

Lesson 2



Lesson message:

Hello Students! Today we are going to continue to explore self-management. Let's remember that self-management helps us manage our own feelings, thoughts, and **behaviors** in different situations. How have you shown self-management? Let's try to find more examples in our **behaviors** with one another today. We can all do it! We are going to have a great day!

Daily message



Before beginning, write the Daily Message on chart paper or the board. Invite students to join the circle and sing the welcome song while gathering.



Welcome, welcome, welcome to you. We are beginning. We are so happy to see you!



Read aloud the daily message text. As you read aloud, think aloud pointing to words and describing meaning. Show students capitalized first words in each sentence and name the end punctuation.

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Academic vocabulary



SAY

I am going to read our Daily Message again. When I am reading the Daily Message aloud, I want you to think of any words you hear that you do not know.



DO

Read the Daily Message straight through, this time demonstrating automaticity, appropriate intonation, and expression.



SAY

Think about the words that you noticed that you did not already know. This is how I like to learn new words.



DO

Ask students to share the words they noticed with a partner and what they might mean. Listen in to their discussions to see if they chose the same word you planned to highlight today.



SAY

Let's explore the unknown words together. We call those words vocabulary words. What vocabulary words do you notice?



DO

Allow students to share the vocabulary words that are new to them.

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These are all awesome words to explore! Today, we are going to zoom in on the word **behaviors**. The word behaviors refers to how you act and feel. Practicing self-management helps you to control your thoughts and feelings.

Share time



We are going to discuss how we show self-management in our own lives.



Share one time you have shown self-management in your own life as a model for students. For example, share a time when you had self-management during a situation that is appropriate for the students like you wanted to leave a store and go home, but your parent wasn't finished shopping, so you had to wait patiently.



Think of an example when you had self-management. Be ready to share with a partner. Turn to the person next to you and share your thinking.



Give students time to share with a partner.

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Can anyone relate their self-management back to our vocabulary word, behaviors? When is a time you had to control your behavior?



Listen as students share to assess student understanding of SEL: Self-Management focus and ability to have discussions with diverse partners about various topics. At the end of the time period, thank students for sharing and remind them to practice self-management.



Thank you for sharing your wonderful thoughts today. We did it! Remember to practice your self-management!

SEL focus card

