

### Final Lesson Plan 3

Name: Madison Martinez		Date submitted: 3/20/17
<b>Name of Activity and Content/Domain area:</b> Identify an activity that will be engaging to pre-primary children. Shades of The Forest/ Art		<b>Integration:</b> Other Related areas or Domains - What other content area or domains could that activity relate to? Literacy Science Fine-motor skills
<b>Age group(s) this activity is planned for:</b> Is this planned for one age group or a range of ages? Specify the exact age(s) this activity is for 3-5 years old		<b>Grouping:</b> Is this an activity for small groups, whole group, partners, or individuals? If working in small groups, or with partners how will you group children? Small Group: grouped by interest during choice time
<b>Goal/Rationale:</b> What is the general purpose or value of this activity? How does it connect to development and learning? What big idea/concept/intellectual understanding does it address?	<b>Investigate colors and shades that exist naturally in the world around us.</b>	
<b>Objective(s):</b> State concisely what will children <i>do</i> and how this discrete activity supports your goal.  The objective must be very <i>specific</i> in terms of the <i>overall</i> activity and description of what someone walking into the room would see or hear.	<b>Students will describe shades of color seen and painted.</b>	
<b>Vocabulary: (Language and Literacy focus)</b> Identify 2-4 words that children will be introduced to/use and that are necessary in understanding or achieving the objectives and key to the concept or big idea.	<b>Shade</b> <b>Tone</b> <b>Lighter</b> <b>Darker</b>	
<b>Connection to Prior Knowledge</b> - How can you connect this to what children are already familiar with? - What will you ask, tell or show them to spark that connection or pique their interest? - What do children this age know /know how to do and how will you build on that?	<b>Students in my class have been telling stories, reading stories, and talking about fantasy woodland creatures such as fairies and trolls in their play. They also have an interest in in the moss and bushes outside on the playground. I will present the observation of forest color shades as and observation of where these fantasy creatures might live.</b>	
<b>Materials &amp; Preparation:</b> Identify the materials you will need for this activity and how you will prepare them. Describe any other preparations or set up you need to do. What do you need to prepare in advance?	<b>Will need:</b> <b>-Water color paint in forest colors like brown, green, and maybe some yellows, reds, and blacks.</b> <b>-Water Color Paper</b> <b>-Brushes</b> <b>-Real samples of moss, tree branches, leaves, or bush clippings for students to observe while painting</b>	

	<p>-cloth to dry and clean brushes -water cups Set up the painting area where all of the materials being observed are displayed beautifully and in sight of everyone painting. Have paper, brushes, and water cups, easily accessible. Explain how to use materials prior to the experience if students are unfamiliar.</p>	
<p><b>Role of Documentation</b> - What will you be documenting? - How will you document? - Why are you documenting?</p>	<p><b>Work samples-</b> Will display in classroom after the lesson ends for comparison, reflection, inspiration, and classroom beauty. <b>Dialogue notes-</b> Words of the students about their work for confirmation of understanding the goal.</p>	
<p><b>Learning Experience:</b> Describe the steps for this activity. What will you and the children do? Again be very specific and concrete; think about these as directions you are writing for someone else to carry out this activity. What questions might you ask?</p>	<p><b>Start by asking questions during meeting time:</b> I've heard a lot of talk and seen a lot of play about fairies and trolls lately. Where do you think these kinds of creatures might live? Wait for responses. after a few responses ( hopefully forest is one of them) dim the lights and have the projector ready to show them a video of the forest <a href="https://www.youtube.com/watch?v=PsrPTpg6mNo">https://www.youtube.com/watch?v=PsrPTpg6mNo</a> Say something along the lines of "I'm going to show you guys where I've heard they might be but i want you to pay special attention to the colors you see because some of them might like to blend in and hide!". After the video, or during particularly captivating scenes, pause the footage and discuss the colors and shades they are seeing. Model language if needed. Then, before going to choice, inform the class of the new materials in the art area. Bring over a few to demonstrate and remind students of how to use materials nicely. Encourage them to paint images of of the forest or fairy homes during their choice time. During choice, observe the table and make documentation. Continue asking about what shades they see or are making throughout the week.</p>	
<p><b>Individualization:</b> Describe how you will adapt this activity for children who have specific needs. Explain concisely how you will modify the activity to ensure it is successful for all children. (For example, how will you engage and support children who: -Have limited understanding of English or limited language skills. -Are advanced in learning and get bored easily. -Have difficulty relating to with others.</p>	<p><i>Plans for children with IEP's</i></p> <p>Autism: Have adult assistance during morning group time. Work with one on one if assistance is needed during choice.</p>	<p><i>Plans for non IEP children who have specific needs</i></p> <p>New to the class: He already likes painting but encourage his participation by inviting him over while other students are there whose company he seems to enjoy.</p>
<p><b>Assessment strategies:</b> Refer to the objectives? What strategies will be used to assess if the objectives were met? What role will documentation play in assessment?</p>	<p><b>Children will be assessed based on the documentation that I gather of their dialogue and work samples during the activity and during small group reflection discussions.</b></p>	

<p><b>Wrap up:</b> How will you help children revisit what was learned? What is your plan for transition?</p>	<p><b>I will create a display of their forest paintings and at the end of the week we can discuss with any questions of compliments that the students have of each other's work or their own. We can revisit the names of any shades they named possibly move to explore the shades of the ocean or the lake (where pirates live).</b></p>
<p><b>Standards:</b> What standards will be met? Write out standard, do not just give standard letter or number.</p>	<p><b>12.E.ECa. Observe and describe characteristics of Earth, Water, or Air.</b></p> <p><b>25.A.ECd. Visual Arts: Investigate and participate in activities using visual arts materials.</b></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.

This activity is developmentally appropriate for children because they are discovering the world around them through experiences. This activity specifically intertwines with and interest of the class and allows them a new way of exploring that interest. Painting allows for visions in a child's mind to come alive in front of them. Watercolor is especially nice for creating an array of shades.

"the more words children learn for describing colors, the more they can tell you what they notice and think about color"(page.27, Kolbe). In the book Rapunzel's supermarket by Ursula Kolbe, we learn that from an early age children are able to discriminate between colors and shade of one color. through this activity they can develop more language to describe color and a better understanding of all of the shades Earth produces naturally.



