

ARTIFACT 5-A

PLA Lesson/ Activity Plan Form

Name: Lori Oliver

Title of Activity: Happy Place Art

Age: 3-5 _____ # of Children

Date and Time of Presentation Friday 2/15/2019 @ 9:30am

Duration of lesson _____ minutes

Theme for the week is Emotions

Developmental Areas: Social X Emotional X Cognitive X

Literacy X Physical X Language X Creative X

Materials (write in Column)

2 Books- When Sofie Is Very Very Hurt

How Colors Make Me Feel

Markers

Card Stock

Transition / Introduction To Activity

We will read the book - When Sofie Is Feeling Very Very Hurt

We will discuss the book and then talk about how colors can make you feel a particular way.

We will read the book- How Colors Make Us Feel

The children will choose three markers in colors that make them feel happy

Behavioral Objective:

The children will be able to express themselves through language and art

Foundation/Academic Standard

ELA 3.2 -Demonstrate ability to create a story

ELA 1.1 and 1.2 -Demonstrate expressive and receptive communication

ELA 2.3 -Demonstrate awareness and understanding of concepts of print

SE 1.1 -Demonstrates self-awareness and confidence.

CA 3.2 -Demonstrate creative expression through visual art production

PHG 3.1 -Demonstrates development of fine and gross motor coordination

See Developmental Areas above

Procedures of Activity Listed Step by Step- List in rough outline bulleted format

1. We will read and discuss the introduction book
2. We will discuss what a happy place is
3. The children will choose three colors to draw with
4. The children will draw a picture of their happy place
5. We will discuss the pictures drawn
6. We will label and hang the pictures drawn

Closing Transition: The children will move to the light table and they will build a happy place out of the magnetic blocks.

Classroom Management Notes: There will be two tables with 3 children at each table. One 5-year-old at each table with two 3-year-old children

Key Terms/ Vocabulary (Vocabulary words related to the developmental goal)

Open Ended Questions: Where is your happy place? What about this place makes you happy? Is this somewhere you have been before; or somewhere you would like to go? Did you choose colors that make you happy? Why do these colors make you happy?

Where To Go From Here: We will discuss that there are no right or wrong answers. Everyone's emotions are acceptable as their own. This activity is to give you the opportunity to imagine being somewhere that makes you feel good.

Follow-Up/ Enrichment or Extensions To the Activity

Book: When Sofie Is Very Very Hurt

Manipulative: Magnetic blocks

Documentation: Photos- Dictation- Display children's work

5-year-old children will write (with help) the name of their happy place. Younger children will have help with their dictation. All photos will be displayed.

POLYGONS

K- What we know

Here is the web we created to show what we know about polygons.

W- What we want to know about polygons.

L- What we learned about polygons.

The children and I read *The Greedy Triangle*

Written by: Marilyn Burns

Illustrated by: Gordon Silveria

(displayed below)

The children and I gathered to create the web showing what we already knew about the polygons listed in the book. The next time we met the children and I discussed what we would like to learn about transforming shapes like the book implied. The next time we met each child took two shapes and joined them in a way that created either a different polygon or a different version of the same polygon. We discussed what we found out. The children were happy to see that what we read in *The Greedy Triangle* book was possible.

Due Module 1:

Cutting/Tearing, Adhesives, Staples, Folding, Strings

Art Activity Plan

Student name: Lori Oliver

Activity name: Cut and glue

Reference Page: Shirrmacher Text (p. 85)

Art medium:---*Paper Mosaic*

DAP for children age: 3+ (advanced scissor cutters)

Objectives: Each child will cut the paper into small pieces and glue it to a piece of construction paper.

Materials needed: Scissors, paper, glue, Q-Tips

Vocabulary words:---*As a result of working with this art medium, what new words might be introduced to the children? Mosaic, compare, hurricane lamp, similar.*

Grabber: ----*How are you going to create interest in doing this activity?---what are you going to talk about?-----how are you going to facilitate a creative spirit? Today we will make a beautiful design for you to look at and share with your parents.*

Step-by-step plan for doing this activity: ---*How are you going to begin this activity---what are going to be your instructions/suggestions to the children---step-by-step---*

1. Everyone sits down and receives their materials.
2. I will show them a centerpiece made with a glass mosaic design.
3. We will talk about how the small pieces go together to make the pattern.

List open-ended comments and questions that you will use throughout the activity to prompt creative thinking and action during or after the activity.

1. What else can you think of that has this pattern?

2. Do all the pieces have the same shape?

3. Where will we let the glue dry until Mom and Dad get here?

Closure: Describe in detail how you plan to close this activity--- review with the children about what they did/discovered, children's involvement in clean-up, ideas for children who finish ahead of the others, etc., transition to next activity.

I know that all the children seem to start out strong on most art activities; however some seem to quit mid-stream. I need to be able to help the children finish this activity. I will ask them how their paper compares to the centerpiece and to make it look as similar as possible. Each child will be responsible for cleaning up their paper scraps and putting their scissors and glue away. After they are finished they can go make something that looks like the mosaic pattern with the wooden blocks.

Art Activity Reflection

Student name: Lori Oliver

Name of activity: Cut and Glue

Date of activity: 7/17/07

Place activity occurred: Around the kitchen table.

Number and ages of children participating: 3 (2- 5year old boys and one 3 year old boy).

Describe in detail how you prepared and presented this activity:

I brought out a centerpiece I have for Thanksgiving. It is a glass hurricane that is brown glass cut into the mosaic design. I told the boys that we would copy this design and make a very beautiful paper for them to look at and share with their parents.

Describe some of the responses of the children as they were involved in the activity: Royce says "If we make strips will it be the same." Zachary says "No it has to be little pieces like on the thing." The boys seemed to think they were out

of glue most of the time. I put a bit of glue into a small container in front of them and they used Q-tips to get it out and apply it to the paper.

What was the value of this activity? What did the children gain by doing this activity? Were your objectives met? Why or why not?

This activity was a simple assessment of the level of skill for using scissors each child possessed. I believe the children enjoyed this and they did make some very interesting papers. It served the purpose I had for it. I was able to view each child as they cut the paper to see if they were able to hold the paper and cut it into small pieces.

What things went well during the activity?

Everyone had their own materials so no one had to wait to have a turn with the glue or scissors.

What might you do differently when you do this activity again?

Next time I might try using many colors of paper.