

# Dear **TEACHERS & STAFF**

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## Thank you for your efforts to share the **NED®** message with your students.

Research shows positive attitudes and school climate can impact academic achievement as well as overall well-being. **NEVER GIVE UP, ENCOURAGE OTHERS** and **DO YOUR BEST®** is a simple reminder that students can understand. NED makes it easy to remember and reinforce.

You are invited to go online at [www.thenedshow.com/curriculum](http://www.thenedshow.com/curriculum) to view and print off a complete packet of grade-level specific follow-up materials from The NED Show®. You will find lesson ideas that allow you to talk about the assembly, as well as suggested books and corresponding activities for daily read aloud and various writing prompt for journaling. Materials have been designed to meet Common Core State Standards and include sample assessment rubrics. Some activities are adaptable to various grade levels.

At All for KIDZ®, Inc., producers of The NED Show, we are working to partner further with educators and are regularly adding new lessons and activities to our website. You'll find quarterly contests with opportunities to win classroom tools and supplies. We welcome your feedback and invite you to share suggestions and new ideas. Take a moment and see how schools like Santa Fe Elementary in Kansas City, Missouri, and Turtle Creek Elementary in Delavan, Wisconsin, are inspiring others with their creative implementation of the NED message.

*Thank you for your dedication and efforts to help our students become Champions at school and in life!*

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*Never give up • Encourage others • Do your best®*

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*The circus, roller coasters, round-the-world travel* and those crazy aliens...NED's adventure on the way to your school was an entertaining tale that engaged students and left them with a memorable message. We encourage you to take a step further with the lessons shared to impart a deeper understanding of what it means to **NEVER GIVE UP**, **ENCOURAGE OTHERS** and **DO YOUR BEST**. This recap page and the curriculum that follows offers suggestions for helping students reflect on how NED's tips can be used at school, home and in life.

### *A few ideas to get you started*

- 1 Put the letter N - E - D on the board.
- 2 Ask students to recall what the letters stand for.
- 3 Pass out the worksheet.
- 4 Point out or read together what is written on NED's shirt. Remind students these words can change your day for the better or make someone else's day better.
- 5 Ask students to share about a time they followed one of NED's tips. How did that help your day or someone else's get better?
- 6 Invite students to draw a picture of something they can do to be a champion. Encourage them to write a short sentence about it.
- 7 Set an example for students by sharing a personal story of how you, as a teacher, worked hard to achieve a goal and that people never stop learning or growing.
- 8 Additional questions for discussion:
  - What can you do differently that shows you will keep trying rather than giving up?
  - What actions or words can you use to encourage others?
  - What shows others you are doing YOUR best?
  - Doing these things will help you to become a champion at school, at home and in life!

Visit [www.theNEDshow.com/curriculum](http://www.theNEDshow.com/curriculum) for additional grades & resources.

### BIG IDEAS To Reinforce



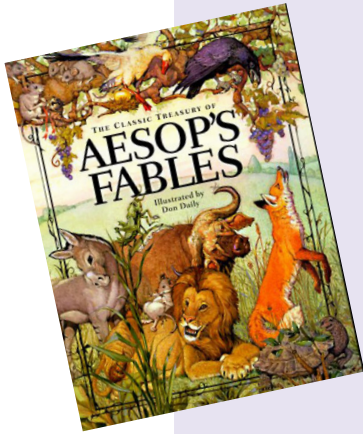
Challenge your kids when things get tough in the classroom, on the playground or wherever they are to ask themselves, what would NED do? What will you do?

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Name: \_\_\_\_\_

Trace the letters in the T-shirt below. Draw a picture in the T-shirt that shows how you can be a **CHAMPION**.





## The Tortoise and the Hare

from *The Classic Treasury of Aesop's Fables*  
by Don Daily

Aesop tells the story of a fast and boastful rabbit racing against a slow and modest turtle. Children will watch the tortoise persevere through the challenging race against the hare and see how hard work pays off in the end.

### Suggested Activities

**Group**  
*Kinesthetic/  
Visual*



After reading and discussing the story with the class, invite students to help **create this fable in the classroom** by acting out the story. Students will enjoy portraying the parts of the tortoise, the hare, the race judge, and the crowd. Allow students time to discuss their feelings about each character.

How did it feel to hear the crowd cheering for you? How did it feel to win/lose the race? How did perseverance help the tortoise finish first?

**Individual**  
*Linguistic*



### “The Tortoise’s Diary”

Provide each student a piece of paper. Tell them that they are going to have a chance to **write a diary entry** as the tortoise on the day of the race.

Explain that diaries are a great place to share feelings and emotions. Encourage students to rewrite Aesop’s moral “Slow and steady wins the race,” in their own words using the concept of perseverance.

### Student-Friendly Learning Target\*



I can retell a story by acting it out with my friends. I can rewrite a moral using my own words.

\*Student Friendly Learning Targets are designed to be posted in your classroom to help students know what is expected and what they should take away from the activity.

### Common Core State Standards

**Grade 1: Reading:**  
Literature.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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## Mike Mulligan *and* His Steam Shovel

by Virginia Lee Burton

Mary Ann, Mike's trusty steam shovel, is put to the challenge of digging an entire basement in a day...a job thought to take one hundred men an entire week. Will she be able to accomplish this task? The story tells of hard work and success while also addressing the challenges of change.

### Student-Friendly Learning Target



I can ask and answer questions about details in a story to help me understand the story better.

### Suggested Activities

**Group**  
Kinesthetic &  
Visual



Practice perseverance as a team by participating in a **large group relay**. Suggested relay activities include:

1. Pass dirt from the basement (cotton balls) from one end of the room to the other down a long line of steam shovels (spoons).
2. Participate in a class fire brigade using cups or buckets of water down a long line outside. Fill a large container by working as a team and encouraging each other.

**Group**  
Verbal &  
Interpersonal

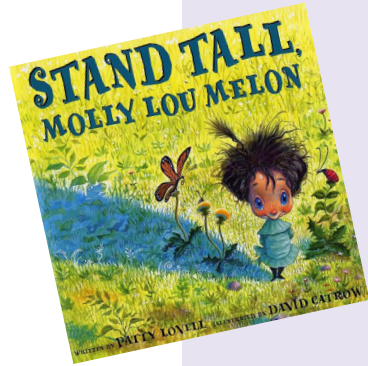


**Discuss** times when change helps you to accomplish your goals. Remember Mary Ann becomes a furnace at the end of the story so that she can continue to help others after her job as a steam shovel is complete.

### Common Core State Standards

**Grade 1: Reading: Literature.**  
1.1. Ask and answer questions about key details in a text.

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### Stand Tall Molly Lou Melon

by Patty Lovell

Tiny Molly Lou is starting first grade at a new school. See how the encouragement of her grandmother helps her when she is faced with challenges from a bully. She not only draws from that encouragement in her perseverance, but also exemplifies the NED philosophy by extending friendship to the boy who picked on her. Molly Lou Melon truly embodies all that NED stands for. She Never Gives Up, she Encourages Others and she Does her Best!

### Student-Friendly Learning Target



I can describe the characters, setting and plot of a story with details.

### Suggested Activity

**Individual**  
*Linguistic & Interpersonal*



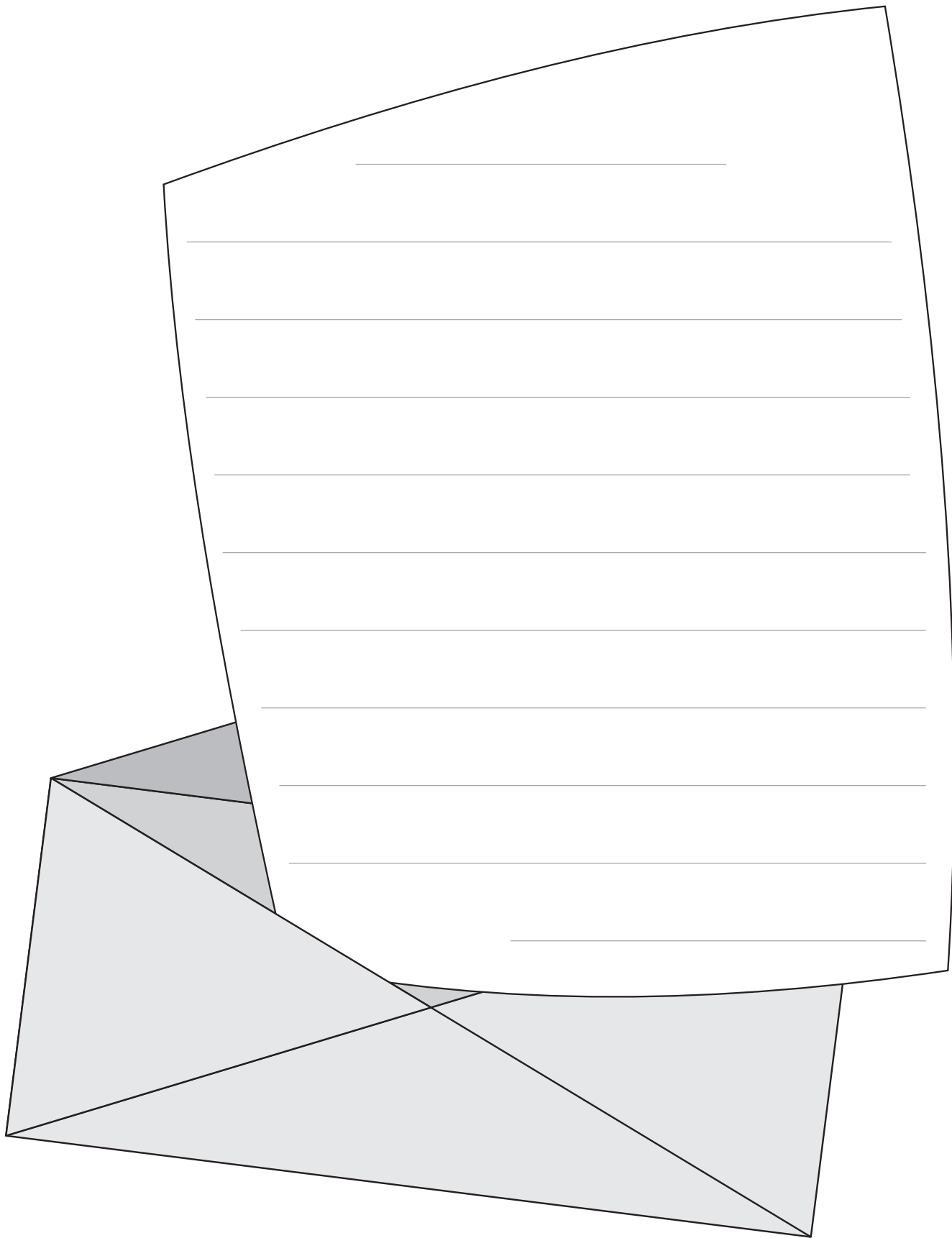
Molly Lou got a lot of encouragement from her grandmother. Grandma helped her to feel good about herself, especially her smile and her singing. Have students select a name of a classmate from a “hat.” Students will then **write or draw an encouragement to one of their peers.**

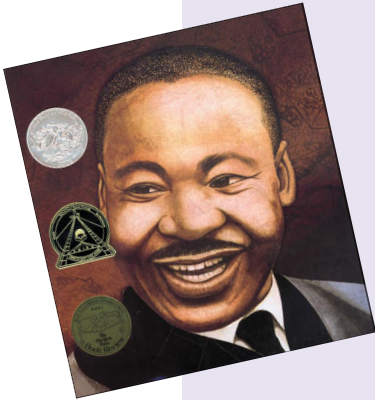
Talk about how encouragement can come in the form of a thank you, a compliment, or simply a nice picture. Provide time for the students to share their encouragements with each other.

### Common Core State Standards

**Grade 1: Reading: Literature.**  
1.3. Describe characters, settings, and major events in a story, using key details.

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## Martin's Big Words: The Life of Dr. Martin Luther King Jr.

by Doreen Rappaport

This biography of Dr. King focuses on the lessons he learned from his father about love, forgiveness, patience, understanding and peace. We see Dr. King persevere and teach others important life lessons about fairness and love in this beautifully illustrated story. Throughout the book are the important (or big) words that we can all use to live out Dr. King's dream in our lives. Perseverance is only one part of this dream.

### Student-Friendly Learning Target



I can choose important words from a book.

### Suggested Activity

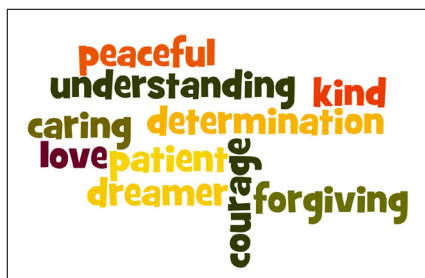
**Group**  
*Linguistic & Interpersonal*



As a class, **create a list of big words** that Dr. King modeled for others during his life. After brainstorming as a class, have students create their own lists of ten words that they feel are most important when thinking about perseverance and Dr. King.

Divide the class into groups of five or six students to input their lists of big words into [www.wordle.net](http://www.wordle.net). After the Wordles have been printed, have students share them with each other, noticing which big words the class selected as important.

Hang your Wordles around the room, or print one for each student in the groups to take home to share some important "big words". If your classroom has a smart board or projector, you may choose to create one large Wordle together to introduce this activity.



### Common Core State Standards

**Grade 1: Reading: Literature.**  
1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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### Short Prompts

- 1 NED told us we should Never Give Up. Never giving up is a great example of perseverance. In your own words or using a picture, can you explain what that means?
- 2 Have you ever given up when a task was hard? What could you have done instead?
- 3 How does it feel to accomplish something that is very difficult? Tell about those feelings.
- 4 Tell about a family member or friend who has shown perseverance. *Teacher Note: Encourage students to give some background about their person of choice and share what they have learned about perseverance and hard work by watching their friend or family member.*
- 5 Write about one of your favorite book characters who shows perseverance.
- 6 How have you been encouraged when you are learning something new or trying to do something that is difficult? How does it feel to be encouraged?
- 7 What is one goal that you have for this school year? Who can you ask to help you accomplish your goal?
- 8 Doing your best is always important. We all have different things that we are good at and other things that are hard for us. Tell about one thing that you are good at and one thing that is difficult for you. How can you do your best at both?

### perseverance



**per•se•ver•ance**  
[pur-suh-veer-uh ns]

Noun; steady persistence in adhering to a course of action, a belief, or a purpose; steadfastness.

*From the American Heritage Dictionary*

**Synonyms:** persevere, persist, hang in, hang on, hold on, continue, uphold, carry on, bear on

*From synonym.com*

**Antonyms** Apathy, idleness, indolence, laziness, lethargy

*From answers.com*

### Common Core State Standards

**First Grade:** Writing.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Writing.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Writing.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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### Scenario Prompts



*The following prompts are based on fictitious scenarios that students may be able to relate to. They can be used as a topic for discussion, as journal prompts or as writing topics to practice an assessed written response. A simple rubric can be found at the end of the follow-up curriculum materials.*

#### Scenario 1

Paul has been trying for weeks to get across the monkey bars at recess. It seems like every other first grader can get across with no help, but Paul can only get to the third bar! It feels pretty hopeless for Paul to be able to get all the way across eight monkey bars. Can you relate to how Paul feels? What advice can you give to Paul? What would NED do?

#### Scenario 2

Jane has been working on her report about penguins for an entire week after school. When she got home today, she found that her baby brother had been playing with her papers and half of them were torn and ruined. How does Jane feel? How can Jane apply perseverance to her unfortunate situation? What would NED do?

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### Audio Prompt



Students know what it feels like to get discouraged, and this song reaches out with words of encouragement. It uses two short examples of success through perseverance to encourage the listener to keep their chin up and think positively. By doing our best and continuing to work hard, we can all have high hopes that great tasks can be accomplished. A short video of Mr. Sinatra singing with a young boy is available on the web at [http://www.dailymotion.com/video/x58asx\\_sinatra-s-classic-song-high-hopes\\_music](http://www.dailymotion.com/video/x58asx_sinatra-s-classic-song-high-hopes_music) Other audio and video links are available through YouTube.

### High Hopes

sung by Frank Sinatra

Next time you're found, with your chin on the ground  
There a lot to be learned, so look around

Just what makes that little old ant  
Think he'll move that rubber tree plant  
Anyone knows an ant, can't  
Move a rubber tree plant

But he's got high hopes, he's got high hopes  
He's got high apple pie, in the sky hopes

So any time you're gettin' low  
'stead of lettin' go  
Just remember that ant  
Oops there goes another rubber tree plant

When troubles call, and your back's to the wall  
There a lot to be learned, that wall could fall

Once there was a silly old ram  
Thought he'd punch a hole in a dam  
No one could make that ram, scam  
He kept buttin' that dam

but he's got high hopes, he's got high hopes  
He's got high apple pie, in the sky hopes

So any time you're feelin' bad  
'stead of feelin' sad  
Just remember that ram  
Oops there goes a billion kilowatt dam

All problems just a toy balloon  
They'll be bursted soon  
They're just bound to go pop

Oops there goes another problem kerplop  
Oops, there goes another problem kerplop  
Oops, there goes another problem kerplop  
Kerplop!

### Prompts



Multi-sensory learning opportunities allow students to be engaged in unique ways. Play the following song for students and then invite them to write about one of the following.

- 1 What does it mean to have high hopes?
- 2 What can you learn from this song?
- 3 Do you think NED would like this song? Why?

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Name \_\_\_\_\_

My writing has a topic sentence.

**1      2      3**

My writing includes detail sentences  
that relate to the topic.

**1      2      3**

My writing has a conclusion or wrap up sentence.

**1      2      3**

My sentences begin with a capital letter  
and end with a punctuation mark.

**1      2      3**

Total points \_\_\_\_/12

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