

# Instruction Plan

**Teacher: Jessica Radmaker**

**Date: 1-16-14**

**Subject: Counseling**

**Grade: 4**

## **1. Briefly describe the students in this class?**

**This is Joy Lee's 4<sup>th</sup> grade class. These students are typically highly engaged and grasp the concepts that we cover quickly. I typically do not have issues with this class of students but I also do not know these students very well yet.**

## **2. What are your goals for the lesson? What do you want the students to learn?**

**Key concepts: being assertive means asking for what you want or need in a calm, firm, respectful voice; being assertive helps you be successful in a variety of social and academic situations.**

**Objectives: students will be able to identify passive, aggressive, and assertive responses; students will be able to demonstrate assertive responses with their partners.**

## **3. Why are these goals suitable for this group of students?**

**All students should understand what being assertive means and how this is more likely to get them what they need and want than being passive or aggressive. Forth grade students are capable of practicing these skills and giving other students constructive feedback.**

**4. How do these goals support the district's standards and benchmarks?**

**The Second Step curriculum I use is aligned with the Common Core and is also aligned with the American School Counselor Association's standards and benchmarks. The Second Step curriculum is also aligned with PBIS and RTI.**

**5. How do you plan to engage students in the content of this lesson? What will you do? What will students do?**

**I ask for and encourage participation, I use visuals with posters and videos, and I allow students to practice skills they are learning with partners. Students will share answers with their partners and the class as a whole, students will watch video clips and respond to these, and students will practice the skills they are learning with their partners.**

**6. What difficulties do students experience in this content area? How do you plan to react to these difficulties?**

**The difficulty students experience in this content area is that they sometimes assume that they already have the skills we are working on so they can become distracted or disengaged. I plan to react to these by keeping the lesson moving from one activity to the next so that students will stay engaged in learning.**