

Unit 2: We Learn At Our Stations

Unit Goal: I can explain how to set up, play, and clean up at each Station.

Kindergarten: we recommend rolling out one Play Station per week so that all students have a chance to practice setting up, playing, and cleaning up at the new station.

1st grade: Teachers can choose to follow that same structure of one new Play Station per week or to go faster through this unit if students are ready. (Then you can start Unit 2 early.)

For the Play Lessons **when you are not rolling out a new Station**, you might choose to use a Social Emotional Teaching Point (see next page) for your launch.

Teachers can roll out the Play Stations in any order.

Blocks	I can set up, play, and clean up at the Blocks Station.	Lesson Plan	Slide
Dramatic Play	I can set up, play, and clean up at the Dramatic Play Station.	Lesson Plan	Slide
Sensory	I can set up, play, and clean up at the Sensory Station.	Lesson Plan	Slide
Movement	I can set up, play, and clean up at the Movement Station.	Lesson Plan	Slide
Art	I can set up, play, and clean up at the Art Station.	Lesson Plan	Slide

Once you have rolled out a Station, it can be open for students to choose during Play. In weeks 1-4 before all five Stations are opened, you can use [simple small group centers](#) (play-doh, legos, puzzles, etc.) for students not at a Station.

Optional: Social Emotional Lessons:

When you are NOT rolling out a new Station, you might choose to use one of these Social Emotional Teaching Points for your Launch.

SEL	How am I feeling?	Lesson Plan	Slide
SEL	What are some ways I might feel at school?	Lesson Plan	Slide
SEL	When I have big feelings, I can take deep breaths.	Lesson Plan	Slide
SEL	When I have big feelings, I can take a break.	Lesson Plan	Slide
SEL	When I have big feelings, I can ask for help.	Lesson Plan	Slide
SEL	When I have a problem, I can stop, think, and act.	Lesson Plan	Slide
SEL	When a teammate has a problem, I can help.	Lesson Plan	Slide

Lesson 1:

I Can Statement...	
I can set up, play and learn, and clean up the Blocks Station.	
Intellectual Prep Set up (10-15 min)	<p>For the new Station:</p> <ul style="list-style-type: none"> • Create a classroom spot for the Blocks Station and decide what materials you want students to start with. (All materials are here - remember you can roll out a station with only a few materials and add more throughout the year to maintain interest.) • Design set up and clean up procedures for the Blocks Station. Add visuals, labels, or anchor charts to support students. • Determine the first focus or challenge students will work on at the Blocks Station. <p>Here are some ideas:</p> <ul style="list-style-type: none"> - Design a school: Print and hang up pictures of different types of school buildings from around the world (like these, these, or these). Challenge students to design their own school and create a building that fits what students will learn there. <i>Aligned to K ELA Unit 1</i> - Design a new vehicle to take you to school: Print and hang up pictures of different types of transportation (boats, airplanes, buses, scooters, gliders, etc.). Challenge students to design a new vehicle they would want to use to get to school. What features would it have? Why would it be the best transportation to bring them to school? <p>Note: Play is creative and open-ended - you are offering these ideas as inspirations and challenges for students, not required assignments. If students decide to create something different, that's fine - as long as they are working safely with each other and the materials.</p> <ul style="list-style-type: none"> • Plan how you will give all students an opportunity to try out the Blocks Station during Play this week. If you have Play 3x week, we recommend taking 7-8 students to Blocks each day while the other students choose a different center or Station that you've previously rolled out. • Once all students have learned the Blocks Station this week, it can be open as a choice while you roll out additional stations. <p>Other:</p> <ul style="list-style-type: none"> • Select Simple centers activities for students who are not in Blocks or another previously rolled out Station. <ul style="list-style-type: none"> ◦ Ideas for simple centers • Slide: Blocks Station

Unit 2: We Learn At Our Stations

	<ul style="list-style-type: none">● Choice Chart: Including Blocks and other open Stations/Centers● Optional Share sentence starters: Today I made _____. OR I like the ____ Station because _____.		
Launch (5-8 min)	<p>Transition students to sit in a circle on the rug.</p> <p><i>Today we have new materials to use during Play! Follow me with your eyes as I walk over to the Blocks Station. What are some of the things you notice in this station?</i></p> <p>Kids can tell their turtle or a partner. Call on a few kids to share out.</p> <p><i>This week, each of you is going to have a turn learning and playing at our Blocks Station. Some of you might get to play there today and some of you might get to play other things today and go to the Blocks Station later this week. If you don't get your first choice today, what can you do?</i></p> <p>Review things to do when you feel upset.</p> <p><i>Teammates who come with me to the Blocks Station are going to learn how we set up, play, and clean up at Blocks. Once our whole class has learned how to use the Blocks Station this week, we can have Blocks as a choice during Play.</i></p> <p>List the students who will be coming with you to Blocks today. Name the other choices that are open for Play. All other students can follow the classroom procedure using the choice chart to pick their play center.</p>		
Play (20 min)	<p>Have charts, visuals, and/or labels ready for each station to support students with set up, materials, and clean up. Charts and visuals should support students in using the station independently.</p> <table><tr><td>Blocks</td><td><p>Block Set Up: Bin with planning materials (clipboard, paper, pencil), image and label of the “activity,” timer for planning time, block bins are labeled with pictures to indicate the type of block that goes in each bin/shelf.</p><p>Activity: Choose a focus or challenge (like design a school ideas above); hang up pictures for design inspiration</p></td></tr></table>	Blocks	<p>Block Set Up: Bin with planning materials (clipboard, paper, pencil), image and label of the “activity,” timer for planning time, block bins are labeled with pictures to indicate the type of block that goes in each bin/shelf.</p> <p>Activity: Choose a focus or challenge (like design a school ideas above); hang up pictures for design inspiration</p>
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		<p>Launch: <i>In Blocks, we get to learn to be architects and engineers. Architects think of an idea for how a building or a structure should look and then they draw the plan. Engineers use that drawing to build the structure.</i></p> <p><i>Today at Blocks, we're going to think of an idea, draw a plan, and then build.</i></p> <p><i>At our Blocks Station, we have clipboards, paper, and pencils. We also have some pictures of real (____) to give us ideas. All of these pictures show different _____. Our challenge at Blocks today is to build _____.</i></p> <p><i>When we get to Blocks, we spend the first 2 minutes thinking about and designing our structure. Let's do that now.</i></p> <p>Students can work individually or in partners to draw their design for the challenge on their clipboard. Set a timer so you know when 2 minutes is up. Narrate some of the things you see kids drawing.</p> <p><i>Wow! You are great architects! I love these designs you're drawing. It has been 2 minutes. You can choose now to keep drawing your design on paper or to start building it with blocks!</i></p> <p><i>When we work with blocks, you can build by yourself, with a partner, or with a group. There are three important rules:</i></p> <ul style="list-style-type: none"> - <i>We only use the blocks for building.</i> - <i>We share materials and ask when we need something.</i> - <i>We are careful with our bodies so we don't knock things down.</i> <p><i>If you want to start building, go ahead! If you want to keep designing, you can keep drawing.</i></p> <p>Set a timer for building time. Narrate students using materials the right way and adjust students as needed.</p> <p>Before the timer goes off, have students pause and preview that clean up is coming and they might not be done. Explain to students that that is ok and they will have a chance to play again</p>
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<p>Share (2-5 min)</p>	<p>Have students transition back to the rug.</p> <p>Share our New Station: Call on 1-2 students who played with the new Station today to share one thing they created at the new Station or one way they had fun at the new Station. Optional sentence starters: Today I made _____. OR I like the ____ Station because _____.</p> <p>Share one exemplar: Identify a student who followed Play expectations. Have the student share or model what they did during play. Then, have students turn and talk about how this aligns to the play expectations.</p> <p>Area that “needs improvement”: Identify a trend (not a student) that you want to address with your students. You can model with your co-teacher. Have students identify how they could fix the trend and align it to the expectations.</p>		

Lesson 2:

I Can Statement...	
I can set up, play and learn, and clean up the Dramatic Play Station.	
Intellectual Prep Set up (10-15 min)	<p>For the new Station:</p> <ul style="list-style-type: none"> ● Create a classroom spot for the Dramatic Play Station and decide what materials you want students to start with. (All materials are here.) ● Design set up and clean up procedures for the Dramatic Play Station. Add visuals, labels, or anchor charts to support students. ● Determine the first focus or challenge students will work on at the Dramatic Play Station. <p>Here are some ideas:</p> <ul style="list-style-type: none"> - Practice brainstorming and taking on roles. For kitchen/diner/grocery/vet, what are roles or different types of people who use this? What kinds of things does that type of person say and do? <p>For puppets, retell a story you just read as a class or create a new story together by naming the characters, the setting, and the problem. Assign roles and see what happens.</p> <p>Play is creative and open-ended - you are offering these ideas as inspirations and challenges for students, not required assignments. If students decide to create something different, that's fine - as long as they are working safely with each other and the materials.</p> <ul style="list-style-type: none"> ● Plan how you will give all students an opportunity to try out the Dramatic Play Station during Play this week. If you have Play 3x week, we recommend taking 7-8 students to Dramatic Play each day while the other students choose a different center or Station that you've previously rolled out. ● Once all students have learned the Dramatic Play Station this week, it can be open as a choice while you roll out additional stations. <p>Other:</p> <ul style="list-style-type: none"> ● Select Simple centers activities for students who are not in Blocks or another previously rolled out Station. <ul style="list-style-type: none"> ○ Ideas for simple centers ● Slide: Dramatic Play Station ● Choice Chart: Including Dramatic Play and other open Stations/Centers ● Optional Share sentence starters: Today I made _____. OR I like the ____ Station because _____.

Launch (5-8 min)	<p>Transition students to sit in a circle on the rug.</p> <p><i>Today we have new materials to use during Play! Follow me with your eyes as I walk over to the Dramatic Play Station. What are some of the things you notice in this station?</i></p> <p>Kids can tell their turtle or a partner. Call on a few kids to share out.</p> <p><i>This week, each of you is going to have a turn learning and playing at our Dramatic Play Station. Some of you might get to play there today and some of you might get to play other things today and go to the Dramatic Play Station later this week. If you don't get your first choice today, what can you do?</i></p> <p>Review things to do when you feel upset.</p> <p><i>Teammates who come with me to the Dramatic Play Station are going to learn how we set up, play, and clean up at Dramatic Play.</i></p> <p><i>Once our whole class has learned how to use the Dramatic Play Station this week, we can have Dramatic Play as a choice during Play.</i></p> <p>List the students who will be coming with you to Dramatic Play today. Name the other choices that are open for Play. All other students can follow the classroom procedure using the choice chart to pick their play center.</p>		
Play (20 min)	<p>Have charts, visuals, and/or labels ready for each station to support students with set up, materials, and clean up. Charts and visuals should support students in using the station independently.</p> <table><tr><td>Dramatic Play</td><td><p>Dramatic Play Set Up: Image and label of the “activity” (e.g., restaurant, grocery store, kitchen, vet clinic, puppet theater), timer for planning time, material bins are labeled with pictures to indicate the type of material that goes in each bin/shelf (e.g., clothing bin, utensil bin, food bin).</p><p>Activity: Option to post pictures of a real version so students can see the different roles. You can set the mood by showing a background or playing corresponding music/sounds on the projector. (Ex. Diner music and sounds for restaurant.)</p></td></tr></table>	Dramatic Play	<p>Dramatic Play Set Up: Image and label of the “activity” (e.g., restaurant, grocery store, kitchen, vet clinic, puppet theater), timer for planning time, material bins are labeled with pictures to indicate the type of material that goes in each bin/shelf (e.g., clothing bin, utensil bin, food bin).</p> <p>Activity: Option to post pictures of a real version so students can see the different roles. You can set the mood by showing a background or playing corresponding music/sounds on the projector. (Ex. Diner music and sounds for restaurant.)</p>
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		<p>Launch: <i>Today we are going to learn how to set up the dramatic play station. In dramatic play, we get to pretend to be different people and do different roles or jobs. Our dramatic play station is ____.</i></p> <p><i>What are some roles or types of people you'd find at ____?</i></p> <p><i>For each role: What are some things that person would say? Do?</i></p> <p><i>Think right now what role you want to play today. If two people want to have the same role, what could we do? (both do that role or one person could change)</i></p> <p><i>If no one is doing a certain role, what could we do? (someone could play two roles - like chef and waiter - or we could pretend there is an imaginary waiter)</i></p> <p><i>(Tweak as needed for puppets to put the focus on creating a story together and defining roles for the story.)</i></p> <p><i>At Dramatic Play, we can play by ourselves, with a partner, or with the group. There are three important rules at Dramatic Play:</i></p> <ul style="list-style-type: none"> - <i>We are careful with the materials - don't throw or play roughly with them. Keep them in this area so they don't get lost.</i> - <i>We include people - if someone wants to play with us, we include them.</i> - <i>We use kind words and safe bodies - even if we are pretending and playing a character, we don't yell, say unkind words, or hurt people.</i> <p><i>I notice that the materials are neatly organized and sorted on the shelves/in the bins. When we clean up dramatic play, it's going to look neat just like this. Go ahead and play.</i></p> <p>Set a timer for students. Remind students as needed about the community agreements or noise volume.</p> <p>Before the timer goes off, have students pause and preview that clean up is coming and they might not be done. Explain to students that that is ok and they will have a chance to play again another day.</p>
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Lesson 3:

I Can Statement...

I can set up, play and learn, and clean up the Sensory Station.

Intellectual Prep
Set up
(10-15 min)

For the new Station:

- Create a classroom spot for the Sensory Station and decide what materials you want students to start with. (Recommend plastic bin with lid, kinetic sand, sensory bin scoops, and sand toys. [All materials are here.](#)) If you are bringing 7-8 students to the station at a time, we recommend making two sensory bins for these intro lessons so all students can access materials.
- Design set up and clean up procedures for the Sensory Station. Add visuals, labels, or anchor charts to support students.
- Determine the first focus or challenge students will work on at the Sensory Station.

Here are some ideas:

- **Free Play:** Use sensory scoops and sand tools to scoop, mold, and explore with kinetic sand. What shapes can you make? Can you stack your sand creations? When does the sand stick together and when does it fall apart?
- **Save the Animals:** Fill the plastic bin with kinetic sand and plastic animals (or bear counters, or whatever you have). The sand is lava! You can't touch it with your hands. Using only the scoops and tools, rescue all the animals from the lava sand.
- **Color Sort:** Fill the plastic bin with kinetic sand and different color [unifix cubes](#) or [tiles](#) (from Math materials). Students take turns pulling out a cube/tile, matching it to the [right spot on the color mat](#), and naming the color. Then they can count how many of each color they found. Which has the most? The least?
- **Shape Sort - 1st grade only:** Do the same sort but with shapes using these [different shape blocks](#) (also from Math materials). Students take turns pulling out a shape, matching it to the [right spot on the shape mat](#), and naming and/or describing some of its attributes. Which shape do we have the most of? The least?
(Kindergarten - a shape sort might work better for your students later in the year once you have introduced shapes in Math.)

[Aligned to Math Unit 1 \(counting and comparing\); Shapes are a review of K Unit 3](#)

Note: Play is creative and open-ended - you are offering these ideas as inspirations and challenges for students, not required assignments. If students decide to create something different, that's fine - as long as they are working safely with each other and the materials.

Unit 2: We Learn At Our Stations

	<ul style="list-style-type: none"> Plan how you will give all students an opportunity to try out the Sensory Station during Play this week. If you have Play 3x week, we recommend taking 7-8 students to Sensory each day while the other students choose a different center or Station that you've previously rolled out. Once all students have learned the Sensory Station this week, it can be open as a choice while you roll out additional stations. <p>Other:</p> <ul style="list-style-type: none"> Select Simple centers activities for students who are not in Sensory or another previously rolled out Station. <ul style="list-style-type: none"> Ideas for simple centers Slide: Sensory Station Choice Chart: Including Sensory and other open Stations/Centers Optional Share sentence starters: Today I made _____. OR I like the ____ Station because _____.
Launch (5-8 min)	<p>Transition students to sit in a circle on the rug.</p> <p><i>Today we have new materials to use during Play! Follow me with your eyes as I walk over to the Sensory Station. What are some of the things you notice in this station?</i></p> <p>Kids can tell their turtle or a partner. Call on a few kids to share out.</p> <p><i>This week, each of you is going to have a turn learning and playing at our Sensory Station. Some of you might get to play there today and some of you might get to play other things today and go to the Sensory Station later this week. If you don't get your first choice today, what can you do?</i></p> <p>Review things to do when you feel upset.</p> <p><i>Teammates who come with me to the Sensory Station are going to learn how we set up, play, and clean up at Blocks. Once our whole class has learned how to use the Sensory Station this week, we can have Sensory as a choice during Play.</i></p> <p>List the students who will be coming with you to Sensory today. Name the other choices that are open for Play. All other students can follow the classroom procedure using the choice chart to pick their play center.</p>

<p>Play (20 min)</p>	<p>Have charts, visuals, and/or labels ready for each station to support students with set up, materials, and clean up. Charts and visuals should support students in using the station independently.</p> <table border="1" data-bbox="510 321 1946 1453"> <tr> <td data-bbox="510 321 758 1453"> <p>Experimentation</p> </td><td data-bbox="758 321 1946 1453"> <p>Sensory Set Up: Lidded Bin with scoops and cups, base material (kinetic sand) and objects</p> <p>Activity: Sensory Bins</p> <p>Launch: <i>Today we are going to learn how to set up the sensory station.</i></p> <p><i>The first thing we do is put the bin on the table/floor in a spot where everyone can reach it. It is really important that all of our sand stays in the bin. If it falls on the floor, it gets dirty and we have to sweep it up and throw it away. Then we might not have enough sand left to play with.</i></p> <p>Next, show students the different scoopers and tools inside. Pick one scoop to begin with. Model using the different materials in the sensory bin without spilling any of the materials. Narrate as you work. Have students select on scoop/cup from the materials bin. Remind students that they can switch up the scoop/cup they are using.</p> <p><i>At the sensory bin, we have three important rules:</i></p> <ul style="list-style-type: none"> - <i>All the sand stays in the bin.</i> - <i>The bin stays where everyone can reach.</i> - <i>Ask for what you need and share what you have. (That means: I don't keep all the tools to myself; ask for something instead of grabbing it; if I don't like what someone is doing, ask them to stop.)</i> <p>Set a timer for students. Remind students as needed about the community agreements or noise volume.</p> <p>Before the timer goes off, have students pause and preview that clean up is coming and they might not be done. Explain to students that that is ok and they will have a chance to play again another day.</p> <p><i>I heard the timer go off and even though I am not done with the sensory bin, I know this timer</i></p> </td></tr> </table>	<p>Experimentation</p>	<p>Sensory Set Up: Lidded Bin with scoops and cups, base material (kinetic sand) and objects</p> <p>Activity: Sensory Bins</p> <p>Launch: <i>Today we are going to learn how to set up the sensory station.</i></p> <p><i>The first thing we do is put the bin on the table/floor in a spot where everyone can reach it. It is really important that all of our sand stays in the bin. If it falls on the floor, it gets dirty and we have to sweep it up and throw it away. Then we might not have enough sand left to play with.</i></p> <p>Next, show students the different scoopers and tools inside. Pick one scoop to begin with. Model using the different materials in the sensory bin without spilling any of the materials. Narrate as you work. Have students select on scoop/cup from the materials bin. Remind students that they can switch up the scoop/cup they are using.</p> <p><i>At the sensory bin, we have three important rules:</i></p> <ul style="list-style-type: none"> - <i>All the sand stays in the bin.</i> - <i>The bin stays where everyone can reach.</i> - <i>Ask for what you need and share what you have. (That means: I don't keep all the tools to myself; ask for something instead of grabbing it; if I don't like what someone is doing, ask them to stop.)</i> <p>Set a timer for students. Remind students as needed about the community agreements or noise volume.</p> <p>Before the timer goes off, have students pause and preview that clean up is coming and they might not be done. Explain to students that that is ok and they will have a chance to play again another day.</p> <p><i>I heard the timer go off and even though I am not done with the sensory bin, I know this timer</i></p>
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Unit 2: We Learn At Our Stations

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Share (2-5 min)	<p>Have students transition back to the rug.</p> <p>Share our New Station: Call on 1-2 students who played with the new Station today to share one thing they created at the new Station or one way they had fun at the new Station.</p> <p>Optional sentence starters: Today I made _____. OR I like the ____ Station because _____.</p> <p>Share one exemplar: Identify a student who followed Play expectations. Have the student share or model what they did during play. Then, have students turn and talk about how this aligns to the play expectations.</p> <p>Area that “needs improvement”: Identify a trend (not a student) that you want to address with your students. You can model with your co-teacher. Have students identify how they could fix the trend and align it to the expectations.</p>		

Lesson 4:

I Can Statement...

I can set up, play and learn, and clean up the Movement Station.

Intellectual Prep
Set up
(10-15 min)

For the new Station:

- Create a classroom spot for the Movement Station and decide what materials you want students to start with. ([All materials are here](#) - remember you can roll out a station with only a few materials and add more throughout the year to maintain interest.)
- Design set up and clean up procedures for the Movement Station. Add visuals, labels, or anchor charts to support students.
- Determine the first focus or challenge students will work on at the Movement Station.

Here are some ideas:

- **Make an Obstacle Course:** Use painters tape, hula hoops, and other objects to create an obstacle course. Use paper and a clipboard to plan out the different challenges.
- **Hopscotch:** Play regular hopscotch (toss the beanbag onto a square, hop up the squares and back down, skipping the square your beanbag is on).
Try: **Counting Hopscotch** - say the numbers out loud as you jump on them - up to 10 and then back down to 1.
Try: **Rhyming Hopscotch** - one player says a word, then the hopper has to say a word that rhymes each time they hop. (If the word is 'ball', then each time the hopper jumps on a square, they say a different rhyming word - fall, mall, tall, call, etc.) Choose a new word for each hopper. You can also allow the hopper to call on a friend (someone else in the group who's watching) for help if they can't think of a word.
Try: **'The rule is...' Hopscotch** - one player gives a 'rule' or something that the hopper must do to each number as they hop. For example: "The rule is add one." Then each time the hopper jumps on a square, instead of saying that number, they have to add one and say the new number.
Some good starter rules are: add one, subtract one, add two, double it, say the first letter (o for one, t for two), say the first sound.
Aligned to counting and phonics skills
- **Play Pass the Hula Hoop:** Students stand in a circle holding hands. One person has a hula hoop on their arm. The goal is to pass the hula hoop all the way around the circle without breaking hands. Challenge versions: How quickly can you get the hula hoop all the way around the circle? Can you pass two hula hoops at once? Can you do two hula hoops but in opposite directions? (Start one on either side of the circle - pass one

Unit 2: We Learn At Our Stations

	<p>clockwise and one counter clockwise).</p> <ul style="list-style-type: none"> - <i>Choreograph a Dance:</i> Choreograph a dance to your favorite song. Use counting and create patterns of movements that repeat. Use clipboard and paper to record the steps to your dance so you can remember and teach it to others. <p>Play is creative and open-ended - you are offering these ideas as inspirations and challenges for students, not required assignments. If students decide to create something different, that's fine - as long as they are working safely with each other and the materials.</p> <ul style="list-style-type: none"> • Plan how you will give all students an opportunity to try out the Movement Station during Play this week. If you have Play 3x week, we recommend taking 7-8 students to Movement each day while the other students choose a different center or Station that you've previously rolled out. • Once all students have learned the Movement Station this week, it can be open as a choice while you roll out additional stations. <p>Other:</p> <ul style="list-style-type: none"> • Select Simple centers activities for students who are not in Movement or another previously rolled out Station. <ul style="list-style-type: none"> ◦ Ideas for simple centers • Slide: Movement Station • Choice Chart: Including Movement and other open Stations/Centers • Optional Share sentence starters: Today I made _____. OR I like the ____ Station because _____.
Launch (5-8 min)	<p>Transition students to sit in a circle on the rug.</p> <p><i>Today we have new materials to use during Play! Follow me with your eyes as I walk over to the Movement Station. What are some of the things you notice in this station?</i></p> <p>Kids can tell their turtle or a partner. Call on a few kids to share out.</p> <p><i>This week, each of you is going to have a turn learning and playing at our Movement Station. Some of you might get to play there today and some of you might get to play other things today and go to the Movement Station later this week. If you don't get your first choice today, what can you do?</i></p> <p>Review things to do when you feel upset.</p>

	<p>Teammates who come with me to the Movement Station are going to learn how we set up, play, and clean up at Movement. Once our whole class has learned how to use the Movement Station this week, we can have Movement as a choice during Play.</p> <p>List the students who will be coming with you to Movement today. Name the other choices that are open for Play. All other students can follow the classroom procedure using the choice chart to pick their play center.</p>		
Play (20 min)	<p>Have charts, visuals, and/or labels ready for each station to support students with set up, materials, and clean up. Charts and visuals should support students in using the station independently.</p> <table><tr><td>Movement</td><td><p>Movement Set Up: Materials and a clear, open space for students to set up and move. (If you have two teachers, you could bring this group into the hallway.)</p><p>Activity: Choose an focus activity/challenge (ideas above)</p><p>Launch: <i>Today we are going to learn how to set up the movement station.</i></p><p>Guide students in setting up the movement station - depending on the activity you selected.</p><p><i>At Movement, we can move our bodies and use our materials to create new games. There are two important rules at the Movement Station:</i></p><ul style="list-style-type: none">- <i>Everyone must stay in this area.</i> (Give clear boundaries and/or have students watch you walk the perimeter of the movement station.) <i>We are moving our bodies, so we want to stay in this area so we don't bump into other people or things.</i>- <i>We can walk, jump, dance, and move around, but we can't run or roll on the floor. There is not enough space in our classroom to run or roll without hurting someone.</i><p>Set a timer for students. Remind students as needed about the community agreements or noise volume.</p></td></tr></table>	Movement	<p>Movement Set Up: Materials and a clear, open space for students to set up and move. (If you have two teachers, you could bring this group into the hallway.)</p> <p>Activity: Choose an focus activity/challenge (ideas above)</p> <p>Launch: <i>Today we are going to learn how to set up the movement station.</i></p> <p>Guide students in setting up the movement station - depending on the activity you selected.</p> <p><i>At Movement, we can move our bodies and use our materials to create new games. There are two important rules at the Movement Station:</i></p> <ul style="list-style-type: none">- <i>Everyone must stay in this area.</i> (Give clear boundaries and/or have students watch you walk the perimeter of the movement station.) <i>We are moving our bodies, so we want to stay in this area so we don't bump into other people or things.</i>- <i>We can walk, jump, dance, and move around, but we can't run or roll on the floor. There is not enough space in our classroom to run or roll without hurting someone.</i> <p>Set a timer for students. Remind students as needed about the community agreements or noise volume.</p>
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Lesson 5:

I Can Statement...

I can set up, play and learn, and clean up the Art Station.

Intellectual Prep
Set up
(10-15 min)

For the new Station:

- Create a classroom spot for the Art Station and decide what materials you want students to start with. ([All materials are here](#) - remember you can roll out a station with only a few materials and add more throughout the year to maintain interest.)
- Design set up and clean up procedures for the Art Station. Add visuals, labels, or anchor charts to support students.
- Determine the first focus or challenge students will work on at the Art Station.

Here are some ideas:

- **Tear and Scrunch Tissue Paper Fall Portraits:** Cut or tear tissue paper into small pieces and glue them onto paper to create a fall picture (apple, pumpkin, leaf, tree, acorn etc.)



- **Paint School or a Friend:** Use watercolor paints to paint a favorite moment from school or your favorite part of the school day. ([Aligned to K ELA Unit 1](#)) or Use watercolor paints to paint a portrait of a good friend or a time when you were a good friend to someone. ([Aligned to 1st ELA Unit 1](#))

Play is creative and open-ended - you are offering these ideas as inspirations and challenges for students, not required assignments. If students decide to create something different, that's fine - as long as they are working safely with each

Unit 2: We Learn At Our Stations

	<p>other and the materials.</p> <ul style="list-style-type: none"> Plan how you will give all students an opportunity to try out the Art Station during Play this week. If you have Play 3x week, we recommend taking 7-8 students to Art each day while the other students choose a different center or Station that you've previously rolled out. Once all students have learned the Art Station this week, it can be open as a choice while you roll out additional stations. <p>Other:</p> <ul style="list-style-type: none"> Select Simple centers activities for students who are not in Art or another previously rolled out Station. <ul style="list-style-type: none"> Ideas for simple centers Slide: Art Station Choice Chart: Including Art and other open Stations/Centers Optional Share sentence starters: Today I made _____. OR I like the ____ Station because _____.
Launch (5-8 min)	<p>Transition students to sit in a circle on the rug.</p> <p><i>Today we have new materials to use during Play! Follow me with your eyes as I walk over to the Art Station. What are some of the things you notice in this station?</i></p> <p>Kids can tell their turtle or a partner. Call on a few kids to share out.</p> <p><i>This week, each of you is going to have a turn learning and playing at our Art Station. Some of you might get to play there today and some of you might get to play other things today and go to the Art Station later this week.</i> <i>If you don't get your first choice today, what can you do?</i></p> <p>Review things to do when you feel upset.</p> <p><i>Teammates who come with me to the Art Station are going to learn how we set up, play, and clean up at Art.</i> <i>Once our whole class has learned how to use the Art Station this week, we can have Art as a choice during Play.</i></p> <p>List the students who will be coming with you to Art today. Name the other choices that are open for Play. All other students can follow the classroom procedure using the choice chart to pick their play center.</p>

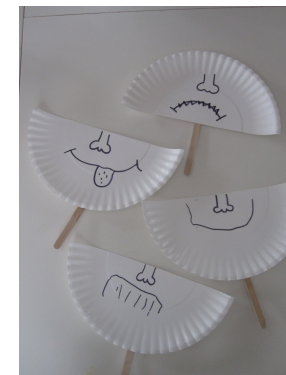
<p>Play (20 min)</p>	<p>Have charts, visuals, and/or labels ready for each station to support students with set up, materials, and clean up. Charts and visuals should support students in using the station independently.</p> <table border="1" data-bbox="510 319 1946 1450"> <tr> <td data-bbox="510 319 758 1450"> <p>Art</p> </td><td data-bbox="758 319 1946 1450"> <p>Art Set Up: Show students where they can find the materials they can use for art, how to set up materials, and where they can find extra things (paper, scissors/glue, paper towels, etc.) if they need it. Show or put up images of possible finished products for the focus activity that day. We recommend googling for multiple different images so that students are inspired to be creative instead of copying one model.</p> <p>Activity: Choose a focus activity/challenge (ideas above)</p> <p>Launch: <i>Today we are going to learn how to set up the art station.</i></p> <p>Introduce the activity (including some inspiration pictures and the why - how it connects to other things we're learning or the world), the materials students can use, and how to use them.</p> <p><i>At the Art Station, there are two important rules:</i></p> <ul style="list-style-type: none"> - <i>We are careful with all our materials.</i> <i>(What does it look like to be careful with our materials? Why is that important? Don't break crayons, put caps on markers so other people can use them; don't spill the paint or water and make a mess; clean up when you're done to keep our classroom clean, etc.)</i> - <i>We ask for what we need and share what we have.</i> <i>(If I want to use a color that someone else has, what should I do? If someone asks for something that I'm using, what should I say? Why is it important not to grab things like scissors or paint from each other?)</i> <p>Set a timer for students. Remind students as needed about the community agreements or noise volume.</p> <p>Before the timer goes off, have students pause and preview that clean up is coming and they</p> </td></tr> </table>	<p>Art</p>	<p>Art Set Up: Show students where they can find the materials they can use for art, how to set up materials, and where they can find extra things (paper, scissors/glue, paper towels, etc.) if they need it. Show or put up images of possible finished products for the focus activity that day. We recommend googling for multiple different images so that students are inspired to be creative instead of copying one model.</p> <p>Activity: Choose a focus activity/challenge (ideas above)</p> <p>Launch: <i>Today we are going to learn how to set up the art station.</i></p> <p>Introduce the activity (including some inspiration pictures and the why - how it connects to other things we're learning or the world), the materials students can use, and how to use them.</p> <p><i>At the Art Station, there are two important rules:</i></p> <ul style="list-style-type: none"> - <i>We are careful with all our materials.</i> <i>(What does it look like to be careful with our materials? Why is that important? Don't break crayons, put caps on markers so other people can use them; don't spill the paint or water and make a mess; clean up when you're done to keep our classroom clean, etc.)</i> - <i>We ask for what we need and share what we have.</i> <i>(If I want to use a color that someone else has, what should I do? If someone asks for something that I'm using, what should I say? Why is it important not to grab things like scissors or paint from each other?)</i> <p>Set a timer for students. Remind students as needed about the community agreements or noise volume.</p> <p>Before the timer goes off, have students pause and preview that clean up is coming and they</p>
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	<table border="1" data-bbox="510 191 1946 664"> <tr> <td data-bbox="510 191 758 664"></td><td data-bbox="758 191 1946 664"> <p>might not be done. Explain to students that that is ok and they will have a chance to play again another day.</p> <p><i>I heard the timer go off and even though I am not done with art, I know this timer means to pause and take my hands off the materials. It is now time to clean up.</i></p> <p>Show students how to clean up and where to put work that is wet or unfinished. Tell students when they can come back to continue working on their art if they want.</p> <p><i>Today and everyday at Play, I can set up, take care of the materials, and clean up my Play station.</i></p> <p>Students will transition back to their rug to listen to their teammates share.</p> </td></tr> </table> <p>During Play, have a visible timer for kids to see.</p> <p>Narrate students who are following expectations, learning, and having fun. Pause students if they are not following expectations or taking care of materials. The goal is to end Play time on a positive note.</p> <p>Before bringing students back to the rug, have students follow classroom clean up procedures.</p>		<p>might not be done. Explain to students that that is ok and they will have a chance to play again another day.</p> <p><i>I heard the timer go off and even though I am not done with art, I know this timer means to pause and take my hands off the materials. It is now time to clean up.</i></p> <p>Show students how to clean up and where to put work that is wet or unfinished. Tell students when they can come back to continue working on their art if they want.</p> <p><i>Today and everyday at Play, I can set up, take care of the materials, and clean up my Play station.</i></p> <p>Students will transition back to their rug to listen to their teammates share.</p>
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<p>Share (2-5 min)</p>	<p>Have students transition back to the rug.</p> <p>Share our New Station: Call on 1-2 students who played with the new Station today to share one thing they created at the new Station or one way they had fun at the new Station. Optional sentence starters: Today I made _____. OR I like the ____ Station because _____.</p> <p>Share one exemplar: Identify a student who followed Play expectations. Have the student share or model what they did during play. Then, have students turn and talk about how this aligns to the play expectations.</p> <p>Area that “needs improvement”: Identify a trend (not a student) that you want to address with your students. You can model with your co-teacher. Have students identify how they could fix the trend and align it to the expectations.</p>		

(Optional) Lesson 6:

I Can Statement...	
I can name how I am feeling.	
Intellectual Prep Set up (10-15 min)	<ul style="list-style-type: none"> Select Simple centers activities for play time. <ul style="list-style-type: none"> Ideas for simple centers Slide: How am I feeling? Video: “The Way I Feel” Optional connected Play Activity: Have kids make paper plate emotions masks and play with different emotions. (Materials: Paper plates cut in half, markers, tape, popsicle sticks) Choice Chart: Students should practice using the Choice Chart again to select their activities. Your choice chart should: <ul style="list-style-type: none"> Show what stations are available Show how many spaces are at each station Be student-driven - students can quickly and easily place their own name or photo at a station Be easily customizable (so you can change what stations are available) Share Sentence Starters: Today I felt ____ when ____. <p>Optional: Feelings Break Break song (You can use this in your brain break before Play or at a different time in your day.)</p>
Launch (5-8 min)	<p>Transition students to sit in a circle on the rug.</p> <p><i>Today, we are going to talk about something that every single one of us has - I have them, ____ has them, ____ has them, (name students in the class), we all have them: FEELINGS.</i></p> <p><i>Feelings are special. They help make us who we are. One of the things we are going to work on in [Kindergarten/1st Grade] is naming our feelings.</i></p> <p><i>When we can name or describe how we feel, it helps us understand ourselves better. It helps us understand each other better. When we name our feelings, we can decide what to do about how we feel. It makes us the boss of our feelings.</i></p> <p><i>Let’s watch a story together about some different names for feelings. During the story, if you hear about a feeling that you’ve had before, show a ‘me too’ or point to yourself.</i></p>

	<p>Watch “The Way I Feel.” https://www.youtube.com/watch?v=ITPUxVQ6UIk</p> <p>Turn and Talk: <i>We are going to turn and talk to a teammate about one time you felt like the character in our story. Remember to give your feeling a name. You can say “I felt ____ when ____.”</i> <i>Think to yourself: When did you feel like the character in our story?</i> <i>Turn and talk: I felt ____ when ____.</i></p> <p>Today as we play, I wonder who might practice naming their feelings. You might say “I am excited to play with you!” or you might say “I feel frustrated! My tower fell down!” I’ll be listening for those feeling words today.</p> <p>Use the choice chart to have students select their activities.</p>
<p>Play (20 min)</p>	<ul style="list-style-type: none"> Optional connected Play Activity: Have kids make paper plate emotions masks and play with different emotions. (Materials: Paper plates cut in half, markers, tape, popsicle sticks) <p>During Play, have a visible timer for kids to see.</p> <p>Narrate students who are following expectations, learning, and having fun. Pause students if they are not following expectations or taking care of materials. The goal is to end Play time on a positive note.</p> <p>Before bringing students back to the rug, have students follow classroom clean up procedures.</p>
<p>Share (2-5 min)</p>	<p>Have students transition back to the rug.</p> <p>Share a feeling: Call on several students to share one feeling they had during Play today. Use the sentence starter: Today I felt ____ when ____.</p> <p>Give shoutouts to students or to the class for something they did well in Play today. Give adjusting feedback to the class for something they can work on for next time.</p> <p>Explain to students that today and everyday, I can name how I am feeling..</p>



(Optional) Lesson 7:

I Can Statement...	
I can name some feelings I might have at school.	
Intellectual Prep Set up (10-15 min)	<ul style="list-style-type: none"> Select Simple centers activities for play time. <ul style="list-style-type: none"> Ideas for simple centers Slide: What are some ways I feel at school? Game: Feelings Ball Materials: Beach ball with faces drawn on it Choice Chart: Students should practice using the Choice Chart again to select their activities. Your choice chart should: <ul style="list-style-type: none"> Show what stations are available Show how many spaces are at each station Be student-driven - students can quickly and easily place their own name or photo at a station Be easily customizable (so you can change what stations are available) Share Sentence Starters: Today I felt ____ when ____. <p>Optional: Feelings Break Break song (You can use this in your brain break before Play or at a different time in your day.)</p>
Launch (5-8 min)	<p>Optional warm up: Feelings Break Break song</p> <p>Transition students to sit in a circle on the rug.</p> <p><i>We have been talking about how we can name our feelings. Naming how we feel helps us understand ourselves and each other. It also helps us make good choices about what to do with our feelings.</i></p> <p><i>Today we are going to think about some different feeling we might have at school.</i></p> <p><i>We are going to play a game together. I have this special ball that has lots of different faces on it. We are going to sit in a circle and take turns rolling the ball to each other. When someone rolls the ball to you, you are going to look at the face on top, tell us what feeling you think it is, and tell us about a time you had that feeling at school. (If you can't think of a time from school, that's ok. You can tell us about a different time you had that feeling.)</i></p>



Unit 2: We Learn At Our Stations

	<p><i>Model: So if someone rolls the ball to me, I look at the face: it looks mad or angry. Then I tell about a time at school I felt angry. I felt angry once when I bumped into my desk and all of my things fell off of my desk onto the floor in a big mess!</i></p> <p><i>Now it's your turn to play! Let's make a circle on the outside of the rug.</i></p> <p>Students sit on the edge of the rug and take turns rolling the ball, naming the feeling, and telling a time they had that feeling at school (or outside of school).</p> <p>Play for a few minutes.</p> <p><i>Wow. You did a great job naming feelings and thinking about what causes those feelings. It's time for us to get to play at our centers. We can keep our feelings ball out as a center if some teammates want to keep playing this game.</i></p> <p><i>Today as we play, I wonder who might keep naming their feelings.</i></p> <p>Use the choice chart to have students select their activities.</p>
Play (20 min)	<p><i>Option: Keep Feelings Ball open as a center for kids who want to continue to play.</i></p> <p>During Play, have a visible timer for kids to see.</p> <p>Narrate students who are following expectations, learning, and having fun. Pause students if they are not following expectations or taking care of materials. The goal is to end Play time on a positive note.</p> <p>Before bringing students back to the rug, have students follow classroom clean up procedures.</p>
Share (2-5 min)	<p>Have students transition back to the rug.</p> <p>Share a feeling: Call on several students to share one feeling they had during Play today. Use the sentence starter: Today I felt ____ when ____.</p> <p>Give shoutouts to students or to the class for something they did well in Play today. Give adjusting feedback to the class for something they can work on for next time.</p> <p>Explain to students that today and everyday, I can name how I am feeling..</p>

(Optional) Lesson 8:

I Can Statement...	
I can use rainbow breathing to help me manage big feelings.	
Intellectual Prep Set up (10-15 min)	<ul style="list-style-type: none"> Select Simple centers activities for play time. <ul style="list-style-type: none"> Ideas for simple centers Slide: When I have big feelings, I can take deep breaths. Print & Laminate: Rainbow Breathing (After this lesson, hang this in your take a break space. You could also hang an additional one by the door, cubbies, or other spots where kids tend to go when they feel escalated.) Optional Connected Play Activity: <i>Practice recognizing feelings by drawing Feelings Self Portraits.</i> Choice Chart: Students should practice using the Choice Chart again to select their activities. Your choice chart should: <ul style="list-style-type: none"> Show what stations are available Show how many spaces are at each station Be student-driven - students can quickly and easily place their own name or photo at a station Be easily customizable (so you can change what stations are available) Share Sentence Starters: Today I felt ____ when ____. <p>Optional: Feelings Break Break song (You can use this in your brain break before Play or at a different time in your day.)</p>
Launch (5-8 min)	<p>Optional warm up: Feelings Break Break song</p> <p>Transition students to sit in a circle on the rug.</p> <p><i>We have been talking about recognizing and naming our feelings.</i></p> <p><i>Sometimes, I can get really BIG feelings - a feeling that is so big it takes up my whole body and feels like it might just burst out of me.</i></p> <p><i>Show a me too or point to yourself if you've ever felt a big feeling like that.</i></p>

Unit 2: We Learn At Our Stations

*Sometimes this big feeling is an excited feeling - like I'm so excited I just want to jump up and down and run around the room and my voice gets really loud because I'm just so excited!
What are some other big feelings you might have?*

(Ask students, give them one more example if needed. Some possible answers: Angry/mad/frustrated, Sad/upset, Scared/nervous)

Having big feelings is normal - AND we have to figure out how to handle our big feelings in ways that keep ourselves and other people safe. If I got so excited that I started screaming and running around the room, that wouldn't be safe. I might hurt someone's ears by screaming, I might trip on something or bump into someone.

*Today we are going to learn one way to let our big feelings out in a safe way.
When I have big feelings, I can take deep breaths.*

One of my favorite ways to take deep breaths is Rainbow Breathing.

(Model, then have kids try.)

This is the breathing rainbow. I put my finger on the dot on the left side and breathe in while I trace the red line.

Then I move to the next dot on the right and breathe out while I trace the orange line.

Can you try breathing the rainbow with me? Let's do it together. Put your finger up and get ready to trace.

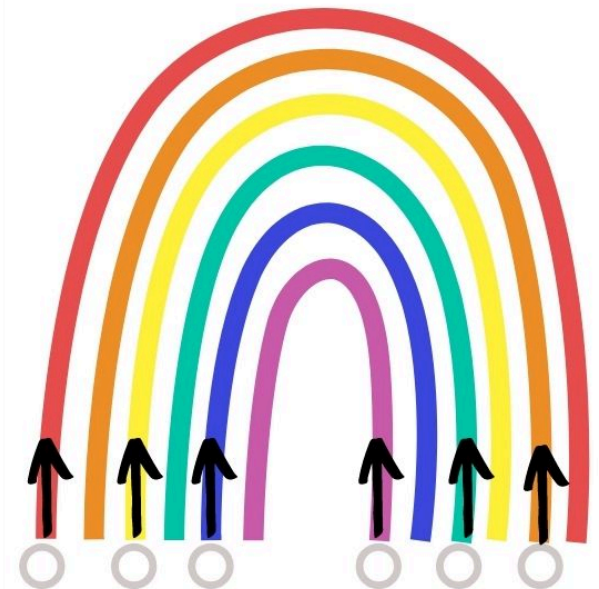
(As you trace each line, prompt kids to breathe in or breathe out.)

If you get to the end and you still feel your big feelings, you can do the rainbow again.


Tell kids where you will hang the rainbow in the classroom for them to use.

Today I wonder if anyone might want to use the rainbow breathing to help them handle their big feelings.

Use the choice chart to have students select their activities.



Place your finger on a white dot. Trace the arrow and take a deep breath in. Pause at the end of the color. Trace the next arrow and breathe out. Continue around the image several times.

<p>Play (20 min)</p>	<p>Optional Connected Play Activity: <i>Practice recognizing feelings by drawing Feelings Self Portraits.</i></p> <p>During Play, have a visible timer for kids to see.</p> <p>Narrate students who are following expectations, learning, and having fun. Pause students if they are not following expectations or taking care of materials. The goal is to end Play time on a positive note.</p> <p>Before bringing students back to the rug, have students follow classroom clean up procedures.</p> 
<p>Share (2-5 min)</p>	<p>Have students transition back to the rug.</p> <p>Share a feeling: Call on several students to share one feeling they had during Play today. Use the sentence starter: Today I felt ____ when ____.</p> <p>Give shoutouts to students or to the class for something they did well in Play today. Give adjusting feedback to the class for something they can work on for next time.</p> <p>Explain to students that today and everyday, I can name how I am feeling..</p>

(Optional) Lesson 9:

I Can Statement...	
I can handle big feelings by squeezing something soft or taking a rest.	
Intellectual Prep Set up (10-15 min)	<ul style="list-style-type: none"> Select Simple centers activities for play time. <ul style="list-style-type: none"> Ideas for simple centers Slide: When I have big feelings, I can take a break. Take a break space - set up in classroom with calm down tools like squishy balls/toys to squeeze or hug and a sand timer. Optional connected Play Activity: Print and laminate yoga cards for kids to try in the Movement Station. Choice Chart: Students should practice using the Choice Chart again to select their activities. Your choice chart should: <ul style="list-style-type: none"> Show what stations are available Show how many spaces are at each station Be student-driven - students can quickly and easily place their own name or photo at a station Be easily customizable (so you can change what stations are available) Share Sentence Starters: Today I felt ____ when ____. <p>Optional: Feelings Break Break song (You can use this in your brain break before Play or at a different time in your day.)</p>
Launch (5-8 min)	<p>Optional warm up: Feelings Break Break song</p> <p>Transition students to sit in a circle on the rug.</p> <p><i>We have been talking about how sometimes we can get big feelings.</i> <i>What are some types of big feelings we can have? (Excited, angry/frustrated, sad/upset, nervous/scared)</i></p> <p><i>Last time we talked about one thing we can do to help ourselves when we have big feelings. Do you remember the tool we used?</i> (Rainbow breathing)</p> <p><i>Let's practice our rainbow breathing together right now.</i> (Lead students in practicing together. As you trace each line, remind students to breathe in, then breathe out. Remind students where they can find the rainbow breathing poster in the room if they need it.)</p>

*Today I have more ideas of things we can do if we get BIG feelings.
We can squeeze something soft, take a rest, or give ourselves a hug.*

In our "Take a Break" space in our classroom, we have a basket with some squishy toys in it.

Model with one of the materials from the take a break space.

If I'm feeling really excited or really angry, I like to squeeze something to help myself feel better. Let me show you what I do.

I take a deep breath in, and I squeeze the toy as hard as I can while I breathe out. Then I relax my hands for a minute, breathe in, and squeeze hard as I breathe out.

Can you try it with me? Hold out your hands and pretend you have a squishy toy. You're going to squeeze your pretend toy while we practice.

Breathe in.

Squeeze your pretend toy with both hands. Keep squeezing while you breathe out.

Relax.

Let's try it one more time. (practice again.)

Nice job!

Sometimes, I'm not in the mood to squeeze something. Maybe I have a big sad feeling. Sometimes it helps me to just lay down my head and rest for a few minutes.

In our Take a Break space we have a sand timer. Another thing you can do to take a break is lay your head on your arms, maybe curl up in a ball, and flip the sand timer and take a rest. You can look out the window, or watch the sand trickle down.

When the timer is all done, you might feel ready to come back and play.

Something else I can do when I'm feeling big feelings is give myself a hug. (demonstrate wrapping your arms around yourself and giving a gentle squeeze) Now you try. Sometimes giving yourself a hug like this can help you feel calm and safe. You can do this in the calm down space or just wherever you are.

Today as we play, I wonder who might use a strategy if they have big feelings.

Unit 2: We Learn At Our Stations

	Use the choice chart to have students select their activities.
Play (20 min)	<p>Optional connected Play Activity: Print and laminate yoga cards for kids to try in the Movement Station. Challenge kids to hold each pose for 10 seconds.</p> <p>During Play, have a visible timer for kids to see.</p> <p>Narrate students who are following expectations, learning, and having fun. Pause students if they are not following expectations or taking care of materials. The goal is to end Play time on a positive note.</p> <p>Before bringing students back to the rug, have students follow classroom clean up procedures.</p>
Share (2-5 min)	<p>Have students transition back to the rug.</p> <p>Share a feeling: Call on several students to share one feeling they had during Play today. Use the sentence starter: Today I felt ____ when ____.</p> <p>Give shoutouts to students or to the class for something they did well in Play today. Give adjusting feedback to the class for something they can work on for next time.</p> <p>Explain to students that today and everyday, I can name how I am feeling..</p>

(Optional) Lesson 10:

I Can Statement...	
I can handle big feelings by asking for help.	
Intellectual Prep Set up (10-15 min)	<ul style="list-style-type: none"> Select Simple centers activities for play time. <ul style="list-style-type: none"> Ideas for simple centers Slide: When I have big feelings, I can ask for help. Optional connected Play Activity: Print and laminate emotion play doh mats and people play doh mats. Choice Chart: Students should practice using the Choice Chart again to select their activities. Your choice chart should: <ul style="list-style-type: none"> Show what stations are available Show how many spaces are at each station Be student-driven - students can quickly and easily place their own name or photo at a station Be easily customizable (so you can change what stations are available) Share Sentence Starters: Today I felt ____ when ____. <p>Optional: Feelings Break Break song (You can use this in your brain break before Play or at a different time in your day.)</p>
Launch (5-8 min)	<p>Optional warm up: Feelings Break Break song</p> <p>Transition students to sit in a circle on the rug.</p> <p><i>We have been talking about how sometimes we can get big feelings.</i> <i>What are some types of big feelings we can have?</i> (Excited, angry/frustrated, sad/upset, nervous/scared)</p> <p><i>What are some strategies we have learned for handling our big feelings?</i> (Take rainbow breaths, squeeze a toy in the take a break space, take a rest and watch the sand timer)</p> <p><i>Wow! You remember so many strategies. Those are things you can always do to help yourself if you have big feelings. (If possible, give a shoutout to a teammate you noticed using the take a break space well. Name specifically what that teammate was doing to help themselves reset.)</i></p> <p><i>Teammates, sometimes our feelings can get so big that it feels like they just take over - in that moment, we can't even remember</i></p>

Unit 2: We Learn At Our Stations

	<p><i>what our strategies are. All we can think about is that big feeling. Show me a me too or point to yourself if you've ever had a feeling that was so big, it felt like it took over your whole body.</i></p> <p><i>That can feel a little scary or overwhelming. If that happens, your teachers and your teammates are here to help.</i></p> <p><i>If you have a big feeling and you're not sure what to do - or maybe you try a strategy but it's not working - you can ask for help.</i></p> <p><i>You can ask a teacher to help you. You can ask a friend to help you.</i></p> <p><i>When you ask for help, tell your teacher or your friend what you're feeling.</i></p> <p><i>If you know how you'd like someone to help you, tell them. If you don't know, they can give you some ideas.</i></p> <p><i>Let me show you what this can look like.</i></p> <p><i>(Use a co-teacher or a student volunteer. If you use a student, whisper to them that they should say "Mr./Ms./Mx. ____, I need help!" When you ask them what's wrong, they should say "I'm so mad!")</i></p> <p>Model:</p> <p>Student: Mr./Ms./Mx. ____, I need help!</p> <p>Teacher: What's wrong?</p> <p>Student: I'm so mad!</p> <p>Teacher: Do you want to talk about it? Or you can draw me a picture?</p> <p><i>Did you see how ____ asked for help and named what they were feeling?</i></p> <p><i>You are never alone with your big feelings. There is always a teacher or a friend who can help you.</i></p> <p><i>Today as we play, I wonder who might use a strategy if they have big feelings.</i></p> <p>Use the choice chart to have students select their activities.</p>
Play (20 min)	<p>Optional connected Play Activity: Print and laminate emotion play doh mats and people play doh mats. Let students create their own people and talk about how that person is feeling and why.</p> <p>Additional inspiration here.</p> <p>During Play, have a visible timer for kids to see.</p>

Unit 2: We Learn At Our Stations

	<p>Narrate students who are following expectations, learning, and having fun. Pause students if they are not following expectations or taking care of materials. The goal is to end Play time on a positive note.</p> <p>Before bringing students back to the rug, have students follow classroom clean up procedures.</p>
Share (2-5 min)	<p>Have students transition back to the rug.</p> <p>Share a feeling: Call on several students to share one feeling they had during Play today. Use the sentence starter: Today I felt ____ when ____.</p> <p>Give shoutouts to students or to the class for something they did well in Play today. Give adjusting feedback to the class for something they can work on for next time.</p> <p>Explain to students that today and everyday, I can name how I am feeling..</p>

(Optional) Lesson 11:

I Can Statement...	
When I have a problem I can stop, think, and act.	
Intellectual Prep Set up (10-15 min)	<ul style="list-style-type: none"> Select Simple centers activities for play time. <ul style="list-style-type: none"> Ideas for simple centers Slide: When I have a problem I can stop, think, and act. Optional connected Play Activity: Print and laminate Emotion Guessing Game Cards (Inspiration) Choice Chart: Students should practice using the Choice Chart again to select their activities. Your choice chart should: <ul style="list-style-type: none"> Show what stations are available Show how many spaces are at each station Be student-driven - students can quickly and easily place their own name or photo at a station Be easily customizable (so you can change what stations are available) Share Sentence Starters: Today I felt ___ when ____. <p>Optional: Feelings Break Break song (You can use this in your brain break before Play or at a different time in your day.)</p>
Launch (5-8 min)	<p>Optional warm up: Feelings Break Break song</p> <p>Transition students to sit in a circle on the rug.</p> <p><i>We have been talking about how sometimes we can get big feelings.</i> <i>What are some types of big feelings we can have?</i> (Excited, angry/frustrated, sad/upset, nervous/scared)</p> <p><i>What are some strategies we have learned for handling our big feelings?</i> (Take rainbow breaths, squeeze a toy in the take a break space, take a rest and watch the sand timer)</p> <p><i>Wow! You remember so many strategies. Those are things you can always do to help yourself if you have big feelings. (If possible, give a shoutout to a teammate you noticed using the take a break space well. Name specifically what that teammate was doing to help themselves reset.)</i></p> <p><i>Teammates, sometimes our feelings can get so big that it feels like they just take over - in that moment, we can't even remember</i></p>

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	<p><i>what our strategies are. All we can think about is that big feeling. Show me a me too or point to yourself if you've ever had a feeling that was so big, it felt like it took over your whole body.</i></p> <p><i>That can feel a little scary or overwhelming. If that happens, your teachers and your teammates are here to help.</i></p> <p><i>If you have a big feeling and you're not sure what to do - or maybe you try a strategy but it's not working - you can ask for help.</i></p> <p><i>You can ask a teacher to help you. You can ask a friend to help you.</i></p> <p><i>When you ask for help, tell your teacher or your friend what you're feeling.</i></p> <p><i>If you know how you'd like someone to help you, tell them. If you don't know, they can give you some ideas.</i></p> <p><i>Let me show you what this can look like.</i> (Use a co-teacher or a student volunteer. If you use a student, whisper to them that they should say "Mr./Ms./Mx. ____, I need help!" When you ask them what's wrong, they should say "I'm so mad!")</p> <p>Model: Student: Mr./Ms./Mx. ____, I need help! Teacher: What's wrong? Student: I'm so mad! Teacher: Do you want to talk about it? Or you can draw me a picture?</p> <p><i>Did you see how ____ asked for help and named what they were feeling?</i> <i>You are never alone with your big feelings. There is always a teacher or a friend who can help you.</i></p> <p><i>Today as we play, I wonder who might use a strategy if they have big feelings.</i></p> <p>Use the choice chart to have students select their activities.</p>
Play (20 min)	<ul style="list-style-type: none"> Optional connected Play Activity: Print and laminate Emotion Guessing Game Cards <ul style="list-style-type: none"> Kids can play this game like Headbandz. (You can make your own version with a paper crown and sticking the laminated cards on with tape.) One kid put the card on their forehead without looking at it and other kids try to describe the emotion without saying it. The kid with the card on their forehead has to guess what it is. Kids can also play this game like charades - one kid looks at the card and then tries to act out the emotion or a situation where that emotion might happen – but without saying words or making sounds. Other kids try to

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	<p>guess the emotion. <i>(K students might need a teacher's help reading the cards.)</i></p> <p>During Play, have a visible timer for kids to see.</p> <p>Narrate students who are following expectations, learning, and having fun. Pause students if they are not following expectations or taking care of materials. The goal is to end Play time on a positive note.</p> <p>Before bringing students back to the rug, have students follow classroom clean up procedures.</p>
Share (2-5 min)	<p>Have students transition back to the rug.</p> <p>Share a feeling: Call on several students to share one feeling they had during Play today. Use the sentence starter: Today I felt ____ when ____.</p> <p>Give shoutouts to students or to the class for something they did well in Play today. Give adjusting feedback to the class for something they can work on for next time.</p> <p>Explain to students that today and everyday, I can name how I am feeling..</p>

(Optional) Lesson 12:

I Can Statement...	
When a teammate has a problem, I can help.	
Intellectual Prep Set up (10-15 min)	<ul style="list-style-type: none"> Select Simple centers activities for play time. <ul style="list-style-type: none"> Ideas for simple centers Slide: When a teammate has a problem, I can help. Optional connected Play Activity: Print and laminate Emotion Guessing Game Cards (Inspiration) Choice Chart: Students should practice using the Choice Chart again to select their activities. Your choice chart should: <ul style="list-style-type: none"> Show what stations are available Show how many spaces are at each station Be student-driven - students can quickly and easily place their own name or photo at a station Be easily customizable (so you can change what stations are available) Share Sentence Starters: Today I felt ____ when ____. <p>Optional: Feelings Break Break song (You can use this in your brain break before Play or at a different time in your day.)</p>
Launch (5-8 min)	<p>Optional warm up: Feelings Break Break song</p> <p>Transition students to sit in a circle on the rug.</p> <p><i>We have been talking about naming our feelings and thinking about strategies we can use when our feelings get big. We know so many tools for managing our feelings!</i></p> <p><i>Our class is really special, because it is full of helpers. Every single one of you can be a helper.</i></p> <p><i>When a teammate is having a problem and isn't sure what to do, you can help! If you see a teammate having a problem, you can ask them what's wrong, think about how they might feel, and then decide if you can help or if you need to get a teacher to help.</i></p> <p><i>Let's practice. I'll be a friend who's having a problem. Can someone volunteer to be the helper?</i> (Whisper to the student modeling that they should ask you "What's wrong?")</p>

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	<p>Teacher: Cross arms, sniffle, look sad. Student: What's wrong. Teacher: No one wants to play legos but I want to play legos and I'm all by myself.</p> <p>Pause and ask the class: <i>What do you think I'm feeling?</i> (Sad)</p> <p><i>What could [student] do to help?</i> (Offer to play legos with you, invite you to play what they are playing)</p> <p><i>You are all great helpers! Today I'm excited to see who helps a teammate when they have a problem.</i></p> <p>Use the choice chart to have students select their activities.</p>
Play (20 min)	<ul style="list-style-type: none"> Optional connected Play Activity: Print and laminate Emotion Guessing Game Cards <ul style="list-style-type: none"> Kids can play this game like Headbandz. (You can make your own version with a paper crown and sticking the laminated cards on with tape.) One kid put the card on their forehead without looking at it and other kids try to describe the emotion without saying it. The kid with the card on their forehead has to guess what it is. Kids can also play this game like charades - one kid looks at the card and then tries to act out the emotion or a situation where that emotion might happen – but without saying words or making sounds. Other kids try to guess the emotion. <p><i>(K students might need a teacher's help reading the cards.)</i></p> <p>During Play, have a visible timer for kids to see.</p> <p>Narrate students who are following expectations, learning, and having fun. Pause students if they are not following expectations or taking care of materials. The goal is to end Play time on a positive note.</p> <p>Before bringing students back to the rug, have students follow classroom clean up procedures.</p>
Share (2-5 min)	<p>Have students transition back to the rug.</p> <p>Share a feeling: Call on several students to share one feeling they had during Play today. Use the sentence starter: Today I felt ____ when ____.</p>

	<p>Give shoutouts to students or to the class for something they did well in Play today. Give adjusting feedback to the class for something they can work on for next time.</p> <p>Explain to students that today and everyday, I can name how I am feeling..</p>
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