***“Differences challenge assumptions.” -* Anne Wilson Schaef**

**Name**: ADHD LD **Grade Level: 3**

**Topic:** ***Zen fun and games***

**Date/Allotted Time:** 45 mintues

**Special Preparations/ Materials or Resources:**

TV/DVD Yoga video Magazines

Heavy pillows Fidgets Scissors

**Purpose/Rationale for the lesson:**

1. **Increasing confidence and ability to positively interact socially and in the classroom.**
2. **Exploring and describing feelings.**

**Learning/tool kit Objectives for the lesson:**

1. **Increased ability to relate and experience their world.**
2. **Engagement in Education**
3. **Increased self-esteem**

**Developmental level of students:**

At this age, children are learning to work in groups and developing the ability to get along with others and continuing to understand consequences of the their own and others’ behavior. They are interested in playing in a group and show enthusiasm for most physical activities. Third-graders are continuing to expand their understanding and use of language to clarify thinking and learning, and may combine writing and drawing to convey meaning (Puckett and Black, 2000)

**Key questions:**

1. What are you great at?
2. Can you identify this letter?
3. Can you make that letter?
4. Can you recognize the phonetic or letter sound for each letter?
5. Can spell that?

**Procedures:**

1. **Anticipatory set:**  **Time: 15 minutes**

* Have students space themselves out enough that they can do the yoga poses without bumping their neighbor. Intervene and aide as necessary.

Play Yoga DVD and go through beginning exercises with students for the first 10 minutes.

* For the last 5 minutes have each student lie on the floor and walk them through a mindfulness exercise getting them to regulate their breathing and focus on what they are feeling inside.

1. **Body of the lesson: Opportunities for Awesomeness**

**Time: 30 minutes**

* (15 min) Have Students Complete the top portion of the Thoughts worksheet. Ask each student to share and discuss something they wrote, and then discuss strategies to implement next time and have them fill in the bottom portion of the thoughts worksheet.
* (15 min) Have small groups of 2 or 3 students each pick out images from a magazine showing people interacting. Have students present their scenes individually and act out the interaction. Based on what the students act out, talk about the interaction and offer appropriate strategies as necessary.

1. **Closure: Time: 5 minutes**

* **My super hero!:** Have students complete Super Hero worksheet, and before they go share one thing quality you think is super about them.
* **Homework (Finding exceptions!):** Looking for treasure. Have each student make a treasure map based on events in their week keeping track of things they did well and pitfalls that week. All the good words to describe their behavior that week will be written inside the treasure box.☺

1. **Assessment** (use 1-10 scale):  **Time: 45 min**
2. **Modifications/Adaptations:** Will be made based on the specific challenges faced by the student specific to their LD.

**Reflections:**

