

Month at a Glance: February

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Do you Really Need it?	Wants and needs impact your life in different ways.	wants, need, survive	30-45 minutes
The Wonder Years	Educational opportunities can change as you mature.	expectations reality	30-45 minutes
Disappointment Happens	It is important to understand how to handle disappointment appropriately.	disappointment	45 minutes
To Spend or to Save	Prioritizing your money is a part of overall wellness.	saving, spending	30-45 minutes

February



Activity Plan

Title: Do you really need it?

Suggested Time: 40 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify how wants and needs impact their lives. <p>Materials:</p> <ul style="list-style-type: none"> needs and wants photo guide needs and wants cut and paste <p>Vocabulary:</p> <ul style="list-style-type: none"> wants need survive 	<p>Activity Overview: Scholars will learn about the differences between wants and needs. Scholars will complete a cut and paste activity on wants and needs.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will begin the lesson by sharing the photo of the food, shelter, and water. Facilitator: <i>Let's take a look at this photo. Why are the things in this photo important?</i> Facilitator will record scholar responses. Facilitator: <i>The things in this photo are all "needs." Without these things, people are not able to survive. A need is something that people need to live. Our basic needs are food, oxygen, water, and shelter.</i> Facilitator will explain to scholars that today they will be learning about and comparing wants and needs.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator will have scholars view the needs poster and ask scholars why do people need water? Facilitator will record scholar responses. Facilitator will point out that we need water to drink, wash our clothes, and to take showers and baths. Facilitator will display page 2 - candy, iPad, and toys. Facilitator: <i>Let's take a look at these items. Do we need them to live? No, we do not. These items are called wants. These things may make us happy, but we do not need them to survive.</i> Facilitator: <i>Can you think of any other wants?</i> Facilitator will record scholar responses.



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

- **Facilitator: (For K-2)** Now that we have learned about wants and needs, we will compare them by completing a picture sort. Photos of needs should go into the "needs" column and photos of wants should go into the "wants" column.
- **Facilitator: (For 3-5)** Now that we have learned about wants and needs, we will compare items and identify them as wants or needs and explain why.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can assist scholars in identifying how needs impact their lives. Example: Without water, I would not be able to___ .

Scholars can use their list of wants and needs to create a budget and share it with their families.

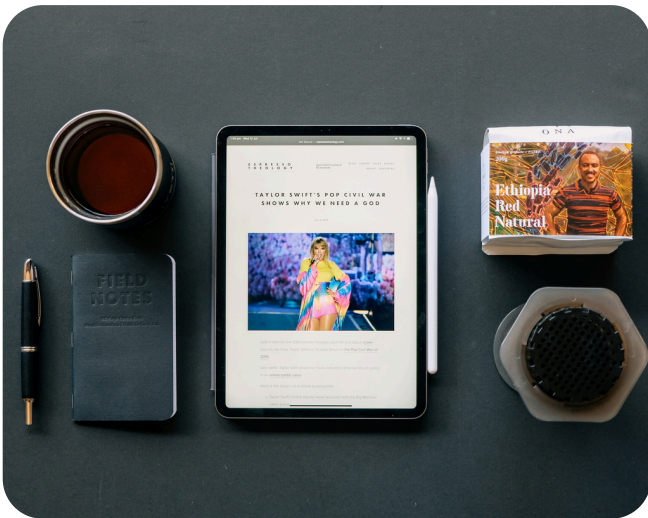
The facilitator can provide scholars with a sentence stem to assist with their written responses.

Activity Reflection:

Scholars can share their completed activity sheets with a partner and compare their wants and needs.

Supplemental Resources:





Needs / Wants

Needs

Wants





Needs / Wants

Needs or Want

Wants



Activity Plan

Title: The Wonder Years

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify activities and opportunities available for scholars at the next level of schooling. <p>Materials:</p> <ul style="list-style-type: none"> computers/tablet smartphone index card sticky notes middle school scavenger hunt <p>Vocabulary:</p> <ul style="list-style-type: none"> expectations reality 	<p>Activity Overview: Scholars will have an opportunity to explore what learning looks like at the next level.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Have you ever thought how different your life is going to be when you are a middle schooler, high schooler, or when you become an adult? Provide time for scholars to think. Now I want to hear your thoughts on how you think your life will be different in five years. In twenty years? Accept reasonable responses.</i> Facilitator: <i>Thank you for your responses. Today we are going to explore what "schooling" looks like at the next level. In your case, that will be middle school.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>On your index cards, I want you to write down three expectations you have about middle school. Provide time for scholars to jot down their ideas on the index cards. Now, I want you to imagine that you could interview a middle schooler, write down three questions you have for them. Provide time for scholars to write their questions on the index card. I would like a few of you to share your responses.</i> Facilitator: <i>The next thing we are going to do is see if your perceptions match reality. To do so, you will need your devices. Allow scholars to take out their laptops, tablets, or smartphones. Now we are going to use the internet to research your middle school. You will put your findings on the Middle School Scavenger Hunt document. The facilitator will distribute the handout.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Look at the handout and take a few minutes to complete the handout.</i> Provide time and space for scholars to complete the Middle School Scavenger Hunt.

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K-2 suggestions: Scholars should be placed in pairs and given additional time to complete the form.

Scholars can find a middle schooler to interview and share their results with the class.

Scholars can work with a buddy to complete the activity.

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:

Middle School Scavenger Hunt



Middle School Scavenger Hunt

Directions: Explore the school's website to complete the chart below.

Name	
Date	
Name of Middle School	
List of Academic Clubs	
List of Athletic Activities	
List of Special Classes Available	
School Start Time	
School End Time	
School Mascot	
Principal	
Find one upcoming event that interests you	



Activity Plan

Title: Disappointment Happens

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none">Scholars will explore how to overcome disappointment. <p>Materials:</p> <ul style="list-style-type: none">sticky noteschart papertimergraphic organizer <p>Vocabulary:</p> <ul style="list-style-type: none">disappointment	<p>Activity Overview: Scholars will have an opportunity to discuss disappointments and how to handle themselves when they occur.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none">The facilitator writes the word disappointment on the board.Facilitator: <i>I am going to give each of you some sticky notes. I will set a timer for one minute. I want you to jot down whatever comes to your mind when you hear the word disappointment.</i>Set a timer and allow scholars time to write their responses. <i>Now I want you all to place your sticky notes on the chart paper or board.</i>Facilitator: <i>I want to hear from a few of you. What are some of the things you listed on your sticky notes? Accept reasonable responses.</i>Facilitator: <i>Today we will discuss the term disappointment. We will find out how some of us respond to disappointment. Now I want you to take a moment and think about a time you felt disappointed. If you would like to share, please raise your hand. Allow time for scholars to think and accept reasonable responses.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none">Facilitator: <i>To be honest, we have all felt some sort of disappointment. The most important thing to think about is what you do when you feel disappointed. Would any of you like to share some things you do when you feel disappointed? Accept reasonable responses.</i>Facilitator: <i>Since we all know that we will be disappointed at some point during the day or week, let's talk about how we should handle those situations.</i>



	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>Here is the first example. Your parents promise to take you to the movies on Saturday, but when Saturday comes, they must go to work. Talk with a buddy to see what you can do if that happens. Allow scholars to talk with their buddies and then share their answers with the class.</i> • Facilitator: <i>Let's try another one. Your team just lost the championship game. Talk with your buddy to discuss how you should deal with this loss. Allow scholars to talk with their buddies and then share their answers with the class.</i> • Facilitator: <i>You all have done awesome with this activity.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • The facilitator distributes the graphic organizer. • Facilitator: <i>Look at the graphic organizer in front of you. It reviews many of the things we discussed today. Review the graphic organizer with scholars and give them time to complete it.</i> • Facilitator: <i>If you are willing to share portions of your graphic organizer, raise your hand. Allow scholars to share what they have written.</i>

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Recommendations for K-2: The class can complete the graphic organizers together led by the facilitator. This activity could be done as a shared writing task.

Scholars can write a story about a time they were disappointed. It should include their response to the disappointment. It can also include things they would do differently if faced with a similar disappointing situation.

Scholars can work with a buddy to complete the graphic organizer.

Scholars can use the text to speech application in word to help them complete their writing.

Activity Reflection:

Scholars should write a one sentence summary. This summary should include a definition of disappointment and how they should handle it when it comes their way.

Supplemental Resources:

Read aloud the story Alexander and the Terrible, Horrible, No Good, Very Bad Day and discuss some of the disappointments of Alexander's day.



How to Effectively Handle Disappointment

Scholar Name: _____ Date: _____

When I am feeling disappointed I should....

When I am feeling disappointed I should NOT....

Someone I can talk to when I feel disappointed is....

I can talk to them because...

I understand that disappointment can happen to anyone, but it is important for me to handle my disappointment appropriately.

In my own words disappointment is _____

Activity Plan

Title: To Spend or to Save?
Suggested Time: 30-45 minutes
Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will compare saving money to spending it. <p>Materials:</p> <ul style="list-style-type: none"> savings goal sheet <p>Vocabulary:</p> <ul style="list-style-type: none"> disappointment 	<p>Activity Overview: Scholars will learn about the benefits of saving money. They will have an opportunity to develop a plan to save for something they want.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: How many of you receive an allowance? Facilitator will note student responses. Facilitator: <i>Ace's parents give him an allowance for completing chores. He earns \$5 a week, and he can use the money to buy whatever he wants as long as he can afford it. The problem is that sometimes Ace cannot buy what he wants because he doesn't have enough money.</i> Facilitator: <i>Why do you think Ace may not have enough money? If Ace wants to buy something that costs a lot, what should he do?</i> Facilitator will note student responses. Facilitator: <i>Even though Ace earns money every week, he doesn't have to spend it. Today we will learn about the benefits of saving money and how to set a goal to save for an item you want.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>When you earn money, you have two choices. You can either spend the money or save it. When you save money, you put it away for later. When you spend money, you use it right away. You can also donate money for charity, but we aren't discussing that today.</i> Facilitator: <i>Let's discuss some reasons you might choose to save your money.</i> Facilitator will note student responses.

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>People save money for many reasons. Some people save their money for an item they want, and some people save money for emergencies. For example, your car may need repairs or you may have a medical emergency and have to pay an unexpected medical expense. Some people also save money when they want to go on a vacation.</i> • Facilitator: <i>Let's think back to Ace's dilemma. If he earns \$5 a week for his allowance, how can he start saving his money?</i> • Facilitator will note student responses. • Facilitator: <i>Ace can choose an item that he really wants and save the money he makes each week until he can afford it. He can make a goal sheet to help him keep track of his progress.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>Now that we have learned about the benefits of saving money, let's set a goal for something we want to save for. Think about something you have been wanting and how much it costs. Using the goal saving sheet, you will determine how much and how often you will need to save money in order to reach your goal.</i>

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The facilitator can provide scholars with sentence frames to assist with writing.

Scholars can brainstorm additional ways to earn money to make it possible for them to make their purchases sooner.

The facilitator can provide scholars with sentence frames to assist with writing.

Activity Reflection:

Scholars can discuss other ways they can earn money to potentially reach their goals faster.

Supplemental Resources:

I believe you want the supplemental resource to be Alexander Use to Be Rich Last Sunday- since the topic deals with money.



Goal Savings Sheet

Name: _____

Item I wish to purchase: _____

How much does the item cost?

What's my plan for saving for the item?

