TUCSON UNIFIED SCHOOL DISTRICT COMPREHENSIVE COMPETENCY BASED GUIDANCE
Lesson Plan

Counselor Name: Karen Ward
Title of Lesson: Tattlin’ Madeline
School: Counseling Department
Quarter: 1st

Audience: ☒ Classroom  ☐ Small Group
Level: ☒ Primary (K-2)  ☐ Intermediate (3-5)
Target Grade: 2nd

COUNSELING STANDARDS

ACADEMIC
1. Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span. ☐
2. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college. ☐
3. Students will understand the relationship of academics to the world of work and to life at home and in the community. ☐

CAREER
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. ☐
5. Students will employ strategies to achieve future career goals with success and satisfaction. ☐
6. Students will understand the relationships between personal qualities, education, training and the world of work. ☐

PERSONAL/SOCIAL
7. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. ☒
8. Students will make decisions, set goals, and take necessary action to achieve goals. ☐
9. Students will understand safety and survival skills. ☐

COUNSELING COMPETENCY(IES)
Demonstrate skills in resolving conflicts with peers and adults.
Apply effective problem-solving and decision-making skills to make safe and healthy choices.

ARIZONA STANDARDS FOR:
Reading: P.O. Write stand-alone text that expresses a clear message. Incorporate relevant details that give the text interest.
Math:
Sheltered Instruction Observation Protocol (SIOP) Strategy
Directed Reading-Thinking Activity
MATERIALS/RESOURCES:
The book, Tattlin’ Madeline.
Paper.

ACTIVITY: With a title like Tattlin’ Madeline, what do you think this story will be about? Does Madeline look happy? Have students listen to see if their predictions were correct. After page 10: What do you think is going to happen next? What makes you think so? What makes you
think that Madeline will get help? Have student’s problem solve how to get help when tattling becomes a problem. Talk about how it feels to be left out of a game or activity. You may want to list the feeling words that they name. These words would be useful when you ask them to write a rhyming poem about tattling after the story.

**EVALUATION:**
**Pretest/Posttest:** How do you know when you are tattling?

**How did the student change as a result of this lesson?** The student will demonstrate that they know the difference between tattling and reporting a situation that would harm someone.

**Information/Comments/Follow-up:** No one sees themselves as a person who tattles so prepare students for the lesson by setting boundaries. Students should not mention names of other students. This is an opportunity to become aware of one’s own behavior.