



CONSIDERATION

Grade:

3

Week:

32

Curriculum Standards Addressed:

Health: Knowledge and Skills 3.1d - The student will explain that health habits impact personal growth and development. Key concepts/skills include (d) positive interaction with family, peers, and other individuals.

English: Oral Language 3.1a, b - The student will use effective communication skills in group activities. The student will (a) listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said and be able to (b) ask and respond to questions from instructors and other group members.

English: Reading 3.4d, e - The student will expand vocabulary when reading. The student will d) use context to clarify meaning of unfamiliar words and e) discuss meanings of words and develop vocabulary by listening and reading a variety of texts.

English: Writing 3.9e, f - The student will write for a variety of purposes, (e) using strategies for the organization of information and elaboration according to the type of writing and (f) including details that elaborate on the main idea.

MATERIALS NEEDED:

- Promethean Flipchart for grade 3 or a white board and dry erase markers
- Character Journals
- Jigsaw handout

LEARNING GOAL:

Students will describe and share ways that they can be considerate in a range of settings.

LESSON SUMMARY:

Students will discuss the theme of consideration and the instructor will ask students how it makes them feel when others are considerate (e.g., saying please and thank you, thinking of the needs of others). The instructor will show students the meaning of consideration by filling out the vocabulary chart to help with understanding. In cooperative learning groups, students will complete a jigsaw activity requiring them to determine what consideration looks like in different settings and then move into a new group to share their answers and get answers. If time allows, students can reflect in their journals about the effect of being considerate to others and how they feel when others are considerate to them.





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LESSON PLAN: (Est. length 30 min)	*Please note: Items marked with an asterisk in the lesson plan have accompanying flipchart pages in the grade 3 file.
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Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Introduce** the day's theme consideration. Ask students how it makes them feel when others are considerate (e.g., saying please, thank you, thinking of the needs of others).

Step 2: Direct Discussion (I Do)

1. **Show** students the meaning of consideration by filling out the vocabulary chart (attached) to help them learn the meaning of the word consideration (sample below).*

	Definition	Picture	Example	Non-example
Consideration	Showing care to no hurt others		Holding the door for someone	Scrolling on your phone at the dinner table.

Step 3 and 4: Guided Practice (We Do) and Independent Practice (You Do)

1. **Complete** the Jigsaw activity.*

- Separate students into 4 groups (A, B, C, D), in each group give each student a number 1-4 (if there are more than 4 students, numbers can repeat, but try to make sure there are equal amounts of each number throughout the classroom).
- Each group will work on a different piece of the puzzle (attached). Describing what behaviors would show consideration in the provided setting and record it only in their part of the puzzle.
- Tell students they need to know their section, and be accurate recorders because they will share their findings with others.
- After a set amount of time (8-10 minutes), have students move into their number groups (all 1s together, all 2s together).
- In these groups, they will share their findings from their letter groups so others can complete their chart. If there are multiple people from a group (two 3s), they will work together to share.





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LESSON PLAN:
(cont.)

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Step 5: Assessment

1. **Listen** to students sharing in groups, and consider if they successfully found ways to show consideration in a range of settings.

Extension Activity

- Have students reflect on the activity by reflecting in their character journals on the following: What is the effect of being considerate to others? How do you feel when others are considerate to you?



Name: _____

CONSIDERATION

Jigsaw

How to show consideration...

A) In the hallways

B) In the classroom

C) In the lunchroom

D) On the playground