

# Grade 2

## CCSS Self-Awareness Grade 2

SELF-AWARENESS	SELF-MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP SKILLS	RESPONSIBLE DECISION-MAKING
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**CCSS Self-Awareness** Competence in the self-awareness domain involves understanding one's emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having a positive mindset, and possessing a well-founded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

### Overall Objectives

1. To help children think about their thoughts, which create their feelings, which create their actions
2. To help children develop positive thoughts
3. To help children become aware of their feelings
4. To help children establish short- and long-term goals
5. To help children understand their strengths and weaknesses
6. To help children develop positive self-images
7. To help children establish routines and rules

### Lesson

#### Objective:

1. To help children think about their thoughts, which create their feelings, which create their actions

#### Materials:

*Tuffy Tuesday and Me* – Grade 2

#### Activities:

1. **Say:** “Today we’re going to read a story called, *Tuffy Tuesday Needs Glasses* and says that Tuffy, Tiger’s older brother needed glasses, but didn’t want to put them on. So, here’s what happened.”
2. **Say:** “If you would like to read aloud with me, please let me know by raising your hand. If you would rather be a listener, that’s okay. Being a good listener is an important job. The

story *Tuffy Tuesday Needs Glasses*”

3. **Say:** “Who can remember what Tuffy wished for?” **Possible answers:** He wished that nobody would laugh when he put on his glasses.”
4. **Say:** “Who can remember what happened when he put on his glasses?” **Possible answers:** Nobody laughed. Even the boy next to him said, ‘Oh, you’re wearing glasses. And that was it.
5. **Say:** “Sometimes we think something bad will happen, so it makes us feel sad or scared. We may even cry. What could Tuffy have done to make himself feel better, so that he could wear his glasses?” **Possible answers:** He could think different thoughts. Like I might look good in glasses or my glasses are making me see things better. I have glasses and others in the class have special things about them too.
6. **Say:** “At the end of the story, Marshmallow says, ‘Right, jibbit,’ and then Tiger says, ‘That’s right Marshmallow,’ Tuffy sure did make a big deal over something. What does that mean? Did anyone of you ever make a big deal over something that really wasn’t that big a deal?” **Possible answers:** I used to be afraid of getting a cut so I’d cry. It really doesn’t hurt that much.

## Lesson 2

### Objective:

1. To help children think about their thoughts, which create their feelings, which create their actions

### Materials:

*Tiger Tuesday and Me* – Grade 2

### Activities:

1. **Say:** “Turn to page \_\_\_\_\_”

**Say:** “Read the class and hear what’s special about you.”

## Lesson 3

### Objective:

To help children think about their thoughts, which create their feelings, which create their actions

### Materials:

*Tiger Tuesday and Me* – Grade 2

### Activities:

Put on the play, *Tuffy Tuesday Needs Glasses*.

**Note to teacher:** Since there are not enough parts for all the children, assure everyone that they will have a part during the year in another play. Be sure each child has a part in one or more of the plays throughout the year. They do not have to memorize the part. For the children who are struggling to read, or don’t want to read because of shyness, have them work the puppets or in pairs or small groups put them in charge of the lights, shades,

scenery, props, stage, refreshments.

## Lesson 4

### Objective:

To help children think about their thoughts, which create their feelings, which create their actions

### Materials:

*Tiger Tuesday and Me* – Grade 2

### Activities:

Invite: After the play talk about things that make everyone special. Write the parents to talk about what makes each one of them special.

**Game Time:** After the discussion, divide the class up and play Go Fish. See directions in Appendix...

## CCSS Self-Management Grade 2

SELF-AWARENESS	SELF-MANAGEMENT	SELF-AWARENESS	RELATIONSHIP SKILLS	RESPONSIBLE DECISION-MAKING
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**CCSS Self-Management** competence in the self-management domain requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes skills necessary to achieve goals such as the ability to delay gratification, manage stress, control impulses, and persevere through challenges.

### Overall Objectives:

1. To help children learn the skills and attitudes they need to regulate emotions and behavior
2. To help children learn how to set short and long term goals
3. To help children learn how to delay gratification
4. To help children learn how to manage stress, control impulses and persevere through challenges
5. To help children learn how to weigh options on reacting to an event
6. To help children learn how to respond to an event constructively

## Lesson 5

### Objective:

To help children learn the skills and attitudes they need to regulate emotions and behavior