

Week of September 7th - 11th
Social Emotional Learning
Ms. McCoy, mollymccoy@usd359.com

Kindergarten	Lesson Assignment	Notes to Students and/or Parents
<p>Focus/Skill: Learning to Listen</p> <p>Objective(s): Students will be able to demonstrate the listening rules by playing a game.</p> <p>Knowledge check: Students will demonstrate the listening rule action that accompanies each listening rule.</p>	<p>Students will begin the lesson by engaging in the game “Follow, Follow.” To play the brain builder, students will stand still until they hear the instructor say “Follow, Follow.” If the instructor says “Follow, Follow,” the students will then do the action the instructor states.</p> <p>Use the following actions:</p> <ul style="list-style-type: none"> ● Touch your ears ● Touch your toes ● Touch your elbows ● Touch your knees ● Touch your nose ● Touch your belly <p>Next, tell students that they will be learning how to be good listeners. Tell students that listening rules tell us how to listen and be a good learner in a group so everyone can learn.</p> <p>Pose the following questions:</p> <ul style="list-style-type: none"> ● What are your eyes doing when you are listening? ● What are your ears doing when you are listening? ● What is your mouth doing when you are listening? ● What is your body doing when you are listening? <p>After student have had an opportunity to share their ideas, show students the listening rule</p>	<p>A picture of the kindergarten class used in this lesson can be found in your student’s Seesaw account. Pictures of the listening rules are also posted. If remote learning, please make a video of yourself demonstrating each listening rule and submit it to your Seesaw account.</p> <p><u>Materials Needed</u></p> <ul style="list-style-type: none"> ● Listening rules posters ● Kindergarten class picture ● iPad or technology (for accessing Seesaw)

	<p>posters and the actions that go with each of the four listening rules:</p> <ul style="list-style-type: none"> ● Listening rule #1: Eyes watching. Action: Put your finger to the corner of your eye. ● Listening rule #2: Ears listening. Action: Cup your hand to your ear. ● Listening rule #3: Voice quiet. Action: Put your finger to your lips. ● Listening rule #4: Body still. Action: Hug your torso with both arms. <p>Have students model and say each of the listening rules as a group and listen to the “Listening Rules” song.</p> <p>Show students a picture of a kindergarten class. Guide a discussion about the picture using the following questions:</p> <ul style="list-style-type: none"> ● What do you see in the photo? (the students are listening) ● What listening rules do you see in the photo? (Eyes watching. Ears listening. Voice quiet. Body calm.) <p>To reinforce the skill, play a game that encourages students to model the listening rules. The instructor will say the rule and the students will model the action. The instructor will then do the action and the students say the listening rule that accompanies the action.</p>	
First Grade	Lesson Assignment	Notes to Students and/or Parents
<p>Focus/Skill: Listening to Learn Objective(s): Students will be able to demonstrate the listening rules by playing the game “My Turn, Your Turn.”</p>	<p>Begin the lesson by engaging the students in the brain builder called “My Turn, Your Turn.” To play the game, the instructor will name and then touch two body parts. Then when the instructor says “Your Turn,” the students will name and touch the same two body parts.</p>	<p>A picture of the First Grade class used in this lesson can be found in your student’s Seesaw account. Pictures of the listening rules are also posted. If remote learning, please make a video of yourself demonstrating each</p>

Knowledge check: Students will demonstrate the listening rules by playing the game “My Turn, Your Turn.”

Students must stay still until the instructor says “Your Turn.” After the game, have students discuss what helped them be successful in the game. (Paid attention. Listened carefully. Waited. Followed directions.)

Introduce students the the four listening rules and the actions:

- Listening rule #1: Eyes watching. Action: Put your finger to the corner of your eye.
- Listening rule #2: Ears listening. Action: Cup your hand to your ear.
- Listening rule #3: Voice quiet. Action: Put your finger to your lips.
- Listening rule #4: Body still. Action: Hug your torso with both arms.

Show students a picture of a first grade class listening to a story being read by the teacher. Point at the student named Will who is doing something different than the other students. To guide the discussion, use the following questions:

- What is Will doing? (Talking to his friend. Touching his friend. Looking at his friend.)
- Will is supposed to be listening to the teacher. Do you think he is listening? How can you tell?
- Are the other students listening? (yes) How can you tell? (They are looking at the teacher. Their bodies are still. They are not talking.)
- When one person is talking and everyone else follows the listening rules, what happens? (We can all hear the

listening rule and submit it to your Seesaw account.

Materials Needed

- Listening rules posters
- First Grade class picture
- iPad or technology (for accessing Seesaw)

	<p>person who is talking. We can be better learners.)</p> <p>Tell students that rules help you treat others fairly and with respect. When you listen to each other, it helps everyone learn.</p> <p>Play the brain builder “My Turn, Your Turn” again. This time play the game using the listening rules. When it is the instructors turn, the instructor will say the rule. When the instructor says “Your Turn,” the students will show the action for that rule.</p>	
Second Grade	Lesson Assignment	Notes to Students and/or Parents
<p>Focus/Skill: Being Respectful</p> <p>Objective(s): Students will be able to demonstrate respectful behavior by engaging in role-playing scenarios with their partner.</p> <p>Knowledge check: Students will demonstrate respectful behavior by role-playing scenarios with their partner.</p>	<p>Begin the lesson by asking students to brainstorm with a partner the different skills they remember learning in previous social-emotional lessons. Tell students that today they will be learning about respect. Students will use think-pair-share to discuss what they think respect means to them. Students can draw pictures, think of examples, or describe respectful behaviors. After students have shared with a partner, have groups share ideas with the whole class.</p> <p>Tell students that when they were listening and paying attention to their partner, they were being respectful. When you are respectful, you think about how others want to be treated and you treat them that way. Ask students the following question:</p> <ul style="list-style-type: none"> ● Who do you think deserves to be treated with respect? (everyone) 	<p>A picture of the Second Grade class used in this lesson can be found in your student’s Seesaw account. If remote learning, please make a video of yourself demonstrating respectful behaviors for each of the three scenarios.</p> <p>Materials Needed</p> <ul style="list-style-type: none"> ● Second Grade class picture ● iPad or technology (for accessing Seesaw)

	<p>Tell students that you are going to show them a photo of a second grade class. Tell them that their challenge is to spot respect in the photo. To guide the discussion about the picture, use the following questions:</p> <ul style="list-style-type: none"> ● What are the students in the photo doing? (Listening to a story.) ● What are some examples of respectful behavior you see in the photograph? (Sitting still. Keeping hands and feet still. Looking at, paying attention to, and listening to the teacher.) ● Are the students having fun and learning? (Yes) How can you tell? (Smiling. They are looking at the teacher.) ● What is one thing you do or can do to behave respectfully and be a better learner? (Looking at the speaker. Keeping voice quiet. Listen carefully. Raising their hand to speak.) <p>Reinforce the idea that being respectful helps you be a better learner. Tell students that everyone deserves a chance to learn, just like everyone deserves to be treated with respect.</p> <p>Students will work in partners to demonstrate respectful behaviors for various scenarios. Use the following scenarios:</p> <ul style="list-style-type: none"> ● You need to borrow a pencil. ● A classmate drops a water bottle on the floor. ● You want to ask a question during a lesson. 	
Third Grade	Lesson Assignment	Notes to Students and/or Parents

Focus/Skill: Being Respectful Learners

Objective(s): Students will be able to listen and focus attention by playing a game.

Knowledge check: Students will practice listening and focusing attention by playing the game “Tell Me Three.”

Begin the lesson by engaging students in the brain builder “Triple T with a Twist.” Students will work in partners to practice listening and paying attention. Partner 1 will pick their favorite animal and tell partner 2 the animal’s name, color, and size. Partner 2 will hold up three fingers when they are ready to tell the class the three things their partner told them about the animal. Partners will then switch roles.

After the game, ask students what they had to do in order to remember the three things their partner shared with them. After giving the students an opportunity to share their ideas, tell them that they all had to focus their attention and listen in order to play the game. Focusing your attention and listening helped them remember what their partners said. It was also a way for you to show your partner respect. When you’re being respectful, you’re considering how others want to be treated and treating them that way.

Show students a photograph of a third grade class during a math lesson. To guide the discussion about the photograph use the following questions:

- Are the students being respectful learners? How can you tell?
- Imagine you are part of the math lesson. What would you do with your eyes, ears, and brain to focus attention on the speaker? (Look at her. Concentrate. Ignore distractions. Tell myself to focus.)

A picture of the Third Grade class used in this lesson can be found in your student’s Seesaw account. If remote learning, please make a video of yourself playing the game “Triple T with a Twist” and submit it to your Seesaw account.

Materials Needed

- Third Grade class picture
- iPad or technology (for accessing Seesaw)

	<ul style="list-style-type: none"> ● What do you do to show you are listening? (Focus on the speaker. Keep my body still. Wait my turn to speak.) ● Focusing attention and listening are helping these students learn. They are also ways of showing respect. What are other ways people can show respect? <p>Reinforce the idea that being respectful helps everyone learn. Tell students that they will practice being respectful learners by focusing their attention and listening during a game. Tell students they will replay the game “Triple T with a Twist.” To play the game, use the following prompt:</p> <ul style="list-style-type: none"> ● Tell me three things you see in the photo. ● Tell me three things you see in the classroom. ● Tell me three ways to demonstrate respect. <p>Have partners take turns being the speaker and the listener.</p>	
Fourth Grade	Lesson Assignment	Notes to Students and/or Parents
<p>Focus/Skill: Empathy and Respect</p> <p>Objective(s): Students will be able to demonstrate respectful behavior by engaging in role-playing scenarios.</p> <p>Knowledge check: Students will demonstrate respectful behavior by role-playing various scenarios.</p>	<p>Begin the lesson by asking students to brainstorm previous social-emotional skills they have learned. After students have had an opportunity to discuss with their partners, have students share with the whole class. Tell students that today they will be discussing and learning about empathy. Play a video in which a student describes what empathy means. After the video, have students share what empathy means. (Empathy means you can feel or understand what someone else is feeling.)</p>	<p>If remote learning, please submit a video to your Seesaw account of you demonstrating respectful responses to three of the scenarios.</p> <p>Materials Needed</p> <ul style="list-style-type: none"> ● iPad or technology (for accessing Seesaw)

	<p>Next, tell students to think about what the word respect means to them. Allow students time to discuss this with their partners. Have partners generate a list of how they can be a respectful classmate. Have partners share their list with the class. Using the ideas of all partners in the class, come up with class rules that help everyone demonstrate respectful behavior to one another.</p> <p>Students will practice demonstrating respectful behavior by role-playing with a partner respectful responses to the following scenarios:</p> <ul style="list-style-type: none"> ● A student is reading aloud in class and messes up on a word. ● A student falls and trips in the hallway. ● A student drops their lunch tray in the cafeteria. ● A student is sitting all alone at lunch. ● A student is having a difficult time completing an assignment. 	
Fifth Grade	Lesson Assignment	Notes to Students and/or Parents
<p>Focus/Skill: Empathy and Respect</p> <p>Objective(s): Students will be able to practice empathy skills by interviewing their partner.</p> <p>Knowledge check: Students will practice empathy skills by interviewing and recording their partner’s responses to various questions.</p>	<p>Begin the lesson by asking students to brainstorm previous social-emotional skills they have learned. After students have had an opportunity to discuss with their partners, have students share with the whole class. Tell students that today they will be discussing and learning about empathy. To begin a discussion about empathy, ask the following questions:</p> <ul style="list-style-type: none"> ● What does it mean to have empathy? (Feeling or understanding what someone else is feeling.) 	<p>If remote learning, please submit your responses to your Seesaw account. Remote learners must interview another person (it can be virtually or in-person) and submit the interviewee’s responses to the questions at the end of this lesson.</p> <p><u>Materials Needed</u></p> <ul style="list-style-type: none"> ● iPad or technology (for accessing Seesaw) ● Paper ● Pencil

	<ul style="list-style-type: none"> ● Who can you have empathy for? (Everybody, classmates, teachers, friends.) <p>Reinforce the idea that students can have empathy for anyone and that having empathy helps you respond in caring or respectful ways towards others. Ask students what it means to be respectful. Have students generate a list with a group about various ways to demonstrate respect. Have groups share their ideas with the whole class. Using the ideas from each group, establish class rules for respectful group work.</p> <p>Students will work in partners to interview one another. Students will practice empathy skills and record their partner’s responses to the following questions:</p> <ul style="list-style-type: none"> ● Describe a time when you felt really angry. What did you do? ● Describe a time when you felt embarrassed, jealous, and/or scared. What did you do? ● Describe a time when you helped another person or showed empathy. How did that make you feel? 	
Sixth Grade	Lesson Assignment	Notes to Students and/or Parents
<p>Focus/Skill: Empathy and Communication: Working in Groups</p> <p>Objective(s): Students will be able to write one hope or plan for 6th grade as well as one challenge they anticipate facing by making a journal entry.</p>	<p>Begin the lesson by displaying the following quote: “Sixth grade is so much more complicated than fifth grade. I mean, you have so many more responsibilities.”</p>	<p>If remote learning, please submit your responses to your Seesaw account. Remote learners must write one hope or plan for 6th grade and one challenge they anticipate facing this year. Students must also write helpful and unhelpful behaviors for working</p>

Students will be able to list helpful and unhelpful behaviors for working in a group by creating a T-chart.

Knowledge check: Students will write one hope or plan for 6th grade as well as one challenge they anticipate facing by making a journal entry. Students will also list helpful and unhelpful behaviors for working in a group by creating a T-chart.

Engage students in a class discussion about whether or not they agree with the quote. Have students explain their perspective.

Show students a video that will introduce social-emotional concepts that will be covered this year. As students watch the video, have students pay attention to the situations and challenges the students in the video are experiencing. After the video, guide a discussion about the video using the following questions:

- What are some of the hopes and plans students in the video had for their sixth grade year?
- What are some of the challenges students mentioned in the video?
- What other situations do students here at our school experience or worry about?

Students will now reflect on their own hopes, plans, and challenges for 6th grade by writing down at least one hope or plan for the year and one challenge they anticipate. After students have had time to write, allow students an opportunity to share a small group.

Refer back to the video played at the beginning of the lesson. Tell students that in the video the students said you would learn about social skills this year that will help you with some of your challenges. Engage students in a discussion about the definition of social skills.

in a group. Both items need to be submitted to the student's Seesaw account.

Materials Needed

- iPad or technology (for accessing Seesaw)
- Paper
- Pencil

	<p>Next, tell students they will now have an opportunity to practice social skills by working in a group. For the group task, each group will need four photos with faces expressing different feelings, six strips of paper describing situations, and nine cards with words for different feelings. The group challenge is to find a situation and a feeling word that matches each face.</p> <p>After giving students time to work, have students share selections with the class. Students will need to justify their decisions.</p> <p>After students have shared, tell students that their group task is now to reflect on how their group worked as a team. Have students discuss and record helpful and not helpful behaviors for the following questions:</p> <ul style="list-style-type: none"> • How were people listening to each other? What was helping? What was not helping? • How were people respecting each other's ideas? What was helping? What was not helping? <p>After groups have had an opportunity to record their reflections, have groups share their ideas with the whole class. Add ideas to a class T-chart to save for the next lesson.</p>	
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Week of September 14th - 18th
Social Emotional Learning
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Kindergarten	Lesson Assignment	Notes to Students and/or Parents
Focus/Skill: My Strengths and Talents	Students will listen to the story <u>Jack's Talent</u> by Maryann Cocca-Leffer. During and after the	A copy of the "My Talent" page is available in your student's Kindergarten Seesaw account.

<p>Objective(s): Students will be able to identify their strengths and talents by writing/drawing their greatest strength(s).</p> <p>Knowledge check: Students will write/draw their greatest talents/strengths by completing the <u>My Talent</u> page.</p>	<p>story, students will use think-pair-share to answer the following questions:</p> <ul style="list-style-type: none"> ● What was the problem Jack was experiencing? How was it solved? ● What were some of the talents of the characters in the book? ● How were the characters' talents the same? Different? <p>Engage the students in a discussion about why none of the characters had the same talent. This will begin the discussion about how many of us have different talents, which makes us unique.</p> <p>Students will create a "My Talent" page for the class book. Each student will draw/write about their own special talents. Students will share their drawings/writings with the class. Check for understanding and encourage speaking skills by asking each student to share about their talent and how their talent(s) have helped them.</p>	<p>Submit the drawing on Seesaw when it is completed. The drawing can be submitted through Seesaw as a document or as a video with the student verbally sharing what he/she has drawn/written.</p> <p><u>Materials Needed</u></p> <ul style="list-style-type: none"> ● <u>My Talent</u> page (on Seesaw) ● Marker, crayons, colored pencils ● Pencil ● iPad or technology for accessing student's Seesaw account
<p>First Grade</p>	<p>Lesson Assignment</p>	<p>Notes to Students and/or Parents</p>
<p>Focus/Skill: All About Me & My Strengths and Interests</p> <p>Objective(s): Students will be able to identify personal strengths and talents by creating an "All About Me" poster.</p> <p>Knowledge check: Students will create an "All About Me" poster in which they draw/write/represent their personal strengths and interests.</p>	<p>.Students will listen to the story <u>What I Like About Me</u> by Allia Zobel Nolan. After listening to the story, students will discuss the following questions:</p> <ul style="list-style-type: none"> ● How were the characters the same? Different? ● How are your personal strengths/interests the same as the characters in the book? How are they different? 	<p>A copy of the "All About Me" poster is available on the First Grade Seesaw account. The poster can be submitted through Seesaw as a document or as a video with the student verbally discussing his/her poster.</p> <p><u>Materials Needed</u></p> <ul style="list-style-type: none"> ● "All About Me" poster (on Seesaw) ● Pencil ● Makers, crayons, colored pencils ● Pencil

	<p>Engage the students in a discussion about why they think each student in the story had different strengths/interests. Allow students to come to the conclusion that each person is unique and has different likes and dislikes.</p> <p>Students will create an “All About Me Poster” in which they share personal information about their interests, strengths, talents and experiences.</p> <p>Students will share their posters with the class.</p>	<ul style="list-style-type: none"> ● iPad or technology for accessing student’s Seesaw account
Second Grade	Lesson Assignment	Notes to Students and/or Parents
<p>Focus/Skill: All About Me</p> <p>Objective(s): The student will be able to identify personal strengths and/or talents by creating an “All About Me” box.</p> <p>Knowledge check: Students will create and share with the class an “All About Me” box in which they identify and discuss personal strengths and interests.</p>	<p>Students will use inside-outside circle to share information about themselves and to learn information about others. This portion of the activity will give students an opportunity to think about their own personal strengths and interests. The following questions will be used to guide the discussion:</p> <ul style="list-style-type: none"> ● What is an activity you do well? ● What is something you have done that you are proud of? ● What is something you are excited about doing or learning? ● What is something you are happy about? ● What is something you like about yourself? ● What is something you do to be kind to others? ● What is your favorite thing to do in your freetime? ● What is something you can do well in school? 	<p>Pictures of student boxes will be posted to your student’s Second Grade Seesaw account. Comments and feedback from parents are strongly encouraged. If learning from home, please be in contact with me about getting your student’s box.</p> <p>Materials Needed</p> <ul style="list-style-type: none"> ● Box (provided by Ms. McCoy) ● Pencil ● Markers, colored pencils, crayons ● Tape (for attaching drawings/representations/writing to box)

	<ul style="list-style-type: none"> ● Who are the most important people in your life? <p>Engage the student in a whole group discussion about the things they learned or confirmed about themselves and the things they learned about others through the game.</p> <p>Students will create an “All About Me” box in which students write/draw/represent at least five interests, strengths or personal characteristics about themselves.</p> <p>Students will share boxes with the class and save the boxes at school for another lesson.</p>	
Third Grade	Lesson Assignment	Notes to Students and/or Parents
<p>Focus/Skill: All About Me</p> <p>Objective(s): The student will be able to identify personal strengths and/or talents by creating an “All About Me” box.</p> <p>Knowledge check: Students will create and share with the class an “All About Me” box in which they identify and discuss personal strengths and interests.</p>	<p>Students will use inside-outside circle to share information about themselves and to learn information about others. This portion of the activity will give students an opportunity to think about their own personal strengths and interests. The following questions will be used to guide the discussion:</p> <ul style="list-style-type: none"> ● What is an activity you do well? ● What is something you have done that you are proud of? ● What is something you are excited about doing or learning? ● What is something you are happy about? ● What is something you like about yourself? ● What is something you do to be kind to others? ● What is your favorite thing to do in your freetime? 	<p>Pictures of student boxes will be posted to your student’s Third Grade Seesaw account. Comments and feedback from parents are strongly encouraged. If learning from home, please be in contact with me about getting your student’s box.</p> <p><u>Materials Needed</u></p> <ul style="list-style-type: none"> ● Box (provided by Ms. McCoy) ● Pencil ● Markers, colored pencils, crayons ● Tape (for attaching drawings/representations/writing to box) ● iPad or technology (for accessing Seesaw)

	<ul style="list-style-type: none"> ● What is something you can do well in school? ● Who are the most important people in your life? <p>Engage the student in a whole group discussion about the things they learned or confirmed about themselves and the things they learned about others through the game.</p> <p>Students will create an “All About Me” box in which students write/draw/represent at least five interests, strengths or personal characteristics about themselves.</p> <p>Students will share boxes with the class and save the boxes at school for another lesson.</p>	
Fourth Grade	Lesson Assignment	Notes to Students and/or Parents
<p>Focus/Skill: Strengths and Talents</p> <p>Objective(s): Students will be able to identify personal strengths and talents by creating a brochure advertising their strengths and talents.</p> <p>Knowledge check: Students will create a brochure advertising their personal strengths and talents and share their brochure with the class.</p>	<p>Students will begin the lesson by engaging in a true or false movement activity. Display a sign on one side of the room that says “true” and a sign on the opposite side of the room that says “false.” Students will start in the middle of the room. Several statements will be read to the students. If the statement applies to them, they are to walk to the side of the room that says “true.” If the statement does not apply to them, they will walk to the side of the room that says “false.” The following statements will be used to guide the game.</p> <ul style="list-style-type: none"> ● I am good at reading. ● I am good at spelling. ● I am good at being kind. ● I am good at sports. ● I am good at listening. ● I am good at drawing. 	<p>Pictures of brochures will be submitted on your student’s Fourth Grade Seesaw account. Comments and feedback from parents are strongly encouraged. If materials are needed for the project, I would be happy to provide those. Please contact me if this is the case.</p> <p>Materials Needed</p> <ul style="list-style-type: none"> ● Pencil ● Brochure ● Craft materials (construction paper, scissors, glue, etc) ● Markers, crayons, colored pencils ● iPad or technology (for accessing Seesaw)

- I am good at sharing.
- I am good at cleaning.
- I am good at telling jokes.
- I am good at singing.
- I am good at making others laugh.
- I am good at cheering people up.
- I am good at math.
- I am good at playing games.
- I am good with technology.
- I am good at dancing.
- I am good at being a friend.

After the activity, have student use think-pair-share to answer the following questions:

- What were some statements you indicated were true?
- How are your “true statements” related to your interests and talents?
- What statement do you think is the most true for you?
- What other statements could we add to the list that would describe some of your strengths or talents?

Students will create a brochure advertising themselves, including their strengths, interests, talents and abilities. Students will be provided craft materials to create their brochure.

Students will share brochures in small groups.

Discussion will be guided by the following questions:

- What are your strengths/interests?
- How do you/could you use your strengths to benefit others?
- Which strength do you think is your greatest? Explain.

Fifth Grade	Lesson Assignment	Notes to Students and/or Parents
<p>Focus/Skill: Personal Strengths and Talents</p> <p>Objective(s): Students will be able to identify personal strengths and talents by creating a journal in which strengths and talents are drawn/represented/written.</p> <p>Knowledge check: Students will create and share their strengths and talents through the creation of a journal.</p>	<p>Begin the lesson by explaining to students that today they will be exploring their strengths and talents. Ask students why they think it is important to explore and understand their own personal strengths.</p> <p>After discussing the importance of identifying and understanding your own strengths and talent, have students complete a sentence sort in which they identify characteristics that are like them and unlike them. Students would put all sentences that are like them in one pile and sentences that are unlike them in another pile. For this portion of the activity, use of the following statements:</p> <ul style="list-style-type: none"> ● I like being in environments that are aesthetically pleasing. ● I am willing to take risks to establish a friendship. ● I don't miss meetings or group practices. (I keep my plans.) ● I express my thankfulness to those who care about me and do nice things for me. ● I like to make others happy. ● I like to make others smile or laugh. ● I am trusted to keep secrets. ● I like to learn new things. ● I make careful choices and decisions. ● I am patient. ● I am good at sports. ● I always try my best. ● I am usually the leader in a group. ● I keep my promises. 	<p>Pictures of journal entries will be uploaded and submitted to the student's Seesaw account.</p> <p><u>Materials Needed:</u></p> <ul style="list-style-type: none"> ● Journal ● Writing utensils (crayons, makers, colored pencils, pencil, etc.) ● Construction paper (for representing talents in their journal) ● iPad or technology (for accessing Seesaw)

	<ul style="list-style-type: none"> ● I usually achieve the goals I set for myself. ● I get along well with others. ● I am musically talented. ● I am a strong feeler. ● I care more about others than myself. ● I like to talk about myself. ● I am good at listening to others. ● I am easy to forgive. <p>Have students share how they sorted the statements in small groups. Have students process the activity by discussing the following questions:</p> <ul style="list-style-type: none"> ● Were some statements more difficult than others to decide on? Which ones? Why do you think those were more difficult? ● Were you surprised by some of your responses? ● What did you learn or confirm about yourself from the activity? ● What other statements are like you that weren't included in the sort? <p>Next, tell students they will select at least three strengths or talents to represent or write about in their journal. Students may draw or write their strengths or talents. Students will share their selected three with their group.</p>	
Sixth Grade	Lesson Assignment	Notes to Students and/or Parents
<p>Focus/Skill: Personal Qualities, Strengths and Learning Styles</p> <p>Objective(s): Students will be able to identify their primary type of intelligence by taking a Multiple Intelligence Inventory.</p>	<p>Begin the lesson by asking students what they think it means to be intelligent. Have students discuss the question with a partner. Have various groups share their thoughts with the class. Most students will describe intelligence in</p>	<p>Pictures of Multiple Intelligence Inventories will be uploaded and submitted to student Seesaw accounts. Students will also submit their completed poster on Seesaw.</p>

<p>Students will be able to identify the characteristics of their learning style by creating a poster.</p> <p>Knowledge check: Students will identify their primary type of intelligence by taking a Multiple Intelligence Inventory. Students will also identify the characteristics of their intelligence type by creating a poster.</p>	<p>a way that is related to school performance (reading, writing, doing math, etc.). Tell students that there are many different ways that people can be intelligent and that today they are going to take a quiz that will tell us about at least one way that each of you is intelligent.</p> <p>Follow the following steps:</p> <ol style="list-style-type: none"> 1. Pass out the Multiple Intelligence Inventory to students. 2. Have students complete the inventory and score it. 3. After students have determined their learning style, they are to go to the table that is labeled with their type of intelligence. 4. At the table, students will read the information sheets about their type of intelligence. <p>In intelligence groups, students will create a poster that showcases the characteristics of their type of intelligence. Below are questions that can help guide students as they create their posters.</p> <ul style="list-style-type: none"> • What activities make use of your type of intelligence? • What jobs make use of your type of intelligence? • What are things that people with your type of intelligence would be good at? • What subjects at school or activities at school make use of your type of intelligence? • What activities or hobbies outside of school make use of your type of intelligence? 	<p>Materials Needed:</p> <ul style="list-style-type: none"> • Multiple Intelligence Inventory https://www.kerstens.org/alicia/planning10/Multiple%20Intelligences%20Inventory.pdf • Poster • Writing utensils (makers, crayons, colored pencils, pencils, etc.) • iPad or technology (for accessing Seesaw)
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To end the lesson, students will share their posters with the class. After each group has shared their poster, students will discuss the following questions in small groups.

- How was your type of intelligence different from other types of intelligence? What is unique about your type of intelligence?
- How was your type of intelligence similar to another type of intelligence?
- What did you learn about yourself through this activity?
- How can you use your intelligence to help yourself or someone else?
- Do you agree with the results of the inventory? Why or why not?
- Tell your group about a time you used your intelligence to solve a problem or complete a task.