

Classroom:
Date: April 7, 2014

Setting/Learning Area: table in the hallway
Time/Length: fifteen minutes

Title of Activity: Butterflies and Chicks. Decorating the room for Spring!
Activity Type: Group

Materials/Tools/Resources: yellow and orange tissue paper, orange beaks, hands and eyes, small containers of glue, markers, coffee filters

Environmental Arrangements: Students will arrive in art class and sit around the long wooden table to complete their craft.

Description of the Activity/Sequence of Events.

There will be two different crafts that we will be completing today. The first craft is going to be making small yellow chicks that we can decorate the hall with and hang on the walls inside the classroom. The bodies will already be cut out of different colored construction paper. The paraprofessionals and myself will help the student spread the glue around the chick and together we will crumple up bits of tissue paper and place it on the glue spread around the chick's body. The teacher will then help the students glue on the beak and the two eyes as well as the feet so their chick is complete

For students who have a very difficult time with fine motor skills, they will complete butterflies made out of coffee filters. This is a rather simple activity, but one that every child loves! For this activity, instead of using paint, we will be using markers to first color the coffee filter. Afterwards, the students will take a paint brush, dip it in water and then wet the filter so that the marker blends together.

Introduction: Instruction will begin by telling the students that we will be making chicks and butterflies to hang around the classroom to welcome the warm weather!

Activity Objectives:

When given a coffee filter, water, markers and a paint brush, the student will be able to decorate the coffee filter and smear the colors with water with 100% accuracy.

When given an oval out of construction paper, glue and tissue paper, the student will be able to spread the glue with a Popsicle stick, crumble the tissue paper and stick it on the glue to make a spring chick!

Both of these objectives will be completed with teacher assistance.

Individual Goals:

Chris: *Chris will sit in his chair for fifteen minutes and participate in coloring using hand-over-hand assistance. The purpose of this activity is to get Chris to focus his attention on an activity greater than five minutes.*

Angie: Angie will be moving in to the Primary Life Skills Classroom next fall. Thus, it is imperative that Angie begin to practice her primary life skills.

Alice: Alice does a really wonderful job coloring during art class. Thus, bringing coloring into the classroom is something she really enjoys and will help to improve the muscle tone in her fingers.

Jack: Jack has a very difficult time sitting down for longer periods of time. He enjoys running around the classroom when he is not doing something constructive. Thus, it is imperative that Jack improve his fine motor skills/practice his coloring.

Mark: Mark also has a very difficult time sitting for longer periods of time. Thus, it is imperative that he practices his fine motor skills (learning how to grasp a writing utensil, etc.)

Ira: Ira is only five years old and does not show any interest in coloring or practicing her fine motor skills. This activity will hopefully help her to use pencils and markers/participate in hand-over-hand guidance.

Planned Activity Variations: I will have a variety of utensils out for the students to use. Colored, pencil, fatter crayons and markers will help to differentiate instruction.

Peer Interaction Strategies: Placing the crayons and the colored pencils and the tissue paper in the middle of the table will aid instruction, communication and sharing between peers.

Activity Monitoring/Assessment: Anecdotal notes will be completed after the activity is completed and the materials are put away.

Activity extensions: Extensions include extra puzzles, games and crafts for students who may finish early during the craft.