

## Lesson Plan Template

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| <b>Grade: Preschool</b>   |  | <b>Subject: Social/Emotional</b>   |  |
| <b>Materials: The Pout-Pout Fish book, paper plates, marker glue sticks, googly eyes, glue</b>  |  | <b>Technology Needed: Smart board – show video</b>   |  |
| <b>Instructional Strategies:</b><br><input type="checkbox"/> Direct instruction<br><input type="checkbox"/> Guided practice<br><input type="checkbox"/> Socratic Seminar<br><input type="checkbox"/> Learning Centers<br><input type="checkbox"/> Lecture<br><input type="checkbox"/> Technology integration<br><input type="checkbox"/> Other (list) |  | <b>Guided Practices and Concrete Application:</b><br><input type="checkbox"/> Large group activity<br><input type="checkbox"/> Independent activity<br><input type="checkbox"/> Pairing/collaboration<br><input type="checkbox"/> Simulations/Scenarios<br><input type="checkbox"/> Other (list)<br>Explain:   |  |
| <b>Standard(s)</b><br><ul style="list-style-type: none"> <li>Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.</li> </ul>  |  | <b>Differentiation</b><br><p><b>Below Proficiency:</b> The students will struggle to express emotions/feelings and will struggle to recognize other people's emotions/feelings.</p> <p><b>Above Proficiency:</b> The students will be able to recognize their emotions/feelings and other people's emotions/feelings. The student will be able to say what they are feeling.</p> <p><b>Approaching/Emerging Proficiency:</b> The students will be able to recognize their emotions/feelings and other people's emotions/feelings.</p> <p><b>Modalities/Learning Preferences:</b> Visual, Auditory, Tactile</p>   |  |
| <b>Objective(s)</b><br><ul style="list-style-type: none"> <li>By the end of the lesson students will express a broad range of emotions and recognize these emotions in self and others.</li> </ul>  |  |  |  |
| <b>Bloom's Taxonomy Cognitive Level:</b> Synthesis, Analysis  |  |  |  |
| <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b><br><ul style="list-style-type: none"> <li>Students will be grouped by pulling tickets.</li> </ul>  |  | <b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b><br><ul style="list-style-type: none"> <li>Students will be respectful           <ul style="list-style-type: none"> <li>Allow everyone the opportunity to learn by being respectful of his and her needs</li> </ul> </li> <li>Students will be responsible           <ul style="list-style-type: none"> <li>Do the right thing, even if no one is looking</li> </ul> </li> <li>Students will be invested           <ul style="list-style-type: none"> <li>Show that you care about your work, and come to school every day ready to learn something new</li> </ul> </li> </ul> |  |
| <b>Minutes</b>  | <b>Procedures</b>  |  |  |
| 5   | <b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>Put paper plates, marker glue sticks, googly eyes, glue</li> <li>Put book by the chair in the circle time area</li> <li>Have video ready on the computer</li> </ul>   |  |  |
| 7   | <b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>"Learners let's all come to circle time."</li> <li>"Sit criss cross apple sauce."</li> <li>"Today we are going to learn about emotions!" "Does anyone know what an emotion is?"           <ul style="list-style-type: none"> <li>(Answers will vary) – "Very good answers learners! Emotions are how we feel or how we see others feel like being sad, happy, mad, excited..."</li> </ul> </li> <li>"I am going to read you a book called "The Pout-Pout Fish"           <ul style="list-style-type: none"> <li>"What were some emotions/feelings that you guys saw in the book? (Answers will vary).</li> </ul> </li> <li>"Okay learners lets stand up now to watch our video"</li> </ul> |  |  |
| 7   | <b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>Turn on the smart board</li> <li>Play the video <a href="https://www.youtube.com/watch?v=ca8SUuG8vdA">https://www.youtube.com/watch?v=ca8SUuG8vdA</a> <ul style="list-style-type: none"> <li>have learners dance and sing with the video.</li> </ul> </li> <li>Pause the video occasionally to ask questions...           <ul style="list-style-type: none"> <li>"Why was he having a terrible day?"</li> <li>"How did he start to feel better after having a terrible day?"</li> </ul> </li> <li>After video is over ask students...</li> </ul>   |  |  |

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|   | <ul style="list-style-type: none"> <li>○ “What are some ways we can help ourselves to have a good day?”</li> <li>○ “How can we help others to have a good day?”</li> <li>● “Okay learners we are going to make some Pout-Pout fish now.”             <ul style="list-style-type: none"> <li>○ Pull tickets to choose two learners to go to the back table for the activity.</li> <li>○ The rest of the learners will have play time.</li> </ul> </li> </ul>   |
| 10  | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> <li>● “We are going to color our paper plates to make a Pout-Pout fish. After we are done coloring them, we are going to glue two googly eyes on our fish. Then we are going to draw a mouth with the emotion our fish is feeling.”</li> <li>● Give each student a paper plate and marker glue sticks             <ul style="list-style-type: none"> <li>○ have them color the plate</li> </ul> </li> <li>● Have students glue the googly eyes on the plate</li> <li>● Have them draw a sad, happy, mad, etc... mouth</li> </ul> <p>- “How come you used this color paint?”</p> <p>- “Why did you use that kind of mouth on your Pout-Pout fish?”</p> |
| 3   | <p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> <li>● “How can we tell how someone is feeling?”</li> <li>● “What can we do to make ourselves or others feel better?”</li> </ul>   |
| <p><b>Formative Assessment: (linked to objectives)</b><br/>         Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> <li>● Asking students what are some ways we can help others and ourselves today?</li> <li>● Asking about the emotions that we saw in the book?</li> </ul> <p>Consideration for Back-up Plan: Kindness book and having them create kindness baskets.</p>   | <p><b>Summative Assessment (linked back to objectives)</b><br/>         End of lesson:</p> <ul style="list-style-type: none"> <li>● The finished pout-pout fish project.</li> </ul>   |
| <p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <ul style="list-style-type: none"> <li>● <b>What Went Well:</b> Students seemed to have really gotten into the book and the project. They really enjoyed the video and being able to dance and do the moves in the video. Students really enjoyed making their pout-pout fishes. The pout pout fishes really helped to show the students what can happen if someone is having a bad. It also helped to show students what are somethings that can be done to help the person feel better from having a bad day.</li> <li>● <b>What Was Challenging:</b> I think the most challenging thing in this lesson was getting to create their own unique pout pout fish. Students wanted to make same exact pout pout fish as in the book. So, they were not being as creative as I would have thought they would be. So it was challenging to get them to think of their own ideas of a pout pout fish besides the one in the book.</li> <li>● <b>What I Would Change:</b> I think the changes that I would make would be stopping throughout the book and asking questions to get students more involved in the story. I would also probably have them say the repeating words in the book with me this way I know that they are listening and paying attention. Another change that I might consider would be not showing them what the pout pout fish looks like until the end of the lesson so students can think of their own pout pout fish to make.</li> <li>● <b>What the Students Learned:</b> Students got to learn about emotions and feelings. They seem to have understood the concept that everyone has feelings and that we should all try to do better to make them feel better. Students also understood that there are things they can do make their day better. Students also understood on how they can try and help to make someone elses day better.</li> </ul> |   |