

## Activity Portfolio

November 15, 2017

## **Developmental Domains Objectives:**

### **Physical**

#### *Gross motor*

- During free play, children will balance objects for 10 seconds while walking with some difficulty.
- During an activity, children will jump from one place to another accurately.

#### *Fine motor*

- During crafts, children will cut with scissors following a line using their dominant hand while holding the paper with their other hand with ease.
- During prompted activities, children will use tweezer tongs to grab and place objects accurately.

### **Language**

- While observing objects, children will describe in detail what they see with words.
- During prompted experiences, children will create a story based on prior knowledge.

### **Aesthetics**

- When given the opportunity, children will appreciate different textures with enthusiasm.
- During outdoor play, children will notice different colours of nature with assistance.

## **Cognitive**

- During a guided activity, children will distinguish their left and their right accurately.
- At a prompted experience, children will identify definitions of 2 to 3 new vocabulary words with accuracy.

## **Emotional**

- During guided activities, children will compare two opposite emotions accurately.
- During interactions with peers, children will express their emotions openly.

## **Social**

- While interacting with others, children will collaborate to find solutions with some assistance.
- During play time, children will share materials with peers openly.

## Activity #1

Title: Going to the Circus!

Rationale: I chose this activity because I want children to learn how to work together to make a story and how to use their left and rights. I want the children to explore dramatic play and widen their imagination by believing they are in a circus.

Developmental Objectives:

**Physical *Gross motor:*** During free play, children will balance on objects for 10 seconds while walking with some difficulty.

During an activity, children will jump from one place to another accurately.

**Language:** During prompted experiences, children will create a story based on prior knowledge.

**Cognitive:** During a guided activity, children will distinguish their left and their right accurately.

**Social:** While interacting with others, children will collaborate to find solutions with some assistance.

Content Statements:

- Children will know their left and their right (Language and Literacy).
- Children will know types of performers (Language and Literacy).
- Children will know how to make up a story (Language and Literacy).
- Children will know how to balance of two different objects (Physical Education).
- Children will know how to jump properly (Physical Education).
- Children will know how to breath to relax (Health).

Number of Children Participating: 10-20

Age of Children: Kindergarten (5-6 years old)

Materials:

- Electrical tape (red, blue, green, yellow)
- 3 Milk Crates
- 6 hoops
- Pictures of circus performers
- Paper and pencil

Space/Location: In the classroom first, then the gym

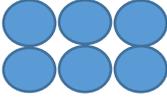
Safety/Health Concerns:

- Children could fall off the milk crates and hit their head.
- Children could trip over the hoops on the ground and hit the head or arms.
- Children could lose balance and hurt themselves.
- Children with physical disabilities cannot participate fully (they can do the motions with their hands)

Introduction/Transition:

1. I will ask all the children to come sit down for circle time.
  - a. I will ask:
    - “Who knows what a circus is?”
    - “Have you ever been to a circus?”
    - What do you see in a circus?
2. Then I will say:
  - “Today, we are going on an adventure. We are going to be in a circus!”
3. I will ask them to follow me like circus animals all the way to the gym. (giraffes, elephants, tigers)
  - I will tell them not to make noises though. I will specify that they are just doing the movements.

Procedure:

1. Everything in the gym will be set up ahead of time in an obstacle course format.
  - a. A “tight-rope” will be placed along the floor with red electrical tape for 2 meters, where they will balance across.
  - b. There will be 3 milk crates lined up, where they will walk across.
  - c. There will be 6 hoops on the ground: 

They will jump in the hoops alternating their feet.
  - d. There will be blue, red, green and yellow electrical tape lines placed 20 cm apart, where they will jump on each line with both feet.
2. I will ask the children:
  - “What type of circus performer are you?”
    - For those who don’t know circus performers, I will show them pictures of types of performers in the circus: Acrobats, tightrope walkers, hoopers, clown, magicians, trapeze acts.
3. I will split the children into groups of 5 and number them. Then I will ask them to discuss together and come up with a circus story they want to follow.
  - a. I will go around and write down their stories.
4. I will ask everyone to sit down and watch like spectators, while I do one run to show them how to do the course.
  - a. I will go slowly to show them properly.
  - b. On the tightrope I will identify using my left foot, then my right foot.
  - c. With the hoops, I will also identify which foot I am using. (they will have to do the same.)

- d. At the jumping line, I will show them the proper way to jump with my arms in front of me, bending my legs and then jumping with the arms going to the back on me.
5. I will ask group one to go up and line up. The first person tells the spectators their story. Then they go to the obstacle course one by one.
  - a. I will follow the student on the side to make sure they have assistance if needed.
  - b. At the hoops, they must tell me which foot they are using: left or right.
6. I will repeat until each student and group has had a turn being spectators and performers.

**Closure/Transition:**

1. The students will sit back down.
2. We will all sit in a circle have a breathing exercise:
  - a. I will say: “Show me how old you are on your fingers!”
  - b. As they show me their fingers, I will say” blow out each one carefully by breathing in and then out to blow them out.
3. Then I will say, “let’s be mice all the way back to class.”

Follow-Up: After this activity, have all the student go to a comfortable spot in the class room with a friend and tell each other (one at a time) what their favourite part of the circus was and what they would want to be if they were in a real circus.

Plan B: Play Simon Says with the children; however, have all of you work together to create a story afterwards with the movements done during Simon Says.

Duration of Activity: 30-45 minutes.

## Activity #2

Title: “We’re Going on a Bear Hunt”

Rationale: I want children to learn about their environment and nature around them.

Developmental Objectives:

**Physical *Fine Motor:*** During prompted activities, children will use tweezer tongs to grab and place objects accurately.

**Language:** While observing objects, children will describe in detail what they see with words.

**Aesthetics:** During outdoor play, children will notice different colours of nature with assistance.

**Cognitive:** At a prompted experience, children will identify definitions of 2 to 3 new vocabulary words with accuracy.

**Emotional:** During interactions with peers, children will express their emotions openly.

Content Statements:

- Students will know different types of trees, flowers, clouds and insects (Science).
- Students will know the different types of soils in their playground (Science).
- Students will know how to draw a bear (Visual Arts).
- Children will know the shapes and sizes of their objects (Math).

Number of Children Participating: 15

Age of Children: Kindergarten (5-6 years old)

Materials:

- 15 tweezer tongs
- 15 small buckets
- The book: “We’re Going on a Bear Hunt” by Michael Rosen
- 15 papers

- The children’s pencil cases.
- placemats

Space/Location: Outside in the school park and tree area and classroom.

Safety/Health Concerns:

- Children could run and fall outside.
- Children could cut themselves on rocks, branches or other things they find.
- Children could push other children and hurt them.
- Children could be scared of bears and may panic.

Introduction/Transition:

1. In the classroom, read “We’re Going on a Bear Hunt” by Michael Rosen while the children are sitting on the floor around you.
  - a. The children can read the repetitive parts with you.
  - b. Do the motions given in the story as you read so the students can do it too.
  - c. Explain any vocabulary inside the story.
2. Tell the children that the class is also going on a bear hunt today. Say “we might not find a bear, but we will find more treasures as we look for one.”
3. Ask the children to line up and follow you outside in the movement of a bear.

(If it is cold outside have them dress up appropriately before going outside.)

Procedure:

1. Once outside, have all the children line up against the wall. Explain to them what we are doing on our hunt.
  - a. “Today, we are going on a bear hunt, so you have to be focused. Each of you will have to find 3 nature treasures before finding the bear. I will give each of you a

tweezer tong and a small bucket for your findings. You must grab what you find with your tweezer tongs and put it in your bucket.”

- b. Explain to take thing from the ground not form the plants directly. No pulling on trees or plants to get an object.
  - c. Give them examples/choice: fallen leaf, a branch that has fallen, one rock, some sand/dirt, small insect
    - i. If they find an insect, they must be careful.
2. Give them a bucket with tweezer tongs.
  3. Have the children follow you and Sing the Bear Hunt song. Stop once in a while for the children to find objects.
    - a. When stopped, ask them what they see.
      - i. Have them describe the colour of the sky, trees and ground around you.
      - ii. Ask them t tell a partner how they feel today.
    - b. Explain things in the environment: types of insects, types of clouds, types of trees, types of flowers (must do research prior to the activity)
  4. Make your way back into the classroom one everyone has found 3 items of nature.
  5. Give them placemats to put their findings on and let them observe their findings carefully.
  6. Pair them up and have them describe to one another what they found, why they like/don't like the item, and how this activity made them feel.
    - a. Explain that to describe, they must say where they found it/where is belongs, the colours, and the shape.

(take picture of them with their placemats to put in the classrooms with their bears)

7. Provide plastic jars to they can put their findings in and place it along the window or counter.

a. If there were any insects, bring them back outside carefully.

Closure/Transition:

1. Ask: “did we find the bear?”

2. Show them how to draw a bear and provide examples for them to use.

a. Give them all a paper and ask them t draw their bear. (it will go with their placemat photo)

3. That’s their bear!

Follow-Up: After they finish their bear, ask them to come sit down with you on the floor. Ask them how they enjoyed the hunt. Did they like going outside? What was their favourite part?

Plan B: Bring in items for outside for them to explore with a magnifying glass.

Duration of Activity: 30 minutes – 1 hour (depends on the walk)

### Activity #3

Title: What Emotion is That?

Rationale: I chose this activity because I want the children to understand different emotions using a stimulating environment.

Developmental Objectives:

**Physical *Fine motor:*** During crafts, children will cut with scissors following a line using their dominant hand while holding the paper with their other hand with ease.

**Aesthetics:** When given the opportunity, children will appreciate different textures with enthusiasm.

**Cognitive:** At a prompted experience, children will identify definitions of 2 to 3 new vocabulary words with accuracy

**Emotional:** During guided activities, children will compare two opposite emotions accurately.

**Social:** During play time, children will share materials with peers openly.

Content Statements:

- Children will know new types of fabrics (Visual Arts and Language).
- Children will know how to make shapes (Math).
- Children will now how to act facing certain emotions (Health).

Number of Children Participating: 15-20

Age of Children: Kindergarten (5-6 year old)

Materials:

- Construction paper
- Foam Sheets
- Different types of fabrics: cotton, silk, leather

- Gift bag tissue papers
- Children's pencil cases
- Extra scissors
- Slimes and goops
- Pictures of emotions

Space/Location: Classroom

Safety/Health Concerns:

- Children could cut themselves with scissors.
- Children could cut other children with scissors.
- Children could get paper cuts.

Introduction/Transition:

1. Have all the children form a circle on the ground.
2. Have them share a story about a time when they felt happy, sad, mad, surprised or disgusted.

Procedure:

1. In the circle, have the pass around the fabrics, slimes and goops.
  - a. Let them share how they feel when touching each of them.
2. Have them choose two opposite emotions they felt. (Ex. Happy for soft silk, disgusted with goop)
3. Have them return to their desks and explain what they will be doing:
  - a. "Now, you will draw the emotions you told me. First, you will draw and circle and cut it out."
  - b. Give them paper and let them do cut out two circles.

4. Next tell them to draw their emotions:
  - a. Show them pictures of possible ways to draw emotions.
5. Pair them up with another student.
  - a. Have them describe their emotions and why they felt that way.

Closure/Transition:

1. Have them write their names in the back of their emotions.
2. Ask them one by one to bring them up to you and have them tell you which emotion they liked best.

Follow-Up: Have them go to a mirror and do the facial expressions of their emotions with a partner.

Plan B: Say an emotion and have them show me the emotion and vice versa, do an emotion and have them guess the emotion.

Have the fabrics laid out around the classroom one day for them to discover.

Duration of Activity: 30 minutes