

Activity Plan

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| OVERVIEW/FRAMING | | | | |
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| This Activity Plan is part of a larger Learning Experience Unit on: | | | | |
| TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i> | | <ul style="list-style-type: none"> The activity fits into a larger curriculum web it's called All about us. It is an activity within the subtheme Read Aloud. The book that we will read in class is "Looking for Lord Ganesh" By Mahtab Narsimhan. Children are all always interested in telling about themselves and to show something that represent them. They love to talk and draw about themselves and connect themselves and their life in class activities. This lesson is culturally responsive because when children are making puppets of themselves they will all use different materials to show themselves. And the types of cloths the puppets will have will be different. Well children are making puppets they will see the difference in them like color and details ways. How the hair is and textures? It shows them how the characters are different and still connecting to an idea or topic. Through this activity they get to learn more about themselves and how their peers are unique in their own way. They learn how to take charge and do things on their own. | | |
| BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i> | | <p>Children are making puppets; they will see the difference in them, like color and detail. How are the hair and textures? It shows them how the characters are different and still connecting to an idea or topic. The curriculum web's essential question is what makes me and others unique and important? The goal of this subtheme is for students to connect with the story and characters and be able to see and learn something new about themselves in others. They get to see their reflection. Some questions they will explore through this study Why are the characters like that?</p> <p>Children can compare the book to reality and question life. Can they ask questions about the book? And about themselves? How come my hair is curly, and hers is straight? What colors are my eyes? Why is my nose like that? How big is my nose? Children will be able to reflect on what's going on in the book with what happens in class? They will explore how their hairs, face, eyes, nose, cheek feels to them and the different types of shapes. They will discover different colors of our features, and they will discover what makes them who they are. The subtheme's goal is for that characters is a book that tells their own stories and that I can tell my stories about myself. My objective is for children to happy with what they were able to know through the puppets, and what makes them unique for others?</p> | | |
| CONTENT FOCUS: | | Visual Arts | Music | Movement/Dance Drama |

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| Identify which content area(s) will be addressed in this activity | Emergent Literacy | Mathematics | Science | Social Studies |
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| KNOWING THE LEARNERS | |
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| AGE RANGE: | Pre K |
| CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i> | Basics of DAP Children in Pre-k and kindergarten are developing their sense of self concept. They are finding out details to what makes them unique and important. Through making puppets they get to see the similarities and difference with others in the classroom and with the book. |
| <i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i> | Young children might think that everyone is same they are same as their classmates and characters in the book. " I have mom and dad , so does everyone else" |
| SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?¹*</i> | Student in this classroom reflect the neighborhood of the school. Students in this class come from south-Asian, African- American and Hispanic background and whose parents immigrated to this country in the last few years. All the students in the class is bilingual and this is an ELLs class. Students in this class is mostly Muslim or Christian and a hand full of Hindu. Most of the students in this class come from a low-income families and different family structures. |

| MATERIALS & LEARNING ENVIRONMENT PREPARATION | | |
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| MATERIALS | LEARNING ENVIRONMENT | EVENTS/RESOURCES |
| <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> |
| <u>Materials:</u> <ul style="list-style-type: none"> Paper bags Puppet foams Child-friendly scissors | I would build a stage for them to support the activity which can be taken apart and put away. Using the stage they can create a puppet show telling their own story. | <ul style="list-style-type: none"> In the library we will have a bin that has the books that are related to All about us theme. The book we will use for this |

¹* 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.

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| <ul style="list-style-type: none"> • Crayons • Glue • Cardboard paper • Old socks • Balls of wool in different colors • Buttons • Old rubber gloves • Wool • Sequins • Paints • Pieces of fabric • A ball of yarn • Sticks or toothpicks • Marker • Buttons • Used toilet paper tubes • Whitepaper • String • Crayons • Colored pencil • Playdough • stickers | | <p>activity Looking for Lord Ganesh By: Mahtab Narsimhan.</p> <ul style="list-style-type: none"> • Family engagement: Art the children are finish with there puppets and ready to do a play. Familiy will be inviteed to come and watch the play so that they will feel this happiness |
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| THE LEARNING EXPERIENCE | Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i> | Differentiation <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> |
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| The spark/launch/intro <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>Today we will read a book it is called Looking for Lord Ganesh it's a story about a girl named Anika, a recent immigrant, is trying to cope and prays to Lord Ganesh for some advice. When I look at Anika she reminds me of myself. Does any of the character remind of yourself or someone that you know.</p> | <ul style="list-style-type: none"> • Interpersonal (students can communicate with one another throughout the activity) • Verbal/linguistic (talking with one another through creating the puppet and the play) • Kinesthetic Intelligence(hand movements with puppets and body movement through creating puppets) | <p>I will modify this activity by letting them create puppets that represent themselves. It doesn't have to look like what we call puppets but what they see themselves as. How they can show their uniqueness. It can be a bag with their name on it even. They can take a piece of paper and use it as a puppet. They are not limited to anything they can do what I am doing or use the idea of what I am doing. And make their own. I will show some ways they can make them. Some people do not have to create a puppet they can be themselves in the play also.</p> |
| The activity <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>In this activity they will create puppets. We will work together and build us on puppets. I will build a puppets that looks like me. We will cut and glue different shapes to build our puppets. We will glue things like eyes and yarn to make our hairs and our close from paper. After we are finish we will let them dry and then I will ask them " In the book Anika was praying to god Ganesh for advice which was important to her. What is something you do with someone or on your own that is special. Then we will do a play with the puppets we have created and show what we do with others. I will give an example "I love to spend time with my family so I will make a play with puppets that show my family"</p> | | |
| Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i> | <ul style="list-style-type: none"> • They can reflect on this activity by taken the puppets they have created and using it to tell a story as a class. We can discuss the curriculum essential question before the activity and after it. | | |
| Possible Extensions <i>What could you do on another day to build on this activity?</i> | <p>We could take the puppets that we have created to create any play they want to we can say what is one thing you want to show your friends and classmate using the puppet.</p> | | |

GROWTH AND LEARNING

How will this learning experience support the children's growth and learning be in the following domains?

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| Cognitive/thinking | Children will reflect on their characteristic through the puppets they will create and show their uniqueness. |
| Physical | Children will develop their fine motor skills through cutting and putting things together. |
| Social/emotional | Children will show their uniqueness through the puppets and play they will create to show what they are and mean to the classroom and community. |
| Language/literacy | Through the discussion of the book they will compare and contrast themselves to the characters and others. Also tell how they are unique and important? |

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| | List 3-5 target vocabulary words: compare , contrast, unique, importance |
| Content Area(s) | |

| STANDARDS/GOALS | |
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| <i>What Pre-K Common Core Learning Standards (CCLS)^{2*} are addressed in this activity?</i> | |
| Domain 1: Approaches to Learning | 3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities. a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects. |
| Domain 2: Physical Development and Health | 5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects. a) Uses pincher grasp (index finger and thumb). Physical Development : 5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects. d) Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.). |
| Domain 3: Social and Emotional Development | Self-concept and self-awareness: 1. Recognize himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests. c) Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.). |
| Domain 4: Communication, Language, and Literacy | Motivation 1. Demonstrate that they are motivated to communicate. a) Participates in small or large group activities for storytelling, singing or finger plays. |
| Domain 5: Cognition and Knowledge of the World | Theatre and Dramatic play 5. Participates in a variety of dramatic play activities to represent fantasy and real-life experiences a) Represents fantasy, real-life, imagination, and literature through dramatic play. |

^{2*} For CCLS, please go to the following URL:

<http://www.p12.nysed.gov/earlylearning/standards/documents/PrekindergartenFoundationfortheCommonCore.pdf>

HYPERLINK "http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf"

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| AUTHENTIC ASSESSMENT | |
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| <p><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></p> | <p>My observation strategy is to let children take control of their parts within the activity and observe them and somewhat question them about the different parts of it. For example why did you chose this color for the hair? I will see how children are observing themselves ,the book and others and how they take that information's and put it in within their activity. I will observe what they have put in the work and took away from it. I will talk to children as we go to understand and observe what they are getting out of the work they are doing. And for them to tell me what they are doing. One thing I think is a key to progress is when children can tell you what they are doing?</p> |

| POST-ACTIVITY REFLECTION ^{3*} | |
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| <p><i>What aspects of this activity seemed to be most successful in supporting the children's growth and learning?</i></p> <p><i>What, if any, surprises were there?</i></p> <p><i>What, if any, challenges were there?</i></p> <p><i>Record the results of your authentic assessment activity.</i></p> <p><i>How would you modify this activity the next time to make it more successful?</i></p> | |

* 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.

