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A literature based approach for teaching values to primary students

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A LITERATURE BASED APPROACH FOR
TEACHING VALUES TO PRIMARY STUDENTS

MASTER'S PROJECT

Submitted to the School of Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

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UNIVERSITY OF DAYTON

Dayton, Ohio

July 15, 1994

Approved by:

A solid black rectangular box used to redact the signature of the official advisor.

Official Advisor

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CHAPTER I

INTRODUCTION

Background of the Study

In a radio survey taken in 1940 the top seven discipline concerns for public school were talking, chewing gum, making noise, running in the halls, getting out of turn in line, wearing improper clothing, and not putting paper in the wastebasket. When the survey was reproduced forty years later it caused reasons for concern. In 1980 this survey showed that the top seven discipline concerns for public schools were drug abuse, alcohol abuse, pregnancy, suicide, rape, robbery, and assault (Huffman, 1993).

Society has only to look at the headlines of the daily newspapers to recognize that America is facing a unique crisis concerning its values. Society may chuckle at a political cartoon that depicts two high school girls standing outside their school discussing boys. The one girl, looking starry-eyed and clutching her books in her arms, looks at her friend and says, ". . . then he asked if he could carry my weapons" (Stahler, 1994). It raised an interesting question. When did society's first option for settling a problem become a weapon?

Parents and teachers can only ask how these changes took place. Many people feel that the changes began in the late 1960's. The public school no longer saw one of its major missions to be value education. Before this time families, teachers, and textbooks placed great emphasis on the teaching of values. Society needs only to read

a McGuffey Reader to see the numerous moral messages that were passed on from generation to generation (Huffman, 1993).

Parents and teachers must begin to explore together the following meaningful questions: What is a good person? and, What do good people have in common? It has been noted that common values include kindness, honesty, loyalty, helpfulness and the right to privacy (Ryan, 1993). Ryan (1993) also says:

But simply selecting the curriculum is not enough; like a vein of precious metal, the teacher and students must mine it together. To engage students in the lessons in human character and ethics contained in our history and literature without resorting to empty preaching and crude didacticism is the great skill of teaching. (p.17)

The caution appears to be that if society fails to teach the children values in an open and caring classroom environment, we will reap citizens who have no sense of common good, no respect for others or environment, no tolerance, and no responsibility (Williams, 1993).

Purpose of the Study

The purpose of this study was to design a set of ten lesson plans to be used by primary teachers to teach values to primary school students using literature based techniques.

Definition of Terms

Literature based techniques are techniques that utilize the way children learn oral and written language by listening and writing. They are techniques that encourage children to take the time to practice developing values through meaningful

experiences. These techniques provide learning opportunities through the use of literature (Eisele, 1991).

Values are concepts and ideas that are taught to train the child's heart and mind toward good (Bennett, 1993).

Summary

This chapter has provided a rationale for further reading concerning values education. The pages that follow will give an overview of the research read by the author.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

There are varied perspectives on the issues of teaching values in the classroom. Certain authors address the potential pitfalls of such an endeavor. Other scholars describe the most appropriate teaching methods to consider. The philosophical experts even discuss the various goals of value education. This literature review will highlight those perspectives.

Pitfalls in Teaching Values

According to Paul (1988), one of the pitfalls in teaching values is not being aware of the teacher's own personal biases, and how they are reflected in his/her own teaching. It is difficult to come to any common agreement on the moral thing to do. One cannot do the morally right thing, if one does not know what it is. There is a concern that all humans have a universal blind spot. Too often, it is the other person who suffers from close-mindedness, engages in evil, is basically deceived. Those accusations can never be leveled against ourselves.

Students need to learn basic moral principles. Paul (1988) states that the student also needs the opportunity to apply these principles in real or imaginary situation. It is important that students be made aware of the ease of determining egocentric desires, and using appropriate moral language, so that they do not arrive at moral decisions without developing genuine insights. The students need to learn

principles as opposed to perceptions. The students have a right to develop their own perspectives, in light of moral principles.

A way to avoid imposing the biases of the teacher on the student is critical thinking. Critical thinkers need to be developed, according to Paul(1988). Critical thinking does not coerce a student to come to a particular moral conclusion. Critical thinking encourages the student to spend the time needed to apply moral reasoning and judgment to situations, in order to set up a solid foundation for making moral judgments.

To avoid the pitfall of biased teaching, it is important to use quality literature upon which the student may reflect. Moral issues of everyday life are reflected in literature and give the students an opportunity to reflect on the moral principles on which they choose to live out in their daily lives. Having the students respond to literature by writing their thoughts down in essay form helps them organize their thinking on moral issues. This writing can begin at an early age with a simple one sentence response to a moral situation (Paul, 1988).

The second pitfall that haunts the teaching of moral values is inconsistency, such as saying one thing and doing another, according to Williams(1993). Students are very watchful as to whether teachers do as they say. The author was asked by students, "Why does Mr. Smith tell us not to smoke, and then he goes to the teachers' lounge and smokes?" Students make their own moral judgments concerning their teachers. The teachers who gain students' respect are those who are fair, "real," and not phonies. Teachers who were less effective in teaching moral values were

those, deemed by the students, who said, "Show respect," but chose favorites; who said, "Be kind," but yet were unkind; and who said, "Listen to each other," but did not listen to their students.

The most effective teachers were those who sent clear, consistent and sincere messages. Williams (1993) noted that these teachers respected their students as people and also listened to them and respected their ideas. Model teachers communicated high expectations for their students. These teachers also showed that they genuinely cared about the well-being of their students. The effective teachers presented a positive moral climate in the classroom, and were most successful in effectively teaching moral values (Williams, 1993).

Teaching Methods For Values

One of the methods of teaching values in the schools today is the cognitive developmental approach. This cognitive developmental approach had its beginnings in the work of Dewey and Piaget. Then in the 1970's Lawrence Kohlberg further developed Dewey's and Piaget's ideas into this popular method of cognitive developmental approach to moral education. This approach emphasizes the application of thinking skills to develop moral reasoning based on complex concepts. The cognitive developmental theory gained tremendous popularity, but it was difficult to put into practice. The theory concluded that the use of these thinking skills would influence an individual's stage of cognitive development, and would eventually lead the thinker to higher stages of cognitive reasoning.

Religion has been a major force in the lives of Americans. Religion stresses right and wrong, good and bad. It is noted that theological doctrines may vary significantly, but there is a great deal of overlap when it comes to moral theologies in their everyday application. It is interesting to note that many parents may not adhere to religious beliefs for their own moral values. It is, however, important that the parents encourage children to bring their religious training to bear on moral issues. "Moral education is not just a fad; it is an old and revered school mission" (Moral Education, 1988).

Another popular teaching method used for teaching values is the values clarification approach. The goal of this approach is to have students clarify their own values, by following a seven-step value process. The teacher's part in this process is to only facilitate the experience. The teacher is never to say or do anything that might convey the teacher's own personal opinion upon the students. The teacher is then responsible for accepting whatever values the students expressed.

The value clarification approach research showed that there was no significant change in the behavior of the students (Leming, 1993). The value clarification research program invokes a wide range of dependent variables, such as value thinking, self-concept, attitudes toward the subject matter, and value-related behavior. The research consistently shows that there are no significant changes in the dependent variables. They offer little help in finding an acceptable approach to teaching values.

While the value clarification approach has not been shown to be an effective method of teaching values, it has been noted that the use of cooperative learning has

made an impact. Students are not only responsible for their own learning but also for the learning of others in the group. This cooperative learning not only increases academic performance, but it encourages students to get along with students of other races and ethnic groups. Studies also indicate that students more willingly accept mainstreamed students. Students show a greater mutual concern for one another. It also helps students engage in pro-social behavior.

One of these cooperative learning models, called the Weber County Character Education Project and Child Development Program, used a five step teaching model. These steps include:

- (1) Stimulate interest in the value;
- (2) model the value;
- (3) integrate the value with previous experience;
- (4) involve parents; and
- (5) extend values learned to real-life situations.

This study found that students scored significantly higher in sensitivity and consideration of other needs. They also found positive results on variables such as democratic values, social understanding, a decrease in feelings of loneliness, social anxiety, and higher order reading comprehension. The studies concluded that the nature of the behaviors which are encouraged and discouraged is an important part of character development (Leming, 1993).

Letting students know what is expected of them is a valuable tool in teaching values. Discussions on moral issues can be productive, if the teacher sets clear

expectations. Students want to talk about issues of the day, but they may have fears that they will be laughed at or ridiculed. Students want to talk, but may be afraid that no one will listen or respect their attitudes. Clear guidelines for a discussion on moral values will help to eliminate students' fears.

Simple rules to establish an open discussion on values would include:

- (1) Verbal or rude individuals will not be allowed to speak;
- (2) interruptions of any kind will not be acceptable;
- (3) individuals must respect others views; and
- (4) only one person speaks at a time.

These simple rules help develop the skills of listening, speaking, and communicating nonverbally. These skills will help students long after they have forgotten some non-useful facts (Lanfried, 1988).

Using the community to form a dialogue on values is a useful method of teaching values. It is critical to organize a small community group, which accurately represents the geographic sections of the group. The small community group can come to a consensus on what values will be taught. Next, the small community group needs to formulate goals for the outcome of value education. Because of the methods used to form the values curriculum and its goal, the community participation was outstanding. Finally, the major emphasis was the affirmation that parents have the primary responsibility of teaching values to their children. The school's responsibility is to form a partnership with the parents (Saterlie, 1988).

Enlisting parents to help generate and define values is an important strategy in teaching values. Without parental support, teachers of young children know their influence would be very limited. There are four ways parents can be included in the teaching of the values curriculum. The four ways included:

- (1) Developing a community consensus about values;
- (2) forming parent support group;
- (3) encouraging parents to participate in moral values teaching at every opportunity; and
- (4) writing curriculum for school and home.

Many parents are very willing to participate in the values education of their children. The parents participation in the values education curriculum will bring success to the program (Lickona, 1988).

Goals of Values Education

One of the goals of value teaching is to influence the ethics of our future citizens. Schools must take an all encompassing approach to impress a positive influence on the nurturing of moral development of students. Community members and teachers must first identify a set of core values. Second, strategies for teaching the values must be presented to the staff and communities. Third, core values need to be placed into the curriculum. Fourth, a behavior code must be written, which reflects the core values. Fifth, each group in the community need to know their responsibility in developing the core values. Sixth, on going parenting programs for the community should be provided. Seventh, community service programs must be

developed that will reflect core values. Finally, schools must develop a caring environment that will guarantee the success of every student. Studies are beginning to show that programs which exhibit these strategies, can meet the goals of developing the students' moral values and will influence the students' ethics in the future (Huffman, 1993).

Another goal of values teaching is the restoration of "good character." Communities and teachers must first define what good character is. Community members and teachers must work together to develop rational moral thought that is needed to develop a morally mature citizen in a democratic society. Finally, community members and teachers need to help develop a moral action. It is not enough to only know the right thing to do, but our future citizens must choose to do the right things. To reach these goals parents, teachers, and the community must support the schools, agree on the importance of in respecting students and families belief system in the teaching of values, and have moral leadership, good models, and teacher education programs that help future teachers develop skills in teaching values (Lickona, 1993).

A third goal of value teaching is to return moral sanity to schools. Sanity to schools can be returned by beginning to emphasize academic excellence and value teaching, which are essential to a quality education. The values taught should find a base in the well-established set of standard of ethical and moral behavior. These standards were based on our judicial system of Old English Common Law, according to Simonds (1993).

The Citizens for Excellence in Education(C.E.E.), which is an organization which began with only fifty parents and grew to well over one hundred thousand parents, wish to remind the schools that they, as parents, want to maintain the traditional ties between schools and parents. The C.E.E., a national organization of individuals who are active in their own local school systems, fear that America's children will be the losers. They do not want their children's faith subtly destroyed. The C.E.E. makes a plea for the return to academic excellence and return moral sanity to the schools, in all subjects (Simonds, 1993).

Summary

This chapter has provided an overview of some of the professional literature on values education. The following chapter the reader will be given further information on the author's thinking. This chapter will give further insight into the preparation of this project.

CHAPTER III

PROCEDURE

Preparation for Developing the Curriculum Guide

The author reviewed various issues of the Educational Leadership Journal. This Journal was selected because it is a publication specifically written for supervision of curriculum and curriculum development interests. It was the author's purpose to look at current research on values teaching and to understand particular strategies that have been successful. The author also wanted to understand other points of view and to gain a better understanding of current philosophical principles underlying the teaching of values education. It became apparent upon the review of the literature that there is a need for values education in the curriculum.

Included in the literature review was the reading of Managing the Whole Language Classroom (Eisele, 1991), The Book of Values (Bennett, 1993), and various curriculum guides. These books were examined because the respective authors have studied, organized, and developed rationale for using literature-based techniques in the classroom and also the teaching of values.

Consultation

The author consulted with three professional colleagues in the production of this project. Over a period of months, the author met informally with these colleagues to discuss the publication of student articles, the definition of values in terms that could be grasped by the primary-level child, and the organization of

materials and appropriate literature to be used in teaching these values. All three consultants have used literature-based techniques in their classrooms and have experience in teaching for a minimum of ten years and a maximum of thirty-five years. These three colleagues have been extremely helpful in the production of this project.

Development of the Curriculum Guide

After extensive study, the author has identified the need to develop this curriculum guide. The next step appeared to be the organization and development of the material into a viable instrument. The author's goals were to develop lessons that would be interesting, would involve the students in active participation, and would encourage thoughtfulness in the students' actions. It was also important that the lessons be easy to incorporate into the classroom schedule, to use materials that were easily available, and not to overwhelm the very busy classroom teacher with unreachable goals.

The plans include a definition of the value to be taught. The definition is meant to be simplistic because of the level of the students. The lesson plans are designed to be independent of one another. Therefore, there is no particular order in which the plans must be presented. If the teacher chooses not to teach a particular lesson, he or she may do so. Also included are two annotated bibliographies; one for the teacher and one for the students. These are only "starter" bibliographies because there are many other excellent pieces of literature available. The teachers may find that they already have very appropriate literature within their existing libraries.

Because of the magnitude of the project, the author chose only a limited number of literature extension activities. These activities give the teacher freedom to be creative and imaginative. A literature extension activity is defined as any activity that enhances the joy of learning with its basis in an appropriate piece of literature.

Evaluation forms are included to help the teacher understand the effects of teaching values education upon the student. There is also a possibility that this research could lead to an expanded study on the effects of values teaching on primary student. The students and teacher evaluation forms will also help the teacher analyze the effectiveness of the lessons on the student, and to assess the students' understanding of the values concepts. The evaluation also gives the student a chance to reflect and respond to issues they have learned.

Critique

The author wanted an unbiased observer to look at the project and to make constructive criticisms and notations so as to improve the quality on the overall project. In choosing someone to critique the lessons, the author wanted an experienced teacher, a user of literature-based techniques, and a person familiar with an overall view of a general school curriculum. The author contacted Barbara Ruland to critique the lessons. Mrs. Ruland has been an effective teacher for several years and is the principal of a local private elementary school in the area. Her credentials include a Bachelor's degree and a Master's degree in Education. The author has

known Mrs. Ruland for several years, and has enjoyed working with her in a teacher-principal relationship for three years.

Summary

The "Procedure" explanation in this chapter was written to help the reader understand the thought and planning involve in developing the lesson plans. The lesson plans are included in Chapter Four.

CHAPTER IV

RESULTS

**A Literature Based
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by

Beverly Denlinger

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INTRODUCTION

Using the literature based approach to teaching can be very confusing. If you were to talk to six different teachers, you probably would get six different opinions on what literature based teaching is. The teacher becomes one of the definers. Teachers become free to work within their own areas of excellence to help a student develop his/her areas of excellence. Literature based teachers are very aware of the students' needs and methods of learning as well as the teacher's own method of learning and teaching. Individual differences then cause the literature based approach to form a very unique personality.

Even though there can be many points of view of the literature based method of teaching, there are some common elements. The student's role in literature based teaching is to follow the natural progression of learning oral and written language. Students are free to make mistakes and to learn from these mistakes. The students are responsible to practice reading and writing skills and to use practice learning opportunities to develop literacy skills. Students play a very active role in their own learning.

The teachers role in the literature based classroom is to be a facilitator. The teachers help the students to develop skills of reading, writing and learning through meaningful experiences. The teacher's role then becomes one of providing ample time and practical learning opportunities.

The literature based approach can be defined then as the student and the facilitator working together to assist the student in learning through meaningful

experiences. The meaningful experiences will be enhanced by the use of literature and the students responses to the literature.

The primary goal of these lessons is to present values in such a way that students begin to think about how they act and what they say. The author's hope is that the students will begin to see that there are appropriate and inappropriate responses to life's situations. The author also hopes that students will find happiness and inner satisfaction by choosing to respond to life's situation in appropriate ways.

Introductory Values Lesson

Definition: Values are concepts and ideas taught to help students be good.

Goals: To help students begin looking at what values are and to define the word value.

Procedures:

1. Read Little Miss Naughty by Roger Hangreaves.
2. Discuss:
 - a. What does it mean to be naughty?
 - b. What does Miss Naughty learn?
 - c. How did Miss Naughty learn the lesson?
3. Read Little Miss Sunshine by Roger Hangreaves.
4. Discuss:
 - a. What does it mean to be nice?
 - b. What did Miss Sunshine learn?

Activities:

1. List on chart paper the naughty things Miss Naughty did.

2. List on chart paper the nice things Miss Sunshine did.
3. Compare the naughty and nice list.
4. Draw:
 - a. A picture of something that Miss Naughty did.
 - b. Write a sentence about the picture that you drew.

Procedure:

1. Read the poem "Little Freddie."
2. Discuss:
 - a. Is Little Freddie nice or naughty?
 - b. Why do you think Little Freddie was nice?
 - c. Why is it important to be nice?

Activities:

1. Do activity sheet #1.
2. Do activity sheet #2.
3. Do activity sheet #3.

4. Illustrate the poem "Little Freddie."

Procedure:

1. Introduce book collection.
2. Introduce sustained silent reading.
3. Discuss the book report.

Activities:

1. Write a book report.

Procedure:

1. Journal writing.
 - a. Discuss the meaning of the word value.
 - b. Copy the meaning of the word value.
 - c. Write down something you have learned.

Notes:

1. This lesson may last several days depending on the needs of your children.

2. Journals may be spiral bound notebooks or just some lined or unlined paper stapled together.
 - a. Encourage children to give a title to their values journal.
 - b. Be sure to have them write their name on the journal and help them to understand they are the author.
 - c. Have the students illustrate the cover of their journal with pictures (hand drawn or cut out) and draw a border for the cover of the journal.
3. Sustained silent reading is important to this lesson.
4. Be sure to give the children time to read, reflect and respond to what they have read.
5. The teacher is encouraged to use his\her creativity in teaching these lessons.

Critique Note:

Activity sheets may need to be modified or read together for non-readers.

(Used with the permission of Barbara Ruland)

Little Fred

When little Fred
Was called to bed,
He always acted right,
He kissed Mama,
And then Papa,
And wished them all good night.

He made no noise,
Like naughty boys,
But gently up the stairs
Directly went,
When he was sent,
And always said his prayers.

(Bennett, 1993)

Name _____ #1

Color the space yellow if you see someone do something nice. Color the space purple if you see someone do something naughty. Make a yellow star if you did the nice thing. Make a purple star if you did the naughty thing. Be sure to tell the truth.

Naughty or Nice

Name _____ #2

Write the number of yellow blocks on your paper. _____

Write the number of purple blocks on your paper. _____

Were there more yellow blocks or purple blocks? _____

What did you do to find your answer? _____

Write a number sentence here to show your work.

Draw a picture of you doing something nice. Write a sentence about why you chose to do the nice thing.

Name _____ #3

Draw a picture of something Little Fred did before he went to bed.

Write down some things you do before you go to bed.

Are you naughty or nice? _____

Which makes you the happiest, being naughty or nice? _____

Why? _____

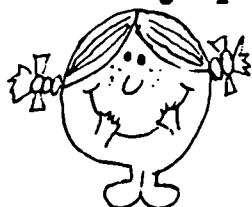
Book Report

Name _____

I read _____

(Write the book title here.)

Color in Miss Sunshine if the character in your book was nice. Color in Miss Naughty if the character in your book was naughty.



Miss Sunshine



Miss Naughty

Draw a picture about what the character in the book learned about being naughty or nice. Write a sentence about your picture.

Student Evaluation

Name _____

1. What is a value? _____

2. Why are values important to us? _____

3. What did you learn about values? _____

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Teacher-read Literature

Bennett, William J. (1993). The Book of Virtues. New York: Simon and Schuster.

This is a treasury of great moral stories.

Hargreaves, Roger (1981). Little Miss Naughty. New York: Ottenheimer Publishers, Inc.

Little Miss Naughty woke up on a fine Sunday morning and said to herself that it looks like a good day to be naughty. She meets an unusual person who can make himself invisible and learns a lesson.

Hangreaves, Roger (1981). Little Miss Sunshine. New York: Ottenheimer. Little Miss Sunshine visits Miseryland where it is against the law to smile, laugh, chuckle, and giggle.

Student-read Literature

Arnold, Tedd (1994). No Jumping on the Bed. New York: Scholastic In. Walter loves to jump on his bed. Father tells him to stop but, of course Walter does not. What a lesson he learns.

Brown, Marc (1989). Arthur's Birthday. New York: The Trumpet Club. Arthur has a hard time waiting on his birthday to come.

Calmenson, Stephanie (1989). The Principal's New Clothes. New York: Scholastic. Mr. Bundy spends too much of his time buying new clothes. He has an opportunity buy some very special clothes. Mr. Bundy learns a valuable lesson.

Cohen, Miriam (1980). No Good in Art. New York: Dell Publishing Co. Jim learns an important thing about himself when he is responsible and completes his art project.

Martin, Rafe and Shannon, David (1992). The Rough-Faced Girl. New York: Scholastic Inc. The indian version of Cinderella.

Masteller, Sally (1988). Character Colors. New York: Modern Publishing. Several values are illustrated in bright colors.

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Masteller, Sally (1988). Feelings A to Z. New York: Modern Publishing. An A B C book which illustrates feelings.

Mayer, Mercer (1991). You're the Scaredy-Cat. New York: Rainbird Press. Two boys challenge one another to sleep in the backyard to see who is a scaredy-cat.

Wilt, Joy (1979). Making Up Your Own Mind. Texas: Educational Products Division Word, Incorporated. This book gives instructions on how to make wise decisions.

Compassion

Definition: Compassion, showing kindness to all people especially during times of trouble.

Goals: To help the children see the need to show compassion to those around them.

Procedure:

1. Read the poem "Kindness to Animals"
2. Discuss:
 - a. What feelings do you have as you listen to this poem?
 - b. Can you think of a word that describes your feelings?
3. Reread the poem "Kindness to Animals" allow time for children to discuss how the poem makes them feel.

Activities:

1. Draw a mural.
 - a. Choose your favorite animal.

- b. Find out where your animal lives.
 - c. Draw your animal and its home on the mural.
2. Write a story or poem about your animal and illustrate your story or poem.

Procedure:

1. Read The Shoemaker and the Elves.
2. Discuss who showed compassion.

Activities:

1. Do worksheet #1

Procedure:

1. Read Today Was A Terrible Day.
2. Discuss what was so terrible about Ronald's day and who showed compassion.

Activities:

1. Draw a picture about your terrible day.

2. Write a sentence that tells who showed compassion to you.
3. Write a note to someone you see who is having a terrible day. Make a happy picture to go with your note.

Procedure:

1. Read First Grade.
2. Discuss:
 - a. Why did the children call each other "dummies"?
 - b. Have you ever felt like a "dummy"? Why?
 - c. When did you realize that you were not a "dummy"?
3. Tell a story about something that happened to you in first grade that made you feel "dumb".

Activities:

1. Write a thank you note to your first grade teacher and thank them for something they taught you.
2. Draw a picture of your first grade teacher.

Procedure:

1. Read Mom Can't See.
2. Discuss what it would be like to be blind.

Activities:

1. Divide into small groups.
 - a. Blindfold one of the children in the group.
 - b. Help the blindfolded child find their way around the room.
2. Try to do several tasks with your eyes blindfolded.
 - a. Try to write your name.
 - b. Try to eat food from a plate.
 - c. Etc.
3. List the ways you showed compassion to the blindfolded person.

Procedure:

1. Introduce book collection and book reports.
2. Sustained silent reading.
3. Journal writing.
 - a. Write the meaning of compassion in your journal.

- b. Write about an activity that helped you understand compassion.

Activities:

1. Make a list of ways you could help a blind person.
2. Write about a time when you showed compassion to a person in need.

Procedure:

1. Student evaluations.

Notes:

1. This lesson may last for several days, depending on the needs of your children.
2. Sustained silent reading is important to this lesson.
3. Be sure to give the children time to read, reflect, and respond to what they have read.

Critique Note:

It is important to discuss the word design. I especially feel that the activities associated with blindness will make the word compassion became a real value experience.

(Used with the permission of Barbara Ruland)

Kindness to Animals

Little children, never give
Pain to things that feel and live;
Let the gentle robin come
For the crumbs you save at home;
As his meat you throw along
He'll repay you with a song.
Never hurt the timid hare
Peeping from his green grass lair,
Let her come and sport and play
On the lawn at close of day.
The little lark goes soaring high
To the bright windows of the sky,
Singing as if 'twere always spring,
And fluttering on the untired wing-
Oh! let him sing his happy song,
Nor do these gentle creatures wrong.

(Bennett, 1993)

The Shoemaker and the Elves

Name _____ #1

Think about the shoes that the elves made for the shoemaker. Design a pair of beautiful shoes. Write a story about who you will give the shoes to and where they will be worn. Write your story on the back of this paper.

BIBLIOGRAPHY-COMPASSION

Teacher-read Literature

Alexander, Sally Hobart (1990). Mom Can't See Me. New York: Macmillan. A nine year old girl tells of her mother's activities even though her mother is blind.

Bennett, William J. (1993). The Book of Virtue. New York: Simon and Schuster. This is a treasury of great moral stories.

Coerr, Eleanor (1977). Sadako and the Thousand Paper Cranes. New York: Putnam Publishers. A child is diagnosed with leukemia after the atomic bomb.

Cohen, Miriam (1980). First Grade. New York: Greenwillow Books. After the first graders take an intelligence test, the children begin to call each other "dummy". The teacher makes it clear that a test does not give the whole picture.

Galdone, Paul (1984). The Elves and the Shoemaker. New York: Clarion Books. The fairy tale about elves who come to help a shoemaker.

Giff, Patricia Reilly (1980). Today Was a Terrible Day. New York: Puffin Books.

Ronald has a bad day at school but the teacher gives him a note to take home.

Ronald's day gets better when he realizes he can read the note to his mother.

Student-read Literature

Aliki, (1989). The Story of Johnny Appleseed. New York: The Trumpet Club.

This is the story of John Chapman who became known as Johnny Appleseed.

This American folk hero is known for his kindness to both people and animals.

Bernstain, Stan and Jan (1982). The Berenstain Bears Get in a Fight. New York:

Random House. Brother and Sister Bear get into a big argument. They learn a lesson about forgiving and forgetting and the importance of settling arguments.

Collins, Pat Lowry (1990). Tomorrow, Up and Away!. New York: Houghton

Mifflin. Turtle and Rabbit try to help Turtle fly.

Davoll, Barbara (1989). A Sticky Mystery. Illinois: Victor Books. Christopher

lives in an old church with his family. In this tale Christopher learns an interesting lesson about jealousy.

Fox, Mem (1985). Wilfred Gordon McDonald Partidge. New York: Kane Miller

Publishing. Wilfred shows that gifts from the heart mean the most as he helps his friend Miss Nancy renew her memories.

Fox, Mem (1989). Shoes From Grandpa. New York: Orchard Books. Shoes From

Grandpa is a story about a little girl whose grandfather gives her a pair of shoes then each one in the family gives her a gift.

Frasier, Debra (1991). On the Day You Were Born. New York: Harcourt Brace

Jovanavich, Publishers. This book reminds us that each new life is unique in its own way.

MacLachlan, Patricia (1979). Through Grandpa's Eyes. New York: Harper and

Row Publishers. Through Grandpa's Eyes tells the story of a young boy who learns to see like his grandfather does. his grandfather sees through his senses because he is blind.

Mathis, Sharon Bell (1989). The Hundred Penny Box. New York: Scholastic Inc.

Michael's Aunt Dew is 100 Years old. She has a box that has a penny in it for each year of her life and a memory to go with each penny.

McGovern, Ann (1968). Stone Soup. New York: Scholastic Book Service. This a delightful story of hungry boy and his wise use of a stone.

Miles, Miska (1971). Annie and the Old One. Boston: Little, Brown and Company. This Native American story tells of Annie who has love and respect for her grandmother who is about to die and the lesson Annie learns about honor.

Say, Allen (1991). The Bicycle Man. New York: Scholastic Inc. Two soldiers take time to teach some Japanese children that American soldiers can have fun too.

Courage

Definition: Courage, meeting opposition with confidence.

Goal: To help student understand that it is important to stand firm and not run away even when the situation is frightening.

Procedure:

1. Read "David and Goliath" (Bennett, 1993) p.447-49
2. Discuss:
 - a. Why would you consider David to have courage?
 - b. What are the characteristics of a brave person?

Activities:

1. Small group activities
 - a. Act out story of David and Goliath.
 - b. Goliath was about nine feet tall. Go out to the play ground and draw a picture of him with chalk on the blacktop.
 - c. Draw a picture of David beside him and compare the sizes.

Procedure:

1. Read Move Over Twerp.
2. Discuss:
 - a. Why was Jeff so excited about riding the bus?
 - b. How did Jeff show courage?

Activities:

1. List something that you have looked forward to but were a little afraid.
2. Choose one of the things that you did even though you were afraid.
3. Write a story about what happened and what you learned about courage.

Procedure:

1. Read There's a Nightmare in My Closet.
2. Discuss:
 - a. What is a nightmare?
 - b. How did the little boy handle the nightmare?

Activities:

1. Draw a picture of a nightmare.

2. Write the best way to face a nightmare.

Procedure:

1. Read Glasses: Who Needs 'em?
2. Discuss:
 - a. Why do you think the boy was worried about wearing glasses?
 - b. How did the boy find the courage to face his problem?

Activities:

1. Draw a picture of yourself in a pair of glasses.
2. Write about how you feel about wearing your new glasses.
3. Write what you would say to someone who made fun of you for wearing glasses.

Procedure:

1. Read Chin Chang and the Dragon Dance.
2. Discuss:
 - a. Why do you think Chin Chang was afraid?

b. How did he overcome his fear?

Activities:

1. Using a brown paper bag make the dragon in which Chin Chang would dance.
2. Use poster paint to paint the dragon.

Procedure:

1. Introduce the book collection.
2. Daily sustained silent reading.
3. Book report.
4. Journal writing.
 - a. Write the definition for courage in your journal.
 - b. Write about someone you know who has shown courage.

Notes:

1. This lesson may last for several days, depending on the needs of your children.
2. Sustained silent reading is important to this lesson.

3. Be sure to give the children time to read, reflect, and respond to what they have read.

Critique Note:

Perhaps in journal writing you might want the children to set a courage goal.
(e.g., Just say no to drugs, etc.)

(Used with the permission of Barbara Ruland)

A Smile

Let others cheer the winning man,
There's one I hold worthwhile;
'Tis he who does the best he can,
Then loses with a smile.
Beaten he is, but not to stay
Down with the rank and file;
That man will win some other day,
Who loses with a smile.

(Bennett, 1993)

BIBLIOGRAPHY-COURAGE

Teacher-read Literature

Alexander, Martha (1981). Move Over, Twerp. New York: Dial Books. Jeff is excited about riding the bus on his own until some bullies on the bus tell him to "Move over, Twerp!". Jeffery uses a humorous way to solve the solution.

Bennett, William J. (1993). The Book Virtues. New York: Simon and Schuster. This is a treasury of great moral stories.

Mayer, Mercer (1968). There's a Nightmare in My Closet. New York: Dial Books. A little boy confronts his fear of the night.

Smith, Lane (1991). Glasses: Who Needs 'em? New York: Little, Brown Publishers. An amusing story about a boy who worries about what he will look like in glasses.

Wallace, Ian (1984). Chin Chiang and the Dragon's Dance. New York: Macmillan Company. A young boy overcomes his fear of dancing by joining in the dragon dance.

Student-read Literature

Bains, Rae (1982). Clara Barton Angel of the Battlefield. New Jersey: Troll

Associates. Clara was always a good student and wanted to learn. Anything she did, she worked hard to do it well. This biography tells of her life from childhood to her death at 90 years old and her part in starting the Red Cross in America.

Barleigh, Robert (1991). Flight: The Journey of Charles Lindbergh. New York:

Philomel Publishers. Lindbergh's 33 1/2 hour flight alone across the Atlantic is an example of courage and perseverance.

Cassell, Robert H. (1977). Ruth Woman of courage. Tennessee: Broadman Press.

This book tells of the courage of a young girl who leaves her country to go to her mother-in-law's country.

Fox, Mary Virginia (1991). The Story of Women Who Shaped the West. Chicago:

Childrens Press. This book presents some of the women who helped settle the west and the hardships they faced.

Kaufman, Mervyn D. (1963). A World Explorer Christopher Columbus.

Champaign: Garraard Publishing Company. Christopher Columbus was never one to give up. This book covers the exciting events of his life.

Longfellow, Henry Wadsworth. Rand, Ted Illus. (1990). Paul Revere's Ride. New York: Dutton Children's Books. The famous poem written about Paul Revere's ride in 1775 to warn the people that the British were coming to attack.

Martin, C. L. (1991). Three Brave Women. New York: Macmillan. Caitlin has a fear of spiders. She finds out that her mother and her grandmother have the same fear. They decide to face their fear together.

Monjo, F. N. (1970). The Drinking Gourd. New York: Harper and Row, Publishers. Tommy wanders into a barn and is surprised to find a family of slaves escaping from the south. He learns the story of the drinking gourd.

Oppenheim, Shulamith Levey (1992). The Lily Cupboard. New York: Harper Collins. This is a story of a gentile family in Holland who risk their lives to help a Jewish mother and father.

Richards, Norman (1970). The Story of the Alamo. Chicago: Children's Press. Many men, women, and children were lost at the Alamo. This story tells of their braveness.

Sabin, Louis (1990). Willie Mays Young Superstar.j New Jersey: Troll and

Associates. From the time Willie Mays was born his father had a dream for him. Willie Mays was one of the first black players in the National League.

Stein, Conrad R. (1984). The Story of the Oregon Trail. Chicago: Childrens Press.

This book tells of life on the Oregon Trail as the people traveled west to find their dreams.

Sukus, Jan (1969). Teeny-Tiny Tale. Wisconsin: Western Publishing Company.

The teeny-tiny women finds a teeny-tiny bone. In the night a voice calls out "Give me my bone!". The teeny-tiny woman gets frightened and then...

Faith

Definition: Faith, believing in trust or trustworthiness or someone or something.

Goal: To help student understand a faithful person stands true to his word and is trustworthy.

Procedure:

1. Read Dog to the Rescue.
2. Discuss:
 - a. How did the dogs in these stories show faith to their masters?
 - b. Who do you know that does what they say that they will do?
 - c. How can we show faith to our parents, friends, and community?

Activities:

1. Make a class A B C book
 - a. The student will choose a letter of the alphabet.
 - b. Draw a picture of something or someone that shows faithfulness.
 - c. The picture should start with the letter you chose.

Procedure:

1. Read "The Fiery Furnace" (p.745)
2. Discuss:
 - a. What rule did the boys break?
 - b. What was their punishment?
 - c. Did the boys know what the punishment would be?
 - d. Why did they choose not to bow down?

Activities:

1. Do activity sheet #1
2. Draw a picture of the fourth man in the furnace.
3. Write a sentence that tells who you think the fourth person was.

Procedure:

1. Read Pilgrim Progress.
2. Discuss:
 - a. Where is Christian going?
 - b. How will he get there?

Activities:

1. Choose one of the characters Christian meet on his journey.
 - a. Draw a picture of this character.
 - b. Write the character's name at the bottom of the page.
 - c. Answer this question, Did this character help or stop Christians?
2. Do activity sheet #2
3. Working in groups make a game of Christians journey from the City of Destruction to the Celestial City.
 - a. Make a game board.
 - b. Make cards that have good and consequences.
 - c. Make something that tells how many spaces you will move.

Procedure:

1. Introduce book collection.
2. Daily sustained silent reading.
3. Book report.
4. Journal writing.

Activities:

1. Write the definition for faith in your journal.
2. List several ways you can show faith.

Procedure:

1. Student evaluation.

Notes:

1. It is important to let students freely express their feelings about God.
2. This lesson may last for several days, depending on the needs of your children.
3. Sustained silent reading is important to this lesson.
4. Be sure to give the children time to read, reflect, and respond to what they have read.

Critique Note:

The abstract qualities of faith, in some of the books, may be difficult for younger children to grasp completely. If this is seen as introducing the concept of faith to the young child this lesson is fine. This is a very hard value to deal with! I commend you for the thought you have given to this value.

(Used with the permission of Barbara Ruland)

Fiery Furnace

Name _____ #1

Draw a picture about what you think was the most interesting thing that happened in the story of the Fiery Furnace.

Pilgrim

Name _____ #2

Draw a picture of your favorite part of the story.

BIBLIOGRAPHY-FAITH

Teacher-read Literature

Bennet, William J. (1993). The Book of Virtues. New York: Simon and Schuster.

This is a treasury of great moral stories.

Bunyan, John retold by James Reeves (1987). Pilgrims Progress. New York: Peter Bedrick. This is an allegory about Christian's journey from the City of Destruction to the Celestial City.

Sanderson, Jeannette (1993). Dog to the Rescue. New York: Scholastic Inc. This book relates seventeen true stories of dogs who were faithful.

Student-read Literature

Hill, Dave (1967). The Walls Came Tumbling Down. Missouri: Arch Books. The story of Joshua and the walls of Jericho is retold in modern day language.

McPheeters, William N. (1976). Abraham Man of Faith. Tennessee: Broadman Press. The story of Abraham and his obedience to his God.

Meyers, Jr. William J. (1977). Daniel Faithful Captive. Tennessee: Broakman Press. This is the story of a captive Jewish boy and how his God protects him.

Ruehrwein, Dick (1959). A Challenge for Joey. Cincinnati: Standard Publishing Company. Joey learns that his faith will help him overcome giants.

Friendship

Definition: Friendship, eager to be there and help when someone is in need.

Goal: To help students demonstrate what a real friend is.

Procedure:

1. Read Charlotte's Web
2. Discuss:
 - a. What makes a good friend?
 - b. What price did Charlotte have to pay to be Wilbur's friend?

Activities:

1. Students read I can Read About Spiders.
2. Activity sheet #1.
3. Make a friendship web by throwing a ball of yarn from one friend to another.
4. Activity sheet #2.

Spider Webs

Name _____ #1

Read I can Read About Spiders.

Draw a spider web. Use the lines of the spider web to write a character's name from Charlotte's Web.

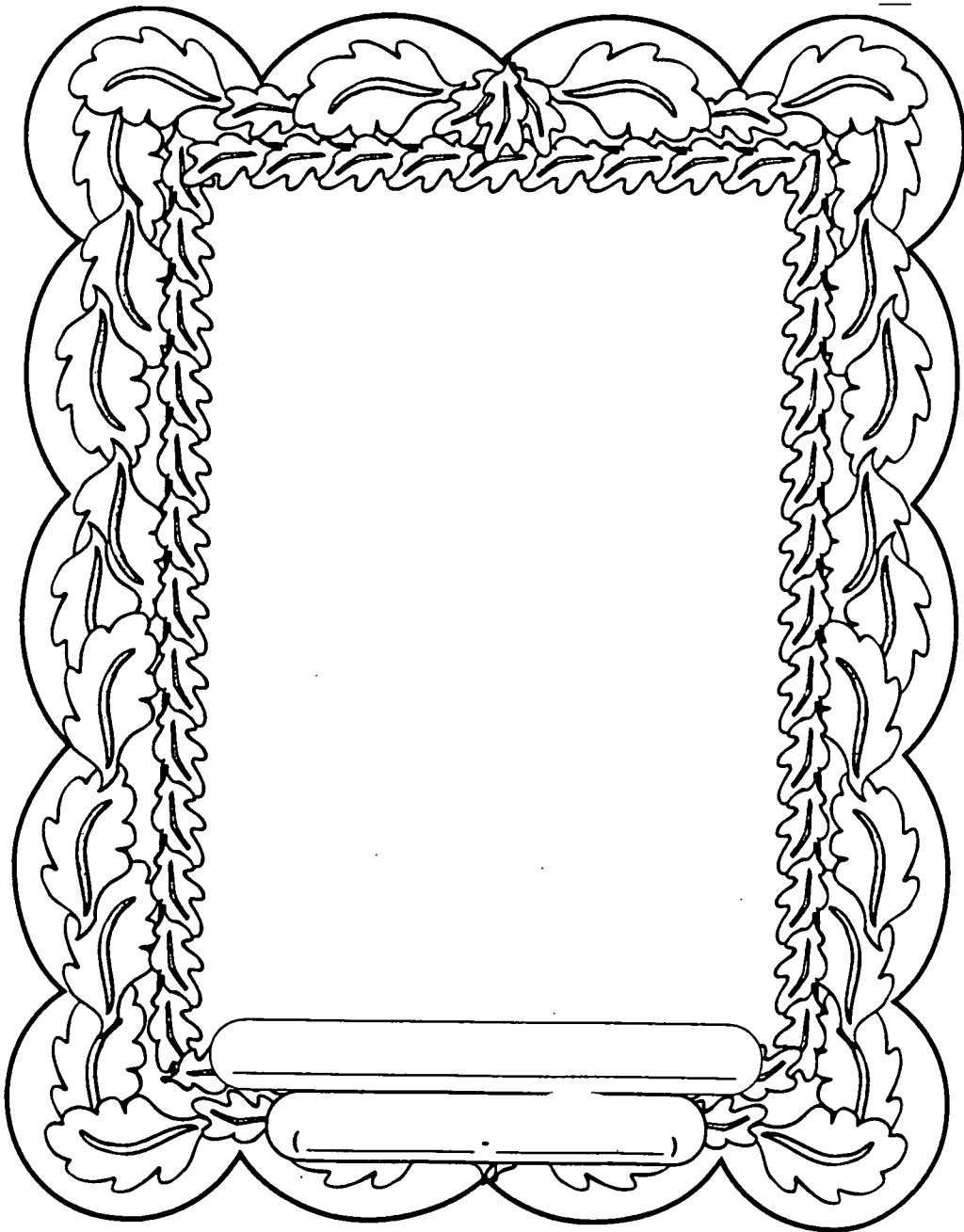
Draw a second spider web. Write a word that describes the character you chose.

Is this character a friend to Wilbur?

My Friend

Name _____ #2

Draw a picture of a friend in the picture frame.
Write a story about what you and your friend like to do on



Procedure:

1. Read Take Care of Dexter.
2. Discuss:
 - a. Who needed a friend?
 - b. How did Dave prove his friendship?

Activities:

1. Make a picture journal for each chapter of Take Care of Dexter.
 - a. Write the title of the book on the front of the cover.
 - b. Write the author's name under the title.
 - c. Write the child's name as illustrator.

Procedure:

1. Read The Popcorn Dragon.

Activities:

1. Plan a popcorn party.
 - a. Divide the class into small groups.
 - b. Decide who will bring the popcorn, drinks, cups, and napkins.
2. Make an invitation for the popcorn party.

- a. Invite the janitor, school nurse, principal, etc.

Procedure:

1. Read Rabbit and Skunk and the Scary Rock.
2. Discuss:
 - a. When is a friend not a friend?
 - b. Would you want a friend like Skunk? Why or Why not?

Activities:

1. Work with two other friends and act out the story of Rabbit and Skunk and the Scary Rock.
2. Change the story so that Skunk acts like a real friend to Rabbit.

Procedure:

1. Introduce book collection.
2. Daily sustained silent reading.
3. Book report.

4. Journal writing.
 - a. Write the definition for friendship in your journal.
 - b. Write some sentences about "What is a real friend?"
5. Student evaluation.

Notes:

1. This lesson may take several days depending on the need of your children.
2. The easiest way to pop corn is to use the microwave popcorn and use the microwave in the teacher's lounge.
3. Sustained silent reading is important to this lesson.
4. Be sure to give the children time to read, reflect and respond to what they have read.

Critique Note:

I suggest that you delete the activity of drawing your best friend in the class because of an experience I had. After I gave a similar assignment, one of the children began to cry because he realized that no one was drawing a picture of him.

Later in a parent-teacher conference a tearful parent related the story to me. I suggest you draw a picture of someone being friendly.

(Used with the permission of Barbara Ruland)

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BIBLIOGRAPHY-FRIENDSHIP

Teacher-read Literature

Bennet, William J. (1993). The Book of Virtues. New York: Simon and Schuster.

This is a treasury of great moral stories.

Bulla, Clyde Robert (1973). Take Care of Dexter. New York: Scholastic Book

Service. Dave and Alex develop a close friendship. Dave makes a promise to Alex to care for Dexter. Dave overcomes many problems to keep his promise.

Stevens, Carla (1969). Rabbit and Skunk and the Scary Rock. New York:

Scholastic Book Services. Rabbit and Skunk were standing in front of a very large rock when they heard a noise. Who made the noise?

Thayer, Jane (1990). The Popcorn Dragon. New York: Scholastic Inc. Dexter

learns an important lesson about being a friend.

White, E. B. (1980). Charlotte's Web. New York: Harper and Row, Publishers.

This book tells of the loyalty of an spider for a pig. Charlotte's loyalty led to Wilbur not being made into bacon.

Student-read Literature

Blos, Joan W. (1987). Old Henry. New York: Mulberry Publishers. Henry moves into a falling down vacant house. The neighbors get upset because he does not care for his house. After Henry moves he misses his house so he works out a compromise.

Carle, Eric (1971). Do You Want to be my Friend? New York: Thomas Y. Crowell Company. A mouse goes looking for a friend and finds a surprise.

Giff, Patricia Reilly (1990). Emily Arrow Promises to Do Better This Year. New York: Dell Publishing Company. Emily starts out to make a new year's resolution but learns an important lesson about friendship.

Hoff, Syd (1960). Who Will be my Friend? New York: Harper and Brothers.

Freddy moved into a new house where he thought he had no friends. What a surprise Freddy found!

Kellogg, Steven (1986). Best Friends. New York: Dial Books. Kathy feels lonely when Louise goes away for summer vacation.

Merriam, Deborah (1977). I can Read About Spiders. New York: Troll Associates. The life of a spider.

Rylant, Cynthia (1993). The Relatives Came. New York: Scholastic Inc. Everyone looks forward to seeing the relatives come, even though they have to give up many of their comforts.

Stevens, Carla (1969). Rabbit and Skunk and the Big Fight. New York: Scholastic Book Services. Skunk tells Rabbit that something terrible has just happened. Skunk tries to start a fight for Rabbit. Rabbit is too wise.

Stevens, Carla (1974). Hooray for Pig. New York: Scholastic Book Services. Pig learns how important it is to have friends when you are afraid to learn something new.

Wannamaker, Bruce (1984). The Kindness Weapon. Illinois: The Dandelion House. Joe and Ricky are best friends. After Ricky is in a car accident and can't walk Joe helps Ricky meet his goal of going up into the tree house.

Wells, Rosemary (1981). Timothy Goes to School. New York: Puffin Books.

During his first week in school Claude picks on Timothy. Then Timothy meets Violet and finds Grace is doing the same thing to her. Timothy and Violet make friends and school becomes fun.

Wilhelm, Hans (1990). I'll Always Love You. New York: Scholastic Inc. This story tells about a boy and his dog Effie.

Wilt, Joy (1979). A Kid's Guide to Making Friends. Texas: Educational Products Division Work, Incorporated. This book gives rules for making and being friends.

Honesty

Definition: Honesty, truthful words and ways.

Goal: To help students see the importance of being truthful...

Procedure:

1. Read "The Boy Who Never Told a Lie."
2. Discuss:
 - a. How did people feel about the boy who never told a lie?
 - b. How do you feel about someone who does not lie?
 - c. Do you want to know as a honest boy\girl?
 - d. What would you have to do to be known as an honest boy/girl?

Activities:

1. Draw a picture of what you think the boy who never told a lie looked like.
2. Write why you think the boy chose not to lie.

Procedure:

1. Read "George Washington and the Cherry Tree." (Bennett, 1993) pp. 605-606.
2. Discuss:
 - a. How did George feel about cutting down the cherry tree?
 - b. Why had George cut down the tree?
 - c. What did George's father mean when he said to George, "I am sorry I lost the tree, but I am glad that you were brave enough to tell me the truth" (Bennett, 1993).

Activities:

1. Do activity sheet #1
2. Do activity sheet #2

Procedure:

1. Show Pinocchio.
2. Discussion:
 - a. Why did Pinocchio lie?
 - b. Did Pinocchio's hurt anyone? Who? How?

Activities:

1. Do activity #4
2. Write and draw your own cartoon story about someone who tells a lie and tell and show what happens to them.

Procedure:

1. Introduce the book collection.
2. Daily sustained silent reading.
3. Book report.
4. Journal writing.

Activities:

1. Write the definition of Honesty in your journal.
2. Think about a time you told a lie write about what the lie was, how you felt, and what happened because of the lie.
3. Write some rules for honesty.

Notes:

1. This lesson may last for several days, depending on the needs of your children.
2. Sustained silent reading is important to this lesson.
3. Be sure to give the children time to read, reflect, and respond to what they have read.

Critique Note:

To raise general interest use some motivational questions. This would spark curiosity on honesty. (e.g., If you found a penny, who would it belong to? If you found a dollar, who would it belong to? What should you do if you found a penny? What should you do if you found a dollar?)

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The Boy Who Never Told a Lie

Once there was a little boy,
With curly hair and pleasant eye-
A boy who always told the truth,
And never, never told a lie.

And when he trotted off to school,
The children all about would cry,
"There goes the curly-headed boy-
The boy that never tells a lie."

And everybody loved him so,
Because he always told the truth,
That every day, as he grew up,
"Twas said, "There goes the honest youth."

And when the people that stood near
Would turn to ask the reason why,
The answer would be always this:
"Because he never tells a lie."

(Bennett, 1993)

Honesty

Name _____ #1

Draw a picture of
the cherry tree.

Draw a picture of George
Washington's hatchet.

Write your answers.

What lesson did George Washington learn?

Why was George Washington's father more interested in
George's honesty than in the cherry tree?

What lesson can you learn from this story about
George Washington?

Honesty

Name _____ #2

When George's father asked him if he had cut down the cherry tree, George Washington answered, "I cannot tell a lie, father, I did it with my hatchet." Draw a picture about when you had to choose between being honest or telling a lie. Write down the answer that you gave when you were asked what had happened.

Honesty

Name _____ #3

Let's play "telephone."

1. Form a large circle.
2. A person is chosen to start the message.
3. The "starter" whispers the message into the ear of the person next to him/her.
4. The second person whispers the message to the person next to them.
5. The message continues around the circle until the last person hears it and then says the message out loud.
6. Write a message you would like to send on the "telephone."

7. Write the message that is spoken by the last person in the circle.

8. What lesson can you learn about believing everything you hear? _____

Pinocchio

Name _____ #4

1. Draw a picture of Pinocchio before he told a lie.
2. Draw a picture of Pinocchio after he told a lie.
3. What was Pinocchio's reward for telling a lie?
4. What was Pinocchio's reward for telling the truth?
5. What reward should you receive when you tell the truth?

BIBLIOGRAPHY-HONESTY

Teacher-read Literature

Bennett, William J. (1993). The Book of Virtues. New York: Simon and Schuster.

This is a treasury of great moral stories.

Disney, Walt (producer) (1940). Pinocchio [video-tape]. Burbank: Walt Disney

Home Video. The blue fairy brings the puppet to life. Pinocchio must learn the values of bravery, loyalty and honesty to become a real boy.

Student-read Literature

Carl, Angela R. (1984). A Matter of Choice. Illinois: The Dandelion House. Jared has to make a choice. Should he do his project by himself or accept help from an adult. Jared wants to do the right thing.

Cary, Barbara (1965). Meet Abraham Lincoln. New York: Random House. This a biography of Abraham Lincoln from his birth to his assassination in 1865.

Disney Writers (1973). Pinocchio and his Puppet Show Adventure. New York: Random House. This is the story of a puppet boy. Every time he tells a lie his nose grows.

Hadithi, Mwenyre (1984). Crafty Cameleon. New York: Little, Brown Publishing.

Cameleon tricks Leopard and Crocodile into leaving him alone forever.

Cameleon learns a lesson about friendship.

Moncure, Jane Belk (1984). Jennie and the Black Stockings. Illinois: The

Dandelion House. Jennie plays with matches catching a fire among the bales of hay. Jenny tells the truth and learns a lesson.

Sharmat, Marjorie Weinman (1993). A Big Fat Enormous Lie. New York: The

Trumpet Book Club. A little boy learns a lesson about telling lies.

Loyalty

Definition: Loyalty, supporting someone close to you even when the going gets difficult.

Goal: To help student see the need to be unmovable to a belief and people closest to them.

Procedure:

1. Read "How Queen Esther Saved Her People." (Bennett, 1993) p.689-695.
2. Discuss:
 - a. Why did it show loyalty for Queen Esther to go visit the king?
 - b. How was Esther's loyalty to her people rewarded?

Activities:

1. Pretend that you are Esther. Write a note to the king inviting him to the banquet.
2. Draw a picture of the dress Esther will wear to the banquet.

Procedure:

1. Read Sign of the Beaver.
2. Discuss the order of events in each chapter.

Activities:

1. Keep a time line for the length of time that Matt's father was gone.
2. Use post-a-notes to write important events in Matt's life and place them on the time line.
3. Put a star on the events that took great courage for Matt.

Procedure:

1. Read Horton Hatches the Egg.
2. Discuss:
 - a. Why do you think Horton remained loyal?
 - b. What was Horton's reward?

Activities:

1. Do activity page #1

Procedure:

1. Introduce the book collection.
2. Daily sustained silent reading.
3. Book reports.
4. Journal writing.

Activities:

1. Copy the definition for loyalty in your journal.
2. List the people to whom you have loyalty.
3. Write a sentence telling why you are loyal to them.

Procedure:

1. Student evaluation.

Notes:

1. This lesson may last for several days, depending on the needs of your children.

2. Sustained silent reading is important to this lesson.
3. Be sure to give the children time to read, reflect, and respond to what they have read.

Critique Note:

In the drawing activity for Esther, have the boys draw a picture of what the king might wear to the banquet. For younger children, it would be better to start with the story of Horton and then move to other more detailed stories.

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Loyalty

Name _____ #1

Draw a picture about a time you were loyal. Then write the reasons why you wanted to be loyal.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper is slightly tilted to the right. The edges of the paper are visible against a dark background.

BIBLIOGRAPHY-LOYALTY

Teacher-read Literature

Bennett, William J. (1993). The Book of Virtues. New York: Simon and Schuster.

This is a treasury of great moral stories.

Speare, Elizabeth George (1983). The Sign of the Beaver. New York: Dell

Publishing Co. Matt must remain at the log cabin alone while his father returned to Massachusetts for the rest of the family. Matt learns to trust an indian boy he meets. He learns many other things from his indian friend.

Seuss, Dr. (1968). Horton Hatches the Egg. New York: Random House. Horton Volunteers to help Mayzie an irresponsible bird to hatch her egg. Horton has many problems but a great reward.

Student-read Literature

Asch, Frank (1991). Just Like Daddy. New York: Simon and Schuster. A little boy strives to be just like daddy.

Benchley, Nathaniel (1972). Sam the Minuteman. New York: Scholastic Book Services. Sam shows loyalty for his country by doing all he can to help.

Carle, Eric (1972). Walter the Baker. New York: Alfred A. Knopf, Inc. Walter is loyal baker to the king. One day the cat spills his milk and Walter can no longer make bread. An accident helps Walter make bread again.

Choi, Sook Nyul (1993). Halmoni and the Picnic. New York: Houghton Mifflin Publisher. A young Korean girl fears that she will be embarrassed by her grandmother who is coming to help chaperon a picnic. The grandmother still wears native clothes.

Hall, Donald (1988). Ox-cart Man. New York: Scholastic Inc. The ox-cart man's family each does their part to help each other so they can live peacefully on the farm.

Heilbroner, Joan (1964). Meet George Washington. New York: Random House. George Washington is called the "Father of Our Country". This is his biography.

Hirsh, Marilyn (1973). Ben Goes into Business. New York: Scholastic Services.

Ben is very concerned about his family because they are very poor. He starts his own business to help his family survive.

Hoberman, Mary Ann (1991). Fathers, Mothers, sisters, Brothers: A Collection of Family Poems. New York: Piffin Books. A collection of 26 poems that celebrate the family.

Keats, Ezra Jack (1987). Goggles. New York: Aladdin Books. Peter's loyal companion Willie saves the goggles.

Kent, Zachary (1989). The Story of Geronimo. Chicago: Childrens Press. The biography of Geronimo the Apache.

Malone, Mary (1971). Annie Sullivan. New York: G. P. Putnam's Sons. This is the story of Annie Sullivan who became the teacher for Helen Keller.

Pace, Mildred Mastin (1955). Old Bones the Wonder Horse. New York: McGraw Hill Book Company. Old Bones the Wonder horse will never be anything except a loser. That is a phrase often repeated in this book, but because of the persistence of the trainer. Old Bones became one of the most winningest horses in the history of horse racing.

Thompson, Caroline (1993). The Secret Garden. New York: Scholastic Inc. Mary Lennox must go live with a relative which she doesn't know very well. She finds a secret garden and two new friends.

Perseverance

Definition: Perseverance, doing a job when it gets tougher than I expected.

Goal: To help student see that they need to finish what they start.

Procedure:

1. Read "Persevere." and "The Tortoise and the Hare." (Bennett, 1993)
pp. 529-530
2. Discuss:
 - a. What is a moral in a story?
 - b. What the moral for the poem the story?

Activities:

1. Do activity sheet #1

Procedure:

1. Read Helen Keller.
2. Discuss:

- a. What are some of the facts that you learned about Helen Keller.
- b. What do you think would have happened if Helen Keller would have given up?

Activities:

1. Make a mobile that shows five facts about Helen Keller's life.
2. Write two things that Helen Keller might tell you about persevering.
3. Choose an object.
 - a. Put into a bag.
 - b. Write five sentences to describe it.
 - c. Read each sentence one at a time and have the student try to guess what it is.

Procedure:

1. Read The Chocolate Chip Contest.
2. Discuss:
 - a. Did anyone think the little boy would win the contest?
 - b. What problem did the little boy face?
 - c. How did he respond to the people around him?

Activities:

1. Do activity sheet #2

Procedure:

1. Read Song of the Empty Bottles.
2. Discuss:
 - a. How did you know how much Thaddeus wanted a guitar?
 - b. What plans did he try?

Activities:

1. Do activity sheet #3

Procedure:

1. Introduce book collection.
2. Daily sustained silent reading.
3. Book report.
4. Journal writing
 - a. Copy the definition for perseverance in your journal.

b. Finish this sentence I used perseverance each day when I

_____.

5. Student evaluation.

Notes:

1. This lesson may last for several days, depending on the needs of your children.
2. Sustained silent reading is important to this lesson.
3. Be sure to give the children time to read, reflect, and respond to what they have read.

Critique Note:

Spend time discussing and giving examples of a moral. Worksheet number 2 would need to be modified for younger children (e.g., add or subtract rather than multiply). I would suggest that you focus on the work ethic with this trait.

Persevere

The fisher who draws in his net too soon,
 Won't have any fish to sell;
The child who shuts up his book too soon,
 Won't learn any lessons well.

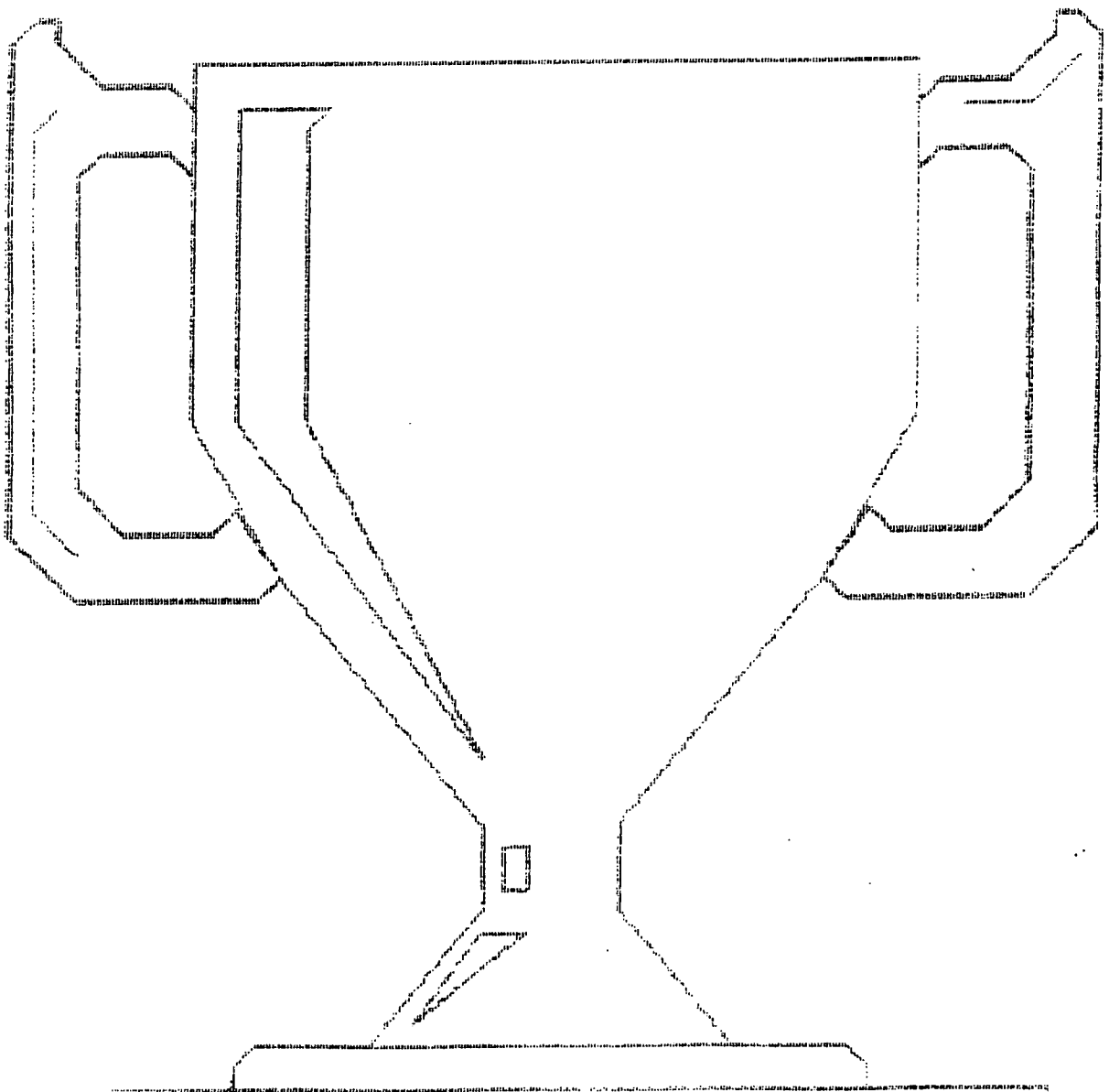
If you would have your learning stay,
 Be patient-don't learn too fast;
The man who travels a mile each day,
 May get round the world at last.

(Bennett, 1993)

Award

Name _____ #1

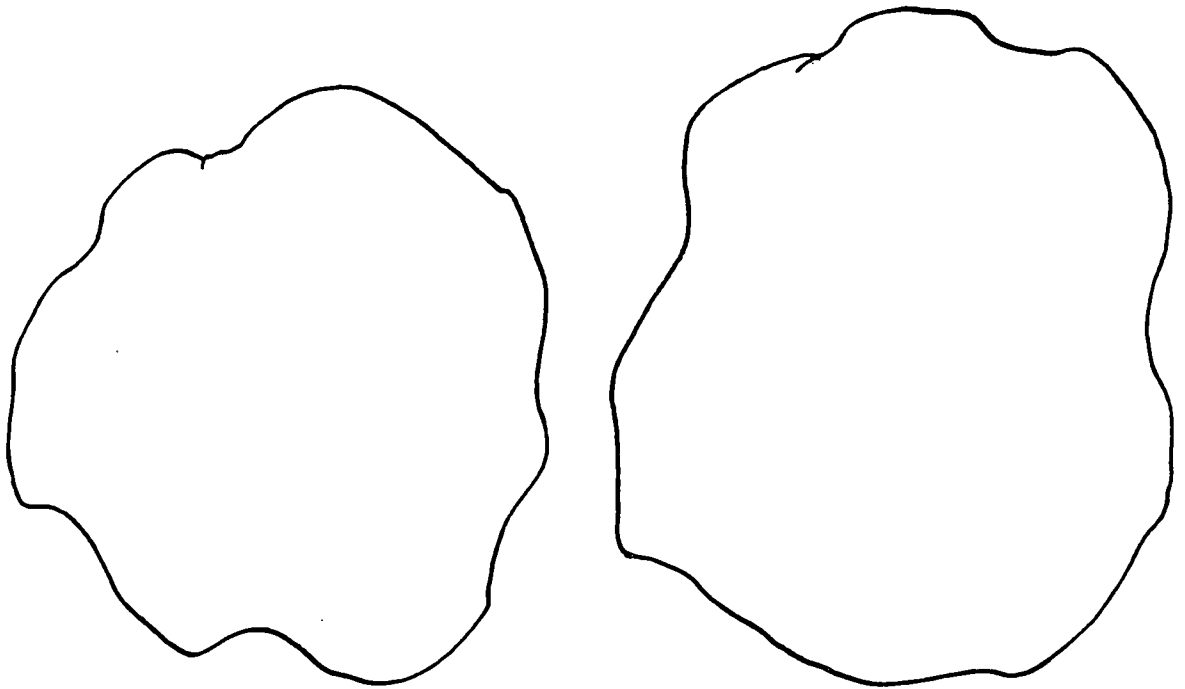
Design an award for the rabbit for winning the race with the tortoise. Write what you will say when you present this award to the rabbit.



Chocolate Chip Cookies

Name _____ #2

Make one dozen chocolate chip cookies out of brown construction paper. Use the pattern on this page.



On the front of the cookie write the multiplication facts for Two's. Write the correct answer on the back of the cookie. Practice the multiplication tables until you can say them without stopping. Find a friend who will listen to you say your two's.

Bottles

Name _____ #3

Draw a picture of something you really want.

Write a plan to get what you want.

BIBLIOGRAPHY-PERSEVERANCE

Teacher-read Literature

Bennett, William J. (1993). The Book of Virtues. New York: Simon and Schuster.

Davidson, Margaret (1971). Helen Keller. New York: Hasting House, Publishers.

This book of Helen Keller's life focuses on her early life, her strange childhood world and her education that changed her life.

Douglass, Barbara (1985). The Chocolate Chip Cookie Contest. New York:

Lothrop, Lee, and Shepherd Books. A little boy learns that there are things that can be done even though everyone else thinks that they are impossible.

Molarsky, Osmond (1968). Song of the Empty Bottles. New York: Henry Z.

Walck, Incorporated. Thaddeus wants to buy a new guitar. He chooses to earn the money in a very creative way.

Student-read Literature

Adler, David A. (1991). A Picture Book of Martin Luther King, Jr.. New york:

Scholastic Services. This tells of Martin Luther King Jr's boyhood and his goal to give the black man equal rights.

Berg, Jean Horton (1963). The Little Red Hen. New York: Follett Publishing Company. The little Red Hen learns that if you work hard you get the reward.

Brenner, Barbara (1978). Wagon Wheels. New York: Harper & Row Publishers. After the civil war many people headed west to take advantage of the free land. This is the story of a black family who did just that.

Cameron, Polly (1961). "I Can't", Said the Ant. New York: Scholastic Book Services. The Ant learned that he can.

Cooney, Barbara (1989). Island Boy. New York: Trumpet Book Club. Matthias was told many times that many things could not be done but he did them.

Friedman, Ina R. (1987). How My Parents Learned to Eat. New York: Houghton Mifflin Inc. This is a story about an American sailor and Japanese student as they court. He tries to please her by learning to use chopsticks and she tries to please him by learning to use silverware.

Giff, Patricia Reilly (1990). Ronald Morgan Goes to Bat. New York: Puffin Books. Ronald wants to play baseball but he is not very good. Ronald learns some interesting lessons about achieving his goal.

Greene, Carol (1991). Thurgood Marshall First African-American Supreme Court Justice. Chicago: Children's Press. This a biography of the first African-American to be appointed to the Supreme Court.

Kaufman, Meruyn (1973). Jesse Owens. New York: Thomas Y. Crowell Company. This is a biography of Jesse Owens, a black athlete who won four gold medals in the 1936 Olympics.

Levine, Ellen (1988). ...If You Traveled on the Underground Railroad. New York: Scholastic Inc. There were four million slaves in America. Many of them wanted to escape to the north. This book tells how they escape.

MacLachlan, Patricia (1985). Sarah, Plain and Tall. New York: Harper Collins. In answer to a newspaper ad for a wife Sarah visits Anna and Caleb's home. After a short time the only question to be answered is, "Will Sarah stay?".

Mayer, Marianna. (1987). The Ugly Duckling. New York: MacMillan Publishing Company. The story tells of a baby duckling who is different from everyone else. As time passes the ugly duckling grows into a beautiful swan.

O'Dell, Scott (1980). Sarah Bishop. Boston: Houghton Mifflin Company. Left alone after the death of her father and brother during the War for

Independence, Sarah Bishop must flee from the British and start a new life for herself in the wilderness.

Viorst, Judith (1989). Alexander and the Terrible, Horrible, No Good, Very Bad Day. New York: Scholastic Inc. Alexander learns that even bad days have some good in them.

Responsibility

Definition: Responsibility, doing what I know I ought to do.

Goals: To help students become aware of their responsibility to others and themselves.

Procedure:

1. Read the poem, "The Three Little Kittens." (Bennett, 1993)
2. Discuss:
 - a. What was the Little Kittens responsibility?
 - b. What was the punishment for loosing their mittens?
 - c. Did the Kittens get pie? Why or Why not?

Activities:

1. Activity sheet #1

Procedures:

1. Read the poem, "Which Loved Best?" (Bennett, 1993)

2. Discuss:

- a. Which one do you think really loves their mother?
- b. Why do you think Fan loves her mother?
- c. Do John and Nell love their mother?
- d. What makes you think John and Nell do not love their mother as much as Fan?

3. Journal writing.

Activities:

- 1. Write the definition for responsibility in your journal.
- 2. In your journal list the responsibilities you have to do.
 - a. Put a happy face beside the responsibilities you enjoy doing.
 - b. Put a sad face beside the responsibilities you do not enjoy doing.

Procedure:

- 1. Read The Funny Dream.
- 2. Discuss:

- a. Would it be easy to be responsible for your parents? Why or Why not?
- b. Why do you think the girl was so happy when she woke up?
- c. What did she learn?

Activities:

- 1. Write a list of rules your parents will be responsible to obey.
- 2. Write a list of jobs your parents will be responsible to do.
- 3. Write a list of punishments for your parents if they fail to be responsible for their duties.

Procedure:

- 1. Read William Tell.
- 2. Discuss:
 - a. Why do you think William Tell put his sons life in danger?
 - b. Was William Tell right for shooting an arrow at the apple on his sons head?

Activities:

1. Do activity sheet #2.

Procedure:

1. Introduce book collection.
2. Daily sustained silent reading.
3. Book reports.
4. Student evaluation.

Notes:

1. The lesson may last several days, depending on the needs of your children.
2. Sustained silent reading is important to this lesson.
3. Be sure to give the children time to read, reflect, and respond to what they have read.

Critique Note:

Activity sheet number 2 is too difficult for first graders. It will need some adjustment. I like the responsibility list for the parents written by the children. It will be interesting to see what rules the children make up for their parents.

(Used with the permission of Barbara Ruland)

Which Loved Best?

Joy Allison

"I love you, Mother," said little John;
Then, forgetting his work, his cap went on,
And he was off to the garden swing,
And left her the water and wood to bring.
"I love you, Mother," said rosy Nell-
"I love you better than tongue can tell";
Then she teased and pouted full half the day,
Till her mother rejoiced when she went to play.
"I love you, Mother," said little Fan;
"Today I'll help you all I can;
How glad I am that school doesn't keep!"
So she rocked the babe till it fell asleep.

Then, stepping softly, she fetched the broom,
And swept the floor and tidied the room;
Busy and happy all day was she,
Helpful and happy as child could be.
"I love you, Mother," again they said,
Three little children going to bed;
How do you think that mother guessed
Which of them really loved her best?

The Three Little Kittens

Eliza Lee Follen

Three little kittens lost their mittens;

And they began to cry,

"Oh, mother dear,

We very much fear

That we have lost our mittens."

"Lost your mittens!

You naughty kittens!

Then you shall have no pie!"

"Mee-ow, mee-ow, mee-ow."

"No, you shall have no pie."

"Mee-ow, mee-ow, mee-ow."

The three little kittens found their mittens;

And they began to cry,

"Oh, mother dear,

See here, see here!

See we have found our mittens!"

"Put on your mittens,

You silly kittens,

And you may have some pie."

"Purr-r, purr-r, purr-r,

Oh, let us have the pie!

Purr-r, purr-r, purr-r,

The Three Little Kittens (con't)

The three little kittens put on their mittens,

And soon ate up the pie;

"Oh, mother dear,

We greatly fear

That we have soiled our mittens!"

"Soiled your mittens!

You naughty kittens!"

Then they began to sigh,

"Mee-ow, mee-ow, mee-ow."

Then they began to sigh,

"Mee-ow, mee-ow, mee-ow."

The three little kittens washed their mittens,

And hung them out to dry;

"Oh, mother dear,

Do not you hear

That we have washed our mittens?"

"Washed your mittens!

Oh, you're good kittens!

But I smell a rat close by,

Hush, hush! Mee-ow, mee-ow."

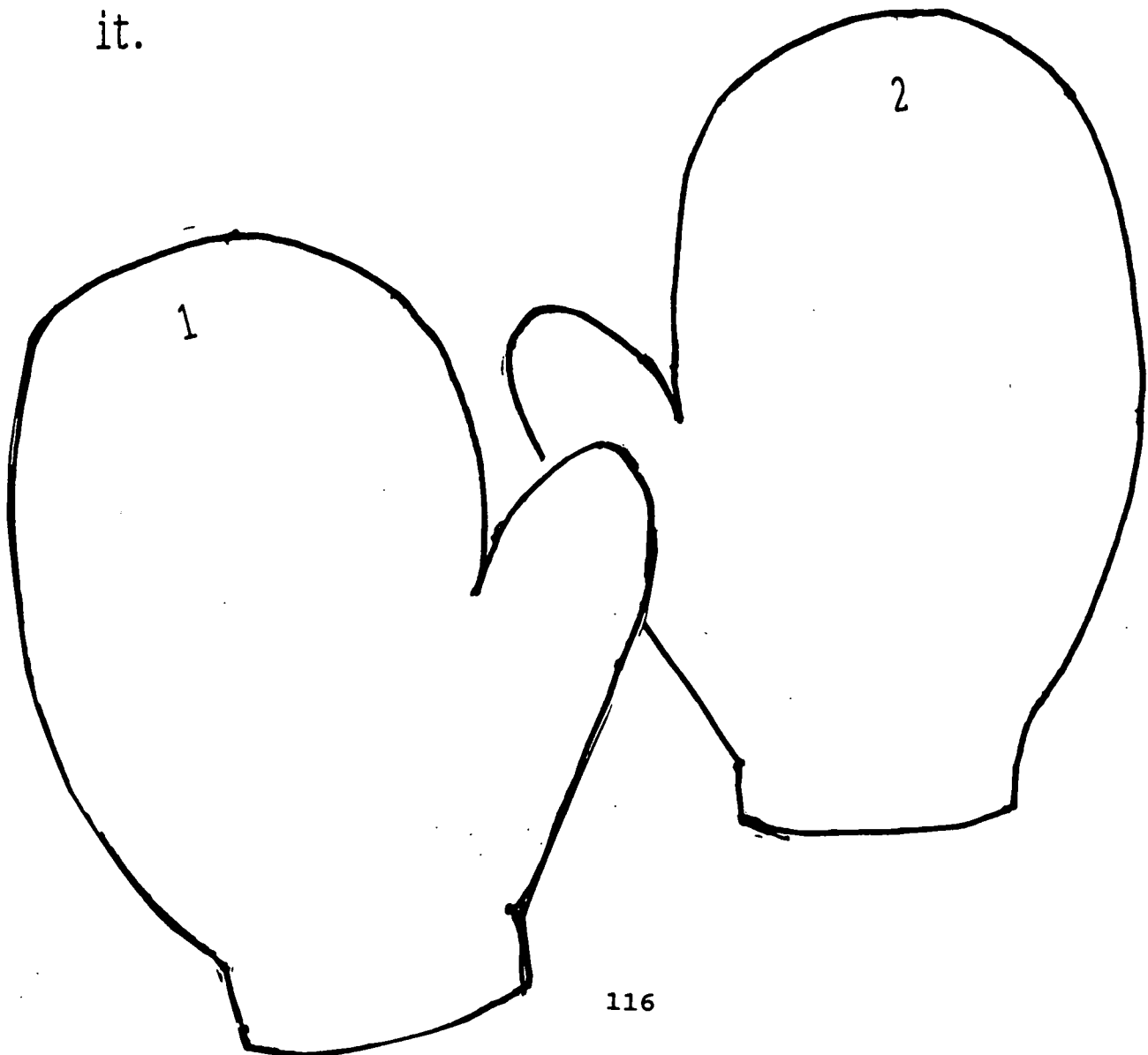
"We smell a rat close by,

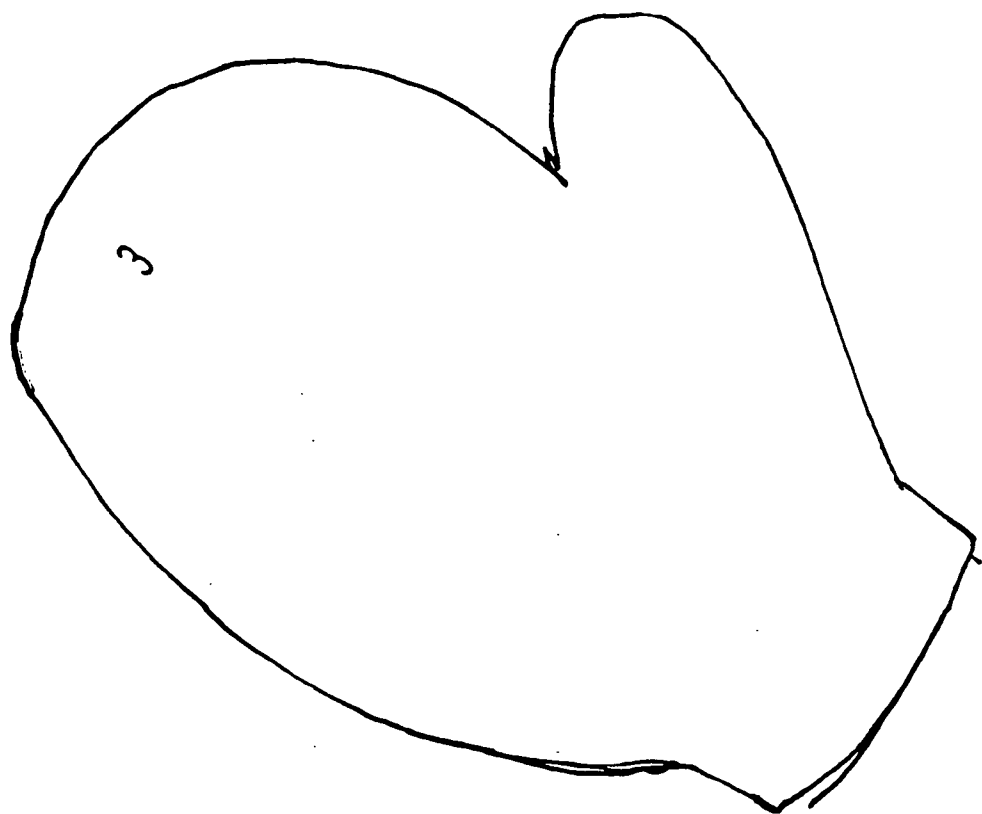
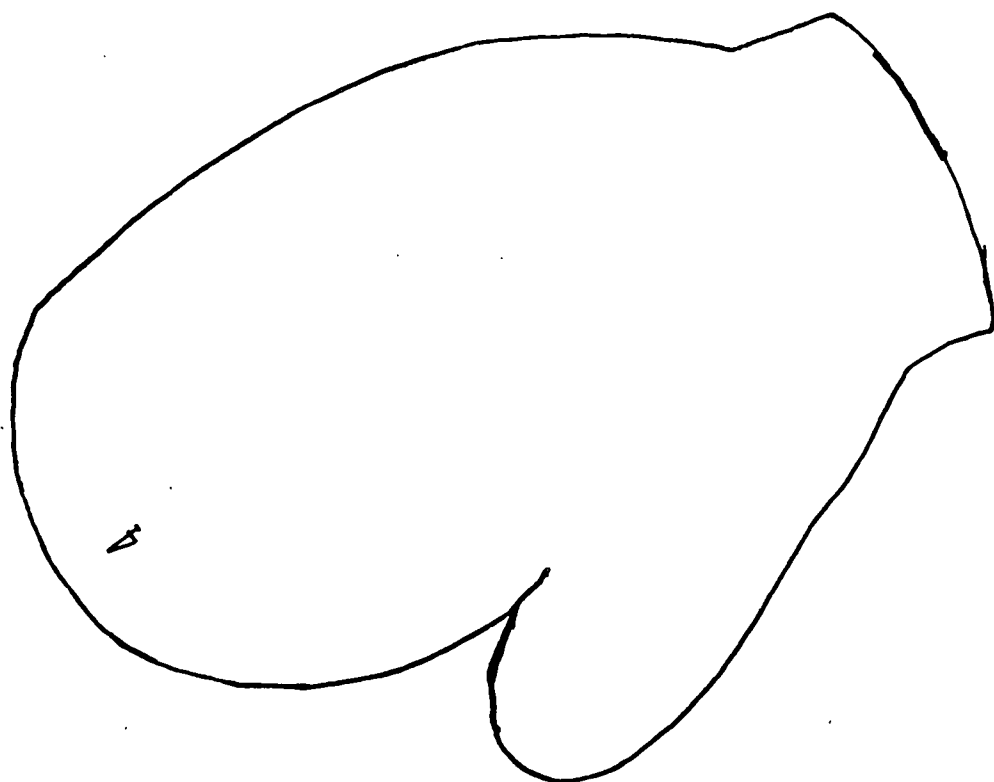
Mee-ow, mee-ow, mee-ow."

I've Lost it!

Name _____ #1

1. On mitten one draw a picture of something you lost.
2. On mitten two Write about the punishment you were given.
3. On mitten three draw a picture of where you found the missing thing.
4. On mitten four write about how you felt when you found it.





My Newspaper

Name _____ #2

1. Bring a front page of a newspaper from home. Look at it carefully. Notice the things you see on the front page. Talk with a friend about what you see on the front page.
2. Think about what you will call your newspaper.
3. Get a large sheet of paper and begin.
(Look at the sample below.)
4. Write your story about William Tell and his son.
5. After you have had your story checked for errors, copy your story of William Tell on your newspaper.

Daily News

Day/Date/City

Copyright date

Vol./No./Pages

Write your story here. Remember to answer the questions:
Who? What? Where? When? Why?

BIBLIOGRAPHY-RESPONSIBILITY

Teacher-read Literature

Bawden, Nina (1981). William Tell. New York: Lothrop, Lee and Shepard Books.

William Tell is a story of a man and his son who both showed great courage and chose to do the right thing.

Bennett, William J. (1993). The Book of Virtues. New York: Simon and Schuster.

This is a treasury of great moral stories.

Forbes, Esther (1971). Johnny Tremain. Boston: Houghton Mifflin Company. This

is the story of a young boy who lives during the revolutionary war. The boy chooses to be loyal to his country no matter what the cost.

Levinson, Riki (1985). Watch the Stars Come Out. New York: E.P. Dutton. This

is the story of a little girl and her brothers traveling on a big boat to America alone.

Zemach, Kaethe (1988). The Funny Dream. New York: Greenwillow Books. A

little girl wakes up to find that her parents have shrunk and she becomes responsible to care for them.

Student-read Literature

Banks, Kate (1991). The Bunnysitters. New York: Random House. Mrs. Peach employs Nicholas and Alex to care for her rabbits while she is on vacation. Harry escapes because of Nicholas' carelessness. The fun begins.

Bridwell, Norman (1968). A Tiny Family. New York: Scholastic Book Services. While the family leaves to go on a trip, the tiny girl becomes responsible to care for her little brother and her grandfather.

Buckley, Helen E. (1991). "Take Care of Things", Edward Said. New York: Lothrop Books. Tom Wonders what he will do all day when Edward goes to school. Edward tells Tom to take care of things so he does.

Davoll, Barbara (1989). A Short Tail. Illinois: Victor Books. Christopher learns an important lesson on how important it is to help others. He also learns that what you are is more important than what you look like.

De Peola, Tomie (1993). Jamie O'Rourke and the Big Potato. New York: Scholastic Inc. Jamie is the laziest man in the world. He captures a leprechaun but instead of taking the pot of gold he settles for a potato seed.

Galdone, Paul (1960). The Old Woman and Her Pig. New York: McGraw-Hill

Book Company, Inc. The old woman has to face many problems to get her pig home.

Haggerty, Mary Elizabeth (1993). A Crack in the Wall. New York: Lee and Low.

Carlos, who must stay home alone all day while his mother works, spends his day fixing their apartment into a something beautiful.

Hutchins, Pat (1987). Don't Forget the Bacon. New York: Mulberry Books. A

little boy goes to the grocery store for his mother. Just one thing, does he remember the bacon?

Pearce, Philippa (1972). Beauty and the Beast. New York: Thomas Y. Crowell

Company. This is the traditional story of a bewitched prince and a beautiful girl and Beauty's loyalty to the beast.

Spier, Peter (1989). Noah's Ark. New York: The Trumpet Club. This is the story

of Noah's Ark in pictures.

Wilhelm, Hans (1989). More Bunny Trouble. New York: Scholastic Inc. Ralph is

responsible to watch over his little sister. Emily gets lost. What will Ralph do?

Self-Discipline

Definition: Self-discipline, doing something even when I don't feel like it.

Goal: To help student see the need to continue a project even though the project becomes difficult.

Procedure:

1. Read Baseball Ballerina.
2. Discuss:
 - a. Why do you think the little girl would rather play baseball than practice her ballet?
 - b. What did she learn about baseball and ballet?

Activities:

1. Make a one sheet book by folding paper.
 - a. Choose a sport you like to play.

- b. List the thing that you have to do to be successful at that sport on the first page of your book.
- c. On the last five pages draw or write five steps to becoming successful in that sport.

Procedure:

- 1. Read I Hate English.
- 2. Discuss:
 - a. What do you think it would be like to live in a foreign country and speak a new language?
 - b. How would you try to learn a new language?

Activities:

- 1. Do activity #1.
- 2. Make your own code and write a message to someone in your class.

Procedure:

- 1. Read Chocolate Fever.

2. Discuss:

- a. When did Henry know he had a problem?
- b. What was the scariest thing about Henry's fever?

Activities:

- 1. Fold a paper so it has eight blocks.
- 2. Draw eight ways you can eat chocolate.
- 3. Make a flip-flop book.
 - a. Choose a food you love to eat.
 - b. On the flap write the name of the dish.
 - c. Under the flap draw a picture of the dish.
- 4. Write a story about the fever you would get from eating too much of the food you have chosen.
- 5. What would you have to do to get over the fever?

Procedure:

- 1. Read Kangaroo Stew.

2. Discuss:

- a. What problem did the children face every time they wanted to make kangaroo stew?
- b. How many times did they have to go to the store?
- c. Would you want to go that many times?

Activities:

1. Make up a recipe for stew.
 - a. Choose an animal that might be hard to find.
 - b. What problems could you face in trying to find the animal?
 - c. Where would you go to find the animal?
2. Write down your recipe and give directions on how to make it.

Procedure:

1. Journal writing.

Activities:

1. Write the definition for Self-discipline.
2. Write why you think Self-discipline is important to you.

Procedure:

1. Introduce the book collection.
2. Book reports.
3. Student evaluation.

Notes:

1. Directions for the one sheet book and the flip-flop book are included in the worksheets.
2. This lesson may last for several days, depending on the needs of your children.
3. Sustained silent reading is important to this lesson.
4. Be sure to give the children time to read, reflect, and respond to what they have read.

Critique Note:

Behavioral areas could be touched on in these lessons, e.g. Not to do certain things: stealing, lying, cheating, etc.

(Used with the permission of Barbara Ruland)

Anger
Charles and Mary Lamb

Anger in its time and place
May assume a kind of grace.
It must have some reason in it,
And not last beyond a minute.
If to further lengths it go,
It does into malice grow.
'Tis the difference that we see
'Twixt the serpent and the bee.
If the latter you provoke,
It inflicts a hasty stroke,
Puts you to some little pain,
But it never stings again.
Close in tufted bush or brake
Lurks the poison-swelled snake
Nursing up its cherished wrath;
In the purlieus of his path
In the cold, or in the warm,
Mean him good or mean him harm,
Whersoever fate may bring you,
The vile snake will always sting you.

Mr. Meant-To

Mr. Meant-To has a comrade,
And his name is Didn't-Do;
Have you ever chanced to meet them?
Did they ever call on you?

These two fellows live together
In the house of Never-Win,
And I am told that it is haunted
By the ghost of Might-Have-Been.

(Bennett, 1993)

Break the Code

Name _____ #1

Break the code to read the message below.

Code:

A	B	C	D	E	F	G
1	2	3	4	5	6	7
H	I	J	K	L	M	N
8	9	10	11	12	13	14
O	P	Q	R	S	T	U
15	16	17	18	19	20	21
V	W	X	Y	Z		
22	23	24	25	26		

Message:

1 14 25 20 8 9 14 7
 23 15 18 20 8 4 15 9 14 7
 9 19 23 15 18 20 8 4 15
 9 14 7 23 5 12 12

What does this message mean to you?

Write your own code message on the back of this paper.

BIBLIOGRAPHY-SELF-DISCIPLINE

Teacher-read Literature

Bennett, William J. (1993). The Book of Virtues. New York: Simon and Schuster.

This is a treasury of great moral stories.

Bridwell, Norman (1978). Kangaroo Stew. New York: Scholastic book Service.

The request for supper is kangaroo stew. The two children, even though they face many problems, make kangaroo stew for supper.

Cristaldi, Kathryn (1992). Baseball Ballerina. New York: Random House. A young girl finds that ballet and baseball do have things in common. She continues ballet even though she would rather be playing baseball.

Levine, Ellen (1989). I Hate English!. New York: Scholastic Inc. Mei Mei comes from China speaking on Chinese. She must now learn a new language. She misses china. She soon learns English and many other lessons in America.

Smith, Robert Kimmel (1986). Chocolate Fever. New York: Dell Publishing.

Henry Green has a problem with self-control. He suffers an interesting problem because of his love for chocolate.

Student-read Literature

Aardema, Verna (1992). A Bookworm Who Hatched. New York: Richard C.

Owen Publishers, Inc. Verna Aardema shares what is like to be an author and how she achieved her goal.

Carleton, Barbee Oliver (1964). Benny and the Bear. New York: Scholastic Book Club. Benny always wanted to do something brave. To his surprise he became very brave by staying home and obeying.

Cooney, Barbara (1982). Miss Rumphius. New York: Puffin Book. A young girl was charged by her grandfather to make the world more beautiful.

Dabcovick, Lydia (1988). Busy Beavers. New York: Scholastic Inc. Busy beavers are at work everyday to accomplish their work.

Davidson, Margaret (1971). Louis Braille the Boy Who Invented Books for the Blind. New York: Hastings House, Publishers. This biography tells of how Louis Braille struggled to invent the raised dot alphabet. It tells of his determination to make it possible for the blind to read.

Davoll, Barbara (1988). The Potluck Supper. Illinois: Victory Books. Christopher learns a lesson about being greedy when he stores up more cheese than he can ever eat.

Davoll, Barbara (1988). A Sunday Surprise. Illinois: Victory Books. Christopher learns an interesting lesson about misbehaving and how it effects others.

DuBois, William Pene (1966). Lazy Tommy Pumpkinghead. New York: Harper collins Publishers. Lazy Tommy has gadgets to wake him up,give him a shower, brush his teeth and dress him. One day his gadgets don't work.

Marshall, James (1977). Miss Nelson is Missing!. Boston: Houghton Mifflin Company. The children in 205 take advantage of their good hearted teacher. One day Miss Nelson disappears and the children must deal with Miss Viola Swamp.

Martin, Patricia Miles (1971). Thomas Alva Edison. New York: G.P. Putnam's Sons. When Thomas Alva Edison was a small boy he always asked questions. This book tells about the Mr. Edison's life and his wonderful inventions.

Paulsen, Gary (1987). Hatchet. New York: Bradbury Press. After a plane crash a thirteen year old boy spends 54 days in the wilderness with only a hatchet to survive.

Piper, Watty (1930). The Little Engine That Could. New York: Putnam Books. This is the story of a Little Engine who thought he could and he did.

Sabin, Louis (1983). Wilbur and Orville Wright The Flight to Adventure. New Jersey: Troll Associates. The world owes a great debt to Orville and Wilbur Wright. This is a biography of their lives and their contributions to our world today.

Scieszka, Jon (1991). The Frog Prince continued. New York: Viking Press. This story starts where the Frog Prince ends. The prince does all he can to be turned back into a frog. Finally the prince and the princess are both turned into frogs and live happily ever after.

Wyss, Johann (1990). The Swiss Family Robinson. New Jersey: Troll Associates. This is the story of a family that shipwrecked and found their way to an island. The book tells of how they worked together and survived.

Critique of Value Lessons

I was delighted to learn that Bev Denlinger was working on a research project called a Literature Based Approach for Teaching Values to Elementary Students. Curriculum availability in this area is not found in abundance and when found is often unacceptable.

In reviewing each of the Value Lessons Bev has created I found that they were all teacher user friendly. Bev has the teaching experience and knowledge of the learning styles of elementary children and the process of literature based approach, therefore, her lessons are on target. She has provided a nice variety of activities for each lesson and a very complete bibliography. These lessons will be easily adapted and expanded upon if the teacher so desires. A variety of teaching methods such as Cooperative Learning, Open Discussion with set rules,...etc. can be used with the lessons.

In overall evaluation in the Procedures category I found that the instructions given were clear, books were appropriate to grade and reading level, lesson plans were easy to follow, goals were understandable, value definitions were clear, and the lessons could be used independently. I did suggest moving some elements of the lesson around to spark more interest at the introduction area of the lesson.

In the activities category of my evaluation, I found that overall they were appropriate. A suggestion was made to change some of the activity sheets to meet the needs of the younger, non-reading student. I felt the activities helped them achieve

the lesson goals, they were easy to implement, were thought provoking, and interesting.

In the Evaluation area I felt the specific forms for this were very useable, were easily understood, and could be filled in quickly and easily.

I appreciate Bev's work in developing a practical means for quality education to occur. The two main areas of a quality education, academic excellence and the teaching of values, are encompassed in Bev's project.

Bev's stated goal for this project is that students will begin to see that there are appropriate and inappropriate responses to life's situations. This goal will be carried out when these lessons are implemented. The restoration of value education in our schools is crucial.

(Used with permission of Barbara Ruland)

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Review of the research on values education plainly revealed that if society does not devote time to teaching the children of today, appropriate behaviors toward life's situations, we will reap citizens with no common good, no respect for others or the environment, no tolerance, and no responsibility. With those thoughts clearly in mind, the author saw an urgent need to develop a set of lesson plans to teach values to primary children. These lesson plans can be used independently or together to help children think about their responses to everyday life situations.

The author purposely chose to use a literature based approach because this approach fosters the participation of children in their own learning. These lesson plans are designed to be easily implemented by the classroom teacher. Teachers may be able to use literature that they already have in their own classroom book collections. Appropriate bibliographies and literature based activities are provided to add interest and encourage application of values in the situation.

Each lesson has been critiqued by an unbiased experienced teacher/administrator. Her suggestions and ideas are included in these lesson plans for the teacher's benefit.

It is without a doubt a responsibility of the community, the school, and parents to work together to develop a values education program for the children of today. Society can not fail in this endeavor. The price society will pay is too costly.

APPENDIX A

Book Report

Name _____

The book I read was _____

The author was _____

In one sentence tell what the book was about. _____

Did you like the book? _____ Why? _____

What was the best part of the book? _____

APPENDIX B

Value Evaluation

Name _____

Student Evaluation

I learned that the value of _____

means _____

The activity that taught me the most was _____

because _____

I plan to practice using this value by _____

This value will help me be a better person because _____

Value Evaluation
Teacher Evaluation

Value taught _____

Meaning _____

Grade _____ No. of students _____

1. How did the students participate in discussions? _____

2. Did the students successfully participate in a variety of activities? _____

3. Did the students complete the theme activities? _____
4. Which activities gave the students an opportunity to succeed? _____

5. Were there activities that should be eliminated? _____

6. Were children observed practicing the value taught?
_____ How often? _____
7. What behaviors were seen? (Be specific.) _____

Record Of Student Responses

Value taught _____


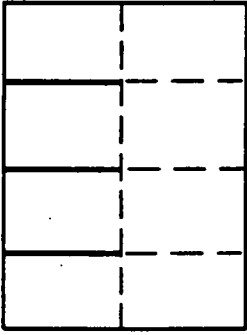
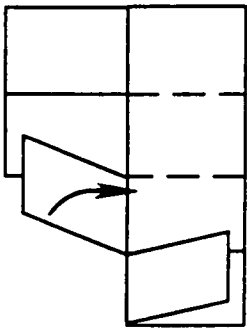
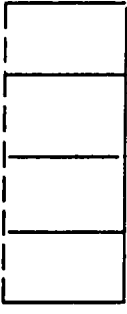
Grade _____ No. of students _____

Year _____ No. of student responses _____

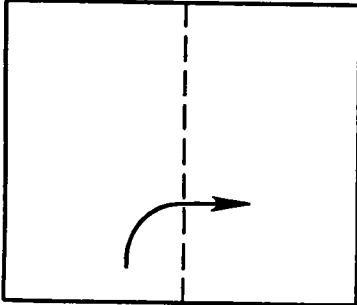
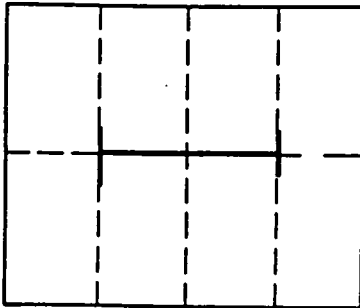
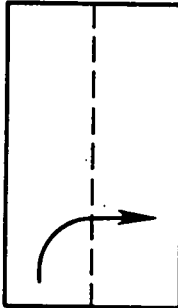
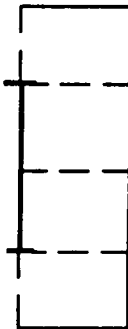
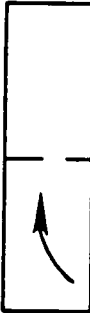
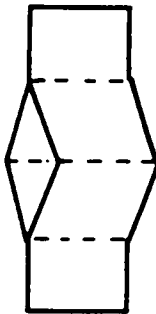
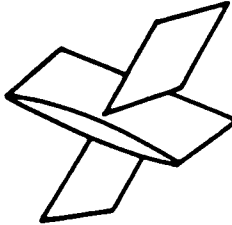
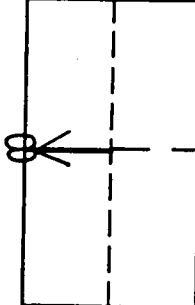
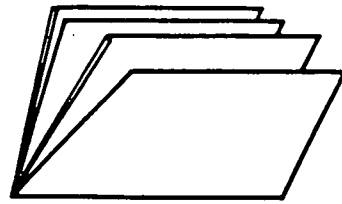
1. No. of students who could name the value taught: _____
2. No. of students who knew the meaning of the value taught: _____
3. List the activities that the children chose as the activity that taught them the most. List them in the order of the most chosen activity to the least chosen activity.
 - A)
 - B)
 - C)
 - D)
 - E)
4. List what the children will do to implement the value.
 - A)
 - B)
 - C)
 - D)
5. List the reasons why the children thought this value would make them a better person.
 - A)
 - B)
 - C)

APPENDIX C

Instructions for the Flip-Flop Book (Eisele, 1991)

	<p>1. Repeat steps 1-3 above.</p>
	<p>2. Open and cut as shown, stopping at center fold.</p>
	<p>3. Fold cut pieces down at center fold. Crease.</p>
	<p>4. Form book. Cut pages will flip up.</p>

Instructions for One Sheet Book (Eisele, 1991)

Use an 8-1/2" x 11" or 12" x 18" sheet of paper.		1. Fold in half.		5. Open to full sheet.
		2. Fold again in the same direction.		6. Fold lengthwise.
		3. Fold again as shown.	 	7. Push outer edges together.
		4. Open to half sheet and cut from folded side to center.		8. Form book.

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