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Final Commentary Paper

I created a crepe paper butterflies activity. It provided toddlers with lots of fine motor development and sensory fun as they ripped and scrunched the different colored crepe paper and glued it onto the butterfly. This activity supported language development, hand-eye coordination, fine and gross motor skills, social development, and self-help skills. First, we had a short walk around the neighborhood, so when we got into the classroom, children put their coats on their cubbies and washed their hands to get ready for any activity before lunch. Lesly and I were ripping some crepe paper to show them the whole process. When they were prepared to participate, we invited them to join us. They were five, they sat on the chairs, and we gave each one glue, a butterfly template, and we put a plastic plate in the middle of the table with pieces of different crepe paper. The invitation was effective.

During the activity, I demonstrated individualization when I saw that some children were sticking the crepe paper on the butterfly template without scrunching it, so I sat next to one of them and showed him scrunching one piece of paper, he tried to do it, but he kept sticking piece by piece. Also, one of the kid's first languages was Spanish, so while he was working on his butterfly, I asked him some questions in Spanish, for example, "Que color estas usando" or "Cual animal es este." I like doing this because I'm supporting his language development as well as his social/emotional development.

I built on the children's responses to deepen their engagement and understanding. While they were scrunching the crepe paper, I asked them some questions such as "show me what colors we are using" they said "blue," "red," and "orange," pointing to the material or "what animal is this" they said "butterfly" they knew, because the butterfly was the month's animal. I think they wanted to create a butterfly-like one they saw every morning during circle time last month. This activity offered the opportunities to use the senses. For example, Touch: children touched and scrunched pieces of the crepe paper. Sight: children saw what happened when they stuck the little crepe paper pieces on the butterfly template. Hearing: children heard the sound of ripping the crepe paper into small pieces

This experience engaged children in physical development because children grabbed, ripped and scrunched the crepe paper supporting their fine and gross motor development. This experience helped social/emotional development because children took turns grabbing the crepe paper. This experience supported language development because children heard words such as (butterfly, rip, scrunch, glue, crepe paper) and we had short conversations while they were doing the activity. This experience also supported self-help when children were ripping, scrunching, and sticking the crepe paper on the butterfly template.

My use of authentic assessment was an ongoing process of evaluating children's development. When I showed and asked them to scrunch the crepe paper, I noticed that some of them did not do it; I don't know if it was complicated for them to do it or if they were confused. Some changes I would make to support children's active engagement are using more teaching methods. Before starting the lesson, do a warm-up related to the activity we are about to do. For example, by having a whiteboard stand on which I would be able to stick a butterfly template, put some glue and stick some crepe paper on it. It would be a better demonstration because all

the children's attention would go towards the board and then be able to go back and try it themselves.

The only change I would make to materials/setup is to use three different containers to put the crepe paper separately by color. All colors in a single container were overwhelming for children as they were all trying to grab the materials. Based on this experience, a future experience I would plan are more arts and crafts activities because children find it fun. For example I can use a sheet of paper, fold, cut to shape a butterfly, and reopen. I will place different color paints along the paper to show children how they can work. They will fold the paper and spread the paint with their fingers and palms. I will encourage children to apply the paint away from the center, all the way to the butterfly wings, and then they will open the butterfly and find a mixture of colors.

From this incredible experience, I learned that young children could follow directions. They are curious about what you are doing. They see what you are doing and want to do precisely the same. They can take turns and share with their classmates. I also learned that children need activities for a period of at least 10 minutes because they are easily distracted. I am struck by how different each child is, even if they are the same age. I enjoyed my experience plan, and this was one of my favorite parts of the whole semester. The children met my expectations.

