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DATE: February 18, 2021

SUBJECT OF LESSON: Developing fine-motor skills

OF CHILDREN: 2–3 students (Class of 7)

TIME ESTIMATE: 10–15 minutes

GRADE LEVEL: Pre-K4

I. INTENDED STUDENT OUTCOMES: (Behavioral Objectives)

1. Objectives:

- Condition (the setting under which the students will demonstrate the behavior)
 - Students will, in small groups, crush / scrunch paper balls using only their dominant hands and play catch.
- Observable behavior (what the students will be able to do as a result of the lesson)
 - Given a sheet of paper / newsprint, students will crush / scrunch the paper—using only their dominant hand—into a paper ball. Students will practice playing catch with the newspaper ball.
 - (Related)
 - Establish and sustain positive relationships and make friends
 - Demonstrate gross-motor manipulative skills
 - Demonstrate positive approaches to learning — attending and engaging, curiosity and motivation
 - Use number concepts and operations — counting
- Criterion of Performance (level of acceptable performance)
 - Student can crush / scrunch a sheet of paper into a ball shape.
 - Students can successfully catch the paper ball at least one time.
 - Students can count the number of times they can successfully catch the paper ball.
 - Student can attend to the experience for 10–12 minutes

2. Common Core State Standards/Ontario Learning Expectations:

PKSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

NY-PK.CC.3a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)

NY-PK.CC.1: Count to 20.

II. PREPARATION:

1. Materials/Technology:

- Teacher materials
 - 1. Large sheets of paper / newsprint

2. Prior Knowledge:

- Basic social / friendship skills
- Basic gross-motor skills
- Basic counting skills

3. Need to Do Ahead of Time:

- Arrange 2 or more students around a table
- Unpack markers
- Set up easel with large format paper pad

III. BODY OF THE LESSON:

1. Setting the Stage for Learning/Anticipatory Set:

Explain to the large group/class that we will be learning about tallying today and that tallying is used for counting things quickly and keeping track of what's been counted already. Explain that tallying can be used for a variety of things such as: counting and keeping track of toys, counting people/objects, voting. (1 min)

2. Steps of the lesson (5 min):

1. Teacher will invite a small group of children (2 or more) to practice gross- and fine-motor skills using sheets of paper. Teacher will model crushing / scrunching a piece of paper into a ball shape using his / her dominant hand.
2. Students will crush / scrunch a whole sheet of paper into a ball using their dominant hands.
3. Students will practice playing catch with themselves at their mat.
4. Students will count the number of times they can successfully catch their ball.

3. Closure (5 min):

1. Students can practice playing catch with each other.
2. For a challenge, students can play catch with each other using their dominant hand.

IV. ASSESSMENT:

Assessment and rationale

- The activity provides an opportunity for assessment throughout its entirety with: measuring both gross- and fine-motor skills development, building positive relationships / making friends, counting ability, and measuring the student's attendance, engagement, curiosity and motivation