

CL-02B

Being a Good Student

Grades 2–3

Intrapersonal Effectiveness

My Learning Super Skills

Students learn five learning super skills, name the skills story characters use, and choose super skills that help a stuck character finish a project.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Super Skill Scenes

BIG IDEA Learning super skills help us learn, and they grow with practice.

1 I CAN

- ☐ say what learning super skills are: skills we practice that help us learn at school.
- ☐ name the super skill a story character used.
- ☐ pick super skills that help a character who is stuck.

KEY WORDS / PALABRAS CLAVE

skill	habilidad
focus	concentrarse
effort	esfuerzo
directions	instrucciones
ask for help	pedir ayuda
finish	terminar

2 MATERIALS

- ☐ Optional prop: a paper cup to hold up during Natalia's seed story (the planting is only in the story)
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Super Skill Scenes cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Practice the finger signals once: 1 Focus, 2 Effort, 3 Follow directions, 4 Ask for help, 5 Finish work.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once. (No school Mon., Sep. 7: Labor Day.)
- Cut the Super Skill Scenes cards apart if you plan to do the extension.

3 STANDARDS

Texas Model 5th ed., 2018	Intrapersonal Effectiveness
ASCA Standards Mindsets & Behaviors, 2021	M 3 Positive attitude toward work and learning · B-LS 3 Time-management, organizational and study skills · B-SMS 2 Self-discipline and self-control
Health TEKS Gr 2 §115.14(b)(4)(C)	list the steps and describe the importance of goal setting and task completion. Finish work is task completion.
ELA TEKS Gr 3 §110.5(b)(1)(A)	listen actively, ask relevant questions to clarify information, and make pertinent comments. Asking for help is a relevant question.
ELA TEKS Gr 2 §110.4(b)(1)(D)	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others. Used in the extension.
PE TEKS Gr 2 §116.14(b)(12)(C) · Gr 3 §116.15(b)(12)(C)	identify self-management skills to control personal impulses and emotions (Gr 2) / explain and demonstrate self-management skills ... (Gr 3). Focus means staying on the work when something distracts you.
Character traits TEC §29.906(b)(5)	responsibility, including accountability, diligence, perseverance, self-management skills, and self-control

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. Use the names in the stories. Natalia is a story character in second grade. Her class is planting bean seeds in cups. Listen for what helps her."

PART 1 "Her teacher says, 'Fill your cup with soil, push in one seed, then add three spoons of water.' Natalia keeps her brain on the words."

PART 2 "Her seed keeps rolling out. Natalia tries again and pushes it in deeper."

PART 3 "She can't find the water spoon. She raises her hand and asks for help."

PART 4 "Natalia does all three steps. Then she checks: soil, seed, water. Done!"

ASK "What did Natalia do that helped her plant her seed?" Take two answers, then say: "Natalia used learning super skills."

TEACH 5 min

DO Show the projector page. Say, "Learning super skills are skills we practice that help us learn at school. Anyone can build them with practice." Point to each one and read it. The class echoes it and holds up that many fingers.

- 1 **Focus:** keep your brain on the speaker or the work.
- 2 **Effort:** keep trying, even when it's hard.
- 3 **Follow directions:** listen, then do each step.
- 4 **Ask for help:** try first, then ask.
- 5 **Finish work:** do every part, then check it.

SAY "Effort matters because your brain gets stronger when you practice and try again. Focus and following directions use whole-body listening: your eyes, ears, voice, hands, feet and brain all help you listen."

ASK "Which super skill did Natalia use when her seed rolled out?" (Effort.) "When she couldn't find the spoon?" (Ask for help.)

PRACTICE 9 min

DO · 2 MIN Name the super skill. Read each one; students hold up the number. For item 4, ask, "Which super skill could help Karla?"

- 2 EFFORT** 1. Sergio gets a math problem wrong. He tries it a new way.
- 1 FOCUS** 2. A truck goes by during the read-aloud. Chloe keeps her brain on the story.
- 4 ASK** 3. Owen is stuck on a word. He tries to sound it out, then raises his hand and asks.
- 5 FINISH** 4. Karla colors half her map and says, "Done!" She skipped the labels.

Item 3 also shows effort (he tries first); accept both. Item 4: Finish work: do every part, then check it.

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 alone or with a partner; Part 2 on their own. In grade 2, read Part 2 aloud together first.

Answer key. Part 1: Lucía, Focus · Andrés, Effort · Maya, Follow directions · Tomás, Ask for help · Zoe, Finish work. Part 2: read the directions again, keep trying, ask for help, finish every part. Bubble: any polite request for help.

WRAP-UP 3 min

SAY "Natalia's bean sprouted! Now her class will measure it every week and write the number down. Which super skills will help Natalia?" Take two answers. (Any; for example, follow directions and finish work.) "Learning super skills grow with practice."

CHECK "Hold up the number. Paola's teacher says, 'Write your name, then read page 3.' Paola does both steps." (3, Follow directions.) Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 1 and 4 only, and do worksheet Part 2 together as a class.

5 OPTIONAL EXTENSION · 10 MINUTES

Super Skill Scenes. Groups of 3 or 4 each draw one Super Skill Scenes card from page 6. Rule: use the names on the card, never a classmate's name.

- 1 Read the card together and decide which super skill the character used (2 minutes).
- 2 Practice a 20-second scene. One student plays the character; the others play the class or the teacher. Act out only what the card says (3 minutes).
- 3 Groups show their scenes. The class holds up the skill number; the group tells how they knew (5 minutes).

Groups write the skill number on a sticky note, so the cards stay clean. Key: 1 Effort · 2, 6 Follow directions · 3, 7 Focus · 4 Ask for help · 5, 8 Finish work. Accept another skill a group can explain.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Use the finger signals and the projector page. Cognates: *instructions* / *instrucciones*, *practice* / *práctica*. Let partners talk in Spanish first. Frame: “___ used the super skill ___.”

EXTRA SUPPORT

Read the worksheet aloud. Pair students. Do the first Part 1 match together. Use the word bank under the speech bubble; students may draw instead of writing.

STRETCH

Ask: “Which super skill helps the other four work?” Early finishers write a new Super Skill Scene for a story character on a sticky note.

7 QUICK CHECK

During the signals: if many students miss two or more, replay Natalia's story and name each skill before the worksheet.

After class: I collect the worksheets and sort Part 2 into “all 4 checked” and “not yet.” They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

8 PICTURE BOOKS (OPTIONAL)

Thank You, Mr. Falker by Patricia Polacco (Philomel, 1998). Spanish edition: *Gracias, Señor Falker (may be out of print)*. Trisha works hard to learn to read, and a teacher sees her effort and helps her. Preview it first: classmates tease Trisha.

Lacey Walker, Nonstop Talker by Christianne C. Jones (Picture Window, 2012). A picture book about a girl who talks nonstop. Use it to talk about focus and listening.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 2

MORNING ANNOUNCEMENT

EN “Good morning, Yellow Jackets! Learning super skills grow with practice: focus, effort, follow directions, ask for help and finish your work. Pick one super skill to practice as a class today!”

ES “¡Buenos días, Yellow Jackets! Las superhabilidades para aprender crecen con la práctica: concentrarse, esforzarse, seguir instrucciones, pedir ayuda y terminar el trabajo. ¡Escojan una para practicar hoy con su grupo!”

HALLWAY IDEA

Post a big paper “Yellow Jacket Learning Hive” near the library. When a teacher spots a class using a learning skill (whole-body listening, a super skill or the Ready Steps), the class adds a paper hexagon with its class name, such as “Room 12.”

TEACHER TIP

Name the super skill when you see it: “You read the directions twice before you started. That’s following directions!”

If a student shares something personal: keep the lesson on the characters. “Thanks for telling me. Let’s think about what Natalia could do.” If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Super skills grow with practice.

Learning super skills are skills we practice that help us learn at school.

- 1 Focus:** keep your brain on the speaker or the work.
- 2 Effort:** keep trying, even when it's hard.
- 3 Follow directions:** listen, then do each step.
- 4 Ask for help:** try first, then ask.
- 5 Finish work:** do every part, then check it.



Name the skill.

Hold up 1 to 5 fingers.



Keep trying!

Your brain gets stronger when you practice and try again.

Super Skill Signs · Look for these on your worksheet.



Focus



Effort



Follow
directions



Ask for
help



Finish
work

Concentrarse · Esforzarse · Seguir instrucciones · Pedir ayuda · Terminar el trabajo



Stuck? Try first, then ask: “Excuse me, I’m stuck on _____. Can you help me?”

My Learning Super Skills

Learning super skills are skills we practice that help us learn at school.

Part 1 Match it! Draw a line from each character to the super skill.



Lucía keeps reading, even when the room is noisy.



Andrés gets a problem wrong and tries again.



Maya reads the steps, then does each one.



Tomás tries first, then asks his teacher.



Zoe does every part of her map, then checks it.



Ask for help



Focus



Finish work



Effort



Follow directions

Part 2 Help Wyatt! Read about Wyatt's poster.

Wyatt's class is making bee posters. The directions say: draw a bee, write 3 facts and color it. Wyatt draws a bee. Then he gets stuck on the facts. He wants to put his poster away.



Check ✓ the 4 super skills that will help Wyatt.

- | | |
|--|--|
| ☐ Read the directions again. | ☐ Put the poster away and stop. |
| ☐ Keep trying, even when it's hard. | ☐ Raise his hand and ask for help. |
| ☐ Say "Done!" after the bee. | ☐ Finish every part, then check it. |

What can Wyatt say to ask for help? Write it in the bubble.

Excuse me, I'm stuck on _____

Can you help me _____

Word bank: facts · bees · poster · help · stuck · directions

Super Skill Scenes

✂ Cut on the dashed lines.

1. Read your card. 2. Find the super skill. 3. Practice a 20-second scene. 4. The class holds up the number.

SCENE #1



Valeria's group builds a paper tower. It falls. Valeria says, "Let's try a wider base," and they build again.



1 Focus



2 Effort



3 Directions



4 Ask for help



5 Finish work

SCENE #2



Leonardo's teacher says, "Open to page 12 and do the odd problems." He finds page 12 and does 1, 3, 5 and 7.



1 Focus



2 Effort



3 Directions



4 Ask for help



5 Finish work

SCENE #3



During silent reading, the class next door is loud. Grace keeps her brain on her book.



1 Focus



2 Effort



3 Directions



4 Ask for help



5 Finish work

SCENE #4



Isaac can't open the glue stick. He tries twice. Then he asks, "Excuse me, can you help me?"



1 Focus



2 Effort



3 Directions



4 Ask for help



5 Finish work

SCENE #5



Jimena finishes her spelling sheet. Then she checks every word before she turns it in.



1 Focus



2 Effort



3 Directions



4 Ask for help



5 Finish work

SCENE #6



At the library, Héctor reads the sign: "Return books here, then line up." He does both steps.



1 Focus



2 Effort



3 Directions



4 Ask for help



5 Finish work

SCENE #7



A classmate whispers to Ruby during the science video. Ruby says, "Later," and keeps watching.



1 Focus



2 Effort



3 Directions



4 Ask for help



5 Finish work

SCENE #8



Ramón's poster has three parts. He did two. He finishes the last part before he says, "Done!"



1 Focus



2 Effort



3 Directions



4 Ask for help



5 Finish work

My Learning Super Skills

Mis superhabilidades para aprender

Family letter · Carta para la familia · Grades 2–3 · Grados 2–3



ENGLISH

Dear Family,

This week, your child's class had a lesson about **learning super skills** with the school counselor. Learning super skills are skills we practice that help us learn at school. We practiced naming the super skills that story characters used, and we learned that the skills grow with practice.

FIVE LEARNING SUPER SKILLS

1. **Focus:** keep your brain on the speaker or the work. ·
2. **Effort:** keep trying, even when it's hard. ·
3. **Follow directions:** listen, then do each step. ·
4. **Ask for help:** try first, then ask. ·
5. **Finish work:** do every part, then check it.

TRY THIS AT HOME

1. When you see someone use a super skill, name it: "You kept trying, even when it was hard. That's effort!"
2. Play a directions game: give two or three steps, such as "Touch your toes, clap twice, then turn around." Take turns giving and following directions.

TALK ABOUT IT AT HOME

"How did Natalia use super skills to plant her bean seed?"

Your child may bring home a worksheet about Wyatt's bee poster. Ask your child which super skills can help Wyatt.

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre las **superhabilidades para aprender** con la consejera escolar. Las superhabilidades para aprender son habilidades que practicamos y que nos ayudan a aprender en la escuela. Practicamos cómo reconocer las superhabilidades que usan los personajes de cuentos y aprendimos que estas habilidades crecen con la práctica.

CINCO SUPERHABILIDADES PARA APRENDER

1. **Concentrarse:** mantener la mente en quien habla o en el trabajo. ·
2. **Esforzarse:** seguir intentándolo, aunque sea difícil. ·
3. **Seguir instrucciones:** escuchar y luego hacer cada paso. ·
4. **Pedir ayuda:** intentarlo primero y luego preguntar. ·
5. **Terminar el trabajo:** hacer todas las partes y luego revisarlo. (En clase usamos el nombre en inglés *Learning Super Skills*.)

PARA PRACTICAR EN CASA

1. Cuando vea a alguien usar una superhabilidad, nómbrela: "Seguiste intentándolo, aunque era difícil. ¡Eso es esfuerzo!"
2. Jueguen a seguir instrucciones: dé dos o tres pasos, como "Tócate los pies, aplaude dos veces y luego date la vuelta". Túrnense para dar y seguir instrucciones.

PARA PLATICAR EN FAMILIA

"¿Cómo usó Natalia sus superhabilidades para sembrar su semilla de frijol?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre el cartel de abejas de Wyatt. Pídale que le cuente qué superhabilidades pueden ayudar a Wyatt.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar