

ECE 312

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Learning Experience Unit Commentary

Based on the activity plans that you completed for Math, Science and Social Studies, answer the following questions:

1. In what order would you do the activities throughout the week? Why?

Based on the activity plans I shared I would start off with Science which allows children to taste yellow apples, green and red apples. This activity gets a sense to what they like based on texture, taste and feel when using their senses. Next, I would begin with doing the math activity plan which is creating math patterns using half sliced apples that we have left over. This activity is different due to using apples to paint instead of paint brushes. Children will create patterns using 2-3 apples based on there pattern. I would use math activity second because it's left-over apples, we had from the first activity which was tasting them. Lastly, I would let the children decide what they like to eat. Now they we tried all three apples, it's the children's turn to show us what they really like to eat. I would use social studies activity last because it's a fun way to express their ideas, and emotions of who they are individually.

2. What could children learn from Activity 1 that might influence engagement in Activity 2?

In activity 1 children will learn the difference between a red, yellow and green apple. They will learn through their five senses, when seeing the apple, eating it, touching it, smelling it and also hearing it. Activity 2 falls great under apple tasting because we are going to have so many apples left over that parents donated for our class. The left-over apples we can turn them into paint brushes to do a fun and creative activity. Math will be involved for both activity 1 and 2. Activity 1 children will see what apple how the most likes and the few likes when eating. Activity 2 children will count how many apples they are using in order to create a pattern. Who wouldn't want to paint with an apple?

3. What do these two activities have in common?

Both activity 1 and 2 are using red, yellow and green apples to complete their project. These activities will give children time to work together as a team and also be independent. Children will cut apples, paint, draw and reflect on their activity.

4. How are the activities you propose supported by what you know about development for children this age?

All three activities are developed and designed for ages 4-5 years old because at that age children are being independent. Children want to do things on their own, talk to friends, and learn something new. With all activity's family engagement is involved, singing songs, reading books, and working as a team. Cognitive development is characterized by the way a child learns, acquires knowledge and interacts with his surrounding environment. Different cognitive skills are acquired as a child meets certain developmental milestones, but a child of any ability will benefit from activities that promote active learning. As a parent and educator, you can encourage your child's cognitive development in the areas of memory, concentration, attention and perception by incorporating simple activities into your everyday routine.

5. How are the activities you propose informed by your knowledge of the sociocultural background of the children in the class?

In the sociocultural backgrounds, children and teachers form relationships in the classroom to help the student learn. The relationships help facilitate social interaction and active participation in the learning tasks. Students learn through observation, listening and talking through their tasks.

6. Why are the instructional strategies and planned supports you propose developmentally appropriate for the whole class, individuals and/or groups of children with special needs?

Instructional strategies are techniques teachers use to help students become independent, strategic learners. Instructional strategies can motivate students and help them focus attention, organize information for understanding and remembering monitor and assess learning. But when it comes to children with special needs, we want to make sure everything is clear and understandable. Take it step by step or work together one on one with the child. Forming small groups, classroom center time, rotate lesson plans, and providing different books of different levels.

7. How could you see *this* Learning Experience Unit that you created fitting in with a Focused Curriculum (as described in the syllabus)?

Describe your vision, focus, objectives, and student needs. Identify resources about the activities. Developing own experiences that meet your objectives. Collect and devise materials. Lock down the specifics of your task. Develop plans, methods, and processes. Create your students' experience and let them enjoy learning while playing or doing something.

8. What evidence will you gather (authentic assessment) to make sense of what children have learned from your Learning Experience Unit?

Authentic assessments help students analyze what they've learned and apply it their own experience. They don't have to memorize facts for a test, so they can use their creativity to show what they've learned.