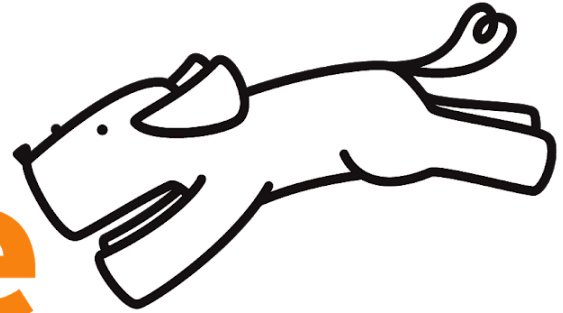


# Courage



**Sub-Concepts Covered: Vulnerability, Humility, 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 Courage Unit, students get the opportunity to evaluate their own courage and to appreciate the courage and selflessness of others. Students also learn the valuable skill of using I-statements to respond courageously to challenging situations. This unit also gives students a chance to look at different "world changers" and how through kindness and courage, they, too, can make a positive difference for others.

## Unit Objective

Students will:

- Examine what it means to have courage about being yourself.
- Use I-statements to give courageous and kind responses to others.
- Evaluate how courage inspires people to be active in their community for good causes.
- Identify people in school who work hard but are not always appreciated.

## Student Introduction

Welcome to the Courage Unit! In this unit, you get a chance to really shine - just as you are! You get to write an I Am poem, learn how to use courageous I-statements, explore how people (many of them kids!) have made a positive impact on the world, and demonstrate appreciation to those who show courage and kindness without ever asking for anything in return. This is a powerful unit that shows you just how kind and courageous you are and highlights how many kind, courageous people are around you all of the time!

- Showcasing your unique qualities through an I Am poem
- I-statements
- World changers and how to make a positive impact
- Random acts of kindness and appreciating the kind, courageous people around you

Let's get started with our first lesson!

## Unit Lessons

Lesson Title	Lesson Objectives	Materials Required
<b>Lesson 1</b> "I Am" Poem	<ul style="list-style-type: none"> <li>● Examine what it means to have courage about being yourself.</li> <li>● Identify unique personal qualities through writing an "I Am" poem.</li> </ul>	<ul style="list-style-type: none"> <li>☐ "I Am" poem template</li> </ul>
<b>Lesson 2</b> Forming Courageous Responses Using I-Statements	<ul style="list-style-type: none"> <li>● Discuss personal boundaries when responding to others.</li> <li>● Use I statements to give courageous and kind responses to others.</li> <li>● Use belly or calm breathing techniques to help maintain a physical calmness when responding to others.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Scenarios</li> <li>☐ Hula hoop(s)</li> <li>☐ Access to the Web for the linked material</li> </ul>
<b>Lesson 3</b> World Changers	<ul style="list-style-type: none"> <li>● Identify the characteristics of people who change the world for the better.</li> <li>● Evaluate how courage inspires people to be active in their community for good causes.</li> </ul>	<ul style="list-style-type: none"> <li>☐ These 30 Incredible Kids Really Changed the World: <a href="https://www.goodhousekeeping.com/life/inspirational-stories/g5188/kids-who-changed-the-world/?slide=1">https://www.goodhousekeeping.com/life/inspirational-stories/g5188/kids-who-changed-the-world/?slide=1</a></li> </ul>
<b>Lesson 4</b> Random Act of Kindness: Shining Stars	<ul style="list-style-type: none"> <li>● Understand what a random act of kindness is.</li> <li>● Identify people in school who work hard but are not always appreciated.</li> <li>● Design a symbol of appreciation for the identified school staff.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Star template (see lesson)</li> </ul>

## Unit Projects

Project Title	Project Overview	Materials Required
<b>Project 1</b> Courage Maps	In this lesson, students will pick something they want to try that they have never tried before or something they know they have to do but are intimidated to do it. Using the map template provided, students will "map out" the way to this new thing, writing down the action steps, the statements of affirmation, and other things necessary to successfully get them to their goal.	<ul style="list-style-type: none"> <li>☐ Courage Map Template (see project)</li> </ul>
<b>Project 2</b> Failure Ta-Da!	This game is designed to help students embrace and even celebrate failure. So often we are afraid to try new things because we do not want to fail, or, worse, we believe failure means we can never be good at something. This project helps students see failure as a "Frequent Attempt In Learning" (F.A.I.L.).	<ul style="list-style-type: none"> <li>☐ No required materials</li> </ul>

# “I Am” Poem

This is the first lesson in the Courage Unit and focuses on the courage to be our unique selves. Students will write “I Am” poems to highlight the things they think, feel, believe, wish, and dream. This is a great way to get kids to contemplate and celebrate the unique things about them while recognizing the courage it takes to be themselves.

**Kindness Sub-Concept(s)**

Vulnerability, Humility

**Lesson Timeframe**

30-40 minutes

**Required Materials**

☐ “I Am” poem template

**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 what it means to have courage about being yourself.
- Identify unique personal qualities through writing an “I Am” poem.

## Teacher Connection/Self-Care

Many people associate the term “courage” with being strong, standing up to oppression, and fighting for what is right. While all of these definitions do in fact refer back to various types of courage, there is yet another focus that is equally valuable: the courage to respond with kindness. This unit will focus on kindness as a form of courageous action. Your ability to infuse kindness into your daily life is the most courageous thing you can do for yourself. When your thoughts change, your behaviors change, which ultimately leads to a positive change in those around you as well. This kindness chain reaction starts with you! This week, write out one specifically kind thought about yourself and post it on your bathroom mirror. Repeat it to yourself aloud every single time you read it. At first this may feel awkward and unnecessary. However, the more you hear kind words out loud, the more likely you are to internalize them. How can you be kind to yourself today?

**Tips for Diverse Learners**

- For ESL students, the verbs are all simple and present tense, so ensure students are finishing the sentence with this in mind.
- Poetry is powerful when spoken; if you have access to the technology, students may enjoy recording their poems and hearing them spoken.



## Share

5-7 minutes

*In this unit we are going to talk about courage. Most of us probably think about courage in terms of being brave in scary situations. And that can be what courage looks like. Courage can look like other things too, though. What are some other definitions of courage?*

Invite student response. Examples could include standing up for something you believe in, trying again after you fail, making new friends, going to a new school, or trying new things.



## Inspire

5-7 minutes

*Courage can also look and feel like simply being yourself; letting yourself feel sad when you are sad or happy when you are happy. Courage can be wearing the shirt you love even if you don't think others will like it, or getting a new and funky hair cut, or trying out for the play even though all your friends are doing music and sports.*

*Courage is knowing who you are and loving that.*

*Today we are going to investigate a bit about ourselves through writing. We are going to write I Am poems. Here is how an I Am poem works: An I Am poem has three stanzas or short paragraphs. The first two stanzas are five sentences long and the third stanza is six sentences. The first line of each stanza is the same, and the whole poem ends on that same first line.*

*Each line begins with "I" followed by a verb: I am, I hear, I see, I want, etc. You will each get a template to fill out, so don't worry: you won't have to remember all of this!*

*Let me read you a few examples:*

Read some examples here:

<http://www.washington.edu/diversity/sea/seapoems/>



## Empower

10-15 minutes

*Okay, now you are going to write your own "I Am" poem. Think about all the things that make you unique and special. Think about what is courageous about you: what makes you feel strong and brave, or sad and happy. There is a line for everything cool about you.*

Handout the "I Am" poem template and let students work on these.



## Reflect

5 minutes

If students finish their poems, you could invite them to share, or you could read them out loud and the class can try to guess whose poem you read. Or, if they did not finish, collect them to let them finish another time (perhaps as an exit ticket or some other time-filler).

If these are too personal to share or display, ensure they make it into their final portfolios or other take-home work. It might be a nice piece to spark discussion at home.

Remind students that it takes courage to know yourself and to appreciate everything that makes you special and unique. There is no one exactly like you and there will never be another person exactly like you. This unit we will focus on how to be courageously kind to ourselves and to others.



## Extension Ideas

- Students can bring their poems home to share with parents or guardians; they can also bring a blank template home for a parent/guardian to complete.
- Have students put a finger or thumbprint somewhere on the poem; as a science extension, study fingerprints and their unique properties. Hypothesize how no two fingerprints are the same and study how fingerprints are used for identification, technology, security, etc. This could be a fun way to round out science for the year.

# “I am” Poem

I am

I wonder

I hear

I see

I want

I am

I feel

I touch

I worry

I cry

I am

I understand

I say

I dream

I try

I hope

I am

# Forming Courageous Responses Using I-Statements

This lesson gives students strategies for responding to others in courageous and kind ways. Students will role play common scenarios they experience at school where someone says something unkind without thinking about how it will make the other person feel. Students practice responding to these situations using I-statements, and discuss at the end how to use calm breathing strategies to help control the physical response that can happen when we are put on the spot and need to respond to someone.

**Kindness Sub-Concept(s)**

Vulnerability, Humility

**Lesson Timeframe**

30-40 minutes

**Required Materials**

- Scenarios
- Hula hoop(s)
- Access to the Web for the linked material

**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:

- Discuss personal boundaries when responding to others.
- Use I-statements to give courageous and kind responses to others.
- Use belly or calm breathing techniques to help maintain a physical calmness when responding to others.

## Teacher Connection/Self-Care

Have you ever heard the phrase, “pay it forward”? It refers to the action of a person doing an unrecognized good deed for a stranger on the premise that the receiver will in turn “pay it forward” by doing a good deed for someone else. Perhaps the person in front of you has already paid for your coffee order, or a positive note was left on your desk. These are both terrific examples of this simple yet powerful concept. This week, look for ways to respond with kindness by identifying three different ways to pay it forward to coworkers in some fashion. Spend some time brainstorming little surprises for those around you, adding a small note with the good deed that encourages them to keep the chain going by passing on a bit of kindness to another as well.

**Tips for Diverse Learners**

- Adjust the scenarios to best suit your group of students.
- Use props to help act things out if appropriate or beneficial for your group of students.
- Determine ahead of time if asking for volunteers or assigning roles is better suited for your students.



## Share

5-7 minutes

*In our last unit, we wrote “I Am” poems! What was that experience like for you?*

Invite students to share.

*Does anyone remember what their refrain line was? I am.....? If you can remember and want to share it, raise your hand.*

Call on students to say their “I Am” line (not the full poem).



## Inspire

5-7 minutes

*We also talked about how it takes courage to be ourselves sometimes. Today we are going to talk about the courage to be kind to others. This might sound funny. Why would it take courage to be kind to others?*

Invite student response.

*Sometimes it is hard to be kind when someone treats you poorly. We might be tempted to be unkind back to that person. We might also be tempted to be unkind to someone who thinks, looks, or believes differently than we do. Sometimes we fear or dislike or are suspicious of things we don't know or understand. It takes courage to respond in a way that keeps us calm, focused, and mindful of the other person, and be kind to them and to ourselves.*

*I also want us to think about the word “boundaries.” Can anyone tell me what a boundary is? Invite student responses.*

*Good! Boundaries are markers that help define the edges of space or area. A clear boundary in our yards are fences. The four walls of our classroom are our boundaries. The white and yellow lines on the roads are boundaries for driving lanes.*

*Boundaries can help us know how to use courage with others. Here is what that means:*

Invite a student volunteer to join you. Have that volunteer step into the center of a hula hoop that you have set on the ground.

*Imagine this hula hoop represents your personal boundary. If someone is treating you poorly and is in your personal space, if they are picking on you, getting in your face, crowding you, or physically hitting or touching you, you should tell the other person assertively (with respectful force) to stop, and you should leave and get an adult to help you. This type of behavior requires an assertive response and the help of an adult. It isn't that you are being unkind, but you have the right to self-respect and personal safety and need to prioritize that. Does that make sense?*

*So, use the idea of a hula hoop to imagine your personal space boundary and remember to be courageous for yourself in that space, too.*





## Empower

15-20 minutes

*Now we are going to practice having courage to respond to others in ways that are respectful of them and respectful for ourselves. These are situations where we are not being threatened or harmed physically; these are more like everyday situations where someone might have said something unkind or without thinking, and we have to respond. We always have two choices: 1) We can choose to respond with kindness and respect. Or, 2) We can choose to respond with a negative or sarcastic or unkind attitude.*

*Sometimes it doesn't feel like we have a choice, though, does it? Sometimes it feels like the only option is to get mad. Eleanor Roosevelt, former First Lady of the United States of America, once said, "No one can make you feel inferior without your consent." Does anyone know what this means?*

Invite student response.

*Good! This means that we always have a choice. No one gets to make us feel bad or upset unless we give them permission or power to do that. That doesn't mean that it is wrong to get upset or to feel angry or to feel sad. That is part of being human. But we can choose how we let those feelings affect how we respond to others. It can take a lot of courage to respond with kindness and respect when we don't feel that kindness and respect are being shown to us. It also takes practice, so that is what we are going to do now.*

*We are going to role play several different situations where one person says something to another person and the other person needs to respond. Here is how I want our responses to start. "I..." - Okay? Begin your response with "I." We are going to practice using "I" statements which helps keep our response focused on ourselves and on our feelings and ideas and not on blaming the other person. You could begin with, "I feel...", or "I disagree...", or "I think...", and then continue on. Using I-statements is a powerful way to let the person you are speaking with know that you are still in control of your mind, emotions, and body.*

Consider doing this activity as a large group to help guide responses and ensure appropriate behavior is being modeled.

Call for a student volunteer and hand them a role play scenario. You role play the part of the protagonist with the student to help drive the situation and outcome. You can switch between who is the antagonist and who is the protagonist, though it is recommended you play that role first, to model appropriate responses. After each scenario, ask the follow-up questions. Do not show the protagonist the scenario ahead of time; the response should be authentic and not pre-planned, though it is wise for the teacher to examine all the situations in advance. A single exchange is required, though if you have time and interest, you could let the scenario play out for several dialogue exchanges.

### **Scenario 1:**

Antagonist: [To the protagonist] When we go outside for recess, you can't play on our kickball team. You aren't good enough.

Protagonist: **\*\*Insert response\*\***

Follow-up questions:

- What was the unkind word or action?
- What was kind or unkind about the response?
- What, if anything, could have been done differently or more kindly?

**Scenario 2:**

Antagonist: [To the protagonist] What did you bring for lunch? Looks disgusting!

Protagonist: \*\*Insert response\*\*

Follow-up questions:

- What was the unkind word or action from the antagonist?
- What was kind or unkind about the protagonist's response?
- What, if anything, could have been done differently or more kindly?

**Scenario 3:**

Antagonist: [To the protagonist] You got a C on that? That was so easy! My little sister could've aced it!

Protagonist: \*\*Insert response\*\*

Follow-up questions:

- What was the unkind word or action from the antagonist?
- What was kind or unkind about the protagonist's response?
- What, if anything, could have been done differently or more kindly?

**Scenario 4:**

Antagonist: [To the protagonist] I heard you didn't make the team. Loser!! Guess that means you're on the little kid squad!

Protagonist: \*\*Insert response\*\*

Follow-up questions:

- What was the unkind word or action from the antagonist?
- What was kind or unkind about the protagonist's response?
- What, if anything, could have been done differently or more kindly?

**Scenario 5:**

Antagonist: [To the protagonist] Why do you have to go read out in the hallway with Ms. Baker. Don't you know how to read?

Protagonist: \*\*Insert response\*\*

Follow-up questions:

- What was the unkind word or action from the antagonist?
- What was kind or unkind about the protagonist's response?
- What, if anything, could have been done differently or more kindly?



## Reflect

5-7 minutes

Spend a few minutes talking about how those initial lines (from the antagonist) made each protagonist feel. What feelings or emotions or physical reactions happened inside? Maybe they felt their face get hot. Maybe a lump welled up in their throat. It can be challenging to overcome or to control those automatic physical responses, which might make us panic and launch right into an unkind defense. Discuss some strategies for calming down so they can think clearly before responding. Do some deep belly breathing exercises or practice counting slowly and backward from 10 to give the brain time to settle before speaking. You can find some breathing strategies for kids here: [How to Teach Your Child Calm Breathing](#)

Remind students of the Roosevelt quote; ask students to explain it again and ask if they have a new understanding of the quote. Let students know you will be looking to observe courageous responses to others in the coming week!



## Extension Ideas

- Send the Roosevelt quote home with students and ask them to explain the meaning to their parents/guardians. Have parents/guardians write down their student's explanation and sign it, and then ask students to return the slip by a certain date as either part of morning meeting, as an exit ticket, or for some kind of reward or prize.

**“No one can make you feel  
Inferior without your consent.”**

—Eleanor Roosevelt, Former First Lady of the United States

Student explanation:

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Parent / Caregiver / Guardian Signature

# World Changers

This lesson gives students an opportunity to discuss all of the key RAK concepts they have been studying all year and apply them succinctly to this final concept: Courage. They do this by reading about kids, like themselves, who have done something courageous to promote kindness, respect, fairness, etc., in their communities. Students work in small groups or independently to read and evaluate the stories of these kids and to connect what they read back to the key kindness concepts and ultimately to courage.

## Kindness Sub-Concept(s)

Vulnerability, Humility

## Lesson Timeframe

30-40 minutes

## Required Materials

- ☐ These 30 Incredible Kids Really Changed the World:  
<https://www.goodhousekeeping.com/life/inspirational-stories/g5188/kids-who-changed-the-world/?slide=1>

## 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 the characteristics of people who change the world for the better.
- Evaluate how courage inspires people to be active in their community for good causes.

## Teacher Connection/Self-Care

The ultimate goal of every teacher is a kind and respectful class. When the environment in which we spend 8-10 hours a day naturally responds with kindness as a default, we are able to more easily teach the academic components required of us. As you head into the final few weeks and months of the school year, the positive environment you established at the beginning might be waning a bit as students get more antsy for summer vacation. Now is the perfect time for a kindness tune up, so to speak. Although you are bogged down with end of year testing, grades, and parties, taking a few moments at the beginning of each day with some focused kindness will do wonders for your classroom environment. One idea is to write a bunch of uplifting notes on index cards and have each child choose one from a bowl during your morning meeting. Have them read their kindness card aloud as they are excused to their desks. Not only will each child be encouraged, but you may find that kindness is contagious!

### Tips for Diverse Learners

- If you have very independent learners, there are 30 kids featured in the Good Housekeeping (below) web article; you could have students each take one kid to read about and present on. This will take more time, but may work well for independent learners.
- Determine if you want all students to take notes or if you want them to elect a note-taker. Determine, too, how to instruct students on the presentations. Ideally students will self-direct here, but if your students struggle with that, you may want to preassign or set up specific presentation criteria and expectations.



## Share

5-7 minutes

*Do a think, pair, share and tell the person beside you about someone you admire and why.*

Let both people have a turn. Define “admire” if you need to.



## Inspire

5-7 minutes

*Throughout history, there have been leaders who did not like the fact that others were treated unfairly, and decided to do something about it. For example, Martin Luther King, Jr., Rosa Parks, and other leaders worked hard so that African Americans could have equal rights in the United States. Cesar Chavez fought for the rights of Hispanic farm workers who were treated unfairly. Can anyone think of another person who has courageously fought to make their community a kinder, fairer place?*

Invite student responses.

*We are going to spend some time researching a person from history who changed the lives of other people. The goal is to understand how they used courage to make a difference in their communities. Before we do this, though, let's review the key ideas we have been learning about all year and talk about how each quality helps us also have courage to do the right thing for others and for our communities.*

Examine the key words and their definitions. You can write them on the board, speak them, or project them on the smartboard. Ask students what they think these qualities have to do with people who change their communities for the better.

- Compassion: Being aware when others are sick, sad, or hurt and wanting to help.
- Respect: Treating people, places, and things with kindness.
- Helpfulness: Assisting or serving in a kind way.
- Responsibility: Being reliable to do the things that are expected or required in your life, home, community, and environment.
- Perseverance: Keep trying even when something is difficult; not giving up.
- Fairness: Treating people in a way that does not favor some over others.



## Empower

15-20 minutes

Put students into small groups of 3-4 and print out the information about the “World Changer” kids from the Good Housekeeping article, found here: <https://www.goodhousekeeping.com/life/inspirational-stories/g5188/kids-who-changed-the-world/?slide=1>

Or, if possible, let students use computers or tablets to read about the kids and complete the following questions. You can either assign groups to particular kids who are featured on the sign or you can let the groups look through all of the kids and pick one to analyze. If two groups pick the same kid, that is okay; it will be interesting to see how they differ or are the same in their analysis.

Read the paragraph that explains what your person has done to change his or her community (or the world!) and highlight (if reading from a print source) or take notes about what the person did that was important or courageous. Then answer the questions below. Each person in the group can take notes or you can elect one note taker for everyone. After reading, discussing, and taking notes, you will present your answers to the rest of the class in a 1-2 minute group presentation.

Ask the following questions:

- What did this person do to change his or her community?
- Out of all key unit topics we’ve been talking about (compassion, respect, helpfulness, responsibility, perseverance, and fairness), which one (or ones) do you feel best describes the person you read about? Why?
- How did this person show courage? Explain.



## Reflect

5-7 minutes

Give groups a few minutes each to briefly share their person and explain what he/she did to change his/her community and discuss which attributes the person has and how they showed courage. These presentations should be short and informal; this is a low-stakes presentation opportunity yet one that can generate good conversation about how courage can take many forms yet end in positive change.



## Extension Ideas

- If you need an ELA lesson around reading comprehension or writing about a work of nonfiction, have students identify main idea, point of view, conflict, and resolution.
- Invite students to go home and ask their parent/guardian if they can think of a family member who worked hard to make life better for their family or for their community.

# Random Act of Kindness: Shining Stars

This lesson is designed to encourage students to think about those who selflessly give, without seeking the spotlight or reward, right there in school with them. These are the custodians, the food service staff, the bus drivers, and the support staff who work hard to ensure the school is clean, the kids are safe and healthy, and that everything is running smoothly. Often these people do not get gifts and “thank yous” because they are not the classroom teacher or administrators. This lesson gives students an opportunity to not only identify these people who are regularly performing important works of service in the school but also thank them through a random act of kindness.

**Kindness Sub-Concept(s)**

Vulnerability, Humility

**Lesson Timeframe**

30-40 minutes

**Required Materials**

Star template (see below)

**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:

- Understand what a random act of kindness is.
- Identify people in school who work hard but are not always appreciated.
- Design a symbol of appreciation for the identified school staff.

**Teacher Connection/Self-Care**

As we head into the final week or so of the school year, the courage to respond with kindness leads us out of the classroom and back with our families and friends as summer vacation looms in the not so distant future. Do you have the courage to respond with kindness at home? At times, it can often feel harder to lean into kindness with those closest to you as they are also the people that know firsthand how to press your buttons and dampen your mood. However, the real test in your ability to respond with kindness is how you treat those in your inner circle. This week, and throughout the summer this year, use our namesake, Random Acts of Kindness, as a motto for how to treat others each day. Become more conscious of the people closest to you. Find one small thing you can do for each of them daily. Something small, but meaningful; something simple, but kind. No random act of kindness is too small to impact another. Your concentrated effort to make your immediate world a better place has a ripple effect on the larger world around you. How can you courageously respond with kindness on a daily basis?



### Tips for Diverse Learners

- Assist ESL students with writing their messages; encourage students to also draw/decorate the star to give it a personal touch, especially if the writing is limited.
- Allow students to type their messages and tape them to the back of the star.
- If students aren't comfortable closing their eyes (see Share section), invite them to look at the floor.
- Depending on your group, you may want to pre-select staff who should receive stars and decide how to get the stars to these people. If your group needs less direction, let them choose staff members and determine how to get the star to the right person without them knowing. Be mindful of which staff are getting stars and encourage one star per staff person (so there isn't anyone left out and/or a small handful of people getting all the stars).



### Share

5-7 minutes

*Close your eyes and think about a time when someone did something really nice and unexpected for you.*

Give students a minute to do this.

*Okay, now open your eyes. What were the feelings you experienced when you received that unexpected, nice surprise?*

Invite students to respond.

*Now, raise your hand if that nice, unexpected thing was a gift or something physical that person gave you?*

Let students show their hands.

*Raise your hand if that nice, unexpected thing was a gesture, like holding a door open or helping you pick up something you had dropped.*

Let students show their hands.

*Raise your hand if that nice, unexpected thing was a compliment; something they said.*

Let students show their hands.

*See? Kindness comes in many forms! We do not have to give or expect to get big, fancy, expensive things; we can make people feel good by a simple kind gesture or compliment.*



## Inspire

5-7 minutes

*For today's lesson, we are going to do a random act of kindness. A random act of kindness is a fun surprise of kindness given to someone else without them knowing it was you or without them expecting it! These acts of kindness are not announced, not necessarily planned, and not rewarded. You are doing kind things for others just because you want someone else to feel good, not because you want anyone to notice you.*

*Let's read about one such act of kindness by someone who was actually quite famous. He is a professional football player in the NFL. Let's hear his story.*

Read or invite strong student readers to read out loud, the article titled "Jermaine Gresham's Random Act of Kindness Saves Passenger From Missing Her Flight".

<https://www.cbssports.com/nfl/news/jermaine-greshams-random-act-of-kindness-saves-passenger-from-missing-her-flight/>

*Okay! Let's summarize!*

You can provide a concise summary of the events or have students do so. You can use the 5W+H to help students fill in just the main ideas, as shown below.

- **Who?** *Jermaine Gresham and a passenger named Delilah Cassidy*
- **What?** *Delilah and Jermaine were on the same flight; Delilah couldn't get on because she couldn't pay her baggage fee. Jermaine paid the fee for her and didn't want to be repaid; she didn't even know who he was at first.*
- **When?** *(Unknown, exactly)*
- **Where?** *In an airport*
- **Why?** *He wanted to do something kind for someone else; he asked her to "pay it forward" which means do something kind for someone else in return for his kindness.*

*This is what a random act of kindness can look and feel like! It happens without pre-planning, without warning, and to the benefit of someone else. There isn't any expectation of repayment or of a big announcement (though Delilah was so moved that she posted about it on social media, which is pretty common anymore). But Jermaine didn't need any reward or acknowledgement; he just wanted to help and then get on the plane.*



## Empower

15-20 minutes

*We are going to do our own random acts of kindness this week! And we are going to do it for those people in our school who show kindness to us each day but who are rarely in the spotlight or get much attention. I am thinking of those members of our school staff who work more behind the scenes but without whom we could not run our school!*

*Who are some of the important school staff people you can think of but who are not teachers or people you always see or talk to?*

Let students brainstorm and take notes on the board: janitors, kitchen staff, office staff, crossing guards, bus drivers, technology staff, library staff, etc.

*These people work hard every day to ensure we have a great school to come to and learn in. These people don't always get the appreciation they deserve because they aren't out in the spotlight like teachers, students, and principals. So, today we are going to show them that we think they are a shining star in our school.*

For the activity, you will want to have a staff directory handy so students can write down the names of the people they are making stars for. Or, if you have an independent, self-directed group, you could let them find the names on their own; they can search the school website or the directory themselves.

Have each student pick someone to send a star to. They should complete their star, along with a note of thanks, and then devise a plan to get the star to the person without their knowing. This last part should be done with the teacher or as a large group. Determine the best time of day to send students out with their stars and then let their random acts of kindness shine!



## Reflect

5-7 minutes

This can be done either after the stars are decorated or after they have been delivered. Discuss how it felt to appreciate someone they maybe have under-appreciated all year.

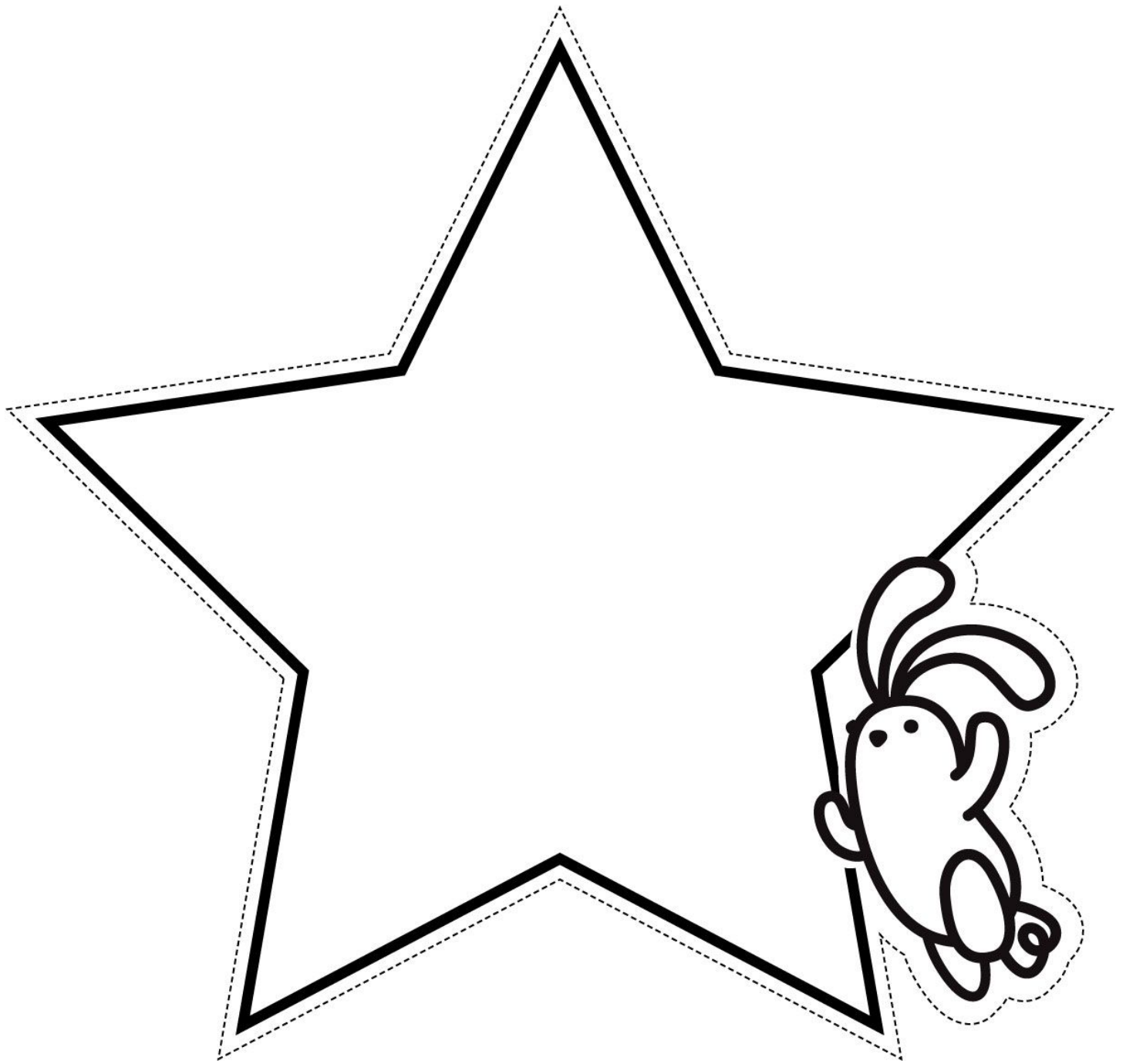
Did they get to know someone knew that they had never really noticed before? How did it feel to be sneaky in their delivery? Discuss the positive feelings they experienced from doing something nice for someone else.



## Extension Ideas

- As a science extension, you could discuss the chemical reactions in our brains and bodies when we do something kind for someone else and, similarly, when we receive a kindness. This will help students realize how good it must have felt to receive a star, just as it felt good to decorate and give it.
- Give a blank star to kids to bring home, complete, and leave for a family member to find.





# Courage Maps

In this lesson, students will pick something they want to try that they have never tried before or something they know they have to do but are intimidated to do it. Using the map template provided, students will “map out” the way to this new thing, writing down the action steps, the statements of affirmation, and other things necessary to successfully get them to their goal.

**Kindness Concept(s)**

Courage, Kindness

**Project Timeframe**

25-30 minutes

**Required Materials**

☐ Courage Map Template (see below)

Have students brainstorm something new they want to try that they have never tried before or something they know they have to do but are scared to do it (this could even be leaving the security of 4th grade and moving up to 5th grade next year!). Hand out the map templates and have students follow these steps:

1. Draw a picture of or write down the thing that scares you but that you need/want to do next to the “X”.
2. Go to “Start Here” and write out or draw the steps you will take to reach the “X”; each step is cued by a word and icon representing the step. The three steps include an action, a thought, and a word or phrase. The goal is for students to come up with three affirmations that will help them reach their goal.

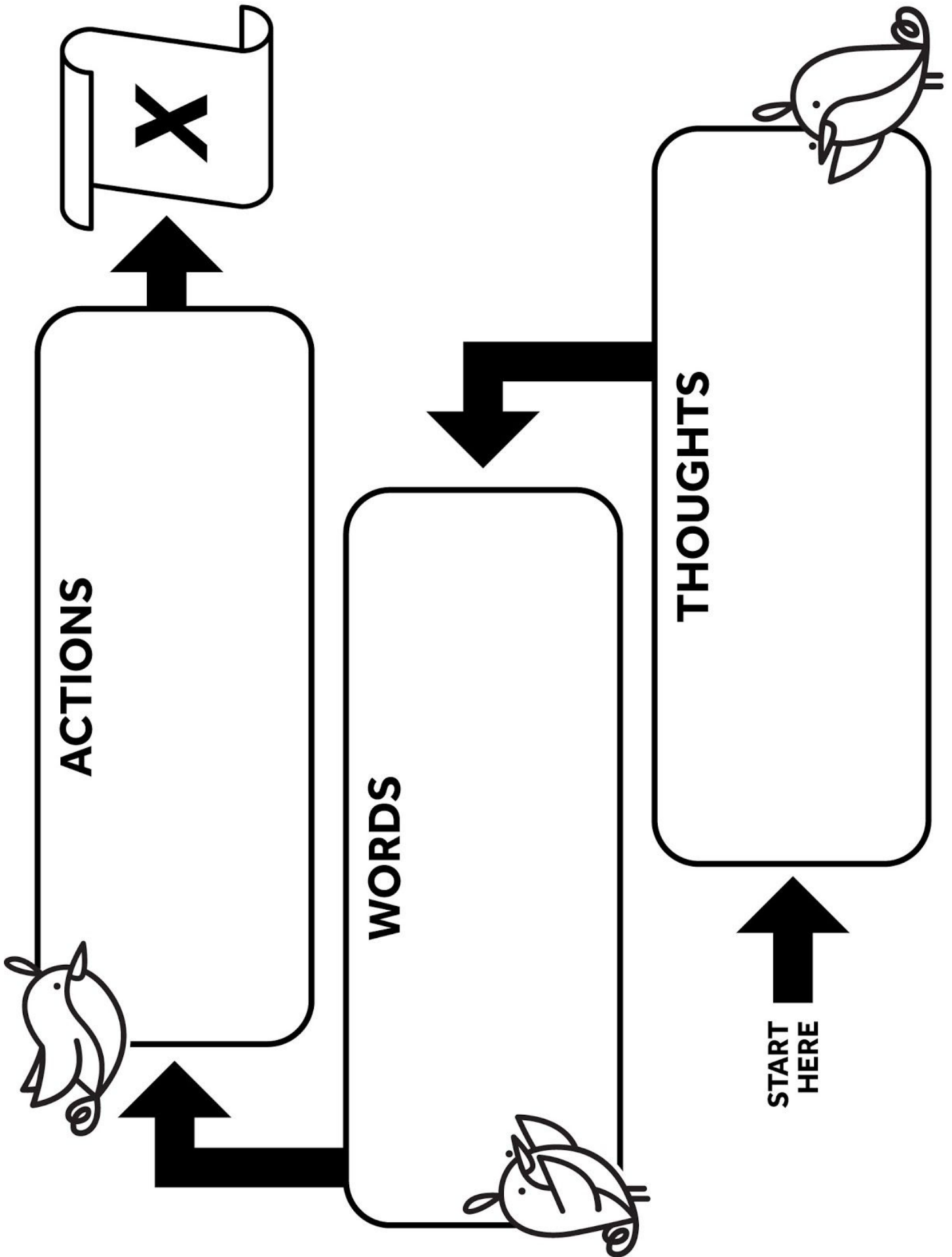
**Wrap Up:**

Have students share their maps with each other; this could be done in large or small groups. Or, for fun, distribute the maps anonymously and see if students can “follow the map” and explain the map to the larger class. When they are done explaining the map, the true “map maker” can stand up and confirm or correct the explanation.

**Proposed Lesson Outcomes:**

Students will:

- Identify a goal they want to reach that they are hesitant about pursuing.
- Identify and map out the thoughts, words, and actions that will help them reach their goal.



# Failure Ta-Da!

This game is designed to help students embrace and even celebrate failure. So often we are afraid to try new things because we do not want to fail, or, worse, we believe failure means we can never be good at something. This project helps students see failure as a “Frequent Attempt In Learning” (F.A.I.L.).

**Kindness Concept(s)**

Courage, Kindness

**Project Timeframe**

25-30 minutes

**Required Materials**

No required materials

First, explain to students that as a way to end their unit on courage, you are going to talk about what prevents us from being courageous: the thought of failing. Discuss with students that failure should actually be seen as an opportunity to improve and to reach a goal! Most, if not all, successful people have experienced failure in their lives. They kept going, though, and reached their goals because they saw failure as a “Frequent Attempt In Learning” (FAIL). So, failure is not something to be feared but something to be expected, accepted, and celebrated! It means you can do better the next time!

Check students understanding of this with a quick formative show of hands, head nods or other affirmation, and then move on to the activity.

Have students stand in a large circle and think about something they tried and made a mistake or failed at. This should be something fairly minor (not getting an A on a test or not making a team they tried out for or missing a note in their music recital). Or, if students are not comfortable sharing a real event, they can make something up. Give everyone a few minutes to think of something, you included!

Then, going first, model what students will do next. One at a time (either around the circle or “popcorn style” where people jump in at random), they state, as loudly and proudly as they can, what they messed up or failed at. This should be brief, without long explanation; just the statement (e.g., “I sang a solo at the choir concert and forgot some of the words!”). When they are done, the whole circle claps and cheers wildly. The person in the center takes a deep bow and returns to his/her place. Then the next person goes.

**Wrap Up:**

Bring students back to a calm state and have them sit down in their circle or in their desks. Ask students how it felt to get applause after confessing a failure.

Invite student response.

Ask how many have tried or will try the thing they failed at again. End on a group affirmation of the acronym for fail: Frequent Attempt In Learning

**Proposed Lesson Outcomes:**

Students will:

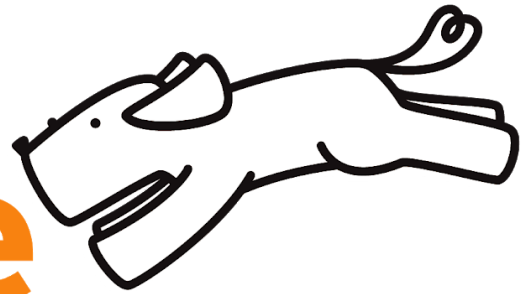
- Learn the acronym FAIL: Frequent Attempt In Learning
- Practice embracing failure as an opportunity for success.



### Extension Activity:

- Share examples of well-known individuals who “failed” at something before succeeding. Albert Einstein, J. K. Rowling, and Oprah Winfrey are some examples. You can find others here: <https://www.lifehack.org/articles/productivity/15-highly-successful-people-who-failed-their-way-success.html>

# Courage



Hello Parents and Guardians,

Welcome to Unit 6, the last unit of our Kindness in the Classroom curriculum! For the next 4-6 weeks we will be learning all about COURAGE. Since this is a somewhat new concept for children this age, we will focus on the following topics:

TOPIC	QUESTIONS WE'LL BE EXPLORING	HOW YOU CAN HELP AT HOME
<b>Courage to Be Me!</b>	<ul style="list-style-type: none"> <li>• What does it mean to show courage?</li> <li>• How can we use courage to be ourselves?</li> <li>• Why is it important to stay true to who we are even when making new friends?</li> </ul>	Discuss the importance of always being true to yourself first. You are a valuable and important member of the class and of this family!
<b>Courageous Acts</b>	<ul style="list-style-type: none"> <li>• What does it mean to stand up for what we believe in?</li> <li>• How can we use courage to stand up for others?</li> <li>• How can we be the voice of those who cannot speak for themselves?</li> </ul>	Talk about how to use courage to stand up for others who might not stand up for themselves. Your voice counts!
<b>Kindness</b>	<ul style="list-style-type: none"> <li>• How does it take courage to be kind?</li> <li>• How can we be kind even when others are not?</li> <li>• How can we be kind in the face of hatred?</li> <li>• How can we use everyday actions to show random acts of kindness to others?</li> </ul>	Talk to your children about bullying. What can you do when someone treats you unkindly? Discuss positive ways to respond in kindness regardless of how others may treat you. Talk about random acts of kindness, when we do kind things for no specific reason! How do little kind acts brighten someone's day? Why does that take courage?

## Key activities we'll be doing:

- Create "I Am" poems highlighting their uniqueness!
- Practice using I-Messages!
- Learn about other children who used courage to make a difference!
- Perform Random Acts of Kindness!

**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!

Discuss someone in your life that made a difference in the community where you grew up or where you live in now. This might be a family member, friend, clergy member, etc. Emphasize how they used courage to stand up and take action!

# Courage 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: "I Am" Poem

### CASEL

#### Self-awareness

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

#### Relationship skills

Communication

#### Responsible decision-making

Analyzing situations  
Evaluating  
Reflecting

### 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 4. Interpersonal communication

4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.

### Common Core

#### English Language Arts Standards

##### Writing

##### Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.4.1.B

Provide reasons that are supported by facts and details.

##### 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.

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.B

Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

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.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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.C

Use a comma before a coordinating conjunction in a compound sentence.

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.B

Choose punctuation for effect.

**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: Forming Courageous Responses Using I-Statements

### CASEL

#### Self-awareness

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

#### Self-management

Impulse control  
Stress management  
Self-discipline

#### Social awareness

Perspective-taking  
Empathy  
Appreciating diversity  
Respect for others

#### Relationship skills

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

#### Standard 2. Analyzing influences

2.5.3 - Identify how peers can influence healthy and unhealthy behaviors.

#### Standard 4. Interpersonal communication

4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.  
4.5.2 - Demonstrate refusal skills that avoid or reduce health risks.  
4.5.3 - Demonstrate nonviolent strategies to manage or resolve conflict.  
4.5.4 - Demonstrate how to ask for assistance to enhance personal health.

#### Standard 5. Decision-making

5.5.1 - Identify health-related situations that might require a thoughtful decision.  
5.5.2 - Analyze when assistance is needed in making a health-related decision.  
5.5.5 - Choose a healthy option when making a 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.

### 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.

##### 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.

CCSS.ELA-LITERACY.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

##### 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.

##### 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: World Changers

## CASEL

### Self-awareness

Recognizing strengths

### Self-management

Self-motivation

Goal-setting

Organizational skills

### Social awareness

Perspective-taking

Empathy

Appreciating diversity

Respect for others

### Relationship skills

Communication

Social engagement

Relationship-building

Teamwork

### Responsible

#### decision-making

Analyzing situations

Evaluating

Reflecting

Ethical responsibility

## NHES

### Standard 1. Understanding concepts

1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

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

### Standard 2. Analyzing influences

2.5.2 - Identify the influence of culture on health practices and behaviors.

2.5.3 - Identify how peers can influence healthy and unhealthy 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 8. Advocating

8.5.1 - Express opinions and give accurate information about health issues.

8.5.2 - Encourage others to make positive health choices.

## Common Core

### English Language Arts Standards

#### Reading: Informational Text

##### Key Ideas and Details:

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

##### Craft and Structure:

CCSS.ELA-LITERACY.RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

#### 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.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

##### 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.4.3

Identify the reasons and evidence a speaker provides to support

particular points.

**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.4.2

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: Random Act of Kindness: Shining Stars

## CASEL

### Self-awareness

Identifying emotions  
Recognizing strengths  
Self-confidence

### Self-management

Self-motivation  
Goal-setting  
Organizational skills

### Social awareness

Perspective-taking  
Empathy  
Appreciating diversity  
Respect for others

### Relationship skills

Communication  
Social engagement  
Relationship-building  
Teamwork

### Responsible decision-making

Analyzing situations  
Evaluating  
Reflecting  
Ethical responsibility

## NHES

### Standard 1. Understanding concepts

1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

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

### Standard 2. Analyzing influences

2.5.2 - Identify the influence of culture on health practices and behaviors.

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

## Common Core

### English Language Arts Standards

#### Reading: Informational Text

##### Key Ideas and Details:

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

##### Craft and Structure:

CCSS.ELA-LITERACY.RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

#### Writing

##### Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

##### 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.

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.4.2

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.