

Lesson 5



SAY

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 to help be successful with our **hopes**. How has self-management helped you your **hopes** happen? Let's try to find more examples as we learn and work 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 students 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 to students. As you read aloud, think aloud pointing to words and describing meaning. Show students regular and irregular plural nouns.

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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 and I hope this is exciting for you too!



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. Remember, another way to describe these words we do not know is to call them 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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SAY

These are all awesome words to explore! Today, we are going to zoom in on the word **hopes**. The word hopes refers to something you really want to make happen. Our hopes and goals are things we have to work hard for to make them happen. Practicing self-management will help you control your feelings and behavior when you are trying to make your hopes happen.

Share time



SAY

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, hopes? How can your self-management influence your hopes as a learner? For example, when I was learning on the swim team, one of my hopes was to be a fast swimmer. That was a hope that I wanted to do, but I had to choose to keep practicing since I was still learning swimming skills. I did not give up!

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DO

Give students time to share with a partner. Listen as students share to assess student understanding of SEL: Self-Management focus and ability to build on others' talk in conversations and speak in complete sentences. At the end of the time period, thank the students for sharing and remind them to practice their self-management.



SAY

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

SEL focus card

