

the

Rainbow



Thursday, September 3rd, our class began creating our "Rainbow Mobile." This mobile would be a collection of the children's' artwork, findings gathered from nature walks, and other materials to capture the colors of a rainbow.

When our class began this journey, Amelia (12months), Claudia (9months), and Violet (3months) helped with our first step: brainstorming. We used a large drawing tablet, toddler crayons, and lots of cooing and babbling. After numerous scribbles and fruitful conversations, the group decided upon representing a rainbow through the form of a mobile. We possessed a French door panel to be utilized for displaying the children's' colorful artwork and hanging the various materials from.

The next step: painting! For this phase, we provided the girls with white cardstock, an opportunity to choose their paint colors, and ample time to explore. We knew we wanted the backdrop to be white to make the colors painted with more vibrant. Amelia chose orange, black, and brown. Amelia chose to explore the orange and brown paint by using her fingers, mainly her pointer finger. :) During this period of our school year, our class was focusing on sound and ways we could create sound. During Amelia's experience with black paint, we gave her three choices of musical instruments she could explore the paint with. Amelia chose a purple maraca. She held the handle and swirled the balled end through the paint to make marks on her paper. Claudia chose blue, green, and indigo. Claudia chose to explore the blue and green paint by using her fingers, mainly her whole hand. :) Violet chose violet :), pink, yellow, and red. She chose to explore her paint choices by using her whole body. :) While on her tummy, Violet slid her arms over the yellow paint to grasp her paper during her exploration. When Violet explored the violet paint she was uninterested in being on her tummy. She wanted to explore the cold, wet paint with her feet. Miss Emily held her in a standing position and observed Violet slip and slide on the paint. Violet smiled and giggled with excitement. Caroline and Lily James began contributing to this phase on September 25th after they had been apart of our class for just a week. Caroline and Lily got to experience painting together with white and grey paint. We placed the cardstock and paint into a Ziploc bag to allow them both to freely explore the materials. Caroline and Lily James seemed to enjoy these activities by their gaze and facial expressions. They each reached out to touch the paint and grasped the plastic bag bringing it to their mouths to explore further. Once we had all the colors of the rainbow complete, we attached them to the French door along with a mirror that we placed in the center. This mirror would allow our non-mobile infants as well as our mobile ones to gaze at themselves while underneath.

The final step: gathering materials to hang underneath. These materials would represent each color of the rainbow and be collected from nature walks or from teacher resources. On our many nature walks we collected such materials as black asphalt pebbles, a brown cicada shell, and an array of multicolored leaves. Other materials such as ribbon, multicolored beads, and cotton were accrued from teacher resources. This step is ongoing. As the seasons and children's interest change, we will assemble different materials to add to the mobile. Once we had all our materials, assembly began! We added the materials under their designated colors and added fairy lights to add an element of wonder. We are thrilled at the outcome of this project. The children are consistently mesmerized by our hanging creation!





- TSG 6: Demonstrates gross-motor manipulative skills by reaching, grasping , and releasing her paint color choices.
- TSG 7: Demonstrates fine-motor strength and coordination by using her fingers and hands to manipulate the paint with her fingers and holding the maraca while using it to explore the paint.
- TSG 11: Demonstrates positive approaches to learning through attending and engaging to the sights and sounds heard during our nature walks. Amelia watched intently as Mrs. Laura held out various natural materials for her to gaze at and touch.
- TSG 11d: Demonstrates positive approaches to learning through curiosity and motivation by using her senses to explore her immediate environment. Amelia would move closer to touch the natural materials as Mrs. Laura showed them to her other friends. This TSG was also demonstrated during her painting experience with the maraca. She would shake the maraca to make it work.





- TSG 6: Demonstrates gross-motor manipulative skills by reaching, and grasping her paint color choices.
- TSG 7: Demonstrates fine-motor strength and coordination by using her fingers and hands to manipulate the paint with her fingers.
- TSG 11: Demonstrates positive approaches to learning through attending and engaging to the sights and sounds heard during our nature walks. Claudia watched intently as Mrs. Laura held out various natural materials for her to gaze at and touch.
- TSG 11d: Demonstrates positive approaches to learning through curiosity and motivation by using her senses to explore her immediate environment. Claudia would move closer to touch the natural materials as Mrs. Laura showed them to her other friends.





- TSG 6: Demonstrates gross-motor manipulative skills by reaching, and grasping her paint choices and paper.
- TSG 7: Demonstrates fine-motor strength and coordination by using her fingers and hands to manipulate the paint.
- TSG 11: Demonstrates positive approaches to learning through attending and engaging to the sights and sounds heard during our nature walks. Violet watched intently as Mrs. Laura held out various natural materials for her to gaze at and touch.
- TSG 11d: Demonstrates positive approaches to learning through curiosity and motivation by using her senses to explore her immediate environment.





- TSG 2c: Establishes and sustain positive relationships by interacting with her peers by looking towards Lily James manipulating the paint bag and reaching for the paint herself.
- TSG 6: Demonstrates gross-motor manipulative skills by reaching towards and grasping the paint bag.
- TSG 11: Demonstrates positive approaches to learning through attending and engaging to the sights and sounds heard during our nature walks. Caroline watched intently as Mrs. Laura held out various natural materials for her to gaze at and touch.
- TSG 11d: Demonstrates positive approaches to learning through curiosity and motivation by using her senses to explore her immediate environment.





- TSG 2c: Establishes and sustain positive relationships by interacting with her peers by looking towards Caroline manipulating the paint bag and reaching for the paint herself.
- TSG 6: Demonstrates gross-motor manipulative skills by reaching towards and grasping the paint bag.
- TSG 11: Demonstrates positive approaches to learning through attending and engaging to the sights and sounds heard during our nature walks. Lily James watched intently as Mrs. Laura held out various natural materials for her to gaze at and touch.
- TSG 11d: Demonstrates positive approaches to learning through curiosity and motivation by using her senses to explore her immediate environment.















