

**SUSD Elementary Lesson Plan**

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| **Topic:** Tattling and Problem Solving  **Duration:** 40 to 45 minutes  **Grade Level**: 1st | | | |
| **ASCA COUNSELING STANDARDS / MINDSETS & BEHAVIORS** | | | |
| **ASCA STANDARDS**  PS:A1.6 - Distinguish between appropriate and inappropriate behavior  PS:A2.6 - Use effective communication skills  **ASCA MINDSETS & BEHAVIORS**  BS:LS.1 - Demonstrate critical thinking skills to make informed decisions.  BS:SMS.3 - Demonstrate ability to work independently.  BS:SS.9 - Demonstrate social maturity and behaviors appropriate to the situation and environment. | | | |
| **OBJECTIVES** | | **VOCABULARY** | |
| Students will learn how to problem solve various situations.  What strategy can be used to solve the problem? | | Big Deal  Little Deal  Report  Strategy | |
| **INTRODUCTION TO LESSON** | | | |
| Students will review using “I” messages which will be applied to the strategy of using a “gentle voice” later in the lesson. Introduce the lesson by having the students discuss what they know about tattling. Read the story to the students and discuss vocabulary and role play scenarios. | | | |
| **CONTENT KNOWLEDGE / INSTRUCTIONAL DESIGN** | | | |
| **INSTRUCTOR ACTIONS** | | **STUDENT ACTIONS** | |
| Start by reviewing “I” messages with students. Give 2 to three examples of situations that can be solved with “I” messages. | | Students will go through the “I” message prompt. | |
| Lead a quick discussion and brainstorm of what the students already know about tattling. | | Have students raise their hands to share what they already know. | |
| Read (or go through the interactive) book “Big Deals and Little Deals” by Kim Edmister. | | Pause between sections to give students and opportunity to answer comprehension questions. | |
| List out various situations that could be considered a big deal or little deal. | | Have the students respond as a class whether they believe it is a big deal (which mean go and report), or a little deal (which means stop and use a strategy). | |
| Go back to the “Strategies for handling little deals” page and run through some little deal scenarios as a class. | | Allow students to discus with a partner what strategy they think they could use and then have students raise their hand to share. | |
| Divide students up into groups of two to four. | | Have students run through role play scenarios, act them out in front of the class, then have the class guess which strategy the students were using. | |
| Review vocabulary. | | Have students think, pair, and share the vocabulary definitions. | |
| **CLOSURE / CHECK FOR UNDERSTANDING** | | | |
| Have the students think, pair, share one strategy they have learned to use to solve problems. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| W –  I – Inquiry Strategies  C – Collaboration Strategies  O –  R – Reading Strategies | | | |
| **RESOURCES** | | | |
| “Big Deals and Little Deals” by Kim Edmister  “I” message prompt  Little Deal Role play worksheet  Strategies for handling little deals page | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Small group and pair collaboration | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| Big deal or little deal and what do you do? worksheet | | |







