Lesson Plan: Addressing Stakeholders

Institutional Affiliations

Name

Date

**Lesson Plan: Addressing Stakeholders**

**Lessontitle**: Fine Motor Skills Development

**Students Age**: 3 – 5 years old

**Target group**: Students in pre-kindergartens

**Lesson Description**: The activity aims to strengthen small muscles such as those controlling the thumb, fingers, and hand. Children will develop the ability to feed themselves, draw, write, and grasp items effectively.

**Prerequisite Knowledge and Skills**: The students need to have ability to walk properly

**Objectives**

1. Students to construct straw jewelry
2. Students to practice the motor skills
3. Students to learn how different tools are used
4. To develop the ability of students to grasp objects

**NAEYC Standards**

The lesson will be designed in line with the following standards as provided for by the NAEYC.

**Standard 1**: Relationships

The activities carried out will enhance the relationship among children and their teachers as well.

**Standard 3**: Teaching

Students will be taught based on their ability and ease of learning

**Standard 9**: Children will work in a safe and healthy environment.

Materials: Scissors, plastic beads, plastic straws and bundles of yarn

Duration; 45 minutes

**Planning Pyramid**

**NAEYC Standards principles**

The lesson will be designed based on the following principles as provided for by the NAEYC.

The principles of the National Association for the Education of Young Children (NAEYC) that the lesson is based on is principle number 10, “Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence("NAEYC," n.d.).” The lesson is also based on the principle that children need to be challenged for development and learning to take place.

The components of curriculum design appropriate for early childhood education are a stated philosophy, a well-planned environment, facilitating optimal learning through emphasis on interpersonal interaction, and instructional strategies that enhance individual learning.

The technology that would be used is an application that will help the students to create, edit, save and share information with their colleagues and parents. The application will be accessible to parents and teachers.

**Lesson structure**

The teacher will demonstrate to the students how they should measure yam around their neck and wrist. They will also demonstrate how students should wrap yarn loosely around their neck and wrist.

The teacher will guide the students on how to use scissors in cutting yarn

Students will be required to cut their yarn strings into pieces

They will then be required to measure and cut the straws into pieces

The teacher will guide the students to collect the pieces that should be used in creating jewelry.

After collecting all the pieces, students will be given time to creatively think how they can make their jewelry attracting.

The teacher will collect the design for every student and assist those who might be stuck

The teacher will then demonstrate how straws and beads should be used to create a necklace and a jewelry.

Students will then be required to follow the guidelines of the teacher.

There will be an open forum where students can ask any question regarding the activity. All questions will have to be addressed to enhance the success of the activity. Minimal assistance will be provided to the students unless it is inevitable.

The work done by each student will be checked after completion. Every student should be congratulated on what they have done regardless of the quality of the necklace or jewelry they will have made.

During the exercise, age appropriate scissors will be used. Students should be guided carefully on how to use the scissors. In case of students with disabilities, the teacher should cut the yarn and straws for them and guide them on what they can do depending on their ability.

Reference

NAEYC. (n.d.). Retrieved from https://www.naeyc.org/resources/topics/12-principles-of-child-development