

Lesson Plan Template

Date: _____

Grade: Preschool		Subject: Literacy & Social Emotional Awareness	
Materials: The book "The Rabbit Listened" by Cori Doerrfeld. Building blocks. Play Dough.		Technology Needed: N/A	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input checked="" type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input checked="" type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults. Goal IT-LC 12. Child comprehends meaning from pictures and stories. Goal P-LIT 5. Child asks and answers questions about a book that was read aloud. (36-60 months)		Differentiation Below Proficiency: Learner remembers what emotions the characters in the story were experiencing after the reading is over. Above Proficiency: Learner predicts what emotions the characters in the story will experience based on the context of what happened in the story. Approaching/Emerging Proficiency: Learner is able to identify the emotions of the characters in the story based on pictures alone. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: The learner can look at the book while answering questions about the book. • Auditory: The learner can listen to the book. • Kinesthetic: The learner can play with blocks while they are listening to the story. • Tactile: The learner can hold the book and point to the pictures if that helps them focus. Or they can mold play dough while they listen. 	
Objective(s) By the end of the lesson the learner will be able to identify the emotions of the characters in the book and describe how they would feel if they were in a similar situation. Bloom's Taxonomy Cognitive Level: Understand.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) They will sit at the table with their manipulatives and listen to the story. They are allowed to work with their manipulatives while they are listening so long as they can stay focused on the story.	
Classroom Management- (grouping(s), movement/transitions, etc.) Kai, L, A D, C, M (Maybe use blocks for this group C is allergic to gluten) (Not severely, C can still sit at the table and have trace amounts. Double check with classroom teacher if C uses play dough other times) N, E, K Ki, S, (x) Students will be called up in small groups of three to read the book and answer questions.			
Minutes	Procedures		
	Set-up/Prep: Gather building blocks.		
30 seconds	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) "Okay! We're all going to build a tower. I'm going to give you a couple of minutes to build a tower out of blocks." "Why do you think I had you build a tower?" Allow time for answers. "How would it make you feel if I knocked over your tower that you worked so hard on?" Allow time for answers.		
30-45 seconds	Explain: (concepts, procedures, vocabulary, etc.) "Alright, we're going to read a book about the different kind of feelings you can have when you're disappointed or upset. You can build with your blocks or play with your playdough while we're reading the book if it helps you listen. If the toys are making it hard for you to listen then we'll take a break and come back to them at the end."		
5 minutes max	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)		

Lesson Plan Template

Date: _____

	<p>Read the book aloud to the learners. Allow time for questions and clarifications. See if the learners can identify the emotions the characters in the book are feeling solely based on the pictures, see if they need to read the story to understand how the characters are feeling.</p> <p>“Has something like this ever happened to you?” “How did you feel?” “How did you let others know that you felt that way?” “Have you ever seen your friend get upset about something? How did you know they were upset?” “What is a good way to let people know you are upset?” “How did the rabbit know that Jordan was upset if Jordan didn’t even say anything?”</p>
	<p>Review (wrap up and transition to next activity): How do you feel today? How can we tell what our friends are feeling? Let’s always remember to listen to our friends words and pay attention to their faces.</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">Progress monitoring throughout lesson (how can you document your student’s learning?) Ask questions throughout the story to check and make sure that the learners are still engaged. Are they paying attention to how the characters are feeling? Can they infer how the character is feeling based on the pictures?	<p>Summative Assessment (linked back to objectives, END of learning) By the end of the lesson are the students able to explain how to tell if someone is upset? If not then go over it a little more and talk about body language and facial expressions.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	