

**Age Level: 3 year old**

**Subject(s) Area: Color identification and pincer grasp**

**Materials Needed: Color wheel and clothes pins**

## Standards:

**Code and description: Color identification and pincer grasp**

## Objectives:

**What will the students know or be able to do? At what Bloom's Taxonomy Level? To what accuracy?**

Students will match the color clothes pin to the correct section on the paper wheel.

## Learning Activities:

**Technology:** None

**Required Vocabulary:** None (just went over colors)

**Opening Element:** Show the students an example of where to grab the clothes pin and go through the different colors.

**Reflective Questions:** How many colors are on the color wheel?

### Instructional Methods:

- Guided Practice Strategies: "I do, we do, you do"
- Independent Concrete Practice/Application: Students will complete the activity on their own.
- Classroom management/movement: There will not be a lot of movement during this activity.
- Differentiation:
  - If the student is having a hard time with the clothes pin, just have them place it on the paper instead.
  - Not have as many colors.
  - Have bigger clothes pins.

**Wrap-Up:** Go over the colors together.



## Assessment:

**Formative:** Students will be able to show me if they are able to perform the aspect of the pincer grasp along with match and identify the different colors.

**Summative:** Have the students match colors at the end of the year and have them use pincer grasps (big and small)

## Reflection:

Overall this activity went really well. The students loved seeing which clothes pins matched the wheel. If I had to do this activity again I would change the size of the clothes pins, I think the ones I had may have been too small for some of them. If I would change it, I may just do little colored tokens that they would have had to just lay on the wheel. The students were very interested in the clothes pins though, I did show them how to use it before completing the activity and some of them tried to use them during the activity. Some of them did grasp the concept, others I just helped them clip it on. It was cool to see their little hands work and try to grasp the idea of the fine motor in this activity. I could see their mind really turning when trying to figure the clip out.