

Completed Capstone

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ECE 312- 090W

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Team Members:

**Focused Curriculum Plan
ECE 312**

Curriculum Topic In the Spring (Mar-May)

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

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

Yes, this topic allows for active, constructive learner participation and involvement. My topic is In the Spring (Mar-May), the change characteristics in spring is very suitable for young children. In addition, 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.

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

This topic foster social interaction according to social studies, such as plan the outdoor activity foster children discover and observed the characteristics in spring, they will interact with other children (e.g., in play, conversation, etc.). Share their ideas, materials (leaves, flowers, etc.) and toys with other children as well.

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

This topic will be meaningful to my learners because my topic is In the Spring (Mar-May), the change characteristics in spring 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.

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

This topic allows learners to connect to prior knowledge because the activities I design are based on improve all aspects of the development of children. The children will connect their personal experience, such as they know in the spring, the weather will become warmer, their dress will be very different from winter, but they may don't know why the weather will get warm, for what reason. Therefore, I will create the activity that involve science, develop the sense of children that why the weather will get warm, and how the changing weather affects trees and plants, animals, and people.

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

Yes, this topic allows learners to develop problem-solving strategies and be creative by observes, records, and explains how people, plants and animals respond to changes in the environment and changes in seasons. They will be able to figure out what is the lifestyle in the spring? How does the warm weather of spring affect plants and animals? How does it affect the activities of people? According to those questions and entire activities (such as visual Arts: Beautiful Leaf Prints Art, etc.), the learners will learn what is spring, and be able to distinguish the differences in spring. Such as in the spring, the weather begins to get warmer, and plants are growing new leaves.

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

Yes, this topic allows learners to engage in self-regulation and be reflective. Self-regulation is an important part of social and emotional learning. It is the ability to monitor attention,

thoughts, and emotions. Students who have the ability to regulate their emotions and behaviors can better interact with other students and respond to various activities throughout the day.

Therefore, I will provide students with a writing space to think about their emotions and behaviors, help children identify their feelings to manage their emotions and express their experiences. In addition, I will provide children with clear, intensive and professional guidance to develop their self-regulation skills and help them become more self-reliant. Moreover, in order to support self-regulation and be reflective, I will 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.

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

This topic can help learners to build on/change their current understanding because children will be able learn the scenery and characteristics of the spring through cognitive development. The children will be able to use and control the body muscles through physical development, such as the dance activity, they will sing a song “If You Know All the Seasons Clap Your Hands” of the spring part, do the movements of the birds to represent spring. The children will be able to express their feelings by social – emotional development, for example, they will create the Spring Flower Sensory Bottle, they will be able to share their art works, their feelings and expression, etc.

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

This topic allows learners to gain deeper knowledge of general principals and explanations of the world by enable children to explore and investigate their environment. Allow children to communicate, interact and talk about their works, make children feel valued. Connect learning to themself, their lives, and the real world.

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

Children can use the knowledge gained through this topic in meaningful real-world situations by participating various activities. The activities I design that inspire creativity, which is related to children' interests so that they can connect known knowledge with unknowns, stimulate their imagination and help them understand the world around them.

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

This topic provides opportunities for children to practice and gain mastery because children form ideas from their direct experiences in life. In this topic, children will be able to use symbols, language, and drawings to represent objects and events related to spring. Their knowledge will be gain mastery based on what they can see, what they learn and what they feel.

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

I can present this topic in meaningful ways for diverse children with developmental and individual difference. Because each child has a different cultural background, and some are DLL. The children who speaking two or more languages has some obvious advantages. In other words, children who know more than one language can communicate with a wider range of people. It also helps children learn about other cultures and customs. I will respect and understand different cultures, my topic will consider the children's' capabilities, cultural and linguistic background.

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

This topic will be interesting and motivating to the learners. Since children have their individual strengths, interests, and special needs. Therefore, my topic is designed to support children's different learning modalities by identifying children as visual, auditory, reading/writing, or kinesthetic learners.

This topic is allowed for autonomy/choice, I will provide different materials for children with different learning style. For visual learners, they 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.

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:

My topic is In the Spring (Mar-May), the activities I designed 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.

In addition, since spring involves a variety of holidays and children are from different cultural backgrounds, children will be able to identify people from different areas on how to celebrate spring in their religion. This topic can improve all aspects of the development of children and the children will learn how the changing weather affects trees and plants, animals, and people.

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

A. Children's literature

"Goodbye Winter, Hello Spring" by Kenard Pak

"Up in the Garden and Down in the Dirt" by Kate Messner

"And Then It's Spring" by Julie Fogliano

B. Website Information

<https://www.virtuallabschool.org/preschool/learning-environments/lesson-1>

<https://study.com/academy/lesson/materials-resources-for-an-early-childhood-classroom.html>

<https://www.scchildcare.org/media/35569/Preschool-Materials-Guide.pdf>

C. Materials/Resources

The New York State Prekindergarten Learning standards: A resource for school success

Art Supply

Dress-Up

Block Play People and Plants

Measuring Kits (measure leaves and flowers)

Comparing Sizes Activity Box

Size & Color Bug Counters

Writing Tools

Water/ Sand Play Kit/ Bottles

See It Grow Plant Lab

Seasons & Weather/ Growing Things Theme Books

Music Book/ Children's Book

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

From my research, I learned that not only the curriculum and environment can enhance children's all developmental domains, but also the effective materials as well.

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

Not only to teach the children with the weather changes, so do the plants, and animals change their behavior to adapt to the weather in spring, but also teach them spring is a scientific component. Even though it might feel warm, it won't be spring until March.

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 the lifestyle in the spring?
2. How does the warm weather of spring affect plants and animals?
3. How does spring affect the activities of people?

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

March/April/May – The months that spring in

Baby Animals – The animal came out of hibernation and babies are born.

Cherry Blossoms – The delicate flowers make cherry blossoms one of the symbols of spring.

Glowing – Plants germinate

Rain – Spring is the season of rain

Warming – The weather becomes warm

Spring Break – The holiday in spring

A New Soundtrack – The rustling of branches and leaves, the singing of birds and the trickling of creeks are the songs of spring.

Blooming – Whether it's flowers or trees, everything is in bloom during the spring

Colors – Blue sky, bright green grass, colorful flowers

STEP 4: CONNECT YOUR TOPIC TO THE CONTENT AREAS.**WHERE IS THE MATH?**

1. Choose 2 of the following math content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

- a. Operations and Algebraic Thinking
- b. Geometry
- c. Measurement and Data: Identifies measurable attributes of objects, such as length or weight, and describes
- d. them using appropriate vocabulary
- e. Overview
- f. Mathematical Practices
- g. Counting and Cardinality: Counts to tell the number of objects (leaves, flowers, etc.)

Because my topic is In the Spring, for this area, I will choose a sunny day and go out with my students. The students will be able to observe the characteristic in the spring and study math. First, I will ask them to collect the “leaves” and “flowers”. After the outdoor activity, I will teach them how to measure the leaves and flowers, such as compare the colors, sizes, length of each object. Then counts to tell the number of leaves, and flowers. According to this activity, they will be able to count number of objects and measure the objects.

2. Choose 3 and List developmentally appropriate ways children can learn math in each of the following Learning Centers:

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING

- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY
- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY

Beautiful Leaf Prints Art:

For this area, I will ask my students to print the “leaf” which they collect outdoors. They will use the colors that correspond to spring to paint their own leaves. Apply some paint on the leaves and flowers, print them on white drawing paper. They will be able to compare the colors, sizes, length of the leaves.

Spring Flower Sensory Bottle:

I will ask my students to create the beautiful flower sensory bottle, they will use the flowers collect in outdoor. After students create their own flower sensory bottle, they will use them for a fun counting activity.

Collect Easter "eggs":

I will ask my students to collect Easter "eggs" in the cute egg carton basket and count how many they find!

WHERE IS THE SCIENCE?

1. Choose 2 of the following science skills/content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this skill/content area:

- a. Scientific Thinking
- b. Earth and Space
- c. Physical Properties
- d. Living Things

Grow Beans:

I will be gathering my students into Science Center, they will observe the growth process of beans in the warm weather, knowing how and why it works. Record data and communicate results to support the scientific process.

2. Choose 3 and List developmentally appropriate ways children can learn science in each of the following Learning Centers:

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY
- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY

Spring Flower Sensory Bottle:

After my students create their own bottles, their beautiful flower sensory bottle will spark conversation and questions about flowers and how they grow.

Literacy:

I will read a book "Up in the Garden and Down in the Dirt" by Kate Messner to my students, then they will learn how the plants grow in the spring.

Grow Beans:

I will be gathering my students into Science Center, they will observe the growth process of beans in the warm weather, knowing how and why it works. Record data and communicate results to support the scientific process.

WHERE IS THE SOCIAL STUDIES?

1. Choose **2** of the following content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

a. Civic, Citizenship and Government

b. History

c. Geography

d. Economics

e. Career development

Outdoor activity:

I will go out with my students to discover and observed the characteristics in spring.

Role play:

Children will dress up in clothing that represents spring and take turns to become employees and customers of the barbecue booth to celebrate in spring.

2. Choose **3** and List developmentally appropriate ways children can learn social studies in each of the following Learning Centers:

a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)

b. TABLE ACTIVITIES (Manipulatives, Puzzles)

c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)

d. MUSIC/MOVEMENT

e. SAND AND WATER PLAY

f. BLOCK BUILDING

g. SCIENCE/DISCOVERY

h. LIBRARY/LITERACY

i. WOODWORKING/CARPENTRY

Outdoor activity:

I will go out with my students to discover and observed the characteristics in spring. Such as listen to the bird sounds, see the color of trees, leaves and flowers, and how people dress.

Role play:

The students will dress up in clothing that represents spring and take turns to become employees and customers of the barbecue booth to celebrate in spring.

Music Book and music activity:

The students will learn the book “Singing in the Rain” by Tim Hopgood, then sing a song and create movement of the bird.

Step 5: Implementing the Curriculum Topic:

Launch/Introduction (How you begin the curriculum topic):

Describe 1 activity:

1. I will read books to children. I will explain to my students that in the spring, the weather begins to get warmer, and plants are growing new leaves.

Meeting Time (How you sustain and expand the topic):

Describe 1 activity:

1. After reading, I will take out the pictures and items representing the spring and show them to the students. I will introduce the different scenery and characteristics of the spring, and ask questions to my students (What happens to the animals in spring? 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.

Creative Arts Activities (Visual Arts, Music, Dance, Drama):
Describe 1 activity:

1. Beautiful Leaf Prints Art

To print the “leaf” which children collect outdoors. They will use the colors that correspond to spring to paint their own leaves. Apply some paint on the leaves and flowers, print them on white drawing paper.

Read Aloud: Find 2 picture books: 1 fiction and 1 non-fiction):
Describe a literacy extension activity for each book:

1. “Goodbye Winter, Hello Spring” by Kenard Pak

The children will learn different scenery and characteristics of the spring.
Social Studies and Mathematics: Outdoor activity

Discover and observed the characteristics in spring, count leaves and ask students to collage the leaves and flowers to do the art activities.

Spring Flower Sensory Bottle:

This beautiful flower sensory bottle will spark conversation and questions about flowers and how they grow.

2. “Singing in the Rain” by Tim Hopgood

The children will learn this music book, sing a song, and create a music shaker (Bug Theme Sensory Bottle with Rice).

Shared Reading (Songs and/or Poems) Describe 1 activity using either a poem or songs:
(Include a separate document of the poems or song used)

1. Sing a song “If You Know All the Seasons Clap Your Hands” of the spring part.

Do the movements of the birds to represent spring.

Song lyrics:

In the spring you run and play and shout "HURRAY"

In the spring you run and play and shout "HURRAY"

In the spring the grass is growing

And a gentle breeze is blowing

And a warmer sun is glowing

Shout "HURRAY"

Activity Plan

Designed by: Qiwen Mai

Curriculum Topic: In the Spring (Mar-May)

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>I will choose a sunny day and go out with my students. The students will be able to observe the characteristic in the spring and study math. We will discuss different kind of objects, such as leaves, flowers, trees, people, and animals. Children will learn how to measure the leaves and flowers, such as compare the colors, sizes, length of each object. Then counts to tell the number objects. According to this activity, they will be able to count number and measure objects, sorting and classifying objects.</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 color are the leaves and flowers? What shape are they? Which leaves and flowers are big? Which are small? How many trees do you see in outdoor? Which leaves and flowers are the same color? Or the same size? How many animals do you see in outdoor? How many people do you see in outdoor?</p>			
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<p>Visual Arts</p>	<p>Music</p>	<p>Movement/Dance</p>	<p>Drama</p>
	<p>Emergent Literacy</p>	<p>Mathematics</p>	<p>Science</p>	<p>Social Studies</p>
<p>LANGUAGE AND CONTENT OBJECTIVES</p>				

KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	<p>4-5 years old</p>
<p>CURRENT DEVELOPMENT:</p>	<p>In this stage, children have basic knowledge of geometry, spatial reasoning, and measurement. Most children will be able to recognize and describe two-dimensional</p>

<p><i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>shapes regardless of orientation, size, and shape. Match shapes by intuitively using geometric motions to superimpose them. Move shapes using slides and flips and turn them to combine shapes to build pictures. Count objects and identify objects.</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>Children may confuse to identify some shapes, such as square and rectangle, circle and oval. I will put use these objects and ask children to compare and contrast to help them identify these objects.</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 topic will be interesting and motivating to all kind of learners. Since children have their individual strengths, interests, cultural background, and special needs. Therefore, this is designed to support children’s different learning modalities by identifying children as visual, auditory, reading/writing, or kinesthetic learners.</p> <p>This topic is allowed for autonomy/choice, I will provide different materials for children with different learning style. For visual learners, they 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>

<p>MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p>MATERIALS</p>	<p>LEARNING ENVIRONMENT</p>	<p>EVENTS/RESOURCES</p>
<p><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><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><i>What events or resources, including people, might you need to arrange in advance?</i></p>

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

<p>Classic Stacking Chair – yellow – Set of 10 Small Round Table Book: “Goodbye Winter, Hello Spring” by Kenard Pak Measuring Kits (measure leaves and flowers) Leaves and flowers Art Supply</p>	<p>I will post the pictures and items that representing the spring around classroom and gather children in the math center. I will set up the sorting and classifying corner, we will have a big group discussion, ask questions, and then do the activity.</p>	<p>We will have two more adults go out with me and children in the outdoor activity that ensure children safe. I need children to collect leaves and flowers with different colors and shapes in outdoor.</p>
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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 tell children that we will have an outdoor activity walking to our neighborhood. We will discuss different kind of objects, I will ask them try to find out different shapes and colors of leaves, flowers, trees, and animals. Count how many trees we can see, are they tall or short? What colors of the flowers? What size of the leaves, big or small? After we come back, we will discuss the similarity and difference. Then, they will collect their own leaves and flowers.

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.

Outdoor → Read book → Class discussion → Measurement and Art activity

I will choose a sunny day and go out with children. The children will be able to observe the characteristic in the spring and study math. First, I will ask them to collect the “leaves” and “flowers”. After the outdoor activity, I will read a book “Goodbye Winter, Hello Spring” by Kenard Pak to children, we will discuss what we see in outdoor.

Then, I will teach them how to measure the leaves and flowers, such as compare the colors, sizes, length of each object, counts to tell the number of leaves, and flowers.

Beautiful Leaf Prints Art:

I will ask children to print the “leaves” which they collect outdoors. They will use the colors that correspond to spring to paint their own leaves. Apply some paint on the leaves, print them on white drawing paper.

<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 the “Beautiful Leaf Prints Art”, children will take turns to describe their artwork, they will have opportunities to talk about the colors, shapes of their leaves, and count how many leaves their paint.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>On another day to build on this activity, we can also to compare the colors, sizes, length of the leaves again, sorting and classifying these leaves based on colors, shapes, big or small.</p> <p>In addition, we can take about the next season, we will explore that the leaves will change their color due to season.</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>In outdoor, when we are walking in the street, children are using their kinesthetic. When they are collecting their own leaves and flowers, they are using tactile. They use linguistic, visual/spatial, auditory, musical according to observer the different kind of plants, a big group discussion, compare and contrast objects and act activity.</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>When I teach children measurement and data, I will slowly and rapidly teach the process step by step that make sure children are all get it. I will help them to Identify measurable attributes of objects and make the dates, such as the length of the leaves and flowers.</p> <p>In addition, when we are doing the sorting and classifying the leaves and flowers, we will do the compare and contrast the similarly and difference, I will engage children to think outside the box, not only the colors, shapes are differences, but also the lengths and sizes are differences.</p>

<p>GROWTH AND LEARNING</p> <p><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>	
Cognitive/thinking	Children will learn measurement and data, they will be able to identify measurable attributes of objects, compare the colors, sizes, length of each object. Counts to tell the number of objects (leaves, flowers, trees etc.)
Physical	In outdoor activity, when children are walking, they are using gross motor skill. When they are picking and collecting their own leaves and flowers, they are using fine motor skill. They are using fine motor skill when they are doing their artwork as well.
Social/emotional	When we are discussion what we see in outdoor, sorting and classifying the objects, comparing, and contrasting the artwork, children are using their social- emotional skills.
Language/literacy	When we are reading book, talking about shapes, counting the leaves and flowers, children are developing their language and literacy.
	List 10-15 target vocabulary words: Shape, color, size, number, big, small, compare, contrast, sort, classify
Content Area(s)	Count objects, sorting classifying by colors, sizes, shapes.

STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <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>	
Domain 1: Approaches to Learning	1 a. Interacts with a variety of materials and peers through play. 1 f. Demonstrates awareness of connections between prior and new knowledge. 2 b. Attempts multiple ways to solve a problem. 3 c. Experiments to further knowledge 4 a. Asks questions using who, what, how, why, when, where, what if. 5 b. Seeks assistance when the next step seems unclear or appears too difficult.
Domain 2: Physical Development and Health	1 a. Identifies sights, smells, sounds, tastes, and textures. 1 b. Compares and contrasts different sights, smells, sounds, tastes, and textures. 2 b. Exhibits appropriate body movements when carrying out a task. 3 b. Maintains balance during sitting, standing, and movement activities. 4 c. Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports) 5 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)
Domain 3: Social and Emotional Development	1 b. Appropriately name types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors. 2 c. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.) 3 a. Interacts with significant adults.

	<p>4 d. Sustains interactions by cooperating, helping, and suggesting new ideas for play.</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>1 b. Asks questions. 2 b. Correctly identifies meanings of words in read-aloud, in conversation, and in descriptions of everyday items in the world around them. 2 c. Attempts to use new vocabulary correctly. 3 b. Asks questions related to visual text and observations. 4 c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use). 5 b. Increasingly uses more complex words in conversations. 6 b. Uses existing objects to represent desired or imagined objects in play or other purposeful way.</p>
<p>Domain 5: Cognition and Knowledge of the World</p>	<p>3. Understands the relationship between numbers and quantities to 10, connects counting to cardinality. 6. Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies Note: Include groups with up to five objects). 10. Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light) 13. Names shapes regardless of size.</p>

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.

In outdoor activity, observation is a performance of children. I will record their movement and their performance. In this way, I will be able to determine their insight and thinking ability. In measurement and data, I will put different size leaves in the table, children will identify measurable attributes of objects and make the dates, such as the length of the leaves and flowers. I will do the record so I can know whether the individual children are known how to do the measurement.

Then, I will ask children to use different shapes and sizes of leaves to create their artwork, so that I can know their creativity ability. Moreover, they will have an opportunity to take turns to performance their artworks, use compare and contrast to shows their work. In this way, I will be able to determine their understanding of color and shape concepts by their presentations.

In addition, I will set up the sorting and classifying corner and put different kind of leaves and flowers in the table, children will sort and classify leaves and flowers by size, color, and shapes. In this way, I will be able to observe their strength and weakness and whether they know shapes. According to above activities, I will be able to determine whether or not individual children are getting the Big Ideas and/or exploring the overarching questions, and I can check their improvement in the future.

Activity Plan

Designed by: Qiwen Mai

Curriculum Topic: In the Spring (Mar-May)

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>I will choose a sunny day and go out with children. The children will be able to observe the characteristic in the spring. We will discuss different kind of objects, such as leaves, flowers, trees, people, and animals. The children will be able to observes, records, and explains how people, plants and animals respond to changes in the environment and changes in seasons. They can learn through knowledges and experiences, then do the drama play.</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 color are the leaves and flowers? What does the weather look like in spring? What is the lifestyle in the spring? How does the warm weather of spring affect plants and animals? How does it affect the activities of people?</p>								
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<table border="0"> <tr> <td>Visual Arts</td> <td>Music</td> <td>Movement/Dance</td> <td>Drama</td> </tr> <tr> <td>Emergent Literacy</td> <td>Mathematics</td> <td>Science</td> <td>Social Studies</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	Science	Social Studies
Visual Arts	Music	Movement/Dance	Drama						
Emergent Literacy	Mathematics	Science	Social Studies						
LANGUAGE AND CONTENT OBJECTIVES									

KNOWING THE LEARNERS	
AGE RANGE:	4-5 years old
<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>My children are from different cultural background and some are DLL. The children who speaking two or more languages has some obvious advantages. In other words, children who know more than one language can communicate with a wider range of people. It also helps children learn about other cultures and customs. Therefore,</p>

	<p>teaching the Big 5 is part of a coordinated approach for serving all children in my curriculum, including children who are dual language learners (DLLs).</p> <p>Moreover, my class have 4 male and 4 female children, I will provide a wide range of books and role plays so that children can be exposed to different gender roles. Providing children with multiple opportunities to engage in activities to help develop fine and gross motor skills can help all the children in a class.</p> <p>Because each child has a different cultural background and languages spoken (2 students speak Spanish, 4 are from Ecuadorian and Honduran descent, 1 student is of Chinese descent, 3 students speak English only), we should respect and understand different cultures, the focus curriculum should consider the children's capabilities, cultural and linguistic background. For learning styles, children have their individual strengths, interests, and special needs. Therefore, the focused curriculum should be designed to support children's different learning modalities by identifying children as visual, auditory, reading/writing, or kinesthetic learners.</p> <p>In addition, in this stage, children will be able to understand specific concepts of the word around them: economic, geography, history, and ecology. In this activity, though the study of geography and ecology, children are able to develop understanding of the relationships between human populations and physical world. They learn about spatial perspectives and examine changes in the relationship between people, places, and environments.</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 children may not know about that the idea of focused curriculum that how things work, such as how flowers and trees grow, how books, toys work, etc. For example, when a child asks the teacher for help how to play the toys, after the teacher shows</p>

	<p>him, he learns from the teacher. However, he just learned and did the same movements as the teacher. He may not use his ideas to figure out how the toys work. Based on this situation, when the child asks the teacher for help, the teacher had better to provide structures for the child. At the same time, the teacher scaffolds children’s problem solving, without performing the task for the child.</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 topic will be interesting and motivating to all kind of learners. Since children have their individual strengths, interests, cultural background, and special needs. Therefore, this is designed to support children’s different learning modalities by identifying children as visual, auditory, reading/writing, or kinesthetic learners.</p> <p>This topic is allowed for autonomy/choice, I will provide different materials for children with different learning style. For visual learners, they 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>

<p>MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p>MATERIALS</p>	<p>LEARNING ENVIRONMENT</p>	<p>EVENTS/RESOURCES</p>
<p><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><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><i>What events or resources, including people, might you need to arrange in advance?</i></p>

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

<p>Book “And Then It's Spring” by Julie Fogliano Dress-Up Center Various spring clothes Pretend Table and Chair Set – set of 8 kitchen toys barbecue toys Social Study Worksheet Art Supply Pens</p>	<p>I will post the pictures and items that representing the spring around classroom and gather children in the dress up center. I will arrange the corners so that it looks like a barbecue and provide kitchen toys and barbecue toys to children. We will have a big group discussion, ask questions, and then do the activity.</p>	<p>We will have two more adults go out with me and children in the outdoor activity that ensure children safe. I need children to collect leaves and flowers with different colors and shapes in outdoor.</p>
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<p style="text-align: center;">THE LEARNING EXPERIENCE</p>	
<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>I will tell children that we will have an outdoor activity walking to our neighborhood. I will ask them try to discover and observed the characteristics in spring, such as the colors of leaves, flowers, trees, and animals. The children will be able to feel and know the weather of spring, what is the lifestyle in the spring and how does the warm weather of spring affect plants, animals and people.</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>Outdoor → Read Book → Make Poems → Drama Play → Social Study Worksheet</p> <p>I will choose a sunny day and go out with children. The children will be able to observe the characteristic in the spring. After the outdoor activity, I will read a book “And Then It's Spring” by Julie Fogliano to children, we will discuss what we see in outdoor.</p> <p>As the weather begins to get warmer and plants are growing new leaves. We will make poems about animals, and plants germinate.</p> <p>Then, I will arrange the corners so that it looks like a barbecue booth and provide kitchen toys and barbecue toys to children. Children will dress up in clothing that represents spring and take turns to become employees and customers of the barbecue booth to celebrate in spring.</p> <p>Last, I will provide the social study worksheet to children, and ask them to write or draw down what they do and what they see today, such as favorite tree, flower, animal, accessory, activity and spring drink.</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 making poems about animals, plants germinate, and drama play. children will have opportunities to choose their favorite spring clothes, they will be able to know how people dress in spring because of the warm weather. As the weather changes, so do the plans, and animals change their behavior to adapt to the weather. In addition, children will record their experiences in social study worksheet.</p>

<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>On another day to build on this activity, we can collect the leaves and flowers in outdoor, compare the colors, sizes, length of the leaves and flowers, sorting and classifying these leaves based on colors, shapes, big or small.</p> <p>In addition, we can take about the next season, we will explore that the leaves will change their color, and people change their clothing due to the season.</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>In outdoor, when we are walking in the street, children are using their kinesthetic. When they are touching leaves and flowers, they are using tactile. They use linguistic, visual/spatial, auditory, musical according to observer the different kind of plants, a big group discussion, make poem of make poems about animals, plants germinate and drama play.</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>When I read a book to children, I will slowly and explain to children step by step that make sure children are all get it. I will ask questions and encourage children to think outside the box, not only the weather change in spring, but also effect plants, animals, and people. When we are drama play, I will ask children to try different style of clothes to do the activity.</p>

<p>GROWTH AND LEARNING</p> <p><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>Children will learn what is spring and be able to distinguish the differences in spring. Such as in the spring, the weather begins to get warmer, and plants are growing new leaves.</p>

Physical	In outdoor activity, when children are walking, they are using gross motor skill. They are using fine motor skill when they are touching leaves and flowers, picking their clothes and pretend in drama play as well.
Social/emotional	When we are discussion what we see in outdoor, pretend in drama play, children are using their social-emotional skills.
Language/literacy	When we are reading book, talking about plants, animals and people, children are developing their language ang literacy. List 10-15 target vocabulary words: Plants, baby animals, growing, blooming, weather, clothes, warming, green, cherry Blossoms, a new soundtrack
Content Area(s)	Read book, make poems, drama play.

<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>	
Domain 1: Approaches to Learning	<p>1 a. Interacts with a variety of materials and peers through play.</p> <p>1 f. Demonstrates awareness of connections between prior and new knowledge.</p> <p>2 b. Attempts multiple ways to solve a problem.</p> <p>3 c. Experiments to further knowledge.</p> <p>4 a. Asks questions using who, what, how, why, when, where, what if.</p> <p>5 b. Seeks assistance when the next step seems unclear or appears too difficult.</p>

<p>Domain 2: Physical Development and Health</p>	<p>1 a. Identifies sights, smells, sounds, tastes and textures. 1 c. Communicates to discuss sights, smells, sounds, tastes, and textures. 2 c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them) 3 b. Maintains balance during sitting, standing, and movement activities. 4 c. Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports)</p>
<p>Domain 3: Social and Emotional Development</p>	<p>1 b. Appropriately name types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors. 2 c. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.) 3 a. Interacts with significant adults. 4 d. Sustains interactions by cooperating, helping, and suggesting new ideas for play. 5 b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solves)</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>1 b. Asks questions. 2 b. Correctly identifies meanings of words in read-aloud, in conversation, and in descriptions of everyday items in the world around them. 2 c. Attempts to use new vocabulary correctly. 3 b. Asks questions related to visual text and observations. 4 c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use). 5 b. Increasingly uses more complex words in conversations. 6 b. Uses existing objects to represent desired or imagined objects in play or other purposeful way.</p>
<p>Domain 5: Cognition and Knowledge of the World</p>	<p>4 e. Follows rules and may remind others of the rules. 5 d. Creates representations of topographical features in artwork, and/or while playing with blocks, sand or other materials.</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>In outdoor activity, observation is a performance of children. I will record their movement and their performance. I will read a book "And Then It's Spring" by Julie Fogliano to children, I will ask question what we see in outdoor, and I will record their answers and discussions. In this way, I will be able to determine their insight and thinking ability.</p> <p>Then, I will ask children to make poems about animals, and plants germinate. I will record their creativity, language and literacy skills, as well as vocabulary.</p> <p>Moreover, I will arrange the corners so that it looks like a barbecue booth and provide kitchen toys and barbecue toys to children. I will provide different kind of clothes to children and ask them to dress up in clothing that represents spring. In this way, I will be able to determine their find motor skill and logical thinking.</p> <p>Last, I will provide the social study worksheet to children, and ask them to write or draw down what they do and what they see today. I will record their work and evaluate their comprehensive ability, so I can know how well they know in spring and I can check their improvement in the future as well.</p>
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Activity Plan

Designed by: Qiwen Mai

Curriculum Topic: In the Spring (Mar-May)

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 topic will be meaningful to my learners because the change characteristics in spring 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>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 the lifestyle in the spring? How does the warm weather of spring affect plants and animals? Why the weather change?</p>			
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<p>Visual Arts</p> <p>Emergent Literacy</p>	<p>Music</p> <p>Mathematics</p>	<p>Movement/Dance</p> <p>Science</p>	<p>Drama</p> <p>Social Studies</p>
LANGUAGE AND CONTENT OBJECTIVES				

KNOWING THE LEARNERS	
<p>AGE RANGE:</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>My children are from different cultural background and some are DLL. The children who speaking two or more languages has some obvious advantages. In other words, children who know more than one language can communicate with a wider range of</p>

	<p>people. It also helps children learn about other cultures and customs. Therefore, teaching the Big 5 is part of a coordinated approach for serving all children in my curriculum, including children who are dual language learners (DLLs). Moreover, my class have 4 male and 4 female children, I will provide a wide range of books and role plays so that children can be exposed to different gender roles. Providing children with multiple opportunities to engage in activities to help develop fine and gross motor skills can help all the children in a class.</p> <p>Because each child has a different cultural background and languages spoken (2 students speak Spanish, 4 are from Ecuadorian and Honduran descent, 1 student is of Chinese descent, 3 students speak English only), we should respect and understand different cultures, the focus curriculum should consider the children's capabilities, cultural and linguistic background. For learning styles, children have their individual strengths, interests, and special needs. Therefore, the focused curriculum should be designed to support children's different learning modalities by identifying children as visual, auditory, reading/writing, or kinesthetic learners.</p> <p>In addition, in this stage, children will be able to understand specific concepts of the world around them: the life science and physical science. They will be able to observe, compare, classify, measure, communicate, infer, and predict. They will be able to study how things move, the structure and properties of matter and how nonliving things change form. In this activity, through the study of science, children are able to think critically, creatively, and reflectively.</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 children may not know about that the idea of focused curriculum that how things work, such as how flowers, trees grow, and why weather change. Not only to teach the children with the weather changes, so do the plants, and animals change their</p>

	<p>behavior to adapt to the weather in spring, but also teach them spring is a scientific component. Even though it might feel warm, it won't be spring until March</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 topic will be interesting and motivating to all kind of learners. Since children have their individual strengths, interests, cultural background, and special needs. Therefore, this is designed to support children's different learning modalities by identifying children as visual, auditory, reading/writing, or kinesthetic learners.</p> <p>This topic is allowed for autonomy/choice, I will provide different materials for children with different learning style. For visual learners, they 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>

<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? (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>
<p>Book "Up in the Garden and Down in the Dirt" by Kate Messner Fresh Flowers Water</p>	<p>I will post the pictures and items that representing the spring around classroom and gather children in the See It Grow Plant Lab Center. We will have a</p>	<p>We will have two more adults go out with me and children in the outdoor activity that ensure children safe. I need children to collect leaves and</p>

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

<p>Bottles with lid Construction Paper Grass, Leaves, Feathers, Pebbles, Sand Glues Art Supply Round Table and Chair Set – set of 8 See It Grow Plant Lab Center Green Beans Soil and Pot Bean Plant Journal</p>	<p>big group discussion, ask questions, and then do the activity.</p>	<p>flowers with different colors and shapes in outdoor.</p>
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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>I will tell children that we will have an activity to grow beans and create the spring sensory flower bottle today, we need to go outside to collect soil and flowers. The children will be able to notice the weather of spring, what is the lifestyle in the spring and how does the warm weather of spring affect plants, animals, and people.</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>Read Book → Spring Sensory Flower Bottle → Grow Beans → Bean Plant Journal</p> <p>I will read a book “Up in the Garden and Down in the Dirt” by Kate Messner to children, we will discuss how the plant grows.</p> <p>Then, we will go outside to collect the soil and children will pick their own flowers to do the activity. The children will be able to observe the plant growth in outdoor as well. They will be able to learn that as the weather begins to get warmer and plants are growing new leaves.</p> <p>Then, I will be gathering children in art center, provide bottle to children, they will choose their favorite flowers and pop them in the bottle, they can add water and whatever they like in the bottle, such as grass, leaves, feathers, pebbles, sand etc. Lastly, lid their bottles and write down their names and use construction papers, art supply to decorate their bottles.</p> <p>Last, I will be gathering children in See It Grow Plant Lab Center, I provide the soil, bean and pot to each child, and ask them to down their name in paper and tap in the pot. I will assist them to put some soil and a bean into each pot, then we gently watered each pot. Then, I will provide the Bean Plant Journal to children and ask them to record the growth process of green beans.</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>By creating the spring sensory bottle, children will enhance their creativity, they will be able to observe how flowers grow and survive in water and have opportunity to share their bottles to another.</p> <p>In the grow bean activity, children will be able to watch the bean grow everyday and record the data in their Bean Plant Journals. It can improve their way of thinking and investigation. This activity provides a step-by-step explanation of the process of growing a plant. These two activities develop children’s exploration and enjoyment of the spring.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>On another day to build on this activity, we can use other materials to create the Magnetic Sensory Bottles, to expose the physical science.</p> <p>In addition, we can collect the leaves and flowers in outdoor, compare the colors, sizes, length of the leaves and flowers, sorting and classifying these leaves based on colors, shapes, big or small. we can take about the next season as well.</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>In outdoor, when we are walking in the street, children are using their kinesthetic. When they are touching and picking flowers, they are using tactile. They use linguistic, visual/spatial, auditory, musical according to observe the characteristics of spring, a big group discussion, create spring sensory slower bottle, grow beans, and record their Bean Plant Journals.</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>When I read a book to children, I will slowly and explain to children step by step that make sure children are all get it. I will ask questions and encourage children to think outside the box, not only the weather change in spring, but also effect plants, animals, and people. When we grow green beans, I will assist children to put seed in a pot.</p>

<p>GROWTH AND LEARNING</p> <p><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>	
Cognitive/thinking	Children will learn in the spring, the weather begins to get warmer, and plants are growing. Plant needs soil and water to survive.
Physical	In outdoor, when children are walking, they are using gross motor skill. They are using fine motor skill when they are touching and picking flowers. They are using fine motor skill when they decorate their sensory bottle and write names.
Social/emotional	When we are discussion how plant grow, share sensory bottles to each other, discuss the process of grow beans, children are using their social- emotional skills.
Language/literacy	<p>When we are reading book, talking about the growth process of plants and record the life cycle of the bean, children are developing their language ang literacy.</p> <hr style="border-top: 1px dashed black;"/> <p>List 10-15 target vocabulary words: Plants, germinate, growing, green, life cycle, warming, grass, a new soundtrack, birth, baby animals, blooming, weather, cherry Blossoms.</p>
Content Area(s)	Read Book, Spring Sensory Flower Bottle, Grow Beans, Bean Plant Journal

STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <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>	
Domain 1: Approaches to Learning	1 a. Interacts with a variety of materials and peers through play 1 f. Demonstrates awareness of connections between prior and new knowledge. 2 b. Attempts multiple ways to solve a problem. 3 c. Experiments to further knowledge 5 b. Seeks assistance when the next step seems unclear or appears too difficult.
Domain 2: Physical Development and Health	1 a. Identifies sights, smells, sounds, tastes, and textures. 2 b. Exhibits appropriate body movements when carrying out a task. 3 b. Maintains balance during sitting, standing, and movement activities 5 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)
Domain 3: Social and Emotional Development	1 b. Appropriately name types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors. 2 c. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.) 3 a. Interacts with significant adults. 4 d. Sustains interactions by cooperating, helping, and suggesting new ideas for play.
Domain 4: Communication, Language, and Literacy	1 b. Asks questions. 3 b. Asks questions related to visual text and observations. 4 c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use).

Domain 5: Cognition and Knowledge of the World	4 a. Explores what a variety of living organisms need to live and grow (e.g., water, nutrients, environment) 5 a. Observes the relationships between the physical and living environment (e.g., views habitats of plants and animals) 6 a. Observes and represents familiar plants and animals (e.g., draws pictures, builds and plays with toy or model animals in their habitats)
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AUTHENTIC ASSESSMENT	
<p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	<p>In outdoor activity, observation is a performance of children. I will record their movement and their performance. In this way, I will be able to determine their insight and thinking ability. By doing the spring flower sensory bottle, I will provide different materials to children that they can choose their favorite one. Moreover, children will have an opportunity to take turns to performance their sensory bottle, talk about what they materials they use and how they create their sensory bottles. in this way, I will be able to determine children's creativity ability.</p> <p>In the Grow Beans activity, I will assist children to put seed in a pot. I will provide the Bean Plant Journal to children and ask them to record the growth process of green beans. Children will be able to watch the bean grow every day and record the data in their Bean Plant Journals. I will check their records so I can know their way of thinking and investigating improve or not.</p> <p>In addition, I will ask question how plants grow and what they need. According to above activities, I will be able to determine whether or not individual children are getting the Big Ideas and/or exploring the overarching questions, and I can check their improvement in the future.</p>

Commentary

Describe topic of your Focused Curriculum

My topic is In the Spring (Mar-May), the reason why the choices I made when designing the activity plan is that the change in characteristics in spring is very suitable for young children. Further, my activities are developmentally and culturally appropriate for a diverse group of pre-k learners, aged 4 to 5 years old. This focused curriculum can improve all aspects of the development of children and the children will learn how the changing weather affects trees and plants, animals, and people.

Implementation of Activity Plans

I will plan Math for Monday, Art for Tuesday, Social Study for Wednesday, Science for Thursday, and Work Together for Friday. In my Activity Plan 1, I will teach math to children on Monday, and do the art activity on Tuesday. Children will learn how to measure the leaves and flowers, such as compare the colors, sizes, and length of each object. Then counts to tell the number objects. According to this activity, they will be able to count numbers and measure objects, sorting and classifying objects.

Moreover, in my Activity Plan 2, we will have Social Study and Role Play on Wednesday. Children will be able to observe the characteristics in the spring. The children will be able to observe, record, and explain how people, plants and animals respond to changes in the environment and changes in seasons. In addition, in my Activity Plan 3, we will talk about Science on Thursday. Since children learn through knowledge and experiences in Activity Plan 2, they know how the warm weather affects plants, animals, and people. Therefore, in Activity

Plan 3, children can connect the learning experiences with their real lives. We will go outside to collect the soil and children will pick their own flowers to create the Spring Sensory Flower Bottle, Grow Beans, and record the Bean Plant Journal. They will be able to learn that as the weather begins to get warmer and plants are growing new leaves.

Relationship of the Activity Plans

These three activities are all related to my topic, my activities are developmentally and culturally appropriate for a diverse group of pre-k learners. In my Activity Plan 1, when I teach children measurement and data, I will slowly and rapidly teach the process step by step that makes sure children all get it. I will help them to identify measurable attributes of objects and make the dates, such as the length of the leaves and flowers.

In my Activity Plan 2, when I read a book to children, I will slowly and explain to children step by step that make sure children are all get it. I will ask questions and encourage children to think outside the box. Not only does the weather change in spring, but also affect plants, animals, and people. When we are drama play, I will ask children to try different style of clothes to do the activity. In my Activity Plan 3, when we grow green beans, I will assist children to put seed in a pot. I will engage children to think outside the box, help them to expose how plant grow in spring, such as the bean needs water and soil.

Strategies and Connections

This topic will be interesting and motivating to all kinds of learners. Since children have their individual strengths, interests, cultural background, and special needs. Therefore, this is designed to support children's different learning modalities by identifying children as visual,

auditory, reading/writing, or kinesthetic learners. I will provide different materials for children with different learning styles.

Assessment

In outdoor activity, observation is a performance of children. I will record their movement and their performance. In this way, I will be able to determine their insight and thinking ability. In measurement and data, I will do the record so I can know whether the individual children know how to do the measurement. In Social Study, I will provide the social study worksheet to children and ask them to write or draw down what they do and what they see today. In the Grow Beans activity, I will assist children to put seed in a pot. I will provide the Bean Plant Journal to children and ask them to record the growth process of green beans. I will check their records so I can know their way of thinking and investigate whether to improve or not. According to the above activities, I will be able to determine whether or not individual children are getting the Big Ideas and/or exploring the overarching questions, and I can check their improvement in the future.

Conclusion

I feel it is challenge, interesting and it is learning a lot to create a unit that was thematically based because it must be organized and can improve all aspects of the child's development domains. The children at the age of their group are mostly curious, they are unique and showed a lot of personality and emotional. I learned that the quality of a teacher should be patience, understanding and good communication, fun and joining in play, showing respect and responsibility to the students, and the curriculum I design should make children very engaged. I have learned about myself as a future educator as well as about how capable young children, I

am really looking forward to spending more time in the classroom for my students and understanding the school's teaching strategies and steps indefinitely.