

Should I Share My Ice Cream

Madison Leintz

Grade: Preschool (ages 4-5)		Subject: Social Emotional (physical)	
Materials: Ice cream cones, Styrofoam balls, <i>Should I Share My Ice Cream Book</i>		Technology Needed: N/A	
Instructional Strategies: <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"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <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:	
Standard(s) SED 2.7 Work cooperatively with others and exhibit appropriate social behavior APL 2.3 Engage in cooperative activities PD 1.5 Use eye-hand coordination to complete tasks		Differentiation Below Proficiency: Use larger cones and smaller balls, give students more time to think about answers to the question, divide into smaller groups for the activity Above Proficiency: Use larger ball with smaller cones, set a time goal for passing it, divide into smaller groups Approaching/Emerging Proficiency: Students will be using regular sized balls and cups or cones. Modalities/Learning Preferences: Use larger cones for learners who have trouble with hand-eye coordination, Divide into partners to do activity to give them more time/more practice.	
Objective(s) By the end of this lesson, students will recall what sharing is through a activity in which students develop hand-eye coordination and team cooperation. Bloom's Taxonomy Cognitive Level: Knowledge		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students should sit criss-cross or legs straight out, hands in lap, bubbles in mouth for story. Answer questions with hands raised. Stay in your spot during the activity, use quiet voices and slow/kind hands when doing activity	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will begin on the large group rug. When it is time for the activity I will dismiss them by color they are sitting on (five different colors) to stand on a letter on the edge of a rug. This will make them be standing in a rectangular shape. After the activity students will return to their spot on the large group rug.			
Minutes	Procedures		
3	Set-up/Prep: <ul style="list-style-type: none"> • Get ice cream cones ready • Get Styrofoam balls ready • Get book (<i>Should I Share My Ice Cream</i> by Mo Willems) 		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • “Raise your hand if you love ice cream? We all LOVE ice cream don’t we? My favorite kind of ice cream is strawberry. When I go around the room, I want you to tell me one of your favorite flavors of ice cream.” <ul style="list-style-type: none"> ○ Go around the room having each child share their favorite flavor of ice cream with the rest of the class. • “Yum, all of those kinds of ice cream sound delicious. I hope that you would share with me! Raise your hand if you like to share. Can you please remind me what sharing is?” <ul style="list-style-type: none"> ○ “You’re right, sharing is when we let our friend use something with us.” • “I love ice cream too. That is why today we are going to read a fun book about ice cream and sharing. Then we are going to practice sharing our ice cream.” 		
10	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • “Today we are going to read a book about Elephant and Piggie. The title of this book is called <i>Should I Share My Ice Cream</i>. Before we start, what do you think might happen in this book? Let’s look at the cover and talk about what we think might happen based upon the picture that we see. Turn and tell the person next to you.” <ul style="list-style-type: none"> ○ Give students time to turn and talk. • “Class, class, class.” (they will respond, “yes, yes, yes”) What do you think might happen in this story based upon the title and the cover? <ul style="list-style-type: none"> ○ Call on a few students to answer. • “Let’s find out!” <ul style="list-style-type: none"> ○ Read the book periodically asking what they think might happen next, how they think Elephant & Piggie are feeling, what they are thinking, and about sharing. • When the book is finished talk more about sharing. “What happened in this story? How was Elephant feeling? What was Elephant thinking? What happened at the end? Did Piggie make the right choice when she shared her ice cream?” 		

	<ul style="list-style-type: none"> ○ Allow students enough time to respond to each question. ● “How does it makes us feel when a friend shares with us?” <ul style="list-style-type: none"> ○ Give students time to respond. ● “Yes, when a friend shares with us, we feel happy. How do we feel when a friend does not share with us?” <ul style="list-style-type: none"> ○ Give students time to respond. ● “We do feel sad and we wish they would share with us. When we are sharing with our friends how do we feel? Does it make us feel good?”
<p>10</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● “Now that we have finished reading our book and we heard and saw how our characters decided to share their ice cream cones with each other, we are going to practice sharing with each other, we are not going to share real ice cream, but we are going to use real ice cream cones to share these Styrofoam balls with each other. But, we are going to pretend that these are ice cream. What happens when we touch ice cream with our hands? That’s right, it does melt. So we cannot touch these ice cream balls, or they might melt. So, in order to play this sharing game, we can only use our cones. When it’s time, I am going to have you all stand in an oval around the rug and pass this around using only our ice cream cone.” <ul style="list-style-type: none"> ○ Show them how to do it using one student and myself as an example. ○ Dismiss them by color to stand around the rug. ● Practice a few times then make a goal to pass it around the whole oval without dropping it on the ground. “We are all sharing the ice cream now. Remember, it is important to work as a team and go slowly to get the job done. We need to keep our eyes on the ice cream at all times so we do not drop it. We all need to work together in order to share the ice cream around the whole entire circle.” <ul style="list-style-type: none"> ○ Celebrate when we make progress or make it around the whole circle. ○ If it is dropped, explain that it is okay and that we can just start over because we are practicing. ● If this seems too easy for students, I will add a time component. “Let’s see if we can get the ice cream all the way around the circle in two minutes. We are going to have to share our ice cream quickly and very nicely!”
<p>4</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● Collect the materials and transition students back to the rug. ● “What do we think was easy about this game? What was hard about it? Did it make you feel good when you shared with the person next to you without dropping it? Did it make you happy when the person next to you shared it without dropping it?” ● “Sharing is so important because it is a nice thing to do. It makes us and the people around us feel good and happy when we share. Next time you are playing and someone wants to play with you, I want you to do your best to share with them!”
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <ul style="list-style-type: none"> ● Asking questions throughout the book to check for understanding ● Ask students what sharing is and relate it to their feelings. ● Ask students what is hard about the task, what is easy about the task of sharing the “ice cream” <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> ● Use Dixie cups instead of ice cream cones ● Play this game with a piece of play food 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> ● Monitor how students are working cooperatively with each other by seeing how they are passing the ball around ● Are students able to pass the ball effectively with hand-eye coordination? ● Check how they are doing with sharing in their free choice
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Overall, this lesson went well. The story went really well and the students were really good at pointing out how the characters were feeling. They were engaged the whole time because they LOVE Elephant & Piggie. They really enjoyed predicting what might happen next. I ended up using the small dixie cups as cones and a piece of play food for the cone and ice cream. The students learned how to work cooperatively with each other while they were passing the “ice cream” around the square. I know that they learned this because they would say things like, “okay, hold your cup still so I can pass you my ice cream.” We made it our goal to share the ice cream around the whole circle without dropping it, so it got kind of competitive at times. When they would drop it, sometimes a few of the kids would get mad, so we talked about how it is okay to make mistakes and that is why we have to practice. We also talked about how it is important to cheer on our friends. The students had a lot of fun practicing sharing. The only part that I feel was kind of lacking was my wrap up. I feel like it could’ve been a little better, it went really quickly. I think that next time I teach this lesson I will for sure add more questions at the end to tie sharing into their real life. I am happy with how this lesson went, even though I feel that it could have been a little bit better.</p>	

