

Coping Skills Lesson Plan

“Ronnie’s Morning”

Common Core Standards:

- [CCSS.ELA-Literacy.RL.6.1](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [CCSS.ELA-Literacy.RL.6.2](#) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- [CCSS.ELA-Literacy.RL.6.3](#) Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- [CCSS.ELA-Literacy.RL.6.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [CCSS.ELA-Literacy.RI.6.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- [CCSS.ELA-Literacy.W.6.1](#) Write arguments to support claims with clear reasons and relevant evidence.
- [CCSS.ELA-Literacy.W.6.3](#) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- [CCSS.ELA-Literacy.W.6.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.W.6.5](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Day One

1. For a warm-up, have the students write to the prompt: “Tell about a time you were angry or frustrated. What did you do?”
2. Read “Ronnie’s Morning” as a whole group. Discuss it as you read. Be sure to focus on the main idea, and any inferences they can make.
3. Have the students practice reading it with a partner. After they have read through it a few times, hand out timers to the pairs. Have them practice reading the entire story, accurately, in one minute or less.
4. Have students answer the questions about the story. Discuss.

Day Two

1. For a warm-up, have the students write to the prompt: “What are some good things to do when you are angry?”
2. Read “Coping Strategies” as a group.
3. Divide the class into 9 groups. Assign each group a coping strategy. The groups will each make a poster for their strategy. The poster should include an illustration of the strategy and three examples of times when they would use it.

Day Three

1. For a warm-up, assign the writing prompt, “What coping strategy should Ronnie have used? Why?”
2. Assign “Writing Assignment.” Have students write their rough drafts.

Day Four

1. For a warm-up, assign the writing prompt, “What is dialogue? Why is it used in stories?”
2. Demonstrate correct punctuation for dialogue.
3. Explain to the students, that they will be adding dialogue to their stories. Give them time to do this.
4. While they work, meet with students individually, to help them edit and revise their stories.

Day Five

1. For a warm-up, assign the writing prompt, “What is publishing? Why do authors do it?”
2. Students should hand write or type their final copies.
3. Assign “Coping Strategy Homework,” to be completed within a week.