

# Literature Lesson

## *When Sophie Gets Angry- Really Really Angry...*

by Molly Bangs

(Available in Spanish and English)

### Materials:

- Book: *When Sophie Gets Angry- Really Really Angry...* ([Digital Version](#))
- A device to show the videos linked below
- Paper and coloring supplies

**Vocabulary:** Angry, Snatched, Roar, Red, Explode, Volcano, Ferns, Feels, Breeze, Waves, Comfort, Glad

**SEL Guiding Questions:** (*Select the questions appropriate for your students and your purpose*).

1. What made Sophie angry?
2. Do you think it was O.K. for Sophie to feel angry?
3. What could Sophie's sister have done to make Sophie not so angry?
4. What could Sophie have done when her sister grabbed Gorilla instead of getting so angry?
5. What does Sophie do when she gets angry?
6. What makes Sophie feel better when she gets angry?
7. How does Sophie's family feel when she returns home?

### Procedure:

1. Read the story, or play the video
  - a. Picture walk
  - b. Discuss vocabulary terms before, during and after the story
2. Discuss the guiding questions above with your students
3. Introduce the concept of calming down.
4. Practice calm down strategies
  - a. [Belly breathing with Elmo](#)
  - b. [Fingertip breathing with James Butler](#)
  - c. [Mindful stretching with James Butler](#)
5. Ask students about their favorite way to calm down.
6. Have students draw a picture of themselves calming down using their favorite technique.

**Closing:** What is a time in your life that you will need to practice calming down just like Sophie did?

**Lesson Name:** Honesty and Trustworthiness  
**Grading Period/Unit (CRM):**

**Estimated timeframe:** 30 Minutes  
**Grade level/Course:** 2<sup>nd</sup> Grade/SEL

Lesson Components	
<b>Lesson Objectives:</b> The learner will demonstrate situations when they need to practice honesty and trustworthiness. The learner will identify why it is important to be trustworthy and honest. <b>Language Objectives:</b> Learner will orally express opinions, ideas, and feelings. Learner will orally narrate, describe and explain. Learner will use new vocabulary in oral communication. Learner will demonstrate listening comprehension.	
<b>SEL Standards:</b> SEL.2.6: Self-Management: Student demonstrates integrity SEL.2.6.A Can explain what it means to be honest and trustworthy SEL.2.6.C Identifies personal situations demonstrating honesty and integrity	
<b>College and Career Readiness:</b> 1. Work collaboratively. 2. Engage in scholarly inquiry and dialogue.	
<b>Essential Questions:</b> Why is important to be honest and trustworthy? How would lying affect your friendships with your classmates? How would lying affect your relationship with your teachers? If you are not honest, or if your friend lied to you would you be able to trust them? Why or why not?	
<b>Vocabulary</b>	<b>Essential:</b> Trust, Honesty, Integrity, Dishonest  <b>Supporting:</b> Assertive, Self-Talk, Listening, Focus Attention, Respectful
<b>Lesson Preparation</b>	Chart paper, camera, and access to previous lesson card, Jenga or building blocks, post-it notes (If teacher does not have access to Jenga check with after school program or can use base ten blocks as a substitute).  <u>Literature Options:</u>  Book: Mr. Peabody's Apples by Madonna ( <a href="#">Digital Version here</a> ) Mr. Peabody's Apples takes place in 1949 in Happville, USA. Mr. Peabody is the beloved elementary school teacher and baseball coach, who one day finds himself ostracized when rumors spread through the small town. Mr. Peabody silences the gossip with an unforgettable and poignant lesson about how we must choose our words carefully to avoid causing harm to others.  Book: The Honest to Goodness Truth by Patricia McKissak If telling the truth is the right thing to do, why is the whole world mad at Libby?  Book: The Empty Pot by Demi When Ping admits that he is the only child in China unable to grow a flower from the seeds distributed by the Emperor, he is rewarded for his honesty.

<b>Anchors of Support</b>	Students create skills cards demonstrating acts of honesty, trustworthiness. Teacher can take pictures of student generated gestures and create posters to hang on wall.
<b>Differentiation strategies</b>	<p><b>Special Education:</b> provide extra think time, opportunity for small group dialogue, display anchors of support</p> <p><b>English Language Learners:</b> <a href="http://curriculum.austinisd.org/bil_ed/index.html">http://curriculum.austinisd.org/bil_ed/index.html</a></p> <p><b>Extension for Learning:</b> students create chart showing the effects of being honest and lying to friends, parents, or teachers. Students may also role play ways to manage emotions when they are lied to, practice the calm down technique.</p>
<b>21<sup>st</sup> Century Skills</b>	<a href="http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf">http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf</a>
<b>English Language Proficiency Standards:</b> <a href="http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html">http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html</a>	
<b>Lesson Cycle</b>	
<b>Engage</b>	<p><b>Warm Up:</b> (5 Minutes)</p> <p>Teacher starts the lesson with guiding questions: Teacher asks students to turn and talk to their neighbor.</p> <ol style="list-style-type: none"> <li>1. <b>What does it mean to be honest and trustworthy?</b></li> <li>2. <b>Why is it important to be honest and trustworthy?</b></li> <li>3. <b>What happens if you tell a lie about someone?</b></li> </ol>
<b>Lesson stages</b>	<p><b>Story and Discussion</b> (10 Minutes)</p> <p>Today we are going to talk about why it is important to be honest and trustworthy. We are going to read a story called Mr. Peabody's Apples.</p> <p>I want you to think about these questions as we read the story:</p> <ol style="list-style-type: none"> <li>1. <b>When someone lies to you, how does it feel?</b></li> <li>2. <b>When someone tells a lie about you, how does it feel?</b></li> <li>3. <b>What does it look like at home or in your community when someone is dishonest?</b></li> <li>4. <b>What is the result?</b></li> </ol> <p>Teacher reads Mr. Peabody's Apples (or <a href="#">play video</a>).</p> <p>At the end of the story, teacher asks students to reflect on how the lie about Mr. Peabody affected his baseball team. <b>What happened after Tommy cut open the pillow case and the feathers blew out? Why did Mr. Peabody tell Tommy to pick up all the feathers?</b></p> <p>Teacher passes out post-its and students answer the following question:</p>

	<p><b>1. How could you use Mr. Peabody as an example of how to treat someone with integrity when they are dishonest?</b></p> <p>Reminder: Integrity means to stick to moral principles, to treat someone fairly. One way to treat someone with integrity when they are dishonest is to be forgiving.</p> <p><b>Skill Practice (7 Minutes)</b>  Teacher will explain that trustworthiness and honesty are important to building and maintaining relationships with their peers. Teacher will take a piece of paper and write the word “friendship” on it. This paper represents a friendship and each time students tell a lie the paper is torn, over time the paper will fall apart.</p> <p>Pass the paper around and have each student say, “I was not honest with my friend” and rip the paper. After a round of this, ask students to pass the paper again and say, “I was honest with my friend” and put a piece of tape on the rip.</p> <p>This activity demonstrates that relationships/friendships will be damaged and fall apart if they are not honest. When friends, teachers, and parents are lied to it is difficult to rebuild their trust.</p>
<p><b>Closure Activity</b></p>	<p><b>Wrap Up (8 Minutes)</b>  Students return to their desks and reflect on the game by doing a cause and effect chart with illustrations. For example, because I told a lie about stealing a pencil, I hurt my friend and they will not let me borrow supplies next time I need them.</p> <p>Return to guiding questions to close lesson and have students reflect on what they learned:</p> <p><b>1. Why is it important to be honest and trustworthy?</b></p>
<p><b>Check for understanding (evaluation)</b></p>	<p><b>Formative:</b> Teacher checks for understanding through group discussion and cause and effect chart at the end of lesson.</p> <p><b>Summative:</b> None</p>

**Lesson Components**

**Lesson Objectives:**

Students will identify situations when they need to demonstrate honesty and integrity. Students will practice showing integrity in difficult situations.

**Language Objectives:** Learner will use new vocabulary in oral communication. Learner will write using basic and content - area vocabulary. Learner will share in cooperative groups.

**SEL Standards:**

SEL.2.6 Self-Management: Student demonstrates integrity

SEL 2.6C Identifies personal situations demonstrating honesty and integrity

**College and Career Readiness:**

1. Write clearly and coherently using standard writing conventions.
2. Self-monitor learning needs and seek assistance when needed.
3. Engage in scholarly inquiry and dialogue.

**Essential Questions:**

1. What is integrity?
2. What is the difference between integrity and honesty?\*
3. What does it mean to do the right thing when nobody's watching? What is challenging about that?
4. How do you know if something is right or wrong?
5. Why is it important to strive for excellence?
6. Where are places in our community that you rely on every to practice honesty and integrity (bank, etc...)

**\*Abstract question; may require a deeper discussion\***

**Vocabulary**

**Essential:**

Integrity: Doing the right thing when nobody's watching

Honesty: Being truthful and fair

Accountability: Responsibility, liability

Forgiveness: To stop feeling angry with someone for a mistake

**Supporting:** Fair, Responsibility, Trustworthiness, Excellence

**Lesson Preparation**

Flower pot template (found on the last page of this lesson plan), strips of different color construction paper for the petals, markers, chart paper, post – its

Flower pot activity can be used as a positive reinforce for students when teachers observe that they are practicing honesty/integrity. The flower pot (found at the bottom of this document) can also serve as a “fill the bucket activity” that with each SEL concept, practice they are able to add to the flower.

**Literature Options:**

Big Red Lollipop by Rukhasana Khan

Siblings everywhere will see themselves in this story, even though it is rooted in the experience of an immigrant family. Rubina is invited to a birthday party, and her little sister Sana screams, I wanna go too! Their mother, Ami, insists that Sana be taken along, despite Rubina’s vigorous protests, and the party turns out as badly as Rubina worries it will. To add insult to injury, after

	<p>eating the lollipop in her goody bag, Sana almost finishes off Rubina's. When Sana comes home with her own invitation to a birthday party, their littlest sister wants to attend, and now it's Sana's turn to protest. But fair is fair, Ami decrees. In a clever turnaround, Rubina, though sorely tempted to let Sana suffer the embarrassment she did, persuades their mother to let Sana go alone.</p> <p><u>Digital Version:</u>  <a href="https://www.youtube.com/watch?v=gt6GhejlPrQ">https://www.youtube.com/watch?v=gt6GhejlPrQ</a>  The Empty Pot by Demi</p> <p>When Ping admits that he is the only child in China unable to grow a flower from the seeds distributed by the Emperor, he is rewarded for his honesty.</p> <p><u>Digital Version:</u>  <a href="https://www.youtube.com/watch?v=fvRbPr6Mqjl">https://www.youtube.com/watch?v=fvRbPr6Mqjl</a></p>
<b>Anchors of Support</b>	Flowers petals created by students inside the flower pot template on the last page of this lesson plan
<b>Differentiation strategies</b>	<p><b>Special Education:</b> Provide extra think time, opportunity for small group dialogue and small group project, display anchors of support</p> <p><b>English Language Learners:</b> <a href="http://curriculum.austinisd.org/bil_ed/index.html">http://curriculum.austinisd.org/bil_ed/index.html</a></p> <p><b>Extension for Learning:</b> Students think about how their community could be better if each person acted with integrity and honesty. Students can write a brief journal entry about what it would like if everyone in their community acted this way, and ways in which they can act with integrity even if others around them are not.</p>
<b>21<sup>st</sup> Century Skills</b>	<a href="http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf">http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf</a>
<b>English Language Proficiency Standards:</b> <a href="http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html">http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html</a>	
<b>Lesson Cycle</b>	
<b>Engage</b>	<p style="text-align: right;"><b>Warm Up: (5 Minutes)</b></p> <p><b>I want you to think about what it means to make the right decision in tricky situation. What does it look like? Now each person, stand up and we are going to make a statue of what it feels like when you make a good decision, even if no one is watching. Remember, a statute does not move.</b></p> <p>Teacher begins to count down (5, 4, 3, 2, 1). When teacher says <b>FREEZE</b>, students stop and make a statue representing what it feels like inside when they make a good decision.</p> <p>After students create statues, teacher asks them to sit down on carpet.</p> <p>Teacher leads students in a discussion about what it means to make the right decision, even when know when is watching. Teacher explains that we have</p>

	<p>opportunities to make the right decision on a daily basis, we act with integrity when we make the right decision even when nobody's watching. Teacher leads discussion with the following questions:</p> <ol style="list-style-type: none"> <li>1. <b>What does it mean to do the right thing even when nobody's watching?</b></li> <li>2. <b>Why is it important?</b></li> <li>3. <b>How do you know if something is right or wrong?</b></li> </ol>
<p><b>Lesson stages</b></p>	<p><b>Story &amp; Discussion: (10 Minutes)</b></p> <p>We are going to read the story, Big Red Lollipop, as a way to lead our discussion about honesty and integrity. In this story, Rubina is invited to her friend's birthday party and has to bring her little sister. At the party, things do not go well. In the story, Rubina has to make a decision that would impact her little sister's experience at a birthday party. I want you to think about the following questions as we read the story:</p> <ol style="list-style-type: none"> <li>1. <b>How does Rubina act with integrity?</b></li> <li>2. <b>What would you do if your brother or sister made an experience not fun for you? What would be the right decision to make?</b></li> </ol> <p>Teacher reads Big Red Lollipop.</p> <p>At the end of story, the class discusses how Rubina acts with integrity. Create a chart and give each student a post-it where they can take 1 -2 minutes to brainstorm how they can act with integrity.</p> <p>Post responses on the chart paper. Discuss responses.</p> <p><b>Activity: (10 Minutes)</b></p> <p>Teacher introduces activity. Students will create a flower growing in a pot. Each student will receive 5 strips of paper where they write ways in which they can act with integrity on each strip. They can use the responses the brainstormed as a class.</p> <p>Students will then glue the strips around the circle of the flower in the flower pot template below.</p>
	<p><b>Wrap Up: (5 Minutes)</b></p> <p>Teacher explains that when we act with integrity we are striving with excellence and people are attracted to our inner beauty (like the flower) because we are honest and make the right decisions.</p> <p>Teacher closes lesson by having students turn and talk to their neighbor:</p> <ol style="list-style-type: none"> <li>1. <b>What are some situations when you could practice honesty and acting with integrity?</b></li> <li>2. <b>Why is it important to do the right thing when no one's watching?</b></li> </ol> <p><b>Today you learned about integrity and honesty. When we act with integrity our friends, family, and teachers can trust you. You can remember to act with</b></p>

	<p><b>integrity and know that you are making the right decision and people know that they can trust you.</b></p> <p>Home Launch: <b>Talk to your family members about what you learned today about integrity. Your family members and you can brainstorm how to show honesty and integrity every day.</b></p>
<p><b>Check for understanding (evaluation)</b></p>	<p><b>Formative:</b> Teacher checks for understanding as students brainstorm responses to post-it chart.</p> <p><b>Summative:</b></p>



# Flower Pot Template

