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Learning Experience Unit Commentary

Based on the activity plans that you completed for Math, Science and Social Studies, answer the following questions:

1. In what order would you do the activities throughout the week? Why?

The order in which I would do the activities through the week would be math, social studies and then science. I would do it in this order because in my math activity its based-on family, the children will be comparing family sizes with each other. After they are done drawing a portrait of their family they will compare their family members, difference, and similarities. They would then move on to an activity that focuses on them and who they are as individuals. Finally, the social studies activity would go last because it relates back to the concept idea around families and creating a family tree which will help them learn about diversity and uniqueness.

2. What could children learn from Activity 1 that might influence engagement in Activity 2?

What children could learn from activity 1 that might influence engagement in Activity 2 would be in activity 1 they will be exposed to the topic of all about us and they will have some knowledge to help them better understand the activity for science. From activity 1 they will learn about counting and compare, families, what makes a family, uniqueness, different and self-portrait. This will influence their engagement in activity 2 because they will be comfortable with some of these words like a self-portrait, they will be creating timelines of their life cycle mimicking the plant cycle. They will learn more about diversity and culture, with these activities they will learn more about themselves and their classmates' families. Be exposed to the idea that as they start to grow up and move to 1st grade, they are going to meet new friends and they must learn to be respect. Being different and coming from a different background/race is okay and they must be respectful of tehri feelings.

3. What do these two activities have in common?

These two activities have in common is they both are art activities, but they expose a different topic relating everything about us. They are both activities targeted to learn more about themselves and the people around them, they are bale to learn about their feelings and how to express that through a hands-on activity. They both have tons of resources that the children can reach out and listen to, read, or watch. The books in the library will change depending on the topic they are focusing for that day, but still be related to all about us. They are activities that can

be adjusted for all students in the class whether they are just learning English or focusing on a specific area of development, it's an activity that is associable for everyone.

4. How are the activities you propose supported by what you know about development for children this age?

The activities I proposed are supported by what I know about their development or the children their age because from what I know about their development is they have some gross and fine motor skills such as jumping with two feet, controlling big muscle movement, write some letters, put together a simple puzzle and etc. with their cognitive development I know that are starting to sort things out based on size, shape, and color, compare and contrast things like height, size or gender, recognize shapes in the real world, exploring relationships between ideas. Language/ Communication Development they can Receptive Language, Expressive Language, Written Language. With all this knowledge I was better equipped to develop the purpose of my activities around what I already know about their development. Since they are doing a lot of art activities, I know fine and gross motor skills are being tackled as well as socializing and communication with other. Socializing is one I know my class would be working on because of the students who are learning English. With the help of my activities, they will have multiple attempts to better any area of development they are struggling with.

5. How are the activities you propose informed by your knowledge of the sociocultural background of the children in the class?

The activities I proposed informed by my knowledge of the sociocultural background of the children in this class because in the classroom we have students who speak Spanish. Students that are from Ecuadorian and Honduran descent, student of Chinese descent and 2 other students speak English. My activity is based around sociocultural background because sociocultural is a focus of study in anthropology. An example of sociocultural is knowing about the people around you and their family backgrounds or involving both social and cultural factors. Throughout the topic of All about us, I will not only have the participation of the students sharing with each other and realizing on their own their uniqueness. I will also have their parents involved to feel them welcomed, I will be doing this by having Cultural day. With this activity the families will bring a dish that reflects a part of their culture to share with everyone.

6. Why are the instructional strategies and planned supports you propose developmentally appropriate for the whole class, individuals and/or groups of children with special needs?

The instructional strategies and planned supports I proposed developmentally appropriate for the whole class would be to make all the activities inclusive and diverse. What I mean by this is I made all activities to be open to everyone in the classroom, no child should be left out as it relates back to them as individual. Some other strategies I had were making sure the children had at least one book that is reflected of who they are. As I've seen sometimes children start to act out or feel left out when they don't have a book where they can mirror themselves. For

individuals like the students who are learning English I had sure to have some books in their native language, by doing this I was making sure not to leave them out from the library. They will feel welcome as they would have books, they will be able to understand and better understand the topic. By doing these strategies in my classroom I would be culturally inclusive classroom and language inclusivity. I will make sure all the students are participating and not feeling left out through the unit.

7. How could you see *this* Learning Experience Unit that you created fitting in with a Focused Curriculum (as described in the syllabus)?

I could see this learning experience unit that I have created fitting in with a focused curriculum because the overall topic is all about me. But throughout these activities they will be focused on smaller topic relating back to all about us. Through this activity the students will learn the general meaning about all about us, but they will also see how this topic can be learned through math science, and social studies. Throughout the focused curriculum I explained how different aspects of development play a role in learning about, all about us. I also provided different websites, books, activated related to the different concepts (science, math, and social studies). Many of the ideas and concepts that are talked in each individual concept can be seen throughout the focused curriculum.

8. What evidence will you gather (authentic assessment) to make sense of what children have learned from your Learning Experience Unit?

The evidence I will gather to make sense of what the children have learned from my learning experience unit is I would ask open ended questions after they have returned to the rug. I would ask open ended questions because those are question that I won't just get a one answer, I will make them explain to me what they mean. Throughout the making of the art activities, I will be walking around jumping in on activities. As they are finishing up with the activity and they get to explain to the class or do a gallery walk, I would look for kids who got the main idea or kids who still are having trouble getting the main idea of the activity. When they are talking about their art pieces are they just talking about how they made it or are they explaining their family, who are their family members, how many family members do they have, explain what is happening in the picture.