

**PATHS® Curriculum  
Grade 2**

**Alignment Report by Standard**

**to**

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

**January 2011**

# Alignment Report by Standard

## PATHS® Curriculum—Grade 2

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

**Reading Literature:  
Key Ideas and Details**

<p><b>RL.2.1</b></p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>		<p><b>PATHS-Gr2, U1, L1 Classroom Rules: Mr. Jones and His Class</b>/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension 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 towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p>
		<p><b>PATHS-Gr2, U2, L8 Self-Control II: Learning Self-Control</b>/Attentional and listening skills; story comprehension; vocabulary development; music (optional) To introduce the idea of self-control as an internalized process.</p>
		<p><b>PATHS-Gr2, U2, L9 Control Signals Poster I: Anger Management</b>/Oral discussion; problem solving; role-playing; self-monitoring; music (optional); writing (optional) To continue teaching a process for self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p>
		<p><b>PATHS-Gr2, U3, L13 Scared or Afraid, Safe</b>/Brainstorming; comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional) To discuss the idea that feelings can change. To explain that feelings frequently have opposites.</p>
		<p><b>PATHS-Gr2, U4, L18 Mad or Angry III: Baxter and His Temper</b>/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss self-control over feelings of anger and anger-related behaviors.</p>
		<p><b>PATHS-Gr2, U4, L19 Making Good Choices</b>/Analytic reasoning; cause-effect reasoning; deciphering visual clues; story comprehension; attentional and listening skills (optional); role-playing (optional); writing (optional) To focus on taking the time to calm down, listen to others to gather information and think things through before making decisions. To introduce the idea that in every situation there are many possible responses, only some of which are good choices.</p>
		<p><b>PATHS-Gr2, U5, L23 Making Friends: Baxter Makes a New Friend</b>/Communication skills; consequential thinking; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To discuss issues in making friendships. To provide practice with role-playing.</p>
		<p><b>PATHS-Gr2, U6, L30 Guilty</b>/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
		<p><b>PATHS-Gr2, U6, L31 Proud, Ashamed</b>/Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p>
		<p><b>PATHS-Gr2, U7, L33 Keeping a Friend: Baxter's Challenge</b>/Cause-effect reasoning; deciphering visual clues; decision making; oral comprehension; problem solving; role-</p>

		<p>playing; writing (optional) To encourage positive social interaction skills. To introduce the concept that all friends have some problems. To introduce the concept of maintaining friendships.</p> <p><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous/</b>Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p> <p><b>PATHS-Gr2, U8, L39 Disappointed, Hopeful/</b>Cause-effect thinking; oral discussion; problem solving; writing (optional) To introduce more complex emotions. To discuss the idea that we can change the way we feel.</p> <p><b>PATHS-Gr2, U8, L40 Embarrassed, Humiliated/</b>Attentional and listening skills; communication skills; problem solving; writing (optional) To discuss painful emotions related to social situations and interactions. To present feelings that are similar, but differ in intensity.</p> <p><b>PATHS-Gr2, U9, L41 Fair/Not Fair/</b>Attentional and listening skills; communication skills; comparative thinking; decision-making; hierarchical thinking; writing (optional) To help children better understand the importance of control and intentionality in the cause of events. To show children how their thoughts are related to their feelings. To allow children to evaluate difficult social situations.</p> <p><b>PATHS-Gr2, U9, L44 Overcoming Obstacles: Perseverance/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; cooperative learning (optional) To increase children's ability to persist when faced with obstacles to success.</p> <p><b>PATHS-Gr2, U10, L46 Rejected, Included/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional) To help children better understand feelings resulting from perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p> <p><b>PATHS-Gr2, U10, L47 Teasing/</b>Attentional and listening skills; cause-effect reasoning; problem solving; role-playing; self-reflection; vocabulary development; writing (optional) To facilitate role-taking skills. To help children learn to anticipate possible consequences. To help children develop a greater awareness and better understanding of the complexity of feelings.</p> <p><b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences/</b>To review some of the basic emotions. To illustrate how feelings can change.</p>
<b>RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<p><b>PATHS-Gr2, U1, L5 Fair Play Rules/</b>Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p> <p><b>PATHS-Gr2, U4, L18 Mad or Angry III: Baxter and His Temper/</b>Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss self-control over feelings of anger and anger-related</p>

		<p>behaviors.</p> <p><b>PATHS-Gr2, U4, L19 Making Good Choices</b>/Analytic reasoning; cause-effect reasoning; deciphering visual clues; story comprehension; attentional and listening skills (optional); role-playing (optional); writing (optional) To focus on taking the time to calm down, listen to others to gather information and think things through before making decisions. To introduce the idea that in every situation there are many possible responses, only some of which are good choices.</p> <p><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous</b>/Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p> <p><b>PATHS-Gr2, U9, L44 Overcoming Obstacles: Perseverance</b>/Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; cooperative learning (optional) To increase children's ability to persist when faced with obstacles to success.</p> <p><b>PATHS-Gr2, U10, L45 Malicious, Kind</b>/Communication skills; oral discussion; problem solving To discuss how feelings affect how people behave. To illustrate some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p> <p><b>PATHS-Gr2, U10, L47 Teasing</b>/Attentional and listening skills; cause-effect reasoning; problem solving; role-playing; self-reflection; vocabulary development; writing (optional) To facilitate role-taking skills. To help children learn to anticipate possible consequences. To help children develop a greater awareness and better understanding of the complexity of feelings.</p> <p><b>PATHS-Gr2, Optional Lessons, L9 Common Classroom Problems: Tattling II</b>/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
<p><b>RL.2.3</b></p>	<p>Describe how characters in a story respond to major events and challenges.</p>	<p><b>PATHS-Gr2, U1, L1 Classroom Rules: Mr. Jones and His Class</b>/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension 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 towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p><b>PATHS-Gr2, U1, L5 Fair Play Rules</b>/Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p> <p><b>PATHS-Gr2, U2, L8 Self-Control II: Learning Self-Control</b>/Attentional and listening skills; story comprehension; vocabulary development; music (optional) To introduce the idea of self-control as an internalized process.</p> <p><b>PATHS-Gr2, U2, L9 Control Signals Poster I: Anger Management</b>/Oral discussion; problem solving; role-playing; self-monitoring; music (optional); writing (optional) To continue teaching a process for self-control. To incorporate this process into beginning problem-solving skills. To promote better</p>

	<p>perspective-taking skills.</p> <p><b>PATHS-Gr2, U2, L10 Control Signals Poster II: Using the Control Signals Poster/</b>Attentional and listening skills; role-playing; problem solving; self-monitoring; art (optional); oral comprehension (optional) To continue to teach a process for self-control and problem solving.</p> <p><b>PATHS-Gr2, U3, L12 Fine, Excited, Tired/</b>Consequential thinking; creative thinking; memory retrieval; oral discussion; role-playing (optional); writing (optional) 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, tone of voice and other overt cues.</p> <p><b>PATHS-Gr2, U3, L13 Scared or Afraid, Safe/</b>Brainstorming; comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional) To discuss the idea that feelings can change. To explain that feelings frequently have opposites.</p> <p><b>PATHS-Gr2, U3, L14 Mad or Angry I/</b>Brainstorming; comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional) To discuss the differences between feelings and behaviors. 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><b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried/</b>Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional) To relate feelings concepts to personal experiences. To introduce additional methods for calming down.</p> <p><b>PATHS-Gr2, U4, L18 Mad or Angry III: Baxter and His Temper/</b>Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss self-control over feelings of anger and anger-related behaviors.</p> <p><b>PATHS-Gr2, U4, L19 Making Good Choices/</b>Analytic reasoning; cause-effect reasoning; deciphering visual clues; story comprehension; attentional and listening skills (optional); role-playing (optional); writing (optional) To focus on taking the time to calm down, listen to others to gather information and think things through before making decisions. To introduce the idea that in every situation there are many possible responses, only some of which are good choices.</p> <p><b>PATHS-Gr2, U5, L22 Shy, Lonely/</b>Communication skills; problem solving; vocabulary development; oral comprehension (optional); role-playing (optional); writing (optional) To discuss uncomfortable emotions related to social situations. To present the problem-solving paradigm for resolving these uncomfortable emotions.</p> <p><b>PATHS-Gr2, U5, L23 Making Friends: Baxter Makes a New Friend/</b>Communication skills; consequential thinking; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To discuss issues in making friendships. To provide practice with role-playing.</p> <p><b>PATHS-Gr2, U6, L28 Like/Dislike, Love/Hate, Tolerance/</b>Oral discussion; comparative thinking; problem solving; writing skills (optional) To introduce the concept of feelings intensity. To discuss the idea that our feelings affect others. To foster tolerance for what we hate</p>
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	<p>or don't like.</p> <p><b>PATHS-Gr2, U6, L30 Guilty</b>/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p><b>PATHS-Gr2, U6, L31 Proud, Ashamed</b>/Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p> <p><b>PATHS-Gr2, U7, L33 Keeping a Friend: Baxter's Challenge</b>/Cause-effect reasoning; deciphering visual clues; decision making; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To introduce the concept that all friends have some problems. To introduce the concept of maintaining friendships.</p> <p><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous</b>/Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p> <p><b>PATHS-Gr2, U8, L37 Surprised, Delighted, Disgusted</b>/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; writing (optional) To help children evaluate feelings based on situational cues. To help children take another's perspective and consider consequences.</p> <p><b>PATHS-Gr2, U8, L39 Disappointed, Hopeful</b>/Cause-effect thinking; oral discussion; problem solving; writing (optional) To introduce more complex emotions. To discuss the idea that we can change the way we feel.</p> <p><b>PATHS-Gr2, U8, L40 Embarrassed, Humiliated</b>/Attentional and listening skills; communication skills; problem solving; writing (optional) To discuss painful emotions related to social situations and interactions. To present feelings that are similar, but differ in intensity.</p> <p><b>PATHS-Gr2, U9, L41 Fair/Not Fair</b>/Attentional and listening skills; communication skills; comparative thinking; decision-making; hierarchical thinking; writing (optional) To help children better understand the importance of control and intentionality in the cause of events. To show children how their thoughts are related to their feelings. To allow children to evaluate difficult social situations.</p> <p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident</b>/Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p><b>PATHS-Gr2, U9, L44 Overcoming Obstacles: Perseverance</b>/Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; cooperative learning (optional) To increase children's ability to persist when faced with obstacles to success.</p> <p><b>PATHS-Gr2, U10, L45 Malicious, Kind</b>/Communication skills; oral discussion; problem solving</p>
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		<p>To discuss how feelings affect how people behave. To illustrate some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p> <p><b>PATHS-Gr2, U10, L46 Rejected, Included/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional)</p> <p>To help children better understand feelings resulting from perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p> <p><b>PATHS-Gr2, U10, L47 Teasing/</b>Attentional and listening skills; cause-effect reasoning; problem solving; role-playing; self-reflection; vocabulary development; writing (optional)</p> <p>To facilitate role-taking skills. To help children learn to anticipate possible consequences. To help children develop a greater awareness and better understanding of the complexity of feelings.</p> <p><b>PATHS-Gr2, U10, L48 Problem-Solving Meeting IV: Bullying/</b>Creative thinking; oral discussion; problem-solving skills; self-monitoring; role-playing and communication skills (optional)</p> <p>To define bullying. To discuss what children can do if they are bullied. To suggest problem solving as an alternative to bullying as a strategy for accomplishing goals.</p> <p><b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences/</b>To review some of the basic emotions. To illustrate how feelings can change.</p> <p><b>PATHS-Gr2, Optional Lessons, L6 Common Classroom Problems: Waiting in Line/</b>To help children manage themselves while standing in line. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L9 Common Classroom Problems: Tattling II/</b>To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences/</b>To review some of the basic emotions. To illustrate how feelings can change.</p>
<p><b>Reading Literature: Craft and Structure</b></p>		
<b>RL.2.4</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private/</b>Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional)</p> <p>To introduce the lessons 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><b>PATHS-Gr2, Optional Lessons, L4 Feelings Review: Musical Feelings/</b>To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p>
<b>RL.2.6</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<p><b>PATHS-Gr2, U3, L13 Scared or Afraid, Safe/</b>Brainstorming; comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional)</p> <p>To discuss the idea that feelings can change. To explain that feelings frequently have opposites.</p>
<p><b>Reading Literature: Integration of Knowledge and Ideas</b></p>		
<b>RL.2.7</b>	Use information gained from the illustrations and	<p><b>PATHS-Gr2, U1, L1 Classroom Rules: Mr. Jones and His Class/</b>Attentional and listening skills; brainstorming; creative</p>

	<p>words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>thinking; interviewing-communication skills; reading comprehension 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 towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p><b>PATHS-Gr2, U2, L8 Self-Control II: Learning Self-Control</b>/Attentional and listening skills; story comprehension; vocabulary development; music (optional) To introduce the idea of self-control as an internalized process.</p> <p><b>PATHS-Gr2, U2, L9 Control Signals Poster I: Anger Management</b>/Oral discussion; problem solving; role-playing; self-monitoring; music (optional); writing (optional) To continue teaching a process for self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p> <p><b>PATHS-Gr2, U2, L10 Control Signals Poster II: Using the Control Signals Poster</b>/Attentional and listening skills; role-playing; problem solving; self-monitoring; art (optional); oral comprehension (optional) To continue to teach a process for self-control and problem solving.</p> <p><b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional) To relate feelings concepts to personal experiences. To introduce additional methods for calming down.</p> <p><b>PATHS-Gr2, U4, L18 Mad or Angry III: Baxter and His Temper</b>/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss self-control over feelings of anger and anger-related behaviors.</p> <p><b>PATHS-Gr2, U5, L23 Making Friends: Baxter Makes a New Friend</b>/Communication skills; consequential thinking; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To discuss issues in making friendships. To provide practice with role-playing.</p> <p><b>PATHS-Gr2, U7, L33 Keeping a Friend: Baxter's Challenge</b>/Cause-effect reasoning; deciphering visual clues; decision making; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To introduce the concept that all friends have some problems. To introduce the concept of maintaining friendships.</p> <p><b>PATHS-Gr2, U10, L46 Rejected, Included</b>/Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional) To help children better understand feelings resulting from perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p>
<p><b>Reading Literature:</b> <b>Range of Reading and Level of Text Complexity</b></p>		
<p><b>RL.2.10</b></p>	<p>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with</p>	<p><b>PATHS-Gr2, U1, L1 Classroom Rules: Mr. Jones and His Class</b>/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension 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 towards becoming attentive listeners. To allow</p>

scaffolding as needed at the high end of the range.	<p>children to participate in the process of creating rules and structure.</p> <p><b>PATHS-Gr2, U1, L5 Fair Play Rules/</b>Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional)</p> <p>To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p>
	<p><b>PATHS-Gr2, U1, L6 Manners/</b>Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; vocabulary development; oral comprehension (optional)</p> <p>To review simple manners. To introduce the idea that things turn out better for people when they use good manners. To emphasize the importance of tone of voice, facial expressions and body language. To demonstrate that the same words can have different meanings and connotations.</p>
	<p><b>PATHS-Gr2, U2, L8 Self-Control II: Learning Self-Control/</b>Attentional and listening skills; story comprehension; vocabulary development; music (optional)</p> <p>To introduce the idea of self-control as an internalized process.</p>
	<p><b>PATHS-Gr2, U2, L9 Control Signals Poster I: Anger Management/</b>Oral discussion; problem solving; role-playing; self-monitoring; music (optional); writing (optional)</p> <p>To continue teaching a process for self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p>
	<p><b>PATHS-Gr2, U2, L10 Control Signals Poster II: Using the Control Signals Poster/</b>Attentional and listening skills; role-playing; problem solving; self-monitoring; art (optional); oral comprehension (optional)</p> <p>To continue to teach a process for self-control and problem solving.</p>
	<p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private/</b>Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional)</p> <p>To introduce the lessons 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><b>PATHS-Gr2, U3, L12 Fine, Excited, Tired/</b>Consequential thinking; creative thinking; memory retrieval; oral discussion; role-playing (optional); writing (optional)</p> <p>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, tone of voice and other overt cues.</p>
	<p><b>PATHS-Gr2, U3, L13 Scared or Afraid, Safe/</b>Brainstorming; comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional)</p> <p>To discuss the idea that feelings can change. To explain that feelings frequently have opposites.</p>
	<p><b>PATHS-Gr2, U3, L14 Mad or Angry I/</b>Brainstorming; comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional)</p> <p>To discuss the differences between feelings and behaviors. 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><b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried/</b>Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional)</p>

		<p>To relate feelings concepts to personal experiences. To introduce additional methods for calming down.</p> <p><b>PATHS-Gr2, U4, L18 Mad or Angry III: Baxter and His Temper</b>/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss self-control over feelings of anger and anger-related behaviors.</p> <p><b>PATHS-Gr2, U4, L19 Making Good Choices</b>/Analytic reasoning; cause-effect reasoning; deciphering visual clues; story comprehension; attentional and listening skills (optional); role-playing (optional); writing (optional) To focus on taking the time to calm down, listen to others to gather information and think things through before making decisions. To introduce the idea that in every situation there are many possible responses, only some of which are good choices.</p> <p><b>PATHS-Gr2, U5, L22 Shy, Lonely</b>/Communication skills; problem solving; vocabulary development; oral comprehension (optional); role-playing (optional); writing (optional) To discuss uncomfortable emotions related to social situations. To present the problem-solving paradigm for resolving these uncomfortable emotions.</p> <p><b>PATHS-Gr2, U5, L23 Making Friends: Baxter Makes a New Friend</b>/Communication skills; consequential thinking; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To discuss issues in making friendships. To provide practice with role-playing.</p> <p><b>PATHS-Gr2, U5, L24 Frustrated</b>/Communication skills; deciphering visual cues; hierarchical thinking; problem solving; music (optional); writing (optional) To introduce further differentiation of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p><b>PATHS-Gr2, U6, L27 Jealous, Content or Satisfied</b>/Associational thinking; oral discussion; spelling; story comprehension; writing skills (optional) To illustrate that solving problems can result in a change in one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p><b>PATHS-Gr2, U6, L28 Like/Dislike, Love/Hate, Tolerance</b>/Oral discussion; comparative thinking; problem solving; writing skills (optional) To introduce the concept of feelings intensity. To discuss the idea that our feelings affect others. To foster tolerance for what we hate or don't like.</p> <p><b>PATHS-Gr2, U6, L30 Guilty</b>/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p><b>PATHS-Gr2, U6, L31 Proud, Ashamed</b>/Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p> <p><b>PATHS-Gr2, U7, L33 Keeping a Friend: Baxter's Challenge</b>/Cause-effect reasoning; deciphering visual clues; decision making; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To introduce the concept that all friends have some problems. To introduce the concept of maintaining friendships.</p>
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	<p><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous/</b>Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p> <p><b>PATHS-Gr2, U8, L37 Surprised, Delighted, Disgusted/</b>Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; writing (optional) To help children evaluate feelings based on situational cues. To help children take another's perspective and consider consequences.</p> <p><b>PATHS-Gr2, U8, L39 Disappointed, Hopeful/</b>Cause-effect thinking; oral discussion; problem solving; writing (optional) To introduce more complex emotions. To discuss the idea that we can change the way we feel.</p> <p><b>PATHS-Gr2, U8, L40 Embarrassed, Humiliated/</b>Attentional and listening skills; communication skills; problem solving; writing (optional) To discuss painful emotions related to social situations and interactions. To present feelings that are similar, but differ in intensity.</p> <p><b>PATHS-Gr2, U9, L41 Fair/Not Fair/</b>Attentional and listening skills; communication skills; comparative thinking; decision-making; hierarchical thinking; writing (optional) To help children better understand the importance of control and intentionality in the cause of events. To show children how their thoughts are related to their feelings. To allow children to evaluate difficult social situations.</p> <p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident/</b>Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p><b>PATHS-Gr2, U9, L44 Overcoming Obstacles: Perseverance/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; cooperative learning (optional) To increase children's ability to persist when faced with obstacles to success.</p> <p><b>PATHS-Gr2, U10, L45 Malicious, Kind/</b>Communication skills; oral discussion; problem solving To discuss how feelings affect how people behave. To illustrate some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p> <p><b>PATHS-Gr2, U10, L46 Rejected, Included/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional) To help children better understand feelings resulting from perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p> <p><b>PATHS-Gr2, U10, L47 Teasing/</b>Attentional and listening skills; cause-effect reasoning; problem solving; role-playing; self-reflection; vocabulary development; writing (optional) To facilitate role-taking skills. To help children learn to anticipate possible consequences. To help children develop a greater awareness and better understanding of the complexity of feelings.</p>
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		<p><b>PATHS-Gr2, U10, L48 Problem-Solving Meeting IV: Bullying</b>/Creative thinking; oral discussion; problem-solving skills; self-monitoring; role-playing and communication skills (optional) To define bullying. To discuss what children can do if they are bullied. To suggest problem solving as an alternative to bullying as a strategy for accomplishing goals.</p> <p><b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences</b>/To review some of the basic emotions. To illustrate how feelings can change.</p> <p><b>PATHS-Gr2, Optional Lessons, L4 Feelings Review: Musical Feelings</b>/To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p> <p><b>PATHS-Gr2, Optional Lessons, L6 Common Classroom Problems: Waiting in Line</b>/To help children manage themselves while standing in line. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)</b>/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p><b>PATHS-Gr2, Optional Lessons, L9 Common Classroom Problems: Tattling II</b>/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
<p><b>Reading Informational Text:</b> <b>Key Ideas and Details</b></p>		
<b>RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p><b>PATHS-Gr2, U4, L20 Problem-Solving Meeting I</b>/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional) To provide practice in problem solving in a group situation. To establish a format for solving problems in the classroom.</p> <p><b>PATHS-Gr2, U6, L29 Different Points of View</b>/Analytic thinking; associational thinking; cause-effect reasoning; problem solving; oral comprehension (optional); social studies-character biography (optional) To build social comprehension skills. To develop perspective-taking skills. To informally problem-solve.</p> <p><b>PATHS-Gr2, U6, L31 Proud, Ashamed</b>/Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p> <p><b>PATHS-Gr2, U7, L36 Practicing Generosity: A Community Project</b>/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional); writing (optional) To do something generous in the community. To introduce service learning in your classroom.</p>
<b>RI.2.2</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<p><b>PATHS-Gr2, U1, L5 Fair Play Rules</b>/Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p> <p><b>PATHS-Gr2, U4, L20 Problem-Solving Meeting I</b>/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional) To provide practice in problem solving in a group situation. To establish a format for solving problems in the classroom.</p>

		<p><b>PATHS-Gr2, U7, L36 Practicing Generosity: A Community Project</b>/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional); writing (optional) To do something generous in the community. To introduce service learning in your classroom.</p> <p><b>PATHS-Gr2, U10, L45 Malicious, Kind</b>/Communication skills; oral discussion; problem solving To discuss how feelings affect how people behave. To illustrate some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p>
<b>Reading Informational Text: Craft and Structure</b>		
<b>RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p><b>PATHS-Gr2, U3, L14 Mad or Angry I</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional) To discuss the differences between feelings and behaviors. 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><b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional) To relate feelings concepts to personal experiences. To introduce additional methods for calming down.</p>
		<p><b>PATHS-Gr2, U6, L31 Proud, Ashamed</b>/Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p>
		<p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident</b>/Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p>
<b>Reading Informational Text: Integration of Knowledge and Ideas</b>		
<b>RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p><b>PATHS-Gr2, U6, L29 Different Points of View</b>/Analytic thinking; associational thinking; cause-effect reasoning; problem solving; oral comprehension (optional); social studies-character biography (optional) To build social comprehension skills. To develop perspective-taking skills. To informally problem-solve.</p>
		<p><b>PATHS-Gr2, U6, L31 Proud, Ashamed</b>/Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p>
		<p><b>PATHS-Gr2, U7, L36 Practicing Generosity: A Community Project</b>/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional); writing (optional) To do something generous in the community. To introduce service learning in your classroom.</p>
<b>Reading Informational Text: Range of Reading and Level of Text Complexity</b>		
<b>RI.2.10</b>	By the end of year, read and comprehend	<b>PATHS-Gr2, U1, L5 Fair Play Rules</b> /Decision making; oral discussion; problem solving; oral comprehension (optional); writing

<p>informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>(optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p>
	<p><b>PATHS-Gr2, U1, L6 Manners</b>/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; vocabulary development; oral comprehension (optional) To review simple manners. To introduce the idea that things turn out better for people when they use good manners. To emphasize the importance of tone of voice, facial expressions and body language. To demonstrate that the same words can have different meanings and connotations.</p>
	<p><b>PATHS-Gr2, U2, L10 Control Signals Poster II: Using the Control Signals Poster</b>/Attentional and listening skills; role-playing; problem solving; self-monitoring; art (optional); oral comprehension (optional) To continue to teach a process for self-control and problem solving.</p>
	<p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private</b>/Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional) To introduce the lessons 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><b>PATHS-Gr2, U3, L12 Fine, Excited, Tired</b>/Consequential thinking; creative thinking; memory retrieval; oral discussion; role-playing (optional); writing (optional) 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, tone of voice and other overt cues.</p>
	<p><b>PATHS-Gr2, U3, L14 Mad or Angry I</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional) To discuss the differences between feelings and behaviors. 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><b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional) To relate feelings concepts to personal experiences. To introduce additional methods for calming down.</p>
	<p><b>PATHS-Gr2, U4, L20 Problem-Solving Meeting I</b>/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional) To provide practice in problem solving in a group situation. To establish a format for solving problems in the classroom.</p>
	<p><b>PATHS-Gr2, U6, L29 Different Points of View</b>/Analytic thinking; associational thinking; cause-effect reasoning; problem solving; oral comprehension (optional); social studies-character biography (optional) To build social comprehension skills. To develop perspective-taking skills. To informally problem-solve.</p>
	<p><b>PATHS-Gr2, U6, L31 Proud, Ashamed</b>/Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast</p>



		<p>opposite feelings.</p> <p><b>PATHS-Gr2, U7, L36 Practicing Generosity: A Community Project</b>/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional); writing (optional) To do something generous in the community. To introduce service learning in your classroom.</p> <p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident</b>/Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p><b>PATHS-Gr2, U10, L45 Malicious, Kind</b>/Communication skills; oral discussion; problem solving To discuss how feelings affect how people behave. To illustrate some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p> <p><b>PATHS-Gr2, U10, L47 Teasing</b>/Attentional and listening skills; cause-effect reasoning; problem solving; role-playing; self-reflection; vocabulary development; writing (optional) To facilitate role-taking skills. To help children learn to anticipate possible consequences. To help children develop a greater awareness and better understanding of the complexity of feelings.</p> <p><b>PATHS-Gr2, U10, L48 Problem-Solving Meeting IV: Bullying</b>/Creative thinking; oral discussion; problem-solving skills; self-monitoring; role-playing and communication skills (optional) To define bullying. To discuss what children can do if they are bullied. To suggest problem solving as an alternative to bullying as a strategy for accomplishing goals.</p>
<p><b>Reading – Foundational Skills: Phonics and Word Recognition</b></p>		
<b>RF.2.3b</b>	Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.	<p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private</b>/Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional) To introduce the lessons 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><b>PATHS-Gr2, U6, L27 Jealous, Content or Satisfied</b>/Associational thinking; oral discussion; spelling; story comprehension; writing skills (optional) To illustrate that solving problems can result in a change in one's feelings. To encourage children to actively think about ways to change their feelings.</p>
<p><b>Reading – Foundational Skills: Fluency</b></p>		
<b>RF.2.4a</b>	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.	<p><b>PATHS-Gr2, U1, L5 Fair Play Rules</b>/Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p> <p><b>PATHS-Gr2, U1, L6 Manners</b>/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; vocabulary development; oral comprehension (optional) To review simple manners. To introduce the idea that things turn out better for people when they use good manners. To emphasize the importance of tone of voice, facial expressions and body language. To demonstrate that the same words can have different</p>

		meanings and connotations.
		<b>PATHS-Gr2, U2, L7 Self-Control I: Steps for Calming Down</b> /Memory retrieval; oral discussion; vocabulary development; writing (optional) To explore different ways for gaining self-control. To practice a specific method for calming down.
		<b>PATHS-Gr2, U2, L8 Self-Control II: Learning Self-Control</b> /Attentional and listening skills; story comprehension; vocabulary development; music (optional) To introduce the idea of self-control as an internalized process.
		<b>PATHS-Gr2, U2, L9 Control Signals Poster I: Anger Management</b> /Oral discussion; problem solving; role-playing; self-monitoring; music (optional); writing (optional) To continue teaching a process for self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.
		<b>PATHS-Gr2, U2, L10 Control Signals Poster II: Using the Control Signals Poster</b> /Attentional and listening skills; role-playing; problem solving; self-monitoring; art (optional); oral comprehension (optional) To continue to teach a process for self-control and problem solving.
		<b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private</b> /Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional) To introduce the lessons 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.
		<b>PATHS-Gr2, U3, L12 Fine, Excited, Tired</b> /Consequential thinking; creative thinking; memory retrieval; oral discussion; role-playing (optional); writing (optional) 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, tone of voice and other overt cues.
		<b>PATHS-Gr2, U3, L13 Scared or Afraid, Safe</b> /Brainstorming; comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional) To discuss the idea that feelings can change. To explain that feelings frequently have opposites.
		<b>PATHS-Gr2, U3, L14 Mad or Angry I</b> /Brainstorming; comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional) To discuss the differences between feelings and behaviors. 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.
		<b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried</b> /Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional) To relate feelings concepts to personal experiences. To introduce additional methods for calming down.
		<b>PATHS-Gr2, U4, L18 Mad or Angry III: Baxter and His Temper</b> /Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss self-control over feelings of anger and anger-related behaviors.
		<b>PATHS-Gr2, U4, L19 Making Good Choices</b> /Analytic reasoning; cause-effect reasoning; deciphering visual clues; story

	<p>comprehension; attentional and listening skills (optional); role-playing (optional); writing (optional) To focus on taking the time to calm down, listen to others to gather information and think things through before making decisions. To introduce the idea that in every situation there are many possible responses, only some of which are good choices.</p>
	<p><b>PATHS-Gr2, U4, L20 Problem-Solving Meeting I</b>/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional) To provide practice in problem solving in a group situation. To establish a format for solving problems in the classroom.</p>
	<p><b>PATHS-Gr2, U5, L22 Shy, Lonely</b>/Communication skills; problem solving; vocabulary development; oral comprehension (optional); role-playing (optional); writing (optional) To discuss uncomfortable emotions related to social situations. To present the problem-solving paradigm for resolving these uncomfortable emotions.</p>
	<p><b>PATHS-Gr2, U5, L23 Making Friends: Baxter Makes a New Friend</b>/Communication skills; consequential thinking; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To discuss issues in making friendships. To provide practice with role-playing.</p>
	<p><b>PATHS-Gr2, U5, L24 Frustrated</b>/Communication skills; deciphering visual cues; hierarchical thinking; problem solving; music (optional); writing (optional) To introduce further differentiation of anger. To review hierarchical thinking with regard to feelings and behaviors.</p>
	<p><b>PATHS-Gr2, U6, L27 Jealous, Content or Satisfied</b>/Associational thinking; oral discussion; spelling; story comprehension; writing skills (optional) To illustrate that solving problems can result in a change in one's feelings. To encourage children to actively think about ways to change their feelings.</p>
	<p><b>PATHS-Gr2, U6, L28 Like/Dislike, Love/Hate, Tolerance</b>/Oral discussion; comparative thinking; problem solving; writing skills (optional) To introduce the concept of feelings intensity. To discuss the idea that our feelings affect others. To foster tolerance for what we hate or don't like.</p>
	<p><b>PATHS-Gr2, U6, L29 Different Points of View</b>/Analytic thinking; associational thinking; cause-effect reasoning; problem solving; oral comprehension (optional); social studies-character biography (optional) To build social comprehension skills. To develop perspective-taking skills. To informally problem-solve.</p>
	<p><b>PATHS-Gr2, U6, L30 Guilty</b>/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
	<p><b>PATHS-Gr2, U6, L31 Proud, Ashamed</b>/Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p>
	<p><b>PATHS-Gr2, U7, L33 Keeping a Friend: Baxter's Challenge</b>/Cause-effect reasoning; deciphering visual clues; decision making; oral comprehension; problem solving; role-playing; writing (optional)</p>

	<p>To encourage positive social interaction skills. To introduce the concept that all friends have some problems. To introduce the concept of maintaining friendships.</p>
	<p><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous/</b>Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional)          To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p>
	<p><b>PATHS-Gr2, U7, L36 Practicing Generosity: A Community Project/</b>Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional); writing (optional)          To do something generous in the community. To introduce service learning in your classroom.</p>
	<p><b>PATHS-Gr2, U8, L37 Surprised, Delighted, Disgusted/</b>Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; writing (optional)          To help children evaluate feelings based on situational cues. To help children take another's perspective and consider consequences.</p>
	<p><b>PATHS-Gr2, U8, L39 Disappointed, Hopeful/</b>Cause-effect thinking; oral discussion; problem solving; writing (optional)          To introduce more complex emotions. To discuss the idea that we can change the way we feel.</p>
	<p><b>PATHS-Gr2, U8, L40 Embarrassed, Humiliated/</b>Attentional and listening skills; communication skills; problem solving; writing (optional)          To discuss painful emotions related to social situations and interactions. To present feelings that are similar, but differ in intensity.</p>
	<p><b>PATHS-Gr2, U9, L41 Fair/Not Fair/</b>Attentional and listening skills; communication skills; comparative thinking; decision-making; hierarchical thinking; writing (optional)          To help children better understand the importance of control and intentionality in the cause of events. To show children how their thoughts are related to their feelings. To allow children to evaluate difficult social situations.</p>
	<p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident/</b>Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional)          To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p>
	<p><b>PATHS-Gr2, U9, L44 Overcoming Obstacles: Perseverance/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; cooperative learning (optional)          To increase children's ability to persist when faced with obstacles to success.</p>
	<p><b>PATHS-Gr2, U10, L45 Malicious, Kind/</b>Communication skills; oral discussion; problem solving          To discuss how feelings affect how people behave. To illustrate some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p>
	<p><b>PATHS-Gr2, U10, L46 Rejected, Included/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional)          To help children better understand feelings resulting from</p>

		<p>perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p> <p><b>PATHS-Gr2, U10, L47 Teasing/</b>Attentional and listening skills; cause-effect reasoning; problem solving; role-playing; self-reflection; vocabulary development; writing (optional) To facilitate role-taking skills. To help children learn to anticipate possible consequences. To help children develop a greater awareness and better understanding of the complexity of feelings.</p> <p><b>PATHS-Gr2, U10, L48 Problem-Solving Meeting IV: Bullying/</b>Creative thinking; oral discussion; problem-solving skills; self-monitoring; role-playing and communication skills (optional) To define bullying. To discuss what children can do if they are bullied. To suggest problem solving as an alternative to bullying as a strategy for accomplishing goals.</p> <p><b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences/</b>To review some of the basic emotions. To illustrate how feelings can change.</p> <p><b>PATHS-Gr2, Optional Lessons, L4 Feelings Review: Musical Feelings/</b>To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p> <p><b>PATHS-Gr2, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)/</b>To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p><b>PATHS-Gr2, Optional Lessons, L9 Common Classroom Problems: Tattling II/</b>To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
<p><b>RF.2.4c</b></p>	<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><b>PATHS-Gr2, U1, L5 Fair Play Rules/</b>Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p> <p><b>PATHS-Gr2, U1, L6 Manners/</b>Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; vocabulary development; oral comprehension (optional) To review simple manners. To introduce the idea that things turn out better for people when they use good manners. To emphasize the importance of tone of voice, facial expressions and body language. To demonstrate that the same words can have different meanings and connotations.</p> <p><b>PATHS-Gr2, U3, L12 Fine, Excited, Tired/</b>Consequential thinking; creative thinking; memory retrieval; oral discussion; role-playing (optional); writing (optional) 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, tone of voice and other overt cues.</p> <p><b>PATHS-Gr2, U3, L13 Scared or Afraid, Safe/</b>Brainstorming; comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional) To discuss the idea that feelings can change. To explain that feelings frequently have opposites.</p> <p><b>PATHS-Gr2, U3, L14 Mad or Angry I/</b>Brainstorming; comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional) To discuss the differences between feelings and behaviors. To</p>

	<p>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><b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional) To relate feelings concepts to personal experiences. To introduce additional methods for calming down.</p>
	<p><b>PATHS-Gr2, U4, L18 Mad or Angry III: Baxter and His Temper</b>/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss self-control over feelings of anger and anger-related behaviors.</p>
	<p><b>PATHS-Gr2, U5, L22 Shy, Lonely</b>/Communication skills; problem solving; vocabulary development; oral comprehension (optional); role-playing (optional); writing (optional) To discuss uncomfortable emotions related to social situations. To present the problem-solving paradigm for resolving these uncomfortable emotions.</p>
	<p><b>PATHS-Gr2, U5, L24 Frustrated</b>/Communication skills; deciphering visual cues; hierarchical thinking; problem solving; music (optional); writing (optional) To introduce further differentiation of anger. To review hierarchical thinking with regard to feelings and behaviors.</p>
	<p><b>PATHS-Gr2, U6, L27 Jealous, Content or Satisfied</b>/Associational thinking; oral discussion; spelling; story comprehension; writing skills (optional) To illustrate that solving problems can result in a change in one's feelings. To encourage children to actively think about ways to change their feelings.</p>
	<p><b>PATHS-Gr2, U6, L28 Like/Dislike, Love/Hate, Tolerance</b>/Oral discussion; comparative thinking; problem solving; writing skills (optional) To introduce the concept of feelings intensity. To discuss the idea that our feelings affect others. To foster tolerance for what we hate or don't like.</p>
	<p><b>PATHS-Gr2, U6, L30 Guilty</b>/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
	<p><b>PATHS-Gr2, U6, L31 Proud, Ashamed</b>/Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p>
	<p><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous</b>/Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p>
	<p><b>PATHS-Gr2, U8, L37 Surprised, Delighted, Disgusted</b>/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; writing (optional) To help children evaluate feelings based on situational cues. To help children take another's perspective and consider consequences.</p>
	<p><b>PATHS-Gr2, U8, L39 Disappointed, Hopeful</b>/Cause-effect thinking; oral discussion; problem solving; writing (optional)</p>

		<p>To introduce more complex emotions. To discuss the idea that we can change the way we feel.</p> <p><b>PATHS-Gr2, U8, L40 Embarrassed, Humiliated/</b>Attentional and listening skills; communication skills; problem solving; writing (optional) To discuss painful emotions related to social situations and interactions. To present feelings that are similar, but differ in intensity.</p> <p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident/</b>Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p><b>PATHS-Gr2, U10, L46 Rejected, Included/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional) To help children better understand feelings resulting from perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p> <p><b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences/</b>To review some of the basic emotions. To illustrate how feelings can change.</p>
<p><b>Writing:</b> <b>Text Types and Purposes</b></p>		
<b>W.2.1</b>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<p><b>PATHS-Gr2, U4, L21 Problem-Solving Meeting II: School Transitions/</b>Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide more practice in problem solving in a group situation.</p>
		<p><b>PATHS-Gr2, U5, L26 Problem-Solving Meeting III: Friendship/Recess/</b>Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; writing (optional) To provide further practice in problem solving in a group situation.</p>
		<p><b>PATHS-Gr2, U6, L28 Like/Dislike, Love/Hate, Tolerance/</b>Oral discussion; comparative thinking; problem solving; writing skills (optional) To introduce the concept of feelings intensity. To discuss the idea that our feelings affect others. To foster tolerance for what we hate or don't like.</p>
<b>W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<p><b>PATHS-Gr2, U1, L3 Review of PATHS Concepts/</b>Communication skills; group discussion; memory retrieval; writing (optional) To review a number of the central ideas from grade 1 of PATHS.</p>
		<p><b>PATHS-Gr2, U1, L4 Listening to Others/</b>Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize the importance of using communication to prevent and solve peer conflicts. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p>
		<p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private/</b>Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional) To introduce the lessons 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><b>PATHS-Gr2, U3, L13 Scared or Afraid, Safe/</b>Brainstorming; comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional) To discuss the idea that feelings can change. To explain that</p>

		<p>feelings frequently have opposites.</p> <p><b>PATHS-Gr2, U3, L17 PATHS Review Lesson I/</b>Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; music (optional); writing (optional) To review the feelings covered thus far. To provide practice with role-playing and observing emotional cues.</p> <p><b>PATHS-Gr2, U5, L23 Making Friends: Baxter Makes a New Friend/</b>Communication skills; consequential thinking; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To discuss issues in making friendships. To provide practice with role-playing.</p> <p><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous/</b>Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p> <p><b>PATHS-Gr2, Optional Lessons, L5 Feelings Review: Language Arts Activities/</b>To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p>
<p><b>W.2.3</b></p>	<p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p><b>PATHS-Gr2, U1, L3 Review of PATHS Concepts/</b>Communication skills; group discussion; memory retrieval; writing (optional) To review a number of the central ideas from grade 1 of PATHS.</p> <p><b>PATHS-Gr2, U1, L4 Listening to Others/</b>Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize the importance of using communication to prevent and solve peer conflicts. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p> <p><b>PATHS-Gr2, U1, L5 Fair Play Rules/</b>Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p> <p><b>PATHS-Gr2, U1, L6 Manners/</b>Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; vocabulary development; oral comprehension (optional) To review simple manners. To introduce the idea that things turn out better for people when they use good manners. To emphasize the importance of tone of voice, facial expressions and body language. To demonstrate that the same words can have different meanings and connotations.</p> <p><b>PATHS-Gr2, U2, L7 Self-Control I: Steps for Calming Down/</b>Memory retrieval; oral discussion; vocabulary development; writing (optional) To explore different ways for gaining self-control. To practice a specific method for calming down.</p> <p><b>PATHS-Gr2, U2, L9 Control Signals Poster I: Anger Management/</b>Oral discussion; problem solving; role-playing; self-monitoring; music (optional); writing (optional) To continue teaching a process for self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p> <p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private/</b>Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional) To introduce the lessons 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><b>PATHS-Gr2, U3, L12 Fine, Excited, Tired/</b>Consequential thinking; creative thinking; memory retrieval; oral discussion; role-playing (optional); writing (optional) 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, tone of voice and other overt cues.</p> <p><b>PATHS-Gr2, U4, L19 Making Good Choices/</b>Analytic reasoning; cause-effect reasoning; deciphering visual clues; story comprehension; attentional and listening skills (optional); role-playing (optional); writing (optional) To focus on taking the time to calm down, listen to others to gather information and think things through before making decisions. To introduce the idea that in every situation there are many possible responses, only some of which are good choices.</p> <p><b>PATHS-Gr2, U5, L22 Shy, Lonely/</b>Communication skills; problem solving; vocabulary development; oral comprehension (optional); role-playing (optional); writing (optional) To discuss uncomfortable emotions related to social situations. To present the problem-solving paradigm for resolving these uncomfortable emotions.</p> <p><b>PATHS-Gr2, U5, L23 Making Friends: Baxter Makes a New Friend/</b>Communication skills; consequential thinking; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To discuss issues in making friendships. To provide practice with role-playing.</p> <p><b>PATHS-Gr2, U5, L24 Frustrated/</b>Communication skills; deciphering visual cues; hierarchical thinking; problem solving; music (optional); writing (optional) To introduce further differentiation of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p><b>PATHS-Gr2, U6, L27 Jealous, Content or Satisfied/</b>Associational thinking; oral discussion; spelling; story comprehension; writing skills (optional) To illustrate that solving problems can result in a change in one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p><b>PATHS-Gr2, U6, L30 Guilty/</b>Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p><b>PATHS-Gr2, U6, L31 Proud, Ashamed/</b>Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p> <p><b>PATHS-Gr2, U7, L33 Keeping a Friend: Baxter's Challenge/</b>Cause-effect reasoning; deciphering visual clues; decision making; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To introduce the concept that all friends have some problems. To introduce the concept of maintaining friendships.</p> <p><b>PATHS-Gr2, U7, L36 Practicing Generosity: A Community Project/</b>Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional); writing (optional) To do something generous in the community. To introduce service learning in your classroom.</p>
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		<p><b>PATHS-Gr2, U8, L37 Surprised, Delighted, Disgusted/</b>Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; writing (optional) To help children evaluate feelings based on situational cues. To help children take another’s perspective and consider consequences.</p> <p><b>PATHS-Gr2, U8, L38 Accident, On Purpose/</b>Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p> <p><b>PATHS-Gr2, U8, L39 Disappointed, Hopeful/</b>Cause-effect thinking; oral discussion; problem solving; writing (optional) To introduce more complex emotions. To discuss the idea that we can change the way we feel.</p> <p><b>PATHS-Gr2, U8, L40 Embarrassed, Humiliated/</b>Attentional and listening skills; communication skills; problem solving; writing (optional) To discuss painful emotions related to social situations and interactions. To present feelings that are similar, but differ in intensity.</p> <p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident/</b>Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p><b>PATHS-Gr2, U10, L45 Malicious, Kind/</b>Communication skills; oral discussion; problem solving To discuss how feelings affect how people behave. To illustrate some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p> <p><b>PATHS-Gr2, U10, L46 Rejected, Included/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional) To help children better understand feelings resulting from perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p> <p><b>PATHS-Gr2, U10, L47 Teasing/</b>Attentional and listening skills; cause-effect reasoning; problem solving; role-playing; self-reflection; vocabulary development; writing (optional) To facilitate role-taking skills. To help children learn to anticipate possible consequences. To help children develop a greater awareness and better understanding of the complexity of feelings.</p> <p><b>PATHS-Gr2, Optional Lessons, L4 Feelings Review: Musical Feelings/</b>To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p> <p><b>PATHS-Gr2, Optional Lessons, L5 Feelings Review: Language Arts Activities/</b>To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p>
<p><b>Writing:</b> <b>Production and Distribution of Writing</b></p>		
<b>W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private/</b>Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional) To introduce the lessons 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</p>

		has feelings.
		<b>PATHS-Gr2, U11, L50 Planning a PATHS Party</b> /To practice applying problem-solving skills to a realistic, fun problem situation.
<b>Writing:</b>		
<b>Research to Build and Present Knowledge</b>		
<b>W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.	<b>PATHS-Gr2, U1, L3 Review of PATHS Concepts</b> /Communication skills; group discussion; memory retrieval; writing (optional) To review a number of the central ideas from grade 1 of PATHS.
		<b>PATHS-Gr2, U1, L4 Listening to Others</b> /Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize the importance of using communication to prevent and solve peer conflicts. To help children take the perspective of others. To continue promoting positive classroom behaviors.
		<b>PATHS-Gr2, U3, L14 Mad or Angry I</b> /Brainstorming; comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional) To discuss the differences between feelings and behaviors. 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.
		<b>PATHS-Gr2, U3, L15 Mad or Angry II: Recognizing Anger</b> /Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others.
		<b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried</b> /Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional) To relate feelings concepts to personal experiences. To introduce additional methods for calming down.
		<b>PATHS-Gr2, U4, L19 Making Good Choices</b> /Analytic reasoning; cause-effect reasoning; deciphering visual clues; story comprehension; attentional and listening skills (optional); role-playing (optional); writing (optional) To focus on taking the time to calm down, listen to others to gather information and think things through before making decisions. To introduce the idea that in every situation there are many possible responses, only some of which are good choices.
		<b>PATHS-Gr2, U4, L21 Problem-Solving Meeting II: School Transitions</b> /Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide more practice in problem solving in a group situation.
		<b>PATHS-Gr2, U5, L26 Problem-Solving Meeting III: Friendship/Recess</b> /Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; writing (optional) To provide further practice in problem solving in a group situation.
		<b>PATHS-Gr2, U6, L30 Guilty</b> /Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.
		<b>PATHS-Gr2, U9, L44 Overcoming Obstacles: Perseverance</b> /Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; cooperative learning (optional) To increase children's ability to persist when faced with obstacles to success.

<b>Speaking and Listening: Comprehension and Collaboration</b>		
<b>SL.2.1a</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>PATHS-Gr2, U1, L1 Classroom Rules: Mr. Jones and His Class</b> /Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension 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 towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.
		<b>PATHS-Gr2, U1, L2 PATHS Kid for Today: Complimenting</b> /Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To develop group cohesion and improve 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.
		<b>PATHS-Gr2, U1, L3 Review of PATHS Concepts</b> /Communication skills; group discussion; memory retrieval; writing (optional) To review a number of the central ideas from grade 1 of PATHS.
		<b>PATHS-Gr2, U1, L4 Listening to Others</b> /Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize the importance of using communication to prevent and solve peer conflicts. To help children take the perspective of others. To continue promoting positive classroom behaviors.
		<b>PATHS-Gr2, U1, L5 Fair Play Rules</b> /Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.
		<b>PATHS-Gr2, U1, L6 Manners</b> /Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; vocabulary development; oral comprehension (optional) To review simple manners. To introduce the idea that things turn out better for people when they use good manners. To emphasize the importance of tone of voice, facial expressions and body language. To demonstrate that the same words can have different meanings and connotations.
		<b>PATHS-Gr2, U2, L7 Self-Control I: Steps for Calming Down</b> /Memory retrieval; oral discussion; vocabulary development; writing (optional) To explore different ways for gaining self-control. To practice a specific method for calming down.
		<b>PATHS-Gr2, U3, L14 Mad or Angry I</b> /Brainstorming; comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional) To discuss the differences between feelings and behaviors. 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.
		<b>PATHS-Gr2, U4, L19 Making Good Choices</b> /Analytic reasoning; cause-effect reasoning; deciphering visual clues; story comprehension; attentional and listening skills (optional); role-playing (optional); writing (optional) To focus on taking the time to calm down, listen to others to gather

	<p>information and think things through before making decisions. To introduce the idea that in every situation there are many possible responses, only some of which are good choices.</p>
	<p><b>PATHS-Gr2, U4, L20 Problem-Solving Meeting I/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional)</b> To provide practice in problem solving in a group situation. To establish a format for solving problems in the classroom.</p>
	<p><b>PATHS-Gr2, U4, L21 Problem-Solving Meeting II: School Transitions/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring</b> To provide more practice in problem solving in a group situation.</p>
	<p><b>PATHS-Gr2, U5, L23 Making Friends: Baxter Makes a New Friend/Communication skills; consequential thinking; oral comprehension; problem solving; role-playing; writing (optional)</b> To encourage positive social interaction skills. To discuss issues in making friendships. To provide practice with role-playing.</p>
	<p><b>PATHS-Gr2, U5, L24 Frustrated/Communication skills; deciphering visual cues; hierarchical thinking; problem solving; music (optional); writing (optional)</b> To introduce further differentiation of anger. To review hierarchical thinking with regard to feelings and behaviors.</p>
	<p><b>PATHS-Gr2, U5, L25 Being a Good Winner/Loser/Cause-effect reasoning; communication skills; problem solving; role-playing; writing (optional)</b> To encourage positive social interaction skills. To further develop perspective-taking skills.</p>
	<p><b>PATHS-Gr2, U5, L26 Problem-Solving Meeting III: Friendship/Recess/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; writing (optional)</b> To provide further practice in problem solving in a group situation.</p>
	<p><b>PATHS-Gr2, U6, L28 Like/Dislike, Love/Hate, Tolerance/Oral discussion; comparative thinking; problem solving; writing skills (optional)</b> To introduce the concept of feelings intensity. To discuss the idea that our feelings affect others. To foster tolerance for what we hate or don't like.</p>
	<p><b>PATHS-Gr2, U6, L29 Different Points of View/Analytic thinking; associational thinking; cause-effect reasoning; problem solving; oral comprehension (optional); social studies-character biography (optional)</b> To build social comprehension skills. To develop perspective-taking skills. To informally problem-solve.</p>
	<p><b>PATHS-Gr2, U6, L30 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional)</b> To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
	<p><b>PATHS-Gr2, U7, L33 Keeping a Friend: Baxter's Challenge/Cause-effect reasoning; deciphering visual clues; decision making; oral comprehension; problem solving; role-playing; writing (optional)</b> To encourage positive social interaction skills. To introduce the concept that all friends have some problems. To introduce the concept of maintaining friendships.</p>
	<p><b>PATHS-Gr2, U7, L34 Making Up With Friends/Brainstorming; communication skills; deciphering visual clues; problem solving; role-playing; writing (optional); music (optional)</b></p>

		<p>To introduce methods for resolving conflicts among friends.</p> <p><b>PATHS-Gr2, U8, L38 Accident, On Purpose</b>/Analytic thinking; attentional and listening skills; communication skills; writing (optional)</p> <p>To discuss the role of intentionality in identifying problems and feelings.</p> <p><b>PATHS-Gr2, U9, L41 Fair/Not Fair</b>/Attentional and listening skills; communication skills; comparative thinking; decision-making; hierarchical thinking; writing (optional)</p> <p>To help children better understand the importance of control and intentionality in the cause of events. To show children how their thoughts are related to their feelings. To allow children to evaluate difficult social situations.</p> <p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident</b>/Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional)</p> <p>To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p><b>PATHS-Gr2, U11, L49 PATHS Reactions and Reviews</b>/Brainstorming; communication skills; oral discussion</p> <p>To encourage children to reflect on their memories of PATHS time. To help children think about the concepts of transitions and endings. To practice skills related to being interviewed and to being filmed.</p> <p><b>PATHS-Gr2, U11, L50 Planning a PATHS Party</b>/To practice applying problem-solving skills to a realistic, fun problem situation.</p> <p><b>PATHS-Gr2, Optional Lessons, L1 Feelings Review: Feelings Card Games</b>/To review the emotions learned so far. To practice taking turns.</p> <p><b>PATHS-Gr2, Optional Lessons, L2 Feelings Review: What's That Feeling?</b>/To review the emotions learned so far. To compare and discuss differences of opinion.</p> <p><b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences</b>/To review some of the basic emotions. To illustrate how feelings can change.</p> <p><b>PATHS-Gr2, Optional Lessons, L6 Common Classroom Problems: Waiting in Line</b>/To help children manage themselves while standing in line. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)</b>/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p><b>PATHS-Gr2, Optional Lessons, L8 Common Classroom Problems: Tattling I</b>/To diminish the amount of tattling in your classroom. To distinguish between "tattling" and seeking help. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L9 Common Classroom Problems: Tattling II</b>/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I</b>/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p> <p><b>PATHS-Gr2, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II</b>/To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
<b>SL.2.1b</b>	Participate in collaborative	<b>PATHS-Gr2, U1, L1 Classroom Rules: Mr. Jones and His Class</b> /Attentional and listening skills; brainstorming; creative

	<p>conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>thinking; interviewing-communication skills; reading comprehension 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 towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p><b>PATHS-Gr2, U1, L2 PATHS Kid for Today:</b> <b>Complimenting</b>/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To develop group cohesion and improve 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><b>PATHS-Gr2, U1, L3 Review of PATHS Concepts</b>/Communication skills; group discussion; memory retrieval; writing (optional) To review a number of the central ideas from grade 1 of PATHS.</p> <p><b>PATHS-Gr2, U1, L4 Listening to Others</b>/Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize the importance of using communication to prevent and solve peer conflicts. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p> <p><b>PATHS-Gr2, U1, L5 Fair Play Rules</b>/Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p> <p><b>PATHS-Gr2, U1, L6 Manners</b>/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; vocabulary development; oral comprehension (optional) To review simple manners. To introduce the idea that things turn out better for people when they use good manners. To emphasize the importance of tone of voice, facial expressions and body language. To demonstrate that the same words can have different meanings and connotations.</p> <p><b>PATHS-Gr2, U2, L7 Self-Control I: Steps for Calming Down</b>/Memory retrieval; oral discussion; vocabulary development; writing (optional) To explore different ways for gaining self-control. To practice a specific method for calming down.</p> <p><b>PATHS-Gr2, U2, L9 Control Signals Poster I: Anger Management</b>/Oral discussion; problem solving; role-playing; self-monitoring; music (optional); writing (optional) To continue teaching a process for self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p> <p><b>PATHS-Gr2, U2, L10 Control Signals Poster II: Using the Control Signals Poster</b>/Attentional and listening skills; role-playing; problem solving; self-monitoring; art (optional); oral comprehension (optional) To continue to teach a process for self-control and problem solving.</p> <p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private</b>/Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional) To introduce the lessons 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>
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	<p>role-playing (optional); writing (optional) To discuss uncomfortable emotions related to social situations. To present the problem-solving paradigm for resolving these uncomfortable emotions.</p>
	<p><b>PATHS-Gr2, U5, L23 Making Friends: Baxter Makes a New Friend/</b>Communication skills; consequential thinking; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To discuss issues in making friendships. To provide practice with role-playing.</p>
	<p><b>PATHS-Gr2, U5, L24 Frustrated/</b>Communication skills; deciphering visual cues; hierarchical thinking; problem solving; music (optional); writing (optional) To introduce further differentiation of anger. To review hierarchical thinking with regard to feelings and behaviors.</p>
	<p><b>PATHS-Gr2, U5, L25 Being a Good Winner/Loser/</b>Cause-effect reasoning; communication skills; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p>
	<p><b>PATHS-Gr2, U5, L26 Problem-Solving Meeting III: Friendship/Recess/</b>Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; writing (optional) To provide further practice in problem solving in a group situation.</p>
	<p><b>PATHS-Gr2, U6, L27 Jealous, Content or Satisfied/</b>Associational thinking; oral discussion; spelling; story comprehension; writing skills (optional) To illustrate that solving problems can result in a change in one's feelings. To encourage children to actively think about ways to change their feelings.</p>
	<p><b>PATHS-Gr2, U6, L28 Like/Dislike, Love/Hate, Tolerance/</b>Oral discussion; comparative thinking; problem solving; writing skills (optional) To introduce the concept of feelings intensity. To discuss the idea that our feelings affect others. To foster tolerance for what we hate or don't like.</p>
	<p><b>PATHS-Gr2, U6, L29 Different Points of View/</b>Analytic thinking; associational thinking; cause-effect reasoning; problem solving; oral comprehension (optional); social studies-character biography (optional) To build social comprehension skills. To develop perspective-taking skills. To informally problem-solve.</p>
	<p><b>PATHS-Gr2, U6, L30 Guilty/</b>Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
	<p><b>PATHS-Gr2, U6, L31 Proud, Ashamed/</b>Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p>
	<p><b>PATHS-Gr2, U6, L32 PATHS Review II: Guessing Feelings/</b>Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review concepts related to emotions. 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><b>PATHS-Gr2, U7, L33 Keeping a Friend: Baxter's</b></p>

	<p><b>Challenge</b>/Cause-effect reasoning; deciphering visual clues; decision making; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To introduce the concept that all friends have some problems. To introduce the concept of maintaining friendships.</p>
	<p><b>PATHS-Gr2, U7, L34 Making Up With Friends</b>/Brainstorming; communication skills; deciphering visual clues; problem solving; role-playing; writing (optional); music (optional) To introduce methods for resolving conflicts among friends.</p>
	<p><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous</b>/Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p>
	<p><b>PATHS-Gr2, U7, L36 Practicing Generosity: A Community Project</b>/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional); writing (optional) To do something generous in the community. To introduce service learning in your classroom.</p>
	<p><b>PATHS-Gr2, U8, L37 Surprised, Delighted, Disgusted</b>/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; writing (optional) To help children evaluate feelings based on situational cues. To help children take another's perspective and consider consequences.</p>
	<p><b>PATHS-Gr2, U8, L38 Accident, On Purpose</b>/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p>
	<p><b>PATHS-Gr2, U8, L39 Disappointed, Hopeful</b>/Cause-effect thinking; oral discussion; problem solving; writing (optional) To introduce more complex emotions. To discuss the idea that we can change the way we feel.</p>
	<p><b>PATHS-Gr2, U8, L40 Embarrassed, Humiliated</b>/Attentional and listening skills; communication skills; problem solving; writing (optional) To discuss painful emotions related to social situations and interactions. To present feelings that are similar, but differ in intensity.</p>
	<p><b>PATHS-Gr2, U9, L41 Fair/Not Fair</b>/Attentional and listening skills; communication skills; comparative thinking; decision-making; hierarchical thinking; writing (optional) To help children better understand the importance of control and intentionality in the cause of events. To show children how their thoughts are related to their feelings. To allow children to evaluate difficult social situations.</p>
	<p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident</b>/Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p>
	<p><b>PATHS-Gr2, U9, L43 Trying Harder: Attributions of Success</b>/Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; cooperative learning (optional) To increase children's awareness of the causal relationship between effort and outcome. To identify feelings that can be</p>

	<p>obstacles to success.</p> <p><b>PATHS-Gr2, U9, L44 Overcoming Obstacles:</b>  <b>Perseverance</b>/Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; cooperative learning (optional)  To increase children’s ability to persist when faced with obstacles to success.</p> <p><b>PATHS-Gr2, U10, L45 Malicious, Kind</b>/Communication skills; oral discussion; problem solving  To discuss how feelings affect how people behave. To illustrate some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p> <p><b>PATHS-Gr2, U10, L46 Rejected, Included</b>/Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional)  To help children better understand feelings resulting from perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p> <p><b>PATHS-Gr2, U10, L47 Teasing</b>/Attentional and listening skills; cause-effect reasoning; problem solving; role-playing; self-reflection; vocabulary development; writing (optional)  To facilitate role-taking skills. To help children learn to anticipate possible consequences. To help children develop a greater awareness and better understanding of the complexity of feelings.</p> <p><b>PATHS-Gr2, U10, L48 Problem-Solving Meeting IV: Bullying</b>/Creative thinking; oral discussion; problem-solving skills; self-monitoring; role-playing and communication skills (optional)  To define bullying. To discuss what children can do if they are bullied. To suggest problem solving as an alternative to bullying as a strategy for accomplishing goals.</p> <p><b>PATHS-Gr2, U11, L50 Planning a PATHS Party</b>/To practice applying problem-solving skills to a realistic, fun problem situation.</p> <p><b>PATHS-Gr2, Optional Lessons, L1 Feelings Review: Feelings Card Games</b>/To review the emotions learned so far. To practice taking turns.</p> <p><b>PATHS-Gr2, Optional Lessons, L2 Feelings Review: What’s That Feeling?</b>/To review the emotions learned so far. To compare and discuss differences of opinion.</p> <p><b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences</b>/To review some of the basic emotions. To illustrate how feelings can change.</p> <p><b>PATHS-Gr2, Optional Lessons, L4 Feelings Review: Musical Feelings</b>/To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p> <p><b>PATHS-Gr2, Optional Lessons, L5 Feelings Review: Language Arts Activities</b>/To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p> <p><b>PATHS-Gr2, Optional Lessons, L6 Common Classroom Problems: Waiting in Line</b>/To help children manage themselves while standing in line. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)</b>/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p><b>PATHS-Gr2, Optional Lessons, L8 Common Classroom Problems: Tattling I</b>/To diminish the amount of tattling in your classroom. To distinguish between “tattling” and seeking help. To</p>
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		<p>practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L9 Common Classroom Problems: Tattling II</b>/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I</b>/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p> <p><b>PATHS-Gr2, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II</b>/To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
<p><b>SL.2.1c</b></p>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><b>PATHS-Gr2, U1, L1 Classroom Rules: Mr. Jones and His Class</b>/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension 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 towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p><b>PATHS-Gr2, U1, L2 PATHS Kid for Today: Complimenting</b>/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To develop group cohesion and improve 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><b>PATHS-Gr2, U1, L3 Review of PATHS Concepts</b>/Communication skills; group discussion; memory retrieval; writing (optional) To review a number of the central ideas from grade 1 of PATHS.</p> <p><b>PATHS-Gr2, U1, L4 Listening to Others</b>/Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize the importance of using communication to prevent and solve peer conflicts. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p> <p><b>PATHS-Gr2, U1, L5 Fair Play Rules</b>/Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p> <p><b>PATHS-Gr2, U1, L6 Manners</b>/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; vocabulary development; oral comprehension (optional) To review simple manners. To introduce the idea that things turn out better for people when they use good manners. To emphasize the importance of tone of voice, facial expressions and body language. To demonstrate that the same words can have different meanings and connotations.</p> <p><b>PATHS-Gr2, U2, L7 Self-Control I: Steps for Calming Down</b>/Memory retrieval; oral discussion; vocabulary development; writing (optional) To explore different ways for gaining self-control. To practice a specific method for calming down.</p> <p><b>PATHS-Gr2, U2, L8 Self-Control II: Learning Self-Control</b>/Attentional and listening skills; story comprehension; vocabulary development; music (optional)</p>

	<p>To introduce the idea of self-control as an internalized process.</p> <p><b>PATHS-Gr2, U2, L9 Control Signals Poster I: Anger Management</b>/Oral discussion; problem solving; role-playing; self-monitoring; music (optional); writing (optional) To continue teaching a process for self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p> <p><b>PATHS-Gr2, U2, L10 Control Signals Poster II: Using the Control Signals Poster</b>/Attentional and listening skills; role-playing; problem solving; self-monitoring; art (optional); oral comprehension (optional) To continue to teach a process for self-control and problem solving.</p> <p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private</b>/Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional) To introduce the lessons 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><b>PATHS-Gr2, U3, L12 Fine, Excited, Tired</b>/Consequential thinking; creative thinking; memory retrieval; oral discussion; role-playing (optional); writing (optional) 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, tone of voice and other overt cues.</p> <p><b>PATHS-Gr2, U3, L13 Scared or Afraid, Safe</b>/Brainstorming; comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional) To discuss the idea that feelings can change. To explain that feelings frequently have opposites.</p> <p><b>PATHS-Gr2, U3, L14 Mad or Angry I</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional) To discuss the differences between feelings and behaviors. 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><b>PATHS-Gr2, U3, L15 Mad or Angry II: Recognizing Anger</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others.</p> <p><b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional) To relate feelings concepts to personal experiences. To introduce additional methods for calming down.</p> <p><b>PATHS-Gr2, U3, L17 PATHS Review Lesson I</b>/Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; music (optional); writing (optional) To review the feelings covered thus far. To provide practice with role-playing and observing emotional cues.</p> <p><b>PATHS-Gr2, U4, L18 Mad or Angry III: Baxter and His Temper</b>/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss self-control over feelings of anger and anger-related behaviors.</p> <p><b>PATHS-Gr2, U4, L19 Making Good Choices</b>/Analytic reasoning;</p>
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	<p>cause-effect reasoning; deciphering visual clues; story comprehension; attentional and listening skills (optional); role-playing (optional); writing (optional) To focus on taking the time to calm down, listen to others to gather information and think things through before making decisions. To introduce the idea that in every situation there are many possible responses, only some of which are good choices.</p>
	<p><b>PATHS-Gr2, U4, L20 Problem-Solving Meeting I/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional)</b> To provide practice in problem solving in a group situation. To establish a format for solving problems in the classroom.</p>
	<p><b>PATHS-Gr2, U4, L21 Problem-Solving Meeting II: School Transitions/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring</b> To provide more practice in problem solving in a group situation.</p>
	<p><b>PATHS-Gr2, U5, L22 Shy, Lonely/Communication skills; problem solving; vocabulary development; oral comprehension (optional); role-playing (optional); writing (optional)</b> To discuss uncomfortable emotions related to social situations. To present the problem-solving paradigm for resolving these uncomfortable emotions.</p>
	<p><b>PATHS-Gr2, U5, L23 Making Friends: Baxter Makes a New Friend/Communication skills; consequential thinking; oral comprehension; problem solving; role-playing; writing (optional)</b> To encourage positive social interaction skills. To discuss issues in making friendships. To provide practice with role-playing.</p>
	<p><b>PATHS-Gr2, U5, L24 Frustrated/Communication skills; deciphering visual cues; hierarchical thinking; problem solving; music (optional); writing (optional)</b> To introduce further differentiation of anger. To review hierarchical thinking with regard to feelings and behaviors.</p>
	<p><b>PATHS-Gr2, U5, L25 Being a Good Winner/Loser/Cause-effect reasoning; communication skills; problem solving; role-playing; writing (optional)</b> To encourage positive social interaction skills. To further develop perspective-taking skills.</p>
	<p><b>PATHS-Gr2, U5, L26 Problem-Solving Meeting III: Friendship/Recess/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; writing (optional)</b> To provide further practice in problem solving in a group situation.</p>
	<p><b>PATHS-Gr2, U6, L27 Jealous, Content or Satisfied/Associational thinking; oral discussion; spelling; story comprehension; writing skills (optional)</b> To illustrate that solving problems can result in a change in one's feelings. To encourage children to actively think about ways to change their feelings.</p>
	<p><b>PATHS-Gr2, U6, L28 Like/Dislike, Love/Hate, Tolerance/Oral discussion; comparative thinking; problem solving; writing skills (optional)</b> To introduce the concept of feelings intensity. To discuss the idea that our feelings affect others. To foster tolerance for what we hate or don't like.</p>
	<p><b>PATHS-Gr2, U6, L29 Different Points of View/Analytic thinking; associational thinking; cause-effect reasoning; problem solving; oral comprehension (optional); social studies-character biography (optional)</b> To build social comprehension skills. To develop perspective-taking</p>

	<p>skills. To informally problem-solve.</p> <p><b>PATHS-Gr2, U6, L30 Guilty</b>/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p><b>PATHS-Gr2, U6, L31 Proud, Ashamed</b>/Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p> <p><b>PATHS-Gr2, U6, L32 PATHS Review II: Guessing Feelings</b>/Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review concepts related to emotions. 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><b>PATHS-Gr2, U7, L33 Keeping a Friend: Baxter's Challenge</b>/Cause-effect reasoning; deciphering visual clues; decision making; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To introduce the concept that all friends have some problems. To introduce the concept of maintaining friendships.</p> <p><b>PATHS-Gr2, U7, L34 Making Up With Friends</b>/Brainstorming; communication skills; deciphering visual clues; problem solving; role-playing; writing (optional); music (optional) To introduce methods for resolving conflicts among friends.</p> <p><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous</b>/Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p> <p><b>PATHS-Gr2, U7, L36 Practicing Generosity: A Community Project</b>/Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional); writing (optional) To do something generous in the community. To introduce service learning in your classroom.</p> <p><b>PATHS-Gr2, U8, L37 Surprised, Delighted, Disgusted</b>/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; writing (optional) To help children evaluate feelings based on situational cues. To help children take another's perspective and consider consequences.</p> <p><b>PATHS-Gr2, U8, L38 Accident, On Purpose</b>/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p> <p><b>PATHS-Gr2, U8, L39 Disappointed, Hopeful</b>/Cause-effect thinking; oral discussion; problem solving; writing (optional) To introduce more complex emotions. To discuss the idea that we can change the way we feel.</p> <p><b>PATHS-Gr2, U8, L40 Embarrassed, Humiliated</b>/Attentional and listening skills; communication skills; problem solving; writing (optional) To discuss painful emotions related to social situations and</p>
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	<p>interactions. To present feelings that are similar, but differ in intensity.</p> <p><b>PATHS-Gr2, U9, L41 Fair/Not Fair/</b>Attentional and listening skills; communication skills; comparative thinking; decision-making; hierarchical thinking; writing (optional) To help children better understand the importance of control and intentionality in the cause of events. To show children how their thoughts are related to their feelings. To allow children to evaluate difficult social situations.</p> <p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident/</b>Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p><b>PATHS-Gr2, U9, L43 Trying Harder: Attributions of Success/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; cooperative learning (optional) To increase children's awareness of the causal relationship between effort and outcome. To identify feelings that can be obstacles to success.</p> <p><b>PATHS-Gr2, U9, L44 Overcoming Obstacles: Perseverance/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; cooperative learning (optional) To increase children's ability to persist when faced with obstacles to success.</p> <p><b>PATHS-Gr2, U10, L45 Malicious, Kind/</b>Communication skills; oral discussion; problem solving To discuss how feelings affect how people behave. To illustrate some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p> <p><b>PATHS-Gr2, U10, L46 Rejected, Included/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional) To help children better understand feelings resulting from perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p> <p><b>PATHS-Gr2, U10, L47 Teasing/</b>Attentional and listening skills; cause-effect reasoning; problem solving; role-playing; self-reflection; vocabulary development; writing (optional) To facilitate role-taking skills. To help children learn to anticipate possible consequences. To help children develop a greater awareness and better understanding of the complexity of feelings.</p> <p><b>PATHS-Gr2, U10, L48 Problem-Solving Meeting IV: Bullying/</b>Creative thinking; oral discussion; problem-solving skills; self-monitoring; role-playing and communication skills (optional) To define bullying. To discuss what children can do if they are bullied. To suggest problem solving as an alternative to bullying as a strategy for accomplishing goals.</p> <p><b>PATHS-Gr2, U11, L50 Planning a PATHS Party/</b>To practice applying problem-solving skills to a realistic, fun problem situation.</p> <p><b>PATHS-Gr2, Optional Lessons, L1 Feelings Review: Feelings Card Games/</b>To review the emotions learned so far. To practice taking turns.</p> <p><b>PATHS-Gr2, Optional Lessons, L2 Feelings Review: What's That Feeling?/</b>To review the emotions learned so far. To compare and discuss differences of opinion.</p>
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		<p><b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences</b>/To review some of the basic emotions. To illustrate how feelings can change.</p> <p><b>PATHS-Gr2, Optional Lessons, L6 Common Classroom Problems: Waiting in Line</b>/To help children manage themselves while standing in line. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)</b>/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p><b>PATHS-Gr2, Optional Lessons, L8 Common Classroom Problems: Tattling I</b>/To diminish the amount of tattling in your classroom. To distinguish between “tattling” and seeking help. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L9 Common Classroom Problems: Tattling II</b>/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I</b>/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p> <p><b>PATHS-Gr2, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II</b>/To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<p><b>PATHS-Gr2, U1, L1 Classroom Rules: Mr. Jones and His Class</b>/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension 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 towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p><b>PATHS-Gr2, U1, L2 PATHS Kid for Today: Complimenting</b>/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To develop group cohesion and improve 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><b>PATHS-Gr2, U1, L3 Review of PATHS Concepts</b>/Communication skills; group discussion; memory retrieval; writing (optional) To review a number of the central ideas from grade 1 of PATHS.</p> <p><b>PATHS-Gr2, U1, L4 Listening to Others</b>/Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize the importance of using communication to prevent and solve peer conflicts. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p> <p><b>PATHS-Gr2, U1, L5 Fair Play Rules</b>/Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p> <p><b>PATHS-Gr2, U1, L6 Manners</b>/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; vocabulary development; oral comprehension (optional)</p>

		<p>To review simple manners. To introduce the idea that things turn out better for people when they use good manners. To emphasize the importance of tone of voice, facial expressions and body language. To demonstrate that the same words can have different meanings and connotations.</p> <p><b>PATHS-Gr2, U2, L7 Self-Control I: Steps for Calming Down</b>/Memory retrieval; oral discussion; vocabulary development; writing (optional) To explore different ways for gaining self-control. To practice a specific method for calming down.</p> <p><b>PATHS-Gr2, U2, L8 Self-Control II: Learning Self-Control</b>/Attentional and listening skills; story comprehension; vocabulary development; music (optional) To introduce the idea of self-control as an internalized process.</p> <p><b>PATHS-Gr2, U2, L9 Control Signals Poster I: Anger Management</b>/Oral discussion; problem solving; role-playing; self-monitoring; music (optional); writing (optional) To continue teaching a process for self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p> <p><b>PATHS-Gr2, U2, L10 Control Signals Poster II: Using the Control Signals Poster</b>/Attentional and listening skills; role-playing; problem solving; self-monitoring; art (optional); oral comprehension (optional) To continue to teach a process for self-control and problem solving.</p> <p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private</b>/Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional) To introduce the lessons 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><b>PATHS-Gr2, U3, L12 Fine, Excited, Tired</b>/Consequential thinking; creative thinking; memory retrieval; oral discussion; role-playing (optional); writing (optional) 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, tone of voice and other overt cues.</p> <p><b>PATHS-Gr2, U3, L13 Scared or Afraid, Safe</b>/Brainstorming; comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional) To discuss the idea that feelings can change. To explain that feelings frequently have opposites.</p> <p><b>PATHS-Gr2, U3, L14 Mad or Angry I</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional) To discuss the differences between feelings and behaviors. 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><b>PATHS-Gr2, U3, L15 Mad or Angry II: Recognizing Anger</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others.</p> <p><b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional)</p>
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		<p>To relate feelings concepts to personal experiences. To introduce additional methods for calming down.</p> <p><b>PATHS-Gr2, U3, L17 PATHS Review Lesson I/</b>Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; music (optional); writing (optional) To review the feelings covered thus far. To provide practice with role-playing and observing emotional cues.</p> <p><b>PATHS-Gr2, U4, L18 Mad or Angry III: Baxter and His Temper/</b>Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss self-control over feelings of anger and anger-related behaviors.</p> <p><b>PATHS-Gr2, U4, L19 Making Good Choices/</b>Analytic reasoning; cause-effect reasoning; deciphering visual clues; story comprehension; attentional and listening skills (optional); role-playing (optional); writing (optional) To focus on taking the time to calm down, listen to others to gather information and think things through before making decisions. To introduce the idea that in every situation there are many possible responses, only some of which are good choices.</p> <p><b>PATHS-Gr2, U4, L20 Problem-Solving Meeting I/</b>Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional) To provide practice in problem solving in a group situation. To establish a format for solving problems in the classroom.</p> <p><b>PATHS-Gr2, U4, L21 Problem-Solving Meeting II: School Transitions/</b>Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide more practice in problem solving in a group situation.</p> <p><b>PATHS-Gr2, U5, L22 Shy, Lonely/</b>Communication skills; problem solving; vocabulary development; oral comprehension (optional); role-playing (optional); writing (optional) To discuss uncomfortable emotions related to social situations. To present the problem-solving paradigm for resolving these uncomfortable emotions.</p> <p><b>PATHS-Gr2, U5, L23 Making Friends: Baxter Makes a New Friend/</b>Communication skills; consequential thinking; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To discuss issues in making friendships. To provide practice with role-playing.</p> <p><b>PATHS-Gr2, U5, L24 Frustrated/</b>Communication skills; deciphering visual cues; hierarchical thinking; problem solving; music (optional); writing (optional) To introduce further differentiation of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p><b>PATHS-Gr2, U5, L25 Being a Good Winner/Loser/</b>Cause-effect reasoning; communication skills; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p> <p><b>PATHS-Gr2, U5, L26 Problem-Solving Meeting III: Friendship/Recess/</b>Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; writing (optional) To provide further practice in problem solving in a group situation.</p> <p><b>PATHS-Gr2, U6, L27 Jealous, Content or Satisfied/</b>Associational thinking; oral discussion; spelling; story comprehension; writing skills (optional) To illustrate that solving problems can result in a change in one's</p>
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	<p>feelings. To encourage children to actively think about ways to change their feelings.</p> <p><b>PATHS-Gr2, U6, L28 Like/Dislike, Love/Hate, Tolerance/Oral</b> discussion; comparative thinking; problem solving; writing skills (optional) To introduce the concept of feelings intensity. To discuss the idea that our feelings affect others. To foster tolerance for what we hate or don't like.</p> <p><b>PATHS-Gr2, U6, L29 Different Points of View/Analytic</b> thinking; associational thinking; cause-effect reasoning; problem solving; oral comprehension (optional); social studies-character biography (optional) To build social comprehension skills. To develop perspective-taking skills. To informally problem-solve.</p> <p><b>PATHS-Gr2, U6, L30 Guilty/Attentional</b> and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p><b>PATHS-Gr2, U6, L31 Proud, Ashamed/Comparative</b> thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p> <p><b>PATHS-Gr2, U6, L32 PATHS Review II: Guessing Feelings/Communication</b> skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review concepts related to emotions. 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><b>PATHS-Gr2, U7, L33 Keeping a Friend: Baxter's Challenge/Cause-effect</b> reasoning; deciphering visual clues; decision making; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To introduce the concept that all friends have some problems. To introduce the concept of maintaining friendships.</p> <p><b>PATHS-Gr2, U7, L34 Making Up With Friends/Brainstorming;</b> communication skills; deciphering visual clues; problem solving; role-playing; writing (optional); music (optional) To introduce methods for resolving conflicts among friends.</p> <p><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous/Attentional</b> and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p> <p><b>PATHS-Gr2, U7, L36 Practicing Generosity: A Community Project/Creative</b> thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional); writing (optional) To do something generous in the community. To introduce service learning in your classroom.</p> <p><b>PATHS-Gr2, U8, L37 Surprised, Delighted, Disgusted/Attentional</b> and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; writing (optional) To help children evaluate feelings based on situational cues. To help children take another's perspective and consider consequences.</p>
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	<p><b>PATHS-Gr2, U8, L38 Accident, On Purpose</b>/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p>
	<p><b>PATHS-Gr2, U8, L39 Disappointed, Hopeful</b>/Cause-effect thinking; oral discussion; problem solving; writing (optional) To introduce more complex emotions. To discuss the idea that we can change the way we feel.</p>
	<p><b>PATHS-Gr2, U8, L40 Embarrassed, Humiliated</b>/Attentional and listening skills; communication skills; problem solving; writing (optional) To discuss painful emotions related to social situations and interactions. To present feelings that are similar, but differ in intensity.</p>
	<p><b>PATHS-Gr2, U9, L41 Fair/Not Fair</b>/Attentional and listening skills; communication skills; comparative thinking; decision-making; hierarchical thinking; writing (optional) To help children better understand the importance of control and intentionality in the cause of events. To show children how their thoughts are related to their feelings. To allow children to evaluate difficult social situations.</p>
	<p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident</b>/Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p>
	<p><b>PATHS-Gr2, U9, L43 Trying Harder: Attributions of Success</b>/Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; cooperative learning (optional) To increase children's awareness of the causal relationship between effort and outcome. To identify feelings that can be obstacles to success.</p>
	<p><b>PATHS-Gr2, U9, L44 Overcoming Obstacles: Perseverance</b>/Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; cooperative learning (optional) To increase children's ability to persist when faced with obstacles to success.</p>
	<p><b>PATHS-Gr2, U10, L45 Malicious, Kind</b>/Communication skills; oral discussion; problem solving To discuss how feelings affect how people behave. To illustrate some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p>
	<p><b>PATHS-Gr2, U10, L46 Rejected, Included</b>/Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional) To help children better understand feelings resulting from perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p>
	<p><b>PATHS-Gr2, U10, L47 Teasing</b>/Attentional and listening skills; cause-effect reasoning; problem solving; role-playing; self-reflection; vocabulary development; writing (optional) To facilitate role-taking skills. To help children learn to anticipate possible consequences. To help children develop a greater awareness and better understanding of the complexity of feelings.</p>
	<p><b>PATHS-Gr2, U10, L48 Problem-Solving Meeting IV:</b></p>

		<p><b>Bullying</b>/Creative thinking; oral discussion; problem-solving skills; self-monitoring; role-playing and communication skills (optional) To define bullying. To discuss what children can do if they are bullied. To suggest problem solving as an alternative to bullying as a strategy for accomplishing goals.</p> <p><b>PATHS-Gr2, U11, L49 PATHS Reactions and Reviews</b>/Brainstorming; communication skills; oral discussion To encourage children to reflect on their memories of PATHS time. To help children think about the concepts of transitions and endings. To practice skills related to being interviewed and to being filmed.</p> <p><b>PATHS-Gr2, U11, L50 Planning a PATHS Party</b>/To practice applying problem-solving skills to a realistic, fun problem situation.</p> <p><b>PATHS-Gr2, Optional Lessons, L1 Feelings Review: Feelings Card Games</b>/To review the emotions learned so far. To practice taking turns.</p> <p><b>PATHS-Gr2, Optional Lessons, L2 Feelings Review: What's That Feeling?</b>/To review the emotions learned so far. To compare and discuss differences of opinion.</p> <p><b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences</b>/To review some of the basic emotions. To illustrate how feelings can change.</p> <p><b>PATHS-Gr2, Optional Lessons, L4 Feelings Review: Musical Feelings</b>/To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p> <p><b>PATHS-Gr2, Optional Lessons, L5 Feelings Review: Language Arts Activities</b>/To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p> <p><b>PATHS-Gr2, Optional Lessons, L6 Common Classroom Problems: Waiting in Line</b>/To help children manage themselves while standing in line. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)</b>/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p><b>PATHS-Gr2, Optional Lessons, L8 Common Classroom Problems: Tattling I</b>/To diminish the amount of tattling in your classroom. To distinguish between "tattling" and seeking help. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L9 Common Classroom Problems: Tattling II</b>/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I</b>/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p> <p><b>PATHS-Gr2, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II</b>/To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
<b>SL.2.3</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<p><b>PATHS-Gr2, U1, L1 Classroom Rules: Mr. Jones and His Class</b>/Attentional and listening skills; brainstorming; creative thinking; interviewing-communication skills; reading comprehension 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 towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.</p> <p><b>PATHS-Gr2, U1, L2 PATHS Kid for Today:</b></p>

	<p><b>Complimenting</b>/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To develop group cohesion and improve 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><b>PATHS-Gr2, U1, L3 Review of PATHS Concepts</b>/Communication skills; group discussion; memory retrieval; writing (optional) To review a number of the central ideas from grade 1 of PATHS.</p> <p><b>PATHS-Gr2, U1, L4 Listening to Others</b>/Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize the importance of using communication to prevent and solve peer conflicts. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p> <p><b>PATHS-Gr2, U1, L5 Fair Play Rules</b>/Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p> <p><b>PATHS-Gr2, U1, L6 Manners</b>/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; vocabulary development; oral comprehension (optional) To review simple manners. To introduce the idea that things turn out better for people when they use good manners. To emphasize the importance of tone of voice, facial expressions and body language. To demonstrate that the same words can have different meanings and connotations.</p> <p><b>PATHS-Gr2, U2, L7 Self-Control I: Steps for Calming Down</b>/Memory retrieval; oral discussion; vocabulary development; writing (optional) To explore different ways for gaining self-control. To practice a specific method for calming down.</p> <p><b>PATHS-Gr2, U2, L8 Self-Control II: Learning Self-Control</b>/Attentional and listening skills; story comprehension; vocabulary development; music (optional) To introduce the idea of self-control as an internalized process.</p> <p><b>PATHS-Gr2, U2, L9 Control Signals Poster I: Anger Management</b>/Oral discussion; problem solving; role-playing; self-monitoring; music (optional); writing (optional) To continue teaching a process for self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p> <p><b>PATHS-Gr2, U2, L10 Control Signals Poster II: Using the Control Signals Poster</b>/Attentional and listening skills; role-playing; problem solving; self-monitoring; art (optional); oral comprehension (optional) To continue to teach a process for self-control and problem solving.</p> <p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private</b>/Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional) To introduce the lessons 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><b>PATHS-Gr2, U3, L12 Fine, Excited, Tired</b>/Consequential thinking; creative thinking; memory retrieval; oral discussion; role-playing (optional); writing (optional)</p>
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		<p>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, tone of voice and other overt cues.</p>
		<p><b>PATHS-Gr2, U3, L13 Scared or Afraid, Safe/</b>Brainstorming; comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional)          To discuss the idea that feelings can change. To explain that feelings frequently have opposites.</p>
		<p><b>PATHS-Gr2, U3, L14 Mad or Angry I/</b>Brainstorming; comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional)          To discuss the differences between feelings and behaviors. 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><b>PATHS-Gr2, U3, L15 Mad or Angry II: Recognizing Anger/</b>Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development          To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others.</p>
		<p><b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried/</b>Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional)          To relate feelings concepts to personal experiences. To introduce additional methods for calming down.</p>
		<p><b>PATHS-Gr2, U3, L17 PATHS Review Lesson I/</b>Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; music (optional); writing (optional)          To review the feelings covered thus far. To provide practice with role-playing and observing emotional cues.</p>
		<p><b>PATHS-Gr2, U4, L18 Mad or Angry III: Baxter and His Temper/</b>Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional)          To discuss self-control over feelings of anger and anger-related behaviors.</p>
		<p><b>PATHS-Gr2, U4, L19 Making Good Choices/</b>Analytic reasoning; cause-effect reasoning; deciphering visual clues; story comprehension; attentional and listening skills (optional); role-playing (optional); writing (optional)          To focus on taking the time to calm down, listen to others to gather information and think things through before making decisions. To introduce the idea that in every situation there are many possible responses, only some of which are good choices.</p>
		<p><b>PATHS-Gr2, U4, L20 Problem-Solving Meeting I/</b>Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional)          To provide practice in problem solving in a group situation. To establish a format for solving problems in the classroom.</p>
		<p><b>PATHS-Gr2, U4, L21 Problem-Solving Meeting II: School Transitions/</b>Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring          To provide more practice in problem solving in a group situation.</p>
		<p><b>PATHS-Gr2, U5, L22 Shy, Lonely/</b>Communication skills; problem solving; vocabulary development; oral comprehension (optional); role-playing (optional); writing (optional)          To discuss uncomfortable emotions related to social situations. To present the problem-solving paradigm for resolving these</p>



		<p>uncomfortable emotions.</p> <p><b>PATHS-Gr2, U5, L23 Making Friends: Baxter Makes a New Friend/</b>Communication skills; consequential thinking; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To discuss issues in making friendships. To provide practice with role-playing.</p> <p><b>PATHS-Gr2, U5, L24 Frustrated/</b>Communication skills; deciphering visual cues; hierarchical thinking; problem solving; music (optional); writing (optional) To introduce further differentiation of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p><b>PATHS-Gr2, U5, L25 Being a Good Winner/Loser/</b>Cause-effect reasoning; communication skills; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p> <p><b>PATHS-Gr2, U5, L26 Problem-Solving Meeting III: Friendship/Recess/</b>Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; writing (optional) To provide further practice in problem solving in a group situation.</p> <p><b>PATHS-Gr2, U6, L27 Jealous, Content or Satisfied/</b>Associational thinking; oral discussion; spelling; story comprehension; writing skills (optional) To illustrate that solving problems can result in a change in one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p><b>PATHS-Gr2, U6, L28 Like/Dislike, Love/Hate, Tolerance/</b>Oral discussion; comparative thinking; problem solving; writing skills (optional) To introduce the concept of feelings intensity. To discuss the idea that our feelings affect others. To foster tolerance for what we hate or don't like.</p> <p><b>PATHS-Gr2, U6, L29 Different Points of View/</b>Analytic thinking; associational thinking; cause-effect reasoning; problem solving; oral comprehension (optional); social studies-character biography (optional) To build social comprehension skills. To develop perspective-taking skills. To informally problem-solve.</p> <p><b>PATHS-Gr2, U6, L30 Guilty/</b>Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p><b>PATHS-Gr2, U6, L31 Proud, Ashamed/</b>Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p> <p><b>PATHS-Gr2, U6, L32 PATHS Review II: Guessing Feelings/</b>Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review concepts related to emotions. 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><b>PATHS-Gr2, U7, L33 Keeping a Friend: Baxter's Challenge/</b>Cause-effect reasoning; deciphering visual clues; decision making; oral comprehension; problem solving; role-playing; writing (optional)</p>
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	<p>To encourage positive social interaction skills. To introduce the concept that all friends have some problems. To introduce the concept of maintaining friendships.</p>
	<p><b>PATHS-Gr2, U7, L34 Making Up With Friends/</b>Brainstorming; communication skills; deciphering visual clues; problem solving; role-playing; writing (optional); music (optional) To introduce methods for resolving conflicts among friends.</p>
	<p><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous/</b>Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p>
	<p><b>PATHS-Gr2, U7, L36 Practicing Generosity: A Community Project/</b>Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional); writing (optional) To do something generous in the community. To introduce service learning in your classroom.</p>
	<p><b>PATHS-Gr2, U8, L37 Surprised, Delighted, Disgusted/</b>Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; writing (optional) To help children evaluate feelings based on situational cues. To help children take another's perspective and consider consequences.</p>
	<p><b>PATHS-Gr2, U8, L38 Accident, On Purpose/</b>Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p>
	<p><b>PATHS-Gr2, U8, L39 Disappointed, Hopeful/</b>Cause-effect thinking; oral discussion; problem solving; writing (optional) To introduce more complex emotions. To discuss the idea that we can change the way we feel.</p>
	<p><b>PATHS-Gr2, U8, L40 Embarrassed, Humiliated/</b>Attentional and listening skills; communication skills; problem solving; writing (optional) To discuss painful emotions related to social situations and interactions. To present feelings that are similar, but differ in intensity.</p>
	<p><b>PATHS-Gr2, U9, L41 Fair/Not Fair/</b>Attentional and listening skills; communication skills; comparative thinking; decision-making; hierarchical thinking; writing (optional) To help children better understand the importance of control and intentionality in the cause of events. To show children how their thoughts are related to their feelings. To allow children to evaluate difficult social situations.</p>
	<p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident/</b>Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p>
	<p><b>PATHS-Gr2, U9, L43 Trying Harder: Attributions of Success/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; cooperative learning (optional) To increase children's awareness of the causal relationship between effort and outcome. To identify feelings that can be obstacles to success.</p>
	<p><b>PATHS-Gr2, U9, L44 Overcoming Obstacles: Perseverance/</b>Attentional and listening skills; cause-effect</p>

	<p>reasoning; problem solving; self-reflection; cooperative learning (optional) To increase children's ability to persist when faced with obstacles to success.</p>
	<p><b>PATHS-Gr2, U10, L45 Malicious, Kind/Communication skills; oral discussion; problem solving</b> To discuss how feelings affect how people behave. To illustrate some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p>
	<p><b>PATHS-Gr2, U10, L46 Rejected, Included/Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional)</b> To help children better understand feelings resulting from perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p>
	<p><b>PATHS-Gr2, U10, L47 Teasing/Attentional and listening skills; cause-effect reasoning; problem solving; role-playing; self-reflection; vocabulary development; writing (optional)</b> To facilitate role-taking skills. To help children learn to anticipate possible consequences. To help children develop a greater awareness and better understanding of the complexity of feelings.</p>
	<p><b>PATHS-Gr2, U10, L48 Problem-Solving Meeting IV: Bullying/Creative thinking; oral discussion; problem-solving skills; self-monitoring; role-playing and communication skills (optional)</b> To define bullying. To discuss what children can do if they are bullied. To suggest problem solving as an alternative to bullying as a strategy for accomplishing goals.</p>
	<p><b>PATHS-Gr2, U11, L49 PATHS Reactions and Reviews/Brainstorming; communication skills; oral discussion</b> To encourage children to reflect on their memories of PATHS time. To help children think about the concepts of transitions and endings. To practice skills related to being interviewed and to being filmed.</p>
	<p><b>PATHS-Gr2, U11, L50 Planning a PATHS Party/To practice applying problem-solving skills to a realistic, fun problem situation.</b></p>
	<p><b>PATHS-Gr2, Optional Lessons, L1 Feelings Review: Feelings Card Games/To review the emotions learned so far. To practice taking turns.</b></p>
	<p><b>PATHS-Gr2, Optional Lessons, L2 Feelings Review: What's That Feeling?/To review the emotions learned so far. To compare and discuss differences of opinion.</b></p>
	<p><b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences/To review some of the basic emotions. To illustrate how feelings can change.</b></p>
	<p><b>PATHS-Gr2, Optional Lessons, L4 Feelings Review: Musical Feelings/To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</b></p>
	<p><b>PATHS-Gr2, 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.</b></p>
	<p><b>PATHS-Gr2, Optional Lessons, L6 Common Classroom Problems: Waiting in Line/To help children manage themselves while standing in line. To practice problem solving.</b></p>
	<p><b>PATHS-Gr2, 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.</b></p>

		<p><b>PATHS-Gr2, Optional Lessons, L8 Common Classroom Problems: Tattling I/</b>To diminish the amount of tattling in your classroom. To distinguish between “tattling” and seeking help. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L9 Common Classroom Problems: Tattling II/</b>To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I/</b>To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p> <p><b>PATHS-Gr2, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/</b>To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
<p><b>Speaking and Listening: Presentation of Knowledge and Ideas</b></p>		
<p><b>SL.2.4</b></p>	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>PATHS-Gr2, U1, L2 PATHS Kid for Today: Complimenting/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development</b> To develop group cohesion and improve 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><b>PATHS-Gr2, U1, L3 Review of PATHS Concepts/Communication skills; group discussion; memory retrieval; writing (optional)</b> To review a number of the central ideas from grade 1 of PATHS.</p> <p><b>PATHS-Gr2, U1, L4 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; writing (optional)</b> To emphasize the importance of using communication to prevent and solve peer conflicts. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p> <p><b>PATHS-Gr2, U1, L5 Fair Play Rules/Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional)</b> To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p> <p><b>PATHS-Gr2, U1, L6 Manners/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; vocabulary development; oral comprehension (optional)</b> To review simple manners. To introduce the idea that things turn out better for people when they use good manners. To emphasize the importance of tone of voice, facial expressions and body language. To demonstrate that the same words can have different meanings and connotations.</p> <p><b>PATHS-Gr2, U2, L7 Self-Control I: Steps for Calming Down/Memory retrieval; oral discussion; vocabulary development; writing (optional)</b> To explore different ways for gaining self-control. To practice a specific method for calming down.</p> <p><b>PATHS-Gr2, U2, L8 Self-Control II: Learning Self-Control/Attentional and listening skills; story comprehension; vocabulary development; music (optional)</b> To introduce the idea of self-control as an internalized process.</p> <p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private/Brainstorming; memory retrieval; oral discussion; self-</b></p>

	<p>monitoring; writing (optional) To introduce the lessons 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><b>PATHS-Gr2, U3, L12 Fine, Excited, Tired/</b>Consequential thinking; creative thinking; memory retrieval; oral discussion; role-playing (optional); writing (optional) 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, tone of voice and other overt cues.</p>
	<p><b>PATHS-Gr2, U3, L13 Scared or Afraid, Safe/</b>Brainstorming; comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional) To discuss the idea that feelings can change. To explain that feelings frequently have opposites.</p>
	<p><b>PATHS-Gr2, U3, L14 Mad or Angry I/</b>Brainstorming; comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional) To discuss the differences between feelings and behaviors. 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><b>PATHS-Gr2, U3, L15 Mad or Angry II: Recognizing Anger/</b>Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others.</p>
	<p><b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried/</b>Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional) To relate feelings concepts to personal experiences. To introduce additional methods for calming down.</p>
	<p><b>PATHS-Gr2, U3, L17 PATHS Review Lesson I/</b>Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; music (optional); writing (optional) To review the feelings covered thus far. To provide practice with role-playing and observing emotional cues.</p>
	<p><b>PATHS-Gr2, U4, L18 Mad or Angry III: Baxter and His Temper/</b>Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss self-control over feelings of anger and anger-related behaviors.</p>
	<p><b>PATHS-Gr2, U4, L20 Problem-Solving Meeting I/</b>Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring; social studies-character biography (optional) To provide practice in problem solving in a group situation. To establish a format for solving problems in the classroom.</p>
	<p><b>PATHS-Gr2, U4, L21 Problem-Solving Meeting II: School Transitions/</b>Creative thinking; oral discussion; problem solving; role-playing and communication skills; self-monitoring To provide more practice in problem solving in a group situation.</p>
	<p><b>PATHS-Gr2, U5, L22 Shy, Lonely/</b>Communication skills; problem solving; vocabulary development; oral comprehension (optional); role-playing (optional); writing (optional) To discuss uncomfortable emotions related to social situations. To present the problem-solving paradigm for resolving these</p>

		<p>uncomfortable emotions.</p> <p><b>PATHS-Gr2, U5, L24 Frustrated</b>/Communication skills; deciphering visual cues; hierarchical thinking; problem solving; music (optional); writing (optional) To introduce further differentiation of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p><b>PATHS-Gr2, U5, L25 Being a Good Winner/Loser</b>/Cause-effect reasoning; communication skills; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p> <p><b>PATHS-Gr2, U6, L27 Jealous, Content or Satisfied</b>/Associational thinking; oral discussion; spelling; story comprehension; writing skills (optional) To illustrate that solving problems can result in a change in one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p><b>PATHS-Gr2, U6, L28 Like/Dislike, Love/Hate, Tolerance</b>/Oral discussion; comparative thinking; problem solving; writing skills (optional) To introduce the concept of feelings intensity. To discuss the idea that our feelings affect others. To foster tolerance for what we hate or don't like.</p> <p><b>PATHS-Gr2, U6, L30 Guilty</b>/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p><b>PATHS-Gr2, U6, L31 Proud, Ashamed</b>/Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p> <p><b>PATHS-Gr2, U7, L33 Keeping a Friend: Baxter's Challenge</b>/Cause-effect reasoning; deciphering visual clues; decision making; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To introduce the concept that all friends have some problems. To introduce the concept of maintaining friendships.</p> <p><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous</b>/Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p> <p><b>PATHS-Gr2, U8, L37 Surprised, Delighted, Disgusted</b>/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; writing (optional) To help children evaluate feelings based on situational cues. To help children take another's perspective and consider consequences.</p> <p><b>PATHS-Gr2, U8, L38 Accident, On Purpose</b>/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p> <p><b>PATHS-Gr2, U8, L39 Disappointed, Hopeful</b>/Cause-effect thinking; oral discussion; problem solving; writing (optional) To introduce more complex emotions. To discuss the idea that we</p>
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	<p>can change the way we feel.</p> <p><b>PATHS-Gr2, U8, L40 Embarrassed, Humiliated</b>/Attentional and listening skills; communication skills; problem solving; writing (optional) To discuss painful emotions related to social situations and interactions. To present feelings that are similar, but differ in intensity.</p> <p><b>PATHS-Gr2, U9, L41 Fair/Not Fair</b>/Attentional and listening skills; communication skills; comparative thinking; decision-making; hierarchical thinking; writing (optional) To help children better understand the importance of control and intentionality in the cause of events. To show children how their thoughts are related to their feelings. To allow children to evaluate difficult social situations.</p> <p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident</b>/Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p><b>PATHS-Gr2, U9, L43 Trying Harder: Attributions of Success</b>/Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; cooperative learning (optional) To increase children's awareness of the causal relationship between effort and outcome. To identify feelings that can be obstacles to success.</p> <p><b>PATHS-Gr2, U10, L45 Malicious, Kind</b>/Communication skills; oral discussion; problem solving To discuss how feelings affect how people behave. To illustrate some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p> <p><b>PATHS-Gr2, U10, L46 Rejected, Included</b>/Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional) To help children better understand feelings resulting from perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p> <p><b>PATHS-Gr2, U10, L47 Teasing</b>/Attentional and listening skills; cause-effect reasoning; problem solving; role-playing; self-reflection; vocabulary development; writing (optional) To facilitate role-taking skills. To help children learn to anticipate possible consequences. To help children develop a greater awareness and better understanding of the complexity of feelings.</p> <p><b>PATHS-Gr2, U11, L49 PATHS Reactions and Reviews</b>/Brainstorming; communication skills; oral discussion To encourage children to reflect on their memories of PATHS time. To help children think about the concepts of transitions and endings. To practice skills related to being interviewed and to being filmed.</p> <p><b>PATHS-Gr2, U11, L50 Planning a PATHS Party</b>/To practice applying problem-solving skills to a realistic, fun problem situation.</p> <p><b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences</b>/To review some of the basic emotions. To illustrate how feelings can change.</p> <p><b>PATHS-Gr2, Optional Lessons, L5 Feelings Review: Language Arts Activities</b>/To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p> <p><b>PATHS-Gr2, Optional Lessons, L7 Common Classroom</b></p>
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		<p><b>Problems: Nothing to Do (Lonely, Bored)/</b>To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p><b>PATHS-Gr2, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I/</b>To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p> <p><b>PATHS-Gr2, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/</b>To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<p><b>PATHS-Gr2, U2, L8 Self-Control II: Learning Self-Control/</b>Attentional and listening skills; story comprehension; vocabulary development; music (optional) To introduce the idea of self-control as an internalized process.</p> <p><b>PATHS-Gr2, U2, L9 Control Signals Poster I: Anger Management/</b>Oral discussion; problem solving; role-playing; self-monitoring; music (optional); writing (optional) To continue teaching a process for self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p> <p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private/</b>Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional) To introduce the lessons 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><b>PATHS-Gr2, U3, L17 PATHS Review Lesson I/</b>Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; music (optional); writing (optional) To review the feelings covered thus far. To provide practice with role-playing and observing emotional cues.</p> <p><b>PATHS-Gr2, U5, L23 Making Friends: Baxter Makes a New Friend/</b>Communication skills; consequential thinking; oral comprehension; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To discuss issues in making friendships. To provide practice with role-playing.</p> <p><b>PATHS-Gr2, U6, L32 PATHS Review II: Guessing Feelings/</b>Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review concepts related to emotions. 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>
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p><b>PATHS-Gr2, U2, L9 Control Signals Poster I: Anger Management/</b>Oral discussion; problem solving; role-playing; self-monitoring; music (optional); writing (optional) To continue teaching a process for self-control. To incorporate this process into beginning problem-solving skills. To promote better perspective-taking skills.</p> <p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private/</b>Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional) To introduce the lessons 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><b>PATHS-Gr2, U6, L31 Proud, Ashamed/</b>Comparative thinking; oral discussion; cooperative learning (optional); social studies-character</p>



		<p>biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p> <p><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous/</b>Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p>
<p><b>Language:</b> <b>Vocabulary Acquisition and Use</b></p>		
<b>L.2.4e</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<p><b>PATHS-Gr2, U10, L48 Problem-Solving Meeting IV: Bullying/</b>Creative thinking; oral discussion; problem-solving skills; self-monitoring; role-playing and communication skills (optional) To define bullying. To discuss what children can do if they are bullied. To suggest problem solving as an alternative to bullying as a strategy for accomplishing goals.</p>
<b>L.2.5a</b>	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<p><b>PATHS-Gr2, U1, L2 PATHS Kid for Today: Complimenting/</b>Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To develop group cohesion and improve 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><b>PATHS-Gr2, U1, L3 Review of PATHS Concepts/</b>Communication skills; group discussion; memory retrieval; writing (optional) To review a number of the central ideas from grade 1 of PATHS.</p> <p><b>PATHS-Gr2, U1, L4 Listening to Others/</b>Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize the importance of using communication to prevent and solve peer conflicts. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p> <p><b>PATHS-Gr2, U1, L5 Fair Play Rules/</b>Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional) To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p> <p><b>PATHS-Gr2, U1, L6 Manners/</b>Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; vocabulary development; oral comprehension (optional) To review simple manners. To introduce the idea that things turn out better for people when they use good manners. To emphasize the importance of tone of voice, facial expressions and body language. To demonstrate that the same words can have different meanings and connotations.</p> <p><b>PATHS-Gr2, U2, L7 Self-Control I: Steps for Calming Down/</b>Memory retrieval; oral discussion; vocabulary development; writing (optional) To explore different ways for gaining self-control. To practice a specific method for calming down.</p>

	<p><b>PATHS-Gr2, U2, L8 Self-Control II: Learning Self-Control</b>/Attentional and listening skills; story comprehension; vocabulary development; music (optional) To introduce the idea of self-control as an internalized process.</p> <p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private</b>/Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional) To introduce the lessons 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><b>PATHS-Gr2, U3, L12 Fine, Excited, Tired</b>/Consequential thinking; creative thinking; memory retrieval; oral discussion; role-playing (optional); writing (optional) 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, tone of voice and other overt cues.</p> <p><b>PATHS-Gr2, U3, L13 Scared or Afraid, Safe</b>/Brainstorming; comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional) To discuss the idea that feelings can change. To explain that feelings frequently have opposites.</p> <p><b>PATHS-Gr2, U3, L14 Mad or Angry I</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional) To discuss the differences between feelings and behaviors. 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><b>PATHS-Gr2, U3, L15 Mad or Angry II: Recognizing Anger</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others.</p> <p><b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional) To relate feelings concepts to personal experiences. To introduce additional methods for calming down.</p> <p><b>PATHS-Gr2, U3, L17 PATHS Review Lesson I</b>/Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; music (optional); writing (optional) To review the feelings covered thus far. To provide practice with role-playing and observing emotional cues.</p> <p><b>PATHS-Gr2, U4, L18 Mad or Angry III: Baxter and His Temper</b>/Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss self-control over feelings of anger and anger-related behaviors.</p> <p><b>PATHS-Gr2, U4, L19 Making Good Choices</b>/Analytic reasoning; cause-effect reasoning; deciphering visual clues; story comprehension; attentional and listening skills (optional); role-playing (optional); writing (optional) To focus on taking the time to calm down, listen to others to gather information and think things through before making decisions. To introduce the idea that in every situation there are many possible responses, only some of which are good choices.</p> <p><b>PATHS-Gr2, U5, L22 Shy, Lonely</b>/Communication skills; problem</p>
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	<p>solving; vocabulary development; oral comprehension (optional); role-playing (optional); writing (optional) To discuss uncomfortable emotions related to social situations. To present the problem-solving paradigm for resolving these uncomfortable emotions.</p>
	<p><b>PATHS-Gr2, U5, L24 Frustrated</b>/Communication skills; deciphering visual cues; hierarchical thinking; problem solving; music (optional); writing (optional) To introduce further differentiation of anger. To review hierarchical thinking with regard to feelings and behaviors.</p>
	<p><b>PATHS-Gr2, U5, L25 Being a Good Winner/Loser</b>/Cause-effect reasoning; communication skills; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p>
	<p><b>PATHS-Gr2, U6, L27 Jealous, Content or Satisfied</b>/Associational thinking; oral discussion; spelling; story comprehension; writing skills (optional) To illustrate that solving problems can result in a change in one's feelings. To encourage children to actively think about ways to change their feelings.</p>
	<p><b>PATHS-Gr2, U6, L28 Like/Dislike, Love/Hate, Tolerance</b>/Oral discussion; comparative thinking; problem solving; writing skills (optional) To introduce the concept of feelings intensity. To discuss the idea that our feelings affect others. To foster tolerance for what we hate or don't like.</p>
	<p><b>PATHS-Gr2, U6, L30 Guilty</b>/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
	<p><b>PATHS-Gr2, U6, L31 Proud, Ashamed</b>/Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p>
	<p><b>PATHS-Gr2, U6, L32 PATHS Review II: Guessing Feelings</b>/Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review concepts related to emotions. 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><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous</b>/Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p>
	<p><b>PATHS-Gr2, U8, L37 Surprised, Delighted, Disgusted</b>/Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; writing (optional) To help children evaluate feelings based on situational cues. To help children take another's perspective and consider consequences.</p>
	<p><b>PATHS-Gr2, U8, L38 Accident, On Purpose</b>/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and</p>

	<p>feelings.</p> <p><b>PATHS-Gr2, U8, L39 Disappointed, Hopeful/Cause-effect thinking; oral discussion; problem solving; writing (optional)</b> To introduce more complex emotions. To discuss the idea that we can change the way we feel.</p> <p><b>PATHS-Gr2, U8, L40 Embarrassed, Humiliated/Attentional and listening skills; communication skills; problem solving; writing (optional)</b> To discuss painful emotions related to social situations and interactions. To present feelings that are similar, but differ in intensity.</p> <p><b>PATHS-Gr2, U9, L41 Fair/Not Fair/Attentional and listening skills; communication skills; comparative thinking; decision-making; hierarchical thinking; writing (optional)</b> To help children better understand the importance of control and intentionality in the cause of events. To show children how their thoughts are related to their feelings. To allow children to evaluate difficult social situations.</p> <p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident/Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional)</b> To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p><b>PATHS-Gr2, U10, L45 Malicious, Kind/Communication skills; oral discussion; problem solving</b> To discuss how feelings affect how people behave. To illustrate some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p> <p><b>PATHS-Gr2, U10, L46 Rejected, Included/Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional)</b> To help children better understand feelings resulting from perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p> <p><b>PATHS-Gr2, U10, L47 Teasing/Attentional and listening skills; cause-effect reasoning; problem solving; role-playing; self-reflection; vocabulary development; writing (optional)</b> To facilitate role-taking skills. To help children learn to anticipate possible consequences. To help children develop a greater awareness and better understanding of the complexity of feelings.</p> <p><b>PATHS-Gr2, U10, L48 Problem-Solving Meeting IV: Bullying/Creative thinking; oral discussion; problem-solving skills; self-monitoring; role-playing and communication skills (optional)</b> To define bullying. To discuss what children can do if they are bullied. To suggest problem solving as an alternative to bullying as a strategy for accomplishing goals.</p> <p><b>PATHS-Gr2, U11, L49 PATHS Reactions and Reviews/Brainstorming; communication skills; oral discussion</b> To encourage children to reflect on their memories of PATHS time. To help children think about the concepts of transitions and endings. To practice skills related to being interviewed and to being filmed.</p> <p><b>PATHS-Gr2, Optional Lessons, L1 Feelings Review: Feelings Card Games/To review the emotions learned so far. To practice taking turns.</b></p> <p><b>PATHS-Gr2, Optional Lessons, L2 Feelings Review: What's That Feeling?/To review the emotions learned so far. To compare</b></p>
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		and discuss differences of opinion.
		<b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences</b> /To review some of the basic emotions. To illustrate how feelings can change.
		<b>PATHS-Gr2, Optional Lessons, L4 Feelings Review: Musical Feelings</b> /To review some of the emotions learned so far. To enjoy playing with the topic of feelings.
		<b>PATHS-Gr2, Optional Lessons, L5 Feelings Review: Language Arts Activities</b> /To review one or more emotions learned so far. For students to have creative fun with feelings and language.
		<b>PATHS-Gr2, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)</b> /To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.
		<b>PATHS-Gr2, Optional Lessons, L8 Common Classroom Problems: Tattling I</b> /To diminish the amount of tattling in your classroom. To distinguish between “tattling” and seeking help. To practice problem solving.
		<b>PATHS-Gr2, Optional Lessons, L9 Common Classroom Problems: Tattling II</b> /To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.
		<b>PATHS-Gr2, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II</b> /To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.
<b>L.2.5b</b>	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<p><b>PATHS-Gr2, U1, L2 PATHS Kid for Today: Complimenting</b>/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To develop group cohesion and improve 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><b>PATHS-Gr2, U1, L3 Review of PATHS Concepts</b>/Communication skills; group discussion; memory retrieval; writing (optional) To review a number of the central ideas from grade 1 of PATHS.</p> <p><b>PATHS-Gr2, U1, L4 Listening to Others</b>/Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize the importance of using communication to prevent and solve peer conflicts. To help children take the perspective of others. To continue promoting positive classroom behaviors.</p> <p><b>PATHS-Gr2, U1, L6 Manners</b>/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; vocabulary development; oral comprehension (optional) To review simple manners. To introduce the idea that things turn out better for people when they use good manners. To emphasize the importance of tone of voice, facial expressions and body language. To demonstrate that the same words can have different meanings and connotations.</p> <p><b>PATHS-Gr2, U2, L7 Self-Control I: Steps for Calming Down</b>/Memory retrieval; oral discussion; vocabulary development; writing (optional) To explore different ways for gaining self-control. To practice a specific method for calming down.</p> <p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private</b>/Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional) To introduce the lessons on emotions. To define emotions as things</p>

		<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><b>PATHS-Gr2, U3, L12 Fine, Excited, Tired/Consequential thinking;</b> creative thinking; memory retrieval; oral discussion; role-playing (optional); writing (optional) 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, tone of voice and other overt cues.</p> <p><b>PATHS-Gr2, U3, L13 Scared or Afraid, Safe/Brainstorming;</b> comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional) To discuss the idea that feelings can change. To explain that feelings frequently have opposites.</p> <p><b>PATHS-Gr2, U3, L14 Mad or Angry I/Brainstorming;</b> comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional) To discuss the differences between feelings and behaviors. 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><b>PATHS-Gr2, U3, L15 Mad or Angry II: Recognizing Anger/Brainstorming;</b> comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others.</p> <p><b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried/Brainstorming;</b> comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional) To relate feelings concepts to personal experiences. To introduce additional methods for calming down.</p> <p><b>PATHS-Gr2, U3, L17 PATHS Review Lesson I/Communication skills;</b> deciphering visual clues; memory retrieval; reading; role-playing; music (optional); writing (optional) To review the feelings covered thus far. To provide practice with role-playing and observing emotional cues.</p> <p><b>PATHS-Gr2, U4, L18 Mad or Angry III: Baxter and His Temper/Oral discussion;</b> story comprehension; vocabulary development; attentional and listening skills (optional) To discuss self-control over feelings of anger and anger-related behaviors.</p> <p><b>PATHS-Gr2, U5, L22 Shy, Lonely/Communication skills;</b> problem solving; vocabulary development; oral comprehension (optional); role-playing (optional); writing (optional) To discuss uncomfortable emotions related to social situations. To present the problem-solving paradigm for resolving these uncomfortable emotions.</p> <p><b>PATHS-Gr2, U5, L25 Being a Good Winner/Loser/Cause-effect reasoning;</b> communication skills; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p> <p><b>PATHS-Gr2, U6, L27 Jealous, Content or Satisfied/Associational thinking;</b> oral discussion; spelling; story comprehension; writing skills (optional) To illustrate that solving problems can result in a change in one's feelings. To encourage children to actively think about ways to change their feelings.</p>
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	<p><b>PATHS-Gr2, U6, L28 Like/Dislike, Love/Hate, Tolerance/</b>Oral discussion; comparative thinking; problem solving; writing skills (optional) To introduce the concept of feelings intensity. To discuss the idea that our feelings affect others. To foster tolerance for what we hate or don't like.</p> <p><b>PATHS-Gr2, U6, L30 Guilty/</b>Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p><b>PATHS-Gr2, U6, L31 Proud, Ashamed/</b>Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p> <p><b>PATHS-Gr2, U6, L32 PATHS Review II: Guessing Feelings/</b>Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review concepts related to emotions. 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><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous/</b>Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p> <p><b>PATHS-Gr2, U8, L37 Surprised, Delighted, Disgusted/</b>Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; writing (optional) To help children evaluate feelings based on situational cues. To help children take another's perspective and consider consequences.</p> <p><b>PATHS-Gr2, U8, L39 Disappointed, Hopeful/</b>Cause-effect thinking; oral discussion; problem solving; writing (optional) To introduce more complex emotions. To discuss the idea that we can change the way we feel.</p> <p><b>PATHS-Gr2, U8, L40 Embarrassed, Humiliated/</b>Attentional and listening skills; communication skills; problem solving; writing (optional) To discuss painful emotions related to social situations and interactions. To present feelings that are similar, but differ in intensity.</p> <p><b>PATHS-Gr2, U9, L41 Fair/Not Fair/</b>Attentional and listening skills; communication skills; comparative thinking; decision-making; hierarchical thinking; writing (optional) To help children better understand the importance of control and intentionality in the cause of events. To show children how their thoughts are related to their feelings. To allow children to evaluate difficult social situations.</p> <p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident/</b>Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p><b>PATHS-Gr2, U10, L45 Malicious, Kind/</b>Communication skills; oral discussion; problem solving To discuss how feelings affect how people behave. To illustrate</p>
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		<p>some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p> <p><b>PATHS-Gr2, U10, L46 Rejected, Included/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional) To help children better understand feelings resulting from perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p> <p><b>PATHS-Gr2, U10, L47 Teasing/</b>Attentional and listening skills; cause-effect reasoning; problem solving; role-playing; self-reflection; vocabulary development; writing (optional) To facilitate role-taking skills. To help children learn to anticipate possible consequences. To help children develop a greater awareness and better understanding of the complexity of feelings.</p> <p><b>PATHS-Gr2, U10, L48 Problem-Solving Meeting IV: Bullying/</b>Creative thinking; oral discussion; problem-solving skills; self-monitoring; role-playing and communication skills (optional) To define bullying. To discuss what children can do if they are bullied. To suggest problem solving as an alternative to bullying as a strategy for accomplishing goals.</p> <p><b>PATHS-Gr2, Optional Lessons, L1 Feelings Review: Feelings Card Games/</b>To review the emotions learned so far. To practice taking turns.</p> <p><b>PATHS-Gr2, Optional Lessons, L2 Feelings Review: What's That Feeling?/</b>To review the emotions learned so far. To compare and discuss differences of opinion.</p> <p><b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences/</b>To review some of the basic emotions. To illustrate how feelings can change.</p> <p><b>PATHS-Gr2, Optional Lessons, L4 Feelings Review: Musical Feelings/</b>To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p> <p><b>PATHS-Gr2, Optional Lessons, L5 Feelings Review: Language Arts Activities/</b>To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p> <p><b>PATHS-Gr2, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)/</b>To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p><b>PATHS-Gr2, Optional Lessons, L8 Common Classroom Problems: Tattling I/</b>To diminish the amount of tattling in your classroom. To distinguish between "tattling" and seeking help. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L9 Common Classroom Problems: Tattling II/</b>To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p><b>PATHS-Gr2, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/</b>To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using	<p><b>PATHS-Gr2, U1, L2 PATHS Kid for Today: Complimenting/</b>Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To develop group cohesion and improve classroom environment. To increase the children's self-esteem. To improve the children's</p>



	<p>adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>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><b>PATHS-Gr2, U1, L2 PATHS Kid for Today:</b>  <b>Complimenting</b>/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development          To develop group cohesion and improve 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><b>PATHS-Gr2, U1, L3 Review of PATHS Concepts</b>/Communication skills; group discussion; memory retrieval; writing (optional)          To review a number of the central ideas from grade 1 of PATHS.</p> <p><b>PATHS-Gr2, U1, L5 Fair Play Rules</b>/Decision making; oral discussion; problem solving; oral comprehension (optional); writing (optional)          To introduce concepts of fairness in peer relations. To help children take the perspectives of others. To provide solutions for solving peer conflicts. To promote cooperation in the classroom.</p> <p><b>PATHS-Gr2, U1, L6 Manners</b>/Attentional and listening skills; comparative thinking; hierarchical thinking; reasoning; vocabulary development; oral comprehension (optional)          To review simple manners. To introduce the idea that things turn out better for people when they use good manners. To emphasize the importance of tone of voice, facial expressions and body language. To demonstrate that the same words can have different meanings and connotations.</p> <p><b>PATHS-Gr2, U2, L7 Self-Control I: Steps for Calming Down</b>/Memory retrieval; oral discussion; vocabulary development; writing (optional)          To explore different ways for gaining self-control. To practice a specific method for calming down.</p> <p><b>PATHS-Gr2, U3, L11 Introduction to Feelings; Happy, Sad, Private</b>/Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional)          To introduce the lessons 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><b>PATHS-Gr2, U3, L12 Fine, Excited, Tired</b>/Consequential thinking; creative thinking; memory retrieval; oral discussion; role-playing (optional); writing (optional)          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, tone of voice and other overt cues.</p> <p><b>PATHS-Gr2, U3, L13 Scared or Afraid, Safe</b>/Brainstorming; comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional)          To discuss the idea that feelings can change. To explain that feelings frequently have opposites.</p> <p><b>PATHS-Gr2, U3, L14 Mad or Angry I</b>/Brainstorming; comparative thinking; hierarchical thinking; oral discussion; vocabulary development; art (optional); oral comprehension (optional); writing (optional)          To discuss the differences between feelings and behaviors. 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</p>
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	<p>personal examples from their own lives.</p> <p><b>PATHS-Gr2, U3, L15 Mad or Angry II: Recognizing Anger/</b>Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others.</p> <p><b>PATHS-Gr2, U3, L16 Calm or Relaxed, Worried/</b>Brainstorming; comparative thinking; hierarchical thinking; oral discussion; self-monitoring; vocabulary development; writing (optional) To relate feelings concepts to personal experiences. To introduce additional methods for calming down.</p> <p><b>PATHS-Gr2, U3, L17 PATHS Review Lesson I/</b>Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; music (optional); writing (optional) To review the feelings covered thus far. To provide practice with role-playing and observing emotional cues.</p> <p><b>PATHS-Gr2, U4, L18 Mad or Angry III: Baxter and His Temper/</b>Oral discussion; story comprehension; vocabulary development; attentional and listening skills (optional) To discuss self-control over feelings of anger and anger-related behaviors.</p> <p><b>PATHS-Gr2, U5, L22 Shy, Lonely/</b>Communication skills; problem solving; vocabulary development; oral comprehension (optional); role-playing (optional); writing (optional) To discuss uncomfortable emotions related to social situations. To present the problem-solving paradigm for resolving these uncomfortable emotions.</p> <p><b>PATHS-Gr2, U5, L24 Frustrated/</b>Communication skills; deciphering visual cues; hierarchical thinking; problem solving; music (optional); writing (optional) To introduce further differentiation of anger. To review hierarchical thinking with regard to feelings and behaviors.</p> <p><b>PATHS-Gr2, U5, L25 Being a Good Winner/Loser/</b>Cause-effect reasoning; communication skills; problem solving; role-playing; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p> <p><b>PATHS-Gr2, U6, L27 Jealous, Content or Satisfied/</b>Associational thinking; oral discussion; spelling; story comprehension; writing skills (optional) To illustrate that solving problems can result in a change in one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p><b>PATHS-Gr2, U6, L28 Like/Dislike, Love/Hate, Tolerance/</b>Oral discussion; comparative thinking; problem solving; writing skills (optional) To introduce the concept of feelings intensity. To discuss the idea that our feelings affect others. To foster tolerance for what we hate or don't like.</p> <p><b>PATHS-Gr2, U6, L30 Guilty/</b>Attentional and listening skills; deciphering visual cues; oral discussion; reasoning (optional); writing skills (optional) To introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p><b>PATHS-Gr2, U6, L31 Proud, Ashamed/</b>Comparative thinking; oral discussion; cooperative learning (optional); social studies-character biography (optional); writing (optional) To build self-esteem and positive self-evaluation. To contrast opposite feelings.</p> <p><b>PATHS-Gr2, U6, L32 PATHS Review II: Guessing</b></p>
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	<p><b>Feelings/</b>Communication skills; deciphering visual clues; memory retrieval; reading; role-playing; writing (optional) To review concepts related to emotions. 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><b>PATHS-Gr2, U7, L35 Greedy or Selfish, Generous/</b>Attentional and listening skills; consequential thinking; deciphering visual clues; oral comprehension; vocabulary development; writing (optional) To emphasize how our behaviors can affect the feelings of others. To highlight how the feelings of others can affect our feelings and our behaviors.</p> <p><b>PATHS-Gr2, U8, L37 Surprised, Delighted, Disgusted/</b>Attentional and listening skills; cause-effect reasoning; hierarchical thinking; memory retrieval; writing (optional) To help children evaluate feelings based on situational cues. To help children take another’s perspective and consider consequences.</p> <p><b>PATHS-Gr2, U8, L38 Accident, On Purpose/</b>Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p> <p><b>PATHS-Gr2, U8, L39 Disappointed, Hopeful/</b>Cause-effect thinking; oral discussion; problem solving; writing (optional) To introduce more complex emotions. To discuss the idea that we can change the way we feel.</p> <p><b>PATHS-Gr2, U8, L40 Embarrassed, Humiliated/</b>Attentional and listening skills; communication skills; problem solving; writing (optional) To discuss painful emotions related to social situations and interactions. To present feelings that are similar, but differ in intensity.</p> <p><b>PATHS-Gr2, U9, L41 Fair/Not Fair/</b>Attentional and listening skills; communication skills; comparative thinking; decision-making; hierarchical thinking; writing (optional) To help children better understand the importance of control and intentionality in the cause of events. To show children how their thoughts are related to their feelings. To allow children to evaluate difficult social situations.</p> <p><b>PATHS-Gr2, U9, L42 Curious or Interested, Bored, Confused, Confident/</b>Attentional and listening skills; communication skills; cooperative learning; visual discrimination; writing (optional) To emphasize the motivational aspects of emotions. To continue to contrast opposite feelings.</p> <p><b>PATHS-Gr2, U10, L45 Malicious, Kind/</b>Communication skills; oral discussion; problem solving To discuss how feelings affect how people behave. To illustrate some of the complexities of emotions in social interactions. To encourage children to choose and contribute to a prosocial environment.</p> <p><b>PATHS-Gr2, U10, L46 Rejected, Included/</b>Attentional and listening skills; cause-effect reasoning; problem solving; self-reflection; vocabulary development; cooperative learning (optional); writing (optional) To help children better understand feelings resulting from perceptions of social interactions, evaluation by others, and needs for attachments to others. To illustrate how thoughts and attributions are related to feelings and behaviors.</p> <p><b>PATHS-Gr2, U10, L48 Problem-Solving Meeting IV:</b></p>
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	<p><b>Bullying</b>/Creative thinking; oral discussion; problem-solving skills; self-monitoring; role-playing and communication skills (optional) To define bullying. To discuss what children can do if they are bullied. To suggest problem solving as an alternative to bullying as a strategy for accomplishing goals.</p>
	<p><b>PATHS-Gr2, U11, L49 PATHS Reactions and Reviews</b>/Brainstorming; communication skills; oral discussion To encourage children to reflect on their memories of PATHS time. To help children think about the concepts of transitions and endings. To practice skills related to being interviewed and to being filmed.</p>
	<p><b>PATHS-Gr2, Optional Lessons, L1 Feelings Review: Feelings Card Games</b>/To review the emotions learned so far. To practice taking turns.</p>
	<p><b>PATHS-Gr2, Optional Lessons, L2 Feelings Review: What's That Feeling?</b>/To review the emotions learned so far. To compare and discuss differences of opinion.</p>
	<p><b>PATHS-Gr2, Optional Lessons, L3 Feelings Review: Feelings Sequences</b>/To review some of the basic emotions. To illustrate how feelings can change.</p>
	<p><b>PATHS-Gr2, Optional Lessons, L4 Feelings Review: Musical Feelings</b>/To review some of the emotions learned so far. To enjoy playing with the topic of feelings.</p>
	<p><b>PATHS-Gr2, Optional Lessons, L5 Feelings Review: Language Arts Activities</b>/To review one or more emotions learned so far. For students to have creative fun with feelings and language.</p>
	<p><b>PATHS-Gr2, Optional Lessons, L7 Common Classroom Problems: Nothing to Do (Lonely, Bored)</b>/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p>
	<p><b>PATHS-Gr2, Optional Lessons, L8 Common Classroom Problems: Tattling I</b>/To diminish the amount of tattling in your classroom. To distinguish between "tattling" and seeking help. To practice problem solving.</p>
	<p><b>PATHS-Gr2, Optional Lessons, L9 Common Classroom Problems: Tattling II</b>/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
	<p><b>PATHS-Gr2, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II</b>/To review the feelings covered to date. To review emotional illiteracy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>