



**Literacy Design
Collaborative**

1C. Conflict Resolution

by Patricia Goldman, Pam Ferrante, Marilyn D. Kline, Patty Linder, and Judith L. Irvin

This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

1C. Conflict Resolution

This module introduces students to the idea of conflict resolution and to some fair ways to resolve conflicts including incidents about bullying.

GRADES

1

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **3hr**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After listening to literary text(s) on conflict resolution, write a paragraph in which you explain how a conflict in one of the texts was resolved in a way that was fair and just. Support your response with evidence from the text/s.

Standards

Social Studies Next Generation Sunshine State Standards

SS.1.C.1.3

Focus

Give examples of the use of power without authority in the school and community.

SS.1.C.3.1

Focus

Explain how decisions can be made or how conflicts might be resolved in fair and just ways.

Florida Standards

LAFS.1.RL.1.2.

Focus

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.1.W.3.8.

Focus

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LAFS.1.SL.1.2.

Focus

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Texts

🔗 [Fair is Fair by Sonny Varela – Print Book Option](#)

🔗 [Fair is Fair by Sonny Varela – Video Option](#)

🔗 [Howard B. Wigglebottom Learns We can All Get Along by Howard Ginkow and Reverend Ana – Print Book Option](#)

🔗 [Howard B. Wigglebottom Learns We can All Get Along by Howard Ginkow and Reverend Ana – Video Option](#)

🔗 [Howard B. Wigglebottom Learns About Bullies by Howard Ginkow and Reverend Ana – Print Book Option](#)

🔗 [Howard B. Wigglebottom Learns About Bullies by Howard Ginkow and Reverend Ana – Video Option](#)

 **Readers Theater - Bullying.pdf**

Student Work Rubric - Informational or Explanatory Task - Grade 1

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Response does not address the prompt, does not name a topic, or is mostly off-topic.	Names a topic; response is loosely related to the prompt and the topic, or is partially off-topic .	Names a topic; response addresses the prompt and is related to the topic.	Names a clear topic; response addresses the prompt and stays focused on the topic .
Use of Sources	Includes no information from sources.	Includes information from sources loosely related to topic.	Includes information from sources related to the topic.	Includes detailed information from sources related to the topic.
Development	Lists no facts or facts unrelated to the topic.	Lists facts loosely related to the topic.	Lists facts related to the topic.	Lists and elaborates on some facts related to the topic.
Organization	Sentences have no evident relationship with each other.	Sentences are related to each other.	Sentences are related to each other; provides a sense of closure .	Sequences sentences with a beginning, middle, and end ; provides a sense of closure.
Conventions (general)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level. Minor errors, while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors. Attempts to use untaught conventions, appropriate to grade level.
Conventions (Grade 1 examples)	Most words spelled phonetically Use of capital letters inconsistent Appropriate spacing between words Little to no use of punctuation	Most frequent-use words spelled correctly Some words spelled phonetically End punctuation used inconsistently First word in each sentence capitalized Pronoun "I" capitalized	Conventional spelling of frequent-use words Phonetic spelling of new words Consistent use of end punctuation Consistent spacing of words and sentences Dates and names capitalized Use of commas in dates and series of words	Holidays, product names and geographic names capitalized Use of apostrophe to form contractions Conventional spelling of new words
C3 Practice: Identify Options for Action	Identifies an action that is not clearly connected to a social problem.	Identifies an action that could address a social problem.	Identifies more than one action (group and individual) that clearly addresses a social problem.	Explains possible group and individual actions to address a social problem.

Background for Students

Sometimes we don't agree with others; we may even argue with them. That's called a *conflict*. We might have a conflict with a friend, a family member, or even a pet. We will read or listen to some stories to help us learn about conflicts and ways to solve them. Then we write about what we learn.

Extension

Additional literary texts about bullying:

The Recess Queen by Alexis O'Neill

- <https://www.youtube.com/watch?v=obMuxpBKVrI>

Stand Tall Molly Lou Melon by Patty Lovell

- <https://www.youtube.com/watch?v=HIEU5-IHaVg>

Additional teacher resources:

Taking Charge of Anger - KidsHealth.org/en/kids/anger.html

Saying You're Sorry - <http://kidshealth.org/en/kids/sorry.html>

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

CLOSE READING: The ability to retell and explain key events from literary texts.

CONTENT COMPREHENSION: Ability to represent key concepts through role play and visuals.

Transition to Writing

PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
15 mins	<p>TASK ENGAGEMENT:</p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>1.FAIR VS EQUAL BRAINSTORMING</p> <p>Listen to <i>Fair is Fair</i> by Sonny Varela and brainstorm in pairs or small groups to suggest ways some things may be fair but not equal.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> actively listen to <i>Fair is Fair</i> share at least one way things may be fair but not equal 	<ol style="list-style-type: none"> OPTIONAL: Lead a conversation about being fair with your students that is similar to Fair VS Equal Video by Nicole Foster in the Sample First Days of School Lesson. (see Teacher Resources) Introduce the book. <ul style="list-style-type: none"> Teacher Talk: Have you ever said, "That's not fair?" When did you say it? (Call on several students to share.) Once in a while we all might think that something is not fair. That's what happened at the zoo one day in this book. Read <i>Fair is Fair</i> by Sonny Varela. (see Teacher Resources) Review story elements: (see ESOL Strategies in Teacher Resources) <ul style="list-style-type: none"> Why did Elephant, Giraffe, and Rabbit get upset with each other? What happened when they decided that each of them should get the same amount of food to eat? What did the zookeeper do to help solve the problem? What did the animals learn about being fair? <ul style="list-style-type: none"> Fair is not when everyone gets the exact same thing, it's when everyone gets what they need. Does fair mean that everyone gets their own way? When people get what they need but it's not the same as others, we say it's <i>fair</i>. (Write it on the board.) Another word we use for this idea is <i>just</i>. (Write it on the board.) <ul style="list-style-type: none"> You may remember the word <i>just</i> from the Pledge of Allegiance to the flag. <ul style="list-style-type: none"> "freedom and justice for all" We should try our best to make choices that are fair and just for others. Remember, that does not always mean everyone gets the same. Model some examples of fair but not equal. For example: <ul style="list-style-type: none"> Sometimes younger children have to go to bed earlier than their older brothers or sisters. Is that fair? Some people wear glasses and others don't need glasses. Is that fair? Ask students to talk with a shoulder partner or in a small group to see how many different ways they can think of that something is fair but not the same for

1C. Conflict Resolution

				<p>everyone. Explain that they will need to decide on their "best" idea to share with the rest of the class.</p> <ul style="list-style-type: none"> ● Allow 1-2 minutes for brainstorming. ● Have each pair or group share 1 idea. ● Option: Tally or chart the different ways to help children see that there are many times things are not equal but they are fair.
<p>Standards:</p> <p>LAFS.1.L.3.5. : With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <p>LAFS.1.SL.1.1. : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SS.1.C.3.1 : Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</p>				
<p>Additional Attachments:</p> <p> ESOL Strategies.pdf</p> <p> Fair is Fair by Sonny Varela – Video Option</p> <p> Fair is Fair by Sonny Varela – Print Book Option</p> <p> Sample First Days of School Lesson - FAIR vs EQUAL by Nicole Foster</p>				
20 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>2. TASK ANALYSIS T-CHART Read the Teaching Task and identify words that tell what you must do and what you must know in order to successfully complete the task.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> ● Select words that represent accurate analysis of what to do and know to complete the Teaching Task ● Correctly place words on the Task Analysis T-Chart 	<p>1. Prepare in advance:</p> <ul style="list-style-type: none"> ● Create large Teaching Task T-Chart and post in the room. ● Print text cards for the T-Chart activity (see Teacher Resources) <p>2. Teacher Talk: Sometimes when people have a conflict and can't get along with others it causes a problem. You have to stop and think about how you might solve a problem in ways that are fair and just. Remember our story about how Elephant, Giraffe, and Rabbit learned to be fair? What did they learn?</p> <ul style="list-style-type: none"> ● Fair is not when everyone gets the exact same thing; fair is when everyone gets what they need. <p>3. You are going to be learning more about ways to be fair and just by completing a special task.</p> <ul style="list-style-type: none"> ● Listen as I read the task and raise your hand when you hear the word <i>fair</i>. <p><i>After listening to literary texts on conflict resolution, write a paragraph in which you explain how a conflict in one of the texts was resolved in a way that was fair and just. Support your response with evidence from the texts.</i></p> <ul style="list-style-type: none"> ● Listen carefully to the word that comes next - <i>just</i>. ● Did you hear any other words we have talked about? Respond to students and discuss if need be. <p>4. T-Chart Activity:</p> <ul style="list-style-type: none"> ● Teacher Talk: How to be fair is something you will have to KNOW in order to complete this task.

1C. Conflict Resolution

				<p>This special chart that looks like a big letter T will help us decide what we have to DO and what we have to KNOW for the task.</p> <ul style="list-style-type: none"> • Divide students into pairs or triads. Distribute one activity card to small group and ask them to look for the words in the Teaching Task. • Read the task slowly and stop on the words that match the cards. Ask the students with that card to come up front and hold up their card for the class to see. <ul style="list-style-type: none"> ◦ Read the card and ask the class if it tells us something to do or something we need to know. ◦ Facilitate understanding and have students tape their card in the correct column on the T-Chart. <p>5. Re-read the Teaching Task giving emphasis to the knowing and doing words.</p> <p>6. Next time we will learn about a few more of these special words.</p>
Standards:				
<p>LAFS.1.SL.1.1.B. : Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>LAFS.1.RI.1.2. : Identify the main topic and retell key details of a text.</p>				
Additional Attachments:				
<p> Teaching Task T-Chart Activity.pdf</p>				

Reading Process

20 mins	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>3. VOCABULARY SYLLABLE SORT Sort vocabulary words by the number of syllables and discuss their meaning.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> • successfully sort the vocabulary words by the number of syllables • participate in the discussion about word meanings 	<p>1. Prepare in advance:</p> <ul style="list-style-type: none"> • Review the Essential Vocabulary. (see Teacher Resources) • Print a copy of the Vocabulary Activity Sorting Cards for each student or pair of students. (see Student Handouts) • Have scissors available for students <p>2. Ask the class to read aloud with you to review the Teaching Task from the T-Chart created in Mini-Task #2. (see Teacher Resources)</p> <p><i>After listening to literary texts on conflict resolution, write a paragraph in which you explain how a conflict in one of the texts was resolved in a way that was fair and just. Support your response with evidence from the texts.</i></p> <ul style="list-style-type: none"> • Teacher Talk: Thank you for working to learn some new words that tell us what we will <u>do</u> and what we need to <u>know</u>. • Two of the first words we need to <u>know</u> are: <i>conflict</i> and <i>resolution</i> <ul style="list-style-type: none"> ◦ Say them with me. (Repeat several times.) ◦ A conflict is what happens when people are not
---------	---	---	---	---

getting along together. They might argue or disagree when they have a conflict.

- In the book *Fair is Fair*, Elephant, Giraffe, and Rabbit had a conflict. they disagreed about who was loved the most by the zookeeper. This was a problem because they were friends so they tried to fix the problem - they wanted a *resolution*. That's the next word: resolution.

- Sometimes we talk about fixing a problem and we say, we need to solve the problem or find a solution. Well, the word solution lives right inside the word *resolution*.

- When people have a problem they look for a way to solve it, a solution.

- When people have a conflict, they should look for a way to resolve it, a resolution.

- Look back at our Task: We are going to listen to literary texts on conflict resolution. That means we are going to listen to stories about ways to resolve conflicts.

- Look further down the Task: you are going to explain how a conflict in one of the texts (stories) was resolved in a way that was fair and just.

3. Write conflict, resolve, and fair on the board and have the class read them with you. Remind students that they will be reading stories to help them learn more about these words. (see ESOL Strategies in Teacher Resources)

4. Add the word *peacemaker* and have the students read it several times with you.

- Define a "Peacemaker" as someone who tries to resolve a conflict fairly and justly.

- What does "peace" mean? Other words to describe peace are "calm," "restful," or "quiet." What does it mean when someone says "I need some peace and quiet?"

- So a peacemaker calmly works to resolve a conflict fairly and justly.

- When Elephant, Giraffe, and Rabbit had a conflict, who was the peacemaker? Who helped then resolve the conflict fairly? (Zookeeper).

5. Add *power* and *authority* to the list on the board and have the students read them several times with you.

- We will be learning more about power and authority on another day. Right now, we're going to have some fun with our six vocabulary words.

6. Distribute the Vocabulary Activity sheets and have a class read aloud of the words in the boxes. Explain that they will cut out the boxes and line up the numbers. Then they will say the vocabulary word on each card and decide if it has 1, 2, 3, or 4 syllables. Once they decide, the card is placed below that number.

1C. Conflict Resolution

				<ul style="list-style-type: none"> Model the first word. Write the numbers 1, 2, 3, 4 on the board. The first word is <i>conflict</i>. Say the word together. Ask a student how many syllables the word has. (Re-teach as necessary.) Write <i>conflict</i> under the number 2. <p>7. As students complete the sorting activity, circulate and assist as needed.</p> <p>8. If time permits, re-read <i>Fair is Fair</i> by Sonny Varela. (see Teacher Resources.)</p>
<p>Standards:</p> <p>LAFS.1.L.3.5.C. : Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>LAFS.1.L.3.5. : With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <p>LAFS.1.L.3.4. : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> Vocabulary Activity.pdf ESOL Strategies.pdf Teaching Task T-Chart Activity.pdf 1C Essential Vocabulary.pdf 				
<p>20 mins</p>	<p>CLOSE READING: The ability to retell and explain key events from literary texts.</p>	<p>4. GET ALONG MATCH UP Read <i>Howard B. Wigglebottom Learns We Can All Get Along</i> by Howard Ginkow and Reverend Ana. Complete a collaborative matching activity of ways to resolve conflicts and get along with others.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> actively listen to <i>Howard B. Wigglebottom Learns We Can All Get Along</i> participate in class discussion accurately match ways to resolve conflicts 	<p>1. Prepare in advance:</p> <ul style="list-style-type: none"> Print and cut Get Along Match Up cards for small groups of 2-4 students (see Student Handouts) <p>2. Review Teaching Task (see Teacher Resources) - key words: <i>how a conflict in one of the texts was resolved.</i></p> <p>3. Teacher Talk: Today we are going to read a story about Howard B. Wigglebottom. Howard is having problems getting along with others but he is not sure how to resolve the conflict.</p> <ul style="list-style-type: none"> Read <i>Howard B. Wigglebottom Learns We Can All Get Along</i> by Howard Ginkow and Reverend Ana. (see Teacher Resources) Discussion questions: <ul style="list-style-type: none"> What were some of the conflicts Howard had with others? <ul style="list-style-type: none"> He wants his way about cheering for teams and doesn't listen to others He hides the ball and tries to make everyone play video games when some want to play ball. He cuts in line at lunch and does not wait his turn. He gets mad if he doesn't get to be right. <p>4. Explain that Howard used power over others but he didn't really have the authority. That's what caused the conflict.</p> <p>Teacher Talk:</p>

- Those words, *power* and *authority* are on our vocabulary list, but what do they mean? A principal of a school has *power* because they make decisions about students and people who work at the school. The principal also has *authority* because they are hired to do the job of making schools safe places for everyone to work and learn. Other adults use *power* and have *authority* to make sure things are fair and just. Can you name some adults who have power and authority?
 - Teachers
 - Police officers
 - Firefighters
 - In the book *Fair is Fair*, the zookeeper had *power* and *authority* to help the animals resolve their conflict because it was her job to keep them safe and healthy.
 - Remember, when people who *don't have any authority* use *power* over others it often causes conflict. It's not their job to tell other people what to do. That's what Howard did to cause conflicts - he used power without authority.
5. Many times there are peacemakers who help resolve the conflicts that happen.
- Who was the peacemaker that helped Howard learn some ways to resolve the conflicts?
 - Granny
 - What did Howard learn from Peacemaker Granny about how to get along with others?
 - Everyone needs to have a say.
 - Everyone needs to have a turn.
 - Everyone gets to be right.
 - Apologize.
4. Let's listen and sing along with a song about Peacemaker Granny's ways to get along. (See Teacher Resources)
5. Get Along Match Up Activity
- Give each group a set of pictures and text boxes.
 - Explain that the cards have rules that Howard Wigglebottom learned about how to get along with others.
 - Students will match a picture and a rule.
 - Encourage them to talk about why they think each picture is the best match for the rule. Students may need to change answers several times as they work.
 - Circulate to assist as needed.
6. Optional extension lessons are available in K-2 Conflict Resolution Resource. (see Teacher Resources)

Standards:

LAFS.1.SL.1.1. : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

1C. Conflict Resolution

LAFS.1.RL.1.1 : Ask and answer questions about key details in a text.

SS.1.C.3.1 : Explain how decisions can be made or how conflicts might be resolved in fair and just ways.

Additional Attachments:

 [Teaching Task T-Chart Activity.pdf](#)

 [1C K-2 Conflict Resolution Resource.pdf](#)

 [Get Along Song - Music Video](#)

 [Howard B. Wigglebottom Learns We can All Get Along by Howard Ginkow and Reverend Ana – Video Option](#)

 [Howard B. Wigglebottom Learns We can All Get Along by Howard Ginkow and Reverend Ana – Print Book Option](#)

 [Get Along Match Up.pdf](#)

20 mins	<p>CLOSE READING: The ability to retell and explain key events from literary texts.</p>	<p>5. PEACEMAKER PICTURE Discuss power without authority, listen to <i>Howard B. Wigglebottom Learns About Bullies</i> by Howard Ginkow and Reverend Ana, and draw a picture of one way to be a peacemaker.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> participate in the discussion listen actively to <i>Howard B. Wigglebottom Learns About Bullies</i> draw a picture that shows at least one way to be a peacemaker 	<ol style="list-style-type: none"> Sing and participate in Get Along Song Music Video. (see Teacher Resources) Review essential vocabulary, connecting words to previous learning. (see Teacher Resources) <ul style="list-style-type: none"> Teacher Talk: We used our vocabulary words to discuss how Howard was using <i>power</i> without <i>authority</i>. It was not his job to make all the decisions and boss others around. In our story today, Howard finds out what it feels like when someone else used <i>power</i> without <i>authority</i>. Read <i>Howard B. Wigglebottom Learns About Bullies</i>.(see Teacher Resources) Discussion: Bullies are an example of people who use <i>power</i> without <i>authority</i>. <ul style="list-style-type: none"> Did Howard like being bullied? Does anybody like being bullied? Howard wanted to be a peacemaker and resolve the conflict with the Snorton Twins. What steps did Howard learn that helped him become a peacemaker? <ul style="list-style-type: none"> Be brave Be Bold A teacher must be told Who else in the story was a peacemaker? (teacher) OPTIONAL - Show the Yes/No Animated Lesson to help class learn how to be a peacemaker and resolve conflicts with bullies. (see Teacher Resources) Teacher Talk: We read 3 stories about how peacemakers help resolving conflicts: <ul style="list-style-type: none"> <i>Fair is Fair</i>: The zookeeper was the peacemaker who helped the animals learn that fair is not when everyone gets the exact same thing, it's when everyone gets what they need. <i>Howard Learns to Get Along With Others</i>: Granny was the peacemaker who taught Howard to resolve conflicts by giving everyone a say, a turn, and a chance to be right. He also learned to apologize. <i>Howard Learns About Bullies</i>: Howard was a peacemaker when he was brave, and bold, and told a teacher.
---------	--	--	--	--

1C. Conflict Resolution

				<p>6. Draw a picture of what someone in one of the books did to be a peacemaker.</p> <p>7. Review Teaching Task and discuss what the lesson today helped them DO and KNOW. (see Teacher Resources)</p> <p><i>After listening to literary texts on conflict resolution, write a paragraph in which you explain how a conflict in one of the texts was resolved in a way that was fair and just. Support your response with evidence from the texts.</i></p> <p>Optional extension lessons are available in K-2 Conflict Resolution Resource. (see Teacher Resources)</p>
<p>Standards:</p> <p>LAFS.1.SL.1.1. : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>LAFS.1.RL.1.1. : Ask and answer questions about key details in a text.</p> <p>SS.1.C.1.3 : Give examples of the use of power without authority in the school and community.</p>				
<p>Additional Attachments:</p> <p> Teaching Task T-Chart Activity.pdf</p> <p> Yes/No Animated Lesson</p> <p> Howard B. Wigglebottom Learns About Bullies by Howard Ginkow and Reverend Ana – Video Option</p> <p> Howard B. Wigglebottom Learns About Bullies by Howard Ginkow and Reverend Ana – Print Book Option</p> <p> 1C K-2 Conflict Resolution Resource.pdf</p> <p> 1C Essential Vocabulary.pdf</p>				
<p>30 mins</p>	<p>CONTENT COMPREHENSION: Ability to represent key concepts through role play and visuals.</p>	<p>6. READER'S THEATER STORYBOARD Read text about bullying, participate in a Reader's Theater presentation, and complete a storyboard.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> • participate in the Reader's Theater • draw and write to complete a storyboard showing the following elements from the text <ul style="list-style-type: none"> ◦ the conflict ◦ how the conflict was resolved ◦ how the result was fair 	<ol style="list-style-type: none"> 1. Prepare in advance: See Reader's Theater - Bullying in Teacher Resources <ul style="list-style-type: none"> • Print the Whole Class Read Aloud script <ul style="list-style-type: none"> ◦ Print multiple copies for individual use or make a single copy to project for everyone to view. • Print several copies of Reader Role scripts. • Print Reader's Theater Storyboards for each student (see Student Handouts) 2. Introduce the story and provide opportunities for everyone to rehearse the reading using the Whole Class Read Aloud script. 3. Assign multiple students to each role and have the Reader Teams rehearse their role together. <ul style="list-style-type: none"> • Teams should read their lines together several times and make sure everyone knows what to say and when to speak. 4. Perform the Reader's Theater. <ul style="list-style-type: none"> • Team performance option <ul style="list-style-type: none"> ◦ Arrange Reader Teams in a circle (ex., standing in teams around the room or sitting together as teams in a large circle).

1C. Conflict Resolution

			<ul style="list-style-type: none"> Individual readers performance option <ul style="list-style-type: none"> One reader per role performs for the class. Repeat the performances to allow other readers to have a turn. <p>5. Students complete a Reader's Theatre Storyboard. (see Student Handouts)</p> <ul style="list-style-type: none"> Step 1: Draw the conflict in a picture, then write words to explain the conflict. Step 2: Draw a picture of how the conflict was resolved, then write words to explain. Step 3: Draw a picture of how you think the result was fair. Write words to explain.
<p>Standards:</p> <p>LAFS.1.W.3.8. : With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>LAFS.1.RF.4.4.B. : Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>LAFS.1.RF.4.4. : Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.1.RL.1.1. : Ask and answer questions about key details in a text.</p> <p>SS.1.C.3.1 : Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</p>			
<p>Additional Attachments:</p> <p> Readers Theater - Bullying.pdf</p> <p> Readers Theater Storyboard.pdf</p>			

Transition to Writing

25 mins	<p>PREPARING FOR WRITING: Ability to begin linking reading results to writing task.</p>	<p>7. TEXT-BASED EVIDENCE POSTER</p> <p>Work in small groups to create a poster of text-based evidence from one story to support responses to the Teaching Task.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> work collaboratively to create a poster of text-based evidence from one story create a poster that includes all 4 components: <ul style="list-style-type: none"> names the text explains one conflict from the text explains how it the conflict was resolved shows how it was fair 	<ol style="list-style-type: none"> Provide supplies for each small group poster. <ul style="list-style-type: none"> paper, markers, magazines for cutting pictures, etc. Use interactive writing strategies (or similar) to review how to write a sentence. (see Writing Process Primary Grades in Teacher Resources) Divide class into pairs or triads to complete a poster for one of the books read in this module. <ul style="list-style-type: none"> Fair is Fair Howard Learns We Can All Get Along Howard Learns About Bullies Bullying (Reader's Theater) Students complete posters and share with the class. Review the Teaching Task and explain that next time they will complete the task individually. (see Teacher Resources) <p><i>After listening to literary texts on conflict resolution, write a paragraph in which you explain how a conflict in one of the texts was resolved in a way that was fair and just. Support your response with evidence from the texts.</i></p>
---------	--	---	--	---

1C. Conflict Resolution

Standards:

LAFS.1.SL.1.1.B. : Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

LAFS.1.RL.1.2. : Retell stories, including key details, and demonstrate understanding of their central message or lesson.

SS.1.C.3.1 : Explain how decisions can be made or how conflicts might be resolved in fair and just ways.

Additional Attachments:

 [Teaching Task T-Chart Activity.pdf](#)

 [Writing Process Primary Grades Resources.pdf](#)

 [Text-Based Evidence Poster.pdf](#)

Writing Process

30 mins	<p>FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>8. PARAGRAPH Write a paragraph in which you explain how a conflict in one of the texts was resolved in a way that was fair and just. Support your response with evidence from the texts.</p>	<p>Students meets expectations if they:</p> <ul style="list-style-type: none"> • Write a paragraph that receives a rating of at least 3 on the Scoring Rubric and addresses the following components: <ul style="list-style-type: none"> ○ Name the text ○ explain the conflict ○ explain how the conflict was resolved ○ explain why they think it was fair 	<ol style="list-style-type: none"> 1. Prepare in advance: Print <i>A Conflict Was Resolved</i> sentence stems or primary writing paper for optional student use. (See Student Handouts) 2. Review the Teaching Task <i>After listening to literary texts on conflict resolution, write a paragraph in which you explain how a conflict in one of the texts was resolved in a way that was fair and just. Support your response with evidence from the texts.</i> 3. Review the Essential Vocabulary and encourage students to use the vocabulary words in their writing. (see Teacher Resources) 4. Depending on individual student writing development, decide if everyone will use the Sentence Stems paragraph template or if it will be a tool for differentiation. Option 1: Model the use of the Template for the whole class or small group to support learner needs. <ul style="list-style-type: none"> • Project a copy of the Paragraph Template and model the completion of the four sentences. • Read the first sentence stem. <ul style="list-style-type: none"> ○ Ask students what information is needed here. (name of the book) • Read sentence 2 stem: A conflict happened in the story when _____. <ul style="list-style-type: none"> ○ Ask students where they can find ideas for writing. (Text-Based Evidence Posters created in Mini-Task 7) • Continue reading the sentence stems and asking students to suggest information to complete the template. <p>Option 2: Review the 4 important components to include in the paragraph.</p> <ul style="list-style-type: none"> • Name the text • Explain the conflict • Explain how the conflict was resolved • Explain why they think it was fair 6. Distribute writing paper (or the writing template with
---------	---	--	--	---

			sentence stems). <ul style="list-style-type: none"> • Monitor the students as they are writing and provide assistance as needed.
Standards: <p>LAFS.1.W.3.8 : With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SS.1.C.3.1 : Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</p>			
Additional Attachments: <ul style="list-style-type: none"> ■ A Conflict Was Resolved - Primary Writing Paper.pdf ■ A Conflict Was Resolved - Sentence Stems .pdf ■ 1C Essential Vocabulary.pdf 			

Instructional Resources

Student Handout

- [Vocabulary Activity.pdf](#)
- [Get Along Match Up.pdf](#)
- [Readers Theater Storyboard.pdf](#)
- [Text-Based Evidence Poster.pdf](#)
- [A Conflict Was Resolved - Primary Writing Paper.pdf](#)
- [A Conflict Was Resolved - Sentence Stems .pdf](#)

Teacher Resource

- [Teaching Task T-Chart Activity.pdf](#)
- [1C Essential Vocabulary.pdf](#)
- [ESOL Strategies.pdf](#)
- [Writing Process Primary Grades Resources.pdf](#)
- 🔗 [Fair is Fair by Sonny Varela – Print Book Option](#)
- 🔗 [Fair is Fair by Sonny Varela – Video Option](#)
- 🔗 [Howard B. Wigglebottom Learns We can All Get Along by Howard Ginkow and Reverend Ana – Print Book Option](#)
- 🔗 [Howard B. Wigglebottom Learns We can All Get Along by Howard Ginkow and Reverend Ana – Video Option](#)
- 🔗 [Howard B. Wigglebottom Learns About Bullies by Howard Ginkow and Reverend Ana – Print Book Option](#)
- 🔗 [Howard B. Wigglebottom Learns About Bullies by Howard Ginkow and Reverend Ana – Video Option](#)

1C. Conflict Resolution

 **Readers Theater - Bullying.pdf**

 **Descriptive Matrix of All Modules.pdf**

 **Standards Matrix for All Modules.pdf**

Section 4: What Results?

Student Work Samples

Meets Expectations

 **1C About the Writing Samples.pdf**

 **1C.Work Sample - High.jpg**

 **1C.Work Samples - Mixed.pdf**

Emerging

 **1C.Work Sample - Low.jpg**

 **1C.Work Samples - Low.pdf**

Approaches Expectations

 **1C.Work Sample - Medium.jpg**

 **1C. Work Samples - Medium.pdf**

Teacher Reflection

Not provided

All Attachments

- 🔗 Fair is Fair by Sonny Varela – Print Book Option : <https://s.ldc.org/u/cl1pa3c670tievcq5zr8h802w>
- 🔗 Fair is Fair by Sonny Varela – Video Option : <https://s.ldc.org/u/6inh4sejbbwvchf7noyeyhmn4i>
- 🔗 Howard B. Wigglebottom Learns We can All Get Along by Howard Ginkow and Reverend Ana – Print Book Option : <https://s.ldc.org/u/dczs0etanr7y93wfs4qc57xv8>
- 🔗 Howard B. Wigglebottom Learns We can All Get Along by Howard Ginkow and Reverend Ana – Video Option : <https://s.ldc.org/u/2do2837vzbnbsmp89muahhs5j>
- 🔗 Howard B. Wigglebottom Learns About Bullies by Howard Ginkow and Reverend Ana – Print Book Option : <https://s.ldc.org/u/6a9t9iacg4vjdkwdd1db2tb1q>
- 🔗 Howard B. Wigglebottom Learns About Bullies by Howard Ginkow and Reverend Ana – Video Option : <https://s.ldc.org/u/3frhocqxpscopyo2oziq5qt9tia>
- 📄 Readers Theater - Bullying.pdf : <https://s.ldc.org/u/8hbnvtngazj90aps9k7dm8u96>
- 📄 1C About the Writing Samples.pdf : <https://s.ldc.org/u/6l6xxmnykeu0ohqym7v0zt9e>
- 📄 1C.Work Sample - High.jpg : <https://s.ldc.org/u/1o5a7vsf9yr1g0two8bivdwz0>
- 📄 1C.Work Sample - Low.jpg : <https://s.ldc.org/u/e1dv2midyyolt6y04qlw3m3t2>
- 📄 1C.Work Samples - Low.pdf : <https://s.ldc.org/u/e4740uc0h2xzc1pc3kxad38ta>
- 📄 1C.Work Samples - Mixed.pdf : <https://s.ldc.org/u/8q1cxk75enq60piw5za7tuuad>
- 📄 1C.Work Sample - Medium.jpg : <https://s.ldc.org/u/1x5iouct1ufm099juwssl0uw2>
- 📄 1C. Work Samples - Medium.pdf : <https://s.ldc.org/u/3i2w6mwvx8fysmyte9lzq6989>
- 📄 Vocabulary Activity.pdf : <https://s.ldc.org/u/9fkrbske0dkokvqbks87o50x>
- 📄 Get Along Match Up.pdf : <https://s.ldc.org/u/ddcrl0o5oh6dzj4m2chaq6vhl>
- 📄 Readers Theater Storyboard.pdf : <https://s.ldc.org/u/18xvllkaup1e50dyyvetjdfw5>
- 📄 Text-Based Evidence Poster.pdf : <https://s.ldc.org/u/70n8tqf6c93j09s70lhku94s5>
- 📄 A Conflict Was Resolved - Primary Writing Paper.pdf : <https://s.ldc.org/u/4fhdwlaaf6eai6tcu2s4j36th>
- 📄 A Conflict Was Resolved - Sentence Stems .pdf : <https://s.ldc.org/u/bqlmkdyoncmk1dfcfygmok96>
- 📄 Teaching Task T-Chart Activity.pdf : <https://s.ldc.org/u/cupyzozflltpa9frtin5p1bwd0>
- 📄 1C Essential Vocabulary.pdf : <https://s.ldc.org/u/a1xq0bw1aersumm2i4ggaspol>
- 📄 ESOL Strategies.pdf : <https://s.ldc.org/u/9kgnurbu27zue7dp8xkfj4um1>
- 📄 Writing Process Primary Grades Resources.pdf : <https://s.ldc.org/u/6eyziqtn6rvfrkjs4wxt13cim>
- 🔗 Fair is Fair by Sonny Varela – Print Book Option : <https://s.ldc.org/u/cl1pa3c670tievcq5zr8h802w>
- 🔗 Fair is Fair by Sonny Varela – Video Option : <https://s.ldc.org/u/6inh4sejbbwvchf7noyeyhmn4i>
- 🔗 Howard B. Wigglebottom Learns We can All Get Along by Howard Ginkow and Reverend Ana – Print Book Option : <https://s.ldc.org/u/dczs0etanr7y93wfs4qc57xv8>
- 🔗 Howard B. Wigglebottom Learns We can All Get Along by Howard Ginkow and Reverend Ana – Video Option : <https://s.ldc.org/u/2do2837vzbnbsmp89muahhs5j>
- 🔗 Howard B. Wigglebottom Learns About Bullies by Howard Ginkow and Reverend Ana – Print

Book Option : <https://s.Idc.org/u/6a9t9iacg4vjdkwdd1db2tb1q>

🔗 Howard B. Wigglebottom Learns About Bullies by Howard Ginkow and Reverend Ana – Video Option : <https://s.Idc.org/u/3frhocqxpscyo2oziq5qt9tia>

📄 Readers Theater - Bullying.pdf : <https://s.Idc.org/u/bzy832oi4s0yybx2aeucptg2d>

📄 Descriptive Matrix of All Modules.pdf : <https://s.Idc.org/u/22hbdqi8q76bf8fhu4fyvhhw1>

📄 Standards Matrix for All Modules.pdf : <https://s.Idc.org/u/57oqmoixthq566t7sg6hsvgsq>