

THEME: EASTER



CURRICULUM WEB



Wellness

- Develop gross motor control when integrating movements and using equipment.
- Develop fine motor control, by manipulating equipment, tools and objects.

Effective Communication

- Acquire new vocabulary and extend language.
- Attain an increasing understanding of language patterns, letter-sound relations and make meaning from using their hundred languages.
- Develop an understanding of the relationship between letters and sounds during writing experiences

Citizenship/Belonging

- Develop an awareness of connections between events, festivals and cultural traditions.
- Develop an understanding of how to behave respectfully towards people of other cultures, ethnic groups and religion

Easter



Intellectual Empowerment

- Engage in critical thinking activities to compare, contrast, classify, count, measure and sort materials associated with Easter.
- Explore and observe various materials, mathematical concepts such as volume, length, shape and pattern.

Aesthetic Expression

- Engage in socio-dramatic play as they dramatise the Easter story.
- Work alone or with others in creative activities, interact socially and experience satisfying interactions.
- Develop an awareness of various tools and art media.



VOCABULARY



Easter	egg	bonnet
Jesus	fish	basket
cross	bun	kite
rabbit	provision	beach
chick	fast	church



Government of the Republic of Trinidad and Tobago

MINISTRY OF EDUCATION

EARLY CHILDHOOD CARE AND EDUCATION (ECCE) DIVISION

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ACTIVITY PLAN

Date:

Age Group: 3 & 4 yr. old

Project /Theme Topic: Easter

Name of Activity: Create coloured eggs

Previous Knowledge: Children are familiar with eggs.

Strands: Wellness, Effective Communication, Intellectual Empowerment, Aesthetic Expression, Citizenship and Belonging.

LEARNING OUTCOMES

Children will be given the opportunity to:

Knowledge:

Identify the beginning sound in the word egg.

Develop mathematical thinking by exploring and counting.

Name and recognise primary and secondary colours.

Engage in scientific thinking; predictions, observations, comparison, reasoning, data gathering, experimentation and evaluation.

Use descriptive language to express ideas and opinions.

Skills:

Develop hand-eye coordination and control from using the pincer grip to squirt food colouring from a dropper.

Develop balance and stability when moving the eggs on the metal spoon to the drying rack.

Attitudes:

Display positive social interaction by cooperating and problem solving together.

Display interest during the activity by responding with appropriate eye contact, body language, facial expression and verbal responses.

Dispositions:

Develop a positive disposition towards investigating and communicating scientific information.

Develop confidence to observe and think logically while exploring and making sense of the world.

Literacy /Numeracy Components -Phonological awareness -Number operations -Counting -Sequencing -Graphing

ACTIVITY

Procedure:

Teacher lays out newspaper on a counter and places paper tube drying racks on top of the newspaper.

She sings, "Five coloured Easter eggs".

5 little Easter eggs

5 little Easter eggs, lovely colours wore;

Mother ate the blue one, then there were four.

4 little Easter eggs, two and two, you see;

Daddy ate the red one, then there were three

3 little Easter eggs, before I knew,

Sister ate the yellow one, then there were two

2 little Easter eggs, oh, what fun!

Brother ate the purple one, then there was one

1 little Easter egg, See me run!

I ate the last one, and there was none.

Materials

Plastic eggs
sheet of paper
(newsprint)

Children are given an opportunity to remove and count the eggs as they are placed in the basket. Engagement in discussion about the beginning sound in the word egg.

Children identify and sort the eggs according to colour.

Children group the eggs in a pictograph on a large sheet of paper according to the colours, and count the number for each colour.

ASSESSMENT

Observation and Questioning

What is the beginning sound in the word egg?

How many Easter eggs were in the basket?

How many Easter eggs remained after sister ate the yellow one?

What colour Easter egg did brother eat?



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CENTRE BASED LEARNING PLAN

Topic: Easter

Week:

Sub-topic: Symbols- Eggs

Learning Outcomes

Children will be given the opportunity to:

- Develop basic skills in measuring, sorting and classifying while investigating and experimenting with eggs.
- Investigate and communicate information about sequence and patterns.
- Develop familiarity with numbers from grouping, matching and counting eggs.
- Develop an awareness of Easter as a religious and cultural event.
- Engage in socio dramatic play alone or with peers.
- Develop social skills- turn taking, negotiating, taking another's point of view and supporting others during group activities and games.
- Identify familiar thematic words, labels and signs.
- Engage in phonetic word games relating to Easter and eggs.

LEARNING CENTRES	ACTIVITY	MATERIALS	ASSESSMENT
Math & Manipulative	<ul style="list-style-type: none"> Easter egg domino: Matching numeral values Easter egg Memory game 	<p>Twenty egg shape cutouts from construction paper, glitter dots/sequins/stickers, washi tape/marker</p> <p>Plastic eggs, small trinkets, 30cm. x 30cm. flat square board</p>	Observation & Questioning
Language & Literacy	<ul style="list-style-type: none"> Beginning letter sounds: Easter egg Egg Scavenger Hunt to make words 	<p>Plastic eggs, small trinkets/manipulatives, Easter egg basket mat</p> <p>Plastic eggs, foam letters, word list for matching</p>	Observation Anecdotal Report
Science	<ul style="list-style-type: none"> Comparing eggs Floating egg experiment 	<p>Two clear containers with water and salt</p> <p>one hard boil egg, one raw egg (mark the eggs to tell the difference)</p>	Observation & Questioning
Creative Arts	<ul style="list-style-type: none"> Creating egg sculptures Egg shell art: creating an Easter scenery 	<p>Plastic eggs, play dough, glue dots or glue gun</p> <p>Broken egg shell from coloured eggs, construction paper, glue</p>	Observation & Questioning
Dramatic Play	<ul style="list-style-type: none"> Role playing a chef preparing a variety of egg dishes 	<p>Plastic eggs, dramatic play food basket with scramble egg, sunny side egg, vegetables etc.</p> <p>Pots, pans, spoon, child size stove, pictures.</p>	Observation & Questioning
Sand & Water Play	<ul style="list-style-type: none"> Find and match eggs 	<p>Decorated plastic eggs,</p> <p>Container with water or sand,</p> <p>Plastic egg carton</p>	Observation & Questioning



Skills Children will develop from this theme: Easter

DEVELOPMENTAL DOMAIN	SKILLS
<p style="text-align: center;">Cognitive</p> 	<ul style="list-style-type: none"> • Inquiry and investigation. • Problem solving. • Critical and creative thinking. • Visual discrimination. • Simple reasoning. • Think logically. • Explore and understand cause and effect. • Understand the concept of sequence.
 <p style="text-align: center;">Language</p>	<ul style="list-style-type: none"> • Identify the initial sound in some words. • Recognize and produce syllables (beats) from spoken words. • Blend phonemes to make words. • Know that letters represent the spoken language • Recognize new vocabulary from labels, pictures and activities.
 <p style="text-align: center;">Social /Emotional</p>	<ul style="list-style-type: none"> • Interact openly with peers. • Express more awareness of other people's feelings. • Show some awareness of moral reasoning, such as "fairness", and good or bad behaviour. • Develop friendships. • Play games with simple rules. • Enjoy imaginative play with other children.



Physical

- Develop simple bilateral movements of limbs (e.g. arms up together).
- Transitioning into different positions (e.g. sitting, all fours, lying on tummy).
- Hold a crayon or pencil with a mature grasp (like an adult).
- Start to use one hand consistently for fine motor tasks.
- Draw pictures.
- Draw a cross, circle, oval and square without assistance.

Tips for Parents

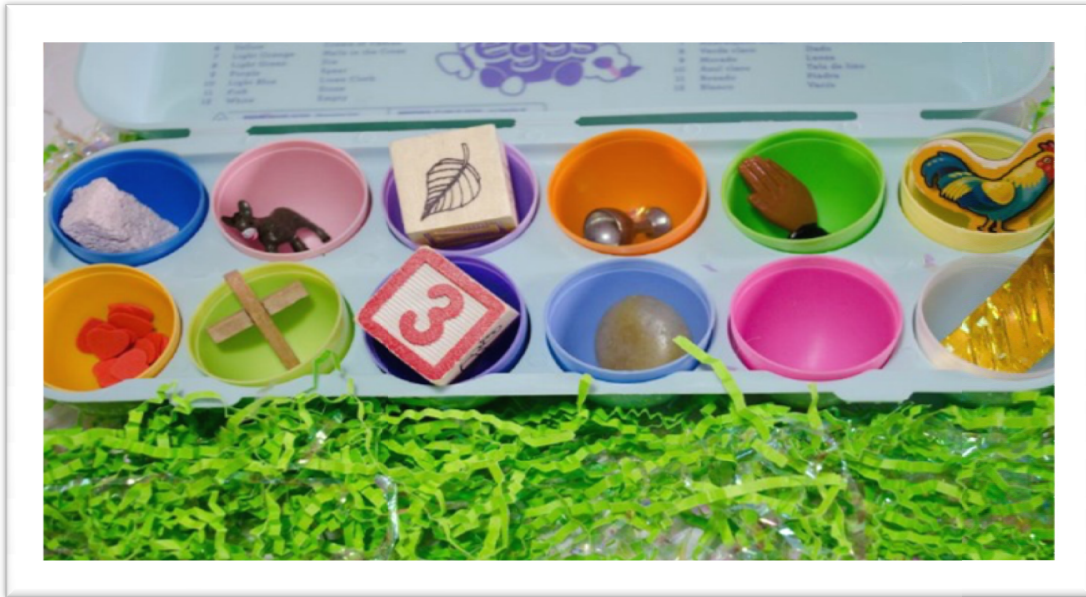
Engaging Children through Provocations

A simple method that can help children understand the story of Easter is through hands-on learning. An apparatus that can be used to do this is called ‘Resurrection Eggs’. These are easy enough to make and can be inexpensive.

MAKING EASTER STORY RESURRECTION EGGS

To make your own meaningful Easter eggs, you will need:

- An egg carton,
- Plastic Easter eggs
- Items to put inside the eggs to symbolize the Easter story.



Here are twelve items for the Resurrection Eggs:

- 1) **Sponge or cloth sprayed with perfume-** Can begin by talking about the woman who came and cleaned Jesus' feet. Introduce to children that it was a very special act of love. Discuss how the woman poured perfume on Jesus' feet and wiped them clean with her hair and tears.
- 2) **Donkey figurine or small printed picture, cut out-** Jesus came into town during the Triumphal Entry. It was a very special donkey with a very important job.
- 3) **Block with leaf or real palm leaves-**This represents the palm branches that the people waved when they saw Jesus during the Triumphal Entry.
- 4) **Cup/crouton/picture of a meal-**This signifies the Last Supper. Explain how Jesus wanted to be with all his close friends and have a special meal with them before he died.
- 5) **Praying Hands-**Talk about when Jesus was in the garden praying before he was taken away. Jesus was incredibly upset during this time, so he spent it talking with God. A flower or some greenery can represent a garden.

- 6) **Rooster figurine or picture cut out-** Explain how this was a time where Jesus had a friend who was very scared. He said that he did not know Jesus because he thought people may want to hurt him. When he did this three times, the rooster crowed.
- 7) **Heart stickers/foam pieces-** Love can be attributed as the most important part of the story.
- 8) **Cross-** Talk about how Jesus died on a cross for people sins. It can be explained that people put him up there, even though he did not deserve it. He died for everyone.
- 9) **Block with the number 3/magnetic number/puzzle piece-**The number three is significant because Jesus was in the tomb for three days. It is fun to lead into the next event by counting to three together and discovering the surprise in the next egg.
- 10) **Stone -**“After three days, (then in a soft voice) something amazing happened. The giant stone that covered the grave had been moved!”
- 11) **Empty-** Talk about how the people went inside of the tomb and found that it was empty. Explain Jesus was no longer there, and that is called a miracle.
- 12) **Golden strip/paper with gold glitter glue-**This represents Heaven. Conclude by explaining that Jesus did all of this, so that we could go to Heaven with Him.

Easter Story Books

The Story Of Jesus (Little Golden Book) - Jane Werner
God Gave Us Easter- Lisa Tawn Bergen
Happy Easter Mouse! – Laura Nimeroff, Felicia Bond
The Night Before Easter – Natasha Wing
Llama Llama Easter Egg - Anna Dewdney
Peppa’s Easter Egg Hunt - Scholastic