

Activity Plan

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Curriculum Topic: My Five Senses

OVERVIEW/FRAMING									
<p>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></p>	<p>This activity is developmentally appropriate because 4 years old children are curious about their senses and how they use body parts to explore them. It is culturally appropriate because it will introduce children to the variety of flavors around the world and help children to respect and appreciate all the cultures around them, also will expand their knowledge about cultures and their traditions.</p>								
<p>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></p>	<p>What do you see round you? Where does that smell take you to and why? Are the sounds familiar to you? Children will have the opportunity to share with their classmates their new experiences after the trip, and how their senses helped them to perceive their surroundings in a better way.</p>								
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Visual Arts</td> <td style="width: 25%;">Music</td> <td style="width: 25%;">Movement/Dance</td> <td style="width: 25%;">Drama</td> </tr> <tr> <td>Emergent Literacy</td> <td>Mathematics</td> <td>Science</td> <td>Social Studies</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	Science	Social Studies
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KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	
<p>CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>Children at this age are curious and they have the ability to investigate and understand everything that looks strange or new to them. They use their bodies to learn about the world as well as their senses to examine everything that is interesting to them.</p>
<p><i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i></p>	<p>Children may assume that their peers have the same perception of the world as them. Children will share their thoughts with their peers so we can learn from one another, and maybe find a new way to perceive the world in a most interesting way. The book <i>My Five Senses</i> by Aliko presents images to understand how we use our senses</p>
<p>SOCIO-CULTURAL CONTEXT:</p>	<p>Children will come from different cultures and may have a preference for certain tastes and smells, that is why this activity will be more interesting, because they will have the</p>

<p><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></p>	<p>opportunity to explore something that may be different or new to them, like flavors, textures, smells, sounds from different cultures.</p>
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*** Note: You may not be designing this activity with a specific group in mind. Envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.**

<p align="center">MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p align="center">MATERIALS</p> <p><i>What materials will you need to teach this activity?</i></p> <p><i>List all books (title and author) and materials, including any used during the spark/launch/intro, the activity, the reflection, and during set up and cleanup</i></p>	<p align="center">LEARNING ENVIRONMENT</p> <p><i>What modifications will you need to make to the classroom to support this activity?</i></p> <p><i>Think about materials, books, toys, props. Think about how you might rearrange the classroom furniture, etc. To accommodate the activity.</i></p> <p><i>Think about changes you might need to make in various learning centers (e.g., what might you add/change in each learning center to bring the curriculum topic into that center), bulletin boards, meeting spaces, etc.</i></p>	<p align="center">EVENTS/RESOURCES</p> <p><i>What events or resources, including people, might you need to arrange in advance?</i></p> <p><i>Think about special activities, such a field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</i></p>
<ul style="list-style-type: none"> • Book: <i>My Five Senses</i> by Alikì, • Book: <i>The Listening Walk</i> by Paul Showers • Music <i>My Five Senses</i> song • Rope • Canvas paper • Paint • Snack (goldfish) • Natural materials from our class trip 	<ul style="list-style-type: none"> • I would stock our classroom library with books that focus on our five senses, about food and music countries around the world. • A wall or bulletin board, I would display their art, so children can understand that we all have different ways of perceiving the world. 	<ul style="list-style-type: none"> • We will be talking about the importance of showing respect to all the cultures, since we are going to be around different cultures and we might smell a lot of different smells, and we don't want our peers to feel uncomfortable. • Parents will be invited to chaperone for the class trip, and

		they can take us for a tour around their neighborhood.
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THE LEARNING EXPERIENCE		Multimodal Engagement <i>Identify and explain how this activity provides opportunities to use at least three learning modalities: musical, interpersonal, linguistic, visual-spatial, bodily-kinesthetic (tactile), auditory</i>	Differentiation <i>How will you modify this activity for children with different learning styles and needs? (emergent bilingual, special needs, very physically active, etc.)</i>
<p>The spark/launch/intro <i>What will you say or do to engage the children in this experience?</i></p> <p><i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<p>We will begin to talk about the parts of our body and why they are important to acquire knowledge of what is around us. We will sing the song about “<i>My Five Senses</i>” and start a conversation about their senses. Discuss: why are my senses special? What benefits do I acquire when I use my sense? How my senses help me to perceive the world in a better way?</p>	<p>Linguistic: through exchange of opinions with their peers’ children will be able to reinforce their oral communication skills, also when children are listening to a reading and are able to</p>	<ul style="list-style-type: none"> • I will be integrating their native language, to make them feel comfortable and confident if they want to

<p>The activity What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</p> <p>Remember: This should be a creative, experiential, and hands-on learning activity. The children should be actively engaged in learning through play and exploration.</p>	<p>I would give the students instructions to use the following steps to guide them in the activity:</p> <ol style="list-style-type: none"> 1. I will tell the children, “Today we are going to go on an adventure, we are going to walk around the neighborhood, our destination will be the park and we will pay attention to everything we see, listen, smell, touch and taste. 2. In groups of four, you are going to be talking about your senses, why your senses are special? How can you learn with your senses? Why do we need them? 3. Next I would have the children to draw their favorite food and ask them why? Is because of the flavor? Texture? Or because you like the way it smells and looks? 4. Then they will draw/paint and describe their favorite food. 5. While children are working, I will walk around the room to see if any group needs help or my opinion. 	<p>understand and make connections, for example, when they are able to relate an image to a word.</p> <p>Auditory and visual: for the activity children will be asked to use their ears to follow instructions and to listen to the words of their peers, as well as their eyes to observe each other artwork piece of their favorite food.</p>	<p>express something using their home language.</p> <ul style="list-style-type: none"> • Also, I will provide material that lead them to a conversation with their peers. • I will provide a variety of materials and opportunities for the children to play, explore, and learn, using their senses and creativity.
<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>	<p>At the end of this activity we would return to the rug for a conversation about what we have learned. I would ask, what did you learn today/this week?</p>		
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>On future days we could continue exploring our senses, we will create sensory bins, they will learn more about textures and our special bin will be with ice, they will mix shaving</p>		

	cream and paint of different colors, then they will use their hands to paint in canvas paper.		
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GROWTH AND LEARNING

*How will this learning experience support the children's growth and learning be in the following domains?
Use your knowledge of child development and milestones and the theories of child development you have studied.*

Cognitive/thinking	Children will be able to use different materials to engage their thinking and reasoning. This activity will allow children to have extended conversations. Also, it allows them to express curiosity and interest to learn new things and have new experiences. The children will expand their knowledge about their senses and will be able to compare flavors and textures, also it will help their critical thinking when they all share different descriptions from the same object.
Physical	This learning experience will support physical growth of children by stretching their large muscle when we are walking around the neighborhood as well as coordination when they walk in a straight line, as we as the small muscle
Social/emotional	Children will be able to demonstrate their own interest and preferences; this activity will support and help them develop positive relationship with their peers.
Language/literacy	This activity will support language and literacy, they will initiate conversation verbally nonverbally about things around them, they will be able to express their opinions, also children will be asking questions about their observations and experience throughout their senses.

	Savory, foliage, hearing aid, prediction, pouring, surface, deaf, notice, texture. List 5-10 target vocabulary words <i>(Remember: These should be challenging vocabulary words, not common words that the children should already know. You want to increase their vocabulary.)</i>
Creative Arts	This activity introduces children to visual arts, they will be able to experience and show interest in what can be created with tools, textures and colors. They will be painting and drawing based on observations.

STANDARDS/GOALS	
<i>What Pre-K Foundation for the Common Core (PKFCC)/Common Core Learning Standards (CCLS) are addressed in this activity? 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	1.F. demonstrates awareness of connections between prior and new knowledge 3.c. Experiments to further knowledge 4.c. Actively explores how things in the world work 5.a. Maintain focus on a task
Domain 2: Physical Development and Health	1. a. Identifies sights, smells, sounds, taste and textures. b. Compares and contrast different sights, smells, sounds, tastes, and textures. c. Communicates to discuss sight, smell, sounds, tastes, and textures. 2. c. demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of things around them) 3. c. Runs, jumps, walks in a straight line, and hops on one foot. 5. a. demonstrate ability to use fine motor skills (e.g. engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively).
Domain 3: Social and Emotional Development	1.a Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation. 2. g. Exhibits confidence and pride in home language and culture. 4.b. Interacts with other children (e.g., in play, conversation, etc.)
Domain 4: Communication, Language, and Literacy	1.a Participates in small or large group activities for storytelling, singing or finger plays.

	<p>1.b. Ask questions.</p> <p>1.e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking).</p> <p>3. b. Asks questions related to visual text and observations.</p>
<p>Domain 5: Cognition and Knowledge of the World (Choose math, science or social studies)</p>	<p>Social studies</p> <p>Pk.SOC.2. Talks about and/or shows items related to cultural traditions (E.g. Describe some of the dances, foods and special events relate to culture.</p>

AUTHENTIC ASSESSMENT	
<p><i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>What evidence will you gather to assess each child's developmental progress?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p>	<ul style="list-style-type: none"> • After our walk outside of classroom, and also after having them share opinions I will ask them to share anything from our classroom trip and ask them what sense or senses they think they used to capture that moment. • I will observe the children's interactions with their peers while they are making their art piece, I will pay attention to their reaction and what do they think from the different materials to better support their interest and help them learn in a way that they can be engaged while they are discovering the world with all their senses. • Children will be making a collage the topic will be My Favorite Food and at the bottom of the collage they will answer the question, why that food is special to them? What senses do I use while enjoying my favorite food? I will post all the work on the art wall, and invite another class to come over and share with us what do they think.

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POST-ACTIVITY REFLECTION**

<p><i>What aspects of this activity do you think will be most successful in supporting children's growth and learning?</i></p> <p><i>What surprises might there be?</i></p> <p><i>What challenges do you envision in implementing this activity?</i></p> <p><i>How might you modify this activity the next time to make it more successful?</i></p>	<ul style="list-style-type: none"> ● The outside world shapes children's development through experiences that they have, which include using their five senses, hearing, sight, smell, taste, and touch. Drawing a child's attention to the five senses and discussing them increase understanding of and communication about the world around us. ● Children might be surprised when they discover that many activities incorporate more than one of the senses. ● One challenge I might have is how to encourage students who feel shy during group work and make them feel comfortable by sharing his/her ideas with the rest of us. Also discovering ways to engage children while also enhancing their development. ● I will incorporate dramatic play. I will set up dramatic play centers such as an eye doctor's office with an eye chart, a perfumery with different perfume samples, a candy shop with samples, a sound effects studio with various instruments, and a park with animals and other natural objects to touch. The centers can be nearly anything because we use our sense in so many aspects of life. I also will like to let the children experience what it is like to be without a sense. Teach them some people have disabilities and can't hear or see.
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**You will not have the opportunity to implement this activity. However, you should build the practice of reflecting upon your teaching and striving to improve each lesson.