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ECE 312-090W

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Community Helpers

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE**Team Members:****Focused Curriculum Plan
ECE 312****Curriculum Topic** Community Helpers**CURRICULUM TOPIC**

1. Will this topic allow for active, constructive learner participation and involvement? Explain.

This topic will allow for active, constructive learner participation and involvement because community helpers is a good topic as well as all-about-me can provide children opportunities to experience the real world, and this topic can provide more real connection with our community, and helps them to imagine what they gonna be in their later life.

2. Will this topic foster social interaction? Explain.

This topic will foster children's social interaction through several activities, such as read out loud a book "When I Grow Up, What I Want To Be" and have a discussion about it. Then, they will go to the dramatic center for pretending different helpers. Later, they will paint on a printable paper, which is given by their teacher, to choose to paint the firefighter, or doctor, or so on.

3. Will this topic be meaningful to your learners? How does it connect to their real world?

Explain.

This topic will be meaningful to the learners because it can help them connect to their real world by providing them opportunities to experience and pretending the characters they want to be when they grow up, and understand the responsibilities of each of the characters.

4. Does the topic allow learners to connect to prior knowledge? Explain.

This topic dose allow learners to connect to prior knowledge by counting with tools, listening to storytelling and watching the images.

5. Will the topic allow learners to develop problem-solving strategies and be creative? Explain.

This topic will allow learners to develop problem-solving strategies and be creative because children can experience the adult's life and have opportunities to practice what they already known by pretending playing.

6. Will the topic allow learners to engage in self-regulation and be reflective? Explain.

This topic will allow learners to engage in self-regulation and be reflective by storytelling and discussing with their peers.

7. Will the topic help learners to build on/change their current understanding? Explain.

This topic will help learners to build on/change their current understanding because it can offer children opportunities to figure more about community helpers and have images about what community helpers are, and brings them to think what they want to be when they grow up.

8. Does the topic allow learners to gain deeper knowledge of general principals and explanations of the world? Explain.

This topic does allow learners to gain deeper knowledge of general principals and explanations of the world because it through several activities to help children to relate it to the real context.

9. Can children use the knowledge gained through this topic in meaningful real world situations? Explain.

Children can use the knowledge gained through this topic in meaningful real world situations because it provides them an opportunity to experience the real world.

10. Does the topic provide opportunities for children to practice and gain mastery? Explain.

This topic does provide opportunities for children to practice and gain mastery because they can pretending different characters as well as adults in the society.

11. Can you present this topic in meaningful ways for diverse children with developmental and individual differences? Explain.

I can present this topic in meaningful ways for diverse children with developmental and individual differences because every single child has different levels of learning, each of them has not the same family cultural background, so that, I need to teach to foster them in many ways.

12. Will this topic be interesting and motivating to the learners? Does it allow for autonomy/choice? Explain.

This topic will be interesting and motivating to the learners because at the ages of the children are eager to learn to experience something new. It does allow for autonomy/choice to my students, because it is an open ending topic, provides them opportunities to choice what they want to be and allows having different results.

STEP 2: LEARN THE CONTENT:

1. Brainstorm with your colleagues. What information do you (the teachers) already know about this topic? List everything you can think of:

Community helpers are the individuals who live and work in our community and ensure that the community stays healthy, safe and happy. Such as: police, firefighters, mail carriers, dentists, doctors, construction workers, and mechanics, and so on. Community Helpers is one of those themes that can be done at any time in the year.

2. Gather information from various sources of research. List at least 3 resources for each of the following:

A. Children's literature

1. Pig Pig Gets a Job, by David McPhail
2. Whose Hat Is This? by Sharon Katz Cooper
3. When I Grow Up by Al Yankovic, Wes Hargis

B. Website Information

1. The foundational and supporting texts in the NYCDOE Pre-K Curriculum Units.
2. <https://www.babylist.com/hello-baby/antiracist-books>
3. <https://www.themeasuredmom.com/100-community-helper-books/>
4. <https://study.com/academy/lesson/materials-resources-for-an-early-childhood-classroom.html>

C. Materials/Resources

1. Children's books
2. Writing tools
3. Doll Toys
4. Blocks set
5. Puzzles
6. Cars and so on.

4. What did you learn from your research?

From my research, I learned that appropriate materials, an appropriate interesting curriculum and some good quality children books are very important.

5. What misinformation did you find in your original ideas?

In my original ideas, I found that community helpers are not only include police, doctor, firefighter. Community helpers can be anyone who service to our community.

STEP 3: IDENTIFY KEY CONCEPTS:

What are the Big Ideas/Overarching Questions to be explored in your topic (one sentence for each idea/question) The Big Ideas should be connected to deep understandings of the general principles and explanations of the world.

1. Who are community helpers?
2. What do community helpers look like?
3. What are community helpers' responsibilities?

Identify and list 10 key vocabulary terms connected to this topic:

1. Doctor : a person who cures illnesses and makes us healthy
2. Police: a member of a police force, keeps peace
3. Teacher : someone who can teach knowledge to others.
4. Firefighter: a member of a fire department who tries to extinguish fires
5. Driver: someone who drives a bus, taxi, subway.
6. Plumber: a craftsman who installs and repairs pipes and fixtures and appliances
7. Pilot: someone who can fly an airplane and take us from one place to another place.
8. Baker: someone who bakes cakes, bread and so on
9. Landscaper: someone who arranges features of the landscape or garden attractively
10. Farmer: a person who works growing crops or raising animals

STEP 4: CONNECT YOUR TOPIC TO THE CONTENT AREAS.**WHERE IS THE MATH?**

1. Choose 2 of the following math content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

- a. Operations and Algebraic Thinking
- b. Geometry
- c. Measurement and Data
- d. **Overview: discuss what children want to be when they grow up, and how many of them want to be police, doctor and so on.**
- e. **Mathematical Practices: count how many community helpers they learned, how many of them want to be firefighter, doctor, police and so on.**
- f. Counting and Cardinality:

2. Choose 3 and List developmentally appropriate ways children can learn math in each of the following Learning Centers:

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. **VISUAL ARTS** (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT
- e. **SAND AND WATER PLAY**
- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY
- h. **LIBRARY/LITERACY**

- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY

WHERE IS THE SCIENCE?

1. Choose 2 of the following science skills/content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this skill/content area:

- a. **Scientific Thinking**
- b. Earth and Space
- c. **Physical Properties**
- d. Living Things

2. Choose 3 and List developmentally appropriate ways children can learn science in each of the following Learning Centers:

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. **VISUAL ARTS** (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT
- e. **SAND AND WATER PLAY**
- f. BLOCK BUILDING
- g. **SCIENCE/DISCOVERY**
- h. LIBRARY/LITERACY
- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY

WHERE IS THE SOCIAL STUDIES?

1. Choose **2** of the following content areas, and describe the Big Ideas and Enduring

Knowledge that connects your topic to this content area:

- a. Individual Development and Cultural Identity
- b. Civic Ideals and Practices**
- c. Geography , Humans, and the Environment**
- d. Time, Continuity and Change
- e. Economic Systems

2. Choose **3** and List developmentally appropriate ways children can learn social studies in each of the following Learning Centers:

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)**
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT**
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY**
- i. WOODWORKING/CARPENTRY

Step 5: Implementing the Curriculum Topic:

Launch/Introduction (How you begin the curriculum topic):

Describe 1 activity:

1. I will read out loud a story book to my students and discuss with them, what they want to be when they grow up.

Meeting Time (How you sustain and expand the topic):

Describe 1 activity:

1. Giving children several books to read, then sharing what job their parents do

Creative Arts Activities (Visual Arts, Music, Dance, Drama):

Describe 1 activity:

1. First, providing options for children to choose what they want to pretend, then children will go to drama center to pretend different characters of community helper.

Read Aloud: Find 2 picture books: 1 fiction and 1 non-fiction):

Describe a literacy extension activity for each book:

1. "When I Grow Up" by Al Yankovic, Wes Hargis. I will read out loud to my students and ask them what do they want to be. Then, teaching them how to pronounce each word.

2. "Whose Hat Is This?" by Sharon Katz Cooper. I will read out loud to my students and explain what hats look like for each community helper.

Shared Reading (Songs and/or Poems) Describe 1 activity using either a poem or song:

(Include a separate document of the poems or song used)

1. The policeman keeps us safe. The policeman keeps us safe. Hey! Ho!

What do you know?.....

Math Activity Plan

Designed by: Su Huang

Curriculum Topic: Community Helpers

OVERVIEW/FRAMING	
TOPIC	
Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.	The topic of this activity is developmentally and culturally appropriate for the group of learners for whom I am designing it through diverse storytelling and mang charaters’s pictures to get to know the community helpers in our community. Through participating this activity, children can learn new vocalulary, count numbers and create art works about those different community helpers.
BIG IDEAS/OVERARCHING QUESTIONS	
What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?	Children will be exploring new connections and ideas will be engaged through asking questions, discussing and counting numbers. Such as: What community helpers we learned today? How many helpers do you know? How many students want to be helpers?
CONTENT FOCUS:	Visual Arts Music Movement/Dance Drama
Identify which content area(s) will be addressed in	Emergent Literacy Mathematics Science Social Studies

this activity	
LANGUAGE AND CONTENT OBJECTIVES	<p>Language objectives: children will learn to define different shapes, and count numbers from 1 to 10.</p> <p>Content objectives: children will be able to identify different shapes and count numbers from 1 to 10.</p>
KNOWING THE LEARNERS	
AGE RANGE:	3-5
CURRENT DEVELOPMENT: What do you know about the current growth of learners in this age range for the content focus?	<p>Children will be able to count numbers from 1-10, and identify some base shapes. Furthermore, they will be able to identify different sizes, such as big and small, high and low, tall and short.</p> <p>Additionally, children will be able to measuring the liquid in diverse containers.</p>
What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?	<p>Children will get confuse for diverse shapes, such as: rectangles and squares. Besides, children will also get confuse for measuring the liquid in different containers.</p>
SOCIO-CULTURAL CONTEXT: What do you know about this group of children in terms of their cultural	<p>2 of your students speak Spanish</p> <p>4 of your students are from Ecuadorian and Honduran descent</p> <p>1 of your student is of Chinese descent</p> <p>3 of your students speak English only</p>

backgrounds, learning styles, languages spoken, and learning experiences to date?*		
MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS 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	LEARNING ENVIRONMENT What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)	EVENTS/RESOURCES What events or resources, including people, might you need to arrange in advance?
1. Pig Pig Gets a Job, by David McPhail 2. Whose Hat Is This? by Sharon Katz Cooper 3. When I Grow Up by Al Yankovic, Wes Hargis 2. Writing tools : pencils, markers, brushes and so	Meeting places is the modifications I will need to make to the classroom to support this activity because we will be seating on the carper and read out the books. Later, we will be discussing what they gona be when they grow up by	First of all, I will invite children's parents who are polices, or teacher, or firefighter, or mail carrier, or dentist, or doctor, or construction worker, or mechanic to participate in our activity and dress up talk about what uniform the police, or

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

<p>on.</p> <p>3. Doll Toys</p> <p>4. Blocks set</p> <p>5. Puzzles</p> <p>6. Cars and so on.</p>	<p>viewing helpers pictures.</p>	<p>teacher, or firefighter, or mail carrier, or dentist, or doctor, or construction worker, or mechanic have.</p> <p>Second, I need to set up the whiteboard with numbers poster.</p>
<p>THE LEARNING EXPERIENCE</p>		
<p>The launch</p> <p>How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic?</p> <p>How will you describe the procedures of the learning activity? What will you say and do?</p>	<p>I will engage the children in this learning experience by storytelling. I will introduce the concepts and vocabulary of the topic by asking questions to them. I will describe the procedures of the learning activity and I will say what are the community helpers? What do they do for our community? What do you want to be when you grow up? How many helpers do you know? What kind of clothes the helpers wear? and showing different helpers pictures to them.</p>	
<p>The activity</p> <p>List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their</p>	<p>First, read out loud books to children and show diverse helpers pictures to them.</p> <p>Second, children will be interesting to share their knowledge of community helpers and discuss which helpers they want to be when they grow up.</p> <p>Third, inviting parents to participate our activity that sharing their</p>	

<p>learning? Be specific and detailed in your description.</p>	<p>experiences as diverse community helpers.</p> <p>Later, counting how many helpers they learned today.</p>
<p>Reflection</p> <p>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</p>	<p>As the activity wraps up, I will offer the children opportunities to respond to what they learned today and reflect on this activity by retelling the story they heard today. Meanwhile, children will be able to share what they want to be when they grow up, and identify what uniforms for each community helpers.</p>
<p>Possible Extensions</p> <p>What could you do on another day to build on this activity?</p>	<p>I will introduce different types of helpers and show the pictures to children. Then, we will be compare what are the differences of each group helpers we learned. Furthermore, we will be talking about what each helper do for our community. Therefore, children will be able to know more types of community helpers, and identify what responsibilities of each of them.</p>
<p>Multimodal Engagement</p> <p>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile,</p>	<p>When we are storytelling and seeing different helpers pictures, children will be listening by their ears and looking by their eyes, which are visual/spatial,and auditory.</p> <p>When we are discussing about the helpers, children will be sharing their knowledge of it and what types of helpers their parents do and they want to be, which is linguistic.</p> <p>When parents participated in our activity, children will be use their</p>

<p>linguistic, visual/spatial, auditory, musical)</p>	<p>tactile to touch the uniform and visual/spatial to watch.</p>
<p>Differentiation How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</p>	<p>I will modify this activity for learners with different learning styles and/or special needs by repeating what I say and explain. Furthermore, I will be more patient to show the pictures again and again to make sure children who with speacial needs can understand this topic.</p>
<p>GROWTH AND LEARNING How will this learning experience support the children’s growth and learning in the following domains? Use your knowledge of child development.</p>	
<p>Cognitive/thinking</p>	<p>Children will understand the differences of each community helpers and count numbers from one to ten.</p>
<p>Physical</p>	<p>During the activity, children will use their fine motor skills and gross skills.</p>

Social/emotional	Children will develop their social and emotional skills by sharing their knowledge of community helpers and express their ideas of future goals.
Language/literacy	<p>Children will be able to read books by seeing the photos.</p> <hr/> <p>List 10-15 target vocabulary words: Doctor, Teacher, Firefighter, Police, Uniforms, Numbers, Sizes, Shape, Car, Truck</p>
Content Area(s)	Math, colors, shapes and numbers one to ten.
<p>STANDARDS/GOALS</p> <p>What Pre-K Common Core Learning Standards are addressed in this activity?</p> <p>Use the PKFCC to respond.</p> <p>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?)</p>	
Domain 1: Approaches to Learning	<p>1. a. Interacts with a variety of materials and peers through play</p> <p>2. a. Identifies a problem and tries to solve it independently</p> <p>4.a. Asks questions using who, what, how, why, when, where, what if</p>

<p>Domain 2:</p> <p>Physical Development and Health</p>	<p>1.b. Compares and contrasts different sights, smells, sounds, tastes, and textures</p> <p>4c. Participates in a series of large motor movements or activities</p> <p>5.a. Demonstrates ability to use fine motor skills</p>
<p>Domain 3:</p> <p>Social and Emotional Development</p>	<p>1.b. Appropriately names types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors</p> <p>2.a. Describes self, using several different characteristics</p> <p>F. Identifies likes and dislikes, needs and wants, strengths and challenges</p> <p>6.a. Displays an understanding of the purpose of rules</p>
<p>Domain 4:</p> <p>Communication, Language, and Literacy</p>	<p>1.b. Asks questions</p> <p>3.b. Asks questions related to visual text and observations</p> <p>6. a. Uses facial expressions, body language, gestures, or sign language to express ideas</p>

<p>Domain 5:</p> <p>Cognition and Knowledge of the World</p>	<p>1.Counts to 20</p> <p>2. Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects)</p> <p>4a. Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered</p>
<p>AUTHENTIC ASSESSMENT</p>	
<p>What will you do to gather evidence to assess each child’s developmental progress?</p> <p>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</p> <p>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</p> <p>Your assessment activity</p>	<p>I will count how many students want to be polices, or teachers, firefighters, doctors when they grow up on the wjite board. Second, I will write down their answers about the community helpers. Third, I will offer children opportunities to share their thoughts and retell the stories. Four, I will document their artworks into their files over the time as tools to assist me in the future.</p> <p>I will determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions by asking questions, showing helpers’ pictures. For example, what are the community helpers? What do they do for our community? What do you want to be when you grow up? How many helpers do you know? What kind of clothes the helpers wear? How many community helpers we learned today?</p>

<p>MUST be connected to the Big Ideas and Overarching Questions.</p>	
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Science Activity Plan

Designed by: Su Huang

Curriculum Topic: Community Helpers

<p align="center">OVERVIEW/FRAMING</p>	
<p>TOPIC</p> <p>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</p>	<p>The topic of this activity is developmentally and culturally appropriate for the group of learners because it will allow children to further explore the real context with the society. Through several activities of this topic, children will be allowing to transfer what they are learning in school to the real world. Such as the firefighters save lives and keep our property safety. Children will also learn more about how each helpers service us with our community. They will explore the the relationships between community and community helpers.</p>
<p>BIG IDEAS/OVERARCHING QUESTIONS</p> <p>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</p>	<p>What is your favorite helper and why?</p> <p>What do you know about this helpers?</p> <p>How do firefighters help us?</p> <p>What would you do If you see the house on fire?</p>

<p>CONTENT FOCUS:</p> <p>Identify which content area(s) will be addressed in this activity</p>	<p>Visual Arts Music Movement/Dance</p> <p>Drama</p> <p>Emergent Literacy Mathematics Science</p> <p>Social Studies</p>
<p>LANGUAGE AND CONTENT OBJECTIVES</p>	<p>Content objective:</p> <ol style="list-style-type: none"> 1. Students will be able to identify firefighters. 2. Students will be able to decide which helper can put out the fire. 3. Students will be able to distinguish what materials can put out the fire or not. <p>Language objective:</p> <ol style="list-style-type: none"> 1. Students will be able to retell what a firefighter looks like. 2. Students will be able to describe who can put out the fire. 3. Students will be able to compare and identify what materials can put out the fire.
<p>KNOWING THE LEARNERS</p>	
<p>AGE RANGE:</p>	<p>4-4.5</p>
<p>CURRENT DEVELOPMENT:</p> <p>What do you know about the current growth of learners in this age range for the content focus?</p>	<p>There are several things about the current growth of learners in this age range for the content focus of my curriculum. First of all, this class has 8 students, 4 girls and 4 boys. Two of them are dual language learners speak Spanish and English, 4 of them are Ecuadorian and</p>

	<p>Honduran descent, and 1 of them is Chinese, so only 3 students are native and familiar to speak English. Furthermore, one of my monolingual female student needs to focus on developing her gross motor skill. Besides, all of my students are interested in learning about pets, community helpers, and flowers, and trees. Thus, my curriculum should be considering about those relevant areas and how to interesting them, and developing their all domains.</p>
<p>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</p>	<p>Children in this age might have several misunderstandings about the topic of my focused curriculum. First of all, some of them may not understand police officers keep peace and safe, doctors save lives and do operation, firefighters put out the fire and save lives. I will allow them to explore how to put out the fire by doing experment.</p>

<p>SOCIO-CULTURAL CONTEXT:</p> <p>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?*</p>	<p>About this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date, I knew that most of them are not really familiar with English, because they have diverse cultural family background, and speak dual languages before they join the class.</p> <p>Cultural backgrounds: Only three of my students are native. Other students' family are came from outside of the United States. Languages spoken: two of my students are speak Spanish and English, so they might not really understanding English. One of my students is Chinese, so that she/he might only speak Chinese with his/her family. Four of my students are Ecuadorian and Honduran, so that they might also speak their languages only. Thus, only three students are familiar to speak English and they will more easier to learn than their peers. Learning styles: interesting about pets, community helpers, and flowers, trees. Like to sing silly songs, and start rhyming. Follow simple directions from teachers. Also, they like to argue for one thing. They have strong curiosity for everything. Learning experiences : one of my student needs extra help in developing her gross motor skills. All of my students can make up stories,show and express their emotion, share, cooperate. In math, They all can count at least 20 and point it out. They also can identify different shapes,</p>
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* Note: You are designing this activity for the three children observed for your Student Profiles assignment.

	<p>3 sizes and colors of the objects either via pictures or real items.</p> <p>They are the beginner of logical thinking, such as put things in order, either from smallest or biggest. However, they cannot continues learning over 15 minuets. They will happy to ask many questions for why, explore some things new for them and love to say some silly jokes with their peers.</p>
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MATERIALS & LEARNING ENVIRONMENT PREPARATION

MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<p>What materials will you need to teach this activity?</p> <p>List all books and materials, including any used during the launch/reflection and during set up and cleanup</p>	<p>What modifications will you need to make to the classroom to support this activity?</p> <p>(e.g., centers, bulletin boards, meeting spaces)</p>	<p>What events or resources, including people, might you need to arrange in advance?</p>
<p>1. Two candles</p> <p>2. A large jar and a smaller jar</p> <p>3. A small short desk</p>	<p>Writing center is the modifications I will need to make to the classroom to support this activity because all students will see the experiment of putting out the fire.</p>	<p>First of all, I will invite a firefighter to participate in our activity and dress up.</p> <p>Then, he or she will talk about what the uniform’s look like, and how to put out the fire.</p> <p>Furthermore, I need one more assistant to keep the eyes on the</p>

		children.
THE LEARNING EXPERIENCE		
<p>The launch</p> <p>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?</p>	<p>First of all, I will do a short group time asking the children what they have learned so far.</p> <p>Second, each day I will introduce the concepts and vocabulary by repeating, showing images and writing. The words will include: fire, firefighter, water, uniform, jar, candle, and so on.</p> <p>Also, I will describe the procedures of the learning activity and make rules to them. Such as all of you have to sit on their seats and not allow to touch and close to desk. This will provide an understanding of the new character they are learning about and make sure they are safe.</p>	
<p>The activity</p> <p>List the step-by-step procedures..</p> <p>What will the children be doing?</p> <p>What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</p>	<p>First, I will prepare two candles, and two different sizes glass jars.</p> <p>Second, I will ask questions to them such as which candle goes out first.</p> <p>Thrid, I will light two candles, then use a large jar and a smaller jar to cover the candles.</p> <p>Fourth, I will make sure that I cover the candles smoothly because since sudden movements may make the flame go out before the experiment begins.</p>	

<p>Reflection</p> <p>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</p>	<p>As the activity wraps up, I will gather the children and ask them what they enjoyed most about doing our week long project. We will discuss what we have learned and if we would like to learn more about this topic in the future.</p>
<p>Possible Extensions</p> <p>What could you do on another day to build on this activity?</p>	<p>We will take a field trip to a fire station whichever is more do able and children will be able to touch and to wear the firefighters' hat and fully get a look at the station.</p>
<p>Multimodal Engagement</p> <p>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)</p>	<p>When we are storytelling, children will be listening by their ears and looking by their eyes, which are visual/spatial, and auditory.</p> <p>When students are matching different images from column A with column B, they will use their fine motor skills, are visual/spatial, tactile.</p> <p>When I ask questions to them on the process of doing their worksheet, they will use their ears to listen, so here they use auditory.</p> <p>When students introduce their worksheet, they will be sharing their ideas of it by linguistic.</p>

<p>Differentiation</p> <p>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</p>	<p>I will ask an assistant to comfire the learners with different learning styles and/or special needs when I have to turn off the light for experiment. Furthermore, I will be more patient to make sure children who with speacial needs can understand this topic and follow it.</p>
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<p>GROWTH AND LEARNING</p> <p>How will this learning experience support the children’s growth and learning in the following domains? Use your knowledge of child development.</p>	
<p>Cognitive/thinking</p>	<p>Children will understand firefighters save lives and put out the fire. Also, they will know how firefighters to put out the fire, and what materials and tols the firefighters use to put out the fire.</p>
<p>Physical</p>	<p>Children can act like the firefighters, pretend they use those tools to put out the fire.</p>
<p>Social/emotional</p>	<p>Children will define how a helper relates to our community.</p>
<p>Language/literacy</p>	<p>Children will be able to read, to write later in life.</p> <hr/> <p>List 10-15 target vocabulary words:</p> <p>Firefighter, Uniforms, Water, Sizes, Shape, Car, Truck, jar, candle, desk</p>
<p>Content Area(s)</p>	<p>Scientific Thinking and Physical Properties</p>

STANDARDS/GOALS

What Pre-K Common Core Learning Standards are addressed in this activity?

Use the PKFCC to respond.

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?)

<p>Domain 1: Approaches to Learning</p>	<p>3. a. Interacts with a variety of materials and peers through play</p> <p>1. c. Engages in pretend and imaginative play – testing theories, acting out imagination</p> <p>4. b. Expresses an interest in learning about and discussing a growing range of ideas</p> <p>5. c. Actively explores how things in the world work</p>
<p>Domain 2: Physical Development and Health</p>	<p>9b. Understands and communicates that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet)</p>
<p>Domain 3: Social and Emotional Development</p>	<p>b. Interacts with other children (e.g., in play, conversation, etc.)</p> <p>d. Sustains interactions by cooperating, helping, and suggesting new ideas for play</p> <p>f. Offers support to another child or shows concern when a peer appears distressed</p>

Domain 4: Communication, Language, and Literacy	4. b.Asks questions related to visual text and observations 4a. Understands and follows spoken directions 6d. With assistance, understands that breaking rules has a consequence 4A.3b. Asks questions related to visual text and observations
Domain 5: Cognition and Knowledge of the World	10.Asks questions, makes observations, and gathers information about a situation people want to change to defne a simple problem that can be solved through the development of a new or improved object or tool

AUTHENTIC ASSESSMENT

What will you do to gather evidence to assess each child's developmental progress?

First of all, I will collect students' reflections and write down their answers, and save it in files as a 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?

I will determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions by providing opportunities to each of them to express their thoughts and retell how firefighters to put out the fire and save lives. Furthermore, when students are expressing their ideas about the firemans, I will ask questions to direct them to restorytelling what the firefighters are ,and how firefighters to put out the fire.

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.

Social Study Activity Plan

Designed by: Su Huang

Curriculum Topic: Community Helpers

OVERVIEW/FRAMING	
<p>TOPIC</p> <p>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</p>	<p>The topic of this activity is developmentally and culturally appropriate for the group of learners because it is about Civic Ideals and Practices, Geography , Humans, and the Environment. First of all, I will read out loud a book about diverse community helpers while showing the images to all students. Then, I will give each of all students a worksheet, they will be matching the items in Column A with the community helpers who could help make it safer in Column B by drawing a line between them to get to know the responsibilities of each community helpers in our community. Later, when we go back to the circle time, as an educator, I will provide students opportunities to show their work while they are describing how and why they know the helpers. Thus, through this activity, children can picture the diverse community helpers they learned in mind and related to real social contexts.</p>
<p>BIG IDEAS/OVERARCHING QUESTIONS</p>	<p>What are the community helpers? What do they do for our community? What do you want to be when you grow up?</p>

<p>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</p>	<p>How do helpers do for our community? What kind of clothes do helpers wear?</p>
<p>CONTENT FOCUS: Identify which content area(s) will be addressed in this activity</p>	<p>Visual Arts Music Movement/Dance Drama Emergent Literacy Mathematics Science Social Studies</p>
<p>LANGUAGE AND CONTENT OBJECTIVES</p>	<p>Content objective: 1. Students will be able to identify what different kinds of community helpers looks like. 2. Students will be able to figure out what various helpers should do. 3. Students will be able to know what kind of helper their parents are. Language objective: 1. Students can identify what different kinds of community helpers look like in our community by watching the images. 2. Students can figure out what different helpers should do in our community by listening to the story, and they will discuss what they want to be when they grow up and what their parents do. 3. Students will know about the responsibilities of different community helpers</p>

KNOWING THE LEARNERS	
AGE RANGE:	4-4.5
<p>CURRENT DEVELOPMENT:</p> <p>What do you know about the current growth of learners in this age range for the content focus?</p>	<p>There are several things about the current growth of learners in this age range for the content focus of my curriculum. First of all, this class has 8 students, 4 girls and 4 boys. Two of them are dual language learners speak Spanish and English, 4 of them are Ecuadorian and Honduran descent, and 1 of them is Chinese, so only 3 students are native and familiar to speak English. Furthermore, one of my monolingual female student needs to focus on developing her gross motor skill. Besides, all of my students are interested in learning about pets, community helpers, and flowers, and trees. Thus, my curriculum should be considering about those relevant areas and how to interesting them, and developing their all domains.</p>
<p>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</p>	<p>Children in this age might have several misunderstandings about the topic of my focused curriculum. First of all, some of them may not understand what I taught because they are not familiar to listen and speak in English. Second, one of my students is not good at gross motor skills, so that I need to make</p>

	<p>sure the curriculum is comfortable to her. Third, in this age stage, children may get confusions. Additionally, children in this age may not good at socialize with their peers about the topic of my focused curriculum. Meanwhile, they might misunderstanding the meaning of the community helpers' responsibilities.</p>
<p>SOCIO-CULTURAL CONTEXT:</p> <p>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?*</p>	<p>About this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date, I knew that most of them are not really familiar with English, because they have diverse cultural family background, and speak dual languages before they join the class. Cultural backgrounds: Only three of my students are native. Other students' family are came from outside of the United States. Languages spoken: two of my students are speak Spanish and English, so they might not really understanding English. One of my students is Chinese, so that she/he might only speak Chinese with his/her family. Four of my students are Ecuadorian and Honduran, so that they might also speak their languages only. Thus, only three students are familiar to speak English and they will more easier to learn than their peers. Learning styles: interesting about pets, community helpers, and flowers, trees. Like to sing silly songs, and start rhyming.</p>

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

	<p>Follow simple directions from teachers. Also, they like to argue for one thing. They have strong curiosity for everything.</p> <p>Learning experiences : one of my student needs extra help in developing her gross motor skills. All of my students can make up stories, show and express their emotion, share, cooperate. In math, They all can count at least 20 and point it out. They also can identify different shapes, 3 sizes and colors of the objects either via pictures or real items. They are the beginner of logical thinking, such as put things in order, either from smallest or biggest. However, they cannot continues learning over 15 minuets. They will happy to ask many questions for why, explore some things new for them and love to say some silly jokes with their peers.</p>
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MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<p>What materials will you need to teach this activity?</p> <p>List all books and materials, including any used during the launch/reflection and</p>	<p>What modifications will you need to make to the classroom to support this activity?</p> <p>(e.g., centers, bulletin boards,</p>	<p>What events or resources, including people, might you need to arrange in advance?</p>

during set up and cleanup	meeting spaces)	
<p>1. Pig Pig Gets a Job, by David McPhail</p> <p>2. Whose Hat Is This? by Sharon Katz Cooper</p> <p>3. When I Grow Up by Al Yankovic, Wes Hargis</p> <p>2. Writing tools : pencils, markers, brushes and so on.</p> <p>3. Doll Toys</p> <p>4. Blocks set</p> <p>5. Puzzles</p> <p>6. Cars and so on.</p>	<p>Writing center is the modifications I will need to make to the classroom to support this activity because all students will do the matching worksheet and then exhibit students' worksheets on it. Besides, all students will intruduce and explain what do learn today one by one.</p>	<p>First of all, I will invite children's parents who are polices, or teacher, or firefighter, or mail carrier, or dentist, or doctor, or construction worker, or mechanic to participate in our activity and dress up talk about what uniform the police, or teacher, or firefighter, or mail carrier, or dentist, or doctor, or construction worker, or mechanic have.</p> <p>Second, I need to set up the whiteboard with poster.</p>
THE LEARNING EXPERIENCE		
<p>The launch</p> <p>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</p>	<p>First od all, I will engage the children in this learning experience by visual art, which is matching the images from colum A with colum B.</p> <p>Second, I will introduce the concepts and vocabulary of the topic by using the poster. I will describe the procedures of the learning activity, how to match the</p>	

<p>learning activity? What will you say and do?</p>	<p>images on the worksheet. Such as: Match the items in Column A with the community helpers in Column B by drawing a line between them, and use different color markers to draw to decorate the worksheet.</p>
<p>The activity</p> <p>List the step-by-step procedures..</p> <p>What will the children be doing?</p> <p>What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</p>	<p>First, I will read out loud books to children and show the steps how to do the match game on the worksheet.</p> <p>Second, I will give each of them a worksheet and they will use different writing tools to match the images from colum A to colum B, and they can also color it.</p> <p>Then, during the working time, I will ask sereval questions to all students, such as: what are the community helpers? What do they do for our community? What kind of clothes do helpers wear? and showing different helpers pictures and the social study poster to them.</p> <p>Finally, I will provide opportunities to all students to exhibit and introduce their artwork.</p>

<p>Reflection</p> <p>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</p>	<p>As the activity wraps up, I will offer the children opportunities to respond to what they learned today and reflect on this activity by retelling the story they heard today. Meanwhile, children will be able to share what they want to be when they grow up, and identify what uniforms for each community helpers.</p>
<p>Possible Extensions</p> <p>What could you do on another day to build on this activity?</p>	<p>I will introduce different types of helpers and show the pictures to children. Then, we will be compare what are the differences of each group helpers we learned. Furthermore, we will be talking about what each helper do for our community. Therefore, children will be able to know more types of community helpers, and identify what responsibilities of each of them.</p>
<p>Multimodal Engagement</p> <p>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)</p>	<p>When we are storytelling, children will be listening by their ears and looking by their eyes, which are visual/spatial, and auditory.</p> <p>When students are matching different images from colum A with colum B, they will use their fine motor skills, are visual/spatial, tactile.</p> <p>When I ask questions to them on the process of doing their worksheet, they will use their ears to listen, so here they use auditory.</p>

	<p>When students introduce their worksheet, they will be sharing their ideas of it by linguistic.</p>
<p>Differentiation How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</p>	<p>I will modify this activity for learners with different learning styles and/or special needs by repeating what I say and showing the steps of how to match the worksheet. Furthermore, I will be more patient to show the pictures and the poster again and again to make sure children who with speacial needs can understand this topic and follow it.</p>
<p>GROWTH AND LEARNING</p>	
<p>How will this learning experience support the children’s growth and learning in the following domains? Use your knowledge of child development.</p>	
<p>Cognitive/thinking</p>	<p>Children will understand the differences of each community helpers and match the uniforms to each community helpers. It encourages students’ visual analysis,helps establish concertration, and improves their creative problem solving skills.</p>
<p>Physical</p>	<p>During the activity, children will use their fine motor skills, which improves their hand-eye coordination.</p>
<p>Social/emotional</p>	<p>Children will develop their social and emotional skills by sharing their knowledge of community helpers and express their ideas of</p>

	future goals. It increased their individual confidence and extends their feeling expression skills.
Language/literacy	Children will be able to read, to write later in life.
	List 10-15 target vocabulary words: Doctor, Teacher, Firefighter, Police, Uniforms, Numbers, Sizes, Shape, Car, Truck
Content Area(s)	Individual Development And Cultural Identity, Civic Ideals and Practices.
STANDARDS/GOALS	
What Pre-K Common Core Learning Standards are addressed in this activity?	
Use the PKFCC to respond.	
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	5. a. Interacts with a variety of materials and peers through play 6. a. Identifies a problem and tries to solve it independently
Domain 2: Physical Development and Health	1.b. Compares and contrasts different sights, smells, sounds, tastes, and textures 5.a. Demonstrates ability to use fine motor skills
Domain 3: Social and Emotional Development	2.a. Describes self, using several different characteristics F. Identifies likes and dislikes, needs and wants, strengths and challenges 6.a. Displays an understanding of the purpose of rules

<p>Domain 4:</p> <p>Communication, Language, and Literacy</p>	<p>7. b.Asks questions related to visual text and observations</p> <p>4A, 4a. Understands and follows spoken directions</p> <p>7. b. Uses existing objects to represent desired or imagined objects in play or other purposeful way</p> <p>4B.1a Recognizes that words are read from left to right, top to bottom, and page to page.</p> <p>13. 1 Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning</p>
<p>Domain 5:</p> <p>Cognition and Knowledge of the World</p>	<p>INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY</p> <p>PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community</p> <p>PK.SOC.1. Indicators:</p> <p>b. Describes how each person is unique and important</p> <p>CIVIC IDEALS AND PRACTICES</p> <p>PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities</p> <p>PK.SOC.3. Indicators:</p> <p>a. Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows</p>

	<p>an interest in the community jobs</p> <p>c. Identifies the tools and equipment that correspond to various roles and jobs</p> <p>PK.SOC.4. Begins to learn basic civic and democratic principles</p> <p>PK.SOC.4. Indicators:</p> <p>b. Identifies rules that protect themselves and others</p> <p>c. Describes possible consequences when rules are not followed</p>
<p>AUTHENTIC ASSESSMENT</p>	
<p>What will you do to gather evidence to assess each child’s developmental progress?</p> <p>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</p> <p>Evidence may include responses recorded during</p>	<p>First of all, I will collect students’ artwork, write down their answers, and save it in files as a evidence to assess each child’s developmental progress.</p> <p>I will determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions by providing opportunities to each of them to exhibit and introduce their artwork. Furthermore, when students are exhibiting and introducing their artwork, I will ask questions to direct them to restorytelling what the community helpers are , what helpers do for our community, and what symbols or what uniforms the helpers have.</p>

<p>a group discussion, a visual arts project, a performance, etc.</p> <p>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</p>	
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Commentary

Describe topic of your Focused Curriculum

This focus curriculum will be taught the relationships between community and community helpers, what do the helpers do for our community and how are they look like, and so on. Also, this topic is interesting and motivating to the learners because at the ages of the children are eager to learn to experience something new. This curriculum allows for autonomy/choice to my students, because it is an open ending topic, provides them opportunities to choose what they want to be, and allows having different results. It allows for active, constructive learner participation and involvement, fosters social interaction, helps them connect to their real world. Besides, it allows learners to develop problem-solving strategies and be creative to practice what they have already known, allows learners to engage in self-regulation, and be reflective by storytelling and discussing with their peers. Meanwhile, this topic allows learners to connect to prior knowledge by counting with tools, listening to storytelling, watching the images, discussing with their peers, and participating in activities. Therefore, it provides them an opportunity to experience the real world, which is for children to practice and gain mastery because they can pretend different characters as well as adults in the society, and transfer what they are learning in school to the real world. Additionally, I am teaching the age range are 4-4.5 years old children.

Implementation of Activity Plans

I would do the activities throughout the week because it will refresh students' memory and brainstorm them in desired outcomes. It will be allowing children to learn through diverse activities. For example, first of all, children could learn problem solve, measure and develop

their own spatial awareness, understand shapes and counting numbers from Activity Plan 1 that might influence engagement in Activity Plan 2. Second, children could also learn the relationships between our community and each community helpers from Activity Plan 2 that might influence engagement in Activity Plan 3. Finally, children could learn how to explore and solve problems from activity plan 3. Therefore, teaching students step by step is a meaningful way to extend their abilities and provides them opportunities to transfer what they are learning in school to the real world.

Relationship of the Activity Plans

The relationship of these activity plans are interaction because these three activities have fostering children to meet their needs in common. Also, the activities I propose are supported by knowing the students' age, which is the age range 4-4.5 years old. The activities I propose are informed by understanding the knowledge of the sociocultural background of the children in the class because every single child has different levels of learning, each of them has not the same family cultural background, so that I need to foster them in many ways. On the other hand, one thing I implemented in each activity plan that differentiated the lesson for my students with needs is introduced the instruction in detail and guided them step by step because I have to make sure all my students can follow and understand what they are learning. Thus, through math, science, and science concepts to develop children's development in all domains: cognitive, social, emotional, language, and physical.

Strategies and Connections

The reason why the instructional strategies and planned supports I propose are developmentally appropriate for the whole class, individuals and/or groups of children with

special needs is because all children are allowed to participate in, discussing, and reflecting.

Meanwhile, integrating the curriculum critical to teaching and learning in young students is very essential because it motivates children's development in all domains: cognitive, social, emotional, language and physical.

Assessment

I will gather students' reflection, answers, and artworks to make sense of what children have learned from all three activity plans.

Conclusion

In conclusion, I feel that creating a unit that is thematically based is challenging because it has to meet all students' needs, interests them to pay attention to follow, and helps them to build on/change their current understanding, and builds upon their knowledge. I also need to make sure the activities are suitable, safe, and respectful for their family culture. Therefore, as educators, we should be very careful what we speak and do to our students.