

3 LESSON PLANS

FOR LOOSE PARTS PLAY



Suggestions for Lesson stages:

Student arrival, greeted individually by teacher at the door.

Daily routine to begin the lesson (suggested routine included in the example lesson plan). This will initially be teacher-led but as the year progresses, children will take on more active roles as they develop confidence and autonomy to manage these routines.

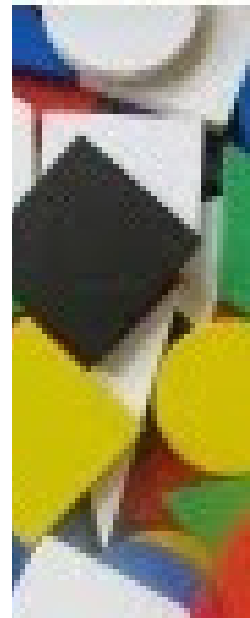
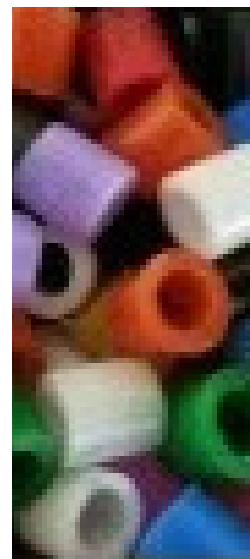
Start each lesson with a Song or Story. These are the perfect way to introduce the theme for the day. Stories and songs not only provide an engaging context for vocabulary learning but are also a jump off point for exploring other concepts and language. Participating in songs and stories are a key part of any good young learner curriculum as they develop the foundation skills for literacy.

Circle time with the whole group provides scaffolding and plenty of linguistic input from the teacher. This will also include a guided play activity where the teacher demonstrates how to play a specific game or activity, modeling key language or concepts.

The children then move off to one of the previously set-up Discovery Centers where they explore the topic in a variety of ways with the supervision of a monitor. After a given amount of time, they tidy-up the area and choose a new center to play in. The centers are monitored by classroom assistants and the teacher rotates between the centers throughout the day. The teacher's role here will change according to the needs of the children: monitoring, providing input, supporting, contributing new information, observing, connecting, etc.

Loose parts play is primarily Exploratory and Manipulative Play (learning by finding out, touch/feel/manipulating) – children use different materials, tools and objects to discover their properties and functions. These can include sensory activities, STEM experiments, table-time activities, and fine motor skill activities such as working with different doughs, threading, weaving, constructing.

The lesson concludes with a final coming together of the whole group for a closing moment where individuals share their findings/discoveries/art work/experiences with the whole group.



LESSON PLAN 1

LOOSE PARTS PLAY WITH GEL BALLS



Theme: Colours and Counting **Age:** 3-5 years old **Duration:** 1 hour class

Learning Outcomes: Gel balls are a wonderful sensory experience. Children can explore different ways to manipulate them by touching, stirring and pouring. It will help them develop their fine motor skills and hand eye coordination as they use their fingers to try and pick up and sort the balls by colour. These experiences will provide a highly engaging context for them to hear and use vocabulary for talking about colours and counting in English as well as lots of other emergent language.

Materials & Preparation

Gel balls – buy enough packets for the number of students in your class and hydrate them leaving one packet dry to show the group.(see image below)

Song – Find and learn the song “I See Something Blue” by Super Simple Songs

<https://www.youtube.com/watch?v=jYAWf8Y91hA>

For large groups – Set up different activities related to the colours theme such as memory game with mini flashcards, drawing, etc

Lesson Outline

Start of class Greet class at the door. Engage them by getting them to guess what is in the bag. These items will introduce the topic of the day.

Greeting and organization Allocate special roles for the day – photos, tidying up, writer, etc

Talk about what day it is using the calendar as a visual aide

Go through the day's activities using daily schedule flashcards.

Song I See Something Blue

When introducing this song sing and let the children just listen and copy the actions.

Demonstrate how you put your hands around your eyes like binoculars to try and search for something in the room that is the colour blue. When you find it, walk over and touch it.

Ask them to each find something in the room that is blue. Repeat with a few other colours, encouraging (not insisting) the children to sign along.

Circle time Guided Play Sitting down in a circle, show the children the gel balls before they have been soaked in water. Put them into a tray and let them take turns touching the balls.

Pour in some water and bring out the balls that you have been soaking for a few hours.

Try to elicit the colours. Show them before and after. Try to elicit the colours as you pass a few around the circle.

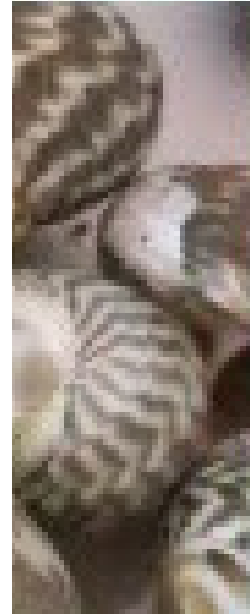
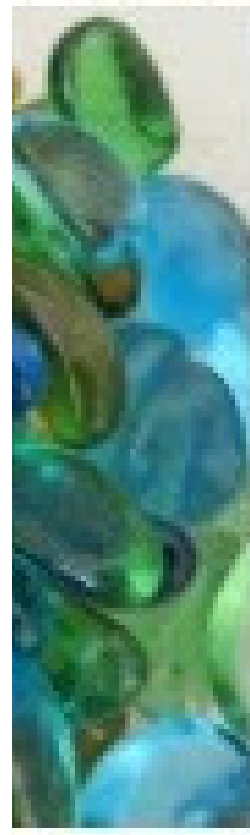
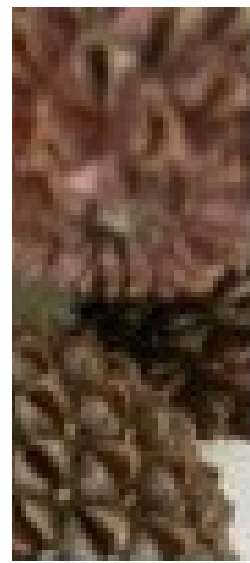
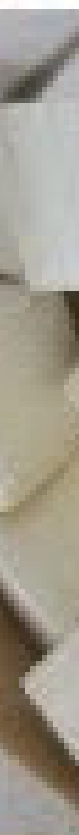
Demonstrate how to sort them by colour into the different cups.

Discovery Centers Exploratory and Manipulative Play

Free play with gel balls. Have enough trays and cups set up for children to play together in groups of 2 or three. For large groups, have different theme related activities set up in different areas of the room and after 5 minutes ask them to swap so everyone has a turn playing with the balls.

Closing Circle Come together to share and discuss the activities they did during the lesson.

If you have take photos of them playing, use these to initiate and support this conversation.



LESSON PLAN 2

LOOSE PARTS PLAY WITH COLLAGE MATERIALS



Theme: Parts of the face and Feelings

Age: 3-5 years old (but could be adapted for older learners) **Duration:** 1 hour class

Learning Outcomes: Collage materials can provide a wide range of colours and textures for children to explore, stimulating their sense of sight and touch to make endless combinations. Recognizing the unique features of each person's and observing how we can move our faces to show how we are feeling is a milestone in child development. These experiences will also provide a highly engaging context for them to hear and use vocabulary for talking about the parts of their face and body, feelings, as well as lots of other emergent language.

Materials & Preparation Collage materials – collect and prepare different materials such as bows, buttons, wool, feathers, pebbles, metal washers, cut up pieces of coloured paper, etc. Song – Learn the song Dancing Face. If possible, show the video to your students.

<https://www.youtube.com/watch?v=dZpmc5mnOPI>

A small hand-held mirror (like one for applying makeup)

For large groups – Set up different activities related to the theme such as memory game with mini flashcards, drawing, etc.

Lesson Outline

Start of class Greet class at the door. Engage them by getting them to guess what is in the bag. These items will introduce the topic of the day.

Greeting and organization Allocate special roles for the day – photos, tidying up, writer, etc

Talk about what day it is using the calendar as a visual aide

Go through the day's activities using daily schedule flashcards.

Song Dancing Face This song is lots of fun!

When introducing this song sing and let the children just listen and copy the actions. Then, demonstrate how you can move different parts of your face, naming them as you do.

Repeat the song, encouraging (not insisting) the children to sign along.

Circle time/Guided Play Sitting down in a circle, show the children the mirror and let them take turns looking in it and making faces. Show them how you can express different feelings with your face. Elicit the feelings and teach the words in English.

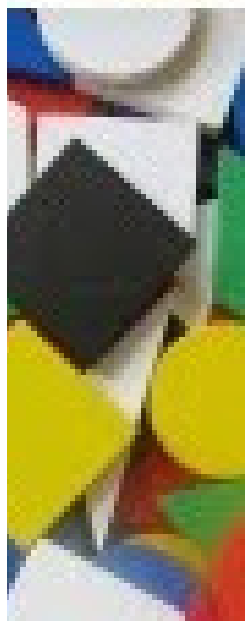
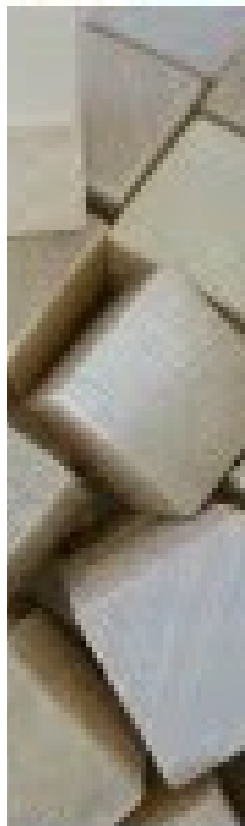
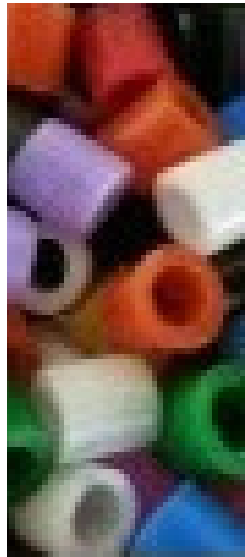
Bring out the collage materials and, in a tray use them to put together a face. Try to see if they can guess if the face you have made is happy or sad.

Discovery Centers Exploratory and Manipulative Play –

Free play with collage materials. Have enough trays and materials set up for children to play together in groups of 2 or three. For large groups, have different theme related activities set up in different areas of the room and after 5 minutes ask them to swap so everyone has a turn playing with the collage materials

Closing Circle Come together to share and discuss the activities they did during the lesson.

If you have take photos of them playing, use these to initiate and support this conversation.



LESSON PLAN 3

LOOSE PARTS PLAY MAKING 3D STRUCTURES



Theme: The 3 Little Pigs

Age: 6-9 years old

Duration: 1 hour class

Learning Outcomes: This classic children's story is the perfect jump off point for exploring cross-curricular areas. By using different loose parts to build 3d structures and testing their strength against wind forces, the children are developing math, science and problem solving skills as they play.

Materials & Preparation

Loose parts materials – toothpicks, small styrofoam balls, playdough, craft sticks, small wooden blocks or lego.

Story – Get a copy of The 3 Little Pigs and practice reading.

Lesson Outline

Start of class Greet class at the door. Engage them by getting them to guess what is in the bag. These items will introduce the topic of the day. Allocate special roles for the day – photos, tidying up, writer, etc

Talk about what day it is using the calendar as a visual aide

Go through the day's activities using daily schedule flashcards.

Story The Three Little Pigs

Circle time/Guided Play Sitting down in a circle, show the children the different materials and elicit/teach the vocabulary. Point to the picture of the house of sticks in the book and then the craft sticks. Get them to choose another material that could be combined with the craft sticks to make a house.

Build a quick house-like structure. "Ask Is it strong?". Nominate someone to be the Big Bad Wolf and try to blow it over. Discuss how to make the house stronger.

Discovery Centers/Exploratory and Manipulative Play

Free play with loose parts materials. Let the children experiment and play with the different materials, combining them in any way they choose.

Have them test the strength of the structure against the Big Bad Wolf.

Encourage them to recite the famous lines from the story "Little Pig , little pig, let me in"... etc. Provide lots of language input while they play, asking questions to elicit the key language that emerged during the guided play activity

Closing Circle

Come together to share and discuss the activities they did during the lesson. If you have take photos of them playing, use these to initiate and support this conversation. Ask them to reflect on their most and least successful constructions.

