

Lesson Plan

Subject/Course: "Too Much:An Overwhelming Day"/ Language	Name: Katie Wilson
Grade Level: 3	Date(s) & Time(s): July 2nd 2026
Topic: Overstimulation, Anxiety, Autism, Coping Strategies	Length of Lesson: One/two period 30-60 minutes

EXPECTATION(S)

Specific Expectation(s):

C2.3 make predictions using background knowledge, text features, and evidence from the text, and adjust their understanding based on new information

C2.5 identify connections between ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them

Learning Goal(s)/Refined Expectations(s):

- Students will listen to the read aloud of "Too Much! An Overwhelming Day" by Jolene Gutiérrez
- Then discuss their own activities that make them feel overstimulated and how they calm themselves.
- Students will discuss any stereotypes that they think take place in the book or that might take place outside the book.

Success Criteria (if appropriate):

- Students must listen to the read aloud
- Students must participate in an anonymous sharing time about anxieties and overstimulation
- Students must discuss various calming strategies and put their own calming strategy down on the attached worksheet (digital options will be included for students who need assistive devices or accommodations).

ASSESSMENT/EVALUATION

Curriculum

Strategy: observation based/worksheet

Recording Device: teacher notes and observations during input times on the carpet/ notes taken while reading over completed worksheet.

DIVERSITY AND INCLUSIVITY

-This lesson is meant to include all students and encourage sharing and belonging in the classroom community. It is created in a way that sharing can be anonymous so that students do not feel overwhelmed by the need to share. Students are encouraged to express themselves in a way they are comfortable and accept their classmates opinions and strategies. There are various options for completing this task for students who need accommodations.

Included in each section of the lesson are various options for differentiation. Included below are the

LEARNING ENVIRONMENT (Physical Space)

This lesson will take place in the classroom and include work at the desk areas, as well as, some input and reading time at the meeting spot area.

RESOURCES AND MATERIALS

- Read Aloud Book: "Too Much! An Overwhelming Day" by Jolene Gutiérrez
- Worksheet- Physical and Digital copy (attached to assignment) -<https://canva.link/ypnjy68412r1c5q>
- Pencils and erasers
- Markers and crayons
- Blank paper
- Chart paper
- Digital copy of cards <https://canva.link/3nI5y3xevdrmb60>
- Cards from below for students who need references

TEACHING/LEARNING SEQUENCE

Beginning/Activation: Read Aloud and discussion about what we read in the book. Talk about how the young girl felt and what she did when she felt that way. Encourage them to use words like overstimulated, anxious, and calm.

Differentiation options: Provide a digital copy of the story for students who require technological assistance such as read and write, text to speech etc. This will also allow students to use a digital highlighter to help save their ideas. Also ensure the link for the digital worksheet is accessible through text to speech.

Ensure some of the options on the cards include culturally inclusive options like large family gatherings, busy markets, or even specific smells. Touch upon the idea that every household might have different kind of stimuli that trigger the “too much” feeling.

Middle/Action/Application/Exploration: During the middle we will hand out blank paper and have students write down one thing that they are overwhelmed by. After they write down their ideas we will use an anchor chart to discuss various calming strategies that we can use to help us feel calmer in those situations. We can also discuss how children with ASD might be affected by certain stimuli and might need calming strategies too.

Differentiation option: Include in this pre printed slips with pictures and words of common classroom stimuli that can be overstimulating (for example- loud noises, large crowds, switching tasks etc) and students can simply circle or more of them to hand in rather than having to write the word. Discuss things like “yoga, Thai chi, quiet places to reflect , as well as talk about things like walking barefoot in grass, or listening to music that is popular in your culture.

End/Consolidation/Communication: To end the lesson we will hand out a worksheet that allows students to write about one of the things that makes them feel anxious or overstimulated and a calming strategy that they would use to calm down when they feel that way- as well as draw a picture of their calming strategy.

Differentiation option: Provide the worksheet (option2) below that is just having them draw an image and not have to write anything. You could also provide a sentence starter such as “I feel calm when...”

Students should also have the option to dictate to someone their ideas and have them scribe for them.

Include the board below of common calming strategies for students to refer to.

Students who require technology can also have the option to draw their images for their calming strategies on Canva.

For students who have calming strategies that they use at home but might not know the word in English, allow them to write the word in their own language and draw a picture to try to describe it.

Next steps: might include finding more books about exceptionalities such as anxiety disorders or ASD and sharing more stories and ideas as a class. Another good book on this topic includes “My Brother Charlie” by

REFLECTION

(This section can be used after the lesson is completed to reflect on our learning and what next steps we should take to further our communication on these needs and exceptionalities)

Too Much! An Overwhelming Day Worksheet (Option 1)

Name:

Date:

Please share one thing that makes you feel overstimulated. Then share one (or more) things that help you calm down when you start to feel overstimulated. Draw a picture below to show your calming strategy(ies) you chose.

Worksheet option 2:

Draw a picture below to show a calming strategy that works best for you.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of a calming strategy. The box occupies the majority of the lower half of the page.

Common Overstimulating Stimuli Cards for Reference

Common Things That Are “Too Much”



Loud Noises



Large Crowds or Gatherings



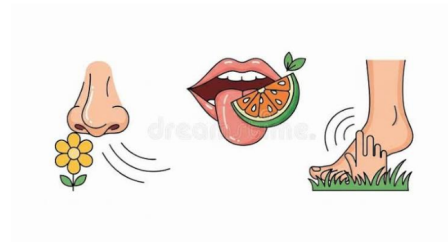
Moving From One Task to Another



Busy Markets or Shops



Too Bright



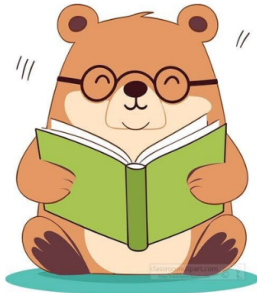
The Way Things Smell, Taste, or Feel

Common Calming Strategy Cards for Reference

Pick one or more calming strategy that works best for you



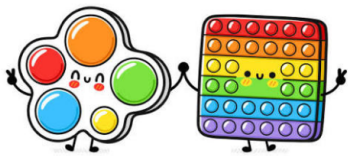
Listening to Music



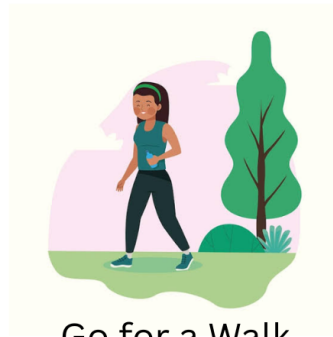
Reading a Book



Draw or Colour



Using Calming Toys



Go for a Walk



Play a Game or do a Puzzle