

Activity Plan

Designed by: Tiffany Onody

Curriculum Topic: My Five Senses – 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. Apple tasting is a must when it comes to pre-k! It’s a great way for children to stay engage with others while learning. They’re able to use all of their senses during this activity while learning something new. For example, children will form developmentally and culturally appropriate skills when learning about apples. Children will experience cutting an apple on their own, touching, smelling and also tasting the apple. Children will make different comparisons with each other about the 3 different kinds of apples. They will learn and grow apple seeds and create predications. When children are hands on, they are active learners who are learning about apples.</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>They question that will be asked when helping children learn from the apple activity are...</p> <ol style="list-style-type: none"> 1. What senses are you suing when doing this with that apple? 2. What is the same about the yellow, red and green apple? 3. What is the difference between the yellow, red and green apple? 4. What do you like about that apple? 5. What didn’t you like about the taste of that apple? <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 a 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>Mathematics</td> <td style="background-color: yellow;">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>	At the age of 4 – 5 years old, they are considered early childhood learning. During those ages for early childhood children should be using their gross motor skills while running, hopping, and kicking balls, climbing and swinging with ease. Other movements children are progressing it hand and finger skills when it comes to fine motor skills.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	<ol style="list-style-type: none"> 1. The role of misconceptions in the learning process. 2. Descriptions and examples of some common misconceptions in science activities. 3. Methods to identify misconceptions. 4. Method to break down misconceptions. <p>All misunderstandings are okay in early childhood, therefore as an educator we need to be clear, ask questions, show pictures, etc. Remember not all children are visionary learners.</p>
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	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<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>	<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>
<ol style="list-style-type: none"> 1. Apple Tasting Materials <ul style="list-style-type: none"> - Red Apples - Green Apples - Yellow Apples - Plastic knife 	<ul style="list-style-type: none"> - During this activity in the five-sense unit of studies, the classroom will change into an apple orchard. Dramatic play will have an apple orchard for children to go there and pick 	<ul style="list-style-type: none"> - I will ask parents to donate one apple to the classroom of any choice in the color red, green or yellow. Parents will be given a sign-up sheet if they would like to donate. On

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

<ul style="list-style-type: none"> - Plastic plates - White paper - crayons <p>In this activity children will be tasting three different kinds of apples. They will eat, enjoy, and discuss what was there favorite.</p> <p>Books:</p> <ol style="list-style-type: none"> 1. Johnny Appleseed by Jodie Shepherd 2. How Do Apples Grow? by Betsy Maestro 3. The Apple Tree Pie by Zoe Hill 4. Ten Red Apples by Pat Hutchins 5. Apple Picking Day! By Candice F. Ransom <p>During set up time, children will work in groups of three, each child will have one apple of a different color. Children will sit together and be engaged. During clean up time, they will help each other by throwing the plastic plates and knives away. Also, will be wiping down the table.</p>	<p>apples, become a farmer, and a cashier or customer. Library will have tons of books on apples and how they grow.</p> <ul style="list-style-type: none"> - In the meeting area, we will have pictures of the different apples, vocabulary words that reflect on the unit and the heading of the topic. 	<p>the sign-up sheet you will have to opportunity to see what color apples have the most and least of what parents are bringing.</p> <ul style="list-style-type: none"> - Parents can also come into the classroom and help out in this activity. I will also allow a parent to come and read a book on apples in different languages.
---	---	---

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 a group of three friends.
2. Each group will sit together and work as a team. During this time, they will help each other and ask questions.
3. Each child will be given a color of either red, yellow, or green.
4. When the teacher calls one color at a time, that child of that color will get up and get their apple from the table.
5. The table will have lots of apples of each color.
6. Once all three children got their apple from the teacher and are sitting back down, children will then use a plastic knife to cut their apple into pieces.
7. Each group will have a parent who helps them.
8. During that time the parent will have an apple too and help teach the children how to cut their apple.
9. Each child will be allowed to cut each apple into pieces for themselves and their friends in the group.
10. After they cut their apples, each child in every group will get a red apple slice, a green apple slice, and a yellow apple slice.
11. Children will discuss in their groups what was their favorite apple and least favorite.
12. During their time eating apples, children will have white paper and crayons to color.

<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>After eating the apples and coloring their favorite apple, we will come back to circle time and have a discussion. During this time, we will come together and talk about what they draw. Each child will have a turn and participate. Questions will be asked, and answers will be answered.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>On another day I will read a book about apples and make a math chart. IN the math chart children will write their own names on one chart paper under the apple they liked the most. After we will count the number of red apples, yellow and green apples.</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>	<ol style="list-style-type: none"> 1. kinesthetic - relating to a person's awareness of the position and movement of the parts of the body by means of sensory organs (proprioceptors) in the muscles and joints. Example: While children are cutting up the apples in a group, they are using finger and hand muscles and joints in the activity. 2. Visual – is developing skills around them, through their own sketches and drawings. Children can express their own ideas thoughts and feelings. This helps children learnt o share and have great communication skills when talking to each other. Example: While children pick their favorite apple, they liked; children will have conversations with each other in the group while drawing on white paper of the apple they picked. When communicating, children will start small talk and ask each other questions of their likes and dislikes on the apples. 3. Musical – When we think of musical we think of sound to the music. We use one of our senses which is “ears” to listen. Sound helps the body and the mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. For children and adults, music helps strengthen memory skills.

	Example: During the apple activity children will listen to the teacher while reading a story based on apples.
Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	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. <ol style="list-style-type: none"> 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.
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	Cognitive development means how children think, explore and figure things out in certain situations. In this activity children will learn through problem solving skills, knowledge and also think about and understand the concept of what's around them. This will help children process brain development which is also part of cognitive development.
Physical	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 cut their own apple for the group, children are using their fine motor skills to develop muscle movement and strengthen their fingers and hand. They can accomplish the task easily because of these physical changes.
Social/emotional	Social and emotional development helps children express their ideas, feelings and thoughts. Allowing children to work together in groups builds relationships when communicating. In this activity children will work together and take turns when getting the apples from the teacher.
Language/literacy	Language/literacy activities like talking, singing, reading, storytelling, drawing and writing help to develop your child's literacy.

	<p>List 10-15 target vocabulary words:</p> <ol style="list-style-type: none"> 1. Sweet 2. Sour 3. Bitter 4. Taste 5. Focus 6. Red 7. Yellow 8. Green 9. Round 10. Circle 11. Feel 12. Soft 13. Shiny 14. Seeds 15. Stem
Content Area(s)	<ul style="list-style-type: none"> • Curriculum – It is what children do in the activity • Approaches to Learning • Social Skills and Emotional Development (Includes Problem Solving) ... • Language, Literacy and Communication. – taking turns talking and asking questions to each other. • Mathematics counting who likes what apple • Creative Arts – drawing their favorite apple. • Science – how apples grow

STANDARDS/GOALS

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

Use the PKFCC to respond.

*Be specific—choose those standards that are **actually targeted** by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)*

Domain 1: Approaches to Learning	<ol style="list-style-type: none"> 1. Actively engages in play as a means of exploration and learning. <ul style="list-style-type: none"> - Allow children to learn about apples first before trying it.
Domain 2: Physical Development and Health	<ol style="list-style-type: none"> 1. Demonstrates awareness and understanding of safety rules. <ul style="list-style-type: none"> - Show children how to cut with the plastic knife.
Domain 3: Social and Emotional Development	<ol style="list-style-type: none"> 1. Recognizes self as an individual having unique abilities, characteristics, feelings and interests. <ul style="list-style-type: none"> - Allow children to speak their minds and be creative.
Domain 4: Communication, Language, and Literacy	<ol style="list-style-type: none"> 1. Interacts with a variety of genres (e.g., storybooks, poems, songs). <ul style="list-style-type: none"> - Have books, and songs that go with the activity.
Domain 5: Cognition and Knowledge of the World	<ol style="list-style-type: none"> 1. Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment. <ul style="list-style-type: none"> - Teach children how apples grow and where they come from. 2. Demonstrates an understanding of roles, rights, and responsibilities. <ul style="list-style-type: none"> - Go over who is cutting what apple before starting the activity. Make sure all children are included.
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>	<ol style="list-style-type: none"> 1. When gathering evidence on a child's work progress, take notes, watch and observe their actions, movements, and communication. 2. Ask children questions and allow children to ask questions back. Have circle time before starting activities. Allow children to have turn and talks with one another of what they think about the topic.

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

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

3. In a pre-k setting classroom, there is always two teachers or sometimes more, allow each teacher to take turns takes notes or even record what's happening.
4. Good overarching essential questions address the core ideas and enduring understandings of an academic area or subject. They can also be used as benchmark or summative assessments that truly mark and measure students' depth of knowledge and understanding in a particular subject area.