

Lesson Plan Template

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| Grade: Toddlers | | Subject: Fine Motor/Cognitive Development | |
| Materials: water beads, animals, pictures of animals | | Technology Needed: N/A | |
| Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input checked="" type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input checked="" type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Other (list) | | Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input checked="" 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: Imitation& Symbolic Play Domain III Cognitive Development- Component: Exploration & Discovery Domain IV Physical & Motor Development- Component: Fine Motor | | Differentiation Below Proficiency: If students are below proficient they will find the animals and state what animal it is but do not have to match the animals. Above Proficiency: If students are above proficient they will first find all of the animals and say what they are and match them with the correct picture. When the student has finished that then the student will sort them by color, shape, and size. Approaching/Emerging Proficiency: Students will complete the lesson as planned. Modalities/Learning Preferences: Auditory: Students will listen to what I am saying and how to complete the task. Visual: The students will see an example of what they are supposed to do, Kinesthetic: The students will be able to find the animals and get to hold them in their hand to look at and then find where they go. | |
| Objective(s) By the end of the lesson the children will be able to find and identify different animals within the water beads and match them with the correct picture on the picture chart. Bloom's Taxonomy Cognitive Level: Applying | | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Children should come to the table and work on the task that is in front of them. No eating the water beads and no squishing the water beads. Only find the animals in the water beads. | |
| Classroom Management- (grouping(s), movement/transitions, etc.) Students will complete one at a time, other children will be paired with another child and be assigned to an area to play until it's their turn. When it is time to rotate children will clean up their areas and rotate to a new area and a new child will come do the activity. | | | |
| Minutes | Procedures | | |
| 24 hours | Set-up/Prep: <ul style="list-style-type: none"> • Will need to grow the water beads the night before • Have the pictures printed and mounted to the sheet of paper • Have animals ready to hide in the water beads | | |
| 5 minutes | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Have all the students sit in circle time. • We are going to do a fun activity today. • Show the students and go over all the animals that are in the bucket. (Have the students tell you what animal is which) | | |
| 5 minutes | Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Split the children into their areas and have one child come to the table to complete the activity. • Put the water beads on the table and go over the rules about water beads. (no eating and no squishing) • Tell the student to cover their eyes because you are going to hide the animals in the water beads. • Open your eyes: We are going to search in the bucket of water beads for all the animals and match them to the picture on the picture chart. I will do an example first so you know what to do. • Do one example together. | | |
| 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"> • Have the student complete the task • If a child gets stuck on where an animal should go ask them to look at the animal and question them about the animal to help guide them to the answer without telling them. (ex. Does this animal have horns? Let's find all the animals that have horns on the picture chart, now let's look at what color our animal is? Does this animal have horns and is the right color?) | | |

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| | <p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Have the child put all of the animals back into the water beads and wash their hands • Have all other children clean up area so they can rotate to a new activity. | |
| <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>The formative assessment is of the child matching the correct animal with the correct picture. Asking questions to the child throughout the lesson on why they choose to put the animal where they did is also part of the formative assessment to see if they understand why they put an animal where they did.</p> <p>Consideration for Back-up Plan:</p> | <p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>The summative assessment is having the students do an activity that is similar to the water bead activity. The student will have different sensory items such as, water beads, shaving cream, and Easter grass. In each bin there will be 3 things hidden. The student will need to find the item and then match it with an item in the room. The students will be assessed through observations.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> | |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I thought this lesson went really well. The students seemed to enjoy doing it and knew what most of the animals were. Next time I would make sure that each child is saying what the animal is so they learn what each one is called. I did this activity multiple times to give all of the children an opportunity to do the task. The 1st child did really well. He could find all of the animals and found all of the right spots for the animals. He needed guidance on one of the animals to determine what it was and where it went on the picture board. I think this task might have been a little bit too easy for him so I would try to come up with a way to make it more challenging form him. The 2nd and 3rd child did well, they were a little slower at finding all of the animals in the bucket and it took them longer to look through the animals on the picture board to determine which was the right one. They needed a little more guidance with the activity. I think this lesson was a great example of an emergent learner. The 4th child struggled a little bit more with the activity. The child wasn't a fan of the water beads. She would use one finger to move the water beads out of the way so she could find the animals. It took her a lot longer to complete the activity then it did the rest of the children. She did better at matching the colors of the animals rather than placing them where they were supposed to go. She didn't quite understand what her job was in this task. Next time I would do more examples with the child so the child knows exactly what to do. I think a good modification for the child would be to use Easter grass or a different material to promote sensory development since she did not like to touch the water beads. If I would have used Easter grass for her I think she would have finished a lot faster and would have found all of the animals right away and would have been able to match more of them. The last 2 children refused to complete the activity. This activity was a great way to see how all of the children in the classroom are at a different developmental level. I had above proficient, emergent, and below proficient learners.</p> | | |