

Lesson Plan 1: Doing Interest Surveys

Learning Standard(s): SEL Competencies: Self-Awareness

Primary SEL Objective: Learn how to express one's self-awareness through clearly articulating one's interests.

Classroom Culture Review an element of classroom culture.		
Language Supports Plan language supports so children can understand and participate in the lesson.		
MINI-LESSON	<p>Connect</p> <ul style="list-style-type: none"> • Set the context by describing the learning that has been taking place. • Explain what you'll be teaching them and why it will help them as readers. • Clarify academic language. 	<p>Use your own interest survey (see suggestions for designing) or a published one (see list of examples). Make enough copies for the whole class. Introduce the survey by connecting it to the work you are doing at the beginning of the year to get to know each other. In future lessons, we will get a chance to share what we wrote on our surveys with partners and small groups, so try to make your answers something you would be proud to share with others.</p> <p><i>"We are going to fill out interest surveys. Interest surveys are surveys with questions about your interests and preference. They are fun to do, and are a great way to begin building community and getting to know each other."</i></p>
	<p>Teach</p> <ul style="list-style-type: none"> • Explain how you're teaching. • Model the behavior or use of the skill or strategy. • Think aloud about your process. • Use language scaffolds so all children understand. 	<p>Project the interest survey or hand it out and have children follow along as you model filling it out. Let children know that if they do not have an answer to a particular question on the survey or feel uncomfortable answering a question, it is okay to just skip that question. However, remind them not to skip a lot of questions. Try to model answering a question, and skipping a question as well, so that children know it really is okay to skip some questions on the survey.</p> <p>For younger children, model ways to respond to a question on the survey with a mixture of drawing and writing.</p> <p><i>"I am going to answer the first two questions on the survey. Hmm ... let me think for a minute about question one. What is my favorite book ... I actually have many favorite books, but I am going to pick ... because I just finished it recently and I think other people would like to know about it. The next question is about what sports I enjoy playing. I do not really like to play sports, so I am going to skip that question and go on to the next one. I have already skipped one question, so I am glad there are no others it looks like I need to skip."</i></p>
	<p>Have-a-go</p> <ul style="list-style-type: none"> • Give the children practice with the objective. 	Not needed for this lesson.

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	<ul style="list-style-type: none"> • Use language scaffolds so all children can participate. • Assess their understanding. 	
	<p>Link</p> <ul style="list-style-type: none"> • Link the lesson to the children's independent work. • Tell the children what they should be able to say or do related to the teaching point. • Refer to your language scaffolds as necessary. 	<p>Give everyone an interest survey to fill out and, if you like, play some quiet music to set a thoughtful, relaxing mood for filling the survey out. Remind children to work on their surveys independently, and to try to fill in as many questions as possible.</p> <p>For younger children, ask fewer questions, read the questions aloud, and pause long enough for them to write, draw, or circle their response. Also, consider letting children work with a partner to say their response before they try drawing or writing it.</p>
<p>WORK TIME</p>	<ul style="list-style-type: none"> • Plan for the work children will do during Work Time (Independent Reading, Partner Reading, etc.). • Plan for who you will meet with (individually, small groups). 	<p>Students fill out their interest surveys. Determine whether you need to circulate around the classroom to help anyone read and/or finish his or her surveys.</p>
<p>SHARE SESSION</p>	<ul style="list-style-type: none"> • Share examples of successful uses of this primary literacy objective. • Recap how this helps them as readers. 	<p>Remind students that in the next two lessons they are going to have the opportunity to share their interest surveys with a partner and a small group.</p> <p>Then to give children a "taste" of what this sharing experience will be like, choose one of the more matter-of-fact questions on the survey—like a question about favorite food—and ask if there are any volunteers in the class who would like to share their answer with the whole class. After children share their answer, ask them "why", e.g., "Why do you really like fish tacos?" to model the kind of kind, inquisitive follow through you will want partners and groups to demonstrate in their conversations in the following lessons.</p> <p><i>Preparation For Lesson 2:</i> After class, read the interest surveys and pair partners who have a number of similar interests or who it appears would be happy talking to each other about some of the questions on the survey. Alternatively, if you think children with opposite responses on the survey would be able to converse, consider pairing them so they can get to know someone in the class with a different point of view.</p>