

THIRD GRADE

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Introduction

Dear Educator:

Thank you for purchasing this curriculum!

We developed the Top 20 Training SMART Board Curriculum as a team of three teachers along with the help of our coworkers at Saint Boniface School, and in partnership with Top 20 Training and THE MASTER TEACHER.

This curriculum is a guide for implementing Top 20 Training concepts and strategies in order to encourage our youth to Think, Learn, and Communicate (TLC) effectively. TLC skills help students discover the power they have within themselves to develop their potential and make choices that enhance the quality of their lives, relationships, and experiences.

Within this curriculum, you'll find lesson plans, SMART Board Notebook files, and reproducibles for nine Top 20 topics:

1. Creating a Culture of Learning
2. The Line
3. Mistakes
4. The Frame
5. EQ and Star Qualities
6. Other People's Opinions (OPOs)
7. Eliminating Negativity
8. Conflict Resolution
9. Know How We're Smart

Accompanying this curriculum is a copy of *Top 20 Teachers* as well as *Top 20 Teens*. Within the "Preparation" section preceding each topic, we have recommended readings from one or both of these books. These passages can introduce you to—or reacquaint you with—all relevant Top 20 concepts.

We encourage you to discover ways to personalize the concepts by developing some personal stories and methods to model the Top 20 thinking and behaviors you hope to nurture in your students. Use these lessons to introduce your students to the Top 20 concepts, but challenge yourself to look for ways to keep these ideas in the forefront of your teaching throughout the day.

Thank you for sharing in this endeavor with us. We are truly excited about providing you with tools to help children develop their potential.

Sincerely,
Kim Baumgarten, Krista Rausch, Lora Smith
The "Teaching Trio" of Saint Boniface School

Topic Overview

There are nine topics in all. This curriculum is designed for students to learn one topic for each month of a nine-month school year.

1. **Creating a Culture of Learning:** Our #1 job is to help others succeed. Students will learn how to show others they matter, own problems, and develop important listening skills.
2. **The Line:** The Line is a metaphor for understanding our state of mind, moods, or attitudes. Students will learn to recognize when their thinking is serving them well (Above the Line) or is not serving them well (Below the Line) and become aware of the choices they make.
3. **Mistakes:** Students will understand the importance of learning from mistakes, identify their comfort zones, and celebrate confusion as a natural and necessary step in the learning process.
4. **The Frame:** We can look at the same situation in more than one way. Students will learn to reframe situations in order to see them differently and get better results.
5. **EQ and Star Qualities:** EQ (emotional intelligence) is essential to becoming a successful person. Students will learn about IQ and EQ and how to build upon their Star Qualities or personal strengths.
6. **Other People's Opinions (OPOs):** Students will discuss True Self, define OPOs, and learn how to respond to others' opinions.
7. **Eliminating Negativity:** Students will learn how to eliminate negativity in their thinking (Thought Circles) and in their communication with others (Tornadoes).
8. **Conflict Resolution:** Students will learn how to respond to conflict in a positive way in order to achieve what is beneficial for others and themselves.
9. **Know How We're Smart:** Students will recognize that people are smart at different things and learn how to respond if they aren't good at something.

List of Required Children’s Literature

Several lessons are built upon the common experience of listening to a related story. You will need the following books in order to teach this Top 20 Training SMART Board Curriculum.

We strove to use literature that is commonly found in elementary classrooms or is easily obtainable. If these books are already available in your classroom or school library, they should be set aside to ensure they’ll be at hand when the lessons are taught. If your school does not own these books, you will need to purchase or borrow them, or ask your school librarian to purchase or borrow them for you.

FOR THE THIRD-GRADE LESSONS

Arnold, Tedd. *Parts*. New York: Dial for Young Readers, 1997.

Bingham, Kelly L. *Z Is for Moose*. Illus. Paul O. Zelinsky. New York: Greenwillow, 2012.

Henkes, Kevin. *Chrysanthemum*. New York: Greenwillow, 1991.

Henkes, Kevin. *Julius, the Baby of the World*. New York: Greenwillow, 1990.

Hoffman, Mary. *Amazing Grace*. Illus. Caroline Binch. New York: Dial for Young Readers, 1991.

Jones, Charlotte Foltz. *Mistakes that Worked*. Illus. John O’Brien. New York: Doubleday, 1991.

Saltzberg, Barney. *Crazy Hair Day*. Cambridge, MA: Candlewick, 2003.

* *Mistakes that Worked* by Charlotte Foltz Jones (Illustrated by John O’Brien) is used in grades 3-6. You may have one copy for teachers to share.

A complete bibliography of related picture books, chapter books, and middle grade novels for grades K-6—including both required literature and extension literature—is available in the **Appendix** of this book.

Topics Planning Chart

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9
Creating a Culture of Learning	The Line	Mistakes	The Frame	EQ and Star Qualities	Other People's Opinions (OPOs)	Eliminating Negativity	Conflict Resolution	Know How We're Smart

Please refer to the Scope and Sequence documents in the Appendix for detailed grade-level objectives of each topic.

Introduction to Creating a Culture of Learning

These lessons on creating a Culture of Learning will guide students through their role in the classroom. The teacher plays an essential part in setting the tone for the classroom as well.

Top 20 teachers use Four-at-the-Door to greet their students:

1. Eye to Eye.
2. Name to Name.
3. Hand to Hand.
4. Heart to Heart.

As elementary teachers, we are with our students for many hours each day. Due to that extended time together, Four-at-the-Door will look different for elementary students than as originally designed in *Top 20 Teachers*. We recognize the importance of building a relationship of trust by creating connections with our students. This is accomplished by using each student's name frequently throughout the day, making eye contact, using appropriate physical contact and having meaningful interactions. As we do this, we are building a relationship of trust. Top 20 teachers understand it is necessary for students to have a high positive trust fund with their teachers.

Every child has an emotional tank, a place of emotional strength that can fuel him through the challenging days of childhood and adolescence. Just as cars are powered by reserves in the gas tank, our children are fueled from their emotional tanks. We must fill our children's emotional tanks for them to operate as they should and reach their potential.

–Gary Chapman and Ross Campbell

Each positive interaction with our students builds this trust fund. Each time we correct our students, we need to balance our corrections with positive interactions.

As you create the culture of your classroom, responding positively to mistakes and celebrating Confusion are other key concepts to incorporate. These concepts have been further developed in other Top 20 lessons.

Lesson Plans

OBJECTIVES:

1. Communicate “You Matter.”
2. Recognize that names are sacred (special).
3. Take responsibility to do whatever we can to solve a problem (See the Problem, Own the Problem).
4. Recognize there are different Listening Levels (The Zone, Distracted, Life on My Mind).
5. Recognize when to say, “Not Now.”
6. Recognize that we can put distractions into our mental Parking Lot.

PREPARATION:

1. Have paper for fingerprint art and fine point black markers or use the reproducible.
2. Have geoboards and rubber bands for lesson two.
3. Preview SMART Board slides.
4. Read *Top 20 Teachers*, pp. 36-44, 63-68.

TIME:

Lesson 1: 30 minutes

Lesson 2: 30 minutes

If you choose to use the optional breaks, this will change the structure of these lessons into four segments of approximately 15 minutes each.

LESSON 1

Anticipatory Set:

- Slide 2. “Do these people look like they are glad to be on a team? Why? Do they look like they are having a good experience?” (Allow the class to tell why they would like to join this group.)
- Slide 3. “Yes! Most people would want to join a team like this because they look like they are having a great time. We can think about groups of people or a classroom as a team.”

Activity /Discussion:

- Slide 4. “What do good team members do?” (Pull the stars to reveal actions that good team members do. Discuss these with your students. Ask when they have acted this way or seen someone else act this way.)
- Slide 5. (Read the slide with your class as review.) “Do we talk to each other in school? Do we help and listen to each other? Yes, we do all of these things because we work together as a team at school.”

- Slide 6. (Press the star to reveal You Matter.) “When we do all these kind and thoughtful things, we Communicate ‘You Matter!’ ”
- Slide 7. “Every person in our school is important. Every person matters. When you are part of a group, a team, or a classroom, you need to remember You Matter!” (Press the dots to reveal what we can do to show others You Matter.)
- Slide 8. “We need to remember that names are sacred. Our names are very important and, just like a fingerprint, our name is part of who we are. Let’s have fun with our names and use an art project to remember how unique each of us is! We are going to make a fingerprint on paper that we can decorate later. Don’t forget to write your name under your print. We are celebrating our names!” (Each student needs a blank piece of paper or a copy of the reproducible. Students will color one of their fingers with a washable marker and press quickly onto each other’s papers. You may want to have them write their names under their print. This is optional.)

OPTIONAL BREAK

- Slide 9. (Have students read the speech bubbles to the class.) “Would you want to sit next to someone who says things like this? Would you want them as part of your team or classroom? When we think only about ourselves, we might say things like this. We need to change our thinking from ME to WE. The comments on this slide are not about helping others at all. It’s good to think about what’s in our best interest; however, when we are part of a team, we need to think about ourselves, but in a different way.”
- Slide 10. (Have students read the speech bubbles to the class.) “Would you want to sit next to this person? Would you want them on your team? When we change our thinking from ME to WE, we think about what is in the best interest of ourselves and our class.”
- Slide 11. “When we change our thinking from ME to WE, we are helping others succeed. What does it mean to succeed? How are these people helping others succeed?” (Guide students to identify teachers helping their students succeed and students sitting quietly to allow their classmates to learn. Elicit other ways to help others succeed at school.)
- Slide 12. “Our #1 Job is to help others succeed.”
- Slide 13. “What do football players do when they see their teammate fumble the ball?”
- Slide 14. “They try to recover the ball! We are going to use that same type of thinking for all problems that might happen at our school. We are going to call this See the Problem, Own the Problem.” (Avoiding blame is a component of See the Problem, Own the problem. You may want to include some examples of blame and how it is not helpful.)
- Slide 15. (Read through the slide with the class. Press the black dot to reveal one way to Own the Problem.) “Forgetting the homework that we need for class is definitely a problem. It would be easy to blame someone or something else for the problem—‘my mom didn’t put it in my backpack’ or ‘the bus was early’—but we should own the problem and decide what to do about it.”

Name _____
(Write your name here because names are important!)

We're going to collect fingerprints!
Each fingerprint is unique. Just like us!

SMART Board Slides



Slide 1



Slide 2



Slide 3



Slide 4



Slide 5



Slide 6