

Integrated Social Emotional (ISEL) Lesson Plan	
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>The students will be able to create a thesis statement based on the prompt given to them while demonstrating the ability to give and receive positive criticism while working in pairs.</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>Discuss the prompt, "How did Jonas's perspective of his community changes through the book?"</p> <p>Students do pair-share to generate ideas, then come together as a class and share out. Ideas are written on board.</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"> <li>● The activity promotes high engagement meaning students are present and participating.</li> <li>● Students collaborate with others for at least part of the time</li> <li>● There are moments for creating, evaluating, reflecting, and sharing.</li> <li>● Students are moving about for all or part of</li> </ul>	<p>Discuss the essential parts of a thesis and how to form it. Students work alone for a few minutes to create a rough draft of a thesis around the prompt and ideas the class discussed.</p> <p>After a rough draft is formed, students pair-share their thesis and use positive relationship skills to critic one another's thesis. They will share with their partner at least one thing they did well in their thesis and one thing that needs work.</p> <p>Class comes back together and process by discussing how it was to critic one another's work, if it was difficult to give positive criticism, how they felt sharing their own work.</p>

<p>the activity rather than sequestered in desks.</p> <ul style="list-style-type: none"> <li>● Brain breaks to process information, make connections, and increase transfer</li> </ul>	
<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>Discuss as a class the thesis writing process went and why its important to be able to write a good thesis. Also discuss why it's important to be able to give and receive positive criticism, where it might occur in the future.</p>
<p>Notes:  <b>Standards: W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.  a. Establish a thesis statement to present an argument.  <b>Materials:</b> none  <b>Time and Space:</b> 40-50 minutes</p>	