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| Lesson Plan: | |  |  | **Date \_\_/\_\_/\_\_** |
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| 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. | | | | | | |  |  |
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| 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?" | | |  |  |  |  |  |  |
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| 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. |  |  |  |  |  |  |  |  |