

Integrating Content and SEL Standards
(Planning Form)

SEL Focus Standard: Students demonstrate an awareness of their personal traits.
 Lesson/Content Standard: Adding and subtracting mixed numbers
 Subject and Grade: Fifth- and sixth-grade math

	Content Area	SEL Focus
What specific knowledge and skills will this lesson address?	Adding and subtracting mixed numbers. Vocabulary will include mixed numbers, common denominators, denominators, and improper fractions. (This would be a lesson in the middle of a unit based on previous background knowledge.)	Students will recognize what is hard or easy for them during our math lesson and figure out the best way to respond in a cooperative group setting: When I'm feeling confused, what are some ways I can express that? When I'm feeling confident, how can I share my knowledge in a way that is patient and polite? How does this relate to being a peer coach?
In what ways do I have to think about the diverse needs in my classroom (cultural, academic, social, etc.)?	Some students may not have their math facts down, so I'll need to consider this. Some students may not have the conceptual understanding of fractions to make sense of the process.	Some students will feel insecure or embarrassed by their lack of understanding. Others may feel confident and dominant with the material. Communication styles may be very different depending on a student's cultural background. Throughout our work, I will repeat the mantra that confusion is normal and healthy and that part of our job is to persist through confusion and not be embarrassed by it. (That's easier said than done, but we have to start somewhere and not simply ignore it.)
Examples of modeling:	This is the third time we have worked with adding mixed numbers. I will do a specific example on the overhead projector. Students will first watch and listen, then they will write down an example in their notebooks and ask questions along the way.	After our overhead-projector model, students will work with partners to solve a math problem. Before this step, a student volunteer and I will model working as partners. This process will be very explicit. I'll ask the students to develop a quick rubric of what good partners do. I'll write that on the whiteboard so kids can revisit it. The student volunteer and I will model both appropriate and inappropriate words and actions, and I'll have the students comment on our model. I will also model feeling confused and sharing that confusion. We will model a helpful and patient response to this feeling as well as a response in which a student makes fun of my confusion. Again, we will discuss this as a class and set a clear expectation for how we respond to classmates who are <u>feeling confused</u> .
Examples of guided practice:	Students will work with a partner to complete a problem while I simultaneously complete the same problem on the overhead projector. Students will continue to solve problems with their partners as I observe them and their progress.	As students are working with partners, I will jot down some of the comments and interactions I hear as I walk around the room. This step will serve to provide evidence of the students' ability to work in partnerships. It will also allow me to provide very specific feedback to students regarding phrases I heard that were helpful. We might even make a chart of phrases we can use to ask for help when we're confused and phrases we can use to offer help. This will serve as a foundation for future partner work. Students will quickly assess themselves on a 1-4 scale (1 meaning "unacceptable" and 4 meaning "excellent"). I'll have a number of students explain their self-assessments. This is where the rubber meets the road, as students start taking responsibility for themselves and their behavior. With that said, my feedback will remain neutral. A simple "Thank you" or "Thanks for your honesty" will do. It's not the number that matters. It's the students reflecting on their own behavior and processing it <u>for themselves</u> .
Examples of independent practice:	Most likely the next day, students will use whiteboards to practice adding mixed numbers. I will list ten problems on the overhead. Students must hold up their whiteboard and have answered the problem correctly before they can move on to the next problem.	Students will practice offering to be a coach, and other students will practice asking for a coach. I will again model with a student how this step looks and sounds. We will revisit our rules. Coaches may not write on another student's whiteboard. We'll revisit our rubric for being a good partner and coach.
Examples of student reflection and assessment:	At the end, I'll have students rate their level of understanding and confusion with adding mixed numbers on the 1-4 scale (1 meaning "very confused" and 4 "meaning very confident"). I will model being a good coach by accepting the kids' self-assessment without judgment. My feedback will be neutral so as to promote honesty in their self-assessments.	At the end, I will ask the question "What makes a good coach?" We'll discuss this. Then I will ask, "What makes it hard to accept a coach?"
Examples of teacher feedback to students:	Feedback should be specific to each student's work.	Again, I will recite some of the phrases and comments I observed during the activity to emphasize the social skills involved when asking for a coach or help as well as when offering to be a coach.

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Examples of teacher reflection:	I noticed that (students' names) were very confused and unable to complete any problems independently. I need to do a small-group intervention with them to provide a bit of extra support.	I noticed that during our coaching sessions, two students who were obviously confused didn't ask for a coach. I think they may have felt embarrassed. I'll have a private conversation with them and continue to emphasize the normalcy of feeling confused in school. I also noticed that Matt acted as though being a coach was a competition. I need to talk with him privately about what makes a good coach.
Next steps:	As students begin to fully understand the process of finding and using common denominators, I'll introduce the concepts of least common multiple and simplifying fractions.	Peer coaching involves a great deal of trust. At first, this process will be very explicit, and I will need to continue to model our expectations. My hope is that by spending some extra time up-front, students will become more proficient at asking for help and offering their help without being prompted. Also, I believe that as students become more familiar with this structure, we will also become more efficient with our use of time.