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Capstone

Content:

1. Focused curriculum
2. Activity plans
 - a. Math activity plan
 - b. Social study activity plan
 - c. Science activity plan
3. Commentary

1. Focused Curriculum Plan

The topic: Plants and me

STEP 1: choose a developmentally and culturally appropriate curriculum topic

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

Explain.

Yes, this topic will allow active, constructive learner participation and involvement because children will be engaged in diverse activities which provide for them opportunities to touch, manipulate and experiment thereby learn many things about plants. They will explore plants' life cycle, and they will understand the part of plants. Also, they will know that plants and trees are living things. This will give them also the opportunity to ask question and express their thinking and knowledge. they will be involved in planting activity which will motivate them as they will be waiting with impatience and curiosity the outcome of their experiment.

2. Will this topic foster **social interaction**? Explain.

The standard PK.SEL.4. b. Interacts with other children (e.g., in play, conversation, etc.)

Yes, this topic will foster social interaction because children will be engaged in small and large group where they could, share their knowledge, communicate their ideas and thought. Give them the opportunity to play and work in cooperation. They will create their museum where they could invite other peers, educators and even their parent to visit their museum where they could have different conversation about their work.

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

Explain.

This topic will provide opportunities for children to build on their prior knowledge and make connection to the world around them as they will be engaged in hand on activities where they will be observing, touching, and exploring plants around them. They will have a field trip to the park or any closer gardening area and flowers farm to allow them to deepen their observation and

thus learn more about the plants and trees that exist in their environment. As well as they will learn the sources of different food that they eat including vegetables, fruits, and seeds.

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

Children in this class came from different culture and they might have different background about the plants that they learned in their environment. In fact, their action and interaction will interfere with their prior knowledge which will enriches perspectives in class allowing them to extend their knowledge and helps them to better understand the topic.

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

The standard PK.AL.2 b. Attempts multiple ways to solve a problem.

Children are exposed to hand on activities and experiments which helps them to foster their thinking, and problem-solving skills as they have opportunities to ask questions, express their thought, observe and explore their abilities to manage situations. For example, they will try to find out how plants grow and what they need to survive increasing their awareness about the existence of solution for certain problems. For instance, they figure out that in order to keep the plant alive they need to water it and keep it in an area that has light in the classroom.

The standard PK.AL.3: a. Uses materials/props in novel ways to represent ideas, characters, and objects. They will use materials and share ideas between peers to create plants life cycle, invite them to create part of plant labels.

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

self-regulation refers to the ability to regulate oneself without intervention from an outside source. So, children who develop self-regulation are the ones who could control their emotion and impulsive behavior without intervention from adults. Engaging children in activities such as pretend play helps them to foster self-regulation because they will have the opportunity to build their own story in the pretend play area and set up their own rules, making decisions and waiting their tour. This activity will provide for them the opportunity to play independently preventing any distraction from teachers or any other outsiders. For example, turn on the pretend play center into a small garden providing all the material needed planting supply, pretend trees and flowers and even some real plants and leaves, add some pretend human and animals and let them build their story and pretend gardening such as how to plant and take care of the plants.

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

Grouping children to smaller sessions or even to one-on-one groups can help them change the way that they view the topic because interacting with their peers and teachers expressing their ideas about plants will help to exchange knowledge which differs depending on their cultures and the environment they are living. Knowing that certain plants might exist in some areas and not in others.

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

Providing the appropriate material and learning environment will help children to observe, touch, interact and communicate. In fact, they will be curious to know more ask questions and try new things. They will have the opportunities to find answer and explanation whether from their peers or teachers and gain more knowledge. In this case the science center is mostly a great activity that will permit them to deepen their knowledge and gain more explanation as they will be planting their own seeds and by observing it as it grows and become a plant after watering it and provide living environment help them to gain explanation and learn more about the changes from seed to plant and what they need to survive.

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

Yes, children will gain awareness about how plants are important, and they strive to protect it because it has a lot of benefit in their real life such as it gives us vegetable and fruits. They learn that plant protect us from the sun through the shadow and even gives us oxygen.

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

Yes, my topic will provide opportunities for children to practice and gain mastery because they will be engaged in different activities and learning center areas. For instance, The Reading Sequence introduce the child to the topic and provide them with the general knowledge about plant. This activity will foster their reading and writing skills. Sensorial activities develop their ability to learn by using their sense touch plants, test food and so on. The Science activities introduce concepts of how the world works they will extend their knowledge about how plants grow, The Math Sequence will help them to learn measurement as they will be measuring the plant and its part which helps them to learn concept such as small, long, big, short, tall, empty, full, and light as well as practice what they already gained from other area. Therefore, they will practice through each area their knowledge which will help them to better understand and memorize the information and thus gaining mastery.

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

I will give the opportunity for the whole class to express their prior knowledge about plants and the part of plant considering their different environment and culture based on that I build a class knowledge.

For my dual children I will reinforce my activity with pictures and gestural a long with the words to better communicate with all children. use labels with different languages depend on what diversity I have in class.

Make effort to learn some basic concept or write a paper with a translation of those concept in the languages that I have in my class to be able communicate with my student. reinforce the use of the visual and gestural communication.

Children will sit on their chairs and table and if I have active children, I will give them the opportunity to move around and change the position, and for who feel comfortable to work in the floor without chair and table I will provide for them appropriate floor and let them work.

For my child who need to work on the gross motor skill I will try to include activities that contain body movement such as music with movement and use the song either the part or the needs of plants.

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

Yes, this topic is interesting and motivating to the learners because

- They will not only play and have fun but also, they will be motivated to do their planting project and they will be excited to the outcome of their experiment.
- They will have field trip with their parent which will help them to be more confident and thus having more focus to learn.
- They will work in small and large group which will provide for them the opportunity to communicate and interact and thus foster their language skills.
- Children will be invited to participate in reading and writing center. I will read for them different books related to the topic as well as incorporate books that contain animals and community helpers as it the topic that they interest to.
- Design the class with real plants as well as their paintings and draws, value their work and encourage them for their accomplishments as children love and feel confident as they succeed to do something.
- Invite them to do individual activity such as draw and collage as they feel motivated to be independent.

- In my class it will not be wrong or right answer then my children will be encouraging and motivated to express their feeling though and ideas freely this supports the learning process. “Mistakes and errors are seen as instructive moments and learning opportunities, not a cause for alarm or criticism.” (John Bowman p22).

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:

- From seed to plant (the life cycle of the plant) and the diagram.
- plants are living things and it gives us oxygen.
- The part of plants, seed, roots, stem, leaves and flowers/fruits
- Plants need water, nutrient, air, and light to survive
- Plants are important in our life, it protect our environment, it gives us fruit and vegetable.
- There is different kind of plants and trees are plants.
- We can make our furniture from the trees’ wood
- Leaves changes color through season.
- we need to protect the plants, plants give us oxygen, gardening.

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

A. Children’s literature

- *The tiny seed* by Eric Carle
- *Flip Float, Fly seeds on the move* by [Joann Early Macken](#)
- *A tree is nice* by Janice May Udry
- *Eating the Alphabet Fruits and Vegetables From A to Z* by Lois Elhert.

B. Website Information

[Active Learning in the Classroom: Planning and Organizing the Environment \(ne.gov\)](#)

[Promoting Young Children’s Social and Emotional Health | NAEYC](#)

[Materials and Environments that Promote Learning in the Primary Years .G2199 \(unl.edu\)](#)

C. Materials/Resources

- Ehrhardt, S., & Stentz, J. (2019). A to Z ready for K: a complete 35-week preschool curriculum (First edition.). Redleaf Press.
- A Complete Guide to Doing Montessori Early Learning Activities at Home With 3–6-Year-Old Children Third Edition by John Bowman montessoriat homebook.com.
- Big idea of early mathematics: what teacher of young children need to know, by Jeanine O’Nan Brownell, Joie Qi Chen, Lisa Ginet, the early math collaboration Erikson institute-first edition.

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

I learned from this research that children absorb their environment. Therefore, we as educator should consider the environment and strive to make it comfortable, beautiful and clean in order to put children in safe and helpful learning environment. Also, I learned children learn better when they move, interact and explore diverse content area and it is indeed important to consider integrating those areas through one topic because this will foster different learning skills through different domain of developments for children.

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

I believe that knowing and applying an appropriate development curriculum helps children to better learn and thrive. However, at some reasons I was thinking that giving children a lot of freedom could affect the way they behave, so they need some adult control. I am thinking now that implementing a curriculum requires to consider the classroom atmosphere and as educator, we should set up a framework which will helps us to create certain balance between children’s freedom and the classroom structure by creating rules to follow and let them express their freedom respecting those rules. I think it is a way that will bring them to think as responsible individuals.

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. children will be able to learn what are the part of plants and they will understand the life cycle of plants.
2. children will be able to identify what are the different plants existing in their environment and they will be able to know how seeds move and change the place to find appropriate place to grow. They will understand that plants need water, air and nutrients to survive.
3. children will understand that plants and tree are important, and we need to protect them.

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

Soil,

Dirt,

Seed,

Roots,

Leaves,

Stem,

Germinate,

Sunlight,

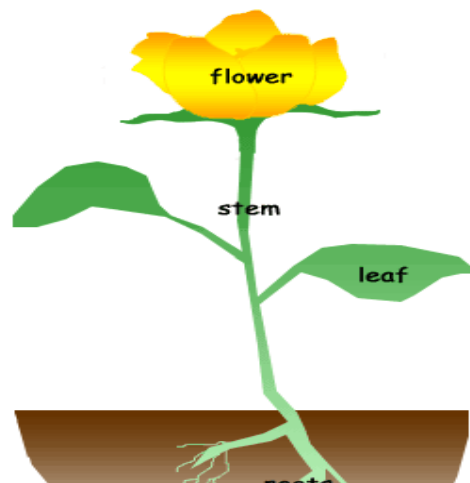
Nutrient,

Sprout,

Rain,

Watering,

Planting., Grasse



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

c. Measurement and Data

Refers to the different measures and teach us concept such as small, big, short. It helps to describe how things are bigger or smaller than other and to define those measure we need to use measuring tools such as a ruler, a tape measure, or a measuring cup. The big idea of measurement can include:

1. quantifying a measurement helps us describe and compare more precisely.
2. All measurement involves a “fair” comparison.
3. Many different attributes can be measured, even when measuring a single object.

d. Overview

e. Mathematical Practices

f. Counting and Cardinality

This content area refers to numbers and sets. According to the book the big idea of early mathematic the 3 big ideas that children need to explore at the early age that support them to acquire certain mathematical competency are:

1. Numbers are used in many ways; some are mathematical than others. Children build awareness that numbers are not used for only counting.
2. Understanding the numerosity is the central to number sense development. children should recognize that quantity is an attribute of set of objects, and we use numbers to name specific quantity.

The quantity of a small collection can be intuitively perceived without counting.

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)

b. TABLE ACTIVITIES (Manipulatives, Puzzles)

Matching puzzle activity: give them small pieces of puzzle trees and fruits and leaves let them figure out where each shape will fits.

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

Give for children papers prepared paper with different plants seeds trees divided on three exercises ask them to make different sets based on

1. its size
2. Shape
3. category

d. MUSIC/MOVEMENT**e. SAND AND WATER PLAY****f. BLOCK BUILDING****g. SCIENCE/DISCOVERY**

Germinating jar activity: invite children to put the seeds (chose the seeds that grow quickly) in 2 jars one of them exposed to light and the other not. Then as they grow, I will ask them to observe both jars and compare the differences, give them a ruler to see which plants is bigger than the other. This activity will foster their understanding about the needs of plants (light), and they will practice concept bigger and smaller.

h. LIBRARY/LITERACY**i. WOODWORKING/CARPENTRY****j. 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

Scientific thinking determines our brain abilities and prepares us to think smarter and be creative. It helps us to observe, examine hypothesis, discover tests and conclusions. Children explore their scientific thinking by observing, carefully watch the phenomena in their surrounding environment and they demonstrate certain curiosity about the world around them on its diversity. Children will be invited to do an experiment about planting their own plants and they practice observation about how the plant changes waiting with curiosity for the outcome of their experiment.

- b. Earth and Space
- c. Physical Properties
- d. Living Things

Living things tells us about the things that they are alive, and children might understand that living things is where we live such as a house. Children might understand that plants are not living thing because they are not moving. Through this topic they will change their current understanding and build new knowledge about plants as living things just as humans and animals

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)
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)

In the science center,

give children real seeds which I already prepared in different form of growing (seed, sprouts, seedling, and mature plants) let them explore life cycle of plant. After that ask children to draw and write what they notice. Then show them a picture that emphasizes the life cycle and ask them to write in a small paper and put it in the graph under it by sequence. Students will create a graph about the life cycle of the seed give them the opportunity to add any important detail they notice in their graph.

- d. MUSIC/MOVEMENT
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY

Engage children in an experiment activity. Invite them to prepare small pots and decorate them as they want. after that fille them with dirt or soil and plant their seeds. Let them to figure out that they should water it and leave it in the area that has light as it is the conditions for plant to grow. Invite them to observe and record the changes as the plants grow.

- h. LIBRARY/LITERACY

In small groups:

I will read the book *Tap the magic tree* by Christie Matheson **and** let children explore the magic. They observe the changes of the tree through seasons they will imitate the characters movement such as clap hands, blow on the tree and notice the change that occurs. In this activity Students will explore leaves, colors, shapes, texture, pattern and season ...)

- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY

WHERE IS 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
- b. Civic Ideals and Practices
- c. Geography, Humans, and the Environment

The big of the geography is to tell us the Location and place it indicate how far a point is from other points and tells us special features an area might have, such as climate, people, and landforms. While Human and the Environment tells us how people react and interact in certain environment. My topic connects to this content area because children will learn that plant grow in different areas and environment depending on its climate. For example, we could find plants both in the ground and the see.

d. Time, Continuity and Change

The big idea of the time that it tells us about the chronological of the thing it measured by the days weeks and year, also it tells us about sequences. Children will observe the plant as it grows, and they will see how many times it takes to change from seed to plants. Also, they will learn the sequences of the season changes and how trees for example changes the color through the 4 seasons.

- e. Economic Systems

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)

Turn on dramatic into a park. Provide the supply such as pretend trees, flowers, animals. Add bunches and invite children to pretend that they are in picnic with family and friends. Let them

play roles of the personal in the park (community helpers) who will take care of the children's games, the tourism agent, who clean the park. They play different role in the society.

- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. **MUSIC/MOVEMENT**

Body **movement activity** I will use screen board and have children sit down in front of it I will display different things related to plants and trees and other things not related. They will make some movement as they see what had been displayed. For example, tell them to stand up and make spine in their place, they see animal and claps two times for the picture of seeds and three time for the plants. put hand up for the tree and change the place when they see community helper making a round turn. Movement will be depending on the what the group need and able to do.

- e. SAND AND WATER PLAY
- f. BLOCK BUILDING
- g. **SCIENCE/DISCOVERY**

Students will make a museum in which they could incorporate different leaves, seeds, plants, trees. It could be from their drawing and hand on activities real things everything will be labeled. also give them the opportunity to add any things they want and to include in their museum. Invite other classes and educators and/or even their parents to visit their museum.

- h. LIBRARY/LITERACY
- i. WOODWORKING/CARPENTRY

Step 5: Implementing the Curriculum Topic:

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

Describe 1 activity:

First, children will be gathered around a table where I put different small bags filled with real seeds into one container. I will tell children to grab one bag after that I start brainstorming activity and collect what children know about seeds for example ask them question such as what do you think this is? could you name it? I am expecting them to say (corn seed, beans, Antilles, sunflower and so on) exploring what children are familiar with or interest to. Where do you think we could find seeds? Do you know how

it grow? I will be recording their responses on the board. After that I will draw on the board plant and ask them what they think the drawing is? Based on their response I will guide them to define what is the plant, how they grow and what they need? ask other questions based on their responses. also give them the opportunity to ask question? After finishing the brainstorming activity, I will tell them kids so for today do you know what is our topic? Then tell them the topic for today is about plant. Then prepare them for the meeting time

Meeting Time (How you sustain and expand the topic):

Describe 1 activity: in the circle we will do **reading activity**. I will introduce the content of the book *the tiny seed* by Erik Carle for children. For example, tell them that this book will tell how the seed grows. After that I will start reading the book ask a reflective question during reading for example what do you think will happen next? And after reading questions such as who remember how the seed getting bigger until it becomes flower? Continue asking reflecting questions and prepare them for the next activity which is the creative arts activity (I am assuming that children will be tired after those two activities so I will give them break and free time).

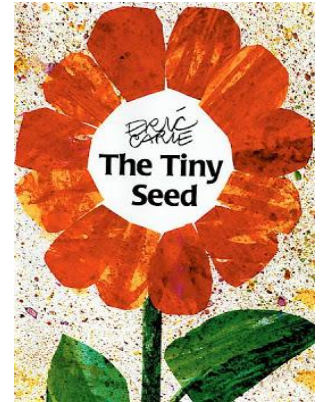
Creative Arts Activities (Visual Arts, Music, Dance, Drama):

Describe 1 activity: the activity will be **collage activity**, students will be engaged in hands-on activity where they will be working on small groups to make parts of plants (seed, roots, stem, leaves and flower) the plant diagram. I will provide them with appropriate material such as construction white and colored paper, color pens, sharpies, pencils, scissors, glue, and tape and 1 big white paper. I will have 2 groups of 4 students, the group 1 will make parts underground (Roots and seed) and group 2 will make parts on the top of the ground (stem and leaves) for the flower each child will make a leaf with his/her name and past all together to make a sunflower. After that they will collaborate to put all parts together to form their flower and label its parts and then paste it on the classroom's wall.

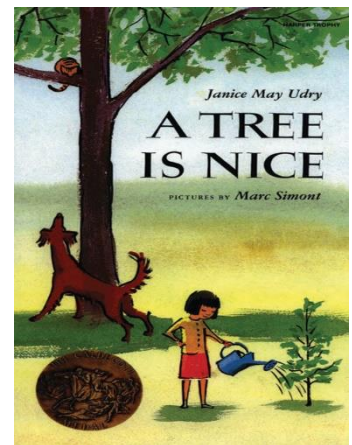
Read Aloud: Find 2 picture books: 1 fiction and 1 non-fiction):

Describe a literacy extension activity for each book:

The tiny seed by Erik Carle This book talks about the life cycle of a seed. The story demonstrated the journey of seeds beginning from the autumn, when the wind dispersed them in the air it led in different surfaces in the earth. Some of them fallen in the ocean, others were buried in the desert. The little seed was the only one who was moving and growing slowly, and it was the only one who grew bigger and became a giant flower. In this book children will be able to learn how the seed grows and what is the thing seeds need to grow including seed water and sun. Also, children will be able to know about the parts of the plant.



A tree is nice by Janice May Udry demonstrate the importance of the tree and its benefit not only for us but also for animals. Udry shows that trees are beautiful in all seasons. We build our houses out of the tree. If we have a tree we could climb, play swing, and protect ourself from the hot weather under its shade. We could have a great moment with family under the tree in the park. The tree protects cats from dogs and birds make their homes from it. So, planting a tree is nice and fun. In this book children will learn the benefit of the tree plant and they will learn that it is important to protect them because it gives for them fruit, house, play and protect animal.



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)

Song Farmer Plants the Seeds. The song will be accompanied with dancing movement which will support children's motor skill as they move their hand and their body it will help them to create a clear image about the part of plants expanding their imagination.

The farmer plants the seeds,
 [Stoop and pretend to plant seeds.]
 The farmer plants the seeds
 Hi, Ho, the dairy-o,
 The farmer plants the seeds.

The sun comes out to shine
 [Make a large circle with arms.]

The sun comes out to shine

Hi- Ho the dairy-O

The sun comes out to shine

The rain begins to fall

[Hands flutter up and down.]

The rain begins to fall

Hi Ho the dairy-O

The rain begins to fall

The seeds begin to grow

The seeds begin to grow

[Stand up slowly.]

Hi Ho the dairy-O

The seeds begin to grow

The vegetables are here

The vegetables are here

Hi ho the dairy-O

The vegetables are here

The farmer digs them up

The farmer digs them up

Hi ho the dairy-O

The farmer digs them up

Now, it's time to eat

Now it's time to eat

Hi Ho the dairy O

Now it's time to eat { Sit down and pretend to eat }

2. Activity plans

a. Math Activity Plan

collage about the part of plant

OVERVIEW/FRAMING									
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>The hand on activity will be collage about the parts of plants. Children will learn sequence as they will put numbers on which part is first (learn the concept first, second and third) as well as explore the concepts under the ground and on the top of the ground (spatial concept). They will practice counting as they will put numbers for the petals. Moreover, Children will be able to work in collaboration and they will be able to cooperate with their peers by sharing their prior knowledge and helping each other in making the part of plants. Also, they will have the opportunity to communicate and learn vocabulary about plants such as stem, roots, leaves...etc. children will practice their writing as they will be labeling the part of plant. Children will be able to extend their imagination and creativity as they will be creating the plant's' life cycle diagram. This activity will give them the opportunity to live emotional experience.</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>	<ul style="list-style-type: none"> • What are the parts of the plants? • What the plants need to grow? 								
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	<table> <tr> <td>Visual Arts</td><td>Music</td></tr> <tr> <td>Movement/Dance</td><td>Drama</td></tr> <tr> <td>Emergent Literacy</td><td>Mathematics</td></tr> <tr> <td>Social Studies</td><td>Science</td></tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	Social Studies	Science
Visual Arts	Music								
Movement/Dance	Drama								
Emergent Literacy	Mathematics								
Social Studies	Science								

LANGUAGE AND CONTENT OBJECTIVES	Children will be able to understand vocabulary related plants seed, roots, sprout, stem, leaves and flower. Also, they will be able to understand math concepts such as first, second, under, top.
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KNOWING THE LEARNERS	
AGE RANGE:	4 and 4.5
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<p>In my class children's age is around 4 and 4.5 years old. It is the stage where children are curious about the surrounding environment, and they want to know how the world around them function. it is expected from them to ask question about plants how they grow and what they eat. They construct meaning and understanding by using their prior knowledge. Some children are familiar with some plant and seeds such as sunflower seed, some flowers, and trees from their environment. So, they will be excited to learn about something they are familiar with especial as they are interested to know about flowers. children like seeing things grow and they will enjoy exchanging idea about plants whether with their peers or family which will reinforce their learning process because children learn more as they interact with others. In terms of math children on this age children know to count to 10 and up. Also, they began to understand cause and effect they will explore this concept as they learn about the needs of plants. they could sort shapes, colors, and numbers. Also, they could make classification by size or height.</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>Children in this age begun to have a certain understanding of the surrounding world. however, I will not expect them to know or recognize that plants give us oxygen. Also, it is challenging for them to understand whether see plants are same as the plants they are familiar with. Moreover, they might not understand easily how plants are leaving things just as human and animals. In this case I</p>

	will need to explain first what is living things and what is the differences 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?*</i>	<p>In my class I have 8 children from a multicultural community with different languages. So, they might have different background about the plants that they learned in their environment. In fact, children's action and interaction will interfere with their prior knowledge which will enriches perspectives in class. And as teacher we should consider this diversity in order to helping children to integrate and adapt to the new learning environment. Considering the differences, I am expecting to have diverse learning styles including musical, interpersonal, linguistic, visual-spatial, bodily-kinesthetic (tactile) and auditory.</p>

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <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>	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity?</i> <i>(e.g., centers, bulletin boards, meeting spaces)</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
I will Read the books: <ul style="list-style-type: none"> <i>the tiny seed</i> by Erik Carle. 	In the math center I will put plant lifecycle diagram that shows the part of plants, next to it collage cloud, sun and dirt which indicate the need of plants to survive. Live some space to put the artwork children will make through this activity.	<ul style="list-style-type: none"> I would like to plan a field trip for the class into the park to explore.

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

<ul style="list-style-type: none"> • <i>The Carrot Seed</i>, by Ruth Krauss. • <i>How a seed grows</i> by Helene j. Jordan. • <i>Seeds Go, Seeds Grow</i> by Mark Wakeland <p>I will provide them with appropriate material such as:</p> <ul style="list-style-type: none"> • construction white and colored paper. • 1 large white paper • color pens and sharpies • Pencils and crayons • Scissors. • Tape and glue. • Labeling carts • Numbers labels • Plant lifecycle work sheet • Real plants in vase with water. • Tables chairs 	<p>In the art center I will past on the wall beautiful painting of flower and plants</p> <p>In the science center I will put real plants also I will put a plant in the vase with water to allow children observe the plant as it changes, and it make roots. Also, I will have real seeds and leaves to allow children to explore them closely.</p> <p>I will put some pictures in the wall (fruits and a detailed life cycle, the different stages of growing from seed to plant</p> <p>I will prepare colored block in a way that help children to form their garden such as dirt will brown and the herb green ...etc.</p> <p>In the other side of the wall, I will put the lifecycle of tree which emphasizes the tree changes through seasons.</p> <p>Dramatic play will be designed depends on the story that will be performed. I will put planting supply, pretend flower and fruits, human and animal figures. Cashier and pretend money.</p> <p>Nb: most children drawing or any work they made related to the topic will be pasted on the walls or/and exposed in the classroom.</p>	<ul style="list-style-type: none"> • I would prepare labeling cart and lifecycle work sheet. • Let children bring seeds they have an/or they want from home. • I will prepare boxes cutting it to 2 d form making a form of small board decorated and equipped with small zip bags. prepare labels for different names and seed and pictures. Let children to sort the real seeds by category and then put its name under it.
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THE LEARNING EXPERIENCE

Nait Slimane 21

The launch

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?

First, I will show them real different types of seeds and I will do brainstorming activity and collect what children know about seeds for example ask them question such as what do you think this is? Where do you think we could find seeds? Do you know how it grow? I will write all their responses on one side of the board to give them a visual insight.

After that I will draw on the other side of the board a plant and ask them about What is plants, how they grow and what they need to grow? do you know the parts of plant?

I would follow by reading the book *the tiny seed* by Erik Carle and asking reflective questions what do you think is happening for the tiny seed? who remember how the seed getting bigger until it become flower? why? What do you think about the parts of the plants? could you name them?

After having background about seed, the parts of plant and what plants need to grow. I will explain for them that we will have next collage hand on activity, and we will make the part of plants together. I will explain what the material we will need, how to use it and scaffold them to know how to cut shapes and show them a visual part of plants diagram which is on the wall.

The activity

*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.*

First, I will prepare the art center with the appropriate material. Next, I will divide the group. I will tell children to make a circle. Then, explain for them that they will be in two groups, and I will give each child numbers 1 and 2 and ask them to remember their number (1.2.1.2. after that put all 1s together and 2s together) 2 groups of 4 students are formed. The group 1 will make parts underground (Roots and seed) and group 2 will make parts on the top of the ground (stem and leaves) for the

	<p>flower each child will make a petal. The activity begins. As they are working, I will observe them and check how they are doing if they need help. During the activity, I will tell them</p> <ul style="list-style-type: none"> • Think about where each part of the plants should be. • Think about the colors you will use for each part. • Think about the part you are making how it look like. • Think about what plants need to grow and write or draw it in a piece of paper. • Think about which part will be first and which one will be the next. <p>Children will be cutting papers making shapes, drawing, coloring, communicating, moving around, asking question and I am supporting them. for example, help how to use scissors, make material closer respond to their question and concerns,</p> <p>Next, I will prepare a large white paper in which each group should past their part. In the end, tell each group to introduce the part they are making and where it should be. Now we will make our plants and we will label it together. The flower on the wall asks them what this is then they say this is a stem and repeat that twice for each part. Also, let them repeat together the sequence of the part.</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 children will be gathered in the circle time and I will let children share what they have learned and how they experienced the activity. I would ask them what difficulties are they faced? Ask about the new vocabulary they learned.</p>

<p>Possible Extensions</p> <p><i>What could you do on another day to build on this activity?</i></p>	<p>Their collage will be posted in the classroom, and it will be a visual reminder about the part of plants and its need to survive. Also, I do musique activity with movements singing the song of part of plants Parts of a Plant (Children's) Song - YouTube. Inspiring from the video that we watch in class I will do circle time pattern activity I will use pretend fruits appl, orange, apple orange,and so on.</p>
<p>Multimodal Engagement</p> <p><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><-Visual make a visual diagram through their responses and ask them to observe the diagram and make them build an image about how their activity will be.</p> <p><- Linguistique ask children to repeat one word they learned about plant.</p> <p><- Kinesthetic ask children to make movement to act how plants grow (tell them to sit down, point to the seed with their fingers, stand up slowly to make growing motion, make a circle with hands for flower and so on.)</p> <p><- Interpersonal ask children to communicate about how they want to make all the part together</p>
<p>Differentiation</p> <p><i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></p>	<ul style="list-style-type: none"> • I will give the opportunity for the whole class to express their prior knowledge about plants and the part of plant based on that build a class knowledge. • For bilingual children I will reinforce my activity with pictures and gestural a long with the words to better communicate with all children. use labels with different languages depend on what diversity I have in class. • Children will sit on their chairs and table and if I have active children, I will give them the opportunity to move around and change the position, and for who feel comfortable to work in the floor without chair and table I will provide for them appropriate floor and let them work.

<p style="text-align: center;">GROWTH AND LEARNING</p> <p style="text-align: center;"><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	<p>This activity will help them to work on recognizing sequence as they build a plant from roots to the top.</p> <p>Extend their thinking about leaving things.</p>
Physical	<p>This activity will reinforce gross motor skill as they move their hands and their body to make collage as well as fine motor skill by using for example their fingers to taking scissors and drawing.</p>
Social/emotional	<p>They will be working in cooperation which will allow them to communicate and help each other.</p>
Language/literacy	<p>Children will be able to understand vocabulary related to plants and they will practice their writing skill as they label the part of plants and its needs.</p>
	<p>List 10-15 target vocabulary words: soil, dirt, seeds, roots, leaves, stem, germinate, sunlight, nutrient, sprout, rain, watering, planting.</p>
Content Area(s)	<p>Through this his activity children will be able to understand the concept first, second, next and finally by exploring the sequence of the part of plant. Also, they will be able to understand the spatial concept under and on the top as they will explore that root and seed underground while the rest of the plats are on the top of the ground.</p>

<p style="text-align: center;">STANDARDS/GOALS</p> <p style="text-align: center;"><i>What Pre-K Common Core Learning Standards are addressed in this activity?</i></p> <p style="text-align: center;"><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>	<ol style="list-style-type: none"> 1. Pk.AL 1. f: Demonstrate awareness of connection between prior and new knowledge by making the connection about what they already know about plants and what they are learned through this activity. 2. P.k.A.1 1. b: Attempts multiple ways to solve problems. 3. PK.AL 3 e: demonstrate innovative thinking. 4. PK.AL.5: a. Maintains focus on a task
<p>Domain 2: Physical Development and Health</p>	<ol style="list-style-type: none"> 1. PKPDH5 a: demonstrate ability to use fine motor skills.
<p>Domain 3: Social and Emotional Development</p>	<ol style="list-style-type: none"> 1. PK.SEL 1 a: express feelings, needs, opinion and desires in a way that appropriate to the situation. 2. PK.SEL 4 b: interact with other children. 3. PK.SEL 4 c: Share material and toys with others 4. PK.SEL 4 d: Sustain interaction by cooperating, helping, and suggesting new idea for play.
<p>Domain 4: Communication, Language, and Literacy</p>	<ol style="list-style-type: none"> 1. PKAC 3 b: Ask questions related to visual text and observations. 2. Pk ELAL 23 create a visual display. 3. Pk ELAL 24 express thoughts, feeling and ideas.
<p>Domain 5: Cognition and Knowledge of the World</p>	<ol style="list-style-type: none"> 1. PKSCI 4 a: explore what a variety of living need to live and grow (explore what plants need to survive) 2. PKSCI 5 b: recognize the different structure of the plants. (root stem leaves ...)

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>During the activity I will observe how children are communicating their ideas and how they are performing in order to finish the diagram.</p> <p>After that.</p> <p>I would gather them in group, and I will display on the screen board a plant diagram and ask children if they could name the part of plant.</p> <p>I could also give them individual papers with a flower or any other plant and ask them to label it. Include different shapes and ask them to color the one that shows the part of the plants.</p> <p>The evidence that I will use is the notes that I took during the observation as they are performing the activity as well as I will collect their individual drawing and work.</p>
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b. Social study Activity Plan

The tree artwork

OVERVIEW/FRAMING	
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>Engage children in hand on activity creating an artwork of different trees throughout the four seasons. Children will learn concepts related to time such as next, before, after and explore how the tree changes color during a specific season. Also, they will be working both in small and large group which will give them the opportunity, to participate, share their ideas and feelings, cooperate, and communicate with others which will foster their social interaction. Children will learn vocabulary related to tree and seasons such as trunk, leaves, brunches, fall, spring, summer, winter as well as they will explore color as they will observe the tree color changes orange, yellow, brown, green. Moreover, they will have the opportunity to explore the weather cold, hot and regular as they learn about season. Moreover, they will practice their writing skills as they will be labeling their artwork as well as extend their imagination as they will be creating an artwork. They will learn to respect each other in the group.</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>	<ul style="list-style-type: none"> • How the tree changes throughout the season? • A tree is the plant that grow bigger • What are the benefits of the tree?
CONTENT FOCUS:	<div>Visual Arts</div> <div>Music</div> <div>Movement/Dance</div> <div>Drama</div>

<i>Identify which content area(s) will be addressed in this activity</i>	Emergent Literacy	Mathematics	Science	Social Studies
LANGUAGE AND CONTENT OBJECTIVES	Children will be able to understand vocabulary related seasons such as fall, spring summer, winter and they will learn vocabular related to the tree's changes such as bar tree, leaves, flowers' fruits, trunk, branches Also, children will explore the changes of trees through seasons, understand that the tree is a plant. Extend creativity and imagination as they make their artwork. Work in cooperation and share their knowledge. practice responsibility as they accomplish their projects.			

KNOWING THE LEARNERS	
AGE RANGE:	4 and 4.5
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	In my class children's age is around 4 and 4.5 years old. It is the stage where children are curious about the surrounding environment, and they want to know how the world around them function. it is expected from them to ask question about plants how they grow and what they eat. They construct meaning and understanding by using their prior knowledge. Some children are familiar with some plant and seeds such as sunflower seed, some flowers, and trees from their environment. So, they will be excited to learn about something they are familiar with especial as they are interested to know about flowers. children like seeing things grow and they will enjoy exchanging idea about plants whether with their peers or family which will reinforce their learning process because children learn more as they interact with others. In terms of math children on this age children know to count to 10 and up. Also, they began to understand cause and effect they will explore this concept as they learn about the needs

	of plants. they could sort shapes, colors, and numbers. Also, they could make classification by size or height.
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	Children in this age begun to have a certain understanding of the surrounding world. however, I will not expect them to know or recognize that plants give us oxygen. Also, it is challenging for them to understand whether see plants are same as the plants they are familiar with. Moreover, they might not understand easily how plants are leaving things just as human and animals. In this case I will need to explain first what is living things and what is the differences 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?*</i>	In my class I have 8 children from a multicultural community with different languages. So, they might have different background about the plants that they learned in their environment. In fact, children's action and interaction will interfere with their prior knowledge which will enriches perspectives in class. And as teacher we should consider this diversity in order to helping children to integrate and adapt to the new learning environment. Considering the differences, I am expecting to have diverse learning styles including musical, interpersonal, linguistic, visual-spatial, bodily-kinesthetic (tactile) and auditory.

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

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS	LEARNING ENVIRONMENT	EVENTS/RESOURCES
<p><i>What materials will you need to teach this activity?</i></p> <p><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?</i></p> <p><i>(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>I will Read the books:</p> <ul style="list-style-type: none"> • <i>The tree is plant by clyde Robert bullat</i> • <i>Planting a wild garden by Kathryn.o Galbraith.</i> • <i>Tap the Magic tree by Christie Matheson</i> • <i>A tree for all seasons by Robin Bernard.</i> <p>I will provide them with appropriate material such as:</p> <ul style="list-style-type: none"> • construction white and colored paper. • 1 large white paper • color pens and sharpies • Pencils and crayons • Scissors. • Tape and glue. 	<p>In one side of the wall, I will put the lifecycle of tree which emphasizes the tree changes through seasons. Also, I will put trees from countries depending on the diversity of the student in my class.</p> <p>In the math center I will put plant lifecycle diagram that shows the part of plants, next to it collage cloud, sun and dirt which indicate the need of plants to survive. Live some space to put the artwork children will make through this activity.</p> <p>In the art center I will past on the wall beautiful painting of flower and plants</p> <p>In the science center I will put real plants also I will put a plant in the vase with water to allow children observe the plant as it changes, and it make roots. Also, I will have real seeds and leaves to allow children to explore them closely.</p> <p>I will put some pictures in the wall (fruits and a detailed life cycle, the different stages of growing from seed to plant</p> <p>I will prepare colored block in a way that help children to form their garden such as dirt will brown and the herb green ...etc.</p>	<ul style="list-style-type: none"> • I would like to plan outside walk permitting children to explore the tree in their neighborhood. • I would prepare labeling cart and tree changes work sheet. • Inform families about our activity and tell to give for their children any material from their culture related to plants or trees. • I will prepare boxes cutting it to 2 d form making a form of small

<ul style="list-style-type: none"> • sticks, real leaves, seeds and flowers rope, pine • Labeling carts • Tables chairs 	<p>Dramatic play will be designed depends on the story that will be performed. I will put planting supply, pretend flower and fruits, human and animal figures. Trees, clothes of different personage in the society Cashier and pretend money.</p>	<p>board decorated and equipped with small zip bags. prepare labels for different names and seed and pictures. Let children to sort the real seeds by category and then put its name under it.</p>
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THE LEARNING EXPERIENCE

Nait Slimane 32

The launch

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?

Children had gained knowledge through previous activities and lessons about the plants, the parts of plants and what plant need to grow also they learned about different plant in their environment. So, this lesson will be a following activity to explore another kind of plant that grow bigger than others.

First, we will have a learning walk in the neighborhood to give them the opportunity to explore closely trees.

After that I will gather them in large group give them papers and pencil and crayon or markers and let them draw or write what they see outside. What kind of tree that they found? Then, I will tell them each one will describe his drawing. Each student will describe what they see. Give instruction to listen to each other. Do not talk all at a time. Respect the other when they are talking. I will ask them question such as do you know why the leaves are orange. Why the leaves are on the ground. How do you know it is winter, summer, fall, spring? I will see what the outcome will children build.

After that I will introduce to them the topic we will learn today about the changes of the tree. I will follow by reading the book *A tree for all seasons* by Robin Bernard. I will ask reflective question before during and after the reading. Such as do you know what the season are. What do you think a tree look like in fall? What are the colors of the leaves that you already now? Do you think that the tree changes color?

After having background about the tree and its changes, I will explain for them that we will have an activity, and they will create their artwork. Also, I will explain what

	the material we will need, how to use it and scaffold them to know how to use it.
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>First, I will prepare the art center with the appropriate material after that divide them on two groups of four. I will give them each group large white paper and explain for them that they have to make one tree in each section and show which season. I will give the freedom to choose whether they want to draw make the tree with material.</p> <ul style="list-style-type: none"> • Think about the colors of leaves. • Think about how many seasons we have • Think about how the trees look like are they similar or different. • children will be cutting papers making shapes, drawing, coloring, communicating, moving around, asking question and I am supporting them. for example, help how to use scissors, make material closer respond to their question and concerns. <p>In the end when they finish, we will past their artworks on the wall following by asking them to describe their work.</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>After the activity children will be gathered in the circle time and I will let children share what they have learned and how they experienced the activity. I would ask them what difficulties are they faced? Ask about the new vocabulary they learned.</p>
Possible Extensions <i>What could you do on another day to build on this activity?</i>	<p>Their artwork will be posted in the classroom, and it will be a visual reminder about the changes of tree and the names of season. Also, I will read the book <i>Tap the Magic tree</i> by Christie Matheson and give them the opportunity to explore the magic of the changes of tree through the seasons. Moreover, I</p>

	will plan a museum activity where they will collect all their work, they in this topic and invite other classes or their families to explore their museum.
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><- Visual make a visual diagram through their responses and ask them to observe the diagram and make them build an image about how their activity will be.</p> <p><- Linguistic ask children to write the new vocabularies that they learned</p> <p><- Kinesthetic children will be moving from area to area to grab what they need. Also, engage them in the pretend play where they will have the opportunity to walk, sit, move their body in different positions</p> <p><- Interpersonal ask children to communicate their prior knowledge, ask them question and give them the opportunity to participate and interact.</p>
Differentiation <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i>	<ul style="list-style-type: none"> • I will give the opportunity for the whole class to express their prior knowledge based on that build a class about trees in their environment, leaves, colors knowledge. • For bilingual children I will reinforce my activity with pictures and gestural along with the words to better communicate with all children. use label with different languages depend on what diversity I have in class. <p>Children will sit on their chairs and table and if I have active children, I will give them the opportunity to move around and change the position, and for who feel comfortable to work in the floor without chair and table I will provide for them appropriate floor and let them work.</p>

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	This activity will help them to work on recognizing sequence as they build a plant from roots to the top. Extend their thinking about leaving things.
Physical	This activity will reinforce gross motor skill as they move their hands and their body to make the artwork and hang it on the wall as well as fine motor skill by using for example their fingers to taking scissors and drawing.
Social/emotional	They will be working in cooperation which will allow them to communicate, interact and help each other.
Language/literacy	Children will be able to understand vocabulary related to trees season, and time and they will practice their writing skill as they label the artwork.
	List 10-15 target vocabulary words: Fall. Autumn, spring, summer, winter, leaves, trunk, branches, weather, hot cold, before, after.
Content Area(s)	Through this his activity children will be able to understand the concept of time changes exploring different trees throughout seasons. Also, they will be able to understand which season come after and/ or before another one. Children will practice how to respect each other's in the group by giving the opportunity to participate and explore the concept waiting the turn to talk or to do things.

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	5. Pk.AL 1. f: Demonstrate awareness of connection between prior and new knowledge by making the connection about what they already know about plants and what they are learned through this activity. 6. P.k.A.1 1. b: Attempts multiple ways to solve problems. 7. PK.AL 3 e: demonstrate innovative thinking. 8. PK.AL.5: a. Maintains focus on a task
Domain 2: Physical Development and Health	2. PKPDH5 a: demonstrate ability to use fine motor skills.
Domain 3: Social and Emotional Development	5. PK.SEL 1 a: express feelings, needs, opinion and desires in a way that appropriate to the situation. 6. PK.SEL 4 b: interact with other children. 7. PK.SEL 4 c: Share material and toys with others 8. PK.SEL 4 d: Sustain interaction by cooperating, helping, and suggesting new idea for play.
Domain 4: Communication, Language, and Literacy	4. PKAC 3 b: Ask questions related to visual text and observations. 5. Pk ELAL 23 create a visual display. 6. Pk ELAL 24 express thoughts, feeling and ideas.
Domain 5: Cognition and Knowledge of the World	3. PKSCI 4 a: explore what a variety of living need to live and grow (explore what plants need to survive) 4. PKSCI 5 b: recognize the different structure of the plants. (root stem leaves ...)

c. Science Activity Plan

planting my own seed

OVERVIEW/FRAMING	
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>During the activity I will observe how children are communicating their ideas and how they are performing to finish the artwork.</p> <p>Engage children in pretend play. I will prepare the area appropriate material that could help them to create story about the seasons such as deferent colorful leaves, clothes, pretend persons, animals, pretend trees,ex and observe them how they are interacting and communicating.</p> <p>The evidence that I will use is the nots that I took during the observation as they are performing the activity as well as I will collect their individual drawing and work.</p>

<p>TOPIC</p> <p><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 will be planting my own seed. children will be able to observe the steps for plant's growing and they will be able to see the real image of what they have learned through the previous activities about plants. They will understand the changes that happened for the seeds. Also, they will be able to practice the vocabulary they learned about plants such as seed, roots, sprout, stem, leaf, and learn new vocabulary related to planting such as dirt, soil, planting supply. Moreover, Children will be able to work in collaboration and they will be able to cooperate with their peers by sharing their prior knowledge and helping each other to decorate their pots and plant the seed. Children will develop their fine and motor skills as they will be making different movements</p>
<p>BIG IDEAS/OVERARCHING QUESTIONS</p> <p><i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i></p>	<ul style="list-style-type: none"> • What are the parts of the plants? • What are the parts of plants? • What the plants need to grow?
<p>CONTENT FOCUS:</p> <p><i>Identify which content area(s) will be addressed in this activity</i></p>	<p>Visual Arts Music</p> <p>Movement/Dance Drama</p> <p>Emergent Literacy Mathematics Science</p> <p>Social Studies</p>
<p>LANGUAGE AND CONTENT OBJECTIVES</p>	<p>Children will be able to discuss and understand vocabulary related to plants and planting. They will be engaging in an experiment activity which will allow them to explore and promote their curiosity. Also, they will be able to understand what are the important of water, air and sun for the growing of plants.</p>

KNOWING THE LEARNERS	
AGE RANGE:	4 and 4.5
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	<p>In my class children's age is around 4 and 4.5 years old. It is the stage where children are curious about the surrounding environment, and they want to know how the world around them function. it is expected from them to ask question about plants how they grow and what they eat. They construct meaning and understanding by using their prior knowledge. Some children are familiar with some plant and seeds such as sunflower seed, some flowers, and trees from their environment. So, they will be excited to learn about something they are familiar with especial as they are interested to know about flowers. children like seeing things grow and they will enjoy exchanging idea about plants whether with their peers or family which will reinforce their learning process because children learn more as they interact with others. In terms of math children on this age children know to count to 10 and up. Also, they began to understand cause and effect they will explore this concept as they learn about the needs of plants. they could sort shapes, colors, and numbers. Also, they could make classification by size or height.</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>Children in this age begun to have a certain understanding of the surrounding world. however, I will not expect them to know or recognize that plants give us oxygen. Also, it is challenging for them to understand whether see plants are same as the plants they are familiar with. Moreover, they might not understand easily how plants are leaving things just as human and animals. In this case I will need to explain first what is living things and what is the differences between them.</p>
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural</i>	<p>In my class I have 8 children from a multicultural community with different languages. So, they might have different background about the plants that they learned in their</p>

<i>backgrounds, learning styles, languages spoken, and learning experiences to date?*</i>	environment. In fact, children's action and interaction will interfere with their prior knowledge which will enriches perspectives in class. And as teacher we should consider this diversity in order to helping children to integrate and adapt to the new learning environment. Considering the differences, I am expecting to have diverse learning styles including musical, interpersonal, linguistic, visual-spatial, bodily-kinesthetic (tactile) and auditory.

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?</i> <i>(e.g., centers, bulletin boards, meeting spaces)</i>	<i>What events or resources, including people, might you need to arrange in advance?</i>
I will Read the books: <ul style="list-style-type: none"> • <i>from seeds to plants by Gail Gibbons</i> • <i>The Carrot Seed, by Ruth Krauss.</i> • <i>Lola Plants a Garden by Anna Mc Quinn.</i> 	<ul style="list-style-type: none"> • I will put plant lifecycle of plan (from seed to plant) that shows the part of plants, next to it collage cloud, sun and dirt which indicate the need of plants to survive. • In the art center I will past on the wall beautiful painting of flower and plants • In the science center I will put real plants also I will put a plant in the 	<ul style="list-style-type: none"> • I would like to take children to visit florist garden and explore planting process. • I would prepare labeling (children's names and the type of

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

<p>I will provide them with appropriate material such as:</p> <ul style="list-style-type: none"> • Both white and colored paper. • color pens and sharpies • small containers /cups. • Soil /dirt • Water • Planting supply • Pencils and crayons • Scissors. • Labeling carts • Numbers labels • Real plants in vase with water. • Table chairs 	<p>vase with water to allow children observe the plant as it changes, and it make roots. Also, I will have real seeds and leaves to allow children to explore them closely. I will put some pictures in the wall (fruits and a detailed life cycle, the different stages of growing from seed to plant</p> <ul style="list-style-type: none"> • I will prepare colored block in a way that help children to form their garden such as dirt will brown and the herb green ...etc. • In the other side of the wall, I will put the lifecycle of tree which emphasizes the tree changes through seasons. • Dramatic play will be designed depends on the story that will be performed. I will put planting supply, pretend flower and fruits, human and animal figures. Cashier and pretend money. • Provide an appropriate space where children should put their plants containers. <p>Nb: most children drawing or any work they made related to the topic will be pasted on the walls or/and exposed in the classroom.</p>	<p>the seed they are planting)</p> <ul style="list-style-type: none"> • Let children bring seeds they have an/or they want from home. • I will prepare box making a form of small board decorated and equipped with small zip bags. prepare labels for different names and seed and pictures. Let children to sort the real seeds by category and then put its name under it.
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THE LEARNING EXPERIENCE

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The launch

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?

Children had gained knowledge through previous activities and lessons about the plants, the parts of plants and what plant need to grow also they learned about different plant in their environment. So, this lesson will show them how the real seed grow. It will provide for them the opportunity to practice and experience science in their real life.

First, I will take children for a visit for closest florist garden to give them the opportunity to practice how to plant and ask questions for the florist and let them explore the planting experience. Have touch the dirt, seeds, see different plants and even attempt to plant.

After that in I will gather them in group and discuss about what they learned and how they experience the visit to the garden. After the discussion I will follow up by reading the book *The Carrot Seed*, by Ruth Krauss. I will ask reflective questions what do you think is happening for the carrot seed? Why. Do you think that the seed will come up? Why? how does the kid get his big carrot.

After discussing the book, now that we learn that the kid gets his carrot now its your turn to plant your own seed and seed if its com up or not. Then I will explain that it is time to do the experiment.

The activity

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.

First, I will prepare the art and science center with the appropriate material. The first step that children will do is decorating their container cup and label them with their names and the type of the seed that they will plant. Next, when they finch decorating, I will invite them to the science area. Where I prepared a container full of beans seeds on the table. I will put the dirt in large container and children

	<p>will be able to go and fill up their small containers. I will explain for them how they will be planting the seeds. I will be doing the experiment with them using my own container to make them feel comfortable. While focus on scaffolding, observing and answer their questions. I will tell them</p> <ul style="list-style-type: none"> • Think about how you will plant your seed • Think about how many seeds you need to use in your container. • Think about how much dirt and water you need for your seed • Think about where you will put your container and why? <p>Children fill the cups with dirt, fill up other containers with water to water their seed. They will be communicating, asking questions, and helping each other.</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 children will be gathered in the circle time and I will let children share what they have learned and how they experienced the activity. I would ask them what difficulties are they faced? Ask about the new vocabulary they learned.</p>
<p>Possible Extensions</p> <p><i>What could you do on another day to build on this activity?</i></p>	<p>Children will have an everyday observation for their containers. They observe and discuss or/and draw what they notice and what the changes they. They will water their plants.</p> <p>I will write the phrase my plant needs and let children to fill up the blanks with what plants need next to it they will draw a symbol that represent that need for example write and draw sun and so on. This will help them in writing and learning vocabulary skill (promote language)</p> <p>Children will sing the</p>

	<p><i>the farmer plants the seeds</i> it will be as a summary of what they learned about plants. It will give them insight about what to expect them to do for their seeds that they are planting in order to grow. This activity will be accompanied with dancing movements that will promote their gross motor skill</p>
<p>Multimodal Engagement</p> <p><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><-Visual make a visual diagram through their responses and ask them to observe the diagram and make them build an image about how their activity will be.</p> <p><- Linguistique ask children to repeat one word they learned about plant.</p> <p><- Kinesthetic and musical ask children to make movement as they listen and sing the song <i>the farmer plants the seed</i></p>
<p>Differentiation</p> <p><i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></p>	<ul style="list-style-type: none"> • I will give the opportunity for the whole class to express their prior knowledge about how plants grow and what it needs to survive and based on that we will build a class knowledge. • For bilingual children I will reinforce my activity with pictures and gestural a long with the words to better communicate with all children. use labels with different languages depend on what diversity I have in class. • Give children the freedom to move around the class. • I will give the opportunity to ask question and explain several ways to make sure that they understand the activity.

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	Children will be able to practice and understand the needs of plant and the importance of sun, water and air in the life of plants. they will be able to understand the cause and effect. Extend their thinking about leaving things.
Physical	This activity will reinforce both gross and fine motor skill as they will be moving around, walking, using their hands as they plant, water draw, decorate their containers ex
Social/emotional	They will be working in cooperation which will allow them to communicate and help each other.
Language/literacy	Children will be able to understand vocabulary related to plants and they will practice their writing skill as they will be writing /drawing their observation. Also, as they will discuss their observations with their peer or teacher, they will practice their speaking and listening skills.
	List 10-15 target vocabulary words: soil, dirt, seeds, roots, leaves, stem, germinate, sunlight, nutrient, sprout, rain, watering, planting.
Content Area(s)	This activity will provide for children opportunity to explore scientific concept and they will be able to observe, record, discuss the outcome, ask questions and describe the changes.

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	9. Pk.AL 1. f: Demonstrate awareness of connection between prior and new knowledge by making the connection about what they already know about plants and what they are learned through this activity. 10. P.k.A.1 1. b: Attempts multiple ways to solve problems. 11. PK.AL 3 e: demonstrate innovative thinking. 12. PK.AL.5: a. Maintains focus on a task 13. PK.SCI.4: a. Explores what a variety of living organisms need to live and grow (e.g., water, nutrients, environment)
Domain 2: Physical Development and Health	3. PKPDH5 a: demonstrate ability to use fine motor skills.
Domain 3: Social and Emotional Development	9. PK.SEL 1 a: express feelings, needs, opinion and desires in a way that appropriate to the situation. 10. PK.SEL 4 b: interact with other children. 11. PK.SEL 4 c: Share material and toys with others 12. PK.SEL 4 d: Sustain interaction by cooperating, helping, and suggesting new idea for play.
Domain 4: Communication, Language, and Literacy	7. PKAC 3 b: Ask questions related to visual text and observations. 8. Pk ELAL 23 create a visual display. 9. Pk ELAL 24 express thoughts, feeling and ideas.
Domain 5: Cognition and Knowledge of the World	5. PKSCI 4 a: explore what a variety of living need to live and grow (explore what plants need to survive)

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| | 6. PKSCI 5 b: recognize the different structure of the plants. (Root, stem, leaves ...) |
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AUTHENTIC ASSESSMENT

What will you do to gather evidence to assess each child's developmental progress?

How will you determine whether or not individual children are getting the Big Ideas and/or exploring the 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.

During the activity I will observe how children are communicating their ideas and how they are performing as they plant. As well as observe how they react to the topic if they ask question and how they explore their curiosity, if they try to find solution face any problem.

Engage them in dramatic play (play gardening and observe them how they use the knowledge that they gained about plant and planting

The evidence that I will use is the notes that I took during the observation as they are performing the activity as well as I will collect their individual drawing and work.

4. Commentary Paper

Describe topic of your Focused Curriculum

My focused curriculum is designed to explore the important question about plants. it is intended to teach the learning standards for pre-K students applying the developmentally Appropriate practice through the activities, book and material provided. children will explore plants' life cycle and they will understand the part of plants (seed, roots stem, leaves, and flour/fruits/vegetables). They will know that plants and trees are living thing and they grow from seeds which move from place to place to find adequate atmosphere to survive. Children will learn that in order to live, plants need water, nutrients and sun (light). Also, they will know that there are different plants in their environment, and we need to protect them because they are important in our life, and it has benefits for both human and animals. Additionally, to the knowledge that children will gain about plant they will be exploring math, science and social study concepts expending their knowledge in different areas as well as promoting their skills in deferent domain of development.

My focused curriculum is addressed for a grope of 8 children aged 4 and 4.5 years old. They are 4 girls and 4 boys, descendants of diverse cultures and languages including Chinese, Ecuador, Honduras, Spanish, and English. One of the female students, needs to focus on developing their gross motor skills.

Implementation of Activity Plans

I will do three activities which will be implemented as follows, the first will be math activity which is *collage about the part of plants* where children will learn what is plants and seeds and how the plants grow. Also, they will explore the part of plants. after that I will do the social study activity which is the *making a tree artwork* where children will learn that tree is plant, and it is bigger than the plants that they learned in the first activity. The following will be the science activity which is *planting my own seed* where children will do a real experiment and they will have the opportunity to explore and observe the real process of plant growing. In the two activities they will build an image about the part of plants and its needs and in the last activity they promote and extend their understanding.

Relationship of the Activity Plans

These activities are connected because the first activity(math)will give them background about plants and the next (social study) will emphasizes more details about plants and the last (science) it is both a summary for the two previous activities and the practice of what they learned. The thing that they have

in common is the topic (plant). Also, they will be performed in small and large group where children will be communicating, interacting, and sharing their ideas.

Those activities helped me to give children the opportunity to work in a small or large groups which will permit them to interact and communicate as they are in stage of developing their social interaction and language and working in collaboration will help to learn new vocabulary and develop empathy skills. Also, it gave them the opportunity to develop their independency as they are in stage of developing their autonomy and self-esteem. Moreover, it will give them the opportunity to explore both gross and fine motor skills.

In each activity I reinforced the gestural and visual communication and used different languages to label things because I have in my class bilingual children, they might not understand what I am saying in English so gestures, pictures, videos will help them to better understand. Also, I have in my class a girl that need to work on her motor skills, so I tried to include activities that have movements that will promote both fine and motor skills such hand on where they will be cutting, drawing/writing, and pasting moving their body as well as walking in the park as well as singing a song with movements.

Strategies and Connections

In all activities the appropriate material is provided. Also, children are given the opportunity to participate, share ideas, and feeling without fear. They are allowed to make mistakes because children learn better from their mistakes. I employed diverse activities based on children interest and needs.

The integrating curriculum is important among young students because it gives them the opportunity to build understanding based on their prior knowledge. It gives the opportunity to explore, observe, gather new information and learn more details about specific topic. It helps them to expend their curiosity and engage them in more meaning full activities that will help them to make sense for the surrounding environment.

Assessment

The evidence that I will use is the notes that I take during the observation as they are performing the activities as well as I will collect their individual drawing and work. Also, I will be observing them how they are acting reacting for their experiment as they are waiting for their plants to grow. I will take not about their observations and the question they are asking and so on.

Conclusion

Creating this unit is great experience for me. It is very knowledgeable whereas I learned how to integrate the areas and how to teach math, science and social study based on certain topics. In the beginning it was a little bit challenging. However, when I start the first activity and I understand the concept of how to teach math concepts by exploring plants topic, it become clearer and motivating. Therefore, I felt confident about doing both my focused curriculum and activity plans and tried to make the activities connect to each other to provide for children an organized knowledge that could help them to better understand the topics based on their needs and interest.