

BCSCR



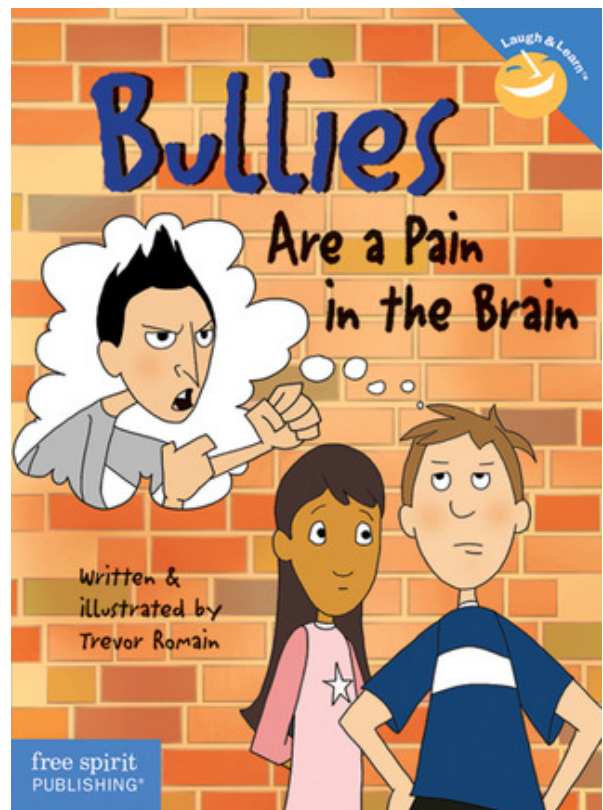
Building Communities that
Support Children's Reading

New Mexico - Colorado

Bullies Are a Pain in the Brain

By Trevor Romain

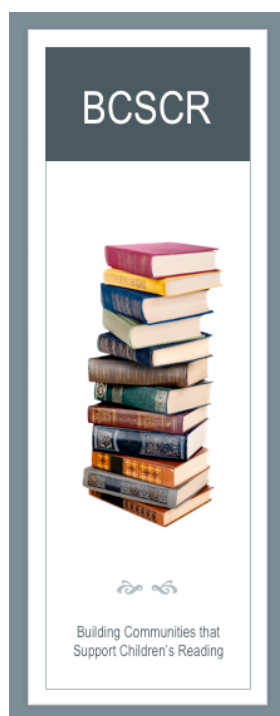
RL 3.2



4th Grade – Informational Book

This grant is managed by
The Three Rivers Education Foundation
<http://threeriverseducationfoundation.org>
505-436-2548

501 Airport Dr., Suite 209
Farminaton, NM 87401



The book sets with the BCSCR program are designed with differentiation in mind. First of all, the fiction and informational books have been paired to compliment each other and chosen for low, average, and high readers that exist in classrooms. Next, the books have been put into two major themes: “Blast into the Past, and Exciting Excursion” to help with thematic units. Finally, the activities are scaffolded and address multiple learning styles and preferences while addressing the standards that each state in the program requires.

Please contact the curriculum specialists that created these units if you have any content questions or comments.

Kathy Price – kprice@gobrainstorm.net

Chris Carter – ccarter413@gmail.com

Grant award number: S215G140114

4th	Blast into the Past - Fiction	Blast into the Past - Informational
3.2	Oh Say, I Can't See	George Washington's Teeth
3.9	The Whipping Boy	Bullies are a Pain in the Brain
5.1	Traitors Gate	Sir Cumference and the Isle of Immetter
5th		
4.5	Number the Stars	Candy Bomber
5.3	Bull Run	You Wouldn't Want to Be a Nurse in the Am. Civil War
5.6	Julie of the Wolves	Alaska
6th		
4.7	Al Capone Does My Shirts	You Wouldn't Want to Be a Chicago Gangster
5.3	Snow Treasure	War Dogs
6.2	Door in the Wall	Castles

4th	Exciting Excursions - Fiction	Exciting Excursions - Informational
3.3	97 Ways to Train a Dragon	Sir Cumference and Great Knight of Angleland
3.9	Because of Winn Dixie	What's for Dinner
4.7	From MUF of Mrs. BEF	Turn of the Century
5th		
4.4	The 13th Floor	Sea Queens
4.9	Jeremy Thatcher, Dragon Hatcher	Sir Cumference and Dragon of Pi
5.3	The Cay	Ouch
6th		
5	Mr. Tuckett	Get the Scoop on Animal Poop
5.3	The True Confessions of CD	26 Women who Changed the World
6.8	The 21 Balloons	Sir Cumference and the Vikings Map



Contents

- + Synopsis of book and CCSS standards addressed
- + Vocabulary list
- + Notepad
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- + Introduction to Choice board
- + Book Specific Choice board
- + Choice Board Template
- + Introduction to RAFT
- + Book specific RAFT
- + RAFT Rubric
- + RAFT Template
- + Book Specific College & Career Readiness
- + Writing rubrics



Synopsis

Bullies Are a Pain in the Brain

Bullies are mean. Bullies are scary. Bullies are a pain in the brain—and every child needs to know what to do when confronted by one. This book blends humor with serious, practical suggestions for coping with bullies. Trevor Romain reassures kids that they're not alone and it's not their fault if a bully decides to pick on them. He explains some people are bullies and describes realistic ways to become "Bully-Proof," stop bullies from hurting others, and get help in dangerous situations. And if bullies happen to read this book, they'll find ideas they can use to get along with others and feel good about themselves—without making other people miserable.

Common Core State Standards

These are the main CCSS standards addressed by the activities in this module.

RI 4.2 - Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI 4.3 - Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI 4.4 - Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI 4.8 - Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.

WS 4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

WS 4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

WS 4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

WS 4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

WS 4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

WS 4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.



Vocabulary

Bullies Are a Pain in the Brain

Provoke - to cause (a person or animal) to become angry, violent, etc.; to cause the occurrence of (a feeling or action) : to make (something) happen

Cope – to deal with problems and difficult situations and try to come up with solutions

Blustering - to speak in a loud and aggressive or threatening way

Browbeating - to use threats or angry speech to make (someone) do or accept something

Self-esteem - a feeling of having respect for yourself and your abilities

Taunt - to say insulting things to (someone) in order to make that person angry

Vandalize - to deliberately destroy or damage (property)

Disguise - to change the usual appearance, sound, taste, etc., of (someone or something) so that people will not recognize that person or thing

Targeting - a place, thing, or person at which an attack is aimed

Ridicule - the act of making fun of someone or something in a cruel or harsh way: harsh comments made by people who are laughing at someone or something

Intimidation - to make (someone) afraid



High Level Questions

Bullies Are a Pain in the Brain

These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. Who do you identify with, the victim or the bully and why?
2. Which of the 5 myths do you think is the most surprising and why?
3. Can you think of an original way to deal with bullies that the book didn't describe?
4. What is your opinion of the bullying situation in your classroom and school?
5. Do you agree with the recommendation WHEN IN DOUBT, SHOUT? Why or why not?
6. Who do you feel comfortable talking to about bullying?
7. Why do you think people bully?
8. How would you justify hitting someone?
9. Is bullying different for girls than boys? Explain.
10. What would happen if adults never intervened in bullying situations?



Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address the grade level specific Common Core State Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

In order to support teachers, the choice boards developed for BSCBR are coded for specific CCSS standards.



Choice Board

Bullies Are a Pain in the Brain

Act out a scene from the chapter <i>What You Can Do About Bullies</i> in pantomime and see if others can guess what is happening. RI 4.2	Interview someone you know who has been bullied. Describe in depth their thoughts, feelings, and actions. RI 4.3	Keep a personal journal for 1-week detailing evidence of bullying. RI 4.8
Draw a magazine ad for an Anti-Bullying campaign. RI 4.2	We all have weaknesses as well as strengths. Compare and contrast weaknesses and strengths of bullies and non-bullies using a Venn Diagram. RI 4.3	Create a brochure for students in your school about Do's and Don'ts for Dealing with Bullies RI 4.8
Fill out the attached table with examples from the text on: Somebody, Wanted, But, So, Then. RI 4.2	Draw a cartoon that would accompany specific information in the book. RI 4.3	Get with 2 other people and act out a talk show where one of you is the moderator, one is a bully, and one a victim. RI 4.8



Table

Bullies Are a Pain in the Brain

Somebody	Wanted	But	So	Then
<i>Teacher</i>	<i>Quiet</i>	<i>There was a storm</i>	<i>She turned on music</i>	<i>Everyone calmed down</i>



Choice Board



Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role*, *audience*, *format*, and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffolded and can be adjusted according to students' achievement levels, English proficiency, and interests.



RAFT Matrix

Bullies Are a Pain in the Brain

Role	Audience	Format	Topic
Victim	Friends	140 character tweet	Help Me
Bully	Students	Advice Column	How to stop me
You	Author of the book	Persuasive letter	Ideas to improve the book
Mother	Her daughter, the bully	Dialogue	Why are you so mean



RAFT Matrix Rubric

STUDENT NAME: _____ **NOVEL:** _____

Accuracy

Information is accurate and supported with specific details from the novel.

5 4 3 2 1

Comments:

Role

The writing is credible in the role assigned.

5 4 3 2 1

Comments:

Format

The proper format was used.

5 4 3 2 1

Comments:

Conventions

The writing had no errors in grammar, punctuation, capitalization, or spelling.

5 4 3 2 1

Comments:

Creativity

Writing shows imagination and originality.

5 4 3 2 1

Comments:

Assessment Guide

5 = Above and Beyond

4 = Meeting Standard

3 = Working to Standard

2 = Developing

1 = Incomplete



RAFT Matrix

Role	Audience	Format	Topic



College & Career Readiness

Bullies Are a Pain in the Brain

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. The extensions and enrichment topics in this section compliment the topic of this book and provides educators choices of technology-based career information and a range of extracurricular and enrichment opportunities to nurture interests and a sense of place in our world.

Kid friendly writing rubrics and checklists address all 10 common core standards Grades 3-6

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

Background on becoming a counselor

http://education-portal.com/how_to_become_a_counselor.html

<http://www.wikihow.com/Become-a-Counselor>

Video

<http://www.teachertube.com/video/bullying-did-you-see-it-213761>

<http://www.teachertube.com/video/keep-your-head-up-stand-up-to-bullying-290787>

Top 10 Careers For Helping Kids

For many kids helping other kids out, especially those in need, is a big passion in life. If doing things for others and giving people a hand when they need it most is right up your alley, check out our Top 10 list of **careers** that will let you help kids in need.

- 1. Youth Counselor:** There are literally dozens of places for counselors to **work**: suicide prevention hotlines, hospitals, schools, youth centers, youth shelters, camps - the list goes on and on.
- 2. Social Worker:** Like counseling, there are almost too many jobs to count! Here are a few: helping children with HIV/AIDS or kids who are orphaned or homeless or even becoming a child rights activist with a group like **UNICEF**.
- 3. Make A Wish Coordinator:** You know the Make A Wish Foundation? The group that lets terminally ill children do something they've always wanted, for free? Imagine yourself working behind-the-scenes to help send a child with leukemia to Disney World. Go to **www.wish.org** for more inspiration.
- 4. Director of a YMCA Program:** If you played YMCA tee-ball when you were a kid, you might remember the adults who played with you. From helping with registration to being a coach, hundreds of people get involved in YMCA programs for kids.
- 5. Youth Correspondent:** Ever watch MTV? How about becoming a youth reporter and covering a wide range of stories and topics - everything from teens and drug addiction to computer hacking. You'll be an advocate for kid-related issues.
- 6. Court Appointed Special Advocate (CASA):** These volunteers are paired up with abused and neglected children by a judge and advocate for that child until they find a safe, stable and permanent home. Go to **www.nationalcasa.org** for more information.
- 7. 4-H Council Director:** 4-H's motto is "to make the best better," and you can help by coordinating projects with youth. 4-H projects are designed to help the community while allowing teens to develop leadership skills for the future.
- 8. Site Producer for a Teen Website:** Oversee the creation of a website for kids, tweens and teens and work with a bunch of other motivated people who really care about helping youth make a difference for their own generation.
- 9. Team Sports Director:** The YMCA isn't the only game in town if you're looking to help out with youth sports programs. Anything from Pop Warner football to volunteering to help on a middle or high school tennis team are possibilities for people who want to help develop leadership and sportsmanship skills in kids.
- 10. Teacher:** If you're really committed to making a difference in kids' lives, then give some serious thought to going into education. Everyone can probably recall at least one special teacher who made a difference in his or her life.

Learn About Psychologist

Quick Facts: Psychologists	
2012 Median Pay	\$69,280 per year \$33.31 per hour
Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	None
On-the-job Training	Internship/residency
Number of Jobs, 2012	160,200
Job Outlook, 2012-22	12% (As fast as average)
Employment Change, 2012-22	18,700

What Psychologists Do

Psychologists study cognitive, emotional, and social processes and human behavior by observing, interpreting, and recording how people relate to one another and their environments.

Work Environment

Some psychologists work independently, conducting research or working with patients. Others work as part of a healthcare team, collaborating with physicians and social workers or in school settings, working with students, teachers, parents, and other educators. Those in private practice often work evenings and weekends to accommodate clients.

How to Become a Psychologist

Although psychologists typically need a doctoral degree or specialist degree in psychology, a master's degree is sufficient for some positions. Practicing psychologists also need a license or certification.

Pay

The median annual wage for psychologists was \$69,280 in May 2012.

Job Outlook

Employment of psychologists is projected to grow 12 percent from 2012 to 2022, about as fast as the average for all occupations. Job prospects should be best for those who have a doctoral degree in an applied specialty and those with a specialist or doctoral degree in school psychology.

Psychologists typically do the following:

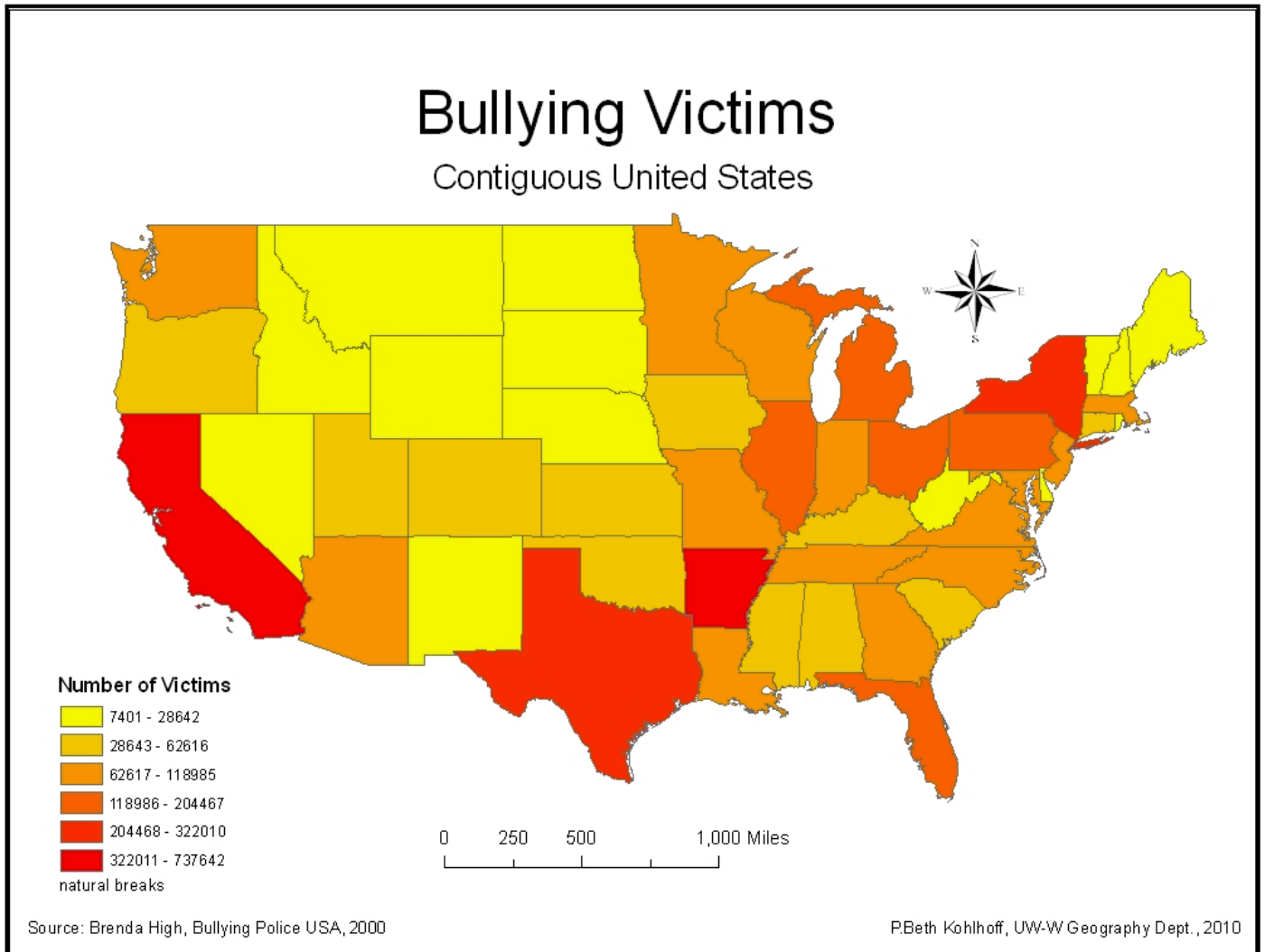
- Conduct scientific studies of behavior and brain function
- Collect information through observations, interviews, surveys, and other methods
- Research and identify behavioral or emotional patterns
- Test for patterns that will help them better understand and predict behavior
- Use their knowledge to increase understanding among individuals and groups

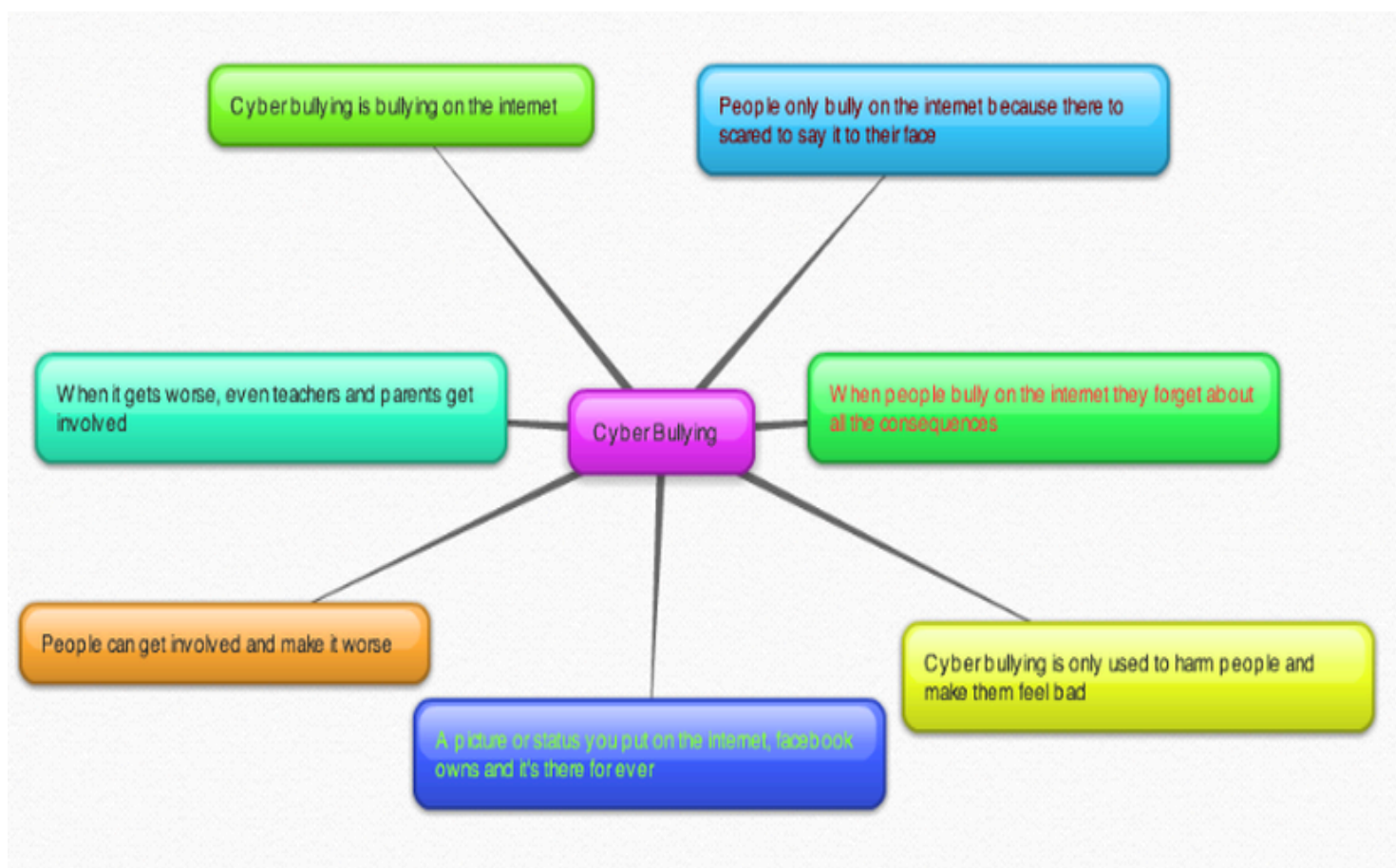
Psychology seeks to understand and explain thoughts, emotions, feelings, and behavior.

Depending on the topic of study, psychologists use techniques such as observation, assessment, and experimentation to develop theories about the beliefs and feelings that influence a person's actions.

Psychologists often gather information and evaluate behavior through controlled laboratory experiments, psychoanalysis, or psychotherapy. They also may administer personality, performance, aptitude, or intelligence tests. They look for relationships or patterns of behavior between events, and use this information when testing theories in their research or treating patients.

Where in the World?





Research Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	The student response demonstrates limited comprehension of ideas by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	The student response - addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence; - demonstrates effective coherence, clarity, and cohesion appropriate to the task; - uses language effectively to clarify ideas, attending to the norms and conventions of the discipline.	The student response - addresses the prompt and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence; - demonstrates coherence, clarity, and cohesion appropriate to the task; - uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response - addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or - is a developed, text-based response with little or no awareness of the prompt; - demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; - uses language that demonstrates limited awareness of the norms of the discipline.	The student response - is undeveloped and/or inappropriate to the task; lacks coherence, clarity, and cohesion; - uses language that demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding .	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding .

Narrative Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	The student response • is effectively developed with narrative elements and is consistently appropriate to the task; • demonstrates effective coherence, clarity, and cohesion appropriate to the task; • uses language effectively to clarify ideas, attending to the norms and conventions of the discipline.	The student response • is developed with some narrative elements and is generally appropriate to the task; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates limited awareness of the norms of the discipline.	The student response • is undeveloped and/or inappropriate to the task; • lacks coherence, clarity, and cohesion; • use of language demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.