

Urgent or Important

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Habit 3: Put First Things First

Grade 3

Common Core State Standards Connections

- CCSS.ELA-Literacy.SL.3.1 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.
- CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Learning Outcomes

At the end of this lesson, students will be able to differentiate between important vs. urgent activities.

Materials

- One yellow highlighter for each student
- One blue highlighter for each student
- One Urgent/Important chart for each student

Learning Activities

REVIEW (1 minutes)

Say, "We have been talking about ways we can be leaders. One way we can be a leader is to Put First Things First. When we Put First Things First, we put the important things in our lives ahead of urgent matters that just pop up. For example, good leaders plan for their day and for the week ahead. They focus on things that are top priorities and not on things that are unimportant. They also understand when to address urgent matters that are also important. Sometimes it is hard to tell the difference."

ANTICIPATORY Set (1 minute)

Begin by showing students several pictures: an ambulance, a fire alarm, an emergency light, etc. Ask students what they think of when they see these items. Emergencies, fast movement, or something that needs to be taken care of right now might be their response. Guide them toward understanding that all of these things are urgent and require immediate attention. Then show them a separate set of images: a graduation cap, a soccer ball, a family, a calendar with dates circled at the end of the month.

Again, ask students what they think of when they see these items. Long-term goals, practicing to get better at something, quality time, or planning ahead for something later in the month might be their response to these images. Guide students toward understanding that all of these things are important in life and they are valuable and essential.

END IN MIND/OBJECTIVE (2 minute)

Say, "Today we are going to think about how we spend our time each day and how we can plan for the week ahead. We are going to think about all of the things we need to get done in our classroom this week." Reference the daily schedule and classroom calendar to get started.

TEACHER PRESENTATION (6 minutes)

Work with students to create a list of about 10 activities the class will need to get done throughout the week. This list should encompass important and urgent items to show students examples of what should have been included on their personal list. Examples might include studying for an upcoming math test, learning vocabulary words for the week, cleaning out desks before Open House tonight, finishing artwork for the art show on Friday, reading a chapter in the read-aloud book each day after lunch, etc.

GUIDED PRACTICE (8 minutes)

Briefly discuss with students whether each activity on the list should be considered urgent or important. Allow students to come to the realization that some activities (cleaning desks out before Open House tonight might be both urgent and important) Discuss why this is so. Pose a question such as: "We know that keeping our work space neat is important for us as learners, but why has it now become urgent?" Discuss with students the ways to keep some items from getting to the "Urgent" list. Ask students if their response of urgent/important would change if the math and vocabulary tests were tomorrow instead of next week. Ask, why?

INDEPENDENT PRACTICE (10 minutes)

Have students return to their seat with an Urgent/Important chart. Ask them to think about their plan for the week ahead. What type of responsibilities do they have both at home and at school this week? Ball practice, music lessons, church, chores, studying for a test, homework, and family obligations might be on their list. Ask students to record 10 activities/responsibilities on their chart. Once they have chosen 10, have students highlight items that are important in yellow and items that are urgent in blue. Items that are both urgent and important should turn green. When they have finished highlighting, students should record each activity under the appropriate heading at the bottom of the page.

CLOSURE (5 minutes)

Bring students back together after 10 minutes and have them share the differences they found between urgent and important responsibilities in their own life. Have students discuss ways they can keep some of the important items from crossing to the "Urgent" list.

Put First Things First: What are 10 responsibilities you have this week?
These can be responsibilities at school, after school, or at home. List them below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

URGENT	IMPORTANT	BOTH