### Classroom Guidance Lesson Plan

**Sunset Ridge**

**Mindy Willard**

## Teacher/Grade Second Grade

**Date:**

**Lesson Topic:** A Bad Case of Tattle Tongue

# Objectives

Obj: To differentiate between tattling and reporting (telling).

Obj: To identify the “tattle Rules”

Obj: To identify the consequences of tattling.

# ASCA Standards

PS: A2.6 Use effective communication skills

PS: A2.8 Learn how to make and keep friends

PS: C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.

# 2nd Grade Standards

Strand 3 LS-F1. Use effective vocabulary and logical organization to relate

or summarize ideas, events and other information.

Strand 4 VP-F4. Interpret visual clues in cartoons, graphs, tables and

charts that enhance the comprehension of text

**Materials-** A Bad Case of Tattle Tongue Story book, A Bad Case of Tattle Tongue Teacher’s Guide (copies of page 5 for each student, 1 copy of pages 6-7 cut apart, Tattle Rules Poster (pre-made by counselor), paper plates, large wooden craft sticks (tongue depressors) (Optional activity) blank sheet of paper for each student.

**Pre Assessment:** Have students create a double bubble map on blank paper comparing and contrasting tattling versus reporting (telling).

**Anticipatory Set:**

1. “What does it mean to tattle?”
2. “What are some things people tattle about?”
3. “Why do people tattle?”
4. “How does it feel when someone tattles on you? Do you want to be their friend?”

**Activity I – Read A Bad Case of Tattle Tongue**

Have students come to the carpet. Have students say with you “Itchy Itchy Scratchy Scratchy…” as you read. Have student come up to hold the Tattle Rules Poster as you review them in the story.

**Activity II – Tattling Discussion with a Partner**

Put students into partners. One person will go first then the other. Ask the following questions (from teacher guide, pg. 10) Allow each student 30 seconds to answer each question.

1. Explain in detail a time when someone tattled on you. (no names)
2. How did this make you feel?
3. What did you think of the person who tattled?
4. Was your situation dangerous? Why or why not?
5. Could the person who tattled have handled the situation differently? If so, what could he or she have done?
6. In your opinion, should the person have tattled on you? Why or why not?

**Activity III – Group Discussion**

In table groups assign a reader and hand out one scenario from pages 6-7 (Teacher Guide). Have students discuss whether they think it is tattling or not and report out.

**Post Assessment:** Have students add to their double bubble maps any new information they learned during the lesson in a different color.

**Activity IV- Optional (depending on time)**

Pages 4-5 from Teacher Guide activity.

**Homework:** None