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| **UNIT: Career Ready Practices** | | | **LESSON: Communicate clearly, effectively and with reason.** | | | **LESSON SEQUENCE IN UNIT:** | |
| **Learning Objective:** | | | | | | | |
| **Understand the importance of communication clearly and effectively**  **Develop ways to communicate step-by-step directions to build an object** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
| Communicate clearly, effectively and with reason. | |  | | |  | | Creating  Evaluating  Analyzing  Applying  Understanding  Remembering |
| **Lesson Outline—What learning activities will students do?** | | | | | | | |
| Time | Sequence | | | Description of Learning Activity | | | |
| 3 minutes | Get Started/Engage | | | List the top 10 ways you communicate. Rank them…1 being the way to communicate the most to 10 being the way you communicate the least. | | | |
| 5 minutes | Discover/Explain: Provide new information or demonstrate a skill | | | Class discussion of the importance of communication and communicating clearly and effectively. Discus the various ways students communicate. Make comparisons to how professionals communicate. Use President Trump’s use of Twitter as a communication devise.  Check for understanding (thumbs up/thumbs down). React. | | | |
| 45 minutes | Practice: Provide opportunities to practice independently or in groups | | | Students are divided into teams of two and are given the details of the project: “You Want Me to Build What”? Handout worksheet and Legos. Stress the project goals…communicate clearly and effectively…when building and creating their directions.  After 15-20 minutes, have students photograph their structure with their phones. If they don’t have one, the teacher should photograph it for them. Students disassemble their structure and exchange with the team closest to them. Teams now try and build the structure only using the provided directions.  After 15-20 minutes allow teams to show each other’s photos of the original structure. | | | |
| 10 minutes | Check for Understanding: Monitor what is being learned | | | Discuss review questions on the worksheet with the class. Ask students how they did reading and following directions. Ask what would have been helpful in the directions for them to be more successful building the structure. Write of the board. | | | |
| 3 minutes | Close: Summarize, check, and answer questions | | | Wrap-Up question: Give an example of how you feel is the most clear and effective way to communicate.. | | | |
|  | Support, Modifications, and Extensions | | |  | | | |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** | | | | | | | |
| PowerPoint, worksheet, Legos | | | | | | | |
| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** | | | | | | | |
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