

Lesson Plan: My Doll's Big Day!

Materials Needed:

- One or two of the child's favorite dolls
 - A variety of doll clothes and accessories (hats, shoes, etc.)
 - A small blanket or towel
 - Pretend food items and a few small plates or bowls
 - A cardboard box (large enough for a doll), pillows, or blocks
 - Art supplies: crayons, paper
 - Optional: A picture book
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1. Learning Objectives

By the end of this lesson, the child will be able to:

- **Apply Fine Motor Skills:** Practice manipulating small objects by attempting to dress a doll or place pretend food on a plate.
- **Develop Language & Narrative Skills:** Use simple sentences to describe the doll's needs or actions and create a simple story sequence.
- **Practice Social-Emotional Skills:** Demonstrate empathy and caring behaviors by pretending to feed, dress, and comfort the doll.
- **Use Early Math Concepts:** Practice one-to-one correspondence by setting out one plate/food item for each participant (child and doll).

2. Lesson Activities & Procedure

This lesson is designed to be a series of creative, play-based activities that follow a "day in the life" of the doll, guided by the child's imagination.

Part 1: Waking Up & Getting Dressed (10 minutes)

- **Introduction (Engage):** Start by gently "waking up" the doll. Say something like, "Good morning, dolly! It's time to wake up for a big, fun day. What should dolly wear today?"
- **Activity:** Lay out a few different doll outfits. Ask the child to choose an outfit for a specific activity. For example: "Should the doll wear her play clothes to go to the park, or her pajamas?"
- **Focus on Application:** Encourage the child to dress the doll. Don't worry about perfection! The goal is the attempt. Help them with tricky parts like buttons, but let them lead. Narrate their actions to build vocabulary: "You are pulling the shirt over the doll's head! Great job putting her arm through the sleeve."

Part 2: Time for a Picnic! (15 minutes)

- **Activity (Explore & Create):** Announce that it's time for a special picnic for the child and their doll. Ask the child to find a good spot and lay down the small blanket.
 - **Focus on Application:** Give the child the pretend food and plates. Ask: "How many plates do we need?" Guide them to count out two plates—"One for you, and one for your doll." Let the child "serve" the food, placing items on each plate.
 - **Encourage Language:** Engage in pretend conversation. Ask questions like, "Does your doll like carrots?" or "What is your doll's favorite food?" This encourages the child to speak for the doll and practice conversational turn-taking.
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Part 3: Building a Cozy Home & Story Time (15 minutes)

- **Activity (Create & Imagine):** Announce that the doll is tired after the picnic and needs a cozy place to rest. Using the cardboard box, pillows, or blocks, help the child design and build a small "house" or "bed" for the doll.
- **Focus on Application:** This is a creative, problem-solving task. Let the child decide where the door is, what makes a good pillow, or how to arrange the space.
- **Story Creation:** Once the doll is in its house, say, "Your doll had such a busy day! Let's tell a story about it." Ask leading questions: "First, what did the doll do when she woke up?" (Got dressed). "Then, where did she go?" (To a picnic). On a piece of paper, you can draw simple pictures representing each part of the story as the child tells it.

Part 4: Bedtime for Dolly (5 minutes)

- **Closure (Reflect):** It's time for the doll to go to sleep. Encourage the child to tuck the doll into its house or bed.
- **Activity:** Sing a lullaby together, like "Twinkle, Twinkle, Little Star" or "Rock-a-bye Baby." You can also "read" a short picture book to the doll.
- **Review:** End the lesson by asking, "What was your favorite thing you did with your doll today?" This reinforces the day's events and provides a calm, gentle conclusion to the playtime.

3. Differentiation & Inclusivity

- **For Simpler Fine Motor Practice:** Use doll clothes that have large velcro fasteners or are simple to pull on, like stretchy dresses or pants with elastic waistbands. Focus on one piece of clothing.
- **To Extend the Challenge:** Encourage sorting doll clothes by color or type (all the hats, all the shirts). For the story, ask for more details: "How did the doll feel at the picnic? Happy? Hungry?"
- **Following the Child's Lead:** If the child is more interested in one activity (like the picnic), spend more time there! The goal is engaged, creative play, not rigidly following the plan. Let their imagination guide the adventure.

4. Assessment (Informal Observation)

Observe the child's engagement and look for the following:

- **Fine Motor:** Did the child attempt to grasp and manipulate the doll's clothing? Did they successfully place food items on the plates?
- **Language:** Did the child use words or short phrases to describe what was happening (e.g., "Dolly eat," "Put on hat")?
- **Social-Emotional:** Did the child show caring actions, such as patting the doll, feeding it gently, or tucking it in?
- **Cognitive/Math:** Did the child understand the concept of "one for you, one for me" with the picnic items?