### Primary Lesson Plans

**Ideal for Grades K-2**

Ten lesson plans featuring the concept of achieving excellence through effort, perseverance and determination.

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**Excellent Work! 3 Videos + 3 Lesson Plans** ©2013 All for KIDZ

- **How Molly Moon Achieved the Ice Cream Dream**
  • Cone of Character: Identifying My Character Traits
- **Mark and Colleen’s Road Map to PopCap**
  • The Artist & the Analyst: Compare and Contrast
- **How Anna Banana Freeze Became a Breakdancer**
  • Breaking into Dancing: Sequence of Events

**People We Should Know:**

- **Walt Disney** Jonatha A. Brown • Agree or Disagree: Opinion writing
- **Now & Ben** Gene Barretta • Now and Then: Creative discussion aid
- **Chocolate by Hershey** Betty Burford • Mapping Success and Failure: Geographic time line
- **Real Kids, Real Stories, Real Change** Garth Sundem • Compare and Contrast: Analyzing two stories

### Associated with Common Standards

Every lesson plan aligns with grade-level standards in Reading, Writing, Speaking & Listening and Literacy.

Every lesson plan supports ASCA Mindsets & Behaviors.

Post the learning target associated with each lesson in your classroom to help students know what is expected and what they should take away from the activity.

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More lesson plans & resources at www.theNEDshow.com/teachers
Something’s wrong with Martha, the talking dog! She has eaten her daily bowl of alphabet soup, but when she opens her mouth to speak, strange sounds come out instead of words. Fortunately her nose still works, and she follows it to the source of the mystery. - Amazon

Quiz students on the number of letters in the alphabet and have them identify the vowels. Tell them that in this book there is a dog that is able to talk. Have them predict how this could be useful and what the problem might be in the story.

Discussion Starters

1. How could you show someone how you feel without using words? Discuss Martha’s facial expressions (pg 3). Have students make their own facial expressions such as sleepy, happy, and excited. What happens when you add words to your expressions? Explain that people can then understand what makes me feel that way.

2. Go back through the story, page by page, and have students retell the story and describe how the characters are feeling based on what they say and how they look (surprise on pg 4, amazed on pg 7, etc).

3. What does it mean to “break a promise”? What promise did Granny Flo break (pg 9)? Did she do her very best?

4. What is the difference between GOOD, BETTER, and BEST? Think of a time that you did your very best? How did you feel?

Key Vocabulary

- communicator pg 3
- laryngitis pg 13
- founder pg 9
- aroma pg 19
- profit pg 10
- alphabeticians pg 10

More Resources

- Accelerated Reading Quiz: 19229
Word Cubes Use the printable cube set to practice word families. Put students with partners. Roll the single letter cube followed by the -og cube to make -og family words (bog, dog, fog, hog, jog, log). Put the cubes together and sound out the word. Roll again.

INSTRUCTIONS:
1. Print
2. Cut along solid lines
3. Fold on dotted lines
4. Glue tabs to the inside of each panel.

Note: You can also tuck all tabs inside the box and tape all the sides together with clear tape.
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Have fun!
INSTRUCTIONS:

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2. Cut along solid lines
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4. Glue tabs to the inside of each panel.

Note: You can also tuck all tabs inside the box and tape all the sides together with clear tape.

Make Your Own Word Cubes Use the printable cube set to practice word families.
Name: ______________________
Week of: ____________________

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<th>Encourage others</th>
<th>Do your best</th>
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How did I do this week?
Grace loves stories and most of all loves to act them out! When her teacher announces that the class will put on a play of Peter Pan, Grace dreams of being center on stage. But many of her classmates are discouraging - how can a girl be Peter Pan? Can Grace give her best and make her dream come true?

**Build Background**

Ask students to recall a time when they really wanted to do something and someone said, “That’s too hard for you.” Ask students to explain what they did and how they felt. Tell the students that in the story you are going to read, Grace is told that she can’t do something. Let’s see what Grace does...

**Key Vocabulary**

- **act**: pg 2
- **part (a role)**: pg 2, 14, 21
- **adventure**: pg 10
- **play (a drama)**: pg 13
- **audition**: pg 14, 20
- **ballet/ballerina**: pg 18, 20
- **play (to act)**: pg 20
- **imaginary**: pg 20
- **success**: pg 24
- **amazing**: pg 24

**Discussion Starters**

1. The story says... “But Grace kept her hand up,” even when she was told she can’t do it (pg 13). Why do you think she did that? What did it take for Grace to not let others change her mind?
2. When is it good to change your mind and when is it good to not change your mind?
3. What is the difference between good, better, best? Describe something you do ‘good’….what would you need to do to make it better? To make it best? How could you ask someone help you?

**I Never Gave Up**

Students will complete the writing prompt “Tell about a time when you ‘never gave up’ to accomplish a goal. Discuss time-order words as well as what makes a good introduction and conclusion. Then, use the graphic organizer to write a rough draft and edit the copy. Print a final copy on the printable provided.

**Scenario Prompt**

NED played basketball with his friends at recess but when he was practicing he never could make a basket. What do you think NED will do next?

**Difficult Tasks**

On a piece of chart paper (or Smart Board) show photos of kids trying to do difficult tasks (printable provided). Ask questions about each picture such as: Why is the task difficult? What might you be afraid of? How could someone encourage or help you? Discuss what it means to “discourage” or “encourage” someone. These words sound a lot alike but mean very different things.

**More Resources**

- **Accelerated Reading Quiz**: 5452
- **Find the 30 minute Reading Rainbow Video (#906)** for this story at your local library

**Never Give Up, Overcoming Obstacles, Encourage Others, Chasing Dreams, Practice**

**Learning Target**

I can describe how the main character felt as the story progressed.
I can use details to describe my thoughts and feelings in writing about a time when I never gave up.

**Aligned to Common Standards**

Every lesson plan aligns with grade-level standards in Reading, Writing, Speaking & Listening and Literacy.

Every lesson plan supports ASCA Mindsets & Behaviors.
1. Hula-Hooping  
2. Horseback riding  
3. Making a basket  
4. Reading a book  
5. Using a computer/typing  
6. Touching a reptile  
7. Swinging on monkey bars  
8. Riding a bike
Tell about a time when you ‘never gave up’ to accomplish a goal. Use this sheet to write a rough draft.
**Big Ideas to Reinforce**

- Encouraging Others
- Kindness, Exceeding Expectations
- The Rewards of Working Hard

**Achieving Excellence Lesson Plan | Extraordinary Mary**

**Key Vocabulary**

| ordinary | pg 1, 3, 21, 26 |
| extraordinary deed | pg 21, 26 |
| pay-it-forward | pg 26 |
| encourage | |

**Build Background**

After watching “Kindness Changes Everything” - song ([www.youtube.com/watch?v=IKTGyNJEvgs](http://www.youtube.com/watch?v=IKTGyNJEvgs)), ask if the students have heard of the phrase pay-it-forward. Brainstorm possible meanings for this phrase. Ask students to think about a time when someone was kind to them and then they were kind to someone else in turn. Record answers on a class board or have student share in partners.

**Discussion Starters**

1. Review the good deeds from the story and create a list.
2. How are the good deeds the same? How are they different?
3. How did the people who were giving/receiving feel?
4. What makes something a good deed? Does it always matter if you get something back?
5. Did Mary know that her kind act would come back to her?

**Writing Prompt**

Create a class book. The E in NED is about kindness! Have students recall one of their own acts of kindness. Give each student one page to write and illustrate in the book, using the printable template provided. Copy the first and last page text from the following:  

**First Page:** Ordinary kids in [teacher’s] ordinary classroom would never guess they could change the school. This ordinary group of kids? They did it! They changed the world...

**Last Page:** [School name] was changed! And all the kids agreed it was all because on an ordinary day, ordinary kids from [teacher’s] ordinary class did a perfectly ordinary, stunningly earthshaking, totally extraordinary deed!

**Activity**

Brainstorm acts of kindness that kids could do at school in an ordinary day. Post the list in the classroom and add to it over a few days. Challenge students to look for opportunities to do acts of kindness and come back and tell the class. Have students describe what happened and add it to the list. Help kids who aren’t coming back with stories to seek out opportunities. 

* Idea: Create a classroom display celebrating these acts of kindness. Create a tree trunk and cover it with leaves. Each leaf could name the specific act of kindness performed.

**More Resources**

- Accelerated Reading Quiz: 69926
- randomactsofkindness.org

**Student-Friendly Learning Target**

I can use details to tell about the characters’ actions in the story. I can recall an act of kindness and write about it in detail.

**Aligned to Common Standards**

Every lesson plan aligns with grade-level standards in Reading, Writing, Speaking & Listening and Literacy. Every lesson plan supports ASCA Mindsets & Behaviors.
One ordinary day...

Ordinary _______________ your name _______________ was walking down the ordinary hall when _______________ he/she _______________ passed an ordinary....