

Lyle, Lyle, Crocodile

SMILE WITH LYLE: SUPPORTING SOCIAL AND EMOTIONAL LEARNING GRADES K-2

Back-to-School Lesson Plans

Unit 1: Belonging and Acceptance

Book: *The House on East 88th Street*

This unit will support children to understand and accept differences between themselves and others. Focusing on the relationship between Lyle and the Primm family, these lessons will highlight the importance of not making assumptions about others based on appearance.

Lessons will focus on:

- Belonging and Acceptance
- Understanding Self and Others
- What Makes Us Unique

Note to teachers: Italicized words indicate suggested language to use with students.

Lesson 1: What Makes Us Unique

Materials for this lesson:

The House on East 88th Street by Bernard Waber

White paper, any size

Drawing materials: lead pencils, colored pencils or crayons

Before introducing the book:

1. Show students a photograph of a real crocodile.



As students look closely at the image, ask:

- *What animal do you think this is? What do you see that makes you say that?*
- *This is a picture of a crocodile. What do you notice about this crocodile? Describe what you see.*
- *How do you think it would feel to pet this crocodile? What do you see that makes you think it would feel that way?*
- *What colors do you notice on the crocodile's body?*
- *Would you want to be friends with this crocodile? Why or why not?*

2. Show students a picture of Lyle:



- *This is a picture of a crocodile named Lyle from the upcoming film Lyle, Lyle, Crocodile. We are going to read a book about Lyle and find out all about him.*
3. Show the same picture of Lyle next to a photograph of a real crocodile.
 - *What do you see that is the same? What do you see that is different?*
 - *This crocodile is named Lyle and he is not like all crocodiles. Let's read a book to find out more about him!*
 4. Read pages 1-29 of *The House on East 88th Street*
 - *What did you find out about Lyle? (e.g.. he likes Italian ice, taking baths, playing with his friends, riding in a taxi, exploring NYC, hula hooping, dancing and singing, being with his family)*
 - *How are you like Lyle? How is Lyle like you?*
 - *Would you want to be friends with Lyle? Why or why not?*
 - *How is Lyle different from other crocodiles?*
 - *Lyle looks like a crocodile on the outside, but on the inside, he's different. That makes Lyle **unique**. Have you ever heard that word? What do you think it means?*
 - *Define **unique**: special, different. Each of us are special and unique as well!*
 - *What is unique about you?*

Drawing Activity: Invite students to create a drawing of themselves that shows how they are **unique**. Students can draw things they love, something they love to do, something they love about themselves or that others love about them. Invite students share their drawings with each other.

We learned about what makes Lyle unique and what makes each of us unique. It's exciting to be a part of a classroom community where we each bring something special!

To learn more about Lyle, finish reading the story.

Lesson 2: Belonging and Acceptance

Materials for this lesson:

Images

Introduce the lesson: *Last time, we learned about what makes Lyle unique and what makes each of us unique. It's exciting to be a part of a classroom community where we each bring something special.*

Show photo of Lyle from the movie



Like all crocodiles, Lyle is green, scaly, has sharp teeth and a long tail. On the outside, he might look scary, but once we got to know him, we learned that he's a lot like us!

- *We said Lyle is (e.g.. playful, helpful, kind, gentle).*
- *How is Lyle like you?*
- *What makes Lyle unique? (e.g. sings, dances, helps)*

We learned a lot about Lyle from reading the story that we didn't know when we looked at his picture. There were some people in the story who didn't understand Lyle at first because they just saw a scary crocodile when they looked at him. They only looked at his outside, and they didn't know what was on his inside.

Show image of Mrs. Primm discovering Lyle in the bathtub (book: p. 8-9)



- *How do you think Mrs. Primm felt when she found Lyle in the bathtub? What do you see that makes you say that? Why do you think she was scared?*
- *Mrs. Primm was scared of Lyle because she didn't know all the things that make him wonderful and unique! Who wouldn't be afraid of a crocodile in their bathtub?*

Show students the illustration on page 19, which shows The Primms hugging Lyle after he wins their hearts after entertaining them with a ball and hula hoop.

- *What do you notice in this picture?*
- *Does Mrs. Primm look scared of Lyle now?*
- *What do you think happened to make her not afraid anymore?*
- *When the Primms got to know Lyle, they learned about who he is on the inside, not just the scary crocodile on the outside.*
- *Sometimes when we don't know someone, we might feel a little scared or nervous. Today we are going to get to know one of our classmates. What makes us the same and what makes us unique?*

Turn and Talk:

- *What is something on your outside that makes you unique? What is something on the inside that makes you unique?*
- *Find two things that are the same between you and your partner, and two things that are different.*

Invite students to share what they learned about each other.

- *What is something you learned about your partner that you didn't know before?*

Lesson 3: Understanding Self and Others

Note: October 7th is World Smile Day! This lesson aligns with the theme of the day.

Materials for this lesson:

White paper, 9x12 or larger

Drawing materials: lead pencils, colored pencils or crayons

Show students the image of Mrs. Primm painting Lyle from the movie.



- *What do you notice? What do you think is happening here?*
- *Today we are going to create a portrait of a friend. When we create a portrait, we look very closely. Let's practice by looking closely at this drawing of Lyle!*

Show closeup image of Lyle



- *What do you notice about Lyle?*
- *How would you describe the shape of Lyle's face?*

- *Imagine you are holding a pencil. With your finger in the air, trace the lines the artist used to draw Lyle. What kinds of lines can you find? (bumpy, curvy, dotted, short, long)*
- *Our facial expression is how we show others how we are feeling. For example, (give your students a big smile) how do you think I'm feeling right now? How can you tell?*
- **Turn and Talk:**
 - *What facial expression do you make when you are happy? Show your friend. What makes you happy?*
 - *What facial expression do you make when you are grumpy? Show your friend. What makes you grumpy?*
 - *What facial expression do you make when you are surprised? Show your friend. What surprises you?*
 - *What facial expression do you make when you are afraid? Show your friend. What makes you afraid?*
- *What do you notice about Lyle's facial expression? How do you think he is feeling? What do you see that makes you say that?*

Now that we have warmed up our eyes, let's look closely at a friend and draw their portrait! Let's try it together.

Drawing Activity: Drawing a Portrait

Using yourself (teacher) as a model, have students observe your face and describe the shapes and lines they would use. Starting with the shape of your face.

- *How would you describe the shape of my face? Model drawing a large oval on chart paper.*
- *Now let's look at my eyes.*
- *What shape are they?*
- *What lines can I use to draw my eyes?*
- *Where do you see them on my face (top, middle, bottom)?*

Repeat the process above, noticing and drawing your nose, mouth, eyebrows, ears and hair.

Now it's time for you to draw a portrait of a classmate from observation. Remember to look closely at your classmate so you can draw all the special details in his or her facial features. You will take turns: first, one of you will be the artist and the other will be the model. Then you will switch.

Encourage students to:

- Incorporate facial expressions in their portrait
- Include something unique about the person they are drawing in the portrait (favorite things, special skills, etc)

Gallery walk: Display finished portraits where students can see them all. Choose two and ask the students: *what do you see that is the same? What do you see that is different?*

Writing Activity: Students can write about the portrait they drew using sentence stems.

I drew a portrait of _____.

My classmate feels _____.

I used _____ lines and _____ shapes to draw my portrait.

I like my classmate because _____.

Unit 2: Kindness & Friendship

Book: *Lyle, Lyle, Crocodile* by Bernard Waber

As children start a new school year, teachers focus on building an inclusive community in the classroom. Engaging with *Lyle, Lyle, Crocodile* can support children as they build relationships with each other in a new environment.

Lessons will focus on:

- Kindness and Friendship
- Sharing and Helping
- New and Old Friendships

Lesson 1: Kindness & Friendship

Materials for this lesson:

Lyle, Lyle, Crocodile by Bernard Waber

Drawing materials: lead pencils, colored pencils or crayons

Seed template (This will be provided at the end of the lesson plan.)

Scissors

Colored construction paper for the background paper

Glue

Picture of Lyle

Chart paper

Begin by introducing the theme of kindness.

- *Today we are going to talk about kindness.*
- *What do you think the word kindness means?*
- *What are some ways to show kindness?*
- *What is something kind that someone has done for you?*
- *What is something kind that you have done for someone else?*

Write down students' responses on large chart paper. Label the list "Ways to Show Kindness"

Introduce the book *Lyle, Lyle, Crocodile* by Bernard Waber.

We are going to read another story about our friend Lyle.

Note: you might just read pages 1-21 for this lesson.

As you listen to the story, give a thumbs up when Lyle does something kind. Pause when students give thumbs up and ask them how Lyle showed kindness.

After reading the story, ask: *what are some of the ways that Lyle showed kindness?* Add students' responses to the list.

Art Making Activity:



Show image of Lyle, above.

- *What is Lyle doing in this picture? Emphasize that he is being kind by sharing seeds with his bird friends.*
- *We are going to create a kindness collage together to show different acts of kindness that take place in our classroom community.*
- *Give each student a seed template, provided at the end of this lesson plan. These are our seeds of kindness. When we plant seeds of kindness, kindness can grow. This helps us build a caring community.*
- *On this seed, draw or write an act of kindness. Think of something kind that you've done for a friend at school, or that a friend has done for you. Use an example that you observed recently in the classroom. Highlight small acts of kindness.*

For example, did you:

Greet a friend and make them feel welcome?

Share your lunch with a friend?

Invite a friend to play on the playground?

Help a friend when they needed help?

Display students' seeds of kindness on and around the image of Lyle. You may want to hang this in a visible place – at child level, so that students can refer to and add to it. You may want to have a basket of blank seeds that students can fill in and add to the project on an ongoing basis. A seed of kindness can be something they have done themselves or noticed a friend doing.

Lesson 2: New and Old Friendships

Materials for this lesson:

Lyle, Lyle, Crocodile by Bernard Waber

White paper, 9x12 or larger

Drawing materials: lead pencils, colored pencils or crayons

Introduction: Today we are going to read the rest of *Lyle, Lyle Crocodile*, and meet one of his oldest friends, Signor Valenti.

Read: *Lyle, Lyle, Crocodile*: pages 23-27. Pause on page 27.

Activity: Dramatic Play

- *Let's look closely at the image of Lyle and Signor Valenti on page 27.*
- *What do you notice about this picture?*
- *Who are the main characters? Who else do you see in the picture?*
- *How do you think they feel? What do you see that makes you say that? (point out how Signor Valenti's body is posed with his arms outstretched)*
- *We learned how our facial expression can show people how we are feeling. We can also show how we are feeling with our bodies. Let's try it together:*
- *When we are excited to see our friends, how do we show that with our bodies and faces? Show me with your body: how you greet a friend that you haven't seen for a while.*
- As students pose, describe what you see them doing with their bodies. This builds vocabulary and enriches the learning.
- *Let's use our bodies to act out what we see in this picture.*
- Invite students to work with a partner to act out the illustration.
- *What are you showing with your body? Your face?*

Show students the images of Lyle and Signor Valenti from the movie and the book.



- *How do you think Lyle and Signor Valenti feel? What do you see that makes you say that?*
- *Lyle and Signor Valenti are old friends. Who is your oldest friend? What do you like to do together?*
- *Old friends are special, and so are new ones. Who are your new friends?*

Writing or Drawing Activity:

Lyle goes on adventures with his friends. Think of an adventure that you have had with an old friend, or an adventure you would like to have with a new friend.

Write or draw about your adventure. Where did you go? What did you do?

Invite students to share their adventures with the class.

- *Here are some adventures Lyle had in New York City with his friends.*

Show images of Lyle from movie:



Lesson 3: Sharing & Helping

Materials for this lesson:

Chart paper

Introduction: We have been talking about and practicing kindness with our friends. Today we are going to talk about two ways to show kindness: sharing and helping.

Show students image of Lyle



- *One way to show kindness is by helping. How do you think Lyle is being helpful in this picture?*
- *How do you help your friends and family? How do they help you?*

Make a list of students' responses.



- *Another way to show kindness is by sharing. What is Lyle sharing in this picture? How do you think it makes his friends feel?*
- *What do you like to share with your friends and family? What do they share with you?*

Make a list of students' responses.

We've read two books about our friend Lyle the Crocodile, and looked at some pictures from the movie.

- *What were some of your favorite parts of the stories?*
- *What did you learn about Lyle and his friends?*
- *What connections can you make between Lyle and you?*

SEED TEMPLATE



NYS Social Emotional Learning Benchmarks

1. Develop self-awareness and self-management skills essential to success in school and in life.

- A. Identify and manage one's emotions and behavior.
- 1A.1a. Recognize and describe emotions and how they are linked to behavior.
- A. Recognize the feelings and perspectives of others.

2. Use social awareness and interpersonal skills to establish and maintain positive relationships.

- B. Recognize personal qualities and external supports.
- 1B.1b. Identify family, peer, school, and community strengths and supports.
- 2A.1a. Recognize that others may experience situations differently from oneself.
- 2A.1b. Use listening skills to identify the feelings and perspectives of others.
- B. Recognize individual and group similarities and differences.
- 2B.1a. Describe the ways that people are similar and different.
- 2B.1b. Describe positive qualities in others
- C: Use communication and social skills to interact effectively with others.
- 2C.1a. Identify ways to work and play well with others.
- 2C.1b. Demonstrate adaptability and appropriate social behavior at school.

3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

- A: Consider ethical, safety, and societal factors in making decisions.
- 3A.1a. Explain why acts that hurt others are wrong.
- 3A.1b. Identify social norms and safety considerations that guide behavior.
- B: Apply Decision- making skills to deal responsibly with daily academic and social situations.
- 3B.1a. Identify a range of decisions that students make at school and at home.
- 3B.1b. Make positive choices when interacting with classmates.