

Activity Plan

Designed by:
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| OVERVIEW/FRAMING | |
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| 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 member. |
| 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> | |
| CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i> | Visual Arts Music Movement/Dance Drama Emergent Literacy Mathematics Science Social Studies |

| KNOWING THE LEARNERS | |
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| AGE RANGE: | |
| CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i> | |
| <i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i> | |

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| <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> | |
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| <p>MATERIALS & LEARNING ENVIRONMENT PREPARATION</p> | | |
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| <p>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></p> | <p>LEARNING ENVIRONMENT <i>What, if any, modifications will you need to make to the classroom to support this activity?</i></p> | <p>EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i></p> |
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| <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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| <p>The spark/launch/intro <i>What will you say or do to engage the children in this experience? To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p> | <p>Discuss: what's something that makes your h</p> | | |
| <p>The activity <i>What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</i></p> | <p>Who lives in their home-They going tc</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>Possible Extensions <i>What could you do on another day to build on this activity?</i></p> | | | |

GROWTH AND LEARNING

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

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| Cognitive/thinking | . |
| Physical | |
| Social/emotional | |
| Language/literacy | |
| | ----- List 3-5 target vocabulary words: |
| Content Area(s) | |

STANDARDS/GOALS

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

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| Domain 1: Approaches to Learning | |
| Domain 2: Physical Development and Health | |
| Domain 3: Social and Emotional Development | |
| Domain 4: Communication, Language, and Literacy | |

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| Domain 5: Cognition and Knowledge of the World | |
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| AUTHENTIC ASSESSMENT | |
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| <p><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></p> | |
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| POST-ACTIVITY REFLECTION^[3] | |
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| <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.