

### EDU 334 Modified Lesson Plan Template

<b>Grade: Preschool</b>		<b>Subjects: Social Emotional &amp; English Language Arts</b>	
<b>Standard(s) (both S/E and content)</b>  Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self. Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. Goal P-LIT 5. Child asks and answers questions about a book that was read aloud. Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.		<b>Objective(s)</b> By the end of the lesson the learners will showcase their writing and explain one thing that they are excellent at to the rest of the class.	
<b>Targeted Vocabulary:</b> Excellent Unique		<b>Reflective Questions (will be weaved throughout implementation of the lesson)</b> What does excellent mean? What are some other words for excellent? How do you know when something is excellent?	
		<i>*Lessons can be written in bullet point/notes format with brief descriptions of processes and procedures.</i>	
<b>Minutes</b>	<b>Set-up/Prep:</b>		
	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Do you know what excellent means? What are some other words for excellent? We're going to read a book about a dog who is trying to figure out if he's excellent and what that means for him.  <b>Read the book "Excellent Ed" by Stacy McAnulty.</b>		
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> What are you excellent at? I want you to pick one thing that you are excellent at and I want you to draw a picture of yourself doing that thing. I want you to write your name at the top of the paper and try to write at the bottom what the thing is you are doing.		
	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences,)</b> Have the learners do their part of the activity. Discussion is encouraged. Once they have had ample time to complete the task have them return to the carpet and each will have time to individually share out what they are excellent at.		
	<b>Review (wrap up and review of learning):</b> We are all unique in our own ways, and it is really fun to see what our friends are good at! Excellent work everybody! Thank you for sharing!		
<b>Formative Assessment: (linked to objectives)</b>  Did the learners identify something they thought they were excellent at? Did the learners understand what excellent meant? Were they capable of explaining their picture to their peers?			