



Interaction: Lesson 3 (3-5)

Interaction: Build Relationships:

Treat Others with Respect
Communicate Effectively
Seek Out and Offer Help When Needed

Example Practices That Address Relationship Skills:

- Engage families and community members
- Model effective questioning and responding to students
- Plan for project-based learning
- Assist students with discovering individual strengths
- Model and promote respecting differences
- Model and promote active listening
- Help students develop communication skills
- Demonstrate value for a diversity of opinions

The Goals:

As an Arkansas graduate, I am:

- An effective cross-cultural communicator
- An active listener
- A supporter of others

Personal Competency Addressed: In late elementary (3-5), I am learning to:

- ✓ Recognize the needs of others and how those needs may differ from my own
- ❑ Recognize how facial expressions, body language, and tone impact interactions
- ❑ Use collaborative/cooperative skills successfully
- ❑ Demonstrate good sportsmanship
- ❑ Initiate positive interactions with other students most of the time
- ❑ Ask for help from adults and peers in socially acceptable ways
- ❑ Recognize when another needs help and offer assistance
- ❑ Identify problems and conflicts commonly experienced by myself and my peers
- ❑ Identify appropriate and inappropriate ways to resolve conflicts
- ❑ Recognize safe and responsible touch
- ❑ Negotiate with others to meet my own needs and goals

Learning Objectives:

I can recognize the needs of others and how the needs of others differ from their own needs.

Materials and Preparation:

- Chart Paper and markers
- Student Journal or something to write on
- [SIGNING FAMILIES - Learn Happy Birthday! \(ASL CHALLENGE\)](#) (Length - 0:23)
- [Fair is Fair by Sonny Varela](#) (Length - 5:33)
- Device and internet for use with digital media

Key Vocabulary:

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

<p><u>Need:</u> something required because it is essential or very important</p> <p><u>Recognize:</u> acknowledge the existence</p>
<p><u>Introduction (5 mins):</u></p> <p>Teacher will initiate a whole group discussion on the difference in wants and needs. Discussion will move toward “Basic Needs” (food, shelter). Moves further to needs in the classroom and how we all need different things to be successful in the classroom.</p>
<p><u>Explicit Instruction/Teacher Modeling (2 mins):</u></p> <p>Teacher shows a video of a child signing Happy Birthday with sound off and asks students what song is being sung. How do you know? SIGNING FAMILIES - Learn Happy Birthday! (ASL CHALLENGE)</p>
<p><u>Lesson Activities (2 mins):</u></p> <p>Teacher creates a “Brainstorming” anchor chart during the discussion of wants and needs.</p>
<p><u>Guided Practice (10 mins):</u></p> <p>Read and Discuss <u>Fair is Fair</u> by Sonny Varela</p> <p>Fair is Fair by Sonny Varela</p>
<p><u>Independent Work Time (5 mins):</u></p> <p>Students will complete a Venn Diagram in their journal to compare and contrast their own needs with the needs of others.</p>
<p><u>Differentiation:</u></p> <p>Venn Diagrams could be completed by the whole group instead of independently; allow visuals of needs/wants; allow student to draw, tell, act, etc. assessment responses</p>
<p><u>Assessment (3 mins):</u></p> <p>Exit Ticket: Give two examples of your personal needs that differ from another person. Give two examples of needs you have that are similar to others. Explain why your needs are similar to or different from others.</p>
<p><u>Review and Close (5 mins):</u></p> <p>Share out answers from the Exit Ticket.</p>
<p><u>Optional Activities:</u></p> <p>Students use gloves to try to pick up pennies.</p> <p>Put shoes on the wrong feet and try to walk.</p> <p>Administer a test in a different language.</p>
<p><u>Intervention/Support:</u></p> <p>Feedback to students; have students reflect; have students rephrase their learning; monitor progress</p>
<p><u>Enrichment/Extension:</u></p> <p>Through Your Child's Eyes Tool Learning Disabilities</p>
<p><u>Teacher Self-Care:</u></p> <p>Go outside the city and gaze at the stars on a clear night. You might even schedule a time to go camping!</p>

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Sources:

Louise Sattler, 2011. <https://www.youtube.com/watch?v=NVOVc3Cq8yQ>.

Crafty Teacher, May 18, 2018. <https://www.youtube.com/watch?v=oFDPAlmg6-A>.

“Through Your Child's Eyes.” Understood.org. Accessed July 28, 2020.
<https://www.understood.org/en/through-your-childs-eyes>.

Teacher Reflection:**To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we’ve done? Why?

Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students’ personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on

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learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?

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