

Learning to Work Together

Step-By-Step Activities to Teach Young Children How to Analyze Behaviors that Create Conflict, Be Aware of the Consequences of Their Actions, Propose Alternative Behaviors, Make Informed Decisions, and More!

Table of Contents

Acknowledgements	2
Unit Overview	3
History-Social Science Standard K.1	
Compelling Question and Supporting Questions	
Significance of the Topic	
Common Core State Standards	
Lesson 1: Rules and Consequences	5
Activity #1: <i>David Goes to School</i>	
Activity #2: Rules at School	
Activity #3: Rule-making in the Classroom	
Activity 4: What is a law? Where are laws made?	
Lesson 2: Sharing and Taking Turns	10
Activity #1 How do we share?	
Activity #2 It's Mine	
Activity #3 What if...?	
Activity #4 Taking Turns	
Lesson 3: Behaviors of Good Citizens	12
Activity #1: Individual Responsibility	
Activity #2: Honesty	
Activity #3: Determination	
Activity #4 Good Citizen Tree	
Assessment	17
Handout #1: Kid-Watching Assessment	19
Resources	20

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This is the second book in the **Step-By-Step Series for Kindergarten Teachers**. The first book is titled *Patriotic Symbols* and the third book is *It's About Time!*.

To hear about my latest books first, sign up for my exclusive **New Release Mailing List** by sending me an email at prisporter@aol.com. The next books in my grade level-specific series for teachers of Kindergarten to Grade 5 will be released later this year. Let me know your grade level of interest. You'll be glad you did!

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Unit Overview: Learning to Work Together

Step-By-Step Activities to Teach Young Children How to Analyze Behaviors that Create Conflict, Be Aware of the Consequences of Their Actions, Propose Alternative Behaviors, Make Informed Decisions, and More!

Kindergarten History-Social Science Standard 1

Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behavior of characters in stories from times past and understand the consequences of the characters' actions.

Compelling Questions

How can we learn and work together? What does it mean to be a good citizen?

Supporting Questions

1. What is a rule? Why do we have rules? What are the consequences of breaking a rule?
2. How do we share? How do we take turns?
3. What behaviors do good citizens demonstrate?

Significance of the Topic

In kindergarten, students develop an understanding that school is a place for learning and working. They learn to share, to take turns, to respect the rights of others. Young students need help in analyzing problems, considering why the problems arose, considering other alternatives, and developing an awareness of how alternative behaviors might bring different results. As students become aware of the consequences of their actions, they learn to make informed decisions about their behavior and to demonstrate an understanding that being a good citizen involves acting in certain ways.

Students can help create classroom rules and discuss possible consequences for breaking these rules. Students and teachers can dramatize issues that create conflict on the playground and in the classroom and brainstorm solutions that exemplify compromise, cooperation, and respect for rules and laws. This provides the opportunity for children to see first-hand the consequences of actions.

Stories, fairy tales, and nursery rhymes incorporate conflict and raise value issues that are both interesting and understandable to young students and are effective tools for citizenship education. They provide opportunities for children to identify the beliefs and related behaviors of characters in the stories, such as honesty, courage, determination, and individual responsibility. For this reason, the *Common Core State Standards* for reading, listening and speaking can be effectively integrated with this unit.

California Common Core State Standards

The activities in this curriculum guide provide opportunities for children to develop the following Common Core State Standards for reading, writing, speaking, and listening. Abbreviations for the standards are included below. For example, RLK3 refers to Reading Standard for Literature, Kindergarten, Standard 3.

Reading Standards for Literature

RLK3. With prompting and support, identify characters, settings, and major events in a story.

RLK5. Recognize common types of text (e.g. fantasy from realistic text)

RLK6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RLK7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RLK10b. Actively engage in group reading activities with purpose and understanding. Use illustrations and context to make predictions about the text.

Reading Standards for Informational Text

RIK5. Identify the front cover, back cover, and title page of a book (concepts of print).

RIK6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RIK7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g...what idea in the text an illustration depicts).

RIK9. With prompting and support, identify basic similarities and differences between two texts on the same topic.

Writing Standards

WK 2. Use a combination of drawing, dictating, or writing to compose informative/explanatory text in which they name what they are writing about and supply some information about following a rule, sharing limited resources, and taking turns.

Language Standards

LK2. Demonstrate command of the conventions of Standard English...punctuation
b. Recognize and name end punctuation (exclamation mark).

Speaking and Listening Standards

SLK1. Participate in collaborative conversations as a large group.

SLK2. Confirm understanding of a text read aloud...by asking and answering questions about key details and requesting clarification if something is not understood.

- State an example of a rule and its consequence if broken.
- Role play classroom rules and consequences.
- Answer simple questions using one or two word responses (beginning fluency level) or using phrases or simple sentences (early intermediate fluency).

SLK5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SLK6. Speak audibly and express thoughts, feelings, and ideas clearly.

Lesson 1: Rules and Consequences

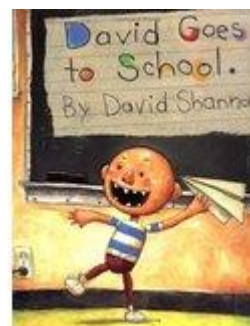
Supporting Questions: What is a rule? Why do we have rules? What are the consequences of breaking a rule?

Activity #1: *David Goes to School*

Materials needed: *David Goes to School* by David Shannon (If not available, part of the text is duplicated below.)

In the book *David Goes to School* by David Shannon, rough and tumble David, with his fang-like teeth and spiky hair, has a monster talent for getting into trouble. David's teacher has her hands full as David's high-energy antics fill each school day with trouble.

Part of the text is duplicated here so that you can discuss the content. You are, however, missing the vivid illustrations that enhance the story!



David's teacher always said...
NO, DAVID!
No yelling.
No pushing.
No running in the halls.
David! You're tardy!
Sit down, David!
Don't chew gum in class!
David, raise your hand!
Keep your hands to yourself!
PAY ATTENTION!
Wait your turn, David!
That's it, Mister! You're staying after school!

Step 1: David Goes to School

Show students the book *David Goes to School* by David Shannon. Note the name of the author and explain that David Shannon is both the author and the illustrator (RIK5). Viewing the picture on the cover, help students make predictions about the story content (RLK10b). Read the book a first time just to enjoy the text and the illustrations. Ask, "Do you think the author believes that it is important to have rules at school and in the classroom? Why?"

Step 2: Exclamation Marks

Note how many exclamation marks are found in the text (LK2b). Recognize and name the end punctuation, an exclamation mark. This gives you a clue as to the tone of voice used by this frustrated teacher!

Step 3: Illustrations in the Story

With prompting and support, have students name the author and illustrator and define the role of each in telling the story (RLK6). Help students describe the relationship between the illustrations and the story. Ask students what moments in the story does each illustration depict? (RLK7)

Step 4: Characters, Setting, and Major Events

On a second reading of the story, help students identify the characters, the setting, and the major events in the story (RLK3).

Step 5: Fantasy versus Realistic Text

Help students distinguish fantasy from realistic text. “Could this story really happen?” (Unfortunately, the answer is “yes.”) Ask questions such as, what parts of this story are realistic and which parts of the story are fantasy (RLK5). How do the illustrations help you make your decision? Note: The ability to distinguish fact from fiction is one of the California Historical and Social Sciences Analysis Skills for Kindergarten to Grade 5.

Step 6: David’s Behavior

Review the text and ask students to describe David’s behavior in each of the incidents illustrated. (The focus of this standard is on helping students understand that being a good citizen involves acting in certain ways.) Ask text dependent questions such as:

- What does David think of the rules? Does he think they are important? How do you know?
- Why did David behave as he did?
- How could David behave differently in each scenario?
- What other choices did he have?
- How would these choices have changed the results?
- What lessons do you think the author wants us to learn about rules that we can apply to our own school?

Step 7: Rules for a Positive Behavior

Note that some of the teacher dialogue in *David Goes to School* is stated in the negative, such as, “No yelling.” Help students reword the negative rules into positive behavior, such as, “Speak softly.” By stating behavior in positive terms, desired actions can be modeled. For example, model speaking softly and give students an opportunity to practice the behavior. Role play may also be used. Focus on the appropriate behavior, not the undesirable behavior.

Discuss the reason for specific rules. You might ask, “Why is it important for us to speak softly in the classroom?” Or, help the students state the reason for the rule, such as “We speak softly in the classroom because.....” Other questions include:

- Why do we need this rule?
- Is this a good rule? Why?
- Is the rule fair? Why?
- What if we had no rules?

Step 8: Collaborative Conversation about Consequences. Have students participate in a collaborative conversation as a large group as they discuss “What happens if you don’t follow a rule?” (SLK1). Introduce the word *consequence*. Discuss with students the consequence David had to face for his behavior. (David had to stay after school.) What did David have to do when he stayed? (David had to wash the desks) Why do you think the teacher chose this consequence? (David drew all over his desk.) Was this an appropriate consequence? Why or why not? Compare the rules in your school with the rules in David’s school. Which are similar and which are different (RIK 9)?

Activity #2: Rules at School

Step 1: Rules for a Fire Drill

Explain to students that rules are important to keep people safe. Some rules are already established or predetermined. For example, everyone at school must participate in fire drills. Because there is little opportunity for students to contribute to the rules of the fire drill, you can discuss the following questions. Encourage students to speak audibly as they express their thoughts and ideas clearly (SLK6).

- Why do we have fire drills?
- What rules do we have to follow for a fire drill?
- Why do you think these rules were made?
- Why is it important to follow the rules for a fire drill?
- Who do you think made the fire drill rules? How do you think the rules were made?
- What could we do if we wanted to suggest a change to one of the fire drill rules?
- What would happen if no one followed the rules?

Step 2: More Rules

Have students list the rules that should be followed on the playground for safety. Discuss other types of rules that children must follow, such as rules for riding the bus.

Activity #3: Rule-making in the Classroom

Students who are involved in determining rules for the classroom and the consequences for breaking them, take more ownership of the rules. Teachers have a variety of options for involving students in rule-making. Since many kindergartners have not had prior experiences to draw upon in order to help make the rules for their classroom, some teachers begin with a basic set of rules. These rules can then be revised with student input. Ask, “Do any of rules need to be changed or added? Why?” To provide scaffolding, add a sentence frame “We should add/change _____ as a rule because _____.”

Some teachers wait until a problem arises so that rule-making stems from efforts to solve real problems. For example, if too many students are trying to speak out at the same time, the teacher could ask, “What guidelines do we need for taking turns when we speak?” The class can discuss the need for such a rule and propose a solution. The teacher may ask, “How will this rule help us?” “What should be the consequence if someone does not follow the rule?”

Step 1: Creating Rules for the Classroom

To develop rules with your students, brainstorm a set of rules they think might be needed. Help students word the rules in the positive, rather than the negative.

Many different rules are possible, but generally a set of 5 to 8 rules is sufficient. Examples of some commonly used rules are:

- Be polite and helpful.
- Respect other people’s property.
- Listen quietly while others are speaking.
- Respect and be polite to all people.
- Obey all school rules.

Write the proposed rules on sentence strips and place them in a pocket chart. Ask questions such as:

- Why do you think we need this rule?
- What would it look like if someone was following this rule? (Focus on the behavior.)
- What should be the consequence if someone does not follow this rule? Why?

(Note: One teacher uses a set of “BE” rules. These include: Be safe, Be friendly, Be helpful, Be neat, Be busy, Be quiet, and Be polite. She recommends you put the rules on individual color-coded cards that can be used as you “study” and practice each rule.)

(Note: A rule identifies general expectations or standards for behavior. For example, the rule, “Respect other persons and their property” covers a large set of behaviors. Procedures also communicate expectations for behavior, but procedures are usually applied in a specific activity. For example, teachers usually set up procedures with their students for collecting papers, participating in classroom discussions, using the bathroom, and so on.)

Step 2: Model the Desired Behavior

As various rules are discussed, model the appropriate behavior for following the rule. Provide guidance as needed to help students think of ways to model the appropriate behavior. Keep the focus on the appropriate behavior rather than the undesirable behavior. As students role play the appropriate behavior, they should speak audibly and express their ideas clearly (SLK6). As you facilitate, observe students during the activity and evaluate their comfort level in expressing their ideas through movement and drama.

Step 3: Illustrate the Rules

Write each rule on a sentence strip. Have students illustrate the sentence strips or make posters about the rules. Use a combination of drawing, dictating, or writing to compose text in which they name what rule they are writing about and supply some information about following the rule (WK 2). Add drawings or other visual displays to descriptions as desired to provide additional detail (SLK5). Have students participate in collaborative conversations with diverse partners to compare their drawings (SLK1). Display all of the drawings and give students an opportunity to share their work with the whole class. Assemble into a book titled “Class Rules.”

Step 4: Consequences

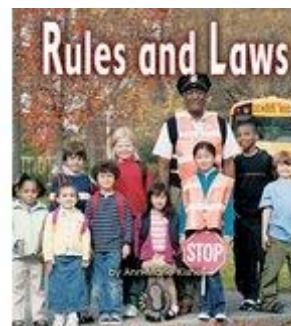
Discuss the consequence of breaking the rules. Encourage students to speak audibly and express thoughts, feelings, and ideas clearly (SLK6). Help students understand that rules are established by people, and rules are always changing.

Activity 4: What is a law? Where are laws made?

Materials needed: *Rules and Laws* by Ann-Maria Kishel; construction paper and crayons.

Step 1: What is a Law

Explain that a *law* is like a rule because it tells people what they must or must not do. Rules may be for a certain group such as our classroom or our school, but laws are for everyone. For example, there may be a rule against chewing gum at our school, but it is not against the law to chew gum.



Read the book **Rules and Laws** by Ann-Maria Kishel. Identify the front cover, back cover, and title page of the book (RIK5). Ask students to locate the title of the book and the name of the author of the book (RIK6). Show some of the pictures and have the students use the pictures to make predictions about the story content (RI10b) and describe the role of the photographs in presenting information in the text (RIK6).

Step 2: Laws in our City, State and Nation

Explain that laws are made in the city and in the capital of a state or country. The laws of our state are made in Sacramento (or name the capital of your state). The laws of our country are made in Washington, D.C. Show students on a map the location of your city, your capital city, and Washington, D.C. To help make laws for the United States, each of the fifty states elects two senators and one or more representatives to go to Washington, D.C.

Step 3: Stoplights

Stoplights and road signs, such as “STOP” and “Don’t Walk,” are visual examples of laws with which students are familiar. Have several students pretend they are driving cars and two students pretend to be stoplights. Provide “stoplights” with red, yellow, and green construction paper taped to craft sticks. The two students alternate the red, yellow, and green lights, telling the cars when they may go or stop. Ask questions such as, “What would happen if all traffic lights were green?” and “What if they were all red?”

Optional: Refer to www.pinterest.com for many “crafty” ways to make a stoplight. Help students label each light with the words “stop,” “yield,” and “go.” Ask students to explain the meaning of each color on the stoplight.

Step 4: Guest Speaker

This is a good time to invite a law enforcement officer to visit the class and explain why it is important to follow rules and laws. Encourage students to ask questions (SLK3).

Additional Activities for Rules

- *Following Rules* by Cassie Mayer is a book with illustrations that carefully reinforce students following rules such as raise your hand before speaking, ask before taking something, wait for the teacher’s instructions, ask before doing something, and listen to what someone tells you. The text includes a simple table of contents and an index.
- Read “Goldilocks and the Three Bears.” Explain that when people break a rule, there are consequences. Discuss appropriate consequences for Goldilocks.
- Many other familiar fairy tales lend themselves to a discussion of following rules and the consequences of breaking them. For example, you might consider reading and discussing “Little Red Riding Hood.”
- Designate a puppet to be in charge of classroom rules. When rules are broken, use the puppet to help the class problem solve.

Note: As you discuss various stories during this unit, help students identify the behavior of characters in the story, observe the effect of this behavior on others, examine why characters behaved as they did, and consider whether other choices would have changed the results.

Lesson 2: Sharing and Taking Turns

Supporting Questions: How do we share? How do we take turns?

Activity #1 How do we share?

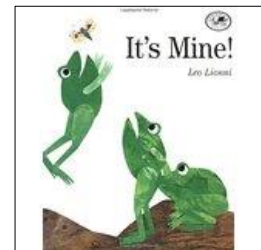
Learning to communicate is, in part, learning to share. To communicate, children must take turns speaking and listening; share resources – toys, blocks, materials, equipment; and, share the teacher’s attention. More sharing takes place in classrooms where there is a feeling of security, a teacher who models sharing, and where sharing is taught.

Most kindergarten students see working as playing, therefore active learning is a good way to introduce sharing. Begin by asking: “What games do you play alone? What games do you play with others?” Record answers. (Note: During physical education, this would be a good time to play some group or team games. Discuss what would happen if they played some of these games alone.)

Provide each student with an 11” x 17” sheet of construction paper that has been folded in half vertically. Using a combination of dictating and writing, have students label one half “I can play by myself.” Label the other half, “I can play with others.” Students illustrate each side of the paper (WK2).

Activity #2: It’s Mine

Show students the cover and/or title page of the fable, *It’s Mine* written and illustrated by Leo Lionni (RLK6). Explain that in the story three young very selfish frogs will not share. Ask, “How do you think these frogs will learn to share and get along with each other?” (Note: A big toad teaches them that sharing is important, and they discover it can also be more fun.)



Before you read the story, discuss with the students the word “island.” You might also talk about what it means to be “quarrelsome” or to be “bickering.” As you read the story aloud, pause after the toad rescues the frogs. Ask students to predict what they think will happen next in the story (RLK10b). Then, read the rest of the story to find out what happens. Ask students to tell what the frogs learned and how it helped them. If desired, select some students to act out the story as you reread it. Discuss some of the things “we do” to help us get along and work together at school.

Activity #3: What if...?

Provide students with some “what if...?” problems and situations to act out. Young children have difficulty placing themselves in unfamiliar roles or the roles of others; therefore, all what-if problems should be real and related to the children’s own experiences.

- What if you are waiting your turn on the slide and someone pushes ahead of you?
- What if there is only one pair of scissors and several children want to use it?

Discuss the behavior in each situation and ask students to think about alternative ways of relating to others. As students work together, help them develop vocabulary and verbal skills so they can communicate more easily. The goal is to help students express their ideas and

use language to communicate their feelings, ideas and thoughts clearly (SLK6). Practice social skills through role-taking activities. Coach the children in the use of prosocial behaviors (instead of antisocial behaviors) in real situations.

Discuss questions such as, “What does sharing mean to you? What would happen if no one shared? Why is it important to share? What are some things we share in our classroom? What are some things you share at home?”

Use classroom problems that inevitably arise as opportunities for critical thinking and problem solving. Children need help in analyzing problems by considering why the problem arose, other alternatives that might be tried in coping with the problem, and developing an awareness of how alternative behaviors might bring different results.

Additional Activities for Sharing

- If available, follow up with *When You Go to Kindergarten* by James Howe. This book, also used in *It's About Time!*, the unit for Standard 5, uses real photos to show children working together in a kindergarten classroom. Students can help analyze the photographs to look for examples of students sharing.
- On a “Good Citizen” bulletin board, post photographs of your students working together.

Activity # 4: Taking Turns

Ask students, “When or where do you have to stand in line to wait your turn?” Possible answers include at a drinking fountain, waiting to go down the slide, before we enter the classroom, in a store, and at the movies.

Discuss with students what it means to take turns. Brainstorm ways that they take turns and share at school or at home. Have several students pantomime taking turns. Ask questions such as, “Why do we have to take turns?” and “What would happen if no one took turns?”

Additional Activities for Taking Turns

- Read *The Great Big Enormous Turnip* by Alexei Tolstoy. Discuss how some goals cannot be achieved by perseverance alone. Sometimes goals can be achieved with a little help from others.
- Divide the students into teams. Give each team a piece of drawing paper and a set of crayons. The first child draws a design and then passes the paper so the rest of the team can add to the design. Have each team share their work. Follow-up with a discussion of working together as a team.

Assessment Activities for Sharing and Turns

The following can be used to assess students’ understanding of sharing and taking turns:

- Use classroom observations to assess if each student “shares limited resources” and “willingly takes turns.” (Refer to the “Kid-Watching” Observation record sheet in Handout #1 on pages 18-19.)
- Students draw or paint a picture showing themselves sharing or taking turns and dictate a label for the picture that tells how they are sharing or taking turns. It is recommended you encourage students to talk with one another and compare their drawings. Display the drawings and give students an opportunity to share their work with the whole class.

Lesson 3: Behaviors of Good Citizens

Supporting Question: What behaviors do good citizens demonstrate?

Activity #1: Individual Responsibility

Write the word *responsibility* on a piece of butcher paper shaped like a person (life-size). Highlight the word *responsibility*. Explain what the word means. Discuss the responsibility of doing classroom jobs and jobs at home.

There are a number of Mother Goose rhymes that lend themselves to a discussion about responsibility. For example:

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.

Little Boy Blue, come blow your horn,
The sheep's in the meadow, the cow's in the corn.
Where is the boy who looks after the sheep?
He's under a haystack fast asleep.
Will you wake him? No, not I,
For if I do, he's sure to cry.

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown,
Rapping at the window, crying through the lock,
Are the children all in bed, for now it's eight o'clock.

Ask students the following question and record responses on the life-size person. "What things do you do in the classroom to show responsibility?" Examples might be Keep my desk neat. Do my homework. Raise my hand before speaking. Line up quietly.

Invite students to act out different ways to show responsibility. If possible, take pictures of children role-playing. Create a book about responsibility or a bulletin board display with the photographs you have taken.

Assessment Activity for Responsibility

The following Language Experience Approach activity can be used to assess students' understanding of taking responsibility:

- Use a combination of drawing, dictating, or writing to compose informative text in which each student names what he/she is doing to demonstrate responsibility. Give students an opportunity to share their work with partners and with the whole class.

Additional Activities for Responsibility

- Read stories such as *The Three Pigs* by Paul Galdone, *The Runaway Bunny* by Margaret Wise Brown, and *Being Responsible* by Cassie Mayer.

Activity 2: Honesty

Being a good citizen involves acting in certain ways. One of these behaviors is to be honest or truthful. A person who is honest and who keeps promises is considered to be trustworthy.

Step 1: Promises

Discuss with students what it means to make and keep a promise. Share a personal experience about a promise you have made. Ask students to share any promises that they have made. Ask, "What if you make a promise and then you find you can't keep it. What should you do?"

Step 2: Honesty

Share the following tale about honesty with your students.

The Boy Who Cried "Wolf"

There was once a shepherd boy who kept his flock at a little distance from the village. Once he thought he would play a trick on the villagers and have some fun at their expense. So he ran toward the village crying out, with all his might: "Wolf! Wolf! Come and help! The wolves are at my lambs."

The kind villagers left their work and ran to the field to help him. But when they got there the boy laughed at them for their pains: there was no wolf there.

Still another day the boy tried the same trick, and the villagers came running to help and were laughed at again.

Then one day a wolf did break into the fold and began killing the lambs. In great fright, the boy ran back for help. "Wolf! Wolf!" he screamed. "There is a wolf in the flock! Help!"

The villagers heard him, but they thought it was another mean trick; no one paid the least attention, or went near him. And the shepherd boy lost all his sheep.

That is the kind of thing that happens to people who lie: even when they do tell the truth they will not be believed.

Note: *The Children's Book of Virtue*, edited by William J. Bennett, contains a beautifully illustrated version of *The Boy Who Cried "Wolf."*

Discuss the story with the students, including questions such as:

- What was the behavior of the boy in the story?
- What effect did his behavior have on others?
- Why did the boy behave as he did?
- What other choices did the boy have?
- How would these choices have changed the results?

Assessment Activity for Honesty

The following activity can be used to assess students' understanding of honesty: Have each student create a drawing to illustrate a time when he/she was honest and told the truth or about a pledge he/she promised to keep. Students use a combination of dictating, or writing a sentence to describe how he/she is demonstrating honesty (WK2). Examples might include: "I promise to keep my room clean." or "I will be kind to my brother." Give students an opportunity to share their work with partners and with the whole class. (Note: You could assemble the "Honesty" papers into a class book or mount them on the bulletin board. Review them from time to time so students can track their progress on their pledge.

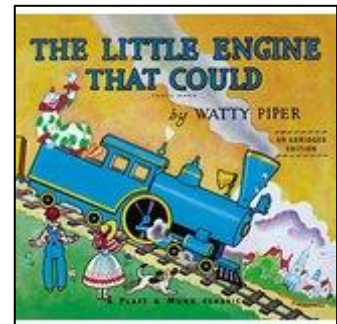
Additional Activities for Honesty

- Read and discuss stories such as *Pinocchio* by Margaret Hillert, *Ira Sleeps Over* by Bernard Waber, or Beatrix Potter's *The Tale of Peter Rabbit*. In this quintessential cautionary tale, *Peter Rabbit* warns naughty children about the grave consequences of misbehaving. When Mrs. Rabbit beseeches her four furry children not to go into Mr. McGregor's garden, the impish Peter naturally takes this as an open invitation to create mischief. He quickly gets in over his head when he is spotted by Farmer McGregor himself. Flopsy, Mopsy, and Cotton-tail are the "good" siblings who always do the right thing. One earns bread and milk and blackberries for supper, while the obstinate folly of Peter warrants medicine and an early bedtime.
- Read other stories such as *Being Honest* by Cassie Mayer.

Activity #3: Determination

Step 1: *The Little Engine that Could*

Read the book, *The Little Engine that Could* by Watty Piper. This is one of the greatest tales of motivation and the power of positive thinking ever told. In this well-loved classic, a little train carrying oodles of toys to all of the good boys and girls is confronted with a towering, seemingly impassable mountain. As nicely as they ask, the toys cannot convince the Shiny New Engine or the Big Strong Engine--far too impressed with themselves--to say anything but "I can not. I can not." It is left up to the Little Blue Engine to overcome insurmountable odds and pull the train to the other side.



The Little Engine That Could is an entertaining and inspirational favorite, and the Little Blue Engine's determination "I think I can, I think I can" provides a "rallying cry" for this character trait.

Step 2: "I think I can, I think I can"

Explain to students that when we are learning new things, it often takes a lot of determination and hard work to accomplish the task. Share with the students something new you have recently learned. Include the steps you had to go through, the frustrations and difficulties you had to overcome, and the determination you had to exhibit.

Share the following poem, "Try, Try, Again."

Try, Try, Again

'Tis a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again;
Then your courage should appear;
For, if you will persevere,
You will conquer, never fear;
Try, try again.

Ask students to name something new they have recently learned that was hard to learn. Examples might be how to ride a bicycle, how to write their name, how to tie a shoe, etc. Ask questions such as:

- What is something you have learned that was hard for you to learn? (Note: Some children might say, "That wasn't hard for me to learn." Point out that certain things are easy for some people and hard for others.)
- How did you learn it? What went on in your brain? (Note: This is a good opportunity to help children develop metacognitive skills, to become conscious of their own thinking, to reflect on their own problem solving, and to evaluate their own actions.)
- What problems did you have to solve to learn it?

Determination Bulletin Board - "I think I can, I think I can"

Cut out large letters for the bulletin board that say, "I think I can, I think I can, I think I can..." To decorate and add color to the bulletin board, construct or paint a little train engine like the one in the story. On the bulletin board, post samples of student work that took special determination to complete. For example, select work such as the first time a student correctly writes his/her name, an art project that a student is especially proud of, a math paper that is especially well done and took determination to complete, etc. You might also include a photograph of a student who has learned how to jump rope or a chart that includes the names of students labeled, "I can say my A,B,C's" It is recommended that you include different types of work for different students. Be sure to include an accomplishment for everyone.

Rotate the work samples as new accomplishments are achieved. Encourage students to select the item they would like to add to the bulletin board. Or say, "John, you worked very hard on this paper. Would you like to put it up on the "Determination" bulletin board?" Give students an opportunity to share their work with the whole class.

Additional Activities for Determination

- Read stories about real-world people in history who have shown courage and determination, such as Rosa Parks, Martin Luther King Jr., Caesar Chavez, etc.
- Read "The Little Hero of Holland" from William J. Bennett's *The Children's Book of Virtues*. This is the true story of an eight-year-old boy who was willing to hold on as long as it took to get the job done. To illustrate the difficulty Peter had to endure, tape a sheet of paper with a circle on it onto the wall. Have students sit on the floor and hold their finger in the circle for two minutes. Explain to students that Peter held his finger in the hole in the dike all night long. That took a lot of *determination*.

- Read “The Tortoise and the Hare” from William J. Bennett’s *The Children’s Book of Virtues*. The moral is to hang in there – slow and steady wins the race.
- Read *The Great Big Enormous Turnip* by Alexei Tolstoy.

Activity #4 Good Citizen Tree

To help your students honor good deeds, create a “Good Citizen” tree for the bulletin board. On a sheet of butcher paper, paint a large tree trunk with several branches. Provide each student with a green sheet of paper shaped like a “leaf.” Each student can draw, write or dictate a sentence that tells something he/she has done to be a good citizen (WK2). Leaves are then attached to the tree. Keep the tree on display and continue to add leaves as students think of new good deeds that can be added.

Alternative Activity - Create a Poster

As an alternative to the Good Citizen Tree, students can each create a poster to encourage good citizenship. Provide students with a choice of topics such as: Follow the rules. Take turns, Share. Be responsible. Be honest. Keep on trying. Be kind. Help others.

Create a Group Collage

Put students together into groups of 4. Explain that they are going to work together as a group. Provide each group with art materials to create a group collage.

Additional Team Project: Making Butter

Say to the students, “We are going to work together to make something. You will have to share and take turns to complete the project.” Making butter is a simple and fun activity for students to practice working together. You will need heavy whipping cream, a small clear jar for each group, a bell, crackers or bread, napkins, and plastic knives.

Before telling the class that they will be making butter, show them a jar filled part way with heavy whipping cream and begin to shake the jar. Have students predict what will happen to the cream. What might happen if we continue to shake the jar of cream? Will the cream remain the same? Tell them maybe if we work together something special might happen and we may have a treat.

Divide students into equal groups with 5 to 8 in each group. Give each group a small jar (with lid) filled with ½ cup of heavy whipping cream. Students pass the jar from student to student in their group at the sound of a bell. Teacher rings the bell at regular intervals at which time the jar is passed to the next person in the group. When a student receives the jar, he/she must shake the jar until the bell rings again. When cream turns to butter, spread it on crackers or bread and share.

Evaluate the activity by asking students questions such as, “Why do you think we worked in teams? How did it feel to work as a team? How was it better to share the responsibility of shaking the jar? Why was it important to work as a team to make butter? Would you rather have done this activity alone? Why?”

Assessment

The assessment of this standard is integrated with the instruction and occurs throughout the unit rather than just at the end. It is recommended student work be assembled into a portfolio. Student products should provide evidence of attainment of the standard.

- Role play classroom rules and consequences.
- State an oral example of a rule and its consequence if broken.
- Draw a picture to show someone following a rule and dictate or write a label for the picture that tells what rule is being followed.
- Draw or paint a picture showing themselves sharing limited resources or taking turns and dictate or write a label for the picture that tells how they are taking turns or sharing materials.
- Create a drawing to illustrate how he/she shows responsibility and dictate or write a sentence describing what he/she is doing to demonstrate responsibility.
- Create a drawing to illustrate a time when he/she was honest and told the truth or about a pledge he/she promises to keep and dictate or write a sentence to describe how he/she is demonstrating honesty.
- Draw or paint a picture showing themselves exhibiting determination while learning something new and dictate or write a label for the picture that tells what he/she did to exhibit determination.
- Draw, dictate or write a sentence that tells something he/she has done to be a good citizen.
- Work in a group to create a collage.

Kid-Watching Assessments

Conduct an ongoing assessment using teacher observation of classroom and playground behavior (Handout #1 on pages 18-19). Many of the items assessed are completed within groups and the teacher may develop an observation “check list” for individual students. Refer to your school’s report card for specific areas. These may include:

- Demonstrates respect for rules
- Willingly takes turns
- Shares limited resources
- Listens responsively and attentively to the ideas of others
- Respectively takes turns when speaking and listening
- Willing to participate
- Stays on task
- Cooperates with others in the groups
- Is courteous to others
- Does a fair share of the work when working in a group
- Plays fairly and shows good sportsmanship

“Kid Watching” Classroom Observations

Standard Observed: Learning to Work Together

Observe each student several times during activities for this unit in a variety of group, individual, and team activities. Record observations and ratings as soon as possible, preferably at the same time as the observation occurs.

Name _____ Date _____

Student...	Yes	Not at this Time
is respectful of classroom rules	_____	_____

Teacher comments

assumes classroom responsibilities	_____	_____
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Teacher comments

willingly takes turns	_____	_____
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Teacher comments

Student...	Yes	Not at this Time
shares limited resources	_____	_____

Teacher comments

stays on task	_____	_____
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Teacher comments

works well alone	_____	_____
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Teacher comments

works well with others	_____	_____
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Teacher comments

Resources for *Learning to Work Together*

The following is a listing by authors and titles of some favorite read-aloud books that help teach positive character traits in students. Most books have more than one trait brought out through the plot and character development. This is not meant to be an exhaustive list, but rather a sampling. Books marked with ** are considered key to the unit and books with a * are referenced in the unit.

Ashley, Bernard. *Cleversticks*. New York: Crown, 1991. Sharing the attention of the teacher and being comfortable with oneself, are definitely problems for Ling Sung until he realizes that he does have a unique ability--using chopsticks.

*Bennett, William T., Editor. *The Children's Book of Virtues*. New York: Simon & Schuster, 1995. The stories selected were chosen to help introduce the essentials of good character: courage, perseverance, responsibility, work, self-discipline, compassion, faith, honesty, loyalty, and friendship. The book contains some timeless stories and poems from around the world, including a beautifully illustrated version of *The Boy Who Cried "Wolf."*

Bottner, Barbara. *Bootsie Barker Bites*. Puffin Books, 1997. This is the story of a little girl who had problems playing fair.

*Binkow, Howard. *Howard B. Wigglebottom Learns to Listen*. Lerner Publishing Group, 2006. Howard gets into a lot of trouble for not listening. When he becomes a better listener, his life improves dramatically. Tips and lessons and a poster are included. The first book in the award winning series. For the *Listen Up* song and other free, fun resources that support the book, visit www.wedolisten.org

*Brett, Jan. *Goldilocks and the Three Bears*. Putnam Sons Books for Young Readers, 1992. This traditional folktale is enjoyed by all children and helps generate discussion about respect for other people's property.

*Brown, Margaret Wise. Hurd, Clement, illustrator. *The Runaway Bunny*. Harper Collins, Revised Edition 2006. Since its publication in 1942, *The Runaway Bunny* has never been out of print. This classic story begins with a young bunny who decides to run away: "'If you run away,' said his mother, 'I will run after you. For you are my little bunny.'" And so begins a delightful, imaginary game of chase. No matter how many forms the little bunny takes--a fish in a stream, a crocus in a hidden garden, a rock on a mountain--his steadfast, adoring, protective mother finds a way of retrieving him.

Bunnett, Rochell. *Friends at School*. Starbright Books, 2006. Using photographs, this book shows primary grade students engaged inside and outside the classroom in various activities with friends.

Cannon, Janell. *Crickwing*. HMH Book for Young Readers, 2005. Crickwing never set out to be a bully. All he wants is to create his art in peace. In this epic adventure beneath the foliage, Crickwing and the leafcutter ants go head-to-head. Then a swarm of ferocious army ants threatens, and suddenly everyone is in danger. Crickwing has to do something, but what?

Carlson, Nancy. *How to Lose Your Friends*. Puffin Books, 1997 Reprinted Edition. Using cartoon-like illustrations, this reverse etiquette book offers advice on what to do if you don't want any friends.

Cohen, Miriam. *Will I Have a Friend?* Atheneum Books for Young Readers, 1989. It is the first day of school for Jim and he is concerned whether or not he will have a friend. He finds out that school offers many opportunities for him to make friends while learning many social skills.

Daily, Don. *The Classic Treasury of Aesop's Fables*. Running Press Kids, 2007. These famous tales tickle the imagination and teach simple truths, ones that children and adults face every day. Included are twenty classic fables, including *The Tortoise and the Hare*, *The Goose Who Laid the Golden Eggs*, and *The City Mouse and the Country Mouse*. Passed from generation to generation, Aesop's best-loved fables are presented here with beautiful illustrations that bring these naughty, bold, brave, and lovable creatures to life.

dePaola, Tomie. *The Art Lesson*. Puffin Books. Reprint edition, 2001. Tommy wants to be an artist and waits patiently until first grade, when the art teacher comes to his classroom. He finds that the picture he draws on his own shows his independence.

dePaola, Tomie. *Pancakes for Breakfast*. HMH Books for Young Readers, 1978, First Edition. This wordless picture book follows the trials of a little old lady who attempts to make pancakes for her breakfast. Through thinking and the help of others, a shortage dilemma is solved to the satisfaction of all concerned.

Flack, Marjorie. *The Story of Ping*. Grosset & Dunlap, 2000. Ping is curious and resents getting a smack when he is the last to return to his owner's boat. His adventuresome spirit almost costs him his life when he decides to stay out on his own.

Galdone, Paul, illustrator. *Jack and the Beanstalk*. HMH Books for Young Readers, 1982. The famous folklore story of courage and perspicacity is retold by a favorite illustrator.

Galdone, Paul, illustrator. *The Three Little Pigs*. HMH Books for Young Readers, 1984. This reprint paperback edition of the popular story of three porcine siblings and one wily wolf has endured for over 30 years--the building of different kinds of houses, the wolf's various attempts to lure the smart pig from his brick house, and the satisfying denouement, where the wolf lands in the pot of boiling water as the main course for the pig's supper.

Hale, Sarah Josepha. *Mary Had a Little Lamb*. Illustrated by Tomie de Paola. Children will have food for thought as they explore the joys and consequences of having a lamb follow Mary to school. The book includes six stanzas of the original poem, the melody, and some historical background for teacher reference. Also available is *Mary Had a Little Lamb*, Laura Huliska-Beith (Illustrator), Two Lions, 2011.

- Henkes, Kevin. *Chrysanthemum*. Mulberry Books, 2008. The school children poke fun at Chrysanthemum because she's named after a flower. Of course, she wilts a little more each day from these insults. But then along comes the music teacher who just happens to be named Delphinium Twinkle! A wonderful read aloud story.
- Henkes, Kevin. *Lilly's Purple Plastic Purse*. Greenwillow Books, 2006. Lilly loves everything about school, especially her teacher, but when he asks her to wait a while before showing her new purse, she does something for which she is very sorry later.
- Henkes, Kevin. *Owen*. Greenwillow, 1993. Caldecott Honor Book. What are parents to do when efforts fail to encourage their soon-to-be-starting-school-child, to relinquish his security blanket? Problem solving at its best even pleases the nosy neighbor when all is said and done!
- *Howe, James. *When You Go to Kindergarten*. Harper Collins, 1995, Revised and Updated. James Howe's reassuring text and Betsy Imershein's lively photographs answer the many questions children may have about kindergarten. This book illustrates a time line of a day in a kindergarten classroom.
- Hutchins, Pat. *The Doorbell Rang*. Greenwillow Books, 1989. Sam and Victoria's mother make cookies, but there are not enough for all the children. Grandma shows up with more cookies to share. This book presents a lighthearted way to introduce the ramifications of scarcity.
- Joose, Barbara M. *Mama Do You Love Me?* Chronicle Books, 1998. This tender story of a child testing the limits of her independence and a mother who reassuringly proves that a parent's love is unconditional and everlasting.
- **Kishel, Ann-Marie. *Rules and Laws (First Step Nonfiction)*. Lerner Classroom, 2007. This book offers emergent readers an introduction to the creation of and reasons for rules and laws at home, at school, and in the community.
- **Lionni, Leo. *It's Mine*. Dragonfly, 1996. A fanciful, brightly illustrated fable in which three quarrelsome frogs learn to cooperate and share.
- Lionni, Leo. *Swimmy*. Dragonfly, 1973 (Reissue edition). Caldecott Honor Book. The small red fish are afraid to go anywhere because the big fish will eat them. Swimmy organizes the fish to swim together so that they look like one big fish. This book illustrates the importance of teamwork.
- *Mayer, Cassie. *Being Honest*. Heinemann Library, 2008. Part of a Citizenship series, the text and illustrations tell why being honest is important.
- *Mayer, Cassie. *Being Responsible*. Heinemann Library, 2008. Part of a Citizenship series, the text and illustrations show various situations that demonstrate responsible behavior.
- *Mayer, Cassie. *Following Rules*. Heinemann Library, 2008. Part of a Citizenship series, the text and illustrations tell why it is important to follow rules.

- Opie, Iona, Editor. *My Very First Mother Goose*. Illustrations by Rosemary Wells. Candlewick Press, 1996. This beautifully illustrated collection of magical rhymes includes many of the classic Mother Goose tales that help children learn about the behavior and actions of others. Parents' Choice Award and an ALA Notable Children's Book Award.
- *Piper, Watty. *The Little Engine That Could*. Illustrated by George and Doris Hauman. Grosset & Dunlap. Original Classic Edition, 2001. This is one of the greatest tales of motivation and the power of positive thinking ever told. In this well-loved classic, a little train carrying oodles of toys to all of the good boys and girls is confronted with a towering, seemingly impassable mountain. As nicely as they ask, the toys cannot convince the Shiny New Engine or the Big Strong Engine--far too impressed with themselves--to say anything but "I can not. I can not." It is left up to the Little Blue Engine to overcome insurmountable odds and pull the train to the other side as it repeats the rallying mantra "I think I can, I think I can."
- *Potter, Beatrix. *The Tale of Peter Rabbit*. Warne, 1999. Boardbook Edition. The quintessential cautionary tale, *Peter Rabbit* warns naughty children about the grave consequences of misbehaving. When Mrs. Rabbit beseeches her four furry children not to go into Mr. McGregor's garden, the impish Peter naturally takes this as an open invitation to create mischief. He quickly gets in over his head, when he is spotted by farmer McGregor himself. Any child with a spark of sass will find Peter's adventures remarkably familiar. And they'll see in Flopsy, Mopsy, and Cotton-tail that bane of their existence: the "good" sibling who always does the right thing.
- Seeger, Laura Vaccaro. *Bully*. Roaring Brook Press, 2013. When a large adult male bull yells, "Go away," the young bull begins to call the other animals' names when they ask him to play. The graphic artwork makes the bull seem larger each time he calls one of the animals a name. Finally, he deflates when the goat calls him a "bully."
- **Shannon, David. *David Goes to School*. Blue Sky Press, 1999. David's high-energy antics have him constantly in trouble with his teacher who uses many exclamatory sentences in this witty book that will remind you of your most challenging students.
- Tolstoy, Alexei. *The Enormous Turnip*. Scott Goto, Illustrator. HMH Books for Young Readers. Green Light Reading Level 2. Cooperation and working together are the solution to removing the huge harvest in this classic Russian folktale by Tolstoy.
- Stevens, Jan Romero. *Carlos and the Squash Plant/Carlos y la planta de calabaza*. Cooper Square Publishers, 1995. A wonderful variation of the Pinocchio story. As Carlos blatantly lies about his bathing, each day a squash plant that has begun to grow in his ear, gets a little bigger! A humorous tale that will strike a note of empathy in many a young child who is too busy to wash.
- Teaching Conflict Resolution through Children's Literature*. Teaching Resources, 1999. This teacher resource lists recommended literature books and annotations. Chapter 8 gives examples of books that may be used to solve conflicting situations.

Waber, Bernard. *Ira Sleeps Over*. HRH Books for Young Readers, 1975 (Later revised edition). Ira is thrilled to spend the night at Reggie's, until his sister raises the question of whether he should take his teddy bear. This is an appealing picture book which depicts common childhood qualms with empathy and humor.

Williams, Vera B. *A Chair for My Mother*. Greenwillow Books, 2007 (Reading Rainbow 25th Anniversary Edition). After suffering from a devastating fire, a young girl, her grandmother, and her mother, who is a waitress, save money to purchase a comfortable chair for their new home. This is a story of love and caring.

Additional Resources for Character Development

- The website, www.storiestogrowby, includes stories from around the world, many of which illustrate issues for good citizenship.
- The online collection of Aesop's Fables, www.AesopFables.com contains over 600 fables, indexed in table format with the morals.
- A variety of commercial and nonprofit programs are available to help teach the concepts of this lesson. For example, Character Counts (www.charactercounts.org) utilizes 'Six Pillars of Character' which include Trustworthiness, Respect for Others, Responsibility, Fairness, Caring, and Citizenship.

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Priscilla Porter lives in Palm Desert, California with her husband Chuck and their shelter dog Hawk, named after Stephen Hawking.

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To hear about her latest books first, sign up for her exclusive ***New Release Mailing List*** by sending an email to prisporter@aol.com. The next books in her grade level-specific series for teachers of Kindergarten to Grade 5 will be released later this year. Let her know your grade level of interest, you'll be glad you did!

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