

Police Car Scavenger Hunt

Designing and Implementing Curriculum

Early Childhood Curriculum Activity & Assessment Plan Template

1. Overview

Overview:

- This activity asks the students to participate in a scavenger hunt using a real police car. The scavenger hunt will be premade and will depict police instruments such as speedometer, radio, camera, computer, license plate, badge, etc. Students will have to use their investigative skills (COG:SCI 2: Inquiry Through Observation and Investigation) as well as their previous knowledge to locate the object. From there, the students will use classification (COG:MATH 1: Classification) to determine which object they have discovered. A box next to the picture of the object will be available for the students to either write about the characteristics or draw the object. In order to facilitate the best environment and success for the students, I will make the scavenger hunt beforehand using pictures they are familiar with (a majority of the pictures are coming out of the book *"Police Cars"* that we had previously read).
- This activity will require for me, the teacher, to gauge students' understanding on the topic as well as the different aspects being asked of them throughout the implementation of the survey. I feel as both students have acquired a large amount of new knowledge in relation to police cars and can make connections throughout our activities. As for the standards that are being asked of them throughout this specific activity, both students appear to have a strong grasp on classifying different objects by their attributes. Additionally, they are both outgoing and have been very determined to explore a real police vehicle, which I believe will aid in the achievement of this activity. Both of my students are shy and may need time to warm up to the officer before asking questions, from there I believe they will be able to ask and enquire new information on the topic.

2. Planning for Instruction

Primary and Secondary Learning Standards:

- COG:MATH 1: Classification
 - Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes
- COG:SCI 2: Inquiry Through Observation and Investigation
 - Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them.

Child Objectives:

- While determining the location of the objects on the police vehicle, the child will demonstrate the ability to compare and match objects according to their attributes, in order to build knowledge about classification.
- When searching for the artifacts on the police vehicle, the child will investigate the environment, in order to gain knowledge about the objects.

Theoretical Connection:

- Lev Vygotsky's Sociocultural Theory will be present throughout this activity. The use of the police car artifact and the examination of the different parts of the vehicle. Additionally, this activity will include an expert, in this instance is our More Knowledgeable Other. The students will be able to freely ask questions they discover throughout their observations and investigations. Students are placed in an area of building new knowledge, or the Zone of Proximal Development. The students will work with the expert, myself, and scaffold off of their

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previous schema. By the end of the activity, the students will have more knowledge on the different aspects and usage of the artifacts on and in the police car, this will allow them to move further on the ZPD continuum.

3. Teaching Strategies

Teaching Strategies:

1. Instructional Support: Language Modeling: Frequent Conversations
 2. Instructional Support: Concept Development: Analysis and Reasoning
- This strategy highlights open conversation between the focus students and the MKO about the topic. I will have the students prepare questions they have for the officer about the vehicle as well as his job. The focus students can relay the information they have learned throughout the project and questions they have for the police officer. The officer can then provide answers to their questions and build their knowledge on the topic and specific aspects the students are curious about. The back and forth exchanges between students will allow the police officer to see what knowledge they already hold and areas where they could learn more.
 - This strategy will allow for predictions and experimentation in relation to the police vehicle to occur. Students can use their background knowledge they have built throughout this topic to hypothesize the location of the artifacts in the scavenger hunt. The students can observe if the artifact was in that location and can reflect on their hypothesis. If the artifact was not there, why and how questions about what the artifact is used for can be asked to help narrow down the location.

4. Teaching Procedures and Questions

Teaching Procedures & Questions:

1. Tell how you will engage children to begin the activity (what might you say to encourage co-construction of knowledge and aspects of concept development such as connections to the real world or content integration statements?)
 - a. The students have been asking when they will have the opportunity to look at a real police car and will be ecstatic that it is finally the time to do so. Additionally they will have just completed their family involvement assignment where they were asked to mark down every police car they saw over the last two weeks. I would like to touch base on which cars they saw most often, least, etc. "I want you guys to tell me all about the police cars you saw with your parents! Which type of car did you see the most often? Which type of car did you see the least? Is your data the similar?(have students compare their data) Today we are going to do a scavenger hunt and look for these artifacts on a real police car! We are also going to ask Officer Fischer the questions you guys came up with."
2. Describe how you will direct/lead/follow children to the learning target during the activity
 - a. What type of police car does Officer Fischer have?
 - b. What does the signage on the police car say?
 - c. Where do you think we would find the speedometer?
 - d. What does the speedometer do?
 - e. Where do you think we would find the radio?
 - f. What do police officers use the radio for?
 - g. What questions do you have for Officer Fischer?
 - h. What do you think the speedometer is used for?
3. Describe how you will close the activity, guiding children back to learning benchmarks
 - a. I will ask the students to review the scavenger hunt they completed. I will have them tell me the responsibilities of each object and where to find them in the police car. I will ensure that each child has the proper information for each item. Additionally, I will ask them if they have any more questions that they did not ask Officer Fischer.

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5. Materials & Safety

Materials and Safety:

- Clipboard x2
- Pencil x2
- Premade scavenger hunt with pictures of different parts of the police car x2
- School police car
- School police Officer

The materials do not provide any safety concerns as they have been taught the proper procedures while using the materials throughout the school year. The location on the other hand can be seen as a safety concern as we are no longer in the school building. (The police car is most commonly pulled up to the front curb in front of the school's entrance). The students will be informed that they are not allowed to go out into the circle drive unless they are with me or the officer. We will review that we need to look both ways before moving into the circle drive to ensure no cars are coming. Additionally, we will talk about staying close to the vehicle and not wandering anywhere else. Following our activity, we will all walk back inside and into the classroom together.

6. Developmental Needs

Developmental Needs:

- One of my students often times when faced with a question he does not know the answer to will revert to the "I don't know" response. To ensure that he is put into situations where he critically thinks and uses his background knowledge on the topic, I will use different class strategies to push him to answer thoughtfully. When the situation arises I will use the different open ended questions listed above to generate conversation and deep thinking. If needed, I will lead him to the object and have him label different characteristics of the object. From there he will hopefully have the motivation needed to want to discover the next object.

7. Assessment

Assessment:

- Both students will be in the integrating section of both standards. My assessment will be based on their work done during and following the scavenger hunt. Were the students able to find all of the objects? Were the students able to discover the objective of each object? Were the students able to ask the police officer questions and gain new information on the topic?

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