

TEAM Lesson Plan Template	
Teacher: Elishia Basner	
Class: 5 <sup>th</sup> Grade Cooperation	
Course Unit: Social Emotional	
Lesson Title: Stone Soup	
<b>LESSON OVERVIEW</b>	<b>Summary</b> of the task, challenge, investigation, career-related scenario, problem, or community link.
<b>Students will read "Stone Soup," discuss, and then engage in cooperative play to demonstrate their learning.</b>	
<b>STANDARDS</b>	<b>Identify what you want to teach.</b> Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.
SK1: Develop and articulate personal values, attitudes, and beliefs	
SE1: Participate in service projects, service learning, and/or philanthropic activities	
SE2: Work effectively in diverse groups by developing and employing leadership and teamwork skills	
<b>OBJECTIVE</b>	<b>Clear, Specific, and Measurable – NOT ACTIVITIES</b> Student-Friendly
Students will use knowledge gained from lesson to work cooperatively with their team. I can work effectively in a group.	
<b>ASSESSMENT/EVALUATION</b>	<b>Students show evidence of proficiency through a variety of assessments.</b> Aligned with the Lesson Objective Formative/Summative Performance-Based/Rubric Formal/Informal
Student's will demonstrate their ability to work as a group to build the solo tower.	

<b>MATERIALS</b>	<b>Aligned with the Lesson Objective</b> Rigorous & Relevant
“Stone Soup” book or video 15 Cups 5 Large Rubber Bands Yarn Cut Evenly Cooperation Worksheet	
<b>ACTIVATING STRATEGY</b>	<b>Motivator/Hook</b> An Essential Question encourages students to put forth more effort when faced with a complex, open-ended, challenging, meaningful and authentic questions.
Ask students to verbalize the definition of cooperation and then begin the story.	
<b>INSTRUCTION</b>	<b>Step-by-Step Procedures-Sequence</b> Discover/Explain – Direct Instruction Modeling Expectations – “I Do” Questioning/Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension
Read “Stone Soup” to students. Questions to ask students: Why were the people of the town unwilling to open their doors to the three monks? (Suffered wars, flooding, famine) Does anyone get cranky when you haven’t eaten?	

What might you be like if you weren't sure where your next meal was coming from?  
 Would you be likely to share with strangers?  
 Would you want to keep what you have to ensure your own family stays fed and safe?  
 Who in the story was willing to share with the monks? (The brave little girl risked being losing her big pot.)  
 Could any of the towns people have had all that food or created that kind of meal on their own?  
 What kind of environments, events, or things do you know about that require everyone to give a little and then they get a lot in return? (Students gave examples such as Thanksgiving, Pot Lucks, Group Work, & Ramadan)  
 I gave the example of Wikipedia which is open sourced and free versus the overpriced (and now antiquated) encyclopedias.

<b>GUIDED &amp; INDEPENDENT PRACTICE</b>	<b>"We Do"- "You Do"</b> Encourage Higher Order Thinking & Problem Solving Relevance Differentiated Strategies for Practice to Provide Intervention & Extension
Students will be paired into groups of two or three and asked to complete their worksheets. We will then review the answers that they shared during their group work and discuss as a large group how they all fit into cooperation. Ask for a volunteer to attempt stacking the cups together. Give them less than a minute to stack them independently, but allow them to ask you for help before the minute is up they would like. Demonstrate with student how to stack the cups as a team. All students will then stack cups using a rubber band and yarn. To enhance the challenge, students could be asked not to use their voices or one might be blindfolded. The total time of the group will be calculated and compared against the other groups in their grade level.	

<b>CLOSURE</b>	<b>Reflection/Wrap-Up</b> Summarizing, Reminding, Reflecting, Restating, Connecting
Students will reflect on the concepts they'd covered on the worksheets and how they impacted the cup stacking activity. Example questions might be: Could you have done that alone? Would it have been as easy to do alone? Did you have to listen in order to do this activity? Would there have been conflicts if you didn't take turns? Allow spontaneous sharing about what the experience was like for them.	

Notes:

Listen: What does it look like when someone is listening to you? What are their eyes, feet, and mouths doing?

Share: What does it mean to share? Do you do it with a kind or a greedy heart?

Take Turns: When might you take turns? On the swings? Playing a game of tag?

Compromise: Agree with another person to meet in the middle. Example might be both want to see different movies.

Do your part: Contribute to the group and do what you have been assigned.

Show Appreciation: Give thanks! Say thank you in person or write a note. Let them know they've done a good job.

Encourage Others: Saying, "You can do it!" when someone is struggling can give them the courage to continue.

Make people feel needed: Share specifically what that person has contributed that has made an impact on you.

Include everyone: Don't exclude anyone. Invite everyone to play or participate. Show everyone that they matter.

## Stone Soup Cooperation Worksheet

Name: \_\_\_\_\_

Define or give an example of the following items:

Listen:

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Share:

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Take Turns:

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Compromise:

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Do Your Part:

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Show Appreciation:

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Encourage Others:

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Make People Feel Needed:

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Include Everyone (No Excluding):

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