

# ME-L8-U1-LC1-1



Slide 1: Meet the Challenge. Level 8 Plus Unit 1 Lesson 1. The slide features a background image of a person's legs in brown pants and green sneakers, with a large white speech bubble containing the title. Logos for HMH and VIP KID are in the top left. A 'Tips' box on the right contains the goal and suggested time. A navigation bar at the bottom shows '1/32' and various icons.

HMH VIP KID

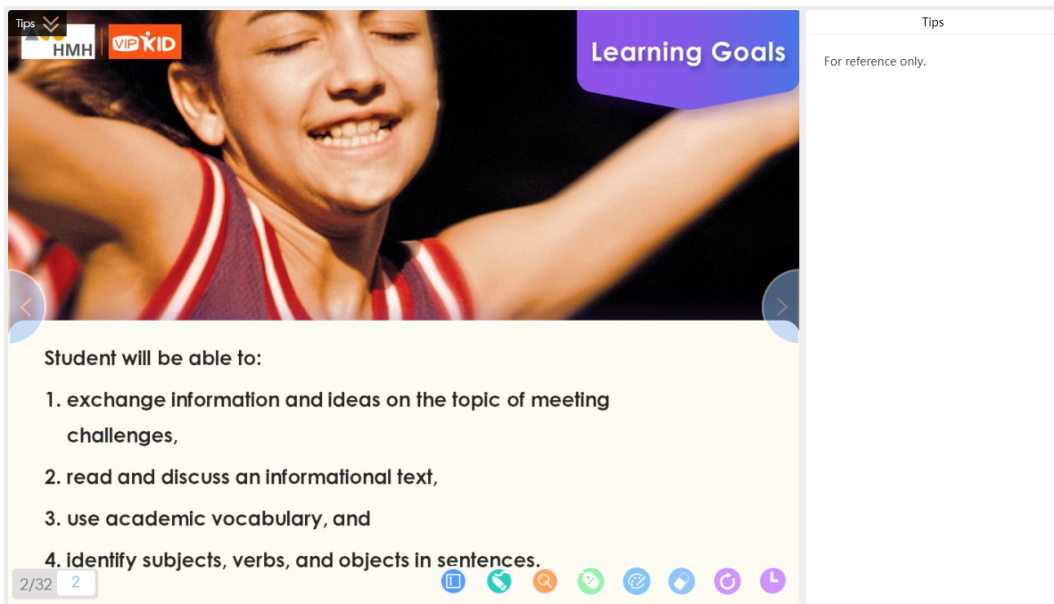
## Meet the Challenge

Level 8 Plus Unit 1 Lesson 1

1/32 1

Tips

Goal: Build rapport and gauge S's level.  
(Suggested time: 0.5 min)



Slide 2: Learning Goals. The slide features a background image of a smiling young woman with her arms raised. A purple box in the top right contains the title 'Learning Goals'. Below the image is a list of four learning objectives. Logos for HMH and VIP KID are in the top left. A 'Tips' box on the right contains the text 'For reference only.' A navigation bar at the bottom shows '2/32' and various icons.

HMH VIP KID

## Learning Goals

Student will be able to:

1. exchange information and ideas on the topic of meeting challenges,
2. read and discuss an informational text,
3. use academic vocabulary, and
4. identify subjects, verbs, and objects in sentences.

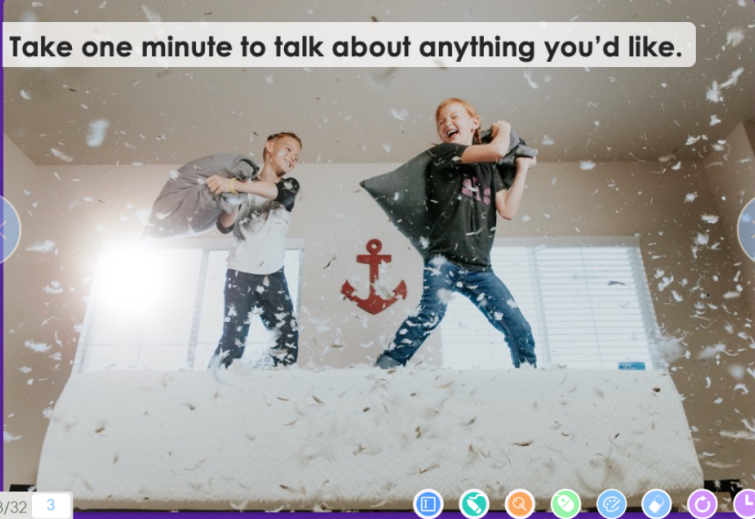
2/32 2

Tips

For reference only.

Tips Extension HMH VIP KID **Let's Talk** Warm Up

**Take one minute to talk about anything you'd like.**



3/32 3

Tips


**Goal:** S freely discusses anything they would like to talk about. (Suggested time: 1 min)

**Activity:**

S talks freely. If S has nothing they would like to talk about, S is asked open-ended questions to build rapport.

- What did you do today?
- Can you tell me about something exciting that happened this week?
- Do you have any plans for the weekend?

Tips Extension HMH VIP KID **Essential Question** Warm Up



**What kinds of challenges do people face?**

4/32 4

Tips

**Goal:** S is introduced to the unit topic. (Suggested time: 2.5 mins)

**Activity:**

S freely discusses the question.

- What is a challenge?
- What kinds of situations can be challenging?
- What kinds of challenges can you see on this page?


Tips Extension HMH VIP KID **The Language of Challenges** I-Selection

Challenges are a part of everyone's life. We **face challenges** at school, at work, or even with our friends and family.

Look at these two phrases that will help you talk about challenges:

**face** the challenge

to have a problem or difficulty



**meet** the challenge

to deal with the problem successfully

You could **face the challenge** of breaking your leg and **meet the challenge** by learning to use crutches.

Let's learn more about facing and meeting the challenges as we read.

5/32 5

Tips

**Goal:** S learns about the language they are going to use to discuss challenges. (Suggested time: 3 mins)

**Activity:**


S reads aloud about challenges.

- What challenge have you faced recently?
- How did you overcome this challenge?
- What did you learn from this challenge?

Tips HMH VIP KID **The Language of Challenges** I-Selection

**People face challenges in many of the things they do.** A challenge is anything that poses difficulty, or is not immediately easy to solve. Learning a new language, lifting a heavy weight, and solving a complex problem are things many people find challenging. Overcoming a challenge may require strength, work, intelligence, creativity—or some combination of all of these.

**Some challenges are individual.** What's easy for you might be difficult for someone else. You may be great at math, but a friend might struggle with it. Each of us experiences things that are not easy for us, and each person struggles with different things.



6/32 6

Tips

**Goal:** S reads the informational text and extends their literacy knowledge. (Suggested time: 3 mins)

**Activity:**

1. S reads the text aloud.
2. S answers the questions "According to the text, how can people meet a challenge?" and "What other words with the meaning 'challenging' do you know?"

**Suggested Answers:** problematic, difficult, tough, hard, trying

Tips HMH VIP KID **The Language of Challenges** I-Selection

**Societal challenges involve groups of people.** How to deal with waste or pollution in our community is a societal challenge. Learning to live together even when our ideas differ is a societal challenge, too. People often work together to solve these kinds of problems. Justice leaders, like Mahatma Ghandi, are needed to lead the way to finding solutions to difficult social problems.

**Facing challenges helps us learn about ourselves.** Whether dealing with personal challenges or working to solve societal problems, we can discover something new about our own strengths and weaknesses. Facing challenges is important to our individual growth and for our collective growth as citizens of the world.

**CHALLENGE**

7/32 7

Tips

**Goal:** S reads the informational text and extends their literacy knowledge. (Suggested time: 3 mins)

**Activity:**

- S reads the text aloud.
- S answers the question "How can a challenge be useful for a person or society?"

**Note:** Mahatma Ghandi was a leader of the Indian independence movement against British rule.

**Answers may vary.**

Tips Extension HMH VIP KID **The Language of Challenges** P-Comprehension

Drag and drop the challenges into the correct section to complete the graphic organizer.

**Challenges**

**Societal** **Individual**

poverty learning German environmental protection  
 adapting to a new school an argument with a friend

8/32 8

Tips

**Goal:** S extends their knowledge about societal and individual challenges. (Suggested time: 2 mins)

**Activity:**

- S reads the graphic organizer.
- S drags each highlighted phrase or word to the correct section.

**Answers:**

Societal: poverty, environmental protection

Individual: learning German, adapting to a new school, an argument with a friend

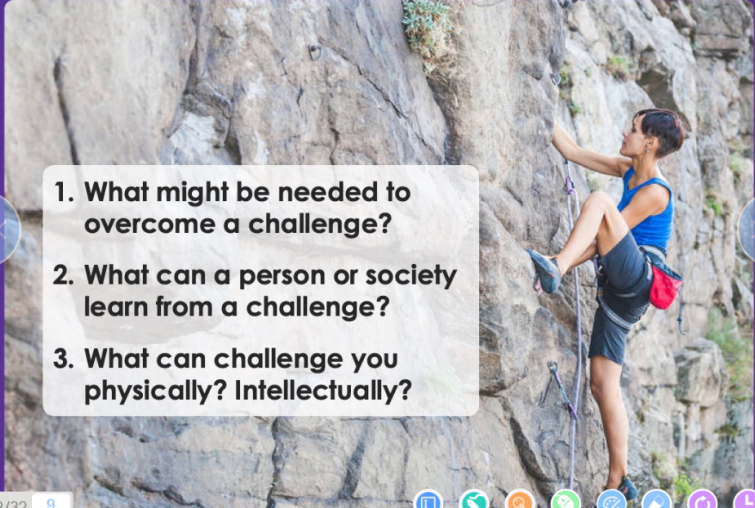
- What other individual challenge can you think of?
- What other societal challenge can you think of?
- Are societal challenges more complicated than individual challenges? Why or why not?

Tips Extension

HMH VIP KID

## The Language of Challenges

A-Selection



1. What might be needed to overcome a challenge?
2. What can a person or society learn from a challenge?
3. What can challenge you physically? Intellectually?

9/32 9

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Tips

**Goal:** S applies their knowledge of facing and meeting challenges. (Suggested time: 3 mins)

**Activity:**  
S reads each question aloud and discusses each of them.

**Possible Answers:**

1. From the text: Overcoming a challenge may require strength, work, intelligence, creativity—or some combination of all of these.
2. A society or a person can learn how to tackle a difficult situation and how to avoid repeating it in the future.
3. Things like a marathon or a difficult hiking trip can be challenging physically, while a test or learning something new might be challenging intellectually.

- What can prevent a person from successfully meeting a challenge?
- What can challenge a person emotionally?
- What kind of challenge does the woman on the picture face?

Tips Extension


HMH VIP KID

## Academic Vocabulary

I-Vocabulary

**Individual challenges can seem small or insignificant for others, but for the person facing them it can be trying. Can you think of any examples?**

Need more ideas?



10/32 10

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Tips

**Goal:** S is guided to the academic vocabulary introduction section. (Suggested time: 1.5 mins)

**Activity:**

1. S reads about the challenges and thinks of examples of individual challenges.
2. S drags the cover to the trashcan.
3. S guesses the meaning of highlighted words.

- What challenges might a student face?
- What kind of challenges could an athlete face?
- What kind of challenges could your friends face?


Tips Extension HMH VIP KID Academic Vocabulary I-Vocabulary

Individual challenges can seem small or insignificant for others, but for the person facing them it can be trying. Can you think of any examples?

- choosing a **specialty**
- performing at a **competition**
- trying not to be **embarrassed** of something you don't like about yourself

Do you know the meaning of the highlighted words?

10/32 10



Tips

Goal: S is guided to the academic vocabulary introduction section. (Suggested time: 1.5 mins)


Activity:

1. S reads about the challenges and thinks of examples of individual challenges.
2. S drags the cover to the trashcan.
3. S guesses the meaning of highlighted words.

- What challenges might a student face?
- What kind of challenges could an athlete face?
- What kind of challenges could your friends face?

Tips Extension HMH VIP KID Academic Vocabulary I-Vocabulary


Guess the meaning of the highlighted word and drag the picture to the trashcan.



specialty (n.)  
✓ specialize

She is a doctor. Her **specialty** is pediatrics. She always wanted to help little children.

11/32 11



Tips

Goal: S is introduced to a new academic vocabulary word. (Suggested time: 1.5 mins)

Activity:

1. S reads the word, its related forms, and an example sentence aloud.
2. S guesses the meaning(s) of the word.
3. S drags the picture to the trashcan and reads the meaning(s).

- What can a teacher specialize in?
- What would you like to choose as your specialty?
- What does an astronaut specialize in?


Tips Extension HMH VIP KID Academic Vocabulary I-Vocabulary

Guess the meaning of the highlighted word and drag the picture to the trashcan.

- special skill or knowledge

**specialty (n.)**  
✓ specialize

She is a doctor. Her **specialty** is pediatrics. She always wanted to help little children.



11/32 11

Tips

**Goal:** S is introduced to a new academic vocabulary word. (Suggested time: 1.5 mins)


**Activity:**

- S reads the word, its related forms, and an example sentence aloud.
- S guesses the meaning(s) of the word.
- S drags the picture to the trashcan and reads the meaning(s).

- What can a teacher specialize in?
- What would you like to choose as your specialty?
- What does an astronaut specialize in?


Tips Extension HMH VIP KID Academic Vocabulary I-Vocabulary

Guess the meaning of the highlighted word and drag the picture to the trashcan.



**uniform**  
✓ form  
✓ uniformly

Our school's rules are very strict. All students have to wear a **uniform**, otherwise they will be sent home.



12/32 12

Tips

**Goal:** S is introduced to a new academic vocabulary word. (Suggested time: 1.5 mins)

**Activity:**

- S reads the word, its related forms, and an example sentence aloud.
- S guesses the meaning(s) of the word.
- S drags the picture to the trashcan and reads the meaning(s).

- Does your school have a uniform?
- Do you like wearing a uniform? / Would you like to wear a uniform?
- Is there a uniform that you think is ugly?


Tips Extension HMH VIP KID Academic Vocabulary I-Vocabulary

Guess the meaning of the highlighted word and drag the picture to the trashcan.

- a special outfit that everyone in a group wears
- the same

**uniform**  
 ✓ form  
 ✓ uniformly

Our school's rules are very strict. All students have to wear a **uniform**, otherwise they will be sent home.



12/32 12

Tips

**Goal:** S is introduced to a new academic vocabulary word. (Suggested time: 1.5 mins)


**Activity:**

- S reads the word, its related forms, and an example sentence aloud.
- S guesses the meaning(s) of the word.
- S drags the picture to the trashcan and reads the meaning(s).

- Does your school have a uniform?
- Do you like wearing a uniform? / Would you like to wear a uniform?
- Is there a uniform that you think is ugly?


Tips Extension HMH VIP KID Academic Vocabulary I-Vocabulary

Guess the meaning of the highlighted word and drag the picture to the trashcan.



**intimidated (adj.)**  
 ✓ intimidate  
 ✓ intimidating

At the dance contest, she felt **intimidated** by the judges.



13/32 13

Tips

**Goal:** S is introduced to a new academic vocabulary word. (Suggested time: 1.5 mins)

**Activity:**

- S reads the word, its related forms, and an example sentence aloud.
- S guesses the meaning(s) of the word.
- S drags the picture to the trashcan and reads the meaning(s).

- Would you feel intimidated if you had to dance in front of a large audience?
- What intimidates you?
- Do you know anyone intimidating? Why are they intimidating?




Tips Extension HMH VIP KID Academic Vocabulary I-Vocabulary

Guess the meaning of the highlighted word and drag the picture to the trashcan.

- afraid or not confident

**intimidated (adj.)**  
 ✓ intimidate  
 ✓ intimidating

At the dance contest, she felt **intimidated** by the judges.



13/32 13

Tips

**Goal:** S is introduced to a new academic vocabulary word. (Suggested time: 1.5 mins)


**Activity:**

1. S reads the word, its related forms, and an example sentence aloud.
2. S guesses the meaning(s) of the word.
3. S drags the picture to the trashcan and reads the meaning(s).

- Would you feel intimidated if you had to dance in front of a large audience?
- What intimidates you?
- Do you know anyone intimidating? Why are they intimidating?


Tips Extension HMH VIP KID Academic Vocabulary I-Vocabulary

Guess the meaning of the highlighted word and drag the picture to the trashcan.



**embarrassed (adj.)**  
 ✓ embarrass  
 ✓ embarrassing

Mike felt **embarrassed** when he kept on missing the balls at the tennis competition.



14/32 14

Tips

**Goal:** S is introduced to a new academic vocabulary word. (Suggested time: 1.5 mins)

**Activity:**

1. S reads the word, its related forms, and an example sentence aloud.
2. S guesses the meaning(s) of the word.
3. S drags the picture to the trashcan and reads the meaning(s).

- If you were Mike, would you also feel embarrassed?
- What other situations might be embarrassing?
- If you see that someone is embarrassed, how can you make them feel better?


Tips Extension HMH VIP KID Academic Vocabulary I-Vocabulary

Guess the meaning of the highlighted word and drag the picture to the trashcan.

**embarrassed (adj.)**  
 ✓embarrass  
 ✓embarrassing

Mike felt **embarrassed** when he kept on missing the balls at the tennis competition.

14/32 14



Tips

**Goal:** S is introduced to a new academic vocabulary word. (Suggested time: 1.5 mins)


**Activity:**

- S reads the word, its related forms, and an example sentence aloud.
- S guesses the meaning(s) of the word.
- S drags the picture to the trashcan and reads the meaning(s).

- If you were Mike, would you also feel embarrassed?
- What other situations might be embarrassing?
- If you see that someone is embarrassed, how can you make them feel better?

Tips Extension HMH VIP KID Academic Vocabulary I-Vocabulary


Guess the meaning of the highlighted word and drag the picture to the trashcan.



**competition (n.)**  
 ✓compete  
 ✓competitive

The actress had a lot of **competition** for the leading role in the theater play.

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Tips

**Goal:** S is introduced to a new academic vocabulary word. (Suggested time: 1.5 mins)

**Activity:**

- S reads the word, its related forms, and an example sentence aloud.
- S guesses the meaning(s) of the word.
- S drags the picture to the trashcan and reads the meaning(s).

- Are you competitive?
- What was the last competition you participated in?
- What is the funniest competition you have heard of?


Tips Extension HMH VIP KID **Academic Vocabulary** I-Vocabulary

**Guess the meaning of the highlighted word and drag the picture to the trashcan.**

- another person or group who is also trying to win
- a contest or challenge

**competition (n.)**  
 ✓ compete  
 ✓ competitive

The actress had a lot of **competition** for the leading role in the theater play.



15/32 15

Tips

**Goal:** S is introduced to a new academic vocabulary word. (Suggested time: 1.5 mins)

**Activity:**

1. S reads the word, its related forms, and an example sentence aloud.
2. S guesses the meaning(s) of the word.
3. S drags the picture to the trashcan and reads the meaning(s).

- Are you competitive?
- What was the last competition you participated in?
- What is the funniest competition you have heard of?

Tips Extension HMH VIP KID **Academic Vocabulary** P-Vocabulary


**Drag the correct word to complete the sentence.**

**competition**

**uniforms**

**specialty**

When I was a child, I wanted to become a policeman because they have cool blue \_\_\_\_\_.



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Tips

**Goal:** S practices the academic vocabulary words. (Suggested time: 1 min)

**Activity:**

S reads the sentence aloud and drags the correct word to the blank.

**Answer:** uniforms

- What other professions have to wear a uniform?
- Why do people in certain professions have to wear a uniform?
- What do you want to be when you grow up?

Tips Extension HMH VIP KID Academic Vocabulary P-Vocabulary

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**competition**

**intimidated**

**uniform**

Drag the correct word to complete the sentence.

She hoped to win first place, despite the strong \_\_\_\_\_.



17/32 17

Tips

**Goal:** S practices the academic vocabulary words. (Suggested time: 1 min)

**Activity:**  
S reads the sentence aloud and drags the correct word to the blank.

**Answer:** competition

- What kind of competition can you see in the picture?
- What is more important in a competition: to win or to participate?
- Have you ever won first place in a competition?

Tips Extension HMH VIP KID Academic Vocabulary P-Vocabulary

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**embarrassed**

**specialty**

**intimidated**

Drag the correct word to complete the sentence.

Jack felt \_\_\_\_\_ by his math teacher because he was very strict.



18/32 18

Tips

**Goal:** S practices the academic vocabulary words. (Suggested time: 1 min)

**Activity:**  
S reads the sentence aloud and drags the correct word to the blank.

**Answer:** intimidated

- Are you intimidated by any of your teachers?
- What advice would you give to Jack?
- Is being strict a good or a bad quality of a teacher?

Tips Extension HMH VIP KID Academic Vocabulary P-Vocabulary

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embarrassed  
intimidated  
uniform

Drag the correct word to complete the sentence.

My dad told me not to be ashamed or \_\_\_\_\_ of my freckles and be proud of them.



19/32 19

Tips

Goal: S practices the academic vocabulary words. (Suggested time: 1 min)

Activity: S reads the sentence aloud and drags the correct word to the blank.



Answer: embarrassed

- Why might she feel embarrassed of her freckles?
- Is there anything you're embarrassed of?
- Did her dad give her good advice? Why or why not?

Tips Extension HMH VIP KID Academic Vocabulary A-Vocabulary

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When I face intense competition, I \_\_\_\_\_.

20/32 20

Tips

Goal: S applies their knowledge of the academic vocabulary words. (Suggested time: 2 mins)

Activity: 1. S reads the beginning of the sentence and continues it using their own ideas. 2. S drags the sentence to the trashcan and reads the next one.

Answers may vary.

- What does "intense" mean?
- What specialty would you never choose?
- Is it embarrassing to forget someone's name? Why or why not?

Tips Extension  
**HMH VIP KID** **Academic Vocabulary** A-Vocabulary

**My specialty is** \_\_\_\_\_




20/32 20

Tips

**Goal:** S applies their knowledge of the academic vocabulary words. (Suggested time: 2 mins)

**Activity:**

- S reads the beginning of the sentence and continues it using their own ideas.
- S drags the sentence to the trashcan and reads the next one.

**Answers may vary.**

- What does "intense" mean?
- What specialty would you never choose?
- Is it embarrassing to forget someone's name? Why or why not?

Tips Extension  
**HMH VIP KID** **Academic Vocabulary** A-Vocabulary

**I would definitely feel embarrassed if** \_\_\_\_\_




20/32 20

Tips

**Goal:** S applies their knowledge of the academic vocabulary words. (Suggested time: 2 mins)

**Activity:**

- S reads the beginning of the sentence and continues it using their own ideas.
- S drags the sentence to the trashcan and reads the next one.

**Answers may vary.**

- What does "intense" mean?
- What specialty would you never choose?
- Is it embarrassing to forget someone's name? Why or why not?

Tips HMH VIP KID **Subject, Verb, Object** I-HEW

A complete sentence needs to contain a **subject** and a **verb**. Sentences can also have **objects**.

- A **subject** tells who or what does, is, or feels.
- A **verb** shows action or the way that somebody or something is or feels.
- **Direct object** receives an action.

Who must pass? Must pass what?

**Daniela must pass the test this Wednesday.**

verb    object    subject

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Tips


**Goal:** S is introduced to the concept of subjects, verbs, and objects. (Suggested time: 2 mins)

**Activity:**


1. S reads about subjects, verbs, and objects.
2. S reads and analyzes the example sentence.
3. S drags the highlighted words to correct boxes to label the subject, verb, and the object.

**Answers:** Daniela (subject), must pass (verb), the test (object)

Tips HMH VIP KID **Subject, Verb, Object** I-HEW

 Highlight the subject in green, verb in blue, and object in yellow.

The 3D printer prints the object layer by layer, like stacking sheets of paper on top of each other.



subject    verb    object

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Tips

**Goal:** S practices identifying subjects, verbs, and objects. (Suggested time: 1 min)

**Activity:**

S reads the sentence and drags the green box to highlight the subject(s), blue box to highlight the verb(s), and yellow box to highlight the object(s).

**Answers:** The 3D printer (subject), prints (verb), the object (object)

Tips HMH VIP KID **Subject, Verb, Object** I-HEW

Highlight the subject in green, verb in blue, and object in yellow.

They didn't meet a lot of competition at the "Build Your Own Robot" fair.



subject verb object

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Tips

**Goal:** S practices identifying subjects, verbs, and objects. (Suggested time: 1 min)

**Activity:** S reads the sentence and drags the green box to highlight the subject(s), blue box to highlight the verb(s), and yellow box to highlight the object(s).


**Answers:** They (subject), didn't meet (verb), competition (object)

**Note:** The phrase "a lot of" is a determiner modifying the noun "competition."

Tips HMH VIP KID **Subject, Verb, Object** I-HEW

Highlight the subject in green, verb in blue, and object in yellow.

Cameron chose his specialty long before he entered the college—he always wanted to become a surgeon.



subject verb object

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Tips

**Goal:** S practices identifying subjects, verbs, and objects. (Suggested time: 1 min)

**Activity:** S reads the sentence and drags the green box to highlight the subject(s), blue box to highlight the verb(s), and yellow box to highlight the object(s).

**Answers:** Cameron (subject), chose (verb), specialty (object), he (subject), wanted (verb)




Tips HMH VIP KID **Subject, Verb, Object** I-HEW

Highlight the subject in green, verb in blue, and object in yellow.

Meeting a challenge requires a lot of courage and strength.

subject verb object

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Tips

**Goal:** S practices identifying subjects, verbs, and objects. (Suggested time: 1 min)


**Activity:** S reads the sentence and drags the green box to highlight the subject(s), blue box to highlight the verb(s), and yellow box to highlight the object(s).

**Answers:** Meeting a challenge (subject), requires (verb), courage and strength (object)

**Note:** The phrase "a lot of" is a determiner modifying the noun group "courage and strength."

Tips HMH VIP KID **Subject, Verb, Object** A-HEW

Look at the picture of students working on a project and say 4 sentences with subject, verb, and object. Use the words below to start the sentences.



**Example:** The boy asks his classmates to help him with the project.

1. They...      2. The girls...      3. The project...      4. \_\_\_\_\_

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Tips

**Goal:** S applies their knowledge of the concept of subjects, verbs, and objects. (Suggested time: 2 mins)

**Activity:** 1. S looks at the picture and makes 3 sentences with subject, verb, and object using the words at the bottom as subjects.  
2. S makes one more sentence using their own subject.

**Possible Answers:** 1. They discuss the project together.  
2. The girls give him useful advice.  
3. The project requires a lot of effort.  
4. After the project, the boy is going to take part in a competition.

Tips Extension HMH VIP KID


**Discussion** Free Talk

**When facing a challenge, it might be useful to turn to your friends for help or advice.**

**Do you sometimes help your friends meet a challenge? What do you do?**

**Read Jason's blog entry about challenges .**

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Tips

**Goal:** S extends their knowledge of the lesson objectives. (Suggested time: 2.5 mins)

**Activity:**  
S reads the prompt aloud and answers the questions.

**Answers may vary.**

- Is it a good idea to turn to your friends for help when facing a challenge? Why or why not?
- Do your friends often ask you for help and support?
- Do you or any of your friends have a blog? What is this blog about?

Tips Extension HMH VIP KID

**Assignment Introduction** Assignment

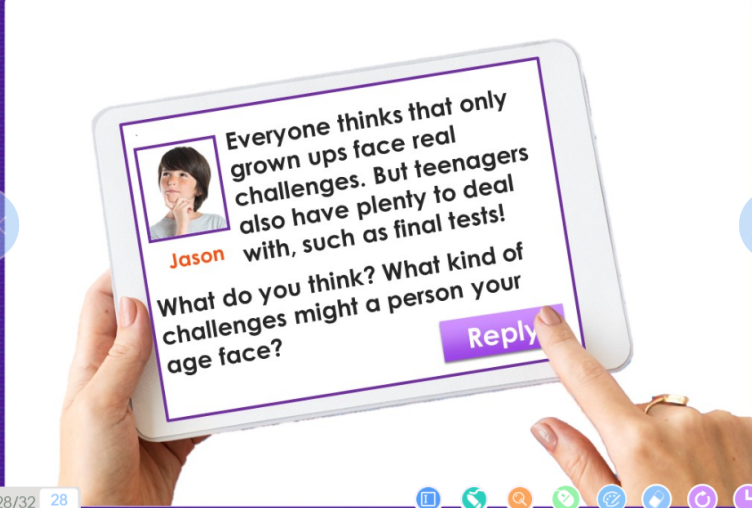
**Everyone thinks that only grown ups face real challenges. But teenagers also have plenty to deal with, such as final tests!**

**Jason**

**What do you think? What kind of challenges might a person your age face?**

**Reply**

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Tips

**Goal:** S is guided to think of the challenges teenagers/children might face. (Suggested time: 1.5 mins)

**Activity:**  
1. S reads Jason's blog entry aloud.  
2. S then orally answers the question.

**Answers may vary.**

- What kind of challenges might adults face?
- Are these challenges similar to the ones that teenagers/children face?
- Do you consider a final test to be a challenge?

Tips Extension HMH VIP KID Assignment Introduction Assignment

Think of the question Jason asked in his blog entry. Use the prompts below to prepare a short speech.

**What kind of challenges might a person your age face?**

**Due Lesson 2**

- First,...
- Also, people my age might...
- Besides, things like ... can be quite tough.
- Finally,...

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Tips

**Goal:** S is introduced to the assignment task. (Suggested time: 2 mins)

**Activity:**

1. S is reminded to summarize their ideas at home and prepare a short oral response to Jason to present in the beginning of the next class.
2. S reads the phrases and discusses how they can use them in the speech.

- What kind of challenges do you face at school?
- What kind of challenges do you face with your friends?
- Do you have any challenging situations that you face with your family or parents?

Tips Extension HMH VIP KID Self-Reflection

**Do you have any questions?**

**Academic Vocabulary:**

- embarrassed
- intimidated
- uniform
- competition
- specialty

**Subject, Verb, Object**

**Selection: The Language of Challenges**

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Tips

**Goal:** S is encouraged to ask questions about the lesson. (Suggested time: 1 min)

**Activity:**

1. S asks any questions they may have about today's lesson.
2. S answers comprehension questions. For example, "Do all sentences need objects?", "What are two meanings of the word 'uniform'?", and "What kind of challenges can a student face?"

- Do you like reading the selection *The Language of Challenges*?
- Use the words "embarrassed" and "uniform" in a sentence.
- Use the words "intimidated" and "competition" in a sentence.

Tips
HMH
VIP KID

## Enrichment time!

# See you later!

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🏠
📞
🔍
📄
📧
📌
🔔

Tips

Goal 1: S is reminded to finish the post-class enrichment activities.

Goal 2: End class on a positive note.

Tips
Extension
HMH
VIP KID

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🏠
📞
🔍
📄
📧
📌
🔔

Tips

Goal: If there is extra time, S can discuss these extension questions in class.

- Do you consider learning a new skill to be a challenge?
- What challenges might a person face when growing up?
- What personal qualities do you have that help you overcome challenges?
- Would you feel intimidated if you were asked to give a presentation in front of a large audience?
- What do you do when you feel embarrassed?