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

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**Video Lesson Plan**

**Excellent Work! How Molly Moon Achieved the Ice Cream Dream**

At age 8, Molly Moon ran lemonade stands. Today, she runs Seattle’s most successful ice cream business! In this video, students will meet someone who accomplished something big through working hard and believing in herself.

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**Build Background**

Do you like ice cream? We’re going to meet someone who probably loves ice cream even more than you do! Her name is Molly and she started a business that makes and sells delicious flavors of ice cream. A **business** is making, buying and/or selling something like a product (e.g. ice cream) or a service (e.g. haircut). There are about 23 million small businesses in the US. Anyone can start a business; the tricky part is keeping it running! What do you think it takes to be a successful business owner?

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**Key Vocabulary**

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<thead>
<tr>
<th>Term</th>
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<td>business</td>
<td>a company or organization engaged in commerce or industry</td>
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<td>career</td>
<td>a profession or line of work</td>
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<tr>
<td>employees</td>
<td>people who work for a company</td>
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<td>success</td>
<td>the achievement of something positive or desired</td>
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<tr>
<td>impossible</td>
<td>not possible</td>
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<tr>
<td>believe</td>
<td>have confidence in something</td>
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<td>prove</td>
<td>show something to be true</td>
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<tr>
<td>achieve</td>
<td>reach or fulfill a goal</td>
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**Discussion Starters**

Choose the appropriate questions for the learners in your classroom:

- **Remembering**
  - What businesses did Molly have as a kid?
  - What is Molly’s job now?
  - Who encouraged Molly to open an ice cream shop?
  - How many ice cream shops does she own? Where are they located?

- **Understanding**
  - Describe how Molly started her business? What was easy? What was challenging?
  - Why does Molly need to know math for her business?
  - What does success mean to Molly?
  - Why do you think people thought Molly couldn’t start her own business?
  - Why did Molly’s mom think she could open an ice cream shop?

- **Applying**
  - How does the N, E and D of NED show up in Molly’s story.
  - Molly started off selling lemonade. What are some businesses you could start now?
  - What is something big that you could accomplish this year if you worked really hard towards it?

- **Analyzing**
  - Do you think owning your own business is easy or hard? Why?
  - What evidence is in the video to make you think that Molly is successful?
  - Molly says, “Little things add up.” What does that mean?

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**Student-Friendly Learning Target**

I can speak/write about the information that was presented in the video story.

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**BIG IDEAS To Reinforce**

Rewards of Working Hard, Overcoming Obstacles, Never Giving Up, Chasing Dreams

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**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.
Video Lesson Plan, Continued

**Excellent Work! How Molly Moon Achieved the Ice Cream Dream**

**Evaluating**
- If you could ask Molly any question, what would you ask her? Why do you want to know that?
- How do you think Molly felt when she served her first ice cream cone?
- What could you do now to help you start a business when you grow up?

**Creating**
- Dream of opening your own business as an adult. What would it be?
- What are other ways you can achieve excellence and pursue your own dreams?

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**Writing Prompts**

Choose the appropriate prompt for the learners in your classroom:

Write a letter to Molly congratulating her on achieving excellence. In your own words, describe how she never gave up and did her best. If you would like to mail your letters, address them to:

Molly Moon Neitze
1122 E Pine St #1448
Seattle, WA 98122

Every person can do something big like Molly. What’s your big dream? What would it take to make your dream come true? Write your plan, including details about what you’ll need to do as an elementary student, middle school student, high school student and beyond. Include how the NED traits can help you along the way.

What you’re learning in school today will help you in the future in surprising ways. Think about three interesting jobs such as architect, police officer, pilot, waiter, mechanic, coach, nurse, musician. How would creative skills, math skills, and writing skills help you to be successful in these jobs?

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**Activities**

Choose the appropriate activity for the learners in your classroom:

**Flavorful Graph** Graph your classroom’s favorite flavors of ice cream (possible categories: chocolate, vanilla, I don’t like ice cream, etc.). Draw conclusions from the graph, such as: which ice cream is the most popular? Least popular? How many more kids like one flavor over another?

**Cone of Character** What do you need to achieve excellence? Use the printable to build a NED ice cream cone and stack up scoops of important character traits that you need. Suggested words are determination, perseverance, kindness, respect, caring, imagination, courage, loyalty, honesty, ambitious, humor, fairness, wisdom, intelligence, and leadership. Instruct students to write their name on the cone, pick words from the list or brainstorm additional traits, and write a trait on each ice cream cone ingredient. Don’t forget to put the cherry on top!

**Ask an Achiever** Brainstorm a list of businesses in your community. Pick a favorite and research who started the business, how it got started, what obstacles they overcame, what they had to do to build the business, who encouraged them, etc. Interview them if possible. Report back to the class.

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Build a NED ice cream cone! Label each ingredient with a character trait that you need to achieve excellence. Cut out the ingredients and stack up the scoops of character traits to create something excellent!

Name: ____________________________
Excellent Work! Mark and Colleen’s Road Map to PopCap

Mark and Colleen are living their dream of working for a game-making company. They attribute much of their success to being able to stick with difficult challenges and never settling for “just good enough” when they are working on a project. Students will connect the dots between important elementary school habits and the tough demands that come with working a “dream job.”

Build Background

PopCap Games creates interactive games that you might have played before, such as Plants vs. Zombies 2 and Bejeweled. We’ll meet two talented people at PopCap with very different jobs: An artist, who leads a creative team that develops characters and animates them, and an analyst who uses data and math by noticing player trends, fixing glitches, and discovering helpful statistics in order to improve games. What job might you like to have at a company like PopCap?

Key Vocabulary

- animate
- casual games market
- analyst
- statistics
- intellectually curious
- vision (plan)
- sense of satisfaction

Discussion Starters

Choose the appropriate questions for the learners in your classroom:

Remembering

What did Mark want to be when he grew up? What is Mark’s job at PopCap Games?
What did Colleen want to be when she grew up? What is Colleen’s job at PopCap?
What did Colleen struggle with in math class? How did she get better at it?

Understanding

Colleen says, “It’s not very satisfying when it’s easy.” What does she mean by that?
Why did Mark imitate his favorite artists?
How does Mark achieve excellence?
What reward does Mark feel when he puts his best effort into something?

Applying

Mark defines excellence as “never giving up on what your vision is.” If you were to “never give up on your vision” what would you need to do?
How does the N, E and D of NED show up in Mark’s story and Colleen’s Story?
Can you think of a time when you accomplished something important and said, “I did it!” Describe what you accomplished and how you felt.

Analyzing

Why do you think Colleen enjoys solving big problems?
What does it mean to be intellectually challenged?
Marks talks about the wonderful feeling of meeting his goal. Why do you think he’s immediately motivated to think of a new challenge?

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.

Big Ideas To Reinforce

Rewards of Working Hard, Exceeding Expectations, Practice, Doing Your Best

Student-Friendly Learning Target

I can recall information from the video and apply it to my current accomplishments and future dreams.

Remembering

Understanding

Applying

Analyzing

Continued...
Video Lesson Plan, Continued

Excellent Work! Mark and Colleen’s Road Map to PopCap

Evaluating

Colleen never says, “I can’t do it” when she’s asked to solve a problem. What does she say instead? What do you think would happen if she just said “no.” How do you think this makes her (boss and coworkers) feel?

At whose job would you be better?

What is the wisdom in “pretending you have the job you really want”?

Creating

What do you want to be when you grown up? What can you do in school today that might help you achieve that goal?

Writing Prompts

Choose the appropriate prompt for the learners in your classroom:

In the video, Colleen says she didn’t want to work on her math facts; she wanted to “play and do something else.” Write about a time when you stuck with an important challenge even though you wanted to do something else.

What does it mean to not settle for second best? Have you ever had to start over in order to do your best? Describe what happened and how it felt.

Activities

Choose the appropriate activity for the learners in your classroom:

Mock Interviews

Split the class into interviewers and interviewees. Instruct interviewers to set up stations throughout the room. Interviewees will rotate through the stations. Provide each interviewer with a question, such as:

• What do you do when you encounter a really hard problem on your homework and you can’t solve it quickly?
• Tell me about something you’ve done excellently.
• How do you celebrate your big accomplishments?
• Name one or more people in your life who teach you excellence.
• Share a few stories of how you’ve shown the NED traits this week.
• Describe a time when you knew you hadn’t done your best work. How did it feel? Would you do anything differently?

Allow a minute per question before asking the interviewees to rotate to a new station. After 5-10 rotations, have your students switch roles. Have students share some of the best answers they heard.

The Artist & the Analyst

Use the printables of Mark and Colleen to create your own comparison chart. Create three columns and post one printables at the top of each column. As a class, recall what you learned about Mark and Colleen from the video. Which of these facts/characteristics are unique to Mark? Which of these facts/characteristics are unique to Colleen? Which of these facts/characteristics did they have in common?

Discuss the following questions:

• Circle the facts/characteristics on the list that were most relevant to their pursuit of excellence.
• Who are you most like, Colleen or Mark? Why?
• Which trait on the list do you excel at? Which trait do you want to further develop? What can you do to develop that trait?
• What is something that you really enjoy doing now? How could you connect that enjoyment or skill to a future career? What job is that? What would you need to further develop in order to be successful in that job?
**Excellent Work! How Anna Banana Freeze Became a Breakdancer**

Fides “Anna” Mabanta achieves her “secret dream” to be a professional dancer after she is introduced to a kind of dance called breakdancing. Now she’s dancing with one of the best breakdancing crews in the world! Her inspiring story of passion and effort demonstrates the incredible rewards that come with always doing your best.

**“Breakdancing” or breaking is a dance style that was created in New York City in the 1970s. It’s an acrobatic and competitive street dance with roots in hip hop culture. The dancers are often called b-boys or b-girls. Fides’ nickname, “Anna Banana Freeze”, comes from her mastery of freezes - a classic breaking pose where, using only upper body strength, one lifts and holds an acrobatic pose.**

### Key Vocabulary
- musicals
- b-girl/b-boy
- dance crew
- confirmation
- breaking (dance style)
- practice
- passion
- self-expression

### Discussion Starters

**Remembering**
- What is breakdance?
- Anna was originally interested in musical theatre dancing. What got her interested in breaking?
- Where was one of the places Anna practiced?
- Recall two “light bulb moments” for Anna.

**Understanding**
- How did she feel about her dancing at first?
- Why was Anna hesitant to learn to break dance?

**Applying**
- How does the N, E and D of NED show up in Anna’s story.
- What is something that’s really difficult for you but you really enjoy doing anyway?
- How could you encourage someone to pursue their unique dream, like the encouragers in Anna’s life?
- After 16 years of dancing, Anna now describes it as her job. What are some of the forms this job takes?
- Name several types of dance styles.

**Analyzing**
- Many dancers start their career far before they are teenagers. What did Anna have to do to overcome this obstacle?
- What importance did seeing musicals have on Anna?
Evaluating
Describe the significant people and events who helped Anna on her journey. What are the benefits of not being great at something right away? What are the challenges?

Creating
Name some other activities that require daily practice. Have you ever experienced a ‘confirmation’? (give context) Paraphrase Anna’s definition of excellence. Write your own definition of excellence. Anna says dancing is about creativity, expressing yourself, exploring, and giving your best effort. Could you add anything to that list?

Writing Prompts
Choose the appropriate prompt for the learners in your classroom:

Draw a picture of yourself dancing. What would your dance name - your “b-name” - be? Write down a trait or step that you might need to become an excellent dancer, such as “practice” or “never giving up.”

If you could ask Anna three questions, what would you want to ask her? Predict what you think her responses might be.

Activities
Choose the appropriate activity for the learners in your classroom:

Let’s Dance! Play a song with a beat and try your skills at break dancing. If floor space is limited, try foot-tapping and jumping. Don’t give up! For an extra challenge, follow along with this short video that demonstrates basic breaking steps: www.wikihow.com/Do-the-6-Step-%28Breakdancing%29

Breaking into Dancing Identify details of Anna’s journey to reaching her secret dream of becoming a dancer. For the pre-write, complete a Sequence-of-Events Chart. Write about the what, when, where, why and how of each time period.

1. Childhood
2. Teenager
3. First Job
4. Dance Troupe
5. Dance Teacher

Use the information from the pre-write to write summary paragraphs.
Directions: Identify details of Anna's journey to reaching her secret dream of becoming a dancer. Write about the *what*, *when*, *where*, *why* and *how* of each time period.

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<tr>
<th>Period</th>
<th>WHAT</th>
<th>WHEN</th>
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<td><strong>Dance teacher</strong></td>
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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.

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?

My favorite letter in alphabet soup is _____. Draw a picture of you eating a bowl of alphabet soup. Challenge: Draw pictures of things that begin with that letter.

Key Vocabulary
- communicator pg 3
- found pg 9
- profit pg 10
- laryngitis pg 13
- aroma pg 19
- alphabeticians pg 10

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.

Writing Prompt
My favorite letter in alphabet soup is _____. Draw a picture of you eating a bowl of alphabet soup. Challenge: Draw pictures of things that begin with that letter.

Activities
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. Note: A blank cube template if you want to expand to other words families.

Learn the NED Pledge
I promise that every day I will do my best. I will encourage others. And I will never give up. EVER! Never, ever, ever give up! Use the printable rubric to self-evaluate every day and ask How am I doing in keeping my promise?

More Resources
- Accelerated Reading Quiz: 19229

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**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.
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.
**Have fun!**

**Make Your Own Word Cubes** Use the printable cube set to practice word families.

**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.
Name: ____________________________
Week of: __________________________

How did I do this week?

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<th>Never give up</th>
<th>Encourage others</th>
<th>Do your best</th>
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