



MATTHEW AND TILLY: ADDRESSING NAME CALLING

SUGGESTED GRADE LEVEL: K – 2

LENGTH OF TIME: 30 minutes

GOALS

- To use literature to help students understand that name-calling is hurtful.
- To help students develop positive ways to express feelings and solve problems.

OBJECTIVES

- Students will identify hurtful names.
- Students will talk about feelings associated with hurtful name-calling.
- Students will identify alternatives to name-calling.

ACADEMIC STANDARDS

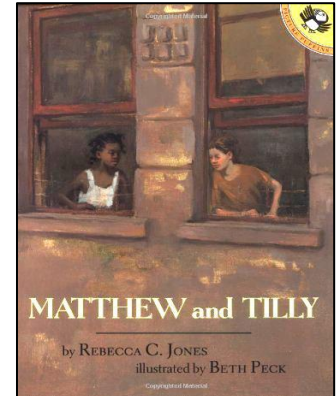
- CCSS.ELA-LITERACY.RL.K.1: Ask and answer questions about key details in a text. (Also RL.1.1, and 2.1)
- CCSS.ELA-LITERACY.SL.K.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (Also SL.1.1 and 2.1)

MATERIALS:

- *Matthew and Tilly* by Rebecca C. Jones
- Chart paper
- Writing paper, drawing paper, pencils and colored pencils, crayons or markers

STORY AND DISCUSSION

- Let the class know that you are going to read them a story about two friends. These friends have a lot of fun together, but they also can get mad at each other. In fact, in this story they do get angry. Let the class know that when you finish reading the book, you are going to ask them about what happened when the two friends got upset.
- Read the story *Matthew and Tilly* aloud to the class.
- Begin by talking with the class about what happened in the story. Ask the class, “What happened when Matthew broke Tilly’s crayon?”
- “What kind of words did they say to each other?” If the students recall the name-calling (e.g. “stupid” and “stinky”), continue with the lesson. If they do not, re-read pages 12-14.



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- Lead a discussion to help your students understand that sometimes we do call each other names and that it hurts other people's feelings. Here are some questions to help facilitate that discussion.
 - How do you think Matthew felt when the crayon broke?
 - How do you think Tilly felt?
 - Why did they call each other names?
 - How did they feel after they called each other names?
 - What else could Matthew and Tilly have done when the crayon broke?
 - Brainstorm ways to solve problems instead of name-calling. Use chart paper to list some of the ideas.

MODIFICATIONS

- Have pairs of students discuss other ways Matthew and Tilly could have behaved and have them role-play the alternative for their classmates.
- Use puppets to act out parts of the story and alternate scenarios to resolve problems.

EXTENSIONS

- Ask students to draw and/or write an alternative for Matthew and Tilly when the crayon broke. What could they have done instead of calling each other names? Based on your students' literacy levels, modify this part as needed.

ASSESSMENT AND EVALUATION

- Can students identify hurtful name-calling?
- Can students recognize feelings associated with name-calling?
- Can students identify alternatives to name-calling?

ADDITIONAL RESOURCES FROM WELCOMING SCHOOLS

- [Children's Books to Prevent Bias-Based Bullying](#)
- [Lesson Plans to Prevent Bias-Based Bullying in School](#)
- [Preventing Bias-Based Bullying – School Resources](#)
- [Welcoming Schools Professional Development Trainings](#)