

Activity Plan

Designed by: Michelle Garcia Rosas

Curriculum Topic: All About Us (*Counting Our Family Members*)

OVERVIEW/FRAMING				
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>	This activity is developmentally appropriate because children’s family are made up of different components that includes family members, background, face and even structure. This activity is culturally appropriate because they get to learn more about their classmates. For example, one child might draw their mom, dad, older brother, and their pet dog. But their friend might draw their mom and their grandmother. They will after count how many family members they have in their family, compare the number of sisters, and bother and even pets. By doing this activity it connects to being culturally responsive because the children’s families come from different backgrounds and structures. They must learn to respect each other and who they consider family because everyone comes from different situation.			
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>	How can we create a classroom community that includes everyone? Who am I and who are the people in my family? What makes my family important and unique?			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts	Music	Movement/Dance	Drama
	Emergent Literacy	Mathematics	Science	Social Studies

KNOWING THE LEARNERS	
AGE RANGE:	
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Children at the age range of 4-4.5 years old. Children in the ages 3-8 are very curious about their surroundings and environment. They are also being introduced and taught more on their numbers and how to count. They know how to count to the number 10 for their age. Some of the students in the class are Spanish speaking students and one other child is Chinese speaking. Two of the students are dual language learners, one female student needs

	to focus on developing their gross motor skills. We are adding a wide range of books to expose children to diverse gender roles and cultures. There at a stage where they start to sort things out, compare, beginning to understand the difference between real and make believe, recognize real shapes in the real world.
<i>What misunderstandings might children in this age range 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 All About Us might be connected to the parts of our body like the arms, legs, finger, toes etc. They might think everyone has the same structured family but as educators, we must explain how everyone's family is built different with different family members. Since the activity is a drawing of the children family, they might think the activity is to show how everyone has mouth or ears.
	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 (young English language learners) kids. Inclusion will be added to my classroom by being embedded in the library and teaching inclusion all year round.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i>	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
<u>Materials</u> <ol style="list-style-type: none"> Markers/crayons Construction paper/copy paper <u>Books:</u> <ol style="list-style-type: none"> <i>The Family Book</i> by Todd Parr 	<ol style="list-style-type: none"> I will update classroom library and add books that focus both on the theme of All About Us and the topic concept Counting. I will also have books that talk about inclusion and in multiple language for the bilingual children. 	<ol style="list-style-type: none"> As an event 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 and structures there are in the real

<p>2. <i>Ten Black Dots</i> written and illustrated by Donald Crews</p>	<p>2. On the wall/bulletin board, I would display posters that explain the theme All About Us such as ask families to bring in a photo of their family to hang in the classroom. I would also display the number line along the classroom, by doing this the children will start to get a sense of numbers. I will have them count to the number 10 in the morning to familiarize them with counting.</p> <p>3. The art center will have various materials available for the students to choose and pick to be able to express themselves as they wish to and not be strickled told to only use certain materials. They are unique and they express their families how they interpret it.</p>	<p>world. It would get them to think critically and recognize bias</p> <p>2. In advance, I would already have them exposed to the math concept of counting by having a read aloud about counting and numbers. They will use the new knowledge they are gaining and put it to understanding through an art activity of counting and comparing their family, family members.</p>
---	---	--

THE LEARNING EXPERIENCE	
<p>The launch</p> <p><i>How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?</i></p>	<p>I will introduce this activity by reading to them <i>The Family Book</i> by Todd Parr. The book explores celebrates the love we feel for our families and all the different varieties they come in. Who is in my family is about sharing what makes our family our own unique family, what makes my family different from all my other classmate's families? I would ask questions such as does anyone have older siblings? Younger siblings? Do you have pets? After reading this book about families I will also read the book <i>Ten Black Dots</i> written and illustrated by Donald Crews. The book will develop visual learning skills, explore creativity, and practice counting numbers. I included this book as well as it ties together to the activity that is after these read aloud. To see if they fully grasp the math</p>

	<p>concept of counting, I will introduce the “Counting Family Members” activity where they will draw out the people in their families which includes grandparents, pets anyone who lives with them.</p>
<p>The activity <i>List the step-by-step procedures. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i></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"> A. I would first introduce this activity by reading to the class the book them <i>The Family Book</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 <ol style="list-style-type: none"> 1. Markers/crayons 2. Construction paper 3. Glue sticks 4. Different textures (soft, rough, bumpy) String B. 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 family portrait. In those groups, they would talk about their family portrait and build on other classmates’ ideas if stuck. C. While the children were creating their portrait, I would circulate around the room to see if any groups/individuals need help getting started. D. After about 20 minutes when the class has had enough time to create their art. I would tell them to go around the classroom and ask each other about their family. Who has more brothers? Who has more sisters? Does anyone else have pets?

	<p>E. After about 15-20 minutes would do rug time and we will go over, and I would ask question to see what they have learned from each other</p>
<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, 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 classmates’ families? Can we count how many families there are? How many pets do our classmates families have?” “What were some things we learned about friends/classmates?”</p>
<p>Possible Extensions <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 since the big idea is <i>counting</i> how I would add on to their understanding is by introducing to them the activity “Give the Dog a Bone”. This activity will add on to the idea of counting because the student is given a mat/piece of paper and on the corner, it has a bone with a number like 7. The goal of the student is to count 7 bones to give to the dog.</p>
<p>Multimodal Engagement <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i></p>	<p>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 family portraits and be able to see the different approaches the class took to make the portrait. How the family’s structure is different for everyone</p> <p>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>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 taking when making their cycles</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>Differentiation</p> <p><i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></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. When it comes to presenting the portrait of their family, 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 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 family or one they really like and have them dance to it.</p>

<p>GROWTH AND LEARNING</p> <p><i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i></p>	
Cognitive/thinking	This activity encourages children to problem solve, by finding solutions where they find themselves stuck in the process of figuring out who has more family members. They are also using critical and creative thinking because they are all have a family but the way they draw them, and their structure is a lot different from each other.
Physical	This activity promotes both gross motor development (standing up and finding new classmates to talk to and compare their family size. Hold the paper and showing their classmates.) and fine motor skills (use of fingers

	and hands to grab the materials they used to create their family 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.
Social/emotional	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.
Language/literacy	<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 who is in their family and how many siblings they have or the pets they have. They will learn words like self-portrait, different, comfortable, community, confused, creative, ecstatic, family, feelings which are being supported by example and books being read in class.</p> <p>List 10-15 target vocabulary words: self-portrait, different, comfortable, community, confused, creative, ecstatic, family, feelings, individual, special, unique</p>
Content Area(s): Art and Math Activity	This learning domain both art and math are being supported throughout the activity because the students are learning about their families and their classmates' families through art. But with the art activity connecting it to the math concept of counting. They are making portraits of their families 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. After they are going around to other classmates and telling them about their families and comparing how many family members they have or pets.

<p align="center">STANDARDS/GOALS</p> <p align="center"><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i></p> <p align="center"><i>Use the PKFCC to respond.</i></p> <p align="center"><i>Be specific—choose those standards that are targeted by this learning activity (e.g., can development regarding the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i></p>	
Domain 1: Approaches to Learning	<p>PK.AL.1</p> <p>f. Demonstrates awareness of connections between prior and new knowledge PK.AL.2</p> <ol style="list-style-type: none"> 1. Identifies a problem and tries to solve it independently 2. Attempts multiple ways to solve a problem 3. Communicates more than one solution to a problem

	<p>4. Engages with peers and adults to solve problems</p> <p>PK.AL.3</p> <p>1. Uses materials/props in novel ways to represent ideas, characters, and objects</p> <p>2. Identifies new or additional materials to complete a task</p>
Domain 2: Physical Development and Health	<p>2. Demonstrates coordination and control of large muscles.</p> <p>1. a) Displays an upright posture when standing or seated.</p> <p>2. b) Maintains balance during sitting, standing, and movement activities.</p> <p>Demonstrates eye-hand coordination and dexterity needed to manipulate objects.</p> <p>1. Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.</p>
Domain 3: Social and Emotional Development	<p>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings, and interests</p> <p>PK.SEL.2.</p> <p>a. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.)</p> <p>PK.SEL.4. Develops positive relationships with their peers PK.SEL.4.</p> <p>Interacts with other children (e.g., in play, conversation, etc.)</p> <p>a. Share's materials and toys with other children</p> <p>b. Appropriately name types of emotions and associates them with different facial expressions, words, and behaviors</p>
Domain 4: Communication, Language, and Literacy	<p>PK.AC.1. Demonstrates motivation to communicate PK.AC.1.</p> <p>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 PK.AC.4.</p> <ol style="list-style-type: none"> 1. Understands and follows spoken directions 2. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use) 3. Expresses understanding of words used in read-aloud, in conversations and in descriptions of everyday items in the world <p>PK.AC.5. Demonstrates a growing expressive vocabulary PK.AC.5.</p> <ol style="list-style-type: none"> b. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in c. reciprocal conversations d. Initiate's conversations about a book, situation, event or print in the environment <p>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods PK.AC.6.</p> <ol style="list-style-type: none"> e. Uses facial expressions, body language, gestures, or sign language to express idea f. Uses visual media to represent an actual experience
<p>Domain 5: Cognition and Knowledge of the World</p>	<p>PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts PK.ARTS.16.</p> <ol style="list-style-type: none"> 1. Engages in self-directed imaginative play with a variety of materials and/or art-making tools 2. 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) 3. Shares and talks about personal artwork <p>PK.ARTS.17. [VA:Pr4-6.PK] Presents Visual Arts PK.ARTS.17.</p>

	<p>a. Selects art objects for saving or display, explaining why they are chosen PK.ARTS.18. [VA:Re7-9.PK] Responds to Visual Arts PK.ARTS.18.</p> <p>a. Recognizes and shares preferences and/or reactions to art in one's environment PK.ARTS.19. [Cn10-11.PK] Connects to Visual Arts PK.ARTS.19.</p> <p>a. Imagines, invents, and creates art that tells a story about life</p>
--	--

AUTHENTIC ASSESSMENT	
<i>What will you do to gather evidence to assess each child's developmental progress?</i>	How I will determine whether the children are getting a big idea of counting is by asking open-ended questions after the children are done comparing their family members. I would ask questions like what did 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 who is in their picture they drew and how they relate back to themselves.
<i>How will you determine whether individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i>	The evidence I will gather to assess each child's development progress would be if they communicated with others in small groups. I would go around the classroom snooping through conversations making sure there explaining their family members or ask them questions to compare. If they ask for help when they were stuck or with what they are doing, they try to solve it on their own. Were they to find some things they have in common? Did they find things that are different?
<i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i>	Using Todd Parr's book supported children's outside-the-box thinking about themselves and their families. 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.

<p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	
--	--