

Final Lesson Plan 3

Name: Mallory Namoff		Date submitted: March 27, 2016
Name of Activity and Content/Domain area: Stained Glass Exploration		Integration: Math, Physical Development, Cognitive Development, & the Arts.
Age group(s) this activity is planned for: Ages 3-5 years old.		Grouping: Small group of 2-3 children; based on their interest of being in the group.
Goal/Rationale:	To experience how light moves through color.	
Objective(s):	To organize shapes. To construct an art piece that light can travel through. To translate ideas of why light travels through color.	
Vocabulary: (Language and Literacy focus)	Transparent Construct Stained Glass	
Connection to Prior Knowledge	During the study of colors, the children will be able to access transparent color sheets at the light table. Here, they will begin to explore the idea that light is moving through the colored sheets. You can connect this to the experience at the light table by saying, "Do you think if we put this piece on the light table that	

	<p>it would look the same as on the window?” Or “Remember when we used color paper on the light table, we are now going to create a color art piece that light can travel through for our window.”</p>
<p>Materials & Preparation: in advance?</p>	<p>Materials:</p> <ul style="list-style-type: none"> Flat Pasta Lasagne Liquid Watercolors Rubbing Alcohol Large Ziplock baggies Clear Contact paper or two sheets of sticky back paper per child Scissors Painters Tape Black markers (Optional) Measuring Spoon Baking sheet with Parchment Paper <p>Preparation:</p> <p>Set out the baggies, pasta, and baggies. You will need a set of pasta and a different baggie per color. Have the baking sheets ready for the pasta once colored.</p>
<p>Role of Documentation</p>	<p>I am going to document by observing the children. This is more of a culminating event that is meant to be fun and engaging for the children. I will be writing down generalized notes about their comments and some dictation to document.</p>

<p>Learning Experience:</p>	<p>Part 1- Dying the noodles for the project</p> <p>We will need a group (could be the same group or a different group) we will have each of the children roll up their sleeves and put on a smock. Tell the children we need to dye the noodles for a project we are going to do. We need to decide on 5 different colors. Allow the children to put noodles in 5 different bags. Let the child measure out and pour in the rubbing alcohol and liquid water color. Seal the bag. Let the child shake it up. They may need assistance in making sure all the noodles get covered. Let the bag sit for 15-20 minutes. After waiting, dump the noodles and separate them onto a baking sheet and allow them to dry for 2-3 hours.</p> <p>Part 2- Making the Stained Glass</p> <p>Break up the dried noodles. Allow them to break into all different kinds of shapes and sizes. Cut out two matching sizes of clear contact paper (around 10" by 10"). Remove the backing from one piece of contact paper and tape it to the work surface using painter's tape (The sticky side should be facing up). Have the child place pieces of the colored lasagna on the contact paper. They can custom break the pieces as necessary. If desired, leave a ¼" gap between the pieces if you want to color the inside black for the true stained glass effect. Remove the backing from the second piece of contact paper and gently place it on top of the finished layout. Gently burnish the gaps with your fingertips to seal. If the child wants to use the black, use a wide tip sharpie t then fill in the gap between the colored pieces.</p> <p>Part 3- Displaying and seeing light shine through</p> <p>Ask the child what he or she thinks will happen when they hold this up to the window. Write down the theories they have. Then ask the child where they would like the piece displayed. Hang it, if appropriate. See what happens when the sun comes through. Take a picture of this child and his work or the child's work. Write down dictation for future display.</p>	
<p>Individualization:</p>	<p><i>Plans for children with IEP's</i></p> <p>Physical delay- If the child is unable to use his hands due to underdeveloped fine motor skills, then have the child</p>	<p><i>Plans for non IEP children who have specific needs</i></p> <p>Language Barrier- If the child speaks a different language than English. Learn some of the words that would benefit this child and assist his learning process. This will help the</p>

	<p>verbalize where he or she would like the pieces put. Have an assistant or be available to assist this child.</p>	<p>child feel more comfortable doing the project. Also, seat this child around other children that speak his or her language.</p>
<p>Assessment strategies:</p>	<p>Write down the child's ideas for why the light is able to travel through the color or describing what the piece is doing. Use this documentation to be displayed in the room.</p>	
<p>Wrap up:</p>	<p>After discussing what has happened with the pasta and the light, the children will leave their art piece on the window somewhere and they will line up to go downstairs to the gross motor room. If it is not small group time, and it is large group time, then the child will sit down on the rug for large group time/ goodbye song.</p>	
<p>Standards:</p>	<p>8.A.ECa "Sort, order, compare, and describe objects according to characteristics or attributes." 19.A.ECd "Use eye-hand coordination to perform tasks."</p>	

Pre-Primary Lesson Plan Draft Rationale/Narrative

- Explain how/why this activity is developmentally appropriate for the age group planned for. Explain how/why this will engage them. Explain why you grouped the children the way you did.

- Think about how children at this age learn and their developmental needs and strengths. Describe how this experience addresses those strengths and needs and how it is active, hands-on, or open-ended.

- Discuss how this activity addresses the integrated nature of children's learning and development and which different languages/learning/modalities this activity incorporates and how. Include things like:

- + Social-emotional development

- + Development stages/sequences of concept development

- + Language development and emergent literacy

- Refer to some theory or research you are familiar with (from course texts or your own research) that relates to development and/or learning. Explain **how** this theory supports your argument for the developmental appropriateness of this activity.

At this point, when I have given this lesson, the children will have gained a lot of new knowledge of color and color in their environment. To top it off, they have been experiencing colors with light on the light table. To create somewhat of a culminating event to the study, I decided to expand on that topic of light and color and allow the children to create their own stained glass windows. This activity is fun and engaging because it allows the children to create their own puzzle of colored pieces. They can have a lot or a few. This will allow the children to use their mathematical skills to piece different shapes and sizes into a square. This will also enhance fine motor skills by picking up pieces and setting them down in the square. This also leads to a bigger exploration of actually holding their creation up to the light. This will allow for discussion and possible expansion of the topic.

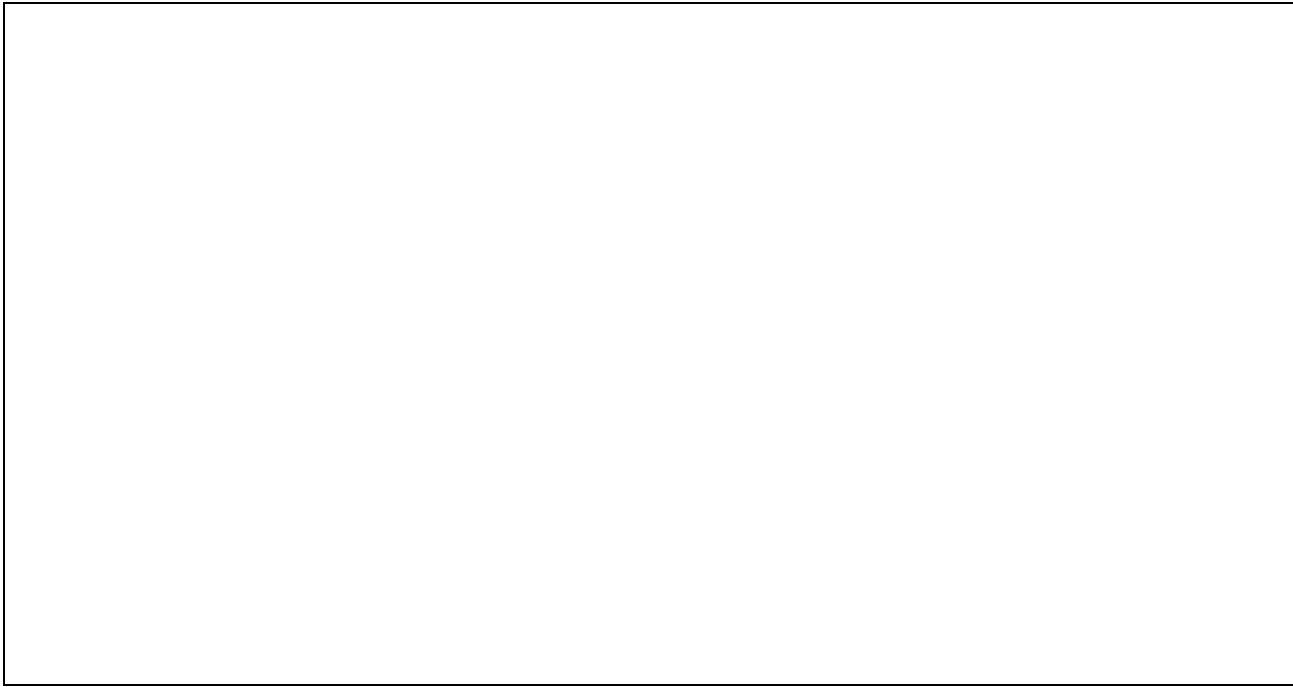
This activity of making a stained glass window allows for many different levels of development. With the advanced five year olds, this can serve as an exploration that enhances their math skills. With a three year old, it may enhance fine motor skills and color differentiation skills. There is a large range of skill levels that can be enhanced through this activity. By using language to discuss their thoughts and ideas on why light travels through color, they are conveying what is going on in their heads and the knowledge that has been gained through this lesson.

The theory I am connecting this lesson to is Howard Gardner's Multiple Intelligences. Through this activity, we are using several different intelligences to get a wide range of learning outlets. We are using the visual/ spatial intelligence by thinking in terms of physical space as architects. We are becoming aware of our environment by choosing a place for our art when it is complete. We are also using the bodily-kinesthetic intelligence by touching the pieces, connecting them to the square, hanging the piece up. The children have a very hands on role in this lesson. We are also using Interpersonal skills by commenting on the works of others, and intrapersonal skills by carrying out their own desires with this craft. We are enhancing linguistic intelligence by allowing the children to verbalize their thoughts and ideas on the craft. As well as logical and mathematical intelligence, by allowing the child to organize and create different shapes and spaces for the pieces on the art project.

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To be completed *after* you have implemented the lesson and discussed with your supervisor.

Reflecting on the Teaching & Learning Processes of the Activity	
Name:	Date:
What do you think the children learned? What did you learn? How did you feel about doing this activity with the children? What strategies seemed to work well? What strategies might you suggest for the future?	



11/24/15