

Grade: TK		Subject: Socio-Emotional Unit	Theme: Making Choices
Essential Question: How can we make good choices?	Resources: <ul style="list-style-type: none">• <u>David Goes to School</u> (Shannon) [Online book: http://youtu.be/ybqNYWqYQp4]• Visual prompts (photos, drawings, or icons) of good choices: listening behaviors (eyes watching, ears listening, body still), raising hand, sitting on carpet (criss-cross legs), sitting on chair (feet on floor), clean up, hands to self, indoor voice, walking• Visual prompts (photos, drawings, or icons) of bad choices: interrupting, lying down on carpet, throwing toys, hitting, pushing, running• Corresponding picture sort cards of good choices and bad choices (as listed above) [Online resource: https://docs.google.com/file/d/0ByBagqlM6QQHS3BDOWNRT2c0S1E/edit?pli=1]• Copy of David template for each student to create a David puppet [Online template: http://crisscrossapplesauce.typepad.com/files/no_david.pdf]• Straw or tongue depressor for each student to make David template into a puppet• Copy of “No/Yes” sheet for each student. Top half reads, “No, (fill in student’s name)!” Bottom half reads, “Yes, (fill in student’s name)!” Leave a space for the student to draw a good/bad choice behavior below each sentence frame.• Visual prompt (photos, drawings, or icons) of consequences: take a break, sit with the teacher, talk about it• Copy of “If/Then” sheet for each student (T-frame reads “If” on the left column; “Then” on the right column. Leave a space for the student to draw pictures on both sides.• Optional: Introduce behavior chart system (i.e., color card, clip chart) with visual prompts (photos, drawings, or icons): [Online resource: http://www.newmanagement.com/ebooks/clip_chart.html]		Integration of Catholic Values: <ol style="list-style-type: none">1. Connect to the concept of sin.2. There are consequences to our bad choices/sin, but we are always forgiven by God.3. Sin does not make us less worthy of love by God and others.
Enduring Understanding: <ol style="list-style-type: none">1. Good choices are decisions we make that keep us safe, help others, and follow the rules.2. Bad choices are decisions that we make that do not keep us safe, do not help others, or do not follow the rules.3. Just because we make a bad choice, it does not mean we are a bad person.4. Every bad choice has a consequence.	SLE(s): ***Please refer to your school SLEs.***		
Standard: SE-4b Make choices			

Concepts: SE-4b <ul style="list-style-type: none">• choices• good choices• listening behaviors• raising hand• sitting on carpet• sitting on floor• clean up• hands to self• indoor voice• walking• helpful• safe• rules• bad choices• hurt• hitting• pushing• consequences		Skills: SE-4b <ul style="list-style-type: none">• With the help of the whole group, students will explain what a choice is.• With a visual prompt, students will identify a good choice.• With a visual prompt, students will identify a bad choice.• With a visual prompt, students will explain what a consequence is.• Students will demonstrate a good choice with words or actions.		Social-Emotional Development Connection: See standards.	
Summative Assessment: Teacher observes students demonstrating each skill without adult assistance. The teacher may record students’ expected development of each skill in an anecdotal record or on a class checklist. The anecdotal record or checklist includes the date on which each student demonstrates expected development. Note: This record is ongoing, and expected development will vary per student. The skills include: <ul style="list-style-type: none">• With the help of the whole group, students will explain what a choice is. (SE-4b)• With a visual prompt, students will identify a good choice. (SE-4b)• With a visual prompt, students will identify a bad choice. (SE-4b)• With a visual prompt, students will explain what a consequence is. (SE-4b)• Students will demonstrate how to communicate a good choice with words or actions. (SE-4b)					
Instructional Sequence					
Day 1: O - With the help of the whole group, students will explain what a choice is.		Day 2: O - With a visual prompt, students will identify a good choice.		Day 3: O - With a visual prompt, students will identify a bad choice.	
				Day 4: O - With a visual prompt, students will explain what a consequence is.	
				Day 5: O - Students will demonstrate how to communicate a good choice with words or actions.	

