

ECE 450
Lesson or Activity plan

Overview: Juliana Alusik's Clay and Shapes Sensory Activity

When: November 14, 2019 10:30-11:00 am

In this section you should:

1. Explain the central goal of the lesson/activity

How does this lesson fit within the larger idea of what effective readers or writers do? You might begin with the words "Around age 3, young children develop..." or "2-year-olds are very interested in..."

Toddlers, ages 16 to 36 months, are still learning about their world through sensory stimuli and exploration. Combining new ideas and experiences with sensory play, the physical and cognitive development of these children can flourish. Additionally, it is important for part of the school day to include sensory learning opportunities.

2. Explain the rationale for teaching these lessons

Explain why this lesson should be taught. Consider how this new learning will help young writers. Support your argument for teaching this lesson by paraphrasing or quoting authors of articles and chapters read in this course and/or information provided in class. Be sure to cite your sources and add a reference list to the end of your lesson plan. Cite references where relevant throughout the assignment.

Sensory learning is an important aspect of early childhood development for toddlers. Copple and Bredekamp outline that in developmentally appropriate classrooms, "toddlers are surrounded by sensory objects in their play activities" (96). This provides opportunities for children to engage in play that develops their physical and cognitive skills. As toddlers are "developing increasingly sophisticated mental representations of the real world and mastering them through play" (Copple and Bredekamp 67), they use sensory materials to engage and interact with materials from their daily lives. These items can include pasta, dough, clay, and many other manipulatives. Furthermore, "toddlers learn about the world through exploration, which adults should encourage" (Copple and Bredekamp 96). Through sensory play, children can explore different items that they will experience and provide new opportunities to engage in for the development of their senses.

3. List the objective of the lesson.
 - a. Students will use shapes and clay to engage their hands in the sensory activity for at least five minutes.
 - b. Students will discuss what they are making and what connections they have by talking to peers and teachers for at least five minutes.
4. Materials: List all the materials needed to teach this lesson or to prepare for the activity
 - a. Clay
 - b. Large Shapes
 - c. Tables
 - d. Chairs
 - e. Sinks with soap, water and paper towels

The Teaching Sequence

Write your lesson as a series of numbered steps, beginning with how you introduce the activity/lesson to the children and continuing through what you anticipate saying/asking the children as they engage in the task or explore the materials. Also include how you will wrap up/conclude the lesson or activity.

1. Juliana will gather the materials with another teacher, either Nancy or Christine.
2. Juliana will place a handful of clay at each seat for the children available.
3. Juliana will place various shapes in four trays to split between the tables.
4. Juliana will ask the children to join the tables to play with clay and shapes.
5. Juliana will sit at the middle table to engage with children.
6. Students will each sit down at one seat with clay in front of them.
7. Students will use their hands to manipulate the clay and shapes at the table.
8. Juliana and other teachers will observe students for assistance in social conflicts or other issues that may arise.
9. Juliana will observe students, listen to their conversations, and ask questions that build off student creations and ideas (i.e. can you tell me about your project?).
10. Students will work at the tables as long as they remain interested or until the end of art when the other half of the class will return and transition into snack will begin.
11. Students will help clean up by returning clay into containers and all shapes on to the trays.

Reflection:

Describe how the lesson/activity unfolded. What happened? What went well; what didn't go as you thought it might? Did you plan adequately? Reflect on your interactions with the students? What did you do/say? Were you able to observe the children learning through this lesson/activity? What would you do differently next time?

At 10:30 a.m. half of the Owls classroom went to the art room and six children remained in the classroom. I placed a small chunk of playdoh at each chair at the table and scattered the different colored shapes throughout the center of the table. The children began to press the shapes into the playdoh and lifted to show the shape imprint that remained. When asked how they made the imprints a few responses emerged. One child said they squashed the shape into the playdoh, another said they pushed hard, and one described that they went "eeee" as a way to emphasize them pushing hard. As they explored the playdoh and shapes, they began to request rollers to make the playdoh flat in order to fit more shapes. I gathered three rollers and the children were upset that there were only three and the head teacher offered to bring over child size plates to flatten the playdoh. Two students used the rollers as they had enough gross motor control to push down and roll the rollers. The other children used the plates to push down, and one child just started filling the plate and pressing the playdoh down like a mold. As they pressed shapes into the playdoh, they observed the holes in the center of the shapes would make circles in the playdoh. The children then began to press down on circles in the playdoh with their fingers and one student aligned different shapes to this hole before pressing down. Some children also imagined the holes to make small footprints from tiny shoes. They began making tiny imprints with their fingertips to make more footprints. As they started to advance with the playdoh and

shapes, large popsicle sticks were introduced to cut the playdoh. Following this, the associate teacher hid a shape in a ball of playdoh and asked the children to find it. The one student used her popsicle stick to cut it open and the children all began to wrap their shapes in the playdoh. They would pretend to not know where their shape went with the teachers, and then cut it out and celebrated finding it. This highlighted the children's mastery of object permanence. These actions then developed into pretend play that the shapes were sleeping, and we needed to talk quiet for the shapes to sleep. When the shape "woke up," the children could talk louder and cut the playdoh open to show the shapes were found. After this, the remaining children from art entered the classroom and another table of playdoh, shapes, and a few tools were set up. From 11:00-11:30 a.m., ten of the twelve students were playing with the playdoh and shapes. A timer had to be set to distinguish when to clean up and prepare to go outside due to the high levels of engagement and enjoyment during the activity.

Reflecting on this activity, I am happy and proud that the activity engaged these young children for half an hour to an hour of time. The children had a lot of fun, were engulfed in the sensory experience, and were learning through their play with the materials. I was also supported by the two teachers who exemplified how to ask questions as the students were engaged, such as "how did you do that?" My interactions were shorter and less open-ended questions, thus I am aware I need to improve my questions with this age group. However, I have been listening and observing how to do this throughout my observation hours and was able to ignite the pretend play of the shapes sleeping. Additionally, the head teacher provided positive feedback such as "I never thought of this" and "this was a great activity, they really enjoyed this!" I feel the sensorial activity enhanced learning as the children played and acted out nap and awake time with their shapes in the playdoh. The supervisor also came into visit and was engaged in the activity with the children. The activity was very successful and a positive experience.

Below I was able to take some pictures of the children interacting with their work. The head teacher also took some pictures that she will send me at a later time.



Pressing shapes down.



Removing shapes.



Imprints in the playdoh!

Lesson Planning Assignment: Comprehension or Writing
Emergent Literacy (P-3), ELD 307
Spring 2019
Dr. Dougherty



Pressing down.



Pinching out shape.



Removing shape with imprint.



Making a mold of the plate.



Flattening playdoh with plates.



Many shapes!

Lesson Planning Assignment: Comprehension or Writing
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Cutting up playdoh to remove imprints.



Shape Inside the playdoh.



Opening playdoh to find the shape.



Shape revealed!

Work Cited

Copple, C. and Bredekamp, S. *Developmentally Appropriate Practice in Early Childhood Programs*. 3rd ed., National Association for the Education of Young Children, 2009.