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| **Name:** Lauren Milne **Teaching Date:** 28 November 2011**Lesson Topic:** How To Pay Attention |
| **Preplanning Tasks:**1. ***Connection Analysis*:**
2. ***Content (task) Analysis* for “Following Directions”**:
3. Have your eyes & ears toward the speaker
4. Say “Okay”
5. Do what you’ve been asked right away
6. Ask questions
7. Check back
8. Wait for next instructions
9. **Objectives (lesson & academic):** In a given role-play, students will correctly demonstrate each step in following directions for specific tasks.
10. **Key term/vocabulary: *direction*:** a formal statement of a command or injunction to do something.

***Injunction:*** an authoritative warning or order.1. **Materials:** Poster with steps, and group and individual contingency plans, and whiteboards
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|  | **AABs, ASRs, CFUs** | **TIME** |
| **Lesson Opening:**1. **Signal for Attention:**

ONE-TWO-THREE, EYES ON ME *(ONE-TWO, EYES ON YOU)*1. **Behavior Expectations:**

“Show me…”1. Eyes and Ears on Speaker
2. Remain Seated
3. Mouths Closed
4. Raise Hand to Speak
5. Materials Ready
6. …Stay on Task”
7. **Statement of Target:**

“Hello, class. \_\_\_\_\_\_\_\_\_ did a wonderful job with that last lesson, didn’t she? I hope you all had a nice relaxing weekend with your families and friends. We are going to be learning *how to follow directions* today.”1. **Key Vocabulary:**

***direction*:** a formal statement of a command or injunction to do something. ***injunction:*** an authoritative warning or order.1. **Activate Background Knowledge:** “But when do we need to follow directions? We need to follow directions given by a teacher for an assignment, any sport teams have directions they follow, such as how to play the game or do certain moves; etc. We might even have to eat a certain way. My mom is always correcting me on how I eat. I have to try really hard to follow her directions.

There are a lot of situations where we follow directions.” |  |  |
| **Lesson Body:**1. **Demonstration: I DO: TEACHER & TEACHER:**

“To begin, I’m going to tell you about my weekend. My weekend was not very relaxing because I had to follow a lot of directions given to me by other people. That is because my brother got married on Saturday, and I was a bridesmaid.Instead of being a bridesmaid again, I am going to have \_\_\_\_\_\_\_\_ be a bridesmaid and I am going to be the one telling her how to do things.Make sure and watch how she listens to the directions and follows them!”1. **Explanation: I DO: SHOW AND EXPLAIN STEPS**
2. Have your eyes & ears toward the speaker

\*AABS\*1. Say “Okay”

\*AAB\*1. Do what you’ve been asked right away

\*AAB\*1. Ask questions

\*AAB\*1. Check back

\*AAB\*1. Wait for next instructions

\*AAB\*1. **Demonstration: WE DO: 3 DIFFERENT STUDENT EXAMPLESLunch line etiquette**
2. Lunch lady and 3 students)

\*POINT OUT AABS\***Treasure map**(1 reader of map and 2 explorers)\*POINT OUT AABS\***Classroom Lesson**(1 teacher and every other student with a whiteboard)\*POINT OUT AABS\*1. **Supervised (Performance) Practice: YOU DO: SIMON SAYS**

\*AABS to students in and out of the game\* |   |  |
| **Lesson Closing:**1. **Statement of review:** “We have now learned through role play and playing a game that by…(read list)…we can follow directions.”
2. **Evaluation: Simon Says**
3. **Transition statement:** “Thank you class for being such great listener’s and following all of the directions I gave you today. For that, I’m going to give you a class point.”
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