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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 | | |
|  | **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 EXAMPLES Lunch 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.” |  |  |