

Lesson Plan Template

Grade: Toddlers		Subject: Fine Motor/Cognitive Development	
Materials: pom-poms, bowl, tweezers, muffin tins, paper for the bottom of the tins		Technology Needed: N/A	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) Domain III Cognitive Development-Component: Exploration and Discovery Domain IV Physical and Motor Development-Component: Fine Motor Development		Differentiation Below Proficiency: Students will use their fingers to grab the pom-poms if the tweezers are too difficult Above Proficiency: Students will try to make a pattern with the pom-poms on the floor using the tweezers to grab the pom-poms Approaching/Emerging Proficiency: Students will complete the activity as planned. Modalities/Learning Preferences: Visual: Students will see the colors in the bottom of the tins so they will know where to put the pom-poms Auditory: Students will listen to instructions when completing the activity. Kinesthetic: Students will be doing a hands-on activity to learn how to match colors.	
Objective(s) By the end of the lesson, the students will match the pom-poms by their color using a tweezers to work on fine motor skills. Bloom's Taxonomy Cognitive Level: Remembering			
Classroom Management- (grouping(s), movement/transitions, etc.) Have students sit in a circle at the table or on the floor. One student will go at a time.			
Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students need to sit nicely and quietly well another child is doing the activity. No fighting or grabbing the tweezers from another child			
Minutes	Procedures		
2 minutes	Set-up/Prep: <ul style="list-style-type: none"> • Have the Pom-Poms in a bowl • Have the muffin tins available • Have the tweezers ready 		
3 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Have the students come sit in a circle on the floor. • We are going to do an activity to work on matching colors. • Show the students the pom-poms and ask if they know what they are • Show them the muffin tins and ask if they know what they are • Show them the tweezers and ask if they know what they are 		
7 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Show the students the bottom of the muffin tin tray (each will have a different color in it) • Each of these have a different color in them. Point to each color and have the children say what color each circle is • We are going to take our tweezers and pick only one pom-pom and match it with the tin that has that same color • Do a couple examples together. (have the students tell you the color pom-pom you grabbed and then tell one of them to point to which tin spot it should go in) 		
10 minutes	Explore: (independent, concrete practice/application with relevant learning task –connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • You are each going to get a turn to do the activity. • Only one person is going to go at a time so we need to take turn • We are going to go in order. (go over the order of the students together so they know who they will pass the tweezers to) • If it seems like it is too easy for students that the teacher will call on different colors for each student to find. 		
4 minutes	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> • Can I have you help me put all of the pom-poms back in the big bowl and then set it on the table • Someone can put the tweezers on the table and someone can put the muffin tin on the table 		
Formative Assessment: (linked to objectives)		Summative Assessment (linked back to objectives)	

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Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- Observe if students are matching the pom-poms with the right color.
- Do checks throughout asking students which color they grabbed

Consideration for Back-up Plan:

End of lesson:

The summative assessment is having the children complete the activity individually. The student will need to say the color that they are picking up and place them all in the correct bin. If documentation is necessary the teacher may take a picture of the finished activity to keep on file.

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I thought this lesson went really well. The students knew all of the colors and knew what each material was. Next time I would have the students each practice using the tweezers so they can learn how to open and close them, one student struggled with this. The children did really well with waiting patiently for their turn to come up to use grab a pomp om and match it to the correct color. It was helpful for me to model what they were going to be doing so they knew exactly what to do. If I were to teach this lesson again I would have the students do the activity twice to get the hang of what they were doing and then I would have the students each get a tweezer and sort the pom-poms. I had two tins so I would have the students split into groups of 2 or 3 to the activity. Since one child was struggling with how to use the tweezers I would work with that child individually for a little bit. I would start with having her just use her pincher grasp to grab the pom-poms to see if she can do that. If she can do that after a couple of times then I would work on using the tongs with her. After she figures out how to use the tongs then I would place her within the groups so she can complete the activity with the other children. I think the children tended to mistake the purple and pink color in the bottom of the tin so I think I would choose a different color pink next time so they know that it was for the pink pom-poms. I thought that it helped to have the children let them pick their own colors right away and then I pick out a color for them to choose. Since I picked out the colors that they were going to find it helped me determine if that child knows their colors and recognizes them. If a child wouldn't have known then I would know that I need to work on that more with the students. An extension idea for this lesson would to have the students find a pom-pom and identify the color. After the student identifies the color of the pom-pom then the student will find something in the room that is the same color as that pom-pom. I think this would be a good way to really promote discovery in the classroom and letting the children be in charge of their learning by letting them explore.