

LIFE-READY

4K-4TH GRADE

Family Information Guide



MESSAGE TO FAMILIES

Dear Parent(s) / Guardian(s):

The Oconomowoc Area School District is focused on developing safe and welcoming learning environments for all students, while providing opportunities for individual students to develop the skills and habits to be **leading members of the community who are career and college ready**. In partnership with home and community, 4k-12th grade OASD learners will experience multiple opportunities to learn, develop, and practice Life-Ready skills and habits. Our OASD Graduate Profile defines the desired characteristics of an OASD graduate and also includes a focus on individuals embracing the importance of balancing various life aspects including academic, emotional, social, physical, and financial well-being, to lead a healthy and well-rounded life.

In developing learners, we need to explicitly teach skills, provide opportunities to practice, and re-assess growth and/or further need of instruction and practice.

The Devereux Student Strengths Assessment (DESSA, K-8th grade) helps us to better understand which Life-Ready skills our students have already learned and which may still need to be developed. DESSA used in K-8th grade is a research-based tool where teachers can indicate how often a student has demonstrated specific Life-Ready skills within the past month. The DESSA evaluates life ready skills like persistence at challenging tasks, making good decisions, working well with others, and a variety of other skills that are included as desired characteristics of an OASD graduate in our Graduate Profile. School staff use information from DESSA for future planning and programming within the classroom, school, and district wide. Our goal is to ensure that your child is continuously developing the skills they need for lifelong success. ****Please note that 4K does not participate in the district DESSA Assessment.***

In conjunction with the 5k-4th grade DESSA assessment, Life-Ready curriculum 4K-4th grade will provide learners with explicit instruction of skills and multiple opportunities for practice. Enclosed in this guide, you will find grade level lessons outlined, learner objectives, vocabulary, and the link to our OASD Graduate Profile indicators.

Thank you for your continued partnership in developing the skills of our learners in balancing various life aspects including their academic, emotional, social, and physical well being.

Respectfully,



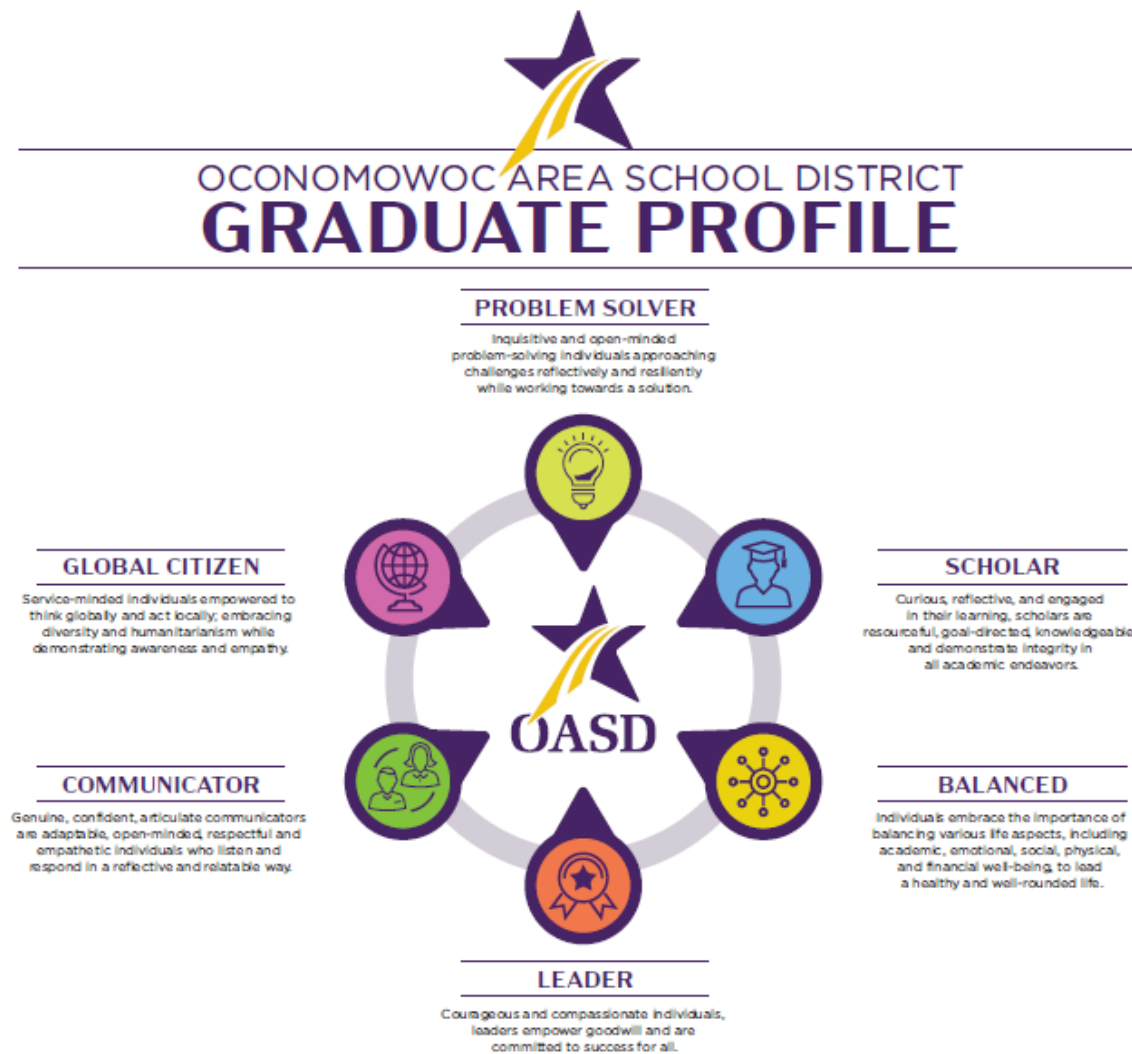
John Flannery
Director of Curriculum and Instruction



Stacy Yearling
Director of Student Services

LIFE-READY VISION:

The Oconomowoc Area School District is focused on developing safe and welcoming learning environments for all students, while providing opportunities for individual students to develop the skills and habits to be **leading members of the community who are career and college ready.**



4K UNITS AND LESSONS OVERVIEW:

Units and Lessons	Learner Outcomes	Vocabulary	Graduate Profile/Competencies
Skills for Learning <ul style="list-style-type: none"> • Welcoming • Listening • Focusing Attention • Self-talk • Following directions • Asking for What You Need or Want 	Learners will practice skills for learning.* <ul style="list-style-type: none"> • Make a friendly greeting • Say their names • Demonstrate showing someone new around the classroom. • Demonstrate following directions, new listening rules, focus attention, and practice self-talk strategies in a group and while playing a game. • Ask for what you need or want using a respectful voice. <p>*Skills for Learning: Welcoming, listening, focusing attention, self-talk, following directions, asking for what you need or want.</p>	Attention, listening, self-talk, respect.	Communicator, Balanced, Leader
Empathy <ul style="list-style-type: none"> • Identifying feelings • More Feelings • Identifying Anger • Same or Different Feelings • Accidents/mistakes • Caring and Helping 	Learners will identify and practice empathy building skills: <ul style="list-style-type: none"> • Identify the feelings happy and sad when presented with physical (face/body)clues. • Talk about a time when they felt happy or sad. • Name the feelings surprised and scared when presented with physical and situational clues. • Identify how others feel in response to scenarios. • Identify the feeling mad/angry and tell others about a time when they felt angry. • Compare what are the same or different feelings. • Identify if they feel the same or different from others in response to scenarios. • Identify when something happens by accident. • Demonstrate saying something kind in response to scenarios. • Demonstrate helping behaviors during an activity. 	Empathy, feelings (happy, sad, worried, surprised, scared, mad/angry, excited, etc.), same/different feelings, accident, kind.	Communicator, Balanced, Problem Solver, Scholar, Leader

Emotion Management <ul style="list-style-type: none"> ● Strong Feelings ● Naming Feelings ● Managing Disappointment ● Managing Anger ● Managing Waiting 	Learners will explore emotions and practice strategies to manage emotions. <ul style="list-style-type: none"> ● Identify clues in your body to help you identify your feelings (worry, etc.) ● Identify a grown up to talk to when they feel worried. ● Recognize and name strong feelings in self or others. ● Name feelings and demonstrate how to calm down in response to scenarios. ● Tell the difference between ways to behave when angry that are okay and those that are not okay. ● Demonstrate use of strategies for waiting in a game. 	Feelings, calm down strategies, waiting.	Communicator, Problem Solver, Balanced
Friendship Skills and Problem Solving <ul style="list-style-type: none"> ● Fair Ways to Play ● Having Fun with Friends ● Inviting to Play ● Joining in with Play ● Saying the Problem ● Thinking of solutions ● Speaking Assertively 	Learners will practice and demonstrate friendship and problem solving skills. <ul style="list-style-type: none"> ● Ask to play together, trade, or take turns when playing with another child. ● Demonstrate Fair Ways to Play. ● Name ways to have fun with their friends. ● Demonstrate how to use inviting language and invite others to play during a game. ● Demonstrate ways to join in play. ● Demonstrate identifying the problem, use words to describe problems, and think of solutions to a problem. ● Demonstrate speaking up assertively in response to scenarios. 	Fair, invite, join, problem, solution	Communicator, Problem Solver, Scholar, Leader, Global Citizen
Transitioning to Kindergarten <ul style="list-style-type: none"> ● Learning in Kindergarten ● Riding the Kindergarten Bus ● Making New Friends in Kindergarten 	Learners will learn and prepare for the transition to Kindergarten. <ul style="list-style-type: none"> ● Demonstrate listening rules, focus attention, listening, and self-talk during an activity. ● Identify feelings and strategies to calm down if needed. ● Demonstrate ways to play fairly, invite others to play, and join in play. 	Listening, attention, self-talk strategies.	Leader, Communicator, Scholar, Problem Solver

**Specific Learning Activities are available for preview. Please contact the Principal at your child's school to schedule a time to preview learning activities.*

UNIT OVERVIEW K-4:

Second Step Units	Themes	Graduate Profile/Competencies
Growth Mindset and Goal Setting	<ul style="list-style-type: none"> • Academic Success • Growth Mindset • Resilience 	Communicator, Problem Solver, Scholar <ul style="list-style-type: none"> • Self-management, self-awareness, responsible decision making
Emotion Management	<ul style="list-style-type: none"> • Staying Calm • Thoughts and Emotions 	Communicator, Problem solver, Scholar, Balanced <ul style="list-style-type: none"> • Self-management, self awareness, responsible decision making
Empathy and Kindness	<ul style="list-style-type: none"> • Decision Making • Empathy • Helping Others • Thoughts and Emotions 	Global citizen, Communicator, Balanced, Leader <ul style="list-style-type: none"> • Responsible decision making, relationship skills, social awareness
Problem Solving	<ul style="list-style-type: none"> • Conflicts • Decision Making • Relationships • Staying Calm • Thoughts and Emotions 	Problem Solver, Communicator, Global Citizen, Leader <ul style="list-style-type: none"> • Self-management, self-awareness, social awareness, responsible decision making, relationship skills

**Specific Learning Activities are available for preview. Please contact the Principal at your child's school to schedule a time to preview learning activities.*

Declaracion de Traduccion: Estamos trabajando diligentemente para traducir nuestros documentos al español. Por favor comuníquese con la escuela de su hijo para aclaración. Si todavía necesita aclaración, por favor comuníquese con Translate@oasd.org.

Nondiscrimination: The Oconomowoc Area School District provides assurance that no student is discriminated against because of the student's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

Kindergarten

Units and Lessons	Learner Outcomes	Vocabulary	Graduate Profile/Competencies
Growth Mindset and Goal Setting <ul style="list-style-type: none"> We Watch, We Listen, We Think. Why We Pay Attention Mistakes are Okay! Practice Makes Better Let's Practice and Learn 	Learners will learn how to develop a growth mindset and apply it to the task of paying attention. <ul style="list-style-type: none"> Demonstrate ways to pay attention. Identify reasons to pay attention. Recognize mistakes are part of learning by encouraging themselves and others when they make mistakes. Name two ways they can get better at a skill. Demonstrate paying attention and using kind words to encourage themselves and others while learning something new together. 	Pay attention, Mistake, Practice	Communicator, Problem Solver, Scholar <ul style="list-style-type: none"> Self-management, self-awareness, responsible decision making
Emotion Management <ul style="list-style-type: none"> Sometimes we feel happy. Sometimes we feel sad. Sometimes we feel mad. We can feel calm. 	Learners will identify emotions in themselves and others and apply strategies to manage their emotions. <ul style="list-style-type: none"> Name the emotion someone is feeling in a given situation. Name at least one clue (looking at face or body, thinking about what's going on) they used to identify the emotion someone else is feeling in a given situation. Utilize strategies to feel calm (i.e. square breathing) 	Emotions (calm, angry, happy, sad, etc.)	Communicator, Problem Solver, Scholar, Balanced <ul style="list-style-type: none"> Self-management, self awareness, responsible decision making
Empathy and Kindness <ul style="list-style-type: none"> We can be kind. Why kindness? Showing kindness Kindness at school Demonstrating kindness 	Learners will recognize and demonstrate kind acts. <ul style="list-style-type: none"> Give examples of kind acts. Identify why they think kind acts are important. Identify a kind act they have experienced at school either as a giver or receiver. Give an example of a kind act they could do at school. 	Kind act	Global Citizen, Communicator, Balanced, Leader <ul style="list-style-type: none"> Responsible decision making, relationship skills, social awareness
Problem Solving <ul style="list-style-type: none"> We can say the problem. Ready to solve problems. 	Learners will apply their emotion management and communication skills to solve interpersonal problems and demonstrate strategies for effectively	Problem Apologize Solve	Problem Solver, Communicator, Global Citizen <ul style="list-style-type: none"> Self-management, self-awareness, social awareness, responsible decision making,

<ul style="list-style-type: none">• Apologizing can help.• Taking turns and sharing.• We can solve problems.	dealing with interpersonal conflict. <ul style="list-style-type: none">• Repeat or state the problem in a given scenario.• Demonstrate an appropriate problem solving strategy.	Share Take turns	relationship skills
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Grade 1

Units and Lessons	Learner Outcomes	Vocabulary	Graduate Profile/Competencies
Growth Mindset and Goal Setting <ul style="list-style-type: none"> Time to pay attention. Everyone Gets Distracted. You Did It! Helpful Thoughts Performance Task: We Can Do It! 	Learners will develop a growth mindset and apply it to the task of paying attention. <ul style="list-style-type: none"> Pay attention while learning something new Behave in ways that help them manage distractions. Practicing and trying again in order to improve a new skill. Using helpful thoughts to encourage themselves when they make a mistake. 	Pay attention, Mistake, Practice, Distraction	Communicator, Problem Solver, Scholar <ul style="list-style-type: none"> Self-management, self-awareness, responsible decision making
Emotion Management <ul style="list-style-type: none"> Noticing feelings Sometimes we feel worried. Feeling calm. Feeling frustrated. Noticing clues. 	Learners will identify emotions in themselves and others and apply strategies to manage their emotions. <ul style="list-style-type: none"> Name the emotion someone is feeling (worried, calm, frustrated) in a given situation. Name at least one clue (looking at face or body, thinking about what's going on) they used to identify the emotion someone is feeling in a given situation. Suggest strategies to feel calm (asking for help, slow breathing, slow counting). Demonstrate slow breathing, slow counting, or asking for help. 	Worried Calm Frustrated	Communicator, Problem Solver, Scholar, Balanced <ul style="list-style-type: none"> Self-management, self awareness, responsible decision making
Empathy and Kindness <ul style="list-style-type: none"> The Power of Kind Acts Ways to Be Kind Offering Kind Acts Practicing Kind Acts Demonstrating Kind Acts 	Learners will explore the value of kindness and learn how to recognize and demonstrate kindness across varied situations. <ul style="list-style-type: none"> Suggest kind acts they can do for others in various contexts and given scenarios (for example, asking, "Are you okay?", offering company, offering to help, inviting to join) Demonstrating kind acts in various contexts and given scenarios. 	Kind act	Global Citizen, Communicator, Balanced, Leader <ul style="list-style-type: none"> Responsible decision making, relationship skills, social awareness
Problem Solving <ul style="list-style-type: none"> How to Say the Problem Was It an Accident? 	Learners will apply their emotion management and communication skills to solve interpersonal problems and demonstrate strategies for effectively	Problem Apologize Accident	Problem Solver, Communicator, Global Citizen <ul style="list-style-type: none"> Self-management, self-awareness, social awareness, responsible decision making,

<ul style="list-style-type: none">● Ask for What you Need● We Can Make It Better● Solving Problems	<p>dealing with interpersonal conflict.</p> <ul style="list-style-type: none">● Say the problem in a respectful way in a given scenario.● Apologize for a problem caused by an accident (for example, saying “I’m sorry, “Are you okay?” in a given scenario.● Ask for what they want or need to solve a problem.● Identify a way to make amends for a problem in a given scenario.		relationship skills
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Grade 2

Units and Lessons	Learner Outcomes	Vocabulary	Graduate Profile/Competencies
Growth Mindset and Goal Setting <ul style="list-style-type: none"> How to Get Good at Something. What Mistakes Tell Us. Helpful and Unhelpful Thoughts We Can Change Our Thoughts Learn and Get Better 	Learners will develop a growth mindset and use helpful thoughts to persevere through challenges. <ul style="list-style-type: none"> Identify the benefit of making mistakes. Identify strategies to use after making a mistake. Identify helpful and unhelpful thoughts in a given context. Replace unhelpful thoughts with helpful thoughts. 	Mistake Strategy Helpful Unhelpful	Communicator, Problem Solver, Scholar <ul style="list-style-type: none"> Self-management, self-awareness, responsible decision making
Emotion Management <ul style="list-style-type: none"> Feeling Proud Feeling Disappointed Help Yourself Feel Better Different Feelings How Do You Feel? 	Learners will identify emotions in themselves and others and apply strategies to manage their emotions. <ul style="list-style-type: none"> Identify what emotion they feel in the context of a scenario. Explain the reasoning for their feelings in a given situation. Identify a feeling that someone else may have in the same situation. Restate the reason someone else may feel differently than they do in the same situation. 	Proud Disappointed	Communicator, Problem Solver, Scholar, Balanced <ul style="list-style-type: none"> Self-management, self awareness, responsible decision making
Empathy and Kindness <ul style="list-style-type: none"> What is Empathy? Empathy in Action Having Empathy Empathy at School Empathy and Kindness 	Learners will use empathy to show others kindness. <ul style="list-style-type: none"> Take the point of view of someone else by thinking about how they might feel. Generate ways of showing kindness in different situations. 	Empathy	Global Citizen, Communicator, Balanced, Leader <ul style="list-style-type: none"> Responsible decision making, relationship skills, social awareness
Problem Solving <ul style="list-style-type: none"> The Way to Say a Problem Thinking of Solutions Which Solution What Would I Want? 	Learners will apply their emotion management, communication, and empathy skills to solve interpersonal problems and demonstrate strategies for effectively dealing with interpersonal conflict. <ul style="list-style-type: none"> State the problem clearly and without blame in a given scenario. Generate multiple solutions to solve a given problem and Identify best solutions. 	Problem Solution	Problem Solver, Communicator, Global Citizen <ul style="list-style-type: none"> Self-management, self-awareness, social awareness, responsible decision making, relationship skills

Grade 3

Units and Lessons	Learner Outcomes	Vocabulary	Graduate Profile/Competencies
Growth Mindset and Goal Setting <ul style="list-style-type: none"> Changing Your Brain Getting Better With Practice More Than Practice Planning for Practice Make a Practice Plan 	Learners will explore how to develop a growth mindset and make an effective plan for how to get better at a skill. <ul style="list-style-type: none"> Name a repeated action they can do to practice a skill. Identify who they can learn from or ways they can try to learn a skill. Explain what happens in their brain when they practice a skill. 	Pathway Network Practice Plan	Communicator, Problem Solver, Scholar, Leader <ul style="list-style-type: none"> Self-management, self-awareness, responsible decision making
Emotion Management <ul style="list-style-type: none"> Why Emotions? How Angry? Take a Break How Happy? Strength of Feelings 	Learners will be able to identify emotions in themselves and others and apply strategies to manage their emotions. <ul style="list-style-type: none"> Explain the purpose of emotions. Identify the differences between three grades of the same emotion. Recall emotions have a purpose-emotions provide important information about what they may need. Name an emotion management strategy. 	Emotion	Communicator, Problem Solver, Scholar, Balanced <ul style="list-style-type: none"> Self-management, self awareness, responsible decision making
Empathy and Kindness <ul style="list-style-type: none"> Kindness and Friendship Building a Friendship My Kind of Kindness Asking Questions Do Something Kind 	Learners will explore how to use kindness to make and maintain friendships. <ul style="list-style-type: none"> Explain how empathy and kindness help build friendships. Identify acts of kindness for others by thinking about how another person feels and what they might want or need. 	Empathy	Global Citizen, Communicator, Balanced, Leader <ul style="list-style-type: none"> Responsible decision making, relationship skills, social awareness
Problem Solving <ul style="list-style-type: none"> Step By Step Say the Problem Think and Explore Pick a Solution Solve a Problem 	Learners will learn how to apply their emotion management, communication, and empathy skills to solve interpersonal problems and demonstrate strategies for effectively dealing with interpersonal conflict. <ul style="list-style-type: none"> Say the problem by restating what each person wants in a given scenario. Think of solutions. Explore the outcomes to see which solutions are best. Pick a solution for a problem and explain why they chose it. 	Problem Compromise Conflict Solution	Problem Solver, Communicator, Global Citizen <ul style="list-style-type: none"> Self-management, self-awareness, social awareness, responsible decision making, relationship skills

Grade 4

Units and Lessons	Learner Outcomes	Vocabulary	Graduate Profile/Competencies
Growth Mindset and Goal Setting <ul style="list-style-type: none"> Setting a Good Goal Making a Plan Checking Our Progress Reflecting on Our Journey Performance Task: Ready, Set, Goal! 	Learners will learn how to develop a growth mindset and apply strategies to make effective plans to reach goals. <ul style="list-style-type: none"> Set a group goal that is specific, challenging, and doable. Make a plan to reach the group goal. Evaluate the progress toward reaching a group goal. Identify roadblocks that may be getting in the way of achieving a group goal. Make changes to overcome roadblocks. Respond to reflection questions. 	Goal Plan Roadblock	Communicator, Problem Solver, Scholar <ul style="list-style-type: none"> Self-management, self-awareness, responsible decision making
Emotion Management <ul style="list-style-type: none"> The Balanced Brain What is Rethinking? How to Rethink? Take Another Look Rethink It! 	Learners will be able to identify emotions in themselves and clothes and apply strategies to manage their emotions. <ul style="list-style-type: none"> Use helpful questions to think about new aspects of the situation. Identify new ways to think about situations that could help them feel better. Explain why it's important to calm strong emotions. Describe the benefits of rethinking. 	Rethink	Communicator, Problem Solver, Scholar, Balanced <ul style="list-style-type: none"> Self-management, self awareness, responsible decision making
Empathy and Kindness <ul style="list-style-type: none"> The Same But Different (view points) Ask, Listen, Learn Seeing It Differently Changing Your Mind A New Point of View 	Learners identify and demonstrate how perspective taking skills influence empathy, their relationships, and their own thoughts and actions. <ul style="list-style-type: none"> Ask questions to learn about others' points of view. Describe another person's point of view about a given question. Describe how taking someone else's point of view could influence their own thinking or actions. 	Point of view Empathy	Global Citizen, Communicator, Balanced, Leader, Scholar <ul style="list-style-type: none"> Responsible decision making, relationship skills, social awareness
Problem Solving <ul style="list-style-type: none"> A Good Problem Solver Saying It Respectfully Exploring Outcomes A Good Solution Step Into Problem Solving 	Learners will learn how to apply their emotion management, communication, and perspective taking skills to solve interpersonal problems and demonstrate strategies for effectively dealing with interpersonal conflict. <ul style="list-style-type: none"> Say the problem in a way that is respectful of each person's point of view. Think of possible solutions that are safe and respectful. Explore the outcomes of possible solutions by considering the points of view of everyone involved. Pick a solution that is safe and respectful and could work for all involved. 	Interpersonal problem Outcome	Problem Solver, Scholar, Communicator, Global Citizen, Leader <ul style="list-style-type: none"> Self-management, self-awareness, social awareness, responsible decision making, relationship skills

