

# Lesson Plans Examples

*Note: The lesson plans are part of a series of lesson plans for children aged 3.5-4 years. The plans are not continuous, i.e. they do not follow one another in time and scope.*

*Please adjust them based on the child's stage of development, the skills s/he shows an interest in developing and/or the areas of development which require attention.*

*I am a Montessori-qualified teacher (or Guide as we call them in Montessori speak :) with a First Class Honours Degree in Modern Languages.*

*If you are looking for a dedicated pedagogue with experience of teaching children aged 2.5-7 in all subjects and foreign languages (English, French, and Spanish) to Mittlere Reife/ GSCE/Brevet level, as well as a caring, supportive approach, then please [contact me here](#) or by going to the contact page on my website.*

*I teach one-on-one and in small groups in schools, community centres, libraries, etc. My aim is to raise the achievements of pupils beyond their own expectations with rewarding sessions and to get them to enjoy the learning process.*

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## LESSON PLAN

**AGE: No.No YEARS (YEAR.MONTH, i.e. 3.8 years)**

**AREA(S) OF LEARNING: AEL, SENSORIAL, PRE-WRITING PRACTICE (FOCUS ON FINE MOTOR SKILLS) and CREATIVITY.**

**PREPARATION:**

**1) LIST THE GROUND RULES:** we look at each other when we speak, we listen to the other when s/he talks and we treat the materials with respect (our hands and feet are kind).

**2) ICE BREAKER GAME IF THE CHILD IS SHY.**

**INTRO: ASK CHILD if s/he is ready to start the activity.... If not demonstrate.**

**ACTIVITIES:**

**1) TRACING SANDPAPER NUMERALS:** remind the child about prior lessons (1-6). Check that she recognises the sandpaper numeral which corresponds to sound '3-6'. Otherwise, repeat 3 PL. Then, invite the child to trace & sound the number. If necessary, demonstrate how you trace the sandpaper numeral. Only introduce numeral '7', '8', and '9' if child seems confident with 1-6.

**PICTURE:**



**OBJECTIVE(S):** develop fine motor skills, kinaesthetic memory of numerals and tracing skills.

**MATERIALS NEEDED:**

- sandpaper numerals pre-wrapped in a cut-to-size plastic cover

**PLAYFUL EXTENSION:** ASK CHILD TO TRACE NUMBER WITH BODY MOVEMENTS.

**2) BIRTHDAY CANDLES:** mention to the child that we are going to make a birthday cake from play-dough (use a pastry cutter by way of mould) and we will put on the cake the numerical candle which corresponds to a specific birthday (1 for 1 year, etc. > do exercise initially sequentially, then randomly) to practice with numbers previously taught.

**PICTURE:**



**OBJECTIVE(S):** develop fine motor skills, kinaesthetic memory of shapes, recognition of numerals and association between numerals and age (=quantity).

**MATERIALS NEEDED:**

- numerical candles (1-9).
- 1 medium-sized pastry cutter
- 1 or 2 tubs of play-dough

**3) TRACING SANDPAPER NUMERALS:** ask the child about her favourite candle amongst, 4-7. Ask her to recognize the sandpaper numeral which corresponds to her favourite numeral. Then, demonstrate how you trace the sandpaper numeral using plasticine + tidying up. Invite the child to trace + tidying up. Repeat exercise once more if successful.

**PICTURE:**



**OBJECTIVE(S):** develop fine motor skills, kinaesthetic memory of numerals and tracing skills.

**MATERIALS NEEDED:**

- sandpaper numerals pre-wrapped in a cut-to-size plastic cover
- plasticine
- apron (tray optional)

**4) INSETS FOR DESIGN (naming, feeling & tracing shapes):** invite the child to name circle, ellipse /ə'lips/, oval /'ōvəl/, quatrefoil, square, triangle and rectangle. **Introduce the 'curved triangle' shape.** Remind the child how she previously worked on tracing a number of shapes. Then invite the child to work on tracing the curved triangle shape. Show the child how you place the frame first and then the inset on the tray. Then ask the child to select 2 pieces of paper and 2 coloured pencils and place these on the tray with the inset and frame. Show the child how to cover the paper with the frame, and holding the frame with the non-dominant hand and using the correct pencil grip, draw slowly and lightly around the frame in an ANTI-CLOCKWISE DIRECTION starting at 1 o'clock. The child is then invited to do the same. Then encourage child to draw the shape in the air using index finger.

**PHOTOS/ILLUSTRATIONS:**



**OBJECTIVE(S):** To develop the child's memory of geometric shapes, prepare the child's hand for writing, to refine lightness of touch, to refine control and precision of movement and flexibility.

**MATERIALS NEEDED:**

- insets for design.
- cut-to-size paper
- colour pencils

**5) EXPLORATION OF THE ALPHABET WITH SANDPAPER LETTERS**

**(INTRO):** Check which lower-case letters the child is familiar with by sight, then touch and sound.

**TO DO >** Take note of the letters which need further work in view of strengthening awareness of the writing direction and associated phonetic recognition by saying their sound aloud.

**PHOTOS/ILLUSTRATIONS:**



**OBJECTIVE(S):**

Scaffold the child's control and co-ordination of the hand in preparation for writing: increasing finger dexterity, hand-eye coordination, flexibility and control of the wrist, lightness of touch, strengthening hand and pincer grip.

Develop visual and auditory impressions of each letter shape.

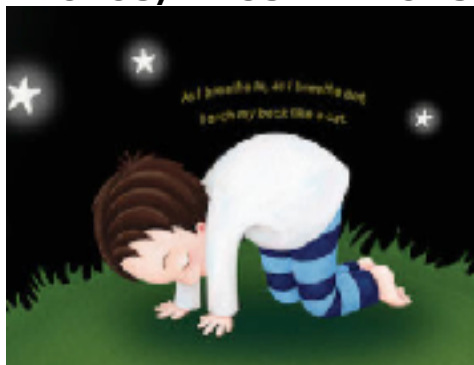
Strengthen kinaesthetic memory of the letter shapes.

**MATERIALS NEEDED:**

- Sandpaper Letters
- One container to carry materials

**6) BREATHING EXERCISE:** go through short breathing routine to calm the mind and relax the body.

**PHOTOS/ILLUSTRATIONS:**



**OBJECTIVE(S):**

Release tension. Facilitate calmness and stillness.

**MATERIALS NEEDED:**

- 1 yoga mat
- comfortable clothing

**OVERALL OUTCOMES:**

Developing concentration, attention span, fine and gross motor skills, kinaesthetic memory, listening and communication skills.

**CHILD'S COMMENTS ON LESSON (likes/dislikes/reactions, etc.):****ADDITIONAL COMMENTS:**

# LESSON PLAN

**AGE: No.No YEARS (YEAR.MONTH)**

**AREA(S) OF LEARNING: AEL, SENSORIAL, PRE-WRITING PRACTICE (FOCUS ON FINE MOTOR SKILLS) and CREATIVITY.**

## **PREPARATION:**

**1) LIST THE GROUND RULES:** we look at each other when we speak, we listen to the other when s/he talks and we treat the materials with respect (our hands and feet are kind).

**2) ICE BREAKER GAME IF THE CHILD IS SHY.**

**INTRO: ASK CHILD if s/he is ready to start the activity.... If not demonstrate.**

## **ACTIVITIES:**

**1) SANDPAPER LETTERS:** Teach the child 2 to 3 letters from her name ('a', 'i', 'm', 'l' or 'j') with a 3 PL to strengthen awareness of the writing direction and associated phonetic recognition by saying their sound aloud.

## **PHOTOS/ILLUSTRATIONS:**



## **OBJECTIVE(S):**

Scaffold the child's control and co-ordination of the hand in preparation for writing: increasing finger dexterity, hand-eye coordination, flexibility and control of the wrist, lightness of touch, strengthening hand and pincer grip.

Develop visual and auditory impressions of each letter shape.

Strengthen kinaesthetic memory of the letter shapes.

## **MATERIALS NEEDED:**

- Sandpaper Letters
- One container to carry materials

**TO DO >> indicate and date child's progress for given sandpaper letters onto child's Language record.**

## **2) MOULD PLASTICINE TO THE SHAPE OF SANDPAPER LETTERS:**

Strengthen awareness of the writing direction and associated phonetic recognition by moulding the plasticine to the shape of the letters of the alphabet (in this instance, m o l, from the child's name, or from a specific word) and saying their sound aloud.

## PHOTOS/ILLUSTRATIONS:



## OBJECTIVE(S):

Scaffold the child's control and co-ordination of the hand in preparation for writing: increasing finger dexterity, hand-eye coordination, flexibility and control of the wrist, lightness of touch, strengthening hand and pincer grip.

Develop visual and auditory impressions of each letter shape.

Strengthen kinaesthetic memory of the letter shapes.

## MATERIALS NEEDED:

- Four Sandpaper Letters (vowel(s) and consonant(s)) previously presented to the child by means of three-period lessons
- Cut-to-size thin clear sheet plastic covering each Sandpaper Letter
- A block of pre-cut colour plasticine strips
- Wet wipes (or a wet cloth)
- One apron
- One tray to carry materials
- One neutral coloured non-slippery tablemat or protective cover

**3) FROG MARKET:** the child is shown one numeral card/sandpaper numeral at a time from numbers previously covered (1-6/7). The child must first correctly identify the numeral then, hand as many frogs as indicated on the card/sandpaper numeral. The numeral (symbol) must match the quantity of frogs being given. Introduce numerals sequentially at first, then check if child can match random symbols (1-6) with quantities. If needed, revise numerals via 3 PL.

## PHOTOS/ILLUSTRATIONS:



**OBJECTIVE(S):** check child's practice in counting and associating the correct number of objects with the relevant numerals.

**MATERIALS NEEDED:**

- numeral cards or sandpaper numerals
- frogs of equal size and colour
- floor mat (optional)

**4) TRANSFERRING BEADS with a spoon:** the child must transfer the beads from one bowl to another by making as little noise as possible, thus refining her control of movements. N&A extension: counting beads.

**PHOTOS/ILLUSTRATIONS:**



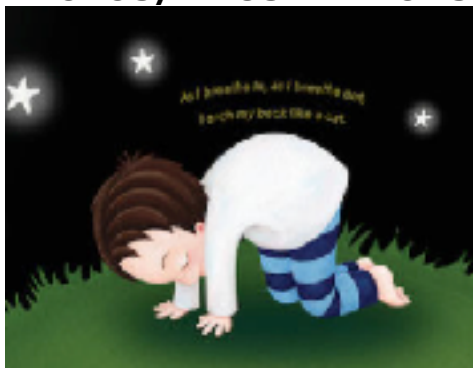
**OBJECTIVE(S):** develop fine motor skills, especially transferring skills, concentration and perseverance.

**MATERIALS NEEDED:**

- 2 identical metal bowls
- materials to transfer (glass beads)
- tea spoon
- tray (optional)

**5) BREATHING EXERCISE:** go through short breathing routine to calm the mind and relax the body.

**PHOTOS/ILLUSTRATIONS:**



**OBJECTIVE(S):**

Release tension. Facilitate calmness and stillness.

**MATERIALS NEEDED:**

- 1 yoga mat
- comfortable clothing



**OVERALL OUTCOMES:**

Developing concentration, attention span, fine and gross motor skills, kinaesthetic memory, listening and communication skills.

**CHILD'S COMMENTS ON LESSON (likes/dislikes/reactions, etc.):**

**ADDITIONAL COMMENTS:**

# LESSON PLAN

**AGE: No.No YEARS (YEAR.MONTH)**

**AREA(S) OF LEARNING: AEL, SENSORIAL, PRE-WRITING PRACTICE (FOCUS ON FINE MOTOR SKILLS) and CREATIVITY.**

## **PREPARATION:**

**1) LIST THE GROUND RULES:** we look at each other when we speak, we listen to the other when s/he talks and we treat the materials with respect (our hands and feet are kind).

**2) ICE BREAKER GAME IF THE CHILD IS SHY.**

**INTRO: ASK CHILD if s/he is ready to start activity.... If not demonstrate.**

## **ACTIVITIES:**

**1) NUMBER RODS (continued):** As a follow-up to last week's lesson, ask the child to build the stairs autonomously. Check that the child remembers quantities 1-7 (especially 7), before introducing 8 and 9 via a 3 PL.

### **PICTURE:**



**OBJECTIVE(S):** introduce the child to counting up to 10 using fixed quantities, scaffold the child's awareness of the quantitative relationship between numbers, e.g. 2 is more than 1, to scaffold the child's awareness of the concept of numbers as an aggregate of 1.

### **MATERIALS NEEDED:**

- number rods

**TO DO >>** Link up the number rods with the sandpaper numerals if the child seems confident with quantity.

**2) CRUNCHING MUNCHING CATERPILLAR:** invite the child to crunch her hands then stretching both hands together then one at a time to imitate the movement of a crunching caterpillar. Then, ask the child to make a fist, open and close first slowly then fast, then again slowly to imitate a munching caterpillar. Ask the child to breathe while you count to 3.

### **PHOTOS/ILLUSTRATIONS:**

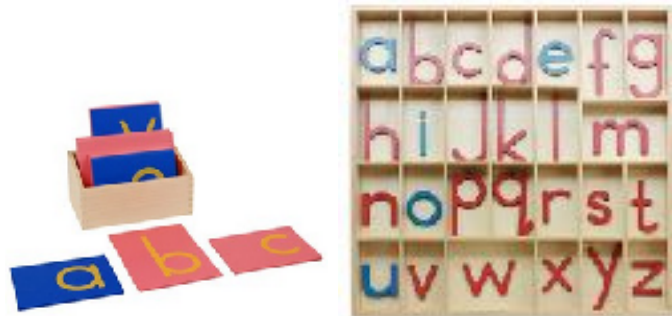


**OBJECTIVE(S):** develop fine motor skills, i.e. movements of the hand and fingers, as well as encourage concentration.

**MATERIALS NEEDED: None**

**3) SANDPAPER LETTERS & LMA:** Encourage the child to autonomously match the corresponding sandpaper letters with the letters from the LMA, by placing the LMA letter next to or on under the sandpaper letter.

**PHOTOS/ILLUSTRATIONS:**



**OBJECTIVE(S):**

Encourage the child to get acquainted with the LMA, while reinforcing his/her visual and auditory impressions of each letter shape.

Strengthen kinaesthetic memory of the letter shapes.

**MATERIALS NEEDED:**

- Sandpaper Letters
- One container to carry materials
- LMA

**4) PINK BOX 1:** Encourage the child to form a 3-letter word repeatedly by using the 'cup', 'pot', etc object

**PHOTOS/ILLUSTRATIONS:**



**OBJECTIVE(S):** Encourage the child to write without writing, enhance the child's understanding of initial sounds, strengthen the relationship between sounds and written symbols.

**MATERIALS NEEDED:**

- Pink box 1 (objects)
- LMA

**5) FINGER PUPPET ACTIVITY TO ENCOURAGE STORY TELLING AND FINGER MOVEMENTS.**

**PHOTOS/ILLUSTRATIONS:**



**OBJECTIVE(S):** develop fine motor skills, especially finger flexibility, and language skills (communication skills, speech, etc) while focusing movements.

**MATERIALS NEEDED:**

- farm animals finger puppets.

**OVERALL OUTCOMES:**

Developing concentration, attention span, fine and gross motor skills, kinaesthetic memory, listening and communication skills.

**CHILD'S COMMENTS ON LESSON (likes/dislikes/reactions, etc.):**

**ADDITIONAL COMMENTS:**

# LESSON PLAN

**AGE: No.No (YEAR.MONTH)**

**AREA(S) OF LEARNING: AEL, SENSORIAL, PRE-WRITING PRACTICE (FOCUS ON FINE MOTOR SKILLS) and CREATIVITY.**

## **PREPARATION:**

**1) LIST THE GROUND RULES:** we look at each other when we speak, we listen to the other when s/he talks and we treat the materials with respect (our hands and feet are kind).

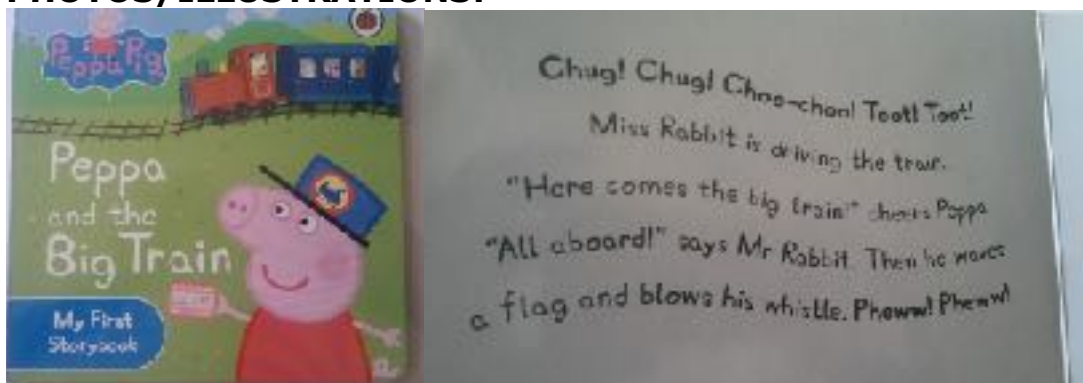
**2) ICE BREAKER GAME IF THE CHILD IS SHY.**

**INTRO: ASK CHILD if s/he is ready to pour water.... If not demonstrate..**

## **ACTIVITIES:**

**1) SPOT THE LETTER(S)** –slowly go through a child’s book and encourage the child to find the letter(s) /p/, then /d/, while tracing and sounding the letter repeatedly.

## **PHOTOS/ILLUSTRATIONS:**



## **OBJECTIVE(S):**

Develop power of observation and sustained concentration.

## **MATERIALS NEEDED:**

- A children’s book with a familiar story or character.

**2) PINK BOX 1:** Encourage the child to form a 3-letter word repeatedly by object corresponding to 3-letter phonic words.

**3 words to practice among: pig, pen, pot, pin, cup, red, nut, ten, cat & dog.**

## **PHOTOS/ILLUSTRATIONS:**



**OBJECTIVE(S):** Encourage the child to write without writing, enhance the child's understanding of initial sounds, strengthen the relationship between sounds and written symbols.

**MATERIALS NEEDED:**

- Pink box 1 (objects)
- LMA
- Floor mat

**3) CRUNCHING MUNCHING CATERPILLAR:** invite the child to crunch her hands then stretching both hands together then one at a time to imitate the movement of a crunching caterpillar. Then, ask the child to make a fist, open and close first slowly then fast, then again slowly to imitate a munching caterpillar. Ask the child to breathe while you count to 3.

**PHOTOS/ILLUSTRATIONS:**

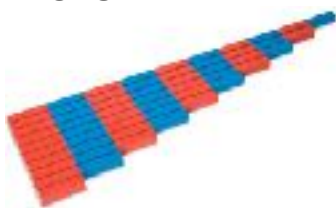


**OBJECTIVE(S):** develop movements of the hand and encourage concentration.

**MATERIALS NEEDED: None**

**4) NUMBER RODS (continued):** Encourage the child to build the stairs autonomously. Then, give the child a physical understanding of quantity by comparing the rods and introducing 2 to 3 rods at a time via a 3 PL (this is 'one'). Check that the child remembers quantities 1-6 before re-introducing 7, 8, 9 via a 3 PL.

**PICTURE:**



**OBJECTIVE(S):** introduce the child to counting up to 10 using fixed quantities, scaffold the child's awareness of the quantitative relationship between numbers, e.g. 2 is more than 1, to scaffold the child's awareness of the concept of numbers as an aggregate of 1.

**MATERIALS NEEDED:**

- number rods

**TO DO >> Link up the number rods with the sandpaper numerals if the child seems confident with quantity.**

**5) WOODEN BLOCKS COUNTING & SWAPPING:** Using similar wooden blocks, encourage the child to find '1', then show the child how '2' would look like. Then ask the child to show what she thinks '3' might look like. Continue through to six if the child seems comfortable with the activity. Then, mention to child that for the purpose of this exercise we can exchange a given number of blocks against an object (for instance, mention, my pen is worth 5 blocks, please give me 5 blocks, etc.)

**PICTURE:**



**OBJECTIVE(S):** Strengthen ability to compare reinforce the concept of quantity through concrete manipulation of quantities.

**MATERIALS NEEDED:**

- wooden blocks

**6) HOW DO I FEEL TODAY?:** the teacher encourages the child to discuss emotions by describing the emotion cards in her own words. Then the teacher encourages the child to use playdough & pen to make a face to show how we feel.

**PHOTOS/ILLUSTRATIONS:**



**OBJECTIVE(S):** develop sorting & matching (cognitive) skills, visual sense, vocabulary, concentration and perseverance.

**MATERIALS NEEDED:**

- emotion word cards
- blank playdough face mat

**NEXT >> EMOTION STAMPS**

**OVERALL OUTCOMES:**

Developing concentration, attention span, fine and gross motor skills, kinaesthetic memory, listening and communication skills.

**CHILD'S COMMENTS ON LESSON (likes/dislikes/reactions, etc.):**

**ADDITIONAL COMMENTS:**



# LESSON PLAN

**AGE: No.No YEARS (YEAR.MONTH)**

**AREA(S) OF LEARNING: AEL, SENSORIAL, PRE-WRITING PRACTICE (FOCUS ON FINE MOTOR SKILLS) and CREATIVITY.**

## **PREPARATION:**

**1) LIST THE GROUND RULES:** we look at each other when we speak, we listen to the other when s/he talks and we treat the materials with respect (our hands and feet are kind).

**2) ICE BREAKER GAME IF THE CHILD IS SHY.**

**INTRO: ASK CHILD if s/he enjoyed working with letters....**

## **ACTIVITIES:**

**1) PINK BOX 1 (continued):** Encourage the child to form a 3-letter word repeatedly by object corresponding to 3-letter phonic words.

3 words to practice among: pin, cup, red, nut, ten, cat & dog.

Words practised on 21/2: pen, pig, pot

## **PHOTOS/ILLUSTRATIONS:**



**OBJECTIVE(S):** Encourage the child to write without writing, enhance the child's understanding of initial sounds, strengthen the relationship between sounds and written symbols.

## **MATERIALS NEEDED:**

- Pink box 1 (objects)
- LMA
- Floor mat

**2) CRUNCHING MUNCHING CATERPILLAR:** invite the child to crunch her hands then stretching both hands together then one at a time to imitate the movement of a crunching caterpillar. Then, ask the child to make a fist, open and close first slowly then fast, then again slowly to imitate a munching caterpillar. Ask the child to breathe while you count to 3.

## **PHOTOS/ILLUSTRATIONS:**

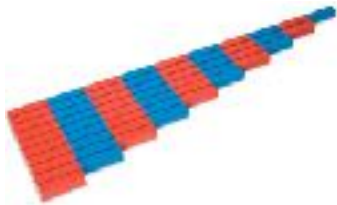


**OBJECTIVE(S):** develop movements of the hand and encourage concentration.

**MATERIALS NEEDED:** None

**3) NUMBER RODS (continued):** Encourage the child to build the stairs autonomously. Then, give the child a physical understanding of quantity by comparing the rods and introducing 2 to 3 rods at a time via a 3 PL (this is 'one'). Check that the child remembers quantities 1-6 before re-introducing 7, 8, 9 via a 3 PL.

**PICTURE:**



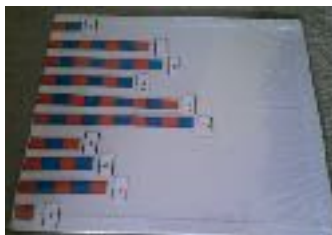
**OBJECTIVE(S):** introduce the child to counting up to 10 using fixed quantities, scaffold the child's awareness of the quantitative relationship between numbers, e.g. 2 is more than 1, to scaffold the child's awareness of the concept of numbers as an aggregate of 1.

**MATERIALS NEEDED:**

- number rods

**4) NUMBER RODS & CARDS (intro):** this activity enables the child to strengthen her association of quantity and symbol. The child is first invited to place the number rods in a random order on the mat and brings over the set of numeral cards. The child is encouraged to place the numeral cards on the mat on the right-hand side. The child is asked to count the rod closest to her and find the appropriate numeral card before placing it on the actual segment the numeral card refers to.

**PICTURE:**



**OBJECTIVE(S):** associate the correct numeral with each number rod, first randomly, then in sequence.

**MATERIALS NEEDED:**

- number rods
- 1 set of numeral cards
- 1 mat

**5) THE MYSTERY BAG, SENSORIAL ACTIVITY:** the child must pair up objects by simultaneously (as much as possible) inserting either hand in each bag to try and match their contents through touch and kinaesthetic memory.

**PHOTOS/ILLUSTRATIONS:**



**OBJECTIVE(S):** develop fine motor skills, stereognostic sense and memory, vocabulary (smooth, round, sharp, straight, etc.) concentration and perseverance.

**MATERIALS NEEDED:**

- matching pair of objects of various shapes and distinct names
- 2 cotton bags – neutral colour

**6) HOW DO I FEEL TODAY?:** Following last week's discussion on our feelings, the teacher encourages the child to choose an emotion stamp and use it repeatedly.

**PHOTOS/ILLUSTRATIONS:**



**OBJECTIVE(S):** emotional development, communications skills and fine motor skills.

**MATERIALS NEEDED:**

- emotion word stamps
- blank paper

**OVERALL OUTCOMES:**

Developing concentration, attention span, fine and gross motor skills, kinaesthetic memory, listening and communication skills.

**CHILD'S COMMENTS ON LESSON (likes/dislikes/reactions, etc.):**

**ADDITIONAL COMMENTS:**

# LESSON PLAN

**AGE: No.No YEARS (YEAR.MONTH)**

**AREA(S) OF LEARNING: AEL, SENSORIAL, PRE-WRITING PRACTICE (FOCUS ON FINE MOTOR SKILLS) and CREATIVITY.**

## PREPARATION:

**1) LIST THE GROUND RULES:** we look at each other when we speak, we listen to the other when s/he talks and we treat the materials with respect (our hands and feet are kind).

**2) ICE BREAKER GAME IF THE CHILD IS SHY.**

**INTRO:** ASK CHILD if s/he recalls.... If not demonstrate..

## ACTIVITIES:

**1) VOWEL SOUNDS – IDENTIFY WORDS STARTING WITH 'u':** encourage the child to identify the word corresponding to the image to increase recognition of initial vowel sound + develop vocabulary.

### PHOTOS/ILLUSTRATIONS:



**2) VOWEL SOUNDS – IDENTIFY AND SOUND LETTER 'u':** encourage the child to identify the letter shape while sounding it to increase recognition of vowel sound through repetition.

### PHOTOS/ILLUSTRATIONS:



## OBJECTIVE(S):

Develop auditory impression of the vowel sound.

Learn new vocabulary.

**MATERIALS NEEDED:**

- series of 6 images of words starting with 'e' or 'u' phonetic sounds
- sandpaper letters on standby for potential cross-referencing

**3) PINK BOX 2:** Encourage the child to form 3-letter words by using pink box 2 cards and the LMA to further develop word building. See if child can auto-correct by handing matching word cards at the end of the session.

**WORDS previously covered:** bun, nut, hut and tux.

**PHOTOS/ILLUSTRATIONS:**



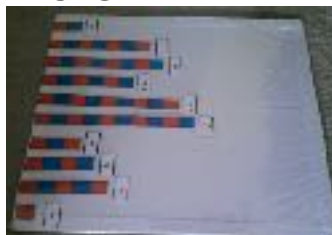
**OBJECTIVE(S):** Encourage the child to write without writing/ further word build, enhance the child's understanding of initial sounds, strengthen the relationship between sounds and written symbols.

**MATERIALS NEEDED:**

- Pink box 2 (cards)
- LMA

**4) NUMBER RODS & CARDS (end):** this activity enables the child to strengthen her association of quantity and symbol. The child is first invited to place the number rods in a random order on the mat and brings over the set of numeral cards. The child is encouraged to place the numeral cards on the mat on the right-hand side. The child is asked to count the rod closest to her and find the appropriate numeral card before placing it on the actual segment the numeral card refers to.

**PICTURE:**



**OBJECTIVE(S):** associate the correct numeral with each number rod, first randomly, then in sequence.

**MATERIALS NEEDED:**

- number rods
- 1 set of numeral cards
- 1 mat

**5) WALK ON THE LINE while carrying small bells:** The adult shows how s/he walks by carefully placing one foot in front of the other while caring not to fall from the line and making as little noise as possible. The child begins by standing on the line at spaced intervals. S/he begins to walk slowly, placing the whole foot on the line, and taking natural steps. Gradually the child shortens her steps, until finally s/he walks touching the heel of the foot with the toe of the other. The foot should be always directly on the line, the back straight and the head held high. There should be much practice of this.

**PHOTOS/ILLUSTRATIONS:**

**OBJECTIVE(S):** Perfect the child's sense of balance and cross-body coordination as well as develop attention and will to persevere. This will further help the child refine posture and reinforce holding their heads high.

**MATERIALS NEEDED:**

- STICKY TAPE/ROLL PRE-TAPED ON FLOOR SURFACE

**OVERALL OUTCOMES:**

Developing concentration, attention span, fine and gross motor skills, kinaesthetic memory, listening and communication skills.

**CHILD'S COMMENTS ON LESSON (likes/dislikes/reactions, etc.):****ADDITIONAL COMMENTS:**

# LESSON PLAN

**AGE: No.No YEARS (YEAR.MONTH)**

**AREA(S) OF LEARNING: AEL, SENSORIAL, PRE-WRITING PRACTICE (FOCUS ON FINE MOTOR SKILLS) and CREATIVITY.**

## **PREPARATION:**

**1) LIST THE GROUND RULES:** we look at each other when we speak, we listen to the other when s/he talks and we treat the materials with respect (our hands and feet are kind).

**2) ICE BREAKER GAME IF THE CHILD IS SHY.**

**INTRO:** ASK CHILD if s/he is ready to....

## **ACTIVITIES:**

**1) SPINDLE BOX:** this activity enables the child to associate loose quantity (spindles) with fixed symbols (on the box) and to reinforce the concept of '0' as nothing. The adult first invites the child to lay the spindles in front of the box (make sure no spindle is placed in front of '0') before encouraging him/her to name the first symbol by pointing at it and to place the corresponding number of spindle in the box under it, and so on.

### **PICTURE:**



**OBJECTIVE(S):** associate loose quantity (spindles) with fixed symbols (on the box) and to reinforce the concept of '0' as nothing.

### **MATERIALS NEEDED:**

- a wooden box with 10 compartments with numbers 0-9 written on the back of each compartment.
- 45 spindles
- 1 floor mat

**2) BLANK FLASH CARD & LETTERS:** this activity enables the child to practice sounding/tracing letters. The adult traces a letter on a flash card and the child is then invited to read it out loud. If the child sounds/reads the letter correctly, s/he may copy / write it on his/her own flash card. Another variation is for the adult to name a letter and ask the child to write the corresponding letter on his/her card before flashing it.

### **PICTURE:**





**OBJECTIVE(S):** associate a letter symbol with its sound or vice-versa + develop writing skills by strengthening abstract memory of letter shape.

**MATERIALS NEEDED:**

- 2 or more blank flash cards
- 2 wipe off markers
- 1 wipe

**EXTENSION>>** PRACTISE WITH 3 LETTERS WITH A FOCUS ON MIDDLE SOUND.

**3) PINK BOX 2:** Encourage the child to form 3-letter words by using pink box 2 cards and the LMA to further develop word building. See if child can auto-correct by handing matching word cards at the end of the session.

**WORDS previously covered:** bun, nut, hut, tux, hug, sun, nun and bug.

**IDENTIFIED OBSTACLE:** *middle sound.*

**PHOTOS/ILLUSTRATIONS:**



**OBJECTIVE(S):** Encourage the child to write without writing/ further word build, enhance the child's understanding of initial sounds, strengthen the relationship between sounds and written symbols.

**MATERIALS NEEDED:**

- Pink box 2 (cards)
- LMA

**4) BREATHING EXERCISE:** go through short breathing routine to calm the mind and relax the body.

**PHOTOS/ILLUSTRATIONS:**



**OBJECTIVE(S):**

Release tension. Facilitate calmness and stillness.

**MATERIALS NEEDED:**

- 1 yoga mat
- comfortable clothing

**OVERALL OUTCOMES:**

Developing concentration, attention span, fine and gross motor skills, kinaesthetic memory, listening and communication skills.

**CHILD'S COMMENTS ON LESSON (likes/dislikes/reactions, etc.):**

**ADDITIONAL COMMENTS:**