

Activity Plan

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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>The community worker activity allows children use role playing to express what they know about the community workers in their community, so they 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 them, 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>

KNOWING THE LEARNERS	
<p>AGE RANGE:</p>	3-5
<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 3-5, 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 years old children.</p>

<p><i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i></p>	<p>Children might have issues about the workplaces about the different community helpers. Also, they cannot understand how the community helpers help our community. 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>Most of the children live in the neighborhood, so they walk to school. Most of them are Chinese and take care by their grandparents. They speak both English and Chinese, but their English is more fluent. The children are looked after too well in the home, but the caregivers cannot help them on homework usually.</p>

*** Note: You may not be designing this activity with a specific group in mind. Envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.**

<p align="center">MATERIALS & LEARNING ENVIRONMENT PREPARATION</p>		
<p align="center">MATERIALS</p>	<p align="center">LEARNING ENVIRONMENT</p>	<p align="center">EVENTS/RESOURCES</p>
<p><i>What materials will you need to teach this activity?</i></p> <p><i>List all books (title and author) and materials, including any used during the spark/launch/intro, the activity, the 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?</i></p> <p><i>Think about materials, books, toys, props. Think about how you might rearrange the classroom furniture, etc. To accommodate the activity.</i></p> <p><i>Think about changes you might need to make in various learning centers (e.g., what might you add/change in each learning center to bring the curriculum topic into that center), bulletin boards, meeting spaces, etc.</i></p>	<p><i>What events or resources, including people, might you need to arrange in advance?</i></p> <p><i>Think about special activities, such a field trips, inviting parents or community members to the classroom, asking for supplies from home, etc.</i></p>

<p>1 Books, A Day in the Life of a Doctor by Heather Adamson</p> <p>Whose Hat Is This? By Sharon Katz Cooper</p> <p>A Day in the Life of a Veterinarian by Heather Adamson</p> <p>Whose Vehicle Is This? By Sharon Katz Cooper</p> <p>Clothesline Clues to Jobs People Do Kathryn Heling</p> <p>2 costumes</p> <p>3 Doctor kits</p> <p>4 Mailbox</p> <p>5 Cashier and money</p> <p>6 Dolls</p> <p>7 Kitchen sets</p> <p>8 tables and chairs</p> <p>9 cooking utensil</p> <p>10 Toys of vegetables and fruits.</p> <p>11Crayon</p> <p>12 Papers</p> <p>13 Community helpers' uniforms</p> <p>14 Toys about the community helpers' tool</p> <p>15Blocks</p>	<p>First, I will bring the math material money to the dramatic because the cashier and the customers need the money during the game.</p> <p>Second, I will move the furniture in the dramatic center to make the space bigger, so more children can play together.</p> <p>Third, I will prepare the crayon and paper for the children, before or after the game they can draw the jobs that they like.</p>	<p>I think I need to invite community helpers to introduce their job in our classroom, so children can understand more about them.</p>
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<p style="text-align: center;">THE LEARNING EXPERIENCE</p>		<p style="text-align: center;">Multimodal Engagement <i>Identify and explain how this activity provides opportunities to use at least three learning modalities: musical, interpersonal, linguistic, visual-spatial, bodily-kinesthetic (tactile), auditory</i></p>	<p style="text-align: center;">Differentiation <i>How will you modify this activity for children with different learning styles and needs? (emergent bilingual, special needs, very physically active, etc.)</i></p>
<p>The spark/launch/intro <i>What will you say or do to engage the children in this experience?</i></p> <p><i>To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<p>I will read book <i>Helpers in My Community</i> for children. When I finish the book, 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 help?</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 games use their</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 the picture.</p>

<p>The activity What will the children be doing? <i>List the procedure step-by-step. What will you say or do to support their process?</i></p> <p>Remember: <i>This should be a creative, experiential, and hands-on learning activity. The children should be actively engaged in learning through play and exploration.</i></p>	<p>1 What do you want to do in the future? (choose the costumes) 2 After children choose costumes, ask them what their job duties are. 3 When they want to choose the same jobs, ask them talk about the issue, give them advices, and help them to find a way to solve. 4 After game, draw their job, think about what they learn from the game. 5 Some children can draw before the game, compare the activity and picture, what the difference, what they learn from the peers.</p>	<p>language; also, when they play the game, they will touch the different toys. Third, they draw the jobs or roles which they do in the art center. In this activity, children used the learning modalities of interpersonal, linguistic, visual-spatial, auditory, and the bodily- kinesthetic.</p>	<p>Second, I will do some gestures and expressions to help children understand the feeling of the roles. Third, I set up an easel for children whose find motor do not develop well. Last, I will design the dance or movements for highly active children, so he/she can relieve his/her energy.</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 play? What issues do you meet in the game? How do you solve the issue? What do you learn from the game? 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 Extension <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 workers, let children know where the community helper work. Then I will ask them where the community helper work. We will go to the block center and art centers to draw and build the workplace.</p>		

GROWTH AND LEARNING

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

Use your knowledge of child development and milestones and the theories of child development you have studied.

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 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 gross motor and fine motor in this activity.
Social/emotional	Children will communicate with peers in this game because they need to discuss how to choose the roles, what happen in their game, they can develop their Social/emotional skills.
Language/literacy	They play different role, solve the problems, talked with each other using their language. They learn different community helpers and their job duties from the dramatic play and the books, so their language/literacy domain will be developed. <hr style="border-top: 1px dashed black;"/> List 5-10 target vocabulary words

	<p><i>(Remember: These should be challenging vocabulary words, not common words that the children should already know. You want to increase their vocabulary.)</i></p> <p>Clinic, Echoscope, Extinguisher, Uniform, Astronomy, Telescope, Principle, microscope, Scientist, Record</p>
Creative Arts	Children will draw the community helper and where the community helper work.

STANDARDS/GOALS <i>What Pre-K Foundation for the Common Core (PKFCC)/Common Core Learning Standards (CCLS) are addressed in this activity? 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>	
Domain 1: Approaches to Learning	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.
Domain 2: Physical Development and Health	2.b. Exhibits appropriate body movements when carrying out a task. 3.e. Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc. 5.c. Uses buttons, zippers, snaps, hooks, and tape successfully.
Domain 3: Social and Emotional Development	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.
Domain 4: Communication, Language, and Literacy	1.b. Ask questions 2.c. Attempts to use new vocabulary correctly 4.a. Understand and follows spoken directions.

Domain5: Cognition and Knowledge of the World	<p>5.a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations.</p> <p>2.b. Describe own community and /or cultural group.</p> <p>7.a. Recognizes that goods and services may be purchased using different forms of payment.</p> <p>18.a. Imagines, invents, and creates art that tells a story about life.</p>
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AUTHENTIC ASSESSMET	
<p><i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>What evidence will you gather to assess each child's developmental progress?</i></p> <p><i>Evidence may include responses recorded during a group discussion, a visual arts project, a performance, etc.</i></p>	<p>First, I will take a picture for them when they are playing the roles. 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 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>

POST-ACTIVITY REFLECTION**	
<p><i>What aspects of this activity do you think will be most successful in supporting children's growth and learning?</i></p> <p><i>What surprises might there be?</i></p>	<p>I think the social/emotional will be most successful in this activity.</p> <p>They children can fix the issue by themselves peacefully without adult's help.</p>

<p><i>What challenges do you envision in implementing this activity?</i></p> <p><i>How might you modify this activity the next time to make it more successful?</i></p>	<p>Children cannot understand the job duties.</p> <p>To modify this activity the next time to make it more successful I would add some music or sound into the background about the community, so the students can learn the community sound.</p>
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**You will not have the opportunity to implement this activity. However, you should build the practice of reflecting upon your teaching and striving to improve each lesson.