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Bullydozing with Kevin Henkes [2nd grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Bullydozing with Kevin Henkes

Grade Level: 2nd

Subject/Topic Area(s): Reading and Social Development

Designed By: Kendra Salas

Time Frame: 10 lessons (~ 2 weeks)

School District: Houston ISD

School: Roberts Elementary

School Address and Phone: 6000 Greenbriar, Houston, TX 77030 (713) 295-5272

Brief Summary of Unit

This is a beginning of the year unit designed to reinforce story elements through an author's study of Kevin Henkes but also to set up our classroom as a place where every student is safe and respected. We will read seven of his stories and will focus on the story elements of plot and setting. The plot will be defined as the beginning, middle, and end of a story. The setting will be defined as the time and place of the story. It will also discuss character development, and practice identifying inner and outer traits, including their motivations, and feelings.

The other major component of this unit will be making sure we are actively treating everyone with respect and keeping our environment as safe as possible. Many books by Kevin Henkes model different problem solving scenarios. We will be recognizing how similarities and differences can be a wonderful thing, learning about each other's names, learning about boundaries, and learning about and practicing different techniques for peacefully solving conflict.

In the culminating task, students will create a story where a Kevin Henkes character is faced with a bullying situation. They will need to address the situation safely. They can choose writing a story, drawing a comic strip, or performing a skit with other students.

Stage 1 – Desired Results

<p>Established Goals (e.g., standards)</p> <p>ELA 2.9 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) describe similarities and differences in the plots and settings of several works by the same author; and (B) describe main characters in works of fiction, including their traits, motivations, and feelings.</p> <p>Social Studies The student is expected to 2.13 (D) identify ways to actively practice good citizenship, including involvement in community service. 2.19 (B) create written and visual materials such as stories, poems, maps, and graphic organizers to express ideas. 2.20 (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <ul style="list-style-type: none"> • Compare fiction stories based on their story elements. • Compare fiction characters using their traits, motivations, and feelings. • Learn about and appreciate the similarities and differences of their classmates. • Problem-solve conflicts peacefully when they arise with their classmates and schoolmates. 	
	Meaning	
	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • When teaching our children to be upstanding members of our community, we create a better and more peaceful world through understanding and respect. • There are important elements in fiction stories, like setting, problem/solution, and characters that can be described using traits, motivations, and feelings. • Characters in books can help me understand my feelings and actions. 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How does one learn to interact with others? 2. How does a positive interaction feel? 3. How are the plots and settings of books written by Kevin Henkes the same and different? 4. What are some ways that I can describe main characters?
	Acquisition	
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> • Fiction stories have a setting. • Fiction stories have a beginning, middle, and end. • Fiction stories have characters with traits, motivations, and feelings. • We can work together peacefully to make our school a wonderful place. • There is more than one way to handle a bullying situation. 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify the setting of a story. • Identify the elements of fiction. • Describe a main character using character traits. • Choose when to Take a Stand and when to Ask for Help. 	

Stage 2 – Evidence

Performance Task(s)

Students will demonstrate meaning-making and transfer by...

Using a Kevin Henkes character (ex. Lilly, Chrysanthemum, Wemberly, or Chester) to create a story, comic strip, or a play that correctly models what to do in a bullying situation. Their story will need to have all appropriate elements of fiction (setting, plot), and include character development. They will be assessed using a rubric.

The audience will participate by using the response cards to identify which strategy was used when others are presenting their story, comic strip, or play.

Other Evidence (e.g., formative)

Daily Reflections

Poster

Story elements chart completed independently

Stage 3 – Learning Plan

Lesson 1: Pre-Assessment

TSW complete a pre-assessment to determine what they already know about boundaries, bullying, bystander vs. upstander behavior, and conflict resolution. We will discuss the pre-assessment together as a whole class, and then they will fill out what they can. The class will read the Bullydozer pledge and tell what each line means to them.

At the end of each day, all students will complete a journal entry reflecting on their behavior/choices for the day and set a goal for the following day. The class will also reflect on their behavior as a whole and set goals for the next day.

Lesson 2: Wemberly Worried and What Do We Need to Be Successful?

Review story elements with the class. Explain that all fiction stories have the same building blocks. They all have a setting, characters, and a plot. A plot contains a beginning, middle, and end. The beginning usually introduce the character. The middle usually explains the problem. The end gives a solution. Begin an anchor chart with the class identifying important fiction story elements. The chart should have space for the rest of the Kevin Henkes books so we can compare throughout the unit.

Title	Setting	Main Character	Beginning (Introduction)	Middle (Problem)	End (Solution)

Then explain that all fiction books have characters. They can be described not only by how they look, but also by what is on the inside. Begin a second anchor chart to identify character traits.

Title	Main	Character's Appearance	Character's	Character's Motivations	Character's	Character's

	Character	(What does he/she look like?)	Words	(What do they want?)	Actions	Feelings

Introduce Kevin Henkes (HANK-us), and point out all the other Kevin Henkes books that we are going to read (Chester's Way, Chrysanthemum, A Weekend with Wendell, Julius, the Baby of the World, Lilly's Purple Plastic Purse, and Sheila Rae, the Brave). Explain that he is an author and illustrator, who has won awards for his work. Many of his books feature mice as his main character. He was one of five children growing up, so many stories are inspired by his family.

Read Wemberly Worried, and ask questions to check for understanding throughout. After you have finished reading, help the class identify the various elements of the two charts. Explain that we will continue adding to this chart as we read more Kevin Henkes books over the next few days.

Ask students if they had worries like Wemberly before they came to school today. Give a personal example. Explain that we are going to play a game to help us find out what we need to feel safe in our classroom, just like Wemberly. First, we will find out how some of us are the same. We need to clear a space so that everyone can stand up and spread out. Then I will ask you a question and you will think about your answer. When you're ready, say "My answer is _____. Is that your answer too?" to find other classmates that have the same or a similar answer. When you have a pair, you can find others that match your group. This going to move quickly. If you don't find a group for the first question, that's ok. You'll find one for the next question. When I raise my hand, it is time to listen for the next question.

Use the "Make a Group" sheet as a guide for possible questions. Ask a few questions until you have similarly sized groups. When this happens, ask them to sit together in a small circle. Give each group a large sheet of construction paper. Ask students to come up with a group list of what they need to make them feel safe and ready to learn in a classroom. This should be done going around in a circle with each student sharing one idea. They can either have one scribe or each write their ideas one at a time. They can pass if they don't have an idea right then. The groups will share out, and the teacher will write all examples on chart paper, titled "What do I need to feel peace?" and "What do I need to learn?"

Then jigsaw the groups so that they will make new groups with mainly people from other groups. One way to do this is to pass out different colored index cards and then have all the blues get together, and so on. With these new groups, they will come up with a role-play situation where the students use one example from the class chart and act out an inappropriate action followed immediately by an appropriate action. Everyone can have a different role, such as timekeeper, director, narrator, or an actor. The teacher is actively engaged, checking in with all the time keepers, then all the directors, etc. Meanwhile, the teacher is also coming up with a consolidated list of agreements that incorporates all ideas (along the lines of work hard, be nice,

etc.).

Perform skits for the class. When they have finished, discuss the following questions:

- How did the students in the role-plays correct their behaviors?
- What kind of agreements were they not following?
- Our first group was with people who were the same as we were. Our second group was with people who were different. Do you think people can hurt other people's feelings or make people not feel safe because of differences?
- What was it like working in groups today with people that were both similar to and different from you?
- How do our differences help us do good work?

Make sure to emphasize the point that since we are all different, we can make wonderful plays together as some of us are actors and like to be watched, but just as important is the time keeper to help us make sure we finish on time.

Finish class discussion by presenting a consolidated list of agreements. Ask if the students agree, and then come have them sign the agreements throughout the day.

Lesson 3: Chester's Way and What is Bullying?

Read Chester's Way and add to the story elements and character charts. Ask students for any noticings, similarities, or differences between the stories that we have read so far.

Ask the following questions:

- Have you ever seen or heard someone being bullied?
- If so, how it feel?

After a few moments of thinking, they will one by one answer. (If no one volunteers, the teacher can go first.) The first person answers, and then will stand up. The other students are listening, and when someone's answer makes you think of something in your own life, they will go next, linking arms with the person before them, starting a chain. The teacher will participate in this chain also.

Then ask:

- How did it feel when you were the only one who saw or heard someone being called names or bullied?
- How does it feel now that you know everyone here has seen or heard something similar?

Introduce the term "bystander" and point out that we have all been bystanders. Then explain

that while you can sometimes feel powerless to do anything to stop it, linked together, it becomes easier to “take a stand,” and become “upstanders.”

Students will brainstorm meaning of bully, bystander, upstander, and as a class, we will create a chart of what each looks/sounds/feels like. Come up with hand signals to symbolize each one (ex. Hand up to forehead like you’re looking for something for upstander).

	Bully	Victim	Bystander	Upstander
What is it?				
What does it look like?				
What does it sound like?				
What does it feel like?				

Identify the bully, victim, and upstander in Chester’s Way.

Lesson 4: Julius, the Baby of the World and What Can I Do?

Read Julius, the Baby of the World. Throughout, fill out story elements chart and character chart. Ask students for any noticings, similarities, or differences between the stories that we have read so far.

Explain that there are different ways to handle a bullying situation. You can Take a Stand (be an upstander) like we saw yesterday in Chester’s Way and today in Julius. But there is also another option. When you feel like the situation is not safe, you can Ask for Help, either from a friend or from a teacher or adult.

Explain that we are now going to practice deciding which strategy to use. Students will each have 3 response cards (Take a Stand, Ask for Help, and Not Sure). They will then listen to a series of scenarios decide for themselves how they would decide to address that situation. Then they will hold up their cards and get into groups with others who chose the same response. (Printing these cards in color will help the groups form more quickly.) They will then discuss specific options for that response, like what they would specifically say or where they would go (if they chose not sure, they will discuss why it is difficult and the positives and negatives of each TaS and AfH).

Come back together and discuss the specifics and pros/cons of each option.

Lesson 5: Sheila Rae, the Brave and How Can I Help?

Read Sheila Rae, the Brave. Fill in story elements chart and character chart. Ask students for

any noticings, similarities, or differences between the stories that we have read so far. Discuss which response Sheila Rae used in this story when she was worried.

Pose the questions:

- Is name-calling and bullying mean, or nice?
- Do you like it when other students are mean to you?
- Did Sheila Rae seem like she wanted kindness/help?
- Have you ever thought someone didn't need kindness/help?
- What would it look like if everyone were kind to everyone else (even big, strong, and brave people)? Would there still be name-calling or bullying? How can we make this happen?

Explain that we will be making a kindness garden to show our school what being kind can look like. Have students cut their flowers out of construction paper. Ask the students to draw or write something kind they have recently done or witnessed, or why they feel it is important to be kind to one another. After students have decorated their flowers, ask them to share with the rest of the class. Once everyone has shared, you can display the flowers in the classroom or outside of the classroom to create a "Garden of Kindness" to show other students the importance of being kind to *everyone*.

Lesson 6: Lilly's Purple Plastic Purse and What Could it Be Like?

We will read Lilly's Purple Plastic Purse. Fill out the story elements chart and character chart. Ask students for any noticings, similarities, or differences between the stories that we have read so far.

After reading the story, begin by having all students find a place where they can be comfortable and close their eyes. The teacher might want to dim the lights for this part of the lesson. Begin to read the Bully-Free School Guided Fantasy (attached at the back). Pause periodically to let images fully form.

Afterwards, ask the following questions and write responses on chart paper.

- What did you see as you were thinking about a school free of name-calling?
- What did you hear?
- What did you feel?
- How was what you imagined different from how our school is now?

Example of Class Chart:

What did you see?	What did you hear?	What did you feel?
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Ask students to brainstorm a list of places in or around the school where they know that name-calling and bullying take place especially often; you can call these areas “hot spots” if you wish. List these places on chart paper. Then rank them from “hottest” to “coolest” as far as how often name-calling seems to happen there. Then ask these questions.

- Why do you think name-calling seems to happen more in some places in and around the school than in others?
- What is similar about the places you’ve identified as “hot-spots” for name-calling in the school?

Use the “Make a Group” questions from before to make 4-5 equal sized groups. Chose the hottest places to address. Distribute the “Looks Like/Sounds Like Handout” (attached) to students and ask that they work to brainstorm as many ideas as they can about how their specific place in or around the school would change if name-calling no longer happened there. Ask the following questions to get them started:

- What would your part of the school look like without name-calling?
- What would it sound like?
- What else about it might change?

Then give the following instructions for building that part of the school:

Now that you have worked together to think about how your part of the school would look and sound without name-calling, it is time for you to create agreements for each of these parts of the school.

After they have finished, they will share their agreements, and we will agree to follow these agreements.

Homework – Students will interview their parents about why they gave them their names. “In preparation for our lesson about the importance of names on (date), please talk to your child about where your child’s name comes from, and why it was chosen.” Is there a family tie? Do they know what it means?

Lesson 7: Chrysanthemum and What Do I Like to Be Called?

Read Chrysanthemum. Fill out the story elements chart and character chart. Ask students for any noticings, similarities, or differences between the stories that we have read so far.

Discuss which response Chrysanthemum used in this story. Explain that sometimes, our friends might feel like both options are too hard. It is sometimes up to us to notice when our friends are not feeling safe, and can ask if they want help. Students can also always tell a teacher if they

feel like their friend needs help. Fill out Story Elements chart and Character chart.

Begin with a Think – Group – Share. Ask the following questions:

- Who gave you your name?
- Do you know why it was chosen to be your name?
- What do you especially like about your name?
- Do you have any nicknames that you like to be called?

After some think time, the students form a group of 3-4 and each student has 2-3 minutes to share their answers to each question. When all students have shared, come back together and have volunteers share what they learned about someone in their group's name. After a group discussion, ask these questions:

- What did you learn about your classmates that you didn't know before?
- What were some similarities or differences between some of their answers?
- Why do you think most people have stories about where their names came from?

Usually if they don't know the exact story, they might still know part of the story. Explain that names are very important to people because often it is one of the first things people know about us, and it is something that stays with us forever. Then ask:

- Can you remember a time when someone called you the wrong name or said your name incorrectly?
- How did that feel, and what did you do?

As a whole group, introduce the terms "Put-up" and "Put-down." Make a T-Chart with these two words. When someone uses a name we like, or says something kind to us, they are using a put-up because we end up feeling good afterwards. When someone uses a name we don't like or says something unkind, they are using a put-down because the result is that we feel bad afterwards. First describe feelings that you might get when someone uses each type of word and then list examples of each. Remind students of the definition after the chart is completed.

Discuss importance of tone and context on top of names.

Make No Name Calling Posters. Students will make a poster by themselves or with a partner with words or pictures to show why is important to use put-ups.

As a whole group, inform students that it is important to work together to help people feel good about themselves because it makes the classroom a nicer place for everyone to be. Let students know that they can help one another feel good by only using names and words that are put-ups, and that people want to be called. Make another T-chart titled I want to be called/I do not want to be called. Ask students to identify names and words that feel good to them (for

examples, their own name, a nickname they like, “Champ” or “Buddy”), and the names and words that don’t feel good (for example, their name mispronounced, a nickname they don’t like, “loser” or “jerk”). Display chart in classroom for everyone to see, and can be added to or changed as students think of more names/words they like or do not like to be called.

Homework – students will interview their parents about their experiences with/as a bully, victim, or bystander.

Lesson 8: A Weekend with Wendell and What are Boundaries?

Read A Weekend with Wendell. Fill out the story elements chart and character chart. Ask students for any noticings, similarities, or differences between the stories that we have read so far. Discuss which response Sophie used in this story.

Review the Action Cycle (Choose, Act, Reflect). Use attachment to make diagram that shows one leading to the others. Remind them that we can start anywhere on the cycle, but should go through all steps. “Choose” is when we choose what to do next based on our reflections, “Act” is when we follow through with our choices, and “Reflect” is when we think about the consequences of our actions. Think about Sophie’s decisions in the book. Identify the components of her behavior using the action cycle.

Ask students if they have heard of the word “boundaries” before. Discuss different examples (personal space, guard rails, rules). If not discussed, bring up that people have personal boundaries also, usually called “personal space.” Explain to students that they can control the space they have in between them and the person they are speaking to. It is an important social skill. Some people have different boundaries for what is comfortable for them when speaking to someone else. Sometimes people start to feel unsafe when they are too close to someone else. Something you might see is someone leaning the upper part of their bodies away from the speaker. But, too much personal space can have a negative effect. Sometimes, it can be hard to hear when you are too far apart, or you could be making someone feel like you don’t want to be around them.

Let’s play a game. I will ask you a question for you to discuss with your partner and we will figure out the perfect space between us when trying to hear and be heard, but still feel safe.

Find a partner. Begin by standing so that when you stretch your arms out in front of you, your fingertips are barely touching. Ask students a question from the group-making handout (attached).

- How well can you hear each other on a scale from 1-10?
- How safe do you feel on a scale of 1-10?

Then ask them to take one small step forward. Ask the students another question and give them time to answer.

- Was it easier to hear each other?

- Did you still feel safe?

Explain that when the student starts to feel uncomfortable to hold up their hands, and their group can sit down. Explain that this is ok, and they are learning things about themselves and their classmates. Continue this process until everyone is seated. Discuss how this felt and what they learned about themselves and their classmates.

During Read to Someone time later in the day, students will complete a story elements chart independently using another Kevin Henkes book (ex. Owen, Jessica, Lilly's Big Day).

Lesson 9: Summative Assignment

Begin work on creating a story with beginning, middle, end, and a setting about a Kevin Henkes character (with motivations and feelings) who sees bullying and either chooses to be an upstander, or chooses to ask for help. They can write a story or comic strip by themselves, or act it out with a group. They will need to fill out a graphic organizer (same one as yesterday so they are familiar with it) before they start writing to identify the character, setting, and plan out the problem and solution. Continue until they have completed story/comic/play.

Lesson 10: Summative Presentation

Students will read or perform their story. While their classmates are presenting their story, they will use their response cards to choose which strategy they are using to solve the conflict.

Give out pre-assessment again, and have students add what they have learned in another color to their own sheet.

Name: _____

Date:

HOW WAS MY DAY TODAY?

1. What did I learn?

2. Who did I learn about?

3. What can I do to make my day even better tomorrow?

Name: _____

Date:

HOW WAS MY DAY TODAY?

1. What did I learn?

2. Who did I learn about?

3. What can I do to make my day even better tomorrow?

+BULLYDOZER IB PLEDGE

I will be open-minded: Respect others even if they are not like me

I will be caring: Always thinking and treating everyone fairly.

I will be a risk-taker: Take action as a positive thinker and communicator if I see someone being hurt or bullied

I will be principled: Say No to gossip and speak positively to everyone

I will do my best to make our school a place where everyone feels safe and happy

I will be someone who will make a difference!

RESPONSE CARD SUGGESTED SCENARIOS

Scenario #1

Isabelle notices that Jose is sitting by himself in the cafeteria. As she walks by him to find a seat for herself, she hears two other students seated nearby laughing and saying that Jose's lunch is "gross" and that his mom must only know how to cook "stinky food" for her family. Jose keeps on eating, but his head is down. What can Isabelle do?

Scenario #2

Darnell and Samuel are both trying to use one of the only open swings on the playground. Both students have one hand on the swing and as Lee walks by he hears Darnell say, "You're too fat for the swing Samuel! It will break if you get on it." Samuel answers by saying he was there first, and Darnell begins to kick sand up and tug at the swing. What can Lee do?

Scenario #3

Shelly brings her two dads to parent night to show them around her classroom and to meet her friends and teacher. The next day, Rachel turns to Masha and says she doesn't want to be Shelly's friend anymore because her family is "weird." Shelly comes over to color with Rachel and Masha, and Rachel says "Eew, we don't want any weirdos over here. Go sit somewhere else." What can Masha do?

Scenario #4

Raj notices that Lila has been staying behind after school to get help on her math homework. One day Raj stays late too to volunteer in the library, and sees Lila standing outside the school waiting to be picked up. As Raj watches, two older students approach Lila and begin grabbing her homework papers and laughing at the mistakes they see there. One student begins ripping Lila's paper. What can Raj do?

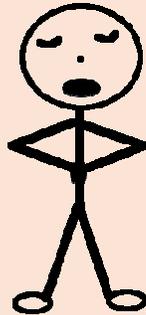
Scenario #5

Antonio and Sabine are good friends, and sit together every day on the bus to and from school. Shomi sometimes sits near them, but has stopped recently because a group of students who also ride the bus have started sitting behind Antonio and Sabine and throwing balls of paper and other garbage at them for the whole ride. Shomi also hears the group calling Antonio gay and saying Sabine must really be

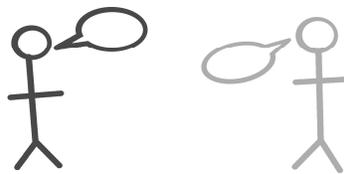
a boy because otherwise she would have friends who are girls. What can Shomi do?

RESPONSE CARDS

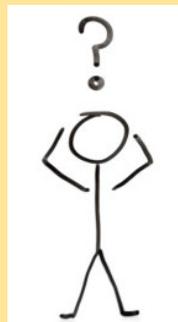
Take a Stand



Ask for Help



Not Sure



BULLY-FREE SCHOOL GUIDED FANTASY

I want you to find a comfortable position that you can stay in the whole time I am reading. When you are comfortable, I want you to close your eyes. Take a deep breath - breathe in, and now breathe out. Let your body begin to relax, and as you breathe deeply in and out, let all the noises around you fade into the background. We are going to use our imaginations to take a journey to a school. This school is a lot like our school, but it is special because in this school there is no name-calling and no bullying at all. I am going to help you walk through this school, but it is up to you to decide what this school looks and sounds like, and how it feels to be there. We'll talk later about what you see, but for now, let's start our trip...

You are standing in front of the bully-free school building. You are looking at the building, and you can see the name of the school written on the front. What is the school called? What does it look like? Take a look all around to see what is outside the school, and then move a few steps closer so that you are near the door of the school. Turn your head towards the door, and listen to the sounds coming from inside. What can you hear? Is it noisy or quiet inside? Based on the noises you hear, what do you think people inside are doing at this time of the day?

Now take a step so that you are inside the school. You can see a school office ahead of you, and there are adults and students inside, working and talking. What are the people in the office doing? What are they talking about? Walk past the office and into one of the school hallways. There are students in the hallway, opening lockers and talking. Can you hear their conversations? What do you hear the students saying to one another? How are they acting? What do you see?

Now walk past the students in the hallway until you get to the door of a classroom. Stand outside the classroom for a moment and listen by the door. You can hear a teacher's voice - what is it saying? How does the teacher's voice sound? Now you hear students talking and answering the teacher. What are the students saying? Walk into the classroom and look around. What does the classroom look like? How are students sitting in the room? What is hanging on the walls? What types of activities are students doing? As you look around, remember that in this school there is no bullying, and no one calls names.

When you are ready, stand up and walk back into the hallway. Walk down the hall until you see the door that leads into the cafeteria. Wait outside the door and listen to what is going on inside the cafeteria. It is lunchtime for some of the students at the school. Is it noisy or quiet? Step inside the cafeteria and

walk towards the tables where students are eating lunch. Sit down at a table and listen to students talking as they eat. What are students talking about? Look around and notice how students are seated at the tables. Are students sitting alone or in groups? Is anyone left out? Do students seem happy to be in the cafeteria today, or are they eager to leave and go back to class?

Stand up and use the door on the side of the cafeteria to walk outside to the playground where some students are having recess. Walk over to where students are playing on the swings, monkey bars, and slide. Watch how they play: are they playing in big groups or small groups? Are some students playing alone? What do you hear students saying to one another while they play? Walk over to where two students both want to use the tire swing. Listen to the students talk about what to do. Remember, neither student is calling names or bullying the other. How do they figure out what to do with the swing?

As you watch the students solve the problem, begin to walk back towards the school. As you leave the playground, look around at the students playing and think about if what you see there looks different from at our school.

Walk back to the door and go through the cafeteria again, out into the hallway, and back towards the office. When you reach the front of the school, enter the office and ask to speak to the principal of the school. The principal comes out - what does she/he look like? Say hello, and tell the principal one thing that you really liked about your visit to the school. Say goodbye to the principal, and leave the office. Walk out the front door of the school...

We are done with our tour of the bully-free school now, and it's time to talk about what each of saw, heard, and felt while we were visiting. When you are ready you can open your eyes and return to a seated position, and we can share our ideas.

OUR SCHOOL'S HOTSPOTS

If the _____ of our school was free of name-calling, it would...

look like this

and

sound like this.

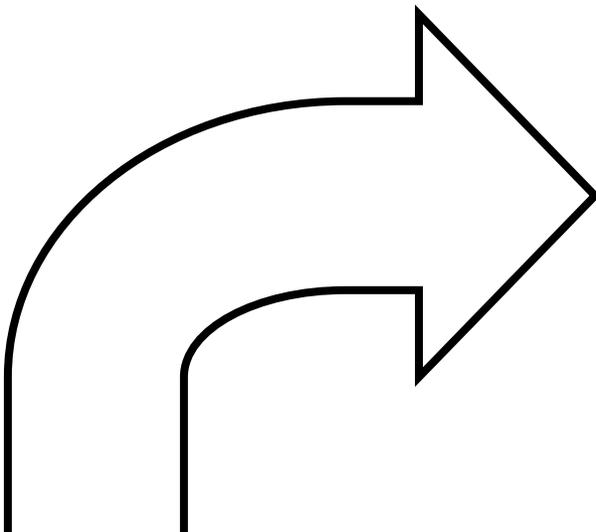
MAKE A GROUP SUGGESTED QUESTIONS

- What did you have for breakfast (lunch, dinner last night, etc.) today? Make a group with people who had the same thing for breakfast that you did.
- What is your favorite color (animal, ice cream flavor, day of the week, etc.)? Make a group with people who have the same favorite color that you do.
- How do you feel about vegetables (fruits, seafood, chocolate, etc.)? Make a group with people who feel the same way about vegetables that you do.
- How many pets (cats, dogs, fish, etc.) do you have? Make a group with people who have the same number of pets that you do.
- What color are your eyes (hair, etc.)? Make a group with people who have the same color eyes that you do.
- What do you usually do right after school (when you first get up, during recess, etc.)? Make a group with people who do the same thing after school that you do.
- What kind of shoes (pants, shirt, socks) are you wearing today? Make a group with people who are wearing the same kind of shoes as you today.
- How many people are there in your family (living in your house, sharing a room with you, etc.)? Make a group with people who have the same number of people in their family that you do.
- How do you feel about swimming (reading books, dancing, biking, etc.)? Make a group with people who feel the same way about swimming that you do.

Chooos

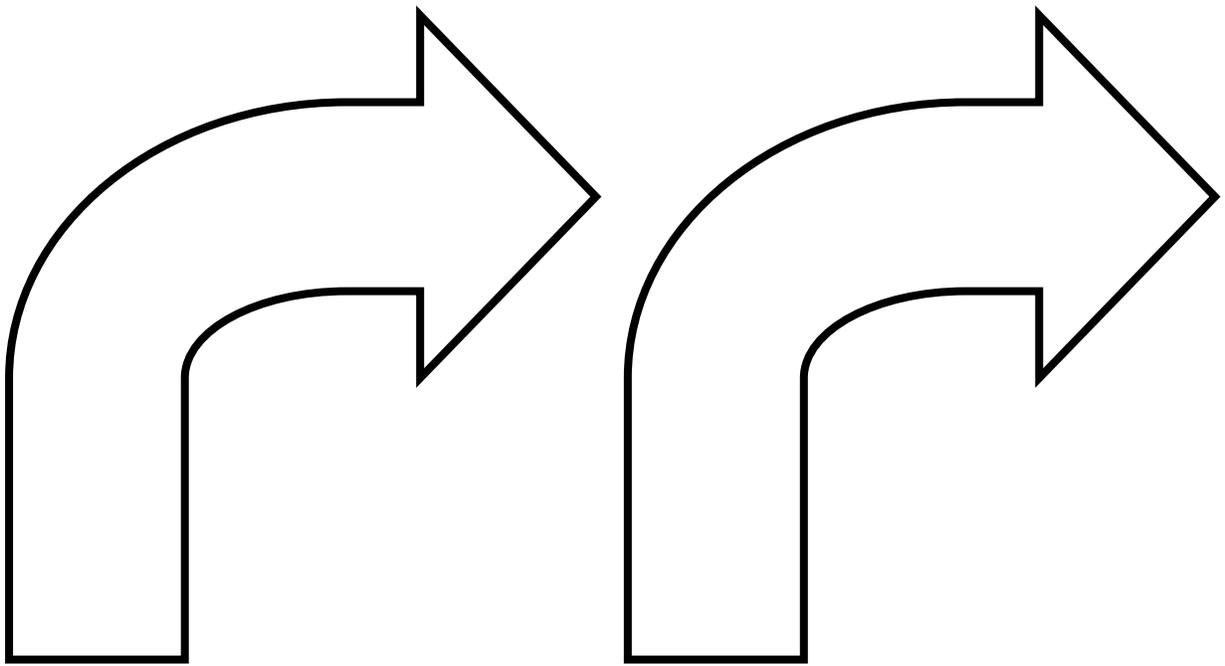
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ct



Name: _____

Characters

Main Character: _____

Other Characters:

Main Problem:

Solution:

Title of your story: _____

Author: _____

Setting

Where:

—

When:

—

BULLYDOZER SUMMATIVE RUBRIC

	3	2	1	0
Does the story have a plot? (Beginning, Middle, End)	The story has a clear beginning, middle, and end with a problem and solution that go together.	The story follows a series of events but there is no problem and solution.	The events in the story do not go together.	The story does not have a beginning, middle, or end.
Does the story have a setting? (Time and place)	There is a well-defined time and place for this story.	There is a time and place, but it does not go with the story.	There is one element but not the other.	There is no time or place mentioned in this story.
Does the story describe the main character? Is the character someone from a Kevin Henkes story?	The character is from a Kevin Henkes story and the story says the way they look, what motivates them, and how they feel.	The story says two of the following: the way they look, what motivates them, or how they feel, and the character is from a Kevin Henkes book.	The story says one of the following: the way they look, what motivates them, or how they feel, and the character is from a Kevin Henkes book.	The character is not described and is not from a Kevin Henkes book.
Does the story address bullying in an acceptable way?	The character appropriately addresses a bullying issue either by Taking a Stand or by Asking for Help.	The character does not appropriately address a bullying situation, but does address it.	The character does nothing to address a bullying situation.	There is no bullying situation in the story.

RESOURCES

Roberts Elementary Positive Works IB Unit

Chrysanthemum by Kevin Henkes

Julius, the Baby of the World by Kevin Henkes

Chester's Way by Kevin Henkes

Wemberly Worried by Kevin Henkes

A Weekend with Wendell by Kevin Henkes

Lily's Purple Plastic Purse by Kevin Henkes

Sheila Rae, the Brave by Kevin Henkes

No Name Calling Week Lessons:

<http://www.glsen.org/nonamecallingweek/elementary>

Super Teacher Worksheets (graphic organizers):

www.superteacherworksheets.com

Autism Teaching Strategies:

<http://autismteachingstrategies.com/autism-strategies/control-o-meter-social-skills-tool-for-kids-with-autism-helps-with-voice-volume-other-behavior/>

Strategies that Work by Stephanie Harvey and Anne Goudvis

- Text-to-Text Connections: Finding Common Themes in Author Studies
- Text-to-Self Connections: Relating the Characters to Ourselves