

## SOLAR LESSON PLAN FORMAT

**Age Level:** Toddler

**Subject(s) Area:** Physical & Motor Development – Fine motor

**Materials Needed:** Colored clothespins and matching notecards

### Standards:

*Code and description:*

- ELG: Physical – Controls small muscles in hands when doing simple tasks.
- ELG: Physical – Coordinates eye and hand movements.
- ELG: Cognitive – Uses a variety of strategies to solve problems

### Objectives:

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

- The children will be able to **utilize** their pincer grasps in order to attach colored clothespins to corresponding notecards, with 85% accuracy.

### Learning Activities:

**Technology:** none

**Required Vocabulary** (*list of age appropriate definitions*):

- Pincer grasp – using the thumb and pointer finger to grasp an object.
- Muscles – strength

**Opening Element:** (*Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.*)

- I will have the child dump the notecards and the clothespins onto the floor so they can see all of the colors.
- Next, I will have him/her pick one of the clothespins and practice using their thumb and pointer finger to open and close it.

**Instructional Methods:**

- I will begin by having the child say the names of all of the colors of the notecards with me. When we get to the light green and dark green cards, I will hold up the matching clothespins so they understand that there are two different greens (this may be a point for modification or differentiation).
- Next, I will have the child put all of the pink clothespins on the pink notecard, and continue for all of the colors. For each card, I will have them count the number of clothespins after they have put them all on.

**Guided Practice Strategies:** *Levels of scaffolding, various elements broken into parts, etc.*

- We first practice opening the clothespin, then go through the colors in the activity, then we connect the colors and the clothespins, then we add the math element of counting.

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**Independent Concrete Practice/Application:** *practice of skills in practical ways*

- Having the student practice their pincer grasp with the clothespins.

**Differentiation:**

- Tactile/Kinesthetic – using pincer grasp to open and close the clothespins.
- Visual – I will model how to use the clothes pins with a pincer grasp.
- Instruct the student to put a certain number of clothespins onto the notecard (i.e. put two red clothespins and one blue clothespin onto the red card).
- I could also decrease the number of colors in the activity, so the child only has to work with 3-4 colors at once.

**Reflective Questions:** *(Questions asked to help students process or reflect upon content)*

- What helped you to open the clothespin?
- Why did you put all of the pink clothespins on the pink notecard?
- How many colors were there?

**Wrap-Up:**

- To finish the lesson, I will have the child help me put the clothespins and notecards back in the container and put it away.

## Assessment:

**Formative-** *How does your assessment show individual measurability?*

- Can the child open the clothespins by himself?
- Is the child able to attach the clothespin to the notecards?

**Summative:** *Include examples of what you would assess at the end of learning.*

- Is the child able to utilize their pincer grasp?

## Reflection: