




Effective Communication - Grade 2




This lesson is meant to encourage and motivate students to express their thoughts and emotions through effective communication. Although this lesson is specifically tailored for Grade 2, it can easily be adapted to suit any grade level K-6. Complete the lesson by following the instructions found in each section.

 Teacher Led	 Requires Computer OR Mobile Device	 Requires Spaces
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Learning Goals

1. Students will be able to clearly express their ideas, feelings, and thoughts.
2. Students will analyze a short story, and discuss the meaning of effective communication.
3. Students will reflect on strategies and skills needed to communicate effectively with those around them.

Materials

 Student Handouts	Effective Communication Activity, Pages 4,5
 Technology Requirements	<ul style="list-style-type: none">• Internet• Mobile device, tablet, or laptop
 Video/Audio Clips	Amelia Bedelia By: Peggy Parish

Introduction

1. Students are asked to meet at the rug.
 - a. Discuss what the word communication means. **You may even want to write their ideas on the board in a brainstorm web.*
 - b. Ask the students if there has ever been a time when they were talking to someone and were confused by what the other person was saying. Take a few examples from students.
 - c. Have the students reflect on a time this has happened and ask them how they felt about it. Was it frustrating? Funny? Confusing? Scary?
2. Explain that instances like this are considered **miscommunication**. Follow up by asking students the following questions:
 - a. Why do you think miscommunication like this occurs? If everyone is speaking the same language, why does this happen?
 - b. What do you think we can do to improve communication so we can avoid situations like this?

Read Aloud

Explain to students that you will be reading them a book today about communication. Tell them you want them to think about the miscommunication in this book and how things could have been said differently to avoid the disasters that happen.

1. Read or [show the book being read](#). (*This is a very silly book so make sure to keep students focused and on task during the read-aloud*)
2. Following the story, ask students the following questions:
 - a. What was your favorite part of the book?
 - b. Do you think Amelia Bedelia wasn't listening or do you think the directions were unclear?
 - c. If Amelia Bedelia didn't understand the directions, what do you think she could have done to understand better?

Effective Communication

Explain to the students what effective communication is.

- Sharing information with another person so they understand what you are trying to say.

Ask students the following question:

- Why do you think it's important to have effective communication skills?

Write on the board and explain the 3 elements of communication:

1. Sender: This person communicates a message to another person using words, words, writing, etc...
2. Receiver: This person listens/reads/and watches the message.
3. Feedback: This is the main job of the receiver. They will ask questions or share experiences with the sender to carry on the conversation.

Explain to the students that they will now practice effective communication skills.

Please see the activity on the next page

Effective Communication- Activity

Cut these words out and hand them out to your students. Begin with the first word and make sure every student has a word. Discard any extras.

Directions: You will walk around with your word in your hand and your worksheet. You and another student will take turns describing your word to the other person. You **cannot** tell them the word. When you have both made a guess, move on to another student in the classroom and repeat this until you have spoken to and guessed everyone's word.

**You may want to show them how to do it before you let them complete the assignment.*

Note: Students can have a conversation back and forth and ask questions to gain clarity, but cannot mention if the student is correct.

If students do not understand the meaning of their word, they may ask the teacher so they can participate in the activity.

After all students have spoken with each other and guessed everyone's words, bring them back together and read the actual words. Have students write these words alongside their guesses.

**Make a copy of the next page for each student.*

If you want your students to practice certain words, you can create your own personalized list.

1. Enormous	9. Fog	17. Rise	25. Apologize
2. Suddenly	10. Footprint	18. Pretend	26. Basket
3. Nervous	11. Seed	19. Decorate	27. Expensive
4. Spotless	12. Caterpillar	20. Drowsy	28. Filthy
5. Nibbled	13. Cave	21. Shovel	29. Footprint
6. Rough	14. Travel	22. Grin	30. Equal
7. Flat	15. Passenger	23. Scratch	31. Fancy
8. Forest	16. Investigate	24. Shell	32. Sprinkle

Name: _____

Date: _____

Effective Communication Activity**Directions: Walk around to your classmates**

Guess	Actual Word	Guess	Actual Word
1.	1.	16.	16.
2.	2.	17.	17.
3.	3.	18.	18.
4.	4.	19.	19.
5.	5.	20.	20.
6.	6.	21.	21.
7.	7.	22.	22.
8.	8.	23.	23.
9.	9.	24.	24.
10.	10.	25.	25.
11.	11.	26.	26.
12.	12.	27.	27.
13.	13.	28.	28.
14.	14.	29.	29.
15.	15.	30.	30.

Documenting in Spaces

Teacher Tip! The instructions for this lesson involve adding to the Class or Individual Space in Spaces. You can adapt the instructions if you'd prefer to make this an Activity.

1. Students will document their learning in Spaces by following these guidelines:
 - a. Click **+ Create** > Choose **Camera** > Take a photo of the completed Effective Communication Activity
 - b. Add a **Title** > *Effective Communication*
 - c. Post a Description > Have students answer one or more of the following prompts:
 - Do you think your communication was effective during this activity?
 - Were you able to understand other students' hints and descriptions well?
 - How many words did you correctly guess? How many were incorrect?
 - d. Click **✓ Next**
 - e. Choose the **Class Space** or **Individual Space**
 - f. Click **✓ Post**