

EDEC Lesson Plan
Governors State University

Teacher Candidate: Brooke Pair

Date: 4/8/2026

LESSON INFORMATION

Title: Sticky Tree Collage

Topic: Exploring Natural Materials

Subject: Science

Integrated Subject: Sensory Development, Early Language

Grade: Infant/Toddler

Time/duration: 20-30min

OBJECTIVES & STANDARDS

Objectives:

The students should be able to:

Primary Objective(s):

Toddlers will explore parts of a tree by touching, holding, and placing them onto contact paper with adult support during the activity.

Supporting Objective(s):

1. Children will use fine motor skills to grasp and place objects.
2. Children will use the senses touch and sight during this activity.
3. Children will engage in early literacy by listening to the book “A Tree is Nice”.

Rationale:

This lesson was designed to support toddler development through hands-on sensory exploration. Using this type of teaching is important in early childhood because it helps support brain development. Research shows that toddlers learn best through active engagement, repetition, and sensory experiences.

Using natural materials in my lesson gives students the opportunity to connect with their environment while also building cognitive development, fine motor skills, and early language skills. The activity is intentionally open-ended so that children at different developmental levels can participate in their own way and still be successful.

This lesson aligns with developmentally appropriate practice because:

- It focuses more on the experience and exploration rather than the final product
- It is child-led instead of teacher-directed
- It includes adult support through scaffolding and modeling

Standards:

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Cognitive Development (Exploration & Problem Solving):

Children actively explore objects and materials using their senses.

Physical Development (Fine Motor):

Children use their hands and fingers to grasp, release, and manipulate objects.

Language Development (Communication):

Children begin to understand and respond to words and simple language.

ASSESSMENT

Lesson Assessment:

Primary Objective(s)	Evidence of Learning	Documentation
Toddlers will explore parts of a tree by creating sticky tree collages.	Exploring natural materials by touching and holding them, attempting to place items onto contact paper, and demonstrate engagement through looking, reaching, and interacting with the materials.	Anecdotal notes and complete sticky collage with bark, leaves, and sticks.

Anecdotal Notes

Anecdotal Template: Explores tree parts by creating a booklet.

	Participation:	Fine Motor:	Notable Achievements:	Understanding:
M				
Z				
O				
J				
N				
Ka				
Ky				

MATERIALS

Materials:

Teacher Materials:

- Book (A tree is nice)
- Contact paper
- Tape

Student Materials:

- Bark Pieces
- Leaves
- Branches/twigs
- Paper Plate

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CONTENT

Research-Based Strategies:

Strategy 1: Sensory Exploration

Summary: Children learn through touching and exploring materials using their senses.

Connection to Lesson: Children will handle bark, leaves, and branches during booklet creation.

Rationale: Sensory experiences support brain development and engagement in toddlers.

Strategy 2: Modeling/Scaffolding

Summary: Teacher demonstrates and supports students with their exploration

Connection to Lesson: Teacher models how to place and press materials into the booklet.

Rationale: Toddlers learn through imitation and guided support.

Academic Language/Vocabulary:

- Tree: Big Plant with a large trunk
- Bark: the rough outside of a tree
- Leaf: the part of the tree that falls off, changes colors , and make trees full
- Branch: a part that grows from the trunk

LESSON PROCEDURES

Anticipatory Set/Motivating Activity:

1. TW gather children on the carpet
2. TW show the book “A Tree is Nice”
3. TW say “Today we are learning about trees.”
4. TW ask, “Have you seen a tree before?” allow children to respond with pointing, gesture, or talking/babbling
5. TW Read the book while pointing to bark, leaves, and branches naming each one.
6. TW encourage participation by saying “Can you point to the leaves?” or “Say bark”
7. SW listen, look, point, an attempt to repeat the words.

Direct Instruction/Modeling: (I do) Teach 1

1. TW bring children to table.
 2. TW give each child their own sticky contact paper.
 3. TW provide plates with bark, leaves, and sticks.
 4. TW guide students step by step
 5. TW say, “Let’s find the bark together.”
 6. SW pick up bark and press it onto contact paper.
 7. TW say, “Put it onto your sticky paper.”
 8. TW say, “Where is the leaf?”
 9. SW press the leaves onto the contact paper.
 10. TW say, “Lets add sticks.”
 11. SW press the sticks onto the contact paper.
- TW walk around assisting students when needed.

Guided Practice: (We do) Teach 2

1. TW encourage children to share amongst each other trading different kinds of leaves, and different length sticks.

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2. SW share materials, show their sticky tree page, and observe each other's work.

Collaboration (you do together) Teach 3

AND/OR

Independent Practice: (You do alone) Teach 3

1. TW allow children time to freely explore their materials
2. SW independently choose more materials to add to their sticky tree collage.
3. TW observe and document student engagement and fine motor skills.

Closure:

1. TW sing clean up song, returning any materials not used in their sticky tree collage.
2. TW gather students and the carpet and with their work.
3. TW hold up her work and ask students to find the leaves, bark, and sticks one at a time.
 - "Can you show me a leaf on your sticky collage?"
 - "Where is the bark?"
 - "What did you use on your tree?"
4. SW point to materials on their sticky page, gesture, or use their words to respond.
5. TW repeat key vocabulary and praise effort "You all did a great job creating your collages!"

STUDENT DIVERSITY

Cultural Representation

This lesson uses materials from nature that can connect to children's everyday environments. They will be able to engage in conversations that allow them to express themselves individually and share experiences they may have had.

Accommodations for Individual Differences

- **UDL, Modifications (physical, visual, auditory, processing, cognitive differences)**

- Provide larger materials and support for fine motor delays
- Allow tools or gloves for sensory sensitivities
- Use gestures and repetition for language support
- Provide plates to reduce distractions.
- Ensure materials are within reach for all children