My Special Word Collection
Lesson 1
Ages 6-8

My Special Word Pledge

Objectives:
- Students will define and discuss the word “Special.”
- Students will identify their own special word.
- Students will identify and draw how they will show the class word.

SEL Skills:
- Self Awareness
- Social Awareness

Associated Book: Powered Up
Duration: 20 minutes

Materials:
- Associated book (optional)
- Paper
- Pencils and crayons

Vocabulary:
- Special
- Bored
- Annoyed
- Vibrant
- Courteous

Optional Discussion Questions: KWL
- What words do you KNOW in the book? Which words are positive or negative?
- Are there any words in the book that are new or unknown to you?
- WHAT do you think these new words mean and what do you want to know about the new words? Maybe how to use them or why the author uses them?
- What did you LEARN about these words from reading the book?
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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:** “Powered Up”

**Ask:** Can you think of a special word for yourself (think about what you like to do or ways to describe yourself)?

**Ask and discuss:** Encourage students to share their word in small groups or out loud with the class, if they are comfortable. Assign a leader to write them down on paper or on a whiteboard.

**Activity:** Have students draw a picture of how they might share their word through actions to someone else. They can write a sentence(s) about their illustration and set a goal for using their word during the week.

Home Extensions:

**Parent Activity:** Just like Logan, Rayna and their parents had fun thinking of positive words. Use some positive words to describe your child, and then ask them to do the same for you. Talk about how the positive words make you feel. As your child thinks about their special word choices, ask how the special words make them feel.

**Parent tips:** Do you set goals in your house? Setting a goal can help an idea become an action. Set a goal for each member in the house to say three positive words to each other by the end of the week. Are there others goals you can set?

**Cross-Curricular Opportunities: Art**

Ask the students to write out their words in big letters. What elements of art will help them best represent their word? Bold colors or lines, smooth textures, specific shapes? Each child can design their word to create a “My Special Word” mural in the classroom.
Objectives:
- Students will discuss and define the word “persevere.”
- Students will identify strategies to persevere.
- Students will practice “perseverance” with an activity.

SEL Skill: Self Management

Associated Book: Step by Step

Duration: 20 minutes

Materials:
- Associated book (optional)
- Spoons for each student
- Ping pong balls

Vocabulary:
- Persevere

Optional Discussion Questions:
- Look at the class schedule, and think about the units you are learning.
- Identify one time during the day you may need to use perseverance to finish a task.
- What strategy will you use?
Lesson Steps:

Read the book: "Step by Step"

Ask: What do you know about the word, “persevere”? What do you think it means (i.e. Not giving up; trying again and again; working hard at something)? How did Maggie persevere? Can you think of a time when you or someone you know persevered?

Activity: Practice perseverance with a fun game. Ask students to put the ball on the spoon and walk across the room without it falling. If it falls, they need to go back and try again.

Ask and discuss: Did you feel like giving up at any point? What helped you persevere?

Home Extensions:

Parent Activity: Maggie learns that by persevering, you can learn new things that seem too hard at first. She learns how to ride her bike, bake cookies, solve hard math problems, and score a basket! Help your child come up with a new skill they would like to learn. Help them create a plan to persevere, and choose a special word to guide them through the new skill.

Parent tips: Model perseverance when you are struggling with something. Share your struggle out loud and how you plan to persevere.

Cross-Curricular Opportunities: Math
Tangrams can be a fun way to practice perseverance. Use a classroom set, find a template online, or have students design a tangram and cut out the pieces. Have students complete an example, using the shapes. What about it was easy and where did they need to persevere? Have them write in a journal what strategies helped with perseverance.
### Show Your Emotions

#### Objectives:
- Students will discuss and define emotions.
- Students will identify different types of emotions.
- Students will practice expressing emotions.

#### SEL Skill:
- Self Awareness

#### Associated Book:
- When You Get Mad

#### Duration:
- 15 minutes

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

#### Vocabulary:
- Emotion
- Regulation

#### Optional Discussion Questions:
- What do you think would happen if we kept all of our emotions inside and didn’t show them to anyone?
- Who is someone you feel comfortable sharing your feelings with?
Lesson Steps:

Read the book: "When You Get Mad"

Ask: What are emotions (i.e. how we feel, mad, sad, etc.)? What are some of your emotions?

Ask and discuss: Some of our emotions can feel bigger than others. Which of your emotions feel big inside? What happens in your body when you have big emotions?

Activity: Ask students to make a facial expression showing different emotions (choose higher level vocabulary words for older students): sad, mad, happy, confused, tired, silly, worried, distraught, terrified, overjoyed, exhausted, or furious. Put the students in pairs. One person can show emotions with different expressions while the partner guesses what the emotion is. After a couple of minutes, they can switch roles. Is it easy or hard to know when the other person shows a big emotion?

Home Extensions:

Parent Activity: Many things make Hadi feel angry. It’s normal to feel mad or frustrated every now and then. It’s important to find ways to calm down and reset. In the book, Habi uses strategies to help himself feel better. For example, in his room, he uses crayons and paper to draw, as a strategy to forget he was mad. What are some things that make you feel angry? Help your child think of strategies that can help them feel better when they feel this way.

Parent tips: Children feel emotions strongly, and sometimes need help calming down. Create a list of strategies with your child that help them feel calm. Place the list in a visible location to use when emotions are big.

Cross-Curricular Opportunities:

Create an emotional word wall with the vocabulary in this lesson. Discuss the meaning of the words and invite students to practice using the words in sentences.
My Special Word Collection
Lesson 4
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Take a Break

Objectives:
• Students will discuss and share their favorite activities.
• Students will identify activities that do not include technology.

SEL Skills:  
• Self-Management  
• Social Awareness

Associated Book: Level Up
Duration: 20 minutes

Materials:
• Associated book (optional)
• Paper
• Crayons/coloring tools

Vocabulary:
• Technology
• Activity
• Management
• Decision

Optional Discussion Questions:
• Why do you think it is important to take a break from using technology?
• How can you help yourself remember to take a break?
Lesson Steps:

**Read the book:** "Level Up"

**Ask:** At the beginning of the story, David chooses to play video games rather than play outside with his friends. What happens to make David eventually go outside? How does he feel about these new activities?

**Ask and discuss:** What are some activities you enjoy doing that don’t involve technology (i.e. phones, tablets, TV)? Write the responses down on the board if possible.

**Give** each student a piece of paper and ask them to fold it in half and then in half again, so they have four equal sections. (Model as needed.) In each section, ask the students to write/draw about an activity that doesn’t involve technology.

Home Extensions:

**Parent Activity:** Together, think of a new activity or game you and your child could do today that involves moving your bodies. Some ideas include having a dance party, playing a sport, pretending to be different animals, or doing different exercises. After playing, have your child help you make a healthy snack.

**Parent tips:** Try to have time limits with technology for you and your kids. Doing so can improve sleep, attention span, and social interaction.

Cross-Curricular Opportunities: Physical Education

David feels good when he becomes more active. Why is it important to give ourselves a brain break? Show students some fun exercises (jumping jacks, squats, high knees, etc.) they can do while counting by 1s, 2s, 5s, and 10s.