

Lesson 2



SAY

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 emotions, thoughts, and behaviors **effectively** in different situations to help achieve our goals and aspirations. How could you manage your feelings and actions **effectively**? 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 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 plural nouns and clarify the meaning of unknown words and phrases.

Lesson 2

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. 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 **effectively**. The word effectively refers to doing something well so that you get desired results. We practice skills so that we can do them effectively.

Share time



SAY

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



DO

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 third grader like controlling the volume of your voice in the library even though you were really excited about a book.



SAY

Think of an example when you had self-awareness. 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 experience back to our vocabulary word, effectively?
How can your self-management help you learn effectively?



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 comment and ask questions and use complete sentences with appropriate details. 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

