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Social Emotional

6 December 2015

15 Curriculum Planning Activities

**a. Cognitive (3 Lessons)**

***(#1) Continent Map***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development-Social Studies/ Geography

**Materials Needed:** Pre-drawn continents on 7 different colors of construction paper, white poster board with premade out lines of continents, carpet squares( If room not carpeted), push pins, and glue.

**Standards:**

SED.1.1 Recognize personal abilities, characteristics, culture, and preference.

ART.4.1 Use a variety of media and techniques to create art, including a variety of two-dimensional and three-dimensional processes.

SS.1.2 Understand that maps, visuals, and objects can represent places.

**Objective:**

* Students will show their recognition of their own personal ability by working independently on their continents map.
* Students will demonstrate their understanding of the shapes on the continents through push pinning the continents out of the construction paper.
* Students will display knowledge gained of where the continents are located by gluing the push pinned out continents on the map in their correct places.

**Learning Activities:**

* Introduce the map and globes hanging in your classroom.
* Explain that each student will be making their own map with the 7 continents.
* Explain what continents are, briefly why we have 7, and what is found on each continent.
* Give each student a different colored piece of paper for each of the 7 continents.
* Students will take the piece of paper and lay it on the carpet or carpet square and push pin the continent out (Kind of like using scissors but targeting fine motor).
* Once the student has push pinned out a continent they can match it to the pre outlined poster board and then glue it on.
* Continue this process until all 7 continents are cut out and glued on and the student has their first very own map!!

**Reflective Questions:**

* What are maps?
* Why do we have them?
* What do we use maps for?
* How many continents are there?
* What is found on each continent?
* What continent do we live on?

**Vocabulary Words:**

* Map, continent, North America, South America, Asia, Africa, Antarctica, Europe, Australia.

**Assessment:**

* Assess progress while doing lesson through observation and participation accuracy (Informal assessment).
* Assess progress through the student’s individual map (Collect at the end of lesson and display).

***(#2) Oil Spills***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development -Science/ Geography

**Materials Needed:** Board to record on, sheets of paper, small tub containing water, cooking oil, craft feathers, and pipe cleaner.

Resource: <http://www.brighthubeducation.com/lesson-plans-grades-1-2/110531-oil-spill-and-the-environment-first-grade-lesson/>

**Standards:**

SCI.2.4: Make prediction and generate ideas based on past experience, observations, and information.

SCI.3.1: Use words to identify, describe, and compare objects based on physical characteristics.

SED.1.1 Recognize personal abilities, characteristics, culture, and preference.

**Objective:**

“I CAN PREDICT. I CAN DO EXPERIMENTS. I CAN LOG.”

* Students will demonstrate their understanding of oil through discussion of prior knowledge.
* Students will show understanding through predicting, experimenting, and logging results.
* Students will show their recognition of their own personal ability by making own predictions, testing those theories and then logging results.

**Learning Activities:**

* Remind the students of their goal or what they will be able to do throughout this research: Predict, experiment, and log.
* Refresh the student’s memory from last environment/ geography lesson about oil spills.
* What are oil spills? When oil spills from oil tanks while being taken from the earth, contaminating the environment (pollution).
* Where do they happen? Anywhere where there is oil being contained (Oil platforms in the sea, oil wells on land, oil tanks transporting oil, or facilities that refine the oil).
* Why do they happen? By accident mostly. Leaks or careless planning.
* From these questions lead into why oil spills are harmful to the environment.

-They contaminate the earth and water harming plants and animals.

* Both plants and animals receive water intake that is contaminated, harmful and toxic for them to survive.
* Oil can get on birds feathers causing their feathers to become matte and separated- making them less water resistant and exposes their sensitive skin. Trying to get rid of the oil, the birds will pick at it which results in them ingesting the oil and they become sick.
* Have the students observe the nice clean water in your clear bowl (a body of water without oil contamination).
* Demonstrate what the feather and pipe cleaner look like when they are dipped in the clean water.
* Have them then predict (using past knowledge) if the oil and water will mix.
* Pour the oil into the water and have them observe.
* Then dip the feather and pipe cleaner into the, now, contaminated water.
* Make observations and log.
* Reiterate why oil spills are harmful to the environment and if they can see better now why.
* Have them recite for the last time what they were able to do throughout this research: Predict, experiment, and log.
* This will lead into next week’s topic of pollution.

**Reflective Questions:**

* What is oil?
* Where is oil found?
* What do we use oil for?
* How is oil good? And how is it bad?
* Is oil harmful to the environment?
* What does oil hurt in the environment?

**Vocabulary Words:**

* Oil, predict, experiment, log, record, hypothesis, pollution, gas

**Assessment:**

* Students are able to see by hands-on experiment why oil spills are harmful to the environment.
* Discuss/review throughout lesson why oil spills are harmful to the environment.
* Assess progress while doing the experience (informal assessment)-log sheets.

***(#3) Partner Counting***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development-Math

**Materials Needed:** A set of pre-made number cards up to 10 (Or higher depending) for each student participating.

**Standards:**

SED.2.7 Work cooperatively with others and exhibit appropriate social behavior (e.g., use names, share, take turns, show respect).

MTH.1.2 Use numbers with written numerals.

**Objective:**

* Students will show positive peer relations as they work/play cooperatively with one another counting up to 10 (Or higher).
* Students will demonstrate their knowledge of what number comes next all the way to 10 by putting the correct number next.

**Learning Activities:**

* Meant as a partner review or small group activity- Break your students into pairs.
* Give each student a stack of number cards that are 1-10 (Or higher).
* The object of the activity is to get to the number 10 correctly without talking.
* The first student goes, laying down a 1, then the second student is to lay down a 2.
* They can help one another but they cannot use their voices.
* Once they have mastered the game (Silently and no longer helping one another) they are to get the teacher so he/she can watch.

**Reflective Questions:**

* Why do we count?
* Is it important to use numbers?
* What are some examples of times when we use numbers?
* How many numbers are there?
* Why is goo to help one another?
* Do we always need our voices?

**Vocabulary Words:**

* Numbers, one, two, three, four, five, six, seven, eight, nine, ten, infinity

**Assessment:**

* Assess progress while doing lesson through observation and participation accuracy (Informal assessment).
* Assess progress through the partners accurate ability to count up to 10 correctly, working together and not talking.

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**b. Language (3 Lessons)**

***(#1) I Read On Outside, You Think On Inside***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development- Language Arts

**Materials Needed:** *What Do You Do With An Idea?* By Kobi Yamada, paper, crayons, markers, and a pen.

**Standards:**

SED.1.1 Recognize personal abilities, characteristics, culture, and preference.

ART.4.2 Create art work that depicts objects and events and/or expresses feelings, thoughts, and ideas.

LL.1.1 Recall and retell information from a book with attention to the main events or major ideas.

**Objective:**

* Students will show their recognition of their own personal ability by sharing their understanding of what an idea is before and after reading the book.
* Students will demonstrate their understanding by drawing a picture of their idea.
* Students will display knowledge gained from reading the book by whole group discussion and answering questions after reading the book.

**Learning Activities:**

* Gather students for circle time.
* Arrange them in a way that they are all able to see and will not become distracted.
* Before starting the lesson, make sure all students are sitting criss-cross applesauce on the carpet.
* Excite them by telling them you are going to ask them a question and when you ask the question you want them not to raise their hand or blurt, but you want them to just sit there and think of the answer in their brains because you want them to have their own answer and not their neighbors’ sitting next to them.
* Ask the question, “What is an idea?”-Remind them again to just think about it and not blurt.
* Then tell them if they have thought of something to quietly raise their hand- Remind them you only call on quiet preschoolers.
* After hearing a few (Redirect if they get off base) explain to them that whatever they thought or where thinking in their brains is an idea and we have them all the time!!
* Read the book *What Do You Do With An Idea?* By Kobi Yamada.
* Discuss with students what an idea is more in depth referencing the book and the importance of having their own ideas and thoughts.
* Tell them they are going to have a chance to show you their very own idea!
* Give each student a piece of paper as you call on them one by one to find a seat at the tables.
* Remind them to keep their eyes on their own paper and use their own idea and thoughts to make their creation- All different drawing, not one the same.
* Supply crayons and markers at the tables and have them draw their “idea”.
* If time, come back together as a class and allow for a few students to share their idea picture with the rest of the class.
* After the student has explained their picture write the description on the front and hang them on the wall for all to see the little geniuses you have in your classroom☺ (Or in this case just collect and send home)

**Reflective Questions:**

* Why do you think we have ideas?
* Where do you think ideas come from?
* Does everyone have ideas?
* Do you think it is important to have your own ideas?
* Why do you think it is important to have your own ideas?
* What can you do with your ideas?

**Vocabulary Words:**

* Idea, create, fragile, magical, attention, different.

**Assessment:**

* Assess progress while doing lesson through observation and participation accuracy (Informal assessment).
* Assess progress through the student’s individual picture (Collect at the end of lesson and display).

***(#2) Bag Discovery***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development- Language

**Materials Needed:** Brown paper bag, toy car, plastic cat, plastic cake, hair clip, a birthday card, premade paper that have the words CAR, CAT, CAKE, CLIP, and CARD written on it (Could make a one with each letter).

**Standards:**

SED.1.1 Recognize personal abilities, characteristics, culture, and preference.

LL.2.5 Discriminate between words and syllables in words.

**Objective:**

* Students will show their recognition of their own personal ability by placing the correct object on the correct word.
* Students will demonstrate their understanding that each object may start with the same letter but in turn have different endings based on if they correctly place the object on the right word.

**Learning Activities:**

* Make this available during free choice or centers.
* Explain the student that there are five objects in the brown paper bag.
* They are not to look inside, just pull out each one at random.
* Once they have pulled out an object they are to correctly match it to the word on the provided paper.
* Once they have brought out all five they are to get the teacher to make sure it is correct.
* If not they are to redo it- Once they have accomplished it successfully they are able to move on to the next letter.

**Reflective Questions:**

* What sound does C make?
* What are examples of words that start with the letter C?
* Do objects have words that are attached to them?
* Why do we say and also write objects down?

**Vocabulary Words:**

* Car, cat, cake, clip, card, words, matching.

**Assessment:**

* Assess progress while doing lesson through observation and participation accuracy (Informal assessment).
* Assess progress through the student’s individual ability to successfully master the letter by removing each object and placing it on the correct word it is directly linked to.

***(#3)Daily Journals***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development- Language Arts

**Materials Needed:** Ringed together blank paper (So more can be added), crayons, markers, pencils and pen.

**Standards:**

SED.1.3 Show increasing ability to regulate and communicate own feelings and emotions.

ART.4.2 Create art work that depicts objects and events and/or expresses feelings, thoughts, and ideas.

LL.1.5 Understand that illustrations and pictures convey meaning.

**Objective:**

* Students will show their recognition of their own feelings and experiences by portraying them in their journals.
* Students will demonstrate their understanding by drawing a picture of what they are feeling, what they did last night, what they had for breakfast, etc. (Whatever they feel they need to express that will lead them not to blurt during the other lessons).
* Students will display knowledge gained from their understanding that there are other ways to express what they want to say without using words by drawing a picture.

**Learning Activities:**

* Take time each morning to have the students journal (draw a picture and write what they can).
* Explain to them this is a time for them to get out whatever it is they want to talk about because during lessons we are trying not to blurt.
* Once a student has finished their journal take the time to listen to what they drew and write it on the bottom of the page, along with the date.
* If you have time at the end of the day you could have a few students share their journal entry for the day with the class.

**Reflective Questions:**

* Why is it good to journal?
* What are ways we can say what we mean and feel without talking?
* Should we blurt during lessons?
* What does respect mean?
* How can we show our teacher and our friends respect when they are talking?

**Vocabulary Words:**

* Journal, respect, picture, draw, document, record, express.

**Assessment:**

* Assess progress while doing lesson through observation and participation accuracy (Informal assessment).
* Assess progress through the student’s individual pictures kept in journal.

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**c. Physical (3 Lessons)**

***(#1) Bowling***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development- Physical Education

**Materials Needed:** 3 large cardboard (NOT wooden) blocks, 1 small rubber playground ball or small basketball, duct tape or paper for a larger target of placement (Marking the placement of the stack of blocks), and duct tape or two chairs making the illusion of an isle (Marking the designated starting point for rolling).

**Standards:**

PD.1.1 Combine large motor movements (e.g., pulling, throwing, catching, kicking, rolling, riding) with the use of equipment (e.g., balls, bean bags, playground equipment).

PD.1.6. Manipulate a variety of objects (e.g., clothing, blocks) and tools (e.g., writing and art tools, utensils).

PD.2.1 Demonstrate awareness of space and directionality in relationship to stationary and moving objects or boundaries (e.g., walls, lines, circles, bases) and respond to spatial directions.

PD. 3.2 Participate in structured (e.g., games) and unstructured (e.g., playground) daily physical activities.

PD.5.2 Work cooperatively with others during play and in group physical activities.

SED.2.7 Work cooperatively with others and exhibit appropriate social behavior (e.g., use names, share, take turns, show respect).

**Objective:**

* Students will be able to demonstrate the large motor movement of rolling.
* Students will be able to produce a three block tower by manipulating the provided three blocks.
* Students will be able to demonstrate spatial direction of boundaries by lining up behind a designated starting point.
* Students will display the act of team work through rolling back the ball to the next student in line and restacking the blocks for them.
* Students with demonstrate appropriate behavior through interacting play by taking turns and resolving conflict independently.

**Learning Activities:**

* Explain in detail what bowling is and what parts of the body we use when bowling.
* Demonstrate and explain in explicit detail the action and movements of bowling.
* Have the students form a line behind the duct taped line that you have designated on the floor as the rolling start point.
* Have the first student roll the ball at the stack of blocks that is about 10 feet away.
* After the student has rolled his/her ball it is their job to get the ball, roll it back to the next student in line, and stack the blocks back on the indicated X make with duct tape or larger paper target on the floor.
* Once that student is finished, have them return to the end of the line.
* The process of each student being both a bowler and a stacker continues

Modified from: <http://www.atozteacherstuff.com/pages/271.shtml>

**Reflective Questions:**

* What is the goal in bowling?
* Why do we roll the ball underhand?
* Why is team work important?
* Why do thinks fall more easily if they are stacked?

**Vocabulary Words:**

* Sport, roll, underhand, teamwork, build, stack.

**Assessment:**

* Assess progress while doing activity through observation and participation accuracy (Informal assessment).
* Assess progress through listening of instructions to complete activity correctly.
* Assess progress of rolling, stacking, and spatial reasoning and/or body regulation, and working with others (Formal assessment)- Grade sheet check list.

***(#2) Miss Myranda Says***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development- Physical Education

**Materials Needed:** Duct taped marked spots on the floor and good listening ears ☺

**Standards:**

SED.1.7 Show self-direction, independence, and initiative.

PD. 3.2 Participate in structured (e.g., games) and unstructured (e.g., playground) daily physical activities.

PD.4.1 Exhibit strength, flexibility, and stamina/endurance when participating in exercises for large motor skills.

**Objective:**

* Students will show their ability to independently listen to instructions by appropriately doing them.
* Students will display their understanding of the rules and directions by playing the game right and not getting out.
* Students will demonstrate the large motor skills by following direct instruction of movement.

**Learning Activities:**

* Students will quietly stand on a piece of duct tape.
* Without talking they will move to the position told to them, but only if you say “Miss Myranda” says in front of it.
* If the student moves to the position without you saying “Miss Myranda” says in front of it then they have to sit down in their spot until the next game starts.
* The student left standing wins.

**Reflective Questions:**

* What do I have to say in order for it to be okay for you to move?
* Why do we have to have good listening ears in this game?
* When we are out what is our job?
* Do we get mad or pout if we get out?

**Vocabulary Words:**

* Listen, directions, sit, move, jump, touch, spin.

**Assessment:**

* Assess progress while doing activity through observation and participation accuracy (Informal assessment).
* Assess progress through listening of instructions to complete activity correctly (Who continually stays in the longest).

***(#3) Magic Stones***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development- Physical Education

**Materials Needed:** Open space and again, good listening ears ☺

**Standards:**

SED.1.7 Show self-direction, independence, and initiative.

PD. 3.2 Participate in structured (e.g., games) and unstructured (e.g., playground) daily physical activities.

PD.4.1 Exhibit strength, flexibility, and stamina/endurance when participating in exercises for large motor skills.

**Objective:**

* Students will show their ability to independently listen to instructions by appropriately doing them (Changing into appropriate animal).
* Students will display their understanding of the rules and directions by playing the game the right way (Turing into a stone and then animal on cue).
* Students will demonstrate the large motor skills by following direct instruction of movement to act like a stone or a specific animal.

**Learning Activities:**

* Student will start on the floor in a more cuddled up version of the fetal position on their knees (The magic stone position)-They will return to this position when you say, “Magic stones.”
* From this position you say, “Magic stones turn into a butterfly… lion…crab…etc.” and the students turn into whatever creature you tell them to (Body movement and voice).
* When you want them to stop with that creature say, “Magic stones” and they will return to stones and you can pick a new creature.

**Reflective Questions:**

* What do I have to say in order for you to turn into a new animal?
* Do we need to use inside voices?
* When is it okay to talk during this activity?
* Why do animals act different then us?
* Are animals and insects the same?

**Vocabulary Words:**

* Magic stone, butterfly, lion, crab, (etc.), listen, move, still, jump, run, gallope, hope, swing.

**Assessment:**

* Assess progress while doing activity through observation and participation accuracy (Informal assessment).
* Assess progress through listening of instructions to complete activity correctly and how acute their movements and sounds are. –Check list record sheet.

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**d. Creative/ Sensory (3 Lessons)**

***(#1)Sink- Float***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development- Sensory/Science

**Materials Needed:** Board to record on, sheets of paper, small tub containing water, variety of items to experiment with such as toy train, marble, popsicle stick, spoon, Q-tip, pompom, ribbon, button, etc.

**Standards:**

SCI.2.4 Make prediction and generate ideas based on past experience, observations, and information.

APL.2.2 Explore and experiment with a wide variety of materials and activities.

SED. 1.5 Demonstrate self-confidence in own abilities.

**Objective:**

* Students will show understanding to what will sink and what will float by making a prediction and then testing that prediction.
* Students will discover and manipulate materials found within the classroom and test the sink-float method.
* Students will display confidence in their own abilities through independently predicting, doing an experiment, and logging the results.

**Learning Activities:**

* Pass around items so students have a chance to feel and have a sense of the object that is being demonstrated.
* Hold up the object and have a student predict whether it will sink or float (by either hand raising or popsicle stick name calling).
* Ask additional questions to other students to why they might agree or disagree that the object will sink or float.
* Demonstrate the object either sinking or floating.
* Explain again why the object either sank or floated.
* Have the students record their answers as you demonstrate on your own board.
* Continue this process until you have gone through all the objects.

**Reflective Questions:**

* Why do items sink?
* Why do items float?
* What are characteristics of items that sink?
* What are characteristics of items that float?
* Can an item both sink and float?
* Do we sink or float?

**Vocabulary Words:**

* Sink, float, train, marble, popsicle stick, spoon, Q-tip, pompom, ribbon, button, buoyancy, light, heavy, solid.

**Assessment:**

* Assess progress while doing the experiment through observation and participation accuracy (Informal assessment).
* Assess progress through student’s record sheets-Collect at end of lesson.

***(#2)Talking Stick***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development- Art

**Materials Needed:** Empty toilet paper roll, colored syran wrap, string, glue, glitter, paint, crayons, markers, construction paper, pom-poms, felt, beads, stickers, and pipe cleaner.

**Standards:**

SED.1.3 Show increasing ability to regulate and communicate own feelings and emotions.

PD. 4.2 Exhibit control, strength, and dexterity in hand muscles.

ART.4.1 Use a variety of media and techniques to create art, including a variety of two-dimensional and three-dimensional processes.

**Objective:**

* Students will demonstrate self body regulation and voice control once the talking stick is complete and set into action.
* Students will demonstrate hand strength and dexterity through grasping the talking stick while talking.
* Students will display their capability of creating art through painting, coloring, gluing, tying their talking stick together.

**Learning Activities:**

* Like the talking stick in the class, students will have a chance to make their very own and regulate within themselves an appropriate time for its use (At home, in friend groups, etc.)
* Students will each get an empty toilet paper roll.
* With the empty toilet paper roll each student has the ability and freedom to decorate their talking stick with how they wish with the provided materials.
* One the talking stick has dried and is completed, the students are free to talk it home and do what they wish with it.

**Reflective Questions:**

* How do we use a talking stick?
* Why is a talking stick a good tool?
* Can we talk if we do not have the talking stick?
* How do we show respect to who is talking and holding the talking stick?
* What is an example of a time it would be good to use the talking stick?

**Vocabulary Words:**

* Respect, turn, talk, silence, listen, communicate, blurt.

**Assessment:**

* Assess progress while doing the art project through observation and participation accuracy (Informal assessment).
* Assess student’s effort and ability in end project (The talking stick).

***(#3) Feeling Paintings***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development- Art

**Materials Needed:** Painting paper, paint, paper cups for water, paper towels, and paint brushes.

**Standards:**

SED.1.3 Show increasing ability to regulate and communicate own feelings and emotions.

PD. 4.2 Exhibit control, strength, and dexterity in hand muscles.

ART.4.1 Use a variety of media and techniques to create art, including a variety of two-dimensional and three-dimensional processes.

**Objective:**

* Students will demonstrate self body regulation through voicing their emotion through their painting.
* Students will demonstrate hand dexterity by manipulating a paint brush.
* Students will display their capability of creating art through painting their emotion of choice.

**Learning Activities:**

* This is a good activity for a day this is filled with a lot of emotions and your room feels as though it is going to boil over.
* Have the students come to their table where they will be met with a piece of painting paper, paint, paper cup of water, paper towels, and a paint brush.
* Have the students sit in their chairs and close their eyes and take three deep breathes.
* From here ask the students what emotion do they feel like they have a lot of today (Happy, angry, mad, silly, funny, hyper, etc.)
* From here have them paint what they are feeling.
* When they are done, walk around and write on the bottom of each painting what they painted.

**Reflective Questions:**

* Why do we have feelings?
* Why do we feel the way we do?
* How do our feelings affect us?
* How do our feelings affect our family and friends?
* How do we respect our feelings?
* How do we respect other’s feelings?
* How to we express our feeling appropriately?

**Vocabulary Words:**

* Feelings, emotions, respect, appropriate, voice, talking, painting, communicate.

**Assessment:**

* Assess progress while doing the art project through observation, discussion, and participation accuracy (Informal assessment).
* Assess student’s effort and ability in end project (Feeling painting).

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**e. Cultural Awareness (3 Lessons)**

***(#1) I ‘Sort’ of Care about the Environment***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development- Cultural Awareness

**Materials Needed:** 3 trash cans, cans, paper, food, wrappers, record sheet, and a pencil.

**Standards:**

SED.2.7 Work cooperatively with others and exhibit appropriate social behavior (e.g., use names, share, take turns, show respect).

SS.4.1 Share responsibility for caring for their environment (e.g., cleaning, recycling).

LL.3.3 Use writing tools and materials (e.g., pencils, crayons, chalk, markers, computers, paper).

**Objective:**

* Students will demonstrate appropriate and respectful behavior when working in the small group sorting through the waste.
* Students will demonstrate their understanding of how recycling is good and needed in our environment by shorting it out among the waste.
* Students will show their ability in manipulate a writing utensil to mark the box as a recyclable item.

**Learning Activities:**

* This would be a small group activity, rotating through centers.
* Give 4-5 students a bin of waste.
* Have them work together to sort the waste into the correctly labeled and picture labeled bins (Recycle and garbage).
* Once they have gone through it all have them record what they have decided is recyclable and what is garbage by placing Y next to the recyclable items and a N next to the garbage.

**Reflective Questions:**

* Why do we recycle?
* Why is recycling good for the environment?
* How do you recycle?
* What does a recyclable item look like?
* What if we did not recycle?

**Vocabulary Words:**

* Recycle, world, perishable, pollution, ecosystem, earth, life.

**Assessment:**

* Assess progress while doing the activity through observation, discussion, and participation accuracy (Informal assessment).
* Assess student’s effort and ability through marked record logging sheet.

***(#2) Picture Pen Pals***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development- Cultural Awareness/ Social Studies

**Materials Needed:** An older grade within the school, paper, envelopes, crayons, markers, pens, and pencils.

**Standards:**

SED.2.4 Begin to develop peer friendships through group activities, tasks, and play,

SS.5.2 Know about communities to which they belong (e.g., roles of community members, ways communities interact.

LL.3.3 Use writing tools and materials (e.g., pencils, crayons, chalk, markers, computers, paper).

**Objective:**

* Students will demonstrate appropriate and respectful behavior through befriending an older student (3rd grade) through drawing picture letters.
* Students will demonstrate their understanding of how different grade are through the communication of the letters.
* Students will show their ability in manipulate a writing utensil by writing and drawing to their pen pal.

**Learning Activities:**

* Get in touch with the 3rd grade teacher or and teacher willing to participate.
* Have your students draw picture stories to an upper grade (Help decode by writing what they are trying to say on the bottom of their picture letter.
* Prompt the students on what to ask and talk about.
* Have the upper grade respond with pictures and words as well.

**Reflective Questions:**

* Why should you have pen pal?
* What questions can you ask your pen pal?
* What did you learn about their grade?
* Is their grade different than yours?
* How you are the same as them?
* How are you different from them?

**Vocabulary Words:**

* Friendship, preparation, future, support, mail, questions, differences, similarities.

**Assessment:**

* Assess progress while doing the activity through observation, discussion, and participation accuracy (Informal assessment).
* Assess student’s effort and ability through final product. (Picture Letter)

***(#3)Family Frenzy***

**Grade Level:** Preschool

**Subject Area:** Social Emotional Development- Cultural Awareness

**Materials Needed:** Cloth bag with instructions explaining that the one student that brings it home is to fill it with 5 items that will give his/her class a feel of his/her home/family life.

**Standards:**

SED.2.4 Begin to develop peer friendships through group activities, tasks, and play,

SS.5.3 Demonstrate awareness of differences among families (e.g., ethnicity, routines, language, traditions).

**Objective:**

* Students will demonstrate appropriate and respectful behavior through new understandings and friends made in the class.
* Students will demonstrate their understanding of how their friends have different home lives though listening, questioning, and dialoguing.

**Learning Activities:**

* Sent the cloth bag home each week to a new student.
* Supply instructions so the parents/guardians know there are to be 5 items returning to school that will give a little background on the student so his/her classmates can get to know him/her better.
* Allow the student to present all 5 items.
* Allow time for questions and discussions.

**Reflective Questions:**

* Do we all come from the same place?
* Why are we different?
* What are similarities of your friend’s life? And Differences?
* Why is it important to share our lives with people?

**Vocabulary Words:**

* Friendship, home, similar, different, friend, culture, family.

**Assessment:**

* Assess progress while doing the activity through observation, discussion, and participation accuracy (Informal assessment).
* Assess student on completing activity and following instructions to meet requirement.