

## **Strategies for Teaching to the Graduate Profile**

### **Integrity: (Character Strong – Honesty)**

Grades K-1 -- We would be using the word when someone is choosing the safe, respectful and responsible choice when others might be choosing differently. That student would be celebrated when being told they have integrity, along with what they were doing.

Grade 2 students explores words to expand our vocabulary and improve our writing skills. I would start a lesson from Character Strong about Honesty and progress to other words that represent the meaning of it, talking about honor and also integrity.

The 3<sup>rd</sup> - 4<sup>th</sup> grade team discusses positive self-talk and being honest with themselves about their behavior and effort at school and how that affects how they feel about themselves, and how others perceive them.

5<sup>th</sup>-6<sup>th</sup> --I would teach integrity to fifth and sixth graders by using real-life scenarios and role-playing activities that help them understand honesty, responsibility, and doing the right thing even when no one is watching. Through stories, discussions, and group projects, I would encourage them to reflect on their choices and the impact of their actions on others.

### **Resourceful: (Character Strong: Executive Functioning – Creativity)**

A K-1 example of teaching about Resourceful is what we did recently: a Visiting Reader was reading a book about the giant squid that said they have the largest eyeballs on earth, so later when we had time we looked up how big is that, actually.

2<sup>nd</sup> Even using regulation strategies to regulate our emotions are ways we practice resourcefulness.

In our 3<sup>rd</sup>/4<sup>th</sup> classroom, we practice a variety of different ways to solve math problems, and discuss that one may be easier for you and harder for someone else, but that it is always a good idea to know multiple ways to approach a problem

5<sup>th</sup> and 6<sup>th</sup> graders - We talk a lot about the different avenues we can use to find information, solve problems, and learn new things. We have routines to ask a buddy before coming to the teacher, we are working hard at learning to really read directions to make sure we know what is being asked of us so we can use the right knowledge to solve the problem, we keep a list of questions that come up during the week and then spend some time finding answers to those questions. For example, we are doing some sign language right now and someone asked the sign for skateboard, so we put that on our question board to look up.

**Diligent: (Character Strong – Be Strong: Executive Functioning – Perseverance)**

K-1 Students will hear scenarios and determine if characters in the stories are showing perseverance or not; even the game of Musical Chairs demonstrates this trait.

2<sup>nd</sup> graders demonstrate this trait by showing engagement as active learners; we practice this with hands-on science experiments, but show it's fruit in our Reading and Math skills since Kindergarten and in becoming stronger readers and mathematicians on a daily basis.

3<sup>rd</sup>/4<sup>th</sup> graders practice this skill as they set their MAP goals for Reading, Math, and Science and then work towards meeting and exceeding those goals.

5<sup>th</sup> -6<sup>th</sup> graders continue in their growth of setting and attaining goals. At this grade level, we also practice breaking goals into smaller goals that lead to our overall goal whether it's in Reading, Math, Science or in a physical attainment as in soccer, hockey, or archery.