

SOLAR LESSON PLAN FORMAT

Age Level: Preschool

Subject(s) Area: Fine Motor Skills and Approaches to Learning

Materials Needed: Days of the week circles; Caterpillar head sheet with yarn attached.

Standards:

Code and description:

APL.1.3. – Persist with goals, plans, and a variety of learning experiences.

PD.1.5 - Use eye-hand coordination to complete tasks (e.g., stringing beads, doing puzzles, using clay, tracing and lacing, cutting with scissors, pouring).

Objectives:

What will the students know or be able to do? At what Bloom's Taxonomy- descriptive words. To what accuracy?)

The students will be able to **order** the days of the week using the days of the week caterpillar with 90% accuracy.

Learning Activities:

- **Technology:** None
- **Required Vocabulary** (*list of age appropriate definitions*):
 - Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday
 - Week – seven days in a row
 - Yesterday – the day that comes before today
 - Today – the day we are presently experiencing
 - Tomorrow – The day that comes after today
- **Opening Element:** (*Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.*)
 - I will invite 1-2 students to the lesson. They will grab a rug and pick a place in the room where they will be able to do their best work.
 - “What’s your favorite day of the week?”
 - “Can you tell me all seven days of the week?”
- **Instructional Methods:**
 - I will introduce the work to the children by explaining, “Today we are going to do some work with the days of the week.”
 - Next, I will place the day circles out so I can see all of them. If the children know the order of the days of the week, I will look for the one that is today’s day and start there. If they do not, I will start on Monday. I will then place that day, (i.e. Tuesday) on the rug in front of me. “I am going to start on Tuesday because today is Tuesday. Yesterday was Monday, so I will place the Monday circle in front of Tuesday. Tomorrow is Wednesday, so next I am going to grab the Wednesday circle and place it after the Tuesday circle.” I will continue this until the rest of the day circles have been used. If the children are understanding how to do the work, I will have them join me in completing the lesson.
 - After I have all of the days laid out in front of us, I will have the children count the days with me. “1, 2 ...7. There are 7 days here. 7 days make up one whole week.”

- Next I will bring out the sheet with the caterpillar head with the yarn attached. I will demonstrate how I am going to string the days of the week onto the caterpillar in the order they were laid out in. “Now I am going to start with “Tuesday” and weave “Tuesday” onto the caterpillar’s string. The days will help us to make up the caterpillar’s body. After Tuesday, I am going to take “Wednesday” and weave it on the string as well.” The children can help with this part of the lesson.
- After we have all of the days weaved onto the string, we will say them in order out loud.
- **Guided Practice Strategies:** *Levels of scaffolding, various elements broken into parts, etc.*
 - Saying the days in order; then laying the days out in order from today’s day; then stringing the days onto the caterpillar (fine motor); then repeating the days in the order they appear on the caterpillar.
- **Independent Concrete Practice/Application:** *practice of skills in practical ways*
 - Placing the days in order, starting either from the beginning of the week or the current day.
 - Students will be able to use this work whenever they would like to after they have been taught how to use it.
- **Differentiation:**
 - Tactile/Kinesthetic – weaving the days onto the caterpillar.
 - Visual – seeing the caterpillar and the colors of the days.
 - Auditory – Listening to me as I walk through how I am completing the work.
 - To make it easier, I could have the colors of the days go in a pattern, such as blue, red, blue, etc.
 - If the weaving part is too difficult, I could have the child stop after placing them all in order.
 - To add a level of difficulty, I could make circles with just the abbreviations of the days on it to help the children learn the abbreviations.
- **Reflective Questions:** *(Questions asked to help students process or reflect upon content)*
 - Why do you think it is important to know the days of the week?
 - What helped you remember what day goes first?
 - How did you know what day tomorrow is? Yesterday?
- **Wrap-Up:**
 - I will show the students where this work will be located in the room so they can work on it whenever they would like to.

Assessment:

- **Formative-** *How does your assessment show individual measurability?*
 - Is the child able to correctly order the days of the week? Can the child weave the days onto the caterpillar? Does this activity help the child to remember the days of the week?
- **Summative:** *Include examples of what you would assess at the end of learning.*
 - Is the child able to complete the lesson on their own?

Reflection:

Summary of strengths, weaknesses, changes made during implementation, changes to be made in the future, review of what the children learned, etc.



