Grade 1, Unit 1
Lesson 1: Listening to Learn

What Is My Child Learning?
Your child is learning rules for how to be a good listener.

Why Is This Important?
Being good listeners helps children be better learners. Following the Listening Rules helps children listen and pay attention in class.

Ask your child: What are the Listening Rules in your class? (Read each rule below and do the action along with your child.)

- **Eyes watching**: Point to the corners of your eyes.
- **Ears listening**: Cup your ears with your hands.
- **Voice quiet**: Put your finger to your lips.
- **Body still**: Hug your torso with both arms.

Why is it important to follow the Listening Rules? Possible answers: It helps you learn. It is respectful.

Practice at Home
Before giving directions for daily activities, such as getting ready for school, setting the table, or getting ready for bed, remind your child to use the Listening Rules. For example:

**You need to use your Listening Rules now.** Do the actions for each rule along with your child, then give the directions: **Please put a placemat and a knife and fork on the table for each person.**

Activity
Go through each of the Listening Rules with your child. Then tell your child to use these rules for this activity. When your child is ready, read the following riddle: **I’m round. I’m red. You can pick me off a tree and eat me. What am I?** Have your child write or draw the answer below.

---

(CHILD’S NAME) | (DATE) | (ADULT’S SIGNATURE)
What Is My Child Learning?
Your child is learning that you need to use your eyes, ears, and brain when you focus attention on something. Your child is also learning that saying things to yourself (self-talk) can help you pay attention.

Why Is This Important?
Being able to focus attention helps children be better learners.

Ask your child: What can you do to help you focus attention? Possible answers: Look at what you want to focus on. Use an attent-o-scope.

Can you show me how to make and use an attent-o-scope? (See directions at right.)

What words can you say to yourself to remind you to pay attention?
Possible answers: Focus, listen, pay attention, look carefully.

Practice at Home
Before giving your child important information, let your child know that you really need his or her focused attention. Then ask your child to repeat what you said. For example:

This is important. I need you to focus your attention. Pause for your child to focus. Please give this note to your teacher. It tells her that I’m picking you up early from school today to go to the dentist. Now please repeat what I said.

Activity
1. Have your child pick an object in the room without telling you what it is.
2. Have your child give you one hint at a time about the object. Try to guess what it is.
3. Between guesses, give your child time to focus attention on the object so he or she can think of another hint.
4. After you guess what it is, have your child write the word or draw a picture of the object in the box provided.

1. Cup hands around each eye like binoculars.
2. Say “Focus” or “Listen” to switch on the attent-o-scope.
3. Put down the attent-o-scope, but pretend it is still there.

© 2011 Committee for Children
Grade 1, Unit 1
Lesson 3: Following Directions

What Is My Child Learning?
Your child is learning that repeating directions to him- or herself helps to remember what to do.

Why Is This Important?
Being able to listen, remember, and follow directions helps children be better learners.

Ask your child: **What parts of your body do you need to use to listen and follow directions?** Possible answers: Ears, eyes, brain.

**What can you do to help you remember directions?** Possible answers: Listen. Focus my attention. Repeat the directions to myself.

**Why does it help to repeat the directions to yourself?** Possible answers: It helps me remember. It helps me learn and know what to do.

Practice at Home
Before giving directions for daily tasks that require more than one step, prompt your child to listen and focus. Give your child the directions. Have your child repeat the directions to you, then to him- or herself as many times as needed until the task is complete. For example:

**You need to listen and focus on these directions.** Wait for your child to focus. **Please go to your room and get a pair of socks and a clean shirt. Now repeat what you have to do out loud.**

Activity
Choose an object, such as a sock, cup, small toy, or hairbrush. Have your child leave the room you are in so he or she cannot see you, and then hide the object in a corner of the room on the floor, behind something else.

Give your child the following directions to find the item. Then have your child repeat the directions before looking for it. Remind your child to repeat the directions if he or she starts to look somewhere not mentioned in the directions.

1. **It is somewhere on the floor.**
2. **It is close to a wall.**
3. **It is behind something else.**
Lesson 4: Self-Talk for Learning

Grade 1, Unit 1

What Is My Child Learning?
Your child is learning that self-talk is when you talk to yourself in a quiet voice or in your head. Your child is also learning to use self-talk to focus on a task, ignore distractions, and remember directions.

Why Is This Important?
Self-talk is an important learning tool children can use to help themselves listen, follow directions, focus, ignore distractions, and stay on task.

What is self-talk? Second Step answer: When you talk to yourself in a quiet voice or in your head.

What can self-talk help you do? Possible answers: Focus attention, follow directions, ignore distractions.

When are times that you use self-talk? Possible answers: When there are distractions. When I repeat directions to myself so I can remember them. When I’m trying to focus on my work. When I switch on my attent-o-scope.

What can you say to yourself to help you focus? Possible answers: Pay attention. Focus. Listen.

Practice at Home
When your child becomes distracted while doing daily tasks, remind him or her to use one or more of the self-talk words from your discussion above. For example:

I see you are having trouble focusing on getting ready for bed. What can you say to yourself to help you stay on task? Wait for your child to respond. What is the first thing you need to do? Wait for your child to respond. What is the next thing you need to do?

Activity
Check off one task and one distraction from the lists below, or come up with your own. Then have your child complete the task using self-talk to ignore the distraction.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Distractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match socks pairs from a clothes pile</td>
<td>Play music</td>
</tr>
<tr>
<td>Tie shoes</td>
<td>Talk on the phone</td>
</tr>
<tr>
<td>Put toys away</td>
<td>Have others in the room doing something else</td>
</tr>
<tr>
<td>Read a book</td>
<td>Walk around your child</td>
</tr>
<tr>
<td>Wipe the table</td>
<td>Tap your foot/snap fingers</td>
</tr>
<tr>
<td>Other: _____________________________</td>
<td>Other: ______________________</td>
</tr>
</tbody>
</table>

Self-talk words your child used to ignore the distraction and stay on task:

---

© 2011 Committee for Children

Second Step: Skills for Social and Academic Success
Lesson 5: Being Assertive

What Is My Child Learning?
Your child is learning that being assertive is the best way to ask for help at school. When you are assertive, you face the person you’re talking to, stand up straight, use a calm, firm voice, and use respectful words.

Why Is This Important?
Being able to ask for help assertively helps children be better learners. When children don’t understand something, it helps them continue to learn rather than being stuck.

Ask your child: What is a good way to ask your teacher or an adult for help? Second Step answer: In an assertive way.

Can you show me how it looks and sounds to ask for help assertively?
(Your child should be facing you, sitting or standing up straight, and using clear, calm, and respectful words, such as “Can you please help me?”)

Practice at Home
Notice if your child is getting frustrated with a difficult or new task (such as cleaning a messy room, reading a book, or writing words). First, give your child time to try to figure it out alone. If your child is still stuck, remind him or her to ask you for help. For example:

I see that you are starting to feel frustrated trying to write those words. If you would like some help, you can say: “Excuse me. Can you please help me write these words?” Wait and let your child ask you assertively for help. Make sure that you give him or her the needed help soon after being asked.

Activity
Help your child practice asking for help at school. Pretend that you are a teacher. You are busy writing a note on your calendar. Your child needs help with a math problem. Before asking you for help, your child needs to wait until you have finished what you are doing. Then have your child practice saying these words to ask you for help:

Excuse me. Can you please help with this math problem? Check the steps that your child remembered to do:

- [ ] Waited until you finished what you were doing before asking for help.
- [ ] Faced you.
- [ ] Stood up straight.
- [ ] Used clear, calm, respectful words.
Grade 1, Unit 2
Lesson 6: Identifying Feelings

### What Is My Child Learning?
Your child is learning how to pay attention to other people’s faces and bodies to figure out what they are feeling.

### Why Is This Important?
Children who can identify feelings tend to get along better with others and do better in school than those who can’t.

Ask your child: **Can you show me what a surprised face and body look like?** (Have your child model “surprised.” Model back “surprised” for your child.)

**Can you show me what a disgusted face and body look like?** (Have your child model “disgusted.” Model back “disgusted” for your child.)

### Practice at Home
Name feelings as you, your child, or others are experiencing them. For example:
- I’m feeling very worried. I need to find my coat quickly or else I’m going to be late for work.
- I can see by the way your lips are pressed together and your shoulders are tense that you are feeling frustrated that you can’t get your shoes tied.
- I can tell by Aunt Jane’s big smile that she is very happy you gave that picture to her!

### Activity
Have your child identify your feelings.

1. **Make an angry face for your child.**
   
   - Ask: **What am I feeling?**
   
   - Have your child draw your angry face and/or write the word “angry” in the box.

2. **Make a surprised face for your child.**
   
   - Ask: **What am I feeling?**
   
   - Have your child draw your surprised face and/or write the word “surprised” in the box.