

Interaction: Lesson 11 (K-2)**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 variety of opinions

The Goals:

As an Arkansas graduate,
 I am:

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

Personal Competency Addressed: In early elementary (K-2), I am learning to:

- ✓ Pay attention to others when they are speaking
- ❑ Understand the importance of respecting personal space
- ❑ Take turns and practice sharing
- ❑ Practice using encouraging comments
- ✓ Demonstrate the use of verbal etiquette (e.g., use please, thank you, excuse me, etc.)
- ✓ Initiate positive interactions with other students most of the time (e.g., invent/set up activities)
- ❑ Identify trusted adults
- ✓ Ask for help from adults and peers in socially acceptable ways
- ❑ Recognize when another needs help and offer assistance
- ❑ Recognize safe and responsible touch
- ❑ Determine how to seek assistance from peers and/or adults to resolve conflict, when appropriate

Learning Objectives:

I can understand the importance of using good manners, especially please and thank you.

Materials and Preparation:

- Internet and device to show videos
- Paper plates
- Food pictures
- [Respectful & disrespectful behavior](#) chart
- [Respect pictures](#)

Key Vocabulary:

Respect: giving attention or showing care

Introduction (10 mins):

Watch the Read Aloud video [The Thank You Book](#) by Mo Willems together as a class. (Length - 6:08)

Ask students how different scenarios show respect/good manners (burping on someone, covering your mouth when you cough, etc.).
<u>Explicit Instruction/Teacher Modeling:</u> Read aloud: The Berenstain Bears Forget Their Manners (Length - 7:25) Talk about different times please and thank you are appropriate. Also discuss how it sounds without the respectful words.
<u>Lesson Activities (5 mins):</u> Students will be divided into small groups. They will each be provided a paper plate and pictures of food. They will demonstrate appropriate behavior - using their manners to show respect for the other students at their table. Students might discuss which foods are meant to be eaten with a fork/spoon or by hand, practice good manners (saying <i>please</i> and <i>thank you</i>) when asking for items.
<u>Guided Practice (5 mins):</u> Students will give thumbs up/thumbs down to indicate whether or not several different scenarios developed by the teacher are examples of showing respect or not.
<u>Independent Work Time (5 mins):</u> Students will sort pictures into respectful behavior and disrespectful behavior.
<u>Differentiation:</u> Students compare appropriate dinner behavior at a restaurant with dinner around the table, dinner at a picnic, dinner at a fast food restaurant, etc.
<u>Assessment (5 mins):</u> Teacher observation during guided practice and independent work time.
<u>Review and Close (5 mins):</u> Ask students why it is important to say please and thank you and discuss.
<u>Optional Activities:</u> 1. View and discuss the Please and Thank You Song (Length - 2:32) 2. Students can act out scenarios where they use please and thank you, and also when they do not use please and thank you. 3. Dance it out as a class to “Respect” by Aretha Franklin.
<u>Intervention/Support:</u> Additional individualized instruction if needed to facilitate learning.
<u>Enrichment/Extension:</u> Teach students the sign language for please and thank you. Learn to say please and thank you in three different languages.
<u>Teacher Self-Care:</u> Take a moment at the end of each day and consciously list a few good things in your life. This can help refocus your emotions on all the positive things that happen each day, even when it doesn’t seem like it.

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

Sources:

Williams, Mo. “The Thank You Book.” Story Time Pals read to children | Kids Books Read Aloud. YouTube video, 6:08. November 9, 2018. <https://www.youtube.com/watch?v=E5kIIOHxTNg>

“The Berenstain Bears Forget Their Manners - Stories for Kids.” *YouTube*, YouTube, 17 May 2020, <https://www.youtube.com/watch?v=pXz5meA2Ers>.

<https://www.teacherspayteachers.com/FreeDownload/Respect-Sorting-Activity-4839308>

The Singing Walrus. “Please and Thank You Song.” YouTube video, 2:32. July 27, 2018. <https://www.youtube.com/watch?v=zXIxDcRC84>

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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 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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