

**Understanding: Lesson 3 (K-2)**



<p><b><u>Understanding: Know Yourself</u></b>                  Increase Self-Awareness                  Know Your Strengths and Weaknesses                  Develop Critical Thinking Skills</p> <p><b><u>Example Practices That Address Understanding:</u></b></p> <ul style="list-style-type: none"> <li>● Clearly state classroom rules</li> <li>● Provide students with specific feedback regarding academics and behavior</li> <li>● Offer different ways to demonstrate understanding</li> <li>● Create opportunities for students to self-advocate</li> <li>● Check for student understanding/feelings about performance</li> <li>● Check for emotional well-being</li> <li>● Facilitate understanding of student strengths and challenges</li> </ul>	<p><b><u>The Goals:</u></b>                  As an Arkansas graduate, I am:</p> <ul style="list-style-type: none"> <li>● Able to clearly articulate information I want to share</li> <li>● Growth-minded, curious, and inquisitive</li> <li>● Reflective</li> <li>● Resourceful</li> </ul>
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<p><b><u>Personal Competency Addressed: In early elementary (K-2), I am learning to:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop positive personal hygiene habits</li> <li><input type="checkbox"/> Be aware of my personal space</li> <li><input checked="" type="checkbox"/> Identify my likes and dislikes, needs and wants</li> <li><input type="checkbox"/> Recognize and label basic emotions (e.g., happiness, sadness, anger, fear, surprise) and associate them with words, facial expressions and/or gestures</li> <li><input type="checkbox"/> Express a range of emotions appropriately through role-playing, actions, drawing, or language</li> <li><input type="checkbox"/> Understand the connection between feelings and behaviors</li> <li><input type="checkbox"/> Identify people, places, and other resources to go to for help (e.g., parents, relatives, school personnel)</li> <li><input type="checkbox"/> Demonstrate responsible use of others' belongings (e.g., ask permission; take care of them)</li> <li><input type="checkbox"/> Describe things I do well</li> <li><input type="checkbox"/> Describe an activity/task in which I need help in order to be successful.</li> </ul>
<p><b><u>Learning Objectives:</u></b>                  I can tell my likes and dislikes.</p>
<p><b><u>Materials and Preparation:</u></b></p> <ul style="list-style-type: none"> <li>● Laminated Signs: <a href="#">Likes and Dislikes</a></li> <li>● Magazines</li> <li>● Scissors</li> <li>● Glue</li> <li>● Activity Page: <a href="#">Likes and Dislikes</a></li> <li>● Internet and device to show video</li> </ul>

*Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).*

<p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Dislike:</u></b> a feeling of not liking</li> <li>• <b><u>Like:</u></b> to find pleasure in, enjoy</li> </ul>
<p><b><u>Introduction (2 mins):</u></b> Watch this animated read aloud: (<a href="#">Animated Read-aloud "I Like and I Don't Like"</a>) (Length - 2:25)</p>
<p><b><u>Explicit Instruction/Teacher Modeling (2-3 mins):</u></b> Introduce vocabulary words: <b>like</b> (to find pleasure in, enjoy), and <b>dislike</b> (a feeling of not liking)</p>
<p><b><u>Lesson Activities (10 mins):</u></b> The teacher will bring in a bag of items. Select students to come up and pick items out of the bag. Discuss if it is a like or dislike of his/hers. As discussing items, show the LIKE and DISLIKE signs. Signs will be placed in the room. Once the bag is empty, have the students stand and state what they like or dislike by moving to either the LIKE sign or DISLIKE sign. (<i>Examples: dogs, broccoli, bike riding, math, pizza, swimming, cats, etc.</i>)</p>
<p><b><u>Guided Practice (3 mins):</u></b> The teacher can model the Independent Working Time activity below.</p>
<p><b><u>Independent Work Time (10 mins):</u></b> After movement activity is complete, the teacher will model the student activity. Students will be given an activity page with “Things I Like” on one side and “Things I Dislike” on the other side. Each student will be given a magazine, scissors, and glue. Students will be instructed to search for things they like and things they dislike and glue them on the paper. Each student must find 4 things they like and 4 things they dislike.</p>
<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Show pictures on the screen. Students can make tally marks on a piece of paper to indicate the pictures they like/dislike.</li> <li>• Students can draw/write things they like/dislike.</li> </ul>
<p><b><u>Assessment (3 mins):</u></b> <b>Think-Pair-Share:</b> Once students complete the activity, they will find a partner and share about the things they like and dislike. Teachers will also use observation. (Teachers will walk around the classroom and observe students as they work to check for learning. Strategies include Anecdotal Records, Conferences, and/or checklist.)</p>
<p><b><u>Review and Close (2-3 mins):</u></b> The class will gather as a whole group and students will be selected to share what their partners like and dislike.</p>
<p><b><u>Optional Activities:</u></b> Show different vegetables and fruits. Then, make a likes/dislikes chart with the whole class.</p>
<p><b><u>Intervention/Support:</u></b> Consult with a Speech Language Pathologist to find pictures/icons on an AAC device or PECS.</p>

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**Enrichment/Extension:**

Using sentence starters (My favorite..., If I had to choose between..., I like..., I dislike..., etc.) students will write a story in their journal.

**Teacher Self-Care:**

Get Crafty. Think outside the box. Have fun and then give your creation as a gift to someone who is important to you.

**Sources:**

“(Animated Read-Aloud) ‘I Like and I Don’t Like.’” YouTube. Joshy's Storytime, May 24, 2019.

<https://www.youtube.com/watch?v=nE8ttvPACeg>.

“Self-Awareness Lesson Plans.” Self-Awareness Lesson Plans – Nebraska Department of Education. Nebraska Career Development. Accessed July 27, 2020.

<https://www.education.ne.gov/nce/careerdevelopment/lesson-plans/self-awareness-lesson-plans//?nde-pdf=1>.

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**Teacher Reflection:**

**To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

**Classroom Culture:**

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

**Curriculum and Instruction - Assessment and Grading Practices:**

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

**Collaboration - Professional Learning Community:**

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

**Mental Health – Maintain a Healthy Outlook:**

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?