Dana Ewing / Life Skills Transition / 3-26-21

1. TOPIC
2. The students will practice engaging in conversations by asking at least one follow-up question.
3. OBJECTIVE
4. Given a stoplight visual, TSWBAT verbally ask someone one initial question and one follow-up question to 100% teacher accuracy.
5. STANDARDS
6. Engage in reciprocal communication with adults and peers (16.2.PK.C1)
7. Use hands, fingers and wrists to manipulate objects (10.5.PK.A1)
8. TEACHING PROCEDURES

**Anticipatory Set (2 minutes)**

1. Greet each student and remind them of the spin-wheel conversation they did last time. Explain how it is good to ask people more questions and tell them their task for the day.

**Development 1 (5 minutes)**

1. Hand out the stoplight activity. Ask a student to remind you what the different colors of a stoplight mean and review the definitions.
2. Explain that the stoplight can also guide us when we talk to others (green=your turn to talk, yellow=read facial cues and wait for turn, red=listen to the other person).
3. Talk students through their stop light directions.

**Guided Practice 1 (10-15 minutes)**

1. Some students will write the conversation cues in the stoplight image and color the circles, while others will cut and paste definitions before coloring the circles.
2. Scaffold as needed and affirm students’ work.

**Development 2 (5 minutes)**

1. Explain that to read the cues of another person means trying to understand their emotions. Ask for a volunteer to explain the word *emotion*.
2. Show images/flashcards of people with different facial expressions. After modeling the activity once, go around the room and ask each student what they think each person is feeling or thinking on the new flashcard. Based on their answers, discuss scenarios of why they may be feeling that way.

**Guided Practice 2 (10-15 minutes)**

1. Referencing the stoplight picture, put all the learning together by going around the room and having students draw a subject from a bowl of paper slips. They can also draw someone’s name from a separate bowl.
2. Students will have to ask their classmates a question, wait for their response, and then ask one more question. This will be modeled once in advance.

**Development 3 (1 minute)**

1. “If we want to respond to another person, what should we do when they are talking?” Point to ears and scaffold as necessary.
2. Discuss listening as it relates to the red light, and challenge the students to listen to the excerpt as well as possible.

**Guided Practice 3 (5 minutes)**

1. Read a small excerpt from a narrative and pause to ask the students what happened and how that person may feel.
2. Point to storyboard picture cues for students who are struggling.

**Closure (3 minutes)**

1. Ask a member of the class what they are planning to do for their Easter break, and wait for responses. Then, prompt them to ask another person.
2. Congratulate the class on their attentive listening skills.
3. MATERIALS
4. Stoplight activity sheet (idea borrowed from Everyday Speech - <https://everydayspeech.com/sel-curriculum/basic-conversation-skills/conversation-stoplight/> )
5. Colored pencils/markers/crayons
6. Scissors
7. Glue sticks
8. pencils
9. Emotion flashcards
10. Narrative
11. Story board cartoon
12. Conversation ball
13. Slips with conversation starters and names on them
14. ADAPTATIONS
15. Laurel and Allen will receive the cut and paste activity, while Hunter, Avery, and Andrew will write their definitions directly on the lights. All students will color the stoplights the same way. Students can also use a storyboard cartoon for the last activity.
16. I will scaffold and help the other students as needed to read and respond to the activity. With less time, I will cut out the narrative activity. With more time, I will play a conversation game with the students using the conversation ball.
17. EVALUATION
18. Formative – Questioning, dialogue, completion of activities
19. Summative – none
20. REFLECTION
21. Can the students ask two questions to each other and carry on a conversation? Are they able to read emotions? Can they listen and follow directions? Did they seem motivated to learn and participate?
22. Was I engaging and affirmative? Did I provide appropriate scaffolds? Was my pacing good? Would I do anything differently?

[see lesson reflection under page in digital portfolio]

Listen

Read the cues.

Speak

Listen

Read the cues.

Speak





