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| Lesson Plan: |  |  | **Date \_\_/\_\_/\_\_** |
|  |  |
| Objective:Students will be able to use their senses to notice and describe the present moment.  |
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| Materials:  |   |  | Assessments: |   |  | Volcabulary: |
| Chime, or singing bowl |  | Teacher will observe the  |  | Present |   |
| Timer |   |  | students as they talk about |  | Past |   |
| Chart paper |  |  what defines the present.  |  | Future |   |
|   |   |  |   |  |   |  | Mindfulness |
|   |   |  |   |  |   |  | Five senses |
|   |   |  |   |   |   |  |   |   |

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| Launch: |   |   |   |   |   |   |   |  |
| Tell students that today they will practice focusing on the present moment. |   |  |
| Ask students to pair share what "the present" means. |  |  |   |  |
| Talk about how "the present" means "right now." |  |  |   |  |
| Introduce the words past and future, what does these words mean. |   |  |
|  |  |  |  |  |  |  |  |  |
| Explore: |   |   |   |   |   |   |   |   |
| On the top of the piece of chart paper, write "past," "present" and "future." |   |
| Fill out the paper as a whole group. |  |  |  |  |  |   |
| Ask students to think about what happens in the "past" and record answers. "What happened  |
| before school?" |  |  |  |  |  |  |   |
| Ask students to think about what might happen in the "future." "What might happen after school |
| today?" |   |   |   |   |   |   |   |   |

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| Summary: |   |   |   |   |   |   |  |  |
| Thank you for taking turns and listening to your partner.  |  |   |  |  |
| (Ask two sets of partners what the other child said about present.)  |  |  |
| "How does the present moment make you feel?" |  |   |  |  |
| "Did the chime help you notice?" |   |   |   |   |  |  |
|  |  |  |  |  |  |  |  |  |
| Notes: |   |   |  | Modifications: |   |   |   |
| I teach Kindergarten |   |  | You can have students write with this lesson, or even  |
| so I focused on just introducing |  | draw a picture, depending on their current level. |
| the idea of the "present" and  |  |   |  |  |  |   |
| teaching this lesson as a whole |  |   |  |  |  |   |
| class. |   |   |  |   |   |   |   |   |