**My Special Word Collection**  
**Lesson 1**  
**Ages 3-5**

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**Objectives:**  
- Students will define the word “Special.”  
- Students will identify their own special word.

**SEL Skills:**  
- Self Awareness

**Associated Book:** My Special Word  
**Duration:** 20 minutes

**Materials:**  
- Associated book (optional)

**Vocabulary:**  
- Special  
- Shout  
- Sing  
- Whisper

**Optional Discussion Questions:**  
- Do you have any other special words? If so, what are they?  
- How do you most like to share your special word so others know what it might be? Would you like to sing your word, draw your word, or act your word out? Turn and share your thoughts with a friend.
Lesson Steps:

**Pre-Reading Question:** What do you think of when you hear the word “special”? What things or people are special to you?

**Read the book:** "My Special Word"

**Ask:** Ask students to share their word if they are comfortable and the teacher/leader can write them down on a whiteboard or class board.

**Activity:** Have students whisper their words to themselves. They can say, “I am ___.” Then ask them to shout it out loud. They can also say it in funny voices (i.e. mouse voice, monster voice).

Home Extensions:

**Parent Activity:** Talk about your child’s special word with them. Why did they pick that word? How can they use that word at home or school?

**Parent Tips:** If your child cannot think of a special word, you can go over some words you might choose for yourself and why you picked them. You can also provide ideas for your child about what words make them special.

Cross-Curricular Opportunities: Music

Create a class rhythm game out of special words. Have students clap, stomp, and pat their word. Create a call and response chant. The teacher says I see ____, her word is ______ (clap the syllables while saying the word). The students repeat, "We see______, her word is ______ (they clap and say the word). Have some students add a steady beat on classroom instruments as an option.
My ABC of Special Words

Objectives:
- Students will identify behaviors to show their special word in and outside of the classroom.

SEL Skills:  
- Social Awareness  
- Self Management

Associated Book: My ABC Book of Special Words  
Duration: 20 minutes

Materials:  
- Associated book (optional)  
- Paper  
- Coloring supplies

Vocabulary:  
- Kind  
- Responsible  
- Sharing  
- Patient  
- Caring

Optional Discussion Questions:
- Can you think of a time when you were ___ (fill in with class word)?  
- Do you have any other special words? If so, what are they?  
- How can you show your word today?
Lesson Steps:

Read the book: "My ABC Book of Special Words"

Ask: What words stood out to you from the story? Use a timer or other sound to indicate start/stop sharing. Turn to two friends and tell them your special word. Let them tell you their special word.

Ask and discuss: Pick two special words for the class (i.e. caring, helpful, kind, friendly, responsible, generous, patient, etc.). Ask: What can you do to show you are ___(special word)? (i.e. I will show kindness by helping a friend to pick up toys).

Activity: With a partner have students act out a time it is easy to show their special word (Ex: Being kind to each other when playing a game.). Now ask students to act out using their special word when it is hard. (Ex: helping clean up when you still want to play.) What is something you can do to help you remember your special word all the time?

Home Extensions:

Parent Activity: Take turns acting (or playing) out the different ways to show what your special word means. For example, if they state they can be kind by sharing with a friend at school, act that scene out with them.

Parent tips: Reinforcing what your child talked about at school helps them remember and strengthen those skills at school and home.

Cross-Curricular Opportunities:

Provide five words for the class as options to focus on for the week. Student can vote for their favorite word to have as the class word. Use tally marks to count their votes.
Feeling Brave

Objectives:
- Students will identify strategies to help them when they feel scared or worried.
- Students will express feeling scared and brave by acting out scenarios.

SEL Skills: Self Management

Associated Book: Brave Bora

Duration: 20 minutes

Materials:
- Associated book (optional)

Vocabulary:
- Brave
- Worried

Optional Discussion Questions:
- How can we help friends to be brave when they are scared or worried?
- Does it help you feel less worried when you share your thoughts with a friend?
Lesson Steps:

**Read the book:** "Brave Bora"

**Ask:** What are some things we can do to help us feel brave when we are worried or scared (i.e. color, sing, hug someone)? Think of three things that make you feel brave.

**Ask and discuss:** Sometimes we feel worried or scared like Bora did in the book. What was Bora afraid of? When is a time that you felt worried or scared? When was a time you felt brave? Turn and share your brave and worried time with a friend.

**Activity:** Students can pretend they are at the doctor’s office. They can pair up and take turns being the doctor and the patient. They can practice being scared and being brave afterward.

Home Extensions:

**Parent Activity:** Look at the cover of the book with your child. Read the title, “Brave Bora”. Tell them you spy the letter B. Ask your child if they can point to the letter B. Help your child think of words that begin with the letter B.

**Parent tips:** Remember to remind your child that it is ok to feel scared or worried sometimes. These are common emotions that everyone has experienced. Share with them what you do when you are scared, and how you help yourself be brave.

Cross-Curricular Opportunities: Project Based Learning

Many students worry but would like to worry less. Your class is going to design "worry-free" spaces where worries can be left behind and brave thoughts can be taken out. What would be in the space? What about the space makes it calm? Will there be posters on the walls to show ways to breathe deeply? Drawing materials? Share your ideas and see if worry-free spaces can be added throughout your school.
# My Special Word Collection

## Lesson 4

**Ages 3-5**

### Learn to Try

**Objectives:**
- Students will identify and practice strategies to use when they feel frustrated when doing hard tasks.

**SEL Skills:**
- Self Management
- Relationship Skills

**Associated Book:** Izzy Learns to Try

**Duration:** 30 minutes, can be broken into two 15 minute lessons

**Materials:**
- Associated book (optional)
- Building blocks or stackable materials

**Vocabulary:**
- Try
- Frustrated

### Optional Discussion Questions:
- How can we help friends or family members when they become frustrated?
- What strategy from the lesson do you find most helpful to make you feel like you can do hard things?
Lesson Steps:

Read the book: "Izzy Learns to Try"

Ask and discuss: Ask students to think about a time when they had to do something hard at school or home (learning letter sounds or pumping bike pedals may be examples). Students can share if they choose.

Activity:
Part 1 - Review the strategies Izzy used in the book when she was frustrated. If the book wasn’t read, practice some strategies with students (i.e. taking deep breaths, taking a break from the task, singing a familiar song, doing jumping jacks).
Part 2 - Put students in groups of 2-3 and have them work together to make a tower using blocks or other stackable items. Remind students about the strategies if they get frustrated.

Home Extensions:

Parent Activity: Read the title of the book: "Izzy Learns to Try". Next, flip through the pages of the book with your child, stopping to look at the pictures on each page. Afterward, ask your child what they think this book might be about. Make a prediction. After reading, check back to see if they were right.

Parent tips: Share a time when you have been frustrated and how you handled the situation. This will help your child understand that everyone, even adults, can be frustrated at times.

Cross-Curricular Opportunities:
As you talk about and identify community helpers, ask students what about their jobs might be hard? Do you think they became frustrated when first learning their job? What did they do to learn a new skill and keep practicing until it became easy? Have students come up with a list of questions, and invite a community member in for a class Q and A.