



ECE 312 Capstone
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ECE 312-090W
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Team Members:

**Focused Curriculum Plan
ECE 312**

Curriculum Topic All about me

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

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

Yes, the topic allows for active, constructive learner participation and involvement because children will connect with this topic; it has to do with them. Children will be involved because they will get to do activities to help them know and show more about themselves. They will get to participate equally and be engaged in activities. This topic has to do with everyone as a person where they will get to share about themselves.

2. Will this topic foster **social interaction**? Explain.

Social interaction has to do with two or more people connect on a common ground or idea. All about me will foster social interaction in the classroom because children will connect with one and another. Through social interaction, you get to learn new things about one another and also make new friends.

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

All about me has to do with children founding out and tell others really about themselves. Through this topic, the learners will get to learn meaningful things about themselves and others. This topic is meaningful because it often helps children open up in an environment where they can start by talking about themselves and learn about others around them.

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

Connect to prior knowledge has to do with what they already know. And this topic connects to prior knowledge because all about me has to do with an individual. And through this topic, children get to talk about different things about themselves that they know about already and find out more about it and a deeper meaning.

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

This topic can be connected to many topics and some activities they will get to do a creative thing and others they can work on problem-solving strategies. Through this topic, children will be able to do activities that show more about themselves and solve problems. The problem-solving strategy will be connected to Math and other subjects.

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

Yes, the topic will allow learners to engage in self-regulation and be reflective because they will get to do all of the things with themes. Through the topic, they will get to learn about their own emotions and feelings. And they we get to reflect in their sleeves also.

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

Yes, this topic will help children build on and change their current understanding because it will teach them a lot about themselves and others. This topic will open up to new ideas like importance and uniqueness about themselves. Children will get to see the change and maybe even implement it in their daily lives. They can take what they know about themselves and learn new things from the topic. That perhaps they didn't remember to look into it before or realize it.

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

Yes, it allows learners to gain a deeper knowledge of principles and explain world because the topic All about me has to do with a person themselves. And in a classroom environment, other learners get to learn from one another. Children will get to know about different people around them and what makes one another different. They will get to explore other ideas about life and themselves.

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

Yes, children can use the knowledge they gained from the topic in daily life or the world. In everyday life, they can learn to talk about themselves with others. And also learn about how they are alike and different from others.

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

Not really the topic has to do with all about me, so you get to tell about yourselves and others. The topic helps children practice social skills and interact with others.

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

This topic is designed for everyone because it has to do with each individual and all about them. The topic is All about me, and children will get to talk about all about them and how they are different and alike with others in the class. In this topic, we aren't leaving out anyone. This topic is developmentally appropriate and diverse because we will work with different children. Everyone isn't like they are some things different about everyone.

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

This topic will be exciting and motivating to the learners because everyone loves to talk about themselves. For children to speak to you and engage, the topic has to be something interesting to them. Children often love to share stories about themselves or something that happens at home. This topic allows choice because they are no limits or borders you can get as comfortable and creative as you want.

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:

- It's the most popular topic for ECE classroom
- It gives children chances to talk about themselves

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

A. Children's literature

- What I Like About Me!: A Book Celebrating Differences By Allia Zobel Nolan
- I like me By Nancy Carlson
- Be who you are By Todd Parr

B. Website Information

- <https://www.preschool-plan-it.com/all-about-me-preschool-activities.html>
- <https://funlearningforkids.com/all-about-me/>
- <https://www.pre-kpages.com/activities-for-all-about-me-theme/>

C. Materials/Resources

- THE NEW YORK STATE PREKINDERGARTEN LEARNING STANDARDS: A RESOURCE FOR SCHOOL SUCCESS

- NYS Early Learning Guidelines

2. What did you **learn** from your research?

I learned a lot about the topic in more and the goals that the topic go under. I got to look at activities that will work with this topic also.

3. What **misinformation** did you find in your original ideas?

Nothing really but the idea that the topic only focusses on individual, but it has to off with others also.

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. children to learn about themselves and their importance's.

2. children to realize that every person is unique and special.

3. Everyone thoughts and ideas are important.

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

- Unique
- Important
- Alike
- Parents
- Happy
- Home

- Tall
- Short
- Hair
- Noise
- Eyes
- Colors
- Girls and boys

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
- e. Mathematical Practices
- 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

Activity Plan

Designed by: Tarin Chowdhury
Curriculum Topic: All About Me

OVERVIEW/FRAMING				
TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	<p>This activity fits into a larger curriculum web: it's called All about me. The activity is identifying and naming body parts. Children will learn about what makes us unique individual. We will use a book for this reading some that children get a better understanding of what body parts are. We will read the book Eyes, Nose, Fingers, and Toes by Judy Hindley. The purpose of the activity is for students to recognize how their body parts make them unique from others. The activity is developmentally and culturally appropriate for the groups of learners because it doesn't force them to follow anything; they get to do things at their own understand and pace. The activity has to do with tracing, using mirrors, and taping the cut out where it goes. The activity is culturally appropriate because it isn't connected to anyone's culture; it has to do with individual body parts. To watch out for me not able to bring cutouts that match their skin color. I will use cut out; they can color or keep it that you if they want.</p>			
BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	<p>Children will trace their whole body and tape cut out where they think it belongs. Some questions that will be explored are how is my body tracing like that? How many ears I have? How many noises I have? Why my nose is like that, or why is the color of my nose like that? The new connections they will make are between the activity and themselves what they got to learn about themselves.</p>			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts	Music	Movement/Dance	Drama
	Emergent Literacy	Mathematics	Science	Social Studies
LANGUAGE AND CONTENT OBJECTIVES	Students will identify body parts and create a self-diagram of it.			

KNOWING THE LEARNERS	
AGE RANGE:	
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Children in Pre-k and kindergarten are developing their sense of self-concept. They are finding out details to what makes them unique and similar to others. Through identify and naming body parts children will learn about themselves and how they are unique. Also they will learn about what similar in everyone body parts comparing one another.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	Some misunderstanding children might have in this age group is that his or her body parts are like that why mine aren't like that. Why are we different? And He/ she isn't like me at all?
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?*</i>	Students in the class are in the age group between 4-4.5 years old. Four of your students are of Ecuadorian and Honduran descent, 1 is Chinese descent, and some only speak English. Two of your students are dual language learners (they are learning to speak Spanish and English), and 3 of your students speak English only. We also have our other bilingual learners that talk in Chinese and English. One of my monolingual female students needs to focus on developing their gross motor skills. The students in the class come from various family backgrounds, and we have students in the class who have experienced a lot.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i>	<i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i>	<i>What events or resources, including people, might you need to arrange in advance?</i>
<ul style="list-style-type: none"> Eyes, Nose, Fingers, and Toes by Judy Hindley. Kraft paper 	I will have them use the floors and larger area. Then can use their tables and go to the art and library center. They can move around as they want but I want	I would ask other students to come with me and I and they will demonstrate the activity's part by part. Then they be in groups of two and take the supplies from the table and do

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

<ul style="list-style-type: none"> • Pencil, marker, crayon, paint and other coloring tools • Hand held mirror • Body parts printable cutouts 	<p>them all to be around one another to observe each other diagrams.</p>	<p>these things. I will be there to help people.</p>
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THE LEARNING EXPERIENCE	
<p>The launch <i>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?</i></p>	<p>How many ears do I have? Then they will answer that question after I will ask each of them how many ears do you have? They will answer or show me with their fingers. Do you know our ears are part of our body? So is our nose, hands, feet, eyes, heads, and other parts too. For some of the body parts right now, we will read a book and find out different body parts. The title of the book is Eyes, Nose, Fingers, and Toes by Judy Hindley. After reading the book, we will do activities like tracing, looking in the mirror, and taping body parts.</p>
<p>The activity <i>List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i></p>	<p>In this activity, children will create a diagram that models their body parts; they will identify and name body parts in the process. First, we will read the book Eyes, Nose, Fingers, and Toes by Judy Hindley. After reading the book, we will discuss other body parts we have seen in the book and maybe even name what we do with them. Those children will go to the table, and everyone will grab a long piece of Kraft paper. Then in pairs of two, they will go to the floor and lay the paper down. Those children will go to the table, and everyone will grab a long piece of Kraft paper. Then in pairs of two, they will go to the floor and lay the paper down. After one person lays on their paper and the other will trace them, they will repeat it using a pencil to trace. Then after each, the student will use a marker to outline their tracing and make it stand out more. Next is to make up-close observations. I have handheld mirrors on the table for them and look at themselves and compare what we read about in the book. They will identify and count their two eyes, two ears, one nose, one head, and more. Then we will sort out the printable body parts, and it was time to label the outline of their body that's on the Kraft paper. I will show them how I do mine. I will take one ear to color it, then put a piece of tape and put it where I think it belongs, and they will do the same thing for others. And I will help out with their ones until they are finished with their diagrams.</p>

Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	<p>In their journals they can draw and color how they see their self and also write if they can't or don't want to draw. This is show how they see and observe their own reflections through the mirrors.</p>
Possible Extensions <i>What could you do on another day to build on this activity?</i>	<p>On another day, we can explore the different sizes in our body parts and maybe show drawings of them they can create them their selves. After learning about the body parts, they can then continue and learn about different sizes.</p>

Multimodal Engagement <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i>	<ul style="list-style-type: none"> • Kinesthetic learning through taping the printable body parts and tracing one another. • Verbal/ linguistic communicating and working with each other's in the activities and discussions • Visual students are able to see how one another diagram of body parts
Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	I will modify this activity by for students with special needs for physically active to be able to just share and talk with their class about it. Students can talk and write about in other language because our class is bilingual. They can describe and talk about different body parts and where they are talk about where each body part is and how many of them they have.

GROWTH AND LEARNING <i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i>	
Cognitive/thinking	Children will reflect on their understanding of body parts and what they are called.
Physical	Children will develop their motor skills through tracing and taping body parts on the Kraft paper.
Social/emotional	Children will show their Individual uniqueness through the outline of their body parts on the diagram.
Language/literacy	Through discussions and the read aloud of the book they will talk more about body parts, naming them and what they do?

	List 10-15 target vocabulary words: outline, body parts, toes, fingers, and observe, tracing, taping, naming, uniqueness and individual.
Content Area(s)	

STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <i>Be specific—choose those standards that are actually targeted by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i>	
Domain 1: Approaches to Learning	3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences d. Seeks additional clarity to further understanding e. Demonstrates innovative thinking
Domain 2: Physical Development and Health	5. Demonstrates eye-hand coordination and fine motor skills a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)

Domain 3: Social and Emotional Development	<p>SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS</p> <p>Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults)</p> <ul style="list-style-type: none"> a. Interacts with significant adults b. Seeks guidance from primary caregivers, teachers and other familiar adults
Domain 4: Communication, Language, and Literacy	<p>Vocabulary</p> <p>PK.AC.4. Demonstrates a growing receptive vocabulary PK.AC.4. Indicators:</p> <ul style="list-style-type: none"> a. Understands and follows spoken directions b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted)
Domain 5: Cognition and Knowledge of the World	<p>VISUAL ARTS</p> <p>PK.ARTS.16. [VA:Cr1-3.PK]</p> <p>Creates Visual Arts PK.ARTS.16. Indicators:</p> <ul style="list-style-type: none"> a. Engages in self-directed imaginative play with a variety of materials and/or art-making tools b. Creates, shares and/or talks about art that communicates a familiar place or object (e.g., using blocks to build a castle or clay to create a snake)

AUTHENTIC ASSESSMENT	
<p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	<p>To gather evidence to assess each child's developmental progress, I would let them to individual diagrams that they can do on paper. They will label each body part to the best of their ability. I will determine whether or not individual children are getting the big ideas if they can answer them independently. Some questions that will be explored are how is my body tracing like that? How many ears I have? How many noises I have? Why my nose is like that, or why is the color of my nose like that? The new connections they will make are between the activity and themselves what they got to learn about themselves. When they can understand and explain these through conversation or identify them. When they can present their work to others, they will show what they learned.</p>

OVERVIEW/FRAMING				
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>	The activity fits into a larger curriculum web; it's called All about me. The activity is fingerprint pattern. This activity is developmentally and culturally appropriate for the learners because it shows them what they can do with their fingers and connect it to math. This activity is developmentally appropriate because it is for children of ages groups four and up. This is culturally appropriate because it has to do with fingers and not offend any students or make them feel different. One way of learning math is through visual arts activity's which we will be doing in the activity.			
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>	Children will use the finger to fingerprint and follow the pattern given to them using paints that they will put on their fingers. Some questions they will explore children will learn about themselves and their importance. They will learn about how they are unique? How make the fingerprint is bigger than the other? How make his/her pattern look like that? Why are the fingerprints so tiny?			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts	Music	Movement/Dance	Drama
	Emergent Literacy	Mathematics	Science	Social Studies
LANGUAGE AND CONTENT OBJECTIVES				

KNOWING THE LEARNERS	
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>	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 the fingerprinting pattern, they see the similarities and differences with others in the classroom in the fingerprints they will create.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	Young children might misunderstand that their fingerprint pattern is unique, and nothing is wrong if there doesn't look like others in the class.

SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?*</i>	Students in the class are in the age group between 4-4.5 years old. Four of your students are of Ecuadorian and Honduran descent, 1 is Chinese descent, and some only speak English. Two of your students are dual language learners (they are learning to speak Spanish and English), and 3 of your students speak English only. We also have our other bilingual learners that talk in Chinese and English. One of my monolingual female students needs to focus on developing their gross motor skills. The students in the class come from various family backgrounds, and we have students in the class who have experienced a lot.
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MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i>	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
<ul style="list-style-type: none"> • Circle stickers or color-coding labels • Washable finger paints • Big white paper • Paint holders 	I would have a math center and art center, which the students will use in the activity. The math center where I will have two tables, and on each table, there will be four students.	A resource I would include is an example of my work with the fingerprinting pattern that they will create. At the same time, I will do one with them to demonstrate the activity.

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

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THE LEARNING EXPERIENCE	
<p>The launch</p> <p><i>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?</i></p>	<p>Hello guys, who look color? I do, do you? I will ask, "What is your favorite color?". Then dip my finger in the colors they say one at a time. And then, I will take my finger fell in paint and put it on the paper. Know I have a paper that has dots of my favorite color which are blue and grey. The first dot is blue, and the next is grey. Which are the next dot guys? One student will say blue. Good, what's the next dot grey. Guess what, guys, that is a pattern using colors. Know I will give each one paper you will choose two of your favorite color and make dots as I have first one color and then another color and you go on like that. If you want you can have more than two colors. Guys remember your colors has to repeat like mines. I have Blue, grey, blue, grey, blue, grey.</p>
<p>The activity</p> <p><i>List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i></p>	<p>In this activity, the students will create fingerprinting patterns using their fingers and paints on paper. They will first take the dots of stickers and make a pattern of their favorite colors, and then uses their fingers to put it in the paint and make dots. I will first show them a demonstration of the activity. So guys, My favorite colors are blue and grey, and I will create a pattern with them a pattern is repeating of colors or different things in the same order. So I will repeat the color blue and grey; first dot will be blue for me and then grey then blue and then grey and it will continue like this until I get to the end of the papers in a straight line. I have put all the supplies on the table for you guys like the paints, paints holder and paper. Now let's go around and everyone share your favorite colors from the colors we have. After everyone is done sharing I say "that's great guys we all know our favorite colors. Know I want you guys to take turns and put drops of your favorite color on the paint holder. If you guys need help please ask ok. So know that we are down I want you guys to take the sticker dots and put it on your papers that shows your favorite color and also to remember a pattern is repeating the colors in order again.so let's first put down stickers dots of all our favorite colors I have blue and grey. Then I will look around and see what the students are doing and wait a let. So Then I have blue first on my paper so I will put blue again and then my next sticker will be grey and then blue again and grey and continue that on the paper. After I am done with the stickers I then want you guys to take the paints and match them with the stickers on top. So the first sticker of mines is blue so my first paint dot will be blue and go on.</p>

Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i>	<p>I will offer the students to share with the class what they did and to see if one another have anything in common maybe they use the same colors. And then we will look at each person patterns to see if they have a pattern.</p>
Possible Extensions <i>What could you do on another day to build on this activity?</i>	<p>Another day to build on this activity I will start with shapes pattern where they will look at shapes and form pattern and then draw the shapes they formed and share it with the class.</p>

Multimodal Engagement <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i>	<ul style="list-style-type: none"> • Verbal/linguistic (talking with one another through creating the pattern and sharing it with one another in the class) • Visual/spatial (students are able to show the pattern on paper and see what one another have created) • Kinesthetic (hand movements with the paint and dots on the paper)
Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	I will modify this activity by for students with special needs for physically active to be able to just share what pattern they would want to create, and they will have the ability to discuss it with the class. I am trying to pick the activity as simply as possible and they will be able to choose whatever color they want, and no one is perfect it just matters that they understand patterns.

GROWTH AND LEARNING <i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i>	
Cognitive/thinking	Children will reflect on their understanding of patterns and how pattern can look different using their fingers.
Physical	Children will develop their fine motor skills through taken their fingers and putting in the paint and then taken it to the paper to make dots.
Social/emotional	Children will show their uniqueness through the dots they create and pattern and how they will show it to the class.
Language/literacy	

	Through the discussion of pattern and dots they will compare and contrast the dots they created with their fingers and their patterns.
	List 10-15 target vocabulary words: Patterns, fingerprint, unique, difference, seminars, order, demonstrate, fingertips, important
Content Area(s)	

STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <i>Be specific—choose those standards that are actually targeted by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i>	
Domain 1: Approaches to Learning	3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences c. Experiments to further knowledge
Domain 2: Physical Development and Health	5. Demonstrates eye-hand coordination and fine motor skills a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)

Domain 3: Social and Emotional Development	Self-awareness and self-management skills :1. Regulates responses to needs, feelings and events a. Expresses feelings , needs, opinions and desires in a way that is appropriate to this situations
Domain 4: Communication, Language, and Literacy	1. Demonstrates motivation to communicate 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)
Domain 5: Cognition and Knowledge of the World	Geometry Explores and creates two- and three-dimensional objects 15.Creates and build shapes from components (e.g. sticks, blocks, clay)

AUTHENTIC ASSESSMENT	
<p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	<p>To gather evidence of developmental progress I would give them few colors and tell them to create as many patterns as they can. I would get it if they understand that it doesn't matter if their patterns look alike to the stickers and others is that they understand that everyone is unique in their own ways and so will their pattern be. Some evidence will be a visual arts activity like this one because we know about the students from their work and not to forget group discussions that we will have about the topic. And another activity will do with shapes where they will get shapes like in block form and they will have to either show the patterns they create, draw and even right about it not to forget well we have discussions students can talk about the patterns they created.</p>

OVERVIEW/FRAMING				
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>	The activity fits into a larger curriculum web; it's called All about me. The activity is My place in the world is an activity for students to explore their geography. This project is to teach students our they and their comity fits in the world. This activity is developmentally and culturally appropriate for the learners because it shows their geography and belonging. This activity is developmentally appropriate because it is for children of ages groups four and up. This is culturally appropriate because this has to do with individuals and their geography, and it isn't a topic that some students will feel left out of. One way of learning social studies is through visual arts, which we will do in this activity.			
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>	Children will create circles that represent their places in the world, draw, write and discuss. Some questions they will explore children will learn about themselves and their importance. They will learn about how they are unique because of the geography and where they belong in the world? Why will the circles get bigger, and what each circle represents to them? They will also get to discuss their work and how questions about the details.			
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts	Music	Movement/Dance	Drama
	Emergent Literacy	Mathematics	Science	Social Studies
LANGUAGE AND CONTENT OBJECTIVES				

KNOWING THE LEARNERS	
AGE RANGE:	
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	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 the geography project, they are getting to learning about their place and others too.

<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	Young children might experience misunderstanding that their geography project has to look like others. Which does not have to everyone's work and themselves are unique.
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?*</i>	Students in the class are in the age group between 4-4.5 years old. Four of your students are of Ecuadorian and Honduran descent, 1 is Chinese descent, and some only speak English. Two of your students are dual language learners (they are learning to speak Spanish and English), and 3 of your students speak English only. We also have our other bilingual learners that talk in Chinese and English. One of my monolingual female students needs to focus on developing their gross motor skills. The students in the class come from various family backgrounds, and we have students in the class who have experienced a lot.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> <i>List all books and materials, including any used during the launch/reflection and during set up and cleanup</i>	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
<ul style="list-style-type: none"> • Paper plates • Colored construction paper • Crayon • Markers • Scissor • Glue • Pencil • Erasers 	I would have them use their tables, use the library's area and art center. Each table can seat four children at it. And they can move around as they like to throughout the places I mentioned.	A resource I would use is an example of my geography project and have others on display that they can take. They can take it to their tables and centers to look at them for guidance and inspiration.

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

<ul style="list-style-type: none"> • Different sized concentric circle • Paints • Print out of state, country, continent, planet • Whole puncher • yarn 		
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THE LEARNING EXPERIENCE	
<p>The launch</p> <p><i>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?</i></p>	<p>Can anyone tell me where we are at know guys on the map, or do you know where we are located? For example, our school is in Brooklyn, and Brooklyn is one of the boroughs (city) of New York. What country is New York in, or what country are we in, new guys? Then students would answer the United States of America. Yes, you guys are right do you know what we will learn about today is our geography. Every places we go to is located somewhere and it's a part of a places. Like our homes are part of a city. Cities are part of states, states are part of country, countries are part of continent and continents is part of our planets. Today we will create a Geography project where we will see all the places of the world we are part of. We will draw our homes and color them and other parts of the world.</p>
<p>The activity</p> <p><i>List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.</i></p>	<p>In this activity students will create a geography project of their places. First they will gather the materials. You will need construction paper of different colors, crayons or markers, scissors, and glue. We traced different mixing bowls to create the different sized, concentric circles. As the circles get bigger, their pictures show bigger geographic areas. Each circle will be labelled and then decorated with pictures and drawing that represent it. We will start with the biggest circle which will be your paper plate, it will show the planet we live on , which is earth. Next is continent that be smaller circle then the planet. After cutting out four more circle each getting smaller in size. The circle doesn't have to be perfect. The smallest circle is called "My house" then the next is "My city" and then My state, My country, My continent and my planet. Each paper should have a drawing or image that represents it. You can write the title under each school to your best of ability and can ask for help. You can write it in Spanish or Chinese also. The first circle is My house, so I want you guys to draw your homes. Then the second circle will be our city you can do whatever you want maybe to draw the streets you live on. The third is our state so on the table there are state cut out you guys can glue it on the paper and color it or color and glue it to the constructions paper. The fourth circle is our country they are cut outs on the table you can use it as you like and then you have to glue it to the construction paper. Next is our continent which you will also have cut out of the take to use and glue to the paper. And last is our planet you can go to the library our and look at the planet global or the picture on display and draw a color on the plate. Then we put the circle on</p>

	<p>top of one another and use a whole puncher and make a whole. Then we will tie a piece of yarn to make it like a circle booklet.</p>
<p>Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>I will offer the students to share with the class what they did and to see if one another have anything in common maybe they use live in the same city, states and others. We will look at each other's work to compare and contrast our ideas.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>On another day we can take apart each part of the project like the city, states and we will work on creating projects on each of them. So First we will read a book on boroughs(city) in new York and make drawings about each city. On pieces of paper and make it into our book.</p>

Multimodal Engagement <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i>	<ul style="list-style-type: none"> • Verbal/linguistic (talking with one another about the geography places they have and how are they similar and different) • Visual/spatial (students are able to show the geography project they have created and the artwork on it) Kinesthetic (hand movements with cutting circle and coloring)
Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	I will modify this activity by for students with special needs for physically active to be able to just share and talk with their class about it. Students can talk and write about in other language because our class is bilingual.

GROWTH AND LEARNING <i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i>	
Cognitive/thinking	Children will reflect on their understanding on geography and where they are placed in the world.
Physical	Children will develop their motor skills through cutting circle , drawing and not to forget to decorating their circles.
Social/emotional	Children will show their uniqueness through the circle and the geography project they will create.
Language/literacy	Through the discussion of place in the world and how things look like there house, city, states and ways they describe them. Children will have a discussion on those topics within the project.

	<p>List 10-15 target vocabulary words:</p> <p>City, borough, country, concentric circle, continent, planet, geography, state, label</p>
Content Area(s)	

<p>STANDARDS/GOALS</p> <p><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i></p> <p><i>Use the PKFCC to respond.</i></p> <p><i>Be specific—choose those standards that are actually targeted by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i></p>	
<p>Domain 1:</p> <p>Approaches to Learning</p>	<p>3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</p> <p>d. Seeks additional clarity to further understanding</p> <p>e. Demonstrates innovative thinking</p>
<p>Domain 2:</p> <p>Physical Development and Health</p>	<p>5. Demonstrates eye-hand coordination and fine motor skills</p> <p>a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)</p>

Domain 3: Social and Emotional Development	SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults) a. Interacts with significant adults b. Seeks guidance from primary caregivers, teachers and other familiar adults
Domain 4: Communication, Language, and Literacy	1. Demonstrates motivation to communicate 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)
Domain 5: Cognition and Knowledge of the World	GEOGRAPHY, HUMANS AND THE ENVIRONMENT PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions a. Identifies features of own home and familiar places d. creates representations of topographical features in artwork, and/or while playing with blocks, sand or other materials.

AUTHENTIC ASSESSMENT	
<p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	<p>To gather evidence of developmental progress I would let them create the own geography project maybe about something in the class that they really like. First circle will be the item itself , next where it is at, next which area and last circle will be a drawing of the class. I will determine if the individual children are getting the big ideas if they show that they understand concept of the big ideas through their discussions. If they understand the idea of geography and where they are in it the project and how each of the parts are connect to one another. The other activity will be the object within the class they like the most and where it is? The children should be able to answer or talk about these topics and questions :they will learn about how they are unique because of the geography and where they belong in the world? Why the circles will get bigger and what each circle represents to them? They will also get to discuss they work and how questions about the details.</p>

Commentary

Describe the topic of your Focused Curriculum

My topic is all about me; children learn about their importance and their uniqueness through this topic. They are taught about their interest and thinking also what they can do. The curriculum can help children learn about their emotions and body parts. All about me curriculum is perfect for being of the school year and for new students. We get to teach children about reading, math, science, and social studies through this curriculum.

The age range I am teaching is children in pre- k and kindergarten that are developing self-concepts. Children are learning about themselves and figuring out their importance. The age group I am working with is four years old. . Four of your students are of Ecuadorian and Honduran descent, 1 is Chinese descent, and some only speak English. Two of your students are dual language learners (they are learning to speak Spanish and English), and 3 of your students speak English only. We also have our other bilingual learners that talk in Chinese and English. One of my monolingual female students needs to focus on developing their gross motor skills. The students in the class come from various family backgrounds, and we have students in the class who have experienced a lot.

Implementation of Activity Plans

I would do the science activity first, then the math, and last I would do the social studies activity. The science activity has to do with body parts, and it's connected to the math because the math has to do with fingerprinting. Which fingers are part of the body part? Then after I will do the community activity because children need to first learn about themselves. Next is to learn about their community and environment. Children like to know about themselves and talk about themselves first, then after talking about their environment.

In the activity, one child will learn about body parts, and name/identify them. One body part is the finger which is connected to the second activity. The second activity has to do with creating your own fingerprinting and pattern. From the second activity, children can learn about the importance of uniqueness to contribute to the third activity where children get to do an activity about their place in the world. They get to learn about how their place in the world is unique and makes them special. From activity to, they know how their fingerprints make them unique, contributing to how their place and community are unique.

Relationship of the Activity Plans

Students in my class come from different socio-cultural backgrounds; some come from Chinese backgrounds, and some Ecuadorian and Honduran. The children in my class are bilingual; they speak Spanish and English, Chinese and English, and

some speak English. The activity doesn't have to connect to culture, tradition, and social class. The activities are based on the personal concepts of each individual.

The three activities have in common the idea of uniqueness and how each activity contributes to their uniqueness. All the activities connect to children exploring different aspects about themselves. Children this age often come into a new environment; maybe this is their first classroom setting, or they came from different backgrounds and environments. These activities are a simple way to start class with new groups of students to feel welcomed in the new environment. This activity is somewhat simple and can be modified for children that need more help. At this age, children are getting to learn new things and develop self-concepts.

I made sure to have some modifications in the activity that can help students with needs. Suppose they want they can do the activity in another language like Spanish and Chinese. I will make sure to have prepared instructions for them to be able to use. Children that have a hard time with physical activity can also do a discussion about the activity. I made these accommodations because often, students will need more assistants in guidance through the assignment. Some students will struggle with doing the assignment maybe because they aren't physical at the level of others or can better explain in another language.

Strategies and Connections

The instruction strategies and my plan for developmentally appropriate for the whole class and individual give students the ability to explore. It is developmentally appropriate because the students learn about themselves, which is appropriate for their age group. Some appropriate instructional strategies are the why I formed the activity and the steps that I give. My activity is outlined flexibly for children; they can experiment in the activity, do things as they want, and feel comfortable.

The relationship between the activity follows under the same theme, which is All about me. The teaching straggles I used are direct instructions, interactive instruction, and independent study. Direct instructions were when I was telling them what to do in each activity. Interactive instructions through the discussions we have and independent research because the students are doing their activity project.

Assessment

I will have the children do aspects of the activity independently or maybe even expand the listen and let them do it on their own. For the social studies activity plan, I would let them create their geography project about something in the class. For the math activity plan, I would let them create fingerprinting patterns with the colors I give and do as many as possible. For the science activity plan, I would tell them to develop individual body diagrams on paper pieces. Another way is for children to answer or get

somewhere near the big ideas and questions. When can they think about the questions or have something to say about the big ideas, you can see what they have learned?

Conclusion

It was really fun and exciting to create a thematically based activity because they were connected to the same theme. Through the activity, children learned about different concepts about themselves as individuals, group, and class. It took time to plan activities that were appropriate for each individual in the class. It takes time to prepare the activity because we have to reconsider all aspects. I have to make sure the activities are flexible for students to accommodate them to their presence.