Elementary
Lesson 2

Lesson Title: What is Communication?

Description: There are many ways we communicate with one another. Our goal as teachers is to teach students the different ways there are to communicate with others, this entails positive communication while speaking and listening.

Objectives: The students will be able to:
- Define communication as speaking and listening
- List several ways in which people communicate with one another
- Practice how to send and receive messages effectively

Standards-Based Student Development Program Benchmark(s):

Benchmark PS 1.2
Describe the consequences of personal behavior.

Benchmark PS 4.1
Develop effective personal communication skills

Springboard Activity: Write "what is communication" on the board and use the words in a cluster (CRISS Strategy) to gather information from the students.

FCAT Benchmarks
LA.E.2.2.1 Describes cause and effect relationships
LA.A.2.4.4. Synthesizes of information

Accommodations: Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: One class period

Instructional Materials
- Board
- Large object (i.e. Globe, Apple, Basketball, etc.)
- Pencils
- Paper

Instructional Lesson:

1. Review the springboard responses that students have shared. Explain to students that the lesson today is about communication and why it is important.

2. Inform students to think about some other elements of communication and tell them that the class will play a description game.

3. Inform students that you will be asking three different people to describe the same thing, and we'll compare the three descriptions.

4. Ask a volunteer to leave the room. When the volunteer returns they will be asked to see if they can guess an object from the descriptions given by three different people. While the volunteer is out of the room, select an object in the room that everyone can see (for instance, a bulletin board or a large globe).

5. Give students two or three minutes to write a description of the object. Warn students not to look at the object when the volunteer comes back into the room so as not to give away the answer.

6. Bring the volunteer back into the room. Have three volunteers read their descriptions and see if the volunteer can guess the object. If the volunteer cannot guess what the object is have more students share by reading their descriptions.

7. Once the volunteer has identified the object, ask him or her: What was that like? What gave you the best clues as to what the object was?

8. Ask students to respond to the following questions: What did you think about when you were deciding what parts of the object to describe? What was easy about describing the object? What was hard? What was similar about the descriptions? What was different?

Assessment: The students will be assessed on their written descriptions during the activity and their class participation.

Follow-up Activities/Home Learning/Parent: Students will select an object at home and write a description of the object to share during the next class session.