

Solar Lesson Plan Format

Age Level: Infant/toddler

Subject(s) Area: Physical/Motor and Cognitive

Materials Needed: Dough, dice app

S Standards:

Code and description: Cognitive- Problem Solving: Applies knowledge to new situations

Physical & Motor- Fine Motor Development: Controls small muscles in hands when doing simple tasks

O bjectives:

What will the students know or be able to do? At what Bloom's Taxonomy Level? To what accuracy?

TSW be able to **identify** the letter "d" at a 95% accuracy.

TSW be able to **illustrate** the letter "d" by dotting in the dough at a 75% accuracy.

TSW be able to **demonstrate** number recognition by dotting in the dough at an 80% accuracy.

Levels: Knowledge: identify Application: illustrate and demonstrate

L earning Activities:

Technology: Cell phone with app

Required Vocabulary: None

Opening Element: "Okay boys and girls, we are going to work with some dough today and practice counting."

Reflective Questions: "Do you know what letter 'dough' starts with?" "What letter does the word 'dice' start with?"

Instructional Methods:

1. "Let's each grab a tub of dough. I want you to flatten it out, like this" (Make it flat)
 - a. "Now I want us to make some dots with our dinger in the dough" (model)
 - b. "What letter does 'dot' start with?"
 - c. "Let's flatten out our dough again and make the capital letter D with dots. Watch me try"
 - i. make sure student do it correctly
 - ii. "Okay now we are going to pick up our dough, and flip it over like this!"
 - iii. "Now let's make a lower-case d, it looks like this."
2. "Great job! Now we are going to use our dough (what letter does dough start with?) to count and mark the number of dots on the dice."
 - a. "I am going to start. I will push this red button on my phone to roll the dice. What number did I get?" (Show students so they can count the dots on the dice)
 - i. "Right! Now let's each make ___ dots into our flat dough. Can you count out loud with me while we make the dots?"
 - b. "Okay now it's _____'s turn to roll the dice. Let's see what number he/she gets!"

- i. Repeat taking turns rolling the dice, continuing to count out loud as the students place dots in the dough.
 - ii. When the dough is too full of dots, have them pick it up and fold it together. Then squish it and set it on the table to flatten it again.
3. Watch to make sure students are identifying the correct number
4. Ask reflection questions again, and ask students to identify what else starts with the letter “d”.
5. Let each student get a chance to roll the dice before switching small groups.
 - Guided Practice Strategies: I plan to use a lot of “I do, we do, you do”. I will model each time, then we will work as a group to make the d’s, then the students will each take turns rolling the dice and dotting the numbers in the dough.
 - Independent Concrete Practice/Application: The individuals get a hands-on experience to practice counting and how to form the letter “d”
 - Classroom management/movement: we will be seated at the table so that the dough does not stick to the carpet
 - Differentiation: I could sit next to the students who have a harder time with the physical aspects. I could provide physical dice for students to count. I could provide a digital number dice so that the student practice the symbol recognition.

Wrap-Up: “Thanks for working so hard guys, you did a great job counting! Please put your dough in the correct colored container and you may switch to the other activity.”

Assessment:

Formative: Observing the students working and assessing their ability to make the letter “D” and counting.

Summative: Have them list 3 things that start with the letter d, or count the number rolled on the dice correctly 3 times.

Reflection:

After implementing this lesson, I think it went fairly well. In the future, I think I should emphasize my reflection questions more throughout the lesson to emphasize the letter “d”. I would also consider some sort of lower level modification for the students that seemed to struggle and not continue with the activity. I am not sure if it was too difficult or if they were not interested in counting. I should also remember for the next time I teach this lesson to move the containers away when the dough is on the table so that students don’t try to shove it into the dough during the lesson. Using the app on the phone instead of physical dice was a great idea because all students were excited for their turn, and the dice was not rolling all over the place! I think the students demonstrated their level of understanding, especially when some were counting and ready to move on before I had finished doing the dots on my own!

Age Level: Infant/toddler

Subject(s) Area: Cognitive & Physical

Materials Needed: Mystery boxes (containing monsters, sticks, rock, basketball, and loofa)

Standards:

Code and description: Cognitive- Exploration and Discovery: Uses senses to explore people, objects and the environment.

Cognitive- Memory: recalls and uses information in new situations

Physical- Fine Motor Development: Uses hands or feet to make contact with people or objects

Objectives:

What will the students know or be able to do? At what Bloom's Taxonomy Level? To what accuracy?

TSW be able to use their sense of touch (hands) to explain the textures of the items at an 80% accuracy.

TSW be able to distinguish the different textures of the items at an 85% accuracy.

TSW be able to apply their knowledge to match the item to the correct picture at an 85% accuracy.

Learning Activities:

Technology: None

Required Vocabulary: rough, smooth, squishy, hard, soft, etc. Detectives= people who solve a question or problem

Opening Element: "Today we get to be detectives and solve the mystery boxes by using our sense of touch!"

Reflective Questions: "To practice, if I have a teddy bear, how is it going to feel?" (soft/fuzzy) "what about a table? (smooth/hard)

Instructional Methods:

1. "We are going to take turns feeling inside my mystery boxes.... After each of us feels the item, we are going to match it to the card of the item we think it is."
2. Begin with #1 prompt students to describe what it feels like.
 - a. "Now let's look at our cards, what do you think was in box #1? do we think it is a _____?"
 - b. "I'm going to pull it out... Let's see if you're right!"
 - i. say things like "How did you know it was a _____?"
 - ii. "What did it feel like?"
 - c. Place card they choose with box to the side.
3. Repeat this for the rest of the mystery boxes
 - Guided Practice Strategies: "I do, we do, you do" scaffolding but mainly an I do, we do. I begin by explaining the examples, then we as a group take turns touching the items to decide what they are.

- Independent Concrete Practice/Application: each student gets to touch the item on their own and describe it in their own words.
- Classroom management/movement: We will sit on the carpet in our small group
- Differentiation: Begin so that a higher-level student can describe the item first so that the next student has an idea of what it will feel like. Give ideas, saying “do you think this feels smooth like an apple or bumpy like a blackberry?” Do fewer boxes or more boxes depending on level of students. Take away cards for higher level students so they have to determine answer solely on sense of touch.

Wrap-Up: “Great job my detectives! You may switch and work on the other project with your teachers.”

Assessment:

Formative: listening to each student verbally communicating the description of the textures.

Summative: each student could have a mystery box and they have to determine what item is in their box by describing its texture/attributes.

Reflection:

After implementing this lesson, I realize I should have modeled my desired actions for the students more dramatically. Holding the covered mystery box, closing my eyes and looking away to only feel what was in the box would have been beneficial for the students. It was a good idea to put the blanket over the boxes to lessen the chances of the students seeing what is in the mystery boxes. I should have also used my reflection questions at the beginning to set up my lesson so that they could get an idea of what I was looking for. I think it went very well and the students were engaged with the activity and I think that they understood the activity because I continually emphasized their descriptions and gave them the choice to identify if it was hard/soft, squishy, rough/smooth, etc. They also demonstrated that they understood my lesson while they were eating during lunch. The students were conversing, trying to determine if their food was “squishy or hard”.

Age Level: Infant/toddler

Subject(s) Area: Physical Motor/ Cognitive/ Language

Materials Needed: String, Green Paper for clovers, Fruit Loops

SStandards:

Code and description: Cognitive: E&D- Makes things happen and watches for results or repeats actions.

Physical & Motor: FMD- Coordinates eye and hand movements; Develops small muscle control and coordination

Language development & Communications: C&S- uses sounds, gestures, or actions to express needs and wants

Objectives:

What will the students know or be able to do? At what Bloom's Taxonomy Level? To what accuracy?

TSW demonstrate their ability to ask for assistance by raising hands at a 75% accuracy.

TSW construct a necklace using Fruit Loops and their pincer grasp at an 80% accuracy.

Learning Activities:

Technology: None

Required Vocabulary: pincer grasp

Opening Element: "Boys and girls, today we are going to make necklaces in honor of St. Patrick's Day!"

Reflective Questions: "Do you know how to get this string through the hole in the Fruit Loop? You can do this using your pincer grasp. That's just a fancy word to say you used these two fingers to pinch something." (model stringing Fruit Loop onto string).

Instructional Methods:

1. Pass out a string, and clover with name to each student
 - a. Scoop a cup of fruit loops and place it on the table in front of the student.
2. "I want you to practice using your pincer grasp to string the Fruit Loops onto the string to make a pretty necklace."
3. "Please don't eat any of the Fruit Loops, I will let you know when you can do that after the craft is over."
4. Watch students working, aid those who are struggling
 - a. Comment saying "Oh, _____, you're doing a great job using your pincer grasp" or redirect saying "_____, you know it might be a little bit easier to string on the Fruit Loops if you hold them with your pincer grasp like this."
5. If a student is yelling for assistance, redirect their question so that it is asked by either raising their hand or using some sort of sign.
6. Watch the students string on all of their Fruit Loops; tie the necklace when completed.
 - Guided Practice Strategies: "I do, we do, you do"- I model how to string the Fruit Loop using the pincer grasp, then the students work individually making their necklace. The "you do" portion could take place when aiding a student who is struggling, but there is not a planned partner/small group interaction.

- Independent Concrete Practice/Application: practices fine motor skill in a concrete way by creating a necklace using cereal they like.
- Classroom management/movement: The students will be seated at the table so that they will not drop the Fruit Loops on the floor while stringing them.
- Differentiation: Find a wider-hole cereal for students who are having a hard time stringing the Fruit Loops. Have an example completed so visual learners can reference it.

Wrap-Up: "Great job, boys and girls! You all worked very hard stringing on the Fruit Loops. Please put the necklaces in your cubbies so that we can get ready for lunch!"

Assessment:

Formative: Individual measurability is present because each student gets to demonstrate their ability of using the pincer grasp as well as asking for help in a proper way.

Summative: One way that I could conduct an assessment for this would be by having them do some sort of fine motor pincer grasp maybe by stringing (10) beads onto a string one by one and then taking the beads off the string one by one.

Reflection:

This lesson worked well, but it may have been better as a small group activity. The only issue was the string kept fraying and it was hard to string it through the Fruit Loop. I decided to wrap scotch tape around the ends of the string to make it easier to string the cereal. However, for planning ahead in the future, I would consider using a more durable tape or even gluing the ends so that they do not fray. I would also like to remind myself to really emphasize the reflection questions. I think they would've picked up on the pincer grasp more effectively had I done so. Although, they were engaged and did seem to enjoy the activity even though it was a struggle until I had taped the ends of the string.