

Standards-Based Lesson Template

Submission Date

2019-08-01 00:06:30

Teacher:

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Class:

Fifth Grade

Lesson/Unit Title:

Character Trait Lesson on Respect

Abstract/summary of lesson:

The lesson will introduce the character trait of respect. Students will learn about the ways to show respect and the importance of having respect for others and for themselves.

Students will know...

Students will know what respect looks like and what it means to have respect. Students will discuss and have hands-on opportunities to show respect. Students will be guided in collaborative discussions concerning their conceptions and misconceptions as to what it means to have respect. Students will also know that respect isn't just given, it has to be earned. That in order to have a successful collaborative team, students have to build trust through respect.

Students will be able...

Students will be able to orally and in writing explain what respect means and what it looks like to them. Students will also be able to participate in collaborative discussions and present their views and opinions. Listening and speaking are both skills that the students will successfully exhibit at the end of the lesson. Students will be able to draw conclusions and extend their thinking and the ideas of their peers in light of information gained from the discussions. Students will complete a graphic organizer showing their ideas and the ideas of their peers. Students will be able to respond to a text and present an opinion while speaking clearly and presenting their ideas logically.

Standards/Skills addressed

CCSS.ELA-Literacy.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-Literacy.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Performance tasks/projects:

Throughout the lesson there are multiple opportunities to check for understanding through student engagement and responses. Student responses will be on a non-volunteer basis. If students are unclear, then teacher will go back and reteach.

Students will participate in collaborative discussions throughout the lesson. Students will work in groups to prepare written responses to teacher prompts.

Students will create an artistic rendering of their hand and writing five things they learned from the lesson about respect on each of the fingers.

Restorative circles will be implemented to close the lesson.

The Common Core State Standards addressed in the lesson include:

CCSS.ELA-Literacy.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.5.1.a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.2

Summarize a written text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-Literacy.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Test and quiz questions or essay prompts:

HOW WOULD YOU SHOW RESPECT IF...

1. Your family has dinner at the same time every night at 5:00 p.m. because your one of your parents has to leave for work at 5:30 p.m. Also, it's your family tradition that no one eats until everyone is seated. You invited a friend for dinner and that friend showed up at 5:30 p.m. Your parent had to leave for work and didn't get to eat dinner. How would you feel? Do you think your family will invite your friend for dinner again?
2. Someone on the school bus is saying unkind words and "bullying" another student. What should you do?
3. One of your classmates or siblings shares a story you have already heard many times before. How should you react?
4. The park (playground) is closed for construction and the sign says "Keep Out!" Your friends want to play anyway. What should you do? What if someone takes a marker and starts writing on the sign?
5. Your teacher brings in a very special souvenir from her vacation. She allows it to be passed around the classroom. How should you handle the special treasure? What if it gets broken?
6. What should you do if you see a classmate or teacher (parent with groceries) with their arms full struggling to open a door? Or you seem them drop a stack of papers on the ground?
7. Your soccer coach chooses another player to put in the game and you feel it should be you?
8. It is bring your VIP (very important person) to class day. When you stand up to introduce him or her your classmates are either talking over you or playing on their phones. How would you feel? How do you think your VIP would feel?

Other evidence to be used (e.g., observations, evaluation of work samples, discussion):

I would use observations made while monitoring student guided practice and independent work, as well as during oral response whether during the small group work or while students respond during restorative circles. Evidence of understanding the task can also be gained by looking at the student work created.

Student self-assessments:

Students will create a final product that will include a list of five things that they learned during the lesson that reflect their understanding of what the character trait of respect means and how it is modeled.

Objectives

Upon successful completion of the lesson, students will be able to discuss and model respect. They will also have a clear understanding of how important respect is both inside and outside the classroom. That in the real world, respect plays a key role in getting things done. Without respect there is no trust and if there is no trust then it is very difficult to collaborate as a team. Students will collaborate, speak, listen, and extend their thinking about the topic in order to gain a deeper understanding.

Motivation:

Pre-Teach: Introduce the discussion topic – Respect. Ask the following questions and call on non-volunteers for responses. Rephrase or guide students in responding, if necessary.

Pose the Question: What does the word “respect” mean?

Ask: How can you show “respect?”

ICE BREAKER ACTIVITY

Practice firm handshakes in class with each other. Talk about how offering your hand and looking that person in the eye is a way to show respect.

Direct Instruction:

Definition: Respect is how you feel about someone and how you treat him or her. There is an old saying that “Respect is earned, learned, then returned.” (Author unknown.)

Tell Students respect means:

1. Treat other people the way you want to be treated.
2. Be courteous and polite.
3. Listen to what other people have to say.
4. Don't insult people, or make fun of them, or call them names.
5. Don't bully or pick on others.
6. Don't judge people before you get to know them.

Read a Book: Read and discuss a book that teaches a lesson about respect.

Some suggestions are:

What is a Feeling by Etan Boritzer

The Dreamer by Pam Muñoz

What if Everybody Did That? by Ellen Javernick

Great Joy by Kate DiCamillo

A Chair for My Mother by Vera B. Williams

After reading the book and showing the pictures to the class, I will solicit questions from the students as to the opportunities the characters had to show examples or non-examples of respect. Then, teacher will pose the question: “What if you were the character in the story? Would you have behaved differently? If so, why? If not, why?”

Presentation:

I will use multiple means of presenting the information. I will begin with introducing the topic using a question, followed by direct instruction, reading to the class a text that supports the topic, then guided practice, and wrapping up the lesson with a visual representation of a hand and student writing summarizing their takeaways from the lesson.

Application/Activities:

Guided Practice – After assigning each group one of the eight (8) scenarios listed below, monitor and guide the groups in their discussion. Have students work in groups of four (4). Each group answers one question, writes down their responses, then presents their question and responses to the whole class
Materials: A pencil and paper.

HOW WOULD YOU SHOW RESPECT IF...

1. Your family has dinner at the same time every night at 5:00 p.m. because your one of your parents has to leave for work at 5:30 p.m. Also, it's your family tradition that no one eats until everyone is seated. You invited a friend for dinner and that friend showed up at 5:30 p.m. Your parent had to leave for work and didn't get to eat dinner. How would you feel? Do you think your family will invite your friend for dinner again?
2. Someone on the school bus is saying unkind words and "bullying" another student. What should you do?
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4. The park (playground) is closed for construction and the sign says "Keep Out!" Your friends want to play anyway. What should you do? What if someone takes a marker and starts writing on the sign?
5. Your teacher brings in a very special souvenir from her vacation. She allows it to be passed around the classroom. How should you handle the special treasure? What if it gets broken?
6. What should you do if you see a classmate or teacher (parent with groceries) with their arms full struggling to open a door? Or you seem them drop a stack of papers on the ground?
7. Your soccer coach chooses another player to put in the game and you feel it should be you?
8. It is bring your VIP (very important person) to class day. When you stand up to introduce him or her your classmates are either talking over you or playing on their phones. How would you feel? How do you think your VIP would feel?

Materials needed:

Grade-level book supporting the character trait, paper, and pencil.

Assessment/Evaluation:

Closing – Discuss other ways our hands can show respect such as: applause, reaching out to help someone, putting our hand over our heart during the Pledge of Allegiance, handling delicate things with care, keeping our hands to ourselves, and cleaning up. Students will trace around their hand, right or left, on a piece of paper. On each finger they will write a way to show respect for others that they learned about today.

Once all students have completed the closing activity, have the students participate in a Restorative Circle. Students will circle up and share their "Respect Hand" with their peers. Facilitate the discussion, but do not participate or interrupt. Simply guide the students in their collaborative circle by providing the prompt, "One thing I learned today about respect is..."

If students are still unclear or resistant to the topic, you might want to stretch this lesson out over a week's time, especially at the beginning of a new school.

Closure/Reflection:

Students, today we learned what respect looks like, but maybe more importantly, how being respected, or disrespected makes us feel. In the coming days we're going to continue to explore other ways we can use respect to build a stronger classroom environment. We've learned that we all think of respect just a little differently, but we can all show respect for others and ourselves in many ways. Respect makes working together so much more meaningful and helps us to create a great experience for everyone who meets us.

The activities listed below are to support the lesson and I will choose one or two to further reinforce the character trait.

HOW TO BE RESPECTFUL - STUDENT ACTIVITIES

BRAINSTORM: What does it mean to treat other people with respect? Have your class brainstorm a list of do's and don'ts for treating people with respect. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page. Hang the list up on the wall as a reminder.

DEMOCRACY IN ACTION: Make a class contract in which the students lay out a set of class norms for having a respectful classroom. What will be the consequences be for violating the norms?

PAY IT FORWARD: Have students in collaborative groups come up with ways to make the school environment more respectful. Create a list of recommendations, and place them in your school newspaper or on a poster.

ROLE PLAY: Have the students' role play or use puppets to act out the following situation: Four good friends are planning to spend a day at an amusement park. Two of them want to invite another kid who's new in school. The other two don't want to include this person because he/she is different in some way (different race, a "weirdo," from a foreign country, etc.). After the role play have a class discussion. Then, have four others do another role play changing what it is that's different about the new kid. Repeat this process changing the difference each time.

SIGN OF THE TIMES: Bring in articles from newspapers and magazines describing situations in which respect or disrespect are issues. Talk about who is acting respectfully, and who is acting disrespectfully in these situations.