

Alexandra Nearing

Environment Plans

Collective age group: Pre-School (4-5 years old)

Title: Friendship Tree

Materials needed:

- Large poster board
- Markers
- Disposable camera
- Tape

Standards:

- SED 2.4. Begin to develop peer relationships through group activities, tasks, and play.
- SED 2.7. Work cooperatively with others and exhibit appropriate social behavior (e.g., use names, share, take turns, show respect).
- APL.1.2 Sustain attention, interest, and focus on activities and engagement with experiences.
- APL.2.3 Engage in cooperative activities.
- PD.5.2 Work cooperatively with others in play and group physical activities.

Objectives

- Students will be able to demonstrate the proper ways to play with a friend.
- Student will be able to describe what playing with a friend looks like.
- Students will learn to adapt to new situations and make new friends.

Learning area:

-Set up: The blank tree with open branches will be drawn on a large piece of cardboard or poster board. It will be hung up on an empty wall in the room.

-Introduction: Teacher will ask students if they can define what a friend is. The students will then be asked if it is ever okay to play with someone that they do not know that well. Teacher will explain to the students that it is more than okay to play with new people and the whole purpose of this plan is for the children to learn how to do that.

-Differentiated instruction: Students will be allowed to play with or interact with new friends during any time where they can cooperatively play. So long as instructional time is not interrupted, everything is okay.

-Adaptations: Since this activity is about making friends, it is not so much concerned with how children learn. Everyone can learn to make friends. If the teacher sees it fit, she can pair students up who need a little more help branching out to make new friends.

-Reflective Questions: Teacher will leave the students with a few questions to think about as they go about learning to make new friends: would you want to play alone when everyone else

has someone to play with? How do you go about making a new friend? Is it the same for everybody?

#### Assessment

- Since the purpose of this activity is to play well with a new friend, the teacher will be in charge of taking photos of students who complete that goal. The photos will then be printed out and taped to the friendship tree that is hanging on the wall.

Title: Balanced

Materials Needed:

- Coat hanger
- Yarn
- 2 buckets
- Pole
- Stand
- Variety of objects

Standards:

- MTH.1.6 Demonstrates ability to compare quantities of objects.
- MTH.2.1 Recognize that the number of objects can change when they are added or taken away from a group
- SCI.1.2 Recognize and inquire about simple cause and effect relationships

Objectives:

- Students will select materials based on size and weight
- Students will explain by one side of the hanger weighs more than the other
- Students will demonstrate taking away and adding objects to vary the weights on either side.

Learning area:

-Set up: The scale will be placed in a corner of the room by the sensory area

-Introduction: Teacher will begin by holding up two objects and asking the students which one looks like it weighs more and why. The teacher will then place the two objects on the scale and see if that is in fact the case.

-Differentiated instruction: Children will have the option to use their own objects or ones provided. They can also work with or without a partner on this one

-Adaptations: This is something that doesn't require writing anything down or documenting anything so students will be able to learn the materials without worrying about taking notes. This will allow any children that struggle with that to just play around with the scale and experiment.

-Reflective Questions:

- What would happen if you placed \_\_\_ and \_\_\_ on the scale?
- What other materials could you use?
- What are two things in this room right now that you believe to weigh the same?

-Vocabulary: scale; weigh

Assessment: Teacher will individually observe individual student or pairs of students while they work with the scale. They will be judged based on the language they use when measuring items and the conclusions they come to after each item is weighed.

Title: Soft or Hard?

Materials Needed:

- Two small bins labeled “Soft” and “Hard”
- Baggie filled with small, random objects

Standards:

- PD.1.2 Engage in a variety of activities that require fine motor skills
- PD.4.2 Exhibit control, strength, and dexterity in hand muscles.
- SCI.3.1 Use words to identify, describe, and compare objects based on physical characteristics.

Objectives:

- Students will label objects as soft or hard by placing in correct bin
- Students will differentiate between how soft or how hard objects are
- Students will predict hardness or softness of materials before the object is pulled from the bag

Learning Areas:

-Set Up: This is a sensory activity so it will be placed in the sensory part of the classroom.

-Introduction: Students will be asked to tell what it means for an object to be soft or hard. Students will then be explained the purpose of the activity and how they should use it. Students will be told that it is a two-person activity as it requires talking through with someone else

-Differentiated Instruction: Children can either predict and then discover, discover and then discuss, or predict, discover, and discuss.

-Adaptations: If a student is a slower learning, they can only discover is an object is soft or hard. If a student is a high flier, then they can go gather other materials to play with and predict ahead of time. This can also work is a high flier is paired with a slower learner.

-Reflective Questions:

- Can you always predict if a material is going to be soft of hard by just looking at it?
- What other objects would you want to try this with?

-Vocabulary: soft, hard

Assessment: Teacher will have students individually describe the texture of the materials they have been working with. The teacher will ask them to tell the softness or hardness of the objects after many weeks of working with the activity.