

TCNJ Lesson Plan
Kindness Lesson

Student Name: Sydney McGowan and Jenna Vorrius

School Name: Bear Tavern

Grade Level: Pre-K

Host Teacher's Name: Miss Hupp

Time: 9:30am-11am

1:00pm-2:30pm

Guiding and/or Essential Questions:

What are some ways we can demonstrate being a good friend?

Pre-lesson Assignments and/or Student Prior Knowledge

Students are familiar with the word friendship. Students have built rapport with their classmates.

Standards: 0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).

W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.

Learning Objectives and Assessments:

Learning Objectives	Assessments
SWBAT apply what they have learned from <i>Hooray for Hat!</i> And list actions of a good friend.	The teacher will assess by writing down student responses on an anchor chart to remain in the classroom.
SWBAT dictate their thoughts into coherent phrases.	The teacher will assess by writing down each student's dictated thoughts on a piece of paper with their artwork.

Materials/Resources: (List materials, include any online or book references and resources)

Hooray for Hat! By Brian Won

Markers

Colored pencils

Crayons

Large post-it poster paper

Paper for children to color

Youtube hat folding tutorial

Plan for set-up/distribution/cleanup of materials:

The anchor chart will be set up on the board before students arrive at school. The art center activities will be ready for students to take as they approach the center.

Step by Step plan (numbered):

1. Bring students to the carpet for morning meeting. We will do a greeting with the students and discuss the question of the day. For our greeting, students will turn to the person on the right and left of them to say goodmorning and they will shake hands.
2. Have students come to the carpet and sit in front of the board. A large poster will be on the board labelled "Friendship." We will ask the students what the word friendship means to them, and ask for volunteers to give examples of how a good friend acts.
3. We will introduce the book *Hooray for Hat!* We will read the book to the students at the carpet.
4. At center time, we will have an art center where students will decorate their own paper hat. The students have full creative control over the piece of paper they decorate, and when they finish, we will fold the hat into something wearable.
5. After the students have a hat, they will dictate to a teacher what they will do to show kindness in the classroom.

X. Closure (Should be detailed! Include short and long when relevant).

We will bring the students back to the carpet and tell them that just like in *Hooray for Hat*, we are going to share our hats with friends to spread kindness in our classroom. The students will exchange hats and wear their hats for the rest of the day (or until the hats fall off!).

Key Questions (that you will ask):

What are some actions that a good friend does?

What does it mean to you to be a good friend to someone?

How do the animals show that they are good friends?

What will you do in this classroom to be a good friend to others?

Key Vocabulary

Friendship

Kindness

Logistics**Timing:**

Morning Meeting- 20 minutes

Art Center- 10 minutes

Transitions:

We will have a fingerplay activity “Will you Be a Friend of Mine?”

<https://www.youtube.com/watch?v=ttYQTqgwteI>

Classroom Management:

We will use the bucket filler activity in the classroom that our host teacher uses in the classroom. We also can use the reward system so if they are behaving or working well she will reward them with a sticker.

Differentiation Notes

Content

We will have visual representations for students who are visual learners (easel chart and modeling). We will have the students volunteer to tell us what they want to write on the anchor chart.

Process

To accomodate all the needs of the students we will use pictures on our anchor chart so that everyone can read and understand it. The morning class can draw a picture on their hats and we will have the afternoon class write a word that describes friendship on their hat. We will have the students copy the word off of the anchor chart.

Product

Students will have much freedom with their creativity as they decorate their hats.

RUBRIC:

Score	Kindness Sentence	Ability to Share Creation
3	Sentence is coherent, relates to task, and is achievable by the student.	Students are willing to share their hat with a classmate and understand their actions are kind.
2	Sentence is mostly coherent and related to the task.	Students are at first unwilling to share their hat with a classmate, but relent and share the hat.
1	Sentence is incoherent and/or does not relate to the task.	Students are unwilling to share their hat with a classmate and display frustration, selfishness, or other signs of opposition.