

Lesson Plan 1

Formal Observations and Assessments

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

Max, an 18-month-old boy, displays strong curiosity about any toys placed in front of him. He picks up toys within his reach and explores them first by putting them in his mouth. After examining the toy orally, he often shakes it and observes how it moves.

When I approached him, Max was holding a phone-shaped toy (green and red in color). He lifted the toy high and showed it to me while vocalizing, "Da-da-da-da-da?" or "Da-da-da-da-da." He didn't seem to respond directly to my verbal explanations or questions, but he continued touching and moving the toy while I was talking. Once he finished examining the toy, he looked at me again, held the toy up in front of me, and repeated his vocalization: "Da-da-da-da-da?"

I then modeled how to play with the phone-shaped toy by holding it to my ear and saying, "Hello, is Max there? Can I talk to him?" Max watched my face and the toy carefully. He stood still, smiling, and clapped his hands with excitement. He then eagerly reached for the toy. When he grabbed it, he dropped it twice, showing some difficulty holding it firmly. After managing to grasp it securely, he mimicked my actions by holding it to his face and repeating, "Da-da-da-da-da?"

Max's speech development can be supported by encouraging more turn-taking interactions during play. Repeating his vocalizations and expanding them with simple words can reinforce language growth. His fine motor development—such as using fingers and palms to grasp and hold objects—can also be supported through activities that involve gripping and manipulating materials. Additionally, modeling functional play with toys, like using a toy phone for pretend conversations, can help strengthen his understanding of communication and social interaction.

Lesson Plan

Title/Theme/Unit/Project: "Watch, Copy, and Play!"

Enhance interaction through play/pretend play for social development, fine motor skill development, and language development/everyday objects and their uses/mimic talking, mimic action

Goals:

1. Goal APL-5: Children are willing to try new and challenging experiences.
2. Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.
3. Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
4. Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.
5. Goal CD-1: Children use their senses to construct knowledge about the world around them.

Developmental Indicators from NC Foundations for Early Learning addressed:

1. **Goal LDC-1:** Children understand communications from others.
 - **LDC-1g** (Follow simple directions and/or visual cues) (“Put your pillow on the mat.” “Please sit by me.”).
2. **Goal APL-5:** Children are willing to try new and challenging experiences.
 - **APL-5h** Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide).
3. **Goal HPD-5:** Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
 - **HPD-5d** Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball).
4. **Goal ESD-7:** Children recognize and respond to the needs and feelings of others.
 - **ESD-7e:** Match their tone and emotions to that of others during interactions.
5. **Goal ESD-3:** Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
 - **ESD-3h:** Offer toys and objects to familiar adults.
6. **Goal HPD-5:** Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.
 - **HPD-5f:** Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling).

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: Enhancing Fine Motor Skills, hand-eye coordination, problem-solving, social interaction

“Connecting Blocks” activity**Materials Needed:**

- Interlocking blocks with textured edges
- A soft mat or table for building
- Toy hammer

Step-by-Step Implementation**1. Introduction (Engagement & Setup)**

Teacher’s Actions & Phrases:

Ask Max to come over to the block table area by saying, “Max, do you want to play with some blocks with me?” to observe if he reacts to my invitation.

When he comes, I show him my action spreading out the interlocking blocks on the table gently.

Allow Max to explore the blocks freely while observing his curiosity.

Phrases & Questions:

“What do you want to do with these blocks?”

“How do they feel touching your block?”

"You're trying to put them together."

2. Guided Play & Interaction

- Demonstrate how to press two blocks together.
- Observe and support the child as they mimic the teacher. (physical movements, languages, fine motor skills)

Phrases & Questions:

"Watch. I'm going to push this block into this one."

"Look, these blocks can connect this way."

"Do you want to try this?" (Hand Max two blocks and encourage him to try.)

"Can you push these blocks together?"

"Let's try using both hands. I'll hold one side, and you push the other!"

"You did it! Look how strong your hands are!"

"What if we try to make a long tower? Do you think it will stay up?"

Dramatic Play: Encourage pretend play, social interaction, and language development using a toy phone.

"Phone Conversation" Activity

1. Introduction

I demonstrate how to hold the cup-phone tight and place near my ear as a demonstration.

Phrases & Questions:

"Look, what is this, Max? It's a cup phone."

"Can I talk to Max through the cup phone?"

"Hello, hello! Is Max there?"

"Can you hear me? How are you?"

"Hello!", "Who is calling?"

2. Guided Play – Model the Conversation

- Encourage the child to hold the cup-phone tightly with his hand, without dropping it off or squishing it.
- Encourage the child to mimic my words.

- **Demonstrate using the phone:**

Phrases & Questions:

- "Your mommy wants to talk to you, Max"

- "Hello, Max! How are you?" (Pause for response)

- "Oh, you're happy? That's great!"

- "What are you doing?"

- "Oh, you were playing with a teacher! "

3. Encourage turn-taking: Ask Max to give him a phone. (social interaction)

Phrases & Questions:

"It's my turn, Max."

"Can you give me the phone?"

"So, I can call your daddy, too."

4. Free Play – Encourage Creativity, observation time

- Let Max explore different ways to use the phone.

Phrases & Questions:

- "Who are you calling?"
- "Do you want to say hello?"
- "Ok, it was nice talking to you. Bye!"
- "That was fun! Who did you call today?" (Encourage a simple response.)
- "How do you like it?" (Observation for interaction)
- "Next time, we can call Grandma, ok?"
- "You did a good job talking on the phone."
- "Let's clap our hands to celebrate!"

Music "Mimic and Drum!": Enhance his fine motor skills, hand-eye coordination, sensory exploration, early rhythm awareness, social interaction with caregivers

1. Introduction**Teacher's Actions & Phrases**

- Sit with Max on the floor, placing the double-drum toy in front of him.
- Introducing the concept of drumming:
 - *"Max, look. We have a drum here. What do you think we can do with it?"*
- Demonstrate how to tap the drum in front of him with counting numbers.
 - *"I can tap this drum. One, two, three, four. Another side, too. One, two, three, four."*
- Ask him questions to encourage him to respond to my invitation.
 - *"Do you want to try, Max?" "How do you feel tapping this drum? One, two, three, ..."*

2. Guided Play & Interaction**Phrases:**

- Demonstrate different ways to play the drum:
 - *"I can tap softly with one finger like this... tap, tap, tap! Can you try?"*
 - *"Now let's try hitting with a whole hand! Boom, boom!"*
- Introducing call-and-response play:
 - Tap a short rhythm and encourage Max to imitate:
 - *"Listen to this! Tap-tap-tap...", "Sounds soft and fast.", "now it's your turn, Max."*
- Introducing words "right" and "left".
 - *"I tap here, left-left-left", "I tap this side, right-right-right." with tapping each side.*
 - *"Can you tap the left side?" "Left-left-left", "Can you tap the right side?" "Right-right-right."*

Physical Movement “Swing and Mimic Words” Activity: grabbing, arm & hands movement, language development, observation skills, social interaction

1. Introduction

Phrases:

- Walk with Max to the swing and help him get seated safely.
- Engage him by asking:
 - *"Are you ready to swing?" (Wait for his reaction)*
- Start with a gentle push and observe his reaction.
- Question:
 - *"Can you hold these white ropes(of the swing) with your hands?" (Observe if he reacts to the question and if he can grasp the rope tight).*
 - *"What do you see from the swing?"*
 - *"Where are cars? Can you see them?"*
 - *"Can you point out with your fingers like this?"*

2. Interaction

Phrases:

- Gradually increase the swinging motion based on Max's comfort level.
 - *"Here we go. Up and back down"*
- Encourage Max to notice his surroundings:
 - *"Look. I saw a big truck. What can you see?"*
 - *"Look. I saw a white car. Let's wave our hands, 'bye'."*
 - *"That is a bus! I like the bus. Do you like the bus?"*
 - *"Look. That is a school bus over there. Can you see the yellow color?"*
- Ask questions:
 - *"Where do you think the cars are going?"*
 - *"Do you think they go home?"*

4. Closing activity

Phrases:

- *"We saw so many cars today!"*
- *"Do you remember where the cars are?" (Wait for his reaction pointing cars with his fingers).*
- *"Let's say goodbye to the cars!" (Encourage him to say "bye-bye".)*

Manipulative Activity: “Scoop like Me!”: Scoop small balls with a big spoon and transfer to another container.

(other pictures are the blow)



Some children have difficulty using spoons during mealtimes, so this activity encourages them to practice using spoons in a fun way. It also introduces color names (such as green and red) and numbers

(from one to five). Each child receives a plate with small balls and uses a large spoon to scoop and transfer them into another container.

1. Introduction

Teacher's Actions & Phrases:

- Invite children to the table and explain the color of red and green.
- Demonstrate how to use this tool.
- Engage them by asking:
 - *"Did you see how I scoop a red ball with my big spoon?" (Wait for their reaction)*
 - *"I put the ball into the box."*
 - *"I put the red ball on the green plate."*
 - *"Can you pick up the ball over there?"*
- Start with a gentle push and observe his reaction.

Closing activity

Teacher's Actions & Phrases:

- *"We scooped green balls and red balls!"*
- *"Can you tell me what color this ball is?" (Wait for the child reaction).*
- *"Great job! Using the spoon was fun—let's give ourselves a clap!"*

Teacher Made Material: Red & Green Balls, Red & Green Plates with walls for "Scoop like Me!"





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

- **dual language learners:** If Max was a dual language learner such as Spanish, I use simple word with his home language. "Hello/ Hola", "Green/verde", "Red/Roja", "Spoon/cuchara". And I will wait if he reacts to these words or not. Meanwhile, I will ask his mother to bring his favorite Spanish children's book, so I can continue to expose him to his home language in daycare, too.
- **children who have disabilities:** If Max were a child with low vision, I would first help him explore and touch the materials before we start playing together. This way, he can learn about the shapes and textures using his hands. I would support him as he scoops the balls and help him confirm that a ball is in the spoon by letting him feel it. I would also model simple language to describe what he is experiencing, using phrases like, "A red one is in your spoon," or "The red plate is here, and the green plate is there."

Dual language learners (If the child speaks Spanish at home)

1. Use simple but clear Spanish words alongside English, such as "Hello/Hola," "Green/Verde," "Red/Roja," and "Spoon/Cuchara."
2. Ask simple questions that the child can answer in the language he/she feels comfortable.

3. Model how to say words in both languages and prepare index cards with vocabulary words in both English and Spanish for easy reference.
4. Before each activity (such as Art, Math/Manipulatives, Outdoor, Dramatic Play, and Block Play), read a book in the child's home language, Spanish, to build background knowledge and introduce key concepts.
5. Encourage the family to introduce the child's favorite books in their home language. Place these books in the Book Corner, allowing the child to read them independently or occasionally have the teacher read aloud to them.
6. Find a song related to the lesson plan theme on platforms like YouTube, play it, and sing along with the children to reinforce the learning experience.

Children who have special needs

1. The teacher uses multisensory instruction, including visual cards and hands-on guidance, to help the child understand through tactile experiences.
2. Attach Velcro to the bottom of the plate to secure it to the table.
3. Provide step-by-step instructions to support the development of fine motor skills.
4. Provide a quiet, distraction-free space for the child to focus on tasks, helping them maintain attention and reduce sensory overload.
5. Use visual schedules or task cards to break down activities into smaller steps, allowing the child to better understand and follow the sequence of tasks.
6. Provide a quiet, distraction-free space for the child to focus on tasks, helping them maintain attention and reduce sensory overload.

In what ways does this lesson plan address equity (make references to the NAEYC Advancing Equity in Early Childhood Education Position Statement): I ensure that all children have equitable access to the learning environment, materials, and meaningful interactions with both adults and peers that support their growth. By providing tailored activities for each child, I aim to enhance his development of fine motor skills, language abilities, and social interactions through play. If the child has special needs, it is my responsibility to offer him the same learning opportunities as children without special needs while making appropriate adaptations. Additionally, if he is a dual language learner, he should have opportunities to feel that his home language is valued and welcomed. In this regard, handmade toys are an effective approach because they can be adjusted and created to match each child's individual abilities. This allows me to provide effective learning experiences that are both inclusive and developmentally appropriate for all children.

Documentation

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

Manipulative Activity: "Scoop like Me!"



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: During the activity, I observed that children were highly engaged in scooping and naming colors. Some needed support holding the spoon, which showed me the activity was helpful for practicing fine motor skills. One child began counting the balls aloud, so I added number words to support early math learning. I adjusted my language based on each child's response and gave extra time to those who needed it. Overall, the lesson plan supported both motor and language development, and I will continue using similar hands-on, sensory-based activities in the future.

Through this lesson plan I learned: Through this lesson plan, I learned how a simple, hands-on activity like scooping can become a powerful tool for supporting multiple areas of development, such as fine motor coordination, turn-taking, and early math and language skills. I also realized the importance of being intentional with my language and interactions to help children connect play with learning goals. It reminded me how meaningful even basic materials can be when they are used with purpose and care.

While observing and assessing the children prior to creating the lesson plan, I noticed: While observing and assessing the children before creating the lesson plan, I noticed that many of them had some difficulty using spoons during snack or lunch time. They were still developing wrist strength and hand-eye coordination, and a few would even get frustrated or lose interest using utensils during meals. That made me think about how I could give them more opportunities to practice in a way that felt fun, low-pressure, and playful. I also noticed their interest in colors and containers, which helped shape the activity design.

The thing that made me the happiest/most confident was: The thing that made me feel happiest and most confident was watching how excited and focused the children became as they tried to scoop the balls on their own. Some of them even clap their hands after they successfully scoop the balls into the plate. It was especially rewarding to see how they stayed engaged and trying to mimic my words like naming colors or counting together. Those moments helped reassure me that they were not only having fun but also growing and learning during the activity.

I was unhappy/unsure when: I was a bit unsure if the children were able to connect this spoon activity with using spoons during mealtimes. So, I am planning to repeat similar spoon activities several times, gradually using smaller spoons each time. Eventually, I would like to incorporate the same type of spoon they use during meals into the play. I believe this might help the children become more interested in using a spoon to scoop food during mealtimes.

My biggest challenge was: My biggest challenge was managing the needs of all the children at once while still giving individual attention, especially to those who needed extra support. Some children were ready to scoop right away, while others needed more modeling and hand-over-hand assistance. Balancing the group dynamic while staying calm and responsive to each child was something I had to keep adjusting throughout the activity. It made me think more about how to prepare materials and space to encourage more independence.

I used the following positive communication tools when: I used positive communication tools such as encouraging words, clear modeling, and gentle tone throughout the activity. For example, when a child successfully scooped a ball, I would say, "Wow, you scooped the red ball all by yourself! Great job!" I also used questions like "What color do you have now?" or "Can you scoop one more?" to keep them

thinking and participating. When a child got frustrated, I calmly said, "It's okay to try again. I'll help you," which helped them feel supported and motivated to keep going.

Next time, I would (tell what you would do differently and why): Next time, I would include more variety in the textures and sizes of the balls to offer additional sensory input, especially for children with visual impairments or sensory-seeking behavior. I would also consider setting up smaller group rotations so that I could give more focused attention to each child and better scaffold their learning. This way, I can make sure that every child feels successful and engaged at their own level while still being part of the group activity.