A Note to Readers

The ideas and activities offered in these pages are appropriate for K-5 classrooms.

The content of this book is organized by sections.

The first features lessons designed to complement Common Core standards and academic goals. The second section offers activities that emphasize social skills development.

All of the lessons can be blended into existing curricula or taught as stand-alone activities. Because of the wide range in age and ability level of students, you may want to modify or customize the lessons to best accommodate the needs of your classroom. When appropriate, grade-specific instructions for completing a lesson are provided. In addition, the enclosed CD allows quick and easy access to all reproducible pages, including Tips for Parents and Educators, printable skills posters, three bonus activities (not listed in workbook), and “reward coupons.”
Characterization

**Objective**

Students will be able to identify and differentiate between information that is directly stated in a story and information that is implied.

**Materials**

- Priscilla & the Perfect Storm storybook
- “Characterization” worksheet and answer key

**Teacher Instructions**

1. Begin the lesson by explaining the differences between concepts/ideas that are stated in a story and concepts/ideas that are implied in a story.

2. Pass out copies of the “Characterization” worksheet and have students complete the exercise independently or in small groups. Depending on grade level, provide the following instructions:

   - **Grades K-1**
     In each cloud, ask students to write down one character trait that describes Priscilla.

   - **Grades 2-3**
     In each cloud, ask students to write down one character trait that describes Priscilla and an example or fact from the story that supports their answers.

   - **Grades 4-5**
     In each cloud, ask students to write down a character trait that describes Priscilla and an example or fact from the story that supports their answers. Have students note whether the trait was directly stated by the author or implied by the author.

**NOTE:** Some character traits that students might identify include: anxious, competitive, gloomy, smart, worried, ill-tempered, grumpy, hardworking, determined, picky, intelligent, serious, pessimistic, sensitive, tense, nervous, or embarrassed.
What Are My Storm Warnings?

Objective

Students will have an action plan for dealing with their emotional storms by learning how to recognize the warning signs and symptoms they experience when getting frustrated.

Materials

- “What Are My Storm Warnings?” worksheet
- “Dealing with Frustration” social skill poster
- “Staying Calm” social skill poster

Teacher Instructions

1. Use the skill posters to review with students the behavioral steps of the skills “Dealing with Frustration” and “Staying Calm.”

2. Hand out the “What Are My Storm Warnings?” worksheet, and instruct students to complete the worksheet independently.

3. If time permits, ask for volunteers to share their answers and action plans with the class.
What Are My Storm Warnings?

**DIRECTIONS:** Answer the questions and complete the sentences in the space provided. Be prepared to share your answers with the class.

**Recognizing Frustration and Its Effects**

1. What things/problems/activities cause me to get frustrated? ________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. How do I know when I am getting frustrated? ______________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

3. When I get frustrated, what usually happens? _____________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

**Action Plan for Dealing with Frustration**

1. The next time I get frustrated, I can do these things to calm myself: _________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. The next time I get frustrated, I can tell myself: _____________________________________
   ____________________________________________________________________________