

# Activity Plan

**Designed by: Su Huang**

**Curriculum Topic: Traditional Festivals Around the World**

<b>OVERVIEW/FRAMING</b>									
<p><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></p>	<p>The topic of this activity is developmentally and culturally appropriate for the group of learners for whom I am designing it. Dramatic pretending play provides children with a opportunity to experience the context to the real world and express what they know about various social situations that arise in the early childhood classroom. Furthermore, this activity explores the main theme "Traditional festivals Around the world" through a different perspective while providing students with activities to support development across all domains. Therefore, children can be understanding the meaning of different festivals that it is a day fulfill fun and joy.</p>								
<p><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></p>	<p>What are the differences between various festivals? How people to celebrate those festivals? Why is meaningful to people?</p>								
<p><b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><b>Visual Arts</b></td> <td style="text-align: center;"><b>Music</b></td> <td style="text-align: center;"><b>Movement/Dance</b></td> <td style="text-align: center;"><b>Drama</b></td> </tr> <tr> <td style="text-align: center;">Emergent Literacy</td> <td style="text-align: center;">Mathematics</td> <td style="text-align: center;">Science</td> <td style="text-align: center;">Social Studies</td> </tr> </table>	<b>Visual Arts</b>	<b>Music</b>	<b>Movement/Dance</b>	<b>Drama</b>	Emergent Literacy	Mathematics	Science	Social Studies
<b>Visual Arts</b>	<b>Music</b>	<b>Movement/Dance</b>	<b>Drama</b>						
Emergent Literacy	Mathematics	Science	Social Studies						
<b>KNOWING THE LEARNERS</b>									
<p><b>AGE RANGE:</b></p>	<p>3-5 years old</p>								
<p><b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>Children at this age ranges can mark and use symbol to represent their Ideas and their knowledge. Their cognitive development are more powerful and complex than when their were two years old. Furthermore, their motor skills are better that can be holding pens, pencils, markers and etc to write, which meant their physical development are increased. Moreover, their can speak more sentences completely and meaningful, can be cooperation with others as groups, which meant their interpersonal skills, social and emotional development getting extend.</p>								
<p><i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i></p>	<p>Children in this age might misunderstandings have about the festivals and its meaningful are. in order to make better understanding, I am planing to address this by storytelling, dramatic pretending and visual art. Through those activities, children would realize and better understanding the meaningful of it.</p>								

**SOCIO-CULTURAL CONTEXT:**

*What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date? \**

About this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date I knew that their families are all diverse, and speak more than two language, which are Chinese, Spanish and English. Furthermore, some of them are shy, sensitive, but some of them are more out-going, and Independence.

**\* Note: You may not be designing this activity with a specific group in mind. Envision and describe a group of children you could anticipate working with in a NYC early childhood classroom.**

**MATERIALS & LEARNING ENVIRONMENT PREPARATION**

<p><b>MATERIALS</b></p> <p><i>What materials will you need to teach this activity?</i></p> <p><i>List all books (title and author) and materials, including any used during the spark/launch/intro, the activity, the reflection, and during set up and cleanup</i></p>	<p><b>LEARNING ENVIRONMENT</b></p> <p><i>What modifications will you need to make to the classroom to support this activity?</i></p> <p><i>Think about materials, books, toys, props.</i></p> <p><i>Think about how you might rearrange the classroom furniture, etc. To accommodate the activity.</i></p> <p><i>Think about changes you might need to make in various learning centers (e.g., what might you add/change in each learning center to bring the curriculum topic into that center), bulletin boards, meeting spaces, etc.</i></p>	<p><b>EVENTS/RESOURCES</b></p> <p><i>What events or resources, including people, might you need to arrange in advance?</i></p> <p><i>Think about special activities, such a field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</i></p>
<p>“Bringing In the New Year” by Grace Lin            “Dragon Dance: A Chinese New Year Lift-the-Flap Book” by Joan Holub, illustrated by Benrei Huang            “Chinese New Year Colors” by Richard Lo            Beans, Sands, Small rocks            Construction papers, Markers            Paints, Brushes, Containers            Thin lines, Ribbon, Tape            Glue sticks, Plastic Bottles            Small milk box, paper tubes            Washable color paints            Crayons, Pens, Markers</p>	<p>In order to support this activity,            First, I would set up a dramatic pretend play area with prop, books and various tools for students to express their ideas, to communicate with others and improvise while developing their creative thinking.            A library center with various books and a listening area for students to learn, to practice the things they heard from daily life.            A literacy center next to the library includes art, writing and math manipulative that various materials within provide</p>	<p>For this topic, I will read out loud books to children and asking questions about New Year.            Then, we will discuss how different celebration of New Years.            Second, I will play a song “ Happy New Year! (新年好!)” and sing with them.            And , I will provide materials to them to create their own drums. Moreover, we would go to the dramatic center use the cookwares, food to pretend having a New Year’s feast.We would share the food, drink and have conversation about</p>

<p>Fade food sets, Bakeware sets</p>	<p>opportunities to children to paint, to draw, to count and to write.</p> <p>Additionally, I also set up a sensory center and a music center together next to the science center for providing students have a natural interest in sound, which is encouraging them to experience music in their early ages.</p> <p>A science center is left side of meeting space for my students to discover and understand the tools how adults use to measure the size, weight, and shapes as a result that get connected with the real world.</p> <p>A block center I set up between the meeting space and the dramatic center for all students, and the blocks can offer students a chance to express themselves and encourage them to create their own designs, meanwhile, inspiring their cognitive and creative ideas.</p> <p>Moreover, I would display their art works and pictures, words on a wall or bulletin board.</p>	<p>it. Thus, children would understand they would have feasts on New Year and that is a happiness day fulfil love and joy.</p>
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<p><b>THE LEARNING EXPERIENCE</b></p>	<p><b>Multimodal Engagement</b>  <i>Identify and explain how this activity provides opportunities to use <b>at least</b> three learning modalities: musical, interpersonal, linguistic, visual-spatial, bodily-kinesthetic (tactile),</i></p>	<p><b>Differentiation</b>  <i>How will you modify this activity for children with different learning styles and needs? (emergent bilingual, special needs, very physically active, etc.)</i></p>
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<p><b>The spark/launch/intro</b>  <i>What will you say or do to engage the children in this experience?</i></p> <p><i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<p>I would begin at the meeting space with the whole group by reading “Bringing In the New Year” by Grace Lin and “Dragon Dance: A Chinese New Year Lift-the-Flap Book” by Joan Holub, illustrated by Benrei Huang.</p> <p>After reading, I would ask the children to describe how they family to celebrate the New Year at home and I would follow up by asking children to think about other times when they saw what happened on New Year at the televisions and heard from their families. Also, we would discussing how they celebrate it at home and what they feels.</p> <p>Additionally, I would explain that the differences of celebrations and we are going to pretending to celebrate the New Year in class.</p>	<p><i>auditory</i></p> <p>Interpersonal: This part of the activity asks the children to describe how they to celebrate festivals.</p> <p>Bodily/Kinesthetic: This part of the activity asks the children to think to talk.</p> <p>Visual-Spatial and Linguistic: This part of the activity asks the children to imagine how to celebrate festivals.</p>	<p>To scaffold this activity for all children, but especially children who are emergent bilingual, I would review the pictures and vocabulary for various poster.</p> <p>For children who have special needs, I would encourage them to try to follow instruction to create their drums. And give extra help to them.</p>
<p><b>The activity</b>  <b><i>What will the children be doing?</i></b>  <i>List the procedure step-by-step. What will you say or do to support their process?</i></p> <p><b><i>Remember:</i></b> <i>This should be a creative, experiential, and hands-on learning activity. The children should be <b>actively</b> engaged in learning through play and exploration.</i></p>	<p>First, I would provide materials to my students and show how I did my drum step by steps. I will inform then to make a drum by choose a bottle or boxes and put beans or sands inside it. Then, close it up and use color paper to cover around the box or bottle. Finally, I would draw some color lines on it and sign my name.</p> <p>And I would ask my students questions like: “What do you gonna choose? Why are you choose it? What sounds it make? Why do you color it like that?”Second, follow my instruction, children would choose the materials they like,</p>	<p>Bodily/Kinesthetic: This part of the activity asks the children to use their motors abilities to create their own drums.</p> <p>Visual/Spatial and Linguistic: This part of the activity asks the children to imagine and design their drums.</p> <p>Auditory: This part of the activity asks the children to listen to</p>	<p>For children who are especially active this activity that might be a little bit long, but they might also focusing on playing the drums rather than to create their own one. So that, I would play more attention to them and give extra instruction.</p> <p>At the end of this</p>

	<p>whether is beans or rocks, or sands as main fill material. Then, they would color the construction paper or box, containers or bottles before putting the main fill material in side.</p> <p>Moreover, they can use different colors ribbon, thin lines, colorful papers to decorate it one more time.</p> <p>Later, we would go to the dramatic center use the cookwares, food to pretend having a New Year's feast. We would share the food, drink and have conversation about it. Then, children would understand they would have feasts on New Year. Additionally, I would provide an art activity with them. In the art work activity, we replicate our own New Year's experience through craft by creating New York City with fireworks and provide materials (Colorful construction papers, String, Crayons, Markers, Scissors, Staplers, Glues, Tapes) for them to make their own fireworks. Through this activity my students would communicate and operate with others.</p>	<p>the instruction to create.</p> <p>Visual-Spatial and Linguistic: Children will share their experience to how they created the drums and fireworks.</p>	<p>activity, I would provide opportunities for all children to share their ideas about it.</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>As the activity wraps up, I will offer the children opportunities to display their drums and fireworks, then to share their experiences of how they make their own drums and why they chose that materials to make drums to other students.</p>		
<p><b>Possible Extensions</b> <i>What could you do on another day to build on this activity?</i></p>	<p>On another day, we can to create different events to build on this activity. Such as how can they picnic at a park, how can they celebrate the carnival, Mid-Authum Festival and etc.</p>		

## GROWTH AND LEARNING

*How will this learning experience support the children's growth and learning be in the following domains?  
Use your knowledge of child development and milestones and the theories of child development you have studied.*

<b>Cognitive/thinking</b>	This activity encourages children to think and use sentences to describe their ideas.
<b>Physical</b>	This activity encourages children to use their motor skills, which is used their hands to create their own drums, to hold pens, markers to color and write.
<b>Social/emotional</b>	This activity encourages children to cooperate and communicate with their peers, sharing their ideas and knowledge.
<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 drums.
	<p><b>List 5-10 target vocabulary words</b>  <i>(Remember: These should be <b>challenging</b> vocabulary words, not common words that the children should already know. You want to <b>increase</b> their vocabulary.)</i></p>
<b>Creative Arts</b>	This activity encourages children to be readers, creators and thinkers by written and marked on the drums, imagined and created drums related to the real worlds.

## STANDARDS/GOALS

*What Pre-K Foundation for the Common Core (PKFCC)/Common Core Learning Standards (CCLS) are addressed in this activity?  
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?)*

Domain 1: Approaches to Learning	<ol style="list-style-type: none"> <li>1. c. Engages in pretend and imaginative play – testing theories, acting out imagination.</li> <li>2. a. Identifies a problem and tries to solve it independently</li> <li>3. e. Demonstrates innovative thinking</li> </ol>
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	4. b. Expresses an interest in learning about and discussing a growing range of ideas
Domain 2: Physical Development and Health	4. b. Explores, practices, and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing, etc.) 5. a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, 6. b. Participates in activities designed to strengthen major muscle groups
Domain 3: Social and Emotional Development	1. a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation 2. b. Identifies self as being part of a family and identifies being connected to at least one significant adult  4.c. Uses and accepts compromise; with assistance
Domain 4: Communication, Language, and Literacy	1. c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions) 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 (Choose math, science or social studies)	5. c. Participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story. 6. a. Demonstrates age-appropriate behavior when observing theatre and drama.

**AUTHENTIC ASSESSMENT**

<p><i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>What evidence will you gather to assess each child's developmental progress?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual</i></p>	<p>I will to determine the children are getting the Big Ideas and/or exploring the Overarching Questions whether or not by asking questions and observation. Through the questions they answered and the works they did, and my observation. Furthermore, they act in the process of this activity and how to communicate with their peers, how to share their experiences, and how they did the jobs and etc.</p>
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arts project, a performance,  
etc.

### POST-ACTIVITY REFLECTION\*\*

*What aspects of this activity do you think will be most successful in supporting children's growth and learning?*

*What surprises might there be?*

*What challenges do you envision in implementing this activity?*

*How might you modify this activity the next time to make it more successful?*

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 drums and fireworks, I saw they hold the markers and pens to decorate their art works. Furthermore, during the activity, they would communicated with the peers next to them.

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.

\*\*You will not have the opportunity to implement this activity. However, you should build the practice of reflecting upon your teaching and striving to improve each lesson.