

I. LESSON FOUNDATION

Lesson Title: What are Social Clues?

Unit Title: Social/Emotional

Grade Level(s): Kindergarten

Time Allotted: 30 minutes

Subject Area(s)/Subject Content Explanation: Social and Emotional Development

Standard(s)/Anchors:

1. 16.1.K.A1 → Distinguish between emotions and identify socially accepted ways to express them.
2. 16.1.K.B1 → Recognize that everyone has personal traits which guide behavior and choices.
3. 16.2.K.A1 → Interact with peers and adults in a socially acceptable manner.

CEC Standard:

Standard 1: Child Development and Early Learning

- 1.2 Candidates apply knowledge of normative sequences of early development, individual differences, and families' social cultural, and linguistic diversity to support each child's development.

Essential Question(s):

- What social clues do you see with your peers?
- What is an acceptable way to express your emotion (anger, sadness, happy, shy, scared)?
- What are traits that make us react?
- How should we interact with our friends and adults in an acceptable manner?

Instruction Objective(s): After an introduction on what the class thinks social clues are, we will talk about what they are exactly. After finding out what social clues are and how to identify them, students should be able to list 3 clues at the end of the lesson.

Formative Assessment: After we have discussed our body language activity and students have written down what emotion they believe their peer is displaying, I will go around the room and pass out their social clue worksheet for students to label what emotion they believe the image is showing.

Summative Assessment: While students are having free time in the class, I will have students get into groups of 2 to do a think-pair-share and walk around the room to listen to them teach each other about what they think social clues are.

II. LESSON BODY

INTRODUCTION:

- Tell the students we are going to talk about social clues and how they can signal off an emotion.
- Ask the students if any of them know what social clues are and if they can give me an example.
- Go over social clues and what they are, then play a youtube video about social clues.
- Have students listen once to the video, then ask the question: does anyone know another sense that they had learned from the video?

TEACHING PROCEDURES

I will begin the lesson by doing a KWL chart with my students. Asking them what they know, what they want to know, and what they have finally learned about social clues. After filling in the KW section, I will move on to playing a video from YouTube by English Learning Town called, [How Are They Feeling Now?](#) to introduce social clues further. I will ask them what the video has taught them about social clues. These questions are a form of direct instruction for my students to all. When the video is complete, we will move on to our guided practices.

*Guided Practice – For the guided practice activity I will begin by mirroring emotions that could display anger, being sad, happy, scared, and overwhelmed. By demonstrating social clues to the class and asking students after each display what emotion they believe I am displaying. From here, I will then have students paired off to complete a similar activity with their peers. I will pair students who have IEPs and are ELLs with the general population so they can build off their new knowledge together. I will walk around the classroom and offer support to those who are needing it. After the guided practices are complete, we will move into our independent and free time portion of the lesson.

*Independent Practice – Once our guided practice has been completed, I will have my students go into a worksheet that displays a face showing an emotion and students will have to match it to the correct answer.. Once the work sheets are completed, I will ask them what they know about social clues now. What I will be looking for is the things we have already learned through our body language experiment. If any of the above are said with similarity, they have mastered how their body language can show an emotion.

CLOSURE: Once our lesson is complete, encourage the students to journal the social clues that they see amongst their family members in the house and how they feel that they felt.I will ask students to bring what they observed into class the next day one-by-one. This will allow the student and I to gain any clarification if needed.

III. LESSON ESSENTIALS

DIFFERENTIATED LEARNING ACTIVITIES:

During guided practice:

- Create a match-it worksheet for social clues, so students can see if they are having trouble with matching the sense to the description.

- When assigning groups for these activities, place the students with IEPs and ELL students in the front of the classroom to better hear and follow along, but have them mixed with the general population during match-it worksheets.
- Reiterate the classroom objective and activity for students who need more reminders, show examples of old work for students who need to be more secure in what they are doing.

During Independent practice:

- Check on the students individually and frequently enough that you can identify and replan for the students in the class that have learning disabilities and help them with the assignment one-on-one.
- While having the students come up with you one-on-one about social clues, you can categorize their abilities based on their knowledge and understand how they are coming along.

INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY: Computer, projector, YouTube, worksheets, five senses objects, popcorn, and microwave.

IV. POST-LESSON REFLECTION:

ANALYSIS OF STUDENT LEARNING: Review of data and documented evidence of lesson results as related to instructional objectives or standards.

ANALYSIS OF TEACHING: Include any modifications needed for current instruction and future instruction on the application of:

1. Planning and preparation
2. Classroom environment
3. Instruction
4. Professional responsibilities related to Pennsylvania State Standards