

Activity Plan

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Curriculum Topic: social studies

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>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						
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LANGUAGE AND CONTENT OBJECTIVES									

KNOWING THE LEARNERS	
AGE RANGE:	kindergarden

<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</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>Students in this class reflect the immediate neighborhood of the school. About half the class have parents who have recently immigrated to the US from Central America. Students while learning more about their community will know that there are people of different race.</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>Contruction paper Markers Crayons Stamps (optional) paint</p>	<p>Art center : The art center will provide students. With construction paper to draw their own community helpers Library center: students will select book about their community and will learn what they do to help the community</p>	<p>Field trips: We will go to the park so the children can observe their community Library center : 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

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?

Read out loud “My neighborhood” by maddie frost
Song: “My neighborhood”
Discuss: What makes are community unique

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.

Draw your own community

1. children will use lego blocks to build their own buildings and bridges
2. They will use the lego block to create a bridge
- 3) Students will then cut construction paper and shape it as trees and people so they can use for their make your own community
3. Children with their completed community will place it in their table

<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 community to their classmate. Children then will walk around the room to check out everyone different communities. Then they will discuss about what they like about their classmates communities</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>Children will write about what they love about their project and write about one thing they love about their community</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>Learn the benefits of the community helpers</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>They will learn more about their community and their community helpers in it</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 communities and what makes their community unique</p>
<p>Physical</p>	<p>Students will develop fine motor skills in a variety of ways by creating their communities</p>

Social/emotional	Children will reflect on their own uniqueness in their classroom community. They will learn more about their community and how its structures and different cultures in their community.
Language/literacy	<p>Through the book discussion, children will discuss how different everyone community is different from others</p> <hr/> <p>List 10-15 target vocabulary words:</p>
Content Area(s)	

<p>STANDARDS/GOALS</p> <p><i>What Pre-K Common Core Learning Standards are addressed in this activity? 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>3) Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences</p> <p>or activities.</p> <p>3e) 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>Self concept and self awareness</p> <p>1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.</p> <p>1c) Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture etc</p>

<p>Domain 4: Communication, Language, and Literacy</p>	<p>Motivation</p> <p>1. Demonstrate that they are motivated to communicate. .</p> <p>1a 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>3) Demonstrates that he/she understand what they observe.</p> <p>3a) Uses vocabulary relevant to observations.</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.

1. Performance Based: Prior to making their own communities. I will identify if they understood the meaning of the community. I will see if their community is unique. During their project I will observe how are the students being creative when building their communities. Some children may of built bigger buildings than others.
2. Reflective Assessment: During the activity, I will ask them to reflect on their choices. Following the activity, they will be asked to describe how they feel about their project and what they have learned during and if they understood what makes a community unique. I will observe and compare responses to each other's communities.