

## Month at a Glance: February

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
----------	------------------------	------------	----------------------------



Be a "Goal Getter"	Scholars will understand how to set goals	long-term goals, shortterm goals, action-steps	45 minutes
Disappointment Happens	Knowing how to handle disappointment appropriately is a part of overall wellness	disappointment	45 minutes
Wants versus Needs	Wants and needs are not the same	needs, wants, survive	45 minutes
Are You Saving or Spending?	Understanding the difference between saving and spending money helps us to be more financially fit	save, spend	30 minutes

# February



# Activity Plan

Title: Be a “Goal Getter”

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will understand the importance of setting long and short-term goals.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>sticky notes</li><li>goal getter handout</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>long-term goals</li><li>shortterm goals</li><li>action-steps</li></ul>	<p><b>Activity Overview:</b> Scholars will set goals for elementary school and beyond.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>I want you all to think about your favorite celebrity. It could be an actor, singer, athlete, etc. Once you have your person in mind, write their name on your index card. Give scholars an opportunity to think and then write the name on an index card.</i></li><li><b>Facilitator:</b> <i>Now let's have everyone share the name on your card. Allow everyone to share their person.</i></li><li><b>Facilitator:</b> <i>You all came up with some great celebrities. Is it hard for you to imagine that they were once like you, sitting in a class discussing their future? Nothing happens by chance. To succeed, you must be a "Goal Getter." Today, we will talk a little about long-term and short-term goals.</i></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>The facilitator writes "long-term goals" and "short-term goals" on the board.</b></li><li><b>Facilitator:</b> There are two types of goals. First are short-term goals. Short-term goals are goals you can accomplish quickly. Usually, you can accomplish these goals within a month. For example, one of my short-term goals is to exercise twice this week. Can you give me an example of a short-term goal you might have? <b>Accept reasonable responses.</b></li><li><b>Facilitator:</b> <i>The next type of goal is a long-term goal. Long-term goals are goals you can accomplish over time or in the future. For example, one of my long-term goals is to save \$10,000. Can you give me some examples of a long-term goal you might have?</i></li></ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Today's activities focus on becoming a "Goal-Getter." I want you to think about your life beyond elementary school.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>The facilitator will select a scholar to distribute the handouts.</b></li> <li>• <b>Facilitator:</b> Take a look at the handout. You will focus on creating goals and action steps for middle school, high school, and beyond. Action steps are the steps you must follow to reach your goals.</li> <li>• <b>Facilitator:</b> <i>These are YOUR goals, so I want you to complete this independently, and I will help you out as needed. Provide time for scholars to complete the activity independently.</i></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator can allow scholars in grades K–2 to complete the activities as a group.

Scholars can research their career aspirations or activities they want to pursue in high school.

Scholars can create a flipbook that contains both long and shortterm goals.

Scholars can complete the activity on their tablets or laptops. They can use text to speech features to help them complete the handout.

**Activity Reflection:**

Allow scholars time to share their finished handouts. Ask scholars to highlight the one area of their goals they feel will be the most challenging to accomplish.

**Supplemental Resources:**



# Goal Getter Planning Sheet

Goals for Completing my Current Grade

- 1.
- 2.
- 3.

Action Steps Necessary to Complete my Goal

- 1.
- 2.
- 3.

Goals for Completing Middle School

- 1.
- 2.
- 3.

Action Steps Necessary to Complete my Goal

- 1.
- 2.
- 3.

Goals for Completing High School

- 1.
- 2.
- 3.

Action Steps Necessary to Complete my Goal

- 1.
- 2.
- 3.

College and/or Career Goals

- 1.
- 2.
- 3.

Action Steps Necessary to Complete my Goal

- 1.
- 2.
- 3.



# Activity Plan

**Title: Disappointment Happens**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 3-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will explore ways to overcome disappointment.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chart paper</li> <li>timer</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>disappointment</li> </ul>	<p><b>Activity Overview:</b> Scholars will discuss disappointments and how to handle themselves when faced with them.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Stand in a line at the back of the room facing me. We're going to do a quick activity. For this first part, you will listen to me and follow my directions.</i></li> <li><b>Facilitator:</b> <i>First, take a step forward if you have ever been disappointed or let down. <b>Allow scholars to move and note where their peers are.</b></i></li> <li><b>Facilitator:</b> <i>Now take another step forward if you became angry with someone else because you were disappointed. <b>Allow scholars to move and note where their peers are.</b></i></li> <li><b>Facilitator:</b> <i>Take another step forward if your anger caused you to physically hurt someone or something. <b>Allow scholars to move and note where their peers are.</b></i></li> <li><b>Facilitator:</b> <i>Finally, take another step forward if what you did when you were disappointed made the disappointment go away. <b>Allow scholars to move and note where their peers are.</b></i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator writes the word disappointment on the board.</b></li> <li><b>Facilitator:</b> <i>In the activity we just completed, it was clear we all have experienced some level of disappointment. Let's talk about some of the things you noticed from that activity. You can use the following prompts to get the conversation started or keep the conversation going. <b>Accept reasonable responses.</b></i> <ul style="list-style-type: none"> <li>What does it mean that some of us were further ahead than others?</li> <li>Did anybody say that becoming physical helped the situation?</li> <li>Was there a correlation between disappointment and anger?</li> </ul> </li> </ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>The facilitator writes the word disappointment on the board.</b></li> <li>• <b>Facilitator:</b> <i>In the activity we just completed, it was clear we all have experienced some level of disappointment. Let's talk about some of the things you noticed from that activity. You can use the following prompts to get the conversation started or keep the conversation going. <b>Accept reasonable responses.</b></i> <ul style="list-style-type: none"> <li>◦ What does it mean that some of us were further ahead than others?</li> <li>◦ Did anybody say that becoming physical helped the situation?</li> <li>◦ Was there a correlation between disappointment and anger?</li> </ul> </li> <li>• <b>Facilitator:</b> <i>I want us to take a minute and think about some of the things we can do when we feel disappointed. Allow time for scholars to think and then ask them to share their responses.</i></li> <li>• <b>Facilitator:</b> <i>I'm going to write some of your ideas on chart paper so we can all see them. Now look at some of the things we have listed. Do any of those seem reasonable to you? <b>Allow scholars to respond.</b></i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>The facilitator distributes the handout to scholars.</b></li> <li>• <b>Facilitator:</b> <i>Let's review this sheet. First, I want you to write your definition of disappointment. Next, I want you to identify three strategies from the list we created and write them in the section titled "things I can do when I feel disappointed."</i> <b>Now, look at the rest of the sheet and complete the remaining sections alone.</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



Led by the facilitator, scholars in grades K–2 can do the Disappointment Happens activity together.

Scholars can create scenarios related to disappointment. They can then work with their peers to act them out.

Scholars can work with a buddy to complete the handout.

Scholars in grades 3–5 can record a story about how they overcame disappointment and share their stories with scholars in grades K–2.

## **Activity Reflection:**

Allow scholars time to share the results of the scavenger hunt. Have them compare what they thought middle school would be like to the information found on the website.

## **Supplemental Resources:**

Read the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst. Allow scholars to discuss how they'd handle some of those situations.





# Disappointment Happens

In my own words, disappointment means....

Strategies I can try when I feel disappointed

1.

2.

3.

People I can talk to when I feel disappointed

1.

2.

3.

When things don't go my way or if I lose a game or activity, here are some things I can say to help with disappointment...

**Example:** Sometimes you win, sometimes you lose, but most importantly, we had some fun.

1.

2.

3.



# Activity Plan

**Title: Wants versus Needs**  
**Suggested Time: 30-45 minutes**  
**Suggested Grade Level(s): K-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn about the differences between wants and needs.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chart paper/white board</li> <li>markers</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>needs</li> <li>wants</li> <li>survive</li> </ul>	<p><b>Activity Overview:</b> Scholars will learn about wants versus needs and complete a scavenger hunt of wants and needs in their homes.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> Listen to the following scenario. Ace and his mom are out grocery shopping. Ace's mom chooses the items she needs to make dinner for their family. When they get to the register, Ace asks for candy and his mom says no. Why do you think Ace's mom said no to buying Ace candy? <b>Record student responses.</b></li> <li><b>Facilitator:</b> Ace's mom explained to Ace the candy wasn't a need, but the food she was buying to make dinner was. She explained that food is a need because we need it to live. The candy is not needed and is a want. Today, we will learn about needs and wants.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> When Ace asked for the candy, his mom said no because he didn't need the candy. Needs are what we need to live a healthy life, such as food, water, clothing, and shelter. Wants are things we'd like to have, but we don't need them to live or to survive. Can you think of any wants? <b>Record scholar responses.</b></li> <li><b>Facilitator:</b> I want you to listen to the following scenarios and tell me if it's a want or a need and why. Tina notices her shoes are too small and feel tight. She tells her mom that she needs new shoes. Are the new shoes Tina is asking for a want or a need? Why? <b>Record scholar responses.</b></li> <li><b>Facilitator:</b> Let's suppose the new shoes Tina wants are designer shoes that are really expensive. Does that change your answer? Share your response with a partner. Now, what about this scenario? Christian sees a commercial for the latest iPhone and tells his parents he needs one and they should buy it now! Is the iPhone a want or a need? Why? <b>Record scholar responses.</b></li> </ul>



**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** *Now that we've learned about wants and needs, it's time to go on a hunt. We will go on a scavenger hunt to look for wants and needs around us. You'll create a list in two-column notes formats of wants and needs.*
- **Scholars K-2 can illustrate their wants and needs.**
- **Scholars 3-5 can write out their wants and needs.**

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars will work in small groups with facilitator.**

**In pairs, scholars will identify who they can tell if their needs are not met. They'll discuss ways to communicate that their needs aren't met.**

**The facilitator will scribe scholar responses.**  
**The facilitator will rephrase instructions as needed.**

**Activity Reflection:**

In pairs, scholars will discuss what life would be like if none of their needs were met.

**Supplemental Resources:**



# Activity Plan

**Title: Are You Saving or Spending?**

**Suggested Time: 30 minutes**

**Suggested Grade Level(s): K-2**

<p><b>Lesson Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will compare saving and spending money. Scholars will identify if someone is saving money or spending money.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>picture of piggy bank</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>save</li><li>spend</li></ul>	<p><b>Activity Overview:</b> Scholars will learn about spending versus saving and determine if someone is spending or saving their money. Scholars will also give examples of a time when they had to save or spend money.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>The facilitator will display a photo of a piggy bank or a real piggy bank for scholars.</b></li><li><b>Facilitator:</b> <i>Raise your hand if you have one of these or know someone who does? What is it used for? Record scholar responses.</i></li><li><b>Facilitator:</b> <i>People use a piggy bank to save money. When you save money, you keep it and save it for later. People save money for many reasons. Sometimes they may save money for something special they want or maybe they save money for a vacation. People also spend their money. What do you think it means to spend money? Turn and talk with a neighbor. Have several scholars share their responses.</i></li><li><b>Facilitator:</b> <i>When you spend money, you pay for a service or a good. For example, if you buy new shoes, you are spending money. If you get a haircut, you are spending money. Today we will discuss saving and spending and identify if someone is spending or saving money.</i></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Ace really wants a new pair of shoes, even though he has four pairs in his closet. Ace goes to the mall to buy some new shoes. Is Ace saving money or spending money? What do you think he should do? Turn and talk with a partner. Record scholar responses.</i></li><li><b>Facilitator:</b> <i>Ace is spending money, but he should probably save money since he already has enough pairs of shoes.</i></li></ul>

<b>Boost (Teach)</b>	<ul style="list-style-type: none"><li>• <b>Facilitator:</b> <i>Ace receives \$8 a week for his allowance. After one month, Ace has \$32. Did Ace save or spend? <b>How do you know?</b> Record responses.</i></li></ul>
<b>Build (Rehearse &amp; Build for Transfer/Close)</b>	<ul style="list-style-type: none"><li>• <b>Facilitator:</b> <i>Now that we've discussed spending and saving, I want you to think about a time when you had to decide to either spend or save your money. Write your experiences down.</i></li></ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**The facilitator will have scholars view photos of people spending or saving money and discuss what they see in the photos.**

**Scholars will come up with ways to earn money to help them save money.**

**The facilitator will provide scholars with sentence strips to assist with writing.**

**Activity Reflection:**

For scholars who wrote about a time they spent money, the facilitator will ask if they were happy with spending the money or if they wished they saved it instead.

**Supplemental Resources:**







# Are You Saving or Are You Spending?

Name: \_\_\_\_\_

Item I wish to buy: \_\_\_\_\_

How much would you like to spend on your purchase?

---

---

What's my plan for saving for the item?

---

---

---

---

---

---

---

---

---

---

