

Lesson Plan Template

Megan Helget

EDU 334

Grade: Toddler (2 year-old)		Subject: Sensory, Fine Motor	
Materials: rice, little trinket items, containers, spoons		Technology Needed: none	
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) Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.		Differentiation Below Proficiency: - At least try playing with the rice Above Proficiency: - Participate in the discussion/questions - Play with the rice and find many items in the rice. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory – questions/discussions Visual – seeing the items in the rice buckets Tactile – playing in the rice and finding the trinkets	
Objective(s) By the end of the lesson, the children will have a better understanding of objects by engaging their senses in the sensory bin. Bloom’s Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.) Full class around the table Independently explore in the rice bucket		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - Keep the rice in the buckets as much as possible - No throwing, or dumping the rice - Share the items and rice buckets with the other children	
Minutes	Procedures		
1 minute	Set-up/Prep: Put the rice and items in the containers Set containers on the table		
30 seconds	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) “Today, we are going to play with rice!” “Have you played with rice before?”		
1 minute	Explain: (concepts, procedures, vocabulary, etc.) - Show them that they can use the spoons or their hands - Encourage them to play with the rice		
10 – 15 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) - Allow the children to play with the rice and explore with their hands “What does it feel like?” “Is it hot/cold?” “You found a pom pom. What does it feel like?” “What else can you find?” “Can you find me a ___.” “What does it smell like?” “What does it sound like when you drop it?” - Other questions that engage the senses -		
2 minutes	Review (wrap up and transition to next activity): “Did you have fine?” “What things did you find?” - Clean up the activity		

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Formative Assessment: (linked to objectives)

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

- See questions above
- Make note of who participated and followed directions and expectations

Consideration for Back-up Plan:

Summative Assessment (linked back to objectives)

End of lesson:

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?):

This went over really well with the class. I think the children could have played with the rice for a while longer, but we had to clean up and get ready for lunch. There is one little boy who has a difficulty with sensory things, and he loved this. He was a little off the day we did it, but this activity seemed to really calm him down. He was really engaged in this.

I think if I were to do this in my own room, I would try to have a big bin. If I couldn't have a large bin, I would give each child a container to play in. Due to my resources, I couldn't do this. I also would try and find a larger variety of items to fill the container with.

Overall, I think this went well. I don't think these kids get to do activities like this often, so you could tell they had a lot of fun with it.