

Situation 1

My **name** is Tom. My day started out like any other day, the **same**. I walked from the bus to the cafeteria to have breakfast. After I got my bowl of milk and **plate of flakes**, I started to walk to my table. All of sudden, a **classmate** of mine named **Blake** ran into me. My **flakes** went flying everywhere. I was in a **rage**!

1. What do you think will happen next? _____

2. Why was Tom in a **rage**? _____

Passive (Sad) Ending 1

I was in a rage! However, I felt like I **made a mistake**. I said to myself, “How come I was in **Blake’s** way?” This was entirely my fault. I decided to go over to my table and pout. The lunch lady, Ms. **James**, **came** over to see what happened. I just ignored her and kept my head down. When she nicely asked me to clean up my **flakes**, I continued to ignore her. She told me that this was no way to **behave** in her cafeteria. Ms. **James** quickly went over to her phone to call somebody.

1. Where did Tom go to pout? _____

2. How do you know Ms. **James** might not be too happy with Tom? _____

Aggressive (Bad) Ending 1

I was in a **rage**! How **dare** he knock my **flakes** off my **plate**! Filled with **hate** toward **Blake**, I started to **shake**. What I did next was a major **mistake**. I called him a **name** and pushed him in the chest. He took off running and I started to **chase**. I ran around the cafeteria like a wild **snake** chasing a mouse. Before I could get to **Blake**, Ms. **James** grabbed my arm. She told me that this was no way to **behave** in her cafeteria. Ms. **James** then went over to her phone to make a call.

1. What do you think will happen next? _____

2. What happened after Tom called Blake a name and pushed him in the chest? _____

Assertive (Glad I Am In Control) Ending 1

I was in a **rage**! How **dare** he knock my **flakes** off my **plate**! Filled with **hate** toward **Blake**, I started to **shake**. Fortunately, I recognized that I was getting upset. I decided to calm down by taking some deep breaths to clear my head. I then told myself, "Stay calm Tom, you can handle this." I then thought about my choices and consequences. I could put my head down and pout, but that won't do any good. I could get mad at **Blake**, call him **names**, and push him. However, I would get into a lot of trouble for that. I think my best choice is to calmly ask **Blake** to be more careful next time. So after some quick self-talk, I calmly asked **Blake** to be more careful next time. He said he was sorry and then he helped me clean up my **flakes**. Ms. **James** saw what happened and how I handled it. She surprised me by giving me a chocolate doughnut with my **flakes**.

1. How did Tom know he was getting upset? _____

2. What did Tom do to get out of his rage? _____

3. What good thing happened to Tom because he decided to stay calm? _____

4. What is the setting of this story? _____

Day 1: Complete Phonics, Spelling, and Fluency Page

PHONICS: LONG A

rage	name	same	plate	flakes	classmates	Blake	mistake
James	came	behave	hate	shake	chase	snake	

SPELLING: LONG A

1. name
2. plate
3. mistake
4. came
5. chase
6. Blake made a bad mistake.
7. The snake ate the flakes off my plate.

FLUENCY: PHRASES: Read as many words as possible in 1 minute to the teacher.

my name is	like any other	out the same	from the bus
after I got	I started to	ran into me	I was in
I felt like	I made a	I thought to	how come I
I decided to	over to my	when the lady	came over to
to see what	kept my head	when she asked	clean up my
went over to	started to shake	what I did	I called him
in the chest	he took off	I could get	she told me
was no way	to calm down	I was getting	clear my head
put my head	my best choice	trouble for that	be more careful (108)

FLUENCY: STORY: Read as many words as possible in 1 minute to the teacher.

I was in a **rage!** How dare he knock my **flakes** off my **plate!** I was filled with **hate** toward **Blake.** Before I knew what was happening, I started to **shake.** Fortunately, I recognized that I was getting upset. I decided to calm down by taking some deep breaths to clear my head. I then told myself, stay calm Tom, you can handle this. I then thought about my choices and consequences. I could put my head down and pout, but that won't do any good. I could get mad at **Blake.** I could call him **names** and push him. However, I would get into a lot of trouble for that. I think my best choice is to calmly ask **Blake** to be more careful next time. So after some quick self-talk, I calmly asked **Blake** to be more careful next time. He said he was sorry and then he helped me clean up my **flakes.** Ms. **James** saw what happened and how I handled it. She surprised me by giving me a chocolate doughnut with my **flakes.** (178)

Day 1: Complete Math Problem Solving Page

MATH PROBLEM SOLVING: Solve and write answers in complete sentences.

1. Tom gets up at 6:00 a.m. every morning. His bus picks him up at 7:15 a.m. How much time does he have to get ready?

2. It is a 98 foot walk from the bus to the cafeteria. If Tom has walked 72 feet, how many more feet does he have to walk?

3. There were 75 cartons of milk in the cafeteria in the morning. After breakfast was over, there were only 47 cartons of milk left. How many cartons of milk were used by children that morning?

4. There were 9 children sitting at the table for breakfast. 3 children get up to throw their plates away. Tom and two other children sit down at the table to eat. How many children are now at the table?

5. There were 20 students in the cafeteria for breakfast. There were 4 students at each table. How many tables are in the cafeteria?

6. Tom had \$5.00. His plate of flakes cost \$1.00 and his milk cost \$0.50. How much money did Ms. James give him back?

7. From Tom's seat to the stage is 20 feet. He chased Blake from his seat to the stage and then back to his seat. How far did Tom run?

8. Ms. James gave the first child in line 4 napkins. The second child got 6 napkins. The next child in line got 8. How many napkins did the fifth child in line get?

9. Tom dropped 75 flakes on the floor. He picked up 15 flakes. Blake picked up 55 flakes. How many more flakes do they need to pick up?

10. There were 4 tables in the cafeteria. Each table had 4 students eating breakfast at it. How many students were eating breakfast?

Day 2: Re-Read Situation, 3 Alternate Endings, and Answer Multiple Choice Questions

DICTIONARY SKILLS: Look up the word **rage** and write its definition on the line.

CONTEXT CLUES:

When the lunch lady, Ms. James, came over to me to see what happened, I just ignored her and kept my head down.

Ignored means: A) laugh at B) pay no attention to C) helped

Write an original sentence using the word ignored that has at least 8 words.

*

PREDICTING OUTCOMES: Passive (Sad) Ending

After Tom puts his head down to pout, what is likely to happen next?

- a. Tom will finish his breakfast.
- b. Blake will start crying.
- c. Tom will receive a consequence from his teacher or the principal.

MAIN IDEA: Assertive (Glad I Am Control) Ending

What would be a good name for this paragraph?

- a. Tom Decides to Calm Down
- b. Tom Spills His Milk
- c. Blake is a Trouble Maker

NOTING DETAILS: Aggressive (Bad) Ending

What animal does Tom look like while he is running around the cafeteria?

- a. mouse
- b. cat
- c. snake

DRAWING CONCLUSIONS: Aggressive (Bad) Ending

How do you think Ms. James feels about the start of her day?

- a. She is happy with the start of her day.
- b. She is really tired this morning.
- c. She is disappointed with the start of her day.

SEQUENCING: Assertive (Glad I Am In Control) Ending

What happened after Tom started to shake?

- a. Blake said he was sorry?
- b. Tom took some deep breaths.
- c. Tom calmly asked Blake to be more careful.

Day 2: Complete Language Arts Page

PARTS OF SPEECH: A noun is a person, place, thing, or idea. Underline the nouns in each sentence. The number in () tells how many nouns there are in each sentence. A verb shows action or state of being and tells what the subject is or does.

1. Tom walked from the bus to the cafeteria to have breakfast. (4)

*What did Tom do? _____ (verb)

2. The boy ran around the cafeteria like a wild snake chasing a mouse. (4)

*What did the boy do? _____ (verb)

* What word modifies snake? _____ (adjective)

USAGE AND MECHANICS: Correct all errors in capitalization, punctuation, spelling, and usage. The number in () tells how many errors are in each sentence.

1. how dare he nock my flake of my plate (5)

2.) i were filled with hat toward Blake (4)

READING SKILLS PRACTICE: CAUSE AND EFFECT: The cause is why something happened and the effect is what happened.

1. **CAUSE:** Blake ran into Tom in the cafeteria.

EFFECT: _____

2. **CAUSE:** Tom kept his head down and ignored Ms. James.

EFFECT: _____

CHRONOLOGICAL ORDER: Place the following events in chronological order. Reread the "Situation" story to see what time-order they occurred.

1. Blake ran into Tom. _____
- 2.) Flakes went flying everywhere. _____
- 3.) Tom got a bowl of milk and a plate of flakes. _____
- 4.) Tom walked from the bus to the cafeteria. _____
- 5.) Tom was in a rage. _____

Day 2: Complete Math Problem Solving Page

MATH PROBLEM SOLVING: Solve and write answers in complete sentences.

1. Tom gets up at 6:30 a.m. every morning. His bus picks him up at 7:30 a.m. How much time does he have to get ready?
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2. It is a 102 foot walk from the bus to the cafeteria. If Tom has walked 83 feet, how many more feet does he have to walk?
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3. There were 343 cartons of milk in the cafeteria in the morning. After breakfast was over, there were only 78 cartons of milk left. How many cartons of milk were used by children that morning?
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4. There were 13 children sitting at the table for breakfast. 7 children get up to throw their plates away. Tom and four other children sit down at the table to eat. How many children are now at the table?
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5. There were 21 students in the cafeteria for breakfast. There were 3 students at each table. How many tables are in the cafeteria?
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6. Tom had \$5.00. His plate of flakes cost \$1.50 and his milk cost \$0.25. How much money did Ms. James give him back?
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7. From Tom's seat to the stage is 56 feet. He chased Blake from his seat to the stage and then back to his seat. How far did Tom run?
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8. Ms. James gave the first child in line 7 napkins. The second child got 11 napkins. The next child in line got 15. How many napkins did the fifth child in line get?
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9. Tom dropped 345 flakes on the floor. He picked up 103 flakes. Blake picked up 178 flakes. How many more flakes do they need to pick up?
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10. There were 3 tables in the cafeteria. Each table had 7 students eating breakfast at it. How many students were eating breakfast?
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Day 3: Re-Read Situation and 3 Alternate Endings; Complete Behavior Chart & Questions #1-5; Complete Phonics, Spelling, and Fluency Page (page 3).

BEHAVIOR CHART: Discuss with your teacher the three ways Tom could have handled the situation. Remember: Situations do not control you. You always have three ways you can handle the situation. You can be passive or sad (head down, pouting, blaming yourself); you can be aggressive or bad (making threats, violent, blaming others); you can be assertive or glad I am in control (calm down, use positive self talk, think about your choices and consequences before you act, take responsibility for your actions); You are in control!!

SITUATION: Blake ran into Tom in the cafeteria. Tom's flakes went flying everywhere.

Glad I Am In Control Tom	Sad / Bad Tom
↓	↓
Calms himself down by: -taking deep breaths	Did not calm down
↓	↓
Uses Positive Self-Talk: Helpful Thoughts -Stay calm Tom. You can handle this.	Uses Negative Self-Talk: Unhelpful Thoughts -This is all my fault. - I hate Blake.
↓	↓
Thinks About His Choices and Consequences -I can put my head down and pout. -I can push Blake in the chest. -I can ask Blake to be more careful.	Does Not Think About His Choices and Consequences
↓	↓
Acts Out His Glad I Am In Control Choice -To ask Blake to be more careful	Acts Out His Sad or Bad Choice -To put head down and pout -To push and chase Blake
↓	↓
Tom Receives Positive Consequences -Blake helps him clean up. -He gets a chocolate doughnut.	Tom Receives Negative Consequences -Ms. James is calling somebody.

1. What was Tom's sad choice? _____

2. Did Blake make Tom act out his sad choice? Explain. _____

3. What was Tom's glad I Am in control choice? _____

4. Who made Tom act out this choice? _____

5. On another piece of paper or a behavioral journal, write a rough draft about a time when someone made you angry in the cafeteria. Write a situation and three alternative endings (sad, bad, and glad I am in control). After you write, role-play your story.

Day 3: Complete Math Problem Solving Page

MATH PROBLEM SOLVING: Solve and write answers in complete sentences.

1. Tom gets up at 5:45 a.m. every morning. His bus picks him up at 7:15 a.m. How much time does he have to get ready?

2. It is a 167 foot walk from the bus to the cafeteria. If Tom has walked 149 feet, how many more feet does he have to walk?

3. There were 203 cartons of milk in the cafeteria in the morning. After breakfast was over, there were only 49 cartons of milk left. How many cartons of milk were used by children that morning?

4. There were 20 children sitting at the table for breakfast. 8 children get up to throw their plates away. Tom and five other children sit down at the table to eat. How many children are now at the table?

5. There were 24 students in the cafeteria for breakfast. There were 8 students at each table. How many tables are in the cafeteria?

6. Tom had \$5.00. His plate of flakes cost \$2.50 and his milk cost \$1.25. How much money did Ms. James give him back?

7. From Tom's seat to the stage is 79 feet. He chased Blake from his seat to the stage and then back to his seat. How far did Tom run?

8. Ms. James gave the first child in line 6 napkins. The second child got 12 napkins. The next child in line got 18. How many napkins did the fifth child in line get?

9. Tom dropped 200 flakes on the floor. He picked up 10 flakes. Blake picked up 100 flakes. How many more flakes do they need to pick up?

10. There were 6 tables in the cafeteria. Each table had 4 students eating breakfast at it. How many students were eating breakfast?

Day 4: Re-Read Situation & 3 Alternate Endings; Complete Assessments & Final Draft of Writing Paper

A. Phonics: _____ out of 15

B. Spelling: _____ out of 7

C. Fluency: Phrases: _____ out of 108 words in _____ seconds with _____ errors

D. Fluency: Story: _____ out of 178 words in _____ seconds with _____ errors

E. Reading Comprehension: _____ out of 5

1. Describe how Tom stayed in control even though he was angry. (5pts) _____

F. Language Arts: Final Copy of Writing Paper: _____ out of _____

G. Math Problem Solving: _____ out of 5

1. There were 294 cartons of milk in the cafeteria in the morning. After breakfast was over, there were only 143 cartons of milk left. How many cartons of milk were used by children that morning?

2. There were 21 children sitting at the table for breakfast. 15 children get up to throw their plates away. Tom and two other children sit down at the table to eat. How many children are now at the table?

3. There were 18 students in the cafeteria for breakfast. There were 6 students at each table. How many tables are in the cafeteria?

4. Tom had \$5.00. His plate of flakes cost \$1.25 and his milk cost \$1.75. How much money did Ms. James give him back?

5. From Tom's seat to the stage is 39 feet. He chased Blake from his seat to the stage and then back to his seat. How far did Tom run?
