Liz Miller – ECE 334/335 – Lesson Plan 1

**University of Mary Department of Education Lesson Plan – (with ECE adjustments)**

**SOLAR**

**Age Level: Toddler (18 – 24 months)**

**Subject(s) Area: Art / Sensory / Fine Motor / Initiative / Focus**

**Materials Needed:**

* White paper
* Tempra paint
* Yarn (cut into about 6 inch strips)
* Popsicle sticks
* Small plates

**Standards (Early Learning Guidelines):**

* Visual Arts: Use a variety of media and materials for sensory experience, exploration, and creative expression.
* Initiative and Curiosity: Make independent and interdependent decisions and choices.
* Fine Motor Development: Engage in a variety of small muscle activities.
* Fine Motor Development: Exhibit control, strength, and dexterity in manipulating objects (e.g., yarn, popsicle sticks) and tools.
* Self Regulation: Regulate physical actions.
* Engagement and Persistence: Sustain attention and focus on activities

**Objectives:**

* The students will strengthen their fine motor skills through a sensory experience of painting with yarn.
* The students will paint with colors and practice their color memory.
* If working in groups, the students will practice self-regulation in waiting for directions and taking turns.

**Learning Activities:**

1. In groups of one or two, introduce the painting activity by emphasizing “paint” and “yarn”.
2. Talk through the activity as you put different colors on the plates and stir the yarn into each color using the popsicle stick.

\*If a student has the ability to transition and it is developmentally appropriate, have him/her assist in stirring the yarn with the stick.

1. *Ask the student* which color he/she would like to use first. If the student is pointing and non-verbal, clarify which color to use, pronouncing its name.
2. Show the student what it looks like to pull the yarn across the paper. *“What happens if I keep my hand off of the paper and pull it slowly?” “What does it look like if I push the yarn across the paper?”*
3. Guide the student in using different colors until the project is finished.

 Also include: *Reflective Questions* and Vocabulary Words introduced.

**Assessment** will be primarily observation of the student’s capability to grasp the paint-covered yarn and to imitate pulling it across the page, with hand in the air. Also, observation should include if the students struggle with using wet paint sensory objects.

**Reflection:** This was probably one of my most sensory-directed activities throughout ECE practicum. I worked with the students one-on-one, guiding each student through the painting process. However, I would have done this much differently in that it could have been a sensory center. Purposeful play is more engaging for the students when they are free to utilize their independence in the activity. I imagine this lesson would have been different and more “fun” for the kiddos if they could come to the table – maybe with a limit of 3 or 4 – and paint as they became interested. I still would have guided the painting process and the child interaction, however they would have guided the activity and the end product would be completely of their own initiative.

 I made sure to incorporate interactive comments and a few reflective questioning. I made an adjustment for a child who was hesitant to paint for fear of the mess or the sensory overload; I attached yarn to popsicle sticks so that he could pull the yarn across the paper without getting paint on his hands. On that note, many of the students would stop in the middle of the project, concerned with the paint on their hands. I may have been able to address this from the beginning, showing the paint on my own hands. However, this may be unavoidable regardless and is just something to keep in mind. Attached are some examples of the projects.

