

be nice.: Introduction*Objectives:*

1. Students will define what they think it means to be nice.
2. Students will identify examples of their definitions in a story and write them down.
3. Students will recognize when their peers are modeling be nice.

Common Core Standards:

- CCSS.ELA-LITERACY.W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Materials:

1. *One* by Kathryn Otoshi (available at libraries and bookstores)
2. paper and pencils
3. be nice. Poster
4. Large poster board (optional)

Motivation: (10 min.)

Explain that today we are going to continue talking about what be nice. means. In groups, have students brainstorm definitions of what they think it means to be nice. (i.e. treat others the way you want to be treated, respect them, treat others with kindness and dignity.) Have students share their ideas as the teacher writes them on the board or on a large poster board.

Development: (15 min.)

- Review the be nice. poster and have students connect similarities between their definitions and **notice, invite, challenge, and empower**.
- Read the book *One* again and ask students to look for examples of the colors either modeling their definitions of be nice. or for examples of how they missed a chance to be nice. (*Materials: give students paper and pencils to write their ideas as they come across them during the story).

Closure: (10 min.)

Have students raise their hands and share some of the things they wrote down.