

**Dina Dinosaur's CHECKLIST—Unit One  
Year 2**

**Apatosaurus Unit One: Wally and Dina Teach School Rules**

**SITE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_

**TIME:** \_\_\_\_\_

\_\_\_\_\_

**VIGNETTES COVERED:**

**Dina Program 6: Vignettes 19, 20, 21,**

**Year 2, LESSONS COVERED: 1, 2**  
(Circle which vignettes and lessons you completed.)

**Note:** Lessons and Vignettes from Year 1 may be reviewed in addition to the Year 2 lessons.

| <b>DID I</b>   | <b>YES</b> | <b>NO</b> |
|--|------------|-----------|
| 1. Open circle time with predictable routine               | _____      | _____     |
| 2. Talk about group rules                                  | _____      | _____     |
| 3. Explain Show Me Five                                    | _____      | _____     |
| 4. Role play Show Me Five                                  | _____      | _____     |
| 5. Role play solutions                                     | _____      | _____     |
| 6. Review homework   | _____      | _____     |
| 7. Send letters #1 and #2 to parents                       | _____      | _____     |
| 8. Call parents to explain importance of their involvement | _____      | _____     |

9. Do the following practice activities: (check those completed)

- Show Me Five Poster
- Rules Bingo
- Blank Solution Light Bulb
- An Acquaintance Activity
- Read *Wally Meets Dina* book
- Put out books about rules, listening, and following directions
- Dina Stop, Look, Think, Check Word Search

10. Promote Concepts by: (check those completed)

- Praising children who were following directions
- Praising children for putting up quiet hands, following classroom rules,  
Show Me Five
- Praising children who use problem-solving solutions

### **Self-Evaluation and Notes**



**Dina Dinosaur's CHECKLIST—Unit Two  
Year 2**

**Iguanodon Unit Two: Dina Teaches about Doing Your Best at School**

**SITE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_

**TIME:** \_\_\_\_\_

\_\_\_\_\_

**VIGNETTES COVERED:**

**Dina Program 6: Vignettes**      **22, 27, 28**

**Year 2, LESSONS COVERED:**    **3, 4**

(Circle which vignettes and lessons you completed.)

**Note:** Lessons and Vignettes from Year 1 may be reviewed in addition to the Year 2 lessons.

**DID I**

**YES**

**NO**

- |  |       |       |
|--|-------|-------|
| 1. Open circle time with predictable routine         | _____ | _____ |
| 2. Review group rules                                | _____ | _____ |
| 3. Review Show Me Five                               | _____ | _____ |
| 4. Role play solutions                               | _____ | _____ |
| 5. Review homework                                   | _____ | _____ |
| 6. Role play concentrating and ignoring distractions | _____ | _____ |

7. Do the following practice activities: (check those completed)

- Listening Bingo
- Blank Solution Light Bulb
- Read *Wally Meets Dina* book
- Put out books about rules, listening, and following directions
- Dina Numbers Matching Game
- Dina Stop, Look, Think, Check Word Search
- Concentrating Puzzles

8. Promote Concepts by: (check those completed)

- Praising children who were following directions
- Praising children for putting up quiet hands, listening in circle time,  
Show Me Five
- Praising children who use problem-solving solutions

### **Self-Evaluation and Notes**



**Dina Dinosaur' s CHECKLIST—Unit Three  
Year 2**

**Triceratops Unit Three: Wally Teaches About Understanding  
and Detecting Feelings**

**SITE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_

**TIME:** \_\_\_\_\_

\_\_\_\_\_

**VIGNETTES COVERED:**

**Dina Program 3, Part 4: Tiny Turtle Shares His Secret**

**LESSONS COVERED: 12, 13, 14, 15, 16**

(Circle which vignettes and lessons you completed.)

**Note:** Lessons and Vignettes from Year 1 may be reviewed in addition to the Year 2 lessons.

| <b>DID I</b>                                 | <b>YES</b> | <b>NO</b> |
|--|------------|-----------|
| 1. Open circle time with predictable routine | _____      | _____     |
| 2. Put out books about feelings in library   | _____      | _____     |
| 3. Do “show and tell”                        | _____      | _____     |
| 4. Role play feeling states                  | _____      | _____     |
| 5. Sing feeling songs                        | _____      | _____     |
| 6. Feeling Dictionary                        | _____      | _____     |
| 7. Role play: Wally sad, can’t read          | _____      | _____     |
| 8. Set up Feeling Station                    | _____      | _____     |
| 9. Role play: Wally’s Unique Family          | _____      | _____     |
| 10. Role play: Freddy can’t play baseball    | _____      | _____     |

- 11. Role play: Freddy proud \_\_\_\_\_
- 12. Tiny cue card ordering \_\_\_\_\_
- 13. Review homework activity books \_\_\_\_\_
- 14. Send letter about unit to parents \_\_\_\_\_
- 15. Explain unit to parents when possible \_\_\_\_\_

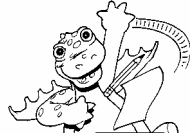
16. Do the following practice activities: (check those completed)

- Wally and Molly Listening Color Game
- Happy Thought/Place Book and/or Feelings Alphabet Book
- Picture Feeling Collage
- Feeling Spinning Wheel Game with Bingo
- Read books about feelings
- Feeling Bingo Game
- Feeling Puzzles
- Angry Memory Game
- Compliment Circle Time
- Self-Compliment Activity #19 and/or Self-Encouragement Bubble
- Pass the Feeling Bag
- Families are Special Book
- Changing Feelings Activity
- Feelings Graph
- Others (please describe)

17. Promote Concepts by: (check those completed)

- Praising children who were following directions and classroom rules
- Praising children using their words to express themselves
- Describing children's feeling states

**Self-Evaluation and Notes**



**Dina Dinosaur's CHECKLIST—Unit Four**

**Stegosaurus Unit Four: Wally Teaches How to Problem Solve**

**SITE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_

**TIME:** \_\_\_\_\_

\_\_\_\_\_

**VIGNETTES COVERED:**

**Dina Program 5: Oscar**

**Dina Program 3: Part 3: narration, 6, 7**

**LESSONS COVERED: 17, 18, 19, 20, 21, 22, 23**

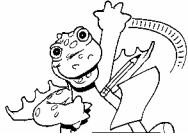
(Circle which vignettes and lessons you completed.)

**Note:** Lessons and Vignettes from Year 1 may be reviewed in addition to the Year 2 lessons.

| <b>DID I</b>                                      | <b>YES</b> | <b>NO</b> |
|---|------------|-----------|
| 1. Open circle time with predictable routine      | _____      | _____     |
| 2. Talk about Wally's problem solving steps       | _____      | _____     |
| 3. Put out books about problem solving in library | _____      | _____     |
| 4. Set up Problem Solving Station in classroom    | _____      | _____     |
| 5. Discuss Children's Detective Reports           | _____      | _____     |
| 6. Discuss Consequences Cue Cards                 | _____      | _____     |
| 7. Role play about TV program                     | _____      | _____     |
| 8. Discuss classroom problem                      | _____      | _____     |
| 9. Used Solution Detective Kit with children      | _____      | _____     |
| 10. Felicity left out role play                   | _____      | _____     |
| 11. Review homework activity books                | _____      | _____     |

12. Send letter about unit to parents \_\_\_\_\_
13. Explain unit to parents when possible \_\_\_\_\_
14. Do the following practice activities: (check those completed)
- \_\_\_ Wally's Solution Detective Kit (advanced solution cards)
  - \_\_\_ Pass the Detective Hat Game
  - \_\_\_ Detective Reports
  - \_\_\_ Problem Solving Bingo, Mazes, Memory Games
  - \_\_\_ Problem Solving Puzzle
  - \_\_\_ Read books about problem solving
  - \_\_\_ Detective Club
  - \_\_\_ Do *Wally's Detective Book for Solving Problems at School* with puppets
  - \_\_\_ Safe, Fair, Good Feelings Tally Sheet
  - \_\_\_ Problem Solving Mystery Play
  - \_\_\_ Advance Solution Cards Practiced (e.g., take responsibility, keep trying, wait, do something else )
  - \_\_\_ Set up Self-Management Folder for Problem Solving
  - \_\_\_ Make small Solution Kits, Laminate and Attach to Key Ring (for each child)
  - \_\_\_ Make Problem Solving Word List
  - \_\_\_ Stegosaurus Worksheets (e.g., word searches, definitions,
  - \_\_\_ Make small Solution Kits, Laminate and Put on Key Ring
  - \_\_\_ Others (please describe)
15. Promote Concepts by: (check those completed)
- \_\_\_ Praising children who were staying calm and problem solving
  - \_\_\_ Coaching children to problem solve
  - \_\_\_ Praising children using their words to express themselves
  - \_\_\_ Describing children's feeling states
  - \_\_\_ Having extra problem solving class meetings to discuss Detective Reports
  - \_\_\_ Send home dinosaur reading sheets

**Self-Evaluation & Notes**



**Dina Dinosaur's CHECKLIST—Unit Five  
Year 2**

**Tyrannosaurus Rex Unit Five: Tiny Turtle Teaches Anger Management**

**SITE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_

**TIME:** \_\_\_\_\_

\_\_\_\_\_

**VIGNETTES COVERED:**

**Dina Program 5: Oscar**

**Dina Program 3: Part 3: narration, 6, 7**

**LESSONS COVERED: 24, 25, 26,**

(Circle which vignettes and lessons you completed.)

**Note:** Lessons and Vignettes from Year 1 may be reviewed in addition to the Year 2 lessons.

| <b>DID I</b>   | <b>YES</b> | <b>NO</b> |
|--|------------|-----------|
| 1. Open circle time with predictable routine         | _____      | _____     |
| 2. Talk about Wally's anger management steps         | _____      | _____     |
| 3. Put out books about anger in library              | _____      | _____     |
| 4. Continue Problem Solving Station in classroom     | _____      | _____     |
| 5. Discuss Children's Detective Reports              | _____      | _____     |
| 6. Discuss or Teach Advance Cue Cards                | _____      | _____     |
| 7. Role play about TV program                        | _____      | _____     |
| 8. Discuss classroom problem                         | _____      | _____     |
| 9. Used Advance Solution Detective Kit with children | _____      | _____     |

- 10. Felicity left out role play \_\_\_\_\_
- 11. Freddy “angry teacher” role play \_\_\_\_\_
- 12. Review homework activity books \_\_\_\_\_
- 13. Send letter about unit to parents \_\_\_\_\_
- 14. Explain unit to parents when possible \_\_\_\_\_

15. Do the following practice activities: (check those completed)

- \_\_\_ Pass the Detective Hat Game
- \_\_\_ Detective Reports
- \_\_\_ Anger Bingo, Mazes, Memory Games, Puzzles
- \_\_\_ Read books about problem solving and anger
- \_\_\_ Detective Club
- \_\_\_ Do *Wally's Detective Book for Solving Problems at School* with puppets
- \_\_\_ Anger Thermometer
- \_\_\_ Read *Wally Learns a Lesson from Tiny Turtle*
- \_\_\_ Safe, Fair, Good Feelings Tally Sheet
- \_\_\_ Problem Solving Mystery Play
- \_\_\_ Advance Solution Cards Practiced (e.g., say no, ignore and walk away, apologize, control your anger, calm down, take a Time Out )
- \_\_\_ Set up Self-Management Folder for Anger Management
- \_\_\_ Make small Solution Kits, Laminate and Put on Key Ring
- \_\_\_ Others (please describe)

16. Promote Concepts by: (check those completed)

- \_\_\_ Praising children who were staying calm and problem solving
- \_\_\_ Coaching children to use the anger management steps to calm down
- \_\_\_ Praising children using their words to express themselves
- \_\_\_ Describing children's feeling states
- \_\_\_ Having extra problem solving class meetings to discuss Detective Reports
- \_\_\_ Send home dinosaur reading sheets

Self-Evaluation & Notes



**CHECKLIST—Unit Six  
Year 2**

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|--|
| <b>Allosaurus Unit Six: Molly Teaches How to Be Friendly</b> |
|--|

**SITE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_

**TIME:** \_\_\_\_\_

\_\_\_\_\_

**VIGNETTES COVERED:**

**Dina Program 4 Vignettes**    1,    2,    15,    16,    17,    27,    28,    29

**LESSONS COVERED:**    27,    28,    29,    30,    31,    32,    33

(Circle which vignettes and lessons you completed.)

| <b>DID I</b>  | <b>YES</b> | <b>NO</b> |
|---|------------|-----------|
| 1. Open circle time with predictable routine            | _____      | _____     |
| 2. Talk about how to be friendly                        | _____      | _____     |
| 3. Put out books about friendships in library           | _____      | _____     |
| 4. Continue to use Solution Detective Kit with children | _____      | _____     |
| 5. Role play friendship solutions with students         | _____      | _____     |
| 6. Use books to talk about friendship issues            | _____      | _____     |
| 7. Set up a “Buddy Station”                             | _____      | _____     |
| 8. Role play sticker chart                              | _____      | _____     |
| 9. Review homework activity books                       | _____      | _____     |
| 10. Send letter about unit to parents                   | _____      | _____     |
| 11. Explain unit to parents when possible               | _____      | _____     |

12. Do the following practice activities: (check those completed)
- Guided Block Building Game
  - Pass the Detective Hat Game
  - Friendship Bingo, Mazes, Memory Games
  - Social Skills Puzzles
  - Read books about friends
  - Friendship Club (Children write friendship certificates.)
  - Do *Wally's Detective Book for Solving Problems at School and Home* with puppets
  - Cooperative Favorite Things Poster or Clay Modeling
  - Shared Friendship Activity
  - Wally's Tallest Tower
  - Puppet Plays about Friendship Issues
  - Make Up Friendship Stories
  - Word and Letter Games (e.g., word searches, word definitions)
  - Helping Hands Snack (with tag)
  - Dina's Friendly Feet
  - Do Home Sticker Charts
  - Do Cooperative Floor Puzzles
  - Allosaurus Activity Worksheets
  - Make Self-Management Folders for How to Be Friendly
  - Friendship Word List (See Allosaurus #21)
  - Others (please describe)
13. Promote Concepts by:
- Praising children who were showing friendly behaviors (helping, sharing, teamwork)
  - Using Peer Coaching to strengthen friendly behaviors
  - Do a school or class teamwork chore project
  - Continue "Friendship Patrol" on the playground

### **Self-Evaluation and Notes**



**CHECKLIST—Unit Seven  
Year 2**

**Brachiosaurus Unit Seven: Molly Explains How to Talk with Friends**

**SITE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_

**TIME:** \_\_\_\_\_

\_\_\_\_\_

**VIGNETTES COVERED:**

**Tape of friendly behavior in classroom**

**Dina Program 5: Vignettes 3, 4, 7, 8, Oscar**

**LESSONS COVERED: 5, 6, 7, 8, 9, 10, 11**

(Circle which vignettes and lessons you completed.)

**DID I**

**YES**

**NO**

- |  |       |       |
|--|-------|-------|
| 1. Open circle time with predictable routine     | _____ | _____ |
| 2. Review how to be a team                       | _____ | _____ |
| 3. Put out books about bullying in library       | _____ | _____ |
| 4. Role play saying “no” to wrong doing          | _____ | _____ |
| 5. Role play giving suggestions                  | _____ | _____ |
| 6. Role play asking to borrow                    | _____ | _____ |
| 7. Role play solutions to bullying               | _____ | _____ |
| 8. Set up a friendship station in the classroom  | _____ | _____ |
| 9. Review homework activity books                | _____ | _____ |
| 10. Send letter about unit to parents            | _____ | _____ |
| 11. Explain unit to parents when possible        | _____ | _____ |
| 12. Send home the Brachiosaurus Reading Dinosaur | _____ | _____ |

13. Do the following practice activities: (check those completed)

- Bar Graph on Individual Differences
- Pass the Detective Hat Game
- Curious Cube or Fantastic Mobiles
- Make puppets
- Make dinosaurs—cooperatively
- Read books about bullying
- Do *Wally's Detective Book for Solving Problems at School and Home* with puppets and draw and write solutions
- Cooperative Favorite Things Poster or Toy Activity
- Shared Friendship Activity
- Secret Pals Books
- Molly's Listening Game
- Word and Letter Games
- Mystery Object
- Fact Finding Interview- Basic and Advanced Interview
- Brachiosaurus Activity Worksheets
- Advance Solution Cards Practiced (e.g., take deep breath, walk away, apologize, forgive, say no to wrong doing, accept no )
- Set up Self-Management Folder for Talking with Friends
- Others (please describe)

14. Promote Concepts by: (check those used)

- Praising children who were showing friendly behaviors (helping, sharing, teamwork)
- Praising children who shared information about themselves or took an interest in others
- Praising children who said "No" to wrongdoing or who stood up to bullies
- Describing children's feeling states

### **Self-Evaluation and Notes**