

Activity Plan

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Curriculum Topic: All About Me (Our Cycle of Life)

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>	The activity is developmentally appropriate because the children's own perspective of their life cycle is different for every child. The activity describes an approach to teaching the life cycle of plants and using it as a guide to mimic their own's life cycle. It respects both the age and the individual needs of each child. The idea is that the activity fits the child; the child shouldn't have to fit the activity! All the life cycles the students create are going to be unique and different.			
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>	What are plants? What do plants need and where do we find them? What are some different kinds of plants? Why are plants important? How can I mimic the life cycle of plants to my own cycle?			
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:	4 years			
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Children are 4 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 not know what a living thing means, or the process plants must go through to become a plant. I plan to address this by having a read aloud before we start the activity which will explain the life cycle of plants. While and after reading the book, I will ask them open ended questions to make sure they have understood the information that was taught. After the read aloud and other events I plan on creating I will have them make their own cycle.
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>	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"> 1. Student's picture (babies, toddlers and now) 2. Construction paper 3. Markers <u>Books</u> <ul style="list-style-type: none"> - <i>The Amazing Life Cycle of Plants</i> by Kay Barnham - <i>Littles: And How They Grow</i> by Kelly DiPuchio 	<ol style="list-style-type: none"> 1. I will update classroom library and add books that focus both on the theme of All About Us and the science concept of living and non-living things, especially books about plants and their life cycle. I will also have books that talk about our development, from babies to adults. 2. On the wall/bulletin board, I would display posters that explain the cycle of plants. I would add 	<ol style="list-style-type: none"> 1. As an event I would arrange a walk through the community park. I would arrange this after I introduce the topic of living and non-living things and talk about plants. At the park I would have them point out to me living things and non-living things. I would have them pick up some leaves to keep in the classroom. If this walk occurs during the spring, I

* Note: You are designing this activity for the three children observed for your Student Profiles assignment.

<p>- <i>Are You Living?</i> By Laura Purdie and illustrated by Vivian Garofali</p>	<p>diagrams that shows the cycle from the seeds and the process it goes through to get to a plant and how it does that.</p> <ol style="list-style-type: none"> 3. I might also add a sensory table where they have dirt with rocks and leaves. I would add plants around the classroom to make them more familiar to what is a plant in case they don't know. 4. In the science area I would bring magnifying glasses, test tubes with different things inside them, googols, pipettes. 5. 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 cycle how they interpret it. 	<p>would have them pick some flowers.</p> <ol style="list-style-type: none"> 2. In advance, I would already have them exposed to the science concept of living and non-living things by having a read aloud about the life cycle of plants and what is living and non-living things. They will use the new knowledge they are gaining and put it to understanding through an art activity which involves them bring in photos or drawing pictures of their life cycle up to now.
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THE LEARNING EXPERIENCE	
<p>The launch <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>Are You Living?</i> By Laura Purdie. The sing along book teaches children what is a living thing, what makes things a living thing through a song. After the first read aloud I would ask them question like “can someone give me an example of a living thing?” “What about an example of non-living things?” “Are we a living thing?” This read aloud would only be an introduction of the unit, which is <i>Living and Non-Living things</i>, our smaller topic would be the life cycle of plants. To introduce this topic, I would read the book <i>The Amazing Life Cycle of Plants</i> by Kay Barnham, which talks about exploring the incredible plant life cycle story. From tiny seeds to small shoots, long branches, and mighty tree trunks, explore the life cycle of</p>

	<p>plants and find out what plants need to help them grow. Follow the journey of a young boy and girl as they find out about how plants grow. This beautifully illustrated picture book explains why insects are important to plants, how seeds travel and why plants are important to us all. 'Look and Wonder' is a fresh, bold, and bright, narrative non-fiction picture book series introducing children to life cycles and the natural world. The eye-poppingly colorful digital illustration style will explain the scientific concepts while the light and fun text-style will make these books real home and classroom favorites. I would also ask them open-ended questions and to add on to what they just learn take them on a walk through the park. Finally, I would read to them <i>Littles: And How They Grow</i> by Kelly DiPuchio which would introduce us to the art activity. Through this reading with adorable scenes from the busy life of a “little”—peekaboo, feedings, tantrums, giggles—and a final scene that reminds us how they become big kids all too soon, this is the ideal gift for any new parent and their child. They will be learning about the different stages a human goes through as they grow up. I will introduce the “Our Life Cycle” activity where they will use pictures of themselves when they were babies, toddlers, and picture of them now and mimic the life cycle of plants.</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> <p>A. I would first introduce this art activity by reading to the class the books <i>The Amazing Life Cycle of Plants</i> by Kay Barnham and <i>Are You Living?</i> By Laura Purdie. I would ask the question what did you see happening in the book? Or what are examples of living things? Examples of no-living things? Are plants living things? What do plants need to grow? Let’s describe them. Turn to a partner and talk about what was happening. I would ask them to how does a plant grow? What come first? Do we have any plants in our classroom? After the turn and talk, I would explain to them that we also go through a process. We start of as babies and then toddlers, child, teen, adult. I would show them my art example of my life development by including picture for when I was younger mimicking a plants cycle. I would explain what materials I used to create my cycle. 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</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> • Markers/crayons • Construction paper • Glue sticks • Different textures (soft, rough, bumpy) String • any photos they brought from home

	<p>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 life timeline. In those groups, they would talk about their lifetime line and build on other classmates' ideas if stuck.</p> <p>C. While the children were creating their portrait, I would circulate around the room to see if any groups/individuals need help getting started. I would ask them questions about their artwork</p> <p>D. After about 20 minutes when the class has had enough time to create their timeline, I would tell them to go around the classroom and ask each other about their timeline. I would jump into conversation and ask questions about their timeline.</p> <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. why they decided to use the materials they did.</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>At the end of this activity, I would set up all the students timeline 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 "can someone tell me the process of how a plant grows?" "What did we learn about our own timeline?" "Plants need water and sun to grow what did we need to grow?" if a plant starts off as a seed what did we start of as?"</p>
Possible Extensions <i>What could you do on another day to build on this activity?</i>	<p>Another activity I could use to build on to this activity is have them plant a flower. I would recycle milk cartons and have the students plant their plants. The goal of this activity if a long term since it takes some time for plats to grow, but every other day they will be 5 minutes for them to water their plants. I would ask them questions like "what do you see?" "Did they start to grow?"</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>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 <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 their life cycle, 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 specials 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 their own life cycle. 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 <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	<p>This activity encourages children to problem solve, by finding solutions where they find themselves stuck in the process of figuring out their timeline and where pictures go. Do they go before or after this time? They are also using critical and creative thinking because they all have their own unique timeline, and their structure is a lot different from each other.</p>
Physical	<p>This activity promotes both gross motor development (standing up and finding new classmates to talk about their timeline and what they did. 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 timeline. They used the fingers to glue the string for</p>

	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 their timeline and the photos they added or drew. They will learn words like grow, cycle, leaves, park, plants, seed, soil, stem, sunlight, tree, trunk, water which are being supported by example and books being read in class</p> <p>List 10-15 target vocabulary words: Blossom, branch, dirt, flower, garden, grass, grow, cycle, leaves, park, plants, seed, soil, stem, sunlight, tree, trunk, water</p>
Content Area(s) Art and Science	This learning domain both art and science as being supported throughout the activity because the students are learning about non-living things and living things as the big idea but I structured it so they can learn about something specifically like plants. They are in a way mimicking the life cycle of plants and using that knowledge to create a timeline of their own life. For example, the seed would be when they are babies, when the plant starts to sprout its them as toddlers and when the first few leaves appear its them as now.

STANDARDS/GOALS

What Pre-K Common Core Learning Standards are addressed in this activity?

Use the PKFCC to respond.

*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?)*

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 4. Engages with peers and adults to solve problems <p>PK.AL.3</p>
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	<p>1. Uses materials/props in novel ways to represent ideas, characters, and objects</p> <p>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> <ol style="list-style-type: none"> 1. a) Displays an upright posture when standing or seated. 2. b) Maintains balance during sitting, standing, and movement activities. <p>Demonstrates eye-hand coordination and dexterity needed to manipulate objects.</p> <p>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 PK.SEL.2.</p> <ol style="list-style-type: none"> a. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.) <p>PK.SEL.4. Develops positive relationships with their peers PK.SEL.4. Interacts with other children (e.g., in play, conversation, etc.)</p> <ol style="list-style-type: none"> a. Share's materials and toys with other children <p>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)

	<p>3. Expresses understanding of words used in read-aloud, in conversations and in descriptions of everyday items in the world</p> <p>PK.AC.5. Demonstrates a growing expressive vocabulary PK.AC.5.</p> <ul 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> <ul style="list-style-type: none"> e. Uses facial expressions, body language, gestures, or sign language to express idea <p>Uses visual media to represent an actual experience</p>
Domain 5: Cognition and Knowledge of the World	<p>PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts PK.ARTS.16.</p> <ul 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>

	a. Imagines, invents, and creates art that tells a story about life
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AUTHENTIC ASSESSMENT	
<p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	<p>How I will determine whether the children are getting a big idea of living things and plants is by asking open-ended questions after the children are done talking to each other about their own timelines. I would ask questions like what did you guys learn from this activity? Can someone tell me what a living thing is? What are examples of non-living and living things? Are they being respectful? I will observe if they are able to create timeline of their development and explain what is happening at each picture and how they relate back to themselves.</p> <p>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?</p> <p>Using the books, I have provided supported children's outside-the-box thinking about themselves and their development/timeline of their life. 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>

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