



## Lesson Concepts

- *Self-talk* means talking to yourself out loud in a quiet voice or inside your head.
- Self-talk helps you focus and maintain attention.

## Key Words

Distraction, ignore/ignoring, self-talk

## Objective

Students will be able to demonstrate self-talk strategies for remembering directions.

## Materials

- CD player and *Sing Out Loud* CD
- Puppy
- Following Through Card 4
- Skills for Learning poster
- Book or textbook, one for each student
- Lesson 4 Home Link

## Why This Lesson Matters

Self-talk is a developmentally appropriate strategy students can use to help themselves listen, follow directions, and stay on task. Over time, self-talk typically becomes internalized and no longer spoken out loud. However, whether out loud or silent, it can be a powerful tool to help students remember directions and focus and guide their efforts. Different students in your class may be at different points in this developmental continuum, but practicing and using self-instruction in some form is likely to be helpful for all students.

## Teaching Notes

To save time, before starting the lesson, have students place the book they will use in the skill practice on their desk.

## Warm-Up

### Brain Builder: My Turn, Your Turn

Have students stand. **Let's begin by having some fun and building our brains with our game My Turn, Your Turn. We will use mixed-up rule(s).** Use one, two, or three mixed-up rules, depending on students' abilities. **Rule 1 is the same. Wait to move until I say "Your turn."** Now we will add our mixed-up rule(s). **When I say "Touch your elbows," touch your ears.** See Following Through Card 4 for more mixed-up rules. **This is challenging for your brain, so you will need all your Skills for Learning.** Repeat the rules. Practice the game slowly.

1. Name and touch two body parts. Add in one or more mixed-up rules. Students wait and stand still.
2. Say: **Your turn.** Students name the two body parts, remembering to use the mixed-up rule(s).

Play the game for several rounds. Ask students what helped them be successful in the game. **Now your brains are ready to learn!**

### Review

Have students sit down. **Last time you learned that focusing your attention and listening to directions help you know what to do in class. You also practiced repeating directions. Why does it help to repeat the directions to yourself?** (You remember what to do.)

**You also used your attent-o-scope. What can you say inside your head to switch on your attent-o-scope?** (Focus. Listen. Watch.) **Make your attent-o-scope. Now put it down, but pretend it's still there, because Puppy is going to visit us.**

### Introduction

**P** Puppy is whispering the Listening Rules.

Teacher: **Hello, Puppy, what are you doing?**

Puppy: **Talking to myself to remember the Listening Rules. I keep forgetting some of them.**

Teacher: **Puppy, you are using a Skill for Learning: self-talk. Talking to yourself can help you remember important things like rules and directions.**

Puppy: **Yes, when I say the rules to myself, I remember to follow them.**

Teacher: **Thank you, Puppy, for telling us how you use self-talk to remember the Listening Rules.**



Lamarr

Will

## Story and Discussion

Show the photo. **This is Will, and this is Lamarr. Will is working on his writing assignment. The girls behind him have finished and are reading to each other. They are whispering and giggling. The noise they are making is a distraction. A *distraction* is something that bothers you or takes your attention or focus away. Will is *ignoring*, or not paying attention to, this distraction.**

**1. Is there anyone in the photo who can't ignore the distraction? (Lamarr.) How can you tell he is distracted? (He's looking at the girls. He's not doing his assignment.) Put your thumbs up if you had the same idea.**

**2. Think about what Lamarr could do to help himself ignore the distraction.** Give think-time. Call on a few students at random. (Use his attent-o-scope. Tell himself to do his work.) **Lamarr decides to use his attent-o-scope. He tells himself to ignore the girls. He also repeats the directions for his assignment. He says: "Focus. Focus. Ignore the girls behind me. Hmm...circle all the pictures that start with the same sound." When you talk to yourself out loud or in your head, it is called *self-talk*. Although the girls are very distracting, Lamarr can keep doing his work by using self-talk and his attent-o-scope.**

## Skill Practice

**Now you are going to practice self-talk in a My Turn, Your Turn game using a book.** Have students take out a book. **When it is my turn, I will tell you some things to do or look for in the book. There are two rules. Rule 1 is,**

**wait for me to say "Your turn" before you do what I tell you to do. Rule 2 is, use self-talk to help you remember what to do.** Repeat the rules.

1. Give a direction. Students listen and wait.
2. Students use self-talk to remember the direction.
3. Say: **Your turn.**
4. Students follow the direction.

**You can keep repeating the direction to yourself while you wait for me to say "Your turn" to help you remember what to do.** Be sure to give adequate wait-time.

### Sample directions:

- **Hold the book over your head with both hands.**
- **Quietly lay the book on the desk.**
- **Open the book to page 5.**
- **Find any letter "e" on page 5 and put your thumb on it.**
- **Open the book to page 11.**
- **Point to the first word on page 11.**
- **Look at the front cover and find the author's name.**
- **Find the last letter on the last page of the book.**

Acknowledge and reinforce students' use of self-talk.

## Wrap-Up

**Today we learned about self-talk. You can use self-talk to repeat directions to yourself and remind yourself to turn on your attent-o-scope so you can focus your attention. You can use self-talk to ignore distractions and keep doing your work. Self-talk is a very important Skill for Learning.** Refer to the Skills for Learning poster. **When are some times today you can use self-talk to help you learn?** (Various answers.)

**Let's finish with "The Learner Song."** Have students do the movements.

**Play the song.**

**Following Through:** Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 4.