

UNITED STATES DEPARTMENT *of* EDUCATION COUNSELING GRANT
and the FORT WORTH INDEPENDENT SCHOOL DISTRICT

DISRESPECT: "IT'S NOT OKAY" & ELEMENTARY GUIDANCE *curriculum*

*Preventing bullying with
curriculum-based guidance
lessons, Pre-K — 5th grades.*

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and the FORT WORTH INDEPENDENT SCHOOL DISTRICT

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PRE-K – 5TH GRADE LESSONS *and* ATTACHMENTS

UNITED STATES DEPARTMENT OF EDUCATION COUNSELING GRANT
and FORT WORTH INDEPENDENT SCHOOL DISTRICT GUIDANCE & COUNSELING

AUGUST 2016

Special thanks to the following individuals for their time and effort in developing this guidance curriculum for the Fort Worth ISD Guidance and Counseling program:



Kristin Adams
Michael Caceres
Agaby Castillo
Vania Castillo-Tarango
Christina Dixon
Jouet Dotson
Kathryn Everest
Rebecca Gates
Amber Gentry
Randy Johnson
Sheila Lashley
Dawn Lewis Johnson
Cara Lightener-McKnight
Nancy Marchant
Tomeka McGee
Javana Moss
Alysia Murray
Eartha Nelms
Itzia Oscos
Carla Parker
Angela Popko
Mariana Portillo
Dr. Audrey Robinson
Maria Saladin
Marmendy Thompson
Kathryn West

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Overview of Lessons

GRADE	LESSON TITLE	BOOK USED	CORE SUBJECT	TEKS OR STATE STANDARDS	SIX WKS	INOK/ BILINGUAL
Pre-K	All Kinds of Families	<i>The Family Book</i>	Science	1.C.6, VI.A.1.	1st	Disrespect
Pre-K	Tour Your School	<i>Pete the Cat: Rocking in My School Shoes</i>	Literacy	I.B.1.a, V.E.1, I.C.2., VII.C.1	1st	Disrespect
Pre-K	Feelings Are Okay	<i>The Kissing Hand</i>	Literacy	I.C.6	1st	Hurting Yourself
Pre-K	Buddy or Bully	<i>How to Lose All Your Friends</i>	Literacy	1.C.6, VI.A.1.	2nd	Bullying
Pre-K	Wrinkled Hearts	<i>Chrysanthemum</i>	Literacy	1.C.6, VI.A.1.	2nd	Bullying
Pre-K	It's Okay To Be Different	<i>It's Okay To Be Different</i>	Literacy	VI.A.1, ID.1, ID.2	3rd	Disrespect
Pre-K	I Can Take Care of Myself	N/A	Literacy	IV.A.1, IV.C.1, VI.D.1, VI, D.2., VI.D.3	3rd	Disrespect
Pre-K	Responsibility Begins with Me	N/A	Literacy	I.A.1, IA.3.I., B1.C, I.B.2.a, IB.2.b, I.B.2.C, I.C.1, I.C.6	4th	Disrespect
Pre-K	Trash Talk	N/A	Science	VI.A.1, VI.C.4	4th	Disrespect
Pre-K	The Grasshopper and the Ants	<i>The Grasshopper and the Ants</i>	Literacy	I.A.2, I.A.3, I.A.4, I.B.2.a, I.C.2, I.C.6, IV.B.2, IV.C1	4th	Disrespect
Pre-K	Responsible Helpers Wanted	<i>Pigsty</i>	Social Studies	VII.A.1, VII.A.2, VII.A.3, VII.D.4	4th	Disrespect
Pre-K	Cooperation	<i>The Little Red Hen</i>	Literacy, Science	I.B.1.a, I.B.2.a, II.A.1, II.A.3, IIB.1, III.D.1, III.D.2, III.D.3, IV.B.1, IV.C.1, VI.B.1, VI.B.2	5th	Disrespect
Pre-K	Helpful in My Community	<i>10 Ways I Can Help My Community</i>	Literacy	I.B.1.a, i.B.3.a, II.a.1, II.A.3, II.B.1, VII.A.1, VII.A.2, VII.B.1, VII.B.3, VII.C.1, VII.D.4	5th	Disrespect
Pre-K	My Future and Me	N/A	Literacy, Social Studies	IA.3, IA.4, IB.1.a, IB.1.c., IB.3.b, IC.4, 1c.6, ID.2, II.A.3, II.B.2, II.B.4, II.C.1, II.D.2, II.D.6, IV.B.1, IV.B.2, IV.C.1, VII.B.3, XA.5	6th	Disrespect

GRADE	LESSON TITLE	BOOK USED	SUBJECT	TEKS/STATE STANDARDS	SIX WKS	INOK/BILINGUAL
Pre-K	Nature and Me	<i>Polar Bear, Polar Bear, What Do You Hear?</i>	Math	A.A.3, A.A.4, A.B.1.a, 1.B.1.c, 1.B.3.b, 1.c.4, 1.c.6, 1.D.1, 1.D.2, II.A.1, II.A.3, II.B.2, II.B.4, II.C.1, II.D.2, II.D.6, III.A.3, III.D.2, III.D.3, IV.B.1, IV.B.2, IV.C.1, V.A.7, V.A.8, V.E.1, V.E.2, VII.A.1, X.A.5	6th	Disrespect
Pre-K	My Community and Me	<i>Little Red Riding Hood</i>	Literacy, Social Studies	1.A.3, 1.B.2.c, 1.B.3.a, 1.B.3.b, 1.C.2, II.A.1, II.A.3, II.B.1, II.B.3, II.B.6, II.D.1, II.D.2, II.D.4, II.E.5, II.E.6, III.A.1, III.D.1, III.D.2, III.D.3, V.E.1, V.E.2, VI.D.1, X.A.3, X.A.4, X.A.5	6th	Disrespect
Pre-K	My Planet and Me	N/A	Literacy, Science	1.A.3, 1.B.2.c, 1.B.3.a, 1.B.3.b, 1.C.2, II.A.1, II.A.3, II.B.1, II.B.3, II.B.6, II.D.1, II.D.2, II.D.4, II.E.5, II.E.6, IV.A.1, IV.C.1, IV.D.1, VI.C.4, VII.C.1, X.A.3, X.A.4, X.A.5	6th	Disrespect
Pre-K	The Sounds We Make!	<i>Polar Bear, Polar Bear, What Do You Hear?</i>	Math	V.E.2	3rd	Bilingual
Pre-K	Growing a Healthy Child	<i>Planting a Rainbow</i>	Science	III.D.2, III.D.3, I.A.2, II.B.2	4th	Bilingual
Pre-K	How Red, White, and Blue Applies to Me and You	<i>The Pledge of Allegiance</i>	Social Studies	VII.D.1, VII.D.2	5th	Bilingual
Pre-K	Scales are Meant for Sharing	<i>The Rainbow Fish</i>	Literacy	I.C.3-7	6th	Bilingual
Pre-K	Of Course I Can!	<i>From Head to Toe</i>	Math	IX.A.1-2, V.A.1-6	2nd	Bilingual
Pre-K	Show Me Your Smile	<i>The Kissing Hand</i>	Literacy	I.C.6	1st	Bilingual
K	Stranger Safety	<i>Once Upon a Dragon: Stranger Safety for Kids</i>	Literacy	1FG, 6A, 8AB, 10B	1st	Hurting Yourself
K	Respect My Space	<i>Personal Space Camp</i>	Math	1BCG, 2ACD	1st	Hurting Yourself
K	Using Our Senses to Stay Safe	N/A	Science	1AB, 2E, 5A, 6C	1st	Hurting Yourself
K	What Does a Bully Look Like	<i>A Bad Case of Stripes</i>	Literacy	1FG, 5B, 6A, 8AB	2nd	Bullying
K	Stop the Bullying	N/A	Math	1ACDE, 2ABCDE, 8ABC, 9D	2nd	Bullying

GRADE	LESSON TITLE	BOOK USED	SUBJECT	TEKS/STATE STANDARDS	SIX WKS	INOK/BILINGUAL
K	Take Care of Our Planet	<i>The Lorax</i>	Science	1C, 2A, 3B, 10ABC, 4AB, 9B, 9AB, 10AB	2nd	Disrespect
K	Good Citizens Rule	N/A	Social Studies	1A, 2A, 6AB, 9B, 10AB, 14ABC	3rd	Bullying
K	Growing a Healthy Child	<i>Planting a Rainbow</i>	Literacy	4B, 5A, 6A, 6C	3rd	Doing Drugs
K	I Have Value	<i>Zero</i>	Math	1A	3rd	Doing Drugs
K	What Are Drugs	<i>What Are Drugs?: Drug-Free Kids Book</i>	Science	12AB	3rd	Doing Drugs
K	I Can Be a Good Citizen	N/A	Social Studies, Health	2B, 2CD, 5B, 8ABC, 9AB	3rd	Doing Drugs
K	Let's Tell the Truth	<i>Howard B. Wigglebottom and the Monkey on His Back: A Tale about Telling the Truth</i>	Math	1A, 2CF1, 3ABC	4th	Lying
K	The Motion of Lying	<i>Howard B. Wigglebottom and the Monkey on His Back: A Tale about Telling the Truth</i>	3rd Science	2B, 6ABD	4th	Lying
K	Everyone Is Unique & Together We Are Complete	<i>Elmer</i>	Social Studies	11AB, 3A, 8ABC	4th	Lying
K	A Wrinkled Heart	N/A	Literacy	1ABE, 2AGHI, 3ABD, 4AB, 10AB, 17A, 18C	5th	Being Mean
K	Adding and Subtracting Friends	<i>How to Lose All Your Friends</i>	Math	1ADEF, 2ACEI, 3AC	5th	Being Mean
K	Emotions Are Like the Weather	N/A	Science	8ABC	5th	Being Mean
K	This Way to Kindness	N/A	Social Studies	4AC, 15AB	5th	Being Mean
K	I Am Special	<i>Cupcake</i>	Literacy	13E, 16A, 17ABC, 18ABC	6th	Disrespect
K	Cliques Don't Add Up	<i>Cliques Just Don't Make Cents</i>	Math	4A	6th	Disrespect
K	Good Sportsmanship	<i>Howard B. Wigglebottom Learns About Sportsmanship: Winning Isn't Everything</i>	Social Studies	8AB	6th	Disrespect
K	A Lesson on Character	<i>Goldilocks and the Three Bears</i>	Literacy	ELA 3C, 4D, 10C, 15C	1st	Bilingual
K	Together We Are Successful	<i>Swimmy</i>	Literacy	ELA 1B, C, 2A, 3C, 4B-D, 5A-G, 8A,C, 9C, 10C, 12C	1st	English Only

GRADE	LESSON TITLE	BOOK USED	SUBJECT	TEKS/STATE STANDARDS	SIX WKS	INOK/BILINGUAL
K	Growing a Healthy Child	<i>Planting a Rainbow</i>	Science	4B, 5A, 6A and 6C	1st	Bilingual
K	A Beautiful Fish Learns to Share	<i>The Rainbow Fish</i>	Literacy	8B, 9C, 10D and 11E	2nd	Bilingual
K	Respect and Care For All	<i>The Trouble with Dragons</i>	Science	1A, 3A, 5B and 9C	3rd	Bilingual
K	Our Classroom Community	<i>All the Colors of the Earth</i>	Social Studies	11A, B, 12A-C	4th	English Only
K	Math Taquitos	<i>Tortillas and Lullabies</i>	Math	2A, 2B, 6A, 11B, 13B-D	5th	Bilingual
K	If You Teach A Moose Some Manners	<i>If You Give A Moose A Muffin</i>	Math	13B-D	Any	English Only
K	Celebrating Me!	<i>What I Like About Me!</i>	Social Studies	4A, 11A-B, 12A-B	Any	Bilingual
1st	Inside Out	<i>Inside Out</i>	Literacy	1.9B, 1.Fig19F	1st	Hurting Yourself
1st	Tattling vs. Telling	<i>A Bad Case of Tattle Tongue</i>	Science	1.1B, 1.2, 1.1A	1st	Disrespect
1st	Caught Being a Good Citizen	N/A	Social Studies	1.11A, 1.11B, 1.12, 1.12A	1st	Disrespect
1st	It's Not Okay to Fight	<i>Franklin Is Bossy</i>	Literacy	1.4, 1.9A, 1.9B; 1.Fig19E; 1.Fig19F.	2nd	Disrespect
1st	Not the Same but Still Equal	<i>The Sneetches</i>	Math	1.1D, 1.5E	2nd	Disrespect
1st	Actions Have Consequences	<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>	Science	1.6, 1.6B, 1.6D	2nd	Disrespect
1st	Different Is Okay	<i>The Crayon Box That Talked</i>	Social Studies	1.14A, 1.14C, 1.18A, 1.19B	2nd	Disrespect
1st	Liar, Liar Pants on Fire	<i>The True Story of the Three Little Pigs</i>	Literacy	1.14A, 1.14C, 1.18A, 1.19B	3rd	Lying
1st	My Family	<i>Families Are Different</i>	Math	1.3D, 1.3E, 1.7A, 1.9C, 1.10C	3rd	Disrespect
1st	Reach For the Moon	<i>Tar Beach</i>	Science	1.8, 1.8B	3rd	Disrespect
1st	Map Your Future	<i>The Little Engine That Could</i>	Social Studies	1.4B, 1.4A, 1.5B, 1.18A, 1.19B	3rd	Disrespect
1st	What is Your Purpose	<i>Eight Keys to a Better Me</i>	Literacy	1.4C, 1.9B, ELPS 3EC	4th	Disrespect

GRADE	LESSON TITLE	BOOK USED	SUBJECT	TEKS/STATE STANDARDS	SIX WKS	INOK/BILINGUAL
1st	Recycle, Reduce, Reuse	<i>The Trouble with Dragons</i>	Science	1.8B	4th	Disrespect
1st	My Past, Present, and Future	<i>African American Heroes: Barack Obama</i>	Social Studies	1.3C, 1.3a, 1.17c	4th	Disrespect
1st	Fact vs Opinion	<i>Mr. Peabody's Apples</i>	Literacy	1.14B, ELPS 3EC	5th	Lying
1st	What I Value	<i>Alexander, Who Used to be Rich Last Sunday</i>	Math	1.1A, 1.4A, 1.4C	5th	Disrespect
1st	We're All Connected	<i>Frog and Toad Together "The Garden"</i>	Science	1.9C, ELPS 1D	5th	Disrespect
1st	Safety Circle	N/A	Social Studies, Health	1.2H, 1.3A, 1.3B	5th	Disrespect
1st	You're Out of Order! Don't Judge	<i>Ballerino Nate</i>	Literacy	1.7, 1.9C	6th	Bullying
1st	How Tall Will You Stand	<i>One</i>	Math	1.7A, 1.1A	6th	Bullying
1st	Hey Little Ant	<i>Hey Little Ant</i>	Science	1.10A, 1.13A, 1.13D, 1.3E, 1.9E, 1.9F	6th	Bullying
1st	Who Am I?	<i>I Am America and America Is Me</i>	Social Studies	1.12A,C; 1.14A-B; 1.19A-B	1st	English Only
1st	What's In A Name?	<i>Chrysanthemum</i>	Literacy	1.12A and C; 1.14C, G, H	1st	English Only
1st	Star Light- Star Bright	<i>Tar Beach</i>	Math	1.1C and 1.3A	2nd	English Only
1st	You Can Be Anything You Want to Be	<i>Amazing Grace</i>	Literacy	1.2, 1.2A, D-F; 1.3A	2nd	English Only
1st	Let's Work It Out!	<i>Franklin is Bossy</i>	Literacy	1.2, 1.2D-F and 1.3A	2nd	English Only
1st	Working Together as a Family	<i>A Chair for My Mother</i>	Math	1C, 9A, 11A-D and 13	3rd	English Only
1st	Keeping It Together	<i>The Mitten</i>	Literacy	1.12A, C	3rd or 4th	English Only
1st	We Appreciate Everyone!	<i>Crow Boy</i>	Literacy	1.2, 1.2C-F, 1.3A and 1.3F	4th	English Only
1st	Swaziland, Swaziland	<i>Learning to Swim in Swaziland</i>	Social Studies	1.4, 1.5, 2A 2C	4th	English Only
1st	Crickwing	<i>Crickwing</i>	Literacy	ELA 1.2.D., 1.2.F., 1.2.E., 1.2, 1.2.C., 1.3.E., 1.3.C	4th	English Only

GRADE	LESSON TITLE	BOOK USED	SUBJECT	TEKS/STATE STANDARDS	SIX WKS	INOK/BILINGUAL
1st	The Cycle of Life	<i>The Giving Tree</i>	Science	1.7D and 1.9B	4th or 6th	English Only
1st	My Family, My Community, My Future!	<i>Quinto's Neighborhood</i>	Literacy	ELA 1.13A, 1.13C, 1.13D, 1.16A	5th	Bilingual
1st	Pig Side, Wolf Side, and the Truth	<i>The True Story of the Three Little Pigs</i>	Literacy	ELA 1.9.A, 1.10A, RC-1.F, 1.9.B, 1.14.B, RC-1.D, 1.14.B	Any	Bilingual
1st	I Know I Can	<i>The Little Engine That Could</i>	Science	1.6C, 1.1A, 1.2B and 1.3A	Any	English Only
2nd	Officer Buckle and Gloria	<i>Officer Buckle and Gloria</i>	Science	1.6C, 1.1A, 1.2B and	1st	Hurting Yourself
2nd	How Full Is Your Bucket	<i>How Full Is Your Bucket? For Kids</i>	Social Studies	4AC	1st	Hurting Yourself
2nd	The Bully Blockers Club	<i>The Bully Blockers Club</i>	Science	112.13.2.b,6B	2nd	Bullying
2nd	Spaghetti In A Hot Dog Bun	<i>Spaghetti In A Hot Dog</i>	Health	10BCDE	2nd	Being Mean
2nd	Hey, Little Ant	<i>Hey, Little Ant</i>	Health	19B, 20AB	2nd	Bullying
2nd	Freddy the Frogcaster	<i>Freddy the Frogcaster</i>	Science	112.13.2b, 8AB	2nd	Bullying
2nd	A Bad Case of Stripes	<i>A Bad Case of Stripes</i>	Science	112.132.b, 9AB	3rd	Doing Drugs
2nd	Liar, Liar Pants on Fire	<i>Liar, Liar Pants on Fire</i>	Social Studies	2.11A, 2.12BD, 2.20B	3rd	Lying
2nd	The Meanest Thing to Say	<i>The Meanest Thing to Say</i>	Science	112.12.2.b.2A, 5A	4th	Being Mean
2nd	Ruthie and the Not So Teenie Tiny Lie	<i>Ruthie and the Not So Teenie Tiny Lie</i>	Math	112.12.2b, 2A, 5A	4th	Lying
2nd	The Empty Pot	<i>The Empty Pot</i>	Math	111.4.2b, 11AC	5th	Cheating
2nd	I Repeat, Don't Cheat	<i>I Repeat, Don't Cheat</i>	Science	112.3.2b, 8AB	5th	Cheating
2nd	Chrysanthemum	<i>Chrysanthemum</i>	Science	112.13.2b, 8A	5th	Disrespect
2nd	The Grouchy Ladybug	<i>The Grouchy Ladybug</i>	Science	112.13.2.b, 10AC	5th	Disrespect

GRADE	LESSON TITLE	BOOK USED	SUBJECT	TEKS/STATE STANDARDS	SIX WKS	INOK/BILINGUAL
2nd	Mirror, Mirror	<i>Eight Keys to Better Me</i>	Social Studies	2A, 2E and 2C	1st	English Only
2nd	I Can—I Can, Yes I Can	<i>Thank You Mr. Falker</i>	Literacy	2.8B, 2.3D, 2.14D	1st	English Only
2nd	Pass the Brownies	<i>Mr. Muddle's Party</i>	Math	2.4, 2.5, 3A and 5C	2nd	English Only
2nd	The Seasonal Tree	<i>The Reasons for the Seasons</i>	Science	2.8 A, B	2nd	English Only
2nd	Days with Frog and Toad	<i>Days with Frog and Toad</i>	Literacy	2.3A-B, 2.9	2nd	English Only
2nd	Everything's Coming Up Pumpkins!	"The Life Cycle of the Pumpkin" from 2nd grade science textbook	Science	2.5 and 2.6	3rd	English Only
2nd	Good Friends Last Forever	<i>Frog and Toad Together</i>	Literacy	2.9C, F and 2.10D	3rd	Bilingual
2nd	What I Value	<i>Alexander, Who Used to Be Rich Last Sunday</i>	Math	3D, 3E, 12A, 12B, 12D and 14A	3rd	English Only
2nd	Putting it Together	<i>The Patchwork Quilt</i>	Social Studies	2.18 B, 3.12 A/B	4th	English Only
2nd	Putting Our Hands Together	"Martin Luther King, Jr." from <i>Harcourt Social Studies</i> textbook	Social Studies	2.5A, 2.6B, 2.17B and 2.18B	4th	English Only
2nd	Obstacles are Everywhere	<i>Bronco Charlie and the Pony Express</i>	Social Studies, ELA	SS 4C, 8B, 13A, 13C, 17E, 18A, 19A and 19B; ELA 2.1E; 2.9A, F	Any	Bilingual
3rd	I Am Some One!	<i>One</i>	Math	111.5.b.14.A, B	1st	Hurting Yourself
3rd	I Am Going to Like Me	<i>I Am Going to Like Me</i>	Literacy	3.8B	1st	Hurting Yourself
3rd	Managing Stress in Healthy Ways	N/A	Health	3.1. E	1st	Bullying
3rd	Recess Queen	<i>Recess Queen</i>	Literacy	3.8B, 3.18B	2nd	Bullying
3rd	Science and Smoking	N/A	Science	112.14.b.2A	2nd	Doing Drugs
3rd	Assertive Communication	N/A	Social Studies	3.12b, 3.9A	2nd	Bullying
3rd	Tobacco Free	N/A	Social Studies	2B	2nd	Doing Drugs

GRADE	LESSON TITLE	BOOK USED	SUBJECT	TEKS/STATE STANDARDS	SIX WKS	INOK/BILINGUAL
3rd	What Are Drugs	<i>What Are Drugs?</i>	Literacy	3.4E, 3.13A, 3.13B, 3.13D, 3.16C, 3.FIG19D	3rd	Doing Drugs
3rd	Freddy the Frogcaster	<i>Freddy the Frogcaster</i>	Science	112.14a., 8A	3rd	Lying
3rd	Three Little Wolves and the Big Bad Pig	<i>Three Little Wolves and the Big Bad Pig</i>	Literacy	3.5A, 3.8A, 3.8B	4th	Lying
3rd	Jamaica and The Substitute Teacher	<i>Jamaica and The Substitute Teacher</i>	Reading	3.8 A	4th	Cheating
3rd	What If Everybody Did That	<i>What If Everybody Did That?</i>	Science	3.1B	4th	Being Mean
3rd	Being Mean	<i>Have You Filled a Bucket Today</i>	Health	9A,B, C, D	4th	Being Mean
3rd	Tangled In Lies	N/A	Health	3.10a	5th	Cheating
3rd	Being Mean	<i>Piggy Monday: A Tale About Manners</i>	Reading	3.8. B	5th	Being Mean
3rd	The Lorax	<i>The Lorax</i>	Science	112.14a 9.A, B, C	5th	Cheating
3rd	Hands Are Not for Hitting	<i>Hands Are Not For Hitting</i>	Literacy	3.17E	6th	Disrespect
3rd	Violence Prevention	N/A	Health	9B	6th	Disrespect
3rd	The Greedy Triangle	<i>The Greedy Triangle</i>	Math	3.6bc	6th	Disrespect
3rd	I Am Responsible	N/A	Science	3.1A, 3.4A and 3.2B	1st	English Only
3rd	Perseverance	<i>Baseball Saved Us</i>	Literacy Technology Applications, Social Studies	ELA 1.A-B; 3C, 7C, 8C, 9A-B; Tech App 1A, 4A, 5A; Social Studies A-C, 2A, 10A, C-D; 16A, 17A-B, 18A-B	1st	Bilingual
3rd	An Unusual Pair	<i>Charlotte's Web</i>	Literacy	1A, 1B, 1C, 4A, 4C, 5A, 5E, 7A, 8A and 8B	1st	Bilingual
3rd	Building a Community of Good Citizens	The Discovery Education video "Qualities of Good Citizenship"	Social Studies	3.11A, 3.11B, 3.17A and 3.17B	1st	Bilingual
3rd	Honesty and Responsibility	<i>The Stories Julian Tells</i>	Literacy	ELA RC3, 3.8A, 3.8B, RC-3.B	3rd	English Only

GRADE	LESSON TITLE	BOOK USED	SUBJECT	TEKS/STATE STANDARDS	SIX WKS	INOK/BILINGUAL
3rd	The Time of My Life	<i>African American Heroes: Barack Obama</i>	Math	3.10 and 2B	4th	English Only
3rd	We Are All the Same- We Are All Different	<i>Smoky Night</i>	Social Studies	1.A; 10A, C, D; 11A-C; 16C, E; 17A, B; 18A, B	4th	English Only
3rd	All Feelings Matter!	<i>Sadako and the Thousand Paper Cranes</i>	Literacy	ELA 3.8 A-B	5th	Bilingual
3rd	Art Unites a Community	<i>The Pot that Juan Built</i>	Social Studies	3.1A, 3.1B, 3.3B, 3.4B, 3.5A, 3.6A, 3.6C, 3.11A, 3.11B	Any	Bilingual
3rd	Problem-solving and Decision Making Process	<i>Cloudy With a Chance of Meatballs</i>	Math	3A-B, 14A-D	Any	English Only
3rd	Changes Happen	N/A	Science	2A-E, 3B-D, 5A, 8A-D, 9A-B and 10A	Any	English Only
4th	Doughnut Whole	<i>Mistakes That Worked</i>	Science	4.1A, 4.2b	1st	Disrespect
4th	Same Color, Different Lens	<i>One Green Apple</i>	Reading	4.Fig19D, 4.6B	1st	Disrespect
4th	All In, All Together	N/A	Social Studies	4.9B	2nd	Being Mean
4th	R-E- S-P- E-C- T	<i>The Sneetches</i>	Math	4.4A, 4.1A	2nd	Disrespect
4th	Integrity Charades	N/A	Social Studies	4.3A, 4.15S	2nd	Bullying
4th	Pressure Switch	<i>Switch On, Switch Off</i>	Science	4.6B, 4.6C	2nd	Disrespect
4th	Communicating	<i>Peter's Chair</i>	Literacy	4.20Aiv, 4.Fig19D	3rd	Disrespect
4th	Properties of Expressions	N/A	Math	4.1A-G, 4.4A-H	3rd	Disrespect
4th	Exploring Early Explorers' Actions	N/A	Social Studies	4.2A, 4.14B	3rd	Disrespect
4th	Name That Energy	<i>Energy Makes Things Happen</i>	Science	4.2F, 4.6A	3rd	Hurting Yourself
4th	Art Unites a Community	<i>The Pot That Juan Built</i>	Social Studies	4.21A, 4.21B, 4.21D, 4.3A	4th	Disrespect
4th	Earthy Colors	<i>All the Colors of the Earth</i>	Reading	4.21A, B, D, 4.3 A	4th	Disrespect

GRADE	LESSON TITLE	BOOK USED	SUBJECT	TEKS/STATE STANDARDS	SIX WKS	INOK/BILINGUAL
4th	Same, But Different	N/A	Math	4.1A-G, 4.3 A	4th	Disrespect
4th	Forces Make Things Move	<i>Forces Make Things Move</i>	Science	4.6D, 4.2 D	4th	Disrespect
4th	America's Journey Through Slavery	<i>America's Journey Through Slavery: United Streaming Video</i>	Social Studies	4.21A, B, D	5th	Disrespect
4th	Plan to Goal	N/A	Science	4.7	5th	Disrespect
4th	Wonderful Words	<i>Wonderful Words: Poems About Reading, Writing, Speaking and Listening</i>	ELA	4.4	5th	Disrespect
4th	The Dot and the Line	<i>The Dot & the Line: A Romance in Lower Mathematics</i>	Math	4.1A, 4.6 A	5th	Disrespect
4th	Decisions to be Made	<i>The Ants and the Grasshopper</i>	Math	ELA 4.13B, 4.13E	6th	Disrespect
4th	Sir Cumference and All the Kings Tens	<i>Sir Cumference and All the Kings Tens</i>	Math	4.1F, 4.1G	6th	Being Mean
4th	The Settlement of Texas	<i>The Settlement of Texas: United Streaming Video</i>	Social Studies	4.12C, 4.13A	6th	Disrespect
4th	I Fit In!	<i>Alexander and the Horrible, No Good Day</i>	Science	4.1A, 4.2B and 4.4B	1st	English Only
4th	Procedure Power! Towers!	N/A	Science	4.1A, 4.4A, 4.2B	1st	English Only
4th	Don't Judge a Book by Its Cover	<i>Because of Winn Dixie</i>	Literacy	ELA 4.10A, D; 4.11A, C, D; 4.10 F, G	1st	English Only
4th	R-E-S-P-E-C-T	<i>The Sneetches</i>	Math	3A, 13A, 13B, 14A-D, 15B and 16B	1st	English Only
4th	Connecting Through Compromise	N/A	Social Studies	4.3A and 4.20A	3rd	English Only
4th	Facing Feelings	<i>Dear Mr. Henshaw</i>	Literacy	4.6A, 4.6B and 4.2B	3rd	English Only
4th	Lines That Connect Us	N/A	Math	4.1A, B and D, 4.3A and B	4th	English Only
4th	Weather	N/A	Science	4.1A, 4.3 and 4.10	5th	English Only
5th	The Brand New Kid	<i>The Brand New Kid</i>	Literacy	5.6AB and Fig 19D	1st	Disrespect
5th	Everyone Has Value	<i>Zero</i>	Math	5.1A, 5.1B, 5.1C, 5.1E	1st	Disrespect

GRADE	LESSON TITLE	BOOK USED	SUBJECT	TEKS/STATE STANDARDS	SIX WKS	INOK/BILINGUAL
5th	Be Responsible	N/A	Science	5.1A, 5.4B	1st	Hurting Yourself
5th	Personal Space Camp	<i>Personal Space Camp</i>	Social Studies	5.6A	1st	Disrespect
5th	Mr. Peabody's Apples	<i>Mr. Peabody's Apples</i>	Literacy	5.11B	2nd	Being Mean
5th	The Invisible Boy	<i>Then Invisible Boy</i>	Math	4.3A, 5.5A, 5.14B	2nd	Being Mean
5th	George Washington Carver	<i>George Washington Carver Mini Bio</i>	Science	5.2D, 5.3D	2nd	Bullying
5th	Being Assertive	<i>Liberty Kids Boston Tea Party Video</i>	Social Studies	5.2A, D	2nd	Bullying
5th	Ruby's Wish	<i>Ruby's Wish</i>	Literacy	5.2A, D	3rd	Disrespect
5th	Have You Ever?	N/A	Math	5.9A	3rd	Being Mean
5th	Emotional Energy, Where Does It Come From	<i>How Full Is Your Bucket?</i>	Science	5.7C	3rd	Doing Drugs
5th	Being Safe Online	N/A	Social Studies	5.18A, 5.20A, 5.26A	3rd	Cyberbullying
5th	Sir Cumference and the First Round Table	<i>Sir Cumference and the First Round Table</i>	Math	5.1A,5.1B,5.1C,5.1D	4th	Bullying
5th	Kindness Means	N/A	Science	5.5A, 5.5B	4th	Being Mean
5th	How To Do Your Best	<i>Testing Mrs. Malarkey</i>	Literacy	5.17, 5.6B	5th	Cheating
5th	Stellaluna	<i>Stellaluna</i>	Science	5.9C	5th	Bullying
5th	Never Give Up	<i>Snowflake</i>	Social Studies	5.24B, 4C	5th	Hurting Yourself
5th	Kid President	N/A	Literacy	5.17	6th	Disrespect
5th	The Earth Needs Us	<i>The Earth We All Share Is Beautiful Video</i>	Science	5.1B, 5.7C	6th	Disrespect
5th	Making Mandalas	N/A	Math	5.7A, 5.15B, 5.16A	6th	Disrespect
5th	When the Going Gets Tough	<i>Bud, Not Buddy</i>	Literacy	5.10B, 5.4A and 5.12H	1st	English Only

IT'S NOT OKAY **PRE-K LESSONS**

All Kinds of Families

"I THINK, I FEEL" PEOPLE IN SCHOOLS/SAFETY IN SCHOOLS

Book Summary: *The Family Book* by Todd Parr recognizes and celebrates the numerous definitions of what a family looks like. It is a colorful depiction of differences and similarities among loving families that encourages the reader to appreciate their families' special characteristics.

Vocabulary from Book: family, parent, same, different, together, hug

Guidance Vocabulary:

- respect - a feeling or understanding that someone or something is important, and should be treated in an appropriate way
- support system - a group of people who give someone help

State Standard: I.C.6., VI.A.1.

Guidance Lesson Strand(s): self-confidence development

Objective: Students will understand that families are both different and the same, but all families love and support each other.

Preparation:

- Obtain book from library or prepare YouTube video of book read-aloud.
- Obtain pictures of families. (Google search for "Families" will yield many pictures of diverse families.)

Procedure:

- Show pictures of different kinds of families. Say, "Tell me about these families. Describe what they are doing. How are they the same/different?" After a few students have a chance to share, say, "Look at the family on the cover of our book. What can you tell me about this family?"
- Preview vocabulary cards (family, parent, same, different, together, hug) and ask students to help

you create definitions for each word. Record definitions to expand once the story has been read.

- Say: "We are going to read *The Family Book* by Todd Parr. Let's see if the families in this book are like any of yours".
- Read or show *The Family Book* by Todd Parr.
- Turn and Talk: Encourage students to describe their families to their partner/s. Model for the class by discussing how many people are in your family, briefly providing a physical description and the activities you enjoy as a family. Once students have had an opportunity to turn and talk to their partners, ask the group to participate by raising their hands if the following apply to them (the purpose is for students to notice how similar they are to one another):
 - Raise your hand if you have siblings
 - Raise your hand if you like to play with your mom or dad
 - Raise your hand if your family has one or more pets
 - Raise your hand if your family likes to hug
- Re-visit vocabulary and expand using student drawings and definitions.

Extension Activity:

The Melon Mix Family

- **Materials:** various kinds of melons (cut and uncut), bowls, napkins, table, spoons, chart paper, markers
- **Description:** Explain that just as all human families are different, so are fruit families. The melons used in this activity are in the same fruit family. Students will examine, explore, and discuss how the melons differ in color, size, shape, texture, weight, and seed content. Create a chart about the differences in the melons.

Home Connection: Encourage students to discuss family similarities and differences with family members at home.

Tour Your School

“I THINK, I FEEL” PEOPLE IN SCHOOLS/SAFETY IN SCHOOLS

Book Summary: *Pete the Cat: Rocking in my School Shoes* by Eric Litwin. Pete the Cat likes rocking' in his school shoes. From the library to the play area, this cool cat has many places to go around the school. Hopefully you can guess where Pete is and which places he'll visit next.

Vocabulary from Book: classroom, library, cafeteria, playground, office

Guidance Vocabulary:

- responsibility- taking care of yourself and making good choices
- safe- acting in a way that is not likely to be dangerous or can cause harm

State Standard: I.B.1.a., V.E.1, I.C.2., VII.C.1.

Guidance Lesson Strand(s): motivation to achieve responsible behavior

Objective: Students will become aware of the different areas of the school, and the people who are there to teach them and keep them safe.

Preparation:

- Take pictures (print or keep an electronic copy) of key school areas (library, cafeteria, playground, auditorium, gym, foyer, main office, classroom, restrooms, etc.)
- Obtain book from library or prepare YouTube video of book read-aloud.
- Print “Pete the Cat School Tour

Procedure:

- Use school pictures to introduce the areas that make up the school building and their purpose (library, cafeteria, playground, auditorium, gym, foyer, main office, classrooms, restrooms, etc.)
- Explain that every student and adult must

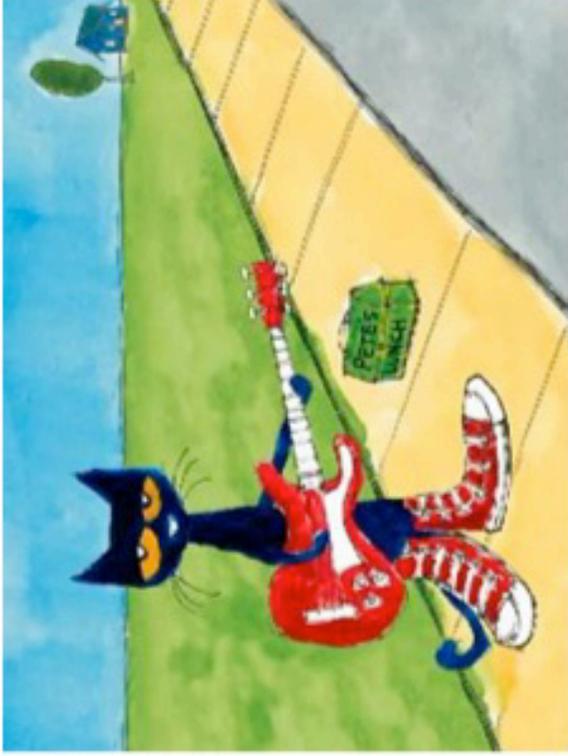
show responsible behavior in order to keep themselves and others safe. Define responsibility and safe.

- Provide examples of responsible behavior and how such behavior promotes safety (we walk while in hall to avoid falling and hurting ourselves or others). Ask- “What can I do if I see a friend who is not being responsible or safe?” “Who are some responsible adults I can go to for help?”
- Read or show *Pete the Cat: Rocking in my School Shoes* by Eric Litwin
- Pete the Cat School Tour: take students on the school tour, encouraging them to use correct vocabulary for areas and people.

Extension Activity: Read the *Pete the Cat School Tour* printable book. Ask students to help you guess where Pete the Cat might be based on the clues provided.

Home Connection: Encourage students to discuss the places visited during the school tour and invite students to lead a tour for parents or caregiver.

A few lesson notes:



Pete the Cat School Tour



Dear Pre-Kindergarteners,
I was rocking in my school shoes, and I got
lost! Can you help find me?

I am in a place where there are lots of
exciting books. Where am I?



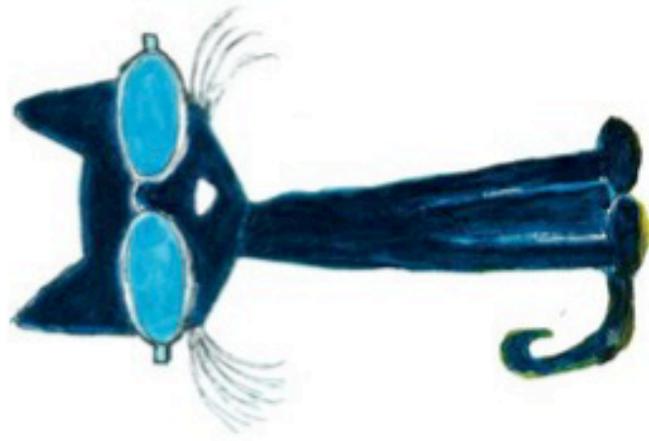
Dear Pre-Kindergarteners,
I was reading in my school shoes, and I got
Lost again! Can you help find me?

I am in a place where you find toilets and
sinks. Where am I?



Dear Pre-Kindergarteners,
I am still rocking in my school shoes, and
I got lost again! Can you help find me?

I am in a place where you play, run and
climb. Where am I?



Dear Pre-Kindergarteners,
I was running in my school shoes, and
I got lost again! Can you help find me?

I am in a place where you eat lunch.
Where am I?



Dear Pre-Kindergarteners,
I was eating in my school shoes, and
I got lost again! Can you help find me?

I am in a place where you draw and paint.
Where am I?



Dear Pre-Kindergarteners,
I was making art in my school shoes, and
I got lost again! Can you help find me?

I am in a place where you find the principal
and secretaries. Where am I?



Dear Pre-Kindergarteners,
I was sitting in my school shoes, and
I got lost again! Can you help find me?

I am in a place where you will learn all year.
Where am I?



Here I am!!!

Feelings Are Okay

“I THINK, I FEEL” PEOPLE IN SCHOOLS/SAFETY IN SCHOOLS

Book Summary: *The Kissing Hand* by Audrey Penn. Chester Raccoon is not ready to start school. As he cries, Mrs. Raccoon teaches Chester a secret that will help comfort him when he misses her most- a kissing hand. This sweet story helps students remember that while going to school for the first time may be scary, there is always someone who loves and misses them no matter where they are.

Vocabulary from Book: school, friends, teacher, raccoon, secret

Guidance Vocabulary:

- encourage - to give support to someone
- lonely - feeling sad when nobody special is around
- love - to care a lot about someone special

State Standard: I.C.6

Guidance Lesson Strand(s): Interpersonal effectiveness, decision-making, goal-setting, planning, problem-solving

Objective: Students will recognize that there are times when we have to do things we may not want to do, and realize that we can encourage one another to work through those times without self-harm.

Preparation:

- Obtain book from library or prepare YouTube video of book read-aloud.
- Print or show Feelings PowerPoint (file accessible on one drive under Elementary INOK)
- Print Feelings drawing sheet (file accessible on one drive under Elementary INOK)

Procedure:

- Introduce guidance vocabulary using vocabulary cards. Provide definitions and examples for students to understand.

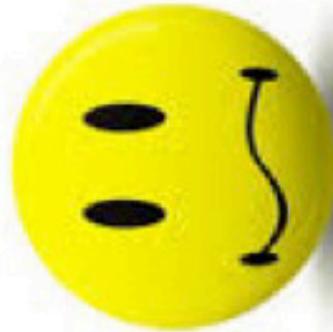
- Read or show “The Kissing Hand” by Audrey Penn
- Say: “Chester’s mom encouraged him to come to school by reminding him that he would make new friends and read new books. She also taught him the kissing hand. Raise your hand if your parents encouraged you to come to school this morning. How were they encouraging?” “Raise your hand if you felt a little scared about starting school. What part scared you?” “Who loves you in your family? How do they show they love you?”
- Remind students that it is normal to feel fear or lonely the first weeks of school. Say: “Your teachers, friends and I would like to help you if you’re feeling scared or lonely and would like to laugh with you if you’re feeling happy. Let’s learn about some important feelings we all have.
- Feelings PowerPoint. Review each feeling, encourage students to show you what their happy, sad, angry and scared faces look like. Ask students to provide examples of what things help them feel happy, sad, angry and scared. (sample included)

Extension Activity: Students can draw a picture of a face showing one of the feelings discussed.

Home Connection: Encourage students to tell their parents and siblings how they felt their first weeks of school and what can help them feel better if they’re sad or angry.

A few lesson notes:

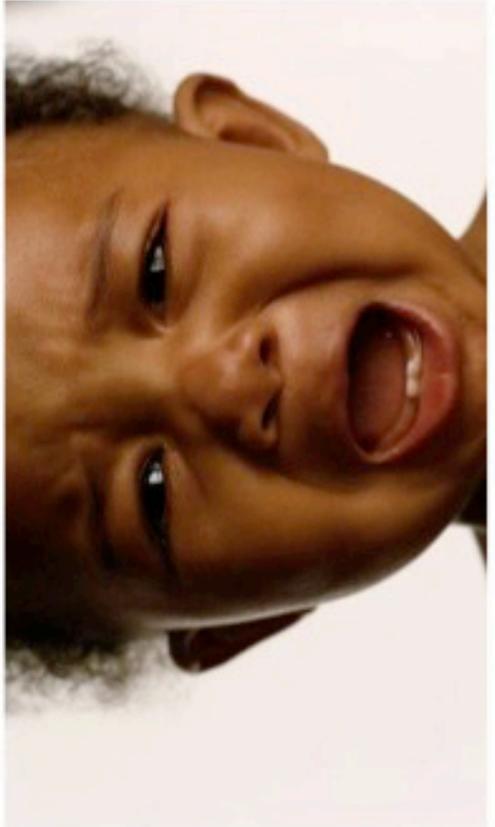
Feelings



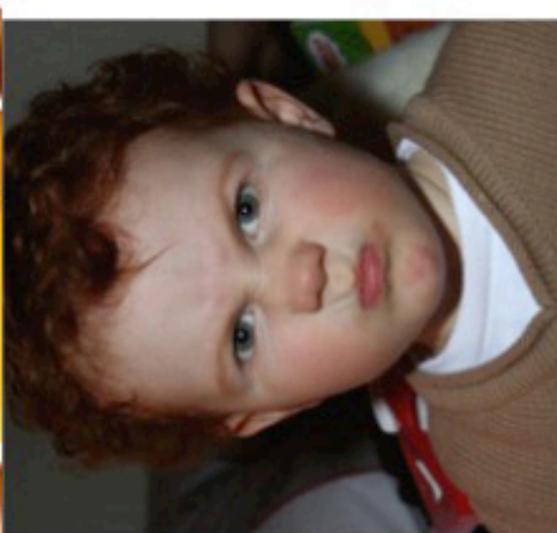
Happy / Feliz



Sad/Triste



Angry/Enojado

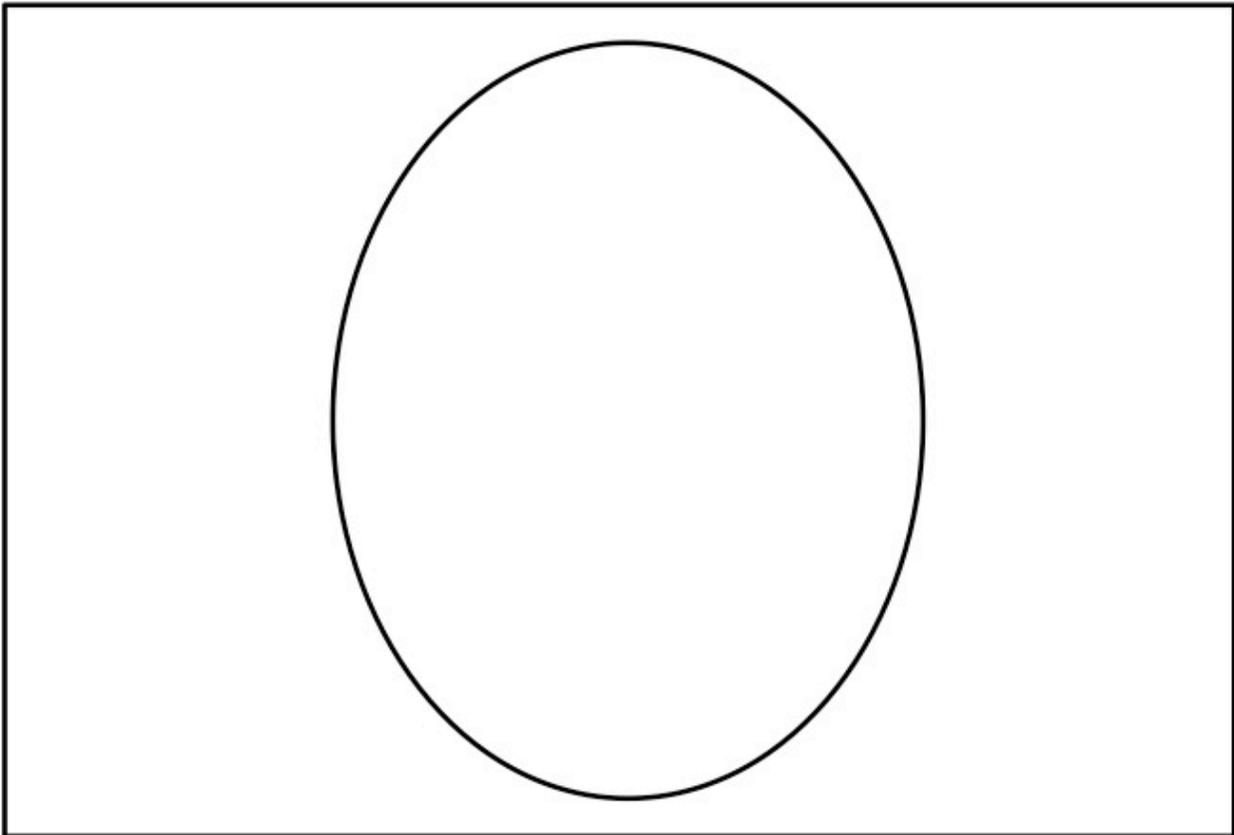


Scared/Miedo



Name _____

Feelings



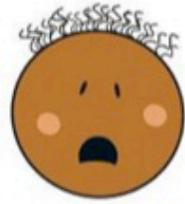
Happy



Sad



Angry



Scared

Buddy or Bully?

“MY FRIENDS AND FAMILY” CHARACTERISTICS OF A GOOD FRIEND

Book Summary: *How to Lose All Your Friends* by Nancy Carlson. Friendship is an important quality, but what if you'd rather not have friends? What characteristics should you have to keep others away? Nancy Carlson's *How to Lose All Your Friends* is a unique way of teaching little ones what friendship does not look like in a fun and colorful way.

Vocabulary from Book: cheat, whine, tattle, poor sport

Guidance Vocabulary:

- bully -
 1. feels like he/she is more powerful (bigger, stronger, smarter)
 2. is hurtful
 3. has happened over and over again (more than once)
- buddy - a good friend.

State Standard: I.C.1, I.C.3, I.C.6

Guidance Lesson Strand(s): interpersonal effectiveness, communication skills, responsible behavior

Objective: Students will understand how to be a good friend to others.

Preparation:

- Obtain book from library or prepare YouTube video of book read-aloud.
- Print or show Buddy or Bully T-Chart
- Print Wanted: Good Friend Poster

Procedure:

- Ask students if they know what a buddy is. Help students define what a buddy/friend is by providing examples and modeling what a good friend acts like. Use the Buddy or Bully chart to record student answers under the Buddy section.

- Say, “Now that we know what good buddies or friends act like, I think it’s important that we also learn how to lose all our friends.”
- Read or show *How to Lose All Your Friends*
- Say, “We all have days when we feel grumpy, sad or mad. It’s okay to feel this way, but it’s not okay to be mean to others because we’re not having a good day. When someone feels like they have more power than us and hurts us over and over again we call that person a bully. In the book we learned some of the things that bullies do.”
- Record student answers in the Bully section of the Buddy or Bully.

Extension Activity: Ask students to draw a picture of a good friend (Buddy) on the Good Friend Wanted Poster. If students cannot think of someone in the classroom who is a good friend, encourage them to think of someone in their family who is a good friend.

Home Connection: Encourage students to discuss characteristics of a good friend at home with family members and name the ways in which they will practice being good friend.



Buddy 

Bully 

WANTED!

ALIVE!

A TRUE FRIEND



THIS PERSON MUST BE:

- 1.
- 2.
- 3.



REWARD

A FRIEND IN RETURN

Wrinkled Hearts

“MY FRIENDS AND FAMILY” KINDNESS - BULLYING, IT’S NOT OK

Book Summary: *Chrysanthemum* by Kevin Henkes. The day Chrysanthemum was born her parents thought she was absolutely perfect and wanted her name to be special like her. Chrysanthemum loved the way her name sounded and looked until the day she started school. Will teasing be the reason for Chrysanthemum to wilt?

Vocabulary from Book: wilted, jealous, perfect

Guidance Vocabulary:

- teasing - to make fun of
- bully -
 1. feels like he/she is more powerful (bigger, stronger, smarter)
 2. is hurtful
 3. has happened over and over again (more than once)
- kindness - being friendly, generous, and considerate.

State Standard: I.C.6, III.a.1

Guidance Lesson Strand(s): self-confidence development, interpersonal effectiveness

Objective: Students will recognize that using unkind words can leave lasting impressions.

Preparation:

- Obtain book from library or prepare YouTube video of book read-aloud.
- Print Chrysanthemum hearts for each student

Procedure:

- Introduce guidance vocabulary by saying, “Today we are going to read a story about a little mouse who thought her name was perfect until a bully teased her so much that she wilted like a flower. Do you know what the words teasing, bully, kindness mean?”
- Pass out Chrysanthemum hearts. Explain to the class that you will be reading *Chrysanthemum* aloud. Tell

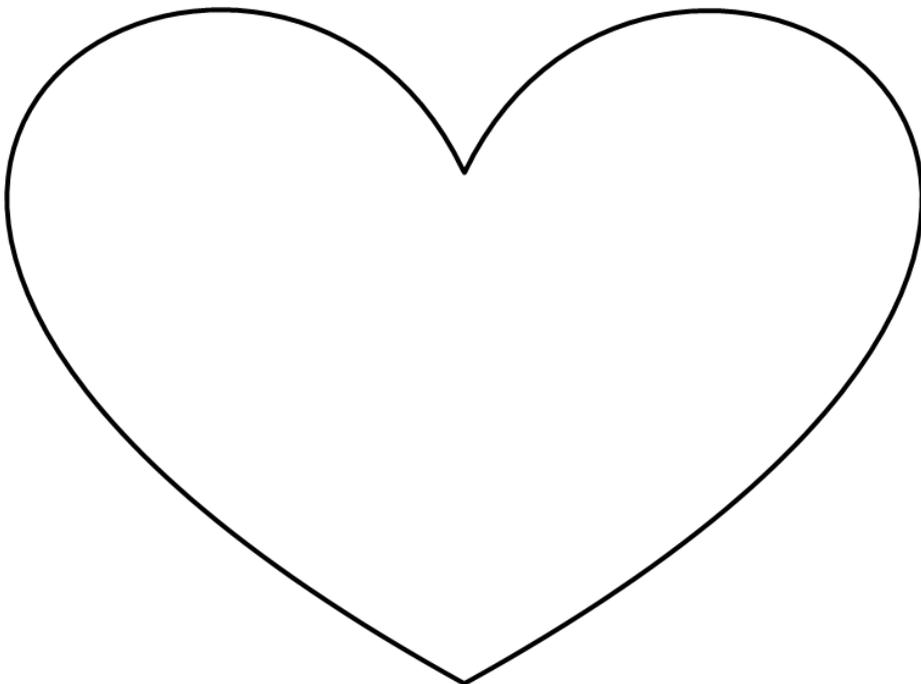
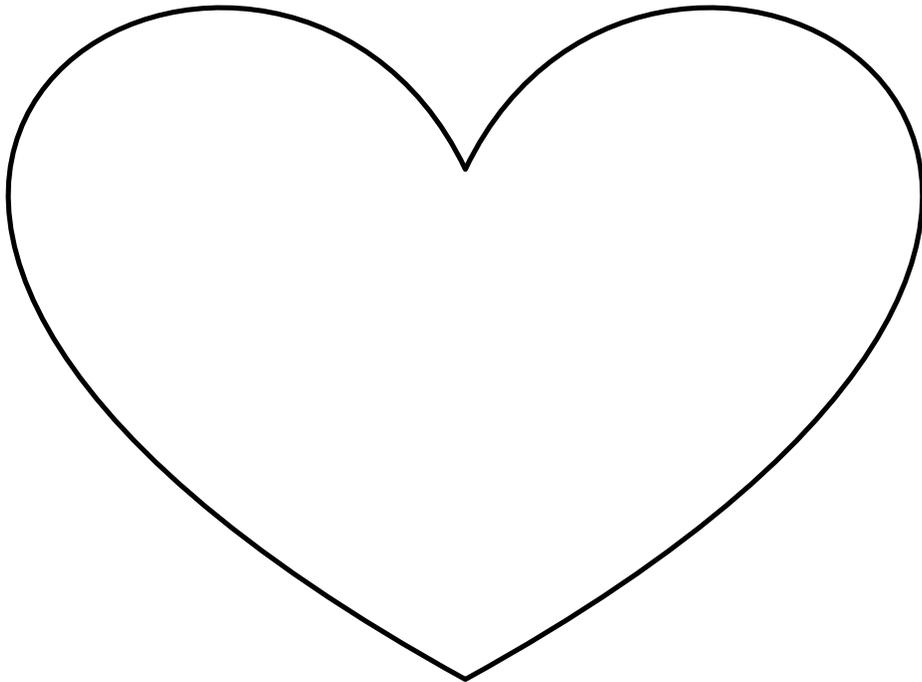
them that each time someone says something unkind to Chrysanthemum, they will wrinkle their heart. Each time someone says something kind to Chrysanthemum, they will attempt to smooth out their heart.

- Read or show *Chrysanthemum* by Kevin Henkes
- After reading the book, have students tell their hearts “sorry” and try to smooth them out. What do they notice about the hearts? (They’re wrinkled. Ask, “Is the heart all better after saying sorry? (No). The heart still remembered the mean things said, even after the apology. It’s better not to say anything mean. When you do/say something hurtful, saying sorry is a good start. Next you need to do something nice for the person (making restitution builds empathy).”
- Brainstorm different ways Chrysanthemum’s classmates could do something nice for Chrysanthemum to demonstrate they’re sorry for hurting her feelings. Record student’s answers.

Extension Activity: Students can put their individual hearts on a large class heart for display in the classroom. This will serve as a reminder to use kind words.

Home Connection: Inspire students to make kind gestures for family members. Possible examples are help clean the dinner table, hug and kiss someone you love, draw something nice, and sing a song for a loved one.





It's Okay to be Different

"MY FRIENDS AND FAMILY" DIFFERENT IS OKAY

Book Summary: *It's Okay to be Different* by Todd Parr. From your nose to your size and the place you came from, it's okay to be different. It's okay to have bad feelings and to do something nice for yourself. No matter what, you are special and important; and it's always okay to be different.

Vocabulary from Book: same, different

Guidance Vocabulary:

- diversity- having many different forms, types, ideas, appearance
- community- people who live near each other or go to school/ work together

State Standard: VI.a.1, I.d.1, I.d.2

Guidance Lesson Strand(s): self-confidence development, interpersonal effectiveness

Objective: Students will identify similarities and differences between themselves and their peers and will learn that it is okay to be different.

Preparation:

- Obtain book from library or prepare YouTube video of book read-aloud.
- Obtain a white shelled egg and a brown shelled egg.

Procedure:

- Begin the lesson by asking, "What do you think it would be like if we all looked the same, acted the same and liked the same things?" Discuss positives and negatives. Introduce guidance vocabulary by saying, "In our community, which is the place where we live, go to school and work we have a lot of diversity. Diversity means that we have people that look different, like to do different things and sometimes come from different places. Today we are going to read a story about how special it is to be

different."

- Begin reading the book, *It's Okay to be Different* by Todd Parr. During reading allow for student comments and questions about the illustrations and text in the book.
- After Reading: Present the class with a brown egg and a white egg in bowls. Allow the class to touch the egg and feel the weight and texture of the egg. Allow for plenty of exploration time with the two eggs. Student responses can be written on promethean board. When the class has observed the eggs ask them what they think the eggs will look like on the inside. Crack the eggs open into the bowls and explain to the students that, "even though the eggs look different on the outside, they are the same inside. People are like that, too!" Further explanation of how people are the same can follow this.

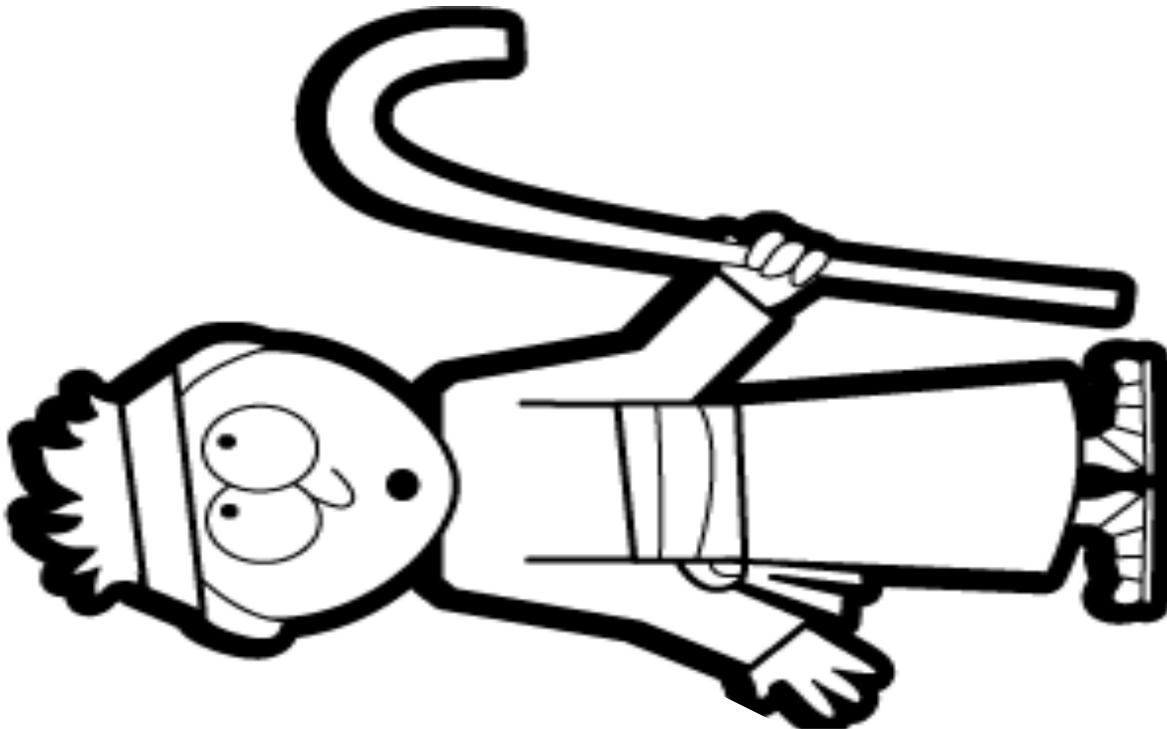
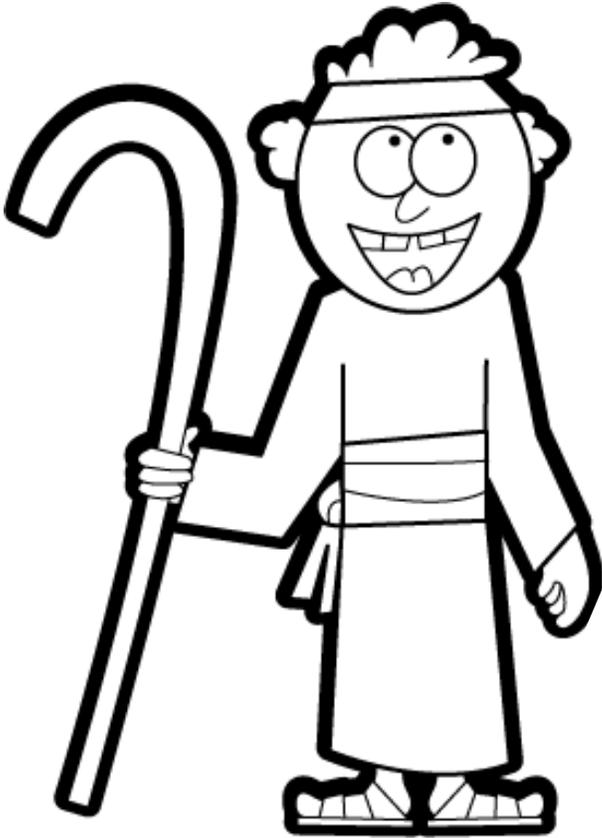
Extension Activity: Have the students dictate responses to the question, "What surprised you about the eggs? How are they alike? How are they different?"

Home Connection: Invite students to discuss similarities and differences among family members based on appearance and preferred activities.



The Boy Who Cried Wolf

Printable Puppets



I Can Take Care of Myself

Guidance Vocabulary:

- self-care - Caring for yourself to stay healthy and safe
- responsibility - taking care of yourself and making good choices

State Standard: IV.A.1, IV.C.1, VI.D.1, VI.D.2, VI.D.3

Guidance Lesson Strand(s): self-confidence, development, decision-making, goal-setting, problem-solving skills, responsible behaviors

Objective: The learners will name the self-care steps necessary to getting ready to go to school as well as categorize items appropriate for school and for keeping at home.

Preparation:

- Access or save the I Can Take Care of Myself flipchart (file accessible on one drive under Elementary INOK)

Procedures:

- Remind students that now that they are in school they are expected to be responsible individuals like their parents. Part of demonstrating responsibility is making positive choices about self-care.
- Using the second slide of the flipchart ask students to help you prepare David for school. Invite individual students to come up to the board and help David bathe, brush his teeth, clean his ears, and comb his hair. The items can be dragged over David to simulate the action.
- The next slide encourages students to draw the items of clothing necessary for David to be ready for school. Students may choose the pencil or marker tool from the tool box.
- Using the next slide, help students organize items based on whether David needs to take

them to school or leave them at home. The items are meant to incite conversation about positive choices and responsible behavior.

- Click on the picture of Michelle Obama and Elmo to view a short video of the importance of breakfast in the mornings.
- Finally, ask volunteers to take a minute to think about what they do to take care of themselves. Allow a student to draw what he/she does to take care of him/herself and write a sentence to represent the drawing.

Extension Activity: Invite all students to draw what they do to take care of themselves and get ready for school. Using their writing and a construction sheet of paper as a cover, create a class book for students to reference.

Home Connection: Motivate classroom teachers to allow students to take the book home and share their work with their parents.

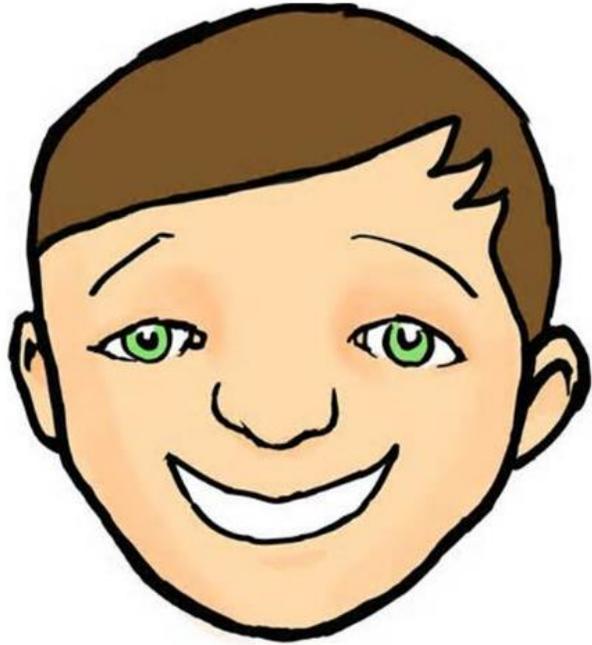




**I Can Take Care
of Myself!**

Can you help David get ready for school?

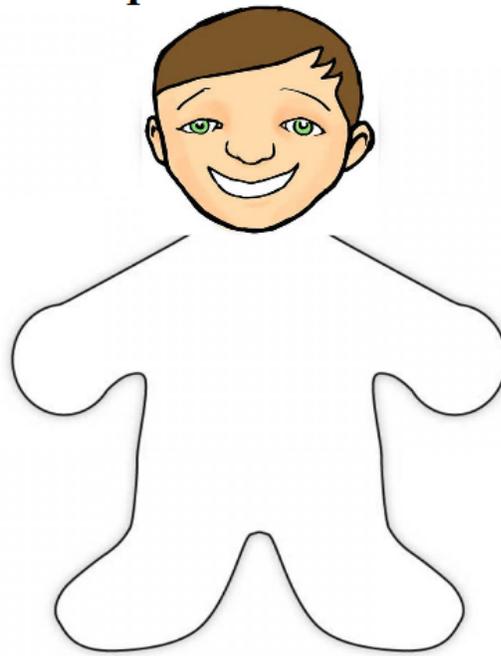
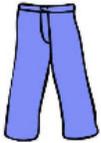
Help him brush his teeth, clean his ears, and brush his hair



Can you help David get dressed for school?

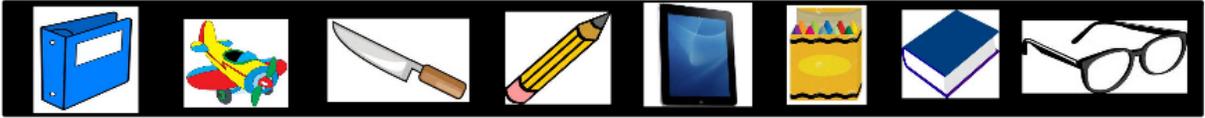


Draw the following items to help David get dressed:



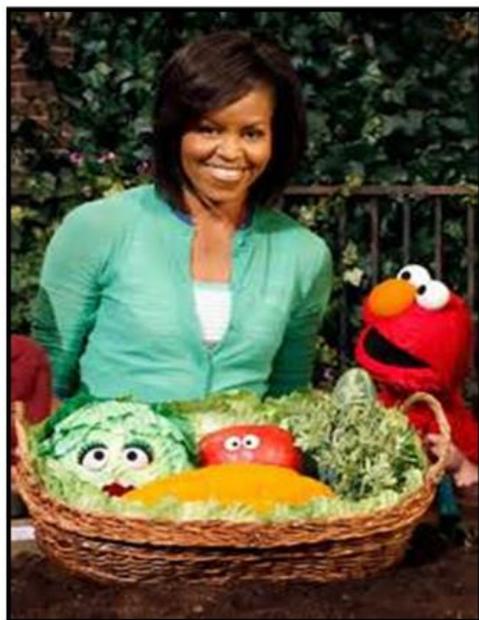
Can you help David get his backpack ready?

Drag the items David needs for school to the section with the backpack. Drag the items that need to stay at home to the section marked Home.



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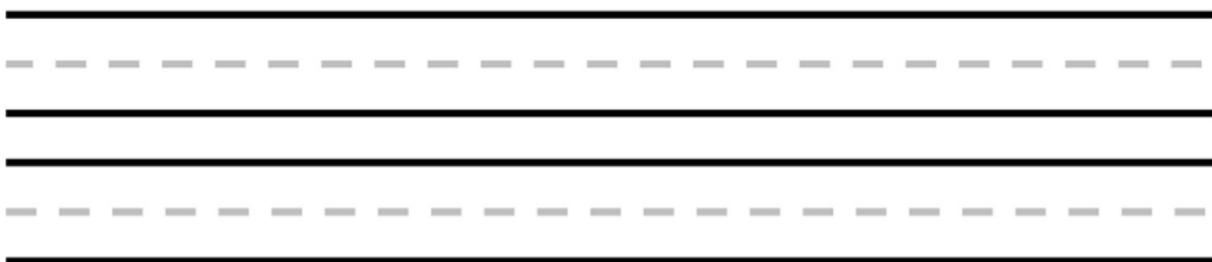
Dont forget breakfast!



Name: _____

Date: _____

This is how take care of myself



Responsibility Begins with Me!

DISRESPECT IS NOT OKAY

Guidance Vocabulary:

- responsibility - taking care of yourself and making good choices

State Standard: I.A.1, I.A.3.I., B.1.c., I.B.2.a, I.B.2.b, I.B.2.c, I.C.1, I.C.6.

Guidance Lesson Strand(s): self-confidence development, decision-making, goal-setting, planning problem-solving skills, interpersonal effectiveness, responsible behavior

Objective: Learners will learn the meaning of responsibility and will discuss and examine the consequences to their actions. Learners will participate in a series of games and activities conducive to reflection about personal choices and experiences.

Preparation:

- Access or save the Responsibility Begins with Me flipchart (file accessible on one drive under Elementary INOK)

Procedures:

- Define Personal Responsibility and provide examples to ensure student understanding
- Remind students that their actions can lead to emotional changes in others, positive or negative. EX: When I smile at a student, I get a smile in return and we both feel happy. If I high-five another person, I am letting them know they are doing an excellent job and we both feel happy.
- For the next four slides of the flip chart ask students to help you match an action to a possible consequential emotion. This can be done by drawing a line from the picture to the emotion using the Promethean drawing tools.
- Ask students to sit in a large circle on the floor (or in a manner in which they can see one

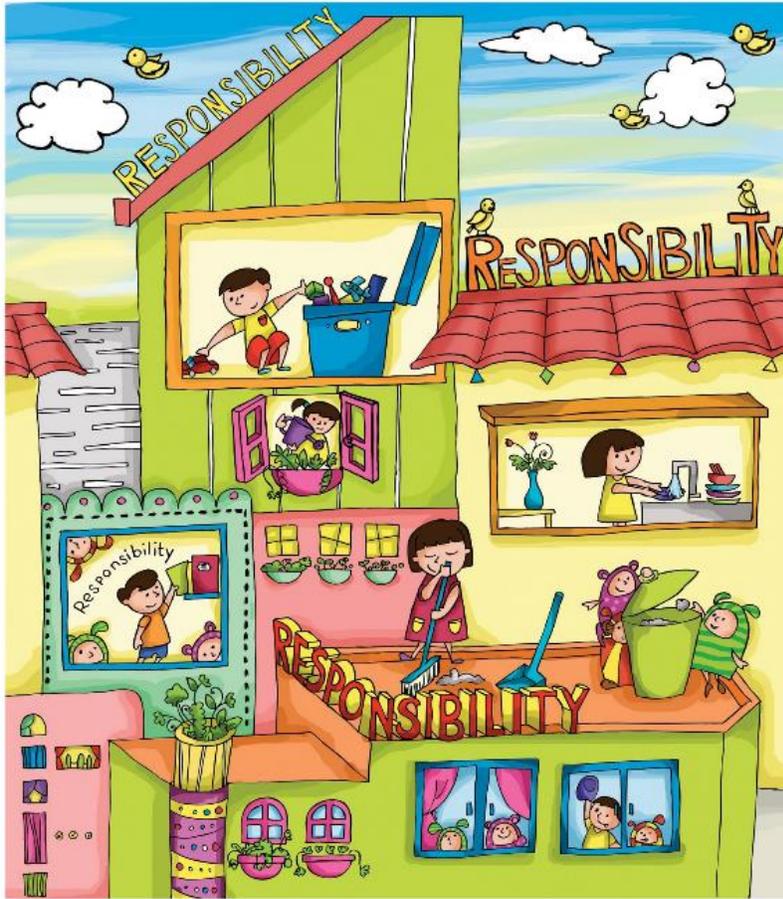
another). Tell students you will read a short sentence, if they feel like what was said is true for them they should stand. The goal of the activity is to help students understand that while most of us like to ride bikes, eat ice cream and play tag, we have all been through some sad and not so pleasant situations.

- Emphasize to students the fact that they have a choice in the way they treat others. Remind them how bad it feels to be left out and/or when someone is mean to them.
- Finish the lesson with *Hug O' War* by Shel Silverstein.

Extension Activity: Create hand/facial movements for the words war, hugs, tugs, giggles, rug, kisses, grins, cuddles and wins from the poem *Hug O' War* to chant with your students.

Home Connection: Recommend students think about ways to bring a smile to at least three other people this week. Later, ask them to share what they did and how they felt about making a positive impact on others.

A few lesson notes:



**Responsibility
begins with ME**

What is PERSONAL RESPONSIBILITY?

The idea that you are
able to choose your
actions and are
responsible for them



My actions can impact others

Draw a line to the corresponding possible consequence



If I  then
he/she might



My actions can impact others

Draw a line to the corresponding possible consequence



If I  then he/she might



My actions can impact others

Draw a line to the corresponding possible consequence



If I  then
he/she might



My actions can impact others

Draw a line to the corresponding possible consequence



If I . . . then
he/she might



Stand if...

Have you ever ridden a bike

**Have you ever had vanilla
ice cream**

If you like playing tag

Stand if...

**Someone has ever been
mean to you**

**You have ever been mean to
someone**

You have ever felt left out

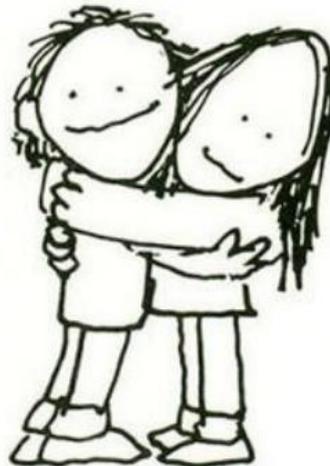
Someone has ever hurt you

You have a CHOICE!



HUG O' WAR

I will not play at tug o' war.
I'd rather play at hug o' war,
Where everyone hugs
Instead of tugs,
Where everyone giggles
And rolls on the rug,
Where everyone kisses,
And everyone grins,
And everyone cuddles,
And everyone wins.



The Silverstein

Trash Talk

DISRESPECT IS NOT OKAY

Guidance Vocabulary:

- responsibility - taking care of yourself and making good choices
- recycling - instead of throwing things in the trash, set them aside to be used to make something new

State Standard: VI.A.1, VI.C.4

Guidance Lesson Strand(s): goal-setting, planning problem-solving skills, responsible behavior

Objective: Learners will be able to explain why recycling is important and how they can personally make an impact on their community and the world. Learners will also identify and sort recyclable items in an effort to practice and apply learned material.

Preparation:

- Access the following YouTube link to view Reading Rainbow: How Trash Is Recycled with LeVar Burton <https://www.youtube.com/watch?v=w118HXa3HLk>
- Print and bind the *Trash Talk* book
- Print Guidance Vocabulary
- Print, color and laminate Trash Talk manipulatives and labels
- EXTENSION LESSON- Print I'm a Good Citizen handout on cardstock paper

Procedures:

- Begin by reminding students that responsible behavior does not only pertain to personal property and actions but also involves being responsible for the world we live in. Emphasize the fact that by each one of us doing our part we can make a big impact (keep animals safe, maintain clean living areas, save resources including trees)
- Read *Trash Talk* book

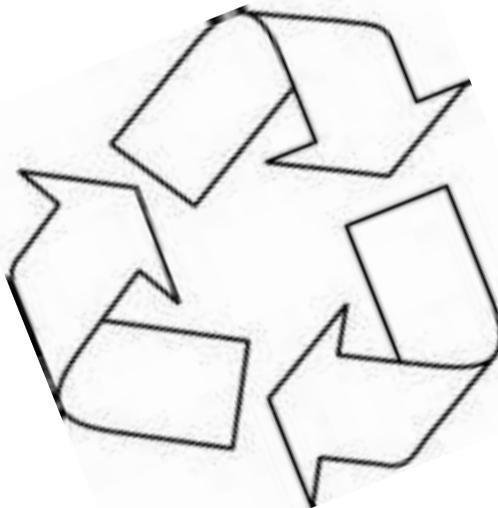
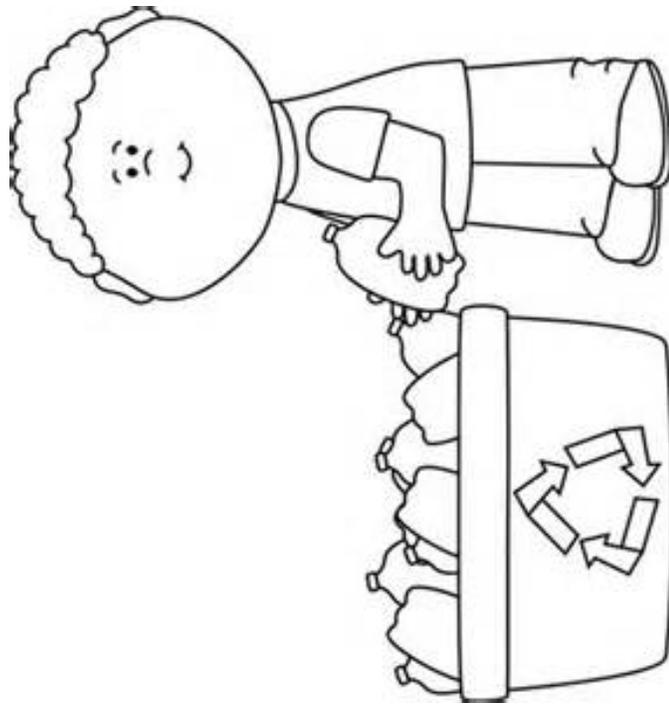
- Say: Now that we know why it is important to recycle, do you know where these recycled materials go?
- View Reading Rainbow: How Trash Is Recycled with LeVar Burton using the following URL: <https://www.youtube.com/watch?v=w118HXa3HLk>
- Review learned material by asking students to help you sort materials under the corresponding label (can be done on the floor)

Extension Activity: With the help of the classroom teacher, assign a simple task for students to complete such as playground clean up or class recycling. Once the assignment is complete, reward students with an I'm A Good Citizen button and allow sufficient time for students to cut and color the button. **Optional - hole punch a single hole on the buttons and use yarn or string to make medals.*

Home Connection: Invite students to teach their families what they learned about recycling and help implement a recycling plan at home or in class.

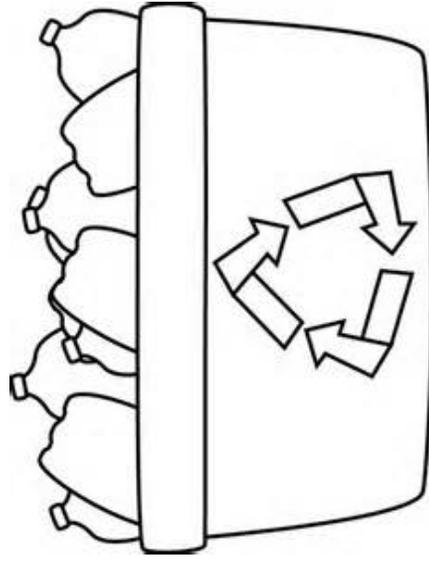


Trash Talk



Plastics

Approximately 4 million plastic bottles are used every hour, but only about 25% are recycled.

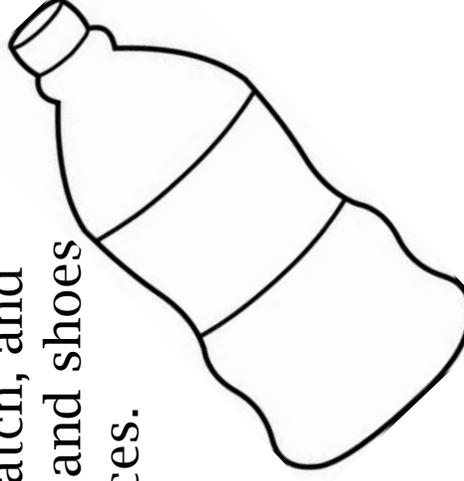


Did You Know?

It takes just 25 pop bottles to make one fleece jacket!



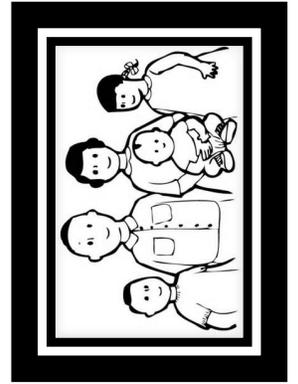
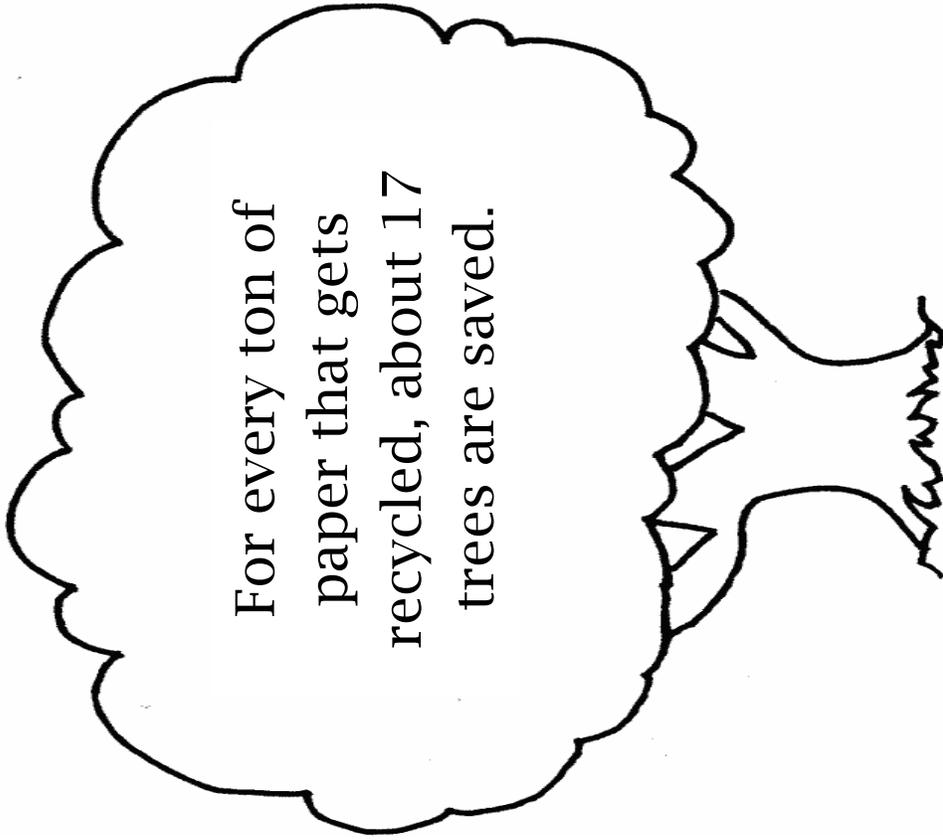
A lot of things are made out of plastic! Your pencils, pens, erasers, watch, and even backpacks and shoes have plastic pieces.



Paper

Paper is the most commonly recycled item and the cheapest to recycle.

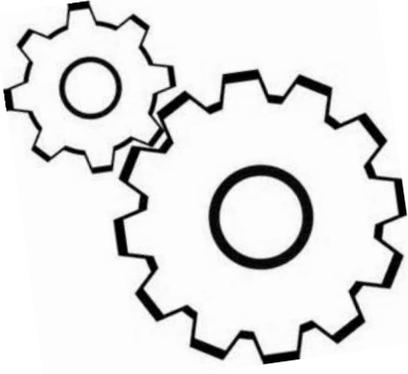
For every ton of paper that gets recycled, about 17 trees are saved.



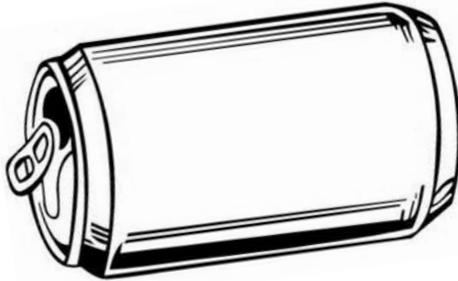
The average family uses 6 trees worth of paper each year.

Metal

Every steel can is 100% recyclable. It can be recycled over and over again.



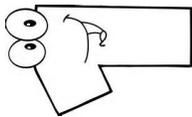
Metal is the easiest item to recycle. More than 80 tons of metal are scrapped and recycled each year.



- Bicycle frames
- Pipes
- Train tracks
- Ship hulls
- Cars
- Bridges
- Paperclips
- Food and drink cans



Why is Recycling Important?



Helps the Earth

Recycling helps lessen the use of Earth's resources to create new products.



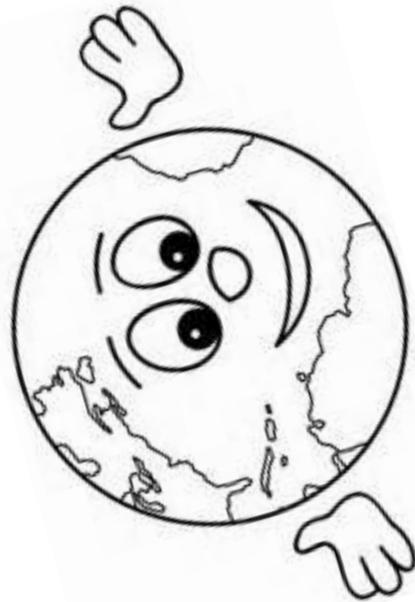
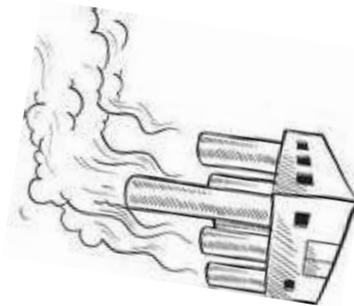
Saves Energy

The recycling process takes less energy than making something from scratch.

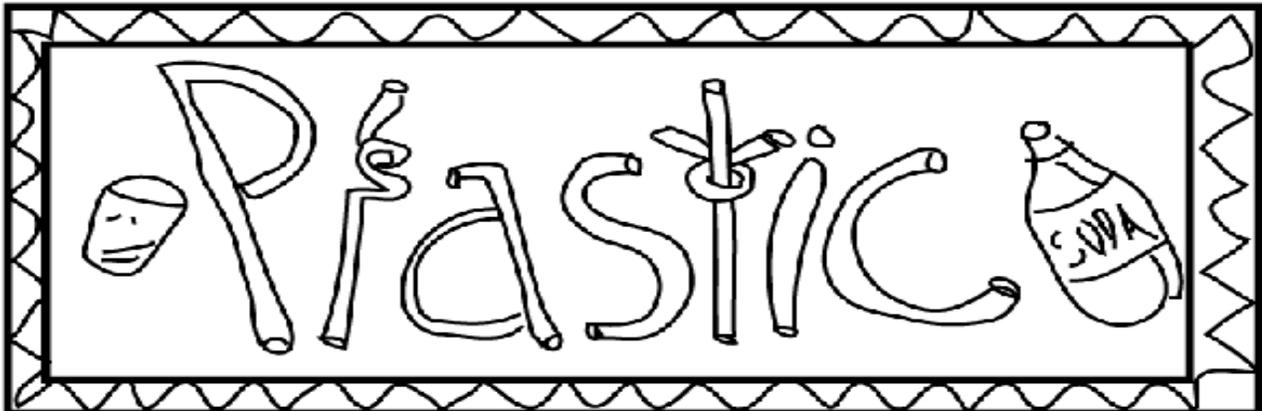
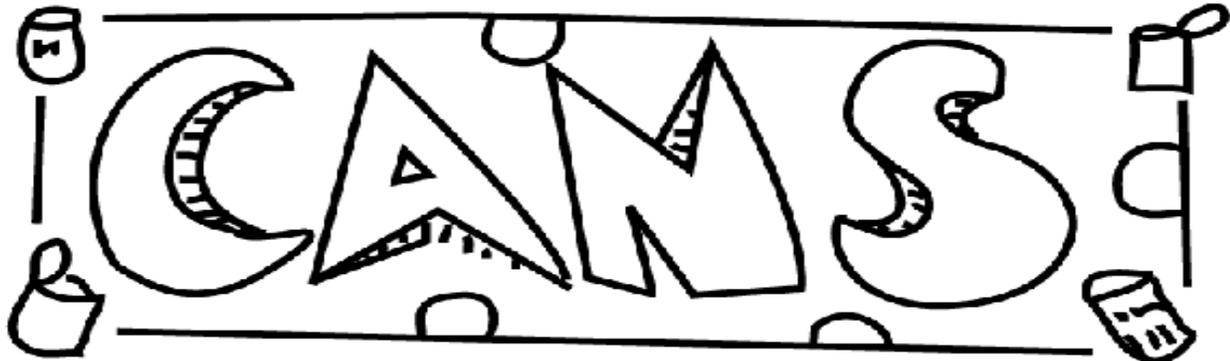
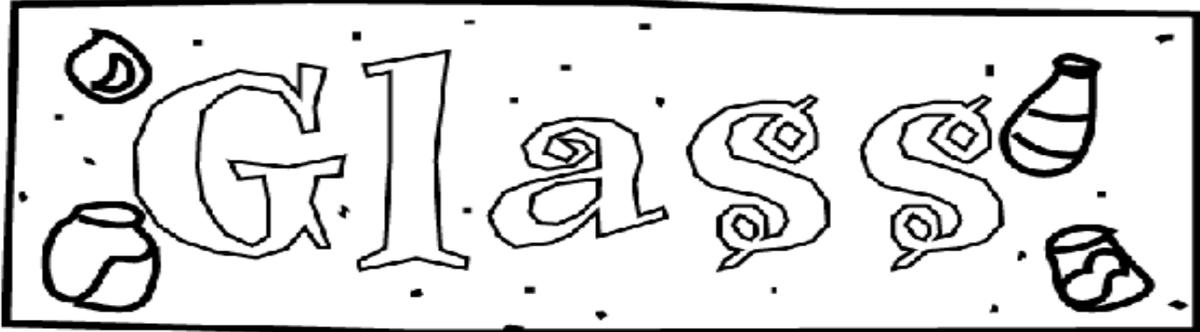


Reduces Pollution

Recycling product reduces waste materials in landfills and keeps our air cleaner.

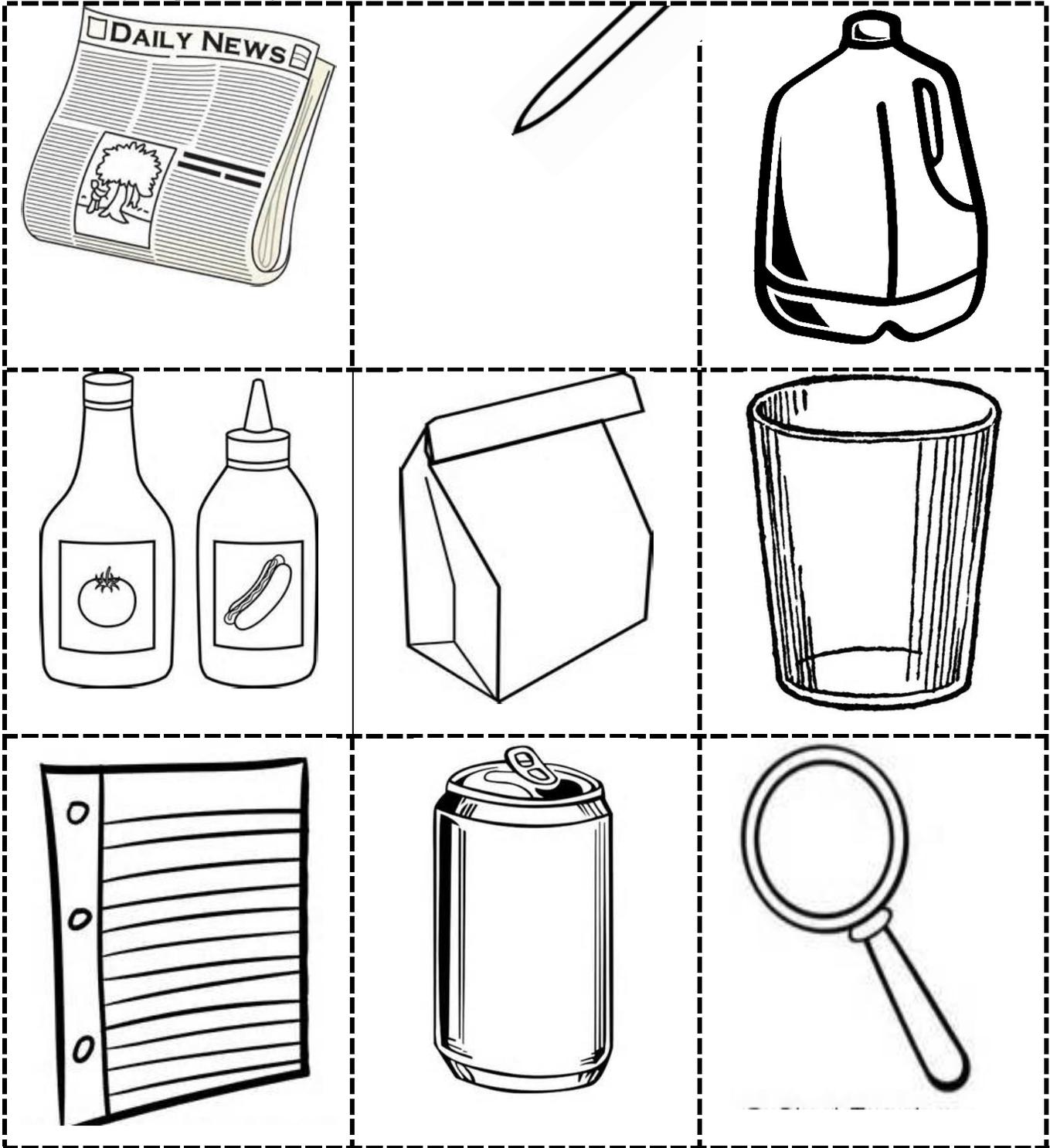


Recycling Sorting Activity

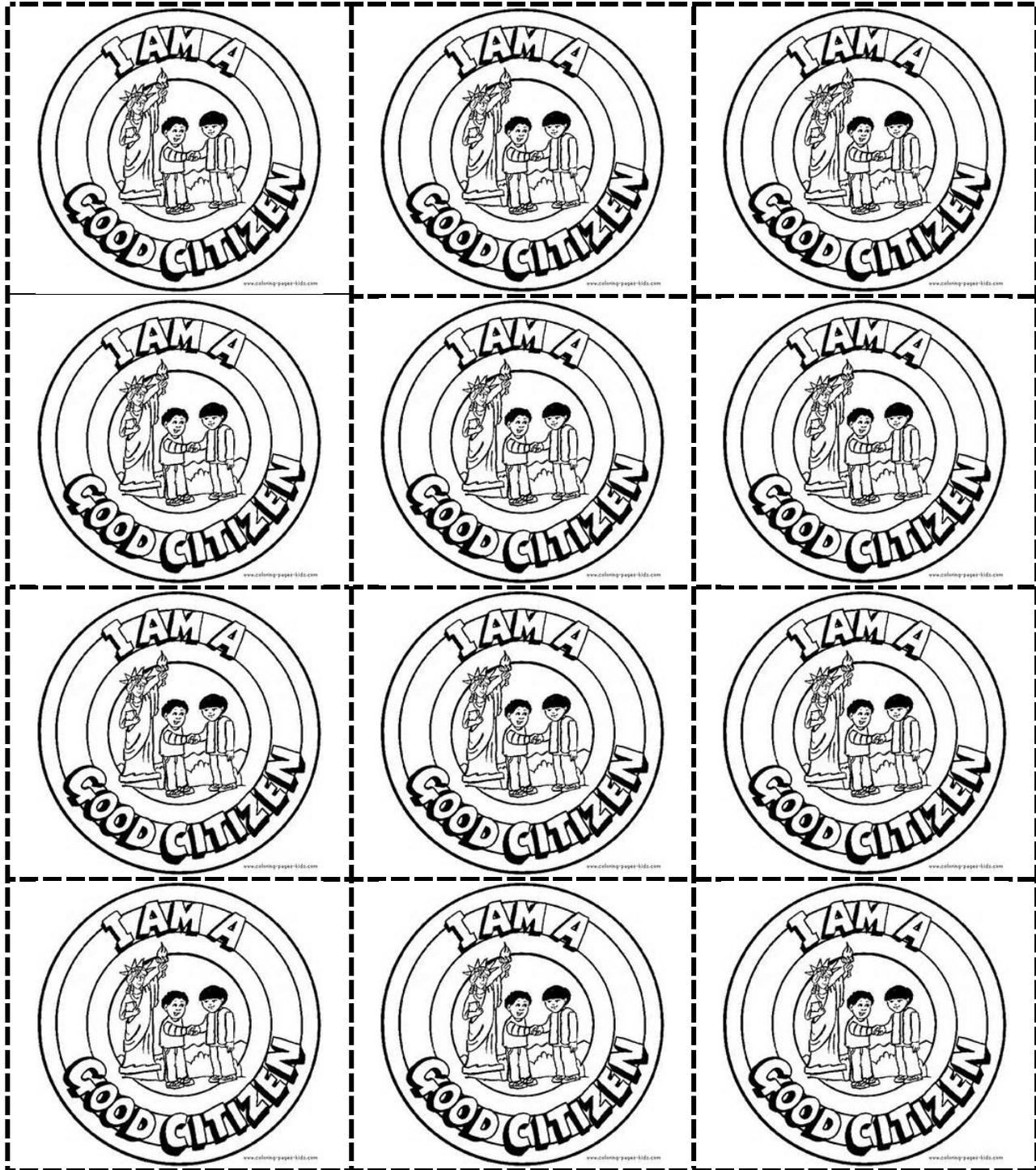


Source: "The Happy Earth Day Coloring and Activities Book." U.S. EPA, 1992.

Community Responsibility



I'm A Good Citizen Buttons



The Grasshopper and the Ants by Aesop

DISRESPECT IS NOT OKAY

Book Summary: On a warm spring day a grasshopper noticed a line of ants carrying seeds. When he asked the ants to join him for fun, one of the ants kindly declined but invited the grasshopper to work with them to collect food in preparation for winter. Seasons passed and the ants continued to work while the grasshopper ate and relaxed. Soon the winter came and the grasshopper was cold and hungry, while the ants were warm enjoying their stored food. The moral of the story is “Work today for what you will need tomorrow.”

Vocabulary from Book: noticed, beautiful, storing, chewed, spring, grains, gather, summer, autumn, kernels, replied, winter, snug, miserable, prepare

Guidance Vocabulary:

- responsibility - taking care of yourself and making good choices
- prepare - to get something ready
- success - finishing something you try to do, like a goal, even if you fail the first time

State Standard: I.A.2, I.A.3, I.A.4, I.B.2.a, I.C.2, I.C.6, IV.B. 2, IV.C.1.

Guidance Lesson Strand(s): self-confidence development, motivation to achieve, decision making, goal-setting, planning, problem-solving skills, interpersonal effectiveness, responsible behavior

Objective: Learners will collaborate to create a graphic organizer to make a connection between what they have learned in class and how new knowledge can be applied in everyday responsible choices and chores.

Preparation:

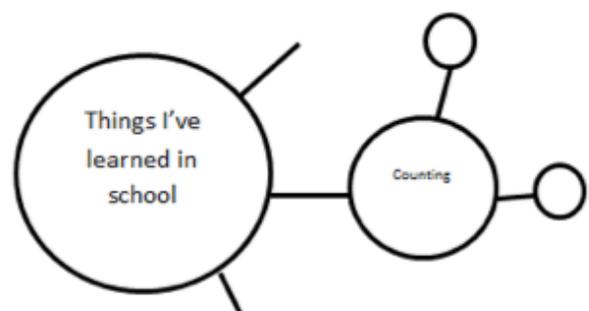
- Access the following YouTube link to view *The Grasshopper and the Ants* <https://www.youtube.com/watch?v=ripQ9jJnw1c>
- Get construction paper and markers or the

promethean board

- Print and copy I Am Responsible writing handout

Procedures:

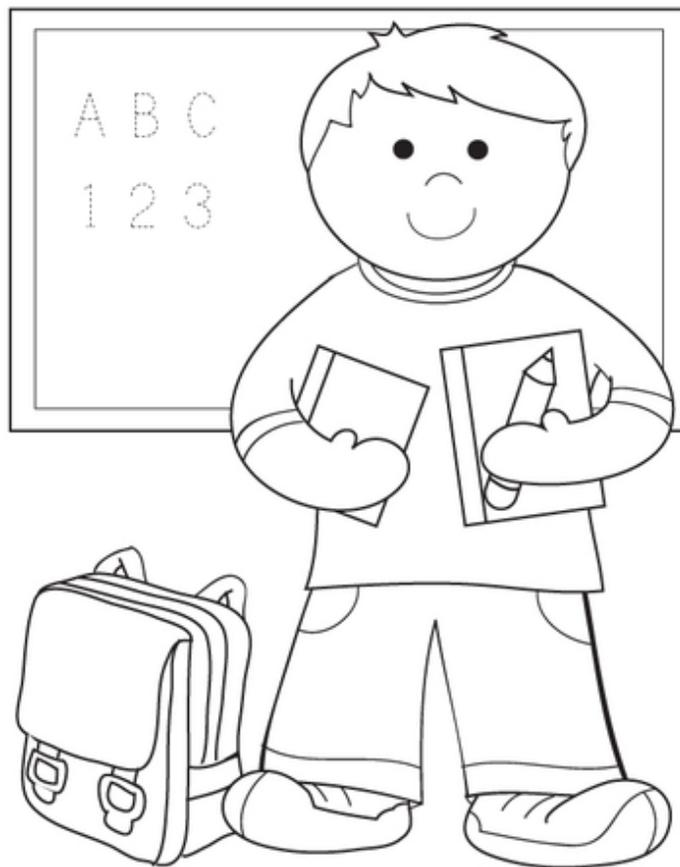
- Introduce Guidance vocabulary using examples to best depict the meaning of the words.
- Explain: Kids around the world are expected to go to school to learn whatever is necessary for them to succeed. Successful people are generally responsible and prepare for the future in a variety of ways. For example, great soccer players prepare by practicing a lot. If you plan on having a successful camping trip you must prepare all necessary items in advanced.
- Play the YouTube clip: *The Grasshopper and the Ants* (ABCmouse version)
- Ask student to verbally summarize the story
- Using chart paper or the Promethean board create one large bubble map titled *Things I Have Learned in School*. Ask for about 4-5 things. From those create smaller bubbles on the map by asking, *how have you used this outside of school?*



Extension Activity: Using the *I Am Responsible* handout, ask students to write their name and trace and practice writing the words I am responsible. Students may also color the image and add to it to make it their own.

Home Connection: Encourage students to ask family members about the things they learned while in elementary school and how they have used this information in daily life.

My name is _____ and



I am responsible!

Responsible Helpers Wanted

DISRESPECT IS NOT OKAY

Book Summary: *Pigsty* by Mark Teague. Wendell's mother thinks the mess in her son's room can best be described as a pigsty. However, Wendell doesn't seem to mind the mess or the pigs that have suddenly appeared. Soon, the pigs and the mess start taking over his room and Wendell decides to take charge of the situation and clean his act up.

Vocabulary from Book: pigsty

Guidance Vocabulary:

- Responsibility- taking care of yourself and making good choices
- Chores- work you do to help out at home or school

State Standard: VII.A.1, VII.A.2, VII.A.3, VII.D.4,

Guidance Lesson Strand(s): decision-making, goal-setting, planning, problem-solving skills, communication skills, cross-cultural effectiveness, responsible behavior

Objective: Learners will name personal home responsibilities and chores, and will explain how their help impacts their family. Learners will also compare their experiences to those of their peers and find similarities in the chores they are expected to do.

Preparation:

- *Pigsty* by Mark Teague or access the YouTube read aloud by Thomas Shultz at <https://www.youtube.com/watch?v=9CRtNt90rSA>
- Print *Responsible Helpers Wanted* handout

Procedures:

- Incite conversation by asking students about their jobs in the classroom. Ask how these are helpful to them and their peers. By show of hands, ask how many have jobs at home.
- Tell students you will be reading a story about a boy

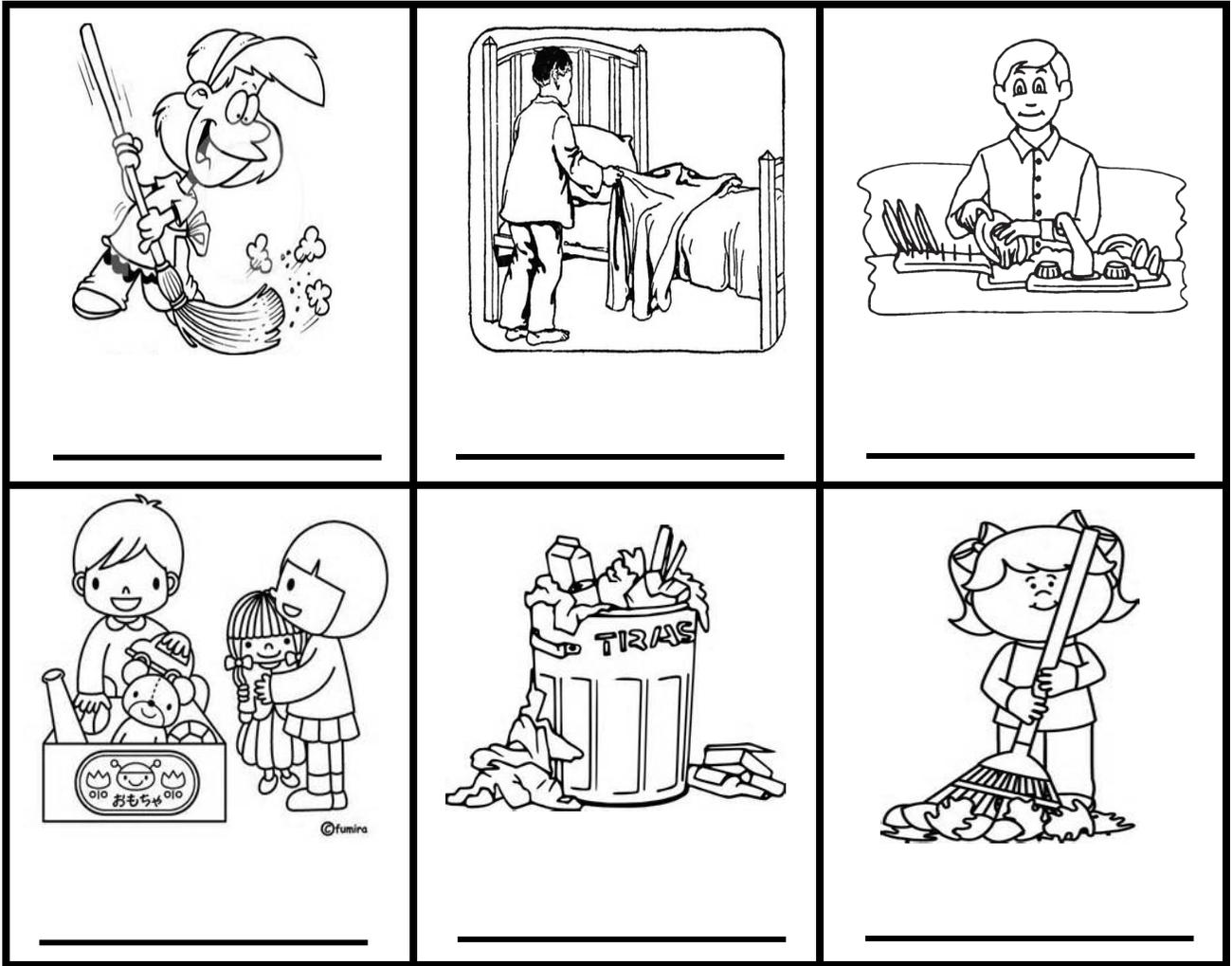
who chose to not do his share of work at home.

- Read aloud or play *Pigsty* by Mark Teague
- Explain - Much like there are many places who sell burgers with similar ingredients, each burger looks and tastes different; the same is true for families. We might all have the same family members (mother, father, brother, grandmother) but all members look different and help in their own way.
- Continue with questions about their responsibilities at home: "How do you help at home?", "How do your parents know you're being responsible?", "Who benefits by the work you do at home?"
- Activity- Ask students to think about the chores they are responsible for at home. Then, explain that they will be taking part in a search for responsible helpers. Explain each clipart (sweeping, making the bed, washing dishes, cleaning up, taking trash out, raking leaves) and tell students you will allow them a few minutes to quietly go around the room and find friends who do such chores. Once they have found someone to match the chore, this person must sign their name on the line under the chore. EX: Carlos helps washing dishes so he will sign his name under that chore's clipart.
- Discuss findings

Extension Activity: Allow students to complete the *How do you help at home?* portion of the handout. Findings may also be graphed- how many people make their bed, wash dishes, etc.

Home Connection: Encourage parents and students to create chore charts as visual reminders of individual responsibilities at home and promote simple non-expensive rewards such as play time, choose the movie for family time, etc.

Wanted: Responsible Helpers



Draw what you do at home to show you're responsible.

COOPERATION: The Little Red Hen

HELPFUL WITH FRIENDS

Book Summary: *The Little Red Hen* by Paula Galdone. English version: <https://youtu.be/DnDtd8ZzuLE>; Spanish version: <https://youtu.be/Qk5IYfpmTNo>. Versions in each language are a little different but teach the same moral. In the tale, the little red hen finds a grain of wheat and asks for help from the other farmyard animals to plant it, but none of them volunteer. At each later stage of the wheat plant the hen again asks for help from the other animals, but again she gets no assistance. Finally, the hen has completed her task and asks who will help her eat the bread. This time, all the previous non-participants eagerly volunteer. She declines their help stating that no one aided her in the preparation work. Thus, the hen eats it with her chicks leaving none for anyone else. The moral of this story is that to receive you have to give.

Vocabulary from Book: wheat, housework, plant, mow, mill, ground, flour

Guidance Vocabulary:

- help - using your abilities to support others in their duties or responsibilities.
- kind - words and actions that are nice and helpful, like being respectful and using nice words

State Standard-PK guidelines: I.B.1.a, I.B.3.a, II.A.1, II.A.3, II.B.1, III.D.1, III.D.2, III.D.3, IV.B.1, IV.C.1, VI.B.1, VI.B.2

Guidance Lesson Strand(s): Interpersonal effectiveness, Responsible behavior

Objective: The learner will learn that being helpful is also being kind to others. The learner will learn that helping with chores is being responsible. The learner will understand that to receive help or something, you need to help or give something, too.

Preparation:

- Follow the link for the English or Spanish version that you want to use with your audience. It is listed on the book summary. On YouTube search for *The Little Red Hen* by Paul Galdone or in Spanish: *La Gallinita Roja*.
- Print the *Wheat Life Cycle* worksheet

Procedure:

- Before reading the story, introduce the book vocabulary and ask students to pay attention and do thumbs up when they hear the book vocabulary in the story.
- During the story remind them to pay attention to the actions of the characters, as the farm animals say no to the little red hen, ask, "Is that nice?", "Are they being helpful?"
- At the end of the story ask them if what the little red hen did was nice? Some will say no, but remind them that the other animals did not help, was that nice?
- There are always consequences to what we do, and if you do not help others, they will not help you when you need it, or they will not share with you.
- Give the students a *Wheat Life Cycle* worksheet and allow them to color and draw the life cycle of how wheat grows.

Extension Activity: As a whole group, create a cause/effect thinking map to compare the friends' actions and the hen's actions.

Home Connection: As a family plant a seed together outside or inside the house and allow the child to help take care of the plant and at the same time learn how a real plant grows. Talk and discuss with your child on what happens if you do not water the plant, why it needs sunlight, etc.

Helpful in My Community

Cooperation

Book Summary: *10 Ways I Can Help My Community* by Sara Antill is an eBook accessible through the school library site. Use Follet ebook to see the book. You will need your FWISD username and password. Teaches about 10 ways a person/child can help out in the community. Some ways are helping clean the community park, donating food, toys, and clothes.

Vocabulary from Book: donate, community, drive

Guidance Vocabulary:

- give - to pass something to others that you no longer want or use for free of charge.
- help others - to care and do things for others for free.
- help in the community - to care and do things for others for free.

State Standard-PK guidelines: I.B.1.a, I.B.3.a, II.A.1, II.A.3, II.B.1, VII.A.1, VII.A.2, VII.B.1, VII.B.3, VII.C.1, VII.D.4

Guidance Lesson Strand(s): Interpersonal effectiveness, Communication skills, Responsible behavior, Cross-cultural effectiveness

Objective: The learner will learn different ways to help their family and community. The learner will write about ways they help their family. The learner will write about ways they can help in their community.

Preparation:

- Print attachment 1 about how you help around your community.
- Have the link to the book readily accessible.

Procedure:

- Have the students sit with a friend or in pairs for the story.
- Ask the students to share with their partner how it feels when they help someone, and how it feels

when someone helps them.

- Allow them to share after each question, maybe 1 minute or less for each question.
- Have a few students share what their partner said for each question.
- Read the story.
- The writing on the book is long but simplify the book by saying how the kids in the story helped in their community. Example in here the students are helping clean the park, is this something you can do? Where else can you help clean? (House, school, street, etc.)
- After the story allow the student to write or draw in their own words ways they can help or ways they already help in their community. Use attachment 1 for the activity.

Extension Activity: Gather the students together and allow them to work with their partner. Give each pair gloves and a trash bag. Take them around the school to pick up trash as a classroom community project.

Home Connection: As a family do something for your community. Ideas are: helping your neighbor clean around their house, share a meal with someone in the community, or help clean the street, park, church. Give away the clothes you no longer use to someone who needs them or to a donation center. Write a letter for an elderly neighbor. Go visit a retirement home and spend time with a patient.

My Future and Me

SERVICE (VIOLENCE)

Video Summary: <https://youtu.be/zMc3WadIq3U>
Or in YouTube search: "exploring careers for kids."
There are songs that the kids can dance and sing along with. This video briefly describes a few careers and what they do. It is about 9 minutes long or less.

Vocabulary from video: career, baker, police, firefighter, trash collector

Guidance Vocabulary:

- choices - deciding between one or more options

State Standard-PK guidelines: 1.A.3, 1.A.4, 1.B.1.a, 1.B.1.c, 1.B.3.b, 1.c.4, 1.c.6, 1.D.2, II.A.3, II.B.2, II.B.4, II.C.1, II.D.2, II.D.6, IV.B.1, IV.B.2, IV.C.1, VII.B.3, X.A.5

Guidance Lesson Strand(s): Motivation to Achieve; Decision-making, Goal-setting, planning, problem-solving skills

Objective: Students will be able to explain that they have positive choices in their future. Students will learn hitting, hurting, and being mean to others is not a good future because people do not want to be your friends, and those choices make you end up in jail, homeless, or alone. Finally, the learner will understand that to love something or someone means you have to be kind in your actions and words.

Preparation:

- Have the video ready for them to watch.
- Paper

Procedure:

- Before playing the video explain, "You will watch a short video about a few careers you can choose when you grow up. Some of you may already have an idea of what you want to do when you grow up!"
- Play the video to learn details about each

profession.

- At the end of the video have students use paper to draw about what they want to do when they grow up.
- Allow 2 to 3 students to present their drawing and explain why they chose that profession.

Extension Activity: Allow the students to dress in the career they want to be when they grow up.

Home Connection: Parents: Instill in your child a passion for a future career. Allow them to explore as you supervise them by watching videos, questioning professionals about their job, or playing the role of that profession. Any job small or big is important and valuable. You learn from all.



Nature and Me

SERVICE (VIOLENCE)

Book Summary: *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin, Jr. (<https://youtu.be/tl55UUym1Lo>) Polar Bear is at the zoo, he finds animals including elephants, hippos, lions, snakes, leopards and more. What do you think the animals hear?

Vocabulary from Book: hear, growl, roar, hissing, trumpeting, snorting, bellowing, yelping, fluting, braying, snarling

Guidance Vocabulary:

- unique - different, not like others
- same - no differences, alike
- special - something that is different and unique, not like the others

State Standard-PK guidelines: 1.A.3, 1.A.4, 1.B.1.a, 1.B.1.c, 1.B.3.b, 1.c.4, 1.c.6, 1.D.1, 1.D.2, II.A.1, II.A.3, II.B.2, II.B.4, II.C.1, II.D.2, II.D.6, III.A.3, III.D.2, III.D.3, IV.B.1, IV.B.2, IV.C.1, V.A.7, V.A.8, V.E.1, V.E.2, VII.A.1, X.A.5

Guidance Lesson Strand(s): Self-confidence development, communication skills and cross-cultural effectiveness

Objective: The learners will value their uniqueness, express themselves, and respect others and their individuality. The learner will use their graphing skills to tally and take survey of each classmate's favorite sound. The learner will understand respect for animals

Preparation:

- Print on a big paper or load favorite animal sounds graph (attachment 1) to Promethean board to tally favorite animal sounds.
- Copy cutouts of animals (attachment 2). You can make them into puppets by cutting out and attaching to a popsicle stick or by gluing each to a small brown paper bag.

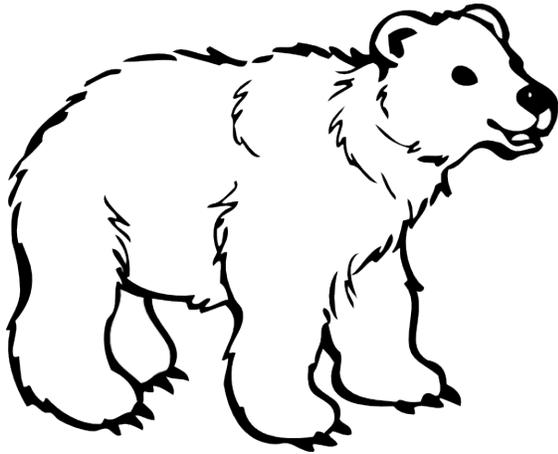
Procedure:

- Introduce the vocabulary and the animals while having students make the sound each animal makes.
- Read story aloud or play video of *Polar Bear, Polar Bear, What Do You Hear?*
- Discuss the different animals and their sounds that were heard in the text.
- Give students a minute to mark their choice on the promethean board. Afterwards, allow students to tell the class which animal sound they like and why.
- Allow students to mark their choice in the promethean board afterwards allow them to tell the class which animal sound they like and why.
- Discuss results from the graph, which animals sound was the most favorite and which one the least.
- At the end, remind students that just as each sound and animal is different; all people and animals have different qualities that make them special. That it is ok to be different and we do not laugh at others or call them names. Animals are our friends as well and we have to respect them as well.

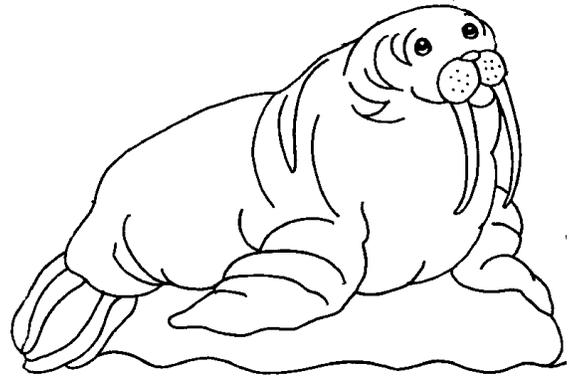
Extension Activity: Have the student write or draw in their journal a favorite food, hobby, place to go or stay, or family member. Then allow them to share their writing and again remind them that many of us like the same things, but sometimes we do not and that is ok. We still love our friends and want to be friends.

Home Connection: Have parent or guardian discuss favorite sounds, foods or first words spoken by family members in the home environment. As the discussion continues, remind them that we are all special and unique and that's what others like about each person.

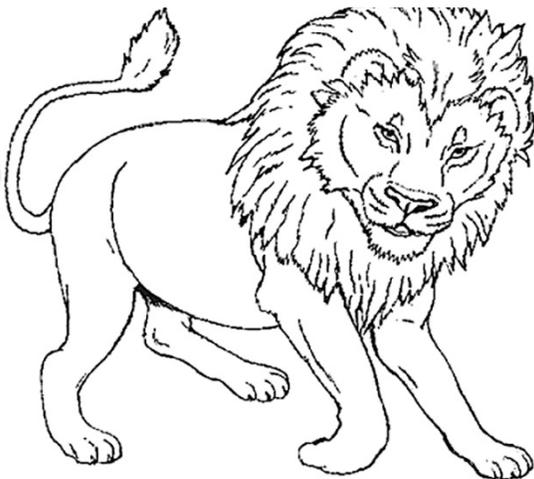
Animals and their sounds



Growling polar bear



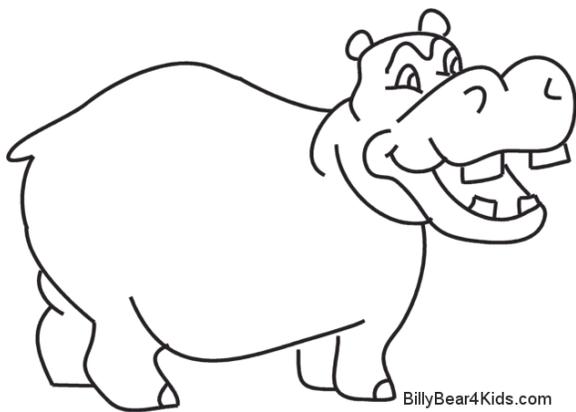
Bellowing walrus



Roaring lion



Yelping peacock



**Snorting
Hippopotamus**

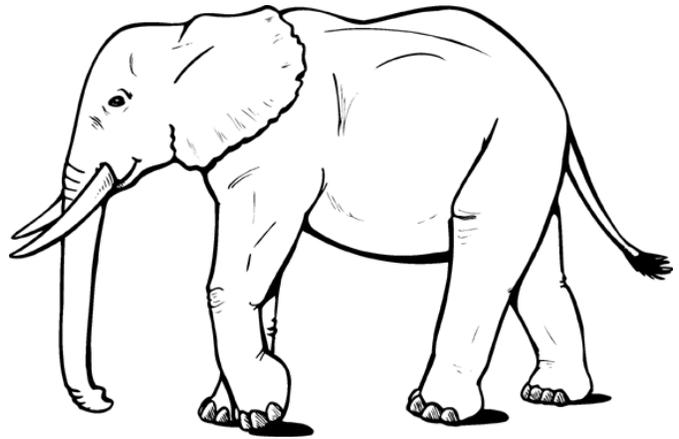


Fluting flamingo

Animals and their sounds



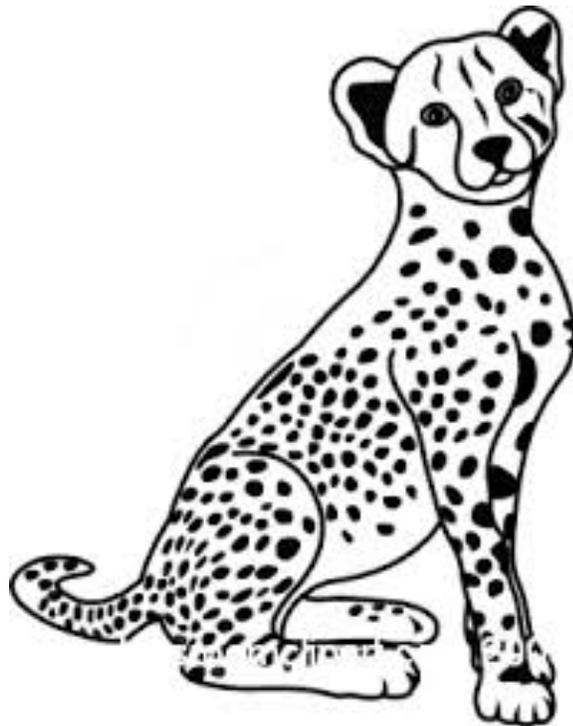
Braying zebra



Trumpeting elephant



Hissing snake



Snarling leopard

My Community and Me

VIOLENCE IS NOT OKAY

Book Summary: *Little Red Riding Hood* is about a little girl who wears a red hood that her grandmother gave her. Little Red Riding Hood goes to her grandmother's house to take her food because grandma is very sick. Her mom warns her not to talk to strangers at all, but when she gets to the woods she forgets and talks to the wolf and tells him where she is going. The wolf then gets to grandma's house before her and locks grandma in the cupboard. The wolf then pretends to be grandma, but Little Red Riding Hood screams for help. Woodcutters come to the rescue and save grandma and Little Red Riding Hood from the wolf. There are other videos on YouTube if you search: Little red riding hood story for children. I recommend this one because it is only 2:21 minutes long. <https://youtu.be/ba2hJM3DxG4>

Vocabulary from Book: goodies, cottage, strangers, cupboard, pouncing (jumping on), woodcutters

Guidance Vocabulary:

- safety - knowing that a person or something will not hurt you or your surroundings.
- personal information - things about you, like your name, address, where you go to school, and other details that you might now want everyone to know.

State Standard-PK guidelines: 1.A.3, 1.B.2.c, 1.B.3.a, 1.B.3.b, 1.C.2, II.A.1, II.A.3, II.B.1, II.B.3, II.B.6, II.D.1, II.D.1, II.D.1, II.D.2, II.D.4, II.E.5, II.E.6, III.A.1, III.D.1, III.D.2, III.D.3, V.E.1, V.E.2, VI.D.1, X.A.3, X.A.4, X.A.5.

Guidance Lesson Strand(s): Self-confidence development, Interpersonal effectiveness, Responsible behavior.

Objective: The learner will understand that it is okay to help in the community, but you still have to be aware of your surroundings and stay away from strangers. The learner will understand why they should always be with an adult you or your parents can trust.

Preparation:

- Have the video readily accessible.
- Print and cutout attachment 1 before the presentation, as well as the T-chart attachment 2 about safe and unsafe actions on butcher paper, chart paper, or poster board, or download to Promethean board.

Procedure:

- Tell the students that they will listen to a story that they may or may not be familiar with.
- Before starting the video ask the students to pay attention on what Little Red Riding Hood does that is safe in her community, and what she does that is not safe.
- Play the video.
- When it is over go back and discuss the main questions making a T-chart about safe and not safe actions.
- Use attachment 1 and tape each scenario on the promethean board over the t-chart to show the students and help you sort out and discuss where it goes on the T-chart.
- At the end remind students that you always have to make sure you and your actions are safe.

Extension Activity: Role-play with the students several scenes that are safe and not safe in the community and what can happen. Use the same ones from the lesson, or create new scenes.

Home Connection: Have the parents or guardians discuss with the students what adults they can feel safe with if the parents are not around when they are home alone, outside playing, or need to be around the community. Discuss family rules that are safe and are not safe.



Walking by herself without adult supervision.

Caminar por la comunidad sola sin supervision de un adulto.



Talking to a strangers and sharing personal information, is it safe or not safe.

Es seguro o no hablar con extranos y compartir informacion personal.



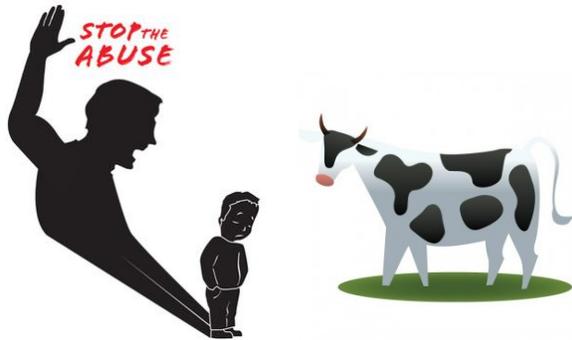
When you know or feel in danger, is it safe to scream for help?

?Es seguro o no gritar por ayuda cuando te sientes en peligro?



Helping to take care of grandma or family members, is it safe or not safe?

?Es seguro o no ayudar a cuidar a tu abuelita o otros familiares?



Is it safe to hurt animals or other people?
?Es seguro o no lastimar animales y personas?



Is it safe to give goodies and flowers to people you love?
?Es seguro o no regalar flores y golosinas a las personas que queremos mucho?

Safe and not safe Actions T-chart

<u>Safe Actions</u>	<u>Not Safe Action</u>

My Planet and Me

SERVICE (VIOLENCE)

Video Summary: Plastic is everywhere and it is eating up our planet and the creatures who live here. There are many products that use plastic packaging and look like natural materials. Our everyday shopping habits can have a huge impact on the pollution of our environment; by reading labels and buying carefully, we can make positive steps towards a healthier planet. <https://youtu.be/73sGgmZoMBQ> (6.25 minutes)

Vocabulary from video: pollution, local, plastic, eco-friendly, compostable, garbage, planet

Guidance Vocabulary:

- pollution - making land, water, air and other resources dirty and not safe to use

State Standard-PK guidelines: 1.A.3, 1.B.2.c, 1.B.3.a, 1.B.3.b, 1.C.2, II.A.1, II.A.3, II.B.1, II.B.3, II.B.6, II.D.1, II.D.1, II.D.1, II.D.2, II.D.4, II.E.5, II.E.6, IV.A.1, IV.C.1, IV.D.1, VI.C.4, VII.C.1, X.A.3, X.A.4, X.A.5.

Guidance Lesson Strand(s): responsible behavior, cross-cultural effectiveness, decision-making, goal-setting, planning, problem-solving, Interpersonal effectiveness

Objective: The learner will understand that taking care of our planet is taking care of and respecting creatures, nature and all living and non-living things in our planet. The learner will compromise on doing something big or small that they can do to help take care of our planet.

Preparation:

- Have the video readily accessible on the screen following the link above.
- Have 1 inch cutouts ready for each student, with writing utensils.

Procedure:

- Before watching the video remind the students that the

earth is the planet that we live on and everything and everyone is part of it. If we do not take care of it and its creatures it will not be a good place to live in for future family members and loved ones.

- Introduce the vocabulary words and their meaning.
- Allow them to watch the video. The video is only 6 minutes and 25 seconds long.
- Ask the students, "After watching this, what do you think" allow them to share their ideas with a partner give them a minute to share then pick 2 pairs to share what they said.
- After the discussion allow them to compromise to do something for our planet.
- Give them a 1 inch cut-out paper (like attachment 1) to draw or write their compromise using the IT'S NOT OKAY words: for example: It is not ok to hurt animals.
- At the end remind them that they will keep their paper to share with their family and ask family members to support their compromise by helping them do it.

Extension Activity: Have the student's compromise in the classroom to do something to take care of or help their school, classroom, classmates, or the teacher.

Home Connection: Ask the students to share their compromise with their family and have at least one responsible family member support and help them with their compromise in the classroom or environment.

A few lesson notes:

Cut along each line, make sure each child gets a piece of paper.



GUIDANCE PRE-K LESSONS

The Sounds We Make!

POLAR BEAR, POLAR BEAR, WHAT DO YOU HEAR? BY BILL MARTIN JR. / OSO POLAR, OSO POLAR, ¿QUÉ ES ESE RUIDO?

Book Summary: Polar Bear is at the zoo, where elephants, hippos, lions, snakes, leopards and such are asked what they hear. Each answer serves as a guide to the animal on the next page and culminates with a zookeeper who “hears” a variety of children disguised as their favorite animals.

Vocabulary from Book: hear/*ruido*, growling/*gruñen*, roaring/*rugen*, hissing/*sisean*, trumpeting/*barritan*

Guidance Vocabulary: unique/*unico*, same/*igual*, different/*diferente*, qualities/*cualidades*, special/*especial*

State Standard: V.E.2

Guidance Lesson Strand(s):

self-confidence development
communication skills
cross-cultural effectiveness

Objective: The learners will value their uniqueness, express themselves, respect others as individuals, and take a survey of each student’s favorite sound to make a tally chart or simple graph.

Preparation:

- Attachment 1 or 2: Load either English or Spanish attachment to Promethean board in the classroom (to tally favorite animals and sounds).
- Attachment 3: Copy cutouts of animals. (Optional: Attach the cutout to popsicle sticks to make puppets.)
- Arrange with classroom teacher to have an area where the students can come together in a circle for the lesson.

Procedure:

- Recall prior knowledge. Remember the book *Polar Bear, Polar Bear, What Do You Hear?* We’re going to revisit that story today.
- Discuss different animals that were heard in the text.

- Introduce vocabulary: hear, growling, roaring, hissing, trumpeting; *ruido, gruñen, rugen, sisean, barritan*. The counselor will model the animal sounds while holding up the cutout or puppet of the animal that makes the sound. Students repeat the sound.
- Give each student a minute to think about which animal and sound they like best.
- Allow students an opportunity to tell the class which animal and sound they like and why. Let students mark their choices on the Promethean board attachment.
- Remind students that just as each sound is different; all people have different qualities that make them special.
- Emphasize that each child in the classroom is special based on his/her unique qualities.
- Group students by their chosen animals/sounds and talk about how there are some things that are different and some things that are the same about each person.

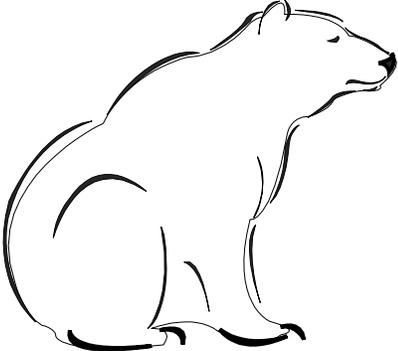
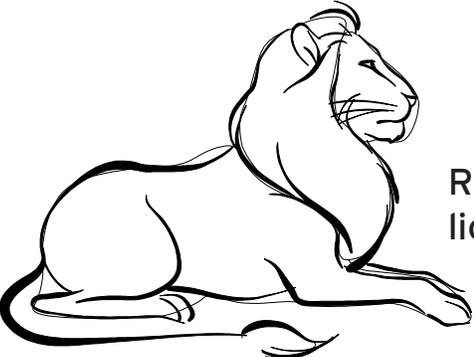
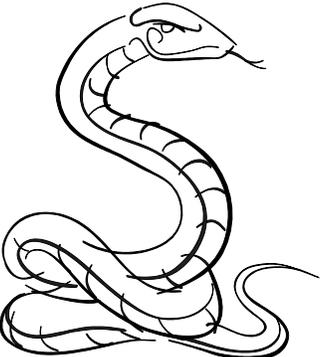
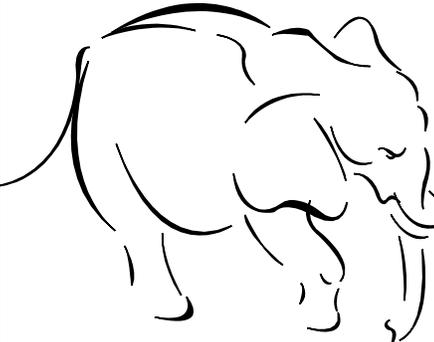
Extension Activity: Each student will draw a picture to illustrate his/her choice. Students will dictate details to their teacher to record.

Home Connection: Have parent or guardian discuss favorite sounds or first words spoken by family members in the home environment and how that makes each child unique.



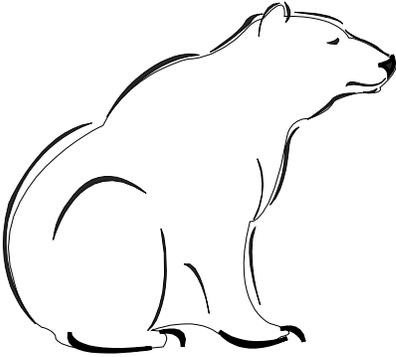
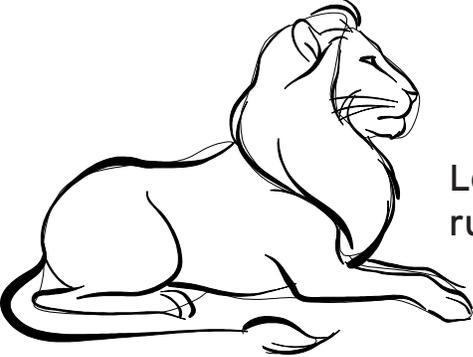
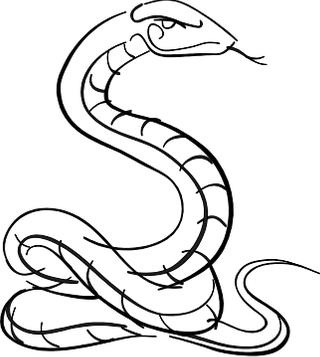
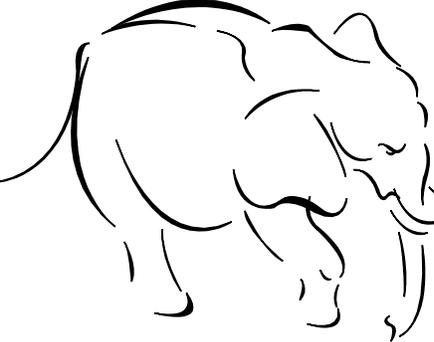
Name: _____

Date: _____

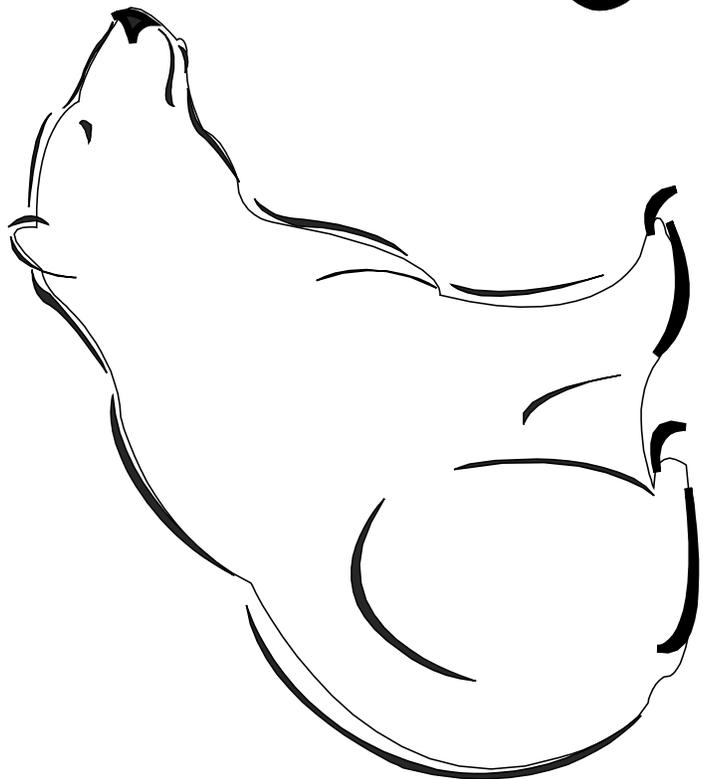
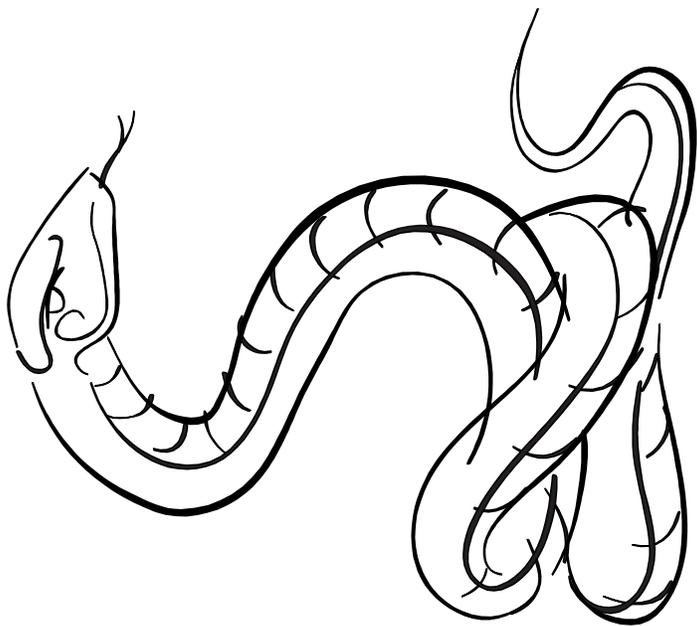
Animal/Sound	Number of Students (Tally)
 <p data-bbox="565 520 743 604">Growling polar bear</p>	
 <p data-bbox="565 909 703 993">Roaring lion</p>	
 <p data-bbox="565 1297 695 1381">Hissing snake</p>	
 <p data-bbox="553 1682 751 1766">Trumpeting elephant</p>	

Nombre: _____

Fecha: _____

Animal/Sonido	Numero de Estudiantes
 <p data-bbox="657 520 792 653">Osos polares gruñen.</p>	
 <p data-bbox="657 911 782 995">Leones rugen.</p>	
 <p data-bbox="657 1297 813 1381">Culebras sisean.</p>	
 <p data-bbox="649 1682 808 1766">Elefantes barritan.</p>	

CUT-OUTS



Growing a Healthy Child

PLANTING A RAINBOW BY LOIS EHLERT / *CÓMO PLANTAR UN ARCO IRIS*

Book Summary: A child and mother plant bulbs and seeds that become a rainbow of plants and flowers.

Vocabulary from Book: rainbow/*arco iris*, bulb/*bulbo*, fall/*otoño*, winter/*invierno*, spring/*primavera*, summer/*verano*, grow/*crecer*

Guidance Vocabulary: care/*cuidar*, healthy/*saludable*, need/*necesita*, strong/*fuerte*

State Standard: III.D.2, III.D.3, I.A.2, II.B.2

Guidance Lesson Strand(s): self-confidence development, communication skills, and responsible behavior

Objective: The learner will identify things that are necessary for a plant to grow and identify factors necessary for his/her own healthy development.

Preparation:

- Obtain a copy of the required book from the librarian.
- Students will need paper and crayons.
- Download Attachment 1 to the Promethean board. Make copies and place at students' workspaces.

Procedure:

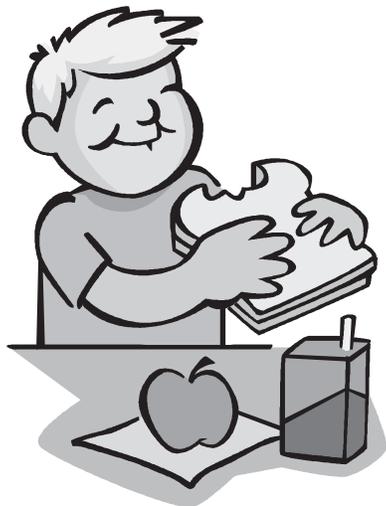
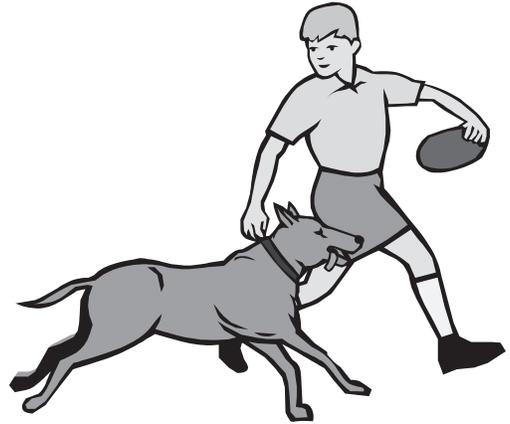
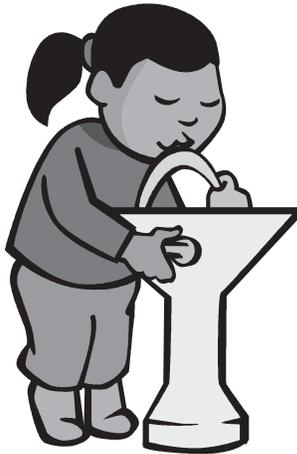
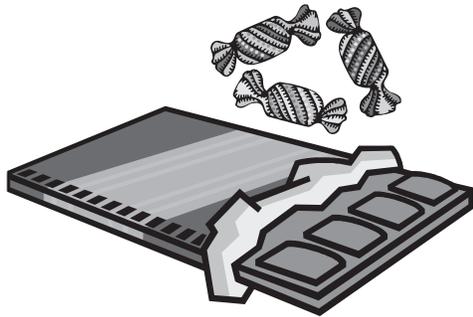
- Introduce vocabulary from the book.
- Read *Planting a Rainbow / Cómo plantar un arco iris* by Lois Ehlert.
- Counselor and students interact with the book and discuss things that help a healthy plant grow.
- Counselor shares something that he or she does in order to take care of his or her own body.
- Counselor may model by saying: I take care of my body by _____. Possible answers might

- include exercising, getting enough sleep, etc.
- Counselor asks the students what things they need to do to take care of their bodies and grow up healthy. Have students orally complete the following sentence: I take care of my body by _____. (Possible answers might include brushing my teeth, eating fruits and vegetables, drinking milk, etc.)
- Refer to Promethean for Attachment 1.
- As counselor points to each picture on the Promethean, students vote healthy or unhealthy by showing thumbs up for healthy or thumbs down for unhealthy.
- Counselor circles healthy choices and marks an "X" over unhealthy choices.
- Students go to their workspaces and complete Attachment 1 on their own.

Extension Activity:

- Counselor or teacher cuts shapes from paper, provides buttons of various shapes, and other shape materials that will be used to create a body collage.
- Students will use materials to create collages of themselves.
- Teacher will instruct students to bring their pictures and sit in a circle.
- Teacher will guide the class in an interactive activity. She or he may direct students using the following prompts: If you used a circle to make your head, stand up; if you used a square to make your head, stand up; if you used a triangle for your body, stand up; etc.

Home Connection: Students take home completed Attachment 1 "Growing a Healthy Child" and share with their family members things that they would like to do (or not do) in order to make healthy choices.



How Red, White, and Blue Applies To Me and You

The Pledge of Allegiance by Scholastic Publishers

Book Summary: *The Pledge of Allegiance* relates facts about the United States of America, the flag, and days to display the flag.

Vocabulary from Book: pride/*orgullo*, love/*amor*, respect/*respeto*, bravery/*valentía*

Guidance Vocabulary: pride/*orgullo*, love/*amor*, bravery/*valentía*, respect/*respeto*

State Standard: VII.D.1, VII.D.2

Guidance Lesson Strand(s): interpersonal effectiveness, communication skills, cross-cultural effectiveness

Objective: The learner will build self-esteem by learning about what it means to have a sense of pride and loyalty, and learn about patriotism, the United States flag, why the Pledge of Allegiance is recited, and what the different symbols on the flag represent.

Preparation:

- Make a copy of the attached flag template for each student. (If necessary, make a copy of the pledge for yourself.)
- Ask teachers to have red, white, and blue crayons readily available for the students, or you can provide your own.
- Distribute to students according to the lesson.

Procedure:

- Ask students where they live (United States of America). Introduce vocabulary: pride/*orgullo*, love/*amor*, respect/*respeto*, bravery/*valentía*
- Read the Scholastic book *The Pledge of Allegiance*.
- Lead the students in reciting the Pledge of Allegiance in English and in Spanish twice.
- Coloring activity: Guide the students during this activity by doing each of the following:

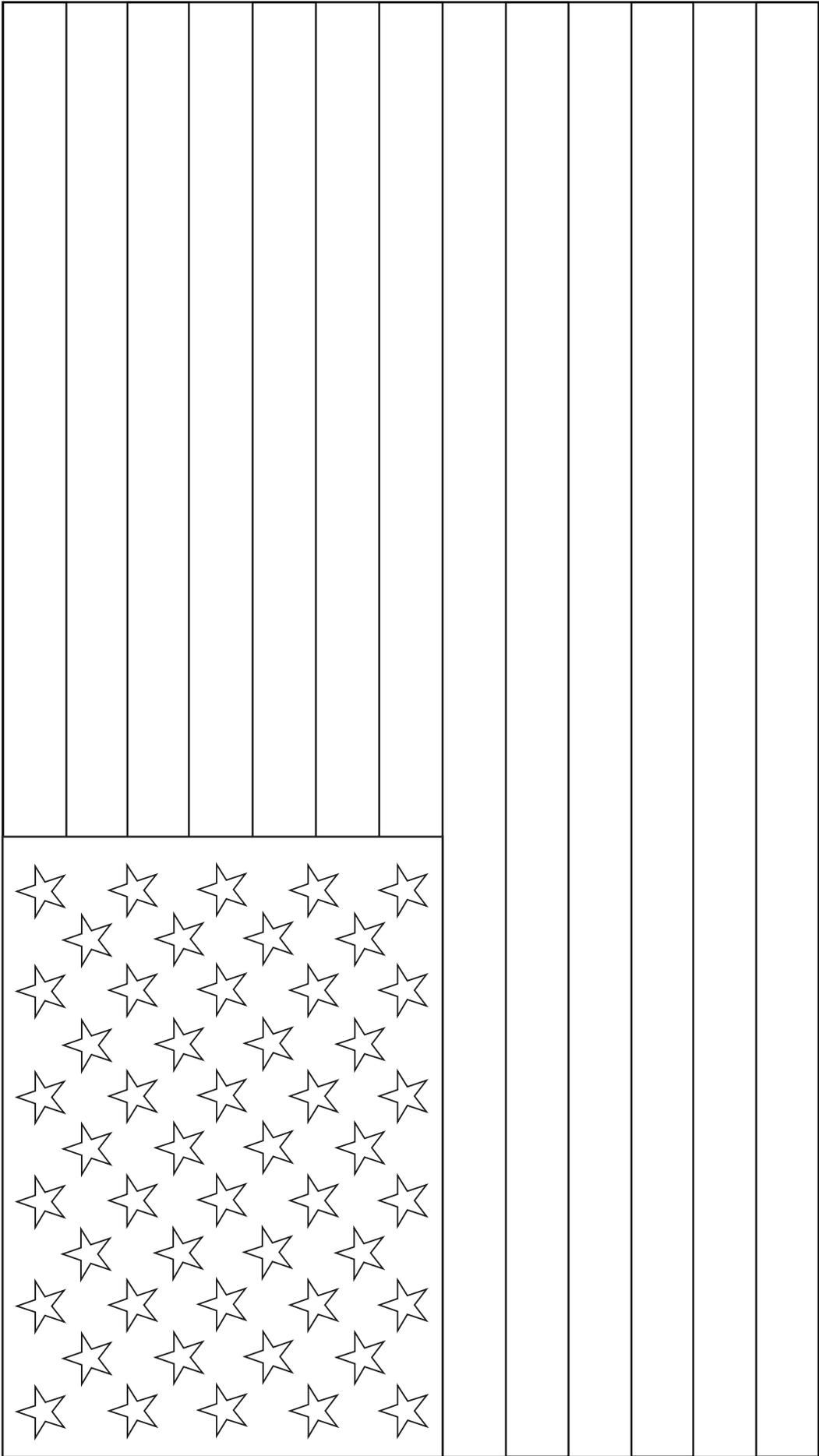
- » demonstrate everything you are guiding them to do on the EMO/Promethean,
 - » ask them to pull out the red crayon,
 - » tell students the color red represents bravery,
 - » demonstrate how to color the first stripe on the flag red and every other thereafter,
 - » while they are coloring ask them what the color represents,
 - » ask them to pull out the white crayon,
 - » tell students the color white represents liberty,
 - » demonstrate how to color the second stripe on the flag white and every other thereafter,
 - » also, ask them to color the stars white,
 - » while they are coloring ask them what the color represents,
 - » ask them to pull out the blue crayon,
 - » tell the students the color blue represents justice,
 - » demonstrate how to color the area around the stars blue,
 - » while they are coloring ask them what the color represents.
- Ask students: What makes you happy to live in the United States of America? *¿Que es lo que te hace feliz viviendo en los Estados Unidos?* What does each color represent? *¿Que representa cada color?*
 - Discuss the different facts the book provides after the Pledge of Allegiance.

Extension Activity:

- If available, show video *The Pledge of Allegiance*
- Discuss video.
- Have students recite the pledge in English and in Spanish.

Home Connection: Have family members recite the Pledge of Allegiance with the student at home. Also, ask them to review what each color means as they point to it on the United States flag.

Name: _____ Date: _____



Pledge Of Allegiance

I pledge allegiance to the flag
of the United States of America
and to the republic for which it stands,
one nation under God, indivisible,
with liberty and justice for all.

Promesa de Lealtad

Yo le doy mi lealtad a la bandera
de los Estados Unidos de America,
y a la Republica que representa,
una Nacion bajo Dios, indivisible,
con libertad y justicia para todos.

Scales Are Meant for Sharing

THE RAINBOW FISH BY MARCUS PFISTE / EL PEZ ARCO IRIS

Book Summary: Rainbow Fish is the most beautiful fish in the ocean, and he has many glittery scales. All the other fish want one of his scales, and he won't share them. On his journey, he learns how to make friends by sharing his most prized possessions.

Vocabulary from Book: scales/*escamas*, shiny/*brilloso*, beautiful/*hermoso*

Guidance vocabulary: happy/*feliz*, sharing/*compartir*, friends/*amigos*, lonely/*soledad*

State Standard: I.C.3-7

Guidance Lesson Strand(s): self-confidence, interpersonal effectiveness, and communication skills

Objective: The students will learn about the importance of making friends by demonstrating sharing and respect.

Preparation: (Poster making activity)

- Make a large copy of Rainbow Fish onto butcher paper (3 ft X 3 ft).
- Make several copies of scale pattern onto colored cardstock (i.e. pink, green, yellow).
- Cut out the scales and put into a paper bag. Make sure there are enough for all students in the class.
- Have double-sided tape ready to attach to the back of each scale.
- Arrange with classroom teacher to have an area where the students can come together in a circle for the lesson.

Procedure:

- Read the book or recall prior knowledge. Remember the book *The Rainbow Fish*? *¿Recuerdan el libro El Pez Arco Iris? ¿Qué haces para conseguir un nuevo amigo?* We're going to revisit that book today.
- Introduce vocabulary: scales/*escamas*, shiny/

brilloso, beautiful/*hermoso*, happy/*feliz*, sharing/*compartir*, friends/*amigos*, lonely/*soledad*.

- Ask students: Do you all have friends? *¿Tiene todos ustedes amigos?* What do you have to do to make friends? *¿Que tiene que hacer para conseguir amigos?* What could you do with your friends to make them happy? *¿Que puedes hacer con tus amigos para hacerlos feliz?*
- Share that all people want to have friends and when you don't have any you may feel lonely.
- Discuss key points in the story. Brainstorm ideas on how to share with others, and tell of a time when you shared something special with someone.
- Give a pre-cut scale to each student. Each scale has a picture of something they will share with their friends in class.
- Call students up one by one and ask them to share their scale with you. Tape it to your Rainbow Fish on the board.
- Discuss with the students how the Rainbow Fish on the board looks now. Thank them for sharing their scale with you and how happy you feel. Tell students that they can do the same to make friends and be happy.
- Leave the Rainbow Fish for the teacher and students in the classroom so they can have an example of how to make new friends and share.

Extension Activity:

- Reread *Swimmy/Nadarin* and discuss the concepts of teamwork and friends.
- Discuss with student how they are going to work together with their friends.

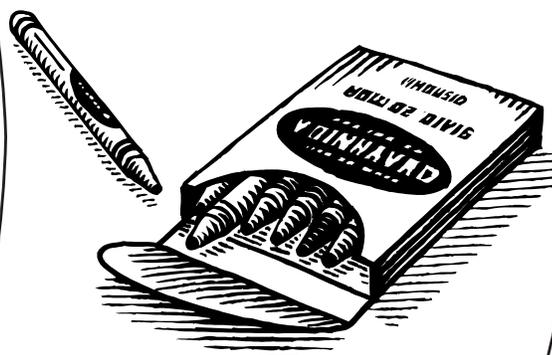
Home Connection: Have family members discuss with their child the importance of sharing with others and their family.

THE RAINBOW FISH / SCALE PATTERN

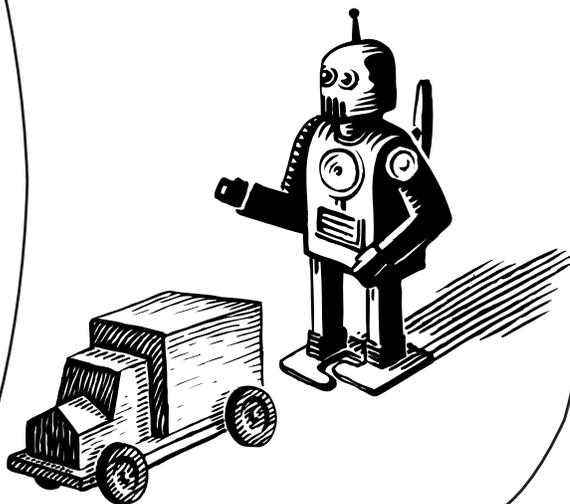
games/juegos



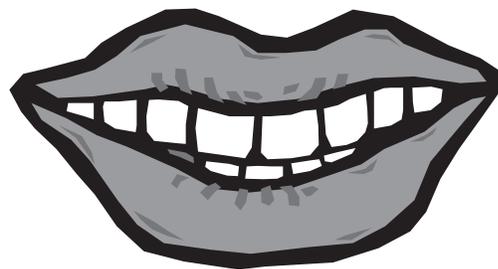
colors/colores

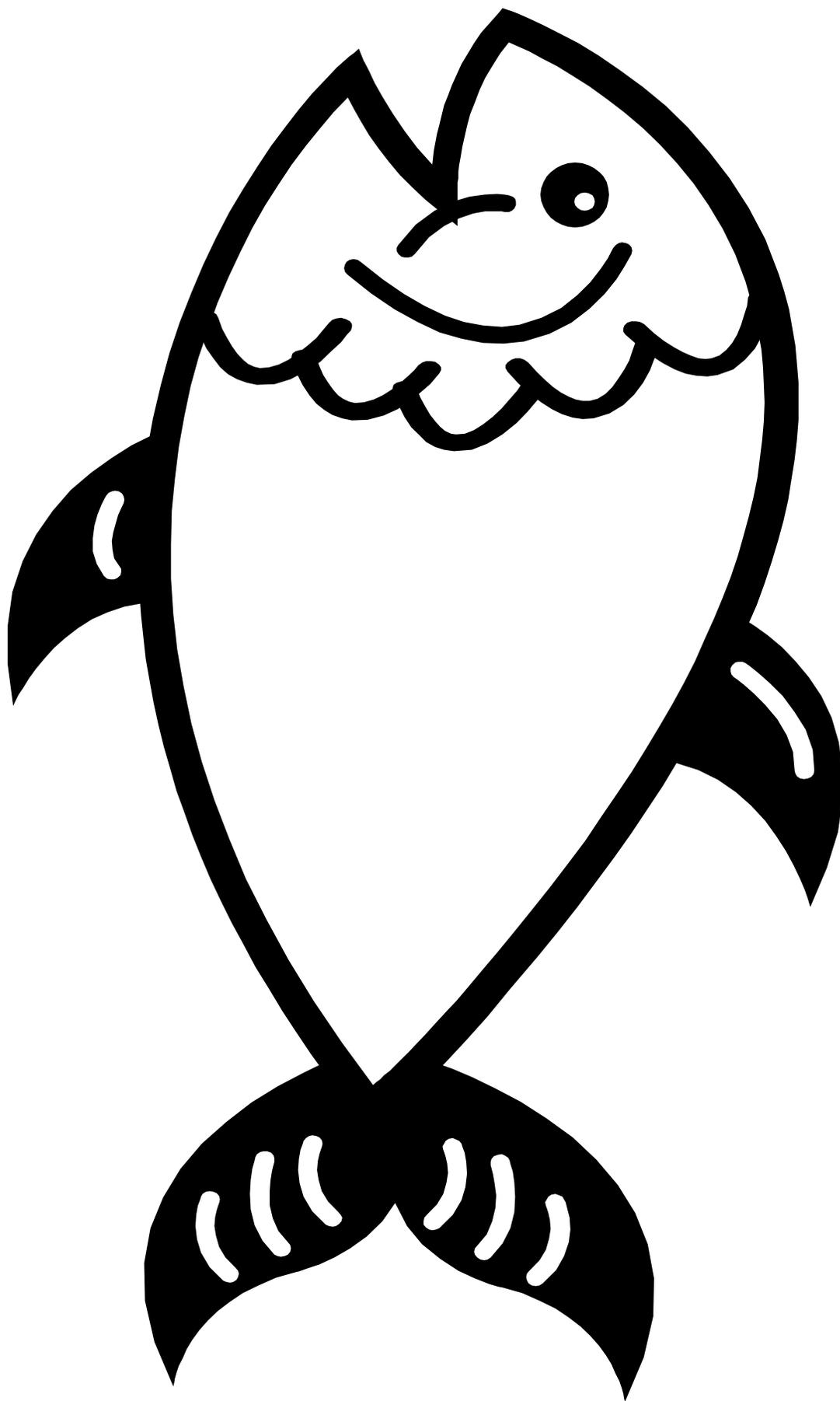


toys/juguetes



smile/sonrisa





Of Course I Can!

FROM HEAD TO TOE BY ERIC CARLE / DE LA CABEZA A LOS PIES

Book Summary: The author uses repetitive speech to bring attention to head to toe body parts and their movements in animals and humans. The text is interactive, lending itself to having the reader produce the motions mentioned in print and shown in the illustrations.

Vocabulary from Book: turn/giro, bend/doblo, raise/alzo, thump/golpeo, arch/arqueo, wiggle/meneo.

Guidance Vocabulary: exercise/ejercicio, healthy/saludable, body/cuerpo.

State Standard: IX.A.1-2, V.A.1-6

Guidance Lesson Strand(s): decision making, problem-solving, and responsible behavior

Objective: The learner will be introduced to vocabulary that describes movement, act out the movement, count, and write the number of body parts they see.

Preparation:

- Obtain a copy of the required book from the librarian.
- Arrange with classroom teacher to have an area where the students can come together to listen to the book and participate in discussion.
- Students will need paper, crayons, or pencils. Duplicate attachment 1 "Let's Count!/iVamos a Contar!" activity sheet in English or Spanish for each student.
- Download Attachment 1 "Let's Count!/iVamos a Contar!" in English or Spanish as needed to the Promethean.

Procedure:

- Tell the students that they are going to learn some ways to take care of their bodies so that they will grow up big and strong.
- Introduce the words exercise/ejercicio, healthy/saludable, and body/cuerpo with a description of

all of the words.

- Explain that movement is exercise and it helps to keep our body healthy.
- Read aloud *From Head to Toe*.
- Point out that the children in the story are making the same movements that the animals are.
- Check for comprehension by asking if the children and the animals in the book are exercising while they are moving.

Game:

- Tell the students that they are going to practice exercising like the children in the book.
- Say, "The counselor can show you how to turn around. Can you?/La consejera(o) puede mostrarte como girar. ¿Tú puedes? Students repond, "Of course I can!/ ¡Si lo puedo!" (Model motions and response.)
- Say, "Show me how you turn (model motion) and then move on to, "Show me how you: bend, raise, thump, arch, and wiggle" (modeling each movement as you go). *Muestra como giras, te doblas, levantas tus manos, golpeas tu pecho, arqueas, y maneas tu cuerpo.*

Activity:

- Download attachment 1, "Let's Count!/iVamos a Contar!" in English or Spanish as needed to the Promethean.
- Have the students help count how many legs/*patas*, arms/*brazos*, eyes/*ojos*, and ears/*orejas* the monkey has.
- Explain to the students that they are going to be counting parts of the body when they return to their workspaces.
- Send students to their workspaces to complete their own "Let's Count!/iVamos a Contar!" activity.
- They may color the monkey when they are finished.

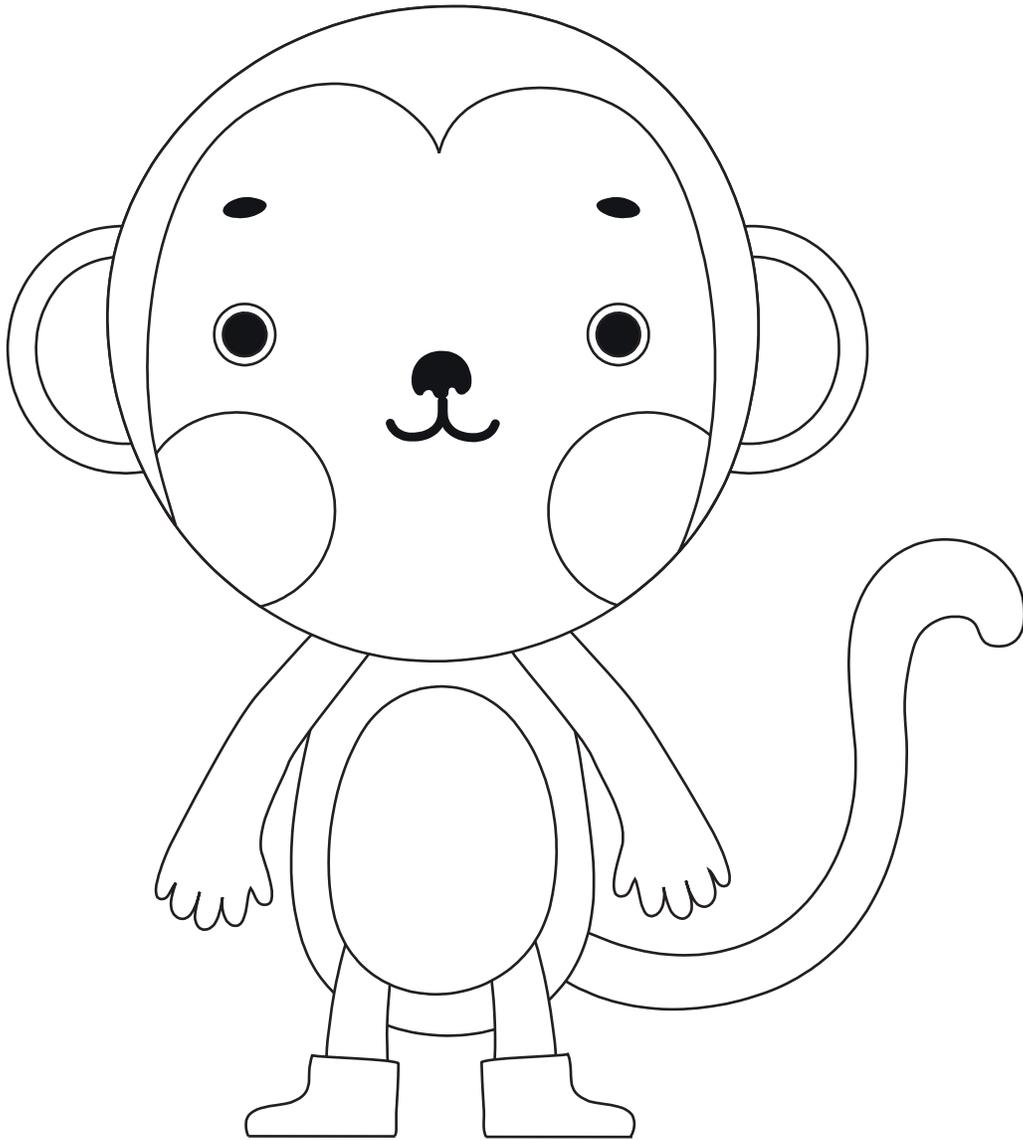
Home Connection:

Have each student ask a family member to participate in something to take care of their bodies with them at home, such as take a walk or ride their bikes.

Name: _____

Date: _____

LET'S COUNT!



How many legs? _____

How many arms? _____

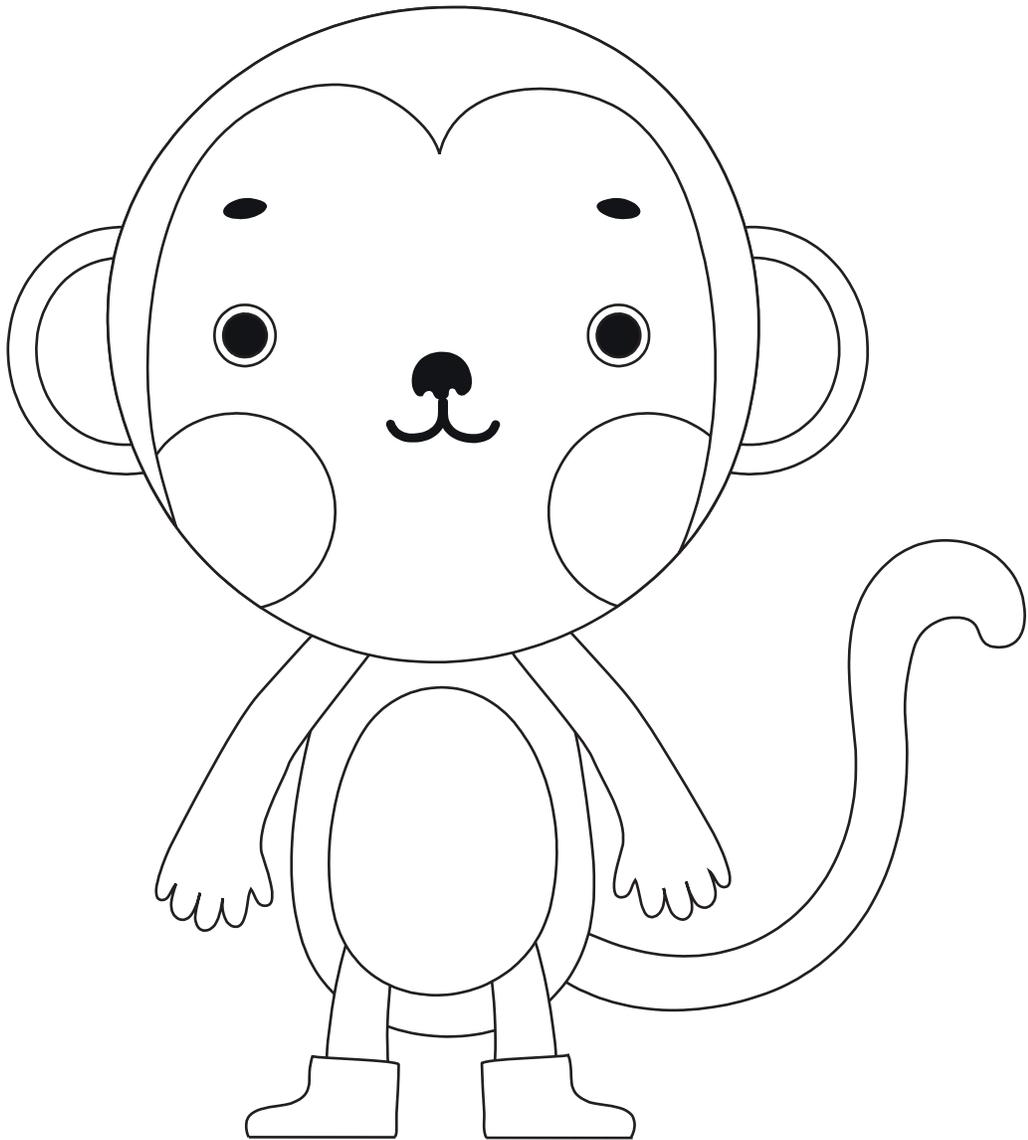
How many eyes? _____

How many ears? _____

Nombre: _____

Fecha: _____

¡VAMOS A CONTAR!



¿Cuántas patas hay? _____

¿Cuántos brazos hay? _____

¿Cuántos ojos hay? _____

¿Cuántos oídos hay? _____

Show Me Your Smile!

THE KISSING HAND/UN BESO EN MI MANO BY AUDREY PENN

Book Summary: School is starting in the forest, but Chester Raccoon does not want to go. To help ease Chester's fears, Mrs. Raccoon shares a family secret called The Kissing Hand to give him the reassurance of her love any time his world feels a little scary. Chester feels the warmth of his mother's love and before running off to school, turns to Mrs. Raccoon and gives her a kissing hand too.

Vocabulary from book: school/*escuela*, teacher/*maestro(a)*, friends/*amigos*, raccoon/*mapache*, secret/*secreto*

Guidance Vocabulary: encourage/*animar*, lonely/*solo*, fear/*miedo*

State Standard: I.C.6

Guidance Lesson Strand(s): interpersonal effectiveness, decision-making, goal-setting, planning, problem-solving

Objective: The learner will recognize there are times we all have to do things we may not want to do and realize we can encourage one another to work through these times.

Preparation:

- Download attachments to the Promethean Board for use with the lesson. Attachments include pages that show the following emotions: happy, sad, scared, angry.
- Arrange with classroom teacher to have an area where the students can come together as a group and interact easily with one another.

Procedure:

- Recall prior knowledge, including vocabulary. "Remember the book *The Kissing Hand?* / *Recuerdan el libro Un Beso en Mi Mano?*" "We're going to revisit that story today / *Vamos a repasar este cuento hoy.*" Call special attention to the second page of written text and share an experience that you did not want to do.
- Introduce guidance vocabulary: encourage/*animar*, lonely/*solo*, fear/*miedo*

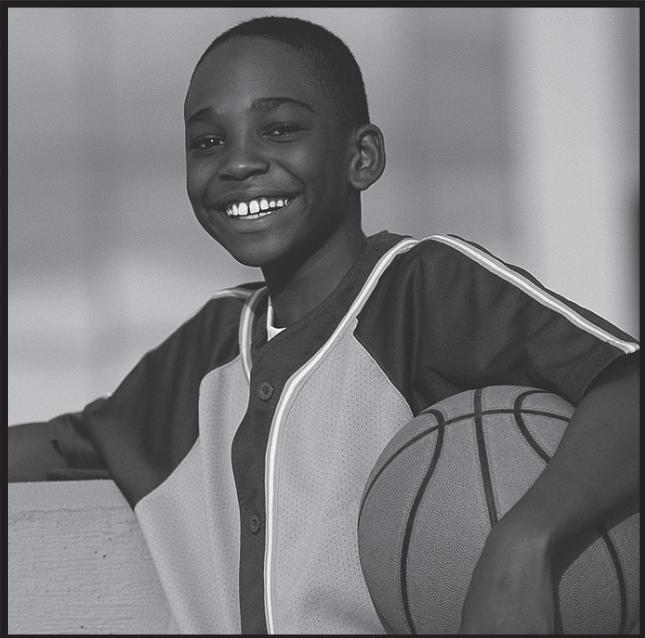
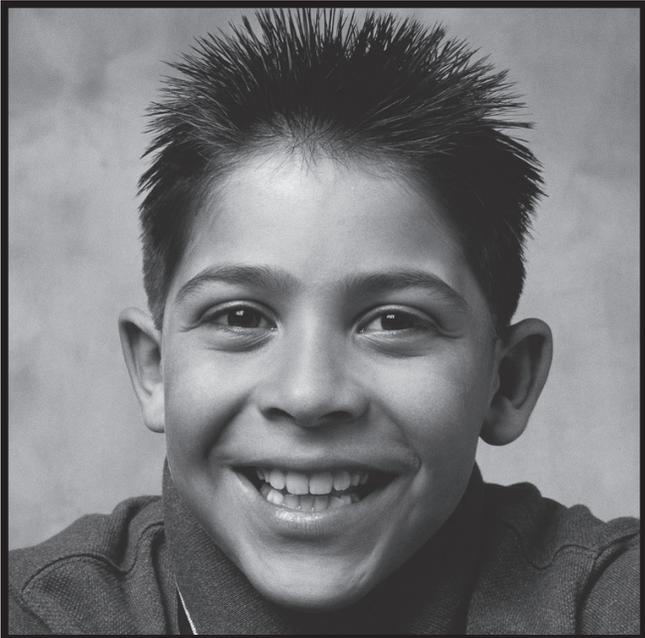
- "Today, we are going to learn how to encourage our friends by using smiles / *Hoy vamos aprender como animar a nuestros amigos usando sonrisas.*"
- Show the happy attachment page.
 1. Ask students to tell you how the children in the picture feel.
 2. Have them show you their happy faces and tell them how wonderful it makes you feel to see their smiles.
 3. Direct students to turn to others around them and give them their biggest, happiest smiles, then ask, "How did that make you feel? / *Como te sentistes?*"
- Follow the steps listed above for the sad, angry and scared attachments while substituting appropriate responses to the particular expression being used.
- When a friend feels sad, we can smile at them to help them feel better. We can offer an encouraging thumbs-up. Turn to someone next to you and smile at them while giving them a thumbs-up.

Extension Activity:

- Have students stand and sing, "If you're happy and you know it... hug yourself; smile at a friend; give a thumbs-up; say goodbye. / *Si eres feliz y lo sabes... date un abrazo; sonríele a un amigo; da un pulgar hacia arriba; di adiós.*"
- Ask students to tightly tense up their face into an angry frown for about ten seconds. Then say, "Relax / *Relájate.*" Ask them to tell you how that made them feel. Some may notice that their forehead began to hurt just from tensing those facial muscles. Ask everyone to stand and stretch their bodies upward, hands raised, arms extended. Have them close their eyes and take in a deep, relaxing breath as they let down their arms. Practice deep breathing for about a minute and ask them to notice how they feel now.

Home Connection: Ask students to notice how their parent's or guardian's smile or touch makes them feel when they are picked up from school today. Family member can have the student illustrate what makes them happy, sad, angry or scared.

FEELINGS / SENTIMIENTOS: **HAPPY / FELIZ**



FEELINGS / SENTIMIENTOS: **SAD / TRISTE**



FEELINGS / SENTIMIENTOS: **ANGRY / ENOJADO**



FEELINGS / SENTIMIENTOS: **SCARED / MIEDO**



IT'S NOT OKAY KINDER LESSONS

Stranger Safety

IT'S NOT OKAY TO HURT YOURSELF

Book Summary: *Once Upon a Dragon: Stranger Safety for Kids* by Jean E. Pendziwol. After a girl and her dragon friend find themselves in a fairy-tale land, the girl must look out for her overly-friendly dragon when he does unsafe things such as talking to and taking treats from strangers and walking through the dark forest by himself.

Vocabulary from Book: Strangers/extraños, safety/seguridad

Guidance Vocabulary:

- choices - options, deciding or picking something.
- stranger - someone I don't know.

State Standard: ELAR 1FG, 6A, 8AB, 10B

Guidance Lesson Strand(s): Problem-solving, decision-making, and responsible behavior

Objective: Students will learn about safety and making safe choices around strangers. Students will learn to be careful when they are around people that they do not know.

Preparation:

- Obtain *Once Upon a Dragon: Stranger Safety for Kids* by Jean E. Pendziwol.

Procedure:

- Read *Once Upon a Dragon: Stranger Safety for Kids* by Jean E. Pendziwol
- Ask students the following questions: Is the dragon making good choices? What would you say if the hungry wolf came and talked to you? Would you take the apple from the evil Queen? Is the little girl staying safe?
- Have students sequence the events of the story.
- Explain to students that most people are nice but some are not, and they cannot always tell

the difference between nice strangers and bad strangers. This can be confusing. Ask students who is someone you can talk to if you're not sure someone is a nice or bad stranger?

- Ask students if they can think of adults who can help them if they ever feel scared or unsafe.
- Ask students to think of safe places to go if they feel scared, such as the school, the police station, or the library. Make a list on the board or chart paper.
- Remind students that they must never leave with anyone without asking their parent first.
- Explain that it's also not okay to let someone you know hurt you.
- Help students recite the Dragon's Stranger Safety rhyme from the book
- Review the safety checklist at the end of the book.

Extension Activity: Have students draw a picture of a place they can go to be safe.

Home Connection: Students should be encouraged to go home and ask family members to help them memorize 911 and the phone number of a trusted adult to call if they are ever in trouble.

A few lesson notes:

Respect My Space!

IT'S NOT OKAY TO HURT YOURSELF

Book Summary: *Personal Space Camp* by Julia Cook is about Louis, a little boy who is a self-taught expert on everything about outer space. Louis is excited when he is sent to the principal's office for personal space camp. He soon learns space camp is all about personal space and respecting the physical boundaries of others. This book explains personal space in an amazing way and kids really to connect it.

Vocabulary from Book: Personal/Personal, Space/Espacio

Guidance Vocabulary:

- respect - thinking good things about a person and treating them kindly.
- caring - being kind.
- following rules -doing what is right.
- clever - smart; thinking quickly.
- naughty - when someone does something bad.

State Standard: MATH 1BCG, 2ACD

Guidance Lesson Strand(s): Interpersonal effectiveness, communication skills, responsible behavior,

Objective: The children will recognize the importance of personal space and following the rules to show caring and responsible behavior.

Preparation:

- Read the book *Personal Space Camp* written by Julia Cook or access online at <https://youtube.com/watch?v=OucbUOPeKe4>.
- Print out one set the matching activity cards "Good Choice/Bad Choice" on cardstock from the Personal Space Camp Response Activities attachment.

Procedure:

- Read or show the book *Personal Space Camp* by

Julia Cook.

- Discuss the Good Choices and Bad Choices Louis made in the book.
- Ask students the following questions: Have you ever made a good choice? What about a bad choice? What was it like when you made that choice? Which one is the best choice? How can we make good choices all the time? Can we help our friends to make good choices? How? How can we turn bad choices into good choices? How can we make good choices at school? What are some bad choices we make at school?
- Make a T-chart for Good Choice/ Bad Choice and list each category.
- Have students count the number of good choices and bad choices, and tell you which category has more.
- Complete the Good Choice/Bad Choice activity as a group. The teacher will read the activity on the cards and the students will take turns placing the activity cards under the correct title "Good Choices" or "Bad Choices"

Extension Activity: Have students draw a picture of themselves making a good personal space choice.

Home Connection: Encourage students to share the paper with their family members and show them how they can make good choices often.

A few lesson notes:

Touching others while we are sitting on the carpet	Keeping my hands and feet to myself
Grabbing	Pushing
Touching someone's hair	Licking people
Saying "excuse me" when I want someone to move	Taking someone else's snack

<p>Kicking others</p>	<p>Asking before picking up somebody else's stuff</p>
<p>Sitting away so you don't get in trouble</p>	<p>Keeping my hands to myself all the time</p>
<p>Sitting on someone else's personal space</p>	<p>Touching the walls in the hallway</p>

Good Choices

Bad Choices

Naughty Choices

I Pledge to be a Good Citizen

IT'S NOT OKAY TO DISRESPECT

Guidance Vocabulary:

- honesty - telling the truth.
- compassion - concern for the misfortune of another paired with the wish to help.
- respect - thinking good things about a person and treating them kindly.
- responsibility - something you must take care of or do.
- courage - being brave when you're scared.
- citizenship-being part of a community.

State Standard: 15A, 16AB

Guidance Lesson Strand(s): responsible behavior, motivation to achieve, decision-making, communication skills, interpersonal effectiveness

Objective: The students will learn the five themes of good citizenship and how to be a good citizen. The students will also learn about their importance in the community.

Preparation:

- Write out the definitions for the five themes of citizenship: (honesty, compassion, respect, responsibility, courage).

Procedure:

- Introduce guidance vocabulary.
- Explain to students the meaning of "citizenship."
- Tell students that they are going to pretend that their classroom is a new country and they are the citizens.
- Allow students to create a name for their new "country."
- Talk to the students about the pledge for their new country: "I pledge to be honest; I pledge to be compassionate, etc."
- Explain to students that being a good citizen means

respecting the community/country by following the rules and themes of good citizenship.

- Tell students that everyone, from children to adults, has a responsibility to follow the rules/obey the law and be good citizens
- Explain to students that just as they are citizens of their new "country," they are also citizens of the world.
- Explain to the students that the rules for their "country" are the same rules for being a good citizen.
- Talk about ways that people can be disrespectful and are not good citizens.
- Brainstorm ways that students can use the five themes to be good citizens at school and at home.

Extension Activity: Allow students to design and draw flags for their new "country." Ask students about the colors and designs that they choose.

Home Connection: Students will ask family members what it means to them to be a good citizen. Students will share their "flag" and what they learned about citizenship.



What Does a Bully Look Like?

IT'S NOT OKAY TO BE A BULLY

Book Summary: *A Bad Case of Stripes* by David Shannon features Camilla who always worries about what others think about her. She loves to eat lima beans but because the other children at her school do not like them, she stops eating them. She worries so much about what others think until one day she's about to break out with a bad case of stripes.

Vocabulary from Book: worrying/preocuparse, amazing/asombroso, disappeared/desapareció, strange/raro, bizarre/extraño, contagious/contagioso, uncomfortable/incómodo, virus/virus-enfermedad

Guidance Vocabulary:

- scared - feeling afraid
- sharing - letting someone else use something of yours
- respect - thinking good things about a person and treating them kindly
- bullying - purposely hurting others over and over
- accept - welcoming others
- self-confidence - liking and believing in yourself

State Standard: Reading: ELAR 1FG, 5B, 6A, 8AB

Guidance Lesson Strand(s): self-confidence, interpersonal effectiveness, and communication skills

Objective: The students will learn about bullying

Preparation:

- Obtain a copy of the book *A Bad Case of Stripes* by David Shannon.
- Print one silhouette attachment per student.

Procedure:

- Before reading the story, ask students some examples of what has worried them in the past. List responses on chart paper or the board.
- Read the story and be sure to show the illustrations

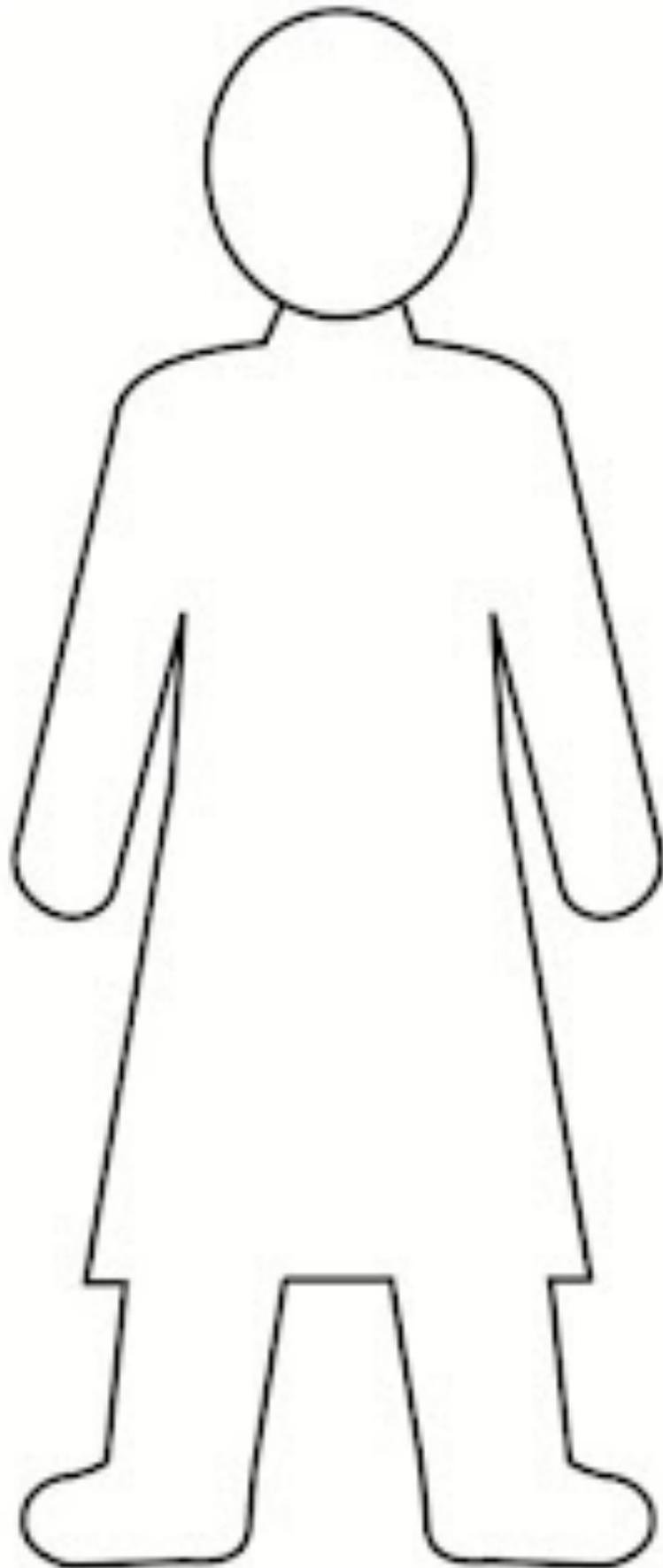
from the book while reading.

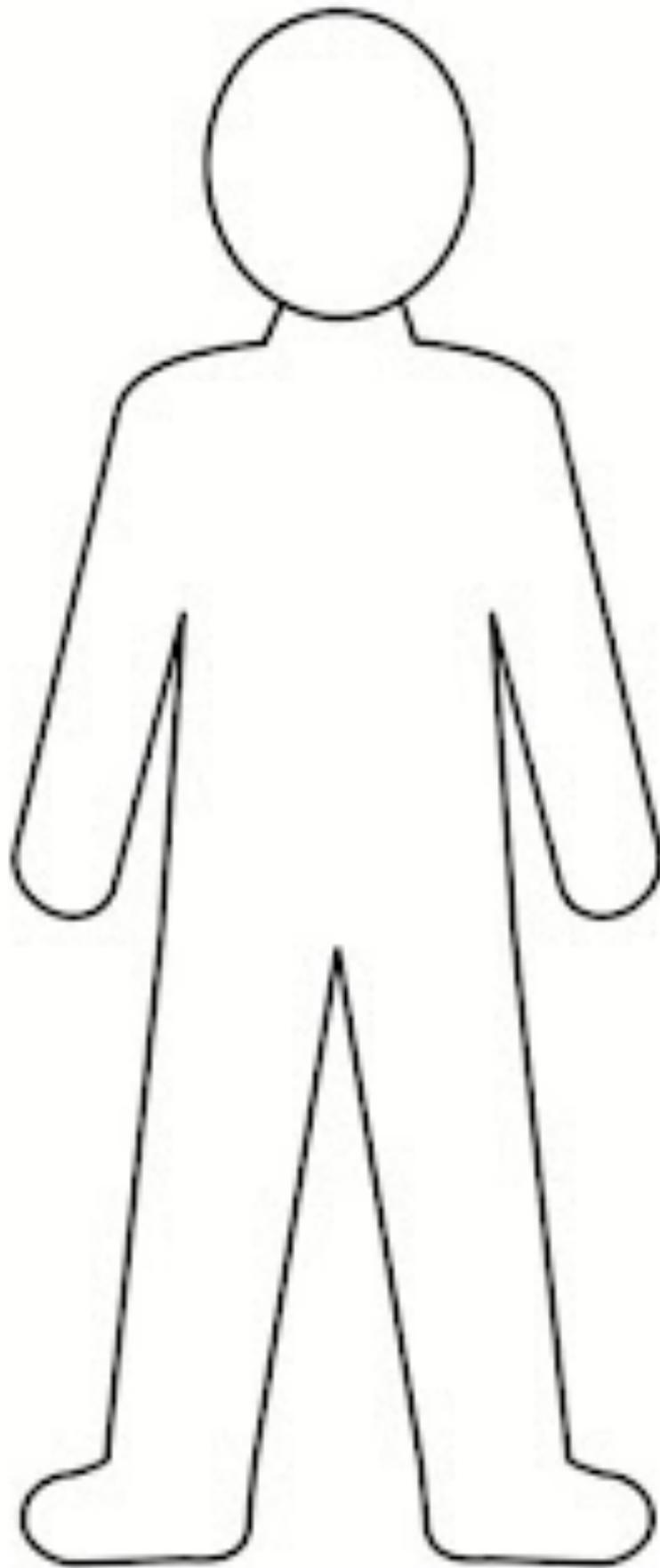
- Have students identify the setting of the story.
- After the reading, discuss the following with students:
 - How do you feel about the story?
 - How do you think Camilla felt when all the kids started laughing at her?
 - Is there anything that Camilla could have done differently?
 - Do you think that the kids are bullying Camilla? Why or why not?
 - Is it OK to not be yourself even when you don't feel comfortable? What happens if we don't act like ourselves?
- Introduce the three criteria to determine if bullying is taking place:
 1. Bullying is unwanted, bad actions.
 2. Bullying is repeated; it happens over and over.
 3. Bullying happens when the person being bullied has trouble defending themselves against the bully.
- Hand out silhouettes to students and have them draw themselves on the silhouettes doing something they enjoy. Allow them to share with each other.

Extension Activity: Discuss with students how they can help if they see someone being bullied. Create a class pledge to stop bullying.

Home Connection: Students can take their drawings home and talk to family members about bullying and respect.

A few lesson notes:





Take Care of Our Planet

IT'S NOT OKAY TO DISRESPECT YOUR PLANET

Book Summary: *The Lorax* by Dr. Seuss uses a unique approach to teach students about taking care of the earth and the environment. The earth is represented by the Lorax, who talks about the damage that the earth is suffering. The book doesn't have a happy ending but it helps students to understand some problems the earth is facing now and ways they may be able to solve some of these problems in the future.

Vocabulary from Book: deforestation/deforestación, Factory/fábrica, Once-ler/empresario codicioso, future/futuro, invented/inventado, machinery/maquinaria, smog/contaminación, unless/a menos que

Guidance Vocabulary:

- need - something we have to have to stay alive
- protect - to keep safe
- citizen action - members of a community doing something to help the community.
- care - to look after someone or something; having a loving feeling

State Standard: 1C, 2A, 3B, 10ABC, 4AB, 9B, 9AB, 10AB

Guidance Lesson Strand(s): interpersonal effectiveness, communications skills, and responsible behavior

Objective: The students will identify how they can take care of the planet they live in and how to spread their knowledge among their community.

Preparation:

- Obtain a copy of the book from the library.
- Drawing paper (one per student)
- Crayons

Procedure:

- Introduce the vocabulary from the book.
- Read *The Lorax* by Dr. Seuss.

- Discuss strategies students can use to stop bullying the earth. Here are some examples:
 - » Place trash in a trash container; don't litter
 - » Recycle when you can
 - » Turn off the water when you're not using it
 - » Turn off the lights when you leave the room
- Discuss and act out scenarios such as, "I can do _____ if someone is disrespecting our environment" or "I can say _____ if I see someone being disrespectful to our environment".
- Have students draw a picture showing how they can take care of the earth. Have the class share and discuss their pictures.

Extension Activity: Students may color and cut out the mustache attachment and act out the story.

Home Connection: Students can take home their pictures and explain to their family ways to respect the earth.





It's Not Okay to Disrespect the Earth:

GOOD CITIZENS RULE!



It's Not Okay to Disrespect the Earth:

GOOD CITIZENS RULE!



It's Not Okay to Disrespect the Earth:

GOOD CITIZENS RULE!



It's Not Okay to Disrespect the Earth:

GOOD CITIZENS RULE!



Growing a Healthy Child

IT'S NOT OKAY TO USE DRUGS

Book Summary: *Planting a Rainbow* by Lois Ehlert. This educational book helps children understand how to plant bulbs, seeds, and seedlings, and nurture their growth while following a child and mother as they start a garden that becomes a rainbow of plants and flowers.

Vocabulary from Book: rainbow/arco iris, bulb/botón, fall/otoño, winter/invierno, spring/primavera, sprout/brote o retoño, summer/verano, grow/crecer

Guidance Vocabulary:

- care- to look after someone or something; having a loving feeling
- healthy - being free from illness or disease
- need - something we have to have to stay alive
- strong - having great physical power and ability; having a lot of strength

State Standard: Science 4B, 5A, 6A, 6C

Guidance Lesson Strand(s): self-Confidence development, Communication Skills, and Responsible Behavior

Objective: The student will learn to identify things that are necessary for his/her own healthy development.

Preparation:

- Obtain *Planting a Rainbow* by Lois Ehlert.
- Each student will need a pencil and a copy of the flower attachment 1.
- Promethean board or chart paper and markers.
- Crayons (optional)

Procedure:

- Introduce vocabulary from the book.
- Read *Planting a Rainbow* by Lois Ehlert.
- After the reading, make a T-chart on the board or

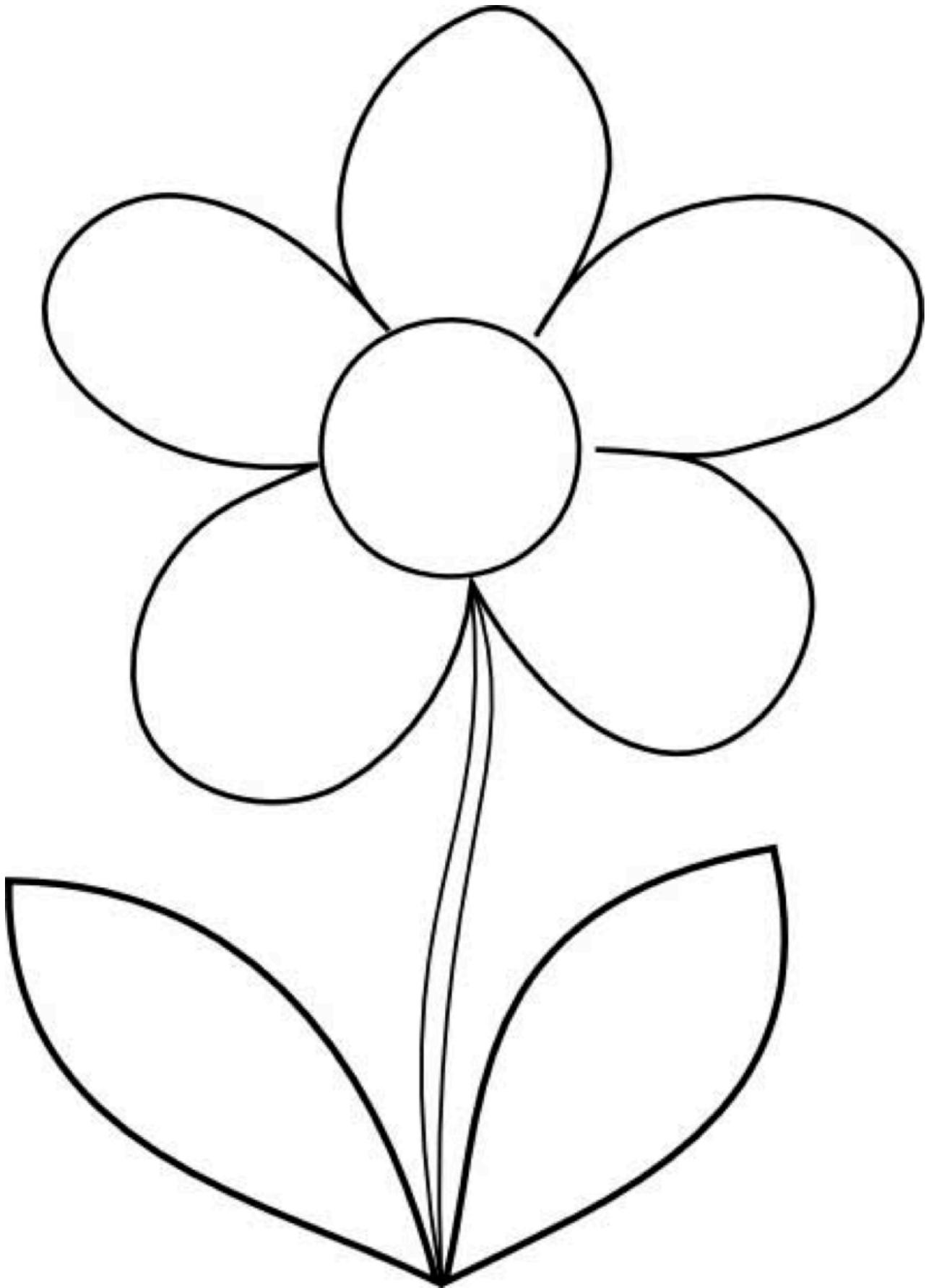
chart paper. Write “What a Plant Needs to Grow” on one side of the T-chart and “What a Child Needs to Grow” on the other side. Ask students to answer what a plant needs question first, then ask students to answer what a child needs to grow next. List the answers on the correct side of the T-chart. Discuss items that both plants and people need (water, food, air).

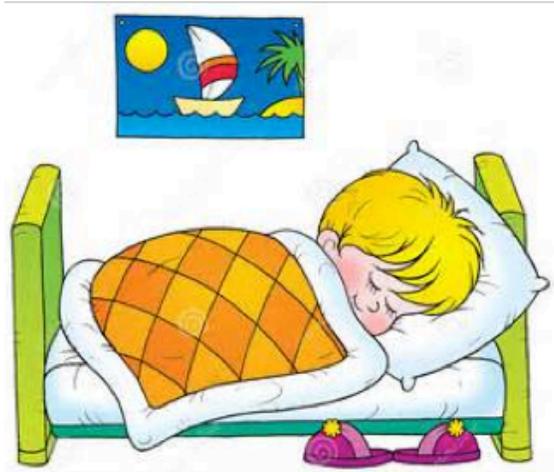
- Next, ask students to answer the following question: “I take care of my body by _____.” (Possible answers might include exercising, getting enough sleep, eating healthy foods, brushing my teeth, etc.) Make a list of answers on the board.
- Give each student a copy of the flower attachment. Have them draw their face on the middle of the flower or write their name. On each pedal, have the students write a word or draw a picture of what a child needs for healthy growth.

Extension Activity: Print out Attachment 2 for each child and instruct them to circle the items that are healthy and mark an “X” on the items that are unhealthy.

Home Connection: Have students take home completed flowers and share with family members what is needed for healthy growth.







I Have Value

IT'S NOT OKAY TO USE DRUGS

Book Summary: *Zero* by Kathryn Otoshi. When Zero looks at herself, she just sees a hole right in her center. How could a number worth nothing become something? Zero is not only about numbers and counting but learning what it means to find value in yourself and in others.

Vocabulary from Book: zero/el cero, number/el número, count/contar

Guidance Vocabulary:

- value - usefulness or importance
- worthless - having no use or value
- nothing - someone or something that has no interest, value, or importance

State Standard: Math 1A

Guidance Lesson Strand(s): self-Confidence, motivation to achieve, interpersonal effectiveness, communication skills

Objective: Students will learn about self-worth and value.

Preparation:

- Obtain the book *Zero* by Kathryn Otoshi.
- Print one circle attachment per student.

Procedure:

- Introduce vocabulary.
- Read the story. After reading, ask students the following questions:
 - >> Why do you think Zero only saw an empty hole inside?
 - >> Why did Zero try to be like the other numbers?
 - >> Why wasn't she able to change her shape?
 - >> How did Seven help Zero find her value?
 - >> How did Zero bring more value to everyone?
 - >> What does it mean to have value?

- >> Do you have value? What is your value?
- >> How do you bring more value to other people?

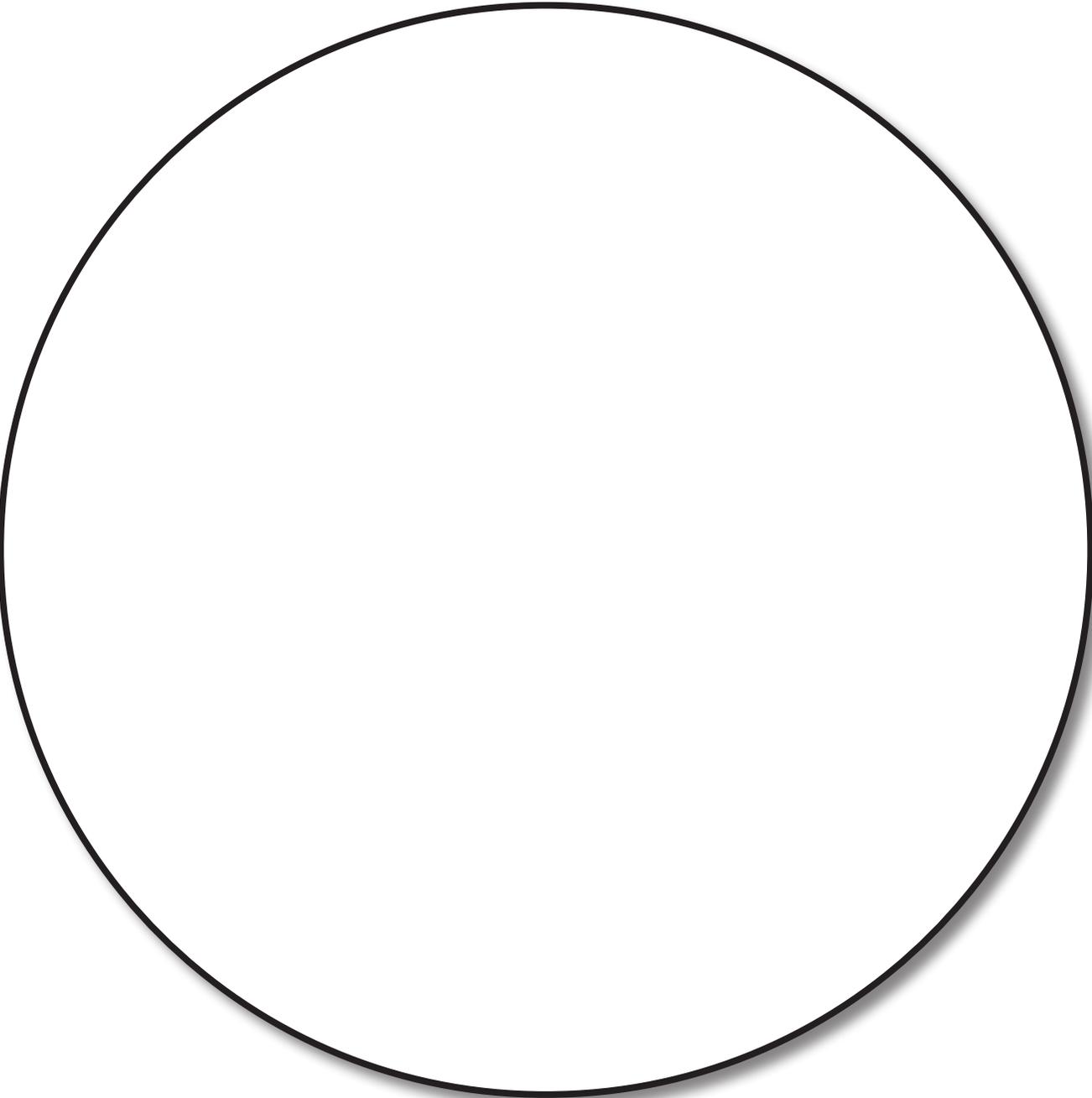
- Emphasize to students that we all have value and add additional value to each other and when we value ourselves, we say no to drugs and other things that will harm us.
- Ask each student what they think their value is. Make a list on the board and count how many different values are listed.
- Give each student a copy of the circle attachment.
- Instruct each student to write or draw a picture of their value on their circle.

Extension Activity: Give each student a copy of the circle and have them find a partner. Instruct each student draw a picture and/or write a describing word about how their classmate is valuable and adds to the classroom, school, or community. (Example: smart, funny, nice, helpful, understanding, responsible, etc.).

Home Connection: Students can take their circles home and recreate the activity with a family member.

A few lesson notes:

This is my value...



I Can Be a Good Citizen

IT'S NOT OKAY TO USE DRUGS

Guidance Vocabulary:

- citizenship - the qualities that a person is expected to have as a responsible member of a community
- helping - to make easier or less difficult
- responsible - able to be trusted to do what is right or to do the things that are expected or required.

State Standard: Health 2CD, 5B, 8ABC, 9AB; Social Studies 2B

Guidance Lesson Strand(s): decision-making, interpersonal effectiveness, responsible behavior

Objective: Students will learn about good citizenship

Preparation:

- Crayons, tape or stapler, 20 to 30 strips of construction or manila paper
- Obtain a book or video on citizenship. These are suggestions:
 - » *If Everybody Did* by Jo Ann Stover
 - » *Woodrow for President: A Tail of Voting, Campaigns, and Elections* by Peter Barnes
 - » *Being a Good Citizen: A Book About Citizenship (Way to Be!)* by Mary Small
 - » *What If Everybody Did That?* by Ellen Javernick

Procedure:

- Tell students they will be learning about citizenship today. Introduce vocabulary.
- Begin the discussion by asking the following questions:
 - » What does citizenship mean? (Possible answers: being kind and respectful to people/animals/environment, caring about your community/school, caring about people, helping to make your community, school and home a better place).

» What are some ways we can show good citizenship? (Possible answers: following rules, being kind, listening to teachers and parents, taking care of our school and community, helping others, using kind words, being responsible, being respectful).

» Why is citizenship important? (Answer: To help make our world a better place).

- Read a book on citizenship or watch a short video clip. After book is read or video is watched, do the following activity with students:

» Give each student a strip of paper (construction paper or drawing paper) and have each person write a good citizenship word (kind, responsible, caring, helping, listening, respect, etc.) or draw a picture of a good citizenship activity on the strip of paper. Collect strips and staple or tape together to form a good citizenship chain. Hang in the classroom or hallway.

Extension Activity: Write down qualities a good citizen has and why they would not use drugs. (Example: Good citizens make healthy choices, take care of the planet, take care of their body, etc.) Create a "No to Drugs" chain.

Home Connection: Students can take home blank strips and make a family citizenship chain.

A few lesson notes:

Using Kind Words

IT'S NOT OKAY TO USE MEAN WORDS

Book Summary: *I Can't Believe You Said That!* by Julia Cook tells the story of a young boy that says everything that pops into his head. He subsequently gets in trouble with friends, family and teachers. His parents teach him how to use his "thinking bubble" and "talking bubble" to filter his words so that he doesn't hurt the feelings of others.

Vocabulary from Book: Thinking bubble/burbuja de pensamiento, talking bubble/burbuja de conversacion, social filter/filtro social

Guidance Vocabulary:

- respect - a feeling or understanding that someone or something is important, and should be treated in a good way
- hurt - pain in your body or feelings
- feelings - emotions such as happy, sad, mad, excited, etc.
- caring - having a loving feeling toward someone or something
- choices - picking or deciding between two or more possibilities

State Standard: ELAR 3AB, 4B, 6AB, 8B

Guidance Lesson Strand(s): interpersonal effectiveness, communication skills, responsible behavior, problem solving

Objective: Students will learn that their words impact others. The students will learn how to identify feelings and how to use their "filter" to use only kind words.

Preparation:

- Obtain a copy of *I Can't Believe You Said That!* by Julia Cook.
- Crayons, pencils and drawing paper for each student

Procedure:

- Read the book *I Can't Believe You Said That!* by Julia Cook.
- After the reading discuss the following questions:
 - >> What is the problem that RJ had in the story?
 - >> Why was it a problem?
 - >> Who helped him to solve his problem?
 - >> What did he do to solve his problem?
 - >> What lesson did RJ learn?
- Discuss with students the impact that unkind words can have on the feelings of others.
- Ask students about times that their feelings were hurt by unkind words.
- Ask students about times when they might have used unkind words towards others.
- Brainstorm with students to think of kind words that can be used in the place of unkind words. Create a list of kind words.
- Give students a sheet of paper, pencil and crayons. Have students write their favorite kind word on the paper and draw a picture to illustrate the word being used.

Extension Activity: Using chart paper, write "Nice Words" at the top and ask students to come up with a list of kind words that they can use to speak to each other at school. Laminate the chart and post in the classroom.

Home Connection: Students make their own personal list of kind words to use in their home with the help of a family member.



Let's Tell the Truth

IT'S NOT OKAY TO LIE

Book Summary: *Howard B. Wigglebottom and the Monkey on His Back: A Tale about Telling the Truth* by Howard Binkow and Susan F. Cornelison features Howard, who doesn't like telling the truth because he can get away with it, even though he knows that it is wrong. Soon all those fibs take the form of a monkey that stays on his back. As Howard continues to deceive others he starts to feel guilty, until one day he decides to tell the truth and he is able to lose the monkey on his back.

Vocabulary from Book: headlights/faro, helicopter/helicoptero, apologize/disculpas, practice/practica

Guidance Vocabulary:

- honesty - telling the truth
- good choices - picking something that is good for you or others
- lying - not telling the truth

State Standard: Math 1A, 2CFI, 3ABC

Guidance Lesson Strand(s): decision-making, problem-solving, interpersonal effectiveness, communication skills, responsible behavior

Objective: Students will learn that it is important to tell the truth, even when it is difficult. Students will learn that even if they are not caught in dishonesty, lying is still harmful to themselves and others.

Preparation:

- Obtain *Howard B. Wigglebottom and the Monkey on His Back: A Tale about Telling the Truth* by Howard Binkow and Susan F. Cornelison. The animated book can be found for free at www.wedolisten.org
- You will need a small to medium-sized ball.

Procedure:

- Read *Howard B. Wigglebottom and the Monkey on*

His Back: A Tale about Telling the Truth or allow the students to watch the animated book from the website www.wedolisten.org

- During the story have the students count the number of times Howard tells a lie during the story. Write the number on the board. Create an addition sentence using that number. Discuss with students that when we tell one lie, we have to tell another lie to cover up the first lie and then another lie and another; lies add up.
- Ask students the following questions: Is it okay to be dishonest to keep from getting in trouble? Howard lied about his father to make himself look better. Has anyone in the class lied to make themselves look better before? Is it ok to lie to make yourself look better? In the book, Howard had to make a list of people he lied to and he had to apologize to them. If the students had to make a list would it be long like Howard's? Why did Howard finally stop lying? Does anyone in the class ever feel like they have a monkey on their back? How can they get rid of the monkey?

Extension Activity: Place students in groups of 3 to 5 to create a drawing of how to be honest in school. Each group will share their drawing with the class.

Home Connection: Have students keep track of different times they were honest at home and share with the class.

A few lesson notes:

The Motion of Lying

IT'S NOT OKAY TO LIE

Book Summary: *Howard B. Wigglebottom and the Money on His Back: A Tale about Telling the Truth* by Howard Binkow and Susan F. Cornelison Howard lies because he can get away with it, even though he knows that it is wrong. His lies take the form of a monkey that stays on his back. As Howard continues to lie he begins to feel more and guiltier, until one day he decides to tell the truth and he is able to lose the monkey on his back.

Vocabulary from Book: headlights/faro, helicopter/helicoptero, apologize/disculpas, practice/practica

Guidance Vocabulary:

- honesty - telling the truth
- good choices - picking something that is good for you or others
- lying - not telling the truth

State Standard: Science 2B, 6ABD

Guidance Lesson Strand(s): decision-making, problem-solving, interpersonal effectiveness, communication skills, responsible behavior

Objective: Students will learn that it is important to tell the truth, even when it is difficult. Students will learn that even if they are not caught in dishonesty, lying is still harmful to themselves and others.

Preparation:

- Obtain *Howard B. Wigglebottom and the Money on His Back: A Tale about Telling the Truth* by Howard Binkow and Susan F. Cornelison. The animated book can be found for free at www.wedolisten.org
- Small ball such as a tennis ball

Procedure:

- Read *Howard B. Wigglebottom and the Money on His Back: A Tale about Telling the Truth* or allow the students to watch the animated book from

the website www.wedolisten.org

- After the story, ask students the following questions: Is it okay to lie to keep from getting in trouble? Howard lied about his father to make himself look better. Has anyone in the class lied to make themselves look better before? Is it ok to lie to make yourself look better? In the book, Howard had to make a list of people he lied to and he had to apologize to them. If the students had to make a list would it be long like Howard's? Why did Howard finally stop lying? Does anyone in the class ever feel like they have a monkey on their back? How can they get rid of the monkey?

Extension Activity: Take the ball and roll it against a wall with enough force so that it rolls back. Tell students that a lie moves just like objects move; lying is like rolling a big, heavy ball: once it starts rolling it doesn't stop until it either comes back to the person who told the lie or until it's out of the reach/control of the person who told the lie. If there is time, allow the students to take turns rolling the ball.

Home Connection: Students can go home and apologize to a family member if they have ever been dishonest with that family member. Students can also ask a family member to help them write an apology to a friend/classmate if they have ever lied to that friend.

A few lesson notes:

Everyone Is Unique & Together We Are Complete!

IT'S NOT OKAY TO LIE ABOUT WHO YOU ARE

Book Summary: *Elmer* by David McKee. (Also available online at <https://www.youtube.com/watch?v=BS09fQmpZs0>). Elmer the elephant is multi-colored instead of being gray like the other elephants. He is self-conscious and tries to change and fit in, until he realizes that his differences make him special and unique.

Vocabulary from Book: elephants/elefantas, patchwork/retazo, jungle/jungla

Guidance Vocabulary:

- unique - very special or unusual.
- special - different from what is normal or usual.
- being yourself - being you, not being like anyone else.

State Standard: 11AB, Health 3A, Health 8ABC

Guidance Lesson Strand(s): self-confidence development, cross-cultural effectiveness, and interpersonal effectiveness

Objective: Students will learn the value of uniqueness and diversity. Students will learn to appreciate the differences of themselves and others, and learn that it is wrong to make fun of others for being different.

Preparation:

- Obtain *Elmer* by David McKee. *Elmer* is also available as a video on YouTube. <https://www.youtube.com/watch?v=BS09fQmpZs0>
- Two large yellow poster boards. (Cut one in half and glue/tape it to the bottom half of the large board so that it makes a large pouch resembling a crayon box. Use markers or construction paper to decorate the poster board to look like a crayon box. Write "We are all unique, and together we make our school complete!" across

the front of the "crayon box").

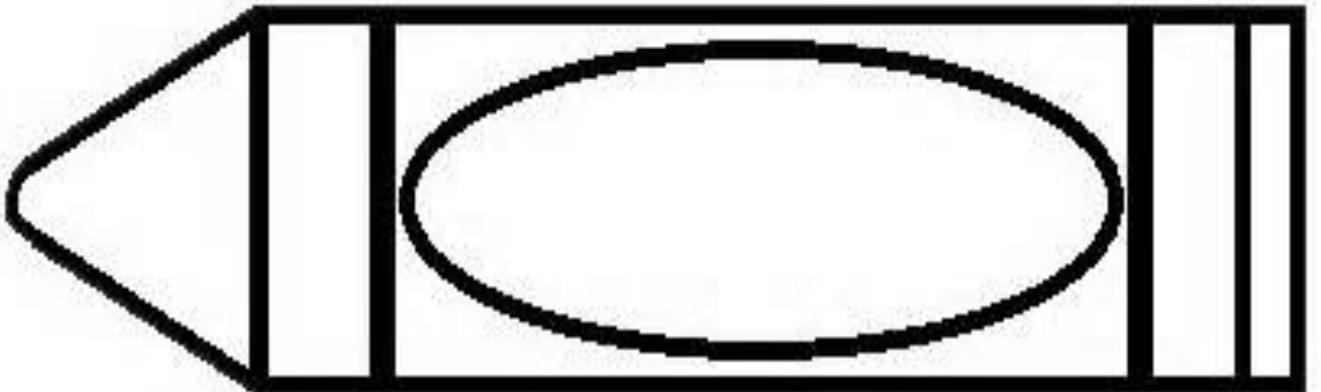
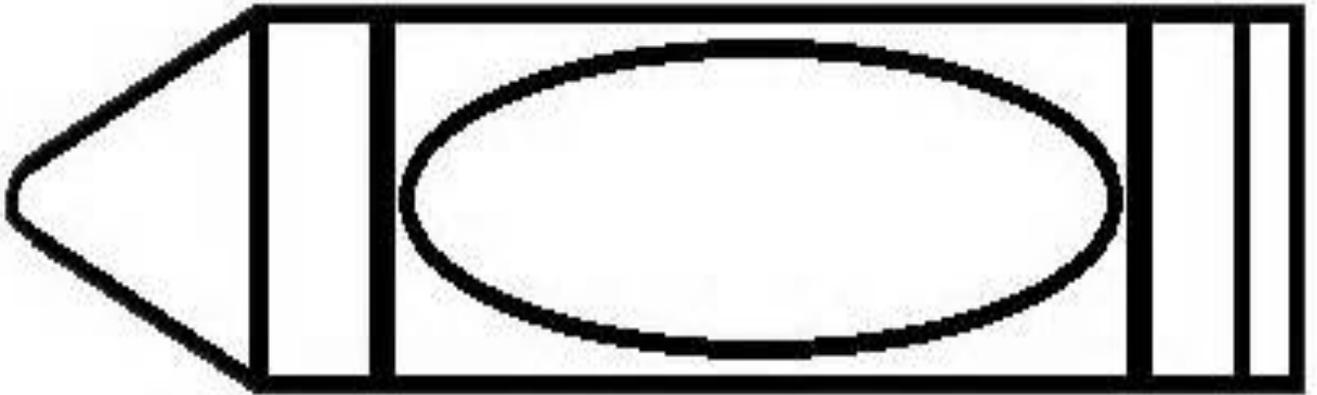
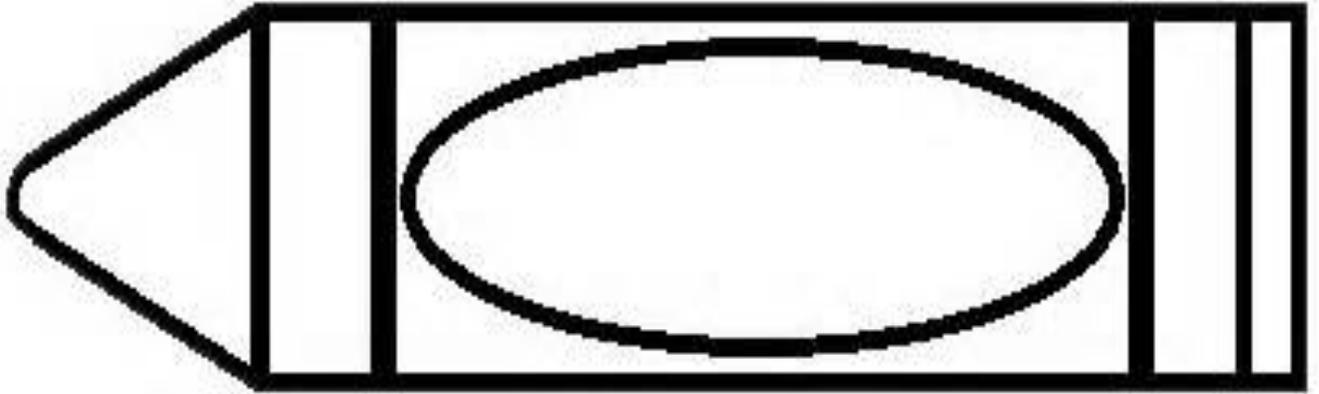
- Print and cut out crayon templates for each student.
- Each student will need crayons.
- Optional: markers, colored pencils, stickers.

Procedure:

- Read *Elmer* by David McKee or allow the class to watch the video
- After the story, ask students the following questions: What was the problem that Elmer had in the story? What did he do about his problem? Was Elmer's problem really a problem at all? What did Elmer learn about himself? Does anyone in the class sometimes feel the way Elmer felt? Is it ok to make fun of someone who is different or looks different?
- Discuss with students how differences are special and make the world more beautiful/unique. We should always be honest about ourselves.
- Give each student a crayon template and instruct them to color and decorate their crayon. Emphasize to students that crayons do not need to look alike or look a certain way.
- When students have finished coloring, put all their decorated crayons in the poster board "crayon box" to create a full box of crayons.

Extension Activity: Have students go around the room and name something unique about themselves. Tell students about a unique trait that you have and that you embrace.

Home Connection: Students can go home and think about something that they love about their family that makes their family special and unique.



Adding and Subtracting Friends

IT'S NOT OKAY TO BE MEAN

Book Summary: *How to Lose All Your Friends* by Nancy L. Carlson. The author describes different behaviors that cause children to lose their friends, such as tattling, not sharing, and cutting in line.

Vocabulary from Book: whining/quejarse, tattling/acusar, poor sport/mal perdedor, sharing/compartir, smiling/sonreir, being a good friend/ser un buen amigo

Guidance Vocabulary:

- sharing - letting someone else use something of yours
- smiling - showing happiness with your face
- being a good friend- treating people nicely

State Standard: Math-IADEF, 2ACEI, 3AC

Guidance Lesson Strand(s): interpersonal effectiveness and communication skills

Objective: Children will learn that kind behavior toward others will “add” friends and rude behavior towards friends will “subtract” friends.

Preparation:

- *How to Lose All Your Friends* by Nancy L. Carlson
- 1 - 2 small bean bags

Procedure:

- Read *How to Lose All Your Friends* by Nancy L. Carlson
- After the story, ask students the following question: Is it okay to do the things the character did in the book (cutting in line, being a poor sport, etc.)? Discuss each rude behavior.
- Remind students that subtracting means “taking away.” Explain that just like numbers are “taken away” in math, unkind behavior towards others will “take away” friends in real life.
- Remind students of the concept of addition. Ask

students about the ways that the character in the book could have “added” friends instead of “subtracting” them.

- Play the following game: Instruct students to sit in a circle. Once all are seated, toss a beanbag to a student. The student with the beanbag will choose a student, greet them by name, and say a compliment to the student. The complimented student gets the beanbag and tosses it to another student, repeating the procedure. Continue the game until everyone has had the chance to toss the beanbag.

Extension Activity: This game will “add together” people who share similarities. Students sit in a circle and one student begins by naming something about themselves (“I have a dog,” “My favorite color is blue” etc.). If their statement is true for any other students, they can jump up and say “Me too!” until all the students have been paired.

Home Connection: Encourage students to practice some of the kind words that they used in the beanbag game with family members at home.



Emotions Are Like the Weather

IT'S NOT OKAY TO BE MEAN

Video: Pixar's short film Partly Cloudy found at www.youtube.com/watch?v=-a6Pe1ovKHg. In this short film happy clouds in the sky make cute babies, kittens, and puppies, and give them to storks for delivery to the expectant parents. How does one lonely gray cloud find a way to fit in? The answer lies up in the stratosphere, where cloud people sculpt babies from clouds and bring them to life.

Guidance Vocabulary: Stormy/tormenta, sad/triste, happy/feliz, angry/enojado, calm/calmado o tranquilo

State Standard: Science 8ABC

Guidance Lesson Strand(s): communication skills, interpersonal effectiveness

Objective: Students will combine knowledge about weather with a lesson about identifying and expressing emotions

Preparation:

- Access to Pixar's Partly Cloudy video online www.youtube.com/watch?v=-a6Pe1ovKHg
- Print out one copy of the cloud attachment. Color, cut and label before lesson. Label each cloud with the following:
 - >> Happy- on the sun cloud
 - >> Sad- on the rainy cloud
 - >> Mad- on the stormy cloud
 - >> Calm- on the plain cloud

Procedure:

- Use the prepared clouds to review weather concepts with students: "Which one is rainy?" "Which one is sunny?" etc.
- Talk to students about the emotions that they feel. Ask them questions such as "What does happy mean? What does sad mean?"
- Ask students what each emotion looks like for

them: "What do you do when you're mad?"

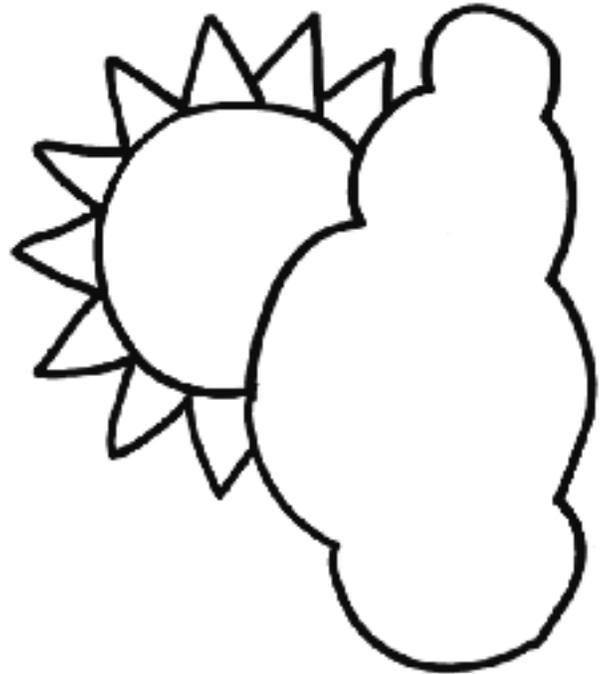
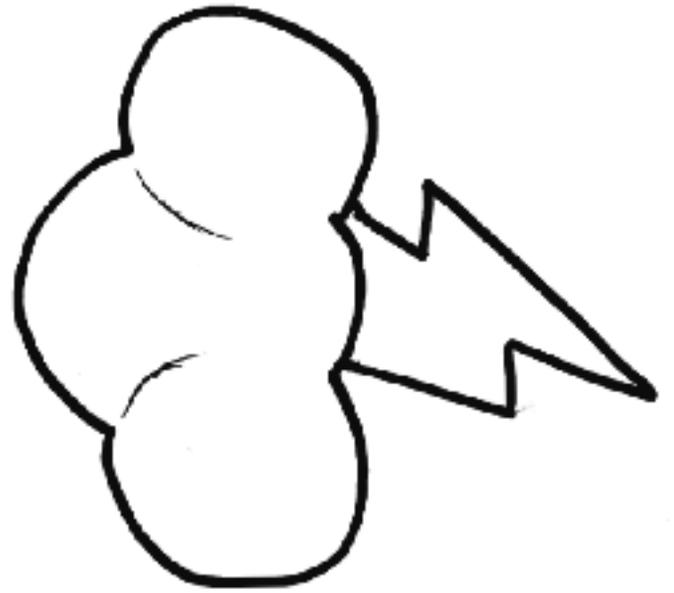
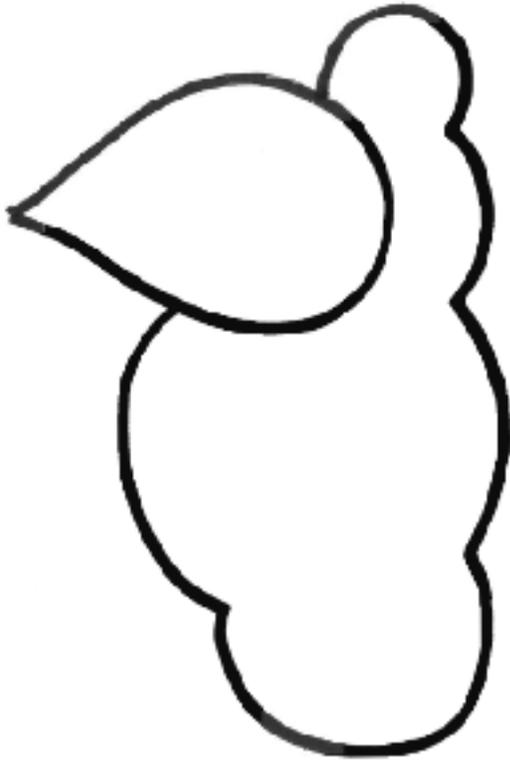
- Explain to students that emotions come and go like the weather, but unlike the weather we can control our emotions by deciding what to do when we are happy, sad, angry, etc.
- Allow students to pretend to be weather forecasters to tell the class about the emotions that they are feeling that day.
- View the short film, Partly Cloudy

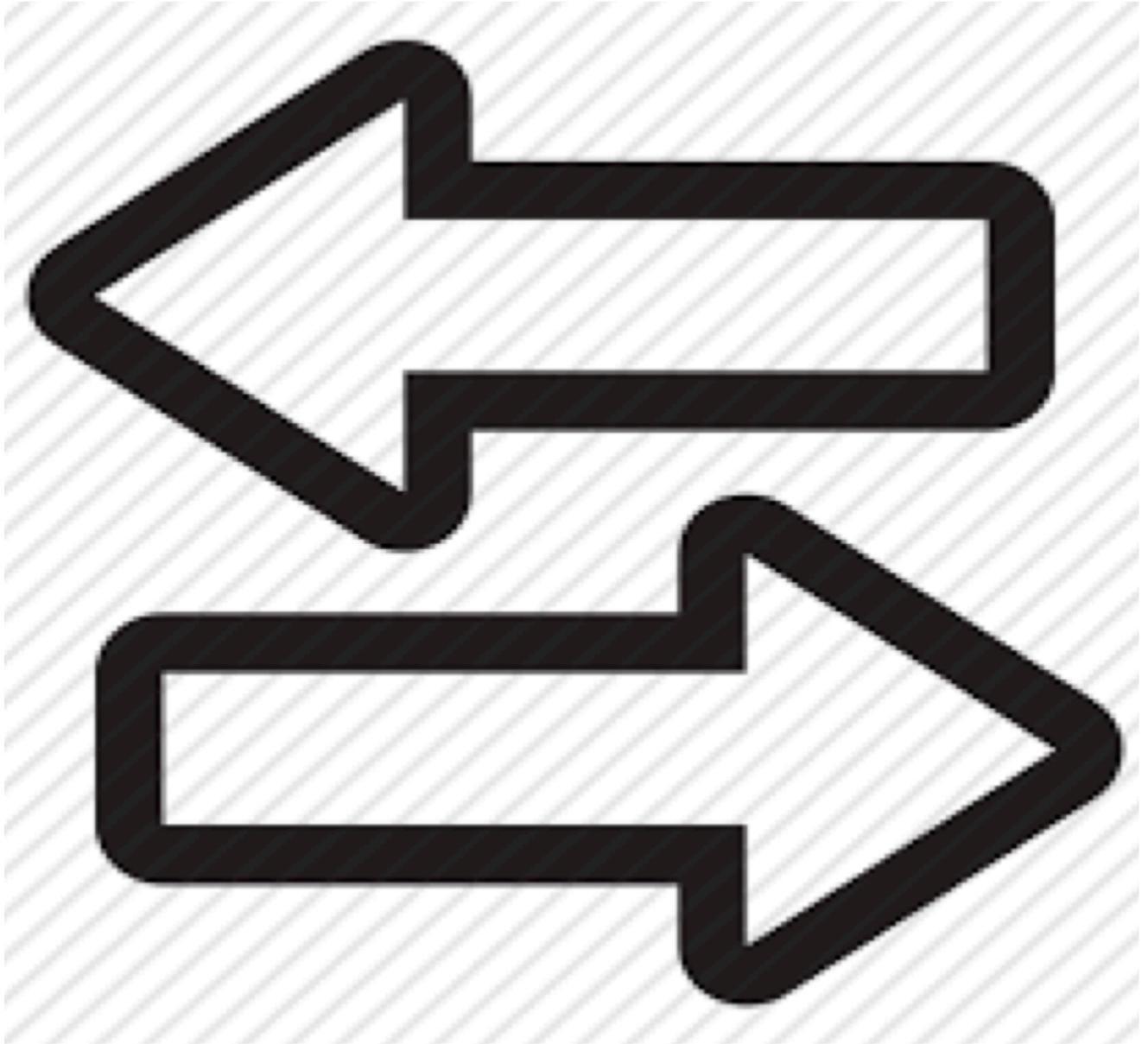
Extension Activity: Give students the cloud attachment and allow them to color and cut them out. Allow time to talk about their favorite and least favorite types of weather.

Home Connection: Students can go home and try to find shapes in the clouds with their family members.

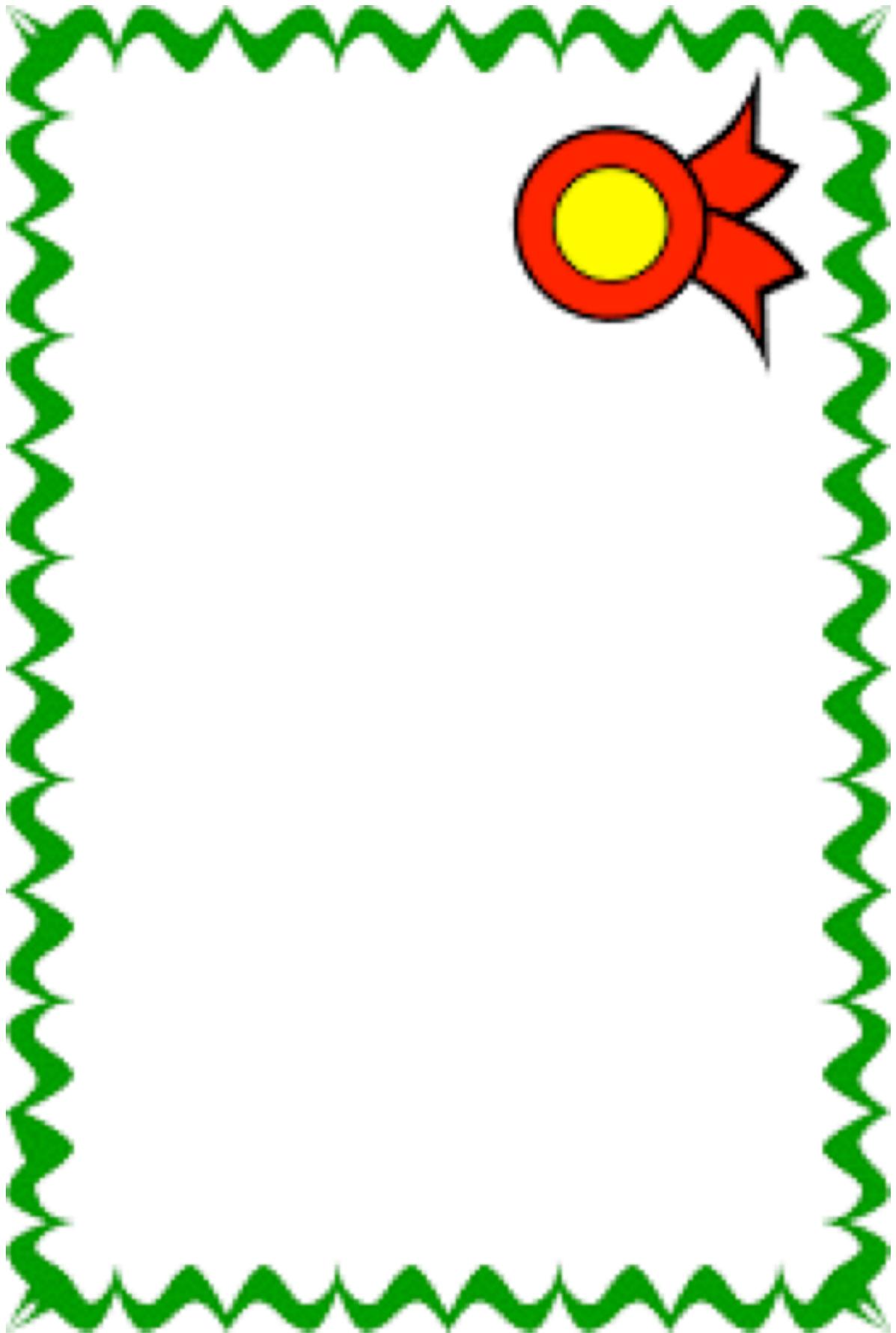
A few lesson notes:











I Am Special

IT'S NOT OKAY TO DISRESPECT

Book Summary: *Cupcake* by Charise Mericle Harper. Cupcake is a plain vanilla cupcake that feels inadequate compared to the other fancier cupcakes. Soon Cupcake meets a new friend who feels the same and the two quickly discover a way to stand out and get chosen.

Guidance Vocabulary: self-esteem/ autoestima, respect/ el respeto

Book Vocabulary:

- special - what makes you different from others
- friendly - kind and helpful
- feelings - emotions such as happy, sad, excited, etc
- ordinary- normal or usual

State Standard: ELAR 13E, 16A, 17ABC, 18ABC

Guidance Lesson Strand(s): self-confidence development, problem-solving skills, interpersonal effectiveness

Objective: Students will learn about self-esteem and list important aspects of themselves.

Preparation:

- Obtain the book *Cupcake* by Charise Mericle Harper.
- Print "I Am Special" worksheets - one per student.
- Crayons.

Procedure:

- Tell students they will be learning about the special qualities we all have.
- Ask students the following questions: Do you like cupcakes? What are some of the ingredients in a cupcake?
- Read the book *Cupcake*.

- After reading the book, discuss how Cupcake felt at the beginning compared to the end of the story and why she felt that way. (Beginning: she felt sad and lonely because no one picked her. End: She felt happy because she made a new friend and they played together).
- Inform students that just like a cupcake has ingredients, we also have ingredients called "qualities." Give examples of good qualities.
- Let students know it's important to respect ourselves as well as others. Discuss self-esteem, feeling special and acknowledging our good qualities.
- Ask students to verbally share something good or special about themselves (Example: I am a good artist, I am good at math, I am a good listener, I am a good athlete, I take good care of my pets, I am a good helper).
- Pass out the I am Special worksheets and have students write a special quality they have and color their cupcakes.
- Display completed worksheets in the hallway or classroom.

Extension Activity:

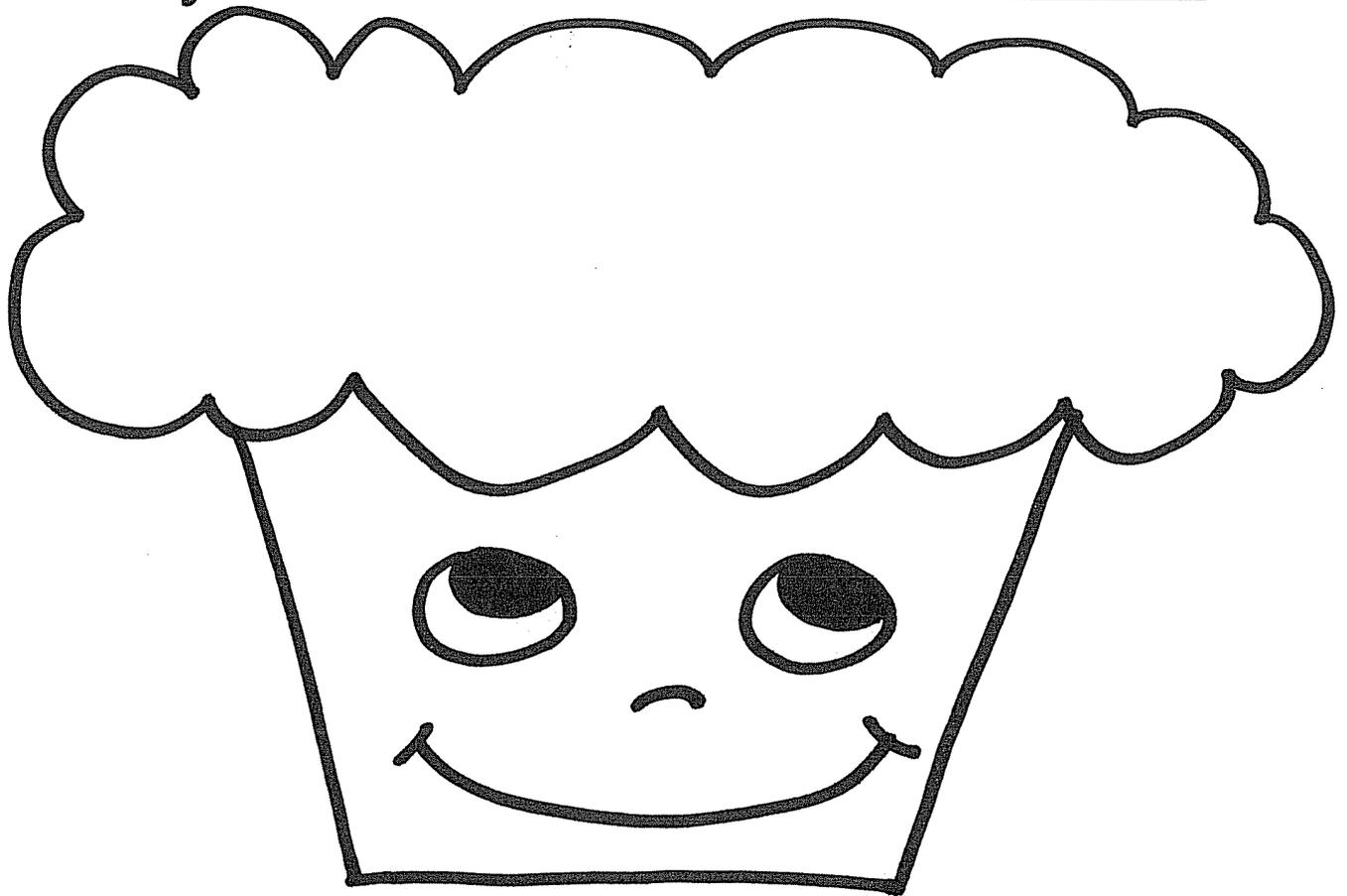
- Bring in cupcakes to share with class after story and activity.

Home Connection: Students can take their cupcakes home and share what they learned with parents.



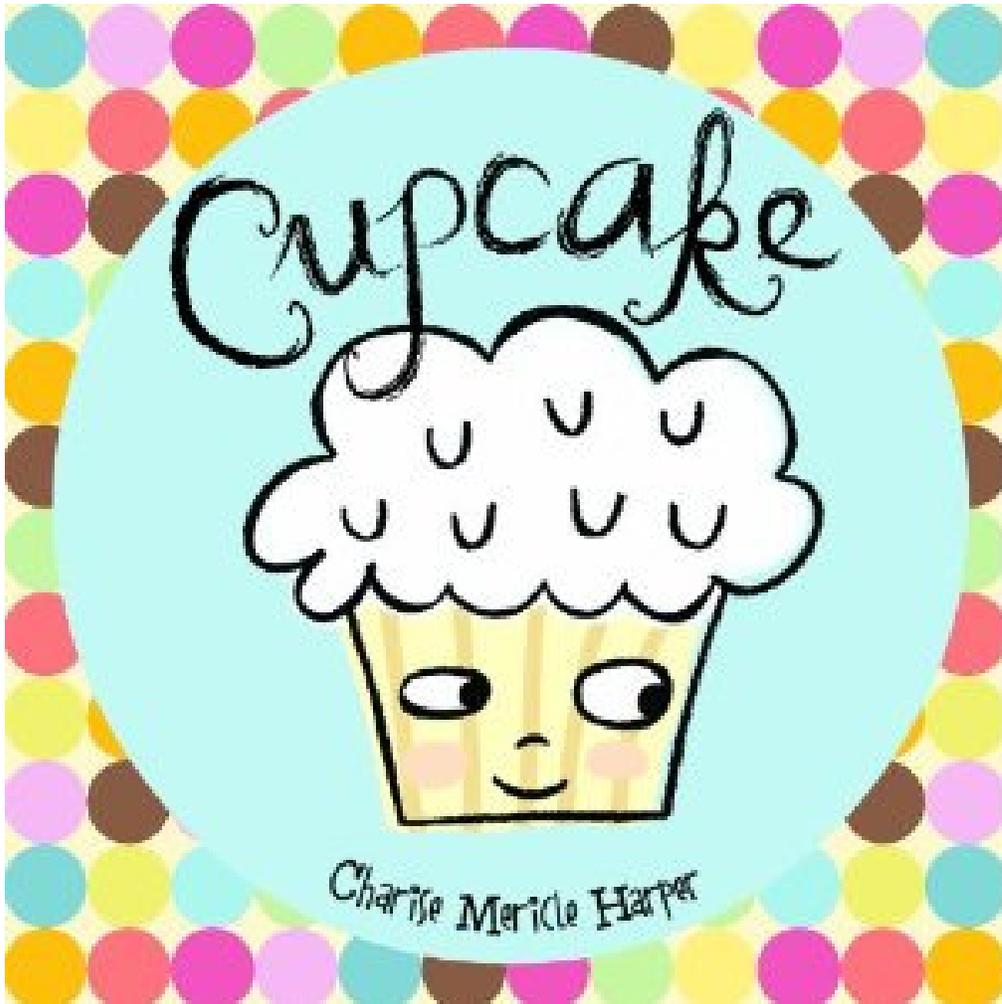
My Cupcake

By Chef _____



I am special because I...

We read



It's a book about a cupcake who doesn't feel special.

**Cupcake learned to like himself
and we did too!**

My Cupcake

By Chef _____

Ingredients:

Cliques Don't Add Up

IT'S NOT OKAY TO DISRESPECT OTHERS

Book Summary: *Cliques Just Don't Make Cents* by Julia Cook. Penny tries to hang with the silver Coin Clique, but she usually feels left out. The other coins, especially Quarter and Half Dollar are best friends, do everything together, and tell Penny she isn't worth much. Then one day Penny lands in a pocket with the beautiful, gold Dollar coin. She is different from the silver coins too, and she starts to teach Penny how special and valuable she really is. With Dollar's help, Penny learns to feel as shiny on the inside as she looks on the outside.

Vocabulary from Book: clique/cliché, friends/amigos, worth/valor

Guidance Vocabulary:

- respect - thinking good things about a person and treating them kindly
- kindness - treating others in a caring and nice manner
- friendship - a friendly feeling or attitude; kindness or help given to someone
- clique - a small group of people who spend time together and who are not friendly to other people

State Standard: Math 4A

Guidance Lesson Strand(s): self-confidence development, interpersonal effectiveness, responsible behavior

Objective: Students will learn what a clique is and how to include others.

Preparation:

- Obtain the book *Cliques Just Don't Make Cents* by Julia Cook
- Print circle attachment (one per student)
- Construction or Manila paper (one per student)
- Scissors (one per student)

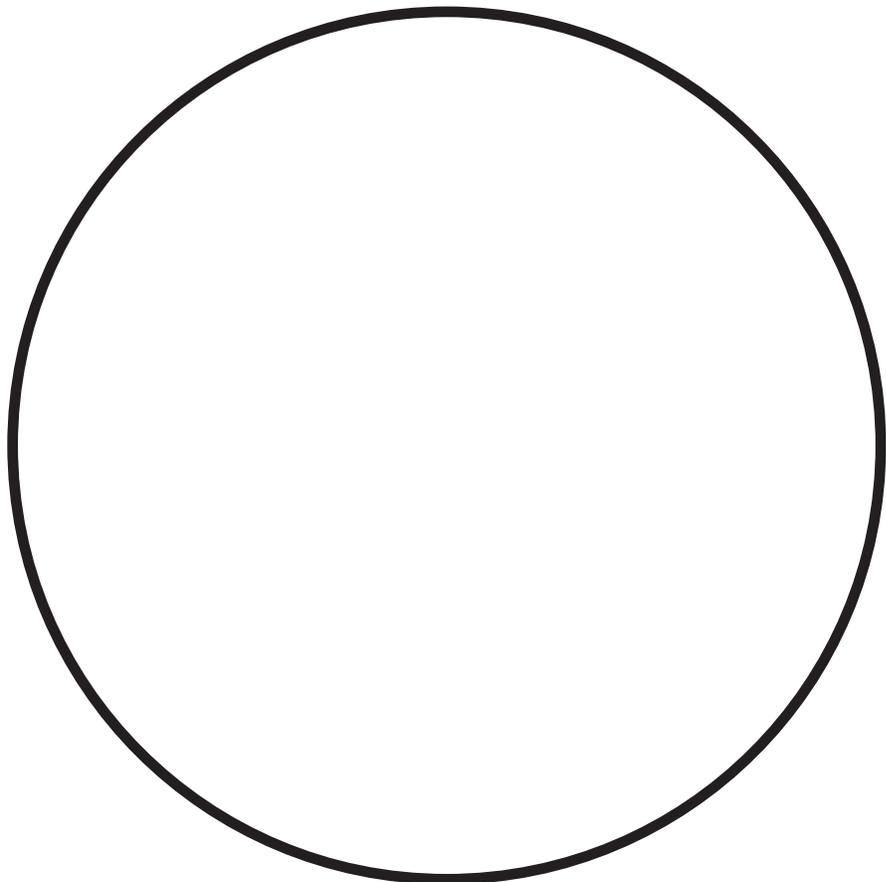
- Glue (one per student)
- Pencils
- Crayons
- Play coins (penny, dime, nickel, quarter, half dollar, dollar)

Procedure:

- Ask students to raise their hand if they like money. Have students tell their neighbor their favorite coin.
- Ask students to raise their hand if their favorite coin is a penny? Then facilitate a discussion about why.
- Ask students to raise their hand if their favorite coin is a nickel, then facilitate a discussion about why?
- Tell students, "Today we are going to talk about money and we're going to learn what a clique is.
- Discuss what a "clique" is (a club that does not allow everyone to join in/excludes others)
- Can anyone predict what they think this story is about by looking at the cover?
- Read the book *Cliques Just Don't Make Cents*
- After the story, discuss with students how excluding others is disrespectful.
- Give each student a circle. Students will draw a self-portrait inside the circle, cut it and glue it into the center of the large construction paper.
- On the outside of the large construction paper, students will write qualities about themselves that make them special.

Extension Activity: Give each student a copy of the penny attachment. Remind students to use that penny to remember not to be a part of a Clique and to always remember that they are special...just like Penny.

Home Connection: Students can take the self-portraits home and discuss the lesson with parents.



Good Sportsmanship

IT'S NOT OKAY TO DISRESPECT TEAMMATES

Book Summary: *Howard B. Wigglebottom Learns About Sportsmanship: Winning Isn't Everything.* The animated version of the book can be found at www.wedolisten.org. Howard is a poor sport and cares only about winning. After his coach makes him sit on the bench during the game because of his bad behavior, Howard learns that poor sportsmanship is not okay and learns to change his behavior. When Howard learns to be a good sport, he finds that the most important part of the game is having fun with his friends.

Vocabulary from Book: sportsmanship/deportividad o espíritu deportivo, team player/jugador de equipo, winning/ganar, poor choices/malas decisiones, respect/respeto, cheating/hacer trampa

Guidance Vocabulary:

- teamwork - working together with others for a common goal
- choices - picking or deciding between two or more possibilities
- respect - thinking good things about a person and treating them kindly
- behavior - how you act
- positive attitude - thinking good thoughts

State Standard: 8AB

Guidance Lesson Strand(s): self-confidence development, communication skills, interpersonal effectiveness, responsible behavior

Objective: Students will learn about sportsmanship.

Preparation:

- Create a T-Chart with the headings SPORTSMANSHIP and UNSPORTSMANLIKE. (Can make on chart paper or write on board)
- Print the sportsman ship cards on cardstock or create your own examples of sportsman like and

unsportsmanlike behavior onto EIGHT different index cards (FOUR of each). (EXAMPLE: Unsportsmanlike- "throwing a tantrum and kicking your trophy" and sportsmanship- "cheering on teammates and treating each other with respect").

Procedure:

- Ask students what they know about sportsmanship and how they handle losing a game. Define sportsmanship (include words such as fairness, courtesy, and being a cheerful loser).
- Review the eight different cards with the whole class to draw attention to the different examples of behavior and tell them to be listening out for these parts in the story. Display the eight sportsmanship cards so students can see them during the story.
- View the animated story or read book *Howard B. Wigglebottom Learns About Sportsmanship: Winning Isn't Everything*
- After the story have eight students place the cards under the correct heading on the T-chart.
- Discussion questions: Why was the second place trophy more meaningful to Howard than all of his other trophies put together? How do you think Howard's behavior in the beginning made his teammates feel? What would have maybe happened to Howard if he had continued his unsportsmanlike behavior?
- Brainstorm and list good phrases/actions to say to show sportsmanship.

Extension Activity: Play Rock-paper-scissors. Divide into partners and play several rounds so both students can experience winning and losing. Each time someone wins and loses each student must practice saying one of the good sportsmanship phrases listed.

Home Connection: If students play on a sports team, challenge them to use a good sportsmanship phrase during their next game and tell about it during class.

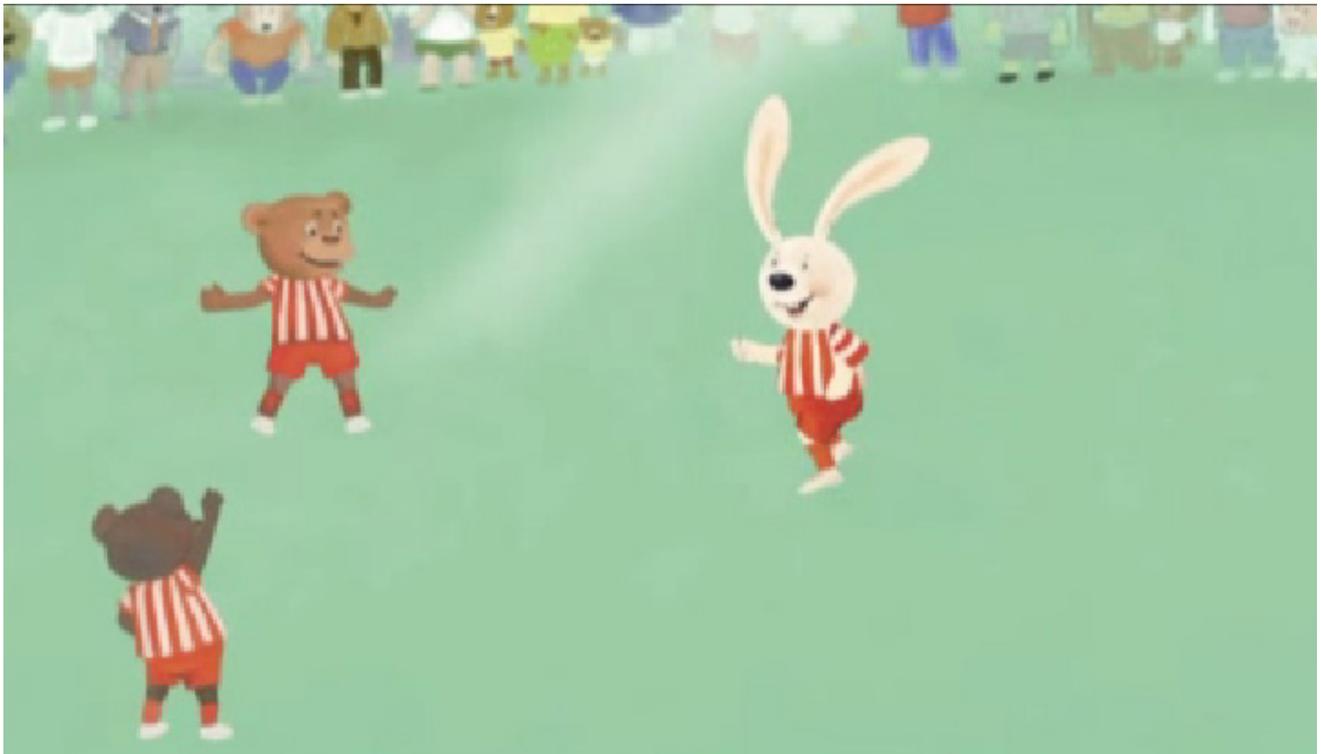
SPORTSMANSHIP CARDS

Good- Sportsmanship

1. Team mates high fiving each other -showing respect for each other, positive attitude, working together (teamwork)
2. Howard rejoining his team mates-positive attitude, respect for team and self, self-reflection, good choices
3. Howard congratulating the winner- caring, respect, positive attitude, integrity
4. Howard sharing the ball with a team mate- responsibility, teamwork, good choices

Poor - Unsportsmanlike

1. Howard throwing a temper tantrum and kicking his trophy when he didn't win - anger, lack of restraint, irresponsible behavior
2. Howard purposely tripping another player - disrespect, uncaring, irresponsible behavior, bad attitude
3. Howard cheating during a card game - dishonesty, cheating, irresponsible behavior
4. A spectator is yelling angrily during the game and was escorted out of the game - irresponsible behavior, disrespect, lack of restraint









GUIDANCE KINDER LESSONS

A Lesson on Character

GOLDILOCKS AND THE THREE BEARS BY CANDICE RANSOM / RICITOS DE ORO Y LOS TRES OSOS

Book Summary: Goldilocks, a curious little girl, wanders into the three bears' house while they are out taking a stroll. While inside she eats their porridge, sits in their chairs, and falls asleep in Baby Bear's bed. She is startled when she is awakened as the bears come home from their stroll. Goldilocks runs out of the house, never to be seen again.

Vocabulary from book: woods/*bosque*, porridge/*avena*, dashed/*a toda prisa*

Guidance Vocabulary: character traits/*rasgos de carácter*, trustworthiness/*confianza*, respect/*respeto*, caring/*cuidado*

TEKS: ELA 3C, 4D, 10C, 15C

Guidance Lesson Strand(s): interpersonal effectiveness, communication skills, responsible behavior

Objective: The learner will recognize character traits as they relate to the actions of Goldilocks presented in the book.

Preparation:

- Obtain a copy of *Goldilocks and the Three Bears* retold by Candice Ransom.

Procedure:

- Introduce the guidance vocabulary: character traits/*rasgos de carácter*, trustworthiness/*confianza*, respect/*respeto*, caring/*cuidado*
- Review the story *Goldilocks and the Three Bears (Ricitos de Oro y los tres osos)* retold by Candice Ransom.
- Discuss/review order of events: first/*primero*, next/*después*, finally/*finalmente*.
- Ask students: "What was the first thing that Goldilocks did after she entered the bears'

house?" / "*¿Qué fué los primero que hizo Ricitos de Oro cuando entró a la casa de los osos?*"
What did she do next?" / "*¿Qué hizo después?*"
Finally, what did Goldilocks do?" / "*Finalmente, ¿qué hizo Ricitos de Oro?*"

- Ask students: "Did Goldilocks display the character traits we just talked about?" / "*¿Mostró Ricitos de Oro los rasgos de carácter que mencionamos?*" "Why or why not?" / "*¿Porqué ó porqué no?*"
- Brainstorm: What could Goldilocks have done instead of going into the bears' house? Discuss: What lesson(s) did Goldilocks learn? / "*¿Qué lección(es) aprendió Ricitos de Oro?*" Conclusion: Have students share examples of character traits they will be working on this week.

Extension Activity: Dramatize the story of *Goldilocks and the Three Bears*, refocusing on the sequence of events.

Home Connection: Encourage students to show family members they are trustworthy, respectful, and caring by following directions and accomplishing household tasks.



Together We are Successful

SWIMMY BY LEO LIONNI / NADARIN

Book Summary: A little fish (Swimmy), the one survivor of a school of fish swallowed by a tuna, devises a plan to camouflage himself and his new companions.

Guidance Vocabulary: scared, lonely, sad, and cooperation

TEKS: ELA 1B, C; 2A; 3C; 4B-D; 5A-G; 8A, C; 9C; 10C; 12C

Guidance Lesson Strand(s): interpersonal effectiveness

Objective: The learner will recall and retell the events in a story. The learner will practice working cooperatively in groups.

Preparation:

- Obtain a copy of *Swimmy* by Leo Lionni.
- Copy the fish pattern for each student.

Procedure:

- Review the book *Swimmy* with the class.
- Ask students, "Do you remember the book *Swimmy*? What is the story about? What happened in the story?"
- Draw a simple story web on the board and have the students recall and retell the events of the story.
- Introduce the guidance vocabulary to the students. Discuss the meaning of each and emphasize the word cooperation. Discuss how the fish all worked together to stand up against the big fish. Talk to the students about the importance of cooperation.
- Tell students they are going to practice cooperating with each other. Tell them that they will be making some music but that it will only work if they all work together.
- Do the music activity with the students.

- Conclusion: Remind the students of the importance of cooperation and how this was the only way that Swimmy and the other fish were able to stand up against the other big fish.

Extension Activity: The students can color and cut out their own fish and the teacher can put all of the fish together in a bigger fish pattern to emphasize the importance of the class joining together and how they will get more accomplished if they all work together. The teacher can display the school of fish in the classroom as a reminder to the students of the importance of cooperation.

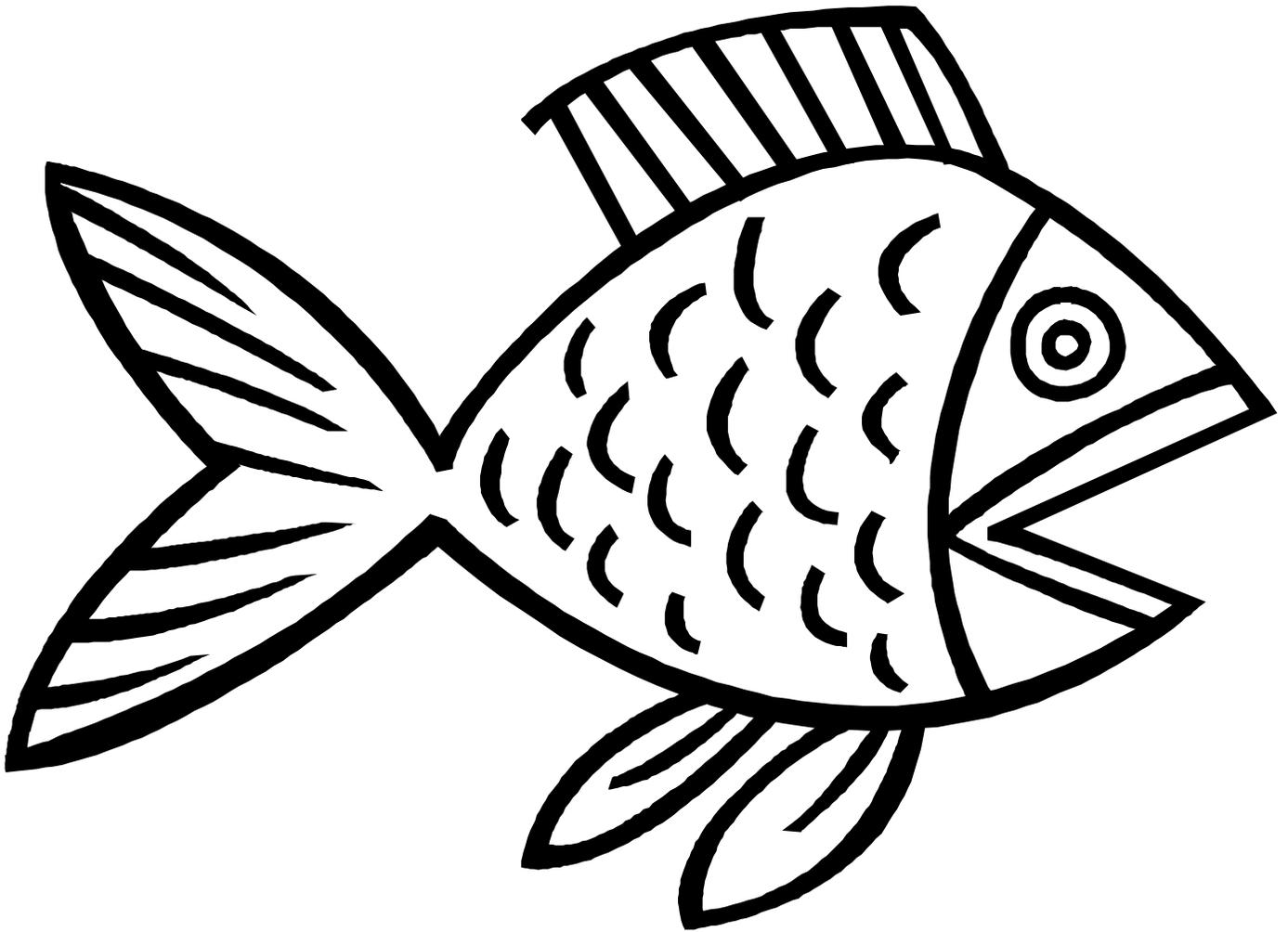
Home Connection: Encourage students to be nice to their brothers or sisters, take out the trash, pick up dirty clothes, or perform a task without being asked. Have students draw pictures of what nice things they did at home to help work as a team.



MAKING MUSIC TOGETHER

The students will need to be put into four different groups. One group can clap, one can whistle, one can tap on their seats, and one group can make shushing sounds with their mouths (like cymbals) or any other appropriate sounds that are simple for the students to make. The object is for each group to get coordinated into something that sounds good without talking to the other members of the group. They will have to listen to each other to notice what the others are doing in order to accomplish this. Point to each group one at a time, letting each group get their act together. Then, you can start adding the groups together allowing time for them to adjust what they are each doing until they start to sound good. Eventually, all the groups will be going at once in a well coordinated ensemble.

When the concert is over, ask the students what made the activity fun, and why cooperation was important in this activity.



Growing a Healthy Child

PLANTING A RAINBOW BY LOIS EHLERT / *CÓMO PLANTAR UN ARCO IRIS*

Book Summary: A child and mother plant bulbs and seeds that become a rainbow of plants and flowers.

Vocabulary from Book: rainbow/*arco iris*, bulb/*bulbo*, fall/*otoño*, winter/*invierno*, spring/*primavera*, sprout/*brotar*, summer/*verano*, grow/*crecer*

Guidance Vocabulary: care/*cuidar*, healthy/*saludable*, need/*necesita*, strong/*fuerte*

TEKS: Science 4B, 5A, 6A, 6C

Guidance Lesson Strand(s): self-confidence development, communication skills, and responsible behavior

Objective: The learner will identify things that are necessary for a plant to grow (such as heat and energy from the sun) and will identify factors necessary for his/her own healthy development.

Preparation:

- Obtain a copy of the book from the librarian.
- Students will need paper and crayons.
- Download Attachment 1 (page 18) to the Promethean board and make copies to place at student workspaces.

Procedure:

- Introduce vocabulary from the book.
- Read *Planting a Rainbow/Cómo plantar un arco iris* by Lois Ehlert.
- Counselor points out that there are certain things that people need in order to grow up healthy.
- Counselor shares something that he or she does in order to take care of his or her own body. Model by saying: I take care of my body by _____. Possible answers might include exercising, getting enough sleep, etc.
- Counselor asks the students what things they need to do to take care of their bodies and grow up

strong. Have students orally complete the following sentence: I take care of my body by _____. Possible answers might include brushing my teeth, eating fruits and vegetables, drinking milk, etc.

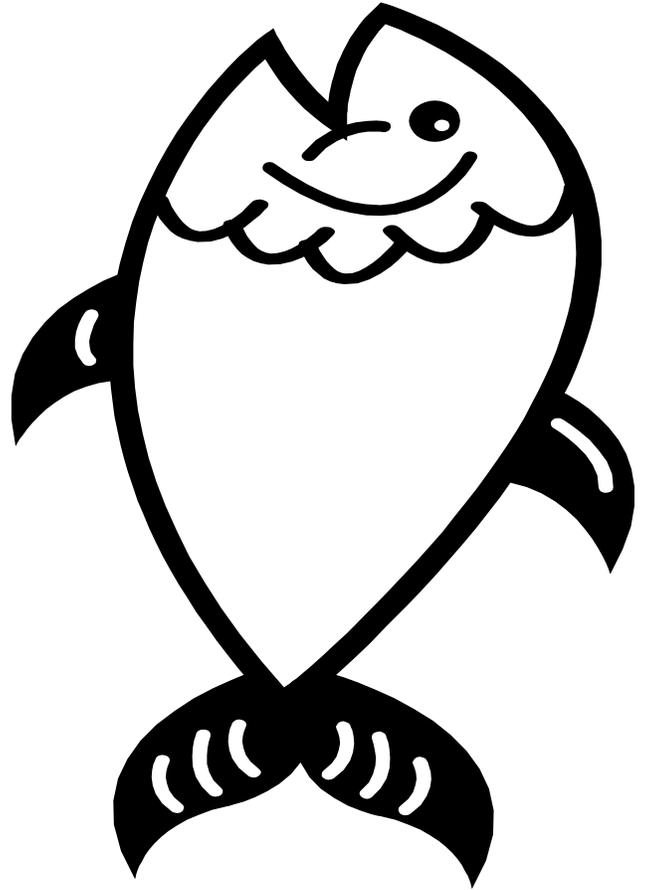
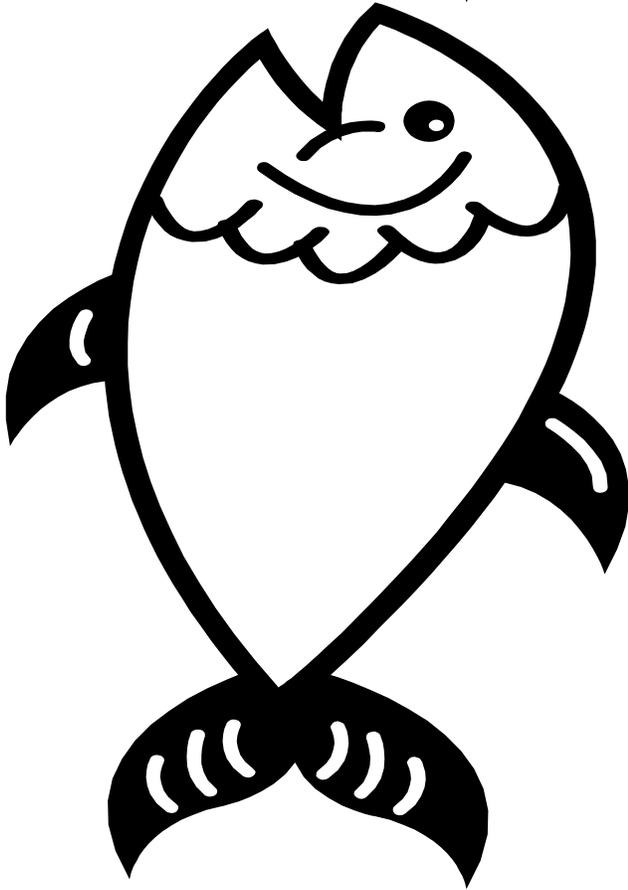
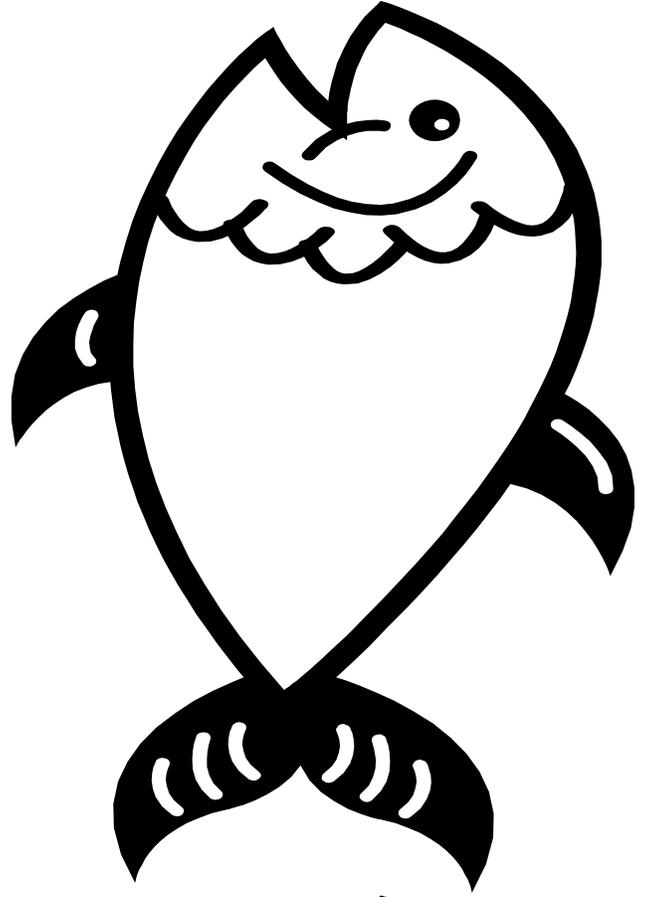
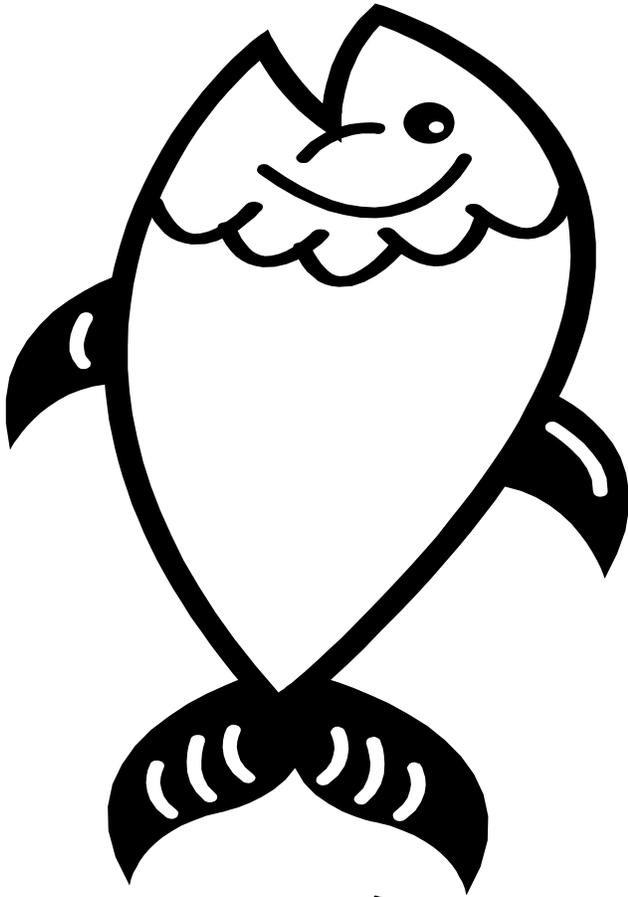
- Refer to Promethean for Attachment 1 (page 18).
- As counselor points to each picture on the Promethean, students vote healthy or unhealthy by showing thumbs up for healthy or thumbs down for unhealthy.
- Have students circle healthy choices and mark an "X" over unhealthy choices on the Promethean and on their worksheets.

Extension Activity:

- Counselor or teacher cuts shapes from paper and provides buttons of various shapes and other shape materials that will be used to create a flower collage.
- Students will use materials to create a collage of a flower, the sun, soil, etc.
- Students will then label their drawings with position words that describe the relative locations of the flower, sun, soil, etc., to include above, under, beside, etc.

Home Connection: Encourage students to take home completed Attachment 1 and share with family members things they would like to do to make healthy choices.

A few lesson notes:



Respect and Care for All

THE TROUBLE WITH DRAGONS BY DEBI GLIORI

DAY ONE, LESSON ONE

Book Summary: When dragons cut down too many trees, blow out too much hot air, and do other environmental damage, the future looks grim. Other animals advise them on how to mend their ways and save the planet.

Content Vocabulary: reduce/*reducir*, reuse/*reutilizar*, recycle/*reciclar*, poles/*palos*, atmosphere/*atmósfera*, extinct/*extinguido*

Guidance Vocabulary: respect/*respeto*, care/*cuidado*

TEKS: Science 1A, 3A, 5B, 9C

Guidance Lesson Strand(s): interpersonal effectiveness, responsible behavior

Objective: The student will learn how to respect and care for the environment and others.

Preparation:

- Obtain a copy of *The Trouble with Dragons* by Debi Gliori.
- Download Attachment 1: "You Can Recycle!" as needed for use on Promethean board.
- Make a copy of Attachment 2A/2B: "I Can Recycle" in English or Spanish as needed for each student.
- Have pencils, crayons, and copies Attachment 2A/2B at work spaces available for students.
- Optional: Bring in real life items that can be recycled such as milk cartons (from home and cafeteria), newspapers, and advertisements received in the mail, paper grocery bags or lunch sacks, and cereal boxes.

Procedure:

- Read aloud the book *The Trouble with Dragons*.

Stop during the book periodically to explain the vocabulary from the book and check for understanding.

- Discuss the story with students. Ask students, "What are the dragons doing in the story?/*¿Que están haciendo los dragones en la historia?*" How are they treating the place they live?/*¿Cómo están tratando el lugar en que viven?*"
- Introduce the guidance vocabulary.
- Ask the students if the dragons were showing respect and care in the story. Have students give examples of things in the story that were mistreated and make a brief list on the board.
- Discuss with students the importance of showing respect and care for the things that we have, as well as for our environment.
- Tell students that recycling is something very easy that they can do every day to care for their environment.
- Remind students that recycling is one way to care for the environment around us.
- Review Attachment 1. Talk about each picture and the ease of recycling these items.
- Counselor can choose to bring optional real life items that can be recycled, if they are available.
- With the students, come up with a list of ways to show respect and care for their environment.
- Review Attachment 2A/2B, which students will complete when they go to their workspaces. Explain that they will draw a picture of themselves recycling and write a description below. Counselor and teacher may take dictation as needed.
- Students go to their seats to complete their pictures of how they will recycle and their written explanations.

DAY TWO, LESSON TWO

Preparation:

- Obtain a copy of *The Trouble with Dragons* by Debi Gliori.
- Make copies of Recycle Matching Game (Attachment 3) on card stock.
- Provide a zip lock bag for each student, so the students can store the pieces of their games.
- A board or chart paper to write on.
- Students will need scissors to cut out game.

Procedure:

- Review *The Trouble with Dragons* and vocabulary words from previous lesson.
- With the students, generate a list of ways to show respect and care for their environment.
- Discuss how respect and care are not only important to have for the things around us, but also for the people around us. Discuss ways to show respect and care for others.
- Tell students that they will now play a recycle memory game with a partner, and during the game you will be looking for students who are working nicely and showing respect and care for each other.
- Explain the game to the students and have them play as time permits. Praise those students who are playing well together.
- Wrap up: Remind the students of the importance of taking care of the things and people around them, and that they can help keep our earth nice and clean.

Extension Activity:

- The students can go outside to help clean the playground and area surrounding the school, or they can help recycle paper in the classroom.
- The students can draw a picture of a way that they will help keep the earth clean.

Home Connection: The students can go home and help clean up any trash in the front or back yard. The students can discuss with their families the importance of reducing, reusing, and recycling.

A few lesson notes:



YOU CAN RECYCLE! / ¡USTED PUEDE RECICLAR!

Plastic bottles / Botellas de plastico



Milk cartons / Cartóns de leche



Paper / Papel



Newspapers / Periódicos



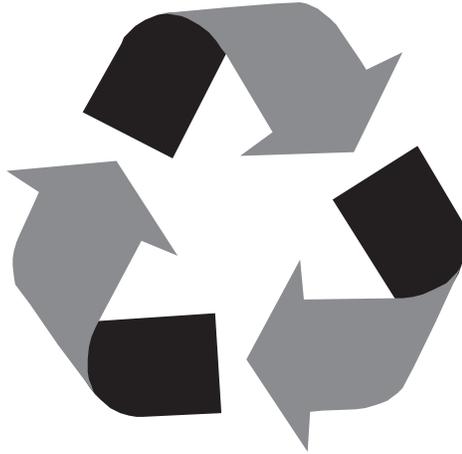
Paper bags / Bolsa de papel



Name: _____

Date: _____

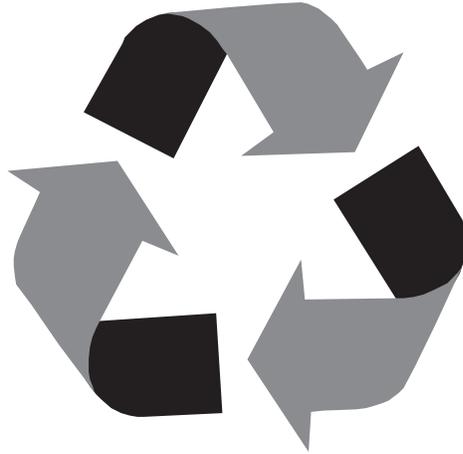
I CAN RECYCLE

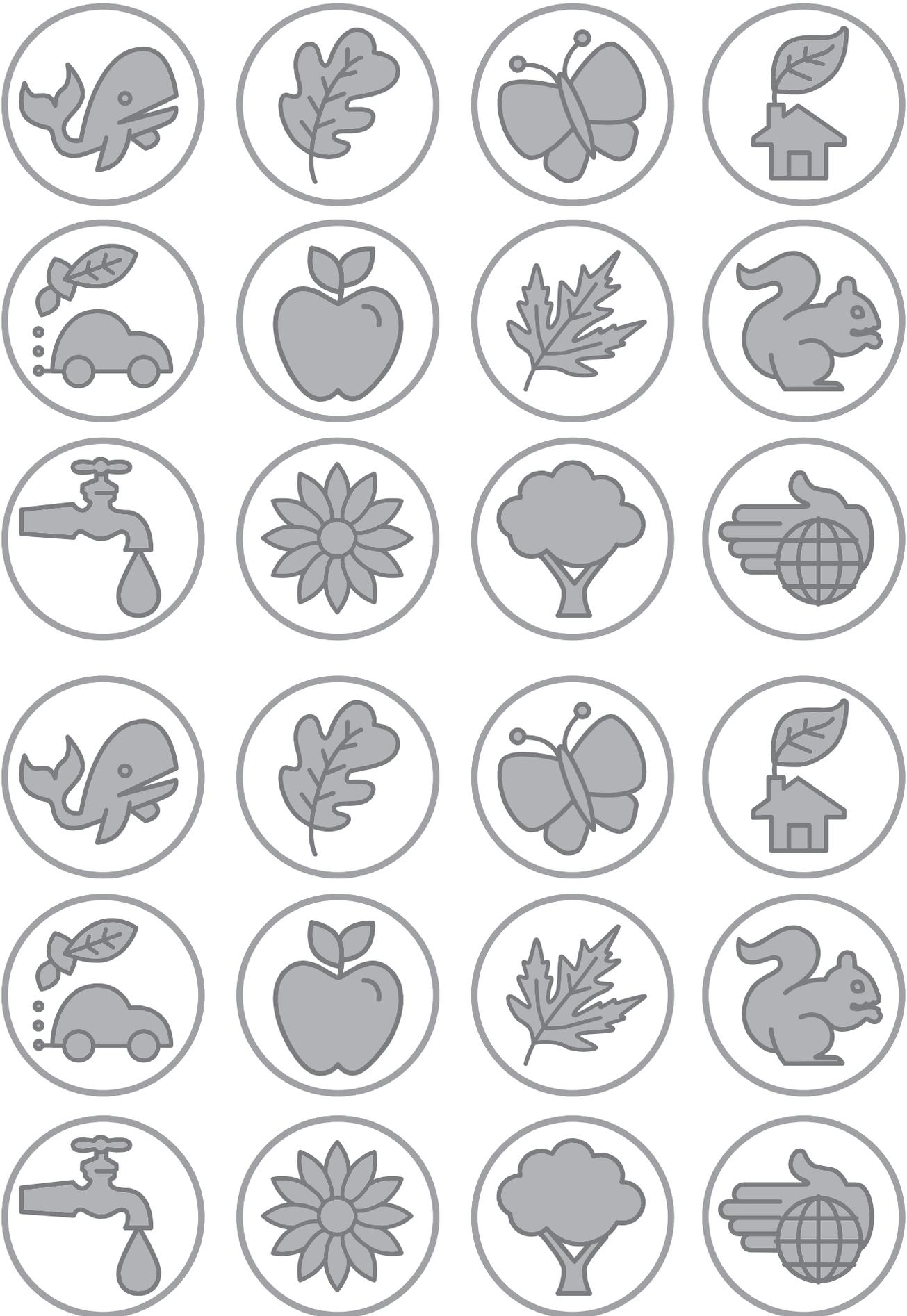


Nombre: _____

Fecha: _____

YO PUEDO RECICLAR





Our Classroom Community

ALL THE COLORS OF THE EARTH BY SHEILA HAMANAKA

Book Summary: The book conveys that despite outward differences children everywhere are essentially the same and are all loveable. Playful images and simple text celebrate the diversity of children everywhere.

Guidance Vocabulary: culture, community, differences, special, unique

TEKS: Social Studies 11A, B; 12A-C

Guidance Lesson Strand(s): cross-cultural effectiveness, self-confidence

Objective: The learner will understand that although people have differences, we are all essentially the same and we all deserve to be loved.

Preparation:

- Obtain a copy of *All the Colors of the Earth* by Sheila Hamanaka.
- Construction paper and crayons, pencils, markers, etc.

Procedure:

- Read aloud the book *All the Colors of the Earth*. Talk about the similarities and differences discussed in the book.
- Ask students, “How are we all the same in this classroom? How are we all different?”
- Quickly play the “Same and Different” game with students. In the game, have students stand up if they have brown hair, if they have white shoes, if they have blue eyes, etc. Also point out similarities such as if you are a student in _____’s classroom, if you are a kindergarten student, etc. Play for a short while discussing with them that there are many similarities and differences in the classroom.

- Ask students, “Do you think that being different affects our classroom community? Why or why not?”
- Ask students, “What different cultures are represented in this classroom community?”
- Discuss briefly with students some different holiday traditions their families may have. Explain to students that all of the differences that we bring to the classroom are what helps us to be special and unique.
- Tell students that they will now draw a picture of their families and write a sentence about something that makes each of their families special and unique. If time permits, each will show the class his/her family picture and explain one thing that family does that makes them special and unique.
- Wrap up: Remind students that everyone is special and unique because of our differences, and that we all deserve to be loved.

Extension Activity: As an option, the teacher can keep the students’ pictures and create a classroom book titled All the Colors of _____’s Classroom. Have in the classroom for all students to read and enjoy.

Home Connection: Have students discuss the similarities and differences of all the students and families represented in the classroom and how they think that their own family is special and unique.

A few lesson notes:

Math Taquitos

TORTILLAS AND LULLABIES BY LYNN REISER / TORTILLAS Y CANCIONCITA

Book Summary: A girl's connection from her great-grandmother to herself and on to her doll is seen as she repeats the loving actions of the female members of the family who preceded her. A sense of belonging and the importance of tradition are woven into the telling of the story.

Vocabulary from Book: tortillas/*tortillas*, same/*lo mismo*, different/*diferente*, gathered/*recogía*, lullabies/*cancioncitas*

Guidance vocabulary: family/*familia*, caring/*cariño*, tradition/*tradición*

TEKS: Math 2A, 2B, 6A, 11B, 13B-D

Guidance Lesson Strand(s): self-confidence development, problem-solving skills, and cross-cultural effectiveness

Objective: The learner will identify and use patterns in the text to predict what comes next, share an act of kindness or service that he/she can do for another person, and predict the length across (diameter) a tortilla.

Preparation:

- Request copy of the required book from librarian.
- Students will need paper and crayons or pencils.

Procedure:

- Introduce vocabulary from the book.
- Read *Tortillas and Lullabies/Tortillas y cancioncitas* by Lynn Reiser.
- Counselor and students interact with the book looking for patterns and predicting what comes next as the book is read.
- Counselor shares an act of service or

kindness that he or she does and was learned from an older person.

- Allow students a chance to tell about something caring that someone does for them (*la manera que alguien te muestra cariño*).
- Brainstorm things that students can do at home or school to show that they care for other people.
- Allow students time to illustrate a family or school tradition that makes them feel loved.
- Counselor and teacher can write students' stories to accompany illustrations.

Extension Activity:

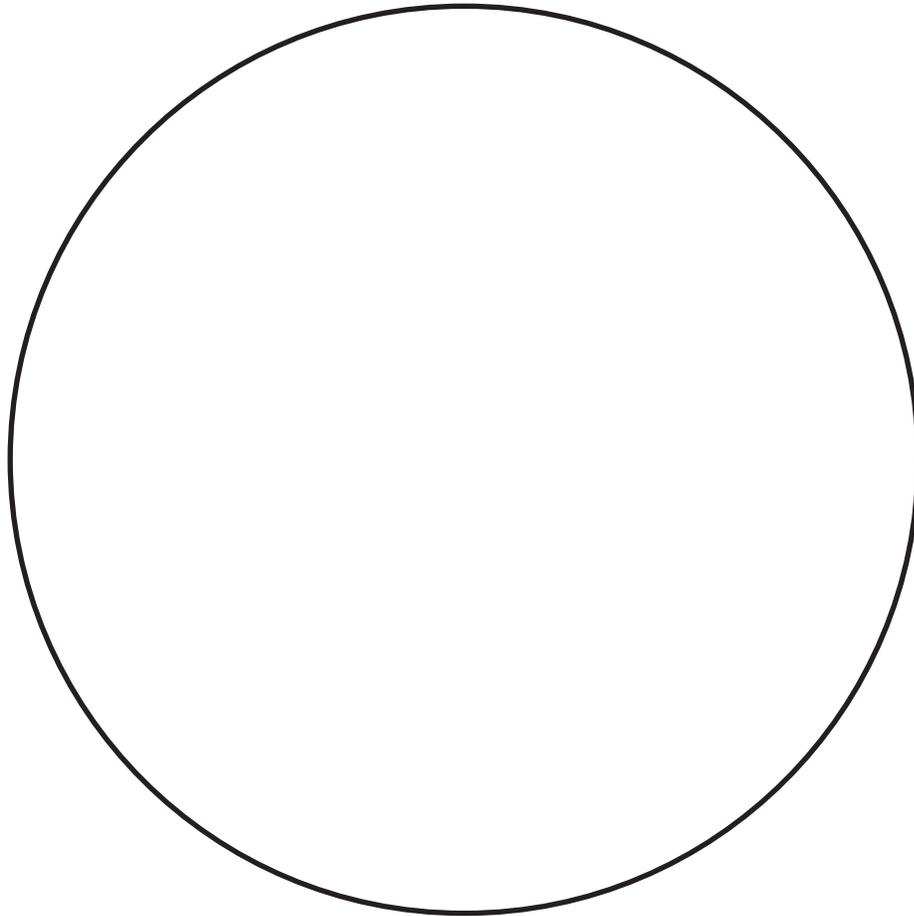
- Request that teacher have math manipulatives (linking cubes) and work space available for prediction and measurement.
- Attachment 1: Download to Promethean board in classroom (sample).
- Attachment 2: Have copies of Attachment 2 placed at student work spaces (student template).
- Revisit the concept of prediction and measurement with objects.
- Introduce the concept of length across a circle, or diameter.
- Model: As a class, predict the diameter of the tortilla on the Promethean board. Record prediction. Link the number of predicted cubes and hold linked cubes in front of the template to measure for accuracy. Find and record actual measurement.
- Students go to their seats with copied template to make and record their own prediction. Students measure and record the diameter of their template.

Home Connection: Students will ask family members to share one thing remembered from childhood that made each family member feel loved.

Directions: Adjust zoom on Promethean to appropriate percentage (50%, 60%, etc.) to make circle small enough to be measured by a sensible number of linking cubes.

Name: _____

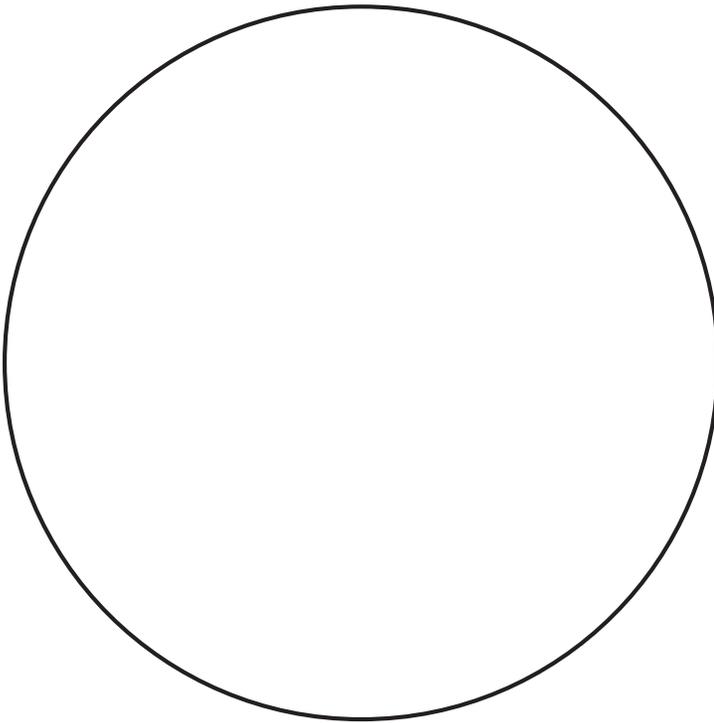
Date: _____



Prediction: How many cubes across? _____

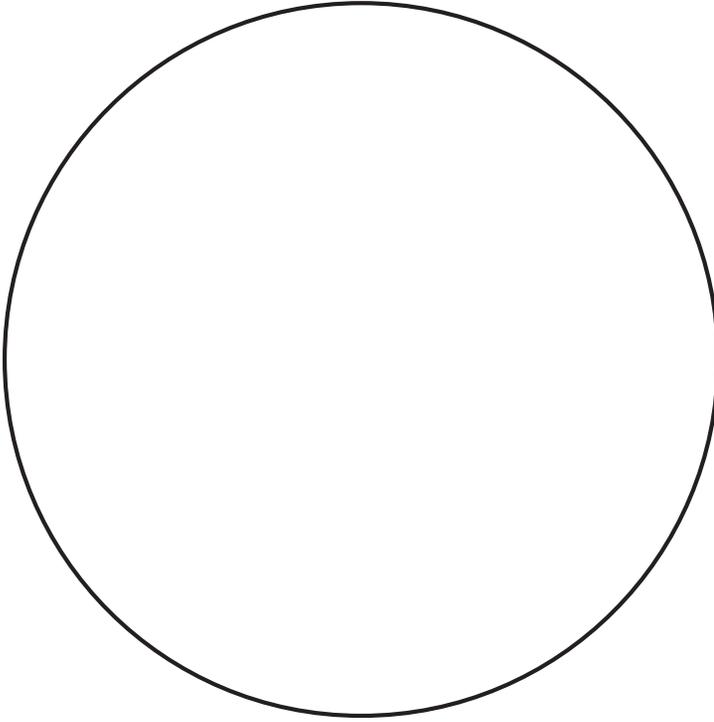
Actual Measurement: How many cubes across? _____

Name: _____ Date: _____ Name: _____ Date: _____



Prediction: How many cubes across? _____

Actual Measurement: How many cubes across? _____



Prediction: How many cubes across? _____

Actual Measurement: How many cubes across? _____

If You Teach a Moose Some Manners

IF YOU GIVE A MOOSE A MUFFIN BY LAURA JOFFE NUMEROFF

Book Summary: If a big, hungry moose comes to visit, you might give him a muffin to make him feel at home. If you give him a muffin, he'll want some jam to go with it. When he's eaten all your muffins, he'll want to go to the store to get some more muffin mix.

Vocabulary from Book: jam, needle, thread, puppet, scenery, antlers, clothesline

Guidance Vocabulary: please, thank you

TEKS: Math 13-D

Guidance Lesson Strand(s): interpersonal effectiveness, communication skills, problem-solving

Objective: The student will learn how to respect others, relate well with others, understand basic communication skills, and express themselves.

Preparation:

- Prior to lesson, discuss with teacher problem-solving steps used in class.
- Obtain a copy of *If You Give a Moose a Muffin*.
- Print one copy of the "Hello Moose" lyrics (Attachment 1).
- Review rules of the game (Attachment 2).
- Print copies of the "Manner Muffin" (Attachment 3) for each student.
- Print another copy of the "Manner Muffin" (Attachment 3) and laminate for use during manner game.
- Make a set of antlers from brown cardstock and a headband, or purchase from a party store. A sign labeled "Mr. Moose" that can be worn around the child's neck could be substituted.
- Print copies of the "Home Connection" (Attachment #4) for each student. (Option: Extra copies for continuous use of good manners.)
- Incentives / treats

Procedure:

- Read the book *If You Give a Moose a Muffin*.
- Discuss: "What is the problem the moose had in the story? Was he able to solve the problem? Let's talk about the steps we use in problem-solving?"
- Discuss the way that the moose requested a muffin, a trip to the store, a sweater, etc. "Is there a more polite way to ask for something?" "Can you think of a special word that the moose forgot to use?" "What did the moose forget to say when he was given a muffin, a sweater, etc.?"
- Tell students you are going to show them a better way for the moose and the boy to communicate. Sing the song "Hello Moose" to the students. (Attachment 1: "Hello Moose") Sing the song again, this time encouraging students to chime in.
- Call students to an open space in the room. Instruct them to sit on the floor while you sit in a chair. Explain the rules to "Manner Muffin" game (Attachment 2). Remind students to use the problem-solving skills. Play game until each student has a chance to be either the moose or the muffin man. During the game, focus on problem-solving. Ask students how they will figure out who has the muffin. Can they look for clues? What are they? Discuss how they figured out who had the muffin. Did they guess and check, look for a pattern, act it out, etc.)
- Wrap up - Distribute student's home connection activity and discuss the importance of manners both at school and at home.

Extension Activity: United Streaming video: "Melonie McGuire Has No Manners"

Home Connection: Have each student take home the "Good Manners Worksheet" (Attachment 4) and have adults fill out, witnessing to the student's improved manners. Student may visit counselor's office to receive a treat for the completed worksheet.

"HELLO, MOOSE" LYRICS

(Sung to the tune of "Where is Thumbkin?")

Hello, Moose. Hello, Moose.
How are you? Fine, thank you.
Would you like a muffin? Would you like a muffin?
Yes, thank you. Yes, thank you.

Here is your muffin. Here is your muffin.
Thank you, sir. Thank you, sir.
May I have some jam? May I have some jam?
Yes, you may. Yes, you may.

Here is your jam. Here is your jam.
Thank you, sir. Thank you, sir.
May I have another? May I have another?
Yes, you may. Yes, you may.

No more muffins! No more muffins!
May we go get more? May we go get more?
Yes, sir, we can. Yes, sir, we can.
Great, let's go! Great, let's go!



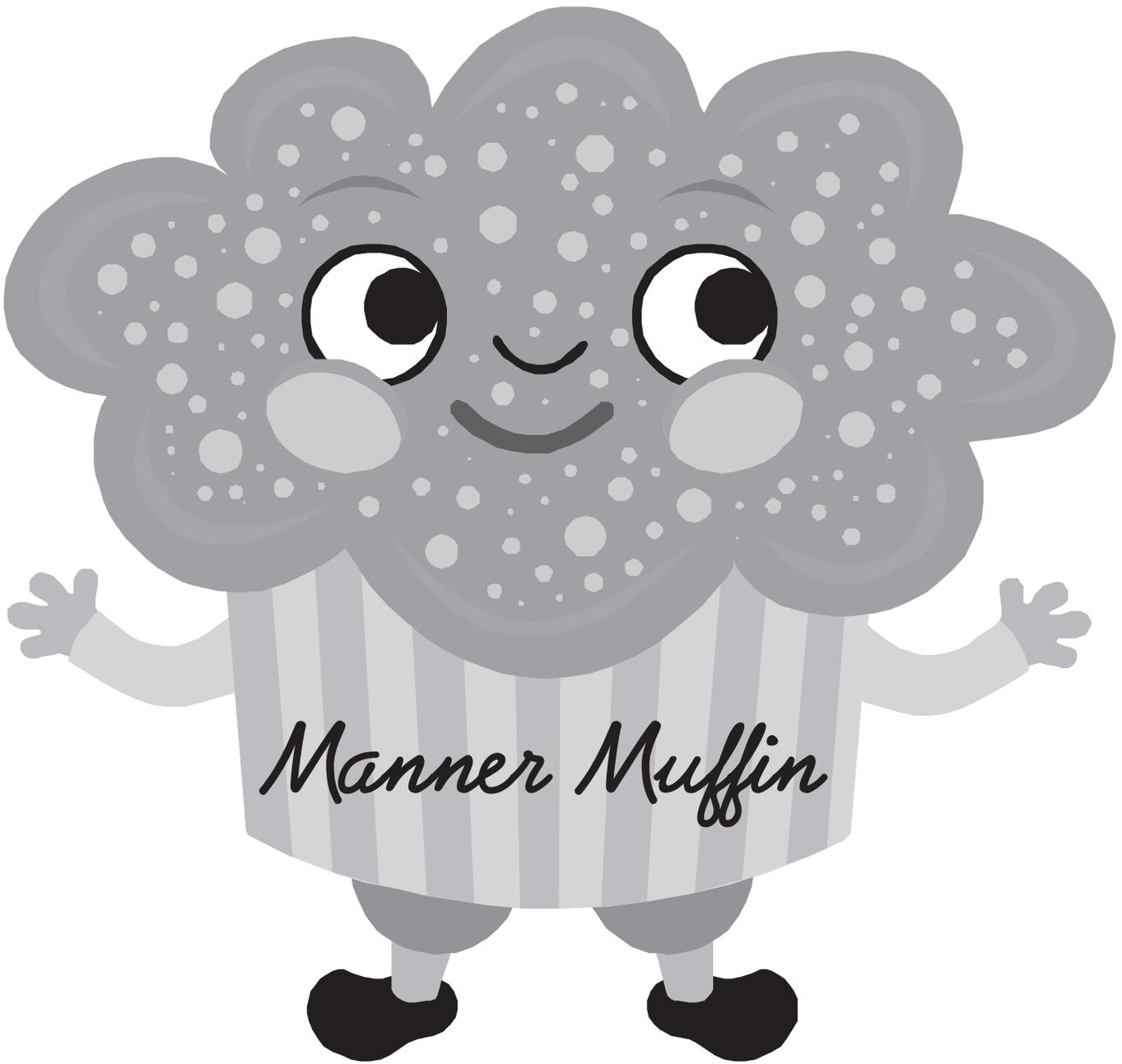
MANNER MUFFIN GAME

Objective: The learner will practice using good manners.

Materials: Laminated muffin card, antlers

Instructions and rules: One student will be selected to sit in a chair, wear antlers, and lightly hold the “Manner Muffin” card (Attachment #3), thus making him/her “Mr./Ms. Moose.” While Moose closes his/her eyes, another student is selected to quietly go up and take the muffin card, return to his/her seat and hide the muffin by sitting on it. The class will then say “Mr. Moose, you’re so sweet. May we have a muffin treat?” Moose will then open his/her eyes. Mr. Moose responds with, “Yes, you may_____.” Moose should insert the name of the student they think is the “Muffin Man” here. The child that took the muffin reveals their identity by saying, “Thank you Mr. Moose!”

If Moose guessed correctly, he/she remains the moose. If not, the Muffin Man becomes the moose and the game continues.



NAME: _____

Home Connection: "I used my manners."



Parents: Please fill out and have student return to Counselor.

_____ used his/her manners by saying _____.

_____ used his/her manners by helping _____.

X

(Parent Signature)

NAME: _____

Home Connection: "I used my manners."



Parents: Please fill out and have student return to Counselor.

_____ used his/her manners by saying _____.

_____ used his/her manners by helping _____.

X

(Parent Signature)

Celebrating Me!

WHAT I LIKE ABOUT ME! BY ALLIA ZOBEL-NOLAN

Book Summary: Children in this beautifully created book are proud of who they are and their very individual characteristics. They learn how to appreciate and value the distinguishing features of themselves and others around them.

Vocabulary from Book: straight/*lacio*, twisty/*rizo*, wiggle/*menear*, freckles/*pecas*, bright/*brillante*, petite/*pequeño*, celebrate/*celebrar*, distinguished/*distinguido*

Guidance Vocabulary: unique/*único*, special/*especial*, different/*diferente*, same/*igual*, respect/*respeto*

TEKS: SS 4A, 11A-B, 12A-B

Guidance Lesson Strand(s): self-confidence development, cross-cultural effectiveness

Objective: Students will learn that everyone is unique in his/her own special way and learn to celebrate those special qualities each possesses. In turn, they will learn how to value and respect the unique characteristics of others around them.

Preparation:

- Read the story *What I Like About Me!* by Allia Zobel-Nolan.
- Have cardstock “boy” and “girl” patterns (Attachments 1 and 2) ready for students.
- Provide crayons, colored paper, fabric, and googly eyes to decorate cardstock pattern.

Procedure:

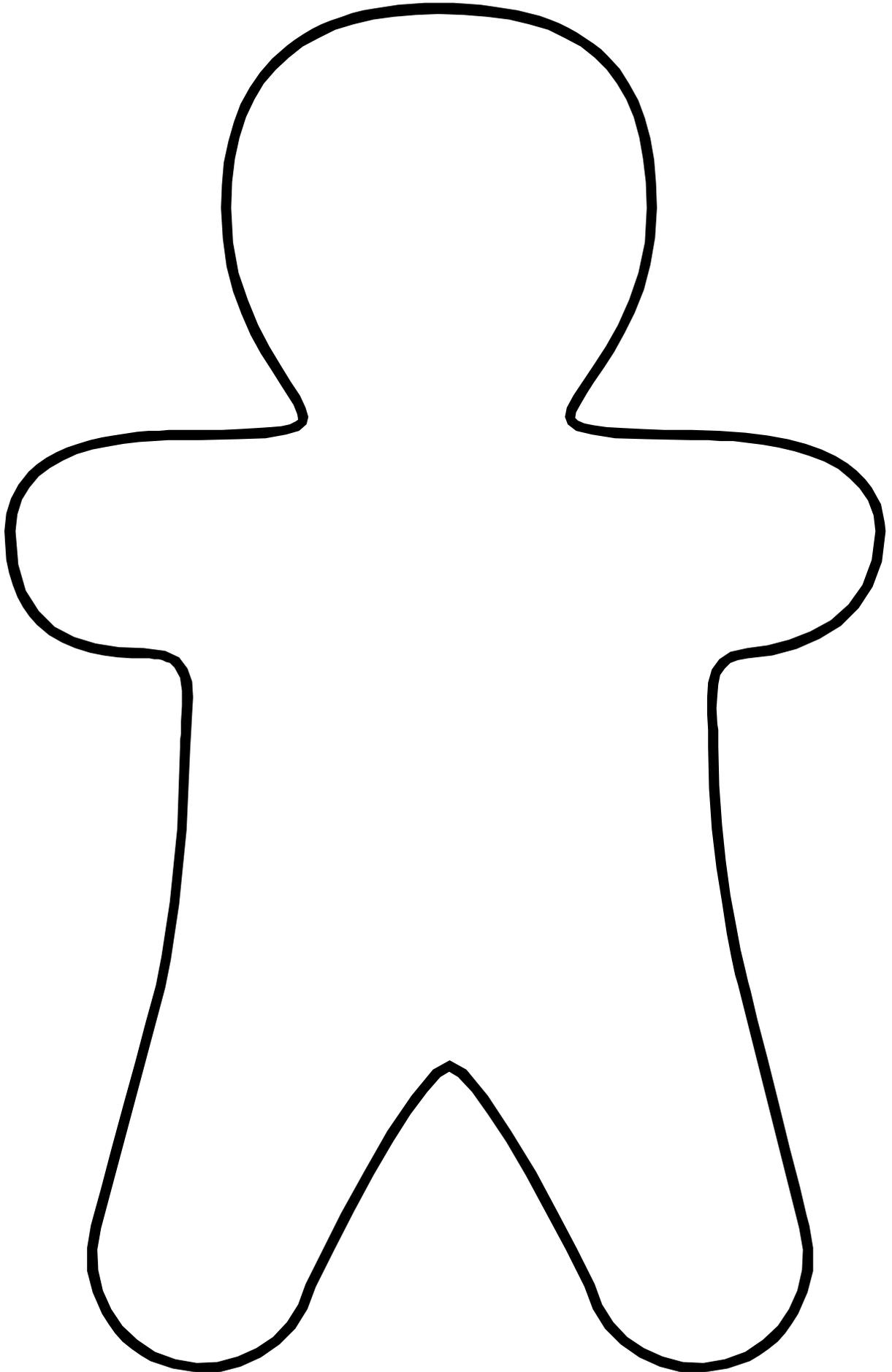
- After reading the book aloud to the students, review new vocabulary.
- Have students point out the different characteristics of children portrayed in the story.

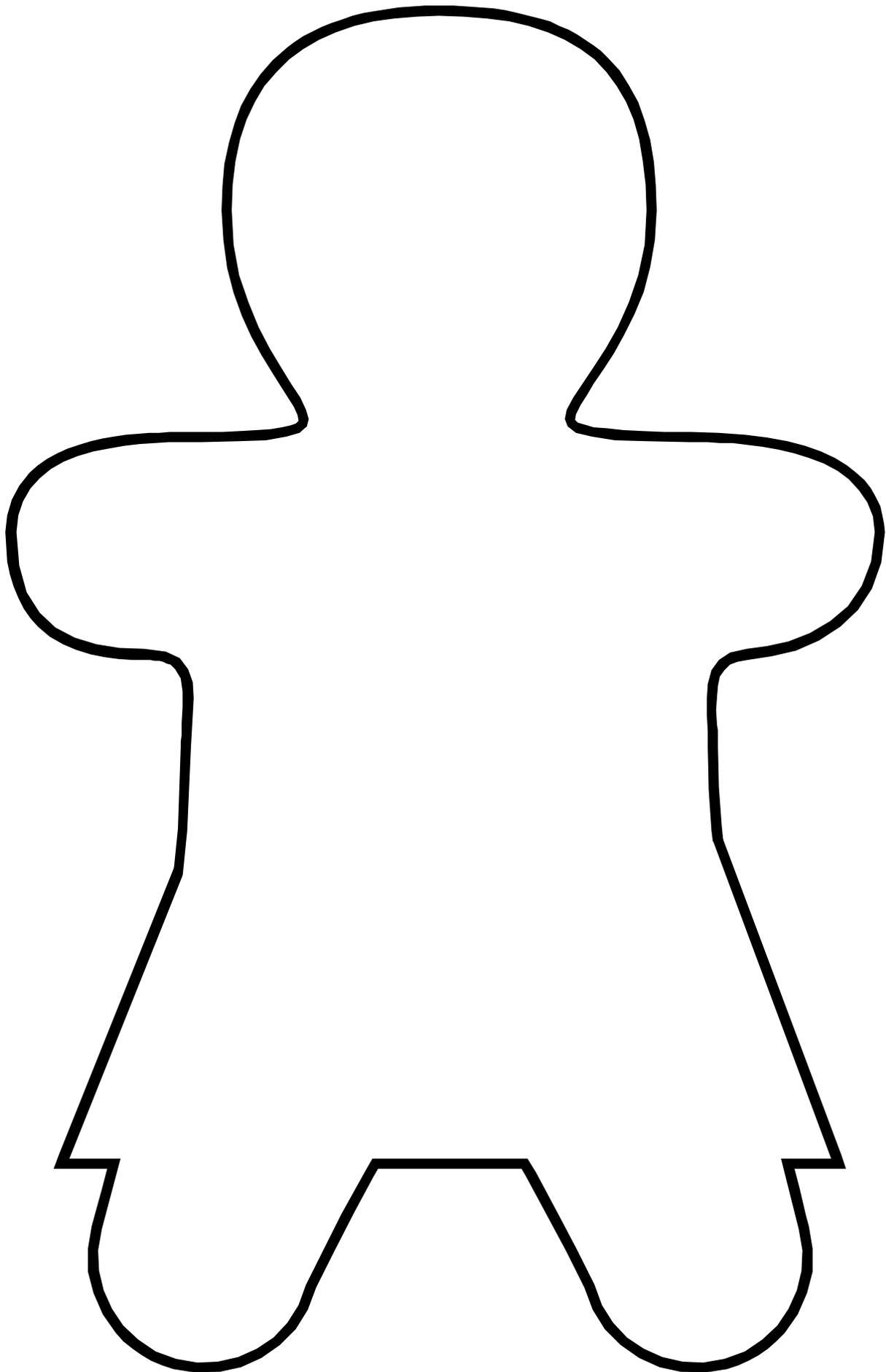
- Ask students, “What are some special qualities that make you unique?”/“*Cuales son algunas cualidades que te hacen unico?*”
- Students will then identify special qualities in themselves.
- Review with students what makes them the same and different to others around them. Use pairs or groups of students to identify same/different. Ask, “What are some things that are the same about you and _____?”/“*Cuales son algunas cosas similares entre tu y _____?*” “What things are different?”/“*Cuales son diferentes?*”
- The concept of respect will be introduced, showing students how we should respect one another, whether we are the same or different.
- Have each student decorate either a boy or girl pattern representing him/her, using the available materials.

Extension Activiy: Have students share and discuss their finished patterns with a partner.

Home Connection: Parents will share with their child things that make them unique to reinforce and restate ways in which the child is special.







IT'S NOT OKAY 1ST GRADE

Inside Out

INSIDE OUT BY DISNEY PIXAR

Book/Video Summary: Growing up can be a bumpy road, and it's not exception for Riley, who is uprooted from her Midwest life when her father starts a new job in San Francisco. Like all of us, Riley is guided by her emotion-Joy, Fear, Anger, Disgust, and Sadness. The emotions live in Headquarters, the control center inside Riley's mind, where they help advise her through everyday life. As Riley and her emotions struggle to adjust to a new life in San Francisco, turmoil ensues in Headquarters.

Vocabulary from Book/Video: feelings, emotions, joy, sadness, anger, fear

Guidance Vocabulary:

- Feelings - happy, sad, mad, etc.; emotion
- Emotions - how you feel; happy, mad, sad, etc.
- Joy - feeling happy
- Sadness - feeling unhappy, down
- Anger - feeling mad
- Fear - feeling afraid
- Disgust - not liking something

State Standard: 1.9B; 1.Fig19F(c)

Guidance Lesson Strand(s): self-confidence development, interpersonal effectiveness, and communication skills

Objective: The learner will identify the five primary emotions, recognize the purpose of emotions, and describe the proper coping techniques for handling negative emotions.

Preparation:

- Secure a copy of a book based on the Disney movie *Inside Out*, such as *Inside Out Big Golden* or locate video segments from the movie on the internet.
- Prepare copies of the Inside Out Activity Sheet (1

per student) (Attachment).

- Ensure the students have access to pencils.

Procedure:

- Read the story to or watch the video segments with the students. Stop periodically to expand on the key vocabulary words from the book and check for understanding.
- Discuss how everyone has emotions and our emotions guide us through making decisions.
- Discuss how human beings can feel more than one emotion at the same time.
- Have students complete the *Inside Out* Activity worksheet.

Extension Activity: Have students volunteer to share out with the class /partner, or create a page to add to their booklet about a time when they felt two emotions at once.

Home Connection: Students can share with family members what they learned at school and practice the concept at home.

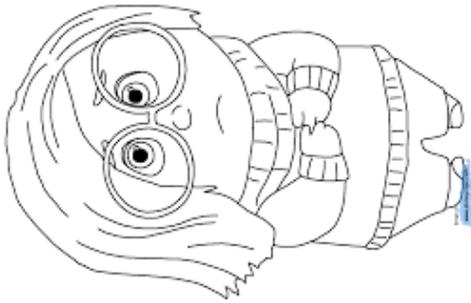
A few lesson notes:

My Emotions Activity Sheet

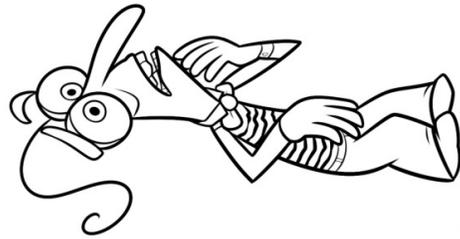


I felt happy when

I felt sad when

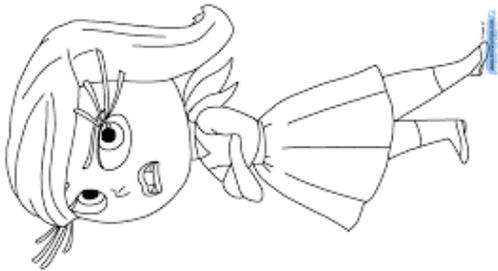


I felt fear when

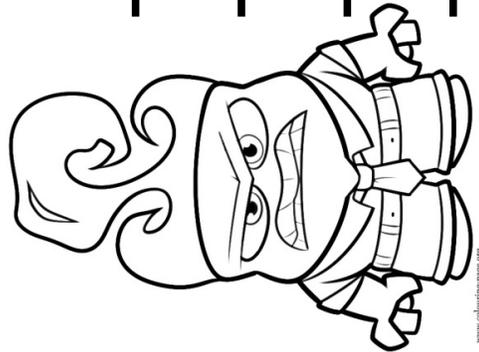


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I felt disgust when



I felt anger when



Tattling vs. Telling Scenario Cards

Camille keeps making faces at me.

During recess Brian pushed Melissa down on purpose.

Some boys are bullying Alex in the bathroom.

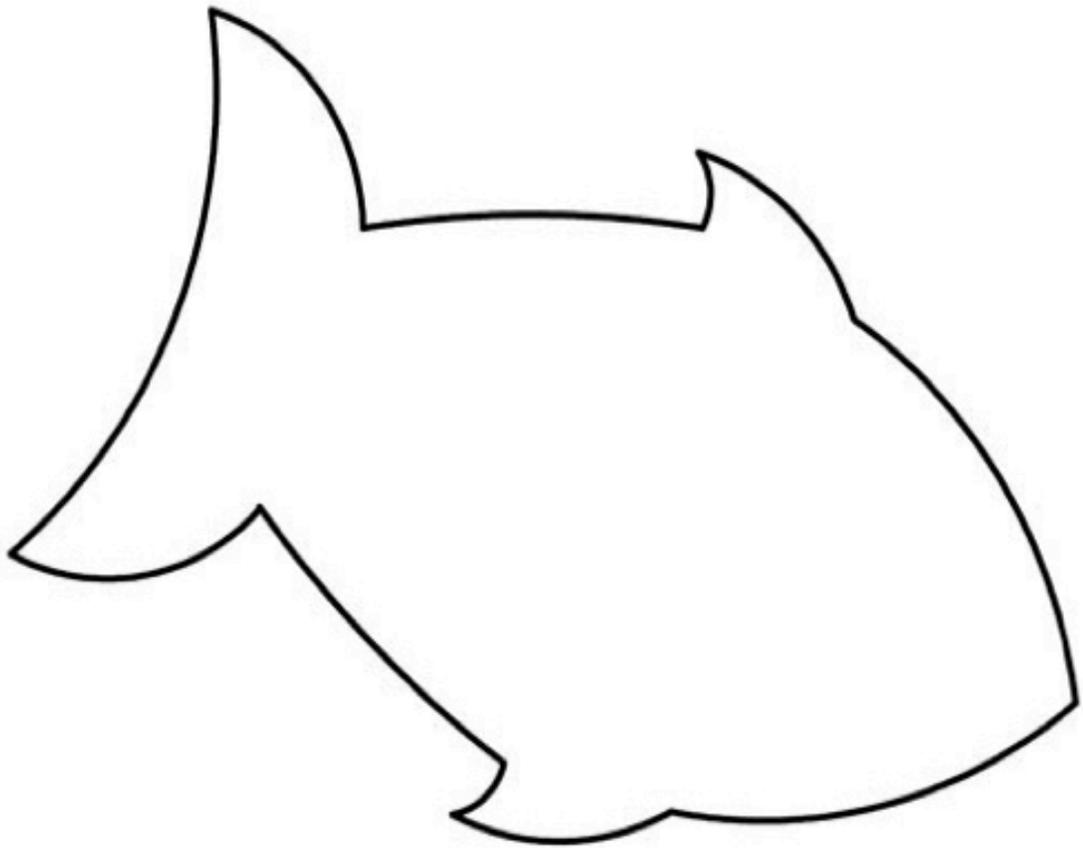
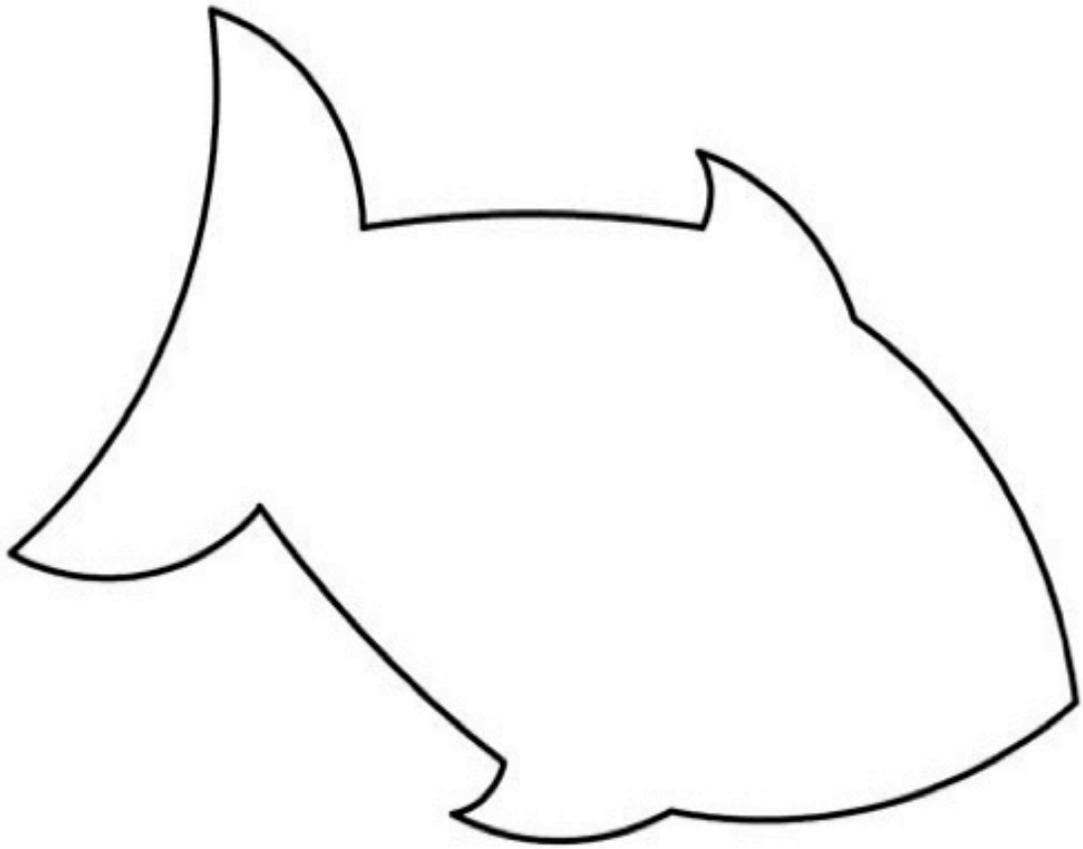
Jerome is drawing in his math notebook instead of doing his work.

Brandon picks on Robyn every day at lunch.

Mrs. McKnight, Eartha is playing with science equipment .

List of Good Citizenship Traits for Fish

- Obeys laws
- Follows School Rules
- Does not litter
- Respects other's property
- Reuses, reduces, and recycles
- Helps others
- Learns at school
- Votes
- Volunteers
- Keeps playgrounds safe
- Keeps parks clean
- Accepts consequences for behavior
- Is honest
- Participates in local government
- Does not draw graffiti



It's Not Okay to Fight

FRANKLIN IS BOSSY BY PAULETTE BOURGEOIS AND BRENDA CLARK

Book Summary: Franklin and his best friend Bear get into a fight. Bear and his forest friends say that Franklin is too bossy. Franklin gets advice from his father to help him become friends again with Bear and the rest of his forest animal friends.

Vocabulary from Book: castle, shield, sword, armor, company, apologize

Guidance Vocabulary:

- conflict resolution - how to fix a problem with another person

State Standard: 1.4C(C); 1.9A(C); 1.9B(C); 1.Fig19E(C); 1.Fig19F(C)

Guidance Lesson Strand(s): problem solving skills, interpersonal effectiveness, communication skills, responsible behaviors

Objective: The learner will learn how to resolve conflicts responsibly and in a non-violent manner.

Preparation:

- Secure a copy of Franklin is Bossy by Paulette Bourgeois and Brenda Clark.
- Copy worksheets for students.
- Arrange for students to have access to pencils and crayons.

Procedure:

- Read *Franklin is Bossy*.
- Discuss guidance vocabulary words.
- Brainstorm with students different solutions for solving problems.
- Discuss with students different conflict resolution skills for students to use. For example: I statements, First-Then Statements, apologies, or any other conflict resolution skills you would like to share.

- Discuss the importance of taking time to cool down before using resolution skills and remaining calm while talking.
- Allow students to fill in their conflict resolution choices using skills discussed above. Then, students may illustrate skill on the activity sheet.

Extension Activity: Discuss the concept of restitution: doing or saying something to make things right to someone when you hurt them physically or emotionally. (This may be done with or after an apology).

Home Connection: Students can share with family members what they learned at school and practice the concept at home.

A few lesson notes:



LET'S WORK IT OUT

When I have a problem with
my friends, I will _____

to solve the problem.

Different Is Okay

THE CRAYON BOX THAT TALKED BY SHANE DEROLF

Book Summary: Yellow hates Red, so does Green, and no one likes Orange! Can these crayons quit arguing and learn to cooperate? This simple poem celebrates the creation of harmony through diversity. Young readers will understand that when we all work together, the results are much more colorful and interesting. Although they are many different colors, the crayons in a box discover that when they get together they can appreciate each other and make a complete picture.

Vocabulary from Book: different, unique, complete, together

Guidance Vocabulary:

- culture - how different groups of people live, believe, and celebrate
- different - what makes us unique
- customs - ways people do certain things and celebrate
- respect - treating someone with good manners; treating someone how you would like to be treated

State Standard: 1.14A(C); 1.14C(C); 1.18A(C); 1.19B(C)

Guidance Lesson Strand(s): self-confidence, interpersonal effectiveness, communication skills, cross-cultural effectiveness

Objective: The learner will identify and learn to respect differences in different cultures.

Preparation:

- Secure copy of *The Crayon Box That Talked* or view video (YouTube).
- Have two different colors of construction paper for each student.
- Create examples of equality and non-equality, or use the examples provided.

Procedure:

- Read the story (or watch the video), periodically stopping to expand on the key vocabulary words from the book and to check for understanding.
- Students will stand in a straight line or circle with papers.
- Instruct students to hold up paper; one color means equality and the other color means non-equality.
- Read scenarios.
- After reading scenarios have students justify their answers.

Home Connection: Students can share with family members what they learned at school and practice the concepts at home.

A few lesson notes:



SCENARIOS

Equality	Inequality
Sharing crayons with everyone at your table.	You and your friends won't let Kiera play football just because she is a girl.
Inviting the new kid at school to sit with you and your friends at lunch.	Xavier has to use a different water fountain than all of the other students because his name starts with an X.
The school provides every student a free breakfast.	Telling Sam that he cannot play tag at recess because he has glasses.
Inviting Markel to play basketball at recess even though he isn't very good at the game.	Braylon has to pay \$7.00 for a shirt, but Brandy only has to pay \$5.00 for the same shirt.
The teacher gives every student in the class a chance to answer a question throughout the day.	The teacher lets Maria eat lunch in the room with her every day, but all of the other students have to eat lunch in the cafeteria.

My Family

FAMILIES ARE DIFFERENT BY JON SCIESKA

Book Summary: Although Korean-born Nico doesn't like looking different from her adoptive parents, her mother assures her that, indeed, there are all kinds of families, "glued together with a special kind of glue called love." Thus follows some of the many variations of modern-day families, featuring a multiracial mix of both traditional and nontraditional groupings. Single and adoptive parents, grandparent guardians, and step relatives all receive equal attention.

Vocabulary from Book: adopted, Korea, promise, bothered, related, alike,

Guidance Vocabulary:

- family - people who live in your house; people who are related to you; people who love you and take care of you
- disrespect - treating someone with bad manners; being rude
- different - what makes something unique; not like other things

State Standard: 1.3D(C); 1.3E(C); 1.7A(C); 1.9C; 1.10C

Guidance Lesson Strand(s): self-confidence development, interpersonal effectiveness

Objective: The learner will understand that family units may look differently, but they share the same main characteristics; love, caring, fun, time spent together, etc.

Preparation:

- Obtain a copy of the book.

Procedure:

- Read the book to the students stopping periodically to expand on vocabulary words and to check for understanding.

- Discuss what makes up a family. Make sure to emphasize that families are not just made of blood relatives, for example: adoption, foster, pets.
- Discuss that while all families are different they are the same in many ways: love each other, argue and make up, spend time together, etc.
- Have each students create their own "We are a Family" booklet.

Extension Activity: Students can complete a family scavenger hunt. Have students walk around the room and ask other students about their families. Students will sign their name in the boxes that they match. (See attachment.)

Home Connection: Students can share with family members what they learned at school and practice the concept at home.

A few lesson notes:

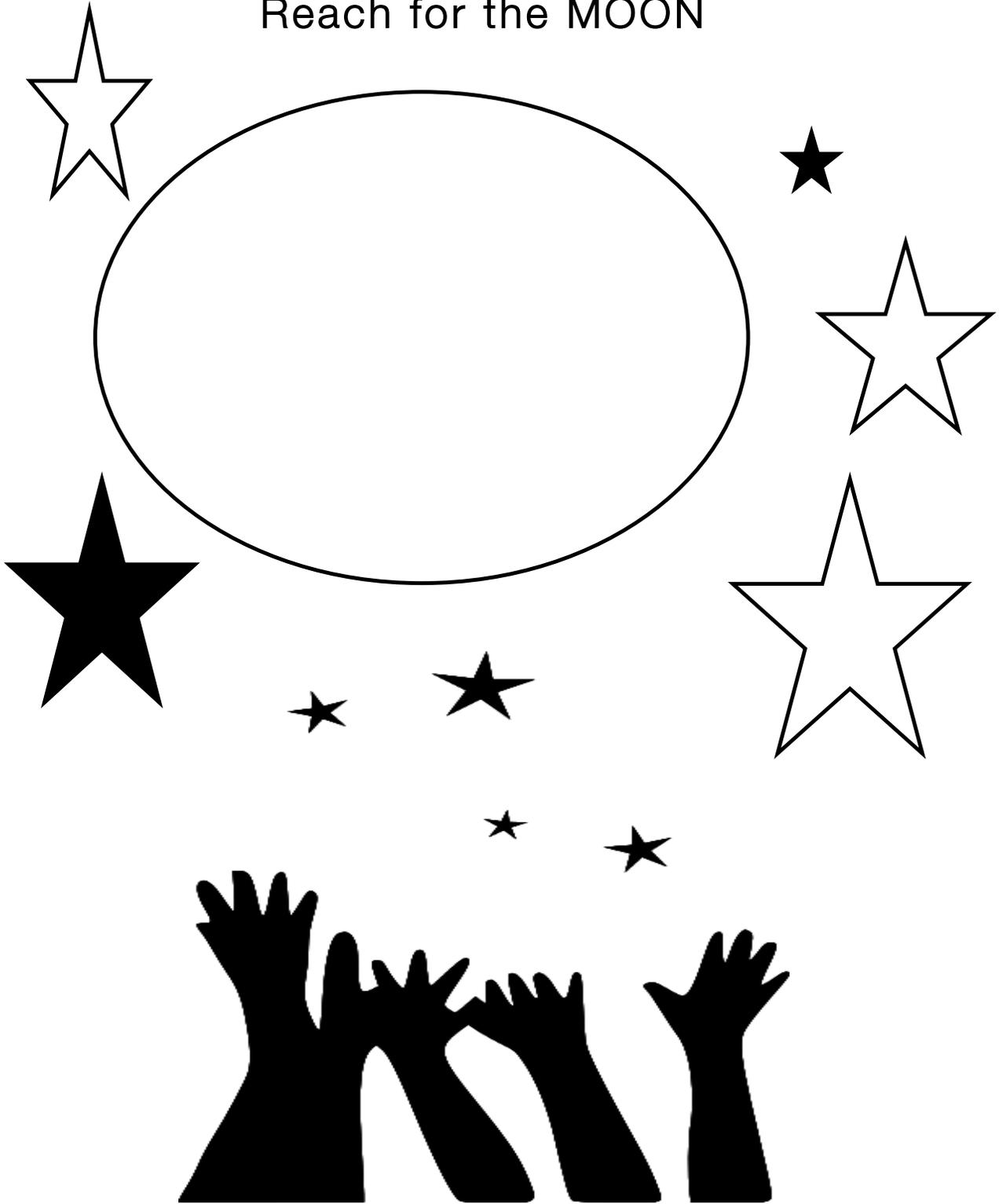


Family Scavenger Hunt

Find someone who is an only child.	Find someone who has a sister.
Find someone who has a brother.	Find someone who has a stepmom or stepdad.
Find someone who has a grandparent, aunt, or uncle living with them.	Find someone who is adopted or has a family member who is adopted.
Find someone who lives in a house.	Find someone who lives in an apartment.
Find someone whose family speaks more than one language.	Find someone whose family moved here from another country.

Name: _____

Reach for the MOON



Map Your Future

THE LITTLE ENGINE THAT COULD BY WATTY PIPER

Book Summary: This book is used to teach children the value of optimism and hard work. In the tale, a long train must be pulled over a high mountain. Various larger engines are asked to pull the train; for various reasons they refuse. The request is sent to a small engine, who agrees to try. The little engine succeeds in pulling the train over the mountain while repeating its motto: "I think I can."

Vocabulary from Book: friction, simple machine, task, complaint

Guidance Vocabulary:

- map - a picture used to help find places
- future - a time that will happen later; it has not happened yet
- dreams - how you want your life to be in the future
- goals - something you want to do or achieve; to reach your dreams

State Standard: 1.4B(C); 1.4A(C); 1.5B(C); 1.18A(C); 1.19B(C)

Guidance Lesson Strand(s): self-confidence development, motivation to achieve, decision making, goal-setting, planning, responsible behavior

Objective: The learner will learn how to establish achievable goals and dreams for their future.

Preparation:

- Secure a copy or video of story *The Little Engine That Could* by Watty Piper
- Make copies of the map of Texas (attachment).

Procedure:

- Read or view video with students, stopping periodically to expand on vocabulary words

and to check for understanding.

- Discuss what a goal is and how to set goals.
- Pass out the Map Your Future activity sheet.
- Students will identify goals/dreams they have for their future, and label them on the map of Texas. For example: graduate high school, go to college, get married, have a career as a paleontologist, etc. The students can connect their goals/dreams with a train track to demonstrate their determination to not be railroaded by the possible "mountains" they may face in life.

Extension Activity: Have students share with the class the goals they have created for themselves.

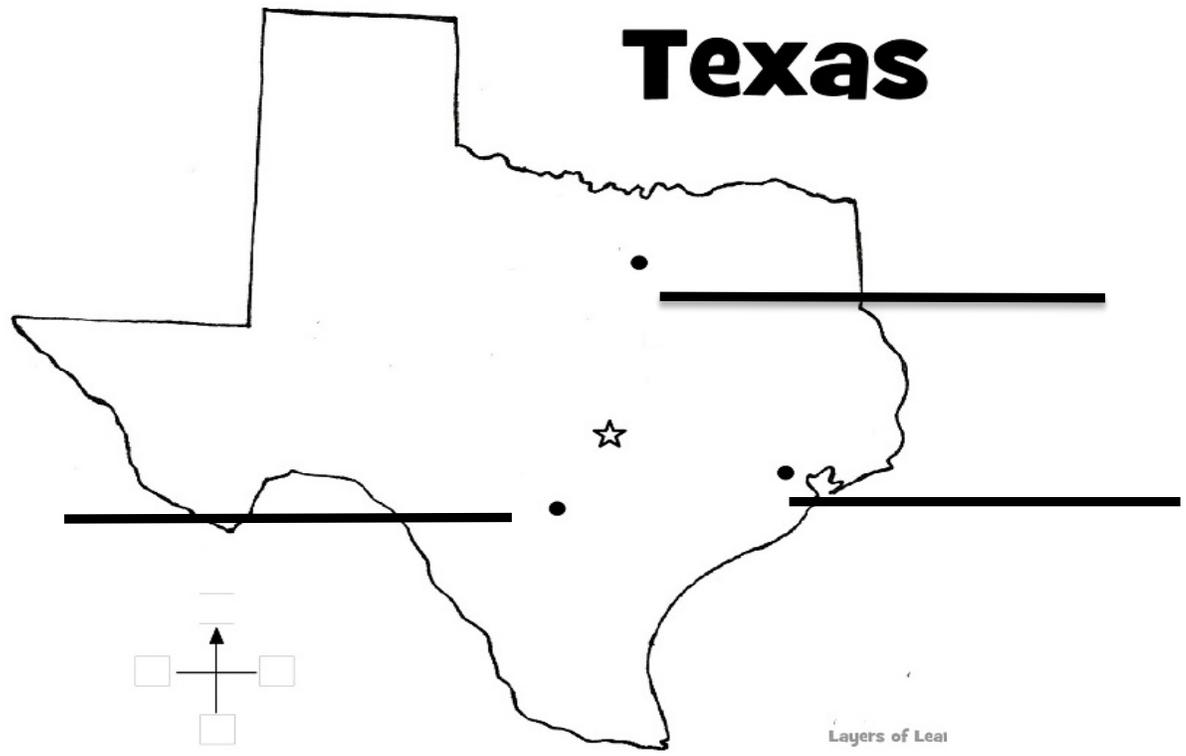
Home Connection: Students can share with family members what they learned at school and practice the concept at home.

A few lesson notes:



Name: _____

Map Your Future



Recycle, Reduce, Reuse

THE TROUBLE WITH DRAGONS BY DEBI GLIORI

Book Summary: When dragons cut down too many trees, blow out too much hot air, and do other environmental damage, the future looks grim. Other animals advise them on how to mend their ways and save the planet.

Vocabulary from Book: reduce, reuse, recycle, poles, atmosphere, extinct

Guidance Vocabulary:

- INOK - It's Not OKAY... to disrespect the Earth
- Responsibility - taking care of yourself AND your environment; making good choices

State Standard: 1.8B(C)

Guidance Lesson Strand(s): responsible behavior

Objective: The student will learn how to respect and care for the environment and others.

Preparation:

- Obtain a copy of *The Trouble with Dragons* by Debi Gliori.
- Make copies of You Can Recycle Pictures (Attachment).
- Have paper available for students to create a 2 flap foldable.

Procedure:

- Introduce the guidance vocabulary.
- Have students give examples of things in the story that were mistreated and make a brief list on the board.
- Discuss with students the importance of showing respect for the things that we have, as well as for our environment.
- Discuss recycling and why it is important to the environment while reviewing the pictures from the attachment.

- Have students create a foldable detailing items they can recycle and why.

Extension Activity: Students can go on a Recycle Hunt around the school and locate items that can be recycled or reused.

Home Connection: Students can share with family members what they learned at school and practice the concept at home.

A few lesson notes:



You Can Recycle!

Plastic Bottles



Milk Cartons



Paper



Plastic Bags



Aluminum Cans



Glass Bottles



My Past, Present, and Future

AFRICAN AMERICAN HEROES: BARACK OBAMA BY STEPHEN FEINSTEIN

Book Summary: Barack Obama had a childhood full of adventure. His mother was American, his father was African. Barack lived in Hawaii and Indonesia. He grew up to be a senator and ran for U.S. president. This biography tells the exciting life story of this African-American hero.

Vocabulary from Book: chronological, timeline, number line

Guidance Vocabulary:

- future - a time or event that has not happened yet
- past - a time or event that has already happened
- present - an even or time that is happening right now in the very moment
- dreams - how you want your life to be in the future
- goals - something you want to do or achieve; to reach your dreams

State Standard: 1.3C(C); 1.3A(C); 1.17C(C)

Guidance Lesson Strand(s): self-confidence development, motivation to achieve, decision-making, goal-setting

Objective: The learners will appreciate him/herself by creating a personal timeline and recognize that a line can be used to represent numbers, properties and relationships.

Preparation:

- Obtain a copy of *African American Heroes: Barack Obama*.
- Make copies of the sample timeline for each student (see attachment).
- Complete your own timeline on chart paper to model for students.
- Provide pencils, paper, and crayons.

Procedure:

- Read the book to establish background knowledge, stopping periodically to expand on vocabulary and to check for understanding.
- Discuss with students the purpose of a timeline.
- Review the timeline about President Obama before beginning your own timeline.
- Show an example of your own personal timeline as a model for the students.
- Pass out the needed materials for the students to begin their timeline.

Extension Activity: Write a story about your timeline from ages ____ to _____. Share the story with your classmates.

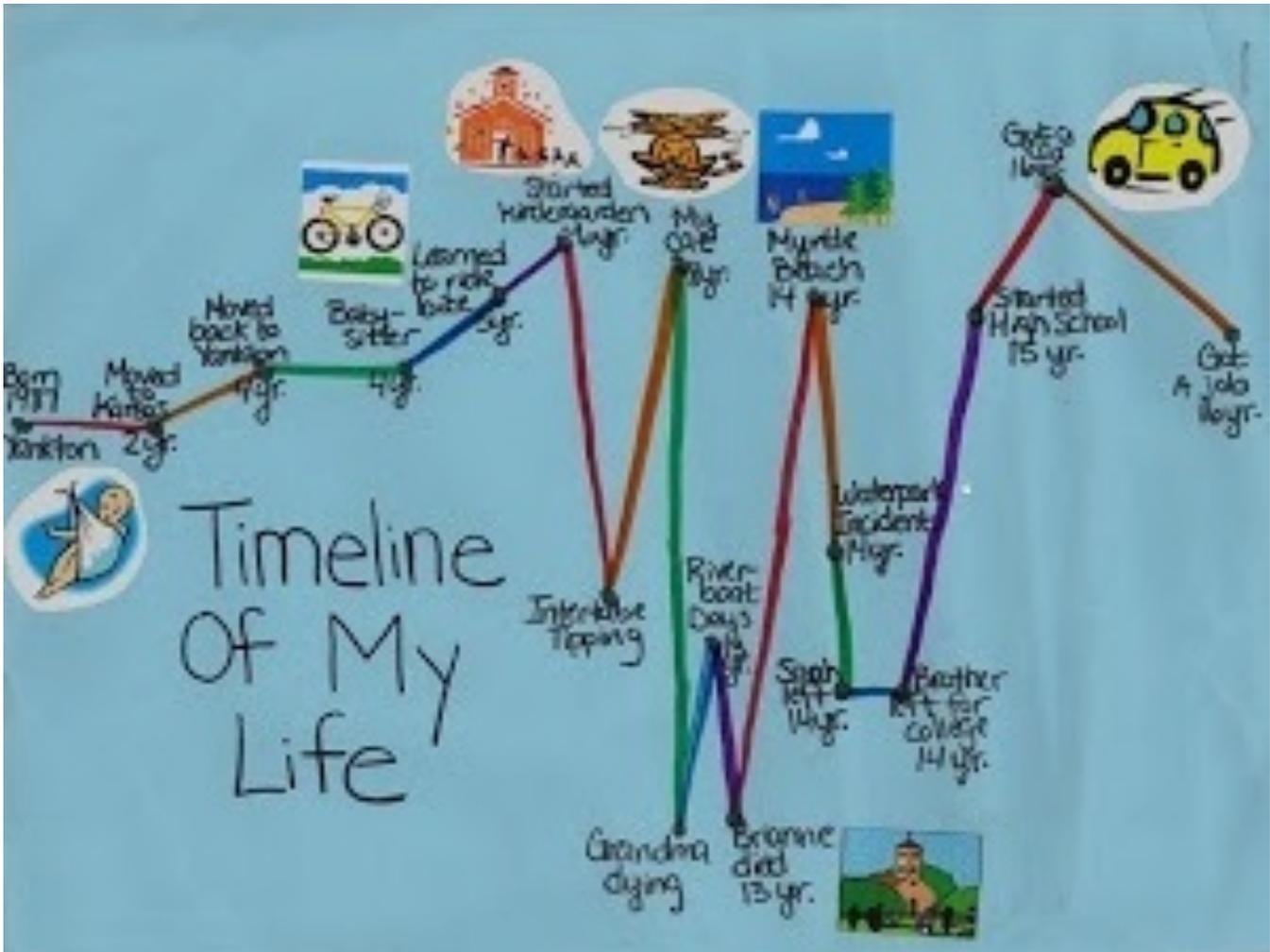
Home Connection: Students can share with family members what they learned at school and practice the concept at home.

A few lesson notes:



Sample Timeline

Directions: Students can use this sample as a model in completing their own timelines.



Fact vs. Opinion

MR. PEABODY'S APPLES BY MADONNA

Book Summary: Mr. Peabody's Apples takes place in 1949 in Happville, USA. Mr. Peabody is the beloved elementary school teacher and baseball coach, who one day finds himself ostracized when rumors spread through the small town. Mr. Peabody silences the gossip with an unforgettable and poignant lesson about how we must choose our words carefully to avoid causing harm to others.

Vocabulary from Book: real, terrible, framed, trust, impolite

Guidance Vocabulary:

- fact - something that can be proven true or not true
- opinion - what someone thinks, feels, or believes about something
- lie - something that is not true; a deception
- truth - what is real
- perception - what people think is true from their point of view; may be different from others; may not be the truth
- rumor - when people talk about someone behind their back; may or may not be true

State Standard: 1.14B(C); ELPS 3EC

Guidance Lesson Strand(s): decision making, interpersonal effectiveness, communication skills, responsible behavior

Objective: The learner will build on their interpersonal communication and responsibility skills by learning about truth vs. lie, fact vs. opinion. They will also scaffold on their knowledge concerning trust, forgiveness and apologies

Preparation:

- Secure a copy or the video for *Mr. Peabody's Apples by Madonna*.

Procedure

- Read the book or view the video for the story, stopping periodically to expand on the vocabulary words and to check for understanding.
- Discuss the importance of telling the truth.
- Discuss how the rumor affected the characters in the story.
- Play the telephone game.
- Have the students sit in a circle. The first student whispers a phrase into the ear of the student sitting next to him/her. Continue passing the message until it gets to the last person. The last person will disclose the message to see if it matches the beginning message.

Extension Activity:

Have students write about the lesson and what they took away from the lesson.

Home Connection: Students can teach their families about the differences between facts and opinions and/or truth and lies.

A few lesson notes:





We're All Connected

FROG AND TOAD TOGETHER "THE GARDEN" BY ARNOLD LOBEL (YOUTUBE VIDEO)

Video Summary: Toad loves Frog's garden so much that he decides to grow a garden for himself. It doesn't take Toad long to realize that growing a garden can be hard work, especially if that work involves being patient. But did Toad really need to work as hard as he did, or would the garden have grown anyway?

Vocabulary from Video: grow, drat, hard work, depend

Guidance Vocabulary:

- connected - things that are joined together; things that affect each other

State Standard: 1.9C; ELPS 1D(C)

Guidance Lesson Strand(s): interpersonal effectiveness, communication skills, cross-cultural effectiveness

Objective: To help the students learn that their actions affect those around them, and to help foster within them a sense of empathy and altruism.

Preparation:

- Secure copy of the video *Frog and Toad Together "The Garden"* (YouTube video).
- Printout copies of the We Are All Connected activity sheet.

Procedure:

- View the video with the students.
- Discuss how the creatures were connected and dependent on each other.
- Link the concept of animal being connected to each other to people being connected to each other as well.
- Have students brainstorm a list of people they

are connected to.

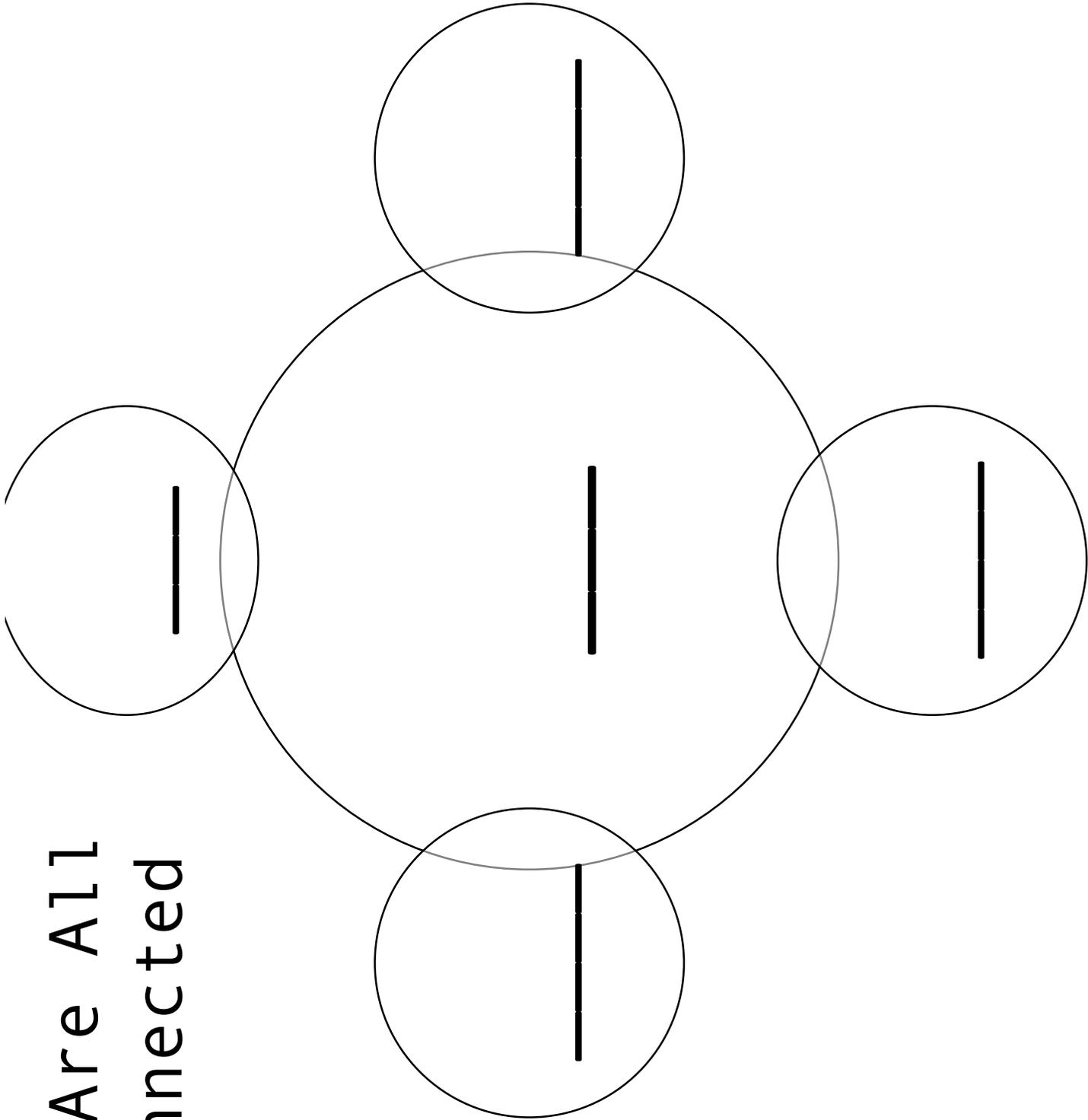
- Have students fill in the We Are All Connected activity sheet.

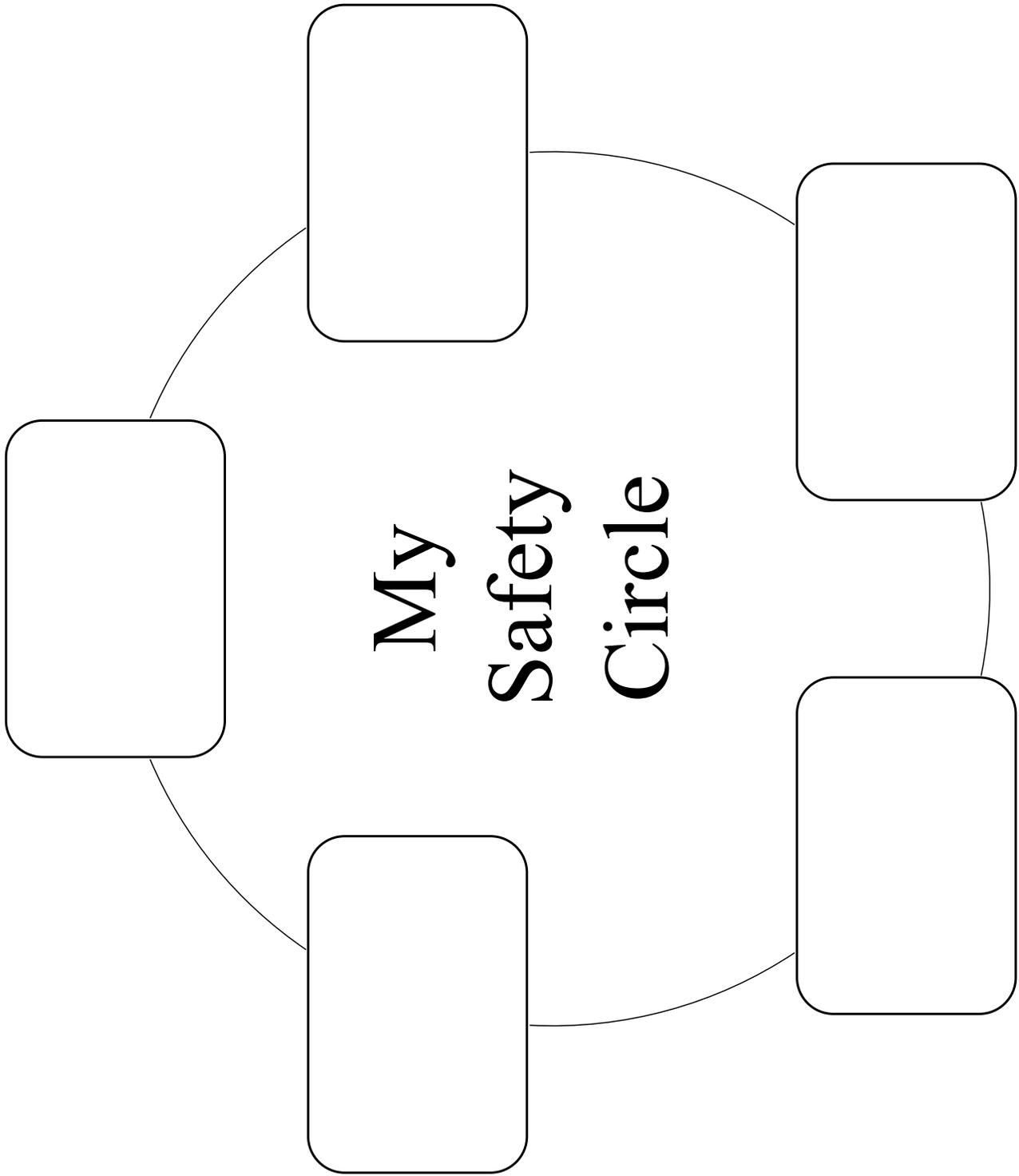
Extension Activity: Have students expand this activity by stating how they are connected to the people on their lists.

Home Connection: Students can complete a "We are all Connected" activity with the family depicting who the family is connected to (i.e., community, other families, church, neighbors, etc.)



We Are All Connected





You're Out of Order! Don't Judge.

BALLERINO NATE BY KIMBERLY BRUBAKER BRADLEY (READ ALOUD OR YOUTUBE VIDEO)

Book/Video Summary: Nate has the heart of a dancer, and he is determined to learn ballet. Even his older brother, Ben, can't change his mind with his claims that "boys don't dance." Or can he? When Ben tells Nate that he'll have to wear pink shoes and a dress, Nate becomes awfully worried. And when he's the only boy in his ballet class, he begins to think that Ben is right: Maybe boys don't dance.

Vocabulary from Book: permission, ballet, fluttery, leap, movements

Guidance Vocabulary:

- stereotyping - thinking all people who have something in common are the same
- drawing conclusions - what you think about someone based on how they look, sound, or act
- judging - forming an opinion about someone or something

State Standard: 1.7(C); 1.9(C)

Guidance Lesson Strand(s): interpersonal effectiveness, communication skills, and cross-cultural effectiveness

Objective: The learner will respect others as individuals, accept them for their differences, and practice appropriate behavior.

Preparation:

- Secure a copy of the read aloud or YouTube video.
- Make sure music is available for activity. (Appropriate for students)
- Ensure that paper and markers are available for student use.

Procedure:

- View the video with students.

- Discuss key vocabulary and the concept of stereotyping.
- Have student write their name in the center of their paper, and then leave their paper on their desk with their names facing up.
- Tell students they will be writing compliments to their classmates. Explain that a compliment is something nice about the person. Give examples such as, "You are nice. You're a good friend. You are smart. You're good at math. I like when you are my partner. You draw very well." Try to avoid compliments about physical attributes, clothing, hair, etc.
- As the music plays, students will walk around the room.
- When the music stops students will turn to the desk that is nearest to them and write something nice and positive about the student named on the paper.
- Continue activity until all students have written on everyone's paper.

Extension Activity: Have students share what was written about them with the class.

Home Connection: Students can share with family members what they learned at school and practice the concept at home.

A few lesson notes:

How Tall Will You Stand

ONE BY KATHRYN OTOSHI (READ ALOUD OR YOUTUBE)

Book/Video Summary: Blue is a quiet color. Red’s a hothead who likes to pick on Blue. Yellow, Orange, Green, and Purple don’t like what they see, but what can they do? When no one speaks up, things get out of hand – until One comes along and shows all the colors how to stand up, stand together, and count. As budding young readers learn about numbers, counting, and primary and secondary colors, they also learn about accepting each other’s differences and how it sometimes just takes one voice to make everyone count.

Vocabulary from Book/Video: hot head, comforted, budge, agree

Guidance Vocabulary:

- bystander - someone who stands by and watches something happen, but does nothing
- bullying - mean behavior occurring between two or more people that contains the following elements: there is a power differentiation, it is hurtful, and it is repeated on purpose
- mean - purposefully doing or saying something to hurt someone’s body or feelings
- rude - saying or doing something not purposefully that hurts someone’s body or feelings
- measure - to find the size, amount, or degree of something

State Standard: 1.7A(C); 1.1A(C)

Guidance Lesson Strand(s): self-confidence development, problem-solving skills, interpersonal effectiveness, communication skills, cross-cultural effectiveness, responsible behavior

Objective: The learner will respect others as individuals, accept them for their differences, and practice appropriate behavior.

Preparation:

- Secure a copy of the book or video.
- Create a child size outline of the gingerbread man or student on butcher paper (one per class).

Procedure:

- Read the book or view the video with students, stopping periodically to expand on vocabulary and words and to check for understanding.
- Discuss the difference between bullying, being rude, and being mean.
- Highlight the importance of helping others when someone is not behaving kindly. Don’t be a bystander!
- Show the gingerbread/student outline to the students.
- Have students measure the length of the outline.
- After measuring, have students list ways they can prevent bullying in the outline.

Extension Activity: Hang the finished outline in the hallway and compare with other classes or grade levels.

Home Connection: Students can share with family members what they learned at school and practice the concept at home.



Hey Little Ant

HEY LITTLE ANT BY PHILLIP AND HANNAH HOOSE (READ ALOUD OR YOUTUBE)

Video Summary: What would you do if the ant you were about to step on looked up and started talking? Would you stop and listen? What if your friends saw you hesitate? That's what happens in this funny, thought-provoking book. Originally a song by a father-daughter team, this conversation between two creatures, large and small, is bound to inspire important discussions. It might even answer that classic childhood question: To squish or not to squish?

Vocabulary from Book: giant, speck, squish, decide, croon

Guidance Vocabulary:

- kindness - caring, friendly, generous, nice
- bullying - mean behavior occurring between two or more people that contains the following elements: there is a power differentiation, it is hurtful, and it is repeated on purpose
- mean - purposefully doing or saying something to hurt someone's body or feelings
- rude - saying or doing something not on purpose that hurts someone's body or feelings
- altruism - doing something nice without expecting anything in return
- respect for all living beings - treating all of creation with good manners; how you would like to be treated
- empathy - feeling as if you are experiencing what someone else is feeling

State Standard: Health 1.10A(C); 1.13A; 1.13D; 1.3E; 1.9E; 1.9F

Guidance Lesson Strand(s): decision-making, problem-solving skills, interpersonal effectiveness, cross-cultural effectiveness, responsible behavior

Objective: The learner will understand that being

bigger does not give one the right to destroy another living thing. The students will discuss the concept of empathy and respect for all living things.

Preparation:

- Secure a copy of the book or YouTube video
- Strips of paper for voting ballots. (2 per child)

Procedure:

- Counselor will hold up the book and the counselor will pose the question; "Would you squish the ant or let it live?"
- Students will then vote based on the question.
- Read the story or view the video with the students
- Discuss key vocabulary words.
- Discuss the definition of a bully and the character traits.
- After the discussion have students to vote again.
- Ask for volunteers to justify if they changed their vote and why.

Home Connection: Students can share with family members what they learned at school and practice the concept at home.



In These Shoes

STAND IN MY SHOES: KIDS LEARNING ABOUT EMPATHY BY BOB SOMSON (READ ALOUD OR YOUTUBE)

Book/Video Summary: When Emily asks her big sister what the word empathy means, Emily has no idea that knowing the answer will change how she looks at people. But does it really matter to others if Emily notices how they're feeling? *Stand in My Shoes* shows kids how easy it is to develop empathy toward those around them.

Vocabulary from Book: empathy

Guidance Vocabulary:

- empathy - feeling as if you are experiencing what someone else is feeling
- friend - who you choose to talk to and spend time with
- friendship - getting along with someone and working out problems when they happen

State Standard: 1.10A(C); 1.13A; 1.13D; 1.13D; 1.13T; 1.9E; 1.9F

Guidance Lesson Strand(s): interpersonal effectiveness; communication skills; cross-cultural effectiveness; responsible behavior

Objective: The learner will understand the concept of empathy, and be able to practice empathy in their own lives.

Preparation:

- Secure a copy of the book or video
- Obtain 4 - 5 different types and sizes of shoes (baby shoes, high heels, boots, tennis shoes, etc.)

Procedure:

- Show the students the various types of shoes.
- Discuss their ideas of what the owner of the shoes are like. (Age, feelings, job, etc.)
- Have them justify why they feel that way and if they can draw a conclusion about someone based

on their shoes.

- Read the story or view the YouTube video.
- Have students reflect on their previous descriptions and the concept of empathy.

Extension Activity: Have students trace the bottom of their own shoes and write about themselves.

Home Connection: Students can share with family members what they learned at school and practice the concept at home.

A few lesson notes:





GUIDANCE 1ST GRADE LESSONS

What's in a Name?

CHRYSANTHEMUM BY KEVIN HENKES

Book Summary: Chrysanthemum loves her name until she starts going to school and the other children make fun of it. The music teacher thinks the name is perfect and considers naming her baby Chrysanthemum. Chrysanthemum begins to love her name again.

Vocabulary from Book: dreadful, miserable, envious, jealous, jaundice, wilted

Guidance Vocabulary: uniqueness, proud/pride

State Standard: ELA 1.14G, 1.12C, 1.14C, 1.14H, 1.12A

Guidance Lesson Strand(s): self-confidence, interpersonal effectiveness

Objective: The learner will value uniqueness and manage feelings.

Preparation:

- Each student will need a flower. These may be one- or two-dimensional, hand-made, computer-generated, etc. Connect with the art teacher or secure flowers yourself.
- Flowers should have a range of attributes. Some should be small, some missing leaves, some perfect, some red, some purple, some with thorns, etc.
- Arrange with classroom teacher to have an area where the students can come together in a circle for the lesson.

PART ONE

Procedure:

- Introduce guidance vocabulary: uniqueness, proud/pride.
- Recall prior knowledge including vocabulary. Remember the book *Chrysanthemum*? We're going to revisit that story today.

- Distribute one flower to each student. You might want to collaborate with the teacher in deciding which flower each student receives. Some students may benefit from assuming a new role as a perfect flower, or someone else might benefit from having a broken flower.
- Direct students to quietly look around the circle at all the flowers and to notice the differences.
- Ask students, "How does your flower make you feel?" Incorporate vocabulary.
- Discuss: "What is unique about your flower?"
- Discuss: "How does it make you feel to know that you are unique?" Incorporate discussion of pride in uniqueness.
- Have students put flowers into a vase. Say: "We are each unique and together we make a beautiful group."

PART TWO

Extension Activity (15 to 20 minutes):

While students are in the circle before the flowers are put away, have students step **silently** into the circle if what you state applies to them. They should notice who is or is not in the circle with them.

>> Sample questions:

- Step into the circle if your flower is yellow.
- Step into the circle if your flower is small.
- Step into the circle if you have ever felt proud.
- Step into the circle if you have ever felt unique.
- Step into the circle if you have ever felt unique and then someone said something that was not nice and you felt bad.
- If you feel comfortable doing so, step into the circle if you have ever been the person who said something that was not nice.

Home Connection: Have each student ask his/her family members where the student's name came from and how it was selected.

Star Light – Star Bright

TAR BEACH BY FAITH RINGGOLD

Book Summary: Cassie Louise Lightfoot, eight years old in 1939, dreams to be free to go and do whatever she wants for the rest of her life. On the rooftop of her apartment building in Harlem, known as “tar beach,” she dreams and claims the buildings around her as her own, even the union building which her father had not been allowed to join because his father was not a member. As she continues dreaming about the respect her father will one day regain, the stars begin to lift her up and fly her all over the city. As she learns to fly, she realizes that any dream is possible, if you only reach for the stars.

Vocabulary from Book: beach, building, union

Guidance Vocabulary: respect, disrespect, relate, problem-solving

State Standard: Math 13A, 11C

Guidance Lesson Strand(s): problem-solving skills, decision making process

Objective: The learner will show how to respect others, relate well with others, and behave responsibly toward others.

Preparation:

- A copy of the book *Tar Beach* by Faith Ringgold
- Cut out stars with respectful and disrespectful words. Place Velcro on the back of respectful words only.
- Grab bag to hold cut out stars
- Picture of a sky which can be drawn on butcher paper

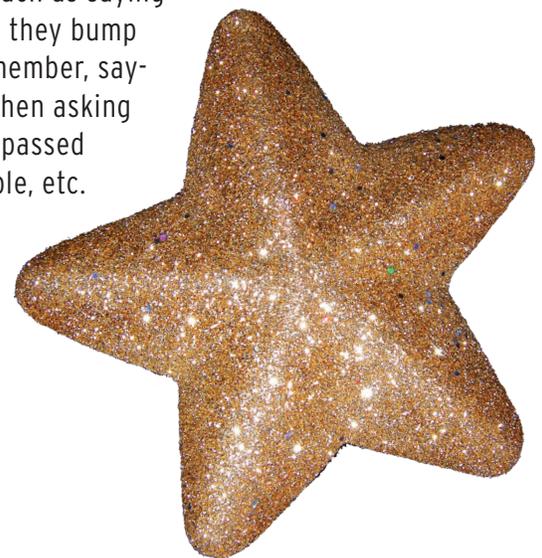
Procedure:

- Recall problem-solving strategies.
- Read the story to the students.
- Introduce guidance vocabulary: respect,

disrespect, relate, problem-solving

- Discuss further with students the meaning of respect and disrespect.
- Select students randomly, and allow them to choose a word from the grab bag. Discuss as a class each word after it is chosen.
- Say: “Let’s make a table of respectful and disrespectful words.”
- How many stars do we have altogether?
- After the discussion and making the table have each student attempt to place his/her star on the sky. Respectful words will stick; disrespectful words will fall.
- After all respect stars are attached to the sky, lead students in giving examples or modeling ways to use the words by asking, “When is a time you would...say thank you (when someone loans you a pencil) or say please (if you need to borrow a crayon) and so on.
- How many stars fell to the ground?
- Wrap up by reading the respect situation cards to students and allowing them to tell how they can show respect with each situation.

Home Connection: Instruct students to use several examples of showing respect when they go home after school, such as saying “excuse me” if they bump into a family member, saying “please” when asking for food to be passed around the table, etc.



RESPECT SITUATION CARDS

You would like to have a drink of water.

Your aunt brings you a present.

Your mother is talking on the phone and you want to ask her a question.

You are standing in line for lunch.

You would like the mashed potatoes but the bowl is on the other side of the table.

You are angry because your father will not let you buy a candy bar.

You are finished with your picnic, but the trashcan is at the other side of the park.

Your dog's water dish is empty, but your favorite TV show is about to come on.

You accidentally step on your friend's foot.

You see someone who looks different from you.

Your teacher asks the class a question and you know the answer.

You sneeze.

You finish your work before the other students in the class.

Your new classmate has to use a wheelchair.

You and your sister want to listen to different radio stations.

Your grandmother calls to you from another room.

You Can Be Anything You Want to Be!

AMAZING GRACE BY MARY HOFFMAN AND CAROLINE BINCH

Book Summary: Grace loves to hear, read, and act out stories. When an opportunity arises to play a part in the school play Peter Pan, she knows exactly what character she wants to play. Her classmates are doubtful, but Grace's mother and grandmother support and encourage her by letting her know she can be whoever she wants to be – and she gets the part!

Vocabulary from Book: adventure, fortune, companion, theater, ballet, ballerina, tutu, matinee, auditions, amazing

Guidance Vocabulary: support, self-confidence, goal-setting, potential

State Standard: ELA 1.2., 1.2A, D-F; 1.3.A.

Guidance Lesson Strand(s): self-confidence development, goal-setting, problem-solving skills, cross-cultural effectiveness

Objective: The learner will explore and understand different careers.

Preparation:

- Secure a copy of *Amazing Grace*. Prepare Career Charades game (attachment) for class by either cutting and folding strips or writing the careers on popsicle sticks.

Procedure:

- Read the story to the students discussing vocabulary words while reading.
- Discuss with students self-confidence, problem-solving, goal-setting.
- Discuss cross-cultural effectiveness and the importance of respecting cultures different than our own.
- Define career and ask students if there is any career they might like to find out about. Have

the students share with a neighbor what career they might like.

Extension Activity:

- Discuss with the students the rules for playing Career Charades (Attachment 1).
- Play the Career Charades game with the students.
- After the game is played, review the importance of self-confidence and goal-setting.
- If time allows, continue the game with the students throughout the week.

Home Connection: Have the students discuss with their family members the Career Charades game and share what career they might choose when they grow up.

A few lesson notes:



CAREER CHARADES

Career Charades is played by acting out a career and allowing the class to guess what career is being acted out. Allow the class 3 guesses before the actor reveals the career he/she is acting out.

The counselor can either cut out the list below to allow students to draw from a container or write the careers on popsicle sticks to draw from a container. The counselor may choose to create his/her own list with the class.

Career List

Police Officer

Teacher

Doctor

Professional Sports

Fire Fighter

Chef

Nurse

Veterinarian

Dentist

Librarian

Construction Worker

LET'S WORK IT OUT

When I have a problem with my friends, I will

to solve the problem.

Working Together as a Family

A CHAIR FOR MY MOTHER BY VERA B. WILLIAMS

Book Summary: After a fire destroys their home and possessions, Rosa, her mother, and her grandmother save and save until they can afford to buy a comfortable chair for them all to enjoy.

Vocabulary from Book: tips, empties, wallet, armchair, pumps, spoiled, charcoal, ashes, exchanged, delivered

Guidance Vocabulary: goal-setting, planning

State Standard: Math 1C, 9A, 11A-D, and 13

Guidance Lesson Strand(s): decision making, goal-setting, planning, problem-solving, responsible behavior, interpersonal effectiveness

Objective: The student will learn about goal-setting, working together to solve a problem, and saving money.

Preparation:

- Secure a copy of *A Chair for My Mother* by Vera B. Williams.
- Check and/or arrange for play money for the students' use.
- Secure enough plastic baggies for each pair of students.
- Place play money in baggies for students to work in pairs (10 pennies, 1 dime, 2 nickels per baggy).

Procedure:

- Counselor will read the story and discuss vocabulary words as story is read.
- Counselor will discuss the importance of goal-setting and working together to reach a goal.
- Pair students together. Identify the different coins and their values.
- Discuss how you can exchange pennies for nickels and dimes (vice versa).

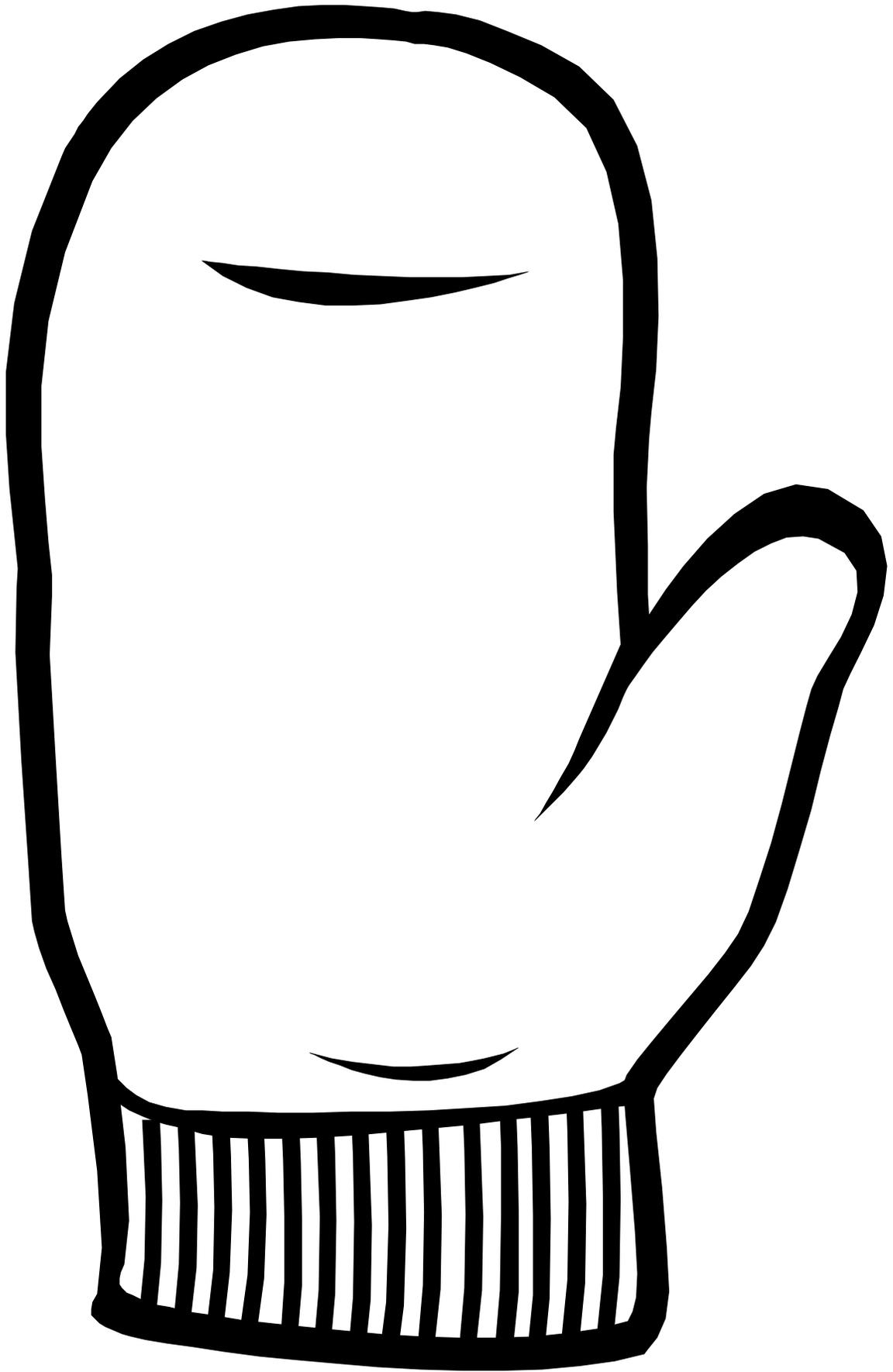
Extension Activity:

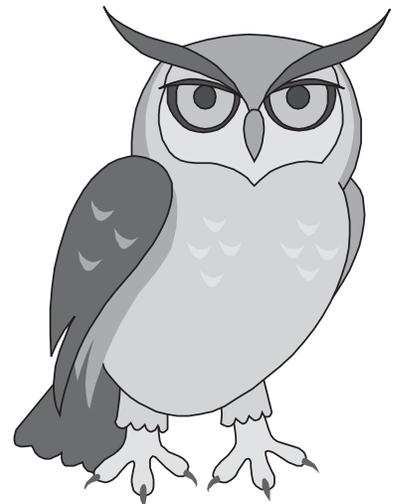
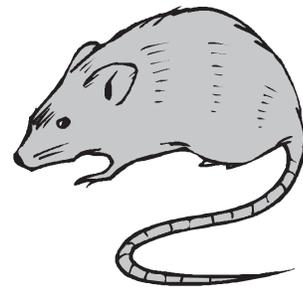
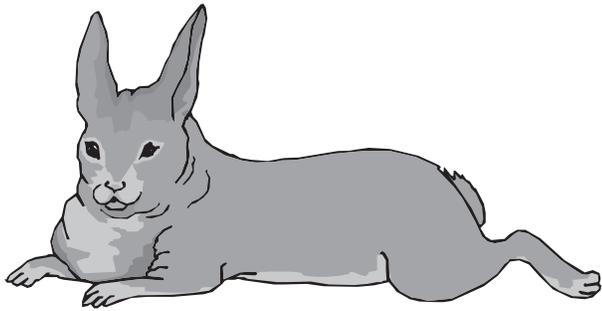
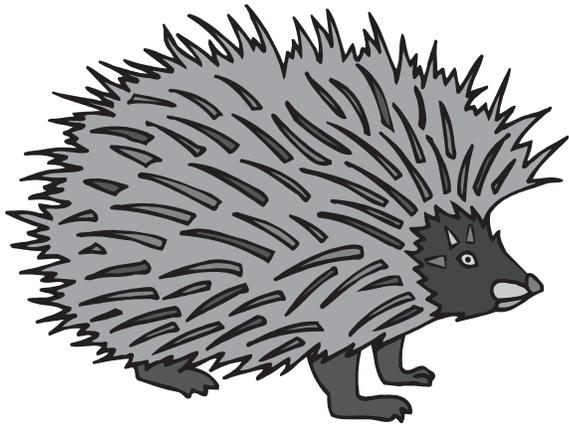
- Ask students how many different ways you can make ten cents, five cents, etc.
- Ask students how much money the class has all together.

Home Connection: Have students talk to their family members about the importance of saving money and setting goals.

A few lesson notes:







We Appreciate Everyone!

CROW BOY BY TARO YASHIMA

Book Summary: In a village school in Japan, a boy nicknamed “Chiba” by his classmates stands out for being different. It takes a new teacher to discover Chiba’s unique story and talent. At the end of the school year at the talent show, the teacher gives Chiba the opportunity to demonstrate his talent and the students learn to appreciate and admire Chiba’s unique abilities.

Vocabulary from Book: nicknamed, forlorn, trudging, imitate, honored, charcoal

Guidance Vocabulary: perseverance, unique, respect, appreciation of differences

State Standard: ELA 1.2, 1.2C-F, 1.3A, 1.3F

Guidance Lesson Strand(s): cross-cultural effectiveness, self-confidence development, interpersonal effectiveness

Objective: The learner will discover how to relate effectively to others who are the same as and different from themselves.

Preparation:

Counselor will need to secure a copy of *Crow Boy* by Taro Yashima.

Procedure:

- Re-read story to students discussing the vocabulary as you read the story.
- Make a T-chart on the board, so you can record student responses.
- Ask students if they know what it is like to be different.
- Talk to students about how we are all alike and different in many ways.
- Play the Simon Says game (Attachment 1)

with students to demonstrate similarities and differences.

Extension Activity: Have the students discover more ways they are the same as or different from their classmates.

Home Connection: The students will go home and discuss some of the differences they discover in their classroom.

A few lesson notes:



CROW BOY ACTIVITY

The game is played like Simon Says. Make the first activity simple such as:

- Simon says....stand on one foot if you have brown eyes. (Have students look around to see if anyone else is like them.)
- Simon says....touch your neighbor if you have green hair.

Now go to harder questions.

- Simon says....touch your nose with your finger if you know one of your classmate's last name. (Allow a few students to share.)
- Simon says....put your hand on your head if you know a classmate's favorite color (Again, allow a few students to share.)

Continue with the game choosing different actions to go with the following sentence stems. Make the actions/movements fit the area you are given. Remember to have students share answers with others.

- classmate's favorite sport
- classmate's favorite singer/group
- classmate's favorite song
- classmate's special talent
- your special talent
- something a classmate is good at
- something you are good at

To wrap up this activity have the students discuss similarities and differences they noticed during the activity.

Swaziland, Swaziland

LEARNING TO SWIM IN SWAZILAND BY NILA K. LEIGH

Book Summary: When Nila K. Leigh was eight years old her parents took her to live in Africa. This story is her adventure to a fascinating place below the equator. Nila shares in this story a delightful visual of a unique set of people, their customs, and their culture.

Vocabulary from Book: learning, different, fetch, hut

Guidance Vocabulary: culture, difference, respect, teamwork

State Standard: Social Studies 1.4, 1.5, 2A, 2C

Guidance Lesson Strand(s): cross-cultural effectiveness

Objective: The learner will work with others to show respect for his/her own culture and the cultural differences of others.

Preparation:

- Obtain a copy of *Learning to Swim in Swaziland*.
- Know, Want to Know, and Learn chart (KWL) (Attachment 1)
- Graphic organizer that compares and contrasts two different families with their own by exploring literature
- *Just Like Me & Different Too*, United Streaming video clip
- Arrange classroom to allow students to work in pairs.

Procedure:

- Read the book aloud to the class.
- Introduce guidance vocabulary: respect, culture, difference, teamwork.
- Discuss with students the meaning of culture. How does point of view affect culture? How is our culture affected by where we live?
- Watch video clip: *Just Like Me & Different Too*,

United Streaming Video.

- Complete a graphic organizer about the video with students comparing/contrasting the three families.
- Divide the class into pairs.
- Direct each pair of students to talk a few moments and find out three things that are the same about the two of them and three things that are different.
- After all the class has finished, reassemble the class to share their findings.
- Wrap up by reminding students that everyone has a different culture, customs, and traditions that make their way of living very special, but because we are human beings, there are also many ways we are all alike.

Extension Activity (15 minutes):

>> Play game: Creating Silly Animals.

1. Divide students into groups of three teams.
 2. Ask the first team to draw a picture of an animal's head on craft paper.
 3. Tell the second team to draw a picture of an animal's body.
 4. Tell the third team to draw a picture of animal legs and feet.
 5. Explain to teams that they should work "together" to decide which animal to draw. Encourage everyone in the group to participate with opinions and ideas.
 6. Once everyone is finished, put the head, body, legs and feet together to see the funny animal the entire class created.
- >> Ask students to share how they used teamwork to create their pictures and how they saw teamwork used in the story.

Home Connection: Have family members discuss how they have shown respect for the differences of others.

Name: _____

Date: _____

KWL CHART

K
(What I know.)

--

W
(What I want to know.)

--

L
(What I have learned.)

--

The Cycle of Life

THE GIVING TREE BY SHEL SILVERSTEIN

Book Summary: A special relationship develops between a boy and a tree as each grows and changes.

Vocabulary from Book: forest, stump

Guidance Vocabulary: relationships, respect, life cycle

State Standard: Science 1.7D, 1.9B

Guidance Lesson Strand(s): interpersonal effectiveness

Objective: The learner will observe and record the life cycle of the tree and of a human.

Preparation:

- The counselor will need a copy of *The Giving Tree* by Shel Silverstein.
- Each student needs drawing paper, pencil, and crayons for illustration.
- Find and make a copy of the life cycle of a tree.

Procedure:

- Read the story to the students. After reading, discuss life cycles with the students.
- Show an illustration of a life cycle.
- Have students fold paper into fourths. First fold a hotdog and then a hamburger.
- Have students draw the life cycle of the tree and/or the life cycle of a human.

Extension Activity: Students use accountable talk to discuss life cycles and/or label different stages of the cycles.

Home Connection: Students can share the activity with family members and discuss the life cycle of a tree or person.

A few lesson notes:



My Family, My Community, My Future!

QUINITO'S NEIGHBORHOOD/EL BARRIO DE QUINITO BY INA CUMPIANO

Book Summary: A young boy named Quinito learns that a community is not just the streets and buildings that surround him, but it's also the special people that encourage him and help him build lasting relationships and future goals.

Vocabulary from Book: grandfather/*abuelo*, grandmother/*abuela*, uncle/*tio*, aunt/*tia*, male cousin/*primo*, female cousin/*prima*, local grocery store/*bodega*

Guidance Vocabulary: family/*familia*, community/*comunidad*, occupations/*ocupaciones*, career/*carrera*, profession/*profesión*, work/*trabajo*

State Standard: ELA 1.13A, 1.13C, 1.13D, 1.16A

Guidance Lesson Strand(s): motivation to achieve, cross-cultural effectiveness

Objective: Students will learn the value of family and community and how they join together to shape student's future career goals.

Preparation:

- Read book *Quinito's Neighborhood* by Ina Cumpiano.
- Have pictures glued to cardstock related to the book vocabulary.
- Gather various magazines for students to use to cut out pictures of individuals in different occupations during collage activity.
-

Procedure:

- Review vocabulary from the book with students, while showing the prepared picture cards.
- Read *Quinito's Neighborhood* aloud.
- Ask students: **A.** "Who are the people that

represent your family?" / "¿Quiénes son las personas que representan tu familia?" **B.**

"What types of jobs do your family members have?" / "¿Qué tipos de trabajos tienen los miembros de tu familia?"

- Discuss the value of family and community members and how they help to shape who students are as individuals.
- Brainstorm with students what type of careers they would like to have when they grow up.
- Encourage higher level thinking by asking students what subjects they think they need to study in order to work in their chosen careers.

Extension Activity (15 minutes):

- Have students form groups and at their desks cut out and glue pictures to form a collage of occupations and careers.
- Have groups of students role play occupations/careers found in the magazines.

Home Connection: Family members will share their own occupations with the child, letting them know what they needed to do to work in that area. Visit library together to research careers.

A few lesson notes:

Pig Side, Wolf Side, and the Truth

THE TRUE STORY OF THE THREE LITTLE PIGS BY JON SCIESKA (English and Spanish Versions)

Book Summary: Alexander T. Wolf wants readers to know he has been very misunderstood and recounts his side of the “The Three Little Pigs” story.

Vocabulary from Book: real/*verdadera*, honor/*honor*, terrible/*terrible*, fault/*culpa*, impolite/*descortés*, history/*historia*, framed/*trampa*, trust/*confianza*

Guidance Vocabulary: truth/*verdad*, lie/*mentira*, honor/*honor*, impolite/*descortés*, trust/*confianza*, forgiveness/*perdonar*

State Standard: ELA 1.9.A, 1.10A, RC-1.F, 1.9.B, 1.14.B, RC-1.D, 1.14.B

Guidance Lesson Strand(s): interpersonal effectiveness, communication skills, responsible behavior

Objective: The learner will build on their interpersonal communication and responsibility skills by learning about truth vs. lie, cause and effect, and fact vs. fiction. They will also scaffold on their knowledge concerning trust, forgiveness, and apologies.

DAY ONE

Preparation: (Truth vs. Lie Game)

- Acquire a copy of the English and Spanish version of the Scholastic book *The True Story of the 3 Little Pigs!*
- Make copies of Truth/Lie Cards (Attachments 1 and 2), and laminate them. Each student should have a pair.
- Make a copy, for yourself only, of the scenario cards (Attachments 3 and 4), and laminate them.

Procedure:

- Ask the students: Do you believe everything

people tell you? Why/why not?/*¿Creen ustedes todo lo que la gente les dice? ¿Por qué/por qué no?*

- Introduce vocabulary: real/*verdadera*, honor/*honor*, terrible/*terrible*, fault/*culpa*, impolite/*descortés*, history/*historia*, framed/*trampa*, trust/*confianza*, forgiveness/*perdonar*
- Define the word “trust.”/*Definir la palabra “confianza.”*
- Ask students to retell the story, whether the story is true or fantasy and why, and to describe the characters, and their reasons for actions and feelings./*Pida a los estudiantes que vuelvan a contar la historia, decir si la historia es verdadera, o fantasía y por qué, y describir los personajes, y sus motivos de acciones y sus sentimientos.*
- Discuss: trust, mistakes, forgiveness, truth vs. lie, cause vs. effect, and fact vs. fiction/*Discutir: la confianza, los errores, el perdón, verdad contra la mentira, causa contra efecto, y hecho contra la ficción.*

DAY TWO

Procedure

- Review vocabulary and theme.
- Play Truth vs. Lie Game: Split the class into groups (4 – 5 students per group). Assign a co-captain who will be passing out/collecting materials and recording the tally marks and totals for the team. Ask co-captain to pass out a pair of Truth/Lie Cards to each student and to give each group a Truth/Lie Tally Chart (Attachments 5 and 6).

Guide the students to practice playing the game with you. Read a scenario to the students, ask them to think about whether the child within the scenario is telling the truth or a lie, guide them on how to vote with their Truth/Lie Cards

(hold up the card they believe is the answer), and demonstrate how to make tally marks on the chart using the ELMO/overhead projector. Show them how to write the total number of tally marks in the square boxes located on the lower right-hand corners (each scenario square).

Extension Activity:

➤ Ask students probing questions, and discuss the responses.

1. When your friends tell you something do you believe them?/*Cuando tus amigos te dicen algo ¿les crees?*
2. When you tell your friends something do they believe you?/*Cuando tu le dices algo a tus amigos ¿te creen ellos a ti?*
3. Do you tell your friends secrets?/*¿Compartes tus secretos con tus amigos?* Do your friends tell you secrets?/*¿Tus amigos comparten secretos contigo?*
4. How do you feel when you find out someone has told you a lie?/*¿Cómo te sientes cuando descubres que alguien te ha mentado?*
5. How do people feel when they find out you told them a lie?/*¿Cómo se siente la gente cuando se enteran de que has dicho una mentira?*
6. How do you feel when you find out that someone told your secret?/*¿Cómo te sientes cuando te enteras de que alguien ha compartido tu secreto?*
7. How do you think someone feels when you tell their secret?/*¿Cómo crees que alguien se siente cuando has compartido su secreto?*
8. What does trust mean?/*¿Qué significa la palabra confianza?*
9. When someone lies to you can you trust them?/*Cuando alguien te miente ¿puedes confiar en ellos?*
10. When you lie to someone, can people trust

you?/*¿Cuando le mientes a alguien ¿ellos pueden confiar en ti?*

11. Do people make mistakes?/*¿Cometen errores las personas?*
12. Do you make mistakes?/*¿Cometes tu errores?*
13. What should you do if you lie, tell someone's secret, or make a mistake (apologize)?/*¿Qué debes de hacer si dices una mentira, compartes un secreto de otra persona, o cometes un error (pedir perdon)?*
14. What should you do if you lie, tell someone's secret, or make a mistake (apologize)?/*¿Qué debes de hacer si dices una mentira, compartes un secreto de otra persona, o cometes un error (pedir perdon)?*

➤ Have students break into groups of 5. Allow students to choose a Popsicle stick from your cup, and the child who chooses the stick with the colored tip is assigned the position of co-captain. Read a Truth or Lie scenario card (attached) and instruct the children to vote whether the situation is the truth or a lie. Instruct the co-captains to tally up how many voted for the truth and how many voted for the lie (tally chart attached).

Home Connection: Have family members discuss truth vs. lie, cause and effect, fact vs. fiction, trust, apologies, and forgiveness.

A few lesson notes:

TRUTH/LIE CARDS

TRUTH	LIE
TRUTH	LIE
TRUTH	LIE

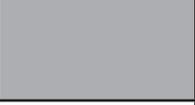
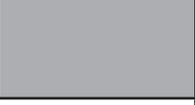
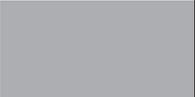
VERDAD	MENTIRA
VERDAD	MENTIRA
VERDAD	MENTIRA

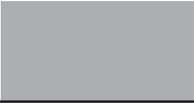
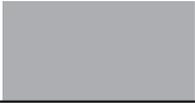
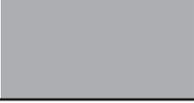
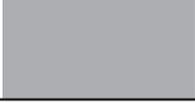
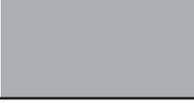
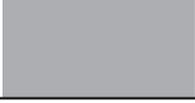
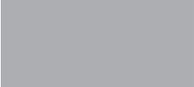
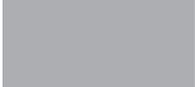
TRUTH/LIE SCENARIO CARDS

<p>SCENARIO #1 Joseph wants to go over to Tommy's house after school, but he has tutoring. He decides to skip tutoring and go play with Tommy. When his parents ask him where he was, he tells them he was at tutoring. Is Joseph telling the truth or a lie?</p>	<p>SCENARIO #1 José quiere ir a la casa de Tommy después de la escuela, pero él tiene clases particulares de tutoría. José decide faltar a su clase, e irse a jugar con Tommy. Cuando los padres de José le preguntan donde estaba, él les dice que estaba asistiendo a su clase de tutoría. ¿José dijo la verdad o una mentira?</p>
<p>SCENARIO #2 Maria likes to share with her friends. Today at lunch Crystal, the new girl, sat at the table with Maria and her friends. Maria has a lot of candy in her lunch box. She gives some to her friends but does not share with Crystal. When her friends ask her to share with Crystal, Maria says she does not have any more. Is Maria telling the truth or a lie?</p>	<p>SCENARIO #2 María le gusta compartir con sus amigas. Hoy, en el almuerzo, la nueva alumna, Cristal, acompañó a María y sus amigas. María tenía muchos caramelos en su caja de almuerzo. Ella compartió con sus amigas, pero no con Cristal. Cuando las amigas de María le piden que ella comparta con Cristal, María dice que no tiene más caramelos para compartir. ¿María dijo la verdad o una mentira?</p>
<p>SCENARIO #3 Sam wants to go over to his friend Richard's house to play. Richard is playing a video game with his brother and is staying home all evening. Richard tells his friend he will not be home because he has guitar practice. Is Richard telling the truth or a lie?</p>	<p>SCENARIO #3 Sam, amigo de Richard, quiere ir a su casa para jugar con él. Richard está jugando un juego de video con su hermano, y se va a quedar en casa toda la tarde. Richard le dijo a Sam que él no estará en casa, porque tiene práctica de guitarra. ¿Richard dijo la verdad o una mentira?</p>
<p>SCENARIO #4 Susana sold some candy for her teacher at the after school carnival. She sold \$50.00 worth of candy, and she put the money in an envelope. After the carnival was over, Susana handed the envelope to her teacher and went home with her parents. On Monday, her teacher asked Susana how much money she made, and Susana told her she made \$50.00. Is Susana telling the truth or a lie?</p>	<p>SCENARIO #4 Susana vendió un poco de caramelos para su profesor durante el carnaval después de la escuela. Ella vendió \$50.00 de caramelos, y ella puso el dinero en un sobre. Después del carnaval, Susana le entregó el sobre a su profesor y se fue a casa con sus padres. El lunes, su profesor le preguntó a Susana cuánto dinero ella hizo. Susana le dijo que ella hizo \$50.00. ¿Susana está diciendo la verdad o una mentira?</p>

<p>SCENARIO #5 Pedro enjoys going fishing with his dad. They decided to take a fishing trip, and they caught a lot of fish. Pedro's dad caught the largest fish, a 14 pound catfish, and they were both very excited. When Pedro tells his friends about his trip, he tells them about how he caught a 14 pound catfish. Is Pedro telling the truth or a lie?</p>	<p>SCENARIO #5 Pedro le gusta ir de pesca con su padre. Ellos decidieron tomar un viaje de pesca, y recogieron muchos peces. El padre de Pedro pescó el pez más grande, un bagre de 14 libras, y ambos estaban muy emocionados. Cuando Pedro le conto a sus amigos sobre su viaje, le comenta acerca de cómo el pescó un bagre de 14 libras. ¿Pedro esta diciendo la verdad o una mentira?</p>
<p>SCENARIO #6 Julisa is planning on going to her cousin Reina's birthday party on Saturday. Julisa's best friend also invited her to Six Flags on Saturday. Julisa tells her friend she already has plans. Is Julisa telling the truth or a lie?</p>	<p>SCENARIO #6 Julisa tiene planes el sabado de ir a una fiesta de cumpleaños de su prima, Reina. La mejor amiga de Julisa también la invitó a Six Flags el sábado. Julisa le comenta a su amigo que ella ya tiene planes. ¿Julisa esta diciendo la verdad o una mentira?</p>
<p>SCENARIO #7 Elisa took a toy from her friend Bryan without asking. Elisa accidentally breaks the toy and hides it in Bryan's toy box. When Bryan finds his broken toy, he gets really upset. It was his favorite toy, and now it is broken. Bryan asks Elisa if she knows what happened to it, and she says she knows nothing about it. Is Elisa telling the truth or telling a lie?</p>	<p>SCENARIO #7 Elisa tomó un juguete de su amigo Bryan sin pedirlo. Elisa quiebra el juguete sin querer, y lo esconde en la caja de juguetes de Bryan. Cuando Bryan encuentra su juguete roto, él se pone muy molesto. Era su juguete preferido, y ahora el juguete está quebrado. Bryan le pregunta a Elisa si ella sabe lo que sucedió, y ella responde que no sabe nada sobre el juguete. ¿Elisa está diciendo la verdad o una mentira?</p>
<p>SCENARIO #8 Steve is a very good football player. He is so good, his coach has given him four trophies and many ribbons. Steve loves his school, but he will be going to another school next year. When he meets his new coach and the team, they ask him how good he is. Steve tells them about his trophies and ribbons. Is Steve telling the truth or telling a lie?</p>	<p>SCENARIO #8 Steve es un futbolista muy bueno. Él es tan bueno que, su entrenador le ha dado cuatro trofeos y muchas cintas. A Steve le encanta su escuela, pero él se va a otra escuela el próximo año. Cuando conoce a su nuevo entrenador y al equipo, le preguntan que tan bueno es. Steve les cuenta sobre sus trofeos y cintas. ¿Steve está diciendo la verdad o una mentira?</p>

TRUTH/LIE TALLY CHART

TRUTH	LIE
1. 	
2. 	
3. 	
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VERDAD	MENTIRA
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I Know I Can

THE LITTLE ENGINE THAT COULD BY WATTY PIPER

Book Summary: This book is used to teach children the value of optimism and hard work. In the tale, a long train must be pulled over a high mountain. Various larger engines are asked to pull the train; for various reasons they refuse. The request is sent to a small engine, who agrees to try. The little engine succeeds in pulling the train over the mountain while repeating its motto: "I think I can."

Vocabulary from Book: friction, simple machine, task, complaint

Guidance Vocabulary: fear, perseverance, motivated, positive, work, habits

State Standard: Science 1.6C, 1.1A, 1.2B, 1.3A

Guidance Lesson Strand(s): decision making, goal-setting, planning, problem-solving skills

Objective: The learner will show perseverance through positive self talk as well as be encouraged to "get on track" with better work habits.

DAY ONE

Preparation:

- Folders for each student
- Copy of "I Know I Can" worksheet for each student (attached)
- Pencil
- Crayons or Markers
- Laminator
- Glue sticks for each student

Procedure:

- Read aloud *The Little Engine that Could*.
- Talk with students about simple machines and how they work.
- Discuss with students the word engine

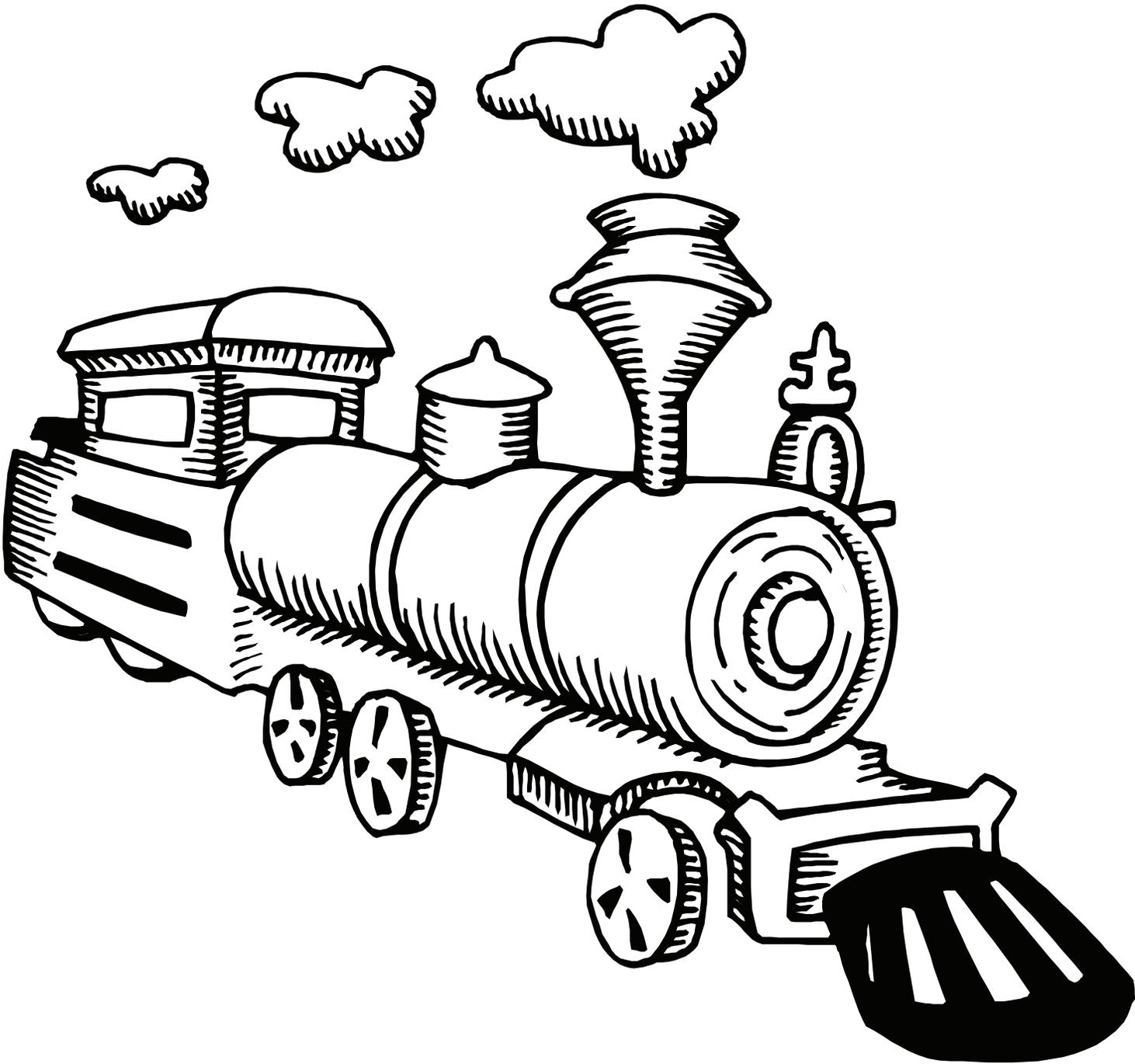
explaining how it makes the train move forward.

- Define the word friction and explain that it stops the train from going forward.
- Introduce guidance vocabulary: fear, perseverance, motivated, work, positive, habits.
- Compare the words fear and friction explaining to students that each can hold us back from moving forward to complete a given task.
- Discuss with students questions such as:
 - >> How did the little engine succeed?
 - >> What kept the other engines from succeeding?
 - >> How did saying "I think I can" help the little engine?
 - >> What would have happened if the little engine did not try to pull the train?
 - >> How would the children on the other side of the mountain have felt?
 - >> What other words or thoughts, other than "I think I can" can we say to ourselves to help us not give up or help us try new things?
- Have students work in pairs to share stories about how they succeeded because they did not give up.

DAY TWO

- Review lesson.
- Distribute a copy of "I Know I Can" worksheet (Attachment 1) to each student.
- Have students color and cut out their train engines.
- Give each student a folder to glue their train on the front.
- Take up folders from students to be laminated and returned at next session.
- Tell students that these folders will be used to keep any assignments they are having difficulty completing throughout the year.
- Explain that the "I Know I Can" train on the cover should serve as a reminder that they can

I KNOW I CAN!



IT'S NOT OKAY 2ND GRADE

Officer Buckle and Gloria

IT'S NOT OKAY TO HURT YOURSELF

Book Summary: *Officer Buckle and Gloria* by Peggy Rathmann. A rather boring police officer named Officer Buckle is assigned to take a police dog named Gloria to his safety speech at the local school. Until that time, whenever Officer Buckle tried to tell schools about safety everyone fell asleep. Then, unbeknownst to Officer Buckle (literally, behind his back), Gloria does tricks imitating the safety tip demonstrating safety rules, and Gloria is a big success. Officer Buckle enjoys the fame until he sees on a taped speech that the schoolchildren are so enthusiastic because of Gloria. He refuses to teach safety and a huge accident happens. A letter from an attentive and sweet girl, named Claire, convinces Officer Buckle to start teaching again. In the end, Officer Buckle and Gloria go to many schools and teach the students about safety together.

Vocabulary from Book: department, audience, obey, commands, expression, accident, noticed

Guidance Vocabulary:

- safety - taking care of yourself, staying away from danger
- hurting yourself/Self-hurt/Self-harm - when you do something to cause physical or emotional pain to yourself

State Standard: 112.13.2.b.1.A

Guidance Lesson Strands: responsible behavior, decision making, planning and problem-solving skills, communication skills

Objective: The learner will discuss identity and demonstrate safe behaviors in school, home, and the neighborhood.

Preparation:

- Get a copy of the book *Officer Buckle and Gloria*

by Peggy Rathmann

- Print out a copy of the handout "Safety Tips" and "Letter Home" to send home with each student.
- Most elementary libraries have a copy of this book in the circulation. If not, the video can be viewed at: Discovery Education.

Procedure:

1. Ask these questions:
 - What does it mean to be safe?
 - Why is safety important?
 - Why is it not okay to hurt yourself or others?
 - Why is it important to be safe in the classroom? At home? In your neighborhood?
2. Show the cover of the book, *Officer Buckle and Gloria*, by Peggy Rathmann to preview and then read the book.
3. Discussion Questions:
 - Have you ever been unsafe? What happened?
 - Have you ever hurt yourself? Is that okay?
 - What can you do differently next time?
 - What happens when someone hurts another person?
 - What does that make you feel? Is it ok?
4. Complete handout the Safety Tips.

Extension Activity: Act out safe decisions at school, home, and in the neighborhood.

Home Connection: Students will be able to discuss safety with parents.

A few lesson notes:

2nd Grade, INOK Science 1st 6 weeks

Name: _____

Date: _____

Safety Tips!

Safety Tips: Directions: Complete the Activity. Draw a picture of being safe at home and school.

Safety at school, in the classroom and at home.

In the classroom	At home
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Safety at home, with your family and by yourself.

With your family	By yourself
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Safety in the neighborhood, with your friends and by yourself.

With your friends	By yourself
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How Full is Your Bucket?

IT'S NOT OKAY TO HURT YOURSELF

Book Summary: *How Full Is Your Bucket? For Kids* by Tom Rath. Through the story of a little boy named Felix, this charming book explains to children how being kind not only helps others, it helps them, too. As he goes about his day, Felix interacts with different people – his sister Anna, his grandfather, other family and friends. Some people are happy, but others are grumpy or sad. Using the metaphor of a bucket and dipper, Felix' grandfather explains why the happy people make Felix feel good, while the others leave him feeling bad – and how Felix himself is affecting others, whether he means to or not. This beautifully illustrated adaptation takes the original book's powerful message – that the way we relate to others has a profound effect on every aspect of our lives – and tailors it to a child's unique needs and level of understanding. Read aloud video: www.youtube.com/watch?v=A5R6-2m_qHk

Vocabulary from Book: scowled, invisible, scattered, crunched, shrimp, encouragement

Guidance Vocabulary:

- positive key attributes - good things about someone/ something
- negative key attributes - bad things about someone/ something

State Standard: SS 4.A 4.C

Guidance Lesson Strand(s): cross-cultural effectiveness, responsible behavior, interpersonal effectiveness

Objective: The learner will respect others and themselves as individuals, accept them for their differences, and practice appropriate behavior.

Preparation:

- Make a copy of the bucket.
- Make copies of water drops/"I'm a Good citizen" handout for each student.
- Print copies of positive and negative character traits.
- Obtain a copy *How Full Is Your Bucket? For Kids* by Tom

Rath or access read aloud on YouTube with the following link: https://www.youtube.com/watch?v=A5R6-2m_qHk

- Print out a copy of the questionnaire and parent letter to send home with each student.

Procedure:

- Read aloud the book or show video *How Full Is Your Bucket? For Kids* by Tom Rath
- Stop during the book or video periodically to expand on the key vocabulary words from the book and check for understanding.
- Have a discussion with students how the historical figures they have learned about have exemplified good citizenship. Have groups sort positive character traits from negative character traits and then write the positive character traits on the buckets.
- Discuss the character traits of citizenship with labeled buckets.
- Introduce guidance vocabulary. Ask students to give some examples of negative key attributes.
- Have students give examples of character traits of citizenship.
- Discuss with students the importance of exemplifying positive key attributes and examples of good citizenship of historical figures exemplified and how they affected their relationships with their community.
- Explain to the students that they will be filling a bucket with character traits of good citizenship.

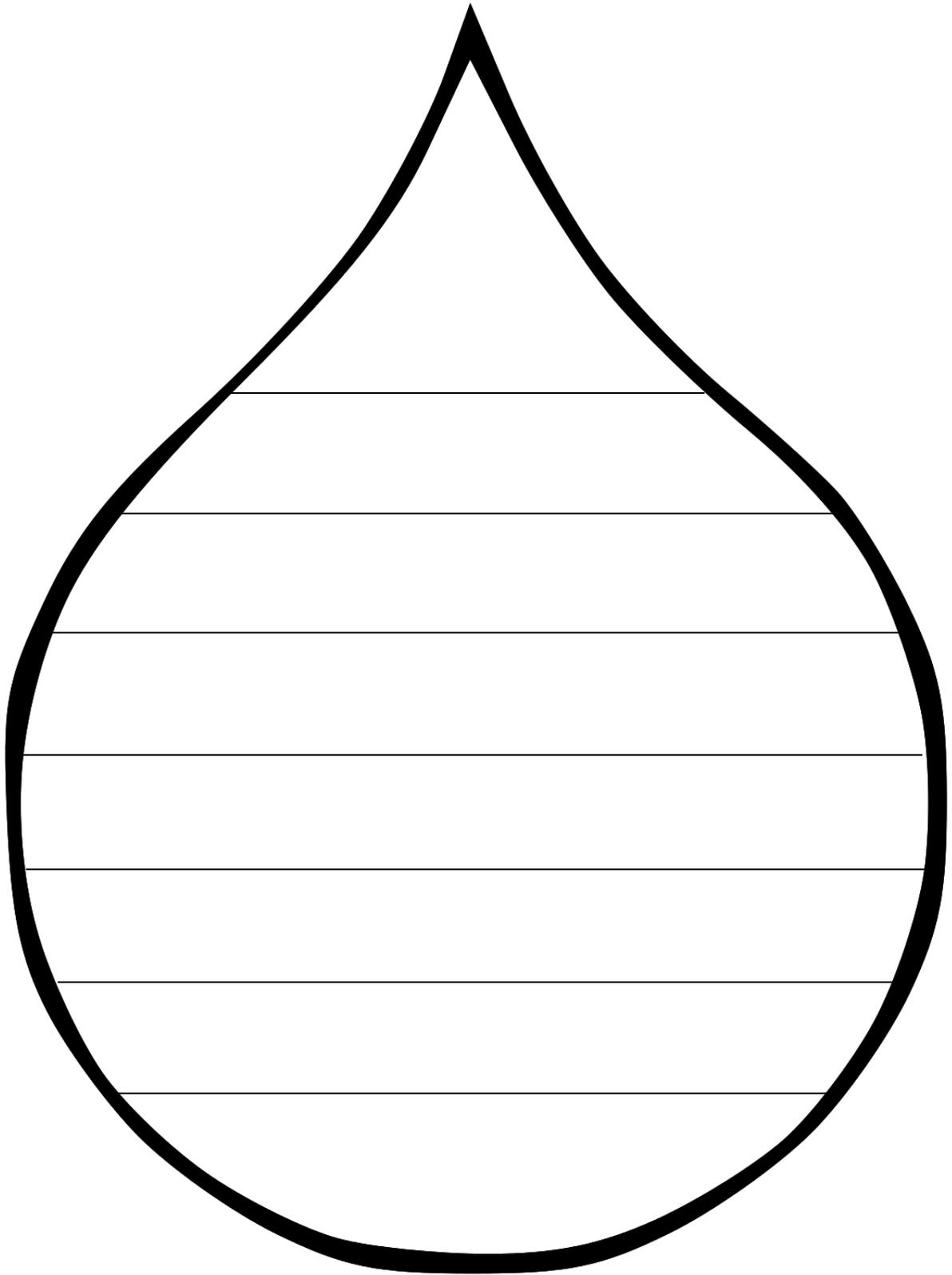
Extension Activity:

- Teacher or Counselor can display poster for others to learn how to contribute to other's buckets in their community. Example provided.
- Teacher can allow students to periodically fill out water drops for other students who demonstrate good citizenship which will continue to allow students to practice filling buckets.

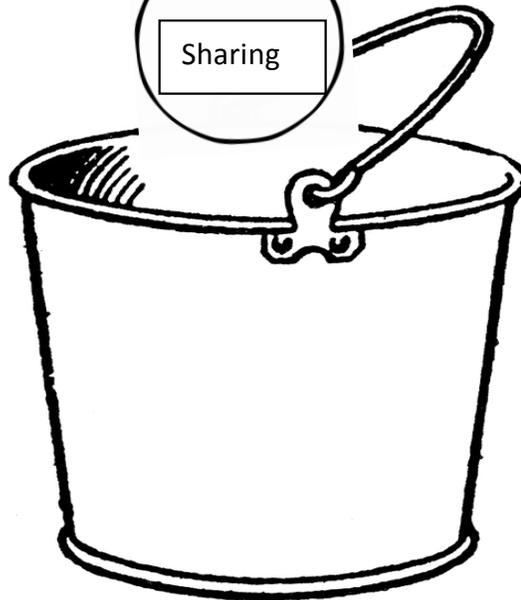
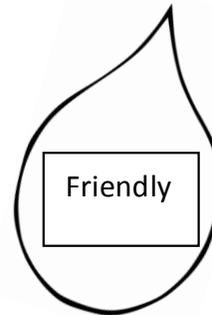
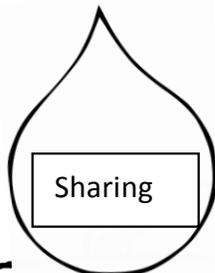
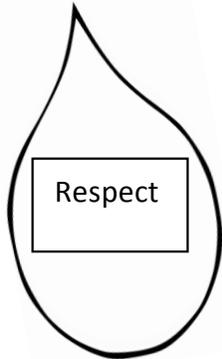
Home Connection: Students will work with their family to write a bucket filler note to each other.



I'm a Good Citizen when I fill
others bucket with...



Good Citizens are Bucket Fillers



Example of Bulletin board or poster

Giving a compliment	Friendly
Sharing	Loving
Respect	Following the rules
Self-respect	Being Honest
Fairness	Listening to the teacher
Being responsible	Being selfish
Lying	Don't care
Hurt feelings	Do not listen
Do not follow rules	Cheating

Day _____

Date _____

At the end of each day, ask yourself these questions. Circle your answers and fill in the blanks.

1. Did I fill someone else's bucket today by being helpful, thoughtful, or kind?

Yes No

If yes, how? _____

2. Did I fill my own bucket today?

Yes No

If yes, how? _____

3. Did I say or do anything that might have dipped into someone's bucket today, or did I dip by not doing something that I was supposed to do?

Yes No

If yes, how? _____

3a. If yes, did I apologize?

Yes No

4. Did I dip into my own bucket today with negative thinking?

Yes No

If yes, how? _____

5. Did anyone or anything try to dip into my bucket today?

Yes No

If yes, what happened? _____

5a. If yes, did I use my lid and not dip back?

Yes No

6. Did I see anyone else get their bucket dipped today?

Yes No

If yes, what happened? _____

6a. If yes, did I use my lid to help?

Yes No

7. Is there anyone I know whose bucket is less than full and could really use a friend right now?

Yes No

If yes, who? _____

7a. If yes, what could I do to help? (You could ask your parents for an idea.)

8. Each day is a new day. How would I like my day to be different tomorrow?

The Bully Blockers Club

IT'S NOT OKAY TO BULLY

Book Summary: *The Bully Blockers Club* by Teresa Bateman. Lotty Raccoon is excited. This year she has a new teacher, new backpack, and new shoes. Her enthusiasm quickly wanes when Grant Grizzly begins bullying her. With the help of her fellow students, she forms the Bully Blockers Club.

Vocabulary from Book: tattletale, bullying, grownups, karate chop, smack, clubs

Guidance Vocabulary:

- imbalance of power - when one person can't do much to stop something
- intent to cause harm - trying to hurt someone on purpose
- repetition - over and over
- bullying - 1. There is an imbalance of power (meaning you can't do much to stop it, not necessarily a size difference); 2. It's hurtful; 3. It's repeated on purpose behavior. Types: verbal, social, physical, cyberbullying
- mean - purposefully doing something to hurt someone once
- rude - saying something not on purpose that hurts someone
- bystander - someone who stands by and watches something happen, but does nothing do much to stop something

State Standard: Science 112.13.2.b.6 B

Guidance Lesson Strands: interpersonal effectiveness, responsible behavior, decision making, planning and problem-solving skills, communication skills

Objective: The learner will show how to respect others, relate well with others, behave responsibly towards others, and how to combat bullying.

Preparation:

- Arrange students into groups of four so they will

be able to work together to see the effects of magnets on each other (attraction and repulsion).

- Have enough magnets for each person to have at least one magnet. If possible, have more than one type of magnet (i.e., bar, circle, horseshoe, etc.).
- Prepare a Poster with the FourStep STOP Method (©2008, Allen L. Beane, Ph.D.) on it:
S → Stand up for yourself. Say "STOP it!" (with a serious/strong face and a strong but calm voice). Say, "Leave me alone." (Walk away confidently.)
T → TELL an adult.
O → Go to OTHERS nearby.
P → Be PROUD of yourself.

Procedure

- Distribute magnets to each table and ask the students to explore with them so they can remember how they react to each other.
- Review with students what they know about magnets and the normal affect they have on materials, such as attracting many metals, and not attracting other materials.
- Ask them to think about how magnets react to each other, when brought in close proximity. The idea is to help them realize that sometimes they attract each other, sometimes they repel each other.
- Introduce vocabulary to students: tattletale (tattling is telling an adult something to get someone in trouble), bullying, grownups, karate chop, smack, clubs
- Ask the following discussion questions:
- *What are some ways that you have been treated that make you want to be close to others? (smiles, words of encouragement, high fives, laughing together, etc.) / What are some ways that you have been treated that make you want to push others away? (yelling, disrespecting, making fun of, hitting, physical aggression, cursing at, etc.) / What can a person do when he/she is feeling bullied?*

- Read *The Bully Blockers Club*
- Discuss ways that Ralph behaved that pushed other people away (repelled). *Why was this wrong? Why is his behavior considered bullying?*
- Bring in the counseling vocabulary (imbalance of power, intent to cause harm, repetition, and types of bullying: verbal, social, physical, cyberbullying, bystander) and help the students understand what constitutes bullying and what forms bullying can take.
- An excellent site for some other materials to pull from can be found at: [http://bullyfree.com/files/products/SecondGradeBullyFreeLessonPlans\(Jan2010\)_Samples.pdf](http://bullyfree.com/files/products/SecondGradeBullyFreeLessonPlans(Jan2010)_Samples.pdf). This site offers a simple and reasonable definition of bullying for second graders: "Bullying is when a more powerful person hurts someone's body, feelings or things or frightens someone on purpose, again and again."
- What suggestions did people give Lotty to stop the bully? Were these good solutions? Why or why not?
- How did Lotty choose to solve her problem with the bully? Was this a good solution? Why or why not?
- Have you ever been bullied? What did it feel like? Did anyone come to help you?
- Have you ever been a bystander? What did that feel like? (teachers: ultimately, this is what this story is about - about others choosing not to be bystanders, but learning to stick up for each other and bring a halt to bullying behavior).
- What is something you can do if you are bullied?
- Teach students the FourStep Stop Method to deal with bullies and have them practice it in pairs.

Extension Activity:

Choose some students to do the following role-plays below:

1. You are playing with a toy and another student tries to take it away from you.

Inappropriate Response: Push the student away or yank the toy back and say something like, "No!! Go away! You can't play with that!"

Appropriate Response: Tell the student that you are playing with the toy and to STOP trying to take it away from you or offer to let him play with it when you are finished. Or offer to play with it together. If he doesn't stop trying to take it from you, tell the teacher.

2. Another student cuts in line in front of you, while at lunch or on a bathroom break.

Inappropriate Response: Yell, "Hey-ey!! Sto-o-op! You can't do that!" Then shove her out of line and push her away.

Appropriate Response: Tell the student to STOP cutting line since it is not allowed. If she still insists on cutting in line, tell the teacher.

3. You hear someone acting mean and saying mean things to another person.

Inappropriate Response: Join in with the problem and say more mean things to the person. Whenever you see them, act rude and do something to make them feel bad.

Appropriate Response: Tell the person saying the mean things to stop, that it is not right to do that. Take up for the person being treated mean and be their friend.

4. You are playing with someone and another student asks to join you. Your partner refuses to let him join them and tells him to go away.

Inappropriate Response: Agree with your friend and tell that person to go away.

Appropriate Response: Tell your friend to stop acting mean and invite the other person to play with you.

Home Connection: See Resources tab.

Spaghetti in a Hot Dog Bun

IT'S NOT OKAY TO BE MEAN

Book Summary: *Spaghetti in a Hot Dog Bun* by Maria Dismondy. One morning before school, Lucy learns a valuable lesson from her grandfather. She learns that everyone is different. Lucy's grandfather also taught her to treat others with love and kindness. Her grandpa's lesson comes in handy when Ralph, a classmate, teases her at school. Lucy feels sad, hurt and embarrassed by Ralph's actions. Lucy wants to get back at Ralph for being so mean, however after thinking about her grandfather's lessons, Lucy finds a way to help Ralph instead. She remembered the importance to always treat others the way she wants to be treated.

Vocabulary from Book: teasing, feelings, different, scared

Guidance Vocabulary:

- Teasing - to make fun of someone else
- Feelings - how we feel in response to something (happy, sad, mad, scared, worried, excited, etc). All feelings are okay to have.
- Self-control - learning to control our feelings or stop ourselves from doing something. People sometimes use self-control when having a big feeling (i.e. feeling really mad)
- Courage - doing something even though it may be hard

State Standard: Health 10B, 10C, 10D, 10E

Guidance Lesson Strand(s): interpersonal effectiveness, communication skills, responsible behavior, problem-solving skills, decision-making, cross-cultural effectiveness

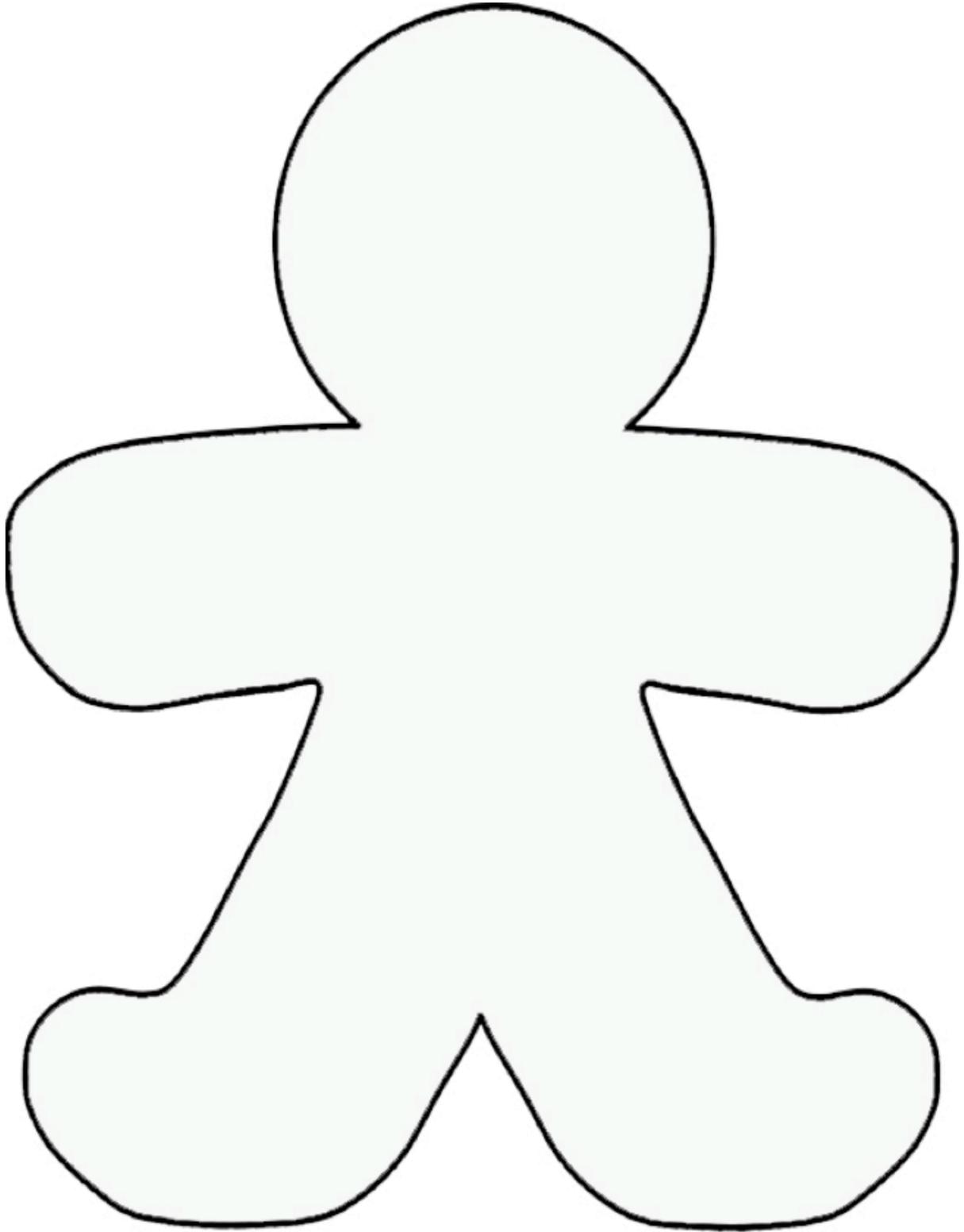
Objective: The learner will discuss the importance of practicing self-control in responding to bullies and treating others with respect.

Preparation:

- Obtain a copy of the book, *Spaghetti in a Hot Dog Bun* by Maria Dismondy. A digital copy of the book can be found at the following link on youtube: <https://www.youtube.com/watch?v=3cXWrUJlOK8> .
- Print a copy of the person cut out for each student.
- Gather paper, pencils and crayons for students to use.
- Print a copy of the take home letter for each student.

Procedure:

- Read aloud or show video reading of book.
- Stop periodically throughout book to discuss book vocabulary.
- Ask the following discussion questions:
 - What does it mean to tease or be mean to someone?
 - What feelings did Lucy have at school?
 - What could other students do to try and stop Ralph's teasing?
 - What does it mean to treat others the way you want to be treated?
 - How did Lucy demonstrate self-control?
 - What are additional ways that Lucy could respond to Ralph's teasing?
 - How did Lucy show courage?
 - What feelings have you felt when others tease or bully you?
 - How can you practice using self-control with these big feelings when someone teases or bullies you?
 - How can someone who teases others use self-control? (i.e. anger management strategies- deep breathing, counting to 10, walk away, etc).
- Discuss Lucy's grandfather's lesson that being different from someone else is not a bad thing.



Hey, Little Ant

IT'S NOT OKAY TO BULLY

Book: *Hey, Little Ant* by Phillip and Hannah

Book Summary: *Hey, Little Ant* by Phillip and Hannah. *Hey, Little Ant* is a song-based children's picture book used throughout the world to teach young children alternatives to violence and bullying behavior. The story of *Hey, Little Ant* is a negotiation between an ant who is about to be squished and a child (the "Kid") about to squish it.

Vocabulary from Book: beneath, speck, crook, decide, giant, squish

Guidance Vocabulary:

- bullying - someone who knowingly and repeatedly does something hurtful and on purpose to someone else. Types: verbal, social, physical, cyberbullying
- respect - treating someone or something else with good manners, how you would like to be treated.
- empathy - trying to understand what another person is feeling; imagining yourself in another person's situation or "shoes".
- consequence - something that happens as a result of a behavior/action

State Standard: SS 19B, 20A, 20B

Guidance Lesson Strand(s): interpersonal effectiveness, responsible behavior, decision making, planning and problem-solving skills, communication skills

Objective: The learner will understand what constitutes bullying, as well as the importance of empathy and understanding the consequences of actions.

Preparation:

- Obtain book *Hey, Little Ant* by Phillip and Hannah or use read aloud video <https://www.youtube.com/watch?v=8JwWvABsnDk>

- Students will need pencils, paper, and crayons.
- Each student will need a copy of the "Decision, Decisions, Decisions" Attachment as well as the "How Does the Story End?" Attachment.

Procedure:

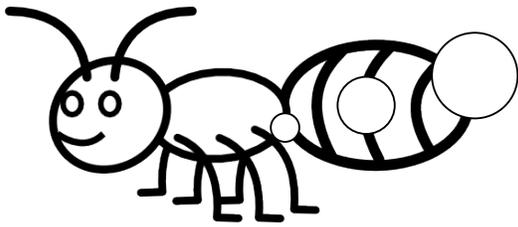
- Introduce and discuss vocabulary words: bullying, respect, empathy and consequences. Discuss the difference between someone being rude or mean versus someone bullying.
- Read the book, *Hey, Little Ant* by Phillip and Hannah.
- Ask the following discussion questions:
 - Was this story a case of bullying? Why or why not.
 - Why did the kid want to squish the ant?
 - How did the little ant feel in the story?
 - If the kid were in the ant's shoes, would he feel the same way?
 - What would be the consequences for the ant's community if the boy squished the ant?
- As a class discuss empathy and the importance of treating others the way that you would want to be treated. Discuss what types of things people should show respect for (people, places, things, animals, objects, etc).

Extension Activity:

- Ask the students "What should the kid do?"
- Have the students form small groups and finish the story. The students should first complete the attached problem solving document to identify the problem of the story, consider the advantages, disadvantages and consequences to squishing the ant.
- After considering all options, the group should create the rest of the tale, through story, song, or poem.
- Upon completion, groups can share their story, song or poem with the class.

Home Connection: See resource tab.

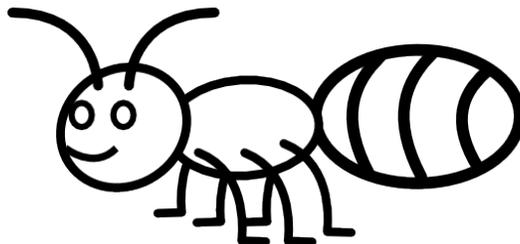
Decisions, Decisions, Decisions



What is the problem?

What are the advantages/positive consequences to squishing me?

What are the disadvantages/negative consequences to squishing me?



How Does the Story End?

A large, scroll-shaped writing area with a grey shadow on the left side. The scroll is open at the top and bottom, with a grey shadow on the left side. The interior of the scroll is filled with horizontal lines for writing. There are 20 horizontal lines in total, spaced evenly down the page.

Freddy the Frogcaster

IT'S NOT OKAY TO BULLY

Book Summary: *Freddy the Frogcaster* by Janice Dean. Freddy the Frog loves learning about the weather, and he's known for having the best predictions in town. But what happens when the town picnic is almost ruined by a storm that catches the local frogcaster by surprise? Freddy has to step in to save the day! Well-known Fox News Meteorologist Janice Dean pens this exciting and hilarious tale about an aspiring weathercaster who can't keep his eyes off the sky.

Vocabulary from Book: meteorologist, forecast, barometer, prediction, accurate

Guidance Vocabulary:

- truth - what is real
- lies - something that isn't true
- deceive - trying to get someone to believe a lie
- facts - things that can be proven true or false
- trust - believing someone
- consequence - what happens after an action, can be good or bad

State Standard: Science 112.13.2.b.8 AB

Guidance Lesson Strands: interpersonal effectiveness, responsible behavior, decision making, planning and problem-solving skills, communication skills

Objective: The learner will learn the importance of telling the truth, and show how to respect others, relate well with others, and behave responsibly towards others.

Preparation:

- Obtain a copy of *Freddy the Forecaster* by Janice Dean.
- Arrange students into groups of four so they will be able to discuss various weather lore sayings and whether or not they think they are true, and

why (see different Weather Lore handout sheets for student use).

- Prepare a poster with several of the sayings about weather that are weather lore. Make two columns beside the statements in order to check them as true or false.

Procedure

- Review with students what they know about weather and what a weather forecaster does. Discuss how a weather forecaster knows what to tell on the news.
- Watch a weather forecast on the Internet and talk about the information the weather forecaster used to determine the weather.
- Introduce vocabulary to students: pouring, prediction, hovering, accurate, prepared, puzzled, rechecked
- Ask the Following Discussion Questions:
 - How does weather affect our world (who/what does it affect)? The point here is to realize that weather affects almost everything and everyone. For example, weather affects us and what we wear each day, where we go, what we do; it affects farmers, transportation people (airplanes, boats, bus drivers), sports players, people who work outdoors, etc.
 - Have you ever had a time when you planned for one kind of weather, but it turned out to be another kind? How did that change your plans? How did that feel?
 - Why is it important to predict the weather accurately and truthfully?
- Read the story *Freddy the Frogcaster*
- Discuss the following questions:
 - How did Freddy become known as Freddy the Frogcaster?
 - What did Polly Woggins do?
 - Why was she not a good forecaster? Why not?
 - What were the consequences of Polly not telling the truth about the weather?

Weather Lore

1. Red sky at night, sailor's delight. Red sky in morning, sailor's warning.
TRUE. If the sky is red at night, then the chances are that the air to the west of you is clear enough for the sun's light to have passed through it to reach you. In the UK, and many other parts of the world, most weather comes from the west and so this is indeed a fair sign that good weather is on its way.
A red sky in the morning can be caused by the dawn light bouncing off cirrus ice crystals in the upper atmosphere. Cirrus clouds can be at the leading edge of a frontal system and so this can also work to signal poor incoming weather.
2. Mare's tails and mackerel's scales make tall ships carry low sails.
TRUE. The mare's tails are caused by high cirrus clouds that have been shaped by the upper winds. Cirrus clouds can signal an approaching front.
The mackerel scales are cirrocumulus clouds that are being influenced by shifting wind directions and high speeds and are typical of an advancing low pressure system.
3. When kitty washes behind her ears, we'll soon be tasting heaven's tears.
FALSE. Static electricity builds up in a cat's fur on very dry days. On days of low humidity and fair weather cats are likely to lick their fur to moisten it and remove the static. This however is not necessarily a reliable source of weather forecasting as cats have become more accustomed to being indoor/house cats, and are not as affected by natural weather conditions.
4. Spiders leave their webs when it is going to rain.
TRUE. Insects have adapted to monitoring the atmosphere as a way of surviving. A spider will abandon their web spinning if there is a drop in atmospheric pressure and seek shelter.
5. Larks fly high in the air when the weather is destined to stay fine.
TRUE. The increase in humidity, at times of bad or wet weather, draws insects to the surface, this is a reason for insect-seeking birds to fly low.
6. When the bees crowd out of their hive, the weather makes it good to be alive. When the bees crowd into their hive again, it is a sign of thunder and of rain.
UNKNOWN.

A Bad Case of Stripes

DOING DRUGS IS NOT OKAY

Book Summary: *A Bad Case of Stripes* by David Shannon, is the story of young Camilla Cream, a closeted lover of lima beans and a worrier about others' opinions of her. On the first day of school, Camilla wakes up to find herself completely covered in rainbow stripes! If the stripes were not bad enough, Camilla's skin develops everything people suggest she has - someone says 'checkerboards,' another says 'bacteria,' and she breaks out in checkerboard pattern and bacteria tails. When the Doctor, Specialists, Experts, and many others cannot figure out what's causing the stripes, a little old woman appears with what just might be the cure.

Vocabulary from Book: lima beans, ointment, distraction, contagious, bizarre, vanished

Guidance Vocabulary:

- Medicine - a drug used to make someone better
- Alcohol - drinks that can cause people to feel and act funny, illegal under 21 and can be harmful to your health
- Tobacco - cigarettes, dip; illegal under 18 and harmful to your health
- Prescription - what a doctor writes to give you medicine

State Standard: Science 112.13.2.b.9 A,B

Guidance Lesson Strands: self-confidence, responsible behavior, decision making, planning and problem-solving skills, communication skills

Objective: The learner will understand that it is not okay to take someone else's medicine or to abuse substances, and that alcohol and tobacco are not good for the body.

Preparation:

- Obtain a copy of the book by David Shannon.
- Prepare eight short scenarios for students to

offer drugs to each other and to practice saying, "No." One student should have a sentence or two with the drug offer, while the other one should have the method of refusing written on his paper.

Procedure

- Review what organisms need in order to live (light, water, food, shelter)
- Ask the Following Discussion Questions:
 - *What would happen if we didn't get enough water? What about if we didn't get enough light? What if we didn't have shelter?*
 - *What if we got food, but it was the wrong kind of food?*
- Introduce the following Vocabulary: lima beans, ointment, distraction, contagious, bizarre, vanished
- Read the story *A Bad Case of Stripes*
- Discuss the following questions:
 - *When we first meet Camilla, what is she doing?*
 - *What does that tell us about her?*
 - *How would you feel if you woke up completely - - covered in stripes?*
 - *What do you think the students will say when they see Camilla?*
 - *Is there a food you love but other people do not like?*
 - *If Camilla likes lima beans so much, why doesn't she just eat them?*
 - *Is there a reason Camilla changes from stripes to checkerboards to a pill to her room?*
 - *Is it important to care about what other people think?*
 - *Do we define ourselves based on who we think we are, or who others think we are?*
 - *What does it mean to 'be yourself'? Is it important? Why?*

Extension Activity

- Tell the students that sometimes it is not what we DON'T put into our bodies that can make us sick, but what we DO put into our bodies.

Eight Ways to Say No to Drugs

SAYING NO THANKS

Simply SAYING NO THANKS often works when you are faced with friendly or teasing pressure. However it is important that you understand that sometimes SAYING NO THANKS doesn't work.

GIVING A REASON OR EXCUSE

You need to always have a reason or excuse stored in your memory, that way when it is time to use it you will do so without hesitation and sound confident. It is important that the reason or excuse you use must serve its main purpose- to get them away from the person making the offer. Don't argue about it; it is an argument you will probably not win!

BROKEN RECORD

BROKEN RECORD, or SAYING NO as many times as necessary is an effective refusal technique. This skill may be a good stall technique.

WALK AWAY

By far, WALKING AWAY, is one of the most effective refusal skills. You need to fully understand that you have a Right to Say No to offers which involve making bad choices.

CHANGE THE SUBJECT

Learn that you can CHANGE THE SUBJECT, or very simply talk and talk and talk about anything but the offer put before you. Eventually, if you keep talking long enough the opportunity to use another refusal skill may come.

AVOID THE SITUATION

Keep your parents informed of your activities so that they know where they are going and who you are going with? If it is a place where you don't want to tell your parents that it is probably a place that you shouldn't be. There are times and places where things are more dangerous and violent. AVOID THOSE SITUATIONS!

COLD SHOULDER

You can look the other way, turn your shoulder or start a conversation with someone else. You need to know how to buy some time until you can use another refusal skill.

STRENGTH IN NUMBERS

STRENGTH IN NUMBERS is the most important refusal skill you can use. The truth is simple- if our you surround yourself with friends that make good choices, you too will likely make good choices- if you surround yourself with friends who make bad choices, you too will likely make bad choices.

Drug Free Pledge

I pledge to lead a drug-free life.

I want to be healthy and happy.

I will say no to alcohol.

I will say no to tobacco.

I will say no to illegal drugs.

I will help my friends say no.

I pledge to do what I know is right!

Liar, Liar Pants on Fire

LYING IS NOT OKAY

Book Summary: *Liar, Liar, Pants on Fire* by Diane DeGroat. This story, featuring Gilbert the beloved opossum, is a wise and funny tale of truth and lies and butterflies! that's a perfect tie-in for President's Day, Independence Day, and school units on biography.

Vocabulary from Book: lie, honesty, truth

Guidance Vocabulary:

- truth - what is real
- lies - something that isn't true
- deceive - trying to get someone to believe a lie
- facts - things that can be proven true or false
- trust - believing someone
- consequence - what happens after an action, can be good or bad

State Standard: 2.11 A, 2.12B, 2.12D, 2.20B

Guidance Lesson Strand(s): interpersonal effectiveness, responsible behavior, decision making, planning and problem-solving skills, communication skills

Objective: The learner will learn the importance of telling the truth, and show how to respect others, relate well with others, and behave responsibly towards others.

Preparation:

- Obtain copy of *Liar, Liar, Pants on Fire* by Diane DeGroat or listen to read aloud at www.youtube.com/watch?v=FawE4wyFTdE
- Make a copy of Pledge Form for each student.
- Provide and distribute pencils and crayons to each student.

Procedure:

- Ask follow-up questions like the following and make connections to what students are learning in Social Studies such as government officials and

purpose of government.

- What does honesty mean?
 - To be truthful
 - To not lie, cheat, or steal.
- Why is honesty important?
 - Honest people are trustworthy, dependable, and respected by others.
 - It is the right thing to do. It feels good.
 - Telling the truth lets everyone know what happened and keeps the wrong person from being blamed for something they didn't do.
- What are the consequences of dishonesty?
 - Losing the trust and respect of others.
 - The need to tell more lies in order to cover up.
 - You may face punishment and embarrassment.
- What are the qualities of an honest person?
 - Tells the truth, regardless of the consequence.
 - Admits when he or she is wrong.
 - Does not cheat or steal.
 - Does not exaggerate to make things seem different than they are.
 - Keeps promises and encourages others to be truthful.
- Have students complete The Honesty Pledge by having them write their own honesty pledge. This is the student's promise to always be truthful in their words and actions. After they have finished writing, students can decorate or draw a picture at the bottom of the pledge and sign their pledge.

Extension Activity: Students may create poster of student's rights and responsibilities.

Home Connection: Honesty word search for students to complete with family and discuss vocabulary.

Pledge Form



I, _____, promise to

Signed by _____

Honesty

G	Z	E	K	L	Y	I	N	G	H	O	N	E	S	T	Y	D	H	M	S	G	H	D	D	W
F	W	S	Y	H	T	R	O	W	T	S	U	R	T	K	O	O	Z	Y	P	D	E	B	Z	N
Q	C	Z	M	V	H	W	S	Y	K	D	E	J	M	D	E	K	P	X	H	N	W	F	G	W
B	F	V	B	B	R	E	T	U	R	N	L	A	Z	N	X	F	X	P	P	U	V	Y	C	X
Z	Z	K	B	S	J	M	M	P	L	Q	U	O	C	X	J	Z	R	S	I	O	J	H	H	S
F	Q	Q	V	R	D	P	O	J	J	H	R	U	P	X	P	C	F	N	Q	F	C	C	E	S
C	N	O	B	K	C	D	D	Z	F	L	N	P	X	X	X	V	T	K	D	D	J	Q	A	E
Y	M	E	J	W	F	L	R	P	F	L	E	L	E	L	U	E	W	B	C	N	B	D	T	N
N	V	S	J	U	X	O	O	B	F	M	D	K	C	Y	G	M	O	N	S	A	B	U	I	R
B	L	P	Z	V	S	Z	W	U	J	K	L	P	S	R	F	B	G	E	C	T	R	W	N	I
V	B	U	P	U	F	N	Q	C	V	W	O	A	I	Q	G	A	J	E	U	S	J	L	G	A
B	R	X	N	H	C	M	Z	Y	W	C	G	T	E	G	Q	C	Y	A	O	O	E	V	Q	F
W	K	B	F	S	M	S	B	Z	Z	Y	Y	P	F	X	E	E	A	C	D	L	X	C	S	P
J	J	P	B	X	H	J	K	U	W	J	B	D	F	G	H	O	S	B	K	G	G	T	W	D
H	J	C	M	H	R	F	I	B	U	F	E	N	V	U	Q	O	U	I	G	A	E	W	W	B
A	G	S	Z	E	G	S	V	V	J	U	U	Z	R	O	R	R	K	N	M	A	A	Y	L	U
P	A	F	G	Q	U	S	O	J	W	R	N	W	J	O	C	B	K	U	L	O	U	D	W	M
P	W	F	M	S	B	S	B	D	I	S	H	O	N	E	S	T	N	I	R	U	R	E	F	V
K	V	X	A	L	U	Q	A	H	N	P	C	C	P	X	L	F	N	S	A	N	P	P	C	N
Q	Z	O	P	W	W	O	D	J	Z	X	Z	O	Q	V	B	G	F	C	S	G	C	L	Z	Y

- | | | | |
|-------------|-----------|-----------|----------------|
| CHEATING | DISHONEST | FAIRNESS | FIB |
| GOLDEN RULE | HONESTY | INTEGRITY | LOST AND FOUND |
| LYING | PROMISE | RETURN | STEALING |
| TRUSTWORTHY | | | |

The Meanest Thing to Say

IT'S NOT OKAY TO BE MEAN

Book Summary: *The Meanest Thing to Say* by Bill Cosby. Michael Reilly has introduced a new game to Little Bill and his friends. You get twelve chances to say something mean to another kid and whoever comes up with the biggest insult is the winner. Insults start flying and Little Bill tries to think of really mean things to say in retaliation. Instead of being mean, Dad teaches him a strategy that enables Little Bill to save face while remaining the nice kid that he really is!

Vocabulary from Book: dribble, shoot, swish, creep, nerd, slug, egg salad, teacher's pet,

Guidance Vocabulary:

- anger - feeling mad
- aggression - hurtful or violent behavior towards yourself or others
- short tempered - hot tempered

State Standard: Science 112.12.2.b.2A, 5A

Guidance Lesson Strands: interpersonal effectiveness, responsible behavior, decision making, planning and problem-solving skills, communication skills, self-confidence

Objective:

- The learner will learn the importance of treating everyone with respect, of being kind, rather than mean.
- Students will complete a cloze activity in which they fill in the statement, "When someone is mean to me, I feel _____".
- Students will problem-solve for alternatives to deal with someone who acts mean to them.

Preparation:

- Obtain a copy of *The Meanest Thing to Say* by Bill Cosby (video is also on Youtube as someone

reading the book or in cartoon form).

- Prepare a copy of the cloze activity sheet "When someone is mean to me, I feel _____."
- Secure a rock hardness test kit from your science coordinator (or order one off Amazon). This kit only needs 5 - 9 different rocks in it.

Procedure:

- Review with students what they know about rocks and their characteristics. Ask the following questions:
 - Are all rocks the same? How are they different?
 - Rocks are classified by scientists as being hard or soft. We usually think of most rocks as being hard. What is the difference? (this is the time to use the rock hardness kit and show them some examples)
 - Have you ever heard of someone having a hard heart? What does this mean?
 - What does a person with a hard heart act like? (guide them to the word mean).
 - Have you ever said something mean to someone? How do you think it made them feel?
 - Is it okay to act mean to others? Why not?
- Introduce the book and the book vocabulary to students.
- Read or listen to the story *The Meanest Thing to Say*
- Discuss the following questions:
 - How do you think Michael felt being the new kid in school?
 - When Michael suggests playing the game "Playing the Dozens," ask the students, --"Do you think that's a good game to play? Why or why not?"
 - What would you have done or said if Michael was teasing you?
 - What did Little Bill do when Michael started teasing him the next day at school?
 - Was it a good solution to the problem?
- After reading, take a few minutes to discuss the problem and the solution in the story
- Engage the students in a role-play activity.

The Mean I See

One way that I have seen myself acting mean to others is _____
_____.

A better way to behave toward this person might be _____
_____.

One way that I have seen someone else acting mean to me is _____
_____.

A good way to deal with this meanness might be to _____
_____.

In the future, when I feel like being mean to someone, I will _____
_____.

Ruthie and the Not So Teenie Tiny Lie

IT'S NOT OKAY TO LIE

Book Summary: *Ruthie and the Not So Teenie Tiny Lie* by Laura Rankin Ruthie loves little things--the smaller, the better. When she finds a teeny tiny toy on the school playground, she can hardly believe her luck. There's just one problem: it belongs to somebody else! Ruthie insists the toy is hers, but deep down, she knows better. How could one little toy turn into such a great big problem?

Vocabulary from Book: imaginable, treasures, flip-flopped, twirling, startled, mumbled, and guilty (I have added "guilty" not because it is a word in the story but because it is a feeling that Ruthie experiences.)

Guidance Vocabulary:

- lie - something that isn't true
- deceive - trying to get someone to believe a lie
- telling a story (storytelling is used in other lessons) - telling a story that may or may not be true; sometimes used to say someone is lying; (consider removing, since storytelling is a way history is passed down in some cultures)
- falsehood - something that isn't true, a lie
- trust - believing someone
- believe - trusting, agreeing with what someone says
- honesty - telling the truth, even when it's hard

State Standard: Science 112.12.2.b.2A, 5A

Guidance Lesson Strands: interpersonal effectiveness, responsible behavior, decision making, planning and problem-solving skills, communication skills, self-confidence

Objective: The learner will learn the difference between a lie and the truth and the learner will learn the importance of telling the truth.

Preparation:

- Obtain a copy of *Ruthie and the Not So Teeny Tiny Lie* by Laura Rankin or have student's listen to read aloud at <https://youtu.be/O3FfcttkOSU>.
- Make a copy of the Letter Home for each student.
- Obtain a jar of various coins.
- Cut out a medium size circle from red construction paper.
- Obtain a small prize (pencil, healthy snack, toy from treasure box).

Procedure:

- Ask the following questions:
 - Have you ever lost something that was special to you?
 - When you did, has someone else ever found it and said it was theirs?
 - How did it feel when this happened?
- Introduce the book, *Ruthie and the Not So Teeny Tiny Lie*.
- Introduce the story vocabulary to students.
- Read or listen to the story *Ruthie and the Not So Teeny Tiny Lie*.
- Discuss the following questions:
 - Have you ever told a lie like Ruthie? What happened? Did you confess?
 - What did Momma and Papa say to make Ruthie feel better? Do you think they were mad at her for lying?
 - Ruthie collects tiny things. What do you collect?
 - Do you think Ruthie learned her lesson? Do you think Ruthie will ever lie again? Explain.
 - Is lying ever alright? Explain
 - Would you want Ruthie for a friend? Why or why not?

Extension Activity:

- Place the red circle on the floor.
- Take the jar of coins and review with students the value of each coin.
- Ask the students to predict and record how many coins and the value of that amount it will

The Empty Pot

IT'S NOT OKAY TO CHEAT

Book Summary: *The Empty Pot* by Demi. Long ago, an aging Chinese Emperor needed to find an heir to his throne. How would he find someone worthy of the crown? The Emperor calls all the children of the land to his palace. He gives them special flower seeds. He tells them to take the seeds and show him their best in a year's time. The child who best meets his challenge will become the next Emperor. A young boy named Ping loves flowers and seems to have the magic touch with plants. He plants and cares for the seeds, but they do not grow. All year, Ping persists and tries to grow flowers from the seeds. At the end of the year, he presents an empty pot to the Emperor. All the other children present beautiful flowers. The Emperor reveals that all the seeds had been cooked and therefore, could never grow. The challenge was a test to find a person with integrity. He declares Ping will be his heir because he had the courage to be honest.

Vocabulary from Book: admire, ashamed, courage, proclamation, worthy, swarmed, successor

Guidance Vocabulary:

- truth - what is real
- lies - something that isn't true
- deceive - trying to get someone to believe a lie
- dishonest - to lie or leave out the truth
- mislead - to give someone incorrect information on purpose
- integrity - doing the right thing, even when no one is watching
- cheating - lying to win or gain something

State Standard: Science 111.4..2. b. 11 A, C

Guidance Lesson Strands: interpersonal effectiveness, responsible behavior, decision making, planning and problem-solving skills, communication skills

Objective: The learner will understand the meaning

of cheating and what it looks like in different situations. The learner will also learn how to deal with people who are cheating or who are asking him/her to cheat.

Preparation:

- Obtain a copy of *The Empty Pot* by Demi or have students listen to read aloud at: <https://www.youtube.com/watch?v=zvhK2gC7iWY>.
- Make a flower pot, flower, six leaves and stem for each student. Pre-Cut flower pot, flower, and stem template. Write C.H.I.R.P in center of Flower. Students will write: Courage, Honest, Integrity, Responsibility, and Perseverance on 5 of the petals and on the 6th petal they write their name.
- Time yourself walking to the restroom from your class and back. Privately record time.
- Obtain five timers.
- Obtain a poster or use whiteboard to create a graph based on the time you obtained.
- Obtain 5 small prizes for the group with the lowest recorded time to receive.
- Obtain crayons and/or markers.

Procedure

- Introduce the following vocabulary: successor, swarmed, worthy, admire, courage, ashamed, proclamation, truth, lies, deceive, dishonest, mislead, integrity, and cheating.
- Ask students to get in to 4 groups of 5. (Groups based on a class of 22; may require more with a larger class).
- Tell them you need to see which group can walk to the restroom as a group and return the fastest. Each group when they return will record their time on the graph.
- When each group returns; ask them how they made it to the restroom and back.
- Read the story *The Empty Pot* by Demi or have the

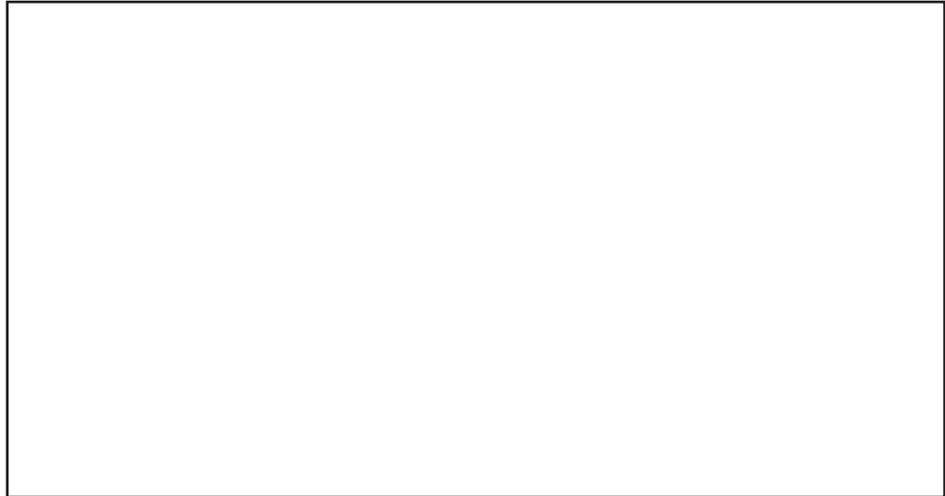
MY ECOSYSTEM REPORT

By: _____

Animal Name: _____

This animal is: an amphibian a bird a fish

Picture of my animal:



Animal Facts:

height/size: _____

weight: _____

If we cheated nature, what would happen? _____

3 reasons we need this animal:

--	--	--

Chrysanthemum

IT'S NOT OKAY TO DISRESPECT OTHERS

Book Summary: In *Chrysanthemum* by Kevin Henkes, the parents of a young mouse want their daughter's name to reflect the beauty and perfection they see in her, so they decide to name her after the beautiful flower, Chrysanthemum. As Chrysanthemum grows older, she learns to love the uniqueness and beauty of the name; however, when her classmates tease her for having such a long and uncommon name after a flower on the first day of school, Chrysanthemum no longer views her name as a special blessing but a curse. It is not until Chrysanthemum and her classmates discover that their beloved music teacher, Mrs. Twinkle is named after a flower that contains many letters as well that everyone, including Chrysanthemum, truly appreciates the rare beauty in such a unique name.

Vocabulary from Book: Chrysanthemum, absolutely perfect, absolutely dreadful, wilted

Guidance Vocabulary:

- disrespect (include examples talking back, rolling your eyes, stomping feet, name calling)- treating someone else with bad manners, rude
- rude- saying something not on purpose that hurts someone
- complaining- whine; saying you don't like something
- contempt- not liking something, hate; thinking something/someone is worthless
- scorn- not liking something, hate; thinking something/someone is worthless
- disdain- not liking something, hate; thinking something/someone is worthless
- prejudice- already thinking something is true about someone without any reason, evidence, or experience

State Standard: Science 112.13.2.b.8 A

Guidance Lesson Strands: self-confidence development, interpersonal effectiveness, responsible

behavior, decision making, planning and problem-solving skills, communication skills, cross-cultural effectiveness

Objective: The learner will develop an understanding of discrimination and the importance of showing respect to others.

Preparation:

- Obtain a copy of *Chrysanthemum* by Kevin Henkes.
- Prepare two small signs for each student on a large popsicle stick, one with a sun and one with a cloud.

Procedure

- Introduce the book vocabulary to students.
- Ask the Following Discussion Questions:
 - How many of you like cloudy days?
 - Why not? How do you feel on cloudy days?
 - Do you ever feel "sunny"? Share about times you have felt sunny. Share about times you have felt cloudy.
- Read the story of Chrysanthemum
- Hand out a sun and a cloud to each student. Ask them to hold one or the other to show how they think Chrysanthemum is feeling during different parts of the story.
- Ask the following questions
 - How did Chrysanthemum feel about her name in the beginning of the story?
 - What happened to change Chrysanthemum's feelings about her name?
 - How did she feel when this happened?
 - What happened at school to help Chrysanthemum feel good about her name again?
- Introduce the concept of disrespect. Include the guidance vocabulary terms.
- Continue with these questions:
 - What are some reasons people may treat others differently?
 - What does it feel like to be treated you are not like the rest?

The Grouchy Ladybug

IT'S NOT OKAY TO HURT OTHERS

Book Summary: *The Grouchy Ladybug* by Eric Carle is about an arrogant ladybug who challenges another ladybug to a fight over some aphids but then decides he isn't large enough to be worth fighting. He then travels around the world and encounters a series of increasingly larger animals, challenging each to a fight but then declining and looking for a larger animal. Eventually, he encounters a blue whale, who slaps him with his tail and sends him flying back to where he started. He then decides to be nice and share the aphids with the fellow ladybug.

Vocabulary from Book: insist, encountered, grouchy

Guidance Vocabulary:

- hurt- physical or emotional pain
- fight- to be a part of a struggle or attack
- violence - hurting someone on purpose; examples of physical violence include hitting, pushing, shoving, biting, kicking, and scratching

State Standard: Science 112.13.2.b.10 A,C

Guidance Lesson Strands: self-confidence, interpersonal effectiveness, responsible behavior, decision making, planning and problem-solving skills, communication skills

Objective: The learner will identify what violence is and will discuss alternatives to violent behavior.

Preparation:

- Obtain a copy of *The Grouchy Ladybug* by Eric Carle or have students listen to read aloud at: <https://youtu.be/EFaUCesbNSA>.
- Print off a copy of the vocabulary cards.
- Obtain It's Not Okay Pledge Cards for each student from Guidance & Counseling Department.

Procedure

- Ask the Following Discussion Questions:
 - Do animals ever fight each other? Name a few examples.
 - Do animals that are the same ever fight each other? Why?
 - Is it normal for most animals to have mean behavior and try to hurt other animals?
- Introduce the book vocabulary using the attached vocabulary cards with activity questions.
- Read the story *The Grouchy Ladybug* or complete the Read Aloud.
- Discuss the following questions:
 - What happened when the two ladybugs landed on the same leaf?
 - Why did the grouchy ladybug fly away?
 - What did the ladybug do when the whale would not answer?
 - What does the ladybug say to the animals?
 - How do the animals answer the ladybug? Do you think they really want to fight?
 - What did the ladybug do when the whale would not answer her?
 - What happened when the ladybug reached the whale's fin?
 - When the ladybug returns where they started; how has their attitude changed?

Extension Activity:

- Ask the students to identify what they think of when they think of the word violence.
- Introduce the guidance vocabulary.
- Ask these questions:
 - Is it okay to treat people in a violent way?
 - How would it feel to be treated with violence?
- Distribute INOK Pledge Cards and as a class take the INOK Pledge, and discuss it.

Home Connection: INOK Pledge Cards.

INSIST

Definition: to demand something.

Example: The father insisted that the children clean up their rooms. Did you insist on your favorite breakfast, or take whatever was given to you?

Activity: I'm going to name some things. If you think a baby would demand the things before it could fall asleep, say *insist*. Otherwise, stay quiet. Ready?

- To be dressed in a blue outfit only
- To be dry
- To be warm
- To have a full tummy
- To listen to the news first

Encountered

Definition: means met, bump into, come across

Example: I walked through the forest at night and encountered a spooky shadow. Have you encountered the principal as you walked through the halls?

Activity: I'm going to name some animals. If you think you could meet the animal in your town, say *encounter*. Otherwise, stay quiet. Ready?

- A gorilla
- A squirrel
- A cat
- A polar bear
- A butterfly

GROUCHY

Definition: to be crabby and not in a good mood.

Example: I'm afraid I get grouchy when I'm hungry. It's better to come to school in a good mood than to be grouchy.

Activity: I'm going to name some things. If you think the thing might make an adult crabby and in a bad mood, say *grouchy*. Otherwise, stay quiet. Ready?

- Getting a flat tire on the way to work
- Getting a letter from a good friend
- Having a favorite lunch
- A strong wind comes and ruins the roses
- When others act crabby first



GUIDANCE 2ND GRADE LESSONS

Mirror, Mirror

***EIGHT KEYS TO A BETTER ME* BY WILLIAM J. BRIGGS**

Book Summary: *Eight Keys to a Better Me* identifies and illustrates eight key traits which could influence children to build their true characters, leading to a better self-image, improved relationships with others, and living better lives.

Vocabulary from Book: community, roles, rules, cooperate, alike, different, honesty

Guidance Vocabulary: positive key attributes, negative key attributes

State Standard: SS 2A, 2E, 2C

Guidance Lesson Strand(s): cross-cultural effectiveness, responsible behavior, interpersonal effectiveness

Objective: The learner will respect others as individuals, accept them for their differences, and practice appropriate behavior.

Preparation:

- Make keys with eight traits prior to lesson. Use different colored card stock and write one character trait on each key.
- Obtain a copy of the book *Eight Keys to a Better Me* by William J. Briggs.
- Make copies of the puzzle game pieces for each student on card stock. (See Attachment.)
- Provide Ziploc bags for the students so they can store the pieces of their puzzles. Students will work in pairs.
- Use chart tablet or board to write on.
- Provide construction paper and glue to put the puzzle pieces on and scissors to cut the puzzle pieces.

Procedure:

- Read aloud the book *Eight Keys to a Better Me*.

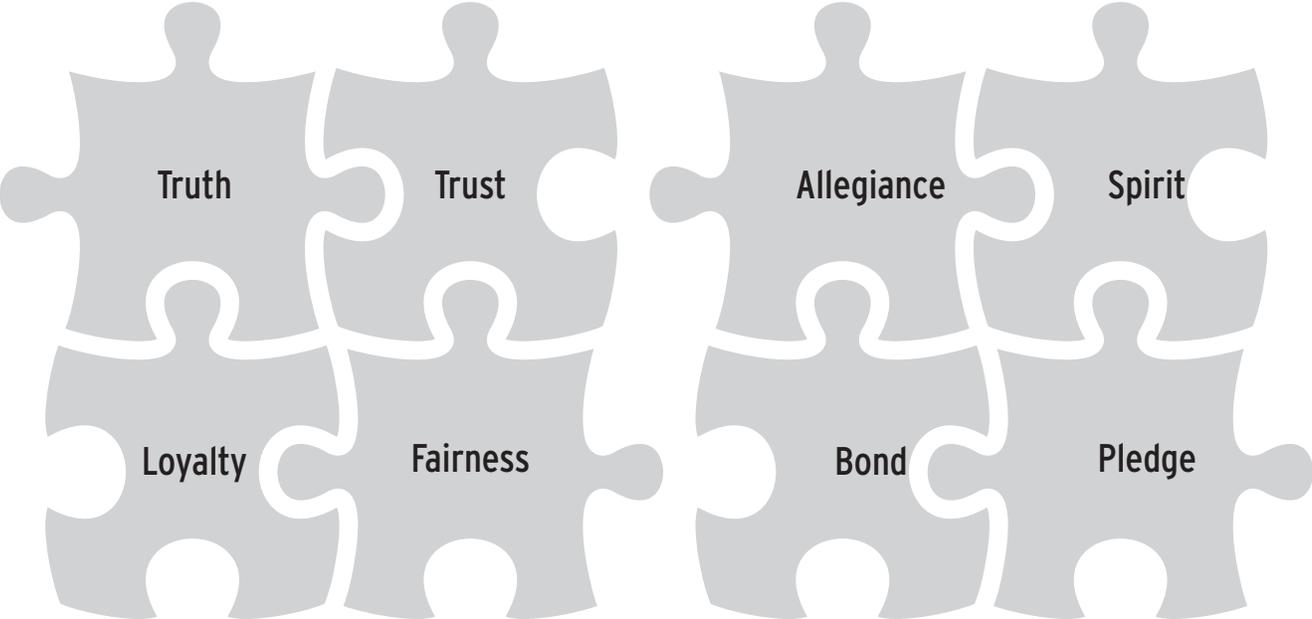
Stop during the book periodically to expand on the key vocabulary words from the book and check for understanding.

- Have group discussion with the students about the story.
- Discuss the eight key traits with whole group. Use the keys with traits on them.
- Introduce guidance vocabulary. Ask students to give some examples of “negative key attributes.”
- Have students give examples of “positive key attributes.”
- Discuss with students the importance of exemplifying positive key attributes and how this can affect their behaviors and their relationships with others.
- Explain to the students that they will be putting together a puzzle that has the characteristics of a key behavior trait with a partner. Some of the pieces of the puzzle are negative behavior traits that don’t match or fit. Only the positive behavior characteristic attribute that describes the key trait will fit together.
- Note: Counselor should assist in putting the students into groups.
- Pass out baggies with the puzzle pieces inside. Students work together to show the correct behavior attributes.

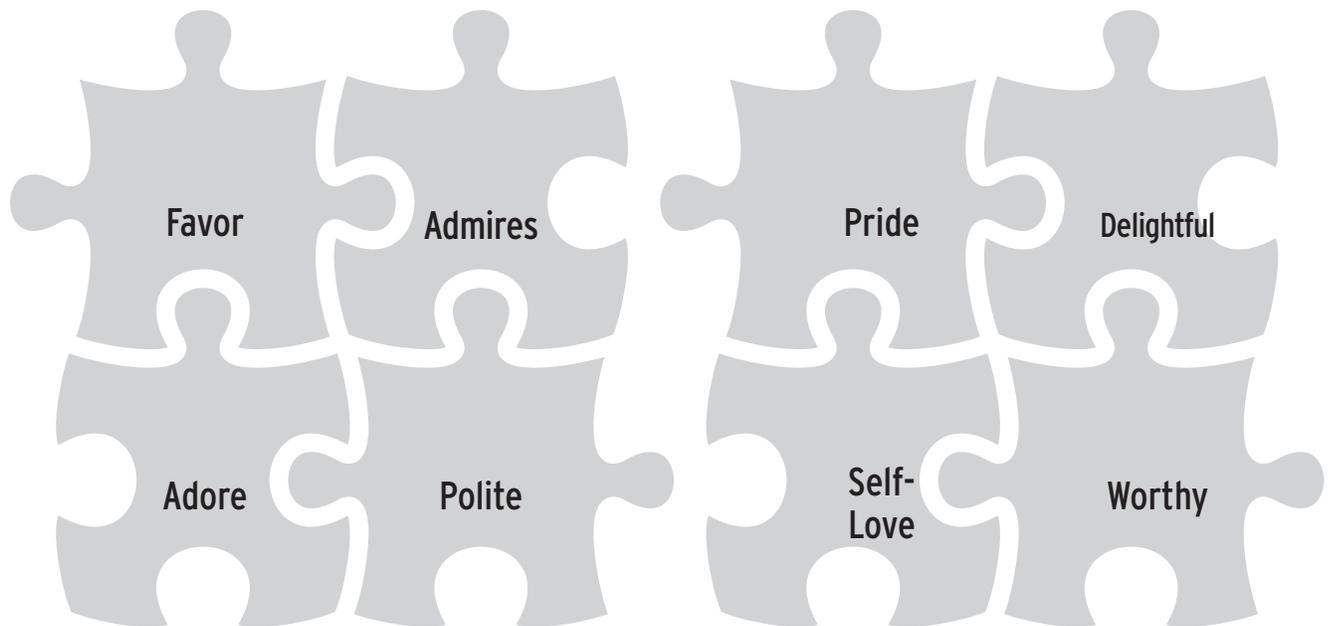
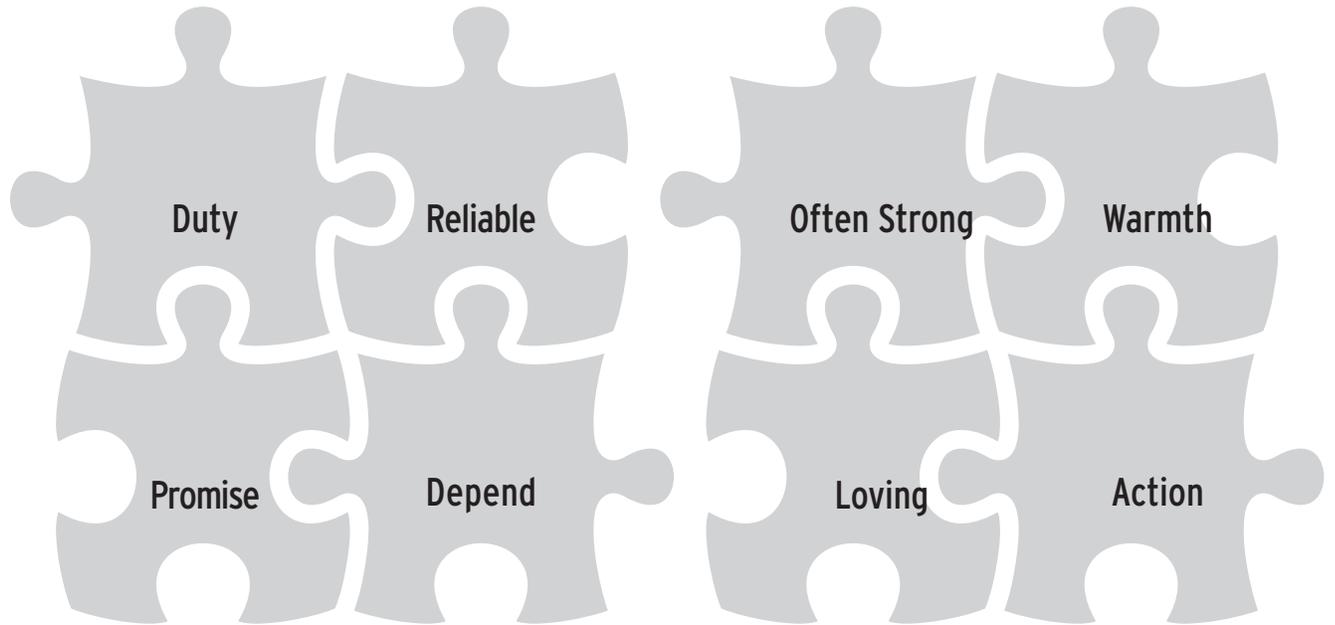
Extension Activity:

- Counselor is responsible for creating display.
- The teacher can display a character trait each week and on Fridays choose a student that has exemplified that trait.
- Display student picture or name on bulletin board.

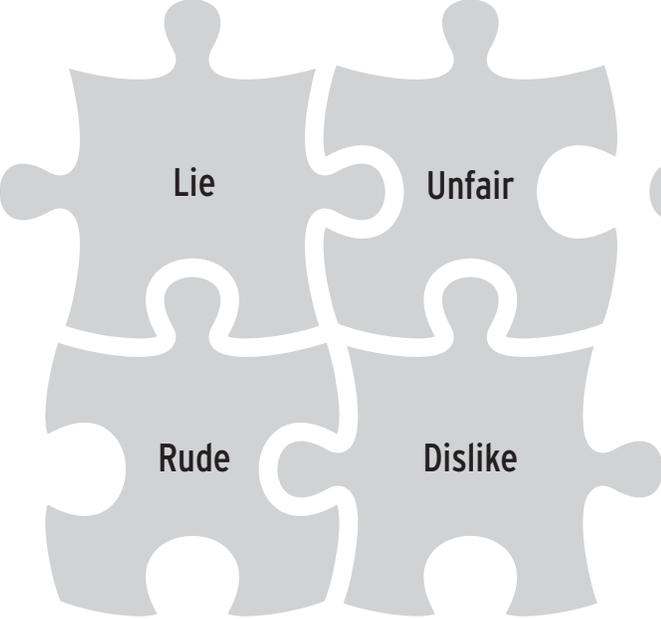
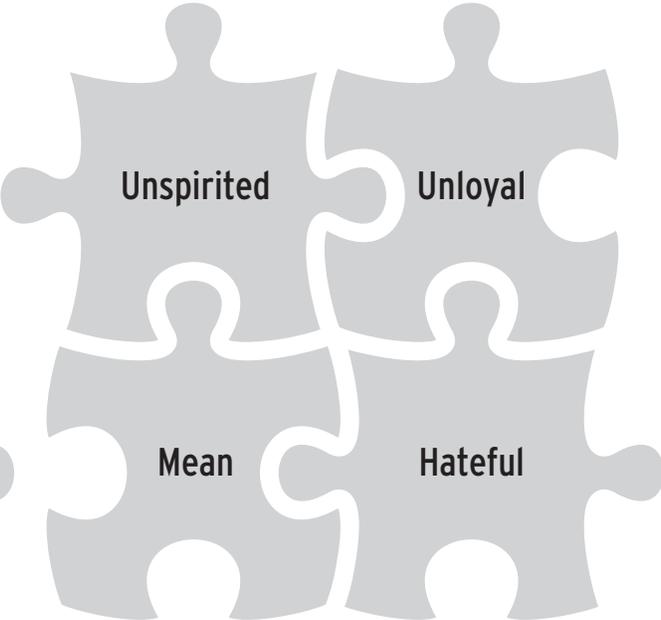
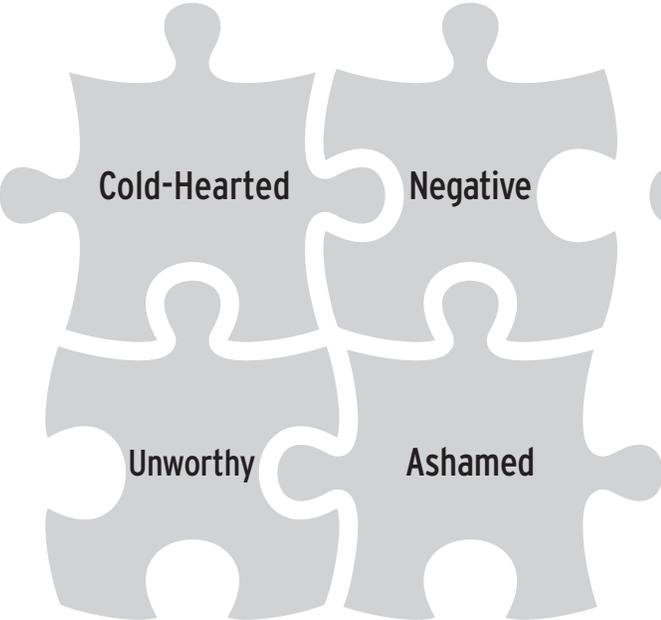
POSITIVE PUZZLE PIECES



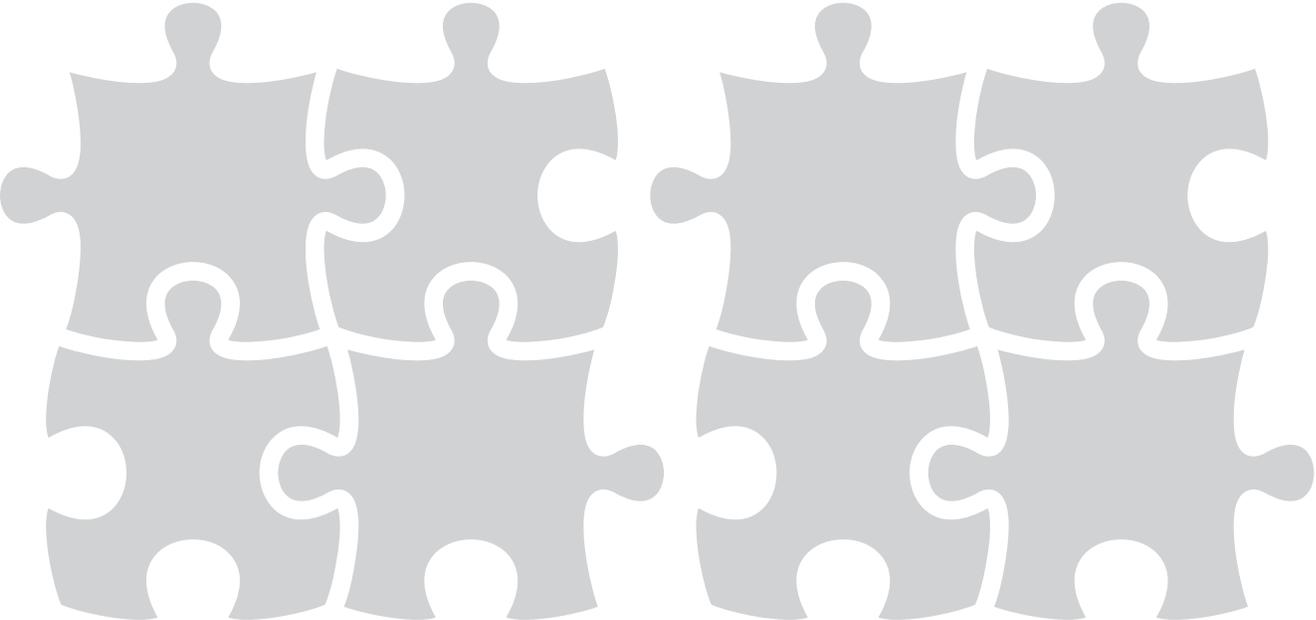
POSITIVE PUZZLE PIECES



NEGATIVE PUZZLE PIECES



EXTRA PUZZLE PIECES



PUZZLE KEY

(Positive Traits)

Honesty: fairness, trust, truth, loyalty

Respect: admires, favor, adore, polite

Patriotism: allegiance, spirit, bond, pledge

Kindness: helpful, good deed, service, sweetness

Courage: brave, bold, dare, lion-hearted

Responsibility: duty, depend, promise, reliable

Feelings: often strong, warmth, loving, action

Self-Worth: pride, delightful, self-love, worthy

PUZZLE KEY

(Negative Traits)

Honesty: unfair, lie

Respect: rude, dislike

Patriotism: unspirited, unloyal

Kindness: mean, hateful

Courage: afraid, shy

Responsibility: unreliable, lazy

Feelings: cold-hearted, negative

Self-Worth: unworthy, ashamed

I Can—Can, Yes, I Can!

THANK YOU, MR. FALKER BY PATRICIA POLACCO

Book Summary: Trisha loves school but has a lot of trouble learning to read. She starts to believe she isn't as smart as the other kids. When she reaches 5th grade, an understanding teacher, Mr. Falker, helps her to overcome her learning disability and find the joy in reading again.

Vocabulary from Book: torture, wobbly, stumbled, cunning, flicked

Guidance Vocabulary: disability (a particular weakness or inadequacy)

State Standard: ELA 2.8B, 2.3D, 2.14D

Guidance Lesson Strand(s): self-confidence, motivation to achieve, cross-cultural effectiveness

Objective: The learner will build character and self-esteem by being motivated to achieve and believe in him/herself.

Preparation: (Grab Bag and Extension Activities)

- Large bag

- Types of disabilities printed on small pieces of paper (i.e. blind, deaf, broken leg, broken arm etc...)
- Gather items to simulate disabilities (i.e. earplugs, sling, blindfold, crutch)
- Arrange with classroom teacher to have an area where the students can come together in a circle for the lesson.
- Access United Streaming. Locate video *No Body's Perfect* (20:29 min).

Procedure:

- Recall prior knowledge including vocabulary. Remember the book *Thank You, Mr. Falker?* We're going to revisit that story today.
- Introduce guidance vocabulary. Define the word "disability." Discuss.
- Do Grab Bag activity. Have students draw a disability from the bag and model using the correct simulation instrument (Ex: blind-blindfold).
- Discuss the difficulties that come with each disability.
- Discuss: "How does your disability make you feel?"
- Ask students: "What could you do to help someone who has a _____ disability?"
- Share that all people have some type of disability. (Teacher gives example of something he/she overcame.)
- Ask students how they can encourage or motivate others to believe that they can overcome their disabilities.

Extension Activity (15 minutes): Have students write a "Movie Review" (Attachment 1) after viewing the video *No Body's Perfect* from United Streaming.

Home Connection: Have family members discuss how each overcame a challenge or difficulty.





Name: _____ Date: _____

MOVIE REVIEW

Title: _____

Draw or illustrate below what you have viewed from the movie clip.

Pass the Brownies

“MR. MUDDLE’S PARTY” FROM *THINKING STORY BOOK – MATH (SRA MCGRAW HILL LEVEL 1)*

Book Summary: Mr. Muddle and Mrs. Muddle are having a party and are taking out funny hats for people to wear. Portia and Ferdie stop by to help Mr. Muddle count hats for the party. As they are preparing for the party they are using their math ability to figure out how many adults and children were invited.

Vocabulary from Book: estimation, fairness, equal

State Standard: Math 2.4, 2.5, 3A, 5C

Guidance Lesson Strand(s): interpersonal effectiveness, responsible behavior, decision making, planning and problem-solving skills

Objective: The learner will show how to respect others, relate well with others, and behave responsibly towards others.

Preparation: (You may want to ask for donations for the materials needed).

- Buy enough napkins and brownies for the class to have equal shares.
- Have enough for the class to act out scenarios using equal/unequal parts, decision making, planning and problem-solving skills.
- Arrange students into groups of four so they will be able to work together to see the equal and unequal parts.

Procedure: (Activity from Kira’s Stickerbook)



- Introduce vocabulary to students: estimation, fairness, equal.
- Recall prior knowledge: What’s

equal and what’s unfair?

- Review the story “Kira’s Stickerbook.”
- Do the Problem Questions in the book *Thinking Story Book*, Level 1, “Mr. Muddle’s Party” – pg. 18.
- Do the scenario below - (equal vs. unequal parts). Say to your students: We’re going to have a party for our class and everyone will get a piece of a brownie. Pass out brownies to each group with various sizes given to each student.
- Discuss with students that you are observing how they relate to one another in the group, how they show respect within the group, and how they exhibit fairness or unfairness.
- Direct students to look around the room and tell what they see. Is what they see fair and equal or unfair and unequal?
- Ask students: What could you do to show fairness, responsible behavior, respect to others, or self discipline when it comes to sharing?
- Pose the questions: (Discuss)
 1. How can decision making and planning help you relate to others?
 2. How could you make sure that every student would get an equal part?
 3. How can we behave responsibly when we don’t have equal parts?
 4. How can we show fairness or equality when dividing things?

Extension Activity (15 minutes): Say to students: I think the other second grade classes might feel a little left out if we don’t invite them to the party. If we invite another class, how many brownies do you think we will need to make altogether?

Home Connection: Plan a birthday or other party with your family (Attachment 1). Discuss fairness, equality, how to respect others and behave responsibly when inviting friends to the party.

PLANNING A PARTY OR EVENT

If you could plan a special party or special event of your dreams, what would it be like? How can you show fairness and equality in planning your party?

The Party or Special Event:

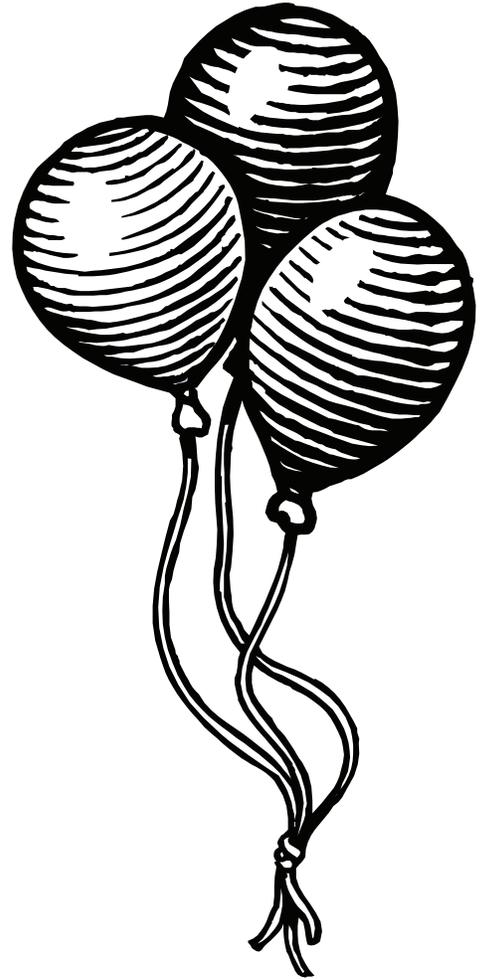
When:

Where:

How many guests? _____

Make your guest list.

Review your list and prepare to invite your guests.



The Seasonal Tree

THE REASONS FOR THE SEASONS BY GAIL GIBBONS

Book Summary: Spring, summer, autumn, and winter are the four seasons of the year. The Earth experiences seasons because it is tilted as it revolves around the sun. When our part of the Earth tilts away from the sun, we have winter. When it tilts toward the sun, we have summer. When the Earth tilts partially away from the sun, we have fall. When it tilts partially toward the sun, we have spring.

Vocabulary from Book: seasons, cycles, weather, revolves

Guidance Vocabulary: change, manage, growth, relations, difference

State Standard: Science 2.8 A-B

Guidance Lesson Strand(s): interpersonal effectiveness, self-confidence

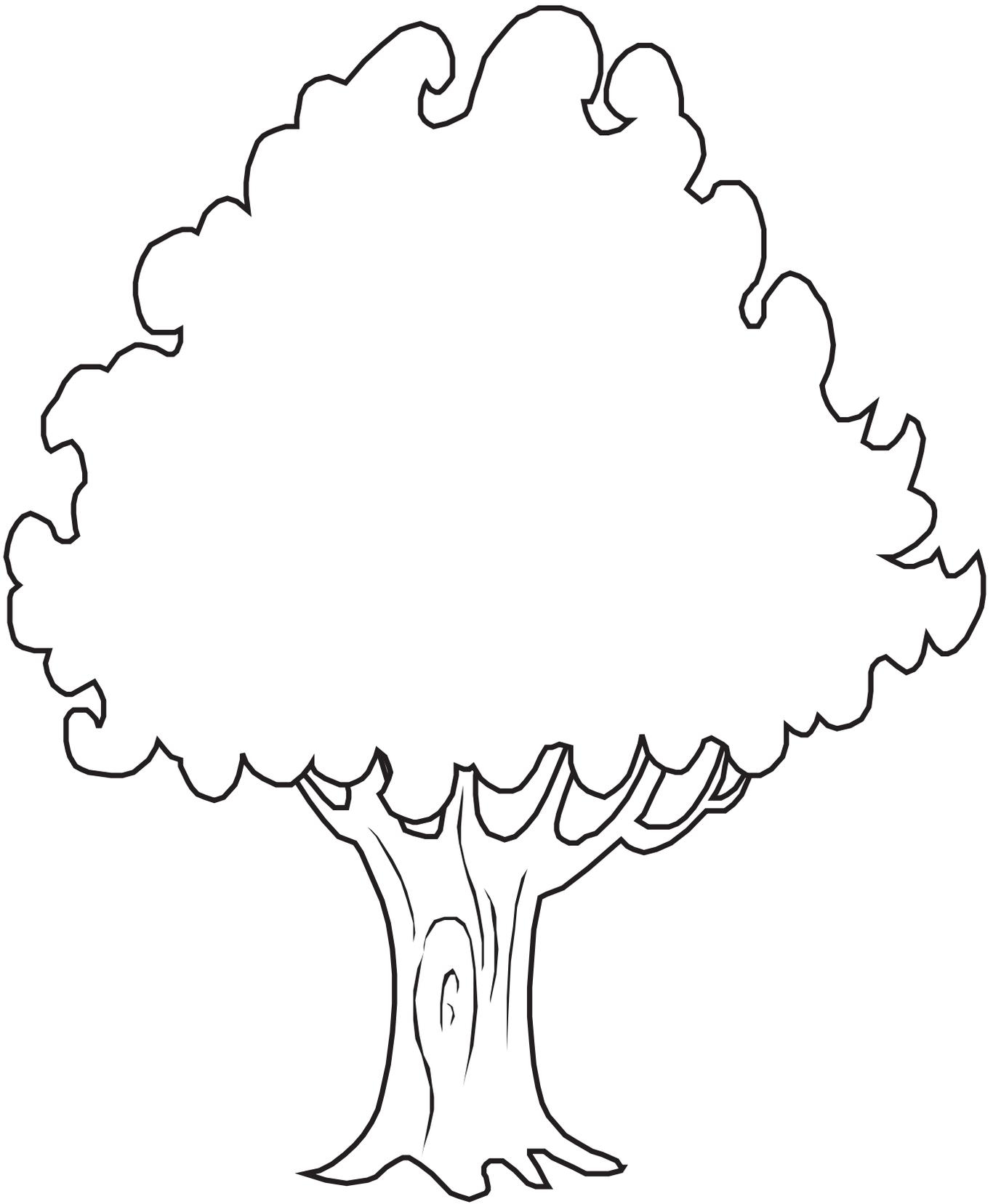
Objective: The learner will identify seasonal change and relate how he/she changes and how they manage changing.

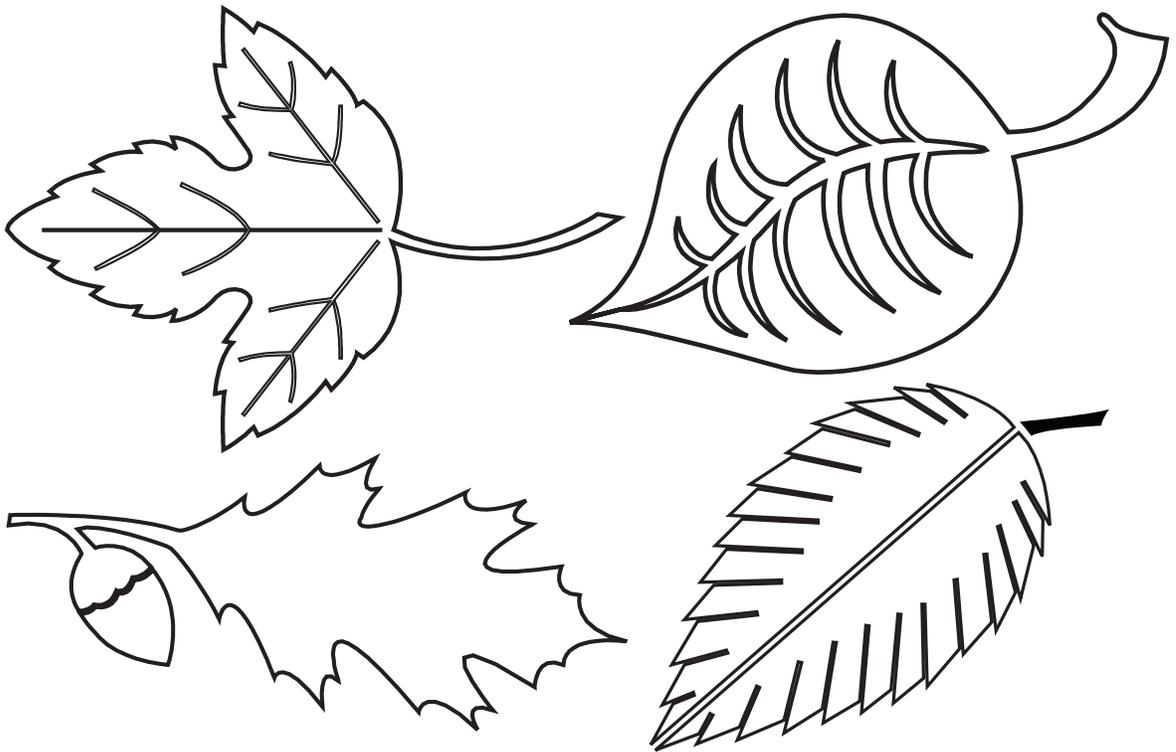
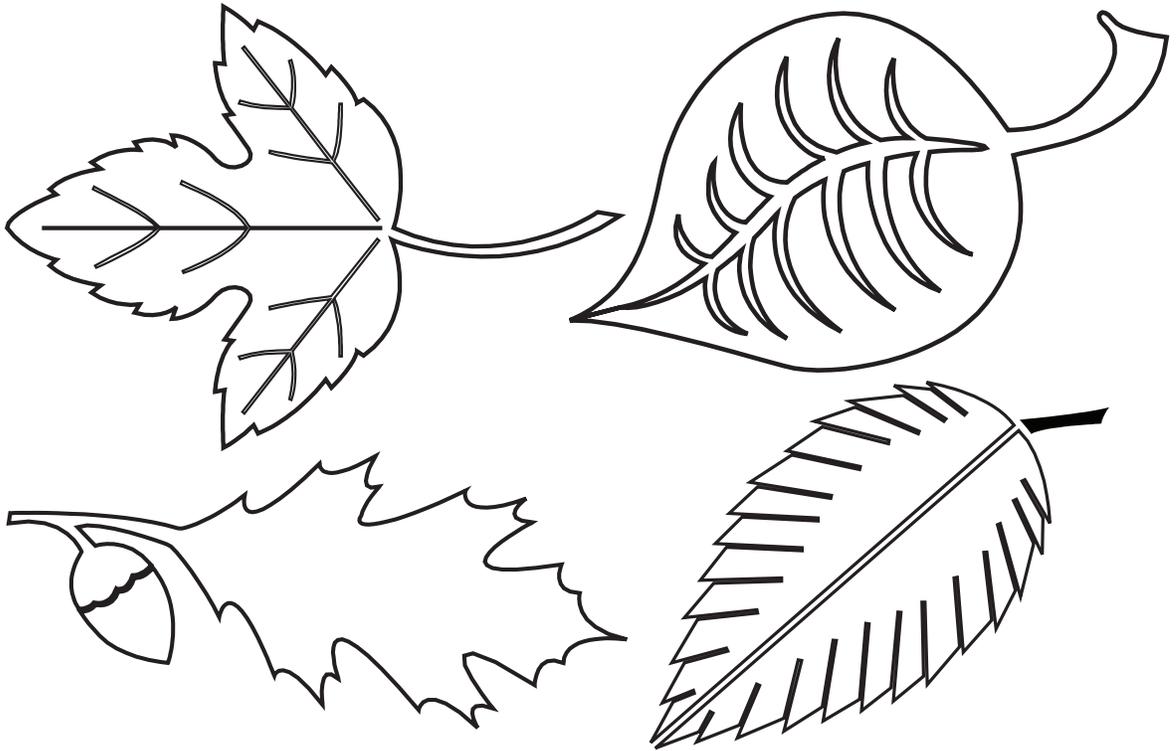
Preparation:

- Acquire the book *The Reason for the Seasons* by Gail Gibbons. This book is also referenced in the science frameworks.
- Use index cards for guidance vocabulary and a chart tablet for class discussion.
- Make copies of the tree and leaves (Attachments 1 and 2) on card stock for student activity.
- The students will need scissors, crayons, pencils, glue, tree, and leaves previously cut out. One sheet of construction paper for each child to glue the tree on. Construction paper can be color coded red, blue, and/or black as a pattern.

Procedure:

- The counselor reads aloud the book *The Reasons for the Seasons*. Stop during the reading of the book to explain important information. Do a picture walk.
- The counselor will do a group discussion with students using accountable talk stems. Ex: I think the story about reasons for the seasons is important because. . . (NOTE: These stems are used daily in the class.)
- Show pictures or examples of the four seasons so the students may see how the seasons change. Have an open discussion about the pictures or examples.
- The counselor will introduce the guidance vocabulary. Ask the students how the seasons' changing relates to his/her changing (day to day, week to week, month to month, year to year).
- Have the students give examples of how they are changing and have changed. List the changes on chart paper. Discuss similarities and differences.
- Have group discussion on why it is important to manage change in life (ex. school, home, friends, etc.). Refer to discussion about how seasons are alike and different. Ask: "Why is it important to manage changes?"
- Tell students they will construct a tree with at least eight ways that show how they have changed from last school year to this school year. The students glue the tree onto the construction paper and then on each leaf the students will write how they have changed. They will glue the leaves onto the branches to complete the tree. If time does not permit the students to finish, then have students complete the tree during the next session.
- Next lesson, have the students share their trees with the class.





Everything's Coming Up Pumpkins!

"THE LIFE CYCLE OF A PUMPKIN" FROM 2ND GRADE SCIENCE TEXTBOOK

Book Summary: Pumpkins grow on vines and are the largest fruit, some weighing over 1,000 pounds! The word pumpkin comes from the Greek word pepon which means "large melon." Pumpkins take about 4 months to grow from a seed to a mature pumpkin. They are made up of 90 percent water and are native to Central America.

Vocabulary from Story: cycle, annual, nutrients, bury, undisturbed, ancient, massive, sprout

Guidance Vocabulary: cycle, natural changes, death

TEKS: Science 2.5, 2.6

Guidance Lesson Strand(s): decision making, goal-setting, planning, problem-solving

Objective: The learner will identify the life cycle of a pumpkin and the natural changes that occur in the life span of other living things.

Preparation:

- Each group will need a pumpkin (sizes do not matter).
- Chart of the Life Cycle of the Pumpkin.
- Charts with life cycles of other living things (i.e. caterpillar to butterfly, chick into a hen or a child to an adult)
- Zipper bag for each group with cut out pieces of the pumpkin life cycle
- Arrange students' desks to work in groups of four.

Procedure:

- Recall prior knowledge and review the story "The Life Cycle of a Pumpkin" and the life cycle chart.
- Introduce guidance vocabulary words: cycle, natural changes, death.
- Distribute the pumpkins to each group, along with a zipper bag with cut out life cycle pieces.

- Take away the life cycle chart so students can't see it anymore.
- Allow groups time to collaborate and arrange the cut out pieces in correct stages.
- Have students tape cut out pieces of the life cycle around the pumpkin.
- Briefly check the effort of the groups and discuss the process as a whole class.
- Ask students: What other living things grow and change within a cycle? (Trees change in seasons, egg changes into a chick then to a hen, a caterpillar into a butterfly, etc...)
- Discuss with students specifically the changes that are a natural part of life.
- Have students make charts of their life cycles from birth to childhood discussing the feelings they may have experienced during those changes.
- Have students share charts with class.

Extension Activity (15 Minutes): Choose a graphic such as a Venn diagram to introduce to students. Use it to compare/contrast various life cycles such as seasonal trees' changes, egg changing into a chick, baby into a child (whole group lesson).

Home Connection: Have each family complete a timeline of the adult's life and how he/she has changed from birth to childhood to adulthood.



***Life cycle lesson may be adapted to any grade level teaching changes.*

Good Friends Last Forever

FROG AND TOAD TOGETHER BY ARNOLD LOBEL

Book Summary: Frog and Toad are two friends that go through various challenges together in this compilation of five stories. At the end they learn that what keeps them together is their lasting friendship.

Vocabulary from Book: extraordinary/*extraordinario*, wonderful/*maravilloso*, magnificent/*magnífico*, wonderful/*estupendo*, brave/*valiente*, appetizing/*apetitoso*, fear/*temor*, will power/*fuerza de voluntad*

Counseling Vocabulary: courage/*valentía*, patience/*paciencia*, friendship/*amistad*, problem-solving/*resolución de problemas*

State Standard: ELA 2.9C-F, 2.10D

Guidance Lesson Strand(s): interpersonal effectiveness, communication skills

Objective: Students will learn the value of friendship as they review key concepts and challenges faced in the story *Frog and Toad Together*.

Preparation:

- Have available the book *Frog and Toad Together* by Arnold Lobel.
- Prepare flash cards with book and counseling vocabulary (Attachments 1-3).
- Provide writing paper for writing letters to friends.

Procedure:

- Ask students: "How do you know when someone is a good friend?" / "*¿Cómo sabes cuando alguien es un buen amigo/a?*" "How can you show others that you are a good friend?" / "*¿Cómo puedes mostrarles a otros que eres un buen amigo?*"
- Remind students of the book they read in class *Frog and Toad Together*. Ask: "Who are the main characters in this story?" / "*¿Quiénes son los*

personajes principales de este cuento?"

- Review the main idea of each individual story while pointing out the key vocabulary words from the flashcards. Ask students: "What is the problem in the story?" / "*Cuál es el problema en el cuento?*"
- After briefly reviewing each story, ask students: "Why do you think Frog's and Toad's friendship was so special?" / "*¿Por qué piensan que la amistad de Sapo y Sepo era tan especial?*"
- Review what students learned about friendship.
- Have students write a letter to a friend explaining what they learned about friendships and telling the friend why they are special.

Extension Activity (15 Minutes):

- Show United Streaming video *A Kid's Guide to Friendship*.
- Discuss video.

Home Connection: Student will share with family the special qualities of friends in their neighborhoods.



Extraordinary

Extraordinario

Magnificent

Magnífico

Wonderful

Estupendo/Maravillosa

Brave

Valiente

Appetizing

Apetitivo

Fear

Temor

Will Power

Fuerza de Voluntad

Courage

Valentía

Patience

Paciencia

Friendship

Amistad

Problem-solving

Resolución de Problemas

Main Character

Personaje Principal

Frog

Sapo

Toad

Sepo

MY OWN UNIQUENESS

A coin's "uniqueness" can show similarities and differences when compared to other coins.

Directions: Explore more about each coin's individual uniqueness by using "I" statements and completing each sentence.



I am silver and have the president LBJ on my face_____

I can only buy 1 cent's worth_____

I am 5 pennies and 2 dimes_____

I could buy 12 cents' worth_____

I was ten dimes; now I am_____

I think I can be a quarter if you put me together five times_____

I can put a hundred of me together and become a dollar_____

I AM VALUABLE AND UNIQUE

**Each person has unique qualities and is valuable.
Remember no one is exactly like you and your uniqueness is the way you
express yourself, think, and communicate!**

Directions: Complete each "I" statement by thinking about how special you are.

I am _____

I can _____

I feel _____

I will _____

I know _____

I think _____

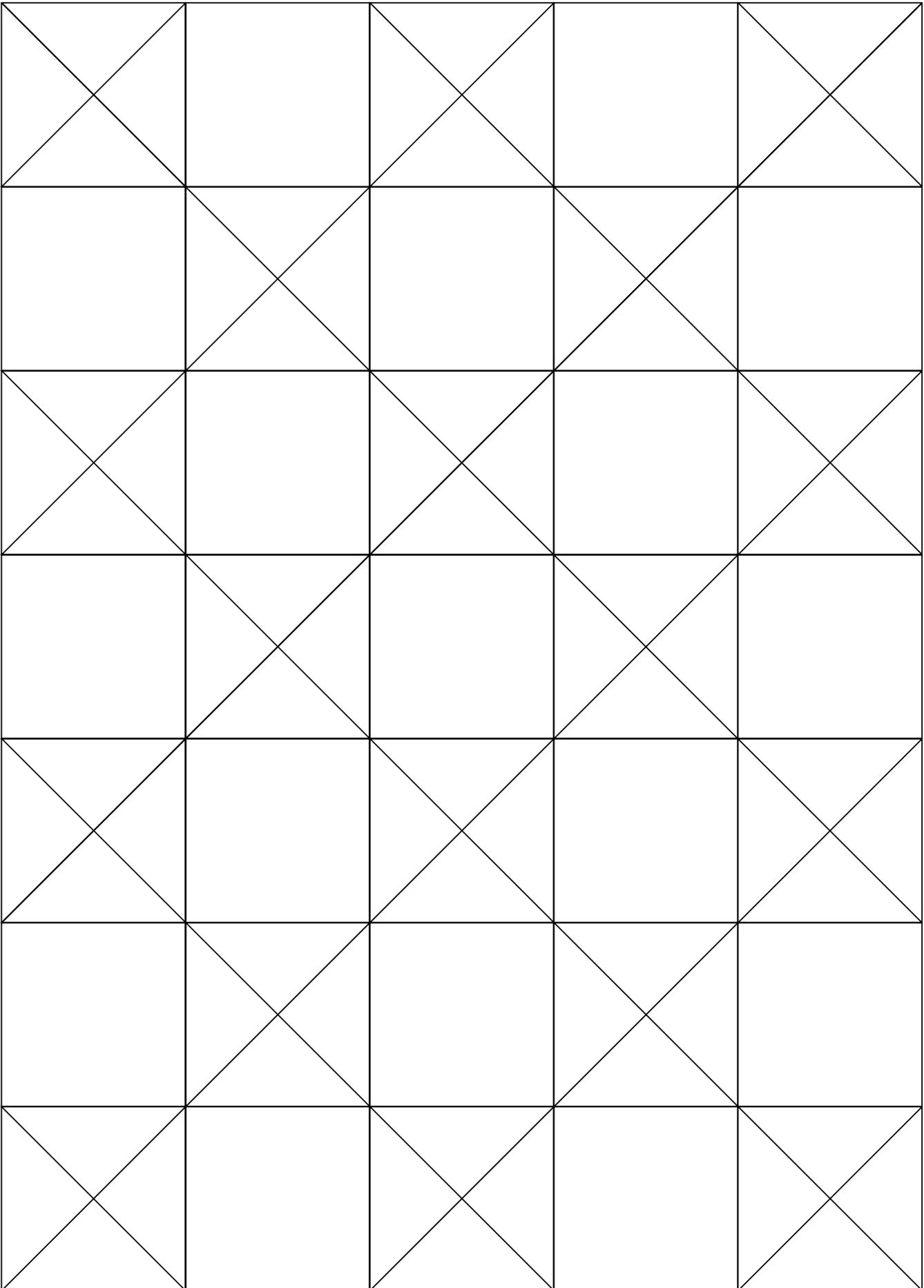
I want _____

I wish _____

I have _____

I believe _____

After sharing your answers with the class, discuss them at home with your family.



Putting Our Hands Together

“MARTIN LUTHER KING JR.” FROM HARCOURT SOCIAL STUDIES TEXTBOOK

Book Summary: On the third Monday in January Americans observe Dr. Martin Luther King, Jr. Day. Dr. King worked hard for freedom, equality, and dignity of all races and peoples. He helped bring about change by organizing the Montgomery bus boycott and the historic march to the White House. At each of these nonviolent protests, he gave famous speeches calling for freedom and equal opportunities for all.

Vocabulary from Book: heritage, custom, tradition, communication

Guidance Vocabulary: culture, respect, teamwork

State Standard: Social Studies 2.5A, 2.6B, 2.17B, 2.18B

Guidance Lesson Strand(s): cross-cultural effectiveness

Objective: The learner will work with others to show teamwork and respect for his/her own culture and the individual differences of others.

Preparation:

- Cut out hand prints for each student using construction paper of rainbow colors.
- Print “Rainbow Song” (Attachment 1) on chart paper.
- Poster board titled “Rainbow of Respect”
- Arrange with classroom teacher to have an area where students may work in groups.

Procedure:

- Review the story “Martin Luther King, Jr.” from Horizons, Volume 2, pg. 10.
- Explain that Dr. Martin Luther King, Jr. felt working as a team helps solve many problems because it shows respect to others.

- Discuss why it’s important to respect others and appreciate their cultures.
- Give examples of ways you can show respect to others’ cultures.
- Have students choose a handprint cutout.
- Create a class rainbow using everyone’s handprints. Ask students to write one way they can show appreciation to someone else’s culture on their handprints.
- Have students share their writing as they walk to place handprints on the poster board to make the “Rainbow of Respect.”
- Sing “Rainbow Song” as a class. Obtain a copy of the music, if possible.

Extension Activity (15 Minutes):

Building a Structure (Teamwork)

Preparation:

- Toothpicks, miniature marshmallows
- Divide class into teams of 3 or 4 students.
-

Procedure:

- Set ground rules for working as a team. List rules on chalkboard if needed.



"RAINBOW SONG" LYRICS

Red and yellow and pink and green,
Purple and orange and blue,
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow too!

Listen to your heart,
Listen to your heart,
And sing everything you feel,
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow too!

Alternate Version

Red and yellow and pink and green,
Purple and orange and blue,
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow too!

Listen with your eyes,
Listen with your ears,
And sing everything you see,
I can sing a rainbow,
Sing a rainbow,
Sing along with me!

Red and yellow and pink and green,
Purple and orange and blue,
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow too!

Obstacles Are Everywhere

BRONCO CHARLIE AND THE PONY EXPRESS BY MARLENE TARG BRILL / BRONCO CHARLIE Y EL PONY EXPRES

Book Summary: A determined boy named Charlie Miller becomes the youngest rider for the Pony Express. He faces many obstacles and challenges on his journey to deliver mail for the Pony Express.

Vocabulary from Book: community/*comunidad*, post office/*oficina postal*, stamps/*estampillas*, Pony Express, mailman/*cartero*, direction/*dirección*, zip code/*código postal*, postmark/*matasello*

Guidance vocabulary: perseverance/*perseverancia*, challenges/*desafíos*, obstacles/*obstáculos*, dreams/*sueños*, fear/*miedo*, respect/*respeto*

State Standard: ELA 2.1E, 2.9A, F; Social Studies 4C, 8B, 13A, 13C, 17E, 18A, 19A, 19B

Developmental Assets: 7, 8, 9, 15, 16, 21, 30, 33, 37, 40

Guidance Lesson Strand(s): decision-making, goal-setting, planning, problem-solving skills, interpersonal effectiveness, communication skills

Objective: The students will learn about the importance of achieving their dreams and discuss the various obstacles that might get in the way of their successes.

Preparation: (Team building activity/game)

- Arrange with classroom teacher to have an area where the students can come together in a circle for the lesson.
- Copy of the book *More Activities That Teach* by Tom Jackson
- Copy of *Bronco Charlie and the Pony Express*/*Bronco Charlie y el Pony Express* by Marlene Targ Brill
- 10 empty soda cans for each team. Have 10 – 15 extra soda cans for a separate pile in the room.
- 2 large marshmallows for each team.

- Masking tape to make four squares that are four feet square for each team on the floor. Make the squares ahead of time before you start the lesson in class.
- Two blindfolds for each team.

Procedure:

- Recall prior knowledge: Remember the book *Bronco Charlie and the Pony Express*?/ *¿Recuerdan el libro Bronco Charlie y el Pony Express*? We are going to revisit that story today./*Vamos a volver a visitar ese cuento hoy.*
- Introduce vocabulary: community/*comunidad*, post office/*oficina postal*, stamps/*estampillas*, pony express, mailman/*cartero*, direction/*dirección*, perseverance/*perseverancia*, obstacles/*obstáculos*, dreams/*sueños*, fear/*miedo* and respect/*respeto*
- Ask students: What are community helpers?/ *¿Cuales son los ayudantes de la comunidad?* Would Bronco Charlie have been considered a community helper back then?/ *¿Sería Bronco Charlie considerado un ayudante comunitario en aquellos tiempos?* What are some examples of other community helpers that we rely on for help?/ *¿Cuáles son ejemplos de ayudantes comunitarios en los cual dependemos para ayudarnos?* What types of obstacles did Bronco Charlie face when he was delivering mail for the Pony Express?/ *¿Qué tipos de obstaculos enfrento Bronco Charlie cuando repartía correo por el Pony Express?*
- Discuss how community helpers are important to our community and safety. Remember that just like Bronco Charlie, each of us has struggles. We may not have challenges like snakes or wolves that get in our way, but we have other problems like parents divorcing or not having a place to live.
- Tell students they are about to play “The Sky’s

the Limit/El cielo es el límite” by Tom Jackson. They are going to be faced with many challenges and they need to work as a team in order to win.

- Divide the classroom into four groups and have each group get inside one of the four squares you have taped on the floor.
- Give each group two blindfolds to put onto two team members.
- Give each group 10 empty soda cans and two large marshmallows.
- Instruct them they are going to build the tallest tower in the square within a four minute time limit. The base of the tower may only be one can. The tower will only be built using a single can for each level.
- Each team will have two members blinded with the blindfolds and only they can touch the cans and make the tower. The other sighted members can go to the extra pile of cans and get two more cans at a time.
- No other members can be out of the square while one of the members is getting two cans. Teams can be throwing their marshmallows at other teams’ towers to try to knock them down.
- Team members may block marshmallows that are thrown at their towers. They may not pick up the thrown marshmallows. (The distance you have between teams will impact the accuracy of the throws. Make it too far and it will be impossible it hit the towers. Distance will vary depending on your groups’ age.
- Call out time intervals so the teams know how long they have left to build. The towers must stand for twenty seconds after you call a stop building time. Marshmallows may not be thrown during this thirty second time period. Record how tall each team made its tower. Repeat activity if time is available.
- Discuss: How did your team do in the first round?/¿Como les fue en la primera ronda?

Was there a leader in your group?/¿Había un líder en su grupo? If so, how were they chosen?/¿Sí es así,¿como fueron elegidos? What were some of the challenges your group experienced?/¿Cuales son los desafíos que encontraron en su grupo? What prevented you from making the tower taller?/¿Qué previno que hicieran la torre más alta? How is this activity like the challenges Bronco Charlie faced?/¿Cómo son estas actividades parecidas a los desafíos que encontro Bronco Charlie? Is it hard to build things when you have obstacles in the way? (i.e. family problems, lack of money, parents divorcing)/¿Es difícil construir cosas cuando hay obstaculos en tu camino? Who can help us achieve our dreams?/¿Quién puede ayudarnos para obtener nuestros sueños/metás?

Extension Activity (15 – 20 Minutes):

- Reread *Bronco Charlie and the Pony Express*.
- Discuss how he was persistent in achieving his dreams.
- Discuss how college is going to help students achieve their dreams of being successful.
- Have students write about their dreams they want to achieve when they grow up.

Home Connection: Have families discuss with their child the importance of dreams and sharing those dreams with each other.

IT'S NOT OKAY 3RD GRADE

I Am Some ONE!

IT'S NOT OKAY TO BULLY

Book Summary: *One* by Katheryn Otoshi. Blue is a quiet color. Red's a hothead who likes to pick on Blue. Yellow, Orange, Green, and Purple don't like what they see, but what can they do? When no one speaks up, things get out of hand – until One comes along and shows all the colors how to stand up, stand together, and count. As budding young readers learn about numbers, counting, and primary and secondary colors, they also learn about accepting each other's differences and how it sometimes just takes one voice to make everyone count.

Vocabulary from Book: quiet, floating, splashing, daring, bright, regal, comforted, mean, picks on, stand up to.

Guidance Vocabulary:

- respect - treating someone else with good manners, how you would like to be treated
- relate - to get along with others, understand others
- accept - to believe or recognize something
- stand up to - to stick up for what is right, what you believe in, or for someone else

TEKS: 3rd grade math 111.15.b.14.A, B

Guidance Lesson Strands: Respect others, relate well with others, develop healthy friendships

Objective: The learner will learn that bullying is not okay. They will read about standing up against bullying and when someone is picked on. Students will act out the story to really understand the feelings talked about and practice standing up to a bully.

Preparation:

- Obtain a copy of *One* by Katheryn Otoshi.
- Make large letters 1 - 7 (1 - grey, 2 - yellow, 3 - green, 4 - purple, 5 - orange, 6 - blue, 7 - red) and large blue, orange, yellow, purple, green and red circles.

Procedure:

- Discuss the difference between bullying and being mean. Bullying is consistent and pervasive, meaning it happens more than once and is felt everywhere. Being mean can happen more than once but is not consistent or pervasive. In other words, a person may be in a bad mood and take it out on another. This may happen more than once, but not on a daily/weekly basis. Give them real life examples. Making sure your kids know the difference will help them know whether or not to get an adult involved.
- Ask these questions about the book:
 - Why is this book named *One*?
 - Have you ever experienced bullying?
 - How do the different colors in the book make you feel?
- Begin to read book. Go over questions during reading:
 - How does it make you feel when Red is mean to Blue?
 - What do you think will happen to Red at the end?
 - Do you think the colors handled bullying right?
- Post-reading questions.
 - Would you have stood up to the bully like One did?
 - How does this story make you feel about bullying?
 - Can you relate this story to your own life?
- Activity: Seven students are chosen to wear the big color dots on their shirts. Student chosen to be red is carefully prepared to be the bully. Remind him that this is a play. Students then act out the story to get transformed into numbers. Students then discuss their feelings about what happened.

Extension Activity: Students write "I am Some ONE" on their paper. Then, write a short summary of the story, including their favorite part of the story. Take it home and discuss with their family what happened to the bully.

I Am Going to Like Me

IT'S NOT OKAY TO HURT YOURSELF

Book Summary: *I Am Going to Like Me* by Jamie Lee Curtis. The book is narrated by a boy and girl who demonstrate confidence in their personal achievements and also during embarrassing situations. The book encourages kids to realize that they are unique and that it's important to feel good about themselves and being proud of who they are.

Vocabulary from Book: myself

Guidance Vocabulary:

- self-esteem - how you feel about yourself
- confidence - having trust or believing in someone or yourself
- unique - being different, special

State Standard: Reading: 3.8B

Guidance Lesson Strand(s): hurting yourself, self-confidence development

Objective: The learner will become aware of their characteristics that make them unique and the importance of liking themselves.

Preparation:

- Obtain *I Am Going to Like Me* by Jamie Lee Curtis.
- Prepare art paper, crayons, colors for students to draw their picture
- Complete your own example of a picture of a time when you do and do not like yourself.

Procedure:

- Self-esteem can help you to learn to make healthy choices about caring and protecting your mind and body. If you think you're important, you'll be less likely to do something wrong or put yourself in danger. If you have positive self-esteem, you know you're smart enough to make your own decisions. You value your safety, your feelings, your health- your whole self!

- Before the reading: start with a book preview and discuss the cover illustration. Have children describe what they see. Read the title and subtitle out loud and ask students what they think it means. Discuss the statement, "Like yourself everyday - no matter what" and ask students to predict what that statement might have to do with the story. Then ask students what they do to feel good about themselves. Discuss what self-esteem is and how it affects our feeling.
- During the reading: discuss some things that characters experience in the book that make them feel good or bad about themselves. Ask questions about how students feel when they experience similar situations in their lives and how they deal with those feelings. At the end of the read aloud ask students: do you find it hard to like yourself all the time?
- Active Engagement: ask students to list times when you don't like yourself. List times when you do like yourself. Draw a picture of a time when you do and do not like yourself. List the reason(s) you do and do not like yourself under the correct picture.

Extension Activity: Develop a personal plan for improving your own self-esteem! Ask students to make a T-chart. On one side they should write five things that they are really good at and, on the other side, five things they need to improve. Ask them to generate a list of at least five strategies they can use to boost their own self-esteem in the future.

A few lesson notes:

Recess Queen

IT'S NOT OKAY TO BULLY

Book Summary: *Recess Queen* by Alexis O'Neill (<https://youtu.be/0iLhJppEhM>) Mean Jean was the Recess Queen and during recess no one could play without getting her approval. Her classmates were afraid "she'd push 'em and smoosh 'em, lollapaloosh 'em." One day a new student, Katie Sue, came. She was not afraid to play and even invited Mean Jean to play. Her enthusiasm makes the offer difficult to resist and soon Mean Jean joins in. Jean and Katie Sue become best friends, and the playground is safe for all again.

Vocabulary from Book: crossed her, set the record straight

Guidance Vocabulary:

- courage - being brave, even when you feel scared
- respect - treating someone else with good manners, how you would like to be treated
- intimidate - to try to scare someone
- imbalance of power - when one person can't do much to stop something
- bullying - 1. There is an imbalance of power (meaning you can't do much to stop it, not necessarily a size difference); 2. it's hurtful; 3. it's repeated on purpose behavior.

State Standard: Reading-3.8B, Writing- 3.18B

Guidance Lesson Strand(s): Interpersonal effectiveness, participate effectively in groups, respect others, develop healthy friendships, peaceful conflict resolution

Objective: The learner will use role play to show how they can demonstrate respect for others and respond to conflict without violence.

Preparation:

- Obtain a copy of the book or check the Youtube link.
- Read book / watch the video to determine stopping point for group discussion.

Procedure:

- Have a group discussion about what a bully is, and situations at school that make us vulnerable to become a victim of bullying.
- Think-Pair-Share: students discuss the questions:
 - Have you ever been bullied in school?
 - How did you stand up for yourself?
- The counselor will read book or show the Youtube video of the read aloud.
- During the reading lead students in an oral discuss:
 - What actions make the students afraid of Mean Jean?
 - Why are all the students scared of Mean Jean?
 - Why is Katie Sue not afraid of Mean Jean?
 - How did Mean Jean respond to Katie Sue's kindness?
- Talk about the importance of standing up for yourself and keeping a positive attitude. Ask: How do you think Mean Jean felt when Katie Sue asked her to play? Have a group discussion about effective ways to respond to bullying.
- Active engagement: Place students in groups of three or four and have them create and act out scenarios of how they should act and react to a bully on the playground.

Extension activity: Place students in small groups and have them write an anti-bullying poem that teaches a lesson to peers about how to be a good friend who does not bully.

A few lesson notes:

Science and Smoking

IT'S NOT OKAY TO DISRESPECT YOUR BODY

Experiment Summary: The students will use the Scientific Method to observe the changes in water color of a cigarette in water, leaf in water, and plain water. We will then use this information to extrapolate how a cigarette goes out into all of the body.

Vocabulary from Experiment: hypothesis, variable, prediction, conclusion

Guidance Vocabulary:

- consequences - what happens after an action, can be good or bad
- addiction - thinking you need something to stay alive that is harmful to your health
- medication - a drug used to make someone better
- dangerous - not safe, harmful

State Standard: 112.14.b.2.A

Guidance Lesson Strand(s): value your uniqueness, behave responsibly, take responsibility for own behaviors, be self-disciplined.

Developmental Assets: 30, 31

Objective: The learner will discuss the effect that nicotine has on the body and how smoking spreads nicotine through the body. Students gain experience developing a hypothesis, performing a controlled experiment, and drawing conclusions from the experiment.

Preparation: Obtain materials for each group (four students per group)

- Three clear cups
- One cigarette (can substitute tea leaves)
- One small bunch of green leaves (gathered from outside)
- Water bucket (if you don't have a sink in the class)
- Paper and pencils

- Labels
- Markers
- Copy handout for science experiment for each student

Background: Tobacco is a very potent substance. It contains more than 4,000 chemicals, many of which are released during smoking. Tar and carbon monoxide are two particularly dangerous chemicals in cigarette smoke. Tar can cause lung cancer, emphysema, and bronchial diseases, while carbon monoxide can cause heart problems. Other serious health problems linked to smoking include digestive cancers, gastric ulcers, and cancers of the throat, tongue, lip, esophagus, and pancreas. Nicotine is in cigarettes and is very addictive. It's what causes people to continue to smoke, even though they know the health consequences of doing so.

Procedure:

- Talk to your children about medication, smoking, alcohol, and the consequences. Medication should only be taken when an individual is sick or not feeling well. Smoking tobacco or marijuana gives people bad breath and turns their teeth yellow and is bad for their bodies.
- Allow your kids to ask questions, and make sure to address television, newspaper, magazine, and billboard advertisements.
- Make sure the students understand that smoking, drinking alcohol, and doing drugs is not "cool". Rather it is dangerous to their health and family.
- Make a KWL Chart. What do you know about smoking? Discuss smoking. Talk about nicotine. Does it affect the body? How?
- Pass out handout: Science of Smoking. Use for the following.
- Look at the Question: What effect do you think a cigarette will have on a cup of water? Discuss.

Handout: Science of Smoking!

Name: _____

Date: _____

Question: What effect does a cigarette have on a cup of water?

Purpose: Discover how cigarettes spread in water.

Materials:

- Three clear cups
- One cigarette (can substitute tea leaves)
- One small bunch of green leaves (gathered from outside)
- Water bucket (if you don't have a sink in the class)
- Paper and pencils
- Labels
- Markers

Procedure: Using markers, label 3 cups as

- Cigarette (or tea leaves)
- Leaf
- Control
 - Fill each cup halfway with water.
 - Place the cigarette in the cigarette cup, the leaves in the second cup, and leave the last cup as plain water.

Hypothesis: What do you think will happen? Write down what you think will happen.

Results: Write the results on Day 1 and Day 2 on how the cups look and how they smell.

	Day 1 Look	Day 1 Smell	Day 2 Look	Day 2 Smell
Cigarette (or tea) Cup				
Leaf Cup				
Control (plain water)				

Conclusions:

- What happened to the cigarette water?
- What happened to the leaf water?
- What happened to the plain water?

Do you think cigarettes spread throughout your body? Is that good or bad? Why?

Assertive Communication

IT'S NOT OKAY TO BULLY

Guidance Vocabulary:

- government - what runs a country, state, or city
- communities - a group of people who live near each other
- leaders - someone in charge or who others look to for direction
- aggressive - ready or likely to attack or confront
- passive - unlikely to attack or confront
- assertive - confident, takes action without aggression

State Standard: Social Studies 3.12.b, Health 3.9 A

Guidance Lesson Strand(s): interpersonal effectiveness

Objective: The learner will be able to demonstrate an understanding of assertive, passive, and aggressive behaviors and will practice assertive communication by being an active listener and using "I messages."

Preparation:

- You will need 3 letter-size papers (or larger)
- Write the following words on each – assertive, passive and aggressive

Procedure:

Three Types of Behavior (10 - 15 minutes)

- Put the papers with the 3 words on a visible place in the classroom
- Remind students that governments and their leaders serve communities.
- There are many kinds of leaders in a community, not just in government. Leaders have different qualities. Today, we will be talking about three types of behavior that we can also find in our communities (point to the signs) **aggressive, passive and assertive.**
- Aggressive behavior: Have the class define aggressive behavior and give examples.
 - Aggressive behavior is hurtful.
 - Verbal or physical threats or actions

- Fighting, bullying, gossip
- Passive behavior: Have the class define passive behavior and give examples.
 - Passive behavior is avoiding the problem and letting someone be disrespectful to you.
 - Ignoring
 - Not saying anything
 - Letting the other person get what he/she wants.
- Assertive behavior: Have the class define assertive behavior and give examples.
 - Assertive communication is how you can let others know about your needs and wants, and at the same time consider the needs and wants of other people. You stand up for your rights while respecting the rights of other people. It is a win-win situation.
- Class Discussion: Which behavior is the most likely to have friends? Aggressive, passive, or assertive?
- Explain to students how the aggressive personalities pick on the passive ones, and how this seems to be a vicious circle. So, the ideal way to be most of the time is assertive. One way to be assertive is to use "I messages"
- Let them know what "I messages" are:
"I feel _____ because _____."
- Tell the students that while a student is telling them this, they should listen. Have the students pair and practice I messages.

Extension activity: Class Discussion (5 minutes)

- What are some circumstances this is a helpful way to communicate a problem?
- How did you feel when you told the person about the problem?
- How did you feel when you were told about a problem behavior?

Home Connection: Have students discuss the different types of behaviors that we find in our communities. Have them explain which one gets less bullied and why. Have them practice "I messages."

Freddy the Frogcaster

IT'S NOT OKAY TO LIE

Book Summary: *Freddy the Frogcaster* by Janice Dean features Freddy the Frog, who loves learning about the weather and is known for having the best predictions in town. But what happens when the town picnic is almost ruined by a storm that catches the local frogcaster by surprise? Freddy has to step in to save the day!

Background: A lie is a form of an untruthful statement, especially with the intention to deceive others. Children, at some point in their childhood, lie, and they lie for a number of different reasons. Lying, for the most part, is a normal part of child development. This behavior can affect parents in many ways, and many parents wonder how the lying should be handled. How lying is handled should depend on the age of the child, the specific situation, and the established family rules about lying. Very young children cannot distinguish between 'truth' and fantasy. However, as a child grows, it is important that they understand what lies are and that untruths are not acceptable.

Vocabulary from Book:

- meteorologist - someone who reports and forecasts weather conditions.
- forecast - a prediction or estimate of future events, especially coming weather or a financial trend.
- barometer - an instrument used to measure air pressure and predict changes in the weather.
- prediction - a statement about the way things will happen.

Guidance Vocabulary: lie, lying, deceive, untruthful, truth, consequence

State Standard: 112.14.a.8.A

Guidance Lesson Strand(s): honesty, behave responsibly, listen to others

Objective: The learner will be able to teach how truthfulness is important even in weather predicting.

Preparation:

- Obtain a copy of *Freddy the Forecaster* by Janice Dean or preview Youtube story told at www.youtube.com/watch?v=0I1YVJ9mvf0
- Copy the handout, Truth and Lies.

Procedure:

- Discuss with the children what is a lie and what is the truth. How do we know? Why is it important? What happens when someone doesn't tell the truth?
- Introduce the vocabulary from the book. What is a meteorologist? What does one do? Is it important for a meteorologist to be truthful?
- Read the story.
- Counselor then discusses the following:
 - How did Freddy become known as Freddy the Frogcaster?
 - What did Polly Woggins do?
 - Why was she not a good forecaster?
 - How did Freddy forecast the weather?
 - How can you use the information in the book to predict the weather?
 - Did Polly lie? Did she tell the truth? Was it important?
 - What were the consequences of Polly not telling the truth about the weather? What was going to happen to the picnic?
- Now it is your chance to predict weather. First, in pairs, plan an event then use Polly Woggin's prediction (lie) to see what would happen.
- *Example:* I will plan an outdoor birthday party. There will be a jumphouse, a pinata, and a table full of food. What are the consequences of rain on the party? The party has to end early. The food is ruined. The jumphouse has to be taken down because it is unsafe in the rain. The pinata

Name: _____

Date: _____

Truth and Lies: Weather Predicting

Draw a picture of an outdoor party or event. Draw what would happen if Polly was wrong and it was raining instead of shining. What are the consequences of rain on the event? Would it be better to know the real weather instead of the lie?

Extension: Weather Lore Sayings

1. Hornets' nest built in the top of trees indicate a mild winter is ahead; [nests built close to the ground](#) indicate that a harsh winter is coming.
 2. The higher the clouds the better the weather.
 3. If the cat washes her face over her ear, the weather is sure to be fine and clear.
 4. Clear moon, frost soon.
 5. When leaves fall early, autumn and winter will be mild; when leaves fall later, winter will be severe.
 6. If March comes in like a lion, it will go out like a lamb.
 7. When ants travel in a straight line expect rain; when they are scattered, expect fair weather.
 8. If the first snow falls on unfrozen ground expect a mild winter.
 9. If bees stay at home rain will soon come; if they fly away, fine will be the day.
 10. [A year of snow, a year of plenty.](#)
 11. Dust rising in dry weather is a sign of approaching change.
 12. Rainbow at noon, more rain soon.
 13. Flowers blooming in late autumn are a sign of a bad winter.
 14. If cows lie down and refuse to go to pasture, you can expect a storm to blow up soon.
 15. The darker the woolly caterpillar's coat, the more severe the winter will be. If there is a dark stripe at the head and one at the end, the winter will be severe at the beginning, become mild, and then get worse just before spring.
 16. When grass is dry at morning light look for rain before the night.
 17. If sheep ascend hills and scatter, expect clear weather.
 18. A warm November is the sign of a bad winter.
 19. When the chairs squeak, it's of rain they speak.
 20. When clouds appear like rocks and towers, the earth will be washed by frequent showers.
- If birds fly low, then rain we shall know

Three Little Wolves and the Big Bad Pig

IT'S NOT OKAY TO LIE

Book Summary: *Three Little Wolves and the Big Bad Pig* by Eugene Trivizas (www.youtube.com/watch?v=8qFKp6tpcns). It was time for the three little wolves to go out into the world, so off they went and built themselves a splendid brick house. But they hadn't reckoned on the big bad pig who soon came along and knocked their house down. The little wolves built a stronger house of concrete, in which they were "sure" to be safe. But that didn't stop the big bad pig, who made short work of it with a pneumatic drill. Even a house made of armor plates could not protect them. It was only a chance encounter with a flamingo bird that solved their dilemma in an entirely unexpected and satisfactory way.

Vocabulary:

- wheelbarrow - a large one-wheeled container with two handles used to carry materials
- prowling - a slow, sneaky walk
- croquet, battledore, shuttlecock - backyard games
- sledgehammer, pneumatic drill - building tools
- barbed wire, armor plates, padlocks, Plexiglas - building materials
- scorched - slightly burned
- fragrant - having a pleasant scent
- tarantella - a quick, southern Italian dance
- wolfberries - a sweet, red berry

Guidance Vocabulary:

- anger - feeling mad
- aggression - hurtful or violent behavior towards yourself or others
- short tempered/hot tempered - quick to get angry and/or aggressive
- mean-spirited - someone who says hurtful things on purpose
- jealous - feeling or showing envy or wanting for what someone else has

State Standard: Reading 3.5A, 3.8.A, 3.8B

Guidance Lesson Strand(s): respect others, manage their feelings, solve problems, express themselves, listen to others

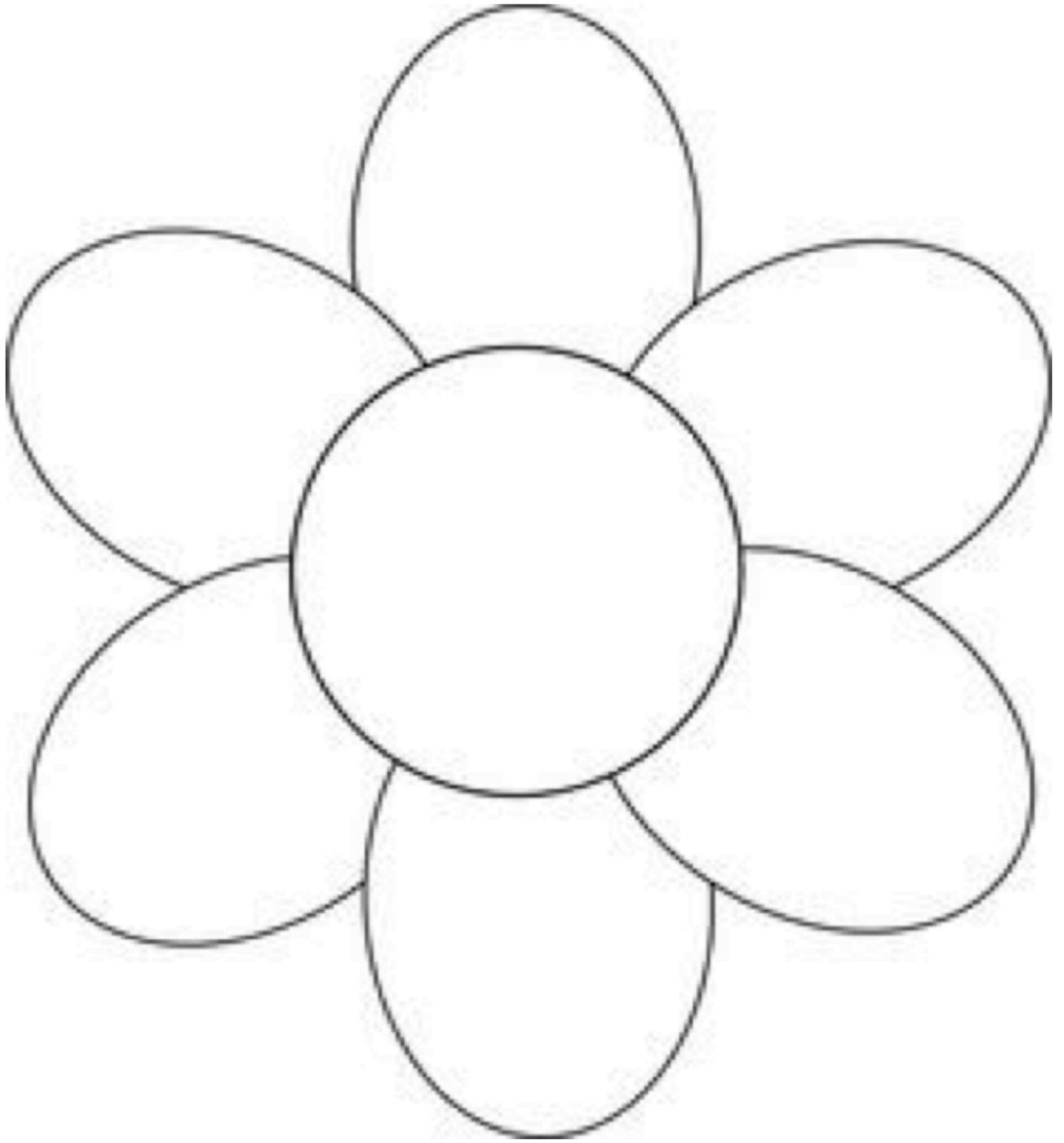
Objective: The learner will practice using friendly language and communication skills to substitute disrespectful behavior.

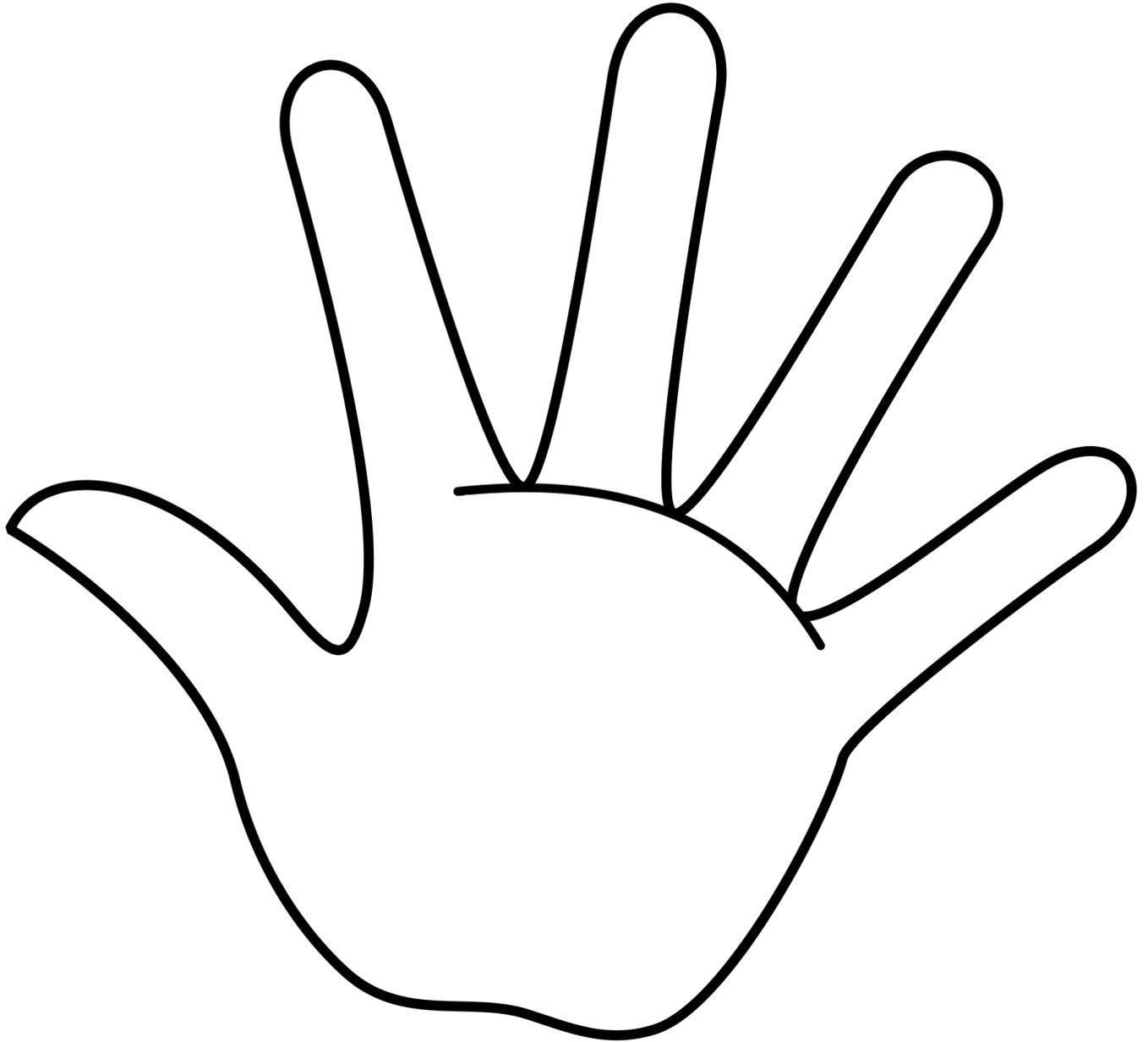
Preparation:

- Get the book *The Three Little Wolves and the Big Bad Pig* or check the YouTube link.
- Background: When talking to children about being mean it is important to discuss several things: feelings, positive behavior, kindness, and choices. Talking to your children about feelings and positive reactions to those feelings will help them create healthy relationships with others. This is also a perfect time to teach your children about manners, being polite, and treating others the way they would like to be treated. Anger is usually the feeling associated with being mean to others. By teaching your children how to be kind to others will show them the importance of having good manners, being considerate of other's feelings, and to be compassionate toward others
- Gather activity materials: copies of the flower, markers, scissors, and glue.
- Make an example of your own flower to show students.

Procedure:

- Talk to the children about meanness. Why are people mean? What makes someone mean to another person? We are going to read a book about someone who is very mean (the Big Bad Pig). You are going to listen for evidence that the Pig is mean. We will keep track of the evidence. Then we will see what the solution is. As we read the book, think about how the Pig is mean and then what happens to him.



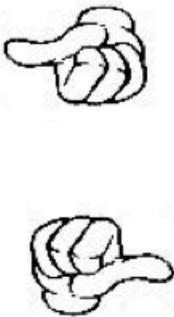


Name: _____

Let's be honest!

Instruction: Read each sentence and identify honest behaviors with a thumbs up and give dishonest behavior thumbs down. Then, write one behavior that show honesty and one that does not show honest behavior.

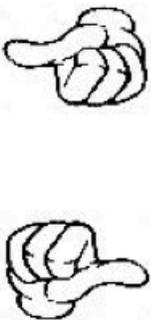
Asking your parents for help to do your math homework.



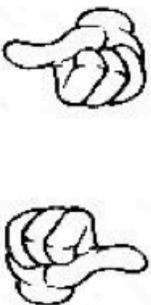
Giving yourself more points in a game.



Looking at another classmate's paper and copying their information.



Copying your research work from the internet.



What If Everybody Did That?

IT'S NOT OKAY TO BE MEAN

Book Summary: *What if Everybody Did That?* by Ellen Javernick (also found at : www.youtube.com/watch?v=NVH5XsNDZw4). If you drop just one soda can out the window, it's no big deal...right? But what if everybody did that? What if everybody broke the rules... and spoke during story time, didn't wash up, or splashed too much at the pool? Then the world would be a mess. But what if everybody obeyed the rules so that the world would become a better place? Using humorous illustrations rendered in mixed media, these questions are answered in a child-friendly way and show the consequences of thoughtless, mean behavior.

Vocabulary from Book: expected, manager, patrolman, glared, shooed, lifeguard, wrapper, autograph

Guidance Vocabulary:

- anger - feeling mad
- aggression - hurtful or violent behavior towards yourself or others
- short tempered/hot tempered - quick to get angry and/or aggressive
- mean-spirited - someone who says hurtful things on purpose
- jealous - feeling or showing envy or wanting for what someone else has

State Standard: science 3.1B (C) make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics

Guidance Lesson Strand(s): respect others, manage their feelings, solve problems, express themselves, listen to others

Objective: The learner will be able to think about what the world would be like if everyone was thoughtless and discover what makes the world a kind place, NOT a mean place.

Preparation:

- Background: When talking to children about being mean it is important to discuss several things: feelings, positive behavior, kindness, and choices. Talking to your children about feelings and positive reactions to those feelings will help them create healthy relationships with others. This is also a perfect time to teach your children about manners, being polite, and treating others the way they would like to be treated. Anger is usually the feeling associated with being mean to others. By teaching your children how to be kind to others will show them the importance of having good manners, being considerate of other's feelings, and to be compassionate toward others
- Get the book "What if Everybody Did That?" Available on Youtube at : <https://www.youtube.com/watch?v=NVH5XsNDZw4>
- Copy the handout "Being Mean" and copy enough Letter Homes for each student.

Procedure:

- Talk to the children about meanness.
 - Have you ever been mean?
 - Has anyone been mean to you?
 - What does it feel like when someone is mean?
 - What makes someone act mean to another person?
 - Do you think people always intend to be mean?
- We are going to read a book about someone who doesn't intend to be mean, but he is mean (the boy). You are going to listen for evidence that the boy is mean. We will keep track of the evidence. Then we will see what the solution is. As we read the book, think about how the boy is mean and how that affects others.
- Introduce the vocabulary from the book. What is one word that is new to you?
 - Expected
 - Manage

- Patrolman
- Glared
- Shooed
- Lifeguard
- Wrapper
- Autograph
- Read the story.
- Discussion Questions
 - What if everybody talked while the teacher is talking?
 - What if everybody arrived late to school?
 - What if everybody rushed to the front of the line?
 - What if everybody ran through the hallways?
 - What if everybody dropped their garbage on the ground?
 - What if everybody didn't return their library books?
 - What if everybody left the lights on all the time?
 - Is the boy trying to be mean?
 - But are his actions mean to the planet, the world, his classroom, etc?
- Talk to the children about anger, and things that can cause them to become angry. Explain how anger is just another normal feeling people experience.
- Things that can cause people to become angry:
 - Hitting
 - Teasing
 - Losing something that belongs to them, etc.
- Talk about how they can choose to respond positively when they experience anger:
 - taking a timeout to be alone
 - breathing
 - talking to a friend
 - writing their feelings in a journal
 - walking away
 - drawing
 - reading
- Talk to your children about being kind. What are some examples of kindness you have seen?

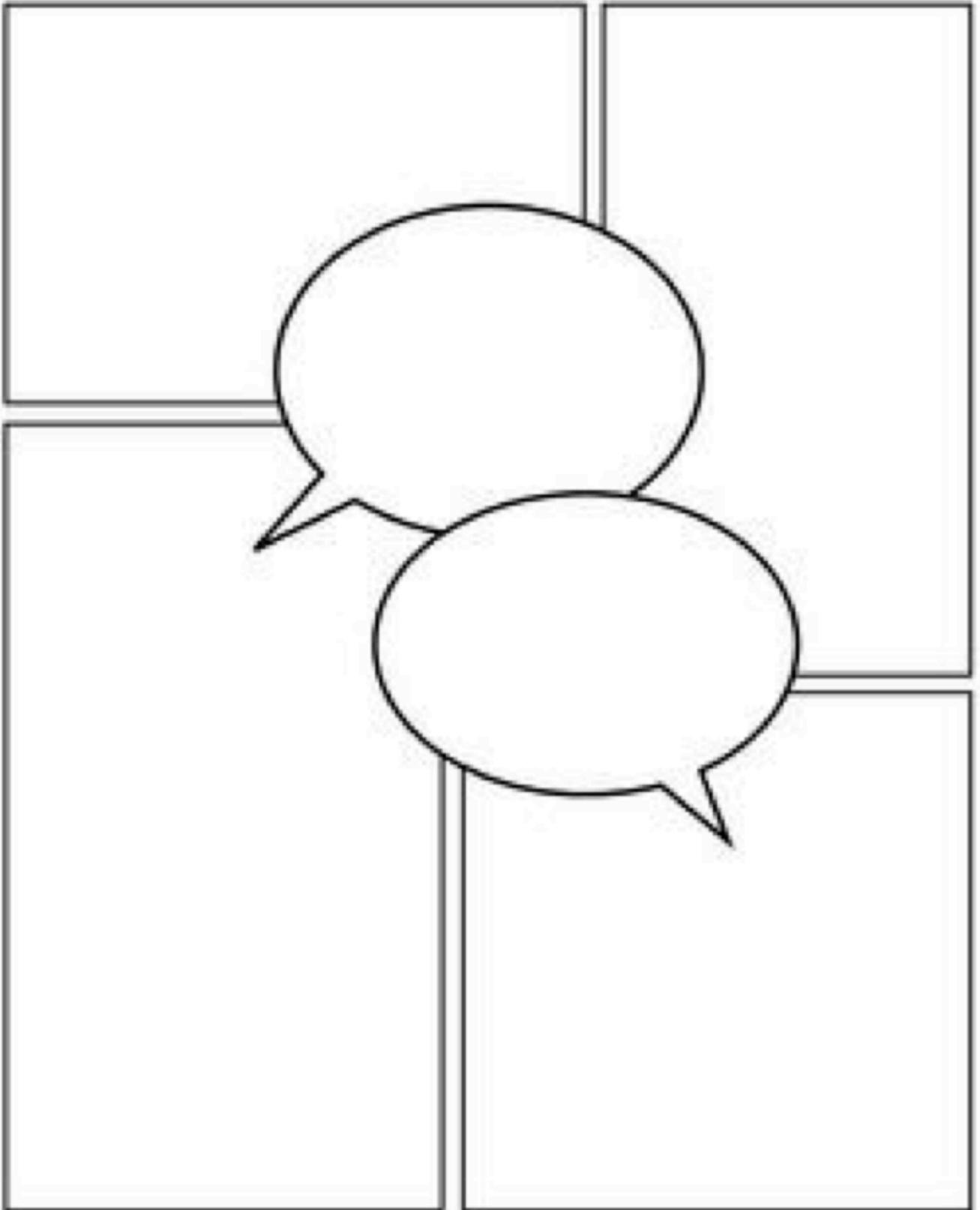
Activity: Make a cartoon.

- Students will use the handout to make a cartoon showing one of the scenarios from the book. Think about times when someone has been mean to a person or to the earth. What kind things can we do to respond positively to meanness? Your job will be to show kindness in the scenario, showing the boy making good choices and not being mean at all!
- Students will use crayons and markers to make a kind scene. For example, if you chose the boy throwing the cans out the window, show all the cans going into a trash bag.

Extension Activity: Act out one of the cartoons. Students are put into groups of 4. In groups, choose one of your cartoons to act out. Practice acting out the action. Present to the class.

Home Connection: Students will discuss the lesson with their parents.

A few lesson notes:



Being Mean

IT'S NOT OKAY TO BE MEAN

Book summary: *Piggy Monday: A Tale About Manners* by Suzanne Bloom (other titles: *Monster Manners* by Bethany Roberts). On Monday Mrs. Hubbub's class was getting out of line. She told them to behave or they would all turn into swine. But her students do not listen. As they become more rude and rowdy, their hands turn into hooves and their noses turn into snouts! So the school nurse calls in a specialist—the Pig Lady, who recognizes the problem immediately. With her help, the children begin to recall and recite proper manners. "Every time I'm picked on, it makes me feel so small. So don't make fun of anyone. Don't bully or name-call." As the students come to realize their mistakes, their tails, snouts, and hooves begin to disappear. Before long, yucky habits are dropped and hurt feelings go away.

Vocabulary from book: snout, hooves

Guidance Vocabulary:

- disrespect - treating someone else poorly, not using manners
- respect - treating someone else with good manners, how you would like to be treated
- manners - how you treat other people
- polite - using good manners

State Standard: 3.8.B

Guidance Lesson Strand(s): disrespect, interpersonal effectiveness, communication skills

Objective: The learner will identify examples of respect and disrespect by evaluating the actions of others.

Preparation:

- Obtain a copy of the book.
- Write at least five scenarios students can use for the role play, or make copies of the examples included.
- Students will need paper, markers, and crayons to make a poster

Procedure:

- Before the read aloud, have a discussion about:
 - What does the word "respect" mean to you?
 - How do you exemplify respect in your life?
 - How does respect differ from tolerance?
 - Why is respect important in our world today?
 - Who deserves respect but often does not receive it? Why do you think this happens?
- Ask the students to listen carefully to the story and try to remember behaviors that they think do not show respect. After the reading, divide the class in small groups and ask them to write a list of all the things they remember from the book, after a few minutes have the students share their list with the class. Also, discuss situations they have observed in their school or home when someone was being disrespectful.
- Active Engagement: Divide the class in groups again and give each group a paper to do a role-play. They have to act out a situation in which someone is being disrespectful, then role-play how they should act to show respect.

Extension activity: In small groups, create a "How to Respect" poster or for use either at school, with younger children, or in the community. Possible topics could include "How to Respect: the environment, school property, parents, teachers, school, the library, etc."

A few lesson notes:

Your mother tells you to go turn off the tv and go clean your room, but you want to finish your favorite tv show. You talk back to your mom and tell her you don't feel like doing it.

You are working in groups and you do not agree with your friend, so you roll your eyes to express how you feel about what he/she is saying.

You are asked to help a friend who is struggling with a math problem. You stomp your feet and ask why you always have to help them.

There is a new girl in your class who is very shy. You quietly tell your friends at the table she is creepy.

Another student is blocking the entrance to the library and you need to enter so you tell them to "move out of the way".

The Lorax

IT'S NOT OKAY TO CHEAT

Book Summary: *The Lorax* by Dr. Seuss. This book is about a weird Once-ler who chops down Truffula trees to make Thneeds. At first, the city has lots of animals, trees, and green grass. When the Once-ler chops the first tree, a Lorax pops out, whatever that is. The Lorax tells the Once-ler to stop cutting down the trees. The Once-ler doesn't listen and starts chopping more and more trees and he builds a big tree-chopper and a big factory. As he keeps chopping, the animals all leave because there is no food and the water and the air turns bad. The Once-ler chops down all the trees and can't make any more Thneeds, so there's nothing left. The Once-ler gives a Truffula tree seed to a boy and tells him to plant it.

Vocabulary from Book:

- needs: something that is necessary to live a healthy life
- protect: keep safe from harm or injury
- deforestation: the removal of trees
- factory: a building where items are made and assembled by people or machines
- future: time that still has yet to come
- invented: create or design something that does not yet exist
- machinery: a group of machines which use energy to perform an activity
- shipping: to send something (mail, truck, train, ship, etc.)
- smog: air pollution by a mixture of fog and haze
- unless: except if... (an example of something that can be done)

Guidance Vocabulary:

- mislead - to give someone incorrect information on purpose
- deceive - trying to get someone to believe a lie
- dishonest - to lie or leave out the truth

State Standard: 112.14.a.9.A, B, C

Guidance Lesson Strand(s): solve problems, gather information, make decisions

Objective: To observe and understand the effects of cheating by a caretaker on an ecosystem.

Preparation:

- Obtain a copy of "The Lorax" or watch the 1972 original animated version on Youtube at www.youtube.com/watch?v=8V06Z0Quo0k. (Note: The video is 25 minutes long.)
- Copy enough Truffula Tree outlines so each child has one, and one letter per student.
- Background: Cheating is when a person misleads, deceives, or acts dishonestly on purpose. For kids, cheating may happen at school, at home, or while playing a sport. Cheating is so tempting, because it makes difficult things seem easy. In many cases, cheating only makes the original situation worse. For example, cheating on a test might help you pass the test, but it will not help you to understand or comprehend the information. Cheating is a bad choice, and there are many negative consequences that could follow cheating.

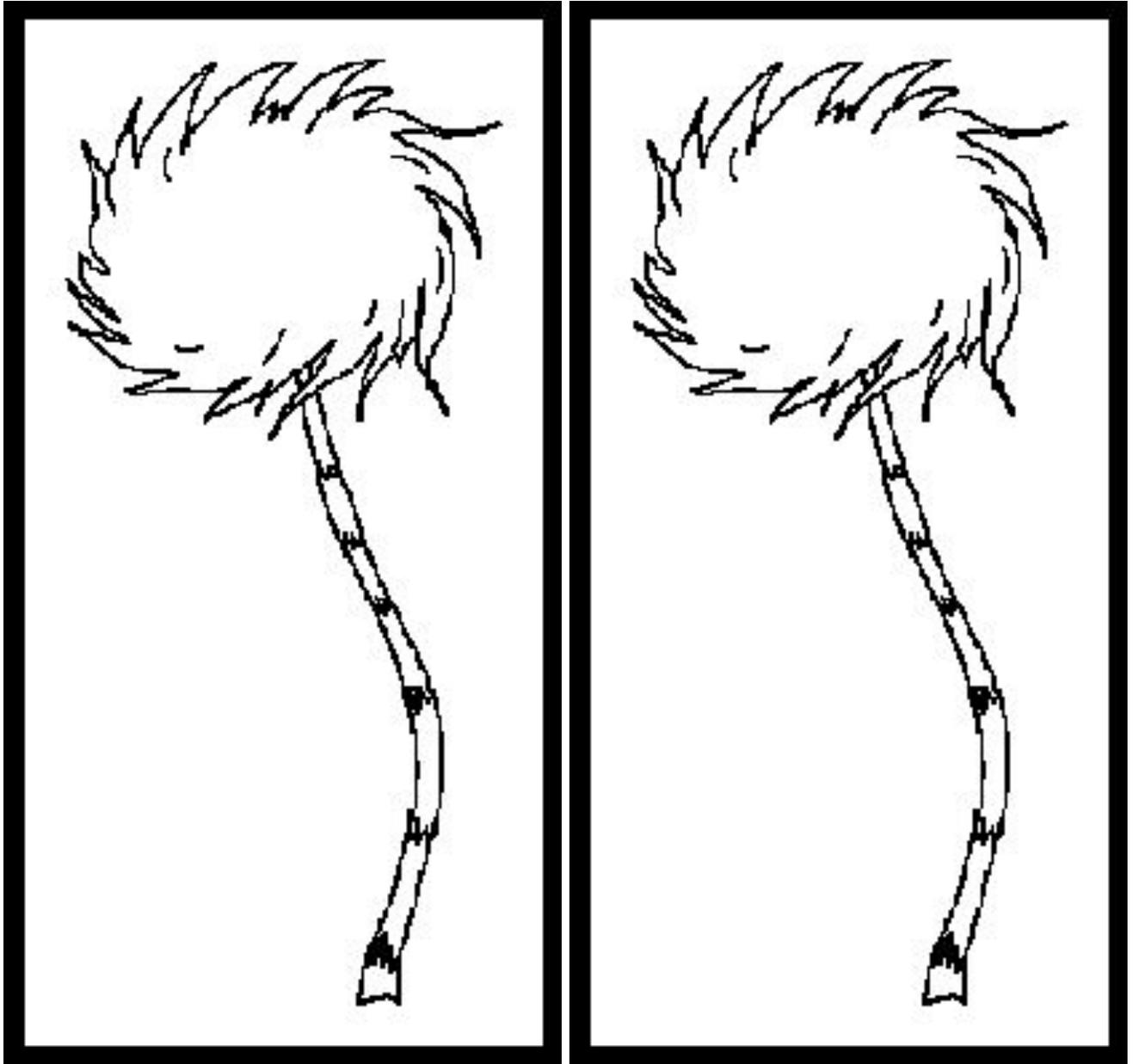
Procedure:

- Discuss with the children what cheating is. Cheating is a very important topic. It is cheating when you don't tell the truth in order to get your own way. Cheating can also be on a test or paper, looking at another child's paper and copying their information, or cheating while playing a game. These are all examples of possible ways to cheat. Listen to the story and see what ways you see cheating taking place.
- Introduce the vocabulary from the book. What do you know about these words? (see vocabulary list)
- Read the story (or watch the Youtube original version)
- Discuss the following:
 1. What did the Onceler do that was cheating? He

Activity:

Today we will make Truffula tree promises. On the model of the Truffula tree, write a promise that you make not to cheat. Be specific, such as “I will not cheat on a test”, or “I will be honest with my mom.” Students may color the trunks yellow and black and color the tree tops pastel colors. Make sure not to color over the writing of the promise! Use the children’s trees to make a poster of Truffula forest promises.

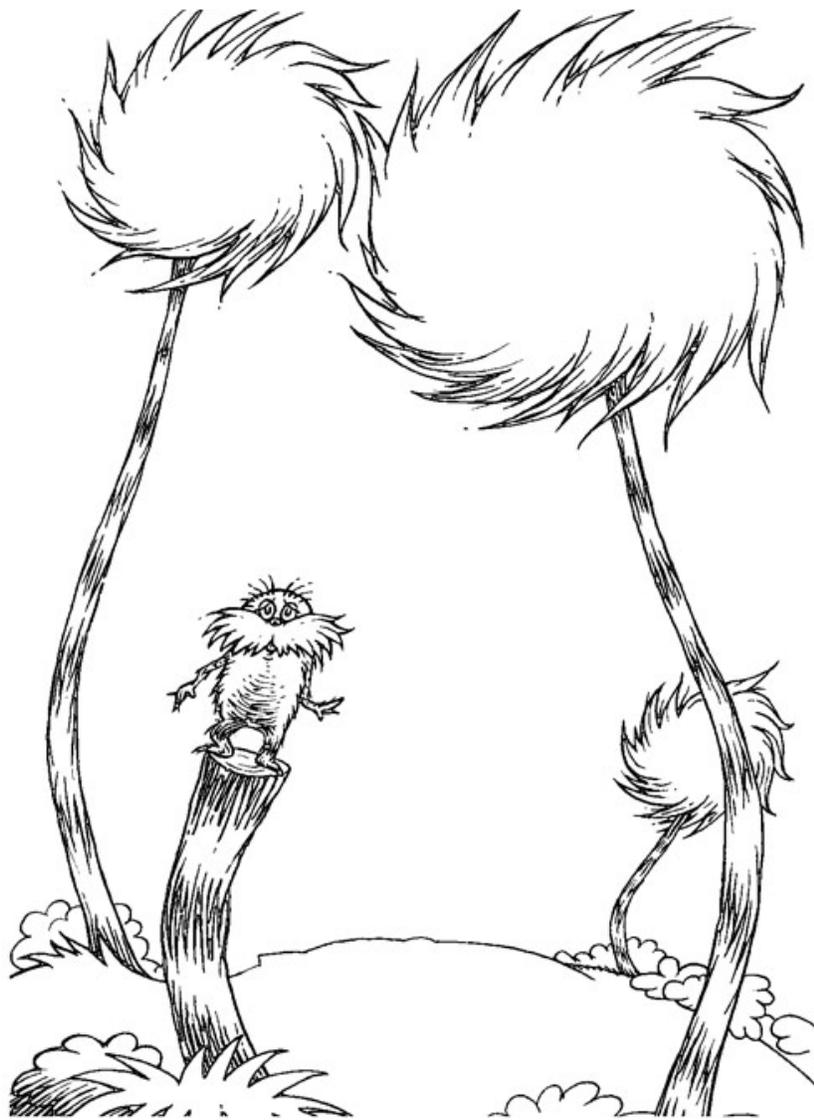
Truffula Tree Outlines



Truffula Tree Handout

Name: _____ Date: _____

Directions: Write a promise in the Truffula Trees about being honest and not cheating. Your example can be about not cheating at school or at home or in your neighborhood. Color the Truffula Trees.



Hands Are Not For Hitting

IT'S NOT OKAY TO BE VIOLENT

Book Summary: *Hands Are Not for Hitting* by E. Verdick (<https://youtu.be/W3j1s1EAk0c>). Children learn that violence is never okay, that they can manage their anger and other strong feelings, and that they're capable of positive, loving actions – like playing, making music, learning, counting, helping, taking care, and much more.

Vocabulary from Book: greeting, communicating, tease, solve, handy

Guidance Vocabulary:

- manage feelings - you are in control of your own emotions
- solve a problem - work out an issue
- violence - behavior that hurts someone
- communication - talking, writing, signing, or gesturing to someone else to get a message across

State Standard: Writing 3.17E

Guidance Lesson Strand(s): Solve problems, communication skills, peaceful conflict resolution

Objective: The learner will be able to identify appropriate ways to use their hands instead of hurting/mistreating others with them.

Preparation:

- Obtain a copy of the book.
- Gather materials for student activity: paint (purple if possible), plate (s) to hold paint, big poster board/ butcher paper, wipes to clean hands.

Procedure:

- Ask students what the word "conflict" means to them.
- Encourage students who wish to share or give testimonials about how they can solve a conflict with someone at school, at home, or during play time.
- Talk about how we feel during conflict and how some of us choose to use violence to deal with the problem.

- Talk about negative uses of our hands (i.e. hitting, pushing, grabbing, hair pulling, etc.) and discuss why using hands to hurt someone (hitting, pushing, etc.) is not an appropriate way to express feelings and solve problems.
- Then read the book *Hands Are Not for Hitting*. After reading, discuss situations or feelings when we might want to hit somebody. Discuss ways to properly deal with our feelings and alternative options to solve a conflict.
- Active Engagement: Tell students that you want to make a club that promotes using words and kindness to solve conflict, get students to encourage all students to join the club by printing their hand on the big poster and write a postcard to another student in a lower grade to invite them to join the club.

Extension Activity: Watch the video "Keep Your Hands to Yourself" to talk about safe playtime with friends. Sometimes your touch is unwelcome and our friends can feel attacked even when we are not trying to hurt them. <https://youtu.be/8iTPPh1d2j8>

Home Connection: Students will discuss video with parents.

A few lesson notes:



The Story of Ferdinand

IT'S NOT OKAY TO BE VIOLENT

Book Summary: *The Story of Ferdinand* by Munro Leaf or Youtube video at <https://www.youtube.com/watch?v=FZv2lCe1Ps> (5 minutes). Ferdinand is the world's most peaceful—and-beloved little bull. While all of the other bulls snort, leap, and butt their heads, Ferdinand is content to just sit and smell the flowers under his favorite cork tree. He would rather smell flowers than fight in bullfights. He sits in the middle of the bull ring failing to take heed of any of the provocations of the matador and others to fight.

Vocabulary from Book:

- bull - a male bovine, cow is the female
- cork - the outer bark of a tree that grows in Spain
- lonesome - sad because of lack of friends
- horns - bony growths on the heads of bulls and other animals
- fierce - savage, wild, hostile
- snorting - loud harsh sound through the nose
- pawing - to strike with paws or feet
- banderilleros - men who use darts with barbs to prick bulls while bullfighting
- picadores - assistant in bullfighting who angers the bull with a lance or long pointed stick
- matador - principal bullfighter
- cape - long piece of cloth hung around the shoulders

Guidance Vocabulary:

- violence - behavior that hurts someone or yourself
- behavior - how you act
- anger - feeling mad
- disagreement - dispute, not being able to agree on something
- victim - the person in a conflict who gets hurt

State Standard: 114.12.b.10.B

Guidance Lesson Strand(s): manage your feelings, respect others, relate well with others, express yourself, listen to others.

Developmental Assets: 30, 31, 35

Objective: The learner will observe and understand the reasons for violence and how to avoid violence.

Preparation:

- Obtain a copy of "The Story of Ferdinand" by Munro Leaf or Youtube video at <https://www.youtube.com/watch?v=FZv2lCe1Ps> (5 minutes)
- Copy enough Flower Fun handouts and letters home for the class.
- Background: Violent behavior is learned, and often it is learned early in life. But just as children can learn to be violent, they also can learn to be kind-hearted. They can learn constructive ways to solve problems, deal with disagreements, and handle anger. Children who learn these skills early in life actually are learning violence prevention—something that will be valuable for the rest of their lives. With these skills, children are far less likely to grow up to be violent, or to be victims of violence.
- Questions might include:
 - What are some physical traits that are passed down from parent to offspring?
 - What are some examples of learned behaviors?
 - What is violence?
 - What is an example of violence?
 - Is violence passed down from parent to offspring, or is it a learned behavior?

Procedure:

- » Discuss the science vocabulary.
- What is a learned behavior? Give an example (learn to walk, learn to talk, learn to ride a bike, learn to read).
 - What is an inherited trait? Something that comes from your parents, not because you live with them, but because they are your parents (hair color, how tall you are, skin color, shape of your eyes and nose).
 - How many of you look like your parents? Is that learned or inherited? (Inherited). How many of you

ride a bike? Is that learned or inherited? (Learned).

» Now we will talk about violence.

- Is violence learned or inherited? (Learned). What about how you act, the choices you make? (Learned). So your behavior, if you are angry or kind, is learned or inherited? (Learned). When we have disagreements, do we have a choice of how we behave? (Yes). You can learn constructive ways to solve problems, deal with disagreements, and handle anger. If you learn these skills early in life you are learning violence prevention—the skills to avoid violence. This is something that will be valuable for the rest of your lives. With these skills, you are far less likely to grow up to be violent, or to be victims of violence.

» Introduce the vocabulary from the book. What do you know about these words? (See the vocabulary list.)

» Read “The Story of Ferdinand” by Munro Leaf or Youtube video at <https://www.youtube.com/watch?v=FZv2lCel1Ps> (5 minutes)

» Counselor then discusses the following:

1. What did Ferdinand’s mother think about his just sitting quietly and smelling the flowers?
2. What did the other little bulls do?
3. What did the other little bull want most of all when they grew up?
4. What did Ferdinand want?
5. When the five men in funny hats came to the pasture, what were they looking for?
6. Why did the five men pick Ferdinand?
7. Was Ferdinand really the biggest, fastest, roughest, strongest and fiercest bull?
8. What did Ferdinand chose to do in the ring?
9. Did Ferdinand chose to be violent?
10. Why did he chose to be peaceful?
11. What happened to Ferdinand in the end?

Activity: Flower Fun!

- Ferdinand loves to smell flowers. It makes him calm and peaceful. What are some things you can do when you want to calm down? It is normal and okay to be angry, but it is not okay to hurt yourself or others (violence). List some things to do when we are angry:

I Can...

- breathe deep
- count to ten
- walk away
- stomp your feet
- say “I’m mad”
- scribble
- sing a mad song
- write an angry note

I Can’t...

- hit
- kick
- throw things
- spit
- break something
- hurt yourself
- hurt someone else

- Now have children use the illustration of the flower. Write “I can” statements on the petals. Write “I can’t” statements under the ground. Hang these above the children’s tables so the teacher can remind them of options that they have, what they can and can’t do when they start to get angry.

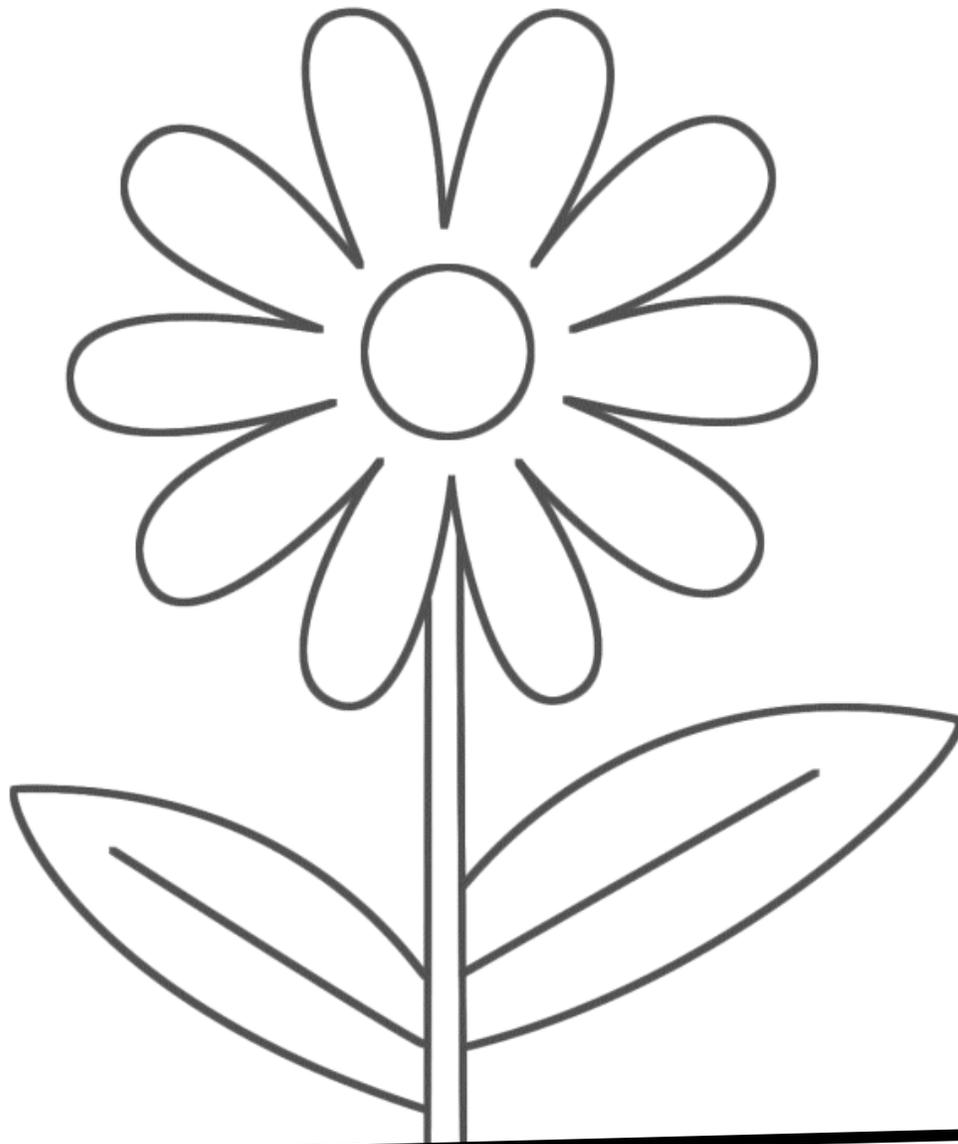
Extension Activity: As an extension activity, students can draw their hand on a piece of paper. On each finger and thumb, write an “I can” statement for what to do when they get angry. Let the kids share what they wrote with their partner. Have the children take the hands home. When the student is faced with an angry situation, remind them they can take out the picture of the hand they drew and chose an “I can” response to anger.

Home Connection: Share drawing with parents.

Flower Fun!

Name: _____ Date: _____

When I am angry I can.....



I can't.....

HOW TO PREVENT FIGHTS

Conflict is a normal part of life. We all have occasional conflicts, even with people we love. But we shouldn't let little conflicts turn into big fights, especially violent ones. Here are some rules for keeping conflicts from getting out of control.

1. Tell the other person what's bothering you, and how does it makes you feel - but do it nicely (never use name-calling or insults).
2. Don't let your emotions take control. Pretend that the problem is happening to somebody else, and you are just delivering the message.
3. Listen to the other person.
4. Put yourself in the shoes of the other person.
5. Look for a compromise.
6. And, if everything else fails, ask somebody else to help!

Active Engagement: DISCUSSION QUESTIONS

1. Agree or disagree: When you get into a conflict with someone, it's okay to hit and call names.
2. Have you ever gotten into a fight because you were upset about something else?
 - What happened?
 - How did you feel afterward?
 - What did you learn from that?
3. When somebody says something insensitive to you, should you confront him/her on it? What's a good way to do that without starting a fight?
4. Have you ever said something in the heat of an argument that you regretted later? What happened?
5. Do you find it easy or difficult to apologize when you are wrong? Why is that?
6. When is it okay to hit another person?
7. Why are some people violent?
8. Why do some people get so angry when somebody says something insulting about their mother?
9. Some people said that violence is just something you have to get used to because it happens all the time. What do you think of that kind of an attitude? Is it a good idea to get used to violence? Why, or why not?
10. Some people claimed there is nothing they can do to prevent becoming personally involved in a violent confrontation. Do you think she's right? What would you tell her if she said that to you.
11. How does it make you feel when you see people hurting each other in a fight?
12. Whose responsibility is it to prevent violence?
(Tip: It's yours, because you are the only person you have control over.)
13. Do you think there's something wrong with someone who will just walk away from a fight?
14. Some people think it's very hard to just walk away from a fight. Why do they feel that way? Do you agree? What could you do to make it easier for yourself to walk away.
15. What are the benefits of resolving conflicts in a peaceful and positive way?

The Greedy Triangle

IT'S NOT OKAY TO DISRESPECT

Book Summary: *The Greedy Triangle* by Marilyn Burns. Bored and dissatisfied with his life, a triangle visits a local shapeshifter to add another angle to his shape. Poof! He becomes a quadrilateral. But then he gets greedy and keeps adding angles until he's completely transformed. Kids will enjoy this boldly colorful introduction to shapes and basic math concepts.

Vocabulary from Book:

- quadrilateral - any 4 sided shape
- pentagon - 5 sided shape
- hexagon - 6 sided shape
- heptagon - 7 sided shape
- octagon - 8 sided shape
- nonagon - 9 sided shape
- decagon - 10 sided shape

Guidance Vocabulary:

- relationship - the way we relate and connect to other people
- consideration - careful thought about something
- rude - saying something not on purpose that hurts someone
- behavior - how you act
- courteous - respectful, using good manners
- polite - using good manners

State Standard: 3.6 (b) C

Guidance Lesson Strand(s): respect others, relate well with others, express yourself, take responsibility for own behaviors

Objective: The learner will use the story of "The Greedy Triangle" to learn about disrespecting yourself and others and give context for understanding showing respect.

Preparation:

- Obtain a copy of *The Greedy Triangle* or prepare to

watch the Youtube book reading at www.youtube.com/watch?v=kPu14XyyZUE (8 minutes)

- Prepare one copy of the shapes, preferably on card stock.
- Get one large poster for extension activity.

Procedure:

- Discuss with the children what disrespect is.
- We disrespect ourselves when we do not appreciate our individual gifts and talents. We disrespect others when we do not value their feelings, or when we ignore them without letting them know why.
- Read the story (or watch the Youtube original version, 8 minutes):
- Activity:
 - Counselor hands out the shapes
 - Students write down one good quality about themselves
 - Students write down one good quality about someone else in the classroom
 - Students share their work

Extension Activity: Use the attachment as an example and have students create respect posters. Students can share these with the class and younger grade levels.

- We can respect our friends by:
- We can respect our teachers by:
- We can respect our parents by:
- We can respect our school by:
- We can respect ourselves by:

A few lesson notes:

We Can Show Respect!

We can respect our friends by:

We can respect our teachers by:

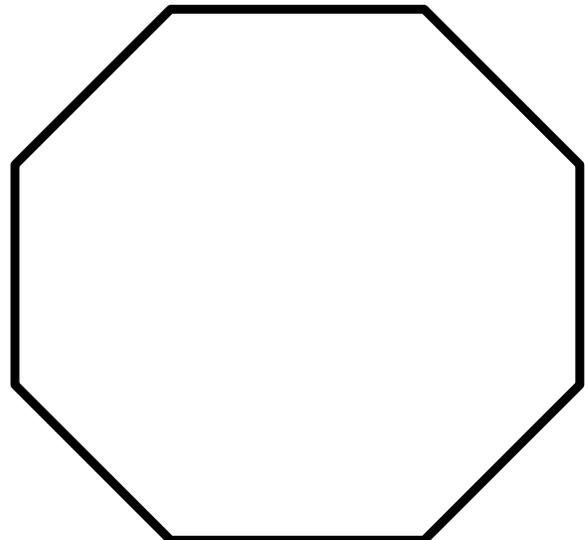
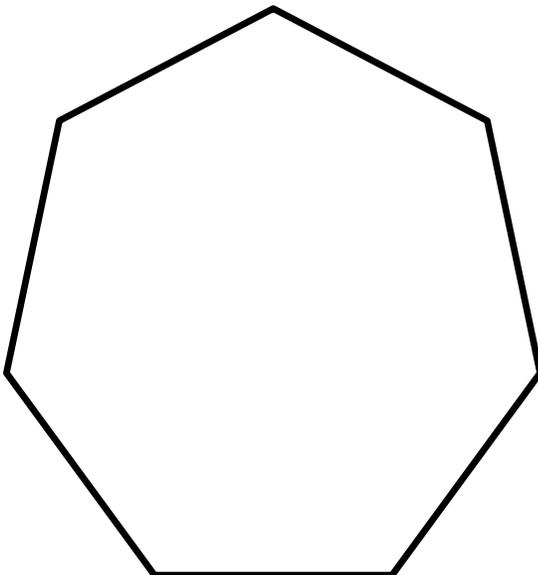
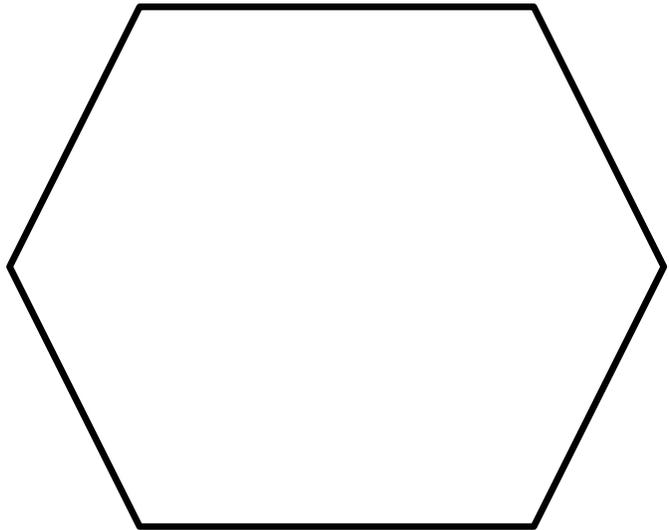
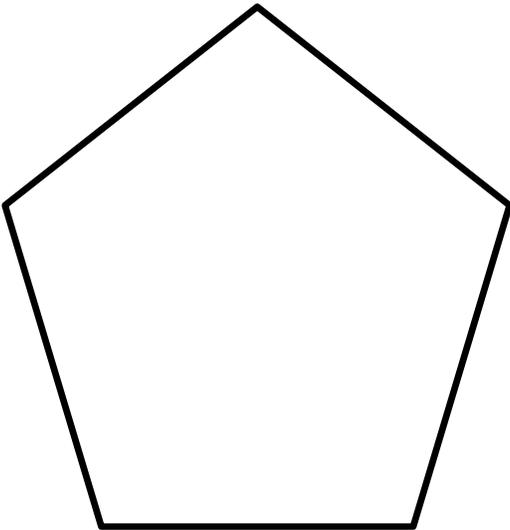
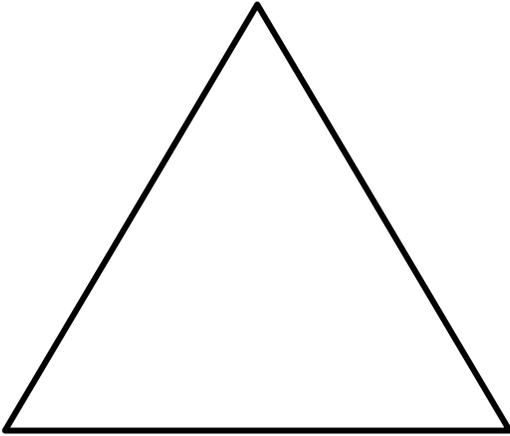
We can respect our parents by:

We can respect our school by:

We can respect ourselves by:



Shapes for “The Greedy Triangle”





GUIDANCE 3RD GRADE LESSONS

I Am Responsible

Content Vocabulary: principal investigator, materials manager, maintenance director, recorder/reporter

Guidance Vocabulary: responsibility, cooperation, respect

TEKS: Science 3.1A, 3.4A, 3.2B

Guidance Lesson Strand(s): decision making, goal-setting, communication skills, responsible behavior, planning and problem-solving

Objective: The learner will be encouraged to think of responsible and irresponsible acts and their consequences and design a way to become a more responsible individual and group member.

Preparation:

- Discovery Education.Com video *I Am Responsible*. In this lesson we will watch segment 3, "Getting Ready in the Morning."
- Watch video segment before beginning this lesson and create stopping points.
- Copies of Attachment 1, "Our Responsibility Chart"(one per group of four to five students).
- Copies of Attachment 2, "I Am Responsible Statement" (one per student)

Day One/Lesson One Procedure:

- Anticipatory Hook: Ask students to think silently for a moment about an "irresponsible act" such as someone's lack of respect for your property? (Ex. You let a friend borrow your favorite mechanical pencil and they lose it.) Discuss guidance vocabulary.
- Have students Think-Pair-Share (pair with a partner) to discuss their feelings and thoughts about this scenario. (communication skills)
- Share aloud with the entire class. (Depersonalize the discussion as students share aloud by using the statement "Someone I know...") Discuss some

possible consequences of irresponsible behavior.

- Students will watch "I Can Be Responsible" video segment. "Getting Ready in the Morning" [9:31]. Encourage students as they watch the segment to think about some of their responsibilities at home and/or school. (responsible behavior, decision making and problem-solving)
- After the video segment ask students to get in their science groups. Recall, review, and discuss content vocabulary (jobs within their groups). Principal Investigator– responsible for ensuring that the task is complete according to the teacher's instructions. Materials Manager– responsible for collecting and returning all materials and equipment. Maintenance Director– responsible for making sure the work space is kept and left clean. Recorder/Reporter– (in groups of 5 separate jobs) responsible for recording data and /or observations for the group. The reporter has the responsibility of reporting the group findings.

Day Two/Lesson Two Procedure:

- Group Work: The learner will discuss and chart his/her responsibilities at school by completing the "Our Responsibility Chart." Have them keep the chart as a group for a week.

Extension Activity: Review "Our Responsibility Chart" during science time and discuss how it helped the class and how cooperation helped the group.

Home Connection:

- Send home a note to family members asking them to discuss responsibilities that adults have such as following the law. Have them find a similar school responsibility such as following the rules and compare.
- Have student complete the "I Am Responsible" statement and discuss it with adult family member.

OUR RESPONSIBILITY CHART

Responsibility	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Principal Investigator					
Materials Manager					
Maintenance Director					
Recorder					
Reporter					

Students in group: _____

If a check is missing, explain why: _____

I Am Responsible

Two ways I behave responsibly at home are _____ and _____.

Two ways I behave responsibly at school are _____ and _____.

Student signature

Parent signature

Teacher Signature

I Am Responsible

Two ways I behave responsibly at home are _____ and _____.

Two ways I behave responsibly at school are _____ and _____.

Student signature

Parent signature

Teacher Signature

Perseverance

BASEBALL SAVED US BY KEN MOCHIZUKI / EL BÉISBOL NOS SALVO

Book Summary: A young boy and his family, along with thousands of Japanese Americans, are sent to an internment camp after the attack on Pearl Harbor. Fighting the heat and dust of the desert, the boy and his father decide to build a baseball diamond and form a league in order to boost the spirits of the internees. The boy, called “Shorty” by other players, quickly learns that he is playing not only to win, but to gain dignity and self-respect as well.

Guidance Vocabulary: perseverance/perseverancia

TEKS: ELA 1A, B; 3C; 7C; 8C; 9A, B, I, J, K; 10B, C, D; 11A; 12A-E, G-J; 13A, B; 14A, B; 20 B, C, D; Technology Applications 1A, 4A, 5A; Social Studies 1A-C; 2A; 10A, C-D; 16A; 17A-B; 18A-B

Guidance Lesson Strand(s): self-confidence, motivation to achieve, decision making, responsible behavior

Objective: The learner will define and understand the word perseverance; use technology to research selected role models who have persevered and how they succeeded in life.

Preparation:

- Make copies of attachments: Role Model list, Role Model Research form, Role Model student



worksheet in English or Spanish as needed for each student.

- Schedule use of computer lab for Part II.

Day One Procedure ((20 – 30 minutes):

- Introduce guidance vocabulary: perseverance/*perseverancia*
- Recall prior knowledge: Do you remember the story *Baseball Saved Us*? What was the story about? / *¿Recuerdas la historia? ¿De que se trato la historia?*
- Lead students in an oral discussion about the main character:
 - How do you think the young boy felt when the other kids called him “Shorty”? / *¿Cómo crees que se sentía el niño cuando los demás lo llamaban “Pulga?”*
 - Do you think the name he was called helped him or hurt him in the story? / *¿Crees que el sobre nombre que le dieron le ayudo o daño en la historia?*
 - Do you see any characteristics of perseverance in the young boy? / *¿Ves características de perseverancia en el niño?*
 - What are some examples of his perseverance in the story? / *¿Cuáles son algunos ejemplos de su perseverancia en la historia?* (Write examples on chart paper or Promethean board.)
- Explain to students that next lesson will be in the computer lab researching role models that have persevered. Example; President Obama, Hillary Clinton, Oprah Winfrey, Denzel Washington and Jennifer Lopez

Day Two & Day Three Procedure: 30 - 40 minutes

- Explain to students that they will be researching on the internet a role model from the attached list (Attachment 5 – Role Model list).
- Ask students: What is a role model? / *¿Qué es un modelo a seguir/modelo de conducta?* What do

Name: _____

Date: _____

ROLE MODEL

1. What is your role model's name? _____

2. Where was he/she born? _____

3. Who are his/her parents? _____

4. Was he/she a good student in school?

5. How did he/she handle difficult situations? Did he/she quit or keep going? Be specific.

6. How was your role model successful?

7. List any other important information about your role model.

Nombre: _____

Fecha: _____

MODELO A SEGUIR/MODELO DE CONDUCTA

1. ¿Cuál es el nombre de tu modelo a seguir? _____

2. ¿Dónde nació? _____

3. ¿Quiénes son sus padres? _____

4. ¿Fue buen estudiante en la escuela? _____

5. ¿Cómo manejo situaciones difíciles? ¿Se dio por vencido/a o siguió adelante? Se específico.

6. ¿De que manera tuvo éxito tú modelo a seguir? _____

7. Incluye mas información importante acerca de tu modelo a seguir:

Name: _____

Date: _____

YOU CAN BE A ROLE MODEL TOO!

1. What is your name? _____

2. Where were you born? _____

3. Who is in your family? _____

4. Are you a good student in school? _____

5. How do you handle difficult situations? Do you quit or keep going? Be specific.

6. Give an example of how you have been successful. _____

7. List something that makes you a role model.

Nombre: _____ Fecha: _____

¡TU PUEDES SER UN MODELA A SEGUIR TAMBIÉN!

1. ¿Qué es tu nombre? _____

2. ¿Dónde naciste? _____

3. ¿Quiénes son los miembros de tu familia? _____

4. ¿Eres buen estudiante en la escuela? _____

5. ¿Como manejas situaciones difíciles? ¿Sigues adelante o te das por vencido? Se específico. _____

6. Da un ejemplo de cómo has sido exitoso/a. _____

7. Escribe acerca de algo que te hace un modelo a seguir.

ROLE MODEL LIST

Helen Keller
Joan of Arc
George Washington
Lynn Cox
Michael Jordan
Eleanor Roosevelt
Maya Angelou
Lance Armstrong
Liz Murray
Oprah Winfrey
Mother Theresa
Mahatma Gandhi
Rosa Parks
Albert Einstein
Abraham Lincoln
Lizzy Stanton
Winston Churchill
Ray Charles
Harriet Tubman
Frank Lloyd Wright
Babe Ruth
Jackie Robinson
Willie Mays
Cesar Chavez
Pablo Picasso
Sonia Sotomayor
Gloria Estefan
Ellen Ochoa
Juan Seguín
Jaime Escalante
Dolores Huerta
Antonia C. Novello
Narcís Monturiol
Tito Puente

An Unusual Pair

CHARLOTTE'S WEB BY E.B. WHITE / LA TELARANA DE CARLOTA

Book Summary: This is an enchanting story of true friendship. A pig named Wilbur gets saved from being slaughtered thanks to the ingenious ideas of a spider named Charlotte. Together they form a unique friendship that lasts throughout generations.

Vocabulary from Book: injustice/*injusticia*, captivity/*cautiverio*, inheritance/*herencia*, scheming/*maquinando*, compunctions/*remordimientos*, loathed/*aborrecía*, sedentary/*sedentarios*, exertion/*esfuerzo*, bewilderment/*desconcierto*, forsake/*abandono*, humble/*humilde*, stowaway/*polizón*, enchanted/*encantado(a)*, dejected/*desanimado*

Guidance Vocabulary: lonely/*solitario*, fearful/*temeroso*, courageous/*valiente*, patience/*paciencia*, friendship/*amistad*

TEKS: ELA 1A, 1B, 1C, 1D, 4A, 4C, 5A, 5E, 7A, 8A, 8B

Guidance Lesson Strand(s): self-confidence development, decision-making, goal-setting, interpersonal effectiveness

Objective: Students will discuss the concept of friendship by comparing the characters of Wilbur and Charlotte and analyzing the special qualities that made them such unique friends.

Preparation:

- Book *Charlotte's Web* by E.B. White
- Copy the book vocabulary words on one chart paper, and the guidance vocabulary onto another one before starting the lesson.
- Draw a Venn diagram on board to discuss the characters of Wilbur and Charlotte.
- Have paper available for students to copy Venn diagram and add own details.

Day One/Lesson One Procedure (20 - 30 minutes):

- Discuss key concepts from the book.
- Review book vocabulary words and clarify any words students are not familiar with.
- Identify the main characters and briefly discuss who they were.
- Tell students: "Today we will focus on two of these characters." / "*Hoy nos enfocaremos en dos de estos personajes.*"
- Ask students: Who was Wilbur and what was his main problem? / "*¿Quién era Wilbur, y cuál era su problema principal?*" "Who was Charlotte?" / "*¿Quién era Carlota?*" "How did Charlotte help Wilbur?" / "*¿Cómo ayudo Carlota a Wilbur?*" "How did Wilbur help Charlotte?" / "*¿Cómo ayudo Wilbur a Carlota?*"
- Compare the relationship between Wilbur and Charlotte to one of the relationships you have with one of your friends. "How are they alike and different? Give an example of a time when you had to solve a problem and your friend helped you solve it."

Day Two/Lesson Two Procedure (30 - 40 minutes):

- Review key concepts from Part I lesson of the



Building a Community of Good Citizens

QUALITIES OF GOOD CITIZENSHIP VIDEO / BILINGUAL LESSON

Video Summary: The Discovery Education video *Qualities of Good Citizenship* describes the meaning of behaving in a way that is good for you, the community, and the country.

Vocabulary from Video: citizen/*ciudadano*, community/*comunidad*, country/*país*.

Guidance Vocabulary: respect/*respeto*, responsible behavior/*comportamiento responsable*, honesty/*honestidad*, persistence/*persistencia*

TEKS: SS 3.11A, 3.11B, 3.17A, 3.17B

Guidance Lesson Strand(s): responsible behavior, interpersonal effectiveness

Objective: The learner will gain a better understanding of good citizenship by showing positive behavior within the school community. The learner will also learn that each citizen is responsible for his/her behavior.

Preparation:

- Discovery Education video *Qualities of Good Citizenship*
- Sentence strips or index cards
- Markers
- Area in class or hallway for students to display their citizenship cards
- Chart paper or access to Promethean board

Day One/Lesson One

Procedure:

- Introduce the lesson by asking students to brainstorm what it means to be

a good citizen. “¿Qué significa ser un buen ciudadano?” Use chart paper or Promethean board to record students’ responses.

- View the video and explain to students that they will gain a better understanding of being a responsible citizen.
- After the video, using the list of guidance vocabulary words, have each student choose one word that describes him/herself demonstrating good citizenship.
- Give each student a sentence strip or index card on which to write his/her chosen word. On one side of the card student will write the word. On the other side he/she will write a personal definition of the word. Allow students to color index cards or decorate strips like bricks.

Day Two/Lesson Two Procedure:

- Have students share their chosen words with the class and briefly discuss how this will help them demonstrate good citizenship at school.
- Allow students to place bricks (index card or sentence strip) in the designated area.

Day Three/Lesson Three Or Extension

Activity: Have students help other students or organizations within the school building for a day in an effort to show their good citizenship. Have students record the day’s events in their journals.

Home Connection: Have student discuss the meaning of being a good citizen with family members and make a list of ways they can exhibit these behaviors at home.



***This lesson may be adapted for 4th and 5th grades.*

Honesty & Responsibility (It's up to me!)

THE STORIES JULIAN TELLS BY ANN CAMERON

Book Summary: Julian is a quick fibber and a wishful thinker as well as a great storyteller. He can make people, especially his younger brother Huey, believe just about anything. But some stories Julian chooses to tell lead him and Huey into a heap of trouble.

Vocabulary from Book: ordinary, truth, lie

Guidance Vocabulary: honesty, responsibility, personal power

TEKS: ELA RC 3, 3.8A, 3.8B, RC-3.B

Guidance Strands: decision making, responsible behavior

Objective: The learner will demonstrate an understanding of making responsible choices to solve problems through role playing.

Preparation:

- Role play strips with scenarios of behaviors (Attachment 3)
- Brown bag or basket to hold scenario strips
- Copy of Attachments 1 and 2 for each student
- Student groups of 3 to 5

Procedure:

- Read or review the book with students.
- Discuss the main character's traits in the book.
- Define and discuss guidance vocabulary words: honesty, responsibility, and personal power.
- Explain to students that they will role play various scenarios to help them gain a better understanding of honesty/responsibility in making appropriate choices.
- Give each student a "Role Play" analysis worksheet with scenario numbers.
- Place role playing strips in brown bag or basket.

Allow each group to pull one strip from the bag.

- Allow students 3 to 5 minutes to discuss and prepare to demonstrate their role playing scenario.
- Call each group to demonstrate while others complete role play analysis sheet (Attachments 1 and 2).
- After role playing scenarios are completed, discuss with students answers from their analysis sheets and how they can make honest and responsible choices in the future.

Extension Activity: Counselor will provide an example of a flip chart booklet. Make vocabulary flip chart booklets with students to help them remember guidance vocabulary words. Have students illustrate each word in their booklet.

Home Connection: Have students practice making responsible choices at home and discuss choices with their family members.

A few lesson notes:

ROLE PLAY ANALYSIS

3rd Grade
Scenario #1

1. Did this group demonstrate responsible or honest behavior?

- YES
- NO

2. What choice did the students make?

3. If you were in this situation what choice would you make?

ROLE PLAY ANALYSIS

3rd Grade
Scenario #2

1. Did this group demonstrate responsible or honest behavior?

- YES
- NO

2. What choice did the students make?

3. If you were in this situation what choice would you make?

ROLE PLAY ANALYSIS

3rd Grade
Scenario #3

1. Did this group demonstrate responsible or honest behavior?

- YES
- NO

2. What choice did the students make?

3. If you were in this situation what choice would you make?

ROLE PLAY ANALYSIS

3rd Grade
Scenario #4

1. Did this group demonstrate responsible or honest behavior?

- YES
- NO

2. What choice did the students make?

3. If you were in this situation what choice would you make?

SCENARIOS

Teacher asks students to walk quietly in the hall. Two of the students in line choose to run while the others follow the teacher's instructions.

Students are asked to work on their assignments independently. While the teacher is working with one student, two others decide to work together.

Mary leaves her money on her desk. Bob sees it and decides that he wants it for ice cream. Lillie notices that Bob has taken the money but does not tell anyone.

Mike and Johnny are fighting over a ball on the playground. Susan sees the fight and is questioned by the teacher, who asks Susan to describe what happened. Susan chooses not to tell.

The Time of My Life

AFRICAN-AMERICAN HEROES: BARACK OBAMA BY STEPHEN FEINSTEIN

Book Summary: Barack Obama had a childhood full of adventure. His mother was American; his father was African. Barack lived in Hawaii and Indonesia. He grew up to be a senator and ran for U.S. president. This biography tells the exciting life story of this African-American hero.

Content Vocabulary: chronological, timeline, number line

Vocabulary from Book: timeline, chronological

Guidance Vocabulary: self-concept, culture, appreciate

TEKS: Math 3.10, 2B

Guidance Lesson Strand(s): self-confidence development, cross-cultural effectiveness

Objective: The learner will appreciate him/herself by creating a personal timeline and recognize that a line can be used to represent numbers, properties, and relationships.

Preparation:

- Obtain a copy from the library of *African-American Heroes: Barack Obama* by Stephen



Feinstein.

- Make copies of the sample timeline for each student (see attachment).
- Complete your own example of a timeline on chart paper to model for students.
- Provide pencils, art paper, and crayons.

Day One/Lesson One Procedure:

- The counselor will read aloud the book to establish background knowledge.
- Discuss the story with the students. Ask the students to discuss and explain vocabulary from the book and check for complete understanding.
- Ask students to explain in their own words why it is important to know about a timeline.
- Introduce guidance vocabulary and check for understanding.
- Give examples from the book that could be used on the timeline about President Obama. (See page 22.)
- Counselor can write on chart paper for students to see the example of the timeline.

Day Two/Lesson Two Procedure:

- Review concepts from previous lesson.
- Discuss with students the importance of knowing where he/she started in life and that every part of a person's life is important and valued.
- Review the timeline about President Obama before beginning your own timeline.
- Pass out the needed materials to begin timeline.

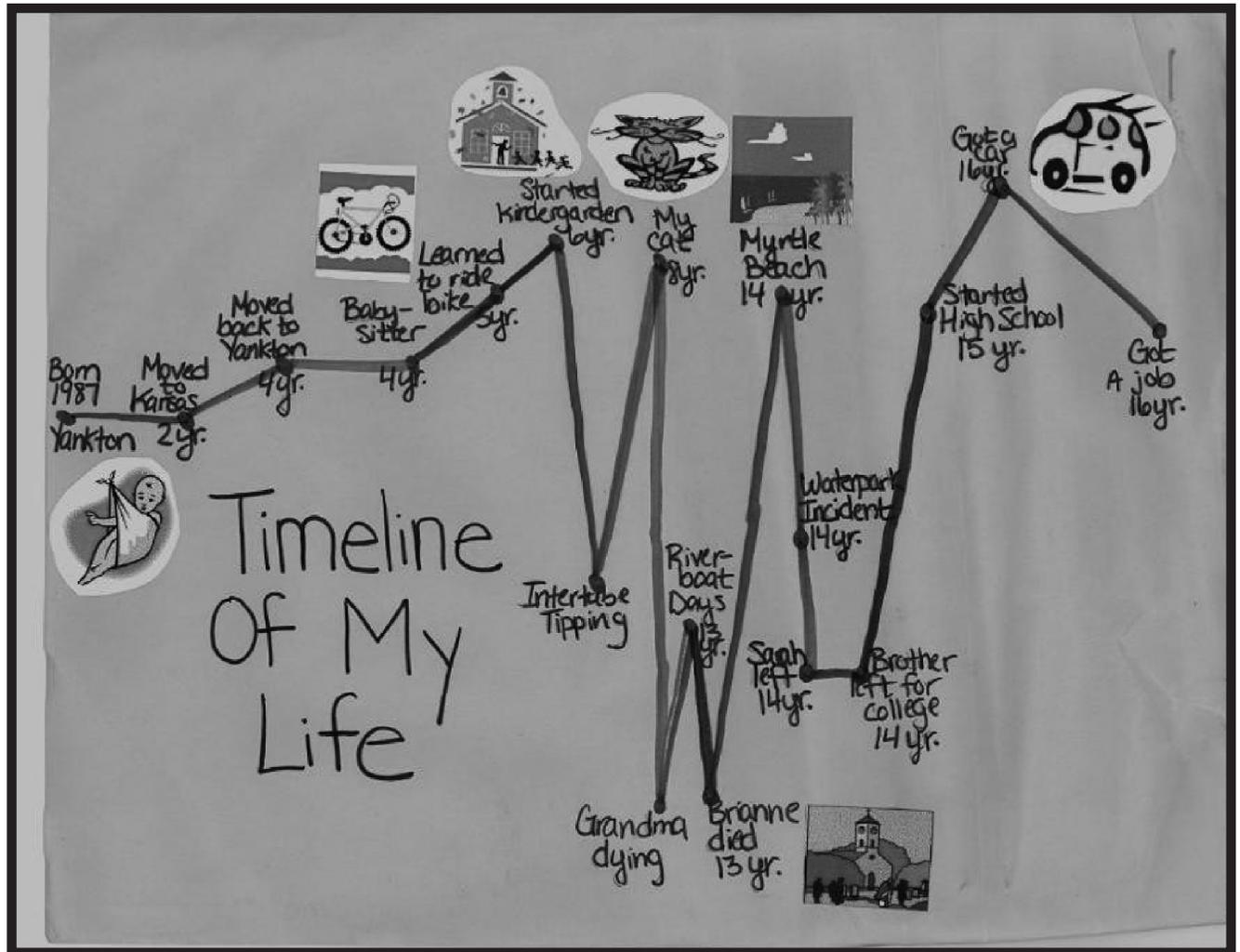
Day Three/Lesson Three Or Extension Activity:

Timely Tale: Write a story about your timeline from ages ____ to _____. Share the story with your classmates.

Home Connection: Children complete a timeline with family members in the same exercise. The children can find out what these people were doing during their lives between the ages of five and ten.

SAMPLE TIME LINE

Directions: Students can use this sample as a model in completing their own timelines.



We Are All the Same - We Are All Different

SMOKY NIGHT BY EVE BUNTING

Book Summary: A young boy watches with his mother and his cat from their apartment window as looters roam the streets. Soon their own building begins to burn, and as they leave they discover the cat has disappeared. The neighbor, Mrs. Kim, who is disliked because of cultural differences, is also missing her cat. The community gathers in a shelter to escape the fire and the looting. In the end it is hopeful with the two cats teaching the humans a lesson about tolerance.

Vocabulary from Book: similar, different, rioting, stealing, shelter

Guidance Vocabulary: tolerance, diversity

TEKS: Social Studies 1A; 10A, C, D; 11A-C; 16C, E; 17A, B; 18A, B

Guidance Lesson Strand(s): cross-cultural effectiveness

Objective: The learner will understand and appreciate differences in others.

Preparation:

- A copy of the book *Smoky Night* by Eve Bunting
- Review the rules for the "Mingle, Mingle" game. (See Attachment 1.)
- A copy of the diversity puzzle for each student (See Attachment 2.)
- A board or chart paper to write on

Day One/Lesson One Procedure:

- Read the story to the students, and discuss the vocabulary words.
- Introduce and discuss the guidance vocabulary words tolerance and diversity.
- Ask students: What did you think about the book? Did the families in the story like each other? Why or why not? Were the people in the

story being tolerant? How can you tell? Do you think that people are like this in real life? Why or why not? What did you think about the cats? Did they like each other? How could you tell?

- Discuss how the families in the story were different yet very similar. With the students, draw a Venn diagram and discuss the similarities and differences of the families in the story.
- Talk to students about how often people will not talk to or get to know other people just because they are different from each other. Discuss the importance of giving everyone a chance regardless of the color of their skin, their culture, religion, or any other differences they may have. Discuss how the cats in the story were able to share and liked each other despite their differences. Discuss how the cats showed the humans in the story a good lesson about tolerance.
- Tell the students that they are going to get to know each other a little better by playing the "Mingle, Mingle" game, and that getting to know each other will help them to practice tolerance with each other. (See attachment.)

Day Three/Lesson Three Or Extension Activity: The students can complete the diversity puzzle in class or they can do as homework.

Home Connection: Have the students discuss the diversity puzzle with their parents. At home they can cut the puzzle pieces and then try putting the puzzle back together.

“MINGLE, MINGLE” GAME

In this game, the counselor is the leader and students play the game. You need an even number of students. If there is an odd number, either the counselor or teacher can play the game with students. The game begins when the counselor says “Mingle, mingle.” When students hear those words they are to walk around the room until the counselor calls out “elbow to elbow” or “shoulder to shoulder” etc. When students hear the body part called out, they are to stop immediately, get quiet and look at the counselor, and put that body part together with the person who is closest to them.

At this point, the classroom should be quiet and looking at the counselor. The counselor then gives them a topic to share with their partner, like their favorite food, what career they want to have when they grow up, or finishing a sentence like “If I had a million dollars, I would _____.” Give the students a few seconds to share quietly and then say “Mingle, mingle,” and start the process all over again. At each stop in the game, a different body part and different topic are given, and the students must choose a different partner each time.

For the final topic, use “A friend is someone who is _____.” At the end of the game send students back to their seats and have them share with the class something they learned about one of their partners, and then ask the students what their partners said about the final topic. Common answers will be nice, shares, doesn’t gossip, trustworthy, caring, etc. Then tell students that from what you are hearing, it looks like they want friends who are caring, trustworthy, nice, etc. Nobody mentioned that a friend had to be of the same race, culture, speak the same language, etc. So differences are okay because it’s really good character that matters the most.

Examples of body parts and topics:

- **Shoulder to shoulder** - Tell something that you are good at.
- **Elbow to elbow** - When is your birthday?
- **Thumb to thumb** - What is your favorite holiday and how do you celebrate it?
- **Toe to toe** - What would you like to learn to do better?
- **Back to back** - What do you want to do when you grow up?
- **Wrist to wrist** - If I had a magic wand I would _____.
- **Pinky to pinky** - A friend is someone who is _____.

DIVERSITY PUZZLE

List ways in which children may be different from each other:

List three different countries whose people like to be treated with respect:

Who needs to have an education to thrive, and money to survive?

Men
 Women

Who needs to have good friends?

Children
 Adults
 Elderly

List three different feelings that all people may experience at some time:

People enjoy different ways of having fun. List three fun activities that you and your friends enjoy doing:

List three languages that belong to people who may be different from you, but still need friends, safety, and food:

Name three people who may help you no matter what the color of their skin or your skin:

How do you feel towards other people who are different from you? Check all the ones that apply to you:

I am scared by people that are different from me.
 I can learn a lot from different people
 I would rather hang around with people who are just like me.
 I respect people who are different from me.
 I find different people interesting.

List five careers that people around you, who are different from you, may have:

All Feelings Matter!

SADAKO AND THE THOUSAND PAPER CRANES BY ELEANOR COERR / SADAKO Y LAS MIL GRULLAS DE PAPEL

Book Summary: Based on a true story *Sadako and the Thousand Paper Cranes* celebrates the courage that made one young woman a heroine in Japan. Sadako is the star of her school's running team; she is lively and athletic... until the dizzy spells start. Then she must face the hardest race of her life – the race against time.

Vocabulary from Book: heroine/*heroína*, athletic/*atlético*, courage/*valentía*, cranes/*grullas*

Guidance Vocabulary: hero/*héroe*, courage/*valentía*, emotions/*emociones*, self-control/*autocontrol*.

TEKS: ELA 3.8 A-B

Guidance Lesson Strand(s): self-confidence development, cross-cultural effectiveness

Objective: The learner will understand that all humans face issues that impact their lives in a variety of ways. The learner will also understand that they are responsible for controlling their emotions in a positive manner.

Preparation:

- Student journals (Students should already have literacy journals that can be used.)
- Bookmark template (Attachment 1)
- Copy on card stock and pre-cut 1 per student.
- Chart paper (to write student answers)
- Markers/crayons or map pencils

Day One/Lesson One Procedure:

- Review with students the feelings/emotions experienced by the characters in the story orally or using chart paper.
- Recall with students several feelings/emotions, such as sad/*triste*, angry/*enojado*, happy/*felíz* and allow them to tell of a time they have experienced that emotion.
- Discuss or model how emotions can change during

one event. For example, you can be happy when you are planning to go outside to play, but if it begins to rain and you may start feeling angry/*estando feliz cuando planeas salir afuera pero comienza a llover*, or feeling sad when parents leave and later happy when they return/*o sintiendote triste cuando unos de tus padres se van y luego feliz cuando regresan*.

Day Two/Lesson Two Procedure:

- Allow students to journal about a time they experienced several feelings/emotions in one day in their lives.
- Students may share their writing with a friend or in small groups.
- After students have shared, reiterate that feelings are a normal part of life, and each day we may experience various emotions.
- List and discuss ways students can handle their emotions in a positive manner so they can always maintain their self-control.
- Distribute book marks to each student to complete with a picture and decorate as they see fit.

Day Three/Lesson Three Or Extension Activity: Give students a “Sadako” word search puzzle (Attachment 2). Have students see how many words they can find in a specific amount of time set by the teacher.

Home Connection: Have students make a timeline of their feelings (from morning to night) and all the events that took place and share their emotions with a member of their family.



A large, vertically oriented rectangular box with a dotted border, intended for writing a feeling.

**TODAY
I AM
FEELING...**

(write feeling here)

A large, vertically oriented rectangular box with a dotted border, identical to the one on the left, intended for writing a feeling.

**TODAY
I AM
FEELING...**

(write feeling here)

SADAKO WORD SEARCH

L U F R A E F Y S B T U
I G S Q C O N T E N T Y
R J T A E X C I T E D R
X C O F D U L P V I B Y
C N K Y E V Q Z G B S P
H H S T F E L F I J S P
Q O P C T U L U L B M A
C F P E A A L I F Y J H
O Y O E V R N Z N E D O
O M X Z F C E G E G Z A
M P A I S U K D R O S N
Z W U D M X L W C Y J H

Word List

angry
content
excited
fearful
feelings
happy

hopeful
joyful
mad
sad
scared
emotions

Art Unites a Community

THE POT THAT JUAN BUILT BY NANCY ANDREWS GOEBEL

Book Summary: This story narrates the biography of Juan Quezada as it poetically portrays the wonderful ways Juan creates his pottery based on old, traditional methods.

Vocabulary from Book: rediscovered/*redescubierto*, abundant/*abundante*, factory/*fábrica*, impoverished/*empobrecidos*, ceramic/*cerámica*, inspiration/*inspiración*, excellence/*excelencia*, potsherds/*fragmentos de cerámica*, potter/*alfarero*, pottery/*vasija*

Guidance Vocabulary: traditions/*tradiciones*, heritage/*patrimonio*, community/*comunidad*, pride/*orgullo*, occupations/*ocupaciones*, values/*valores*

TEKS: Social Studies: 3.1A, 3.1B, 3.3B, 3.4B, 3.5A, 3.6A, 3.6C, 3.11A, 3.11B

Guidance Lesson Strand(s): cross-cultural effectiveness, communication skills, self-confidence development

Objective: Students will learn the art of pottery making as they study one town's traditions and success, through the biography of Juan Quezada.

Preparation:

- Have available the book: *The Pot That Juan Built* by Nancy Andrews Goebel.
- Write book vocabulary words on chart paper for review.
- Have available a map or globe.
- Use Play-Doh for extension activity (if time permits).

Day One/Lesson One Procedure:

- Review with students details from the book.
- Review book vocabulary words with the students, clarifying any concept they do not understand.

- Ask students: "Do you know what a biography is?" / "*¿Sabes lo que es una biografía?*"
- Explain to students that the book they read tells the biography of Juan Quezada, a renowned artist from Mexico.
- Have a volunteer point to the map or globe and locate Mexico.
- Mention to students how Mexico borders the United States and that it was in Mexico that Juan Quezada was born and raised.
- Ask students, "How many of you were born in or have visited Mexico?" / "*¿Cuántos de ustedes nacieron o han visitado México?*" "How was that experience?" / "*¿Cómo fué esa experiencia?*"
- Have volunteers share their experiences.
- Introduce the guidance vocabulary.
- Discuss with students how our heritage and traditions shape who we are and the decisions we make.

Day Two/Lesson Two Procedure:

- Review previous lesson.
- Talk about the different occupations that Juan had.
- Discuss some of the occupations that the students' family members have.
- Talk about the word "community" and the things they see around their own community. Ask: "What makes your community special?" / "*¿Qué hace a tu comunidad especial?*"
- Explain to the students how Juan learned how to create the beautiful pottery that helped his community transform from an impoverished community to a prosperous one.
- Explain to students how important it is to value their own traditions and experiences, and, just as Juan did, use those things in their lives to create their own personal mark now and in the future.

Problem-Solving & Decision Making Process

LOUDY WITH A CHANCE OF MEATBALLS BY JUDY BARRETT

Book Summary: In the town of Chewandswallow it rains food at the right time of day until there is a change in the weather which causes big problems in the little town.

TEKS: Math 3A, B; 14A-D

Guidance Lesson Strand(s): problem-solving skills, decision making process

Objective: The student will learn decision making skills and problem-solving steps by creating a mobile and then applying the problem-solving process with a math problem.

Preparation:

- A copy of the book *Cloudy with a Chance of Meatballs* by Judy Barrett
- Chart paper or board to write on
- Make copies of the attached umbrella and meatballs picture (Attachment 1) on cardstock for students, or they can trace and cut the picture on construction paper.
- Students will need scissors, yarn, construction paper, and a hole puncher.

Day One/Lesson One Procedure:

- Read the story to the students. During the reading discuss the situation of it raining food. Is it a problem? What do you think that would be like? Continue reading, and then after the weather changes ask again if this is a problem for the townspeople, and ask the students to make a prediction about what might happen. Finish reading the story.
- Discuss the story with the students. Ask: Do you think that the townspeople handled the problem well? What other things could they have done to try to solve their problem? Do you think that would have worked?

- Ask students: What do you do when you are faced with a problem or difficult decision? Explain to students that in life we are always making decisions and often times we have problems that we need to resolve. It is very helpful to know the steps to take to solve these problems. These steps can also be used when making decisions.
- Discuss decision making steps:
 - STOP** (draw stop sign on the chalkboard)
 - LOOK** (draw two eyes on the chalkboard)
 - THINK** (draw a light bulb on the chalkboard)
 - DECIDE** (draw a big "D" on the chalkboard)
- Relate the decision making steps with the steps used in math for problem-solving:
 1. Read the problem twice.
 2. Collect important data.
 3. Choose a strategy.
 4. Find the solution.

Day Two/Lesson Two Procedure:

- Activity: Students will make an umbrella mobile.
- Review the decision making steps and how to apply them to math for problem-solving.
- On one side of the meatballs they will write the decision making/problem-solving steps, and on the other side they will solve the math problem step by step.
- Math problem: A townspeople from Chewandswallow collected 30 meatballs on a plate from the meatball storm. He must feed himself and his 5 children. If he shares the meatballs equally, how many meatballs can each of them eat?
- Give students time to work on the math problem on scratch paper. Make sure they go through each step in the problem-solving process. You may want to guide them through this process. Then have them transfer their work to the mobile.



Changes Happen

SCIENCE: LIFE CYCLES

Content Vocabulary: life cycle, seed, grow, roots, sprout, stem, shoot

Guidance Vocabulary: change, stress, wellness, relaxation

TEKS: Science 2A-E; 3B-D; 5A; 8A-D; 9A, B; 10A

Guidance Lesson Strand(s): problem-solving skills, decision making, planning

Objective: The student will learn the life cycle of a plant. The student will learn about changes that occur in life that cause stress and some stress management techniques.



Preparation:

- Poster showing the life cycle of a plant, or chart paper or board to write on.
- Construction paper, crayons, markers, etc.
- Bring in a live flower or a plant of some sort.

Day One/Lesson One Procedure:

- Show students the plant or flower. Ask: "Did this plant/flower start out looking like this?"
- Discuss the life cycle of a plant through use of the poster or draw on the board or chart paper. Review content vocabulary while discussing life cycle.
- Lead students in a discussion: Ask students: "How does the life cycle of a plant relate to people? Do we go through changes also? What is a change? Go over the life cycle in relation to human beings: baby, toddler, 1st grade, etc.
- Sometimes as humans go through the different changes in life there are things that cause us stress. What is stress? This can also happen to plants as well. What do you think would happen to this plant if I didn't water it or give it sunlight? What would happen if all I did was yell at the plant, or if I suddenly moved it from its container? What might happen? This can also happen to people. Discuss changes/stressors in life.
- Tell students that just as we take care of a plant so it can grow, we also have to take care of ourselves, especially during times when we have lots of stress due to life changes.
- Ask students: What do you do to calm down when you are feeling stressed? Let's list some things that have worked for you. Discuss each and list any more that have not been mentioned.
- As an activity the counselor can teach some stress management techniques such as deep breathing, cat stretch, or muscle relaxation.

IT'S NOT OKAY 4TH GRADE

Doughnut Whole

DISRESPECT IS NOT OKAY

Book Summary: *Mistakes That Worked* by Charlotte Foltz Jones. Popsicles, potato chips, Silly Putty, Velcro, and many other familiar things have fascinating stories behind them. In fact, dozens of products and everyday items had surprisingly haphazard beginnings. *Mistakes That Worked* offers forty of these unusual tales, along with hilarious cartoons and weird and amazing facts.

Vocabulary from Book: invent, haphazard, soggy

Guidance Vocabulary:

- responsibility - taking care of yourself and making good choices.
- emotions - feelings; mad, sad, happy, scared, etc.
- behavior - how you act.
- attitude - the way you think and feel about someone or something, influences behavior.
- safety - taking care of yourself, staying away from danger.
- expectations - belief about how something should or will happen.

State Standard: Science 4.1A, 4.2B

Guidance Lesson Strand(s): responsible behavior

Objective: Students will acquire the knowledge, attitudes, and interpersonal skills to help them describe how emotions affect their behavior, how their behavior can affect their emotions, how to correct mistakes in behavior, and be able to identify underlying negative feelings of emotion (e.g. stress, sadness, anger).

Preparation:

- Obtain a copy of *Mistakes that Worked* (Story about Doughnut Holes)
- Obtain cutouts Doughnuts and Doughnut Holes (Attachment 1 and 2)
- Make copy of Flashcards (Attachment 3)
- Obtain Writing Tools

Procedure:

- Display vocabulary flashcards and read aloud Doughnut Holes page 10 of *Mistakes that Worked*, discuss words as they come up in the text.
- Ask the the class "If someone had to choose between keeping the doughnut hole or the doughnut, what would most people choose?" Why?
- Hand out cutouts of doughnuts to each person in class. Ask students to write, on the doughnut, those things that they feel they do well, safely, or enjoy and/or positive feelings related to what they do well or enjoy.
- Hand out pieces of the doughnut hole cut out. Ask students to write down things that bother them, they feel unsafe about, and/or things they feel they can improve on.
- Describe how the doughnut hole completes the doughnut, but the baker can discard the doughnut holes or use them for another purpose.
- Ask them to be conscious of what they want to improve on (Doughnut hole), but keep focused on the positive things they do well to help drive them (Doughnut).

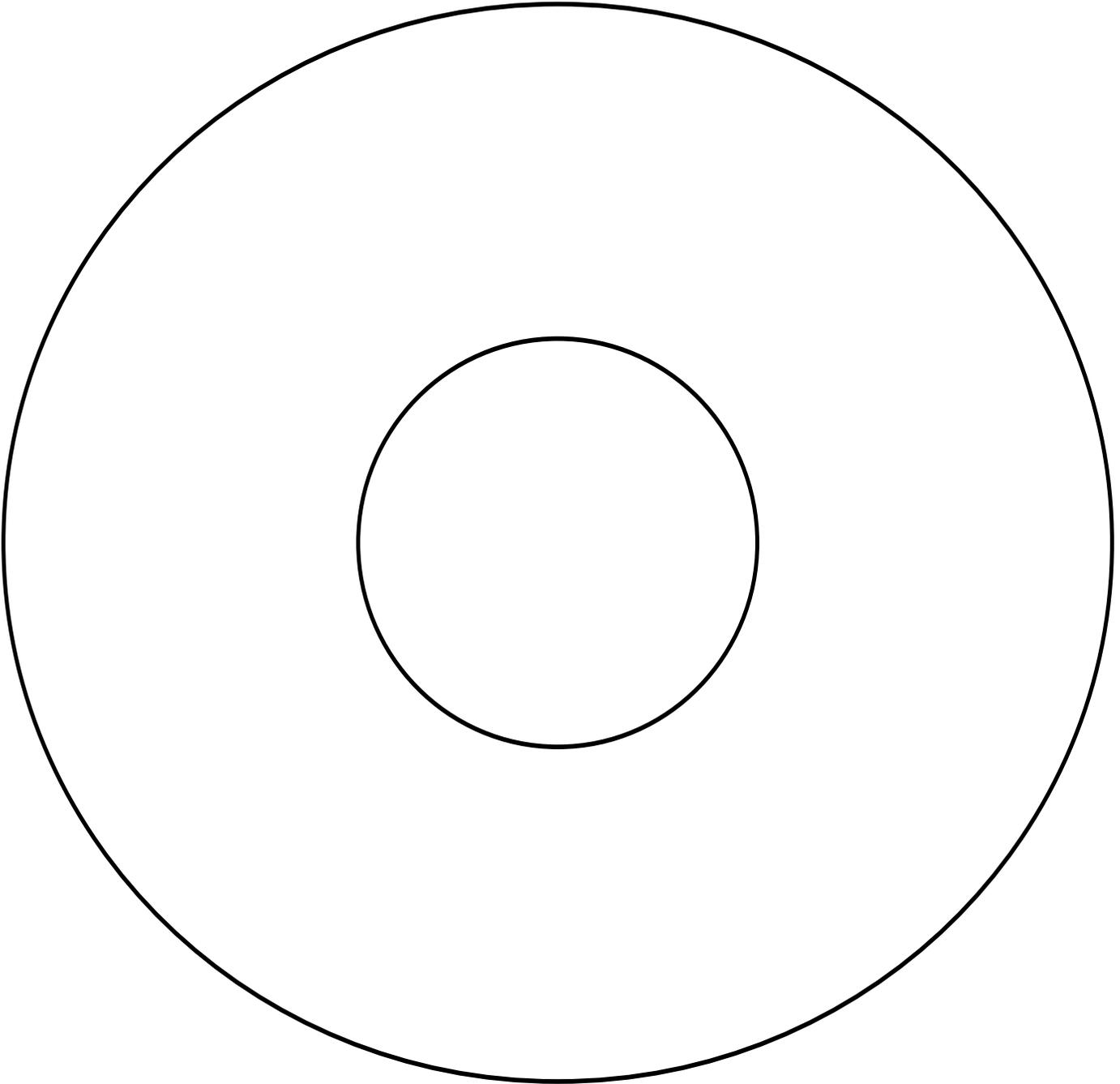
Extension Activity:

- Have students develop safety rules for emotions. Students identify negative emotions, and who to talk to if they need help.

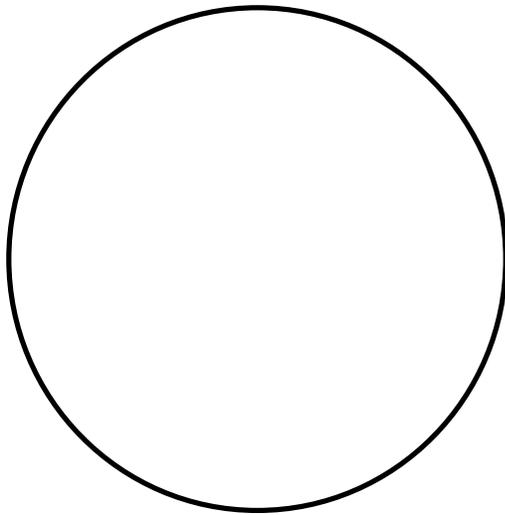
Home Connection: Have students ask family members about safety rules in the household. Have students talk with family members about mistakes that they learned from that made a positive difference.



Donut



Donut Hole



invent

haphazard

soggy

Same Color, Different Lens

DISRESPECT IS NOT OKAY

Book Summary: *One Green Apple* by Eve Bunting. Farah feels alone, even when surrounded by her classmates. She listens and nods but doesn't speak. It's hard being the new kid in school, especially when you're from another country and don't know the language. Then, on a field trip to an apple orchard, Farah discovers there are lots of things that sound the same as they did at home, from dogs crunching their food to the ripple of friendly laughter. As she helps the class make apple cider, Farah connects with the other students and begins to feel that she belongs.

Vocabulary from Book: orchard, fondly, dupatta, graze, grunt

Guidance Vocabulary:

- judgment - making a decision about how someone/ something is.
- acceptance - to be admitted into a group.
- beliefs - things you think are true and important.
- respect - treating someone else with good manners, how you would like to be treated.
- behavior - how you act.
- actions - what you do.

State Standard: Reading 4.Fig19D, 4.6B

Guidance Lesson Strand(s): interpersonal effectiveness, cross-cultural, responsible behavior

Objective: Students will describe the interaction between characters and make inferences about how their actions affect the behaviors and attitudes of others. Students will be able to identify similarities between different cultures and social groups.

Preparation:

- Obtain a copy of *One Green Apple* by Eve Bunting from your librarian.
- Use construction paper to make group color cards.
- Make copies of flashcards (Attachment 1).

- Make copies of Triple Venn Diagram (Attachment 2).
- Obtain writing tools.

Procedure:

- Display flashcards.
- Read the book aloud and field questions about the main character's actions and the reaction of other characters; discuss vocabulary as it appears in the story.
- Hand out color cards to divide class into small groups of three.
- Students will be asked to make a Venn Diagram that shows similarities and differences among them.
- Publish and discuss diagrams of differences and similarities.

Extension Activity:

- Finish and illustrate this sentence stem: In the story, they went on a field trip to _____. In my school, I have gone on a field trip to _____.

Home Connection: Have students look up a country they would like to visit and make a list of the activities children of that country do for fun.



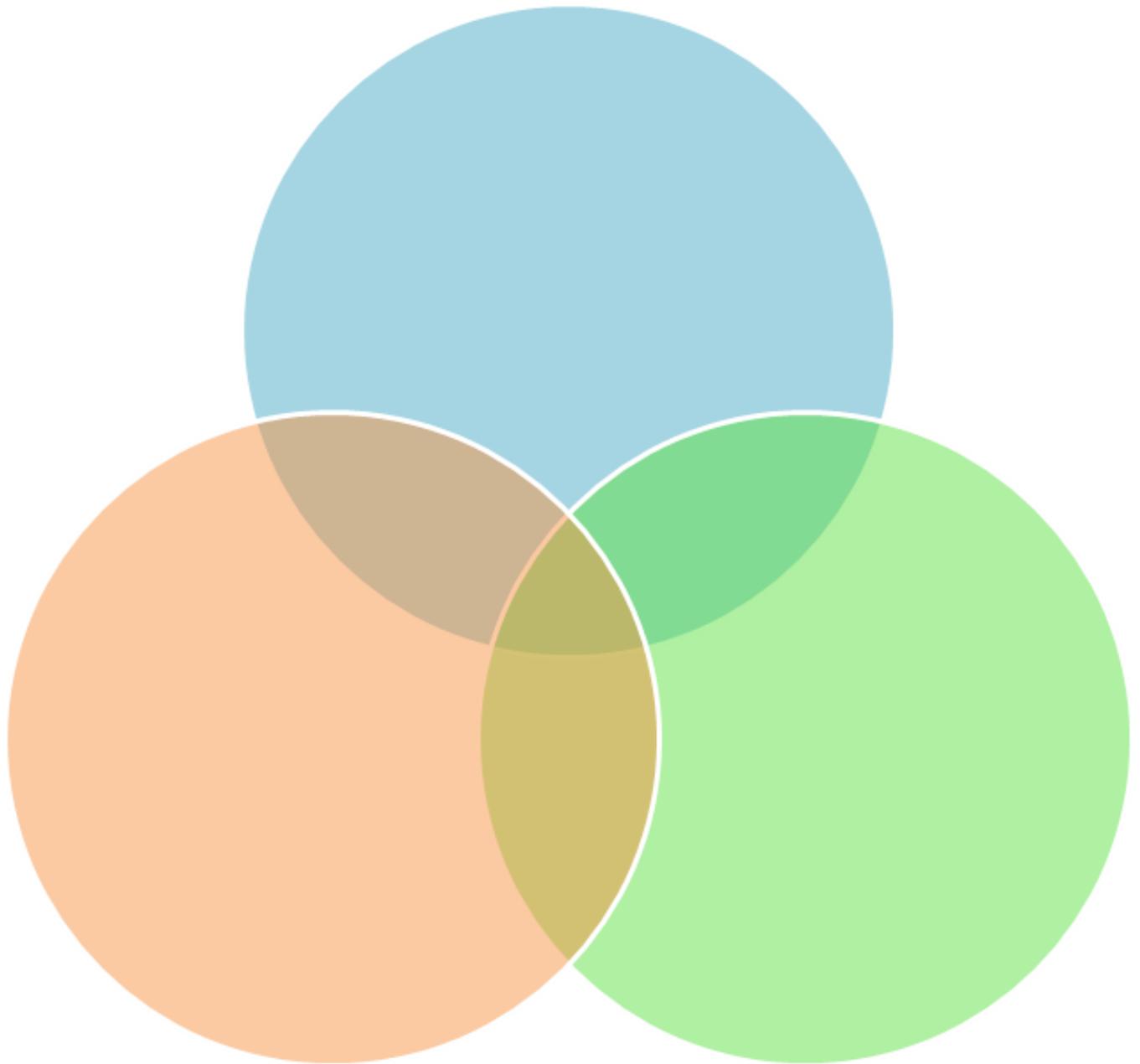
orchard

fondly

dupatta

graze

grunt



R-E-S-P-E-C-T

DISRESPECT IS NOT OKAY

Book Summary: *The SNEETCHES* by Dr. Seuss. The Sneetches are a group of yellow creatures who live on a beach. Some have a green star on their bellies, and are considered the “elite” group, while those without a star suffer discrimination. When Sylvester McMonkey McBean, a scam artist with a star-making and star-removing machine appears, a town-wide confusion teaches the Sneetches a lesson about the pointlessness of prejudice.

Vocabulary from Book: peculiar, keen, brag

Guidance Vocabulary:

- bias - being for or against something, usually in an unfair way.
- discrimination - treating someone badly because they are different.
- respect - treating someone else with good manners, how you would like to be treated.

State Standard: Math 4.4A, 4.1A

Guidance Lesson Strand(s): interpersonal effectiveness, communication skills

Objective: Student will define the concept of respect, give examples and non-examples of the concept, and gather and interpret data that will help them recognize how to respectfully relate with others.

Preparation:

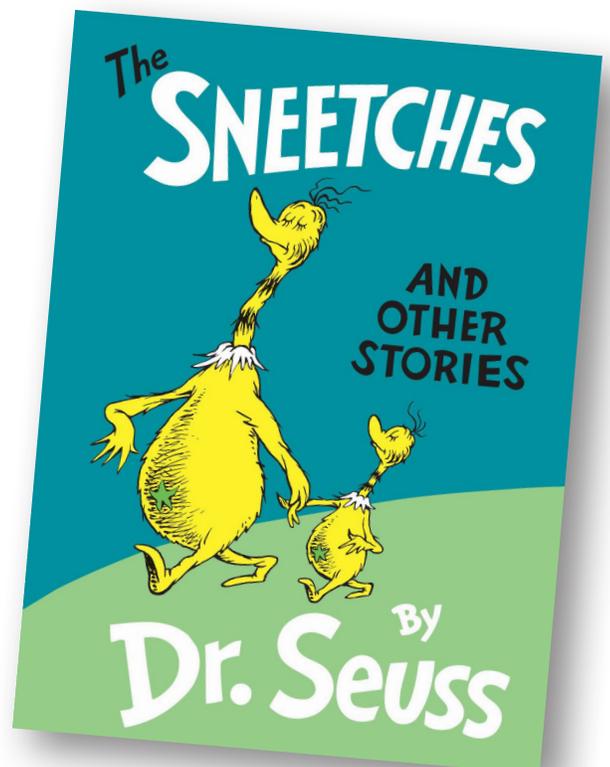
- Obtain a copy of *The SNEETCHES* by Dr. Seuss from your librarian.
- Create and project T-Chart using <http://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html>
- Display Attachment 1 or create and display a comic strip example using <http://pbskids.org/arthur/games/comiccreator/comiccreator.php> or www.readwritethink.org.
- Make copies of flashcards (Attachment 2)

Procedure:

- Display flashcards and discuss words as they appear in the story.
- Read aloud the book.
- Discuss how the concepts respect and disrespect apply to the story.
- Ask students to turn and talk with a partner to come up with one example and one non-example of disrespectful behavior.
- Create a T-Chart on examples and nonexamples with student and teacher’s input.

Extension Activity: Write a comic strip showing an example of respectful behavior

Home Connection: Ask family members about a time that someone did not show respect to them, how did they feel, and how could that other person have shown respect.



Comic Creator

Make your own comic!

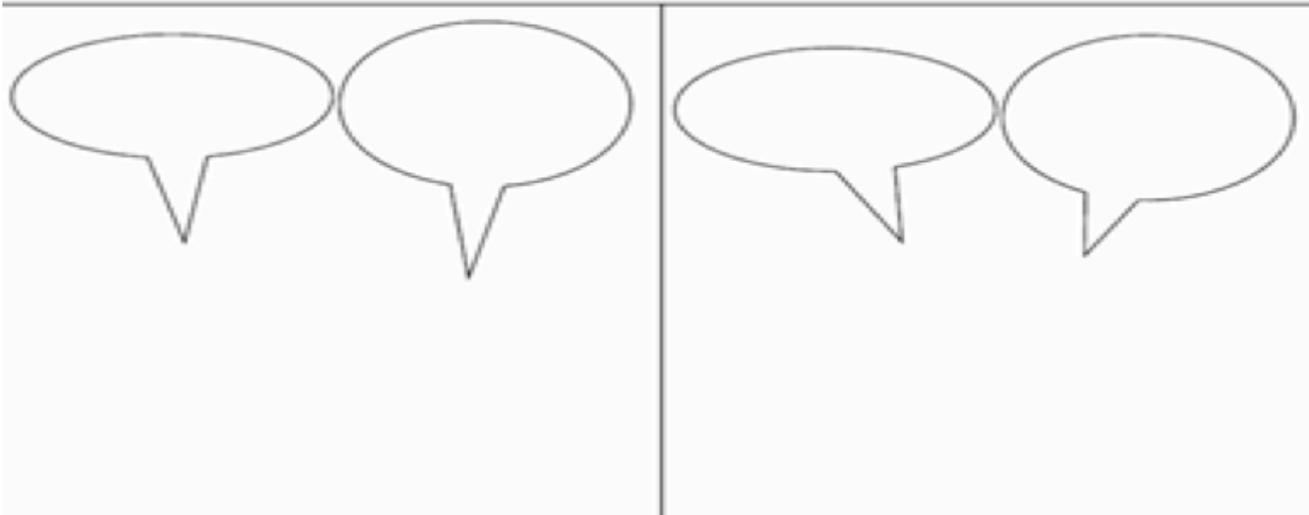


clear all



save

print



brag

keen

peculiar

snooty

sly

Pressure Switch

DISRESPECT IS NOT OKAY

Book Summary: *Switch On, Switch Off* by Melvin Berger. It seems like magic! It's not -- it's electricity. But how does a light actually work? In this clear and simple book learn all about electricity, how it's produced, and how it can be used. At the end you'll learn how to conduct fun experiments that will let you generate electricity yourself!

Vocabulary from Book: switch, energy, insulation

Guidance Vocabulary:

- peer pressure - trying to get someone to do something, can be positive or negative.
- ideas - a thought or suggestion for a possible action.
- opinions - something you think, an evaluation; it's not a fact.

State Standard: Science 4.6B, 4.6C

Guidance Lesson Strand(s): interpersonal effectiveness, communication skills, responsible behavior

Objective: Student will define the concept of peer pressure and compare and contrast the relationship of peer pressure to a light switch.

Preparation:

- Obtain story, *Switch On, Switch Off* by Melvin Berger, from the librarian.
- Make copies of On-switch (Attachment 1).
- Obtain writing tools.

Procedure:

- Ask and discuss: What is peer pressure?
- Read excerpt of the book *Switch On, Switch Off* (stop at page 9); discuss words as they appear in the story.
- Ask: How does the light switch relate to peer

pressure?

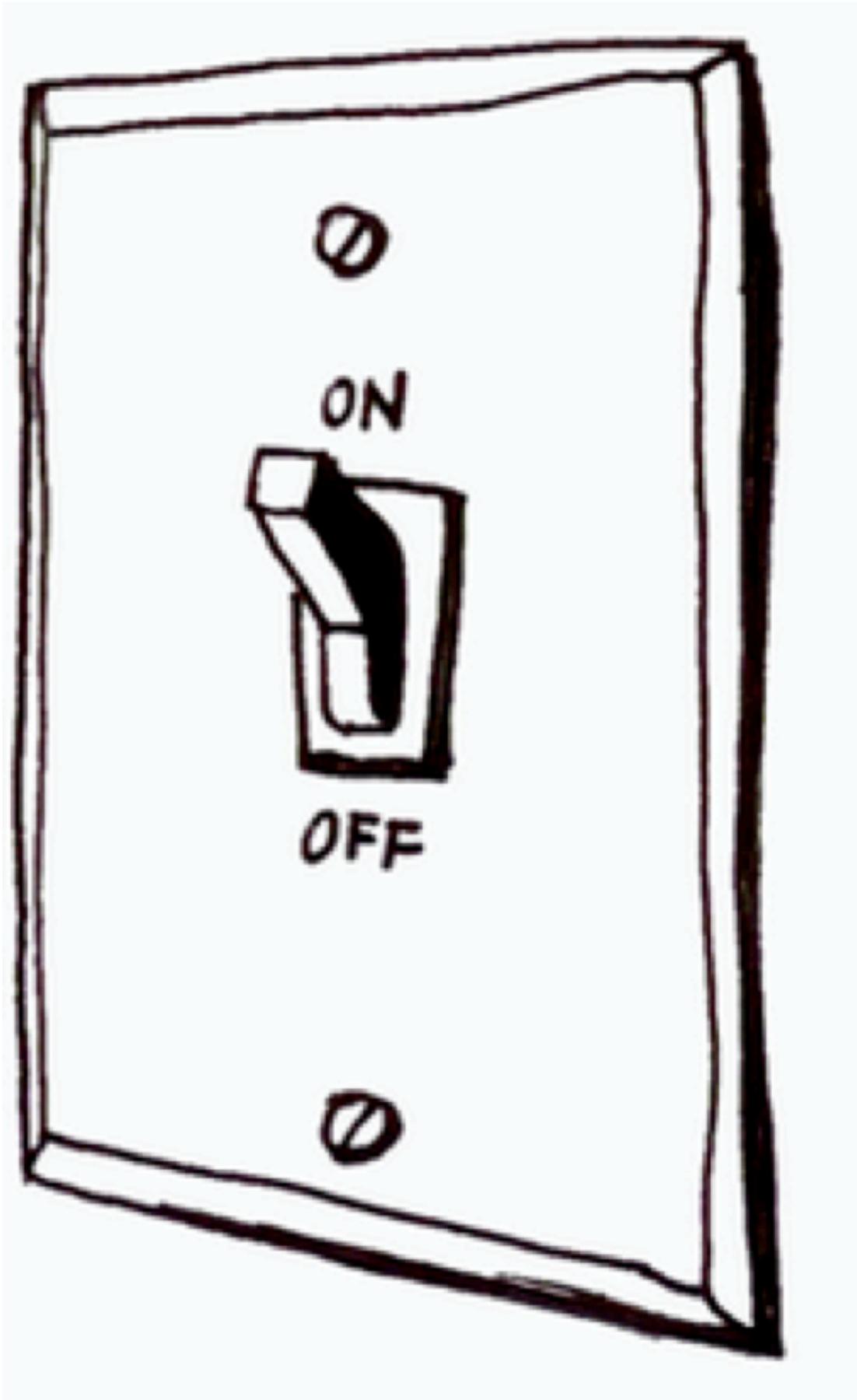
- Discuss positive and negative peer pressure.
- Make small-groups (3 students each).
- Hand out 1 on-switch attachment per group.
- Have groups write down situations where they have felt that negative peer pressure is ON.
- Discuss how to cope with negative peer pressure (i.e. refusal skills).

Extension Activity: Have students perform a skit on using refusal skills.

Home Connection: Tell students they can borrow the book from the school or local library to practice creating electricity with adults at home. Have students practice refusal skills with family members.

A few lesson notes:





Communication Self-Assessment

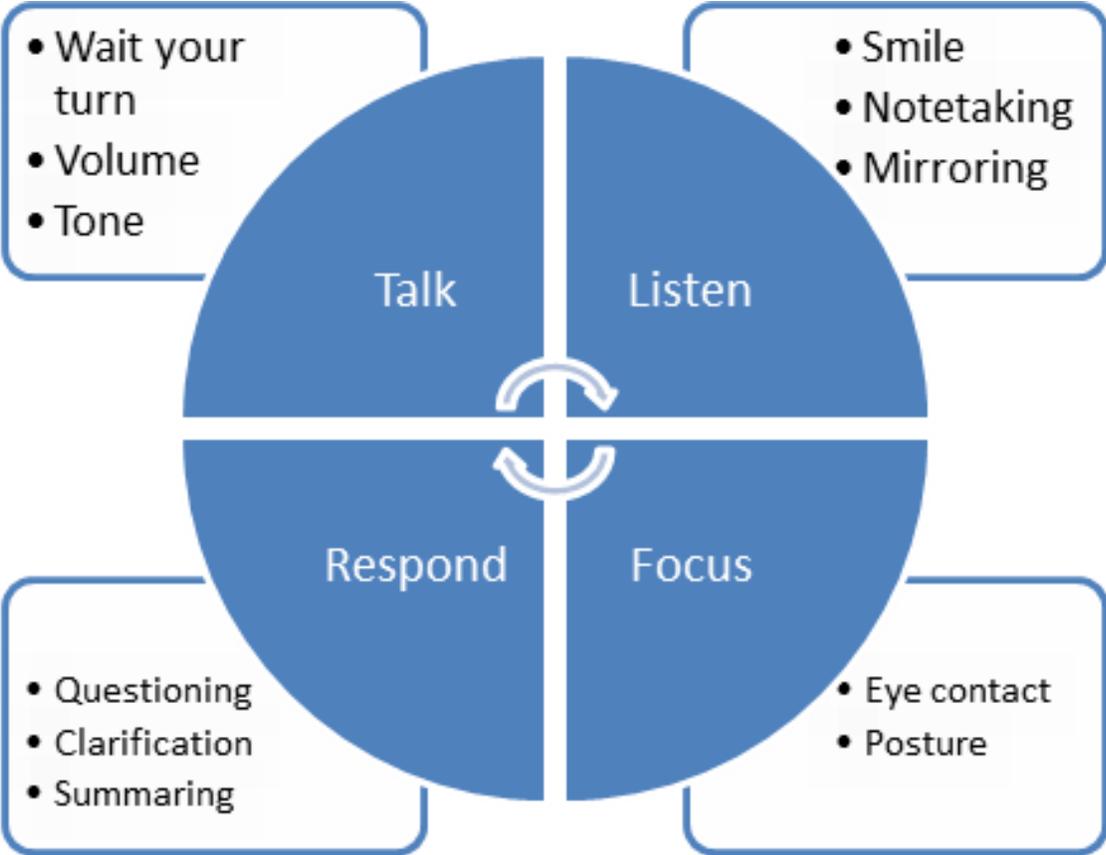
Attachment 1

Read each situation, then circle your opinion using the adverbs **Never**, **Sometimes**, **Frequently**, **Always**.

Situation	Your Response
1. When someone is talking to me, I like to make eye contact.	Never Sometimes Frequently Always
2. When others are listening to me, I expect them to show interest by making comments.	Never Sometimes Frequently Always
3. I nod to show interest when someone else is talking.	Never Sometimes Frequently Always
4. If I don't agree with what someone is saying, I interrupt and tell them immediately.	Never Sometimes Frequently Always
5. When I talk, I like when people ignore me.	Never Sometimes Frequently Always

Basic Elements of Communication Anchor Chart

Attachment 2



whispered

muttered

shouted

Properties of Expressions

IT'S NOT OKAY TO HIDE OUR FEELINGS

Guidance Vocabulary:

- expressions - how we express emotions (happy, sad, angry, lonely, proud, frustrated, grateful, scared).

State Standard: Math 4.1A-G, 4.4A-H

Guidance Lesson Strand(s): communication skills, expressions

Objective: Students will use emotional expressions to write equations that represent multi-step, real world problems.

Preparation:

- Obtain Individual White Boards & Dry Erase Markers.
- Copies of Expression Chart (Attachment 1).

Procedure:

- Pose the questions: What are math expressions? What are expressions of emotions? Discuss different emotions shown through expression.
- Divide the class into groups of 4-5.
- Provide each group with a whiteboard, dry erase marker, and expression chart.
- Say, "Today you are going to write math story chains to show what you know about interpreting word problems into expressions, including expressions using parentheses. In a math story chain Student 1 initiates a story by writing the 1st line, and then passes it clockwise to the next student who adds another line and passes it on. The last student writes a question to be solved, and finally student number 1, who began the story chain, ends it by writing an expression to represent the story chain."
- A concrete example of a math story chain should be presented at this point. Depending on the level of your students you can choose to present a complete model, such as the one below:
- Student 1 writes the first sentence in the chain. Use

a whiteboard to write/project the first line of the math story chain, and each line after that; your example can remain on the board throughout the lesson for students to reference.

- Student 1: There are 560 students at our school with emotions.
- Student 2 adds a second line: One third of the students are shy.
- Student 3 adds the third line: Of those one third, half are girls.
- Student 4 writes the concluding line, the question for the story chain: How many boys are shy?
- When the paper gets back to Student 1, he or she needs to write an expression that represents the story chain.
- Close with a discussion of emotions. Discuss how emotions can be regulated.

Extension Activity: Have students take pictures of themselves showing different emotions (can use ipad, etc.) and create a collage (can be digital using Piccollage).

Home Connection: Have students create a collage of expressions from newspapers and magazine and an equation to match.

A few lesson notes:

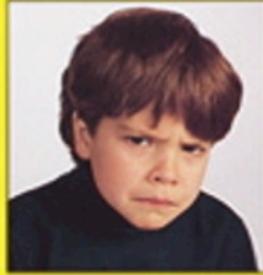
Emotions



happy



sad



angry



excited



afraid



shy



guilty



tired



jealous



loved



hopeful



bored



proud



sorry



embarrassed



surprised

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Exploring Early Explorers' Actions

DISRESPECT IS NOT OKAY

Video Summary: United Streaming video "Exploring the World: Spanish Explorers of North America: Segment (59 sec) The Results of Spanish Exploration of America." Spanish exploration of North America hurt the region's native peoples but increased European knowledge of the continent.

Vocabulary from Video: maps, religion, explore, destruction, tribe, legends

Guidance Vocabulary:

- tradition - customs passed down from generations.
- culture - how different groups of people live, believe, and celebrate.
- beliefs - things you think are true and important.
- freedom - the right to act, to speak, or think.
- fairness - judgments without discrimination; everyone gets what he/she needs.

State Standard: Social Studies 4.2A, 4.14B

Guidance Lesson Strand(s): Communication Skills

Objective: Students will be able to identify examples of positive results of early explorers as well as some of the negative experiences of Native Americans at the time of Spanish exploration.

Preparation:

- Have access to A/V equipment.
- Have access to the United Streaming video "Exploring the World: Spanish Explorers of North America: Segment (59 sec) The Results of Spanish Exploration of America."
- Have access to a recent news story that involves either respect for different cultures and beliefs or disrespect for the same.
- Make copies of Attachment 1 and Attachment 2 for each student.
- Obtain writing materials.

Procedure:

- Show United Streaming video "Exploring the World: Spanish Explorers of North America: Segment (59 sec) The Results of Spanish Exploration of America."
- Ask students to get in groups of 4 to 5.
- Ask students to use their T Chart (Attachment 1) to answer questions related to the video segment. What do they think the early explorers did well? What do they think the early explorers did not do well? (e.g. their quest for gold, bringing new religions to America, their treatment of the Native Americans, their making of maps for the world to see, myths, etc.).
- Have students select a spokesperson for the group. The spokesperson will share with the group.
- Ask student to return to their desks and show a recent news story that involves either respect for different cultures and beliefs or disrespect for the same.
- Ask students to draw comparisons from their T Charts on the early explorers and the recent news story.
- Students will then help the counselor to fill in a Venn Diagram on the board (Attachment 2).

Extension Activity: If students have time they can write a one-page reflection paper on how the activity made them feel about meeting new people and learning from them. They can share experiences by describing times when they were the person learning a new belief or times when they shared their beliefs with another person. How did it feel to be the teacher? How did it feel to learn something new?

Home Connection: Students should go home and look for maps. Students should reflect on how maps have helped people around the world to plan an adventure, plant crops, and find routes for traveling



POSITIVE THINGS THESE EARLY
EXPLORERS **DID** WELL



NEGATIVE THINGS THESE EARLY
EXPLORERS **DID NOT** DO WELL



T Chart - Early Explorers

Recent News Story

Similarities

Name That Energy

ENERGY MAKES THINGS HAPPEN

Book Summary: *Energy Makes Things Happen* by Kimberly Brubaker Bradley. Did you know that energy comes from the food you eat? From the sun and wind? From fuel and heat? You get energy every time you eat. You transfer energy to other things every time you play baseball. In this book, you can find out all the ways you and everyone on earth need energy to make things happen.

Vocabulary from Book: heat, light

Guidance Vocabulary:

- communication - exchanging information, can include words, tone, rate, etc.
- nonverbal Communication - communication that takes place without words, body language, gestures.
- focus/Attention - noticing, or taking interest in something.
- listen - paying attention to what someone is saying.
- respond - to say or do something in reply.

State Standard: Science 4.2F, 4.6A

Guidance Lesson Strand(s): communication skills, interpersonal effectiveness

Objective: Student will work cooperatively to differentiate among the forms of energy and display basic communication skills when listening to oral presentations.

Preparation:

- Obtain the book, *Energy Makes Things Happen* by Kimberly Brubaker Bradley, from your librarian.
- Make a copy of the types of energy (Attachment 1).
- Make a copy of story examples and hand out to small groups (Attachment 2) for groups of 5.

Procedure:

- Display and briefly discuss flashcards (Attachment 1) with energy types.
- Ask and discuss: How is energy transferred? How do we transfer information? (Through the process of communication). What skills should be used when communicating?
- Using the book, *Energy Makes Things Happen* by Kimberly Brubaker Bradley, take a picture walk through pages 4, 5, 6, and 13 and field questions about the types of energy present in the text and illustrations (mechanical, thermal, light, sound, and electric).
- Divide students into groups of 5. Hand out a set of story examples to every group. Each person in the group should have an opportunity to match a type of energy to an event.
- Explain that they will: match a type of energy (or more than one) to their event from the story, explain to the class their reasoning (how do they know which energy, or more than one energy, does the situation represent), practice the communication skills during group presentations (listening, talking, responding, focus) from the anchor chart.
- Bring the groups back together. Discuss how they used the elements of communication when matching their story examples.

Extension Activity: Have small groups discuss in what ways are different types of energy like communication. (Heat could be angry communication, wind could be whispering, etc.).

Home Connection: Have students demonstrate to family members what types of energy are in the household and ask family members to show communication skills while the student is demonstrating.

Thermal

Electric

Light

Sound

Mechanical

Thermal	A family cooks hotdogs on a campfire.
Light and Thermal	The sun shines in the sky.
Mechanical	Two children run with a kite.
Light and Electrical	The lamp is on in the living room.
Mechanical and Sound	A girl swings a bat.

Art Unites a Community

DISRESPECT IS NOT OKAY

Book Summary: *The Pot That Juan Built* By Nancy Andrews Goebel. This story narrates the biography of Juan Quezada as it poetically portrays the wonderful ways Juan creates his pottery based on old, traditional methods.

Vocabulary from Book: rediscovered, abundant, factory, impoverished, ceramic, inspiration, excellence, potsherds, potter, pottery

Guidance Vocabulary:

- traditions - customs passed down from generations.
- heritage - your personal history passed down from your family.
- community - where people live and work together.
- pride - joy or pleasure in something.
- occupations - jobs.
- values - a belief about the importance, worth, or usefulness of something; a person's principles or standards.

State Standard: Social Studies 4.21A, 4.21B, 4.21D, 4.3A,

Guidance Lesson Strand(s): cross-cultural effectiveness, communication skills, self-confidence development

Objective: Students will learn the art of pottery making as they study one town's traditions and success, through the biography of Juan Quezada.

Preparation:

- Obtain the book, *The Pot That Juan Built* by Nancy Andrews Goebel, from librarian.
- Write book vocabulary words on chart paper for review.
- Have available a map or globe.
- Obtain Play-Doh for extension activity (if time permits).

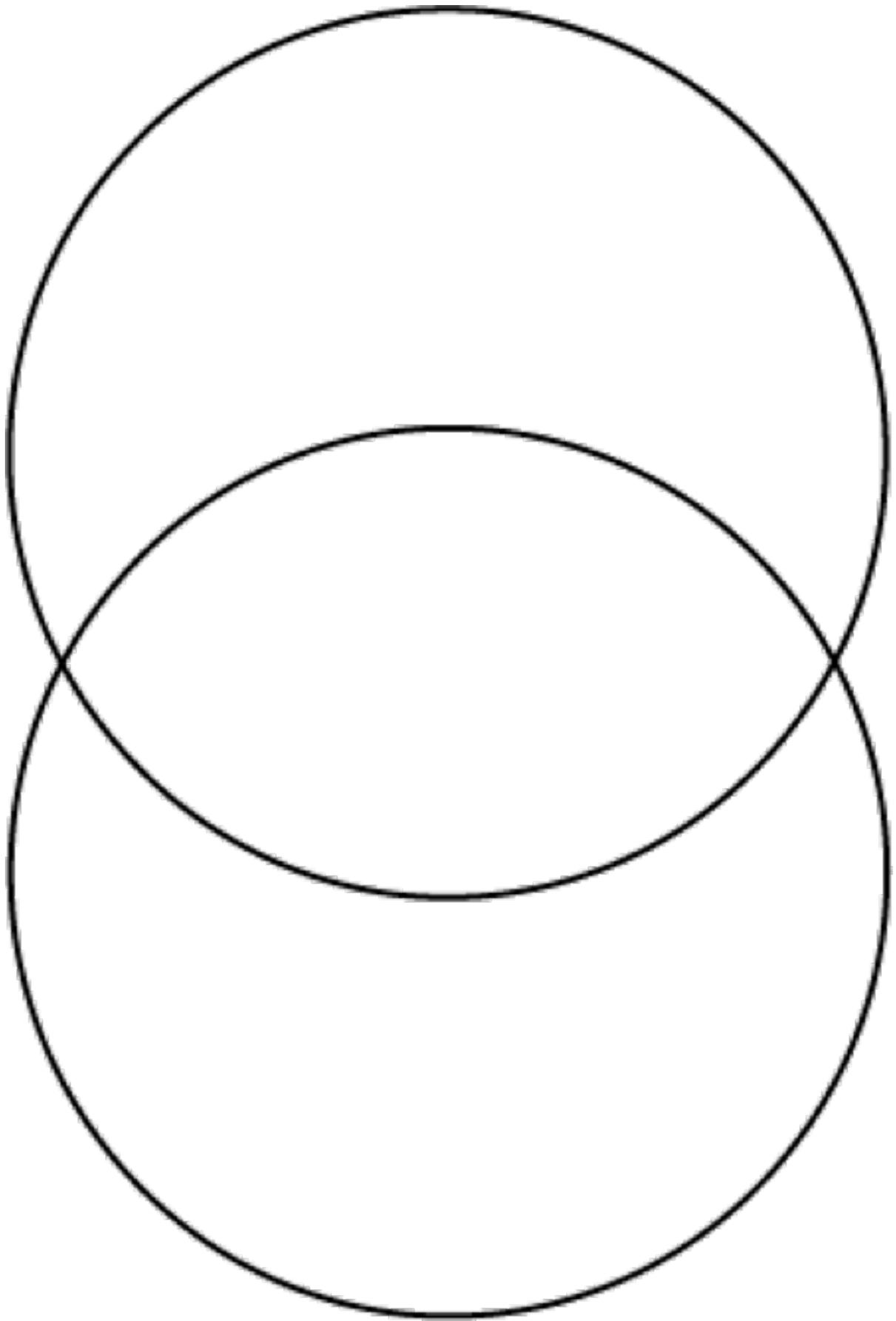
Procedure:

- Review with students details from the book.
- Review book vocabulary words with the students, clarifying any concept they do not understand.
- Ask students: "Do you know what a biography is?"
- Explain to students that the book they read tells the biography of Juan Quezada, a renowned artist in Mexico.
- Have a volunteer point to the map or globe and locate Mexico.
- Mention to students how Mexico borders the United States and that it was in Mexico that Juan Quezada was raised.
- Ask students "How many of you were born in or have visited Mexico?" / "How was that experience?"
- Have volunteers share their experiences.
- Introduce the guidance vocabulary.
- Discuss with students how our heritage and traditions shape who we are and the decisions we make.

Extension Activity: Have the students use Play-Doh to make two to three items that relate to their heritage or traditions. Have volunteers share with the class what the Play-Doh art is and why it is important to them.

Home Connection: Have students go home and ask their parents if they have every visited Mexico? What did they find most similar between the USA and Mexico. If they have not been to Mexico students can ask parents about other foreign countries they visited or states away from their home state.

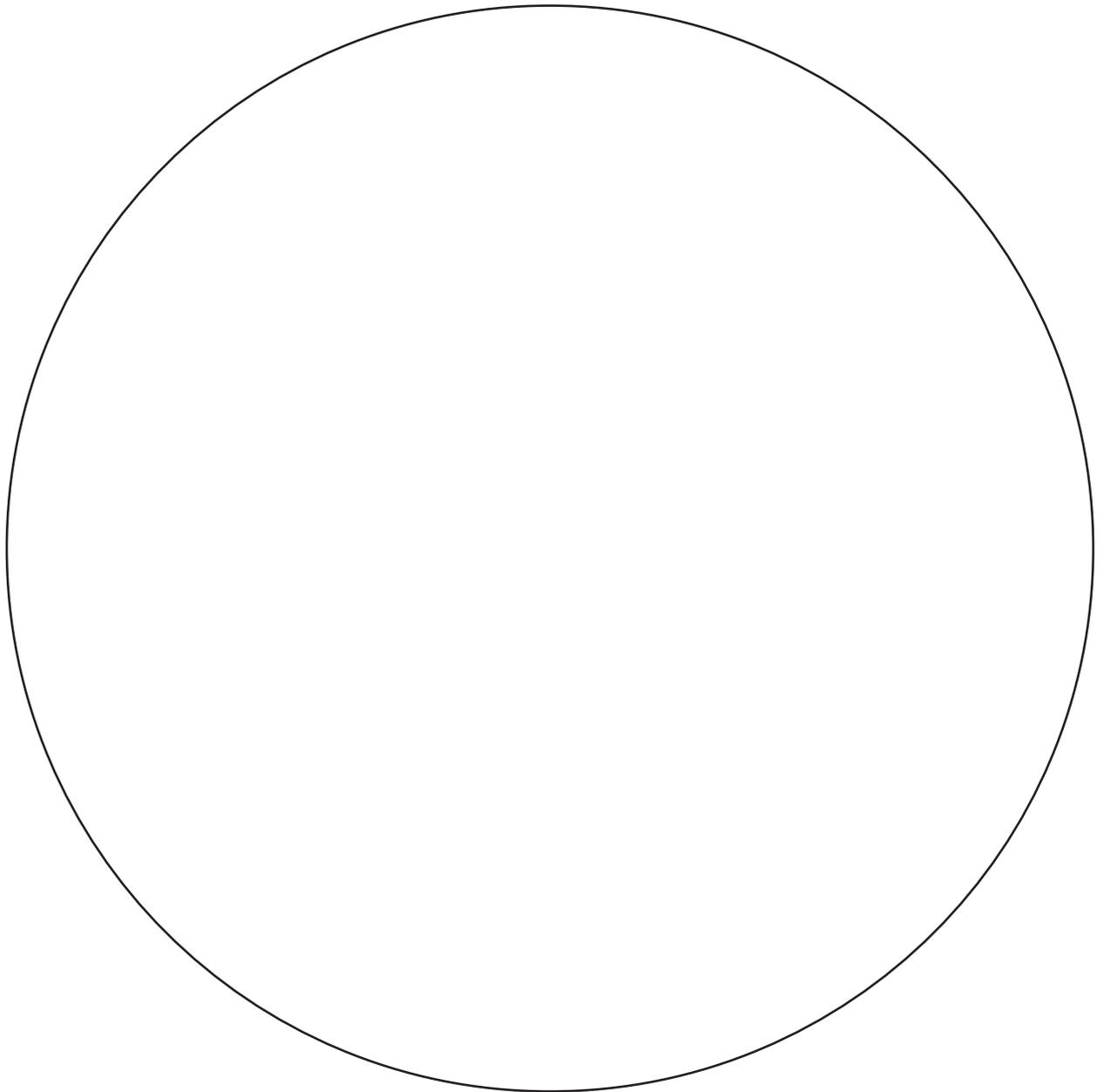
A few lesson notes:



Getting To Know You Activity

You have in front of you a circle. Follow the steps below to create a personalized circle. It will help your classmates get to know you better. Feel free to color or design any way you choose as long as we can still see the information.

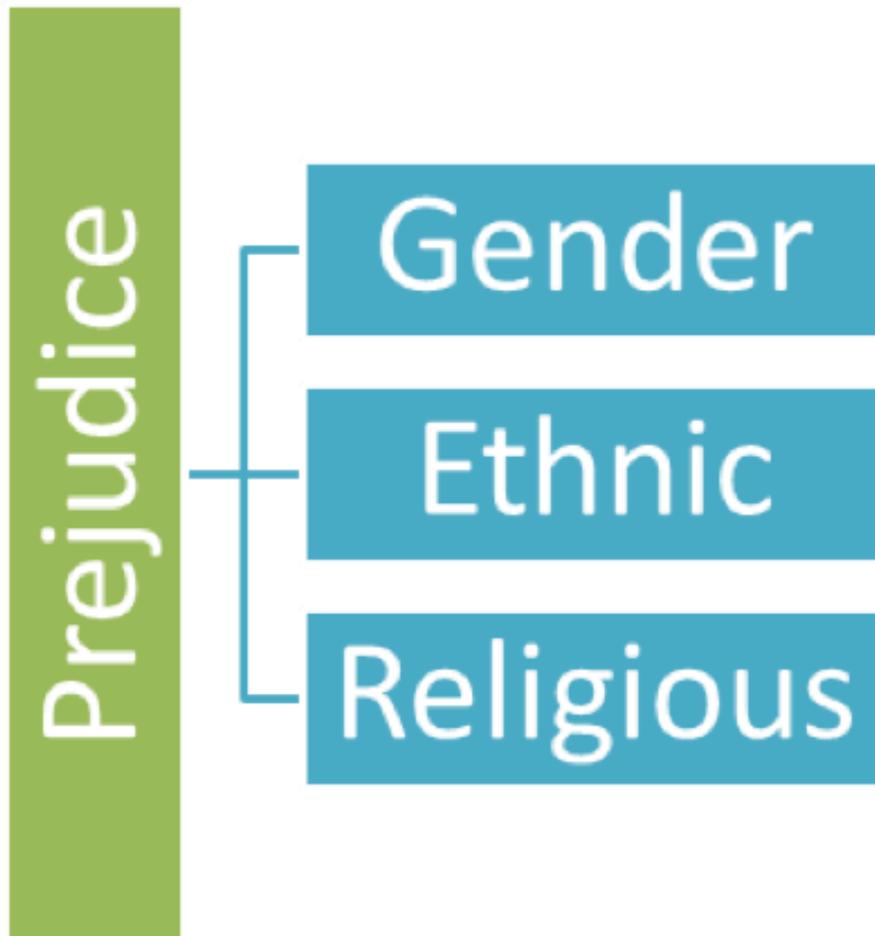
1. In $\frac{1}{8}$ of the circle: Your name.
2. In $\frac{1}{4}$ of the circle: Your height.
3. In $\frac{1}{8}$ of the circle: Your age.
4. In $\frac{1}{8}$ of the circle: Your favorite pizza topping(s).
5. In $\frac{1}{8}$ of the circle: Your favorite hobby or sports.
6. In $\frac{1}{4}$ of the circle: Your best family memory.



Anchor Chart

What is prejudice?

Prejudice (say pre-joo-dis) is a word that means judging someone/something or having an opinion about them before you actually know anything about them.



America's Journey Through Slavery

IT'S NOT OKAY TO DISRESPECT

Video Summary: United Streaming Video– *America's Journey Through Slavery, Escaping Slavery on the Underground Railroad: Slavery Begins in America* segment (3:03). Discusses how farmers and plantation owners in the first colonies brought slaves over from Africa in America's early history.

Vocabulary from Video: enslaved, personal freedom, Southern State, plantation

Guidance Vocabulary:

- educational opportunity - the changes to go to school.
- frustration - upset, annoyed.
- career - following a long-term goal, can be made up of many different jobs; require different kinds of training, skills, and education.
- quality of life - how much health, comfort, and happiness you experience.

State Standard: 4.21A, 4.21B, 4.21D

Guidance Lesson Strand(s): Motivation to Achieve

Objective: Students will be able to explain the benefits they derive from learning, demonstrate the awareness of educational achievement to career opportunities, describe their quality of life and factors that influence those qualities of life, and describe the qualities of people they perceive to be effective leaders.

Preparation:

- Access United Streaming Video– *America's Journey Through Slavery, Escaping Slavery on the Underground Railroad: Slavery Begins in America* segment (3:03).
- Have copies of Attachments 1, 2, and 3 for all students .
- Obtain Writing Tools.
- Define *quality of life* on the board.

qual-i-ty of life
noun

the standard of health, comfort, and happiness experienced by an individual or group.

Procedure:

- Discuss the definition of quality of life with students. Ask students to apply their new knowledge to their thinking as they watch the United Streaming Video: *America's Journey Through Slavery: Escaping Slavery on the Underground Railroad: Slavery Begins in America* segment (3:03).
- Show United Streaming Video– *America's Journey Through Slavery, Escaping Slavery on the Underground Railroad: Slavery Begins in America* segment (3:03).
- Have students to get into groups of four to five.
- Have students share their thoughts on challenges slaves faced as compared to free people. Ask them to use their knowledge of quality of life to describe challenges using Attachment 1. (e.g. education, careers, safety, comfort, providing a safe and comfortable home for their family)
- Have students go back to their individual desks.
- Distribute copies of Hannah More's, *Slavery, A Poem* (Attachment 2) to all students.
- Have the students read the poem to themselves.
- Read the poem aloud to the class. Take time to explain the language used in the poem if students are unfamiliar with certain terms from the time period (1788).
- Ask students to share their thoughts and feelings on the poem.

Extension Activity: Discuss current news topics such as the Affordable Care Act and its purpose. What are some of the aims of the President? How can students apply those aims to what they have learned?

Home Connection: Have students complete the Word Search (Appendix C).

Against the Odds

Take some time to consider some of the difficult things that slaves had to go through in order to help their *quality of life*.

Please write those things down and be ready to discuss them.



G B N Y C A F Z F S N F Q Z N
R X Y X T R L L K O S M S O N
Y I Y V E I B G I U Z D I T E
C T B E F P N T Y T L T V P A
E J D B R L A U D J A X T O G
B O J T M T A E T R S G U R C
M J R U N W V Y T R L T E V B
D J F A F A I S K S O F X Y P
M Q L G L H U R L D S P E R F
M P H S P R F P W D U L P A B
L T N K F R I A F Y T F H O Z
U E V N O I T A C U D E L P V
C P N I A X Z D J W H W O K O
R K C U I X A V Q U A Y H B V
X R M Y S X X N N B F Y V V D

EDUCATION
ENSLAVED
FAIR
FREEDOM
FRUSTRATION
OPPORTUNITY
PLANTATION

```

+ + + Y + + F + + + N + + + N
+ + + + T R + + + O + + + O +
+ + + + E I + + + I + + + I + +
+ + + E + + N T + + + T + + +
+ + D + + + A U D + A + + + +
+ O + + + T + E T R + + + + +
M + + + N + V + T R + + + + +
+ + + A + A + S + + O + + + +
+ + L + L + U + + + + P + + +
+ P + S + R + + + + + P + +
+ + N + F R I A F + + + + O +
+ E + N O I T A C U D E + + +
+ + + + + + + + + + + + +
+ + + + + + + + + + + + +
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```

(Over,Down,Direction)
 EDUCATION(12,12,W)
 ENSLAVED(2,12,NE)
 FAIR(9,11,W)
 FREEDOM(7,1,SW)
 FRUSTRATION(5,11,NE)
 OPPORTUNITY(14,11,NW)
 PLANTATION(2,10,NE)

Plan to Goal

Guidance Vocabulary:

- educational opportunity - the chance to go to school.
- study skills/habits - how you learn material and what you do to remember it.
- educational achievement - how you do in school.
- career opportunities - available options for long term goals, training, and skills.
- obstacles - road blocks, things that get in the way of goals.

State Standard: Science 4.7

Guidance Lesson Strand(s): motivation to achieve

Objective: Students will be able to describe good study skills/habits which contribute to success in school, identify ways they may handle sources of school frustration, demonstrate awareness of the importance of educational achievement to career opportunities, identify educational opportunities available to them in middle/junior high school, and identify school subject matter as related to potential careers.

Preparation:

- Obtain copies of homework plan and study plan (Attachment 1 and Attachment 2).
- Obtain writing tools.

Procedure:

- Explain to students that much like many components make up the properties of soil, the same is true of being successful in school.
- Conduct a think-a-loud of what leads to success in school (ideas include: good study skills, overcoming frustration, etc.).
- Call on students to describe their study skills.
- Ask students to stand in a circle.
- Based on the questions, students will complete an agreement circle.
- Begin by having students form a large circle. Read the

first statement, then give students five to ten seconds of think time. Ask students to move to the center of the circle if they agree with the statement and stay on the outside if

they disagree. Match students up 1:2, 1:3, 1:4, 1:5, or whatever the proportion of agree/disagree indicates and give them a few minutes to discuss their ideas in small groups.

- Call time. Read the statement again, and have students reposition themselves according to whether their ideas have changed or stayed the same.
 - Students who agree with the statement move to the inside of the circle. Students who disagree stay on the outside. Note any changes and then have students go back to the circle for another round.
1. When studying it is best to study in a quiet place.
 2. Studying with my cell phone or in front of the TV is not a good idea.
 3. I should complete my homework before I go play.
 4. I should ask for help or study with someone who can help me.
 5. I should plan to study everyday.
- When finished with all rounds, have students create a plan using the Study Plan that will help students to explore their ideas of good study skills further.

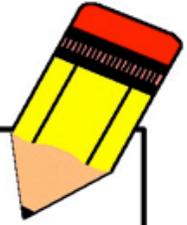
Extension Activity:

- When finished with study plan, have students share.
- Have students complete a goal plan.

Home Connection: Have students discuss with their parents the study plan and goal plan they have created.



Homework Plan



When is a good time for me to do homework?

Where is the best place for me to do homework?

If I need help I can...

What I need to do to get my homework home...

What I need to do to get my homework to school...

Notes:

Student Goal Planning

I am good at...

I need to work on..

My plan to improve is _____

If my plan doesn't work then I'll _____

I'll know my plan is working when _____

Wonderful Words

CHOOSING A CAREER

Book Summary: *Wonderful Words: Poems About Reading, Writing, Speaking and Listening* by Lee Bennett Hopkins. Come, words, come in your every color. Whether we are sharing poems or secrets, acting onstage, or just telling jokes, the words we use are our best friends. Join acclaimed poet Lee Bennett Hopkins in this glorious collection celebrating words in speech, reading, language, and drama and how they influence our lives.

Guidance Vocabulary:

- career - following a long-term goal, can be made up of many different jobs; require different kinds of training, skills, and education.
- society - a large group of people living together.
- education - intentional learning, can take place in school or other settings.
- contribution - something added

State Standard: Reading 4.4, 4.Fig19D

Guidance Lesson Strand(s): motivation to achieve

Objective: Student will recognize figurative language such as similes, metaphors, and sensory details in a poem and become aware of how school prepares you for a career so that you can contribute to society.

Preparation:

- Create or download careers flipchart from www.prometheanplanet.com/en-us/Resources/Item/178897/k-3-careers-unit-helps-students-apply-cognitive-and-socio-emotional-standards-with-68-different-careers#.VYMVgPIViko
- Obtain book *Wonderful Words: Poems About Reading, Writing, Speaking and Listening* from your school or local librarian.
- Make copies of the career acrostic for each student (Attachment 1).

Procedure:

- Introduce careers by discussing the flipchart.
- Read 2 - 3 poems and discuss vocabulary as needed (p. 12) from the book and field questions: What words in the poem are related to careers you know about? (see example below)
 - » p. 12 (storm and breeze are related to meteorologist; plums, lemons are related to farmer; grass, dandelion, cactus are related to landscaper or gardener).
- What sensory details, similes or metaphors are present in the poem? (see example below)
 - » p.12 (words taste as sweet as plump plums; words loud as sea roar's purple crash, tart, sweet, soft, light white, thorn gray, loud).
- Have students work in groups of three to create an acrostic about their careers of choice. Make sure they include one figurative language element (simile, metaphor, or sensory language).

Extension Activity: Work with students to create a whole-group Diamante Poem about career vs. hobby using the template in <http://www.readwritethink.org/files/resources/interactives/diamante/> (make sure the middle verse has a figurative language element).

Home Connection: Read aloud acrostic with family members and describe the career of their preference.

A few lesson notes:

Career Acrostic

C	
A	
R	
E	
E	
R	

The Dot and the Line

EFFECTIVE LEADERSHIP

Book Summary: *The Dot & the Line: A Romance in Lower Mathematics* by Norton Juster. A straight line falls in love with a dot and develops his talents to form all kinds of geometric shapes in order to win her affections.

Vocabulary from Book: angle, hexagon, parallelogram, rhombus, trapezoid

Guidance Vocabulary:

- leader - someone in charge or who others look to for direction.
- qualities - characteristics or traits of someone or something.
- effective - successful in producing a desired result.

State Standard: Math 4.1A, 4.6A

Guidance Lesson Strand(s): motivation to achieve, interpersonal, communication

Objective: Students will recognize angles in a given shape and qualities of people that are perceived as effective leaders.

Preparation:

- Obtain a copy of the book *The Dot & the Line: A Romance in Lower Mathematics* from your school or local librarian.
- Preview the video (save on your computer if possible).
- Prepare flashcards (see Attachment 1).
- Cut out sections of 5 - 6 feet of yarn or string.
- Prepare anchor or flipchart about effective leaders (see Attachment 2).
- Make copies of the leadership qualities crossword puzzle (Attachment 3).

Procedure:

- Display and discuss story words.
- Briefly take a picture walk with the book to

retell in your own words the beginning of the story or project the first 5 minutes of the story from Youtube: <https://www.youtube.com/watch?v=OmSbdvzbOzYy> and field questions: What is the problem in this story? How has the main character tried to solve it? How would you try to solve it?

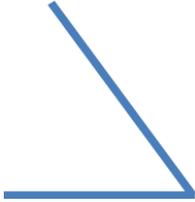
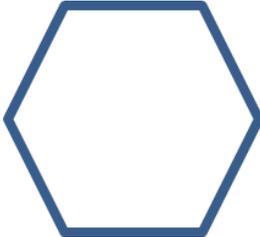
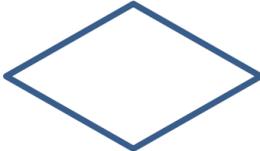
- Discuss anchor or flipchart about effective leaders with examples and non-examples.
- Explain that they have 3 - 5 minutes to work as a group to solve the problem: How can a line become a shape? They need to select a leader that will explain their solution and they must use the word "angle" in their explanation.
- Divide students into 5 groups and give each student one of the flashcards and a piece of string/yarn.
- After 3 - 5 minutes, the team leader will use the following sentence stem to explain how they helped the line become something else and what leadership skills did they use:
» I was a ___(leadership quality)___, so my team and I were able to solve the problem by _____.

Extension Activity:

- Have students write a short paragraph that explains what leadership quality you believe your team leader displayed.
» My team leader was _____. He/she showed the qualities of _____. For example, during the problem-solving activity, he/she _____.

Home Connection: Have a family member help you complete the crossword puzzle about leadership qualities.

A few lesson notes:

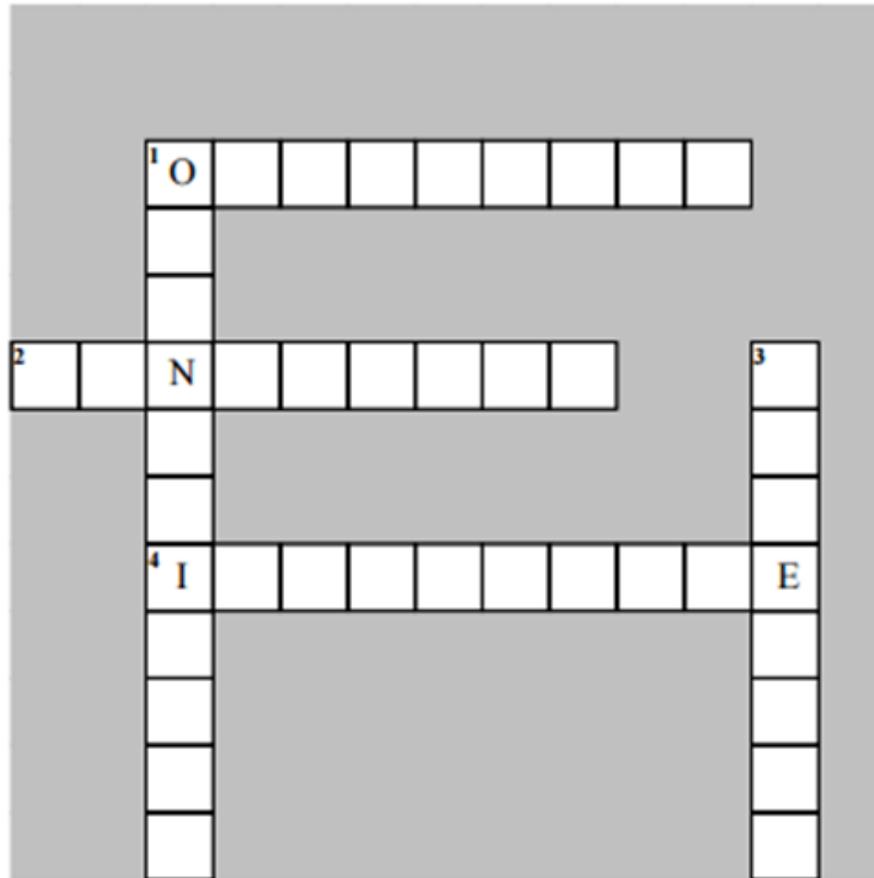
	angle
	hexagon
	parallelogram
	rhombus
	trapezoid

Effective Leader Qualities



Leadership Qualities

Complete the crossword puzzle with the help of a family member.



**OPEN-MINDED
CONFIDENT**

**ORGANIZED
COMMUNICATOR**

**INITIATIVE
ENTHUSIASM**

DELEGATE

Across

- 1 Always prepared and has things in order
- 2 Humbly sure of themselves
- 4 To be the starter of new ideas.

- 3 Share the work with others that have different talents

Down

- 1 Leaders that listen to input from everyone in a group before making a decision.

Decisions to be Made

SETTING GOALS

Book Summary: *The Ants and the Grasshopper*, is one of Aesop's Fables, providing a moral lesson about the virtues of hard work and planning for the future.

Guidance Vocabulary:

- decision making - process of making a choice.
- goal setting - picking something you want and figuring out how to achieve it.
- planning - what you do to accomplish something, setting steps.
- problem solving - how to work out an issue.

State Standard: ELA 4.13B, 4.13E

Guidance Lesson Strand(s): decision-making, goal-setting, planning, problem-solving skills

Objective: Students will learn to make decisions and define and explain the importance of each of the steps in the decision-making process, analyze their own skills for making personal and educational decisions, describe how their beliefs contribute to their decisions, and describe the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals.

Preparation:

- *The Ants and The Grasshopper* (link to Library of Congress version: <http://read.gov/aesop/052.html>)
- Copies of Problem Mountain
- Obtain writing tools

Procedure:

- Ask students if they can define "decision." Ask students about the types of decisions they make.
- Read aloud Aesop's Fable *The Ants and The Grasshopper*.
- Filter questions from the story.
- Divide students into groups of four or five.

- Distribute the Problem Mountain and pose the following questions for completion: What was the problem or conflict within *The Ants and The Grasshopper*?
- Allow groups to work through the steps of forming a solution to the conflict presented in *The Ants and The Grasshopper*.
- When groups are finished, allow students to share their responses.

Extension Activity: Allow students to complete the Problem Mountain for a real life decision.

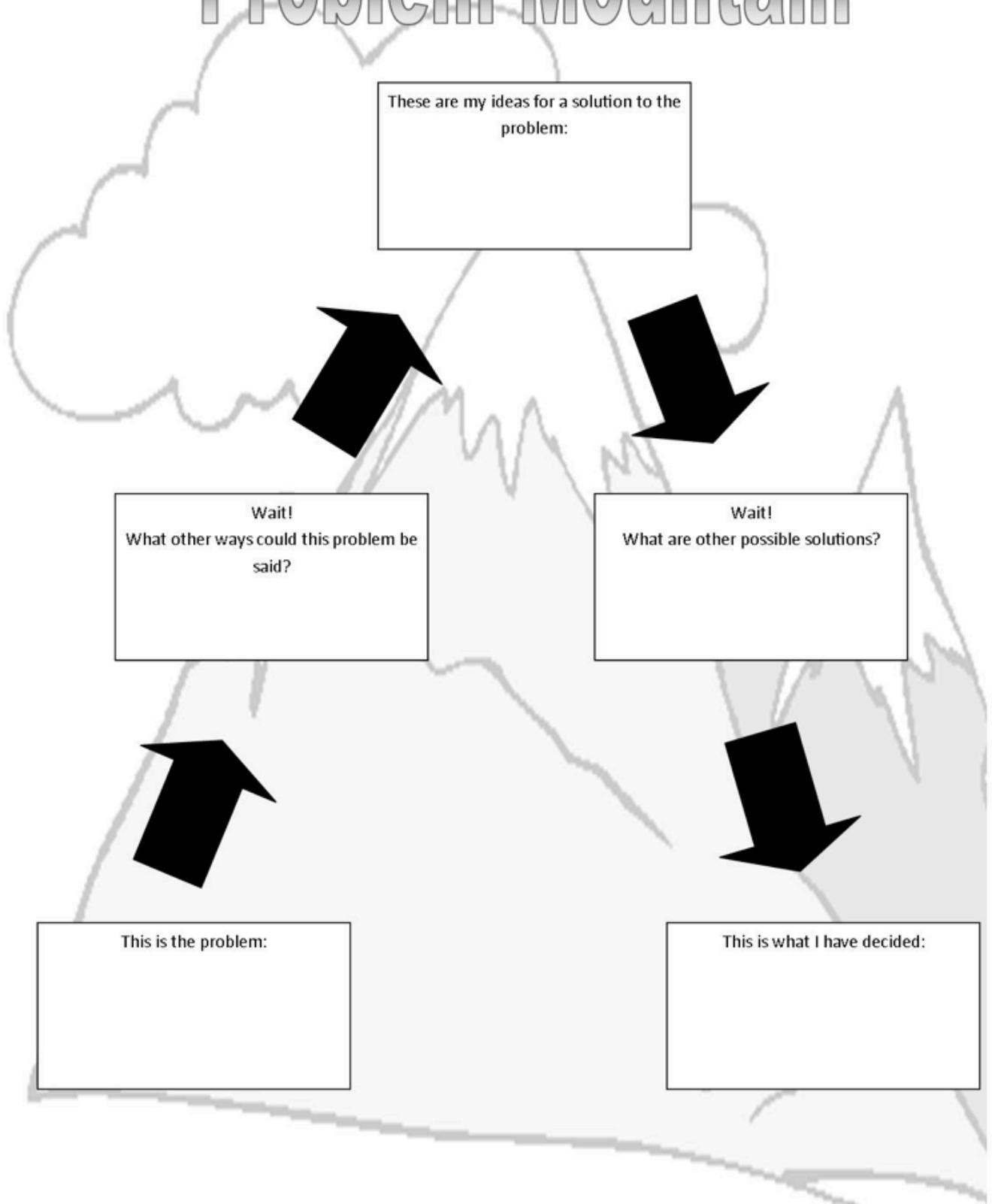
Home Connection:

- Have students share their problem solving skills with their family.
- Discuss ways in which the Problem Mountain could be utilized in their household for decisions.

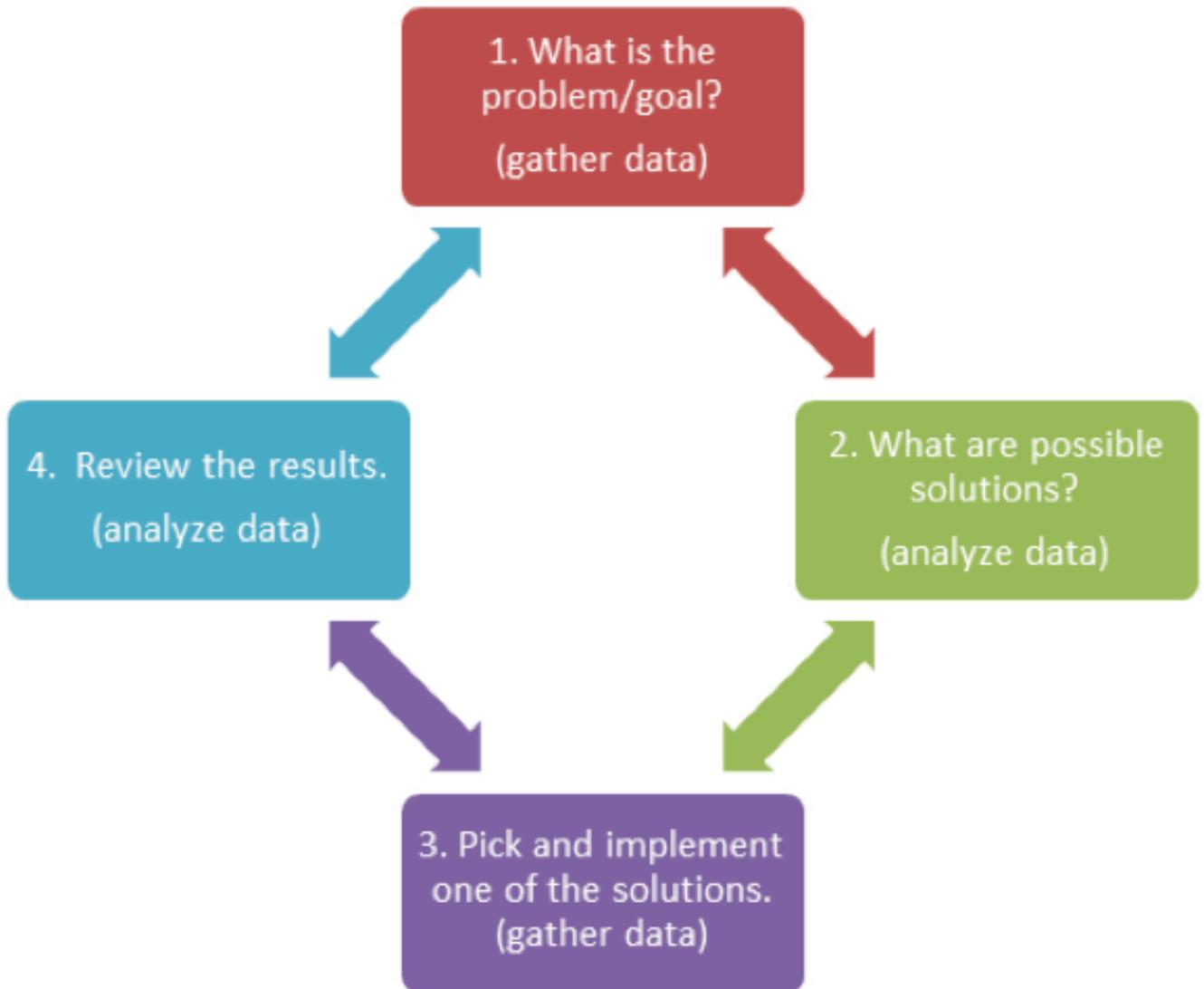
A few lesson notes:



Problem Mountain



Problem-Solving Cycle



1. _____

2. _____

3. _____

4. _____

The Settlement of Texas

Video Summary: United Streaming Video “The Settlement of Texas” (1:43). This video describes how the term “Tejas” was used to describe friendship by the Native Americans of eastern Texas. It also became the name that the Spanish colonists gave to the land they were looking to colonize (Texas).

Vocabulary from Video: cattle, colonize, mission (as in church mission)

Guidance Vocabulary:

- goal setting - picking something you want and figuring out how to achieve it.
- problem solving - how to work out an issue.
- transition - going from one thing to another thing.

State Standard: 4.12C, 4.13A

Guidance Lesson Strand(s): decision-making, goal setting, planning, problem-solving skills

Objective: Students will be able to describe how their beliefs contribute to their planning, distinguish between short-, intermediate-, and long-term goals, describe appropriate methods for managing stress, and demonstrate understanding of changes that have occurred in their environment.

Preparation:

- Access United Streaming Video “The Settlement of Texas” (1:43).
- Make Copies of Two Wolves (Attachment 1).
- Obtain writing materials.

Procedure:

- Show United Streaming Video “The Settlement of Texas” (1:43).
- Ask students to answer these questions as a whole group: What does the video tell us about the short-, intermediate-, and long-term goals, of the

Spanish and French colonists? (Answer: colonizing and converting Native Americans to Christianity). What should the colonists have considered before trying to reach their goals? (Answer: How to help the Native Americans feel more comfortable and trusting of them).

- Hand out a copy of Two Wolves (Attachment 1) to each student.
- Have them read the story by themselves.
- Next read the story aloud to the group.
- Ask students to write about the main idea of the story, how they felt about the story, what they learned about themselves, and how they can use the story’s main idea to help them with their goal planning.

Extension Activity: Have students take turns talking about goals they planned and achieved. Ask them to explain to the class how they made their plans, who helped them, and what they learned.

Home Connection: Have students ask their parents for examples of their short-, intermediate-, and long-term goals.

A few lesson notes:

A Native American Cherokee Story – Two Wolves

One evening an old Cherokee told his grandson about a battle that goes on inside people.

He said, "My son, the battle is between two wolves inside us all.

"One is Evil – It is anger, envy, jealousy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego.

"The other is Good – It is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion and faith."

The grandson thought about it for a minute and then asked his grandfather: "Which wolf wins?"

The old Cherokee simply replied, "The one you feed."



Please use the space below to write about the main idea of the story, how the story made you feel, what you learned about yourself, and how you can use the story's main idea to help with your goal planning.

GUIDANCE 4TH GRADE LESSONS

SKIT TICKETS

<p>"I did not get what I wanted for my birthday."</p>	<p>Act out how you can change this negative situation into something positive.</p>
<p>"I failed my science test."</p>	<p>Act out how you can change this negative situation into something positive.</p>
<p>"My science activity group is playing around with the manipulatives."</p>	<p>Act out how you can change this negative situation into something positive.</p>
<p>"I slipped and fell on the floor."</p>	<p>Act out how you can change this negative situation into something positive.</p>
<p>"My friend would not play with me at recess."</p>	<p>Act out how you can change this negative situation into something positive.</p>

Procedure Power! Towers!

Scheduling: After class has covered safety policies and procedures for the science classroom

Content Vocabulary: observation, qualitative, quantitative, tool, group

Guidance Vocabulary: cooperation, cohesive, nonverbal communication, introvert, extrovert

TEKS: Science 4.1A, 4.4A, 4.2B

Guidance Lesson Strand(s): interpersonal effectiveness, communication skills, responsible behavior

Objective: The learners will work cooperatively in a group activity. They will demonstrate the behaviors needed to include all group members in the activity and learn how different personalities work differently in a group setting.

Preparation:

- Have the following available for students to use in groups: newspapers to cover desks/tables, masking tape for each group, index cards marked with hearts, diamonds, triangles, etc., building materials which may be straws or toothpicks and marshmallows. Have enough for each group to do the activity twice.
- Before class, mark five index cards with hearts, another five with diamonds, another five with stars, etc. until there are as many index cards as students. Shuffle the cards. The index cards will be used to help students form teams (e.g., there will be a team of five students who will have diamonds on their cards, a team with hearts, etc.).

Day One/Lesson One Procedure:

- Introduce guidance vocabulary. Review content vocabulary.
- Explain the lesson. At the beginning of the activity,

tell students they will have two assignments. 1) Form a team by finding four others who have the same symbol on a card as they do. 2) Once in teams they must create a tower of any type with the materials given. Instruct students that they must do both assignments in **total silence**. Give students a time frame in which to complete the tower.

- Distribute the index cards, one to each student, face down. At your direction, have students look at their cards and begin the activity.
- After allotted time, reconvene the large group and process the experience.
- Encourage students to compliment one another on work habits, helpfulness, creativity, etc. Suggest that groups also compliment other groups on their completed towers.

Discussion questions:

1. What did you like about this activity?
2. What frustrated you about this activity?
3. What group behavior skills enabled your group to complete this task?
4. How could we do this task better?
5. How does this relate to the group work you will do in science?
6. Are these quantitative or qualitative observations?
7. What were the tools we used in this activity?
NOTE: Refocus group before proceeding to the last questions.
8. Raise your hand if you felt ignored by your group members. (just notice)
9. Raise your hand if you wanted to contribute but struggled to do so. (just notice)

Day Two/Lesson Two Procedure:

- Explain the concept of introverts and extroverts.
>> Introvert: a person who is turned inward;

Don't Judge a Book by Its Cover

BECAUSE OF WINN DIXIE BY KATE DICAMILLO

Book Summary: *Because of Winn-Dixie* tells the story of ten-year old India Opal Buloni. When her minister father is transferred to another church, the family moves to Naomi, Florida. One day, when she is sent to the grocery store to buy macaroni and cheese, she returns with a large, ugly, homeless dog that she names Winn-Dixie. Winn-Dixie, and its smile, become Opal's passport to adventure and making new friends. They befriend the manager of a local pet store, a librarian, an elderly woman who has the reputation of being the local witch, and three children her age.

Vocabulary from Book: orphans, theme, hollered, grand, installment, service

Guidance Vocabulary: assumptions, fearful, reserved, assuming, exclusive, inclusive

TEKS: ELA 4.10A, D; 4.11A, C, D; 4.10 F, G

Guidance Lesson Strand(s): interpersonal effectiveness, cross-cultural effectiveness

Objective: The learner will gain insight into the tendency to make assumptions about people before getting to know them.

Preparation:

Duplicate pictures of people who have done exceptional things, but based on their appearances one might not draw that conclusion. Attachment 1 photo page shows: (1) first woman to climb Mount Everest, (2) Condoleezza Rice (diplomat, author, and national security expert), (3) Bill Gates, (4) Christopher Paolini (author at age 16 wrote the Eragon series), and (5) Cesar Chavez. Counselor may wish to use different pictures.

PART I

- Warm up procedure: Have teacher discuss the key characters in the book, such as Otis, Miss Fanny, Gloria Dump, Dunlap and Steve.

- Some talking/processing points:
 - » What were the town's feelings and attitudes toward these characters? Ask students to share what thinking process and response prompts led them to that thinking.
 - » Discuss how these key characters were treated. Discuss the result of these behaviors and what it did to the town as a whole.
 - » Discuss student's process with "I See, I Think, and I Wonder." Ask students to share one of their ideas. Briefly get at least one idea and explanation from each student.
 - » Did any of the characters in the book remind you of you? Why?

Procedure:

- Assign one corner of the room to represent the type of thinking of the townspeople (fearful, reserved, assuming, exclusive). Assign another corner that represents Opal's type of thinking (inclusive).
- Between these two places is an imaginary continuum (define continuum). Have the students think about themselves and their response toward people they do not know. Would they be more like the townspeople or Opal, or maybe somewhere in between?



- Without talking, have them move to a place along the continuum that “feels” right concerning their response to people they do not know. This may be in the townspeople area, in the Opal area, or in the middle between the two.
- Call the group together and ask/process:
 - Ask anyone in the townspeople area to share why that feels right for them.
 - Ask anyone in the Opal area why that feels right for them.
 - Ask anyone in between why that feels right for them.

PART II

Procedure:

- Break students into groups of three or four.
- Give each group a set of pictures. Have the group decide what they think about each picture. Record answers in a stop and jot fashion (10 minutes).
- Have them come back together as a group, review the pictures and share ideas and thoughts.
- Review any assumptions made. Share with the students who the people are.

Processing Discussion Ideas:

- Ask students if they still agree with where they chose to stand in the opening activity.
- Ask: “Can it be difficult to act the way we know we should? Why do you think this is?”
- Discuss how assumptions can divide people.
- Discuss lunch room cliques.
- Discuss how we might have reinforced an exclusive attitude in our school family.
- Ask if they have ever felt like any of the townspeople. Allow time for them to share their stories.
- Ask if they, like Opal, have risked talking to people that were judged by others.
- How different would our school be if everyone were more inclusive and open to all individual differences?

EXTENSION ACTIVITY

A Fishbowl

- Have a large open area and arrange the chairs/desks into two circles: an inner circle and an outer circle.
- Divide the class by the color of their shirts. All white shirts are in the inner circle, all blue shirts will sit in a circle around them.
- Tell the class that today it has been decided that all those with white shirts (inner circle) are going to be deemed uncool (posers/wanna be’s). The outer circle consists of the cool kids who have it going on - snap! (If you have a wand or even a stick you could say it is a magic wand and wave it.)
- The only ones allowed to talk in the first discussion are the outer circle ‘cool’ kids. What is it like to just hear that you are deemed the cool kids? What is your reaction to their new status? Define these words and discuss how they may fit their experience of being cool: shimmery, amused, fabulous, elite, proud
- Switch discussion to inner circle. This time only the inner circle kids are allowed to talk about their experiences. What is it like to be unjustly deemed the uncool? What is it like to be a victim of such an unfair assumption? Define these words and discuss how they might or might not fit their experience.
 - terrorized, whimpering, melancholy, complicated, ignorant, harsh, furious, reasoned, sorrowful, amazed
- Now have the groups switch places and repeat the discussions.
- Please note: It is important to not allow the students to leave having only been deemed cool or not cool, as this might unintentionally create a clique and reason for belittling each other.

Home Connection:

Website: www.teachingtolerance.org

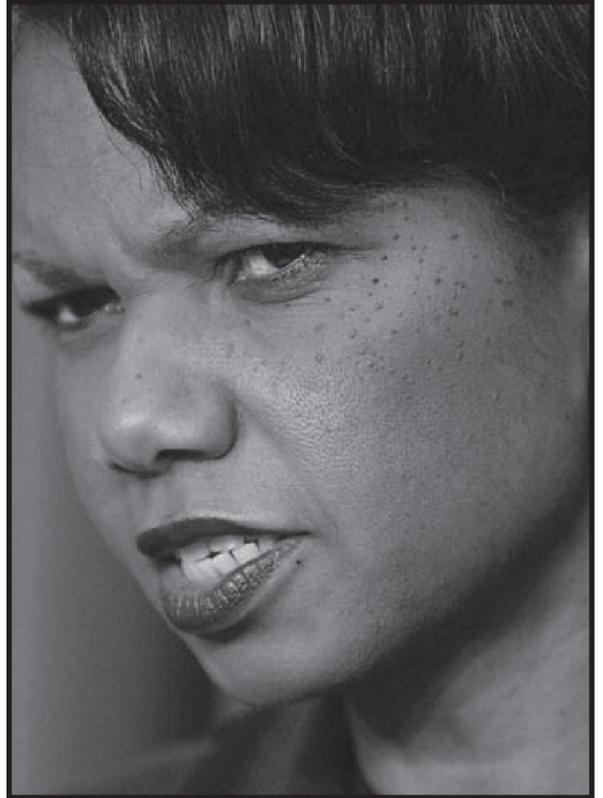
Book: Stone Soup

WHO ARE THEY?

1



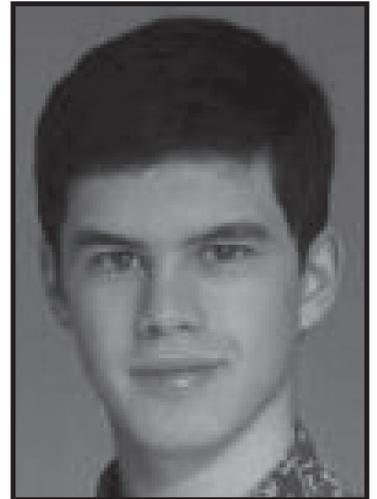
2



3



4



5



RESPECT: IS IT WORTH IT FOR ME?

Give only one answer per line. **Be honest!**

RESPECT IN SCHOOL:

1. I follow the rules whether I like them or not.
2. I follow teacher's directions because they are helpful.
3. I respect authority. Authority figures have a hard job to do.
4. I am punctual. I respect the time of others.
5. I respect good hygiene. I bathe and brush my hair and teeth, and I wear clean clothes every day.
6. I respect the truth, and I tell the truth even if it gets me in trouble.
7. I don't poke or push friends. I believe that true friends show respect to each other and to other people.
8. I know I can earn respect for myself by being polite, helpful, and considerate of others.
9. I do not judge or criticize other people. Otherwise, I won't be able to respect them.
10. I do not tease, laugh, or ridicule anyone, because I don't want anyone to do that to me.
11. I show consideration and compassion for people who are disabled or different from me.
12. I do not like to see other people being mistreated; that's why I do not laugh at rudeness or impolite people.
13. I remember that the best way to show respect is by observing good manners and by the way I act.
14. I know that respect can be shown with my eyes. I avoid rolling my eyes or giving dirty looks to others.
15. I can show respect with my heart, by appreciating and celebrating other people and creatures.
16. I know one more way to show respect to myself and to others:
With the words I say.

	Regularly	Sometimes	Never
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
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11.			
12.			
13.			
14.			
15.			
16.			
	+		+

Add each column for TOTAL =

Connecting Through Compromise

Scheduling: During or after the study of the Texas Revolution

Content Vocabulary: Anglo-American, Tejano, civil rights, revolution, cultural differences

Guidance Vocabulary: values, conflict, respect, compromise

TEKS: Social Studies 4.3 A, 4.20A

Guidance Lesson Strand(s): cross-cultural effectiveness, decision-making, problem-solving, self-confidence development

Objective: The learner will look at groups that come into conflict with each other because of different values, and see how they can use respect and compromise to resolve conflicts.

Preparation:

For Part 1

- Divide chart paper into 3 sections (Anglo-American Values, Shared Values, Tejano Values).
- Have a pad of large sticky notes (enough so that each student can have 3 notes).
- Use Counselor Notes (Attachment 1) as a guide for differences in values between the two groups.
- On the Promethean board, have a blank "Making a Compromise" chart.

For Part 2

- On the Promethean board, have a Venn diagram titled "Gang Members, Non-Gang Members."
- Cut out the four "Gang Members and Non-Gang Members" conflict strips (Attachment 2).
- Have 4 copies of the "Making a Compromise" chart (Attachment 3).

Part I Procedure:

- State the objective of the lesson.
- Define values, conflict.
- Ask for 2 student volunteers. They will hold up the ends of the chart. One will represent Anglo-Americans. The other will represent Tejanos.
- Hand out 2 sticky notes to each seated student. Have them recall their knowledge of the differences between Anglo-Americans and Tejanos. Allow students time to write a value or characteristic of each group on one sticky note. Students share what they wrote and place it on the appropriate area of the chart (values).
- Hand out one sticky note to each seated student. Ask them to think of things that Anglo-Americans and Tejanos have in common and to write one of those things on the sticky note. Share answers and place them in the Shared Values section of the chart (values).
- Ask: What was the result of their differences? The Texas Revolution (war/conflict). What are some of the consequences of war? Ex: injury, death, destruction, pain, hurt, etc.
- Define respect, compromise.
- Teach the steps in making a compromise by using the Anglo-American and Tejano information to complete the "Making a Compromise" form on the Promethean board. Divide the class in two - one side representing Anglo-Americans, the other side representing Tejanos. Have them tell what information goes on the chart. Tell them it is important in this process to show respect by listening to what the other side shares (compromise).
- Review the objective: We looked at two groups who came into conflict with each other because they had different values. We practiced using respect and compromise to resolve conflicts.

Part II Procedure:

- Restate the objective for Part I.
- Activate students' knowledge of gangs by

COUNSELOR NOTES

Some Anglo-American Values/Characteristics

- Speak English
- Religion - Non-Catholic
- Democratic government

Some Tejano Values/Characteristics

- Speak Spanish
- Religion - Catholic
- Government not democratic

Some Shared Values/Characteristics

- They have families.
- They have dreams.
- They have fears.
- They need to make a living.
- They want land.

CONFLICT ACTIVITY

Your neighbor is a member of a gang. He wants you to join the gang. You told him no, but he keeps trying to get you to join anyway.

Your neighbor is a member of a gang. He wants you to join the gang. You told him no, but he keeps trying to get you to join anyway.

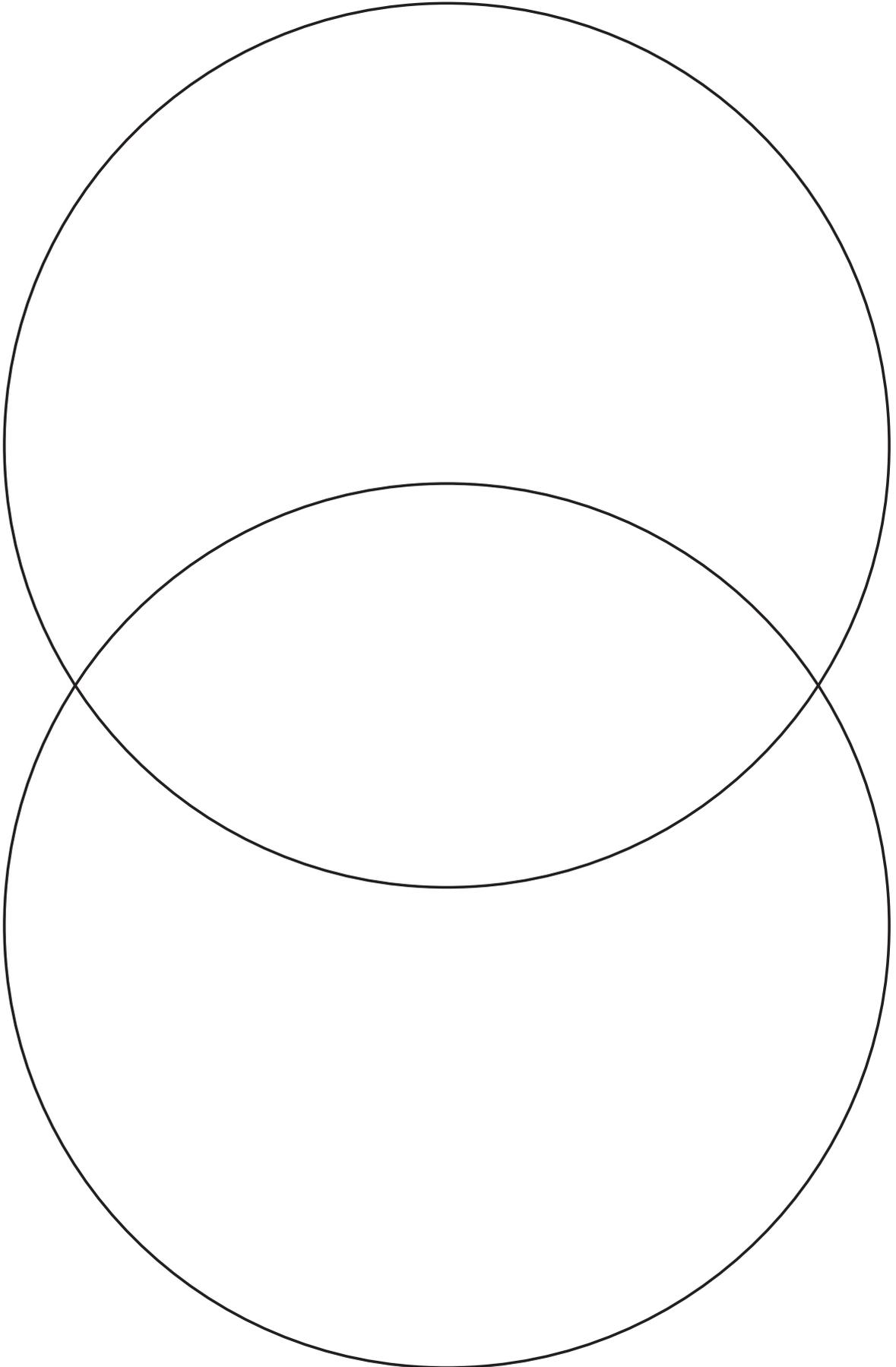
The gang in your neighborhood uses black as their gang color. Their rival gang wears green. Your grandmother gave you a green t-shirt for your birthday. When you wear it, gang members harass you on the street.

The gang in your neighborhood uses black as their gang color. Their rival gang wears green. Your grandmother gave you a green t-shirt for your birthday. When you wear it, gang members harass you on the street.

MAKING A COMPROMISE

Cause of Conflict	What do I want?	Possible compromises	Which compromise will we try?	Outcome
Side A	Side A			
Side B	Side B			

VENN DIAGRAM



Facing Feelings

DEAR MR. HENSHAW BY BEVERLY CLEARY

Guidance Vocabulary: emotions (happy, sad, angry, lonely, proud, frustrated, grateful, scared), cope, mandala

TEKS: ELA 4.6A, 4.6B, 4.2B

Guidance Lesson Strand(s): self-confidence development, problem-solving

Objective: The learner will identify and name feelings, practice solving a problem using “Who/Wanted/But/So/Then” (FWISD balanced - literacy plot relationship chart), and practice ways to cope with difficult feelings.

Preparation:

- Prepare a chart on the Promethean board titled “Leigh’s 5 problems” (new school, stolen lunch, lost dog, parents divorced, working mom).
- Make matching sets of feelings cards (Example: angry face, the word “angry,” and a situation that makes you angry.) (Attachments 1-8, 11-14)
- Have “Who/Wanted/But/So/Then” chart on Promethean board. (Attachment 10)
- Have students’ reading journals available.
- Have a mandala for classroom use and a mandala, along with note for parents, for the “Home Connection” activity. (Attachment 9)

PART I

Procedure

- State the objective: We are going to talk about feelings, practice solving problems so we can feel better, and practice things you can do to feel better when you have a problem you cannot solve.
- Review the main points of the story. Leigh is a sixth-grade student who tells the story through letters to Mr. Henshaw, his favorite author. Through his journal entries and letters,

Leigh reveals difficulties in his life such as his parents’ divorce, being the new kid at school, having his lunch stolen, losing his dog, and his working mother. By writing his thoughts on paper, Leigh is able to overcome some of his difficulties and come to terms with the ones he cannot control.

- List Leigh’s 5 main problems on the chart on the Promethean board (new school, stolen lunch, lost dog, parents divorced, working mom).
- Discuss guidance vocabulary - emotions.
- Hand out a feeling card to each student. Students have to find and stand with their two partners so that the picture, situation, and words match. (name feelings)
- What feelings are associated with each of Leigh’s problems? While students are still standing in their feeling groups, name each problem that Leigh had. Have students raise their hands if their word names how he might have felt about this particular problem. (name feelings)
- Have students return to their seats.
- Ask students: Of Leigh’s 5 problems, which ones could he solve?
- Using the Promethean board, work as a group to complete the “Who/Wanted/But/So/Then” chart for how Leigh solved one of his problems.
- Review objective. We named feelings and practiced solving a problem.

PART II

Procedure

- Review the “Who/Wanted/But/So/Then” chart completed in the last lesson.
- Give students 3 to 5 minutes to make a “Who/Wanted/But/So/Then” chart in their reading journals and write out how Leigh solved another of his problems. Discuss: Was he able

happy

sad

angry

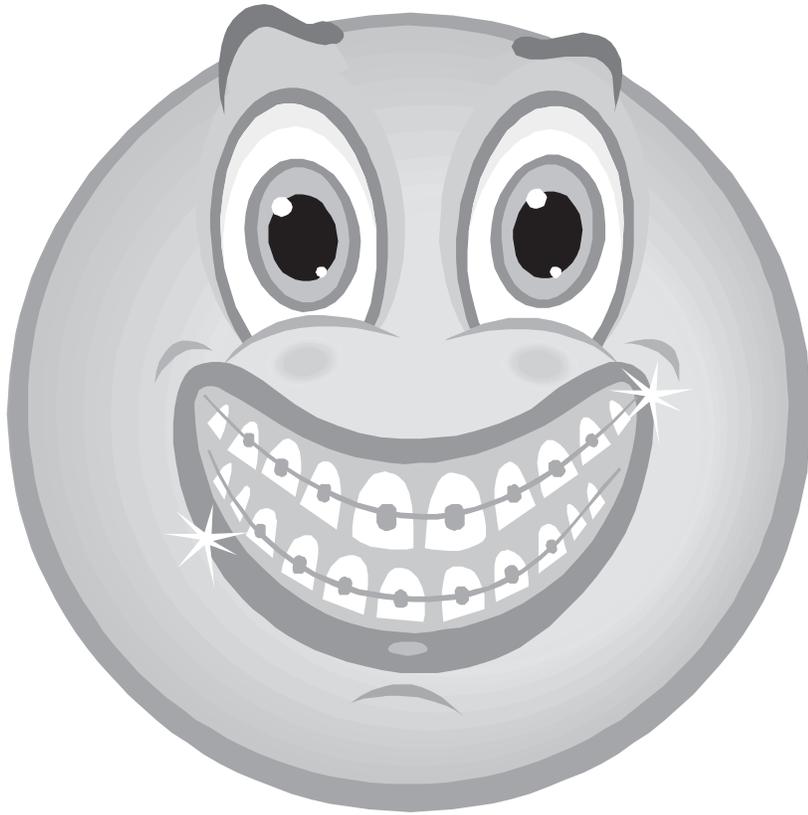
proud

frustrated

grateful

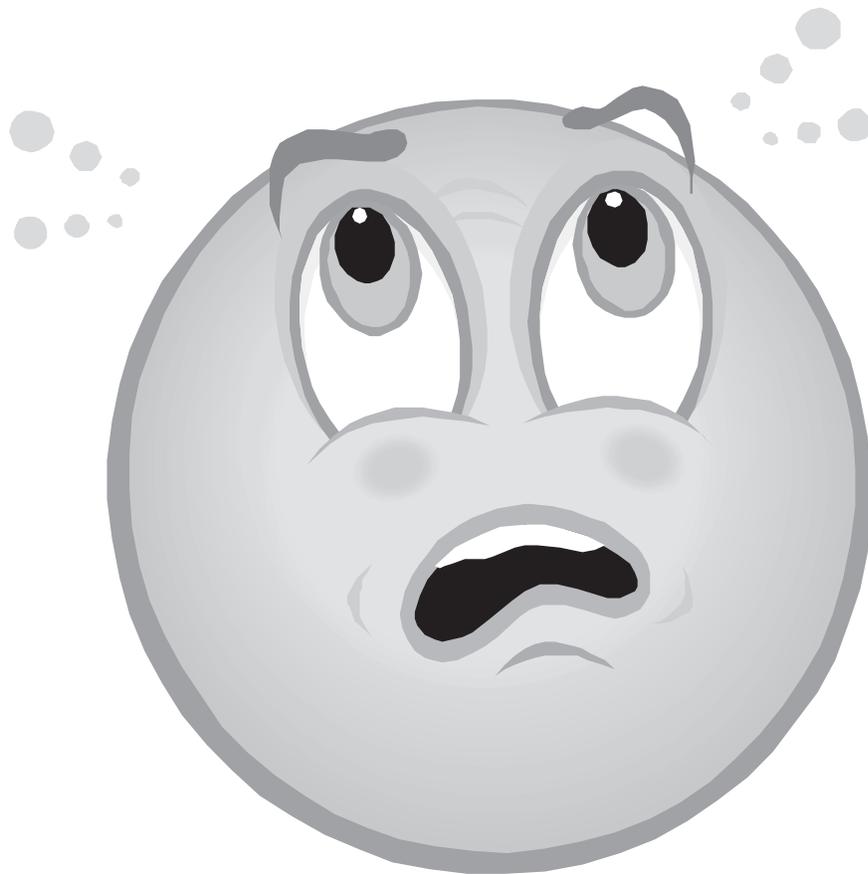
scared

lonely

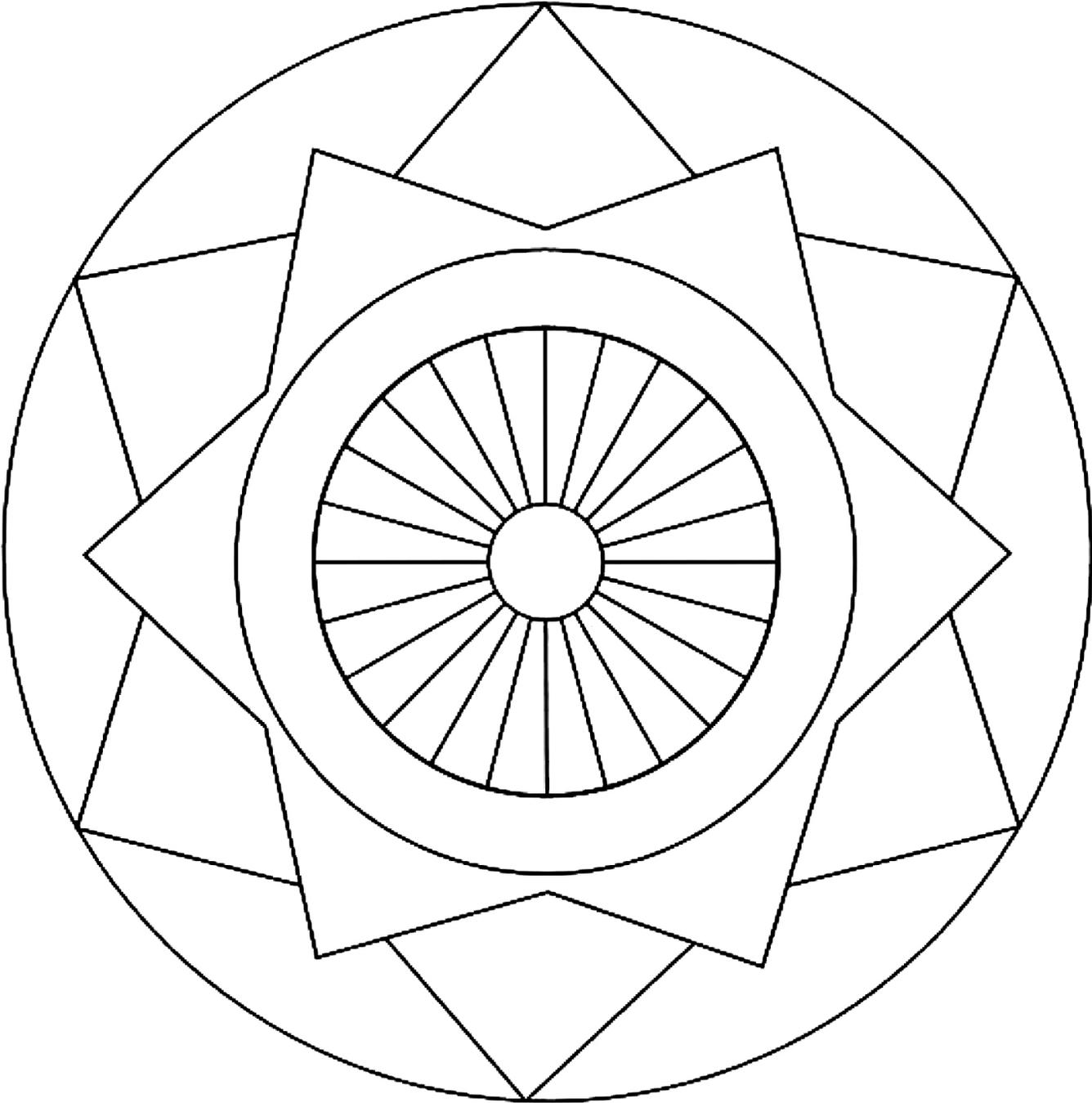








MANDALA



Sample: Plot Relationship Chart

Who	Wanted	But	So	Then

**Today is my birthday
and I got \$20.**

**My grandmother is
sick and went to
the hospital.**

**Somebody stole
my bike.**

**My soccer team won
first place.**

**I don't understand
how to do the new
math problems.**

**My mother helped
me study for the
spelling bee.**

**A big dog chased me
down the street.**

**I moved to a new
school and I don't have
any friends there yet.**

Lines That Connect Us

NUMBER LINES

Lesson Overview: Students will form lines based on their own attributes such as age or height.

Vocabulary: fractions, decimals, ordering

Guidance Vocabulary: self-confidence

TEKS: Math 4.1A, B, D; 4.3A, B

Guidance Lesson Strand(s): self-confidence development, interpersonal effectiveness

Objective: The learner will display numeric values in order, use math skills to order decimals and fractions in a concrete way that involves them personally, and then discuss how the variations between them, even in small amounts, can make them either different or similar.

Preparation: Space in the classroom for students to stand in one line, index cards or pieces of paper

Procedure:

- Recall prior knowledge, including vocabulary.
- Introduce guidance vocabulary: self-confidence.
- Have students line themselves up from shortest to tallest. This is student-directed, and teacher/counselor simply observes the process of lining up. Students may need help with the next step.
- Pass out index cards or pieces of paper. Students estimate how tall they believe they are based on their place in line. This will be challenging and might call for teacher assistance.

Discussion:

1. Discuss the difficulty level of this task.
2. Look up and down the line and observe who is around you, who is not near you, where you fall.
3. Have them stop for a moment and become aware of their feeling about where they fall on the line. Name the feeling.

4. Ask someone to volunteer to share what they feel (not think) about being where they are. They might like it, be comfortable with it, but are they happy, sad, excited, disappointed, wish it were different.
5. Have the students on the ends share their experience looking either only up (shortest) or only down (tallest) the line.
6. Have them offer compliments or positive thoughts to students who would like to be elsewhere.
7. If someone who shares wants to be elsewhere, have them move there and discuss how it feels to be there.
8. Have everyone move to where they would like to be on the line (tallest, almost tallest, middle...). They may have to clump up around an area to allow many students to be tallest or middle of the way.
9. Discuss how it is interesting that in society we can struggle with “the grass is greener on the other side” syndrome. Some of us with curly hair might want straight hair and vice versa. Some people want to weigh something besides that which they do weigh. Some want to be taller, shorter, smarter, etc.
10. Discuss why some of us might want to be different than we are?
11. How might others have a role in one wanting to be different?
12. How does the media (TV, movies, magazines, advertisements) play a role?

Math lesson:

- Divide into small groups and have them create a number line based on their class height data.
- Then add students' heights to the number line.
- Where are the major delineations?
- Where are the minor delineations?

Alternate (15 minutes):

- Have students line themselves up from oldest to youngest. This will obviously entail having to be aware of birth months and birthdays.
- Have them create a number line based on this

Weather

CHANGES IN THE ATTITUDE WEATHER

Scheduling: After class lessons on weather observation, describing changes in weather, and how storms affect the land, animals, and plants

Content Vocabulary: weather systems, storms, wind, water cycle, night sky

Guidance Vocabulary: behavior, attitude

TEKS: Science 4.1A, 4.3, 4.10

Guidance Lesson Strand(s): interpersonal effectiveness, communication skills, responsible behavior

Objective: The learner will understand how attitudes and behaviors can have an effect on others.

Preparation:

- Have various aspects of weather cut out of paper and available for students (Attachments 1-3). For example, use rain clouds, sun, lightening, snow, rainbows, wind, thunder, etc.
- Divide a dry erase board or have two pieces of poster size paper on the wall. Label one side "rainy day weather" and the other side "sunny day weather."
- Have scenarios ready for role play.
- Optional: Have a weather map available for discussion, either on the Promethean board or as a hand out.

Procedure:

- Have the teacher review what the class has discussed about weather, emphasizing how the elements of the weather interact and have an effect on other elements.
- Counselor introduces the idea that attitudes and behaviors can have an effect on each of us, just like the weather has an effect on the

environment.

- Divide students into groups and give each group a set of weather cards that were prepared ahead of time. Ask them to think of a behavior or attitude that seems to go with each weather element. For example: yelling and thunder, being polite and a rainbow, gossiping for hail, excluding someone from a group for rain, breeze for silence.
- Have the students tape their weather attitudes and behaviors onto the appropriate pieces of paper or side of the board. For example, place the rain and hail on the rainy day weather side.
- Tell the students, "Now we are going to see how various behaviors and attitudes can affect our day and even others' reactions to us."
- Start with sample scenario #1. Read the scenario and then choose a behavior that is a typical reaction. For example, talking while the teacher is talking, rolling your eyes, apologizing to the teacher, or talking back to the teacher because she didn't say something to the other kids who were talking. Based on the chosen weather behavior or attitude, the teacher will in turn react to the student. How will each of the behaviors or attitudes evoke a different reaction? The students can share the various returning behavior/attitude elements by sharing a typical reaction, such as a nod of the head or smile if the student apologizes, or a teacher lecturing the student or sending them to the office for yelling or talking back.
- As a group they are going to go through some scenarios where volunteers will choose how to react in a scenario and another volunteer will share how someone else would react to their chosen attitude or behavior.
- As you go through the scenarios, have different students offer different choices for each scenario.

- After the scenarios are finished, leave the good weather elements/behaviors/attitudes on the wall as a reminder of how these reactions are more likely to bring about sunny weather reactions.

Discussion questions:

1. How did different attitudes and behaviors result in different reactions from others?
2. Do we have a choice about how we react to certain situations?
3. How do the various attitudes and behaviors that are chosen in reaction to a situation make you feel?
4. How do we react differently to different behaviors?
5. If you want your teacher to be kinder, how might you choose to behave (what attitude) to bring that reaction?
6. What happens if we introduce some sun to a rainy day (to the rain and clouds)? How is this also true for our behaviors and attitudes?
7. How do rainy day behaviors and attitudes affect our behavior weather map?
8. How might our behaviors and attitudes affect our environment?
9. What does 'rain on my parade' mean?

Sample scenarios:

#1.

Your teacher is teaching a fabulous lesson on the use of marshmallows to make lima beans more enjoyable. You are in the back of the class and are talking to your BFF about who will be sitting where at lunch. Your teacher asks you to please stay with the group, pointing out her disappointment in your behavior. Choose an attitude or behavior from the display and share how you would show that attitude or behavior.

#2.

Your friend decides to sit with someone else at lunch.

Ask one volunteer to be the friend who has decided to sit with someone else and another to be the friend who is being left out due to the change of seating at lunch.

#3.

Your friend tells you that if you are friends with this other person then you can no longer be his/her friend. Ask two students to be the two friends.

#4.

You're mad at the teacher for giving you a D on an assignment. Ask volunteers to be the student and the teacher. Afterwards discuss how you earn a grade and are not given a grade.

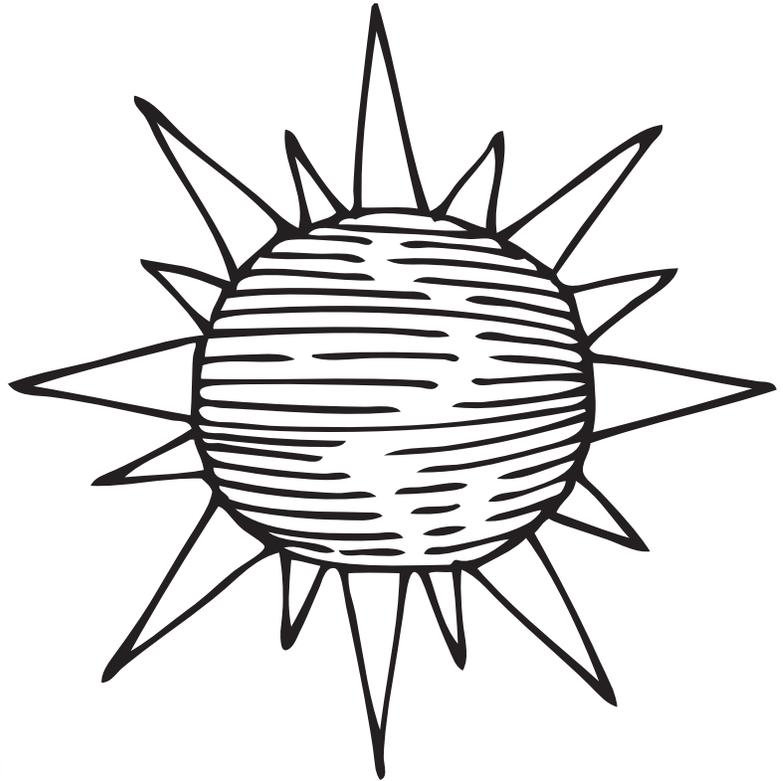
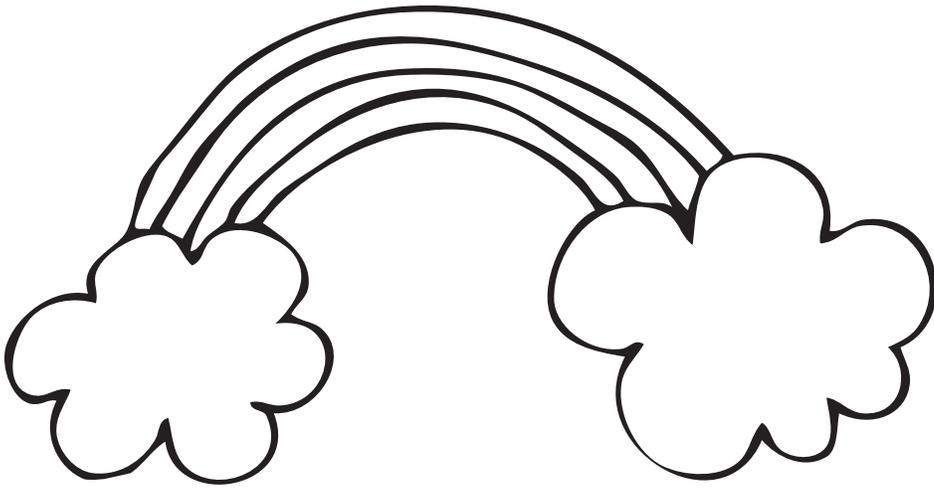
#5.

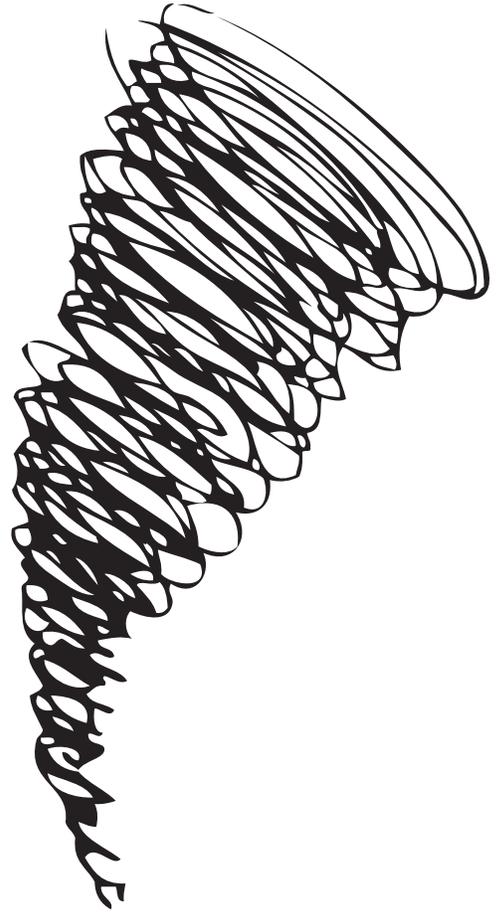
You are doing a group assignment and one of the group members isn't helping. Ask several volunteers to be working group members and one volunteer to be the nonworking group member.

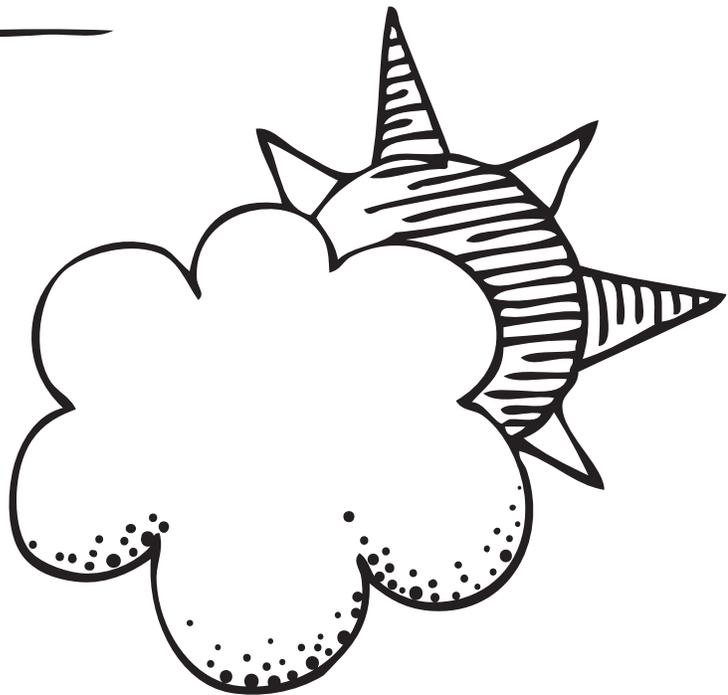
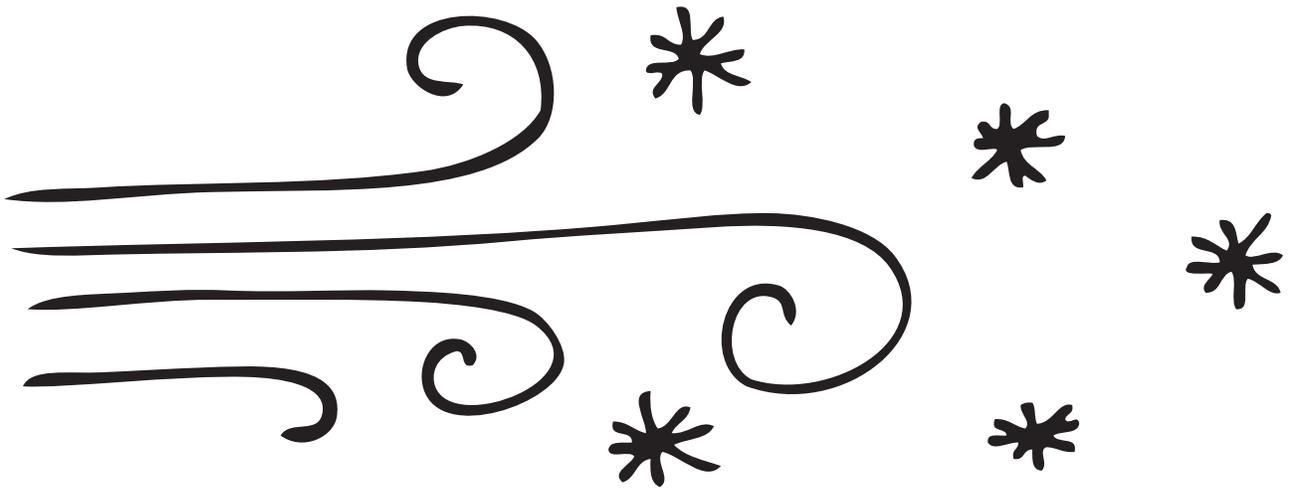
Home Connection:

- Watch the nightly weather forecast.
- Together label weather elements with positive behaviors.









IT'S NOT OKAY 5TH GRADE

The Line Game

Objective: It can be difficult for students to open up in front of their peers with their counselor. The Line Game gives students an opportunity to speak volumes without ever saying a word. As seen in the movie *Freedom Writers*, divide the class into two groups and have them form parallel lines facing one another with a strip of tape separating the lines. As you ask a series of questions, students who wish to respond “Yes,” should step forward to the center line (remember to have them “step off” after each question). Easy questions about popular culture give way to tougher questions about everything from absent parents to bullying to learning difficulties. Sharing information allows the counselor to build community within the classroom while engaging in social intervention. At the same time, new knowledge about your students’ lives will enable you to craft relevant resources and strategies to enhance their emotional and mental health.

Materials and Ground Rules: Needs are simple—a large empty floor for the students to move back and forth to the line can be obtained by having a couple of “counselor helpers” move the chairs and desks against the wall. Bright-colored painter’s tape can be obtained from a local store. The activity can be enhanced by playing a motivational song softly in the background. Suggestions include the *Freedom Writers* theme song, *Dream* by Common and will.i.am; *Waiting on the World to Change* by John Mayer; *I Believe I Can Fly* by Yolanda Adams; or *Imagine Me* by Kirk Franklin. The ground rules are crucial to the success of the activity. Before you begin, establish rules so that students feel physically safe and secure about revealing their vulnerabilities. Students should not talk or share details about their experiences between questions. Everyone must stand, everyone must participate, and everyone must walk to the line when it is relevant to them—remember to preface your serious questions with “Do you know someone who...” where appropriate.

Assessment or Lesson Extension: Have students use their classroom journals or a “Stop & Jot” to write about their reactions to the Line Game. Ask them to respond to some of the following questions: How did you feel standing on the line? What were your feelings when there were only a few people on the line? What did you learn about others? How does the Line Game help you to relate to the character(s) in the book you read in class?

Note: This can also be an oral discussion after the activity. Remember that the Line Game questions may be changed to more appropriately meet the needs and/or demographics of your school.

The Line Game Questions

Come to the line if...

- you like to listen to Pit Bull
- you like to listen to Beyonce
- you like to listen to Taylor Swift
- you have ever been a new kid
- you have ever befriended the new kid
- you have ever felt neglected or alone
- know someone who has done something wrong to impress friends
- you have ever picked on someone for being different
- you have ever talked about or made fun of someone for being different
- you have ever taken up for someone who was being picked on or made fun of for being different
- you have ever felt picked on
- anyone has ever stood up for you
- believe IT’S NOT OKAY to treat others differently/without respect

Everyone Has Value

IT'S NOT OKAY TO DEVALUE ONE ANOTHER

Book Summary: *Zero* by Kathryn Otoshi “Zero is a big round number. When she looks at herself, she just sees a hole right in her center. Every day she watches the other numbers line up to count: “1, 2, 3, 4, 5, 6, 7 . . . !” “Those numbers have value. That’s why they count,” she thinks. But how could a number worth nothing become something? Zero feels empty inside. She watches One having fun with the other numbers. One has bold strokes and squared corners. Zero is big and round with no corners at all. “If I were like One, then I can count too,” she thinks. So she pushes and pulls, stretches and straightens, forces and flattens herself, but in the end she realizes that she can only be Zero. As budding young readers learn about numbers and counting, they are also introduced to accepting different body types, developing social skills and character, and learning what it means to find value in yourself and in others.”

Vocabulary from Book: pinched, puckered, deflated, value, soar, grand

Guidance Vocabulary:

- self-esteem - how you feel about yourself
- value - a belief about the importance, worth, or usefulness of something; a person’s principles or standards
- inclusion - to add or invite someone in

State Standard: 5.1A, 5.1B, 5.1C, 5.1E

Guidance Lesson Strand(s): self-confidence development, problem solving, interpersonal effectiveness, communication skills, cross-cultural effectiveness

Objective: Students will define self-esteem and identify its benefits. Students will also practice identifying positive responses to negative

situations as a way of reinforcing healthy self-esteem.

Preparation:

- View read aloud video ahead of time. <https://www.youtube.com/watch?v=ZG4ZsYC1AVs>,
- Have slips of paper.
- Obtain an empty shoe box with a rectangular slit at the top (paint or cover in all black).
- Attach “Here Lies I Can’t” label.

Procedure:

- Remind students of place value as taught in math. Just like numbers are different, but all have value, so are people.
- Introduce *Zero* by Kathryn Otoshi and watch video.
- Discuss how *Zero* thought it couldn’t do the things the others could, but in the end, he found his value.
- Help students to identify things they may not be able to do that some of their peers can.
- Prepare for “I Can’t Funeral” Activity.

Extension Activity: “I Can’t” Funeral

- Use Attached Activity with Student Statements and select 7 student volunteers
- Optional: Flowers and Louisiana Jazz Music
- Explain that having good self-esteem helps us try new things, especially things that seem like they might be hard for us. It’s not easy to try something new, especially if we don’t know if it’s something we can do. How many of you have ever said “I can’t do that”! Most of us have, because we aren’t born knowing how to do everything we know now. But if we keep saying “I Can’t,” we would never learn to do anything new. Today, we’re going to have a funeral for “I Can’t’s.”
- Pass out a piece of paper to everyone and

Label for Empty Shoe Box:

**HERE LIES...
"I CAN'T"**

Student # 1

Class, we gathered here today to honor the memory of "I Can't."

Student # 2

While "I Can't" was with us here on earth, he touched the lives of everyone.

Student #3

We have provided "I Can't" with a final resting place.

Student #4

"I Can't's brothers and sisters, 'I Can, 'I Will', and 'I'm Going to Right Away' are still with us.

Student # 5

They are not as well-known as their famous relative and are not as strong and powerful yet.

Student #6

Maybe someday, with your help, they will make an even bigger mark on the world.

Student #7

May 'I Can't' rest in peace and may everyone here pick up their lives and move forward in his absence.

Where: In the Science Lab	I know I am not taking responsibility when I	I know I am taking responsibility when I	One way I can take responsibility in the future
Where: At school	I know I am not taking responsibility when I	I know I am taking responsibility when I	One way I can take responsibility in the future
Where: At home	I know I am not taking responsibility when I	I know I am taking responsibility when I	One way I can take responsibility in the future

Personal Space Boundary Game

- Have the students stretch out their arms out straight on both sides, and ask them to turn slowly in place, in a complete circle.
- Explain that this area is your “personal space.”
- Now you do the same and demonstrate “your” space. This helps the students to visualize what the space “looks” like.
- Have students pick a partner.
- Explain to the students that they will be taking turns to learn about the partners “personal space” zone.
- Instruct the students put your arms down at your sides and have the students slowly walk toward their partner. Tell him/her to stop just before he/she thinks they have reached the edge of the partner’s personal space. When he/she stops to make their guess, the partner will raise arms out straight and slowly turn in place. If you bump him/her with their arm, he/she has to try again.
- Have students switch partners 2 more times.

The Invisible Boy

IT'S NOT OKAY TO IGNORE OTHERS

Book Summary: *The Invisible Boy* by Trudy Ludwig. Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party... until, that is, a new kid comes to class. When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

Vocabulary from Book: invisible, flummoxed

Guidance Vocabulary:

- encourage - give support, confidence, or hope
- introvert - someone who recharges energy by being alone; large crowds are draining
- extrovert - someone who is energized by being around people; enjoy large crowds
- attention - noticing or taking interest in something
- delete - invisible
- inclusion - to add or invite someone in

State Standard: 5.3A, 5.5A, 5.14B

Guidance Lesson Strand(s): communication skills, cross-cultural effectiveness, self-confidence development

Objective: Students will know the importance of inclusion.

Preparation:

- View Youtube read aloud of *The Invisible Boy*: <https://www.youtube.com/watch?v=okAJ62ia63Q>

Procedure:

- Ask students if they have ever had a time when they felt invisible.
- Listen to reading of *The Invisible Boy*.
- Lead discussion questions.
 1. Why did Brian feel invisible? What is the

difference between actually being invisible and feeling invisible?

2. How did Brian feel when everyone was talking about the good time they had at the birthday party? Why?
3. How did ALL the kids treat the new student when he first came to class?
4. Notice the coloration difference in the illustration when Brian smiled at Justin why did the illustrator choose to make it change?
5. Brian wonders which is worse - being laughed at or feeling invisible. Discuss what students think about this.
6. How did Justin encourage Brian? How did Brian feel when Justin said that?
7. Discuss why Brian wanted to draw a hole in the floor to swallow him up.
8. What changed that feeling?
9. How did lunchtime change for Brian after that experience?

Extension Activity:

- Discuss with students that when we make a connections with others, it's harder for them to be invisible.
- Print Making Friends Activity for students.
- Allow the students to play the game.
- Follow up with discussion about what they learned about their classmates that they didn't know before the game.

Home Connection: Students will share game sheet with family.

Making Friends

Find someone who matches the information in the boxes below. Ask them to sign their name in the box. The goal is to get a signature in every box in the 15 minutes.

Has the same eye color	Plays the same sport	Favorite color is blue	Likes to sing
Has the same favorite color as you	Is shy	Has a pet	Plays outside in the rain
Lives in a brick home	Has a sibling	Likes to sing in the shower	Can write in cursive
Has chores at home	Rides a bicycle	Has the same favorite subject in school	Plays an instrument
Likes the same singer/band	Plays on a sports team	Likes to go to the movies	Likes to play video games

George Washington Carver

BULLYING, IT'S NOT OKAY

Video: George Washington Carver Mini Bio <https://www.youtube.com/watch?v=sdz8XTNttdc>

Vocabulary from Video: botany

Guidance Vocabulary:

- self-determination - how you control your own life, making your own choices
- education - intentional learning, can take place in school or other settings
- goal-setting - picking something you want and figuring out how to achieve it
- prejudice - already thinking something is true about someone without any reason, evidence, or experience

State Standard: Science, 5.2D, 5.3D

Guidance Lesson Strand(s): personal responsibility, planning, goal setting

Objective: Students will learn about how George Washington Carver worked hard his whole life to become a great scientist facing adversity and prejudice. The lesson teaches that we are all in charge of our own destiny.

Preparation:

- Teacher/counselor should watch video and read biography ahead of time.
- Collect supplies, paper, crayons, markers, colored pencils.

Procedure:

- Ask students if they feel that they are responsible for their own destiny. Do you think you have control over your own life?
- Ask students if they feel that the past determines the future.
- Suggest that we all have the power to be who we want to be.
- Watch video about George Washington Carver, [https://](https://www.youtube.com/watch?v=sdz8XTNttdc)

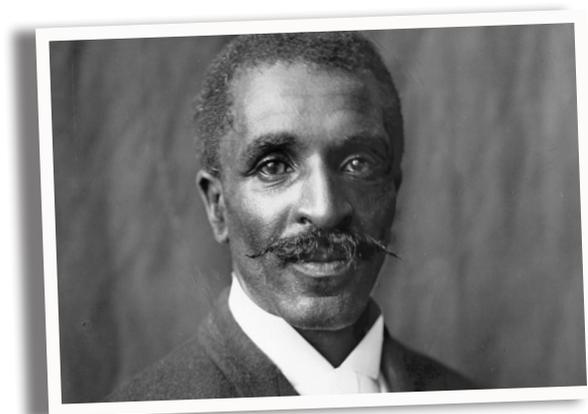
www.youtube.com/watch?v=sdz8XTNttdc

- Ask a couple of follow-up questions.
 1. Did George Washington Carver let the circumstances he was born into define what he did with his life?
 2. On his tombstone it reads: *He could have added fortune to fame, but caring for neither he found happiness and honor in being helpful to the world.* What does that say about the life he led?
 3. What about you? How can you define your own life and set your own goals?
- Students can create a The Past Does Not Define Me poster for themselves. See examples on document. Allow students to create a poster to take home. If computers are available students can create an 8 x 11 size poster on the computer and then print it to decorate. Students can have fun being creative with fonts and font sizes.

Extension Activity:

- Read or find other biographies about scientist that did not have traditional educations and backgrounds.
- Learn more about botany and the scientific principals behind crops and farming.

Home Connection: Share poster with family. The poster can start an important discussion at home about past, present and future.



Life is about creating yourself.

The past does not define me proclamations.
Make one for yourself.

**The past does not define me,
the present does.**

My past impacts and affects me but it
does not define me nor does it stop me
from moving forward into a beautiful
future.

Today is a brand new day. My past does not
define me. My future is mine to create.

The past does not define me, it inspires me.

“I” Statements

Using “I” Statements is a way to talk about your feelings with someone without creating conflict. “I” statements promote problems solving.

<i>Begin with</i>	<i>Add</i>	<i>Put it all together</i>
<i>I feel.....</i>	<i>Emotion Word</i>	<i>I felt frustrated</i>
<i>When....</i>	<i>Event</i>	<i>When you took my pencil</i>
<i>Because....</i>	<i>Reason for emotion</i>	<i>Because I was using it</i>
<i>So....</i>	<i>Idea to solve the problem in the future</i>	<i>So, I hope next time you will ask to borrow a pencil</i>

“I” Statements

Using “I” Statements is a way to talk about your feelings with someone without creating conflict. “I” statements promote problems solving.

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<i>I feel.....</i>	<i>Emotion Word</i>	
<i>When....</i>	<i>Event</i>	
<i>Because....</i>	<i>Reason for emotion</i>	
<i>So....</i>	<i>Idea to solve the problem in the future</i>	

Have You Ever?

IT'S NOT OKAY TO TREAT PEOPLE UNFAIRLY

Guidance Vocabulary:

- different - what makes us unique
- empathy - feeling as if you can feel what someone else is feeling
- cross-cultural - when two cultures interact, or share something
- experiences - observing or being a part of an event

State Standard: 5.9 , 5.9A

Guidance Lesson Strand(s): self-confidence development, decision-making, goal setting, planning, problem-solving skills, interpersonal effectiveness, communication skills, cross cultural effectiveness, and responsible behavior

Objective: Students will learn that everyone has similarities and differences with their characteristics and experiences; fostering empathy and compassion.

Preparation:

- Obtain various colors of construction paper, access to chalk or expo board.
- Have pre-graphed paper for each student.
- Give students crayons/markers.

Procedure:

- Teacher will elect two student volunteers to pass out pre-graphed handout and crayons/markers.
- Ask the following questions:
 1. Have you ever been to Six Flags?
 2. Have you ever been to Hurricane Harbor?
 3. Have you ever been to a Texas Rangers game?
 4. Have you ever had a quinceanera?
 5. Have you ever had a family pass away?
 6. Have you ever had a pet?
 7. Have you ever had a sun burn?

8. Have you ever had someone pick on you?
 9. Have you ever had someone be rude to you?
 10. Have you ever had someone take something from you?
 11. Have you ever had someone hurt you at home or school?
 12. Have you ever had someone call you out your name?
 13. Have you ever had someone fight you?
 14. Have you ever had someone disrespect you?
- Student volunteers will record the data by taping the designated color construction paper provided to the wall/board and record the number.
 - Students will then color in their designated units on the pre-graphed handout based on the number recorded.
 - After the final question is asked and data recorded the students will identify which questions had the greatest to the least number of responses.
 - Counselor asks:
 1. Regarding the greatest number of responses: What do you think this means?
 2. Why do they think it is important to have empathy for our differences in experiences and characteristics?
 3. How does it feel when you are treated differently because of your differences?
 4. What is one thing you can do to say or do if you see someone treating a peer unfairly because of their differences?

Extension Activity: Students create 2 of their own questions to ask their classroom peers and create graphs based on the responses received.

Home Connection: Students will take home questions and blank graphs to participate with their family.

Emotional Energy, Where Does it Come From?

SUBSTANCE ABUSE, IT'S NOT OKAY

Book Summary: *How Full Is Your Bucket?* by Tom Rath and Mary Reckmeyer When Felix wakes up one morning, he finds an invisible bucket floating overhead. A rotten morning threatens his mood—and his bucket—drop by drop. Can Felix discover how to refill his bucket before it's completely empty?

Guidance Vocabulary:

- feelings - emotions; mad, sad, happy, scared, etc.
- emotions - feelings; mad, sad, happy, scared, etc.
- kindness - caring, friendly, generous, nice

State Standard: Science, 5.7C

Guidance Lesson Strand(s): kindness, bullying, responsible behavior, friendship

Objective: The student will make the connection between physical and emotional energy and how it is collected, stored and why it is important.

Preparation:

- Watch video of book or read book ahead of time (https://www.youtube.com/watch?v=A5R6-2m_qHk)
- Have bucket filling scenarios ready from the activity sheet.

Procedure:

- Ask students about what they remember about their study of energy and how we get and use energy.
 1. What are three types of energy we use here in Texas?
 2. What are a couple of ways energy is stored for our use?
 3. Why is access to energy important to us here at school?
- Ask students how we get energy to get the things done during the day.
 1. What kind of physical energy do we need and how

do we get it? How is it stored?

2. What about emotional energy? Is that also important? Do we have to store emotional energy?

- Watch video or read book, *How Full Is Your Bucket?* by Tom Rath and Mary Reckmeyer
- Ask a couple of follow-up questions.
 1. So what did Felix learn about buckets?
 2. What fills your bucket?
 3. Do you think your bucket is as important as other people's buckets?
- Have students participate in the activity by reading the examples then coming up with a response that would fill someone's bucket.

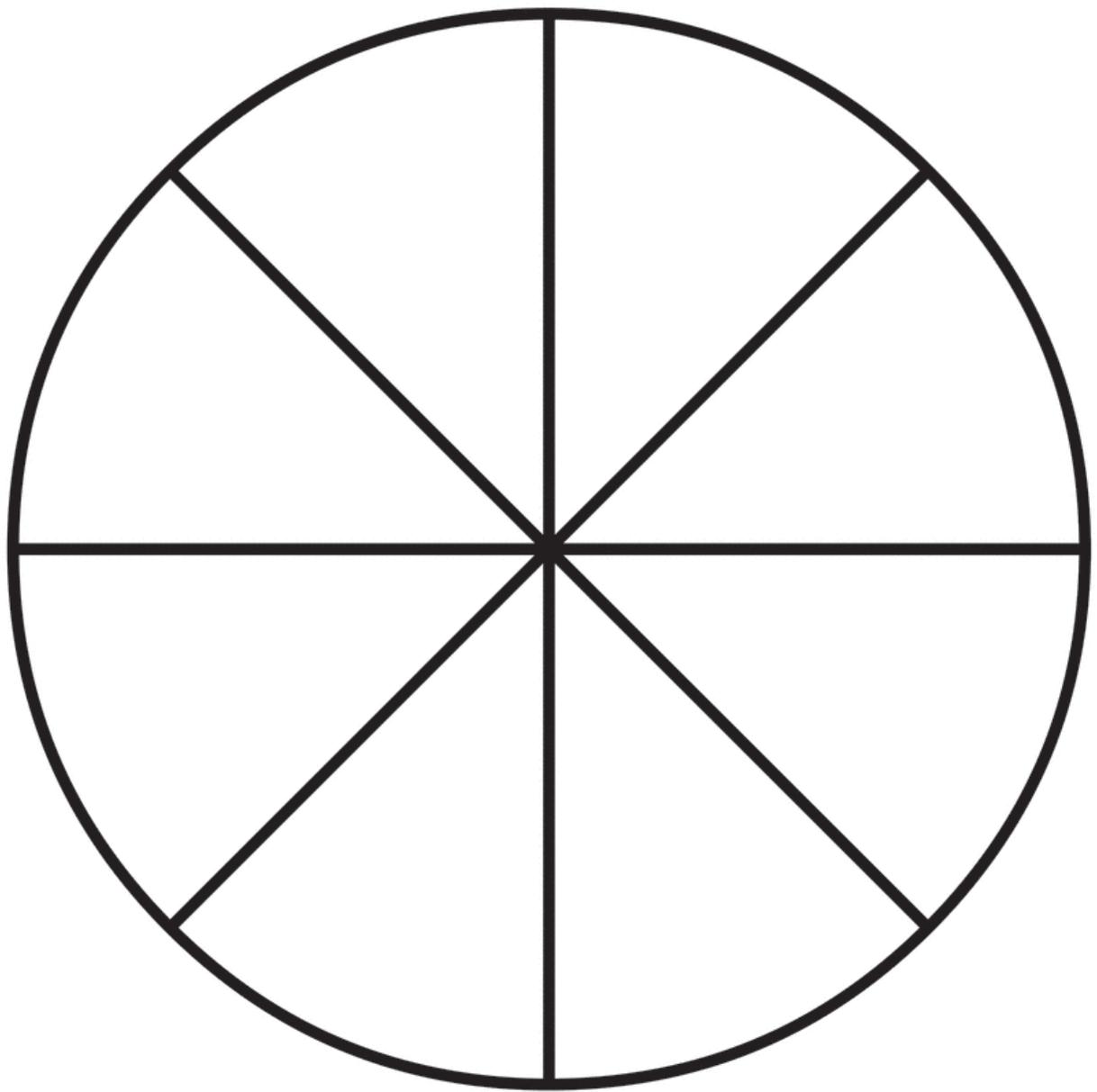
Extension Activity:

- Have a classroom bucket where students and teacher(s) can give each other compliments on small pieces of paper that can be put into the bucket. Counselor can return to the class later to read the complements.
- Science extensions about energy and energy storage can be added.

Home Connection: Have students make home buckets and share the concept and activity with family members.



Student gets to school and his/her friend makes a remark about the shirt he/she has on. "Is that the shirt you wore yesterday?"	What could the student have said instead to fill their friend's bucket first thing in the morning?
Student drops his/her book when getting it out of the locker, it land on his/her toe.	What could you do to help fill your friend's bucket in this situation?
At recess a friend is sitting out on the sidelines looking lonely.	What could you do to help fill your friend's bucket in this situation?
A teacher redirects a student that is talking, the student ignores the teacher and keeps talking.	What could the student do to fill the teacher's bucket?
A student asks a questions about science that someone else knows the answer to and he/she says out loud, "That is a stupid question."	What could you do to change the situation and fill the student's bucket?
At lunch a friend is getting made fun of because he spilt food on his shirt.	What could you do to change the situation and fill your friend's bucket?
This one is tricky. Someone makes fun of your new backpack.	What could you do that helps keep your bucket full but does not empty the other person's bucket.
Also tricky. After school at the park, your brother, sister or friend is not doing what you want to do and is being rude.	What could you do that helps keep your bucket full but does not empty the other person's bucket.



Kindness Matters

BEING MEAN, IT'S NOT OKAY

Video: Watch videos <http://www.values.com/inspirational-stories-tv-spots/72-locker><http://www.values.com/inspirational-stories-tv-spots/111-just-say-hi>

Guidance Vocabulary:

- feelings - emotions; mad, sad, happy, scared, etc.
- kindness - caring, friendly, generous, nice.

State Standard: Science, 5.5A, 5.5B

Guidance Lesson Strand(s): kindness, bullying, responsible behavior, friendship

Objective: The student will review the physical properties of matter then make a leap to emotional matters. The overall lesson being that kindness matters.

Preparation:

- Watch videos ahead of time.
- Have writing sheets ready.

Procedure:

- Ask students about what they remember about their study of matter. Review that properties of solids, liquid and gases.
 - What are the properties of a solid, liquid and gas?
 - What is different about the way they are stored?
 - Does temperature effect matter?
- Ask students about other important "matters."
 - What matters to you emotionally?
 - Students might say things like friendship, love, respect.
- Share the following quotes with students:

Three things in human life are important:

The first is to be kind;

The second is to be kind;

And the third is to be kind.

- Henry James

*A single act of kindness throws out roots in all directions,
And the roots spring up and make new trees.*

- Father Faber

It's better to be kind than to be right.

- Anne Lamott

- Watch videos <http://www.values.com/inspirational-stories-tv-spots/72-locker><http://www.values.com/inspirational-stories-tv-spots/111-just-say-hi>
- Ask a couple of follow-up questions.
 - So what do you all think about kindness?
 - Do you agree with the quotes and the videos?
 - Can anyone tell us about a time when kindness really mattered to you?
- Have students participate in the activity by writing about a time when they made a choice to be kind over being right or when someone did that for them. Use the provided page or regular lined paper.

Extension Activity:

- There is a lot of other ways to talk about kindness that can be used in the classroom.
- Science extensions about properties of matter can be expanded or added.

Home Connection: Have the student participate in a class kindness challenge. Use die cuts or post it notes and challenge the class to 100 random acts of kindness. Students will fill out a note when someone does something nice for them!



STAAR Acronym Activity

Make acronyms for STAAR that help you cope with some of its stresses. An example has been provided below.

S

Stressed

T

Tired

A

Agitated

A

Annoyed

R

Ready

Procedure

Today we are going to practice making decisions using two decision making models. Introduce **D.O.O.** and **P.O.L.I.** decision making models (Attachment)

Group Students: You should have from 3-6 groups. Explain that today they are going to work in groups to help one another solve problems.

Each group will select a “group reporter”.

Give each group 1-3 copies of “Decision Making Solutions.” You will get these back and use them with each class.

Give each individual a copy of “Decision Making Models” to use in class and take home.

Review both handouts as students follow along.

Tell students they are to work in their groups using a decision-making model to identify possible solutions for one of the situations. Then they are to determine the best solution for that situation.

If time is available; you should assign each group 2-3 situations (“Decision Making Solutions”).

The “Reporter” will present one of their situations. The report must be given using the decision model chosen.

Ask the class to discuss their agreement or disagreement with the selected solution.

Repeat procedure until each group has had the opportunity to report on at least one solution.

EXTENSION ACTIVITY (15 minutes)

Read *The Leaving*, by Lynn Hall and discuss the decisions made in the book and those that might have been made using the “Decision-Making Models” they have used today.

Other books you may also read are *Sidewalk Story*, by Sharon Bell Mathis, and *The Contender*, by Robert Lepstyle.

DECISION MAKING MODELS

D.O.O.

D: Decision to be made

O: Outcome of each action I could take

O: Choose the best Outcome

P.O.L.I.

P: Problem to be solved

O: Examine all possible Options

L: Look at the consequences

I: Identify Ideal solution

DECISION-MAKING SOLUTIONS

- (Teacher's Name) must travel from (two cities in Texas) and back on the same day to attend a workshop. He/She does not want to spend more than \$40 on the trip. What should he/she do?
 - Ride a motorcycle.
 - Hitchhike.
 - Travel by plane.
 - Ride a horse.
 - Row a boat down the river.
 - Fly by hot air balloon.
 - Drive his/her car.
 - Ride a bicycle.
 - Travel by train.
 - (Create your own solution.)
- DeShai is a fifth grader. What should she do next weekend to help her family? She is allergic to grass and weeds.
 - Wash her father's car.
 - Ride her bicycle.
 - Pull weeds from the garden.
 - Go to the mall.
 - Finish her homework.
 - Mow the lawn.
 - Walk the dog.
 - Clean her room.
 - Do the laundry.
 - (Create your own solution.)
- Carlos has not finished his homework. What should he do?
 - Decide to do his homework next time.
 - Tell the teacher that he has not done it.
 - Take a classmate's homework.
 - Forge a note from his father saying he was sick last night.
 - Do his homework on the bus.
 - Stay home from school.
 - Copy Jackson's homework.
 - Tell the teacher he hasn't done it.
 - (Create your own solution.)
- Lily is not feeling well. What is the best action for her to take?
 - Take her friend's medicine.
 - Tell her teacher.
 - Go ahead and sleep.
 - Play outside.
 - Eat some hot chicken soup.
 - Pretend she feels fine.
 - Stay home.
 - Go to the school nurse.
 - See a doctor.
 - (Create your own solution.)
- De'Andre lives with his mother and three younger brothers. Mother works, yet still does not earn enough money for everything the family needs. De'Andre has saved \$30. His grandparents just gave him \$40 for helping them. What should he do with his money?
 - Go out with some friends.
 - Buy his own clothes.
 - Give his mother all the money.
 - Buy CD's he has been wanting.
 - Buy a surprise for his mother.
 - Put his money in the bank.
 - Buy a gold chain for himself.
 - Take his brothers out for ice cream.
 - Go to a water park.
 - (Create your own solution.)

Science 5th 6 Weeks Activity

Decision Making Models

D.O.O.

D: Decision to be made

O. Outcome of each action I could take

O: Choose the best outcome

P.O.L.I.

P: Problem to be solved

O: Examine all possible options

L: Look at the consequences

I: Identify Ideal Solutions

Never Give Up

IT'S NOT OKAY TO QUIT

Book Summary: *Snowflake Bentley* by Jacqueline Briggs Martin. This Caldecott Medal-winning book is based on the real life story of Wilson Bentley. As a young boy, Willie was fascinated by nature. He spent hours observing and drawing. His favorite thing to examine was the winter snow. Drawing the individual flakes was impossible because they would melt so quickly, yet photographing individual snowflakes had never been done. So, Willie set his sights on a new invention and would spend the remainder of his life perfecting his art. His life exemplified perseverance and "Never Giving Up" on his goal!

Guidance Vocabulary:

- perseverance - never giving up, even when things are difficult

State Standard: 5.24B, 5.24C

Guidance Lesson Strand(s): self-confidence, interpersonal effectiveness, motivation to achieve

Objective: Students will learn what it means to persevere.

Preparation: Prepare Youtube Reading: <https://www.youtube.com/watch?v=gqqILa1Ga-M>

Procedure:

- Introduce the idea of perseverance and never giving up.
 - Watch YouTube Reading
 - Guide students in discussion:
1. Discuss with students about the uniqueness of snowflakes and how it relates to Bentley's unique goal/dream.
 2. Willie Bentley loved snow! What did he learn about snow as he was growing up? How did he learn it?
 3. How was he able to make such detailed drawings of snowflakes at age 15? What problems did he

encounter making those drawings?

4. Describe his first experience at taking pictures? What did he do to overcome obstacles and learn from his mistakes? Why did he NOT GIVE UP?
5. How did his parents react to his love of snowflakes?
6. Can you think of a time when you felt like Willie?
7. How did Willie learn from his mistakes and failures?
8. How long did it take for his photographs to be published? Was it profitable? Why did he "Never Give Up," even when he reached his goal?
9. What was Willie's gift to the world?
10. Discuss how each person's goal dream is unique and takes perseverance to achieve. No one could be snowflake Bentley, except snowflake Bentley.

Extension Activity:

Pictorial Time Line

- Work as a class to make a list of important events and time line. Have each student create a pictorial time line that shows Wilson Bentley's life. Make sure you visually represent the amount of time it took him to reach his personal goal. Remember, it's important to "Never Give Up"!

Home Connection: Students will share their timeline with their family.

A few lesson notes:

The Earth Needs Us

TO HURT THE EARTH, IT'S NOT OKAY

Video: The Earth We All Share Is Beautiful
<http://www.values.com/inspirational-stories-tv-spots/122-annie-s-song>

Lesson Vocabulary: Earth, Earth Day, pollution, recycling

State Standard: Science, 5.1B, 5.7C

Guidance Lesson Strand(s): kindness, responsible behavior

Objective: Connect being respectful to our actions in real life when it comes to taking care of our planet.

Preparation:

- Watch videos ahead of time.
- Video <http://www.values.com/inspirational-stories-tv-spots/122-annie-s-song>
- If choosing to complete water pollution experiment have the needed items ready or talk to the students about bringing them on another day.
- Teachers can also refer to these websites for facts about Earth Day.
 - » <http://www.coolfactsforkids.com/earth-day-facts-for-kids/>
 - » <http://www.epa.gov/superfund/kids/earthday.htm>
- Activity Ideas
 - » Water pollution, can it be undone? <https://www.pinterest.com/pin/7599893097034608/>
 - » Leaving Our Imprint on the Earth <https://www.pinterest.com/pin/69313281737819528/>

Procedure:

- Discuss with students the concepts of responsibility and citizenship and how it ties in to taking care of the environment.

- Ask students if they know what important day is at the end of April.
 - » What do you all know about Earth Day?
- Watch video.
- Share facts about Earth Day.
- Ask a couple of follow-up questions.
 - » What do you all think about the video?
 - » Did anyone find it inspiring? Why?
 - » What can you do to pass on the ideas of the video?

Extension Activity: Pick an Earth Day activity for the class.

Home Connection: Have students talk about Earth Day with their families and possibly plan a family activity for Earth Day.



Water pollution, can it be undone?

Preparation:

Talk to the students ahead of time about the experiment so the students can help provide the needed items from home or collect from around the school. Have students bring in items that can be put in a tub of water to “pollute” the water.

- Dirt
- Trash
- Coffee grounds
- Glitter
- Etc.

Facilitate a discussion about what they might use to clean the water. Have student or teacher bring in things they can use to clean the water.

- Coffee filters
- Pillow cases or sheets
- Colander with sand
- Etc.

Step by Step

1. Have a good size tub to fill with clean water.
2. Fill a clear jar with water for comparison.
3. Add the polluting items.
4. Let the water sit for an hour or two.
5. Use cleaning items to try to clean the water.
6. Let the students compare the water to a jar of clean water.
7. Have students write about the experiment if time permits.

I Promise to Help the Earth by

1. Have the needed supplies, blue circles big enough to fit a hand print, green pieces of paper, green paint, glitter, writing sheets. You can use the box below.
2. Have the students put their handprint in the middle of the circle.
3. Glue the circle to the green paper and add the writing sheet at the bottom to write their own statement.
4. See example. <https://www.pinterest.com/pin/69313281737819528/>

I promise to help the earth by.....



GUIDANCE 5TH GRADE LESSONS

When the Going Gets Tough

BUD, NOT BUDDY BY CHRISTOPHER PAUL CURTIS

Book Summary: It's 1936 in Flint Michigan. Times are hard and ten-year-old Bud is a motherless boy on the run, but he's got a few things going for him. Bud's mother died when he was six years old, leaving him with nothing but a cardboard suitcase filled with memories and a possible hint of who his father may have been. Sent to a foster home to live, he becomes an abuse victim. Now, ten years old and on the run, Bud lives among the homeless in Flint, Michigan, until he decides to walk to Grand Rapids in search of his father. Helped by a few kind people along the way, Bud eventually locates Herman E. Calloway, a famous musician who denies Bud's claim that he is his father. Finally, the contents of Bud's suitcase provide the clues necessary to prove that Calloway is indeed related to Bud, but not in the way that Bud expects.

Scheduling: Appropriate for concurrent or post-reading of the novel

Vocabulary from Book: orphanage, depression, racism, grateful, snatch, kin

TEKS: ELA 5.10B, 5.4A, 5.12H

Guidance Lesson Strand(s): communication skills; cross-cultural effectiveness; decision-making, goal-setting, planning, and problem-solving

Developmental Assets: 32, 33, 34 and 36

Objective: The learner will embrace differences, overcome obstacles, manage feelings, and inspire hope. Students will discuss Bud's journey and the hardships endured by the American people during the Great Depression, including changed lifestyles, racism, absent parents, and feelings of abandonment. Through guided questions (The

Line Game), students will discover and express the parallels with their own lives in current-day.

Preparation:

- See Attachment #1 for explicit directions.
- Needs are simple - a large empty area where students can move back and forth to the line.
- Obtain a roll of brightly-colored painter's tape from a local hardware store.
- Make sure the room has audio capability if music is selected.

Procedure:

- Counselor reviews ground rules. See Attachment 1. Establish rules so that students feel physically and emotionally safe and secure about revealing their vulnerabilities.
- Remember to preface your serious questions with "Do you know someone who..." where appropriate. See Attachment #1 for explicit directions.
- Students will be observed visually by the counselor for their abilities to make connections, draw parallels, and explore personal feelings about the themes. Bud's life is to be a catalyst for appropriate discussions about the conflicting themes, while at the same time providing a model and inspiration for coping with difficulty in bleak situations and managing change.
- Sample questions you may use for line game:
 1. "If you know someone who has moved unexpectedly step to the line." (lost home, run away, new job, etc...)
 2. "If someone very close to you has moved away step to the line."
 3. "If you know someone who has been separated from his/her family step to the line."
 4. "If you or someone you know has ever felt abandoned or not wanted step to the line."

THE LINE GAME

Objective: It can be difficult for students to open up in front of their peers with their counselor. The Line Game gives students an opportunity to speak volumes without ever saying a word. As seen in the movie *Freedom Writers*, divide the class into two groups and have them form parallel lines facing one another with a strip of tape separating the lines. As you ask a series of questions, students who wish to respond “Yes,” should step forward to the center line (remember to have them “step off” after each question). Easy questions about popular culture give way to tougher questions about everything from absent parents to bullying to learning difficulties. Sharing information allows the counselor to build community within the classroom while engaging in social intervention. At the same time, new knowledge about your students’ lives will enable you to craft relevant resources and strategies to enhance their emotional and mental health.

Materials and Ground Rules: Needs are simple – a large empty area for the students to move back and forth to the line can be obtained by having a couple of “counselor helpers” move the chairs and desk against the wall. Bright-colored painter’s tape can be obtained from a local hardware store. The activity can be enhanced by playing a motivational song softly in the background. Suggestions include the *Freedom Writers* theme song, *Dream* by Common and will.i.am; *Waiting on the World to Change* by John Mayer; *I Believe I Can Fly* by Yolanda Adams; or *Imagine Me* by Kirk Franklin.

The ground rules are crucial to the success of the activity. Before you begin, establish rules so that students feel physically safe and secure about revealing their vulnerabilities. Students should not talk high-five, “mean-mug,” or share details about their experiences between questions. Everyone must stand, everyone must participate, and everyone must walk to the line when it is relevant to them – remember to preface your serious questions with “Do you know someone who...” where appropriate.

Assessment or Lesson Extension: Have students use their classroom journals or a “Stop & Jot” to write about their reactions to the Line Game. Ask them to respond to some of the following questions: *How did you feel standing on the line? What were your feelings when there were only a few people on the line? What did you learn about yourself from being in the Line Game? What did you learn about others? How does the Line Game help you to relate to the character(s) in the novel you are reading in class?*

Note: This can also be an oral discussion after the activity. Remember that the Line Game questions may be changed to more appropriately meet the needs and/or demographics of your school.

THE LINE GAME QUESTIONS

- How many people think Chris Brown is a great dancer?
- How many people like Country Western Music?
- Come to the line if you like Gospel music.
- How many people have ever been in a fight?
- How many of you have ever said a curse (may substitute “used profanity”) word?
- Step to the line if someone has ever cursed (used profanity) at you.
- Come to the line if you know someone who has been abused in some way.
- Do you know someone who doesn’t know their father? Their mother?
- How many of you live in a single parent home/you only live with either your mom or dad?
- Come to the line if you know someone who has done something wrong just to impress their friends.
- Step on the line if you know someone who knows where to get drugs.
- How many people have ever been or felt neglected or alone?
- Come to the line if you know what it’s like to not have a lot of new clothes or nice things to wear.
- How many of you live in a place where money is tight and your parents are struggling?
- How many people like the idea of this class being a family that helps each other?



LESSON: LIFE CHANGING SITUATIONS

1. Your parents tell you that they are getting a divorce. You don't understand why because you never saw them fight. You are furious and have a lot of angry energy. **What to do? What to do?**
2. Your parents tell you that your favorite grandmother has passed away. You loved spending time with her and will miss her a lot. You feel very sad and tired. **What to do? What to do?**
3. Your mother just had a new baby boy. You're excited about having a new baby in the family, but worry about sharing time with your parents. **What to do? What to do?**
4. Your house just burned down. You lost all of your possessions and are not sure where you will live. You are very scared. **What to do? What to do?**
5. Your dad just got remarried and you are not sure what to think of your new step-mom. She does things very differently than your mom does. You have already gotten in trouble for not putting your clothes away correctly. You are frustrated knowing that you are going to have to learn to follow a new set of rules. **What to do? What to do?**
6. Your aunt comes to see you at school and tells you that your mom and dad were in a bad car accident. They are in the hospital. Your aunt will take you to the hospital. You are worried about your parents. **What to do? What to do?**
7. Your brother just returned from college. He has been gone for an entire year. You feel excited about having him home; however, you have to move out of your room to another room in the house so he has a place to sleep. **What to do? What to do?**

It All Balances Out

Scheduling: During first 6 weeks

TEKS: Science 5.2B, 5.4A

Guidance Lesson Strand(s): Decision-making

Developmental Assets: 32, 30, 18

Objective: TLW analyze data, probability, and statistics, and examine problems and proposed solutions from multiple perspectives.

Preparation:

- Borrow balance scales from the math or science department.
- Borrow small blocks or other manipulatives to weigh. Each student's manipulatives should be the same size and weight in order for the activity to work.
- Copy "I Am Balanced" worksheet for each student (Attachment 1).

Procedure:

- Begin with the essential question: "What does it mean to have balance in your life?"
- Place balance scales on tables and give each student a worksheet.
- Instruct the students to list their involvement, activities, etc. in each of the category boxes, and write the numbers on the "total" line.
- Distribute manipulatives for students to weigh (one manipulative for each item on the worksheet).
- Instruct students to use the scales and weights to compare different life roles. "Place your friendship responsibilities on one side of the scale and your family responsibilities on the other. What do you notice? Where do you spend the most time? Is your life balanced?"
- Repeat with additional examples; i.e. school

and play, extra-curricular activities and homework/studying, etc.

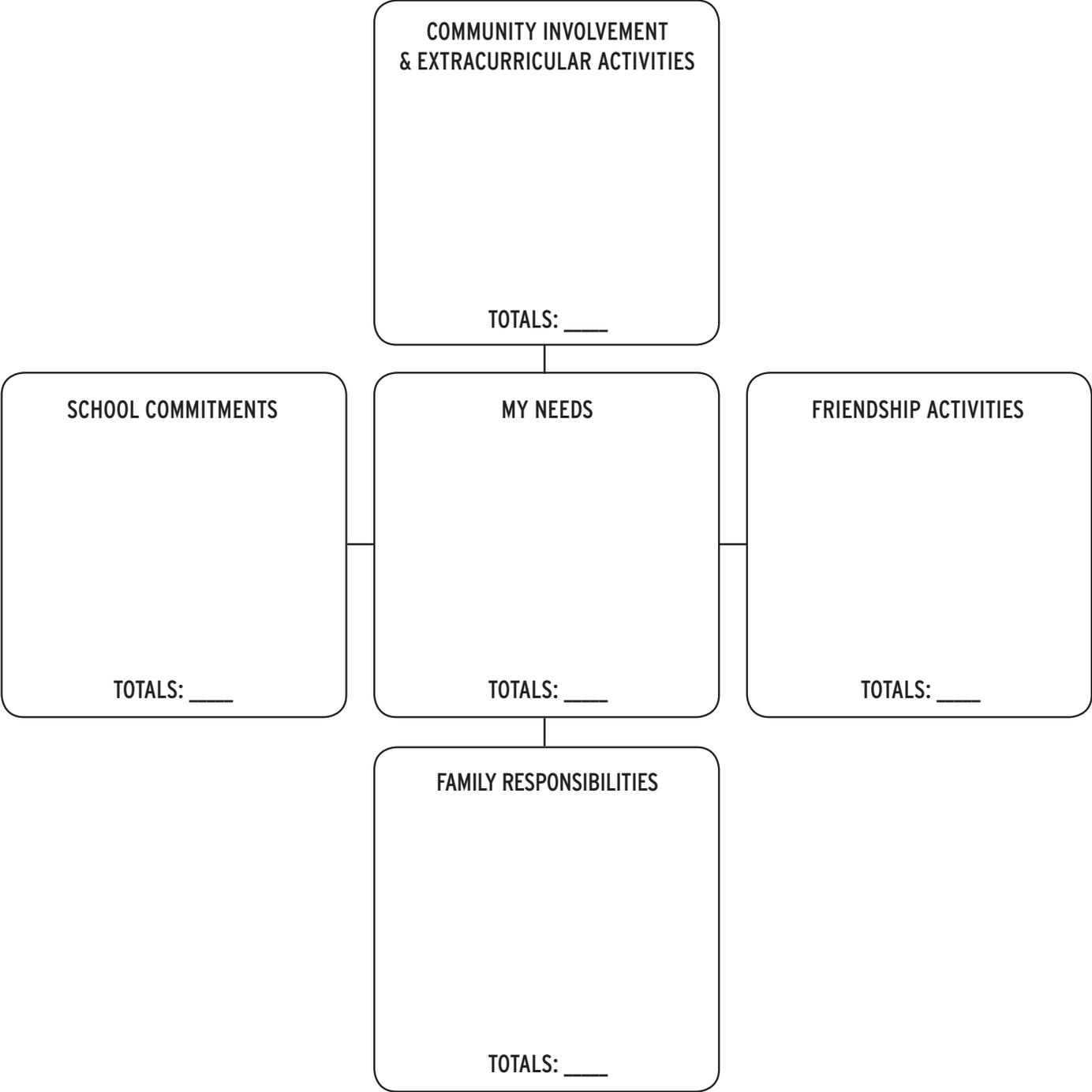
- End the lesson by asking students to brainstorm ideas to make their lives more balanced. Record their ideas on poster board.

Extension Activity (15 minutes): Visit www.chefsolus.com for information and activities for healthy lifestyles.

Home Connection: Have a family discussion about which areas of family members' lives they would like to devote more time to.



I AM BALANCED



Revolutionary Decision Making

Lesson Summary: Students learn the steps of decision making and understand it is a skill we are continuously developing. Just as our “founding fathers” utilized these skills while forming our nation, we still use these skills today.

Scheduling: After class reads Chapter 8, Lessons 3, 4 and 5

Vocabulary from Lesson: D.O.O. and P.O.L.I. Decision Making Models (see attachment)

TEKS: SS 5.2A, 5.2B, 5.10B, 5.25A, 5.25B, 5.25C, 5.26C

Guidance Lesson Strand(s): decision-making, goal-setting, planning, problem-solving, interpersonal effectiveness, communication

Developmental Assets: 1, 2, 16, 26, 27, 28, 30, 32, 33, 36

Objective: The learner will implement and practice, as a group and individually, decision making skills utilizing the D.O.O. and P.O.L.I. models.

Preparation:

- Make a class set of “Decision Making Solutions” (Attachment 2).
- Make a copy of “Decision Making Models” for each student (Attachment 1).

Procedure:

- Briefly review decisions American founding fathers made that led to the Revolutionary War. **Ask Students:** Were these decisions easy to make? Were they made quickly?
- Today we are going to practice making decisions using two decision making models. Introduce D.O.O. and P.O.L.I. decision making models (Attachment 1)
- Group students. You should have from 3-6 groups. Explain that today they are going to work in groups to help one another solve problems.
- Each group will select a “group reporter.”

- Give each group 1 to 3 copies of “Decision Making Solutions.” You will get these back and use them with each class.
- Give each individual a copy of “Decision Making Models” to use in class and take home.
- Review both handouts as students follow along.
- Tell students they are to work in their groups using a decision-making model to identify possible solutions for one of the situations. Then they are to determine the best solution for that situation.
- If time is available, you should assign each group 2 or 3 situations (“Decision Making Solutions”).
- Select a “reporter” to present one of their situations. The report must be given using the decision model chosen.
- Ask the class to discuss their agreement or disagreement with the selected solution.
- Repeat procedure until each group has had the opportunity to report on at least one solution.



Extension Activity (15 Minutes):

- Read *The Leaving*, by Lynn Hall and discuss the decisions made in the book and those that might have been made using the “Decision-Making Models” they have used today.
- Other books you may also read are *Sidewalk Story*, by Sharon Bell Mathis, and *The Contender*, by Robert Lepstyle.

Home Connection: Students will review the decision-making models and skills with their family members. These new skills may be used at home to work through problems.

DECISION MAKING MODELS

D.O.O.

- D: Decision to be made
- O: Outcome of each action I could take
- O: Choose the best Outcome

P.O.L.I.

- P: Problem to be solved
- O: Examine all possible Options
- L: Look at the consequences
- I: Identify Ideal solution

DECISION-MAKING SOLUTIONS

- (Teacher's Name) must travel from (two cities in Texas) and back on the same day to attend a workshop. He/She does not want to spend more than \$40 on the trip. What should he/she do?
 - Ride a motorcycle.
 - Hitchhike.
 - Travel by plane.
 - Ride a horse.
 - Row a boat down the river.
 - Fly by hot air balloon.
 - Drive his/her car.
 - Ride a bicycle.
 - Travel by train.
 - (Create your own solution.)
- DeShai is a fifth grader. What should she do next weekend to help her family? She is allergic to grass and weeds.
 - Wash her father's car.
 - Ride her bicycle.
 - Pull weeds from the garden.
 - Go to the mall.
 - Finish her homework.
 - Mow the lawn.
 - Walk the dog.
 - Clean her room.
 - Do the laundry.
 - (Create your own solution.)
- Carlos has not finished his homework. What should he do?
 - Decide to do his homework next time.
 - Tell the teacher that he has not done it.
 - Take a classmate's homework.
 - Forge a note from his father saying he was sick last night.
 - Do his homework on the bus.
 - Stay home from school.
 - Copy Jackson's homework.
 - Tell the teacher he hasn't done it.
 - (Create your own solution.)
- Lily is not feeling well. What is the best action for her to take?
 - Take her friend's medicine.
 - Tell her teacher.
 - Go ahead and sleep.
 - Play outside.
 - Eat some hot chicken soup.
 - Pretend she feels fine.
 - Stay home.
 - Go to the school nurse.
 - See a doctor.
 - (Create your own solution.)
- De'Andre lives with his mother and three younger brothers. Mother works, yet still does not earn enough money for everything the family needs. De'Andre has saved \$30. His grandparents just gave him \$40 for helping them. What should he do with his money?
 - Go out with some friends.
 - Buy his own clothes.
 - Give his mother all the money.
 - Buy CD's he has been wanting.
 - Buy a surprise for his mother.
 - Put his money in the bank.
 - Buy a gold chain for himself.
 - Take his brothers out for ice cream.
 - Go to a water park.
 - (Create your own solution.)

The Power of Choice

Scheduling: During or after study of the American Revolution

Content Vocabulary: loyalists, patriots, revolution, gangs

Guidance Vocabulary: conflict, independence

TEKS: Social Studies 5.2B-C

Guidance Lesson Strand(s): decision making, problem-solving, self-confidence, interpersonal effectiveness

Developmental Assets: 32, 36, 37 and 39

Objective: The learner will read and discuss ideas about conflicts and how to resolve them. The learner will generate a global concept of independence.

Preparation:

Print a copy of Attachment 2 Situation Strips and cut into 20 different situations.

Procedure:

- Recall prior knowledge about the American Revolutionary War. This war is viewed as a struggle between the American colonies and King George III of England, who ruled the British Empire. A revolution is the overthrow of a government or ruler by the governed.
- Discuss content vocabulary words: Loyalists - those who remained friendly to the king. Patriots- those who wanted to be free from British rule.
- Put the students into groups such as the British, American colonists, the French, the Indians, or others that were involved with the Revolution. The students can explain how their group took part in the war before and after, discuss why their group fought, and explain ways their group could have

avoided fighting.

- Direct students to begin thinking about gangs and why they fight. They usually fight over territory.
- Tell students that just as the people who fought in the American Revolutionary War had to make some choices as to whose side they were going to be on (Loyalists or Patriots), they, too, have to make choices whether to be part of a gang or not.
- Hold up a poster board with the word Independence written on it. Give each student a "situation strip" (Attachment 2). Go around the room and, as each student shares his/her situation, tear off a piece of the sign if the situation would jeopardize that student's independence.
- Have the students notice how much of their independence has been taken away because of decisions they could have made. Discuss alternative decisions to each of the negative situations.
- As a result of the choices we make, there is always a potential for conflict.

Home Connection: Have students discuss long-term life goals for themselves with their families. Discussion should include both what they envision for themselves and their families' hopes for their futures. Collaboratively they will complete the goal-setting sheet found at www.achievethegoal.org/goalsetting or provide each student with a copy of Attachment 1.



THE POWER OF CHOICE

MY GOALS...			
WHAT I WANT TO ACHIEVE	WHEN I WANT TO ACHIEVE IT	WHAT I NEED TO DO FIRST	MY NEXT STEPS
GOAL NUMBER...			1.
			2.
			3.
			4.
			5.
GOAL NUMBER...			1.
			2.
			3.
			4.
			5.

SITUATION STRIPS

The commercials tell me I have to drink Sprite to be cool.

I decide to do my homework before my basketball game.

My brother tells me that because he is in a gang, I have to be.

I decide that I want to go to medical school.

I don't know what to do, so I let someone decide for me.

I do whatever my best friend does.

I give a bully the answers to last night's homework.

I decide to wear Pumas, although most of my friends are wearing Jordans.

I turn off the television so I can read a book, instead.

My cousin tells me I'll never graduate, so I don't bother doing my homework.

In order to be accepted by the group, I have to beat up an innocent person.

My uncle gives me a beer and tells me I'm a chicken if I don't try it.

I audition for a school play.

I write a letter to the superintendent telling her my opinion on school uniforms.

I skip P.E. because everyone else did.

I wash the dishes without being told to.

I steal a jersey from the mall because my friend dared me to.

I give the cashier back the extra change she gave me.

I break up a fight to protect a friend from being hurt.

I call another student a mean nickname, because everyone else does.

Finding Pi by Problem-solving

SIR CUMFERENCE AND THE DRAGON OF PI BY CINDY NEUSCHWANDER

Book Summary: When Sir Cumference drinks a potion which turns him into a dragon, his son Radius searches for the magic number known as pi which will restore him to his former shape.

Scheduling: During measurement unit

Vocabulary from Book: geometry, symmetry, diameter, radius, pi, measurement, circumference

Guidance Vocabulary: problem-solving, conflict

TEKS: Math 5.7, 5.14B-C

Guidance Lesson Strand(s): communication skills, decision-making, goal-setting, planning, problem-solving

Developmental Assets: 32 and 36

Objective: The learner will brainstorm and solve a riddle by analyzing the problem identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, and observing patterns.

Preparation:

- Book: *Sir Cumference and the Dragon of Pi* by Cindy Neuschwander
- Make copies of attached handouts

Procedures:

- Distribute handout "FOR THE NEXT FEW WEEKS" (Attachment 2).
- After reading the handout, discuss and brainstorm; conclude that this is about solving problems/conflicts.
- Ask, "What does it mean to solve a conflict?" encouraging a variety of answers. (To work out a problem, to look for answers to the problem)
- Read the story and have the students listen to it - stop after reading *The Circle's Measure* on pg. 13. (Remind them of the clues they used to solve the

problem)

- Reread and discuss the challenge in *The Circle's Measure*.
- Use prior knowledge from the book to discuss the problem. (Refer to pgs. 6 - 7.)
- Demonstrate/discuss the method used in solving the riddle from the book. Use the problem-solving model. See Attachment 1.
- Pass out handout. Say, "Today we will be talking about something that you already know a lot about. Let's read the handout aloud and try to figure out what it is. Students may wish to guess at this point, but don't divulge the topic until handout is completed.
- Counselor models a real-life example.
- Summarize, telling the students, "We will be talking about solving problems/conflicts of all kinds. You will figure out many ways which will help you at home, school, and everywhere!"

Extension Activity (30 minutes): See handout called, "Planning to Solve Problems," Attachment 3.

Home Connection: Have each student ask his /her family members about a recent problem they may have experienced and how they resolved it using the problem-solving model.



PROBLEM- SOLVING MODEL

1. What is the problem?
2. What specific things have you done to try to solve your problem?
3. What would you like to have happen?
4. What is your next step? (Something specific you can do.)

FOR THE NEXT FEW WEEKS, we'll be talking about something we all know a lot about! There's absolutely no one in this group who doesn't know a great deal about this subject!

It's not an animal...

It's not something to eat...

It's not anything you touch or taste or smell...

It's not a thing that you can buy...

It's not school work!

Well... you're saying... I give up! What is it then? Tell me now!

LOOK FOR THE ANSWER IN THIS RIDDLE. SEE IF YOU CAN GUESS!

You're lucky if a day goes by...

This thing can really make you cry!

This dreadful thing that has, at times

Been known to make some brave folks whine!

No point in giving in to it

And having fits or getting hit...

You can decide to learn right now

Some ways to win, with good know-how!

Now you can learn some good suggestions

To help you answer all your questions;

So plan to listen every time

You'll learn to get along just fine!

I THINK THE ANSWER IS _____

PLANNING TO SOLVE PROBLEMS

Procedure: This activity may be done through verbalization as a group or by writing answers individually.

First, discuss what a problem is. Lead the discussion in such a way that students realize that any challenging situation may be a "problem," not just a negative one. (Example: planning a picnic.)

Second, select one of the following options and have the students think through the answers.

PRIMARY

SECONDARY

The problem _____

The problem is _____

Some things to do _____

These are the facts

The best thing to do _____

Possible things to do are

Who will do it _____

The best thing to do is

What we'll need _____

When I'll do it is

When we'll do it _____

What happened is

How did it work out? _____

What I need to do next is

Nature vs. Nurture

Scheduling: Anytime during 4th six weeks

Vocabulary: traits, heredity, nature, nurture, gene

Guidance Vocabulary: cultural differences, diversity

TEKS: Science 5.3A

Guidance Lesson Strand(s): cross-cultural effectiveness

Developmental Assets: 33 and 34

Objective: The learner will identify learned and inherited behaviors and describe and compare various customs.

Preparation:

- Each student will need copies of Attachment 1.
- Cut out the cards in Attachment 2.
- Cut apart the songs/nursery rhymes in Attachment 3. Laminate if desired.

Procedure:

- Recall prior knowledge of vocabulary words.
- Create a classroom discussion about nature vs. nurture.
- Take a moment to think about ways in which people are different. Pause for a moment. Ask students to think of some qualities that children have that make them different. (Ex. eye color, height, skin color...)
- As the children answer the questions, write their answers on the board. Then ask what qualities some children have that cause others to tease them or dislike them.
- Discuss and compare the difference between learned and inherited traits.
- Ask, "What human behaviors are inherited?" and "What behaviors are learned?"
- Give each student one of the charade cards.

Individually the students will act out that trait to the class. After the class has correctly identified the behavior, they will tell whether it is inherited or



- learned. (Attachment 2)
- Then say, "It's okay for people to be different than you, but we must learn to respect and appreciate their differences." Mention that one of the contributing factors to our differences is our culture. Tell the students that it is because of cultural differences that we can enjoy many of the luxuries we use everyday.
 - Pass out the chart labeled, "Have You Ever?" (Attachment 1). The students will check either yes or no next to each question. When everyone is finished, reveal to the students where each of these items originated. (toothbrush—China, radio—Italy, orange juice—America, newspaper—Germany, umbrella—Taiwan, gum—Mexico, bus—France, traffic light—U.K., basketball—Canada). Students can take notes in the column "originated."
 - Initiate class discussion about the importance of learning traits from other cultures.

Extension Activity (15 - 30 minutes): Break the students into groups. Assign each group a song or nursery rhyme to practice, memorize, and teach the class. See Attachment 3.

Home Connection: Have students ask family members for a favorite family recipe representing the family's culture/ancestry. Recipes can be combined into a classroom cookbook.

HAVE YOU EVER?

YES

NO

ORIGINATED

used a toothbrush?

listened to the radio?

drunk orange juice?

read the newspaper?

used an umbrella?

chewed gum?

ridden a bus?

seen a traffic light?

played basketball?

Tying shoes	Biting fingernails	Enjoying spicy food
Making eye contact with adults	Shaking hands	Having dimples
Hugging	Breathing	Working hard in school
Bathing	Having brown eyes	Saying please and thank you
Enjoying jazz music	Being good at math	Brushing your hair
The ability to roll your tongue	Reading a book	Chewing your food
Talking	Speaking more than one language	Blinking

CHILDREN'S SONGS FROM AROUND THE WORLD

China: Two Old Tigers (To the tune of "Where Is Thumbkin?")

Two old tigers, two old tigers
Running very fast, running very fast
One has no eyes, one has no tail
How strange! How strange!

Canada: Row, Row, Row, Your Boat (students can make up their own tune)

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream!

Italy: Firefly, Firefly (nursery rhyme)

Firefly, firefly, yellow and bright
Bridle the filly under your light,
The son of the king is ready to ride,
Firefly, firefly, fly by my side.

Germany: Comes a Man up the Stairs (nursery rhyme)

Comes a man up the stairs
Has a red jacket on,
A little knife on his side,
Where to are you riding?
I'll ride to Budemann's house,
Will catch a fat, fat mouse,
Quick, quick, quick, quick, quick.

Mexico: Five Little Elephants (Finger play)

Five little elephants, this one fell down,
Four little elephants, this one lost its way,
Three little elephants, this one fell sick,
Two little elephants, this one passed away.
Now there stays one, one did stay,
And this little elephant, I take it away!
I take it away!

Africa: There Was a Little Grasshopper (nursery rhyme)

There was a little grasshopper
That was always on the jump;
And because he never looked ahead,
He was always getting a bump.
Huddlety, dumpty, dumpty, dump!
Watch out, or you will get a bump;
Sure as the grass grows around the stump
Be careful, my sweet sugar lump!



Making Mandalas

Scheduling: After Topic 12 (Shapes and Solids)

Content Vocabulary: polygon, circle, square, triangle, angles, right angle, acute angle, lines of symmetry, horizontal, vertical

Guidance Vocabulary: mandala, stress, coping skills

TEKS: Math 5.7A, 5.15B, 5.16A

Guidance Lesson Strand(s): self-confidence development, responsible behavior

Developmental Assets: 31, 37

Objective: The learner creates a mandala to use as a coping activity during stressful times.

Preparation:

- Have a template of the mandala on the Promethean board.
- Have copies of the template for each student.
- Have sample mandalas.
- Have colored pencils.
- Have calming music.

Procedure:

- State the objective of the lesson. Show samples of completed mandalas.
 - Define guidance vocabulary: mandala (a circle with geometric designs inside of it), stress (a tension in your body or mind caused by worry or fear), coping skills (something that helps you manage your feelings).
 - Distribute template forms to students (Attachment 1).
 - Model on the Promethean board the steps in creating a mandala.
1. Say: We are going to connect dots to make polygons.
 2. Connect the outer dots to make a circle.

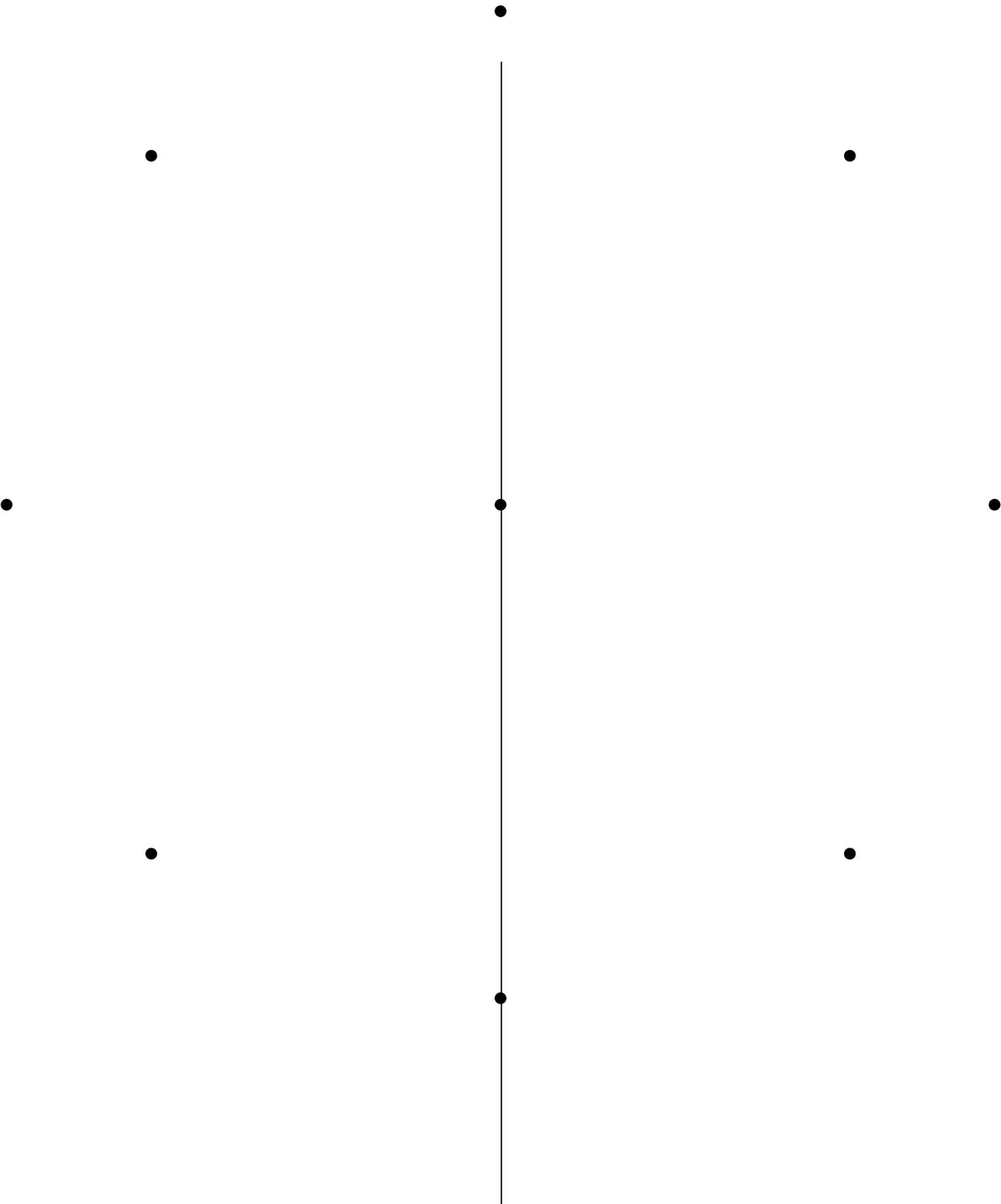
3. Connect 4 dots to make a square.
4. Connect the remaining 4 dots to make a second square.
5. See that by doing this we created 8 triangles.
6. Mark the right angles of each triangle with an L.
7. Mark the acute angles of each triangle with an arc.
8. Find the 4 lines of symmetry and draw them. This completes the mandala.
 - While listening to calming music, students color the mandalas (slowly, carefully, staying in the lines).
 - Ask for student volunteers to share their mandalas.
 - Re-state the objective and ask students how they felt while coloring.

Extension Activity (15 minutes): Have students create their own mandalas as a center activity (Attachment 2).

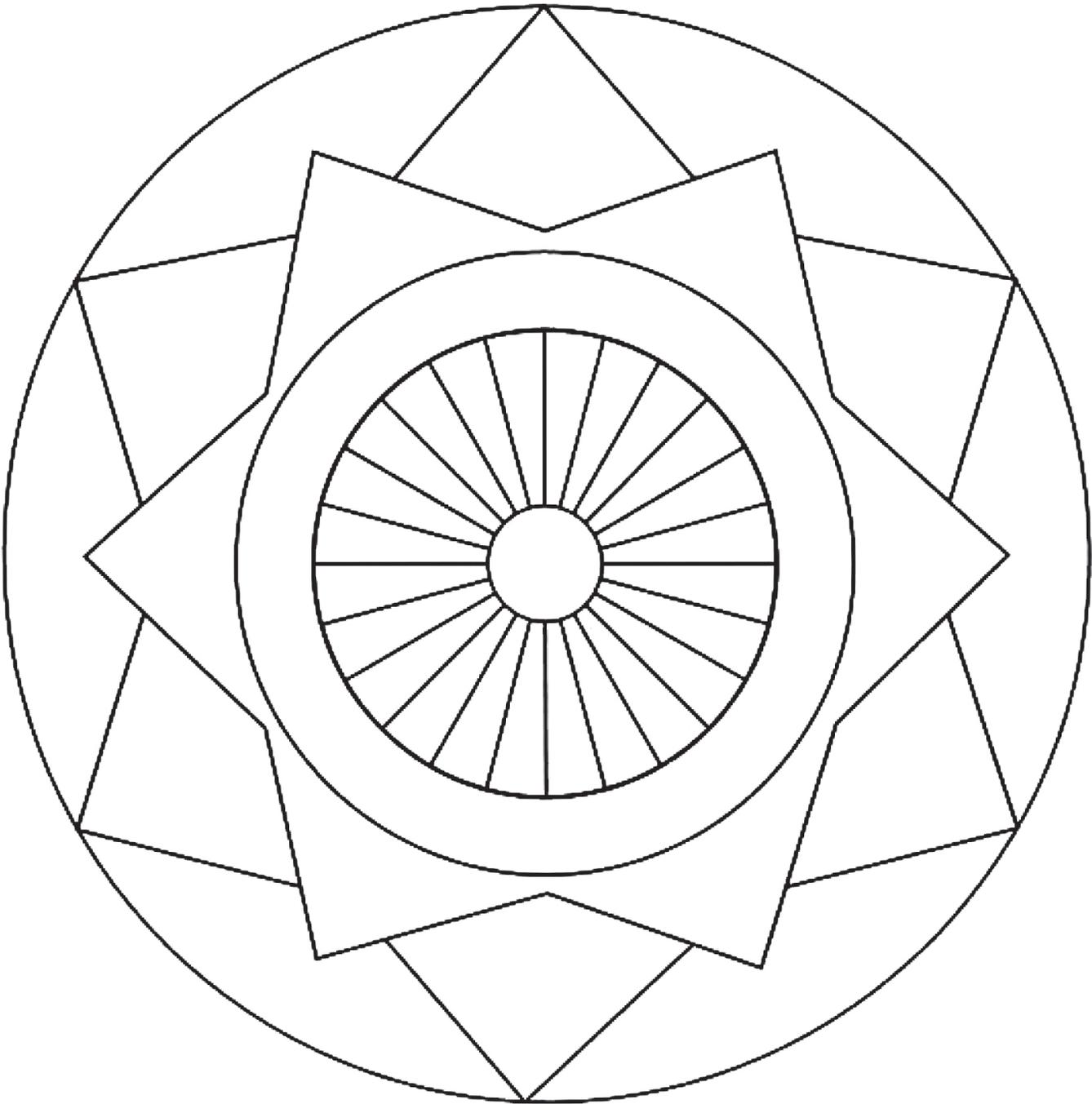
Home Connections: Send home a note to family members describing the use of mandalas. Ask them to encourage their child to use this at home as a calming activity.



MANDALA TEMPLATE



MANDALA



Cliques: Who's In, Who's Out

VIDEO FROM DISCOVERY EDUCATION

Scheduling: During the final six weeks of school (Recall Social Studies lesson - Volume 2, Chapter 13, Lesson 5.)

Content Vocabulary: prejudice, discrimination

Guidance Vocabulary: cliques, exclusion, ostracize, values

TEKS: Social Studies 5.23A, 5.25B

Guidance Lesson Strand(s): interpersonal effectiveness, self-confidence development, responsible behavior

Developmental Assets: 24, 36, 37

Objective: The learners will understand how cliques function. They will identify their own values as a means of avoiding the peer pressure of cliques.

Preparation:

- *Cliques: Who's In, Who's Out* video from DiscoveryEducation.com
- Make a copy on card stock of the large pennant for each student (Attachment 1).
- Make copies of the small pennants for the center activity (Attachment 2).
- Have crayons, markers, etc. available for decorating pennants.

Procedure:

- State the objective.
 - Activate students' prior knowledge of prejudice and discrimination from Social Studies Chapter 13, Lesson 5.
 - Compare the definitions of prejudice, cliques, discrimination, exclusion/ostracize.
 - Introduce the video *Cliques: Who's In, Who's Out*. Show the video.
 - Discuss the following points from the video.
1. Would you want to be left out of a group?

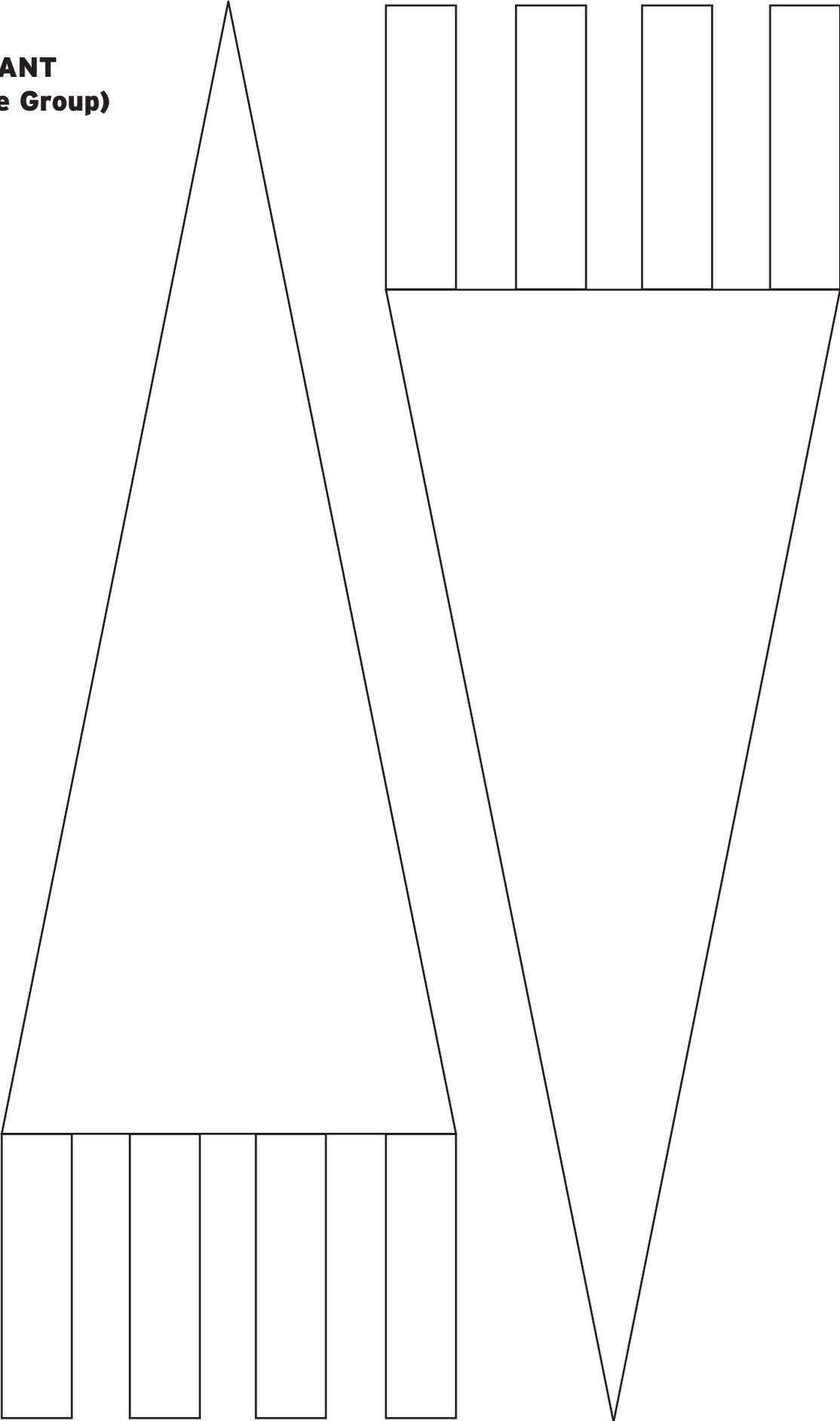
2. What can you do if a group of students is excluding you from their group?
3. What would you do if your group of friends was leaving another student out and being mean to him/her?
4. What does it mean to trust your own feelings? (Quote from the video: "Trust your own feelings - make the right choice.")
5. Discuss: To trust your own feelings, it is important to know what your values are. Define values: the things that are important to you.
 - Pass out blank pennants. Each student designs a pennant that reflects his/her values.
 - Students may show their pennants to the class.
 - Restate the objective.

Extension Activity (15 minutes): At a center, the students will write their values on small, individual pennants. They will place them in snack-size zip-lock bags to take home and save as a time capsule.

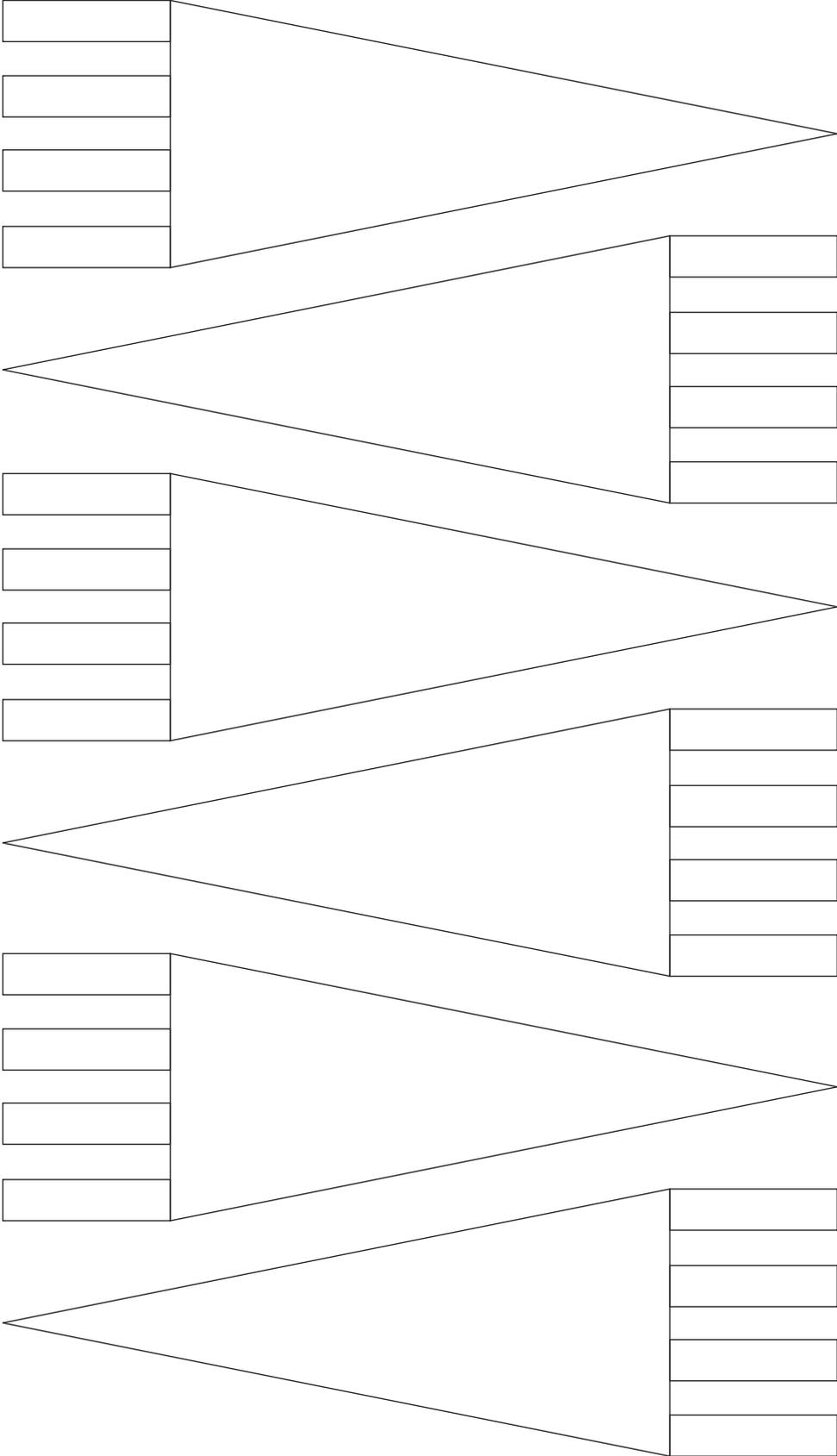
Home Connection: Send a note home telling family members that students are to save their time capsules and open them some time during their 6th grade year to see if they are making decisions according to their values.



**PENNANT
(Whole Group)**



**PENNANT
(Extension/Center Activity)**





INOK & GUIDANCE RESOURCES

All About It's Not Okay!

TERMS AND IDEAS TO KNOW

HURTING YOURSELF: Hurting yourself, also known as self-harm is the deliberate injury to one's own body. This injury may be inflicted to relieve unbearable emotions, sensations of unreality and numbness, or for other reasons. Self-harm can be associated with mental illness, trauma, or abuse.



BULLYING: Bullying is a widespread and serious problem that can happen anywhere, anytime, anyplace. It is not a phase children have to go through, it is not just “boys being boys”, it is not a “rite of passage”, it is not “just messing around”, and it is not something that kids just learn to grow out of. Bullying is a serious, nationwide problem that can have lasting harmful effects. In some cases, it has even resulted in death. Although definitions and severity of bullying can vary, most agree that bullying involves:

- Imbalance of Power: people who bully use their power to control or harm and the people being bullied may have a hard time defending themselves.
- Intent to Cause Harm: actions done by accident are not bullying; the person bullying has a goal to cause harm.
- Repetition: incidents of bullying happen to the same the person over and over by the same person or group.



SUBSTANCE ABUSE: Substance abuse is the overindulgence in and dependence on an addictive substance, usually alcohol or a narcotic drug. Substance abuse can contribute to a pattern of behavior that displays many negative results from the continual use. Doses of the substance are usually self-administrated despite the continual problems related to the use of that substance.

- Other Names and Terms: substance abuse disorder, drug abuse, substance abuse, substance related disorder, substance dependence, drug use, chemical abuse.



CYBERBULLYING: Cyberbullying is when a child, preteen, or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet (MySpace, Facebook, or Twitter) interactive and digital technologies (Skype), or mobile phones. It has to have a child on both sides, or at least have been instigated by a child against another child.

Once adults become involved, it is defined as cyber-harassment or cyber stalking. Adult cyber-harassment or cyber stalking is NEVER referred to as cyberbullying. Cyberbullying affects many adolescents and teens on a daily basis.

Cyberbullying can take place in many forms, examples may include the following:

- sending mean messages or threats to a person’s email account or cell phone
- spreading rumors online or through texts
- posting hurtful or threatening messages on social networking sites or web pages, stealing a person’s account information to break into their account and send damaging messages
- pretending to be someone else online to hurt another person
- taking unflattering pictures of a person and spreading them through cell phones or the Internet
- sexting or circulating sexually suggestive pictures or messages about a person

BEING MEAN: Everyone knows what being mean is. You have either been mean to someone or felt someone be mean to you. Whether it was rolling your eyes at someone or talking about someone, everyone has experienced meanness on some level. Being mean usually comes from the inability to control your anger. Anger is a natural human emotion and is nature’s way of empowering us to protect ourselves against an attack or threat to our well being. The problem is not anger, but the problem is how the anger is managed. Mismanaged anger and rage is the major cause of conflict in our personal and professional relationships, and often results in people being mean to one another.

- Other names and terms: Anger, aggression, short tempered, hot tempered, mean-spirited.

CHEATING: Cheating is when a person misleads, deceives, or acts dishonestly on purpose. For kids, cheating may



happen at school, at home, or while playing a sport. Cheating is so tempting, because it makes difficult things seem easy. In many cases, cheating only makes the original situation worse. For example, cheating on a test might help you pass the test, but it will not help you to understand or comprehend the information. Cheating is a bad choice, and there are many negative consequences that could follow cheating.

DISRESPECT: Disrespect means to have little or no respect for. Disrespect can be displayed, not only by the way that you talk to someone or treat someone, but also by your attitude and actions towards someone. When thinking about disrespect, it is vital that we take into consideration the importance of relationship building between adults and children.

- Other Names and Terms: Talking back, rolling your eyes, stomping feet, name calling, being rude, constant complaining

LYING: A lie is a form of an untruthful statement, especially with the intention to deceive others. Children, at some point in their childhood, lie, and they lie for a number of different reasons. Lying, for the most part, is a normal part of child development. This behavior can affect parents in many ways, and many parents wonder how the lying should be handled. How lying is handled should depend on the age of the child, the specific situation, and the established family rules about lying. Below is some information that will help parents determine when lying should and should not be punished, and how it should be handled.

- Other Names and Terms: Falsehoods, telling stories, misdeeds



Dear Parents,

Today I met with your child's classroom, and we had a lesson about safety. Our goal is to encourage safe practices for children and to make families aware of the need for putting safety first!

Your child may reference INOK: It's Not OK. This is the program we are using to teach your child that disrespect against yourself and others is NOT OK! INOK! I would like to encourage you to talk about safety with your child. I have included a Safety Tips handout to help you.

.
Thank you for your support,

Counselor

Safety Tips

- Check in with children about their feelings, and encourage them to share (especially if something different or unusual has occurred in the home).
- Have different ways that children can share their feelings (drawing a picture, writing a story, playing with toys, etc.).
- Let them know that their emotions are normal. It is okay to be angry, sad, disappointed. It is not okay to hurt yourself or others when you are angry, sad, or disappointed.
- Encourage your child to express their emotions in a normal safe environment.
- Active involvement with children will assist them in focusing on their feelings and energies.
- Cooking together, doing activities together, and playing board games will help you stay connected to your child.
- Talking to them, and letting them know that you care and are available will allow you to intervene and provide support, if necessary.
- It is okay to ask children where they are going, who they will be with, and what they will be doing. Being informed about your child's activities when they are away from you is one of the first steps of safety, and it communicates that you care about them.
- Teach your children that if there is ever a time they do not feel safe, they can come to you and talk to you about it, or if they are away from home, they can call you without getting in trouble for it.

Dear Parent or Guardian:

Today we talked about bullying. We defined bullying as “when a more powerful person hurts someone’s body, feelings, or things or frightens someone on purpose, again and again.” We discussed how it can be physical, verbal, social or cyber bullying. You are bullied when you continue to be a target of mistreatment.

Please work with your child to complete the following activities. Choose two popular television shows and watch them together, paying attention to instances of bullying that occur. Use the two Bullying in Media worksheets to discuss what you observed. The answers should be filled out on each sheet so your child may share what he/she observed when we return to school on Monday.

Thank you for your assistance in this activity.

Sincerely,

Bullying in Media

Title of Show: _____

Characters involved in bullying incident: _____

Give a brief description of what happened in at least one bullying scene.

Did the person bullying get in trouble? If so, how did that happen?

How did the person being bullied feel? _____

How did the person being bullied react to the bullying? _____

Were there any bystanders? If so, how did they react to the bullying?

What would have been a better way to handle the situation?

How do you think you would feel if this kind of bullying happened to you?

Dear Parent or Guardian:

Today we talked about lying. We used words such as truth/untruthful lie/lying, deceive, storytelling, facts, trust, and consequence. As a class, we decided that it is best to tell the truth as much as possible, unless in an emergency situation, when someone may be physically hurt if the truth is known.

Please take a few minutes and ask your child to talk to you about what he/she learned today about how it is not okay to lie, and the importance of telling the truth.

Thank you for your assistance in this activity.

Sincerely,

Dear Parent or Guardian:

Today we talked about substance abuse and saying, “No” to drugs. We used words such as *medicine, alcohol, tobacco, prescription*. As a class, we learned and practiced ways to say, “No” to drugs. We also pledged to remain drug free.

Please spend a few minutes and look over the Eight Ways to Say No to Drugs handout and the Drug Free Pledge, and discuss it with your child.

Thank you for your assistance in this activity.

Sincerely,

Dear Parent or Guardian:

Today we talked about lying. We used words such as *Anger, aggression, short tempered, hot tempered, mean-spirited* As a class, we realized that no one likes to be treated mean, and we talked about alternatives to acting mean and how to handle people who act mean to us.

Please work with your child to complete the following activity. Discuss with your child ways that he/she may act mean, or ways that a sibling or parent may sometimes act mean. Allow them to talk about their feelings about it, and how they might want to handle the mean behavior. You may help them fill out the worksheet that accompanies this lesson.

Thank you for your assistance in this activity.

Sincerely,

The Mean I See

One way that I have seen myself acting mean to others is _____
_____.

A better way to behave toward this person might be _____
_____.

One way that I have seen someone else acting mean to me is _____
_____.

A good way to deal with this meanness might be to _____
_____.

In the future, when I feel like being mean to someone, I will _____
_____.

Dear Parent or Guardian:

Today we talked about lying. We also did an activity in which we tried to cover up a lie. As a class, we realized that no one likes to be lied to, and it is always important to try to tell the truth.

Please ask your child to tell you about the story they heard today and have a short discussion about the importance of telling the truth.

Thank you for your assistance in this activity.

Sincerely,

Dear Parent or Guardian:

Today we talked about cheating. We used words such as truth/untruthful, lie/lying, deceive, dishonest, mislead. As a class, we discussed what cheating is, and agreed that none of us like it when someone cheats..

Please take a few minutes and ask your child to talk to you about what he/she learned today about how it is not okay to cheat, and how it is important to be fair and truthful in what we do in our work and our play.

Thank you for your assistance in this activity.

Sincerely,

Dear Parent or Guardian:

Today we talked about disrespect. We used words such as talking back, rolling your eyes, stomping feet, name calling, being rude, constant complaining, contempt, scorn, disdain, and prejudice.

Please work with your child to complete the following activities. Choose two popular television shows or cartoons and watch them together, paying attention to instances of disrespect that occur. Use the two Disrespect on Television worksheets to discuss what you observed. The answers should be filled out on each sheet so your child may share what he/she observed when we return to school on Monday.

Thank you for your assistance in this activity.

Sincerely,

Disrespect on Television

Title of Show: _____

Characters involved in disrepect incident:

Give a brief description of what happened when you saw someone act disrespectfully.

Why do you think it was disrespectful?

How do you think the person being disrepected felt? _____

How did the person being disrespected act? _____

What would have been a better way to treat the person instead of disrespecting them?

How do you think you would feel if this kind of disrespect happened to you?

Dear Parent or Guardian:

Today we talked about cheating. We used words such as truth/untruthful, lie/lying, deceive, dishonest, mislead. As a class, we discussed what cheating is, and agreed that none of us like it when someone cheats..

Please take a few minutes and ask your child to talk to you about what he/she learned today about how it is not okay to cheat, and how it is important to be fair and truthful in what we do in our work and our play.

Thank you for your assistance in this activity.

Sincerely,

Counselor



Parents/Guardians,

We have read the book *Chrysanthemum* by Kevin Henkes in class. In this book, a little mouse is given a very large name that her parents think is just right for her. When she goes to school, however, her friends tease her. We have discussed how teasing hurts others and discussed ways we can deal with being teased. We also have studied our own names and completed several activities with them. As an extension of our lesson, I would like for you to complete the information below and send it to school with your child so that he/she may share the history behind his/her name.

Thank you for your help!

Child's name _____
How this name was chosen:

Why this name is just perfect for _____ : (child's name)

Dear Parents,

Today I met with your child's classroom, and we had a lesson about safety. Our goal is to encourage safe practices for children and to make families aware of the need for putting safety first!

Your child may reference IT'S NOT OKAY: It's Not OK. This is the program we are using to teach your child that disrespect against yourself and others is NOT OK! IT'S NOT OKAY!

I would like to encourage you to talk about safety with your child. Here are some tips:

- Check in with children about their feelings, and encourage them to share (especially if something different or unusual has occurred in the home). Have different ways that children can share their feelings (drawing a picture, writing a story, playing with toys, etc.).
- Let them know that their emotions are normal. It is okay to be angry, sad, disappointed. It is not okay to hurt yourself or others when you are angry, sad, or disappointed!
- Encourage your child to express their emotions in a normal safe environment.

Active involvement with children will assist them in focusing on their feelings and energies. Cooking together, doing activities together, and playing board games will help you stay connected to your child. Staying connected, talking to them, and letting them know that you care and are available will allow you to intervene and provide support, if necessary.

Thank you for your support,

Counselor

Dear Parents,

Today I met with your child's classroom, and we had a lesson about bullying. Our goal is to encourage children to be kind to each other and stand up for one another and care for each other.

Your child may reference IT'S NOT OKAY: It's Not OK. This is the program we are using to teach your child that disrespect against yourself and others is NOT OK! IT'S NOT OKAY! I would like to encourage you to talk about bullying with your child. Here are some tips:

- Being a bully means being unkind over and over again. When a person is unkind to another, they gain power over that person. When it is done repeatedly, it is bullying. It's not ok! Talk to your child about being kind. In addition, talk to your child about standing up for other students when someone puts someone else down. Standing up together against bullying is a powerful tool. Standing up doesn't mean responding in anger, it means just saying that something is not ok. Talk to your child about choosing to be kind.
- You can help your child by keeping the lines of communication open with your child. Talk with your children on a daily basis to find out how their life at school is. Ask about their friends, what they are doing during lunch, recess, and during play time.
- An activity you can do with your child is to use your fingers to count the ways that your child COUNTS! For example, show one finger, and say, "You count because you are a good listener." Show number 2 finger and say, "You count because I love you!" Continue counting on your fingers all the way your child COUNTS!

Thank you for your support,

Counselor

Dear Parents,

Today I met with your child's classroom, and we had a lesson about substance abuse. We did an experiment that looks at how cigarettes affect water and discussed how it affects our bodies. Our goal is to encourage children to recognize that smoking is not good for their bodies and is an unhealthy choice.

Your child may reference IT'S NOT OKAY: It's Not OK. This is the program we are using to teach your child that disrespect against yourself and others is NOT OK! IT'S NOT OKAY! Smoking disrespects our bodies. It's Not OK! I would like to encourage you to talk about substance abuse and smoking with your child. Here are some tips:

Nicotine is very addictive. It is what causes people to continue to smoke, even though they know the health consequences of doing so. Different drugs have various effects on the body. People take drugs because of the feeling of euphoria they experience as the drugs change the way the brain normally works. Some of the changes that happen in the brain following drug use are short-term, while other changes can last a long time. Prolonged drug use can change the brain in such a way that addiction results. Addiction is a disease that is characterized by changes in the structure and functioning of the brain. Addiction results in a strong compulsion or need to use drugs despite negative consequences (someone keeps using drugs even though he or she is having problems);

You can help your child by keeping the lines of communication open with your child. Talk with your children on a daily basis to find out how their life at school is. Ask about their friends, what they are doing during lunch, recess, and during play time.

An activity you can do with your child is to choose to do something together that makes you happy. Go for a walk, play with the dog, cook dinner together. When people are connected and feel happy, substance abuse will not play a part in our lives!

Thank you for your support,

Counselor

Dear Parents,

Today I met with your child's classroom, and we had a lesson about lying. Specifically, we talked about a weather forecaster who did not do her job and thus was telling lies in her forecast. Lying is NOT OK!!!!

Your child may reference IT'S NOT OKAY: It's Not OK. This is the program we are using to teach your child that disrespect against yourself and others is NOT OK! IT'S NOT OKAY! Lying disrespects our relationship with ourselves and others. It's Not OK! I would like to encourage you to talk about lying and honesty with your child. Here are some tips:

A lie is a form of an untruthful statement, especially with the intention to deceive others. Children, at some point in their childhood, lie, and they lie for a number of different reasons. Lying, for the most part, is a normal part of child development. This behavior can affect parents in many ways, and many parents wonder how the lying should be handled. How lying is handled should depend on the age of the child, the specific situation, and the established family rules about lying. Parents should let their children know that telling the truth lets other people know that they can be trusted. They should also let their children know that lying is dishonest, and there are often negative consequences for lying. Parents can discuss examples of truthfulness and lying that they see on television, read in books, etc. Parents can also help prevent lying in their children by communicating effectively with them. This, too, should start while children are very young. Children who have open, honest relationships with their parents are much less likely to lie to them.

You can help your child by keeping the lines of communication open with your child. Talk with your children on a daily basis to find out how their life at school is. Ask about their friends, what they are doing during lunch, recess, and during play time.

An activity you can do with your child is to watch a weather forecast together. The forecaster is trying to give her best information. What are the consequences if what she tells is NOT the truth? What happens to people's events and parties if her prediction is wrong. Discuss truth and lies with your child.

Thank you for your support,

Counselor

Dear Parents,

Today I met with your child's classroom, and we had a lesson about being mean. Specifically, we talked about a child who threw trash out of the car window, didn't listen to his teacher or parents, and just did what he wanted. When we are mean to the environment, our teacher or parents, it is NOT OK!!!!

Your child may reference IT'S NOT OKAY: It's Not OK. This is the program we are using to teach your child that disrespect against yourself and others is NOT OK! IT'S NOT OKAY! Being mean disrespects our relationship with ourselves and others. It's Not OK! I would like to encourage you to talk about being mean and being kind with your child. Here are some tips:

Everyone knows what being mean is. You have either been mean to someone or felt someone be mean to you. Whether it was rolling your eyes at someone or talking about someone, everyone has experienced meanness on some level. Being mean usually comes from the inability to control your anger. Anger is a natural human emotion and is nature's way of empowering us to protect ourselves against an attack or threat to our wellbeing. The problem is not anger, but how the anger is managed. Mismanaged anger and rage is the major cause of conflict in our relationships, and often results in people being mean to one another.

You can help your child by keeping the lines of communication open with your child. Talk with your children on a daily basis to find out how their life at school is. Ask about their friends, what they are doing during lunch, recess, and during play time.

An activity you can do with your child is to go around your neighborhood and pick up trash. When we take care of our neighborhood, we are taking care of our planet. When we throw trash on the ground we are being mean! Let's work together to be kind, not mean, to our planet, our family, and our friends.

Thank you for your support,

Counselor

Dear Parents,

Today I met with your child's classroom, and we had a lesson about cheating. Specifically, we talked about the Dr. Seuss story of The Lorax. In the story, a character called the Once-ler cheats the animals of the forest and destroys their home. His cheating had very bad consequences. When we are mean to the environment, our teacher or parents, it is NOT OK!!!!

Your child may reference IT'S NOT OKAY: It's Not OK. This is the program we are using to teach your child that disrespect against yourself and others is NOT OK! IT'S NOT OKAY! Cheating disrespects our relationship with ourselves and others. It's Not OK! I would like to encourage you to talk about cheating and being honest with your child. Here are some tips:

Cheating is when a person misleads, deceives, or acts dishonestly on purpose. For kids, cheating may happen at school, at home, or while playing a sport. Cheating is so tempting, because it makes difficult things seem easy. In many cases, cheating only makes the original situation worse. For example, cheating on a test might help you pass the test, but it will not help you to understand or comprehend the information. Cheating is a bad choice, and there are many negative consequences that will follow cheating.

You can help your child by keeping the lines of communication open with your child. Talk with your children on a daily basis to find out how their life at school is. Ask about their friends, what they are doing during lunch, recess, and during play time.

An activity you can do with your child is to talk about cheating. Give examples of what cheating can cause (breaking friendship, trouble with authorities, distrust). Help your child understand what examples of cheating are and the consequences that come from it. Cheating is NEVER OK! IT'S NOT OKAY!

Thank you for your support,

Counselor

Dear Parents,

Today I met with your child's classroom, and we had a lesson about violence. Specifically, we talked about whether violence is something we are born with or something we chose or learn to do. Violent behavior is learned. When children don't think of other options, they choose violence. But just as children can learn to be violent, they also can learn to be kind-hearted. They can learn constructive ways to solve problems, deal with disagreements, and handle anger. Children who learn these skills early in life actually are learning violence prevention—something that will be valuable for the rest of their lives. With these skills, children are far less likely to grow up to be violent, or to be victims of violence. Then we talked about the choice we have and what we can choose to do when we are angry INSTEAD of a violent outburst. Violence is being disrespectful to yourself and those around you. Disrespect is NOT OK!

Your child may reference IT'S NOT OKAY: It's Not OK. This is the program we are using to teach your child that disrespect against yourself and others is NOT OK! IT'S NOT OKAY! Disrespect in our relationship with ourselves can lead to violence or violent outbursts and that is Not OK! I would like to encourage you to talk about disrespect and choosing violence, or respect and choosing kind-hearted responses with your child. Here are some tips:

Children learn how to behave by watching people around them. Your child learns by watching characters on television, in videos, and in movies. It is important to remember that you can limit your child in what they watch. It's ok to limit your child's television, video, and movie watching to prohibit violence. In addition, your child learns by watching you. Think for a moment about how you react to difficult situations. How do you act toward your spouse? Your friends? Your neighbors? Other family members? You are teaching your child, by example, how to get along in the world. When you and others come together to solve your problems peacefully, your child learns how to deal with people in a positive way. But when you or someone close to your child is aggressive and destructive, the child learns to act the same way.

You can help your child by keeping the lines of communication open with your child. Talk with your children on a daily basis to find out how their life at school is. Ask about their friends, what they are doing during lunch, recess, and during play time.

What you do can help your child rise above violence. Almost every day, newspaper headlines and TV broadcasts tell us that violence threatens our children. If you are like most parents, grandparents, aunts, uncles, neighbors, and others who take care of young children, you worry most about the youngsters' safety. You don't want them to be exposed to violence, but in today's world, often that just isn't possible. But you can do something about it! You can help protect a young child from getting involved with violence, and you can increase that child's chances for a safe and productive future. Violence is NEVER OK! IT'S NOT OKAY!

Thank you for your support,

Counselor

Dear Parents,

Today I met with your child's classroom, and we had a lesson about disrespect. Specifically, we talked about students disrespecting themselves by not loving themselves and we talked about disrespect among friends and in the classroom. We used a story called "The Greedy Triangle". In the story, a Triangle doesn't like himself and keeps trying to change who he is: he keeps disrespecting himself. Then we talked about how to be respectful to yourself, your friends and your school. Disrespect is NOT OKAY!

Your child may reference IT'S NOT OKAY: IT'S NOT OKAY. This is the program we are using to teach your child that disrespect against yourself and others is NOT Okay! IT'S NOT OKAY! Disrespect in our relationship with ourselves and others Is Not Okay! I would like to encourage you to talk about disrespect and being honest with your child. Here are some tips:

Model respectful behavior. Before approaching a situation that's making your blood boil, take a moment to calm down and regain your composure. Find out what is going on with your child to make him or her display this type of behavior. Talk to your child and really listen to what they say. Typically a child who is hurting others is feeling hurt herself; the goal then is revenge. Some children may be disrespectful to get attention or to show power.

You can help your child by keeping the lines of communication open with your child. Talk with your children on a daily basis to find out how their life at school is. Ask about their friends, what they are doing during lunch, recess, and during play time.

As adults we can choose whether our interactions with children are positive or negative. After all, we do have more experience. Teaching respect to children is not something complex. Rather it is all about modeling behavior. Children do not learn how to be disrespectful on their own. It is a modeled behavior they pick up on. Think about a time when someone demanded something from you. Did you give them the time of day or give them what they wanted? Probably not. When a child demands something from you, talks back to you, or is rude to you it is important to help them think about their actions by how we react. If we engage in an argument, all we are teaching them is how to have a power struggle. We cannot control their thoughts or actions, but we can definitely control ours. Staying calm, possibly ignoring their demands, and definitely not rewarding their behavior (by giving them what they want) are effective ways of communicating our expectations. Disrespect is NEVER OK! IT'S NOT OKAY!

Thank you for your support,

Counselor

