

Curriculum Web and Activity Plans Commentary

Qiwen Mai

ECE 211

12/12/2020

My topic is Seasonal Dynamic, the reason why the choices I made when designing the activity plan is that the change characteristics in each season is very suitable for young children. Further, my activities are developmentally and culturally appropriate for a diverse group of pre-k learners. It provides various opportunities to children that they can connect these learning experiences with their real lives.

To begin with, there are four seasons a year throughout the world, according to my sub-theme 1 “what are the four seasons?” I provide activities such as storytelling, the four seasons tree art and four seasons game to children. Through storytelling, children will be able to understand and distinguish the differences scenery and characteristics in each season through cognitive development. Children can make their own unique tree through the seasons from the stories they learn and the pictures they see. During the four seasons game, it can enhance children’s thinking agility and adaptability. Based on these activities, children will be exploring how weather changes affect animals, plants, and people. It is not only about our lives, but also involves science.

Further, in my sub-theme 2 “In the Fall/Autumn (Sep-Nov),” I provide three activities to children, which is outdoor activity that children can observed and take notes the characteristics in autumn, such as the leaves change from green to yellow, the weather is become cool. Beautiful leaf prints art can enhance children’s creativity by use the colors that correspond to autumn to print their own leaves. Farmers market dramatic play provides children with the experience of learning food and vegetable for people to celebrate during the autumn harvest. Also, in my sub-theme 3 “In the Winter (Dec-Jan),” three activities I provide such as singing “Hibernation” to explore how animals hibernate, migrate, and adapt to the cold weather in winter. The art activity improves children’s creativity and imagination to create their own snowflake decoration. After

children learn about weather and animals in winter, I will throw a fondue party with children to celebrate in winter. Through these activities, the children will learn that winter is the coldest season, sometimes it will snow, many trees are bare, and animals become hibernation.

Moreover, in my sub-theme 4 “In the Spring (Mar-May),” as the weather begins to get warmer and plants are growing new leaves, children will make a poem about animals come out and plants germinate. Spring is also the season of rain; children will learn the song “singing in the rain” and create movement about the rain. After children learn a song, they will create their own music shakers. In addition, in my sub-theme 5 “In the Summer (Jun-Aug),” the activities I provide such as storytelling, the children will learn that summer is the hottest season and has a long, usually sunny day. We will discuss how the hot weather affects plants, animals, and people’s lives. After discussion, children will draw the picture of what the plants, animals and people’s dressing look like in summer. Next, children will dress up in clothing that represents summer and take turns to role play.

What is more, in order to support these activities, the most important thing is not to hinder the inner motivation of the children, I prepare a clean, safe, and orderly environment where children can work independently, collaborate easily, and play. Also, the effective materials provided in the classroom provide opportunities for divergent learning because it can adapt to the differences between the skills and interests of each child. Therefore, I set up the Art Center with drawing, painting tools and tables along with a variety of art materials so that children identify, interpret, and define the ideas or materials they are exploring, those materials are open ended and free to individual interpretation. The child may explore multiple possibilities and natural curiosity in this center, illustrates the importance of creativity in learning. In the Dramatic Play Center, children take on different roles and recreate real-life experiences,

scenarios, and scripts. They create stories and learn language skills and social-emotional skills as they engage in cooperative play. In music activities, it offers children numerous creative opportunities because “provide music from different cultures and genres and incorporate songs throughout the day to increase children’s awareness of and interest in music” (53). The books that children learn can also stimulate their imagination and help them understand the world around them.

In sum, I believe that all of my activities developmentally and culturally connect to the larger themes of my curriculum web. The activities I design that inspire creativity, which is related to children’s interests so that they can connect known knowledge with unknowns, work independently, collaborate easily, and play. These activities support children’s different learning modalities by identifying students as visual, auditory, reading/writing, or kinesthetic learners.

References

Nurturing Creativity: An Essential Mindset for Young Children’s Learning,” by Rebecca Isbell and Sonia Akiko Yoshizawa, The National Association for the Education of Young Children, October 17, 2016, pp. 53.