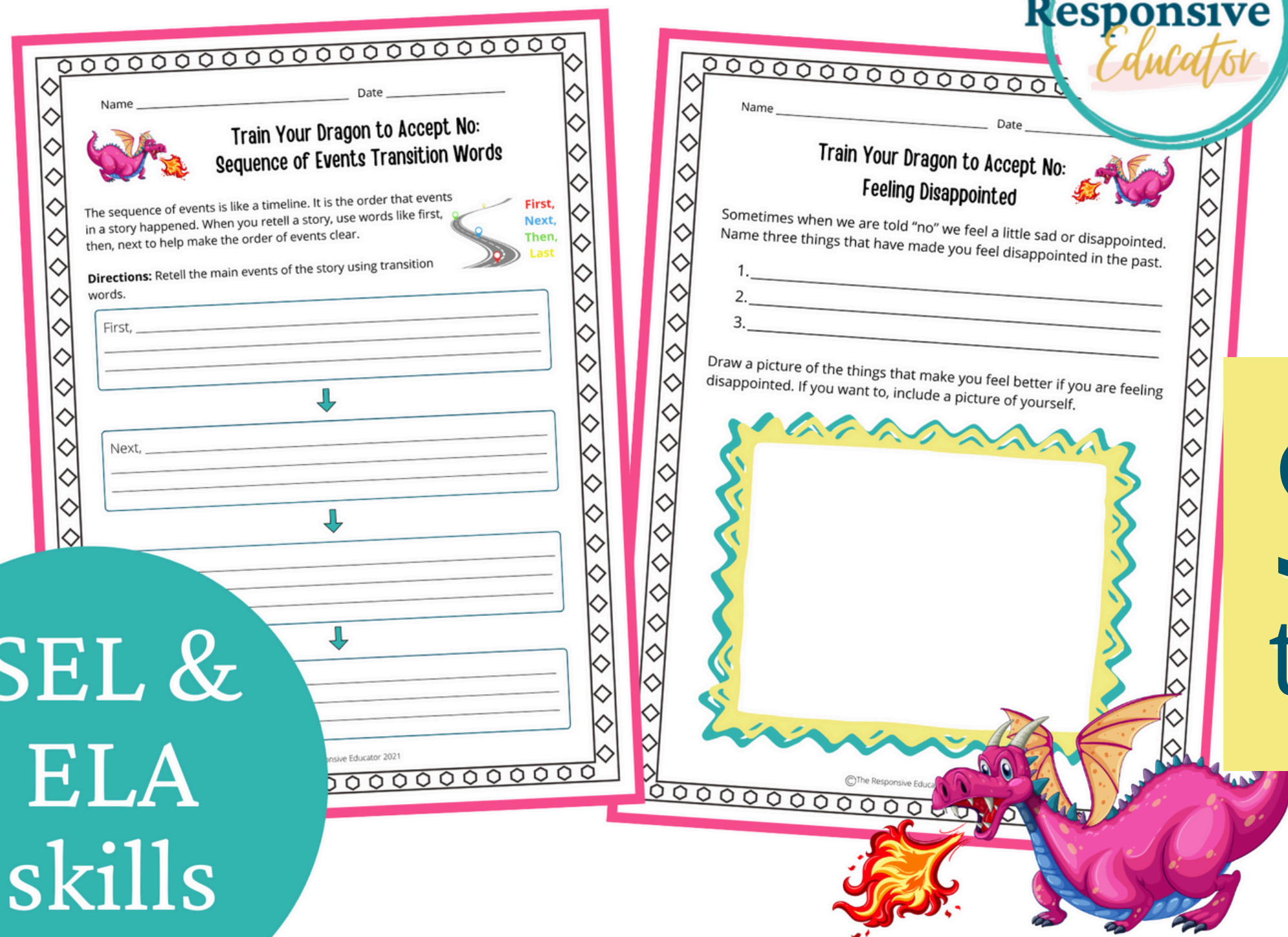


Companion to Steve Herman's

Train Your Dragon to Accept No

The
Responsive
Educator



Interactive Read-
Aloud Lesson Plan
with **98 pages** of
instruction and
activities!

SCROLL
to take a look inside!

SEL &
ELA
skills

TEACHERS KNOW THAT HEARING “NO” CAN TRIGGER FRUSTRATION

- Helps Improve Classroom Behavior and Social Skills
- Assists in Learning to Accept the Answer “No”
- Offers Differentiated Learning Opportunities

Name _____ Date _____

**Train Your Dragon to Accept No:
My Self-Evaluation**

Read each statement below. Place a check mark in the box that best matches your behavior in the classroom.

	Always	Sometimes	Never
I accept “No” the first time.			
I wait for what I want calmly.			
I accept that I can’t always have what I want.			
I treat classroom items with respect.			
I keep my body safe around other people.			
I ask before touching something that doesn’t belong to me.			
I use tools to calm myself down when I am upset.			
I calmly choose something else if what I want to do is not a choice.			
I speak in class without whining or complaining.			

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Name _____ Date _____

**I Just Don't Like the Sound of No!
Accept or Argue?**

Directions: Read each scenario where you are told “no.” Then read the two possible responses (one arguing and one accepting the answer respectfully). Choose the better option and write a few sentences explaining your choice.

Scenario 1: You see that there is a new package of cookies in the cabinet. You ask if you can have some now (even though you haven’t had dinner yet. You are told “no” and that you will have to wait until after dinner.

Response A (Arguing): “But, I really want some cookies now! I promise I’ll still eat my dinner later. It’s not fair that I can’t have any when they’re right there.”

Response B (Accepting Respectfully): “Okay, I’ll wait until after dinner for the cookies.”

Which is the better response, and why?

Scenario 2: You ask if you can watch TV instead of doing homework, but you’re told “No.”

Response A (Arguing): “But I’m tired of doing homework all the time! Just a little break won’t hurt. I promise I’ll finish it later.”

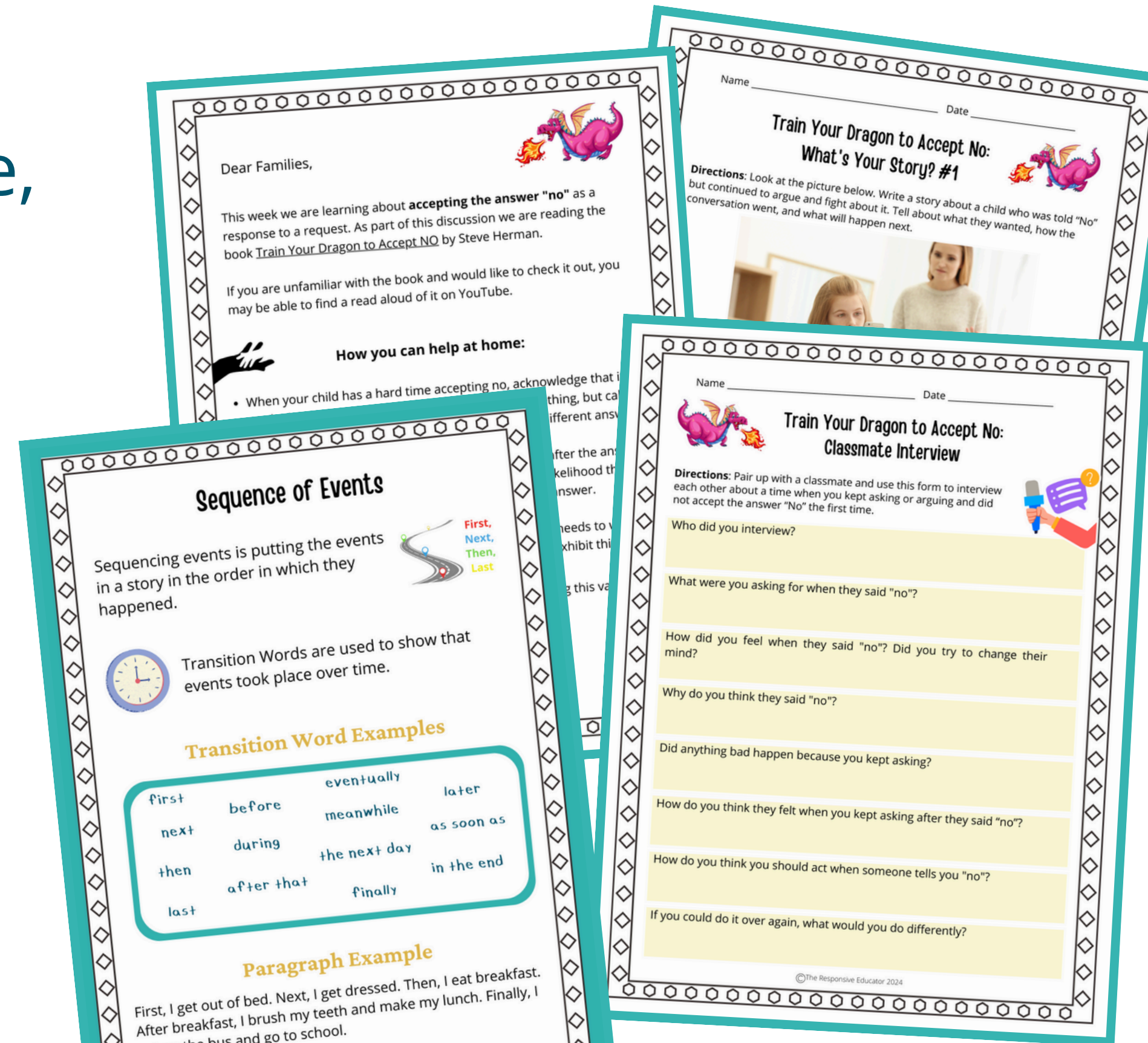
Response B (Accepting Respectfully): “Okay, I understand. I’ll finish my homework first before watching TV. That is a more responsible choice.”

Which is the better response, and why?

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What's Included?

- ★ SEL Objectives
- ★ SEL Skill Activities
- ★ Guided Questions for Before, During, & After Reading
- ★ Story Elements & Writing Activities
- ★ Interactive Read-Aloud
- ★ ELA Posters & Visuals
- ★ Family Connection Notes



Includes Table of Contents

PictureBook SEL Research & Benefits

Teaching Resources

Worksheets & Learning Resources

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- 2 Addressing SEL Competencies Through Picture Books
- 2 The Benefits of Reading to Children
- 3 The Benefits of Interactive Read-Alouds
- 4 The Benefits of Social-Emotional Learning
- 5 The Benefits of Addressing SEL Through Picture Books

Teaching Resources

- 6 SEL Skill Area: Accepting "No"
- 6 Why do children need to be able to accept "No" for an answer?
- 6 How to talk to children about accepting "No"
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ELA Visuals & Posters

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Easy to Read

Align with
Activities &
Objectives

Fun Visuals

Summarizing Fiction

When summarizing fiction, one useful tool is to use the following format:

Somebody...Want...So...Then...



Somebody (who is the main character)



Wanted (what the character wanted)



But (what the character faced)



So (how the character solved the problem)



The (how the story ended)

Using Coordinating Conjunctions

Coordinating Conjunctions are words that join two equal parts of a sentence, like two words, phrases, or independent clauses. These words help us connect similar ideas or contrast different ones in a sentence.

Example Sentence

"I want to play soccer, **but** it's raining."

This sentence uses the coordinating conjunction "but" to connect the desire to play soccer with the fact that it's raining.



Coordinating Conjunctions are often remembered using the acronym **FANBOYS**:

For: "Tim studied hard, for he wanted to pass the exam." (Explains why.)

And: "Sarah likes ice cream and cake." (Adds more.)

Nor: "Neither Amy nor Joe ate anything." (Adds a negative option.)

But: "Emily wants to go, but she has to stay home." (Shows contrast.)

Or: "Do you want pizza or pasta?"

Yet: "I was tired, yet I finished my homework."

Making Connections

Readers make connections when they read to help better understand the text. Review the three types of connections below, then choose one to make a connection of your own to what you read in the book.

Text to Self

Connect the story to your life or experiences.

- This story reminds me of a time...
- I felt the way the character did when...
- When _____ happened to the character, it was like _____ happened to me.



Text to World

Connect the story to the world.

- This story is like _____ in the real world.
- The story reminds me of _____ I saw/heard about.

Sequence of Events

Sequencing events is putting the events in a story in the order in which they happened.



Transition Words are used to show that events took place over time.

Transition Word Examples

first	before	eventually	later
next	during	meanwhile	as soon as
then	after that	the next day	in the end
		finally	

Easy to use and Differentiate

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Sequence of Events

Sequencing events is putting the events in a story in the order in which they happened.



First,
Next,
Then,
Last



Transition Words are used to show that events took place over time.

Transition Word Examples

first	before	eventually	
next	during	meanwhile	later
then	after that	the next day	as soon as
last		finally	in the end

Paragraph Example

First, I get out of bed. Next, I get dressed. Then, I eat breakfast. After breakfast, I brush my teeth and make my lunch. Finally, I get on the bus and go to school.

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Variety of story elements and writing strategy activities

Example pages included

Differentiated options

Many opportunities for student reflection and writing practice

Train Your Dragon to Accept No: Sequence of Events

Name _____

The sequence of events is like a timeline. It is the order that events in a story happened. When you retell a story, use words like first, then, next to help make the order clear.

Directions: Retell the main events of the story using transition words.

First, _____

Next, _____

Train Your Dragon to Accept No: Sequence of Events Transition Words

Name _____ Date _____

The sequence of events is like a timeline. It is the order that events in a story happened. When you retell a story, use words like first, then, next to help make the order of events clear.

Directions: Retell the main events of the story using transition words.

First, _____

Next, _____

Train Your Dragon to Accept No: Sequence of Events in Pictures

Name _____ Date _____

Directions: Retell the story in pictures from the beginning, middle, and end of the story.

Beginning

Middle

A Wide Variety of ELA & SEL Activities

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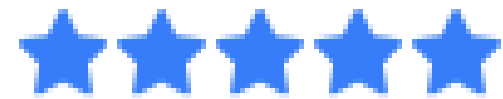
- Making predictions
- Summarizing
- Character Analysis
- Compare & Contrast
- Writing Prompts
- Accepting “no,”
- Handling disappointment
- Considering choices
- Classmate interviews



Why Do I Need This?

- ★ Ready-to-use plans and activities to **reduce prep time**
- ★ Combines ELA and SEL to teach **both at once**
- ★ Works as **independent work, whole group instruction, small groups, or center activities**
- ★ Keeps students **engaged** while teaching **practical anger management solutions**
- ★ Builds consistent **support between school and home** with family connection notes

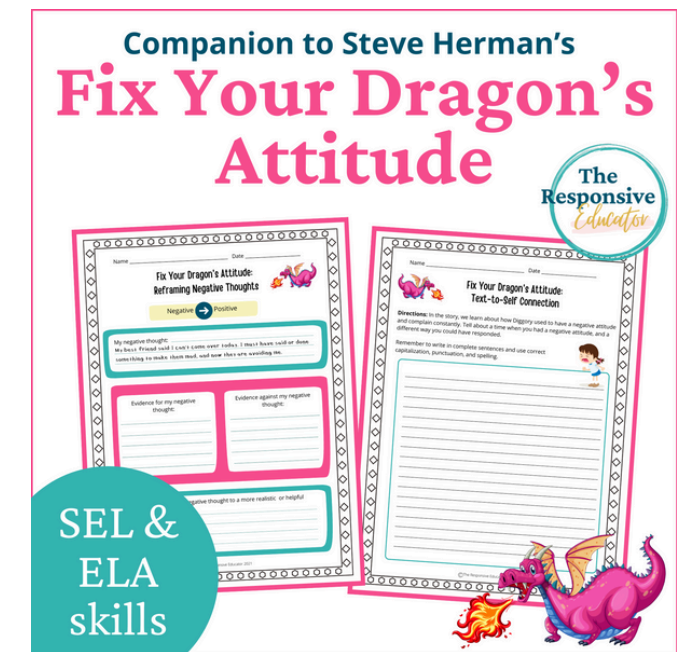
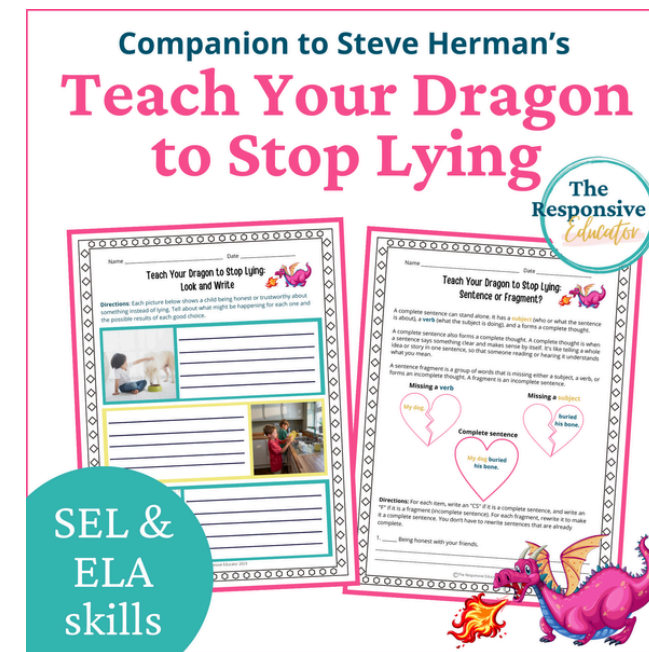
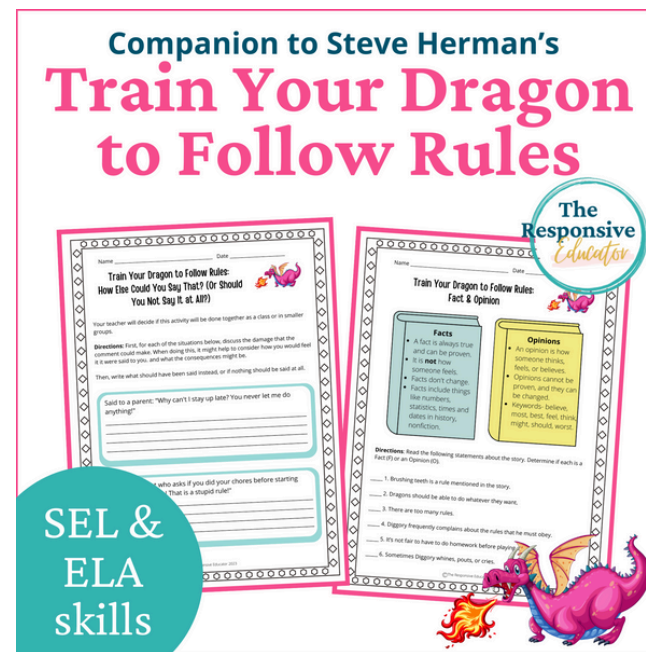
WHAT DO OTHER TEACHERS HAVE TO SAY ABOUT THIS?



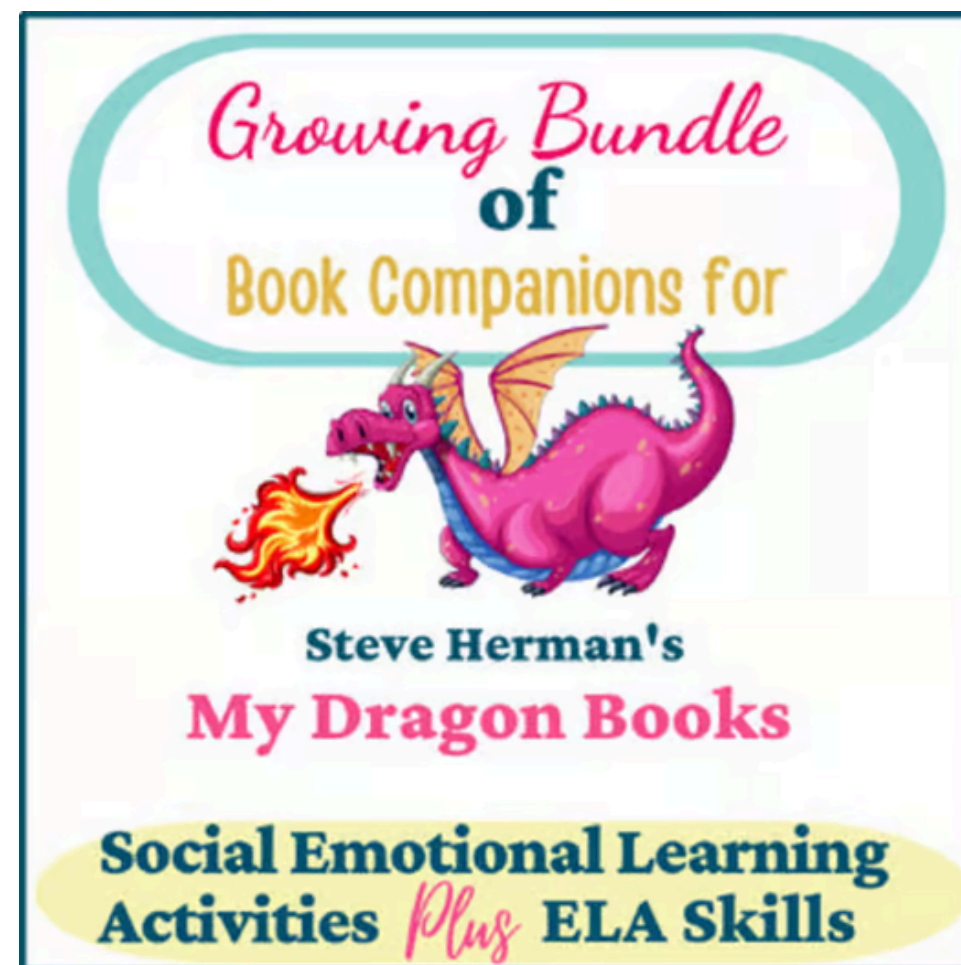
"My students love Diggory's stories. This is a great resource to go with the books."

- Happy Teacher

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Bundle



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