

**PATHS[®] Curriculum
Grade 1**

Alignment Report by Standard

to

**Common Core State Standards
for English Language Arts**

January 2011

Alignment Report by Standard

PATHS® Curriculum—Grade 1

Subject: English Language Arts

Standard: Common Core State Standards for English Language Arts

Source: Common Core State Standards Initiative

Note: The correlations between the PATHS Curriculum and common standards were created by an independent third party. They are applicable to the best of our knowledge as of the date they were created. As with any educational product, the effectiveness of this product depends on many factors, including teacher effectiveness and a child's learning pace and receptiveness. (12/2010)

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**PATHS® Grade 1 Curriculum
Common Core State Standards
for English Language Arts**

**Reading Literature:
Key Ideas and Details**

RL.1.1	Ask and answer questions about key details in a text.	<p>PATHS-Gr1, V1, U1, L1 Classroom Rules: Mrs. Otter's Class/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension; art (optional); music (optional) To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To help children evaluate the subtleties of following rules. To orient children toward becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional) To teach children to discriminate between appropriate and inappropriate responses.</p> <p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p> <p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional); role-playing (optional) To continue practice in evaluating situational clues.</p> <p>PATHS-Gr1, V1, U3, L9 The Turtle Story and Role-plays/Attentional and listening skills; oral discussion; story comprehension; drama (optional) To introduce the concept of self-control through the use of the Turtle Technique. To informally introduce the concepts of handling upset feelings and solving problems.</p> <p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p> <p>PATHS-Gr1, V1, U6, L22 Self-Control I: Reviewing the Three Steps for Calming Down/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss control over feelings of anger and related behaviors.</p>
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		<p>PATHS-Gr1, V1, U7, L29 Mandy and Her Manners/Attentional and listening skills; comparative thinking; decision making; oral discussion; story comprehension To illustrate that behaviors affect the way other people feel. To continue teaching the associations between feelings and behaviors. To help the children accept more personal responsibility for their behaviors. To help the children recognize various types of cues when evaluating affect (situational, facial expressions, content of communication, outcome, and so forth).</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p> <p>PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment/Hierarchical thinking; story comprehension; problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and behaviors can help us change the way we feel, as well as how others feel.</p> <p>PATHS-Gr1, V2, U9, L40 Hip-Hop’s New Friend/Analytic thinking; associational thinking; attentional and listening skills; story comprehension; art (optional) To continue with the concept of friendship. To introduce the idea that friendship can change. To illustrate feelings within the context of a story.</p> <p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person’s own efforts.</p> <p>PATHS-Gr1, V2, U9, L42 Making Friends/Brainstorming; creative thinking; memory retrieval; role-playing; art (optional); self-evaluation (optional); story comprehension (optional) To review the concept of loneliness. To informally introduce the concept of thinking about alternatives when solving problems. To encourage positive social interaction skills. To provide practice with role-playing.</p> <p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p> <p>PATHS-Gr1, V2, U9, L44 Repairing Friendships/Attentional and listening skills; brainstorming; consequential thinking; role-playing; story comprehension To introduce the concept of repairing friendships. To provide</p>
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		<p>practice in generating alternative solutions. To illustrate issues related to apologizing.</p> <p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p> <p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p> <p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p> <p>PATHS-Gr1, Optional Lessons, L3 Feelings Review: Feelings Sequences/To review some of the basic emotions. To illustrate how feelings can change.</p>
<p>RL.1.2</p>	<p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional) To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p> <p>PATHS-Gr1, V1, U4, SA Unit 4: Introduction to Basic Emotions/Reading; art; role-playing; oral discussion To provide more practice with new feelings concepts for children.</p> <p>PATHS-Gr1, V1, U6, L22 Self-Control I: Reviewing the Three Steps for Calming Down/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss control over feelings of anger and related behaviors.</p> <p>PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment/Hierarchical thinking; story comprehension; problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and behaviors can help us change the way we feel, as well as how others feel.</p> <p>PATHS-Gr1, V2, U9, L40 Hip-Hop's New Friend/Analytic thinking; associational thinking; attentional and listening skills; story comprehension; art (optional) To continue with the concept of friendship. To introduce the idea that friendship can change. To illustrate feelings within the context of a story.</p>

		<p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p> <p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr1, Optional Lessons, L9 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
<p>RL.1.3</p>	<p>Describe characters, settings, and major events in a story, using key details.</p>	<p>PATHS-Gr1, V1, U1, L1 Classroom Rules: Mrs. Otter's Class/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension; art (optional); music (optional) To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To help children evaluate the subtleties of following rules. To orient children toward becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr1, V1, U3, L9 The Turtle Story and Role-plays/Attentional and listening skills; oral discussion; story comprehension; drama (optional) To introduce the concept of self-control through the use of the Turtle Technique. To informally introduce the concepts of handling upset feelings and solving problems.</p> <p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional) To teach children to discriminate between appropriate and inappropriate responses.</p> <p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p> <p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional); role-playing (optional) To continue practice in evaluating situational clues.</p> <p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development;</p>

	<p>art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p>
	<p>PATHS-Gr1, V1, U4, SA Unit 4: Introduction to Basic Emotions/Reading; art; role-playing; oral discussion To provide more practice with new feelings concepts for children.</p>
	<p>PATHS-Gr1, V1, U6, L22 Self-Control I: Reviewing the Three Steps for Calming Down/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss control over feelings of anger and related behaviors.</p>
	<p>PATHS-Gr1, V1, U7, L29 Mandy and Her Manners/Attentional and listening skills; comparative thinking; decision making; oral discussion; story comprehension To illustrate that behaviors affect the way other people feel. To continue teaching the associations between feelings and behaviors. To help the children accept more personal responsibility for their behaviors. To help the children recognize various types of cues when evaluating affect (situational, facial expressions, content of communication, outcome, and so forth).</p>
	<p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p>
	<p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p>
	<p>PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment/Hierarchical thinking; story comprehension; problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and behaviors can help us change the way we feel, as well as how others feel.</p>
	<p>PATHS-Gr1, V2, U9, L40 Hip-Hop’s New Friend/Analytic thinking; associational thinking; attentional and listening skills; story comprehension; art (optional) To continue with the concept of friendship. To introduce the idea that friendship can change. To illustrate feelings within the context of a story.</p>
	<p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person’s own efforts.</p>
	<p>PATHS-Gr1, V2, U9, L42 Making Friends/Brainstorming; creative thinking; memory retrieval; role-playing; art (optional); self-evaluation (optional); story comprehension (optional) To review the concept of loneliness. To informally introduce the concept of thinking about alternatives when solving problems. To encourage positive social interaction skills. To provide practice with role-playing.</p>
	<p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-</p>

	<p>playing; spelling; visual discrimination; vocabulary; story comprehension (optional)</p> <p>To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p>
	<p>PATHS-Gr1, V2, U9, L44 Repairing Friendships/Attentional and listening skills; brainstorming; consequential thinking; role-playing; story comprehension</p> <p>To introduce the concept of repairing friendships. To provide practice in generating alternative solutions. To illustrate issues related to apologizing.</p>
	<p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional)</p> <p>To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p>
	<p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional)</p> <p>To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
	<p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p>
	<p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional)</p> <p>To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p>
	<p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension</p> <p>To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p>
	<p>PATHS-Gr1, V2, U10, L50 Privacy and Sharing Your Feelings/Communication skills; decision making; oral discussion; story comprehension</p> <p>To consider when it's appropriate or helpful to communicate one's feelings and when it's better to keep them private. To consider possible consequences for different choices.</p>
	<p>PATHS-Gr1, Optional Lessons, L3 Feelings Review: Feelings Sequences/To review some of the basic emotions. To illustrate how feelings can change.</p>
	<p>PATHS-Gr1, Optional Lessons, L6 Common Classroom Problems: Waiting in Line/To help children manage themselves while standing in line. To practice problem solving.</p>
	<p>PATHS-Gr1, Optional Lessons, L9 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>

Reading Literature: Craft and Structure		
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response /Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional) To teach children to discriminate between appropriate and inappropriate responses.
		PATHS-Gr1, V1, U3, L12 Inappropriate Turtles /Attentional and listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.
		PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles /Brainstorming; oral discussion; reasoning; art (optional); role-playing (optional) To continue practice in evaluating situational clues.
		PATHS-Gr1, V1, U4, L14 Introduction to Feelings /Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.
		PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired /Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.
		PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe /Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.
		PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored /Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.
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PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment /Hierarchical thinking; story comprehension; problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and behaviors can help us change the way we feel, as well as how others feel.		

		<p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p> <p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p> <p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p> <p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p> <p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p> <p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p> <p>PATHS-Gr1, Optional Lessons, L4 Feelings Review: Musical Feelings/To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p>
<p>Reading Literature: Integration of Knowledge and Ideas</p>		
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	<p>PATHS-Gr1, V1, U1, L1 Classroom Rules: Mrs. Otter's Class/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension; art (optional); music (optional) To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To help children evaluate the subtleties of following rules. To orient children toward becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr1, V1, U3, L9 The Turtle Story and Role-plays/Attentional and listening skills; oral discussion; story comprehension; drama (optional) To introduce the concept of self-control through the use of the Turtle Technique. To informally introduce the concepts of handling upset feelings and solving problems.</p>

		<p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional) To teach children to discriminate between appropriate and inappropriate responses.</p> <p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p> <p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional); role-playing (optional) To continue practice in evaluating situational clues.</p> <p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p> <p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p> <p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p> <p>PATHS-Gr1, V1, U5, L19 Mad or Angry II: Feelings vs. Behaviors/Associational thinking; comparative thinking; oral discussion; self-monitoring; art (optional) To discuss the differences between feelings and behaviors. To further explore how all feelings are OK to have, but behaviors can be OK or Not OK. To continue with the hierarchical classification of feelings and behaviors. To introduce the difference between thinking and behaving.</p>
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		<p>feelings.</p> <p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p> <p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional)</p> <p>To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p> <p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension</p> <p>To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p>
<p>Reading Literature: Range of Reading and Level of Text Complexity</p>		
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<p>PATHS-Gr1, V1, U1, L1 Classroom Rules: Mrs. Otter's Class/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension; art (optional); music (optional)</p> <p>To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To help children evaluate the subtleties of following rules. To orient children toward becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional)</p> <p>To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p> <p>PATHS-Gr1, V1, U2, L7 Sharing/Art; attentional and listening skills; brainstorming; communication skills; cooperative learning; group discussion; reasoning</p> <p>To introduce sharing as the expected norm in the classroom. To relate the concept of sharing to the concept of caring about others. To introduce the importance of communication for solving problems. To encourage self-control when sharing is required.</p> <p>PATHS-Gr1, V1, U2, L8 Fair Play Rules/Oral discussion; reading; reasoning; art (optional); comparative thinking (optional)</p> <p>To introduce concepts of fairness in peer relations. To help children take the perspectives of others.</p> <p>PATHS-Gr1, V1, U3, L9 The Turtle Story and Role-plays/Attentional and listening skills; oral discussion; story comprehension; drama (optional)</p> <p>To introduce the concept of self-control through the use of the Turtle Technique. To informally introduce the concepts of handling upset feelings and solving problems.</p> <p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional)</p> <p>To teach children to discriminate between appropriate and inappropriate responses.</p> <p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and</p>

	<p>listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p>
	<p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional); role-playing (optional) To continue practice in evaluating situational clues.</p>
	<p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p>
	<p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p>
	<p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p>
	<p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p>
	<p>PATHS-Gr1, V1, U4, SA Unit 4: Introduction to Basic Emotions/Reading; art; role-playing; oral discussion To provide more practice with new feelings concepts for children.</p>
	<p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p>
	<p>PATHS-Gr1, V1, U6, L22 Self-Control I: Reviewing the Three Steps for Calming Down/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss control over feelings of anger and related behaviors.</p>
	<p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p>
	<p>PATHS-Gr1, V1, U7, L29 Mandy and Her Manners/Attentional</p>

	<p>and listening skills; comparative thinking; decision making; oral discussion; story comprehension To illustrate that behaviors affect the way other people feel. To continue teaching the associations between feelings and behaviors. To help the children accept more personal responsibility for their behaviors. To help the children recognize various types of cues when evaluating affect (situational, facial expressions, content of communication, outcome, and so forth).</p>
	<p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional) To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.</p>
	<p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p>
	<p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p>
	<p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p>
	<p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p>
	<p>PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment/Hierarchical thinking; story comprehension; problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and behaviors can help us change the way we feel, as well as how others feel.</p>
	<p>PATHS-Gr1, V2, U9, L39 What Is a Friend?/Art; brainstorming; communication skills; creative thinking To introduce the concept of friendship. To practice critical thinking.</p>
	<p>PATHS-Gr1, V2, U9, L40 Hip-Hop's New Friend/Analytic thinking; associational thinking; attentional and listening skills; story comprehension; art (optional) To continue with the concept of friendship. To introduce the idea that friendship can change. To illustrate feelings within the context of a story.</p>
	<p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a</p>

		<p>result of a person's own efforts.</p> <p>PATHS-Gr1, V2, U9, L42 Making Friends/Brainstorming; creative thinking; memory retrieval; role-playing; art (optional); self-evaluation (optional); story comprehension (optional) To review the concept of loneliness. To informally introduce the concept of thinking about alternatives when solving problems. To encourage positive social interaction skills. To provide practice with role-playing.</p>
		<p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p>
		<p>PATHS-Gr1, V2, U9, L44 Repairing Friendships/Attentional and listening skills; brainstorming; consequential thinking; role-playing; story comprehension To introduce the concept of repairing friendships. To provide practice in generating alternative solutions. To illustrate issues related to apologizing.</p>
		<p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p>
		<p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
		<p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p>
		<p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p>
		<p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p>
		<p>PATHS-Gr1, V2, U10, L50 Privacy and Sharing Your Feelings/Communication skills; decision making; oral discussion; story comprehension To consider when it's appropriate or helpful to communicate one's feelings and when it's better to keep them private. To consider possible consequences for different choices.</p>
		<p>PATHS-Gr1, Optional Lessons, L3 Feelings Review: Feelings Sequences/To review some of the basic emotions. To illustrate how feelings can change.</p>
		<p>PATHS-Gr1, Optional Lessons, L4 Feelings Review: Musical Feelings/To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p>

		<p>PATHS-Gr1, Optional Lessons, L6 Common Classroom Problems: Waiting in Line/To help children manage themselves while standing in line. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p>PATHS-Gr1, Optional Lessons, L9 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
<p>Reading Informational Text: Key Ideas and Details</p>		
RI.1.1	Ask and answer questions about key details in a text.	<p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional) To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p>
RI.1.2	Identify the main topic and retell key details of a text.	<p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional) To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p>
		<p>PATHS-Gr1, V1, U4, SA Unit 4: Introduction to Basic Emotions/Reading; art; role-playing; oral discussion To provide more practice with new feelings concepts for children.</p>
		<p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p>
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p>
<p>Reading Informational Text: Craft and Structure</p>		
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p>
		<p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK</p>

		<p>vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p> <p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p> <p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p> <p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
<p>Reading Informational Text: Integration of Knowledge and Ideas</p>		
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	<p>PATHS-Gr1, V1, U1, L2 PATHS Readiness Lesson: Animal Guessing Games/Attentional and listening skills; comparative thinking; vocabulary development; drama (optional) To create an environment that emphasizes PATHS as a "special and fun time." To develop role-playing skills. To provide practice in paying attention to others. To introduce the terms of SAME and DIFFERENT.</p> <p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional) To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p> <p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development;</p>

		<p>art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p> <p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p> <p>PATHS-Gr1, V1, U5, L19 Mad or Angry II: Feelings vs. Behaviors/Associational thinking; comparative thinking; oral discussion; self-monitoring; art (optional) To discuss the differences between feelings and behaviors. To further explore how all feelings are OK to have, but behaviors can be OK or Not OK. To continue with the hierarchical classification of feelings and behaviors. To introduce the difference between thinking and behaving.</p> <p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p> <p>PATHS-Gr1, V1, U7, L27 Accident, On Purpose/Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.</p> <p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p> <p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional) To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.</p> <p>PATHS-Gr1, V2, U8, L32 Confused, Sure/Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p>
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Reading Informational Text: Range of Reading and Level of Text Complexity		
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	<p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional) To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p>
		<p>PATHS-Gr1, V1, U2, L7 Sharing/Art; attentional and listening skills; brainstorming; communication skills; cooperative learning; group discussion; reasoning To introduce sharing as the expected norm in the classroom. To relate the concept of sharing to the concept of caring about others. To introduce the importance of communication for solving problems. To encourage self-control when sharing is required.</p>
		<p>PATHS-Gr1, V1, U2, L8 Fair Play Rules/Oral discussion; reading; reasoning; art (optional); comparative thinking (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others.</p>
		<p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p>
		<p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p>
		<p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p>
		<p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p>
		<p>PATHS-Gr1, V1, U4, SA Unit 4: Introduction to Basic Emotions/Reading; art; role-playing; oral discussion To provide more practice with new feelings concepts for children.</p>
		<p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary</p>

		<p>development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p> <p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p> <p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p> <p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional) To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.</p> <p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p> <p>PATHS-Gr1, V2, U9, L39 What Is a Friend?/Art; brainstorming; communication skills; creative thinking To introduce the concept of friendship. To practice critical thinking.</p> <p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p> <p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional)</p>
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		<p>To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p> <p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional)</p> <p>To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p> <p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension</p> <p>To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p>
Reading – Foundational Skills:		
Fluency		
RF.1.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.	<p>PATHS-Gr1, V1, U1, L1 Classroom Rules: Mrs. Otter's Class/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension; art (optional); music (optional)</p> <p>To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To help children evaluate the subtleties of following rules. To orient children toward becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional)</p> <p>To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p> <p>PATHS-Gr1, V1, U2, L7 Sharing/Art; attentional and listening skills; brainstorming; communication skills; cooperative learning; group discussion; reasoning</p> <p>To introduce sharing as the expected norm in the classroom. To relate the concept of sharing to the concept of caring about others. To introduce the importance of communication for solving problems. To encourage self-control when sharing is required.</p> <p>PATHS-Gr1, V1, U2, L8 Fair Play Rules/Oral discussion; reading; reasoning; art (optional); comparative thinking (optional)</p> <p>To introduce concepts of fairness in peer relations. To help children take the perspectives of others.</p> <p>PATHS-Gr1, V1, U3, L9 The Turtle Story and Role-plays/Attentional and listening skills; oral discussion; story comprehension; drama (optional)</p> <p>To introduce the concept of self-control through the use of the Turtle Technique. To informally introduce the concepts of handling upset feelings and solving problems.</p> <p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional)</p> <p>To teach children to discriminate between appropriate and inappropriate responses.</p>

	<p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p> <p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional); role-playing (optional) To continue practice in evaluating situational clues.</p> <p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p> <p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p> <p>PATHS-Gr1, V1, U4, SA Unit 4: Introduction to Basic Emotions/Reading; art; role-playing; oral discussion To provide more practice with new feelings concepts for children.</p> <p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p> <p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p> <p>PATHS-Gr1, V1, U6, L22 Self-Control I: Reviewing the Three Steps for Calming Down/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional)</p>
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	<p>To discuss control over feelings of anger and related behaviors.</p> <p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p> <p>PATHS-Gr1, V1, U7, L29 Mandy and Her Manners/Attentional and listening skills; comparative thinking; decision making; oral discussion; story comprehension To illustrate that behaviors affect the way other people feel. To continue teaching the associations between feelings and behaviors. To help the children accept more personal responsibility for their behaviors. To help the children recognize various types of cues when evaluating affect (situational, facial expressions, content of communication, outcome, and so forth).</p> <p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional) To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.</p> <p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p> <p>PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment/Hierarchical thinking; story comprehension; problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and behaviors can help us change the way we feel, as well as how others feel.</p> <p>PATHS-Gr1, V2, U9, L39 What Is a Friend?/Art; brainstorming; communication skills; creative thinking To introduce the concept of friendship. To practice critical thinking.</p> <p>PATHS-Gr1, V2, U9, L40 Hip-Hop's New Friend/Analytic thinking; associational thinking; attentional and listening skills; story</p>
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	<p>comprehension; art (optional) To continue with the concept of friendship. To introduce the idea that friendship can change. To illustrate feelings within the context of a story.</p>
	<p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p>
	<p>PATHS-Gr1, V2, U9, L42 Making Friends/Brainstorming; creative thinking; memory retrieval; role-playing; art (optional); self-evaluation (optional); story comprehension (optional) To review the concept of loneliness. To informally introduce the concept of thinking about alternatives when solving problems. To encourage positive social interaction skills. To provide practice with role-playing.</p>
	<p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p>
	<p>PATHS-Gr1, V2, U9, L44 Repairing Friendships/Attentional and listening skills; brainstorming; consequential thinking; role-playing; story comprehension To introduce the concept of repairing friendships. To provide practice in generating alternative solutions. To illustrate issues related to apologizing.</p>
	<p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p>
	<p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
	<p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p>
	<p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p>
	<p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p>
	<p>PATHS-Gr1, V2, U10, L50 Privacy and Sharing Your Feelings/Communication skills; decision making; oral discussion; story comprehension To consider when it's appropriate or helpful to communicate one's</p>

		<p>feelings and when it's better to keep them private. To consider possible consequences for different choices.</p> <p>PATHS-Gr1, Optional Lessons, L3 Feelings Review: Feelings Sequences/To review some of the basic emotions. To illustrate how feelings can change.</p> <p>PATHS-Gr1, Optional Lessons, L4 Feelings Review: Musical Feelings/To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p> <p>PATHS-Gr1, Optional Lessons, L5 Feelings Review: Language Arts Activities/To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p> <p>PATHS-Gr1, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p>PATHS-Gr1, Optional Lessons, L9 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
<p>RF.1.4b</p>	<p>Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>PATHS-Gr1, V1, U1, L1 Classroom Rules: Mrs. Otter's Class/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension; art (optional); music (optional) To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To help children evaluate the subtleties of following rules. To orient children toward becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr1, V1, U2, L6 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; reasoning; self-monitoring To develop good communication in order to form positive peer relationships in the classroom. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p> <p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional) To teach children to discriminate between appropriate and inappropriate responses.</p> <p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development;</p>

		<p>art (optional)</p> <p>To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p>
		<p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development</p> <p>To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p>
		<p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional)</p> <p>To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p>
		<p>PATHS-Gr1, V1, U6, L22 Self-Control I: Reviewing the Three Steps for Calming Down/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional)</p> <p>To discuss control over feelings of anger and related behaviors.</p>
		<p>PATHS-Gr1, V1, U6, L23 Self-Control II: Red Light (Control Signals Poster)/Brainstorming; oral discussion; problem solving; self-monitoring; music (optional)</p> <p>To explore different ways to calm down and gain self-control. To practice a specific method for calming down. To introduce the concept of informal problem solving.</p>
		<p>PATHS-Gr1, V1, U6, L24 Self-Control III: Yellow and Green Lights (Control Signals Poster)/Oral discussion; problem solving; self-monitoring; art (optional); music (optional); role-playing and communication skills (optional)</p> <p>To continue teaching a process for improving self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p>
		<p>PATHS-Gr1, V1, U7, L27 Accident, On Purpose/Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination</p> <p>To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.</p>
		<p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional)</p> <p>To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p>
		<p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional)</p> <p>To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.</p>
		<p>PATHS-Gr1, V2, U8, L32 Confused, Sure/Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development</p> <p>To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.</p>
		<p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art</p>

		<p>(optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p>
		<p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p>
		<p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p>
		<p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p>
		<p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p>
		<p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p>
		<p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p>
		<p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
		<p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p>
		<p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p>
		<p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings.</p>

		<p>To encourage children to choose and contribute to a prosocial environment.</p> <p>PATHS-Gr1, Optional Lessons, L4 Feelings Review: Musical Feelings/To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p> <p>PATHS-Gr1, Optional Lessons, L5 Feelings Review: Language Arts Activities/To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p>
RF.1.4c	<p>Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional) To teach children to discriminate between appropriate and inappropriate responses.</p> <p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p> <p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional); role-playing (optional) To continue practice in evaluating situational clues.</p> <p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p> <p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p> <p>PATHS-Gr1, V1, U7, L27 Accident, On Purpose/Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p>

		<p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p> <p>PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment/Hierarchical thinking; story comprehension; problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and behaviors can help us change the way we feel, as well as how others feel.</p> <p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p> <p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p> <p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p> <p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p> <p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p> <p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings.</p>
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		To encourage children to choose and contribute to a prosocial environment.
		PATHS-Gr1, Optional Lessons, L3 Feelings Review: Feelings Sequences /To review some of the basic emotions. To illustrate how feelings can change.
Writing: Text Types and Purposes		
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	PATHS-Gr1, V1, U6, L25 Problem-Solving Meeting I /Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (Problem-Solving Meetings).
		PATHS-Gr1, V1, U6, L26 Problem-Solving Meeting II /Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide further practice in problem solving in a group situation.
		PATHS-Gr1, V1, U7, L27 Accident, On Purpose /Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	PATHS-Gr1, Optional Lessons, L5 Feelings Review: Language Arts Activities /To review one or more emotions learned so far. For students to have creative fun with feelings and language.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important? /Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.
		PATHS-Gr1, V2, U8, L32 Confused, Sure /Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.
		PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied /Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.
		PATHS-Gr1, Optional Lessons, L5 Feelings Review: Language Arts Activities /To review one or more emotions learned so far. For students to have creative fun with feelings and language.

Writing: Production and Distribution of Writing		
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	PATHS-Gr1, V1, U6, L25 Problem-Solving Meeting I /Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (Problem-Solving Meetings).
		PATHS-Gr1, V1, U6, L26 Problem-Solving Meeting II /Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide further practice in problem solving in a group situation.
		PATHS-Gr1, V1, U7, L27 Accident, On Purpose /Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.
Writing: Research to Build and Present Knowledge		
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	PATHS-Gr1, V1, U1, L1 Classroom Rules: Mrs. Otter's Class /Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension; art (optional); music (optional) To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To help children evaluate the subtleties of following rules. To orient children toward becoming attentive listeners. To allow children to participate in the process of creating rules and structure.
		PATHS-Gr1, V1, U1, L4 Practice with Giving and Receiving Compliments /Attentional and listening skills; creative thinking; drama; oral discussion; reading comprehension; art (optional) To give the children practice with giving and receiving compliments. To provide practice in role-playing. To practice taking the perspective of another person.
		PATHS-Gr1, V1, U6, L25 Problem-Solving Meeting I /Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (Problem-Solving Meetings).
		PATHS-Gr1, V1, U6, L26 Problem-Solving Meeting II /Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide further practice in problem solving in a group situation.
		PATHS-Gr1, V1, U7, L27 Accident, On Purpose /Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.
Speaking and Listening: Comprehension and Collaboration		
SL.1.1a	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in	PATHS-Gr1, V1, U1, L1 Classroom Rules: Mrs. Otter's Class /Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension; art (optional); music (optional) To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a

	<p>small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>group. To help children evaluate the subtleties of following rules. To orient children toward becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr1, V1, U1, L2 PATHS Readiness Lesson: Animal Guessing Games/Attentional and listening skills; comparative thinking; vocabulary development; drama (optional) To create an environment that emphasizes PATHS as a “special and fun time.” To develop role-playing skills. To provide practice in paying attention to others. To introduce the terms of SAME and DIFFERENT.</p> <p>PATHS-Gr1, V1, U1, L3 PATHS Kid for Today: Complimenting/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development; art (optional) To develop group cohesion and improved classroom environment. To increase the children’s self-esteem. To improve the children’s personal sense of responsibility. To illustrate the concept of using structure and a systematic plan to achieve a fair and positive goal/outcome. To teach self-respect and respect for others.</p> <p>PATHS-Gr1, V1, U1, L4 Practice with Giving and Receiving Compliments/Attentional and listening skills; creative thinking; drama; oral discussion; reading comprehension; art (optional) To give the children practice with giving and receiving compliments. To provide practice in role-playing. To practice taking the perspective of another person.</p> <p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional) To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p> <p>PATHS-Gr1, V1, U2, L6 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; reasoning; self-monitoring To develop good communication in order to form positive peer relationships in the classroom. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p> <p>PATHS-Gr1, V1, U2, L7 Sharing/Art; attentional and listening skills; brainstorming; communication skills; cooperative learning; group discussion; reasoning To introduce sharing as the expected norm in the classroom. To relate the concept of sharing to the concept of caring about others. To introduce the importance of communication for solving problems. To encourage self-control when sharing is required.</p> <p>PATHS-Gr1, V1, U2, L8 Fair Play Rules/Oral discussion; reading; reasoning; art (optional); comparative thinking (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others.</p> <p>PATHS-Gr1, V1, U3, L9 The Turtle Story and Role-plays/Attentional and listening skills; oral discussion; story comprehension; drama (optional) To introduce the concept of self-control through the use of the Turtle Technique. To informally introduce the concepts of handling upset feelings and solving problems.</p> <p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional)</p>
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		<p>To teach children to discriminate between appropriate and inappropriate responses.</p> <p>PATHS-Gr1, V1, U3, L11 Three Steps for Calming Down: Review and Practice/Analytic thinking; oral discussion; reasoning; role-playing; vocabulary development To practice calming down. To encourage perspective taking through role-playing. To provide further examples of times to calm down.</p> <p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p> <p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional); role-playing (optional) To continue practice in evaluating situational clues.</p> <p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p> <p>PATHS-Gr1, V1, U5, L19 Mad or Angry II: Feelings vs. Behaviors/Associational thinking; comparative thinking; oral discussion; self-monitoring; art (optional) To discuss the differences between feelings and behaviors. To further explore how all feelings are OK to have, but behaviors can be OK or Not OK. To continue with the hierarchical classification of feelings and behaviors. To introduce the difference between thinking and behaving.</p> <p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p> <p>PATHS-Gr1, V1, U5, L21 Sharing Feelings: Generic Activity/Associational thinking; communication skills; memory retrieval; oral discussion To review the emotions learned so far. To practice sharing emotional memories and experiences in front of others. To practice paying attention and using good listening skills.</p> <p>PATHS-Gr1, V1, U6, L25 Problem-Solving Meeting I/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (Problem-Solving Meetings).</p> <p>PATHS-Gr1, V1, U6, L26 Problem-Solving Meeting II/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide further practice in problem solving in a group situation.</p> <p>PATHS-Gr1, V1, U7, L27 Accident, On Purpose/Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.</p>
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	<p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p> <p>PATHS-Gr1, V1, U7, L29 Mandy and Her Manners/Attentional and listening skills; comparative thinking; decision making; oral discussion; story comprehension To illustrate that behaviors affect the way other people feel. To continue teaching the associations between feelings and behaviors. To help the children accept more personal responsibility for their behaviors. To help the children recognize various types of cues when evaluating affect (situational, facial expressions, content of communication, outcome, and so forth).</p> <p>PATHS-Gr1, V1, U7, L30 Manners: Role-plays/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; role-playing To review the hierarchies of manners (behaviors) and of feelings. To remind children that their behaviors affect the way other people feel. To continue the development of perspective-taking skills. To help children recognize various types of cues when evaluating how people feel (situational, facial expressions, content of communication, outcome, and so forth).</p> <p>PATHS-Gr1, V2, U8, L32 Confused, Sure/Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p> <p>PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment/Hierarchical thinking; story comprehension; problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and</p>
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		<p>behaviors can help us change the way we feel, as well as how others feel.</p> <p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p> <p>PATHS-Gr1, V2, U9, L42 Making Friends/Brainstorming; creative thinking; memory retrieval; role-playing; art (optional); self-evaluation (optional); story comprehension (optional) To review the concept of loneliness. To informally introduce the concept of thinking about alternatives when solving problems. To encourage positive social interaction skills. To provide practice with role-playing.</p> <p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p> <p>PATHS-Gr1, V2, U9, L44 Repairing Friendships/Attentional and listening skills; brainstorming; consequential thinking; role-playing; story comprehension To introduce the concept of repairing friendships. To provide practice in generating alternative solutions. To illustrate issues related to apologizing.</p> <p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p> <p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p> <p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p> <p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p> <p>PATHS-Gr1, V2, U11, L51 Reactions and Review/Brainstorming; communication skills; oral discussion To encourage children to share memories of PATHS lessons. To help children think about the concepts of transitions and endings. To practice skills in being interviewed and recorded.</p> <p>PATHS-Gr1, V2, U11, L52 Planning a PATHS</p>
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		<p>Party/Brainstorming; communication skills; oral discussion To practice applying problem-solving skills to a realistic, fun problem.</p> <p>PATHS-Gr1, Optional Lessons, L1 Feelings Review: Feelings Card Games/To review the emotions learned so far. To practice taking turns.</p> <p>PATHS-Gr1, Optional Lessons, L2 Feelings Review: What’s That Feeling?/To review the emotions learned so far. To compare and discuss differences of opinion.</p> <p>PATHS-Gr1, Optional Lessons, L3 Feelings Review: Feelings Sequences/To review some of the basic emotions. To illustrate how feelings can change.</p> <p>PATHS-Gr1, Optional Lessons, L6 Common Classroom Problems: Waiting in Line/To help children manage themselves while standing in line. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p>PATHS-Gr1, Optional Lessons, L8 Common Classroom Problems: Tattling I/To diminish the amount of tattling in your classroom. To distinguish between “tattling” and seeking help. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L9 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p> <p>PATHS-Gr1, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
SL.1.1b	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	<p>PATHS-Gr1, V1, U1, L1 Classroom Rules: Mrs. Otter’s Class/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension; art (optional); music (optional) To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To help children evaluate the subtleties of following rules. To orient children toward becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr1, V1, U1, L2 PATHS Readiness Lesson: Animal Guessing Games/Attentional and listening skills; comparative thinking; vocabulary development; drama (optional) To create an environment that emphasizes PATHS as a “special and fun time.” To develop role-playing skills. To provide practice in paying attention to others. To introduce the terms of SAME and DIFFERENT.</p> <p>PATHS-Gr1, V1, U1, L3 PATHS Kid for Today: Complimenting/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development; art (optional) To develop group cohesion and improved classroom environment. To increase the children’s self-esteem. To improve the children’s personal sense of responsibility. To illustrate the concept of using structure and a systematic plan to achieve a fair and positive goal/outcome. To teach self-respect and respect for others.</p> <p>PATHS-Gr1, V1, U1, L4 Practice with Giving and Receiving</p>

	<p>Compliments/Attentional and listening skills; creative thinking; drama; oral discussion; reading comprehension; art (optional) To give the children practice with giving and receiving compliments. To provide practice in role-playing. To practice taking the perspective of another person.</p> <p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional) To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p> <p>PATHS-Gr1, V1, U2, L6 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; reasoning; self-monitoring To develop good communication in order to form positive peer relationships in the classroom. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p> <p>PATHS-Gr1, V1, U2, L7 Sharing/Art; attentional and listening skills; brainstorming; communication skills; cooperative learning; group discussion; reasoning To introduce sharing as the expected norm in the classroom. To relate the concept of sharing to the concept of caring about others. To introduce the importance of communication for solving problems. To encourage self-control when sharing is required.</p> <p>PATHS-Gr1, V1, U2, L8 Fair Play Rules/Oral discussion; reading; reasoning; art (optional); comparative thinking (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others.</p> <p>PATHS-Gr1, V1, U3, L9 The Turtle Story and Role-plays/Attentional and listening skills; oral discussion; story comprehension; drama (optional) To introduce the concept of self-control through the use of the Turtle Technique. To informally introduce the concepts of handling upset feelings and solving problems.</p> <p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional) To teach children to discriminate between appropriate and inappropriate responses.</p> <p>PATHS-Gr1, V1, U3, L11 Three Steps for Calming Down: Review and Practice/Analytic thinking; oral discussion; reasoning; role-playing; vocabulary development To practice calming down. To encourage perspective taking through role-playing. To provide further examples of times to calm down.</p> <p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p> <p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional); role-playing (optional) To continue practice in evaluating situational clues.</p> <p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things</p>
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	<p>that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p> <p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p> <p>PATHS-Gr1, V1, U4, SA Unit 4: Introduction to Basic Emotions/Reading; art; role-playing; oral discussion To provide more practice with new feelings concepts for children.</p> <p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p> <p>PATHS-Gr1, V1, U5, L19 Mad or Angry II: Feelings vs. Behaviors/Associational thinking; comparative thinking; oral discussion; self-monitoring; art (optional) To discuss the differences between feelings and behaviors. To further explore how all feelings are OK to have, but behaviors can be OK or Not OK. To continue with the hierarchical classification of feelings and behaviors. To introduce the difference between thinking and behaving.</p> <p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p> <p>PATHS-Gr1, V1, U5, L21 Sharing Feelings: Generic Activity/Associational thinking; communication skills; memory retrieval; oral discussion To review the emotions learned so far. To practice sharing emotional memories and experiences in front of others. To practice paying attention and using good listening skills.</p> <p>PATHS-Gr1, V1, U6, L22 Self-Control I: Reviewing the Three</p>
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	<p>Steps for Calming Down/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss control over feelings of anger and related behaviors.</p>
	<p>PATHS-Gr1, V1, U6, L23 Self-Control II: Red Light (Control Signals Poster)/Brainstorming; oral discussion; problem solving; self-monitoring; music (optional) To explore different ways to calm down and gain self-control. To practice a specific method for calming down. To introduce the concept of informal problem solving.</p>
	<p>PATHS-Gr1, V1, U6, L24 Self-Control III: Yellow and Green Lights (Control Signals Poster)/Oral discussion; problem solving; self-monitoring; art (optional); music (optional); role-playing and communication skills (optional) To continue teaching a process for improving self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p>
	<p>PATHS-Gr1, V1, U6, L25 Problem-Solving Meeting I/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (Problem-Solving Meetings).</p>
	<p>PATHS-Gr1, V1, U6, L26 Problem-Solving Meeting II/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide further practice in problem solving in a group situation.</p>
	<p>PATHS-Gr1, V1, U7, L27 Accident, On Purpose/Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.</p>
	<p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p>
	<p>PATHS-Gr1, V1, U7, L29 Mandy and Her Manners/Attentional and listening skills; comparative thinking; decision making; oral discussion; story comprehension To illustrate that behaviors affect the way other people feel. To continue teaching the associations between feelings and behaviors. To help the children accept more personal responsibility for their behaviors. To help the children recognize various types of cues when evaluating affect (situational, facial expressions, content of communication, outcome, and so forth).</p>
	<p>PATHS-Gr1, V1, U7, L30 Manners: Role-plays/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; role-playing To review the hierarchies of manners (behaviors) and of feelings. To remind children that their behaviors affect the way other people feel. To continue the development of perspective-taking skills. To help children recognize various types of cues when evaluating how people feel (situational, facial expressions, content of communication, outcome, and so forth).</p>
	<p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional) To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another</p>

	<p>person's perspective.</p> <p>PATHS-Gr1, V2, U8, L32 Confused, Sure/Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p> <p>PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment/Hierarchical thinking; story comprehension; problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and behaviors can help us change the way we feel, as well as how others feel.</p> <p>PATHS-Gr1, V2, U8, L38 Feelings Review: Guessing Feelings/Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review emotion concepts. To review the emotions learned thus far. To provide practice with role-playing and observing emotional cues. To review the idea that facial expressions and body cues communicate feelings.</p> <p>PATHS-Gr1, V2, U9, L39 What Is a Friend?/Art; brainstorming; communication skills; creative thinking To introduce the concept of friendship. To practice critical thinking.</p> <p>PATHS-Gr1, V2, U9, L40 Hip-Hop's New Friend/Analytic thinking; associational thinking; attentional and listening skills; story comprehension; art (optional) To continue with the concept of friendship. To introduce the idea that friendship can change. To illustrate feelings within the context of a story.</p> <p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p>
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	<p>PATHS-Gr1, V2, U9, L42 Making Friends/Brainstorming; creative thinking; memory retrieval; role-playing; art (optional); self-evaluation (optional); story comprehension (optional) To review the concept of loneliness. To informally introduce the concept of thinking about alternatives when solving problems. To encourage positive social interaction skills. To provide practice with role-playing.</p> <p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p> <p>PATHS-Gr1, V2, U9, L44 Repairing Friendships/Attentional and listening skills; brainstorming; consequential thinking; role-playing; story comprehension To introduce the concept of repairing friendships. To provide practice in generating alternative solutions. To illustrate issues related to apologizing.</p> <p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p> <p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p> <p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p> <p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p> <p>PATHS-Gr1, V2, U10, L50 Privacy and Sharing Your Feelings/Communication skills; decision making; oral discussion; story comprehension To consider when it's appropriate or helpful to communicate one's feelings and when it's better to keep them private. To consider possible consequences for different choices.</p> <p>PATHS-Gr1, V2, U11, L51 Reactions and Review/Brainstorming; communication skills; oral discussion To encourage children to share memories of PATHS lessons. To help children think about the concepts of transitions and endings. To practice skills in being interviewed and recorded.</p> <p>PATHS-Gr1, V2, U11, L52 Planning a PATHS Party/Brainstorming; communication skills; oral discussion</p>
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		<p>To practice applying problem-solving skills to a realistic, fun problem.</p> <p>PATHS-Gr1, Optional Lessons, L1 Feelings Review: Feelings Card Games/To review the emotions learned so far. To practice taking turns.</p> <p>PATHS-Gr1, Optional Lessons, L2 Feelings Review: What's That Feeling?/To review the emotions learned so far. To compare and discuss differences of opinion.</p> <p>PATHS-Gr1, Optional Lessons, L3 Feelings Review: Feelings Sequences/To review some of the basic emotions. To illustrate how feelings can change.</p> <p>PATHS-Gr1, Optional Lessons, L4 Feelings Review: Musical Feelings/To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p> <p>PATHS-Gr1, Optional Lessons, L5 Feelings Review: Language Arts Activities/To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p> <p>PATHS-Gr1, Optional Lessons, L6 Common Classroom Problems: Waiting in Line/To help children manage themselves while standing in line. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p>PATHS-Gr1, Optional Lessons, L8 Common Classroom Problems: Tattling I/To diminish the amount of tattling in your classroom. To distinguish between "tattling" and seeking help. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L9 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p> <p>PATHS-Gr1, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
SL.1.1c	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>PATHS-Gr1, V1, U1, L1 Classroom Rules: Mrs. Otter's Class/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension; art (optional); music (optional)</p> <p>To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To help children evaluate the subtleties of following rules. To orient children toward becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr1, V1, U1, L2 PATHS Readiness Lesson: Animal Guessing Games/Attentional and listening skills; comparative thinking; vocabulary development; drama (optional)</p> <p>To create an environment that emphasizes PATHS as a "special and fun time." To develop role-playing skills. To provide practice in paying attention to others. To introduce the terms of SAME and DIFFERENT.</p> <p>PATHS-Gr1, V1, U1, L3 PATHS Kid for Today: Complimenting/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development; art (optional)</p>

	<p>To develop group cohesion and improved classroom environment. To increase the children's self-esteem. To improve the children's personal sense of responsibility. To illustrate the concept of using structure and a systematic plan to achieve a fair and positive goal/outcome. To teach self-respect and respect for others.</p>
	<p>PATHS-Gr1, V1, U1, L4 Practice with Giving and Receiving Compliments/Attentional and listening skills; creative thinking; drama; oral discussion; reading comprehension; art (optional) To give the children practice with giving and receiving compliments. To provide practice in role-playing. To practice taking the perspective of another person.</p>
	<p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional) To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p>
	<p>PATHS-Gr1, V1, U2, L6 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; reasoning; self-monitoring To develop good communication in order to form positive peer relationships in the classroom. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p>
	<p>PATHS-Gr1, V1, U2, L7 Sharing/Art; attentional and listening skills; brainstorming; communication skills; cooperative learning; group discussion; reasoning To introduce sharing as the expected norm in the classroom. To relate the concept of sharing to the concept of caring about others. To introduce the importance of communication for solving problems. To encourage self-control when sharing is required.</p>
	<p>PATHS-Gr1, V1, U2, L8 Fair Play Rules/Oral discussion; reading; reasoning; art (optional); comparative thinking (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others.</p>
	<p>PATHS-Gr1, V1, U3, L9 The Turtle Story and Role-plays/Attentional and listening skills; oral discussion; story comprehension; drama (optional) To introduce the concept of self-control through the use of the Turtle Technique. To informally introduce the concepts of handling upset feelings and solving problems.</p>
	<p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional) To teach children to discriminate between appropriate and inappropriate responses.</p>
	<p>PATHS-Gr1, V1, U3, L11 Three Steps for Calming Down: Review and Practice/Analytic thinking; oral discussion; reasoning; role-playing; vocabulary development To practice calming down. To encourage perspective taking through role-playing. To provide further examples of times to calm down.</p>
	<p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p>
	<p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional);</p>

	<p>role-playing (optional) To continue practice in evaluating situational clues.</p>
	<p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p>
	<p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p>
	<p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p>
	<p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p>
	<p>PATHS-Gr1, V1, U4, SA Unit 4: Introduction to Basic Emotions/Reading; art; role-playing; oral discussion To provide more practice with new feelings concepts for children.</p>
	<p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p>
	<p>PATHS-Gr1, V1, U5, L19 Mad or Angry II: Feelings vs. Behaviors/Associational thinking; comparative thinking; oral discussion; self-monitoring; art (optional) To discuss the differences between feelings and behaviors. To further explore how all feelings are OK to have, but behaviors can be OK or Not OK. To continue with the hierarchical classification of feelings and behaviors. To introduce the difference between thinking and behaving.</p>
	<p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p>
	<p>PATHS-Gr1, V1, U5, L21 Sharing Feelings: Generic</p>

		<p>Activity/Associational thinking; communication skills; memory retrieval; oral discussion To review the emotions learned so far. To practice sharing emotional memories and experiences in front of others. To practice paying attention and using good listening skills.</p> <p>PATHS-Gr1, V1, U6, L22 Self-Control I: Reviewing the Three Steps for Calming Down/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss control over feelings of anger and related behaviors.</p> <p>PATHS-Gr1, V1, U6, L23 Self-Control II: Red Light (Control Signals Poster)/Brainstorming; oral discussion; problem solving; self-monitoring; music (optional) To explore different ways to calm down and gain self-control. To practice a specific method for calming down. To introduce the concept of informal problem solving.</p> <p>PATHS-Gr1, V1, U6, L24 Self-Control III: Yellow and Green Lights (Control Signals Poster)/Oral discussion; problem solving; self-monitoring; art (optional); music (optional); role-playing and communication skills (optional) To continue teaching a process for improving self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p> <p>PATHS-Gr1, V1, U6, L25 Problem-Solving Meeting I/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (Problem-Solving Meetings).</p> <p>PATHS-Gr1, V1, U6, L26 Problem-Solving Meeting II/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide further practice in problem solving in a group situation.</p> <p>PATHS-Gr1, V1, U7, L27 Accident, On Purpose/Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.</p> <p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p> <p>PATHS-Gr1, V1, U7, L29 Mandy and Her Manners/Attentional and listening skills; comparative thinking; decision making; oral discussion; story comprehension To illustrate that behaviors affect the way other people feel. To continue teaching the associations between feelings and behaviors. To help the children accept more personal responsibility for their behaviors. To help the children recognize various types of cues when evaluating affect (situational, facial expressions, content of communication, outcome, and so forth).</p> <p>PATHS-Gr1, V1, U7, L30 Manners: Role-plays/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; role-playing To review the hierarchies of manners (behaviors) and of feelings. To remind children that their behaviors affect the way other people feel. To continue the development of perspective-taking skills. To help children recognize various types of cues when evaluating how people feel (situational, facial expressions, content of</p>
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		communication, outcome, and so forth).
		PATHS-Gr1, V2, U8, L31 Surprised, Expect/ Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional) To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.
		PATHS-Gr1, V2, U8, L32 Confused, Sure/ Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.
		PATHS-Gr1, V2, U8, L33 Embarrassed/ Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.
		PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/ Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.
		PATHS-Gr1, V2, U8, L35 Frustrated/ Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.
		PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/ Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.
		PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment/ Hierarchical thinking; story comprehension; problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and behaviors can help us change the way we feel, as well as how others feel.
		PATHS-Gr1, V2, U8, L38 Feelings Review: Guessing Feelings/ Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review emotion concepts. To review the emotions learned thus far. To provide practice with role-playing and observing emotional cues. To review the idea that facial expressions and body cues communicate feelings.
		PATHS-Gr1, V2, U9, L39 What Is a Friend?/ Art; brainstorming; communication skills; creative thinking To introduce the concept of friendship. To practice critical thinking.
		PATHS-Gr1, V2, U9, L40 Hip-Hop's New Friend/ Analytic thinking; associational thinking; attentional and listening skills; story comprehension; art (optional) To continue with the concept of friendship. To introduce the idea that friendship can change. To illustrate feelings within the context

		<p>of a story.</p> <p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p> <p>PATHS-Gr1, V2, U9, L42 Making Friends/Brainstorming; creative thinking; memory retrieval; role-playing; art (optional); self-evaluation (optional); story comprehension (optional) To review the concept of loneliness. To informally introduce the concept of thinking about alternatives when solving problems. To encourage positive social interaction skills. To provide practice with role-playing.</p> <p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p> <p>PATHS-Gr1, V2, U9, L44 Repairing Friendships/Attentional and listening skills; brainstorming; consequential thinking; role-playing; story comprehension To introduce the concept of repairing friendships. To provide practice in generating alternative solutions. To illustrate issues related to apologizing.</p> <p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p> <p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p> <p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p> <p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p> <p>PATHS-Gr1, V2, U10, L50 Privacy and Sharing Your Feelings/Communication skills; decision making; oral discussion; story comprehension To consider when it's appropriate or helpful to communicate one's feelings and when it's better to keep them private. To consider possible consequences for different choices.</p> <p>PATHS-Gr1, V2, U11, L51 Reactions and Review/Brainstorming;</p>
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		<p>communication skills; oral discussion To encourage children to share memories of PATHS lessons. To help children think about the concepts of transitions and endings. To practice skills in being interviewed and recorded.</p> <p>PATHS-Gr1, V2, U11, L52 Planning a PATHS Party/Brainstorming; communication skills; oral discussion To practice applying problem-solving skills to a realistic, fun problem.</p> <p>PATHS-Gr1, Optional Lessons, L1 Feelings Review: Feelings Card Games/To review the emotions learned so far. To practice taking turns.</p> <p>PATHS-Gr1, Optional Lessons, L2 Feelings Review: What’s That Feeling?/To review the emotions learned so far. To compare and discuss differences of opinion.</p> <p>PATHS-Gr1, Optional Lessons, L3 Feelings Review: Feelings Sequences/To review some of the basic emotions. To illustrate how feelings can change.</p> <p>PATHS-Gr1, Optional Lessons, L6 Common Classroom Problems: Waiting in Line/To help children manage themselves while standing in line. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p>PATHS-Gr1, Optional Lessons, L8 Common Classroom Problems: Tattling I/To diminish the amount of tattling in your classroom. To distinguish between “tattling” and seeking help. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L9 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p> <p>PATHS-Gr1, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<p>PATHS-Gr1, V1, U1, L1 Classroom Rules: Mrs. Otter’s Class/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension; art (optional); music (optional) To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To help children evaluate the subtleties of following rules. To orient children toward becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr1, V1, U1, L2 PATHS Readiness Lesson: Animal Guessing Games/Attentional and listening skills; comparative thinking; vocabulary development; drama (optional) To create an environment that emphasizes PATHS as a “special and fun time.” To develop role-playing skills. To provide practice in paying attention to others. To introduce the terms of SAME and DIFFERENT.</p> <p>PATHS-Gr1, V1, U1, L3 PATHS Kid for Today: Complimenting/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development; art (optional) To develop group cohesion and improved classroom environment.</p>

	<p>To increase the children's self-esteem. To improve the children's personal sense of responsibility. To illustrate the concept of using structure and a systematic plan to achieve a fair and positive goal/outcome. To teach self-respect and respect for others.</p>
	<p>PATHS-Gr1, V1, U1, L4 Practice with Giving and Receiving Compliments/Attentional and listening skills; creative thinking; drama; oral discussion; reading comprehension; art (optional) To give the children practice with giving and receiving compliments. To provide practice in role-playing. To practice taking the perspective of another person.</p>
	<p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional) To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p>
	<p>PATHS-Gr1, V1, U2, L6 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; reasoning; self-monitoring To develop good communication in order to form positive peer relationships in the classroom. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p>
	<p>PATHS-Gr1, V1, U2, L7 Sharing/Art; attentional and listening skills; brainstorming; communication skills; cooperative learning; group discussion; reasoning To introduce sharing as the expected norm in the classroom. To relate the concept of sharing to the concept of caring about others. To introduce the importance of communication for solving problems. To encourage self-control when sharing is required.</p>
	<p>PATHS-Gr1, V1, U2, L8 Fair Play Rules/Oral discussion; reading; reasoning; art (optional); comparative thinking (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others.</p>
	<p>PATHS-Gr1, V1, U3, L9 The Turtle Story and Role-plays/Attentional and listening skills; oral discussion; story comprehension; drama (optional) To introduce the concept of self-control through the use of the Turtle Technique. To informally introduce the concepts of handling upset feelings and solving problems.</p>
	<p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional) To teach children to discriminate between appropriate and inappropriate responses.</p>
	<p>PATHS-Gr1, V1, U3, L11 Three Steps for Calming Down: Review and Practice/Analytic thinking; oral discussion; reasoning; role-playing; vocabulary development To practice calming down. To encourage perspective taking through role-playing. To provide further examples of times to calm down.</p>
	<p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p>
	<p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional); role-playing (optional)</p>

	<p>To continue practice in evaluating situational clues.</p> <p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p> <p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p> <p>PATHS-Gr1, V1, U4, SA Unit 4: Introduction to Basic Emotions/Reading; art; role-playing; oral discussion To provide more practice with new feelings concepts for children.</p> <p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p> <p>PATHS-Gr1, V1, U5, L19 Mad or Angry II: Feelings vs. Behaviors/Associational thinking; comparative thinking; oral discussion; self-monitoring; art (optional) To discuss the differences between feelings and behaviors. To further explore how all feelings are OK to have, but behaviors can be OK or Not OK. To continue with the hierarchical classification of feelings and behaviors. To introduce the difference between thinking and behaving.</p> <p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p> <p>PATHS-Gr1, V1, U5, L21 Sharing Feelings: Generic Activity/Associational thinking; communication skills; memory</p>
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	<p>retrieval; oral discussion To review the emotions learned so far. To practice sharing emotional memories and experiences in front of others. To practice paying attention and using good listening skills.</p>
	<p>PATHS-Gr1, V1, U6, L22 Self-Control I: Reviewing the Three Steps for Calming Down/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss control over feelings of anger and related behaviors.</p>
	<p>PATHS-Gr1, V1, U6, L23 Self-Control II: Red Light (Control Signals Poster)/Brainstorming; oral discussion; problem solving; self-monitoring; music (optional) To explore different ways to calm down and gain self-control. To practice a specific method for calming down. To introduce the concept of informal problem solving.</p>
	<p>PATHS-Gr1, V1, U6, L24 Self-Control III: Yellow and Green Lights (Control Signals Poster)/Oral discussion; problem solving; self-monitoring; art (optional); music (optional); role-playing and communication skills (optional) To continue teaching a process for improving self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p>
	<p>PATHS-Gr1, V1, U6, L25 Problem-Solving Meeting I/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (Problem-Solving Meetings).</p>
	<p>PATHS-Gr1, V1, U6, L26 Problem-Solving Meeting II/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide further practice in problem solving in a group situation.</p>
	<p>PATHS-Gr1, V1, U7, L27 Accident, On Purpose/Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.</p>
	<p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p>
	<p>PATHS-Gr1, V1, U7, L29 Mandy and Her Manners/Attentional and listening skills; comparative thinking; decision making; oral discussion; story comprehension To illustrate that behaviors affect the way other people feel. To continue teaching the associations between feelings and behaviors. To help the children accept more personal responsibility for their behaviors. To help the children recognize various types of cues when evaluating affect (situational, facial expressions, content of communication, outcome, and so forth).</p>
	<p>PATHS-Gr1, V1, U7, L30 Manners: Role-plays/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; role-playing To review the hierarchies of manners (behaviors) and of feelings. To remind children that their behaviors affect the way other people feel. To continue the development of perspective-taking skills. To help children recognize various types of cues when evaluating how people feel (situational, facial expressions, content of communication, outcome, and so forth).</p>

	<p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional) To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.</p> <p>PATHS-Gr1, V2, U8, L32 Confused, Sure/Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p> <p>PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment/Hierarchical thinking; story comprehension; problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and behaviors can help us change the way we feel, as well as how others feel.</p> <p>PATHS-Gr1, V2, U8, L38 Feelings Review: Guessing Feelings/Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review emotion concepts. To review the emotions learned thus far. To provide practice with role-playing and observing emotional cues. To review the idea that facial expressions and body cues communicate feelings.</p> <p>PATHS-Gr1, V2, U9, L39 What Is a Friend?/Art; brainstorming; communication skills; creative thinking To introduce the concept of friendship. To practice critical thinking.</p> <p>PATHS-Gr1, V2, U9, L40 Hip-Hop's New Friend/Analytic thinking; associational thinking; attentional and listening skills; story comprehension; art (optional) To continue with the concept of friendship. To introduce the idea that friendship can change. To illustrate feelings within the context of a story.</p>
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		<p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p> <p>PATHS-Gr1, V2, U9, L42 Making Friends/Brainstorming; creative thinking; memory retrieval; role-playing; art (optional); self-evaluation (optional); story comprehension (optional) To review the concept of loneliness. To informally introduce the concept of thinking about alternatives when solving problems. To encourage positive social interaction skills. To provide practice with role-playing.</p> <p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p> <p>PATHS-Gr1, V2, U9, L44 Repairing Friendships/Attentional and listening skills; brainstorming; consequential thinking; role-playing; story comprehension To introduce the concept of repairing friendships. To provide practice in generating alternative solutions. To illustrate issues related to apologizing.</p> <p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p> <p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p> <p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p> <p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p> <p>PATHS-Gr1, V2, U10, L50 Privacy and Sharing Your Feelings/Communication skills; decision making; oral discussion; story comprehension To consider when it's appropriate or helpful to communicate one's feelings and when it's better to keep them private. To consider possible consequences for different choices.</p> <p>PATHS-Gr1, V2, U11, L51 Reactions and Review/Brainstorming; communication skills; oral discussion</p>
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		<p>To encourage children to share memories of PATHS lessons. To help children think about the concepts of transitions and endings. To practice skills in being interviewed and recorded.</p> <p>PATHS-Gr1, V2, U11, L52 Planning a PATHS Party/Brainstorming; communication skills; oral discussion To practice applying problem-solving skills to a realistic, fun problem.</p> <p>PATHS-Gr1, Optional Lessons, L1 Feelings Review: Feelings Card Games/To review the emotions learned so far. To practice taking turns.</p> <p>PATHS-Gr1, Optional Lessons, L2 Feelings Review: What's That Feeling?/To review the emotions learned so far. To compare and discuss differences of opinion.</p> <p>PATHS-Gr1, Optional Lessons, L3 Feelings Review: Feelings Sequences/To review some of the basic emotions. To illustrate how feelings can change.</p> <p>PATHS-Gr1, Optional Lessons, L4 Feelings Review: Musical Feelings/To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p> <p>PATHS-Gr1, Optional Lessons, L5 Feelings Review: Language Arts Activities/To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p> <p>PATHS-Gr1, Optional Lessons, L6 Common Classroom Problems: Waiting in Line/To help children manage themselves while standing in line. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p>PATHS-Gr1, Optional Lessons, L8 Common Classroom Problems: Tattling I/To diminish the amount of tattling in your classroom. To distinguish between "tattling" and seeking help. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L9 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p> <p>PATHS-Gr1, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
SL.1.3	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>PATHS-Gr1, V1, U1, L1 Classroom Rules: Mrs. Otter's Class/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension; art (optional); music (optional) To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To help children evaluate the subtleties of following rules. To orient children toward becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr1, V1, U1, L2 PATHS Readiness Lesson: Animal Guessing Games/Attentional and listening skills; comparative thinking; vocabulary development; drama (optional) To create an environment that emphasizes PATHS as a "special and fun time." To develop role-playing skills. To provide practice in paying attention to others. To introduce the terms of SAME and</p>

		DIFFERENT.
		<p>PATHS-Gr1, V1, U1, L3 PATHS Kid for Today: Complimenting/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development; art (optional) To develop group cohesion and improved classroom environment. To increase the children's self-esteem. To improve the children's personal sense of responsibility. To illustrate the concept of using structure and a systematic plan to achieve a fair and positive goal/outcome. To teach self-respect and respect for others.</p>
		<p>PATHS-Gr1, V1, U1, L4 Practice with Giving and Receiving Compliments/Attentional and listening skills; creative thinking; drama; oral discussion; reading comprehension; art (optional) To give the children practice with giving and receiving compliments. To provide practice in role-playing. To practice taking the perspective of another person.</p>
		<p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional) To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p>
		<p>PATHS-Gr1, V1, U2, L6 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; reasoning; self-monitoring To develop good communication in order to form positive peer relationships in the classroom. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p>
		<p>PATHS-Gr1, V1, U2, L7 Sharing/Art; attentional and listening skills; brainstorming; communication skills; cooperative learning; group discussion; reasoning To introduce sharing as the expected norm in the classroom. To relate the concept of sharing to the concept of caring about others. To introduce the importance of communication for solving problems. To encourage self-control when sharing is required.</p>
		<p>PATHS-Gr1, V1, U2, L8 Fair Play Rules/Oral discussion; reading; reasoning; art (optional); comparative thinking (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others.</p>
		<p>PATHS-Gr1, V1, U3, L9 The Turtle Story and Role-plays/Attentional and listening skills; oral discussion; story comprehension; drama (optional) To introduce the concept of self-control through the use of the Turtle Technique. To informally introduce the concepts of handling upset feelings and solving problems.</p>
		<p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional) To teach children to discriminate between appropriate and inappropriate responses.</p>
		<p>PATHS-Gr1, V1, U3, L11 Three Steps for Calming Down: Review and Practice/Analytic thinking; oral discussion; reasoning; role-playing; vocabulary development To practice calming down. To encourage perspective taking through role-playing. To provide further examples of times to calm down.</p>
		<p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and</p>

	<p>listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p>
	<p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional); role-playing (optional) To continue practice in evaluating situational clues.</p>
	<p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p>
	<p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p>
	<p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p>
	<p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p>
	<p>PATHS-Gr1, V1, U4, SA Unit 4: Introduction to Basic Emotions/Reading; art; role-playing; oral discussion To provide more practice with new feelings concepts for children.</p>
	<p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p>
	<p>PATHS-Gr1, V1, U5, L19 Mad or Angry II: Feelings vs. Behaviors/Associational thinking; comparative thinking; oral discussion; self-monitoring; art (optional) To discuss the differences between feelings and behaviors. To further explore how all feelings are OK to have, but behaviors can be OK or Not OK. To continue with the hierarchical classification of feelings and behaviors. To introduce the difference between thinking and behaving.</p>
	<p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography</p>

		<p>(optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p>
		<p>PATHS-Gr1, V1, U5, L21 Sharing Feelings: Generic Activity/Associational thinking; communication skills; memory retrieval; oral discussion To review the emotions learned so far. To practice sharing emotional memories and experiences in front of others. To practice paying attention and using good listening skills.</p>
		<p>PATHS-Gr1, V1, U6, L22 Self-Control I: Reviewing the Three Steps for Calming Down/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss control over feelings of anger and related behaviors.</p>
		<p>PATHS-Gr1, V1, U6, L23 Self-Control II: Red Light (Control Signals Poster)/Brainstorming; oral discussion; problem solving; self-monitoring; music (optional) To explore different ways to calm down and gain self-control. To practice a specific method for calming down. To introduce the concept of informal problem solving.</p>
		<p>PATHS-Gr1, V1, U6, L24 Self-Control III: Yellow and Green Lights (Control Signals Poster)/Oral discussion; problem solving; self-monitoring; art (optional); music (optional); role-playing and communication skills (optional) To continue teaching a process for improving self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p>
		<p>PATHS-Gr1, V1, U6, L25 Problem-Solving Meeting I/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (Problem-Solving Meetings).</p>
		<p>PATHS-Gr1, V1, U6, L26 Problem-Solving Meeting II/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide further practice in problem solving in a group situation.</p>
		<p>PATHS-Gr1, V1, U7, L27 Accident, On Purpose/Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.</p>
		<p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p>
		<p>PATHS-Gr1, V1, U7, L29 Mandy and Her Manners/Attentional and listening skills; comparative thinking; decision making; oral discussion; story comprehension To illustrate that behaviors affect the way other people feel. To continue teaching the associations between feelings and behaviors. To help the children accept more personal responsibility for their behaviors. To help the children recognize various types of cues when evaluating affect (situational, facial expressions, content of communication, outcome, and so forth).</p>
		<p>PATHS-Gr1, V1, U7, L30 Manners: Role-plays/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; role-playing</p>

		<p>To review the hierarchies of manners (behaviors) and of feelings. To remind children that their behaviors affect the way other people feel. To continue the development of perspective-taking skills. To help children recognize various types of cues when evaluating how people feel (situational, facial expressions, content of communication, outcome, and so forth).</p> <p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional) To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.</p> <p>PATHS-Gr1, V2, U8, L32 Confused, Sure/Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p> <p>PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment/Hierarchical thinking; story comprehension; problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and behaviors can help us change the way we feel, as well as how others feel.</p> <p>PATHS-Gr1, V2, U8, L38 Feelings Review: Guessing Feelings/Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review emotion concepts. To review the emotions learned thus far. To provide practice with role-playing and observing emotional cues. To review the idea that facial expressions and body cues communicate feelings.</p> <p>PATHS-Gr1, V2, U9, L39 What Is a Friend?/Art; brainstorming; communication skills; creative thinking To introduce the concept of friendship. To practice critical thinking.</p>
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		<p>story comprehension To consider when it's appropriate or helpful to communicate one's feelings and when it's better to keep them private. To consider possible consequences for different choices.</p> <p>PATHS-Gr1, V2, U11, L51 Reactions and Review/Brainstorming; communication skills; oral discussion To encourage children to share memories of PATHS lessons. To help children think about the concepts of transitions and endings. To practice skills in being interviewed and recorded.</p> <p>PATHS-Gr1, V2, U11, L52 Planning a PATHS Party/Brainstorming; communication skills; oral discussion To practice applying problem-solving skills to a realistic, fun problem.</p> <p>PATHS-Gr1, Optional Lessons, L1 Feelings Review: Feelings Card Games/To review the emotions learned so far. To practice taking turns.</p> <p>PATHS-Gr1, Optional Lessons, L2 Feelings Review: What's That Feeling?/To review the emotions learned so far. To compare and discuss differences of opinion.</p> <p>PATHS-Gr1, Optional Lessons, L3 Feelings Review: Feelings Sequences/To review some of the basic emotions. To illustrate how feelings can change.</p> <p>PATHS-Gr1, Optional Lessons, L4 Feelings Review: Musical Feelings/To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p> <p>PATHS-Gr1, Optional Lessons, L5 Feelings Review: Language Arts Activities/To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p> <p>PATHS-Gr1, Optional Lessons, L6 Common Classroom Problems: Waiting in Line/To help children manage themselves while standing in line. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p>PATHS-Gr1, Optional Lessons, L8 Common Classroom Problems: Tattling I/To diminish the amount of tattling in your classroom. To distinguish between "tattling" and seeking help. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L9 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p>PATHS-Gr1, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p> <p>PATHS-Gr1, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
<p>Speaking and Listening: Presentation of Knowledge and Ideas</p>		
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<p>PATHS-Gr1, V1, U1, L1 Classroom Rules: Mrs. Otter's Class/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension; art (optional); music (optional) To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To help children evaluate the subtleties of following rules. To</p>

	<p>orient children toward becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr1, V1, U1, L2 PATHS Readiness Lesson: Animal Guessing Games/Attentional and listening skills; comparative thinking; vocabulary development; drama (optional) To create an environment that emphasizes PATHS as a “special and fun time.” To develop role-playing skills. To provide practice in paying attention to others. To introduce the terms of SAME and DIFFERENT.</p> <p>PATHS-Gr1, V1, U1, L3 PATHS Kid for Today: Complimenting/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development; art (optional) To develop group cohesion and improved classroom environment. To increase the children’s self-esteem. To improve the children’s personal sense of responsibility. To illustrate the concept of using structure and a systematic plan to achieve a fair and positive goal/outcome. To teach self-respect and respect for others.</p> <p>PATHS-Gr1, V1, U1, L4 Practice with Giving and Receiving Compliments/Attentional and listening skills; creative thinking; drama; oral discussion; reading comprehension; art (optional) To give the children practice with giving and receiving compliments. To provide practice in role-playing. To practice taking the perspective of another person.</p> <p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional) To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p> <p>PATHS-Gr1, V1, U2, L6 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; reasoning; self-monitoring To develop good communication in order to form positive peer relationships in the classroom. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p> <p>PATHS-Gr1, V1, U2, L7 Sharing/Art; attentional and listening skills; brainstorming; communication skills; cooperative learning; group discussion; reasoning To introduce sharing as the expected norm in the classroom. To relate the concept of sharing to the concept of caring about others. To introduce the importance of communication for solving problems. To encourage self-control when sharing is required.</p> <p>PATHS-Gr1, V1, U2, L8 Fair Play Rules/Oral discussion; reading; reasoning; art (optional); comparative thinking (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others.</p> <p>PATHS-Gr1, V1, U3, L9 The Turtle Story and Role-plays/Attentional and listening skills; oral discussion; story comprehension; drama (optional) To introduce the concept of self-control through the use of the Turtle Technique. To informally introduce the concepts of handling upset feelings and solving problems.</p> <p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional) To teach children to discriminate between appropriate and</p>
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		<p>inappropriate responses.</p> <p>PATHS-Gr1, V1, U3, L11 Three Steps for Calming Down: Review and Practice/Analytic thinking; oral discussion; reasoning; role-playing; vocabulary development To practice calming down. To encourage perspective taking through role-playing. To provide further examples of times to calm down.</p> <p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p> <p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional); role-playing (optional) To continue practice in evaluating situational clues.</p> <p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p> <p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p> <p>PATHS-Gr1, V1, U4, SA Unit 4: Introduction to Basic Emotions/Reading; art; role-playing; oral discussion To provide more practice with new feelings concepts for children.</p> <p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p> <p>PATHS-Gr1, V1, U5, L19 Mad or Angry II: Feelings vs. Behaviors/Associational thinking; comparative thinking; oral discussion; self-monitoring; art (optional)</p>
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		<p>To discuss the differences between feelings and behaviors. To further explore how all feelings are OK to have, but behaviors can be OK or Not OK. To continue with the hierarchical classification of feelings and behaviors. To introduce the difference between thinking and behaving.</p> <p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p> <p>PATHS-Gr1, V1, U5, L21 Sharing Feelings: Generic Activity/Associational thinking; communication skills; memory retrieval; oral discussion To review the emotions learned so far. To practice sharing emotional memories and experiences in front of others. To practice paying attention and using good listening skills.</p> <p>PATHS-Gr1, V1, U6, L22 Self-Control I: Reviewing the Three Steps for Calming Down/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss control over feelings of anger and related behaviors.</p> <p>PATHS-Gr1, V1, U6, L23 Self-Control II: Red Light (Control Signals Poster)/Brainstorming; oral discussion; problem solving; self-monitoring; music (optional) To explore different ways to calm down and gain self-control. To practice a specific method for calming down. To introduce the concept of informal problem solving.</p> <p>PATHS-Gr1, V1, U6, L24 Self-Control III: Yellow and Green Lights (Control Signals Poster)/Oral discussion; problem solving; self-monitoring; art (optional); music (optional); role-playing and communication skills (optional) To continue teaching a process for improving self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p> <p>PATHS-Gr1, V1, U6, L25 Problem-Solving Meeting I/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (Problem-Solving Meetings).</p> <p>PATHS-Gr1, V1, U6, L26 Problem-Solving Meeting II/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide further practice in problem solving in a group situation.</p> <p>PATHS-Gr1, V1, U7, L27 Accident, On Purpose/Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.</p> <p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p> <p>PATHS-Gr1, V1, U7, L29 Mandy and Her Manners/Attentional and listening skills; comparative thinking; decision making; oral discussion; story comprehension To illustrate that behaviors affect the way other people feel. To</p>
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		<p>continue teaching the associations between feelings and behaviors. To help the children accept more personal responsibility for their behaviors. To help the children recognize various types of cues when evaluating affect (situational, facial expressions, content of communication, outcome, and so forth).</p> <p>PATHS-Gr1, V1, U7, L30 Manners: Role-plays/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; role-playing To review the hierarchies of manners (behaviors) and of feelings. To remind children that their behaviors affect the way other people feel. To continue the development of perspective-taking skills. To help children recognize various types of cues when evaluating how people feel (situational, facial expressions, content of communication, outcome, and so forth).</p> <p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional) To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.</p> <p>PATHS-Gr1, V2, U8, L32 Confused, Sure/Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p> <p>PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment/Hierarchical thinking; story comprehension; problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and behaviors can help us change the way we feel, as well as how others feel.</p> <p>PATHS-Gr1, V2, U8, L38 Feelings Review: Guessing Feelings/Communication skills; deciphering visual clues; memory</p>
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	<p>retrieval; reading; role-playing; writing (optional) To review emotion concepts. To review the emotions learned thus far. To provide practice with role-playing and observing emotional cues. To review the idea that facial expressions and body cues communicate feelings.</p>
	<p>PATHS-Gr1, V2, U9, L39 What Is a Friend?/Art; brainstorming; communication skills; creative thinking To introduce the concept of friendship. To practice critical thinking.</p>
	<p>PATHS-Gr1, V2, U9, L40 Hip-Hop's New Friend/Analytic thinking; associational thinking; attentional and listening skills; story comprehension; art (optional) To continue with the concept of friendship. To introduce the idea that friendship can change. To illustrate feelings within the context of a story.</p>
	<p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p>
	<p>PATHS-Gr1, V2, U9, L42 Making Friends/Brainstorming; creative thinking; memory retrieval; role-playing; art (optional); self-evaluation (optional); story comprehension (optional) To review the concept of loneliness. To informally introduce the concept of thinking about alternatives when solving problems. To encourage positive social interaction skills. To provide practice with role-playing.</p>
	<p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p>
	<p>PATHS-Gr1, V2, U9, L44 Repairing Friendships/Attentional and listening skills; brainstorming; consequential thinking; role-playing; story comprehension To introduce the concept of repairing friendships. To provide practice in generating alternative solutions. To illustrate issues related to apologizing.</p>
	<p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p>
	<p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
	<p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p>
	<p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p>
	<p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion;</p>

		<p>consequential thinking; communication skills; spelling; story comprehension</p> <p>To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p>
		<p>PATHS-Gr1, V2, U10, L50 Privacy and Sharing Your Feelings/Communication skills; decision making; oral discussion; story comprehension</p> <p>To consider when it's appropriate or helpful to communicate one's feelings and when it's better to keep them private. To consider possible consequences for different choices.</p>
		<p>PATHS-Gr1, V2, U11, L51 Reactions and Review/Brainstorming; communication skills; oral discussion</p> <p>To encourage children to share memories of PATHS lessons. To help children think about the concepts of transitions and endings. To practice skills in being interviewed and recorded.</p>
		<p>PATHS-Gr1, V2, U11, L52 Planning a PATHS Party/Brainstorming; communication skills; oral discussion</p> <p>To practice applying problem-solving skills to a realistic, fun problem.</p>
		<p>PATHS-Gr1, Optional Lessons, L1 Feelings Review: Feelings Card Games/To review the emotions learned so far. To practice taking turns.</p>
		<p>PATHS-Gr1, Optional Lessons, L2 Feelings Review: What's That Feeling?/To review the emotions learned so far. To compare and discuss differences of opinion.</p>
		<p>PATHS-Gr1, Optional Lessons, L3 Feelings Review: Feelings Sequences/To review some of the basic emotions. To illustrate how feelings can change.</p>
		<p>PATHS-Gr1, Optional Lessons, L4 Feelings Review: Musical Feelings/To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p>
		<p>PATHS-Gr1, Optional Lessons, L5 Feelings Review: Language Arts Activities/To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p>
		<p>PATHS-Gr1, Optional Lessons, L6 Common Classroom Problems: Waiting in Line/To help children manage themselves while standing in line. To practice problem solving.</p>
		<p>PATHS-Gr1, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p>
		<p>PATHS-Gr1, Optional Lessons, L8 Common Classroom Problems: Tattling I/To diminish the amount of tattling in your classroom. To distinguish between "tattling" and seeking help. To practice problem solving.</p>
		<p>PATHS-Gr1, Optional Lessons, L9 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
		<p>PATHS-Gr1, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p>
		<p>PATHS-Gr1, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
SL.1.5	Add drawings or other	PATHS-Gr1, V1, U1, L1 Classroom Rules: Mrs. Otter's

	<p>visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Class/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension; art (optional); music (optional) To introduce children to the PATHS curriculum. To help children see and learn the importance of having rules and structure within a group. To help children evaluate the subtleties of following rules. To orient children toward becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr1, V1, U1, L3 PATHS Kid for Today: Complimenting/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development; art (optional) To develop group cohesion and improved classroom environment. To increase the children's self-esteem. To improve the children's personal sense of responsibility. To illustrate the concept of using structure and a systematic plan to achieve a fair and positive goal/outcome. To teach self-respect and respect for others.</p> <p>PATHS-Gr1, V1, U1, L4 Practice with Giving and Receiving Compliments/Attentional and listening skills; creative thinking; drama; oral discussion; reading comprehension; art (optional) To give the children practice with giving and receiving compliments. To provide practice in role-playing. To practice taking the perspective of another person.</p> <p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional) To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p> <p>PATHS-Gr1, V1, U2, L6 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; reasoning; self-monitoring To develop good communication in order to form positive peer relationships in the classroom. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p> <p>PATHS-Gr1, V1, U2, L7 Sharing/Art; attentional and listening skills; brainstorming; communication skills; cooperative learning; group discussion; reasoning To introduce sharing as the expected norm in the classroom. To relate the concept of sharing to the concept of caring about others. To introduce the importance of communication for solving problems. To encourage self-control when sharing is required.</p> <p>PATHS-Gr1, V1, U2, L8 Fair Play Rules/Oral discussion; reading; reasoning; art (optional); comparative thinking (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others.</p> <p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional) To teach children to discriminate between appropriate and inappropriate responses.</p> <p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p> <p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional);</p>
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		<p>role-playing (optional) To continue practice in evaluating situational clues.</p> <p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p> <p>PATHS-Gr1, V1, U4, SA Unit 4: Introduction to Basic Emotions/Reading; art; role-playing; oral discussion To provide more practice with new feelings concepts for children.</p> <p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p> <p>PATHS-Gr1, V1, U5, L19 Mad or Angry II: Feelings vs. Behaviors/Associational thinking; comparative thinking; oral discussion; self-monitoring; art (optional) To discuss the differences between feelings and behaviors. To further explore how all feelings are OK to have, but behaviors can be OK or Not OK. To continue with the hierarchical classification of feelings and behaviors. To introduce the difference between thinking and behaving.</p> <p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p> <p>PATHS-Gr1, V1, U6, L23 Self-Control II: Red Light (Control Signals Poster)/Brainstorming; oral discussion; problem solving; self-monitoring; music (optional) To explore different ways to calm down and gain self-control. To practice a specific method for calming down. To introduce the concept of informal problem solving.</p> <p>PATHS-Gr1, V1, U6, L24 Self-Control III: Yellow and Green Lights (Control Signals Poster)/Oral discussion; problem solving;</p>
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		<p>self-monitoring; art (optional); music (optional); role-playing and communication skills (optional) To continue teaching a process for improving self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p> <p>PATHS-Gr1, V1, U6, L25 Problem-Solving Meeting I/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (Problem-Solving Meetings).</p> <p>PATHS-Gr1, V1, U6, L26 Problem-Solving Meeting II/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide further practice in problem solving in a group situation.</p> <p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p> <p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional) To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.</p> <p>PATHS-Gr1, V2, U8, L32 Confused, Sure/Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p> <p>PATHS-Gr1, V2, U8, L38 Feelings Review: Guessing Feelings/Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review emotion concepts. To review the emotions learned thus</p>
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		<p>far. To provide practice with role-playing and observing emotional cues. To review the idea that facial expressions and body cues communicate feelings.</p> <p>PATHS-Gr1, V2, U9, L39 What Is a Friend?/Art; brainstorming; communication skills; creative thinking To introduce the concept of friendship. To practice critical thinking.</p> <p>PATHS-Gr1, V2, U9, L40 Hip-Hop's New Friend/Analytic thinking; associational thinking; attentional and listening skills; story comprehension; art (optional) To continue with the concept of friendship. To introduce the idea that friendship can change. To illustrate feelings within the context of a story.</p> <p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p> <p>PATHS-Gr1, V2, U9, L42 Making Friends/Brainstorming; creative thinking; memory retrieval; role-playing; art (optional); self-evaluation (optional); story comprehension (optional) To review the concept of loneliness. To informally introduce the concept of thinking about alternatives when solving problems. To encourage positive social interaction skills. To provide practice with role-playing.</p> <p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p> <p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p> <p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p> <p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p> <p>PATHS-Gr1, Optional Lessons, L5 Feelings Review: Language Arts Activities/To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p>
SL.1.6	Produce complete sentences when appropriate to task and situation.	<p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p>

	<p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p> <p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p> <p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p> <p>PATHS-Gr1, V1, U7, L27 Accident, On Purpose/Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.</p> <p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p> <p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional) To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.</p> <p>PATHS-Gr1, V2, U8, L32 Confused, Sure/Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story</p>
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	<p>comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p>
	<p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p>
	<p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p>
	<p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p>
	<p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p>
	<p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p>
	<p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
	<p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p>
	<p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p>
	<p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p>
	<p>PATHS-Gr1, Optional Lessons, L5 Feelings Review: Language Arts Activities/To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p>

Language: Conventions of Standard English		
L.1.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use frequently occurring adjectives.	<p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development</p> <p>To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p>
		<p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional)</p> <p>To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p>
		<p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional)</p> <p>To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p>
		<p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development</p> <p>To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p>
		<p>PATHS-Gr1, V1, U5, L19 Mad or Angry II: Feelings vs. Behaviors/Associational thinking; comparative thinking; oral discussion; self-monitoring; art (optional)</p> <p>To discuss the differences between feelings and behaviors. To further explore how all feelings are OK to have, but behaviors can be OK or Not OK. To continue with the hierarchical classification of feelings and behaviors. To introduce the difference between thinking and behaving.</p>
		<p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional)</p> <p>To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p>
		<p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional)</p> <p>To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.</p>
		<p>PATHS-Gr1, V2, U8, L32 Confused, Sure/Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development</p> <p>To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.</p>

		<p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p> <p>PATHS-Gr1, V2, U8, L38 Feelings Review: Guessing Feelings/Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review emotion concepts. To review the emotions learned thus far. To provide practice with role-playing and observing emotional cues. To review the idea that facial expressions and body cues communicate feelings.</p> <p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p> <p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p> <p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p> <p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p> <p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art</p>
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		<p>(optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p> <p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p>
<p>L.1.2d</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p> <p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p> <p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p> <p>PATHS-Gr1, V1, U7, L27 Accident, On Purpose/Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.</p> <p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings</p>

		<p>and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p> <p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional) To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.</p> <p>PATHS-Gr1, V2, U8, L32 Confused, Sure/Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p> <p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p> <p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p> <p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p> <p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their</p>
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		<p>feelings.</p> <p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p> <p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional)</p> <p>To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p> <p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension</p> <p>To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p>
<p>Language:</p> <p>Vocabulary Acquisition and Use</p>		
L.1.5a	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional)</p> <p>To teach children to discriminate between appropriate and inappropriate responses.</p> <p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development</p> <p>To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p> <p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development</p> <p>To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional)</p> <p>To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional)</p> <p>To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p> <p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development</p> <p>To allow children to explore their feelings in a safe environment. To</p>

		<p>review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p> <p>PATHS-Gr1, V1, U5, L19 Mad or Angry II: Feelings vs. Behaviors/Associational thinking; comparative thinking; oral discussion; self-monitoring; art (optional) To discuss the differences between feelings and behaviors. To further explore how all feelings are OK to have, but behaviors can be OK or Not OK. To continue with the hierarchical classification of feelings and behaviors. To introduce the difference between thinking and behaving.</p> <p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p> <p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p> <p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p>
L.1.5b	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<p>PATHS-Gr1, V1, U1, L2 PATHS Readiness Lesson: Animal Guessing Games/Attentional and listening skills; comparative thinking; vocabulary development; drama (optional) To create an environment that emphasizes PATHS as a “special and fun time.” To develop role-playing skills. To provide practice in paying attention to others. To introduce the terms of SAME and DIFFERENT.</p> <p>PATHS-Gr1, V1, U1, L3 PATHS Kid for Today: Complimenting/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development; art (optional) To develop group cohesion and improved classroom environment. To increase the children’s self-esteem. To improve the children’s personal sense of responsibility. To illustrate the concept of using structure and a systematic plan to achieve a fair and positive goal/outcome. To teach self-respect and respect for others.</p> <p>PATHS-Gr1, V1, U1, L4 Practice with Giving and Receiving Compliments/Attentional and listening skills; creative thinking; drama; oral discussion; reading comprehension; art (optional) To give the children practice with giving and receiving compliments. To provide practice in role-playing. To practice taking the perspective of another person.</p> <p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional) To teach children to discriminate between appropriate and inappropriate responses.</p>

	<p>PATHS-Gr1, V1, U3, L11 Three Steps for Calming Down: Review and Practice/Analytic thinking; oral discussion; reasoning; role-playing; vocabulary development To practice calming down. To encourage perspective taking through role-playing. To provide further examples of times to calm down.</p> <p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p> <p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional); role-playing (optional) To continue practice in evaluating situational clues.</p> <p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p> <p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p> <p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p> <p>PATHS-Gr1, V1, U5, L19 Mad or Angry II: Feelings vs. Behaviors/Associational thinking; comparative thinking; oral discussion; self-monitoring; art (optional) To discuss the differences between feelings and behaviors. To further explore how all feelings are OK to have, but behaviors can be OK or Not OK. To continue with the hierarchical classification of feelings and behaviors. To introduce the difference between</p>
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		<p>thinking and behaving.</p> <p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p> <p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p> <p>PATHS-Gr1, V1, U7, L30 Manners: Role-plays/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; role-playing To review the hierarchies of manners (behaviors) and of feelings. To remind children that their behaviors affect the way other people feel. To continue the development of perspective-taking skills. To help children recognize various types of cues when evaluating how people feel (situational, facial expressions, content of communication, outcome, and so forth).</p> <p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional) To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.</p> <p>PATHS-Gr1, V2, U8, L32 Confused, Sure/Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p> <p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea that we can feel comfortable and uncomfortable feelings at the same time.</p> <p>PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment/Hierarchical thinking; story comprehension;</p>
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		<p>problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and behaviors can help us change the way we feel, as well as how others feel.</p> <p>PATHS-Gr1, V2, U8, L38 Feelings Review: Guessing Feelings/Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review emotion concepts. To review the emotions learned thus far. To provide practice with role-playing and observing emotional cues. To review the idea that facial expressions and body cues communicate feelings.</p> <p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p> <p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p> <p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p> <p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p> <p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p> <p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p> <p>PATHS-Gr1, Optional Lessons, L8 Common Classroom Problems: Tattling I/To diminish the amount of tattling in your classroom. To distinguish between "tattling" and seeking help. To practice problem solving.</p>
L.1.5c	With guidance and support from adults, demonstrate	<p>PATHS-Gr1, V1, U1, L2 PATHS Readiness Lesson: Animal Guessing Games/Attentional and listening skills; comparative thinking; vocabulary development; drama (optional)</p>

<p>understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p>To create an environment that emphasizes PATHS as a “special and fun time.” To develop role-playing skills. To provide practice in paying attention to others. To introduce the terms of SAME and DIFFERENT.</p>
	<p>PATHS-Gr1, V1, U1, L3 PATHS Kid for Today: Complimenting/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development; art (optional) To develop group cohesion and improved classroom environment. To increase the children’s self-esteem. To improve the children’s personal sense of responsibility. To illustrate the concept of using structure and a systematic plan to achieve a fair and positive goal/outcome. To teach self-respect and respect for others.</p>
	<p>PATHS-Gr1, V1, U1, L4 Practice with Giving and Receiving Compliments/Attentional and listening skills; creative thinking; drama; oral discussion; reading comprehension; art (optional) To give the children practice with giving and receiving compliments. To provide practice in role-playing. To practice taking the perspective of another person.</p>
	<p>PATHS-Gr1, V1, U2, L5 Good Teamwork/Associational thinking; attentional and listening skills; cooperative learning; story comprehension; art (optional); communication skills (optional); math (optional); social studies-character biography (optional) To introduce four basic rules for working well with others. To help children internalize the importance of cooperation and teamwork. To encourage children to respect group leaders. To teach children specific ways to fit in with a group. To orient children in giving positive feedback to peers.</p>
	<p>PATHS-Gr1, V1, U2, L8 Fair Play Rules/Oral discussion; reading; reasoning; art (optional); comparative thinking (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others.</p>
	<p>PATHS-Gr1, V1, U3, L10 Appropriate Use of Turtle Response/Memory retrieval; oral discussion; reasoning; self-monitoring; story comprehension; drama (optional) To teach children to discriminate between appropriate and inappropriate responses.</p>
	<p>PATHS-Gr1, V1, U3, L11 Three Steps for Calming Down: Review and Practice/Analytic thinking; oral discussion; reasoning; role-playing; vocabulary development To practice calming down. To encourage perspective taking through role-playing. To provide further examples of times to calm down.</p>
	<p>PATHS-Gr1, V1, U3, L12 Inappropriate Turtles/Attentional and listening skills; oral discussion; reasoning To introduce discrimination training with regard to appropriate and inappropriate situations for a specific response.</p>
	<p>PATHS-Gr1, V1, U3, L13 Appropriate vs. Inappropriate Turtles/Brainstorming; oral discussion; reasoning; art (optional); role-playing (optional) To continue practice in evaluating situational clues.</p>
	<p>PATHS-Gr1, V1, U4, L14 Introduction to Feelings/Oral discussion; reasoning; role-playing; story comprehension; vocabulary development To introduce the unit on emotions. To define emotions as things that happen on the inside, but can show on the outside. To introduce that there are many different feelings and that everyone has feelings.</p>
<p>PATHS-Gr1, V1, U4, L15 Happy, Sad, Private/Oral discussion; self-monitoring; spelling; reasoning; role-playing; vocabulary development</p>	

		<p>To introduce children to basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To introduce the idea that we can guess feelings from facial expressions, body postures, tone of voice and other overt cues. To introduce the idea that feelings are signals that tell us what is going on around us and inside of us.</p> <p>PATHS-Gr1, V1, U4, L16 Fine, Excited, Tired/Oral discussion; reasoning; self-monitoring; spelling; story comprehension; vocabulary development; art (optional); role-playing (optional) To continue introducing basic emotions and a paradigm for thinking about them. To review the idea that we can show people how we feel inside by labeling our feelings on the outside. To review the idea that we can guess how people feel from facial expressions, body postures and situational cues. To help children associate feeling labels and feeling expressions.</p> <p>PATHS-Gr1, V1, U4, L17 Scared or Afraid, Safe/Oral discussion; reasoning; spelling; story comprehension; vocabulary development; art (optional) To review the idea that feelings can change. To show that things can happen to make feelings change. To explain that feelings frequently have opposites.</p> <p>PATHS-Gr1, V1, U4, SA Unit 4: Introduction to Basic Emotions/Reading; art; role-playing; oral discussion To provide more practice with new feelings concepts for children.</p> <p>PATHS-Gr1, V1, U5, L18 Mad or Angry I/Brainstorming; comparative thinking; oral discussion; spelling; vocabulary development To allow children to explore their feelings in a safe environment. To review the idea that there are different labels for the same feeling. To review the idea that all feelings are OK to have. To introduce the idea that behaviors can be OK or Not OK. To help children discuss personal examples from their own lives.</p> <p>PATHS-Gr1, V1, U5, L19 Mad or Angry II: Feelings vs. Behaviors/Associational thinking; comparative thinking; oral discussion; self-monitoring; art (optional) To discuss the differences between feelings and behaviors. To further explore how all feelings are OK to have, but behaviors can be OK or Not OK. To continue with the hierarchical classification of feelings and behaviors. To introduce the difference between thinking and behaving.</p> <p>PATHS-Gr1, V1, U5, L20 Calm or Relaxed, Worried/Oral discussion; reasoning; spelling; vocabulary development; art (optional); music (optional); social studies-character biography (optional) To discuss internal physical clues related to feeling upset and calm. To practice using the Three Steps for Calming Down when upset. To introduce additional methods for relaxing and calming down.</p> <p>PATHS-Gr1, V1, U5, L21 Sharing Feelings: Generic Activity/Associational thinking; communication skills; memory retrieval; oral discussion To review the emotions learned so far. To practice sharing emotional memories and experiences in front of others. To practice paying attention and using good listening skills.</p> <p>PATHS-Gr1, V1, U6, L22 Self-Control I: Reviewing the Three Steps for Calming Down/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss control over feelings of anger and related behaviors.</p> <p>PATHS-Gr1, V1, U7, L27 Accident, On Purpose/Analytical thinking; attentional and listening skills; communication skills; spelling; visual discrimination</p>
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		<p>To introduce the idea that a person's intent can affect the way other people feel. To help children practice the skill of taking another person's perspective.</p>
		<p>PATHS-Gr1, V1, U7, L28 Introduction to Manners: Why Are They Important?/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; spelling; writing (optional) To teach basic manners. To further distinguish between feelings and behaviors. To help children understand, through the use of hierarchical classification skills, that manners are behaviors.</p>
		<p>PATHS-Gr1, V1, U7, L29 Mandy and Her Manners/Attentional and listening skills; comparative thinking; decision making; oral discussion; story comprehension To illustrate that behaviors affect the way other people feel. To continue teaching the associations between feelings and behaviors. To help the children accept more personal responsibility for their behaviors. To help the children recognize various types of cues when evaluating affect (situational, facial expressions, content of communication, outcome, and so forth).</p>
		<p>PATHS-Gr1, V1, U7, L30 Manners: Role-plays/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; role-playing To review the hierarchies of manners (behaviors) and of feelings. To remind children that their behaviors affect the way other people feel. To continue the development of perspective-taking skills. To help children recognize various types of cues when evaluating how people feel (situational, facial expressions, content of communication, outcome, and so forth).</p>
		<p>PATHS-Gr1, V2, U8, L31 Surprised, Expect/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; spelling; art (optional); science (optional) To help children evaluate feelings based on situational clues. To discuss having simultaneous feelings. To practice taking another person's perspective.</p>
		<p>PATHS-Gr1, V2, U8, L32 Confused, Sure/Attentional and listening skills; creative thinking; spelling; visual discrimination; vocabulary development To relate abstract emotional concepts to personal experiences. To continue to contrast opposite feelings.</p>
		<p>PATHS-Gr1, V2, U8, L33 Embarrassed/Attentional and listening skills; communication skills; spelling; visual discrimination; art (optional) To discuss a painful emotion related to social situations and interactions. To illustrate how experiences can affect how people feel.</p>
		<p>PATHS-Gr1, V2, U8, L34 Curious or Interested, Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p>
		<p>PATHS-Gr1, V2, U8, L35 Frustrated/Brainstorming; hierarchical thinking skills; spelling; visual discrimination; problem solving (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of anger. To review hierarchical thinking with regard to feelings and behaviors.</p>
		<p>PATHS-Gr1, V2, U8, L36 Disappointed, Hopeful/Cause-effect thinking; memory retrieval; oral discussion; spelling; art (optional); social studies-character biography (optional) To introduce and discuss a specific, though common, form of sadness along with its opposite. To informally review and discuss the idea that we can change the way we feel. To review the idea</p>

	<p>that we can feel comfortable and uncomfortable feelings at the same time.</p> <p>PATHS-Gr1, V2, U8, L37 Handling Frustration and Disappointment/Hierarchical thinking; story comprehension; problem solving To illustrate the effort and motivation necessary to maintain self-control when upset. To reinforce the importance of thinking and communicating in solving conflicts and problems. To further discuss handling uncomfortable feelings. To illustrate that our thoughts and behaviors can help us change the way we feel, as well as how others feel.</p> <p>PATHS-Gr1, V2, U8, L38 Feelings Review: Guessing Feelings/Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review emotion concepts. To review the emotions learned thus far. To provide practice with role-playing and observing emotional cues. To review the idea that facial expressions and body cues communicate feelings.</p> <p>PATHS-Gr1, V2, U9, L39 What Is a Friend?/Art; brainstorming; communication skills; creative thinking To introduce the concept of friendship. To practice critical thinking.</p> <p>PATHS-Gr1, V2, U9, L41 Lonely/Analytic thinking; communication skills; oral discussion; spelling; story comprehension; vocabulary To informally present a paradigm for problem solving. To review OK vs. Not OK behaviors. To illustrate how feelings can change as a result of a person's own efforts.</p> <p>PATHS-Gr1, V2, U9, L42 Making Friends/Brainstorming; creative thinking; memory retrieval; role-playing; art (optional); self-evaluation (optional); story comprehension (optional) To review the concept of loneliness. To informally introduce the concept of thinking about alternatives when solving problems. To encourage positive social interaction skills. To provide practice with role-playing.</p> <p>PATHS-Gr1, V2, U9, L43 Shy/Cause-effect reasoning; role-playing; spelling; visual discrimination; vocabulary; story comprehension (optional) To further discuss uncomfortable emotions related to social situations and interactions. To informally present and practice a paradigm for problem solving. To further integrate problem solving and the Control Signals Poster with the management of feelings in real life. To improve perspective-taking skills.</p> <p>PATHS-Gr1, V2, U9, L44 Repairing Friendships/Attentional and listening skills; brainstorming; consequential thinking; role-playing; story comprehension To introduce the concept of repairing friendships. To provide practice in generating alternative solutions. To illustrate issues related to apologizing.</p> <p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p> <p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr1, V2, U10, L47 Proud, Ashamed/Associational thinking; oral discussion; spelling; art (optional); music (optional); story comprehension (optional)</p>
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		<p>PATHS-Gr1, V2, U10, L48 Guilty/Consequential thinking; oral discussion; spelling; story comprehension; visual discrimination; art (optional); role-playing (optional) To informally review the concept of taking responsibility for one's own actions. To encourage children to apologize when they do something wrong (whether it's on purpose or by accident).</p>
		<p>PATHS-Gr1, V2, U10, L49 Malicious, Kind/Oral discussion; consequential thinking; communication skills; spelling; story comprehension To further explain motivational aspects of emotions. To illustrate problem solving as a superior method for resolving painful feelings. To encourage children to choose and contribute to a prosocial environment.</p>
		<p>PATHS-Gr1, V2, U10, L50 Privacy and Sharing Your Feelings/Communication skills; decision making; oral discussion; story comprehension To consider when it's appropriate or helpful to communicate one's feelings and when it's better to keep them private. To consider possible consequences for different choices.</p>
		<p>PATHS-Gr1, V2, U11, L51 Reactions and Review/Brainstorming; communication skills; oral discussion To encourage children to share memories of PATHS lessons. To help children think about the concepts of transitions and endings. To practice skills in being interviewed and recorded.</p>
		<p>PATHS-Gr1, V2, U11, L52 Planning a PATHS Party/Brainstorming; communication skills; oral discussion To practice applying problem-solving skills to a realistic, fun problem.</p>
		<p>PATHS-Gr1, Optional Lessons, L1 Feelings Review: Feelings Card Games/To review the emotions learned so far. To practice taking turns.</p>
		<p>PATHS-Gr1, Optional Lessons, L2 Feelings Review: What's That Feeling?/To review the emotions learned so far. To compare and discuss differences of opinion.</p>
		<p>PATHS-Gr1, Optional Lessons, L3 Feelings Review: Feelings Sequences/To review some of the basic emotions. To illustrate how feelings can change.</p>
		<p>PATHS-Gr1, Optional Lessons, L4 Feelings Review: Musical Feelings/To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p>
		<p>PATHS-Gr1, Optional Lessons, L5 Feelings Review: Language Arts Activities/To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p>
		<p>PATHS-Gr1, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p>
		<p>PATHS-Gr1, Optional Lessons, L8 Common Classroom Problems: Tattling I/To diminish the amount of tattling in your classroom. To distinguish between "tattling" and seeking help. To practice problem solving.</p>
		<p>PATHS-Gr1, Optional Lessons, L9 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
		<p>PATHS-Gr1, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
L.1.5d	With guidance and	PATHS-Gr1, V2, U8, L34 Curious or Interested,

<p>support from adults, demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>Bored/Attentional and listening skills; reasoning; spelling; story comprehension; visual discrimination; drama (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p>
	<p>PATHS-Gr1, V2, U10, L45 Like/Love, Dislike/Hate, Disgusted/Comparative thinking; oral discussion; spelling; math (optional); reading (optional) To discuss the concept of intensity of feelings. To review the idea that our feelings and behaviors affect others.</p>
	<p>PATHS-Gr1, V2, U10, L46 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; art (optional); writing (optional) To illustrate that solving problems can help change one's feelings. To encourage children to actively think about ways to change their feelings.</p>