**Activity Plan**

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EDFE 256-001: Second Field Experience (K/Elem)

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| **ACTIVITY PLAN** |
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| **Title of unit (if applicable)** | Fine Arts (Stained Glass Rainbow) | **Kindergarten** |  Kindergarten |
| **Goal for Activity** | The goal for the activity is for students to create an art piece rainbow, refresh their memory on colour, as well as to work on their colour recognition. Moreover, the activity allows children to explore through their own identity the rainbow they want to create as we are not asking children to copy a “perfect” coloured rainbow. Additionally, students will be reminded to work together as a team to help support one another while carrying out the activity.  |
| **Rationale for Activity** | The activity focuses on learning about rainbows and for students to have the opportunity to engage in a hands-on learning activity where they can take part in creating their own rainbow. The activity will commence with listening to a read aloud; “What makes a rainbow” by Betty Schwartz. Following the read aloud, a small discussion will take place to prompt student thinking. Subsequently students will then be given the opportunity to work on creating their own pre-cut rainbow. The activity promotes formal cooperative learning. Students will be able to use this activity to help with their colour recognition outside of the classroom.   |
| **QEP Preschool Competencies** | **Cognitive Domain:** Children will develop new understandings related to colours and rainbows. Children will use thinking to plan their art piece.**Affective Domain:** Children will be asked to work collaboratively with their peers. They will cooperate and respect others. They will be expected to share and respect classroom materials. Students will be placed in groups of 4 and asked to work collaboratively with ideas and materials.**Physical Domain:** Children will use their fine motor skills to carefully rip and glue tissue paper to their art piece. They will use intricate motions in order to place tissue on their sheet. |
| **Differentiation /Attention to EDI** | * The teacher will be circulating and helping small groups around the class with this activity.
* Children will complete this activity in whichever way they can.
* The teacher will provide extra help for any children who need it.
* The activity may be differentiated on a case by case basis.
* Vocabulary will be modified to students' abilities.
* Ideas will be presented through auditory and visual means.
* Students will be expected to work collaboratively and independently from the teacher with additional help if and when needed.
* Each table will be given materials necessary for the completion of the activity.

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| **Materials and Resources** | * Cardstock paper; pre-cut into rainbow shapes
* Various Colours of tissue paper
* Glue sticks.
* Online read-aloud story, “What makes a rainbow” by Betty Schwartz.
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| **ACTIVITY PLAN** |
| **Student will know/understand/do as a result of this activity** | *KUD’s***Children will Know:*** Children will know the different colours by colour recognition.
* Children will know what a rainbow is.

**Children will Understand:*** Children will understand the objective of this activity.
* Children will understand what makes up a rainbow.
* Children will understand how different colours make up a rainbow.
* Children will understand that they can help or ask for help/guidance from their peers.

**Children will Do:*** Children will work collaboratively with their classmates.
* Children will work creatively in order to complete their rainbow.
* Children will use different colours to make up their rainbow.
* Children will listen to the story in order to prepare for their activity.
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| **Procedures** |  (30 minutes) **Step 1:** Gather students' attention and ask students to listen attentively. Teacher will address the class and ask students; “Does anybody here know what a rainbow is?”After some discussion students will be told they are going to be watching a quick read aloud and to pay close attention. **Step 2:** Watch and listen to read aloud “What makes a rainbow” by Betty Schwartz. **Step 3:** Following the read aloud, students will be invited for a prompt discussion. **Step 4:** After the discussion, the teacher will introduce the activity. The activity will be explained and an example will be shown to them to give them some inspiration for creating their own rainbows. **Step 5:** Students will be each given a pre-cut rainbow that they will be able to fill in as they want. **Step 6:** Once students are finished the teacher will put them up on the window to be showcased in class.  |
| **Assessment** | All assessment will be done formatively and solely by observation. There will be no further assessment other than the observation done by the teacher.  |

| **Broad Areas of Learning** |
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|  Health & Wellbeing |  Career Planning & Entrepreneurship |  Environmental Awareness & Consumer Rights & Responsibilities |  Media Literacy |  Citizenship & Community Life |
| **Explanation:** |
| *Students must work collaboratively in order to ensure they carry out the activity in an appropriate manner. Students will demonstrate collaboration skills . The skills will be demonstrated through small groups that will be placed at tables where they can help support one another. Learning how to work together and to support as well as respect one another promotes positive community life and citizenship. Students should be exposed from a young age to understand these factors on learning how to understand the functions of society.*  |

| **Cross Curricular Competencies** |
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|  Uses Information |  Solves Problems |  Exercises critical judgement |  Uses Creativity |  Adopts effective work methods |
|  Uses information & communications technologies |  Achieves their potential |  Cooperates with others |  Communicates appropriately |   |
| **Explanation:** |
| *Uses creativity; The students are given the opportunity to explore their creativity skills though creating a pre cut rainbow that they will fill in with materials provided. Students are shown an example yet given independence to create their art piece as they see fit with the support of their peers.* *Cooperates with others;* *Students will work with their classmates for collaborative work and support one another in their creations. Students will share materials while being respectful and cooperating appropriately.*  |