

Activity Plan

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| OVERVIEW/FRAMING | |
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| This Activity Plan is part of a larger Learning Experience Unit on: | |
| 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>I feel like color mixing is something very interesting because it has to do with art. Through art, there is where creativity can be seen with children. Children will be amazed through the reactions when combining two things such as with colors and the substances like baking soda and vinegar. The kids will be amazed seeing those changes right in front of their eyes. This study does have a variety of learning in different aspects and it focuses on the main theme which is "What Changes Around Me" and shows the changes through the activity with color.</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>What other questions might children explore through this study? Why do things change? Is it bad for things to change?</p> |
| CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i> | <div> <div>Visual Arts</div> <div>Emergent Literacy</div> </div> <div> <div>Music</div> <div>Mathematics</div> </div> <div> <div>Movement/Dance</div> <div>Science</div> </div> <div> <div>Drama</div> <div>Social Studies</div> </div> |

| KNOWING THE LEARNERS | |
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| AGE RANGE: | Pre K |
| CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i> | <p>Basics of DAP The current growth of learners in this age range have that natural curiosity and creativity in them. The growth mindset for children their age is to focus on way to problem solve in their own way, to build confidence and learn their mistakes and know that it is part of a process.</p> |
| <i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i> | <p>Some question that a child might ask would be: Why do things change? Is it bad for things to change? How do thing change? Do I change?</p> |
| SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural</i> | <p>I will be having a variety of kids with different ethnicity groups such as Hispanic/Latino, African American children. A few white and asian children as well. Languages that are being spoken are English, Spanish and Chinese Mandarin. There are children who learn</p> |

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| <i>backgrounds, learning styles, languages spoken, and learning experiences to date?</i> ^{1*} | best visually. There are other children who learn best through physical movement or physical activities. There are a few kids that learn best by reading and listening. Some learning experiences that some children know are counting numbers from 1-10. They know some name of colors or some shapes and recognize some alphabetical letters. |
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| MATERIALS & LEARNING ENVIRONMENT PREPARATION | | |
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| MATERIALS <i>What, if any, materials, including set-up and clean-up, will be needed?</i> <i>List all materials, including any used during the launch/reflection.</i> | LEARNING ENVIRONMENT <i>What, if any, modifications will you need to make to the classroom to support this activity?</i> | EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i> |
| <p>The materials that will be used would be:</p> <ul style="list-style-type: none"> - “Mix it Up” Book (children will need to understand the concept of changing colors through the book before starting the activity) - Tables (they will be set up together where children can enjoy the activity together) - Smocks (children will be provided with smocks since it can get messy and wouldn’t have to worry about getting their clothes dirty) - Craft mats (those will be displayed to cover all the tables for each of the child to work on the activity) - Baking Soda & Vinegar - Food Coloring (all possible colors) - Pipettes (to distribute the vinegar into the process of the activity) - Cups (individual cups for the vinegar) | <p>In order to for this activity to happen, space will be needed. There will be tables being put together so the whole class will be able to do the activity together</p> <p>Chairs will all be put to one side to avoid accidents if children are running around and avoid being in the children’s way.</p> | <p>What I would need to have in advance for the activity:</p> <ul style="list-style-type: none"> - Purchase the materials needed for the activity such as craft mats, the baking soda and vinegar, food coloring, pipettes and spray bottles. - Have smocks already in the classroom - Have the cleaning supplies such as the wipes, napkins and mops in the classroom as well. - Have the tables set up beforehand so there isn’t any accidents occurring if there were kids running around - Have the craft mats already set on the table <p>Those will be done with the help of another teacher as well and will be</p> |

^{1*} Note: You may not be designing this activity with a specific group in mind. If that is the case, envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.

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| <ul style="list-style-type: none"> - Spray bottle (a different approach to getting the reaction when the vinegar comes into contact with the baking soda) - Wipes, Napkins & Mop (to clean any left over mess that could have been left over in the tables or floor) - Sink nearby (in order for children to wash their hands) - Carpet in the classroom (this will be part of the classroom, but this area is important to reflect on the activity with the kids and have them express what amazed them and what have they learned) | | there with me to assist on the activity and we'll both help the children when needed. |
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| THE LEARNING EXPERIENCE | | Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i> | Differentiation <i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, very physically active, or emergent bilingual, etc)</i> |
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| The spark/launch/intro <i>What will you say or do to engage the children in this experience? To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i> | Before, I start the activity and the real aloud with the kids, I would first bring up the topic of colors. Such as asking them a question like “ I wonder how can I make the color of my sweater” or “How can I create the color of my skin?” “Is it possible? What do you think”. If they say that it is possible, I would ask them in what way they think that can happen and ask them what do they know about changes. If they say it is not possible, I would ask them why? I would bring out different examples of | This activity offers opportunities to use multiple senses and intelligences such as: <ul style="list-style-type: none"> - Visual Intelligence Through visual intelligence children | Before I am able to prepare the activity, I will first look into every child's necessity. If a child or more than one child is a dual language learner, I will look up the main words that will be used in the activity and translate them |

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| | <p>how artists uses different colors and are not just basic colors.</p> <p>After the read aloud, I would ask the children what was something that they learned and didn't know about. I would also ask them what were some words that caught their attention. I would also ask them how was change being seen and lead them to the activity that will be done.</p> | <p>will get to analyze and understand visual details and figures.</p> <p>- Kinesthetic Intelligence</p> <p>Through kinesthetic intelligence children will have the ability to understand information through physical movement like hand movement and control.</p> | <p>into their language and throughout the activity we will all learn all new words in a different language! This is an example what I would do for a child who is struggling with a language. I will work and find different ways to be able to provide for children that have any sort of difficulties. No child will be left out because they might have a struggle. I will have them included with others and provide</p> |
| <p>The activity</p> <p><i>What will the children be doing?</i></p> <p><i>List the procedure step-by-step.</i></p> <p><i>What will you say or do to support their process?</i></p> | <ol style="list-style-type: none"> 1. I would first gather the children and explain to them about what the activity will be about and explain to them what will the steps be to start the activity. 2. I would have the children grab their smocks and have them put them on with the help of a teacher and me. 3. Once they have their smocks already put on, I will ask the children to gather around the tables. 4. We will start to sprinkle and spread baking soda over the craft mat. 5. I will have the children grab the food color bottle and drop droplets of food coloring all over the baking soda that was already spread around. 6. Once that is done, I will have the children grab a pipette, squeeze it and put them in the cup of vinegar to collect some drops of it 7. I will have them drop a vinegar droplet with a pipette on top of the food coloring. 8. Observe the sizzling! 9. I will tell them to drop vinegar to all the other food coloring. | | |

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| | <p>10. Listen & observe the bubbles and all the fizzling.</p> <p>11. Discover the colors through the sizzling that was created and the mixes of colors!</p> | | |
| <p>Reflection</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>Once the activity is done and children are cleaned up, we will gather up in the carpet and I will ask them what they thought about the activity and what was so interesting about it. Once they tell me what they thought about it, I will ask them what were the changes that they had observed through the activity and ask them how is this activity connected to the book.</p> | | |
| <p>Possible Extensions</p> <p><i>What could you do on another day to build on this activity?</i></p> | <p>What I would do to build on the activity is create it as guessing game. Once that children have a little bit more of knowledge of what two colors make a different color then it will be a fun way to make it into a fun activity game. The activity consists of having two different jars, with baking soda and yellow or red food coloring on it but covering it with the baking soda so children don't know. There will be a measuring cup aside with vinegar. In the measuring cup with vinegar, blue food coloring drops will be put into the cup. When pouring the vinegar and food coloring into one of the jars, a color will erupt from the jar. The children will have to guess what color was in the jar that created the color that erupted from the jar when it came in contact with the blue food coloring. The food coloring can be any color in any order as desired.</p> | | |

GROWTH AND LEARNING

How will this learning experience support the children's growth and learning be in the following domains?

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| Cognitive/thinking | This learning experience will support the children's growth through the cognitive domain by thinking and analyzing what they see such as the changes with the colors and the reactions when vinegar is in contacts with the baking soda. That is a time where curiosity comes in and children begin to think how does that occur. Through the activity they learn as well because they might see something occur during the activity that they have not seen before but through the steps of the activity, they will begin to understand how and why do the things occur. |
| Physical | This an activity that it is hands-on. Fine motor skills can be seen by grasping with their hand materials that will be used. The squeezing of their hand when droplets of vinegar or food color is needed. When there has to be droplets be put into specific places, coordination will be seen as well. |
| Social/emotional | Children will get to experience and have fun in this activity interacting with other children. They will be able to exchange their thoughts, their opinions, their reactions all through out the activity. They will learn to socialize with other kids and feel comfortable in interacting with them. |

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| Language/literacy | Within the activity, there is a book that will be read to have a little bit more of input to the activity and the main idea of what the lesson will be about. Through the book, they will be able to develop listening skills, learn new vocabulary words, repeat words and be able to correctly say words that will be mentioned through the book. |
| | List 3-5 target vocabulary words: - Change - Color - Into - Mix |
| Content Area(s) | |

| STANDARDS/GOALS | |
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| <i>What Pre-K Common Core Learning Standards (CCLS)^{2*} are addressed in this activity?</i> | |
| Domain 1: Approaches to Learning | Curiosity and Initiative & Persistence |
| Domain 2: Physical Development and Health | Physical Development – Demonstrates eye – hand coordination and dexterity needed to manipulate objects Health & Well Being – Demonstrates personal care and hygiene skills |
| Domain 3: Social and Emotional Development | Self Concept and Self Awareness – demonstrating knowledge and self confidence Relationships with Others – interacts with children and adults, shares materials and cooperate with others Accountability |
| Domain 4: Communication, Language, and Literacy | Motivation, Background knowledge, Demonstrates what they view, Vocabulary – Demonstrates a growing receptive vocabulary Key Ideas and Details, Range of Reading and level of Text Complexity, Responding to literature, Phonics and Word Recognition, Presentation of Knowledge and Ideas |
| Domain 5: Cognition and Knowledge of the World | Scientific Thinking – Questions are being asked and predictions are being made based on observations, Test Predictions Visual Arts – responds and react to visual arts created by themselves and with others |

AUTHENTIC ASSESSMENT

What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Question? (This may be a conversation, a group project, a performance, etc...)

I will maybe create new different activities for children to work on that will be based around the same concept of “What Changes Around Me” with the sub theme – “How Does Color Transform”. I will have them reflect on each activity about what they have learned, what can they connect with previous activities that they have done in class. I will be able to see if they had gained more knowledge to the sub theme, if they were able to make connections, if they themselves had created even bigger connections.

POST-ACTIVITY REFLECTION^{3*}

*What aspects of this activity seemed to be most successful in supporting the children's growth and learning?
What, if any, surprises were there?
What, if any, challenges were there?
Record the results of your authentic assessment activity.
How would you modify this activity the next time to make it more successful?*