

Activity Plan

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Curriculum Topic: My Five Senses – What’s on Your Plate?

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>When you think of five senses, they are all important because you use them every day. But when we think of culturally appropriate, we think of taste. There are so many different cultural, backgrounds, language and foods people share with each other and everyone in the world. That’s why pre-k classrooms are diversity now and have children who are different. I think with the unit of five senses, trying different foods is great for children because they can see what their friends eats that they might not eat at their homes.</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>	<ol style="list-style-type: none"> 1. Where are you from? 2. What is your favorite dish you eat? 3. Who cooks the food for you? 4. What don’t you like to eat? 5. Do you speak any different languages at home? 6. What holidays do you celebrate? <p>All these questions turn into new learning experiences, as well as getting to know their friends better and where they came from. Sharing new information helps you learn more about each individual.</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>Science</td> <td style="background-color: yellow;">Social Studies</td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	Science	Social Studies
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KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	<p>4 – 5 years old.</p>
<p>CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>During this age range, children are learning about themselves and others around them. Children may ask questions like “what is your skin color different from mines?” and that’s where social studies comes to play. For early childhood, social studies are learning about a child and where they come from. But when we incorporate five senses into backgrounds, we get foods we eat. In many different cultural we eat different foods from all around the world. That’s why this activity “What’s on your Plate?” is allowing children to create their own</p>

<p><i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i></p>	<p>favorite dish that they eat at home. This activity will allow children to use different art materials to make their own food dish. At this age children like to be hands on active. This activity will allow children to use their fine motor skills to hold and cut things.</p> <p>Cultural tendencies impact the way children participate in education. To engage students effectively in the learning process, teachers must know their students and their academic abilities individually, rather than relying on racial or ethnic stereotypes or prior experience with other students of similar backgrounds. However, in classroom's we promote a safe and healthy environment for child to learn and also connect. The more you learn about where your students come from, the easier your job will become. This includes learning more about their language, culture, values, family, and home environment. This knowledge will help you to better support your students in the classroom and to receive more support from home.</p>
<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></p>	<p>At this age children are sometimes coming into childcare for their first time ever, with not being able to speak English unfortunately. Sometimes it can be a challenge at first but as you talk and children listen, they eventually pick it up.</p>

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<p><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></p>	<p><i>What modifications will you need to make to the classroom to support this activity? (e.g., centers, bulletin boards, meeting spaces)</i></p>	<p><i>What events or resources, including people, might you need to arrange in advance?</i></p>

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

<ul style="list-style-type: none"> - Medium size paper plates. - Crayons - Markers - Pencils - Glue sticks - White glue - Different color string - Yarn - Different color and size pom poms - Color construction paper - White paper - Kid Scissors - Books of different foods for children to read and look at. 	<ul style="list-style-type: none"> - I will share books on different foods. - Ask children questions on their favorite foods. - Have children draw what they like to eat for examples. - Show my examples of what I eat. - I would also print out some foods for children to look at when doing this project to learn how to draw it. - When doing this activity, I would work in small groups at a time that way I can hear with each child is talking about. This activity is great for children at the age range 4-5 years old because they are starting to learn about themselves and others. 	<p>After we do “what’s on your plate?” activity, I would have children bring in the foods they like for everyone to share. We would have an event called the potluck which we would invite all families to come and celebrate everyone’s cultural. I would ask families if they would like to sing a certain song, do a trick, read a book etc. to share their cultural with everyone. Children and families would be able to dress up, speak their own language and even teach us how to speak it. This is a great way for everyone to get together and learn something new about each other.</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>With this activity, I believe all children would join in and share something. Children love to talk, especially about themselves. However, when it comes to a new topic or activity, I would have children sit around during circle time and introduce it. We would learn a new song about cultural, read picture books and listen to different music and languages. After children will go home and discuss with their family about their own cultural to bring that information to class.</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>Once we finish discussing about each and every child and their cultural, we would draw on a white construction paper how we want our dish to look. Children will look at picture's books, cooks' books, and pictures of food printed out. Children can even go to dramatic play center and get the plastic foods in the kitchen area as a 3D explain. After children all complete their drawing, they will take it to the last step and work in the art center 4 at a time and recreate what they draw using lose materials in the art bins. Children will use many materials to make it look real and also a 3D affect popping out from the paper plate. Finally, after children all finished, children will then share during circle time meeting with each other about what they made and why?</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>As the activity wraps up, I will ask open ended questions to what colors they use to what arts materials they use for each food piece. Children already know when it comes to food, they like one thing. I would ask children what senses they use to eat their food at home and what senses do they use to grab the food and also do they help make it?</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>Another activity I would use to build on "what's on your plate?" is a potluck with families. A potluck is families and friends join together in our classroom and bring their cultural foods they eat. Families can sing songs and read books in their own language.</p>

Multimodal Engagement

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)

Linguistic - Regardless of what language children speak, they still develop and learn. Educators recognize that linguistically and culturally diverse children come to early childhood programs with previously acquired knowledge and learning based upon the language used in their home.

Example – Language is very important when it comes to early childhood, it’s how we communicate with each other. Language for this project is a great way to share that everyone is different. We can use our sense of sound to listen to the different music children and their families listen too.

Musical – Music expresses our feeling, thoughts and emotions. Music is a language and cultural expression may contribute to interpersonal and social understanding. As industrialized economies become increasingly diverse, the importance of a diverse palette of musical styles, cultures, and genres for students grows.

Example – We will listen to different languages and music of different backgrounds from each child.

Tactile – Connected with sense of touch.

Example – When children are doing this activity, they are using mostly their hands to recreate their favorite dish food. Children will express and describe what they feel and how each material feels.

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. Make examples of different food plates.
2. Work with the child one on one.
3. Let children work together.
4. Ask for help.
5. Walk through the activity step by step.
6. Cookbooks show.
7. Printed pictures.
8. Get the kitchen area food from dramatic play as examples.

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.
Physical	Physical can also mean “physical diversity”. Physical diversity refers to objects/people/animals/etc. having variety in their physical characteristics. Physical diversity in humans can relate to skin color, hair length, eye color, height, weight, or any other type of physical trait. As we talk about different backgrounds, children will ask questions like “why are you a different color than me?”
Social/emotional	Social and emotional Skills like empathy, cultivating and maintaining positive relationships, recognizing and managing emotions, problem solving, approaching tasks with grit and perseverance, and taking on others’ perspectives have always, and will always, be crucial to kids’ success.
Language/literacy	<p>Language and literacy include ethical reasons by supporting language diversity we are strengthening people's cultural heritage and therefore their identity. "People who speak more than one language possess improved cognitive abilities and educational outcomes.</p> <hr/> <p>List 10-15 target vocabulary words:</p> <ol style="list-style-type: none">1. Skin tone2. Food3. Background4. Cultural5. Music6. Different7. Same8. Alike9. Language10. Speak11. Diversity12. Clothes13. Cook14. Materials

	<p>15. See 16. Touch 17. Taste 18. Hear 19. Feel</p>
Content Area(s)	<p>Curriculum – What children are doing in the activity which is making their favorite food dish out of materials in the art center.</p> <p>Approaches to Learning – discuss what children will be doing step by step and show an example before allowing children to start. Also work with the children, ask questions and listen. Show books with pictures and examples of food.</p> <p>Social Skills and Emotional Development – children will express how they feel with the different senses they are using while creating their art project. They will ask friends and themselves what each material feels like expressing their thoughts and ideas with each other.</p> <p>Language, Literacy and Communication. – taking turns talking and asking questions to each other.</p> <p>Creative Arts – making food from art materials and putting in on a paper plate.</p>

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	<p>PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences.</p> <p>Children will learn new things about their self, friends, foods they haven't tried yet, music, language etc.</p>
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Domain 2: Physical Development and Health	PK.PDH.9. Demonstrates awareness and understanding of safety rules Before starting we will go over rules when it comes to using scissors and how to hold it.
Domain 3: Social and Emotional Development	PK.SEL.6. Understands and follows routines and rules <ul style="list-style-type: none"> - Share art materials - Take turns - Ask for things - Use scissors the right way - Clean up after yourself
Domain 4: Communication, Language, and Literacy	PK. ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts) 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.
Domain 5: Cognition and Knowledge of the World	PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community Children will think about who we are, our strengths and weaknesses, our drives and personalities, our habits and values.
AUTHENTIC ASSESSMENT	
<i>What will you do to gather evidence to assess each child's developmental progress?</i> <i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the</i>	I would gather new information about their favorite foods, music, language, where they grow up, family, backgrounds etc. Children want to feel included and this activity makes not only the child but their families as well. Having conversations with the child, families will get the child to understand better and have a clear picture of who they are. Show children pictures, sing songs and read books.

Overarching Questions?

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.

Listen to what they children talk about as well as talk with the children. Ask questions to get new information and give them information about yourself.

For this activity children will get to do an art project that includes getting to know each other a little better.