

## Solar Lesson Plan 2 Infants

Age Level: 6 months old

Subject(s) Area: Object permanence; fine motor; eye-hand coordination

Materials Needed: Paper Towel Tube; scarf

Standards

Code and description:

Fine Motor Development: Uses hands or feet to make contact with people or objects

Fine Motor Development: Develops small muscle control and coordination

Fine Motor Development: Coordinates eye and hand movements

Memory: Searches for missing or hidden object

Objectives: What will the students know or be able to do? At what Bloom's Taxonomy-descriptive words. To what accuracy?)

Infants will recognize that teacher placed scarf in the tube.

Infants will remember where teacher placed scarf.

Infants will recognize that scarf is still here even though scarf may not be in sight.

Infants will recognize that they can pull the scarf out of the tube by using their hands.

Learning Activities:

Technology: N/A

Required Vocabulary (list of age appropriate definitions):

Hiding: out of sight; teacher may ask, "Where is the scarf?"

Scarf: blanket

Pull: take scarf out of tube

Opening Element: (Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.)

Play peek-a-boo with baby.

Instructional Methods:

Guided Practice Strategies: Levels of scaffolding, various elements broken into parts, etc.

Caregiver will place scarf in the tube. Caregiver should have the scarf sticking out of the tube, so infant can see the scarf.

Caregiver should gently pull the scarf back. Caregiver should ask the infant, “Where’s the scarf hiding?”

Caregiver should push the scarf back through the tube, so infant can see the scarf. Caregiver should encourage the infant to touch the scarf and play with it.

Independent Concrete Practice/Application: practice of skills in practical ways

Caregiver should push the scarf through the tube. The scarf should be sticking out just a bit, so the infant can see it, grab it, and pull it out.

Caregiver should then, pull the scarf back into the tube, so scarf is hiding a bit. Caregiver should ask infant where’s the scarf hiding?

Infant should then, look for the scarf in the tube and pull it out when they find it.

Differentiation:

If infants are struggling with trying to find the scarf, caregiver should pull the scarf in the tube, so the scarf is sticking out just a bit. The caregiver should pull the scarf out of the tube.

Caregiver should do this several times, and then the infant should try this.

If infants are not reaching for the scarf, caregiver may guide infant’s hand toward the scarf.

Caregiver may help infant grasp and pull the scarf out of the tube.

Reflective Questions: (Questions asked to help students process or reflect upon content)

During the anticipatory set, as caregiver and infant play peek-a-boo, caregiver may ask, “Where is \_\_\_\_\_ (name of child)? There’s \_\_\_\_\_ (name of child).”

As caregiver is pulling scarf in the tube, caregiver may ask, “Where’s the scarf hiding?” or “Where’s the scarf?” Infant will pull scarf out of tube and caregiver should say, “There’s the scarf!!”

Wrap-Up:

Once infant’s attention is on something else, caregiver can place the scarf and tube aside.

Assessment:

Formative- How does your assessment show individual measurability?

Caregiver will observe as infant tries to find scarf hiding in the tube. If infant is not looking for scarf, caregiver will know that infant may not understand object permanence. If this happens, caregiver should show infant that scarf is still there by pulling the scarf out of tube and showing the infant.

Summative: Include examples of what you would assess at the end of learning.

Caregiver will assess infant’s ability to use hand-eye coordination to see the scarf and pull it out of the tube.

Caregiver will assess infant's understanding of object permanence to pull scarf out of tube even if scarf is out of sight.

Caregiver will assess infant's ability to use fine motor skills to pull the scarf out of the tube.

Reflection:

Summary of strengths, weaknesses, changes made during implementation, changes to be made in the future, review of what the children learned, etc.

The anticipatory set went really smoothly. I did this activity with just one infant, and this infant loved playing peek-a-boo. I think the anticipatory set transitioned nicely into the actual lesson I did with the infant. If I do this activity in the future, I will try to find a better tube to hide the scarf in. I found that this infant wanted to chew on the tube. I think if I could find a plastic tube rather than a paper tube it may be better. The infant developed his fine motor and eye-hand coordination skills. He also was beginning to learn object permanence. Every part of this lesson was critical to the infant's understanding of object permanence. It is incredible to think that even infants are learning some extraordinary things each day and that we as caregivers can help enhance their cognitive development by the way we interact and play with these infants.