

Activity Plan

Designed by: Shaina Guinansaca
Curriculum Topic: community helpers

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>Children are interested in learning about their community and community helpers. It will help them to learn about themselves. It will also help them how to tackle challenges, build knowledge, and thrive. Learning about a community and its culture, while also building a partnership of trust with families, can be a vital component to student success.</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 qualities do I bring to my classroom/school community? How are my community helpers making a change in my community? EQ: what makes a community strong? We make thankyou letters and notes to thank our community helpers</p>												
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Visual Arts</td> <td style="width: 25%;">Music</td> <td style="width: 25%;">Movement/Dance</td> <td style="width: 25%;">Drama</td> </tr> <tr> <td>Emergent Literacy</td> <td>Mathematics</td> <td>will be discussed in this activity</td> <td>Science</td> </tr> <tr> <td>Social Studies</td> <td></td> <td></td> <td></td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	will be discussed in this activity	Science	Social Studies			
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<p>LANGUAGE AND CONTENT OBJECTIVES</p>													

KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	<p>Pre k</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>children in Pre-k and kindergarten are developing their sense of self concept. Children will learn more about their community. Children will be learn more about their community helpers and what they do to help out their community. As well acitives that involves mathematics will help them develop number sense and build important math skills like counting, one-to-one correspondence, numeral recognition and more!</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>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>Learning about Community Helpers offers lots of benefits for kids: Promotes safety by teaching kids how to ask for help. Students while learning more about their community helpers, this will help children learn about their community.</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? 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>
<p>Books- lets meet a firefighter by Gina bellisario The acitivity I will be doing in my classroom is called “Find, Tally & Graph Material – pencils</p>	<p>Math center- The math center will provide a sheet of graph paper pencils and a blank paper</p>	<p>Library center- we will have books about community helpers</p>

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

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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>Read out loud- Here comes the helpers by Leslie kimmelman Then will discuss how we can use math in our topic “community helpers” We will then do the “Find, Tally & Graph</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>The math center will provide a sheet of graph paper pencils and a blank paper(will make a tally chart) In the graph paper in the right it will go up 1-8 basically I will provide them with different type of images for an example a firefighter, a fire hydrant a firefighter hat, and truck. The students are gonna have to count how many of them are there (the images) and each time they see the image there gonna mark a tally in the (tally chart) afterwards the students are going to use their tally marks to make a graph.</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>Show the completed activity we will discuss our graphs and we discuss on why mathematics is important in this topic. Children while doing this activity they learned how to do a graph and how it works it help children sort and organize information.</p>

<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>Discuss graphing the next day</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>Will have Computer Time And students that are kinesthetic will have the opportunity will do scavenger hunts</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>Engage the student in conversation about the subject matter. I will question students about the material. Read material aloud to them</p>

<p>GROWTH AND LEARNING <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 reflect on their community helpers and what community helpers do.</p>
<p>Physical</p>	<p>Students will develop fine motor skills in a variety of ways by creating own community that have</p>

	community helpers
Social/emotional	Children will reflect on their own uniqueness in their classroom community.
Language/literacy	Through the book discussion, children will discuss how different are community helpers and what they do to help the community ----- List 10-15 target vocabulary words:
Content Area(s)	

<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>Creativity imagination</p> <p>Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences</p> <p>or activities.</p> <p>Seeks out connections, relations and assistance from peers and adults to complete a task.</p>
<p>Domain 2: Physical Development and Health</p>	
<p>Domain 3: Social and Emotional Development</p>	<p>Domain 3: Social and Emotional Development</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>Motivation</p>

	<p>Demonstrate that they are motivated to communicate. . Participates in small or large group activities for story telling, singing or finger plays.</p>
<p>Domain 5: Cognition and Knowledge of the World</p>	<p>Viewing</p> <p>Demonstrates that he/she understand what they observe.</p> <p>Uses vocabulary relevant to observations.</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>To understand what individual children are interested in and how they learn best so that we can support their learning and development effectively.</p> <p>I will first observe if their understanding the meaning of the topic we discussing. I will ask questions and etc</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>I will observe the students while doing the activities and see how they react to the activity and how they work in a group</p> <p>My activity involves mathematics, graphing and etc which helps children To understand what individual children are interested in and how they learn best so that we can support their learning and development effectively.</p>
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