

Quaver Ready™

Scope and Sequence First Grade





Scope and Sequence



QuaverReady Lessons are flexible to teacher and student needs. Lessons can be taught in any order over the course of a school year. Below, lessons are organized to cover grade-appropriate topics throughout the year. On the following pages, you'll find the same lessons organized by the target competency or sub-competency.

| Lesson | First Grade Lesson | Competency / Sub-Competency |
|--------|--------------------------------------|--|
| 1 | Sharing Happiness | Self-Awareness / Identifying Emotions |
| 2 | Rules Help Us | Self-Management / Self-Discipline |
| 3 | Listening Carefully | Social Awareness / Respect for Others |
| 4 | Friends Are Special | Relationship Skills / Relationship Building |
| 5 | What I Care About | Responsible Decision-Making / Ethical Responsibility |
| 6 | Building Confidence | Self-Awareness / Self-Confidence |
| 7 | Setting Goals | Self-Management / Goal Setting |
| 8 | Good Manners | Social Awareness / Respect for Others |
| 9 | Parts of a Team | Relationship Skills / Teamwork |
| 10 | I Can Solve Problems! | Responsible Decision-Making / Solving Problems |
| 11 | Sharing My Strengths | Self-Awareness / Recognizing Strengths |
| 12 | Organizing Myself | Self-Management / Organizational Skills |
| 13 | Understanding You | Social Awareness / Perspective-Taking |
| 14 | The Golden Rule | Relationship Skills / Social Engagement |
| 15 | How I Feel About Problems | Responsible Decision-Making / Identifying Problems |
| 16 | Showing My Feelings | Self-Awareness / Accurate Self-Perception |
| 17 | I Feel Stressed | Self-Management / Stress Management |
| 18 | How We're Different | Social Awareness / Appreciating Diversity |
| 19 | Having a Conversation | Relationship Skills / Communication |
| 20 | Understanding Problems | Responsible Decision-Making / Analyzing Situations |
| 21 | Positive Mindset | Self-Awareness / Self-Efficacy |
| 22 | Practicing My Self-Control | Self-Management / Impulse Control |
| 23 | Understanding My Friends | Social Awareness / Empathy |
| 24 | Understanding What Worked | Responsible Decision-Making / Evaluating |
| 25 | Things I Should Do | Self-Management / Self-Motivation |
| 26 | How Do I Reflect? | Responsible Decision-Making / Reflecting |
| 27 | Trying My Best | Quaver Plus – Academic Achievements |
| 28 | Standing Up for Me | Quaver Plus – Bullying |
| 29 | Safe and Unsafe Touch | Quaver Plus – Personal Safety |
| 30 | Why Honesty Is Important? | Quaver Plus – Honesty |
| 31 | Big Changes Are Okay | Quaver Plus – Anxiety |
| 32 | Understanding Disappointment | Quaver Plus – Disappointment |
| 33 | Having Two Feelings at the Same Time | Quaver Plus – Moods |
| 34 | K-2: Coping with Difficult Times | Quaver Plus – Transition |
| 35 | K-2: What Is Grief? | Quaver Plus – Grief |
| 36 | K-2: Being Grateful | Quaver Plus – Gratitude |



Self-Awareness

| | LESSON PURPOSE | OBJECTIVES – Students Will Be Able To: |
|--|---|--|
| Lesson 1 Sharing Happiness | Sub-Competency: Identifying Emotions The purpose of this lesson is for students to discuss and understand their own emotions as well as spreading happiness to others. | <ul style="list-style-type: none">• Define emotion.• Identify 3 things that make them happy.• Discuss ways to brighten someone’s day. |
| Lesson 6 Building Confidence | Sub-Competency: Self-Confidence The purpose of this lesson is for students to learn about confidence and how to build it in themselves and others. | <ul style="list-style-type: none">• Identify and name an emotion they are feeling today using facial expressions and body language.• Learn a chant about confidence.• Memorize at least two confidence-boosting phrases. |
| Lesson 11 Sharing My Strengths | Sub-Competency: Recognizing Strengths The purpose of this lesson is to help students understand that they can share their strengths and knowledge with other people. | <ul style="list-style-type: none">• Name two strengths they have.• Teach and demonstrate to a classmate how to do something they can do. |
| Lesson 16 Showing My Feelings | Sub-Competency: Accurate Self-Perception The purpose of this lesson is for students to identify individuals they can talk to about their feelings as well as learn how to effectively utilize “I-Messages” to communicate about their feelings. | <ul style="list-style-type: none">• Identify trusted individuals to share their feelings with.• Describe their feelings and the events that led to them feeling this way. |
| Lesson 21 Positive Mindset | Sub-Competency: Self-Efficacy The purpose of this lesson is to understand that a positive mindset will help you achieve your goals. | <ul style="list-style-type: none">• Define a positive mindset.• Compare and contrast negative thoughts and feelings to positive thoughts and feelings.• Explain how a positive mindset will help meet goals. |



Self-Management

| | LESSON PURPOSE | OBJECTIVES – Students Will Be Able To: |
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| Lesson 2 Rules Help Us | Sub-Competency: Self-Discipline The purpose of this lesson is to help students understand the need and importance of rules. | <ul style="list-style-type: none">• Identify and name an emotion they are feeling today.• Name one rule that is used at home or in school.• Describe a rule you have to keep over and over again each day. |
| Lesson 7 Setting Goals | Sub-Competency: Goal Setting The purpose of this lesson is to define goals and steps needed to reach them in the future. | <ul style="list-style-type: none">• Define goal.• Express the importance of setting goals.• Provide examples of goals for the future. |
| Lesson 12 Organizing Myself | Sub-Competency: Organizational Skills The purpose of this lesson is to help students understand that organizing their things helps them locate them, and helps save time. This in turn leads to getting more done. | <ul style="list-style-type: none">• Name a reason why being organized can save time.• Explain why organization can help them feel calm. |
| Lesson 17 I Feel Stressed | Sub-Competency: Stress Management The purpose of this lesson is to help students be able to understand and deal with feelings of being overwhelmed or stressed. | <ul style="list-style-type: none">• Learn and name one simple way to alleviate stress.• Understanding what causes the underlying feelings of being overwhelmed. |
| Lesson 22 Practicing My Self-Control | Sub-Competency: Impulse Control The purpose of this lesson is for students to identify when they are not in control of their emotions and to practice calm-down coping skills. | <ul style="list-style-type: none">• Identify warning signs their body gives when they are losing control.• Practice calm-down strategies to help regain control. |
| Lesson 25 Things I Should Do | Sub-Competency: Self-Motivation The purpose of this lesson is for students to examine the value of taking care of responsibilities, and to understand that some responsibilities are important but may not be fun. | <ul style="list-style-type: none">• Define the word responsible and give examples of responsible choices.• Identify that to grow healthy and strong, we often have to make choices that are responsible. |



Social Awareness

| | LESSON PURPOSE | OBJECTIVES – Students Will Be Able To: |
|--|---|--|
| Lesson 3 Listening Carefully | Sub-Competency: Respect for Others The purpose of this lesson is to practice active listening skills and to understand why it is important to listen carefully. | <ul style="list-style-type: none">• Discuss what it means to listen carefully.• Practice active listening skills.• List 3 reasons it is important to listen carefully. |
| Lesson 8 Good Manners | Sub-Competency: Respect for Others The purpose of this lesson is for students to understand what good manners are and why it is important to be polite. | <ul style="list-style-type: none">• Define what manners are.• Name three situations where they can show good manners.• Determine the importance of good manners. |
| Lesson 13 Understanding You | Sub-Competency: Perspective-Taking The purpose of this lesson is for students to understand that people like different things and make different choices. | <ul style="list-style-type: none">• Name something they like to do that is the same as someone else.• Name something they like to do that is different from someone else. |
| Lesson 18 How We're Different | Sub-Competency: Appreciating Diversity The purpose of this lesson is to understand our differences and why it's important to respect and include others who are different than you. | <ul style="list-style-type: none">• Explain why our differences should be celebrated.• Understand the importance of showing respect towards everyone.• Explore inclusion and its importance. |
| Lesson 23 Understanding My Friends | Sub-Competency: Empathy The purpose of this lesson is to help students read physical cues (body language) to understand how others are feeling. | <ul style="list-style-type: none">• Recognize facial expressions that accompany basic emotions (happy, sad, mad, scared, or worried).• Recognize that posture also provides cues to feelings.• Identify another's feelings when viewing various facial expressions and postures. |



Relationship Skills

| | LESSON PURPOSE | OBJECTIVES – Students Will Be Able To: |
|---|---|---|
| Lesson 4 Friends Are Special | Sub-Competency: Relationship Building The purpose of this lesson is to encourage positive social relationships. Friends can have similar or different interests. | <ul style="list-style-type: none">• Learn interests of others.• Understand and respect the differences of others.• Identify similarities and differences between themselves and others. |
| Lesson 9 Parts of a Team | Sub-Competency: Teamwork The purpose of this lesson is for students to learn about, discuss, and practice being part of a team. | <ul style="list-style-type: none">• Identify and name an emotion they are feeling today using facial expressions and body language.• Define the word “team.”• Describe two different roles in a team. |
| Lesson 14 The Golden Rule | Sub-Competency: Social Engagement The purpose of this lesson is for students to discuss and practice the Golden Rule, linking it to the character trait of respect. | <ul style="list-style-type: none">• Learn the Golden Rule and connect it to the word “respect.”• Explain the Golden Rule.• Identifying respectful words and actions of the Golden Rule. |
| Lesson 19 Having a Conversation | Sub-Competency: Communication The purpose of this lesson is for students to develop appropriate conversational skills, focusing on listening and taking turns. | <ul style="list-style-type: none">• Explore the basic steps of having a conversation with someone else.• Discuss how interrupting harms conversations with others.• Practice having a conversation. |



Responsible Decision-Making

| | LESSON PURPOSE | OBJECTIVES – Students Will Be Able To: |
|---|--|---|
| Lesson 5 What I Care About | Sub-Competency: Ethical Responsibility The purpose of this lesson is to help students understand reasons it is important to care for others. | <ul style="list-style-type: none">• Identify reasons why it is important to care for your family, school, and community.• Demonstrate ways to show you care for your family, school, and community. |
| Lesson 10 I Can Solve Problems! | Sub-Competency: Solving Problems The purpose of this lesson is for students to utilize problem-solving skills to solve small problems independently. | <ul style="list-style-type: none">• Define problem-solving.• Differentiate between problems they can solve independently and problems that need an adult's help.• Identify three ways to solve a small problem independently. |
| Lesson 15 How I Feel About Problems | Sub-Competency: Identifying Problems The purpose of this lesson is for students to learn to identify feelings and coping strategies associated with experiencing problems. | <ul style="list-style-type: none">• Define problem.• Describe feelings experienced when facing a problem.• Identify ways to cope when experiencing a problem. |
| Lesson 20 Understanding Problems | Sub-Competency: Analyzing Situations The purpose of this lesson is to help students identify and analyze problem situations in order to understand them. | <ul style="list-style-type: none">• Explore a problem situation and determine the events that created it.• Role-play three problem situations and discuss what can be learned from them. |
| Lesson 24 Understanding What Worked | Sub-Competency: Evaluating The purpose of this lesson is to understand the concept and process of evaluation in order to learn and improve through asking questions. | <ul style="list-style-type: none">• Ask and answer three questions to evaluate work.• Evaluate work using reasons and evidence as support.• Make an evaluation craft to help apply evaluation questions. |
| Lesson 26 How Do I Reflect? | Sub-Competency: Reflecting The purpose of this lesson is for students to learn strategies to help them reflect. | <ul style="list-style-type: none">• Identify two questions to ask to help them reflect.• Identify two ways to practice reflecting. |



Quaver Plus

| | LESSON PURPOSE | OBJECTIVES – Students Will Be Able To: |
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| Lesson 27 Trying My Best | Sub-Competency: Academic Achievements The purpose of this lesson is for students to understand what their best effort is and why it is important. | <ul style="list-style-type: none">• Discover what best effort looks like.• Understand the importance of giving their best effort.• Discuss how trying your best and giving your best effort makes yourself look the best. |
| Lesson 28 Standing Up for Me | Sub-Competency: Bullying The purpose of this lesson is for students to explore their feelings when someone else has hurt their body or feelings. Students will also explore and practice assertive behaviors and phrases they can utilize in situations in which they may need to speak up for themselves. | <ul style="list-style-type: none">• Describe steps they can take when someone else hurts their body or feelings.• Practice assertive phrases they can use if someone else is unkind to them.• Identify situations in which they would need to seek an adult’s help rather than try to handle the problem on their own. |
| Lesson 29 Safe and Unsafe Touch | Sub-Competency: Personal Safety The purpose of this lesson is for students to differentiate between safe and unsafe touches, and for students to identify trusted adults to confide in if an unsafe touch occurs. This lesson is intended to educate students about all types of abuse using child-friendly terms. | <ul style="list-style-type: none">• Define a safe touch as a touch in which they are comfortable, safe, or healthy (high five, pat on the back, fist bump, hug, shot from a doctor).• Define an unsafe touch as a touch in which they do not feel comfortable, safe, or healthy (hit, kick, uncomfortable hug, unwanted touch).• Practice saying “no” and other phrases, and tell a trusted adult about any unsafe touches. |
| Lesson 30 Why Honesty Is Important? | Sub-Competency: Honesty The purpose of this lesson is to explain that honesty is important because it helps others to trust us. | <ul style="list-style-type: none">• Explain why honesty is important.• Identify two situations in which it is important to tell the truth.• Provide two ways that honesty will help them in life. |
| Lesson 31 Big Changes Are Okay | Sub-Competency: Anxiety The purpose of this lesson is for students to accept that change is an expected part of life and explore ways to cope with big changes in life. | <ul style="list-style-type: none">• Define change as a natural part of life.• Discuss how changes impact us.• Explore how to cope with big changes in life. |
| Lesson 32 Understanding Disappointment | Sub-Competency: Disappointment The purpose of this lesson is to identify disappointment and to understand that everyone feels it at times. | <ul style="list-style-type: none">• Define disappointment.• Understand what causes disappointment.• Identify at least one way to deal with disappointment. |



Quaver Plus

| | LESSON PURPOSE | OBJECTIVES – Students Will Be Able To: |
|--|--|---|
| Lesson 33 Having Two Feelings at the Same Time | Sub-Competency: Moods The purpose of this lesson is to help students understand that having more than one feeling at a time is normal. | <ul style="list-style-type: none">• Understand that at times they may feel two feelings at the same time.• Practice ways to control their behaviors when feeling mixed feelings. |
| Lesson 34 K–2: Coping with Difficult Times | Sub-Competency: Transition The purpose of this lesson is to help students transition back into school by building community in the classroom and increasing social interactions between children and adults. | <ul style="list-style-type: none">• Identify how they are feeling about returning to school.• Define community.• Identify what it means to build trust. |
| Lesson 35 K–2: What Is Grief? | Sub-Competency: Grief The purpose of this lesson is to define grief and create a safe and supportive space for students to explore ways to express feelings when grieving. | <ul style="list-style-type: none">• Define grief.• Identify 3 ways to express feelings when grieving.• Categorize grief as situational or personal. |
| Lesson 36 K–2: Being Grateful | Sub-Competency: Gratitude The purpose of this lesson is to define being grateful and to suggest ways students can demonstrate gratitude in their daily lives. | <ul style="list-style-type: none">• Define grateful.• Understand how being grateful benefits their relationships.• List three ways to demonstrate being grateful. |