

# What Should I Do First?

By: Pam Almond and Debbie Falkner, A.B. Combs Elementary School

Habit 3: Put First Things First

Grade 2

## Common Core State Standards Connections

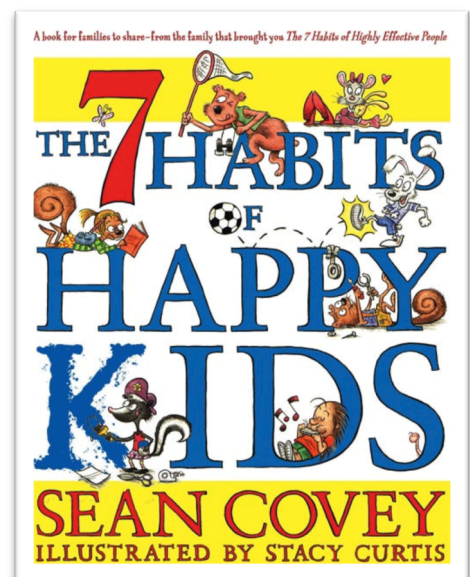
- RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- SL2.1a Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL2.3 Describe how characters in a story respond to major events and challenges

## Learning Outcomes

At the end of this lesson, students will be able to verbalize ways to Put First Things First in their own life.

## Materials

- "The 7 Habits of Happy Kids" by Sean Covey
- Four sets of sentence strips with the following activities written on them (one activity on each strip):
  - Practice a musical instrument.
  - Do homework.
  - Study spelling words.
  - Play outside with friends.
  - Watch TV.
  - Play video games.
  - Do chores.



## Learning Activities

### REVIEW (2 minutes)

Ask, “Who can give the definition of Habit 3: Put First Things First? Can anyone give an example of that habit? Why is it important to put first things first?”

### END IN MIND/OBJECTIVE (1 minute)

“Today we are going to read a story about Pokey, who has a hard time putting first things first. Let’s listen to how his friend Sophie helps him learn how to Put First Things First and how Pokey feels when he does. Then, let’s practice putting first things first ourselves.”

### TEACHER PRESENTATION (10 minutes)

Read “Pokey and the Spelling Test” from Sean Covey’s “The 7 Habits of Happy Kids” and stop on page 40 where Sophie says, “Done your homework first, then had fun later.” Ask, “What do you think Pokey is going to do now? How can he Put First Things First?” Students will turn and talk to each other about what they think Pokey should do. Allow a few students to give their predictions and then continue reading the story to see what Pokey does. After reading the story, ask “How did Pokey change from the beginning of the story to the end of the story? Why didn’t he want to study at first? What helped him change? How did he feel after taking the first test when he didn’t study and missed most of his spelling words? How did he feel after studying all week and passing his test? So why do you think it’s important to Put First Things First?”

### GUIDED PRACTICE (15 minutes)

Show students a premade list of activities second-graders do (practice an instrument, do homework, study spelling words, play outside with friends, watch TV, play video games, do chores). Divide students into groups of four or five. Give each group a set of sentence strips with the activities written on them. Ask each group to work together to put the activities in order from most important to least important. Tell them to be able to defend why they put their activities in the order they did. When all groups are finished, have them share their ordering of events. Compare the groups’ lists and discuss how they are alike and different.

### CLOSURE (5 minutes)

Say, “Let’s review how Pokey finally Put First Things First. What did Sophie suggest he do? How did it work? How does this apply to you? Why is it important to Put First Things First?”