Lesson 2: Self-Monitoring

CCSS
SL.9-10.1, SL.9.10.2, W.9-10.10

TEKS
110.31.(b)(24)-(26), 110.31.(b)(12), 110.31.(b)(13)

Approximate Time: One hour

Objective
Students will be able to identify why, when, and how to self-monitor.

Goals
• Understand what self-monitoring is.

• Understand how self-monitoring can improve students' academics, behaviors, and social skills.

Key Ideas
• Self-monitoring is the ability to observe and control your behaviors.

• Effective self-monitoring is a multi-step process that includes data collection and reflection.

• There are many strategies you can use to change your behaviors when you self-monitor.

Vocabulary
Cue, prompt, regulate, self-monitoring

Lesson 2 Steps:

1. **Give** students five minutes to complete the *Do Now* in their Student Workbook. At the end of the five minutes, ask student volunteers to share their responses.

2. **Build** SEL language by having students complete the *SEL Word Power!* activity in the Student Workbook.

3. **Introduce** self-monitoring to students using the lesson in ONEder Academy.

4. **Check for Understanding** by having students complete the formative assessment.

5. **Walk** students through the *Self-Monitoring Strategies* activity in the Student Workbook. When complete, ask student volunteers to share their examples.

6. **In pairs**, have students complete the *Partner Power!* activity and ask volunteers to share the comic strips they created.

7. **Extend and Enrich** learning using the application activity in ONEder Academy.

8. **Reflect** on learning using the *Journal* activity in the Student Workbook.

9. **Wrap Up** the lesson by having students review what they learned and get an introduction to the next lesson.

Differentiation Strategies

For struggling readers, encourage use of the **highlighted text** or **read aloud** function.

Provide a **word bank**, **sentence starters**, or **sentence frames** for student use as they complete the *Self-Monitoring Strategies* activity in the Student Workbook.

For the *Partner Power!* activity, you may wish to provide students with a sample to use as a reference. Emphasize to students that their artistic ability isn't what is important; it's what emotions they show and how they show them that is essential.

Educator Reflection

As students identify their own areas of focus for self-monitoring, consider your own self-monitoring needs. Are there any areas you could improve? How?

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LESSON 2: SELF-MONITORING

DO NOW:

Rate your level of knowledge about self-monitoring on a scale of 1-5.

1

I've heard the term before but don't know it.

2

I've heard the term and can use it in a sentence.

3

I know the term and can explain it to someone.

4

I know the term and can give a definition and example of the term.

5

I'm an expert; ask me anything about self-monitoring!

SEL WORD POWER!

CUE...

_____

_____

LESSON 2: SELF-MONITORING

PROMPT...

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_____

REGULATE...

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_____

SELF-MONITORING...

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5 Steps for Self-Monitoring

1. Identify and define the target behavior.

2. Collect data on the target behavior.

3. Learn strategies for the target behavior.

4. Monitor progress.

5. Reflect and re-approach.

LESSON 2: SELF-MONITORING

Self-Monitoring Strategies

Directions: Work with a partner to complete the chart below to describe some actions that require self-monitoring and some strategies you can use to self-monitor. Then, pick one and complete the self-monitoring data collection chart. Share your results with the class.

Examples:
- Focusing on a task or assignment
- Making positive statements to friends, family, or coworkers
- Completing work-related tasks
- Complying with you teacher requests
- Reading during study periods
- Not interrupting while others are talking
- Completing complex math problems

Action	Self-Monitoring Strategy

Self-Monitoring Data Collection		
Identify and define task:	**When does it happen?**	**Strategies I can use:**
Did the strategies work?	**Reflection:**	**Re-approach:**

LESSON 2: SELF-MONITORING

PARTNER POWER!

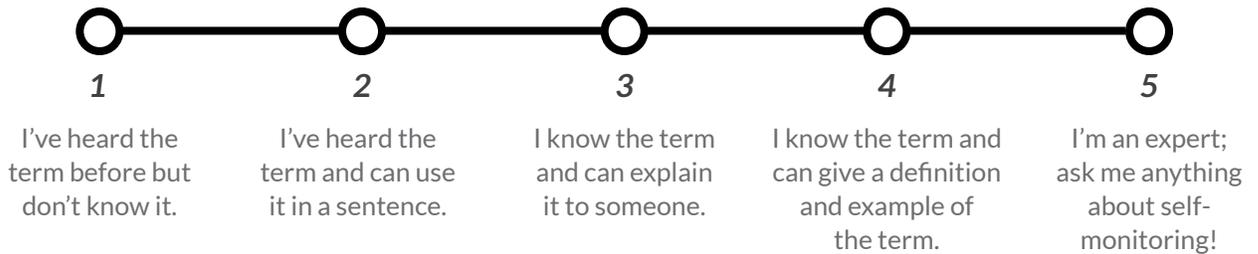**Directions:** Work with a partner to draw a comic strip that describes a situation where someone does not show the ability to self-monitor.

LESSON 2: SELF-MONITORING

END OF LESSON JOURNAL...

Review the rating you gave yourself in the *Do Now* at the start of the lesson. Now, how would you rate your knowledge about self-monitoring on a scale of 1-5?

1 — I've heard the term before but don't know it.

2 — I've heard the term and can use it in a sentence.

3 — I know the term and can explain it to someone.

4 — I know the term and can give a definition and example of the term.

5 — I'm an expert; ask me anything about self-monitoring!

LESSON 2 CHECKLIST

Did you:

☐ Complete the *Do Now* in your Student Workbook?

☐ Finish the ONEder Academy activities?

☐ Collaborate on the *Partner Power!* activity?

☐ Write in your *End of Lesson Journal*?

☐ Fill out the *Self-Monitoring* graphic organizer?