

# Pay Attention SLANT

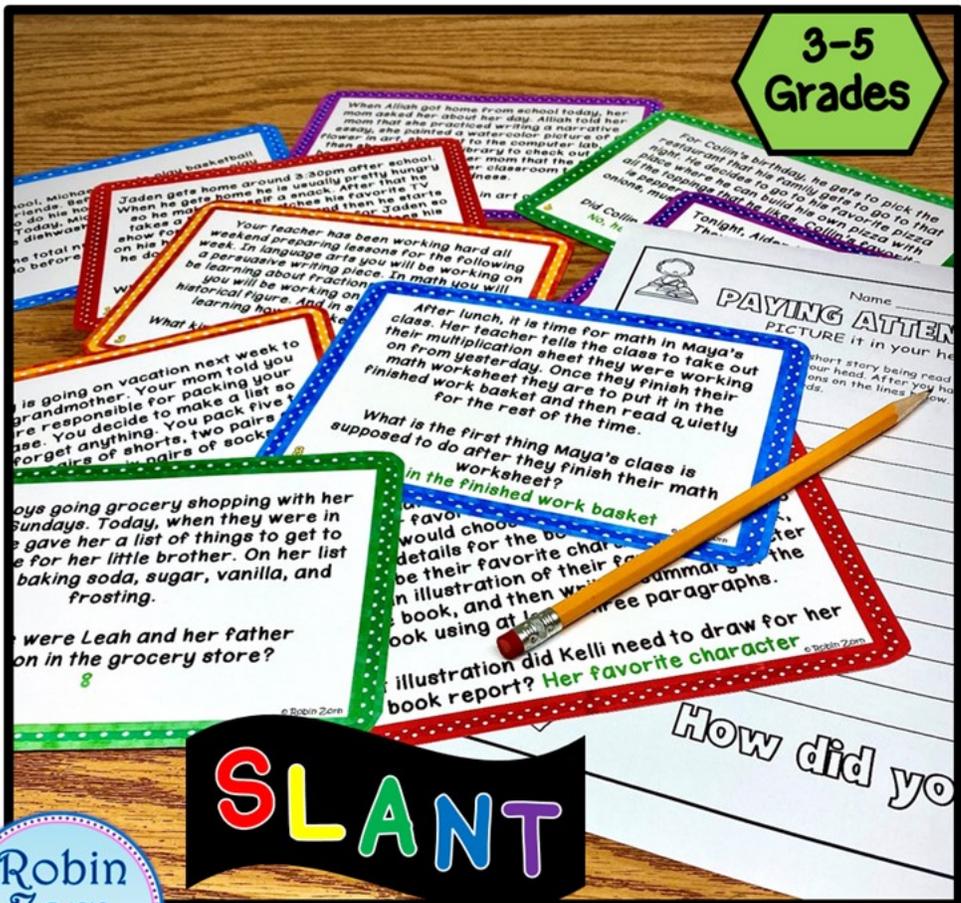
## LESSON PLAN

### Grades 3-5

PAY ATTENTION

# STUDY SKILLS

3-5  
Grades



SLANT

Lesson & Activity

# Pay Attention SLANT

## Study Skills Lesson Plan

3rd-5th  
Grades

### Objective:

Students will practice listening and paying attention to short scenarios by using the SLANT Strategy.

### Length of Lesson:

45 minutes

### Materials:

- Pay Attention SLANT Lesson Plan
- Pay Attention STAND UP Questions- Sheet
- SLANT Poster
- SLANT Individual Letter Posters
- Pay Attention Scenario Cards (can be copied on cardstock and laminated for durability or just printed on paper)
- Pay Attention Answer Sheet (copied for each student)

### ASCA Mindsets and Behaviors:

#### Behavior Standards:

Self-Management Skill:

- B-SMS 2. Demonstrate self-discipline and self-control

### Outline:

1. Stand Up- PAYING ATTENTION Activity Questions
2. SLANT Strategy for PAYING ATTENTION & Role Plays
3. "T" - Think About What is Said Scenario Card Activity
4. Conclusion

### Activity:

#### 1. Stand Up Activity Questions:

Begin the lesson by telling the students that you have some questions for them. If the answer to the question is true for them, they are to stand up. If it is not true for them, they are to stay seated. (I stand up with them too).

Read each of the questions on the PAY ATTENTION Stand Up Questions Sheet. After you are finished, tell the students that everyone has a hard time paying attention from time to time. Tell them that you have even had

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a hard time with some of these questions as well. However, there are some things they can do to help them focus and pay attention better.

## 2. SLANT Strategy:

Tell the students that you are going to teach them a way to help them Pay Attention better by using the SLANT STRATEGY. Show the students the poster with all the letters on it. Tell them that you are going to go over each of the letters in the word SLANT.

**S- Sit Up:** Show the students the poster with the letter "S" on it. Tell them that the first letter in the word SLANT stands for SIT UP. Bring a chair up to the front of the room to model what it looks like to SLOUCH and to SIT UP. You can even have a student come up to show both examples.

Ask the students what SITTING UP has to do with PAYING ATTENTION? Discuss answers. Sitting up straight with your feet on the floor helps you to focus more, where slouching makes you more tired and causes you to be more disengaged and lethargic. Tell the students when they start to feel themselves slouching, to sit up straight and that will help them to pay attention better.

**L- Look at the Speaker:** Show the students the poster with the letter "L" on it. Tell them that the second letter in the word SLANT stands for LOOK AT THE SPEAKER. Have a student volunteer come up to the front of the room. Have the student tell you about a happy memory. When the student starts talking, look away like you are disinterested and yawn. Then have the student repeat the story only this time "Look" at the student and nod to show you are interested in the story. Ask the student volunteer which one showed that you were paying attention. The second one did.

Ask the class what LOOKING AT THE SPEAKER has to do with PAYING ATTENTION? Discuss answers. Looking at the person who is talking shows the person that you are paying attention. And it shows respect. It also tells your brain to think about what you are looking at and hearing.

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**A- Ask & Answer Questions:** Show the students the poster with the letter "A" on it. Tell them that the third letter in the word SLANT stands for ASK & ANSWER QUESTIONS.

Ask the students what they think ASKING or ANSWERING QUESTIONS has to do with PAYING ATTENTION? Discuss answers. Asking & Answering Questions can keep you focused on the topic as well as clarify what is being said. And it also shows the speaker that you are paying attention by participating.

**N- Note the Details:** Show the students the poster with the letter "N" on it. Tell them that the fourth letter in the word SLANT stands for NOTE THE DETAILS.

Ask the students what NOTING THE DETAILS has to do with PAYING ATTENTION? Discuss answers. Noting the details is exactly what it means- to take notes. Tell the students that when the speaker is giving a lot of information or directions it can help to write down what is said. For example, if your teacher says to use the following three words in today's writing assignment, you can write them down to make sure you have them and then cross them off once you use them in your writing. Tell the students that this will be a skill they will use often the older they get.

**T- Think About What is Said:** Show the students the poster with the letter "T" on it. Tell them that the last letter in the word SLANT stands for THINK ABOUT WHAT IS SAID.

Ask the students what THINKING ABOUT WHAT IS SAID has to do with PAYING ATTENTION? Discuss answers. Tell the students that when someone is talking, you want to repeat what they are saying in your head to help you remember the information. Tell them that they are now going to practice this.

### **3. "T" - Think About What is Said Written Activity:**

Pass out the "Pay Attention - Picture it in your Head" Activity Sheet to each student. Tell them that you are going to read several short scenarios out loud along with a question at the end of the scenario. They are to "Think" about what is being said and then write down the answer to the question on their sheet. Tell them that this activity is meant to help them practice paying attention by "Thinking" about what is said and using the SLANT Strategy.

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You can either read all the scenarios and give them the answers at the end or you can give them the answers after each question. For this activity, I like to give them the answers after each question and then discuss each one.

Also, as you are doing this activity, remind them about the other letters in SLANT. Have them SIT UP, LOOK AT YOU, ASK QUESTIONS, and NOTE THE DETAILS. (You can even give them a piece of paper to jot down notes if you want to or use the back of their paper. I usually tell them that for this activity, they are to focus on picturing the scenario in their head).

## Pay Attention Scenario Cards:

Card 1: Tell them you are going to read a scenario about a boy named Jaden who is coming home from school. Have them picture what Jaden does when he gets home in their heads. After the students have written their answer down to the question, ask them what the answer is. If they got it correct, ask them how they remembered the scenario? They had to pay attention by thinking about what was said. If they didn't get it correct, tell them we are going to keep practicing.

(I just ask the question and call on a student for the answer. I don't have them all raise their hands if they got it correct).

Card 2-10: Continue reading the scenarios to the class and having them write their answers on their sheet. Discuss each one as much as you need to after each card or at the very end of the activity.

## 4. Conclusion:

Ask the students to recall each of the letters in the word SLANT by asking what each letter stands for. Ask them how using the SLANT Strategy can help them to PAY ATTENTION better.

**Optional:** Print each of the letters in SLANT as well as the poster with all of the letters on it and hang them up in the classroom.

# Pay Attention SLANT Digital Options

## OPTION #1:

Print out the scenario cards along with the SLANT POSTERS. On a platform such as Zoom™ follow the lesson plan. Read the Pay Attention Questions out loud and have your students stand up at home if it is true for them. As you go through the letters for the word SLANT, show the cards to your students. For the scenario activity, have your students get a piece of paper to write down the answers for each scenario card that you read.

## OPTION #2:

Print out the scenario cards ahead of time. Begin by reading the Pay Attention Questions out loud and have your students stand up at home if it is true for them. On a platform such as Zoom™ share your screen and go through the PowerPoint that is included in this packet (or on Google Slides™). Discuss each one. For the scenario activity, have your students get a piece of paper to write down the answers for each scenario card that you read.

## OPTION #3:

Print out the SLANT POSTERS ahead of time or you can use the SLANT POSTERS PowerPoint/Google Slides™ that is included in this packet. Follow the lesson plan. Click on the LINK below to have your students complete the scenario activity independently.

[LINK to Pay Attention SLANT on Google Slides™](#)

[LINK to Pay Attention SLANT Posters on Google Slides™](#)

# PAY ATTENTION QUESTIONS

1. STAND UP if you have ever heard your teacher say the words PAY ATTENTION.
2. STAND UP if you have ever heard your parent or guardian say the words PAY ATTENTION.
3. STAND UP if you sometimes have a hard time focusing on what the teacher is saying in class.
4. STAND UP if you have ever found yourself looking around the room when your teacher is talking.
5. STAND UP if you sometimes have a hard time sitting still when the teacher is talking.
6. STAND UP if your teacher has ever given your class directions, but then you couldn't remember what to do.
7. STAND UP if you have ever done the wrong assignment.
8. STAND UP if you have ever missed something cool because you weren't paying attention.
9. STAND UP if you have ever been taught HOW to pay attention using the SLANT Strategy.
10. STAND UP if you would like to learn how to pay attention better.

Jaden gets home around 3:30pm after school. When he gets home he is usually pretty hungry so he makes himself a snack. After that he takes a break and watches his favorite TV show for about 30 minutes and then he starts on his homework. Math is harder for Jaden so he does that subject first before he does his language arts assignment.

What is the second thing Jaden does when he gets home? **Watches TV**

1

© Robin Zorn

Kelli loves to read. Her teacher told the class today that they are going to do a book report on their favorite book. Kelli knew exactly the one she would choose. Her teacher then passed out the details for the book report. They are to describe their favorite character in the book, draw an illustration of their favorite character in the book, and then write a summary of the book using at least three paragraphs.

What illustration did Kelli need to draw for her book report? **Her favorite character**

2

© Robin Zorn

Your teacher has been working hard all weekend preparing lessons for the following week. In language arts you will be working on a persuasive writing piece. In math you will be learning about fractions. In social studies you will be working on researching a historical figure. And in science you will be learning how to make a solar oven.

What kind of writing piece will the class be working on? **Persuasive**

3

© Robin Zorn

Your family is going on vacation next week to visit your grandmother. Your mom told you that you are responsible for packing your own suitcase. You decide to make a list so you won't forget anything. You pack five t-shirts, three pairs of shorts, two pairs of tennis shoes, and six pairs of socks.

How many t-shirts did you pack? **Five**

4

© Robin Zorn

Leah enjoys going grocery shopping with her dad on Sundays. Today, when they were in aisle 8, he gave her a list of things to get to bake a cake for her little brother. On her list was flour, baking soda, sugar, vanilla, and frosting.

What aisle were Leah and her father shopping on in the grocery store?

8

5

© Robin Zorn

For Collin's birthday, he gets to pick the restaurant that his family gets to go to that night. He decides to go to his favorite pizza place where he can build his own pizza with all the toppings that he likes. Collin's favorite pizza is pepperoni, sausage, ham, black olives, onions, mushrooms, and tomatoes with extra cheese on top.

Did Collin have green olives on his pizza?

No, he had black olives on his pizza

6

© Robin Zorn

After school, Michael likes to play basketball with his friends. Before he can go out to play he has to do his homework as well as some chores. Today, Michael has to walk the dog, empty the dishwasher, and take out the trash.

What is the total number of things Michael has to do before he can go out to play?

4

7

© Robin Zorn

After lunch, it is time for math in Maya's class. Her teacher tells the class to take out their multiplication sheet they were working on from yesterday. Once they finish their math worksheet they are to put it in the finished work basket and then read quietly for the rest of the time.

What is the first thing Maya's class is supposed to do after they finish their math worksheet?

8

Put it in the finished work basket

© Robin Zorn

When Alliah got home from school today, her mom asked her about her day. Alliah told her mom that she practiced writing a narrative essay, she painted a watercolor picture of a flower in art, she went to the computer lab, and then she went to the library to check out two books. Alliah also told her mom that the school counselor came into her classroom to talk about kindness.

What did Alliah paint in art class?

9

A flower

© Robin Zorn

Tonight, Aiden is helping his mom make dinner. They are having spaghetti, salad, and rolls. She asked him to get the jar of spaghetti sauce out of the pantry and then to put the salad into a large bowl. After that she asked him to set the table.

What were the three things Aiden's family was having for dinner tonight?

Spaghetti, Salad, and Rolls

10

© Robin Zorn



Name \_\_\_\_\_

# PAYING ATTENTION



PICTURE it in your head!

Directions: Pay attention to the short scenario being read to you. Think about what is said by picturing the scenario in your head. After you have heard the scenario, answer each of the stated questions on the lines below. This worksheet is used with the Pay Attention Scenario Cards.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



## How did you do?

# SLANT STRATEGY

S

## Sit Up

Sit up straight with your feet on the floor



L

## Look at the Speaker

Keep your eyes on the speaker to avoid distractions



A

## Ask & Answer Questions

Ask questions about what is being said



N

## Note the Details

Take notes to help you stay focused



T

## Think About What is Said

Think about what the speaker is saying by repeating it in your head





Sit Up

Sit up

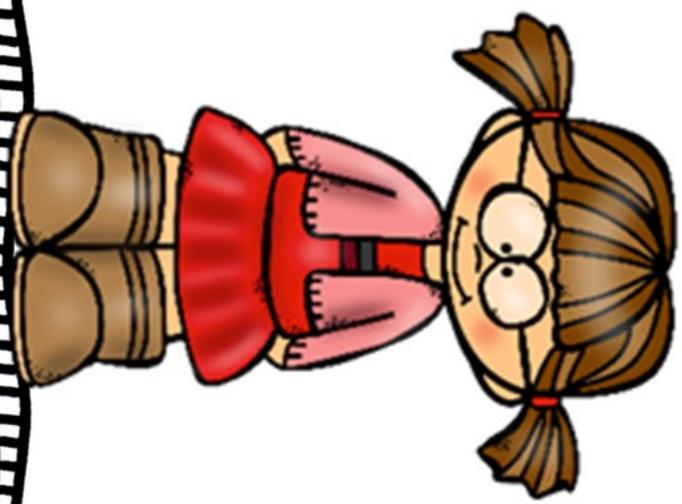
straight with  
your feet on  
the floor

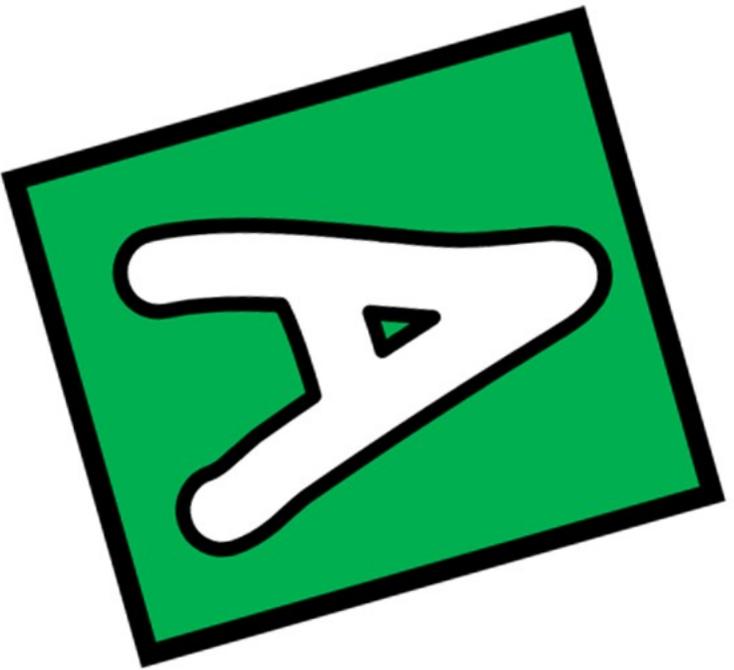




# Look at the Speaker

Keep your eyes  
on the speaker  
to avoid  
distractions





ASK &

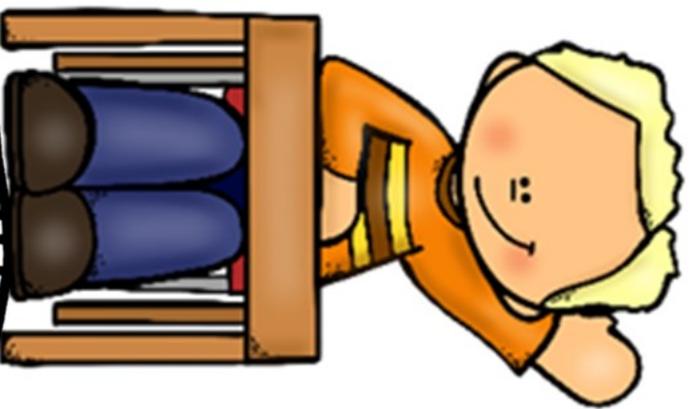
ANSWER

QUESTIONS

ASK & ANSWER

QUESTIONS ABOUT

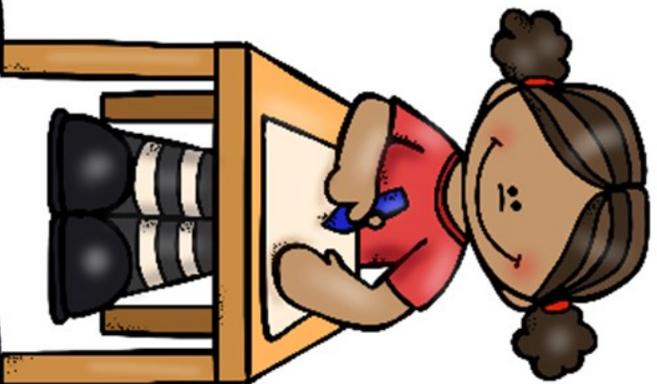
WHAT IS BEING SAID

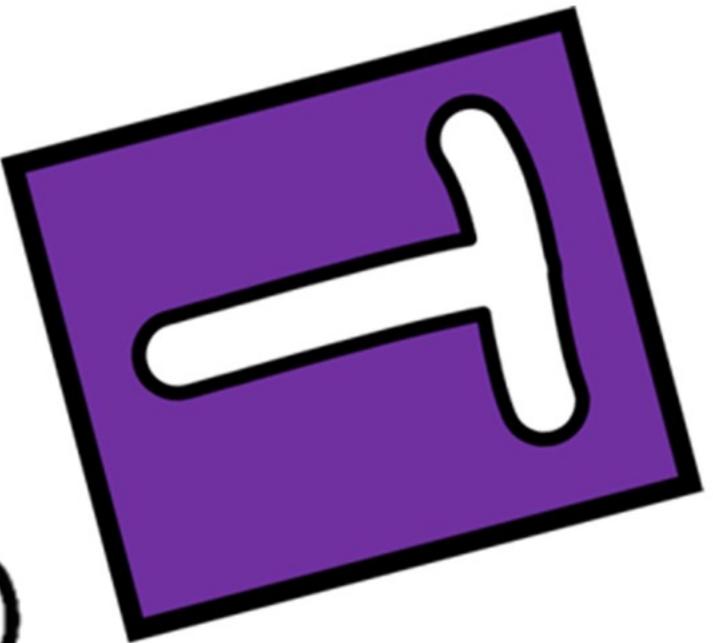




Note the  
Details

Take notes to  
help you stay  
focused





# Think About What is Said

Think about what  
the speaker is  
saying by  
repeating it in  
your head



# Thank You!



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these amazing artists!

