

Lola and Tattletale Zeke Curriculum Guide

Lola and Tattletale Zeke

by Marcia Goldman

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Lola and Tattletale Zeke by Marcia Goldman is the latest addition to the charming Lola, the Therapy Dog series. In this book we meet Lola's "little" brother Zeke, who really likes to tattletale on Lola. All this tattling makes Lola very upset. Children will be delighted by how Lola and Zeke learn to work things out after Isabel the cat decides to join the tattletale train. This book helps children understand what tattling is and how it makes others feel.

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Standard topics:

- 🐾 What does it mean to tattletale?
- 🐾 Problem solving
- 🐾 Conflict Resolution

Objectives:

- 🐾 Connect with literature
- 🐾 Teaching what is considered tattling versus when it is important to tell.
- 🐾 Conflict resolution: Help children understand when it is important to tell an adult, when to solve the problem independently and when to walk away.
- 🐾 Teaching Compassion.

Key Terms/Concepts:

- 🐾 Tattling

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- ❖ The meaning of the words: Mad, Sad, Accident, Mistake and Tattle
- ❖ Perspective taking: How does the other person feel?
- ❖ Conflict Resolution
- ❖ Compassion

Background Information:

Why do children tattle? Learning the difference between telling an adult about a situation and tattling to get someone in trouble can be a confusing concept for many children. Children tattle for various reasons.

- The most common reason preschool children tattle is a desire to follow the rules and to make sure that everyone around them is following the rules.
- Children often tattle because they haven't developed the emotional and social skills they need to solve their own conflicts.
- Teaching children compassion for others is one of the first steps in social development. Children will sometimes think that if they point out that someone else broke the rules the adults will notice that they are behaving appropriately.
- Children will also use tattling to "one-up" another child who is bothering them. Children need to learn how to handle conflict resolution without adult intervention.
- For students who seem to be seeking your attention through tattling, consider giving them a unique responsibility in the classroom, showcase their talents when appropriate, or write them the occasional note letting them know you've seen their positive efforts or accomplishments.
- Use the book *Lola and Tattletale Zeke* along with this discussion and activity guide to explore the concepts of tattling, compassion and conflict resolution.

Discussion Questions:

- ❖ What does Zeke do to make Lola mad? OR What did Zeke do to get Lola in trouble?
- ❖ What could Zeke do when Lola left her bear outside?
- ❖ Does Lola need to tell on Zeke when he bent the page of his book?
- ❖ Did Zeke break his toy on purpose? What made Zeke sad?
- ❖ Why did Isabel tell on Zeke? What do you think Isabel felt?
- ❖ What is the difference between making a mistake and doing something on purpose?
- ❖ Can you think of something you have done that was a mistake?
- ❖ What is the difference between telling *about* and telling *on someone*?
- ❖ What does it mean when you tattle?

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- ❖ How does it feel when someone tattles on you?
- ❖ Have you ever tattled on someone? Why?
- ❖ Are there times that you need to tell an adult?

Activities:

Role Playing: Have the students act out different situations where someone may tattle. Talk about whether the situation is a time to tell an adult or whether telling would be “tattling”. Act out and talk about how tattling makes the other child feel. To extend the activity add in some situations where the student should walk away, where the students should resolve the problem on their own and where adult help really is required.

Have the students do the “*When is it Tattling*” coloring page. Talk about what strategies they should use to decide whether or not to tell an adult.

Make a Tattle Notebook: Have a “Tattle Book” in the classroom or at home. Whenever a child needs to tattle, and you have assessed that there is no danger, have the child who is tattling draw or write about it in the book. At the end of the week look at the book with the children and talk about how they could have solved the problem.

Tattle Journal Page: Have the children write and draw about how it felt when someone tattled on them. Explore when children should tell an adult and get help. Have young children dictate the words they want on their journal page.

Put it in a Box: Take two boxes and label one “keeping someone safe” and the other “getting someone in trouble.” Brainstorm different situations and write them down on cards. Have the children put them in the correct box.

Problem Solving Class Meeting: Have a meeting where the topic is tattling. Talk about when the students should get help, when they should “talk it out” together and when they should just let it go.

Coloring Pages: Give the students the coloring pages. Talk about what Lola did. Was it an accident? Should Zeke tattle on Lola? What would the students do? Have them draw a picture of what they would do and how it feels when someone tattles on them.

Visual Supports: Use these visual supports to help build language skills and communication. Have the students point to the visual supports to answer questions.

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About the Author:

Marcia Goldman has her Master's Degree in Special Education and has spent the last 25 years focusing on providing therapeutic based programs for children with autism and their families. She is the author of *Lola Goes to Work*, *Lola Goes to the Doctor* and *Lola and Tattletale Zeke*.

Lola is a five-pound Yorkshire terrier who lives in California with her adoring owners. She is a proudly certified therapy dog who makes weekly visits to elder care centers, bookstores, and classrooms. Lola, her brother Zeke, and cat cousin, Isabelle happily participate in the making of her books. She hopes you enjoy reading them!

Resources:

How to Manage Tattling: <http://www.teachnet.com/how-to/manage/tattling100600.html>

Teaching Empathy:

Social Skills Tips and Strategies: <http://mosswoodconnections.com/tips-developing-social-skills/>

Conflict Management:

Kelso's Choice Free Fun: <http://kelsoschoice.com/free-fun/>

Conflict Resolution Techniques from Play works: <http://www.playworks.org/blog/four-conflict-resolution-techniques-school-children>

10 Lessons for Teaching Conflict Resolution Skills:
http://www.creducation.org/resources/CR_Guidelines_and_10_CR_lessons_FCPS.pdf

Learn more about Lola:

Marcia Goldman's author page: <http://marciagoldman.com/>

Lola: <https://www.facebook.com/LolaTheTherapyDog>

All About Lola: <http://mosswoodconnections.com/lola-the-therapy-dog/>

Creston Books: <http://crestonbooks.co/>

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When is it Tattling?

Should I tell an adult? Is it tattling? Draw or write about the situation in the boxes below.

What happened?



Think!

Am I hurt?

Was it an accident?

Could somebody else get hurt?

Did someone say they were going to hurt me or someone else??

Did someone call me a name?

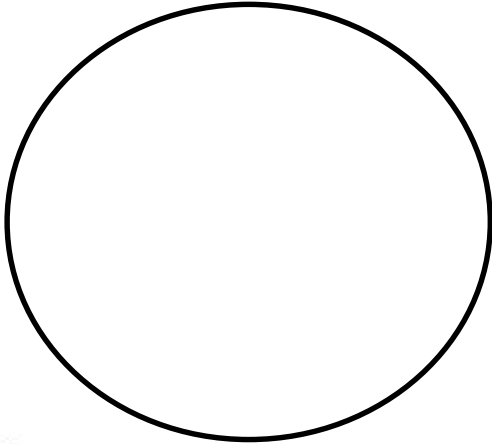
Can you solve the problem on your own?

Did I ask the person to stop? Did they stop?

What did you decide to do?

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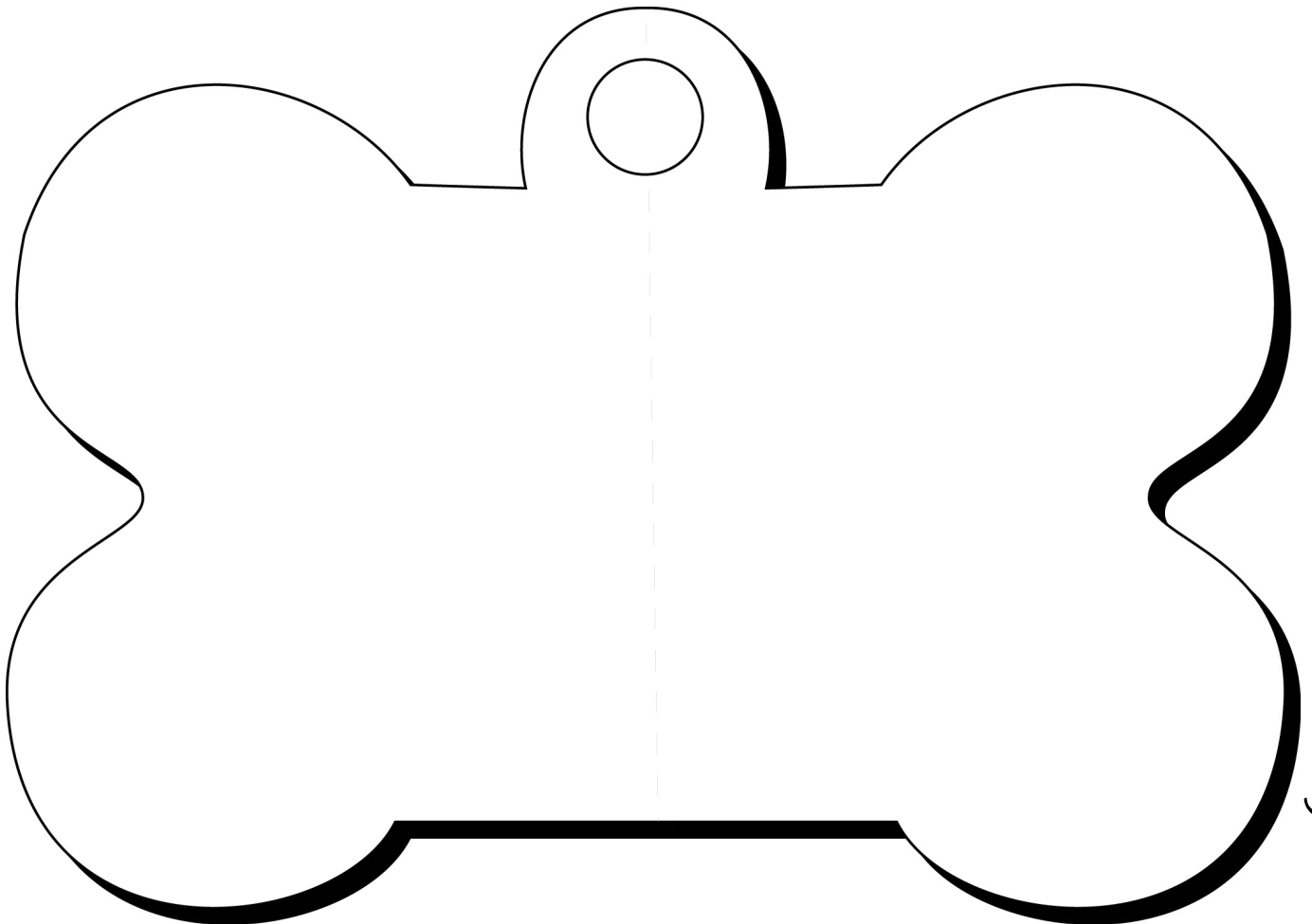
Lola feels upset when Zeke tattles on her. How would you feel? Draw how your face looks when someone tattles on you.



When should you tell an adult?



Draw about a time when someone tattled on you.



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Have a class discussion on when to get help, when to walk away and when to handle it yourself. Have the students tell you what situation belongs in which category.

| |
|---------------------------|
| Tell an adult |
| |
| Handle it yourself |
| |
| Let it Go |
| |

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Uh oh! Lola spilled milk! Should Zeke tell? How will Lola feel?

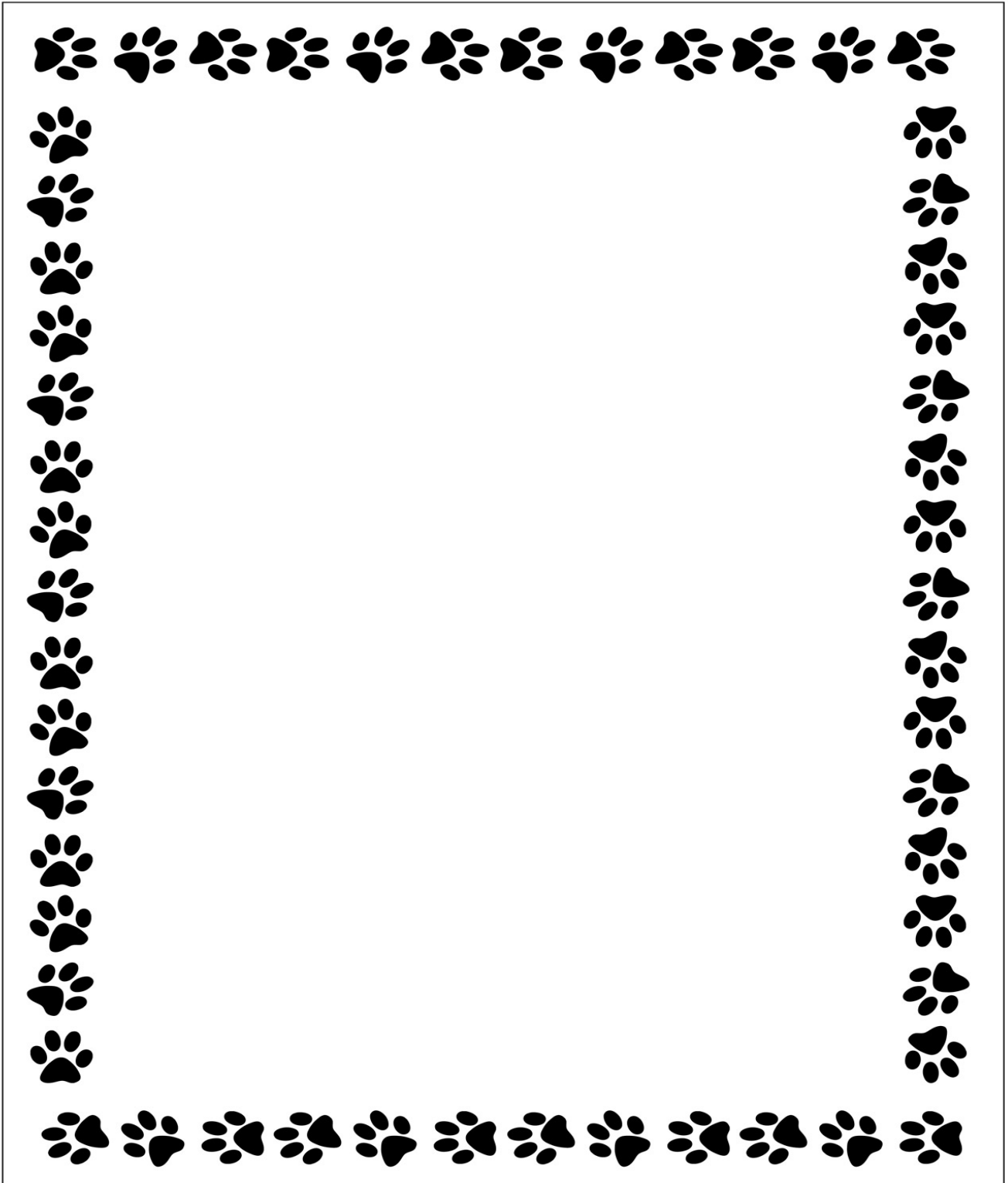
Color the picture.



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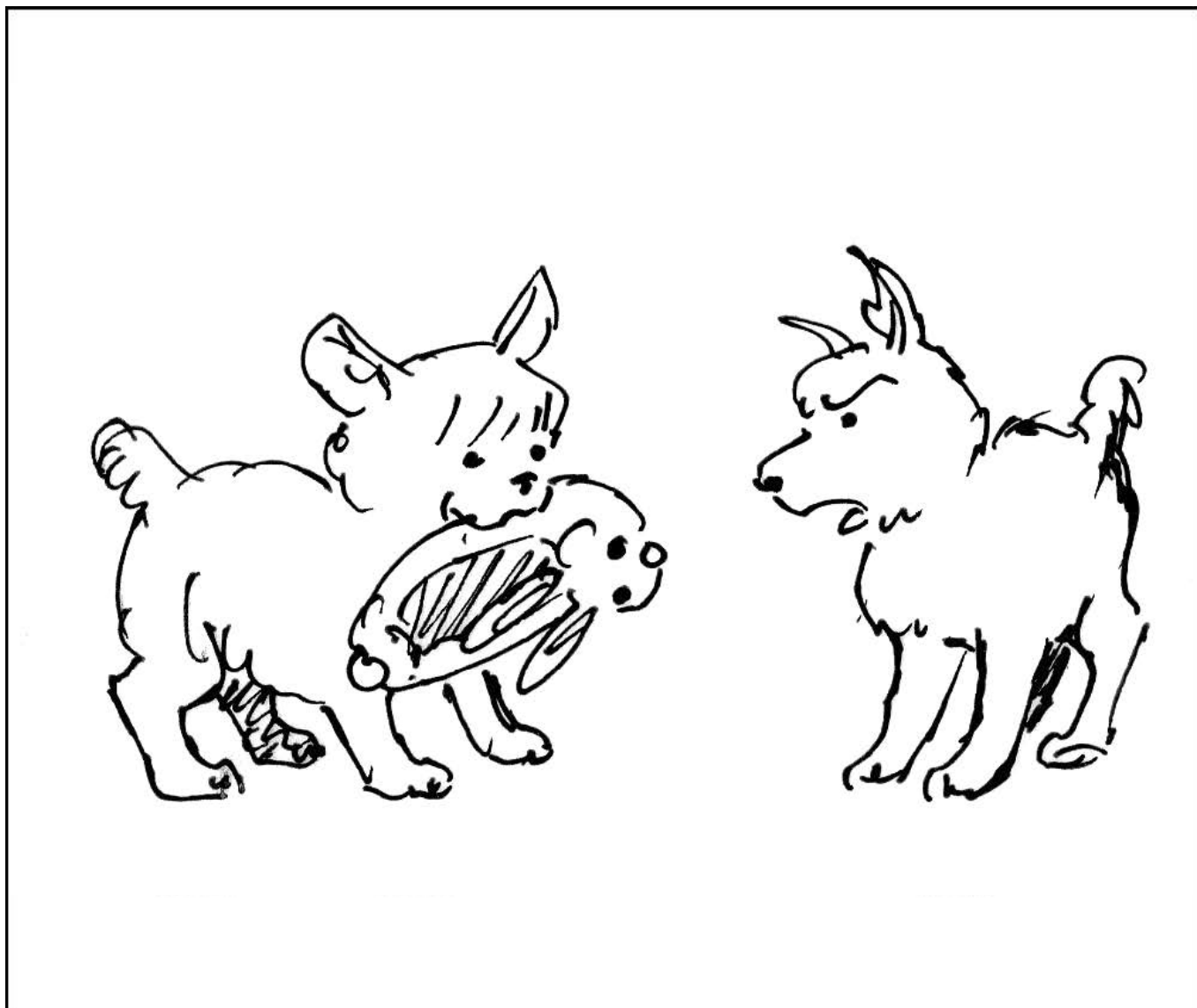
Would you tell on Lola? Draw a picture of what you would do.



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Lola took her mom's slipper by mistake. Will Zeke tattletale?

Color in the picture.



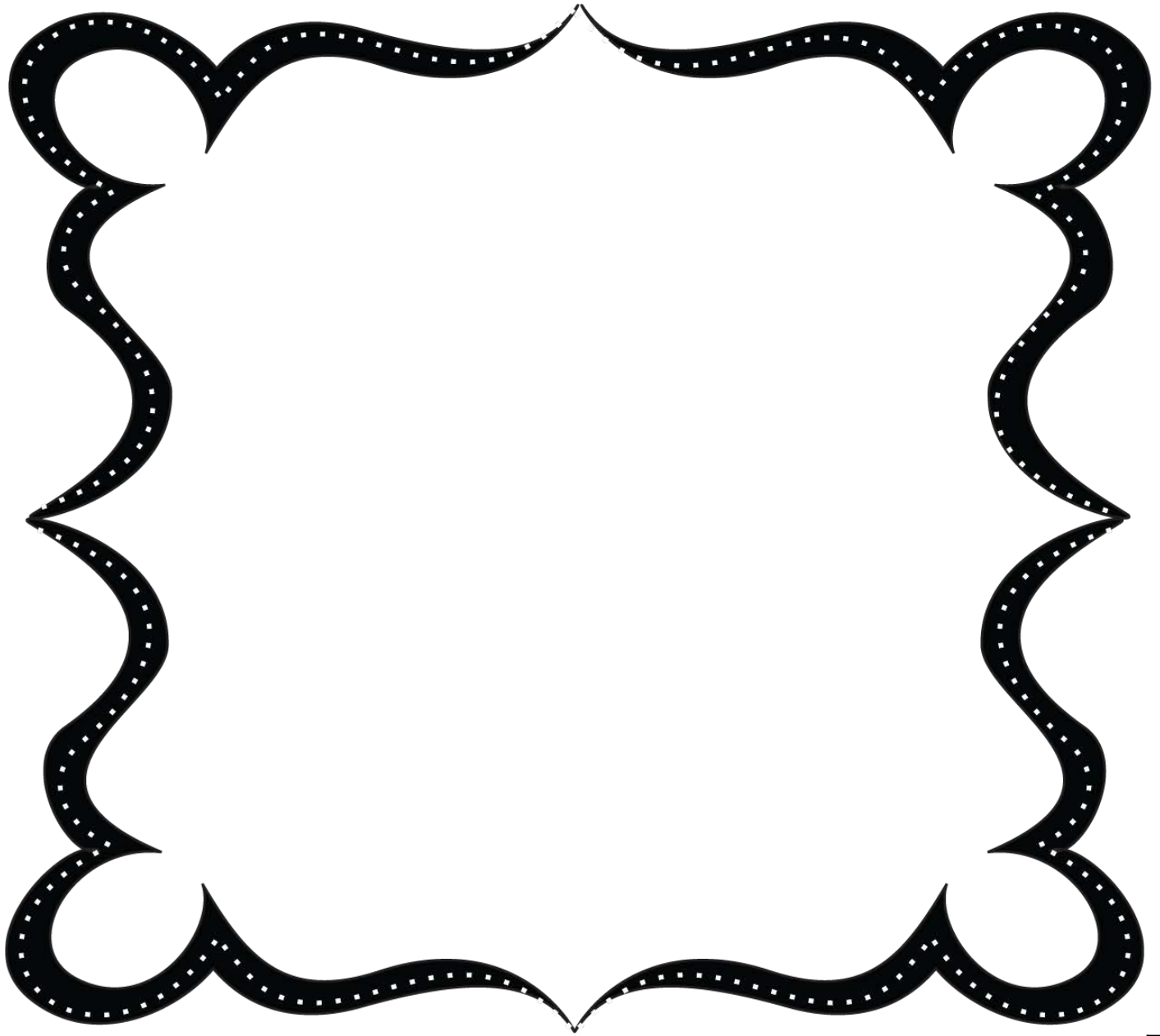
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Has anyone ever tattled on you?

How did it feel?

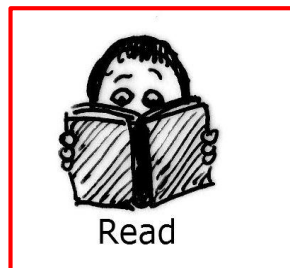
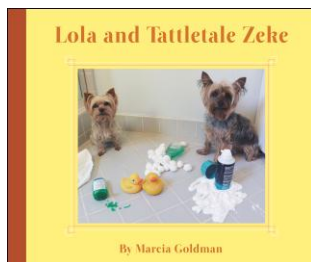
Draw a picture about what happened.



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Visual Supports for Lola and Tattletale Zeke by Marcia Goldman

Use these visual supports with non-verbal children and children who are learning to talk.



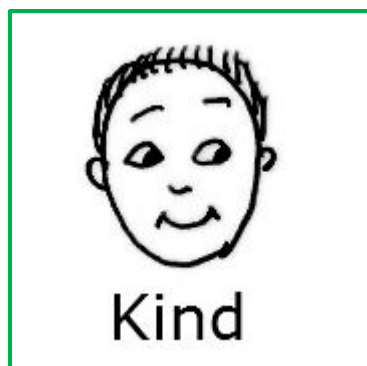
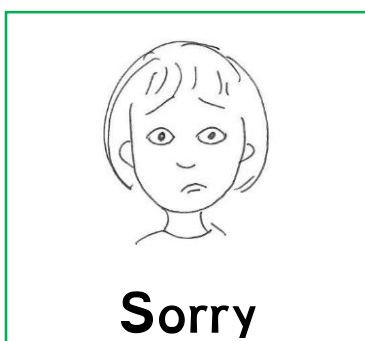
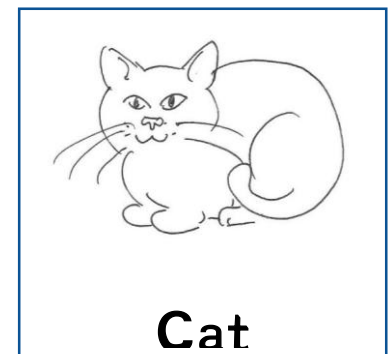
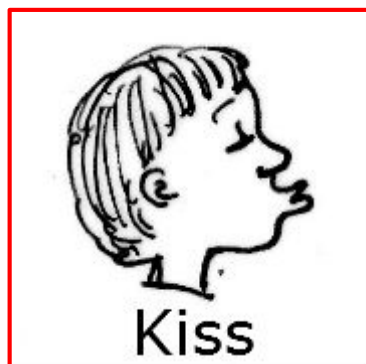
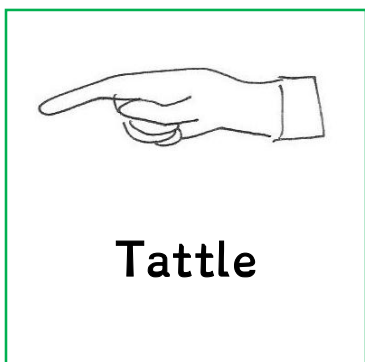
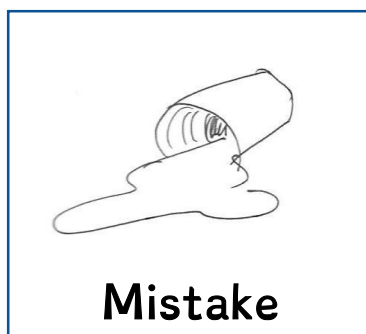
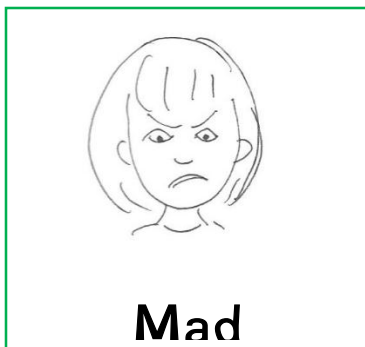
Use these icons before and after reading *Lola and Tattletale Zeke*

Before reading the book make sure that the child(ren) are told the sequence of events so they know what behavior is expected. Go over the five icons above. Ask the child(ren) to tell you what comes next if they can. Repeat the sequence after reading the book.

Ask questions while reading the book. For children who are working on pointing ask them to point to the icon that answers the question. For children who are beginning to talk ask them to say the word. If they can approximate the beginning sound of the word, praise them for that effort. For children who can approximate the sound of the word ask them to articulate the whole word.

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Use these icons while reading Lola and Tattletale Zeke:



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Questions:

- What is Lola? (Dog Icon)
- Is Zeke Lola's little brother or big brother? (Little Icon)
- How do Lola and Zeke feel when they play together? (Happy Icon)
- How does Lola feel when Zeke won't listen to her? (Mad Icon)
- Lola left her bear outside. Was it on purpose or by mistake? (Mistake Icon)
- What did Lola eat? (Treat Icon)
- What did Zeke do when Lola left muddy footprints? (Tattle Icon)
- Who got in trouble? (Dog Icon)
- What did Lola give Zeke when he accidentally spilled the water? (Kiss Icon)
- Who tattled on Zeke? (Cat Icon)
- How did Zeke feel after Isabel tattled on him? (Sorry Icon)
- Zeke told Lola not to worry. Was Zeke being mean or kind now? (Kind Icon)
- What are Zeke and Lola? (Friends Icon)