

Ms. Green's Preschool Lesson Plan		Special Notes/Reminders:						
Week of:								
Criteria	Lesson Plan	Essential Question/I can statement	Notes	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Goals(s): What standard(s) do students need to know?</b>  <i>More than one goal can be indicated.</i>	<i>1.A.EC.d Identify emotions from facial expressions and body language.</i>	<b>EQ:</b> <i>Why is it important to know how a person is feeling, just by looking at his face or body language?</i>  <i>More than one EQ can be indicated.</i>	<i>This area can be used to indicate materials needed. You may also include assessment related information in this area.</i>					
<b>Objective(s): What do students need to know or be able to do? (Steps to mastery.)</b>  <i>More than one objective can be indicated.</i>	<i>Students will identify different types of feelings after looking at faces displaying a range of emotions.</i>	<b>I can:</b> <i>I can tell if my friend is happy, sad or angry just by looking at her face.</i>  <i>More than one "I can" statement can be indicated.</i>	<i>This area can be used to indicate what Social Emotional Learning activity will be addressed during the week.</i>					
<b>Teaching strategies to be used:</b>	<b>Whole Group</b> <i>Read the story</i>  <i>Glad Monster Sad Monster</i>  <i>By Ed Emberley &amp; Anne Miranda (CSEFL recommendation)</i>	<b>Key Vocabulary</b> <i>happy, angry, sad, scared, nervous</i>	<i>Challenge practice use synonyms for some of the emotion vocab learned (excited, anxious, furious)</i>					
	<b>Small Groups</b>  <i>Teacher will pull small groups for up to 15 minute increments, while the para works with students in centers.</i>	<b>Differentiation (How will I meet individual student needs?)</b> <b>(1) This group is struggling.</b>	<b>Student Names</b>  <b>(1) John, Sam, Jessica</b>	<i>Reread the part of the story on pages... Act out different facial expressions, practice looking at one another and making these faces.</i>	<i>Make feelings puppets</i>			

		<b>(2)</b> <i>This group is on track.</i>	<b>(2)</b> <i>Susan, Tyesha, Matt, Derick</i>	<i>Look at various photos to determine characters emotions, talk about why they character might be feeling a certain way...</i>			
		<b>(3)</b> <i>This group is already able to identify facial expressions and is ready for an extension.</i>	<b>(3)</b> <i>James, Edward, Jack, Michelle, Molly</i>	<i>Predict the emotions of a person after hearing different scenarios. Tell me why you think the person might feel that way.</i>		<i>Challenge practice use synonyms for some of the emotion vocab learned (excited, anxious, furious)</i>	
<b>Listening/Reading Center</b>	<i>Indicate if you will put out particular props, books, pictures, etc. that align to your theme/weekly objective/focus.</i>						
<b>Art Center</b>	<i>Insert notes for the paraprofessional to use as guidance about how to infuse him/herself into the various centers.</i>						
<b>Dramatic Play</b>	<i>Are there particular topics you can reinforce through the center? What guiding questions can you use with students?</i>						
<b>Block Play</b>	<i>Cooperative learning can be enhanced in various ways. How can the teacher/para guide this learning, gently and alongside the student(s)?</i>						
<b>Science/Math</b>	<i>There are many mathematical concepts that can be taught through play! How can the teacher/para reinforce key topics like more/less, or positional vocabulary, along with one to one correspondence, etc.</i>						
<b>Music Center</b>	<i>Is there a connection to be made to the weekly theme/topic? In this sample topic above, the theme/topic is feelings. Considering how you can encourage students to make music that sounds happy, sad, mad, etc.</i>						

Sample