

30-Minute Lesson Plan — Grade 1 Special Education: Social Skills (Blend approach)

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Overview

Goal: Teach and practice a core social skill strategy — "Greeting, Waiting, and Joining" — so students can enter peers' play or conversations respectfully, use polite language, and give/receive simple feedback. The lesson uses peer workshops and a short multimedia model (teacher-made 60–90 second video or puppet vlog). Low materials and clear, measurable success criteria are provided. Total time: 30 minutes.

Standards alignment (California SEL-informed)

- Relationship Skills: Initiating and sustaining positive relationships, taking turns, asking to join.
- Social Awareness: Recognizing others' feelings and respecting personal space.
- Responsible Decision-Making: Choosing polite, safe ways to join and interact.

Learning Objectives (measurable)

Students will, with peer support and teacher scaffolds:

1. Demonstrate a polite greeting and wait for a clear turn-to-speak in 2 out of 3 role-play attempts.
2. Use "Can I play/Join?" or "May I join you?" and accept a response (yes/no) using appropriate phrasing in 3/4 observed opportunities.
3. Provide one piece of positive feedback to a peer after a short role-play using the sentence starter "I liked when you..." in 2/3 attempts.

Materials (low)

- Short teacher-made video or puppet vlog (60–90 seconds) modeling greeting, waiting, asking to join, and responding.
- 6–8 laminated emotion/phrase cards (Happy, Busy, Wait, Yes, No, Please, Thank you) OR paper cards.
- Simple feedback prompts printed on 1/2 sheets: "I liked when..." and "Next time try..." (optional).
- Seating area or carpet space.
- Optional: tablet/phone to record 10–20 second peer vlogs (low-tech).

Lesson Sequence (30 minutes)

1. Warm-up & Activate (3 minutes)

- Gather students in a circle. Play a 20–30 second upbeat hello chant (teacher-led, students repeat).
- Quick visual check: show three emotion/phrase cards; students point to the card that helps them join (visual support).

2. Multimedia Model (Blend element) (3 minutes)

- Show the 60–90 second video/puppet vlog that demonstrates:
 - Greeting (eye contact or pointing to face if eye contact is not used), a clear voice, and "Can I play?"
 - Waiting for a reply, respecting "no" and using "Okay, maybe next time" or "Thanks!"
 - Quick positive feedback after play.
- Keep students seated; limit discussion to one or two guided noticing statements from teacher: "What did you see when the child asked to join?"

3. Mini Peer Workshop – Guided Practice in Pairs (10 minutes)

- Students form pairs (adult assigns pairs to support social pairing).
- Each pair receives two cards: one is a role (Playing/Busy), the other is a prompt (Greet, Ask to Join, Respond).
- Rotating roles: 1 minute practice per role, then switch. Teacher circulates, prompts, and models brief lines as needed.
- Peer feedback: after each short role-play, the receiving peer gives one positive feedback using the prompt "I liked when you..." (Blend peer feedback requirement).

Pulse Check 1 (embedded, after first rotation)

- Success criteria: Student successfully greets and waits for a reply in 2/3 role-play attempts during this rotation. Teacher marks a quick tally (✓ for success).

4. Small Group Role-Play + Peer Feedback Carousel (8 minutes)

- Groups of 3: one player engaged in toy/imaginary play, one student asks to join, one records a 10–15 second compliment or gives feedback out loud.
- Each student gets one turn in each role (about 2 minutes per role).
- Use the teacher-made feedback frame: "I liked when you..." and "Next time try..." (only the 'I liked when...' required for this lesson).
- Optionally record one short peer vlog (10 seconds) for students who can use it.

Pulse Check 2 (embedded, during role-play)

- Success criteria: Student gives one piece of positive feedback to a peer using the starter "I liked when..." in 2/3 observed opportunities during this activity.

5. Whole-Group Share & Closure (6 minutes)

- Invite 2–3 pairs/groups to demonstrate a quick role-play for the class (limit to 30–45 seconds each).
- Class gives a thumbs-up/thumbs-down and uses a quick visual signal (smiley card) to indicate if they saw the greeting and waiting.
- Final Pulse Check 3 (end-of-lesson quick check)
 - Success criteria: Student can explain when to use the strategy in 2 of 3 real-world scenarios (teacher asks 2–3 simple scenario prompts and records student responses).

Pulse Checks (2–3) – explicit

- Pulse Check 1 (after first pair rotation)
 - Task: Role-play greeting and waiting.
 - Success criteria: Performs greeting + waits appropriately in at least 2 out of 3 attempts (tally-based observation).
- Pulse Check 2 (during small-group role-play)
 - Task: Give one piece of positive feedback to a peer using the frame "I liked when..."
 - Success criteria: Gives a two-part feedback phrase (starter + specific action) in at least 2 out of 3 opportunities.
- Pulse Check 3 (closure)
 - Task: Respond to quick real-world scenarios orally (teacher reads 3 scenarios).
 - Success criteria: Correctly explains when to use the strategy in at least 2 of the 3 scenarios.

10 Quiz-Style Checkpoints with Success Criteria (observation- and response-based)

Each checkpoint is short and concrete; teacher records pass/fail or tally during activities or via a 1-minute exit check.

1. Greeting: Can the student say a greeting phrase (e.g., "Hi," "Hello") clearly when approaching?

- Success: Uses a greeting phrase in 2 of 3 observed attempts.
2. Eye/Face Attention: Does the student orient toward the peer (look at face or point to face) when greeting?
 - Success: Orients in 2 of 3 attempts.
 3. Asking to Join: Can the student use a simple join phrase ("Can I play?" or "May I join?")?
 - Success: Uses the phrase in 3 of 4 observed opportunities.
 4. Waiting for Reply: Does the student pause and wait after asking to join (count to 3 or stay quiet)?
 - Success: Waits appropriately in 3 of 4 opportunities.
 5. Accepting "No": If told "no," does the student respond politely (e.g., "Okay, maybe later" or "Thanks")?
 - Success: Responds with a polite phrase in 2 of 3 observed "no" scenarios.
 6. Accepting "Yes": If told "yes," does the student say "Thank you" or use a polite cue before joining?
 - Success: Says "Thank you" or equivalent in 3 of 4 opportunities.
 7. Giving Positive Feedback: After role-play, can the student give one positive feedback using "I liked when..."?
 - Success: Produces feedback in 2 of 3 opportunities.
 8. Respecting Personal Space: Does the student keep an appropriate physical space (one arm's length) when joining?
 - Success: Keeps appropriate space in 3 of 4 observed join attempts.
 9. Recognizing Busy Cues: Can the student recognize a card or phrase meaning "Busy/Not now" and stop asking?
 - Success: Stops or pauses when shown the "Busy" card in 3 of 3 trials.

10. Applying Outside the Classroom (exit check): When teacher describes a real-world scenario (playground, lining up, circle time), can the student say the right first step (greet/ask/wait)?

- Success: Correctly identifies the first step in 2 of 3 scenarios.

Recording options: quick checklist, tally sheet, video clips, or anecdotal notes.

Metacognition Prompts (use at closure or sent home)

Prompts to ask learners (modified for 1st grade language and supports):

- "Where could you use 'Can I play?' besides school?" (student says 1 or 2 places)
Success: Names at least one place (playground, home, park).
- "What do you say if someone says 'no'?"
Success: Student says a polite response (e.g., "Okay, maybe next time" or "Thanks").
- "How did using 'I liked when...' make your friend feel?"
Success: Student names a feeling (happy, proud) or points to emotion card.
- Teacher can ask students to draw a quick picture at home or school showing themselves using the strategy and bring it back (optional).

Differentiation & Accommodations (special education-focused)

- Visual supports: Provide cards with icons and simple phrases to cue each step (Greet, Ask, Wait, Join, Thank).
- Simplified language: Offer single-word prompts (e.g., "Ask?") for students with language needs.
- Extra processing time: Allow students up to 10 seconds to respond; cue with a timer or count.
- AAC users: Provide pre-programmed phrases on device ("Hi", "Can I play?", "Thank you").
- Sensory needs: Permit standing or movement breaks; use fidget object during wait.
- Motor or mobility adaptations: Ensure seating/positioning allows for face orientation.
- Behavior support: Use token or sticker for each successful pulse check or quiz checkpoint.

Assessment & Evidence Collection

- Teacher checklist with 10 quiz checkpoints (use during pair and group activities).
- Quick video clips (10–15 seconds) of a student performing greeting/joining for selected students, saved in secure student files.
- Peer feedback artifacts: brief written or drawn feedback on a small card ("I liked when...") saved as evidence.
- Exit oral responses to scenarios (record teacher notes).

Teacher Facilitation Tips (Blend-specific)

- Keep the video/model short and engaging; use puppets or peers to increase relevance.
- Structure peer feedback with sentence starters and model one example, then have students practice giving feedback aloud once before moving to pairs.
- Assign roles and rotate quickly to keep momentum. Teacher circulates to prompt, not to perform long modeling.
- Use positive reinforcement (praise, stickers) linked directly to success criteria.
- Limit whole-class demonstrations to 2–3 students to maintain 30-minute pacing.

Quick Scripted Scenario Prompts (for Pulse Check 3 and exit checks)

- "You see kids playing blocks. What do you say first?" (expected: "Hi, can I play?")
- "Someone is drawing and looks busy. You want to join. What do you do?" (expected: ask and then wait/stop if they say busy)
- "A friend says 'no' when you ask to join. What do you say?" (expected: "Okay, maybe later" or "Thanks")

End of lesson.