



About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,916

Book Summary

Gardner and Lily are two kids, like millions of others, who have been subjected to bullying at school. In fact, seven out of ten kids say they have been bullied at some time. This book is full of examples to help students recognize the types of bullying that occur, and strategies and resources to help them help themselves and others.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify main idea and details
- Recognize and use conjunctions
- Understand and arrange words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*Bullying Hurts Everyone* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- **Connect to prior knowledge, main idea and details, alphabetical order worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

Content words:

Story critical: **aggressive** (adj.), **cruel** (adj.), **prevention** (n.), **threats** (n.), **violence** (n.), **witnessing** (n.)

Enrichment: **behavior** (n.), **ringleader** (n.), **self-esteem** (n.), **statistics** (n.), **strategies** (n.), **teasing** (n.)

Before Reading

Build Background

- Ask how many students know what a bully is. Ask volunteers to talk about what they know about bullies and the types of bullying that occurs.
- Ask students if they feel as if they've ever been bullied. Take a count and mark it on the board (for example, *4 out of 6 students in our group*).
- Lead a short, probing discussion to determine what students know about staying safe from bullies.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers often connect what they are reading to something they already know, have read, or seen somewhere before. We often call these connections "Text-to-Self" "Text-to-Text" and "Text-to-World" connections. Connecting prior knowledge about a topic to what they are reading will help them to remember and understand the book.
- Model using the illustrations and title as a way to make connections with prior experience.
Think-aloud: I made a connection to the title of the story right away, because I was bullied when I was in the seventh grade. I was new at the school, and some girls decided they didn't like me. It was very scary! This is an example of a "Text-to-Self" connection I made to the title, because I thought about something in my own life. I will have to read to see if there are any more connections I can make to the information or events in the book.
- Have students preview the rest of the book, looking at the pictures, cover, and inserts. Ask them to share any connections they make.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that sometimes the amount of information about a topic is so large that it is grouped into sections, and each section has its own main idea.
- Have students turn to page 3 and read through the section titles together in the table of contents. Explain to students that they will be learning how to use what they read to identify main ideas in the book as a strategy for understanding and remembering the information in the book.
- Read pages 4 through 7 aloud to students. Model identifying the main idea and details.
Think-aloud: I know the section headings sometimes identify the main idea. Each section in this book contains details that support a main idea about bullying. The first section is titled "Gardner and Lily: Two Tales of Bullying." In this section, I learned about two real-life kids who have been bullied in different ways. Gardner has been teased by the same dozen boys for years. Lily is in the first grade and new at her school. The ringleader of a group of girls says mean things and tells other girls not to play with Lily. Both Lily and Gardner feel bad and scared. But studies show that many students think bullying is a problem in school, and experts think so too! I will underline these important details. On the basis of what I've read and underlined, I think the main idea of the section is: Gardner and Lily are two kids who have been bullied in different ways, but they both feel bad and scared. Many students all over the country think bullying is a problem at school, and experts agree.
- Ask students to identify details from the section that support this main idea (*The boys throw things at Gardner; shove, hit, and knock him down; Lily feels bad and gets mad; 55 percent of students surveyed reported witnessing bullying, and so on*). Point out the difference between interesting details and essential facts that support the main idea.

Lesson Plan *(continued)*

Bullying Hurts Everyone

- Introduce and explain the **main-idea-and-details worksheet**. Draw a similar chart on the board.
Say: *I can use this chart to help me keep track of the main idea and details of each section of the book. I will use the section heading as a strong clue to the main idea for that section.*

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 5, you might say: *It looks as though this boy is being teased by others in the class. The boy looks very sad and worried.*
- Write the following story-critical words on the board: *aggressive, cruel, threats, and violence.*
- Point out that these words can be found in the story and that they give insight into different behaviors of bullies. Divide students into two groups, and give each group two sheets of blank paper and assign two of the words. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *aggressive* in the dictionary. Invite a volunteer to read the definition for *aggressive*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 8 as you read the sentence in which the word *aggressive* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about bullying. Remind them to think about what they already know about bullying, and to identify important details in each section of the text as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 8 to the end of page 10. Encourage those who finish early to go back and reread.
- Model making connections to prior knowledge.
- **Think-aloud:** *On page 10 I made a "text-to-text" connection with the information about cyberbullying. I read an article in the newspaper about a girl who was bullied over the Internet and cellphones. Other girls were sending mean messages to hundreds of people at their high school. I was shocked by how cruel those girls were, and now I know that is called cyberbullying.*
- Invite students to share their connections so far. Ask them to identify which of the three types of connection they made ("Text-to-Self," "Text-to-Text," or "Text-to-World")
- Draw a three-column chart on the board, and label the columns with "Text-to-Self," "Text-to-Text," or "Text-to-World." Record some of their responses in the columns on the board. If no examples are given for any of the columns, model and record an example.
- Review with students that the title of each section can be a clue to the main idea for that part of the book. Have them turn back to page 8. Say: *The title of this section is "Kinds of Bullying." It tells me the main idea is exactly that—kinds of bullying.*
- Ask students to provide details for this main idea and write them on their main-idea-and-details worksheet (physical bullying, verbal bullying, social bullying, and cyberbullying). Ask students to check their worksheet with a partner, adding important details they may have left out, or erasing details they added that weren't essential to the main idea.
- **Check for understanding:** Have students read to the end of page 13. Continue to record their connections in the appropriate columns on the chart on the board.

- Review the details that were important to add to their worksheet when reading the next section, "Who Is a Bully?" (*Certain common experiences increase the chances of someone becoming a bully, like living in a home that is not loving or one with no rules or lots of punishment; both boys and girls can be bullies, boys use physical violence, girls use social bullying, and so on.*)
- Check worksheets for individual understanding. Encourage additions or deletions to accurately record the most important details.
- Have students read the remainder of the book. Remind them to think about what they know or have experienced with bullies as they read, and to identify important details in each section.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce with students how thinking about what they already know about a topic of a book helps them understand and remember what they read, and keeps them actively engaged with the text.
- **Think-aloud:** *On page 17, I read about President Obama holding a conference at the White House to talk about bullying. I remembered seeing that on the news, and him talking about being picked on when he was young.*
- **Independent practice:** Introduce, explain, and have students complete the [connect-to-prior-knowledge worksheet](#). Encourage them to record at least one response in each column.

Reflect on the Reading Skill

- **Discussion:** Talk about how stopping to review the important details helped students remember facts and better understand the information.
- **Independent practice:** Have students complete their main-idea-and-details worksheet by writing in the important details for the remaining sections of the book. Have them work in pairs to check their work.
- **Enduring understanding:** In this book, you learned about the types of bullying, who can be a bully, and strategies for stopping bullying. Now that you know this information, what will you do the next time you witness bullying, or are bullied yourself?

Build Skills

Grammar and Mechanics: **Conjunctions**

- Review or explain that a *conjunction* is a word that links together and relates two parts of a sentence. Examples of simple conjunctions are: *and, but, or, because, when, for, so, if, and yet*. Discuss how authors often combine sentences with a conjunction to make their writing more fluent and interesting, and to vary the length of their sentences.
- Ask students to turn to page 6. Write the following sentence from the book on the board: *That kind of behavior is called bullying, and it's cruel.* Explain that the conjunction *and* connects the two independent clauses. When there are two independent clauses being joined together by a conjunction, there is almost always a comma before the conjunction.
- Explain that some conjunctions join an independent clause and a dependent clause (a phrase that cannot stand alone as its own sentence). These are called *subordinating conjunctions*. Some examples of subordinating conjunctions are: *after, although, if, because, when, as soon as, and until*. Subordinating conjunctions usually appear at the beginning of the sentence.

Lesson Plan *(continued)*

Bullying Hurts Everyone

- Have students turn to page 8. Read aloud the last sentence in the first paragraph, *When people engage in bullying, they're trying to gain power over someone they think is smaller or weaker.* Point out the subordinating conjunction *When* in the dependent clause. Discuss how this conjunction has joined the two clauses together.
- **Check for understanding:** Have students turn to page 13. Ask them to find two examples of conjunctions in the first paragraph (*but, while*). Discuss how these conjunctions are being used to join phrases.
- **Independent practice:** Assign student pairs a page from the book. Ask them to identify and circle any sentences that use a conjunction to join phrases or clauses together. If time allows, share and discuss whether the conjunctions are simple or subordinating.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *bullying* and *aggressive* on the board. Have a volunteer explain which word would appear first in alphabetical order (*aggressive*) and why (because *a* comes before *b* in the alphabet).
- Write the words *teasing* and *treatment* on the board. Point out that the words begin with the same letter (*t*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*teasing*, because the second letter, *e*, in *teasing* comes before the second letter, *r*, in *treatment*).
- Write the words *different* and *difficult* on the board. Have a volunteer explain which word would appear first in alphabetical order (*different*) and why.
- **Check for understanding:** Write the words *bully* and *bullying* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the connections they made to the book with someone at home.

Extend the Reading

Informational Writing Connection

Provide access to the website and print resources listed in *Bullying Hurts Everyone* (ask your school librarian or counselor for assistance in gathering books on the topic). Have student pairs research and read, then write a paragraph entitled "What I Didn't Know about Bullies/Bullying." Encourage them to include new or surprising information they learned in their research, and to think about how it can help either kids who are being bullied or those who witness it.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Invite the school counselor, school resource officer, or principal in to talk about what programs your school has in place for bullying prevention, and to lead a discussion that reinforces or connects to the information in this book.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of connecting to prior knowledge to understand text during discussion and on a worksheet
- accurately identify details that support a main idea during discussion and on a worksheet
- correctly understand and identify conjunctions during discussion and in the text
- understand the process of arranging words in alphabetical order during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**