

<b>Grade:</b> Preschool		<b>Subjects:</b> Social Emotional and Social Studies	
<b>Instructional Strategies:</b> <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <b>SS 5.3-</b> Demonstrate awareness of differences among families (e.g., ethnicity, routines, language, traditions). <b>and</b> <b>SED 1.1 -</b> Recognize personal abilities, characteristics, culture, and preferences.		<b>Objective(s)</b> <b>Social Emotional Development-</b> Students think about name their favorite Christmas celebrations. (e.g. what their favorite part of Christmas is.  <b>Social Studies-</b> Students will be able to understand that other students have a different way of celebrating Christmas and that they differ with favorite things about Christmas.	
<b>Minutes</b>	<b>Total: 30 min max.</b>	<b>Procedures</b>	
<b>5 min or less</b>	<b>Set-up/Prep:</b> Put markers, colored pencils, crayons, and paper on each table, for the kids to share.		
<b>5 min or less</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Start out lesson by explaining that every family is different and has different habits, etc. Then, reminding the students that Christmas is coming up, explain to the students how each of us celebrates Christmas differently. Show them a drawing that I made of my favorite ways that I celebrate Christmas.		
<b>5 min or less</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Talk to students about how each of them has special things that their families do, that are different from the rest of their classmates. Ask them to think about something that they are looking forward to this Christmas, or to think about one of their favorite memories from previous Christmases.		
<b>10 min or more</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> As the students are thinking of their favorite things about Christmas, I will pass out the materials for the project. When I give each table their supplies, I will ask the students to draw a picture of their favorite things from Christmas, or something they are excited for this Christmas.		
<b>5 min</b>	<b>Review (wrap up and review of learning):</b> After the students are done with their drawings, ask them to turn to one partner and share their favorite thing/ what they are most excited for about Christmas. Ask them to explain to each other what they drew in their pictures and why they like that thing. This will conclude the lesson.		
<b>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b> Walk around to each table and make sure that they are staying focused on the project and are successfully drawing their pictures. At beginning of lesson, possibly ask volunteers to share something about their daily life that could be different for each child (e.g. what they eat for breakfast, what their favorite toy to play with is) This can help children to see that each person has their own preferences and way of doing things, leading up to the Christmas project.		<b>Summative Assessment if applicable (linked back to objectives, overall unit, chapter, concept, etc.)</b> Students will be able to describe some things that their families do in celebration of Christmas. Students will be able to recognize that other students have different ways that they celebrate Christmas and different preference than them.	

## Reflection:

This was my first time that I gave a lesson to an official classroom. It was difficult for me to keep the students from getting out of control, and Mrs. Vandal had to intervene many times. When I started with the first part of my lesson, it went well. I decided to add the beginning part where I asked them what they each had for breakfast. I had a little trouble then trying to keep the students from blurting out. The coloring part of the lesson went really fast for some students, so they completed the project after 5 minutes or so and the teacher let them do another activity to keep them busy. The student I observed was one of these kids. I was hoping that this lesson could let the boy focus on the basic principles of understanding that each family is different and unique and has different ways of doing things, which may or may not have come across to him. The teacher enclosed to me that his parents were going through a divorce, so I thought it might be nice for him to focus on the things he was excited for the holidays. I think he enjoyed the project, like most of the kids, but he just finished much sooner than I expected. It was also harder to focus on my child and individualizing the lesson for him, because many of the students would all want to talk to me about their drawings. This was very eye-opening to how difficult it will be to individualize lessons for children, while not ignoring others.