

Week of Feb. 8th

Monday	<p>Goals:</p> <ul style="list-style-type: none">• Zones Check-In- What are you feeling today? What Zone are you in? Why?• Relationship Skills - <p>Activity</p> <ul style="list-style-type: none">• Relationship Skills - we've talked about how at school our classrooms are our classroom communities and it's important to get to know our classmates that make up our classroom community so we can work together and be part of a safe, positive learning space. Since we don't get to interact with the other classes on the playground, it's even more important that we get to know one another - as learners and people - to best understand one another. Strong relationships are built from communication and work on knowing one another. We are going to play a game the first day of every week until every classmate in our room gets a chance to do some sharing.• Getting to know you game. Pick 2-3 students or take volunteers (you choose how many depending on time), to sit in front of the class and answer 5 questions. They will be asked/answer the below two questions and then three questions that your class can generate that they want to know about the student.• Boundaries<ul style="list-style-type: none">○ The student answering questions can "pass" on answering any question that they don't want to answer or are not comfortable answering.○ Questions need to be appropriate.○ Goal is to get to know our classmates better!• Questions<ul style="list-style-type: none">○ 1. What is one trait you look for in a friend? (kind, helpful, funny, etc)○ 2. What is something that really bothers you while learning (we call this a pet peeve)? (Example: pet peeves are something someone does that we don't like, but they might not know that it bothers us. For example when someone interrupts the teacher, or a tapping pencil, etc).○ 3, 4 & 5 - classroom generated (examples - what's your favorite book character, what do you like best about school, what do you look forward to most each day, what's one thing you wish all your classmates knew about you, etc).• Wrap Up - the more we know about our peers, the more socially aware we can be as their work partners, friends, and community members!
Tuesday	<p>Goals:</p> <ul style="list-style-type: none">• Vision of a Graduate : Effective Communication <p>Lesson:</p> <ul style="list-style-type: none">• Last week, we introduced or reintroduced the Vision of a Graduate, which is a document that shows the main skills

	<p>that Wauwatosa wants all students to leave school being able to do really well. We talked about how they are skills that transfer to life and not just specific content. However, you use these skills to show your learning and that's why we start talking about them now.</p> <ul style="list-style-type: none"> ● Today, we are going to focus on Effective Communication. <ul style="list-style-type: none"> ○ 1. Watch this 4:30 minute Ted Ed Video on Communication ○ 2. Takeaway or Talking Points from Video <ul style="list-style-type: none"> ■ Passive Hearing v. Active Listening ■ Communication is more than words ■ Be open to what others say (Communication is a two way street) ■ Be aware of your personal filters/perception ○ 3. Look at Effective Communication in the Vision of a Graduate and discuss prompts as class, in partners or as see fit .
Wednesday	<p>A quick check in. If you didn't get to things earlier in the week with Morning meeting or this is a great time to do class council and discuss topics generated by students in your room or class based things you want to talk about.</p>
Thursday	<p>Goals:</p> <ul style="list-style-type: none"> ● Vision of a Graduate : Critical Thinking & Problem Solving ● (Great article on supporting / teaching students how to think critically) <p>Lesson:</p> <ul style="list-style-type: none"> ● Today we are going to focus on Critical Thinking & Problem Solving from the Vision of a Graduate ● A critical thinker and problem solver is when you engage in the process of finding solutions to complex issues. You persevere through challenges and seek out support when needed. <ul style="list-style-type: none"> ○ It's not about being right, having the quickest answers, or memorizing information, but rather about the process of taking in information, analyzing it and coming up with a response that can be backed by evidence. We do a lot of critical thinking when we ask questions about characters, setting, main ideas, etc when reading. <p style="text-align: center;">What Does a Critical Thinker Look or Act Like?</p> <ol style="list-style-type: none"> 1. They approach learning situations with an open mind. 2. They understand that there might be more than one right (or wrong) answer. 3. They look for <u>evidence</u> to support their ideas. 4. They ask questions based upon evidence. <p>Practice:</p>

	<ul style="list-style-type: none"> ● Here are some prompts that you can choose from to practice critical thinking(either independently, as a class, or collaboratively with partners). <ul style="list-style-type: none"> ○ If you could choose one thing that costs money and make it free for everyone forever, what thing would you choose? Why? ○ If you could invent a new subject that would be taught to all children in school, what would the subject be? Why do you think children need to learn about your subject? ○ Pretend that you get to make one rule that everyone in the world must follow. What rule do you make? Why? ○ What are three ways the world would be different if people did not need to sleep? What would you do with the extra time? ○ If people could not see colors, how would traffic lights work? Design a traffic system that does not rely on colors.
<p>Friday</p>	<p>Goals:</p> <ul style="list-style-type: none"> ● Vision of a Graduate : Social Emotional Awareness & Regulation <p>Lesson:</p> <ul style="list-style-type: none"> ● We've learned about and practiced our social emotional awareness and regulation skills all year in morning meetings and beyond. From being able to identify what zone we are in, why we are in that zone and what we need to do to get into the green zone...these are just a few of the examples of being able to identify our emotions. Additionally, we've learned it's important to be socially aware of others and their feelings as well. ● As we look at social emotional awareness & regulation through the lens of the Vision of a Graduate, what do you think these skills look like as adults in the workplace? ● Zones Check-In- What are you feeling today? What Zone are you in? Why? <ul style="list-style-type: none"> ○ Can you jot down strategies that work for you personally to move to the green zone when you're not there?