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Lesson Plan Book #5 Bullies: Playground Push Around “Bullying”

Plan to spend approx. 30 minutes each day on the lesson until completed – can take place over 1-2weeks.

Focus – Grades 1-3

STANDARDS

Reading – Literary Standard a: Students should refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Reading – Literary Standard b: Students should be able to explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting).

Reading – Literary Standard c: Students should recount stories, determine the central message, lesson, or moral, and explain how it is conveyed through key details.

Reading – Foundation Standard a: Students should know and apply grade-level phonics and word analysis skills in decoding words.

Language – Standard a: Students should acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After an enjoyable dinner that night, we happily went to bed.), as well as prefixes, suffixes, and root words.

Language Standard b: Students should be able to demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Language Standard c: Students should be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on content, choosing from a variety of strategies.

Language Standard d: Students should demonstrate understanding of word relationships and nuances in word meanings.

Writing Standard a: Students should be able to write an opinion piece and support their point of view with reasons.

General Enduring Understandings

- Students should be able to identify the basic elements and parts of the story when referring to it, describing how each part of the plot builds on earlier sections of the story.
- Students should understand that illustrations can be key elements in interpreting information and making predictions about the story.
- Students should consistently continue the acquisition of new vocabulary.
- Students should examine author's purpose in word choice and be aware of using similar words in their own writing and speaking.

General Essential Questions

- Can you recognize the characters, settings, plot, and author's purpose in the story?
- How can you use the author's purpose to express the message in your own presentations?

Overview: It is important for readers to be able to recognize the plot (backbone) of the story and understand the elements that keep them engaged and interested in reading to the conclusion. Helping students become confident in their ability to retell the events in sequence or by scene is a foundation skill that is often inconsistent.

Additionally, readers need to be able to express their learning in writing and speech. Expressiveness in both writing and speech are a critical element in 21st Century learning that students must be able to convey to others. They should be able to reflect any text-to-self relationship in an artifact or product (i.e. written journal or poster).

Prep: The following materials will be helpful:

- pencils
- crayons or colored pencils
- notecards, yarn, and construction paper for constructing the story plot map
- copies of the Playground Push Around for each student or group of students
- large 10 x 13 construction sheets for the prefix, suffix, root word tri-folds
- writing journal, notebook paper, or other material for journal reflection
- copies of the Playground Push Around coloring page for each student
- construction or poster paper to create posters against bullying

Session 1

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.

Session Specific Essential Questions

- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?

Session Activities

Students should complete the pretest assessment to prepare for the initial introduction of the book and activities. Younger students or students with special language needs or other educational needs may require the pretest be read aloud to them. (Included at the end of the lesson plan.)

Once the pre-test is completed, students should do a picture walk through the text and generate a list of predictions and theories about the story. Be sure to give examples of how the students can use the illustrations to think critically about what the characters are trying to express.

Once the picture walk has taken place, discuss with the children the structure of the text. Due to the fact that this is literary rather than informational, the children should recognize that there isn't a table of contents, glossary, or index. Instead they should recognize that it tells a story and is organized in paragraphs. There aren't chapters. There is some dialogue. The illustrations are the focal point for each page and the text supports the illustration.

Session 2

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should be able to recognize theme, plot, and setting within the text.
- Students should be able to identify the basic elements and parts of the story when referring to it, describing how each part of the plot builds on earlier sections of the story.
- Students should understand that illustrations can be key elements in interpreting information and making predictions about the story.

Session Specific Essential Questions

- Can you recognize the characters, settings, plot, and author's purpose in the story?
- How can you use what you know about plot to orally describe how each section of the story builds on earlier sections in a discussion group?
- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?
- Can you produce an illustration that displays your predictions?
- How can you write a prediction that also includes the main topic or message that the author is trying to convey?
- How are titles useful in predicting the outcome of a story?

Session Activity

Conduct a survey in the class regarding the title of the text. Encourage students to share their predictions about the main idea of the story based on the title. Either individually or in small groups, students can produce an illustration and short written description of their predictions. These will be really effective at comparing predictions and outcomes. It will also teach children about the effects / benefits of a title that is appropriate for their own writing projects.

Session 3

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that illustrations can help establish meaning to text independently or in conjunction with context clues.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
- Students should understand that making predictions about text is a key element to synthesizing the information regarding the overall message of the text.
- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.
- Students should be able to identify the basic elements and parts of the story when referring to it, describing how each part of the plot builds on earlier sections of the story.

Session Specific Essential Questions

- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?
- Do you recognize the importance of the message? Did your predictions aid you in this process?
- Are you able to retell the events in sequence?
- Can you recognize the characters, settings, plot, and author's purpose in the story?
- Are you able to use your knowledge of sequence and temporal words and phrases to help you understand the problem solving process that took place in the text?
- How do your illustrations and written description from actual events compare to those related to your predictions?

Session Activity

Students should follow along as the story is read aloud (you can do this or choose a student with an expressive oral fluency). Encourage them to think about the predictions they generated previously. Did they correctly predict the events in the story or the message? Did the illustrations give away the message? How did the illustrations help them understand each scene in the story? The students can now draw an illustration and short written description of the true outcome and whether or not their predictions were correct.

Session 4

Session Specific Enduring Understandings

- Students should be able to identify the basic elements and parts of the story when referring to it, describing how each part of the plot builds on earlier sections of the story.

Session Specific Essential Questions

- Can you recognize the characters, settings, plot, and author’s purpose in the story?
- How can you use what you know about plot to orally describe how each section of the story builds on earlier sections in your notes?
- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?
- Are you able to use your knowledge of sequence and temporal words and phrases to help you understand the problem solving process that took place in the text?

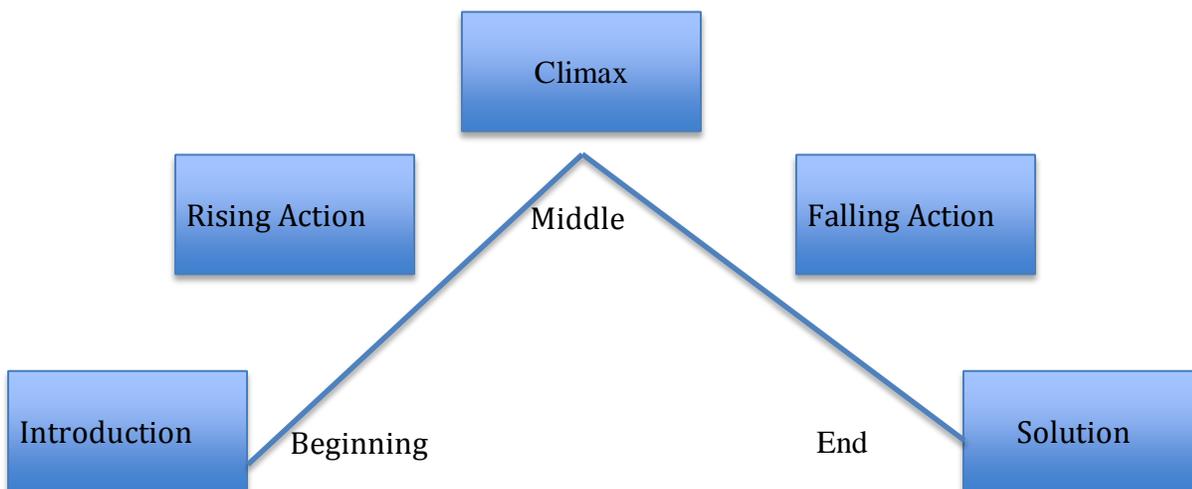
Session Activities

Students should generate note cards reflecting the different stages of the plot. Be sure to ask students to share the different scenes in the story in sequence. Describe the illustrations that helped to convey the events or the message within the scene. What kind of mood did the story set within each scene? Did the illustrations make the mood clearer?

After the discussion of the scenes and stages of the plot, give instructions for students to complete the story plot map.

Mount the completed cards on construction paper and connect the beginning, middle, and end with yarn for display.

Story Plot Map



Session 5

Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that making predictions about text is a key element to synthesizing the information regarding the overall message of the text.

- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.

Session Specific Essential Questions

- Can you recognize the characters, settings, plot, and author’s purpose in the story?
- How can you use what you know about plot to orally describe how each section of the story builds on earlier sections in a discussion group?
- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?
- Are you able to use your knowledge of sequence and temporal words and phrases to help you understand the problem solving process that took place in the text?
- How comfortable are you journaling about your own experiences with this topic?
- How do the main character’s experiences relate to your own?
- Can you write a journal entry with proper punctuation, capitalization, and rules of writing?

Session Activity

Using the message from **Playground Push Around** students should write a journal reflection of text-to-self. Do they relate to the main character? Have they ever felt or been guilty of bullying (even if it wasn’t on purpose)? Have they had experiences that help them empathize with the main character? (It may be necessary to discuss the meaning of empathy.) Did the story change their thinking about ‘teasing’ and it’s possible damage? What will they do if they experience bullying in the future? What actions can they take if they observe bullying?

Be sure to go over rubrics and provide students the expectations for this assignment. The formative assessment rubric should be adequate for this, but some teachers may want to adapt the rubric to the needs of their students (i.e. English Language Learners, Special Needs Children, Gifted, etc.)

Session 6

Session Specific Enduring Understandings

- Students should be developing breadth of vocabulary and apply that knowledge to making sense of the text.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
- Students should be able to read familiar text with expression.
- Students should be able to use self-correction when subsequent reading indicates an earlier misreading within the text.
- Students should understand that speaking and listening are key elements to learning and expression of opinions.

Session Specific Essential Questions

- Are you able to read the text independently and with fewer than five mistakes?
- Can you read the text with expressiveness and diction?

- Are the other children around you able to understand the meaning of the story while you are reading aloud?
- Are you using the words and punctuation correctly in your oral reading?
- Are you keeping track of troublesome words?
- Can you contribute to the discussion groups with questions or comments that relate to the story or its intended message?
- Do you listen to others and really try to understand their point of view during discussions?

Session Activity

Students will read aloud the story in pairs. In addition to already hearing the story once, they should be able to use their phonics skills to make connections if they come across difficult words. Be sure to have each student make a list of the troublesome words in a spelling notebook. Circulate between pairs to observe expressiveness, fluency, and cooperation. Small group instruction may be needed for those students requiring differentiation, so be prepared to join a group that may be experiencing difficulties.

Break students into discussion groups to talk about the story and the questions in part 4.

Session 7

Session Specific Enduring Understandings

- Students should consistently continue the acquisition of new vocabulary.
- Students should acquire foundational knowledge of roots, prefixes, suffixes, and other structural tools for decoding new vocabulary.
- Students should be able to identify and infer meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-), common Latin suffixes (e.g., -tion, -ous, -ly), and know the meaning of derivational suffixes.

Session Specific Essential Questions

- Do you know how to break words down by roots, prefixes, and suffixes?
- How can you use your knowledge of the meaning of certain prefixes and suffixes to help you understand the new vocabulary within the text?

Session Activity

Review the rules for using prefixes, suffixes, and the common root words for each that are present in **Playground Push Around**. Students should make a trifold of the root words, prefixes, and suffixes from the text.

Tri-fold Prefix and Suffixes

<u>Prefixes</u>	<u>Root Words</u>	<u>Suffixes</u>
un- (not) unhappy	happy	-ly (having the character of) happily

Session 8

Session Specific Enduring Understandings

- Students should be able to express ideas in illustrations, writings, and oral presentations.
- Students should examine author's purpose in word choice and be aware of using similar words in their own writing and speaking.

Session Specific Essential Questions

- Can you easily reflect on your own feelings regarding the author's message?
- How can you use the author's purpose to express the message in your own poster presentations?

Session Activity

Students will create posters to display around the school that encourage students to stand up to bullying or to discourage bullying behavior. This will be an opportunity for students to make peer comments and assessments. See assessment below.

Formative Assessment Activities – These are suggested activities, however, other activities can be adopted for the purpose of formative assessment based on the availability of materials and the needs of the student population.

The general formative assessment rubric can be modified to accommodate any changes to the activities:

- Students will create a prediction illustration and written explanation of the pre-reading predictions that they formed. They will follow up with an additional illustration and written description to explain the validity of their predictions.

- Students will create a story plot map using notecards, construction paper, and yarn.
- Students will write a journal entry reflecting on the text-to-self relationship after reading **Playground Push Around**. A sample rubric is provided below.
- Students will create a poster to encourage students to stand up to bullying or to discourage bullying. Once the posters are finished and displayed, students will each fill out 3 post it note reflections and comment on peer posters with positive comments or constructive suggestions. This type of assessment really encourages the students to ‘think’ about quality and the types of comments they themselves would like to receive. If this is the first time you’ve used this type of assessment, you may want to use some generic posters and brainstorm comments that would be appropriate for this type of activity.
- Students will complete a trifold of prefixes, suffixes, and root words from the text. This will be a good addition to any ‘self-help’ folders that you may use in the classroom. Each student in my class has several things in their folder to help them when completing classwork/homework. (e.g., homemade thesaurus, key words for problem solving by mathematical operation, ‘jazzy’ writing words list, transition words, model of a friendly letter, etc.)

Formative Assessment Rubric

Assessment Name	Score – 0	Score – 1	Score -2	Score - 3
Prediction Poster and Written Explanation	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Story Plot Note Cards	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Anti - Bullying Poster w/reflection post-its	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Trifold of Prefixes, Suffixes, and Root Words	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail

Sample Rubric - Reflection Journal – Playground Push Around

- | | |
|--|---------------------------|
| • Writing answers the required questions | 5 points |
| • Writing is focused on text-to-self relationship | 2 points |
| • Writing is legible and includes correct capitalization and punctuation | 1 point |
| • Writing is well organized with appropriate paragraph structure | 1 point |
| • Journal is written in the first person voice | <u>1 point</u> |
| TOTAL | points possible 10 points |

Summative Assessments

- Students will give a presentation (no more than 1 minute) advertising their anti-bullying poster and the importance of rejecting bullying behavior and promoting kind messages and actions. Sample Oral Presentation Rubric can be found and adapted for use at: http://www.readwritethink.org/files/resources/lesson_images/lesson416/OralRubric.pdf
- Students should complete the post-test to determine academic growth and overall progress related to the skills for the book. Younger students or students with special language needs or other educational needs may require the pretest be read aloud to them.

Pre/Post Assessment for Bullies: Playground Push Around

Name: _____

Circle one (Pretest Post-test)

Concept/ Skills Questions

Place an x on the line before the correct answer.

1. What is a survey?

- a. a test from a story
- b. a collection of words and pictures
- c. a way of gathering information by asking questions
- d. a set of rules and instructions

2. What is the main idea of a story or passage?

- a. the place and time of a story or passage
- b. the characters of a story or passage
- c. what the writer says about the topic of a story or passage
- d. the conclusion of a story or passage

3. What is the main idea in the sentence below?

'The weather in the mountains is wonderful for sledding when the snow falls.'

- a. sledding is a blast
- b. snow is wonderful
- c. mountains are great
- d. the weather in the mountains is wonderful

4. What part of the story is the illustrator responsible for?

- a. the captions in the story
- b. the pictures in the story
- c. the writing in the story
- d. the publishing of the story

5. What does the word journal mean in the sentence below?

'I kept my journal by the bed in case I thought of something to add to it at night.'

- a. to write in something
- b. a book or notebook of maps
- c. to write a novel
- d. a book or notebook in which to write ideas and thoughts

6. Which sentence is an example of dialogue?

- a. "Thanks," Maya said sadly, "but I don't like them."
- b. Greg asked Maya why she didn't like her glasses.
- c. She washed every bit of Hooka's smoke away.
- d. Hooka was stuck and couldn't get down.

7. What behavior does a bully usually exhibit?

- a. kindness
- b. meanness
- c. pleasantness
- d. shyness

8. Which word does not use a suffix to change the meaning of the base word?

- a. happily
- b. proudly
- c. terrible
- d. powerful

9. What is NOT a synonym for the word commotion?

- a. bedlam
- b. clatter
- c. uprising
- d. calmness

10. What is the plot in a story?

- a. the place and location in a story
- b. the problem in a story
- c. the sequence of events in a story
- d. the conclusion or summary in a story

11. Which is the correct spelling for the missing word?

'We all look different, have different _____ and like different things.'

- a. tailunts
- b. tailents
- c. talunts
- d. talents

12. What word required you to drop the silent e before adding -ed, -ies, or -es?

- a. glasses
- b. bullies
- c. sunglasses
- d. giggled

13. What is the mood of a story?

- a. the feelings or thoughts you have when reading a story
- b. the actions you take after reading a story
- c. the actions of the characters in a story
- d. the feelings your teacher shows when he/she sees you reading a story

Short Response/Critical Thinking Questions

Write a sentence or two that correctly answers the question.

14. Explain how you can express your mood in your own writing. Give key terms that help you describe your feelings in your answer.

15. How can you prevent or stop bullying if you observe it at school or in your neighborhood? Explain a situation in detail. Cite some suggestions for solving the issue.

16. How can sharing stories with others change the way bullies treat people? Give at least one example with details to support your answer.

Answers and Rubric (questions are worth 6 points each)

1. c
2. c
3. d
4. b
5. d
6. a
7. b
8. c
9. d
10. c
11. d
12. d
13. a

Short Response / Critical Thinking

14. using descriptive words or sensory words, using a variety of sentence types, using expressive dialogue
15. get an adult involved, try to encourage others to help, find dependable friends, stand up for yourself, encourage and point out positive behaviors
16. sharing stories might cause others to think twice about their actions / behaviors, sharing stories or reading positive stories might teach them the value of good friends, sharing stories or reading stories where the bully gets bullied might encourage the 'golden rule'

Rubric for 14-16 (each question is worth 5 points)

- | | |
|--|----------|
| Response is written in 2-3 complete sentences. | 3 points |
| Response gives key details or reasons that are listed. | 3 points |