

Strong Learning®



SEL in a Nutshell™

SAMPLE PACK

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SEL in a Nutshell — Program Lessons and Activities
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SEL in a Nutshell™

SEL in a Nutshell, is an easy-to-use, time-tested, money-saving K-5 SEL program consisting of well-crafted stories and plays, purposeful games, discussions, writing, drawing, coloring, group activities and *no* screen time. The program includes 240 SEL lessons (40 for each grade K-5), and can be used as a full year Social and Emotional Learning curriculum for each grade K through 5, or as a supplement for an existing SEL curriculum.

This sample booklet includes 12 of these lessons (two for each grade level), including at least one lesson from each CASEL category. Samples include seatwork, games, stories, and play scripts, along with their associated guides and recommendations for use.

Goal

To foster socially and emotionally healthy children through research-proven lessons and supportive classroom environments.

Time-tested lessons and activities

All lessons and activities included in *SEL in a Nutshell* are adapted from various research-proven *Strong Learning*® publications including its highly-successful *Creative Thinking Workbooks* and its *Life Skills* series and the *Tiger Tuesday*® SEL based reading program. Lessons are organized by CASEL categories: **Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.**

Real-world Benefits for Students

- **Stories:** Listening to stories helps children learn about others: their cultures, struggles, thoughts and feelings, helping them relate to and empathize with them emotionally and socially.
- **Plays:** Performing in plays provides opportunities for children to think quickly, to cope with anxiety and to “walk” in someone else’s shoes.
- **Playing purposeful games:** By playing games with others, children learn good sportsmanship, develop patience while waiting for their turns, develop the skills of dealing with disappointment and practice needed interpersonal skills.
- **Discussions:** By participating in small- or large-group discussions, children are exposed to the way others think, feel and live, in addition to learning how to communicate effectively.
- **Risk-free Writing:** Risk-free writing, or reacting to a situation in a story or play, provides children the opportunity to think about themselves and the world around them without the fear of right or wrong answers, grammar errors or misspellings.
- **Drawing:** Drawing provides the opportunity for children to express themselves non-verbally, freeing them from the constraints of language.
- **Coloring:** Opportunity to color provides children occasional down-time to reduce the stress they feel due to academic challenges or stressful school situations.
- **Group Activities:** Children learn how to cooperate by working in small or large groups. They learn how to contribute toward achieving the goals of the group by knowing how and when to assert themselves and how and when to modify their positions.

Benefits for Teachers/Coordinators

- 40 no-prep lessons per grade level
- Convenient teacher's guide included with each lesson
- Recap of typical stage child development for each level, K-5, included with each lesson
- Easy to apply teacher training

Benefits for Parents

- Numerous parent & child activities
- Weekly parent tips on child development

Benefits for Administrators

- Educationally sound program
- All lessons are research based
- Easy to apply teacher training
- Low cost

What is CASEL?

CASEL is an acronym for The *Collaborative for Academic, Social, and Emotional Learning*. Conceived in 1994 to promote social and emotional learning (SEL), this multidisciplinary network includes researchers, educators, practitioners, and child advocates across the country.

What is STRONG Learning?

Drs. Linda and Al Silbert of Strong Learning, Inc. took the name of their organization from the acronym STRONG, which came from Dr. Linda's doctoral research on the antecedents of self-esteem in children and the role self-esteem plays in their emotional, social and academic worlds. The acronym stands for:

S = Self-Esteem – a sense of our place and importance in our families and a sense of belonging in other systems of support; realistic awareness of what we know and know how to do, and an appropriate sense of pride when we accomplish something, irrespective of what others know or can do

T = Trust in parents, teachers, and friends to have our best interest at heart, which reduces anxiety and fearfulness in the academic environment

R = Responsibility to ourselves, our families, and our communities

O = Options Learning how to identify options (choices) and how to incorporate these skills to improve decision making.

N = Needs that must be fulfilled before we are able to focus, e.g., hunger, thirst, sleep, stress

G = Goals – what they are, how to set them, how to predict consequences of options identified, and how to determine which option will be most effective in helping us achieve our goals

STRONG students:

- have realistically based self-confidence and motivation to persist at tasks;
- trust that, their parents and educators are their allies, not their adversaries;
- understand how their own responsible behavior contributes not only to their success but also to the success of all in their class, family, or group;
- are those who identify options (choices) and are allowed to make decisions (choices) and experience the achievement or suffer the consequences of those choices without blaming others;
- are those whose basic physical and emotional needs are met until they have the wherewithal to provide for them by themselves;
- set goals, choose between courses of action relating to what must happen for the goal to be met, follow the course of action chosen, and celebrate when their goals are achieved;

As a result, STRONG students can maximize their potential, identify their own unique talents and gifts, learn the skills they need to continue to achieve in the academic realm, and apply the lessons throughout their lives.

About Social and Emotional Learning (SEL)

Like all skills foundational to academic learning—reading, writing, and arithmetic—learning the skills of STRONG learning involves a systematic process based on our ages and stages of development, starting from where the student is and building from there (the “L” of LEARN).

For instance, before we can learn to read, we must learn to recognize alphabetic characters of our language and connect the sounds associated with each. Before we can learn to add, we must recognize numerals and have learned their order of magnitude. Before we can learn to physically write, we must be able to hold a pencil and manipulate it to form the letters of the alphabet, and before we can write to communicate, we must learn to understand basic organizational features of our language (parts of speech, sentences, punctuation, etc.) that others, having also learned them, will be able to interpret clearly.

The development of positive and realistic self-esteem (the “S” of STRONG) is crucial to academic learning, and, in these times, must be integrated with traditional school subjects. However, SEL requires MORE than the intellectual recognition of emotional words and being able to answer multiple-choice questions about how one should respond in given situations. Social and emotional learning requires interaction with other people and experience in situations in which we learn to act and react (and how not to act and react) to become socially aware of what “rules” and best behaviors apply in these and similar situations. We can’t do that solely on simulations on computers or tablets or smartphones—the only way we learn social and emotional skills is to discuss and practice those skills in real-time age-appropriate social situations, of which classrooms are a microcosm.

We know this from our own first-hand experiences. We didn’t fully learn how to act in restaurants until we ate in restaurants. We didn’t learn how to act at religious functions until we attended such functions. We didn’t learn how to act at school until we were in classrooms. However, we can provide a head start if we can discuss and brainstorm, on a level a student can understand, guidelines to follow in various situations.

Similarly, when it comes to emotions, we can talk all day about how to feel, but we don’t learn to trust until we are engaged in relationships with others who are trustworthy. We don’t learn responsibility until we are engaged in relationships with others and share goals. We don’t spontaneously learn to set goals, weigh options for how to achieve them, predict the consequences of those options and their relationship to our goals—and, from a social perspective, how those decisions may affect others (in both positive and negative ways).

What's the point? A classroom environment in which learning takes place **MUST** also be one in which appropriate social skills are molded and modeled by the teacher/instructor/leader. One of the best ways to achieve this is to think back to our own school experiences and do, or don't do, some of the things our teachers did or said to us or to others. Do the things that yielded positive results and don't do those that yielded the opposite. In addition, be on the lookout for positive strategies from other professionals, and finally, trust your judgement as to what classroom environments and strategies produce the most desirable instructional outcomes.

What to Expect Developmentally from Children in Grades K-5

In consideration of those leaders who do not have experience working with children that age, we've included a summary of what children are developmentally able to understand, process cognitively, and incorporate into their own lives at each grade level.

For instance, children at age 5 think differently about what a rule is than children at age 10. Take cheating, for example. It's common for a 5-year-old to change the rules of a game in order to win. Unlike that of a 10-year-old, because the young child is not yet developmentally able to understand the concept of cheating, such behavior might be perfectly acceptable.

What is Included in *SEL in a Nutshell Program*

Each school K-5 (or each teacher teaching K-5 in multiple schools) is provided with:

- 240 lessons for K-5 (40 lessons per grade level with teacher's guides)
- Parent Program
- Six 6-packs of SuperDeck card games (36 decks, 6 for each grade level)
- Recorded training session (link for 90-minute video) approximate length. (In-person or live training via Zoom is available.)

Description: *SEL in a Nutshell Program*

Description of Lessons

SEL in a Nutshell provides a full-year program for each grade K-5, delivered instantly in six easy-to-print files, one file for each grade K-5. Each grade level has 40 no-prep lessons, enough for a full year program for each grade. Teachers conveniently print individual lessons as needed, or print the entire set and duplicate pages as needed.

Stories and plays Lessons include stories and plays that follow one or more CASEL category. Each lesson includes follow-up activities (included in the teacher's guide) to motivate children to think about, and discuss, the characters in the stories or plays and how they would act in similar situations. Additionally, there are suggestions for guest speakers, lessons for parental involvement, class discussions, writing and drawing activities, along with suggestions on how to reduce student anxiety and increase participation.

Journal pages Lessons include pages for thought-provoking seat-work (journal pages) containing risk-free writing and drawing activities that follow one or more CASEL category. Designed to appeal to children while motivating them to think about: their thoughts and feelings, their families and their communities, as well as other important social issues. These seat-work activities provide learning opportunities and experiences that children approach on their own level, in words and drawings, without the inhibiting effect of right or wrong answers. Each page poses a problem, asks a question or begins a revealing sentence to be completed by the child. Additionally, there are suggestions for guest speakers, lessons for parental involvement, and class discussions, along with suggestions on how to reduce student anxiety and increase participation.

Teacher's Guide

Detailed teacher's guides, often one page per lesson, are conveniently placed in the same file sequentially with each lesson, avoiding the need to search separately. Also, for convenience, they include reduced-size student pages and a succinct reference guide in the upper right-hand corner to help teachers quickly understand the goal and the CASEL category of the lesson.

Parent Involvement

A packet is included that provides activities to involve parents. As we all know, in spite of the fact that parent involvement is highly desirable, it's not always easy for parents to be involved. Therefore, to increase parental involvement, we include a variety of class activities and weekly emails that tend to increase parental involvement.

File includes: a packet of letters, notes and invitations, and 40 parent tips on where their child is developmentally, to select from to send as emails, traditional mail, and/or printed sheets for students to bring home to parents. These are organized by grade level with suggestions when to send them during the school year.

SuperDeck Card Games for Unlimited Purposeful, Playful Practice

Because card games and board games are the perfect venues to foster social and emotional skills, each grade level receives six age-appropriate SuperDeck card game decks. Playing various games—including go fish, memory, and bingo—with these decks help students learn about the world around them, while getting purposeful, playful practice for real life. These are valuable opportunities for children to learn how to cooperate, how to win and lose gracefully, how to accept others' differences, and how to make responsible decisions.

Teacher Training

Teachers are provided a 90-minute recorded training session to learn about the program. It includes CASEL, the LEARN method, samples of lessons on how to use the stories and plays, journal pages and card games. Optionally, live training sessions in-person and remotely on Zoom are available. Call for information about availability and reasonable cost.

Optional (available at StrongLearning.com.)

- Strong Learning *LEARN Method for SEL in a Nutshell K-5 - the way children learn!* A Teacher's Text Book that explains the LEARN Method and how it applies to teaching social and emotional skills and knowledge to K-5 children. What you will learn can apply to individual students, small groups, as well as to classrooms, in school or online as a year-round stand-alone program or as a resource for fun, engaging, and educationally sound activities to supplement other programs.
- Additional or replacement SuperDeck card game decks.

Cost

The cost of the license for the full *SEL in a Nutshell Program* is determined by the number of schools using the program. Save with multi-school and multi-year license discounts for your school district. Call if you require special consideration for economic or other reasons. Note: The license for each counselor/teacher, teaching in multiple schools, is the same as for one school.

Number of Schools	First School	Multiple-School Discount (Each Additional School)	Volume Discount (5 or More Schools)
Annual cost for one year license	\$795	\$595	(10% Discount off Total)

Additional Discounts

3-Year License: 10% Discount off three times the one-year license.

Total Cost for 1 to 10 schools

Number of Schools	Total Cost (1-Year License)	Total Cost (3-Year License)
1	\$795	\$2,147
2	\$1,390	\$3,753
3	\$1,985	\$5,360
4	\$2,580	\$6,966
5	\$2,858	\$8,573
6	\$3,393	\$9,161
7	\$3,929	\$10,607
8	\$4,464	\$12,053
9	\$5,000	\$13,499
10	\$5,535	\$14,945

SEL in a Nutshell

Sample Lessons

My Family and Me

SELF AWARENESS

Activity Type: **Seatwork + Group**

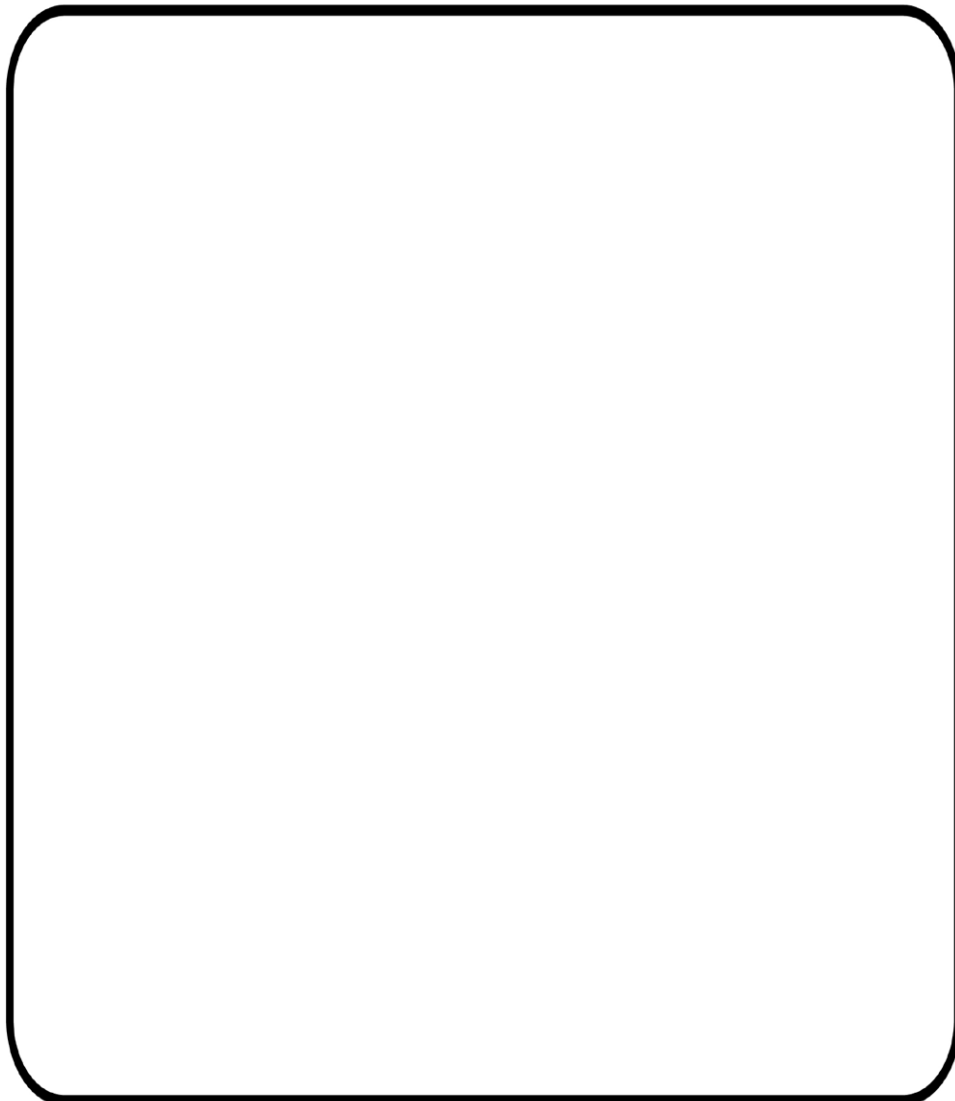
Grade: **K**

Topic: **Identity**

Lesson Recommendation: Have your students draw a picture of themselves and their family. After the pictures are completed, have children who are willing to share their pictures and talk about their families with the class.

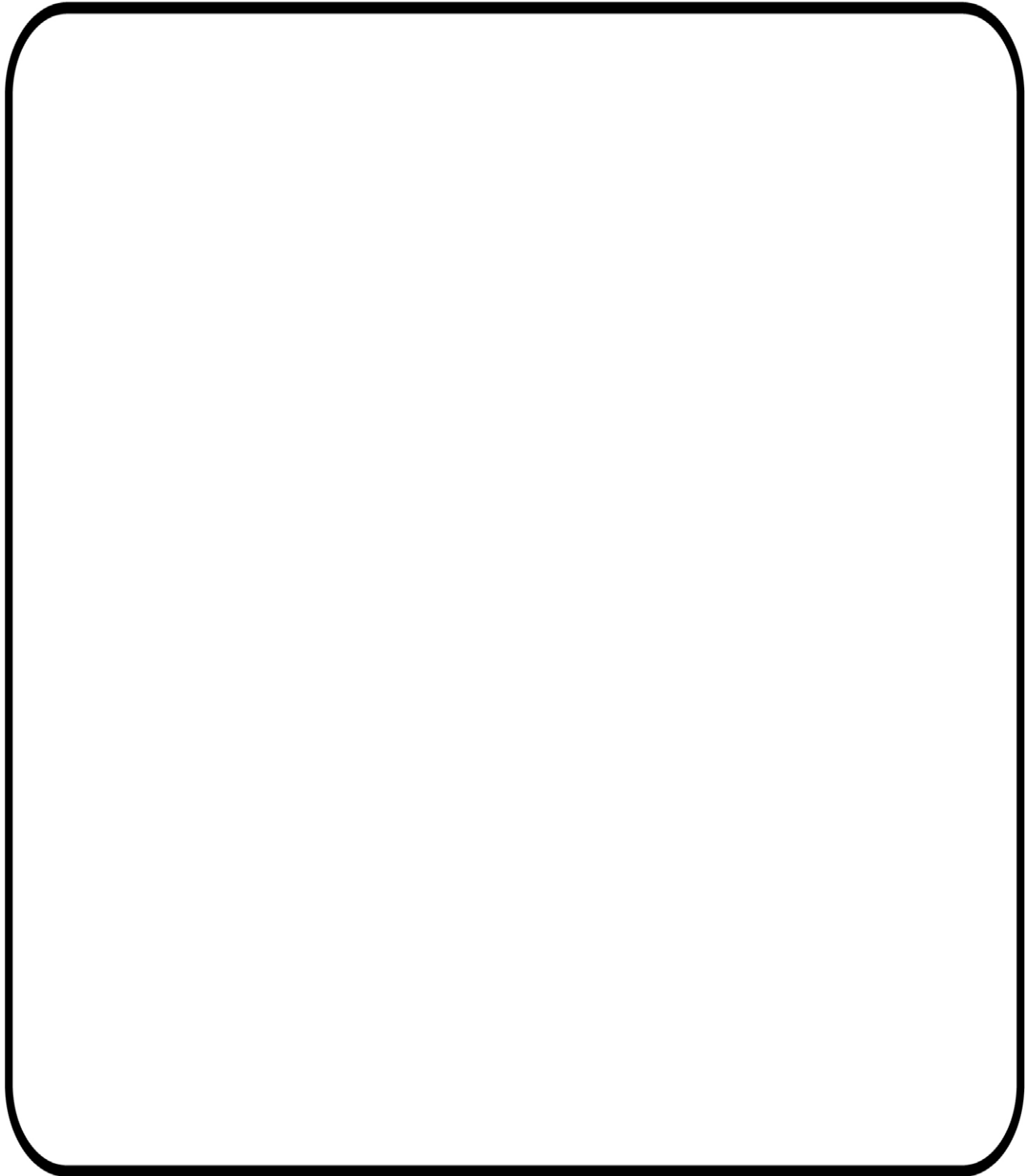
Name: _____ Date: _____

My Family and Me



Name: _____ Date: _____

My Family and Me



Award For Putting Things Away

SELF MANAGEMENT

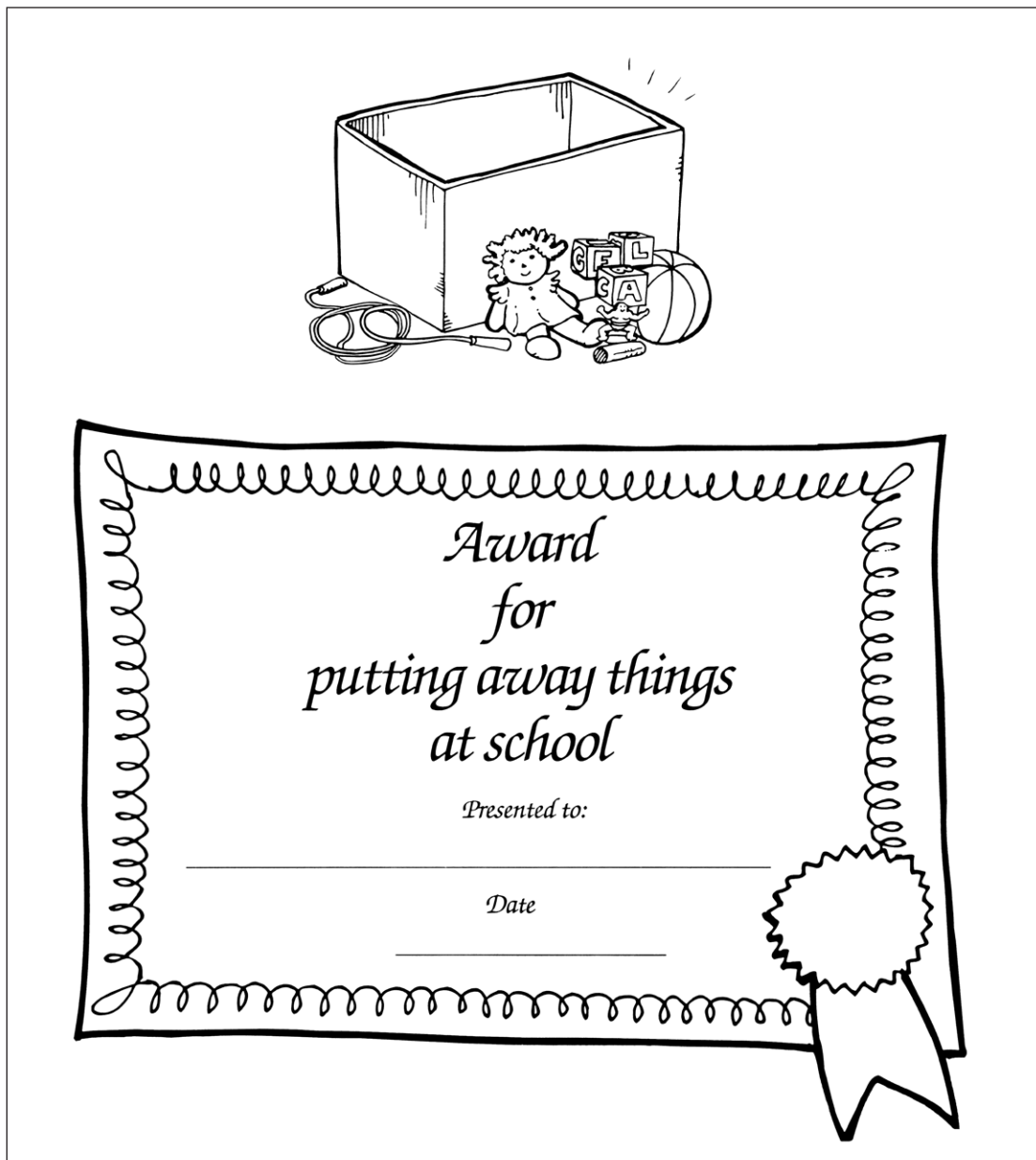
Activity Type: **Seatwork**

Topic: **Cooperating**

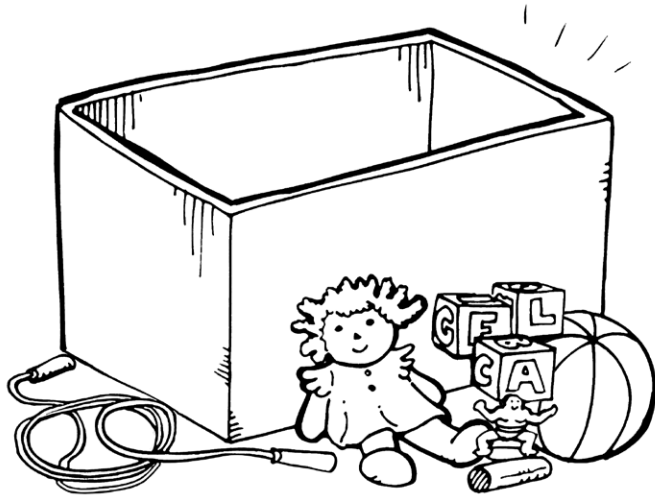
Grade K

Lesson Recommendation: Talk about the jobs children have as part of the class. One of the jobs is to help clean up the room. Each child's job is to put away the toys they played with.

Then ask them to complete the page and then give each one a sticker for doing a good job to keep their class clean and neat.



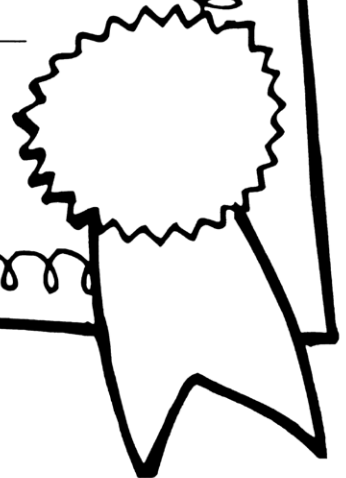
Name _____ Date _____



*Award
for
putting away things
at school*

Presented to:

Date



Put on a play:
***Tiger Tuesday Wants
a Gold Cup***
Grade 1

SELF MANAGEMENT

Activity Type: Play

Topic: Importance of Listening

Lesson Recommendation:

Read the play below to the class. Before reading, assign the words “ping pong” and anything said by Marshmallow or Thurman to the whole class. Each time you reach the words “ping pong,” stop and point to the class. Similarly, when you reach Thurman’s part, point to the class and have them say “Woof, woof, woof” together and when you read Marshmallow’s name, have them say “Ribbit, ribbit, ribbit!”

Discuss the importance of listening so that you know when it is your turn to speak in a play and working in a group with other students. If time permits, pass out the play script on the following pages and assign parts. NOTE: Children should NOT have to memorize their lines—reading them is fine.

TIGER: I want to win a gold cup.

TUFFY: I won a gold cup in baseball.

TRUDY: I won a gold cup in singing.

TOMMY: I won a gold cup in spelling.

TAMMY: I won a gold cup in swimming.

THURMAN: Woof! Woof! Woof!

MARSHMALLOW: Ribbit! Ribbit! Ribbit!

TIGER: Thurman won a dog contest and Marshmallow won a hopping contest. But I am not a dog and I am not a frog. I want a gold cup too.

NARRATOR: One day, Tiger saw that there was a ping pong contest.

TIGER: I can play ping pong. I will be in the ping pong contest at Duffy School.

NARRATOR: So Tiger played ping pong day after day. “Ping pong” went the ball as the clock went “tick tock, tick tock,” day after day. Then the day of the contest came. Tiger was very good at ping pong.

MOMMY: I will go to see Tiger in the ping pong contest.

DADDY: I will go to see Tiger in the ping pong contest too.

TUFFY: I will go too.

TRUDY: I will go too.

TOMMY: I will go too.

TAMMY: I will go too.

THURMAN: Woof! Woof! Woof!

MARSHMALLOW: Ribbit! Ribbit! Ribbit!

NARRATOR: “Ping pong, ping pong,” went the ball. Tiger won. “Ping pong, ping pong,” went the ball again. Tiger won again. Tiger won again and again and again. Tiger won the contest and he was very happy.

TIGER: Now I have a gold cup too!

PLAY: Tiger Wants a Gold Cup

Cast: Tiger, Tuffy, Trudy, Tommy, Tammy, Thurman, Marshmallow, Narrator

TIGER: I want to win a gold cup.

TUFFY: I won a gold cup in baseball.

TRUDY: I won a gold cup in singing.

TOMMY: I won a gold cup in spelling.

TAMMY: I won a gold cup in swimming.

THURMAN: Woof! Woof! Woof!

MARSHMALLOW: Ribbit! Ribbit! Ribbit!

TIGER: Thurman won a dog contest and Marshmallow won a hopping contest. But I am not a dog and I am not a frog. I want a gold cup too.

NARRATOR: One day, Tiger saw that there was a ping pong contest.

TIGER: I can play ping pong. I will be in the ping pong contest at Duffy School.

NARRATOR: So Tiger played ping pong day after day. "Ping pong" went the ball as the clock went "tick tock, tick tock," day after day. Then the day of the contest came. Tiger was very good at ping pong.

PLAY: Tiger Wants a Gold Cup, page 2

MOMMY: I will go to see Tiger in the ping pong contest.

DADDY: I will go to see Tiger in the ping pong contest too.

TUFFY: I will go too.

TRUDY: I will go too.

TOMMY: I will go too.

TAMMY: I will go too.

THURMAN: Woof! Woof! Woof!

MARSHMALLOW: Ribbit! Ribbit! Ribbit!

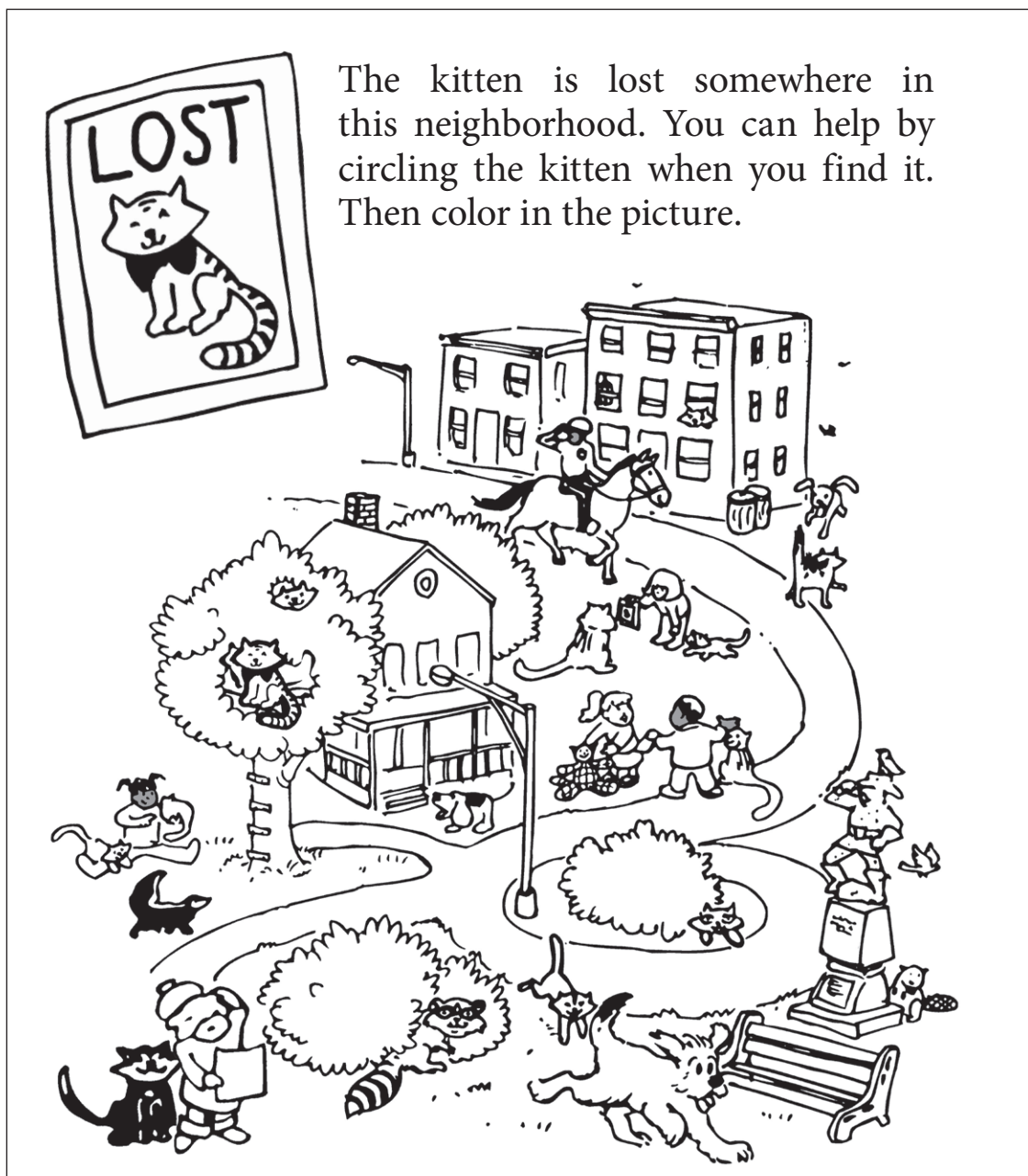
NARRATOR: "Ping pong, ping pong," went the ball. Tiger won. "Ping pong, ping pong," went the ball again. Tiger won again. Tiger won again and again and again. Tiger won the contest and he was very happy.

TIGER: Now I have a gold cup too!

Grade 1

Lesson Recommendation: Ask the children what a neighborhood is. If they are aware of the show “Mr. Roger’s Neighborhood,” discuss. Talk about the neighborhood *you* live in. Compare living in a neighborhood where everybody lives in an apartment vs. neighborhoods in the suburbs and the country. Ask students to tell about their neighborhoods and their grandparents’ neighborhoods.

Then have students find the lost kitten and color the picture.





The kitten is lost somewhere in this neighborhood. You can help by circling the kitten when you find it. Then color in the picture.



Lesson Recommendations: Read the story “Tommy Tuesday’s Bike Ride.” below. Talk about Tommy having to have patience and wait until others were finished before they could go on the bike ride. Have children complete the accompanying page and then share with the class what they do when they have to wait before doing something they want.

Tommy wanted to go on a bike ride. He asked Tuffy if he would go on a bike ride with him.

Tuffy said, “I can’t go now. I’m going to help Daddy rake the grass, but I’ll go with you when we’re done.”

But Tommy wanted to go on a bike ride then. He asked Trudy if she would go on a bike ride with him.

Trudy said, “I can’t go now. I’m going to help Mommy bake a cake, but when I’m done I’ll go with you.”

But Tommy wanted to go then. He asked Tammy if she would go for a bike ride with him.

Tammy said, “I can’t go now. I am playing the flute, but when I’m done I’ll go with you.”

Tommy asked Tiger if he would go for a bike ride with him.

But Tiger said, “I can’t go now. I’m playing a game with Thurman, but when we’re done I’ll go with you.”

Tommy was sad. He looked at the clock. Tick tock, tick tock, tick tock. Time went by.

Then Tuffy yelled, “Tommy, I’m home. I’m done raking. I’ll go for a bike ride with you now.”

Then Trudy yelled, “Tommy, the cake is done. It’s on top of the stove. I’ll go for a bike ride with you now.”

Then Tiger yelled, “Tommy, Thurman and I are done playing the game. We’ll go for a bike ride with you now.”

Then Tammy yelled, “Tommy, I’m done playing the flute. I’ll go for a bike ride with you now.”

Then Tommy yelled, “YES, I’ll go for a bike ride with you now.”

“Did someone say something about a bike ride?” Daddy asked.

“We’re going for a bike ride. Do you want to come with us?” said Tuffy.

“Now is a good time for me,” said Daddy.



Mommy said, “Bike ride? I’ll go for a bike ride. This is a good time for me to go on a bike ride. It’s five o’clock. We’ll have dinner at six.”

Thurman said, “Woof, woof, woof,” as he ran along with Tiger.

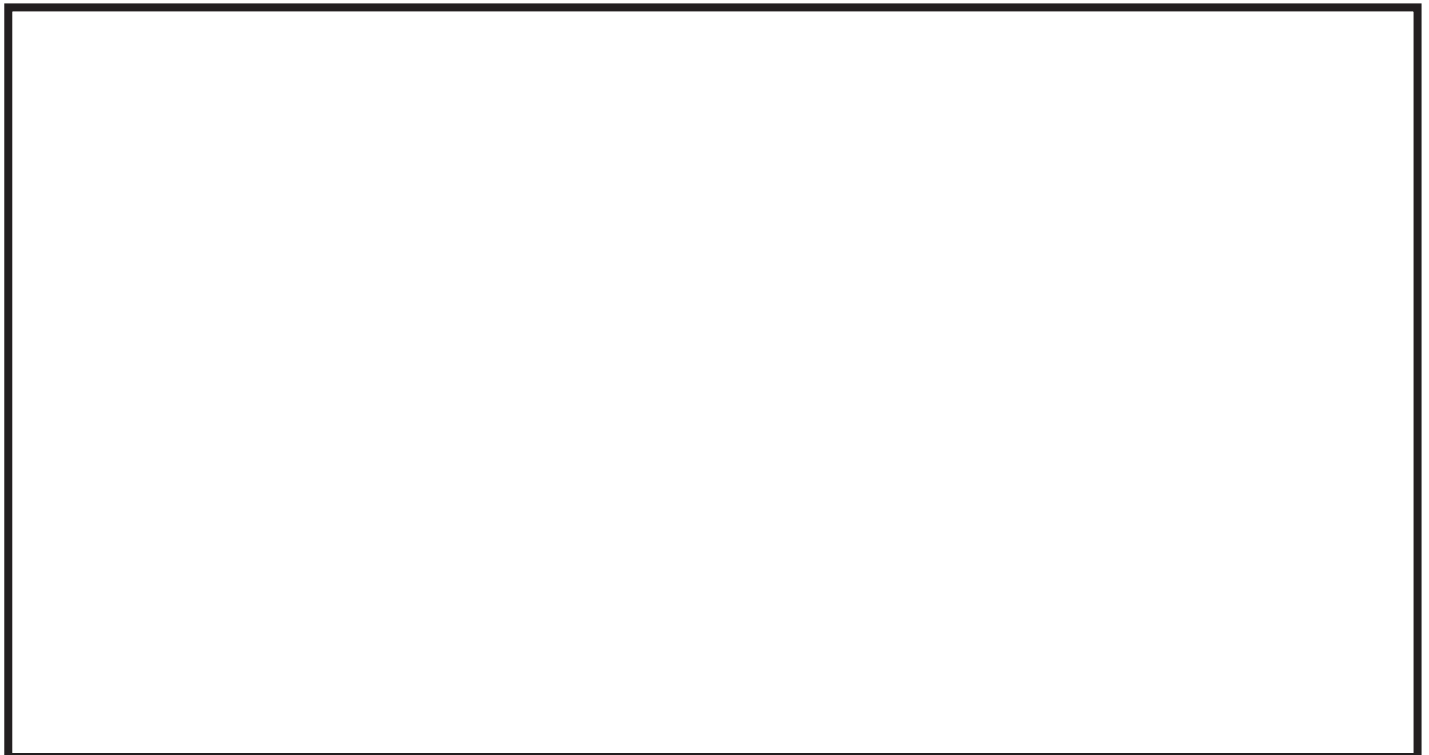
“Ribbit, ribbit, ribbit,” said Marshmallow, as she hopped on Tiger’s bike to go on the bike ride too.

“I know what you’re saying, Marshmallow,” said Tiger. “Tommy just had to wait until everyone was ready to go.”

If you wanted to do something right away, and were told to wait, which of these would you do? Put an X in the boxes.

<p><input type="checkbox"/> Count to ten.</p> <p>One, two, three, four...</p> 	<p><input type="checkbox"/> Exercise.</p> 	<p><input type="checkbox"/> Take a deep breath.</p> 
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**What are some other things you might do while waiting?
Draw a picture of you doing one of those.**



Who built our school?

SOCIAL AWARENESS

Activity Type: **Seatwork + Group**

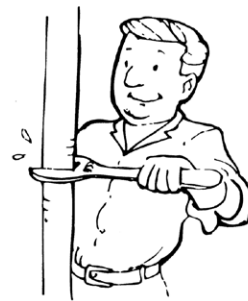
Grade 2

Topic: **Jobs and Careers**

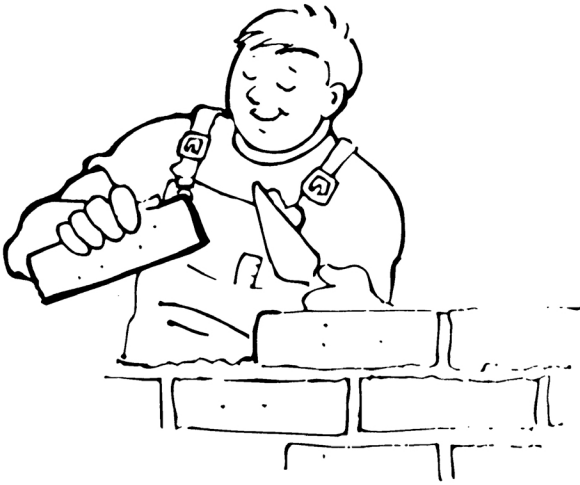
Lesson Recommendations: Pass out copies of the sheet below. Ask students to identify what each person is doing. Discuss how each person helps to construct buildings, including the school your classroom is in. Ask the class what the names of the jobs are and write them on the board. Have children talk about other jobs involved in building. Then have the children complete the page. [mason, electrician, painter, carpenter, plumber]

Name _____ Date _____

What are these people doing?
Write the names of their careers below them.



What are these people doing?
Write the names of their careers below them.











How I helped someone

Grade 2

RELATIONSHIP SKILLS

Activity Type: **Seatwork + Group**

Topic: **Caring**

Lesson Recommendations: Talk about ways we help each other. Then have the children complete the page and have them share their answers with the class.

When completed, children’s drawings might make a good display entitled, “Helping Others.”

Think about a time you helped someone. Tell about what you did by drawing pictures in the boxes below. In the box with a 1, draw what you did first, then draw what you did next in box 2, 3, and 4.

①

②

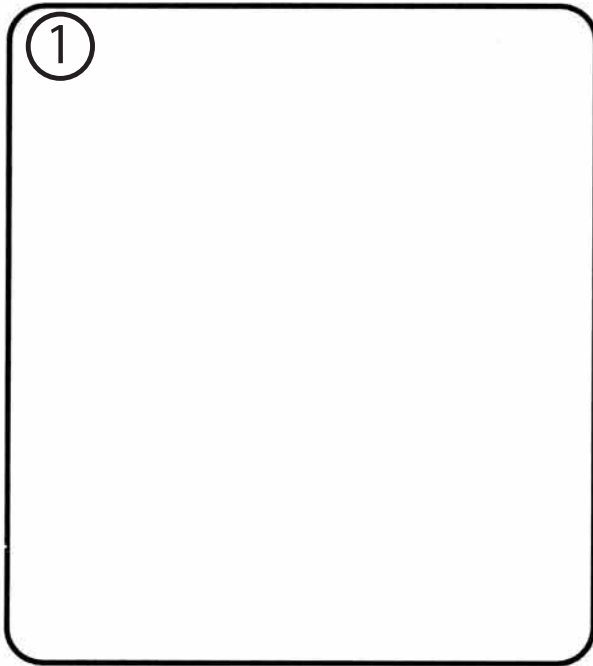
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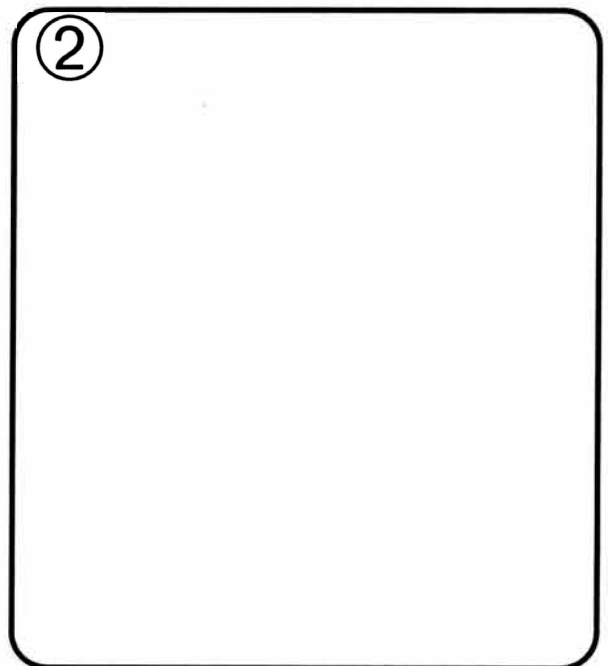
Name _____ Date _____

Think about a time you helped someone. Tell about what you did by drawing pictures in the boxes below. In the box with a 1, draw what you did first, then draw what you did next in box 2, 3, and 4.

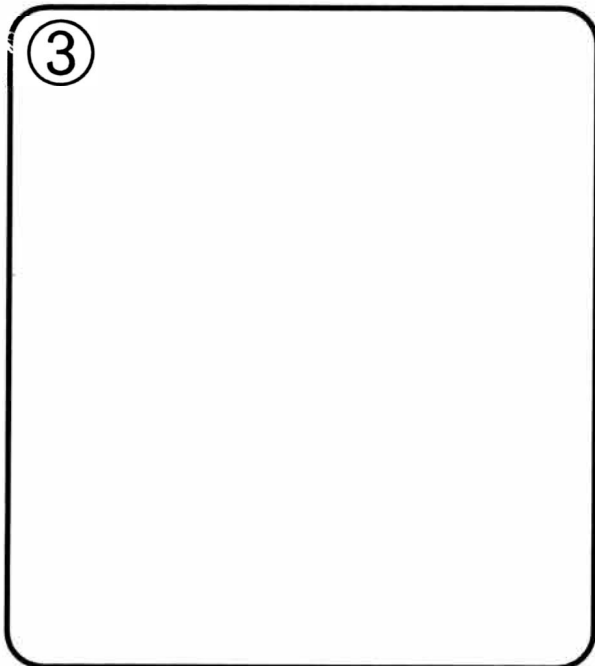
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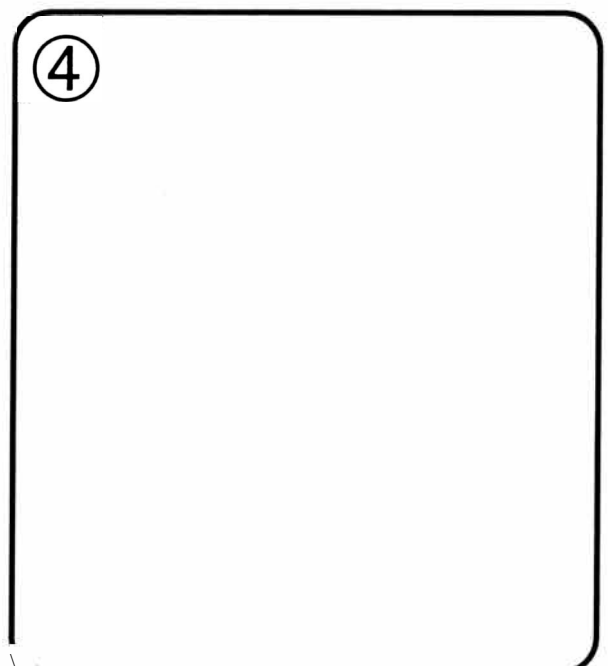
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③



④



I wish there were a law that said...

Grade 3

SOCIAL AWARENESS

RESPONSIBLE DECISION-MAKING

Activity Type: Seatwork + Group

Topic: Rules and Laws

Lesson Recommendations: Talk about rules in school and laws in your town, city and state. Ask questions and have children offer answers.

- What is one of the rules in our classroom? Why do we need the rule?
- The law says that we have to stop at a red light. Why do we need that law? What might happen if we didn't stop at the red light.
- What happens if we break the law?

Read the instructions on the page below. Then have children complete the page and share their answers with the class.

Name _____ Date _____

My Law

I wish there were a law that said _____

How would this law be good for children your age? _____

How would this law be good for everybody? _____

Draw a picture of you giving this law to the President.



Name _____ Date _____

My Law

I wish there were a law that said _____

How would this law be good for children your age? _____

How would this law be good for everybody? _____

Draw a picture of you giving this law to the President.



Play:

Tiger Tuesday and the Purple Turtles

Grade 3

RESPONSIBLE DECISION-MAKING

Activity Type: **Play + Seatwork**

Topic: **Making good choices**

Lesson Recommendation: Assign parts and put on the play. Provide copies of the play script that follows. NOTE: If time is an issue, you may want to read the part of the Narrator. Pass out copies of the sheet on page 23 and have children complete.

CAST: *Tiger, Thurman, Marshmallow, Bob, Bill, Mommy, Daddy, Narrator*

NARRATOR: One summer morning, Tiger was riding his bike down the old dirt path to Corn Cob Park. Thurman was running along one side of the bike. Marshmallow was hopping along the other side of the bike. He saw Bob and Bill Bart riding their bikes.

BOB: Hi Tiger. Want to ride around the park with us?

NARRATOR: Tiger knew that Mommy and Daddy had told him not to play with the Bart brothers because they always get into trouble. But somehow every time the Bart brothers asked Tiger to play with them, Tiger forgot what Mommy and Daddy had said. He knew it wasn't the smart thing to do, but Tiger thought they did fun stuff.

TIGER: Sure. I'll ride bikes with you.

THURMAN: Woof, woof, woof!

MARSHMALLOW: RIBBIT, JIBBIT!

NARRATOR: Thurman ran happily alongside of Tiger. Marshmallow tried to stop him, but Tiger ignored her and followed the Bart brothers down dirt paths, over stones and around thorns sticking out of bushes. They stopped at the old cavern. There was a sign on it that said "keep out."

BOB: Let's go in.

MARSHMALLOW: RIBBIT, JIBBIT!

TIGER: I don't think I'll go with you.

BOB: But there are purple turtles in the cavern.

BILL: No one has ever seen these purple turtles before. We'll become rich and famous.

NARRATOR: Tiger wanted to become rich and famous. Tiger wanted purple turtles. So, he put his bike alongside Bob and Bill's bikes and went into the cavern with them. Each one was holding a glass jar. It was very dark inside the cavern. It was a good thing that the boys had flashlights with them.

BOB: Look where you're walking. There may be large birds in here. You can't see them, but people say they sit on perches in the dark part of the cavern. They may attack us.

TIGER: I don't see any purple turtles. I want to get out of here.

BILL: Chicken, chicken, Tiger's a chicken.

NARRATOR: Then Bob grabbed Tiger's flashlight and blocked him as he tried to leave the cavern. Suddenly, Thurman jumped between Bob and Tiger. He pushed Bob to the ground. The flashlight went flying out of Bob's hand and Tiger got it. Thurman ran around Bob and Bill so they couldn't get Tiger. Tiger ran as fast as he could out of the cavern with Marshmallow hopping along side of him. He then jumped on his bike. Thurman ran after him leaving the Bart brothers in the cavern. Before they knew it, they were back at home safe and sound. Mommy and Daddy were in the kitchen making turkey sandwiches for lunch.

MOMMY: Hi, Tiger, you're just in time for lunch. But you look upset, Tiger. You're crying.

TIGER: I know you told me not to play with Bob and Bill Bart, but they told me that I could get purple turtles in the cavern in Corn Cob Park. They said that I could become rich and famous. Marshmallow tried to tell me not to go with them, but I wanted a purple turtle. Are you mad at me?"

MOMMY: We're not mad at you, Tiger. We love you and don't want anything bad to happen to you. We're proud of you for telling us what happened. That's the right thing to do.

DADDY: Tiger, we all want things that sometimes we can't get, and sometimes we want them very badly. But we can never get them by doing bad things. If we can't get something we want one way, we have to think of another way. But we always have to do what is right. This way you'll really become rich and famous.

Tiger Tuesday and the Purple Turtles

Narrator: One summer morning, Tiger was riding his bike down the old dirt path to Corn Cob Park. Thurman was running along one side of the bike. Marshmallow was hopping along the other side of the bike. He saw Bob and Bill Bart riding their bikes.

Bob: Hi, Tiger. Want to ride around the park with us?

Narrator: Tiger knew that Mommy and Daddy had told him not to play with the Bart brothers because they always get into trouble. But somehow every time the Bart brothers asked Tiger to play with them, Tiger forgot what Mommy and Daddy had said. He knew it wasn't the smart thing to do, but Tiger thought they did fun stuff.

Tiger: Sure. I'll ride bikes with you.

Thurman: WOOF, WOOF, WOOF!

Marshmallow: RIBBIT, JIBBIT!

Narrator: Thurman ran happily alongside of Tiger. Marshmallow tried to stop him, but Tiger ignored her and followed the Bart brothers down dirt paths, over stones and around thorns sticking out of bushes. They stopped at the old cavern. There was a sign on it that said "keep out."

Bob: Let's go in.

Marshmallow: RIBBIT, JIBBIT!

Tiger: I don't think I'll go with you.

Bob: But there are purple turtles in the cavern.

Bill: No one has ever seen these purple turtles before. We'll become rich and famous.

Narrator: Tiger wanted to become rich and famous. Tiger wanted purple turtles. So, he put his bike alongside Bob and Bill's bikes and went into the cavern with them. Each one was holding a glass jar. It was very dark inside the cavern. It was a good thing that the boys had flashlights with them.

Bob: Look where you're walking. There may be large birds in here. You can't see them, but people say they sit on perches in the dark part of the cavern. They may attack us.

Tiger: I don't see any purple turtles. I want to get out of here.

Bill: Chicken, chicken, Tiger's a chicken.

Narrator: Then Bob grabbed Tiger's flashlight and blocked him as he tried to leave the cavern. Suddenly, Thurman jumped between Bob and Tiger. He pushed Bob to the ground. The flashlight went flying out of Bob's hand and Tiger got it. Thurman ran around Bob and Bill so they couldn't get Tiger. Tiger ran as fast as he could out of the

cavern with Marshmallow hopping along side of him. He then jumped on his bike. Thurman ran after him leaving the Bart brothers in the cavern. Before they knew it, they were back at home safe and sound. Mommy and Daddy were in the kitchen making turkey sandwiches for lunch.

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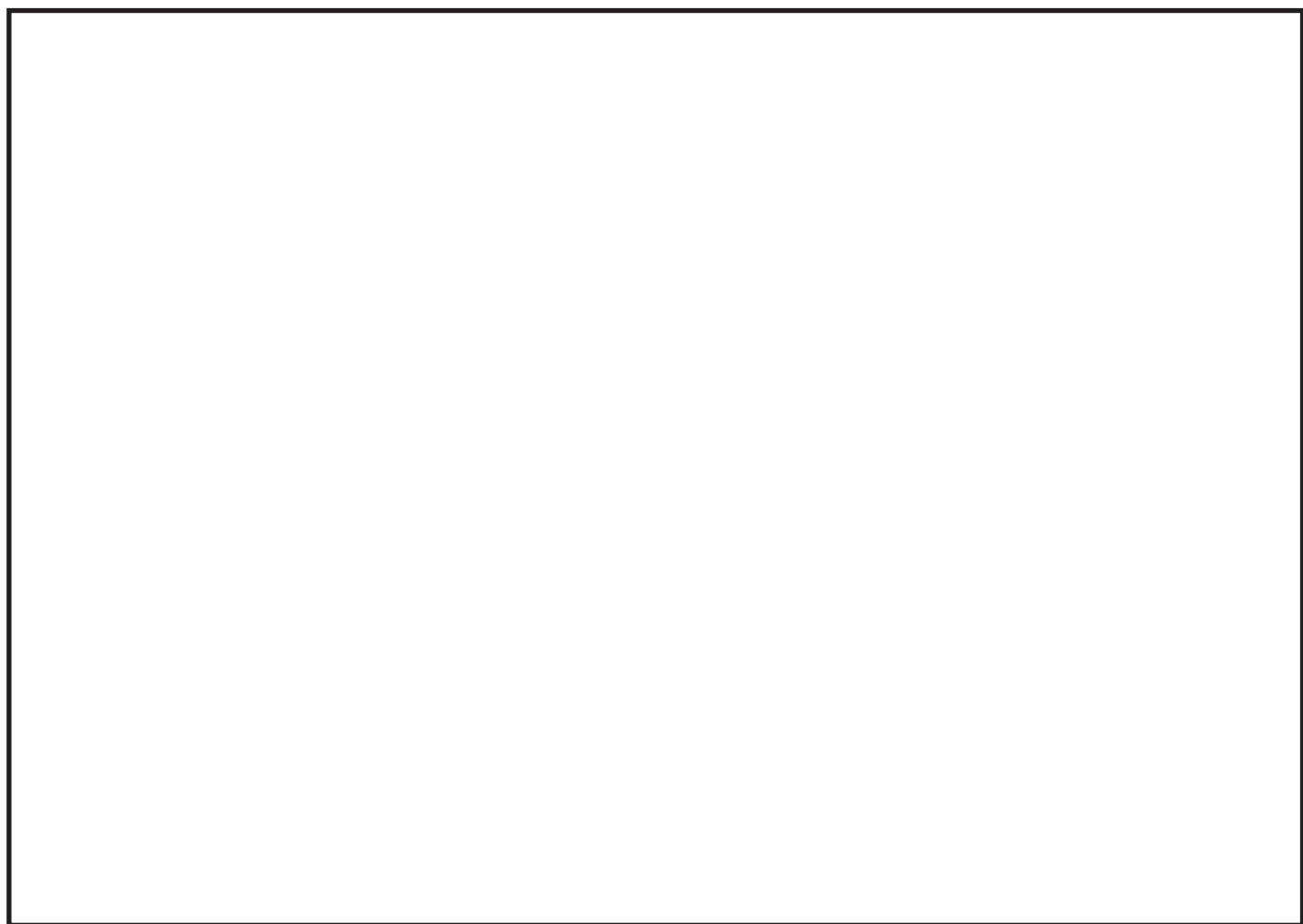
Tiger Tuesday and the Purple Turtles

About you...

If you were Tiger, would you have gone into the cavern with the Bart brothers? (yes, no)

Why or why not? _____

Draw a picture of what you think it looks like in a cavern.



Lesson Recommendation:

Talk about the definition of a best friend. Have the children come up with examples of what a best friend would do in a variety of situations. For example:

- If a bully kept bothering you, what would a best friend do?
- If you did poorly on your math test and were upset, what would a best friend do?
- If you fell and hurt yourself during recess, what would a best friend do?

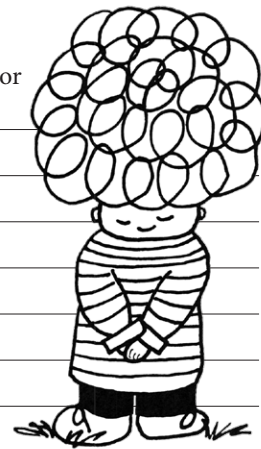
Feel free to offer other examples of situations. Pass out copies of the following page and have children complete the page.

Name _____ Date _____

Best Friend

How would you feel if someone told you that you were his or her best friend? _____

Why would you feel like this? _____



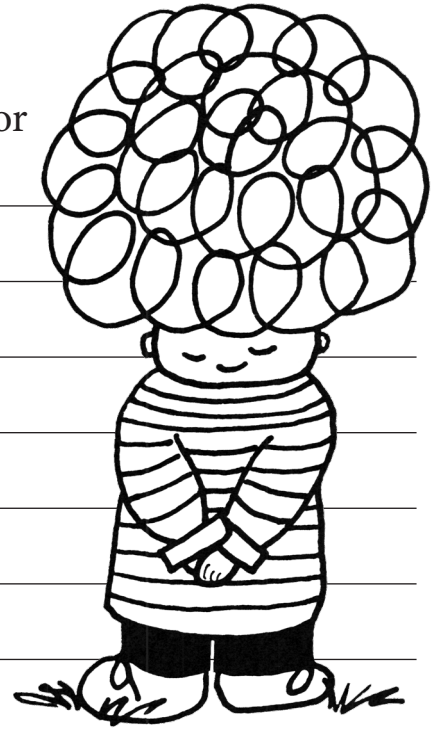
Draw a picture of you with your best friend.

Name _____ Date _____

Best Friend

How would you feel if someone told you that you were his or her best friend? _____

Why would you feel like this? _____



Draw a picture of you with your best friend.

A large, empty rectangular box with rounded corners, intended for drawing a picture of the student with their best friend.

Grade 4

Lesson Recommendation: Read the directions together and then have the children complete the page in groups or as a whole class. If time allows, have photos of foods available and a globe or map so the children can see where the country of origin is. Some of the children’s ancestors, relatives or the children themselves may be from those countries. Include the following: pizza (Italy), fish and chips (UK), hamburgers (Germany), tacos (Mexico), croissants (France), sushi (Japan), maple syrup (Canada), catsup/ketchup (US), chow mein (China), chaat (India).

If possible, schedule a “foods around the world” party and invite parents.

Name _____ Date _____

Foods from Around the World

Many of the foods we eat originated in another part of the world. List four foods that originated in other countries. Next to each food, put the country of origin and where you could buy this food now.



Food	Country of origin	Where to buy this food

Foods from Around the World

Many of the foods we eat originated in another part of the world. List four foods that originated in other countries. Next to each food, put the country of origin and where you could buy this food now.



Food	Country of origin	Where to buy this food

Lesson Recommendations: Hand out the page and read the directions together. When students have completed the sheet, divide the class into groups of twos and threes. Have the children share their answers and talk about why they answered the way they did. All willing students can share their answers with the whole class. This would make a good bulletin board display, entitled “Me in the Future.”

Name _____ Date _____



Future You

Picture yourself in 10 years. How old will you be? _____

What will you be doing? _____

Picture yourself in 20 years. How old will you be? _____

What will you be doing? _____

Draw what you will
look like in 10 years.

A large, empty rectangular box with rounded corners, intended for a student to draw their future self in 10 years.

Draw what you will
look like in 20 years.

A large, empty rectangular box with rounded corners, intended for a student to draw their future self in 20 years.

Name _____ Date _____



Future You

Picture yourself in 10 years. How old will you be? _____

What will you be doing? _____

Picture yourself in 20 years. How old will you be? _____

What will you be doing? _____

Draw what you will
look like in 10 years.

Draw what you will
look like in 20 years.

Grade 5

Activity Type: Seatwork + Group

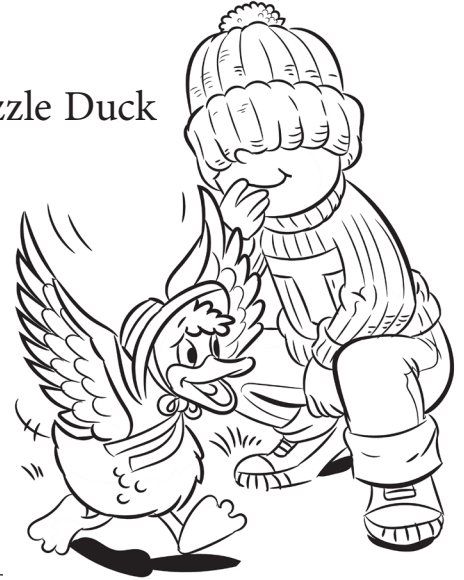
Topic: Listening to Others

Name _____ Date _____

Being a Good Listener

Tiger is being a good listener, which is good because Dazzle Duck seems to have something important to tell him.

How do you feel when you're talking to someone who is a good listener? _____



How do you feel when you're talking to someone who is *not* a good listener? _____

Draw a picture of yourself talking to someone who is a good listener.