

Mizue Miyagi
EDU-284
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Lesson Plan 4

Formal Observations and Assessments

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

During free-play time, 13-month-old Sophia engaged with a flat wooden puzzle board that included common shapes such as square, triangle, oval, and rectangle. While she appeared interested in placing the pieces on the board, she did not consistently match the correct shape with the corresponding space. For example, she placed the oval piece in the rectangular space and sometimes attempted to fit shapes based on color similarity rather than shape. She would often leave pieces on top of the puzzle board without aligning them within the outlines, indicating that she may not yet have a clear understanding of the properties of shapes such as edges, corners, and curves.

Sophia's motor skills allowed her to grasp and manipulate the pieces, but she did not rotate them to try different angles when the fit was incorrect. This suggests that her understanding of spatial relationships and shape characteristics like lines and angles is still developing. Her actions reflect an early exploratory stage, where sensory input and trial-and-error play are key learning strategies. She may benefit from intentional support in noticing differences between shapes and how they fit into spaces.

Lesson Plan

Title/Theme/Unit/Project: "Simple Shapes, Big Discoveries."

Goals:

APL-1: Children show curiosity and express interest in the world around them.

APL-5: Children are willing to try new and challenging experiences.

CD-1: Children use their senses to construct knowledge about the world around them.

CD-4: Children demonstrate appreciation for different forms of artistic expression.

Developmental Indicators from NC Foundations for Early Learning addressed:

1. **APL-1h:** Show pleasure in new skills and in what they have done.
2. **APL-1i:** Watch what others are doing and often try to participate.
3. **APL-5i:** Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, "I can do it.").
4. **APL-5h:** Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide).
5. **CD-1e:** Explore objects and materials physically to learn about their properties.
6. **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).
7. **CD-4c:** Show interest or pleasure in response to images, objects, and music (say, "Aaah" and reach for a brightly colored picture, look at or reach toward fluttering leaves).
8. **CD-4f:** Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).

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 *“Where Does It Fit? Exploring Shapes with Colorful Edges” (small group or 1:1)*

To help toddlers begin recognizing and matching basic shapes—specifically circles and squares—by exploring a simplified, hands-on sorting box. This activity reduces cognitive overload by focusing on just two shapes instead of the six shapes in the classroom’s plastic sorting toy, allowing children to better notice features such as edges, curves, and angles.

Materials:

- One homemade cardboard box with only two shaped holes: a circle and a square
- The edges of the holes are outlined in different colors:
 - Circle hole: outlined in light blue
 - Square hole: each edge outlined in red, blue, yellow, and light blue to draw attention to the sides
- Two-layer cardboard shape pieces (circle and square), thick enough for toddlers to grasp
- Small baskets or trays to separate and present the shapes
- All surfaces are covered with clear tape for easy cleaning, and the edges of the holes are smooth with no sharp or protruding parts.

**Steps:**

1. Introduction:
 - The teacher brings the child or group to the block area and introduces the special box:
 - *“Look! I made a box with two special-shape holes.”*
 - *“What shapes do you see?”*
 - The teacher points to each hole and encourages children to name or point to the shapes:
 - *“This one is a circle.”*
 - *“And this one is a square.”*
2. Demonstration:
 - The teacher picks up a circular block and models how to match it:
 - *“I wonder where this round piece goes.”*
 - *“What do you think?”*
 - *“Can I try the square hole?”*
 - Then pick up the square block:
 - *“Now, let’s try this one.”*
 - *“It has flat sides.”*
 - *“Can you see these flat sides?”*
 - *“One, two, three, four flat sides.”*
 - *“Let’s see if it fits here.”*
3. Child-led Exploration:

- Children are invited to choose a shape and try placing it in the correct hole.
- The teacher observes and asks open-ended questions to encourage thinking and language:
 - *“What do you notice about this shape?”*
 - *“Does it fit? Why or why not?”*
 - *“Try turning it—what happens now?”*
 - *“Can you show your friend how you matched that shape?” (Promote social interaction)*
 - *“Which shape do you want to try next?”*

Dramatic Play: “Let’s make Circle Burgers & Square Sandwiches!”

To promote symbolic play, shape recognition, and social communication by role-playing a shopping and sandwich-making experience using circle and square felt food pieces.

Materials:

- Felt food sets for each child, placed in individual baskets:
 - Square sandwich set: 2 square bread pieces, square ham, square cheese
 - Circle hamburger set: 2 round buns, round ham, round tomato slice, round egg (fried egg shape)
- A small table for the shop counter
- Chef hats or aprons (optional)

Preparation:

- Handmade felt foods (Square: bread, ham, cheese, Round: buns, ham, sliced tomato, fried egg).
- Prepare one basket per child, each filled with a mix of circular and square ingredients.
- Set up a table where the child acting as the shopkeeper can stand.
- Prepare a few laminated menus with pictures of:
 - Square Sandwich
 - Circle Hamburger

Steps:

1. Introduce the activity by saying:
 - “Today, we’re making sandwiches and burgers for shop customers!”
 - “I can buy a sandwich made of squares or a burger made of circles from you!”
2. Invite children to take turns as the customer and the shopkeeper.
3. When playing as the customer, encourage the child to say:
 - “I came to buy something!”
 - “Can I have a square sandwich, please?”
 - “I’d like a circle burger, please!”
4. The shopkeeper picks the correct felt shapes from the basket and places them on a plate (or napkin), saying:
 - “Here is your sandwich.”
 - “Two square bread pieces, square ham, and square cheese!”
 - “One circle bun, circle ham, circle tomato, and circle egg—your burger is ready!”
5. Children can then switch roles after serving or pretend to “eat” the food together at a table.

Phrases & Questions:

- “Can you find the square cheese?”
- “Which shape is this tomato?”
- “How many circle ingredients are in your burger? 1, 2, 3,4!”
- “Would you like to make it yourself?”
-

Notes: Allow children to explore freely and mix ingredients if they wish.

Book Reading: “Circle or Square?”

To deepen children’s understanding of shapes (circle and round) through picture. Reading stories with these basic shapes allows children to see how they appear in everyday life and strengthens vocabulary.

Materials:

- Cozy rug.
- One of Books (For 1–2-year-olds):
 1. “Circle, Square” by Akio Kashiwara – A book that introduces only circle and square.
 2. “So Many Circles, So Many Squares” by Tana Hoban – A photo book showing everyday objects in only circle or square shapes.



Image: <https://www.amazon.com/So-Many-Circles-Squares/dp/0688151655>

Image: <https://www.youtube.com/watch?v=xUwZkCjDeVI&t=7s>.

3. “Shapes, Shapes, Shapes” by Tana Hoban – Make sure to select the pages that are focusing on circles and square.

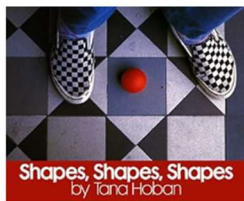


Image: <https://www.amazon.com/Shapes-Tana-Hoban/dp/0688058329>.

Steps:

1. If it is available, make sure that round and square cushions are in a book reading area.
2. Sit with one or three children at a time. Hold up the two shaped pillows or thick cutout paper.
 - “Look! I have a circle, and I have a square!”
 - “We are going to find circles and squares in this book!”
3. Read the Book Aloud:

Examples of how to read aloud a wordless book:

(1) “So Many Circles, So Many Squares.” by Tana Hoban
<https://www.youtube.com/watch?v=xUwZkCjDeVI&t=7s>.



Image: <https://www.youtube.com/watch?v=u8Z6AErqAnA>

(2) *“Shapes, Shapes, Shapes.”* by Tana Hoban

https://youtu.be/7RICKHo5KuA?si=cCpExVfdkBKN_FT0&t=4



Image: <https://www.youtube.com/watch?v=u8Z6AErqAnA>

Phrases & Questions

- “What shape do you see here?”
- “Do you think this is a circle or a square?”
- “Can you find something round in the room like the one in the book?”
- “Can we match this page with our shape pillow?”

Notes: If a child loses interest in reading, let them interact with the book or shapes freely.

Art: “Rolling Circles Painting” (A small group activity)

To support fine motor skills and shape recognition by encouraging children to trace and decorate circles and squares using crayons, stickers, or collage materials. Through this creative process, children become more familiar with the visual and tactile differences between the two shapes.

Materials:

- Washable non-toxic paint
- Large sheets of paper
- Shallow trays
- Small round balls (e.g., golf balls or plastic balls)
- Aprons or old shirts

Process:

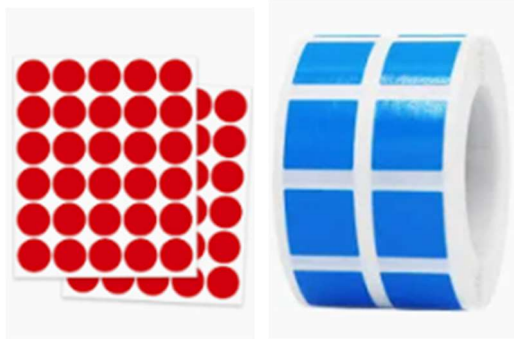
1. Pour small amounts of different colored paint into the trays.
2. Place a sheet of paper inside the tray.
3. Let children drop a ball in and tilt the tray side to side.
4. As the ball rolls, it leaves paint trails that form circular and curved lines.
5. Talk about what shape the ball is, and how it makes “round” marks.

Teacher Questions:

- “What happens when we roll the ball?”
- “Can you make the ball go fast or slow?”
- “Do you see the round marks?”
- “This color is beautiful!”
- “Pretty color!”

Math/Manipulatives/Sensory: “Count Circle and Square Stickers”

To develop early math skills by practicing one-to-one correspondence, number recognition, and shape identification using red circle stickers and blue square stickers. This activity also helps children follow simple instructions and improve fine motor skills.



Materials

- Construction paper sheets
- Markers (to draw numbers and small dot/square shapes)
- Red circle stickers
- Blue square stickers
- A small tray or container to hold the stickers

Large Construction Paper (Preparation):

- Each large construction paper sheet has several shapes and numbers drawn in different areas.
 - For example, in one corner, there may be a square outline drawn with marker, and inside the square is the number 1. Just below it, there is one small square shape (also drawn with the same marker).
 - In another area, there may be a circle outline with the number 2 written inside. Underneath it, there are two small circular dots drawn.
- Scattered around the sheet, there are various other shapes like:
 - A circle with the number 3 and three circle dots below it
 - A square with the number 4 and four square-dots underneath
 - And other combinations, randomly placed on the sheet, showing numbers from 1 to 9 inside either circles or squares, with the matching number of small shape marks below each.
- This setup encourages children to explore the sheet and match stickers by both shape and quantity.

Process:

1. Invite the children to sit around the table where the large construction paper is placed.
2. Explain and point to one section of the paper:
 - “Look, here is a circle. Inside the circle is the number 3.”
 - “Let’s count the little dots under the circle. One, two, three!”
3. Show the children the red round stickers and say:
 - “Now let’s put the same number of red circle stickers under the dots.”
 - “One, two, three! Good job!”
4. Move to a square example:
 - “Now look over here.”

- "This is a square. Inside the square, we see the number 4."
- "Let's count the square dots under it. One, two, three, four!"
- 5. Hand the children the blue square stickers and guide them to place them:
 - "Let's put 4 blue square stickers right under the square dots."
 - "One, two, three, four! Well done!"
- 6. Encourage the children to explore the rest of the paper:
 - "Can you find another empty spot?"
 - "What number is inside?"
 - "How many stickers do we need?"

"Let's match the shape and count carefully before placing the stickers."
- 7. Continue supporting the children as they search, count, and match stickers to the shapes and numbers.

Other Questions & Phrases

- "What shape do you see here?"
- "Can you find the number inside the shape? Let's count together."
- "How many stickers do you need for here? Let's count together."
- "Which sticker goes here—circle or square?"

Music: "Circle & Square Step Dance"

To help children enjoy movement and rhythm while learning about shapes by stepping and hopping on circles and squares made with masking tape on the floor.

Materials:

- Music player with simple rhythmic songs (e.g., "Walking Walking" "The Wheels on the Bus")
- Open floor space
- Blue or white masking tape for the floor.

Process:

1. Ask the children to stand on the masking tape circle on the floor.
2. Demonstrate how to walk, step, and jump along the masking tape while keeping the rhythm of the song.
3. Say, "I sing, so let's walk together on the circle!" and begin walking together along the circular path.
4. Repeat the activity with the square shape, gently helping the children notice the difference between the two.

Phrases & Questions:

- "Can you walk and step on the white tape?"
- "This is circle! We are walking on the circle!"
- "Can you see the window over there? Looks like it is square!"
- "Can you see the corners? 1, 2, 3, 4 corners!"
- "The circle doesn't have corner! Wow, very smooth."
- "Where is a circle? Can you find circles in this room?"

Outside/Movement – "Find the Circles & the Squares!"

To promote early shape recognition and gross motor development by encouraging children to explore circles and squares using large cardboard square frames and plastic hoops. Children will crawl through

the shapes, step into and lift them, and experiment with rolling them like wheels to notice differences in shape and movement. These actions support coordination, body awareness, and shape concept development through playful outdoor exploration.

Materials:

- Cardboard boxes
- Plastic round hoops

Preparation:

- Cut cardboard boxes into square frames (no top or bottom) about ankle height for children.
- Use scissors or a box cutter to carefully create the frames.
- Strengthen all edges with clear packing tape to ensure safety and durability.
- Prepare several large plastic hoops for circle shapes.

Steps:

1. Set up the activity on a grassy area outdoors, where children can move safely and freely.
2. Gather the children and show them the hoop and the square frame. Hold each one up and name the shape:
 - “This is a circle. This is a square.”
3. Model how to use the shapes:
 - Crawl through the hoop or the square.
 - Step inside the shape, then lift it up and place it next to you.
 - Try rolling the hoop like a wheel and then try rolling the square to see the difference.
4. Invite children to try each action one by one. Support and cheer them on.
5. Allow children to repeat and explore the actions freely at their own pace.

Phrases & Questions:

- “Can you find the circle?”
- “Can you go *through* the square?”
- “Let’s roll the circle! What happens?”
- “What happens if you try to roll the square?”
- “Which one is easier to roll?”
- “Can you step inside the shape? Now lift it up!”
- “Is it a circle or a square?”

Teacher Made Material:





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

- **dual language learners:**
Use both English and Spanish key shape words like “circle/círculo,” and “square / cuadrado.” Use gestures, visual aids, and repeat vocabulary often. Pair them with peers for support and model language through simple sentences.
- **children who have special needs**
Offer extra time and visual support. Let them explore shapes through touch (felt materials). Use clear, step-by-step instructions and adjust tasks based on motor or attention needs. One-on-one help may be provided if needed.

Documentation

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

1



1. Explanation:

- “Do you remember we read a book about circle and round?”
- “This is a circle. That is a square.”
- “Do you want to touch the circle/square?”
- “Yes, there are 1, 2, 3, 4 corners here.”

2

**2. Give children time to explore (touch/feel the circle & the square):**

- “Can you feel these corners?”
- “No corners, smooth.”

3

**3. Trying to fit the holes.**

- After observing and exploring, a girl picked up the circle and tried to fit the same shaped hole.
- “Yes, that is a circle. You found the circle!”

4

**4. Peers who were observing began to join.**

- One peer figured out what was happening and picked up a square, trying to fit it in.
- “Yes, that’s a square. You found the square!”

5



5. Everyone in the small group started to enjoy the activity.

- Experimenting: They began trying to fit circles into square holes, and squares into circle holes.
- Each child wants to try again.

6. We tried the activity again on another day, and the children showed the same interest as before, trying and exploring eagerly.



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:

- 1. Through this lesson plan I learned** that using shapes (circles and squares) in both gross motor and fine motor activities helps children engage more deeply in learning. I also learned that incorporating movement, visuals, and hands-on materials supports better participation and understanding, especially for diverse learners.
- 2. While observing and assessing the children prior to creating the lesson plan, I noticed** that many of them were naturally drawn to exploring different textures and shapes. Some children were already recognizing circles and squares in their environment, while others needed more structured support.
- 3. The thing that made me the happiest/most confident was** seeing the children excitedly participating, especially when they successfully matched the stickers or shapes and proudly announced their discoveries. It was especially rewarding to see children clapping their hands and celebrating themselves with big smiles.
- 4. I was unsure when** one child seemed more interested in throwing the square and circle objects instead of fitting them into each hole. However, I reminded myself that each child needs tailored learning opportunities. So, I allowed him to grab and throw the objects, and I waited patiently until he seemed satisfied with his throwing. After that, I gently encouraged him to join his peers in the shape-matching activity. I saw his throwing as a part of his learning experience. It reminded me to adapt quickly, respond to each child's needs, and check for understanding.
- 5. My biggest challenge was** keeping all children engaged when some finished the task faster than others. I had to think quickly to provide additional prompts or extend the activity for those who were ready to move on. It was also challenging to keep some children focused during my explanation or demonstration, as they were too excited to wait and wanted to try the activity right away. Next time, I will plan a more effective and quicker way to demonstrate in front of the children.
- 6. I used the following positive communication tools when** I encouraged the children with phrases like "You fit to the square hole!" and "Let's count the corner together—1, 2, 3, 4!" I used gestures, repetition, and positive reinforcement to keep the atmosphere fun and encouraging. I also knelt down to their eye level and used gestures to support my words.
- 7. Next time, I would** prepare some extension tasks for fast finishers—such as asking them to find shapes in the environment or create shape patterns. I would also consider using a visual instruction card for some children who need more visual structure, to help them follow along more independently.