity.</p> <p>Tactile- All the materials will be freely available for children to explore.</p> <p>Visual/Spatial- The children will be observing the results of their actions and will be encouraged to talk about what they see and think during the activity.</p> <p>Linguistics- The children will be encouraged to discuss their findings, ask and answer questions, and to talk to their peers.</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>We can reduce the amount of material and only allow a certain number of children in the center at a time.</p> <p>Tools can be catered to the child's needs</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>	This activity helps children build the confidence to think through hypotheses and see the results of their actions.
<b>Physical</b>	This activity will allow children to use their whole bodies, as they will be standing, reaching for objects, pouring various materials, lifting their arms, lowering their arms, picking things up and transferring them to another place
<b>Social/emotional</b>	This activity offers children time to work through their thoughts and test different theories out. These actions will help children talk about what they think and feel. (Surprised, excited, thoughtful, disappointed, etc.)
<b>Language/literacy</b>	As the teachers use these words to speak what they are observing, the children get exposed to them and will begin to use them as well.
	<p>-----</p> List 10-15 target vocabulary words: Observe, cause, effect, predict, experiment, slippery, rough, smooth, theory, hypothesis, density, test, tool, heavy
<b>Content Area(s)</b>	Science, sensory play

#### **STANDARDS/GOALS**

*What Pre-K Common Core Learning Standards are addressed in this activity?  
Use the PKFCC to respond.*

<i>Be specific—choose those standards that are <b>actually targeted</b> 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>	
<b>Domain 1: Approaches to Learning</b>	The children will be asked questions that ignite thoughtful expression, such as “what do you think will happen if we only put one pebble in the tin container with water?”
<b>Domain 2: Physical Development and Health</b>	The children will be using their whole body with the various movements this activity requires.
<b>Domain 3: Social and Emotional Development</b>	The children gain confidence to experiment and work on a project to completion with activities like these.
<b>Domain 4: Communication, Language, and Literacy</b>	While the children are being asked questions, they will be exposed to the vocabulary words listed and will be encouraged to use them as well

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>The assessment for this activity would prove it was successful if the children can begin to formulate a hypothesis from beginning to end, they may have some details to fill in at the beginning. Also, the proper use of vocabulary words that were introduced shows that the activity was successful. We will take note of when the children use the vocabulary words in other content areas. Using things like a scale we can reenact the original activity and use different objects to experiment with.</p>
<p><b>Domain 5: Cognition and Knowledge of the World</b></p>	<p>This activity helps children think about objects in a different way</p>