

Olweus Bully Prevention

Developed by: Caitlin Evans

Discipline/Subject: Reading, Writing, Appreciation of other cultures, Character Development

Topic: *Courage*

Grade Level: Kindergarten

Resources: *Daisy Comes Home* by Jan Brett, easel and paper

Lesson Summary: Students will respond to literature by writing an alternative ending to the story.

Winchester Thurston Kindergarten Benchmarks Addressed:

Language Arts: Active Listening and Speaking

- i:** Listens attentively to stories read aloud and the ideas of others.
- ii:** Responds appropriately to a 2-3 step series of directions.
- iii:** Initiates and responds appropriately to conversations and discussions using level-appropriate vocabulary.
- iv:** Expresses ideas, needs, and opinions clearly.
- v:** Asks and responds to questions to enhance meaning.

Language Arts: Phonemic/Phonological Awareness

- i:** Reproduces the sounds for all of the letters and can supply a word for all of the sounds.
- ii:** Identifies initial and final consonant sounds.
- iii:** Segments three-phoneme words into individual phonemes.
- iv:** Blends 2-4 phonemes in words.

Language Arts: Phonics/Reading

- i:** Identifies and names all of the letters.
- iv:** Demonstrates a growing reading vocabulary consisting of environmental print and the 25 sight words from Fountas and Pinell.

Language Arts: Comprehension

- i:** Makes predictions based on cover, title, pictures, and text.
- ii:** Retells information from a story.
- iii:** Sequences story events.
- iv:** Demonstrates understanding of meaning by responding to simple questions about text.

Language Arts: Concepts of Print

- i:** Accurate Tracking of text from left to right and top to bottom.
- iii:** Understand that capitalization and punctuation are used in written sentences.

Language Arts: Writing

- ii:** Demonstrates growth in conventional penmanship to trace, copy, and generate letters of the alphabet – both uppercase and lowercase.
- iii:** Demonstrates knowledge of letter-sound correspondence and is using phonetic spelling when writing independently.
- v:** Can read or retell what he/she has written.
- vi:** Writing reveals a beginning awareness of print conventions, e.g., writing in words in lines, proceeding left to right, top to bottom, beginning to leave spaces between words and using some conventional spellings of words.
- ix:** Takes risks to attempt to write unknown words through sound analysis.

<p>Learning Objectives: <i>As a result of this lesson students will be able to:</i></p> <ol style="list-style-type: none"> 1. Define courage. 2. Demonstrate understanding of the importance of being kind and courageous. 3. Retell the story in their own words. 4. Describe a time when it was difficult for them to be kind, courageous or include others. 5. Write an alternative ending to the story. 6. Read their journal entry to the class. 	<p>Assessment:</p> <ol style="list-style-type: none"> 1) Verbal questioning and answer 2) Written journal response 3) Shared journal response
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Anticipatory Set:
The teacher will ask what the word courage means and record answers on easel paper.
The teacher will ask for examples of courageous behavior.
The teacher will show the cover of the book and ask the students what the setting might be.
The teacher will ask what the children notice about the illustrative techniques.

Procedural Activities:
The teacher will introduce and read the book *Daisy Comes Home* aloud to the class. While reading and after the book is finished, the teacher will verbally ask questions to elicit predictions and check for understanding about vocabulary, setting, character, theme, and plot. The Chinese setting will be explored and examined, and compared to the Pittsburgh river region.
The teacher will lead a discussion about why the main characters behaved the way they did, and have students tell about a time when they found it difficult to be kind, courageous or inclusive and why these are important.
The students will then be requested to write an alternative ending to the story.
Students will then work at the tables to complete their writing assignment. The students will be instructed to first illustrate, write, and color their drawings last. While working, the teacher will help students individually to hear the sounds in words as needed. Upon completion, the teacher will also do adult writing. When finished, students can choose to either look at a book or do puzzles while others finish. When all have finished the students will share their journal entries in a whole group.

Materials Students Need: pencils, journal paper, markers, and pens.

Technology Utilized to Enhance Learning: None

Other Information: Students have previously been learning about bullying and China.

Modifications for Special Learners:

- Students who need more assistance in writing will sit near a teacher during writing.
- Students who need to be redirected during the story will also be sitting near the teacher or placed away from distractions to help focus.
- Students' writing will be differentiated based on ability.