



Activity Plan

1. Activity name

Color Doughnut Game(s)

2. Materials

Eight different colored cutout laminated circle doughnut rings

3. Environmental arrangement

Group time circle area or small group activity at the circle area

4. Sequence of steps

Beginning

The interventionist places the color doughnut rings on the floor in front of her and explains to the children that each person will have a turn choosing a color doughnut.

As the following rhyme is said, the interventionist directs a child to get up from the circle and go to the doughnuts.

The child picks up a doughnut to hand to the interventionist and states what color he or she has chosen.

The child then returns to where he or she was sitting and says the rhyme along with the teacher and other children.

Each child in the group receives a turn.

As the doughnuts decrease in number the interventionist can replace the ones already used.

Rhyme: "Down around the corner at the bakery shop
There were eight little doughnuts with sugar on top.
Along came [child's name] on her/his own.
She/he picked the [color name] and then went home."

(The rhyme changes as the number of doughnuts decreases: From eight to seven, from seven to six, etc.)

Middle

The interventionist gathers the children in the circle area having them sit in a circle.

Each child gets up to choose a doughnut after the child on the right completes his or her turn and sits down.

After everyone has a turn, the interventionist reviews the colors with the children's assistance.

Upon completion, the interventionist may introduce other activities or direct the children to their desired area of play.

End

The interventionist can ask each child if they remember what color of doughnut they chose, or she can ask the group as a whole, what each color is as she places the doughnuts in front of her again.

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5. Embedded learning opportunities

Along with Goal 1.0 Cog, Strand B, demonstrates understanding of eight different colors, this activity includes opportunities for:

- 1) Cog A G1.0 Initiates and completes age-appropriate activities
- 2) Cog A G2.0 Watches, listens, and participates during small group activities
- 3) Cog A G3.0 Watches, listens, and participates during large group activities
- 4) Cog E G1.0 Recalls events
- 5) Cog H G2.0 Counts 10 objects

6. Planned variations

The interventionist can use more than eight colors at one time; begin with two each of the basic colors blue, green, red, and yellow if the children are experiencing difficulty with labeling any of the colors; or use other colors that the children need more experience with such as brown, purple, pink, black, etc.

The interventionist can print the name of the color on the doughnut shape to expose the children to print.

Depending on the number of children in the group, the interventionist can use more than eight colors for the doughnuts.

If the child has difficulty identifying the color he or she has chosen, the interventionist can assist the child by saying the color name for him or her and then encouraging him or her to repeat the color name.

7. Vocabulary

Down
Around
Bakery shop
Doughnuts
Picked
Home
Children's names
Colors (red, yellow, green, blue, etc.)

8. Peer interaction opportunities

The children can assist one another by helping name the colors of the doughnuts, reminding them that it is their turn, or saying the rhyme together

9. Caregiver involvement

The parent can take turns playing the game with the child at home, using copies of the colored doughnuts sent home along with the words to the rhyme.

Or the parent can be involved in the activity with the children in the classroom by leading the activity or by taking turns alongside the children.