



Being Brave - Heckerty's Halloween ©

"Kids ages 4 through 6 have anxiety about things that aren't based in reality, such as fears of monsters and ghosts. Kids ages 7 through 12 often have fears that reflect real circumstances that may happen to them, such as bodily injury and natural disaster."
<http://kidshealth.org/parent/emotions/feelings/anxiety.html>

Helping kids understand their fears and how to be brave in the face of their fears **in** an important developmental step.

Objectives

- Students will be able to analyze and identify some of their fears.
- Students will be able to analyze and identify what it means to be brave.
- Students will be able to analyze text to find answers to questions.
- Students will be able to listen and follow instructions appropriately.

Common Core Standards

- **CCSS.ELA-LITERACY.RL.K.1**
With prompting and support, ask and answer questions about key details in a text.
- **CCSS.ELA-LITERACY.SL.K.1**
Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.K.2**
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **CCSS.ELA-LITERACY.SL.K.6**
Speak audibly and express thoughts, feelings, and ideas clearly.

General

In this lesson plan the teacher uses the Heckerty Christmas™ text to introduce discussion about selfless giving and Paying it Forward. If this is the first time using the Heckerty™ books in class, model the use of the books.

Story Teller Mode: The story is read aloud and automatically goes to the next page.

Read & Play mode: Readers can read the book themselves or by tapping the Heckerty™ face icon in the upper right hand side of the page each sentence is highlighted and read aloud.

Reader can also tap individual words and the word tapped will be read aloud. Animations are embedded on the page.

Encourage readers to tap the images on the page to find the animations.

Sometimes by tapping an image repeatedly other animations may appear.

Questions? Suggestions? Requests?

We'd love to hear from you & we respond quickly.
 Email us at heckerty@heckerty.com or visit www.heckerty.com

Tapping the broomsticks on the bottom left of the page goes to the previous page.

Tapping the broomsticks on the bottom right of the page goes to the next page.

Tapping the compass on the top left of the page goes to the index.

Story can be read in pairs, individually or as a group in **Story Teller** or **Read & Play** mode.

Remind students that words they do not know can be tapped and read to them.

Materials needed

- Device that plays apps.
- Projector.
- Access to internet.
- Heckerty's Halloween™ App.
- Guided questions.
- Paper.
- Hole punch.
- Paper clips.
- Sticks or unsharpened pencils.
- String.
- Small magnets.
- Bowl(s).

Essential question

What does being brave feel and look like?

Anticipatory set

Ask the class what it means to be brave?

After listening to the children's responses, explain that being brave means a lot of different things, such as:

1. Getting a shot at the doctors even though it might hurt.
2. Doing something that is really hard to do, like trying to learn to ride a bike or learning to read.
3. Saying "No" to a friend who is trying to get you to do something that you know is wrong.

Ask the class if they think it is possible to be scared and brave at the same time. Explain to the class in your own words some of the following ideas:

1. It is okay to be scared sometimes, and even brave people get scared too.
2. Sometimes the bravest people are the ones who do what they are supposed to do even though they are scared.
3. It's okay to be scared or have fears; being brave means that you try not to let those fears control how you live or act.

Modeled practice

Teacher will introduce anticipatory set and lead discussion.

Teacher will introduce the Heckerty's Halloween™ story as a story about Heckerty on Halloween which is also her birthday. Teacher will ask students to pay special attention to how Heckerty reacts to the people who come to her door on Halloween.

Teacher will model the preferred way of reading the story.

After story is read teacher will ask student to answer the guided questions.

Teacher will provide guided questions (provided at the end of the lesson plan) to be used in class discussion as a jumping off point to discuss fear being brave.

Teacher will provide directions to students for the "fishing" activity. See instructions at end of lesson plan.

Independent Practice

Students will follow instructions and read story either in pairs, individually or as a whole group. Students will participate in discussion of guided questions and/or write out answers to questions depending on level of students.

Students will identify and analyze what makes a person brave.

Students will identify and analyze what their fears are.

Students will follow directions for the fishing activity and discuss.

Differentiation and extensions

Teacher can instruct students to write answers to guided questions or to discuss in small group/pairs or large group dependent on level of students. If written responses students at lower levels can use creative spelling for written answers.

For "fishing" activity, lower level student can draw fears on paper and as whole or small group students can brainstorm how to overcome each fear. Students may also use creative spelling for written answers.

Closing

Student will fill out the following: I am brave because _____.

Assessment

Teacher will assess students participation in discussion and activities through observation. Teacher will assess students' reading for comprehension through evaluating answers to guided questions.

Guided Questions Examples

1. What was Heckerty afraid of? (The kids dressed up in costumes who came to trick or treat at her door, the kids eating all of her treats)
2. How did she get rid of her fear? (She made a spell to have them leave her door and go somewhere else)
3. Was Heckerty brave? (Some might think she is brave because she stopped hiding in her house and talked to the creatures. Others may say she was not brave because she just made them go away. At this point begin a discussion on how Heckerty could have been braver - perhaps asking the children who they were and more about why they were at her door. Asking the children to take off their masks so she could see who they really are - unmasking her fears etc.)

Fishing Activity Instructions

Materials: Paper, hole punch, paper clips, stick (pencil), string, magnet, and a big bowl.

Give each student a small piece of paper folded in half that has been pre-punched with a hole through the top of both pieces of paper near the fold.

Instruct the students to open the paper and on the upper half, write down something they are, or were, afraid of. On the lower half, write what they did or can do to get over this fear.

Do not put names on papers.

Instruct student to fold the paper with the writing on the inside and attach a paper clip through the hole.

Have students place the pieces of paper in a bowl and carefully mix up the papers (for larger groups you could have several bowls and have the students fish in groups).

Give students a "fishing pole," a stick or unsharpened pencil with string and a magnet attached to the end.

Have the students take turns dropping the end of the pole into the bowl. The magnet will attach to the paper clip. When a student reels in the paper, have them read what is on the paper and discuss how it takes courage to overcome our fears.