

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 Use the word puzzle activity sheet to have students highlight the hidden phrase that NED talked about at the assembly.
- 2 Talk about what it means to be a champion. How did NED describe it? Have you ever considered yourself a champion?
- 3 Write School, Home and In My Life (three categories) on large sheets of paper or on the board. Brainstorm as a class on how they can be a champion in those three settings. Invite students to make their own list of the top three in each that they would like to focus on.
- 4 Take a moment to talk more about the E in NED. Encourage others. Ask students to think of one person they know who might need their encouragement. Have them make a list of things they can say or do to encourage that person.

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

BIG IDEAS To Reinforce



Remind students that NED wants them to become champions because they can do amazing things!

Being a Champion is something you can do every day when you *Never give up*, *Encourage others* and *Do your best*.

Look for ways you can use your words or actions to encourage others. Be sure to look for the smile in their eyes when you do!

Never give up • Encourage others • Do your best®

NAME: _____

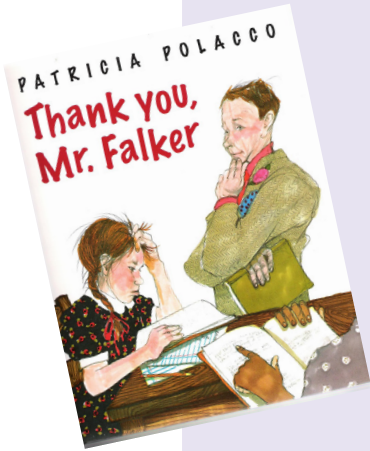
In the word puzzle below there is a phrase hidden that **NED**[®] talked about in the assembly. Using a highlighter pen, or your pencil, follow the bold letters to discover the phrase. When finished, write the sentence at the bottom of the page. Some of the words in the phrase go down, sideways and backwards. Hint: Start the sentence using the "Y" in the very first row!

C	S	Y	X	O	A	S	D	O	N	A	N	D	Q	D
M	O	O	R	N	V	C	Y	D	W	X	R	I	N	R
E	I	U	C	A	N	H	G	H	Z	L	T	C	X	Y
K	F	O	M	W	B	O	V	U	Q	S	Q	N	K	R
E	M	I	N	A	E	O	U	G	L	O	O	S	I	T
E	Q	A	L	C	I	L	Q	L	Q	H	L	A	T	M
Q	C	Q	V	H	A	M	P	I	E	C	S	E	H	P
O	G	H	C	H	U	Y	N	O	T	S	R	N	O	H
Y	N	T	S	W	I	U	S	N	A	P	D	F	M	T
V	S	D	D	V	R	S	K	R	T	C	T	E	E	X
B	L	Q	R	U	O	Y	N	P	S	C	H	O	O	L
T	W	Q	L	A	R	V	I	M	E	U	A	B	I	A
A	S	R	I	U	P	X	D	N	A	E	M	O	H	T
R	F	Y	F	J	I	I	B	N	C	V	R	Q	F	D
Q	A	C	E	P	P	M	H	X	Q	R	A	C	E	Y

Thank you Mr. Falker

by Patricia Polacco

This personal narrative by Patricia Polacco recounts the early part of her education. Patricia struggled to learn to read for years. It wasn't until she was nearly a teenager that she connected to her teacher, Mr. Falker, who gained her trust and spent countless hours patiently teaching her to read. Now a famous author, Ms. Polacco's story shows us how perseverance pays off, and without the encouragement of others, it is easy to give up. Mr. Falker's encouragement and Ms. Polacco's perseverance have resulted in dozens of beautiful books that we can all now enjoy!



Suggested Activity

Individual
Intrapersonal
& *Interpersonal*



Set a goal for yourself in school. What is one thing that you'd like to do better in or learn about this year?

Share your goal with a friend and with your teacher. As a class, select a place to keep your goals so that you can, as a class, encourage each other to work on them as the year progresses. When a goal has been met, celebrate together and take time to set a new goal!

Student-Friendly Learning Target*



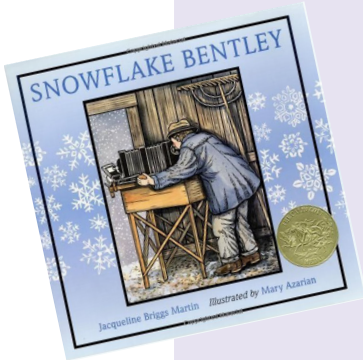
I can set a goal for my learning, and monitor my progress toward accomplishing my goal.

*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 2: Reading: Literature.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Never give up • Encourage others • Do your best®



Snowflake Bentley

by Jacqueline Briggs Martin

As a young boy, Willie Bentley was fascinated by nature. He spent hours observing and drawing the world around him. His favorite thing of all to examine was the winter snow. Drawing the individual flakes was impossible because they would melt, so Willie set his sights on a new invention, a camera that included a microscope. Still, photographing individual snowflakes had never been done, and Bentley would spend the remainder of his life perfecting the art of photographing snowflakes. His whole life exemplified perseverance for the sake of learning and meeting his own personal goal.

Student-Friendly Learning Target



I can summarize using a timeline to show important events.

Suggested Activity

Group
Visual,
Linguistic &
Interpersonal



After reading this story, work as a class to **create a picture timeline** of Willie Bentley's life. Discuss which events were most important in his life, and discuss how to best represent those events on the timeline. After creating the timeline, students may write a brief biography of Bentley using the timeline as their resource.

Common Core State Standards

Grade 2: Reading: Literature 2.3.
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Never give up • Encourage others • Do your best®



Luke Goes to Bat

by Rachel Isadora

Luke has been waiting for his turn to join the big boys on the street in their games of stickball. He has practiced and practiced for the day that he is old enough to join the game. When he finally gets his chance, will his practice pay off?

Student-Friendly Learning Target



I can participate in a conversation with peers. This means I can listen to others and respond appropriately.
I can relate my experiences to the experiences of others.

Suggested Activity

Group
*Kinesthetic/
Intrapersonal*



Organize a game with your students, perhaps kickball.

Discuss the feelings and emotions associated with playing sports. Talk about how it feels to be great at something, or how it feels to have athletics be a challenge.

Relate to Luke's experience and practice encouraging each other. Remind students to encourage each other every day at recess or in P.E., remembering that each person has his or her own strengths.

Common Core State Standards

Grade 2: Speaking and Listening 2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Never give up • Encourage others • Do your best®



Hey, Little Ant

by Phillip & Hannah Hoose and illustrations by Debbie Tilley

The back and forth conversation between a boy and an ant provides a funny, yet thought provoking look at the choices we each have the power to make. Who do you think will display the most NED-like qualities? Enjoy the opportunity to start deeper discussions about respect, power and responsibility, while also having some fun with the story's cliff hanger ending.

Discussion Questions

Use for classroom discussion or as journal prompts

- How are the boy and the ant different? How are they similar?
- Who shows perseverance in this story and how?
- Do you think the boy is just bigger than the ant or do you think he is a bully? Is there a difference?
- Just because you are bigger or stronger, does that make it ok to treat others however you want?
- Can you think of anything that you have the power to do, but shouldn't? What keeps you from doing it?
- In the story, what do the boy's friends tell him he should do?
- When should you listen to what other people tell you to do? When shouldn't you?
- What can help you make decisions on what you should or shouldn't do?
- In the end, who gets to choose what will happen?

Suggested Activity

Group
Kinesthetic
& Intrapersonal



Have students **act out the story**, using different voices and tones as they play the role of the different characters in the book. Talk about how each character feels and what they might be thinking. Talk as a group about which role they would rather be in.

Is it easier to be the boy or the ant? What role do the boy's friends play? Discuss how this story might apply at school, at home or in life. Is there ever a time when we are the bigger person and hold the power of choice? (Give examples such as younger siblings or smaller kids who you know you are bigger than and have power over. Does that make it alright? Do you stop to think how they might feel?)

Never give up • Encourage others • Do your best®

Student-Friendly Learning Target



I can look at situations from different points of view and have empathy for others.

Teacher Tip



This book was originally a song written by the father daughter team of Phillip and Hannah Hoose.

You can visit <http://heylittleant.wordpress.com/> for a link to a free MP3 download.

Common Core State Standards

Grade 2: Reading: Literature 2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.



Short Prompts

- 1 In your own words or using a picture, what is perseverance?
- 2 What are five other words that mean the same thing as perseverance? (synonyms) Tell about them and how they are similar.
- 3 What is something that is difficult for you? How can you get better at it?
- 4 Tell about a family member or friend who has shown perseverance.
Teacher Note: Encourage students to give some background about their person and share what they have learned about perseverance and hard work by watching their friend or family member.
- 5 How does it feel to see someone else succeed when they are challenged?
- 6 We often think about receiving encouragement from others, but we should all work hard to give encouragement to others. Who are some people in your life that you encourage and how?
- 7 Think of something that is difficult for you. How do you do your best even when faced with a challenge?
- 8 What do you need to be successful in school? How does what we learned from NED help us to learn in school?

Teacher Tip



Use a graffiti board or wall. Have students write on a designated bulletin board, large wall poster or Smartboard in response to prompts. This provides a great way to get whole class conversations started. Prompts can be changed daily, or you may choose to leave one prompt up for a longer period.

Common Core State Standards

Grade 2: Writing.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Writing.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Writing.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Never give up • Encourage others • Do your best®

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

Jamie has just had the training wheels taken off his bike, but he is still unable to ride his bike without them. He has tried and tried, but he continues to fall over before he even gets to the end of his driveway.

How does Jamie feel? Can you make any suggestions to help Jamie? Is this a time when changing his plan may help him? What would NED do? *(Remind students that changing your plan and giving up are different. In this case maybe Jamie is just not ready for his training wheels to be removed. There is nothing wrong with changing your plan or adjusting your goal.)*

Scenario 2

Sam knows that she has a hard time reading. Most of her classmates can easily read chapter books, but Sam even struggles with her sight words. Sometimes Sam sees people watching her and hears them laugh when she is trying to read out loud. Still, Sam practices every day so that she can get better. How is Sam applying perseverance to her reading challenges? How could you help to encourage Sam as she continues to work toward her goal to be a better reader? What would NED do?

Never give up • Encourage others • Do your best®

Audio Prompt



This song illustrates perseverance in two fun ways. The first is in the innocent child's persistence in distracting his father from the job of shoveling a driveway full of snow. The boy, of course, wants to play, and his father is trying to clear the driveway. The second lesson of persevering (through a long hard job) is hit home when in the final verse of the song we find that it has continued to snow all night, and the shoveling must begin all over again in the morning. This is a delightful song that illustrates perseverance in a playful way best suited for primary classrooms.

Shoveling

by Michael Mark & Tom Chapin from the album Family Tree

One day it snowed, snowed real hard
Up against the fence in my backyard
It didn't let up until the dark of night
and when my Dad got home the
whole world was white

He grabbed his shovel, hiked to the road
Began to dig that driveway, clear that snow.
I jumped in my snowsuit, I ran out the door
I said "Can I help?" My Dad said, "Sure!
Grab a shovel", We're shoveling

He took his coat off
Shoveling, just me and my Dad
We're shoveling shoveling
shoveling all night long.

I said "Hey Daddy Daddy Daddy-oh
let's build a snowman in the snow"
He said, "No, we're shoveling,
now get to work!"
Shoveling shoveling shoveling
all night long.

I said "Hey Daddy Daddy Daddy-oh
let's build an igloo in the snow"
He said, "No, we're shoveling,
are you helping me or what?"
Shoveling shoveling shoveling
all night long.

I said, "Hey Daddy Daddy Daddy-oh
let's make an angel in the snow"
Well he stopped and turned to me real slow

he said "Isn't it about your bedtime?"
I said "No no no no no no nooooo...
No! I'm shoveling, Dad, I'm helping, I am!"

Shoveling shoveling shoveling
all night long.

When we finished it sure looked good
We had the cleanest driveway in the neighborhood
I came inside I went straight to sleep
Woke up in the morning....
The snow was four feet deep and we're shoveling
I heard on the radio
School's closed, too bad!
Shoveling shoveling shoveling
all night long.

HCD Music and The Last Music Co. (ASCAP)

Prompts



Play the song and invite students to share.

- 1 How did the Dad demonstrate perseverance?
- 2 How did the boy demonstrate perseverance?
- 3 Why was it important for each of them?

Never give up • Encourage others • Do your best®

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

Never give up • Encourage others • Do your best®