

## LESSON PLAN TEMPLATE

Name of Teacher	
Date/Time of Observation	
Academic Topic	Social Skills
Grade Level	8 <sup>th</sup> grade

### Lesson Foundation

<p><b>Common Core - State Standards (CCSS)/Essential Element (CCEE)</b></p>	<p><b>Answer these questions in this section:</b>  <a href="#">Talk with your Cooperating Teacher to identify the standards that align with your lesson. List the standards here.</a>            DPI Social emotional standard 12 Social Awareness            Learners will be able to show respect for other people’s perspectives.            DPI Social emotional standard 16 Relationship Skills            Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas.            DPI Social emotional standard 18 Relationship Skills            Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements.</p>
<p><b>Related IEP goal and Learning Target (LT)</b>            ** IEPs Goals/LT should connect to the lesson</p>	<p><b>Answer these questions in this section:</b>  <a href="#">If you are teaching students with IEPs in your class, list the IEP goal or goals related to the lesson you are teaching.</a>            Through modeling, prompting and goal setting, Student K will participate in school routines, using age-appropriate behavior (tracking speaker, hands and body calm, voice level appropriate to the situation) across all school settings in 4/5 observations of 20 minutes.            When Student M encounters a situation that leads to anger or frustration he will demonstrate an appropriate emotional response by finding a solution to his problem or using a strategy to regulate and return to the task at hand within 10 minutes, for an average of 85% of instances in all environments.            Given specialized instruction in executive functioning skills, classroom accommodations, and a behavior support plan, Student J will remain engaged in classroom instruction and activities at a level comparable to his peers in the class 75% of the time as measured by academic achievement.            Student D will engage in a discussion of more than 3 exchanges on a non-preferred topic; showing open body language (body turned to peer, eyes on peer) and responding to their communication (staying on topic, taking turns, asking questions) in 3 of 5 observations            Using learned strategies, Student B will increase her in-class attention to 75% of 15 minute observed classroom time as shown by asking for clarification of expected work time, participation (asking/answering questions, participating in discussion, taking notes, work completion) and body language (body/eyes to speaker or instruction).  <a href="#">Describe how the IEP goal connects to the lesson you are teaching.</a>            This lesson encourages active participation from all students in the group as well as active listening and discussion/debate that could potentially lead to frustration. This</p>

	covers all of the engagement and on-topic goals, as well as the self-regulation and conversational goals.
<b>Lesson Objective(s) (LOs) for each lesson</b> ** These should be observable and measurable **These can be "I can" statements .	<b>Answer these questions in this section:</b> Describe what you want your student(s) to learn during your lesson. Your description must be described in observable, measurable ways. For example, you might say, the students will learn to identify three sight words in a five sentence paragraph by independently circling the sight words in a passage. I can engage in interdependent collaboration by actively using and adhering to my assigned role at least once in the given time period of five minutes to complete the task. I can respectfully discuss strategies in my group by voicing my opinion and acknowledging the ideas of a group member at least once in the lesson using respectful and encouraging language (I agree, I disagree, I understand, but...).
<b>Lesson Assessments</b>	<b>Answer these questions in this section:</b> What will you use to assess that the student(s) learned the new skill you are teaching? As an informal assessment, I will have a chart in which I check yes or no by each student's name for each time they engage in either of the two "I can" statements with notes on what they did. They will get points for each check mark. I will also have an open dialogue at the end with reflections questions for the students to answer and will give them bonus points for answering the questions. Describe the assessment tool and how the student(s) will use it, fill it out, participate or demonstrate a skill through your assessment. The students, in addition to me, will have their own checklist to monitor themselves as they participate or after the activity is done, and will be able to argue their point if they have different checks than I do.

### Instruction

<b>Previous Knowledge and Skills</b>	<b>Answer these questions in this section:</b> <i>How will you access students' prior knowledge?</i> I will first ask the students what they know about team building and what makes a team work well together. I will take answers from the students before moving on. I will do a brief review by asking questions about collaboration and discussion/respectful engagement vocabulary. The vocabulary would include rules/roles, collaboration, interdependence, objective and I will answer any clarifying questions students have about their roles. <i>What will you say to the students prior to starting your lesson?</i> I will tell them that we are going to do an activity where they will have the opportunity to try to beat the teachers in the room in a competition. I will model to them and with them what each of their roles is and what respectful engagement in discussion looks like. I will go over the rules and write the objectives on the board, as well as the checklist on the board. I will go over their checklists and how the points work.
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	<p><i>What will you do to elicit students' thinking, reasoning and past experiences with the skill you are about to teach?</i></p> <p>I will tell them to think about why I might make them do this and have them think about what it teaches them to do.</p> <p>I will emphasize that in the theme of approaching high school, there are a lot of group work, clubs, and projects that requires teamwork and devising roles that requires a lot of the skills.</p> <p>Also required in workforce, will not get hired unless they practice and are competent in using these skills.</p>
<p><b>Anticipatory Set</b></p> <p><b>Time to Teach: ___8 min?___ Minutes</b></p>	<p><b>Answer these questions in this section:</b></p> <p><i>How will you "hook" your students to get them engaged about what you are about to teach?</i></p> <p>Most of the anticipatory set will be what is included in the previous knowledge and skills section. I will explain that they will get to beat the teachers and will get a reward for the amount of points they receive at the end.</p> <p><i>How will you inform your students of the learning objective/s?</i></p> <p>I will write the learning objectives on the board in simplified terms and try to draw them out next to the written version as well. I will also give them all a sheet that has the objectives on it as well as their checklist, their role, and the rules.</p>
<p><b>Instructional Sequence:</b></p> <p><b>Time to Teach: ___10___ Minutes</b></p>	<p><b>Answer these questions in this section:</b></p> <p><i>What will you do to teach the new content?</i></p> <p>After modeling the rules and expectations, as well as having a discussion about why we are doing the activity and going over the checklist and objectives, I will tell them to get into their teams and get familiar with their roles and rules. I will explain the items that they are able to use.</p> <ul style="list-style-type: none"> <li>- Roles: Negotiator (help everyone to come to an agreement on a plan and helps manage conflicts (with help of teacher)), facilitator (ask anyone who is not contributing or speaking to speak up), Materials manager (make sure that when building, everyone gets what they need quickly), Time manager (makes sure everyone is moving along at a good pace, from discussion to planning to building), encourager (says positive and uplifting comments to the group members about their progress or uplifts them in their downfalls).</li> <li>- Rules: have 7 minutes to discuss and build the structure, can only use the materials that are provided, tower must be free standing, whoever meets all required check marks AND makes the tallest tower wins the round.</li> <li>- Points system: everyone must get one check per objective to qualify to win at all. 5-7 or more gets a snack, 8 or more gets a snack + library pass for recess.</li> </ul> <p>I will ask if anyone has any questions before beginning. I will reiterate the rules, but tell them that they can argue loopholes if needed (some students would be very motivated by this).</p> <p>I will remind them that I will be keeping a checklist of how often each of them engages in each of the objectives.</p>

	<p>I will also remind them of behavior expectations (no throwing, destroying, sabotaging, inappropriate language, or physical contact) and of the authority I have of requesting someone to take a break.</p> <p>I will do a silent option as a challenge if time permits.</p> <p><i>What will you write on the board or use for materials as students share their strategies/thinking as you teach?</i></p> <p>I will write the objectives and checkmark chart on the board.</p> <p>I will have a note sheet for myself as I observe</p> <p>I will provide popsicle sticks, straws, tape, and string for the towers.</p> <p>I will give each student a sheet that explains the rules, roles, and objectives with pictures for students who struggle with reading.</p> <p>I will give each group a timer.</p>
<p><b>Closure</b></p> <p><b>Time to Teach: __5 min__ Minutes</b></p>	<p><b>Answer these questions in this section:</b></p> <p><i>How will you wrap up the lesson and assess learning?</i></p> <p>I will judge each group and have them assess themselves, determine the winner</p> <p>I will ask them what they think made them successful and what may have hindered their success.</p> <p>I will ask if they think having more people helped them or hindered them.</p> <p>I will ask them why they think collaborative work was important.</p> <p>I will administer reinforcements.</p> <p><i>What will you say or do? How will you transition the students in to the next lesson, activity, or next part of the students' schedule?</i></p> <p>I will then dismiss them for recess.</p>