Title of Lesson
How Can We All Get Along?

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Abstract
Elementary students need many guided social skills lessons to teach them how to handle situations with other students. The following unit incorporates social skills lessons, literature, videos, and discussions to help guide students towards choosing the correct behavior. Students will be grouped together to create their own narrative with a clear problem and solution. Each group will read their story and need to justify why their solution was the best for their problem. Peers will evaluate each story and give other possible solutions that would work.

Performance Objectives
The students will be able to:

- Make connections from text to themselves
- Write a narrative with a clear problem and resolution
- Create a visual to go along with their story

Outcomes
Students will:

- Understand, describe, and state feelings and manners
- Demonstrate manners and begin to handle conflict independently
- Analyze and evaluate peer writing

Essential Questions
How can we all get along?

Sense and Meaning
This unit will make sense to students, because they interact with others on a daily basis. They can make personal connections between stories read and lessons learned to their own behaviors and actions. They can self-reflect on how they treat others and choose to continue making good choices or make an effort to try to get along better. All students want to feel a part of a group and like they belong. The unit will allow for them to learn how to get along with one another. Students are asked to create a picture on the computer of their learning. This is the students’ opportunity to show how they interpret appropriate behavior to look like and act like.

This unit is meaningful, because students should naturally begin to change their behaviors for the better. As young learners, they want to please others, including their peers. They will also get the opportunity to show their learning while working with their peers to create their own stories with problems and solutions. This will be meaningful, because the listeners’ job is to critique the
readers. The readers must defend their solutions. This gets students to critically think about their solutions and why it is the best.

**Scaffolding Knowledge**

<table>
<thead>
<tr>
<th>Level</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>Students will identify good manners and recall manners from stories read aloud.</td>
</tr>
<tr>
<td>Understanding</td>
<td>Students will make connections between good manners and how they use them in their life. They will also be able to describe settings to use your manners. Students will be able to sort good manners from poor manners. Students will also make a poster and label the manner shown using technology.</td>
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<tr>
<td>Applying</td>
<td>Students will begin exhibiting signs of good manners, pointing them out as their classmates use them.</td>
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<tr>
<td>Analyzing</td>
<td>Students will analyze their classmates’ stories by discussing if the resolution was the best one for the problem and if the problem could have been solved in any other ways.</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Students will judge and supply reasons as to which solution would have been best to solve a problem.</td>
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<tr>
<td>Creating</td>
<td>Students will create posters to go along with a story they will choose to perform or read aloud. The posters and story will explain a conflict and its resolution. The resolution will show a way the child independently solves the problem.</td>
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**Multiple Intelligences**

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Linguistic</td>
<td>Enjoy read alouds and creating stories</td>
</tr>
<tr>
<td>Logical-Mathematical</td>
<td>Will realize there is a logical way to handle conflict in every situation</td>
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<tr>
<td>Musical</td>
<td>Some manner books may be shown on the Smart Board or through song. Some videos will be shown.</td>
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<tr>
<td>Bodily-Kinesthetic</td>
<td>Enjoy sharing stories in front of the class</td>
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<tr>
<td>Spatial</td>
<td>Work well when drawing posters</td>
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</table>
Enjoy performing and watching stories

Interpersonal
Will work in groups to produce a story with visuals

Intrapersonal
Work individually on posters and response sheets

**Mind Styles**

Concrete Sequential
Create organized charts to follow in the classroom
Given time to practice stories
Enjoy talking about rules and manners
Clear directions and worksheets

Concrete Random
Help in creating and solving problems for their posters and story
Busy environment when working in groups

Abstract Random
Help organize group work
Enjoy creative posters to teach the class

Abstract Sequential
Will enjoy analyzing student story solutions
Working on own poster
Understand concepts in group read alouds

**Standards Addressed**

**Common Core English Language Arts**

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**New Jersey Core Curriculum Content Standards**

21st Century and Career Awareness
9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.

9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.

Technology
8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

Teacher Preparation
- Printable handouts needed: good learner, empathy, feelings, good friend, evaluate, prewrite page
- Computers/ Printer
- A way to project the website (Smart Board)
- Poster paper
- Coloring materials
- An account to Discovery Education to view certain videos
- Books:
  a. Howard B. Wigglebottom Learns to Listen by Howard Binkow
  b. The Tortoise and the Hare by Aesop
  c. My Mouth is a Volcano! by Julia Cook
  d. Why Should I Listen? by Claire Llewellyn
  e. It's Mine by Leo Lionni
  f. The Blind Men and the Elephant by Karen Backstein
  g. Seven Blind Mice by Ed Young
  h. Alexander and the Wind Up Mouse by Leo Lionni
  i. The City Mouse and the Country Mouse by Aliki
  j. The Elves and the Shoemaker by The Grimm Brothers
  k. Six Crows by Aesop
  l. Feelings by Aliki
  m. The Lion and the Mouse by Aesop
  n. Frederick by Leo Lionni
  o. Swimmy by Leo Lionni
  p. Let’s Make Rabbits by Leo Lionni.

Key Terms

manner a way of acting or behaving

empathy we see and understand others' emotions and feelings
Lesson Outline

1. Focus and Review
   1. Open the WebQuest.
   2. Ask students the essential questions.
   3. Explain the learning goals of the lesson.

2. Teacher Instructional Process
   1. Review with students the good learner strategies taught from the beginning of the year: eyes watching, ears listening, voices quiet, and bodies still.
   2. Read several stories that model good learning. Examples are: Howard B. Wigglebottom Learns to Listen by Howard Binkow, The Tortoise and the Hare by Aesop, My Mouth is a Volcano! by Julia Cook, and Why Should I Listen? by Claire Llewellyn.
   3. Students will naturally make connections between the skills we are learning to their own lives.

3. Guided Practice
   1. Model for students how to create an excellent response to their response pages.
   2. Students will complete their Good Learner Response form.

4. Teacher Instructional Process
   1. Review with students the definition of empathy.
   2. Read several stories that model empathy. Examples are: It's Mine by Leo Lionni, The Blind Men and the Elephant by Karen Backstein, Seven Blind Mice by Ed Young, and Alexander and the Wind Up Mouse by Leo Lionni.
   3. Students will naturally make connections between the skills we are learning to their own lives.

5. Guided Practice
   1. Model for students how to create an excellent response to their response pages.
   2. Students will complete their Empathy Response form.

6. Teacher Instructional Process
   1. Review with students the definition of feelings.
2. Read several stories that model feelings. Examples are: *The City Mouse and the Country Mouse* by Aliki, *The Elves and the Shoemaker* by The Grimm Brothers, *Six Crows* by Aesop, and *Feelings* by Aliki.

3. Students will naturally make connections between the skills we are learning to their own lives.

7. **Guided Practice**
   1. Model for students how to create an excellent response to their response pages.
   2. Students will complete their Feelings Response form.

8. **Teacher Instructional Process**
   2. Review with students the definition of friendship.
   3. Read several stories that model feelings. Examples are: *The Lion and the Mouse* by Aesop, *Frederick* by Leo Lionni, *Swimmy* by Leo Lionni, and *Let’s Make Rabbits* by Leo Lionni.
   4. Students will naturally make connections between the skills we are learning to their own lives.

9. **Guided Practice**
   1. Model for students how to create an excellent response to their response pages.
   2. Students will complete their Friendship Response form.
   3. Students will then create a poster to show one of the skills that they have learned throughout the unit.

4. **Independent Practice**
   1. Students will be placed in groups to create their own story.
   2. They will work together to agree upon characters, a setting, a problem, events, and a solution.
   3. They will answer a prewriting page, write, revise, and publish their piece of writing.

5. **Closure**
   1. Students will read their writing to the class.
   2. The listeners will answer an evaluate form and critique their peers’ story.
      a. They will come up with other possible solutions to the problem.
      b. Listeners will debate which the best way to solve this problem is.
   3. The speakers will defend their solution.

**Alternate Outline - Accommodations**

- Students below grade level: may need a buddy to peer revise and edit response pages, may need extra practice presenting to the class and defending answers

- Students above grade level: may create stories on their own, may create PowerPoint presentations or use other digital tools to present information
• Lack of technology: Students can have materials printed for them. Rubrics can be printed for them. Videos do not need to be played.

• English Language Learners: will be partnered, pictures can be provided, flash cards of important words can be created

**Resources**

It is suggested that students must be familiar with the following skills before beginning this unit:

• Basic computer skills and terminology
• Understanding how to print a document
• Introduced to the program Paint
• Mini lessons on how to write a narrative
• The books listed above to be read as each learning section occurs.
• Knowledge of how a rubric or scale is interpreted
• Practice asking questions and making comments while students are presenting material