

Your name: Amie Craven	
School or Center Name: Little Bucs	Age of children: 4-18 months
Topic for lesson: Water	
<p>Rationale: Include prior learning experiences and any pre-assessment information in this section. Explain why this lesson is developmentally appropriate for YOUR students. Refer to the <i>Developmentally Appropriate Practice</i> book to explain why.</p> <p>When observing in this classroom, it was clear to me that these children were very interested in water. I first noted this in the classroom as they were washing their hands. When going to wash before a snack, the children took extra time observing and feeling the water as they washed. It was even more clear once we were outside that they were wanting to know more about water. On the morning I observed them, it had just rained so there were puddles of water, pooled water in the sensory tables, and even some mud in the grassy area of the playground. The children immediately went to the water and started splashing and bringing other tools to explore the water. Because of these observations, I have chosen to implement an indoor water lesson with tools to further their explorations.</p> <p>Another reason water is a developmentally appropriate lesson is because young children, especially infants and toddlers, need a wide variety of sensory experiences. This helps them make sense of the world around them and engages their 5 senses. It is also important for infants and toddlers to have opportunities to practice their fine motor skills. Grasping, pouring, and scooping are all important skills and using tools in water is a perfect time for young children to work on these skills (Copple & Bredekamp, 2013). The significance of developing fine motor skills and offering sensory experience are also why I have chosen a water lesson.</p> <p>For these reasons, I am going to set up an indoor water table for children to experiment with different utensils. These utensils include spoons, cups, scoops, and balls. Children that can stand will be at a water table and children that are not yet able to stand will explore the water in cookie sheets on the ground. They will explore the water with their hands and with the utensils.</p>	
<p>Learning goals/objectives: What do you want children to know and/or do as a result of today’s lesson? Do not attempt to change the world here. Remember this is just for one learning experience. Use Bloom’s taxonomy when writing your objectives.</p> <p><i>The Learner Will (TLW)</i></p> <p>The learner will demonstrate their fine motor skills by grasping objects, pouring water, or scooping water.</p> <p>The learner will develop sensory motor skills by interacting with the water.</p>	

Standards: Which [Early Learning Developmental Standards \(TN-ELDS\)](#) or [Head Start Early Learning Outcomes Framework: Ages Birth to Five](#) or [Tennessee Academic Standards K-3rd](#) will you address?

S.13-24.1 Use all five senses to explore and understand surroundings.
 PD.13-24.2 Manipulate small objects exploring how they can be combined and changed.

Materials/equipment needed: What supplies, materials, and equipment will you need? If you will need a book or a video, remember to cite the reference.

- Water tables (for older, standing infants)
- Cookie sheets (for young infants to explore water on their tummies or the ground)
- Towels
- Water
- Tools (Cups, scoops, spoons, balls)

These materials will allow all infants and toddlers in the classroom to engage with water. They can do so on the ground, with a cookie sheet, or by standing at a water table. The tools I have chosen will allow them to practice scooping, pouring, and grasping.

Procedures (numbered steps for the implementation of the lesson plan):

1. Set/motivator: How are you going to “hook” the students to your lesson? How will you set the mood for what is going to happen next? You may also need to make connections to prior learning or their related experience. Remember to make meaningful connections.

In order to engage the children, I will sit by the water tables and cookie sheets and encourage them to join me at the tables by splashing in the water and showing them the different utensils available. I will describe the water and ask questions. For example, “Do you want to come feel the water? What would you like to use, a cup or a scoop? What do you think the water is going to feel like?” For infants that cannot walk yet, I will have other caregivers bring them over and place them on their tummies in front of the cookie sheets with water. If they are still unsure about approaching the water, I will start using some of the tools and describing the water. I will also try to connect this with the water they saw outside on the playground and talk about how I saw them splashing and pouring outside.

2. Instructional Steps: These should be detailed so another person would be able to teach your lesson the way you intend it to be implemented.

- Once children are at the water table, take a step back and watch how they are interacting with the water and tools, take photos as you are observing.
- Narrate what children are doing at the table. For example, “Oh you have a

spoon! You are scooping the water. What sound does that make? Drip drip drip.” Take photographs to document the sensory exploration and fine motor skills.

- Take time to observe them and note on a checklist if children are meeting the objectives “interacted with the water” and “grasped, scooped, or poured with tools”. The checklist should have each child’s name and the objectives listed beside it (see below for example).
- Continue to narrate what you are seeing as the children. For example, Is the water in the cup? You poured it out! Are you going to fill it back up? I see you are using the handle on the scoop to pick up some water.” Continue working in the water until their interest in the experience is over.

3. Closure: This is an important component of instruction, your final check-in. This is your opportunity to be sure that children have learned what was intended. Let the children restate their learning or act it out, etc. You may also give out information that may lead them to anticipate about what is going to happen next (the following day or lesson). This is a good time to refer to your objective(s). This may include what learning is next. *“What did we learn today about rocks?” (responses) “Yes, we did discuss characteristics of different types of rocks. Can you remember any of these? (Responses). “Tomorrow we will look at rocks that formed from a volcano!”*

Since this is a lesson with infants and toddlers, the lesson will end when they are no longer interested. It is difficult to do a “circle time” with this age so instead, I will do a check-in with them as we are getting them cleaned up from play. As we are completing diapers, we will talk to them about the water play and what we saw them doing. This will be a great opportunity to see what they recall from the event. I will be looking to see if any of the children make splashing motions or sounds. I will also see if they repeat any words like “water”, “cup”, or “pour” as well as note if they make any gestures similar to a splash or even what they were doing with the tools in the water. I will also talk with the other teachers about what the children they were cleaning up did as they were talking to them about the water.

Assessment: How will you assess if the students met the objectives you identified for the lesson? Be specific. Include a formative assessment plan, as well as an end-of-the-lesson checkpoint.

Before the lesson, I will create a checklist with my objectives and the name of each child. This would look like-

Child	Interacted with the water	Grasped, scooped, or poured with the tools
F	X	X
G	X	

Throughout the lesson, I will quickly note on the checklist when I see a child meeting the objectives. After the lesson, while we are discussing the experience, I will make anecdotal

notes about what children are expressing and write down the observations other teachers have given me.

For a summative assessment, I will include the photos and information gathered from the checklists in the child's developmental portfolio. The portfolios at LB are electronic and are according to state standards. If a child has shown that they mastered the objective, I will upload the photo and write the anecdotes from the checklist or observations.

Reference(s): Use [APA 7th edition](#) to list every reference you used in your lesson.

Copple, C. & Bredekamp, S. (2013). *Basics of developmentally appropriate practice: An introduction for teachers of children 3 to 6*. National Association for the Education of Young Children.