

## Activity Plan

**Designed by:** Michelle Garcia Rosas

**Curriculum Topic:** All About Us (Family Tree)

OVERVIEW/FRAMING				
<b>TOPIC</b> <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 start to learn more about themselves and the people around them. Building knowledge of myself as unique and different, at the same time finding what I have in common with others. This topic of this activity is culturally responsive because they get to learn more about themselves and their classmates. Children come from different families with different backgrounds. They will be able to reflect their family through a family tree.			
	<b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>			
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	Who am I and who are the people in my life? What makes me important and unique? What feelings do I have and why? What makes my class important and unique? What makes my family important and unique?			
	Visual Arts	Music	Movement/Dance	Drama
	Emergent Literacy	Mathematics	Science	Social Studies

KNOWING THE LEARNERS	
<b>AGE RANGE:</b>	4 years old
<b>CURRENT DEVELOPMENT:</b> <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 are very curious about their surrounding and environment. They are also being introduced and taught more on themselves and the world around them. They are learning about diversity and different cultures. 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 family tree is or that every family is different, and people come from different backgrounds. They might also not know what diversity means. I plan to address this by having a read aloud before we start the activity which will explain families and what makes a family. 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 having, I will have them make their own family tree.
<b>SOCIO-CULTURAL CONTEXT:</b> <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

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b> <i>What materials will you need to teach this activity? List <b>all books and materials</b>, including any used during the launch/reflection and during set up and cleanup</i>	<b>LEARNING ENVIRONMENT</b> <i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i>	<b>EVENTS/RESOURCES</b> <i>What events or resources, including people, might you need to arrange in advance?</i>
<u><b>Materials</b></u> <ul style="list-style-type: none"> <li>- Cut out of tree</li> <li>- Markers, crayons, scissors. Glue</li> <li>- Texture's materials, smooth, rough</li> <li>- Easels</li> <li>- Pom poms</li> </ul> <u><b>Books</b></u> <ul style="list-style-type: none"> <li>- <i>Families</i> by Shelley Rotner (Author), Sheila M. Kelly</li> <li>- <i>Family</i> by Isabell Monk (Author), Janice Lee Porter (Illustrator)</li> </ul>	<ol style="list-style-type: none"> <li>1. I will update classroom library and add books that focus both on the theme of All About Us and the social studies concept of Anthropology which is the study of the cultural, social, and physical development of humans (particularly the way people live-such as beliefs, customs, and cultures). The goal would be to Build knowledge of myself as unique and different, at the same time finding what I have in common with others I would add books about families and how every family is unique and different because we come from different places and backgrounds.</li> <li>2. 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</li> </ol>	<ul style="list-style-type: none"> <li>- As an event I would arrange the parents to come over for culture day. This event would be around the idea of diversity. People come from all over the world and just like there is different races and backgrounds there is also a variety of food from all over the world. Who does not like food!!! I would also have the parents talk a little about their culture and where there from.</li> <li>- I would also show them dances or have songs play during play time so they can be exposed to different resources</li> </ul>

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

	<p>materials. They are unique and they express their family tree.</p> <p>3. On the wall/bulletin board, I would display pictures of the student's family. I would have to ask for permission and for the parents to send in pictures. I would also add a map of the world because people come from all over the world</p> <p>4. I would set up the classroom to have 4-6 kids per table so they can have someone to converse when making their art project</p>	
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THE LEARNING EXPERIENCE	
<p><b>The launch</b></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>Families</i> by Shelley Rotner and illustrated by Sheila M. Kelly. This is a non-fiction book that capture families having fun together, enjoying all the ways they are similar and different. Some families have one parent, and some have two; some have aunts and uncles and grandparents living with them. After the first read aloud I would ask them questions like "what are families?" "Do we all have families?" "What makes up a family?" "Is it okay to have different family structures from our classmates?" This book would only be the introduction after this book I would read to them <i>Family</i> by Isabell Monk. This book is a fiction books that talks about Vesting Aunt Poogee's farm for a special dinner. The whole family has come, and everyone has brought their specialty--blending traditions from both sides of her family in a unique and delicious way! Includes recipes. They will be able to understand can be exposed to the idea that there is cultures and diversity in their classroom and even I the real word. This is important as they as growing up, they are going to be around people with different backgrounds, races, and cultures. I will introduce to them the activity "Our Family Tree", in this activity I will have already cut out a medium sized tree where they will decorate, and I will print out pictures of their family members or if they brought their own family pictures, they would use that. To help them get started I will provide a family tree example of my own family.</p>

**The activity**

*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 would give the students the following instructions to guide them through the process of the activity:

1. I would first introduce to them the topic of social studies which is Anthropology, specifically focusing on culture and diversity. To introduce the topic and the activity I would do two readings. I would read to the whole class the books *Families* by Shelley Rotner and *Family* by Isabell Monk. After the readings I would ask them questions to get their critical thinking working. After the readings I would ask them questions like what makes up your family? how many family members do you have at your home? Are all the families the same or are they different? After they turn and talk, I would explain to them that every family is different because my family isn't the same as yours or a classmate in your class. My family is unique and special just like all your families. I would show them an example of my family tree and I would pass them around so they can see my parents and siblings and under my family tree I would also place a picture of my dogs because they're part of my family. I would explain every family and who they're and their role. I will explain my process and the materials that I used. I would then say "now I want to see what you guys can create with the various materials I have provided for you guys. Are you guys excited to learn something new about your classmates?" I would also introduce to them the materials

**Materials**

- Cut out of tree
  - Markers, crayons, scissors. Glue
  - Texture's materials, smooth, rough
  - Easels
  - Pom poms
2. I will have them go to a table with 4 kids per table. Each group will be handed the same materials such as different size shapes of paper, different types of paper, textures, glue, markers, crayons, scissors, etc. But they will all get the same tree cut out. In these groups they will talk and discuss, problem solve and socialize with their classmates if they run into any problems or concerns or to get ideas.
  3. Next, after 30 minutes of letting them create their family tree and talking to each other. I send them to the rug and form a circle. I will have them one by one take turns describing how they made up their family tree. Asking them questions like how many siblings do you have? Are you the oldest or the youngest?
  4. After all the children have gone around and described their family tree, I will ask questions like what was unique about our families? Did we see any differences or similarities? Is it okay to be different? What did we learn about ourselves? About our classmates?

<p><b>Reflection</b>  <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 hang their family trees around the classroom to make the students and families feel more welcomed when they come visit the classroom. I would come back to the questions what does it mean to be unique? Is it okay to only have one parent? Do we all need to have siblings to be a family? I would like for you guys to think about one thing you like most about your family. Maybe a favorite dish or activity you like to do with them?</p>
<p><b>Possible Extensions</b>  <i>What could you do on another day to build on this activity?</i></p>	<p>An activity I could do on another day to build on this activity would have culture week, in this week every day would have one activity to do. For example, on Monday I would decorate the classroom with flags, and I would have a read aloud about places around the world. On Tuesday I would talk a little about my background and my favorite things to do and foods. I would go around the circle, and everyone would have to say one of their favorite foods. Wednesday I would parents bring in one thing from their culture or a video to show the students so they could learn more about others. On Friday I would have the parents over again and bring one dish to finish off the week. We will all share some time together, not only would the children taste different food but throughout the week learn more about my students.</p>
<p><b>Multimodal Engagement</b>  <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 tree and be able to see the different approaches the class took to make the tree. The children will be able to see some differences and similarities they have.</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. They will listen to who makes up others family trees and to ask questions.</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 family tree.</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><b>Differentiation</b>  <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 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</p>

	<p>their materials they are using to create their own family tree. 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 from their culture or even act it out with others. They could choose a song that reflects their family or one they really like and have them dance to it.</p>
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<p style="text-align: center;"><b>GROWTH AND LEARNING</b></p> <p style="text-align: center;"><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>	
<b>Cognitive/thinking</b>	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. They are also using social skills because they will talk to their classmates for opinions or just to converse. Their using thinking and reasoning through their process of making their family tree.
<b>Physical</b>	This activity promotes both gross motor development (standing up and finding new classmates to talk about their family tree 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 family tree. 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. Or when they raise their hand to ask a question or answer a question.
<b>Social/emotional</b>	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.
<b>Language/literacy</b>	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 grandfather, grandmother, shy, siblings, sister, small special, together uncle, unique, cousin, culture, curly, dance, different which are being supported by example and books being read in class
	List 10-15 target vocabulary words: grandfather, grandmother, shy, siblings, sister, small special, together uncle, unique, cousin, culture, curly, dance, different, ecstatic, excited, family, father, favorite, feelings, first, name, friends, brother, comfortable, community
<b>Content Area(s)</b> Social Studies Arts	This learning domain both social studies and art are being supported throughout the activity because the students are learning about Valuing Diversity, Culture and Celebrating the Global Village. They are doing getting this information through a creative way which is creating family trees. I want them to learn about other families but be able to learn to have respect towards other people and their cultures, especially since they are going to school where people are coming from

	different communities and culture. I also want them to know that it's okay to have differences because that's what makes everyone unique from each other and it's also okay to have similarities.
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### 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?)*

<b>Domain 1: Approaches to Learning</b>	PK.AL.1 f. Demonstrates awareness of connections between prior and new knowledge PK.AL.2  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  PK.AL.3  1. Uses materials/props in novel ways to represent ideas, characters, and objects  Identifies new or additional materials to complete a task
<b>Domain 2: Physical Development and Health</b>	2. Demonstrates coordination and control of large muscles. 1. a) Displays an upright posture when standing or seated. 2. b) Maintains balance during sitting, standing, and movement activities.  Demonstrates eye-hand coordination and dexterity needed to manipulate objects.  Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.
<b>Domain 3: Social and Emotional Development</b>	PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings, and interests PK.SEL.2.  a. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.)  PK.SEL.4. Develops positive relationships with their peers PK.SEL.4. Interacts with other children (e.g., in play, conversation, etc.)

	<p>a. Share's materials and toys with other children</p> <p>Appropriately name types of emotions and associates them with different facial expressions, words, and behaviors</p>
<b>Domain 4: Communication, Language, and Literacy</b>	<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"> <li>1. Understands and follows spoken directions</li> <li>2. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use)</li> <li>3. Expresses understanding of words used in read-aloud, in conversations and in descriptions of everyday items in the world</li> </ol> <p>PK.AC.5. Demonstrates a growing expressive vocabulary PK.AC.5.</p> <ol style="list-style-type: none"> <li>b. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in</li> <li>c. reciprocal conversations</li> <li>d. Initiate's conversations about a book, situation, event or print in the environment</li> </ol> <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"> <li>e. Uses facial expressions, body language, gestures, or sign language to express idea</li> </ol> <p>Uses visual media to represent an actual experience</p>
<b>Domain 5: Cognition and Knowledge of the World</b>	<p>PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts PK.ARTS.16.</p> <ol style="list-style-type: none"> <li>1. Engages in self-directed imaginative play with a variety of materials and/or art-making tools</li> <li>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)</li> <li>3. Shares and talks about personal artwork</li> </ol>



	<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>
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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 anthropology and the main idea of family tree and getting to know themselves and their classmates better by asking open-ended questions after the children are done talking to each other about their own family trees. I would ask questions like what did you guys learn from this activity? Can someone tell me what a family tree is? What are examples a family tree? Are they being respectful? What makes our family unique? Is it okay to be different? I will observe if they are able to create their family tree if they are able to understand the main idea of this activity is to get to know themselves and who makes up their family. Understand that their family is unique just like all their classmate's family but it's okay because it makes them special. I would have them 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 family tree. It would surprise me the different creative ways they were able to express and see themselves through the materials provided. And just in general what they interpreted as their own family tree. 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>

