

**PATHS® Curriculum
Grade 3**

Alignment Report by Standard

to

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

January 2011

Alignment Report by Standard

PATHS® Curriculum—Grade 3

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

**Reading Literature:
Key Ideas and Details**

<p>RL.3.1</p>	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
		<p>PATHS-Gr3, U4, L18 Best Friends I/Associational thinking; cause-effect reasoning; communication skills; vocabulary development; writing To introduce the ideas of cooperation, role-taking and problem solving. To introduce critical thinking.</p>
		<p>PATHS-Gr3, U4, L19 Best Friends II/Associational thinking; cause-effect reasoning; vocabulary development To informally introduce the important role of emotions as mediators of our thoughts and behaviors. To demonstrate that our thoughts can affect how we feel. To illustrate how one's behavior can affect the feelings of another. To introduce the idea that feelings change. To introduce the concept of individual differences.</p>
		<p>PATHS-Gr3, U4, L20 Best Friends III/Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following rules. To allow children to participate in the process of creating rules and structure.</p>
		<p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p>
		<p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p>
		<p>PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.</p>
		<p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/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>
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<p>PATHS-Gr3, U2, L9 Problem-Solving Meeting/Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional)</p> <p>To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).</p>
		<p>PATHS-Gr3, U3, L11 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; writing (optional)</p> <p>To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p>
		<p>PATHS-Gr3, U3, L12 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional)</p> <p>To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p>
		<p>PATHS-Gr3, U3, L14 Jealous/Associational thinking; oral discussion; story comprehension; writing (optional)</p> <p>To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
		<p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional)</p> <p>To encourage positive social interaction skills. To further develop perspective-taking skills.</p>
		<p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional)</p> <p>To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p>
		<p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing</p> <p>To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p>
		<p>PATHS-Gr3, Optional Lessons, L8 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p>PATHS-Gr3, U3, L10 Introduction to Feelings/Group discussion; vocabulary development; drama (optional); writing (optional)</p> <p>To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.</p>
		<p>PATHS-Gr3, U3, L11 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; writing (optional)</p> <p>To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p>
		<p>PATHS-Gr3, U3, L12 Calm or Relaxed, Tense/Oral discussion;</p>

	<p>self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p>
	<p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
	<p>PATHS-Gr3, U3, L14 Jealous/Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
	<p>PATHS-Gr3, U4, L18 Best Friends I/Associational thinking; cause-effect reasoning; communication skills; vocabulary development; writing To introduce the ideas of cooperation, role-taking and problem solving. To introduce critical thinking.</p>
	<p>PATHS-Gr3, U4, L19 Best Friends II/Associational thinking; cause-effect reasoning; vocabulary development To informally introduce the important role of emotions as mediators of our thoughts and behaviors. To demonstrate that our thoughts can affect how we feel. To illustrate how one's behavior can affect the feelings of another. To introduce the idea that feelings change. To introduce the concept of individual differences.</p>
	<p>PATHS-Gr3, U4, L20 Best Friends III/Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following rules. To allow children to participate in the process of creating rules and structure.</p>
	<p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p>
	<p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p>
	<p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p>
	<p>PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.</p>
	<p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening</p>

		<p>skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p> <p>PATHS-Gr3, Optional Lessons, L8 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely/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>PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted/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>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/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>Reading Literature: Craft and Structure</p>		
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<p>PATHS-Gr3, U3, L10 Introduction to Feelings/Group discussion; vocabulary development; drama (optional); writing (optional) To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.</p> <p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills;</p>

	<p>deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
	<p>PATHS-Gr3, U4, L18 Best Friends I/Associational thinking; cause-effect reasoning; communication skills; vocabulary development; writing To introduce the ideas of cooperation, role-taking and problem solving. To introduce critical thinking.</p>
	<p>PATHS-Gr3, U4, L19 Best Friends II/Associational thinking; cause-effect reasoning; vocabulary development To informally introduce the important role of emotions as mediators of our thoughts and behaviors. To demonstrate that our thoughts can affect how we feel. To illustrate how one's behavior can affect the feelings of another. To introduce the idea that feelings change. To introduce the concept of individual differences.</p>
	<p>PATHS-Gr3, U4, L20 Best Friends III/Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following rules. To allow children to participate in the process of creating rules and structure.</p>
	<p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p>
	<p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p>
	<p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p>
	<p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p>
	<p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p>
	<p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own</p>

		<p>behavior.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely/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>PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted/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>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/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>
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	<p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p>PATHS-Gr3, U4, L18 Best Friends I/Associational thinking; cause-effect reasoning; communication skills; vocabulary development; writing To introduce the ideas of cooperation, role-taking and problem solving. To introduce critical thinking.</p> <p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome.</p>

		<p>To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p> <p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing</p> <p>To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p>
<p>Reading Literature: Integration of Knowledge and Ideas</p>		
RL.3.7	<p>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>Reading Literature: Range of Reading and Level of Text Complexity</p>		
RL.3.10	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>PATHS-Gr3, U1, L3 Cooperative Learning Skills/Attentional and listening skills; communication skills; cooperative learning</p> <p>To emphasize communication skills in small group structures. To appreciate the need for specific roles within a small group structure.</p> <p>PATHS-Gr3, U1, L4 The Golden Rule/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional)</p> <p>To review why rules are important. To adapt the rules to fit your classroom environment.</p> <p>PATHS-Gr3, U1, L5 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; writing (optional)</p> <p>To emphasize communication skills in small group structures. To help children take the perspective of others.</p> <p>PATHS-Gr3, U2, L9 Problem-Solving Meeting/Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional)</p> <p>To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).</p> <p>PATHS-Gr3, U3, L10 Introduction to Feelings/Group discussion; vocabulary development; drama (optional); writing (optional)</p> <p>To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.</p> <p>PATHS-Gr3, U3, L11 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; writing (optional)</p> <p>To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr3, U3, L12 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional)</p> <p>To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p> <p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills;</p>

	<p>deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
	<p>PATHS-Gr3, U3, L14 Jealous/Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
	<p>PATHS-Gr3, U4, L18 Best Friends I/Associational thinking; cause-effect reasoning; communication skills; vocabulary development; writing To introduce the ideas of cooperation, role-taking and problem solving. To introduce critical thinking.</p>
	<p>PATHS-Gr3, U4, L19 Best Friends II/Associational thinking; cause-effect reasoning; vocabulary development To informally introduce the important role of emotions as mediators of our thoughts and behaviors. To demonstrate that our thoughts can affect how we feel. To illustrate how one's behavior can affect the feelings of another. To introduce the idea that feelings change. To introduce the concept of individual differences.</p>
	<p>PATHS-Gr3, U4, L20 Best Friends III/Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following rules. To allow children to participate in the process of creating rules and structure.</p>
	<p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p>
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	<p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p>
	<p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p>
	<p>PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes</p>

	<p>everyone special. To have children identify individual differences in their classmates and families.</p> <p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p> <p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p> <p>PATHS-Gr3, Optional Lessons, L6 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p>PATHS-Gr3, Optional Lessons, L8 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely/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>
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		<p>PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted/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>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/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>Reading Informational Text: Key Ideas and Details</p>		
<p>RI.3.1</p>	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>PATHS-Gr3, U1, L1 Formulating Classroom Rules/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>PATHS-Gr3, U1, L5 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize communication skills in small group structures. To help children take the perspective of others.</p>
		<p>PATHS-Gr3, U2, L9 Problem-Solving Meeting/Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional) To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).</p>
		<p>PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.</p>
		<p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p>
		<p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p>
		<p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p>
		<p>PATHS-Gr3, Jump-Start Lessons, J-SL1 Formulating Classroom Rules/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.</p>

		To orient children towards becoming attentive listeners. To allow children to participate in the process of creating rules and structure.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	PATHS-Gr3, U2, L9 Problem-Solving Meeting /Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional) To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).
		PATHS-Gr3, U3, L11 Recognizing and Controlling Anger /Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.
		PATHS-Gr3, U3, L12 Calm or Relaxed, Tense /Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.
		PATHS-Gr3, U3, L14 Jealous /Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.
		PATHS-Gr3, U5, L25 Avoiding Gossip /Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.
		PATHS-Gr3, U5, L26 We Are All Unique /Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.
		PATHS-Gr3, U5, L27 Respecting Others /Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.
		PATHS-Gr3, U6, L32 Setting Positive Goals /Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.
		PATHS-Gr3, U8, L38 Being Responsible /Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.
		PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai /Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.
Reading Informational Text: Craft and Structure		
RI.3.4	Determine the meaning of general academic and	PATHS-Gr3, U1, L2 PATHS Review/PATHS Kid (Complimenting) /Cause-effect reasoning; communication skills;

	<p>domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To review all the PATHS ideas that students use and remember. To improve children’s personal sense of responsibility. To illustrate the concept of using structure and a systematic plan to achieve a fair and positive goal/outcome. To teach self-respect and respect for others.</p> <p>PATHS-Gr3, U3, L10 Introduction to Feelings/Group discussion; vocabulary development; drama (optional); writing (optional) To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.</p> <p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one’s own best interest.</p> <p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p> <p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p> <p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p> <p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>
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RI.3.6	Distinguish their own point of view from that of the author of a text.	<p>PATHS-Gr3, U1, L1 Formulating Classroom Rules/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>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
		<p>PATHS-Gr3, Jump-Start Lessons, J-SL1 Formulating Classroom Rules/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>Reading Informational Text: Integration of Knowledge and Ideas</p>		
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<p>PATHS-Gr3, U6, L28 Problem Identification I/Creative thinking; oral discussion; problem solving To discuss how we know when there is a problem. To introduce things to think about when we identify a problem.</p>
		<p>PATHS-Gr3, U6, L30 Problem Identification III: Why Things Happen/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To further discuss issues in problem identification. To encourage improved observational skills. To explore the causes of events.</p>
		<p>PATHS-Gr3, U6, L31 Goals/Art; cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To encourage projecting ahead and thinking about the future.</p>
		<p>PATHS-Gr3, U7, L34 Generating Solutions I/Cause-effect reasoning; creative thinking; oral discussion; problem solving To introduce the process of generating alternative solutions. To encourage hierarchical classification of different types of solutions.</p>
		<p>PATHS-Gr3, U7, L35 Generating Solutions II/Cause-effect reasoning; cooperative group activity; creative thinking; oral discussion; problem solving To provide further practice in generating solutions.</p>
		<p>PATHS-Gr3, U7, L36 Generating Solutions III: Thinking Takes Time/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To provide further practice in generating alternatives. To reinforce the idea of thoughtfulness.</p>
		<p>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>

RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	PATHS-Gr3, U3, L13 Guilty /Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.
Reading Informational Text: Range of Reading and Level of Text Complexity		
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	<p>PATHS-Gr3, U1, L3 Cooperative Learning Skills/Attentional and listening skills; communication skills; cooperative learning To emphasize communication skills in small group structures. To appreciate the need for specific roles within a small group structure.</p> <p>PATHS-Gr3, U1, L4 The Golden Rule/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.</p> <p>PATHS-Gr3, U1, L5 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize communication skills in small group structures. To help children take the perspective of others.</p> <p>PATHS-Gr3, U2, L9 Problem-Solving Meeting/Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional) To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).</p> <p>PATHS-Gr3, U3, L10 Introduction to Feelings/Group discussion; vocabulary development; drama (optional); writing (optional) To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.</p> <p>PATHS-Gr3, U3, L11 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr3, U3, L12 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p> <p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p>PATHS-Gr3, U3, L14 Jealous/Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one’s feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr3, U4, L18 Best Friends I/Associational thinking; cause-effect reasoning; communication skills; vocabulary development; writing To introduce the ideas of cooperation, role-taking and problem solving. To introduce critical thinking.</p>

	<p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p>
	<p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p>
	<p>PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.</p>
	<p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p>
	<p>PATHS-Gr3, U6, L28 Problem Identification I/Creative thinking; oral discussion; problem solving To discuss how we know when there is a problem. To introduce things to think about when we identify a problem.</p>
	<p>PATHS-Gr3, U6, L30 Problem Identification III: Why Things Happen/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To further discuss issues in problem identification. To encourage improved observational skills. To explore the causes of events.</p>
	<p>PATHS-Gr3, U6, L31 Goals/Art; cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To encourage projecting ahead and thinking about the future.</p>
	<p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p>
	<p>PATHS-Gr3, U7, L34 Generating Solutions I/Cause-effect reasoning; creative thinking; oral discussion; problem solving To introduce the process of generating alternative solutions. To encourage hierarchical classification of different types of solutions.</p>
	<p>PATHS-Gr3, U7, L35 Generating Solutions II/Cause-effect reasoning; cooperative group activity; creative thinking; oral discussion; problem solving To provide further practice in generating solutions.</p>
	<p>PATHS-Gr3, U7, L36 Generating Solutions III: Thinking Takes Time/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To provide further practice in generating alternatives. To reinforce the idea of thoughtfulness.</p>
	<p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p>
	<p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-</p>

		<p>character biography; vocabulary development; cooperative group activity (optional); writing (optional)</p> <p>To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr3, Optional Lessons, L6 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>
Reading – Foundational Skills:		
Fluency		
RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.	<p>PATHS-Gr3, U1, L3 Cooperative Learning Skills/Attentional and listening skills; communication skills; cooperative learning</p> <p>To emphasize communication skills in small group structures. To appreciate the need for specific roles within a small group structure.</p> <p>PATHS-Gr3, U1, L4 The Golden Rule/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional)</p> <p>To review why rules are important. To adapt the rules to fit your classroom environment.</p> <p>PATHS-Gr3, U1, L5 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; writing (optional)</p> <p>To emphasize communication skills in small group structures. To help children take the perspective of others.</p> <p>PATHS-Gr3, U2, L9 Problem-Solving Meeting/Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional)</p> <p>To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).</p> <p>PATHS-Gr3, U3, L10 Introduction to Feelings/Group discussion;</p>

		<p>vocabulary development; drama (optional); writing (optional) To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.</p> <p>PATHS-Gr3, U3, L11 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr3, U3, L12 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p> <p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p>PATHS-Gr3, U3, L14 Jealous/Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr3, U4, L18 Best Friends I/Associational thinking; cause-effect reasoning; communication skills; vocabulary development; writing To introduce the ideas of cooperation, role-taking and problem solving. To introduce critical thinking.</p> <p>PATHS-Gr3, U4, L19 Best Friends II/Associational thinking; cause-effect reasoning; vocabulary development To informally introduce the important role of emotions as mediators of our thoughts and behaviors. To demonstrate that our thoughts can affect how we feel. To illustrate how one's behavior can affect the feelings of another. To introduce the idea that feelings change. To introduce the concept of individual differences.</p> <p>PATHS-Gr3, U4, L20 Best Friends III/Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following rules. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p> <p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p>
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RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>PATHS-Gr3, U4, L18 Best Friends I/Associational thinking; cause-effect reasoning; communication skills; vocabulary development; writing To introduce the ideas of cooperation, role-taking and problem solving. To introduce critical thinking.</p> <p>PATHS-Gr3, U4, L19 Best Friends II/Associational thinking; cause-effect reasoning; vocabulary development To informally introduce the important role of emotions as mediators of our thoughts and behaviors. To demonstrate that our thoughts can affect how we feel. To illustrate how one's behavior can affect the feelings of another. To introduce the idea that feelings change. To introduce the concept of individual differences.</p> <p>PATHS-Gr3, U4, L20 Best Friends III/Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following rules. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings,</p>

	<p>thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p>
	<p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p>
	<p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p>
	<p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p>
	<p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p>
	<p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p>
	<p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p>
	<p>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely/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>PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted/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>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/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>Writing: Text Types and Purposes</p>		
W.3.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p> <p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can help others and create positive change.</p>
W.3.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.	<p>PATHS-Gr3, U4, L18 Best Friends I/Associational thinking; cause-effect reasoning; communication skills; vocabulary development; writing To introduce the ideas of cooperation, role-taking and problem solving. To introduce critical thinking.</p> <p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can help</p>

		others and create positive change.
W.3.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide a concluding statement or section.	PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai /Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.
		PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School /Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development To increase children’s awareness of social problems and how they can be solved. To demonstrate to children how they can help others and create positive change.
W.3.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	PATHS-Gr3, U4, L20 Best Friends III /Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following rules. To allow children to participate in the process of creating rules and structure.
		PATHS-Gr3, U4, L21 Best Friends IV /Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.
		PATHS-Gr3, U5, L26 We Are All Unique /Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.
		PATHS-Gr3, U5, L27 Respecting Others /Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.
		PATHS-Gr3, U6, L30 Problem Identification III: Why Things Happen /Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To further discuss issues in problem identification. To encourage improved observational skills. To explore the causes of events.
		PATHS-Gr3, U6, L31 Goals /Art; cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To encourage projecting ahead and thinking about the future.
		PATHS-Gr3, U6, L32 Setting Positive Goals /Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.
		PATHS-Gr3, U6, L33 Reaching Our Goals: Completing Homework /Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing To discuss issues related to homework completion. To provide a model for considering obstacles and solutions in reaching a goal.
		PATHS-Gr3, U7, L34 Generating Solutions I /Cause-effect

		<p>reasoning; creative thinking; oral discussion; problem solving To introduce the process of generating alternative solutions. To encourage hierarchical classification of different types of solutions.</p> <p>PATHS-Gr3, U7, L35 Generating Solutions II/Cause-effect reasoning; cooperative group activity; creative thinking; oral discussion; problem solving To provide further practice in generating solutions.</p> <p>PATHS-Gr3, U7, L36 Generating Solutions III: Thinking Takes Time/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To provide further practice in generating alternatives. To reinforce the idea of thoughtfulness.</p> <p>PATHS-Gr3, U7, L37 Coping with Difficult Problems/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To discuss problems that are out of one's control. To encourage alternative coping mechanisms that help relieve feelings of stress.</p> <p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can help others and create positive change.</p> <p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>
W.3.2b	Write	PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening

	<p>informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.</p>	<p>skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.</p> <p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p> <p>PATHS-Gr3, U6, L30 Problem Identification III: Why Things Happen/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To further discuss issues in problem identification. To encourage improved observational skills. To explore the causes of events.</p> <p>PATHS-Gr3, U6, L31 Goals/Art; cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To encourage projecting ahead and thinking about the future.</p> <p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p> <p>PATHS-Gr3, U6, L33 Reaching Our Goals: Completing Homework/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing To discuss issues related to homework completion. To provide a model for considering obstacles and solutions in reaching a goal.</p> <p>PATHS-Gr3, U7, L34 Generating Solutions I/Cause-effect reasoning; creative thinking; oral discussion; problem solving To introduce the process of generating alternative solutions. To encourage hierarchical classification of different types of solutions.</p> <p>PATHS-Gr3, U7, L35 Generating Solutions II/Cause-effect reasoning; cooperative group activity; creative thinking; oral discussion; problem solving To provide further practice in generating solutions.</p> <p>PATHS-Gr3, U7, L36 Generating Solutions III: Thinking Takes Time/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To provide further practice in generating alternatives. To reinforce the idea of thoughtfulness.</p> <p>PATHS-Gr3, U7, L37 Coping with Difficult Problems/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To discuss problems that are out of one's control. To encourage alternative coping mechanisms that help relieve feelings of stress.</p> <p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p> <p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity;</p>
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		<p>oral discussion; problem solving; vocabulary development To increase children’s awareness of social problems and how they can be solved. To demonstrate to children how they can help others and create positive change.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>W.3.2d</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section.</p>	<p>PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.</p> <p>PATHS-Gr3, U6, L30 Problem Identification III: Why Things Happen/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To further discuss issues in problem identification. To encourage improved observational skills. To explore the causes of events.</p> <p>PATHS-Gr3, U6, L31 Goals/Art; cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To encourage projecting ahead and thinking about the future.</p> <p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p> <p>PATHS-Gr3, U6, L33 Reaching Our Goals: Completing Homework/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing To discuss issues related to homework completion. To provide a model for considering obstacles and solutions in reaching a goal.</p> <p>PATHS-Gr3, U7, L36 Generating Solutions III: Thinking Takes Time/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To provide further practice in generating alternatives. To reinforce the idea of thoughtfulness.</p> <p>PATHS-Gr3, U7, L37 Coping with Difficult Problems/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To discuss problems that are out of one’s control. To encourage alternative coping mechanisms that help relieve feelings of stress.</p> <p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group</p>

		<p>activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development To increase children’s awareness of social problems and how they can be solved. To demonstrate to children how they can help others and create positive change.</p>
W.3.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<p>PATHS-Gr3, U1, L5 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize communication skills in small group structures. To help children take the perspective of others.</p> <p>PATHS-Gr3, U2, L6 Self-Control I: Control Signals Poster/Memory retrieval; oral discussion; vocabulary development; writing (optional) To introduce a process for self-control.</p> <p>PATHS-Gr3, U2, L8 Self-Control III: Thinking Ahead/Attentional and listening skills; consequential thinking; oral discussion; problem solving; writing (optional) To help children understand why self-control is important. To facilitate role-taking and perspective-taking skills from multiple points of view. To help children understand different motivations and intentions (why people do what they do). To informally introduce the idea of problem prevention. To help children learn to anticipate possible consequences.</p> <p>PATHS-Gr3, U2, L9 Problem-Solving Meeting/Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional) To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).</p> <p>PATHS-Gr3, U3, L11 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr3, U3, L12 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p> <p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p>PATHS-Gr3, U3, L14 Jealous/Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one’s feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr3, U3, L15 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p>

		<p>PATHS-Gr3, U3, L16 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p>
		<p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p>
		<p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p>
		<p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p>
		<p>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely/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>PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted/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>PATHS-Gr3, Jump-Start Lessons, J-SL10 Accident, On Purpose/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p>
		<p>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/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>
W.3.3b	Write narratives to develop real or imagined experiences or events using effective technique,	<p>PATHS-Gr3, U1, L5 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize communication skills in small group structures. To help children take the perspective of others.</p>

<p>descriptive details, and clear event sequences. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>PATHS-Gr3, U2, L6 Self-Control I: Control Signals Poster/Memory retrieval; oral discussion; vocabulary development; writing (optional) To introduce a process for self-control.</p>
	<p>PATHS-Gr3, U2, L8 Self-Control III: Thinking Ahead/Attentional and listening skills; consequential thinking; oral discussion; problem solving; writing (optional) To help children understand why self-control is important. To facilitate role-taking and perspective-taking skills from multiple points of view. To help children understand different motivations and intentions (why people do what they do). To informally introduce the idea of problem prevention. To help children learn to anticipate possible consequences.</p>
	<p>PATHS-Gr3, U2, L9 Problem-Solving Meeting/Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional) To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).</p>
	<p>PATHS-Gr3, U3, L10 Introduction to Feelings/Group discussion; vocabulary development; drama (optional); writing (optional) To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.</p>
	<p>PATHS-Gr3, U3, L11 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p>
	<p>PATHS-Gr3, U3, L12 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p>
	<p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
	<p>PATHS-Gr3, U3, L14 Jealous/Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
	<p>PATHS-Gr3, U3, L15 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p>
	<p>PATHS-Gr3, U3, L16 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p>
<p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial</p>	

	<p>practice in generating alternative solutions.</p> <p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p> <p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely/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>PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted/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>PATHS-Gr3, Jump-Start Lessons, J-SL10 Accident, On Purpose/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/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>
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W.3.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use temporal words and phrases to signal event order.	PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/ To review one or more emotions learned thus far. For students to have creative fun with feelings and language.
		PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/ 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.
W.3.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure.	PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/ Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.
		PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/ To review one or more emotions learned thus far. For students to have creative fun with feelings and language.
		PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/ 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.
Writing: Production and Distribution of Writing		
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	PATHS-Gr3, U1, L4 The Golden Rule/ Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.
		PATHS-Gr3, U1, L5 Listening to Others/ Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize communication skills in small group structures. To help children take the perspective of others.
		PATHS-Gr3, U2, L6 Self-Control I: Control Signals Poster/ Memory retrieval; oral discussion; vocabulary development; writing (optional) To introduce a process for self-control.
		PATHS-Gr3, U2, L8 Self-Control III: Thinking Ahead/ Attentional and listening skills; consequential thinking; oral discussion; problem solving; writing (optional) To help children understand why self-control is important. To facilitate role-taking and perspective-taking skills from multiple points of view. To help children understand different motivations and intentions (why people do what they do). To informally introduce the idea of problem prevention. To help children learn to anticipate possible consequences.
		PATHS-Gr3, U2, L9 Problem-Solving Meeting/ Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional) To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).
		PATHS-Gr3, U3, L10 Introduction to Feelings/ Group discussion; vocabulary development; drama (optional); writing (optional)

		<p>To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.</p>
		<p>PATHS-Gr3, U3, L11 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p>
		<p>PATHS-Gr3, U3, L12 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p>
		<p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
		<p>PATHS-Gr3, U3, L14 Jealous/Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
		<p>PATHS-Gr3, U3, L15 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p>
		<p>PATHS-Gr3, U3, L16 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p>
		<p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p>
		<p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p>
		<p>PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.</p>
		<p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p>
		<p>PATHS-Gr3, U6, L28 Problem Identification I/Creative thinking; oral discussion; problem solving</p>

		<p>To discuss how we know when there is a problem. To introduce things to think about when we identify a problem.</p>
		<p>PATHS-Gr3, U6, L29 Problem Identification II; Confident, Confused/Cause-effect reasoning; creative thinking; oral discussion; problem solving To discuss thinking skills and the role of schooling. To discuss issues in problem identification. To review reasons why problems can be confusing.</p>
		<p>PATHS-Gr3, U6, L30 Problem Identification III: Why Things Happen/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To further discuss issues in problem identification. To encourage improved observational skills. To explore the causes of events.</p>
		<p>PATHS-Gr3, U6, L31 Goals/Art; cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To encourage projecting ahead and thinking about the future.</p>
		<p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p>
		<p>PATHS-Gr3, U6, L33 Reaching Our Goals: Completing Homework/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing To discuss issues related to homework completion. To provide a model for considering obstacles and solutions in reaching a goal.</p>
		<p>PATHS-Gr3, U7, L34 Generating Solutions I/Cause-effect reasoning; creative thinking; oral discussion; problem solving To introduce the process of generating alternative solutions. To encourage hierarchical classification of different types of solutions.</p>
		<p>PATHS-Gr3, U7, L35 Generating Solutions II/Cause-effect reasoning; cooperative group activity; creative thinking; oral discussion; problem solving To provide further practice in generating solutions.</p>
		<p>PATHS-Gr3, U7, L36 Generating Solutions III: Thinking Takes Time/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To provide further practice in generating alternatives. To reinforce the idea of thoughtfulness.</p>
		<p>PATHS-Gr3, U7, L37 Coping with Difficult Problems/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To discuss problems that are out of one's control. To encourage alternative coping mechanisms that help relieve feelings of stress.</p>
		<p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p>
		<p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p>
		<p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development</p>

		<p>To increase children’s awareness of social problems and how they can be solved. To demonstrate to children how they can help others and create positive change.</p>
		<p>PATHS-Gr3, U9, L42 Planning a PATHS Party/Art; attentional and listening skills; problem solving; vocabulary development; story comprehension (optional); writing (optional) To practice applying problem-solving skills to a realistic, fun problem.</p>
		<p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p>
		<p>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely/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>PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted/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>PATHS-Gr3, Jump-Start Lessons, J-SL10 Accident, On Purpose/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and</p>

		feelings. PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/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.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	PATHS-Gr1, V1, U2, L6 Listening to Others/ Attentional and listening skills; communication skills; cooperative learning; reasoning; self-monitoring To develop good communication in order to form positive peer relationships in the classroom. To help children take the perspective of others. To continue promoting positive classroom behaviors. PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/ 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.
Writing: Range of Writing		
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	PATHS-Gr3, U1, L4 The Golden Rule/ Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment. PATHS-Gr3, U1, L5 Listening to Others/ Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize communication skills in small group structures. To help children take the perspective of others. PATHS-Gr3, U2, L6 Self-Control I: Control Signals Poster/ Memory retrieval; oral discussion; vocabulary development; writing (optional) To introduce a process for self-control. PATHS-Gr3, U2, L8 Self-Control III: Thinking Ahead/ Attentional and listening skills; consequential thinking; oral discussion; problem solving; writing (optional) To help children understand why self-control is important. To facilitate role-taking and perspective-taking skills from multiple points of view. To help children understand different motivations and intentions (why people do what they do). To informally introduce the idea of problem prevention. To help children learn to anticipate possible consequences. PATHS-Gr3, U2, L9 Problem-Solving Meeting/ Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional) To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings). PATHS-Gr3, U3, L10 Introduction to Feelings/ Group discussion; vocabulary development; drama (optional); writing (optional) To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings. PATHS-Gr3, U3, L11 Recognizing and Controlling Anger/ Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the

	<p>feeling of anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr3, U3, L12 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p> <p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p>PATHS-Gr3, U3, L14 Jealous/Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr3, U3, L15 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p> <p>PATHS-Gr3, U3, L16 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p> <p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p> <p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p> <p>PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.</p> <p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p> <p>PATHS-Gr3, U6, L28 Problem Identification I/Creative thinking; oral discussion; problem solving To discuss how we know when there is a problem. To introduce things to think about when we identify a problem.</p> <p>PATHS-Gr3, U6, L29 Problem Identification II; Confident, Confused/Cause-effect reasoning; creative thinking; oral discussion; problem solving To discuss thinking skills and the role of schooling. To discuss issues in problem identification. To review reasons why problems can be confusing.</p>
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	<p>PATHS-Gr3, U6, L30 Problem Identification III: Why Things Happen/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To further discuss issues in problem identification. To encourage improved observational skills. To explore the causes of events.</p>
	<p>PATHS-Gr3, U6, L31 Goals/Art; cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To encourage projecting ahead and thinking about the future.</p>
	<p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p>
	<p>PATHS-Gr3, U6, L33 Reaching Our Goals: Completing Homework/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing To discuss issues related to homework completion. To provide a model for considering obstacles and solutions in reaching a goal.</p>
	<p>PATHS-Gr3, U7, L34 Generating Solutions I/Cause-effect reasoning; creative thinking; oral discussion; problem solving To introduce the process of generating alternative solutions. To encourage hierarchical classification of different types of solutions.</p>
	<p>PATHS-Gr3, U7, L35 Generating Solutions II/Cause-effect reasoning; cooperative group activity; creative thinking; oral discussion; problem solving To provide further practice in generating solutions.</p>
	<p>PATHS-Gr3, U7, L36 Generating Solutions III: Thinking Takes Time/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To provide further practice in generating alternatives. To reinforce the idea of thoughtfulness.</p>
	<p>PATHS-Gr3, U7, L37 Coping with Difficult Problems/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To discuss problems that are out of one's control. To encourage alternative coping mechanisms that help relieve feelings of stress.</p>
	<p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p>
	<p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p>
	<p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can help others and create positive change.</p>
	<p>PATHS-Gr3, U9, L42 Planning a PATHS Party/Art; attentional and listening skills; problem solving; vocabulary development; story comprehension (optional); writing (optional) To practice applying problem-solving skills to a realistic, fun problem.</p>

	<p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p>
	<p>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely/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>PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted/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>PATHS-Gr3, Jump-Start Lessons, J-SL10 Accident, On Purpose/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p>
	<p>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/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>

Speaking and Listening: Comprehension and Collaboration		
SL.3.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	PATHS-Gr3, U1, L1 Formulating Classroom Rules/ 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.
		PATHS-Gr3, U1, L2 PATHS Review/PATHS Kid (Complimenting)/ Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To review all the PATHS ideas that students use and remember. To improve 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.
		PATHS-Gr3, U1, L3 Cooperative Learning Skills/ Attentional and listening skills; communication skills; cooperative learning To emphasize communication skills in small group structures. To appreciate the need for specific roles within a small group structure.
		PATHS-Gr3, U1, L4 The Golden Rule/ Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.
		PATHS-Gr3, U2, L6 Self-Control I: Control Signals Poster/ Memory retrieval; oral discussion; vocabulary development; writing (optional) To introduce a process for self-control.
		PATHS-Gr3, U2, L7 Self-Control II: Solving Problems in Groups/ Cooperative learning; oral discussion; problem solving; role-playing; self-monitoring To continue practicing problem solving using the Control Signals Poster.
		PATHS-Gr3, U2, L8 Self-Control III: Thinking Ahead/ Attentional and listening skills; consequential thinking; oral discussion; problem solving; writing (optional) To help children understand why self-control is important. To facilitate role-taking and perspective-taking skills from multiple points of view. To help children understand different motivations and intentions (why people do what they do). To informally introduce the idea of problem prevention. To help children learn to anticipate possible consequences.
		PATHS-Gr3, U2, L9 Problem-Solving Meeting/ Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional) To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).
		PATHS-Gr3, U3, L10 Introduction to Feelings/ Group discussion; vocabulary development; drama (optional); writing (optional) To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To

		reinforce the idea that we cannot feel, touch or smell our feelings.
		PATHS-Gr3, U3, L11 Recognizing and Controlling Anger /Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.
		PATHS-Gr3, U3, L12 Calm or Relaxed, Tense /Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.
		PATHS-Gr3, U3, L13 Guilty /Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.
		PATHS-Gr3, U3, L14 Jealous /Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.
		PATHS-Gr3, U3, L15 Feelings Dictionary /Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.
		PATHS-Gr3, U3, L16 My Own Feelings Story /Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.
		PATHS-Gr3, U3, L17 Feelings Intensity /Cause-effect reasoning; oral discussion To reintroduce the idea that not everyone feels the same way at the same time. To reintroduce the idea that you can have more than one feeling at the same time.
		PATHS-Gr3, U4, L19 Best Friends II /Associational thinking; cause-effect reasoning; vocabulary development To informally introduce the important role of emotions as mediators of our thoughts and behaviors. To demonstrate that our thoughts can affect how we feel. To illustrate how one's behavior can affect the feelings of another. To introduce the idea that feelings change. To introduce the concept of individual differences.
		PATHS-Gr3, U4, L20 Best Friends III /Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following rules. To allow children to participate in the process of creating rules and structure.
		PATHS-Gr3, U4, L21 Best Friends IV /Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.

	<p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p>
	<p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p>
	<p>PATHS-Gr3, U5, L24 Playing by the Rules/Attentional and listening skills; cause-effect reasoning; role-playing and communication skills To emphasize communication skills during peer interactions. To promote more effective conflict resolution. To help children take the perspective of others.</p>
	<p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p>
	<p>PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.</p>
	<p>PATHS-Gr3, U6, L28 Problem Identification I/Creative thinking; oral discussion; problem solving To discuss how we know when there is a problem. To introduce things to think about when we identify a problem.</p>
	<p>PATHS-Gr3, U6, L30 Problem Identification III: Why Things Happen/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To further discuss issues in problem identification. To encourage improved observational skills. To explore the causes of events.</p>
	<p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p>
	<p>PATHS-Gr3, U6, L33 Reaching Our Goals: Completing Homework/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing To discuss issues related to homework completion. To provide a model for considering obstacles and solutions in reaching a goal.</p>
	<p>PATHS-Gr3, U7, L34 Generating Solutions I/Cause-effect reasoning; creative thinking; oral discussion; problem solving To introduce the process of generating alternative solutions. To encourage hierarchical classification of different types of solutions.</p>
	<p>PATHS-Gr3, U7, L35 Generating Solutions II/Cause-effect reasoning; cooperative group activity; creative thinking; oral discussion; problem solving To provide further practice in generating solutions.</p>
	<p>PATHS-Gr3, U7, L36 Generating Solutions III: Thinking Takes Time/Cause-effect reasoning; creative thinking; oral discussion;</p>

	<p>problem solving; writing (optional) To provide further practice in generating alternatives. To reinforce the idea of thoughtfulness.</p>
	<p>PATHS-Gr3, U7, L37 Coping with Difficult Problems/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To discuss problems that are out of one's control. To encourage alternative coping mechanisms that help relieve feelings of stress.</p>
	<p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p>
	<p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can help others and create positive change.</p>
	<p>PATHS-Gr3, U9, L41 Reactions and Review/Brainstorming; communication skills; oral discussion To encourage children to share memories of PATHS lessons. To help children think about the concepts of transitions and endings. To practice skills in being interviewed and recorded.</p>
	<p>PATHS-Gr3, U9, L42 Planning a PATHS Party/Art; attentional and listening skills; problem solving; vocabulary development; story comprehension (optional); writing (optional) To practice applying problem-solving skills to a realistic, fun problem.</p>
	<p>PATHS-Gr3, Optional Lessons, L2 Feelings Review: Feeling Intensity I (Angry)/To discuss the concept of intensity of affect. To continue using hierarchical thinking for distinguishing feelings and behaviors. To introduce the concept of synonyms.</p>
	<p>PATHS-Gr3, Optional Lessons, L3 Feelings Review: Feeling Intensity II (Afraid)/To further demonstrate the concept of intensity of affect.</p>
	<p>PATHS-Gr3, Optional Lessons, L4 Feelings Review: Feeling Intensity III (Sad)/To further demonstrate the concept of intensity of affect.</p>
	<p>PATHS-Gr3, Optional Lessons, L5 Feelings Review: Feelings and Your Brain/To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.</p>
	<p>PATHS-Gr3, Optional Lessons, L6 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p>
	<p>PATHS-Gr3, Optional Lessons, L7 Common Classroom Problems: Tattling I/To diminish the amount of tattling in your classroom. To distinguish between "tattling" and seeking help. To practice problem solving.</p>
	<p>PATHS-Gr3, Optional Lessons, L8 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
	<p>PATHS-Gr3, Optional Lessons, L10 Ideas for Post-Vacation</p>

		<p>Review: Post-Vacation Review I/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p>
		<p>PATHS-Gr3, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered in PATHS lessons. To review emotional literacy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
		<p>PATHS-Gr3, Jump-Start Lessons, J-SL1 Formulating Classroom Rules/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>PATHS-Gr3, Jump-Start Lessons, J-SL2 PATHS Kid for Today: Complimenting/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>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL10 Accident, On Purpose/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p>
		<p>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/Cause-effect thinking; oral discussion; problem solving;</p>

		<p>writing (optional) To introduce more complex emotions. To discuss the idea that we can change the way we feel.</p>
SL.3.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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).	<p>PATHS-Gr3, U1, L1 Formulating Classroom Rules/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>PATHS-Gr3, U1, L2 PATHS Review/PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To review all the PATHS ideas that students use and remember. To improve children's personal sense of responsibility. To illustrate the concept of using structure and a systematic plan to achieve a fair and positive goal/outcome. To teach self-respect and respect for others.</p>
		<p>PATHS-Gr3, U1, L3 Cooperative Learning Skills/Attentional and listening skills; communication skills; cooperative learning To emphasize communication skills in small group structures. To appreciate the need for specific roles within a small group structure.</p>
		<p>PATHS-Gr3, U1, L4 The Golden Rule/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.</p>
		<p>PATHS-Gr3, U1, L5 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize communication skills in small group structures. To help children take the perspective of others.</p>
		<p>PATHS-Gr3, U2, L9 Problem-Solving Meeting/Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional) To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).</p>
		<p>PATHS-Gr3, U3, L15 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p>
		<p>PATHS-Gr3, U3, L16 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p>
		<p>PATHS-Gr3, U3, L17 Feelings Intensity/Cause-effect reasoning; oral discussion To reintroduce the idea that not everyone feels the same way at the same time. To reintroduce the idea that you can have more than one feeling at the same time.</p>
		<p>PATHS-Gr3, U4, L20 Best Friends III/Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following</p>

		<p>rules. To allow children to participate in the process of creating rules and structure.</p>
		<p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p>
		<p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p>
		<p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p>
		<p>PATHS-Gr3, U5, L24 Playing by the Rules/Attentional and listening skills; cause-effect reasoning; role-playing and communication skills To emphasize communication skills during peer interactions. To promote more effective conflict resolution. To help children take the perspective of others.</p>
		<p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p>
		<p>PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.</p>
		<p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p>
		<p>PATHS-Gr3, U6, L28 Problem Identification I/Creative thinking; oral discussion; problem solving To discuss how we know when there is a problem. To introduce things to think about when we identify a problem.</p>
		<p>PATHS-Gr3, U7, L35 Generating Solutions II/Cause-effect reasoning; cooperative group activity; creative thinking; oral discussion; problem solving To provide further practice in generating solutions.</p>
		<p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p>

	<p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development To increase children’s awareness of social problems and how they can be solved. To demonstrate to children how they can help others and create positive change.</p>
	<p>PATHS-Gr3, U9, L41 Reactions and Review/Brainstorming; communication skills; oral discussion To encourage children to share memories of PATHS lessons. To help children think about the concepts of transitions and endings. To practice skills in being interviewed and recorded.</p>
	<p>PATHS-Gr3, U9, L42 Planning a PATHS Party/Art; attentional and listening skills; problem solving; vocabulary development; story comprehension (optional); writing (optional) To practice applying problem-solving skills to a realistic, fun problem.</p>
	<p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p>
	<p>PATHS-Gr3, Optional Lessons, L2 Feelings Review: Feeling Intensity I (Angry)/To discuss the concept of intensity of affect. To continue using hierarchical thinking for distinguishing feelings and behaviors. To introduce the concept of synonyms.</p>
	<p>PATHS-Gr3, Optional Lessons, L3 Feelings Review: Feeling Intensity II (Afraid)/To further demonstrate the concept of intensity of affect.</p>
	<p>PATHS-Gr3, Optional Lessons, L4 Feelings Review: Feeling Intensity III (Sad)/To further demonstrate the concept of intensity of affect.</p>
	<p>PATHS-Gr3, Optional Lessons, L5 Feelings Review: Feelings and Your Brain/To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.</p>
	<p>PATHS-Gr3, Optional Lessons, L6 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p>
	<p>PATHS-Gr3, Optional Lessons, L7 Common Classroom Problems: Tattling I/To diminish the amount of tattling in your classroom. To distinguish between “tattling” and seeking help. To practice problem solving.</p>
	<p>PATHS-Gr3, Optional Lessons, L8 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
	<p>PATHS-Gr3, Optional Lessons, L9 Common Classroom Problems: Doing Your Own Work/To focus on the problem of cheating by copying the work of others. To identify reasons for doing one’s own work and not copying from others.</p>
	<p>PATHS-Gr3, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p>
	<p>PATHS-Gr3, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered in PATHS lessons. To review emotional literacy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>

		<p>PATHS-Gr3, Jump-Start Lessons, J-SL1 Formulating Classroom Rules/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>PATHS-Gr3, Jump-Start Lessons, J-SL2 PATHS Kid for Today: Complimenting/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL10 Accident, On Purpose/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p>
<p>SL.3.1c</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>PATHS-Gr3, U1, L1 Formulating Classroom Rules/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>PATHS-Gr3, U1, L2 PATHS Review/PATHS Kid (Complimenting/)Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To review all the PATHS ideas that students use and remember. To improve children's personal sense of responsibility. To illustrate the concept of using structure and a systematic plan to achieve a fair and positive goal/outcome. To teach self-respect and respect for others.</p> <p>PATHS-Gr3, U1, L3 Cooperative Learning Skills/Attentional and listening skills; communication skills; cooperative learning To emphasize communication skills in small group structures. To appreciate the need for specific roles within a small group structure.</p> <p>PATHS-Gr3, U1, L4 The Golden Rule/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.</p> <p>PATHS-Gr3, U1, L5 Listening to Others/Attentional and listening</p>

	<p>skills; communication skills; cooperative learning; writing (optional) To emphasize communication skills in small group structures. To help children take the perspective of others.</p>
	<p>PATHS-Gr3, U2, L6 Self-Control I: Control Signals Poster/Memory retrieval; oral discussion; vocabulary development; writing (optional) To introduce a process for self-control.</p>
	<p>PATHS-Gr3, U2, L7 Self-Control II: Solving Problems in Groups/Cooperative learning; oral discussion; problem solving; role-playing; self-monitoring To continue practicing problem solving using the Control Signals Poster.</p>
	<p>PATHS-Gr3, U2, L8 Self-Control III: Thinking Ahead/Attentional and listening skills; consequential thinking; oral discussion; problem solving; writing (optional) To help children understand why self-control is important. To facilitate role-taking and perspective-taking skills from multiple points of view. To help children understand different motivations and intentions (why people do what they do). To informally introduce the idea of problem prevention. To help children learn to anticipate possible consequences.</p>
	<p>PATHS-Gr3, U2, L9 Problem-Solving Meeting/Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional) To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).</p>
	<p>PATHS-Gr3, U3, L10 Introduction to Feelings/Group discussion; vocabulary development; drama (optional); writing (optional) To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.</p>
	<p>PATHS-Gr3, U3, L11 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p>
	<p>PATHS-Gr3, U3, L12 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p>
	<p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
	<p>PATHS-Gr3, U3, L14 Jealous/Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
	<p>PATHS-Gr3, U3, L15 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p>

		<p>PATHS-Gr3, U3, L17 Feelings Intensity/Cause-effect reasoning; oral discussion To reintroduce the idea that not everyone feels the same way at the same time. To reintroduce the idea that you can have more than one feeling at the same time.</p> <p>PATHS-Gr3, U4, L18 Best Friends I/Associational thinking; cause-effect reasoning; communication skills; vocabulary development; writing To introduce the ideas of cooperation, role-taking and problem solving. To introduce critical thinking.</p> <p>PATHS-Gr3, U4, L19 Best Friends II/Associational thinking; cause-effect reasoning; vocabulary development To informally introduce the important role of emotions as mediators of our thoughts and behaviors. To demonstrate that our thoughts can affect how we feel. To illustrate how one's behavior can affect the feelings of another. To introduce the idea that feelings change. To introduce the concept of individual differences.</p> <p>PATHS-Gr3, U4, L20 Best Friends III/Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following rules. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p> <p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p> <p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p> <p>PATHS-Gr3, U5, L24 Playing by the Rules/Attentional and listening skills; cause-effect reasoning; role-playing and communication skills To emphasize communication skills during peer interactions. To promote more effective conflict resolution. To help children take the perspective of others.</p> <p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p> <p>PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening skills; creative thinking; oral discussion; writing; social studies-</p>
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	<p>character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.</p>
	<p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p>
	<p>PATHS-Gr3, U6, L28 Problem Identification I/Creative thinking; oral discussion; problem solving To discuss how we know when there is a problem. To introduce things to think about when we identify a problem.</p>
	<p>PATHS-Gr3, U6, L29 Problem Identification II; Confident, Confused/Cause-effect reasoning; creative thinking; oral discussion; problem solving To discuss thinking skills and the role of schooling. To discuss issues in problem identification. To review reasons why problems can be confusing.</p>
	<p>PATHS-Gr3, U6, L30 Problem Identification III: Why Things Happen/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To further discuss issues in problem identification. To encourage improved observational skills. To explore the causes of events.</p>
	<p>PATHS-Gr3, U6, L31 Goals/Art; cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To encourage projecting ahead and thinking about the future.</p>
	<p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p>
	<p>PATHS-Gr3, U6, L33 Reaching Our Goals: Completing Homework/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing To discuss issues related to homework completion. To provide a model for considering obstacles and solutions in reaching a goal.</p>
	<p>PATHS-Gr3, U7, L34 Generating Solutions I/Cause-effect reasoning; creative thinking; oral discussion; problem solving To introduce the process of generating alternative solutions. To encourage hierarchical classification of different types of solutions.</p>
	<p>PATHS-Gr3, U7, L35 Generating Solutions II/Cause-effect reasoning; cooperative group activity; creative thinking; oral discussion; problem solving To provide further practice in generating solutions.</p>
	<p>PATHS-Gr3, U7, L36 Generating Solutions III: Thinking Takes Time/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To provide further practice in generating alternatives. To reinforce the idea of thoughtfulness.</p>
	<p>PATHS-Gr3, U7, L37 Coping with Difficult Problems/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To discuss problems that are out of one's control. To encourage alternative coping mechanisms that help relieve feelings of stress.</p>
	<p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p>

	<p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p>
	<p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can help others and create positive change.</p>
	<p>PATHS-Gr3, U9, L42 Planning a PATHS Party/Art; attentional and listening skills; problem solving; vocabulary development; story comprehension (optional); writing (optional) To practice applying problem-solving skills to a realistic, fun problem.</p>
	<p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p>
	<p>PATHS-Gr3, Optional Lessons, L2 Feelings Review: Feeling Intensity I (Angry)/To discuss the concept of intensity of affect. To continue using hierarchical thinking for distinguishing feelings and behaviors. To introduce the concept of synonyms.</p>
	<p>PATHS-Gr3, Optional Lessons, L3 Feelings Review: Feeling Intensity II (Afraid)/To further demonstrate the concept of intensity of affect.</p>
	<p>PATHS-Gr3, Optional Lessons, L4 Feelings Review: Feeling Intensity III (Sad)/To further demonstrate the concept of intensity of affect.</p>
	<p>PATHS-Gr3, Optional Lessons, L5 Feelings Review: Feelings and Your Brain/To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.</p>
	<p>PATHS-Gr3, Optional Lessons, L6 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p>
	<p>PATHS-Gr3, Optional Lessons, L7 Common Classroom Problems: Tattling I/To diminish the amount of tattling in your classroom. To distinguish between "tattling" and seeking help. To practice problem solving.</p>
	<p>PATHS-Gr3, Optional Lessons, L8 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
	<p>PATHS-Gr3, Optional Lessons, L9 Common Classroom Problems: Doing Your Own Work/To focus on the problem of cheating by copying the work of others. To identify reasons for doing one's own work and not copying from others.</p>
	<p>PATHS-Gr3, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p>
	<p>PATHS-Gr3, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered in PATHS lessons. To review emotional literacy concepts</p>

		<p>previously taught. To reestablish classroom rapport and group cohesion.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL1 Formulating Classroom Rules/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>PATHS-Gr3, Jump-Start Lessons, J-SL2 PATHS Kid for Today: Complimenting/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>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely/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>
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		<p>PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted/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>PATHS-Gr3, Jump-Start Lessons, J-SL10 Accident, On Purpose/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p>
		<p>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/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>SL.3.1d</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Explain their own ideas and understanding in light of the discussion.</p>	<p>PATHS-Gr3, U1, L1 Formulating Classroom Rules/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>PATHS-Gr3, U1, L2 PATHS Review/PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To review all the PATHS ideas that students use and remember. To improve children's personal sense of responsibility. To illustrate the concept of using structure and a systematic plan to achieve a fair and positive goal/outcome. To teach self-respect and respect for others.</p> <p>PATHS-Gr3, U1, L3 Cooperative Learning Skills/Attentional and listening skills; communication skills; cooperative learning To emphasize communication skills in small group structures. To appreciate the need for specific roles within a small group structure.</p> <p>PATHS-Gr3, U1, L4 The Golden Rule/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.</p> <p>PATHS-Gr3, U1, L5 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize communication skills in small group structures. To help children take the perspective of others.</p> <p>PATHS-Gr3, U2, L6 Self-Control I: Control Signals Poster/Memory retrieval; oral discussion; vocabulary development; writing (optional) To introduce a process for self-control.</p> <p>PATHS-Gr3, U2, L7 Self-Control II: Solving Problems in Groups/Cooperative learning; oral discussion; problem solving; role-playing; self-monitoring To continue practicing problem solving using the Control Signals Poster.</p> <p>PATHS-Gr3, U2, L8 Self-Control III: Thinking Ahead/Attentional and listening skills; consequential thinking; oral discussion; problem solving; writing (optional) To help children understand why self-control is important. To</p>

	<p>facilitate role-taking and perspective-taking skills from multiple points of view. To help children understand different motivations and intentions (why people do what they do). To informally introduce the idea of problem prevention. To help children learn to anticipate possible consequences.</p> <p>PATHS-Gr3, U2, L9 Problem-Solving Meeting/Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional) To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).</p> <p>PATHS-Gr3, U3, L10 Introduction to Feelings/Group discussion; vocabulary development; drama (optional); writing (optional) To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.</p> <p>PATHS-Gr3, U3, L11 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr3, U3, L12 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p> <p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p> <p>PATHS-Gr3, U3, L14 Jealous/Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr3, U3, L17 Feelings Intensity/Cause-effect reasoning; oral discussion To reintroduce the idea that not everyone feels the same way at the same time. To reintroduce the idea that you can have more than one feeling at the same time.</p> <p>PATHS-Gr3, U4, L18 Best Friends I/Associational thinking; cause-effect reasoning; communication skills; vocabulary development; writing To introduce the ideas of cooperation, role-taking and problem solving. To introduce critical thinking.</p> <p>PATHS-Gr3, U4, L19 Best Friends II/Associational thinking; cause-effect reasoning; vocabulary development To informally introduce the important role of emotions as mediators of our thoughts and behaviors. To demonstrate that our thoughts can affect how we feel. To illustrate how one's behavior can affect the feelings of another. To introduce the idea that feelings change. To introduce the concept of individual differences.</p> <p>PATHS-Gr3, U4, L20 Best Friends III/Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following rules. To allow children to participate in the process of creating rules and structure.</p>
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		<p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p> <p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p> <p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p> <p>PATHS-Gr3, U5, L24 Playing by the Rules/Attentional and listening skills; cause-effect reasoning; role-playing and communication skills To emphasize communication skills during peer interactions. To promote more effective conflict resolution. To help children take the perspective of others.</p> <p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p> <p>PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.</p> <p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p> <p>PATHS-Gr3, U6, L28 Problem Identification I/Creative thinking; oral discussion; problem solving To discuss how we know when there is a problem. To introduce things to think about when we identify a problem.</p> <p>PATHS-Gr3, U6, L29 Problem Identification II; Confident, Confused/Cause-effect reasoning; creative thinking; oral discussion; problem solving To discuss thinking skills and the role of schooling. To discuss issues in problem identification. To review reasons why problems can be confusing.</p> <p>PATHS-Gr3, U6, L30 Problem Identification III: Why Things Happen/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To further discuss issues in problem identification. To encourage improved observational skills. To explore the causes of events.</p>
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	<p>PATHS-Gr3, U6, L31 Goals/Art; cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To encourage projecting ahead and thinking about the future.</p>
	<p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p>
	<p>PATHS-Gr3, U6, L33 Reaching Our Goals: Completing Homework/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing To discuss issues related to homework completion. To provide a model for considering obstacles and solutions in reaching a goal.</p>
	<p>PATHS-Gr3, U7, L34 Generating Solutions I/Cause-effect reasoning; creative thinking; oral discussion; problem solving To introduce the process of generating alternative solutions. To encourage hierarchical classification of different types of solutions.</p>
	<p>PATHS-Gr3, U7, L35 Generating Solutions II/Cause-effect reasoning; cooperative group activity; creative thinking; oral discussion; problem solving To provide further practice in generating solutions.</p>
	<p>PATHS-Gr3, U7, L36 Generating Solutions III: Thinking Takes Time/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To provide further practice in generating alternatives. To reinforce the idea of thoughtfulness.</p>
	<p>PATHS-Gr3, U7, L37 Coping with Difficult Problems/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To discuss problems that are out of one's control. To encourage alternative coping mechanisms that help relieve feelings of stress.</p>
	<p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p>
	<p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p>
	<p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can help others and create positive change.</p>
	<p>PATHS-Gr3, U9, L42 Planning a PATHS Party/Art; attentional and listening skills; problem solving; vocabulary development; story comprehension (optional); writing (optional) To practice applying problem-solving skills to a realistic, fun problem.</p>
	<p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p>
	<p>PATHS-Gr3, Optional Lessons, L2 Feelings Review: Feeling Intensity I (Angry)/To discuss the concept of intensity of affect. To continue using hierarchical thinking for distinguishing feelings and</p>

		behaviors. To introduce the concept of synonyms.
		PATHS-Gr3, Optional Lessons, L3 Feelings Review: Feeling Intensity II (Afraid) /To further demonstrate the concept of intensity of affect.
		PATHS-Gr3, Optional Lessons, L4 Feelings Review: Feeling Intensity III (Sad) /To further demonstrate the concept of intensity of affect.
		PATHS-Gr3, Optional Lessons, L5 Feelings Review: Feelings and Your Brain /To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.
		PATHS-Gr3, Optional Lessons, L6 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.
		PATHS-Gr3, Optional Lessons, L7 Common Classroom Problems: Tattling I /To diminish the amount of tattling in your classroom. To distinguish between “tattling” and seeking help. To practice problem solving.
		PATHS-Gr3, Optional Lessons, L8 Common Classroom Problems: Tattling II /To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.
		PATHS-Gr3, Optional Lessons, L9 Common Classroom Problems: Doing Your Own Work /To focus on the problem of cheating by copying the work of others. To identify reasons for doing one’s own work and not copying from others.
		PATHS-Gr3, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I /To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.
		PATHS-Gr3, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II /To review the feelings covered in PATHS lessons. To review emotional literacy concepts previously taught. To reestablish classroom rapport and group cohesion.
		PATHS-Gr3, Jump-Start Lessons, J-SL1 Formulating Classroom Rules /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.
		PATHS-Gr3, Jump-Start Lessons, J-SL2 PATHS Kid for Today: Complimenting /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.
		PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private /Brainstorming; memory retrieval; oral discussion; self-monitoring; writing (optional)

		<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>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely/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>PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted/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>PATHS-Gr3, Jump-Start Lessons, J-SL10 Accident, On Purpose/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/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>
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<p>PATHS-Gr3, U1, L2 PATHS Review/PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To review all the PATHS ideas that students use and remember. To improve 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</p>

		for others.
		PATHS-Gr3, U1, L3 Cooperative Learning Skills /Attentional and listening skills; communication skills; cooperative learning To emphasize communication skills in small group structures. To appreciate the need for specific roles within a small group structure.
		PATHS-Gr3, U1, L4 The Golden Rule /Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.
		PATHS-Gr3, U1, L5 Listening to Others /Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize communication skills in small group structures. To help children take the perspective of others.
		PATHS-Gr3, U2, L6 Self-Control I: Control Signals Poster /Memory retrieval; oral discussion; vocabulary development; writing (optional) To introduce a process for self-control.
		PATHS-Gr3, U2, L7 Self-Control II: Solving Problems in Groups /Cooperative learning; oral discussion; problem solving; role-playing; self-monitoring To continue practicing problem solving using the Control Signals Poster.
		PATHS-Gr3, U2, L8 Self-Control III: Thinking Ahead /Attentional and listening skills; consequential thinking; oral discussion; problem solving; writing (optional) To help children understand why self-control is important. To facilitate role-taking and perspective-taking skills from multiple points of view. To help children understand different motivations and intentions (why people do what they do). To informally introduce the idea of problem prevention. To help children learn to anticipate possible consequences.
		PATHS-Gr3, U2, L9 Problem-Solving Meeting /Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional) To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).
		PATHS-Gr3, U3, L10 Introduction to Feelings /Group discussion; vocabulary development; drama (optional); writing (optional) To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.
		PATHS-Gr3, U3, L11 Recognizing and Controlling Anger /Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.
		PATHS-Gr3, U3, L12 Calm or Relaxed, Tense /Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.
		PATHS-Gr3, U3, L13 Guilty /Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.

		<p>PATHS-Gr3, U3, L14 Jealous/Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.</p> <p>PATHS-Gr3, U3, L15 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p> <p>PATHS-Gr3, U3, L17 Feelings Intensity/Cause-effect reasoning; oral discussion To reintroduce the idea that not everyone feels the same way at the same time. To reintroduce the idea that you can have more than one feeling at the same time.</p> <p>PATHS-Gr3, U4, L18 Best Friends I/Associational thinking; cause-effect reasoning; communication skills; vocabulary development; writing To introduce the ideas of cooperation, role-taking and problem solving. To introduce critical thinking.</p> <p>PATHS-Gr3, U4, L19 Best Friends II/Associational thinking; cause-effect reasoning; vocabulary development To informally introduce the important role of emotions as mediators of our thoughts and behaviors. To demonstrate that our thoughts can affect how we feel. To illustrate how one's behavior can affect the feelings of another. To introduce the idea that feelings change. To introduce the concept of individual differences.</p> <p>PATHS-Gr3, U4, L20 Best Friends III/Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following rules. To allow children to participate in the process of creating rules and structure.</p> <p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p> <p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p> <p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p> <p>PATHS-Gr3, U5, L24 Playing by the Rules/Attentional and</p>
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	<p>listening skills; cause-effect reasoning; role-playing and communication skills To emphasize communication skills during peer interactions. To promote more effective conflict resolution. To help children take the perspective of others.</p>
	<p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p>
	<p>PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.</p>
	<p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p>
	<p>PATHS-Gr3, U6, L28 Problem Identification I/Creative thinking; oral discussion; problem solving To discuss how we know when there is a problem. To introduce things to think about when we identify a problem.</p>
	<p>PATHS-Gr3, U6, L29 Problem Identification II; Confident, Confused/Cause-effect reasoning; creative thinking; oral discussion; problem solving To discuss thinking skills and the role of schooling. To discuss issues in problem identification. To review reasons why problems can be confusing.</p>
	<p>PATHS-Gr3, U6, L30 Problem Identification III: Why Things Happen/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To further discuss issues in problem identification. To encourage improved observational skills. To explore the causes of events.</p>
	<p>PATHS-Gr3, U6, L31 Goals/Art; cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To encourage projecting ahead and thinking about the future.</p>
	<p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p>
	<p>PATHS-Gr3, U6, L33 Reaching Our Goals: Completing Homework/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing To discuss issues related to homework completion. To provide a model for considering obstacles and solutions in reaching a goal.</p>
	<p>PATHS-Gr3, U7, L34 Generating Solutions I/Cause-effect reasoning; creative thinking; oral discussion; problem solving To introduce the process of generating alternative solutions. To encourage hierarchical classification of different types of solutions.</p>
	<p>PATHS-Gr3, U7, L35 Generating Solutions II/Cause-effect reasoning; cooperative group activity; creative thinking; oral discussion; problem solving To provide further practice in generating solutions.</p>
	<p>PATHS-Gr3, U7, L36 Generating Solutions III: Thinking Takes Time/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To provide further practice in generating alternatives. To reinforce</p>

		<p>the idea of thoughtfulness.</p> <p>PATHS-Gr3, U7, L37 Coping with Difficult Problems/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To discuss problems that are out of one's control. To encourage alternative coping mechanisms that help relieve feelings of stress.</p> <p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p> <p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can help others and create positive change.</p> <p>PATHS-Gr3, U9, L41 Reactions and Review/Brainstorming; communication skills; oral discussion To encourage children to share memories of PATHS lessons. To help children think about the concepts of transitions and endings. To practice skills in being interviewed and recorded.</p> <p>PATHS-Gr3, U9, L42 Planning a PATHS Party/Art; attentional and listening skills; problem solving; vocabulary development; story comprehension (optional); writing (optional) To practice applying problem-solving skills to a realistic, fun problem.</p> <p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p> <p>PATHS-Gr3, Optional Lessons, L2 Feelings Review: Feeling Intensity I (Angry)/To discuss the concept of intensity of affect. To continue using hierarchical thinking for distinguishing feelings and behaviors. To introduce the concept of synonyms.</p> <p>PATHS-Gr3, Optional Lessons, L3 Feelings Review: Feeling Intensity II (Afraid)/To further demonstrate the concept of intensity of affect.</p> <p>PATHS-Gr3, Optional Lessons, L4 Feelings Review: Feeling Intensity III (Sad)/To further demonstrate the concept of intensity of affect.</p> <p>PATHS-Gr3, Optional Lessons, L5 Feelings Review: Feelings and Your Brain/To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.</p> <p>PATHS-Gr3, Optional Lessons, L6 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p>PATHS-Gr3, Optional Lessons, L7 Common Classroom Problems: Tattling I/To diminish the amount of tattling in your</p>
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	<p>classroom. To distinguish between “tattling” and seeking help. To practice problem solving.</p>
	<p>PATHS-Gr3, Optional Lessons, L8 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
	<p>PATHS-Gr3, Optional Lessons, L9 Common Classroom Problems: Doing Your Own Work/To focus on the problem of cheating by copying the work of others. To identify reasons for doing one’s own work and not copying from others.</p>
	<p>PATHS-Gr3, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p>
	<p>PATHS-Gr3, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered in PATHS lessons. To review emotional literacy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
	<p>PATHS-Gr3, Jump-Start Lessons, J-SL2 PATHS Kid for Today: Complimenting/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>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely/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>PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted/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>PATHS-Gr3, Jump-Start Lessons, J-SL10 Accident, On Purpose/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p>
		<p>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/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>Speaking and Listening: Presentation of Knowledge and Ideas</p>		
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<p>PATHS-Gr3, U1, L2 PATHS Review/PATHS Kid (Complimenting)/Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To review all the PATHS ideas that students use and remember. To improve children's personal sense of responsibility. To illustrate the concept of using structure and a systematic plan to achieve a fair and positive goal/outcome. To teach self-respect and respect for others.</p>
		<p>PATHS-Gr3, U1, L3 Cooperative Learning Skills/Attentional and listening skills; communication skills; cooperative learning To emphasize communication skills in small group structures. To appreciate the need for specific roles within a small group structure.</p>
		<p>PATHS-Gr3, U1, L4 The Golden Rule/Attentional and listening skills; cause-effect reasoning; communication skills; cooperative learning; writing (optional) To review why rules are important. To adapt the rules to fit your classroom environment.</p>
		<p>PATHS-Gr3, U1, L5 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize communication skills in small group structures. To help children take the perspective of others.</p>
		<p>PATHS-Gr3, U2, L6 Self-Control I: Control Signals Poster/Memory retrieval; oral discussion; vocabulary development; writing (optional) To introduce a process for self-control.</p>
		<p>PATHS-Gr3, U2, L7 Self-Control II: Solving Problems in Groups/Cooperative learning; oral discussion; problem solving; role-playing; self-monitoring To continue practicing problem solving using the Control Signals Poster.</p>
		<p>PATHS-Gr3, U2, L8 Self-Control III: Thinking Ahead/Attentional and listening skills; consequential thinking; oral discussion; problem solving; writing (optional)</p>

	<p>To help children understand why self-control is important. To facilitate role-taking and perspective-taking skills from multiple points of view. To help children understand different motivations and intentions (why people do what they do). To informally introduce the idea of problem prevention. To help children learn to anticipate possible consequences.</p>
	<p>PATHS-Gr3, U2, L9 Problem-Solving Meeting/Creative thinking; oral discussion; problem solving; role-playing and communication skills; social studies-character biography (optional) To provide practice in problem solving in a group situation. To set up a format for solving problems in the classroom (problem-solving meetings).</p>
	<p>PATHS-Gr3, U3, L10 Introduction to Feelings/Group discussion; vocabulary development; drama (optional); writing (optional) To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.</p>
	<p>PATHS-Gr3, U3, L11 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p>
	<p>PATHS-Gr3, U3, L12 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p>
	<p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
	<p>PATHS-Gr3, U3, L14 Jealous/Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
	<p>PATHS-Gr3, U3, L16 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p>
	<p>PATHS-Gr3, U3, L17 Feelings Intensity/Cause-effect reasoning; oral discussion To reintroduce the idea that not everyone feels the same way at the same time. To reintroduce the idea that you can have more than one feeling at the same time.</p>
	<p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p>
	<p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect</p>

	<p>feelings. To explain how using good manners is in one's own best interest.</p> <p>PATHS-Gr3, U5, L26 We Are All Unique/Attentional and listening skills; creative thinking; oral discussion; writing; social studies-character biography (optional) To emphasize that everyone is different and that this makes everyone special. To have children identify individual differences in their classmates and families.</p> <p>PATHS-Gr3, U5, L27 Respecting Others/Attentional and listening skills; cause-effect reasoning; oral discussion; writing (optional) To emphasize that everyone is different and not all differences are obvious. To have children identify individual differences in abilities.</p> <p>PATHS-Gr3, U6, L28 Problem Identification I/Creative thinking; oral discussion; problem solving To discuss how we know when there is a problem. To introduce things to think about when we identify a problem.</p> <p>PATHS-Gr3, U6, L30 Problem Identification III: Why Things Happen/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To further discuss issues in problem identification. To encourage improved observational skills. To explore the causes of events.</p> <p>PATHS-Gr3, U6, L31 Goals/Art; cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To encourage projecting ahead and thinking about the future.</p> <p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p> <p>PATHS-Gr3, U7, L35 Generating Solutions II/Cause-effect reasoning; cooperative group activity; creative thinking; oral discussion; problem solving To provide further practice in generating solutions.</p> <p>PATHS-Gr3, U7, L37 Coping with Difficult Problems/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To discuss problems that are out of one's control. To encourage alternative coping mechanisms that help relieve feelings of stress.</p> <p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p> <p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can help others and create positive change.</p> <p>PATHS-Gr3, U9, L41 Reactions and Review/Brainstorming; communication skills; oral discussion To encourage children to share memories of PATHS lessons. To help children think about the concepts of transitions and endings. To practice skills in being interviewed and recorded.</p> <p>PATHS-Gr3, U9, L42 Planning a PATHS Party/Art; attentional and listening skills; problem solving; vocabulary development; story comprehension (optional); writing (optional) To practice applying problem-solving skills to a realistic, fun problem.</p>
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		<p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p>
		<p>PATHS-Gr3, Optional Lessons, L2 Feelings Review: Feeling Intensity I (Angry)/To discuss the concept of intensity of affect. To continue using hierarchical thinking for distinguishing feelings and behaviors. To introduce the concept of synonyms.</p>
		<p>PATHS-Gr3, Optional Lessons, L3 Feelings Review: Feeling Intensity II (Afraid)/To further demonstrate the concept of intensity of affect.</p>
		<p>PATHS-Gr3, Optional Lessons, L4 Feelings Review: Feeling Intensity III (Sad)/To further demonstrate the concept of intensity of affect.</p>
		<p>PATHS-Gr3, Optional Lessons, L5 Feelings Review: Feelings and Your Brain/To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.</p>
		<p>PATHS-Gr3, Optional Lessons, L6 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p>
		<p>PATHS-Gr3, Optional Lessons, L9 Common Classroom Problems: Doing Your Own Work/To focus on the problem of cheating by copying the work of others. To identify reasons for doing one's own work and not copying from others.</p>
		<p>PATHS-Gr3, Optional Lessons, L10 Ideas for Post-Vacation Review: Post-Vacation Review I/To reorient your students to PATHS lessons and to being back in the classroom. To practice role-playing.</p>
		<p>PATHS-Gr3, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered in PATHS lessons. To review emotional literacy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
		<p>PATHS-Gr3, Jump-Start Lessons, J-SL2 PATHS Kid for Today: Complimenting/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>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid,</p>

		<p>Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely/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>PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted/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>PATHS-Gr3, Jump-Start Lessons, J-SL10 Accident, On Purpose/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/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>
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<p>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>PATHS-Gr3, Optional Lessons, L2 Feelings Review: Feeling Intensity I (Angry)/To discuss the concept of intensity of affect. To continue using hierarchical thinking for distinguishing feelings and behaviors. To introduce the concept of synonyms.</p> <p>PATHS-Gr3, Optional Lessons, L3 Feelings Review: Feeling Intensity II (Afraid)/To further demonstrate the concept of intensity of affect.</p> <p>PATHS-Gr3, Optional Lessons, L4 Feelings Review: Feeling Intensity III (Sad)/To further demonstrate the concept of intensity of affect.</p>

		<p>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>Language: Conventions of Standard English</p>		
L.3.2f	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<p>PATHS-Gr3, Optional Lessons, L5 Feelings Review: Feelings and Your Brain/To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.</p>
<p>Language: Knowledge of Language</p>		
L.3.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.	<p>PATHS-Gr3, U1, L5 Listening to Others/Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize communication skills in small group structures. To help children take the perspective of others.</p>
		<p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p>
		<p>PATHS-Gr3, Optional Lessons, L2 Feelings Review: Feeling Intensity I (Angry)/To discuss the concept of intensity of affect. To continue using hierarchical thinking for distinguishing feelings and behaviors. To introduce the concept of synonyms.</p>
		<p>PATHS-Gr3, Optional Lessons, L6 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p>
		<p>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>
L.3.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.	<p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p>

Language: Vocabulary Acquisition and Use		
L.3.4c	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	PATHS-Gr3, Optional Lessons, L5 Feelings Review: Feelings and Your Brain /To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.
L.3.4d	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	PATHS-Gr3, U3, L15 Feelings Dictionary /Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.
		PATHS-Gr3, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II /To review the feelings covered in PATHS lessons. To review emotional literacy concepts previously taught. To reestablish classroom rapport and group cohesion.
L.3.5b	Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	PATHS-Gr3, U1, L2 PATHS Review/PATHS Kid (Complimenting) /Cause-effect reasoning; communication skills; hierarchical thinking; modeling logical, systematic planning skills; vocabulary development To review all the PATHS ideas that students use and remember. To improve 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.
		PATHS-Gr3, U3, L10 Introduction to Feelings /Group discussion; vocabulary development; drama (optional); writing (optional) To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.
		PATHS-Gr3, U3, L11 Recognizing and Controlling Anger /Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.
		PATHS-Gr3, U3, L12 Calm or Relaxed, Tense /Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.
		PATHS-Gr3, U3, L13 Guilty /Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.
		PATHS-Gr3, U3, L14 Jealous /Associational thinking; oral discussion; story comprehension; writing (optional)

		<p>To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
		<p>PATHS-Gr3, U3, L15 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p>
		<p>PATHS-Gr3, U3, L16 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p>
		<p>PATHS-Gr3, U4, L18 Best Friends I/Associational thinking; cause-effect reasoning; communication skills; vocabulary development; writing To introduce the ideas of cooperation, role-taking and problem solving. To introduce critical thinking.</p>
		<p>PATHS-Gr3, U4, L19 Best Friends II/Associational thinking; cause-effect reasoning; vocabulary development To informally introduce the important role of emotions as mediators of our thoughts and behaviors. To demonstrate that our thoughts can affect how we feel. To illustrate how one's behavior can affect the feelings of another. To introduce the idea that feelings change. To introduce the concept of individual differences.</p>
		<p>PATHS-Gr3, U4, L20 Best Friends III/Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following rules. To allow children to participate in the process of creating rules and structure.</p>
		<p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p>
		<p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p>
		<p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p>
		<p>PATHS-Gr3, U5, L24 Playing by the Rules/Attentional and listening skills; cause-effect reasoning; role-playing and communication skills To emphasize communication skills during peer interactions. To promote more effective conflict resolution. To help children take the</p>

		<p>perspective of others.</p> <p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p> <p>PATHS-Gr3, U6, L28 Problem Identification I/Creative thinking; oral discussion; problem solving To discuss how we know when there is a problem. To introduce things to think about when we identify a problem.</p> <p>PATHS-Gr3, U6, L29 Problem Identification II; Confident, Confused/Cause-effect reasoning; creative thinking; oral discussion; problem solving To discuss thinking skills and the role of schooling. To discuss issues in problem identification. To review reasons why problems can be confusing.</p> <p>PATHS-Gr3, U6, L30 Problem Identification III: Why Things Happen/Cause-effect reasoning; creative thinking; oral discussion; problem solving; cooperative group activity (optional); writing (optional) To further discuss issues in problem identification. To encourage improved observational skills. To explore the causes of events.</p> <p>PATHS-Gr3, U6, L31 Goals/Art; cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To encourage projecting ahead and thinking about the future.</p> <p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p> <p>PATHS-Gr3, U7, L34 Generating Solutions I/Cause-effect reasoning; creative thinking; oral discussion; problem solving To introduce the process of generating alternative solutions. To encourage hierarchical classification of different types of solutions.</p> <p>PATHS-Gr3, U7, L35 Generating Solutions II/Cause-effect reasoning; cooperative group activity; creative thinking; oral discussion; problem solving To provide further practice in generating solutions.</p> <p>PATHS-Gr3, U7, L36 Generating Solutions III: Thinking Takes Time/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To provide further practice in generating alternatives. To reinforce the idea of thoughtfulness.</p> <p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p> <p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can help</p>
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	<p>others and create positive change.</p> <p>PATHS-Gr3, U9, L41 Reactions and Review/Brainstorming; communication skills; oral discussion To encourage children to share memories of PATHS lessons. To help children think about the concepts of transitions and endings. To practice skills in being interviewed and recorded.</p> <p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p> <p>PATHS-Gr3, Optional Lessons, L2 Feelings Review: Feeling Intensity I (Angry/To discuss the concept of intensity of affect. To continue using hierarchical thinking for distinguishing feelings and behaviors. To introduce the concept of synonyms.</p> <p>PATHS-Gr3, Optional Lessons, L3 Feelings Review: Feeling Intensity II (Afraid/To further demonstrate the concept of intensity of affect.</p> <p>PATHS-Gr3, Optional Lessons, L4 Feelings Review: Feeling Intensity III (Sad/To further demonstrate the concept of intensity of affect.</p> <p>PATHS-Gr3, Optional Lessons, L6 Common Classroom Problems: Nothing to Do (Lonely, Bored/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p>PATHS-Gr3, Optional Lessons, L7 Common Classroom Problems: Tattling I/To diminish the amount of tattling in your classroom. To distinguish between “tattling” and seeking help. To practice problem solving.</p> <p>PATHS-Gr3, Optional Lessons, L8 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p> <p>PATHS-Gr3, Optional Lessons, L9 Common Classroom Problems: Doing Your Own Work/To focus on the problem of cheating by copying the work of others. To identify reasons for doing one’s own work and not copying from others.</p> <p>PATHS-Gr3, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered in PATHS lessons. To review emotional literacy concepts previously taught. To reestablish classroom rapport and group cohesion.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL2 PATHS Kid for Today: Complimenting/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>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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</p>
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		<p>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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely/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>PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted/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>PATHS-Gr3, Jump-Start Lessons, J-SL10 Accident, On Purpose/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/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>
L.3.5c	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<p>PATHS-Gr3, U3, L10 Introduction to Feelings/Group discussion; vocabulary development; drama (optional); writing (optional) To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.</p> <p>PATHS-Gr3, U3, L11 Recognizing and Controlling Anger/Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.</p> <p>PATHS-Gr3, U3, L12 Calm or Relaxed, Tense/Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.</p>

		<p>PATHS-Gr3, U3, L13 Guilty/Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.</p>
		<p>PATHS-Gr3, U3, L14 Jealous/Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.</p>
		<p>PATHS-Gr3, U3, L15 Feelings Dictionary/Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.</p>
		<p>PATHS-Gr3, U3, L16 My Own Feelings Story/Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.</p>
		<p>PATHS-Gr3, U3, L17 Feelings Intensity/Cause-effect reasoning; oral discussion To reintroduce the idea that not everyone feels the same way at the same time. To reintroduce the idea that you can have more than one feeling at the same time.</p>
		<p>PATHS-Gr3, U4, L19 Best Friends II/Associational thinking; cause-effect reasoning; vocabulary development To informally introduce the important role of emotions as mediators of our thoughts and behaviors. To demonstrate that our thoughts can affect how we feel. To illustrate how one's behavior can affect the feelings of another. To introduce the idea that feelings change. To introduce the concept of individual differences.</p>
		<p>PATHS-Gr3, U4, L20 Best Friends III/Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following rules. To allow children to participate in the process of creating rules and structure.</p>
		<p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p>
		<p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p>
		<p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect</p>

	<p>feelings. To explain how using good manners is in one's own best interest.</p> <p>PATHS-Gr3, U5, L24 Playing by the Rules/Attentional and listening skills; cause-effect reasoning; role-playing and communication skills To emphasize communication skills during peer interactions. To promote more effective conflict resolution. To help children take the perspective of others.</p> <p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p> <p>PATHS-Gr3, U6, L29 Problem Identification II; Confident, Confused/Cause-effect reasoning; creative thinking; oral discussion; problem solving To discuss thinking skills and the role of schooling. To discuss issues in problem identification. To review reasons why problems can be confusing.</p> <p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p> <p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p> <p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p> <p>PATHS-Gr3, Optional Lessons, L2 Feelings Review: Feeling Intensity I (Angry)/To discuss the concept of intensity of affect. To continue using hierarchical thinking for distinguishing feelings and behaviors. To introduce the concept of synonyms.</p> <p>PATHS-Gr3, Optional Lessons, L3 Feelings Review: Feeling Intensity II (Afraid)/To further demonstrate the concept of intensity of affect.</p> <p>PATHS-Gr3, Optional Lessons, L4 Feelings Review: Feeling Intensity III (Sad)/To further demonstrate the concept of intensity of affect.</p> <p>PATHS-Gr3, Optional Lessons, L6 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p> <p>PATHS-Gr3, Optional Lessons, L9 Common Classroom Problems: Doing Your Own Work/To focus on the problem of cheating by copying the work of others. To identify reasons for doing one's own work and not copying from others.</p> <p>PATHS-Gr3, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered in PATHS lessons. To review emotional literacy concepts previously taught. To reestablish classroom rapport and group cohesion.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL2 PATHS Kid for Today: Complimenting/Cause-effect reasoning; communication skills;</p>
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		<p>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>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/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>PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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>PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried/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>PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely/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>PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted/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>PATHS-Gr3, Jump-Start Lessons, J-SL10 Accident, On Purpose/Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.</p> <p>PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful/Cause-effect thinking; oral discussion; problem solving; writing (optional)</p>
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		To introduce more complex emotions. To discuss the idea that we can change the way we feel.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	PATHS-Gr3, U1, L5 Listening to Others/ Attentional and listening skills; communication skills; cooperative learning; writing (optional) To emphasize communication skills in small group structures. To help children take the perspective of others.
		PATHS-Gr3, U2, L6 Self-Control I: Control Signals Poster/ Memory retrieval; oral discussion; vocabulary development; writing (optional) To introduce a process for self-control.
		PATHS-Gr3, U2, L8 Self-Control III: Thinking Ahead/ Attentional and listening skills; consequential thinking; oral discussion; problem solving; writing (optional) To help children understand why self-control is important. To facilitate role-taking and perspective-taking skills from multiple points of view. To help children understand different motivations and intentions (why people do what they do). To informally introduce the idea of problem prevention. To help children learn to anticipate possible consequences.
		PATHS-Gr3, U3, L10 Introduction to Feelings/ Group discussion; vocabulary development; drama (optional); writing (optional) To reinforce the importance of emotions. To help children associate feelings and emotional expressions. To reinforce the idea that feelings can feel comfortable or uncomfortable. To reinforce the idea that we cannot feel, touch or smell our feelings.
		PATHS-Gr3, U3, L11 Recognizing and Controlling Anger/ Creative thinking; hierarchical thinking; oral discussion; writing (optional) To develop awareness of bodily and facial cues that indicate the feeling of anger in oneself and others. To explore different ways to gain self-control.
		PATHS-Gr3, U3, L12 Calm or Relaxed, Tense/ Oral discussion; self-monitoring; writing (optional) To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.
		PATHS-Gr3, U3, L13 Guilty/ Attentional and listening skills; deciphering visual cues; oral discussion; reasoning; writing (optional) To informally introduce the concept of responsibility. To further emphasize the importance of self-evaluation.
		PATHS-Gr3, U3, L14 Jealous/ Associational thinking; oral discussion; story comprehension; writing (optional) To illustrate that solving problems can change one's feelings. To encourage children to actively think about ways to change their feelings.
		PATHS-Gr3, U3, L15 Feelings Dictionary/ Cause-effect reasoning; comparative thinking; hierarchical thinking; oral discussion; writing (optional) To facilitate and increase the use of emotion labels. To increase the understanding of emotion concepts. To provide a generalization technique for using emotion concepts throughout the classroom day during the entire school year.
		PATHS-Gr3, U3, L16 My Own Feelings Story/ Creative thinking; memory retrieval; writing To practice using the Feelings Dictionary.
PATHS-Gr3, U4, L18 Best Friends I/ Associational thinking; cause-effect reasoning; communication skills; vocabulary development; writing To introduce the ideas of cooperation, role-taking and problem solving. To introduce critical thinking.		

		<p>PATHS-Gr3, U4, L19 Best Friends II/Associational thinking; cause-effect reasoning; vocabulary development To informally introduce the important role of emotions as mediators of our thoughts and behaviors. To demonstrate that our thoughts can affect how we feel. To illustrate how one's behavior can affect the feelings of another. To introduce the idea that feelings change. To introduce the concept of individual differences.</p>
		<p>PATHS-Gr3, U4, L20 Best Friends III/Associational thinking; cause-effect reasoning; vocabulary development; writing (optional) To encourage children to be attentive listeners. To help children internalize the importance of having rules and structure within a group. To help children evaluate the subtleties involved in following rules. To allow children to participate in the process of creating rules and structure.</p>
		<p>PATHS-Gr3, U4, L21 Best Friends IV/Associational thinking; cause-effect reasoning; vocabulary development; art (optional); writing (optional) To introduce that emotions and behaviors can generalize to other situations. To demonstrate the reciprocal interaction of feelings, thoughts and behaviors. To help children anticipate an outcome. To discuss the relationship between emotions and self-control. To informally introduce the idea of problem solving. To help children see the difference between being passive versus being active in solving problems.</p>
		<p>PATHS-Gr3, U4, L22 Best Friends V: Resolution and Making Up/Associational thinking; cause-effect reasoning; vocabulary development; writing To demonstrate how a plan can be put into action (implementing a plan). To demonstrate the ownership of a problem. To introduce thinking of how to achieve certain end results. To provide initial practice in generating alternative solutions.</p>
		<p>PATHS-Gr3, U5, L23 Manners: Why Are They Important?/Cause-effect reasoning; hierarchical thinking; vocabulary development; writing (optional) To encourage children to use good manners. To use hierarchical classification skills to understand how behaviors (manners) affect feelings. To explain how using good manners is in one's own best interest.</p>
		<p>PATHS-Gr3, U5, L24 Playing by the Rules/Attentional and listening skills; cause-effect reasoning; role-playing and communication skills To emphasize communication skills during peer interactions. To promote more effective conflict resolution. To help children take the perspective of others.</p>
		<p>PATHS-Gr3, U5, L25 Avoiding Gossip/Attentional and listening skills; cause-effect reasoning; communication skills; consequential thinking; writing (optional) To encourage positive social interaction skills. To further develop perspective-taking skills.</p>
		<p>PATHS-Gr3, U6, L28 Problem Identification I/Creative thinking; oral discussion; problem solving To discuss how we know when there is a problem. To introduce things to think about when we identify a problem.</p>
		<p>PATHS-Gr3, U6, L29 Problem Identification II; Confident, Confused/Cause-effect reasoning; creative thinking; oral discussion; problem solving To discuss thinking skills and the role of schooling. To discuss issues in problem identification. To review reasons why problems can be confusing.</p>
		<p>PATHS-Gr3, U6, L30 Problem Identification III: Why Things Happen/Cause-effect reasoning; creative thinking; oral discussion;</p>

	<p>problem solving; cooperative group activity (optional); writing (optional) To further discuss issues in problem identification. To encourage improved observational skills. To explore the causes of events.</p>
	<p>PATHS-Gr3, U6, L31 Goals/Art; cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To encourage projecting ahead and thinking about the future.</p>
	<p>PATHS-Gr3, U6, L32 Setting Positive Goals/Cause-effect reasoning; oral discussion; problem solving; cooperative group activity (optional); social studies-character biography (optional) To encourage thinking about the future and projecting ahead.</p>
	<p>PATHS-Gr3, U7, L34 Generating Solutions I/Cause-effect reasoning; creative thinking; oral discussion; problem solving To introduce the process of generating alternative solutions. To encourage hierarchical classification of different types of solutions.</p>
	<p>PATHS-Gr3, U7, L35 Generating Solutions II/Cause-effect reasoning; cooperative group activity; creative thinking; oral discussion; problem solving To provide further practice in generating solutions.</p>
	<p>PATHS-Gr3, U7, L36 Generating Solutions III: Thinking Takes Time/Cause-effect reasoning; creative thinking; oral discussion; problem solving; writing (optional) To provide further practice in generating alternatives. To reinforce the idea of thoughtfulness.</p>
	<p>PATHS-Gr3, U8, L38 Being Responsible/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development; writing To encourage careful decision making. To encourage responsible behavior. To explore the issue of taking responsibility for your own behavior.</p>
	<p>PATHS-Gr3, U8, L39 Creating Change: Biography of Malala Yousafzai/Cause-effect reasoning; oral discussion; social studies-character biography; vocabulary development; cooperative group activity (optional); writing (optional) To provide a biographical example of a person who identifies an important problem and goes about creating change in a responsible manner.</p>
	<p>PATHS-Gr3, U8, L40 Social Responsibility: Project to Improve Our School/Cause-effect reasoning; cooperative group activity; oral discussion; problem solving; vocabulary development To increase children's awareness of social problems and how they can be solved. To demonstrate to children how they can help others and create positive change.</p>
	<p>PATHS-Gr3, U9, L41 Reactions and Review/Brainstorming; communication skills; oral discussion To encourage children to share memories of PATHS lessons. To help children think about the concepts of transitions and endings. To practice skills in being interviewed and recorded.</p>
	<p>PATHS-Gr3, U9, L42 Planning a PATHS Party/Art; attentional and listening skills; problem solving; vocabulary development; story comprehension (optional); writing (optional) To practice applying problem-solving skills to a realistic, fun problem.</p>
	<p>PATHS-Gr3, Optional Lessons, L1 Feelings Review: Language Arts Activities/To review one or more emotions learned thus far. For students to have creative fun with feelings and language.</p>
	<p>PATHS-Gr3, Optional Lessons, L2 Feelings Review: Feeling Intensity I (Angry)/To discuss the concept of intensity of affect. To continue using hierarchical thinking for distinguishing feelings and behaviors. To introduce the concept of synonyms.</p>

		<p>PATHS-Gr3, Optional Lessons, L3 Feelings Review: Feeling Intensity II (Afraid)/To further demonstrate the concept of intensity of affect.</p>
		<p>PATHS-Gr3, Optional Lessons, L4 Feelings Review: Feeling Intensity III (Sad)/To further demonstrate the concept of intensity of affect.</p>
		<p>PATHS-Gr3, Optional Lessons, L5 Feelings Review: Feelings and Your Brain/To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.</p>
		<p>PATHS-Gr3, Optional Lessons, L6 Common Classroom Problems: Nothing to Do (Lonely, Bored)/To practice problem solving, brainstorming and planning ahead. To help students handle rejection. To encourage cooperative play.</p>
		<p>PATHS-Gr3, Optional Lessons, L7 Common Classroom Problems: Tattling I/To diminish the amount of tattling in your classroom. To distinguish between “tattling” and seeking help. To practice problem solving.</p>
		<p>PATHS-Gr3, Optional Lessons, L8 Common Classroom Problems: Tattling II/To diminish the amount of tattling in your classroom. To help children understand the adverse effects of tattling. To practice problem solving.</p>
		<p>PATHS-Gr3, Optional Lessons, L9 Common Classroom Problems: Doing Your Own Work/To focus on the problem of cheating by copying the work of others. To identify reasons for doing one’s own work and not copying from others.</p>
		<p>PATHS-Gr3, Optional Lessons, L11 Ideas for Post-Vacation Review: Post-Vacation Review II/To review the feelings covered in PATHS lessons. To review emotional literacy concepts previously taught. To reestablish classroom rapport and group cohesion.</p>
		<p>PATHS-Gr3, Jump-Start Lessons, J-SL2 PATHS Kid for Today: Complimenting/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>PATHS-Gr3, Jump-Start Lessons, J-SL3 Introduction to Feelings: Happy, Sad, Private/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>PATHS-Gr3, Jump-Start Lessons, J-SL4 Fine, Excited, Tired/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>PATHS-Gr3, Jump-Start Lessons, J-SL5 Scared or Afraid, Safe/Brainstorming; comparative thinking; oral comprehension; self-monitoring; role-playing (optional); writing (optional) To discuss the idea that feelings can change. To explain that</p>

		feelings frequently have opposites.
		PATHS-Gr3, Jump-Start Lessons, J-SL6 Mad or Angry I/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.
		PATHS-Gr3, Jump-Start Lessons, J-SL7 Calm or Relaxed, Worried /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.
		PATHS-Gr3, Jump-Start Lessons, J-SL8 Shy, Lonely /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.
		PATHS-Gr3, Jump-Start Lessons, J-SL9 Surprised, Delighted, Disgusted /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.
		PATHS-Gr3, Jump-Start Lessons, J-SL10 Accident, On Purpose /Analytic thinking; attentional and listening skills; communication skills; writing (optional) To discuss the role of intentionality in identifying problems and feelings.
		PATHS-Gr3, Jump-Start Lessons, J-SL11 Disappointed, Hopeful /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.