

Lesson 2



SAY

Lesson message:

Hello Students! Today we are going to continue exploring relationship skills. When you have relationship skills, you can make and maintain healthy and **supportive** relationships. Having a **supportive** relationship helps you navigate different situations with diverse individuals and groups. 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 adjectives and adverbs and what they describe.

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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. 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 **supportive**. The word supportive refers to giving encouragement and help. We can be supportive of each other by offering help with something. Being supportive is a way to have a healthy relationship. Let's practice being supportive today!

Share time



SAY

We are going to discuss how we show relationship skills in our own lives.



DO

Share one time you have shown relationship skills in your own life as a model for students. For example, share a time when you used relationship skills during a situation that is appropriate for a third grader like being a good friend to classmates.



SAY

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



DO

Give students time to share with a partner.

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Can anyone relate their relationship skills back to our vocabulary word, supportive? How can your relationship skills help you support each other?



DO

Give students time to share with a partner. Listen as students share to assess student understanding of SEL: Relationship Skills focus and ability to ask and answer questions and use complete sentences. At the end of the time period, thank the students for sharing and remind them to practice their relationship skills.



SAY

Thank you for sharing your wonderful thoughts today. We did it! Remember to practice your relationship skills!

SEL focus card

