

Transitional Kindergarten/Kindergarten Lesson Plans



Focus:
**Social Emotional
Development**

Theme:

Making Friends

Overall Learning Goal:

Children will learn about all of the things friends can do together and all of the ways they help each other.

Common Core Standards:

N/A

Reference to Preschool Foundations (48-60 months):

Vol. 1 – Social Emotional Development

- Self - 4.0 Empathy and Caring
- Social Interactions – 2.0 Interactions with Peers
- Relationships – 3.0 Friendships

Resources:

Books	Manipulatives	Music	Technology
<p>Teacher: Little Treasures: Unit 2 Owl: Unit 1 Second Step: Lessons 4-8</p> <p>Student: Friends all Around - Mieta Ford ABC for You and Me - Meg Girnis Little Bear's Friend - Else Holmelund Minarik & Maurice Sendack George and Martha -James Marshall Corduroy - Don Freeman Where are Maisy's Friends - Lucy Cousins Do You Want to be My Friend - Eric Carle Rainbow Fish - Marcus Pfister Dandelion – Don</p>	<p>- Puppets - Pretend play area - Pretend play supplies - Musical instruments - Picture cards - Art supplies - Games</p>	<p>Looby Loo Merrily We Roll Along The More We Get Together Make New Friends, but Keep the Old</p> <p>Here is a link with friendship songs: http://www.songsforteaching.com/friendshipsongs.htm http://www.everythingpreschool.com/themes/friendship/songs.htm</p>	

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Freeman Best Friends – Myran Berry Brown http://www.everythingpreschool.com/themes/friendship/books.php			
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Learning Goal: <i>(Weekly objective per district adopted curriculum?)</i>	Week 1	What is a friend?	The importance of Friends
	Week 2	How do friends help one another?	Learning about our Classroom Friends
	Week 3	How do friends get along?	Ways to be a good Friend/ Characteristics of a Friends/ How to make Friends

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Questioning Techniques: <i>(What specific questions will you use to engage learners?)</i>	Examples: How would you feel if... What would you do if... Why did this occur... What is a friend? What would a friend do? How would a friend help? How do you help your friends? How have your friends helped you? How do friends help one another? How do friends get along together?	Examples: How would you feel if... What would you do if... Why did this occur... What is a friend? What would a friend do? How would a friend help? How do you help your friends? How have your friends helped you? Why are friends important? How can you be a good friend? What are characteristics of a good friend? How do you make friends? Describe a good friend. How do friends help one another? How do friends get along together?

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<p>Activities/Centers: (What specific activities will you use with students to?)</p>	<ul style="list-style-type: none"> -Draw a picture of you and your friend. -Engage children in independent pretend play -Children take assigned role in acting out a story/finger play/reenacting Second Step lessons w/ puppets, props, etc. -Communicate about pretend play with a peer -Can take a role w/ other children to create a dramatic play sequence (school, grocery store, restaurant, post office, etc.) - Class meetings/discussions, morning messages, etc. 	<ul style="list-style-type: none"> -Write a story about who you like to play with and why. -Engage children in independent pretend play -Children take assigned role in acting out a story/finger play/reenacting Second Step lessons w/ puppets, props, etc. -Communicate about pretend play with a peer -Can take a role w/ other children to create a dramatic play sequence (school, grocery store, restaurant, post office, etc.) - Class meetings/discussions, morning messages, etc.
<p>Social & Emotional Integration: (How will you incorporate social and emotional skills into your day?)</p> <p><u>For More Information, Refer to:</u> Foundations pgs. 1-45 Framework pgs. 37-96</p>	<p><u>Examples with Emphasis on Dramatic Play:</u></p> <p>Social emotional development skills will be integrated in all activities throughout the day through teacher observation, peer to peer interaction, and adult to child interaction.</p> <hr/> <ul style="list-style-type: none"> - Support & provide opportunities for children to form friendships and play & work together, both in groups they form themselves & teacher-created groups. - Engage children in cooperative learning experiences as well as experiences that demonstrate that each member of the group is valued. - Teachers recognize community-building opportunities in various parts of the day, such as mealtimes, cleanup, & whole-group times. During these times, they engage children in talking about shared experiences, singing, & discussing problems or plans. - When a child asks for assistance, teacher sometimes refers child to a peer to provide needed help/info. 	<p>Social emotional development skills will be integrated in all activities throughout the day through teacher observation, peer to peer interaction, and adult to child interaction.</p> <hr/> <ul style="list-style-type: none"> - Opportunities provided to get to know & work with each other & friendships are encouraged. Teachers actively involve children in conflict resolution. Class meetings are used to solve & prevent problems & provide a forum for discussion. - Children have opportunities to act as leaders & helpers with specific tasks; all children are given a chance to participate & are drawn into class activities in a variety of ways. - Variety of opportunities for peer interaction. Children work w/ partners as well as in small- & whole-group situations. Teachers encourage peer-to-peer scaffolding and assistance when possible.

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<p>Performance Outcomes: <i>Formative & Summative</i> <i>(see district adopted curriculum)</i></p>	<ul style="list-style-type: none"> - Children will respond to another's distress & needs w/ sympathetic caring & are more likely to assist. - Children will more actively & intentionally cooperate w/ each other. - Children will create more complex sequences of pretend play that involve planning, coordination of roles, & cooperation. - Children will negotiate w/ each other, seeking adult assistance when needed, & increasingly use words to respond to conflict. Disagreements may be expressed w/ verbal taunting in addition to physical aggression. - Friendships are more reciprocal, exclusive, & enduring. 	<ul style="list-style-type: none"> - Same as TK - Children are able to model appropriate social-emotional skills to TK students.
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<p>Extension Ideas: <i>(How will you extend this lesson?)</i></p>	<ul style="list-style-type: none"> - Friendship Parade (Little Treasures pg. 98) - Class will brainstorm ways in which friends can help each other in the classroom ie: sharing materials, taking turns, etc. Have TK be the "models" during role playing various scenarios that are brainstormed. TK students will have white boards to participate In the interactive writing process as they contribute to a whole class chart (or collection of sentence strips) about "Friends at School" while 	<ul style="list-style-type: none"> - Friendship Parade. Children will create/write signs for the parade - Class will brainstorm ways in which friends can help each other in the classroom ie: sharing materials, taking turns, etc. Have TK be the "models" during role playing various scenarios that are brainstormed. Kindergarten students will have white boards to participate In the interactive writing process as they contribute to a whole class chart (or collection of sentence strips) about

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	<p>teacher focuses on individual student needs (learning letters, learning high frequency words, CAP skills, etc).</p> <p>- Teachers can suggest extensions for children's cooperative play to add complexity to their interactions & negotiations. Teachers can stay nearby to support them as they practice more complex problem solving together.</p>	<p>"Friends at School" while teacher focuses on individual student needs (learning letters, learning high frequency words, CAP skills, etc).</p>
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<p>Homework: <i>(What will the students be required to do at home to reinforce learning goal?)</i></p>	<p>Students will talk with family about a new school friend they have met. Families will record students' dictation. Students can draw a picture of themselves and their friend. Return to school for sharing.</p>	<p>Students will write about a new school friend they have met. Parents can assist with the writing process. Students draw a picture of themselves and their new friend to support their story. Return to school for sharing.</p>

Additional Notes/Comments/Ideas:

Resources:

<http://www.perfectlypreschool.com/Preschool-Lesson-Plans/Friends/index.php>

<http://stepbystepcc.com/friendship.html>

<http://lessons.atozteacherstuff.com/73/friendship-do-you-want-to-be-my-friend/>

<http://www.archjrc.com/preschool/friends.html>

http://www.perpetualpreschool.com/preschool_themes/friendship/friendsh2.htm

<http://web.archive.org/web/20080109151939/http://www.theteachersroom.com/friendship.htm>

<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkv01.pdf>