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EDU-284

20 April 2025

Lesson Plan 3

Formal Observations and Assessments

Attach or upload the observations and/or assessments completed prior to designing the lesson plan:
During free play time, 18-month-old Emma noticed a small piece of tissue paper on the floor. She carefully picked it up and placed it on a low table. She watched it closely and gently touched it with her fingertips. While observing the tissue, she sneezed, causing the paper to move slightly. Emma paused, blinked, and remained still for a few seconds, continuing to focus on the tissue. Then she reached out again and softly touched it, maintaining her concentration.
Later that same day, several children nearby were pointing to or holding their shoes while saying the word "shoe." Some pronounced it clearly, while others made approximations like "soo" or "shoo." Although Emma was wearing her shoes as well, she did not say the word. This was consistent with previous observations—I have never heard Emma attempt to say "shoe."

Assessment: Emma is showing signs of curiosity how the tissue paper moved after her sneeze. Her fine motor actions, such as picking up and gently touching the paper, demonstrate exploration and sensory engagement (HPD-5). Her pause and continued attention to the tissue after it moved indicate curiosity and awareness of environmental changes (CD-14).
Although other children were attempting the word "shoe," Emma did not verbalize this word during the observation. This may reflect her current stage in expressive language development (LD-2c). Continued modeling of everyday vocabulary during play and daily routines can support her emerging speech. Through this activity, I hoped Emma would start to make the connection between breath control (blowing out or breathing in) and sound production, which is an important foundation for speech development.

Lesson Plan

Title/Theme/Unit/Project: "Cause and Effect in Everyday Moments"

Goals
APL-1: Children show curiosity and express interest in the world around them.
CD-14: Children observe and describe characteristics of living things and the physical world.
HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

Developmental Indicators from NC Foundations for Early Learning addressed:

1. **APL-1d:** Imitate what others are doing.
2. **APL-1e:** Show curiosity about their surroundings (with pointing, facial expressions, words).
3. **APL-1h:** Show pleasure in new skills and in what they have done.
4. **CD-14b:** Use abilities to observe and explore natural phenomena indoors and outdoors with focus, using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves).

5. **HPD-5d:** Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball).
6. **HPD-5e:** Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers).
7. **HPD-5i:** Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel).
8. **LDC-2d:** Establish joint attention by looking at an object, at their caregiver, and back at the object.
9. **LDC-2f:** Use movement or behavior to initiate interaction with another person.

Full description of lesson plan:

Describe the process (list the steps) of implementing all components of the lesson plan, including what the teacher will do and say. Include open-ended, thought-provoking questions the teacher might ask during each activity. Include detailed list of all materials used for each learning center/activity.

Blocks: "Ramp Race: Roll and Zoom!" (a small group activity)

Children will learn about cause and effect by pushing cars and balls from the top of a ramp and watching how different toys roll, move, and change speed.

Steps

1. Gather a variety of rolling toys (cars, balls, toy animals with wheels, etc.) from the cabinet.
2. Sit near the ramp and invite children.
3. Demonstrate how to place a car at the top of the ramp and gently push it to roll down.

Teacher Says:

"If I let go… what will the car do?"
"Will it go fast? Slow? Let's see!"
"How about this small ball?"
"How about this big ball?"
"Emma, do you want to try? Let's do it."
"You put the car on the top and let go… it rolls down! Wow!"

Exploring More Cause & Effect:

- **"Let's make the ramp higher!"**
  Try putting a soft cushion under one side of the ramp. "
  - "The ramp became higher! What will happen, then?
  - "Does the ball rolls down faster or slower?"
- **"What else can we roll?"**
  Try rolling different toys like building blocks, small books, or even soft stuffed animals.
  - **"**Do they roll? Or do they stop? Let's try!"
- **"Grab and roll your favorite toys!"**
  Ask the children to pick their own toy to roll down the ramp.
  - "Will it move fast, slow, or not at all?"
  - "Do you think this one roll down?"
  - "Can you make it go *really* fast?"
  - "We gently push!"
  - "Wow! You made the car go zoom!"
  - "What happens if we push it a little?"

Materials:

- Soft ramp (existing in the classroom)
- Soft mat (already placed under ramp for safety)
- Assorted rolling toys:
    - Small plastic cars
    - Plastic toy balls (various sizes)
    - Toy animals, etc.
    - A cushion to change ramp angle

Science/Sensory: "Inflating Hands"

Children will learn about cause and effect, air pressure, and develop sensory skills by interacting with a handmade toy involving a disposable cup, disposable glove, and straw. They will also be introduced to basic number recognition through the numbers written on the fingers of the glove.

Materials Needed:

- disposable cups
- disposable gloves
- drinking straws
- Tape (to secure the glove and straw to the cup)
- Markers or stickers (to label the glove fingers with numbers 1-5)
- Color paper (for decoration on the glove, including eyes and a smile)
- Scissors/box knife (to make a hole for the straw in the cup)

Steps:

1. Playing time:
    - Gather the children near a table area. Show the children the disposable cup and the glove. Explain that we will be playing with a fun toy today.

    - Teacher Says:
      "What is this? It looks fun. Look at this cup and this glove."
      "Do you think we can make the glove move with air? Let's find out together!"
      "What do you think will happen if we blow air into the straw?"
      "Look! When you blow into the straw like this, whoo-whoo, the glove will puff up and open like a hand. See how it moves?"
      "It's like the hand is waking up."

"1, 2, 3, 4, 5 fingers! Can you count with me?"
"Let's blow air into it!"
"How do you think the glove feels when it's getting bigger?"
"The glove became bigger!"
"What do you think will happen if we blow really hard? What if we blow gently?"
"What happens to the glove when we stop blowing? "
"What if we go slurp-slurp instead of blow-blow?"

- Teacher's Action:
  - Encourage the children to observe other peers' cups.
  - Help them connect the action of blowing air to the glove's inflation.

2. Closing:
   - Teacher Says:
     - "What happened when we blew air into the straw?"
     - "What did we see happen to the glove?"
     - "What do you think we could try next time with the glove?"
     - "Maybe a different color or a bigger glove?"
     - "We did good job, and it was fun!"

Dramatic Play: "Invite Friends to my Tea Party" (A Large Group Activity)

Children will explore cause and effect by pouring water and watching how it flows during a pretend tea party.

Materials:

- Pitcher filled with water & 2 or 3 plastic teapots
- Small and large plastic cups (1 per child)
- Serving trays (to carry cups and pitcher)
- Child-sized outdoor table
- Bibs for all children (to keep clothes dry)
- Paper towels (to wrap around children's necks to prevent water from spilling onto clothes)
- Towels (for quick clean-up and drying hands)
- Outdoor space (where children can freely splash and spill water)

Steps & The teacher says:

1. Set Up the Outdoor Area:
   - Arrange all **cups** for each child.
   - Help each child put on **a bib** before starting.
   - Wrap **paper towels** around each child's neck to protect their clothes from water spills.
2. Invite children to the outside playground area.
   - "We're going to have a special tea party with water!"
   - "Let's go outside with our friends!"
3. Model the Activity.
   - Pick up the teapot and pour water into a plastic cup slowly.
   - "Look! I am pouring the water in my cup... now my cup is full!"

- Offer water to a child (a peer).
- "Here you go, Madre. A nice drink for you."

4. Child Participation:
   Encourage children to:
   - Pour water into cups.
   - Serve their peers.
   - Say "please" and "thank you" during pretend interactions

Open-ended Questions:
- "What happens when you pour too much water?"
- "Who do you want to give water to next?"
- "Is your cup empty or full?"
- "What happens if we tilt the cup too far to drink?"

5. Encourage Exploration:
   - Let children try different sized cups
   - Watch and comment on the spills and splashes in a positive tone:
     - "Oops, that spilled! Let's wipe it together. It's clean now."
   - Let them refill from the teapot and pour again

Cause & Effect Concepts Explored:
- Pouring = cup fills
- Overflowing = spill
- Giving = social interaction (smile, thank you)
- Empty vs. Full
- Big tilt = big splash

Book: *"Story Time Surprises: What Happens Next?" (A Small Group Activity)*
Children will begin to understand cause and effect relationships by listening to a story and watching illustrations where one event leads to another.

Materials:
- Picture books that clearly show cause and effect (see suggestions below)
- Cozy reading area with soft mats, pillows, or beanbags
- Teacher-made laminated cards with simple symbols or pictures for cause and effect (optional)

Suggested Books (Ages 1–2):
- *"If You Give a Mouse a Cookie"* by Laura Numeroff
- Other suggested books are on the web page below.
  - Gardner, Sarah. *"Teaching Cause & Effect to Kids: The Best Read Alouds to Use."* Sarah Gardner Teaching. www.sarahgardnerteaching.com/blog-roll/books-for-cause-and-effect.

Steps:
1. Gather the children in the book.
   - *"Let's read a story together!"*
   - *"We're going to see what happens when someone does something."*

2. Read the story slowly, pausing when a cause-effect moment comes up.
   Example from *If You Give a Mouse a Cookie*:
   "He gave the mouse a cookie… What do you think will happen next?"
3. Use facial expressions and different tones of voice for each character and emotion.
4. Ask open-ended questions even if children cannot answer in sentences:
   - "What do you see happening?"
   - "Uh oh! He spilled the milk!
   - "What did he do before that?"
   - "Why do you think the frog jumped?"
   - "What happens if we give the mouse more food?"
5. Let children point to pictures or mimic the action using their bodies (e.g., pretend to jump like a frog).
6. After the story, encourage them to "read/touch" the book.

Cause & Effect Concepts Explored:

- Eating = full tummy
- Spilling = mess
- Asking = getting a response
- Jumping = landing
- Sharing = smiling or thank you

Art: "Stamp & Splash" (Painting with Various Objects)

Children will explore how different objects leave marks and learn that different actions = different outcomes (e.g., pressing vs. tapping vs. dragging).

Materials:

- Washable paint (2–3 colors)
- Sponge, plastic forks and spoons, and other textured items such as new teeth brushes
- Large paper taped to a table
- Smocks
- Wet wipes
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Steps:

1. Say: "Let's see what happens when we push this sponge on the paper!"
2. Demonstrate stamping, then dragging the sponge.
3. Ask: "What if we use the fork? What kind of trail does it leave?"
4. Encourage children to choose different tools and make their own marks.

Cause & Effect Concepts:

- Pressing sponges hard = bigger shape
- Light tap = smaller mark
- Rolling = streak or trail
- Mixing colors = new colors appear

Math/Manipulative Activity: "Drop & Sort"

Children drop various small, non-choking items into containers or boxes and observe the sound, movement, and whether the items fit or not. They can also sort the items by size, shape, or sound. By

shaking or tilting the bin and waiting, they learn that the items inside move in different ways—sometimes all gathering on one side—encouraging curiosity and exploration.

Materials:

- Clear plastic containers, boxes, or bins (different sizes and shapes)
- Non-choking hazard items such as:
  - Large pom-poms
  - Wooden blocks
  - Plastic lids
  - Large buttons
  - Jingle bells (large enough to not be swallowed)
- Muffin tins or sorting trays
- Table or mat to play on
- Optional: Picture labels or colored dots for sorting cues
- Wet wipes or a small bin for cleanup
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Steps:

1. Say: “Let’s drop this bell into the cup… what do you hear?”
2. Try dropping a soft pom-pom next. “Was that louder or quieter?”
3. Encourage sorting: “Can you find all the round ones?”
4. Ask: “What happens if we put too many things in the cup?”

Cause & Effect Concepts:

- Heavy object = louder sound
- Small object = falls faster
- Overfilling = overflow
- Sorting = noticing differences

Music "Shake, Tap, Rattle!"

Children will explore sounds by using musical instruments and observing how different movements (shaking, tapping, banging) create different sounds.

Materials:

- Maracas, egg shakers, tambourines, bells
- Wooden sticks or rhythm sticks
- Small drums or containers to bang
- Soft carpet or mat

Steps:

1. Invite children to choose an instrument.
   “Let’s find something to make noise!”
2. Demonstrate each action:
   “Listen—when I shake this, it sounds like *jingle jingle!*”
3. Encourage them to try:
   “Can you hold tight and shake yours too?”
   “What happens when you tap it slowly? How about fast?”

4. Do a simple call-and-response:
   "I shake, you shake!"
   "I tap, you tap!"

Cause & Effect Concepts:

- Shaking = jingle sound
- Tapping = rhythmic beats
- Fast = louder or faster sound
- Quiet tapping = soft sound
- Instrument choice = different tone or pitch

Outside/Movement Activity: "Roll, Roll, Roll!"

Children will learn cause and effect by interacting with outdoor elements like balls and slopes.

Materials:

- Low ramp (slide)
- Balls or hoops

Steps:

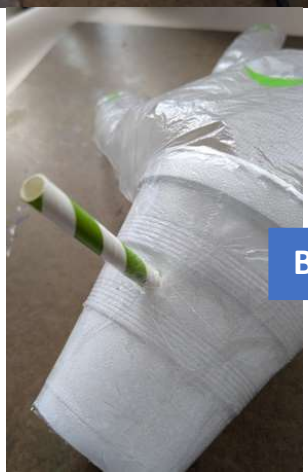
1. Let children explore the slope.
   - "Let's roll this ball down"
   - "Let's roll this ball up."
   - "What do you think will happen?"
2. Encourage physical action on the concrete or mulch area:
   - "Try jumping in this spot. What sound do your feet make?"
   - "Was it loud or quiet?"
3. Try splashing water gently (if available)
   - "Uh-oh! The water splashed when we dropped it!"

Cause & Effect Concepts:

- Rolling ball = moves downhill
- Jumping = feet make noise
- Dropping toys = noise or motion

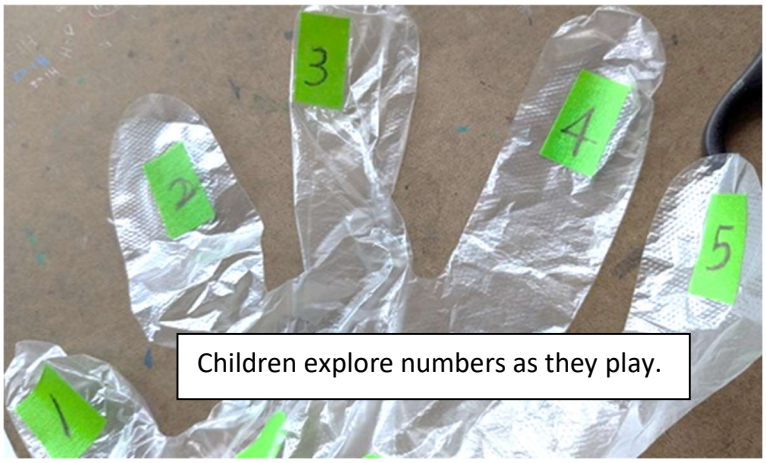
Teacher Made Material for Science/Sensory "Inflating Hands": This activity has been carefully designed for safety. I use latex-free gloves, make sure there are no sharp edges with tape, and ensure all small parts are securely attached. Each child has their own cup attached to a straw, and the activity is always supervised to prevent accidental sucking or choking.

Gloves are hidden inside the cups



Blow the straw

An inflated glove pops out of the cup.



Children explore numbers as they play.

Outline how you would adjust this lesson plan for: (describe specific teaching/learning practices that will be used or modified)

dual language learners:

1. Use simple, repetitive language. Prepare vocabulary cards for teacher reference. Pair words with gestures, facial expressions, or actions to support understanding.

- "Blow here" – "Sopla aquí"
- "Look!" – "¡Mira! "
- "It moves!" – "¡Se mueve!"
- "blow" – "soplar"

- "glove" – "guante"
- "pop!" – "¡pop!"(¡pum! / ¡plop!)

2. Visual Supports
    - Use picture cards or visual schedule strips showing the steps:
        1. Blow
        2. Glove moves
        3. Watch!
    - Show real objects (cup, glove, straw) as you introduce the activity.
    - Invite a family member or bilingual assistant to help introduce the activity if available.

4. Encourage Participation Without Pressure
    - Allow DLLs to observe first, then participate when ready.
    - Use peer modeling—having another child demonstrate how to blow and observe the effect.

For Children with Special Needs

1. Physical Accessibility
    - Use larger or adapted materials (e.g., bigger cup, wide straw, smaller gloves for easy inflation) for children with fine motor delays.
    - Make sure the materials are within reach or offer hand-over-hand support if needed.
2. Sensory Accommodations
    - If a child is sensitive to sound or air-blowing, let them watch from a distance at first or touch the glove afterward instead of blowing.
    - Use soft textures (e.g., fabric gloves instead of latex) if tactile defensiveness is a concern.
3. Use Assistive Tools
    - For children with limited breath control, another child or the teacher can blow the straw while the child watches and reacts.
4. Step-by-Step Support
    - Break down the activity into very small steps with clear cues:
        - "Hold cup,"
        - "Put straw here,"
        - "Now blow!"
5. Reinforce All Attempts
    - Focus on effort, not outcome: praise trying, watching, or reaching—even if the child does not blow successfully.
    - Use cause and effect language appropriate to their level: "You touched it, and it moved!"

Documentation

Attach or upload photos and/or videos of the implementation process: Science/Sensory "Inflating Hands" Activity

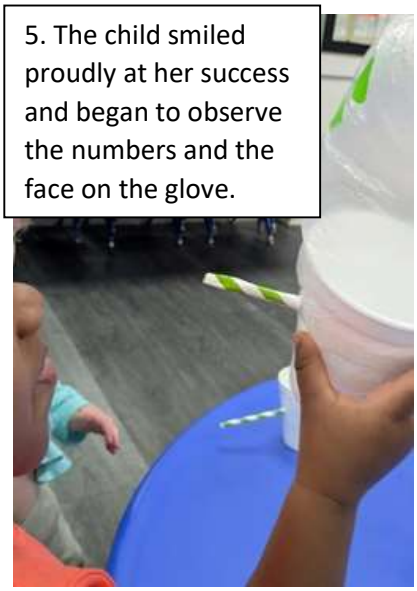
1. Support children in learning to blow air into the cup—not suck it out.

2. Sometimes, children try to blow but end up sucking air from the straw instead.

3. Finally, children figure out how to keep blowing air into the cup.

4. Beginning to see the full shape of the smiling glove popping out of the cup.

5. The child smiled proudly at her success and began to observe the numbers and the face on the glove.



Reflection

Reflect on the lesson plan after implementation. When answering each question, make clear connections to observations/assessments, the creation and implementation of lesson plan:

Through this lesson plan I learned how much young children enjoy exploring cause and effect through hands-on activities. I also realized how important it is to keep the language simple and actions repetitive for children to stay engaged.

While observing and assessing the children prior to creating the lesson plan, I noticed that many of them were already curious about how things move and react—especially when using cups or when I demonstrated the unique sound of blowing air from my mouth. I also observed that some children had short attention spans, so I planned short and meaningful interactions to keep them engaged.

The thing that made me the happiest was seeing a child look surprised or smile and point to the glove popping out of the cup, showing that they understood the result of their action. That moment gave me confidence that the activity was developmentally appropriate and engaging

I was unsure when some children kept sucking the air instead of blowing into the straw. This made me realize that I needed to model the action more clearly and possibly include additional visual support, such as arrows or step-by-step pictures, to help guide their understanding.

My biggest challenge was ensuring the activity was safe while still encouraging curiosity and exploration. I had to carefully check that all materials were non-toxic and that there were no small parts that could pose choking hazard. Also, maintaining cleanliness and preventing avoidable injuries required extra attention.

I used the following positive communication tools when guiding the children.

- I praised efforts by saying, "You did it!" and "Wow, look at that!"
- I used clear, encouraging words like "Try again" or "Let's see what happens if…"
- I used gestures and facial expressions to help children who do not clearly understand verbal cues yet, such as pointing to the straw and puffing my cheeks to model blowing.

Next time, I would prepare more visual aids—such as simple picture cards or arrows—to help children better understand how to blow into the straw instead of sucking. I would also demonstrate the action more slowly and clearly, repeating it a few times so children can model it.

In addition, children would succeed with the activity if I read a book about breathing and guided them through a deep breathing demonstration before implementation such as *"My Magic Breath: Finding Calm Through Mindful Breathing"* by Nick Ortner & Alison Taylor. This would help them understand what it means to breathe in and out.

Image: https://www.amazon.com/My-Magic-Breath-Finding-Breathing/dp/006268776X