

Activity Plan

Designed by: Tiffany Onody

Curriculum Topic: My Five Senses – Pattern Apples

OVERVIEW/FRAMING									
<p>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>	<p>My topic I chose to focus on is “My Five Senses” when using apples. Using apples creates fun, creative ways for children to learn about each sense. During this activity children will use math create math patterns with the use of apples. Children will practice their patterning skills while creating an art project using red, yellow and green colors.</p>								
<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>	<p>The questions that will be asked when helping children learn from the pattern apple activity are...</p> <ol style="list-style-type: none"> 1. How many apples do you need to make a pattern? 2. What number of apples will you use? 3. What colors will you be choosing out of the three color that are given? 4. Will you use all three apple colors to create a pattern? 5. How will you pattern look? 6. Will your pattern be a line, shape or picture? <p>Asking questions will get children thinking and be fully engaged. Children will connect with others around them by having conversations based on the activity of apple tasting. Children will focus on the different domains when it comes to fine motor, language, cognitive, social – emotional, and physical development skills. As an educator we want children to bring information and learn from it. Children are open minded and are ready to learn something new.</p>								
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Visual Arts</td> <td style="width: 25%;">Music</td> <td style="width: 25%;">Movement/Dance</td> <td style="width: 25%;">Drama</td> </tr> <tr> <td>Emergent Literacy</td> <td style="background-color: yellow;">Mathematics</td> <td>Science</td> <td>Social Studies</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	Science	Social Studies
Visual Arts	Music	Movement/Dance	Drama						
Emergent Literacy	Mathematics	Science	Social Studies						

KNOWING THE LEARNERS

AGE RANGE:	4 -5 years old
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Yes, even babies learn math concepts early on, and it all starts with patterns. Patterns are arrangements of things that repeat in a logical way. Those arrangements of colors, shapes, gestures, sounds, images, and numbers are a crucial concept for young kids and contributes heavily to their early math understanding. Children who are 4-5 years of age are counting to 30 and able to represent numbers to 20. This means that they can link the number of objects to the numeral. Children are grouping objects into sets and learning to count by ones to determine the size of each set.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	If children are having trouble with the concept, always start small. In this activity children will use apples and paint to create patterns. Children do have the option to pick all 3 apples if they want. However, if children are still confused always give 2 apples instead. Also have children do a picture of how they want their pattern to look like before actually doing it. Allowing children to prepare themselves will get children the help they need.
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>	When it comes to having a diversity classroom, we need child to feel welcomed and comfortable when it comes to having different backgrounds. We need to incorporate different languages with books, songs, signs etc.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>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</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>
<ol style="list-style-type: none"> 1. Paint <ul style="list-style-type: none"> - Red - Yellow - Green 2. White long construction paper 3. Each child will get 3 half apples that are 	When it comes to the unit of studies every month, you change the classroom based on the curriculum. Allowing different books, artwork, pictures, song and vocabulary words. During circle time meetings allow children to have open and ended questions with the activity you will be doing together. This allows children to be fully	When planning for activities, I will send out a weekly newsletter to parents. The newsletter will share, pictures of our classroom of children learning and playing, songs we are going over, vocabulary words, topics, and activities we will cover that week. Parents will help go over the songs and words with the

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

<p>sliced in half.</p> <ol style="list-style-type: none"> 4. Plastic plate 5. A painting smocks. 6. Tape (in case they want their patterns long to tape the paper together) 7. Crayons, pencils, markers. 8. Easel or table allow children to be at when doing this activity. 	<p>engaged and ready to learn.</p> <p>When it comes to children with disabilities:</p> <ol style="list-style-type: none"> 1. Reduce the size of the playing area. Change the boundary lines. 2. Use lighter equipment. Plastic bats "whiffle" type balls. 3. Slow down moving objects. Change the throwing style to underhand. 4. Modify the rules to be very clear. Show pictures and examples. 5. Provide additional rest periods. 	<p>children that way they are prepared for the activity in class. Parents are welcomed inside the classroom to help put with food and funs, activities and just to play or read a book. I will also tell the children in advance of what we are doing that way they are ready to learn and also have fun.</p> <ul style="list-style-type: none"> • Sing-a-longs. Sing songs with your child and encourage him to sing along with you. • Practice the songs we are learning. • Practice Counting. • Practice Shapes and Colors, and patterns. • Send home worksheets for children to practice on. • Send books of the lesson we are focusing on that month or week. • Ask Questions.
--	---	--

THE LEARNING EXPERIENCE

The launch

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?

First when it comes to any new lesson or activity, I will introduce it as a class during circle time meeting. During our meeting, children will be asked questions and also are able to ask questions if they don't know something. Circle time is a time for important social interactions among young children. It helps develop positive relationships between kids through engaging and fun activities. It is also used to address certain issues identified in the class such as too much noise and talking during class lessons.

The activity

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.

1. Children will be given the option during center time to either come to art center and work at the table or easel to do this activity.
2. Even though we are covering math when it comes to patterns, we are also going to be creative using paint with the colors red, yellow, and green for apples.
3. When ready to do the activity, children will be given each a painting smocks, so they won't get dirty.
4. Children will be given white construction paper.
5. They will have the option to use 3 apples or 2 depending on what pattern they would like to create.
6. After children pick how many apples, they will be given the number of paint colors based on the number of apples they use.
7. Children will use red, green or yellow to paint.
8. Instead of using paint brushes, children will use real apples that are sliced in half as brushes.
9. Children will dip their apples inside the paint to cover the apple.
10. Once they cover the apple with paint, they will begin to place the apple on the white paper to form a pattern.
11. Children will take turns with their apples. For example, if a child is using 2 apples to form a pattern with the colors red and yellow, they will begin with red and then yellow and continue on till the get a long enough pattern.
12. After being done, we will let it dry and the discuss in circle time what pattern each child form and created.
13. It will be hung up in the classroom there work when finished that way friends can see their work whenever.

<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>	<ol style="list-style-type: none"> 1. I will ask children how it feels to use apples instead of paint brushes to create an art project. 2. Ask children what senses they are using to create a pattern. 3. How many colors do you need in order to create a pattern? 4. Why did they pick the colors they did, do they like that color? Why didn't they pick that color instead?
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>The next day after we finished, painting will be dry in time for discussion. In circle time each child will discuss something about their pattern and why they chose those colors. Children will also bring up one sense they used in order to create this art pattern. Children will then ask questions and listen to one another. They will have turn and talks in small groups to get a better understanding of each other.</p>
<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></p>	<p>Linguistic – relating to language. When children learn more words and start to understand the meaning and how it sounds with the language, children build sentences to communicate. Children like to create story about their work, even if it's made up or not.</p> <p>Example: The opportunities children are given is discussions with each other. Discussions allow children to express their ideas, thoughts and emotions.</p> <p>Visual - painting refers to all aspects of visual representation and allows for an empirical analysis moving away from a stratified model of painting.</p> <p>Example: While children paint, they are using different materials for a paint brush. This will allow children to be more creative and different in their own way.</p> <p>Tactile - connected with the sense of touch</p> <p>Example: Children will use their sense of touch to feel how different it is to use an apple as a paint brush. This will allow children to use different vocabulary to express their feelings and thoughts while painting and creating a pattern.</p>

Differentiation

How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?

When it comes to children learning on different levels or styles, we need to make sure the activity is not only age appropriate but understandable.

1. Use maps, flow charts, or webs to organize materials.
2. Highlight and color code books/notes to organize and relate material.
3. Have students pick out key words and ideas in their own writing and highlight them in different colors to clearly reveal organizational patterns.
4. Have number lines posted for children, that will allow them extra help when counting.
5. Do an example of a pattern during circle time in front of all the children. Show children by using to apples I can make a pattern of red yellow, red yellow. Also do an example using three apples to show how many patterns you can create with just three apples.
6. Show children how to grip the apple that way it won't fall when painting.

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.

Cognitive/thinking

Cognitive development means how children think, explore and figure things out in certain situations. In this activity children will learn through art how to create a math pattern. Children will use up too two or three patterns with the choice of 3 different colors. Children will first use a white paper with red yellow and green crayons to outline their pattern before starting. This will help children understand how to create a pattern.

Physical

Children will be given the choice to work at a table sitting down or standing at working at the easel. Physical is getting children up off their feet and being able to move around and use their body and hand movements. By allowing children to use apples as paint brushes will allow children to grip the apple using their fine motor skills.

Social/emotional

Social and emotional development helps children express their ideas, feelings and thoughts. Allowing children to work ton their own painting when making a pattern out of apples and paint, it will allow conversations with friends around them.

Language/literacy

Language/literacy Language/literacy child's literacy activities like talking, storytelling, drawing, and painting will help to develop new skills.

List 10-15 target vocabulary words:

1. Red
2. Yellow
3. Green

	<ol style="list-style-type: none"> 4. Apples 5. Brushes 6. Brush 7. Paint brush 8. Paint 9. White 10. Half 11. Grip 12. Hold 13. Touch 14. See 15. Feel
--	---

Content Area(s)	<p>Curriculum – It is what children do in the activity which is painting with apples to create a math pattern.</p> <p>Approaches to Learning – discuss what children will be doing step by step and show an example before allowing children to start.</p> <p>Social Skills and Emotional Development – children will express how they feel with the different senses they are using.</p> <p>Language, Literacy and Communication. – taking turns talking and asking questions to each other.</p> <p>Mathematics - counting how many apples they use to create a pattern.</p> <p>Creative Arts – painting with apples.</p>
------------------------	--

<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: Approaches to Learning</p>	<p>PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences.</p> <p>Development can happen through this learning activity because children do get curious and start to wonder with question in the back of their heads. I believe changing the paint brushes into apples to paint in order to</p>

	create this pattern will get the children thinking but also motivated to do this activity.
Domain 2: Physical Development and Health	<p>PK.PDH.1. Uses senses to assist and guide learning.</p> <p>I believe this domain is very important when it comes to children and guidance. Without guidance everything will be messy. Guidance provides children with appropriate and positive models of behavior and helps them to develop respect, self-regulation, self-confidence and sensitivity as they learn and grow. Guidance is needed while appropriate behavior is happening, as well as before, during, and after inappropriate behavior is displayed.</p>
Domain 3: Social and Emotional Development	<p>PK.SEL.6. Understands and follows routines and rules.</p> <p>Routines and Schedules Are Important Because: They influence a child's emotional, cognitive, and social development. They help children feel secure. They help children understand expectations. Rules and routines can prevent problem behavior by providing information about what to do in a certain environment. Students can benefit from rules and routines as structure alleviates their confusion across settings and activities throughout the day.</p>
Domain 4: Communication, Language, and Literacy	<p>PK. ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding.</p> <p>Understanding the language and literacy helps children get to know sounds, words and language, and develop early literacy skills. Spark your child's imagination and stimulate curiosity, and help develop your child's brain, ability to focus, concentration, social skills and communication skills.</p>
Domain 5: Cognition and Knowledge of the World	<p>PK. MATH.13. [NY-PK.G.2.] Names shapes regardless of size.</p> <p>Learning colors and shapes helps children. Understanding math and geometric concepts like shape, size, space, and position. Learn to sort and categorize, which are essential for problem-solving. Learn letters and numbers, because those are made of shapes! As children paint with the apples, they will learn and observe the apple and see what kind of shape they get with there pattern.</p>

AUTHENTIC ASSESSMENT

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

The specialist may observe the child, give the child a structured test, on activity they did in the pass just to refresh their memory. Teachers can always ask the parents or caregivers questions or ask them to fill out questionnaires. The results of this formal evaluation determine whether a child needs special treatments or early intervention services or both.

How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?

Asking questions is an important way to encourage children to think and problem solve. Try to make sure your questions are thought provoking! 1 Use divergent or open-ended questions, such as "What do you think?" "What should we try?" or "What would happen if we paint with apples instead?" These questions have no right or wrong answers. Asking questions gets children thinking and also interested to learn something new.

Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.

As an educator we are always collecting new information, and ideas about the child. We may not have a paper or pen around, but we always look at the child's interactions and work being done in the classroom.

Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.

For this activity children will get to do an art project that includes math into it. Children will be learning how to create patterns with the use of apples. This unit of studies is five senses which focus on smell, touch, hear, taste, and sound. During this activity, children will use their sense of touch using the grip of their fine motor skills to hold the apple in place in order to paint. Children will use half sliced apples as paint brushes. Children will either use 2-3 apples depending on what pattern they would like to make.