

## Activity Plan

**Designed by: Qiwen Mai**

**Curriculum Topic: In the Winter (Dec-Jan)**

<b>OVERVIEW/FRAMING</b>	
<p><b>TOPIC</b> <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i></p>	<p>The activity in this topic includes such as literacy, art, etc. improve all aspects of the development of children. The children will learn how the changing weather affects trees and plants, animals, and people. The change characteristics in winter 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.</p>
<p><b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i></p>	<p>How does the changing weather affect trees and plants? How does the changing weather affect animals and people? How do people prepare for and celebrate in winter?</p>
<p><b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i></p>	<p>Visual Arts                      Music                      Movement/Dance                      Drama Emergent Literacy                      Mathematics                      Science                      Social Studies</p>

<b>KNOWING THE LEARNERS</b>	
<p><b>AGE RANGE:</b></p>	
<p><b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>Pre-k children are generally between the ages of 3-5 years old. In this stage, most children begin to develop greater independence, self-control, and creativity. They are content to play with their toys for longer periods of time, are eager to try new things, and when they get frustrated, are better able to express their emotions. Children's vocabulary and thinking process are also increasing. Not only can they answer simple questions easily and logically, but they should also be able to express their feelings better. Children can easily run, jump, throw and kick, climb and swing. Children begin to understand how others feel. Can better overcome conflicts and control their emotions.</p>
<p><i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i></p>	<p>According to Piaget's theory, children's cognitive development must go through four stages. Children in this stage belong to the preoperational stage, children form ideas from their direct experiences in life. They will start to use symbols, language, and</p>

	drawings to represent objects and events, their language will accelerate, and their knowledge will be based on what they can see.
<p><b>SOCIO-CULTURAL CONTEXT:</b>  <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date? *</i></p>	<p>I am designing this activity including learning centers where my students can work independently, collaborate easily, and play, which considers the students' capabilities, cultural and linguistic background, students' individual strengths, interests, and student needs. I will create music and throw a fondue party to students that are improving their development domains. Also, I will design the curriculums that support student's different learning modalities by Identifying students as visual, auditory, reading/writing, or kinesthetic learners.</p> <p>Visual learners prefer to use images, maps, and graphic organizers to access and understand new information. Auditory learners can best understand new content by listening and speaking in situations such as lectures and group discussions. Students with strong reading/writing preferences learn best through vocabulary. Students who are kinesthetic learners best understand information through tactile information.</p>

**\* Note: You may not be designing this activity with a specific group in mind. Envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.**

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b>	<b>LEARNING ENVIRONMENT</b>	<b>EVENTS/RESOURCES</b>
<p><i>What materials will you need to teach this activity?</i></p> <p><i>List all books (title and author) and materials, including any used during the spark/launch/intro, the activity, the reflection, and during set up and cleanup</i></p>	<p><i>What modifications will you need to make to the classroom to support this activity?</i></p> <p><i>Think about materials, books, toys, props. Think about how you might rearrange the classroom furniture, etc. To accommodate the activity.</i></p> <p><i>Think about changes you might need to make in various learning centers (e.g., what might you add/change in each learning center to bring the curriculum topic into that center), bulletin boards, meeting spaces, etc.</i></p>	<p><i>What events or resources, including people, might you need to arrange in advance?</i></p> <p><i>Think about special activities, such a field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</i></p>

<p><i>"Little Snowflake"</i> by IglooBooks</p> <p>Snowflake:  Scissors  Sequins  Craft glues  Craft Sticks  Flash glues  Hanging ribbons  Crayons  Watercolor  Color pencils  Markers</p>	<p>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 student may explore multiple possibilities and natural curiosity in this center, illustrates the importance of creativity in learning.</p> <p>Students could use low rectangular tables, create and decorate it from the Art Center.</p> <p>The children would use their creativity and imagination to create their own snowflake decorations. Such as color their sticks, glue them together into a snowflake shape and use flash glues, sequins to decorate snowflakes whatever they want to.</p> <p>They could attach a ribbon to the back of the snowflake with hot glue so they can hang it on the Christmas tree.</p>	<p>I would read a book "Little Snowflake" by IglooBooks to students and encourage them to use all material to create their own decorations in art activities and share their work.</p> <p>The children would use their creativity and imagination to create their own snowflake decorations.</p>
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<p><b>THE LEARNING EXPERIENCE</b></p>	<p><b>Multimodal Engagement</b>  <i>Identify and explain how this activity provides</i></p>	<p><b>Differentiation</b>  <i>How will you modify this activity for children with different learning styles</i></p>
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		<p><i>opportunities to use <b>at least</b> three learning modalities: musical, interpersonal, linguistic, visual-spatial, bodily-kinesthetic (tactile), auditory</i></p>	<p><i>and needs? (emergent bilingual, special needs, very physically active, etc.)</i></p>
<p><b>The spark/launch/intro</b>  <i>What will you say or do to engage the children in this experience?</i></p> <p><i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<p>I would read the book “Goodbye Autumn, Hello Winter,” by Kenard Pak to my students. In this book, the children will learn that leaves fell from the trees, animals were squeezed in the cold, and frost spread on the windows. I will explain to my students that winter is the coldest season with short days, many trees are bare, and some animals become hibernating.</p> <p>After reading, I would take out the pictures and items representing the winter and show them to the students. I would introduce the different scenery and characteristics of the winter, and ask questions to my students (What happens to the animals in winter?</p> <p>How does the changing weather affect animals and people? Etc.) The students will actively answer those questions and enhance their expression, imagination, and language skills.</p>	<p>- Interpersonal: the students have ability to understand and respond to the questions’ intentions, motivations, and desires of others</p> <p>- Intrapersonal: the students have ability to use knowledge effectively to answer questions</p>	<p>In order to support this activity for all children (especially children who emerge bilingual), I would use our word cards and pictures to review various words repeatedly.</p> <p>For students with special needs, I would encourage them to follow the prompts to make their own snowflake decorations step by step</p> <p>For particularly active children, this activity is natural because it does not require them to sit for long periods of time. I will allow them to communicate</p>
<p><b>The activity</b>  <i>What will the children be doing?</i>  <i>List the procedure step-by-step.</i></p>	<p>First, I would sing a song “Hibernation” (Tune: Do you know the Muffin Man?) to students.</p>		

<p><i>What will you say or do to support their process?</i></p> <p><b>Remember:</b> <i>This should be a creative, experiential, and hands-on learning activity. The children should be <b>actively</b> engaged in learning through play and exploration.</i></p>	<p>They would explore how animals hibernate, migrate, and adapt to the cold weather in winter</p> <p>Next, I would read a book “Little Snowflake” by IglooBooks to students and provide all the art materials to them, allowing them to create their own style snowflake crafts.</p> <p>The children would use their creativity and imagination to create their own snowflake decorations. Such as color their sticks, glue them together into a snowflake shape and use flash glues, sequins to decorate snowflakes whatever they want to.</p> <p>They could attach a ribbon to the back of the snowflake with hot glue so they can hang it on the Christmas tree.</p> <p>After children learn about weather and animals in winter, I would host a delicious hot pot party with the children and enjoy a cup of hot cocoa to celebrate winter.</p> <p>Children would slice the fruit or dip it into melted chocolate, make a cup of hot cocoa and stuff themselves.</p>	<p>-Musical: allow students to use their ears and eyes to learn and sing a song.</p> <p>-Bodily-Kinesthetic: the students have the ability to control physical movements and handle objects skillfully, such as glue the sticks together, use flash glues, sequins to decorate snowflakes etc.</p> <p>Bodily-Kinesthetic: Students have the ability to slice the fruit and make cocoa.</p>	<p>and move around during the activity.</p> <p>If the student’s language development is slower than their peers, I encourage them to try to use words and body language to contribute to the game.</p> <p>In addition, I encourage all students to share and talk about their art works.</p>
<p><b>Reflection</b> <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>At the end of these activities, we would gather in the Meeting Center. I would ask my students what we did and learn today. Why do we make snowflakes in winter instead of summer?</p>		

	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.		
<b>Possible Extensions</b> <i>What could you do on another day to build on this activity?</i>	On future days, we could continue to use our snowflakes to create different styles. We could carry on Christmas topics, for example, how people celebrate Christmas? Since Christmas is also a holiday in winter.		

### GROWTH AND LEARNING

*How will this learning experience support the children's growth and learning be in the following domains?  
Use your knowledge of child development and milestones and the theories of child development you have studied.*

<b>Cognitive/thinking</b>	In this activity, the students will be able learn the scenery and characteristics of the winter through cognitive development.
<b>Physical</b>	Students will be able to use and control the body muscles through physical development, such as slice the fruit and make a cup of hot cocoa, glue the sticks together, etc.
<b>Social/emotional</b>	The students will be able to express their feelings by social – emotional development, for example, when students make a cup of hot cocoa, when they share their art works, their feelings and expression will be different.
<b>Language/literacy</b>	The students will communicate with others through language and answer the questions, read books “Goodbye Autumn, Hello Winter,” by Kenard Pak, and “Little Snowflake” by IglooBooks through literacy development.
	<b>List 5-10 target vocabulary words</b> <i>(Remember: These should be <b>challenging</b> vocabulary words, not common words that the children should already know. You want to <b>increase</b> their vocabulary.)</i>

<b>Creative Arts</b>	The children will use their creativity and imagination to create their own snowflake decorations during the art activity.

**STANDARDS/GOALS**

*What Pre-K Foundation for the Common Core (PKFCC)/Common Core Learning Standards (CCLS) are addressed in this activity?  
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	<ul style="list-style-type: none"> <li>1. f. Demonstrates awareness of connections between prior and new knowledge.</li> <li>3. a. Chooses materials/props and uses novel ways to represent ideas, characters, and objects.</li> <li>4. a. Asks questions using who, what, how, why, when, where, what if.</li> <li>5. a. Maintains focus on a task.</li> </ul>
Domain 2: Physical Development and Health	<ul style="list-style-type: none"> <li>2. a. Demonstrates appropriate body awareness when moving in different spaces.</li> <li>3. b. Maintains balance during sitting, standing, and movement activities.</li> <li>5. c. Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.</li> <li>7. a. Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)</li> </ul>
Domain 3: Social and Emotional Development	<ul style="list-style-type: none"> <li>1. f. Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.</li> <li>2. b. Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.</li> <li>4. b. Interacts with other children (e.g., in play, conversation, etc.).</li> <li>4. c. Shares materials and toys with other children.</li> </ul>
Domain 4: Communication, Language, and Literacy	<ul style="list-style-type: none"> <li>1. a. Participates in small or large group activities for story telling, singing or finger plays.</li> <li>4. a. Uses facial expressions, body language, gestures, and sign language to express ideas.</li> <li>5. c. Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).</li> <li>6. e. Begins to use appropriate volume and speed so spoken message is understood.</li> </ul>

<p>Domain 5: Cognition and Knowledge of the World (Choose math, science or social studies)</p>	<p><b>Living Things</b> 5. k. Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.</p> <p><b>Visual Arts</b> 1.d. Chooses materials and subjects with intent and purpose.</p> <p><b>Music</b> 4. c. Reacts to music through oral, written or visual expression.</p> <p><b>Dance / Creative Movement</b> 7. f. Learns simple, repetitive dance steps and routines</p>
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**AUTHENTIC ASSESSMENT**

<p><i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>What evidence will you gather to assess each child's developmental progress?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p>	<p>After participating in this creative activity, I will provide the children with an opportunity to display their works on our classroom door. I will put a label on the door: "Snowflake Decorations" and post the photos of the decorations made by students on the walls of our classroom to show their thoughts when creating their works. we can invite other classes to visit and learn to make snowmen and snowflakes.</p>
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**POST-ACTIVITY REFLECTION\*\***



<p><i>What aspects of this activity do you think will be most successful in supporting children's growth and learning?</i></p> <p><i>What surprises might there be?</i></p> <p><i>What challenges do you envision in implementing this activity?</i></p> <p><i>How might you modify this activity the next time to make it more successful?</i></p>	<p>The students seemed very engaged and involved in the activity. In creating their decorations, most children are cooperative, imaginative, and creative, although this is their first time learning to create snowflakes.</p> <p>What surprised me was that when I asked my students to sing, they sang very seriously and cooperated very well. I sang one sentence and they followed. In addition, when making snowflakes, they all have their own ideas, such as the use of colors and materials, they all finish their work well. There was no problem in the way the students communicated with each other throughout the activity, and they were able to use some known and unknown knowledge to answer and ask questions.</p> <p>Throughout the activity, the challenge I implemented was to ask some challenging and scientific questions.</p> <p>Next time I would like to modify this activity to make it more successful, I will ask students some more challenging and daily questions about the four seasons. Increase students' understanding of science and seasons.</p>
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**\*\*You will not have the opportunity to implement this activity. However, you should build the practice of reflecting upon your teaching and striving to improve each lesson.**