

Introduction

Bear's hibernation sleep is disturbed by the slightest noise and Woodpecker's houses are in ruin! When Woodpecker discovers what transpired with his houses, he gets to work making repairs and awakens Bear. Shouting and nameoptima regularcalling follow until Bear and Woodpecker make amends and arrive at a solution. *Don't Call Me Fuzzybutt!* provides the perfect opportunity to engage students in discussion and activities to promote social emotional learning (SEL).

Activities

1) Read Aloud Discussion Questions

Use the questions provided before, while, and after reading the story aloud with students. You may want to write the questions on sticky notes ahead of time to place on and in the book, so they are readily available as you read. You also may want to have a large piece of paper handy for recording students' strategies to post in your classroom.

2) I-Statements

I-statements are a powerful tool for students to utilize in the peaceful resolution of a conflict and to develop relationship skills. Bear and Woodpecker did reach a resolution to their conflict, but they may have arrived more quickly using I-statements. This activity uses their communication as an opportunity for students to practice I-statements and write I-statements for problems or challenges of their own. For younger students, you may want to do this activity aloud or on the board together. If your students find it a challenge to come up with problems of their own, brainstorm a list together from which they may choose. Here are some sample problems:

- ☐ Your best friend does not include you in a game being played during recess.
- ☐ A sibling ignores you when you ask them a question.

You may extend the activity by having students write what they want to happen next time they encounter the problem or challenge using the possible sentence starters below.

- ☐ Next time...
- ☐ I would like...

3) Compare and Contrast Characters

To build social awareness, use the Venn diagram and questions with students to compare Bear and Woodpecker. How are they alike or different? Older students may work independently or in pairs. For younger students, project the diagram on the board or enlarge for small groups to complete together.

4) What Does It Look Like?

In the story, Bear and Woodpecker become better friends by apologizing, listening, and working together to move and rebuild Woodpecker's birdhouses. Brainstorm ideas with students for how they could be a better friend. Students then draw and write about three ways they can be a better friend. Post the pictures around the classroom and reference them as reminders to reinforce good friendship behavior. For younger students, you may want to have them focus on one way for being a better friend.

5) Building Birdhouses with Woodpecker Real Estate Development Company

Bear and Woodpecker worked together and came up with a plan for solving their problems. Woodpecker is growing his business and needs to build more birdhouses. Your students are hired to help! This activity connects students with skills from all five components of SEL (self awareness, self management, social awareness, relationship skills, and decision making). Working together in small groups, students will write a plan, gather supplies, build together, and reflect on their experiences (Woodpecker Real Estate Development Company Punch List). Explain to students that a punch list is used at the end of a construction project to note what has been completed and what work still needs to be done. Their punch list reflects what they did well and what work they still need to do.

For younger students, you may want to send a note home requesting donations of suggested supplies or have supplies on hand and have students develop their plan around what is available.

For older students, you may have them research to determine their needed supplies and decide within their group who has the responsibility of bringing what. Think about enlisting your art teacher to collaborate and parent volunteers or older student buddies to help!

Suggested Supplies

- ☐ Clean milk or juice cartons or plastic milk jugs of various sizes
- ☐ Craft/popsicle sticks
- ☐ Sticks from outside
- ☐ Twine
- ☐ Glue gun
- ☐ Glue sticks
- ☐ Newspapers or recycled plastic tablecloths
- ☐ Scissors, hole punch (handheld)
- ☐ Materials for decorating (paint, markers, glitter, buttons, birdseed, twigs, beads, etc.)

Resources for Building Birdhouses

Book

Rau, Dana Meachen. Building Birdhouses. Cherry Lake Pub., 2013.

Online

Bird Houses Kids Can Make

A Pinterest board with links to many ideas for building birdhouses.

<https://www.pinterest.com/vickie72003/birdoptima-regularhouses-kids-can-make/>

Homemade Birdhouses for Kids to Make

<https://frugalfunmom.com/homemade-birdhouses-for-regularkids/>

Read Aloud Discussion Questions

Before Reading

If you have established turn-and-talk partners, have the students sit next to their partners or quickly pair students before beginning to read the story.

Activate prior knowledge with the following questions.

What makes you angry? Why? What do you do when something or someone makes you angry? Take a minute or so to think and then turn and talk over your answers with your partner.

Use the cover of the book and read the title aloud for students to make predictions.

What do you think this story is about? What makes you think that?

Evidence may include characters' facial expressions, body language, the title, etc.

While Reading

After p. 4 (Introduction to Bear):

What is Bear's problem?

What does Bear do to try and solve the problem?

After p. 10 (Introduction to Woodpecker and his problem):

What was Woodpecker's problem?

What do you think happened to Woodpecker's houses? What makes you think that? Turn and talk with your partner about the answers to these questions.

How would you feel if you were Woodpecker and found parts of the houses littering the ground?

After p. 20 (The big shouting match):

How did Bear and Woodpecker react when they were angry?

What advice would you give them about working out their problems?

Read Aloud Discussion Questions cont.

After Reading

Have student gather in a circle to discuss the following questions about the story.

How did Bear and Woodpecker fix their friendship and solve their problems?

When did Bear and Woodpecker work well together? When did they not?

Why do you think the author used the title *Don't Call Me Fuzzybutt!* for the book?

Wrap up and transition with the following questions. Record students' strategies to display in your classroom for future reference.

Has anyone ever called you a name you didn't like? How did you handle that?

What are some strategies we have or can use to solve problems or conflicts peacefully?

Use this last question as a lead into the next activity with I-statements.

I-Statements

Bear and Woodpecker shouted, cried, and called each other names before they worked together to solve their problems in the story. I-Statements may have helped them work out their problems more peacefully. Here is an example of an I-Statement that Bear could have used when Woodpecker pecked on his door.

Problem: Woodpecker woke Bear up.

I-Statement: I feel crabby when you wake me up because I really need to hibernate.

- 1) Write an I-Statement that Woodpecker could have used when he found out Bear wrecked his birdhouses.

I feel...

when...

because...

- 2) Write an I-Statement that Bear could have used when Woodpecker called him "fuzzybutt."

I feel...

when...

because...

Think of some problems or challenges that you have or have had with others. Choose two to write about below with I-optima regular statements that you could use to talk to others about how you are feeling and why.

Problem 1:

I-Statement:

I feel...

when...

because...

Problem 2:

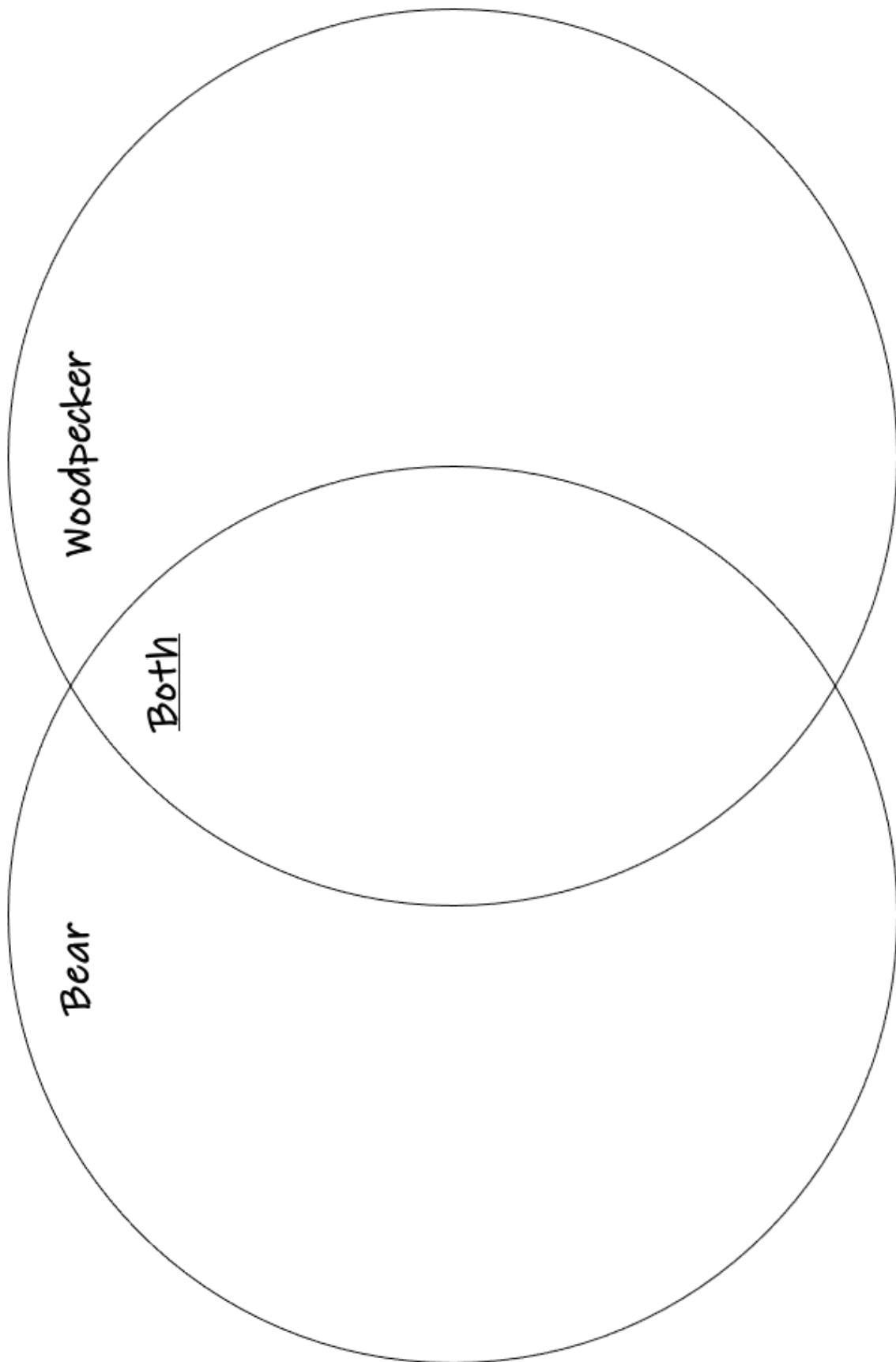
I-Statement:

I feel...

when...

because...

Same and Different



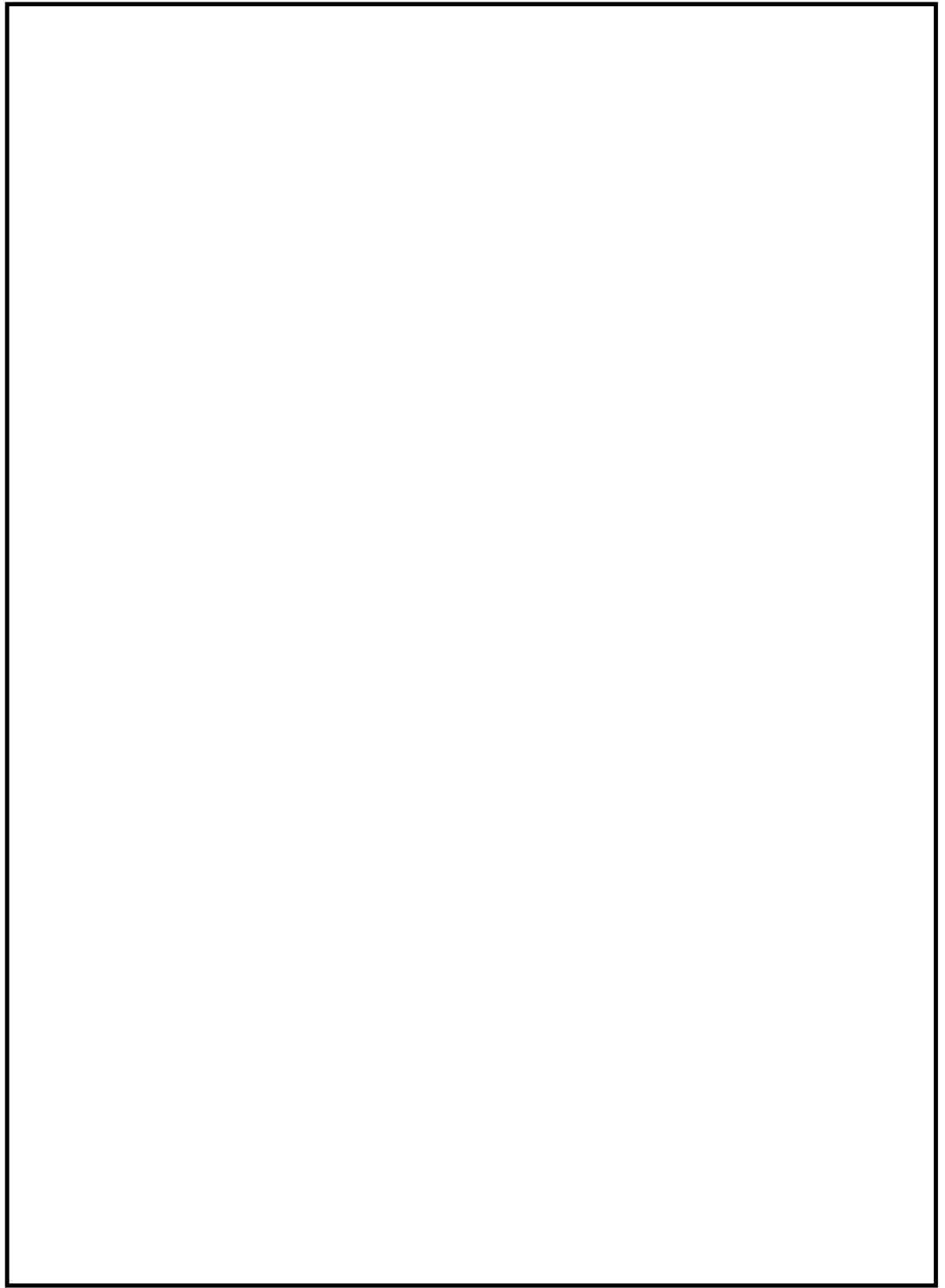
Same and Different



Use your Venn diagram to help answer the questions below.

- 1) How are Bear and Woodpecker the same? How are they different?
- 2) Choose Bear or Woodpecker. How are you the same? How are you different from each other?
- 3) When in the story did you connect with Bear? When have you felt the same way as Bear?
- 4) What did Bear and Woodpecker do that showed respect for each other?

What Does It Look Like?

I am a better friend when...





Woodpecker Real Estate Development Company
Birdhouse Plan

Contractors (group members)

Materials

Tools

Sketch of birdhouse you plan to build

Plan approved by: _____

Woodpecker Real Estate Development Company Punch List

Put a circle around the emoji that best shows how you feel about the following sentences.

I worked well with my group.



I stayed on task and did my part.



I shared my ideas and listened well.



I solved problems peacefully.



Our group worked well together.



Finish sentence starters below.

1) The best thing about our birdhouse was _____

2) I learned _____

3) Next time, I will _____
