<table>
<tr><td colspan="3">Grade Level: Pre-Kindergarten</td></tr>
<tr><td colspan="3">Subject: Social-Emotional Development</td></tr>
<tr><td colspan="3">Educational Standards: Georgia Early Learning and Development Standards, which provides standards for early childhood or birth through 5 learners. SED2.4, based on “Child will engage in self-expression.” Indicators: 2.4a, 2.4b, and 2.4c.</td></tr>
<tr><td colspan="2">Authenticity/Focus for Student attention:</td><td>I’d like to pose a problem or a situation to that the child can help to resolve. Because this standard focuses on emotion and pretend play, I could ask them to demonstrate ways in which they convey how they feel when it is their birthday or a friend is unkind to them.</td></tr>
<tr><td colspan="3">Deepening Understanding: This focus would be on expanding their vocabulary and familiarity with variations of sadness and happiness, and giving them new vocabulary words like joy, excited, embarrassed, confused, etc. There is also a need to reinforce empathy for others and how they may feel in a similar situation.</td></tr>
<tr><td>Input from Teacher:

Introduce synonyms for expressions, like disappointed for sad and explain when to use it.

Provide assistance with technology.

Encourage students to seek out shy peers

Help introverted students find alternative ways to collect emotions.

Use collected information to turn the student data into a video that they can review as a student project.

Offers hands-on support and guidance for using the apps.</td><td>Guided Practice:
• Have the child role-play or discuss situations in which they would feel frustrated, sad, surprised, and confident.
• Have the learners rotate during center time and have one center be the “news center” where there are several devices with cameras or and a clipboard with four emotions on it. As learners arrive at the news center, they are responsible for going around the classroom to capture images of their classmates naturally demonstrating the emotions on their clipboard. At the end of the week, learners would see a collection of the photos in video format. The pictures the children took would be matched with the “emoticons” that are presently popular. The children would have a sense of accomplishment and pride in their work and in their use of the camera.</td><td>Mobile Applications
Students will have access to devices such as, iPod Touch, older iPhones, iPad and Kindle Fires. This will occur during center time, which will allow for students to decide to work individually or collaboratively to collect their footage. Center Time allows up to 8 students in this area at a time.

• Use device photo application and iMovie to record footage and/or take photographs.
• Emoji Me Face Maker to change their emotion into a personalized emoji for use with the final video.
• Toontastic Jr. as an option for students to gather images and video and is designed for younger children. It also allows children to make a video from their documentation.
• Goldiblox to allow</td></tr>
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		the students to personalize the video and use emoji plushes instead of their face, if they prefer not to be on camera.
Assessment: children will be provided with opportunity to use vocabulary to describe how they would feel if they fell off of the swing and then how a classmate would feel. They could use the emoji application to create the emotion that most closely resembles how they feel.		
Closure: When making the video from integrating technology, learners would discuss in the news center and which images match which emotions they were supposed to collect.		
Check for Understanding: Students will demonstrate they identify their emotions and those of their peers by matching them verbally or selecting them from an emoticons chart. Students will discuss the benefits of recognizing how they feel as well as how someone else may feel, and how to begin to respond accordingly.		