

# Core Life: Teaching Core Life Attributes in First Grade

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## About the Authors

Under contract with Mental Health America of Northern Kentucky and Southwest Ohio, Dayton Independent School District engaged the following preschool-2<sup>nd</sup> grade teachers to develop the content for these materials:

- Mrs. Amanda Berringer is a wife and mother of two wonderful children. She has taught in public schools for 15 years, currently working with third graders. Mrs. Berringer teaches students with a variety of developmental needs and finds avenues to help each student succeed. In addition to teaching, Mrs. Berringer leads the Lincoln Elementary Drama Department.
- Mrs. Holly Chenot is currently a 2<sup>nd</sup> grade teacher at Lincoln Elementary School. She is beginning her 21<sup>st</sup> year as a classroom teacher and has absolutely enjoyed every minute! Mrs. Chenot married her high school sweetheart 17 years ago, with whom she has three beautiful children. The Chenots are very active in sports and theater! Mrs. Chenot enjoys spending any extra time going to antique shows and searching for new ways to improve and renovate the family's home.
- Ms. Marti Jo Griffith is a 6th year elementary school teacher. Currently, Ms. Griffith teaches 3<sup>rd</sup> grade. Ms. Griffith can always be found helping out around school- from the Cross Country club to the Chess club, Ms. Griffith does it all! Ms. Griffith also has a master's degree in special education and is working on receiving the national board verification in literacy.
- Ms. Michelle Litzler is the proud mother of one son. Ms. Litzler has taught general education and special education classes for 24 years. Ms. Litzler loves her job and her students. She volunteers her time by serving on a variety of committees, including Parent-Teacher Committee. Ms. Litzler speaks for all of the Lincoln staff by saying she feels lucky to work with the amazing students and adults at Lincoln Elementary School!
- Mrs. Heather Stuempel has been married for 21 years. With her husband, she has 2 of the sweetest daughters. Family is the most important thing in Mrs. Stuempel's life, right alongside her passion for teaching! Mrs. Stuempel has been doing what she loves for 16 years. She is starting her 8<sup>th</sup> year teaching First grade at Lincoln Elementary and cannot imagine teaching anywhere else!
- Mrs. Naomi Colliver is beginning her 4<sup>th</sup> year as the Professional School Counselor at Lincoln Elementary School. Mrs. Colliver has overseen the process of writing this guide, while contributing to a few of the Tier 1 lesson plans, the take home cards, and the Tier 2 Group guide. Mrs. Colliver enjoys working with the Lincoln Little Devils, who have forever found a place in her heart and given her great joy to fulfill her heart's calling. Mrs. Colliver and her dedicated husband have two children, who are proud to call themselves Lincoln Little Devils!
- It would be a shame to exclude appreciation for our leader, who encourages our projects, our ideas, and our desires to grow. Mrs. Heather Dragan has been a champion for the children of Dayton Independent Schools for 24 years. She is beginning her 2<sup>nd</sup> year as



Principal at Lincoln Elementary School. During her time as Principal, Mrs. Dragan has inspired, engaged, and grown a staff full of spirit and love for students. When approached with the prospect of writing a guide for Core-Life implementation in primary grades, Mrs. Dragan's attitude did not waver. First, the project could not take away time and energy from our first priority: our students! Secondly, this project would be safe tucked in the hands of these teachers, who lead by word and deed daily. It is a privilege for a staff to be led by someone who encourages positive, healthy character skills, while possesses them herself. Mrs. Dragan, we are grateful to you!

And in collaboration with Behavioral Health Consulting, LLC, (BHC) the materials were organized to include a student worksheet and additional parent materials. Bonnie Hedrick, Ph.D. was the lead consultant for BHC.



# Evaluation

To measure the impact of the lessons, administer the following surveys to students and parents as follows:

- Pre-Test: Prior to introducing the Core Life Principles
- Post-Test: Upon completion of the Core Life Principles



### Guardian Pre-Survey

<b>Do you think your child can:</b>	<b>Never</b>	<b>Sometimes</b>	<b>Frequently</b>
Be friendly with everyone.			
Respect their environment.			
Follow the rules.			
Work hard to accomplish goals.			
Help someone.			
Make new friends.			
Say thank you - genuinely.			
Encourage others.			
Exercise			
Eat healthy.			
Think positively.			
Use what he/ she needs.			
Make good choices.			
Say and show an apology.			
Choose to look on the bright side.			
Use polite words at school.			
Have stamina or grit to complete a task.			
Tell the truth.			
Do things that are hard for him/ her.			
Can calm down when something bothers him/ her.			
Change the way he/ she looks at things.			



### Teacher Pre-Survey

Do you think _____ [insert child name] can:	Never	Sometimes	Frequently
Be friendly with everyone.			
Respect their environment.			
Follow the rules.			
Work hard to accomplish goals.			
Help someone.			
Make new friends.			
Say thank you - genuinely.			
Encourage others.			
Exercise			
Eat healthy.			
Think positively.			
Use what he/ she needs.			
Make good choices.			
Say and show an apology.			
Choose to look on the bright side.			
Use polite words at school.			
Have stamina or grit to complete a task.			
Tell the truth.			
Do things that are hard for him/ her.			
Can calm down when something bothers him/ her.			
Change the way he/ she looks at things.			





**Student Pre-Survey – For pre-reading students these questions must be asked by an adult in the classroom individually with each child.**

	Never	Sometimes	Frequently
I can be friendly with everyone.			
I can respect my environment.			
I can follow the rules.			
I can work hard to accomplish goals.			
I can help someone.			
I can make new friends.			
I can say thank you.			
I can encourage others.			
I can exercise.			
I can eat healthy.			
I can think positively.			
I can use what he/ she needs.			
I can make good choices.			
I can say and show an apology.			
I can choose to look on the bright side.			
I can use polite words at school.			
I can have stamina.			
I can tell the truth.			
I can do things that are hard for him/ her.			
I can keep his/ her body calm when something bothers him/ her.			
I can change the way he/ she looks at things.			



### Guardian Post-Survey

Do you think your child can:	Never	Sometimes	Frequently
Be friendly with everyone.			
Respect their environment.			
Follow the rules.			
Work hard to accomplish goals.			
Help someone.			
Make new friends.			
Say thank you - genuinely.			
Encourage others.			
Exercise			
Eat healthy.			
Think positively.			
Use what he/ she needs.			
Make good choices.			
Say and show an apology.			
Choose to look on the bright side.			
Use polite words at school.			
Have stamina or grit to complete a task.			
Tell the truth.			
Do things that are hard for him/ her.			
Can calm down when something bothers him/ her.			
Change the way he/ she looks at things.			



### Teacher Post-Survey

Do you think _____ [insert child name] can:	Never	Sometimes	Frequently
Be friendly with everyone.			
Respect their environment.			
Follow the rules.			
Work hard to accomplish goals.			
Help someone.			
Make new friends.			
Say thank you - genuinely.			
Encourage others.			
Exercise			
Eat healthy.			
Think positively.			
Use what he/ she needs.			
Make good choices.			
Say and show an apology.			
Choose to look on the bright side.			
Use polite words at school.			
Have stamina or grit to complete a task.			
Tell the truth.			
Do things that are hard for him/ her.			
Can calm down when something bothers him/ her.			
Change the way he/ she looks at things.			



**Student Post-Survey – For pre-reading students these questions must be asked by an adult in the classroom individually with each child.**

	Never	Sometimes	Frequently
I can be friendly with everyone.			
I can respect my environment.			
I can follow the rules.			
I can work hard to accomplish goals.			
I can help someone.			
I can make new friends.			
I can say thank you.			
I can encourage others.			
I can exercise.			
I can eat healthy.			
I can think positively.			
I can use what he/ she needs.			
I can make good choices.			
I can say and show an apology.			
I can choose to look on the bright side.			
I can use polite words at school.			
I can have stamina.			
I can tell the truth.			
I can do things that are hard for him/ her.			
I can keep his/ her body calm when something bothers him/ her.			
I can change the way he/ she looks at things.			



## Use of the Core Life Attributes In Primary Grades

Core-Life is an excellent way to infuse character education skill building in the typical school day. Using the resources and ideas, teachers and counselors can determine the best ways their students can practice each skill. Core-Life is only as effective as the presenter and role model. If the teacher or counselor does not utilize these skills him or herself, the likelihood of students doing so greatly decreases. Consider a teacher who never reads. How would the students learn?!

Each skill is presented in student friendly “I Can” statements. Each topic has three “I can” statements which will be taught from Kindergarten through Second Grade. Kindergarten classrooms will teach statement 1; first grade could teach statement 2; and second grade could teach statement three. This would allow students to build upon the skills over the three years, and allow teachers to excel in one area. Using the guide over one school year gives teachers many options for activities every week, with plenty of options for use and differentiation over the three years included in the guide.

Next, a definition is provided and recommended books are included. Read alouds are the “bookbone” of Core-Life! Read a book or listen to the story online. Following these opening activities, each I Can statement is broken down into:

- Discussion
- Videos/ Songs
- Activities

A resource list has been provided for each skill. These include every item needed for all the suggested activities. And finally, a list of questions to ask students. Keep these handy, as they can be used anytime!

Some lessons contain teacher tips. To get you started, here are some tips for the entire Core-Life Character Skill Building Intervention:

PBS Kids has an excellent series called Daniel Tiger and based on the teaching of Mr. Fred Rogers. This series contains many excellent clips, songs, and lessons that fit wonderfully into the Core-Life message. This can even serve as a connection between home and school when episodes are discussed and messages are used in both places. <http://www.pbs.org/parents/daniel/episodes/>



## Core Life Attributes with Definitions

Attribute	Definition
Respect	(noun) Expressing a feeling of honor, appreciation, and admiration towards someone
Responsible	(adj.) Dependable; able to be trusted and relied upon
Rules	(noun) A statement that tells you what is or is not allowed
Goal	(noun) A purpose or objective that one strives to achieve
Volunteer	(verb) To offer oneself for a service willingly and without pay
Empathy	(noun) The ability to understand and share another person's experiences, emotions, and feelings
Gratitude	(noun) A feeling of thankfulness or appreciation
Tolerance	(noun) The willingness to accept feelings, behavior, or beliefs that are different from your own
Healthy Living	(noun) Choosing nutritious food, staying active, and avoiding toxic substances to be healthy inside and out
Moderation	(noun) Staying safely away from excesses or extremes
Honesty	(noun) Being fair and truthful; not lying, cheating, or stealing
Wisdom	(noun) Having experience, knowledge, and good judgment
Optimist	(noun) A person who is hopeful about how things will turn out
Perseverance	(noun) Having the self-discipline to continue a task in spite of many difficulties
Courtesy	(noun) Polite behavior that shows respect for others
Survival	(noun) the state or fact of continuing to live or exist, typically in spite of an accident, ordeal, or difficult circumstances
Mindfulness	(noun) <i>A way of thinking that nurtures happier and healthier living</i>
Transformation	(noun) The belief that you can learn from or become smarter if you work hard and keep trying



There are related material for each attribute for First grade, First Grade, and Second Grade. This document is for First grade.

## Implementation K-2

Prior to starting a primary Core Life program, meet as a group of K-2 teachers to plan the sequencing of your implementation. It is recommended to start implementation in Kindergarten, then add on each year following that. That way students get three years of introduction to all the “I Can” statements.

## Implementation in First Grade

This document is focused on “I Can” statements for First grade students. Some things to consider prior to implementation are:

- A. **Sequence:** The following lessons can be implemented in a sequence that is determined by the first-grade teacher or teachers. It is best for all teachers in each classroom to implement the same sequence. This will require advanced planning prior to implementation.
- B. **Organization** – Each lesson has the following materials:
  - a. Overview – getting ready to teach
  - b. Lesson Plan
  - c. Parent Guide
  - d. Student Work Sheet
- C. **How to start:** At the beginning of the year, the first-grade teachers should decide on the sequence of their topics and implement the topics consistently across all classrooms.

## Evaluation

Implement the pre-test prior to any topics being taught. Likewise, implement the post-test at the close of the school year. Much of the content for many topics overlaps so teaching one topic will reinforce concepts taught in another. The surveys are designed to capture changes in student attitudes and behaviors on the Core Life attributes.



# Core Life Attributes





# Rules



## Rules – First Grade Teacher Guide

**Teaching Objective: Students Learn:** I can follow rules.

### Getting Started in First grade

- Define “rule” in developmentally appropriate terms such as:
  - A rule is a statement that tells you what is or is not allowed.
- Choose and read aloud one or more trade book recommendations from the following list. Choose those that are developmentally appropriate to first grade. Recognize that teachers in grades 1 and 2 will be using these same books and videos in subsequent years to build upon what you teach in first grade.
  - Back to School Rules by Laurie B. Friedman (Grades K-3)
  - Delilah D. at the Library by Jeanne Willis (Grades P-2)
  - Don’t Push the Button by Bill Cotter (Grades P-2)
  - Froggy Plays 7-Ball by Jonathan London (Grades K-3)
  - Know and Follow Rules by Cheri J. Meiners (Grades P-3)
  - Library Lion by Michelle Knudsen (Grades P-2)
  - Pinkalicious by Victoria Kann (Grades P-3)
  - Thanksgiving Rules by Laurie Friedman (Grades P-3)
  - The Loch Mess Monster by Helen Lester (Grades P-2)
  - This Moose Belongs to Me by Oliver Jeffers (Grades P-3)

### Teacher Tips and Recommended Activities:

Use videos and songs to lead further discussion about rules.

**Student Activity Sheet:** When the lesson is complete, ask the students look at the student page. Assist in reading where necessary. Ask them to think about the rules for each area. You may want to write them on the board for students to copy.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## “I Can” Statement: I can follow rules.

**Discussion:** Have a class discussion about what self-control means and why it is important.

### **Videos/ Songs:**

- Howard B. Wigglebottom’s “Listen Better” <https://youtu.be/HH0rQiwKtSs>
- David Kaiser’s “Self-Control Song”- [https://youtu.be/5\\_mgwOOq7hs](https://youtu.be/5_mgwOOq7hs)
- “I Can Follow the Rules Song” <https://youtu.be/iQxK-Ah7has>

### **Activities:**

- **“Self-Control Bubbles: A Behavior Management Teaching Tool”**
  - Have the class sit in a circle and tell the students that you are going to blow bubbles. They may pop the bubbles as they come near them but they have to keep their bottoms on the ground.
  - Next, tell them you are going to blow the bubbles again but this time they may NOT pop them even if they land on their nose. Explain that they are going to have to use self-control.
  - Ask if they know what self-control is and discuss that it is the feeling of really wanting to do something but having to tell your body not to do it.
  - After this activity ask the students how they felt when they could not pop the bubbles and discuss how important using self-control is to help follow the rules.
  - Brainstorm examples of when they need to use self-control. i.e.-when they want to talk while someone else is talking, when they want to run instead of walking down the hall, etc.
  - Make a list of times or places where they should use self-control and display the list in the classroom.
  - Teachers Pay Teachers - <https://www.teacherspayteachers.com/Product/Self-Control-Bubbles-A-behavior-management-teaching-tool-1114853?aref=7plp9g00>(FREE Download)
- ***It’s Me!*** - Have students draw themselves using self-control to follow a school rule.
- ***Here’s to You!*** - Praise students if you “spot” them following a school rule. Use Core-Life “Ask me about Rules” stickers, other stickers, brag tags, or certificates if possible.

### **Questions to ask students:**

- What is self-control?
- How does self-control help you follow the rules?
- When is it important to use self-control at school, home, and in the community?
- What rules do you need to follow?
- How can you be a better listener?

### **Required Resources/ Items to Prep**

- Bubbles
- Printable from “Self-Control Bubbles”  
FREE download on Teacher Pay Teachers or use drawing paper
- Poster to write the list of times and places that it is important to show self-control to display
- Markers/crayons/pencils/Stickers/brag tags/certificate





# I can follow rules.

**Think about your classroom as a community. What do you think will help your community be a nice place to learn? Write ONE rule on the blackboard to improve the community.**



# Responsible and Responsibility



# Responsible – First grade Teacher Guide

**Teaching Objective: Students Learn:** I can be prepared and organized.

## Getting Started in First grade

- Define “responsible” in developmentally appropriate terms such as:
  - To be responsible means that you are dependable and trustworthy. Others can count on your doing what you say you are going to.
  - Example: If you say you are going to meet someone to loan them a book or video game, you are responsible if you actually follow through on your promise.
- Define “responsibility” in developmentally appropriate terms such as:
  - To have a responsibility means that you have been given a task to do, a chore to accomplish, or an assignment to turn in, a rule to follow, etc. You are assigned these tasks because others see you as responsible – dependable, trustworthy.
- Choose and read aloud one or more trade book recommendations
  - Don’t Let the Pigeon Drive the Bus by Mo Willems (Grade 1)
  - Don’t Let the Pigeon Stay up Late by Mo Willems (Grades 1-2)
  - For You Are a Kenyan Child by Kelly Cunnane (Grades K-3)
  - Frank and Ernest by Alexandra Day (Grades K-3)
  - Frank and Ernest Play Ball by Alexandra Day (Grades K-3)
  - Honest to Goodness Truth by Patricia C. McKissack (Grades P-3)
  - How Do Dinosaurs Say Good Night? Jane Yolen (Grades P-2)
  - Nutik, the Wolf Pup by Jean Craighead George (Grades P-2)
  - Pumpkin Soup by Helen Cooper (Grades K-3)
  - The First Strawberries by Joseph Bruchac & Anna Vojtech (Grades K-3)
  - The Signmaker's Assistant by Tedd Arnold (Grades K-3)
  - The Worst Day of My Life Ever by Julia Cook (Grades K-2)

**Teacher Tips and Recommended Activities:** Use videos and songs to lead further discussion about rules.

**Student Activity Sheet:** When the lesson is complete, ask the students look at the picture and answer the questions: What needs to go in your book bag for first grade? Is that different from when you were in kindergarten? Write answers on the board and ask students to copy them into the box. Conclude with the reason why it is good to be organized. (better prepared for class, creates less stress, get better grades)

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## **“I Can” Statement: I can do be prepared and organized.”**

**Discussion:** Discuss how the students prepare for school each day. Make a list of ideas on the board. Talk about why it is important to be prepared and organized. Talk about how the word routine and how having a routine can help students be prepared.

### **Videos/ Songs:**

- “This Is The Way We Go To School” by The Kiboomers – Kids Music Channel --

[https://www.youtube.com/watch?v=fsIb5L0\\_pGY](https://www.youtube.com/watch?v=fsIb5L0_pGY)

### **Activities:**

- **Organize!** - Have students draw a picture of how they prepare and organize things for school or how their parents prepare for work.
- **Things to Do Lists** - Create a checklist for students to use at home to remember everything they need for school each morning. There are several free templates available online.

### **Questions to ask students:**

- What does it mean to be organized?
- How does staying organized help with being prepared?
- What happens when you are not prepared?
- How does it make you feel?
- How does it affect others when you are not prepared?
- What is a routine? Why is it helpful to have a routine?

#### **Required Resources/ Items to Prep**

- Drawing paper
- Pencils
- Crayons or markers





## To the Parent or Guardian:

### Responsible and Responsibilities

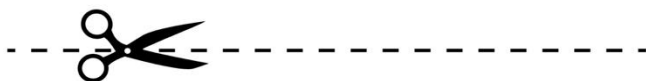


Families have a lot of responsibilities. Teaching children early that they have a place in household responsibilities can be helpful. Many chore recommendation charts are available online. If you are just getting started, consider ways your child can be most successful with chores. When he/ she feels successful with a task, they are more willing to try something a bit more challenging.

Younger children can often help with laundry by folding towels, matching socks, putting clothes into drawers, etc. They can also learn to sweep with a vacuum or broom, though they should not be plugging anything into a socket by themselves. Consider having children wash dishes in the kitchen sink. Hand children a spray bottle of water with a bit on vinegar and a rag and ask them to clean off tables, walls, etc.

Chores do not need to be rewarded with money, though working towards a prize or goal can help. Explain that a house is lived in by all members of the family, and as such, all members have a responsibility to clean. This part is very important! If you are asking children to clean, be sure to clean alongside them. Set a timer for 10 minutes and everyone cleans together. When the timer goes off, stop cleaning and do something fun.

**Ask your child** to share what he/ she has learned about being responsible and encourage him/ her to teach your family. Being responsible means to be dependable and trustworthy. Ask what this looks like, sounds like, and feels like. Let your child guide your discussion. Have your family pick something to try.



**Complete and return this half of the card to school.** Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

What is a responsibility your child enjoy?

What is a new responsibility your child is learning?





Use this chart to show different types of chores with which your child can help.



# Respect



## Respect – First grade Teacher Guide

**Teaching Objective: Students Learn:** I can be friendly with everyone.

### Getting Started in First grade

- Define “respect” in developmentally appropriate terms such as:
  - To show respect is to treat someone or something in a way so that they are cared for and feel important; expressing a feeling of honor, appreciation, and admiration towards someone
- Choose and read aloud one or more trade book recommendations
  - Chrysanthemum by Kevin Henkes (Grades K-3)
  - Enemy Pie by Derek Munson (Grades K-3)
  - Hey, Little Ant by Philip M. Hoose and Hannah Hoose (Grades K-2)
  - Invisible Boy by Trudy Ludwig (Grades K-2)
  - Miss Marble’s Marvelous Makeover by Sheila Walsh (Grades K and Up)
  - One by Kathryn Otoshi (Grades P-3)
  - Recess Queen by Alexis O’Neil (Grades P-3)
  - Respect and Take Care of Things by Cheri J. Meiners (Grades K- 2)
  - The Biggest Bear by Lynd Ward (Grades K-3)
  - The Emperor’s New Clothes by Hans Christian Anderson (Grades K-3)
  - The Great Kapok Tree by Lynne Cherry (Grades P-3)
  - The Mightiest by Keiko Kasza (Grades K-2)
  - The Name Jar by Yangsook Choi (Grades K-2)
  - Too Much Noise by Ann McGovern (Grades K-3)
  - Two Bad Ants by Chris Van Allsburg (Grades K-3)
  - Zen Shorts by Jon J. Muth (Grades K-3)

### Teacher Tips:

#### Teacher Tips and Recommended Activities:

Use videos and songs to lead further discussion about rules.

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the student handout with the picture of Sam and Shelly. Ask: What are some words to show Sam, Shelly, or other students in your class that they are important and that you respect them. Process with the class. Write words on the board and ask students to copy the words to their paper.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## **“I Can” Statement: I can be friendly with everyone.”**

**Discussion:** Discuss what it means to be friendly with everyone.

### **Videos/ Songs:**

- “Sesame Street: Respect” <https://youtu.be/GOzrAK4gOSo>
- “For the Birds” <https://youtu.be/WjoDEQqyTig>
- “Dr Seuss’ The Zax” <https://youtu.be/dZmZzGxGpSs>
- “All About Respect” <https://youtu.be/TmRjyQlWyQg>
- “I am Good at Sharing: Teaching Children the importance of Sharing”  
<https://youtu.be/gKv9KniC4uk>
- “I am Kind: Teaching Children the Importance of Kindness” - <https://youtu.be/aHm8-n5CQA>

### **Activities:**

- ***Apple Activity:*** Have two apples. Have students pay compliments and use manners with one apple. Every time some is nice to the apple it “jumps” for joy (toss it in the air and catch). With the other apple have students be rude and say mean things to the apple. Every time someone is mean to the apple it drops and falls in the floor. Compare the outside of the two apples and then open up and compare the inside. (On the outside the apple looks the same, but the inside does not-it is bruised).
- ***Sam and Shelly Activity:*** On one piece of chart paper draw a boy and on the other a girl. Have students say mean things to both Sam and Shelly. When they are mean have them crumple a small piece of the paper. Do this until they are all crumpled up. Discuss how they feel. Then have students say words that help Sam and Shelly know they are important and respected. Have students smooth the piece of paper out as they do this. Discuss how the hurtful comments changed Sam and Shelly. Discuss how we should think before we speak.
- ***Role-play using manners.***
- Write thank you cards to staff/community members/etc.
- ***Create a ladybug out of a paper plate, construction paper, and a brass fastener.*** Have student’s draw/write things under the wings that bug them. On top of the wings have them draw or write things they can say or do when someone or something is bugging them.
- ***Compliment scoot-*** have students write their name on a piece of paper. Have students walk around and draw/write compliments to each student in the classroom.

#### **Required Resources/ Items to Prep**

- Apples
- Apple slicer
- Chart paper
- Construction/White/Drawing paper
- Colored Pencils
- Pencil



**Questions to ask students:**

- Have you ever had an argument with a friend?
- What did you say or do?
- What could you have done differently?
- How do you feel when someone is nice to you?
- How do you feel when someone says mean things to you?
- What are some kind words we can say when something is bothering us?
- What are ways we can show respect to others?
- Why is it important to be friendly to everyone?

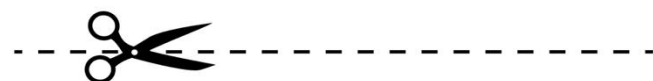





## To the Parent or Guardian:

<b>Respect</b>

<p>Students are learning how to respect themselves, others, and the environment. Brainstorm ways your family can try something new together. Perhaps you could start recycling cans or paper. Perhaps you could try to say please more often.</p> <p>Using a dice, play a quick and easy game at home. Each person takes a turn rolling. On your turn, respond to the following:</p> <ol style="list-style-type: none"> <li>1: Say what respect means to you.</li> <li>2: Say how you can respect a family member.</li> <li>3: Say how you can show respect in a store or restaurant.</li> <li>4: Say how you can respect yourself.</li> <li>5: Say how you can respect the environment.</li> <li>6: Say how you can respect your home.</li> </ol> <p>Free, similar resource available at: <a href="https://www.teacherspayteachers.com/Product/FREE-Roll-and-Respond-Savvy-School-Counselor-947500">https://www.teacherspayteachers.com/Product/FREE-Roll-and-Respond-Savvy-School-Counselor-947500</a></p> <p><b>Ask your child</b> to share what he/ she has learned about showing respect and encourage him/ her to teach your family. Explain that using kind words instead of mean ones helps keep peace. Ask student to talk about their kind words on the student handout. Let your child guide your discussion.</p>



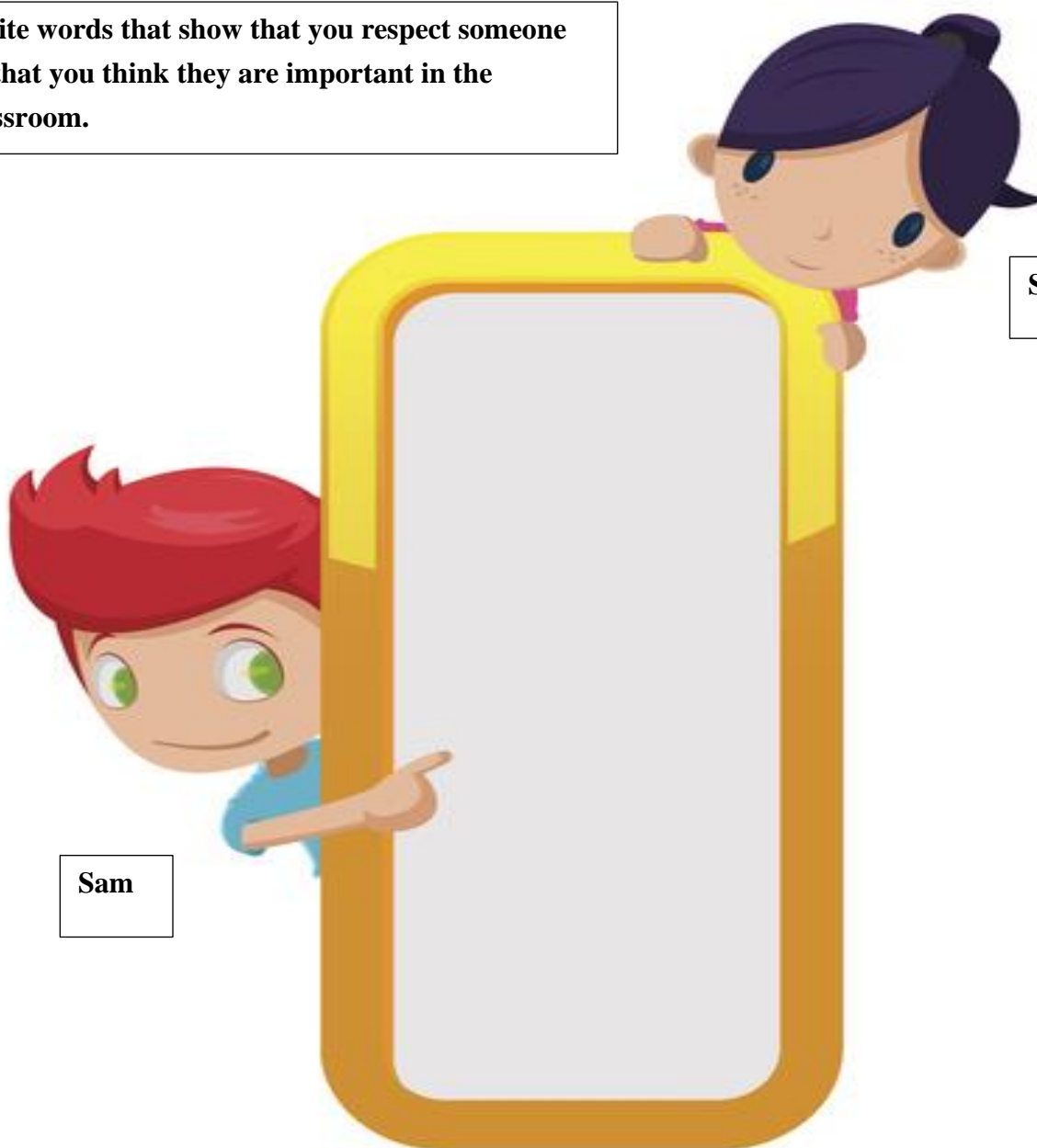
	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>What do you hope to learn from Core-Life this school year?</p> <p>When is it hardest to show respect?</p>	





# I can be friendly with everyone.

Write words that show that you respect someone  
or that you think they are important in the  
classroom.



Shelly

Sam

# Goals



## Goals – First grade Teacher Guide

**Teaching Objective: Students Learn:** I can believe in myself.

### Getting Started in First grade

- Define “goals” in developmentally appropriate terms such as:
  - A goal is something we try to accomplish. We set goals to get something we want and put forth the effort to reach it.
- Choose and read aloud one or more trade book recommendations
  - I Will Make Miracles by Susie Hoch Morgenstern (Grades K-3)
  - Only a Cow by Arlene Hamilton (Grades P-2)
  - Read and Rise by Sandra Pinkney (Grades K-3)
  - Salt in His Shoes by Deloris Jordan (Grades P-4)
  - The Pink Refrigerator by Tim Egan (Grades K-2)
  - What Does It Mean to be Present? by Rana DiOrio (Grades K-3)

### Teacher Tips:

#### Teacher Tips and Recommended Activities:

Use videos and songs to lead further discussion about rules.

**Student Activity Sheet:** When the lesson is complete, ask the students to their hands with a partner. Each partner should get a chance to share their hand drawing then their partner should add any words they can think of. Make sure that both partners get a chance to share with each other.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## **“I Can” Statement: I can believe in myself.**

**Discussion:** Have students discuss with each other the importance of believing in themselves. Then discuss this as a whole group. How do we feel when others believe in us? Do we work harder? Why does it make such a big difference when we believe in ourselves?

### **Videos/ Songs:**

- Tom Cramer-You Can Do It! <https://www.youtube.com/watch?v=CK5cLLCIpxQ>
- Tom Cramer-Believe <https://www.youtube.com/watch?v=CV3vYGJGqzw>
- Connie Lynne-Never Give Up! <https://www.youtube.com/watch?v=kZlXWp6vFdE>
- Disney Music VEVO-Believe-Shawn Mendes  
[https://www.youtube.com/watch?v=IZMYO\\_iT-r0](https://www.youtube.com/watch?v=IZMYO_iT-r0)
- soulstargy-World’s Greatest <https://www.youtube.com/watch?v=mnaxn6wF80c>
- fuyu 888-Believe in Yourself-Sesame Street-NSync  
<https://www.youtube.com/watch?v=TI1uziAXXuQ>

### **Activities:**

- Have students visualize themselves reaching their goals. Believing in themselves and visualizing the end result can make the goals more real and reachable. Have students illustrate themselves reaching their goals and display the pictures where they can be easily seen.
- Read Leo the Lightning Bug by Eric Drachman, and do the lightning bug craft.  
[www.iheartcraftythings.com](http://www.iheartcraftythings.com)
- Have students fill out “I Believe in My #Selfie” paper to display. Several examples can be found on [www.teacherspayteachers.com](http://www.teacherspayteachers.com)

### **Questions to ask students:**


- Is it important to believe in other people in addition to ourselves?
- How can believing in others help us to reach our goals?
- What happens if we do not believe we can reach our goals?

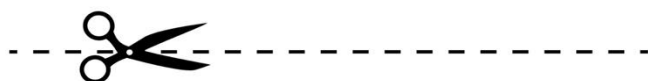
### **Required Resources/ Items to Prep**


- White paper
- Crayons/markers
- Printed and laminated brag tags
- Necklace chains
- Leo the Lightning Bug by Eric Drachman
- Scoop sticks
- Paint/paintbrushes
- Glow in the dark glitter glue
- Wiggly eyes
- Silver cupcake liners
- Scissors/glue
- Black cardstock
- I Believe in My #Selfie papers



## To the Parent or Guardian:

Goals

<p>Goals are an important part of life. They give us something to look forward to and to work towards. Talk to your child about a goal he/ she would like to set at home. This could be tying shoes, writing their names, learning a phone number, or even saving money for a cool, new toy. Discuss ways to reach a goal. What will your child have to do to achieve this goal? Is there a date he or she hopes to have it accomplished? Consider marking a calendar or making a sign that can be seen daily. If your child cannot yet read, draw a picture or put a sticker on the goal date. Ask your child how you can help him/ her achieve this goal.</p> <p><b>Ask your child</b> to share their student sheet and describe what they did. They drew hands and labelled it with words that describe them. They were linked with a partner who also added <b>POSITIVE</b> words. Then you can add words too!</p>



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>What is a goal you have for your child's future?</p>  <p>When you imagine your child in 20 years, how do you describe him/ her?</p>   	

# I can believe in myself.



Trace your hand in the box below. Then at the end of each finger, write words that describe who you are ---no negative words allowed!

A large empty rectangular box with a double blue border, intended for tracing a hand and writing words.

# Volunteer



## Volunteer – First grade Teacher Guide

**Teaching Objective: Students Learn: I can make a difference.**

### Getting Started in First grade

- Define “volunteer” in developmentally appropriate terms such as:
  - To volunteer is to give time, energy, or resources to help other people.
- Choose and read aloud one or more trade book recommendations
  - How to Heal a Broken Wing by Bob Graham (Grades K-3)
  - I Don’t Like to Read! By Nancy L. Carlson (Grades K-2)
  - Is There Really a Human Race by Jamie Lee Curtis (Grades K-3)
  - The Other Wise Man by Henry van Dyke (Grades K-3)

### Teacher Tips:

Check out these websites/ links for more ideas:

[www.kidsgivingback.org](http://www.kidsgivingback.org)

[www.kidworldcitizen.org](http://www.kidworldcitizen.org)

<http://www.kidactivities.net/post/Community-Service-Ideas-for-Kids.aspx>

**Student Activity Sheet:** When the lesson is complete, ask the students draw at write a way they can make a difference in the classroom, at school, and in their community. Ask them think about how they can also make a difference at home and share that with their parents at home.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## **“I Can” Statement: I can make a difference.**

**Discussion:** Have students talk in partners or table groups about people who have made a difference in their lives or in the community. Have the groups share with the class.

### **Videos/ Songs:**

- “The Boy and the Starfish”  
<https://www.bing.com/videos/search?q=Preschool+Starfish+Story&&view=detail&mid=5427FEAD6D7361338EFD5427FEAD6D7361338EFD&FORM=VRDGAR>
- “Ripple” by Community Chest Singapore --  
<https://www.youtube.com/watch?v=s6v8OPX4p1A>
- “Color Your World with Kindness” by A Better World --  
<https://www.youtube.com/watch?v=rweIE8yyY0U>
- “Kids Can Make a Difference” by Generation Arts --  
<https://www.youtube.com/watch?v=z95QYwry2k>
- “Random Acts of Kindness” -- <http://www.playrific.com/z/8537>
- “Shakira’s Children Song About Helping People” by I Choose People  
[https://www.youtube.com/watch?v=U\\_KGQCW9JX8](https://www.youtube.com/watch?v=U_KGQCW9JX8)

### **Activities:**

- Do the ripple experiment using various objects and water in a shallow container (i.e. pie pan, cake pan, 9X13 dish). Have students work in groups of 6 to 8 so everyone can get a close look. Students should take turns dropping the objects into the water and observing what happens. They will notice all the objects, no matter the size or weight, cause the water to move. Ask the students to discuss how the objects are like acts of kindness.
- Make a classroom kindness jar! Brainstorm ways to do simple acts of kindness as a class (i.e. give a hug, pick up hallway trash, give a compliment, draw someone a picture, etc.) Write each idea on a small piece of paper and put it in the jar. Take turns pulling out a slip of paper each day or week. Challenge all the students to do what the paper says by the end of the day or week.

#### **Required Resources/ Items to Prep**


- 4 to 6 shallow containers
- Water
- Various objects for each group (i.e. buttons, pebbles, erasers, rocks, balls)
- Jar
- Slips of paper or index cards
- Pencil

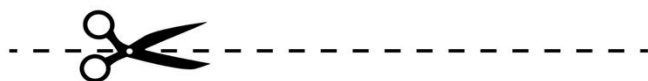
### **Questions to ask students:**


- Do you have to be an adult to make a difference?
- How can one small act of kindness make a difference?
- How does it make you feel when someone does something nice for you?
- How does it make you feel when you help someone else?



## To the Parent or Guardian:

Volunteer	
	
<p>Volunteering is the giving of a resource to someone in need of it. This can be done by donating money, supplies, or services to a person or company. It can be done over one day, one year, or even constantly over a lifetime. Volunteering builds compassion within the volunteer and gratitude within the recipient.</p> <p>Brainstorm ways your family can volunteer. Maybe you can donate vegetables from your garden to a neighbor. Maybe you could walk grandma's dog. Maybe you could raise money for a cause that special to you. Find something you care about and invest yourself in any way possible. Your child will benefit from seeing the adult in his/ her life volunteering, which will foster his/ her desire to also volunteer.</p> <p><b>Ask your child</b> to share what he/ she has learned about making a difference in their school and community and encourage him/ her to teach your family. Ask to see the student worksheet where wrote ways that they could make a difference. Ask them to add another place: HOME. How can they make a difference at home. Let your child guide your discussion.</p>	



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>What is an example of a time your child or family volunteered?</p>    	
<p>What is one unique, special quality about your child?</p>    	

# I can make a difference.



# Empathy



## Empathy – First grade Teacher Guide

**Teaching Objective: Students Learn: I can make new friends.**

### Getting Started in First grade

- Define “empathy” in developmentally appropriate terms such as:
  - To have empathy is to understand and share another person’s experiences, emotions, and feelings
- Choose and read aloud one or more trade book recommendations
  - Grandfather’s Wrinkles by Kathryn England (Grades K-3)
  - How to Heal a Broken Wing by Bob Graham (Grades K-3)
  - Ida Sleeps Over by Bernard Waber (Grades K-3)
  - King of the Playground by Phyllis Reynolds Naylor (Grades P-3)
  - Oliver Button is a Sissy by Tomie dePaola (Grades K-3)
  - One Potato, Two Potato by Cynthia DeFelice (Grades K-3)
  - Red by Jan De Kinder (Grades P-3)
  - Sam and the Lucky Money by Karen Chinn (Grades K-3)
  - Sissy Duckling by Harvey Fierstein (Grades K-3)
  - South by Patrick McDonnell (Grades K-3)
  - Stand Tall Molly Lou Melon by Patty Lovell (Grades K-3)
  - The Little Fir Tree by Margaret Wise Brown (Grades K-2)
  - The Potato Man by Megan McDonald (Grades K-3)
  - The Summer My Father Was Ten by Pat Brisson (Grades 1-2)
  - The Velveteen Rabbit by Margery Williams (Grades P-3)
  - Ugly Duckling, by Hans Christian Andersen (Grades P and up)

### Teacher Tips:

Use videos and songs to lead further discussion about empathy.

**Student Activity Sheet:** When the lesson is complete, ask the students look at the picture and think about someone in their classroom or grade that they don’t often speak to. Then ask them to write two ways to start a conversation with them such as “I can sit by them at lunch.”

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

## “I Can” Statement: I can make new friends.”

**Discussion:** Brainstorm a list of things that students look for in a friend. Ask how they can practice being the type of friend that they would like to have. Challenge the students to make a new friend today by playing with someone new at recess or giving them a chance to meet someone new during class time.

### Videos/ Songs:

- “Video Lesson-Friendship Soup Recipe”—extension activity—make your own class Friendship Soup <https://youtu.be/H7w7yXkJTU0>
- “Kid President”- <https://youtu.be/tgF1Enrgo2g?list=PL6OIR0yFJ8IWYhLJNjdejiEEJEvtZ19to>
- “Flummox and Friends: Part of the Group”- <https://youtu.be/6vHBIVfzXaU>
- “What is a Friend?” Video by notebook babies- <https://youtu.be/wZHmsVRshwU>

### Activities:

- Friendship Cards. [www.classroomfreebies.com](http://www.classroomfreebies.com)
- “Making Friends Is an Art!” Lesson Plan [www.theresponsivecounselor.blogspot.com](http://www.theresponsivecounselor.blogspot.com).

### Questions to ask students:

- What are three qualities that make a good friend?
- What are three things you would not look for in a friend?

### Required Resources/ Items to Prep

- Friendship Cards
- Making Friends Is an Art book and discussion/task cards
- Big pot for Friendship Soup
- “HI BFF: How to make friends”---- printable book.  
<http://www.kiddiematters.com/wp-content/uploads/2014/11/making-friends-book.pdf>



## To the Parent or Guardian:

### Empathy

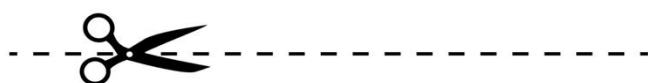


Empathy is often confused with sympathy. Sympathy is feeling the same way another person does. We sympathize with people who are grieving, or others who are joyous. We empathize when we understand the feeling another person is having, whether we feel the same way or not. Sympathy says, "I'm sad too". Empathy says, "I feel happy, but I understand that you are angry." Empathy can go further by also saying "I understand that you are angry, and I understand why you would be." Empathy validates feelings.

As a parent/ guardian, you can probably think of examples when your child has had a feeling you do not share, but you understand why they feel it. For example, your child is sad that a stuffed toy is lost. You might not feel sad, but you understand how and why that makes your child sad.

A quick, easy way to practice empathy is during a favorite children's television show. Watch with your child. Notice the character's feelings. Ask your child how that character feels. Then ask how your child knew that. Noticing others' feelings and paying attention to how they act during those feelings teaches us all how to better empathize.

**Ask your child** to share what he/ she has learned about making new friends and encourage him/ her to teach your family. Ask to see the student worksheet where they wrote about ways to start a conversation with someone they don't know in their classroom. Let your child guide your discussion.



**Complete and return this half of the card to school.** Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

What makes a good friend?

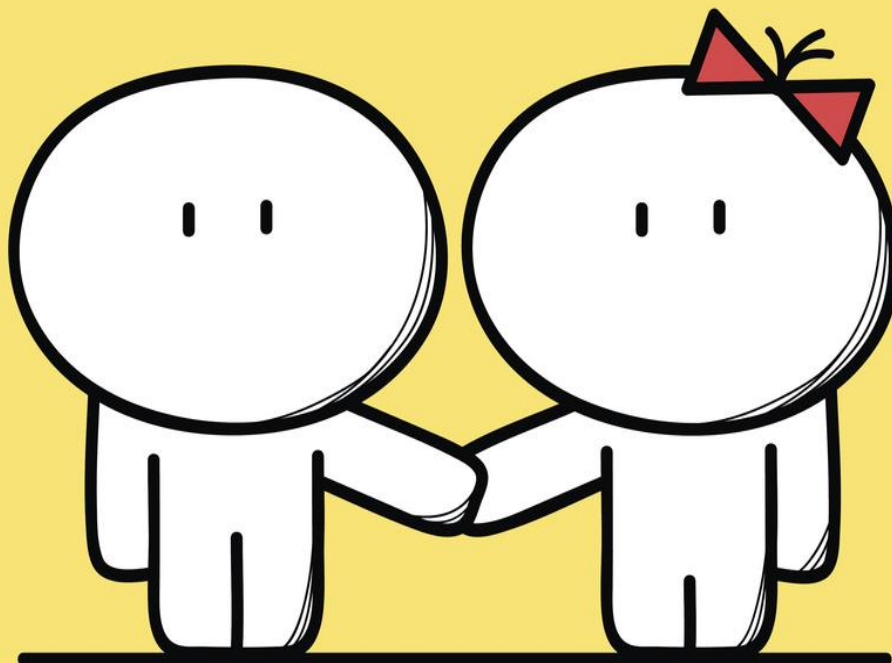
Write a memory of a time your child was kind to someone.





# I can make new friends.

In the box below, write two things you can do start a conversation with someone you don't often speak to in your class or grade.





# Inclusion



# Inclusion – First grade Teacher Guide

**Teaching Objective: Students Learn: I can include someone new.**

## Getting Started in First grade

1. Define “inclusion” in developmentally appropriate terms such as: Inclusion is to welcome or let someone join the group.
2. Choose and read aloud one or more trade book recommendations
  - Bird Child by Nan Forler (Grades K-2)
  - Black Is Brown Is Tan by Arnold Adoff (Grades P-3)
  - Carla’s Sandwich by Debbie Herman (Grades K-3)
  - Happy to Be Nappy by Bell Hooks (Grades K-1)
  - Hooway for Wodney Wat by Helen Lester (Grades P-3)
  - Jacob’s New Dress by Sarah Hoffman (Grades K-3)
  - Little Blue and Little Yellow by Leo Lionni (Grades 1-2)
  - Little Sweet Potato by Amy Beth Bloom (Grades K-3)
  - Metropolitan Cow by Tim Egan (Grades K-3)
  - Recess Queen by Alexis O’Neil (Grades P-3)
  - Shades of People by Shelley Rotner (Grades P-3)
  - Tacky the Penguin by Helen Lester (Grades K-3)
  - The Cow That Went Oink by Bernard Most (Grades 1-2)
  - The Name Jar by Yangsook Choi (Grades P-2)
  - The Skin You Live In by Michael Tyler (Grades P-3)
  - Whoever You Are by Mem Fox (Grades 1-2)
  - William’s Doll by Charlotte Zolotow (Grades K-3)

## Teacher Tips:

Use videos and songs to lead further discussion about empathy.

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture and explain what is happening. Have them draw a circle around the face that describes how they feel when they are left out of activities.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement: I can include everyone.**

**Discussion:** Have students “Think, Pair, and Share”. Have them discuss with a partner how to include someone new. Where can they include someone new? What might be reasons they do not want to include someone new?

### **Videos/ Songs:**

- “Hey Little Ant” -- <https://youtu.be/8JwWvABsnDk>
- “Kids President’s Guide to Making New Friends” -- <https://youtu.be/OoHdwUEfBts>
- “Learn to Dance: Make New Friends”-- <https://youtu.be/USkP63SgDcI>
- “Make New Friends” -- <https://youtu.be/yDOt4Mp4Pu0>
- “The More We Get Together” -- <https://youtu.be/lldmkrJXQ-E>

### **Activities:**

- **Role play** ways to ask someone new to play or join a group
- **Sprinkle Kindness Activity:** Using construction paper create a donut for each student. Students create sprinkles of kindness by drawing pictures of ways they can include someone new on the donuts. Then eat donuts as you share your acts of kindness with one another.
- **Human Scavenger Hunt:** Have students go around the room and find someone who has something in common with them and discuss how they can use these commonalities to include one another.
- **Beach Ball Activity:** Write questions on a beach ball. Have students toss the beach ball to one another. Where the student’s right thumb lands is the question they answer. After the student gives his/her answer, ask if others have anything in common with this answer. Discuss how we all have things in common and how we can use these commonalities to include someone new.
- **M&M Activity:** Give each student handful of M&Ms. Discuss what they look like on the outside. Have students bite each M&M in half and look at the center. Discuss how we may look the same on the outside, but we are all the same on the inside. Discuss how we have similar feelings and when we feel included or excluded.

#### **Required Resources/ Items to Prep**

- Construction paper
- Beach Ball
- M&Ms
- Markers/Crayons/Colored pencils
- Pencil
- Donuts

### **Questions to ask students:**

- How can we include someone new?
- Where can we include someone new?
- How can we ask someone to play?
- How can we change our games to include someone new?



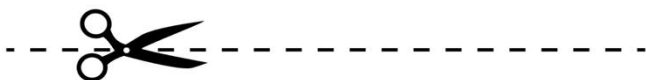
**To the Parent or Guardian:****Inclusion**

Including everyone can be different for all of us sometimes. We are comfortable in our familiar groups of people and activities. Moving outside of that comfort zone can be challenging.

Often times that challenge bring someone or something great into our lives, though. Find time to sit quietly together with your child. Share a time you made a new friend. Talk about your feelings as you started to get to know that person. Or perhaps someone included you sometime and it was important to you. Share that experience with your child. Ask for their examples and ideas.

Another way to expand your child's worldview is to expand your own. Read a book about people who look or speak differently than you do. Try a new food from another culture. Visit places where people look or sound different than you. Talk to your child about the beauty in differences found in these people, places, and things.

**Ask your child** to share what he/ she has learned about helping and encourage him/ her to teach your family. Ask to see the student worksheet where they drew their picture of how they helped someone and ask them to tell you about it. Let your child guide your discussion.



**Complete and return this half of the card to school.** Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

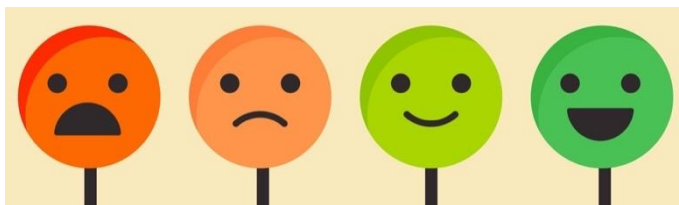
What makes your child a good friend?

Share a memory of your child that makes you proud.



# I can include everyone.

How do you feel when you are left out of activities during recess? Draw a picture of that shows how you can include someone in a game you are playing.

A large, empty rectangular box with a double blue border, intended for a student to draw a picture illustrating how to include someone in a game.

# Healthy Living



# Healthy Living – First grade Teacher Guide

**Teaching Objective: Students Learn: I can eat healthy.**

## Getting Started in First grade

1. Define healthy living in developmentally appropriate terms such as: Doing healthy activities and eating good foods makes our brain and body stronger.
2. Choose and read aloud one or more trade book recommendations
  - Eat Healthy, Feel Great by William Sears, Martha Sears. & Christie Watts Kelly (Grades P-3)
  - On My Way to a Happy Life by Deepak Chopra (Grades K and Up )
  - The Boy Who Loved Broccoli by Sarah A. Creighton (Grades K-3)
  - Tyler Makes Spaghetti by Tyler Florence (Grades K-3)
  - Green Eggs and Ham by Dr. Seuss (Grades K-2)
  - The Peanut Pickle by Jessica Jacobs (Grades K-3)
  - We are Extremely Very Good Recyclers by Lauren Child (Grades K-3)

## Teacher Tips:

Use videos and other activities to incorporate healthy activities into daily schedule:

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- Have students try new, healthy foods.
  - Begin to incorporate movement into daily routine such as starting the day with jumping jacks or marching in place.
  - Taking a 5 to 8 minute cool down (siesta) when coming back from lunch or recess. Adding music makes it a mindful moment.
  - Adding a mindfulness moment somewhere in the day.
- 

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the student handout. Read the instructions from the sheet. Add anything else you would like the children to do.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## **“I Can” Statement: I can eat healthy.”**

### **Discussion:**

Have a whole group discussion about what healthy eating is and discuss healthy foods. Discuss putting healthy foods in our body is like rain and sunshine to plants and grass in our world. Without it, they would not grow. Likewise, our bodies will grow healthy and strong when we put the right things into it. Discuss things that we should not put in our bodies like soap, cleaners, or other things you might find under the kitchen sink. They are poisons and will make our bodies sick. Even though some products might smell like watermelon, strawberries, or lemons, it doesn't mean they are safe to eat. Always ask first before putting something into your mouths that isn't served for breakfast, lunch, or dinner!

### **Videos/ Songs:**

- “Healthy Snack #1: Peanut Butter and Apple Wrap” <https://youtu.be/jI1ByxdBb8M>
- “Why Kids Should Eat Healthy and Exercise” <https://youtu.be/fstlQDBaxV0>
- “Fruit and Veggies” <https://youtu.be/EF50oyEu6Hg>
- “What’s On My Plate” <https://youtu.be/eg0uVx0Uilo>
- “Fruit-Veggie Swag” <https://youtu.be/loANI3tlPUg>
- “Fruit and Veggie Pokey” [https://youtu.be/wWGO\\_8p1dxI](https://youtu.be/wWGO_8p1dxI)
- “Healthy Food” [https://youtu.be/6AI7lO2QP\\_A](https://youtu.be/6AI7lO2QP_A)
- “Superdooperfoodalicious-Healthy Eating Song” <https://youtu.be/sEhhPIR4lQI>

### **Activities:**

- Visit the food guide pyramid website <https://www.choosemyplate.gov/kids>
- Create a grocery list with students.
- Using magazines, have student’s sort healthy food from not healthy food.
- What’s in the bag? Place healthy food and unhealthy food in a bag and describe to students the food and have them guess what food you are talking about

#### **Required Resources/ Items to Prep**

- Pictures of foods
- Magazines
- Brown bags
- Different types of Foods


### **Questions to ask students:**

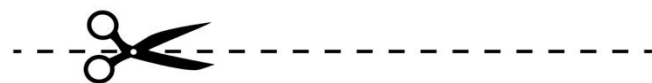
- What are healthy foods?
- Why should we eat healthy foods?
- Where can you learn more about healthy foods?
- How can healthy foods help me?
- What should you do if you want to taste something that smells really good that you might find in the house, garage, or yard?






## To the Parent or Guardian:

Healthy Living	
	
<p>Healthy Living is important for everyone. At school, your child has been learning about exercise, healthy foods, and thinking positively. Ask what he/ she can learned. Consider making a grocery list before heading to the store. Ask your child for a couple of healthy food ideas. Make a list or simple bingo card for your child to take to the store. Maybe he/ she has to find celery, a jar of peanut butter, and raisins. (Have your child makes ants on a log at home later with these ingredients.) Or maybe you have a list already. Draw pictures of some of these items, or ask your child to do so. Have your child bring that paper along and check off items as you find them.</p> <p>Think of a new way to exercise as a family. This does not have be a cardio circuit daily! It can be riding bikes together, playing kickball in the yard, parking further away and walking a bit more. Your family can stretch together, jump rope, or hiking. If it gets you moving, it will get your child moving!</p> <p><b>Ask your child</b> to share what he/ she has learned about healthy eating and encourage him/ her to teach your family. Ask to see the student worksheet where identified the items Matthew needs to make a healthy salad. Let your child guide your discussion.</p>	



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>What is your child's favorite healthy snack?</p>	
<p>What is one, new activity your family will try at least once?</p>	

# I can eat healthy.

Matthew wants a healthy salad. What does he need to buy at the grocery? In the column on the right, put a check mark in the items Matthew needs to make his salad. You can draw them in the basket too! Add items to the list you might like!



## Grocery List

<b>Carrots</b>	
<b>Lettuce</b>	
<b>Spinach</b>	
<b>Apples</b>	
<b>Milk</b>	
<b>Cheese</b>	
<b>Peanut Butter</b>	
<b>Candy</b>	
<b>Soda Pop</b>	



# Moderation



## Moderation – First grade Teacher Guide

**Teaching Objective: Students Learn: I can eat what I need to be healthy.**

### Getting Started in First grade

#### 1. Definitions:

- Define moderation in developmentally appropriate terms such as: Moderation means staying safely away from excesses or extremes. That can mean candy, exercise, sleep, even healthy food. Eating or doing anything to extreme is not the healthiest way to live.
- Define excess in developmentally appropriate terms such as: using more than you need of something; eating more than you need of something; and doing too much of something.
- Define recognize in developmentally appropriate terms such as: to recognize something is to see it in a way that makes sense to you and others.

#### 2. Choose and read aloud one or more trade book recommendations

- Elephant Eats the Profits by Jacquelyn Reinach (grades K-3)
- Grasshopper on the Road by Arnold Lobel (Grades K-3)
- How Do Dinosaurs Eat Cookies? By Jane Yolen (Grades K-3)
- Maestro Stu Saves the Zoo by Denise Brennan-Nelson (Grades K-4)
- Oh the Places You Will Go by Dr. Seuss (Grades P-3)
- Snow Is My Favorite and My Best by Lauren Child (Grades P-2)
- Sofa Boy by Scott Langteau (Grades P and up)
- Too Much Glue by Jason Lefebvre (Grades P-2)

### Teacher Tips:

After watching the videos discuss with students how characters are demonstrating moderation.

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture. Assist in reading the questions beneath the picture and ask students to answer the questions by circling the correct number.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement: I can eat what I need to be healthy.”**

### **Discussion:**

Have a class discussion about using moderation when eating to be healthy. Discuss the food groups and brainstorm a list of which foods you should eat more or less of.

### **Videos/ Songs:**

- “Too Much” Fredbot Cartoons for Kids <https://youtu.be/vKA3RI0L3Hc>
- “The Berenstain Bears: Too Much Junk Food” <https://youtu.be/VkqMiKlc6wE>
- “Ice Cream Once in a While” By: Debbie Doo <https://youtu.be/cZ60zhvMIGk>
- “Sesame Street: Me Want It (But Me Wait)” <https://youtu.be/9PnbKL3wuH4>

### **Activities:**

- Teach the students how to fuel their bodies using moderation. Have the students pretend they are a racecar and need to stop for fuel. Discuss how to make healthy food choices so you know how to “fuel” your body so you can feel and do your best using a stop light. Red Light Foods are foods to avoid, Yellow Light Foods are foods to eat sometimes, and Green Light Foods are “go” foods that are good for you. Break your class into groups and have each group make a poster for each type of food to display in the classroom. If possible take the class outside to play the game, “Red Light/Green Light”. You can use the article as a reference for this activity- “How To Talk To Kids About Real Food” <http://www.100daysofrealfood.com/how-to-talk-kids-about-real-food/>
- You can play the “Go, Slow, Whoa Nutrition Game with the class. “Go, Slow, Whoa Nutrition Game” – iMom <http://www.imom.com/go-slow-whoa-nutrition-game/>

#### **Required Resources/ Items to Prep**

- Access to the internet/SMART board if possible
- Poster to write the list of things you should eat more or less of to display in the classroom
- drawing paper or poster board
- Markers/crayons/pencils

### **Questions to ask students:**

- How does moderation help you eat what you need to be healthy?
- What foods should you eat so you can feel and do your best?
- How can you use moderation in the school cafeteria during breakfast and lunch?
- What will happen to your body if you don’t use moderation when eating?



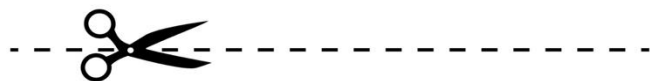
## To the Parent or Guardian

### Moderation



Moderation is staying safely away from too much. Balance can be hard to find in a busy world. However, the benefits of balance can be long lasting. Your child has been learning to use what is needed, eat healthy amounts, and stay safe. Ask your child about these lessons. Brainstorm ways to use moderation at home. Some examples may be turning off water while brushing your teeth. Or perhaps you try to take a smaller serving of dinner and return for seconds only if needed. Consider giving away an old toy before buying a new one.

**Ask your child** to share what he/ she has learned about moderation in what they eat and encourage him/ her to teach your family. Ask to see the student worksheet where they identified the amount of food they need to be healthy. Let your child guide your discussion.



**Complete and return this half of the card to school.** Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

What is one way your family practices moderation?





# I can eat what I need to be healthy.



How many pieces of pizza do you need? 1 2 3 4 5

How many chicken nuggets do you need? 1 2 3 4 5

How many bowls of mac and cheese do you need? 1 2 3 4 5

How many peanut butter sandwiches do you need? 1 2 3 4 5

# Wisdom





## Wisdom– First grade Teacher Guide

**Teaching Objective: Students Learn: I can say and show an apology.**

### Getting Started in First grade

1. Definitions:
  - Define wisdom in developmentally appropriate terms such as: Wisdom is learning from experience and gathering new information to use good judgement in all situations.
2. Choose and read aloud one or more trade book recommendations
  - C. R. Mudgeon by Leslie Muir (Grades P-2)
  - Elephant Eats the Profits by Jacquelyn Reinach (Grades K-3)
  - Grasshopper on the Road by Arnold Lobel (Grades K-3)
  - How Do Dinosaurs Eat Cookies? By Jane Yolen (Grades K-3)
  - Maestro Stu Saves the Zoo by Denise Brennan-Nelson (Grades K-4)
  - Oh the Places You Will Go by Dr. Seuss (Grades P-3)
  - Snow Is My Favorite and My Best by Lauren Child (Grades P-2)
  - Sofa Boy by Scott Langteau (Grades P and up)
  - Too Much Glue by Jason Lefebvre (Grades P-2)

### Teacher Tips:

Use videos and songs to lead further discussion about wisdom.

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture. Then ask the student to think about their choices over the last two days and draw a picture that shows one of their good choices. Then have students share their good choice with a classmate..

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

## **“I Can” Statement 1: I can say and show an apology.”**

**Discussion:** Have students talk to a partner about the best way to apologize. Have partners share their ideas with the class.

### **Videos/ Songs:**

- “Tomcat’s Social Story About Saying I’m Sorry” by Mark Hutton, M.A.  
<https://www.youtube.com/watch?v=uzbmf5BCbXs>
- “Daniel Tiger’s Neighborhood: Saying I’m Sorry is the First Step” by PBS  
<https://www.youtube.com/watch?v=oICZVpmtL4c>
- “I’m Sorry Apology Song for Children, Kids, and Toddlers” by Neel and Patty Shukla  
<https://www.youtube.com/watch?v=id2qijNF7oc>
- “Sheriff Callie – Saying I’m Sorry” by Disney Junior UK  
<https://www.youtube.com/watch?v=SYI2MoNNiNI>

### **Activities:**

- Show the students a Four-Part Apology poster. [www.teacherspayteachers](http://www.teacherspayteachers) has several available FREE. Model the correct way to say and show an apology. Include eye contact, with the words, “I am sorry for...”
- 4-Step Apology Task Cards created by Eve Coates [www.teacherspayteachers](http://www.teacherspayteachers)
- Role play situations that may occur at school or home that require an apology.
- Read the book *I’m Sorry* by Gina & Mercer Mayer. Have each student work to make one of the main character’s apologies better by using the Four-Part apology strategy.

#### **Required Resources/ Items to Prep**

- Apology Poster
- Apology Task Cards
- *I’m Sorry* by Gina & Mercer Mayer

### **Questions to ask students:**

- Why is it important to say and show an apology?
- How does it make you feel after you apologize?
- How do you feel when someone apologizes to you?



## To the Parent or Guardian:

### Wisdom



At school, your child has been learning about good choices versus poor choices and how to identify those. Your child has been practicing apologizing and making amends. Try to adjust your thinking to this model at home. Consider actions as choices, either good or poor. Point out the good choices to your child. “I like how you shared your toys.” “You used great manners! Excellent choice.” Praising the good increases your child’s desire to show off the good choices! Everyone likes to hear what they do well. When a poor choice is made, try to speak quietly and directly to your child. Embarrassment will not teach them the decision was wrong. Their brain will be flooded with the negative feelings of disappointment and shame and the learning parts of the brain will shut down in defense. To teach your child about a poor choice, have a private conversation. Explain what you saw and ask for your child’s perspective. Consider other factors- is he hungry? Is she tired? Is this a grumpy mood? When you can figure out what is behind a poor choice, you can understand how to make a better choice next time. And by teaching your child this process, he/ she is more likely to figure out how to do it independently over time.

When a poor choice is made and it impacts another, it is essential to apologize. Have your child use a consistent template for the apology. For example, “I am sorry for hitting you. I bet you felt hurt and sad. In the future, I will tell you that I’m angry and ask for a break from our game instead of hitting.” Now, they might not actually do this, but having them say the same thing and reflect in the same way builds a routine and makes good choices more likely.

Model this yourself. We all make poor choices sometimes. And we all need to apologize.

**Ask your child** to share what he/ she has learned about apologizing when you do something wrong. Encourage him/ her to teach your family about wisdom and apology. Ask to see the student worksheet where they drew their picture of how they apologize. Let your child guide your discussion.



**Complete and return this half of the card to school.** Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

What does wisdom mean to your child?

Can you see your child practicing Core-Life skills at home?



# I can say and show an apology.



**Draw a picture that shows how you apologize.**



# Optimism



# Optimism– First grade Teacher Guide

**Teaching Objective: Students Learn: I can choose to look on the bright side.**

## Getting Started in First grade

### 1. Definitions:

- Define optimism in developmentally appropriate terms such as: Optimism is hopefulness and confidence that things will turn out well.

### 2. Choose and read aloud one or more trade book recommendations

- A Good Day by Kevin Henkes (Grades 1-2)
- Cricket's Storm by Joy Cowley (Grades P-1)
- Good News Bad News by Jeff Mack (Grades P-2)
- I'm The Biggest Thing in the Ocean by Kevin Sherry (Grades P-K)
- Lily the Unicorn by Dallas Clayton (Grades P-3)
- Pete the Cat: I Love My White Shoes by Eric Litwin (Grades 1-2)
- Rain Brings Frogs: A Little Book of Hope by Maryann Cocca-Leffler (Grades K-2)
- Rain! by Linda Ashman (Grades P-1)
- The Great Day by Taro Gomi (Grades P-2)
- The Lost Horse: A Chinese Folktale by Ed Young (Grades K-3)
- Today I Will Fly! by Mo Willems (Grades P-K)

## Teacher Tips:

You are a role model for optimism. Modeling optimism, happiness, and positive problem solving through your daily words and actions is invaluable.

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the student worksheet. Ask them to clarify what the children look like. Are they happy or sad? Are they positive or negative? Ask each student to draw a self-portrait to include themselves in the kids who are looking on the bright side!

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement: I can choose to look on the bright side.”**

**Discussion:** Show the students a glass cup that is half filled with water and ask them to decide if the glass is half full or half empty. Let the students vote or share their answers and reasoning with the class. Talk about how this relates to optimism and the choice to view things in a positive way.

### **Videos/ Songs:**

- “Pete the Cat: I Love My White Shoes” by Prekautism: <https://www.youtube.com/watch?v=UwUl3i4qto>
- “Today I Will Fly” by Story Time Planet: <https://www.youtube.com/watch?v=SchLuxFExic>
- “Look on the Bright Side” by NuBeat Music: <https://www.youtube.com/watch?v=Od9-VI5mj50>
- “Every Cloud Has a Silver Lining” by Thomas & Friends <https://www.youtube.com/watch?v=Y2gPxR5nbYE>

### **Activities:**

- Read Rain Brings Frogs: A Little Book of Hope by Maryann Cocca-Leffler. Talk about how we can choose to turn negative situations into positives.
- Make a “silver lining” jar. Have students brainstorm favorite indoor activities and games. Once the class comes up with a list of several ideas, write each idea on a popsicle stick and place the sticks in the jar. Whenever the “dark cloud” of negativity hangs over your classroom (i.e. raining during recess, gym is canceled, students are tired), pull out a popsicle stick and follow the directions. Explain how the class is using positive ideas to make the best of negative situations.
- Give each student a scenario that is usually viewed as negative. Examples might be *a broken arm, failing a test, a flat tire, a rainy day at the beach, the cafeteria runs out of your favorite food, having to move houses*, etc. Students can talk to a partner or group about how to find the positive in each challenging situation. Then have students draw a picture illustrating how they turned a negative into a positive.

### **Questions to Ask Students:**

- What does it mean to *look on the bright side*?
- How can you choose to turn something negative into a positive?
- How will you help your friends and classmates view things with optimism?

#### **Required Resources/ Items to Prep**

- Rain Brings Frogs: A Little Book of Hope by Maryann Cocca-Leffler
- Jar
- Popsicle sticks
- Markers
- Drawing paper
- Pencils
- Crayons





## To the Parent of Guardian:

### Optimism

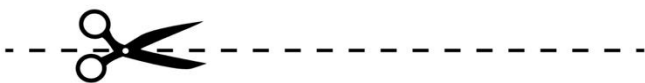


Hopefulness! Confidence that things will turn out well! These are the ways your child is learning about optimism. An optimistic outlook can change the entire mood of a day. Using positive words can change the way our brains think about problems or events. Finding the silver lining in a tough situation can bring us through it.

At school, your child is learning about the importance of “yet”. Add “yet” to something you can’t do. “I can’t climb a mountain... yet!” “I can’t write my name... yet!” “Yet” changes the tone! Try using “yet” at home.

Another way to think optimistically at home is to end the day by reflecting on the positives. Perhaps it was a hard work day or school day. At bedtime, ask about the best part of the day. Hopefully, there are several, but every day deserves at least one best thing.

**Ask your child** to share what he/ she has learned about optimism and encourage him/ her to teach your family. Ask to see the student worksheet where they drew a self-portrait of themselves looking on the bright side. Let your child guide your discussion.



**Complete and return this half of the card to school.** Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

How does “yet” change your feelings?

Ask your child to write a positive or happy note (or draw a happy picture) below



**I can choose to look on the  
bright side.**



# Courtesy



## Courtesy– First grade Teacher Guide

**Teaching Objective: Students Learn: I can make good choices.**

### Getting Started in First grade

1. Definitions:
  - a. Define courtesy in developmentally appropriate terms such as: To be courteous is to show politeness in attitude and behavior towards others.
2. Choose and read aloud one or more trade book recommendations
  - Cookies Bite-Size Life Lessons by Amy K.Rosenthal (Grades K- 5)
  - Decibella and Her 6-Inch Voice by Julia Cook (Grades K- 3)
  - Don't Let the Pigeon Drive the Bus by Mo Willems (Grades K-3)
  - Excuse Me by Lisa Kopelke (Grades K-2)
  - Manners Can Be Fun by Munroe Leaf (Grades K-3)
  - Interrupting Chicken by David Ezra Stein (Grades K-2)
  - Joshua's Book of Manners by Alona Frankel (Grades P-3)
  - Lacey Walker, Non-Stop Talker by Christianne Jones (Grades K-3)
  - Lady Lupin's Book of Etiquette by Babette Cole (Grades K-3)
  - Manners written/illustrated by Alikei (Grades K-3)
  - My Dog Never Says Please by Suzanne Williams (Grades K-3)
  - My Mouth is a Volcano by Julia Cook (Grades K- 3)
  - Perfect Pigs by Marc Brown and Stephen Krensky (Grades P-3)
  - Oops! Excuse Me! Please! by Bob McGrath (Grades P-3+)
  - How to Behave by Munroe Leaf (Grades P-3)
  - How to Speak Politely and Why by Munroe Leaf (Grades K-4)
  - Rude Mule by Pamela Edwards (Grades K-1)
  - Rules of the Wild by Bridget Levin (Grades K-3)
  - Someday We'll Have Very Good Manners by Harriet Ziefert (Grades P-2)
  - This Little Piggy's Book of Manners by Kathryn Allen (Grades P-2)

**Teacher Tips:** You are a role model for courtesy. Modeling courtesy through your daily words and actions is invaluable.

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture of the children on the playground. Read the instructions.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement: I can make good choices.”**

**Discussion:** Have a whole group discussion about making good choices. By making good choices about the way we treat other people, students are bucket fillers. Brainstorm ways to fill another’s bucket. More details about bucket fillers can be found throughout this lesson.

### **Videos/ Songs:**

- “Fill Your Bucket by The Learning Station” [www.youtube.com/watch?v=WaddbqEQ1NE](http://www.youtube.com/watch?v=WaddbqEQ1NE)
- “I Can Make Good Choices” <https://youtu.be/u8M2D0S4hks>
- “Making Choices” by Mr. Heath <https://youtu.be/1vxJxTokJoI>

### **Activities:**

- Read aloud a book about Bucket Fillers or talk about what a Bucket Filler is. Book examples: How Full Is Your Bucket? For Kids by Tom Rath (this one can be found as a read aloud on YouTube; Have You filled a Bucket Today?: A Guide to Daily Happiness for Kids by Carol McCloud; Fill a Bucket: A Guide to Daily Happiness for Young Children by Carol McCloud
- Create a chart to compare “Bucket Fillers” to “Bucket Dippers”.
- Put the examples generated above on index cards. Prepare 2 buckets labeled “Bucket Filler” and “Bucket Dipper.” Read each one and students decide which bucket it goes into.
- The Bucket Filler bucket can be used as a bulletin board or kept in the classroom and actions that are observed can be put into it as the year progresses.
- Complete Writing/Reading Back to School Bucket Filler activity from Teachers Pay Teachers (Free download) <https://www.teacherspayteachers.com/Product/WritingReading-Comprehension-Back-to-School-Bucket-Fillers-269912>
- Have students color a picture, complete a word search, or one of the other free resources on <http://www.bucketfillers101.com/free-resources.php>

#### **Required Resources/ Items to**

#### **Prep**

- Chart paper
- 2 plastic buckets
- Index cards
- Teacher Pay Teacher Free download  
<https://www.teacherspayteachers.com/Product/WritingReading-Comprehension-Back-to-School-Bucket-Fillers-269912>

### **Questions to ask students:**

- What is the difference between a Bucket Filler and a Bucket Dipper?
- How could you be a Bucket Filler at home?
- How can you be a Bucket Filler in the community?
- How do you feel when someone fills your bucket?
- How do you feel when someone dips into your bucket?



## To the Parent or Guardian

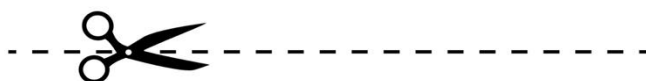
### Courtesy



Bucket fillers are very courteous people, who use manners and kindness to fill someone else up! Your child has been practicing ways to fill a bucket at school. And others are practicing filling your child's bucket!

Ask your child to share what he/ she has learned about bucket fillers and encourage him/ her to teach your family. More than manners, being a bucket filler requires courtesy and thoughtfulness. Ask what this looks like, sounds like, and feels like. Let your child guide your discussion. Have your family pick something to try.

**Ask your child** to share what he/ she has learned about courtesy and encourage him/ her to teach your family. Ask to see the student worksheet where they identified ways the children on the playground were courteous. Let your child guide your discussion.



**Complete and return this half of the card to school.** Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

What is courtesy to your family?

How did it feel to watch your child lead the family discussion?





# I can make good choices.



**How are the children in this picture showing courtesy? Courtesy starts with a choice to be kind and respectful.**

# Perseverance





## Perseverance— First grade Teacher Guide

**Teaching Objective: Students Learn:** I can have stamina.

### Getting Started in First grade

#### 1. Definitions:

- Define perseverance in developmentally appropriate terms such as: The ability and self-control that pushes you to work through challenges.

#### 2. Choose and read aloud one or more trade book recommendations

- A Chair for My Mother by Vera B. Williams (Grades K-3)
- A Girl Named Helen Keller by Margo Lundell (Grades P-3)
- All the Way to Lhasa: A Tale from Tibet by Barbara Berger (Grades K-4)
- Brush of the Gods by Lenore Look (Grades K-3)
- Clorinda by Robert Kinerk (Grades P- 3)
- Crooked Colt by C. W. Anderson (Grades K-2)
- Little One Step by Simon James (Grades P – 2)
- Paper Bag Princess by Robert Munsch (Grades K-2)
- Red Fox Running by Eve Bunting (Grades P-3)
- Sally Jean, the Bicycle Queen ! by Cari Best (Grades P- 3)
- Stuck by Oliver Jeffers (Grades K-7)
- Thank You Mr. Falker by Patricia Polacco (Grades K- 5)
- The Junkyard Wonders by Patricia Polacco (Grades K-5)
- The Mighty Lalouche by Matthew Olshan (Grades K-3)

### Teacher Tips:

Share examples of your own perseverance with the children!

**Student Activity Sheet:** When the lesson is complete, ask the students to look at the picture of children doing chores. Then ask the student to complete the sentence about stamina below the picture. There is no wrong answer!

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement 1: I can have stamina.”**

**Discussion:** Discuss what stamina is (sticking with something even when your body and brain get tired!) and why it is so important when showing perseverance.

**Video/Songs:**

- Powtoon-Reading Stamina: <https://www.youtube.com/watch?v=CzTQD15WBCw>
- Motivating Success-Famous Failures: <https://www.youtube.com/watch?v=zLYECIjmnQs&list=PLmQSIJCY9X0fEdDOwepUX60JvBiYAqqap>
- DC Kids-Shazam: Stamina: <https://www.youtube.com/watch?v=10hzjiXF1XA>
- Kidz Bop-The Greatest: <https://www.youtube.com/watch?v=tdSCajPVIKc>

**Activities:**

- Brainstorm times in the day when stamina is important and how it can help students to be more successful.
- Students build reading stamina in the classroom by keeping track of the numbers of minutes they are able to read without interruptions. Try to increase the number each week. Keep a visual chart of your choice so that students can track their progress. [www.brownbagteacher.com](http://www.brownbagteacher.com)
- Work as a class to create a Stamina Anchor Chart. List what readers WITH STAMINA do on one side and what readers WITHOUT STAMINA do on the other side. Refer to this throughout the week and emphasize it's importance. [www.creatingreadersandwriters.blogspot.com](http://www.creatingreadersandwriters.blogspot.com)
- Encourage students to fill out stamina rubrics daily or several times a week that allow them to self-reflect on their personal/class stamina. [www.mrsriccaskindergarten.blogspot.com](http://www.mrsriccaskindergarten.blogspot.com)
- Look up and share examples of famous people who showed stamina and how their life changed because of it.

**Required Resources/ Items to Prep**

- Chart Paper
- Markers/Crayons
- Stamina Rubrics
- Stamina Tracker

**Questions to ask students:**

- Is it important to have stamina at all times?
- What will happen if I don't?
- What are things I can do to help build my stamina?



## To the Parent or Guardian

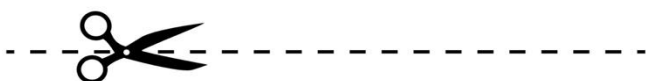
### Perseverance



Stick with it! Don't give up! Perseverance is a very powerful skill that helps in the most challenging of times. Your child is learning about challenges, stamina, and asking for help when needed.

Have a family game night, card, or puzzle night. Think of a board game, card game, or puzzle that would be easy for your child. Think of another that might be challenging. Start with the challenge! Model asking for help as you play. Encourage your child to keep going. If he/ she grows discouraged, ask if you could help somehow.

**Ask your child** to share what he/ she has learned about perseverance and stamina and encourage him/ her to teach your family. Ask to see the student worksheet and ask them to explain what they learned about it. Let your child guide your discussion.



**Complete and return this half of the card to school.** Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

What is your family's favorite game to play together?

What was your favorite game as a child?



# I can have stamina.



Choose a word from the box that completes the sentence.

To have stamina is to have the \_\_\_\_\_ it takes to finish a job—any job—or something fun like playing sports, bicycling, or hiking.

Grit

Energy

Perseverance

Patience

# Gratitude



## Gratitude – First grade Teacher Guide

**Teaching Objective: Students Learn:** I can show gratitude.

### Getting Started in First grade

- Define the concept in developmentally appropriate terms.
  - Definition: Gratitude - A feeling of thankfulness and appreciation
- Choose and read aloud one or more trade book recommendations
  - A Father's Day Thank You by Janet Nolan (Grades K-2)
  - A New Coat for Anna by Harriet Ziefert (Grades P-2)
  - Gracias by Pat Mora (Grades K-2)
  - Junie B. Jones, First Grader: Turkeys We Have Loved and Eaten by Barbara Park (Grades K-2)
  - Precious Water: A Book of Thanks by Brigitte Weninger (Grades P-2)
  - Thanksgiving is for Giving Thanks by Margaret Sutherland. (Grades P-1)
  - Thank You, World by Alice B. McGinty (Grades K-3)
  - The Secret of Saying Thanks by Douglas Wood (Grades K-3)
  - Zen Shorts by Jon J. Muth (Grades K-3)

### Teacher Tips:

Challenge your students to show gratitude each day!

**Student Activity Sheet:** When the lesson is complete, ask the students make the “thank you” card and send to someone who has done something for them. Read the directions and illustrate how to fold and cut.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

## **“I Can” Statement: I show gratitude.**

**Discussion:** Have a whole group discussion about saying thank you and why these two words are so important.

### **Video/Songs:**

- Buzz Feed Video-Kids Teach Us How To Say Thank You  
<https://www.youtube.com/watch?v=AHvd9ccixvI>
- ivideo XD-The Berenstain Bears Say Please and Thank You  
<https://www.youtube.com/watch?v=gu13Sd7h894>
- KidsTV123-Thank You <https://www.youtube.com/watch?v=OcfqDPay7zc>
- Super Simple Songs-A Surprise For You/Thank You Song  
<https://www.youtube.com/watch?v=KdHViSpdGTk>
- themusicman.com.auChildren’s Thank You Song  
<https://www.youtube.com/watch?v=FSaP9GhCw2g>

### **Activities:**

- Role play situations where you would say thank you.
- Practice using a genuine tone when saying thank you and discuss why this makes a difference.
- Make Thank You cards to have on hand and encourage students to send them to each other.  
[www.sunnydayfamily.com](http://www.sunnydayfamily.com)
- Create a “Board of Thanks” and encourage students to use post it notes to thank classmates for nice gestures and help throughout the day.  
[www.proudtobeprimary.com](http://www.proudtobeprimary.com)
- Create a classroom video to thank important people around the school for helping students be successful.
- Students work on a Thank You Flower Craft. Use paint and the students handprints to create a flower. They write the title: Thank You For Helping Me To Grow and give it to a special teacher or adult in their life.
- Choose a “Thank You Chant” that you say each day to show gratitude for the little things throughout the day. An example from [www.aninterestingmix.blogspot.com](http://www.aninterestingmix.blogspot.com) is: Thank you for the food we eat, Thank you for the friends we meet, Thank you for our work and play, Thank you for this happy day!

### **Required Resources/ Items to Prep**

- Premade thank you cards (optional)
- Bulletin board materials
- Post it notes
- Construction Paper
- Paint
- Poster board/Chart Paper




**Questions to ask students:**

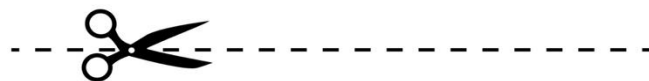
- What do the words “thank you” mean?
- Why is the tone of your voice important?
- Can you ever say thank you too much? Why or why not?






## To the Parent or Guardian:

<b>Gratitude</b>

<p>Let's get creative this week. Use construction paper to make a bunch of thank you notes. Keep these available at your house and write them as needed. You can send them in the mail, deliver to someone outside of the house, or even pass them to others within your household.</p> <p>Consider the traditional Thanksgiving activity of one thing you are thankful for before dinner. This can be done anytime! At dinner or bedtime, tell your child one thing you are thankful and ask for their answer, as well.</p> <p><b>Ask your child</b> to share what he/ she has learned about saying thank you and encourage him/ her to teach your family. Ask him or her to explain who they gave their card to and why. Let your child guide your discussion.</p>



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>What is one thing your child is thankful for?</p>   <p>How does your family show gratitude to one another?</p>   	

# I can say thank you.

Step 1: **Fold paper** along the dashed vertical line.

Step 2: **Cut the card** out along the dotted line to make the card.

Step 3: **Write your note** and give to someone who has done something for you.

THANK  
YOU

# Survival



## Survival – First grade Teacher Guide

**Teaching Objective: Students Learn:** I can keep my body calm when something bothers me.

### Getting Started in First grade

1. Define survival in developmentally appropriate terms such as: Survival means to continue to make good choices during difficult situations.
2. Choose and read aloud one or more trade book recommendations
  - Spinky Sulks by William Steig
  - When Sophie Gets Angry- Really, Really, Angry by Molly Bang (Grades K-1)
  - When I Feel Angry by Corneila Maude Spelman (Grades K-3)
  - If You're Angry and You Know It! By Cecily Kaiser and Cary Pillo
  - Cool Down and Work Through Anger by Cheri J. Meiners (Grades K-1)
  - Angry Octopus by Lori Lite (Grades K-1)
  - Llama Llama Mad at Mama by Anna Dewdney (Grades K-1)
  - Hands Are Not for Hitting by Martine Agassi (Grades K-1)
  - I Was So Mad by Mercer Mayer (Grades K-2)
  - Goldie Is Mad by Margie Palatini (Grades K-1)
  - Someday by Eileen Spinelli (Grades K-2)
  - Wemberly Worried by Kevin Henkes (Grades K-2)
  - The Berenstain Bears Get Stage Fright by Stan Berenstain (Grades K-2)

### Teacher Tips:

Challenge your students to recognize their emotions each day!

**Student Activity Sheet:** When the lesson is complete, ask the students to think about how the blinds or the curtains act like a barrier between you and the rest of the world. They keep sunlight out and keep people from seeing in at night. Teaching your body to calm down is like closing the blinds. It is temporarily separating you from the environment but also from all the thoughts that often swirl in our heads. Go through the exercise that is written on the student handout.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement: I can keep my body calm when something bothers me.”**

**Discussion:** In a whole group, discuss things that bother us. Encourage students to share things that frustrate, anger, sadden, embarrass, etc. them. Talk about the pressure that builds inside of each of us when we have these strong emotions. Explain that we need to allow those feelings to come out somehow. Talk about ways to let them feelings out. As a student identifies a way to let it out, ask the group if that’s a healthy way to handle the feelings. If more information, check out the Teacher Tipster Soda Pop lesson below, as it has a similar discussion guide with a more in depth object lesson.

### **Videos/ Songs:**

- Teacher Tipster Soda Pop Emotions: <https://youtu.be/U9KlvZkg1hk>
- Controlling Emotions: A Lesson from Angry Birds: <https://youtu.be/pFkRbUKy19g>
- Bert Gets Angry: <https://youtu.be/0wv8AQKXKoo>
- Daniel Tiger Count to Four: <https://youtu.be/OrbN-nSTe-E>

### **Activities:**

- Feelings Face Craft FREEBIE- Emotions—Activity to help students think about their feelings. Students color each part of the face, and part of a tab that makes the face
- Calm Down with Take 5 Breathing—5 easy steps to follow using your hand. Printable posters found at [www.childhood101.com](http://www.childhood101.com).
- Ways to Keep Calm—hand pushes for 5 seconds, head pushes for 5 seconds, body squeezes for 5 seconds, and smell flowers or blow out candle 5 times. [www.sparklleslp.blogspot.com](http://www.sparklleslp.blogspot.com).
- Lazy 8 Breathing—draw a figure 8, trace the figure and take a deep breath in. Cross over to the other side, slowly letting out your breath. Continue breathing around the figure until you have a calm mind and body. [www.speechpaths.blogspot.com](http://www.speechpaths.blogspot.com)
- Letting it out S-L-O-W-L-Y! Don’t let the angry balloon pop! The balloon is a visual to help kids learn to let their anger out slowly. Journal ideas included. [www.psideaweb.com](http://www.psideaweb.com).
- Cosmic Kids Yoga—yoga for kids from 5 minutes to 20 minutes.
- Safe Place Breathing Icons-4 active calming techniques. Icons and descriptions available for printout. [www.consciousdiscipline.com](http://www.consciousdiscipline.com).
- How a Pipe Cleaner Can Stop Your Child’s Meltdowns! A Practical Idea for Teaching the Skill of Flexibility. [www.connectedfamilies.org](http://www.connectedfamilies.org).
- GoNoodle.com has many calming videos and yoga videos.

### **Required Resources/ Items to Prep**

- Magazines
- Behavior Social Stories template
- Putting Myself Together template
- Anger Sandwiches template
- Cope-cake file




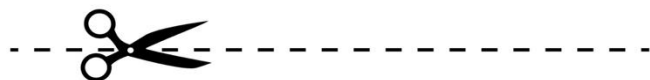
**Questions to ask students:**


- Does everyone experience things that make their body hard to control?
- What are some strategies we can use to calm our bodies?
- What if the first strategy doesn't work?



## To the Parent or Guardian:

Survival	
	
<p>Brains are hardwired to keep us safe! When your child is learning about survival at school, he/ she is learning that chemicals in the brain create reactions to keep us safe. Also, your child is learning that it is possible to prevent negative reactions to perceived threats in the environment. Your child is practicing coping skills to help distract his/ her brain from the challenge or threat.</p>	
<p>Coping skills are individual experiences. Some things work better for some people. Some things make a reaction worse. It is essential to learn what works for you. Ask your child what he/ she has tried and liked. Find ways to practice coping skills at home. Not sure where to start? Breathing exercises are commonly helpful for most people. Slowly breathing in your nose and out your mouth infuses extra oxygen into the bloodstream, and therefore, to the brain. Coping skills can be thought of as “time buyers”. Most people calm down when escalated when given enough time. Coping skills distract the brain from the problem long enough to get oxygen, think calmer, and react healthier.</p>	
<p><b>Ask your child</b> to share what he/ she has learned about calming down and encourage him/ her to teach your family. Ask to see the student worksheet and ask them to practice the exercise with you. Let your child guide your discussion.</p>	



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>What coping skill(s) work best for your child?</p>     	

# I can keep my body calm when something bothers me.



Protect your body by calming down. Here's how to “close the blinds” to keep the stress out. Try SHIELD.

- Sit quietly and comfortably
- Hands folded on lap with arms and shoulders relaxed
- Inhale big deep breaths in through your nose and send them out through your mouth (deep breathing)
- Eyes closed, ears open
- Listen to a sound near you—a fan, a bird chirping, or soothing music. Continue slow, deep breaths.
- Don't let other thoughts interfere with your focus on the sound

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Try SHIELD to get in the moment and let your body relax. How do you feel?





# Mindfulness



## Mindfulness – First grade Teacher Guide

**Teaching Objective: Students Learn:** I can pay attention to my mood.

### Getting Started in First grade

1. Define mindfulness in developmentally appropriate terms such as: Mindfulness is paying close attention. Mindfulness helps to calm the mind and soothe powerful emotions.
2. Choose and read aloud one or more trade book recommendations:
  - *Peace Piggy Meditation* by Kerry Lee MacLean
  - *Moody Cow Meditates* by Kerry Lee MacLean
  - *Meditation is an Open Sky* by Whitney Stewart
  - *Puppy Mind* by Andrew Jordan Nance
  - *Sitting Still Like a Frog* by Eline Snel
  - *A Handful of Quiet: Happiness in Four Pebbles* by Thich Nhat Hanh
  - *Master of Mindfulness* by Laurie Grossman, Angelina Alvarez, & Mr. Musumieci's 5th Grade Class
  - *What Does It Mean To Be Present?* by Rana DiOrio
  - *Mindful Monkey, Happy Panda* by Kerry Lee MacLean and Lauren Alderfer

### Teacher Tips:

Challenge your students to recognize their emotions each day and take mindful moments as they need them!

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**Student Activity Sheet:** When the lesson is complete, ask the students to look at the emojis on the student handout. Ask them to think about yesterday (or perhaps this morning if it is later in the day). Have them draw an emoji smiley face for their mood at different times. Conclude the exercise with a discussion about how mood shifts at different times and with different people.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## **“I Can” Statement: I can pay attention to my mood.**

### **Discussion:**

When we are able to acknowledge and attend to our mood or feelings, we can learn to control the actions and reactions created from those. We can also learn that moods and feelings come and go. This helps us better understand ourselves and one another. Ask children what moods or feelings they know or have. Ask a student to show a face to match the mood or feeling as it is introduced in the discussion.

### **Videos/ Songs:**

- Today I feel silly: <https://youtu.be/Vsce9XeNyug>
- Name that emotion with Murray: <https://youtu.be/ZxfJicfyCdG>
- Identify the emotion: <https://youtu.be/nTII0cyUbQo>
- The Feelings Song: <https://youtu.be/UsISd1AMNYU>

### **Required Resources/ Items to Prep**

- Face Template if desired
- Bingo cards
- List of feelings
- Others from the activity listed if desired

### **Activities:**


- Ask students to recall moods from the story. Using a template if desired, ask students to create a face to match their favorite mood on one side. Students can write a sentence to explain why they like the mood. On the opposite side, create a face to match a yucky mood. Students can write a sentence to explain how to change that yucky mood into a preferred mood.
- Feelings Bingo, where students have to identify the feelings as they are called. <https://www.teacherspayteachers.com/Product/Feelings-Bingo-Game-400829>
- The Way I Feel Primary Kit <https://www.teacherspayteachers.com/Product/The-Way-I-Feel-Primary-Kit-to-teach-about-feelings-and-emotions-309288>
- Identify feelings with these Feelings and Emotions Cards: <https://www.teacherspayteachers.com/Product/Feelings-and-Emotions-Cards-1651017>

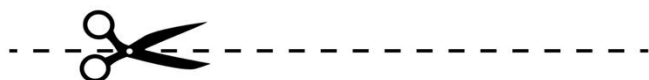
### **Questions to ask students:**


- What helps you get into a better mood?
- How can you let others know that you are in a temporary bad mood?



## To the Parent or Guardian:

Mindfulness

<p>Mindfulness is a big way to say paying attention. When we are mindful, we pay close attention to our moods, our feelings, and our thoughts. And then, we can figure out how our bodies react to these moods, feelings, and thoughts.</p> <p>A favorite quiet activity that allows us to pay close attention to ourselves is blowing bubbles! Bubbles are easy to find and easy to make. Blowing bubbles requires that we take in a big breath and let air out slowly—your child is practice calming breathing without realizing it. Couple blowing bubbles with sitting, standing, or laying still, and your body will relax. Stay in this position for 10 minutes and you will likely feel refreshed and rejuvenated. It's like a trip to the spa without the price!</p>
<p><b>Ask your child</b> to share what he/ she has learned about moods and encourage him/ her to teach your family. Ask to see the student worksheet and ask them to explain their answers.</p>



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>How does your child relax?</p>     <p>How does your family practice calm time together?</p>	

# I can pay attention to my mood.



What is your mood? Think about your day today. Draw a smiley face that shows your mood at those times.

**Before school**

**Before lunch**

**After lunch**

**During Recess**

**When school is out**

**Bedtime**

# Honesty



## Honesty – First grade Teacher Guide

**Teaching Objective: Students Learn:** I can talk about my challenges.

### Getting Started in First grade

1. Define honesty in developmentally appropriate terms such as: Honesty is speaking and acting truthfully; being fair and truthful; not lying, cheating, or stealing
2. Choose and read aloud one or more trade book recommendations:
  - A Bargain for Frances by Russell Hoban (Grades K-3)
  - A Big Fat Enormous Lie by Marjorie Weinman Sharmat (Grades 1-2)
  - Boy Who Cried Bigfoot by Scott Magoon (Grades K-2)
  - Boy Who Cried Wolf by Aesop (Grades 1-2)
  - David Gets in Trouble by David Shannon (Grades P-2)
  - I'm Telling the Truth by Pat Thomas (Grades P and Up)
  - Pinky Promise by Vanita Braver (Grades K-3)
  - Sam Tells Stories by Thierry Robberecht (Grades K-3)
  - Scapegoat by Dean Hale (Grades K-3)
  - The Boy Who Cried Wolf by Multiple Authors (Grades K-3)
  - The Principal's New Clothes by Stephanie Calmenson (Grades P-3)
  - The Wolf Who Cried Boy by Bob Hartman (Grades K-4)

### Teacher Tips:

Encourage honesty in daily activities.

**Student Activity Sheet:** When the lesson is complete, ask the students to look picture on the student handout and help them read the words. Define challenge and ask them to write down at least two challenges they are facing.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.

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## **“I Can” Statement: I can talk about my challenges.**

**Discussion:** Discuss with students what challenges are and what challenges they might face. Discuss strategies to help them prepare for these challenges and to use during a challenge.

### **Videos /Songs:**

- “Franklin Tells a Fib”: <https://youtu.be/TXgack-jGs>
- “Teaching Children Stress Management” <https://youtu.be/GIJn5XhqPN8>
- “The Goodnight Caterpillar” <https://youtu.be/pJu6jUeHjY8>
- “Belly Breath” [https://youtu.be/\\_mZbzDOpylA](https://youtu.be/_mZbzDOpylA)
- “Hey Bully Song” <https://youtu.be/1reUcD77glU>
- “The Feelings Song” <https://youtu.be/UsISd1AMNYU>

### **Activities:**

- Have students brainstorm challenges. Role-play what to do and what not to do. Some examples could be difficulty reading, learning to ride a bike, losing a friend’s toy, etc.
- Have pictures of students facing a challenge and have student discuss what they could have done to prepare for the challenge and the appropriate steps to take when facing this challenge. Make up your own scenarios, or use something such as <https://www.amazon.com/What-Would-School-Deck-Cards/dp/1586509411>
- Have student draw a picture of a challenge that they might face and the have them come up with a solution for the challenge or ways to prepare for the challenge.
- Make a list of people students can talk to about their challenges. Role play ways to begin the discussion on what they are facing.

### **Questions to ask students:**

- What are challenges?
- How can you prepare for them?
- What is stress?
- What are some ways we can manage stress?


### **Required Resources/ Items to Prep**

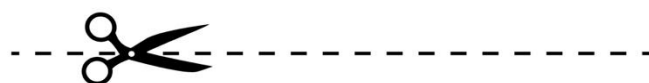
- Scenario cards
- White paper
- Crayons/Marker/Colored Pencil
- Balloon
- Flour
- Funnel






## To the Parent or Guardian:

<h3>Honesty</h3> 
<p>As your child learns about honesty, he/ she is not only learning with importance of telling the truth to others, but also to him/ herself. Lying can damage trust and relationships. Talk at home about your family's relationships and how important you are to one another. When you care about someone, your heart grows invisible strings that connect together. These heart strings keep our hearts connected and remind us we can trust and rely upon one another. When we lie to our loved ones, it hurts them. And those invisible heart strings can break or weaken. Using a genuine apology and being honest can repair broken heart strings.</p>
<p><b>Ask your child</b> to share what he/ she has learned about challenges and encourage him/ her to teach your family. Ask to see the student worksheet and ask them to their work.</p>



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>When your child makes a poor decision, but tells the truth, how do you feel?</p>	

# I can talk about my challenges.



**What are your challenges?**

**1.**

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**2.**

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# Transformation



## Transformation – First grade Teacher Guide

**Teaching Objective: Students Learn:** I can make transformations.

### Getting Started in First grade

1. Define transformation in developmentally appropriate terms. Use the following video to convey the topic: A change. <https://youtu.be/OGuioNS2Y2s>- Sesame Street: Johnny Galecki
2. Choose and read aloud one or more trade book recommendations:
  - Trade book suggestions:
  - Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees
  - Your Fantastic, Elastic Brain: Stretch It, Shape It by JoAnn Deak
  - Beautiful Oops by Barney Saltzberg
  - The Most Magnificent Thing by Ashley Spires
  - The Girl who Never Made Mistakes by Mark Pett and Gary Rubinstein
  - Papa's Mechanical Fish by Candace Fleming
  - A Perfectly Messed Up Story by Patrick McDonnell
  - Everyone Can Learn to Ride a Bicycle by Chris Raschka
  - Anything Is Possible by Giulia Belloni
  - Marvelous Mattie by Emily Arnold McCully
  - Galimoto by Karen Lynn Williams

### Teacher Tips:

Challenge your students to use a growth mindset every day.

**Student Activity Sheet** - When the lesson is complete, ask the students think a puzzle and how much like a puzzle we all are. There are many pieces. For example, we have a nationality, an ethnicity, a personality—what is it like. Ask them to think about all the pieces that make them who they are. Be sure to conclude with comments about a growth mindset. Our puzzle pieces change with each new experience. We have the power to keep growing.

**Parent Guide-** Duplicate the parent participation page on card stock and send home with each student.



## **“I Can” Statement: I can make transformations.**

**Discussion:** Explain self-reflection to the students. Discuss the importance of how you can change the person you are becoming for the better. Discuss the importance of practicing things you are good at and why trying your best and being helpful is so important.

### **Videos/ Songs:**

- Giraffes can’t dance: [https://youtu.be/Zzb5Acl-n70?list=PLDd-OFOCEi-qYt9\\_HJpSZN0DFOuSu0bmH](https://youtu.be/Zzb5Acl-n70?list=PLDd-OFOCEi-qYt9_HJpSZN0DFOuSu0bmH)
- Kid President's 20 Things We Should Say More Often <https://youtu.be/m5yCOSHeYn4->
- Sesame Street: Janelle Monae - Power of Yet -<https://youtu.be/XLeUvZvuvAs>

### **Activities:**

- Student Reflection <https://www.teacherspayteachers.com/Product/Student-Reflections-Page-Great-for-Report-Card-time-1460065?aref=jg99wztd> (FREE download)
- My Self-Reflection Report Card <https://www.teacherspayteachers.com/Product/My-Self-Reflection-Report-Card-FREEBIE-1068725?aref=588szitd> (FREE download)
- Student Learning Self-Reflection <https://www.teacherspayteachers.com/Product/Student-Learning-Self-Reflection-1203668?aref=7v178897> (FREE download)
- Self-Reflection Assessment <https://www.teacherspayteachers.com/Product/Self-Reflection-Assessment-2425298?aref=w44p2mz4> (FREE download)
- Show the video-“Kid President's 20 Things We Should Say More Often” <https://youtu.be/m5yCOSHeYn4-> and have the students draw/write what they are going to try to do more often. Have the students share their ideas with the class. Display their pictures around the classroom.
- Sing the song-“ Sesame Street: Janelle Monae - Power of Yet” -<https://youtu.be/XLeUvZvuvAs> and discuss that the power of yet is how the students can believe in themselves, work hard, and stay focused, so that one day they will get to where you want to be. Have them share what they want to try to do better.
- Teach the students to get in the habit of doing kind things and paying it forward to help build a better future and help change our world. Choose from the activities from “15 Pay it Forward Resources for Kids – Books, Activities, Videos – Lets Change the World”- <http://www.thediscoveryapple.com/2017/04/11/15-pay-it-forward-resources-for-kids-books-activities-videos-lets-change-the-world/>
- Read Weezer Changes the World by David McPhail <http://theeducatorsspinonit.com/2013/01/david-mcphail-inspired-activities.html>

#### **Required Resources/ Items to Prep**

- Access to the internet/SMART board if possible
- Drawing paper
- Markers/crayons/pencils
- Weezer Changes the World by David McPhail
- Other needed supplies will vary depending on which activities you choose to do.




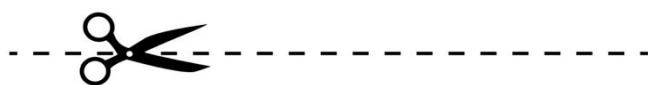
**Questions to ask students:**


- What is self-reflection?
- How can self-reflection help you become the person you want to be?
- What kind of person do you want to be?
- What are you going to try to do more often to be a better person?
- What can you do help others at school, home, and your community?
- What can't you do yet but are going to work on until you become better at it?



## To the Parent or Guardian:

Transformation	
	
<p>Transformation is all around us! Butterflies, frogs, flowers—so many things transform. They grow and change. Just as we do! People transform themselves and their lives by learning new skills and meeting new people. Your child is learning to transform the way he/ she looks at situations or reacts to feelings. Core-Life is all about transforming into a healthier version of your amazing self!</p> <p>Plant a flower and watch it grow. Treat it well and give it what it needs. In many ways, you planted the flower of your child. You now get to watch him/ her grow. Treat him/ her well and give what is needed. You are also transforming, as a person, as a guardian, as some many things. It probably feels challenging some times. Persevere. Be optimistic. Set goals. Be respectful. Empathize. Be courteous. Set rules. Be responsible. Volunteer. Be honest. Survive. Be mindful. Show gratitude. Include others. Live healthy. Find balance (moderation). Learn wisdom. And you will transform!</p> <p>Return this final card and receive a reminder of the great transformations you and your child are creating!</p> <p><b>Ask your child</b> to share what he/ she has learned about transformation and encourage him/ her to teach your family. Ask to see the student worksheet and ask them to go over the way they described themselves. Add to the words with positive comments.</p>	



	<p><b>Complete and return this half of the card to school.</b> Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.</p>
<p>In what ways, have you seen your child grow this school year?</p> <p>What one thing you want him/ her to always remember?</p>	

# I can change the person I am becoming.



**We all are made up of many pieces. Who are you? Write words to describe your “pieces.”**