## **Lesson Plan Template**

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Grade: Infa			Subject: Perceptual, Motor, and Physical Development (Fine Motor)	
	Key ring (or something	g of the sort)	Technology Needed:	
	al Strategies:		Guided Practices and Concrete Ap	oplication:
<u>Guide</u> Socrat Learni Lectur	ology integration	Peer teaching/collaboration/ cooperative learning Visuals/Graphic organizers PBL Discussion/Debate Modeling	Large group activity Independent activity Pairing/collaboration Simulations/Scenarios <u>Other (list) (Potentially</u> <u>small group depending on</u> <u>which infants are around)</u> Explain:	<u>Hands-on</u> Technology integration Imitation/Repeat/Mimic
<ul> <li>Standard(s)</li> <li>Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions</li> <li>Goal IT- PMP 7: Child uses hands for exploration, play, and daily routines.</li> </ul>			Differentiation Below Proficiency: The student will potentially need some prompting from the teacher, It also would be appropriate to start by touching the toy to their hands then gradually moving it up to try to encourage stretching of the arms	
Ohiastival	<b>a</b> )		stretching of the arms	
<ul> <li>Objective(s)</li> <li>The infant will reach for and grasp the toy that is held above his/her head by incorporating hand eye coordination to figure out where to grasp.</li> </ul>			Above Proficiency: If the infant can reach for the toy, have them start grasping the toy and moving it around.	
Bloom's Taxonomy Cognitive Level: Application Classroom Management- (grouping(s), movement/transitions, etc.) Ideally the infant will be in an individual setting where it is just me, as the teacher and the infant. However, if there are other babies around and they need some attention, it could easily be adapted to a small			Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)         Auditory- the teacher will be talking through the activity with the infant         Visual- the toy will be bright and exciting to look at         Tactile- the infant will be grasping a toy and feeling it with their senses         Kinesthetic- there will be arm movement with the reaching         Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)         The baby will be laying on their back next to you.	
Minutes		Procedures		
0	Set-up/Prep: Have the baby next to you and a toy within reach.			
10 seconds	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Hi there, C! Look at this toy! Do you see the colors here? What textures do you think it has? We're going to practice your hand-eye coordination! You've used it before, but we're going to focus in on it! What do you think about that?			
1	<ul> <li>Explain: (concepts, procedures, vocabulary, etc.)</li> <li>Vocabulary: Reach, Grasp, Grab interact with the child with phrases such as: <ul> <li>Can you reach for the keys?</li> <li>Look! You're extending your arm and reaching so far!</li> <li>That's such a big reach!</li> <li>Can you grasp the ring?</li> <li>Use your fingers to wrap around the ring and grab onto it!</li> <li>Grasp onto the ring!</li> <li>You're using your eyes to see the keys and then grabbing them based on what you see! That's called hand-eye coordination and you're so good at it!</li> </ul> </li> </ul>			
30 seconds	<ul> <li>Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</li> <li>During this time let the baby hold onto the key ring. Talk about what they are doing and ask questions such as:         <ul> <li>What does it feel like?</li> </ul> </li> </ul>			

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• How did you grab it? Did you reach so far?				
What do you use these keys for?				
Where are you going to drive your car?				
Review (wrap up and transition to next activity): Did you reach for the keys? You got them by reaching your h so good at grabbing onto things and using your fingers to gra	aand so far up! You also grabbed onto the keys! Good job! You're getting asp things.			
Formative Assessment: (linked to objectives)	Summative Assessment (linked back to objectives)			
Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.	End of lesson:			
Observation. Look for how the fingers are working and moving and how				
well the extension of the arm is going. Are they able to grab onto the	If applicable- overall unit, chapter, concept, etc.:			
keys easily, or does it take them a bit to locate the keys even though				
they are looking right at them?				
Consideration for Back-up Plan:				
Change the object for grasping depending on what available or what				
the baby needs to be interested. Be ready to change voice inflections				
and tone to keep their attention.				
Reflection (What went well? What did the students learn? How do you	know? What changes would you make?):			
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