

Dear **TEACHERS & STAFF**

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 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!

Never give up • Encourage others • Do your best®



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 Ask students what they enjoyed most about the assembly. Ask them who can remember NED's three tips: Never give up, Encourage others, Do your best.
- 2 Use the following questions as discussion starters:
 - Why is it good to never give up?
 - What would happen at school if we all gave up and didn't try?
 - What behaviors or actions would we see?
 - Why is it good to encourage others?
 - How does it feel when someone else encourages you? Give an example.
 - What happens when people put you down?
 - What does it look like when you "do your best" at school, at home and in life?
 - When you haven't done your best how do you feel?
 - What choices will you make at school to improve your ability to be a Champion?
 - How do you think your choices will affect your classmates?
- 3 Pass out the worksheet and have students complete it. After students are finished, have them work in small groups to come up with a list of things people need to do to become a champion. Post the ideas on a bulletin board titled "Champion Behaviors."
- 4 Create a Celebration Box for the classroom. When students catch others making champion choices, have them write it down and put it in the Celebration Box. At the end of the day or a designated day each week, read these affirmations aloud to reinforce the great choices your students are making.
- 5 In keeping with the acrostic idea with NED's name, have students come up with an acrostic using their own name. They can help each other think of champion choices that begin with each of the letters in their name.

BIG IDEAS To Reinforce



Our choices affect others in both good and bad ways.

Champions never stop learning to DO and BE their best.

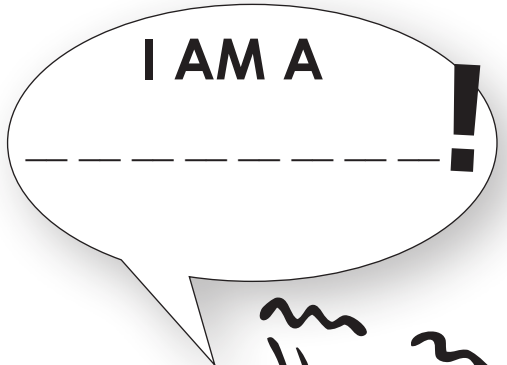
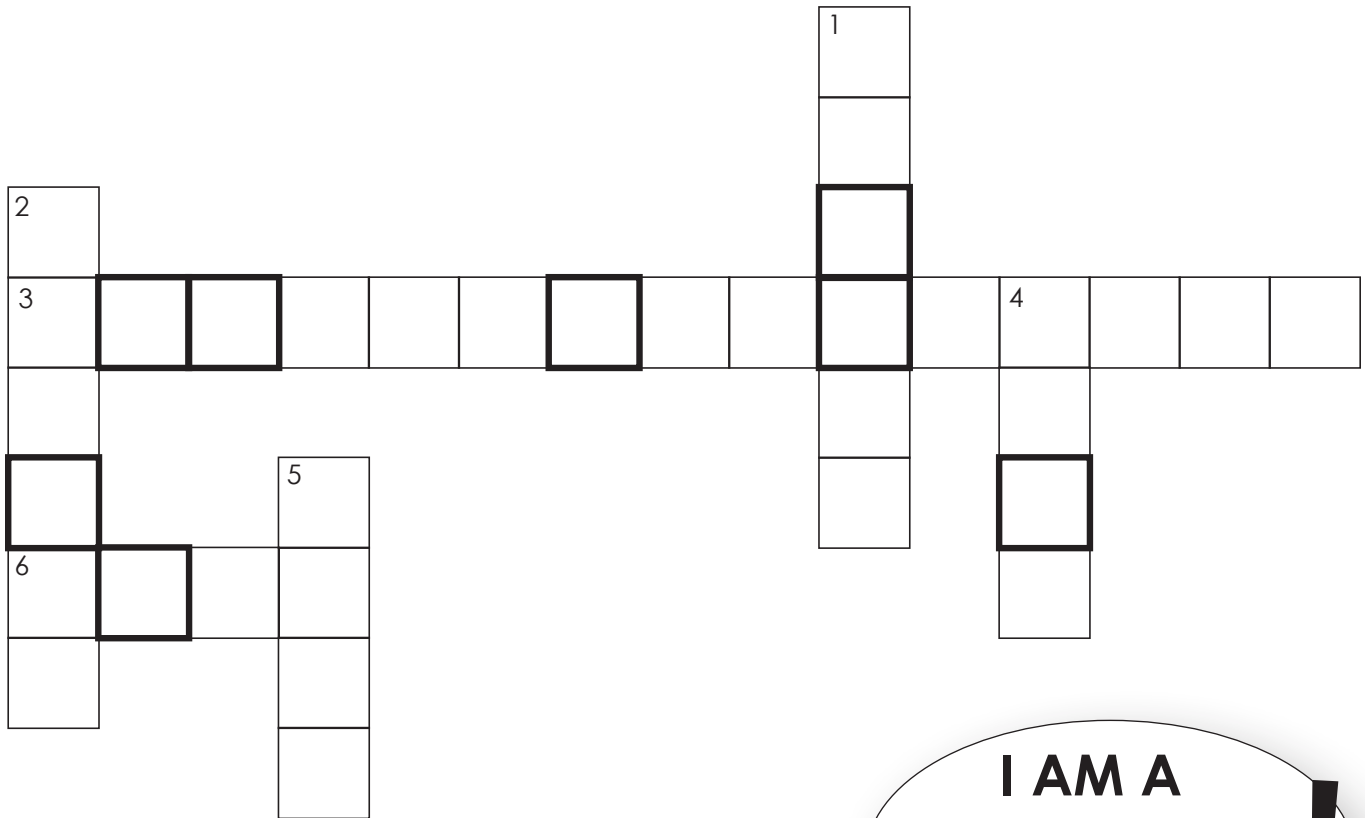
Champions realize that being respectful to family, friends and others by being kind, thoughtful and thankful is a way to do and be their best.

Visit www.theNEDshow.com/curriculum for additional grades & resources.

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Name: _____ Date: _____

What is on **NED**'s mind? Solve the puzzle to find out!



Across

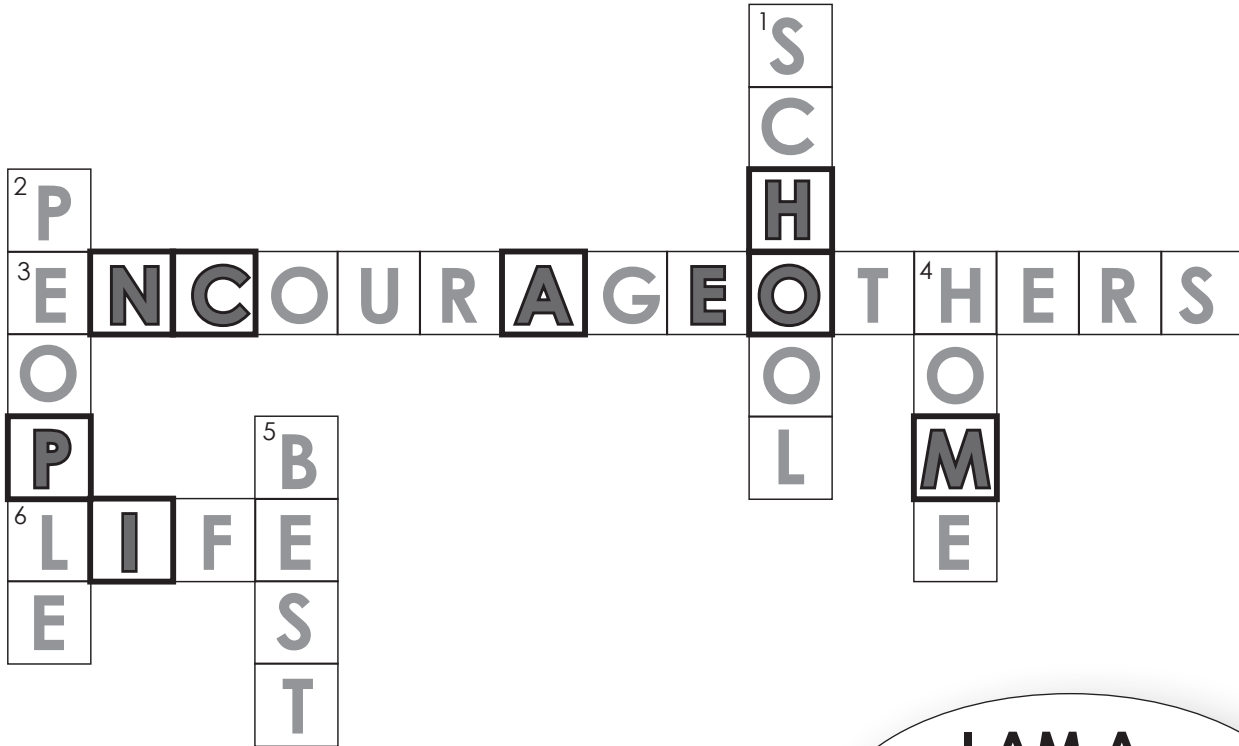
- 3. The "E" in **NED** stands for _____.
- 6. My good choices lead to a successful _____.

Down

- 1. The place you go to learn.
- 2. I should show respect to all _____.
- 4. Where I live and can help my family is at _____.
- 5. **NED** says "Do your _____".

Teacher's Answer Key

What is on **NED**'s mind? Solve the puzzle to find out!

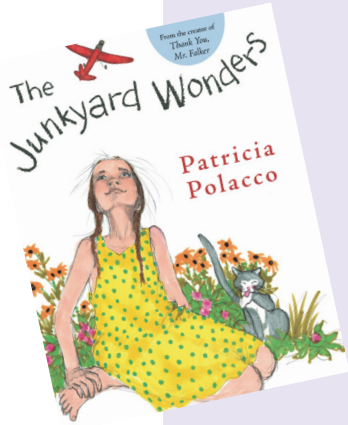


Across

- 3. The "E" in **NED** stands for **ENCOURAGE OTHERS**.
- 6. My good choices lead to a successful **LIFE**.

Down

- 1. The place you go to learn **SCHOOL**.
- 2. I should show respect to all **PEOPLE**.
- 4. Where I live and can help my family is at **HOME**.
- 5. **NED** says "Do your **BEST**."



The Junkyard Wonders

by Patricia Polacco

Patricia Polacco shares the marvelous story of a group of children, often made fun of because of their difficulties in school. This group of underdogs perseveres through a series of challenges to create the ultimate science fair project. This beautiful book deals with difficult, but relatable, topics including bullying and death.

Suggested Activity

Individual
Intrapersonal



On a piece of writing paper with a silhouette of a person on it, **write or draw about what makes you special.** What are some of your special skills or abilities? Remember to think about what makes you different from your peers. What makes you unique, what are your strengths?

After writing about your strengths, cut out your person. As a class, make a chain of friends by connecting all of the students' hands. Read about all of the students' strengths. Consider what each student can do individually, but then consider what you would all be able to do by working as a group (just like the students did in the story).

How does being different from others or having special challenges in your life require you to have extra perseverance? Have you seen this in your life at school or at home?

Student-Friendly Learning Target*



I can tell how specific characters in a story relate to the plot of the story.

*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.

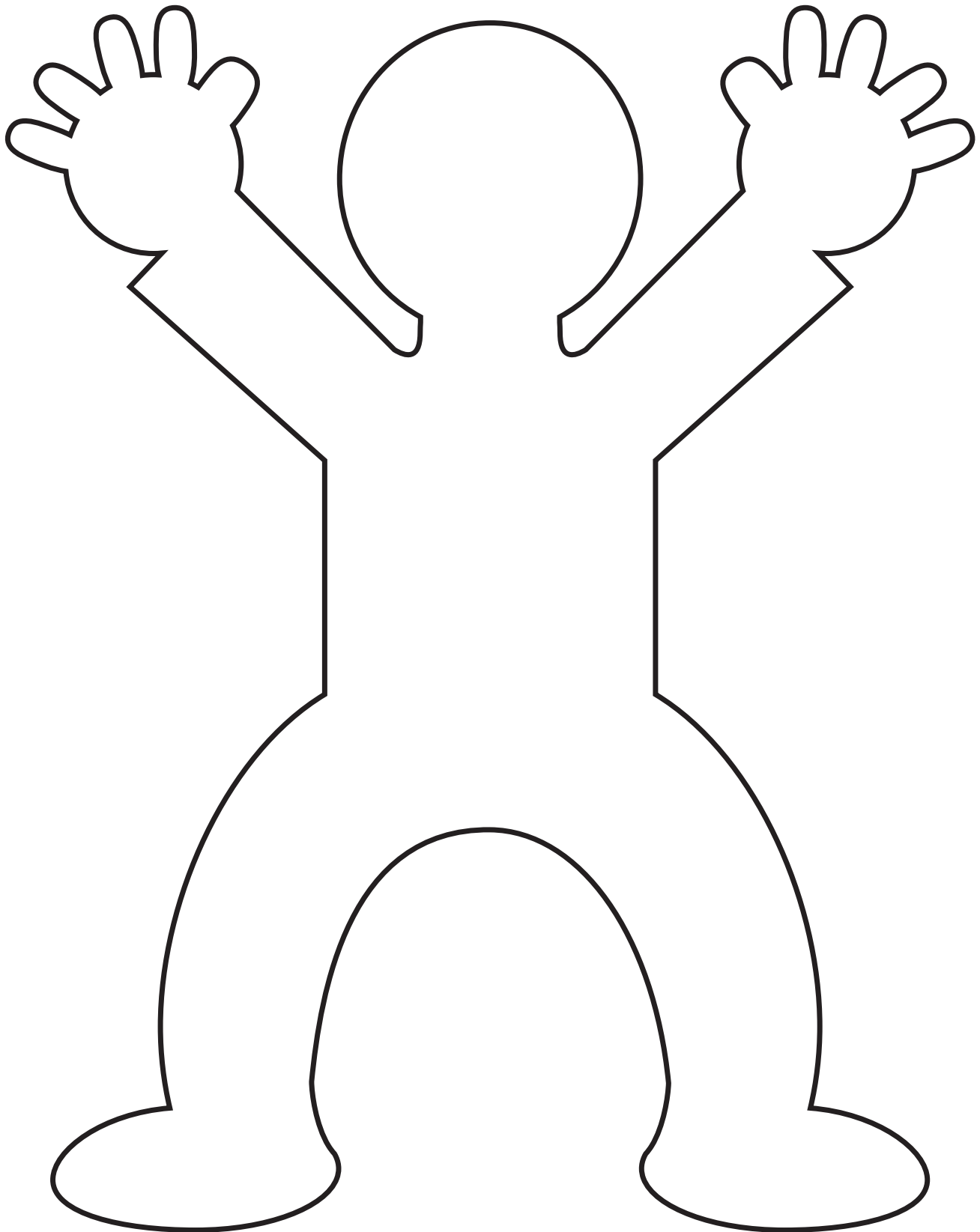
Common Core State Standards

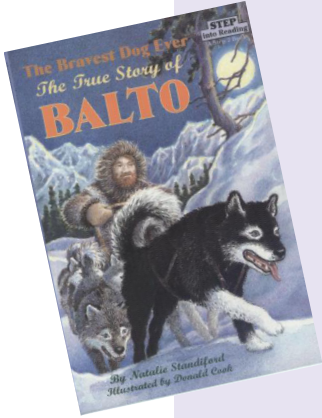
Grade 3: Reading: Literature.
3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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Name: _____ Date: _____

Write or draw about **what makes you special**. What are some of your special skills or abilities? Remember to think about what makes you different from your peers. What makes you unique, what are your strengths? After writing about your strengths, cut out your person.





The Bravest Dog Ever: The True Story of Balto

by Natalie Standiford and Donald Cook

This book tells the true story of the sled dog, Balto, and his courageous owner, Gunnar Kasson, who saved the people of Nome, Alaska, by delivering medicine for diphtheria when all other routes were closed due to blizzard conditions. Children and teachers alike are inspired by the perseverance of dog and owner who accomplished the task they set out to do although it was far more dangerous than anyone had anticipated.

Student-Friendly Learning Target



I can describe how the characters in the story affect the outcome of the story. I can create a statue that represents me and what I have accomplished.

Suggested Activity

Group
Visual &
Linguistic



View the film, or find photographs online, about Balto.

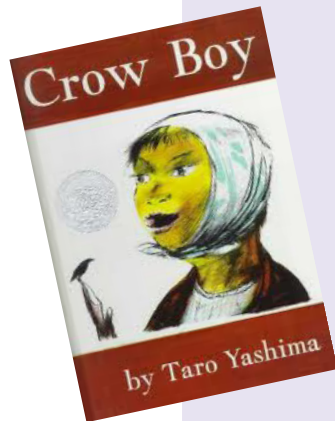
Link: <http://www.rootsweb.ancestry.com/~aknome/balto.html>

Note the statue which was erected in Central Park, N.Y. in his honor. How did Balto demonstrate perseverance? If a statue was going to be made for you, what would you like to be remembered for? Have you persevered at something which was difficult for you but ended up helping others? Discuss as a class.

Common Core State Standards

Grade 3: Reading:
Literature.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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Crow Boy

by Taro Yashima

This Caldecott Honor Book tells the story of a shy boy in Japan, who leaves his home at dawn and returns at sunset so that he can go to school. In sixth grade he has a special teacher, who recognizes his gifts when none of his peers do. He has the 'crow boy' mimic the cries of crows which he has learned through all the years of hearing them while he walked to school. The students are ashamed of teasing him because they didn't know him, and Crow Boy is rewarded for perfect attendance as well as his knowledge.

Student-Friendly Learning Target



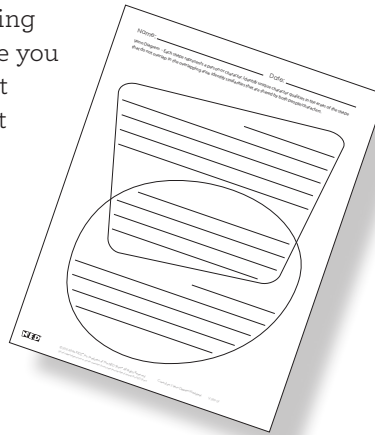
I can talk about the point of view of characters in a story.

Suggested Activity

Individual
Visual,
Logical &
Intrapersonal



Make a Venn Diagram comparing yourself to "Crow Boy." How are you similar and different? Focus not only on talents and abilities, but also on feelings and emotions. How does your comparison to the character help you to understand him and the story better? Remember, sometimes we connect best by understanding differences and uniqueness.



Teacher Tip



Did you know that crows have more than 20 calls? You can invite students to listen to the different sounds of crows at http://allaboutbirds.org/guide/American_Crow/sounds.

Common Core State Standards

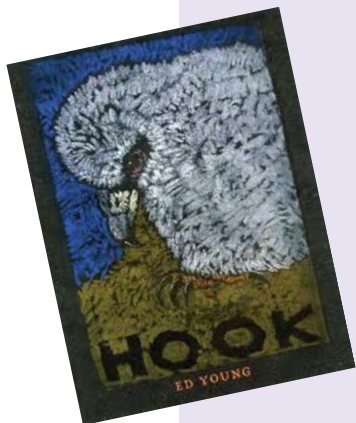
Grade 3: Reading:
Literature.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

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Hook

by Ed Young

This Caldecott award winner tells the story of a lost egg. A young eagle hatches into a family of chickens. Why is Hook so different? Encouraged by his adoptive mother and a young boy, Hook must persevere to find who he truly is, a bird of the air not the earth.



Student-Friendly Learning Target



I can research a topic and share what I have learned with others.

Suggested Activity

Group
Logical &
Interpersonal



What other **examples of perseverance do we see in science and nature?** Brainstorm a list of examples. Assign partners to do some research either in the library or the computer lab. Have students complete a simple nonfiction report or outline to share with the class.

Common Core State Standards

Grade 3: Writing.3.7. Conduct short research projects that build knowledge about a topic.

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Short Prompts

- 1 How does it feel to be working on something that is very difficult? Why should a person stick with something that is a challenge?
Teacher Note: When you persevere in a challenge it can help develop patience and courage. It may also have a positive effect on others when your perseverance brings about an effective change. A popular English saying, attributed to Joseph P. Kennedy, father of American President John F. Kennedy says: "When the going gets tough, the tough get going" because it's very easy to give up but much harder to persevere to the end of a tough situation.
- 2 Tell about people in history that you know who have exhibited perseverance in their lives.
- 3 How does it feel to see someone else succeed when they are challenged?
- 4 What are examples of times when it is important to persevere at school?
- 5 What do you do when confronted with a challenge in your life?
- 6 What is one goal that you have set for yourself and had to change? How does changing your goal show perseverance?
- 7 Write a letter of encouragement to a family member or friend.
- 8 It is important to do your best in all parts of your life. Write about some examples of doing your best at home, at school and in other areas of your life. (Sports, music, church, scouts, etc.)

Teacher Tip



Consider starting a classroom web discussion board or class blog. This can offer students the opportunity to respond to each other's ideas and integrates 21st century skills.

Common Core State Standards

Grade 3: Writing.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
Writing.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Writing.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Writing.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
Writing.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline.

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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

Raymond has been placed in an Accelerated Math program after passing the test required for admittance. However, halfway through the year the work has become very hard. Raymond is spending many hours every night on his homework, barely passing his tests, and feeling angry and frustrated in this challenging class.

Should he continue with it, or ask to join the regular class which teaches on his instructional level? Is this a situation where perseverance is necessary, or is this a situation where it would be wiser not to persevere in something that is far too difficult?

Teacher Note: Sometimes, struggling through a subject is necessary. Extra help in the form of tutoring, or parental assistance, can be helpful. At other times, even though it's an honor to be in an advanced class, it might not be the best placement for the child. When a foundation is needed in a core subject, it's best to be in the class which is most appropriate for the student even if parents and peers feel the accelerated class has a higher status.

Scenario 2

It is Allison's first day at her new school. She is very nervous about moving in the middle of the year, but her family has given her a lot of encouragement. That has helped her feel better about beginning at her new school. She decides to set some goals to help her as she begins her first day. What could those goals be? How can Allison begin at her new school using NED's ideas of persevering, encouraging others and doing her best?

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Audio Prompts



This 1999 hit single tells a story of perseverance played out by a young boy on a baseball field. Its lyrics are relatable to anyone who has struggled to learn something new, but the ending twist allows listeners to stop and think what a difference a positive attitude and outlook can have.

The Greatest

written by Don Schlitz, sung by Kenny Rogers

Little boy, in a baseball hat,
Stands in a field, with his ball and bat,
says "I am the greatest, player of them all"
puts his bat on his shoulder, and tosses up
his ball.

And the ball goes up,
and the ball comes down,
he swings his bat all the way around,
and the worlds so still you can hear the sound
as the baseball falls, to the ground.

Now the little boy, doesn't say a word,
picks up his ball, he is undeterred,
Says "I am the greatest, there has ever been,"
and he grits his teeth, and tries it again.

And the ball goes up, and the ball comes down,
he swings his bat all the way around,
and the worlds so still you can hear the sound
as the baseball falls, to the ground.

He makes no excuses, He shows no fear,
He just closes his eyes, and listens to the cheers.

Little boy, he adjusts his hat
picks up his ball, stares at his bat,
says "I am the greatest, the game is on the line,"
and he gives his all, one last time.

And the ball goes up, like the moon so bright,
Swings his bat, with all his might,
and the worlds as still, as still as can be,

and the baseball falls, and that's strike three.

Now its supper time, and his Mama calls,
little boy starts home, with his bat and ball,
says "I am the greatest, that is a fact,
but even I didn't know, I could pitch like that."

Says, "I am the greatest, that is understood,
but even I didn't know, I could pitch that good."

Prompts



Play the song and invite students to share.

- 1 What was the story that unfolded as you listened to the song?
- 2 Were you surprised by the ending? Why?
- 3 What can you learn from this song?

Teacher Tip



If you have access to a video camera, consider inviting students to act out this song as you recreate the story and create your own class music video.

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Writing Rubric

Intermediate

	1 Strong	2 Okay	3 Not There Yet
Main Idea Score ____	There is a main idea in the piece which clearly states the writer's topic.	The piece does not have a clear main idea but sticks to the topic.	It's difficult to tell what the topic of this piece is.
Details Score ____	There are at least three details to support the topic (They are examples of show-not-tell).	Some details help the reader picture the topic.	The sentences in the piece do not help the reader picture the topic.
Conclusion Score ____	A conclusion is present that summarizes the main idea of the piece.	A conclusion is present, but it does not summarize the main idea of the piece.	A conclusion is not present.
Inventions Score ____	Reading this aloud would be a breeze.	Mistakes in punctuation and grammar do not interfere with understanding the piece.	There are many mistakes in punctuation and grammar which make the piece difficult to understand.
Format Score ____	The piece is indented. A left hand margin is used.	The piece is not indented. There is a left hand margin.	There is no margin.
Fluency Score ____	The sentences are written in complete thoughts. There are a variety of sentence beginnings.	The sentences are written in complete thoughts.	It's hard to tell where the writer's thoughts begin and end.

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