

Dinosaurs Living In my Hair! 2

“Kids spend a lot of time focusing on their differences. **"Dinosaurs Living in My Hair!2"** takes a look at what happens when five friends discover what they have in common: first grade challenges, curly hair, and . . . dinosaurs!?! The fun begins when these "surprising similarities" help them find the courage to stand up to classroom bullying.”

Dinosaurs Living In My Hair!2 Lesson Plan

Grades K - 3
Language Arts



Teach This Lesson

Grades: K-3

Time: 30 minutes

For This Lesson You'll Need:

DLIMH2 book
Anchor chart
paper
Markers
Pencils
Crayons
"I Am Unique"
"Stop Bulling"

Learning Goals:

In this lesson, students will learn to identify and recognize bullying, as well as ways to respond positively. Students will identify and embrace their individuality, and the individuality of others around them.

Common Core State Standards:

Reading – Actively engage in group reading, describe story elements, demonstrate understanding of text.

CCSS.ELA-LITERACY.RL.K.10 CCSS.ELA-LITERACY.RL.1.3

CCSS.ELA-LITERACY.RL.2.1 CCSS.ELA-LITERACY.RL.3.1

Writing – Write informative/explanatory texts to narrate an event, support with facts and details .

CCSS.ELA-LITERACY.W.K.2 CCSS.ELA-LITERACY.W.1.2

CCSS.ELA-LITERACY.W.2.2 CCSS.ELA-LITERACY.W.3.1

Lesson

Directions

Part 1:

Group Reading Activity & Discussion

You'll Need:

DLIMH!2 Book

- **Introduction - Discussion**

Look at cover and back of book with students. **Ask students:** What do we see on the cover? What do we think the book is about? What do the characters have in common with each other? What does it mean to be “unique?”

- **Group Reading** - read book to students

- **Post-Reading Discussion Questions:**

(use a combination of calling on individual student volunteers and “turn & talk” protocol.)

What did Sabrina & her friends have that made them unique? How did some other students in the classroom respond to this curly hair? Why do you think these students that were bullying acted the way they did toward Sabrina and her curly-haired friends? What ways did Sabrina and her friends respond to the bullying? Sabrina and her friends realized that their curly hair makes them unique and special, what is something that makes you unique?

Lesson Directions

Part 1: Group Reading Activity & Discussion, continued

You'll Need:

"Beginning, Middle, End" writing activity

1A: beginner

2A: upper

"Book Reflection" writing activity

3A: beginner

4A: upper

• Book Summary & Reflection, Optional:

Explain to students that they will summarize the story in their own words, and write an opinion piece on how they felt about the book. Students can write or draw for these activities, depending on their learning needs. This is their chance to share the text in their own words, and present their thoughts and feelings about the book.

Beginning, Middle, End → →

Name: _____

Students will use a combination of words and pictures in each box that summarizes the beginning, middle and end of *Dinosaurs Living in my Hair!*2.

Beginning
Middle
End


1A

DINOSAURS LIVING IN MY HAIR! 2

BOOK REFLECTION

Name: _____

In the "thumbs" below, use a combination of words and pictures to give your opinion of the book.



3A

Lesson

Directions

Part 2:

What Does It Mean To Be Unique?

You'll Need:

"I'm Unique!"
writing activity

1B: beginner

2B: medium

3B: advanced

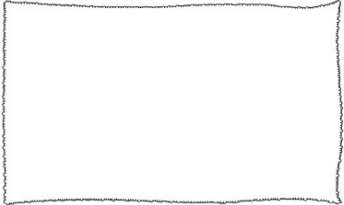
Writing tools

- **Explain to class what being “unique” means.** Give a few examples of features that make students unique. Ask students to think of some on their own, turn and talk to person next to them. Explain to students that they are going to get a chance to show others what is unique about themselves by completing the writing activity.
- **Distribute Writing Activity sheets: “I’m Unique!”** Give students time to illustrate or write about what makes them unique and special. There are 3 differentiated versions of this writing activity. Once finished, be sure to display students’ work around the room, so that everyone can celebrate their differences.

NAME: _____

I AM UNIQUE!

In the box, draw what makes you unique. Then, write a few sentences about it, explaining what you drew.



Lesson

Directions

Part 3:

Anti-Bullying Discussion

You'll Need:

Anchor chart

Markers

"Stop the Bullying Writing Activity"

1C: beginner

2C: moderate

3C: advanced

- **Explain to students that Sabrina's classmates bullied her by teasing her about her curls.** A person is being bullied when someone else hurts them on purpose with words or actions, usually more than once. Some examples are hitting, pushing, shoving or tripping. It can also be name-calling, making fun of someone, or starting mean rumors about that person. It can happen at school, at home, or even on the internet. It is never okay to bully some-one, and it is never cool. We're going to learn about a few ways we can help, if we experience it or see it happen.
- **Go through examples of how to stop bullying. Ask students for input but make sure to include the four located below. (Create an anchor chart)**
Tell an adult, a teacher or parent. It's not tattling!
Ignore the bullying & walk away
Tell the person "stop bugging me!"
Talk about it with your friends "Joe is bothering me during lunch every day"
- **Go through examples of what we can say if we see someone getting bullied. Ask students for input but make sure to include the four located below. (Add to anchor chart)**
That's teasing, please stop.
You are making fun of Joe, and it's really mean.
It's not cool to bully Joe.
You need to leave Joe alone.
Why do you keep picking on Joe?
How would you feel if someone did that to you?

Lesson Directions

Part 3: Anti- Bullying Discussion, continued

You'll Need:

Anchor chart

Markers

"Stop the Bullying
Writing Activity"

1C: beginner

2C: moderate

3C: advanced

Individual student work: Pass out "Stop the Bullying" writing activity for students to complete on their own, or with a **partner**. Students will illustrate and write down actions that will stop bullying. There are three differentiated versions of this writing activity to suit all learners.

STOP BULLYING IN ITS TRACKS! Name: _____

One way I can stop bullying:

Something I can do is:

To stop bullying, I can:

1C

Anti Bullying Pledge

You'll Need:

Writing tools

"DLIMH!2 Anti -
Bullying Pledge"

To wrap up the discussion, have students take the **DLIMH!2 Anti-Bullying Pledge!** They will read and color the pledge, and sign their name on it.

DLIMH!2 Anti – bully pledge

I pledge to stop bullying in its tracks!

I will:

Toss mean words into the trash

Tell an adult

Walk away and ignore

Be confident and cool

Dinosaurs Living In My Hair! 2
ANTI - BULLYING PLEDGE

I pledge to stop bullying in its tracks!

I will:

Toss mean words into the trash

Tell an adult

Walk away and ignore

Be confident and cool

Name: _____



Beginning, Middle, End



Name: _____

Students will use a combination of words and pictures in each box that summarizes the beginning, middle and end of Dinosaurs Living in my Hair!2.

Beginning

Middle

End

Beginning, Middle, End



Name: _____

Students will write at least one sentence in each box that summarizes the beginning, middle and end of *Dinosaurs Living in my Hair!*2.

Beginning

Middle

End

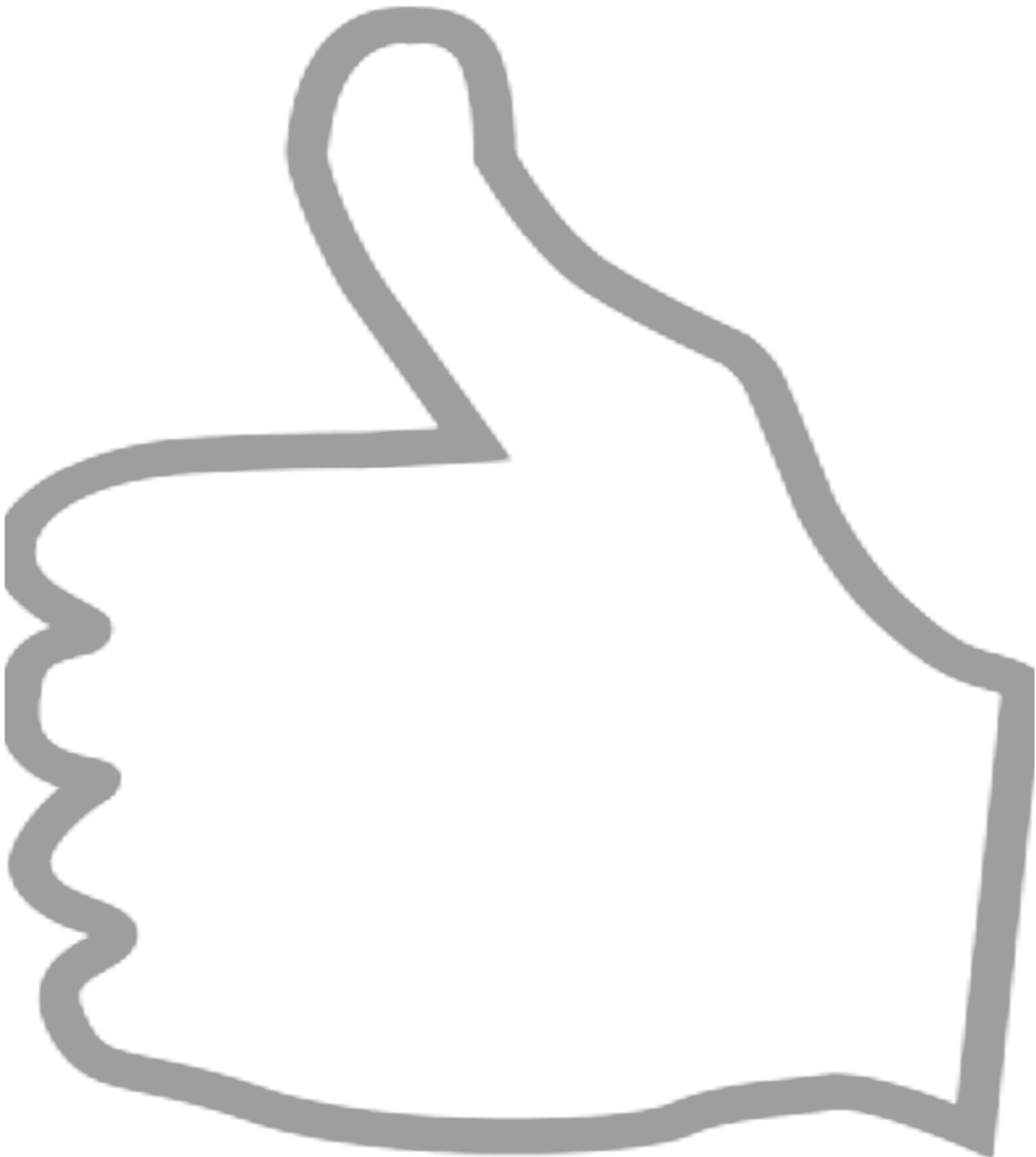


DINOSAURS LIVING IN MY HAIR! 2

BOOK REFLECTION

Name: _____

In the “thumb” below, use a combination of words and pictures to give your opinion of the book.





DINOSAURS LIVING IN MY HAIR! 2

BOOK REFLECTION

Name: _____

In the “thumb” below, write your opinion of the book.



I AM UNIQUE!

Draw a picture of what makes you unique.

A large, empty rectangular box with a black border, intended for a child to draw a picture of what makes them unique.

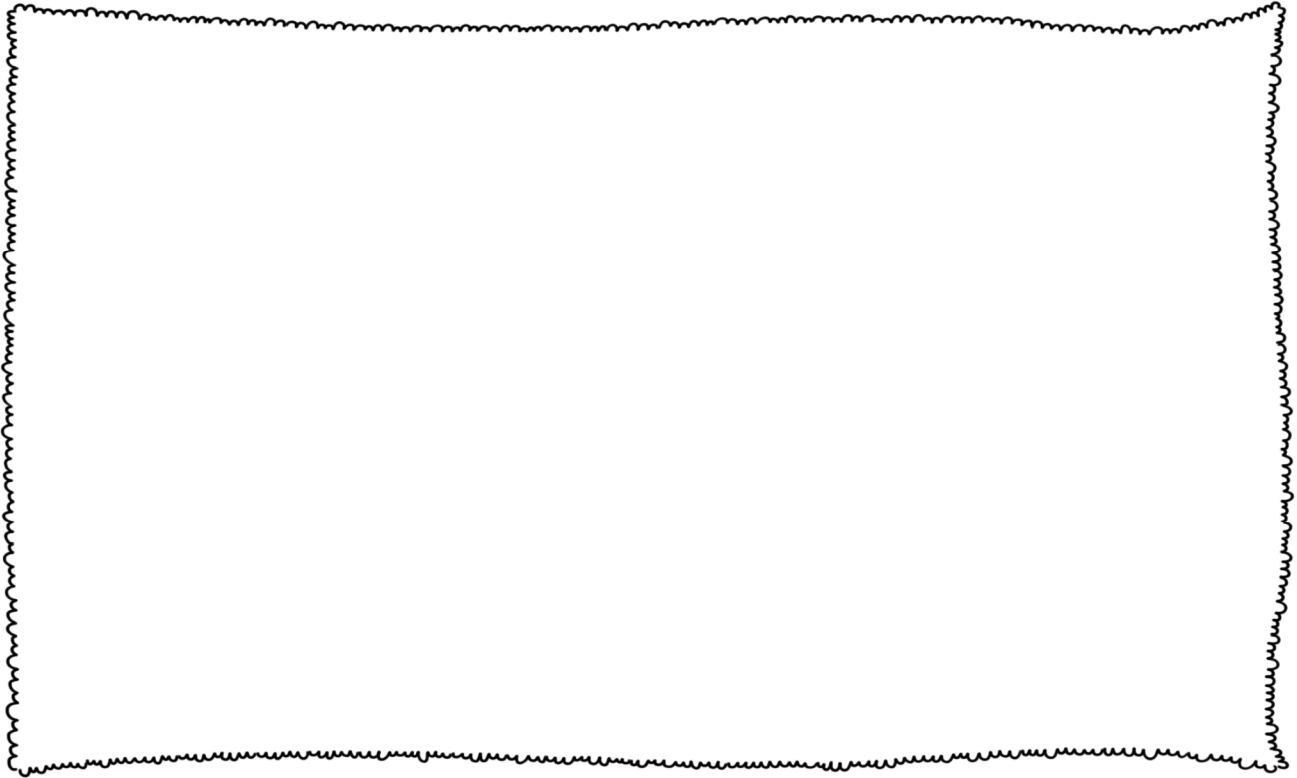
Name: _____

Name: _____



I AM UNIQUE!

In the box, draw what makes you unique. Then, write a few sentences about it, explaining what you drew.





I AM UNIQUE!



Name: _____

In the top box, write a topic sentence describing how you are unique. In the 3 bottom boxes, support your topic with 3 details.

Topic Sentence:

Supporting Detail 1:

Supporting Detail 2:

Supporting Detail 3:

STOP BULLYING IN ITS TRACKS!

Name: _____

One way I can stop bullying:

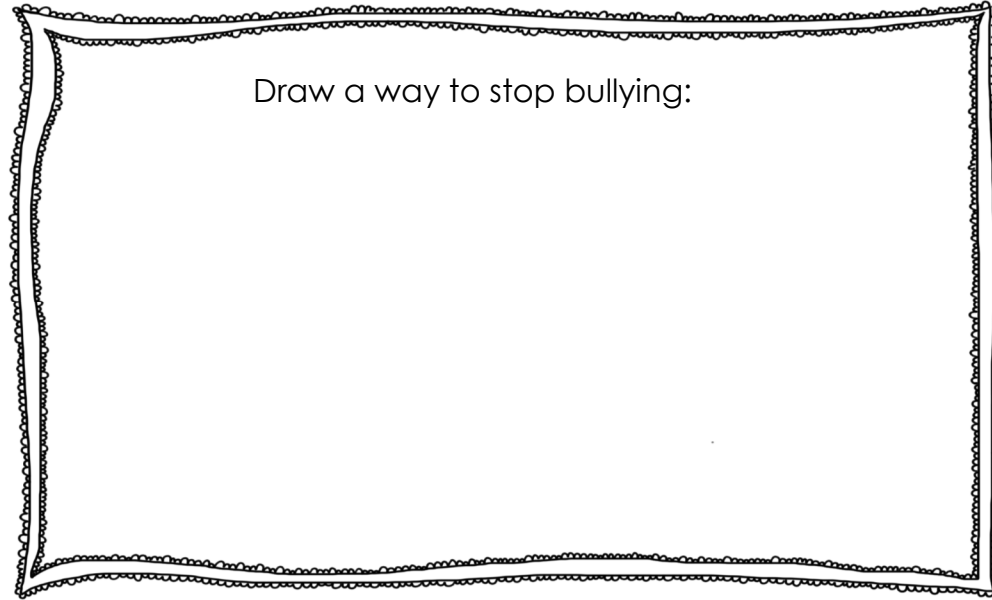
To stop bullying, I can :

Something I can do is:

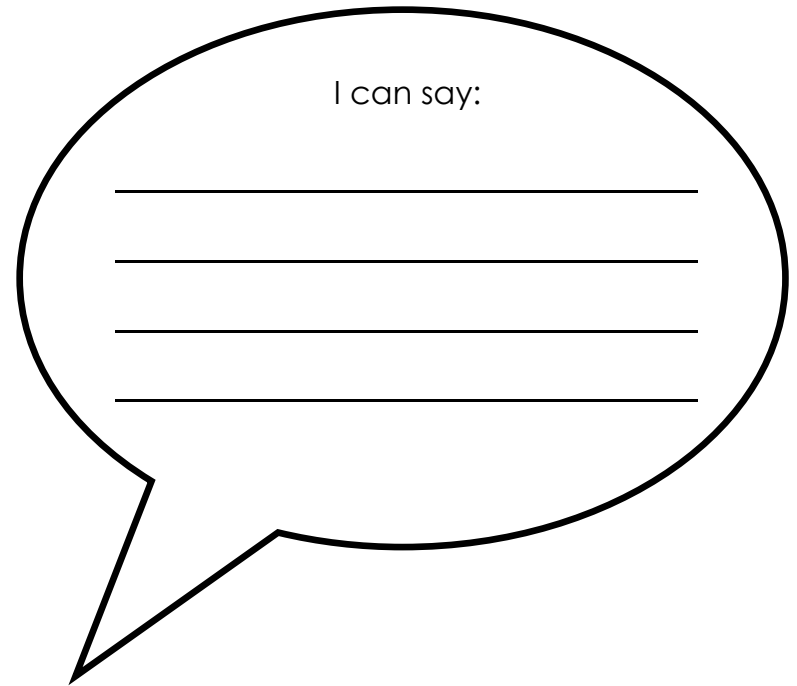
STOP BULLYING IN ITS TRACKS!

Nam _____

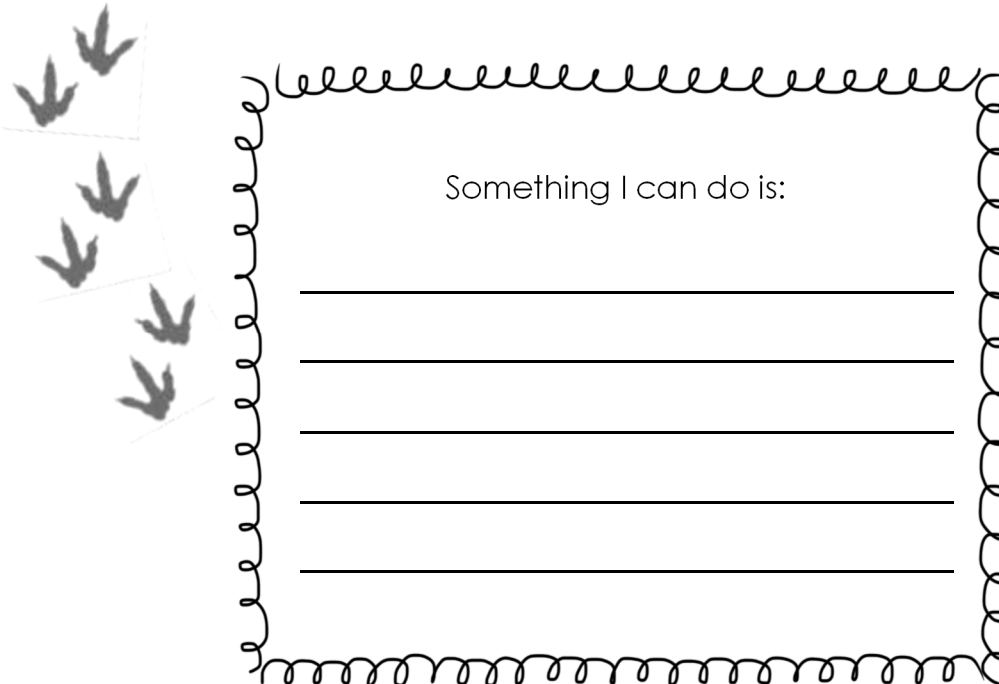
Draw a way to stop bullying:



I can say:



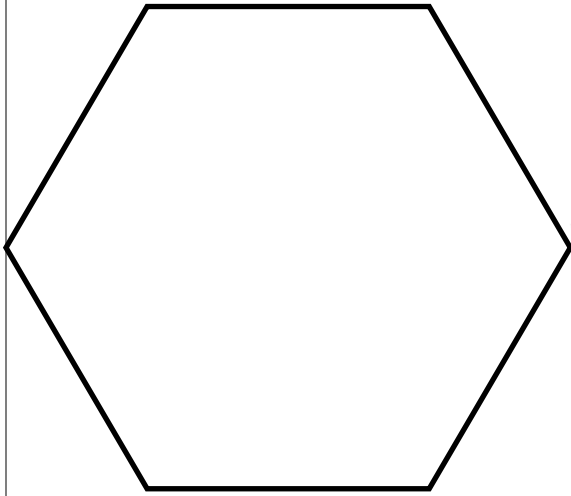
Something I can do is:

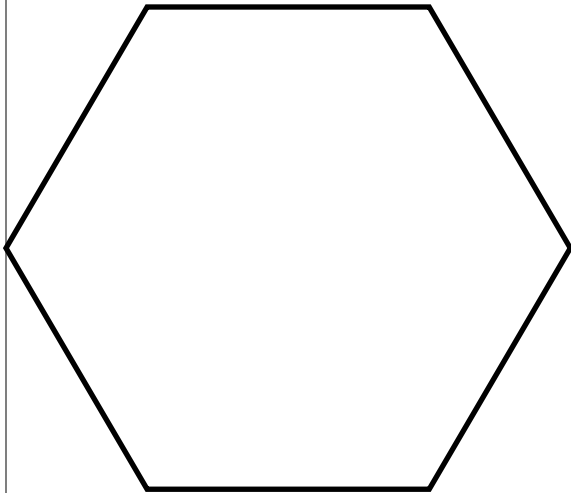


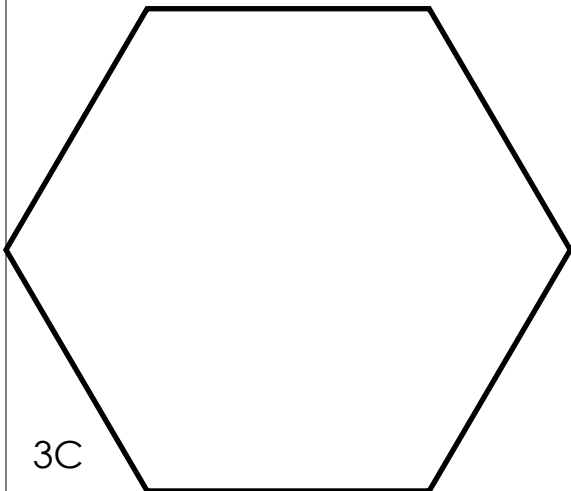
Name: _____

Stop Bullying in its Tracks!

Think of 3 ways to stop bullying. Draw it in the hexagon. Write it in the square.







Dinosaurs Living In My Hair! 2

ANTI - BULLYING PLEDGE



I pledge to stop bullying in it's tracks!

I will:

Toss mean words into the trash

Tell an adult

Walk away and ignore

Be confident and cool

Name: _____

