

## Lesson Plan Template

<b>Grade:</b> Infant/Toddler		<b>Subject:</b> Social Emotional	
<b>Materials:</b> babies, blankets, bottles		<b>Technology Needed:</b> none	
<b>Instructional Strategies:</b> <input 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 type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <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 type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: The students will watch the teacher together as a group and independently take care of their baby by imitating the teacher with their hands.	
<b>Standard(s)</b> Social Awareness: Empathy (CASEL) Relationship Skills: Relationship Building (CASEL)		<b>Differentiation</b> <b>Below Proficiency:</b> Learners will wrap their baby, feed their baby a bottle, and rock it with the physical help of the teacher and increased encouragement. The learners will not be expected to continue the behaviors with the baby, but will be allowed to “take care” of themselves by chewing on the bottle and cuddling with the blanket.  <b>Above Proficiency:</b> Students will express more emotional care for the baby by following the teacher’s prompting as she suggests “It looks like your baby is sad. How can we make her feel better? Oh, a hug and a kiss will definitely make her feel better”.  <b>Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic):</b> <b>Auditory:</b> The teacher will talk through all of her actions to take care of the baby and will prompt learners with questions, encouragements, and suggestions. <b>Visual:</b> The teacher will model how to take care of a baby with her baby. <b>Tactile:</b> The learners will manipulate the dolls, bottles, and blankets themselves. <b>Kinesthetic:</b> The learners will walk around with and rock their babies.	
<b>Objective(s)</b> The learner will be able to express empathy by caring for their baby. The learner will model a parental relationship with the baby.  <b>Bloom’s Taxonomy Cognitive Level:</b> N/A			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The learners will watch me as I model how to take care of a baby as a large group. Once they have their baby, the learners will individually play with their baby. The learners are not expected to stay with the activity if they are not interested.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> The learners will not throw toys, steal another’s baby or toys, and use gentle hands.	
<b>Minutes</b>	<b>Procedures</b>		
2	<b>Set-up/Prep:</b> The teacher will get out one baby, blanket, and bottle for each child and one for herself and gather the kids.		
1	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> The teacher will model rocking her baby, feeding her a bottle, and wrapping her.		
1	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> “Look, I am taking care of my baby by feeding her, rocking her to sleep, and wrapping her up in a blanket. This is how we take care of babies. Uh-oh. My baby is sad. I am going to give her a hug to make her feel better. Now, she’s happier. Would you like to try to take care of a baby?”		

## Lesson Plan Template

<p><b>2-10 (Varies on interest of learners)</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b>          The learners will practice rocking, feeding, and wrapping their babies. Those who are ready will be prompted by the teacher to take care of their baby emotionally. The teacher will aid those students who need more help and will ask prompting questions like:          "Is your baby hungry?"          "Uh-oh, your baby sounds sad, what can we do to make her feel better?"          "Can you show me how you feed your baby?"          "Can you show me how you rock your baby?"          "What should we do if your baby is sleepy?"</p>	
<p><b>1</b></p>	<p><b>Review (wrap up and transition to next activity):</b>          "Can you show me how you take care of your baby? Very nice, guys! If you are all done with your baby, you can put her back in the tub. If you still want to play with your baby, you can continue playing."</p>	
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>          Students will model and practice taking care of a baby. The teacher will ask questions listed in the explore section and take note of the learners ability and interest in taking care of their baby.</p> <p><b>Consideration for Back-up Plan:</b>          The teacher will complete the lesson at another time when the students are interested in the content or will only complete the lesson with those students who show interest or will complete the lesson with stuffed animals instead of babies.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>          Students will show the teacher how they take care of their baby.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>This lesson turned into more of an individual lesson. Only two of my students expressed interest in the actual care of the baby, so it was clear that the other ones were not ready developmentally. The younger students still explored the babies but were not developmentally ready to care for them. However, the two students who were ready were able to take care of their baby and model with me. They were protective of their baby and cared for them. It was cool to see after the lesson how the students were able to apply this care for each other. When they hurt one another or saw that they were sad, they gave them a hug just like in the lesson. This is how I know that my students learned empathy through my lesson. In future, I think I would make this lesson more individual and encourage students to interact with the materials as they are developmentally able.</p>		