



Responsibility

Sub-Concepts Covered: Self-Discipline, Kindness

Kindness in the Classroom lessons teach kindness skills through a step-by step framework of Inspire, Empower, Act, Reflect and Share. Each lesson starts with the 'share' step to reinforce learning from previous lessons. The 'act' piece is woven into the lessons but really takes place in the projects.

In the Responsibility Unit, students will have an opportunity to evaluate the different responsibilities they have and how they use self-discipline to manage and fulfill those responsibilities. They also evaluate what happens when they neglect their responsibilities; it is important to recognize how our actions (or inaction!) impacts other people. The unit also includes a lesson about environmental responsibility and how our actions can either positively or negatively impact the world around us.

Unit Objective

Students will:

- Identify personal responsibilities at school, home, and to self/with others.
- Examine the cause and effect relationship between fulfilling or neglecting our responsibilities.
- Evaluate how to be environmentally responsible at home and at school.
- Identify strategies for responsibility self-improvement.

Student Introduction

Welcome to the Responsibility Unit! In this unit you will evaluate all of the responsibilities that you have and how well you are fulfilling those responsibilities. Hopefully you find you are already really responsible, but if you find you have some improvements to make, we will work on finding strategies to help you be more responsible! We will also talk about what happens when we aren't responsible (there is a ripple effect!) and how we can take better care of the environment. This unit is packed with fun activities and important information!

- Responsibility and self-discipline
- How our responsibilities impact others
- Environmental responsibility

Let's get started with our first lesson!

Unit Lessons

Lesson Title	Lesson Objectives	Materials Required
Lesson 1 Strategies for Self-Discipline	<ul style="list-style-type: none"> Identify personal responsibilities at school, home, and to self/with others. Devise self-discipline strategies to help ensure students can better fulfill at least one responsibility. 	<ul style="list-style-type: none"> <input type="checkbox"/> Paper <input type="checkbox"/> Writing utensil <input type="checkbox"/> NOTE: Students will be asked to return to these lists in another lesson of this Unit, so they will want to keep track of them or you may want to collect them.
Lesson 2 Impacting Others with our Responsibilities	<ul style="list-style-type: none"> Examine the cause and effect relationship between fulfilling or neglecting our responsibilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will, ideally, use the lists they generated in Lesson 1 for the Empower activity. Have students get those out or pass them back (if you collected them after Lesson 1 was complete).
Lesson 3 Go Green!	<ul style="list-style-type: none"> Evaluate how environmentally responsible they are being at home and at school. Identify how well school spaces are using and conserving materials and resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Environmental Inventory worksheet
Lesson 4 Personal Responsibility Inventory	<ul style="list-style-type: none"> Self-reflect on responsibility fulfillment. Identify strategies for self-improvement. Connect the concept of responsibility and accountability. 	<ul style="list-style-type: none"> <input type="checkbox"/> Personal Responsibility Inventory (see lesson)

Unit Projects

Project Title	Project Overview	Materials Required
Project 1 Responsibility Egg Drop Challenge	For this project, students will work in small groups to design a case or “safe space” in which to place an egg with the idea that the egg will remain unbroken after being dropped in this case. The students’ primary responsibility is to ensure the egg doesn’t break upon landing.	<ul style="list-style-type: none"> <input type="checkbox"/> Egg (one for each student) <input type="checkbox"/> Misc. packing supplies for egg drop challenge (any materials are allowed)
Project 2 Responsibility Word Search	In this lesson, students will think of at least 10 words that represent the concept of responsibility and self-discipline. They will then create a word search out of these words and share with each other to complete. This project encourages students to “name” responsibility in new ways so they can more easily recognize what responsibility is and looks like in their everyday lives.	<ul style="list-style-type: none"> <input type="checkbox"/> Responsibility word search template (see project)

Strategies for Self-Discipline

This lesson reviews the definitions of responsibility and self-discipline and gives students an opportunity to identify personal responsibilities they have at home, at school, and to themselves/others. Additionally, the lesson explores some of the small things that can happen to prevent us from fulfilling our responsibilities. Students will reflect on these obstacles and then determine one thing they can do (for each area) to retain self-discipline.

Kindness Sub-Concept(s)

Self-discipline

Lesson Timeframe

25-30 minutes

Required Materials

- Paper
- Writing utensil
- NOTE: Students will be asked to return to these lists in another lesson of this Unit, so they will want to keep track of them or you may want to collect them.

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Identify personal responsibilities at school, home, and to self/with others.
- Develop self-discipline strategies to help ensure students can better fulfill at least one responsibility.

Teacher Connection/Self-Care

As a teacher you are responsible for the safety and education of dozens of children. How do you prepare for school each day? Every teacher is required to provide some type of lesson plans as proof of planning, but effective planning goes much further than this. Mapping out a unit based on the number of in-class days coupled with allotted time constraints can completely change the original lesson. Often times our planning gets shorter and shorter the longer we have been teaching. However, each year we receive a completely new set of students. This week, set aside some extra time to evaluate your current class. What special needs do they have (both strengths and weaknesses) that require a different approach than past years? If this is your first year teaching, try categorizing your students by learning style rather than academic level. You may begin to appreciate each student a bit more, which ultimately leads to a teacher that responds with kindness rather than frustration during this trying time of the year!

Tips for Diverse Learners

- Students with limited writing or language skills could draw pictures of their responsibilities. You could also reduce the number of responsibilities in each column from 3-5 to 1-2.



Share

5-7 minutes

In this unit, we are going to talk about responsibility and self-discipline. I know these are concepts you are all familiar with. So, let's get creative in how we review these definitions. Can someone act out what the word responsibility means? It can be very simple; we'll see if we can understand what you are doing.

Invite a student or two to act out their definitions.

Good! Now, let's talk about something that is maybe a little less familiar: self-discipline. This is also harder to act out because self-discipline often takes place inside of us, in our minds, in our hearts, and in our "guts." So, let's take a little different approach to define self-discipline. First, I will give you the definition and then I want everyone to think about one word that represents self-discipline for you. Here is the definition: Self-discipline is controlling what you do or say so you don't hurt yourself or others.

Think of one word that represents self-discipline for you. I will give you 30 seconds to think of your word and then we'll go around and share our words.



Inspire

5-7 minutes

Now, I want you to make three lists of all the things you are responsible for: at home, at school, for yourself and for others. What are you responsible for with regard to how you treat your body, your mind, and those around you?

Create three columns on your paper (you can do a tri-fold to create spaces for columns) and label them at the top: Home, School, Community. Try and get 3-5 things down on each list under each heading, and it's okay if some of the things overlap.

Remember that sometimes our responsibilities aren't huge. They can be as simple as brushing our teeth, helping watch a younger sibling, getting to school on time, etc.



Empower

10-15 minutes

Now, I am going to say some choices or situations, and I want you to decide if any of them would prevent you from completing any of your responsibilities. Take a red crayon or your pencil or a marker and cross off a responsibility that would be negatively impacted by what I am saying. So, for example, if I said, "You and your friends hang out after school until dark without permission from your parents," is there a responsibility that this choice would prevent you from completing? If so, you would cross it off your list.

Listen to the following choices or situations and if you hear one that would negatively impact your ability to fulfill one of your responsibilities, cross that responsibility off the list.

- You overslept.
- You left your homework on your kitchen table.

- You changed seats and moved from the front of the bus to the back all throughout the bus ride to school.
- You sometimes run in the hallways at school.
- You were daydreaming during class.
- You rarely eat all your lunch.
- You procrastinate (which means you wait until the last minute to do things).
- You sometimes argue with your parents and/or siblings.

Look at your lists. Did you have to cross many things out? Notice that most of these things are probably things we have all done (or maybe regularly do). And each one on their own may not seem like a big deal, but put them altogether and you might find it hard to fulfill your responsibilities!

Now I want you to write down one thing in each column that you will do to help you stay disciplined to fulfill your responsibilities (even if you didn't cross off any of your responsibilities!). We will all have things at some point that could prevent us from keeping up our end of the deal. For example, if you struggle with sleeping in too late and that prevents you from getting to school on time or eating a good breakfast or even just getting out the door without being stressed out, in one of your columns you might write, "I will go to bed five minutes early tonight and set my alarm in the morning." This strategy will help you remain self-disciplined to prioritize a good night's sleep and to get up on time.

The idea is to give yourself at least one strategy to help you be more disciplined and responsible, no matter the obstacle.



Reflect

5 minutes

Have everyone come back together and share one self-discipline strategy they will try and what they think it will help them with. Sometimes students don't realize the negative impact of a negative habit (even a fairly benign habit like sleeping in or running in the hall). When students see how such behavior can impact them in other areas, they are more likely to take steps to address those behaviors.



Extension Ideas

- Ask students later in the week if they have been using their new self-discipline strategy. Also, praise students when you notice them implementing their strategy at school.
- Collect student lists and strategies and email the strategy to parents (individually); this might provide additional support and encouragement at home, which can spill over into school behaviors.

Impacting Others with our Responsibilities

In Lesson 1, we talked about things that might impact our ability to do what is required or expected of us. In Lesson 2, we talk more about what happens if we succumb to that failure. While we may think that not doing what we were supposed to do is “no big deal,” when we don’t fulfill our responsibilities it can impact other people. This lesson gives students an opportunity to consider how their responsibilities impact others and what can happen if we don’t do what we need to do.

Kindness Sub-Concept(s)

Self-Discipline

Lesson Timeframe

35-40 minutes

Required Materials

- ❑ Students will, ideally, use the lists they generated in Lesson 1 for the Empower activity. Have students get those out or pass them back (if you collected them after Lesson 1 was complete).

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Examine the cause and effect relationship between fulfilling or neglecting our responsibilities.

Teacher Connection/Self-Care

Responsibility is defined as being reliable to do the things that are expected and required of you. Often times, we tend to focus on the tasks that affect us personally. I pay my mortgage so I have a place to live. I take care of my body so I will be healthy. This week, focus on the actions you carry through that can and do have an immediate effect on others. What responsibilities do you have in your teaching team, at your school, and within your community? How can you work harder to ensure that others can count on you at all times? The reality is that no one is perfect. Each one of us will drop the ball at some point. How you choose to handle these times says a great deal about how you view your responsibilities. Take some time this week to examine your response to natural human error. Be kind to yourself and move forward. None of us is perfect!

Tips for Diverse Learners

- As they may have done in Lesson 1, students can draw their responsibilities and cause/effect consequences.
- If think, pair, share is not ideal for your group, keep the discussion in large or small groups.



Share

5-7 minutes

In our first lesson, we talked about the different things we are responsible for and how we must have self-discipline to overcome obstacles and make good decisions. Did anyone try one of their self-discipline strategies this week? How did it go?

Invite student responses.



Inspire

7-10 minutes

Today we are going to talk about how our actions (or inaction) can impact others. We all have responsibilities and we don't have responsibilities for no reason, right? Everything we do, hopefully, is done with a clear purpose in mind. And, if we don't fulfill our responsibilities, we can actually negatively impact other people or even things or animals (like gardens, our homes, our pets: we have to take responsibility for things like this, too!). We might think it's "no big deal" to forget our baseball glove at home when we go to practice, but if we can't effectively practice, the entire team suffers. You can't get better as a team unless every player is prepared and fully engaging in practice.

So, I am going to read off a couple of situations and I want you to do a think, pair, share with the neighbor on your right (adjust this to suit your seating arrangement, student work stations, etc.) about how the main character's choice impacts those around him.

1. David is working with Malia and Sasha on a group project for social studies. They are presenting on ancient Rome. They are supposed to finish their poster today and present tomorrow, but David, who was in charge of bringing pictures of Ancient Rome for their poster, forgot to print any off at home the night before. How does this impact Malia and Sasha?
2. Every 5th grader has to help out in the school cafeteria for one week during the school year. This week, Jackson, Sarah, Maizy, and Juan are assigned to help. Each one has a different job. Sarah is helping hand out milk; Maizy is helping the cooks put food on trays; and Juan is going to clean up any napkins or utensils that fall to the floor and that students don't pick up. Jackson is supposed to help kids scrape any leftover food on their trays into the waste bins before they stack their trays for washing. This grosses Jackson out and he decides to skip his duty and go outside with his friends instead. After all, there are four other helpers already. How does this impact his group members and other people at school?



Empower

10-15 minutes

It's easy to think, "Oh, man! I forgot to print those pictures! Oh well!" or, "There are already other people helping; they won't even miss me," right? But, in reality, those choices forced other people to do additional work which can cause stress or tension. It is important that once you've been given a job that you follow through with it.

Let's go back to your list of responsibilities from the last lesson. Write down what you feel are your TOP THREE responsibilities every day.

Now, under each one, write down what happens (or will happen) if you didn't take care of that responsibility.



Reflect

5-7 minutes

Have students share with their previous think, pair, share partner what they wrote down.

In the large group, remind students to pay attention to their responsibilities this evening, whatever they might be. Encourage them to reflect on what might happen if they fail to complete their responsibility to the best of their ability and who it might impact.



Extension Ideas

- Have students think about the responsibilities of others at school, at home, and in the community. Have them think about how it would impact them personally if those people did not complete their responsibilities. For example, what would happen if their teacher simply didn't show up for school? What would happen if their parents or guardians didn't shop for groceries or pay the bills? What would happen if your bus driver decided to skip work one morning?

Go Green!

This lesson reminds students of their responsibility to the environment. Students will evaluate how environmentally responsible they are at school through completing an environmental inventory. They will examine how materials are used, how electricity is conserved, and determine what could be done better to reduce environmental impact.

Kindness Sub-Concept(s)

Self-discipline

Lesson Timeframe

35-40 minutes

Required Materials Environmental Inventory worksheet**Standards Map**

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Evaluate how to be environmentally responsible at home and at school.
- Identify how well school spaces are using and conserving materials and resources.

Teacher Connection/Self-Care

Every person on earth has a personal carbon footprint that they leave as they experience the world. You are responsible for your effect on the environment. The best way to truly accept this is to evaluate this effect. How much water do you use each day? Are you conscious about the electricity usage in your home? Are you part of a recycling or composting program? Most of us are aware of these simple ways to lighten our impact. However, this week's challenge is to identify unique ways to decrease your carbon footprint at school. Are there ways to reduce your waste? How does your school handle recycling? Your kind actions set a terrific example for the students in your class!

Tips for Diverse Learners

- The worksheet requires a lot of observation, critical thinking, and writing. Consider pairing students ahead of time so that pairs are evenly matched and each group has an opportunity to be successful and to teach each other.
- If you do not feel your students can manage the freedom of observing other school spaces or even speaking with staff managing those spaces, then keep the project confined to your classroom spaces.
- If you feel your students need a greater degree of autonomy and challenge, the inventory can include formal interviews and investigation of the companies the school contracts with for things like water, heating and cooling, and other operational systems. Students can investigate if the school is partnering with "green" companies and what the school could be doing more efficiently. Students can also investigate the larger school garbage and recycling system; how much compostable waste is generated and what is being done with it?



Share

5-7 minutes

So far in this unit we have talked about what it means to be responsible for something, what our responsibilities are, and what happens when we fail to complete our responsibilities. Hopefully you are seeing just how important you are, and how we all work together to make things run smoothly!

There is something else that everyone in the world is responsible for together. Can anyone think of what that might be? What is the one thing that everyone has a responsibility to take care of?

Invite student answers. Answer: The Earth!

Quickly, let's do a round of "popcorn" about why it is important to take care of the Earth. I will start and then, like popcorn, you can just "pop" with your ideas. Keep them short so we can all get a chance to "pop!" Okay, let's begin.

Teacher starts with his/her answer, such as, "So we have clean water to drink," and students pop from there.



Inspire

5-7 minutes

The following can be done either as a large group discussion, in small groups, or as a written activity.

What are some ways that we show responsibility here at school to help care for the Earth?

Invite student response. Answers may include: re-using scrap paper, could be recycling, energy sources (does the school use solar panels?), mass transit (busses vs. individual cars on the roads), picking up trash on school grounds, lights that shut off automatically, etc.

If students have a hard time thinking of anything, you can use these or other suggestions to jog their ideas. You may want to visit with an administrator to learn about all of the eco-friendly elements built into the school design or operations (or, to learn more about where deficiencies are).

What are some ways you show responsibility and care for the Earth and the environment outside of school?

Invite student response.

What is something you do on a fairly regular basis that is maybe somewhat irresponsible, and not that good for the environment?

You could give students examples such as: not using reusable grocery bags, using bottled water vs. a refillable water jug, using plastic baggies vs. reusable snack bags, not recycling, leaving lights on in rooms after you leave them, etc.



Empower

15-20 minutes

We are going to take the Go Green Challenge in our classroom and take an inventory of all the ways we can increase our responsibility and improve our environmental impact here in the classroom. You are going to get into groups of 3-4 and complete an Environmental Inventory. When you are done, we'll come back together to discuss changes we can make to be more environmentally responsible.

If you are able to send students to other parts of the school and broaden this to a Go Green Challenge in the school, that would spread kids out more and give them an opportunity to talk with other staff members (custodians, librarians, food service staff, office staff) and learn about what other important facets of the school do to reduce waste and be environmentally conscious.

Sending students around the school will require pre-planning, however, and may extend this lesson over more than a day.



Reflect

5-7 minutes

Bring all the groups back together and have them present the results of their inventory. Discuss as a group 1-3 small changes you can make together as a class that will have a positive impact on the environment, the Earth, or the school's carbon footprint.

Connect the concept of self-discipline to this topic; how do we use self-discipline to take care of the environment? (Examples include: It can be easier to just throw things away vs. take them to the recycling center, it takes self-discipline to remember to bring reusable bags to the store every time, it takes self-discipline to remember to turn lights off each time you leave a room, etc.)



Extension Ideas

- If your students have access to technology (computers or iPads), they might enjoy playing some of the science games found here: [NNOAA SciJinks: Games](#)
- Depending on the inventory results, students may be inspired to start a larger class or school-wide initiative like recycling (or expanding the current recycling program) or planting a school garden or having a compost heap. Consider how something larger like this could also connect with science standards and dovetail into content curriculum for the rest of the year. In any case, students could report their findings to the principal, administrators, or even to the school board!
- Send Environmental Inventories home with students and have them complete the inventory for their homes.
- Schedule a nature walk to pick up trash or tour a local facility that is particularly environmentally conscious. Or, if there are companies that manufacture solar panels or other eco-friendly tools and products, schedule a tour or have one of their staff come and speak to the class.

Environmental Inventory Worksheet

<p>On a scale of 1-10 (1 being the worst, 10 being the best), how well is paper and plastic being reused or recycled?</p>	<p>1 2 3 4 5 6 7 8 9 10</p>
<p>What are some practices in this space that lead to unnecessary paper or plastic waste?</p>	
<p>How is electricity being used in this space?</p>	
<p>On a scale of 1-10 (1 being the worst, 10 being the best), how well is electricity being conserved when no one is using the space (i.e., are lights left on when no one is in the room)?</p>	<p>1 2 3 4 5 6 7 8 9 10</p>
<p>Are there any “green spaces” (plants or other green/natural elements) in the room? If so, what are they? If not, what could be added?</p>	
<p>On a scale of 1-10 (1 being not much, 10 being a lot), how many things in this space are reusable (vs. use once and throw away)?</p>	<p>1 2 3 4 5 6 7 8 9 10</p>
<p>What are some things that are reused and what are some things that can only be used once? Are single-use items wasted or do they have to be thrown away?</p>	
<p>What does this space (or people in the space) do well to help the environment?</p>	
<p>What could this space (or the people in the space) do better to help the environment?</p>	

Personal Responsibility Inventory

This lesson gives students a chance to self-reflect on how well they fulfill typical daily responsibilities through a personal responsibility inventory. Students will also brainstorm ways to improve their performance on one responsibility and will practice vulnerability by identifying a person who can hold them accountable for their progress.

Kindness Sub-Concept(s)

Self-discipline

Lesson Timeframe

30-35 minutes

Required Materials Personal Responsibility Inventory**Standards Map**

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Reflect on personal responsibility fulfillment.
- Identify strategies for responsibility self-improvement.
- Connect the concept of responsibility and accountability.

Teacher Connection/Self-Care

It is no coincidence that the first half of the word responsibility is the word response. We are responsible for how we respond to others. Although it can be a struggle, responding in kindness is a true gift that we can offer to those around us. The beauty of this response is that it is completely free for both you and the recipient! A change in attitude, an adjustment in your perspective, a deep breath before reacting; all of these actions allow you to respond in kindness regardless of the situation at hand. That said, some people and situations may require you to dig a bit deeper to conjure up the kindness needed to keep the tone upbeat. Don't despair! You can lead with kindness in every situation. The key is to plan ahead. This week, brainstorm tough situations that frequently lead you to struggle with a kind response. How can you add a kind word in these scenarios? Here are a few examples to get your juices flowing. 1) If someone is prone to complaining, build them up with kindness and suggest they take a stab at creating something to fix/adjust/replace the area of concern. 2) If a team meeting frequently ends with both sides becoming confrontational, plan ahead to write down the contributing thoughts of every member and then highlight similarities within the group to increase buy in. Now it's your turn. How can you respond with kindness?

Tips for Diverse Learners

- Students who struggle with reading may need help reading the Personal Responsibility Inventory worksheet; this could be done in a large group setting where the teacher reads each responsibility and gives students time to answer personally.



Share

5-7 minutes

In our last lesson, we conducted an Environmental Inventory here at school. Since that lesson, what have you all been doing to be more responsible with regard to how we care for the Earth and environment?

Invite students to share.

Doesn't it feel good to be more intentional and responsible about how we help the Earth?



Inspire

7-10 minutes

Now we are going to do a Personal Responsibility Inventory. We'll take a few minutes to answer some questions about our personal responsibilities that we have here at school, at home, and in our community. Remember, in the first lesson we wrote down what some of our responsibilities are and then talked about how we must be self-disciplined to make sure we are fulfilling our responsibilities. But, we didn't really evaluate how well we manage our responsibilities on a regular basis. So, today we will take some time to honestly evaluate how well we are doing with our daily responsibilities.

Handout the Personal Responsibility Inventory and give students 3-5 minutes to complete it. It may go faster if you read each responsibility out loud; or, you may give students time to read and reflect on each one silently.



Empower

10-15 minutes

Let's evaluate our inventories now! Count up your totals for each column and write them down in that last row.

Give students a minute to do this.

(Optional) Invite students to share some of their results. Perhaps you read each responsibility again and ask students to raise their hands for always, mostly, rarely, never. Invite students to share how/why they marked their responses. If you feel this exposes students too much personally, skip this activity.

Now, we are going to talk about another piece of responsibility called accountability. When we are responsible for something, we are also accountable for it, meaning people are counting on us to do what we said we would do. And, if we don't do what we need to do, we will be letting someone else down or creating more work or stress for others. It is good to ask others to help us be accountable for our responsibilities.

Who are some of the people that hold you accountable for the responsibilities you have?

Invite student response. Answers such as parents, teachers, friends, or coaches might be highlighted.

Now, look at your inventory again. Identify one responsibility you marked in the mostly, rarely, or never column that you want to work on making an “Always”. Then, answer the three reflection questions below your inventory. The last question asks you to identify one person who can help you be accountable for doing a better job at being responsible for the task you selected. Part of your job today will be to ask the person you identified to help you with this responsibility.

Give students some time to answer the three reflection questions; float the room to help out and encourage.



Reflect

5-7 minutes

Invite a few students to share their reflections. Remind students that they should ask the person they identified as their accountability partner if they will help the student do a better job fulfilling the responsibility they want to improve upon.



Extension Ideas

- Have students write letters to their accountability partners explaining the responsibility challenge and how they can help. Have students deliver their letters.
- Have students share their inventories with their parents/guardians and discuss the results.
- For a math extension, collect the inventory data and graph the results for the entire class.

Personal Responsibility Inventory

Put an "X" in the column that best represents your regular experiences.

Responsibility	Always	Mostly	Rarely	Never
When my parent or guardian asks me to do a chore at home (like set the table, do the dishes, clean my room, etc), I do it right away without complaining or negotiating.				
When my teacher gives me homework, I do it immediately at home without reminders or pressure from my parents/guardians.				
I use please, thank you, and you're welcome appropriately without reminders.				
When I am on a sports team, taking music lessons, in a theater group, or engaged in some other extra-curricular activity (community or religious), I listen to the instructor/leader/coach, follow the rules, and give 100% every time.				
I follow the rules and set a good example for others (including family and friends).				
I stay focused in class and never daydream or wish I was doing something else.				
I brush my teeth every morning and every night.				
I eat healthy foods and play or do activities to keep my body strong.				
I speak calmly with my siblings or parents, even when I get angry.				
I keep my room clean and organized.				

When I take something out (at home or at school), I put it back where I found it and in the same condition I found it.				
If I notice a student at school being unkind to another student, I will say something.				
If I see trash outside on the ground, I pick it up and put it in a nearby waste bin.				
When I leave a room, I turn the lights off (if no one else is in the room).				
When I brush my teeth or wash my hands, I do not leave the water running for long periods of time.				
I volunteer in my community to help others.				
TOTALS				

Responsibility Reflection

1. What is ONE responsibility you could improve?

2. How will you improve?

3. Who will you ask to be your accountability partner?
This should be a person who will help you be more responsible for this specific task.

Responsibility Egg Drop Challenge

For this project, students will work in small groups to design a case or “safe space” in which to place an egg with the idea that the egg will remain unbroken after being dropped in this case. The students’ primary responsibility is to ensure the egg doesn’t break upon landing.

Kindness Concept(s)

Responsibility, Kindness

Project Timeframe

25-30 minutes

Required Materials

- Egg (one for each student)
- Misc. packing supplies for egg drop challenge (any materials are allowed)

Students should be put into groups ahead of this activity and be told to bring in items they think they could use to create some kind of special case or space for their egg. After the groups use the items that group members brought in, students (or the teacher) will drop their egg in their contraption from a height predetermined by the teacher (higher makes it more challenging). Groups will fill out their Responsibility Egg Drop Challenge Planning Worksheet first, then build the egg case, and then present their creations to the class before dropping. Each student completes the Responsibility Egg Drop Challenge Recording Sheet both before the egg drop and after. The idea is to remind students of their responsibility to get their egg to the ground safely!

Wrap Up:

As a group presents their egg case, everyone else should be writing down what the case is and whether or not they think it will work. Upon each drop, students should finish recording their observations on the recording sheet. After all the drops are recorded, have students share whether or not their predictions were accurate and which surprised them the most. You can also have groups express what they would have done differently if their egg did not survive the drop. Have students discuss the sense of responsibility they felt (if any) to get the egg down safely.

Proposed Lesson Outcomes:

Students will:

- Create a container that will protect an egg from breaking after dropping from a significant height.
- Make predictions and record observations regarding the egg drop.

Responsibility Egg Drop Challenge Planning Worksheet

Your objective is to design a system to protect a raw egg from cracking or breaking from a fall of 1 meter.

Materials: Use anything you'd like! Some ideas include: paper towels, packing peanuts, straws, tape, cardboard tubes, paper, popsicle sticks, baggies, balloons, or old boxes. Be creative in the materials you choose.

As a group, brainstorm and illustrate your design in the box below. Use more paper if necessary.

Explain why you feel your design will protect the egg and prevent it from cracking upon landing:

After you build and test your designs, record the results here:

Design	Do you think your design will succeed in protecting the egg from breaking?	Results of 1m drop	Was your prediction correct?
1		<input type="checkbox"/> Broken <input type="checkbox"/> Not broken	<input type="checkbox"/> Correct <input type="checkbox"/> Not correct
2		<input type="checkbox"/> Broken <input type="checkbox"/> Not broken	<input type="checkbox"/> Correct <input type="checkbox"/> Not correct
3		<input type="checkbox"/> Broken <input type="checkbox"/> Not broken	<input type="checkbox"/> Correct <input type="checkbox"/> Not correct
4		<input type="checkbox"/> Broken <input type="checkbox"/> Not broken	<input type="checkbox"/> Correct <input type="checkbox"/> Not correct
5		<input type="checkbox"/> Broken <input type="checkbox"/> Not broken	<input type="checkbox"/> Correct <input type="checkbox"/> Not correct
6		<input type="checkbox"/> Broken <input type="checkbox"/> Not broken	<input type="checkbox"/> Correct <input type="checkbox"/> Not correct
7		<input type="checkbox"/> Broken <input type="checkbox"/> Not broken	<input type="checkbox"/> Correct <input type="checkbox"/> Not correct
8		<input type="checkbox"/> Broken <input type="checkbox"/> Not broken	<input type="checkbox"/> Correct <input type="checkbox"/> Not correct
9		<input type="checkbox"/> Broken <input type="checkbox"/> Not broken	<input type="checkbox"/> Correct <input type="checkbox"/> Not correct
10		<input type="checkbox"/> Broken <input type="checkbox"/> Not broken	<input type="checkbox"/> Correct <input type="checkbox"/> Not correct

(Use another sheet if you try more than 10 designs)

Responsibility Word Search

In this lesson, students will think of at least 10 words that represent the concept of responsibility and self-discipline. They will then create a word search out of these words and share with each other to complete. This project encourages students to “name” responsibility in new ways so they can more easily recognize what responsibility is and looks like in their everyday lives.

Kindness Concept(s)

Responsibility, Kindness

Project Timeframe

25-30 minutes

Required Materials

- ☐ Responsibility word search template (see attached)

Have students work independently or in small groups (to help idea generation) and brainstorm 10 words (long or short) that represent what responsibility and self-discipline mean. Then, either manually using the word search grid example below or using an online word search generator, like the one found at Discovery Education’s Puzzlemaker website, have students create a word find. When everyone is done, have students/groups exchange puzzles and solve them.

The attached grid can help students create a neat, clean puzzle; without a grid, it may be difficult to keep columns and rows straight. Students can also make their own grid with rulers. Number of squares will depend on the words selected for the search.

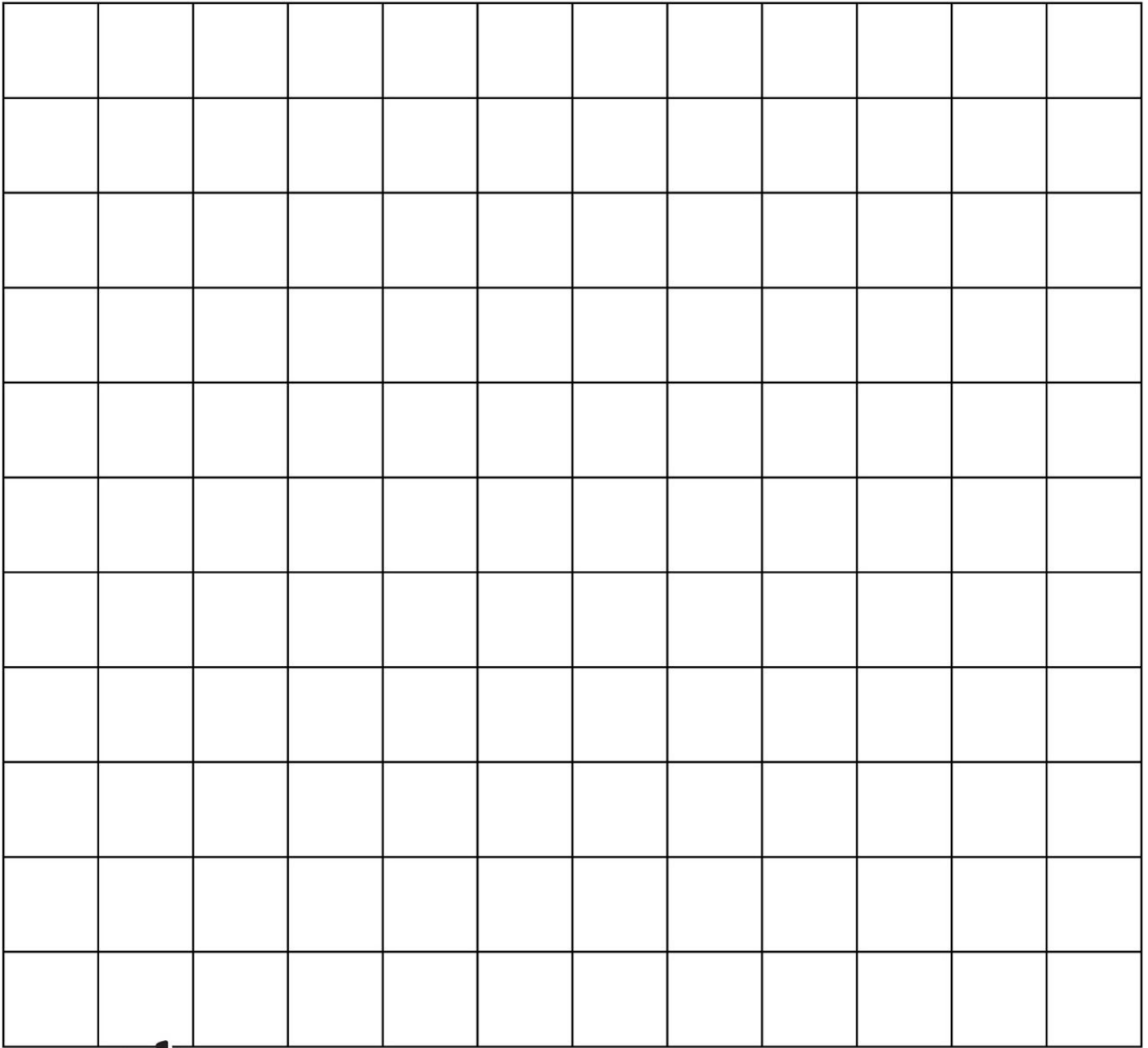
Wrap Up:

Have students/groups share some of the words they believe represent responsibility and self-discipline; discuss why those words are good representations. You can also discuss the word search experience and hang up the results if you wish.

Proposed Lesson Outcomes:

Students will:

- Identify words that represent the meaning of responsibility and self-discipline.
- Create a word search to stretch thinking and inspire creativity around the concepts of responsibility and self-discipline.



Responsibility Word Search



Responsibility

Hello Parents and Guardians,
 Welcome to Unit 5 of our Kindness in the Classroom curriculum. For the next 4-6 weeks we will be learning all about RESPONSIBILITY. Since this is a familiar concept for children this age, we will be diving deeper regarding the following topics:

TOPIC	QUESTIONS WE'LL BE EXPLORING	HOW YOU CAN HELP AT HOME
Responsibility	<ul style="list-style-type: none"> • What are you responsible for at home, at school, and in our community? • How do you accept responsibility for what you say and what you do? • How do own your behavior and make amends when needed? 	Work with your child to create a T chart with school responsibilities on one side and home responsibilities on the other. Discuss with them what would happen if parents did not follow through on their responsibilities.
Respond Kindly	<ul style="list-style-type: none"> • Why is being kind such an important responsibility? • How can our kind responses change a difficult situation? 	Discuss the importance of responding kindly to others, even during difficult situations. Examine some tough situations you or your child have experienced recently. Were you able to show kindness? If not, what happened? If so, how did the other person respond?
Self-Discipline	<ul style="list-style-type: none"> • What is self-discipline? • How are self-discipline and responsibility connected? • How can you take ownership of your behavior and be truly responsible for your actions? 	Talk with your child about what self-discipline looks like in their class. What are the ground rules for behavior at school? Have them explain the rules and describe different ways they use self-discipline to follow them.

Key activities we'll be doing:

- Overcome obstacles to self-discipline!
- Identify how our responsibilities help others!
- Complete an energy inventory for our school!
- Design a personal responsibility inventory!

If you have any questions about our *Kindness in the Classroom* lessons, please feel free to contact me at anytime. We are on this kindness path together!

Sincerely,

TRY THIS AT HOME!

Be on the lookout for the energy inventory your child completed at school. Complete it at home and identify 3 ways you could save energy. Every little bit helps the environment as well as your wallet!

Responsibility Unit

This Standards Map summarizes each of the standards met by all lessons within this unit. All **Kindness in the Classroom®** lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention's National Health Education Standards (NHES), and the national Common Core State Standards for English Language Arts & Literacy and Mathematics. Utilization and adoption of these national standards and competencies vary by state. Teachers can use this resource to align their own state standards with each lesson.

Lesson 1: Strategies for Self-Discipline

CASEL

Self-awareness

Identifying emotions
Accurate self-perception
Recognizing strengths
Self-confidence

Self-management

Impulse control
Stress management
Self-discipline
Self-motivation
Goal-setting
Organizational skills

Social awareness

Respect for others

Relationship skills

Communication
Relationship-building

Responsible decision-making

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

NHES

Standard 1. Understanding concepts

1.5.1 - Describe the relationship between healthy behaviors and personal health.
1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

Standard 5. Decision-making

5.5.1 - Identify health-related situations that might require a thoughtful decision.
5.5.3 - List healthy options to health-related issues or problems.
5.5.5 - Choose a healthy option when making a decision.

Standard 6. Goal-setting

6.5.1 - Set a personal health goal and track progress toward its achievement.
6.5.2 - Identify resources to assist in achieving a personal health goal.

Standard 7. Practicing healthy behaviors

7.5.1 - Identify responsible personal health behaviors.
7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
7.5.3 - Demonstrate a variety of behaviors to avoid or reduce health risks.

Common Core

English Language Arts Standards

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.1.C

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

CCSS.ELA-LITERACY.L.4.1.G

Correctly use frequently confused words (e.g., to, too, two; there, their).

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Lesson 2: Impacting Others with our Responsibilities

CASEL

Self-awareness

Identifying emotions
Accurate self-perception
Recognizing strengths

Self-management

Impulse control
Stress management
Self-discipline
Self-motivation
Goal-setting
Organizational skills

Social awareness

Respect for others

Relationship skills

Communication
Teamwork

Responsible decision-making

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

NHES

Standard 1. Understanding concepts

1.5.1 - Describe the relationship between healthy behaviors and personal health.
1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

Standard 5. Decision-making

5.5.1 - Identify health-related situations that might require a thoughtful decision.
5.5.3 - List healthy options to health-related issues or problems.
5.5.4 - Predict the potential outcomes of each option when making a health-related decision.
5.5.5 - Choose a healthy option when making a decision.
5.5.6 - Describe the outcomes of a health-related decision.

Standard 6. Goal-setting

6.5.1 - Set a personal health goal and track progress toward its achievement.
6.5.2 - Identify resources to assist in achieving a personal health goal.

Standard 7. Practicing healthy behaviors

7.5.1 - Identify responsible personal health behaviors.
7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
7.5.3 - Demonstrate a variety of behaviors to avoid or reduce health risks.

Common Core

English Language Arts Standards

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.1.C

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

CCSS.ELA-LITERACY.L.4.1.G

Correctly use frequently confused words (e.g., to, too, two; there, their).

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Lesson 3: Go Green!

CASEL

Self-awareness

Recognizing strengths
Self-confidence

Self-management

Impulse control
Self-discipline
Self-motivation
Goal-setting

Social awareness

Perspective-taking
Respect for others

Relationship skills

Communication
Social engagement
Teamwork

Responsible decision-making

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

NHES

Standard 1. Understanding concepts

1.5.3 - Describe ways in which safe and healthy school and community environments can promote personal health.

Standard 2. Analyzing influences

2.5.4 - Describe how the school and community can support personal health practices and behaviors.

Standard 5. Decision-making

5.5.1 - Identify health-related situations that might require a thoughtful decision.
5.5.6 - Describe the outcomes of a health-related decision.

Standard 7. Practicing healthy behaviors

7.5.1 - Identify responsible personal health behaviors.
7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
7.5.3 - Demonstrate a variety of behaviors to avoid or reduce health risks.

Standard 8. Advocating

8.5.2 - Encourage others to make positive health choices.

Common Core

English Language Arts Standards

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.1.C

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

CCSS.ELA-LITERACY.L.4.1.G

Correctly use frequently confused words (e.g., to, too, two; there, their).

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Lesson 4: Personal Responsibility Inventory

CASEL

Self-awareness

Identifying emotions
Accurate self-perception
Recognizing strengths
Self-confidence
Self-efficacy

Self-management

Impulse control
Stress management
Self-discipline
Self-motivation
Goal-setting
Organizational skills

Social awareness

Respect for others

Relationship skills

Communication
Social engagement

Responsible decision-making

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

NHES

Standard 1. Understanding concepts

1.5.1 - Describe the relationship between healthy behaviors and personal health.
1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

Standard 5. Decision-making

5.5.1 - Identify health-related situations that might require a thoughtful decision.
5.5.3 - List healthy options to health-related issues or problems.
5.5.5 - Choose a healthy option when making a decision.

Standard 6. Goal-setting

6.5.1 - Set a personal health goal and track progress toward its achievement.
6.5.2 - Identify resources to assist in achieving a personal health goal.

Standard 7. Practicing healthy behaviors

7.5.1 - Identify responsible personal health behaviors.
7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
7.5.3 - Demonstrate a variety of behaviors to avoid or reduce health risks.

Common Core

English Language Arts Standards

Reading: Foundational Skills

Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency:

CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.4.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.1.C

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

CCSS.ELA-LITERACY.L.4.1.G

Correctly use frequently confused words (e.g., to, too, two; there, their).

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.2.A

Use correct capitalization.

CCSS.ELA-LITERACY.L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.

CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.