

# SOCIAL EMOTIONAL LEARNING

## SOCIAL SKILLS LESSON PLAN

### CASEL COMPETENCY: RELATIONSHIP SKILLS

### SOCIAL SKILL: TEAMWORK/WORKING TOGETHER

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#### BOOK INFORMATION

Book title: This Plus That

Author: Amy Krouse Rosenthal

Publisher and date of publication: This Plus That: Life's Little Equations

ISBN: 978—0-06-172655-2

Number of pages: 30

Reading level or interest level: K-2

#### BOOK SYNOPSIS

The book demonstrates special moments in life through a series of answered math problems that words instead of numbers. For example, written is "Yes + No = maybe" with pictures of a girl looking enthusiastic for yes, a girl looking uninterested for no, and a picture of the two communicating above the word "maybe". Other phrases relevant to teamwork include "Laughter + keeping secrets + sharing = Best Friend", "Good days + bad days = real life".

This book can be used to help students understand the importance of working together. They can understand that a finished product is a result of teamwork. This could be good to use when students are learning about math functions such as subtraction and multiplication.

#### LESSON OBJECTIVE

The goal of this lesson is for students to understand that teamwork is accomplished when each person does what they can. When students work as a team they are able to accomplish more than if they were alone.

#### LESSON MATERIALS AND ADVANCE PREPARATION

K-6 materials

- 15 pipe cleaners for groups of three

#### PRE-READING ACTIVITY

Write on the board "team + work = teamwork." Explain to the students that the book they will be reading uses +, -, =, and more to show the importance of a team working together. Rewrite the

equation to “sharing + listening = teamwork”. Ask the students if they can think of anything else that might equal team work.

## READ THE BOOK

## POST READING DISCUSSION

Ask the students how team work was shown in the book. Explain that a symphony only happened when there were all different kinds of instruments. Best friends only happened when there was laughter and sharing. Both friends laugh and share for it to be a friendship.

Show the students the picture of the tall man holding the baby. Ask them if instead of “small + bottle= baby” it just said “small = baby.” Is that true? It was the teamwork between the small and the bottle that helped us know it was a baby.

## POST READING ACTIVITY

K-2: Divide the students in teams of 3-5. Give each team 15 pipe cleaners. Ask the students to make the tallest tower possible working as a team. Monitor the classroom to make sure students are listening and sharing. After, ask the team that made the tallest to share how they worked as a team.

3-6: Give each student five pipe cleaners. Ask them to work by themselves to make the tallest tower possible with just the pipe cleaners. Time them for five minutes. Nobody should be talking. Afterwards put the students in groups of three so that there are 15 pipe cleaners between the three students. Ask the students to make the tallest tower possible working as a team. Monitor the classroom to make sure students are listening and sharing. After, ask the team that made the tallest how it was making the tower by themselves compared to working as a team.

## CLOSURE

When we work together, we can accomplish more than if we’re by ourselves. Each person has something to contribute. Often a problem will be incomplete, just like an unanswered math problem, when we do not work together.



“None of us is as smart as all of us.”

- Ken Blanchard