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A Curriculum for Culturally Diverse Pre-Kindergarten Students to Develop Self-Regulation, Empathy, and Problem Solving Skills

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A Curriculum for Culturally Diverse Pre-Kindergarten Students to Develop Self-Regulation, Empathy,
and Problem Solving Skills

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INTRODUCTION

Compassion can be defined as, “the feeling that arises when we are confronted with another’s suffering and feel motivated to relieve that suffering” (Science of Compassion, n.p, n.d.). On the contrary, empathy “allows us to take the perspective of (*cognitive empathy*) and feel the emotions of another person” (Science of Compassion, n.d, n.p.). Compassion includes the same feelings as empathy, but with a desire to help (Science of Compassion, n.d.). According to the Compassion Action Network (n.d.), compassion can build resiliency toward stressful events, make people more socially adept, and promote acts of kindness in children.

This research investigated the question of whether or not young, pre-school, aged children, who experience a wide range of challenges arising from the impoverished communities in which they live, can be taught to empathize and be compassionate with peers and adults within their relationships and conflicts. One way to help children develop compassion and empathy is by promoting social and emotional (SEL) skill development. Collaborative for Academic, Social and Emotional Learning (CASEL) defines SEL as the “process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make reasonable decisions” (Yang & Bear, 2018, p.46). SEL at the Pre-Kindergarten level is necessary to provide a foundation of learning for all academic and social skills, both in and out of the classroom. Utilizing this framework supports children who are navigating environmental challenges by promoting resiliency, teaching coping skills, and developing self-awareness and self-esteem (Sciuchetti, 2017).

There are five cognitive/behavioral competencies that should be infused throughout a SEL program (Yang & Bear, 2018). These competencies include: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. From these skills, districts and schools can create curriculum objectives that allow for the creation of effective lessons that will be implemented.

Additionally, approaches that are school-wide as opposed to classroom-wide are needed to promote the curriculum on a broader scale through adult modeling (Yang & Bear, 2018). The school-wide approach “defines the entire school community as the unit of change and aims to integrate SEL into daily interactions and practices at multiple setting levels in the school using collaborative efforts that include all staff, teachers, families, and children” (Yang & Bear, 2018, p.46). When a creative and supportive climate and context is created, the systemic approach not only facilitates the development of empathy and compassion, but maintains the SEL skills necessary for systemic change (Yang & Bear, 2018). Through effectively delivered instruction, SEL directly links to skills of empathy and compassion. With the development of these competencies, students have the ability to accomplish essential life skills and demonstrate empathy with those around them (Sciuchetti, 2017).

When developing any SEL curriculum for Pre-Kindergarten students, it is important that the diverse developmental levels of the children, the identified targeted skills outcomes, and the method of instruction are taken into consideration. One developmental need is that young children are better able to regulate and self-control emotions through positive interactions with peers (Durlack, Domitrovich, Weissberg, & Gullotta, 2016). In order to do this successfully, educators should assist students by labeling their emotions to enhance children's ability to understand what they are feeling and what their peers' are feeling during social interactions. This, in turn, provides opportunities for children to talk and discuss how they feel and the situation they are experiencing. Additionally, there is a wide range of developmental levels surrounding social skills. Children are moving from playing near peers to interacting with one another. Through this process, conflicts, emotions, and friendships are developed and understood. The process of learning to self-regulate strong emotions as children acquire new skill sets through SEL instruction is imperative to increase social and emotional competence (Durlack et. al, 2016). Often, children experience peer interactions and conflict through play and it is from these experiences that children begin to display a need for an advanced skill sets of problem solving, emotional regulation, and peer mediation (Durlack et. al, 2016).

Furthermore, SEL instruction should identify specifically targeted skills and consider the environment in which instruction is delivered (Yang & Bear, 2018). At the Pre-Kindergarten age, students learn best through small group instruction, one-on-one activities, story telling, experiential learning, and observation (Yang & Bear, 2018). Teachers strategically guide students through a range of classroom experiences to practice skills. Lesson plans need to be precise and differentiated based on student learning goals and needs such as incorporating picture cards, play, first/then language, and emotion labels. When implementing SEL skills, the classroom environment must be a safe and secure climate or children will not feel comfortable enough to learn (Yang & Bear, 2018). Through the combination of specific skill set

instruction and a positive environment, relationships between student-student and teacher-student can foster and begin to change the overall school climate, teaching children to empathize with others as well as self-regulate (Yang & Bear, 2018).

Pre-Kindergarten children are also making the transition between impulsive toddlers to socially more adept preschoolers (Durlack et. al, 2016). Developing new language skills as well as social skills allows them to have new experiences and opportunities to grow in their ability to share, take turns, and manage aggressive behaviors. Through the structures of play, young learners are given the opportunity to learn social norms and expectations, social problem solving skills, and emotional regulation skills (Durlack et. al, 2016). Therefore, SEL programs for children at this developmental level should include friendship skills, play skills, emotional understanding and regulation, self-control, and problem solving skills (Durlack et. al, 2016). Strategies must be engaging and concrete in nature with skill development facilitated through modeling, instruction, and discussion (Durlack et. al, 2016), creating opportunities to practice skills with peer partners. Additionally, adults should use positive reinforcement when students are observed implementing the targeted skill. Positive adult interactions guide children in their process of development and understanding of social and emotional skills (Yang & Bear, 2018). A curriculum developed to teach SEL and empathy to young children must be embedded in warm, caring teacher-student relationships, continuous reassurance from adults that emotional and social competency gains are progressing, and ongoing consistent reinforcement of skill attainment.

The curriculum instructional methods must be both reflexive and dialectical so that students are able to reflect on their own feelings, learn how to cope with them, and use communication skills to collaborate with other peers during problem solving. When reflexive pedagogy strategies are implemented, students are able to describe their own feelings when a problem occurs (Rothman, 2014). This ultimately supports the needs of students because they are able to identify and validate their feelings while also following problem solving steps to come to a fair solution. When solutions are paired with

emotions, it is easier for students to understand the vast majority of options to problem solving. By describing feelings through “I feel” statements, students are able to reflect on their position (Rothman, 2014). Encouraging students to tell peers how they feel when something happens to them in the classroom allows positive, open communication to occur. Additionally, teachers should model this reflexive behavior for students by using statements such as, “I am feeling frustrated when your body is not safe. When you climb the shelf, Miss. Betsy feels frustrated because she knows you are not safe and she doesn’t want you to get hurt. It is okay to feel angry, but climbing furniture is not a safe choice. We can sit together in the quiet area to take some deep breaths or read a story to calm our body so that we don’t feel angry anymore.” These reflexive statements combined with dialogical pedagogy method techniques allow students to build and deepen a range of social and emotional competencies (Rothman, 2014).

The dialogical method directly pairs language skills and communication with peacebuilding strategies to create a positive culture of learning and solve problems through collaboration. (Gill & Niens, 2014). Solving problems through collaboration shifts student reactions from just “snatching a toy” to a conversation surrounding different solutions that range from sharing or waiting and taking a turn. Together, students and teachers work to build a community of learners that values peaceful relationships and creates a positive classroom culture (Gill & Niens, 2014).

No social emotional learning curriculum, regardless of how well designed it is, will achieve its goals unless it is embedded within positive teacher-student relationships and a safe, secure school climate (Cohen & Slade, 2017). When placing the focus on our school system and improvement of positive culture and climate, one must understand what school culture and climate really are. “School culture should refer to the norms and relationships within the school, which in turn inform and shape behavior” (Cohen & Slade, 2017, 231). When a school has a positive culture, the relationships within that school community foster positive decisions and advancements into an overall positive environment.

School climate directly relates to the success of student achievement academically as well as socially and emotionally (Cohen & Slade, 2017). Without a positive culture and climate, students are not going to feel safe, have nurturing and respectful relationships, receive quality instruction, or be committed to school and all it has to offer. It is with these positive school climate initiatives, combined with a PBIS approach, that schools will achieve these goals of a positive community within which SEL instruction and empathy building can occur.

Positive Behavior Intervention System (PBIS) or positive discipline and positive language is a support strategy used in creating a warm and open community of learners (Pyramid Model Consortium, 2016). Positive language provides students with descriptive praise when they are completing a task appropriately, staying on task, or interacting safely (Dunlap & Fox, 2015). Using positive discipline approaches with children reduces negative behavior by allowing children to hear what the expectation is or what they are doing correctly. It reverses the mindset of saying “no” and replaces it with the ability to provide direction and positive praise with an emphasis on learning (Dunlap & Fox, 2015). This is something all students can benefit from regardless of the range of developmental levels within the classroom environment. It is through the integration of PBIS practices, awareness of developmental needs, targeting identified skill sets, adult reinforcement, and reflective and dialogical pedagogical methods of instruction that an SEL curriculum, focused specifically on building empathy, can be effectively delivered at the Pre-Kindergarten level to build student emotional and social competencies and achieve a peaceful classroom community of learners.

This six-week curriculum is designed for instruction in an early childhood classroom with children ranging in age from three to five. Specifically, this curriculum will serve children from low-socioeconomic backgrounds and prepare them to cope with the challenges associated with this population. Many home environmental factors such as household transitions and low parental education place these children at risk for anxiety, social withdrawal, and depression (Garner et. al, 2014). Since children from these household demographics often experience higher rates of psychological distresses, they typically have lower emotional competence, self-regulation skills, and self-esteem (Garner et. al, 2014). Children from this specific background are at a greater risk for lifelong social and emotional self-regulation obstacles later in life which can lead to an increase of poverty, depression, anxiety, and other mental and physical health concerns. Children raised in this demographic have a higher likelihood of developing social and emotional competency deficits, making it imperative for them to acquire these skill sets in a targeted manner starting at a young age (Garner et. al, 2014). Through this six-week curriculum, children will be taught specific skills for coping with these challenging situations to promote self-awareness, self-esteem, and self-regulation.

The curriculum is composed of lessons delivered throughout the daily structures of the learning environment within a Pre-Kindergarten setting, that include but are not limited to shared reading, read aloud, small group, and shared writing/message time activities. Each lesson, combined with intentional teaching of empathy and compassion as well as PBIS language and supports, will provide differentiated instruction to children of all skill levels. The overarching curriculum framework is designed to help students form trusting and long-lasting relationships with peers and adults through positive learning environments. The curriculum goal is to help students learn to resolve conflict through positive intervention techniques such as validating feelings, peer mediation, and problem solving.

This curriculum will focus on a specific set of knowledge, attitudes/values, and skills that shape students' ability to be empathetic, thereby increasing their social and emotional competencies.

Knowledge:

- Self-awareness
- Identification of emotions in oneself
- Identification and awareness of emotions in peers and adults

Attitudes/Values:

- Valuing the uniqueness of each child across diverse cultures
- Valuing friendships

Skills:

- Self-regulation (appropriate expression of emotions)
- Exhibiting empathy in friendships
- Problem solving (ability to resolve conflicts)

At the early childhood level, students need positive adult interactions to guide them in the process of development and understanding of social and emotional skills (Yang & Bear, 2018). Through teacher guidance, students receive positive feedback that supports achievement and success with the knowledge, values, and skills targeted within the curriculum. Each lesson provides a range of opportunities to validate student understanding through the support of trusted adults.

Overview of Weekly Focus Questions:

Week 1: What are emotions and how can we identify them within ourselves?

Week 2: What are emotions and how can I express how I feel them appropriately?

Week 3: How am I unique and what are my differences between myself and my peers?

Week 4: What does it mean to be a good friend and how do we start a friendship?

Week 5: What do I do when I have a conflict with a friend and how can I solve it appropriately?

Week 6: How can I work together with a friend to understand how they are feeling and make them feel better?

Week 1

Week 1 Focus Question: What are emotions and how can we identify them within ourselves?

Weekly Outcomes:

- Students will be able to identify basic emotions within themselves
- Students will be able to begin to identify basic emotions on characters, people, and faces displaying each emotion
- Students will be able to use “I statements” to describe how they are feeling in a conflict or positive situation
- Students will begin to understand what they can do when negative emotions occur and how to make themselves feel better appropriately

Weekly Focus PA Early Learning Standards:

9.1.V PK.E Use imagination and creativity to express self through visual arts.

16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.

16.2 PK.A Interact with peers and adults in a socially acceptable manner.

Intentional Read Aloud Plan Sheet

PA Standards: 1.1 PK.B, 1.2 PK.C, 1.2 PK.E, 1.2 PK.F **PAELS:** 16.1 PK.A **GOLD Objective:** 1a,2b

Essential Question: *What are the different basic emotions and how do we express them?*

Title/Book: *Glad Monster, Sad Monster* by Ed Emberly and Anne Miranda

Word Wall Word: I

Story Vocabulary: *Glad/Happy, Angry/Mad, Loved, Sad, Worried, Scared, Silly*

Before each read review the Circle Rules and the expectations with children.

Introduce Vocabulary word cards with pictures of feelings faces and have children repeat the words. After you repeat and clap the words out, go through the words again and pair the words with facial expressions. Allow children to practice facial expressions with you.

First Read:

Before reading activate prior knowledge. Make a connection to the story.

"I am feeling glad today!" "Glad is another way to express that I am happy. I want you to look at Miss Betsy's face." "The smile on my face shows that I am feeling glad." Can you show me a happy or glad face? Usually we smile when we are happy! *Great job showing me a happy face!* "Now I want you to look at my face, I am showing you the opposite of glad, I am showing you what sad looks like." Can you show me what a sad face might look like? Sometimes we frown or cry when we are feeling sad! *Great practicing, I love how my friends are even doing motions with their hands to look like they are crying!* Today we are going to read our story called *Glad Monster, Sad Monster!* In our story the little monsters do different things that make them feel different ways. Let's read our story and see if we can figure out how they are feeling!

Critical Thinking Question Prompts throughout story:

- How do you feel when you play ball with a friend?
- Can you think of something that makes you feel happy like our yellow monster?
- How do you think the yellow monster would feel if the red monster came over and took the ball away?
- Sometimes I feel sad and it makes me feel better to cry like the blue monster. Crying helps our body calm down when we are upset. What are some things that you like to do to make yourself feel better when you are feeling sad?
- Being worried is something that makes you feel uneasy. You might have felt worried to come to school for the first time because you haven't been here before. But, when you try new things and tell someone how you are feeling, it doesn't seem as worrisome anymore.

- **Being silly is fun, but sometimes we have to know when we are not supposed to be silly so we can keep our body safe. What do you think might happen if we were being silly while we were walking down the stairs?**

Conclusion/Ticket to line up for Gross Motor: show children emotion cards and have them display that emotion on their face for you.

Second Read:

Introduce Vocabulary words again with students before reading. Allow them to review the emotions by displaying the facial expressions for each emotion on their own faces.

Before reading activate prior knowledge. Make a connection to the story.

Yesterday we read our story about the different monsters and the things that they did that made them feel a certain way. Today when we read, we are going to try and think of different things that might make us feel the way the monsters do! Before we read, can anyone think of a time that they felt happy before? *Allow several students to share about a time that they felt happy and what they did to feel happy!* Let's read our story and figure out what makes us feel a certain way.

Critical Thinking Question Prompts throughout story:

- For each different monster, allow students to turn and talk with a peer for cooperative conversations about a time that they might have felt the same way. Allow students to share out with the group about their feelings and what might have made them feel that way. Validate emotions and the event that might have made them feel like they did and why the emotion matches the feeling (re-state feelings, "It made you feel angry when your brother knocked over your tower that you were working hard to build. That would make me feel angry too! I bet next time that happens, you could tell him that makes you feel angry when he does that!")

Conclusion/Ticket to line up for Gross Motor: show children emotion faces and have them tell you about a time that made them feel like that or tell about something that could happen to make them feel that way.

Intentional Read Aloud Plan Sheet

PA Standards: 1.1 PK.B, 1.2 PK.C, 1.2 PK.E, 1.2 PK.F PAELS: 16.1 PK.A GOLD Objective: 1a,2b

Essential Question: What does it look like when we are angry and how can we express it safely?

Title/Book: Mouse Was Mad by Linda Urban Word Wall Word: **We**

Story Vocabulary: *mad, ridiculous, hop, stomp, scream, roll, sphere, frustrated, deep breath*
Before each read review the Circle Rules and the expectations with children.

First Read:

Introduce Vocabulary word cards with pictures and have children repeat the words. After you repeat and clap the words out, go through the words again and act out the motion words together.

Before reading activate prior knowledge. Make a connection to the story.

Today I have a story for you about a mouse. Look at the front cover of my story. How do you think mouse is feeling? Let's look at the face on mouse and see how he might be feeling. Yes, he is feeling mad! Show the kiddos a mad face and ask them to show you theirs. *Praise kiddos verbally for awesome mad faces.* Can you think of a time that might have made you feel angry? *Allow kiddos to share an experience they might have made them angry. Validate the experience and re-state why it made them feel angry.* Sometimes when we are angry we do things that might look scary to a friend and sometimes it can be hard to calm down when we get that upset. Let's read our story and find out what mouse does when he is angry to make himself feel better.

Critical Thinking Question Prompts throughout story:

- It looks like Mouse is hopping to try and help himself calm down. I wonder if that would help you calm down when you are angry.
- Now mouse is getting even more angry. He is stomping now! Sometimes we see characters stomping when they are angry. Have you ever seen anyone stomp when they are angry before?
- I have seen people scream before when they get angry. Sometimes when people raise their voices it makes me feel uncomfortable and scared.
- It looks like each time we meet a new character; Mouse gets even more angry because he ends up falling into the mud. I wonder if he needs to take some time to himself to calm down.
- Mouse is trying to take a break and take some time for himself. Sometimes we need to take a break when we are feeling angry to help our body calm down. Where can we go in our classroom if we feel like we need to take a break? (Review Quiet area space)

- Taking deep breaths helps our body let go of the anger inside us. Let's try and take a deep breath together (teach children the rocket breathing and Flower/Candle breathing techniques). Next time you are feeling angry you can try to breath like that in our quiet area with a teacher!

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: Have the students show you an angry face and talk to you about what they might do or want to do when they are feeling angry.

Second Read:

Introduce Vocabulary word cards with pictures and have children repeat the words. After you repeat and clap the words out, go through the words again and act out the motion words together.

Before reading activate prior knowledge. Make a connection to the story.

Review a time that you felt angry before and how you calmed down safely without hurting others. Ask kiddos about what they did when they were angry to help them feel better. Review classroom rule on staying safe and discuss different ways of how we can calm down safely that wouldn't hurt our peers, teachers, or ourselves. Explain to kiddos that when we see a friend that is feeling angry it is important to give them some space. We can use words to describe how they are feeling like, "It looks like Johnny is feeling angry because he is starting to knock over the chairs." Then, we can help give them ways to help them feel better or what to do to calm down safely such as, "He is feeling angry, he can go to the quiet area and breath like a lion to help him calm down with a teacher or he can go punch the pillow if he needs to punch, but punching and hitting our friends is not a safe choice."

Critical Thinking Question Prompts throughout story:

- Throughout the second read of the story today, word with kiddos to describe how Mouse is feeling and what he is doing that might be making him angry. Share the sentence starter, "He is feeling angry because..." with the students and allow them to make observations for themselves. Then, allow children to recognize that it is okay to be angry and not always be happy. Make the distinct different between what is okay and what is not okay when we are angry. Review classroom rules of we are safe, we are friends, we work together. **Conclusion/Ticket to line up for Gross Motor/Formative Assessment:** Have the students show you an angry face and talk to you about what they can do to calm down safely when they are feeling angry.

Small Group Instruction Plan Form

Emotion Monster

Essential Question: What are the basic emotions and how can I create faces that represent them?

Area of Study: Social/Emotional/math

Purpose of Lesson/Outcome: Students will use different shape cutouts to create their own monster feeling faces.	Materials Needed: glue sticks, pre-cut shapes for monster making, construction paper, feeling faces
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Language of Instruction, Vocabulary, and PA Early Learning Standards: 16.1PK.A, 16.1PK.B, 16.2PK.A, 16.2PK.B, 16.2.PKC, 16.3.PKC PAELS: 16.1 PK.A 9.1.V PK.E GOLD Objective: 1a,2b, 2c, 21a,21b	<p>This week we have been talking all about how we feel and the different emotions. Let's look at my feelings cards and see if you remember what each feeling is called. Let's practice making these faces again. Remember in our story that we are reading this week our monsters have feelings just like us. Today we are going to create a monster and you can pick whatever feeling you want it to have. We are going to use these paper cut-outs that are all different shapes to create our monster's face. Let's see if we can review the shapes I have here. Now let's start building our monsters! Help kiddos with gluing and frequently ask about what shapes they are using as well as what feelings their monster has.</p> <p>Ticket to Choice Time/Summative Assessment: Have kiddos describe to you how their monster is feeling and how they know that based on the face they created.</p> <p>Formative Assessment: Feeling monster face.</p>	<p>Evaluation: Do students listen as the teacher is speaking? Do they answer the questions asked by the teacher? Do students able to collaborate with one another to complete the activity? Are students able to identify basic emotions when present to them? Do students name basic shapes? Are students able to describe how they know that their monster is feeling a certain way?</p>
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Differentiation of Instruction:	All students will be able to join the teacher in the designated center, name different feelings and shapes, and put together their monster with full teacher support.	Individualization (also see embedded schedules)
DLL Students: Have feeling picture cards to students to use as they create emotion faces on their monsters if needed. Have first/then chart with pictures for students refusing to attend activity (First small groups, then choice time)	Some students will be able to join the teacher in the designated center, name different feelings and shapes, and put together their monster with little teacher support.	
	Few students will be able to join the teacher in the designated center, name different feelings and shapes, and put together their monster with no teacher support.	

Circle One: **Teacher Guided** or Independent

Small Group Instruction Plan Form

Humpty Dumpty Feelings

Essential Question: What are the basic emotions and how can we tell when someone is feeling them?

Area of Study: Feelings/Social Emotional

Purpose of Lesson: Students will learn how to appropriately identify different emotions and feelings.	Materials Needed: Humpty Dumpty feelings book, Humpty Dumpty Feelings eggs, Sometimes I feel handout, pictures of students, camera	
Language of Instruction, Vocabulary, and PA Early Learning Standards: 25.2.2 25.3.1 25.4.1 16.1 PK.A 9.1.V PK.E GOLD Objective: 1a,2b, 2c, 21a,21b	Today we are going to read a story called Humpty Dumpty. In my story Humpty Dumpty feels all different kinds of emotions. Sometimes he feels happy. Can you show me your happy face? Great! Sometimes he feels sad. Can you show me your sad face? Great job! Let's start reading our story to find out why Humpty Dumpty is feelings all these different emotions. As we read, we are going to use my Humpty Dumpty egg friends to help us try and figure out what it looks like when Humpty Dumpty feels a certain way. Continue to read the story and have the students help identify each Humpty Dumpty egg feeling that matches the feelings in the story. Once the story is completed explain to the students that you want to know how they are feeling today. Ask them to show you their emotion face like the Humpty Dumpty egg. Take a picture of the student's face representing that feeling and ask them when they might have felt that way before. Fill out the "Sometimes I feel" paper together. Summative Assessment: Describing how they feel today Formative Assessment: Completing the "sometimes I feel" paper. (See Appendix)	Evaluation: Do students listen to the teacher? Do they answer the questions asked by the teacher? Do students identify Humpty Dumpty's feelings? Do they need a lot of prompting? Do students identify different feelings themselves?

Differentiation of Instruction:	All students will be able to join the teacher in the small group, and listen to the story of Humpty Dumpty to identify his feelings with teacher support.	Individualization (also see embedded schedules)
DLL Students: Have feeling picture cards to students to use as they create emotion faces on their monsters if needed. Have first/then chart with pictures for students refusing to attend activity (First small groups, then choice time)	Some students will be able to identify feelings of Humpty Dumpty little teacher support.	
	Few students will be able to identify feelings of Humpty Dumpty no teacher assistance.	

Circle One: **Teacher Guided** or Independent

Shared Reading

Title: PBIS Class Poster

We are Friends, We are Safe, We Work Together (See picture in appendix)

Essential Question: How can our classroom rules help us stay safe, be a friend, and work together?

Student Outcomes:

- Students will be able to identify the three classroom/program wide rules of We are Safe, We are Friends, and We Work Together
- Students will be able to recognize that when we are safe, when we are a friend, and when we work together, we are feeling happy
- Students will be able to identify different things we can do to be a friend, stay safe, and work together
- Students will be able to observe how to track print and begin to understand how we read words
- Students will begin to learn that letters in our alphabet make up words

Day 1 & 2

Skill/Concept	Language of Instruction	Standards
Demonstrate that print and illustrations convey meaning and information.	Look at this poster that I have. There is some very important information on it. If I don't know what the words are saying, I can look at the pictures to help me figure out what the words may say. What do you see in these pictures? In these pictures, the boys are girls are being safe, working together, and being friends. It looks like when you are a friend to someone they are happy. How do you think we could be a friend today to someone?	1.1.3 25.2.2
Recognize that print gives direction.	These words will help us know how to be safe, be a friend, and work together. Let's look at the pictures to show us how to do this. Invite students to come up and recognize how the children are acting in the photos.	1.2.2 25.2.2

Day 3 & 4

Skill/Concept	Language of Instruction	Standards
Demonstrate print awareness that print moves from left to right	Here is the poster again that we have been reading over the past two days. Has anyone noticed which way my pointer moves as I read? It moves from the left to the right. Help me with your finger and show me how my pointer moves. When we read, we always move from left to right. Remember, if we forget the words, there is something that can help us. What is it? That's right – the pictures. Use your finger, and help me read this poster from left to right.	1.2.2 25.2.2
Demonstrate print awareness that print moves from top to bottom.	I am going to start reading again. Notice how we always read from top to bottom.	1.2.2 25.2.2

Day 5

Skill/Concept	Language of Instruction	Standards
Learn the meaning of new words	Today we are going to learn our very first word wall word. Our word wall word is in our poster. It is the word "we". Here is how we do the cheer for "we". Demonstrate how to do the cheer and allow kiddos to practice.	1.1 1.2

Individualized Instruction:

Fidget toys will be provided to children needing extra support.

Choice of carpet of table to a child struggling to remain at their carpet square.

Carpet Rule Picture cards

Message Time (Story Telling)/Shared Writing Lesson:

PA STATE STANDARDS: CC.1.1.PREK.B, CC.1.1.PREK.D, CC.1.4.PREK.B, CC.1.4.PREK.C, CC.1.4.PREK.D, CC.1.4.PREK.W

Early Learning Standards: 16.1 PK.A, 16.2 PK.A

GOLD Objectives: 1a, 1b, 9d, 10a, 10b, 12a, 12b, 14a

Essential Question: How do we feel based on certain situations that happen in the classroom?

Student Outcomes:

- Students will be able to identify different scenarios that caused Miss. Betsy or Max to feel a certain way
- Students will be able to understand different ways we can calm down when we are angry or upset
- Students will be able to understand how to cope with strong emotions in a safe manner

Writing: MTP or shared writing/skills to be taught:

Monday (Matteson)- Draw picture of Max coloring on my paper. Me saying please stop and getting him a paper. Talking about how it makes us feel when a friend colors on our paper.

Talking Point: solution suitcase cards, super friend, bucket filler, WWW “I”, angry emotion card

Sentence to Write: “It makes me angry when my friend draws on my paper!”

Tuesday (Matteson)- Draw picture of me not getting my way and having to wait and take a turn with a toy. Being mad and going to relaxation center to calm my body because I was angry.

Talking Point: How to use the relaxation center, angry emotion card, breathing techniques

Sentence to Write: “I get frustrated when I have to wait and take a turn.”

Wednesday (Matteson)- Draw picture of Max sharing the blue marker with me and how it made me feel to play with a friend.

Talking Point: sharing card, taking turns card, bucket filling, super friend, WWW “I”, happy emotion card

Sentence to Write: “I am happy when my friend shares a marker with me.”

Thursday (Matteson)- Max yelling “Be Quiet” and screaming on the carpet. Discuss how it hurts my ears and review classroom voice chart.

Talking Point: Ignoring card, solution cards, class voice chart, WWW “I”

Sentence to Write: “I do not like it when my friend is loud at the carpet.”

Friday (Matteson)- Draw/tell a story about me feeling sad at school because I miss my mom.

Talking Point: sharing, making new friends, asking nicely, discuss what we can do when we miss someone (draw a picture, write a letter), sad face emotion card, WWW “I”

Sentence to Write: “I feel sad when I miss my mom, but I can draw a picture of us together to feel better

Extensions to other areas of the room:

- PBIS poster hanging in room
- PBIS solution suitcase cards
- Quiet Area
- Fill A Bucket

- Pom-Pom Jar
- Emotion Chart

Week 2

Week 2 Focus Question: What are emotions and how can I express how I feel them appropriately?

Weekly Outcomes:

- Students will be able to identify basic emotions (happy, sad, mad)
- Student will be able to label emotions displayed by characters in our read aloud and message time lessons
- Students will be able to name different appropriate strategies we can use to calm down when we are upset
- Students will be able to learn from experiences when they did not act safely when strong emotions occurred and realize that we can learn from those moments

Weekly Focus PA Early Learning Standards:

9.1.V PK.E Use imagination and creativity to express self through visual arts.

16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.

16.2 PK.A Interact with peers and adults in a socially acceptable manner.

16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills

can result in learning from the experience.

Intentional Read Aloud Plan Sheet

PA Standards: 1.1 PK.B, 1.2 PK.C, 1.2 PK.E, 1.2 PK.F **PAELS:** 16.1 PK.A, 16.1 PK.C

GOLD Objective: 1a,2b

Essential Question: What do we do when we feel angry and how can we calm down?

Title/Book: Sometimes I'm Bombaloo! by Rachel Vail

Story Vocabulary: smile, happy, whine, bombaloo, angry, yell, kick, throw scared, apologize

Before each read review the Circle Rules and the expectations with children.

Introduce Vocabulary word cards with pictures and have children repeat the words.

Repeat the words and allow kiddos to clap out the words to help with remembering and syllables.

First Read:

Before reading activate prior knowledge. Make a connection to the story.

As you introduce the book and title, ask children what they think it means to feel bombaloo! Allow children time to make a prediction about what they think it might mean to feel bombaloo. Have the children try to say bombaloo! Tell them that you are going to read them a story about a little girl named Katie who sometimes feels bombaloo. Ask the children to listen carefully to the story to see if they can figure out what it means to feel bombaloo.

Critical Thinking Question Prompts throughout story:

- Can you think of a time that you felt angry or upset about something?
- What have you done when you were feeling angry or upset that was not a safe choice?
- What do you think we can do to stop being angry and help ourselves calm down?
- Sometimes it can be scary when someone is angry or bombaloo.
- When we are bombaloo or angry, sometimes we make choices that are not always safe. Can you think of something that you might do when you are angry that is not a safe choice?

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: Have students identify something that Katie Honors sometimes does when she is feeling bombaloo that is not safe.

Second Read:

Introduce Vocabulary word cards with pictures and have children repeat the words.

Repeat the words and allow kiddos to clap out the words to help with remembering and syllables.

Before reading activate prior knowledge. Make a connection to the story.

Yesterday, we read our story about Katie Honors and what happens to her when she feels bombaloo. Can anyone remember something that Katie felt like doing when she was bombaloo that is not a safe choice? *Allow kiddos to share out what Katie wanted to do when she was feeling angry that is not safe.* Today when we read our story we are going to focus on what you can do when you are feeling angry that is a safe choice. Let's read again to remember what Katie did that was safe to help her body calm down from being so angry.

Critical Thinking Question Prompts throughout story:

- It looks like Katie's brother knocking her tower over was what really made her upset. She says that sometimes she can hold in her tears. When we are feeling angry or upset, sometimes crying helps our bodies calm down. It is okay to cry!
- Katie says that she wanted to throw, kick, and yell. Sometimes when we get upset/angry we want to do these things. Do you think it is a safe choice to throw, use our hands, or yell?
- Sometimes we need to take a break and go calm our body by ourselves or with a teacher. When I am feeling angry I like to take a few minutes to myself to take a deep breath and then I like to get a hug from someone. Where can you go in the classroom to take some space? Who do you think you could ask for a hug from when your body is calm?

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: Have students identify something that Katie Honors did to help herself calm down that was safe.

Intentional Read Aloud Plan Sheet

PA Standards: 1.1 PK.B, 1.2 PK.C, 1.2 PK.E, 1.2 PK.F **PAELS:** 16.1 PK.A, 16.1 PK.C

GOLD Objective: 1a,2b

Essential Question: What are some safe things we can we do with our hands?

Title/Book: *I Call My Hand Gentle* by Amanda Haan

Story Vocabulary: huge, hold, throw, catch, build, hide, protect, break, hit, push, steal, grab

Before each read review the Circle Rules and the expectations with children.

Introduce Vocabulary word cards with pictures and have children repeat the words.

Repeat the words and allow kiddos to clap out the words to help with remembering and syllables.

First Read:

Before reading activate prior knowledge. Make a connection to the story.

Today we are going to read a story called, *I Call My Hand Gentle*. In our story we are going to read about all the different things we can do with our hands. With a quiet hand, who would like to share something that they do with their hands? These are all really great things that we can do with our hands. I love to draw pictures with my hands and built things. Let's read our story and learn about some of the things that we can do with our hands. We are going to act out the different positive things we can do with our hands as we see them in our story!

Critical Thinking Question Prompts throughout story:

- It looks like there are a lot of things that we can do with our hands! These are all safe things we can do with them!
- I love to play with toys with my hands, brush my teeth with my hands, draw with my hands, and build with my hands
- I also love to give hugs with my hands and high fives with my hands during our morning song
- Sometimes there are things we can do with our gentle hands that we can't do at school. Some of us have a pet at home that we can use our hands to pet our dog or cat. We can't do that at school because we don't have a pet dog or cat here.

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: What can you do with your gentle hands?

Second Read:

Introduce Vocabulary word cards with pictures and have children repeat the words.

Repeat the words and allow kiddos to clap out the words to help with remembering and syllables.

Before reading activate prior knowledge. Make a connection to the story. Yesterday, we read our story and learned about all the different safe things that we can do with our

hands. We also read in our story about some things that are not so safe to do with our hands. *With a quiet hand, who can share about a time that they didn't do something safe with their hands or tell about what they saw in the story that was not safe to do with our hands.* Yes, those are all things that we should not do! Today when we read, we are going to make a list of all the things that are not safe to do with our hands and what we can do instead.

Critical Thinking Question Prompts throughout story:

- Sometimes when we get upset, we might want to push with our hands. What is something that would be safe for us to push instead?
- When I am angry, I sometimes want to hit too! Instead of hitting we can squeeze our hands together like this. Or we can go over and hit the pillows in the quiet area. What do you think would happen if we hit our friend or teacher?
- Sometimes we see people break things with their hands. If we use our hands to break toys in our classroom we won't have any toys to play with anymore! That would not make me happy because I like to play with our hands.

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: What can is NOT safe to do with your hands and what can we do instead?

Small Group Instruction Plan Form **Emotion Sticks**

PA Early Learning Standards: 16.1PK.A, 16.1PK.B, 16.2PK.A, 16.2PK.B, 16.2.PKC, 16.3.PKC

Essential Question: When I am angry what can I do to calm down?

Area of Study: Feelings/Social Emotional

Purpose of Lesson/Outcomes: Children will be able to recognize emotions in them self or others and label the emotion

Materials
Needed: Sticks
 that have a picture

Language of Instruction/Procedure: Talk about happy /sad feelings and what things can cause them to feel that emotion (example; making new friends at school, separating from mom/dad/babysitter.) Hand each child an emotion stick and tell them “I’m going to show you some pictures and you’re going vote whether you feel happy or sad about it” Have them reflect on their answers “why do you feel happy/sad?” Allow kiddos to ponder why they might feel happy or sad about each one. Once they are done, ask students questions about how we can feel

	the teacher in pictures that occurrences	Individualization (also see embedded schedules)
	in the recognize emotionally assistance.	
	Few students will be able to join the teacher in the small group, and recognize pictures that represent different emotionally occurrences with no teacher assistance.	

Circle One:

Teacher Guided

or

Independent

Small Group Instruction Plan Form

Tucker Turtle Calm Down Technique

PA Early Learning Standards: 16.1PK.A, 16.1PK.B, 16.2PK.A, 16.2PK.B, 16.2.PKC, 16.3.PKC

Essential Question: How does taking space and breathing help me think more clearly?

Area of Study: Feelings/Social Emotional

Purpose of Lesson/Outcomes: Children will be able to recognize when they need to take some time for themselves to calm down so that they can think more clearly.

Language of Instruction/lesson procedure: Read the social story “Tucker Turtle”, introduce the puppet and role model how to utilize the puppet and the steps to follow to help them learn how to manage their emotions (be sure to have introduced emotions and what it “looks like” for them to be able to recognize when they are going to exhibit an emotion first). As they are making their own turtle let them know there are 4 steps to follow and how you will help them through it. Teacher: “There are 4 steps to follow that I can help you with. Let’s practice and go through these steps together.” Have them use their turtle to practice and imitate the steps once they have created their own Tucker Turtle.

4 Step Calm down process to teach/model:

- Step 1- “Sometimes things happen that will make you feel angry. When you feel like you

Materials Needed: Tucker Turtle social story

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Individualization (also see embedded schedules)

<p>DLL Students: Have feeling picture cards to students to use as they create emotion faces on their monsters if needed.</p> <p>Have first/then chart with pictures for students refusing to attend activity (First small groups, then choice time)</p>	<p>Some students will be able to join the teacher in the small groups to learn about the tucker turtle method, act it out, and create their own tucker to breath with while having some teacher support.</p>	
	<p>Few students will be able to join the teacher in the small groups to learn about the tucker turtle method, act it out, and create their own tucker to breath with while having little teacher support.</p>	

Circle One: **Teacher Guided** or Independent

Shared Reading

Title: In My Mirror

In my mirror I can see Two little eyes that look at me. two little ears, one little nose ten little fingers, ten little toes. One little mouth I open wide

Two little rows of teeth hidden inside A tongue that pops both in and out, Lots of joints that bend about. When I look in the mirror, what do I see?

A beautiful person looking back at me!

Essential Question: How can we use a mirror to see our own emotions and our facial features?

Student Outcomes:

- Students will be able to use a mirror to identify different facial features displayed on their faces
- Students will be able to use emotion mirrors to make different facial expressions and see themselves modeling them
- Students will be able to observe how to track print and begin to understand how we read words
- Students will begin to learn that letters in our alphabet make up words

Day 1&2

Skill/Concept	Language of Instruction	Standards
Demonstrate that print and illustrations convey meaning and information.	Look at this poster that I have. There is some very important information on it. If I don't know what the words are saying, I can look at the pictures to help me figure out what the words may say. What do you see in these pictures?	1.1.3 25.2.2
Learn the meaning of new words	We have a new word in our shared reading. The word is joint. Let's find out how many syllables are in the word. Let's clap it, count it. What do you think a joint is? A joint is something where two parts of your body come together like here (shoulder) Where else can you find a joint?	1.1 1.2

Day 3 & 4

Demonstrate print awareness that print moves from top to bottom and left to right.	I am going to start reading again. Notice how we always read from top to bottom. Help me with your finger and show me how my pointer moves. When we read, we always move from left to right.	1.2.2 25.2.2
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Skill/Concept	Language of Instruction	Standards
Recognize some conventions of print.	Period tells the reader that it is the end of a thought/idea. Notice how we stop when we see a period.	1.1.3

Skill/Concept	Language of Instruction	Standards
Recognize our body parts/emotional expressions using mirrors	Today we are going to use mirrors to look at see what features and body parts we have on our own faces. We will also practice using the mirrors to make different faces that show different emotions. Watch Miss. Betsy as I make a happy face into the mirror. I know I have a happy face and I am feeling happy because I am smiling into the mirror and I can see my smile. Now it is your turn. You are going to practice working together with a friend to share a mirror and recognize each other's emotions.	16.1 PK.A

Individualized Instruction: Use pictures to help read text
Remain in appropriate space on carpet (fidgets provided to students as needed)
Have picture cards of carpet rules ready

Message Time (Story Telling)/Shared Writing Lesson:

PA STATE STANDARDS: CC.1.1.PREK.B, CC.1.1.PREK.D, CC.1.4.PREK.B, CC.1.4.PREK.C, CC.1.4.PREK.D, CC.1.4.PREK.W

Early Learning Standards: 16.1 PK.A, 16.2 PK.A

GOLD Objectives: 1a, 1b, 9d, 10a, 10b, 12a, 12b, 14a

Essential Question: How do we feel based on certain situations that happen in the classroom?

Student Outcomes:

- Students will be able to identify different scenarios that caused Miss. Betsy or Max to feel a certain way
- Students will be able to understand different ways we can calm down when we are angry or upset
- Students will be able to understand how to cope with strong emotions in a safe manner

Writing: MTP or shared writing/skills to be taught:

Monday (Matteson)- Draw picture of Max coming over to play and hitting me instead of asking to play with me.

Talking Point: solution suitcase cards, super friend, bucket filler, using our words, angry emotion card

Sentence to Write: "It makes me angry when my friend hits me instead of using his words!"

Tuesday (Matteson)- Draw picture of Max and I building a tower together, but Max knocks it over before we were ready to. Discuss how upset that made me and going to the quiet area to calm down from crying.

Talking Point: How to use the relaxation center, angry emotion card, breathing techniques with tucker turtle

Sentence to Write: "I can use Tucker Turtle to help me calm down."

Wednesday (Matteson)- Draw a picture of Max squirting water on Miss. Betsy at the water table and onto the floor.

Talking Point: discuss staying safe in the classroom, show angry face card, getting a teacher because it is not safe to get water on the floor.

Sentence to Write: "I am angry when you squirt water on my face because it hurts my eyes!"

Thursday (Matteson)- Draw a picture of Miss. Betsy being upset so she started to knock over the chairs instead of calming down. Problem solve with peers about what to do when we get upset.

Talking Point: Ignoring card, quiet area, get a teacher when not safe, problem solving

Sentence to Write: "When I am upset, knocking over chairs is not a safe choice!"

Friday (Matteson)- Draw/tell a story about seeing a friend upset because someone didn't want to share with them.

Talking Point: sharing, making new friends, asking nicely, discuss what we can do to make friends feel better when they are sad.

Sentence to Write: "When I see a friend is upset, I like to go over and play with them or give them a hug to help them feel better."

Extensions to other areas of the room:

- PBIS poster hanging in room
- PBIS solution suitcase cards
- Quiet Area
- Fill A Bucket
- Pom-Pom Jar
- Emotion Chart

Week 3

Week 3 Focus Question: How am I unique and what are my differences between myself and my peers?

Weekly Outcomes:

- Students will be able to identify basic features about themselves
- Students will be able to identify basic wants and interests about themselves
- Students will be able to identify how they are different from their peers
- Students will be able to identify that we are all unique in some way and our differences make our classroom and community unique

Weekly Focus PA Early Learning Standards:

16.2 PK.B Identify similarities and differences between self and others.

16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.

16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.

16.2 PK.A Interact with peers and adults in a socially acceptable manner.

16.1 PK.D Establish goals independently and recognize their influence on choices.

Intentional Read Aloud Plan Sheet

PA Standards: 1.1 PK.B, 1.2 PK.C, 1.2 PK.E, 1.2 PK.F **PAELS:** 16.1 PK.A, 16.2 PK.B, 16.1 PK.B

GOLD Objective: 1a,2b

Essential Question: What features do I have that make me unique and different from my peers?

Title/Book: *I Like Myself!* By Karen Beaumont

Story Vocabulary: myself, different, same, eyes, ears, fingers, nose, toes, wild, tame, fast, slow, inside, outside, upside-down

Before each read review the Circle Rules and the expectations with children.

Introduce Vocabulary word cards with pictures and have children repeat the words. Repeat the words and allow kiddos to clap out the words to help with remembering and syllables.

First Read:

Before reading activate prior knowledge. Make a connection to the story.

Today we are going to read a book with the title *I like Myself!* Let's take a moment to think about something we like about ourselves. Raise a quiet hand to share. (Call on students). We are all different and we all have different hair, different eyes, and different smiles. We also all like different things. Some of us like to eat certain foods and some of us don't like them. Some of us also like to play with certain toys and others of us like to play with different toys. We are all unique in our own way! Let's read our story and find out what our character likes about herself!

Critical Thinking Question Prompts throughout story:

- Our character really likes all the physical things about herself! Can you point to your eyes, ears, nose, fingers, and toes?
- She says she likes herself on the inside. What do you think she means by that?
- It is important that you like yourself no matter what others might say about you that is not nice.
- There is so much more to us other than what people see on the outside!
- She really likes herself because she is herself and there is only one of her! Can you think of something that you like about yourself?

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: Tell me one thing that you like about yourself?

Second Read:

Before reading activate prior knowledge. Make a connection to the story.

Yesterday we read our story about liking ourselves. Does anyone remember what our character in the story liked about herself? *Allow kiddos to share out about our character in the story.* There is a lot more that people like about themselves besides their physical features like their eyes, hair, nose, etc. A lot of people like who they are as a person on the inside. What do you think it means to like yourself on the inside? *Allow kiddos to share what they truly like about themselves on the inside (if they are struggling, provide an example).* Today let's read our story and find out what our character likes about herself on the inside.

Critical Thinking Question Prompts throughout story:

- In the beginning of our story our character talks a lot about the physical features she likes about herself. Then, she starts to talk about no matter what others think she is happy with who she is!
- Our author is trying to show us that our character is happy to be herself even when she has bad breath or crazy hair! Sometimes we don't always look our best or feel our best, but it is still important to be happy with who we are no matter what comes our way!
- It is also important for you to know that your friends, teachers, and family love you no matter what you like or if you make a bad decision! We can learn from our mistakes and that makes us even happier with ourselves because we know what to do differently next time!

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: Can you share a time that you made a choice that you learned something from it?

Intentional Read Aloud Plan Sheet

PA Standards: 1.1 PK.B, 1.2 PK.C, 1.2 PK.E, 1.2 PK.F **PAELS:** 16.1 PK.A, 16.2 PK.B, 16.1 PK.B

GOLD Objective: 1a,2b

Essential Question: How am I different than others and why should I like being myself?

Title/Book: Elmer by David McKee

Story Vocabulary: young, old, happy, patchwork, yellow, orange, red, pink, purple, green, black, white, silly, jokes, laughing,
Before each read review the Circle Rules and the expectations with children.

Introduce Vocabulary word cards with pictures and have children repeat the words. Repeat the words and allow kiddos to clap out the words to help with remembering and syllables.

First Read:

Before reading activate prior knowledge. Make a connection to the story.

Today, I have a very special story to share with you! We are going to read about an elephant named Elmer! With a quiet hand, does anyone notice what color Elmer is? Yes, he is all different colors. This is called patchwork. Let's clap that! Before we read, we are going to try something. I want you to stand up and find a friend to stand with. Now, hold their hand. Look at their hand. Is your skin the same color? No, in our world, everyone has different colored skin. No one will ever have the same color skin as you. We are very different and very unique in the color of our skin. Look at the person next to you. What else is different about you two? All of these differences makes our classroom exciting! I love all of my friends for who they are regardless of what color skin you have! In our story, Elmer tries to change the colors of his skin because he wants to be like all the other elephants. Let's read our story and find out why that might make Elmer feel sad.

Critical Thinking Question Prompts throughout story:

- Elmer is different colors than the other elephants! That makes him unique and different than the rest of him!
- It seems like Elmer is funny and all the elephants love Elmer because he is silly!
- Elmer thinks that all his friends laugh at him because he looks different and not because he is silly! I think he is confused!
- Elmer looks like he is trying to change the color of his skin because he thinks his friends don't like him for his colors! Do you think that is going to make Elmer happy in the end?
- Look! The elephants don't notice it is Elmer because he is not his typical self! They are calling him elephant!

- Now Elmer is realizing that something doesn't feel right! Maybe he is realizing that he isn't himself anymore because he was trying to change for the others.
- It looks like the other elephants miss him and wished he was there to share with the laughter not realizing that he was there!
- Look! The rain is changing him back! The elephants are surprised and happy to see him and made a day of him joking around! I am glad Elmer was able to realize that he wants to be himself and no one else!

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: Use the story wand prompt questions to have kiddos answer questions about the text!

***Introduce Vocabulary** word cards with pictures and have children repeat the words. Repeat the words and allow kiddos to clap out the words to help with remembering and syllables.*

Second Read:

Before reading activate prior knowledge. Make a connection to the story.

Yesterday we read our story about Elmer! He tried to change the colors of his skin because he thought his friends didn't like him for who he was! Does anyone remember what happened when Elmer did this? *Allow kiddos to share what they remember from the story!* Today when we read our story let's try and figure out what his friends truly like about him!

Critical Thinking Question Prompts throughout story:

- It looks like Elmer is funny! Why do you think Elmer is funny?
- I wonder if any of my friends have ever had a time that someone was laughing because they were funny, but they thought they were being laughed at! When that happens, it is important to talk to your friend and help them understand that you are not laughing at them!
- It doesn't seem to be the same in the jungle when Elmer is not the same. The other elephants seem to be missing him. I think I would be missing him too!
- Wow! The elephants really love how silly Elmer is! They like it so much that they even made a special day in the jungle each year to celebrate him for being himself!

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: What do you think the other elephants love about Elmer?

Small Group Instruction Plan Form

Hand Print Making Activity

Essential Question: How am I different than my peers?

Area of Study: Multiculturalism

Purpose of Lesson: To reinforce skills learned in books about liking yourself and being different/same from others.	Materials Needed: white construction paper, multicultural crayons, pencils	
Language of Instruction, Vocabulary, and PA Early Learning Standards: 25.2.2 25.3.1 25.4.1 16.1 PK.A 16.2 PK.B GOLD Objective: 1a,2b, 2c, 21a,21b	<p>This week, we have been reading books about liking ourselves. What do you like about yourself? What makes you special? Today, we did an activity on the carpet where you found a friend to stand next to. What did you notice that was the same? What did you notice that was different? Yes, our skin colors are all very different. Did any of you have the exact same skin color? No, they are all a little different. Today, we are going to celebrate our different skin colors and trace our hands using these multicultural crayons. First, you will work with a friend to trace your hand/hands. Then, you will find the crayons that best matches your skin color and color in your hands. When you are all done you can draw different things that you like. For example, here is Miss. Betsy's hand. I drew a picture of the beach, ice cream, and books because those are things I love. When you are finished we will hang up our hands around the classroom to share our differences!</p> <p>Summative Assessment: Describing differences between themselves and others</p> <p>Formative Assessment: Completing the hand prints</p>	Evaluation: Are the children able to sit while listening to teacher instruction? Do children answer questions about how to engage/take turns with others in the group? Do children stay in the area without support? Do children take turns? Do children share materials? Do children work together to share differences and similarities about themselves?

Differentiation of Instruction:	All students will be able to join the center to complete the hand tracing and drawing activity with teacher support.	Individualization (also see embedded schedules)
DLL Students: Have first/then chart with pictures for students refusing to attend activity (First small groups, then choice time)	Some students will be able to join the activity in its entirety and use some teacher support to trace a friend's hand and pick out a color.	
	Few students will complete the hand tracing activity with no teacher support and use descriptive language to describe differences and similarities between themselves and peers.	

Circle One:

Teacher Guided

or

Independent

Small Group Instruction Plan Form

"Selfie" Self-Portrait Activity

Essential Question: What features do I have and what do I look like?

Area of Study: Multiculturalism/Self-Love

Purpose of Lesson: To determine what features we have and what makes us unique.	Materials Needed: cell phone paper, crayons, pencils	
Language of Instruction, Vocabulary, and PA Early Learning Standards: 25.2.2 25.3.1 25.4.1 16.1 PK.A 16.2 PK.B GOLD Objective: 1a,2b, 2c, 21a,21b	<p>We have been talking all about how we are different and what makes us unique! Today we are going to pretend that we are taking a "selfie"! Does anyone know what that means? Yes, it is when you take a picture of yourself! I have mirrors for us to use to pretend that they are cameras taking our picture. What we are going to do is use the mirror to take our "selfie" and then we are going to draw our "selfie" on this piece of paper. What does my paper look like? Yes, a phone! Great, now you will get to use the mirrors and draw your own "selfies" that look like yourself! You will know when you are finished because the "selfie" that you drew of yourself should match what you look like!</p> <p>Summative Assessment: Describing features of ourselves</p> <p>Formative Assessment: Completing the self-portrait "selfie"</p>	Evaluation: Are the children able to sit while listening to teacher instruction? Do children answer questions about how to engage/take turns with others in the group? Do children stay in the area without support? Do children use the mirror for its intended use? Do children draw a face/person accurately? Do children describe features of themselves?

Differentiation of Instruction:	All students will be able to join the center to complete the selfie drawing activity with teacher support.	Individualization (also see embedded schedules)
DLL Students: Have first/then chart with pictures for students refusing to attend activity (First small groups, then choice time)	Some students will be able to join the center to complete the selfie drawing activity with little teacher support.	
	Few students will be able to join the center to complete the selfie drawing activity with no teacher support.	

Circle One:

Teacher Guided

or

Independent

Shared Reading

Title: All Of Me

My hands are for clapping, my arms can hug tight, my fingers can snap, or can turn out the light. My legs are for jumping, my eyes help me see, This is my body, and I love all of me!

Essential Question: How can we use a mirror to see our own emotions and our facial features?

Student Outcomes:

- Students will be able to use a mirror to identify different facial features displayed on their faces
- Students will be able to use their body parts to determine what they can do with them
- Students will be able to observe how to track print and begin to understand how we read words
- Students will begin to learn that letters in our alphabet make up words

Day 1&2

Skill/Concept	Language of Instruction	Standards
Demonstrate that print and illustrations convey meaning and information.	Look at this poster that I have. There is some very important information on it. If I don't know what the words are saying, I can look at the pictures to help me figure out what the words may say. What do you see in these pictures?	1.1.3 25.2.2
Learn the meaning of new words	Our poem is talking about our different body parts. Today when we read our poem we are going to go through each of them and model using them to practice! Each of our bodies is unique and different! Let's read and find out what we can do with our bodies!	1.1 1.2

Day 3 & 4

Demonstrate print awareness that print moves from top to bottom and left to right.	I am going to start reading again. Notice how we always read from top to bottom. Help me with your finger and show me how my pointer moves. When we read, we always move from left to right.	1.2.2 25.2.2
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Skill/Concept	Language of Instruction	Standards
Recognize some conventions of print.	Period tells the reader that it is the end of a thought/idea. Notice how we stop when we see a period.	1.1.3

Day 5

Skill/Concept	Language of Instruction	Standards
Recognize our body parts/emotional expressions using mirrors	Today we are going to use mirrors to look at see what features and body parts we have on our own faces. We are all different just like Elmer and our character from the book, <i>I Like Myself!</i> We are going to use our words to describe what we see today when we look in the mirror. Some of us have other features on our skin like freckles. Look at all these brown dots that Miss. Betsy has! I have so many freckles!	16.1 PK.A 16.2 PK.B

Individualized Instruction: Use pictures to help read text
Remain in appropriate space on carpet (fidgets provided to students as needed)
Have picture cards of carpet rules ready

Message Time (Story Telling)/Shared Writing Lesson:

PA STATE STANDARDS: CC.1.1.PREK.B, CC.1.1.PREK.D, CC.1.4.PREK.B, CC.1.4.PREK.C, CC.1.4.PREK.D, CC.1.4.PREK.W

Early Learning Standards: 16.1 PK.A, 16.2 PK.A, 16.2 PK.B

GOLD Objectives: 1a, 1b, 9d, 10a, 10b, 12a, 12b, 14a

Essential Question: How am I different and the same with my classroom peers? How do we have a conversation about what we both like and things we do not like?

Student Outcomes:

- Students will be able to identify different ways that Max and Miss. Betsy are the same
- Students will be able to understand different ways that Max and Miss. Betsy are different
- Students will be able to understand how they are similar and different than their peers
- Students will be able to understand that we can still love someone even when they don't make good choices

Writing: MTP or shared writing/skills to be taught:

Monday (Matteson)- Draw picture of Max talking to Miss. Betsy about our physical differences. Point out our hair color, eye color, skin color, etc.

Talking Point: differences and similarities, super friend, , WWW "I",

Sentence to Write: "I like you for who you are!"

Tuesday (Matteson)- Draw picture of me liking something that Max has. Using descriptive language to describe what I like about it!

Talking Point: How to describe something we like about someone's things

Sentence to Write: "I like the shirt you are wearing today because it has a super hero on it and I like them too!"

Wednesday (Matteson)- Draw picture of Max wanted to be different than who he is. Celebrating Max for who he is!

Talking Point: liking our friends for who they are, helping to point out things we like about our peers

Sentence to Write: "I like Max for who he is because there is no other Max in the world!"

Thursday (Matteson)- Max and Miss. Betsy wanting to play in the same area of the classroom!

Talking Point: realizing our peers really do like many things that we do too, how to have a conversation about things we like together

Sentence to Write: "I like to play in the block area just like you! I love to build a house for our animals!"

Friday (Matteson)- Draw/tell a story about liking our friend even when they don't make a good choice.

Talking Point: discuss that we all make mistakes and that even when we do, we can learn from them and make better choices next time!

Sentence to Write: "We all make mistakes!"

Week 4

Week 4 Focus Question: What does it mean to be a good friend and how do we start a friendship?

Weekly Outcomes:

- Students will be able to identify what it means to be a friend
- Students will understand how to help a friend when they are in need
- Students will understand that playing together with a friend and friendships sometimes have conflicts that can be resolved safely
- Students will begin to learn how we work together to solve challenges that occur in our friendships

Weekly Focus PA Early Learning Standards:

16.2 PK.B Identify similarities and differences between self and others.

16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.

16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.

16.2 PK.A Interact with peers and adults in a socially acceptable manner.

16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.

16.2 PK.C Engage in reciprocal communication with adults and peers.

16.2 PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.

Intentional Read Aloud Plan Sheet

PA Standards: 1.1 PK.B, 1.2 PK.C, 1.2 PK.E, 1.2 PK.F **PAELS:** 16.1 PK.A, 16.1 PK.C 16.2 PK.B,
16.2 PK.C

GOLD Objective: 1a,2b

Essential Question: How can I be a friend to someone?

Title/Book: The Rainbow Fish by Marcus Pfister

Story Vocabulary: proud, scale, color words, lonely, beautiful, octopus, fish, share

Before each read review the Circle Rules and the expectations with children.

***Introduce Vocabulary** word cards with pictures and have children repeat the words. Repeat the words and allow kiddos to clap out the words to help with remembering and syllables.*

Before reading activate prior knowledge. Make a connection to the story.

Ask students if they have ever had a hard time with a friend before. Allow them to share an experience each time you read about what was difficult for them and how they solved the problem. Point out how working together and communicating are positive signs of a good friend when something negative happens. No matter what, we can work on things when we are communicating and resolving problems together! Discuss characteristics of a good friend. Allow kiddos to share what they think a good friend does.

Read 1: (Page 1-3): Today, I have a very special story to share with you. On the front cover, the illustrator drew a picture of a fish. What colors did the illustrator use when he drew the scales? What do you think is special about these scales? Today, we are going to read to find out what is special about this fish.

Read 2: (Page 4-5): Yesterday we read a story about our friend the Rainbow Fish. What happened in our story? Do you think rainbow fish will share his scales? Let's see if our predictions are correct!

Read 3: (Page 6-9): We started a story about a fish that had sparkling scales that his friend wanted. Did Rainbow Fish share his scales? How do you think that made his friends feel? Did anyone want to play with him when he did not share? Do you remember a time when someone did not share with you? How did that make you feel? Did you want to play with them anymore? Today we are going to read more of the story to see who Rainbow fish gets advice from about sharing.

Read 4: (10-end): What happened in our story so far? Do you think Rainbow Fish will listen to the octopus's advice? Let's predict. We are going to finish the story to see if your predictions are correct? (Recall information and how fish felt at end of story when he decided to share. How did his friends feel? Did they like playing with him then? How do you feel when someone shares with you? Do you like to play with them then?)

Intentional Read Aloud Plan Sheet

PA Standards: 1.1 PK.B, 1.2 PK.C, 1.2 PK.E, 1.2 PK.F **PAELS:** 16.1 PK.A, 16.1 PK.C 16.2 PK.B,
16.2 PK.C

GOLD Objective: 1a,2b

Essential Question: How does it make a friend feel when we share and play together?

Title/Book: Llama Llama time to Share by Anna Dewdney

Story Vocabulary: Share, angry, upset, sad

Before each read review the Circle Rules and the expectations with children.

Introduce Vocabulary word cards with pictures and have children repeat the words. Repeat the words and allow kiddos to clap out the words to help with remembering and syllables.

First Read:

Before reading activate prior knowledge. Make a connection to the story.

Today we are going to read a story about my friend named Llama. He meets a new friend in our story and has a hard time sharing with the new friend. Have you ever had a time that it was hard for you to share? *Allow kiddos to share about a time they had a hard time sharing.* Sometimes it is hard for us to share something that we are enjoying playing with, but it can be more fun sometimes when we play together with the toys! I wonder if Llama and his new friend have a better time playing together than by themselves. Let's read our story to find out how they work together to be friends!

Critical Thinking Question Prompts throughout story:

- Llama seems unsure about his new friend at first. I am not sure if he likes playing her!
- Look it seems like Llama is trying to play together with his new friend and they are working together to build a moat for the dolly's boat!
- Uh oh! Llama is wondering where the new friend has gone! Let's make a prediction! What do you think the new girl is doing?
- Llama is really upset that she has his dolly! He is expressing that he has a hard time sharing! Sometimes sharing your toy is hard, but do you think ripping the dolly's arm is how we solve it? Now no one can play with it until it is fixed!
- Now they have to practice playing together until they are sure they can share!
- Look Llama is happy to share his dolly now! It looks like Llama has realized that it is more fun to play with a friend when we share together!

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: Tell me about a time that it was hard for you to share!

Second Read:

Before reading activate prior knowledge. Make a connection to the story.

Yesterday we read our story about Llama and he had a hard time sharing with his new friend. Today we are going to read our story again and use our solution cards in from the classroom to help us solve how he can be a friend with the new girl even when there is a problem. Sometimes when we play with a friend we have a hard time taking turns or figuring something out. In our classroom we have the solution cards that we can use to help us solve a problem when something happens! Let me show you them first! Review solution cards with the kiddos and go over what each one means! Great, now let's read our story and find out how we can help Llama be a friend!

Critical Thinking Question Prompts throughout story:

- It looks like Llama is upset over his new friend having his dolly, do you think he could use his words to tell his friend how it makes him feel?
- When we forget to use our words and we pull on a toy they could break just like dolly did! That isn't any fun because then we can't use it!
- In our solution card kit there is a card about sharing, waiting and taking a turn, trading, and getting a timer! I wonder if Llama could have gotten a timer to solve this problem and waited to have a turn with dolly after his friend did to give her a chance to play with it.
- Even when there is a problem that happens when playing with friends, we can still be a friend and work through it together!

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: What solution card would you use if you were Llama?

Small Group Instruction Plan Form

Sharing a Shimmering Scale Activity

Essential Question: Who would you share with?

Area of Study: Sharing

Purpose of Lesson: Students will color a fish and paste on a shimmering scale and decide who they will share it with. They will also write the WWW I.	Materials Needed: paint, pencils, Pre-made paper "I will share my shimmering scale with"	
Language of Instruction, Vocabulary, and PA Early Learning Standards: 25.2.2 25.3.1 25.4.1 16.1 PK.A 16.2 PK.B GOLD Objective: 1a,2b, 2c, 21a,21b	<p>We have been talking all about sharing! Sharing is a part of being a good friend! I really enjoy sharing with my friends because it makes me feel good and it makes them feel good too! Can you think of a time that you shared with a friend? <i>Allow kiddos to share.</i> Today we are going to do a writing and art activity about sharing. Remember we read our story about the Rainbow Fish and how he had a hard time sharing his shiny scales with the other fish! Today, we are going to pretend to be the Rainbow Fish and talk about who we would share our shiny scale with! The first thing we need to do is write our WWW I. Then we have to decide who we would share the scale with. You can either write the friend's name on the line or I can for you. When you are finished writing you can color your Rainbow Fish and add your shiny scale.</p> <p>Summative Assessment: Describing sharing experiences Formative Assessment: Completing the writing activity</p>	Evaluation: Do students listen as the teacher is speaking? Do they answer the questions asked by the teacher? Do students follow the rules of the center? Do they need a lot of prompting? Do students write their name? Do they recognize WWW I and are they able to write independently? Do students share out about different times that they shared with a sibling or a friend?

Differentiation of Instruction:	All students will be able to join the center and complete the sharing activity. Students will be able to write the WWW I and try writing a student name with teacher support.	Individualization (also see embedded schedules)
DLL Students: Have first/then chart with pictures for students refusing to attend activity (First small groups, then choice time)	Some students will be able to join the center and complete the sharing activity. Students will be able to write the WWW I and try writing a student name with little teacher support.	
	Few students will be able to join the center and complete the sharing activity. Students will be able to write the WWW I and try writing a student name with no teacher support.	

Circle One:

Teacher Guided

or

Independent

Small Group Instruction Plan Form

Friend Bingo Activity

Essential Question: Do you recognize a friend and how do you know it is them?

Area of Study: Sharing

Purpose of Lesson: Students will play bingo to recognize peers based on photographs of them!	Materials Needed: bingo boards with kiddos faces and names, bingo chips	
Language of Instruction, Vocabulary, and PA Early Learning Standards: 25.2.2 25.3.1 25.4.1 16.1 PK.A 16.2 PK.B GOLD Objective: 1a,2b, 2c, 21a,21b	<p>We have been talking all about being a friend this week! Can you remember what some ways we can be a friend are? Allow kiddos to share about how to be a good friend. Today we are going to play a game called bingo. On my board there are pictures and the names of all of my friends. Let's go over each friend and remember each friend and who they are! Great! Now I am going to tell you a friend's name and your job is to find that friend's picture. Once you find that friend's photo you will need to place a bingo chip on their face. When you fill the board, yell BINGO! Once you have bingo you will need to tell me the friends covered and then describe who they are to me by what you see in the picture! Then you can tell me one reason you think they are a good friend!</p> <p>Summative Assessment: Describing friends in the photos</p>	Evaluation: Do students listen as the teacher is speaking? Do they answer the questions asked by the teacher? Do students follow the rules of the center? Do they need a lot of prompting? Are students able to name friends on the bingo board? Can students discuss why that friend is unique? Can students discuss how that person is a good friend to them?

Differentiation of Instruction:	All students will be able to join the center and complete the bingo activity by naming and describing friends with teacher support.	Individualization (also see embedded schedules)
DLL Students: Have first/then chart with pictures for students refusing to attend activity (First small groups, then choice time)	Some students will be able to join the center and complete the bingo activity by naming and describing friends with little teacher support.	
	Few students will be able to join the center and complete the bingo activity by naming and describing friends with no teacher support.	

Circle One:

Teacher Guided

or

Independent

Shared Reading

Title: I had a box of crayons, All shiny, straight and new. I lent a crayon to a friend, And--oops--it broke in two!

My friend said she was sorry, But I said "I don't care, because now we both can color, with one crayon--we can share!"

Essential Question: What does it look like to share with a friend?

Student Outcomes:

- Students will be able to understand that sharing is a part of being a good friend
- Students will be able to understand what it means to be a good friend and how to do that
- Students will be able to observe how to track print and begin to understand how we read words
- Students will begin to learn that letters in our alphabet make up words

Day 1

Skill/Concept	Language of Instruction	Standards
Learn the meaning of new words	We have a new word in our shared reading. The word is lent. Let's find out how many syllables are in the word. Let's clap it, count it. When you lend something to a friend you are giving it to them so they can use it and give it back. What things can you lend to a friend?	1.1 1.2
Demonstrate that print and illustrations convey meaning and information.	Look at this poster that I have. There is some very important information on it. If I don't know what the words are saying, I can look at the pictures to help me figure out what the words may say. What do you see in these pictures?	1.1.3 25.2.2

Day 2

Demonstrate print awareness that print moves from top to bottom and left to right.	I am going to start reading again. Notice how we always read from top to bottom. Help me with your finger and show me how my pointer moves. When we read, we always move from left to right.	1.2.2 25.2.2
Demonstrate that print and illustrations convey meaning and information.	Look at this poster that I have. There is some very important information on it. If I don't know what the words are saying, I can look at the pictures to help me figure out what the words may say. What do you see in these pictures?	1.1.3 25.2.2

Day 3

Skill/Concept	Language of Instruction	Standards
Recognize some conventions of print.	Period tells the reader that it is the end of a thought/idea. Notice how we stop when we see a period.	1.1.3

Day 4/5

Skill/Concept	Language of Instruction	Standards
Repetition helps to remember	Today we will read through these words often because the more that we read the more we will remember. Let's practice reading together! Great job! Let's try one more time. Invite a friend to help come up and practice leading the group.	1.2.2 25.2.2

Individualized Instruction: Use pictures to help read text
Remain in appropriate space on carpet (fidgets provided to students as needed)
Have picture cards of carpet rules ready

Message Time (Story Telling)/Shared Writing Lesson:

PA STATE STANDARDS: CC.1.1.PREK.B, CC.1.1.PREK.D, CC.1.4.PREK.B, CC.1.4.PREK.C, CC.1.4.PREK.D, CC.1.4.PREK.W

Early Learning Standards: 16.1 PK.A, 16.2 PK.A, 16.2 PK.B, 16.2 PK.D

GOLD Objectives: 1a, 1b, 9d, 10a, 10b, 12a, 12b, 14a

Essential Question: How am I a good friend to peers and what does it look like to be a friend?

Student Outcomes:

- Students will be able to identify different ways that we can be a friend to a peer
- Students will be able to understand how to be a friend and what that looks like
- Students will be able to understand what a friend might do that we do not like and how to appropriately express that

Writing: MTP or shared writing/skills to be taught:

Monday (Matteson)- Draw picture of Max talking to Miss. Betsy playing together with a puzzle. The puzzle is hard to complete and they worked together to help each other get through it.

Talking Point: working together, super friend, , WWW “We”,

Sentence to Write: “We work together!”

Tuesday (Matteson)- Draw picture of me helping Max walk down the hallway when he didn’t want to walk without a friend. I was a super friend and helped Max get through a moment where he needed someone.

Talking Point: How to help a friend in need. Compare to buddy system with older verses younger kiddos in the classroom

Sentence to Write: “We help our friends when they are in need!”

Wednesday (Matteson)- Draw picture of me being sad that I couldn’t bring a toy to school. Max comforting me when I was crying.

Talking Point: asking about our friend and their things and how to help them feel better.

Sentence to Write: Asking: “How can I make you feel better when you are sad?”

Thursday (Matteson)- Max and Miss. Betsy wanting to paint a picture of themselves together at the easel.

Talking Point: realizing that we can make a picture of us being friends together!

Sentence to Write: “I like to paint pictures of us being friends!”

Friday (Matteson)- Draw/tell a story about spending time together outside of school.

Talking Point: discuss that we can play outside of school with friends too! We can go to the park together!

Sentence to Write: “We can go to the park after school together to play!”

Week 5

Week 5 Focus Question: What do I do when I have a conflict with a friend and how can I solve it appropriately?

Weekly Outcomes:

- Students will be able to identify a conflict
- Students will be able to state their feelings when conflict arises
- Students will be able to express their feelings toward a friend during a conflict
- Students will understand that playing together with a friend and friendships sometimes have conflicts that can be resolved safely
- Students will begin to learn how we work together to solve challenges that occur in our friendships

Weekly Focus PA Early Learning Standards:

16.2 PK.B Identify similarities and differences between self and others.

16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.

16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.

16.2 PK.A Interact with peers and adults in a socially acceptable manner.

16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.

16.2 PK.C Engage in reciprocal communication with adults and peers.

16.2 PK.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.

Intentional Read Aloud Plan Sheet

PA Standards: 1.1 PK.B, 1.2 PK.C, 1.2 PK.E, 1.2 PK.F **PAELS:** 16.1 PK.A, 16.2 PK.B, 16.1 PK.B, 16.1 PK.C, 16.2 PK.D
GOLD Objective: 2b, 2c, 2d, 3a, 3b, 11c

Essential Question: What do I do when I have a problem with a friend?

Title/Book: Sheila Rae's Peppermint Stick by Kevin Henkes

Story Vocabulary: share, long, short, thin,

Before each read review the Circle Rules and the expectations with children.

Introduce Vocabulary word cards with pictures and have children repeat the words. Repeat the words and allow kiddos to clap out the words to help with remembering and syllables.

First Read:

Before reading activate prior knowledge. Make a connection to the story.

Today we are going to read a story about my friend Sheila Rae and see what she does when she has a problem with a friend. Put your finger on your nose if you have ever had a problem with a friend. *Wow! That is a lot of friends who have had a problem before!* With a quiet hand, can anyone remember and share about a time that they had a problem before! *Having a problem with a friend is always hard, but we can learn how to solve our problems safely.* In our story there are moments that my friend Sheila Rae does not make safe choices when solving problems. Today we are going to figure out why she does that and how we can make good choices when we have a problem with someone. Let's read our story and find out!

Critical Thinking Question Prompts throughout story:

- Wow it looks like Sheila Rae has a peppermint stick that looks really yummy and it appears that her sister really wants one too!
- It really looks like her sister is feeling upset that she doesn't have a peppermint stick.
- I really like the way that her sister was using her words and trying to ask nicely for a piece of the peppermint stick. Let's make a prediction. Do you think that Sheila Rae will share some of the peppermint stick with her sister? *Allow kiddos to share thoughts!*
- Wow! It looks like Sheila Rae is having a really hard time sharing some of the peppermint stick with her sister. Now I am worried because she is not being safe. What is Sheila Rae doing that is not safe? *Allow kiddos to share out!*
- Oh no! Sheila Rae got hurt while teasing her sister and not staying safe with her feet on the floor! That makes me upset that she wasn't able to share and then got hurt!
- Now that there are two pieces of the stick it looks like Sheila Rae is going to share!

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: what do you think Sheila Rae could have done instead to share with her sister safely?

Second Read:

Before reading activate prior knowledge. Make a connection to the story.

Yesterday we read our story about Sheila Rae and how it was hard for her to share her peppermint stick with her sister. Can anyone think of a solution for Sheila Rae's problem that she had instead of standing on a chair and falling down? *Allow kiddos to share their ideas and thoughts.* Today we are going to learn about our solution cards in the classroom and how we can use them if we have a problem that arises. *Introduce each solution card and talk about each one as you read. Allow kiddos to share ideas of a time that they might have shared, traded with a friend, or wait and taken a turn.*

Critical Thinking Question Prompts throughout story:

- Throughout the story, use the solution cards and talk about why or when it would be appropriate to use each one at that particular time. For example, getting a teacher would be necessary if a friend was standing on a chair because that is not safe.

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: Have kiddos name a solution card and talk about when they could use that to solve a problem.

Intentional Read Aloud Plan Sheet

PA Standards: 1.1 PK.B, 1.2 PK.C, 1.2 PK.E, 1.2 PK.F **PAELS:** 16.1 PK.A, 16.2 PK.B, 16.1 PK.B, 16.1 PK.C, 16.2 PK.D

GOLD Objective: 2b, 2c, 2d, 3a, 3b, 11c

Essential Question: What do I do when a friend is not nice to us?

Title/Book: Llama Llama and the Bully Goat by Anna Dewdney

Story Vocabulary: stop, sing, school, bully, snickers, stomp, laugh, kick

Before each read review the Circle Rules and the expectations with children.

Introduce Vocabulary word cards with pictures and have children repeat the words. Repeat the words and allow kiddos to clap out the words to help with remembering and syllables.

First Read:

Before reading activate prior knowledge. Make a connection to the story.

Today we are going to read a story about Llama and his friend at school that isn't very nice to him. This friend is called a bully goat because he makes some choices that are not very nice.

Express to the children what a bully is and how their behavior is not okay. Discuss what we can do if we are feeling upset or unhappy with a friend and why it is not okay to "bully" someone.

Ask kiddos how they feel when someone is not nice to them. Allow them to share an experience about a time that a brother, sister, or friend was not nice to them. Talk about how it made them feel and what the person could have done instead of hurting a friend if they were upset. Let's read our story and find out what the "bully goat" in our story does that is not nice and why those actions make him a bully.

Critical Thinking Question Prompts throughout story:

- During circle time it looks like the Gilroy the Goat is laughing at his friends for singing a certain way. That makes me angry because they are just being themselves and that is what their laugh sounds like (each animal makes a different noise, all of our voices sound different too)
- Wow! Gilroy is calling his friends names! That must really hurt Llama. Even his teacher is talking to the group about how calling each other names can really hurt friends
- Gilroy is really having a hard time with his friends outside on the playground. He looks like he wants to play with them, but doesn't know how to join the fun. His friends are even trying to ask him to join them and he is still having a hard time.
- Now Gilroy is starting to hurt his friends! That is not a safe choice to do. What can we do when we are feeling that angry?
- It looks like Gilroy needed some space and time by himself with his teacher to talk about being safe and being a friend.
- Gilroy is having a much better time at the end of our story! I am glad he was able to learn about why what he was doing was not safe!

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: What was Gilroy doing that was not nice and being a bully to his friends?

Second Read:

Before reading activate prior knowledge. Make a connection to the story.

Yesterday we read our story about Gilroy and how it was hard for him to be a friend. He did some things in our story that were not very nice and not being a friend. Does anyone remember what he did that was not very nice to his friends and what he did that was not safe? *Allow kiddos to share about Gilroy's actions toward his friends.* Today when we read our story again we are going to talk about why each one of the things that Gilroy does is not how we are a friend.

Critical Thinking Question Prompts throughout story: Throughout the story discuss with friends why doing the following things are not safe/being a friend. Discuss with them what they could do instead of those hurtful behaviors.

- Laughing at peers
- Calling peers names
- Standing in their way of playing
- Throwing sand on a peer
- Kicking
- Hitting

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: Have kiddos tell you what Gilroy could do instead of the hurtful things he was doing.

Small Group Instruction Plan Form

Funny/Not Funny Activity

Essential Question: How can you tell when a friend is being funny or being mean?

Area of Study: Friendship Problems

Purpose of Lesson: Students will discuss/role play different scenarios to determine what is okay and what is not okay with a peer.	Materials Needed: Large situational pictures (see book “I Can Problem Solve”), Popsicle sticks with happy and sad faces (one on each end).	
Language of Instruction, Vocabulary, and PA Early Learning Standards: 16.1.PK.A, 16.1PK.B, 16.1Pk.C, 16.2PK.A, 16.2.PK.B, 16.2PK.C, 16.2.PKD, 16.3.PKA, 16.3PK.B, 16.3.PK.C GOLD Objective: 2b,2c,2d,3a,3b,11c	Procedure of lesson: (steps of how to do activity) Skit: Characters: Polly and Holly Polly is playing nicely by herself building blocks when Holly sneaks up and knocks over her creation. Holly begins to cry and Polly laughs at her and sneaks away. Holly begins to rebuild and Polly does it again. Guided Practice: Show children the funny/not funny sticks and demonstrate how to use them. Then act out 4 more short situations, saying that’s funny/not funny demonstrating with the sticks. Situation 1: Polly tells a silly joke (That’s funny) Situation 2: Holly pokes Polly and laughs in her face. (That’s not funny) Situation 3: Polly falls down (That’s not funny) Situation 4: Holly and Polly do a silly dance. (That’s funny) Separate into groups and show the situational pictures having children use the sticks saying (That is or is not funny). Suggested extensions: Allow children to come up with their own scenarios of what is funny and what is not. (Do at journaling, small or large group sharing) Allow children to go around and share a funny joke that they know. Allow children to share when someone laughed at them, at it was not funny or vice versa. (Do at journaling, or in small groups, or large group sharing) Summative Assessment: Determining what is funny and not funny through different scenarios	Evaluation: Do students listen as the teacher is speaking? Do they answer the questions asked by the teacher? Do students follow the rules of the center? Do they need a lot of prompting? Are students able to determine what is okay and what is not okay to do with a friend? Can kiddos determine what is funny and what is not? Language of Instruction: Holly yells, “I don’t like it when you knock over my tower. “It’s not nice to do that and then laugh at me. Remember when you weren’t able to go to the water table and you began to cry? I didn’t laugh at you, I gave you my apron so you could have a turn”. Polly has an “ah ha” moment and monologues to the audience. “That is true. I was so sad when I couldn’t have a turn at the water table. Holly did give me an apron. I haven’t been a very good friend to her today. (To Holly she says) “Holly, I am sorry I knocked over your building, and then laughed at you when you cried.” That wasn’t nice and it was not funny at all. Can I play with you? I can help your build back your building. We can build together. Together they build a building and put something silly on top and laugh...and say “Now, that’s funny”.

Differentiation of Instruction:	All students will be able to join the center and complete the scenario activity with teacher support.	Individualization (also see embedded schedules)
DLL Students: Have first/then chart with pictures for students refusing to attend activity (First small groups, then choice time)	Some students will be able to join the center and complete the scenario activity with little teacher support.	
	Few students will be able to join the center and complete the scenario activity with no teacher support.	

Circle One:

Teacher Guided

or

Independent

Small Group Instruction Plan Form

Space Invaders Activity

Essential Question: How do you know when you are invading someone's personal space?

Area of Study: Friendship Problems

Purpose of Lesson: Students will discuss/role play different scenarios to determine what personal space is and how we respect others personal space.	Materials Needed: Characters: Pesty Peggy and Gentle Joanne (or make up your name as it goes with your theme, etc); hula hoops		
Language of Instruction, Vocabulary, and PA Early Learning Standards: 16.1.PKA, 16.1.PK.B, 16.1PK.C, 16.2.PK.B16.2.PK.D, 16.3.PK.A, 16,3,PK.B, 16.3.PK.C GOLD Objective: 2b,2c,2d,3a,3b,11c	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> Procedure of lesson: (steps of how to do activity) Skit: Space Invaders Setting: G. Joanne is playing with some toys on her own. P. Peggy enters LOUDLY (Joanne playing quietly) Teaching Personal Space Other ideas: Use hula hoops – have relay race walking with their hula hoops, which keeps them in their own space and not banging into friends body, etc. Teach at small groups, children sitting on carpet square, inside hoop, or other item to designate each person space. Have clusters of toys available for 3 or more children in your small group to play with, and then while they stay on their carpet square etc, they have to problem solve how to get a toy that is in another child's space. (Joanne, can I play with the _____(whatever toys you have out), John, will you please pass me the _____. Thank you I will give it back when I am done, Kelly when you are done with the _____can I have a turn, Michael will you trade with me...etc) Summative Assessment: Stating what personal space is and how we keep our bodies to ourselves to stay safe. </td><td style="width: 50%; vertical-align: top; padding: 5px;"> Evaluation: Do students listen as the teacher is speaking? Do they answer the questions asked by the teacher? Do students follow the rules of the center? Do they need a lot of prompting? Are students able to determine what is okay and what is not okay to do with a friend? Can kiddos determine what personal space is and how they might be invading a peers? Language of Instruction: P. Peggy: JOANNE! HI! LET ME HAVE THAT. I WANT THAT. (ab lib) Joanne resists: Stop! I don't like that. Don't take my toys! I don't want to play with you. P.Peggy: (To self/audience) I am so frustrated! Joanne wont' play with me and I want to play with her toys. I know! I will ask her why doesn't want me to play with her! "Joanne, why won't you let me play with you?" Joanne: Because, you are being loud, grabbing my toys and getting into my personal space. I don't like it when you are this close. Please keep this far away (show an arm's length) and keep your hands to yourself! P. Peggy: (To self/audience): Personal space...hmmm. I wonder if I ask her kindly if she will let me play with her and her toys? What do you think? (Ask kids in audience, get responses. (To Joanne) Will you please play with me? I promise to use a quiet voice, and not grab your toys. I will also keep to my personal space? (Note* you may want to teach about personal space so children know what this means. P. Peggy may ask Joanne what Personal space means) Joanne: Well...ok, you can play with me and share the _____, that way we can work together. (Whatever toy) </td></tr> </table>	Procedure of lesson: (steps of how to do activity) Skit: Space Invaders Setting: G. Joanne is playing with some toys on her own. P. Peggy enters LOUDLY (Joanne playing quietly) Teaching Personal Space Other ideas: Use hula hoops – have relay race walking with their hula hoops, which keeps them in their own space and not banging into friends body, etc. Teach at small groups, children sitting on carpet square, inside hoop, or other item to designate each person space. Have clusters of toys available for 3 or more children in your small group to play with, and then while they stay on their carpet square etc, they have to problem solve how to get a toy that is in another child's space. (Joanne, can I play with the _____(whatever toys you have out), John, will you please pass me the _____. Thank you I will give it back when I am done, Kelly when you are done with the _____can I have a turn, Michael will you trade with me...etc) Summative Assessment: Stating what personal space is and how we keep our bodies to ourselves to stay safe.	Evaluation: Do students listen as the teacher is speaking? Do they answer the questions asked by the teacher? Do students follow the rules of the center? Do they need a lot of prompting? Are students able to determine what is okay and what is not okay to do with a friend? Can kiddos determine what personal space is and how they might be invading a peers? Language of Instruction: P. Peggy: JOANNE! HI! LET ME HAVE THAT. I WANT THAT. (ab lib) Joanne resists: Stop! I don't like that. Don't take my toys! I don't want to play with you. P.Peggy: (To self/audience) I am so frustrated! Joanne wont' play with me and I want to play with her toys. 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Procedure of lesson: (steps of how to do activity) Skit: Space Invaders Setting: G. Joanne is playing with some toys on her own. P. Peggy enters LOUDLY (Joanne playing quietly) Teaching Personal Space Other ideas: Use hula hoops – have relay race walking with their hula hoops, which keeps them in their own space and not banging into friends body, etc. Teach at small groups, children sitting on carpet square, inside hoop, or other item to designate each person space. Have clusters of toys available for 3 or more children in your small group to play with, and then while they stay on their carpet square etc, they have to problem solve how to get a toy that is in another child's space. (Joanne, can I play with the _____(whatever toys you have out), John, will you please pass me the _____. Thank you I will give it back when I am done, Kelly when you are done with the _____can I have a turn, Michael will you trade with me...etc) Summative Assessment: Stating what personal space is and how we keep our bodies to ourselves to stay safe.	Evaluation: Do students listen as the teacher is speaking? Do they answer the questions asked by the teacher? Do students follow the rules of the center? Do they need a lot of prompting? Are students able to determine what is okay and what is not okay to do with a friend? Can kiddos determine what personal space is and how they might be invading a peers? Language of Instruction: P. Peggy: JOANNE! HI! LET ME HAVE THAT. I WANT THAT. (ab lib) Joanne resists: Stop! I don't like that. Don't take my toys! I don't want to play with you. P.Peggy: (To self/audience) I am so frustrated! Joanne wont' play with me and I want to play with her toys. I know! I will ask her why doesn't want me to play with her! "Joanne, why won't you let me play with you?" Joanne: Because, you are being loud, grabbing my toys and getting into my personal space. I don't like it when you are this close. Please keep this far away (show an arm's length) and keep your hands to yourself! P. Peggy: (To self/audience): Personal space...hmmm. I wonder if I ask her kindly if she will let me play with her and her toys? What do you think? (Ask kids in audience, get responses. (To Joanne) Will you please play with me? I promise to use a quiet voice, and not grab your toys. I will also keep to my personal space? (Note* you may want to teach about personal space so children know what this means. P. Peggy may ask Joanne what Personal space means) Joanne: Well...ok, you can play with me and share the _____, that way we can work together. (Whatever toy)		

		Audience claps, actors bow!
Differentiation of Instruction:	All students will be able to join the center and complete the scenario activity with teacher support.	Individualization (also see embedded schedules)
DLL Students: Have first/then chart with pictures for students refusing to attend activity (First small groups, then choice time)	Some students will be able to join the center and complete the scenario activity with little teacher support.	
	Few students will be able to join the center and complete the scenario activity with no teacher support.	

Circle One:

Teacher Guided

or

Independent

Shared Reading

Title: I Can Solve Problems Social Story and Tucker Turtle Social Story

Essential Question: What does it look like to solve problems with my friends at school? How can I calm down when I have a problem safely?

Student Outcomes:

- Students will be able to understand different scenarios of being a good friend
- Students will be able to understand what it means to be a good friend and how to do that
- Students will be able to identify problem solving steps
- Students will be able to identify tucker turtle method of calming down and working through emotions

Materials: Turtle puppet, solution kit cards, and Tucker the Turtle 4 step cards.

Activity:

- Step 1: Introduce the children to Tucker the Turtle. You may use a fun voice to speak for Tucker or have Tucker be a silent puppet and speak for him. Explain that Tucker is a special turtle because he has a lot of good ideas for what to do when things go wrong. We call these good ideas “solutions.”
- Step 2: Place each solution kit card on the white board so that they are all visible to the children. Read each card as you put it up. Explain that these are solutions.
- Step 3: Tell the children that Tucker did not always know what to do. He used to get angry and grab, scream, hit and kick. But then, no one wanted to play with Tucker. So, instead he learned solutions.
- Step 4: Demonstrate how Tucker reacts when he has something go wrong. Tell the children that we will pretend he did not want to go to Small Group. Show and describe the 4 steps – 1. He

does not want to go. 2. Stop. 3. Crawl inside of his shell and take 3 deep breaths. 4. Think of a solution.

- Step 5: Tell 3 or 4 Tucker the Turtle stories in which Tucker felt angry, but came up with a solution to his problem. With each story have Tucker the Puppet stop, crawl inside his shell and take 3 deep breaths, and come up with a solution. With each story, chose several children to come up and point to a solution card for what Tucker could do. Examples for stories include the following, but feel free to come up with your own.

Tucker is on the playground and Raul throws a ball that hits Tucker on the head. How does Tucker feel? What does Tucker do to calm down? What is his solution? For all of these stories, there is no wrong answer, just some that make better sense than others. In this case, Tucker gets the teacher, Raul explains that it was an accident, and the two end up playing ball together. There are three children playing with magnet tiles – Kyla, Raul and Samara. They have all the magnet tiles. Tucker is at manipulatives too, but he has no magnet tiles to play with. Kyla, Raul and Samara just keep on playing. How does Tucker feel? What does Tucker do to calm down? What is his solution? Tucker says “please” and asks nicely for some magnet tiles. Raul and Samara each give Tucker some of their magnet tiles.

Tucker sets down the toy dinosaur that he loves to play with. Luis grabs it and begins to play with it. Tucker was not done playing with it and he uses his words, “Hey, I had that!” Luis replies, “You put it down, now I have it.” How does Tucker feel? What does Tucker do to calm down? What is his solution? Tucker tries every solution he can think of, but Luis will not give up the dinosaur. Should Tucker grab? Should he hit? These are not solutions. Tucker finds another toy dinosaur to play with and waits for Luis to be done with his favorite.

- Step 6: Close by reminding the children that whenever they have a problem that needs a good solution, they can always ask themselves – “What would Tucker the Turtle do?”

Helpful Hints: Start out by having Tucker in a bag or container that is not transparent. Explain that Tucker is shy and will only come out if the children quietly say “Hi Tucker.” Tell them that only quiet voices will work to bring him out. Also, for each story, you may want to have just 3 solution cards up for the children to pick from, so it is not too overwhelming for them.

Standards: 16.2 PK.D. Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict. 16.3 PK.A. Interpret the consequences of choices. 16.3 PK.B. Recognize there are socially acceptable ways to behave in different places. AL.4 PK.C. Attempt problem solving activities to achieve a positive outcome.

Message Time (Story Telling)/Shared Writing Lesson:

**PA STATE STANDARDS: CC.1.1.PREK.B, CC.1.1.PREK.D, CC.1.4.PREK.B,
CC.1.4.PREK.C, CC.1.4.PREK.D, CC.1.4.PREK.W**

**Early Learning Standards: 16.1.PKA, 16.1.PK.B, 16.1PK.C, 16.2.PK.B16.2.PK.D,
16.3.PK.A, 16,3,PK.B, 16.3.PK.C**

GOLD Objectives: 2b,2c,2d,3a,3b,11c

Essential Question: How Do I solve problems?

Student Outcomes:

- Students will be able to identify different solutions to solving a problem with a peer
- Students will be able to recognize that they have a problem
- Students will be bale to recognize what is not a safe solution to solving a problem
- Students will be able to identify problem solving steps

Writing: MTP or shared writing/skills to be taught:

Monday (Matteson)- Draw picture of Max throwing sand at Miss. Betsy in the sandbox.

Talking Point: solution card of please stop. Getting a teacher if he doesn't stop. Asking why he is doing that. Using words instead of hitting a peer.

Sentence to Write: "Please Stop!"

Tuesday (Matteson)- Draw picture of a friend laughing a me on the carpet for reading words wrong during shared reading.

Talking Point: How to help a friend that can't remember the words. Talk about how we are all learning. Laughing at a friend hurts them and is not being a friend to them!

Sentence to Write: "Laughing at a friend hurts them!"

Wednesday (Matteson)- Draw picture of me squirting water at Max in the water table because I wanted a toy he had.

Talking Point: Using our words to ask a friend to play with the toy instead of doing something to hurt them. Safety of keeping water in the table. Water hurts our friend's eyes.

Sentence to Write: Asking: "I use my words to ask when I want to play with something!"

Thursday (Matteson)- Max kicking the tower down that we both worked hard to build.

Talking Point: Discuss how it makes us feel when someone knocks over our tower when we are working hard on it. Using our words. Waiting and asking before we knock something over.

Sentence to Write: "I want to knock over the tower so we can build it again, is that okay with you?"

Friday (Matteson)- Max pushing me down the slide before I was ready to go.

Talking Point: discuss that the safety of playing outside and how it is not safe to do that. Talk about how we need to use our words to tell our friends that we are not ready to go down the slide.

Sentence to Write: "I am nervous about going down the slide and I am not ready, please wait and do not push me!"

Week 6

Week 6 Focus Question: How can I work together with a friend to understand how they are feeling and make them feel better?

Weekly Outcomes:

- Students will be able to identify how a peer is feeling
- Students will be able to empathize with a peer and remember what it felt like for them when they were feeling that way
- Students will be able to think about a way that they can help a peer when they are not feeling like themselves
- Students will be able to identify when is an appropriate time to ask for help if needed

Weekly Focus PA Early Learning Standards:

16.2 PK.B Identify similarities and differences between self and others.

16.1 PK.A Distinguish between emotions and identify socially accepted ways to express them.

16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.

16.2 PK.A Interact with peers and adults in a socially acceptable manner.

16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.

16.2 PK.C Engage in reciprocal communication with adults and peers.

16.2 PK.E Ask for and accept offers of help when needed or appropriate.

16.3 PK.C Actively engage in assisting others when appropriate.

Intentional Read Aloud Plan Sheet

PA Standards: 1.1 PK.B, 1.2 PK.C, 1.2 PK.E, 1.2 PK.F **PAELS:** 16.1 PK.A, 16.2 PK.B, 16.1 PK.B, 16.1 PK.C, 16.2 PK.D, 16.3 PK.C, 16.2 PK.E
GOLD Objective: 2b, 2c, 2d, 3a, 3b, 11c

Essential Question: How can we be a friend to someone?

Title/Book: “Fill a Bucket” by Carol McCloud and Katherine Martin

Story Vocabulary: bucket filler, bucket dipper, bucket, kindness, empathy, classroom community

Before each read review the Circle Rules and the expectations with children.

Introduce Vocabulary word cards with pictures and have children repeat the words. Repeat the words and allow kiddos to clap out the words to help with remembering and syllables.

First Read:

Before reading activate prior knowledge. Make a connection to the story.

- Today we are going to read a story about how to be a bucket filler. We will also do an activity together to help us figure out how we can be a bucket filler. In our classroom we help our friends and work together. When a friend is sad we work together to help them feel better. There are a lot of ways we can do that. Today we will see how we can be a bucket filler in our classroom and with our friends. Explain what a bucket filler is and how we are all friends in our classroom. Step One: Explain to the children that each one of them has an invisible bucket that is either full, half-full or empty. Our bucket is full when we are happy and empty when we are sad. Show a bucket that is full and a bucket that is empty and model facial expressions and voice for happy and sad.

- Step Two: Explain that now that the children are a part of the classroom, they are part of a community – the classroom community. It is everyone’s responsibility or job in this classroom community to fill each other’s buckets.
- Step Three: How do we fill each other’s buckets? We will read the book “Fill a Bucket” and see if we can get some ideas.
- Step Four: Read the book “Fill a Bucket”
- Step Five: Make a list on the whiteboard of ways in which we can fill a bucket in the classroom. If the children need prompted, give them examples and ask if that would fill their bucket. For example: “What if you came to play dough and there was no play dough left to play with, so your friend gave you some of her play dough . Would that fill your bucket?” Then, the teacher can write sharing on the whiteboard. Similar scenarios can be presented for trading, playing together, and taking turns etc. Think of the solution cards and the PW Expectations for ideas.
- Step Six: Explain that from now on, the teachers will be looking for friends who are filling other friend’s buckets in our classroom community. The teachers will be looking for children who are safe, a friend and working together – because, We are Safe, We are Friends and We work Together. Further explain that these children will be given pompoms to put in the classroom bucket. Refer back to the list on the whiteboard and point out that each answer the children gave fits in with being safe, being a friend or working together. Other specific details about notes home, rewards, expectation songs or chants can be told/taught at this time.

Classroom differentiating: The teacher should feel free to adapt this lesson to their particular bucket filling set-up. Some classrooms have one classroom bucket, while other classrooms also have smaller individual buckets for the individual children – introduce your set-up in a way that makes sense to you. The main take away should be that the pompoms be associated with the program wide expectations (we are friends, we are safe, we work together). Also, when the children volunteer answers for the whiteboard, give them a pompom to put in the bucket for Working Together with you to come up with answers, thereby modeling how bucket filling will look. Finally, do not talk about dipping from buckets, as Lancaster Head Start, as a practice, does not dip from buckets.

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: How can we be a bucket filler?

Intentional Read Aloud Plan Sheet

PA Standards: 1.1 PK.B, 1.2 PK.C, 1.2 PK.E, 1.2 PK.F **PAELS:** 16.1 PK.A, 16.2 PK.B, 16.1 PK.B,
16.1 PK.C, 16.2 PK.D, 16.3 PK.C, 16.2 PK.E
GOLD Objective: 2b, 2c, 2d, 3a, 3b, 11c

Essential Question: How can we fill a friend's bucket who is different than we are?

Title/Book: "Big Al" by Andrew Clements

Story Vocabulary: bucket filler, different, same, feeling words, problems, friendship

Before each read review the Circle Rules and the expectations with children.

Introduce Vocabulary word cards with pictures and have children repeat the words. Repeat the words and allow kiddos to clap out the words to help with remembering and syllables.

First Read:

Before reading activate prior knowledge. Make a connection to the story.

Today we are going to read a story and find out different ways we can be a friend to someone that is different than us. We talk a lot about how we are all different and how much we love each other for ourselves. We also have talked a lot about how our friends feel when something might happen to them. Now, we are going to talk about how it makes us feel when a friend is upset and how we can make them feel better. Today we are going to read the story *Big Al* and do a fun activity to learn about how we can help our friends and fill their buckets.

- Step One: Read the story of "Big Al." After it says that he "cried big salty tears into the big salty sea", ask if Big Al's bucket is full or empty. After it says that "Big Al talked and joked with them and had a delightful time", ask again if Big Al's bucket is still empty, or if it is filling up.

When the smaller fish get caught in the net, ask how they are feeling. Finally, how full is Big Al's bucket at the end of the story?

- Step Two: After the story, ask the children how they would feel if they really wanted to make friends with someone, but no matter how they tried to fill the bucket of this friend, it did not work.
- Step Three: Discuss whether Big Al is different from the other fish. If so, how is he different? Talk about how we are all different – some of us are tall and some of us are short, some have brown eyes while others have blue or green eyes, and so on. Encourage the children that just because we are different, does not mean that we cannot be friends.
- Step Four: Talk about how Big Al solved his friendship problem by helping the smaller fish get out of the fish net when they were trapped. Helping someone is one way to make friends and fill someone's bucket. Ask the children what they might do to fill the bucket of a new friend. You can just ask them to volunteer answers, you could have them turn and talk, or you could have them draw a picture of their answer.
- Step Five: play the song "Alligator." Ask the children if they could be friends with an alligator. How could they fill an alligator's bucket? Silly answers should not be discouraged.

Conclusion/Ticket to line up for Gross Motor/Formative Assessment: Having the children draw a picture of their answer to how they could fill the bucket of a new friend.

<p>Language of Instruction, Vocabulary, and PA Early Learning Standards: AL.1.PK.A, AL.1.PK.C, AL.2.PK.E, AL.3.PK.C, AL.4.PK.A, AL.4.PK.B AL.4.PK.C 16.2 PK.C 16.2 PK.E 16.3 PK.C</p>	<p>Procedure of lesson: (steps of how to do activity) Read story to initiate learning of how to have a conversation with a peer. Skit: Pick which character each staff person will be and just do the dialogue from the book. Really ham it up and be expressive. You're just acting out a book. Guided Practice: Separate into your groups and have children use the puppets to act out initiating and following through conversations. Do until every child has had a turn. Guide the children who may have language or speech difficulties. Make sure the</p>	<p>Evaluation: Do students listen as the teacher is speaking? Do they answer the questions asked by the teacher? Do students follow the rules of the center? Do they need a lot of prompting? Are students able to determine peer's names? Can kiddos determine how to start a conversation with a friend?</p> <p>Language of Instruction: P. Peggy: Have children come to you and introduce themselves (i.e. "Hi, my name is Juan Carlos"). Then write their names on a name tag and put it on them as a transition</p>
<p>GOLD Objective: 2b, 2c, 2d, 3a, 3b, 11c</p>	<p>Purpose of Lesson: Students will discuss/role play different scenarios to determine friend's names and how to initiate a conversation with a peer. Suggested Extensions: Knowing classmate's names is very important. Arrange children in a circle, each holding</p>	<p>Materials Needed: Puppets made from color copies of characters of the book, dialogue corresponding to each character on sticky notes on the back of puppets</p>
	<p>hands with the person next to them. The teacher starts "This is my friend", Claire (Holding up Claire's hand) Claire then holds up her next friends hand and says, "This is my friend Jahvon". Go around the circle until</p>	

Small Group Instruction Plan Form Initiating Conversation Activity

Essential Question: How do I start a conversation with a peer?

Area of Study: Friendship

	<p>you come back to the teacher. Then go the opposite direction, naming the friends who named them. If children are still interested, mix up the circle and do it again.</p> <p>Summative Assessment: Stating peer's names and how to start a conversation with them.</p>	
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Differentiation of Instruction:	All students will be able to join the center and complete the scenario activity with teacher support.	Individualization (also see embedded schedules)
DLL Students: Have first/then chart with pictures for students refusing to attend activity (First small groups, then choice time)	Some students will be able to join the center and complete the scenario activity with little teacher support.	
	Few students will be able to join the center and complete the scenario activity with no teacher support.	

Circle One:

Teacher Guided

or

Independent

Small Group Instruction Plan Form

Super Friend Drawing Activity

Essential Question: What does it mean to be a super friend?

Area of Study: Friendship

Purpose of Lesson: Students will be able to communicate ideas about being a super friend through a writing activity.	Materials Needed: Writing Prompt Paper –“How You Can You Be a Super Friend” Markers Crayons Paper
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Differentiation of Instruction:	All students will be able to join the center and complete the super friend writing/drawing activity with teacher support.	Individualization (also see embedded schedules)
DLL Students: Have first/then chart with pictures for students refusing to attend activity (First small groups, then choice time)	Some students will be able to join the center and complete the super friend writing/drawing activity with little teacher support.	
Language of Instruction, Vocabulary, and PA Early Learning Standards: AL.1.PK.A, AL.1.PK.C, AL.2.PK.E, AL.3.PK.C, AL.4.PK.A, AL.4.PK.B AL.4.PK.C 16.2 PK.C 16.2 PK.E 16.3 PK.C GOLD Objective: 2b,2c,2d,3a,3b,11c	Few students will be able to join the center and complete the super friend writing/drawing activity with no teacher support. Procedure of lesson: (steps of how to do activity) Teacher: "I want you to close your eyes and make a picture of yourself or how you were a Super Friend today or yesterday? Maybe you were a super fiend when you helped another child clean up. Maybe you were a super fiend when you gave a friend a hug etc. Teacher will model metacognition and think out loud "I was a Super Friend when I when I helped my friends cleanup the blocks." Teacher will encourage the children to share out how they were a Super Friend. Teacher "You are going to draw a picture of you being a "Super Friend" to one of your friends at school. You will include them in your illustration and story. You and your friends will be the characters and the playground will be the setting in your story. (Teacher will review what characters and settings are with the children.) Teacher will model and demonstrate the expectations for the activity. Teachers will have children share their illustrations with the peer who they drew a story about. Teachers will share illustration at large croup. Summative Assessment: how can you be a super friend writing/drawing activity paper. Formative Assessment: Discussion of how to be a super friend/what a super friend looks like!	Evaluation: Do students listen as the teacher is speaking? Do they answer the questions asked by the teacher? Do students follow the rules of the center? Do they need a lot of prompting? Are students able to determine what characteristic make up a super friend? Can students accurately draw a person that resembles a super friend? Can students use verbal language to share their illustrations with peers?

Circle One:

Teacher Guided

or

Independent

Shared Reading

Title: Hairy Bear by Joy Cowley

Essential Question: How can we use our words instead of our hands to talk about what we are afraid of?

Student Outcomes:

- Students will be able to understand different ways we might react to something if we are nervous or fearful
- Students will be able to understand how to use their words instead of hands or body to express their feelings
- Students will be able to recognize that characters in our stories often feel the same way the we do sometimes
- Students will be able to recognize empathetic values in characters that we have felt ourselves

- Students will be able to identify different parts of a book including the front cover, binding, back cover, author, and illustrator

Day 1

Skill/Concept	Language of Instruction	Standards
Demonstrate that print and illustrations convey meaning and information.	Look at this book that I have. Our book is a little different than our story poems. Let's look at our book and take a picture walk and see what the pictures can tell us. Remember that our pictures help us read when we don't understand what the words are saying.	1.1.3 25.2.2
Identify parts of a book	Let's look at the book. Does anyone know what the front part of my book is called? The front cover. This page tells us what the title of our story is called and gives us a picture to help us figure it out. Let's turn our book over. This is called the back cover of the book. The back cover holds our book together and sometimes it has some words on it that tell us what the story is about. Look at the side of my book. This is called the binding. Say binding. The binding of our book holds all the pages in tight so they don't fall out. Let's open our book. Our first page is called the title page. This page tells us our title again and who wrote the story. It looks just like our cover.	1.1 1.2

Day 2

Demonstrate print awareness that print moves from top to bottom and left to right.	I am going to start reading again. Notice how we always read from left to right. Help me with your finger and show me how my pointer moves. When we read, we always move from left to right. Practice the motions with the students. Start on the left and swoop across.	1.2.2 25.2.2
Recognize some conventions of print.	Remember that the period tells the reader that it is the end of a thought/idea. Notice how we stop when we see a period. Let's see if we can find some in our book!	1.1.3

Day 3 & 4

Skill/Concept	Language of Instruction	Standards
Repetition helps to remember	<p>Today we will read through these words often because the more that we read the more we will remember. Let's practice reading together! Great job! Let's try one more time. Invite a friend to help come up and practice leading the group. Use story cues as props to help the kiddos as they read through the story. Have each character come out when they are read about. Continue to use helpers to help you read the story and use the story character props.</p> <p>Discuss with the students how the characters are feeling throughout the story. Have students compare about a time that they have felt that way before. Ask them how their situation felt and what they might think that character might be going through. Discuss how characters react differently or the same with similar situations that we go through. Ask them how they would help the character feel better and if the way they felt better was being a friend and being safe.</p>	1.2.2 25.2.2 16.2 PK.E 16.3 PK.C

Message Time (Story Telling)/Shared Writing Lesson:

**PA STATE STANDARDS: CC.1.1.PREK.B, CC.1.1.PREK.D, CC.1.4.PREK.B,
CC.1.4.PREK.C, CC.1.4.PREK.D, CC.1.4.PREK.W**

**Early Learning Standards: 16.1.PKA, 16.1.PK.B, 16.1PK.C, 16.2.PK.B16.2.PK.D,
16.3.PK.A, 16,3,PK.B, 16.3.PK.C, 16.2 PK.E
16.3 PK.C**

GOLD Objectives: 2b,2c,2d,3a,3b,11c

Essential Question: How Do I empathize with a friend and help them feel better?

Student Outcomes:

- Students will be able to recognize how we empathize with a peer

- Students will be able to identify what empathy is and what it means to empathize with someone
- Students will be able to understand that sometimes others feel the same way we have felt before and that we can help them through a difficult time in their lives by being a friend

Writing: MTP or shared writing/skills to be taught:

Monday (Matteson)- Tell a story about a time that Max cut his finger. Have Miss. Betsy empathize with him and what it feels like when you get hurt and what you do to feel better.

Talking Point: emotion cards. Discussion about a time we got hurt and how we can help someone.

Sentence to Write: “When I get hurt I like to have a friend there for me to help me!”

Tuesday (Matteson)- Draw picture of Miss. Betsy being sick. Max bringing soup for me to help me feel better.

Talking Point: How to help a friend that is in need and needs someone to take care of them.

Sentence to Write: “We help our friends that are sick!”

Wednesday (Matteson)- Draw a picture/story about Miss. Betsy looking at a friend whose tower got knocked down. Miss. Betsy sharing her story about a time a friend knocked her tower down and how it made her feel sad too. Miss. Betsy offering to help the friend rebuild because that is what someone did for her.

Talking Point: Using our words to explain to a friend a time that we felt that way too. How we can make them feel better.

Sentence to Write: Asking: “I help my friends feel better when they are upset!”

Thursday (Matteson)- Max losing something that he brought to school. Miss. Betsy helping him understand that she lost something once too. Miss. Betsy sharing her story and empathizing about losing something. Miss. Betsy offered to help him look for it.

Talking Point: Using our words to explain to a friend a time that we felt that way too. How we can make them feel better.

Sentence to Write: Asking: “I help my friends find something they lost to help them feel better!”

Friday (Matteson)- Miss. Betsy missing her mom. A friend coming over to tell me that it is okay to miss my mom and that she has missed her mom before too. Working together to draw a picture because that is how her friend felt better.

Talking Point: working together to help a friend. Safe ideas of what we can do when we are upset. Empathizing about missing someone.

Sentence to Write: “I draw a picture when I miss someone and I can help a friend draw a picture when they are feeling sad too!”

MEASURES/OUTCOMES

Based on this curriculum, upon completion and implementation, students should be able to identify/achieve the following skills: understanding of emotions in oneself and others, understand and use calm down strategies that are self-regulating, identify the characteristics of being a good friend, identify basic skills of collaboration and communication with peers, identify problem solving skills with peers, and how to empathize with someone. When implementing a curriculum, it is important to be able to measure the outcomes of success and failures. In

addition, measuring change between pre-implementation and post-implementation will help create data for continuation and adaptation of success and outcomes.

Due to the age of students participating in this curriculum, measurable outcomes will be determined through student data as well as parent and teacher survey input. Student data will be collected through Teaching Strategies GOLD assessment platform. Here, students will be assessed on an array of social and emotional objective as presented in the curriculum. Data will also be collected on student achievement in academic areas of literacy, language, cognitive, and mathematics as well. Through this data collecting system, data will be compared at different checkpoints throughout the year. Checkpoints will occur in October, February, and May. With the baseline data reports, teachers will be able to determine areas of improvement or need for growth as the year progresses.

In addition to student data with a focus on data collection surrounding social and emotional learning, parents will also collaborate with teachers to complete the ASQ3 and ASQSE-2. Each survey screener provides information on both student social and emotional learning progress as well as student cognitive and language progress. Both surveys will be administered at the beginning of the year and the end of the year. Through the ASQSE-2 survey, teachers are also able to gain perspective on if students need further mental health or social services. Based on child behavior in the classroom as well as in the home setting, further referrals can be made to assure best opportunities for academic and social achievement.

RECOMMENDATIONS FOR CONTINUATION

Overall, there are several ways in which this curriculum could be extended and reinforced within the larger school community and throughout the broader classroom academic curriculum. With budgets, funding, and staffing changes recently, the morale of staff has been greatly impacted. As changes within education are constant, ongoing attention to staff appreciation and need is necessary to create a positive work environment. Without a positive staff community, students are not going to achieve the same results of this curriculum.

Additionally, creating a parent curriculum that mirrors the skills taught in the school curriculum will increase and promote parent education on SEL outside of the classroom environment. With school only being one component of learning for our young children, it is necessary to educate families on the same social skills and emotional regulation skills taught in the classroom. The crosswalk and barriers between school and home will lessen, and parents will be able to expand their discipline approaches so that the same SEL skills that are targeted within the six-week curriculum are reinforced within the home environment.

Lastly, goals of expanding this curriculum throughout all academic areas of study would enrich the overall school curriculum. For example, STEM (Science, Technology, Engineering, and Math) is a component where there is generally no PBIS or social component associated yet. Through the development of the STEM structure, a social and emotional piece could compliment the learning and teaching methods used in the SEL six-week curriculum. For example, solution cards could be embedded into student's problem solving and working together to complete projects. In addition, read aloud topics could include interest areas of persistence and continuous working together when something becomes challenging.

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APPENDIX



Frustrated
Frustrado



Embarrassed
Avergonzado



Sad
Triste



Mad
Enojado



Scared
Asustado



Nervous
Nervioso



Happy
Alegre



Loved
Amado / querido



Proud
Orgulloso



Lonely
Solitario



Frustrated
Frustrado



Embarrassed
Avergonzado



Sad
Triste



Mad
Enojado

**This
is
how
I
feel
today!**



Nervous
Nervioso



Happy
Alegre



Proud
Orgullosa



Scared
Asustado



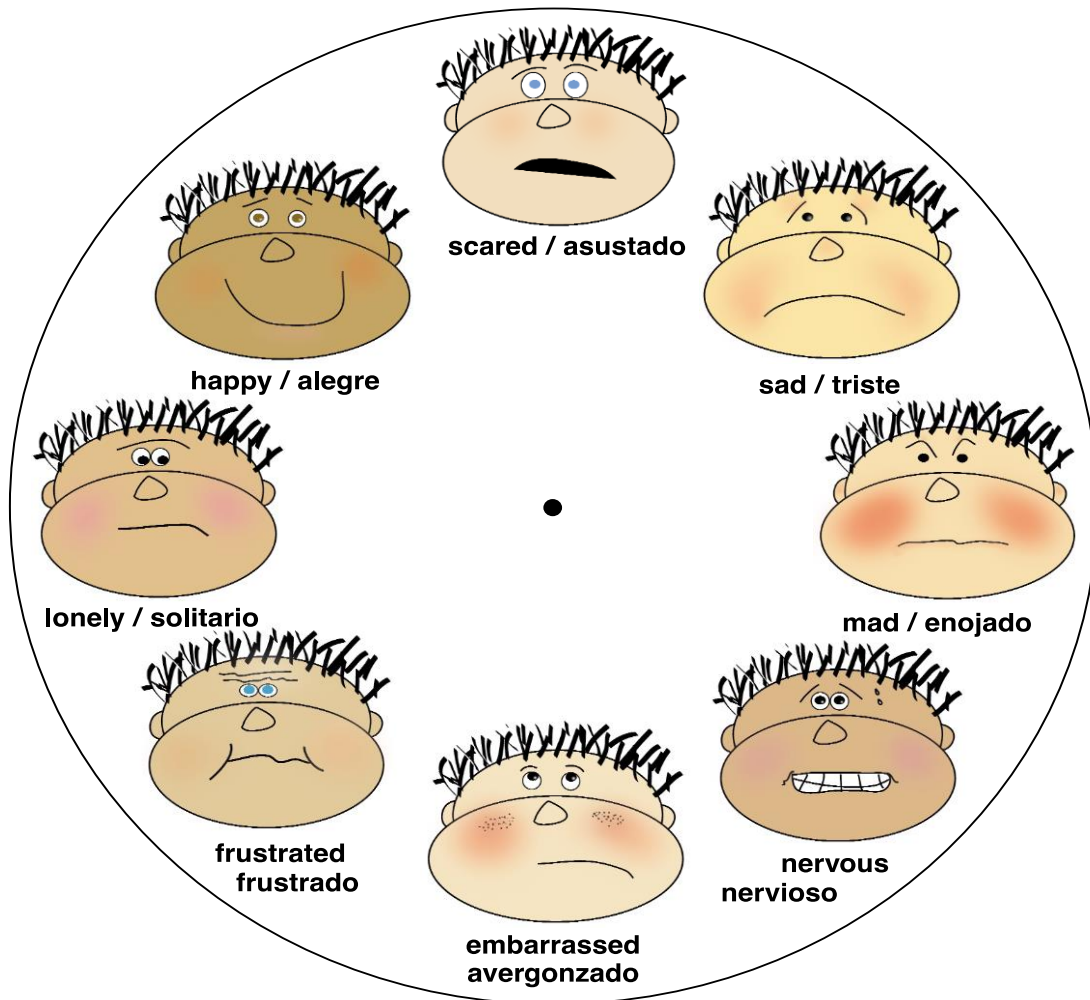
Loved
Amado / querido



Lonely
Solitario

Sometimes I feel _____.

Feeling Wheel



(Center on the Social and Emotional Foundations for Early Learning, n.d.)



(Center on the Social and Emotional Foundations for Early Learning, n.d.)



(Center on the Social and Emotional Foundations for Early Learning, n.d.)



(Center on the Social and Emotional Foundations for Early Learning, n.d.)



(Center on the Social and Emotional Foundations for Early Learning, n.d.)

Say, "Please."



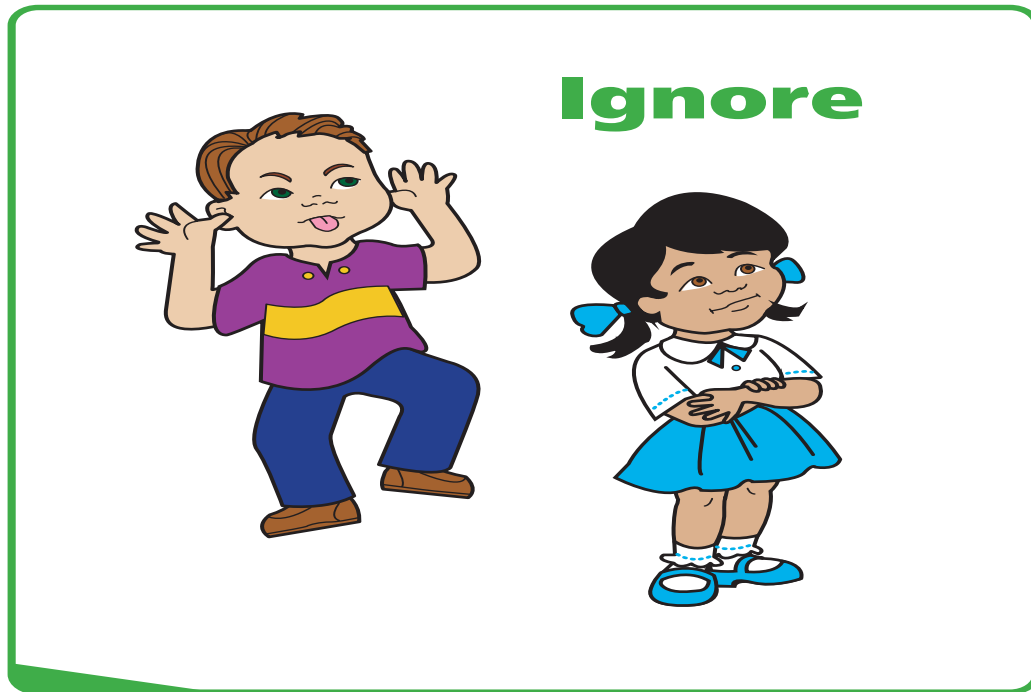
(Center on the Social and Emotional Foundations for Early Learning, n.d.)



(Center on the Social and Emotional Foundations for Early Learning, n.d.)



(Center on the Social and Emotional Foundations for Early Learning, n.d.)



(Center on the Social and Emotional Foundations for Early Learning, n.d.)



(Center on the Social and Emotional Foundations for Early Learning, n.d.)

I will share my shimmering scale with_____.