

Activity Plan

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OVERVIEW/FRAMING									
This Activity Plan is part of a larger Learning Experience Unit on: Exploring What We See - Toilet Paper Binoculars.									
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>	Exploring what we see through our toilet paper binoculars is developmentally age appropriate for pre-k students. Children will use their hands to explore loose materials to add on to their binocular. The binoculars can be used for all kinds of center throughout the room. Children can pretend play, music and movement to songs or books and also construction play. Children will use their imagination and explore new activities.								
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>	<ol style="list-style-type: none"> 1. How can binoculars help us see? 2. What sense do we use to see? 3. How can binoculars take you somewhere you imagine? 								
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Visual Arts</td> <td style="text-align: center;">Music</td> <td style="text-align: center;">Movement/Dance</td> <td style="text-align: center;">Drama</td> </tr> <tr> <td style="text-align: center;">Emergent Literacy</td> <td style="text-align: center;">Mathematics</td> <td style="text-align: center;">Science</td> <td style="text-align: center;">Social Studies</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	Science	Social Studies
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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>	Basics of DAP Children will develop their thinking skills, fine motor, and gross motor, literacy skills, creativity, imagination, social and emotional learning.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Some misunderstanding is identifying that we need our eyes to see through the binoculars. Children will also be confused that they are holding it, so we are using “touch”.
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>	Children of all different learning styles will be able to adjust to this activity very well. For example, children may not be great at using scissors which is fine motor skills. Children may not be able to grip it right, therefore children can use their hands to rip the paper.

^{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.

MATERIALS & LEARNING ENVIRONMENT PREPARATION

<p align="center">MATERIALS</p> <p><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></p>	<p align="center">LEARNING ENVIRONMENT</p> <p><i>What, if any, modifications will you need to make to the classroom to support this activity?</i></p>	<p align="center">EVENTS/RESOURCES</p> <p><i>What events or resources, including people, might you need to arrange in advance?</i></p>
<p>Setting up: Have children at art center at a table sitting down.</p> <ul style="list-style-type: none"> - Two toilet paper rolls for each student - Glue - Tape - Scissors - Lose materials - Writing tools such as crayons, markers, pencils <p>Cleaning up: have children help gather materials to put back in the sorting tray.</p> <ul style="list-style-type: none"> - Children will close glue sticks, put lose pieces in garbage if needed. 	<p>Children will be introducing to the sense of “sight” with songs and books.</p> <p>Books we will cover for “sight” “see”</p> <ol style="list-style-type: none"> 1. Brown bear, brown bear, what do you see? By Bill Martin Jr. 2. We’re going on a Bear Hunt by Michael Rosen 3. The Eye Book by Dr. Seuss 	<p>Ask parents to help with bringing extra toilet paper rolls in case of mess up with a child’s artwork.</p> <p>Teacher will make a couple of examples of the toilet paper binoculars to show all the children.</p> <p>Children can use example when creating art project.</p>

<p align="center">THE LEARNING EXPERIENCE</p>		<p align="center">Multimodal Engagement</p> <p><i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i></p>	<p align="center">Differentiation</p> <p><i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, very physically active, or emergent bilingual, etc.)</i></p>
<p>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>	<p>Do you want to know ways we can see through?</p> <p>Have children in large group, get excited around children.</p> <p>Also show pictures and let children pass around during circle time.</p>	<p>The activity helps children with many opportunities when it comes to learning through play. As a educator we want to allow children to</p>	<p>When modify this activity, I will be clear by showing pictures and book. I will also introduction new songs we can sing to help us learn better on the topic.</p>

<p>The activity <i>What will the children be doing?</i> <i>List the procedure step-by-step.</i> <i>What will you say or do to support their process?</i></p>	<ol style="list-style-type: none"> 1. Children will be given the chance to join at the art center to create their own binoculars. 2. Children will be given two toilet paper rolls and glue. 3. Children will glue both of the toilet paper rolls together and let it dry 4. After drying children will be given different writing tools like markers, crayons, pencils, color pencils to color all over the toilet paper rolls. 5. After coloring the whole thing, children will use glue again to add loose materials such as pom poms, foam stickers, feathers, and also rip or cut paper to small pieces. 6. After gluing pieces on children will tape or pouch two holes on each roll and attach string to it. 	<p>explore the classroom and be independent and do things they want. The binoculars will allow children to carry them around the room and see how they can use it in different centers. Children will use their creative thinking skills and imagination to make one activity turn into many activities.</p>	<p>I think songs help children remember a lot more. Books will be located in every center based on the center. But all centers will cover five senses through materials, toys, and books. The books will be picture books, books with 1-3 words on each page and also, I will have CD's to go with the books so children can listen to the recording. As a teacher we want to make sure each activity, center is appropriate for their age and also their needs for learning.</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>	<ul style="list-style-type: none"> - What are you going to use your binoculars for in the classroom? - Also let children make another one for home or give materials so then can make with their loved ones at home. 		
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>Another thing I can do to build on this activity is read books, songs and also go on a nature walk in our neighborhood with the binoculars. Children can use the binoculars to help look outside and identify what they see. Children can also come back to the room after the nature walk and draw what they saw using their binoculars.</p>		

GROWTH AND LEARNING

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

Cognitive/thinking	Sustained attention, selective attention, long term memory, working memory, thinking skills, creativity skills, logic and reasoning, visual processing, processing speed.
Physical	Fine motor skills, gross motor skills, logic skills, sensory play, symbolic play, pretend play, music and movement
Social/emotional	Express their feelings, encourage children to try new things, show attention, give children opportunities, acknowledge child's work and support their ideas.
Language/literacy	Children will develop and build new vocabulary words through songs, books, pictures and other classmates. List 3-5 target vocabulary words: See Sight Eyes Visual Look
Content Area(s)	

STANDARDS/GOALS

What Pre-K Common Core Learning Standards (CCLS)^{2} are addressed in this activity?*

Domain 1: Approaches to Learning	It incorporates emotional, behavioral, and cognitive self-regulation as well as initiative, curiosity, and creativity.
Domain 2: Physical Development and Health	Focuses on how young children learn about their bodies and different senses through learn and play. Children develop at a pace that is unique to each child. They gain control over their bodies and begin to move to explore their world and use imagination. They let their minds be creative and explore. Also, classroom is safe for activities to move around. Safe objects, and items around.
Domain 3: Social and Emotional Development	Let children be open minded and express their feelings. Children will have their own thoughts and inputs on something. Therefore, as a teacher we need to listen and be supportive to each other.
Domain 4: Communication, Language, and Literacy	Language is age appropriate. Vocabulary is clear and understood on their reading level. Language development involves the development of the skills used to communicate with others through languages, while literacy development involves the ability to read and write. Therefore, children will use their fine motor skills to write what they see and even draw.

^{2*} For CCLS, please go to the following URL: <http://www.p12.nysed.gov/earlylearning/standards/documents/PrekindergartenFoundationfortheCommonCore.pdf>

Domain 5: Cognition and Knowledge of the World	Cognitive abilities allow children to think and use the information they gather from their interactions with adults, other children, and the environment. One of the best way's adults can support the development of cognition and general knowledge, or learning, is by recognizing what learning looks like in a classroom.
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AUTHENTIC ASSESSMENT	
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<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>	Children will be given the materials and tool to create something to get the bigger picture out of what it is really used for. Making binoculars will help children visual what they are and will see through it. Children will build connections with the activity to reality.
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POST-ACTIVITY REFLECTION^{3*}	
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<i>What aspects of this activity seemed to be most successful in supporting the children's growth and learning? What, if any, surprises were there? What, if any, challenges were there? Record the results of your authentic assessment activity. How would you modify this activity the next time to make it more successful?</i>	<ol style="list-style-type: none"> 1. This activity is so much fun to create. As a pre-k teacher when I did this with my class, children loved it. They wanted to make another one to have for the house. I think if children are engaged in the activity, having fun and learning it's a successful growth of development for the child. 2. As an educator surprise happen all the time, and we just have to make the best of it. We always have backups. 3. We work around the challenges and make it into something a little easier. Like I gave before about children not developing fine motor skills therefore, they can't use the scissors to cut. Have children use their hands instead. We always have to improvise. 4. I will react at a book or song with the binoculars. Repeating songs and books have children fall more in love with it, and also remember them faster. I would even take them with me on a nature walk and look into them and say my thoughts out loud of what I see. Children tend to follow when you make things exciting a fun.
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* You may not actually have the opportunity to implement this learning experience. In the future, though, you should build a practice of returning to your plan to document your post-activity reflection.