

## Activity Plan

Designed by Michelle Garcia Rosas

**Curriculum Topic:** Five Senses (Shape Me)

| <b>OVERVIEW/FRAMING</b>  |  |                |                |                |       |                   |             |         |                |
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| <p><b>TOPIC</b><br/><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 children naturally explore the world around them through their senses. Since this activity is one of the last activities, they have been adding to their knowledge of the five senses from the previous week. The topic of this activity is culturally responsive because they get to learn more about their classmates. For example, one student might draw or add texture to their portrait and the reason behind it is because in their culture that's the clothes they wear. Children come from families with different backgrounds, and they might reflect that in their portrait, and we must be able to respect others.</p> |                |                |                |       |                   |             |         |                |
| <p><b>BIG IDEAS/OVERARCHING QUESTIONS</b><br/><i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i></p> | <p>How do we use our senses to explore, investigate and understand the world around us?<br/>How can we create a classroom community that includes everyone?</p>  |                |                |                |       |                   |             |         |                |
| <p><b>CONTENT FOCUS:</b><br/><i>Identify which content area(s) will be addressed in this activity</i></p>  | <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Visual Arts</td> <td style="text-align: center;">Music</td> <td style="text-align: center;">Movement/Dance</td> <td style="text-align: center;">Drama</td> </tr> <tr> <td style="text-align: center;">Emergent Literacy</td> <td style="text-align: center;">Mathematics</td> <td style="text-align: center;">Science</td> <td style="text-align: center;">Social Studies</td> </tr> </table>  | Visual Arts    | Music          | Movement/Dance | Drama | Emergent Literacy | Mathematics | Science | Social Studies |
| Visual Arts  | Music  | Movement/Dance | Drama          |                |       |                   |             |         |                |
| Emergent Literacy  | Mathematics  | Science        | Social Studies |                |       |                   |             |         |                |

| <b>KNOWING THE LEARNERS<sup>1</sup></b>  |  |
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| <p><b>AGE RANGE:</b></p>   |  |
| <p><b>CURRENT DEVELOPMENT:</b><br/><i>What do you know about the current growth of learners in this age range for the content focus?</i></p> | <p>Children in Pre-k are usually in the ages of 3-5. Children and families were introduced to the first unit, Welcome to Pre-K! They will continue their journey of exploration and learning with an exciting topic focused on how we use our five senses to explore, investigate, and understand ourselves and our world. Children naturally explore the world around them through their senses. What we know about children's physical development is, the child's repertoire of large muscle skills is expanding, and skills are becoming more refined. Small muscles gain coordination. Children can use scissors, glue, small bead, and paintbrushes.</p> |

<sup>1</sup>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.

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|   | Intellectual Development, children are naturally interested in shapes, colors, and textures. Increasingly able to figure out how things work and fit together. They are curious they want to try different ways to do things. Social Development, children show interested in others and spend time watching. They love to play together with two or three others.  |
| <i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>  | Some misunderstanding children might have at this age about the topic is they might think the five senses are seasons. They might think everyone has access to the five senses but as educators, we must explain how some people lose their sense of hearing and sight. Since the activity is a portrait kids might think everyone should have ears and mouths or be the same skin color.   |
| <b>SOCIO-CULTURAL CONTEXT:</b><br><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> | In my classroom, there are racially, ethnically, and economically diverse groups of young children who bring unique perspectives, grounded in their sociocultural experiences, to their actions and interactions in the classroom. Some of the students are bilingual students and a few are ESL ( <b>young English language learners</b> ) kids. Inclusion will be added to my classroom by being embedded in the library and teaching inclusion all year round. |

| <b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>   |  |   |
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| <b>MATERIALS</b>  | <b>LEARNING ENVIRONMENT</b>  | <b>EVENTS/RESOURCES</b>   |
| <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><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><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> |
| <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• Markers/crayons</li> <li>• Construction paper</li> <li>• Glue sticks</li> </ul>  | <p>For the portrait family activity making It will be helpful to have access to a sink to wash and clean up and skills that can occur while making portraits</p>   | <p>An event that I would arrange in advance is to have family come over a class period and talk more about themselves and their background. This would expose to the class the different cultures there</p>   |

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| <ul style="list-style-type: none"> <li>• Different textures (soft, rough, bumpy)</li> <li>• String</li> </ul> <p><u>Books</u></p> <ul style="list-style-type: none"> <li>• <i>We Belong Together</i> by Todd Parr</li> <li>• <i>Priya Dreams of Marigolds &amp; Masala</i> written and illustrated by Meenal Patel</li> </ul> | <p>I will update the classroom library and add books that focus on inclusion and celebrating difference but keep the books that talk about the five senses. As I get to the final week to make the transition to the unit <i>All About Us</i>, I would add mix the books about five senses and inclusion.</p> <p>On the wall/bulletin board, I would display posters of the five senses that show children what can be seen or used with each sense. For example, a picture of a group of friends on the beach. Looking at the water and the people and pointing to their eyes.</p> <p>The art center will have various materials available for the month so that students can experiment and practice. Mirrors will be provided to encourage self-portraits. Reference images of artists' self-portraits will be hung nearby for inspiration.</p> | <p>are in the reel world. It would get them to think critically and recognize bias.</p> <p>In advance, I would already have taken the walk in the neighborhood where the children use their five senses to explore the environment and reflect on what they see, smell, touch, hear and taste. They will also see many people there as well as other children.</p> <p>Since we will be making self-portraits and will need the different textures to create hair or clothes, I would send a letter to the families asking if they could please send their child to school with one recycled material. This could be empty paper or toilet rolls, tissue boxes, empty shoe boxes, string, old wrapping paper, milk cartoons, or egg cartons.</p> |
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| <p><b>THE LEARNING EXPERIENCE</b></p> | <p style="text-align: center;"><b>Multimodal Engagement</b></p> <p><i>Identify and explain how this activity provides opportunities to use <b>at least</b> three learning modalities: musical, interpersonal, linguistic, visual-spatial, bodily-kinesthetic (tactile), auditory</i></p> | <p style="text-align: center;"><b>Differentiation</b></p> <p><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> |
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| <p><b>The spark/launch/intro</b><br/> <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>I will introduce this activity by reading to them the book <i>We Belong Together</i> by Todd Parr. The book explores the ways that people can choose to come together to make a family by showing one perspective on the adoption experience. We Belong Together is about sharing your home and sharing your heart to make a family that belongs together. To see if they fully grasped the importance of this book, I would introduce the Shape Me activity where they will use different materials to create a portrait of their families.</p>  | <p>1) Visual and Auditory: This part of the activity asks the children to use their sense of hearing and sight to listen to other ideas of portraits and be able to see the different approaches the class took to make the portrait.</p>  | <p>For emergent bilingual or ESL students how I would modify this activity for them is by having the activity also translated in their native language. Not only will they understand but they will feel included in the activity because they are able to understand.</p>  |
| <p><b>The activity</b><br/> <i>What will the children be doing?</i><br/> <i>List the procedure step-by-step.</i><br/> <i>What will you say or do to support their process?</i></p> <p><b>Remember:</b> <i>This should be a creative, experiential, and hands-on learning activity. The children should be <b>actively</b> engaged in learning through play and exploration.</i></p> | <p>I would give the students instructions to use the following steps to guide them in the activity:</p> <ul style="list-style-type: none"> <li>a. I would first introduce this activity by reading to the class the book <i>We Belong Together</i> by Todd Parr. I would ask the question what did you see happening in the book? Or who do you see in this family? Let's describe them. Turn to a partner and talk about what was happening. I would ask them to compare the story to their own family. I would also ask if they could spot any differences and similarities in the book to their own families. I would then proceed to tell them the activity we will be doing. I would provide an example of the portrait I made of my own family. Explain to them this is my unique family and what materials I used to create them. I would then say "Now I want to see what you guys can create with the various materials I provided. Are you guys excited?" I would next introduce the materials</li> <li>b. Markers/crayons</li> <li>c. Construction paper</li> <li>d. Glue sticks</li> </ul> | <p>2) Auditory: I say this is being used at the beginning and the end of the activity. They must listen and pay attention to understand the book. In the end, be able to respectfully listen to their classmates' ideas.</p> <p>3) Linguistic: In this activity when the children break out into smaller groups, they are going to communicate with others to bounce ideas off each other or talk about the process they are</p> | <p>When it comes to presenting the portrait of themselves I would have them talk and express themselves in the language they are more comfortable with.</p> <p>How I would modify this activity for students with special needs is I would use word cue cards and sentence structuring to help students through the thought process with appropriate vocabulary. I would also change up their materials they are using to create the portrait. For example, if they can't grip a marker</p> |

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|  | <p>e. Different textures (soft, rough, bumpy)</p> <p>f. String</p> <p>1) Next, I would break them into groups of 6 students. Each group would be handed various size shapes from construction paper. I will add other materials like glue, markers, construction paper, and texture (rough, soft, bumpy, scratchy) to add to their portrait. In those groups, they would talk about their portrait and build on other classmates' ideas if stuck.</p> <p>2) While the children were creating their portrait, I would circulate around the room to see if any groups/individuals need help getting started.</p> <p>After about 20 minutes when the class has had enough time to create their art. I would go around the class and have each student explain the materials they used and why they decided to choose those materials to create their family portrait.</p> | <p>taking when making these portraits.</p> <p>Naturalistic: In this activity, the children are using the activity we as educators present to them and they are having multiple learning opportunities. They practice the skills such as communication, problem-solving and critical thinking.</p> | <p>or crayon because it's not small or uncomfortable. I would provide paint instead of watercolor.</p> <p>How I would modify this activity for students who are very physically active is to switch the activity from an art to a moving activity. For example, since children who are very physically active are constantly moving, I would have them express themselves through movement and dance moves. They could choose a song that reflects their culture or one they really like and have them dance to it.</p> |
| <p><b>Reflection</b><br/><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, I would set up all the family portraits around the classroom and have a gallery walk for 5 minutes. Then we would return as a whole class to the rug. I would ask a question like "what did some of our portraits have in common that we have been learning about?" "What did we learn about our five senses? How did we use our five senses in this activity?" "what were some things we learned about friends/classmates?"</p>   |   |   |
| <p><b>Possible Extensions</b><br/><i>What could you do on another day to build on this activity?</i></p>   | <p>Another activity I could use to build on to this activity is having culture day. In this activity, we would have families bring in one dish from their</p>  |   |   |

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|  | <p>culture to share with the rest of the class. We will be using our sense of smell to get a smell from all the foods being brought. We would also use our sense of taste because we would be tasting all the food being brought. We would also use our sense of sight because we would be seeing other classmates' families' members and the diversity in the classroom. This would connect to the next unit <i>All About Us</i> because we would develop a concept and awareness of themselves as unique individuals.</p> |  |  |
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| <p><b>GROWTH AND LEARNING</b></p> <p><i>How will this learning experience support the children's growth and learning be in the following domains?<br/>Use your knowledge of child development and milestones and the theories of child development you have studied.</i></p> |   |
| <b>Cognitive/thinking</b>  | <p>This activity encourages children to problem solve, by finding solutions where they find themselves stuck in the process of making their portraits. They are also using critical and creative thinking because they are all going to use the same materials, but their approach is a lot different from each other.</p>  |
| <b>Physical</b>  | <p>This activity promotes both gross motor development (standing up and explaining to the class what their portrait means. Hold the paper and showing the class.) and fine motor skills (use of fingers and hands to grab the materials they used to create their portrait. They used the fingers to glue the string for their hair and they used their hands to grab the marker.) Students will develop fine motor skills in a variety of ways by drawing and painting.</p>  |
| <b>Social/emotional</b>  | <p>Children will reflect on their own uniqueness considering the larger classroom community. They will feel pride in who they are and learn to value their classmates through the ways in which they are similar and different</p>  |
| <b>Language/literacy</b>   | <p>This activity incorporated language/literacy because throughout the activity they expand their key vocabulary and hear new words they do not have much knowledge about. They also use language when they break into smaller groups and talk to their classmates about what they are making or what materials they are using. They will learn words like adoption, feelings, self-portrait, senses, observe, vision, listen which are being supported by example and books being read in class.</p> <hr/> <p><b>List 5-10 target vocabulary words</b></p> |

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|                      | <i>(Remember: These should be <b>challenging</b> vocabulary words, not common words that the children should already know. You want to <b>increase</b> their vocabulary.)</i>   |
| <b>Creative Arts</b> | This learning domain is being supported throughout the activity because the students are learning about their senses and transition to the next unit by art. They are making portraits of themselves and using different materials to incorporate in their art. They are not being told to follow a certain example or stick strictly to one thing. |

| <b>STANDARDS/GOALS<sup>2</sup></b>   |   |
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| <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 <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> |   |
| Domain 1:<br>Approaches to Learning  | PK.AL.1<br>f. Demonstrates awareness of connections between prior and new knowledge<br>PK.AL.2<br>a. Identifies a problem and tries to solve it independently<br>b. Attempts multiple ways to solve a problem<br>c. Communicates more than one solution to a problem<br>d. Engages with peers and adults to solve problems<br>PK.AL.3<br>a. Uses materials/props in novel ways to represent ideas, characters and objects<br>b. Identifies new or additional materials to complete a task |
| Domain 2:<br>Physical Development and Health   | PK.PDH.1<br>a. Identifies sights, smells, sounds, tastes and textures<br>b. Compares and contrasts different sights, smells, sounds, tastes, and textures<br>c. Communicates to discuss sights, smells, sounds, tastes, and textures<br>PK.PDH.2.<br>a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body)   |

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<sup>2</sup>Refer to the “Pre-K Common Core Learning Standards and Domains for Learning” located on Blackboard in the Assignment materials to identify Learning Standards that you will list above.

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|  | <p>PK.PDH.3.<br/> b. Maintains balance during sitting, standing, and movement activities</p> <p>PK.PDH.5.<br/> c. Demonstrates ability to use fine motor skills (e.g., engages in fingers plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)</p>   |
| <p>Domain 3:<br/> Social and Emotional<br/> Development</p>      | <p>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests</p> <p>PK.SEL.2.<br/> d. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.)</p> <p>PK.SEL.4. Develops positive relationships with their peers</p> <p>PK.SEL.4.<br/> Interacts with other children (e.g., in play, conversation, etc.)</p> <p>d. Share's materials and toys with other children</p> <p>e. Appropriately name types of emotions and associates them with different facial expressions, words, and behaviors</p>  |
| <p>Domain 4:<br/> Communication,<br/> Language, and Literacy</p> | <p>PK.AC.1. Demonstrates motivation to communicate</p> <p>PK.AC.1.<br/> e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking)</p> <p>PK.AC.4. Demonstrates a growing receptive vocabulary</p> <p>PK.AC.4.<br/> a. Understands and follows spoken directions</p> <p>b. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use)</p> <p>c. Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world</p> <p>PK.AC.5. Demonstrates a growing expressive vocabulary</p> <p>PK.AC.5.<br/> a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations</p> <p>b. Initiates conversations about a book, situation, event or print in the environment</p> <p>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods</p> <p>PK.AC.6.<br/> a. Uses facial expressions, body language, gestures, or sign language to express idea</p> |

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|   | b. Uses visual media to represent an actual experience   |
| Domain 5:<br>Cognition and Knowledge of the World<br>(Choose math, science or social studies) | <p>PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts<br/>PK.ARTS.16.</p> <ol style="list-style-type: none"> <li>Engages in self-directed imaginative play with a variety of materials and/or art-making tools</li> <li>Creates, shares and/or talks about art that communicates a familiar place or object (e.g., using blocks to build a castle or clay to create a snake)</li> <li>Shares and talks about personal artwork</li> </ol> <p>PK.ARTS.17. [VA:Pr4-6.PK] Presents Visual Arts<br/>PK.ARTS.17.</p> <ol style="list-style-type: none"> <li>Selects art objects for saving or display, explaining why they are chosen</li> </ol> <p>PK.ARTS.18. [VA:Re7-9.PK] Responds to Visual Arts<br/>PK.ARTS.18.</p> <ol style="list-style-type: none"> <li>Recognizes and shares preferences and/or reactions to art in one's environment</li> </ol> <p>PK.ARTS.19. [Cn10-11.PK] Connects to Visual Arts<br/>PK.ARTS.19.</p> <ol style="list-style-type: none"> <li>Imagines, invents, and creates art that tells a story about life</li> </ol> |

| <b>AUTHENTIC ASSESSMENT</b>   |  |
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| 1. <i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Questions?</i> | How I will determine whether the children are getting a big idea is by asking open-ended questions at the end of the activity. I would ask questions like what you guys learn from this activity? Are the children spotting the differences and similarities of each other? Are they being respectful? I will observe if they are able to create a self-portrait and explain why they used the materials and how they relate back to themselves. |
| 2. <i>What evidence will you gather to assess each child's developmental progress?</i>  | The evidence I will gather to assess each child's development progress would be if they communicated with others in small groups. If they ask for help when they were stuck or did, they try to solve it on their own. Were they able to use the materials the correct way, for example, did they use the glue the way it should be?   |
| 3. <i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i>                   |  |

**POST-ACTIVITY REFLECTION<sup>3</sup>**

1. *What aspects of this activity do you think will be most successful in supporting children's growth and learning?*
2. *What surprises might there be?*
3. *What challenges do you envision in implementing this activity?*
4. *How might you modify this activity the next time to make it more successful?*

Using Todd Parr's book supported children's outside-the-box thinking about themselves. It would surprise me the different creative ways they were able to express and see themselves through the materials. I would also be surprised by the ways my students see themselves as unique and the range of ideas that supported the classroom community in not only seeing each other's qualities but also finding more within themselves. Some students needed additional support holding the marker or writing utensil correctly. An activity I would use to help them grow would be to have them practice writing their name in the morning when they enter class. Do other activities that involve fine motor skills to help their grip when writing.

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<sup>3</sup> 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.