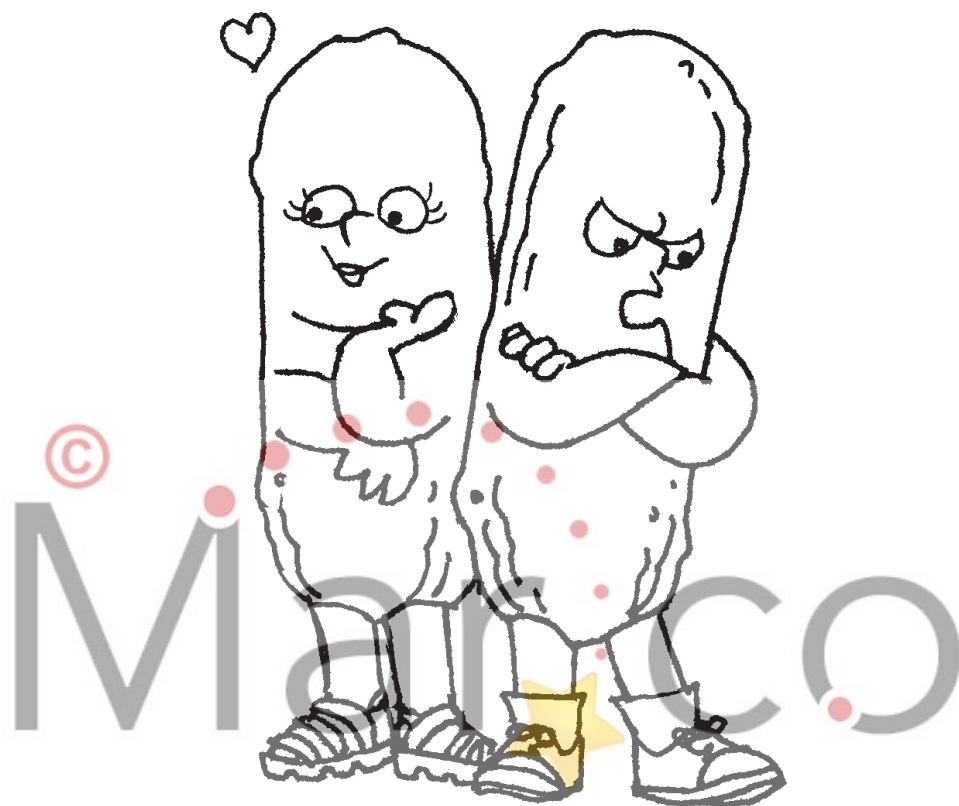




PICKLE PACKET II

STORIES, ACTIVITIES, & LESSONS FOR GRADES K-4



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ABOUT THE AUTHOR

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HOW TO USE PICKLE PACKET II

Each activity listed in the *Introduction* is identified by two codes. One code identifies the appropriate use for the activity. The other code identifies the appropriate grade levels. While reading the codes, remember that the grade levels can overlap, just as ability levels vary from school to school, and that some activities are most appropriate at certain times of the year.

The following codes are used for the activities:

- I** Individual Use
- SG** Small-Group Use
- C** Classroom Use
- PH** Parent Handout

Classroom materials can also be used with small groups or with individuals. An activity marked **SG** or **I** is designed to provide personal attention to an individual or a small number of students.

The following codes are used to indicate appropriate grade levels:

K **1** **2** **3** **4**

Although the activities will be designated for use between kindergarten and grade 4, many have been used with grades 5 and 6 as a review for students who have used the themes in earlier years.

Sample lesson plans on various topics are provided on pages 267-293. These guidelines may be adapted to your own personal situation.

To assist in lesson planning, the book also includes a topical index on pages 294-296. This section will quickly guide you to materials relevant to specific topics.

INTRODUCTION



CHAPTER 1:

Basics For *Life Is Like A Pickle* 37-46

Introducing *Life Is Like A Pickle* 38

► C K-3

This activity requires a jar of sweet pickles, sour pickles, and sweet gherkins. Before meeting with the students, fill in the blank spaces on the activity sheet (page 38) by writing your name and where you can be found. Then reproduce the activity sheet for each student.

Show the students the jar of sweet pickles and the jar of sour pickles. Tell them which is which. Discuss feelings that are sweet and those that are sour, explaining that it's normal to have *sour pickle* feelings sometimes. Distribute the activity sheet and read it with the students. When you have finished reading, ask the students whether the feelings listed on their activity sheet are *sweet* or *sour*. You may want to have them explain their answers and give examples of what they mean. Review what you have written on the bottom of the activity sheet and remind the students that *a counselor is always a friend*. Display the jar of sweet gherkins. Tell the students their little fingers are sweet gherkins and wave. Tell them this is the way to say "hello" when they see you.

The Pickle Pledge 39

► C K-3

Reproduce *The Pickle Pledge* for each student. Teach the students the words to the pledge, then recite it with the students. When you have finished the session, tell the students they may take the activity sheet home.

Actions For The Pickle Pledge 40

► C K-2

For variety, teach young students to perform actions as they recite *The Pickle Pledge*. This is a fun activity that can be used for a parent presentation.

Pickle Routine 41-42

► C K-3

This routine is used with *pickle* toys. If toys are not available, the routine may be used to accompany the actions to the pledge.

Discussion Guide 43

► C K-4

Reproduce the activity sheet for yourself and each student. Keep it handy until you are familiar with the basic lesson. When you are ready to begin the lesson, distribute the activity sheet and a pencil to each student. Then review each point and have the students write answers to the questions. When everyone has completed the activity, tell the students to keep their guide where they can refer to it easily. Conclude the activity by telling the students that counselors, like other people, get angry sometimes. Explain that when you get angry, you have to ask yourself the same questions children ask themselves: If I get mad, will I hurt anyone? Will I destroy things? Will I use words that will get me in trouble with anyone? Will I stay mad for a long time? You may want to share this sheet to help other adults at school understand the guidance theme.

The Role Of The School Counselor 44

► PH K-4

This handout may be used at the beginning of the year, at a Parent Night, or during School Counselor Week. Write your name and telephone number in the spaces provided. Then reproduce as many sheets as you need.

Parent Letter 45

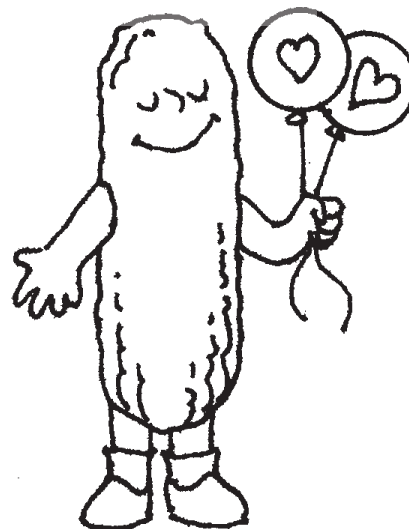
► PH K-2

Parents are sometimes confused when they hear their children talk about *pickles*. To clarify what you are doing and what parents may be hearing, reproduce this letter and send it home with students when you are teaching the pickle theme.

Pickle Stick Puppet Patterns 46

► I SG C K-4

Sweet and sour puppets may be made from these patterns.





CHAPTER 2:

Just Pickles 47-78

What Is *Pickle*? 48

► C 2-4

This activity sheet introduces pickles. Reproduce it for each student. Distribute the activity sheet and a pencil to each student and review it with the group. When everyone has completed the activity sheet, have the students circle all the different kinds of pickles they have tried. Tell them to place an “X” next to the name of their favorite.

Little Pickle Word Search 49

► C K-1

Reproduce the activity sheet for each student. Distribute the activity sheet and a pencil to each student. Explain that six feeling words are hidden in the *word search*. Each of the words is spelled across, from left to right. Tell the students to find and circle each of the six words. For the youngest students, you may want to underline the first letter of each word in the word search. When everyone has completed the activity sheet, discuss the meaning of each feeling word.

Sweet Pickle, Sour Pickle Word Searches 50

► C 1-2

Reproduce the activity sheet for each student. Distribute the activity sheet and a pencil to each student. Explain that there are two pickle *word searches* on this page. One is for *sweet pickle words* and the other is for *sour pickle words*. Each of the words is spelled across, from left to right. Tell the students to find and circle the words. When everyone has completed the activity sheet, discuss the meaning of each feeling word. (*Note:* For students who have recently started first grade, you may want to cut the activity sheet apart and make this two activities.)

Word Search Challenge 51

► SG C 2-4

This *word search* encourages students to expand their *feeling words* vocabulary. Reproduce the activity sheet for each student. Distribute the activity sheet and a pencil to each student. Tell the students to look across, down, and diagonally for the hidden words and circle them. When everyone has completed the activity sheet, discuss the meaning of each feeling word. (*Note:* This activity may also be used as a cooperative activity.)

Pickle Puzzles 52

► C K-1

Reproduce the puzzles on green paper. If you use white paper, have the students lightly color over the words with a green crayon. Distribute the activity sheet, an envelope, and scissors to each student. Read each unfinished sentence on the puzzles and allow the children to volunteer ways that each might end. Have the students cut the puzzles apart and put them back together. Direct the students to put the puzzle pieces in an envelope, take the envelope home, and ask someone at home to finish the sentences with them. (*Note: If there's not enough time for cutting during the guidance lesson, that activity may be done in the classroom before the guidance lesson or later at home. If you are only presenting the activity and not reproducing the puzzles for student use, make two puzzles out of posterboard to introduce the sentences. Kindergarten students may be able to work on only one puzzle at a time.*)

Sonny's Birthday (Picture Story) 53

► C K-2

Reproduce the story and distribute a copy to each student. Review the words represented by the pictures at the top of the page. Tell the students:

"We are going to work together while we read a story showing how our feelings change. I will read the words and stop whenever I come to a picture. You should be looking at your paper while I'm reading. When I stop, look at the picture and say the word that the picture represents. When we have finished reading the story, I will have some questions for you."

Read the story. Then ask the following questions:

- Does it have to be a bad day because the sun isn't shining? (*No.*)
- Why was Sonny upset when he saw the lightning? (*He thought he might not get to ride his new bike.*)
- What are some good manners Sonny might have used when he opened his presents? (*He might have opened one present at a time and thanked the person who gave it to him before opening another present.*)
- What surprised Sonny at the end of the story? (*The lightning was gone, and there was a rainbow in the sky.*)
- Can you think of a time you were surprised? (*Accept any appropriate answers.*)

For kindergarten students, read the story again in the same manner. First-graders may be ready to read it with you.

Kate's Cat (Picture Story) 54

► C K-2

Reproduce the story and distribute a copy to each student. Review the words represented by the pictures at the top of the page. Tell the students:

“We are going to work together while we read a story showing how our feelings change. I will read the words and stop whenever I come to a picture. You should be looking at your paper while I’m reading. When I stop, look at the picture and say the word that the picture represents. When we have finished reading the story, I will have some questions for you.”

Read the story. Then ask the following questions:

- What made Mom upset with the cat? (*The cat dug up her flowers.*)
- Did she stay upset a long time? (*No.*)
- When Mom got upset with the cat, did she hurt anyone or destroy anything? (*No.*)
- What was the funny thing the cat did? (*The cat chased a dog.*)
- How did Kate feel when they couldn’t find the cat? (*Accept any appropriate answers.*)
- Do you think Kate had a hard time going to sleep? (*Accept any appropriate answers.*)
- Was Kate happy when she woke up? (*No.*)
- Who found the cat? (*Kate and the dog.*)
- Who was happy then? (*Kate, the dog, and the cat.*)
- In the story, even though the cat and dog are different, they care about each other. Can people who are different care about each other? (*Yes.*)

For kindergarten students, read the story again in the same manner. First-graders may be ready to read it with you.

Sweet Pickles..... 55

► C 1-3

Reproduce the activity sheet for each student. Distribute the activity sheet and a pencil to each student. Explain that this is a jar of sweet pickles and it should include only pickles that have something sweet to say. Direct the students to check the jar and mark an “X” on the pickles that do not belong. For the youngest students, it may be necessary to read the statements on the pickles aloud. Older students can do this activity independently and may be encouraged to draw other pickles outside the jar and write *sweet pickle sentences* on them. After everyone has completed the activity sheet, ask the students to think of sweet pickle situations they have experienced. Call on volunteers to share their experiences with the class. An added feature could be a *Sweet Pickle Bulletin Board* on which students could write personal sweet pickle situations on a cutout of a pickle.



CHAPTER 4:

Activities For Specific Topics 153-193

Sweet And Sour Dreams (Good And Bad Dreams) 154

► **I SG K-4**

Reproduce an activity sheet for each student. Although this activity is designed for discussion and watching student expression, it may also be used as a classroom activity. With younger students, an adult does the reading and circling so the students won't feel pressured to read. Distribute the activity sheet and a pencil to each student. Review the directions. When the activity sheet has been completed, discuss the answers.

Falling Asleep (Sleeplessness) 155

► **I SG K-4**

Reproduce an activity sheet for each student. Although this activity is designed for discussion and watching student expression, it may also be used as a classroom activity. With younger students, an adult does the reading and circling so the students won't feel pressured to read. Distribute the activity sheet and a pencil to each student. Review the directions. When the activity sheet has been completed, discuss the answers.

Using "Pickle Cat" (Anger Management) 156-158

► **C K-4**

Directions for implementing this anger-management lesson are found on page 156. Reproduce *Pickle Cat* (page 157) and *Pickle Gets Mad* song (page 158) for each student.

The Sweet And Sour Of Separation (Divorce) 159

► **I SG K-4**

Reproduce an activity sheet for each student. Distribute the activity sheet and a pencil to each student. Read the text at the top of the page with the students. Then review each sentence on both lists and have the students circle those that apply to them. Watch the students' expressions, which may be as valuable as their verbal responses. This is an activity sheet you might choose to keep for your personal information.



CHAPTER 5: Career Education 195-209

This chapter provides materials you can use to incorporate career education into your other lesson topics.

All Jobs Are Important 196

► C 2-4

This activity focuses on the interrelationship of jobs and the idea that each job has value. Reproduce an activity sheet for each student. Distribute the activity sheet and a pencil to each student. Have the students complete the activity sheet. When everyone has completed the activity sheet, discuss each job circled and explain its importance.

Occupations List 197-199

► C 2-4

This is a list of brief job descriptions that accompany the lessons in this section. It may be used in two ways.

1. Reproduce the *Occupations List* and distribute a copy to each student. Tell the students they may use the activity sheets for reference during the game. Divide the class into teams. Read a job description aloud. The first student who stands up and is able to correctly name the job associated with the description earns a point for his/her team. Play continues until one team reaches a predetermined number of points or until the allotted time has elapsed.
2. Divide the class into teams, but do not give the students copies of the list. For this game, students are to depend on what they know and must identify the jobs without any references. Play the game as described above.

(Note: At the end of the list, there is a *Supplementary Occupations List*. The jobs on this list are not referred to in this section, but the list may be used when you feel it is appropriate for your class.)

Jobs At A Pickle Factory 200

► C K-1

Reproduce an activity sheet for each student. Distribute the activity sheet and a pencil or crayon to each student. Tell the students to look at the pictures and circle those pictures of workers who might work at a large pickle factory every day. Emphasize that being there every day means that these workers don't just come to the factory once in a while. This activity sheet may be used with the stories *How Pickle Mountain Got Its Name* (pages 80-83) or *Snow Days Secrets* (pages 139-142).



CHAPTER 8: **Parent Involvement..... 251-265**

The activities and information in this chapter are for parent education or for parent involvement with their children.

Take A Trip Through Cookbooks 252

► **PH 1-4**

This is an activity for parents to enjoy with their children. Make a copy for each student to take home and complete with a parent's help. When the completed activity sheet is returned, review the answers to the questions and make a class list of all the kinds of pickles mentioned.

Take A Trip To The Grocery Store 253

► **PH 1-4**

This is an activity for parents to enjoy with their children. Make a copy for each student to take home and complete with a parent's help. When the completed activity sheet is returned, review the answers to the questions and make a class list of all the kinds of pickles mentioned.

P-I-C-K-L-E-S..... 254

► **PH 2-4**

This is an activity for parents to enjoy with their children. Make a copy for each student to take home and complete with a parent's help. Possible answers are: pie, pies, pick, picks, pike, pile, pikes, peck, pecks, sick, lick, licks, is, like, likes, lip, lips, sip, speck, lei, lisp, slip, spice.

Cooking With Pickles 255

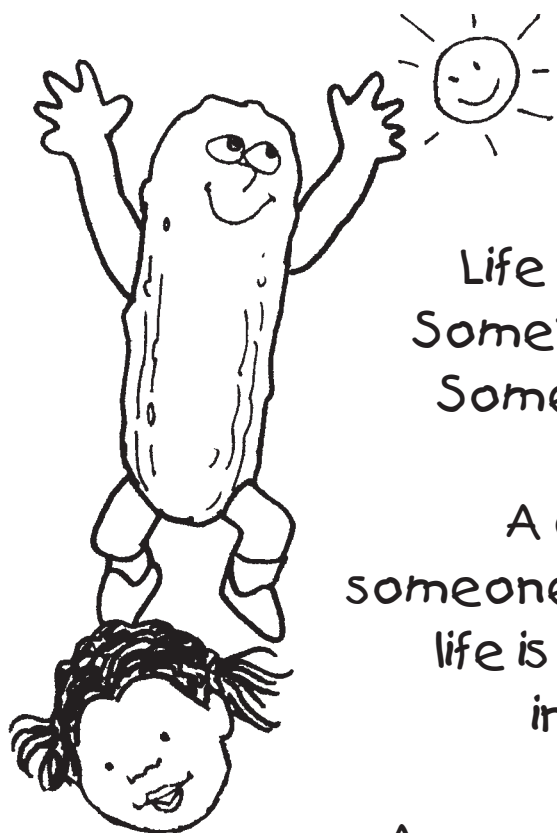
► **PH K-4**

Make a copy for each child to take home and make with a parent's help.

Appropriate Ways To Handle Anger 256

► **PH 2-4**

This is a reproducible handout for children to take home to their parents as a follow-up to *Pickle Cat* (page 157) or other anger-management lessons. An explanation of what was learned in class is followed by the *Appropriate Ways To Handle Anger* word find. Make a copy for each student.



Life is like a pickle.
Sometimes it's sweet.
Sometimes it's sour.



A counselor is
someone who listens when
life is sweet, sour, or
in-between.



A counselor is someone
who listens when you feel
happy
angry
worried
excited
confused
proud
scared
sad.



A counselor is
always a friend.



Your counselor is _____.

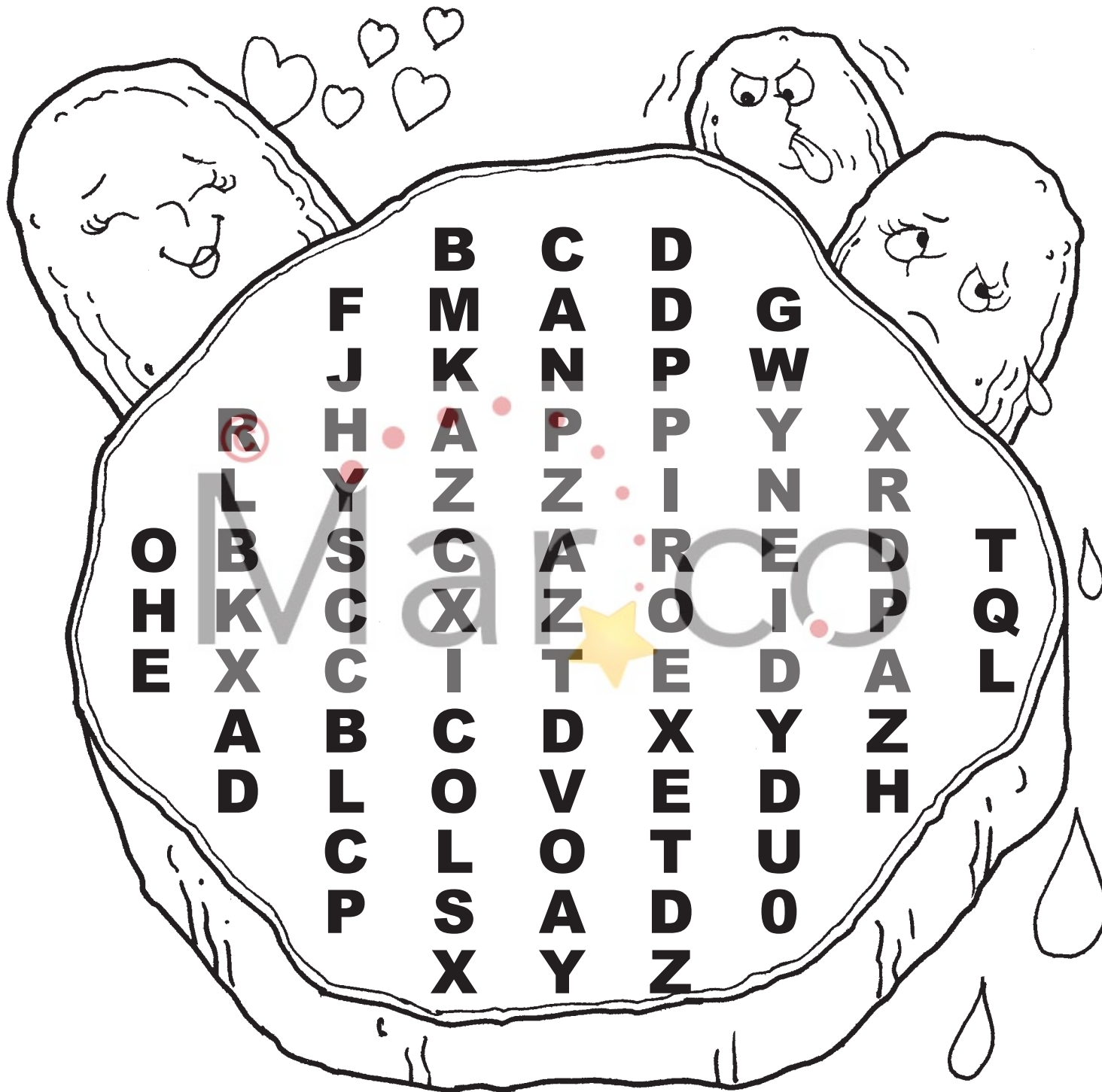
You can find me _____.

Name _____

LITTLE PICKLE WORD SEARCH

The following words are hidden in the pickle below. Find and circle them. Hint: The words are hidden across.

HAPPY SAD SCARED LOVED MAD EXCITED



BREAD AND BUTTER CHOICES

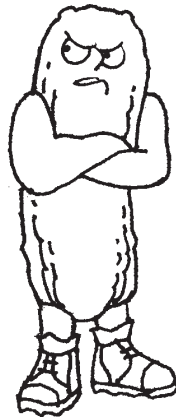
Sometimes bread and butter pickle days become sour pickle days because of the way we think. Remember, bread and butter pickles are neither sweet nor sour, but just in-between. Look at each pickle below. Read the statement printed next to each pickle and the two thoughts below it. Then draw a star beside the thought that would make you feel better and have a better day.



I didn't get to sit next to my friend on the bus.

I'll see my friend at recess.

What a lousy day!



We got tacos, but I wanted pizza.

Oh, well! Next week, I get to choose.

I never get what I want.



I missed three words on my spelling test.

I never do anything right.

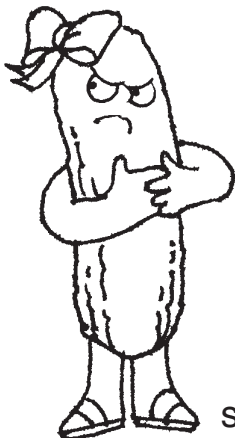
I got seven answers right!



We lost the ball game.

They were a good team, and we did okay.

We're lousy.



I didn't get picked for a part in the school play.

Nobody likes me.

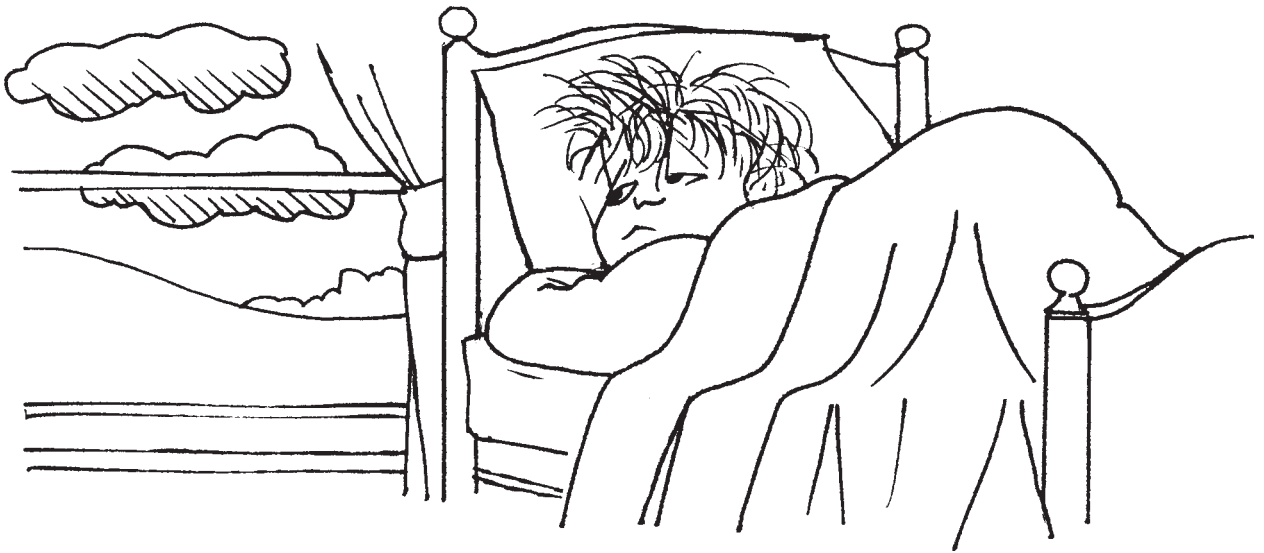
I had a part in the school play last year.



Mom won't give me the money for a new shirt.

Sometimes Mom doesn't have extra money.

Mom never lets me buy anything.



When I wake up in the morning,
And the sun's not shining bright.
I tell myself that it's okay,
The day will be all right.

This day may not be perfect,
Things may not go my way.
But if I look for good things,
This day will be okay!



FIGHT FOR A FROG



Jerry found it first. Well, maybe he did. Brooke also claimed that she found it first. That frog was causing an uproar in Mrs. Brown's second-grade class at Pickle Mountain School. It was a cute little frog, and both children wanted to take it home. Soon other children decided *they* wanted to take it home. What started out as a simple problem turned into a big one.

As luck would have it, Mrs. Jones, the counselor, was coming to the classroom that day to present a guidance lesson. And as luck would further have it, that lesson was going to be on something called *conflict resolution*. When Mrs. Jones entered the room to begin her lesson, she didn't even know there was an argument going on about who was going to get the frog.

LUNCH FOR SUSAN'S GRANDMOTHER



Susan's grandmother lived 12 miles from Pickle Mountain School, in a large stone house on a narrow road. Six months ago, when she was going down some stairs, she slipped and broke her hip. When she first came out of the hospital, she stayed at Susan's house. But after two weeks, she wanted to be at her own house even though she would be alone much of the time.

Susan worried about her grandmother. She talked to her every night on the telephone. On Saturdays, Susan took lunch to her grandmother and spent the night. On Sunday morning, her parents would pick both of them up and take them to Susan's house. Then they would have a

CHAPTER 4

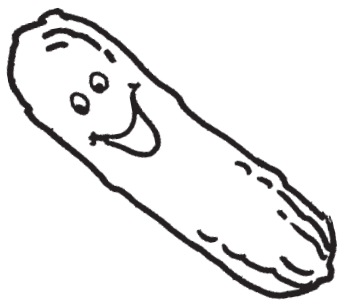
ACTIVITIES FOR SPECIFIC TOPICS



THE SWEET AND SOUR OF SEPARATION

Life is like a pickle. Sometimes it's sweet. Sometimes it's sour. This is true when parents separate, even though it may feel mostly sour.

We would not usually wish for parents to divorce. It can be a really, really sour time, but it won't stay that way forever. Sometimes something nice happens. Circle the things that have happened in your life.



SWEET

I know the divorce is not my fault.

I know that grown-ups love me.

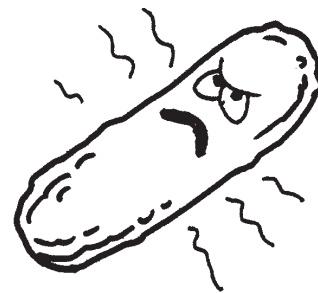
I know both my parents love me.

I'm not scared of fights any more.

I get to have birthdays at two houses.

I get to visit the parent I don't live with.

I have a stepparent I like.



SOUR

Mom and Dad say bad things to each other.

I had to move, and I didn't like it.

I never hear from one of my parents.

We don't have as much money as we used to have.

Mom and Dad still fight.

I have to visit a parent when I don't want to.

I have a stepparent I don't like to be around.

"WHEN" SHOULD YOU ASK? PICKLES

Directions: Cut out the "pickles" and place them in the appropriate jar. (See page 172.)

You have never lost your pencil before, but today it fell on the bus floor and rolled where you could not reach it. You know your counselor has extras.
Should you ask for one?

Your counselor has collected teddy bears for years and has more than 30.
Should you ask for one?

Children are carrying balloons at a store's grand opening.
Should you ask the clerk for one?

A vase of flowers is sitting by the cash register at the new store.
Should you ask for it?

A box of candy with a bow on it is sitting on the bank counter.
Should you ask for it?

A bowl of little wrapped candies is sitting on the bank counter.
Should you ask for one?

Mike has a special cupcake in his lunchbox for his birthday.
Should you ask for it?

You have a blister on your foot. Your teacher has bandages in her desk.
Should you ask for one?

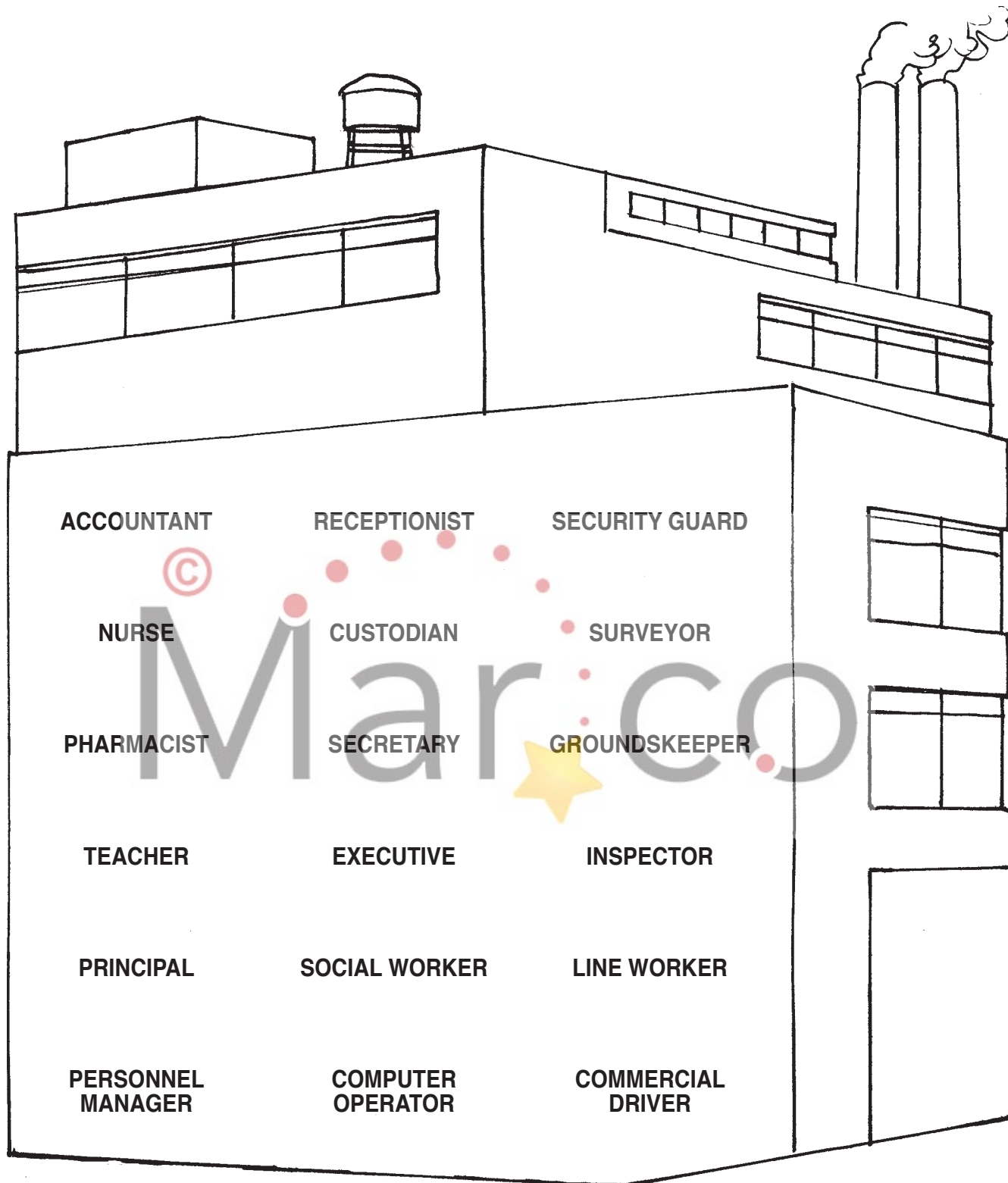
Your little sister really likes ladybugs. Your friend has a big stuffed ladybug pillow.
Should you ask for it?

Your friend has a box of turtle stickers. Many of them are just alike.
Should you ask for one?

Name _____

OCCUPATIONS AT A PICKLE FACTORY

Directions: Circle the workers who might work at a pickle factory every work day. That means they are not called in just once in a while to do a job.



SCHOOL

Directions: Circle the workers who might work at a school every work day. That means they don't come in just once in a while.



PRINCIPAL



CUSTODIAN



SECURITY GUARD



LAUNDRY WORKER



LIBRARIAN



SECRETARY



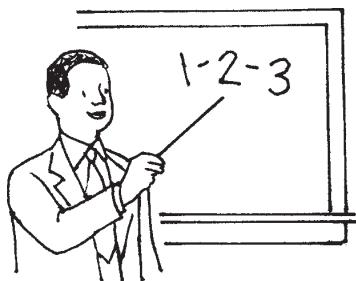
COOK



NURSE



PILOT



TEACHER



**COMPUTER
OPERATOR**

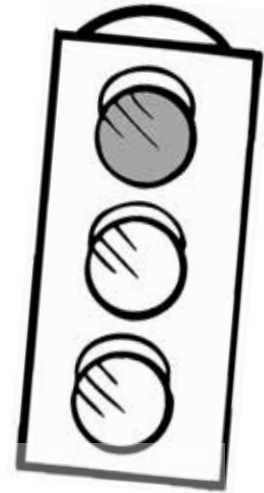


COUNSELOR

SENTENCES ON TATTILING/REPORTING

Directions: Make these sentences correct. If you need help, use your Punctuation Pickles.

1. yellow means thinking time is short
2. do you stop to think
3. red means stop
4. tattling is a flop
5. green means go
6. an adult needs to know
7. is this a tattle or a report
8. mary ran out into the street
9. that is a report
10. sam has 10 surprises on his desk
11. he touched one
12. is that a tattle or a report
13. that is a tattle

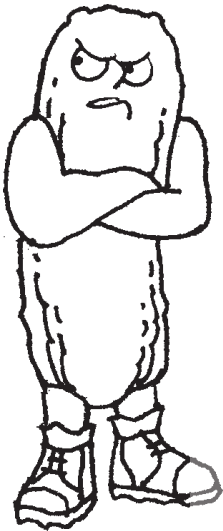


Marco

Name _____

SYNONYMS AND ANTONYMS

Directions: Find words that mean the same as the words listed below. Words that mean the same thing are called *synonyms*.



angry

jumpy

cheerful

curious

downcast

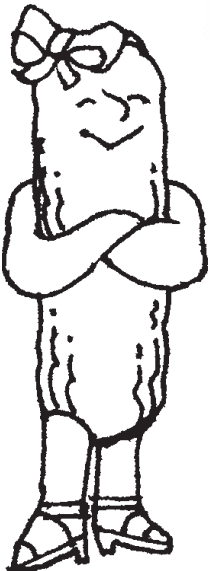
frightened

grateful

magnificent

welcomed

Directions: Find words that mean the opposite of the words listed below. Words that have opposite meanings are called *antonyms*.



bashful

cheerful

humiliated

optimistic

safe

vicious

SAMPLE LESSONS FOR GRADES K-2

The following lesson plans are designed for 30-minute periods. As you know, the reactions and abilities of your students determine the number of things which can be accomplished in that amount of time. Therefore, these are guidelines to be adapted to your own personal situation. Throughout the lessons, you will see asterisks (*). These are sheets to be sent home for student review and parent education. For additional “pickle” materials available from the author, visit Pat Kienzle’s website at: www.pickleladybooks.com.



LESSON: INTRODUCING THE PICKLE THEME I

Materials Needed:

- ☐ Chalkboard and chalk or posterboard and marker
- ☐ Eight pieces of green construction paper, marker, scissors
- ☐ Jar of sweet pickles
- ☐ Jar of sour pickles
- ☐ Copy of *The Pickle Pledge* (page 39) for each student
- ☐ Optional: Jar of sweet gherkins
- ☐ Copy of *Pickle Things* by Marc Brown (ISBN 0-679-888469-6) or *Pickle Pop-Up* (page 63) for the leader
- ☐ Optional: Copy of *Secret Code #2* (page 61) for each second-grade student
- ☐ Completed copy of *Life Is Like A Pickle* (page 38) for each student

Pre-Lesson Preparation:

Reproduce copies of the activity sheets (see above list). Using the pickle illustrations found throughout the book or the blank pickle shapes on page 184, reproduce and cut out eight pickle shapes and label them: *happy, lonely, excited, proud, mad, scared, loved, sad*. On the chalkboard or posterboard, write: *Life is like a pickle. Sometimes it's sweet. Sometimes it's sour.*

Lesson:

1. Discuss the concept of sweet and sour pickles, explaining that all kinds of pickles are okay to eat even if you don't like the taste of them. Tell the students that sour pickles represent unpleasant feelings and sweet pickles represent pleasant feelings. Then read the posted theme from the chalkboard or posterboard and have students repeat it.
2. Show the students the cut-out pickles. Have them decide whether each one is sweet or sour, then place each one beside the appropriate jar of pickles. Have the students repeat the theme.
3. Give each student a copy of *The Pickle Pledge*. Teach the students the accompanying actions for *The Pickle Pledge* (page 40).
4. Kindergarten and first-grade students (optional activity): Teach the *sweet gherkin wave*. Show the students the jar of sweet gherkins. Relate their little fingers to the sweet gherkins in the jar. Ask them to wave their little "sweet gherkins" when they see you at school. This helps cut down on the students calling out, "Pickle Lady" or "Mr. Pickle."
5. Read the story *Pickle Things*. If the book is unavailable, play *Pickle Pop-Up*.

Second-grade students (optional activity): Give each student a copy of *Secret Code #2*. Tell the students how much time they have to complete the activity sheet. Or allow the students to complete the activity sheet at home.

6. Recite the *Pickle Pledge* again. Collect the *Pickle Pledge* sheets for use in the next lesson.
7. *Distribute a completed copy of *Life Is Like A Pickle* to each student.

LESSON: INTRODUCING THE PICKLE THEME II

Materials Needed:

- ☐ Pickle jars and labeled pickles from *Lesson 1*
- ☐ Copy of *The Pickle Pledge* (from previous lesson—page 39) for each student
- ☐ Copy of *Actions For The Pickle Pledge* (page 40) for the leader
- ☐ Copy of *Pickle Routine* (pages 41-42) for the leader
- ☐ Copy of *Discussion Guide* (page 43) for the leader
- ☐ Copy of *Pickle Parade* (page 161) for each kindergarten or early first-grade student
- ☐ Copy of *Little Pickle Word Search* (page 49) for each older first-grade student or younger second-grade student
- ☐ Copy of *Sweet Pickle, Sour Pickle Word Searches* (page 50) for each advanced second-grade student
- ☐ Copy of *Pickle Things* by Marc Brown (ISBN 0-679-888469-6) or *Pickle Pop-Up* (page 63) for the leader or copy of *Ten Pickle Jars* (page 222) for each student and the leader
- ☐ Copy of *Parent Letter* (page 45) for each student

Pre-Lesson Preparation:

Reproduce copies of the activity sheets (see above list).

Lesson:

1. Using the jars of pickles and the cut-out pickles from the previous lesson, review the pickle theme: *Life is like a pickle. Sometimes it's sweet. Sometimes it's sour.*
2. Distribute a copy of *The Pickle Pledge* to each student. Recite *The Pickle Pledge*, using toys or actions to accompany the words. Refer to the *Pickle Routine* and *Discussion Guide* as guidelines for this part of the lesson presentation. (Note: The *Pickle Routine* and *Discussion Guide* may be incorporated into most K-1 lessons and used frequently in lessons presented to second-grade students.)
3. Discuss the *Parent Letter*.
4. Kindergarten/early first-grade students: Give each student a copy of *Pickle Parade*. Using the activity sheet, teach the students about properly walking in line. (Teachers may want copies of this activity to present on the first day of school.)

Older first-grade/second-grade students: Give each student a copy of *Little Pickle Word Search* or *Sweet Pickle, Sour Pickle Word Searches*. Tell the students how much time they have to complete the activity sheets. Or allow the students to complete the word searches at home.

5. If there is enough time, end the lesson by re-reading *Pickle Things*, playing *Pickle Pop-Up*, or distributing copies of *Ten Pickle Jars* to each student and singing the song together.
6. *Distribute a copy of the *Parent Letter* to each student. Tell the students to take the letter home to their parents along with their copy of *The Pickle Pledge*.

LESSON: BULLYING

Materials Needed:

- ☐ Copy of *Pickle Routine* (pages 41-42) for the leader
- ☐ Copy of *Discussion Guide* (page 43) for the leader
- ☐ Copy of *Using "Pickle Cat"* (page 156) for the leader
- ☐ Copy of *Pickle Cat* (page 157) for each student and the leader
- ☐ Copy of *Pickle Gets Mad* (page 158) for each student and the leader
- ☐ Stuffed toy cat or full-bodied cat puppet
- ☐ Cat toy
- ☐ Stuffed toy dog or full-bodied dog puppet
- ☐ Drawing paper and crayons for each kindergarten or early first-grade student
- ☐ Copy of *Secret Code #3* (page 62) for each older first-grade student or second-grade student

Pre-Lesson Preparation:

Reproduce copies of the activity sheets (see above list).

Lesson:

1. Refer to the *Pickle Routine* and *Discussion Guide* as guidelines for this part of the lesson presentation.
2. Give each student a copy of *Pickle Cat* and *Pickle Gets Mad*. Present the *Using "Pickle Cat"* activity. After you have completed your presentation, discuss the dog's behavior. Explain that when the dog took the cat's toy, he was bullying Pickle Cat. Then say:

"When the dog was a puppy, he liked to jump over things. Because of this behavior, his owners named him *Leapfrog*. But now, because he is such a bully, the other animals in his school have nicknamed him *Bullfrog*."

3. Ask the students to name different ways a bully behaves. Then discuss some things they can do if they are being bullied by another person. Discuss when they should walk away or ignore the bully (if they are being teased or called a name) and when they should ask an adult for help (if they are being threatened or there is physical contact). Tell the students they may come to you (or another trusted adult) any time they feel scared or sad.
4. Kindergarten or early first-grade students: Give each student a piece of drawing paper and crayons. Tell the students to draw a picture of a cat and a dog getting along with each other.

Older first-grade students or second-grade students: Give each student a copy of *Secret Code #3*. Tell the students how much time they have to complete the activity sheet. Or allow the students to complete it at home.