

Really Good Stuff® Activity Guide

Tattling Turtle Kit

Congratulations on your purchase of this Really Good Stuff® **Tattling Turtle Kit**—a cute and effective way to reduce unproductive tattling in your classroom and give students an outlet to talk about their problems, while reinforcing writing skills.

This Really Good Stuff® product includes:

- Stuffed Tattling Turtle
- 100 Index Cards, 4" x 6"
- Tattling Turtle Poster
- Basket
- Black Marker
- This Really Good Stuff® Activity Guide

Assembling and Using the Tattling Turtle Kit

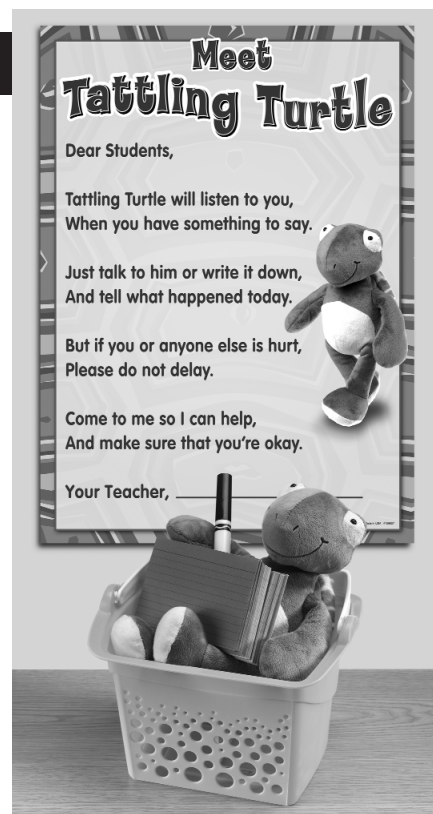
Before using the **Tattling Turtle Kit**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com.

Set up the **Tattling Turtle Kit** where students will be able to access it easily without disturbing others: Sign your name on the bottom of the *Tattling Turtle Poster* and hang it where students will be able to see it easily to remind them when and why they should talk to *Tattling Turtle*. Place the *Basket* with *Tattling Turtle*, *Index Cards*, and *Marker* nearby. Tuck an envelope in the *Basket* for students to place their filled-out *Index Cards* and to keep them confidential. Be sure to check every once in a while that there are plenty of *Index Cards* in the *Basket*.

Introducing the Tattling Turtle Kit

Gather students around the *Basket* with the *Tattling Turtle* inside and the *Poster*. Read the rhyme on the *Poster* aloud or ask a student to read it. Explain that students are not to tattle on others to you; but if they need to tell someone about something that happened, they should “talk” to *Tattling Turtle*. Tell students that *Tattling Turtle* is a “good listener” and that students should write down or draw what they need to say on an *Index Card*. Model an example of how to use *Tattling Turtle* by picking it up and saying very quietly, “When I was waiting in the lunch line today, Mrs. Smith cut in front of me. That really made me angry, and she was breaking the rules!” Talk to *Tattling Turtle* about this; then take an *Index Card*, write or draw the situation on it, and place it in the envelope in the *Basket*.

Indicate that you will check the *Index Cards* several times throughout the day so that you can address any serious problems that they have told *Tattling Turtle*.



When to Tell Tattling Turtle or the Teacher

Remind students that there are situations when they should come to you rather than *Tattling Turtle*. These situations may vary according to your class, so be sure that students understand the difference. To clarify, discuss what tattling is so that students know the difference between unproductive tattling and serious issues. To help students better understand, tell them to ask themselves this question: “Am I telling my teacher this to get someone into trouble, or am I telling my teacher this because I think someone is in danger or may get hurt?”

Use the *When to Tell Tattling Turtle or the Teacher Reproducible* to discuss the difference with students: Make a transparency of the reproducible and place it on your overhead. Ask students to name several things that they might tell you and write them in the *Problem* column on the reproducible. After you have several ideas written down, go through them one at a time and discuss whether each is a problem for *Tattling Turtle* or a problem to tell you right away. Check the appropriate column, *Turtle* or *Teacher*, for each problem and emphasize why you chose that column. Write that information in the *Why* column. Once you have filled out the reproducible with students, display a copy of it near *Tattling Turtle* and the *Poster*. If you find throughout the year that tattling begins to increase or that you are not hearing about problems that you should be, bring out the overhead and review the kinds of things that should and should not be reported directly to you.

When to Tell Tattling Turtle or the Teacher

Problem	Turtle	Teacher	Why