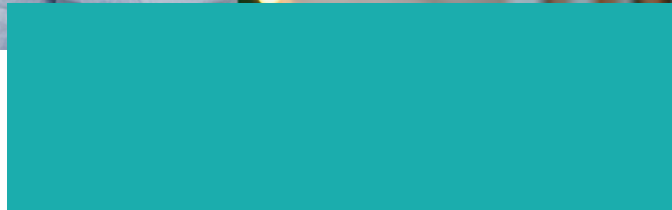




**TEACHERS' GUIDE**

# ***Being Frank***

**SUGGESTED GRADE LEVEL: 1<sup>st</sup> - 3<sup>rd</sup>**



## ABOUT THIS STORY

### SYNOPSIS

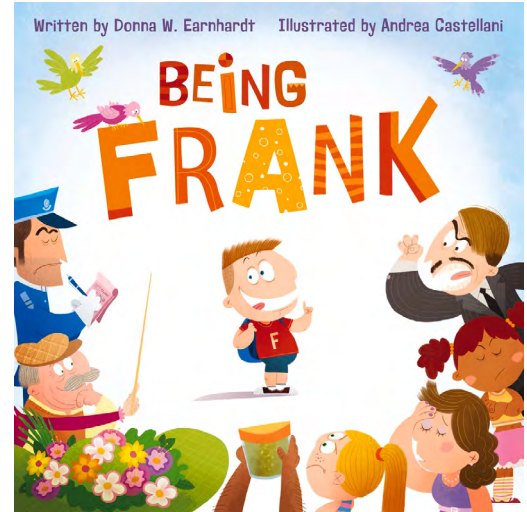
“Honesty is the best policy.” That’s Frank’s motto.

But Frank’s overly frank comments tend to annoy his friends and teachers. Not even his own mother is all that fond of Frank’s “tell all” attitude.

So Frank turns to his grandpa for help. “Everyone is mad at me for being frank. I’m not sure honesty is the best policy anymore.”

“That used to happen to me, too,” said Grandpa Ernest.

A few outrageous hats, a spicy jar of relish, and some grandfatherly wisdom help Frank realize that truth is best served with more sugar and less pepper.



### THEMES IN THE STORY

- Honesty
- Kindness
- Friendship



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Illustrated by: Andrea Castellani

Published by: Flashlight Press

Read by: Bob Odenkirk

Suggested grade level: 1<sup>st</sup> - 3<sup>rd</sup>

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standards listed below are for 2<sup>nd</sup> grade, but can be adapted to 1<sup>st</sup> or 3<sup>rd</sup> grade standards.

### BEFORE VIEWING

**Standards:** *CCSS.SL.2.1*

**Objective:** Tap knowledge and build background to prepare for reading the story.

**Procedure:** Build background by discussing the following points with students:

- What does it mean when someone is being “frank?” *Think, pair, and share.*
- What do you notice about the people on the cover of the book?
- How are they feeling? Why do you think they are feeling that way? *Turn and talk to a partner.*
- Do you think you should always be honest? *Thumbs up, thumbs down.*
- Have you ever gotten in trouble for telling the truth? Telling a lie?

### DURING VIEWING

**Standards:** *CCSS.SL.2.2*

**Objective:** Students will listen to the story and answer questions.

**Procedure:** Stop story at specific times to ask questions or pose prompts:

- Do you agree with Frank that honesty is the best policy?
- Why were Frank’s words hurtful to his classmates?
- What were some of the things Frank said that upset adults?
- Why did Mr. Wiggins say, “Some things are better left unsaid?”
- What happened to make Frank upset?
- Who did Frank go to for advice?
- What did Grandpa teach Frank about telling the truth? Give an example from the story.
- Do you think it is okay to tell the truth when someone asks for it?
- What does Frank mean at the end of the story when he says, “I still think honesty is the best policy, but now I know it’s best served with more sugar?”

## AFTER VIEWING

**Reading Focus:** Central Message

**Standards:** *CCSS.RL.2.2*

**Objective:** Students will determine the central message, or lesson, of the story and apply it to various scenarios.

**Materials:**

- Think it, Say it sorting worksheet (*page 8*)
- Scissors
- Glue
- Pencils
- Change Frank's Words worksheet (*page 9*)

**Procedure:**

1. The teacher will review the meaning of the central message, which is the big idea or lesson the story teaches.
2. The teacher will ask the students to discuss in groups what the central message of *Being Frank* is.
3. After enough time has been given, have a class discussion on the central message. (*Examples: It's important to think before you say something. Remember to be considerate of others people's feelings. Some things are better left unsaid.*)
4. Allow students to work in small groups to complete the Think it, Say it sorting worksheet.
5. Review answers as a class when finished.
6. As an independent follow-up activity, each student can complete the Change Frank's Words worksheet.

## READING RESPONSE

**Reading Focus:** Problem/Solution

**Standards:** *CCSS.RL.2.1*

**Objective:** Students will complete a story map in order to show an understanding of the key elements of the story, focusing on *problem* and *solution*.

**Reading Prompt:** See the Story Map worksheet (*page 10*).

## WRITING – NARRATIVE

**Standards:** *CCSS.W.2.3*

**Objective:** Students will write a narrative piece using grade appropriate sentence structure and spelling.

**Materials:**

- Temporal Word poster (*search for one online*)
- Writing worksheet (*page 11*)
- Pencils

**Procedure:**

1. The teacher will lead a discussion to review the central message and key details, previously determined during the reading lesson, from the story.
2. The teacher will display a Temporal Word poster and remind students to use it when putting their narratives in sequential order.
3. The teacher will provide an example on the board for students to reference.
4. Students will be given the opportunity to choose one of two writing prompts:
  - *Write about a time you were honest and it didn't turn out the way you expected.*
  - *Write about a time you complimented someone.*
5. Students will work independently to write their narratives, while the teacher conferences with students as needed.
6. Students can share their first drafts with partners for peer editing.
7. After the final draft is complete, students can draw a picture to illustrate their writing.
8. Share worksheets as a class, or display them around the classroom for students to read.

## SOCIAL – EMOTIONAL

**Focus:** Responding with social and emotional sensitivity

**Materials:**

- Scenario Cards (page 12)

**Procedure:**

1. Refer to the book and discuss the different events in the story when Frank’s honesty was hurtful.
2. Give students the opportunity to talk about a time when someone was honest and hurt their feelings, or a time when they hurt someone’s feelings because they didn’t respond thoughtfully.
3. Allow the students to work in pairs to discuss what they would say to someone in different scenarios. Remind the students to use kindness when responding, like Frank learns to do at the end of the story.
4. After students have had time to discuss, ask volunteers to come up and act out the situations.
5. Decide as a class if the responses given were thoughtful of others, or if they could be hurtful.

## ART

**Focus:** Spreading kindness

**Materials:**

- Poster paper
- Markers
- Crayons
- Colored pencils
- Paint

**Procedure:**

1. The teacher will introduce the meaning of a **THINK** poster, which includes important ideas we should think about when we are talking to someone:

**THINK:**

-Is it **T** rue?

-Is it **H** elpful?

-Is it **I** nspiring?

-Is it **N** ecessary?

-Is it **K** ind?

## **ART – CONTINUED**

2. After discussing the meaning of the poster, students will be given the opportunity to create their own THINK posters to help spread the idea throughout school. Display them in classrooms and hallways, where allowed.
3. In addition, students can decorate jars or containers to keep in classrooms. These jars can become compliment/kindness jars. Students can write down compliments or acts of kindness they saw occur, and then put their notes in the jars.
4. At the end of the year, the papers in the jar can be read and celebrated as a class!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# THINK IT, SAY IT SORTING WORKSHEET

Cut out the below statements and glue them under the correct category. Remember to think about if it's something that you should think only in your head because it could be hurtful, or if it's something that is kind and would be okay to say to someone.

<b>THINK IT</b>	<b>SAY IT</b>



You like that show? It's so boring!	That game is for babies.
I like to play that game too.	I am sorry to hear your Grandma is sick.
That's a cool toy. Where did you get it?	That was easy. I can't believe you didn't know that answer.
Your haircut looks weird.	Your new shoes look really nice.
I am much better at drawing than you.	Let's practice together if it is hard for you.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# CHANGE FRANK'S WORDS

Read Frank's honest words and change them to something that he should have said instead.

<b>FRANK'S WORDS</b>	<b>INSTEAD, SAY THIS...</b>
Your freckles remind me of the Big Dipper.	
Your singing is kind of shrieky.	
You wouldn't get so many wrinkles if you didn't glare at me like that.	
Your breath smells funny.	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# BEING FRANK **STORY MAP**

<p style="text-align: center;"><b>Characters</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;"><b>Setting</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;"><b>Problem (Conflict)</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;"><b>Problem Fixed (Resolution)</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



# SCENARIO CARDS

Read the scenario cards below. Discuss with partner how you would respond using kindness. Have fun and act out the scenes!

**Your friend is very excited about her brand-new shoes. She asks you what you think, and you do not like them at all.**

**A classmate keeps talking to you and doing things to get on your nerves while you are trying to focus and get your work done.**

**At recess you are playing a game, but you don't think your friend is playing fairly. He keeps winning and bragging about it.**

**Your mom tries out a new recipe for dinner and can't wait for you to try it. You take a bite and do not think it tastes very good. She smiles and asks, "What do you think?"**

**In science class, a classmate asks you to be their partner for the lab experiment, but you wanted to work with your other friend instead.**

**Your younger sister is crying because she was scared of something she saw on television. You think it is silly that she is scared.**

## **ABOUT THIS GUIDE**

This guide enhances the ELA curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.