

# Lesson Plan: The Super Sharers' Play Day

## Materials Needed:

- A bin of building blocks (like Duplos or large wooden blocks)
  - One highly desired toy (e.g., a favorite truck, doll, or musical toy)
  - A large piece of paper or cardboard taped to a low table or the floor
  - Washable, non-toxic art supplies (chunky crayons, dot markers, large stickers)
  - A simple snack with multiple pieces (e.g., crackers, apple slices, berries)
  - A book about sharing (e.g., "Llama Llama Time to Share" by Anna Dewdney or "The Mine-o-saur" by Sudipta Bardhan-Quallen)
  - A small timer or a phone for setting short timers
  - Optional: A small bag or box, the "Sharing Bag"
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## 1. Learning Objectives

By the end of this lesson, Oliver, Mila, and Reggie will be able to:

- Practice taking turns with a single toy for a short, timed interval (1-2 minutes).
- Participate in a collaborative activity by using and passing shared materials (crayons, blocks).
- Respond to simple verbal cues like "My turn," "Your turn," and "Let's share."
- Experience the positive outcome of sharing, such as building something together or creating a group artwork.

## 2. Lesson Activities & Procedure

### Part 1: The Sharing Song & Warm-Up (5 minutes)

**Objective:** To introduce the concept of sharing in a fun, musical way.

**Step 1:** Gather the children in a circle on the floor. Sing a simple sharing song to the tune of "Twinkle, Twinkle, Little Star." Use the children's names.

*(Example Lyrics)*

Sharing, sharing, it's our turn,  
A happy lesson we will learn.  
First for Oliver, then for me,  
Sharing makes us all happy!  
Sharing, sharing, it's our turn,  
Now it's time for Mila's turn!

**Step 2:** While singing, gently pass a single block from person to person (including yourself). Use clear language: "My turn with the block. Now, it's Reggie's turn." Exaggerate your happy expression when you share and receive the block.

### Part 2: The "Favorite Toy" Turn-Taking Game (10 minutes)

**Objective:** To practice waiting and taking turns with a high-value item.

**Step 1:** Introduce the single, highly desired toy. Acknowledge that everyone wants to play with it. "Wow, look at this cool truck! Oliver wants to play. Mila wants to play. Reggie wants to play. We can all have a turn!"

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**Step 2:** Set a timer for a very short period (1 minute is a great start for 2-year-olds). Say, "Okay, first it's Mila's turn to play with the truck until the music stops!"

**Step 3:** When the timer goes off, model the transition with praise. "Great playing, Mila! The timer is done. Now it's Reggie's turn. Can you give the truck to Reggie?" Help facilitate the hand-off if needed.

**Step 4:** Continue until everyone has had at least one turn. If a child has difficulty, validate their feelings ("I know it's hard to wait") and redirect their attention to what they can do while they wait (e.g., "While you wait, you can get the red blocks ready!").

### **Part 3: The Friendship Mural (10 minutes)**

**Objective:** To engage in a creative, collaborative project using shared materials.

**Step 1:** Present the large piece of paper on the floor or table. "We are all going to make a beautiful picture together! This is our Friendship Mural."

**Step 2:** Place the art supplies (crayons, dot markers, stickers) in the center. Don't give each child their own set. The goal is for them to have to reach for, use, and put back items from a central pile.

**Step 3:** Model the process. "I'm going to use the blue dot marker. Dot, dot, dot. Now my turn is done. Mila, would you like to use the blue marker?" Guide them to ask for colors or to pass a crayon to a friend. "Reggie, can you pass the green crayon to Oliver?"

**Step 4:** Praise their cooperative efforts enthusiastically. "Look at you all sharing the markers! What a beautiful picture you are making together!"

### **Part 4: Sharing a Snack & Story Time (10 minutes)**

**Objective:** To reinforce sharing in a calm, positive, and practical context.

**Step 1:** Wash hands. Bring out a bowl of a shared snack, like crackers. Model taking just one or two. "I'm taking one cracker for me. Now, Oliver, you can take one cracker."

**Step 2:** Practice passing the bowl or helping to serve each other. "Mila, can you hold the bowl so Reggie can take a cracker?"

**Step 3:** While they eat, read a story about sharing. Pause to point out the characters' feelings. "Look, Llama is not happy when he has to share. It feels hard sometimes. But look how much fun they have when they share together at the end!"

## **3. Differentiation & Inclusivity**

- **For a child struggling to wait:** Act as their "waiting buddy." Hold their hand, sing the sharing song with them, or give them a specific, small task to do while they wait for their turn. Validate their feelings: "It's so hard to wait for the truck. I know. It will be your turn very soon."
- **For a child hesitant to engage:** Don't force interaction. Model playing alongside them and gently invite them in. "I'm making blue dots over here. Your doll could come and see my blue dots!"
- **To extend the challenge:** Introduce more complex collaborative play. "Oliver, you have the blocks. Can you build a tower with Mila? Mila can put a block on top of yours!"

## 4. Assessment (Informal Observation)

Observe the children during the activities and note their progress. No formal grading is needed. Ask yourself:

- Did Oliver, Mila, or Reggie willingly hand over a toy when prompted, even if they showed sadness?
- Did they use any sharing-related words ("my turn," "share") with or without prompting?
- Were they able to participate in the group art project without trying to hoard all the materials?
- How did they react to the teacher's modeling of sharing behavior?
- Did they show understanding during the story by pointing to pictures or reacting to the characters' emotions?

The primary goal is positive exposure and practice, not mastery. Celebrate all attempts and positive interactions, no matter how small.