

Activity Plan

Designed by:
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OVERVIEW/FRAMING									
This Activity Plan is part of a larger Learning Experience Unit on: Family and Friends									
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>	In this activity, children will explore different ways they can know their family members. What I hope they get out of it is that they can get along with their family and get to know them a little bit more as they're growing up. This lesson will be meaningful because they will learn a little about their families. they can be able to express what they think or what they learn about their family in the class. And they draw a picture of their family members and the class with water paint.								
BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	What assets do I contribute to the learning environment in my classroom? How can I share my family history with others? EQ: What makes a family different and unique? Goal: Students will value each other's work in the class for them to hear each other's work. SWBAT: Students will be able to identify who lives in their home.								
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Visual Arts</td> <td style="text-align: center;">Music</td> <td style="text-align: center;">Movement/Dance</td> <td style="text-align: center;">Drama</td> </tr> <tr> <td style="text-align: center;">Emergent Literacy Studies</td> <td style="text-align: center;">Mathematics</td> <td style="text-align: center;">Science</td> <td style="text-align: center;">Social</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy Studies	Mathematics	Science	Social
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KNOWING THE LEARNERS	
AGE RANGE:	Pre-K
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	I am aware of my students' stage of development relative to their age group, and I am aware that for my students to have meaningful conversations in my classroom, communication must be subject-specific and language must have or include meaning that they can comprehend. As a result, you should converse with the child in both his or her original tongue and any other language to which the child has acclimated.
<hr style="border-top: 1px dashed black;"/> <i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	In their drawings, children of this age group may employ a variety of skin tones, which could confuse the subject or substance. For instance, one child used a black crayon to represent his skin tone, which is odd to see for one of my students, and questions followed the uncertainty. I respond to this by pointing out that everyone has a different skin tone, that if we all had the same appearance, the country wouldn't be as colorful as it is, and that I might read a book before the art project begins.

<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>^[1].</p>	<p>Students in this school have different backgrounds and the backgrounds are Asian, Black, Hispanic, White, and other. The 71% of students in this school have free or reduced-priced lunch. 16% of students have a disability. The school has a 10% of English language learners.</p>
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MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What, if any, materials, including set-up and clean-up, will be needed?</i> <i>List all materials, including any used during the launch/reflection.</i>	LEARNING ENVIRONMENT <i>What, if any, modifications will you need to make to the classroom to support this activity?</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
<p>Shoe boxes, natural wood craft sticks, construction paper, glue, makers, water paint, and play-doh.</p>	<p>Art Center: Watercolor paints will be available at the art, center to allow students to experiment and practice. Artists' self-portrait reference photographs will be displayed nearby for motivation.</p>	<p>Museum of art Field Trip: We'll visit a nearby art gallery to learn more about various portraiture styles.</p> <p>Family and Friends Engagement: family and friends will be invited to the school for them to see the art that their children are made.</p>

<p>THE LEARNING EXPERIENCE</p>	<p>Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i></p>	<p>Differentiation <i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, very physically active, or emergent bilingual, etc)</i></p>
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GROWTH AND LEARNING

How will this learning experience support the children's growth and learning be in the following domains?

Cognitive/thinking	The children will discover things about their family. They will reflect on the different things their families have.
Physical	Drawing, painting, and play-doh creation all help students with their fine motor abilities.
Social/emotional	Given the size of the classroom, kids will think about their own families. By observing the similarities and differences among their classmates, they will grow to appreciate who their families are and feel proud of the families.
Language/literacy	Children will describe, contrast, and evaluate the characters during the book discussion. Through the images in the book, they will describe their family.
	----- List 3-5 target vocabulary words: Family, Love, place, Different
Content Area(s)	Literacy and Visual Art

STANDARDS/GOALS

What Pre-K Common Core Learning Standards (CCLS)^[2] are addressed in this activity?

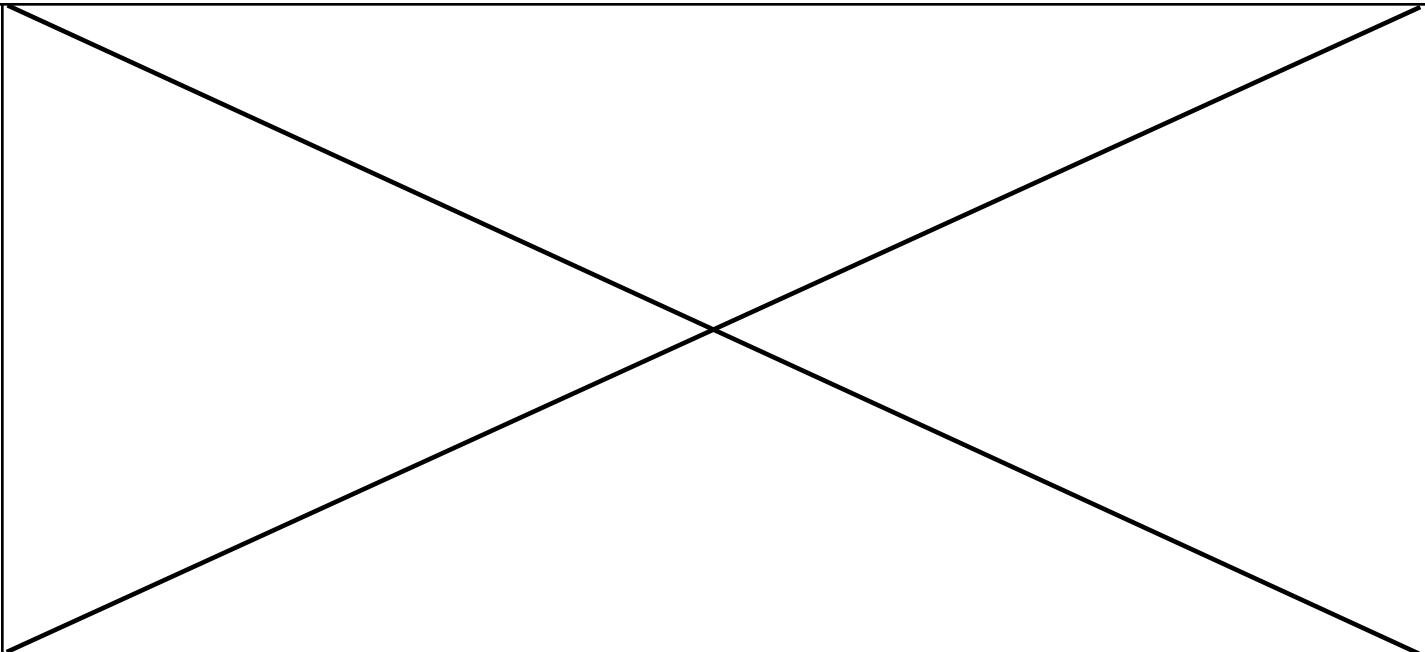
Domain 1: Approaches to Learning	PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences a. Asks questions using who, what, how, why, when, where, what if
Domain 2: Physical Development and Health	PK.PDH.9. Demonstrates awareness and understanding of safety rules a. Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult's hand when walking on sidewalks or near a street).
Domain 3: Social and Emotional Development	PK.SEL.4. Develops positive relationships with their peers e. Develops friendships with one or more peers
Domain 4: Communication, Language, and Literacy	PK.AC.2. Demonstrates they are building background knowledge a. Asks questions related to an item, event, or experience

Domain 5: Cognition and Knowledge of the World	PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions a. Identifies features of own home and familiar places
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AUTHENTIC ASSESSMENT

<i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Question? (This may be a conversation, a group project, a performance, etc...)</i>	When a child asks a question, I assess if they are understanding the Big Ideas and/or investigating the Overarching Concept. Whether we are examining an idea alone, as a group, or both, we can ask questions. And I'll find it right now. The child's performance throughout this activity will determine whether or not they received the huge deal. When I observe. I could make it easier for them to understand what I'm asking for if I watched what they each did during their own free time.
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POST-ACTIVITY REFLECTION^[3]

<p><i>What aspects of this activity seemed to be most successful in supporting the children's growth and learning?</i></p> <p><i>What, if any, surprises were there?</i></p> <p><i>What, if any, challenges were there?</i></p> <p><i>Record the results of your authentic assessment activity.</i></p> <p><i>How would you modify this activity the next time to make it more successful?</i></p>	
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[1]* Note: You may not be designing this activity with a specific group in mind. If that is the case, envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.

[2]* *For CCLS, please go to the following URL:*

<http://www.p12.nysed.gov/earlylearning/standards/documents/PrekindergartenFoundationfortheCommonCore.pdf>

HYPERLINK "http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf"

* You may not actually have the opportunity to implement this learning experience. In the future, though, you should build a practice of returning to your plan to document your post-activity reflection.