

SILLY SCHOOL VS. SUPER SCHOOL



WEEK 1:

- READ SILLY SCHOOL AND SUPER SCHOOL.
- DISCUSS THE DIFFERENCES.
- DECIDE WHICH SCHOOL IS A BETTER PLACE TO LEARN.
- COMPLETE BOOK PAGES (HOW TO BE A SUPER STUDENT).
 - DISCUSS IDEAS AS A CLASS.
- CREATE A CLASS BOOK.
 - ENCOURAGE STUDENT INTERACTIONS/DISCUSSION ABOUT WHAT TO INCLUDE.
- TAKE TIME TO REVIEW BOOK PAGES (IF TIME PERMITS).
- REFLECT ON LESSON.
- REVIEW WHAT IS TO COME.



WEEK 2:

- REVIEW SILLY SCHOOL AND SUPER SCHOOL.
- READ THE CLASS BOOK (HOW TO BE A SUPER STUDENT).
- DISCUSS HOW SUPER STUDENTS CAN HAVE "HELPING HANDS."
- GIVE STUDENTS PAPER HANDS AND HAVE THEM WRITE WAYS THEY CAN BE HELPFUL IN THE HAND.
- ONCE FINISHED, HAVE THE STUDENTS CUT THEIR HANDS OUT.
- TAPE THESE ONTO THE "SUPER STUDENTS HAVE HELPING HANDS" PAPER.
- REFLECT ON LESSON. REVIEW WHAT IS TO COME.



WEEK 3:

- REVIEW WAYS TO BE SUPER STUDENTS.
- CAN WE DO THIS? IS IT POSSIBLE TO BE A SUPER STUDENT?
- ASK STUDENTS ABOUT PLEDGES (WHEN AND WHY THEY ARE SAID, I.E. PLEDGE OF ALLEGIANCE).
- ON A LARGE SHEET OF PAPER, WRITE "I PLEDGE..."
- CREATE A CLASS LIST OF PLEDGES. READ THIS TO THEM.
- PASS OUT SMALL SQUARES OF WHITE PAPER. ASSIGN STUDENTS A PLEDGE (I.E. "I PLEDGE TO LISTEN TO MY TEACHER.") TO DRAW ON THAT PAPER.
- TAPE THESE ONTO THE PLEDGE PAPER NEXT TO THE APPROPRIATE SENTENCES.
- ECHO READ THE PLEDGE.
- CLOSE LESSON WITH OVERALL REFLECTION OF WHAT WAS LEARNED AND HOW STUDENTS CAN USE THE PLEDGE.



ADDITIONAL ACTIVITIES:

USE THESE IF YOU HAVE EXTRA TIME OR IF A LESSON DOESN'T MEET THE NEEDS OF YOUR STUDENTS.

- **BOWL OF WATER ACTIVITY.** MOVE STUDENTS INTO A CIRCLE. PLACE THE BOWL OF WATER IN THE MIDDLE. EXPLAIN THAT THE BOWL OF WATER REPRESENTS THE CLASSROOM. THEN ADD PEPPER TO THE WATER. EXPLAIN THAT WHEN PEOPLE ARE MEAN TO OTHERS, NO ONE WANTS TO BE AROUND THEM. THEN ADD ONE TSP OF SUGAR, EXPLAINING THAT BEING KIND TO OTHERS USUALLY MAKES THEM WANT TO BE AROUND YOU.



STANDARDS MET:

- **OHIO ACADEMIC CONTENT STANDARDS**
 - **ENGLISH LANGUAGE ARTS**
 - **READING APPLICATIONS: INFORMATIONAL, TECHNICAL AND PERSUASIVE TEXT K.3:** TELL THE MAIN IDEA OF A SELECTION THAT HAS BEEN READ ALOUD.
 - **WRITING APPLICATIONS K.4:** DICTATE OR WRITE INFORMAL WRITING FOR VARIOUS PURPOSES.
 - **COMMUNICATION: ORAL AND VISUAL K.2:** CONNECT WHAT IS HEARD WITH PRIOR KNOWLEDGE AND EXPERIENCE.
 - **SOCIAL STUDIES**
 - **CITIZENSHIP RIGHTS AND RESPONSIBILITIES K.3:** DEMONSTRATE THE ABILITY TO MAKE CHOICES AND TAKE RESPONSIBILITY FOR PERSONAL ACTIONS.
 - **CITIZENSHIP RIGHTS AND RESPONSIBILITIES K.4A-G:** DISCUSS THE ATTRIBUTES AND ACTIONS OF A GOOD CITIZEN WITH EMPHASIS ON: TRUST; RESPECT; HONESTY; RESPONSIBILITY; FAIRNESS; COMPASSION; AND SELF-CONTROL.
- **ASCA NATIONAL STANDARDS**
 - **ACADEMIC DOMAIN**
 - **A.A1.5:** IDENTIFY ATTITUDES AND BEHAVIORS THAT LEAD TO SUCCESSFUL LEARNING.
 - **A.A2.2:** DEMONSTRATE HOW EFFORT AND PERSISTENCE POSITIVELY AFFECT LEARNING.
 - **PERSONAL/SOCIAL DOMAIN**
 - **PS.1A.6:** DISTINGUISH BETWEEN APPROPRIATE AND INAPPROPRIATE BEHAVIOR.