



The Very Frustrated Monster (Twitch)

Learning Objective

1. Students will be able to identify what being frustrated means and how it affects their lives on a social, mental and emotional level.
2. Students will be able to measure on a scale of 1-5 their level of frustration and comprehend what that number means.
3. By the end of the lesson, 80% of students will score themselves as 3 or higher on a 1-5 scale with regard to having a positive outlet towards frustration and be able to explain their score through a question on self-discovery, measured by an Exit Slip.

CCCS

ASCA

Materials Needed

1. *The Very Frustrated Monster* by Andi Green
2. WorryWoo Monster poster
3. Volcano paper
4. Twitch, The Monster of Frustration plush
5. White paper (pre-cut for one sentence responses from students)
6. Markers
7. Exit Slip
8. Tape

PROCEDURE

Anticipatory set (5minutes)

Place monster poster in front of classroom.

“Hi class! So last week we talked about going outside of our bubble, remember? Who can give us the name of the monster that helped us talk about going outside of our bubble? Can you also point him out in the poster?”

Have one student who has raised their hand come to the posters of the WorryWoo Monsters in front of the room and point out Squeek.

“Very good! Now just as a reminder, Squeek was the monster who wanted to explore the world and have adventures, but he was too scared because he didn’t want to leave his bubble. Today,

we are going to meet Twitch (Point to Twitch on the poster.), The Very Frustrated Monster, and we are going to learn all about frustration from the book, *The Very Frustrated Monster*.

Assessment Part 1 (3 minutes)

Address students:

a) “Before we begin does anyone know what the word “frustrated” means? Choose an answer from any students who raised their hands, and then go over the definition.”

b) “Now, on a scale of 1-5, 1 being not easily and 5 being very easily, how easily do you get frustrated by things?”

1) Have students put heads on desk and then say each number from (1-5) having students raise their hand for whatever number they think corresponds with their frustration tolerance level.

2) Teacher will count number of hands for each number and write the totals on the board. This gives a visual of how students feel and allows it to be anonymous.

Have students gather around to read story; go to Read Story section of lesson.

Read Story (15 minutes)

Facilitator Disclaimer:

1. Keep in mind that the ‘expected answers’ may vary; however, ensure that students’ responses are relevant and on task.
2. Accommodate/assimilate questions based on students’ responses.

Question 1:

a) When you get to the page that states, “...*which made his frustration continue to grow,*” Ask students, “When you are frustrated, what do you do to make yourself feel better?”

Expected response:

b) Student’s responses will be different:

1) Some may say they want or need things like toys, candy, videos etc. Others may say that they go to a caregiver. This question gives students a chance to examine and express how they calm themselves.

1. Second question: backup in case first question is not being answered

2a) “What are some of the things that frustrate you?”

Expected response

2b) Again, student’s responses will vary ranging from siblings to grades etc.

Facilitator Disclaimer:

This is a good check in point with the students to make sure they are following the story and understand what frustration is and how it makes people feel. By letting the students express how they deal with frustration, an opportunity is presented to connect with Twitch and his feelings as well as share ideas with their classmates.

Continue reading.

1. Question 2:

When Twitch watched the squirrel go back and forth collecting acorns, he realized that “*life’s little frustrations are what you make them to be.*” Ask students “What do you think that this line means?”

Expected response:

That even though life is hard sometimes and not every day is great, how you turn those bad days into good ones is what is important.

2. Second question: backup in case first question is not being answered

“Twitch sees the squirrel working hard and not getting frustrated. What do you think Twitch learned from the squirrel?”

Expected response:

To never give up and to try to not to let the bad things make you real sad.

Facilitator Disclaimer:

This part in the story is crucial to helping students see that even if you are having a bad day or a few bad days, try and find a positive way to cope with your problem to make yourself feel better. Not every day will be easy in life and learning how to turn negatives into positives is important.

Conclude story and have students go back to seats.

Hand out materials for activity (colored construction paper and markers).

Activity (15 minutes)

1. Have students write one thing that frustrates them and a statement of why that frustrates them; e.g. ‘I can’t do math, I feel confused when I see numbers’, on their piece of colored construction paper. Facilitator can use an example of a volcano erupting inside them to demonstrate the actual feeling of frustration.
2. After students are done with their frustration examples, have them tape their examples on a designated wall that facilitator has blocked off.
3. Ask students to share their statements.



Hand out materials for rest of activity (white paper and markers).

4. Have students go back to their seats and have them write a sentence on their white paper as to how they deal with their frustration. For example, they may say the following with regard to the above math example: “I ask someone for help and to explain the problem to me.”
5. Have students tape their positive message about their frustration underneath their original statement to show that they can overcome the frustrating feeling that they get.

Closing to Activity (2 minutes)

Once all statements are complete, have students share their positive ways of dealing with frustration with the class.

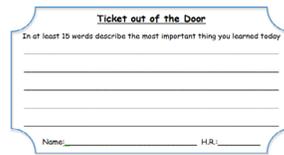
“You never know how someone might be feeling and if they are having a bad day, so it is important to make people feel better about their frustration whenever you can. We all

have days when we don't feel like ourselves, but remember there are often ways to deal with the negatives of the day in a healthy and positive way. We just have to take the time to think about it instead of reacting negatively.

Have students go back to their seats for assessment part 2

Assessment Part 2 (2 minutes)

1. Hand out Exit Slip to students.
2. Ask students, "On a scale of 1-5, 1 being not likely and 5 being very likely, how likely do you think you will use your positive ways to deal with your frustrations?" Have students circle a number on the Exit Slip.
3. Have students answer on Exit Slip, but also ask the question aloud; "Why did you choose that number?"
4. Have students hand Exit Slip to facilitator.



A rectangular form with a decorative border. At the top, it says "Ticket out of the Door". Below that, it says "In at least 10 words describe the most important thing you learned today". There are four horizontal lines for writing. At the bottom, there are two fields labeled "Name:" and "HR:".

Incorporating Technology

1. Take pictures of activity being done and create a bulletin board for the classroom.
2. Read up on Twitch @ WorryWoos.com/Twitch.html

Modifications

1. Activity can become homework if not finished during the designated class time.
2. One on one with facilitator/student if needed.
3. Read books aloud.

Look to supplemental below for further activities.

Materials for Supplemental Activity

1. Timeline
2. Colored pencils/crayons/markers

Supplemental Activity (15 minutes)

1. After story is read, hand out Timeline Sheet to each student.
2. Have students fill out Timeline to sequence the events of Twitch's adventure. What do they remember? What did they learn from the story?

Questions to help students, if needed:

- a. Why did Twitch get frustrated?
 - b. How did he act towards his friends when he was mad?
 - c. What did the squirrel teach Twitch?
3. Have students volunteer to share their Timeline and discuss more about Twitch's adventure and what Twitch learned throughout the story.
 4. Hang up activity in an area of the classroom so students can see each other's work.

Name one thing that frustrates you.

Why does it frustrate you?



 **Worry**
Woof
monsters

Exit Slip

In at least 20 words describe the most important thing you learned today

Name: _____ H.R.: _____

Exit Slip

In at least 20 words describe the most important thing you learned today

Name: _____ H.R.: _____