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Focused Curriculum Plan ECE 312	
Curriculum Topic Shapes	

# STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

1. Will this topic allow for **active**, **constructive learner participation and involvement**? Explain.

There will be instructional dancing, singing, and questions will be asked to document the children's learning.

2. Will this topic foster **social interaction**? Explain.

Yes, the children will be together in a group. It can be done in small groups or large groups. They are free to talk to their friends, teachers and out loud to the class.

3. Will this topic be **meaningful** to your learners? How does it connect to *their* real world? Explain.

This lesson will connect math skills, communication skills, and help improve their ability to explain their thoughts and discuss with their peers.

4. Does the topic allow learners to **connect to prior knowledge**? Explain. Yes. The questions that will be asked will be about shapes we see in the world around us. Example: "What makes this shape a triangle?" and "Where can we see this shape in the classroom/ at home/ in the neighborhood?"

5. Will the topic allow learners to **develop problem-solving strategies** and **be creative**? Explain.

Because the questions will be posed in a certain way, the children can comment on the responses of their peers and offer a correction if needed.

The children will be attempting to create the shapes with their bodies (whole body, just legs, just fingers, with their hair). This part of the activity allows them to think about how they want to carry out the task.

6. Will the topic allow learners to **engage in self-regulation** and **be reflective**? Explain. In having the children discuss each other's answers, we give them a chance to correct the answers the other student has given. This may cause the child to become defensive and yell "No!" or tell the friend not to say that or the child may react by being quiet and waiting for the teacher to walk them through part of this discussion. This is an opportunity for a teacher to help the child through feelings of embarrassment, shame, and doubt. Taking a minute or two to speak to the child, if needed, will allow the child to work through any tough feelings with guidance.

7. Will the topic help learners to **build on/change their current understanding**? Explain.

We will be discussing and exploring many shapes. This will allow us to bring the children to learn more shapes than they do already.

8. Does the topic allow learners **to gain deeper knowledge of general principals and explanations** of the world? Explain.

This topic will allow students to learn to express their thoughts and to explain why they think that is.

9. Can children use the knowledge gained through this topic in **meaningful real world situations**? Explain.

Math builds concept comprehension and thinking skills. This topic also helps children learn more communication skills.

10. Does the topic provide opportunities for children to **practice and gain mastery**? Explain.

This topic can be explored in many way and there is always room to extend the lesson and expand to include more information.

11. Can you present this topic in meaningful ways for diverse children with

developmental and individual differences? Explain.

Because this topic has more than one activity and learning mode in it, the needs of all the children can be met at various points.

12. Will this topic be **interesting and motivating to the learners**? Does it allow for **autonomy/choice**? Explain.

I have made sure to include many ways to keep my students engaged and interested. If the child really does not want to join in the groups, a teacher can sit with the child throughout the day and have an ongoing conversation about the topic.

## **STEP 2: LEARN THE CONTENT:**

 Brainstorm with your colleagues. What information do you (the teachers) already know about this topic? List everything you can think of: Many children can identify about 3-5 shapes by the age of 3. They are limited to 2-d shapes.

2. Gather information from various sources of research. List at least 3 resources for each of the following:

## A. Children's literature

The Shape of Things by Dayle Ann Dodds Shapes (math counts) by Henry Arthur Pluckrose Perfect Square by Michael Hall We are Shapes by Melinda Beck

#### **B. Website Information**

Education.com (also has content to help create lessons for English Language Learners)

https://s7d9.scene7.com/is/content/OCProduction/content/lesson%20plans/shapeHop.p df

**C. Materials/Resources** Lakeshorelearning.com

Education.com

3. What did you *learn* from your research? I learned that the idea of a theme can be melted into any subject and part of the day.

## 4. What *misinformation* did you find in your original ideas?

Not all children's books are able to be adapted to what the lesson is about. Sometimes it is just an enjoyable book on its own.

# **STEP 3: IDENTIFY KEY CONCEPTS:**

What are the Big Ideas/Overarching Questions to be explored in your topic (one sentence for each idea/question) The Big Ideas should be connected to deep understandings of the general principles and explanations of the world.

- 1. How many sides do (shape) have?
- 2. Where can we find this shape in the classroom? In school? In your food?
- 3. How can we use this shape?

Identify and list **10** key vocabulary terms connected to this topic:

- 1. Names of shapes
- 2. Connect
- 3. Shape
- 4. Fit

- 5. Search
- 6. Use (utilize)
- 7. Sides and corners
- 8. Introduce 3D shape names.
- 9. Descriptive words (Skinny, narrow, longer, diagonal)
- 10. Three dimensional and two dimensional

# FOCUSED CURRICULUM