

Activity Plan

Designed by:Melanie Rivera

OVERVIEW/FRAMING	
This Activity Plan is part of a larger Learning Experience Unit on: Curriculum web all about me	
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>	The topic of this lesson is for students to understand their name and what it means to them. This activity is developmentally and culturally appropriate because it allows children to develop their fine motor skills and learn how to write and read their name.
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>	The types of questions that will be explored are if some students have the same name or if they have the same name but spelled differently. New connections that can be made is how different letters make different names.
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<div> Visual Arts Music Movement/Dance </div> <div> Drama Emergent Literacy Mathematics Science Social Studies </div>

KNOWING THE LEARNERS	
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>	Basics of DAP
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Some misunderstandings a child in this age might have is not knowing their name. I plan to address this by reminding them what their name is by repeating it to them and singing a name song is a helpful way for them to remember their name.
SOCIO-CULTURAL CONTEXT: <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>	What I know about these groups of children in terms of their cultural backgrounds all come from different cultures so it's important to make sure each child still follows their own and also respects the others.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
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>

Construction paper paint brushes paint markers crayons pencils newspaper/ magazines plain white paper glue / glue stick white table cloths apron scissors clean up will be to put all paint away and paint brushes in cups of water, pickup all paper thats been cut from the floor and table wipe off any paint and glue from table	Some modifications I will make if its kids do not want to draw they can pick what pictures from a magazine to use or what letters other modifications i can do is write out their name for them to trace and color.	Some resources I might need to arrange in advance is making sure the classroom is set up with tablecloths over the tables and a spot to put the finished projects to dry and out of reach from the kids.
--	---	--


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>
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>	To spark the kids into this activity I will read a book about names and explain to the children that everyone has a name that is different and some people have the same name however a name is what makes you, you. After reading the book I will show them my name flag and explain how I made it.	<i>This activity offers opportunities to use multiple senses and intelligence by giving the children different opportunities to learn their name and letters. It offers different intelligences because it allows the kids to learn in different ways that's helpful for them to understand their letters and names.</i>	I will modify this activity by tracing the names for kids who do not know how to write out their letters and also helping them sound out the letters. If the child is Spanish I will speak to them in Spanish for them to understand what they need to do.

The activity <i>What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</i>	First the children will be sitting on the carpet listening to the book Chrysanthemum by Kevin Henkes After we will talk about the book and talk about the different types of names there are after I will show them my name flag and explain that they will be doing the same. After they will go to their sits and begin their project they can either draw or use different pictures for their name flag after they are done they will hand in their project and go back into the carpet to talk about the project they just made.		
Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	Some opportunities i will offer to the kids is asking them what their name is and trying to see if they know what letter their name starts with.		
Possible Extensions <i>What could you do on another day to build on this activity?</i>	On another day to build on this activity i will give the children the letter to their name and have them trace out the letter to get familiarized with the letter they are going to write out		

GROWTH AND LEARNING	
<i>How will this learning experience support the children's growth and learning be in the following domains?</i>	
Cognitive/thinking	.It will help the child remember their name and the letter needed to spell their name

Physical	it will improve the children's fine motor skills
Social/emotional	It will have students talking to other kids and learn other names and letters it will also make the child feel good about themselves seeing their artwork that they did other own
Language/literacy	1. Letters 2.Name 3. Nickname 4. syllabus List 3-5 target vocabulary words:
Content Area(s)	

STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards (CCLS) are addressed in this activity?</i>	
Domain 1: Approaches to Learning	Creativity and Imagination 3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities. <ul style="list-style-type: none"> a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects.
Domain 2: Physical Development and Health	Physical Development 3. Demonstrates coordination and control of large muscles. <ul style="list-style-type: none"> b) Maintains balance during sitting, standing, and movement activities.
Domain 3: Social and Emotional Development	Relationships with Others 3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults). <ul style="list-style-type: none"> b) Seeks guidance from primary caregivers, teachers and other familiar adults.

Domain 4: Communication, Language, and Literacy	<p>Craft and Structure</p> <p>4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).</p> 
Domain 5: Cognition and Knowledge of the World	<p>Overview</p> <p>Counting and Cardinality</p> <ul style="list-style-type: none"> Count to tell the number of objects.

AUTHENTIC ASSESSMENT	
<i>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>	<p>To make sure the child's getting the big idea of this topic to make sure they understand what the book we read is talking about and to ask them what does having a name mean.</p>

POST-ACTIVITY REFLECTION

<p><i>What aspects of this activity seemed to be most successful in supporting the children's growth and learning?</i></p> <p><i>What, if any, surprises were there?</i></p> <p><i>What, if any, challenges were there?</i></p> <p><i>Record the results of your authentic assessment activity.</i></p> <p><i>How would you modify this activity the next time to make it more successful?</i></p>	<p>What seemed to be most successful was when the children finished their project and showed it to the class and said their name and the letter that their name starts with. What surprised me was how the children did not need a lot of help; they did most of it on their own. Some challenges that came up was that the children kept mixing up some of the letters for example like M and W.</p>
--	---