

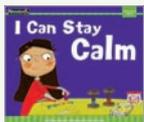
I Am in Control of Myself

Objectives

Children will:

- Recognize and identify examples of self-control
- Build understanding of the organization and basic features of print
- Build understanding of spoken words, phonemes in simple one-syllable words, rhyming words.

Books in This Theme



MySELF Series
Teacher Guide
For Preview Only

Build Social and Emotional Intelligence

Inside this kit, you'll find a variety of resources to help students build social and emotional intelligence as well as foundational reading skills. Lap books, small books, a poster, and more enable teachers to engage students through whole-group, small-group, and individual instruction. This kit also includes targeted support for family involvement, Common Core State Standards, and English learners.

Introduce the Theme

The books in this theme are designed to help children understand six examples of self-control that they are expected to learn and practice: listening, patience, staying calm, following rules, taking turns, and cleaning up. Guide children to understand that these behaviors help them get along with others and make better decisions. By giving children examples of self-control, you will help them see that maintaining self-control makes situations less stressful.

Use the Poster

- Display the front of the poster. Read aloud the question: *What could this child do to stay in control?* Discuss what is happening in the picture. Guide children to brainstorm ways of coping with difficult situations and emotions. Prompt them by asking questions such as: *If you feel upset, does it make you feel better to take a deep breath? Does it make you feel better to walk away from what is bothering you?*
- Turn the poster over and read aloud the question: *How can you stay in control?* Then read aloud each strategy and its accompanying visual: *Share your feelings. Stop and think. Walk away. Ask for help.*
- Ask volunteers to share experiences they have had when using the strategies shown on the poster.



Explore the Theme with the Books

Before Reading

- Display the cover and read aloud the title. Discuss the cover illustration. Call children’s attention to the specific positive character trait that the book targets and have them share their prior knowledge and understanding of the trait.

During Reading

- Use the book-specific discussion questions shown below to analyze the text through close reading and build social and emotional intelligence.
- Create opportunities to build foundational reading skills using the suggestions on the following page.

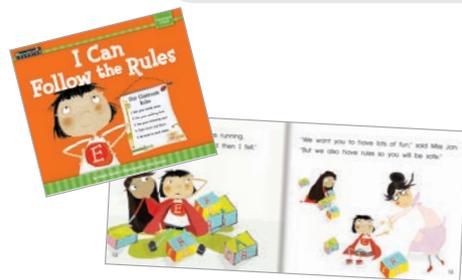
After Reading

- Draw children’s attention to the photograph on the inside back cover of the book. Read aloud the prompts to facilitate a discussion that helps children connect the story to real-world experiences.
- After reading the story several times, place copies of the small books in workstations or in your reading center. Invite children to use the pictures to retell or “read” the story.
- Choose from the suggested extension activities on the back cover of this guide.



Tips for English Learners

After reading, scaffold comprehension by asking questions with embedded answers. For example, ask: *Is Jack listening or not listening? Does Maddie look patient or impatient? Does Anya look angry or calm? Should Eva be walking or running? Is Ken being fair or unfair? In this picture, is the classroom messy or clean?*



Discussion Question Goals:

- Support Common Core Reading Standards for Literature** **Build Social and Emotional Intelligence**

Are You Listening, Jack?

- *What clues can you find in the story to show that Jack is not listening? What clue tells you that he finally did listen?*
- *Has anyone gotten mad at you for not listening? What helps you be a better listener?*

Be Patient, Maddie

- *What clues tell you that Maddie is having trouble being patient?*
- *Later in the story, what does Maddie do to be more patient?*
- *When do you have trouble being patient? What helps you to be patient?*

I Can Stay Calm

- *Why does Anya get mad? Was it really Maddie’s fault?*
- *What does Miss Jan teach Anya to do when she gets upset?*
- *What can you do to try and stay calm?*

Build Foundational Reading Skills



Print Concepts

- Track the print by running your finger under each word as you read it, following the text from left to right, top to bottom, and page to page.
- Point out how words are separated by spaces in print, and invite children to place a finger between words. Then invite children to frame words with their hands.
- Encourage children to name uppercase and lowercase letters that they recognize.

Phonological Awareness

- Tell children they are going to sing in a funny way. Have them sing a short, familiar song such as “Row, Row, Row Your Boat.” After you sing it once, tell children they are going to sing it again, but will change the first sound of some of the words so they start with a different sound. Demonstrate how to change the words to fit this pattern:

*Tow, tow, tow your boat, gently down the stream,
Terrily, terrily, terrily, terrily, life is but a dream.*

- Have children sing the “new” song with you a few times, then ask them to sing it on their own. Repeat the process with new sound substitutions. Allow children to take turns calling out new songs to use.

Phonics

- Substitute initial consonants in simple one-syllable words to make new words. For example, write *can* on chart paper, read it aloud, and blend it: /c/ /an/, *can*. Say: *If I change the letter c to the letter t, I get a new word. Listen as I blend it: /t/ /an/, tan.* Ask: *What sound is at the beginning of cup?* (/k/) Write the new word and underline the new letter, blending and pronouncing while children repeat after you.

Tips for English Learners

In Spanish, the letters **b, c, d, f, l, m, n, p, q, s,** and **t** represent sounds that are similar enough to English that they may transfer readily for many students. Children may need extra practice with other consonants and all vowels.



I Can Follow the Rules

- *Which rules are not being followed by Eva?*
- *Why does Eva fall?*
- *What are some rules that are important for us to follow?*

I Take Turns

- *What happens when Ken won't let others have a turn?*
- *What does Miss Jan tell Ken when the other children are upset?*
- *Why do you think it is important to take turns?*

Clean Up, Everybody

- *How do the children feel when their puzzle pieces and track pieces are missing?*
- *How do the children solve their problem?*

Extend the Theme with Activities

Animal Statues

Explain what a statue is, and tell children you are going to play a game in which they have to pose like animal statues. Tell children that you will call out an animal name, and they will pose like the animal. Explain that they have to hold the pose until a new animal is called. Change the speed and frequency to make it interesting.

Go Fish!

Materials: deck of playing cards

Divide children into small groups. Deal five cards to each player. The remaining cards stay in the center to serve as the “ocean.” Explain that the goal is to collect the most pairs. Each player takes a turn asking another player for a card needed to make a pair, such as “Do you have a ___?” If a child does not have the card asked for, then he or she says “go fish” and the asking player draws a card from the “ocean.” If the asking player gets a match, he or she lays down the pair. The game is over when the ocean is gone. The player with the most pairs wins. After playing, discuss how important it was to take turns and follow the rules.

Simon Says

The traditional game Simon Says is helpful in teaching the traits of listening, following rules, and impulse control. “Simon” issues simple instructions such as “touch your toes.” If the instruction has the phrase “Simon says,” then children are supposed to follow the direction. Players are eliminated if they follow the command without hearing “Simon says,” or if they don’t follow a command with the phrase.



Look for all of the Theme Kits in the MySELF series:

I Get Along with Others



I Am in Control of Myself



I Believe in Myself



I Have Feelings

