

Date

Subtheme

Start Time: Choose a start time.
End Time: Choose an end time.

Curriculum Area:
Choose a curriculum area.
Choose a curriculum area.

Materials:

- Compliment notice tear off sheet
- Visuals

Objective(s):

Students will work on accepting and giving compliments in the school environment. They will role play giving and accepting compliments.

Introduction:

- Teacher tells students that at work, we all need to be prepared to accept good things that our bosses/coworkers tell us, as well as things that we need to work on.
 - "We need to be able to accept feedback from others and know how to give feedback when appropriate."
 - "How does receiving a compliment make you feel?" model happy, proud, good, like, etc.
- Before we work on different work scenarios, we are going to work on giving out appropriate compliments at school.

Body:

- Teacher has students brainstorm compliments that they could give to peers/adults at school. Students can also brainstorm positive comments to say at home to parents.
- Once a list is generated, tell students that they are going to make a notice with tear off strips at the bottom to post around school for people to take a compliment (use notice template on powerpoint or create your own).
 - Students A, B, C – writing their compliments
 - Student D – practicing making eye contact with a person for 30 seconds and smiling
 - Students E, F – working on initiating the conversation before giving compliment
 - Student G – typing compliments on computer

Closing:

- Decide where students want to hang their compliments for students/staff to take one.
- Have students hang their compliment notice and decide on a time to go back later and see if any have been taken.
- Ask students how they feel after receiving a compliment and how they feel after giving a compliment.
- Next activity – practice saying compliments to adults in the room and the next steps that follow a compliment (e.g. thank you, you're welcome, no problem, etc.)

Accommodations:

- Assistive technology
- Adapted text
- Picture supports

Multiple Intelligences:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Linguistic | <input checked="" type="checkbox"/> Bodily Kinesthetic | <input type="checkbox"/> Logical-Mathematical |
| <input checked="" type="checkbox"/> Visual-Spatial | <input type="checkbox"/> Musical | <input checked="" type="checkbox"/> Interpersonal |
| <input checked="" type="checkbox"/> Intrapersonal | <input checked="" type="checkbox"/> Naturalist | |

Common Core Standards (<http://www.corestandards.org/read-the-standards/>) :

[CCSS.ELA-LITERACY.SL.11-12.1](#)

[CCSS.ELA-LITERACY.SL.11-12.2](#)

[CCSS.ELA-LITERACY.SL.11-12.5](#)

[CCSS.ELA-LITERACY.SL.11-12.6](#)

LCCE Competencies (Link to LCCE Competencies):

Link lesson appropriately to LCCE competencies. Click on the link above to view competencies.

Seniors are working on giving appropriate compliments.
Please take a strip and have a great day!



A series of seven vertical dashed lines extending downwards from a solid horizontal line, serving as a guide for writing.

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- Materials:**
- Touch screen TV / tap-it
 - Boardmaker activity
 - Activity manipulatives (fossils, headphones, fruit, grass)
 - Activity choice board

Objective(s):
 Students will demonstrate knowledge of and access community resources available for recreation and leisure activities.

- Introduction:**
- Teacher will remind students that _____ break is quickly approaching.
 - “During break students will have more free time. You will have more opportunities to do the things you want to do.”
 - “Today we are going to research different activities you can participate in during _____ break.”

- Body:**
- Students will be able to explore the different types of activities available in their community
 - have students choose which domain they want to research an activity in and use manipulatives when introducing categories
 - museum (dinosaur fossil manipulatives)
 - music (headphones)
 - park (turf)
 - food (artificial fruit)
 - discuss the details about all the activities
 - tells you cost
 - when event happens
 - location

- Closing:**
- Have students choose their favorite activity they learned about today (choice board)
 - Help student create a plan about how to attend activity (when is your event, how much, where is it located, etc.)

Accommodations:
 Assistive technology, Choice board, Communication boards – model “want, do, like”

- Multiple Intelligences:**
- | | | |
|--|--|--|
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Common Core Standards (<http://www.corestandards.org/read-the-standards/>) :
CCSS.ELA-LITERACY.RI.9-10.1
CCSS.ELA-LITERACY.RI.9-10.10

LCCE Competencies ([Link to LCCE Competencies](#)):
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fish market



Air & Space Museum



National Zoo



farmers market



Museum of Natural History



Jazz in the Garden



Botanic Garden



African American History Museum



I don't know



different

