

SOCIAL EMOTIONAL LEARNING

SOCIAL SKILLS LESSON PLAN

CASEL COMPETENCY: RELATIONSHIP SKILLS

SOCIAL SKILL: TEAMWORK

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BOOK INFORMATION

Book title: My very own room

Author: Amada Irma Perez

Illustrator: Maya Christina Gonzalez

Publisher and date of publication: Children's Book Press, 2000

ISBN: 978-0-89239-164-6

Number of pages: 30

Reading level or interest level:

BOOK SYNOPSIS

The narrator describes that as the oldest and only girl in a family with six children she wanted her own room. The family often shared their space with family members recently immigrated from Mexico. One day she had an idea. Her mom had created a closet by hanging fabric and was storing a family member's things for when they get to America. They decided they could get all of the stuff out and cover it on the back porch. All of the siblings moved the things out. Her brothers helped her paint the wall of her room. Her mom helped her measure. Her uncle gave her an old bed and her brother gave her an old crate for a night stand. The narrator's parents had a bunch of stamps that can be exchanged for something, like a lamp. So everyone licked stamps and put it in a book. There were enough stamps for the lamp! She put her books in her new room and read to her brothers before they left.

This book could be used to help students understand the importance of teamwork. Students can see that they can help those in their family and at school achieve their goals and dreams.

This book is written in both Spanish and English and could be especially beneficial to students who are learning English.

LESSON OBJECTIVE

The goal of this lesson is for students to recognize when they can use teamwork and gain confidence in working as a team.

LESSON MATERIALS AND ADVANCE PREPARATION

4-6 Materials:

- multi colored candy, such as M&M's, Skittles, etc.

- Construction paper that is the same color as the chosen candy
- Two bowls
- Two blindfolds

Advance preparation:

- K-2: Have prepared questions that you want teams to solve. This can review content, the book, etc.
- Based on the number of present students, know which numbers that you could potentially call out will leave a remainder of one. Make sure there is at least a remainder of two for whichever numbers you call out

KEY VOCABULARY AND CONCEPTS

Immigrate: To come to live permanently in a foreign country

Team work: The combined actions of a group of people, especially when effective and efficient, towards a common goal

PRE-READING ACTIVITY

Ask the students to quietly raise their hand if they have their own room. Ask them to raise their hand if they share. Ask if they share their room with five other people. Explain that this is a book about a girl who has five younger brothers she has to share a room with. Ask the students if they think she wants her own room.

Ask what they think would be nice about living with so many people. Explain that you may be able to rely on people to help you when you need it.

READ THE BOOK

POST READING DISCUSSION

Ask the students how the narrator felt about her brothers in the beginning of the book? Did anything change? If so, why?

Ask the class how different people (mom, dad, uncle, brothers) helped her. Explain that when they work towards a common goal, they are working as a team. How does she show that she is part of the team? What are ways that your family works as a team? What is a common goal that your family has? What are ways that our classroom works as a team? What is a common goal that our class has?

POST READING ACTIVITY

K-3: Students will form groups based on a number called out by the teacher. Once in the group students take turns by answering questions to get to know each other or review the book. Students begin by standing in the meeting area. Call out "Four" (or any other number depending

on the number of students in the classroom). Students quickly form groups of that number, putting out a hand in the center to help define the group. Any students left over form a smaller group. Be sure there is never one student left alone. When students are in groups ask a question that each person will answer. Then call out a new number and children form new groups. Ask a new question for children to answer. Keep the activity moving quickly so that students get to be part of several groups. At the end of the activity, ask for brief reports about what the children discussed. Talk about any strategies they used in forming their groups

4-6: Divide the class into two teams. For each team, pour multi colored candy (such as M&M's, Skittles, etc.) into their bowl. Ask each team to choose one "candy sorter." On opposite sides of the room, set the colored construction paper in a row on a table/desk. Read the following instructions out loud:

Your task is to sort the candies into color groups. The candy sorter (who will be blind-folded) must place each candy on the coordinating color of construction paper, while blindfolded. You must communicate using a nonverbal method of communication. Your team has two minutes to establish a method of nonverbal communication. At the end of planning time, blindfold the candy sorter. You must now begin using your nonverbal method of communication to help your teammate place the candies on the correct pieces of paper. You have four minutes to move as much candy as possible. Once a piece of candy has been placed on the construction paper, it may not be moved. You will be notified when you have only one minute remaining. You will receive one bonus point for every piece of candy that is correctly placed on the matching color of construction paper. Your team will receive five negative points for every use of verbal communication. Once the task is completed, you may all share and enjoy eating the candy.

CLOSURE

Remind students that there are many times where teamwork is necessary. This can range from an actual team, to home, to the playground, and to school. The more we practice working on a team the more confident we feel in being a part of the team.



“We are only as strong as we are united,
as weak as we are divided.”

- J.K. Rowling