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ECE411-1501

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**Intentional Teaching Project**

## **Part A: Getting to Know a Classroom**

This is a mix ages class that includes Pre-k 3, Pre k- 4, and Kindergarten. Children's ages are between 3 to 5 years old. There are 21 students. Each grade level has a similar number of children. The cultural background of the children in the class is that majority Hispanic at around 60%, around 30% white, and 10% a mix of two or more races, African American, Asian, and Native American. Also, there are inclusive of English language learners around 20% of all, who are Spanish native speakers. Learning disabilities and differences comprise about 25% of the class.

In this Montessori classroom, some children needed special emphasis on independence in word choice, and the transitions between materials. For example, a boy who has brown hair and white skin wears a white shirt with a blue tie and a navy blue sweater, who needs extra help to put the bells in order. The teacher guides him by questioning. And a girl named Ruth needs remind to throw a milk box after breakfast time covered, the teacher guides her by asking questions: "what's on the table, where should it go now? Show me how quick you can do it?". Furthermore, two boys and two girls are working on the division question of math, they need an extra guide to solve it. The teacher guides them by asking questions and provides them opportunities to hand on to think about how to exchange the place values and to speak out how can they solve.

One of these needs described above I would have to consider when planning an activity for the class is how to build children's ideas, and extend their abilities to discover questions and to fix them. I would take these needs into account by carrying out supportive interaction strategies. Such as I will make a connection when communicating with children by making eye contact, and asking questions. Saying "Good job" with a simple smile or thumbs up to children when they finished their works, which shows I care about them. I have noticed the children are interested in problem-solving, feeding animals, exchanging different place values, vocabulary matching, bells matching in order. Such as two girls use different place values to assist them in counting. When they counted a hundred they use a flat to replace a stick. A boy focuses on identifying the sounds of the bells and tries to put them in order. A

girl works on math addition questions. A boy cuts carrot to feed the pet. The teachers are focused on place values exchanging, new quantity making, and process describing.

There is a theme or instructional focus through ages appropriate activities for each level of children. The children's cognitive and language development in the class are in the preoperational stage, which is the second stage of Piaget's four stages, the age range is 2 to 7 years old, but the children in this class are 3-5 years old. In the preoperational stage, children's cognitive development is increasing, which is symbolic though that tends to think logically. They tend to think to discover questions and solving questions in their thought, engaged in imaginative play, and reflecting on the realistic experience. I will make sure my activity is developmentally appropriate for my student's level of cognitive and language development by observation and offer them open result activities in a group. First of all, watch the children in action while they are working. If most of them are engaged in their independent activities, rather than bored or frustrated by activities the teacher directs, it probably appropriate. Second, putting them in group work instead of individual, that provides them opportunities to communicate with their peers. It also can promote their social and emotional development.

So that, it can be an appropriate curriculum. I want to incorporate these observations during my learning experience is because collecting information about my students is very important, and necessary. As an educator, we can document what we see in the students' learning process as a tool to help us to foster our students to meet their needs in their learning process, enhancing our students' outcomes by feedback on practice, identifying strengths and weaknesses for the individual student as well as taking active steps towards improving upon them.

## Part B: Creating a Child-Centered, Literacy-Based, Learning Experience

1) A book is named Wash Your Hands, which is uploaded on the link below.

<https://app.bookcreator.com/library/->

[Mcnbwzvy3cSo6OAdxwl/QpR9tzc3tARrHjQwOdVtQrCoLGg1/hSuResClSWK6Xhx5AFxrYg/o](https://app.bookcreator.com/library/-Mcnbwzvy3cSo6OAdxwl/QpR9tzc3tARrHjQwOdVtQrCoLGg1/hSuResClSWK6Xhx5AFxrYg/o)

[AEEuWamSOaXJNUZXELsHA](https://app.bookcreator.com/library/-AEEuWamSOaXJNUZXELsHA)

## 2)Activity Plan

OVERVIEW/FRAMING			
<b>This Activity Plan is part of a larger Learning Experience Unit on: Health and Nutrition</b>			
<b>TOPIC</b> <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>	The topic of this activity is developmentally and culturally appropriate for the group of learners for whom I am designing it through sort of diverse food to identify which food is health or unhealth. Children will be allowing to transfer what they are learning in school to the real world. Meanwhile, it will allow children to further explore the concept of nutrition, and provides them opportunities to discuss and identify vegetables, fruits, milk are healthy food that good for healthy living, and different foods help different parts of our bodies. Pizza, franch fries, candies are not good for our bodies. Through this activity, it will leaves room for each of them to extend their capacity for social and emothional expression, and language skills.		
<b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	Children will be exploring new connections and ideas will be engaged by discussing, and sharing information with their peers. Such as: What kind of food good for your body? What kind of food you like to eat? Do you like apple, banana or .....?		
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	<b>Visual Arts</b> Drama <b>Emergent Literacy</b> <b>Social Studies</b>	Music <b>Mathematics</b>	Movement/Dance Science

KNOWING THE LEARNERS	
<b>AGE RANGE:</b>	
<b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Most of students can discover and resolve addition or subtraction questions, feeding animal, exchanging different place values, vocabulary matching, bells matching in order. However, for health and nutrition, children might only know about food is food instead of identifying which is health or unhealth. As a teacher, through this activity, we should not expect to children can fully understand the concept of nutrition, but can offer them

	opportunities to refresh their ideas of health and nutrition. Meanwhile, it also provides them chance to cooperation with others as groups, which meant their interpersonal skills, social and emotional development getting extend.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Children of this age are still developing in their understanding of resolve questions, value placement, and sorts of diverse food; however, they might not always understand the nutritional value and efficacy of various foods. In order to make better understanding, I am planing to address this by emergent Literacy, visual art, and Social Studies . Through those activities, children would realize and better understanding the meaningful of it.
<b>SOCIO-CULTURAL CONTEXT:</b> <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>	This is a mix ages class that includes Pre-k 3, Pre k- 4, and Kindergarten. Children's ages are between 3 to 5 years old. There are 21 students, one teacher and one Montessori assistant. Each grade level has similar numbers of children. The culural background of the children in the class is that majority Hispanic at around 60%, around 30% white, and 10% a mix of two or more races, African American, Asian, and Native American. Also, there are inclusive of English language learners around 20% of all , who are Spanish native speakers. Learning disabilities and differences comprise about 25% of the class. In this Montessori classroom, some children needed special emphasis on independent in work choice, and the transitions between materials. For example, a boy has a brown hair and white skin wears a white shirt with a blue tie and an navy blue sweeter, who needs extra help to put the bells in order. Teacher guides him by questioning. And a girl who named Ruth needs remind to throw a milk box after the breakfast time overed, the teacher guides her by asking questions: "what's on the table, where should it go now? Show me how quick you can do it?". Furthermore, two boys and two girls are working on the division question of math, they need extra guide to solve it. The teacher guides them by asking questions and provides them opportunities to hand on to think how to exchange the place values and to speak out how can they solve.

<b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b>		
<b>MATERIALS</b>	<b>LEARNING ENVIRONMENT</b>	<b>EVENTS/RESOURCES</b>
<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>	<i>What, if any, modifications will you need to make to the classroom to support this activity?</i>	<i>What events or resources, including people, might you need to arrange in advance?</i>

\* 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.

<p>This activity builds on a previous learning experience in the emergent literacy when the children discussed about the health or unhealth food. Construction papers, Glue sticks, Washable color paints Crayons, Pens, Pencils, Markers, Variuous food worksheets For this activity, I will provide the health and unhealth food number puzzle worksheets, and the students would choose different tools and an food number puzzle worksheet.</p>	<p>For the discussion of different foods it was helpful to access to sink to identify the good and bad of each food. For the number puzzle, i would want to print different food images worksheets, and provide tools for the classroom. Furthermore, I would be sure to offer books for all students, makesure read these books, and discuss with them in the pass days leading up to this activity. I would also want to have a poster in the classrrom that showed pictures of different foods, and the vocabulary words for those foods, include(e.g. apple, orange, milk, cheese, franch fries, and so on.)</p>	<p>I would like to inform my students about various foods, and discuss what foods they eat at home everyday. I would also use poster in our classroom to show the images of each food is health or unhealth. For example, I might paste different sizes of fruits, vegetables, and hanbergues, drinks on it. I would also make sure that during regular class meeting we would talk about the benefits of eating health foods, and the harm of eating unhealth foods.</p>	
<p><b>THE LEARNING EXPERIENCE</b></p>		<p><b>Multimodal Engagement</b> <i>Identify and explain the ways that this activity offers opportunities to use at least three senses (sight, hearing, taste, touch, smell, kinesthetic).</i></p>	<p><b>Differentiation</b> <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>
<p><b>The spark/launch/intro</b> <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>I would begin the activity at the meeting space with the whole group by asking “Friends, what is your favorite food? Do you know it is health or not?” i would follow up that questions by asking the children to share their understanding of various foods. After gethering a few responses I would explain that today we are going to match the food</p>	<p>Hearing: This part of the activity asks the children to listen to their peers to get more information about different foods.</p>	<p>To scaffold this activity for all children but particularly children who are emergent bilinguals, I would make sure to review a health and unhealth poster and revisit the vocabulary for various foods</p>

	number puzzle to be able to show how we can identify what the food is and practicing to count numbers from 1 to 10.	Visual-Spatial and Linguistic: This part of the activity asks the children to see the foods look like and to discuss about these foods are good or bad for our bodies.	names. I would also provide all students opportunities to introduce their artworks. Meanwhile, I would try to learn to remember a few food names in the children's home languages to use them when demonstrating the food poster. For children who have special needs, I would encourage them to try to follow instruction to create their number puzzles. And give extra help to them.
<b>The activity</b> <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>I would give the students instructions to use the following steps to guide them in this activity: First of all, I would like to start by asking question: " friends, could you remember that what we discussed about the health and unhealthy foods for past few days? Which food is health or unhealthy? What kind of foods you eat everyday? What is your favorite food?"</p> <p>Second, I would provide students materials and different images worksheet to choose. Such as: different color Construction papers, Glue sticks, Washable color paints, Crayons, Pens, Pencils, Markers, Various food worksheets.</p> <p>Third, while the children were coloring or pasting their puzzles, I would circulate around the room to see if any one needed help to focus on the theme of the activity.</p> <p>Finally, some of them would probably be caught up in the activity and I would not interrupt them. If someone needed any assist that I would love to give a hand to them.</p>	<p>Bodily/Kinesthetic: This part of the activity asks the children to use their fine motors skills to create their own number puzzles.</p> <p>Auditory: This part of the activity asks the children listen to the instruction of making the number puzzle.</p> <p>Visual-Spatial and Linguistic: Children will share their experience to how they created and decorated the number puzzles.</p>	<p>For children who are especially active this activity that might be a little bit long, but they might also focusing on matching their number puzzles rather than to decorate and make their own one. So that, I would pay more attention to them and give extra instruction.</p> <p>At the end of this activity, I would paste all children's number puzzles worksheets on the wall to exhibit to their parents.</p>

<p><b>Reflection</b>  <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>At the end of this activity, we would return to the rug for a conversation and exhibition of their artworks. I would ask, “ friends, what did we learn about how to sort of different type of foods? Which foods are good for our bodies? And what foods are harm for out bodies? What should we do?”</p>		
<p><b>Possible Extensions</b>  <i>What could you do on another day to build on this activity?</i></p>	<p>On future days we could continue to do another kind of number puzzles to extend their understanding of health and nutrition, what type of foods are good for our bodies and what are they look like. We would also continue to read books about health foods and unhealth foods, and then, I would let the children draw their favorite foods from the stories.</p>		



<b>GROWTH AND LEARNING</b>	
<i>How will this learning experience support the children's growth and learning in the following domains?</i>	
<b>Cognitive/thinking</b>	This activity encourages children to think and use sentences to describe their ideas. Furthermore, it will also build up their understanding of health food.
<b>Physical</b>	This activity encourages children to use their fine motor skills, which is used their hands to hold pens, or markers to color to make their own puzzles.
<b>Social/emotional</b>	This activity encourages children to share with their peers, sharing their ideas and knowledge of health foods.
<b>Language/literacy</b>	This activity encourages children to understand the meaning of different words and picture their imagination, by written, colored and decorated their number puzzle. And develops children's understanding key vocabulary words related to various foods.
	List 3-5 target vocabulary words: apple, banana, watermelon, french fries, coke, milk.
<b>Content Area(s)</b>	This activity encourages children to be readers, creators and thinkers by colored and marked on the number puzzle worksheet, imagined and created food list related to the real worlds.
<b>STANDARDS/GOALS</b>	
<i>What Pre-K Common Core Learning Standards (CCLS)* are addressed in this activity?</i>	
Domain 1: Approaches to Learning	2. d. Engages with peers and adults to solve problems. 3. e. Demonstrates innovative thinking 4. b. Expresses an interest in learning about and discussing a growing range of ideas
Domain 2: Physical Development and Health	1. c. Communicates to discuss sights, smells, sounds, tastes, and textures 5. a. Demonstrates ability to use fine motor skills 8.c. Talks about food choices in relationship to personal allergies and overall health
Domain 3: Social and Emotional Development	2. f. Identifies likes and dislikes, needs and wants, strengths and challenges 3. g. Exhibits confidence and pride in home language and culture 5.a. Seeks input from others about a problem 6.b. Engages easily in routine activities (e.g., story time, snack time,

\* For CCLS, please go to the following URL:

[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nyslsprek.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf)

	circle time)
Domain 4: Communication, Language, and Literacy	2.b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them 4.a. Understands and follows spoken directions
Domain 5: Cognition and Knowledge of the World	3. Understands the relationship between numbers and quantities to 10, connects counting to cardinality 7. Identifies first and last related to order or position
<b>AUTHENTIC ASSESSMENT</b>	
<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>	After participating in this activity, I would offer the children opportunities to display their artworks on our classroom wall. I would label the display bulletin board: “ various health food number puzzles” and ask the children to point out the health food on the worksheets that showed their understanding of identifying the health foods. Then, children are getting the Big Ideas and/or exploring the Overarching Questions whether or not by asking sharing their answers. Furthermore, I would documented their answers and the artworks as an helping tool. Finally, we would show students works to their parents when they come to pick them up.
<b>POST-ACTIVITY COMMENTARY*</b>	
<i>What aspects of this activity seemed to be most successful in supporting the children’s growth and learning? What, if any, surprises were there? What, if any, challenges were there? Record the results of your authentic assessment activity. How would you modify this activity the next time to make it more successful?</i>	I think this activity most successful in supporting children’s growth and learning by provideing opportunities to children to experience the context of the real world. They seemed to participate in this activity with great joy and engagement. When they was working on the number puzzles, I saw they hold the markers, pens, or pencils to decorate their art works. Furthermore, after the activity, they would shared their ideas with their peers, and introduce their artworks. What surprised me was that some children realized that differences in their works and the experiences their shared. One challenge in implementing this activity is as a teacher is how to encourage students to create their own works. I need to keep thinking about how I can foster this in my classroom. I will modify this activity the next time to make it more successful by asking parents involve in the activity.

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\* 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.

### 3) Commentary/Reflection responding to the following prompts:

This commentary will be explaining the choice I made in designing my activity plan and describes how these learning experiences connect to large themes of my curriculum. It also a reflection of the topic of this activity that is developmentally and culturally appropriate for the group of learners for whom I am designing it. Therefore, it indicates how this activity offers opportunities for a range of learning styles and needs.

First of all, the reason why I chose the theme “Healthy and Nutrition” is because I believed it would be a reasonable theme to start the school year on. It will allow my students to experience the context of the real world, express the feeling, and transfer their knowledge from school to the social environments. So that, as I read out loud a book to my students to introduce and to explain the healthy food to them, they will be excited to share their ideas about it. For example, I will ask “what healthy food is?”, “why we need to eat healthy food?”, “How will we be if we don’t eat healthy food?” and so on. These questions will lead and direct my students to think to discuss with their peers. It will also extend students’ knowledge and developing their cognitive, and language development.

Second, creating a number puzzle. This activity does offer children opportunities for growth and learning. It will support the child’s growth and learning across all domains of development, such as physical, social, emotional, creative, cognitive. During the activity, I did ask the students some questions that focused on the main topic of the activity. Such as “why we need to eat healthy food?”, “How does healthy food help our bodies?”, “What color is the carrot?”, and so on. These questions can deepen children’s understanding of healthy food. They were also able to make their own choices to create their healthy puzzle. My activity play has taken into account what I know about the child in terms of their background, interests, and

learning needs. Also, this activity will support the child's language development and emergent literacy by creating their number puzzles. During the activity, I will ask children open-ended questions to guide them to think to solve problems. I would also have students physically use their fine motor skills to hold markers, crayons to create their number puzzles.

On the other hand, language, and cognitive were important factors in this activity. so that as I performed the number puzzle activity with the students, I would have done differently was asking more questions that will allow students to have ideas about it. Students were asked questions as parts of their comprehension. The questions that were asked to the students required them to use the new vocabulary words learned before performing the activity. meanwhile, before performing the activity students were introduced to a healthy food book, so they got a second learning experience through this activity. Besides, one of the changes I would make to better support the activity engagement of children is introducing the activity differently. Also, provide students with open-ended questions which allow students to build their cognitive skills. I will use children's artworks, responses to questions to make sense of what the children have learned.

In conclusion, as an educator, I will assess students' learning by my observation of what they did during the activity. I will also use the children's learning process, artworks, responses to questions to analyze what the children do or make in response to the activity. Also, the launch of this activity is something I would consider changing. Based on what occurred in the video changing the procedure and launch will improve students' learning. Launching the activity in a better way can help students become more engaged and anxious to learn more about the topic.

### **Part C: Implementing the Activity Plan-Teaching Reflection**

I implement my activity plan in my friend's backyard on Saturday. After the children coming into the backyard and standing next to the table, I said "Hi, Wilson" to my student. At the beginning of the class, I talked with Wilson, I encourage him to express his feeling about healthy food. He responded quickly: "vegetables can make me stronger, and healthier". I asked him what are his favorite food.". At this moment, I asked him: "what vegetables his mother planted, did he give a hand to his mother?" and I explained to him. It was effective because Wilson is participated in the conversation and shared his experiences of eating healthy food.

Through the conversation with Wilson and his mother, the child knew that healthy food provides nutrition to our bodies that help grow, and build muscles. After that, I asked what else healthy food we did not mention, let us read a book. While I was reading the book, I showed him pictures on my iPad, so he could connect the healthy food to his meals. It was helpful because children can connect healthy food with their daily eating. Furthermore, I also asked the child: "what food are you used to eat? Do you like vegetables? Do you like fruits?" to interest him to share his experiences with me.

When I finished the books, I invited the child to discuss what happens if we do not eat healthy food, and why we should eat healthy foods. He answered me quickly and read out loud the words he saw in the book. Such as: "get pimples and my teeth will decay, get cold, gain weight, and get sick ". At this point, I realized that he did understand what healthy foods were, and why we should eat well.

Then, I invited the child to do a healthy food number puzzle. Before he started, I asked what materials he wanted to choose, he chose a "carrot" number puzzle, glue stick, marker, crayons, and paint. I asked questions to him while he was matching the number puzzle from 1-10.

Such as: “what number is next to three? what number is between and ten? What number is before eight?” He could answer most of them correctly, but he seemed misunderstanding when I asked: “What number is before eight?”. However, finally, he could answer it while I changed the word “before” to “in front of”.

After he matched the number puzzle and placed it in order, I chose the open questions to ask my student, and my questions and responses make the child think more deeply. such as: “ Wilson, what do you like to choose to do? What are you working on? What color is a carrot? Do you kile it? and so on.” He answered my questions very quickly and used an orange marker and a green crayon to color it. At this point, I realized that he did understand what the healthy foods were, and what they looked like. Besides, I realized the child’s physical, cognitive, social, and emotional development is well-being.

In conclusion, at the beginning of the activity, I read a book to engage my student’s development of literacy. After reading a book, we discussed healthy foods, and I chose open ending questions to interest and engage my student to share his feeling. So that it could develop his language and social/emotional domain. I would change my introduction at the beginning and ask them different questions because the book had introduced the benefits of eating healthy food, and the bad things if we do not eat well. I could ask the child “What is healthy food? how healthy food help us?” However, I will change the procedure and materials. At the beginning of the activity, I will read a book first, then invite the child to describe what food he likes, and why. After he shared his feeling, I could also invite his parents to describe the benefits of healthy food, so he could know healthy food content. After that, I will ask the child to choose the materials he wants. Also, I will change some materials because he distracted from telling me about the name

of the crayon instead of focus on painting. After I change the materials, the child can do his artwork according to his interesting materials.

#### **Part D: Assessing Children's Learning**

Through the activity plan, the children read books and made the number puzzle, chose different healthy food number puzzles, glue sticks, markers, crayons, and paint to create it, and then shared his artwork with us. Through the number puzzle matching and read books, children could learn what healthy foods were, how healthy foods help our bodies, and why we should eat well. They could understand what healthy food is, what kind of food is healthy and what kind of food is unhealthy, and what benefits the healthy food provided. The Children developed their cognitive, social, emotional, and fine motor skills in this activity. This activity can help children connect with big ideas and enhance their growth, focusing on achieving the objectives. Besides, the child could decorate and make the number puzzle after I read the book. During the reading time, children could recognize the different healthy foods and their benefits. When we started our exhibition, children could share about what they thoughts, ideas about their artwork.

First of all, the book I read about the importance of eating healthy food, and the harms of unhealthy food, so the children could understand what healthy food was. When I saw they had something confused, I would guide them to find out the answers by asking open-ended questions. For example, I was reading the book while I showed their pictures of healthy and unhealthy food to connect the healthy food to their meals. It was helpful because children can connect healthy food with their daily eating. Furthermore, I asked the children: “what food are you used to eat? Do you like vegetables? Do you like fruits?” to interest them to share their experiences with me.

I also encouraged children to talk about their design of the scene, tell their ideas, and cooperate with their peers during the class.

According to the Learn Guidelines, after I read the healthy food books for children and asked them questions, they were excited to talk about what they knew about healthy food. This response related to early learning guidelines “Recognizes their peers’ knowledge and asks them about things that they are experts in, Asks scientific questions, (e.g., what happens to the caterpillar when it is in the chrysalis), Believes that there is one objective, the truth about a subject and thinks that if others have a different interpretation, they do not know the truth.” When we were having the artwork exhibition, children could show their artwork and shared their thoughts. On the other hand, children’s response related to “Identifies and expresses own interests, references, and abilities • Confidently expresses likes and dislikes • Has unrealistic positive overestimations of their own abilities • Compares or contrasts self to others (e.g., physical characteristics, preferences, abilities, and feelings)”. such as: when I asked Wilson: “what happens if we ate unhealthy food?”, he answered: “get pimples and my teeth will decay, get cold, gain weight, and get sick ”.

Based upon my assessment of the children’s achievement of the learning goals for this lesson, I would change to offer the children opportunities to display their artworks on our classroom wall and invite their parents to join this exhibition. I would label the display bulletin board: “ various health food number puzzles” and ask the children to point out the health food on the worksheets that showed their understanding of identifying the health foods. Then, children are getting the Big Ideas and/or exploring the Overarching Questions whether or not by asking sharing their answers. Furthermore, I would document their answers and the artwork as a helping tool. I think this activity most successful in supporting children’s growth and learning by



providing opportunities to children to experience the context of the real world. They seemed to participate in this activity with great joy and engagement.

Also, the launch of this activity is something I would consider changing. Based on what occurred in the video changing the procedure and launch will improve students' learning. Launching the activity in a better way can help students become more engaged and anxious to learn more about the topic. As part of the launching process of the activity, I would like to provide students with a better understanding of the new vocabulary words they are exposed to using visuals/examples. Allowing students to have a brief description of what activity that they are about to perform. This strategy can be very helpful for teachers as they get their students anxious about what's about to happen. The procedure process of the activity can be changed because I would like to allow more physical engagement of all the students. Also, review the healthy food topic, so students can refresh their minds which will benefit me to ask more questions. Also, this will help students become more eager to discuss and share their ideas.