

## Month at a Glance: August

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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I Am SMART!	Setting goals will help create a plan for success.	goal, specific, measurable, actionable, realistic, timely	45 minutes
My Interest- My Future	Doing what you love may lead to a successful career.	interests, career	30-45 minutes
Let's Get Together!	Spending time doing things you enjoy with others fosters a happy life.		45 minutes
Am I a Good Friend?	Being kind to others helps to build healthy relationships.	characteristics, good friend	30-45 minutes

# August



# Activity Plan

**Title: I Am SMART!**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 3rd – 5th independent/K-2nd whole group**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify key components of goal setting.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>image of goal post</li> <li>chart paper</li> <li>markers,</li> <li>SMART goal template</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>goal</li> <li>specific</li> <li>measurable</li> <li>actionable</li> <li>realistic</li> <li>timely</li> </ul>	<p><b>Activity Overview:</b> Scholars will write a SMART goal after discussing the importance of goal setting.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>Facilitator will display an image of a goal post.</li> <li><i>Facilitator: What is the purpose of a goal post? Facilitator will record scholars' responses on chart paper.</i></li> <li>Facilitator will use scholars' responses to guide class discussion on the importance of setting goals.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>Facilitator will display the SMART goal template.</li> <li>Facilitator will lead class in discussing and understanding the meaning of the following terms:</li> <li><i>Facilitator: What does specific mean? (what exactly do you want to accomplish) What does measurable mean? (what will your evidence look like), What does actionable mean? (what will you do to achieve your goal), What does realistic mean? (is your goal achievable), and What does timely mean? (how long will it take to achieve your goal).</i></li> <li>Facilitator will guide scholars in creating a whole group SMART goal.</li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>Facilitator will guide scholars in generating a list of possible goals (i.e., books read, report card grades, becoming a safety patrol).</li> <li>Facilitator will distribute SMART goal templates to scholars.</li> <li>Facilitator will remind scholars to use the whole group SMART goal as a reference. Scholars in grades 3-5 will create an individualized SMART goal.</li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Facilitator can provide sentence frames to support scholars in writing their SMART goal.**

**Scholars can work in collaborative groups to create a SMART goal.**

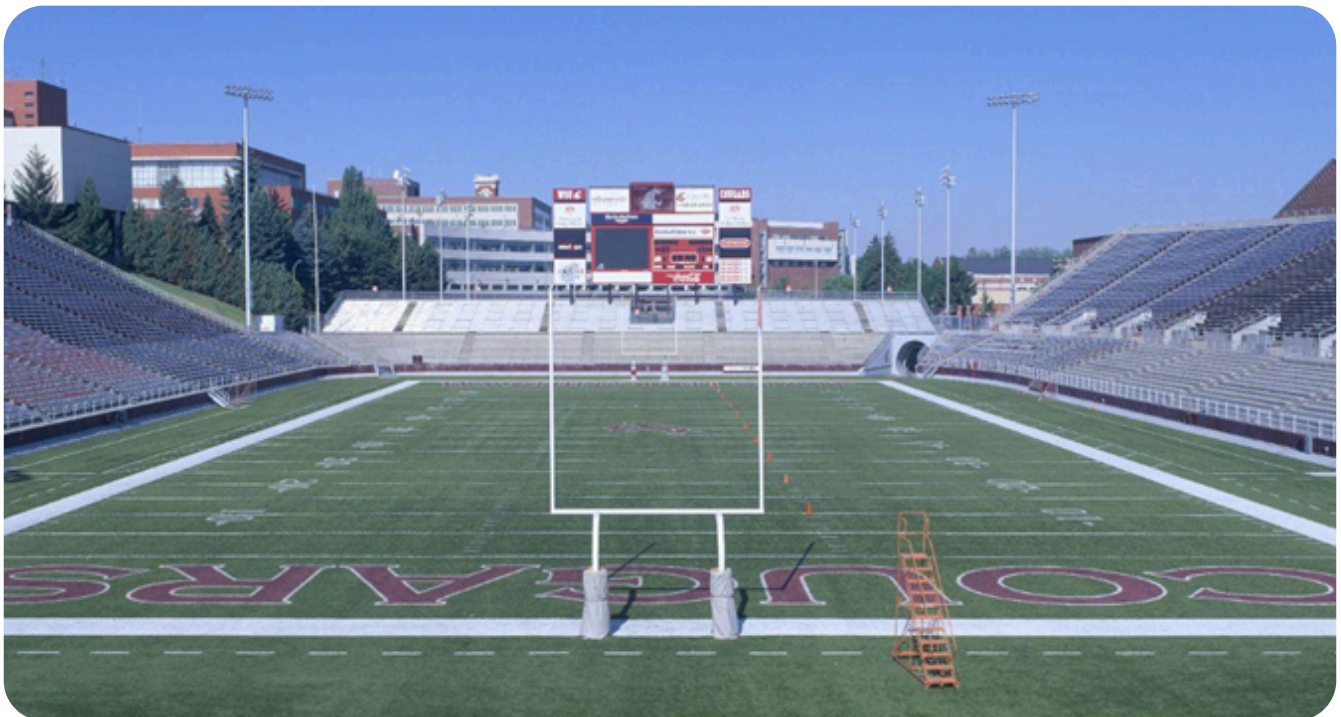
**Scholars can write specific steps to achieve their SMART goal.**

**Scholars can use pictures to create their SMART goal.**

## **Activity Reflection:**

Scholars will share their SMART goal with a classmate and discuss why it is important to set goals.

**Supplemental Resources: SMART goal template; Goal Post Image**



# S.M.A.R.T. Goal

<b>Specific</b> What exactly do you want to accomplish?	
<b>Measurable</b> What will your evidence look like?	
<b>Actionable</b> What will you do to achieve your goal?	
<b>Realistic</b> Is your goal achievable?	
<b>Timely</b> How long will it take to achieve your goal?	

**Write your S.M.A.R.T. goal**

# Activity Plan

**Title: My Interests-My Future**  
**Suggested Time: 30-45 minutes**  
**Suggested Grade Level(s): K-2**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify possible careers related to current interests.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>sentence strips</li> <li>index cards</li> <li>sentence frames</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>interests</li> <li>career</li> </ul>	<p><b>Activity Overview:</b> Scholars will brainstorm a list of activities they are interested in and find a career that aligns with their interests.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will write the following words on the board: hammer, book, paintbrush, basketball, tractor, and helmet. (Provide visuals of the pictures for scholars who are unable to read).</b></li> <li><b>Facilitator:</b> <i>Scholars, can you identify possible careers related to the words (or pictures) on the board? Some words could be associated with more than one career.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Scholars, did you know that most people choose a career based on things they are interested in or like to do?</i></li> <li><i>So, let's talk about some of the things you like to do. Turn to your elbow partner or the person next to you and talk about some things you are interested in or a career that you have been thinking about.</i></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Scholars will then make a list or draw pictures of their interests or things they like to do.</b></li> <li><b>Scholars will then complete the following sentence frame: I like _____; therefore when I grow up I might have a career as a/an_____.</b></li> <li><b>Scholars will have an opportunity to share and read their sentences aloud.</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Review the terms interests and career with scholars and discuss how they are related.**

**For scholars who are not yet reading, consider using an app such as Chatterpix to help find pictures and explain their ideas, interests, and career aspirations.**

**Scholars can research careers related to their interests.**

**Instead of writing words on the board, display pictures.**

**Discuss each picture and what they are used for.**

**Provide conversation stems to help with "buddy discussions."**

## **Activity Reflection:**

Scholars will share with the class/group how their interests are connected to their future careers.

## **Supplemental Resources:**



# Activity Plan

**Title: Let's Get Together!**

**Suggested Time: 45 minutes**

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

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the importance of building healthy relationships with peers.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>art supplies</li> <li>magazines</li> <li>printed web images</li> <li>posterboard</li> <li>chart paper</li> <li>construction paper</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>peers</li> <li>relationships</li> <li>traits</li> <li>characteristics</li> </ul>	<p><b>Activity Overview:</b> Scholars will create a collage of activities that they enjoy doing with their friends.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Who are some fictional characters that you think are friends?</i></li> <li><b>Facilitator will record scholars' responses.</b></li> <li><b>Facilitator:</b> <i>Why do you think these fictional characters are friends?</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator will share some activities they enjoy doing with their friends (vacationing, exercising, going to the movies, etc.).</b></li> <li><b>Facilitator will ask scholars to generate a list of activities that they enjoy doing with their friends.</b></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Scholars will create a visual representation on poster board, construction paper, or chart paper using drawings, pictures from magazines, or web images to display activities they enjoy participating in with their friends.</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

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**Scholars can choose one activity that they enjoy doing with their friends to complete the visual.**

**The facilitator can provide examples of fictional friends Batman and Robin, Dora the Explorer and her monkey named Boots.**

**Scholars can create an invitation for one of their friends to participate in a fun activity with them.**

**Scholars can share details about activities that have a cultural relevance.**

## **Activity Reflection:**

Scholars will respond to the following questions after completing the activity:

- What are the characteristics/traits of a good friend?
- Do you consider yourself to be a good friend? Why or why not?

## **Supplemental Resources:**





# Activity Plan

**Title: Am I a Good Friend?**  
**Suggested Time: 30-45 minutes**  
**Suggested Grade Level(s): K-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>To identify what a "good friend" is, so they can work on becoming an even better friend.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>sentence strips</li> <li>index Cards</li> <li>sticky Notes</li> <li>scenarios</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>good friends</li> <li>characteristics</li> </ul>	<p><b>Activity Overview:</b> Scholars will explore the characteristics of a "Good Friend" and develop their own meaning for the term "Good Friend"</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>The facilitator will lead the scholars in a word splash. To complete a word splash, first the facilitator writes the term "friend" on the board then scholars create a "splash" by placing their sticky notes around the word friend.</li> <li>The facilitator will give scholars a sticky note.</li> <li><b>Facilitator:</b> <i>What words come to mind when you see the word friend?</i></li> <li>The facilitator will then ask a few scholars to share what they wrote on their sticky note and why.</li> <li><b>Facilitator:</b> <i>Thank you all for sharing. Please place your sticky notes around the word "friend" that is listed on the board.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>Facilitator will share some activities they enjoy doing with their friends (vacationing, exercising, going to the movies, etc.).</li> <li>Facilitator will ask scholars to generate a list of activities that they enjoy doing with their friends.</li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>The facilitator will distribute sentence strips or index cards to each scholar.</li> <li>The scholars will complete the following sentence stem:</li> <li>A good friend is..... I am a good friend because.....</li> </ul>

# Differentiation Station

**Suggestions for Remediation**

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Share videos related to friendship and ask scholars to describe why these are examples or non-examples of a "good friend"

For scholars who are not yet reading and writing, the facilitator can use pictures and the scholars can draw their own pictures. Chatterpix is an app that helps scholars explain their ideas on paper

Scholars will create an acrostic using the letters in the word "friend".

Scholars can create their own scenarios or act out the ones from the handout.

The facilitator can write down the words on the board instead of scholars using sticky notes.

**Activity Reflection:**

Scholars will explain why it is important to be a "good friend" either verbally or in writing.

**Supplemental Resources:** Am I a Good Friend Scenarios



## Am I a Good Friend?

**Scenario 1:** Mary and Keisha were at the park. They swung on the swings, climbed the jungle gym, and played hopscotch together. Suddenly, Mary's friend Jane showed up at the park. Mary and Jane began to jump rope and chase each other around the tree. Keisha was left with no one to play with and began to cry. Mary and Jane started laughing at Keisha.

*Was Mary being a good friend? What could she have done differently to be a better friend?*

**Scenario 1:** Mark and Kevin were playing basketball during recess with some of their classmates. Kevin kept missing the basket and the other boys began calling him names. Mark noticed that Kevin was becoming upset and about to cry. Mark decided he did not want to play basketball anymore and invited Kevin to play Tag.

*Was Mark being a good friend? What could he have done differently to be a better friend?*

**Scenario 3:** Kim and Kwame are classmates in Ms. Johnson's class. The class took a field trip to the aquarium. Kim's mom gave her some money to buy some souvenirs from the gift shop. Kwame's mom also gave him money to buy something. When they got to the cash register Kwame did not have enough money. He needed an additional dollar to complete his purchase. Kim had five dollars left over and decided to give Kwame a dollar.

*Was Kim being a good friend? What could she have done to be a better friend?*