

Small Group Guidance

Title of Lesson: *Howard B. Wigglebottom Blends in Like Chameleons: A Fable About Belonging:* Self-Esteem Small Group

Domain: Academic & Personal/Social

Grade Level: K-5

Time Required: 30 minutes

ASCA National Standard(s): ACADEMIC DOMAIN

STANDARD A: Students will acquire the attitudes, knowledge and skills to contribute to effective learning in school and across the life span.

Competency addressed: AI Improve Academic Self-concept

A:A1.5 identify attitudes and behaviors which lead to successful learning

Competencies addressed: A3 Achieve School Success

A:A3.1 take responsibility for their actions

A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

PERSONAL SOCIAL DOMAN

STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Competencies addressed: A1 Acquire Self-Knowledge

PS.A1.1 develop positive attitudes towards self as a unique and worthy person.

PS:A1.2 identify values, attitudes and beliefs.

PS:A1.4 understand change as a part of growth.

PS: A1.5 identify and express feelings.

PS:A1.10 identify personal strengths and assets.

Essential Question: What is appropriate school behavior? How can I work with a team? What are good social rules?

Material/Resources: The animated book, *Howard B. Wigglebottom Blends in Like Chameleons: A Fable About Belonging* at www.wedolisten.org or the printed book, premade flip books (construction paper folded in ½ lengthwise with one side cut into sections to flip up), index cards and chart paper.

Activity:

- Preview the essential questions with the students
- Introduce and read (or watch) *Howard B. Wigglebottom Blends in Like Chameleons: A Fable About Belonging*.
- During reading and after, review and answer the essential questions with the group.
- Using a chart, create a list of “Social Rules” for classroom behavior and a list for “Social/friendship Rules.”

K-2

- Students will select 4-5 rules they would like to practice.
- Using a flip book, students will draw a picture of them implementing the rule on the outside flap, then write a sentence or several words about how they are using the rule.

3-5

- Students will select 2 to 3 rules they feel they need to practice.
- On an index card, they will write each rule down and a way they can practice implementing the rule.