

LESSON PLANS FOR A STRONG START

Group Time With Materials

Primary Caregiver 1

KDIs: 1. Initiative; 2. Problem solving; 6. Relationships with adults; 30. Taking apart and putting together

COR Advantage items: A. Initiative and planning; B. Problem solving with materials

Activity: Take Apart and Put Together

Materials: Small cardboard boxes with lids; small plastic tubs with lids (with and without clasps); oatmeal or tennis ball canisters with lids; small plastic bottles with lids (some that screw on and some that snap on)

If possible, try to find containers and lids that are the same color — this may help prevent containers from getting separated from their lids and allow children to focus on *how* they fit together instead of *which* ones fit together.

Show the children 2–3 containers and lids that are not put together and explain that you need some help fitting them together. Allow children to try to match up lids and containers. Hand out the rest of the containers with their corresponding lids. Be sure that each child has 2–4 containers and lids to work with. Accept that children may find other uses for these materials such as figuring out how to stack them or fit smaller ones inside of larger ones.

Group Time With Materials (cont.)

Scaffolding Learning at Each Developmental Level

Earlier

Children may

Make one or two attempts to fit the lids on the containers; gesture for help or become frustrated when they are unable to fit the lids together; figure out ways to put smaller containers inside larger containers instead of trying to fit lids on containers.

Middle

Children may

Make several attempts to fit lids together with their containers; try a lid on one container and, if unsuccessful, set the container down and try the lid on a different one; use one or two words to indicate that they need help.

Later

Children may

Make many attempts to open and close containers; express their successes or need for assistance using 3–4 word phrases.

Adults can

Acknowledge children's feelings, describing their attempts and offering containers and lids that are easier to put together (e.g., small cardboard boxes with lids that require very little pressure or twisting to fit on the boxes); provide assistance by holding the box while the child manipulates the lid to line it up with the top of the box.

Adults can

Describe children's attempts; respond to children's requests for help and offer them containers (e.g. cardboard boxes, tennis ball canisters) with lids that do not require twisting or a lot of pressure in order to fit them on the container.

Adults can

Describe children's actions and restate their verbal expressions; offer slightly more complicated containers (e.g., plastic tubs with clasps or lids that twist on and off) as children become more confident manipulating various types of containers.

As children begin to lose interest in the activity, gather up the materials that are no longer being used and let the children know what will be happening next. If children would prefer, allow them to take a small box or bottle with them to the next part of the daily routine.