

Activity Lesson Plan

Name: **Student Name** Date: **Current Date**
EDU 259 Focus Assignment

Big Idea: Butterflies

Essential Questions/Objectives: | **What is a butterfly? Where does a butterfly come from?**

Activity	Day of week: Wednesday
Breakfast & Transition 8:30 –9:00	Individualized Instruction: Children will eat breakfast and transition into the morning meeting. Brian and Marisol assist with setting tables.
Morning Mtg. 9:00 – 9:15	Instructional Procedures: We will make a KWL Chart. Discuss what we know and want to know about butterflies. When we are done, we will go back to the chart and write what we learned. Objective: 3a Balances needs and rights of self and others, 10a Engages in conversation, 11d Shows curiosity and motivation, 24 uses scientific inquiry skills NCFELD Domain, goal, and indicator: ESD5s, LDC2m, CD 1L, CD15o, Individualized Instruction: As Brian shows us what he knows, he will have assistance holding the pencil used to draw his picture.
Curriculum Integration / Key Learning Areas 9:15 – 10:45	Art: Draw what we know about butterflies Blocks: Build a butterfly trap Dramatic Play: Fly like a butterfly Manipulatives: Put together a butterfly puzzle. Science/Math: Use the magnifying glass to look at the butterflies Books/Writing: Provide books about butterflies in the library. Objective: 1b Follows limits and expectations, 7b uses drawing and writing tools, 17a uses and appreciates books and other texts, 33 explores the visual arts NCFELD Domain, goal, and indicator: ESD5q, HPD5l, LDC8m, CD5r Individualized Instruction: Brian will need assistance with learning to grasp pencils, crayons, markers, or scissors.
Small group 10:20-10:35 (small groups can be conducted while children are still in key learning areas) Transition	In a small group, we will learn about the butterfly life cycle. We will wrap up in a cocoon, crawl like a caterpillar, and fly like a butterfly. Objective: 4 Demonstrates traveling skills, 5 Demonstrates balancing skills, 6 Demonstrates gross-motor manipulative skills, 36 Explores drama through actions and language NCFELD Domain, goal, and indicator: HPD4 p,q,r, CD5s Individualized Instruction: Brian may need some assistance with his grasp or balling himself up. If so, a teacher will assist him in making those movements.

10:45 – 10:55	
Gross Motor 10:55-11:35 Transition 11:35-11:45	<p>Children actively move through the stages of a butterfly while going through an obstacle course.</p> <p>Objective: . 4 Demonstrates traveling skills, 5 Demonstrates balancing skills, 6 Demonstrates gross-motor manipulative skills NCFELD Domain, goal, and indicator: HPD4 p,q,r,</p>
Lunch 11:45 – 12:15 Transition 12:15-12:25	<p>Children sit together and eat lunch.</p> <p>NCFELD Domain, goal, and indicator: HPD1q, 5l</p> <p>Individualized Instruction: Brian may need some assistance with opening his milk or grasping his utensils to eat.</p>
Story (Do not just read for 15 minutes. Provide interactive "active opportunities) 12:25 – 12:40	<p>We will read the book My oh My a butterfly. As we read, we will act out some of the scenes from the book. We will discuss if we have learned anything new about butterflies.</p> <p>Objective: 18a Interacts during the reading experience, book conversations, and text reflections. NCFELD Domain, goal, and indicator: LDC8l</p> <p>Individualized Instruction: Brian will receive a little more time to look at the book to help him develop his concept of letters.</p>
Rest 12:45-2:15 Transition 2:15-2:30	<p>Quiet activities are offered for children who cannot sleep during rest time: (give examples of what is made available)</p> <p>Books, dolls, stuffed animals</p>
Snack 2:30-2:50 Transition 2:50-3:00	<p>Objective: Use hands and utensils to eat a snack.</p> <p>NCFELD Domain, goal, and indicator: HPD1q, 5l</p> <p>Individualized Instruction: Brian may need some assistance with grasping his utensils to eat.</p>
Afternoon Mtg 3:00-3:15	<p>Instructional Procedures</p> <p>We will go back to our KWL chart and list what we learned about butterflies. Children can tell adults, and adults will write it, or the children can draw it. Objective: 10a Engages in conversation</p> <p>NCFELD Domain, goal, and indicator: LDC2m</p> <p>Individualized Instruction: The teacher may have to write down what brian says.</p>

<p>Curriculum Integration/ Key Learning Areas</p>	<p>Art: Draw what we know about butterflies Blocks: Build a butterfly trap Dramatic Play: Fly like a butterfly Manipulatives: Put together a butterfly puzzle. Science/Math: Use the magnifying glass to look at the butterflies</p>
<p>3:15 – 4:15 Transition 4:15 – 4:25</p>	<p>Books/Writing: Provide books about butterflies in the library. Objective: 1b Follows limits and expectations, 7b uses drawing and writing tools, 17a uses and appreciates books and other texts, 33 explores the visual arts</p> <p>NCFELD Domain, goal, and indicator: ESD5q, HPD5I, LDC8m, CD5r Individualized Instruction: Brian will need assistance with learning to grasp pencils, crayons, markers, or scissors.</p>
<p>Gross Motor 4:30-5:10 Transition 5:10-5:20</p>	<p>The children will walk the balance beam. They are holding their arms out like butterfly wings to help them balance. Objective: 5 Demonstrates balancing skills NCFELD Domain, goal, and indicator: HPD4q Individualized Instruction:</p>
<p>Puzzles and Manipulatives 5:20-6:00</p>	<p>Objective: 7a uses fingers and hands NCFELD Domain, goal, and indicator: HPD5k Individualized Instruction: Brian will work to figure the puzzles out, and if he needs assistance, we will help, or one of his classmates may help.</p>

Teacher Reflection:

The children seemed to like this activity. The activities kept their interest.

Materials and Resources:

Butterfly photos, butterfly toys, butterfly life cycle, butterfly puzzles,

Vocabulary:

Butterfly
Caterpillar
Cocoon

Routines: Transition

Transition from breakfast to morning meeting is children wash hands and get a book to look at on the carpet.

Transition from small group back to centers is simply go back to the center you left.

Transition from lunch to story time is wash hands and sit on cot. I will read a book and kids will lay down for the nap.

Differentiation/Strategies/Assessment:

We will focus gross and fine motor skills and language.

Self-Reflection:

This assignment may not seem like much. However, we will be bringing in the knowledge that the children already have about butterflies and what they would like to know about butterflies. This way, the children will be interested in the activities throughout the classroom. By placing information about the butterflies in each center, the children will be learning about butterflies and not even realizing they are learning because they will be having fun while they are learning. According to Piaget, "learning, or change in behavior, occurs as children construct knowledge through active exploration and discovery in their physical and social environments." (Beaver et al., 2018, section 1-1a). I have also experienced this firsthand. Young children do not learn much from sitting and telling them things. They learn best when they are doing hands-on things and enjoying what they are doing. I also tried to keep in mind the importance of meeting children at their level and not pushing them too hard. As the book states, "Teachers should "meet children where they are" and provide information and activities at a level that children can readily understand and engage with." (Beaver et al., 2018, section 12a) When creating a lesson plan, it is very important to make sure you are using developmentally appropriate activities and toys/items. Learning can be so much fun, and if it is fun enough, the children won't even know they are learning.

References:

Beaver, N. H., Wyatt, S., & Jackman, H. L. (2018). *Early education curriculum: A child's connection to the world* (7th ed.). Cengage Learning.