

L E S S O N 2

In Lesson 1, children met Prairie Dog Pete and Sally O'Shay and learned the definition of Sharing.

In this lesson, children are introduced to the mnemonic **PALS** and learn that the **P** step means to put your **BEST** behaviors forward.

In Lesson 3, children will learn that in **PALS**, the **A** step tells you to ask yourself if you can share, and the **L** step tells you to let the other person know if you'll share—yes or no.

TEACHING GUIDE

For this lesson, you will need a CD player, the music CD, and puppets for the Pete, Sally, and Jack characters.

1. Remind students of what was happening in the story when you left off: Sally felt disappointed that Pete wouldn't share with her and was telling the other prairie dogs that it wasn't fair. Read pages 66–73 in the storybook.
2. Review this part of the story for comprehension, using the felt board and cutouts. Ask:
 - Who is this? (*Point to the Pete cutout.*)
 - Who is this? (*Point to the Sally cutout.*)
 - Who is this? (*Point to the Jack the Jack Rabbit cutout.*)
 - What is Jack going to teach Pete? (*how to share*)
3. Say: "Jack said there were four steps to sharing. What did he call these steps?" (**PALS**)

Let students know that **PALS** represents the four steps of the skill:

P Put your **BEST** behaviors forward.

A Ask yourself, "Is there enough to share?"

L

Let someone know if you'll share, yes or no.

S

Share now or share later.

If appropriate for your group, direct students' attention to the PALS skill poster. For younger children, use the felt board and letter cutouts and go over each step verbally.

4. Use the **PALS** song to verbally rehearse the skill steps. To do so:
 - Read the lyrics on page 69 aloud.
 - Have students repeat the lyrics one or two times.
 - Play the song.
 - Choose the appropriate puppet as each character is mentioned in the song (Pete, Sally, and Jack) and pretend the puppet is doing the singing.
 - Have the students sing along with the recording.
5. Ask: "Why do you think we use the word **PALS** to help us remember to share? (*PALS helps us remember the steps in the skill.*)"
6. Introduce and discuss the **P** step in **PALS**. Say:
 - The **P** in **PALS** tells you to put your **BEST** behaviors forward. It's as easy as can be. You know to use body posture (**B**) and good eye contact (**E**) to let others know you're listening. And you also have to keep a serious (**S**) face to show you're aware, and then turn (**T**) toward the other person to show you're ready to share.
7. Give a rationale for using the **P** step. Say:
 - The **P** step in **PALS** tells you to put your **BEST** behaviors forward. This step is important because it shows the other person that you are ready to share.
8. With another person (ideally another adult), demonstrate the skill step in the following way.

Model the Skill Step

In this and following role plays, you may model the step or steps either correctly or incorrectly at any time. If you model a step incorrectly, be sure to follow up with a correct one. (Students with cognitive disabilities may need to see correct modeling displays only.)

Choose a situation that requires skill use and describe it to students. For example, you could say:

Let's suppose that _____ is walking to school with me, and I have a package of _____'s favorite candy.

Have the other person say your name. Model the **P** in **PALS** by demonstrating the **BEST** behaviors. Reply, "Yes?"

Students Evaluate Modeling

Ask students the following questions:

Did I do this step correctly?

Did I do this step incorrectly?

If you did the step incorrectly, model it again, this time correctly.

Students Verbally Rehearse the Skill Step

Have students use verbal rehearsal to memorize the **P** step:

P—Put your **BEST** behavior forward.

Students Practice the Skill Step

Ask students to describe a situation in which they can use the **P** step. You may also use a situation you have observed recently or select one from the list of suggested role-play situations on page XX. Ask for volunteers to role-play the step.

Students Perform a Self-Check

After each example, invite the children to evaluate performance of the **P** step. Ask:

What was good about this example?

What needs improvement?

CLOSING

1. Tell the students that they now know that the **P** in **PALS** tells you to put your **BEST** behaviors forward. That means using good body posture and eye contact, keeping a serious face, and turning toward the other person to show you're ready to share.
2. Provide crayons or markers and have the children color pages 5–7 in their Prairie Dog Pete coloring books. Assess the children's understanding of story content and lesson concepts while they color. Ask:

Who is this? (*Point to Jack the Jack Rabbit.*)

What is Jack teaching Pete? (*how to use PALS to share*)

When you share with others, what does the **P** in **PALS** tell you to do? (*Put your BEST behaviors forward.*)