



Lesson Plan 3: Interest Surveys – Group Discussions

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

Primary SEL and Literacy Objectives: 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>Divide children into groups of three or four (see suggestions at the end of lesson two for choosing groups). Connect the upcoming small group discussion to the partner discussion work children did in the previous lesson.</p> <p><i>“In the previous lesson, we discussed our interest surveys with your partner. Now you will have a chance to share your interests with a small group. Remember that 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> small groups will go about discussing their interest surveys with each other, emphasizing the discussions skills you want children to use and making distinctions between how talking with a group is different than talking with a partner.</p> <p><i>“When we talk to our groups, I want us to take turns asking one of the questions on the survey, listening to our group members’ answers, and then sharing our own answer to the same question. This time, though, instead of asking follow-up questions like we did when working with partners, let’s try summarizing. When you summarize a conversation, you state the main points as well as maybe offer a quick description of any differences in point of view between speakers.</i></p> <p><i>“So for example, if I asked the group question #6 on the survey—What are you interested in learning more about this year?—then I would listen to all the group members’ answers and summarize what was said by everyone: It seems as though Jane and Tevon are interested in learning more about math, and Amile and I want to learn more about history. I wonder if the rest of the class is interested in math and history?”</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 group-discussion processes above with a group volunteer or volunteers and a fishbowl format, having the rest of the class watch the processes and explain what they noticed at the end of the modeling session.</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 small group 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 lesson 1 and describe how children will find the groups you have assigned them to. 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 group 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 small group discussion processes you modeled and to summarize their group’s responses after everyone has answered a specific 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 groups following the small group discussion guidelines. Ask volunteers to share some of the things they found out about their classmates’ interests from discussing the interest surveys. Also, ask children to share what they learned about how to have a good small group discussion and a good partner discussion.</p>