

Lesson Plan

**Lesson Title & Subject(s): Topic or Unit of Study: Grade/
Level: Instructional Setting:**

2 to 8 children ages 3 to 5 in an indoor or outdoor space to accommodate the activity. At first, the activity involves one child at a time with the teacher. This scaffolds to the older children making magic cords with each other or even with the younger classmates. We often will do this during free time, and the curious children who are motivated participate one at a time while their peers are still playing. This works well indoors and outdoors.

NOTE: Younger children should always be actively supervised with strings and ropes. Ensure they don't wrap them tightly around their body parts, put in mouth, and children should never nap with strings.

**Your State Core Curriculum/Student Achievement
Standard(s):**

1. Domain: Cognition and General Knowledge

Strand: Cognitive Skills

Topic: Reasoning and Problem-Solving

* Demonstrate ability to solve everyday problems based upon past experiences.

2. Cognition and General Knowledge

PreK (3-5)

Domain: Cognition and General Knowledge

Strand: Number Sense

Topic: Number Sense and Counting

* Count to 20 by ones with increasing accuracy

Lesson Objective(s):

Students will select 4 lengths of yarn and make a magic cord with the teacher or another student.

Instructional Materials:

Colorful yarn(s) to choose from.

Scissors (optional if the yarn is pre cut or easy to pull apart)

Resources:

Sequence of Instructional Procedures/Activities/Events:

1. Help child to select 4 colors of yarn.
2. Measure four (teacher's) arm lengths of yarn.
3. Tie the four pieces of yarn together at one end.
4. Have the child hold the knotted end while the teacher holds the loose ends.
5. Both teacher and child hold on to their ends while facing each other and begin to twist clockwise. It is fun to count and challenge the children to do 20 more, 50 more, or even 100 times more. Make it fun, and say, "we have to turn it 20 more times, don't let go!".
6. With the child holding the yarn tightly, the teacher folds the length of twisted yarn in half and the child passes their knotted end to the teacher. Be careful not to drop it! You may have to go back to step 5.
7. The teacher holds both the knotted and loose ends in one hand and the other hand is holding the folded middle end. Count down from the child's age, i.e. "3, 2, 1!" and let go of the knotted/loose end while holding tightly to the folded middle end.

8. The yarn twists into a shorter, much sturdier piece of string that is also colorful and beautiful. Tie the loose ends and the knotted end to prevent it from coming unraveled.
9. This can be an open ended toy to be used at the child's discretion within reason. It makes a pretty necklace or bracelet with the teacher's assistance to tie and safely wear.

**1. Student Prerequisite Skills/
Connections to Previous Learning:**

Students should be able to grasp and hold tightly to the strings and follow simple instructions.

2. 2. Presentation Procedures for New Information or Modeling:

Allow younger children to watch older children who have done it before so they see the desired outcome and understand what is expected.

3. Guided Practice:

Teacher helps by holding the yarn and twisting with the student.

4. Independent Student Practice:

Students can also seek out peers to make matching "friendship" cords. Older children who want to do it again can assist a younger child in yarn selection and help them twist.

Differentiated Instruction Accommodations:

More or less assistance may be needed by students depending on age and ability. Mixed age classrooms of 3 to 5 year olds allows a range of strengths, weaknesses, levels of experience and abilities. After teachers have done the cord with a child, they may experiment trying with a classmate under supervision.

Student Assessment/Rubrics:

4	3	2	1
Student can take a folded length of yarn and hold one end with a teacher or peer and twist until they fold the piece in half again before letting go.	With assistance, student can take a folded length of yarn and hold one end with a teacher or peer and twist until they fold the piece in half again before letting go.	Student struggles with and/or needs a lot of supervision to take a folded length of yarn and hold one end with a teacher or peer and twist until they fold the piece in half again before letting go.	Student is unable to take a folded length of yarn and hold one end with a teacher or peer and twist until they fold the piece in half again before letting go.
Student enjoys the activity and communicated well with their partner.	Student enjoyed the activity and tried to communicate well with their partner.	Student struggled to enjoy the activity and was difficult to work with.	Student did not enjoy the activity. They did not communicate well with their partner.
Student was polite. Used please to ask for help and thank you when help was provided.	Student was polite during most of the activity. Used please and thank you when reminded.	Student was polite when reminded. Used please and thank you when reminded.	Student was not polite. Would not use please and thank you.

Copyright 2020 Jason Hamzy