

Lesson Plan # 3

Grade: Pre-K	Subject: Sensory Activity (Shaving cream)
Materials: Shaving Cream Pans for the shaving cream (if they do not want it on the table) Table with plastic table cover on it Pencils Worksheet with letters, numbers, names, and shapes	Technology Needed: NA
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words. (0-36 months) Goal IT-LC 13. Child makes marks and uses them to represent objects or actions. (0-36 months) Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks. (36-60 months)	Differentiation Below Proficiency: The students will need to know how to recognize their name, a few letters, numbers, and shapes. They will also be able to trace a few of those items in the shaving cream. They will also be able to write a few of those items in the shaving cream. Above Proficiency: The students will be able to trace other shapes, or even their last name. They will also trace their classmate's name. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory: listening to directions Visual: looking at the worksheet and shaving cream Tactile: using their hands in the shaving cream Kinesthetic: NA
Objective(s): The students will be able recognize letters, shapes, numbers, and their names. They will also use their fingers to trace out the symbol. They will also use their fingers to write out the number, letter, shape, and their name. Bloom's Taxonomy Cognitive Level: Remember & understand	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When the teacher is talking, they have their listening ears on. They have all the materials that they need. They are being respectful to the teacher and their other classmates
Classroom Management- (grouping(s), movement/transitions, etc.) For classroom management, the students will be taken, one by one. I will bring them to the back table. They will then quietly walk to the back table and sit down and wait for instruction. Once they are done with their project, they will be asked to return to their center, and I will quietly walk over to the next child and tell them what they need to do and go on from there.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When the teacher is talking, they have their listening ears on. They have all the materials that they need. They are being respectful to the teacher and their other classmates
Minutes	Procedures
5	Set-up/Prep: Having shaving cream A sheet printed out with their names on there, numbers, letters, and shapes
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) the students will be asked to go to centers. My "center" will be part of the centers for the day.

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	<p>Once the students get there, I will explain what we are doing.</p>	
<p style="text-align: center;">4</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Once the student to sit down, I will ask, “what is shaving cream, and have you ever played in it before?” Some answers might be, “my dad uses it to shave his face, my mom uses it to shave her legs, I like the way it feels, etc.” Allow students time to answer Then I will ask the student “what does shaving cream remind you of.” Some answers might include, “soft, creamy, weird feeling, etc.” Allow students time to answer After that, I will say, “today we will be “playing” in shaving cream I want you guys to use your finger and write or copy with your finger. You will copy or write your name, letters, numbers, and shapes. Start with letters, numbers, shapes, and then on to the names. We will then transition into the activity</p>	
<p style="text-align: center;">10</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>When I put the shaving cream in the trays, I will only put a ¼ of the tray full. When there is too much shaving cream, that could result in a problem. We will first begin with you playing in the shaving cream I want to see what you guys will make. Allow for 3 minutes of playing. After that, we will start with the letter copying/ writing. Then move on to numbers, after that we will go to shapes and then their names are last I will do this with every student Can you show me the letter, number, and shape? This deals with recognition. Seeing if they recognize those numbers, letters, and shapes.</p>	
<p style="text-align: center;">3</p>	<p>Review (wrap up and transition to next activity): Students will wash their hands and clean up their spot. They will then go back to the table, and we will have a discussion. Some questions that I will ask them are, “What did you think of the activity?” Some answers might be, “I really thought it was cool, the shaving cream felt weird, etc.” Other questions I asked was, “what did we write today?” At the end, I said thank you for cleaning up, it is now time to get ready for outside or go help your friends clean-up.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Consideration for Back-up Plan: if they do not have shaving cream, using sand.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The students should be able to trace their names, letters, shapes, and numbers in the shaving cream.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I would say that the overall lesson went well. I am very happy with how it turned out and how the kids did with it. I would change how much shaving cream I would put in the trays. I would have to change my wording, because the little girl was confused when I said trace. So, changing my vocab would need to happen. The students learned how to write their letters, numbers, shapes, and their names in shaving cream. They also were able to recognize the letters, numbers, shapes, and their name. Some of the vocab words I would have used are copy and write instead of trace. Also trying to engage more of the content. Like I said before, I am very happy with the lesson, I do know if I would have been able to do more groups, I would have changed the amount of shaving cream for sure, the vocab I used and maybe allowed them more time to just play in it before starting the activity, I say that because the little boy had more fun playing then doing the activity. I cannot wait to see how my other lessons go!</p>		

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Name List

List of student's name

LETTER LIST

A B C

D

E F G

H

I J K L M

N O P Q

R S T U

V W X Y

Z

NUMBER LIST

1 2 3 4

5 6 7 8

9 10

SHAPE LIST



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