

SOLAR LESSON PLAN FORMAT

Age Level: Pre-K

Subject(s) Area: Fine Motor, math

Materials Needed: Noodles, String (shoe Laces)

Standards:

Code and description:

Fine Motor: Controls small muscles in hands when doing simple tasks.

Coordinates eye and hand movements.

Objectives:

What will the students know or be able to do?:

Identify colors of noodles (red, yellow, blue)

create a "chain" of noodles in patterns of shape of color

Cognitive Level of Lesson (Bloom's Taxonomy):

Create, knowledge

Learning Activities:

Technology: none. Music could be played in background

Required Vocabulary: Pattern

Instructional Methods:

(During center time)

Begin by showing students tub of noodles and strings. Ask them what they think we are going to do.

Pull out one of the stings and begin stringing noodles on in a pattern. Explain that they have to string the noodles on the shoe laces.

They can do this in any way they want, pattern by size or by color.

Break into center time and allow 4 students at the station at a time.

Guided Practice Strategies:

Ask students questions, show them how to string the noodles, explain to them what a pattern is, ask if they can make patterns out of other things in the classroom.

Independent Concrete Practice/Application: This could be similar to treading a needle for repair stitching. Students will do this activity by themselves in center time.

Wrap-Up: When it is getting close to having the students move on to the next lesson, help them clean up and put tub away. Transition into the next lesson.

Assessment:

Formative: Watch as students string. Focus on how they are holding both the string and the noodle – What is their fine motor skills like? Are they creating in patterns?

Summative: Ask students to create a pattern of noodle color or noodle shape for you. Watch as students create and focus on which noodles they are picking – Do they understand the concept of patterns?

Reflection:

I feel like this lesson could have gone a little smoother. After I taught it, it seemed like students lost interest in it quickly. I think if I had related it to other lessons better, they might have found a deeper interest in it. Many of the students exceeded at this lesson and showed that stringing and making patterns was simple for them. I could have expanded on the lesson more by sitting down with each of the students and giving them a pattern to make for me. This would prove to me that they know what a pattern is and they truly know what they are doing in the lesson.

SOLAR LESSON PLAN FORMAT

Age Level: Pre-K

Subject(s) Area: Fine Motor, Colors

Materials Needed: colored cups (one for each color of rainbow), colored shaped buttons, colored pom-poms.

Standards:

Code and description:

Fine Motor: Controls Small muscles in hands when doing simple tasks.

Cognitive Development: Attends to colors, shapes, patterns or pictures.

Uses objects in new ways or in pretend play.

Objectives:

What will the students know or be able to do?:

Compare, Contrast and Organize colors into the correct colored cup

Demonstrate and understanding of colors by sorting the different colors.

Identify different shapes and colors.

Cognitive Level of Lesson (Bloom's Taxonomy):

Understand, apply, analyze

Learning Activities:

Technology: none. Music could be played in background

Required Vocabulary: Sort

Instructional Methods:

(During center time)

Introduced the idea of sorting to students. Explain that it means grouping like things together.

Show students lesson that I have brought in and review the colors of the rainbow with them. As I go over each color, pull a button of pompom out of the basket to show the students.

Show students that they are meant to sort colors into the correct colored cups.

Ask them which cup _____ color would go into.

Break into center groups and walk around the classroom helping students when needed.

Guided Practice Strategies: Review colors with students. Ask them what shapes the buttons are. As they are sorting ask them why they are placing the buttons or pompoms in the cups they are. "Why does yellow go into yellow and not blue?"

Independent Concrete Practice/Application: Students can use this to review their colors and shapes. It helps them understand the difference between the colors.

Wrap-Up: Tell students to finish sorting their colors and clean up when they are done. Transition into next lesson.

Assessment:

Formative: As the students are sorting, sit down next to them and watch them sort. Ask them why they are sorting the way they are and what the different colors are.

Summative: Ask students to find other objects in the room that are the same colors as the buttons and pompoms. Can they think of anything at home that has those colors? Have the students sort pictures of objects.

Reflection:

The students loved this lesson. When I taught it they were anxious to get working on it. While they were working on the lesson, I sat down next to them and helped them sort. As they were sorting, I asked them about the different colors and talked to them about how they were sorting. While we were having this conversation, they were working together to sort the colors. If I were to change this lesson at all, I would include other objects in the basket that were different shades or shapes to give students a bit more of a challenge.

SOLAR LESSON PLAN FORMAT

Age Level: Pre-K

Subject(s) Area: Fine Motor, letter recognition

Materials Needed: individual Name bags with the following: magnet letters, card with name printed on it, card with letters cut apart to make a puzzle, traceable name sheets, marker/crayons/pencil.

Standards:

Code and description:

Language Development and communication: shows confidences in increasing abilities

Demonstrates interest and involvement with books and other print materials

Fine motor: Controls small muscles in hands when doing simple tasks.

Objectives:

What will the students know or be able to do?:

Demonstrate their knowledge of spelling and letters by spelling their name with provided materials.

Identify and Assemble letters in the correct order to spell their name

Cognitive Level of Lesson (Bloom's Taxonomy):

Create, apply, understand

Learning Activities:

Technology: none. Music could be played in background

Required Vocabulary: spell, trace

Instructional Methods:

(During center time)

Talk to students about past lessons I have seen done (abc's, letter sounds, tracing, writing, etc.).

Pull out one of the students bags and talk about what is inside.

"You have one big card that has your name on it. You can trace it with your finger, make the sounds of the letters, and practice spelling your name...."

Explain the name puzzle.

Show that they have magnet letters in the bag that they can use to feel the shape of the letters and spell their name out with.

Finally, pull out the three sheets of traceable letters, say that they can pick their favorite color to trace their name with.

Tell students that they each have their own bag and call them one by one to get their bag from you and go to work at one of the tables.

Guided Practice Strategies:

Ask students what they think is in the bag and what they can do with each of the objects in the bag. As they are working, go around to each student and talk to them about what they are doing. How are they spelling?

Independent Concrete Practice/Application: This activity helps them work on holding a pencil and spelling their name.

Wrap-Up: Once students are done tracing or spelling, have them bag their materials back up and move on to the next activity.

Assessment:

Formative: As students spell out their names focus on if they are putting the letters in the right form. Are any of them backwards? How are they holding their pencils?

Summative: Ask students to point out specific letters in their names or in their neighbor's names. Eventually have them write their names without an outline to follow.

Reflection:

Out of all of my lessons, I think this lesson was the best. They were excited to start working on it right away and many of the students wanted to show me that they could spell their names. The magnet letters were a great addition to help students feel the letters. If I were to do this lesson again, I think I would find some pictures of objects that start with different letters in their names and include those in the bag as well so they can associate the letters with other things.