

Lesson 4



Lesson message:

Hello Students! Today we are going to continue to explore self-management. Let's remember that self-management helps us control our own feelings, thoughts, and behaviors. Self-management helps us to work hard for our **goals**. How does self-management help you with your **goals**? 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



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.



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



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



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.



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



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 **goals**. The word goals refers to something you are trying to do. We have to work hard to reach a goal and self-management can help you to not give up.

Share time



We are going to continue to discuss how we show self-management in our own lives. Think of an example when you had self-management. Can anyone relate their self-management back to our vocabulary word, different? How can your thoughts help you make good choices? What about when you are still learning about something and you are almost there? For example, when I was on the swim team, I had to keep practicing. When I thought about swimming, I felt frustrated. Even though I was frustrated, I kept trying and I did not give up!



Give students time to share with a partner. 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.

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

SEL focus card

