

Natasha Harrington

ECE 312-050W

Prof. Guirguis

Capstone

All About Me Curriculum

Natasha Harrington

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

1. Will this topic allow for **active, constructive learner participation and involvement**?

Explain.

This topic will have many hands-on, interactive, and student-led activities, allowing for active, constructive participation and involvement.

2. Will this topic foster **social interaction**? Explain.

This topic will foster social interaction by encouraging children to learn about each other and discuss their own ideas of themselves with each other, both differences and similarities.

3. Will this topic be **meaningful** to your learners? How does it connect to ***their*** real world? Explain.

This topic connects very directly with the learners' worlds by encouraging them to discuss themselves and their lives.

4. Does the topic allow learners to **connect to prior knowledge**? Explain.

Many activities in this topic will explore children's experiences, which will connect to and activate their prior knowledge.

5. Will the topic allow learners to **develop problem-solving strategies** and **be creative**? Explain.

This topic will include art and dramatic play activities (such as self-portraits and enacting daily routines) which will allow the children to be creative and work out interpersonal conflicts. Science and math activities (such as surveys about likes and dislikes) will allow students to experiment and hypothesize, reworking their initial ideas if they don't fit with the outcome.

6. Will the topic allow learners to **engage in self-regulation** and **be reflective**? Explain.

The topic is focused on self-reflection throughout. The learners will have opportunities for self-regulation during turn-taking activities and group discussions. Self-regulation will also be integrated into the curriculum at times when students are frustrated, overwhelmed, etc.

7. Will the topic help learners to **build on/change their current understanding**? Explain.

This topic will help learners to expand and deepen their understanding of themselves, their classmates, and their general understanding of identity.

8. Does the topic allow learners **to gain deeper knowledge of general principals and explanations** of the world? Explain.

Learning about identity will scaffold the development of theory of mind and help them to understand that each human has rich and diverse experiences, emotions, and ideas.

9. Can children use the knowledge gained through this topic in **meaningful real world situations**? Explain.

The knowledge gained in this topic will assist with empathy and socialization, as well as increase students' curiosity about other people's lives, feelings, and thoughts.

10. Does the topic provide opportunities for children to **practice and gain mastery**? Explain.

Almost all activities will involve active engagement from students. Additionally, this topic will include science activities that will involve multiple experimentations to understand the results; time will be provided with art activities for multiple drafts and adding to work; and students will always be encouraged to think about activities from different perspectives and try different methods if one method is not working.

11. Can you present this topic in meaningful ways for diverse children with **developmental and individual differences**? Explain.

This topic lends itself well to being adapted and/or individualized, since it relates directly to the learners' experiences and senses of self. Activities will be planned so that they allow for use of different materials or methods to ensure all learners are able to participate and benefit. Incorporating Spanish-language and bilingual materials throughout the classroom and using key phrases in Spanish will be crucial in supporting students' learning of the material and the maintenance and continued development of their home language. (There is also a student from a Chinese family, though the document does not make note of this student as a dual-language learner. However, if their immediate family speaks a Chinese dialect as a first language, I think it would be helpful to similarly incorporate their home language in the classroom.) One student is not very verbally expressive. It will be important to accommodate his communication style and to learn to "listen" to his non-verbal cues as well as encourage him to use words as much as possible. Another student has gross motor challenges. It will be important to support her development in this area through movement activities, like songs such as "Head and Shoulders, Knees and Toes," which involves learning body parts, coordination, and physical activity. In general, it is important to consider different learning styles, intelligences, and abilities in creating activities. All activities should be adaptable to different physical, intellectual, and emotional needs.

12. Will this topic be **interesting and motivating to the learners**? Does it allow for **autonomy/choice**? Explain.

Like adults, most children like to talk about their own experiences and thoughts. Most activities will be divergent and based on the students' perceptions of themselves, allowing for autonomy and choice.

STEP 2: LEARN THE CONTENT:

1. What information do you (the teachers) already know about this topic? How is it typically taught? What do you think the student know about this topic? List everything you can think of:

“All About Me” is a common topic in Pre-K classrooms. It is a great way for students to introduce themselves to the class and for the teacher to get a better understanding of each child as an individual. It lends itself well to adaptable activities in each domain and content area and connects strongly to children’s prior learning. Common activities in this topic are self-portraits, learning about body parts, identifying feelings, sharing stories about previous experiences and home lives (show-and-tell type activities), and family participation to learn a bit about students’ families and backgrounds (such as favorite foods and activities at home, holidays celebrated, etc.).

Preschoolers have usually developed some sense of identity. As toddlers, typically developing children begin to recognize that they are separate from their family members and from other people around them. By four, theory of mind is starting to form, making it a perfect age to explore the topic more concretely.

2. Gather information from various sources of research. List at least 3 resources for each of the following:

A. Children’s literature

- a. I Love Saturdays y Domingos, by Alma Flor Ada
- b. My Heart Fills With Happiness, by Monique Gray Smith
- c. The Same But Different Too, by Karl Newson
- d. What I Like About Me, by Allia Zobel-Nolan
- e. The Skin You Live In, by Michael J. Tyler

B. Website Information

- 1. <https://infohub.nyced.org/docs/default-source/default-document-library/unit-3-all-about-us.pdf>
- 2. <https://www.pre-kpages.com/books-body-preschoolers/>
- 3. <https://pocketofpreschool.com/all-about-me/>

C. Materials/Resources

- Paper
- Colored pencils
- Crayons
- Different types of paint
- Paint brushes, sponges, etc.
- Scissors
- Glue
- Blocks
- Magnetic tiles

- Bins/buckets
- Scales
- Magnifying glasses
- Mirrors
- Rulers/measuring tapes
- Measuring cups/spoons
- Counters/manipulatives
- Puzzles
- Kitchen with objects to represent ingredients and supplies
- Costumes
- Dolls
- Emotion cards/charts
- Photos of students' families
- Books
- Easels
- Journals
- Pencils

3. What did you **learn** from your research?

In researching this topic, I found some helpful resources and ideas for creating activities for my topic. I found a lot of books that I think will be useful in framing activities and helping students to understand the topic more deeply.

4. What **misinformation** did you find in your original ideas?

I don't think I had any strong misconceptions or misinformation about an All About Me curriculum. I was grateful to find resources with math and science activities, because I was having trouble coming up with activities that connected those content areas to my topic in ways that didn't feel forced.

STEP 3: IDENTIFY KEY CONCEPTS:

What are the Big Ideas/Overarching Questions to be explored in your topic (one sentence for each idea/question) The Big Ideas should be connected to deep understandings of the general principles and explanations of the world.

1. Students will investigate what the question “What makes me ‘Me’?”
2. Students will compare similarities and difference between themselves and their classmates.
3. Students will distinguish between different emotions.

Identify and list **10** key vocabulary terms connected to this topic:

1. Self-portrait
2. Identity
3. Favorite
4. Emotions
5. Unique
6. Community
7. Similar
8. Different
9. Compare
10. Family

Activity Plan

Designed by: Natasha Harrington

Curriculum Topic: All About Me

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>	Children this age are beginning to develop senses of autonomy and competence. This activity will support this by giving students an opportunity to see the product of their work (the growth of grass) and will allow them to explore the natural world in a hands-on way, which will foster their natural scientific curiosity. By drawing a self portrait on the cup, they will have a strong connection with the fact that they are the person helping this plant grow. (This part will also add an element of silliness and humor that I think will help kids connect to the project.) (While this is a planned, adult-guided activity, this topic will also provide many opportunities for child-guided, adult-supported experimentation.)			
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>	We will explore ideas of botanical growth and learn that by planting seeds and nurturing our plants, we can help this process. Overarching questions are: What do plants need to grow? How can we help plants grow?			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<u>Visual Arts</u>	Music	<u>Movement/Dance</u>	Drama
	<u>Emergent Literacy</u>	Mathematics	<u>Science</u>	Social Studies
LANGUAGE AND CONTENT OBJECTIVES	Students will be able to discuss basic concepts of how plants grow. Students will be able to investigate the growth of their plant over the course of weeks and months.			

KNOWING THE LEARNERS	
AGE RANGE:	4.0-4.5
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<p>Linguistically, typically developing four-year-olds are beginning to tell stories and have more complex conversations. They are curious, social, and interested in people's similarities and differences. This will be particularly relevant to this project as we compare and contrast identities, while also discussing stereotyping. At this age, children are becoming more able to identify their emotions and beginning to self-regulate. Four-year-olds can walk, run skip, and balance well and they are honing their fine motor skills. Additionally, their attention span is expanding and they will be able to sit for small-group activities for longer periods of time.</p>
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	<p>Students may not know they can grow plants on their own, or that plants can grow indoors. This activity will give them the knowledge and skills to grow plants and see that conditions to grow many plants can be created indoors. Growing up in New York City, they may not see their environment as having much plant life. This will help them to see that even in a city, the natural world exists all around us.</p>
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>	<p>This group has different cultural backgrounds. Some families are from the U.S., others are from Latin American countries, and one is from China. One student who is not very verbally expressive may have a learning difference and/or be neurodivergent, which should be taken into consideration. Spanish and English are spoken by students in this class.</p>

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?</i> <i>(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>
<ul style="list-style-type: none"> - “Plant a Tiny Seed,” by Christie Matheson - Markers - Paper cups - Soil - Seeds - Spray bottles with water - Scoops for soil - Spoons for seeds - Plant lamp, if necessary - Tray for plants - Magnifying glasses - Writing/drawing utensils - Notebooks 	<p>A space will need to be cleared and possibly covered to accommodate for soil and seed spills. There will need to be a spot that gets sufficient light to put a tray big enough to fit all of the cups, and which can be taken up for an extended amount of time.</p>	<p>If any students have family members who garden or otherwise grow plants or who have specific knowledge about plants, those family members could be invited to share their expertise to help with this project and/or its extensions.</p>

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>Before we meet as a whole group, students will each take a paper cup and mirror, and will select marker colors with which to draw a self-portrait on the cups.</p> <p>To introduce this activity, we will read the book “Plant a Tiny Seed,” by Christie Matheson, and the students will perform the accompanying movements as suggested by the book. We will have a discussion after about what plants need to grow (soil, sun/light, rain/water), and I will explain that we are going to grow our own plants (grass) in the cups.</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>Students will return to their cups with their self-portraits. They will fill the cups most of the way with soil, top the soil with a spoonful of seeds, and spray the seeds with water. (Students may top the seeds with a little more soil if desired.) They will write their names on popsicle sticks, which they will stick in the soil of their cup. When finished, they will put their cups in a tray that will be either by a window that gets natural light or under a lamp.</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>Students will water their grass every day. A notebook will be available to keep notes on and draw pictures of their plant. They can compare their plant’s growth with that of the other students’, and ask questions and pose hypotheses about why different plants are growing differently. They will see the plants’ growth over time (both through pictures they’ve drawn and photographs that will be taken and displayed regularly).</p>

<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>Children who are particularly interested in this project may want to plant other plants. If the school has a garden, we could add to it, and if not, there is potential for a community advocacy project in which we start a school garden. If that's not possible, we can start an indoor classroom garden.</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>The book "Plant a Tiny Seed" asks children to participate in reading through fine and gross motor movement, using kinesthetic learning. Drawing the portrait and planting the seeds will use tactile and visual/spatial learning, and reading the book and having a discussion afterwards will use linguistic and auditory learning.</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>The book can be read one-on-one with DLLs to support understanding, and key phrases and words can be learned in all home languages. There will be opportunity for the student who has gross motor challenges to practice movement during the kinesthetic portions of the reading, but the activity does not involve advanced gross motor skills. The activity should also be well-suited to the student with expressive language challenges, as there will be opportunities to speak during discussion, but he will not be required to use too much expressive language at any point.</p>

Activity Plan

Designed by: Natasha Harrington

Curriculum Topic: All About Me

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>	Students of this age (4-4.5 years) are beginning to understand categories. This activity will support that learning through an activity that relates to their individual interests (each child's favorite food).			
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 our favorite foods? What part of the meal (which course) are these foods? How many of each course do we have? Which course has the most food items? Which has the fewest?			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<u>Visual Arts</u>	Music	<u>Movement/Dance</u>	Drama
	<u>Emergent Literacy</u>	<u>Mathematics</u>	Science	Social Studies
LANGUAGE AND CONTENT OBJECTIVES	Language: Students will be able to discuss categories of food and which food belongs in which category. Content: Students will be able to categorize different foods by course.			

KNOWING THE LEARNERS	
AGE RANGE:	4.0-4.5 years
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<p>At age four, typically developing children can sort and compare objects, understand symbolic representation, count to 20, perform one-to-one counting, and understand concepts of more and less. Linguistically, they are beginning to tell stories and have more complex conversations. They are curious, social, and interested in people's similarities and differences. Four-year-olds can walk, run skip, and balance well and they are honing their fine motor skills. Additionally, their attention spans are expanding and they will be able to sit for small-group activities for longer periods of time.</p>
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	<p>Kids this age might not think of a feast as something they can have with their family (the word has a somewhat old-fashioned connotation to me, and I can imagine kids picturing medieval royalty when they hear the word "feast"). This will be addressed through discussion about the meaning of the word. Other vocabulary words have multiple meanings, some of which are more familiar to kids this age (e.g., "Side" and "Main"). This will also be addressed through conversations about the words and their meanings in this context.</p> <p>Even after discussion, some students may not understand the categories and the difference between them, or they may have trouble with the concept of sorting. Individualized conversation and asking about their experience with their chosen food (when do they eat it? Is it usually take up a lot of space on the plate or table or less space? Does their family say "We're having _____ for dinner tonight" or do they say they're having another food "with _____"?) There may also be disagreements about which category a certain food belongs in, which will need to be discussed (and ultimately decided on by the person holding the food). (This can also open up conversations about cultural differences in regards to how food is perceived—something may be a side in one family and a main course in another.)</p>

<p>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></p>	<p>This group has different cultural backgrounds. Some families are from the U.S., others are from Latin American countries, and one is from China.</p> <p>One student who is not very verbally expressive may have a learning difference and/or be neurodivergent, which should be taken into consideration. Whether he does or not, it will be important to accommodate his communication style and to learn to “listen” to his non-verbal cues as well as encourage him to use words as much as possible.</p> <p>Spanish and English are spoken by students in this class. (There is also a student from a Chinese family, though the document does not make note of this student as a dual-language learner.)</p> <p>From learning about the students' home lives and cultural backgrounds, asking them questions about what they know about the topic and ideas we are exploring, and interviewing and conversing with families, I will begin to learn what the students' background knowledge and learning experiences have been.</p>
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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?</i> <i>(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>
<ul style="list-style-type: none"> - “Feast for 10,” by Cathryn Falwell - Paper - Crayons - Tape or magnets to attach drawings to wall or board - Paper to make letters for categories - Scissors 	<ul style="list-style-type: none"> - Whole group area to read book and have launch discussion, then to reconvene to do categorization - A board that children can attach their drawings to (large enough to accommodate drawings and set at appropriate height) - Small-group areas (probably tables) where students can make drawings 	

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>We will begin by reading the book “Feast for 10,” by Cathryn Falwell. This book counts from one to ten twice using a framework of a family preparing for a large dinner. After reading title, ask if they know what a feast is; can they show me ten on their fingers; maybe “What does it mean ‘Feast for 10’? Ten what?”</p> <p>During the reading, I will introduce the idea of different courses— we will discuss that chicken is a main dish, beans are a side, pie is dessert.</p> <p>After the reading, I will ask the students to think about some of their favorite foods, and explain that we will be going to tables and drawing simple pictures of our favorite food. I will show a simple drawing of my favorite food as an example.</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>In small groups, each child will decide what their favorite food is, then select two or three crayons with which to draw it. When they're finished, they will hang their drawing at the front of the whole group area (perhaps a white board or bulletin board).</p> <p>Later, we will come back together as whole class to talk about different courses (categories) with questions like "What does 'course' mean?" and "What different courses do we see here?"</p> <p>Once we've decided on different courses, we will assign an area of the rug to each course. Different color signs with the letter M, S, or D on them will be hung to indicate which area is which.</p> <p>Students will retrieve pictures and sort themselves into different categories by walking to different areas of the rug. There may be some discussion about what course some foods are, in which case we will discuss that as a class, but ultimately allow the child whose favorite food it is to decide which course they believe it falls under.</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>After sorting has occurred and the students are in the category they believe their food belongs in, we'll talk about the quantity of people/foods in each group— which has the most, which has the least, and we will compare two categories at a time to discuss which has more or less between them.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>While reading the book, ask students to notice how many 2 and 3 make when "2 look" and "3 cook" (remind them that there are 5 characters participating in shopping and cooking). Ask about why there are only 9 chairs for 10 people (point out baby on adult's lap). Later, these ideas can help introduce an activity involving combining the sets to see that they make eight food items all together.</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>Kinesthetic- children will physically move their bodies (with their drawings) into places depending on what category they are in Tactile- the acts of creating drawings and retrieving and holding them while categorizing allow use of touch in conceptualizing ideas Linguistic- the activity involves lots of discussion and verbalization of ideas Visual/Spatial- able to look at different groups, see drawings of foods on board Auditory- class discussions allow students to hear ideas</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>There is a Spanish-language version of this book that can be read beforehand with the 2 students learning both Spanish and English, or perhaps as an additional whole-group activity. This will support the dual language learners' understanding of the text and their continued development of Spanish.</p> <p>The student with challenges with expressive language will have many ways to express himself nonverbally— i.e., through drawing and physical movement. One-on-one discussion and communication may be necessary as well.</p> <p>The gross motor skills required for this activity are not beyond those required in a typical classroom day, and I don't foresee a problem for the student who needs help in this area.</p>

GROWTH AND LEARNING

How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.

Cognitive/thinking	Cognitive and thinking skills will be developed through learning and practicing set-making, categorization, and quantification.
Physical	Fine motor skills will be developed through drawing and placing drawings on board with tape or magnets. Gross motor skills will be supported through walking between different areas and sorting selves into groups.
Social/emotional	Social and emotional learning will happen through class discussions and figuring out as a class which foods go in which categories.
Language/literacy	Language and literacy will be covered through reading the book, representing an object through drawing, and class discussions.
	List 10-15 target vocabulary words: Quantity, Course, Appetizer, Side, Main, Feast, Categories, Most, Least, More, Less, Compare
Content Area(s)	Math, Emergent Literacy, Visual Art, Movement and Dance

<p style="text-align: center;">STANDARDS/GOALS</p> <p style="text-align: center;"><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i></p> <p style="text-align: center;"><i>Use the PKFCC to respond.</i></p> <p style="text-align: center;"><i>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?)</i></p>	
<p>Domain 1: Approaches to Learning</p>	<p>PK.AL.2 Actively engages in problem solving d. Engages with peers and adults to solve problems</p> <p>PK.AL.3 d. Seeks additional clarity to further understanding e. Demonstrates innovative thinking</p>
<p>Domain 2: Physical Development and Health</p>	<p>PK.PDH.2 Uses sensory information to plan and carry out movements a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body) b. Exhibits appropriate body movements when carrying out a task c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them)</p> <p>PK.PDH.5 Demonstrates eye-hand coordination and fine motor skills a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)</p>

Domain 3: Social and Emotional Development	<p>PK.SEL.3 a. Interacts with significant adults</p> <p>PK.SEL.4 b. Interacts with other children (e.g., in play, conversation, etc.)</p> <p>PK.SEL.5 c. Uses and accepts compromise; with assistance</p>
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<p>Domain 4: Communication, Language, and Literacy</p>	<p>PK.AC.1 a. Participates in small or large group activities for story-telling, singing or finger plays</p> <p>PK.AC.2 c. Attempts to use new vocabulary correctly</p> <p>PK.ELAL.5 Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios)</p> <p>PK.ELAL.12 Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p> <p>PK.ELAL.13 Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning</p> <p>PK.ELAL.19 Participates in collaborative conversations with diverse peers and adults in small and large groups and during play</p> <p>a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic</p> <p>b. Participates in conversations through multiple exchanges</p> <p>c. Considers individual differences when communicating with others</p>
<p>Domain 5: Cognition and Knowledge of the World</p>	<p>PK.MATH.3 Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.8 Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)</p> <p>PK.MATH.11 Sorts objects and shapes into categories; counts the objects in each category.</p>

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>There will be opportunities to assess multiple domains throughout the activity, but the final activity in which the students sort themselves into categories will show that they understand the meaning of each category* and the concept of sorting. Discussing and comparing the number of items in each category will further show their understanding of quantity and more vs. less (fewer).</p> <p>*I'm not especially concerned in this activity with whether children correctly identify whether a dish is a main course, a side, or a dessert— as I said earlier, that is not a concrete concept anyways and can vary between families and cultures. However, the assessment might include asking for an explanation of their reasoning for choosing the category they did, in order to see that they did not just choose a place to stand at random (or for a reason unrelated to the activity) and that they understand the underlying concept of categorization.</p>

Activity Plan

Designed by: Natasha Harrington

Curriculum Topic: All About Me

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>	<p>Students of this age (4-4.5 years) are beginning to understand how they fit into different groups, including family, culture, and classroom community. This activity will support that learning through an activity that relates to their individual interests (each child's favorite food or meal to eat with their family).</p>
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>	<p>What food do I like to eat at home? How does eating this meal make me feel? What are my classmates' favorite foods and why? What are similar and different about our choices?</p>
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<p> <u>Visual Arts</u> Music Movement/Dance Drama <u>Emergent Literacy</u> Mathematics Science <u>Social Studies</u> </p>
LANGUAGE AND CONTENT OBJECTIVES	<p>Language: Students will be able to describe their favorite food or meal to eat with their family for a class cookbook.</p> <p>Content: Students will be able to identify themselves as members of a family, culture, and classroom community.</p>

KNOWING THE LEARNERS	
AGE RANGE:	4.0-4.5 years
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<p>At age four, typically developing children understand symbolic representation. They are beginning to tell stories and have more complex conversations and are curious, social, and interested in people's similarities and differences. Linguistically, they are beginning to tell stories and have more complex conversations. They are curious, social, and interested in people's similarities and differences. Four-year-olds are honing their fine motor skills. Additionally, their attention spans are expanding and they will be able to sit for small-group activities for longer periods of time.</p>
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	<p>Children might not know that other people eat different types of food or have different traditions and rituals around food than they do. With the food they eat, they may not understand the ingredients and process(es) involved in creating the meal. Discussing foods as a class will help the students learn about the different types of foods. Talking to their own families about how the meal they like is made will help them understand the steps that go into creating a meal.</p>
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>	<p>The families of the students in this class are from diverse cultures (Ecuador, Honduras, China, and the United States) with diverse cuisines-- even within at least two of these cultures (China and the U.S.), a wide variety of cuisines exists. Food traditions often last through generations after migration, even as other aspects of a family's culture fade. This activity will support students' development and maintenance of a deep connection to their families' cultures.</p>

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

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>
<ul style="list-style-type: none"> - Soul Food Sunday, by Winsome Bingham - Worksheets - Crayons - Table/writing surface 	<ul style="list-style-type: none"> - We will need a whole-group meeting area to read the book and tables or other hard surfaces on which students can complete their drawings. 	<ul style="list-style-type: none"> - I will talk to families in advance about this activity so they will be prepared to discuss favorite family meals with their children and hand the worksheet back on time for the class presentation.

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>To begin this activity, we will read the book <i>Soul Food Sunday</i>, by Winsome Bingham. As a class, we will discuss special traditions our families and households have around foods, relating the story in the book to our own lives.</p>
<p>The activity</p> <p><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>Children will draw their favorite food and describe it in their own words, to be transcribed by an adult. There will be an opportunity to do this immediately following the read-aloud and whole-group discussion. Students may also finish their drawing in a later center time or at home (and describe the food they drew to a teacher the next day). They will also tell the teacher what about the experience of eating this food they enjoy—is it something they have on special occasions or with a specific relative; is there something about the process of making the meal that they enjoy; do they simply like the flavors of the meal a lot? There will also be a family participation aspect, in which families share a list of ingredients or the recipe for the meal, and can tell stories about the significance of the food in their family if desired/relevant.</p>
<p>Reflection</p> <p><i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>After completing the worksheets with family members, students will present their foods to classmates and talk about what is special about the food. We will then collect the foods into a class cookbook that will be displayed and available to look through in the class library.</p>

<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>An extension for this activity would be to dedicate a day or part of a day to making the foods in our cookbook in the school kitchen (and/or having families bring in foods that do not need to be served immediately), and enjoying all of the foods together as a class. This would provide kinesthetic and hands-on learning during the cooking process, and allow for very direct sensory experience with the lesson while eating.</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>Drawing the pictures will allow students a tactile experience (through use of the crayons) as well as a visual/spatial learning modality (through picturing the food on a plate or in a bowl). Linguistically, children will dictate to the teacher what they like about the food as well as listen to their families' recounting of the ingredients/process of making the food (which also involves auditory learning) and talking to their classmates about the food.</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>The book can be read one-on-one beforehand to dual language learners to support understanding. Ingredients and recipes can be written in the students' home language.</p> <p>Ample time will be allowed to complete the worksheet to let the student who has trouble with expressive language take his time constructing his thoughts for his description. If he is unable to at school, he may do so with the family member who helps with his worksheet, or the family member may discuss what they observe about the student's enjoyment of the meal. The student will be encouraged to present his project to the class himself, but if he is unable to, a teacher, family member, or friend can present for him (making sure he likes what is being said).</p>

GROWTH AND LEARNING

How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.

Cognitive/thinking	Describing the process of making food will have children think more deeply and intricately about something that may have seemed simple and involves mathematical skills (measurement).
Physical	Fine motor skills will be used in drawing the picture.
Social/emotional	Through talking about their favorite meals with their classmates, this project will expand students' understanding of the importance of food in all cultures and families.
Language/literacy	Reading the book as a class will encourage comprehension of stories. Students will use drawing/coloring to represent a food item or meal. Students will dictate to the teacher what they like about this food. Family members will talk to students about the list of ingredients or recipe they write on the worksheet, and any background or significance that the food has to their family or culture.
	List 10-15 target vocabulary words: Ingredient, Recipe, Meal, Favorite, Household, Soul food, Grate, Bake, Cook, Saute, Fry, Roast, Grill
Content Area(s)	Social Studies, Visual Art, and Emergent Literacy.

<p style="text-align: center;">STANDARDS/GOALS</p> <p style="text-align: center;"><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i></p> <p style="text-align: center;"><i>Use the PKFCC to respond.</i></p> <p style="text-align: center;"><i>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?)</i></p>	
<p>Domain 1: Approaches to Learning</p>	<p>PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences</p> <ul style="list-style-type: none"> a. Asks questions using who, what, how, why, when, where, what if b. Expresses an interest in learning about and discussing a growing range of ideas
<p>Domain 2: Physical Development and Health</p>	<p>PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills</p> <ul style="list-style-type: none"> a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)
<p>Domain 3: Social and Emotional Development</p>	<p>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests</p> <ul style="list-style-type: none"> b. Identifies self as being part of a family and identifies being connected to at least one significant adult c. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.) f. Identifies likes and dislikes, needs and wants, strengths and challenges g. Exhibits confidence and pride in home language and culture
<p>Domain 4: Communication, Language, and Literacy</p>	<p>PK.AC.1. Demonstrates motivation to communicate</p> <ul style="list-style-type: none"> a. Participates in small or large group activities for story-telling, singing or finger plays b. Asks questions

	<p>c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions)</p> <p>PK.AC.4. Demonstrates a growing receptive vocabulary</p> <p>a. Understands and follows spoken directions</p> <p>b. identifies pictures related to words (e.g., points to the correct picture in book if prompted)</p> <p>d. Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world</p> <p>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods</p> <p>c. Uses visual media to represent an actual experience</p> <p>d. Reviews and reflects on their own representations</p> <p>PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)</p>
Domain 5: Cognition and Knowledge of the World	<p>PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community</p> <p>c. Identifies as a member of a group</p> <p>PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures</p> <p>a. Talks about and/or shows items related to cultural traditions (e.g. describes some of the dances, foods, and special events related to culture)</p>

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>Students' will show their development in terms of identifying as a member of a group (family and culture) by connecting their favorite meal/food to the experience of preparing and eating that food with their family in their discussion and presentation. Discussions about their classmates' presentations will show that they understand the similarities and differences between them and are expanding their understanding of the world.</p>

Natasha Harrington

ECE 312-050W

Prof. Guirguis

Final Commentary

Describe topic of your Focused Curriculum

My topic is All About Me. We will explore students' lives, worlds, and senses of self, (including their interests, preferences, and identities as members of different groups). This activity is for students aged 4.0-4.5 years.

Implementation of Activity Plans

I will start with the science activity, move to the math activity, and finish with the social studies activity. The science activity involves a self-portrait, which lays the foundation for an All About Me unit. It also is something that we can go back to throughout the week (and after). The math activity will begin children's thought process about their favorite foods and meals. Then the social studies activity will bring the week to a close, with family engagement and the creation of a class "cookbook." (The cookbook will serve as a culminating activity and as something the students can look back on later.)

Relationship of the Activity Plans

These three activities help children understand themselves and the world around them (both the natural world and the human world). Students of this age (4-4.5 years) are beginning to develop senses of autonomy and competence; are beginning to understand categories; and are beginning to understand how they fit into different groups, including family, culture, and classroom community. These activities will support this development through giving students an

opportunity to see the product of their work (the growth of grass) and through activities that relate to their individual interests (food and meals). Activities related to food support the development of a connection to one's culture. The science activity relates to the natural world, which is relevant to all cultures. All activities will include elements taught in both Spanish and English. All lesson plans involve one-on-one reading with DLLs to support their understanding of the material and using key phrases in Spanish. One book will also be read in Spanish. For the child with expressive language difficulties, there will be opportunities for nonverbal expression, one-on-one support, and the possibility of an adult helping for the activity that requires a presentation.

Strategies and Connections

Each activity involves several learning modalities and intelligences. They will be differentiated or set up to support the needs and abilities of all children in the class. Integrating the curriculum is critical because it engages different thought processes and helps students to see the connection between different content areas. These connections make their learning relevant to their lives and the world around them.

Assessment

In the Science activity, the long-term reflection will allow assessment of students' understanding of the ideas of this activity. Are they consistent with watering their plant? How often do they take notes about their plant? Do they make comparisons to others' plants, ask questions and pose hypotheses about these observations, and modify how they care for their own plant if they notice another plant is growing faster or seems healthier? Do they reference the project at times throughout the day in which they're not directly working on it and connect the ideas from this project to other topics or ideas?

In the math activity, the final activity in which the students sort themselves into categories will show that they understand the meaning of each category and the concept of sorting. Discussing and comparing the number of items in each category will further show their understanding of quantity and more vs. less (fewer).

In the social studies activity, students 'will show their development in terms of identifying as a member of a group (family and culture) by connecting their favorite meal/food to the experience of preparing and eating that food with their family in their discussion and presentation. Discussions about their classmates 'presentations will show that they understand the similarities and differences between them and are expanding their understanding of the world.

Conclusion

For me, creating a thematically based unit made writing the activity plans easier, because it gave me a framework and focus for coming up with ideas for each activity. By creating connected lessons, I think that having a topic also supports children in creating and seeing connections in the world. Another advantage to this sort of curriculum planning is that it lends itself well to creating an emergent curriculum as topics can be chosen based on children's interests.