



Growth: Lesson 5 (K-2)

GROWTH: Manage Yourself

Develop Problem-Solving Skills
Practice Focused Attention
Persevere

Example Practices That Address Self-Management:

- Encourage students to take pride/ownership in work and behavior
- Encourage students to reflect and adapt to classroom situations
- Assist students with being ready in the classroom
- Assist students with managing their own emotional states

The Goals:

As an Arkansas graduate, I am:

- Reflective about my personal needs and manage my emotions effectively
- An effective choice maker and am able to demonstrate increasing levels of independence in setting goals and achieving them for college, career, and community engagement
- Able to manage time in order to set tasks and goals and achieve them

Personal Competency Addressed: In early elementary (K-2), I am learning to:

- ☐ Communicate my wants/needs appropriately with peers and adults
- ☐ Ask for and accept help when I am in a conflict situation requiring support
- ☐ Identify emotions that I am feeling and identify ways to calm myself when in a stressful situation
- ☐ Adjust tone and behavior in familiar settings with some reminders (e.g., voice level, body movement) appropriate to various settings with support (e.g., library, hallways, restaurants, bus, playgrounds)
- ☒ Recognize the importance of telling the truth
- ☐ Recognize that I can make choices about my behavior
- ☐ Identify personal goals and create steps toward achieving each goal
- ☐ Celebrate goal achievements
- ☐ Adapt to changes in my schedule and environment

Learning Objectives:

I can understand the difference between the “truth” and a “fib” (lie).

I can develop my skills of punctuating sentences by playing the game *Truth or Fib*.

Materials and Preparation:

- Video: [Pig the Fibber](#) (Length - 2:25)
- [“Truth or Fib” Punctuation Activity](#) (game card printables)
- Internet and device to show video

Key Vocabulary:

Fib: saying things that are not true about things that are not important

Lie: saying untrue statements on purpose

Truth: real events or facts that can be proven

Introduction (5 mins):

Introduce the vocabulary words. Explain the difference between the truth, fib, and a lie. The teacher can

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

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| ask, “Have you ever told a fib?” “What is a fib?” Watch read aloud Pig the Fibber (Length - 2:25) |
| <p><u>Explicit Instruction/Teacher Modeling (5 mins):</u> Discuss the consequences Pig faced because of fibbing (getting hurt by the bowling ball). Teach students that there are negative consequences to fibbing. Review punctuation rules with the students. Period, question mark, exclamation mark.</p> |
| <p><u>Guided Practice (2 mins):</u> The teacher should model her expectations of the game by showing 2-3 examples of placing Truth or Fib cards on related game pieces.</p> |
| <p><u>Independent Work Time (7-10 mins):</u> “Truth or Fib” Punctuation Activity</p> |
| <p><u>Differentiation:</u> For Kindergarten, complete the activity as a whole group. Focus on intonation and voice when encountering a period, question mark, and exclamation mark while reading.</p> |
| <p><u>Assessment:</u> Teacher observation as students are playing Truth or Fib.</p> |
| <p><u>Review and Close (2 mins):</u> Use a SmartBoard/document camera to review and check game pieces as a whole group.</p> |
| <p><u>Optional Activities:</u> Vocabulary Lesson and Handwriting Activity - Pig the Fibber</p> |
| <p><u>Intervention/Support:</u> Teachers could choose partnering student pairs or place students in small groups.</p> |
| <p><u>Enrichment/Extension:</u> For sentence cards that are fibs, have students explain why and show how to correctly edit those sentences.</p> |
| <p><u>Teacher Self-Care:</u> Go on strike from chores for a whole day or a week. You deserve a break! Use the time you save by doing something you enjoy or taking a nap.</p> |
| <p><u>Sources:</u> Munchkin Storytime. “Storytime- Pig the Fibber by Aaron Blabey- Read Aloud Stories for Children!.” Youtube Video. 2:25. January 10, 2020 https://www.youtube.com/watch?v=xVLeatUGzAs Krisi’s Happy Learning Space. “Punctuation Activity - Truth or Fib.” <i>Teachers Pay Teachers</i>. Accessed July 23, 2020. https://www.teacherspayteachers.com/FreeDownload/Punctuation-Activity-Truth-or-Fib-3167369 Krisi’s Happy Learning Space. “Match and Tell” <i>Teachers Pay Teachers</i>. Accessed July 23, 2020. https://www.teacherspayteachers.com/FreeDownload/Match-and-tell-3167337</p> |

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Teacher Reflection:**To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?