MANCHESTER COLLEGE
Education Department

LESSON PLAN by: Emily Quandt, April Zuber, Ashley Vice, and Joanna Sajda

Lesson: Fine Motor Skills          Length: 25 min

Age or Grade Intended: 4th

Academic Standards:
Visual Arts
4.7.3- Identify and use a variety of symbols and subject matter that clearly communicates ideas.
4.9.2- Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories.
4.10.3- Demonstrates respect for their work and the work of others.

Performance Objectives:
1. The students will name one thing they like about their finished project with 100% accuracy.
2. The student will name one thing they like about a peers finished project with 100% accuracy.
3. The student, when decorating their project, will choose a type of media that expresses their personal style with 100% accuracy.
4. The student, when decorating their project, will use their media to accurately portray the solar system with 100% accuracy.

Teacher Preparation:
I will have already copied the pictures of the planets and solar system for the entire class to color and cut out. I will also make sure that all the students have crayons, scissors, and glue to use for the project. Lastly, I will make sure that I have aides for my students with special needs.

Procedure:
Introduction/Motivation: This lesson will be a part of the unit on space. It gives the students and opportunity to use their fine motor skills by cutting, coloring, and gluing. I will begin this lesson by asking the students questions about space and the planets. I will ask them to list the planets and the colors of the planets (Knowledge). I will ask questions about why the planets are the color that they are (Comprehension). We will then take all of the information that we have gathered and discussed and apply it to the project that we are working on, which is making a picture of the solar system (application and synthesis). These questions help direct the students to the task at hand and get them thinking about space and the planets.
**Step-by-step Plan:** This lesson begins with the discussion about all the planets in the solar system. I will pass out the copies that I have made of the planets and the solar system to the students. Once the students have their papers I will give the directions about what to do for the project. I will describe to the students everything that they have to do to complete the assignment.

- The students first have to color in the planets using any medium that they want to; to express personal choice and style, but it must be accurate to the color of the planet.
- Once they have all of the planets colored in they have to cut out all the planets.
- They will then glue them on their other paper, which is the solar system. They must glue the correct planet on the correct space for the planet.

Once the students understand all of the directions they will begin the project. Students with disabilities are accommodated for. This is a fun activity that the students will enjoy and it will help them learn the solar system in an exciting way.

**Closure:** Once the students have completed their pictures of the solar systems, they will compare and contrast the different planets and why the planets are the colors that they are (Analysis). The students will then share their pictures with others in the class. Each student must share with a peer something that they liked about their own picture and something that they liked about their peers picture (evaluation). As the teacher I will make it clear that it has to be a positive comment about their peer’s picture not a negative one.

**Adaptations/Enrichment:** For students with autism they will still participate in the activity by coloring and decorating their own project. They will get the help of a student/aide in the classroom to assist them through the assignment. Students with ADHD will have a precut solar system to color. ADHD children have trouble with fine motor skills and would take longer to do the project. They will still have to color and glue the pieces together. These students will sit at a separate table together with a helper to keep them on task.

**Self-Reflection:** To determine the success of this activity I would ask myself several questions at the end of the activity. I would ask myself if the adaptations that I provided were helpful to the students. Was the time allotted too long, too short, or just right? Did the student enjoy the activity and learn more about the solar system from doing this activity? Was there anything that I could have changed to make this activity more effective? Through this lesson I would be able to see the students that are excelling in their fine motor skills and the students that still need practice. This activity will teach me a lot about my class.