Berkeley County Social & Emotional Drop-In Unit
Berkeley County Social and Emotional Drop-In Unit
Compiled Book List for K-2

The following is a list of books used with the K-2 Social and Emotional Drop-In Units. The books are categorized by focus areas within each grade level.

**Kindergarten**

**Focus:** Sharing

- *Why Should I Share?* by Claire Llewellyn
- *Llama Llama Time to Share* by Anna Dewdney
- *Billy Bully* by Ana & Alvaro Galan

**Focus:** Listening

- *Howard B. Wigglebottom Learns to Listen* by Howard Binkow
- *Why Should I Listen?* by Claire Llewellyn
- *Percy Listens Up* by Stuart J. Murphy

**Focus:** Being a Friend

- *Heartprints* by P.K. Hallinan
- *Friends* by Helme Heine
- *Hands Off My Honey!* by Jane Chapman

**Focus:** Respecting Personal Space

- *Personal Space Camp* by Julia Cook
- *Kindergators: Hands Off, Harry!* by Rosemary Wells
- *Hunter’s Best Friend at School* by Laura Malone Elliot

* denotes a resource that has been purchased for classroom teachers.
First Grade

Focus: Recognizing and Respecting Differences

- *Making Friends is an Art* by Julia Cook
- A Rainbow of Friends by P.K. Hallinan
- Only One You by Linda Kranz
- Me I Am! by Jack Prelutski
- I’m Special, I’m Me by Ann Meek
- Unique Monique! by Maria Rouski

Focus: Working Together as a Team

- It’s Mine by Leo Lionni
- The Very Greedy Bee by Steve Smallman
- I Just Don’t Like the Sound of No! by Julia Cook
- Zinnia and Dot by Lisa Campbell Ernst

Focus: Choosing Attitudes and Expressing Feelings

- Have You Filled a Bucket Today? by Carol McCloud
- The Pout Pout Fish by Deborah Diesen
- When Sophie Gets Angry by Molly Bang
- The Feelings Book by Todd Parr
- The Way I Feel by Janan Cain

Focus: Being a Listener

- Howard B. Wigglebottom Learns to Listen by Howard Binkow
- Howard B. Wigglebottom Listens to His Heart by Howard Binkow
- Listen Buddy by Helen Lester
- *Hunter’s Best Friend at School* by Laura Malone Elliot
- The Worst Day of My Life Ever by Julia Cook

* denotes a resource that has been purchased for classroom teachers.
Second Grade

Focus: Teamwork and Cooperation

- * TEAMWORK Isn’t My Thing, and I Don’t Like to SHARE! by Julia Cook
- Swimmy by Leo Lionni
- Righty and Lefty: A Tale of Two Feet by Rachel Bail
- Zero by Kathryn Otoshi

Focus: Spreading Acts of Kindness

- Kindness Is Cooler Mrs. Ruler by Margery Cuyler
- One Smile by Cindy McKinley
- Because Brian Hugged His Mother by David L. Rice
- Glenna’s Seeds by Nancy Edwards
- Have You Filled a Bucket Today? by Carol McCloud

Focus: Tattling vs. Telling and Interrupting

- * My Mouth is a Volcano by Julia Cook
- Interrupting Chicken by David Ezra Stein
- A Bad Case of Tattle Tongue by Julia Cook
- Don’t Squeal Unless It’s a BIG Deal: A Tale of Tattletales by Jeanie Franz Ransom

Focus: Perseverance and Welcoming the Unknown

- Don’t Be Afraid to Drop by Julia Cook
- The Story of Fish and Snail by Deborah Freedman
- If I Never Forever Endeavor by Holly Meade
- Wings of Change by Franklin Hill
- Winners Never Quit! by Mia Hamm

* denotes a resource that has been purchased for classroom teachers.
# Berkeley County Social and Emotional Drop-in Unit

**Character at the Core: Grade K**

**Subjects:** Reading/Writing/Character Education  
**Drop-In Unit Title:** Character at the Core: Building a Respectful and Caring Classroom Community  
**Pacing:** 1 Week Instruct (August 24-28)

## Priority Standards

### Supporting Standards

<table>
<thead>
<tr>
<th>Priority Standards</th>
<th>Supporting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K.I.2.1</strong> With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</td>
<td></td>
</tr>
</tbody>
</table>
| K-I.5.1 With guidance and support, recognize the value of individual and collective thinking.  
| K-RL.9.2 With guidance and support, identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.  
| K-RL.8.1 With guidance and support, read or listen closely to:  
| a. describe characters and their actions;  
| b. compare characters’ experiences to those of the reader;  
| c. describe setting. |

| K-RL.1 Demonstrate understanding of the organization and basic features of print. |  
| K-RL.1.1 Follow words from left to right, top to bottom, and front to back.  
| K-RL.1.2 Recognize that spoken words are represented in written language by specific sequences of letters.  
| K-RL.1.3 Understand that words are separated by spaces in print. |

| K-RL.1.4 Recognize and name all upper and lower case letters of the alphabet. |

| K-C.1.2 Practice the skills of taking turns, listening to others, and speaking clearly. |  
| K-C.1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.  
| K-RL.11.1 Identify the author and illustrator and define the role of each.  
| K-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.  
| K-W.4.8 Produce and expand complete sentences. |
Community Building Adventures

This 1-week Unit is centered around the essential question: How do we get along with others? It is designed for a one day focus on each area listed below, with the fifth day allotted for culmination/review, pulling together the Big Idea. Please keep in mind that you can design the week in the order that best suits the needs of your students. For example, if you prefer to cover “Sharing” on Day 4 instead of Day 1, that is completely up to you. Please note the Shared Reading options that are listed throughout the document are not specific to that day’s focus but rather to the essential question as a whole. This way, you can choose a poem/song that you would like to focus on for the entire week to provide the repeated reading experience. Also, the titles and resources listed in this document are just suggestions. There are many others you may have access to that also focus on these areas.
## Day 1: Sharing

### Essential Question:
What is one way we can get along with others?

### Big Idea:
We can get along by **sharing** kind words, objects and ideas with others.

### Interactive Read Aloud Options

- *Why Should I Share?* by Claire Llewellyn *This resource has been purchased for classroom teachers.*
- *Llama Llama Time to Share* by Anna Dewdney
- *Billy Bully* by Ana & Alvaro Galan

*Turn and Talk questions should be used during IRA to help establish routines. Specific questions are not provided here as these books are just suggested resources. *See supplemental resources in Unit 1 for sample model & rhyme.* Speaker and Listener Visual Cue Cards are included in attachments to help students determine their roles.

### Shared Reading Options

Please remember that the Shared Reading options are not specific to today’s focus, but the essential question as a whole.

- Free Character Ed songs at:
  [www.songspun.com/listening.html](http://www.songspun.com/listening.html)
- Free posters & songs about listening at:
  [www.wedolisten.org](http://www.wedolisten.org)
- *Friends* poems (see attachments)

### Communication Ideas

- “Sharing the Floor” (practicing how we take turns sharing our ideas/talking)-students sit in a circle on the floor. Teacher introduces an object (ex. stuffed animal) as the “talking piece” where students must be holding that object to share out. Students pass around the object and share their name.
- “Sharing the Floor” Part 2: Split the class into 2 small groups. Have the teacher lead one group and the assistant lead the other group (2 talking objects would be needed). Try having the student who has the talking piece share the person’s name who came right before them and then their own to begin working on listening skills.
- “Our Favorites” Action Based Activity: Pair students up, name them partner A & B or 1 & 2, and spread out around the room. Give each pair a bean bag or any other small, soft object for tossing. Teacher calls out a “favorite” for partner A to share with partner B. Example- T. says Partner A, tell partner B your favorite food.

### Written Response Ideas

- Students draw a picture of people sharing. Encourage sharing by having pairs or table groups share crayons. *Students could share their drawings in small groups or pairs using the talking objects or bean bags from the Communication Ideas.*
- Students write the first letter of their name or their entire name (depending on ability and with support as needed). Have students stand/sit in a circle to hold up/share their letter or name. Teacher models connections/similarities. For example, “I notice that Aiden’s name starts with an A and so does Angel’s.” Then see if any students are able to make other connections as they begin practicing the recognition/naming of letters.
- Essential Question Anchor Chart-teacher starts an anchor chart with the essential question for the week at the top: How do we get along with others? Teacher will make a numbered list throughout the week, as a new focus is added each day. For example, at the end of Day 1, have students reflect on the focus for today (sharing) and add “by
Kindergarten Social and Emotional Drop-In Unit

<table>
<thead>
<tr>
<th>Partner A would share and then toss the bean bag to partner B. Partner B would share and then toss back. T. would continue to ask several more questions. *Teacher and Assistant or student should model the appropriate way to face partners and safely toss the bean bags before trying this activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>sharing” as the #1 way to get along with others. T. will add a new way to the chart each day. *This will serve as a visual reminder for students when reviewing each day.</td>
</tr>
</tbody>
</table>

Other Interdisciplinary Connections/Extensions

- Reinforce/begin recognizing and naming letters using the Shared Reading and Interactive Read Alouds. Have students use pointers to come up to recognize/name letters on the large copy of the Shared Reading or in the title/author of the IRA. Teacher could model how to circle/underline/highlight the letters of focus on the Shared Reading.

- Math Connection 1: Teacher could begin introducing math manipulatives that will be needed in Unit 1 and/or throughout the year (ex. pattern blocks) to give students the free exploration time needed with those manipulatives prior to establishing the clear purpose as a math tool. During this time, teacher would be highlighting/praising how we share and work together when using manipulatives.

- Math Connection 2: Teacher could put students in a large circle or the 2 smaller circles (as mentioned in the Communication ideas) to use the talking object to start oral counting routines. Students could pass around the “talking piece” and begin oral counting 0-5 (or to whatever point is appropriate for your students’ needs/abilities at this time).

- Continue to reinforce and praise students often for sharing with others, as you continue establishing/practicing recess and center routines.
Day 2: Listening

Essential Questions:

What do we share with others? (Review from Day 1)
What is another way we can get along with others?

Big Ideas:

We share kind words, objects and ideas with others. (Review from Day 1)
We can also get along by listening to directions, ideas and feelings of others.

Interactive Read Aloud Options

How to Wagglebottom Learns to Listen by Howard Binkow
*find a free, animated version of this book at: www.wedolisten.org
Why Should I Listen? by Claire Llewellyn
Percy Listens Up by Stuart J. Murphy

**Turn and Talk questions should be used during IRA to help establish routines. Specific questions are not provided here as these books are just suggested resources. *See supplemental resources in Unit 1 for sample model & rhyme.
Speaker and Listener Visual Cue Cards are included in attachments to help students determine their roles.

Shared Reading Options

*Please remember that the Shared Reading options are not specific to today's focus but the essential question as a whole.

Free Character Ed songs at:
www.songspun.com/listening.html
Free posters & songs about listening at:
www.wedolisten.org
Friends poems (see attachments)

Communication Ideas

• Action Based Activity: play Ms./Mr. _____ Says (Simon Says) where students have to listen carefully as they follow directions and perform the actions. Spread students out around the room and then call out actions (clapping hands, jumping in place, running in place, touching eyes/ears/head, etc...).
• Illustration/Photograph “Turn and Talk”-use an illustration from the Interactive Read Aloud or pull up images on the SMARTboard that illustrate both appropriate/inappropriate listening behaviors. Have students practice turning & talking to discuss whether it is appropriate/inappropriate. Teacher can ask students to put their hands on their heads if they thought the illustration modeled amazing listening behavior or hands on their knees if they thought it shows poor listening behavior, to informally assess and practice following directions.

Written Response Ideas

• Give each child the “Listen and Color” recording sheet and supply crayons. Call out an object from the sheet and a color for students to color it. For example, color the book blue. *This would also serve as an informal assessment of identifying colors and objects.
• Whole Body Listening—After a discussion on whole body listening, teacher creates an anchor chart using an illustration (hand drawn or clip art) of a “whole body” listener. Students share their thoughts on which parts of the body are used to be whole body listeners (ex. ears, eyes on speaker, hands/feet still to listen, etc...). Teacher writes labels for the body parts shared by students, to model how we put letters together in a certain sequence to form words.
• Essential Question Anchor Chart—Students reflect on the daily focus and teacher adds the word “by listening” as the #2 on the anchor chart.
Other Interdisciplinary Connections/Extension Ideas

• Reinforce/begin recognizing and naming letters using the Shared Reading, anchor charts and Interactive Read Alouds. Have students use pointers to come up to recognize/name letters on the large copy of the Shared Reading or in the title/author of the IRA. Teacher could model how to circle/underline/highlight the letters of focus on the Shared Reading.

• Math Connection 1: Teacher could begin introducing math manipulatives that will be needed in Unit 1 and/or throughout the year (ex. pattern blocks) to give students the free exploration time needed with those manipulatives prior to establishing the clear purpose as a math tool. During this time, teacher would be highlighting/praising how we share and work together when using manipulatives.

• Math Connection 2: Teacher could put students in a large circle or the 2 smaller circles (as mentioned in the Communication ideas on day 1) to use the talking object to start oral counting routines. Students could pass around the “talking piece” and begin oral counting 0-5 (or to whatever point is appropriate for your students’ needs/abilities at this time). Teacher would reinforce the importance of listening to the person before you to know what comes next. (Provide support as needed).

• Continue to reinforce and praise students often for listening to directions, as you continue establishing/practicing daily routines and transitions (i.e. listening for your name to line up, listening to your partner during turn and talk to share his/her ideas and feelings, etc.).
# Day 3: Being a Friend

## Essential Questions:
- What two ways have we learned to get along with others? (Review Day 1 & 2)
- What is another way to get along with others?

## Big Ideas:
We have learned sharing and listening are two ways to get along with others. (Review)

We can also get along by being a friend that uses kind words and actions with others.

<table>
<thead>
<tr>
<th>Interactive Read Aloud Options</th>
<th>Shared Reading Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Heartprints</em> by P.K. Hallinan</td>
<td><em>Please remember that the Shared Reading options are not specific to today’s focus but the essential question as a whole.</em>*</td>
</tr>
<tr>
<td><em>Friends</em> by Helme Heine</td>
<td>Free Character Ed songs at: <a href="http://www.songspun.com/listening.html">www.songspun.com/listening.html</a></td>
</tr>
<tr>
<td><em>Hands Off My Honey!</em> by Jane Chapman</td>
<td>Free posters &amp; songs about listening at: <a href="http://www.wedolisten.org">www.wedolisten.org</a></td>
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</table>

**Turn and Talk questions should be used during IRA to help establish routines. Specific questions are not provided here as these books are just suggested resources. *See supplemental resources in Unit 1 for sample model & rhyme.**

Speaker and Listener Visual Cue Cards are included in attachments to help students determine their roles.

<table>
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<tr>
<th>Communication Ideas</th>
<th>Written Response Ideas</th>
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<tbody>
<tr>
<td>• With prompting and support, have students turn and talk to discuss the illustrations from the Interactive Read Aloud. Discuss whether or not the illustrations show characters who are being good friends to one another. Why or why not?</td>
<td>• Make a Friendship List. Teacher poses and writes the question “What do good friends do?” on chart paper. Students brainstorm ideas and teacher writes a numbered list (i.e. high fives, hugs, taking turns, listening, playing together, etc.). *Continue adding to this list over the next few weeks, as students make connections from read alouds and future discussions.</td>
</tr>
<tr>
<td>• Other Communication ideas are integrated with the Written Response Ideas. Students should continue practicing turn and talk routines to constantly reinforce the Communication Standards.</td>
<td>• Students draw a picture of a friend. Reinforce sharing by having pairs or table groups share crayons. *Students can share their drawings with new friends in small groups or pairs to continue practicing the focuses of sharing and listening from the previous days.</td>
</tr>
<tr>
<td></td>
<td>• Essential Question Anchor Chart—Students reflect on the daily focus and teacher adds the words “by being a friend” as the #3 on the anchor chart.</td>
</tr>
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</table>
Kindergarten Social and Emotional Drop-In Unit

Other Interdisciplinary Connections/Extensions

- Reinforce/begin recognizing and naming letters using the Shared Reading, anchor charts and Interactive Read Alouds. Have students use pointers to come up to recognize/name letters on the large copy of the Shared Reading or in the title/author of the IRA. Teacher could model how to circle/underline/highlight the letters of focus on the Shared Reading.

- Math Connection 1: Teacher could begin introducing math manipulatives that will be needed in Unit 1 and/or throughout the year (ex. pattern blocks) to give students the free exploration time needed with those manipulatives prior to establishing the clear purpose as a math tool. During this time, teacher would be highlighting/praising those who are modeling friendship skills by working together, sharing and using kind words with one another.

- Math Connection 2: Teacher can use the “Friendship List” from the writing ideas to reinforce oral counting and beginning number recognition as they count the ways the students brainstormed. With prompting and support, students could try to count out that many manipulatives (modeling and guiding as a whole group).

- Continue to reinforce and praise students often for being a friend as you continue establishing/practicing daily routines and transitions.
## Day 4: Respecting Personal Space

**Essential Questions:**
- What three ways have we learned to get along with others? (Review Days 1-3)
- What is another way we can get along with others?

**Big Idea:**
We have learned sharing, listening and being a friend are three ways to get along with others. (Review Days 1-3) We can also get along by keeping our hands, feet and bodies in our own personal space.

### Interactive Read Aloud Options

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
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<tbody>
<tr>
<td>Personal Space Camp</td>
<td>Julia Cook</td>
</tr>
<tr>
<td>Kindergators: Hands Off, Harry!</td>
<td>Rosemary Wells</td>
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<tr>
<td>Hunter’s Best Friend at School</td>
<td>Laura Malone Elliot</td>
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**Interactive Read Aloud Options**

- Personal Space Camp by Julia Cook *This resource has been purchased for classroom teachers.
- Kindergators: Hands Off, Harry! by Rosemary Wells
- Hunter’s Best Friend at School by Laura Malone Elliot

**Shared Reading Options**

- Free Character Ed songs at: www.songspun.com/listening.html
- Free posters & songs about listening at: www.wedolisten.org

**Friends poems (see attachments)**

**Written Response Ideas**

- Personal Space Bubble Activity—after reading an IRA on personal space, discussing and modeling the use of personal space, give each student a copy of the activity sheet. Allow students to draw themselves in their personal space in each of those situations. Students could be encouraged to model what that looks like by actually performing each of the situations as well.
- With prompting and support, help students brainstorm a list of different places at school where personal space is needed. Examples are: in line, on the carpet, at your table spot, at the lunch table, on recess equipment, etc. Teacher would write the list of ideas.
- Essential Question Anchor Chart—Students reflect on the daily focus and teacher adds the words “by respecting Personal Space” as the #4 on the anchor chart.

**Communication Ideas**

- With prompting and support, have students turn and talk to discuss the illustrations from the Interactive Read Aloud. Discuss whether or not the illustrations show characters who are being respectful of each other’s personal space. Why or why not?
- Role Playing—create “personal spaces” using carpet squares, hula hoops, yarn circles, etc... and role play situations that model appropriate and inappropriate use of personal space. Teacher and assistant could demonstrate first and then with prompting and support try student volunteers. Have a class discussion/turn and talk opportunities to discuss and reflect on role play behaviors.
- Other communication ideas are integrated with the Written Response Ideas. Students should continue practicing turn and talk routines to constantly reinforce the Communication Standards.

Speaker and Listener Visual Cue Cards are included in attachments to help students determine their roles.
Other Interdisciplinary Connections/Extension Ideas

- Reinforce/begin recognizing and naming letters using the Shared Reading, anchor charts and Interactive Read Alouds. Have students use pointers to come up to recognize/name letters on the large copy of the Shared Reading or in the title/author of the IRA. Teacher could model how to circle/underline/highlight the letters of focus on the Shared Reading.

- Math Connection 1: Teacher could begin introducing math manipulatives that will be needed in Unit 1 and/or throughout the year (ex. pattern blocks) to give students the free exploration time needed with those manipulatives prior to establishing the clear purpose as a math tool. Teacher could provide students with their own personal space circle (sorting circles or made by yarn) to provide the visual for working within your personal space. Teacher could lead a discussion on shared space vs. personal space as students share the tub of manipulatives but explore with them within their own personal space circle. During this time, teacher would be highlighting/praising those who are respecting personal space.

- Math Connection 2: Teacher can use the “Personal Space List” from the writing ideas to reinforce oral counting and beginning number recognition as they count the ways the students brainstormed. With prompting and support, students could try to count out that many manipulatives (modeling and guiding as a whole group).

- Continue to reinforce and praise students often for respecting personal space as you continue establishing/practicing daily routines and transitions.
## Day 5: Culminate and Review

**Essential Question:**
How do we get along with others?

**Big Idea:**
We can get along with others by sharing, listening, being a friend and respecting personal space. (Use the Essential Question anchor chart created this week as a visual reminder.)

### Interactive Read Aloud Options

Choose any Interactive Read Aloud from the options shared Days 1-4, focusing on an area that best meets the needs of your students at the end of this unit.

**Turn and Talk questions should be used during IRA to help establish routines. Specific questions are not provided here as these books are just suggested resources. *See supplemental resources in Unit 1 for sample model & rhyme.**

Speaker and Listener Visual Cue Cards are included in attachments to help students determine their roles.

### Shared Reading Options

*Please remember that the Shared Reading options are not specific to today's focus but the essential question as a whole.

Free Character Ed songs at:  
www.songspun.com/listening.html

Free posters & songs about listening at:  
www.wedolisten.org

*Friends* poems **(see attachments)**

### Review Day

*Use the time today to review and/or repeat any of the Communication and Writing activities from days 1-4 that will best meet the needs of your classroom community.

**Use this time to review all previously created anchor charts and make interdisciplinary connections with them (counting, letter recognition, etc.). Suggestion: keep these anchor charts hanging for the coming weeks so students can refer to them as you continue strengthening classroom community and reinforcing expectations.
<table>
<thead>
<tr>
<th>Subjects: Reading/Writing/Character Education</th>
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<tbody>
<tr>
<td>Drop-In Unit Title: Character at the Core: Building a Respectful and Caring Classroom Community</td>
</tr>
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<td>Pacing: 1 Week Instruct (Aug. 24-28)</td>
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</table>

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<tr>
<th>Priority Standards</th>
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<tbody>
<tr>
<td>Supporting Standards</td>
</tr>
</tbody>
</table>

**1-L.2.1** Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
- 1-L.5.1 Recognize the value of individual and collective thinking.
- 1-L.5.3 Articulate the thinking process.

**1-C.1.4** Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
- 1-RL.6.1 Describe the relationship between the illustrations and the characters, setting, or events.
- 1-C.1.2 Practice the skills of taking turns, listening to others, and speaking clearly.
- 1-C.1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

**1-RL.2** Demonstrate understanding of spoken words, syllables, and sounds.
- 1-RL.1 Demonstrate understanding of the organization and basic features of print.
- 1-RL.1.1 Recognize the distinguishing features of a sentence.
- 1-RL.2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.
- 1-RL.2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.
- 1-RL.3 Know and apply grade-level phonics and word analysis skills when decoding words.

**1-W.4.8** Produce and expand complete **simple** and compound declarative, interrogative, imperative, and exclamatory sentences.
- 1-W.6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.

**1-W.5** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Choose Your Own Adventure

Reflect on the questions below to help determine an area of focus that you feel would be beneficial for you and your students as you build and strengthen your classroom community. When designing the adventures that best fit the needs of your students, keep in mind that you could choose a new adventure each day or focus an entire week on an adventure for deeper connections. The titles and resources listed in this document are just suggestions. There are many others you may have access to that also focus on these areas.

Why is it important to respect the differences within all members of our class family?
Focus: Recognizing and Respecting Differences

How can we cooperate and compromise with all members of our class family?
Focus: Working Together as a Team

How do our attitudes, words and actions affect others?
Focus: Choosing Attitudes and Expressing Feelings

Why is it important to listen to the ideas, thoughts and feelings of others?
Focus: Being a Listener
# Recognizing and Respecting Differences

**Essential Question:**

Why is it important to respect the differences within all members of our class family?

**Big Idea:**

When we recognize and respect the unique qualities that each of us have, we are able to come together and be more productive as a class family.

### Interactive Read Aloud Options

- *Making Friends is an Art* by Julia Cook  
  *This resource has been purchased for classroom teachers.*
- *A Rainbow of Friends* by P.K. Hallinan
- *Only One You* by Linda Kranz
- *Me I Am!* by Jack Prelutski
- *I’m Special, I’m Me!* by Ann Meek
- *Unique Monique* by Maria Rouski

**Turn and Talk questions should be used during IRA to help establish routines. Specific questions are not provided here as these books are just suggested resources.**

### Shared Reading Poetry Options

- *All poems are from the First Grade, First Semester Shared Reading file on the portal.*
- *About Me* by Shirley C. Granahan
- *All of Us*
- *Friends*
- *Friendship* by Risa Jordan

### Communication Ideas

- **“Get to Know You” Interview**-pair students with a think partner (who they would remain with for any other interview prompts throughout the week). Pose a single interview prompt and allow students to turn and talk. Use the Speaker and Listener Visual Cue Cards to help students determine their roles. Have each student share out what their partner said and then change roles. This will help establish turn and talk routines for the year.
- **“How Are We Alike? How Are We Different?” Action Based Activity**: Label two sides of the room (Side 1, Side 2 or Side A, Side B, or East/West). Call out a verb such as hopping, skipping or jumping and have students perform that action as they move to the side that best represents them. For example, if you have pets at home, hop to side 1. If you do not have pets at home, hop to side 2. Once students have performed the action, have students turn and talk to share out.
### Grade 1 Social and Emotional Drop-In Unit

<table>
<thead>
<tr>
<th>observations/connections of how we are alike and different. (Please see the activity prompt sheet for further directions and ideas.)</th>
<th>Venn Diagram comparing and contrasting each other. Again, this will give them exposure to Venn Diagrams while reinforcing the big idea of recognizing and respecting differences.</th>
</tr>
</thead>
</table>

#### Other Interdisciplinary Connections/Extensions

- Reinforce Word Study concepts and review sounds using the Shared Reading Poems. Work with your table team, group or partner to circle/highlight/underline any of the following examples:
  - short vowel a
  - short vowel e
  - short vowel i
  - short vowel o
  - short vowel u
  - specified high frequency words
  - CVC words
  - specified initial consonant sound
  - specified final consonant sound
  
  *Teacher should choose a focus based on the poem used. What is the most prevalent and would offer the best opportunities for practice/review? Then table teams/partners can share out and discuss as a class while orally segmenting words into their correct sequence of sounds (phonemes).*

- Extend the “How Are We Alike? How Are We Different?” Activity to incorporate math concepts. For example, once students have chosen their location, have students count to identify which side has more/less. Teacher can pose oral word problems using the student representations (ex. How many more students are on Side A than Side B? Explain your thinking. OR If 3 more students were on Side B, how many students would there be altogether?). *The students themselves would serve as manipulatives and a visual for solving problems.*

- Connect the focus of recognizing and respecting differences within the classroom to your PLC by modeling a self-connection of how teachers work in PLC’s and are able to come together and be more productive by recognizing and respecting the unique differences/strengths each member brings to the team/learning community.
### Working Together as a Team

**Essential Question:**
How can we cooperate and compromise with all members of our class family?

**Big Idea:**
We can cooperate and compromise with others by listening to all ideas or feelings, talking through our problems peacefully and working together as a team.

### Interactive Read Aloud Options
- *It’s Mine* by Leo Lionni
- *The Very Greedy Bee* by Steve Smallman
- *I Just Don’t Like the Sound of No!* by Julia Cook
- *Zinnia and Dot* by Lisa Campbell Ernst
- *Personal Space Camp* by Julia Cook

**Turn and Talk questions should be used during IRA to help establish routines. Specific questions are not provided here as these books are just suggested resources.**

### Shared Reading Poetry Options
All poems are from *Character Kids Just Poems* by Mary Flynn. Check out this resource at [www.character-kids.com](http://www.character-kids.com) *This is a paid resource. It is a one time, $10 fee or a site license for $21.95.*

- Caring
- Courtesy
- Gentleness
- Helpfulness

*These poems have some complex vocabulary but contain many high frequency words as well.

### Communication Ideas
- Pull a scenario card and Turn and Talk with your think partner.
- Making Words: partners or small groups communicate and work together to make as many words as possible using the letters in the phrase, *Teamwork Rocks!* (see attachment for letter tiles and clue sheet). *This provides another informal way to “pre-assess” students’ understanding of letters, sounds and building words before Unit 1.
- Conflict Resolution: define a set of rules/guidelines that students can use to help talk through and resolve conflicts during the year. Use role plays or scenarios for partners to apply the agreed upon conflict resolution guidelines. *These should be reviewed and used frequently to help students master the concept and become leaders who take ownership of their problems. Suggestion: start each morning with a scenario to talk through and stop to talk throughout the day when issues arise.

### Written Response Ideas
- Teacher partners students up and gives several objects as choices for an illustration (i.e. bug and flower). Ask partners to compromise by choosing an object and work together to create one illustration that represents both partners’ ideas. For example, my partner and I chose a flower. I wanted it to be red and my partner wanted it to be blue so we compromised and drew a blue and red striped flower. Encourage partners to work together to write 1-2 telling sentences about their illustration. *This can connect to the Writing Detective lessons.
- Teacher pairs students up. Use Writing Detective slides on the portal (Friday: slides 29-31) for a cooperation activity. Partners assume the roles of “coach” and “player.” The player will rewrite the sentence from the SMART slide in a journal, on paper or on a slate as the coach holds the spacer/uses finger spacing and reminds the player of capitalization/punctuation needed. After the first sentence, partners switch roles.
Other Interdisciplinary Connections/Extension Ideas

- Reinforce Word Study concepts and review sounds using the Shared Reading Poems. Work with your table team, group or partner to circle/highlight/underline any of the following examples:
  - short vowel a
  - short vowel e
  - short vowel i
  - short vowel o
  - short vowel u
  - specified high frequency words
  - CVC words
  - specified initial consonant sound
  - specified final consonant sound
*Teacher should choose a focus based on the poem used. What is the most prevalent and would offer the best opportunities for practice/review? Then table teams/partners can share out and discuss as a class while orally segmenting words into their correct sequence of sounds (phonemes).

- Reinforce positive, cooperative behavior while integrating math, by creating a tally chart or having a “marble jar” where students could add a tally mark or marble to the jar each time the teacher gave out compliments for cooperation and compromise. At the end of the week, use the data from the tally chart or the marble jar to create a graph and/or solve word problems.

- During class morning meetings, have students share personal examples of how they cooperated, compromised and/or solved conflicts outside of school (i.e. on the bus, with siblings, sports practice, etc.).
Choosing Attitudes and Expressing Feelings

Essential Questions:
1. Who is in control of your attitude, words and actions?
2. How do our attitudes, words and actions affect others?

Big Ideas:
1. Each of us is in control of our own attitude, words and actions.
2. When we choose positive attitudes, kind words and caring actions, we show we are good friends while making others feel happy. When we choose negative attitudes, unkind words and hurtful actions we make others feel sad. ("Bucket Filling" Philosophy)

Interactive Read Aloud Options
- Have You Filled a Bucket Today? by Carol McCloud
- The Pout Pout Fish by Deborah Diesen
- When Sophie Gets Angry by Molly Bang
- The Feelings Book by Todd Parr
- The Way I Feel by Janan Cain

**Turn and Talk questions should be used during IRA to help establish routines. Specific questions are not provided here as these books are just suggested resources.

Communication Ideas
- Picture Sort: give partners a set of picture cards and a sorting mat to distinguish positive attitudes/actions from negative attitudes/actions. Have partners discuss and justify as they sort the pictures into the two categories. Students can paste them in the agreed upon categories. Share out as a whole group.
- "Feelings" Beach Balls: Write feeling words on different sections of beach balls. Put students in small groups (approx. 4 students) to toss around the beach ball and share personal examples of those feelings. Students would respond to the feeling word under their left thumb.
- Pull a scenario card and Turn and Talk with your think partner. These scenarios pose examples of negative/"bucket dipping" situations so students can discuss how to turn it around and make it positive/"bucket filling"/Win-Win for all involved.

Shared Reading Poetry Options
- All poems are from Character Kids Just Poems by Mary Flynn. Check out this resource at www.character-kids.com *This is a paid resource. It is a one time, $10 fee or a site license for $21.95.

- Compassion
- Friendliness
- Kindness
- Respect

Written Response Ideas
- Students choose a feeling word from a list or from the beach balls to draw about a personal experience where they felt that way. Students can write one or more telling sentences about their experience (depending on ability level). *This would allow voice and choice while also giving an opportunity to reinforce Writing Detective lessons.
- "Happy Heart" Brainstorm-Open the happy heart template on the SMARTboard or create your own anchor chart. Ask students, "What are some things we can do for others to keep all of our hearts happy at school each day?" T. models by writing a few student ideas on the "Happy Heart" template. Then give partners one student copy of the "Happy Heart" template to continue brainstorming as a pair. They can use pictures and/or words. Then share out and add to class chart to refer to when needed.
Other Interdisciplinary Connections/Extensions

- Reinforce Word Study concepts and review sounds using the Shared Reading Poems. Work with your table team, group or partner to circle/highlight/underline any of the following examples:
  - short vowel a
  - short vowel e
  - short vowel i
  - short vowel o
  - short vowel u
  - specified high frequency words
  - CVC words
  - specified initial consonant sound
  - specified final consonant sound
  *Teacher should choose a focus based on the poem used. What is the most prevalent and would offer the best opportunities for practice/review?
Then table teams/partners can share out and discuss as a class while orally segmenting words into their correct sequence of sounds (phonemes).

- Math Connection 1: Build a bar graph using the student “feelings” illustrations from writing activity 1. Each graphing category would represent one of the feeling word choices that students chose from. After building the graph, pose oral word problems to analyze the graph (i.e. Which category has the most/least? Are any categories equal? How many more does ____ have than ____ , etc.).
  *This would be a good time to model and discuss “Math Talk Moves” and routines. Students can practice by turning and talking to solve the problem posed while explaining their strategy/thinking.

- Math Connection 2: After completing the “Happy Heart” Chart, orally count all of the ideas that were given and added to the class chart. Use this number as the starting number to orally count to 120. This could be revisited during the day by orally counting as students line up and/or are transitioning.

- Math Connection 3: You could also use the number from above to spark discussion about numbers that come before/after. Students could work with partners to count out that many objects/manipulatives. This could be extended further by having students come up with different combinations for that number, using the objects/manipulatives. For example, if students have 18 unifix cubes, they could make a pile of 10 and a pile of 8 OR a pile of 12 and a pile of 6, etc. *This would help serve as an informal assessment of students’ understanding of basic number sense before starting Unit 1.
Grade 1 Social and Emotional Drop-In Unit

# Being a Listener

## Essential Question:
Why is it important to listen to the ideas, thoughts, and feelings of others?

## Big Idea:
It is important to be a listener to show respect to others, understand expectations and recognize all of the different ways we can solve a problem or approach a task.

<table>
<thead>
<tr>
<th>Interactive Read Aloud Options</th>
<th>Shared Reading Options</th>
</tr>
</thead>
</table>
| **Hunter's Best Friend at School** by Laura Malone Elliot  
*This resource has been purchased for classroom teachers.*  
**Howard B. Wigglebottom Learns to Listen** by Howard Binkow  
**Howard B. Wigglebottom Listens to His Heart** by Howard Binkow  
*find free, animated versions of the previous 2 books at www.wedolisten.org*  
**Listen Buddy** by Helen Lester  
**The Worst Day of My Life Ever** by Julia Cook  
**Turn and Talk questions should be used during IRA to help establish routines. Specific questions are not provided here as these books are just suggested resources.** |
| All shared reading options are from the Howard B. Wigglebottom website. Check out these FREE resources at www.wedolisten.org  
**How to Be a Better Listener** found at: https://wedolisten.org/PDF/Learns_to_Listen_poster.pdf  
**How to Listen to Your Heart** found at: https://wedolisten.org/PDF/Heart_poster.pdf  
**The Happy Bunny** found at: https://wedolisten.org/PDF/HBW_Bunny_poster.pdf  
**Another option would be to type student copies using some of the lyrics from the following songs:**  
*Listen Up* https://wedolisten.org/media/songs.html  
*Wiggles and Giggles* https://wedolisten.org/media/songs.html |

## Communication Ideas
- Action Based Activity: play Ms./Mr. _______ Says (Simon Says) where students have to listen carefully as they follow directions and perform the actions.
- Put students in small groups to play “Telephone” to see which groups show teamwork and good speaking/listening skills to deliver the message to the last person in its’ entirety. Messages could be simple phrases that students pull out of a bag/hat to read OR teacher could start the message by whispering in one group member’s ear to begin.
- “Turn and Talk” activity: Put students in pairs. Go to the following link: All shared reading options are from the Howard B. Wigglebottom website. Check out these FREE resources at www.wedolisten.org  
**How to Be a Better Listener** found at: https://wedolisten.org/PDF/Learns_to_Listen_poster.pdf  
**How to Listen to Your Heart** found at: https://wedolisten.org/PDF/Heart_poster.pdf  
**The Happy Bunny** found at: https://wedolisten.org/PDF/HBW_Bunny_poster.pdf  
**Another option would be to type student copies using some of the lyrics from the following songs:**  
*Listen Up* https://wedolisten.org/media/songs.html  
*Wiggles and Giggles* https://wedolisten.org/media/songs.html

## Written Response Ideas
- After an Interactive Read Aloud or Shared Reading with a discussion on what good listening looks like, have students draw a picture of themselves and label all of the different parts of their body that they think they should use to be a listener. Partners can turn/talk to share their ideas and compare their labels. *T. could create an anchor chart to refer to as expectations/routines continue to be established/reinforced.*
- Making Words: partners/groups build as many words as possible using the letters in the phrase, *We Can Listen!* *S. write a list of words created. Then partners can choose 1 word from their list to write a telling sentence and 1 word to write an
Grade 1 Social and Emotional Drop-In Unit

Students would look at the 2 illustrations and turn and talk before making their choice.

other interdisciplinary connections/extension ideas

- Reinforce Word Study concepts and review sounds using the Shared Reading Excerpts. Work with your table team, group or partner to circle/highlight/underline any of the following examples:
  - short vowel a
  - short vowel e
  - short vowel i
  - short vowel o
  - short vowel u
  - specified high frequency words
  - CVC words
  - specified initial consonant sound
  - specified final consonant sound
*Teacher should choose a focus based on the selection used. What is the most prevalent and would offer the best opportunities for practice/review?
Then table teams/partners can share out and discuss as a class while orally segmenting words into their correct sequence of sounds (phonemes).

- Math Connections: this would be a good time to model and discuss “Math Talk Moves” and routines. Students can practice by turning and talking to solve a problem posed, such as a simple addition problem or a word problem. Another great strategy to spark math discussions is to use an enlarged illustration from a book or an online image (on SMART or under document camera) to discuss the math that is represented in the picture. *A great resource with child friendly illustrations and differentiated word problems is Math Talk: Teaching Concepts & Skills Through Illustrations & Stories by Char Forsten & Torri Richards.

T. would model and encourage partners to explain their strategy/thinking.
Teacher can prompt thinking/discussion using questions like:
What strategy did your partner use?
Do you agree or disagree with your partner’s strategy/answer?
Did anyone’s partner solve it a different way?
Can anyone add on to what he/she just said?

*This would also be a good time to preview and discuss Mathematical Process Standard #3: Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others, as it relates back to the Big Idea of recognizing there are many different ways to solve problems/approach tasks, as well as listening/responding respectfully to others’ ideas.
# Berkeley County Social and Emotional Drop-in Unit

**Character at the Core: Grade 2**

**Subjects:** Reading/Writing/Character Education  
**Drop-In Unit Title:** Character at the Core: Building a Respectful and Caring Classroom Community  
**Pacing:** 1 Week Instruct (Aug. 24-28)

<table>
<thead>
<tr>
<th>Priority Standards</th>
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<tbody>
<tr>
<td>Supporting Standards</td>
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</table>

## Priority Standards

1. **2-RL.5.1** Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.

   - 2-RL.6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
   - 2-RL.13.1 Engage in whole and small group reading with purpose and understanding.
   - 2-RL.13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
   - 2-C.1.2 Apply the skills of taking turns, listening to others, and speaking clearly.
   - 2-C.1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.

2. **2-RL.12.1** Describe the overall structure of a narrative, including describing how the beginning introduces the story and the ending concludes the action.

   - 2-RL.3 Know and apply grade level phonics and word analysis skills when decoding words.
   - 2-RL.4 Read with sufficient accuracy and fluency to support comprehension.

3. **2-W.5** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   - 2-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

4. **2-C.1.5** Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

   - 2-C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

5. **2-W.6.1** Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
Choose Your Own Adventure

Reflect on the questions below to help determine an area of focus that you feel would be beneficial for you and your students as you build and strengthen your classroom community. When designing the adventures that best fit the needs of your students, keep in mind that you could choose a new adventure each day or focus an entire week on an adventure for deeper connections. The titles and resources listed in this document are just suggestions. There are many others you may have access to that also focus on these areas.

Why is it important for us to work together as a team this school year?
Focus: Teamwork and Cooperation

How do we show kindness and respect each day to all members of our class family?
Focus: Spreading Acts of Kindness

How can we share our thoughts with others and solve our conflicts respectfully?
Focus: Tattling vs. Telling and Interrupting

Why is it important to step out of your comfort zone and welcome new challenges with a positive attitude?
Focus: Perseverance and Welcoming the Unknown
# Teamwork and Cooperation

## Essential Question:
Why is it important for us to work together as a team this school year?

## Big Idea:
We will be more productive when we work as a team to share our strengths and help others as we learn together.

<table>
<thead>
<tr>
<th>Interactive Read Aloud Options</th>
<th>Shared Reading Poetry Options</th>
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</thead>
</table>
| **TEAMWORK Isn’t My Thing, and I Don’t Like to SHARE!** by Julia Cook  
*This resource has been purchased for classroom teachers.*  
*Swimmy* by Leo Lionni  
*Righty and Lefty: A Tale of Two Feet* by Rachel Bail  
*Zero* by Kathryn Otoshi (see interdisciplinary activities)  
**Turn and Talk questions should be used during IRA to help establish routines. Specific questions are not provided here as these books are just suggested resources.* | All poems are from *Character Kids Just Poems* by Mary Flynn. Check out this resource at www.character-kids.com  
*This is a paid resource. It is a one time, $10 fee or a site license for $21.95.*  
*Helpfulness  
Loyalty  
Responsibility  
Tolerance* |

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<th>Communication Ideas</th>
<th>Written Response Ideas</th>
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</table>
| *Put students in small groups to play “Telephone” to see which groups show teamwork and good speaking/listening skills to deliver the message to the last person in its’ entirety.*  
*Word Detectives: Put students in heterogeneous small groups and give each group the Clue Sheet and word cards. *See attachment* Groups would have to cooperate and communicate to solve the clues. Once teams have finished, have a reflection discussion so teams can share strategies that worked well and strategies that did not when working as a team. Teacher can share his/her observations for feedback as well.*  
*Pattern Block Pictures: Display a pattern block picture on the SMART/Elmo. Give small groups pattern blocks and challenge them to work together to recreate the picture that is displayed.* | *After completing one of the Communication Ideas or something like it, give each student a sticky note to respond to the following prompt: Do you think your team showed cooperation during the activity? Why or why not? Create an anchor chart with their responses to refer back to or add to after other cooperative activities.*  
*Have students write in response to a prompt about the IRA. For example, How did RJ change his ways by the end of *Teamwork Isn’t My Thing, and I Don’t Like to Share*? Have partners turn and talk to share their responses.*  
*After using one of the Shared Reading poems, write a text-to-self connection (students explain how the text relates to themselves) on a sticky note to display on the large copy of the poem.* |
Other Interdisciplinary Connections/Extensions

- *Zero’s* message of how Zero adds value to the other numbers is a great message of how each of our strengths adds value to a team. In addition, this would be a great connection to Math Unit 1 Extending Place Value Understanding. Situations from this book could be used in a math lesson as students model the numbers with base ten blocks and discuss how the values in numbers are determined. *A Place for Zero* by Angeline Sparagna LoPresti is a great companion story that reinforces the same place value concepts and teamwork idea.

- Reinforce Word Study concepts and review sounds using the Shared Reading Poems. Work with your table team or group to circle/highlight/underline any of the following examples:
  - short vowels
  - long vowels
  - high frequency words
  - h-brother teams (ch, ph, sh, th, wh)
  - l blends (fl, sl, pl, cl, bl)
  - r blends (br, cr, dr, gr, pr, tr)
* Teacher should choose a focus based on the poem used. What is the most prevalent and would offer the best opportunities for review? Then table teams can share out and discuss as a class.

- Extend the focus of teamwork within our classroom to that of the entire school including office staff, cafeteria, custodians, parent volunteers, transportation, etc... Have students discuss or write about how different groups within our school cooperate and work together.

- Connect the focus of teamwork within the classroom to your PLC by modeling a text-to-self connection of how teachers work in PLC’s in order to bring strengths together and help one another.
Spreading Acts of Kindness

**Essential Question:**
Why should we spread kindness and respect each day to all members of our class family?

**Big Idea:**
When we spread kindness and respect to our classmates, everyone is ready to learn because they feel valued and have a happy heart.

### Interactive Read Aloud Options

- **Kindness is Cooler Mrs. Ruler** by Margery Cuyler
- **One Smile** by Cindy McKinley
- **Because Brian Hugged His Mother** by David L. Rice
- **Glenna’s Seeds** by Nancy Edwards
- **Have You Filled a Bucket Today?** by Carol McCloud

**Turn and Talk questions should be used during IRA to help establish routines. Specific questions are not provided here as these books are just suggested resources.**

### Communication Ideas

- Pull a scenario card and Turn and Talk with your think partner. ([See attachment](#))
- Making Words: partners or small groups will communicate and work together to make as many words as possible using the letters in the phrase, *Kindness Is Cooler*. ([See attachment for letter tiles and clue sheet](#))
- “Get to Know You” Interview-pair students with a think partner (who they would remain with for any other interview prompts throughout the week). Pose the interview prompt and allow students to turn and talk. Have each student share out what their partner said. This will help establish turn and talk routines for the year. **Prompt: Explain 2 reasons why you’re a good/kind friend.**

### Shared Reading Poetry Options

All poems are from *Character Kids Just Poems* by Mary Flynn. Check out this resource at [www.character-kids.com](http://www.character-kids.com) *This is a paid resource. It is a one time, $10 fee or a site license for $21.95.*

- **Caring**
- **Consideration**
- **Respect**

### Written Response Ideas

- Partners work together to create a 2 branch Kindness Tree Map to record what kindness should look like and sound like in our classroom. Partners share out with the whole class to help create a class Kindness anchor chart from the information. ([See attachment](#))
- Designate a Kindness Corner in the classroom where students could go and reflect throughout the day/week by writing acts of kindness on paper chain links to create a Kindness Chain.
- Pose a prompt or question from the IRA for students to respond to in journals or sticky notes such as: What was the central idea or lesson in the story? How did the character’s actions or feelings change from the beginning to the end? Make a text-to-self or a text-to-text connection.

  *text-to-self: students explain how something in the story relates to their own life.
  *text-to-text: students relate the idea or action from one text to another text previously read.
Other Interdisciplinary Connections/Extension Ideas

- Start an “Act of Kindness” Jar where the students could add a stone, token, marble, etc... for each kind act observed throughout the day. At the end of the week come together to count all of the kind acts, stopping at every ten to regroup by placing the ten objects into Zip-Loc bags. Once ten groups of ten are formed, regroup by placing the smaller bags into a larger bag to represent the hundred. Students can model and discuss the total number based on place value concepts.

- Reinforce concepts by asking students to be “Kindness Detectives” who search for acts of kindness throughout the school and on the bus. Student detectives could turn and talk with partners each time they line up for lunch and/or dismissal to share at least one kind act they observed around the school that day.

- Reinforce Word Study concepts and review sounds using the Shared Reading Poems. Work with your table team or group to circle/highlight/underline any of the following examples:
  - short vowels
  - long vowels
  - high frequency words
  - h-brother teams (ch, ph, sh, th, wh)
  - l blends (fl, sl, pl, cl, bl)
  - r blends (br, cr, dr fr, gr, pr, tr)

*Teacher should choose a focus based on the poem used. What is the most prevalent and would offer the best opportunities for review?
Then table teams can share out and discuss as a class.
Tattling vs. Telling and Interrupting

**Essential Questions:**
1. How can we share our thoughts with others?
2. How can we solve our conflicts respectfully?

**Big Ideas:**
1. We can share our thoughts respectfully with others by following our agreed upon rules for discussion.
2. There are some conflicts that need the help of a grown up and others that kids can work out themselves using kind words.

**Interactive Read Aloud Options**

*My Mouth is a Volcano!* by Julia Cook  *This resource has been purchased for classroom teachers.

Interrupting Chicken by David Ezra Stein

A Bad Case of Tattle Tongue  by Julia Cook

Don’t Squeal Unless It’s a BIG Deal: A Tale of Tattletales  by Jeanie Franz Ransom

**Turn and Talk questions should be used during IRA to help establish routines. Specific questions are not provided here as these books are just suggested resources.

**Shared Reading Poetry Options**

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*Courtesy

Patience

Peacefulness

Self-Discipline

**Communication Ideas**

- Scenario Sort: give partners a set of scenario cards and a sorting mat to distinguish tattles vs. tells. Have partners read and discuss to sort the scenarios into tattles vs. necessary tells. Students can paste them in the agreed upon categories. Share out as a whole group. (see attachment)

- Conflict Resolution: define a set of rules/guidelines (such as the “Win Win Guidelines” included in attachments) that students can use to help talk through and resolve conflicts during the year. Use role plays or scenarios for partners to apply the agreed upon conflict resolution guidelines.

**Written Response Ideas**

- Partners work together to create a 2 branch Tree Map to generate ideas and record what sharing our thoughts should look like and sound like in our classroom. Partners share out with the whole class to help create a class anchor chart from the information. (see attachment)

- Pose a prompt or question from the IRA for students to respond to in journals or sticky notes such as: What was the central idea or lesson in the story? How did the character’s actions or feelings change from the beginning to the end?

- Make a text-to-self or a text-to-text connection in journals or on sticky notes.

  *text-to-self: students explain how something in the story relates to their own life.*
• “Get to Know You” Interview—pair students with a think partner (who they would remain with for any other interview prompts throughout the week). Pose the interview prompt and allow students to turn and talk. Have each student share out what their partner said. This will help establish turn and talk routines for the year. 
  Prompt: Tell about a time that you solved a conflict. How did you solve it? Who helped you?

*text-to-text: students relate the idea or action from one text to another text previously read.

Other Interdisciplinary Connections/Extensions

• Begin by modeling a few examples (see Communication activity 1). Make a T-Chart on chart paper for Necessary Tells vs. Tattles. When students tell on one another, stop at appropriate times and ask the class to vote on whether that was a necessary tell or a tattle. Have students justify their thinking. Keep it positive! Maintain a running tally on the chart throughout the week. At the end of the week use the information for graphing or other word problems.

• Reinforce Word Study concepts and review sounds using the Shared Reading Poems. Work with your table team or group to circle/highlight/underline any of the following examples:
  - short vowels
  - long vowels
  - high frequency words
  - h-brother teams (ch, ph, sh, th, wh)
  - l blends (fl, sl, pl, cl, bl)
  - r blends (br, cr, dr, fr, gr, pr, tr)

  *Teacher should choose a focus based on the poem used. What is the most prevalent and would offer the best opportunities for review? Then table teams can share out and discuss as a class.

• During class morning meetings, have students share personal examples of how they solved conflicts outside of school (e.g. on the bus, with siblings, sports practice, etc...).
### Perseverance and Welcoming the Unknown

**Essential Questions:**
1. Why is it important to step out of your comfort zone?
2. How should we welcome new challenges?

**Big Ideas:**
1. We learn new things and grow when we have the confidence and courage to face our fears and step out of our comfort zones.
2. We should welcome new challenges with a positive attitude knowing that there is a lesson in everything, regardless of the outcome.

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<td><em>All poems are from <em>Character Kids Just Poems</em> by Mary Flynn. Check out this resource at <a href="http://www.echaracter-kids.com">www.echaracter-kids.com</a></em> *This is a paid resource. It is a one time, $10 fee or a site license for $21.95.</td>
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<td><strong>The Story of Fish &amp; Snail</strong> by Deborah Freedman</td>
<td><strong>Optimism</strong></td>
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<tr>
<td><strong>If I Never Forever Endeavor</strong> by Holly Meade</td>
<td><strong>Perseverance</strong></td>
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<tr>
<td><strong>Wings of Change</strong> by Franklin Hill</td>
<td><strong>Determination</strong></td>
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<tr>
<td><strong>Winners Never Quit!</strong> by Mia Hamm</td>
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**Communications Ideas**
- Pull a scenario card and Turn and Talk with your think partner. *(See attachment)*
- Making Words: partners or small groups will communicate and work together to make as many words as possible using the letters in the phrase, *Welcome the Unknown*. *(See attachment for letter tiles and clue sheet)*
- “Get to Know You” Interview-pair students with a think partner (who they would remain with for any other interview prompts throughout the week). Pose the interview prompt and allow students to turn and talk. Have each student share out what their partner said. This will help establish turn and talk routines for the year. *Prompt: Tell about a time that you faced your fears by doing something new or scary for you.*

**Written Response Ideas**
- Partners work together to create a 2 branch Perseverance/Risk Tasking Tree Map to record what Perseverance/Risk Taking should look like and sound like in our classroom. Partners share out with the whole class to help create a class Perseverance/Risk Tasking anchor chart from the information. *(see attachment)*
- Pose a prompt or question from the IRA for students to respond to in journals or sticky notes such as: What was the central idea or lesson in the story? How did the character’s actions or feelings change from the beginning to the end? Have students generate and write an academic and/or behavioral goal to work towards this month/quarter/year. If possible, display the goals to serve as visual reminders/reflective discussion starters.
**Other Interdisciplinary Connections/Extension Ideas**

- During math lessons, make daily connections between this focus and Mathematical Process Standard 1: Make Sense of Problems and Persevere in Solving Them.

- Reinforce Word Study concepts and review sounds using the Shared Reading Poems. Work with your table team or group to circle/highlight/underline any of the following examples:
  - short vowels
  - long vowels
  - high frequency words
  - h-brother teams (ch, ph, sh, th, wh)
  - l blends (fl, sl, pl, cl, bl)
  - r blends (br, cr, dr, fr, gr, pr, tr)
*Teacher should choose a focus based on the poem used. What is the most prevalent and would offer the best opportunities for review? Then table teams can share out and discuss as a class.*

- Reinforce concepts by making connections to Related Arts/Special Areas with all of the new opportunities and challenges those classes will bring as well.