



Lesson Plan 2: Interest Surveys - Partner Discussions

Learning Standard(s): SEL Competencies: Self-Awareness and Relationship Skills, SL4.1, SL5.1

Primary SEL and Literacy Objective: Build Relationships, Learn How to Have Collaborative Conversations

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>Match children to partners for discussions of the interest survey (see suggestions at the end of lesson one for matching partners). Connect the upcoming partner discussion to the work children did filling out the survey in the previous lesson.</p> <p><i>"In the previous lesson, we filled out interest surveys about things we enjoy and are interested in. Now you will have a chance to share those interest with a partner. Talking about interests is one way you can get to know your classmates better and meet new friends."</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>Explain <i>how</i> partners will go about discussing their interest surveys with each other, emphasizing the discussions skills you want them to use to talk to their partner and keep the discussion going.</p> <p><i>"When we talk to our partners, I want us to take turns asking one of the questions on the survey, listening to our partner's answer, and then sharing our own answer to the same question. When our partner shares their answer, we should remember to listen to them attentively and politely and then ask a follow-up question to encourage them to say more about their answer before sharing our own answer. For instance, if my partner said that summer was their favorite season, I could ask them why summer was their favorite season to get them to tell me more. Watch as me and ... model the processes. (Model the processes described above with a student). What did you notice about how we talked to each other, and how we asked follow-up questions to express our attention and interest?"</i></p>
	<p>Have-a-go</p> <ul style="list-style-type: none"> Give the children practice with the objective. Use language scaffolds so all children can participate. Assess their understanding. 	<p>Model the partner-discussion processes described above with a volunteer.</p> <p><i>"Watch as me and ... model a partner discussion. What did you notice about how we talked to each other, and how we asked follow-up questions to express our attention and interest?"</i></p>



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	<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>Remind children to follow the same partner-discussion processes that you have just modeled and check to see if they have any questions before they try it themselves. Redistribute the surveys filled out in the previous lesson and describe how children will find the partners you have matched them with. Depending on the social skills of the class, the length of the interest survey used, and the time allotted, you may want to specify a certain number or range of questions for the partner discussions, instead of all the questions on the survey.</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>Circulate around the room to encourage children to follow the partner-discussion processes you modeled and to remind them to “draw out” their partner with a follow-up question.</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>Share examples with the class of ways in which you saw partners respecting each other and following the discussion guidelines. As you did in the previous lesson, choose one question from the interest survey and allow a few volunteers to share out their answers. Then ask the class if they can come up with any follow-up questions for the volunteers. Have one or two volunteers respond to the follow-up question for their answer. Close by telling the class that in the next lesson they will have a chance to share some of their answers on their interest surveys with a small group.</p> <p><i>Preparation For Lesson 3:</i> Based on your observation of partner discussions and reading of interest surveys, decide on groups of three or four children for tomorrow’s small group discussions of the interest surveys, placing children if possible with new classmates to develop new acquaintances, <i>or</i> keeping some of the partners together for children who would benefit from continuing to interact with the same partner (e.g., a child learning to speak English who had been partnered with a child who speaks English and their common language well).</p>