

Integrated Social Emotional (ISEL) Lesson Plan: TOPIC Aesop's Fables	
Teacher Thinking...	Students and Teacher doing...
Lesson Plan Element: Integrated Social Emotional Objective & Student SEL Objective	
<p>What academic content am I going to cover? What SEL skill(s) will I focus on? How can I create social emotional experiences to help students mediate the content?</p> <p>What kinds of personalized objectives am I hoping students will create?</p>	<p>Students will use their teamwork and communication skills to demonstrate understanding of Greek storytelling and knowledge of all elements of a fable by performing a fable by Aesop in a group of 3-4 peers.</p> <p><u>Academic:</u> Students will be able to demonstrate understanding of Greek culture and portray the components of a fable that were originally made famous by a Greek slave and storyteller named Aesop.</p> <p><u>SEL Skill:</u> Students will practice teamwork and communication skills in groups of 3-4 to work toward the common goal of performing a fable by Aesop for their classmates.</p>
Inclusion Activity	
<p>How can I engage the students and invite their voices into the room? What interpersonal skill can we incorporate and how might I connect that to the academic content we will cover today?</p>	<p>All students sit in a circle with the teacher as well. The teacher reads aloud a colorful and well-illustrated version of Aesop's <i>The Lion and the Mouse</i>. The teacher then prompts the students to answer several questions, discussing with the person next to them.</p> <ul style="list-style-type: none"> ● What genre is this story? ● Who are the characters and what do they have in common? ● What would you say is the main idea of this story? <p>After whole-class discussion, the teacher then interjects and answers the questions fully, highlighting the common aspects of a fable and anything the students may have missed when answering the questions.</p>
Body of Lesson with Engaging Practices	
<p>How am I promoting SEL? Where can we draw upon each other's experiences to make meaning?</p> <p>Does my lesson meet the following criteria:</p> <ul style="list-style-type: none"> ● The activity promotes high engagement meaning students are present and participating. ● Students collaborate with others for at least part of the time 	<p>Day 1:</p> <p>As an example for the upcoming project, the teacher shows the class a video of a fable being acted out with paper puppets. The students observe and get ideas for their own project. The teacher groups students into groups of 3-4, depending on each fable. The teacher then also assigns them a fable and passes out the corresponding handout with Aesop's fable. The teacher then instructs the students to read the fable together. After all groups are finished reading, the teacher offers them approximately 5 minutes to talk together and strategize their project, explaining that today is solely about preparation; the fables will be presented in class the next day. The teacher then states that each student must participate as a character in the fable with corresponding dialogue when their final project is performed in front of classmates. In order to arrive at the final product, students should figure out which of them wishes to take charge of designing and creating the puppets and which students will be writing the dialogue for the skit. After this discussion the students are made aware of a</p>

<ul style="list-style-type: none"> ● There are moments for creating, evaluating, reflecting, and sharing. ● Students are moving about for all or part of the activity rather than sequestered in desks. ● Brain breaks to process information, make connections, and increase transfer 	<p>plethora of craft supplies that are at their disposal to make the puppets, and they begin their project. Teacher should display the checklist of requirements for the presentation on the board to provide extra support.</p> <p>Day 2: Provide students with approximately 15 minutes to finish preparation/practice the performances. Groups take turns presenting their fables to the rest of the class. After each group presents, the class discusses together the message of the fable.</p>
<p>Optimistic Closure</p>	
<p>How will I have students reflect on their learning in an engaging way? How will they capture their thinking and allow me to formatively assess their learning? Where can they make connections between the academic/SEL content and their lives? How will we look ahead to what's to come?</p>	<p>Exit ticket (FOR DAY 1):</p> <ul style="list-style-type: none"> ● What part of working in your group was most difficult? ● Did you find it helpful to have the time to strategize how the project would be managed before everyone jumped in and started? <p>Exit ticket (FOR DAY 2):</p> <ul style="list-style-type: none"> ● Explain in what ways you believe your group worked well together. ● With which "lesson" learned from one of today's fables did you identify with the most, and why?
<p>Notes:</p> <p>Standards: <i>List corresponding standards here.</i> Ohio Social Studies Grade 7 Standard #2 The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</p> <p>Materials: <i>What materials will you need for the lesson?</i> Popsicle sticks, craft paper, scissors, glue, markers, fable handouts, exit tickets, an empty table as a "stage", Aesop's <i>The Lion and the Mouse</i></p> <p>Time and Space: <i>How long will the lesson take and where will it take place?</i> Regular classroom/110 mins spanned across two class periods, 55 mins each</p>	