Counselor Name: Karen Ward
Title of Lesson: A Bad Case of Tattle Tongue
School: Counseling Department
Quarter: 2nd
Audience: Classroom
Small Group
Level: Primary (K-2)
Intermediate (3-5)
Target Grade: 3rd

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)
Take responsibility for their actions.
Demonstrate skills in resolving conflicts with peers and adults.

ARIZONA STANDARDS FOR:
Reading:
Writing:
Math:

Sheltered Instruction Observation Protocol (SIOP) Strategy
Partnering or grouping students for reading activities, with more experienced readers assisting those with less experience. (Procedural scaffolding)

MATERIALS/RESOURCES:
The book, A Bad Case of Tattle Tongue, by Julia Cook.
Situation Cards
Business type cards with the four rules of tattling from the book:

- Number 1-Be a Danger Ranger
- Number 2-Be a Problem Solver
- Number 3- Now or Later???
- Number 4- Mind Your Own Beeswax!!

**ACTIVITY:**

Show students the front cover of the book and ask them to predict what the story will be about. What is Josh’s problem? What are the consequences for Josh’s problem? How does Josh feel about his problem? The tattle prince made some rules for Josh to follow. What were the rules? Discuss how Josh can use the rules to help him have friends. Listen to the story and tell what types of situations should be told. Next, group students and give each group a situation card. Students discuss rather solving the situation would be tattling or telling. If time allows, have each group share with the whole class.

**EVALUATION:**

**Pretest/Posttest:** What is does it mean to tattle?

**How did the student change as a result of this lesson?** Students will learn the difference between tattling and telling.

**Information/Comments/Follow-up:** I suggest each student be given a tattle rules business card to carry on tape to their desk.