

Lesson Name: Honesty and Trustworthiness
Grading Period/Unit (CRM): Supplemental Lesson

Estimated time frame: 30 minutes
Grade level/Course: Kinder/ SEL

Lesson Components	
<p>Lesson Objectives: The learner will be able to demonstrate situations where they need to practice honesty and trustworthiness. Students identify why it is important to be honest and trustworthy.</p> <p>Language Objectives: The learner will use and reuse basic and academic language when demonstrating understanding of key vocabulary.</p>	
<p>SEL Standards: SEL.K.6: Self-Management: Student demonstrates integrity. SEL.K.6.A Can explain what it means to be honest and trustworthy</p>	
<p>College and Career Readiness: 1. Engage in scholarly inquiry and dialogue.</p>	
<p>Essential Questions: Why is important to be honest? What does it look like when you are trustworthy?</p>	
Vocabulary	<p>Essential: Truth-things that are true Honest- to be truthful and fair Dishonest-behaving in an untruthful way</p> <p>Supporting: Attent-O-Scope, Assertive, Self-Talk, focus attention, respectful</p>
Lesson Preparation	<p>Chart paper, markers, access to Second Step Unit 1 lesson cards, <i>Sing Out Loud</i> CD, Conscious Discipline feelings poster*</p> <p>*If you do not have a Conscious Discipline feeling buddies poster create a simple feelings chart using the following feelings: happy, sad, angry and scared.</p> <p>*Students will be paired up for Think, Turn, Tell. You may want to choose partners ahead of time. Pair students for success and keep the TELL portion short, no more than 10 seconds.</p> <p>Note for Teacher: These skills and concepts are retained when regularly practiced and reinforced. Anticipate times when students can identify and practice honesty (center time, partner work) and reinforce behaviors when you see them. Ex: “Sam, I noticed when you gave Jodi her crayon back even though you found it under the table. You were honest.”</p> <p>Books: Howard B. Wigglebottom and the Monkey on his Back by Howard Blinkow_ Knowing lying is wrong, Howard chose to do it anyways. Why not? (Here is a link to an online version of this story: https://wedolisten.org/media/)</p>

	<p>David Gets in Trouble by David Shannon - "When David gets in trouble, he always says . . . 'NO! It's not my fault! Whatever the situation, David's got a good excuse. Soon, though, David realizes that making excuses makes him feel bad.</p> <p>Soy Honrado/ I am Honest by Sarah L. Schuette - Simple text and photographs show various ways children can be honest, including telling the truth, and following the rules.</p>
Anchors of Support	Skills for Learning Poster , Listening Rules Cards , Conscious Discipline Feelings Chart (if accessible, if not display a Feelings Chart)
Differentiation strategies	<p>Special Education: Provide extra think time for learners, Create opportunity for small group dialog, display anchors of support so they are visible during the lesson.</p> <p>English Language Learners: http://curriculum.austinisd.org/bil_ed/index.html</p> <p>Extension for Learning: Allow students opportunity to create an honest vs not honest poster. Student can draw an image of being honest on one side of poster and an opposite image of not being honest on the other side of poster.</p>
21st Century Skills	http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf
<p>English Language Proficiency Standards: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html</p>	
Lesson Cycle	
Engage	<p>Warm Up (5 minutes)</p> <ol style="list-style-type: none"> 1. Brain builder: Follow, Follow. Before we start our lesson, let's warm up your brains. We will play Follow, Follow. Make your attent-o-scope and say "Focus attention" to switch it on. Focus it on me now. Now put it down and pretend it is still there. For Follow, Follow today we will use this rule: Repeat what I tell you to do before you move. Have students repeat the rule before moving. Play the game for several rounds.
Lesson stages	<p>Story and Discussion (10 minutes)</p> <ol style="list-style-type: none"> 1. Read Howard B. Wigglebottom and the Monkey on his Back or a similar story (see lesson preparation). Pause on page 10 to check for understanding. Howard has had a lot of opportunities to choose to be honest or not to be honest. Is Howard telling the truth? Have students show with their head. Howard is not being honest. He is not telling the truth. 2. Finish reading the story. Allow students an opportunity to practice Think, Turn, Tell when sharing thoughts about the story. Have students sit next to their assigned partners. Give them a simple way to choose listeners and speakers (for example, the person with the biggest hands is the listener first.) Pose the question. A chime or bell can be used instead of the voice

	<p>signals. Why do you think Howard kept lying? How would you feel if your friend was not honest with you?</p> <p>Skill Practice (10 minutes)</p> <p>Provide students with an opportunity practicing being honest and trustworthy.</p> <ol style="list-style-type: none"> 1. Read the scenario. 2. Have students identify the problem. 3. Call on one or two students at random to come to the front and act out or verbalize an honest response to the situation. Coach students and encourage assertiveness and self-talk. <p>Scenarios</p> <ul style="list-style-type: none"> ● You stepped on a friend’s pencil and it broke. ● When playing with the teacher’s dinosaurs you put a couple in your pocket to take home. ● You see someone write in one of the library books with a crayon. ● You find a bag of goldfish on the floor and put it in your backpack. Now you hear a student crying because they lost their snack of goldfish. <p>Which learner skills can you use to help you be honest and trustworthy?</p>
Closure Activity	<p>Wrap-Up (5 minutes)</p> <p>Create an anchor chart with students. On the left write honest and on the right, write dishonest. Have students draw how or write how they feel when a friend is honest or dishonest. Have your feelings anchor chart nearby where students can use for support.</p> <p>Today you learned that it is important to be honest and tell the truth. You practiced being honest and trustworthy with other students and the teacher. This week I encourage you to be honest with each other even when it doesn’t feel good.</p>
Check for understanding (evaluation)	<p>Formative: Teacher checks for understanding through group discussion, skill practice and honest/dishonest anchor chart.</p> <p>Summative:</p>

Lesson Name: Honesty and Integrity
Grading Period/Unit (CRM): Supplemental Lesson

Estimated timeframe: 30 minutes
Grade level/Course: Kinder/ SEL

Lesson Components	
<p>Lesson Objectives: The learner will be able to identify situations where they need to demonstrate honesty and integrity.</p> <p>Language Objectives: The learner will use basic and academic language when dialoguing about honesty and integrity.</p>	
<p>SEL Standards: SEL.K.6: Self-Management: Student demonstrates integrity. SEL.K.6.C Identifies personal situations demonstrating honesty and integrity</p>	
<p>College and Career Readiness:</p> <ol style="list-style-type: none"> 1. Engage in scholarly inquiry and dialogue. 2. Analyze a situation to identify a problem to be solved. 	
<p>Essential Questions: What is integrity? What does it mean to do the right thing when no one is watching? When is it important to be honest?</p>	
<p>Vocabulary</p>	<p><u>Essential:</u> Integrity- Doing the right thing when no one is watching Honesty- Being truthful and fair</p> <p><u>Supporting:</u> Fair- each person getting what he or she needs Trustworthy- able to do what is right</p>
<p>Lesson Preparation</p>	<p>Chart paper, markers, Second Step Listening Rules Cards</p> <p>Book: <u>The Boy Who Cried Wolf</u> (any version)</p> <p><u>The Muppets-The Boy Who Cried Wolf</u> https://www.youtube.com/watch?v=j_-UZ4ADjmY&feature=youtu.be There is a Muppets retelling of this story online. It is a little over 9 minutes long</p> <p><u>Howard B. Wigglebottom and the Monkey</u> on his back by Howard Blinkow: You will just need this book as a reference in this lesson.</p> <p>You will need to create a chart that says “We Have Integrity!” at the top. Underneath the title write the definition of integrity. You will need a paper big enough for all students to sign their name.</p> <p><u>Note for Teacher:</u> These skills and concepts are retained when regularly practiced and reinforced. Anticipate times when students can practice honesty and integrity (recess, center time, literacy</p>

	stations) and reinforce behaviors when you see them. Ex: “Jodi, I noticed that you chose to put your item away when finished instead of leaving it on the floor. You showed <u>integrity</u> by doing what you know to be right even when no one was watching you.” Provide a time for students to reflect on what they have learned about integrity at school and at home. Allow students to have an opportunity to share these reflections during a time such as community circle.
Anchors of Support	Honest/Dishonest chart from previous lesson, Second Step Listening Rules Cards, Second Step Skills for Learning poster
Differentiation strategies	<p>Special Education: Provide extra think time for learners, Create opportunity for small group dialog, display anchors of support where learners are able to see during lesson.</p> <p>English Language Learners: http://curriculum.austinisd.org/bil_ed/index.html</p> <p>Extension for Learning: Students can draw a picture of how they show integrity in each of the different centers in the classroom. They can label the picture ‘integrity’ and hang up in the specified center.</p>
21st Century Skills	http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

English Language Proficiency Standards:
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Lesson Cycle	
Engage	<p>Warm Up (5 minutes)</p> <p>1. Brain builder: Let’s begin by building our brains. Refer to the Skills for Learning poster and review the skills. Let’s use these skills as we practice Think, Turn, Tell. Have students sit next to their assigned partner. Have the partner with the smaller shoes go first. Have listeners, then speakers raise their hands. Now think about a time when you told the truth.</p> <ul style="list-style-type: none"> ● THINK. Say the topic and give think time. ● TURN. Partners turn to face each other. Listeners cup hands to ears. ● Say Go. Speakers TELL their partners their idea for 10 seconds. ● Say Stop. Speakers stop talking. ● Say Switch. Partners switch roles. New listeners cup hands to ears. ● Say Go. New speakers TELL their partners their idea for 10 seconds. ● Say Stop. Speakers stop talking. All students turn to face the front. ● Call on a few students at random to tell the class their ideas. After each idea, have students touch their noses to show agreement.
Lesson stages	<p>Story and Discussion (10 minutes)</p> <p>Read <u>The Boy Who Cried Wolf</u> or share the video</p>

	<ol style="list-style-type: none"> 1. What was the boy’s problem? (He did not tell the truth. He was not honest. No one helped him because he kept lying.) 2. Why was it not a good idea for the boy to lie when he was tending to his sheep? (It was not a safe choice. There was no one there to help. This was a time when he needed to be honest.) 3. We are going to learn a new word today. The word is integrity. Have students say the word in unison. Say it with me- INTEGRITY. Integrity is doing what is right when no one else is watching. Have students repeat word again. In our story today the boy did not show integrity because he did not make the right choice when no one was around. When we read <u>Howard B. Wigglebottom and the Monkey on His Back</u>, Howard showed integrity when he listens to the voice in his head and tells his Papa the truth. <p>Skill Practice (10 minutes)</p> <p>Provide students with an opportunity to demonstrate integrity.</p> <ol style="list-style-type: none"> 1. Call two to three students up. 2. Read the scenario and have the students act it out while you narrate. 3. Discuss the scenario with the group. <p>Scenarios</p> <ul style="list-style-type: none"> ● You help your mom bake cookies. Your mother leaves the kitchen to answer the phone. While alone you want to eat a cookie but you know that you should ask your mom first. You remember that integrity is doing what is right even when no one is watching. You decide to show integrity by waiting for you mom to return and then asking to eat a cookie. ● You are at the park with your cousin. While waiting for your turn on the slide another kid jumps in front of your cousin in the line. Your cousin wants you to help push the kid. You know that this is not a safe choice. A voice in your head tells you that the right thing to is walk away and find an adult. You tell your cousin “Hey, let’s go find my mom and ask for help.” You just showed integrity by doing what was right when no one was watching.
Closure Activity	<p>Wrap-Up (5 minutes)</p> <p>Today you learned that integrity is choosing to do what is right when no one else is watching. When is a time at school that you can show you have integrity? (Anytime!) Show the We Have Integrity chart. Read it to students. This is our pledge to ourselves and each other that we will have integrity. You will each have a chance to add your name to the pledge. Allow all students to write name. (<i>Time saver</i>-provide each student with a post-it. Students can all write their name at the same time and then post on chart paper.) Hang the chart in the room where it is visible to all.</p>

	<p>Home Launch: Provide students with a post-it or label for them to write the word “integrity” on. Students can decorate this. Have students take the post-it or label home. They can tell a family member what they learned about integrity and ask their family member what he or she knows about integrity. Provide an opportunity for students to share with each other during a community circle.</p>
<p>Check for understanding (evaluation)</p>	<p>Formative: Teacher checks for understanding through group discussion, skill practice and student interactions throughout the week.</p> <p>Summative:</p>

Lesson Name: Greeting Others
Grading Period/Unit (CRM): Supplemental Lesson

Estimated timeframe: 30 minutes
Grade level/Course: Kinder/SEL

Lesson Components	
<p>Lesson Objectives: The learner will identify what a greeting is and discuss the many ways in which we greet each other.</p> <p>Language Objectives: The learner will use new vocabulary in oral communication when greeting others.</p>	
<p>SEL Standards: SEL.K.9.A Identifies and defines aspects of a respect I interaction in a situation SEL.K.12: Social Awareness: Student uses positive communication and social skills to interact effectively with others.</p>	
<p>College and Career Readiness:</p> <ol style="list-style-type: none"> 1. Engage in scholarly inquiry and dialogue. 2. Work collaboratively. 	
<p>Essential Questions: What is a greeting? What does it look like? How do you feel when you are greeted?</p>	
Vocabulary	<p><u>Essential:</u> Greeting- a message that is said or done to show people that you are happy to meet or see them</p> <p><u>Supporting:</u> Focus attention, Listen</p>
Lesson Preparation	<p>Books: <u>Hello! Goodbye!</u> - by Aliko This is a book about greetings around the world and the way simple words can have many meanings.</p> <p><u>Say Hello!</u> By Rachel Isadora - Carmelita loves to greet everyone in her colorful neighborhood. There are people from so many different cultures! They all like to say hello too, so now Carmelita can say hello in Spanish, English, French, Japanese, and many other languages.</p> <p><u>Say Hello</u> by Jack Foreman -A lone dog comes upon a group of kids playing ball and with leaping ease, joins the game. They're all having so much fun, they don't see a sad little boy standing off by himself. Who will spy the boy and invite him to play?</p> <p><u>Hello Song</u> -This song is 1:18. https://youtu.be/tVlcKp3bWH8</p> <p><u>Note for Teacher:</u> Be an Example- Model the correct way to use greetings for your students. Greet people and use appropriate parting comments when you leave.</p> <p>Integration: This is an excellent skill that students can continue to practice in dramatic play center.</p>

Anchors of Support	Second Steps Skills for Learning Poster
Differentiation strategies	<p>Special Education: Anchors of support, extra wait time, use visual support (pictures that represent 'hello' and 'goodbye' to help cue, or remind children. Allow students to draw a picture signifying 'hello' and another one that represents 'goodbye.')</p> <p>English Language Learners: http://curriculum.austinisd.org/bil_ed/index.html</p> <p>Extension for Learning: Provide books of various greetings for students to peruse in the library such as <u>The Golden Rule</u> by Ilene Cooper. Students can create their own 'greetings' book.</p>
21st Century Skills	http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf
English Language Proficiency Standards: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html	
Lesson Cycle	
Engage	<p>Warm Up (5 minutes)</p> <p>Have students stand, leaving enough room to move. Today we will build our brains by playing Simon Says. This time you need to focus attention on the words 'same' and 'different'.</p> <ul style="list-style-type: none"> ● Rule 1 is, when I say "Simon says do the same thing as I do, "do the same thing. ● Rule 2 is, when I say "Simon says do something different from what I do," do something different. It does not matter what it is as long as it is different. <ol style="list-style-type: none"> 1. Say: Simon says, "Do the same thing I do." Students copy you. 2. Say: Simon says, "Do something different from what I do." Students do something different <p>Play the game for several rounds. Ask students what Skills for Learning helped them be successful.</p>
Lesson stages	<p>Story and Discussion (10 minutes)</p> <p>Today we are going to read a book about greetings. Say the word greeting with me- GREETING. (Have students say word in unison.) A greeting is a message that shows someone you are happy to meet or see them. There will be many greetings in the story today. Listen carefully for different greetings. After the story you will share one with your neighbor. Read <u>Hello! Goodbye!</u>- by Aiki (or other suggested greeting book).</p>

	<ol style="list-style-type: none"> 1. Share one greeting you noticed with your neighbor. Guide students through the steps for Think, Turn, and Tell. Call on a few students at random to tell the class their ideas. After each response, say: Tap your head if you agree. 2. What greetings do you see at home that were not in the book? 3. How do you feel inside when people greet you? (warm, happy, I feel a smile) A greeting is a great way to show that you care. <p>Skill Practice (10 minutes)</p> <p>We are going to practice greeting each other in an appropriate manner. Take this time to introduce how you want children to greet each other that is in accordance with your classroom culture. (Example: We look each other in the eye, we shake hands and/or we say ‘Hello’) First we will listen to a hello song and then we will greet each other as the song plays again. Play the song.</p> <p>Hello Song https://youtu.be/tVlcKp3bWH8</p>
Closure Activity	<p>Wrap Up (5 minutes)</p> <p>Today we learned that a greeting is a message that shows someone you are happy to meet or see them. You had a chance to practice greeting each other. This week I encourage you to continue practice greeting each other.</p> <ol style="list-style-type: none"> 1. When should we greet each other? Take this time to discuss appropriate and inappropriate times to greet each other. 2. How should we greet each other? Take this time to mention being assertive if someone greets you in a manner that is uncomfortable (ex: a hug when you don’t want one).
Check for understanding (evaluation)	<p>Formative: Teacher checks for understanding during class discussion and skill practice.</p> <p>Summative:</p>