

**SUSD Elementary Lesson Plan**

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| **Topic:** Listening Skills  **Duration:** 40 to 45 minutes  **Grade Level**: 1st | | | |
| **ASCA COUNSELING STANDARDS / MINDSETS & BEHAVIORS** | | | |
| **ASCA STANDARDS**  A:A3.2 - Demonstrate the ability to work independently, as well as the ability to work cooperatively with other  students  PS:A2.7 - Know that communication involves speaking, listening and non-verbal behavior  **ASCA MINDSETS & BEHAVIORS**  BS:LS.5 - Demonstrate perseverance to achieve long- and short-term goals  BS:SS.1 - Use effective oral and written skills and listening skills | | | |
| **OBJECTIVES** | | **VOCABULARY** | |
| Students will apply listening skills and discuss the importance of listening in various aspects of life.  How does listening help us in school and at home? | | Listening skills  Consequences | |
| INTRODUCTION TO LESSON | | | |
| Students will first practice listening skills in the anticipatory set. Students will then brainstorm what it means to listen and the consequences of listening and not listening. Students will then follow along with a listening activity. | | | |
| **CONTENT KNOWLEDGE / INSTRUCTIONAL DESIGN** | | | |
| **INSTRUCTOR ACTIONS** | | **STUDENT ACTIONS** | |
| Start with several paper bags or boxes filled with various objects. Shake the bags or boxes one at a time. | | Have students listen to each bag/box and attempt to guess what it in the bag/bog. | |
| Tie the opening activity to a discussion of what listening is, and why it is important. | | Have students discuss as pairs and then select volunteers or students randomly. | |
| Present the activity with along with the rules. Inform students you will only say the directions once and then it is up to them to perform the direction. Have the first direction be a warmup round and allow the students to share as a group what they did and what color they used. | | Students are to: put up their testing folders and check ahead of time to see if they have all the colors they will need (bring extra crayons for the students who do not). | |
| Once students are finished, review the answers as a group. | | Have students share out together what color each item on the worksheet was supposed to be colored. | |
| Lead a follow-up discussion. | | Have students answer questions dealing with what they learned and how they can apply it to school and home. | |
| Lead students in a closing discussion. | | Students will discuss what they have learned. | |
| **CLOSURE / CHECK FOR UNDERSTANDING** | | | |
| First, have the students think about what they learned in class today, then have them share as a group. Once they have had time to discuss, call on random students to share the answers they/their group came up with. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| W –  I – Inquiry Strategies  C – Collaboration Strategies  O –  R - | | | |
| **RESOURCES** | | | |
| Pirate Theme Listening Activity Sheets | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| To accommodate students with special needs, list directions one at a time, even in the multistep tasks. Modify colors and clarify vocabulary as needed. | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
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