

Educational materials. SEL and ELA

FABLE-PLAY 4 TODAY TEACHER’S GUIDE #2

SEL integrated with ELA. Reading leveled. Genre: fable drama

Develop self- and social-awareness as well as reading and writing skills

Aligned with Common Core State Standards. ELA Literacy gr. 4-5

Aligned with Social Emotion Learning (SEL) skills

4th-5th grade readability

Title/SEL	SEL	ELA , Vocabulary & grammar	characters	readability
Cussin’ on the Bus Manage emotions	Do I use curse words? Why? Does using curse words make me feel better? Am I showing off? What can I do instead of using curse words? How does my cursing affect other people?	Synonyms for curse	Teddy, Sperry Sparrow, BJ Blue Jay	3 rd
We are all Different empathy	When have I experienced prejudice? Where have I seen discrimination? Who am I prejudiced against? Who am I prejudiced in favor of? What helps to melt away a bias? Do I want to be prejudiced or open-minded?	Noun, verb, adjective Different, discriminate, bias, prejudice, race	Teddy Bear, Buffy Bluebird, Pájaro Café	4 th
Change empathy	How do I treat people who are different? What do I want to change?	Antonyms Bright, male ,change	Teddy Bear, Reddy Cardinal, Dully Cardinal	3 rd
Dark to Light Manage emotions empathy	What can I do when I feel hopeless and sad? How can I help someone else feel hopeful? What is my favorite way of observing nature?	Hope, hopeful, hopeless Nature, natural, naturally	Teddy Bear, Blackie Crow	4 th
Positive Test Manage emotions	Do I accept an illness or do I deny its existence? Do I react defensively when someone states facts? Do I tell the truth, or try to cover it up?	Multiple meanings positive	Bear, Sawyer Habitat Bear, Squirrel, Sparrow	5 th
COVID Guilt Manage emotions	Do I ever feel guilty for something I am not responsible for? Do I ever try to hurt someone deliberately or is it a random effect?	Noun, adjective guilt	Teddy, Sawyer	5 th
Word Confusion Self-awareness	How would I feel I couldn’t find a place to do homework? Do I get homophones mixed-up? Do I know about any organizations which help people?	Homophones, homographs	Teddy, Sawyer, S. Spider	4 th
On a Team Social awareness	Do I reject someone based only on their appearance? Am I prejudiced against someone before I know anything about them? How would I feel if people rejected me?	Compound words	Coach Heron, Sparrow, Cardinal One, Chickadee, Cardinal Two, Finch, Owl, Bluebird, Raven	4 th

Unfair, Unjust Social awareness	Have I ever been treated unfairly because of my race? Have I treated others unfairly because of their race? Have I witnessed racial profiling?	Antonyms Racial profiling definition	Momma Turtle & Tubby Turtle	5 th
Bipolar empathy	How do I react when someone is very angry or very depressed? Do I recognize a serious mental health problem?	Feeling words	Polly Polar Bear & Polla, Mr. Woodpecker (WP), Ms. Duck, Mr. Sparrow, Ms. Owl, Fozzy Fox, Rocco Raccoon, Bear-T Bear	3 rd

COMMON CORE STATE STANDARDS -ELA

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-LITERACY.RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

CCSS.ELA-LITERACY.RL.4.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.4.1.B

Provide reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.4.1.C

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.W.4.1.C

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

CCSS.ELA-LITERACY.W.4.2.C

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

CCSS.ELA-LITERACY.W.5.1.C

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely

Inference strategy Text-to-text; text-to-self; text-to-world

SEL - SOCIAL-EMOTIONAL LEARNING

Self-awareness – recognizing one’s emotions and values, strengths and challenges

Social aware ness – show understanding and empathy for others

Self-management –manage emotions and behaviors to achieve goals

FABLE-PLAY 4 TODAY TEACHER'S GUIDE #2
Cussin' On the Bus Lesson Plan

1. Introduce the characters: Teddy, Sperry Sparrow and BJ Blue Jay.
2. Introduce vocabulary and grammar. Synonyms for curse

noun	verb
Curse, cuss	To curse, to cuss
Swear word	To swear
Offensive language Inappropriate language	To offend

3. Roles. Who will play the part of Teddy, Sperry Sparrow and BJ Blue Jay? Talk about the setting outside.
4. Dialog . Now read your part as if you are talking together. (Act out the words in parentheses.)
5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you of?
6. Comprehension questions. Write answers. (worksheet)
 1. Who are the characters?
 2. What is the setting?
 3. What is Sperry's problem?
 4. Why does Teddy want to talk to BJ Blue Jay?
 5. What does Teddy want BJ to understand?
 6. Why are curse words offensive?
 7. Writing. Text-to-self. Have you had a similar experience?
 8. Writing. STOP AND THINK. Do I use curse words? Why? Does using curse words make me feel better? Am I showing off? What can I do instead of using curse words? How does my cursing affect other people?
7. Follow-up. Group or individual project. Make a poster about the STOP AND THINK questions.

We are all Different Lesson Plan

1. Introduce the characters: Teddy Bear, Buffy Bluebird, Pájaro Café.
2. Introduce vocabulary and grammar.

noun	verb	Adjective/(adverb)
different, difference	differ	differently (adverb)
discrimination	discriminate	discriminatory
bias		biased
prejudice		prejudiced
	stereotype	stereotypical
race		racial

3. Roles. Who will play the part of Teddy, Buffy Bluebird and Pájaro Café? Talk about the setting in Teddy's office.
4. Dialog . Now read your part as if you are talking together. (Act out the words in parentheses.)
5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you of?
6. Comprehension questions. Write answers. (worksheet)
 1. Who are the characters?
 2. What is the setting?
 3. What is Buffy's problem?
 4. Why does Teddy ask Pájaro Café to come and talk to Buffy? What do they have in common?
 5. What is prejudice? Discrimination?
 6. How does Teddy help the two birds?
 7. What does Teddy want them to understand?
 8. Writing. Text-to-self. Have you had a similar experience?
 9. Writing. STOP AND THINK. When have I experienced prejudice? Where have I seen discrimination? Who am I prejudiced against? Who am I prejudiced in favor of? What helps to melt away a bias? Do I want to be prejudiced or open-minded?
7. Follow-up. Group or individual project. Make up another play with different characters. Design a graphic showing prejudice.

Change! Lesson Plan

1. Introduce the characters: Teddy Bear, Reddy Cardinal , Dully Cardinal
2. Introduce vocabulary and grammar. Antonyms (opposites)

bright	dull
male	female
change	same

3. Roles. Who will play the part of Teddy, Reddy Cardinal(male)? Dully Cardinal (female)? Talk about the setting in a tree and later Teddy's office.
4. Dialog . Now read your part as if you are talking together. (Act out the words in parentheses.)
5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - c. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you of?
6. Comprehension questions. Write answers. (worksheet)
 1. Who are the characters?
 2. What is the setting?
 3. How are male and female cardinals different
 4. How does Dully feel? What does she want to do?
 5. How does Dully think other kids might react?
 6. Why does Teddy want Dully to think about this for a month?
 7. Writing. Text-to-self. Have you had a similar experience?
 8. Writing. Stop and Think! How do I treat people who are different? What do I want to change?
7. Follow-up. Group or individual project. Make up another play with different characters.

Dark to Light Lesson Plan

1. Introduce the characters: Teddy Bear and Blackie Crow. Talk about the setting in Teddy's office.
2. Introduce vocabulary and grammar.
Hope = a feeling of faith, optimism, confidence
Hopeful = full of hope a feeling of hopefulness
Hopeless = no hope a feeling of hopelessness
Hope is a positive emotion. Hopelessness is a negative emotion
Nature – natural - naturally
3. Roles. Who will play the part of Teddy and Blackie?
4. Dialog . Now read your part as if you are talking together. (Act out the words in parentheses.)
5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you of?
6. Comprehension questions. Write answers. (worksheet)
 1. Who are the characters?
 2. What is the setting?
 3. How do Teddy and Blackie communicate?
 4. How does Blackie feel?
 5. How does Teddy help Blackie?
 6. What are some suggestions about nature?
 7. Writing. Text-to-self. Have you had a similar experience?
 8. Writing. STOP AND THINK! What can I do when I feel hopeless and sad? How can I help someone else feel hopeful?
7. Follow-up. Group or individual project. Write your own play with a similar problem and your own animal characters. Draw a picture of something in nature that you observe closely.

Positive Test Lesson Plan

1. Introduce the characters: Teddy Bear and Sawyer Habitat Bear. Talk about the setting in Teddy's office.
2. Introduce vocabulary and grammar. Multiple meanings of positive
Positive = optimistic, opposite of negative, + a positive number
Positive = sure, definite, clear-cut I'm positive this is the right answer.
Positively = absolutely, definitely She is positively glowing with happiness.
3. Roles. Who will play the part of Teddy and Sawyer?
4. Dialog . Now read your part as if you are talking together. (Act out the words in parentheses.)
5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you of?
6. Comprehension questions. Write answers. (worksheet)
 1. Who are the characters?
 1. What is the setting?
 2. Why doesn't Sawyer keep his appointment with Teddy?
 3. What does Teddy tell Sawyer to do
 4. Why is Sawyer afraid to follow Teddy's advice?
 5. How will Sawyer spend his isolation time?
 7. Writing. Text-to-self. Have you had a similar experience?
 8. Writing. Stop and Think! Do I accept an illness or do I deny its existence? Do I react defensively when someone states facts? Do I tell the truth, or try to cover it up?
7. Follow-up. Group or individual project. Write your own play with a similar problem and your own animal characters. Make cartoon graphics of this situation.

COVID Guilt Lesson Plan

1. Look at the characters you know: Teddy and Sawyer. Review the setting in Teddy's office.
2. Introduce vocabulary and grammar. Guilt
Guilt (noun) = fault, responsibility.
=Feeling of shame, self-reproach
Guilty (adjective) = responsible
= guilt-ridden, shamefaced
3. Roles. Who will play the part of Teddy and Sawyer?
4. Dialog . Now read your part as if you are talking together. (Act out the words in parentheses.)
5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you of?
6. Comprehension questions. Write answers. (worksheet)
 1. Who are the characters?
 2. What is the setting?
 3. How does Sawyer feel now? Why
 4. Why is the CDC information important for Sawyer?
 5. When does Sawyer feel guilt-free?
 6. How did Teddy help Sawyer?
 7. Writing. Text-to-self. Have you had a similar experience?
 8. Writing. Stop and Think! Do I ever feel guilty for something I am not responsible for? Do I ever try to hurt someone deliberately or is it a random effect?
7. Follow-up. Group or individual project. Write the continuation of COVID Guilt fable-play.

Word Confusion Lesson Plan

1. Look at the characters you know: Teddy and Sawyer and new S. Spider
2. Introduce vocabulary and grammar. Homophones are words that sound alike, have different spellings, different meanings. Homographs have the same spelling but different meanings

homophones		homographs
not = negative	knot = tie knot hole	
whole = complete	hole = hollow	
sight = see	site = location web site	
		web= spider web web site = internet
bear = animal	bare = naked	
		boring = digging boring = not interesting

- 3.Roles. Who will play the part of Teddy, Sawyer, S. Spider?
- 4.Dialog . Now read your part as if you are talking together. (Act out the words in parentheses.)
- 5.Discussion:
 - d. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - e. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - f. Text-to-world. What event from the past or present does this remind you
6. Comprehension questions. Write answers. (worksheet)

1. Who are the characters?
2. What is the setting?
3. What is S. Spider’s problem?
4. Why does Teddy take S. to see Sawyer?
5. How do Sawyer and S. Spider help each other?
6. Find all the homophones in this story.
7. Writing. Text-to-self. Have you had a similar experience?

8.Writing. Stop and Think! ! How would I feel I couldn’t find a place to do homework? Do I get homophones mixed-up? Do I know about any organizations which help people?

7.Follow-up. Group or individual project. Write as short story where characters are confused by homophones.

On a Team Lesson Plan

1. Introduce the characters: Coach Heron, Finch, Sparrow, Bluebird, Chickadee, Owl, 2 Cardinals, Raven
2. Introduce vocabulary and grammar. Compound words: pushball, newcomer, songbird, bluebird
3. Roles. Who will play the part of Coach Heron, Finch, Sparrow, Bluebird, Chickadee, Owl, Cardinal One, Cardinal Two, Raven?
4. Dialog . Now read your part as if you are talking together. (Act out the words in parentheses.)
5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you
6. Comprehension questions. Write answers. (worksheet)
 1. Who are the characters?
 2. What is the setting?
 3. Who has played pushball before?
 4. Who is new to pushball?
 5. What excuses do the captains have for not choosing Raven?
 6. What does Coach Heron help the players understand?
 7. Why is color not important?
7. Writing. Text-to-self. Have you had a similar experience?
8. Writing. Stop and Think! Do I reject someone based only on their appearance? Am I prejudiced against someone before I know anything about them? How would I feel if people rejected me?
7. Follow-up. Group or individual project. Write a new fable-play about choosing members of a team.

Unfair, Unjust Lesson Plans

1. Introduce the characters: Momma Turtle and son, Tubby Turtle.
2. Introduce vocabulary and grammar. 1) Antonyms
Fair – unfair fairness - unfairness
Just - unjust justice - injustice
Equal – unequal equality – inequality
2) Definition: Racial profiling = discriminatory practice by law enforcement officials of targeting individuals for suspicion of crime based on the individual's race, ethnicity, religion or national origin.
3. Roles. Who will play the part of Momma and Tubby?
4. Dialog . Now read your part as if you are talking together. (Act out the words in parentheses.)
5. Discussion:
 - a. Text-to-text. What other story, cartoon, song or video does this fable remind you of?
 - b. Text-to-self. Have you had a similar experience? (no discussion, write about it)
 - c. Text-to-world. What event from the past or present does this remind you
6. Comprehension questions. Write answers. (worksheet)
 1. Who are the characters?
 2. What is the setting?
 3. How does Tubby Turtle feel?
 4. What is Momma Turtle's explanation?
 5. What has Momma Turtle experienced
 6. What action will some members of their race take?
 7. What action does Tubby decide to take?
8. Writing. Text-to-self. Have you had a similar experience?
9. Writing. Stop and Think! Have I ever been treated unfairly because of my race? Have I treated others unfairly because of their race? Have I witnessed racial profiling?
7. Follow up. Group or individual project. Write a play with other racial profiling situations.

Bipolar Lesson Plans

1. Introduce the characters: Polly Polar Bear and Polla; Students: Rocco Raccoon, Bear-T Bear, Fozzy Fox; teachers: Ms. Duck & Mr. (WP) Woodpecker; school nurse & counselor: Ms. Owl & Mr. Sparrow.

2. Introduce vocabulary and grammar. Words for feelings - angry, high; sad, depressed, low, down; relieved, worried, anxious

3. Roles. Who will play the part of Polly Polar Bear and Polla; Rocco Raccoon, Bear-T Bear, Fozzy Fox; Ms. Duck & Mr. (WP) Woodpecker; Ms. Owl & Mr. Sparrow?

4. Dialog . Now read your part as if you are talking together. (Act out the words in parentheses.)

5. Discussion:

d. Text-to-text. What other story, cartoon, song or video does this fable remind you of?

e. Text-to-self. Have you had a similar experience? (no discussion, write about it)

f. Text-to-world. What event from the past or present does this remind you

6. Comprehension questions. Write answers. (worksheet)

1. Who are the characters?

2. What is the setting?

3. How does Polla behave in Science class?

4. How does Polla behave in Language Arts class?

5. How do the other students react to Polla's behavior?

6. Why do the school nurse and counselor talk to Polla's mother? 6. What is Polla's diagnosis? What will help? How does Mom Polly Polar Bear feel?

7. Writing. Text-to-self. Have you had a similar experience?

8. Writing. Stop and Think! How do I react when someone is very angry or very depressed? Do I recognize a serious mental health problem?

7. Follow-up. Group project. Write more dialog between the students.