

Lesson Plan 2

Formal Observations and Assessments

Attach or upload the observations and/or assessments completed prior to designing the lesson plan:

During free play, 18-month-old, Brandon, was engaged with a shape-sorting cube. He repeatedly attempted to insert a cube-shaped block into the corresponding hole but appeared to struggle with aligning the angles correctly. Rather than rotating the block to match the shape of the hole, he forcefully pushed it against the opening. As his attempts continued to be unsuccessful, he frowned his eyes with sounds “Nnn! Nnn!” and eventually tossed the block aside and banging the floor with both hands. He then shifted his body from a seated position with his legs extended on the carpet to lying flat on his back, continuing to say loud “Nnn! Nnn! Nnn!” However, on rare occasions when he did manage to fit the shape into the correct slot—possibly by chance—he responded with clear joy, smiling and clapping his hands.

Assessment:

This observation suggests that the child is beginning to explore problem-solving tasks but may not yet understand the concept of spatial rotation needed to complete shape-matching activities. He shows persistence and emotional investment in the task, which is a positive sign of motivation. To support his cognitive and fine motor development, it would be beneficial to provide opportunities for him to learn how rotating an object can help it fit into a corresponding space.

Lesson Plan

Title/Theme/Unit/Project: "Flip, Turn, Match!" / Exploring Shapes, Movement, and Matching / Spatial Thinking and Problem Solving through Play / Creating and Matching Objects with Rotating and Flipping Action

Goals:

1. Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
2. Goal APL-5: Children are willing to try new and challenging experiences.
3. Goal CD-1: Children use their senses to construct knowledge about the world around them.
4. Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.
5. Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.

Developmental Indicators from NC Foundations for Early Learning addressed:

1. HPD-5d: Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball).
2. HPD-5e: Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers).
3. APL-5f: Show interest in toys that offer a challenge and try to work them.
4. CD-1e: Explore objects and materials physically to learn about their properties.
5. CD-1g: Express knowledge gathered through their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing).
6. CD-11d: Group objects into categories (cars with cars, plates separated from cups).

7. CD-12g: Stack or line up blocks that are the same shape.

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: “Matching Blocks” activity (Enhancing Fine Motor Skills, hand-eye coordination, problem-solving, social interaction)

1. Introduction (Small Group):

- Show the blocks to the children and demonstrate how the image can be matched by rotating the blocks.
- Say: “Look! I see a banana here... but only half of it. What do you think we need to find to finish it?”
- Show how you turn the block to find the matching side.
- Model slow hand movement and say: “I'm going to turn this block... does this match?”

2. Open-Ended Questions (To Encourage Thinking):

- “What do you see on this block?”
- “What happens if we turn it this way?”
- “Does this look like a whole banana or part of it?”
- “How can we make the picture come together?”
- “What else can you do with these blocks?”

3. Activity Time (Child-Led Exploration):

- Invite children to explore the blocks freely.
- Observe as they manipulate, flip, rotate, and try to match images.
- Provide scaffolding only as needed — help them see patterns or rotate one side if they are unsure.
- Encourage children to try different combinations or tell stories about the bus or banana.

4. Wrap-Up:

- Sit with the children and ask them to share what they made.
- “What picture did you finish today?”
- “How did you figure out which pieces went together?”

Teacher Will Do and Say:

Encouraging Words:

- “Wow, you turned it!”
- “You found the banana!”
- “Good job turning the block!”
- “Let's find the other piece.”
- “You did it!”
- “Banana is all done!”

Helping Without Giving the Answer:

- “Hmm... is this the same?”
- “Where is the other side?”
- “Try this one?”
- “Turn it this way?”

Using Simple Vocabulary During Play:

- Turn – “Turn the block.”
- Look – “Look at the picture.”
- Same – “Are they the same?”
- Banana, Bus – “It’s a bus!”
- Match – “Match the picture.”
- More – “Want to try more?”

Materials Used:

- Empty toothpaste boxes (cut into smaller rectangular blocks)
- Printed images of horizontal objects (e.g., bananas, buses) cut in half
- Glue or tape to attach images to blocks
- Clear bin or tray for containing blocks

Sensory Center: “Hidden Treasures: Match by Touch” (a small group activity)

Children will explore sensory textures/shapes and use their sense of touch and vision to find same shaped items hidden in bins, strengthening observation, matching, and problem-solving skills.

Materials Needed:

- Dry rice, oatmeal, or corn grits.
- Balls (e.g., felt balls, rubber balls, plastic banana toys, Penne pasta, small animal toys, sandpaper)
- A tray where children can place and try to compare materials which they pick up.

Teacher Will Do and Say:

1. "Can you feel this? Is it hard or soft?"
2. "Let's touch this one. Ooo, it's smooth!"
3. "Look! These feel the same. Can you find another one like this?"
4. "Hmm... not the same? Let's try again!"
5. "Good job using your hands!"
6. "You did it! That's a match!"
7. "What do you feel? Tell me!"

Adaptation:

1. For Dual Language Learners (Spanish)

- Use simple English paired with Spanish words, for example:
 - Is it soft? Suave?
 - Is it the same? Igual?
- Use visual aids and gestures to show what to do (e.g., pointing, rotating hands).
- Repeat key words in both English and Spanish during the activity.
- Allow the child to respond in Spanish if they are more comfortable.

2. For Children with Special Needs

- Provide larger or softer textures if the child has fine motor difficulties or tactile sensitivity.
- Use only 2 or 3 items at a time to reduce visual or cognitive overload.
- Offer hand-over-hand support if needed and gradually reduce assistance.
- Give extra time to explore and respond.
- Use consistent routines and repeat key phrases (e.g., “Feel this,” “Same?”).

- Use a visual cue card showing a picture of “banana”, “felt ball”, or “rubber ball” that are inside of the hidden box to help understanding.

Dramatic Play: “Match the Socks and Shoes!” (Large Group Activity)

Materials:

- Dolls wearing only **one sock** or **one shoe**
- A large bin or basket filled with **various loose socks and shoes** (some matching, some not)

Teacher Will Do and Say:

- “Oh no! This doll has only one sock. Can you help find the other one?”
- “Let’s look in the box. What color is this sock?”
- “Is this shoe the same? Let’s check...”
- “Flip the shoe! Does it match now?”
- “Great job! Now the doll has two shoes.”
- “Can you try again with another doll?”
- “Let’s line up all the matching socks. One, two!”

Book Center: “What’s Hiding in the Book?”

Materials:

- A sturdy board book with simple, familiar illustrations (e.g., *The Wheels on the Bus*)
- Small sticky notes (e.g., square Post-its) to cover specific parts of the pictures (e.g., one of the bus’s wheels)
- Laminated picture cards or cutouts of:
 - A wheel
 - An apple
 - A button
 - Other simple objects for fun distractions

Teacher Will Do and Say:

- “Look! Something is hiding here! What do you think it is?”
- “Is it a wheel? Or maybe... an apple?”
- “Let’s see... this is a button! Hmm... do you think this fits here?”
- “Yes? No? Let’s look closely!”
- “Point to the right one with your finger.”
- “Let’s flip the paper and see if we were right!”
- “Wow! You found it—it’s the wheel! Great job!”

Art: “Paint & Press” (Large Group Activity)

Children explore texture, color mixing, and symmetry by painting freely on one sheet, then pressing another paper on top to create a transferred image. This encourages creativity, experimentation, improvement of fine motor skill, and spatial awareness.

Materials Needed:

- Non-toxic, washable paint (primary colors)
- Sturdy white construction paper or finger paint paper
- Paint brushes, sponges, or fingers

- Smocks or aprons for children
- Table covering

Teacher Will Do and Say:

- “Let’s paint whatever you like. Use any color!”
- “Wow, I see circles! And lines! Good painting!”
- “Now we take another paper and press it on top. Ready?”
- “Push, push, push with your hands!”
- “Let’s open it... look! It’s the same but flipped!”
- “Do they match? Are they the same?”
- “Let’s try again with different colors!”

Adaptation (for DLLs and Children with Special Needs):

- **Dual Language Learners (Spanish):**
 - Use simple key words with gestures:
“Pinta” (paint), “Presiona” (press), “Mira” (look), “Igual” (same), “Colores” (colors)
 - Show a visual card with steps: paint → press → open
- **Children with Special Needs:**
 - Offer sponge brushes or thicker handles for better grip
 - Allow extra time for pressing and opening
 - Use contrasting colors for easier visual contrast
 - Provide hand-over-hand support if needed

Math/Manipulatives Center: “Match the Number!”

Children will match quantities by observing illustrated (laminated) sets of objects (e.g., apples, buses, birds) on a wallboard. They will search through a bin of matching laminated cards and stick them to the correct spot using Velcro. This builds number recognition, one-to-one correspondence, and fine motor skills.

Materials Needed:

- Laminated illustrations of:
 - 1 apple, 2 apples, 3 apples
 - 1 bus, 2 buses, 3 buses
 - 1 bird, 2 birds, 3 birds
- Matching cards (laminated) placed in a bin
- Velcro strips or dots (for back of cards and board)
- A wallboard or felt board with the sets already placed

Teacher Will Do and Say:

- “Let’s look at this picture. How many apples do you see?”
- “Can you find a card with **the same number** of apples in the bin?”
- “One, two... two birds! Let’s match it here!”
- “Where’s the picture with **three buses**? Look carefully!”
- “Good job counting! You found the match!”

Adaptation Ideas

For Dual Language Learners (Spanish):

- Use simple Spanish phrases to support comprehension:
 - “¿Uno? ¿Dos? ¿Tres?”
 - “¡Muy bien!” (Great!)

For Children with Special Needs:

- Use fewer items per category (start with 1 and 2 only)
- Provide larger, tactile cards if needed
- Give visual cues or model the action: “Watch me pick the same number. Now you try.”

Music: “Tap-Tap-Tap!” / Exploring Sounds, Movement, and Matching through Play / Rhythm and Mimicking / Creating and Copying Sounds with Movement/finger & hand muscles practice (fine motor skills)

Children will explore rhythm, sound, and finger movement by tapping handmade drums, copying simple hand patterns, and listening carefully to short, repeated beats. In addition to tapping, they will also practice gentle finger movements by hovering their palms above the drum surface and softly gliding all five fingers across it. This helps them notice the quiet sounds and textures created by light touch, encouraging fine motor control and sensory awareness. The teacher will sing a song, such as "The Wheels on the Bus," while tapping her box drum to a steady beat, accompanied by a simple metronome sound (https://www.youtube.com/watch?v=wo-wr_tRkCw).

Materials Needed:

- Homemade cardboard drums (or any safe containers to tap)

Teacher Will Do and Say:

- “Let’s tap! Tap-tap-tap!”
- “Your hands go *pat pat*! Good job!”
- “Tap with me! One, two, three—tap-tap-tap!”
- “Yay! You did it!”
- “Let’s do it again. Ready?”

Adaptations:

For Dual Language Learners (Spanish):

- Use key words in both English and Spanish:
 - “Tap tap” / “Toca toca”
 - “Boom!” / “¡Bum!”
 - “Hands!” / “¡Manos!”

For Children with Special Needs:

- Provide visual cues (model tapping) and hand-over-hand assistance if needed
- Use larger drums or surfaces that are easier to tap
- Minimize background noise to help with focus
- Celebrate every effort with clapping and positive encouragement

Outside/Movement: “Find, Flip, and Match!”

Children will move around the outdoor space to search for large picture cards hanging in different spots around the playground area, such as on fences or play structures. When they find a card, they will bring it back and try to find its matching pair from a bin filled with other picture cards. This activity encourages active movement, visual memory, and the joy of matching images through playful exploration.

Materials Needed:

- Large, laminated shape or picture cards (e.g., apples, buses, birds — each with matching pairs)
- Velcro or tape to attach cards to cones, fences, or walls
- Plastic baskets or bins

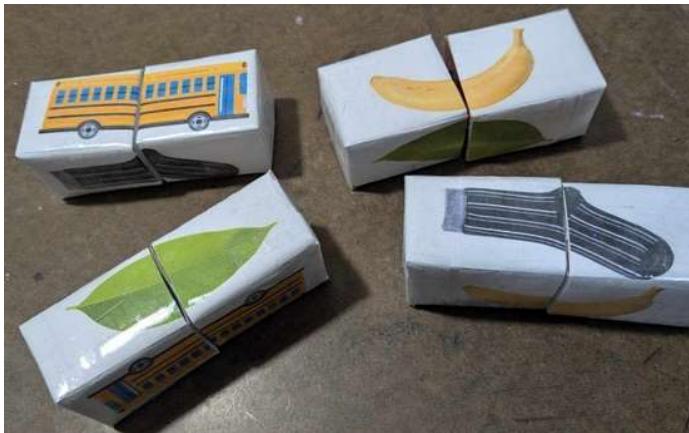
Teacher Will Do and Say:

- “Let’s go find this picture! What do you see?” (Showing an apples’ picture)
- “Hmm... can you see any apple picture?”
- “Great matching! Let’s look for another one.”
- “Next, can you find birds??”

Adaptations:

- **For Dual Language Learners (Spanish):** Use bilingual cards (e.g., apple/manzana) and pair visuals with simple Spanish vocabulary as the teacher describes them.
- **For Children with Special Needs:** Allow more time, offer physical guidance if needed, or use tactile cards (with textures) to support matching by touch.

Teacher Made Material: For the “Matching Blocks” activity, I created matching boxes featuring familiar images such as a school bus, a banana, a leaf, and a sock. Children can rotate the boxes to find and match the images. To make the materials easy to clean, I wrapped each box in clear tape. In the first trial, I connected the boxes using multiple strings, but the children easily tore them apart, so I removed the strings. The boxes are large enough that they cannot be swallowed and sturdy enough that they won’t easily be crushed by small hands.

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

- **dual language learners:** For a dual language learner who speaks Spanish, I will use simple English words paired with their home language, such as: “Hello / Hola,” “Green / Verde,” “Bus / Autobús,” “Banana / Banana,” and “Good job / ¡Buen trabajo!” I will observe whether the child responds to either language. In addition, I will ask the child's mother to bring one of their favorite Spanish children's books, so I can continue supporting their home language in the daycare setting.

- **children who have disabilities:** If a child has fine motor difficulties, I will provide larger or textured blocks that are easier to grip and easier to rotate. I will demonstrate how to rotate the blocks slowly, encouraging the child to try at their own pace. If a child is sensitive to certain textures—like oatmeal or rice of a sensory activity “Hidden Treasures: Match by Touch”—I will adjust the sensory activity by using a large cardboard box with a hand-sized hole. This way, the child can reach inside and explore hidden objects like soft balls or small toys by touch only, without having to deal with uncomfortable textures. I will reduce the number of matching choices if needed to help the child stay engaged and successful without feeling overwhelmed.

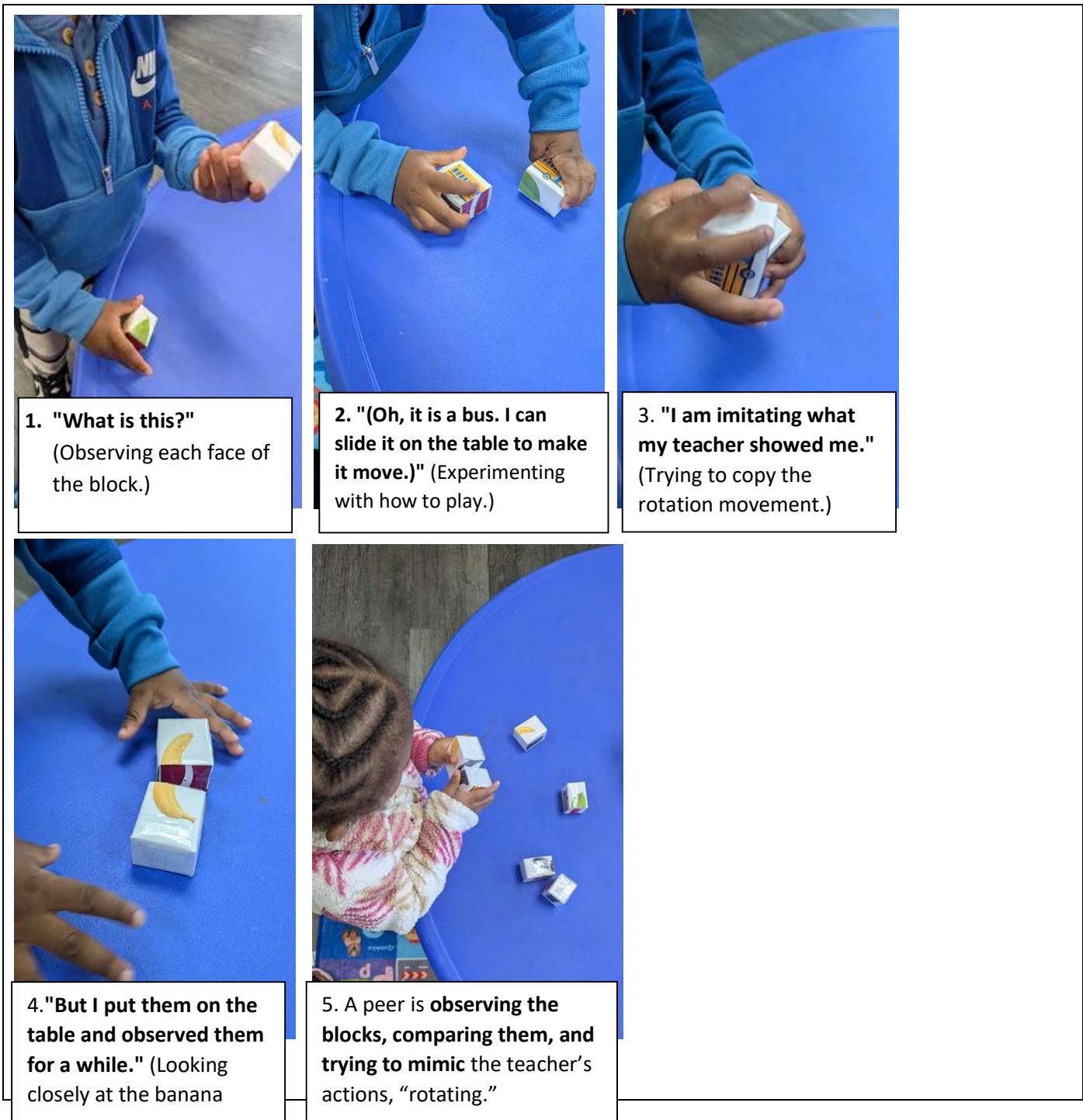
In what ways does this lesson plan address equity (make references to the NAEYC Advancing Equity in Early Childhood Education Position Statement): This “Flip, Turn, Match!” activity encourages fairness and access for all children by recognizing their individual learning needs and backgrounds. When a child is learning two languages, I include simple vocabulary in both English and their home language and work with families to support language use at school. For children who may find it hard to rotate small blocks due to fine motor delays, I prepare softer, easy-to-grasp options, such as fabric-based or felt-covered blocks. If a child is sensitive to sensory textures like oatmeal, I offer an alternative way to explore—such as a box with hand-sized openings so the child can reach in and feel objects without seeing them. These small changes help ensure that each child can take part comfortably and confidently, building a sense of belonging through play.

Documentation

Attach or upload photos and/or videos of the implementation process:

Block Area Activity: 'Matching Blocks'

During the first attempt, the children were too excited by the new toy (illustrated blocks) to focus on the details. By the second try, they were more attentive to the teacher’s demonstration. Some children began to mimic the rotation movement, even though it was still a bit challenging for them to match the illustrations correctly.



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: After implementing the "Flip, Turn, Match!" lesson plan, Brandon (and other peers) still struggle(s) with rotating blocks to fit them into matching holes. However, during outdoor play, he became deeply engaged with a shape-matching activity on a push toy that includes plastic shape rings (triangle, square, circle) and their corresponding frames. He focused intently, using his fingers and eyes together to match the shape. This demonstrates growth in his fine motor control (HPD-5) and his ability to engage with shape-matching tasks (CD-12g), even though the concept of rotation is not yet fully developed.

While Brandon still occasionally expresses frustration by saying "Nnn! Nnn!", these moments have decreased. He now spends more time working independently and shows pride in his accomplishments, often smiling and clapping his hands when he succeeds. These changes suggest he is developing persistence and gaining confidence through continued practice, even as challenges remain.

Through this lesson plan I learned: Through this lesson plan, I learned that children engage with materials in a variety of ways. Some instantly recognize the images, while others, even though they recognize them, are more interested in actions such as throwing. Some children attempt to imitate adult gestures such as rotating, even if they do not fully understand the concept. Others prefer to observe first and then explore by mouthing or manipulating the blocks. Before engaging in matching activities, I observed that some children carefully examined the blocks from different angles, lined them up, or compared the pictures. With adult support, some began to say familiar words such as "bus" as they matched the images. I came to understand that introducing a new toy is not just a short, one-time activity—children require time over several days or even weeks to explore, become familiar with it, and gradually discover how to play. With consistent support from adults, they begin to learn and participate at their own individual pace.

While observing and assessing the children prior to creating the lesson plan, I noticed: that some children struggled with the concept of rotation when trying to fit objects into narrow holes or take them out of small openings. They were unable to fit or remove the objects, which led to frustration and vocalizations of distress, such as whining. This indicated that they had not yet developed an understanding of how rotating an object could help it fit into the hole. This highlighted the need for activities that could support the development of their fine motor skills and spatial awareness, helping them understand the concept of rotation through hands-on play.

The thing that made me the happiest/most confident was: seeing how engaged the children were with the handmade toys, even when their way of playing did not exactly align with my original learning goals. I felt especially happy when I saw some children begin to imitate "rotating" or "angle-changing" movements by copying my actions.

It was deeply satisfying to witness how offering opportunities for play always leads to some kind of learning—even if it is a slightly different from what I had planned. I gained confidence by observing their reactions and adjusting the toys based on the clues they gave me, helping to make the learning experience more effective for each child.

I was unsure when: I noticed that some children were struggling to grasp the concept of rotation, especially when trying to match the blocks. I began to wonder if the matching block activity was too difficult for them. At first, they were too excited about the new blocks to focus on the details. However, during the second try, they were able to concentrate more and paid closer attention to the block illustrations. Gradually, my concerns started to fade.

My biggest challenge was: figuring out how to adjust the lesson and materials to accommodate the varying levels of understanding and abilities among the children. Some children were able to focus on the task, while others struggled to stay focused and became interested in other aspects. Finding the right balance between providing enough support and allowing the children to explore and problem-

solve independently was difficult, but it was necessary to ensure the activity was both engaging and developmentally appropriate for all the children.

I used the following positive communication tools when: a child was having a hard time matching two blocks that each showed half of a picture. I gently told him that it is okay if they do not match right away and said, “We can try it together.” I supported his hands and showed him how to move his fingers slowly by using my own hand as an example. As he got closer to fitting the pieces, I encouraged him with words like, “Wow, you are so close! Let’s turn it a little more. We can keep going.” When he finally matched the blocks, I praised him by saying, “Great job! You did it!” and added, “Look, it’s a banana! Wow!” to help him feel proud and enjoy the success of trying.

Next time, I would (tell what you would do differently and why): prepare larger matching blocks in addition to the original smaller ones I created. I originally made the blocks to fit the children’s small hands, but I noticed that some physically active children were more interested in throwing and picking them up. Providing larger blocks may help redirect their curiosity toward manipulating and matching rather than throwing. I would also make the blocks available in the classroom for one or two weeks before introducing the activity, so the children can become familiar with them without becoming overly excited. Additionally, I would select picture books that include words such as “rotate” and “change the angle.” By introducing these concepts in the book area beforehand, I hope to support the children’s understanding of rotation before asking them to apply it during the block activity.