

## **Invitation for the Parents**

Dear Parents,

I invite you to the teacher-parents conference that will be held online. The purpose of this conference is to discuss how parents and the in-house environment may contribute to learners' success. Building a student's social skills contributes to the development of their self-identity and helps them to open up to learning (Frey et al., 2019). The following issues will be discussed at the conference:

- a deficit of communication skills;
- social anxiety;
- implying positive reinforcement when working with a child;
- building student's motivation;
- the importance of teamwork for a child;
- self-confidence.

The conference is planned to take place on Monday, August 1, at 7 pm. Please let me know if the time is convenient for you or if you would like to change the time and/or date.

Looking forward to your responses!

## **Summary and Reflection**

During the conference, all of the planned points were discussed with parents. The importance of the parents' contribution to the child's development and success at school was emphasized. Parents gained new information, asked questions, and actively participated in the discussion. However, in order to improve communication, more practical examples could be

added. The next step is to prepare a training session for the parents to demonstrate how they can work with their children at home.

### **Lesson Plan Template**

Age/Grade Level: 5 grade

Total Number of Students: 20

Number of English Language Learners: 10

Number of students with disabilities and type: 2, learning disability, difficulty with maintaining attention and reading.

Lesson Title/Topic: Global warming

Setting: classroom

Duration: 80 minutes

Lesson Objective(s) and Standards:

- develop the ability to independently work with information,
- promote the development of cognitive interest and creative abilities of students, logical thinking, communication, and evaluation skills,
- form a scientific outlook and a holistic picture of the world.

Objective(s) from the students' IEPs that will be addressed in this lesson:

- based on role interaction, to analyze one of the environmental problems of our time associated with global warming,
- to increase awareness of the value of forming an ecological culture and an ecological type of thinking by analyzing the problems associated with global warming as an example,
- to improve the ability to work in a team.

Vocabulary: global warming, greenhouse effect, sustainability, environment, temperature, ozone holes, air pollution, greenhouse gases, ecological problems.

Required Materials: Paper blanks, colored pens, an interactive board.

Instructions:

Beginning/Anticipatory Set

The teacher greets the students and announces the topic and the objectives of the lesson. The teacher determines the value of the acquired knowledge in practical activities. Students write down the topic of the lesson and get acquainted with the instructions for organizing the lesson.

Middle

The teacher asks students to demonstrate the knowledge gained in the lesson by using a quick survey and suggesting exercises on the interactive whiteboard. Students answer the teacher's questions using an interactive whiteboard (perform exercises). After that, the teacher shows a video prepared for the lesson on the topic of global warming. It is important to use documents that can clearly and effectively communicate the intended message to the students (American Psychological Association, 2020). Students watch the video and take notes, upon which, they discuss the questions.

End

The teacher offers students to formulate possible recommendations for adjusting the lifestyle of the population. Students formulate the possible consequences of the studied process and answer the questions.

Accommodations/Modifications:

It would be more beneficial for the students if the teacher analyzed the answers of speakers (actively working students), determined the rating of student activity, and commented on it at the end of the lesson.

**Working with Students with Disabilities:**

Make sure to give students enough time for reading the task as one student has difficulties with reading and thus may require more time than others in the class. For children with attention span problems, it is vital to build confidence and friendship (Monastra, 2016). Next, the teacher is to have more different activities during the lesson in order to help a student to keep attention on the topic.

**For English Language Learners:**

Before the lesson, introduce students to the advanced level vocabulary. The list may include such words and phrases as the omission of gases, temperature raising, floods, sustainability, and more.

**Assessment:**

By the results of the questionnaires and exercises provided in the lesson, the teacher should assess the students' understanding of the topic.

**Proactive Classroom Management:**

In order to create a friendly and welcoming environment for the students, a teacher divides them into groups that hold discussions about videos. That will allow students to be more engaged in the lesson and help to reduce anxiety.

**Potential Problems and Possible Solutions:**

The possible problems are the insufficiency of students' previous knowledge to explain a new fact and the insufficiency of their previous skills to solve a new problem. The next solution

is to establish what level of knowledge and life experience students have. It is necessary to foresee what new information students will need to resolve the problematic situations.

Expansion and/or Reinforcement Activity/Activities:

The teacher can apply social reinforcement by making comments on the students' answers of and asking their peers to share their comments on each other's ideas.

Source(s) of Activity/Activities:

- American Psychological Association. (2020). *Publication manual of the American psychological association* (7<sup>th</sup> ed.). American Psychological Association.
- Frey, N., Fisher, D., & Smith, D. (2019). *All learning is social and emotional: Helping students develop essential skills for the classroom and beyond*. ASCD.
- Monastra, V. J. (2016). *Teaching life skills to children and teens with ADHD*. American Psychological Association.

## References

- American Psychological Association. (2020). *Publication manual of the American psychological association* (7<sup>th</sup> ed.). American Psychological Association.
- Frey, N., Fisher, D., & Smith, D. (2019). *All learning is social and emotional: Helping students develop essential skills for the classroom and beyond*. ASCD. ISBN: 978-1-4166-2707-4
- Monastra, V. J. (2016). *Teaching life skills to children and teens with ADHD*. American Psychological Association.