

ECE 312 Final Capstone



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Class: ECE 312

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Focused Curriculum Plan

ECE 312

Curriculum topic: Where do I live?

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

1. Will this topic allow for active, constructive learner participation and involvement?

Explain.

Yes, I design the Art Activities, Dramatic play, literacy, and street walking. These activities are flexible, so learners can explore and approve their development as much as they can. Also, they can use different ways to express themselves and develop their creativity according to their development level.

2. Will this topic foster social interaction? Explain.

Yes. When Learners pretend to different community workers, they can communicate with peers and share their ex-experiences. Also, they will learn how to cooperate with others. I will encourage learners to introduce their family members to each other.

3. Will this topic be **meaningful** to your learners? How does it connect to *their* real world? Explain.

This topic will be meaningful to my learners because they will know different types of families, their neighborhoods, different house, and community helpers. All learners live in the community. They can connect the family members, houses, community helpers with the real world.

4. Does the topic allow learners to **connect to prior knowledge**? Explain.

Yes, it does. learners live in the houses with their family members, but they do not know there are different types of families. Learners know they live in the house, but they do not know that there are many different houses, how the houses are built. After the class, learners will expand their prior knowledge.

5. Will the topic allow learners to **develop problem-solving strategies and be creative**? Explain.

Yes, the topic allows learners to develop problem-solving strategies and creativity. For example, learners will build different houses with Legos, they will cooperate with others, so they need to discuss how to build. When learners pretend to be different community helpers, they need to negotiate with each other, design the senior, and solve the conflicts during the center time.

6. Will the topic allow learners to **engage in self-regulation and be reflective**? Explain.

Yes. When we read the books, visit the fire station, and walk around the street, learners will learn to regulate their behaviors and follow the class rules. Also, learners will think about how many different types of families, houses, community helpers are in the world, what the differences are, which jobs they like to do in the future.

7. Will the topic help learners to **build on/change their current understanding**? Explain.

Yes. The topic will change learners' current understand of where they live. They understand how the house is built and what community helpers do for us.

8. Does the topic allow learners **to gain a deeper knowledge of general principles and explanations** of the world? Explain.

Yes. Learners will know we live in different communities, different families have different forms, we need different community helpers, and we go to different places for different things.

9. Can children use the knowledge gained through this topic in **meaningful real-world situations**? Explain.

Yes. Learners will know different community helpers provide different services for us. Also, they will know how our houses are built.

10. Does the topic provide opportunities for children to **practice and gain mastery**? Explain.

Yes. All learners live in a community, they have a neighborhood. When they go outside, they can see houses, stores, community helpers. Then, they can communicate with the community helpers in their workplaces.

11. Can you present this topic in meaningful ways for diverse children with **developmental and individual differences**? Explain.

Yes. We can discuss our family members and neighbors. We can draw different houses that we see during the street walking. The children can express themselves through drawing, language, and gestures.

12. Will this topic be **interesting and motivating to the learners**? Does it allow for **autonomy/choice**? Explain.

Yes. This topic allows learners to draw their family members, design seniors by themselves, and pretend different roles. They can choose what to draw, to pretend, and to design.

STEP 2: LEARN THE CONTENT:

1. Brainstorm with your colleagues. What information do you (the teachers) already know about this topic? List everything you can think of:

We can see different family forms in our life, such as single mommy, single daddy, foster parents, two daddies, and two mommies.

People live in different houses, apartments, co-ops, condos, single-family, and townhomes.

Builders build the house for us, they will use the sand, wood, concrete, and water to build the house.

The different community helpers provide different services for us. We can see doctors, workers, police officers, firefighters, teachers, vets, bakers in our communities.

When we go outside, we can see our neighborhoods, such as hospitals, clinics, supermarkets, stores, parks, and schools.

2. Gather information from various sources of research. List at least 3 resources for each of the following:

A.Children's literature

My family, Your family by Lissa Bullard

All Family are special

Who's my family? By Robie Harries

Mom's House, Dad's House for Kids by Isolina Ricci

We are Family by Patricia Hegarty

Who's in My Family? By Robie H. Harris

Houses and Homes (Around the World) by Ann Morris

In a People House by Theo. Lesieg

My House by Byron Barton

A House is a House for Me by Mary Ann Hoberman

Whose House? by Barbara Seuling Read books,

My House by Byron Barton

Building Our House by Jonathan Bean

This House, Once by Deborah Freedman

A House in the Woods by Inga Moore

The Three Pigs: An Architectural Tale by Steven Guarnaccia

A Day in the Life of a Doctor by Heather Adamson

Whose Hat Is This? By Sharon Katz Cooper

A Day in the Life of a Veterinarian by Heather Adamson

Whose Vehicle Is This? By Sharon Katz Cooper

Clothesline Clues to Jobs People Do Kathryn Heling

This is My Neighborhood by Lisa Bullard

Signs in My Neighborhood by Shelly Lyons

Look Where We Live! - by Scot Ritchie

My Food, Your Food, Our Food by Emma Bernay & Emma Carlson Berne

At the Supermarket - by Anne Rockwell

A. Website Information

<https://www.themeasuredmom.com/100-community-helper-books/>

<https://www.homestratosphere.com/types-of-houses/>

<https://www.pinterest.com/pin/384705993140857767/>

<https://www.pinterest.com/prekinders/community-helpers-activities-pre-k-preschool/>

C Materials/Resources

1 Book

2 computers

3 Website

4 NYC pre-school guideline

3. What did you *learn* from your research?

I learn when we are talking about where we live, we are not only talking about places. We can talk about the different community helpers, our families, stores, and so on. Before I do my research, I

only talk about the houses, family members. After I finish my research, I add how the house is built and our neighborhoods.

4. What *misinformation* did you find in your original ideas?

In my original ideas, I think that all children have a home. After I do research, I realize that a lot of children do not have their own homes, so I change one sub-theme. In my original idea, the first sub-theme is my home. After that, I changed it to my family members.

STEP 3: IDENTIFY KEY CONCEPTS:

What are the Big Ideas/Overarching Questions to be explored in your topic (one sentence for each idea/question) The Big Ideas should be connected to deep understandings of the general principles and explanations of the world?

1. Learner will know what services the community helpers provide for us.
2. Learners will understand that our family and nation are diverse.
3. Learners will be familiar with their neighborhood and know the functions of our community.

Identify and list 10 key vocabulary terms connected to this topic:

1 Family, 2 workers, 3 community, 4 schools, 5 police officer, 6 firefighters, 7 teachers, 8 house, 9 builds, 10 doctor

STEP 4: CONNECT YOUR TOPIC TO THE CONTENT AREAS.

WHERE IS THE MATH?

1. Choose **2** of the following math content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

a. Operations and Algebraic Thinking

b. Geometry

The shapes of the windows, house roofs, doors,

c. Measurement and Data

How many different

d. Overview

e. Mathematical Practices

f. Counting and Cardinality

Count how many different places, community helpers, types of houses.

2. Choose 3 and List developmentally appropriate ways children can learn math in each of the following Learning Centers:

a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)

Learners can play as doctors, mommy, cashers, and cooks in the dramatic center.

b. TABLE ACTIVITIES (Manipulatives, Puzzles)

Learners can play puzzles, use construction papers to paste the house patterns.

c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)

Draw and count their family members, houses, community helpers.

d. MUSIC/MOVEMENT

e. SAND AND WATER PLAY

f. BLOCK BUILDING

g. SCIENCE/DISCOVERY

h. LIBRARY/LITERACY

i. **WOODWORKING/CARPENTRY**

j. Learners can use the wooden bricks to build the houses, count how many bricks they need to build a house.

k. COMPUTERS/TECHNOLOGY

WHERE IS THE SCIENCE?

1. Choose **2** of the following science skills/content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this skill/content area:

a. Scientific Thinking

b. Earth and Space

Learners can make a community map.

c. **Physical Properties**

Learners can think about what material the builders need to use when they are building our houses.

d. **Living Things**

We can buy vegetables and fruit in the supermarket, and they are good for our body.

2. Choose **3** and List developmentally appropriate ways children can learn science in each of the following Learning Centers:

a. **DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)**

Children can pretend to be mommy and daddy, learn food, and talk about the growth of the baby.

b. TABLE ACTIVITIES (Manipulatives, Puzzles)

Children can draw the firefighting truck, talk about how the fire was put out.

- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT
- e. SAND AND WATER PLAY

Children can use the sandy and water to build a house, learn their physical properties.

- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY
- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY

WHERE ARE THE SOCIAL STUDIES?

1. Choose 2 of the following content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

- a. Individual Development and Cultural Identity

Children can understand people do different jobs in our community and they provide service for us. We live in different communities, but our community has the same functions.

- b. Civic Ideals and Practices
- c. Geography, Humans, and the Environment
- d. Time, Continuity, and Change

- e. Economic Systems

Children the different community helpers work in different places.

2. Choose 3 and List developmentally appropriate ways children can learn social studies in each of the following Learning Centers:

- a. **DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)**

Children can play different roles in the dramatic center and they can design the senior and roles together.

- b. **TABLE ACTIVITIES (Manipulatives, Puzzles)**

Children can play with puzzles and discussed the different houses on the puzzles with their peers.

- c. **VISUAL ARTS (Drawing, Painting, Sculpting, Writing)**

Children can draw their family members and talk about their pictures with teachers and peers.

- d. MUSIC/MOVEMENT

- e. SAND AND WATER PLAY

- f. BLOCK BUILDING

- g. SCIENCE/DISCOVERY

- h. LIBRARY/LITERACY

- i. WOODWORKING/CARPENTRY

Step 5: Implementing the Curriculum Topic:

Launch/Introduction (How you begin the curriculum topic):

Describe 1 activity:**1. Big group activity**

Bring a community and family picture to the classroom, talk about where we live, our family members, and what building we see in our surroundings. After discussion, children can learn different forms of families.

Meeting Time (How you sustain and expand the topic):**Describe 1 activity:**

1. Children can talk about their families and learn what is the same and different in their family.

Creative Arts Activities (Visual Arts, Music, Dance, Drama):

Describe 1 activity:

- 1 Child can sing the song "I am the police officer" and learn the dance.

Read Aloud: Find 2 picture books: 1 fiction and 1 non-fiction):

Describe a literacy extension activity for each book:

1 Fiction book, The Three Pigs: An Architectural Tale by Steven Guarnaccia.

extension activity- draw the house that the three pigs build.

2 Non-fiction book, This is My Neighborhood by Lisa Bullard

Extension activity-walking street, and talk who our neighborhoods are.

Shared Reading (Songs and/or Poems) Describe 1 activity using either a poem or songs:

(Include a separate document of the poems or song used)

1. Community helpers

People help us in our community.

They make things better.

For you and me

Keep us healthy, safe, and clean.

Coach us, feed us, teach us things.

Things that one day will help us to be.

A big help

In our community!

Math Activity Plan

Designed by: Xiaomin Zheng

Curriculum Topic: Where do we live?

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>We will have a street walking in this activity. During the street walking, the children will count how many houses they can see, what shapes they can see on the road. After street walking, we will discuss the different types of houses, draw the houses, and build the house with blocks. Also, children will high-low, in-out, near-far, big-small. Base on this activity, children can learn new vocabulary and create artworks.</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>What shapes are these windows? Which house are tall or low? Which windows or door are big? Which are small? What shapes are the house roof? How many houses do you see during the walking? Which floor do you live?</p>
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<p>Visual Arts Music Movement/Dance Drama</p> <p>Emergent Literacy Mathematics Science Social Studies</p>
<p>LANGUAGE AND CONTENT OBJECTIVES</p>	<p>Content objective, children will be able to identify the different shapes and count from 1-20 correspondence.</p> <p>Language objective, children will learn define the shapes, count numbers.</p>

KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	<p>4-5</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>Children can count from 1-10 at this age, also they know the base shapes, such as triangles, squares, rectangles, ovals, and circles. They know the basic spatial, such as high-low.</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>Children will have difficult to identify the square and rectangles. Also, when we put same amount things in different ways, they will misunderstand the more and less.</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>Two of my students are dual language learners, they are learning to speak both Spanish and English. One student needs to focus on developing her gross motor skills. One student is Chinese descent. 4 students are from Ecuadorian and Honduran descent. 3 students only speak English.</p>

<p>MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p>MATERIALS</p>	<p>LEARNING ENVIRONMENT</p>	<p>EVENTS/RESOURCES</p>
<p><i>What materials will you need to teach this activity?</i> <i>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>
<ul style="list-style-type: none"> • 10 handle Walking Ropes • Emergency backpack (including emergency contact and first Aid Kit) • Rug • 2 tables and 8 chairs • Book <i>Houses and Homes (Around the World)</i> by Ann Morris • Construction papers • Glues • Pencils and color pencils • Crayons • Bulletin board or easel 	<p>1 I need to paste the different house pictures on the bulletin board or easel to show the different houses they see during the street walking. 2 A rug for the big group discussion. 3 Block centers for the children who do not want to draw, paste or finish fast.</p>	<p>1 I need one more person to go outside with me because we need to keep the students safe and emergent events during the street walking. 2 I need to print out the different houses advance. 3 I need to make shapes and numbers math poster advance.</p>

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

<ul style="list-style-type: none"> • Different shapes • Pictures of houses • Scissors 		
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<p style="text-align: center;">THE LEARNING EXPERIENCE</p>	
<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>I will tell the children that we are going to have a street walking. During the walking, I will ask them to find out the different shapes on the house. Count how many houses we pass by. Compare which house are high and low. Observe what shape we can see on the houses. What shapes are the different windows? Are they the same size? Which is bigger which is smaller? After we come back, we will discuss what shapes we see on our way, how many different houses we can see on the road. Then children can choose the different material to build their own houses.</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>Street walking-class discussion-read the book-art activity</p> <p>The children will count how many houses they pass by. I will show them the pictures of different houses and tell what shapes they see on the house pictures. Then, I will describe the properties of the different shapes. After that, I will read the books for children. Children will use the different materials to create their own houses.</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>When the children finish their artworks, I will let them to describe their artworks, what different shapes on the paper, how many sides the shapes have, compare their artworks, which is bigger and smaller.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>I will introduce the different types of house, show the house picture to the children, compare which type of house has more floors than the other type of house. We will talk about which floors children live. Children will learn the positional language and ordinal numbers to describe the floors.</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>When we are walking around the street, children will use their kinesthetic modalities. When we count the house, children will use the visual modalities. When we talk and compare their artworks, children will use their linguistic modalities. When I read the book, children will use their auditory modalities. When we create the artworks, children will use their tactile modalities.</p>
<p>Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></p>	<p>When I say the shapes and numbers, I will point to the shapes and numbers, so the children can connect the words to the objects. Also, I will speak slowly and repeat, so the children can learn how to pronounce the words. When children are doing the artworks, I design different ways for them, so they can choose the ways according to their interest and abilities.</p>

GROWTH AND LEARNING

<p><i>How will this learning experience support the children’s growth and learning in the following domains? Use your knowledge of child development.</i></p>	
Cognitive/thinking	Children will learn different shapes, count from 1-10, and learn different types of houses.
Physical	During the street walking, children will use their gross motor. When children are doing the artworks, they will use their fine motor.
Social/emotional	When children discuss the different shapes and compare their artworks, they will develop their social/emotional skills.
Language/literacy	We will read the book <i>Houses and Homes (Around the World)</i> by Ann Morris.
	House, shape, triangle, square, circle, oval, number, window, door, step, small, big, size, compare, than
Content Area(s)	Math, shapes and numbers 1-20

<p>STANDARDS/GOALS</p> <p><i>What Pre-K Common Core Learning Standards are addressed in this activity? 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>1.c. Interacts with a variety of material and peers through play. 2.a. Identifies a problem and tries to solve it independently. 3.c. Experiments to further knowledge.</p>
<p>Domain 2: Physical Development and Health</p>	<p>1. b. Compares and contrasts different sights, smells, sounds, tastes, and textures. 2. b. Exhibits appropriate body movements when carrying out a task. 3. c. Participates in a series of large motor movements or activities.</p>
<p>Domain 3: Social and Emotional Development</p>	<p>3.a. Interact with significant adults. 4.b. Interact with other children 4. a. Approaches children already engaged in play 4. c. Shares materials and toys with other children</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>1.b. Ask questions 2.c. Attempts to use new vocabulary correctly 4.a. Understand and follows spoken directions.</p>

Domain 5: Cognition and Knowledge of the World	1 Counts to 20 13 Names shapes regardless of size. 15 Creates and builds shapes from components.
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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> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	<p>First, I will take a picture for them when they are creating their own house. Second, I will write down their answers and response after the play. Third, I will record how they solve the problems and communicate with their peers. Fourth, I will record their movements when they are walking and drawing, so I can know their physical development. Last, I will document their artworks into different files, so I can compare their improvement in the future.</p> <p>First, I will do observation and ask children question, so I can know whether the individual children are getting the big ideas. Second, I will show the different shapes to children, so I can determine whether they know the shapes. Third, they children will compare their artworks, so I will know whether they know the big and small. Fourth, Children will describe which floors, so I can determine whether they can use the positional language and ordinal. Fifth, children will use their fine motors when they create their own houses use different materials, so I can know their development of physical.</p>

Social Study Activity Plan

Designed by: Xiaomin Zheng
Curriculum Topic: Where do I live?

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>The Puppet Activity allows children use roles playing to express what they know about the community workers basis on their prior life experiences. Every child live in the community, and they will see the community helpers. Through this activity, children will learn when they need help in the community, who can help them, and where to go. Children will cooperate with their friends, communicate with each other, and learn new knowledge from each other. In the activity, children can play the different roles with their prior life experiences of language, social connection and cognitive, so they will share prior experience and learn new knowledge together.</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>Who helps us in our community? Where do different community helpers work? Who help us in our community? What do you want to do in the future? Who is our neighborhood?</p>
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<p>Visual Arts Music Movement/Dance Drama Emergent Literacy Mathematics Science Social Studies</p>
<p>LANGUAGE AND CONTENT OBJECTIVES</p>	<p>Content objective, children will be able to identify the different community helpers, where they work, and what service they provide for our community. Language objective, children will develop their language skills, learn new vocabularies, and express their feeling in this activity.</p>

KNOWING THE LEARNERS	
AGE RANGE:	4-5

<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>When children at age 4-5, they are able to express their feelings, communicate with their peers, connect the abstract words with the objects. They can recall what they see and hear. They have ability to imitate what they see the adults do. At this stage, their cognitive, language skills, social/emotional, and physical development meet a new milestone than the 2 -3 years old children.</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>Children may have issues where the different community helper work and what they do for our communities. Also, they will misunderstand that some community helpers only women can do. Third, children do not know what the different community helpers do when they are working.</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>Two of my students are dual language learners, they are learning to speak both Spanish and English. One student needs to focus on developing her gross motor skills. One student is Chinese descent. 4 students are from Ecuadorian and Honduran descent. 3 students only speak English.</p>

<p>MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p>MATERIALS</p>	<p>LEARNING ENVIRONMENT</p>	<p>EVENTS/RESOURCES</p>
<p><i>What materials will you need to teach this activity?</i> <i>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>

<p>1 Books, <i>A Day in the Life of a Doctor</i> by Heather Adamson</p> <p><i>Whose Hat Is This?</i> By Sharon Katz Cooper</p> <p><i>A Day in the Life of a Veterinarian</i> by Heather Adamson</p> <p><i>Whose Vehicle Is This?</i> By Sharon Katz Cooper</p> <p><i>Clothesline Clues to Jobs People Do</i> Kathryn Heling</p> <p>2 glue 3 pieces of fabric 4 construction paper 5 Popsicle sticks 6 Scissors 7 giggle eyes 8 tables and chairs 9 pencils 10 wool 11Crayon 12 Papers13 rugs 14 pigment 15Blocks</p>	<p>First, I will prepare the material for children because they need to choose their own roles and make the puppet. Second, I will divide them into different groups according to their roles. Third, we will talk about what different community helpers do and say when they are working.</p>	<p>I think I need to invite community helpers to introduce their job in our classroom, so children can understand more about them. Also, I need my partner to look after the rest of children when we are doing the puppet shows.</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>I will tell the children that we are going to make the community helper puppet. After they choose the different roles, I will ask them to talk about what the roles do and say in the puppet show. Also, they can talk about what material they used to make their own puppets. Why do they choose the roles? What the roles do in our community? Do the roles have uniforms? Where do the roles work? Why do we need community helpers?</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>Read books-choose roles-divide into different groups-make puppets-puppet shows. The children will make community helpers puppets and have a puppet show. I will read the book for them and ask them to talk about the community helpers in our community. After that, the various community helpers will come into classroom to introduce their job, so children can know their work concept, responsibilities, and the ways of communication. I will ask question, what do you want to do in the future? When you are working what do you do? What uniform do you wear? Whom do you want to help?</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>We will sit on the rug to have big group activity and talk about the game, such as what roles do you choose? Why do you choose this role? What issues do you meet in the game? How do you solve the issue? What do you learn from puppet show? I will ask children questions that give children the opportunity to think about how different community workers contribute to a thriving community and why each job is important.</p>
<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>I will bring my kids to visit our community, let children understand where the community helpers work. Then I will ask them to connect the community helpers with their workplace. Also, I will help children to understand whom the community helper service. We will go to the block center and art centers to draw and build the workplace.</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>When I read the community books for children, they can hear the information and see the picture. In the dramatic center, children discuss the puppet show use their language; also, when they play the game, they will use the different materials. Third, they make the puppets in the art center. In this activity, children used the learning modalities of interpersonal, linguistic, visual-spatial, auditory, and the bodily- kinesthetic</p>
<p>Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></p>	<p>This activity is flexible, every child can involve it. When I read the book, I will show the picture to all children page by page, so they can understand the book according to the picture. Second, I will do some gestures and expressions to help children understand the feeling of the roles. Third, I prepare different materials for children, so they can choose the materials according to their ability and favorite. Last, I will design the dance or movements for highly active children, so he/she can relieve his/her energy.</p>

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	This activity asks children to think what jobs they like, what their job duties are, when they learn the game, they can learn knowledge from each other. Also, they will learn how the community helpers provide service for our community, how they let our community become better, what the community helpers wear, why we need them.
Physical	Children make community helpers puppet and pretend to be the doctor, parents, cashiers, and so on, so they will look after the baby, cook, count the money, so they can develop their fine motor in this activity.
Social/emotional	Children will be divided into different group and discuss about their puppets, so they will communicate with each other and talk about their roles in this activity.
Language/literacy	They play different roles and solve the problems, talked with each other using their language. They learn different community helpers and their job duties from the puppet show and the books, so their language/literacy domain will be developed.
	List 10-15 vocabulary, Teacher, firefighter, community, doctor, school, nurse, policeman, cashier, service, workplace, job, helper
Content Area(s)	Social study, community helpers, what the community helpers do and where they work

STANDARDS/GOALS

<p style="text-align: center;"><i>What Pre-K Common Core Learning Standards are addressed in this activity? Use the PKFCC to respond.</i></p> <p style="text-align: center;"><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>1.c. Interacts with a variety of material and peers through play. 2.a. Identifies a problem and tries to solve it independently. 3.c. Experiments to further knowledge. 5a. Maintains focus on a task. b. Seeks assistance when the next step seems unclear or appears too difficult. c. Modifies strategies used to complete a task.</p>
<p>Domain 2: Physical Development and Health</p>	<p>2.b. Exhibits appropriate body movements when carrying out a task. c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them). 5. a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively) b. Manipulates small objects with ease (e.g., fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.) c. Uses buttons, zippers, snaps, hooks, and tape successfully.</p>
<p>Domain 3: Social and Emotional Development</p>	<p>2.b. Identifies self as being part of a family and identifies being connected to at least one significant adult. 3.a. Interact with significant adults. 4.b. Interact with other children. 5.b. Uses multiple pro-social strategies to resolve conflicts.</p>

<p>Domain 4: Communication, Language, and Literacy</p>	<p>1.b. Ask questions 2.c. Attempts to use new vocabulary correctly 4.a. Understand and follows spoken directions</p>
<p>Domain 5: Cognition and Knowledge of the World</p>	<p>5.a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations. 2.b. Describe own community and /or cultural group. 7.a. Recognizes that goods and services may be purchased using different forms of payment. 18.a. Imagines, invents, and creates art that tells a story about life.</p>

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> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	<p>First, I will take a picture for them when they are playing the puppet shows and making the puppet. Second, I will write down their answers and response after the shows. Third, I will record how they solve the problems and communicate with their peers. Fourth, I will record their movements when they are dancing and drawing, so I can know their physical development. Last, I will document their artworks into different files, so I can compare their improvement in the future.</p> <p>First, I will do observation and ask children question during the activity, so I can know whether the individual children are getting the big ideas. Second, I will ask them question about the community helpers, so I can determine whether they know what the community helpers do. Third, I will make a social study worksheet for them, let them to connect the community helpers with their workplace. Fourth, Children will play in the dramatic center after the shows, so I can know whether they understand the concept. Fifth, children will use their fine motors when they make community helpers puppets use different materials, so I can know their development of physical.</p>

Science Activity Plan

Designed by: Xiaomin Zheng
Curriculum Topic: Where do I live.

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>The activity topic is Plant in our community. When children are 4-5 years old, they are curious about the world around them. Their parents will bring them outside to play, they will see different plants on their way and in the park. Also, they can describe what they see in their language. We will use different material to draw what we see on the way and in the park. We not only will discuss and compare the different plants in our community but also talk about what the plants need to grow.</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>What plants can you see? What different parts do the plants have? Why can trees and flowers stand on the soil? What is the difference between the trees and flowers? What is the same? What do the plants look different in the different seasons?</p>
<p>CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i></p>	<p>Visual Arts Music Movement/Dance Drama Emergent Literacy Mathematics Science Social Studies</p>
<p>LANGUAGE AND CONTENT OBJECTIVES</p>	<p>Language objective-Children will be able to define the different parts of plants, define the difference and same of trees and flowers, compare the different appearances of plants in different seasons. Content objective-Children will be able to name the different part of plants</p>

KNOWING THE LEARNERS

AGE RANGE:	4-4.5
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	At this age, children not only can compare different things but also can describe things differences. They can use language to describe what they see and hear. Also, they can understand animals, plants, and human’s live need condition.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	The children will be confused about the living condition, they will thing the tree need to eat the same food with us. Also, they will misunderstand the big tree is the small tree’s mom. They will misunderstand that trees and flower grow from seeds.
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>	Two of my students are dual language learners, they are learning to speak both Spanish and English. One student needs to focus on developing her gross motor skills. One student is Chinese descent. 4 students are from Ecuadorian and Honduran descent. 3 students only speak English.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<i>What materials will you need to teach this activity?</i> <i>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>
1 Books <i>Sunflower House by Eve Bunting, From seed to plant, We plant a tree</i> 2 glue 3 pieces of fabric 4 construction paper 5 Popsicle sticks 6 Scissors 7 pigment 8 tables and chairs	First, I will bring a real flower and a small tree to the classroom. After that, I will prepare the different materials for children, so they can choose their favorite material. Third, I will guide children to recall what they see in the park and on the way. At last, I will guide them to compare the tree and flower.	I need a hand rope, a bag, an emergency contact form.

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

<p>9 pencils 10 wool 11Crayon 12 Papers 13 rugs 14 pigment 15Blocks 16playdogh 17 Water 18 real flower 19 leaves</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>I will go outside with children and do observation on the way and park. When we see the trees, I will point to the trees and flowers and aske children, what do you see? How many different parts does it have? Why do we need it in our community? After we come back, I will read book for them, show the real flowers and trees, read books for them.</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>Go outside-do observation-read books-show the real trees and flower-define the different parts of plant-use different material to make a plant-describe the different parts of plant.</p> <ol style="list-style-type: none"> 1 Go outside to see the real plants in our community. 2 Do observation about the plants. 3 Read the books for children. 4 Show the real flower and tree to children. 5Define the different parts of tree and flower 6 Use different material to make a plant. 7Describe the different parts of plant.
<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>I will ask children to sit together, describe their artwork, define the different parts of plants, and tell the difference between the flower and tree.</p>

<p>Possible Extensions <i>What could you do on another day to build on this activity?</i></p>	<p>I will design a drama for children, so they can pretend to be different plants, talk with each other, and describe themselves.</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>Children will use their visual modalities and tactile modalities when they are drawing or making their artworks. Children will use their kinesthetic modalities when they are walking around the street. Children will use their auditory modalities when they are listening to the story. Children will use their linguistic modalities when they are describing their artwork.</p>
<p>Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></p>	<p>I prepared different material for children, so they can choose the material according to their physical ability. Also, When I read the books, I will point to the pictures, so the children can connect the object with my words. Then, I will observe them when they are doing their artworks, so I can give them guide in time.</p>

<p>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></p>	
<p>Cognitive/thinking</p>	<p>Children will define the different parts of plants.</p>

Physical	Children will develop their fine motor when they are doing their artworks, and they can develop their gross motor in the park.
Social/emotional	They can develop their social/emotional when they are talking with each other.
Language/literacy	Book, <i>Sunflower House by Eve Bunting, From seed to plant, We plant a tree</i> List 10-15 target vocabulary words: Seed, flower, root, trunk, stem, leaf, soil, water, branch, smooth, rough, part
Content Area(s)	Science, different plants in our community

<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>1 a. Interacts with a variety of materials and peers through play. d. Self-selects play activity and demonstrates spontaneity.</p> <p>3 c. Experiments to further knowledge.</p> <p>5 a. Maintains focus on a task. b. Seeks assistance when the next step seems unclear or appears too difficult. c. Modifies strategies used to complete a task.</p>

<p>Domain 2: Physical Development and Health</p>	<p>2 a. Maintains focus on a task. b. Seeks assistance when the next step seems unclear or appears too difficult. c. Modifies strategies used to complete a task. 3 b. Maintains balance during sitting, standing, and movement activities.</p>
<p>Domain 3: Social and Emotional Development</p>	<p>1 a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation. d. Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement. 3 a. Interacts with significant adults. b. Seeks guidance from primary caregivers, teachers and other familiar adults</p>
<p>Domain 4: Communication, Language, and Literacy</p>	<p>1 a. Participates in small or large group activities for story-telling, singing or finger plays. b. Asks questions. c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions) 2 a. Asks questions related to an item, event or experience. b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them. c. Attempts to use new vocabulary correctly.</p>

Domain 5: Cognition and Knowledge of the World	<p>5 b. Recognizes the different structures of familiar plants and animals (e.g., roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals).</p> <p>6 a. Observes and represents familiar plants and animals (e.g., draws pictures, builds and plays with toy or model animals in their habitats).</p> <p>6 c. Retells important events in sequential order.</p>

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> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p> <p><i>Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.</i></p>	<p>First, I will keep their artworks in an individual file. Second, I will record a video or take a picture when they are doing activities. Third, I will write what I have observed during the activity.</p> <p>First, I will ask children to point out the different parts of plant, so I can know whether they know the different parts of plant. Second, children will describe their artworks, so I can review the plants together. Third, children will recall what plants they see in our community.</p>

Xiaomin Zheng

Prof. R. Guirguis

ECE 312

May 8, 2021

Learning Experience Unit Commentary

My focus curriculum is “where do I live”. The children will learn knowledge about their family and community. Through this curriculum, children will learn their family members, the different types of houses, how the house are built, the different community helpers and their workplace, and our community habitant. In my classroom, the children are 4-4.5 years old, and the culture background is diversity. When children are 4-4.5 years old, they are curious about the world, so I will bring them outside to build the connect with our community. At this age, their language, social/emotional, and cognitive develop very well. I will divide them into small group, so they can build friendship with peers.

Through the whole week, I will put my Math activity plan first, Social study activity plan second, and Science activity plan last. I put Math activity plan first because children know they live in a house, they can learn different shapes and numbers through this activity. After children learn the different houses, they will think about how the house are built, who build them, so we can extent their knowledge on the math activity, people live in houses and work in houses, then we can start to introduce the different community helpers. Through social study activity plan, children will know different community helpers. After children learn the different community helper, they understand our community is consist of different things. We need community helpers, houses, road and plants. Then we can go outside and find out what plants we can see in our

community. The plant is like a small community, children will learn the different parts of plants in the Science activity plan.

My activities focus one different area, but they can improve children 's multiple development at the same time. In three activities, children can develop their language, physical, cognitive, and social/emotional. All the activities include art activity, literacy, and big group activity, and provide chance for children to discuss. First, Children can improve their gross motor through the street walking and improve their fine motor through the art activity. Second, I will read books for children, so children can learn new vocabulary and sentence. Especially the English learners can learn new vocabulary. Third, I prepared the different material for children, so they can choose material according to their developmental level. Fourth, we have big group activity and small group activity, children can discuss and express their ideas through the group activity, so they can develop their social/emotion. In my classroom, the children have different cultural background, and they live in the different communities. Through these activities, they will know they have different culture, but all of them live in the community.

I design all my activities plan flexible and appropriate for all developmental level in the class. When I read books, I will point to the pictures, so children can connect my words with books. I read slowly because there are ELA students in my classroom. I prepared the different materials, so the children can choose materials according to their developmental level. I will ask children questions, so I can know their pre-life experience and understand how to improve their different domains in the different activities. Children can learn the topic through the different activities. I will read and speak slowly because there are two children only speak Spanish in my classroom. All the activities are related to the curriculum, children can learn the topic through the activity. We live in the community with our family. In our community, we can see the different houses that are

built by the builders. The builders are community helper. There are a lot of community helpers in our community. They provide different service for us at the different workplace. In our community, we not only can see building, community helper, but also can see the different plants. Through the different activities, children can understand where they live well.

I will collect their artworks and store them in an individual folder. At the same time, I will ask them different questions to make sure they have understood the content. When we are discussion in the small and big group, I will record what they say. Also, when they are doing their artworks, I will listen to their conversation and write down their language. At last, I will make an anecdotal for every child to record their development in different domains.

In a word, we need to spend a lot of times to create a unit that thematically base because we need to do observation before we create it, but we learn a lot of knowledge during this process. It is challenging and hard because we have to create a curriculum that is appropriate for all children. Then, the curriculum should be organized because all the activities and sub-topic must be related to the topic, but I enjoy the process because I make progress with the children at the same time.

