

Support materials for:

Skillstreaming in the Elementary School



**60 Daily Social Skills Lessons for the
Intermediate Classroom (Grades 3-6)**

Terms of Use:

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Skillstreaming in the Elementary School: Lesson Plans and Activities

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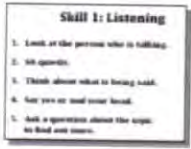
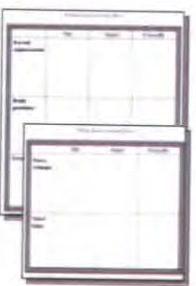


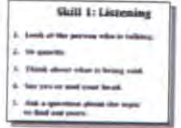
Skillstreaming in the Elementary School
Classroom Survival Skills
Lessons 1-13

- 1) Listening
- 2) Asking for Help
- 3) Saying Thank You
- 4) Bringing Materials to Class
- 5) Following Instructions
- 6) Completing Assignments
- 7) Contributing to Discussions
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- 10) Ignoring Distractions
- 11) Making Corrections
- 12) Deciding on Something to Do
- 13) Setting a Goal

LISTENING

Objective:

Students will be able to listen to others and ask questions related to the topic.

Lesson 1	Teacher Preparation	Activity	Visual
Monday: Introduce <i>Skill 1: Listening</i> poster	Display <i>Skill 1: Listening</i> poster	<ol style="list-style-type: none"> 1. Discuss steps 1-5 (remind students the goal is to listen and stay on topic). 2. Write a topic on the board (family, sports, etc.). 3. Ask students, "If you were listening to someone talk about _____, what would you want to know?" 4. Repeat with different topics (redirect students to topic as needed). 	
Tuesday: Review <i>Skill 1: Listening</i> poster with students	Copy a class set of the <i>Looking Guide</i> and <i>Listening Guide</i>	<ol style="list-style-type: none"> 1. Ask students, "What does the skill of listening look like and sound like?" 2. Distribute <i>Looking Guide</i> – ask students what <i>Shy</i>, <i>Angry</i>, and <i>Friendly</i> people <u>look</u> like (Facial expressions, Body postures, & Gestures) when they listen. 3. Distribute <i>Listening Guide</i> – ask students what <i>Shy</i>, <i>Angry</i>, and <i>Friendly</i> people <u>sound</u> like (Voice, Volume, & Tone) when they listen. 	
Wednesday: Review <i>Skill 1: Listening</i> poster with students	Cut out <i>Listening Situation Cards</i>	<ol style="list-style-type: none"> 1. Ask for at least 6 volunteers to randomly select a <i>Situation Card</i>. 2. Have each student role-play the questions they may ask if they were listening to someone talking about the topic identified on the <i>Situation Card</i>. 	
Thursday: Review <i>Skill 1: Listening</i> poster with students	Copy a class set of the <i>Listening Journal Page</i>	<ol style="list-style-type: none"> 1. Distribute a copy of the <i>Listening Journal</i> to each student. 2. Have the students complete the journal page describing a time they used their listening skills and how the other person reacted. 3. Ask for volunteers to share their journal. 	
Friday: Review <i>Skill 1: Listening</i> poster with students		<ol style="list-style-type: none"> 1. Re-define the skill of the week: <i>Listening</i>. 2. Ask for volunteers to role-play the skill. 3. Provide feedback (students & teacher). 	

LISTENING

Additional Activities

Activity # 1: Listening Self-Recording Form

Teacher Preparation: copy a class set of the *Listening Self-Recording Form*

1. Distribute a copy of the *Listening Self-Recording Form* to each student.
2. Direct students to keep the form on their desks.
3. Tell students the following:
"Throughout the day, practice listening. Every time you practice Steps 1-5, color a happy face on your *Listening Self-Recording Form*."
4. At the end of the day, ask for volunteers to share their *Listening Self-Recording Form* results with the class.

Activity # 2: Listening School-Home Note

Teacher Preparation: copy a class set of the *Listening School-Home Note*

1. Distribute a copy of the *Listening School-Home Note* to each student.
2. Tell students to share this letter with their family and return it to class once completed.



WILLIAM M. HABERMEHL
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