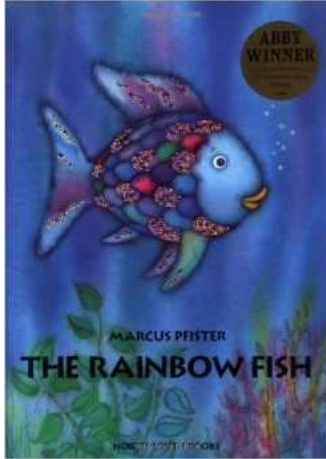


Lesson Plans and Activities for Social-Emotional Development

Preschool



Rainbow Fish -- After reading the book, talk about how they think the Rainbow Fish felt about sharing. What makes them feel good about sharing? What have they shared recently (things or time)? Each can contribute a page to a class book about sharing after doing a crayon-resist art experience. They first draw a crayon picture of the fish, then cover it with light blue watercolor paint. After it dries, they write on a second page something they would be willing to share at home or school. The book is assembled, read to the class, and put in the classroom library. It can also be downloaded to the class computer and read to the children.

Social & Emotional Foundation: Social Interaction 2.0 – Interact easily with peers in shared activities that occasionally become cooperative efforts.

Art Foundation: 3.0 Create, invent, and express through visual art – Intentionally create content in a work of art.

Bumble Bee Names – After reading [Tikki Tikki Tembo](#) during the first week of preschool, children talk about names and why they like their names. They sing “Hickety Pickety Bumble Bee” (or substitute any stuffed animal that is available). A class animal is passed around the Circle and children sing:

Hickety Pickety Bumble Bee

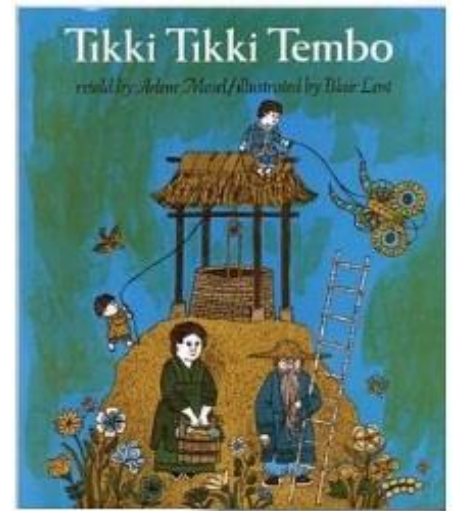
Won't you say your name for me? (Child says name, i.e., Sharon)

Everyone say it – “Shar on.”

Everyone whisper it, “Shar on.”

Everyone clap it (clap & say it)

(Pass the animal to the next person and repeat until everyone has a turn.)



Social & Emotional Foundation: Social Interaction 3.1 – Participate positively and cooperatively as group members.

Snacktime Friends – A shared experience helps children make friends, especially if the teacher talks with them about how they are learning to make friends. Each day the special host or hostess picks a person to help “set the table.” Once children are seated, they wait for all to be served. When the host takes the first bite, they may eat too. At their tables they share about whether their families eat this food or how they fix

it. They are learning manners, taking turns to talk, noticing characteristics of the food (“All the fruit we ate today started with the sound /p/.”)

Health Foundation: Nutrition 1.1 – Identify different kinds of foods and may know some related food groups.

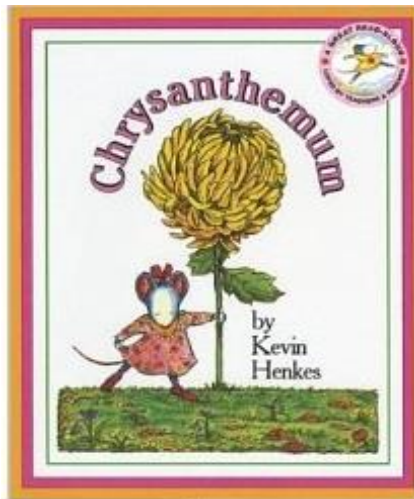
Transitional Kindergarten

The K teacher sends a letter home to each family before school starts. It includes the draft roster so children can see if they know any classmates. Having a friend to start school with eases transition difficulties.

Sing to Your Friend – An oldie but goodie to have children pair up and sing to each other. Talk about the meaning of “silver” and “gold” friends who are special to them. Each day a new gold friend can be selected and children can contribute during Circle Time about why this child is a special friend.

*Make new friends
And keep the old.
Some are silver
And the others gold.*

Language Use and Conventions Foundation 1.1. – Children use language to communicate with others in both familiar and unfamiliar situations.



My Name Is Important – Bring in a living plant and read [Chrysanthemum](#) to the children and talk about how she felt when her classmates made fun of her name. What could the children have done to make her feel better? Have a bulletin board with the center of the chrysanthemum on poster paper. Children write their names of colored paper and trace a flower petal shape around it. They cut out the “petal” and place it on the bulletin board to build a flower of important classroom names. Talk about the differences in names – some are long, some are short, etc. Or do a graphing activity where each child writes his/her name on graph paper (with large squares). They count how many letters they have and place it on a bulletin board display (2-word names, 3-word names, etc.). Talk about how many have the same number of letters, who has the least, the most.

Common Core Mathematics Standard M.K.1: Count to 100.

Letter Writing – The Writing Center has children’s photos with their names posted. Letter writing materials are available and children are encouraged during Choice Time to write a letter to a classmate. Periodically the teacher asks them to write to classmates on particular topics – tell about a pet, what is your favorite food, etc. The children

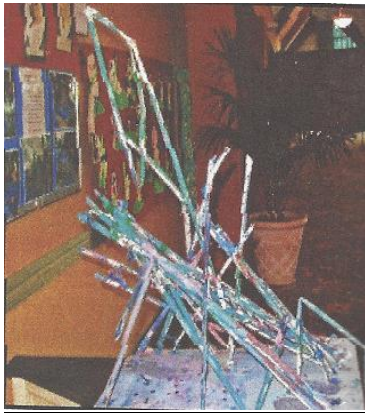
deliver their letters to friends' cubbies.

Common Core Writing Standard W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Common Core Phonics Standard: ELA-Literacy.RF.K.3a – Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.



Kindergarten



Building with Straws – Using straws, glue, cardboard, masking tape, scissors, stapler, and spray paint, children work in small groups (3-4 people) to follow up on *The Three Little Pigs*. They attach straws to cardboard bases with tape. They elongate straws by cutting about one inch into the end of one straw and insert another into it. Sheets of newspapers can be rolled and taped to make long pieces.

Common Core Mathematics standard: MD.K.1 Describe and compare measurable attributes.

Telephone Attendance Song – A great way to learn classmates' names. Teach the kids to "telephone" the next person on the attendance chart. The teacher begins with the first child and pretends to hold up a phone saying, "Hey, Alejandra." That person answers, "I think I hear my name." And she then continues with the next person on the list. This continues to the end of the roster. The last person says, "Hey, Mrs. Jones." The teacher responds with "I think I hear my name! I hope I hear my class. With a rik tik tikkity tak, oh yeah....With a rik tik tikkity tak, oh year....with a rik tik tikkity tack....OH YEAH!!!!!"

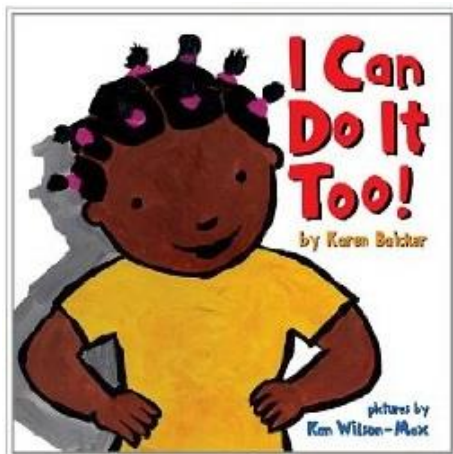
Common Core Comprehension and Collaboration Standard ELA-Literacy.SL.K.1 – Participate in collaborative conversations with diverse partners about kindergarten topics.

First Grade

Survey and Purposeful Plan – Survey children by paper to see who are the three people in class each would like to sit by. This shows who is the most popular/has the highest social skills as well as which children are at risk for having no friends. Interview children with few social skills to determine their interests and build classroom activities around those. For example, Arthur was rather isolated and did not talk much. The teacher discovered he liked to draw pictures of birds. She paired him with socially skilled children and Arthur taught them about a local bird or showed them how to draw a bird. His social status went up as children saw him as an “expert” on something. They started including him in activities.

News Gatherers – Each child at Circle Time has a pencil and paper and each is paired with another student they don’t know very well. They interview each other, asking three simple questions, such as “What movie do you like?” “What is your favorite food?” “What is something you are good at?” The person asking the questions, jots down the partner’s responses. When both have had a chance, they find other partners and repeat the process. After 15 minutes, everyone returns to the Circle. The teacher asks one child his/her name and then asks the group, “What do people know about ___?” People who interviewed that child share what they learned. Allow time for the whole class or do in two separate time slot. For English learners, it is helpful to have a fill-in-the-blanks format. “This is my friend _____ and his/her favorite activity to do is _____.” (from *The Morning Meeting Book* by Roxann Kriete)

Common Core Writing Standard ELA Literacy.1 – Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.



Each One, Teach One – Read [*I Can Do It Too*](#) by Karen Baicker. Each child identifies something he/she is good at and teaches the class how to do this. The teacher models how he might show the class what he is good at – tying his shoelaces, for example. He breaks it down into parts. He draws a picture of the steps, he practices what he will say. Each child decide what he is good at and meets with the teacher to brainstorm ideas for how to teach it and whether the teacher needs to obtain special supplies. He practices at home and each day one or two children show their classmates what they are good at and how to do it. Children practice during the day with that child as the expert. A class book is made – *I Am an Expert*.

Common Core ELA-Literacy.Speaking & Listening Standard for Grade 1 - 4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.