

Plan

Designed by: Xiaojun Lu

OVERVIEW/FRAMING	
This Activity Plan is part of a larger Learning Experience Unit on: creative own vehicle	
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>	Transportation supports the cognitive development of young children by providing opportunities to interact with the built environment, whether by walking, swiping, boarding and looking out the window. It allows them to connect with vehicles they are learning about in the activity with some of the vehicles they may have seen in their life.
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>	How do I explore the knowledge into the classroom/school/community? How does our community use various modes of transportation to meet our needs? What else should I bring to the classroom? How to help children to classify how different kinds transportation by their feature? Children's interest in vehicles and their prior knowledge about the subject.
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts Music Movement/Dance Drama Emergent Literacy Mathematics Science Social Studies

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>	Children in pre-k have concept of transportation and curious their surrounding of the different vehicles. They may have knowledge with the common vehicles or they may have concept of what transportation they use every day.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Children in this age group may not understand that why boat in the water, plane flying in the sky, cars driving on the road and they may don't know why they make different sounds. The activity allows them to explore the difference between them.
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>	We have a very diverse group of children. Most of the students speak more than one language. Some of the children have different needs when it comes to them learning. They may need different approaches when it comes to the activity. I make this activity with their own personal interest and personal experience with vehicles.

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		
MATERIALS <i>What, if any, materials, including set-up and clean-up, will be needed? List all materials, including any used during the launch/reflection.</i>	LEARNING ENVIRONMENT <i>What, if any, modifications will you need to make to the classroom to support this activity?</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
Materials: Watercolor Paper Markers scissors glue	Art center: the art center provides recycled materials (boxes, empty and clean food container) as well as tape and glue, painting color they can draw and make their object.	Blocks/construction center: children use blocks to create roads they create traffic signs on the road. Library center: will be filled with books about transportation. For example: Fast and Slow, Dump Truck Disco, Stop, wait, Go! Road signs and symbols It's fun to know.

THE LEARNING EXPERIENCE		Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i>	Differentiation <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>
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>	Read aloud: Richard Scary's Cars Trucks and Things That Go, by Richard Scary. Song" Transportation Song Discuss: Explain that there are many ways to travel on the land, water, and in the air.	Visual intelligence Interpersonal	For bilingual sing the song in their language Use the simple books and picture structuring to help children enhance their creative.
The activity <i>What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</i>	student will make their own transportation with different materials. For example: they will take different shades of paper, or different color draw their favorite vehicles, after that cut it and glue them together.		

	<p>Teacher will engage with them use the books and picture to inspire and stimulate their imagination.</p> <p>Create a special place in the classroom to display finished products.</p>		<p>Teach them step by step</p> <p>Repeat the conversation if they need</p> <p>Other group work together to help children in need to complete</p>
<p>Reflection</p> <p><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 the activity we would gather the children to share their works and ask them what was their favorite part. We would ask them what they learned about the transportation. We will compare the different transportation. Children will share their different transportation some fly in the sky, some in the water, some on the road. Children share their ideas and how they create their work. We will discuss different vehicles have different characteristics. After that show the completed work to the class.</p>		
<p>Possible Extensions</p> <p><i>What could you do on another day to build on this activity?</i></p>			

GROWTH AND LEARNING

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

Cognitive/thinking	Children will identify vehicles move on land, in water and in the air. They compare the size and weights of the vehicles.
Physical	Children will develop fine motor skills by painting and making their works.
Social/emotional	Children develop positive relationship with their peers. Children collaborate in determining the best way to create a variety of using different materials.
Language/literacy	Children read the book prompting and support their ideas and details. they will engage in a discussion about how various vehicles.
	List 3-5 target vocabulary words: road wheels traffic
Content Area(s)	Literacy and the art

STANDARDS/GOALS

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

Domain 1: Approaches to Learning	Actively engages in problem solving d) Engages with peers and adults to solve problems.
Domain 2:	Demonstrates eye-hand coordination and dexterity needed to manipulate objects.

^{2*} For CCLS, please go to the following URL:

<http://www.p12.nysed.gov/earlylearning/standards/documents/PrekindergartenFoundationfortheCommonCore.pdf>

HYPERLINK "http://www.p12.nysed.gov/ciai/common_core_standards/pdffdocs/nyslsprek.pdf"

Physical Development and Health	c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively
Domain 3: Social and Emotional Development	Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests g) Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (e.g., wants to show a peer or adult).
Domain 4: Communication, Language, and Literacy	Demonstrates that they understand what they observe. Activity engages in group reading activities and understanding.
Domain 5: Cognition and Knowledge of the World	1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts b) Shows an interest in what can be created with tools, texture, color and technique.

AUTHENTIC ASSESSMENT	
<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>	For the group learner we have to repeat what they learn on daily base. Each day during circle time we will talk about the different vehicles we observe in our filed studies. We will read books about different vehicles. We will build the children vocabulary so they can understand what they learn. During the activity, I will let them share their completed works. Following the activity, they will be discussed how they create their works. I will observe their creating process when they have problems, I will help them solve it. Also, I will support and enhance their imagination development.

POST-ACTIVITY REFLECTION ^{3*}	
<i>What aspects of this activity seemed to be most successful in supporting the children's growth and learning?</i>	Using books supported children's variety kinds of transportation they learn from the books. How they different and what do we use the most every day. Most of the children create an extraordinary works and have concept in their mind how different feature they have. 1) I will let the children choose the vehicles they would like to make

* 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.

<p><i>What, if any, surprises were there?</i></p> <p><i>What, if any, challenges were there?</i></p> <p><i>Record the results of your authentic assessment activity.</i></p> <p><i>How would you modify this activity the next time to make it more successful?</i></p>	<ul style="list-style-type: none"> 2) Children will creative their vehicles in the block center 3) We will try to go out of the classroom to exploring different transportation in our daily life to help them distinguish how they different 4) Children will be asked how they would like to cotunnite with it.
---	--