



Rio Grande Educational Collaborative Before and After School Program Lesson Plan

Lesson Title:	Juggling Stress	School: Mission Ave	Date: 1/30/20
Instructor Name:	Phoebe De Villez		
Class Size	30	Lesson Credits: (Where did you get your ideas for you lesson ie: website)	

Guidelines: Lessons should be at least 60 minutes, and MUST pertain to literacy.

NM State Standards:	<p>Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</p> <hr/> <p>Students will: K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:</p> <hr/> <p>K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:</p> <hr/> <p>K-4 Benchmark 7: apply skills to manage stress</p> <hr/> <p>CCSS.ELA-LITERACY.SL.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <hr/> <p>CCSS.ELA-LITERACY.SL.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <hr/> <p>CCSS.ELA-LITERACY.SL.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <hr/> <p>CCSS.ELA-LITERACY.SL.1.C Ask questions to clear up any confusion about the topics and texts under discussion.</p>		
	<p>Please Visit www.mystandards.org</p> <p>New Mexico Health Education State Standards</p> <p>New Mexico Common Core State Standards</p>		
Learning Objectives:	<p><i>[Instructional context]</i> After listening to <i>If You Decide to Go to the Moon</i> by Faith McNulty and identifying relevant words during the read-aloud <i>[what students will do]</i> students will write a list of words <i>[what students will learn]</i> that are content-specific vocabulary.</p> <hr/> <p>Students will be able to learn about team work, self-reflection and self help</p>		
Lesson Materials & Equipment	Item:	Quantity:	Special Requests for RGEC Equipment:
	Balloons	5	
	Markers	Multiple	

INSTRUCTIONAL SEQUENCE Please note: *This section should be written so that a substitute teacher could pick it up and teach the lesson successfully. Include estimates of wait time, questions you may ask, and as many specific details as possible.*

***Body of the Lesson:** 1. (What you will say/do to assess, connect to, or build, necessary background knowledge.

2. Describe step-by-step what the students will be doing during the lesson.

3. Opportunities to participate in small groups.

4. Activity to process daily participation

1. Ask students if they ever feel stressed and if so ask them what usually stresses them out.

2. Write these stresses down on the balloons with a marker.

3. The students will then take turns coming to the center of the room. Have each student try to juggle the 5 balloons at the same time.

4. Let the students know that if they can't juggle all 5 balloons and need help that they can ask for help.

5. Explain to the students that juggling so many things bny themselves can be hard and more stressful and asking for help is okay and everyone needs help sometimes.

6. Explain that we are all here to help each other and we shouldn't have to do everything on our own.

Signature: _____ Date: _____



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