

Core Life: Teaching Core Life Attributes in Second Grade



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Introduction

Hello! And welcome to the Core-Life Implementation and Lesson Planning Guide for primary grades. This guide contains a Teacher Lesson Planning Guide for the Tier 1 Universal Character Skill Building Intervention, targeting students in Kindergarten through Second Grade. Following the Teacher Lesson Planning Guide, there are activities to be sent home, which encourage families to work together in helping the child(ren) develop each character skill. And who would not benefit from a refresher?! These activities and ideas are helpful for adults and older children as well.

Beyond the Tier 1 Universal Intervention, this guide also contains a Tier 2 Small Group Lesson Planning Guide, centered on Biblio-therapy and journaling. Again, this small group is geared towards students Kindergarten through second grade. This guide is aligned to the American School Counseling Association's (ASCA) Mindsets and Behaviors, and provides School Counselors with resources needed to collect data and demonstrate effectiveness.

Each section of this guide was created by people using this guide. Lincoln Elementary School is much beloved school in the little river city of Dayton, Kentucky. Students at Lincoln come from a variety of backgrounds, many living at or below the poverty line. Most families in Dayton are dedicated to the school district, the community, and especially the children. These families are good-hearted and hard-working. Core-Life has become a way of life at Lincoln Elementary. Students have been taught Core-Life for the past three years and the anecdotal evidence of the effectiveness in fostering an improved school climate and consistent character expectations is exponential.

At Lincoln, Core-Life is taught school-wide. Primary teachers collected and created all of the resources you will find in this guide. They have poured time and energy into making this wonderful for their students and yours!



About the Authors

Under contract with Mental Health America of Northern Kentucky and Southwest Ohio, Dayton Independent School District engaged the following preschool-2nd 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 2nd grade teacher at Lincoln Elementary School. She is beginning her 21st 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 3rd 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 8th year teaching Second grade at Lincoln Elementary and cannot imagine teaching anywhere else!
- Mrs. Naomi Colliver is beginning her 4th 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 2nd 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. Second, the project could not take away time and energy from our Second 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.



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 Second Grade

This document is focused on “I Can” statements for second 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.



Evaluation Instruments

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

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 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.			



Core Life Attributes



Rules



Rules – Second Grade Teacher Guide

Teaching Objective: Students Learn: I can play by the rules.

Getting Started in Second 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 Second 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 Second 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 to look at the student page to discuss recess rules. In the chart on the left, students should read the statement, check “yes” or “no” and then write a rule to keep it from happening in the column on the right. Blank rows are at the bottom for students to think of other ways rules can help keep children from getting hurt or keep them from having fun.

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



“I Can” Statement: “I can play by the rules.

Discussion: Have a class discussion about rules, why we have them, and why they are important.

Video/ Songs:

- “Classroom Rules” <https://youtu.be/ddvTFgzkS5M>
- “Mr. Hiner’s Classroom Rules” <https://youtu.be/aVqSEaPXdkw>
- “When the Bell Rings, Freeze!” <https://youtu.be/-bZsnRIY9Sc>
- “I Can Follow the Rules” <https://youtu.be/iQxK-Ah7has>

Activities:

- ***Play “There Are Rules? A Fun Back to School Game”***
 - Do not tell the class why you are doing this activity. Just tell them you are going to put them into groups to play a dice game. Hand each group some dice and tell them to start playing.
 - The students are going to wait for you to tell them how to play but you just keep telling them to start playing. Hopefully some groups will start playing, making up rules, and directions as they go. The groups will be confused and not know what to do because they don’t know the rules.
 - Next, give them rules to play by and let them play the dice game.
 - After the activity have a class discussion on how it felt to play the game without rules and then to play with rules. They will see how important rules are.
 - After the discussion, younger students can work together to create rules for a dice game and older students can work together to do it with their group. Then the class can play their new dice game or older students can teach others their new dice game.
 - <https://www.teacherspayteachers.com/Product/Back-To-School-Rules-Game-277495?aref=qh26lto8> (FREE Download)
- ***Recess Rules!*** - Discuss the importance of rules at recess. Have students make a list of rules they should follow on the playground and explain why the rules are important.
- ***Play by the Rules!*** - Choose a game for the class to play such as Duck, Duck, Goose or Freeze Tag. Pull a student aside as the game starts. Tell this student to cheat, without the other students knowing. After the game ask the students how they felt when the student cheated. Discuss why everyone should play by the rules. Then read, the book, Say Cheese, by Marc Brown. It discusses a character cheating in a bicycle race to win and how fair play is important.
- ***Good job!*** - Praise students if you “spot” them playing by the rules. Use Core-Life “Ask me about Rules” stickers, other stickers, brag tags, or certificates if possible.

Continued --



Questions to ask students:

- What does it mean to play fair?
- Why should you play by the rules?
- Why is it important to have rules when playing a game?
- What happens when someone doesn't play by the rules?

Required Resources/ Items to Prep

- Printable from “There Are Rules? A Fun Back to School Game”
FREE download on Teacher Pay Teachers or use drawing paper
- Dice
- Markers/crayons/pencils
- Poster to write playground rules on to display
- Say Cheese by Marc Brown
- Stickers/brag tags/certificates

I can play by the rules.



Would recess be fun IF no one followed the rules?	Yes	No	FUN FOR ALL – Rules to follow
Cut in line to get what they wanted			
Stay on the swing too long so no one else can take a turn			
Push others out of the way			
Made fun of others			

Responsible and Responsibility



Responsible – Second grade Teacher Guide

Teaching Objective: Students Learn: I can own my mistakes and try to make things better.

Getting Started in Second 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 Second Strawberries by Joseph Bruchac & Anna Wojtech (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 write a story that answers the questions in the box.

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



“I Can” Statement: I can own my mistakes and try to make things better.”

Discussion: Discuss how we all make mistakes in life. Share an example of a mistake you made and what you did to try to make things better. Have students talk to a partner about a time when they made a poor choice and took responsibility for that choice. Have volunteers share with the class.

Video/ Songs:

- “Rosa Learns to be Responsible” by My Young Child -- <https://www.youtube.com/watch?v=SRlKMysO1gU>
- “It’s Not My Fault” by K & G Childrens’ Books Videos -- <https://www.youtube.com/watch?v=7JLVu6UEw8s>
- “Sheriff Callie – Saying I’m Sorry” by Disney Junior UK -- <https://www.youtube.com/watch?v=SYI2MoNNiNI>

Activities:

- **Lights, Camera, Action!** - Students role play different scenarios that involve making mistakes and taking responsibility for them.
- **Discuss** - Spend time talking about what it means to accept responsibility and apologize. Use a classroom chart to remind students how to do this. The following FREE resource by <https://www.teacherspayteachers.com/Product/Character-Building-Four-Part-Apology-1018935>

Questions to ask students:

- Do you think all people make mistakes?
- What can you do when you make a mistake?
- How do you accept responsibility or “own” a mistake?
- Are the words “I’m sorry” enough?

Required Resources/ Items to Prep

- List of scenarios for role play
- Anchor chart for apologizing



To the Parent or Guardian

Responsible and Responsibilities

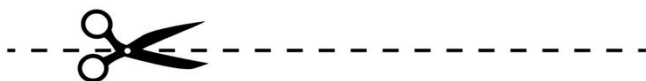


Families have a lot of responsibilities. Teaching children early that they have a place in household responsibilities can be helpful. Many chore recommendation charts are available online. If you are just getting started, consider ways your child can be most successful with chores. When he/ she feels 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 owning up to their mistakes and encourage him/ her read the story they wrote. Have a discussion about the importance of owning your own mistakes, correcting the behavior, asking for apology, and moving forward. 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.

I can own my mistakes and try to make things better.



Write a story about this picture. What did the little girl do to get her placed in time out? Did she accept responsibility for her mistake? How does it end?

Respect



Respect – Second grade Teacher Guide

Teaching Objective: Students Learn: I can respect my environment.

Getting Started in Second 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 Marple’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 and write in ways they can take care of the world by taking care of the environment where they are: the classroom, the school lunchroom, the playground, the bus, etc.

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



“I Can” Statement: I can respect my environment.”

Discussion: Whole group discussion about the environment and why it’s important for people to take care of it and their own belongings.

Video/ Songs:

- “Always Respect Others Belongings” <https://youtu.be/iNZak5i4ceo>
- “Charlie and Lola: Take Care of Your Planet” <https://youtu.be/zCfazf2gVuo>
- “Magic School Bus: Holiday Special”
<https://app.discoveryeducation.com/player/view/assetGuid/ade583ce-468a-45c8-941d-e411762546c3>
- “I am the Earth” <https://youtu.be/Wkn1B7cJYQo>
- “We’ve Got the Whole World in Our Hands” <https://youtu.be/eIQUOIyE7q0>
- “Go Green” <https://youtu.be/8DJ45Yc3urg>

Activities:

- **Treasure Hunt:** Take a Treasure hunt for trash and pick up trash around the school/playground.
- **Tidy Up:** Discuss a clean classroom and respecting belongings. Take time to clean the classroom.
- **Environmental Scan:** Discuss a clean lunchroom and have students practice cleaning the lunchroom before they leave.
- **Protect the World:** Collect recycled material and have students create their own artwork with it.
- **Mutual Respect** - Role-play how students should play with others belongings and what they should do if they find another person’s belonging.

Questions to ask students:

- Why is it important to take care of our environment?
- Why do we need to be organized and take care of our things?
- Why should respect others’ belongings?

Required Resources/ Items to Prep

- Trash bags
- Gloves
- Box to store scraps for recycled materials
- Glue
- Scissors
- Markers
- Crayons



To the Parent or Guardian

Respect



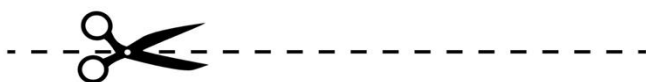
Students are learning how to respect themselves, others, and the environment. Brainstorm ways your family can try something new together. Perhaps you could start recycling cans or paper. Perhaps you could try to say please more often.

Using a dice, play a quick and easy game at home. Each person takes a turn rolling. On your turn, respond to the following:

- 1: Say what respect means to you.
- 2: Say how you can respect a family member.
- 3: Say how you can show respect in a store or restaurant.
- 4: Say how you can respect yourself.
- 5: Say how you can respect the environment.
- 6: Say how you can respect your home.

Free, similar resource available at: <https://www.teacherspayteachers.com/Product/FREE-Roll-and-Respond-Savvy-School-Counselor-947500>

Ask your child to share what he/ she has learned about being taking care of their environment and encourage him/ her to teach your family. Ask to see their worksheet on the environment and ask your child to talk about their answers to the question about taking care of the world. 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 do you hope to learn from Core-Life this school year?

When is it hardest to show respect?



I can respect my environment.



Taking care of the world starts with where you are. That means:

Goals



Goals – Second grade Teacher Guide

Teaching Objective: Students Learn: I can work hard to accomplish my goals.

Getting Started in Second 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 look at the worksheet and answer the question about a goal they have and what they need to reach it. Have them share their work with a partner.

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



“I Can” Statement: I can work hard to accomplish my goals.

Discussion: Discuss what hard work is and why it is necessary in order to accomplish goals. Have students “Think, Pair, Share” to guide the discussion. Visit <http://www.readingrockets.org/strategies/think-pair-share> for additional information on this language arts strategy.

Video/ Songs:

- Schoolbook learning-Giraffe tells Zebra how to prioritize and set goals
<https://www.youtube.com/watch?v=5oirb8gRDo0>

Activities:

- Reward students who work exceptionally hard to reach their goals. Rewards can be tangible items, special recognition, or privileges. Students need to see that hard work does indeed pay off.
- Be sure to directly connect hard work to the benefits received. Give continuous praise when you see students working hard. “Your hard work is really paying off!”
- Have a “Morning Meeting” and discuss a time when you worked really hard at something and the hard work made a difference. Be sure to share yourself because the students need to hear an adult’s perspective as well.
- Role play a situation in which a child worked very hard to reach their goals and what the results were. On the contrary, role play a student who does not put much effort into their goal and what the results might be.
- Students craft a flower with their goal in the middle. Then they use the petals to list the steps toward reaching the overall goal. Various versions can be found on www.teacherspayteachers.com

Questions to ask students:


- Why is being a hard worker important?
- Can your life be better if you work hard each day? How?
- Who is a person that you know that works hard?
- What do they do that lets you know they are working toward a goal?

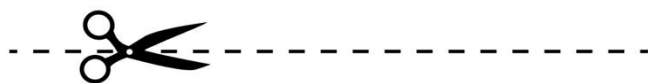
Required Resources/ Items to Prep


- Construction paper
- Crayons/Markers/Pencils
- Tangible/Nontangible rewards
- Flower craft papers (optional)



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>Ask your child to share what he/ she has learned about setting goals and encourage him/ her to teach your family. Ask to see the student worksheet where they picked a goal they would like to pursue. Plan how you might help them achieve their goal. Let your child guide your discussion. Have your family pick something to try.</p>



	<p>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.</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 work hard to accomplish my goals.



Volunteer



Volunteer – Second grade Teacher Guide

Teaching Objective: Students Learn: I can give back.

Getting Started in Second 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

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 a picture on the worksheet on ways they can give back to their classroom community, their home, or their community.

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



“I Can” Statement: I can give back.

Discussion: Split the class into groups of 2 or 3 students. Have the groups discuss things they like to do both in and out of school. Once the students have had time to come up with some ideas, make a class list. Facilitate a discussion about where those things take place (i.e. beach, park, community center, church, school, skating rink, etc.). Talk about how lucky the kids are to have these wonderful places to enjoy. Ask them to start thinking of ways to help keep those places nice and show appreciation for them.

Video/ Songs:

- “Kids Ocean Day Adopt-A-Beach Cleanup” by kidsoceanday -- <https://www.youtube.com/watch?v=YDfW1VPyL6c>
- “Klondike Lane Elementary & Seneca High Service Project” by JCPS-- <https://www.youtube.com/watch?v=pC53oKl3jvE>
- “Lend A Hand Community Program New York” by Handy -- <https://www.youtube.com/watch?v=9VHzKedEpDM>
- Johal- “Social Experiment” -- https://www.youtube.com/watch?v=qS_yRy5EYQk
- “Clean Up/Pick Up” by PBS -- <https://www.youtube.com/watch?v=nm99z1zVee8>
- “Reduce Reuse Recycle Song for Kids” by The Kiboomers -- <https://www.youtube.com/watch?v=AOvcW8l3RzE>

Activities:

- Make cards for veterans thanking them for their service.
- Visit a nearby park to clean up. Have students use rubber gloves to throw away trash and recycle cans and bottles.
- Make pictures for residents at a nursing home, and visit residents to deliver them.
- Write “thank you” notes to school adults.
- Collect cans for a local food pantry.

Questions to ask students:

- What are your favorite things to do in your school or community?
- Are there things in your school or community that could be cleaner or better?
- How can you give back to your community?
- Who helps you? (Teachers, fire fighters, police officers, soldiers, parents, etc.)
- How can you show your appreciation to the people who serve and protect you?

Required Resources/ Items to Prep

- Construction paper
- Crayons
- Markers
- Pencils
- Trash bags
- Rubber gloves



To the Parent or Guardian

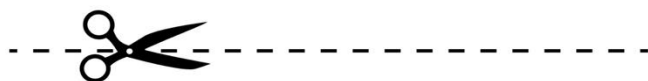
Volunteer



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.

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.

Ask your child to share what he/ she has learned about giving back and encourage him/ her to teach your family. Ask to see the student worksheet where they drew their picture of a way they can give back at school, in their home, or community. 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 an example of a time your child or family volunteered?

What is one unique, special quality about your child?



I can give back.



Empathy



Empathy – Second grade Teacher Guide

Teaching Objective: Students Learn: I can be kind to others.

Getting Started in Second 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 write how they feel when they are kind to others.

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

“I Can” Statement: I can be kind to others.

Discussion: Make an anchor chart using “sounds like, looks like, feels like” as the titles. Ask students to share what kindness sounds like to them. Have them practice saying things kindly. Next, ask what kindness looks like. Ask students to do a motion that looks like kindness (wave hello, give a high five, smile). Finally, ask how kindness feels. Ask how it feels when others are kind to you, and when you are kind to others.

Video/ Songs:

- Kindness, Empathy and Connection”-
https://youtu.be/nwAYpLVyeFU?list=PLhnYQz7F_zuFHcQcbvtJZMXGZxUYM0Ddl
- Color your world with kindness:
<https://youtu.be/rwelE8yyY0U>

Activities:

- **Spider web activity**—class sits in a circle and teacher gives one student a ball of string. That student holds on to the end and tosses it to someone else, saying something they like about that person. This continues until everyone has a chance to say something kind and receive a kind compliment.
- **Empathy building game**—using one or more muffin tins, put the names of people in the bottom of each tin. Examples: parent, friend, principal, grandpa, sister, friend, teacher, brother, cafeteria worker, janitor, etc... Students take turn throwing a small bean bag into the pan. Whatever name the bean bag lands on, that student tells a way that they could show kindness to that person.
- **Chain, Chain, Chain**—fold a piece of paper, accordion style, folding it depending on how many people you want student to respond to. For younger students, 2 or 3 is recommended, 3-5 is recommended for older students. The first person in the chain is the student. They write their name on the head, and write what they do when they are angry, sad, happy, any emotion you choose. The next person in the chain is someone who is affected by the reaction. They then write that person’s name on the next head, and that person’s reaction. Continue the process. For more information, www.psideaweb.com.
- **Empathy X-Ray**—discuss or explain what an x-ray machine is and what it does. Give each student a paper with the outline of a body, with the words, “what it feels like inside after being kind,” or “what it feels like inside after I have hurt others feelings.” Student then draw the inside of their body during this feeling. For younger students, they could draw smiley faces on the places on the body that feels good. www.kristinamarcelliwordpress.com

Required Resources/ Items to Prep

- Ball of string
- Muffin tin, small bean bag
- Student outline paper

Questions to ask students:

- How do you feel when you are kind to someone?
- How do you feel when someone is kind to you?
- What could you do if you saw someone not being kind?



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 kindness and encourage him/ her to teach your family. Ask to see the student worksheet where they wrote about how they felt when they were kind to others. 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 be kind to others.



How does it make you feel to be kind to others?

Inclusion



Inclusion – Second grade Teacher Guide

Teaching Objective: Students Learn: I can encourage others.

Getting Started in Second 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 encourage others.

Discussion: “Think, Pair, Share”- What does it mean to encourage one another? How can I encourage someone?

Video/ Songs:

- “Kid President’s 20 Things We Should Say More Often” -- <https://youtu.be/m5yCOSHeYn4>
- “The Invisible Boy” -- <https://youtu.be/cwQmeLMC91A>
- “The Giving Tree” -- <https://youtu.be/xODAQbu6bJ0>
- “Sesame Street: Try a Little Kindness” -- <https://youtu.be/enaRNnEzwi4>
- “Getting to Know Me” -- <https://www.flocabulary.com/unit/getting-to-know-me/>
- “Shakira’s Children Song About Helping People” -- https://youtu.be/U_KGQCW9JX8?list=RDU_KGQCW9JX8
- “World’s Greatest” -- https://youtu.be/wkzRHxd_4ZE?list=PLmmVAb7nA7c1Vz0opadqRVhbMqME1Obj7

Activities:

- Write each student’s name on a different notecard. Have other students draw or write an encouraging message to that student. Place notecard in a sandwich baggie and hang up in room so students can write/draw encouraging messages throughout the rest of the year.
- Create classroom claps or cheers to encourage one another.
- Apple Activity: Have two apples. Have students encourage one apple. Every time someone is nice to the apple it “jumps” for joy (toss it in the air and catch). Have students say rude and mean things to the other apple. Every time someone is mean to the apple drop it on the floor. Compare the outside of the two apples and then open up and compare the inside. (On the outside they look the same, but the insides do not.)
- Encouraging Buddies: Write each student’s name on a Popsicle stick and place the sticks in a cup. At the beginning of the week have students choose a name from the cup. He/she is in charge of encouraging the students on the Popsicle stick the entire week.
- Pat on the Back Activity: Cut out a handprint from construction paper. Have students draw or write an encouraging message on the hand. They can then give their “pat on the back” to another student. The students can tape their “pats on the back” on a student’s back for others to see.

Required Resources/ Items to Prep

- Notecards
- Sandwich Baggies
- 2 apples
- Popsicle sticks
- Cup
- Handprints made from construction paper
- Crayons/Markers/Colored Pencils
- Pencil

Questions to ask students:

- What does encouragement mean?
- How does it make you feel when you encourage someone?
- What are some words we can say to encourage others?
- Why should we encourage others?



To the Parent or Guardian

Inclusion

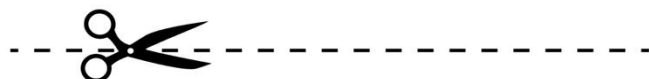


Including everyone can be different for all of us sometimes. We are comfortable in our familiar groups of people and activities. Moving outside of that comfort zone can be challenging.

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 encouraging others and ask 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 encourage others.



1. Draw a picture about one way you can encourage others.
2. Then circle the emoji that shows how encouraging others makes you feel.

A large, empty rectangular box with a thin black border, intended for a child to draw a picture illustrating a way to encourage others.

Healthy Living



Healthy Living – Second grade Teacher Guide

Teaching Objective: Students Learn: I can think positively.

Getting Started in Second 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:

- 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, have students write their name on the student worksheet. Have students draw out a slip of paper and write a compliment or draw a picture for the student's name on the paper. See worksheet.

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



“I Can” Statement: I eat healthy.”

Discussion: Have a whole group discussion about positive thinking and how this is healthy for students.

Video/ Songs:

- “Think Positively Cartoon” <https://youtu.be/An2OaIbPSII>
- “The Story of Two Seeds” <https://youtu.be/6DsxIkh0YEO>
- “Positive Attitude Kids President” <https://youtu.be/l-gQLqv9f4o>
- “Dragon Story Time Meditation for Kids and Tots” <https://youtu.be/QUAEDWwUL6g>
- “Power Affirmations for Kids: Power of Positive Thinking” <https://youtu.be/z-sDDtKVVbY>
- “Yoga Music for Kids” <https://youtu.be/zzkdjLb00UE>

Activities:

- **Create a wheel of choices:** Divide the plate into sections. Cut out an arrow out of construction paper. Fasten it to the plate with brass fastener. In the different sections write choices such as: jumping jacks, color, stand still and breath, count to ten, read, talk to an adult, scream in a pillow, or stomp. Students can use one of these choices when dealing with stressful situations.
- **Positive self-talk flower.** Create a flower out of construction paper. On each petal, have students write positive self-talk statements that they can say to themselves to create a health mental state. (I.e. I am enough. I believe in myself. I am a leader. I am awesome. I can get through this.)
- **Compliment Game:** Have students write their name on a white piece of paper. Have students draw out a slip of paper and write a compliment or draw a picture for the student’s name on the paper. See worksheet.

Questions to ask students:


- What does encouragement mean?
- How does it make others feel when you encourage them?
- How does it make you feel when you encourage someone?
- What are some words we can say to encourage others?
- Why should we encourage others?
- When can we encourage others?

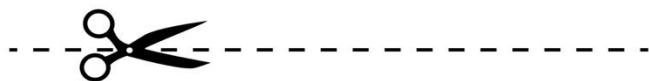
Required Resources/ Items to Prep


- Construction Paper
- Brass Fastener
- White paper
- Crayon
- Colored Pencil
- Markers



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>Ask your child to share what he/ she has learned about thinking positively and encourage him/ her to teach your family. Ask to see the student worksheet. Let your child guide your discussion.</p>	



	<p>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.</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>	



NAME

Moderation



Moderation – Second grade Teacher Guide

Teaching Objective: Students Learn: I can stay safe.

Getting Started in Second 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 activities on the student worksheet. Identify those activities that are safe with a check mark.

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

“I Can” Statement: I can stay safe.

Discussion: Review how moderation is doing things just right, not doing them too much or not enough. Then discuss how you can use moderation to stay safe at school, home, or in the community.

Video/ Songs:

- “How Do Dinosaurs Stay Safe?” By Jane Yolen <https://youtu.be/bH560ZgJYPE>
- “Severe Weather” <https://youtu.be/kXw1feTnkU4>
- “Stay Safe. Be SunWise” <https://youtu.be/wsDUuav21xg>
- “Stay Safe” <https://youtu.be/Pr9YntO7V1U>
- “Be Responsible, Safe, and Respectful” Patty Shukla <https://youtu.be/JGQAp2PY8yY>
- “Fire Safety Rap” https://youtu.be/s_5FqaWTj9c

Activities:

- Have the students draw a picture of how they would stay safe and display them around the classroom.
- Review the rules of the classroom and the safety drills that keep us safe and discuss how following the rules “just right” keeps us safe. Make sure you have the students give examples of what would not keep you safe so the students know the difference. Practice the drills.
- Praise students for following the rules and emergency procedures correctly to stay safe. Use stickers, brag tags, or certificates if possible.
- Invite community members for the local fire department, police department, etc. to speak to the class about safety.

Required Resources/ Items to Prep

- Access to the internet/SMART board if possible
- drawing paper or poster board
- Markers/crayons/pencils
- How Do Dinosaurs Stay Safe? by Jane Yolen
- Stickers/brag tags/certificates

Questions to ask students:

- How does using moderation keep you safe?
- What would happen if you didn’t use moderation when following classroom rules or safety drills?
- How can you use moderation to keep you safe outside?
- How can you use moderation to keep you safe at home?



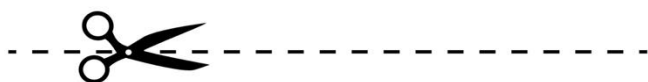
To the Parent or Guardian

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 staying safe and encourage him/ her to teach your family. Ask to see the student worksheet where they identified the safe activities 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 is one way your family practices moderation?

I can stay safe.



Staying safe. Place an  or  for each activity that you think is safe.

Riding bike in the street

Playing a game with friends in your backyard

Climbing a tree

Crossing the street to get to school

Getting into a car with someone you don't know or without permission from parent or guardian

Helping mom, grandma or aunt make cookies

Wisdom



Wisdom– Second grade Teacher Guide

Teaching Objective: Students Learn: I can use the word “yet” at the end of a statement.

Getting Started in Second 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, have the students use the student worksheet to make a class book of pledges. Each child should write and illustrate a page pledging to work on something not “yet” mastered.

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



“I Can” Statement: I can use the word “yet” at the end of a statement.

Discussion: Talk to the students about a skill you do well that you did not know at their age. Then tell them about something you would like to learn that you do not know “yet.” Have student “Think, Pair, Share” something they can do well and something they have not learned “yet.”

Video/ Songs:

- “A Story Of 16 Children Who Pledge To Never Give Up” by Lindsay James
<https://www.youtube.com/watch?v=MxCQReNtOZo>
- “Never Give Up - Song From Hip Hop Harry” by Hip Hop Harry
https://www.youtube.com/watch?v=hSUwrDdR9_I

Required Resources/ Items to Prep

- Sentence Strips with examples
- Markers
- Drawing paper
- Pencils
- Crayons

Activities:

- Share with the students a few things that you have a hard time doing. Examples to write on sentence strips: *I can't run a mile in less than 15 minutes. I don't know how to play the guitar.* Discuss how reading and saying those things makes you feel. Then take the period off the sentence and add the word “yet.” (Make “yet” a different color or use sparkle letters to add some pizzazz.) Read the sentence again and describe how your feelings have changed by adding that powerful word.
- Depending on the age of the student, have them come up with a certain number of sentences/statements that tell what they are not able to do. Example: *I can't write my name correctly. I can't tie my shoes. I don't know how to add or subtract.* Ask how adding the important and magical word “yet” would change their sentences.
- Invite school administrators, community members, or local television/ radio personalities to come to your class and share things they have learned and achieved because they were able to use the word “yet”.
- Watch the YouTube video “A Story of 16 Children Who Pledge To Never Give Up.” Make a class book of pledges. Each child should write and illustrate a page pledging to work on something not “yet” mastered.

Questions to ask students:

- How does it make you feel when you can't do something?
- How do you feel when you add the word “yet” to the end of your sentences?
- How can you help others use the magical word “yet”?



To the Parent or Guardian

Wisdom

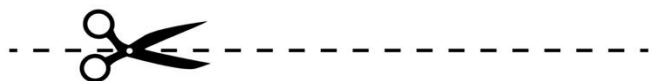


At school, your child has been learning about good choices versus poor choices and how to identify those. Your child has been practicing apologizing and making amends. Try to adjust your thinking to this model at home. Consider actions as choices, either good or poor. Point out the good choices to your 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 wisdom and encourage him/ her to teach your family. Ask to see the student worksheet where they drew their picture of how a good choice they made today 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 does wisdom mean to your child?

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



I can use the word “yet” at the end of a statement.



Optimism



Optimism– Second grade Teacher Guide

Teaching Objective: Students Learn: I can spread happiness to others.

Getting Started in Second 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 draw four pictures of how they made someone happy or how they could make someone else happy.

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

“I Can” Statement: I can spread happiness to others.

Discussion: Have groups of students talk about people who deserve some happiness or “cheer”. Examples might include sick relatives, veterans, police officers, fire fighters, children in the hospital, patients in the nursing home, a sad friend, a parent who is working a lot, a teacher or school staff member, etc. Then have the groups talk about ways to spread happiness.

Videos/ Songs

- “Make Your Heart Happy. Spread Kindness!” by Floyd Medical Center:
<https://www.youtube.com/watch?v=9I9Cfw0Y6F4>
- “First-Graders’ Acts of Kindness Catch On” by NBC Nightly News:
<http://www.nbcnews.com/video/nightly-news/51795308#51795308>
- “Happiness is Something if You Give It Away” by Children Love to Sing:
<https://www.youtube.com/watch?v=SrBowY8QPhc>
- “Sharing Our Smiles” by Positivelykidsvideo:
<https://www.youtube.com/watch?v=jNypxpgQCHc>
- “Smile Song for Kids” by Little Fox: <https://www.youtube.com/watch?v=je2n5r0VsZI>

Activities:

- Make coupon books for a parent or family member. The following are some suggestions for coupons: A Big Hug, Free Song, Read a Book, Clean Up, etc.
- Make cards for teachers or school staff members to thank them for their work or tell them why they are special.
- Visit a local nursing home. Sing songs and visit with the residents.
- Make thank you cards for veterans.
- Practice singing a positive song and share it over the announcements or at the next school assembly.
- Make friendship bracelets for the school to give to new students.
- Help students make a special handprint/ footprint gift for parents, grandparents, or guardians. (See Pinterest for examples)
- Read the book Do Nice, Be Kind, Spread Happy by Bernadette Russell to the class. Have them try an idea from the book and then draw a picture or write about how it turned out.

Required Resources/ Items to Prep

- Colored paper
- Crayons or markers
- Pencils
- Embroidery floss
- White construction paper or cardstock
- Washable paint in assorted colors
- Paper towels
- Do Nice, Be Kind, Spread Happy by Bernadette Russell

Questions to Ask Students:

- How can you spread happiness to others?
- Who in your life could use cheering up?
- How can you make someone else's day better?



To the Parent of Guardian:

Optimism

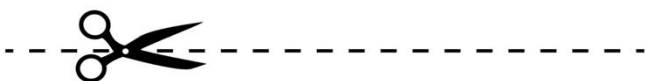


Hopefulness! Confidence that things will turn out well! These are the ways your child is learning about optimism. An optimistic outlook can change the entire mood of a day. Using positive words can change the way our brains think about problems or events. Finding the silver lining in a tough situation 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 spreading happiness to others and encourage him/ her to teach your family. Ask to see the student worksheet where they drew their picture of how they made someone else happy 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.

How does “yet” change your feelings?

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



**I can spread happiness to
others.**

Courtesy



Courtesy– Second grade Teacher Guide

Teaching Objective: Students Learn: I can show polite actions.

Getting Started in Second 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 Alike (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. Then ask the student to think about polite words to use every day. Write them on the board and ask students to copy them on their paper.



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



“I Can” Statement: I can show polite actions.

Discussion: Discuss ways that we show others we appreciate them. How do we treat others politely?

Video/Songs:

- “Kid President’s 25 Reasons to be Thankful!”
<https://youtu.be/yA5Qpt1JRE4>
- “Sesame Street: Five Words to Say More Often with Grover and Kid President”
<https://youtu.be/V5P8Al-JFCw>
- “The Berenstain Bears-Say Please and Thank You” <https://youtu.be/OQ9nnUSu4BM>
- “Learn to Say Please and Thank You” <https://youtu.be/jtSuTluWBxc>
- “Barney-Please and Thank You” <https://youtu.be/lBB2qhL9TJY>

Required Resources/ Items to Prep

- Chart paper
- Thank you card templates, construction paper, craft, decorating materials, etc.

Activities:

- Brainstorm a class list of people who do nice things for them or have students make a list in their journal, then compile into a class list.
- Choose an adult at school to thank and write a note or make a card. If possible, students should include in the card, why the person is being thanked. Website ideas for templates: www.positivelysplendid.com; sunnydayfamily.com; trustmeimamom.com; thecentsablesloppin.com
- Students deliver the cards to the person, with or without a simple craft.
- Students can write a note to a family member that is on their thank you list.
- Brainstorm a class list of people who do nice things for them or have students make a list in their journal, then compile into a class list.
- Choose an adult at school to thank and write a note or make a card. If possible, students should include in the card, why the person is being thanked. Website ideas for templates: www.positivelysplendid.com; sunnydayfamily.com; trustmeimamom.com; thecentsablesloppin.com
- Students deliver the cards to the person, with or without a simple craft.
- Students can write a note to a family member that is on their thank you list.

Questions to ask students:

- How does it feel when someone does something nice for you?
- How does it make you feel when you do something nice for someone?
- How did the person feel when you gave them the card?
- Who could you say thank you to before you leave school today?
- Who could you say thank you to at home?



To the Parent or Guardian

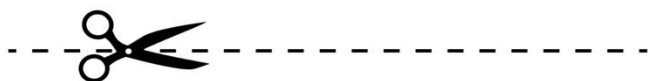
Courtesy



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 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 is courtesy to your family?

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



I can show polite actions.



Perseverance



Perseverance— Second grade Teacher Guide

Teaching Objective: Students Learn: I can ask for help.

Getting Started in Second 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 list things they might need help with on the student worksheet.

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



“I Can” Statement: I can ask for help

Discussion: Discuss with the students the importance of asking for help in the classroom, at home and in our community. Ask them to site examples of times when asking for help is necessary and times when it might be optional. How can a situation change once we ask for help?

Video/Songs:

- Powtoon- Asking for Help: https://www.youtube.com/watch?v=pL_OwrsXmNA
- Toons Station-Asking For Help: <https://www.youtube.com/watch?v=KB-SAHDKzWM>
- English SingSing-Can You Help Me? Sure I Can: <https://www.youtube.com/watch?v=5P-89FdwIGc>
- IrisEd-Ask For Help Song: <https://www.youtube.com/watch?v=yoBPGvBlaz8>
- NuBeat Music-It’s Better To Ask: <https://youtu.be/ncZkFq15xhU>

Activities:

- Make Help Social Scripts Mini Flip Books. Sometimes asking for help can be hard. This flip book provides students with various prompts that will guide them in knowing what to say. Attach with metal rings so that students have them handy when they need them. www.andnextcomesl.com
- Guide students through Social Story + Activity: Asking For Help. Encourage discussion within the classroom through a Think, Pair, Share activity. www.teacherspayteachers.com
- Order/download and read I Can Ask for Help: A Social Narrative from www.etsy.com. Invite students to share their own anxieties about asking for help in the classroom, at home, or in their community.
- Provide students with visual reminders of what to do when they need help. Posters or visual displays will help them to be reminded throughout the day. See www.aspecialsparkle.com for visual ideas.

Questions to ask students:

- What are things you worry about when asking for help?
- Why is asking for help so difficult for us sometimes?
- Do things usually get better or worse after we ask for help?

Required Resources/ Items to Prep

- Printable Mini Flip Books
- Metal rings
- Social Story organizers
- I Can Ask For Help Narrative
- Poster board/Chart Paper
- Markers/Crayons



To the Parent or Guardian

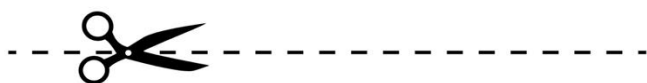
Perseverance



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 asking for help when they need it 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.



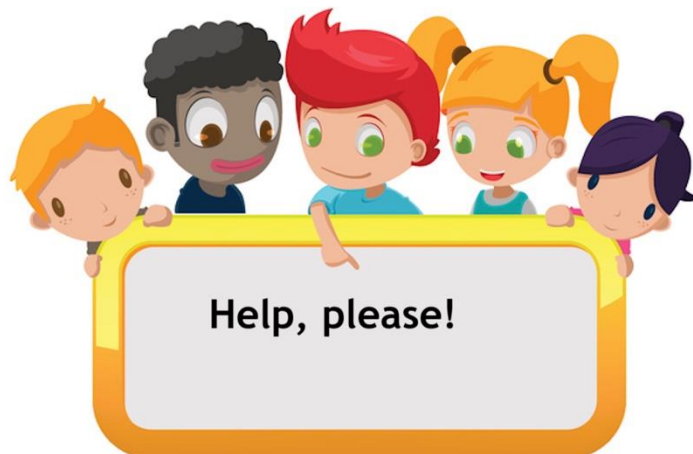
Complete and return this half of the card to school. Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

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

What was your favorite game as a child?



I can ask for help.



What are some things you might need help with?

Gratitude



Gratitude – Second grade Teacher Guide

Teaching Objective: Students Learn: I can think in a grateful way.

Getting Started in Second 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, Second 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: Make multiple copies of the student worksheet for each student. When the lesson is complete, distribute a worksheet to each student. Explain that you will be using this worksheet to make a month-long journal of gratitude. Then distribute a page each day for the month.

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

“I Can” Statement: I can think in a grateful way.

Discussion: Have a whole group discussion about thinking in a grateful way and why this is a healthy way to look at life.

Video/Songs:

- Beth Kerland-Morning Gratitude Meditation
<https://www.youtube.com/watch?v=rR8ygI3CnXM>

Activities:

- Keep a grateful journal and record each day the people and things you are grateful for. Use prompts to guide the students. www.bouncebackparenting.com
- Have a Gratitude Scavenger Hunt (www.thislittlehomeofmine.com) to get students thinking in a grateful way.
- Play the Gratitude Game: www.teachbesideme.com This game is similar to pick up sticks but asks students to think about things differently.
- Begin each morning with Gratitude Meditation-see link above.

Questions to ask students:

- How can thinking in a grateful way keep my mind happy?
- How can thinking in a grateful way be healthy for me?

Required Resources/ Items to Prep

- Printed scavenger hunts
- Printed gratitude game
- Painted chopsticks/colored straws
- Gratitude meditation clip
- Journals
- Writing prompts



To the Parent or Guardian

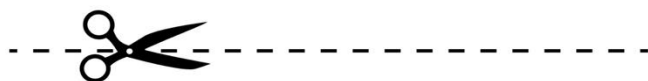
Gratitude



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.

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.

Ask your child to share what he/ she has learned about gratitude and encourage him/ her to teach your family. Ask to see the student journal on gratitude. 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 thing your child is thankful for?

How does your family show gratitude to one another?





I can think in a grateful way.



Survival



Survival – Second grade Teacher Guide

Teaching Objective: Students Learn: I can use strategies to help me when I am worried about something.

Getting Started in Second 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 look at the picture. Ask someone to explain the picture. Why is this funny? Ask them about the things that are hard for them to do and ask them how they feel when they encounter something hard. Ask them to circle the face that describes their emotions. Then ask them what they can do to get the help they need. Write one or two suggestions on the board, like “ask for help” or “calm down” or “try again”. Ask the student to write one of the phrases on their paper.

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

“I Can” Statement: I can use strategies to help me when I am worried about something.

Discussion: Think, Pair, Share things that cause feelings of worry. Next, think, pair, share things that reduce feelings of worry.

Videos/ Songs:

- Children lower anxiety, stress and fear by StressFreeKids: <https://youtu.be/pJu6jUeHjY8>
- Sesame Street: Zach Braff and Telly are Anxious: <https://youtu.be/TDFEW3eAIlg>
- Kids Reduce Anxiety Using Deep Breathing to Decrease Stress by StressFreeKids: <https://youtu.be/WmLmu3PDyx0>

Activities:

- Printable Worry Tree—discuss things that students worry about.
<http://carrieleighsandoval.com/journal/printable-worksheet-worry-tree/>
- Your mind is Your Playdough! Teach students that they are masters of their thoughts. They have the power to program their minds for feeling good, for feeling calm, and for feeling relaxed.
<http://kidsrelaxation.com/uncategorized/your-mind-is-your-playdough/>
- Read the Color Monster book about a monster whose feelings are all mixed up and need to be organized so he can understand them better. Template available for students to make their Three Color Monsters. <http://www.elementaryschoolcounseling.org/identifying-and-expressing-feelings.html>

Required Resources/ Items to Prep

- Worry Tree template
- PlayDoh
- The Color Monster: A Pop-Up Book of Feelings by Anna Llenas
- Color monster coloring template

Questions to ask students:

- What are things you worried about last year?
- What things do you worry about today?
- Does everyone worry about something at one time or another?
- What are some strategies you can use to help with your worry?



To the Parent or Guardian

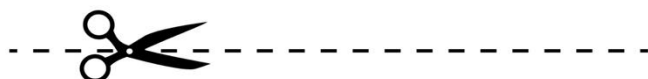
Survival



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.

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.

Ask your child to share what he/ she has learned about strategies to help them when they are worried and encourage him/ her to teach your family. Let your child guide your discussion.

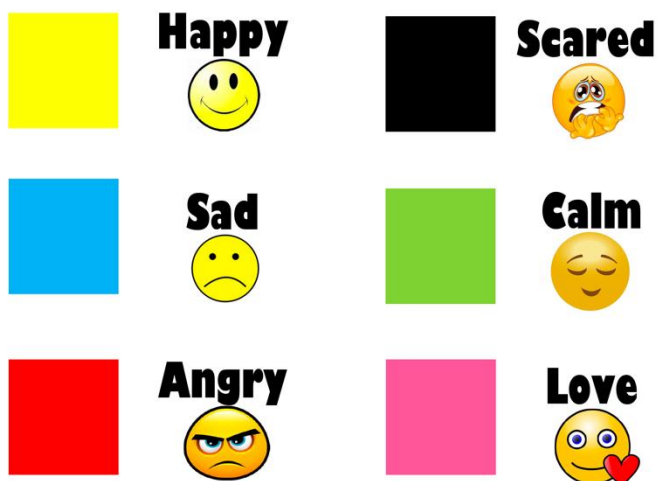


Complete and return this half of the card to school. Please answer the following question(s) and return only this half of the card to the school. Your teacher may collect all of your answer cards and return to your family at the end of the school year.

What coping skill(s) work best for your child?



**I can use strategies to help me when I am
worried about something.**



Using the power of your mind!

Mindfulness



Mindfulness – Second grade Teacher Guide

Teaching Objective: Students Learn: I can slow myself down when I am going too fast.

Getting Started in Second 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:

Mindfulness is most helpful when explained. Talk to students about mindfulness, explaining what it is and why it is important. Find a time each day to practice mindfulness for 10 minutes, encouraging students to attend to their feelings and quiet their thoughts. www.gonoodle.com is an excellent resource for guided meditations or breathing.

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

Student Activity Sheet: When the lesson is complete, practice deep breathing with students and ask them to sign the pledge.

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



“I Can” Statement: I can slow myself down when I am going too fast.

Discussion: In whole group, review feelings with students. Explain that some feelings give us little energy (sadness, loneliness, tired), while others give us a lot of energy (excitement, fear, frustration). These feelings can all be healthy. Ask students why it’s healthy to have little energy when tired? How about a lot of energy when afraid?

These feelings can sometimes be unhealthy for us if we do not control them. Ask students what they think this means? How can sadness be unhealthy? How can excitement be unhealthy?

Explain that coping skills are things each person can do to turn their energy up or turn it down, based on what is healthy for the body.

Videos/ Songs:

- How to deal with anger: https://youtu.be/aQEMGN_syWI?list=PLK28nqoJ1IGX7pX57_uF0-nj2ofSuz2o2
- Safe and calm for children, Children meditation song: <https://youtu.be/tVM9JKbIIqU>
- Run and Walk by the Learning Station: <https://youtu.be/j7qdWyHMjwE>
- Peace Out Guided Relaxation for Kids: https://youtu.be/9_vEZTrmtyA

Activities:

- Have each student create a coping skills collage. Using magazines, have students cut out pictures, or draw/ color pictures, of things that help them feel better. What turns up their energy? A snack? A walk? A hug? Talking to a friend? A nap? Also, what turns their energy down? A walk? A hug? Talking to a grown up? Quiet time? Practice some coping skills in the classroom if your students are not sure what helps. Keep a list in the classroom with each coping skills that the class tries.
- Use the grounding technique. Stop what you are doing and find the following things:
 - 5 things you can see
 - 4 things you can touch
 - 3 things you can hear
 - 2 things you can smell
 - 1 thing you can taste

Required Resources/ Items to Prep

- Magazines
- Glue
- Crayons/ Markers
- Scissors

Questions to ask students:

There are many questions throughout this lesson, refer to those and ask for students’ opinions on the activities.



To the Parent or Guardian:

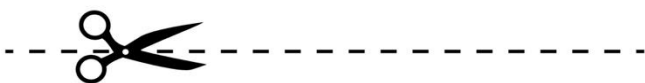
Mindfulness



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.

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 practicing 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!

Ask your child to share what he/ she has learned about deep breathing and encourage him/ her to teach your family. Ask to see the student worksheet where they pledged to practice deep breathing when they feel like they are going too fast or when the pressures are building up.



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 your child relax?

How does your family practice calm time together?



I can slow myself down when I am going too fast.



- Sit in comfortable position
- Place your hand on your belly, just below the button
- Take a slow breath in through the nose (for about 4 seconds) till you feel your belly rise
- Hold your breath for 1 or 2 seconds
- Exhale slowly through the mouth (over about 4 seconds)
- Wait 2-3 seconds before taking another breath always trying to make the hand on your belly rise and fall with each breath
- Repeat for at least 5 to 10 breaths

PLEDGE: I will practice deep breathing when I feel like I am going too fast.

Signed: _____

Honesty



Honesty – Second grade Teacher Guide

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

Getting Started in Second 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 at the boy in the picture on the student sheet. Explain that this is "The Boy Who Cried Wolf." Then ask them and read the thought "I should have....." and ask the students to complete the sentence with others at their table.

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

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

Discussion: Whole group discussion about lying and how it makes students feel. Discuss the importance being honest with one’s self and how this will help students be honest with others.

Videos /Songs:

- “The Lie Monster: Teaching Children to Tell the Truth” <https://youtu.be/MpQxC01BxJk>
- “Jelly Telly Kids Talk: Honesty” <https://youtu.be/tcmf3h6YoMI>
- “Character Video for Kids-Trustworthiness” <https://youtu.be/qWxk2QFblEE>
- “My Monkey Won’t Tell the Truth” <https://youtu.be/P3TCbE8KTxk>
- “Trustworthiness” <https://youtu.be/p5jR0VoN9xg>

Activities:

- Penny activity-tell a lie and drop a quarter into a cup of water. Cover up the lie by telling another lie. Have students drop a penny into the cup of water to cover the quarter to represent covering the lie. At the end, discuss how many lies you had to tell to cover up for the first lie.
- Role-play: have students role-play being honest and telling a lie. Discuss how lying makes students feel. Discuss how we sometimes justify ways to make ourselves feel better about lying and discuss ways to be more honest.
- Tangled Web: Have a ball of yarn. Have students stand in a circle. Take the ball of yarn and tell a lie. While holding a piece of the ball of yarn toss it to another student and have them tell a lie and then hold onto the yarn while passing it to someone else. This should create a web of lies and discuss how one lie leads to another. Discuss the importance of being honest with yourself and others because the lie will continue to grow into a bigger web.

Questions to ask students:

- Why do we lie?
- Why do we have to be honest with ourselves when we do something wrong?
- How does being honest with yourself make you feel?

Required Resources/ Items to Prep

- Quarter
- Pennies
- Cup
- Water
- Black Licorice
- Yarn



To the Parent or Guardian

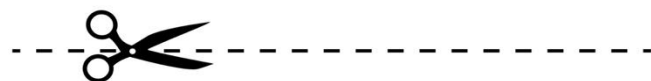
Honesty



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.

Ask your child to share what he/ she has learned about honesty and encourage him/ her to teach your family. Ask to see the student worksheet and ask them to explain the advice they gave the young boy who cried wolf.



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.

When your child makes a poor decision, but tells the truth, how do you feel?



I can talk about my challenges.



The boy who cried wolf should
have_____

Transformation



Transformation – Second grade Teacher Guide

Teaching Objective: Students Learn: I can make transformations.

Getting Started in Second 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 complete the student worksheet on adaptability to change. They may need assistance in reading and interpretation of words or concepts.

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



“I Can” Statement: I can change the way I look at things.

Discussion: Have the students think about things we use every day and tell them that today we are going to change the way we look at them by coming up with another name for them. Start off by giving them examples such as gloves could be called “finger pants” and ice cubes could be called “water rocks”. Next let the students choose an item to rename. Have them draw their item with its new name and display their pictures around the classroom.

Videos/ Songs:

- Think Positively: <https://youtu.be/An2OaIbPSII>
- Challenges Grow Your Brain: <https://youtu.be/g7FdMi03CzI>
- Keep Moving Forward:
https://youtu.be/7p_eKV3SzwE?list=PLRT7tHdpRz55xGgffxrjMJMZEuhFZ7-2Q

Activities:

- Read The Mixed-Up Chameleon by Eric Carl and discuss how a chameleon changes colors to camouflage so he can hide to keep himself safe but in this story, the chameleon looks at it differently. He thinks his life is boring and he is not happy until one day he walks into a zoo and sees all different kinds of animals and wishes he could be like them. His wish comes true but he is still not happy. Finally, he leaves the zoo and realizes he can’t do what he used to be able to do as a chameleon so he wishes he could be himself again. His wish comes true and he is happy again. He changed the way he looked at things and realized being himself was a good thing. Have the students draw a picture of them doing what they like to do and display their pictures around the classroom. Discuss how everyone is unique and special and that it is ok to be different.
- Read Pete the Cat and His Magic Sunglasses by Kimberly and James Dean. Discuss the emotions found within the text: grumpy, sad, mad, and frustrated. Encourage the students to think of times that they felt this way and how they can change how they feel by “looking on the bright side.” Then explain the quote by Wise Old Owl in the story, “Remember to look for the good in every day.” Have students think about the good in their day and illustrate it. Display their pictures around the classroom. <https://www.teacherspayteachers.com/Product/Pete-the-Cat-and-His-Magic-Sunglasses-Lesson-Plan-Power-of-Perspective-970828?aref=w9g95u6f> (FREE download). A fun thing to add to this activity would be to make or buy sunglasses for the students to wear.



Required Resources/ Items to Prep


- Access to the internet/SMART board if possible
- Drawing paper
- Markers/crayons/pencils
- The Mixed-Up Chameleon by Eric Carl
- Pete the Cat and His Magic Sunglasses by Kimberly and James Dean (sunglasses)
- Other needed supplies will vary depending on which activities you choose to do.

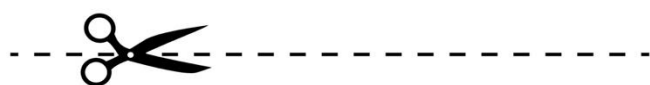
Questions to ask students:


- How can changing the way you look at things help you be a better person?
- Why is it important to be yourself?
- It is ok to be different? Explain.
- If you are feeling sad or unhappy, what could you do to look on “the bright side”?



To the Parent or Guardian

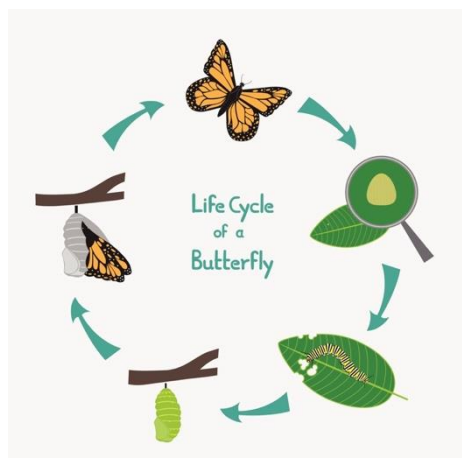
Transformation	
	
<p>Transformation is all around us! Butterflies, frogs, flowers—so many things transform. They grow and change. Just as we do! People transform themselves and their lives by learning new skills and meeting new people. Your child is learning to transform the way he/ she looks at situations 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 sometimes. 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>Ask your child 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 explain what their drawing.</p>	



	<p>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.</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 way I look at things.



Ever seen a puppy running around from toy to toy? That's the way our mind works. Thoughts come and go as quickly as that puppy changes his mind and wants a different toy. And when change happens, our thoughts can become ugly.

Things do not stay the same. We don't keep the same teacher each year. Our friends may change too. There may even be a change in the family.

Just like the butterfly changes from worm to butterfly, we change too along with our environment. Few things are permanent. It means we have to adapt to new things.

Are you adaptable?

Yes

No

Are you patient?

Do you see opportunities where others see failure?

Do you think of creative ways to do things?

Do you think or plan ahead?

Do you whine about things?

Do you encourage yourself when you are trying to finish a task?

Do you have an open mind about others' opinions?



