

LESSON PLAN

CASEL SEL COMPETENCY: RELATIONSHIP SKILLS

SOCIAL SKILL: WORKING TOGETHER

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BOOK INFORMATION

Book title: It's Mine

Author: Leo Lionni

Publisher and date of publication: Dragonfly Books, 1985

ISBN: 0-679-88084-4

Number of pages: 28

Reading level: 1-3

Interest level: K-6

BOOK SYNOPSIS

There is a small island in the middle of the pond where three frogs, Milton, Rupert, and Lydia live. They quarreled all day long over who is allowed to go into the pond, who can stay on the island, and who can catch butterflies. One day a large toad visited them and said that he has to listen to them all day and because of that there is no peace. Immediately Milton ran off with a worm and refused to share. Then a storm came and they became scared. The island became too slippery and their only option was to hold onto the one rock left in the water. When the storm subsided, they realized they had been standing on the toad! The next day, the three frogs jumped off the island and swam around the water, they together they caught butterflies. The frogs rested on the island and marveled at the beauty. They were glad that it was theirs.

This book could be used in counseling to show the importance of people over things, activities, or their stubbornness. It could be used in both a group or individual counseling session.

LESSON OBJECTIVE

The goal for this bibliotherapy lesson is to help students understand that their friendship is more important than objects, activities, etc. They will recognize the importance of relying on each other. They will understand that they miss out on fun when they do things by themselves or insist on arguing.

LESSON MATERIALS AND ADVANCE PREPARATION

- Create a sheet of questions for K-3 students to answer

KEY VOCABULARY AND CONCEPTS

Quarrelsome: a description of someone that argues a lot.

Bickering: arguing about petty and trivial matters.

Quibbled: arguing about petty and trivial matters.

Subsided: becoming less intense, violent, or severe.

Empathy: the ability to understand and share the feelings of another.

Cooperate: work together for the same thing.

PRE-READING ACTIVITY

"I am going to read a book to you about three frogs who live on an island in the pond. These frogs each are allowed to do one thing, but not other things. This makes them pretty miserable. Until one day, something changes."

READ THE BOOK

POST READING DISCUSSION

How did each frog feel when they got to do what they wanted? How did they feel when they were not allowed to do what the other frog was doing? What kind of thought could they have had to feel empathy for the others before the storm came ("I really swimming in the water, but it makes my friends sad that I don't let them do the same, just like I feel sad when they don't let me eat the butterflies or go on the island. I could let them join me and then maybe they will let me join them")

What events led the frogs to cooperate better?

How was the toad a good example to the frogs?

How do you think life improved once the frogs shared their activities with each other?

What lesson do you think they learned?

POST READING ACTIVITY

Describe a post-reading activity. Involve children in an engaging activity that extends learning into practical application.

K-3 grade:

Students will form groups based on a number called out by the teacher. Once in the group students take turns by answering questions about the book.

1. Students begin by standing in the meeting area. The teacher calls out "Four" (or any other number depending on the number of students in the classroom). Students quickly form groups of that number, putting out a hand in the center to help define the group. Any students left over form a smaller group. Be sure there is never one student left alone.
2. When students are in groups the teacher asks a question for the team to answer.

3. The teacher calls out a new number and children form new groups. She asks a new question for the students to answer.
4. Keep the activity moving quickly so that students get to be part of several groups.
5. At the end of the activity, ask for brief reports about what the children discussed. Talk about any strategies they used in forming their groups.

4-6 grade: On two separate pieces of paper, write a starting prompt (a beginning sentence to a story) and an ending prompt (the final sentence to a story). Sit the students in a circle and give one team member the slip of paper with the starting sentence. Give the ending sentence to the student to the left of the student who has the starting sentence. Have the two players read their lines outloud to the group. It is important that the participants understand who will begin and who will end the story. These sentences are the start and the finish to the story that the group members will help create.

Read the instructions aloud:

Moving from Point A to Point B is a simple concept. But when given two totally unrelated sentences, can you turn them into a cohesive story? To succeed at this task you must think quickly. You will have a sentence to start with as well as a totally unrelated ending sentence. The first person will say the beginning sentence and, moving around the circle twice, you will each add a sentence to the story. Your story must end with the final team member reading the ending sentence.

NOTE: If the group is large (more than 15), once around the circle may be sufficient.

Example:

Starting sentence: I've missed three days of school.

Ending sentence: Finally, I can have something to eat.

CLOSURE

"The activities we just demonstrated how important it is to work as a team. Nobody could have done the activity without the help of someone else in the group. Relationships are more important than any thing. When we prioritize things over people, we miss out on fun and meaningful friendships. But when we include people in our activities, we get to have better experiences."



"We are only as strong as we are united, as weak as we are divided."

-J.K. Rowling