<div align="center">**LESSON PLAN by**: Meganmarie Pinkerton</div>

Lesson: Meet Your Class   **Length**: 35 minutes

Age or Grade Intended: 5th Grade

Academic Standard(s):

English 5.5.5   Demonstrate attentive listening skills to build and maintain healthy relationships.

Math 5.7.1   Ask questions that seek information not already discussed.

P.E. 5.5.2   Perform activities safely and follow class rules of conduct.

P.E. 5.6.2   Enjoy participation alone and with others.

Performing Objectives: After given instruction students will follow activity procedures with 85% accuracy.

When working in pairs students will make deductions to figure out the answers to one larger question with 85% accuracy.

After interviewing a partner, students will introduce their classmate to the class with 100% accuracy.

Advanced Preparation by the Teacher: The teacher will need two sets of sticker name tags with each student's name on a sticker (teachers' names may be included as well).

Procedure:

      Introduction/Motivation: "I know that all of you are excited to get back to school this year. I am sure that everyone has had a wonderful summer. I would like to give everyone a chance to tell the class a little bit about themselves and their summer and then we will use this information to get to know each other better and play a game called "Who's on my back", using "Mix, Pair, Share" and the information we learn about each other in the introductions."

      Step-by-Step Plan:

        1. "To start out each of you will stand up and say your name, one fun thing you did this summer, and something you like to do.(**Gardner's**: Linguistic, **Bloom's**: Knowledge) Once everyone has introduced themselves I will give you a name tag with your name on it to wear on the front of your shirt. Then I will put a sticker with someone else's name on your back. The object of the game is to figure out who is on your back. You do this when we "Mix, Pair, and Share" (When the teacher says mix the students stand up and walk around the room, they can not talk, touch each other or follow another student. When the teacher says "Pair", they find a partner; it can't be one they had before. Then when they "Share" the teacher tells them to ask their partner a question and they share answers. This method will be explained and practiced before this activity.)(**Gardner's**: Interpersonal, kinesthetic, and linguistic) For the "Share" portion you will ask your partner a yes or no question to figure out who is on your back (**Bloom's**: Analysis). Exp: Is my person a boy? Does my person have glasses? Does my person like to read? ect. You will continue to "Mix" for each question until everyone figures out their partner. When you

figure out your person you will find them during the next "Pair" and ask them one thing they want to learn this year and present it to the class at the end of the activity".

2. "First off let's introduce ourselves". Teacher starts. Each person stands and introduced themselves. What is your name? What you did this summer? What else do you like? (**Bloom's**: Knowledge)

3. When everyone is finished, pass out each student's name tags for their front. Then have them come up in groups and put another student's name on their back without them seeing who it is.

4. Explain again that you will all "Mix, Pair, and Share". Stress that when they are sharing they use yes or no questions to figure out who is on their back. Once they figure it out they will find that person on the next "Mix" and ask them what they want to learn this year. So that they can present that information at the end. Ask if there are any questions.

5. Instruct everyone to stand up and "Mix" (**Gardner's**: Kinesthetic). After they have moved around tell them to "Pair" (**Gardner's**: Interpersonal) and then ask one yes or no question for the "Share" (**Gardner's**: Linguistic). When they are done they raise their hands so you know they are ready to "Mix" again.

6. After a few "Shares" ask who has figured out their person and remind them to find their person and ask what they want to learn this year (**Bloom's**: Analysis and application, **Gardner's**: Interpersonal, linguistic and logical). Continue to "Mix" until everyone has interviewed the person whose name was on their back. (Students who find their partner early, continue to "Mix" and answer questions to help other students)

7. When everyone has their information, instruct students to go back to their seats or sit in a circle on the floor, then have each student say who was on their back and what that person wants to learn this year (**Gardner's**: Interpersonal and linguistic).

Closure: "I appreciate everyone sharing their summer activities and what they want to learn this year. I hope this gave you all a chance to talk with each other after the summer and get to know each other a little bit better. I also hope that this activity helped you practice our "Mix, Pair, Share" method, we will be using this often throughout the year. It also helped you to think of creative questions to figure out who was on your back and to study your classmates around you. We have a great year ahead of us and I'm sure that you will all get a chance to learn some of things you all shared with us today. Great job on figuring out who was on your back!

Adaptations/Enrichment: There are many different ways to adapt or enrich this activity. If a student has LD or MiMH you can have them write out what they will say when introducing themselves ahead of time so they are not put on the spot. Also you can give them a list or instruct them to write out a list of appropriate questions and a class list for them to refer to during the "Mix, Pair, Share" portion of the activity. Then they can record answers and mark off classmates as they narrow their search, this will lessen confusion and frustration. This would also help students with ED or ADHD to stay on task and see where their questions are leading too. Another adaptation would be for

students who are shy are find trouble speaking out in class. They can walk around with a partner and have their partner voice the information and questions for them. An enrichment would be to limit students to using questions that do not involved physical attributes so that they have to use information from the previous introductions. Also to take the interview part farther, students could ask more questions so they could fully present the person on their back. They could then either orally present this information or write it up in a report.

Self-Reflection: How will I know if the lesson was successful?

-If students successfully "Mix, Pair and Share".

-If students are able to figure out who is on their back and find out what they want to learn.

-If students get to know each other a little bit better.

-If students enjoy the activity.

How will I assess the lesson?

-Observe student participation during the activity.

-Note who was able to find their person.

-Note who was able to tell the class what the person on their back wanted to learn this year.

Actual Self-Reflection: Overall I felt that the lesson was a success. The students enjoyed the activity and it gave them a chance to get reacquainted with their classmates after the summer. It also gave me a chance to be in charge of an activity. I did run into a few problems with the instructions. Students were a little confused as to what they were going to do once they figured out who was on their back. I explained all of the instructions and asked for questions before the activity and reminded them during the sharing what they were supposed to do but some were still confused. Each time I asked who had figured out their person I told them to find that person on the next mix and ask them what they wanted to learn this year. I did this a few times to make sure everyone had a chance to talk with their partner. Unfortunately when it came time to share who was on their back most students told me that they did not have a chance to ask their person what they wanted to learn. At this point I had to improvise and ended up asking each child what they themselves wanted to learn this year. I also ran into a problem at the beginning when I discovered that one of my students had an IEP and would not speak in public and really only talked one on one with one other student in the classroom. For this I asked her friend if she would introduce her in the beginning and tell the class what she figured out for her at the end. We also decided to place the two girls' names on each other's backs so they would be more comfortable with the interview.

I was able to have both of my teachers in the classroom to watch and participate. They felt that the lesson went very well for my first time and that I did some quick thinking when students did not have their interview responses. One suggestion they had was to model the activity more before they started. I had intended to do this in the beginning but in my nervousness left it out. They suggested that I actually ask a student questions as if I did the "Mix, Pair, Share" and then pretend to find the person whose name was on my back and ask them what they wanted to learn this year. They also told me not to be afraid to stop the activity, to go over instructions again if it seemed like they were not getting it, or to change it a little bit as it went on. Also they suggested at the end if people did not know what there partner wanted to learn this year they should have gone

over to their partner and asked them, then presented to the class. But that was a little hard to think of on the spot when I had not anticipated it.

Overall I was happy with how the lesson went and felt like my cooperating teachers' gave very helpful advice. It was a good experience to see how flexible I needed to be in various situations and think on my feet. It also helped me to have more confidence and know that it is ok to admit that something didn't work in a lesson and that sometimes you can have the students help you to fix some problems. I am really glad that I had the opportunity to teach a lesson the first day. I feel like it gave me a great experience and a chance to get to know my students.