


# Follow the LIFESKILLS Road

**Because, because, because, because...  
Because of the wonderful things they do!**


An Integrated/Interdisciplinary Thematic Unit on  
Developing LIFESKILLS Through Literature For K-1

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**You have  
to reach  
my heart,**



**Or you'll  
never  
reach my  
brain!**

Caring

Cooperation

Courage

Curiosity

Effort

Flexibility

Organization

Patience

Perseverance

Pride

Problem Solving

Respect

Responsibility

Sense of Humor

Sharing

**Unit Title:**  
**Follow the Lifeskills Road**  
**Because, because, because, because...Because of the wonderful things they do!**

**OVERVIEW**

**I. CONTENT:**

In today's fast paced life, children often don't realize how their actions and words affect themselves and others. This unit is designed to teach early elementary students to use LIFESKILLS throughout their lives. The LIFESKILLS will be the foundation for student achievement.

**II. PROCESS:**

The LIFESKILLS will be incorporated through literature, poems, hands-on activities, songs, role-playing, group interaction for problem solving, communication, music, and creative and critical thinking. Students will gain the knowledge of how to work together in our classroom, school, and community.

**III. PRODUCT:**

After completion of this unit, children will understand their emotional and social needs. They will be able to understand and learn from connections between their lives to the lives of characters in stories. The students will be able to identify the LIFESKILLS in themselves as well as others.

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

Benchmark 1: Students will understand how their actions and words affect themselves and others.

Benchmark 2: Students will demonstrate an understanding of LIFESKILLS and character traits through various activities and procedures.

Benchmark 3: Students will read and listen to children's literature and develop awareness of comprehension strategies.

Benchmark 4: 3501.0460 Preparatory Content Standards in Learning Area One: Read, Listen and View. Primary content standards - Literal Comprehension and Interpretation and Evaluation.

Benchmark 5: 501.0461 Preparatory Content Standards in Learning Area One: Read, Listen and View. Primary content standards – Writing and Speaking.

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

**1. PARADOXES:**

“Sticks and stones may break my bones, but words will never hurt me.” Using this statement, role plays this phrase.

**2. ATTRIBUTES:**

Look at the stories Chester and Wilson and Lilly Purple Plastic Purse. Even though these characters seem to be very different from their friends they can still be friends. Explain how you are different from your friends.

**3. ANALOGIES:**

Lilly and David showed respect differently. Create a Venn diagram to show the similarities and differences.

4. **DISCREPANCIES:**

In The Giving Tree, the tree gave the boy everything he needed. Sometimes cutting down trees helps us and sometimes it harms us. Create a diorama showing how both statements can be true.

5. **RPROVOCATIVE QUESTIONS:**

Good things come to those who wait. Create a product from a recipe to show how good things come to those who wait.

6. **EXAMPLES OF CHANGE:**

After reading No David, create a picture story changing David into a child who shows LIFESKILLS.

7. **EXAMPLES OF HABIT:**

After reading Clifford's Manner, create games using good and bad manners.

8. **ORGANIZED RANDOM SEARCH:**

Create a mobile on how to be a good friend.

9. **SKILLS OF SEARCH:**

Create a class Plus – Delta Chart based on how Literacy Centers are going. The next day, allow each child to have a piece of paper pinned on them. Explain to them that they are looking for friends who are changing their behaviors. Put a sticker on their card. Let's see how many stickers we can give out.

10. **TOLERANCE FOR AMBIGUITY:**

Create a learning center that will show respect towards others.

11. **INTUITIVE EXPRESSION:**

Listen to different types of music and create something out of clay. Show pride in your work and share with the class.

12. **ADJUSTMENT TO DEVELOPMENT:**

Create a flow chart of the Grinch changing his behaviors.

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

Interview the fifth grade students in regards to their science experiments.

14. **EVALUATE SITUATIONS:**

Create a rebus story which shows perseverance.

15. **CREATIVE READING SKILL:**

After reading a story, the students will write about what was happening in the book/story when they had a question. They will write about what they wonder and if their question was answered.

16. **CREATIVE LISTENING SKILL:**

Create a way to teach the children the five things needed for active listening.

17. **CREATIVE WRITING SKILL:**

Draw or write your reactions to a story we have read. The points to the star are: how come, I remember when, I get a picture in my mind of, that reminds me of, I wonder, and I have a connection.

18. **VISUALIZATION SKILL:**

Create a photo cube about feelings.

**CRITICAL THINKING SKILLS – ACADEMIC  
ANALYZING HUMAN ACTIVITIES! (AHA!)**

STATE STANDARD #4

**1. PRODUCING, EXCHANGING, AND DISTRIBUTING (COOPERATION)**

**KNOWLEDGE:**

**Anticipatory Set:** Read and listen to the story Inside A Barn In The Country.

**Students will:**

1. List the animal sounds from the story.
2. Sing The Farmer In The Dell.

**COMPREHENSION:**

Read The Cake That Mack Ate and make Text to Text comprehension connections to Inside A Barn In The Country.

**APPLICATION:**

**Anticipatory Set:** Read The House That Jack Built.

**Students will:**

1. Create a Venn Diagram comparing two of these stories.

**Class/team product:**

1. Work cooperatively to put a puzzle together.
2. Discuss the importance of cooperation and effort in completing a task.

**Multicultural and/or ESL and/or Bilingual Link:** Learn animal names in Spanish.

**Mathematics/Science Link and/or Humanities Link:** Graph your favorite farm animal.

**School-to-Career/Tech Prep Link:** Invite a farmer or 4H into explain their job.

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

**Anticipatory Set:** In cooperative groups, student will make up a skit which describes how something is created.

**Students will:**

1. Generate props needed for their skit.
2. Act out skit.

**Class/team/individual product:** Provide practice in speaking to a group in a strong and individual voice.

**INDIVIDUAL JOURNAL ASSIGNMENT:**

Draw and label a picture of a farm animal.

**HOMELINK:**

Perform a skit for their family.

**ADDITIONAL:**

\*\*Johnny Works With One Hammer and Button Factory (songs)

STATE STANDARD # 4

**2. TRANSPORTATION (RESPONSIBILITY)**

**KNOWLEDGE:**

**Anticipatory Set:** Listen to the song The Wheels On The Bus and watch Pooh's Bus Safety Video.

**Students will:**

1. Sing "The Wheels on the Bus".

2. List your responsibilities while riding the bus.

**COMPREHENSION:**

Explain why we have bus safety rules. Watch a video clip from the movie Jimmy Neutron Boy Genius.

**APPLICATION:**

**Anticipatory Set:** Discuss ways of transportation. Talk about realistic and make believe ways to get to school. Discuss how children around the world might get to school. Students will select the picture of how they get to school.

**Students will:** Place their picture on the “How We Get to School” graph.

**Class/team product:** Set up chairs in the classroom role play bus safety rules.

**Mathematics/Science Link and/or Humanities Link:** Count the number of pictures under each category on the graph.

**School-to-Career/Tech Prep Link:** Invite a bus driver to describe his/her job responsibilities.

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

**Anticipatory set:** Review the “How We Get to School” graph.

**Students will:** Interpret the graph.

**Class/team/individual product:** Reproduce the “How We Get to School” using a human graph.

**INDIVIDUAL JOURNAL ASSIGNMENT:**

Draw a picture of yourself following the bus safety rules.

**HOMELINK:**

Talk with your family about your responsibilities at the bus-stop and complete the Bus Safety activity book.

STATE STANDARD # 4

3. **COMMUNICATIONS (FRIENDSHIP)**

**KNOWLEDGE**

**Anticipatory Set:** Read The Cow That Went Oink.

**Students will:**

1. Tally how often the cow helped the pig.
2. Draw the setting of the story.

**COMPREHENSION:**

Watch a clip from Toy Story singing the song You’ve Got A Friend In Me. Discuss attributes of friendship and how Woody and Buzz communicated this in the song. Field study to the playground and tally the number of friendship acts shown.

**APPLICATION:**

**Anticipatory Set:** Read Bella Lost Her Moo.

**Students will:**

Draw a picture of how Bella communicated her feelings to her friends that helped her find her moo.

**Class/team product:** Students will create a page for a class book which shows an act of friendship.

**Multicultural and/or ESL and/or Bilingual Link:** The children will learn sign language for ways to communicate.

**Mathematics/Science Link and/or Humanities Link:** The class will make a collage of a habitat for a cow.

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

**Anticipatory set:** Create a friendship chain.

**Students will:** Write a riddle about a friend.

**Class/team/individual product:** Students will communicate an attribute of friendship when adding an ingredient to our friendship soup.

**INDIVIDUAL JOURNAL ASSIGNMENT:**

Begin a sentence stem dialogue.

**HOMELINK:**

Teach your family the sign language you learned.

**ADDITIONAL:**

\*\* And To Think We Thought We Would Never Be Friends (book)

\*\* Play telephone

STATE STANDARD # 4and 5

**4. PROTECTING AND CONSERVING (CARING)**

**KNOWLEDGE:**

**Anticipatory Set:** Watch a video clip from the movie Homeward Bound.

**Students will:**

1. Identify which character you are more like and share with a friend.
2. List one way the characters show how they care for each other.

**COMPREHENSION:**

Listen to the story The Kissing Hand. Allow the students to make text to self connections on how their family cares for them by filling in a T-Chart: What Happened In the Book I What It Reminds Me Of

**APPLICATION:**

**Anticipatory Set:** Sing the song All I Really Need by Raffi and All You Need Is Love by The Beatles.

**Students will:**

Write captions to their photograph sent in from home (see HOMELINK).

**Class/team product:** Collect pictures from magazines to coincide with each verse of the song All I Really Need and put on paper.

**Multicultural and/or ESL and/or Bilingual Link:** Teach sign language to the song.

**Mathematics/Science Link and/or Humanities Link:** Make a graph identifying your favorite character from Homeward Bound.

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

**Anticipatory set:** Play the song All I Really Need again.

**Students will:** Each child will stand up when they hear the part in the song that coincides with their picture.

**Class/team/individual product:** Compile the pictures together to create a class book.

**INDIVIDUAL JOURNAL ASSIGNMENT:**

Write or draw about what caring looks like in our classroom.

**HOMELINK:**

Have your family help you find pictures that show caring.

**ADDITIONAL:**

\*\*Milo and Otis (video)

\*\*Lilo and Stitch (video)

**\*\*Fox and the Hound** (video)

STATE STANDARD # 4

## **5. PROVIDING EDUCATION (PATIENCE)**

### **KNOWLEDGE:**

**Anticipatory Set:** Read Lilly's Purple Plastic Purse.

**Students will:**

1. Identify the items Lilly wanted to show the class.
2. Recite the pattern text from the story.

### **COMPREHENSION:**

Explain a time when you wanted to share something with the class. This is a text-to-self connection.

### **APPLICATION:**

**Anticipatory Set:** Watch the video clip of The Lion King when Simba sings I Can't Wait to be King.

**Students will:** Role play taking turns on the playground equipment.

**Class/team product:** Observe another class on the playground and record the number of times someone shows patience by filling in squares on a hundreds chart.

**Multicultural and/or ESL and/or Bilingual Link:** Locate Africa on a map and globe.

**Mathematics/Science Link and/or Humanities Link:** Read a non-fiction book on Lions describing how they catch their prey.

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

**Anticipatory set:** Listen to the story What Shall We Play and discuss the saying: Good things happen to those who wait.

**Class/team/individual product:** Create a puppet show about patience.

### **INDIVIDUAL JOURNAL ASSIGNMENT:**

Draw a picture of someone showing patience.

### **HOMELINK:**

Discuss things with your families that are hard to wait for. Examples include holidays, vacations, and birthdays.

### **ADDITIONAL:**

\*\*Use the phrases: Patience is a virtue.

Good things come to those who wait.

STATE STANDARD # 4 and 5

## **6. MAKING AND USING TOOLS AND/OR TECHNOLOGY (PROBLEM SOLVING)**

### **KNOWLEDGE:**

**Anticipatory Set:** Watch a video clip of Chitty Chitty Bang Bang.

**Students will:**

1. Play Two on a Crayon (Page 223 from Tribes book).
2. List the steps in creating their drawing.

### **COMPREHENSION:**

Listen to the song If I Were A Rich Man and listen to the story Something From Nothing. In small groups, allow the students to explain what Grandpa did to help Joseph.

### **APPLICATION:**

**Anticipatory Set:** Listen to the song I Had A Little Overcoat.

**Students will:** Listen to the story Joseph Had A Little Overcoat. Retell the story Joseph Had A Little Overcoat using felt pieces on a storyboard.

**Multicultural and/or ESL and/or Bilingual Link:** Teach the children the Hora Dance.

**Mathematics/Science Link and/or Humanities Link:** Allow the children to sort a collection on buttons.

**School-to-Career/Tech Prep Link:** Discuss the occupations of a seamstress and a tailor.

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

**Anticipatory set:** Review problem solving skills.

**Students will:** In a group of 4 the students will be given 1-12x18 piece of paper. The first person will cut out a design then pass it on to the 2<sup>nd</sup> person who will create something new to the picture. Then pass it on to the 3<sup>rd</sup> and 4<sup>th</sup> person.

**Class/team/individual product:** The small groups will present to the class any problems that they had with constructing their product (see application team product). They will give examples of how they solved their problems.

### **INDIVIDUAL JOURNAL ASSIGNMENT:**

Draw a picture of your favorite object.

### **HOMELINK:**

Make a new product using your items from the recycling bin.

### **ADDITIONAL:**

\*\*Make Text to Text connections with the books Anna's Red Coat, Rumplestiltskin, The Jacket I Wear In The Snow, and The Dress I'll Wear To The Party.

\*\*QUOTE: You can always make something from nothing.

STATE STANDARD # 4 and 5

## **7. PROVIDING RECREATION (EFFORT)**

### **KNOWLEDGE:**

**Anticipatory Set:** Watch a video clip from Chicken Run.

**Students will:**

1. Describe what was happening.
2. List the things that were happening to show effort.

### **COMPREHENSION:**

Listen to the story Franklin's Birthday Party. Allow time for students to ask questions about the text using the question cubes.

### **APPLICATION:**

**Anticipatory Set:** Have children go through an obstacle course the teacher has designed.

**Students will:** Students will create an obstacle course in teams.

**Mathematics/Science Link and/or Humanities Link:** Measure the distance between two obstacles.

**School-to-Career/Tech Prep Link:** Incorporate the Phy-Ed teacher's objects for obstacle course.

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

**Anticipatory set:** Watch the video clip of the puppet show from The Sound Of Music.

**Students will:** 1. Read the poem A Pizza The Size Of The Sun.

**Class/team/individual product:** Make a class poem.

### **INDIVIDUAL JOURNAL ASSIGNMENT:**

Write in your journal about what things you need to do to get ready for your birthday party.

**HOMELINK:**

Play a game with your family.

**ADDITIONAL:**

- \*\* Take Me Out To the Ball Game
- \*\* Handshake Game
- \*\* Books Harriet and the Garden and Nathan and Nicholas Alexander

STATE STANDARD # 4 and 5

**8. ORGANIZING AND GOVERNING (COOPERATION)**

**KNOWLEDGE:**

**Anticipatory Set:** Read Who Will Help?.

**Students will:**

1. Identify the animals in the story.
2. List the jobs the mouse had to do to make applesauce.

**COMPREHENSION:**

Explain to a partner why the mouse wouldn't let the other animals eat the applesauce. As a group discuss the importance of cooperation when completing a task. Ask the students if the animals in the story used cooperation. They will hold up a Yes/No card with the appropriate response.

Watch the video The Little Red Hen and have students compare the stories.

**APPLICATION:**

**Anticipatory Set:** List the items that will be needed to act out the story Who Will Help?. Then collect the items from around the room.

**Students will:** Work in cooperative groups to act out the story Who Will Help?.

**Class/team product:** Work cooperatively to construct a background mural for the play.

**Mathematics/Science Link and/or Humanities Link:** Children will bring in apples to graph, sort, estimate, and weigh. The class will work together to make homemade applesauce.

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

**Anticipatory Set:** Read The Little Yellow Chicken and compare it with The Little Red Hen and Who Will Help?.

**Students will:** Students will decide if the story is real or make-believe.

**Class/team/individual product:** Student will work in teams of 3-4 to construct a model using building toys.

**INDIVIDUAL JOURNAL ASSIGNMENT:**

Draw a picture of a time when you worked with a friend. Examples: build a castle, played house, built a Lego car, etc.

**HOMELINK:**

Help your family prepare the table for dinner.

**ADDITIONAL:**

- \*\* Helping by Shel Silverstein

STATE STANDARD # 4 and 5

**9. MORAL, ETHICAL AND SPIRITUAL BEHAVIOR (SHARING)**

**KNOWLEDGE:**

**Anticipatory Set:** Show a picture of from The Giving Tree (the tree after it is cut down).

**Students will:**

1. Identify what happened to the tree.
2. Ask question, “What did the tree share?”

**COMPREHENSION:**

Allow the students to explain a time when someone said something harmful. Draw a picture or explain a time when someone shared with you.

**APPLICATION:**

**Anticipatory Set:** Read the story The Giving Tree.

**Class/team product:** Divide the class in half. One half will be the tree and the other half will be the boy. While rereading the story aloud, the children will hold up a sign that says sharing or not sharing.

**Mathematics/Science Link and/or Humanities Link:** Paint a picture of the tree. Discuss the seasons of a tree. Read the story The Seasons Of Arnold’s Apple Tree. Discuss what an apple tree shares with people.

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

**Anticipatory set:** Listen to the song entitled Big Blue Planet.

**Students will:** Design a bumper sticker that shows what the Earth shares with us.

**INDIVIDUAL JOURNAL ASSIGNMENT:**

Write or draw a picture about sharing in our school.

**HOMELINK:**

Tally how many times their family members showed sharing.

**ADDITIONAL:**

\*\*Book link Hunter’s Best Friend At School—INTEGRITY

STATE STANDARD # 4 and 5

10. **AESTHETIC NEEDS (PRIDE)**

**KNOWLEDGE:**

**Anticipatory Set:** Listen to Willaby, Wallaby, Woo.

**Students will:**

1. Put a W in front of their name and sing a verse of the song.
2. Listen to the story Chrysanthemum by Kevin Henkes.

**COMPREHENSION:**

Allow students to create a BME (Beginning Middle End) Poster for this book.

**APPLICATION:**

**Anticipatory Set:** Listen to the song These Are A Few Of My Favorite Things while finding the cut out letters of their name and glue onto poster.

**Students will:** Stick on stickers to their name poster of things that makes them proud of themselves.

**Class/team product:** Share poster with the class.

**Multicultural and/or ESL and/or Bilingual Link:** Research the background in children’s names.

**Mathematics/Science Link and/or Humanities Link:** Find someone in the class who has the same number of letters in their name. Graph the number of letters in the names.

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

**Anticipatory set:** Walk around school with a camera and take pictures of things and people that show pride in our school.

**Students will:** Justify the actions of the people in the pictures.

**INDIVIDUAL JOURNAL ASSIGNMENT:**

Write or draw a picture of how you could have helped Chrysanthemum feel better about her name.

**HOMELINK:**

Investigate why they were given their name.

**ADDITIONAL:**

\*\* My Many Colored Days

STATE STANDARD # 4 and 5

**11. COURAGE**

**KNOWLEDGE:**

**Anticipatory Set:** View a video clip from The Wizard of Oz (with the lion not showing courage).

**Students will:**

1. Recall that the lion is off to see the wizard for courage.
2. Tell what the lion looked like when he needed courage.

**COMPREHENSION:**

Read the book Wemberly Worried. Allow the students to make connections with the Lion and Wemberly.

**APPLICATION:**

**Anticipatory Set:** Read First Day Jitters by Julie Danneberg. Teacher tells how she/he showed courage the first day of school.

**Students will:** Interview each other about how they had to show courage on the first day of school.

**Class/team product:** Report findings back to the class.

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

**Anticipatory set:** Reread Lilly's Purple Plastic Purse.

**Students will:** Compare and Contrast Wemberly and Lilly.

**Class/team/individual product:** Write a letter to Wemberly or Lilly about their first day of school and how they showed courage.

**INDIVIDUAL JOURNAL ASSIGNMENT:**

Draw a picture of someone who worries as much as Wemberly Worried.

**HOMELINK:**

Ask your parents about a time they had to show courage.

STATE STANDARD # 4 and 5

**12. CURIOSITY**

**KNOWLEDGE:**

**Anticipatory Set:** Bring in a Mystery Box filled with many objects. Teacher will record student questions about the Box.

**Students will:**

1. Shake the box and make predictions.
2. Share predictions with neighbor.

**COMPREHENSION:**

Read the book Curious George Goes to the Hospital. Discuss how being curious helped George learn about his world.

**APPLICATION:**

**Anticipatory Set:** Watch a video clip of The Little Mermaid. (Part of Your World)

**Students will:** Sketch a picture of what Ariel was curious about.

**Mathematics/Science Link and/or Humanities Link:** See H.O.T.S.

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

**Anticipatory set:** Take a Field Study around the school.

**Students will:**

1. Collect things they are curious about.
2. Examine their collection.

**Class/team/individual product:** Share most interesting part of collection to the class.

**INDIVIDUAL JOURNAL ASSIGNMENT:**

Divide paper in half and write two things that they know a lot about on one side and two things that they are curious about on the other side.

**HOMELINK:**

Ask your family about their day. (Be curious about what they did or who they saw.)

**ADDITIONAL:**

\*\*Use the phrase Curiosity kills the cat.

STATE STANDARD # 4 and 5

**13. FLEXIBILITY**

**KNOWLEDGE:**

**Anticipatory Set:** Read Imogene's Antlers.

**Students will:**

1. Recall what Imogene did with her big antlers.

**COMPREHENSION:**

Read A Bad Case Of Stripes. Make text to text connections with Imogene's Antlers.

**APPLICATION:**

**Anticipatory Set:** Collect ALL pencils.

**Students will:** Show flexibility and find other means to write their journal assignment.

**Mathematics/Science Link and/or Humanities Link:** Allow students to measure items in the classroom with something other than a ruler.

Understand the difference between antlers and horns.

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

**Students will:**

Create a new ending to the Imogene's Antlers.

Create a song about being flexible.

**INDIVIDUAL JOURNAL ASSIGNMENT:**

Draw a picture or write about a new way to use Imogene's antlers.

**HOMELINK:**

Tell your family how the characters in the story were flexibility.

STATE STANDARD # 4 and 5

#### 14. **RESPECT**

##### **KNOWLEDGE:**

**Anticipatory Set:** Listen to the song R.E.S.P.E.C.T.

**Students will:**

1. Dance to the song.
2. Recall how to spell the word respect.

##### **COMPREHENSION:**

Read the poem Pledge by Shields. Use an overhead of the poem to discuss how the children are or are not showing respect towards the flag.

##### **APPLICATION:**

**Anticipatory Set:** Read David Goes To School.

**Students will:** Write one thing David should and should not do at school.

**Class/team product:** They will bring the paper up to the chart and share what they wrote. Place each paper on the correct side of the chart.

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

**Anticipatory set:** Show video What is Respect?

**Students will:** Formulate positive changes that would improve learning in the classroom.

##### **INDIVIDUAL JOURNAL ASSIGNMENT:**

Draw a picture of a person you respect.

##### **HOMELINK:**

Discuss ways your family shows respect.

STATE STANDARD # 4 and 5

#### 15. **ORGANIZATION**

##### **KNOWLEDGE:**

**Anticipatory Set:** Discuss how to organize the classroom.

**Students will:**

1. Learn how to arrange their items in their work space.
2. Organize a space in the classroom with a group of others.

##### **COMPREHENSION:**

Read Frederick. Explain how the organization skills helped the characters.

##### **APPLICATION:**

**Anticipatory Set:** Watch a video clip of Mary Poppins where the children are cleaning up the messy room.

**Students will:**

1. Make a picture of your room messy and then a picture of your room clean.
2. Discuss the importance of organization.

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

**Anticipatory set:** Read The Grasshopper and The Ant.

**Students will:** Write a reflection on how their text to text connections help them understand the stories.

**INDIVIDUAL JOURNAL ASSIGNMENT:**

Students will write about a time when they couldn't find something because they were not organized and how they felt.

**HOMELINK:**

Organize something in your room at home.

STATE STANDARD #4 and 5

16. **PERSERVANCE**

**KNOWLEDGE:**

**Anticipatory Set:** Watch video clip of Jack Stone.

**Students will:**

1. List things that Jack Stone did to help the town.
2. Recall the main theme in the song from the movie.

**COMPREHENSION:**

Read The Little Engine That Could. Introduce the concept of perseverance. Discuss how the Little Engine kept at it (persevered).

**APPLICATION:**

**Anticipatory Set:** Given 15 blocks the children are to build a tower.

**Class/team product:** Pairs of students will tally how many times they had to start over.

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

**Anticipatory set:** Read the book When I Was Little and Leo the Late Bloomer.

**Students will:** Write about what you couldn't do when you were little but you can do it now. Extend this by writing about what they want to be able to do by the end of the year.

**INDIVIDUAL JOURNAL ASSIGNMENT:**

Write as many words as you can in a specified time.

**HOMELINK:**

Play a card game with your family.

STATE STANDARD # 4 and 5

17. **SENSE OF HUMOR**

**KNOWLEDGE:**

**Anticipatory Set:** Read Dogs Don't Wear Sneaker by Laura Numeroff.

**Students will:** 1. Talk about the things that are funny.

**COMPREHENSION:**

Read Chimps Don't Wear Glasses. The students will add another page to the book.

**APPLICATION:**

**Anticipatory Set:** Listen to the song Tooty Ta and Mother Goony Bird.

**Students will:**

1. Listen and dance to the songs.
2. Write a riddle about an animal. Share with classmates.

**Class/team product:** On a three sectioned pre drawn body, allow students to color a self portrait. Cut the head, body and legs into parts and bound into a book.

**Multicultural and/or ESL and/or Bilingual Link:** Teach body parts in Spanish using the body song by Dr. Jean.

**Mathematics/Science Link and/or Humanities Link:** Discuss endorphins in the brain.

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

**Anticipatory set:** Listen to the song Down By The Bay.

**Students will:** Create new rhymes and make a flip book.

**Class/team/individual product:** The class will read their books to another class and sing their new version of their song.

### **INDIVIDUAL JOURNAL ASSIGNMENT:**

Write about the differences between laughing at someone and laughing with someone.

### **HOMELINK:**

Discuss the differences between laughing at someone and laughing with someone with your family.

### **ADDITIONAL:**

\*\*Highlight saying: I'm not laughing at you, I'm laughing with you.

## **MORAL/ETHICAL/SPIRITUAL REASONING AND DILEMMAS**

### **TEN ETHICAL DILEMMAS**

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

**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:** You are playing legos at your friend's house. You notice that they have three of the one lego piece that you lost. What would you do?

2. **Transportation**

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

**DILEMMA:** Your best friend is poking their pencil in the seat of the bus. What would you do?

3. **Communications**

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

**DILEMMA:** You and two friends have decided to play on the swings today. There are only two swings available. What would you do?

4. **Protecting and Conserving**

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

**DILEMMA:** Your recycling bin is missing and you have some paper to recycle. What would you do?

5. **Providing Education**

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

**DILEMMA:** You were working in a small group and you know how to do the project you want to get started. The other kids need to hear the teacher's directions. What would you do?

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

ESSENTIAL QUESTION: How does the **Human Activity** of **Making and Using Tools and/or Technology** create moral/ethical dilemmas?

**DILEMMA:** There is only one blue crayon and all of you in the group need to use it to complete your project. What would you do?

7. **Providing Recreation**

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

**DILEMMA:** Your class will be playing kickball and you are a team captain who is responsible for picking players. You know your friend expects you to pick them to play on your team, but you know they are unwilling to use any effort to play to their best ability. What would you do?

8. **Organizing and Governing**

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

**DILEMMA:** You are the manager of your group and one of the members is playing with a toy they brought from home. What would you do?

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

ESSENTIAL QUESTION: How does the **Human Activity** of **Moral, Ethical and Spiritual Behavior** create moral/ethical dilemmas?

**DILEMMA:** Your class is collecting toys for tots. Your mom buys two toys to donate for Toys for Tots. One of the toys is one that you want. What do you do?

10. **Aesthetic Needs**

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

**DILEMMA:** There is a new student in your class with a unique name. A group of your friends is making fun of the new student's name. They want you to sing the unkind song about the new student's name. What do you do?

**PRODUCTIVE THINKING SKILLS  
DIVERGENT/CREATIVE THINKING**

**1. BRAINSTORM MODEL**

**A. BRAINSTORM ALL OF THE \_\_\_\_\_:**

- AHA #1. Characters that work together
- AHA #2. Different ways to get to school
- AHA #3. Ways to be friends to an alien
- AHA #4. Ways to care for a baby
- AHA #5. Things you can do in a long car ride
- AHA #6. Things you could make from an old rusty wagon
- AHA #7. Places you could go for a birthday party

**B. BRAINSTORM AS MANY \_\_\_\_\_ AS YOU CAN THINK OF.**

- AHA #8. Ways you can use bread
- AHA #9. Ways to use wood
- AHA #10. Things you'd like to bring into the classroom about yourself
- AHA #11. Ways the Lion could show courage
- AHA #12. Things you can do with a red balloon
- AHA #13. Ways to hide your antlers
- AHA #14. Kind things you can do during lunch

**C. HOW MANY WAYS CAN YOU COME UP WITH TO \_\_\_\_\_?**

- AHA #15. Organize your closet
- AHA #16. Improve your work
- AHA #17. Make someone laugh

**2. VIEWPOINT MODEL (Human or Animate) (Use Cultural Literacy Terms)**

**A. HOW WOULD \_\_\_\_\_ LOOK TO A (N) \_\_\_\_\_?**

- |                        |                |
|------------------------|----------------|
| AHA #1. Cake           | dog            |
| AHA #2. Race track     | bus            |
| AHA #3. Park           | cow            |
| AHA #4. A school       | raccoon        |
| AHA #5. Suitcase       | Lilly          |
| AHA #6. Hammer         | nail           |
| AHA #7. Amusement park | turtle         |
| AHA #8. Bakery         | Little Red Hen |

**B. WHAT WOULD A \_\_\_\_\_ MEAN FROM THE VIEWPOINT OF A(N) \_\_\_\_\_?**

- |                         |                    |
|-------------------------|--------------------|
| AHA #9. Sharing         | tree               |
| AHA #10. Pride          | Chrysanthemum      |
| AHA #11. Courage        | Lion               |
| AHA #12. Curiosity      | George             |
| AHA #13. Horns          | antlers            |
| AHA #14. Respect        | David              |
| AHA #15. Organization   | Mary Poppins       |
| AHA #16. Perseverance   | Little Engine      |
| AHA #17. Sense of humor | Wilson and Chester |

**C. HOW WOULD LILLY VIEW THIS?**

(Use one person from history here)

- 1. Golden coins
- 2. State quarters
- 3. Friendship
- 4. Parental love

- 5. Cheese Factory
- 6. Pop machine

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

- A. HOW WOULD YOU FEEL IF YOU WERE \_\_\_\_\_?
- AHA #1. The stool the farmer sat on
  - AHA #2. Wheels on the bus
  - AHA #3. A friendship ring
  - AHA #4. Red sticker heart
  - AHA #5. A purse
  - AHA #6. A broken hammer
  - AHA #7. Broken toy
- B. IF YOU WERE A \_\_\_\_\_, WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL, etc.)?
- AHA #8. Piece of bread being eaten
  - AHA #9. Leaf on the top of the tree
  - AHA #10. Flower being stepped on
  - AHA #11. Yellow brick road
  - AHA #12. Banana
  - AHA #13. At the North Pole
  - AHA #14. Ruler flying through the air
- C. YOU ARE A \_\_\_\_\_. DESCRIBE HOW IT FEELS.
- AHA #15. Grasshopper
  - AHA #16. Rail on a track
  - AHA #17. Sneaker

**4. CONSCIOUS SELF-DECEIT MODEL**

- A. SUPPOSE \_\_\_\_\_?
- |  |  |
|--|--|
| AHA #1. You could spend the night in a barn. | What would you bring?                        |
| AHA #2. You could drive a bus.               | How would you touch the pedals?              |
| AHA #3. You were a toy that could talk.      | What would you say?                          |
| AHA #4. You went to school at night.         | What would you do to stay awake?             |
| AHA #5. You got something new.               | Who would you want to share it with?         |
| AHA #6. Your toy was broken.                 | What would you do to fix it?                 |
| AHA #7. You were at an amusement park.       | What would happen if the ride wouldn't stop? |
| AHA #8. Your friends won't help you.         | What would you do?                           |
| AHA #9. You were the Giving Tree.            | What would you have done?                    |
- B. YOU CAN \_\_\_\_\_?
- |  |                             |
|--|-----------------------------|
| AHA #10. Have any name you want              | What would it be?           |
| AHA #11. Do anything you want                | What would it be?           |
| AHA #12. See inside your birthday presents   | What would you want to see? |
| AHA #13. Eat any food at any time            | What would it be?           |
| AHA #14. Teach someone how to respect others | How would you do it?        |
| AHA #15. Set up your desk any way            | How would it be             |
| AHA #16. Reach the sky                       | What would you do?          |
| AHA #17. Make someone laugh                  | How would you do it?        |

**5. FORCED ASSOCIATION MODEL (Use cultural literacy terms here)**

- A. HOW IS \_\_\_\_\_ LIKE \_\_\_\_\_?
- |                     |                  |
|---------------------|------------------|
| AHA #1. Cooperation | a box of crayons |
| AHA #2. A bus       | school           |
| AHA #3. Friendship  | teddy bear       |
| AHA #4. Caring      | mom              |

AHA #5. Patience	a waiting car at a stop light
AHA #6. Mind	a tool
AHA #7. Effort	soccer

B. GET IDEAS FROM \_\_\_\_\_ TO IMPROVE \_\_\_\_\_.

AHA #8. The Little Hen	Cooperation
AHA #9. The Giving Tree	Sharing
AHA #10. Chrysanthemum	Pride
AHA #11. The Lion	Courage
AHA #12. Curious George	Curiosity
AHA #13. Imogene	Flexibility
AHA #14. David	Respect

C. I ONLY KNOW ABOUT \_\_\_\_\_. EXPLAIN \_\_\_\_\_ TO ME.

AHA #15. Sloppiness	organization
AHA #16. Perseverance	giving up
AHA #17. Laughing	crying

6. REORGANIZATION/SYNECTICS MODEL

A. WHAT WOULD HAPPEN IF \_\_\_\_\_ ?

AHA #1. Everyone worked independently  
 AHA #2. You left your clothes lying around the house  
 AHA #3. All your friends lived in your neighborhood  
 AHA #4. No one cared for you  
 AHA #5. No one had patience  
 AHA #6. You couldn't solve your problem  
 AHA #7. Your friends didn't come to your party

B. SUPPOSE \_\_\_\_\_ (HAPPENED)

WHAT WOULD BE THE CONSEQUENCES?  
 AHA #8. The Little Red Hen's friends helped her  
 AHA #9. The Giving Tree didn't give the boy his trunk  
 AHA #10. Chrysanthemum's name was Mary  
 AHA #11. The Lion never met Dorothy  
 AHA #12. George was never curious  
 AHA #13. Everyone had stripes  
 AHA #14. David was respectful

C. WHAT WOULD HAPPEN IF THERE WERE NO \_\_\_\_\_ ?

AHA #15. Computers  
 AHA #16. Encouragement  
 AHA #17. Laughter

**CULTURAL LITERACY**

Cooperation	Text to Text	Tailor
Sharing	Text to Self	Collage
Pride	Text to World	Habitat
Courage	Transportation	Riddle
Curiosity	Setting	Poetry
Flexibility	Tally	Non fiction
Respect	Horah	Fiction
Organization	Overcoat	Sign Language
Perseverance	Communicate	Antlers
Sense of Humor	Seamstress	Horns

Character  
Caption  
Responsibility

Friendship  
Caring  
Patience

Problem Solving  
Effort

**Phrases:**

Good things come to those who wait  
You can always make something of nothing  
Curiosity killed the cat  
I'm not laughing at you but I'm laughing with you

**RESOURCES**

**I. Bibliography – Teacher/Professional Books and Resources**

1. Childre, Doc Lew. Teaching Children To Love. Boulder Creek, CA: Planetary Publications, 1996.
2. Connors, Martin and Craddock, Jim. VideoHound's Golden Movie Retriever. Farmington Hills, MI: Visible Ink Press, 1998.
3. Gibbs, Jeanne. Tribes ~ A New Way of Learning and Being Together. Sausalito, CA: CenterCourse Systems, LLC, 2000.
4. Harvey, Stephanie and Goudvis, Anne. Strategies That Work. York, Maine: Stenhouse Publishers, 1999.
5. Keene, Ellin and Zimmerman, Susan. Mosaic of Thought. Graves: Heinemann, 1997.
6. Nelsen, Jane, Lott, and Glenn, Stephen. Positive Discipline in the Classroom – Revised 3<sup>rd</sup> Edition. Roseville, CA: Prima Publishing, 2000.
7. Pearson, Sue. Tools For Citizenship and Life. Kent, Washington: Susan Kovalik & Associates, Inc., 2000.

**II. Educational Films/Videos**

1. And You Can't Come: Prejudice Hurts
2. Everybody's Different
3. How I Learned Not To Be Bullied
4. Hurtful Words
5. I Can Make Good Choices
6. I Get So Mad
7. I'm So Frustrated
8. My Body, My Buddy: Winning and Losing
9. Let's Be Friends
10. Let's Get Along: How Fights Start and Stop
11. Let's Get Along: Making and Keeping Friends
12. Let's Get Along: Nice Things Kids Can Do
13. Let's Get Along: What You Say is What you get
14. My Body, My Buddy: Caring and Sharing
15. My Body, My Buddy: Teasing and Bullying
16. No More Teasing!
17. Oops! I Messed Up
18. Pooh's Bus Safety
19. Stop Teasing ME!
20. The Things You Can Do Instead of Hitting
21. Use Your Words!
22. We Kids Can! The B.A.T. Club
23. What Might Happen Next?
24. What's Respect?
25. Wonderful ME

**III. Commercial Films/Videos**

1. Barney's Manners
2. Berenstain Bears and the Truth
3. Bearstein Bears Forget Their Manners
4. Beauty and the Beast
5. Chicken Run
6. Chitty Chitty Bang Bang
7. Cinderella
8. Free Willy
9. The Fox and The Hound
10. George and Martha Best Friends
11. Hansel and Gretel
12. Homeward Bound
13. Jack Stone
14. Jimmy Newton
15. Lilo and Stitch
16. Lion King
17. Little Mermaid
18. Little Red Ridding Hood
19. The Lorax
20. Mary Poppins
21. Milo and Otis
22. Pinocchio

- |   |                          |
|---|--------------------------|
| 23. Rainbow Fish: Fish Tales            | 28. Stone Soup           |
| 24. Rolie Polie Olie: Telling the Truth | 29. Tale of Peter Rabbit |
| 25. Sleeping Beauty                     | 30. Toy Story            |
| 26. Snow White                          | 31. The Ugly Duckling    |
| 27. Sound Of Music                      | 32. Wizard Of Oz         |

#### IV. Literature/Language Arts (on reserve in Media Center for interest reading)

##### Fiction

1. Aesop Fable. The Grasshopper and the Ant
2. Bourgeois, Paulette. Franklin's B-Day
3. Capucilli-Satin, Alyssa. Inside A Barn in the Country
4. Carlson, Nancy. Harriet And The Garden
5. Cowley, Joy. The Little Yellow Chicken
6. Creative Teaching Press. Who Will Help
7. Curtis, Jamie Lee. When I Was Little
8. Danneberg, Juile. First Day Jitters
9. Delacre, Lulu. Nathan and Nicholas Alexander
10. Dr. Seuss. My Many Colored Days
11. Elliot, Laura. Hunter's Best Friend At School
12. Fairy Tale. Rumplestiltskin
13. Galdone, Paul. The Little Red Hen
14. Gibbons, Gail. The Seasons of Arnold's Apple Tree
15. Gilman, Phoebe. Something From Nothing
16. Heep, Sue. What Shall We Play
17. Henkes, Kevin. Chrysanthemum
18. Henkes, Kevin. Lilly's Purple Plastic Purse
19. Henkes, Kevin. Wemberly Worried
20. Hoberman, Mary. And To Think That We Thought That We'd Never Be Friends
21. Kraus, Robert. Leo the Late Bloomer
22. Lionne, Leo. Frederick
23. Most, Bernard. The Cow That Went Oink
24. Neitzel, Shirley. The Dress I'll Wear To The Party
25. Neitzel, Shirley. The Jacket I Wear in the Snow
26. Numeroff, Laura. Dogs Don't Wear Sneakers
27. Numeroff, Laura. Chimps Don't Wear Glasses
28. Piper, Watty. The Little Engine That Could
29. Ray, D.H. Curious George Goes To The Hospital
30. Rigby. Bella Lost Her Moo
31. Robart, Rose. The Cake That Mack Ate
32. Shannon, David. Bad Case Of Stripes
33. Shannon, David. David Goes To School
34. Silverstein, Shel. The Giving Tree
35. Small, David. Imogene's Antlers
36. Taback, Simms. The House That Jack Built
37. Tabach, Simms. Joseph Had A Little Overcoat
38. Ziefert, Harriett. A New Coat For Anna

##### Non-Fiction

1. Arnold, Caroline. A Walk in the Woods
2. Bowen, Besty. Antler, Bear, Canoe
3. Bowen, Betsy. Gathering
4. Bowen, Betsy. Tracks of the Wild
5. Brett, Jan. Annie and the Wild Animals
6. George, William. Beaver at Long Pond.
7. Greenway, Shirley. Animals Q and A: Whose Baby Am I?

8. Harcourt Brace and Company. Your Health
9. Martin, James. Building Beavers
10. Rigby. Families
11. Rigby. Feeling Angry
12. Rigby. Feeling Happy
13. Rigby. Feeling Sad
14. Rigby. Feeling Scared
15. Rigby. Friends
16. Rigby. Lions
17. Ruis, Maria. The Four Seasons: Winter
18. Ryden, Hope. The Beaver
19. Shaw, Janet. Meet Kirsten
20. Tekiela/Shamberg. Nature Smart

### **Poetry**

- |  |   |
|--|---|
| 1. Prelutsky, Jack. <u>A Pizza The Size Of The Sun</u>           | 6. Silverstein, Shel. <u>Sharing</u>      |
| 2. Prelutsky, Jack. <u>I Wonder Why Dad Is So Thoroughly Mad</u> | 7. Silverstein, Shel. <u>Pinocchio</u>    |
| 3. Silverstein, Shel. <u>Diving Board</u>                        | 8. Sheilds, C.D. <u>And The Answer Is</u> |
| 4. Silverstein, Shel. <u>Hand Holding</u>                        | 9. Sheilds, C.D. <u>Eddie Edwards</u>     |
| 5. Silverstein, Shel. <u>Helping</u>                             | 10. Sheilds, C.D. <u>Pledge</u>           |

### **Drama (Stage Productions)**

1. Baum, L. Frank. The Wizard Of Oz (Children's Theatre Company)
2. Carlson, Nancy. Harriet's Halloween Card (Stages Theatre Company)
3. Lobel, Arnold. A Year With Frog And Toad (Children's Theatre Company)
4. Schulman, Ann. Riding The Rails (Stepping Stone Theatre)

### **Art Works**

- |  |  |
|--|--|
| 1. Cassatt, Mary. <u>Mother's Kiss</u> | 7. Picasso, Pablo. <u>Mother-Child</u> |
| 2. Disney. <u>Pride Rock</u>           | 8. Ryan. <u>Sharing An Apple</u>       |
| 3. Disney. <u>Roo</u>                  | 9. Smith. <u>The Spectator</u>         |
| 4. Disney. <u>Some Fun</u>             | 10. Sidney, Willis. <u>Old Friends</u> |
| 5. Nicolas, Lancret. <u>The Swing</u>  | 11. Effort-Sailboard                   |
| 6. Miller, R. <u>The Celebration</u>   | 12. Teamwork-Climbers                  |

### **Music**

- |                                      |   |
|--------------------------------------|---|
| 1. All I Really Need                 | 12. Jenny Works With One Hammer           |
| 2. All You Need Is Love              | 13. Johnny Works With One Hammer          |
| 3. Big Blue Planet                   | 14. Mother Goonie Bird                    |
| 4. Button Factory                    | 15. Part Of Your World                    |
| 5. Don't Worry Be Happy              | 16. R.E.S.P.E.C.T.                        |
| 6. Down By The Bay                   | 17. Take Me Out To The Ball Game          |
| 7. The Farmer In The Dell            | 18. These Are A Few Of My Favorite Things |
| 8. I Can't Wait To Be King           | 19. Tooty Ta                              |
| 9. I Had A Little Overcoat           | 20. The Wheels On The Bus                 |
| 10. If I Were A Rich Man             | 21. Willaby Wallaby Woo                   |
| 11. If You Are Happy And You Know It | 22. You've Got A Friend In Me             |

### **V. Resource People/Mentors**

Bus Driver  
Farmer  
Interpreter

Physical Education Teacher  
4 H

### **VI. Field Trips**

Apple Orchard

Bailey School Forest

Bakery  
Bus  
Farm

Nature Center  
Nature Walks

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

1. Arthur's Teacher's Trouble
2. Barley's Math Adventure
3. Barley's Reading Adventure
4. Bernstein Bears Get In A Fight
5. Bob The Builder – Can We Fix It?
6. Curious George Downtown Adventure
7. Disney Learning Kindergarten
8. Goldilocks And The Three Bears
9. The Human Body
10. Jumpstart Grade One
11. Jumpstart Grade Two
12. Jumpstart Kindergarten
13. Just Grandma And Me
14. Just Grandpa And Me
15. Just Me and My Dad
16. Lego Masterpiece Collection
17. Little Red Riding Hood – Interactive Reading
18. Magic School Bus
19. The Music Ace
20. Peter Rabbit Math Games
21. Sammy's Science House
22. School of Juliet Art
23. Shelia Rae The Brave
24. Sponge Bob Square Pants – Operation Krabby Pants
25. Stuart Little Learning Adventures
26. Zoboomafoo-Animal Alphabet