

got virtues?

Just like a good breakfast,
kids need the building blocks
for emotional intelligence too.
Get ready to spoon it up.



An Integrated/Interdisciplinary
Thematic Unit for ECE and Kindergarten
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OVERVIEW

I. CONTENT:

This unit is to teach social skills training through fairy tales, nursery rhymes and songs making the experience both fun and educational. The learner will be able to demonstrate the ability to give and get respect, the ability to share, and other virtues that shape our children into compassionate and caring lifelong learners.

II. PROCESS:

This unit encourages and promotes students to think on a variety of levels. While participating in the lessons, students will be challenged to think critically and creatively about the different stories, songs and rhymes, and how they apply to their own lives.

III. PRODUCT:

At the completion of this unit, students will be able to recognize virtues and social skills in the fairy tales, nursery rhymes and songs and make connections to their own lives. Also, students will be able to demonstrate those social skills and virtues in the school environment.

Unit Overview: Alignment with National / State / District Pupil Performance Standards

Overarching Benchmarks / Standards / Goals for **COMPLETE unit of study:**

Goal 1: Students will be able to connect life lessons from fairy tales, nursery rhymes and songs to everyday life.

Goal 2: Students will be able to identify various social skills and virtues.

Goal 3: Students will exhibit their abilities to make virtuous and good social decisions in the classroom.

**I-SEARCH INDEPENDENT RESEARCH PROJECTS
FOR GIFTED AND TALENTED STUDENTS**

State each research project with an **investigative focus** and a **"hands-on" product** to show research outcome.

(If writing curriculum for inclusion, design one I-Search project for **Gifted and Talented** learners **and** a concrete operational project for **special learners or Students on IEPs**.)

1. **PARADOXES:**
Common notion not necessarily true in fact.
Self-contradictory statement or observation.

2. **ATTRIBUTES:**
Inherent properties.
Conventional symbols or identities.
Ascribing qualities

3. **ANALOGIES:**
Situations of likeness.
Similarities between things.
Comparing one thing to another.

4. **DISCREPANCIES:**
Gaps of limitations in knowledge.
Missing links in information.
What is not known.

5. **PROVOCATIVE QUESTIONS:**
Inquiry to bring forth meaning.
Incite knowledge exploration.
Summons to discovering new knowledge.

6. **EXAMPLES OF CHANGE:**
Demonstrate the dynamics of things.
Provide opportunities for making alterations, modifications, or substitutions.

PRODUCTS

- | | |
|----------------------------|-----------------------------|
| A Dance/A Letter/ A Lesson | Oral Defense
Oral Report |
| Advertisement | Painting Pamphlet |
| Animated Movie | Pantomime |
| Annotated Bibliography | Papier Mache |
| Art Gallery | Petition |
| Block Picture Story | Photo Essay |
| Bulletin Board | Pictures |
| Bumper Sticker | Picture Story for Children |
| Chart | Plaster of Paris Model |
| Choral Reading | Play |
| Clay Sculpture | Poetry |
| Code | Political Cartoon |
| Collage | Pop-Up Book |
| Collection | Postage Stamp, |
| Comic Strip | Commemoratives |
| Computer Program | Press Conference |
| Costumes | Project Cube |
| Crossword Puzzle | Prototype |
| Database | Puppet |
| Debate | Puppet Show |
| Demonstration | Puzzle |
| Detailed Illustration | Rap |
| Diorama | Radio Program |
| Diary | Rebus Story |
| Display | Recipe |
| Edibles | Riddle |
| Editorial Essay | Role Play |
| Etching | Science Fiction Story |
| Experiment | Sculpture |
| Fact Tile | Skit |
| Fairy Tale | Slide Show |
| Family Tree | Slogan |
| Fiction Story | Soliloquy |
| Film | Song |
| Filmstrip | Sound |
| Flip Book | Story Telling-Tall |
| Game | Tales |
| Graph | Survey |
| Hidden Picture | Tapes-Audio-Video |
| Illustrated Story | Television Program |
| Interview | Timeline |
| Jingle | Transparencies |
| Joke Book | Travel Brochure |
| Journal | Venn Diagram |
| Labeled Diagram | Web Home Page |
| Large Scale Drawing | Working Hypothesis |
| Learning Center | Write a new law |
| Letter to the Editor | Video Film |
| Map with Legend | |
| Mazes | |
| Mural | |
| Museum Exhibit | |
| Musical Instruments | |
| Needlework | |
| Newspaper Story | |
| Non-Fiction | |

7-18 will be found in the writing template.

**I-SEARCH INDEPENDENT RESEARCH PROJECTS
FOR GIFTED AND TALENTED STUDENTS: PROJECT BASED LEARNING FOR MULTIPLE
INTELLIGENCES**

1. **PARADOXES:**

A common notion about fairy tales is that the “wolf” is always the bad guy. Have students research with their parent different stories where the wolf is presented as a “good guy.” Example – Three Little Pigs. Create an illustrated story that depicts a wolf as a good character.

2. **ATTRIBUTES:**

Owls are recognized as being “wise” animals. Research with a parent. Research where that trait came from and make a slogan.

3. **ANALOGIES:**

Have students, with their parents, research three different versions of the Cinderella story. Compare and contrast the three versions using a Venn Diagram.

4. **DISCREPANCIES:**

Many people believe that there can be small lies and big lies. Create a poster that shows that all lies are wrong.

5. **PROVOCATIVE QUESTIONS:**

In the story Chicken Little the characters believed Chicken Little when he told them that the sky is falling. Can the sky really fall? Create a diagram showing how the sky can or cannot fall.

6. **EXAMPLES OF CHANGE:**

The Ugly Duckling became a beautiful goose. Create a picture showing how all people are beautiful making a change in the world.

7. **EXAMPLES OF HABIT:**

The big bad wolf is always mean to the three little pigs. Create a collage of how the big bad wolf can help the three little pigs build their homes.

8. **ORGANIZED RANDOM SEARCH:**

Create with your parents your own Fairy Tale teaching a social skill that you think is important.

9. **SKILLS OF SEARCH:**

What would happen if Teller Elementary didn't have any rules? Pretend you are a television reporter and report on what's happening.

10. **TOLERANCE FOR AMBIGUITY:**

Do you think that it's fair that 5th graders get to have different rules than the Kindergarteners? With your parents write 5 rules/laws for all to follow.

11. **INTUITIVE EXPRESSION:**

Sometimes people can be mean. Create a short skit showing how you feel when someone is mean to you and another short skit you being mean to someone else.

12. **ADJUSTMENT TO DEVELOPMENT:**

Pretend you are the Incy Wincy Spider try and come up with different ways on how you can climb the spout without being washed out when the rain comes. Learn from your mistakes and try, try again.

13. **STUDY CREATIVE PEOPLE AND PROCESS:**

It takes a lot of creativity for authors to come up with nursery rhymes, fairy tales and songs. Research the life of one of these famous authors and present his/her life to the class through an oral presentation. Dress in a costume representing that author.

14. **EVALUATE SITUATIONS:**

You know that it not nice to tease others that are not like you. Create a game that includes everyone.

15. **CREATIVE READING SKILL:**

After reading the book The Boy Who Cried Wolf. Create a bumper sticker about telling lies.

16. **CREATIVE LISTENING SKILL:**

We've learned that the best way to learn is through listening. Take a listening walk and fill a journal with sounds and illustrations of those songs.

17. **CREATIVE WRITING SKILL:**

Write a rap song about responsibilities.

18. **VISUALIZATION SKILL:**

It is more important to give than to receive. Imagine someone gave you a \$1000. Visualize what you would do with that money and illustrate a drawing to help your friends visualize what you did with the money.

ACADEMIC / CRITICAL THINKING SKILLS
ANALYZING HUMAN ACTIVITIES! (AHA!)

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STATE STANDARD # _____ STUDENTS WILL BE ABLE TO _____.

ESSENTIAL QUESTION: How does the Universal Theme of **Producing, Exchanging and Distributing** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION:

1. PRODUCING, EXCHANGING, AND DISTRIBUTING [ECONOMICS]

Textbook or Database:

KNOWLEDGE:

Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.

(Include ANCHORING ACTIVITY / ANTICIPATORY SET, at least 2 “for examples”)

Anchoring Activity / Anticipatory Set:

Students will:

Formative Assessment:

COMPREHENSION:

Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes. **(Include “for examples”)**

APPLICATION:

Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will create a (class / team product):

Formative Assessment / Rubric for Product:

Multicultural and/or ESL and/or Bilingual Link:

Mathematics/Science Link and/or Humanities Link:

School-to-Career/Tech Prep Link:

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Paradoxes, Attributes, Analogies, Discrepancies, Provocative Questions, Examples of Change, Examples of Habit, Organized Random Search, Skills of Search, Tolerance for Ambiguity, Intuitive Expression, Adjustment to Development, Study Creative People and Process, Evaluate Situations, Creative Reading Skill, Creative Listening Skill, Creative Writing Skill, Visualization Skill. **(Include ANCHORING ACTIVITY / ANTICIPATORY SET, and at least one IN-CLASS TEAM PRODUCT)**

Anchoring Activity / Anticipatory Set:

Students will:

Class/team/individual product:

Summative Assessment:

INDIVIDUAL JOURNAL ASSIGNMENT:

HOMELINK:

ACADEMIC / CRITICAL THINKING SKILLS
ANALYZING HUMAN ACTIVITIES! (AHA!)

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STATE STANDARD # **Civics 4.2**

STUDENTS WILL BE ABLE TO **know how citizens can fulfill their responsibilities for preserving the constitutional republic.**

ESSENTIAL QUESTION: What can we do to help our friends, family, and community?

1. PRODUCING, EXCHANGING, AND DISTRIBUTING [ECONOMICS]

Textbook or Database: The Shoemaker and the Elves

Social Skill or Virtue: Helping others, helps you.

KNOWLEDGE:

KWL Chart – Students will use their background knowledge to discuss ways to help others and their community and what happens when you help others.

COMPREHENSION:

Student will make a connection to helping others through the reading of The Shoemaker and the Elves.

APPLICATION:

Take a picture walk and students will make predictions about the story.

Students will listen to the reading of The Shoemaker and the Elves.

Have students turn and talk to discuss how the elves helped the shoemaker and how the shoemaker helped the elves.

Students will be able to re-enact the story and include how they think the shoemaker and the elves felt.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Have a Girl Scout troop visit the classroom and teach the class the song, “Make New Friends” and share how they help others in the community and in our school environment.

Students will draw/write what they can do to help others in the community or school.

HOMELINK:

Retell The Shoemaker and the Elves and find out what their family has done to help others.

STATE STANDARD # **Physical Education 3.1**

STUDENTS WILL BE ABLE TO **demonstrate the knowledge of factors important to participation in physical education.**

ESSENTIAL QUESTION: Why is physical education important?

2. TRANSPORTATION

Textbook or Database: “Walk, Walk, Walk Your Feet.”

Social Skill or Virtue: Taking care of ourselves through exercise and healthy choices.

KNOWLEDGE:

KWL Chart – Students will use their background knowledge to discuss ways to take care of themselves.

COMPREHENSION:

Student will learn the importance of staying healthy.

APPLICATION:

Students will learn and sing “Walk, walk, walk your feet.”

(Tune: “Row, Row, Row Your Boat”)

Walk, walk, walk your feet
Everywhere you go,
Walk 'em fast, walk 'em slow
Walk them heel to toe.

Students will create a chart of good health habits and bad health habits using pictures demonstrating different health choices. (i.e., sitting on the couch watching television, running, playing soccer, eating candy, smoking)

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will create new songs to incorporate other healthy choices.

Example:

Eat, eat, eat good food
Everywhere you go,
Carrots, apples, celery
Help you head to toe.

MULTICULTURAL LINK:

Students will learn and sing,
“Mueve, mueve, mueve tus pies.”
Mueve, mueve, mueve tus pies.
A cualquier lugar.
Muevelos rapido, muevelos lento,
Del dedo al talon.

STATE STANDARD # Reading 2.1

STUDENTS WILL BE ABLE TO write and speak for a variety of purposes and audiences.

ESSENTIAL QUESTION: What are the different ways for communicating with each other?

3. COMMUNICATIONS

Textbook or Database: Chicken Little

Social Skill or Virtue: Spreading rumors can be hurtful.

KNOWLEDGE:

Students will play the game “Telephone” to show how words can easily be misconstrued.

COMPREHENSION:

Students will understand that concept of what a “rumor” is and how spreading rumors can be harmful to others.

APPLICATION:

Students will listen to the story Chicken Little and will watch several clips from the movie “Chicken Little” where the rumor that “the sky is falling” is spread.

Students will create a class book of pictures that define a rumor and how it affects people.

The class book will be accessible all year for students to review over the school year.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students divide into groups of three or four and create play about spreading rumors and present it to the class.

HOMELINK:

As a family, discuss rumors and if a rumor has ever been spread about a family member. Discuss how that rumor made them feel.

STATE STANDARD # Civics 1.4

STUDENTS WILL BE ABLE TO **know the distinctive characteristics of the political culture of the United States**

ESSENTIAL QUESTION: How do we treat others, animals and the environment?

4. **PROTECTING AND CONSERVING**

Textbook or Database: Ding Dong Bell

Social Skill or Virtue: To be kind to all living things.

KNOWLEDGE:

KWL Chart - Students will use their background knowledge to discuss how being cruel to others can affect them.

COMPREHENSION:

Students will make a connection between the nursery rhyme and how the display of cruelty is unacceptable.

APPLICATION:

Students will learn the nursery rhyme Ding Dong Bell.

Dumb Friends League will come in and visit. They will talk about how to take care of animals and bugs.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Have students create and perform a play based on what they would do if they saw an animal being abused.

HOMELINK:

Draw a picture or write a story about how or what you would do if you saw someone being cruel to another person or an animal.

STATE STANDARD # **Reading 4.1**

STUDENTS WILL BE ABLE TO **apply thinking skills to their reading, writing, speaking, listening, and viewing.**

ESSENTIAL QUESTION: How do we apply wisdom to reading, writing, speaking, listening and viewing?

5. **PROVIDING EDUCATION**

Textbook or Database: A Wise Old Owl

Social Skill or Virtue: To instill wisdom of observation

KNOWLEDGE:

Teach the students the nursery rhyme, A Wise Old Owl, but say it too quickly so the students are unable to listen properly. Then ask the students, "In order to learn something, what is the most important thing you must be able to do?"

COMPREHENSION:

Students will understand that by listening and observing they are able to learn more.

APPLICATION:

Students will learn and recite the nursery rhyme, A Wise Old Owl.

A wise old owl lived in an oak

The more he saw the less he spoke

The less he spoke the more he heard.

Why can't we all be like that wise old bird?

Students will create a totem pole using "Animal Wisdom" at the website <http://www.animaltribe.com/totem-pole.html>

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will create a collage of pictures using all the letters in the word "Listen." (L=looking, I=interested in the speaker, S=silence, T=thinking, E=engaging, N=never talk when someone else is talking)

HOMELINK:

Each month the children will receive a reading log recording how long they listened to stories. Students and parents will read and listen 15 minutes a day.

STATE STANDARD # Science 1.1

STUDENTS WILL BE ABLE TO apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.

ESSENTIAL QUESTION: How do you use patience to make scientific discoveries?

6. MAKING AND USING TOOLS AND/OR TECHNOLOGY

Textbook or Database: The Crow & The Pitcher

Social Skill or Virtue: Patience is a virtue.

KNOWLEDGE:

KWL Chart – Students will use their background knowledge to discuss their understanding of the word patience and why patience is important.

COMPREHENSION:

Students will understand that with more patience comes success.

APPLICATION:

Students will listen to the fable, The Crow & The Pitcher.

Teacher will ask open-ended questions such as, “Why was the last crow more successful than the others?” And use turn and talk to focus discussion.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will create a poster teaching others of how to be patient.

HOMELINK:

Students will play the game “Operation” and discover that with patience you are able to successful.

STATE STANDARD # Civics 1.1; 1.4; 2.3

STUDENTS WILL BE ABLE TO know and understand what government is and what purpose it serves; Students know the distinctive characteristics of political culture of the United States; Students know and understand the place of law in the Colorado and United States constitutional systems

ESSENTIAL QUESTION: How is our school a community with laws and regulations?

7. PROVIDING RECREATION

Textbook or Database: “Safety First”

Social Skill or Virtue: Following rules is important because it keeps us safe and helps us understand there are rules you need to follow in everyday life.

KNOWLEDGE:

Have children imitate actions of being safe, for example, looking both ways.

COMPREHENSION:

Students will learn that it is important to follow rules to stay safe and enjoy games.

APPLICATION:

Have students learn and sing the song, “Safety First”

(sung to “Skip to My Lou”)

Rules, rules, stick to the rules,

Rules, rules, stick to the rules,

Rules, rules, stick to the rules,

Stick to the rules for safety!

Invite speakers to the class, such as, fire fighter, lifeguard and crossing guard. Have them discuss the importance of safety rules. Encourage children to prepare to ask questions to each guest.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Give students a random game, never been taught or played, without rules.

HOMELINK:

Students should be able to make up rules for the game demonstrated in class.

STATE STANDARD # **Civics 1.4**

STUDENTS WILL BE ABLE TO **know the distinctive characteristics of the political culture of the United States.**

ESSENTIAL QUESTION: How do we use our role models to shape us?

8. ORGANIZING AND GOVERNING

Textbook or Database: “Clean Up” song

Social Skill or Virtue: Taking care of our materials and belongings by staying organized.

KNOWLEDGE:

Students will create a picture demonstrating how they clean up/organize at home.

COMPREHENSION:

Students will recognize that by returning items to their appropriate home they will be able to find them the next time they need them.

APPLICATION:

Students will learn and sing “Clean Up” song.

Song will be used throughout the year.

Students will play teacher made organization game (Tile Game)

Materials Needed:

- 5 different color cans
- Color tiles
- Pattern Boards
- Stop Watch
- Set of 5 color cans filled with random color tiles

How to play:

- Students are timed to see how quickly they can place the correct color tile on the pattern board.
- Students will be timed again using the cans filled with random color tiles in order to show that it takes longer to complete a task when we are disorganized.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students get to organize a section of the classroom and create signs for supplies used in the classroom. They can take ownership and have a well-organized classroom.

HOMELINK:

Students will find out where their belongings should be placed at their home and make a log that their parents fill out and sign for a week to show what they did with their materials and belongings.

STATE STANDARD # Civics 1.4

STUDENTS WILL BE ABLE TO know the distinctive characteristics of the political culture of the United States

ESSENTIAL QUESTION: How do we teach each other social skills?

9. MORAL, ETHICAL AND SPIRITUAL BEHAVIOR

Textbook or Database: “Mary Had A Little Lamb”

Social Skill or Virtue: Love and kindness are reciprocated.

KNOWLEDGE:

KWL Chart – Students will use their background knowledge to discuss how they react to kind words and actions, as well as, mean or harmful words or actions.

COMPREHENSION:

Students will learn that by showing love and kindness to others, they will receive love and kindness in return.

APPLICATION:

Students will learn and sing, using finger puppets to teach, “Mary Had A Little Lamb.”

They will discuss the reasons why they think the lamb follows Mary.

Students create their own puppets of Mary and her lamb (Craft sticks, paper bags, cotton, etc.)

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Role-play with partners using their puppets showing how the lamb would react to kindness and how the lamb would react to being mistreated.

HOMELINK:

Students will go home and show an act of kindness towards a family member or pet. They will then draw a picture or write how the person or pet reacted to their kindness.

STATE STANDARD # Economics 1.1

STUDENTS WILL BE ABLE TO know that economic choices are made because resources are scarce and that the act of making economic choices imposes opportunity costs.

ESSENTIAL QUESTION: What are different ways we can recycle and reuse specific items to use what we have?

10. AESTHETIC NEEDS

Textbook or Database: The Dog and The Bone.

Social Skill or Virtue: Be thankful for what you have and don't be greedy.

KNOWLEDGE:

“Greedy Game” –

Materials Needed:

- Blow pops (enough for class -1)
- 1 Dumdum (for “last” student)
- 1 Huge lollipop
- Tray

Place blow pops and the one dumdum on the tray. Have each student choose a “lollipop” from the tray. Have the one student describe how it felt to get the smallest lollipop. The students will discuss what they know about being greedy. (At the end of this lesson, give the huge lollipop to the student who received the dumdum.)

COMPREHENSION:

Students will learn that having more is not always best.

APPLICATION:

The students will listen to the story, The Dog and The Bone.
Students will make a collage using pictures from magazines of things they are thankful for.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will listen to the audio clip, “Ladies First,” from the soundtrack *Free To Be... You and Me*. Then they will list the ways the character in the story was being greedy.

HOMELINK:

Students will bring something from their home for the class to share.

STATE STANDARD # History 1,3

STUDENTS WILL BE ABLE TO use chronology to examine and explain historical relationships.

ESSENTIAL QUESTION: What do we do in the future that we learned from our past?

11. DILIGENCE

Textbook or Database: “Itsy Bitsy Spider”
Social Skill or Virtue: Don’t give up.

KNOWLEDGE:

KWL Chart- students will respond to the question, “What would happen if people never finished anything because they gave up before they were through?”

COMPREHENSION:

Students will discover that with diligence they are able to accomplish task.

APPLICATION:

Students will learn and sing “Incy Wincy Spider” and learn hand motions.
Students will play the game Forest Rangers and Fire.

Materials needed:

- orange cones or bowling pins.
- large empty space

You will need a large empty space to play this game. Divide students into one group of “Fire” and one group of “Rangers.” Teacher will stagger pins around the entire field or empty space. When the teacher calls out, “go” the fire team knocks down the pins (aka trees) while the rangers try to pick them back up. When the teacher yells “stop”, he/she will determine who wins. If pins are down, fire wins, if pins are up, forest rangers win.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Each student will receive a small set of Legos with picture directions to put together. Once they have completed building their project, they get to keep what they built. However, while they are building, the teacher will come around and take their Legos apart periodically. Students will not be able to take their Legos home until their projects are complete showing their persistence to get it done.

HOMELINK:

Legos will be taken home and students will share with their families using the word “diligence” what they had to do in order to keep their Legos.

STATE STANDARD# Civics 1.1

STUDENTS WILL BE ABLE TO know and understand what government is and what purpose it serves.

ESSENTIAL QUESTION: How important is honesty in this world?

12. HONESTY

Textbook or Database: The Boy Who Cried Wolf

Social Skill or Virtue: No one believes a liar.

KNOWLEDGE:

KWL Chart - Students will make a chart describing the effects of what happens after someone tells a lie.

COMPREHENSION:

Students will understand that telling lies can lead to others not believing them even when they are telling the truth.

APPLICATION:

Students will listen to the story The Boy Who Cried Wolf. Students will create a different version of the story where the boy tells the truth and a new ending to the story.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will watch a video clip of *Pinocchio* when his nose grows every time he tells a lie. Ask students if somebody's nose grows when they tell a lie. Have students discuss as partners what really can happen when they tell a lie and share that with the class.

MULTICULTURAL LINK:

Teacher will read the story El Nino Y El Lobo to show the lesson can be taught in many different languages. Students then can find other stories throughout the world that teach about what happens when you lie. For example, Anansi, an African folktale.

STATE STANDARD # **Civics 1.4**

STUDENTS WILL BE ABLE TO **know the distinctive characteristics of the political culture of the United States.**

ESSENTIAL QUESTION: How do we respect others and their property?

13. RESPECT

Textbook or Database: Goldilocks and the Three Bears

Social Skill or Virtue: Treat others' property with respect

KNOWLEDGE:

KWL – Students will discuss what it means to be respectful.

COMPREHENSION:

Students will understand that taking care of others' people's property is a way of being respectful.

APPLICATION:

Students will listen to the story Goldilocks and the Three Bears. During the second reading of the story, Goldilocks and the Three Bears, students will act out different parts of the story.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will write notes using pictures or words to the three bears from Goldilocks to apologize for the mess that she made.

MATH LINK:

Students will work with a partner to complete a chart comparing light, medium and heavy objects. Light can be picked up with one hand (baby bear icon on chart). Medium can be picked up with two hands (mama bear icon on chart). Heavy can't be picked up (papa bear icon on chart).

STATE STANDARD # Civics 1.4

STUDENTS WILL BE ABLE TO know the distinctive characteristics of the political culture of the United States.

ESSENTIAL QUESTION: How do we instill civic responsibility?

14. RESPONSIBILITY

Textbook or Database: The Grasshopper and the Ants

Social Skill or Virtue: Don't put off for tomorrow what you should do today

KNOWLEDGE:

Students will give examples of choices that they have made and talk about the meaning of choice.

COMPREHENSION:

Students will develop awareness that there are consequences for their choices.

APPLICATION:

Before the story, students will choose to become either a "playful grasshopper" or a "hardworking ant".

Read The Grasshopper and the Ants.

After the story, discuss with students if they like their choice and why?

Coral singing: The Ants and the Grasshopper (Tune – The Brady Bunch)

Grasshopper:

Here's the story of a starving grasshopper

Who was carefree and played all summer long

As the ants worked, he only fiddled,

And sang his little song.

Ants:

On, Grasshopper! Winter's coming!

Jack Frost is nipping at your toes,

You need to gather your crops together,

Put up our fiddle and your bow!

Grasshopper:

Now its winter, and I am freezing!

Man, I wish I'd listened to those ants!

While they are feasting, warm and cozy,

I am starving, in frozen pants!

Burrrrrrrrr!

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Materials Needed:

- Celery
- Peanut butter
- Golden/Dark raisins
- Sequence cards

Students will prepare "ants on a log" snack using sequence cards. Students will then discuss the "work" involved in creating their snack before getting the reward of eating their snack. Are they satisfied with their choice to do the work, why or why not?

MATH LINK:

While making their snack, students will use the golden and dark raisins "ants" to create a pattern on their celery "the log."

STATE STANDARD # Geography 4.5

STUDENTS WILL BE ABLE TO know how cooperation and conflict among people influence the division and control of Earth's surface.

ESSENTIAL QUESTION: What are ways you can work with your friends to finish tasks more smoothly?

15. COOPERATION

Textbook or Database: The Little Red Hen

Social Skill or Virtue: Cooperation

KNOWLEDGE:

KWL – Students will create a chart about what it means to cooperate with others.

COMPREHENSION:

Students will learn that with cooperation things will be able to get done quicker and more smoothly.

APPLICATION:

Students will listen to the story The Little Red Hen. After the reading the students will discuss what would have happened in the story if the little red hen would have received help. Students will create a new version of the story titled "Everyone Helps Out".

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Materials Needed:

- Grains of wheat or grass seed
- Disposable cup
- Soil

Use a disposable cup for each child with their name on the cup, put a hole in the bottom for drainage, and fill each cup with soil to within an inch of the top. Give each child about twenty seeds to put on top of the soil, cover seeds with just enough soil to hide them. Water the seeds and place them in a sunny location in your classroom. Students will then begin observing and recording of how their seeds grow. After the seeds have grown they will cooperate to make dough and butter to share in class.

MATH LINK:

Students will work together cooperatively to put the puzzle together.

Puzzle and Number Matching –

On a template a slice of bread, the bread is cut down the middle in a puzzle format. A number is printed on one side with a matching number of dots, on the other side the children must match the number and dots by putting the appropriate puzzle piece together.

STATE STANDARD # Civics 1.4

STUDENTS WILL BE ABLE TO know the distinctive characteristics of the political culture of the United States.

ESSENTIAL QUESTION: How do we use characteristics to describe ourselves?

16. INTEGRITY

Textbook or Database: The Emperor's New Clothes

Social Skill or Virtue: Be true to yourself

KNOWLEDGE:

Begin by asking the students if they like to get new clothes. Ask the students who respond to tell why. Then tell the students that the story you are going to read is about a man who like new clothes more than anything else and had more new clothes than anyone else.

COMPREHENSION:

Students will learn that it is important to trust your instincts.

APPLICATION:

Students will listen to the story, The Emperor's New Clothes. Remind the students that an emperor is a person who rules. Have the children guess about the kind of clothes an emperor would wear. Talk to students about royal robes and suits made of silk. As you read the story have students predict what will happen after the weavers come to talk to the emperor. Continue reading, stopping at points along the way. Discuss the idea that sometimes people say and do things that are wrong or fail to do things they know to be right because they are worried about what others will think or say about them. Ask the children if they think that new clothes will ever be important to him again? What do you think should be most important to him?

Students in small groups will pretend that they are television reporters watching the parade when the emperor shows off his new clothes. They will report to the class telling about the parade and answer the questions who, what, when, where and why.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will illustrate an incident from the story, The Emperor's New Clothes, writing/dictating what they feel should have been done to make things right.

HOMELINK:

Students will talk with their families about times when they gave up their integrity because they were afraid of what other people might think.

STATE STANDARD # Geography 4.5

STUDENTS WILL BE ABLE TO know how cooperation and conflict among people influence the division and control of Earth's surface.

ESSENTIAL QUESTION: How do you treat someone that is different from you?

17. Tolerance

Textbook or Database: The Ugly Duckling

Social Skill or Virtue: Don't judge others by how they look.

KNOWLEDGE:

Show students The Icky Bug Alphabet Book. Students will discuss which bugs in the book they liked or disliked and why. Which are "icky?" Why or why not?

COMPREHENSION:

Students will learn that making a decision about someone based on his/her appearance is not a fair or accurate judgment.

APPLICATION:

Students will listen to and discuss the story The Ugly Duckling. Ask students, "Are looks more important than the way someone acts or behaves?" "Is it fair to judge someone before you know them?" "Have you ever been judged by someone before they got to know you?"

Materials needed:

-1 mealworm in its own container for each student

Show students pictures of mealworms. Discuss what they think and feel about these insects. Give each student a live mealworm. Discuss what they think and feel about these insects now.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Students will be given the mealworms to take care of for the next week.

HOMELINK:

Students will design a mobile showing diversity.

**MORAL / ETHICAL / SPIRITUAL
REASONING AND DILEMMAS
FOR CHARACTER EDUCATION**

TEN ETHICAL DILEMMAS

(Must be set in context of unit, but must also relate to the lives of today's students)

STATE STANDARD # _____.

ESSENTIAL QUESTION: How does the content of this unit reflect **character education** through Moral and Ethical dilemmas?

1. **Producing, Exchanging, and Distributing** [Economics]

ESSENTIAL QUESTION: How does the **Human Activity** of **Producing, Exchanging and Distributing** create moral/ethical dilemmas?

DILEMMA:

2. **Transportation**

ESSENTIAL QUESTION: How does the **Human Activity** of **Transportation** create moral/ethical dilemmas?

DILEMMA:

3. **Communications**

ESSENTIAL QUESTION: How does the **Human Activity** of **Communications** create moral/ethical dilemmas?

DILEMMA:

4. **Protecting and Conserving**

ESSENTIAL QUESTION: How does the **Human Activity** of **Protecting and Conserving** create moral/ethical dilemmas?

DILEMMA:

5. **Providing Education**

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Education** create moral/ethical dilemmas?

DILEMMA:

6-10 will be found in the writing template.

**MORAL / ETHICAL / SPIRITUAL
REASONING AND DILEMMAS
FOR CHARACTER EDUCATION**

TEN ETHICAL DILEMMAS

ESSENTIAL QUESTION: How does the content of this unit reflect **character education** through Moral and Ethical dilemmas?

1. **Producing, Exchanging, and Distributing** [Economics]

DILEMMA: Your friend comes over to play all afternoon and when he leaves you find that he never put anything away. What do you do?

2. **Transportation**

DILEMMA: You are outside playing with your friends and you see your older brother/sister smoking. What do you? Do you join in? Do you talk to someone about it?

3. **Communications**

DILEMMA: You are spending the night at your friend's house and they say that they have a secret to tell you but you can't tell anyone. Do you want to know the secret?

4. **Protecting and Conserving**

DILEMMA: You are with your friends when you find a stray cat/dog. One of your friends want to set his tail on fire. Everyone is saying "Yea! Let's do it!" If you don't do it they won't be your friends any more. What do you do?

5. **Providing Education**

DILEMMA: During class, your friend wants to talk to you while the teacher is teaching. Do you turn and talk? Do you ignore your friend? What do you do?

6. **Making and Using Tools and/or Technology**

DILEMMA: You just came off the playground and you're hot and very thirsty. The line for the water fountain is really long. What do you do?

7. **Providing Recreation**

DILEMMA: You and friend are playing a game and your friend is about to win. You know a way that you can cheat without them knowing and win the game. What do you do?

8. **Organizing and Governing**

DILEMMA: You have been working on a project and just as you finish you have to rush off to specials, your materials get scattered all over the place. If you take the time to put them away in the correct place you'll be late. What do you do?

9. **Moral, Ethical and Spiritual Behavior**

DILEMMA: While playing four square on the playground and because you are winning another kid calls you a bad name. What do you do?

10. **Aesthetic Needs**

DILEMMA: You have to share your favorite candy bar with your brother/sister it's up to you to divide it? What do you do?

**PRODUCTIVE THINKING SKILLS
DIVERGENT / CREATIVE THINKING**

1. **BRAINSTORM MODEL**

A. BRAINSTORM ALL OF THE _____.

- AHA #1:
- AHA #2:
- AHA #3:
- AHA #4:
- AHA #5:
- AHA #6:
- AHA #7:

B. BRAINSTORM AS MANY _____ AS YOU CAN THINK OF.

- AHA #8:
- AHA #9:
- AHA #10:
- AHA #11:
- AHA #12:
- AHA #13:
- AHA #14:

C. HOW MANY WAYS CAN YOU COME UP WITH TO _____ ?

- AHA #15:
- AHA #16:
- AHA #17:
- Random Brainstorm:
- Random Brainstorm:
- Random Brainstorm:
- Random Brainstorm:

2. **VIEWPOINT MODEL (Human or Animate) USE CULTURAL LITERACY TERMS**

A. HOW WOULD _____ LOOK TO A(N) _____ ?

- AHA #1:
- AHA #2:
- AHA #3:
- AHA #4:
- AHA #5:
- AHA #6:
- AHA #7:
- AHA #8:

B. WHAT WOULD A _____ MEAN FROM THE VIEWPOINT OF A(N) _____ ?

- AHA #9:
- AHA #10:
- AHA #11:
- AHA #12:
- AHA #13:
- AHA #14:
- AHA #15:
- AHA #16:
- AHA #17:

2-6 will be found in the writing template.

PRODUCTIVE THINKING SKILLS
DIVERGENT / CREATIVE THINKING

1. BRAINSTORM MODEL

A. BRAINSTORM ALL OF THE _____.

- AHA #1: Ways you can help someone
- AHA #2: Ways you can help the environment
- AHA #3: Different ways people can communicate with each other
- AHA #4: Ways you can help an injured animal
- AHA #5: Ways to listen and ignore your surrounding distractions
- AHA #6: Ways you can drink water without your hands
- AHA #7: Things you can do to keep yourself safe

B. BRAINSTORM AS MANY _____ AS YOU CAN THINK OF.

- AHA #8: Toys
- AHA #9: Acts of kindness
- AHA #10: Greedy things
- AHA #11: Struggles
- AHA #12: True statements about yourself
- AHA #13: Examples of respectful language
- AHA #14: Chores

C. HOW MANY WAYS CAN YOU COME UP WITH TO _____?

- AHA #15: Cooperate with others
- AHA #16: Show integrity
- AHA #17: Show tolerance

2. VIEWPOINT MODEL (Human or Animate) USE CULTURAL LITERACY TERMS

A. HOW WOULD _____ LOOK TO A(N) _____?

- AHA #1: Elf/To a shoe
- AHA #2: Exercise/Robot
- AHA #3: Lie/Grandma
- AHA #4: Injured person/Animal
- AHA #5: Pan handler/Wise old owl
- AHA #6: Crow/Pitcher
- AHA #7: Rules/Safety
- AHA #8: New toys/Broken toys

B. WHAT WOULD A _____ MEAN FROM THE VIEWPOINT OF A(N) _____?

- AHA #9: Mean Words/Lamb
- AHA #10: Steak/Bone
- AHA #11: Rain/Spider web
- AHA #12: Towns people/Wolf
- AHA #13: Respect/The three bears
- AHA #14: Hard work/Grasshopper
- AHA #15: Cooperation/Dog
- AHA #16: Integrity/Towns people
- AHA #17: Tolerance/Goose

C. HOW WOULD _____ Mother Goose _____ VIEW THIS?

- 1: A pair of leather shoes
- 2: Pollution
- 3: Someone telling lies
- 4: Dumb Friends League

- 5: The Library
- 6: The pitcher's point of view

3. INVOLVEMENT MODEL (Personification / Inanimate object brought to life)

A. HOW WOULD YOU FEEL IF YOU WERE _____?

- AHA #1: A shoe being made
- AHA #2: Your body never moved
- AHA #3: A rumor being spread
- AHA #4: Being thrown down a well
- AHA #5: Listening to what is being said
- AHA #6: The water in the pitcher
- AHA #7: Rule being broken

B. IF YOU WERE A _____, WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL, etc.)?

- AHA #8: Toy; what would you see
- AHA #9: Lamb; what would you feel
- AHA #10: Dog; what would you smell
- AHA #11: Spider; what would you see
- AHA #12: Wolf; what would you taste
- AHA #13: Bears; what would you feel
- AHA #14: Ants; what would you feel

C. YOU ARE A _____. DESCRIBE HOW IT FEELS.

- AHA #15: Hen not getting help
- AHA #16: Emperor
- AHA #17: Beautiful swan

4. CONSCIOUS SELF-DECEIT MODEL

A. SUPPOSE _____. WHAT _____.

- AHA #1: The elves were lazy/would the shoemaker do?
- AHA #2: Everyone littered/how would you exercise
- AHA #3: Everyone lied/would you do?
- AHA #4: All the animals were mean to kids/would the kids do?
- AHA #5: The wise old owl lost its memory/would happen?
- AHA #6: The pitcher ran away/would the crows do?
- AHA #7: There was no rules to any games/would you do to play?
- AHA #8: No one wanted to help clean/what would you do to have him or her help?
- AHA #9: The lamb got mad at Mary and didn't want to be her friend/would Mary do?

B. YOU CAN _____. WHAT _____?

- AHA #10: Wish it and things will appear/would the shoemaker wish for?
- AHA #11: Run and jump faster than anyone/Where would you go?
- AHA #12: Never tell little white lies/would you tell all your friends?
- AHA #13: Open the door to anyone's house/what would you do?
- AHA #14: Do magic/would you make appear?
- AHA #15: Create any kind of game/would do to teach your friends cooperation?
- AHA #16: Design and create your own clothes/would design for the emperor?
- AHA #17: Make others see beauty in everything/would you want people to see?

5. FORCED ASSOCIATION MODEL USE CULTURAL LITERACY TERMS HERE

A. HOW IS _____ LIKE _____?

- AHA #1: Elf/Machine
- AHA #2: Swimming/Exercise
- AHA #3: Talking about someone/Lying
- AHA #4: Feeling bad/Mean

AHA #5: Wisdom/Patient
AHA #6: Creating something/Scientist
AHA #7: Sharing/Following rules

B. GET IDEAS FROM _____ TO IMPROVE _____.

AHA #8: Closet/Organization
AHA #9: A broken heart/Love
AHA #10: Fairness/Greed
AHA #11: Persistence/Friends
AHA #12: Lies/Truth
AHA #13: Something broken/Respect
AHA #14: Books/Hard work

C. I ONLY KNOW ABOUT _____. EXPLAIN _____ TO ME.

AHA #15: Games/Cooperation
AHA #16: Homework/Getting things done
AHA #17: Hurt feelings/How you treat others

6. REORGANIZATION / SYNECTICS MODEL

A. WHAT WOULD HAPPEN IF _____ ?

AHA #1: Machines or people didn't make shoes
AHA #2: No one picked up his or her trash
AHA #3: No one ever talked
AHA #4: There were no vets to help animals
AHA #5: There was no wisdom, what would be the consequences
AHA #6: There was nothing to drink
AHA #7: There were no rules

B. SUPPOSE _____ (HAPPENED) WHAT WOULD BE THE CONSEQUENCES?

AHA #8: No one cleaned up his or her messes
AHA #9: There was no love in the world
AHA #10: We always got what we wanted
AHA #11: Everyone always gave up on something
AHA #12: Everyone lied to each other
AHA #13: No one respected others people's property
AHA #14: There was no food

C. WHAT WOULD HAPPEN IF THERE WERE NO _____ ?

AHA #15: Cooperation
AHA #16: Clothes
AHA #17: Tolerance

CULTURAL LITERACY

1. Phrases:

- Be who you are and say what you feel, because those who mind don't matter, and those who matter don't mind.
~Dr. Seuss
- Better safe than sorry.
- Do unto others as you would have them do unto you.
- If at first you don't succeed, try, try again
- If you can dream it, you can do it.
- Honesty is the best policy.
- No act of kindness, no matter how small is ever wasted.

- No bees, no honey. No work, no money.
- There's a time for work and a time for play.
- Two wrongs don't make a right.

2. Words:

bad	character
cooperation	different
ethics	fairy tale
golden rule	helpful
honesty	law
lie	respect
responsibility	rhyme
selfish	sharing
success	

3. Proper Names:

Aesop	Anansi
Chicken Little	Goldilocks
Gretel	Hansel
Incey wincey spider	Little Red Hen
Mary	Pinocchio
The ants	The boy who cried wolf
The crow	The dog
The Emperor	The grasshopper
The elves	The pitcher
The shoemaker	The three bears
The ugly duckling	Wise old owl

RESOURCES

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- Uribe, Veronica. Little Book of Nursery Tales. 1996
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- Zelinsky, Paul. Rumpelstilskin. 1986

IV. Educational Films / Videos

- Barney's Best Manners (Preschool) Children Are Watching 1999 Courtesy is Caring (Preschool – Primary) 1987
- Disney's Safety Hits Series (Health, Safety and Guidance – Primary) 2004
- Disney's Wild About Safety with Timon and Pumbaa: Safety Smart Home (K-3) 2008
- Fitness and Me Series (Preschool – Primary) 1985
- I'm No Fool With Safety At School (Preschool – Primary) 1990
- Mickey's Safety Club (Preschool – Primary) 1989
- Sharing & Cooperation (Preschool – Primary) 1989
- Teletubbies: Nursery Rhymes (Preschool) 1999

IV. Commercial Films / Videos

- "Chicken Little"
- "Goldilocks and the Three Bears"
- "Hansel and Gretel"
- "Little Red Riding Hood"
- "Pinocchio" Walt Disney Productions
- "The Ants Movie" Walt Disney Productions
- "The Boy Who Cried Wolf" Walt Disney Productions
- "The Emperor's New Clothes"
- "The Ugly Duckling"

V. Literature / Language Arts

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VI. **Poetry**

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- Green Tiger's Book of Children's Poetry. 2007
- Guinness, Louise. The Everyman Book of Nonsense Verse. 2004
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- Lewis, Patrick & Graves, Keith. The World's Greatest Poems. 2008
- Prelutsky, Jack. The 20th Century Children's Poetry Treasury. 1999
- Stevenson, Robert. A Child's Garden of Verses Classic Education. 1981
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- Stevenson, Robert. Poetry For Young People. 2008

VII. **Drama** (Stage Productions)

- "Rapunzel." Children's Puppet Theatre.
- "The Little Mermaid." Children's Theatre Plays.

VIII. **Art Works**



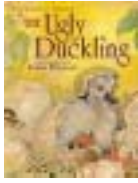
Chicken Little



Shoemaker and the Elves



Mary had a little lamb



The Ugly Duckling



The Wise Old Owl

IX. Music

- Awesome Kids Songs (CD)
- Hap Palmer Sings Classic Nursery Rhymes (CD)
- <http://www.ez-tracks.com/kids-SubCat-Nursery%20Rhymes.html> (Songs for Kids – Download Nursery Rhymes Music for Free!)
- http://www.nurseryrhymes4u.com/NURSERY_RHYMES/MUSICANDSONG.html (Music and Songs)
- http://www.nursery-songs.com/about_the_artists.htm (Nursery Rhymes and Nursery Rhymes Songs)
- <http://www.fairytalespop.com> (Fairy Tale Pop)
- <http://www.rhapsody.com/children/rhymesfairytales> (Rhymes/Fairy Tales)
- Kindness Counts (CD) Dr. Becky Bailey & Mr. Al
- Nursery Rhymes & Good Ol' Times (CD) Dr. Jean
- Ready To Learn Songs For School Success (CD) Cathy Bollinger
- Red Riding Hood & Sleeping Beauty- Classic Fairy Tales Retold (CD) Harry Enfield
- Rock & Learn Nursery Rhymes (Video/CD)
- Songs For Schools: Positive Choices (CD) Danny Quinn & Tom Gardner
- Songs That Build Character & Value (CD) Karen Rupprecht & Pam Minor
- “The Gingerbread Girl Rap” recorded by Jum Rule

X. Resource People / Mentors

- Art Teacher
- Community leaders (fireman, policeman, etc...)
- Denver Public Library readers
- Gym Teacher
- Highly Gifted Teacher
- Literacy Coach
- Local Storyteller
- Music Teacher
- Parents
- Principal
- School librarian
- School nurse

XI. Field Trips

- Children’s Museum
- Children’s Hospital
- Denver Dumb Friends League
- Fire Station #15

- Nursing Home
- SPREE (Sound Platte River Environment Education)
- The Children's Puppet Theatre

XII. Other Material (CD-ROM, Laser Disc, Internet sites, etc.)

- <http://www.ivyjoy.com/fables/index.shtml> (Fables, Fairy Tales, Stories & Nursery Rhymes)
- http://www.abcteach.com/directory/clip_art/fables_fairy_tales_nursery_rhymes
- <http://www.suelebeau.com/fairytales.htm> (All About Fairy Tales, Rhymes, Fables and Myths)
- http://www.phippmartin.infor.clipart/la_fairytales.htm (clipart)
- <http://www.childrenstory.com> (Children's Stories)
- http://www.patmedia.net/cswetits/Pathfinders/Grade1/fairy_tales.htm (Fairy Tales and Nursery Rhymes)
- <http://www.childrensnursery.org.uk/> (The Children's Nursery and It's Traditions)
- <http://www.dltk-teach.com/rhymes/index.htm> (DLTK's Growing Together)
- <http://www.lanternree.com/nurseryrhymes/nurseryrhymeNEW.html> (Baby Center Store Nursery Rhymes and
- <http://www-personal.umich.edu/~pfa/dreamhouse/nursery/rhymes.html> (the Mother Goose Pages)
- <http://www.childrens-nursery-rhymes.com/eflp/nursery+rhymes/pid54746/D143581/C30938> (Nursery Rhymes)
- <http://www.anglik.net/rhymes.htm> (The online resource for students of English as a second or foreign language)
- <http://www.mamalisa.com/world/> (Mama Lisa's World)
- <http://www.sqedunk.com/Nursery-Rhymes.htm> (Children's Nursery Rhymes)
- <http://www.storiespoems.net> (Shay's Imagination Children's Poems and Stories)
- <http://www.poetryarchive.org/childrensarchive/poemsHome.do> (The Children's Poetry Archive)
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- <http://www.storyit.com/Classics/JustPoems/classicpoems.htm> (Story It: Language Art Resources for children and their teachers)
- http://www.speech-writers.com/childrens_speeches_poems.htm (Speech-Writers Children's' Speeches & Poems)
- <http://www.kingpoetry.com/pkids.htm> (Children's Poetry)
- <http://www.nurseryrhymesonline.com> (Nursery Rhymes Online)
- <http://www.nursery-rhymes.org/> (Mother Goose Nursery Rhymes)
- <http://www.rhymes.org.uk> (Nursery Rhymes – Lyrics and Origins!)
- http://webtech.kennesaw.edu/jcheek3/mother_goose.htm (Welcome To My Nursery Rhymes Page)
- <http://www.nurseryrhymes4u.com> (Nicky's Nursery Rhymes)
- <http://www.animaltribe.com/indez.html> (Animal Wisdom)