

Lesson 2



SAY

Lesson message:

Hello Student! 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 could you **manage** your feelings and actions? 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



DO

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



SAY

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



DO

Read aloud the daily message text. As you read aloud, think aloud pointing to words and describing meaning. Show students uppercase letters at the beginning of each sentence and lowercase letters throughout the message.

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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 **manage**. The word manage refers to how you control your own feelings, thoughts and actions. Remember that self-awareness means understanding your thoughts and actions? Self-management is how you control your thoughts and actions.

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 a first grader like running around on the playground but walking carefully in the classroom.



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, manage? How does self-management help you manage your feelings or the things you do?



Listen as students share to assess student understanding of SEL: Self-Management focus and ability to respond to partner's conversations and use complete sentences. At the end of the time period, thank the student for sharing and remind them to practice their self-management.



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

SEL focus card

