

Name: Norma Osorio

**Focused Curriculum Plan
ECE 312**

Curriculum Topic: Earth Day

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

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

Explain.

The *Earth Day* is a topic that will give students the opportunity to learn about the planet. Children will learn about the effects of human behavior to the environment. Students will have the opportunity to learn different ways in which they can contribute to keep public places clean and pleasant for everyone. They will bring their own ideas about the topic.

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

Students will have the opportunity to share their own experiences and ideas about how they can contribute to take care of our planet. For example, building a feeding house for the birds, creating recycle bins, planting flowers and small trees. During these activities students will help each other with ideas on how to build the feeding house for the birds. about how to maintain our neighborhood clean. Children can give their own ideas on how to avoid littering in public places.

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

Explain.

Learning about our planet is a topic that students will keep learning during their lifetime. It is important to help children to create good habits at a young age. For example, when they go to the park and bring snacks, they will know that they need to put the garbage in the garbage container, not on the floor. They will learn that small action like not littering will make a good impact to our planet. Students will do a research about trees.

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

Earth Day is a topic that we celebrate every year, and most children have some knowledge about it. They may learn about it in school, in their neighborhood, on TV commercial, on billboards on the street or bus stop. The study about this topic will help children to make connections with what they already know.

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

Students will have the opportunity to think about ideas on how help to keep public places clean. Starting with our classroom, we will discuss how to maintain our classroom clean and organize. Students will input their ideas and use their creativity to solve these issues.

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

Each student will have the opportunity to present their idea to the class during morning meeting. Which means that they need to take turns to listen to one another. Reflect in each other's ideas and agree on which one are the best to help to take care our planet earth.

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

I believe that Earth Day topic is important for children to study in dept and get a better understanding that help them to create good habits. For example: recycling at home, no littering in public places, feed the birds, and so many other things they can do take care of the environment. Specially because my students love flowers and trees.

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

Taking care of our planet is an issue that should concerns everyone. Studying why trees and flowers are important to the environment will inspire children to take care of them. Understanding why we need to recycle will motivate them to do so.

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

Studying about our planet will help children to love our planet. They will be willing to volunteer in their neighborhood park to plant more trees and flowers. They will make sure that they are recycling at home and if they have a backyard, they can have a compost bin. They can create a community garden. They will develop a sense of belonging

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

Students will continue to keep our classroom clean and organize in a daily basic. Each student will have an assignment to do every day of the week. Students will be able to switch assignments every week. Every Friday, during morning meeting I will give a brief remind to students about the actions we must do to take care of our planet earth.

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

I will present the *Earth Day* topic in Spanish as well. I could do that because my first language is Spanish. I will ask Chinese speaking parents to volunteer in the classroom. I will used videos, books, and toys to teach students about the topic.

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

My students are interested in learning about flowers and trees. Learning about our planet will help them to understand that besides their beauty they are important to keep our planet functioning in a proper way. This knowledge will help children to make good choices when they do their daily activities. For example, they can walk or used a bicycle instead of using a car to go to places that are not too far away.

STEP 2: LEARN THE CONTENT:

1. Brainstorm with your colleagues. What information do you (the teachers) already know about this topic? List everything you can think of:

- Global warming
- Recycle
- Trees clean the air
- Bees need flowers to make honey
- Cars pollute the environment
- Natural resources
- No littering
- Water
- Animals
- Forest

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

A. Children's literature

A Tree is Nice by Janice May Udry

On Earth by G. Brian Karas

Recycle Everyday by Nancy Elizabeth Wallace

I Love Our Earth by Bill Martin, Jr.

All The Colors of the Earth by Sheila Hamanaka

Recycling Day by Edward Miller

Thank You, Earth by April Pulley Sayre

Nuestro Planeta (Our Planet) a video in Spanish from Sesame Street

Yes Yes Save the Earth Song

B. Website Information

<https://www.preschool-plan-it.com/earth-day-preschool-activities.html#blocks>

Sesame Street, YouTube

<https://www.naeyc.org>

<https://www.naeyc.org/resources/pubs/yc/jul2015/sense-of-place-human-geography>

C. Materials/Resources

Books, videos, seeds, soil, paint, boxes.

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

I learned that there are many interesting books that will inspire students to take care of our planet. There so many activities that they can do and will help to improve their language, fine motor skills, motor skill, social emotional skills.

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

I was thinking about Earth Day topic only to learn about our planet. But after reading the article on NAEYC website I learned that this topic would help students in many other ways. For example, the sense of place, geography, social studies, only to name a few.

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. What is Earth Day?

2. Why we need to take care of the planet?

3. what is environment?

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

Environment, planet, earth, recycle, compost, jungle, forest, mountains, desert, sea, ocean.

Activity Plan

Designed by: Norma Osorio

Curriculum Topic: (Earth Day) Identifying Shapes While Recycling

OVERVIEW/FRAMING							
<p>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>	<p>Identifying shapes while recycling is a culturally and developmentally appropriate design for 4 to 4.5 years old students. Children at this age are learning to identify shapes and getting familiarize with the name of these shapes. Shapes are part of their daily basics. At home, when they see the box of cereal, milk container, etc. They see more items with similar shapes. When they walk on the street, they see buildings, windows, doors etc.</p>						
<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>	<p>What is Recycle? What things can we recycle? Why we need to recycle? How many different shapes are there? Are they similar?</p>						
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Visual Arts</td> <td style="text-align: center;">Music</td> <td style="text-align: center;">Movement/Dance</td> </tr> <tr> <td style="text-align: center;">Emergent Literacy</td> <td style="text-align: center;">Mathematics</td> <td style="text-align: center;">Science</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Emergent Literacy	Mathematics	Science
Visual Arts	Music	Movement/Dance					
Emergent Literacy	Mathematics	Science					
<p>LANGUAGE AND CONTENT OBJECTIVES</p>	<p>Students will be able to identify shapes, to sort, to count, colors, patterns, etc. Students will be able to learn new vocabulary related to mathematics.</p>						

KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	4.0 – 4.5
<p>CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>According to NAEYC research evidence show that young children show a natural interest and enjoyment of mathematics. Children spontaneously explore and use mathematics in play and daily activities. They often explore mathematical ideas and processes, for example, sort and classify, compare quantities, and notice shapes and patterns. Mathematics help children to make sense of the physical and social worlds around them.</p>

<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>	<p>They may get confused about shapes that are similar when they are learning the name of each shape. To help them to notice the difference between similar shapes they will play a memory game with shapes. In addition, each student will bring to school a recyclable item from home, and they will identify and compare the shape of each item.</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>It is a diverse class, two of the students speak Spanish, four are from Ecuadorian and Honduran descent. One is from Chinese descent, three speak English only. Two of them are dual language and one student needs to focus on developing motor skills.</p>

<p>MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p>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></p>	<p>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></p>	<p>EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i></p>
<ul style="list-style-type: none"> • Round Is a Tortilla: A Book of Shapes by Roseanne Greenfield Thong • All Shapes Matter by Chakra Sreekanth • City Shapes by Diana Murry • Three containers, one brown for paper, one blue for plastic bottles, and one gray for garbage • Shape memory cards in English and Spanish • Recycling items 	<p>There will be posters about shapes in the morning meeting area. There will be books about shapes in the library. There will be tridimensional shapes at the math center and in the block center.</p> <p>The dramatic play center will be converting as a recycling place. Students will pretend play a recycle day. They will sort all items identifying shapes.</p>	<p>I will ask parents to help their children to collect recycle items at home and bring them to school. They can volunteer during a fieldtrip to the neighborhood</p>

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

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Dance with Shapes
song by Pinkfong
Songs for Children• Posters of recycling
items | | |
|--|--|--|

THE LEARNING EXPERIENCE

The launch

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?

During morning meeting, after our regular morning greeting, I will ask do you know about shapes? Can you look around the classroom identify what you can see. These two questions will give students the opportunity to answer the question. And I will have an idea of how much they know about shapes. After the question, about shapes, I will proceed to read the book "City Shapes by Diana Muecke".

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.

After I finished reading the book, I will introduce the tridimensional shapes and give the opportunity to observe and touch a square, triangle, rectangle, circle, and sphere. The children that today will be playing at the dramatic play center pretending that they are recycling. I will know what I am talking about because last week we studied about Earth and recycling items to identify different shapes. They will compare and sort the items and put them in the recycle bin. In addition, during free play students will be playing in the block center where they will find blocks of different shapes and sizes. They will build their own shapes with blocks. There will be a shapes poster chart with the words in English and Spanish on the wall in the block center. During gross motor activities, I will use with the song "dance with shapes by Pinkfong".

Reflection

As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?

During our afternoon meeting, students will have the opportunity to share what they learn about shapes during the activities of the day. To give students a chance to reflect about the book that we read during the morning meeting, I will ask them to share what they can find shapes outside the classroom? I am sure they will know the answer.

Possible Extensions

What could you do on another day to build on this activity?

To build on this activity, we will go for a walk in the neighborhood. To explore the outside environment and actual buildings. While we walk, we can identify shapes where they can see shapes. This will help them to realize that shapes are everywhere in the basics.

<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>This activity will give students the opportunity to improve their motor skills. It is a hands-on activity and requires children to be in motion. During this activity, students will work as a team which requires communicating ideas and opinions to each other and using their language skills. Students will dance and sing shape songs. This activity will be learned with movement and music.</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>I will modify this activity for children who are learning Spanish and English. This is a Tortilla by Roseanne Greenfield Thong. I will do the poster chart in Spanish. If a child with special needs, I will provide music and movement.</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>	
<p>Cognitive/thinking</p>	<p>Students will be able to identify shapes wherever they go. They will realize that people used shapes to build buildings, to make windows and doors.</p>
<p>Physical</p>	<p>During this activity, students will be able to walk around the classroom, to dance, to go for a walk in the neighborhood.</p>
<p>Social/emotional</p>	<p>Students will have the opportunity to socialize and to listen to each other's ideas.</p>
<p>Language/literacy</p>	<p>Mathematics, shape, rectangle, square, oval, triangle, pentagon, buildings, skyscraper, shimmering glass, neighborhood, diamond.</p> <hr style="border-top: 1px dashed black;"/> <p>List 10-15 target vocabulary words:</p>
<p>Content Area(s)</p>	<p>Mathematics, Shapes, music, and visual arts.</p>

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	The activity gives the students the opportunity to engage in conversation, to give their ideas and to use their imagination when they were building shapes at block center. They were able to identify shapes in objects. They demonstrated curiosity when they asked, why do we need shapes?
Domain 2: Physical Development and Health	During this activity children need to use their hands and walk around the classroom, which demonstrate that they are in a good physical and health condition.
Domain 3: Social and Emotional Development	Students are talking to each other, helping each other to build shapes in the block center, and they are able to wait for their turn to play with blocks. This will help to improve their social emotional development.
Domain 4: Communication, Language, and Literacy	Students are learning new vocabulary related to mathematics. They are able to use new words to ask questions to the teacher and to communicate to each other.

AUTHENTIC ASSESSMENT

What will you do to gather evidence to assess each child's developmental progress?

How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?

Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.

Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.

To gather evidence to assess each student's developmental progress, I will observe each one of them and ask questions about what we just learned(shapes). I will ask each child to draw all the shapes that they can, after that, I will ask where he/she can find shapes in the real world?

I will determine whether they are getting the big idea by asking questions. For example, can you tell me where can we find shapes? Do we used shapes in the real world? By asking these questions children will have the opportunity to think about what they just learned to answer the questions.

I will take pictures of the activities that they do. I will write down what I am observing briefly. I will make a collage with the pictures and writing evidence that I gather during my observation.

**Domain 5:
Cognition and
Knowledge of the
World**

Students can identify shapes everywhere; they know that they can find shapes in the recycle items at home. They can relate shapes in the real world by observing their building in their neighborhood. Now they know that people use shapes to build things in the real world.

Activity Plan

Designed by: Norma Osorio

Curriculum Topic: Earth Day / Social Studies / Culture

OVERVIEW/FRAMING	
<p>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>	<p>This activity is culturally and developmentally appropriate because at this age they are becoming aware of who they are. They are curious about differences and similarities that people have. They are curious to learn about each other's culture. Every culture is unique, this topic will give students the opportunity to learn about each other's culture.</p>
<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>	<p>what is culture? Why we need to learn about culture? Do all families celebrate Earth Day? How families celebrate Earth Day?</p>
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<p>Visual Arts Music Movement/dance Emergent Literacy Mathematics Science</p>
<p>LANGUAGE AND CONTENT OBJECTIVES</p>	<p>Students will be able to learn about each other's culture with the focus on Earth Day. Students will be able to learn new vocabulary related to culture.</p>

KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	4.0 – 4.5 years of age
<p>CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>At this age range children are becoming aware of who they are. They are curious about other's people differences in language, clothing, food etc. they are learning about the world around them.</p>
<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>	<p>The misunderstanding that students might have about this topic is that they might think that all families have the same beliefs. During the exploration of this topic, students will discover that some families do not celebrate Earth Day and that some families are active advocators of taking care of our planet. By reading books like, <i>Our Class is a Family by Shonnon Olsen</i>. They will learn that as a member of the community we all have the responsibility of taking care of one another and that includes our planet. They will have the opportunity to share their ideas about what they know about culture and ask questions about this topic.</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>It is a diverse class, two of the students speak Spanish, four are from Ecuadorian and Honduran descent. One is from Chinese descent, three speak English only. Two of them are dual language and one student needs to focus on developing motor skills.</p>
<hr/>	

<p align="center">MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p align="center">MATERIALS</p> <p><i>What materials will you need to teach this activity? List all books and materials, including any used during the launch/reflection and during set up and cleanup</i></p>	<p align="center">LEARNING ENVIRONMENT</p> <p><i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i></p>	<p align="center">EVENTS/RESOURCES</p> <p><i>What events or resources, including people, might you need to arrange in advance?</i></p>
<ul style="list-style-type: none"> • “Our Class is a Family” by Shannon Olsen • “Same, Same but Different” by Jenny Sue Kostecki-Shaw • “What If Everybody Did That?” by Ellen Javernick • “Where Are You From?” by Yamile Saied Mendez • “De Donde Eres?” By Yamile Saied Mendez • Multicolor Construction Paper • Crayons • scissors • Pictures of items from the country of each student. • World Map. • Unite States Map 	<ul style="list-style-type: none"> • The meeting area will have information about our local community and communities from around the world. • The Dramatic Center will have dolls representing people from around the world. • It will be available costume dressing from different countries. • In the library will be available books about cultures around the world and books that talk about being a good citizen. 	<p>I will ask parents to volunteer in the classroom to share about their culture. They also can help to take students to visit a few different supermarkets in the neighborhood.</p> <p>I will ask parents to donate or share cultural clothing from their country.</p> <p>To conclude with the activity, I will ask parents to organize a potluck.</p>

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

<ul style="list-style-type: none">• Posters that show the culture of each student in the classroom.• A YouTube video, “Hello Around the World/Say Hello in 15 Different Languages” by JunyTony• Food Magazines• White Cardboard		
--	--	--

THE LEARNING EXPERIENCE

The launch

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?

- During meeting morning, after the usual routine
- I will introduce the activity to students by asking; do you know
- Students will have the opportunity to share their ideas about culture
- After that, I will read the book “Where Are You From?” by Yan
- I will explain students that today we will learn about culture
- I will give them a brief definition of the word culture
- today we will talk about what make us unique and what make us
- I will ask some students to think about things that make a person
- I will let them watch the video to sing the “The Hello Song in di
- I will conclude the morning meeting by telling students that we a culture and make connections about how families contribute to k safe.

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.

- After the morning meeting students will go to their table that is a construction paper, scissors, crayons, and markers.
- Students will trace their hands on the construction paper and cut
- We will put all the hands together in a circle. In the middle of the “Are Different, We Are Alike” they will put it on the wall.
- I will write down the word “culture” on a white cardboard paper
- I will encourage students to give their ideas about culture.
- They will paste the pictures about their own culture on the white culture.
- They will do a research on the internet about what is culture, and different things about culture. For example, food, clothing, holy
- I will help them to do a research about how people do recycling
- They will do all these activities during the course the week.

<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>To wrap up the activity, students will have the opportunity to reflect about what they are alike or different. They will make a list of things that make us alike and different. They will reflect on their own identity.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>With the help of parents, we will go on a fieldtrip to visit two supermarkets to observe what type of food do they sell there. While they walk around the store, they will look around for cultural things like billboards or signs on the stores. When they return, they can compare with the pictures that we have on the white board.</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>This activity will help students to learn that we are alike and different in many ways and help them to develop their identity. They will learn new vocabulary, for example, "neighborhood" etc. students will be involved in hands on activities, and they will work together. This will give them the opportunity to interact with each other. This will help to develop their social skills.</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>	<ul style="list-style-type: none"> • For bilingual and English learner students, I will read the book, "Mi Vecindario" by Saied Mendez • Physically active students will enjoy the hands-on activities and exploring the neighborhood.

<p>GROWTH AND LEARNING <i>How will this learning experience support the children's growth and learning in the following domains?</i> <i>Use your knowledge of child development.</i></p>	
<p>Cognitive/thinking</p>	<p>Students will be able to develop self-identity and learn about the culture of their classmates.</p>
<p>Physical</p>	<p>Students will be able to walk around the classroom while doing the activities about culture. By going on a fieldtrip to the neighborhood they will improve their motor skills.</p>
<p>Social/emotional</p>	<p>Students will have the opportunity to share ideas and knowledge about their own culture. This will help to improve their social-emotional skills.</p>

Language/literacy	Students will have the opportunity to read books about people from around the world. They will have the opportunity to learn how to say “Hello” in 15 different languages.
	List 10-15 target vocabulary words: Similar, different, culture, say “Hello” in 15 different languages, belong, identity, pampas, gaucho, ancestor, village, abuelo.
Content Area(s)	Social studies(culture) music, visual arts.

<p>STANDARDS/GOALS</p> <p><i>What Pre-K Common Core Learning Standards are addressed in this activity? Use the PKFCC to respond.</i></p> <p><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>	
Domain 1: Approaches to Learning	Students can ask question and engage in the activity about culture. They demonstrate that they have some knowledge about their culture. They are sharing ideas and materials for the activity.
Domain 2: Physical Development and Health	Students demonstrate that they can walk around the classroom to get materials they need to complete the activity. They can use their hands and finger to grad the crayons and they can cut the construction paper with scissors.
Domain 3: Social and Emotional Development	During the activity about culture, students are sharing materials and working as a team to complete the activities.

Domain 4: Communication, Language, and Literacy	<p>Students are trying to use the vocabulary that they just learned to share their ideas about culture.</p> <p>They can recognize word some words from the books about culture.</p> <p>They are engaging in discussion about each other's culture while they play in the dramatic center.</p>
Domain 5: Cognition and Knowledge of the World	<p>Students can identify things or characteristics that make them unique and different from each other.</p> <p>They recognize their family members and know the names of close relatives. They have some knowledge about where they live.</p>

AUTHENTIC ASSESSMENT

What will you do to gather evidence to assess each child's developmental progress?

To assess each child developmental progress, I will ask students to talk about what they learned about their culture and what they learn about their classmates' culture. I will ask students what they like about their culture.

How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?

To determine whether they are getting the big idea about what culture is, I will ask students to name two things that they learned about their culture, and two things about their classmates' culture. I will also ask them to tell me why we need to learn about each other's culture.

Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.

I will do observation and record their answers to the questions above. I will do observations while they play in the dramatic center. I will engage in conversation with students to make sure that they are using the vocabulary that they learn during the exploration of the topic about culture.

Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.

Activity Plan

Designed by: Norma Osorio

Curriculum Topic: Earth Day/**Recycle, Science**

OVERVIEW/FRAMING							
<p>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>	<p>This hands-on activity is developmentally and culturally appropriate for young children. Children four- to five-year-old are curious, and they like to explore and experiment. They also, like to ask questions and are eager to learn new concepts. This activity will be done with recycle paper. They will learn that by reusing things we can save resources and be more and healthy.</p>						
<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>	<p>What is reusing? What is science? What is waste?</p>						
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Visual Arts</td> <td style="width: 33%;">Music</td> <td style="width: 33%;">Movement/Dance</td> </tr> <tr> <td>Emergent Literacy</td> <td>Mathematics</td> <td>Science</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Emergent Literacy	Mathematics	Science
Visual Arts	Music	Movement/Dance					
Emergent Literacy	Mathematics	Science					
<p>LANGUAGE AND CONTENT OBJECTIVES</p>	<p>Students will be able to learn the processes of making recycled paper. Students will be able to learn new language relate to science.</p>						

KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	<p>4.0 – 4.5</p>
<p>CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>Children at this age range have the capacity to engage and understand science. They are natural hand-on learners. Young children need the environment to engage in science exploration to develop science skills and knowledge overtime.</p>
<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>	<p>They can be confused about the processes of reusing recycle items. To make sure they understand the topic of the activity, I will read the book “We Are Extremely Very Good Recyclers” by Charlie and Lola. They will watch a video about recycling from Sesame Street, “Abby’s Amazing Adventures: Recycling”</p>
<p>SOCIO-CULTURAL CONTEXT:</p>	

<p><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>There are four girls and four boys in the classroom, two of them are dual language learners (they are learning to speak both Spanish and English). One of them need to focus on developing gross motor skills. The students are from different backgrounds, two of them speak Spanish, four are “from Honduran and Ecuadorian descents. One student is of Chinese descent and three only speak English.</p>
---	--

<p>MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p>MATERIALS <i>What materials will you need to teach this activity? List all books and materials, including any used during the launch/reflection and during set up and cleanup</i></p>	<p>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></p>	<p>EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i></p>
<ul style="list-style-type: none"> • “We Are Extremely Very Good Recyclers” by Charlie and Lola • “The Earth Book” by Todd Parr • “Abby’s Amazing Adventures: Recycling” by Sesame Street • “How to Help the Earth by The Lorax” by Tish Rabe-Earth Day Book • Several sheets of scrap paper • Food coloring • Water • Old screen window • Baking trays • A few medium buckets • Egg beaters • Paper shredders • Cookie cutters and canning jar lids • A large tub 	<ul style="list-style-type: none"> • In the library there will be available books about science. • There will be poster about science on the walls of the classroom. • The dramatic center can be modified to become a paper recycling center. • The science center will be modified to have a space to make new paper from recycled paper. 	<ul style="list-style-type: none"> • I will ask parents to volunteer in the classroom. • They can bring recycled paper from home. • They can also bring their own ideas about activities that involve science.

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

--	--	--

THE LEARNING EXPERIENCE

The launch

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 will introduce this topic during morning meeting. I may say to students, "you all know we have been learning about how to take care of our planet. Today you will learn about the process of making paper from recycled paper! You are all becoming paper. It is one example of reusing things to help to reduce garbage. I will read "We are Extremely Very Good Recyclers" by Charlie and Lola. After I finish reading, you will have the opportunity to talk about their own ideas on how to make a paper recycling center.

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.

Students will make recycled paper, this an activity that require several steps. Because of it for this reason students will work on this activity the whole week.

- Students will make four teams, two students for each team.
- With the help of an adult, students will take the sheets of recycled paper to the recycling machine.
- Each team will have a bucket with water.
- they will put the shredded paper in the bucket with water
- It will stay in the water for a couple of days
- After the paper has been soaked in water, students will use an egg beater to mix the paper.
- The next step is to put all the pulp from the paper together in a bucket.
- Students will use their hands to finish dissolving the paper.
- Then, students will put the pulp of the paper on the window screen.
- They will also have the option to use the cookie cutters or canning lids to make shapes.
- Students will have the choice to make colored paper by adding food coloring.

Reflection

As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?

Students will reflect about the process of making recycled paper. They will discuss their concerns that they could have about this activity. I will ask them, what did they enjoy doing the most? Why they think it is important to learn about recycling.

<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>To extent on this activity, students can learn about the different ways w</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>Students will have the opportunity to engage in conversation while they will help them to improve their language skills. Making recycled paper help students to develop their sensory skills. As they engage in con students will improve their listening skills.</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 the students that are bilingual and the one that are dual language information in Spanish, and I will have conversation about the activity w language is Spanish) this activity requires to be in motion, which is goo be physically active and for those who need to improve their motor skill</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>	
<p>Cognitive/thinking</p>	<p>Students will learn to process of making recycled paper. They will observe the transformation of scrap paper into a different kind of paper. They will use their critical thinking to analyze this process.</p>
<p>Physical</p>	<p>Students will use their hands to dissolve the paper. During the activity students need to walk around to get the tools they need to make recycled paper. This will help to improve their fine motor and motor skills.</p>
<p>Social/emotional</p>	<p>Students will work in this activity in groups of two, and at one point they will need to work all together as a team. This will help to develop their social-emotional skills.</p>
<p>Language/literacy</p>	<p>Students will communicate to each other using the new science language they learned after we read the book and watched the video.</p>

	<p>List 10-15 target vocabulary words:</p> <p>Pollution, process, science, shredder, eggbeater, extremely, dissolve, donate, chemical, rechargeable, natural resources.</p>
Content Area(s)	Science (Make recycled paper), Visual Arts

<p>STANDARDS/GOALS</p> <p><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i></p> <p><i>Use the PKFCC to respond.</i></p> <p><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>this activity addressed this domain because it stimulates children’s curiosity. it gives children the opportunity to explore and learned while they play. Students can engage in the activity by given ideas and asking questions about science.</p>
<p>Domain 2: Physical Development and Health</p>	<p>This domain is being addressed because this is a hands-on activity. It also requires that children walk around to get the tools and materials they need to complete this activity.</p>
<p>Domain 3: Social and Emotional Development</p>	<p>This activity will help to improve students social-emotional skills because it gives students the opportunity to work as team in collaboration to each other.</p>

Domain 4: Communication, Language, and Literacy	Students learned new language related to science after we read the book ‘We are Extremely Good Recyclers’ by Charlie and Lola. They can use it to have conversation while working to make recycled paper. They have books available in the library for them to read.
Domain 5: Cognition and Knowledge of the World	Students already know about recycle from their everyday life. They recycle at home, and they can observe in their neighborhood that most people do recycle. Students can do at home what they are learning in school.

AUTHENTIC ASSESSMENT

What will you do to gather evidence to assess each child's developmental progress?

How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?

Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.

Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.

To gather evidence about each child's developmental progress, I will do observation during the activity and after. I will ask question about the prosses of making recycled paper. They should be able to communicate to each other using the new science language they learned. I will ask question about the activity. For example, do you like science? Why do you like science.

To determine if students are getting the big idea, I will ask them these questions, why is important to recycle, reuse, reduce? What recycle has to do with science?
Students should be able to answer these questions using the knowledge they acquired during this scient activity.

I will gather evidence about their progress by writing down my observations, taking pictures, and recoding their work and conversations.

Learning Experience Unit Commentary

Describe topic of your Learning Experience Unit

The students' age in this class range between four and four and half years old. They have been learning about how they can contribute to take care of our planet. By recycling, reusing, and reducing things they can help to reduce the accumulation of garbage. By doing this it will reduce pollution and we will have a more clean and healthy earth. They also learned that we must avoid littering on public places, for example, parks, rivers, beaches, on the street etc. This will help to keep a healthy ecosystem. Students have been reading books and watching videos about this topic.

Implementation of Activities

the first activity is about learning mathematics using recycled items. Students will learn about what things can be recycle, reduce, or reuse. They will classify the recycled items and sort them in three different garbage cans. The recycle items come in all types of shapes. Students will look for shapes on recycled item. During this activity students will engage in conversations about the impact of garbage in the environment. Students already learned in activity one about how everyone can contribute to keep our planet earth clean and healthy. This will help them to engage in the second activity which is about social studies. In this activity students will continue to learn about recycling. They will learn that every family has their own ideas about recycling. Some families do not recycle while other families not only recycle, they, also volunteer to advocate and inform people about the impact that garbage can cause to the environment. The third activity is about science, at this point students have a lot more information and knowledge about recycling. In this activity students will make recycled paper. They will observe the transformation of white sheets of paper into different type of paper.

Relationship of the Activities

The three activities are about Earth Day, they related to each other because on each activity students are learning about real situations. These activities give students the opportunity to reflect about the issue of global warming. Students will input their ideas to find a solution to the situation. In addition, these activities are developmentally appropriate, it promotes students' creativity, curiosity, collaboration, communication etc. besides, they are hands-on activities that will help to improve students' language skills, social-emotional skills, cognitive, fine motor, and motor skills. Four and four and a half years old children are still developing those skills. These activities are for children from all sociocultural background because most people know about global warming and its effects on the earth's environment and ecosystem. By teaching our children at a young age the importance of taking care of our planet we will have a better future.

Strategies and Connections

The strategies that I used to implement these activities are developmentally appropriate for the whole class because each student have knowledge about Earth Day celebration and most of them are already familiarize with recycling. For students that speak Spanish and are learning English, and for those that are bilingual (English/Spanish) they will have available all the information about the activities in Spanish. These activities are hands-on activities and requires to be in motion. Which will help students that need to be active. The three activities are about taking care of our planet. Students are using recycled item to learn subjects like mathematics, science, and social studies. The topic about earth day has a lot of information that involve the three subjects mentioned above. For example, it is related to Math because the amount of garbage that people produce is the amount of pollution for the environment. If we reduce garbage, we reduce pollution. It is related with science because is scientific prove that human's behavior is affecting the earth's environment. And it is related with social studies because our

society need to acknowledge a take responsibility to improve our environment. Staring at home, school, and our community.

Assessment

To make sure that children are getting the big idea of the activities, I will ask open-end questions during and after the activity and I will write down their answers. Taking pictures of their work and making a collage to put it on the wall will provide students the opportunity to observe their work and to talk about it. They can make a personal portfolio to keep track of their progress. I will ask questions about the vocabulary they learned during the activities. I will give students the opportunity to ask questions about things that they are confused about it. I will perform individual observations and group observations. I will make videos of their conversations and while they are working in the activity.