

# LETTER PEOPLE FABLES

Resource Book



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# LETTER PEOPLE FABLES

## RESOURCE BOOK

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# Foreword

Dear Colleague:

Our goal in this resource book is to provide the storyteller with ideas and strategies which will enhance children's enjoyment and understanding of the delightful, imaginative tales found in this collection of twenty-six Fables.

Each story may be used as an experience base for talk circles, writing process activities, listening comprehension, and dramatics, as well as thematic hands-on learning in science, art, and music centers. We have highlighted these activities in bold print in the left margin of each page. Remember, like any good resource, these are only suggestions. No one knows your class as well as you do, or as well as the children themselves: feel free to change, adapt, or edit.

Please note the numerous opportunities provided to extend and deepen understanding through the outstanding children's literature and poetry included in each experience. Also included is a bibliography of children's books which emphasize the same character development theme as the Fable being read.

We feel children should be encouraged to work at the edge of their capacity as well as comfortably within their abilities. Consequently, the section labeled "ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING" emphasizes higher order thinking. We leave questions and dialogue of the "who", "what", and "where" variety to the discretion and selective implementation of the teacher.

Finally, we encourage you to personally sample the audio tapes. The joyous "Sing-Alongs," attention getting "Read-Alongs," and professionally crafted character building songs invite all of us, young and old, to re-enter the wonderful world of childhood.

Sincerely,  
Elayne Reiss-Weimann  
Rita Friedman

# THE Ä-CHOO CONFUSION

## STORY SYNOPSIS

The MAIN IDEA of the story is that sometimes doing a favor for a friend can have unforeseen consequences, but with determination and imagination you can find a way to resolve such dilemmas. Miss A finds a way to let the clock sneeze the time while not confusing others in Letter People Land.

Note: possible unfamiliar words in the story: antique, astronaut, control tower, acrobat

## VALUES MODELED

Determination, consideration, cooperation, friendliness, generosity, helpfulness, imagination, ingenuity, responsibility

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Miss A, by playing the Miss A song.

## ORAL INTERACTION

Think of a time when you shared something of yours with a friend. What did you share?

Though sharing is a good thing to do, it may sometimes cause problems.

In our story today we see how trouble started when Miss A tried to do a good thing by sharing her sneeze with the town clock.

Let's read and find out how Miss A helped the people in the town and solved the problem.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

If sharing is good, why did Miss A's sharing her sound with the clock cause so many problems?

Why didn't the people blame Miss A for the confusion?

How do you think the people would have felt if Miss A hadn't helped them? Why?

In the end, how did Miss A find a new sound for the clock? How do you think this may cause problems someday, too?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chose and adapted to fit the organizational patter of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## **LANGUAGE DEVELOPMENT**

Create a class big book. On each large page students will dictate, "I never give up. I try to \_\_\_\_\_." The children should provide something they have difficulty doing. Illustrations for the big book can be created by the children by drawing, painting, or cutting out pictures from magazines. Bind the big book together and share it with the class.

## **GOAL SETTING**

Meet with the children individually to establish a realistic goal they would like to achieve. Set aside a bulletin board called "Our Success Ladders."

Encourage the children to bring in a picture of themselves or use one you might have on hand. Make a ladder for each student with the child's individual goal written on the top rung. Put the child's picture on the bottom rung. As they become more successful in their goal move them up toward the top. Meet with the children to help them recognize the progress they are making.

When they have reached their goal, send a certificate home that says, "I Never Give Up!"

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Using the cassette tape, encourage the children to listen to the song "I Never Give Up."

Discuss what the song says one should do instead of giving up. Have them compare the song to the story. "Think of times in the story when Miss A didn't give up. Share them with us."

Play the song again, encouraging the children to join on the chorus.

What things does the singer in the song have difficulty doing? Listen to the tape once more and let's pretend that we are trying to fly a kite, skate, etc. when we hear it in the song.

## **LISTENING CENTER**

Using the Read-Along tape for the story, invite the children to listen once again to "The A-Choo Confusion." When they are finished, provide them with paper upon which is written, "Miss A helps her friends. I help my friends by \_\_\_\_\_." Children may dictate or write their answers and then illustrate what has been written.

## **CENTER ORIENTED ACTIVITIES**

### **ROLE PLAY**

Invite the children to discuss why they think sharing is a good thing to do. Encourage them to tell about the things they share and with whom they share these things.

Invite the children to talk about some things their parents or other adults may share with them. Why might it not be a good thing for an adult to share a car or an electric drill or saw with you? What are some things you should not share with a younger brother or sister? Why do we have to think first before we share things? Encourage the children to relate this to Miss A's situation in the story.

Invite pairs of children to role-play the following situations:

- your younger brother wants you to share the little beads you are stringing for a necklace.
- your baby sister wants you to let her use your records and the stereo record player.
- your younger sister wants you to share your 2-wheel bike with her so she can ride it.

Discuss with the children why it is not a good idea to share in these situations. With whom could it be a good for them to share these things?

## **LISTENING CENTER**

Encourage children to think of other common sounds they might give to a clock. Encourage them to use their imaginations to think of sounds that would be funny and unusual for a clock to make. Have the children record these sounds they should imitate with their voices. They may record these using the sentence pattern, "The clock chimed (*sound*)."

(You may write and post this sentence pattern at the center.) Each child may then invite another child to listen to the playback of the recording and guess whose/what sound the child gave to the clock.

### *Art*

The child may then illustrate the clock making the sound, showing in the picture how it might cause confusion in a town.

## **READING CENTER**

Share "What's the Matter, Sylvie, Can't You Ride?" by Karen Born Andersen, the story of a little girl who tries to learn to ride a two-wheel bicycle.

Draw comparisons between Sylvie's attitude in the story and Miss A's approach. Discuss the similarities and the differences.

## **VALUES BIBLIOGRAPHY**

- GOOD AS NEW. Douglas, Barbara. Lothrop, 1982.
- ALFIE GETS IN FIRST. Hughes, Shirley. Lothrop, 1982.

# **BUTTONYMS FOR SAFETY**

## **STORY SYNOPSIS**

The MAIN IDEA of the story is that rules have been created to help us stay safe, and we should follow them. With Mr. B's help, the beautiful buttons enjoy learning the safety rules after renaming them buttonyms.

Note: possible unfamiliar words in the story: buttonym

## **VALUES MODELED**

Obedience/safety, creativity, love/caring, trust

## **PRE-READING**

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Mr. B, by playing his song.

## **ORAL INTERACTION**

Think back to a time when you went for a walk with your Mom or Dad. What were some of the things they told you about how to take a walk safely?

In today's story, the beautiful buttons learn some important safety rules which they call buttonyms. Mr. B teaches them these rules because he truly cares about them.

## **ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING**

Why is it important to have rules or buttonyms?

Why shouldn't Benjamin have gotten into the car with the stranger?

Why did Mr. B teach the beautiful buttons so many buttonyms?

Think of a time when a rule was very important to you for your safety. Share that experience with us.

## **LANGUAGE IMMERSION ACTIVITIES**

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## **CHARACTER DEVELOPMENT ACTIVITIES**

## **LANGUAGE DEVELOPMENT**

Brainstorm with the children several rules or buttonyms that would be helpful in the classroom. Create a wall chart with these rules.

You might want to have a jar available and a large collection of assorted buttons. Every time a child or the class follows one of the class “buttonyms”, they might add a button to the jar. When the jar is filled, the children may have a button party in which they all dress up as buttons.

## **GOAL SETTING**

Meet with the children individually to establish a realistic goal they would like to achieve. Set aside a bulletin board called “Our Success Ladders.”

Encourage the children to bring in a picture of themselves or use one you might have on hand. Make a ladder for each student with the child’s individual goal written on the top rung. Put the child’s picture on the bottom rung. As they become more successful in their goal move them up toward the top. Meet with the children to help them recognize the progress they are making.

When they have reached their goal, send a certificate home that says, “I Never Give Up!”

## **COMMUNITY HELPERS**

*With Writing Process*

Children invite a community helper such as a police officer, a fire fighter, or a school crossing guard to talk with the children about special buttonyms for safety in the community.

Invite the children to write a letter to this helper thanking him/her for the visit and sharing with them the “buttonyms” they remember.

## **ROLE PLAY/WRITING PROCESS**

In a talk circle, discuss the concept of the dangerous stranger. Review the buttonyms that are given in the book. You might want to role-play various situations with the children to remind them of the strategies which are important when dealing with someone they do not know. Discuss how hard it is to know if a stranger is dangerous or not – that is why we need buttonyms.

At the completion of the role-playing, invite the children to write a shared story about the concept of the dangerous stranger and how to stay safe.

## **FAMILY/HOME RULES**

Send home to parents ten large construction paper button-shaped badges with the words, “I know the rules” on them. Invite parents to give one of these badges to their child when the child demonstrates that he/she knows one of the safety rules the parent has taught him/her. Encourage the child to wear the button badge to school and share with the rest of the class the reason he/she got it.

## **FIELD TRIP**

Take a walk in the neighborhood with the class. Prior to taking the walk, brainstorm some of the buttonyms that the children should know to stay safe on their walk.

While on the walk, invite the children to practice the buttonyms and chant them together.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song "Follow the Rules" with the children. Invite the children to move around the classroom to the music.

On the second playing, encourage the children to listen to the different rules they hear in the song.

Play a variation on "Hot Potato" with the children.

While the children sit in a circle, they can pass a large button from one child to another as the song "Follow the Rules" plays. When the music is stopped, the child with the button might share a buttonym with the class. The game continues as the music resumes.

## **LISTENING**

If you have the cassette which accompanies the book, you may wish to have the children listen to the Read-Along tape of "Buttonyms for Safety." Invite pairs of children to role play Mr. B and one of the beautiful buttons in a situation in which Mr. B teaches, and the beautiful button learns, a relevant buttonym.

## **CENTER ORIENTED ACTIVITIES**

### **WRITING PROCESS**

#### *Pop-up Book*

Children may wish to make their own Book of Buttonyms. The buttonyms the children write or dictate may be written on large round button-shaped pieces of paper that are made to "pop" off the page by using folded paper underneath. The illustrations may be done on the facing page.

Encourage the children to think of new and different buttonyms for situations different from the ones mentioned in the story.

### **COOKING**

Bake Button Cookies. Before baking, brainstorm with the children a wall chart list of "Buttonyms for Baking" (a list of safety rules).

While the baking is being done, remind the children of the different buttonyms they should be following.

Preheat oven to 400 degrees.

4 eggs  
2 Tbl. Oil  
2/3 c. honey  
2 Tbl. grated orange rind  
3 c. oatmeal  
1 tsp. Salt

Mix together the eggs, oil and honey. Add the remaining ingredients. The dough may be dropped by spoonfuls onto a greased cookie sheet. Bake for about nine minutes. When they cool, you may decorate the cookies to look like buttons.

## **WRITING PROCESS**

Encourage the children to dictate/write the directions for making Button Cookies. They may also write/dictate the "Buttonyms for Baking" and illustrate them. A big book may then be put together and kept in the cooking center for the children to look at.

## **LITERATUE**

This theme lends itself well to sharing one of the classics in children's literature, "The Tale of Peter Rabbit" by Beatrix Potter (Frederick Warne & Co. Inc., 1902).

What rules did Peter Rabbit learn to follow as a result of his experience?

## **VALUES BIBLIOGRAPHY**

- DINOSAURS, BEWARE. Brown, Marc. Little, Brown, 1982.
- HECKEDY PEG. Wood, Audrey. Harcourt, 1987.

# THE COTTON CANDY CREATURE

## STORY SYNOPSIS

The MAIN IDEA of the story is that sometimes something we imagine may help us accomplish something real, Mr. C's imagination creates a cotton candy creature that comes to life and enables him to entertain the children in marvelous ways. When Cotton Candy Creature disappears, Mr. C realizes he has many wonderful creatures in his imagination.

Note: possible unfamiliar words in the story: entertain, imagination, somersault

## VALUES MODELED

Imagination, generosity, helpfulness, trust, understanding

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Mr. C, by playing his song.

## ORAL INTERACTION

Invite the children to close their eyes and imagine someone special. Encourage them to share what they see in their imagination.

In today's story, Mr. C is able to create a wonderful creature by using his imagination.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

In what other ways might Mr. C use his imagination to help people?

What other things can your imagination do besides creating amazing creatures?

Why do you think it was a caring thing to entertain the children who were in the hospital?

Pretend you are the Cotton Candy Creature. In what other ways might you have helped Mr. C?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## COMMUNITY SERVICE

In a talk circle, brainstorm the different ways the class might make the children in a local hospital feel better. (You should discuss things not available to the children because of hospital rules.)

Create a wall chart with all their ideas. Choose one and plan to implement it. It may be as simple as sharing one of the big books which the class has made with the children, writing get well cards to the hospitalized children, etc.

Send your gifts to a local hospital children's ward.

## **WRITING CENTER**

The children might enjoy making individual books entitled "My Imagination."

On each page the child should write or dictate something he/she imagines, and then illustrate it.

Encourage the children to use pieces of fabric to create their illustration.

Share the books with their classmates may spark others' imaginations.

## **LITERATURE**

The book "Close Your Eyes" by Jean Marsollo (The Dial Press, Inc. 1978), is a story of how a father helps a little boy imagine things that help him prepare to go to sleep.

What are the differences between how Mr. C's imagination made him feel and how the little boy's imagination made him feel?

## **POETRY**

Share Shell Silverstein's poem "Magic" found in his book *Where the Sidewalk Ends*.

What do you think all the people in the poem uses to make their magic?

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song "Make-Believe Friend". The children may move along with the music.

Invite the children to share different types of make-believe friends they may have or had. Discuss how these friends come from their imagination.

Play the song through again, encouraging the children to sing along with the words.

## **LISTENING**

If you have the cassette that accompanies this story, you may wish to have the children listen to the story "The Cotton Candy Creature" once again using the Read-Along tape.

The children should predict what Mr. C might do with other creatures he makes up in his imagination.

## **CENTER ORIENTED ACTIVITIES**

### **ART**

Invite the children to create Cotton Candy Creatures using cotton balls on cardboard. The children should decorate their creatures imaginatively, gluing found materials (buttons, feathers, pieces of fabric, etc.) onto the cotton.

## **LANGUAGE DEVELOPMENT**

Invite the children to create flannel board figures representing the characters in the story. The children may draw the characters and then adhere a piece of felt to the back.

They can create individual flannel boards by using a piece of flannel material to cover the top of a gift box.

Invite the children to use their flannel boards and figures to retell the story to one another in their own words.

## **ART/WRITING PROCESS**

The children should create WANTED posters for different creatures they imagine. They dictate/write a description of the creatures and then create a picture of it.

The bottom of the poster may have the words, "Last seen in my imagination. If found contact \_\_\_\_\_." (Insert the child's name.)

## **VALUES BIBLIOGRAPHY**

- BLACKBOARD BEAR. Alexander, Martha. Dial, 1969.
- JIMMY LEE DID IT. Cummings, Pat. Lothrop, 1985.
- MAG THE MAGNIFICENT. Gackenbach, Dick. Clarion, 1985.
- THE PIRATES OF BEDFORD STREEET. Isadora, Rachel. Greenwillow, 1988.

## **BIBLIOGRAPHY**

- CAPS FOR SALE. Slobodkina. Harper & Row Junior Books, 1987.
- THE VERY HUNGRY CATEPILLAR. Carle. Puffin, 1984.
- THE CAT IN THE HAT. Seuss. Random House, 1987.
- CURIOUS GEORGE GOES TO THE HOSPITAL. Rey. All CURIOUS GEORGE titles published by Houghton Mifflin.
- THE COTTON CANDY CAPER. Weimann/Friednman. New Dimensions in Education, 1988.
- THE CAMEL WHO TOOK A WALK. Tworkov, Jack. E. P. Dutton, New York, 1951. What happens in this story that is a big surprise?
- CATASTROPHE CAT. Panek, Dennis. Bradbury Press, New York, 1978. A portion of this book has no words. The catastrophes that occur can be stated in words. (Lots of humor in actions.) Write about catastrophes we have had or know about.
- CLIFFORD'S GOOD DEEDS. Bridwell, Norman. Four Winds Press, New York, 1975. Lends itself to making a list of good things Clifford did and not-so-good things Clifford did.
- ANNO'S COUNTING BOOK. Anno, Mitsumasa. Thomas V. Crowell, New York, 1975. A "no-words" book that lends itself to counting. Any page can be used to write a story about the picture.

# THE DICTIONARY DOUGHNUT SHOP

## STORY SYNOPSIS

The MAIN IDEA of the story is that you can learn new things and do well if you are determined and have self-confidence. Mr. D helps Dossie gain confidence in herself by encouraging her to try and succeed at new tasks.

Note: possible unfamiliar words in the story: dependable, display, disorganized

## VALUES MODELED

Deliberation/evaluation, creativity, determination/perseverance, helpfulness, industriousness, loyalty/supportiveness, patience, responsibility/reliability, self-confidence, understanding/compassion

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Mr. D, by playing his song.

## ORAL INTERACTION

Share with us a time when you didn't want to try something new because you thought you couldn't do it. How did you feel? What finally happened?

In today's story, Mr. D encourages Dossie to try many new things. At first, Dossie isn't sure she can learn new things but, with Mr. D believing in her, she tries and succeeds.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why shouldn't you think that a job is too difficult before you try it?

How would things have been different for Dossie if she had decided not to try new things?

Why do you think Dossie feels better about herself by the end of the story?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## WRITING PROCESS

Create a class Big Book in the shape of a doughnut. Encourage each child to contribute a page. The theme of the book might be "Decisions That We Have Made."

Brainstorm with the children class decisions they have made. List their responses. Use the sentence pattern "We thought about it and decided to \_\_\_\_\_.", inserting an item from the list.

Invite the children to illustrate a page around the doughnut shape.

## **WRITING PROCESS**

Invite the children to write a letter to Dossie, congratulating her on her decision to try so many new things and succeeding.

## **LITERATURE**

Share the book, "Will I Ever Be Good Enough?" by Judith Conaway (Raintree Publishers, 1977), the story of a little girl who is afraid to try things because she doesn't feel she is good enough. A friend helps her see her worth.

In what ways was the help the little girl's friend gave her similar to the way Mr. D helped Dossie?

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song "I Make Up My Mind" with the children.

In a talk circle, share some of the decisions that are talked about in the song.

What must you do before you can make up your mind?

Play the song again. The children should move to the music and act out the lyrics that describe what the child in the song must decide.

At the conclusion of the song, develop a wall story with the children of the decisions they may have to make each day (what to wear to school, who to play with, what learning center to go to). As each idea is given, invite the children to talk about the things they think of before they make up their mind.

## **LISTENING**

If you have the cassette that accompanies this story, you may wish to have the children listen to the story "The Dictionary Doughnut Shop" once again using the Read-Along tape.

Have the children make a diorama showing what happened after Dossie decided to try to do something and was successful.

## **CENTER ORIENTED ACTIVITIES**

### **MATH CENTER**

#### *Sorting*

Children create a supermarket in the center. Bring in boxes, cans, packages of different kinds of supermarket items. Use play store objects if you have them in your classroom, or cut out many pictures of various supermarket goods. Children sort and organize the supermarket shelves by grouping and classifying the items (e.g.: cleaning products, frozen foods, cereals, etc.) They

dictate/write a sign for each class of objects. Other children come to the market and request things they want to “buy”. The child “working” in the market finds and gives them the product.

This activity may be re-played with all the items in a jumble. Why is it easier to find things when they are organized? How are other things we know about organized (e.g. – the classroom, home, etc.). Children may create other kinds of stores with objects/pictures of merchandise and organize and “sell” them.

## **ROLE PLAY**

Children may enact the following situations:

- 1) An older child approaches you in the schoolyard and offers you something to eat which he/she says you will like and make you feel good. What do you decide to do?
- 2) A woman has stopped her car near you and your friend and offers you candy and toys if you get in the car and go with her. Your friend wants to go and tries to get you to go, too. What do you do? (It may be advisable at first for the teacher to enact the roles of the older child and the woman in the car.)

After the role-play, invite the children to talk about their decisions. Why did they do what they did? Discuss the consequences of their decisions. What might have happened if they had decided differently? Discuss how in these situations they were responsible for their decisions and for what happened to them.

## **ART/WRITING PROCESS**

The children can make signs for Mr. D's store, advertising different types of word doughnuts, i.e. – animals, flowers, colors, etc.

## **VALUES BIBLIOGRAPHY**

- SEA SWAN. Lasky, Kathryn. Macmillan, 1988.
- JOEY ON HIS OWN. Schick, Eleanor. Dial, 1982.
- ANNABELLE SWIFT, KINDERGARTNER. Schwartz, Amy. Orchard, 1988.

## **BIBLIOGRAPHY**

- DON'T FORGET THE BACON! Hutchins, Pat. Greenwillow Books, New York, 1976.  
Write some things that the little boy could have done to remember what he was supposed to buy.
- WHY AM I DIFFERENT? Simon, Norma. Albert Whitman. Chicago, 1976.  
What did we learn from this book about being different?  
What do we think makes our class like other classes in this school?  
What makes us different?
- A DOZEN DELICIOUS DOUGHNUTS. Weimann/Friedman. New Dimensions in Education, 1988.
- MAKE WAY FOR DUCKLINGS. McCloskey, Robert. Viking Press, New York, 1969.  
Discuss our favorite part of this story. Select an illustration and write about that part of the story. The illustrations in this book are considered very good. Write why we think that is true.

# EXERCISE EXCITEMENT

## STORY SYNOPSIS

The MAIN IDEA of the story is that with self-confidence and practice, boys and girls can achieve what they desire. Egberta the baby elephant wants to create an act different from her father's act. Miss E helps her become an exciting exercise performer in the circus.

Note: possible unfamiliar words in the story: expert, vacuum, exhibition

## VALUES MODELED

Self-respect, ambition, determination/perseverance, helpfulness, industriousness, patience, self-confidence, self-reliance/independence

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Miss E, by playing the Miss E song.

## ORAL INTERACTION

How many of you have been to a circus or seen one on television? If we were at the circus, what are some of the things that we might see?

Today's story is about a young elephant who made up her mind to perform in the circus in her own special way. Let's find out how the elephant, with Miss E's help, becomes a circus star.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why do you think it is important for someone to practice in order to become an expert?

Why didn't Egberta give up when Elmer told her she couldn't be a circus performer because she was a girl?

What did Egberta's friend Elmer learn at the end of the story?

Why didn't Egberta want to do the same act her father did?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

### SELF-ESTEEM

*Parade*

Create "I'm Proud of Me" medals out of yarn and construction paper. On each write, "I'm proud of me. I can \_\_\_\_\_." Children may dictate something about themselves of which they are proud.

Using the cassette tape with the song "I'm Proud of Me" lead a parade around your classroom with the children marching to the music. Invite other classes to see the parade and encourage them to ask the children to "read" their medals.

## **POETRY**

Write the following poem on chart paper and share it with the children.

### **WHEN I GROW UP**

By Jocelyn Shorin  
When I grow up  
I want to be me, me, me.  
Like my mother – she is she.  
And my father – he is he.  
So when I grow up  
I'm going to be me, me, me.

How is this poem like the story about Egberta?

What do you want to be when you grow up?

## **SELF-ESTEEM**

Construct a box with a mirror inside. Tell the children that when they look inside the box, they will see a special person.

Encourage the children to look inside. They might want to write or dictate a story about the special person they see inside.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following. Listen to the song "I'm Proud of Me".

Discuss why the singer of the song is proud. What makes the singer "Her own special me"? Encourage the children to share what makes them special.

Listen to the song again. When you hear the singer say "I'm proud of me" turn to your neighbor and point to yourself.

The children may enjoy moving to the music, or doing a special exercise movement when they hear the words, "I'm proud of me."

## **LISTENING CENTER**

If you have the Read-Along tape for the story, invite the children to listen once again to "Exercise Excitement." When a student is finished, he/she may retell the story to a friend, using the pictures in the book.

## CENTER ORIENTED ACTIVITIES

### ROLE PLAY

Invite pairs of children to do “before and after” role-plays of the following situations from the story. Encourage the children to create their own dialogue in each situation.

- A conversation between Egbert and Egberta before Egberta meets Miss E.
- A conversation between Egbert and Egberta after Egberta's performance.
- A conversation between Egberta and Elmer before Egberta tries to be a circus performer.
- A conversation between Egberta and Elmer after Egberta's performance.
- A conversation between Egberta and Miss E when they first meet.
- A conversation between Egberta and Miss E after Egberta's act.

Discuss with the class how and why the ‘before and after’ conversations are different in each case.

### EXHIBITION

#### *with Writing Process*

Plan an ‘expert exhibition.’ Discuss with the children what each one would like to be an expert at when he/she grows up. Talk about what they'll need to do to accomplish this. Help each child create an exhibit. Each child's exhibit should include a sheet of paper which you head with “One day I'll be an expert \_\_\_\_\_.” Invite each child to write/dictate what he/she would like to be. They should then illustrate the sentence. Each child may also bring in or create objects or pictures about his/her field of future expertise. These should be displayed beneath the child's drawing.

The children may write/dictate invitations to their parents or to other classes to come see their exhibition. Children should describe their exhibits to the visitors.

### LANGUAGE DEVELOPMENT

#### *Family Life/Self-Esteem*

Pretend you are Egbert, Egberta's father. What would you say to Egberta after you saw her exciting act?

#### *Creating a Big Book*

Who are some people in your family that you would like to be proud of you? List the children's responses. Show the children how to make a family tree. Give each child a sheet of drawing paper. Have the write/dictate “I try to make my family proud of me.” They may then draw their family tree, including any relatives they want in it. Be sure they include themselves. Put the sheets together to make a big book.

### POETRY

#### GIRLS CAN, TOO

by Lee Bennet Hopkins

Tony said: “Boys are better!  
They can...  
Whack a ball,

ride a bike with one hand  
leap off a wall.”

I just listened  
and when he was through,  
I laughed and said  
“Oh, yeah! Well girls can, too!”

Then I leaped off the wall,  
and rode away  
With his 200 baseball cards  
I won that day.

How do you think the girl in the poem won the 200 baseball cards?

What does this tell you about what boys and girls can or cannot do?

Does the poem say that boys are better than girls? Girls better than boys?

Share with us a time someone told you that you couldn't do some thing because you were a girl/boy. How did you feel? What did you do?

## **VALUES BIBLIOGRAPHY**

- WHAT'S THE MATTER SYLVIE, CAN'T YOU RIDE? Anderson, Karen. Dial, 1981.
- D.W. FLIPS, Brown, Marc. Little Brown, 1987.
- GIRLS CAN BE ANYTHING. Klein, Norma. Dutton, 1973.

# FANTASTIC FRIENDSHIP

## STORY SYNOPSIS

The MAIN IDEA of the story is that just having a good friend is enough to make you feel happy and important. Mr. F goes to great lengths to make his friend Freddie feel important. In the end, Mr. F learns that it is simply his caring and friendship that count.

Note: possible unfamiliar words in the story: footwear, fantastic, fabulous, disguise, fortunate, carnival

## VALUES MODELED

Friendliness, love/caring, determination, ingenuity, patience/humility

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Mr. F, by playing his song.

## ORAL INTERACTION

Think about your best friend. What are some things you do for your friend?

How do you feel when you do things for your friend?

We will be reading a story about Mr. F and his friend Freddie. Let's see what Mr. F does for Freddie.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why did Mr. F keep asking Freddie questions?

Why do you think Freddie ran away when Mr. F came to ask him questions?

Why do you think Mr. F wanted other people to get the credit for doing the work at the carnival?

Why do you think Mr. F didn't get upset when Freddie kept running away?

Do you think Mr. F will keep asking Freddie questions? Why or why not?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## **WRITING PROCESS**

Make a list of children's ideas about what friendship means to them and how having a good friend makes them feel.

Then the children might be encouraged to write/dictate a letter to their friend, telling them how much their friendship means to them; why having them as a friend is important to them.

Invite the children to actually send their letters or deliver them in school.

## **SENTENCE PATTERNING**

Brainstorm with the children things they can do to make a friend happy. List their suggestions. Run off copies of the sentence pattern "I can make my friend happy by \_\_\_\_\_." Written at the bottom of large sheets of paper. Each child reads his/her contribution from the list and dictates/writes it in the pattern sentence. Children illustrate their sentence. Then all the sheets should be put together to form a big book which the children can title.

## **LISTENING/MUSIC/WRITING**

If you have the cassette that accompanies this story, you may wish to use the following.

Invite the children to listen to the song "My Friend and I."

Review with the children the different things that the song says friends do together.

What other things do you do with your friends?

Listen to the tape again, encouraging the children to move to the music.

After listening to the tape, the children might create a book of their own called "Friendship Is A Fantastic Feeling." The children might dictate or write sentences on each page, describing their friend and the different things they like to do together. The book can be illustrated by drawing or cutting out pictures from a magazine. Actual photos might also be used as illustrations.

## **LISTENING CENTER**

*with Writing Process*

If you have the Read-Along tape for the story, invite the children to listen once more to the story "Fantastic Friendship." Cover the text pages of the book with blank paper. Encourage the children to dictate/write their own text to accompany each illustration in the book. They may then "read" their books to each other.

## **CENTER ORIENTED ACTIVITIES**

### **LIBRARY**

Take a class trip to the school or public library. Before going on the trip, discuss with the children what they think their best friend would like to know about. List their names and ideas on chart paper and take it to the library with you.

Ask the librarian to explain to the children how they might be able to find the information listed.

When you return to the classroom, help the children make a Wall Story, "I Can Tell My Friend That..." Have the children dictate/write the information they learned for their friend and then illustrate what they learned.

## **ART CENTER**

Invite the children to create another ride or game for the carnival that would use "footwear" in some way. They may create a model using construction paper, clay, etc. Encourage them to describe their creation to a friend.

## **MATH CENTER**

Invite the children to cut out pictures of footwear from magazines. Encourage the children to classify the footwear by different categories (color, size, type, condition, etc.).

## **WRITING PROCESS CENTER**

Make a wall chart with three categories: caring, sharing, helping. Have the children brainstorm ways they do each for their friends. List their ideas in each category. Discuss how doing these things makes your friend happy.

Create a class Big Book called "How To Make Your Friend Happy." Encourage each of the children to dictate/write a sentence about one of the categories on a sheet of paper. They may illustrate their page with a drawing or by using construction paper to make it more three-dimensional.

## **LITERATURE**

Share the books "Best Friends" by Myra Berry Brown (Children's Press, Inc., 1967) and "Together" by June York Behrens, (Children's Press, 1975).

Both of these books demonstrate that friends come in very different shapes and sizes, but the common denominator is that friends care for each other.

## **POETRY**

"TOGETHER" by Paul Engle

Because we do  
    All things together  
All things improve,  
    Even weather

Our daily meat  
    And bread taste better,  
Trees are greener,  
    Rain is wetter.

"SINCE HANNA MOVED AWAY" by Judith Viorst

The tires on my bike are flat  
The sky is grouchy gray.  
At least it sure feels like that

Since Hanna moved away.

Chocolate ice cream tastes like prunes.  
December's come to stay.  
They've taken back the Mays and Junes  
Since Hanna moved away.

Flowers smell like halibut.  
Velvet feels like hay.  
Ever handsome dog's a mutt  
Since Hanna moved away.

Nothing's fun to laugh about.  
Nothing's fun to play.  
They call me, but I won't come out  
Since Hanna moved away.

"A NEW FRIEND" by Marjorie Allen Anderson

They've taken in the furniture;  
I watched them carefully.  
I wondered, "Will there be a child  
Just right to play with me?"

So I peeked through the garden fence  
(I couldn't wait to see).  
I found the little boy next door  
Was peeking back at me.

## **VALUES BIBLIOGRAPHY**

- BEST FRIENDS FOR FRANCES. Hoban, Russell. Harper, 1969.
- BEST FRIENDS. Kellogg, Steven. Dial, 1986.
- GEORGE & MARTHA. Marshall, James. Houghton Mifflin, 1972.

# THE GOOEY GUMBALL GAME

## STORY SYNOPSIS

The MAIN IDEA of the story is that working together and sharing ideas enhances creativity. Mr. G and his friends discover that sharing their ideas enables them to invent a wonderful game.

Note: possible unfamiliar words in the story: assistant, gopher

## VALUES MODELED

Cooperation, ingenuity, creativity, friendliness, generosity/sharing

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Mr. G, by playing his song.

## ORAL INTERACTION

Sometimes when we are alone it's hard for us to think of something to do. Why is it usually easier to make up a game or think of a way to have fun when you are with a friend, and you think of things together?

In today's story, Mr. G and his friends share their ideas and put them together to make up a new game. Let's see how they do it.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why do you think it is more fun working together than working alone?

Why did the ideas of Mr. G and his friends get better and better?

What might have happened if Mr. G, Golfer Gopher, and Goldie Goldfinch had not listened to each other or shared their ideas?

What are some real or pretend games you have made up with your friends?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

### LANGUAGE EXPANSION

Bring in some unusual objects (i.e.—a brick, a feather, etc.)

In a talk circle, explain to the children they are going to build on each other's ideas, so they will have to listen carefully to one another. Put one object in the middle of the circle and ask the

question, "In what ways can you use this \_\_\_\_\_?" One child begins by thinking of an idea, another child expands on it, and another child builds on that, etc. Repeat, using different objects.

### *Webbing*

The same activity can involve making a "web." Place a circle on a chart, and write the name of one object in the center of the circle. As children think of ideas, write them in surrounding circles and web them (draw a line to show their connection) to the central circle and to each other if they are related.

Children should brainstorm ideas that "web" together. Children may illustrate the evolution of ideas from the original object to any new ideas it generated.

## **ROLE PLAY**

Children may enjoy playing the story. They should create their own props for the role-play. Choose several children to play the parts. The rest of the children may retell the story as narrators.

Encourage the children to take turns, allowing the next child to continue the story as the other children act it out.

## **WRITING CENTER**

Using large golf club shapes cut out of construction paper, invite the children to dictate or write on each club a beginning idea for a game.

Place the golf clubs in a golf bag. Children should then pick out one club at random. Help them read the game idea on the club. Then they can dictate/write an addition to the first idea, or an idea for how the game will end.

Play some of the games created, and display the golf clubs.

## **LITERATURE**

You may enjoy sharing the classic tale, "The Blind men and the Elephant: An Old Tale from the Land of India" by Lillian Quigley. (Charles Scribner's Sons, 1959).

The men in the story are taught that by sharing their ideas they can understand much more about what an elephant really is like.

What might the blind men have learned from Mr. G and his friends?

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song, "We Listened to Each Other" with the children. They may enjoy moving to the music as they listen.

Brainstorm with the children ideas they may have about what they can do with the objects mentioned in the song: old blue shoe and Indian blow. List their ideas. Children may act out some of their ideas. Discuss why it is fun to share ideas and create new things with your friends.

Play the song again, replacing some of the lyrics with the children's ideas. They may sing along and mime their ideas during the song.

## **LISTENING**

If you have the cassette that accompanies this story, you may wish to have the children listen to the story, "The Goopy Gumball Game" once again, using the Read-Along tape.

Children may create their own stick to put in a golf hole. They should use their imaginations to think of objects other than the ones in the story (broom, cane, etc.). They should decorate their sticks; decide which hole they want it to go into, and place the number signs on it. Sticks may be displayed around the room. (You may use real sticks {broomsticks, dowels} or rolled paper sticks.)

## **CENTER ORIENTED ACTIVITIES**

### **GAME CENTER**

Invite the children to bring in their favorite game to share with others. Encourage the children to work cooperatively to learn how to play each game. Children may write/dictate directions for playing their game.

### **GROSS MOTOR SKILLS**

#### *Planning/Writing Process*

Children may enjoy helping to create their own miniature golf course using blocks and plastic containers.

Children should design a plan for the layout of the course, then brainstorm what they need to have or do to create the game. List their suggestions. Brainstorm with them rules for playing their game of miniature golf. They may write/dictate these rules on a wall chart.

Create the golf course. Groups of children may play the game while others keep score (count the number of strokes).

### **WRITING PROCESS**

Create a class Big Book on other uses for Mr. G's gumball. Each page should be written or dictated by the students using the sentence pattern, "You can use a gumball to/for \_\_\_\_\_."

### **MATH CENTER**

Attach sideways nine small cups or containers to a large board or table. On each cup put a sign with a numeral from 1-9 written on it.

A child may roll a small ball or marble into one cup after another in numerical order. Another child may count how many rolls it takes to complete the 'course'.

### **VALUES BIBLIOGRAPHY**

- PIGGLE. Bonsall, Crosby. Harper, 1973.

- THE TYRANNOSAURUS GAME. Kroll, Steven. Holiday House, 1976.
- VEGETABLE SOUP. Modesitt, Jeanne. Macmillan, 1988.

## **BIBLIOGRAPHY**

- HOW REALLY GREAT TO WALK THIS WAY. Hallinan, P.K. Childrens Press, Chicago, 1972.  
Add to the story with other things that are really great.
- GRANDMOTHER AND I. Buckley, Helen E. Lothrop, Lee & Shepard, New York, 1961.  
How can we tell that the little girl loves grandmother?  
How can you tell when someone loves you?  
How can you show someone that you love them?
- LITTLE GORILLA. Bornstein, Ruth. The Seabury Press, New York, 1976.  
Write the "Happy Birthday" song to Little Gorilla.  
Why do you suppose all the animals liked Little Gorilla?
- GOOEY GUM IS NOT FOR CHEWING. Weimann/Friedman. New Dimensions in Education, New York, 1988.
- IT'S MINE! – A GREEDY BOOK. Bonsall, Crosby. Harper & Row, New York, 1964.  
What are things we do in our classroom that show that we are not greedy.
- GOGGLES. Keats, Ezra Jack. MacMillan, New York, 1969.
- GUS WAS A FRIENDLY GHOST. Thayer, Jane. Morrow, New York, 1982.
- GOBBLE, GROWL, GRUNT. Spier, Peter. Doubleday, New York, 1988.
- GUNNYWOLF. Delany, A. Harper and Row Junior Books, New York, 1988.

# THE HAT HOUSE HOTEL

## STORY SYNOPSIS

The MAIN IDEA of the story is that people can get along with each other if everyone makes an effort to be tolerant and amiable. Mr. H builds a separate house for each of his hats because they can't live together harmoniously. The hats get lonely living alone and move back to Mr. H's house where they live together happily. Their separate houses are turned into a hotel.

Note: possible unfamiliar words in the story: harmony, harmonica, hammock, helmet, hula-hoop, Hawaiian

## VALUES MODELED

Love/caring, adaptability, consideration/tolerance, cooperation, generosity, sharing, industriousness, ingenuity/resourcefulness

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Mr. H, by playing his song.

## ORAL INTERACTION

Think about your family for a moment.

What things sometimes happen at home that may make people in your family not get along with each other?

What may happen to change the situation so everyone gets along and is happy again?

In our story, the hats who live with Mr. H have some trouble getting along with each other. Let's read and find out how they all learn to live together happily.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why do you think the hats began to live in harmony while Mr. H was away building the houses?

Why is it helpful for a family to live in harmony?

In what ways is our class like a family that needs to live in harmony?

How does only thinking about yourself ruin the harmony in a family or classroom?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## **ROLE PLAY**

Invite a few children to enact some situations from the story in which the hats were not in harmony – i.e. – when they complained a lot, when they thought it was too crowded, when they found fault with what Mr. H did for them. The children take the parts of the hats and act out what happened that caused conflict. They may then re-enact the scene in a way that the conflict is resolved or avoided.

## **WRITING PROCESS**

Encourage the children to draw a picture of their family members. Using talk bubbles, invite the children to dictate/write something that one family member might say about the importance of living in harmony.

## **ART**

### *with Writing Process*

In a talk circle, discuss how the classroom is like a family. Why is it important that we think of our class as a family? What do we do for and with each other that helps our class be like a happy family? Encourage the children to offer words or phrases that express what they do and how that affects the class (e.g.: makes it happy). Write each child's suggestion on a separate card.

### *Wall Story*

Invite the children to create a class wall story. Encourage the children to draw pictures of themselves doing something that helps class harmony.

Surround the class mural with the cards on which their words and phrases are written.

## **LIFE SKILLS**

Encourage each child to volunteer to be a "Harmony Helper" for one day. The child may wear an "H" pin or hat on his/her day. When a conflict arises in the classroom, invite the "Harmony Helper" to help solve it, i.e. – an argument between two students, a general classroom problem, etc. Continue this activity until all students who wish to, get a chance to be the "Harmony Helper." Be sure to point out, though, that we are all always responsible for maintaining harmony by our own actions –we are always harmony helpers.

## **PROBLEM SOLVING**

HOME HARMONY STORIES. You may wish to set aside a time each day for this activity. Invite children to volunteer to share a conflict they experienced at home. Encourage them to talk about how they acted to resolve the problem or how they might have acted to solve or avoid the situation. Encourage the children to suggest ways they can help to solve family conflicts. Encourage them to be supportive of each other.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song, "My Family" with the children. Invite them to move to the music as you play the song.

In a talk circle, discuss the things the song says that caused the family not to live in harmony.

What does the song say they do to live together in harmony again?

Discuss with the children that even loving families and best friends may have times when they're not in harmony. Invite the children to share their similar experiences with the class. Encourage them to talk about what caused the problem, and what they did to enable them to get along together happily again.

Describe ways that each student can contribute to harmony in the school, at home, in the playground.

What does the song say is the most important thing to do to get along? (not only think about yourself)

Tell the children they may pretend they are hats and dance to the music. Ask them all to hold hands in a big circle. As soon as you start playing the music, they should begin dancing. Play the song, but stop after the first stanza. Ask the children why their dance was so confused (uncoordinated). What can we do to dance well all together?

Brainstorm with the children how to solve this problem (i.e. – make up steps in advance, etc.). Point out that to have a harmonious dance, everyone must agree and act together; that harmony involves give and take. Play the song again, doing the dance steps the children decided upon.

Play the song again. Encourage the children to sing along with the words "Then we remember how much we love (care about) each other and we stop—thinking about ourselves."

## **LISTENING**

If you have the cassette that accompanies this story, you might want the children to listen to the story, "The Hat House Hotel" one more time.

Invite them to tell each other about the different feelings Mr. H had regarding his hat friends as the story developed.

## **CENTER ORIENTED ACTIVITIES**

### **MUSIC**

You may want to discuss harmony in music with the children and invite them to talk about how it is similar to harmony in life (i.e.—different parts make a beautiful whole).

Invite the children to use their voices to make noise or sing a few notes for a few seconds. Ask them how they thought the class sounded. Why wasn't it harmonious? Teach the children a short song with a simple harmony or, if this is impractical, play a record with a simple harmonic line (perhaps a cappella) accompanying the melody. Encourage the children to sing or listen and then discuss how harmonies blend well, how they go together to create a pleasing whole.

### **MATH CENTER**

Invite the children to cut out pictures of different kinds of hats from newspapers or magazines (or you may provide them with the pictures).

Encourage the children to separate the pictures into categories they suggest (ie—men’s hats, women’s hats, fancy hats, sports hats, etc.). They may paste each category of hat pictures on a large sheet of paper and then count the number of hats in each category. At the top of each sheet you may write “We Found (\_\_\_\_#) (Category – i.e. – Men’s) Hats.” Post the pictures in the center.

## **ROLE PLAY**

Children might enjoy acting out family situations from their own experience. They may first act out situations that cause disharmony such as a sibling taking one of their toys, spilling their milk, etc. Then encourage them to role play the situation showing how their family resolves the problem and lives in harmony again.

## **LITERATURE**

You might enjoy sharing with the children the book “New Life, New Room” by June Jordan (Thomas Y. Crowell Co., Inc. 1975), a story of a growing family. The children feel less crowded when they learn to cooperate.

What did the children learn that helped them make room for a new baby?

In what ways were the children in this story similar to the hats?

## **FAMILY CENTER**

Create a new center called the FAMILY CENTER in which you may hang signs on strings, each sign bearing the word for one family member. The children who use this center may hang a sign around their necks and role play that family member.

For instance, there may be a child wearing the ‘Mother’ sign, another the ‘Father’ sign, and two others wearing a ‘Sister’ and ‘Brother’ sign. They may role play any common situation that causes disharmony—i.e.—different family members want to watch different programs on TV at the same time—and then enact a resolution to the problem. Encourage children in this center to role play other problematic situations they have experienced, and their resolution.

## **VALUES BIBLIOGRAPHY**

- THE TERRIBLE THING THAT HAPPENED AT OUR HOUSE. Blaine, Marge. Four Winds, 1975.
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Add to the story with other things that are really great.
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- WHAT DOES IT MEAN? SHARING. Riley, Susan. Child’s World, Inc. 1978.
- ALL KINDS OF FAMILIES. Simon, Norma. Whitman, 1976.

# INCHY THE INCREDIBLE INVENTION

## STORY SYNOPSIS

The MAIN IDEA of the story is that Miss I uses her imagination to help solve a problem. Inchy, her invention helps the people measure. Miss I then uses her imagination to improve measuring by inventing rulers.

Note: possible unfamiliar words in the story: incredible, invent, inch, instruct, inspect, ingenious

## VALUES MODELED

Imagination, creativity, helpfulness, ingenuity

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Miss I, by playing the Miss I song.

## ORAL INTERACTION

Think about a time when you bought a pair of shoes. How did the salesperson in the shoe store know what size to give you? What might happen if there was no way to measure your foot?

Our story is about a measuring problem in Letter People Land. Miss I uses her imagination to help solve the problem. Let's find out what she does.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why are inches more helpful than stones for measuring?

What other kinds of measuring problems might Miss I's incredible invention solve?

How is a ruler better for measuring than Inchy was?

Miss I used her imagination to invent things. What else can we use our imaginations for?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## DISCOVERY CENTER

Transform your discover center into an "Inventor's Laboratory." Provide many different materials (paper, cardboard, fabric, string, wire, pipe cleaners, blocks, tinker toys, paste, tape, etc.) the children can put together as they pretend to be inventors. Encourage the children to tell each other about what they "invented" in the laboratory.

## **LITERATURE**

Share the book "Frederick's Alligator" by Esther Allen Peterson (Crown Publishers, Inc. 1979). Encourage the children to talk about how Frederick used his imagination and how that almost caused a problem.

How are Frederick and Miss I alike? How are they different?

## **SOCIAL STUDIES**

Bring in samples of some modern inventions such as a telephone, light bulb, and calculator. Encourage the children to think about how life might be different without these inventions. Write a class story about how these and other inventions have helped us.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Listen to the song, "In My Imagination."

Discuss the meaning of the word imagination, stressing that when you use your imagination you can think of new things that don't exist, or of new situations.

Why is it important for an inventor to use hi/her imagination?

Play the song again, and encourage the children to close their eyes and picture in their minds the fantastic creatures that are described in the song.

After playing the song, give the students time to imagine each animal as you describe it. "...a dog with green legs, purple eyes, a blue nose", "...an elephant with two heads, three trunks, four tails" etc. Then have them imagine a different creature of their own making. Have them draw a picture of this creature and share it with the other children.

## **LISTENING CENTER**

Using the Read-Along tape for the story, invite the children to listen again to "Inchy the Incredible Invention." When a child is finished, he/she may dictate a list of things he/she knows about that also have to be measured. What problems might happen if we measured these things with stones? How is measuring them with rulers better?

## **CENTER ORIENTED ACTIVITIES**

### **ART CENTER**

Using egg crates, pipe cleaners, and other "found" materials, invite the children to create an Imaginary Insect or their own Inchy. When they are finished, encourage them to describe their imaginary creatures to each other.

### **COOKING CENTER**

This activity will demonstrate the need for standard measures by comparing cup measures and handfuls. You will need a bowl full of sand and two measuring cups by comparing cup measures

and handfuls. You will need a bowl full of sand and two measuring cups. Tell the children you will help them prepare a pretend cake with pretend flour (sand). For the cake to come out good it must have just the right amount of flour. There are two recipes for this pretend cake. Let's find out which one we should use. Invite one child to help you. The first recipe calls for one cup of flour. Have the child and then you fill a measuring cup with sand. Note with the children that the amounts are the same. Pour the sand back in the bowl. The second recipe calls for one handful of flour. First the child takes a handful of sand in the other cup. Compare the amounts of sand in the other cup. Discuss why they are different. Why does my (the teacher's) cup have more in it? Why are handfuls unreliable measures (like stones)? Will the first or the second recipe come out better? Why?

## **MATH/MEASUREMENT**

Create "Height Graph" for the children. Measure a child on a piece of mural paper. The child might then paste individual inch squares straight up the paper to determine how many inches tall he/she is. Count the inches with them. Remeasure later in the year to see if they have grown and can add inches.

## **MEASURING**

Have a large clock and a calendar prominently displayed.

Miss I's inventions are good for measuring objects, but are not good for measuring everything. Encourage the children to discuss what clocks and calendars measure. Depending on the level of the students, you may talk with them about how clocks work to measure time, indicating hours, minutes, and seconds. You may discuss years (relate to their ages), months and days (relate to their birthdays) from the calendar.

Discuss the days of the week with the children. Encourage them to talk about what they do on different days of the week (e.g.—go to school on weekdays, etc.)

## **KEEPING A JOURNAL**

Prepare a class weekly journal, headed on each page by one day of the week. Invite the children to make daily entries in the journal about what important thing happened on each day. (They may use scribble writing, dictation, cutout or drawn pictures, etc.)

## **ART CENTER**

### *with Process Writing*

Encourage the children to use their imaginations to create unusual/funny inventions based on the following suggestions or any you or they may think of.

- Invent something that would keep my shoes from wearing out.
- Invent something that would keep my teeth clean without my using a toothbrush.
- Invent dishes (not disposable paper or plastic) that clean themselves and don't have to be washed.
- Invent a car that doesn't need wheels or gasoline.

Have many materials available for children to build or draw their inventions. They may then write/dictate a sentence about their invention and display these in the room.

## **SCIENCE/DISCOVERY CENTER**

Have a large number of different size stones available. Invite one child to use the stones to measure a standard size object (i.e.—a block). Help the child count the number of stones used. Return these stones to the pile. Have this child invite another classmate to re-measure the block with stones picked from the pile. Help count the number of stones this child used. Why is it likely that the numbers differ? Repeat the measurement, having each child measure the same object by marking a rule. Help them count the number of inches indicated. Why is this number the same? Repeat with different objects. Discuss the benefits of standardized measure and standardized objects (e.g.—light bulb, electric fixture, etc.)

## **VALUES BIBLIOGRAPHY**

- WORTHINGTON BOTTS AND THE STEAM MACHINE. Baker, Betty. Macmillan, 1981.
- DOG FOR A DAY. Gackenback, Dick. Clarion. 1987.
- INCH BY INCH. Lionni, Leo. Astor-Honor, 1962.

# MR. J'S JUNKYARD

## STORY SYNOPSIS

The MAIN IDEA of the story is that there is a place and a use for everything. Mr. J and the children win piles of junk at the Junkville contest. But the junk becomes a problem in neat Letter People Land. Mr. J's neighbors get him a junkyard where he can keep his junk, and Mr. J helps his neighbors recycle their junk to make useful things.

Note: possible unfamiliar words in the story: jumbled, jonquils

## VALUES MODELED

Self-respect, consideration, cooperation, friendliness, helpfulness, industriousness, trust

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Mr. J, by playing his song.

## ORAL INTERACTION

Invite the children to form a talk circle. Think about toys or clothes you or your parents have given away. Share with us why you gave these things away. How could they be special to someone else?

In today's story, Mr. J helps his new friends understand why his junk is valuable to him. But Mr. J has so much junk, it causes a problem in his neighborhood. What do you think will happen?

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why did Junkville want and use what other people didn't want and couldn't use anymore?

In what ways was Mr. J considerate of his neighbors?

How did cooperation help both Mr. J and his neighbors?

Think about things you don't want or can't use anymore. What can you do with these things rather than throw them into the garbage?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## SCHOOL SERVICE

Have a junk collecting party and free flea market. Request parents to contribute old items they no longer need for their child to bring in to the class. Each child who brings in an item may talk about why it was important. Children plan the flea market, brainstorming what they need to do and prepare: "sprucing up" the used objects, setting up tables, "advertising," etc. Children may make posters to put up in school inviting other classes to the flea market. They may dictate/write invitations to specific classes to visit the flea market. Children should sort the items they have, make signs/posters for the classroom, and host the other classes that visit their flea market.

## **COOPERATIVE LEARNING**

Invite the children to bring a toy to school that they no longer play with but which they think might be enjoyed by someone else.

On the day of the toy exchange, each child will tell about the toy he/she brought in (i.e.: to sell the objects with words – how they enjoyed it, etc.). Encourage the children to choose a different toy to take home with them.

Talk about why it feels good to know someone is enjoying something that you don't play with anymore. Talk about the ways the toy exchange is a good idea. (Bring in extra toys for those children who may not have anything to bring in themselves.)

## **COMMUNITY SERVICE**

If your town has a recycling project, invite someone involved to visit the class to explain why we recycle and how your community does it. (Local high school students may be involved in recycling or in getting their schools to stop using non-recyclable [i.e. styrofoam] materials.)

Children should write/dictate think-you notes to the visitors.

The children create "Recycler" badges to wear home. They might find out if their parents do recycling and help with it at home.

Children may brainstorm things used in the classroom that can be recycled, i.e. – paper, cans, etc. They may plan and execute a means for getting these recycled.

## **WRITING PROCESS**

Invite the children to form a talk circle and talk about how proud Mr. J and his neighbors were when they solved the junk problem together.

Invite the children to remember and share problems in the classroom they were able to solve together.

Create a class Big Book called "We are Proud to Solve Our Problems Together." Invite the children to each contribute a page using the sentence stem, "We are proud because we...". The illustrations might be accented with "found" materials.

## **LITERATURE**

You may wish to share "Harlequin and the Gift of Many Colors" by Remy Charlip and Burton Supree (Parent's Magazine Press, 1973). This story tells how the children shared pieces of material to make Harlequin feel special. Why did old cloth make Harlequin smile?

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song "I Have Pride" with the children, encouraging them to move to the music.

Discuss what things make the person in the song feel proud.

Brainstorm with the children a list of other things that might make them sing "I Have Pride." Substitute items from the list for the song lyrics and sing the song again using the children's words.

## **LISTENING**

If you have the cassette that accompanies this story, you may wish to have the children listen to the story, "Mr. J's Junkyard" once again, using the Read-Along tape.

Children create a Recycling Time Capsule. Children brainstorm what should go into the capsule. They gather and place these objects into a time capsule they create. On the time capsule write, "Things We Recycle, 19\_\_\_\_." Children may bury their time capsule (with permission) in the school yard, in the park, etc.

## **CENTER ORIENTED ACTIVITIES**

### **POETRY**

Shel Silverstein's poem, "Hector the Collector" (from *Where the Sidewalk Ends*, Harper and Row, 1974) parallels Mr. J's junk.

Invite the children to talk about the similarities between Mr. J and Hector.

### **DISCOVERY CENTER**

Bring in a small box containing different types of junk (keys, buttons, etc.). Invite the children to classify them by categories, such as color, size, shape, etc.

### **WRITING CENTER**

Fill a bag with interesting objects which might have been discarded by someone.

Invite a child to pick one object. Children then talk about why it was important to someone and how it may have been used.

Children then tell an ongoing, cumulative story about the object's past. Web their story like "The Gingerbread Boy." Repeat this exercise with several objects from the bag.

Children create a Junkville house by decorating a refrigerator carton with "junk." Keep the house in the Living Center. Before throwing interesting objects away, children can decide whether or not to add this new "junk" to the house.

## **VALUES BIBLIOGRAPHY**

- AND I MEAN IT, STANLEY. Bonxall, Crosby. Harper, 1974.

- RECYCLOPEDIA. Simons, Robin. Houghton Mifflin, 1976.
- DEAR GARBAGE MAN. Zion, Gene. Harper, 1957.

## **BIBLIOGRAPHY**

- JINGLING, JANGLING JOGGERS. Weimann/Friedman. New Dimensions in Education, New York, 1988.
- JUMP, FROG, JUMP. Kalan. Greenwillow, 1981.
- JACK AND THE BEANSTALK. Faulkner. Scholastic, 1986.
- MY MOM HATES ME N THE JANUARY. Delton. Whiteman, Albert & Co., 1977.

# THE KAZOO KICKER

## STORY SYNOPSIS

The MAIN IDEA of the story is that believing in yourself can help you accomplish what you want to do. Mr. K gains confidence in himself when his friends help him learn he can be a great kicker without tooting his kazoo.

Note: possible unfamiliar words in the story: kazoo, stadium

## VALUES MODELED

Self-reliance, ambition, determination, loyalty/supportiveness, safety, self-confidence, team spirit, thoughtfulness/appreciation

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Mr. K, by playing his song.

## ORAL INTERACTION

Invite the children to form a talk circle and talk about how sometimes when we are growing up we may have a particular stuffed animal or blanket that makes us feel good or safe. What was your favorite thing when you were little?

In today's story, Mr. K thinks he needs to toot his kazoo to be a great kicker. Let's see what happens when he has to kick without his kazoo.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why was it important for Mr. K to believe in himself in order to be a good kicker?

Why do you think it was difficult for Mr. K to stop using his kazoo?

Did Mr. K really need his kazoo to be a good kicker? How do you know?

How do you know the children and animals wanted to help Mr. K succeed? Why is it important to encourage your friends?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## WRITING PROCESS

In a talk circle, talk with the children about how the fans showed appreciation for Mr. K's kicking.

Share with them the many ways to show appreciation for people's good work.

Brainstorm with the children words which show appreciation. Brainstorm with them situations in which we can show our appreciation. Children cut out a shape representing an object relevant to the appreciated act and write/dictate an "appreciation word" on it (i.e. – cut out a shape of a baseball bat and write/dictate "Good Hit" on it).

The children may enjoy recalling the words and placing them on a wall story.

## **ART/WRITING PROCESS**

Talk with the children about some of the sports teams they know. These might include local high school teams or professional teams in the area. Discuss team spirit with the children.

Children dictate/write invitations to local athletes or a sports team to visit the class. Before the visit, children brainstorm questions they would like to ask the athlete/team. List their suggestions, ensuring that team spirit is included. After the visit, children may write/dictate thank-you notes indicating what they learned and expressing their appreciation.

## **LITERATURE**

There are many books which deal with a child's use of transitional objects such as Mr. K's kazoo.

One of the favorite ones is "Ira Sleeps Over" by Bernard Waber (Houghton Mifflin, 1975).

In what ways are Ira and Mr. K the same? In what ways are they different?

What might you have done if you were Ira?

## **WRITING PROCESS**

The children write/dictate a letter to Mr. K telling him how proud they are of what he has accomplished. They may illustrate their letters.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song "I Believe in Myself" with the children, encouraging them to move to the rock beat.

What kinds of things do you think a Letter Person might be able to do by believing in himself/herself? (e.g. Mr. F may want to ski. If he takes lessons and practices he may become a good skier despite his big Funny Feet.)

What can you try to do now by believing in yourself? What will believing in yourself help you do when you are older?

Play the song again, with the children singing along with the refrain:

"I'll don it! I'll do it!  
Because I believe in myself"

## **LISTENING**

If you have the cassette that accompanies this story, you may wish to have the children listen to the story, "The Kazoo Kicker" once again, using the Read-Along tape.

Children may predict what might have happened the next time Mr. K came to a game.

## **CENTER ORIENTED ACTIVITIES**

### **LANGUAGE DEVELOPMENT**

Children work in small cooperative groups to develop their own cheer for Mr. K. Each group of "cheerleaders" should share their cheer with other groups. The groups of children may record their cheers on a tape recorder and listen to their cheer.

Read "The Kazoo Kicker" again and where the story mentions cheering, give each group a chance to cheer their cheer for Mr. K.

### **WRITING PROCESS**

Children draw a Letter Person holding something he/she needs to feel safe. (e.g. Mr. N or Miss A may clutch a big hanky, Mr. Y may hold a "security blanket", etc.) On their drawing paper children may dictate/write a sentence telling the Letter Person that he/she doesn't really need this "security" object. A second drawing may show the Letter Person doing something well without the "security" object. On this sheet, the children may dictate/write how proud they are of the Letter Person's courage/self-reliance.

In a talk circle, talk with the children about how you should try to free yourself from "security" objects, though it may take time to do it (i.e. – it can't always be done all at once).

### **VALUES BIBLIOGRAPHY**

- A HOUSE FOR HERMIT CRAB. Carle, Eric. Picture Book Studio, 1978.
- THE RED WOOLEN BLANKET. Graham, Bob. Little, 1988.
- THE GOOD-LUCK PENCIL. Stanley, Diane. Macmillan, 1988.

### **BIBLIOGRAPHY**

- KLIPPITY KLOP. Emberley, Ed. Little Brown & Co., 1974.
- THE LONGEST KICK. Weimann/Friedman. New Dimensions in Education, New York, 1988.
- JOEY RUNS AWAY. Kent, Jack. Prentice-Hall, Inc., 1985.
- A KISS IS ROUND. Budney, Blossom. Lothrop Lee & Shepard Co., New York, 1954.  
Make a list of all the round things mentioned in the book. Add to the list round things that are NOT in the book.

# LEMONBERRY LOLLIPOPS

## STORY SYNOPSIS

The MAIN IDEA of the story is that sometimes you can do things you think you cannot do if you are adaptable and creative and just keep trying. Mr. L's friends encourage him to make sweet lollipops without sugar. Mr. L persists and with their help, he makes lemon lollipops sweetened with sweet berries.

Note: possible unfamiliar words in the story: customer, mixture, pucker, recipe

## VALUES MODELED

Determination/perseverance, adaptability, cooperation, creativity, helpfulness, imagination, ingenuity/resourcefulness, patience, self-confidence

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Mr. L, by playing his song.

## ORAL INTERACTION

Think about a time when you didn't think you could do something, but someone convinced you that you could.

Share some of these times with us. How did you feel when you finally could do what you wanted to do?

In today's story, Mr. L finds it hard to change the way he makes lemon lollipops but, with the help of his friends, he learns he can make a wonderful, new kind of lollipop.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

How do you think Mr. L felt when he thought he couldn't make lollipops anymore? How do you think he felt when he found a way to make them? How does feeling good about yourself help you succeed in things you try to do?

Why did Lady Lark Bird give Mr. L good advice when she said, "If there's a good reason to change, you should try."? Why do you think this is good advice for everybody?

How did the birds help Mr. L change the way he did things? Why is helping important?

In what ways can you help someone try something new?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## **CHARACTER DEVELOPMENT ACTIVITIES**

### **LANGAUGE DEVELOPMENT/WRITING PROCESS**

In a talk circle, discuss the times Mr. L almost gave up trying to make sugarless lemon lollipops. How did Lady Lark Bird and the larks help him keep going? How did he help himself?

Create a sequential story map with the children. Using two different colors of construction paper circles, invite the children to tell about the times when Mr. L almost gave up, and dictate/write one incident per circle of the same color. On the other color circles, they dictate/write how the birds or Mr. L himself helped him continue and succeed.

Invite the children to arrange the circles in sequential order, pairing the two color circles.

Connect the circles with yarn, making a two-part sequential story map.

### **ROLE PLAY/WRITING PROCESS**

Encourage the children to discuss how they can help others do new things.

Invite the children to role-play situations the children suggest where one child thinks he/she can't do a particular thing and the other child says something encouraging (i.e. – ride a bike, write your name, tying shoelaces, buttoning, etc.)

Repeat this process with several pairs of children in different situations.

At the conclusion of the role plays create a wall chart entitled, "Words that Help Us Try." The children might suggest words that can be said to help others continue with something they don't think they can do.

You may wish to display the chart in the room and refer to it during the day to encourage children to use the ideas on the chart.

## **LITERATURE**

You may wish to share "The Littlest Leaguer" by Sidney Hoff (Windmill Books and E. P. Dutton, 1976), the story of Harold who doesn't think he'll ever succeed at baseball. Through the encouragement of his coach, Harold saves the big game.

In what way are Harold's coach and Lady Lark Bird similar?

Who encourages you to try new things? What do they say which helps you keep trying?

### **WRITING PROCESS**

Encourage the children to create individual "Now I Can Do It" books.

The child dictates/writes a story about something he/she had difficulty doing, but which he/she now can do.

The illustrations may be created using pieces of fabric and crayons, with the fabric serving as the clothing of the characters in the story.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song "I Do It, I Do It" with the children. As the children listen, they may wish to move to the music.

Ask the following questions:

What should we say that will help us do difficult things?

Why is it important to try your best?

Write the words to the chorus on a song chart:

"I never say, 'No, I cannot do it,'  
I say, 'Yes, I can do it.'  
When I say, 'Yes' and I try my best  
I do it, I do it."

Play the song a second time, encouraging the children to learn and sing along with the chorus.

Children may also mime or act out the situations mentioned in the song (i.e. – sit in a chair, sit on the floor).

The song chart should be displayed in the classroom and children should refer to it and sing the words at relevant times.

## **LISTENING**

If you have the cassette that accompanies the story, the children may listen to "Lemonberry Lollipops" again, using the Read-Along tape.

Children may make masks showing Mr. L's face when he feels like giving up and when he feels he can succeed at what he is trying to do.

Then they may dramatize situations from the story that require changing from one mask to the other.

## **CENTER ORIENTED ACTIVITIES**

### **COOKING/MEASUREMENT**

*with Writing Process*

Invite the children to make lemonberry ice pops. Use your favorite lemonade recipe with natural sweeteners. Encourage the children to experiment adding the juice of fresh berries.

Combine the ingredients in different quantities, encouraging the children to keep track of the measurement as Mr. L did.

Pour the mixture into tiny paper cups. Place in the freezer. As the mixture begins to thicken, a stick may be added.

Later, children may dictate/write the final recipe (with measurements) for their lemonberry ice pops.

## **DISCOVERY CENTER**

### *Senses*

Bring in foods that have distinctly different tastes – sour, bitter, salty, sweet. Invite the children to taste something from each category. What part of our bodies helps us taste things? What other part of our body, besides our tongues, is important in helping us taste things? Discuss how smell enhances taste. Bring in foods that have a distinctly sweet, sour, salty, or bitter aromas. The children smell each food and predict on the basis of its scent what the food will taste like. They confirm their predictions by then tasting the food.

### *Classification*

Encourage children to talk about foods they eat or know of that are bitter, sweet, salty, or sour. They should find pictures of these foods and paste them on a chart divided into the four taste categories. Future cooking or snack activities can be related to this chart based on the taste of the food eaten.

## **ART CENTER**

### *Science/Discovery*

### *Problem Solving*

Have available five small, labeled jars of paint --- yellow, blue, red, white, black; paint brushes; sheets of white painting paper; four rectangles of colored paper – orange, purple, pink, green. Invite the children to discover how they may create one of the rectangle colors by mixing on their paper the paints from the jars. Each child may work with a different rectangle or, if they are working in groups, one child can be 'Mr. L' and the other children the 'lark birds' who help and encourage him to discover the best mixture to match the desired color. Assure the children that the colors needn't match exactly, but they should experiment to discover how close a match they can get.

Monitor the children or groups and encourage the 'lark birds' to offer positive suggestions to 'Mr. L.' Finally, talk about the methods of discovery, trial and error, the importance of encouragement. Invite the children to share what they learned about the nature of color.

Children may write/dictate a 'recipe' for mixing the color they were trying to obtain.

## **DISCOVERY CENTER**

When Mr. L couldn't use sugar, he used something else instead. Discuss substitutes with the children (i.e. – substitute teacher, etc.). Bring in pictures of the following: tub of margarine/sticks of butter; jar of paint/crayons; slice of bread/roll; baseball/tennis ball; hat/scarf; mittens/gloves; apple/banana. Arrange all the pictures randomly and present a situation, i.e. – If you want to play catch with a baseball but don't have a baseball, what can you use instead? Children then select the two pictures that go together –i.e.—the baseball and the substitute, the tennis ball.

Do this for all pairs of pictures. Invite children to share other substitutes they can think of.

If a classroom situation arises in which substitution is necessary, encourage the children to think creatively to find feasible substitutes.

## **NUTRITION**

Invite the children to participate in creating a chart entitled, "We're Sweet Enough Snack Chart." Each child might draw a picture of himself/herself and then cut out pictures from a magazine of his/her favorite healthful snack.

As a follow up, you might plan a "Naturally Sweet Snack Festival Day" when children might bring in and share their favorite snack.

## **VALUES BIBLIOGRAPHY**

- CHESTER'S WAY. Henkes, Kevin. Greenwillow, 1988.
- THE LITTLE ENGINE THAT COULD. Piper, Watty. Platt & Munk, 1962.

## **BIBLIOGRAPHY**

- LOOK WHAT I'VE GOT! Browne, Anthony. Julia MacRae Books, London, 1980.  
Why do you suppose Sam is not listening at the end of the story?  
Write a story about the very last page of the book (hidden animals).  
List the words that could describe Jeremy.
- FAST IS NOT A LADYBUG. Schlein, Miriam. Addison-Wesley, 1953.  
List what is slow and what is fast as it is described in this book.  
Add other things we know of which fit in these two categories.
- LOVELY LEMON LOLLIES. Weimann/Friedman. New Dimensions in Education, 1988.
- LENTIL. McCloskey, Robert. Viking, New York, 1940.  
Identify the problem in the story, and tell how Lentil solved it.
- GOOD LEMONADE. Asch, Frank. Franklin Watts, New York, 1976.  
Lends itself to "How else could we have solved this problem?"
- LONESOME LITTLE COLT. Anderson, C. W. Macmillan, New York, 1961.  
Lends itself to retelling important parts, identifying feelings, and rewriting the ending.

# MUNCHING MAGIC

## STORY SYNOPSIS

The MAIN IDEA of the story shows that with ingenuity and self-confidence you can use your strengths to benefit yourself and others. Mr. M helps Mr. Mumpy at his market by developing his own munching magic show.

Note: possible unfamiliar words in the story: munchable, marinara, milanese, platform, bulging

## VALUES MODELED

Self-respect, loyalty, imagination, perseverance, helpfulness

## PRE-READING

If you have either the “Read-Along” cassette or the Letter People Songs Record, you may wish to introduce one of the story’s main characters, Mr. M, by playing his song. Encourage the children to remember some of the things Mr. M likes to munch.

## ORAL INTERACTION

Remember a time that you saw a magician. What magic tricks did you see him or her do? Mr. M wants to do magic to help his friend. Let’s see what kind of magic Mr. M does.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why do you think Mr. M didn’t just go to the new market to shop? Why did he create a magic act for Mr. Mumpy?

Why do you think Mr. M was so successful at being a magician, even though he had never tried it before?

What do you think might have happened if Mr. M had given up magic after the first time he failed to make anything disappear?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chose and adapted to fit the organizational patter of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

### STORYTELLING

#### *Discovering Your Strengths*

Tell the class the story of the little Dutch boy who held back the sea by putting his finger in the hole in the dike, thus saving the town.

How did the boy feel about the people of the town?

Invite the children to discuss how the emergency situation helped the boy find a creative way to help the town and the people he cared about. Encourage the children to share times they or people they know have found the strength in themselves to rise to an occasion and solve a problem. Discuss some of the inner qualities (character strengths) that people discover in themselves at such times.

In what ways is finding qualities in yourself that you didn't know you had like a kind of magic?

Post on a wall a paper on which is written; "Caring is Magic."

Have the children dictate or write a sentence on a sheet of drawing paper using the pattern "When I care I can \_\_\_\_\_." They may illustrate what they can do. Post the pictures under the heading.

## **ROLE PLAY**

### *Loyalty*

Present the children with the following situation:

You are with your best friend and some other children. Another child tries to get you and the other children to leave your best friend by asking you and them to come to his/her house to play a new game. The child does not invite your best friend to come. If you all left, your best friend would be left all alone.

What can you do to help your best friend that would convince the other children to stay with you and your best friend?

Why do you think your best friend would feel good if you helped this way?

How do you think your best friend would feel if you and the other children left him/her alone?

Invite groups of children to role-play what they would do and say in this situation.

## **LITERATURE**

You may wish to share "The Littlest Leaguer" by Sidney Hoff (Windmill Books and E. P. Dutton, 1976), the story of Harold who doesn't think he'll ever succeed at baseball. Through the encouragement of his coach, Harold saves the big game.

In what way are Harold's coach and Lady Lark Bird similar?

Who encourages you to try new things? What do they say which helps you keep trying?

## **LISTENING/ART**

If you have the cassette that accompanies this story, you may wish to use the following. Listen to the song "I Am Me."

Encourage the children to move to the music as they listen to the song.

What kinds of things do you do in your own special way?

Invite the children to create an "I Am Me" mobile. The children might first make a small portrait of themselves and then draw the symbols for things they do in their own special way (draw, bicycle, etc.).

After the children have drawn these items, they can cut them out and attach them to a wire hanger with different lengths of yarn.

## **LISTENING CENTER**

Using the "Read-Along Tape" for the story, invite the children to listen to "Munching Magic."

When a pair of students are finished, they might pretend they are Mr. M and Mr. Mumpy at the end of the magic show. Encourage them to act out what they might say to each other.

## **CENTER ORIENTED ACTIVITIES**

### **LANGUAGE DEVELOPMENT**

Make a Wall Story. We are going to tell three stories.

1-Encourage the children to tell you what kind of foods Mr. M might have used in his magic if he and Mr. Mumpy lived in a very *cold place*.

2-What kind of foods would Mr. M have used in his magic act in a *hot climate*.

3-What kind of foods would he have used in a *dry climate*?

### **WRITING PROCESS**

It's magic time. Let each child write/dictate a story based on the magic tricks he/she might want to perform. The Superman concept is excellent. Encourage a "bigger than life" attitude that draws on imagination, not experience.

### **LITERATURE**

Share the book, "Strega Nona" by Tomie de Paola, (Prentice-Hall Books for Young Readers, New York, 1975) the story of an old grandmother witch who had a special kind of magic of her own.

In what ways were Strega Nona's magic and Mr. M's magic similar?

How did they make their munchable disappear?

### **POETRY**

"Just Me" by Margaret Hillert

Nobody sees what I can see,  
For back of my eyes there is only me.  
And nobody knows how my thoughts begin,  
For there's only myself inside my skin.  
Isn't it strange how everyone owns  
Just enough skin to cover his bones?  
My father's would be too big to fit.

I'd be all wrinkled inside of it.  
And my baby brother's is much too small-  
It just wouldn't cover me up at all.  
But I feel just right in the skin I wear,  
And there's nobody like me anywhere.

## COOKING CENTER

Make "Magic Cookies" with the children. You will need:

2/3 c. soft margarine  
1/2 c. granulated sugar  
1/2 c. packed brown sugar  
1 egg  
1 tsp. vanilla  
1 1/2 - 1 3/4 c. flour  
1/2 tsp. baking soda  
1/2 tsp. salt  
1/2 c. chopped nuts  
6 oz. pkg. chocolate chips (1 1/4 cups)

Mix thoroughly margarine, granulated sugar, brown sugar, egg, and vanilla. Sift together and stir in the flour, soda, and salt. Mix in nuts and chips.

Drop batter in small teaspoonfuls, 2 inches apart, on an ungreased baking sheet. Point out to the children how small the drops of batter look. You may want to help them measure the diameter of a drop of batter. Encourage them to talk about whether or not they think the cookies are big enough—they will get one each. Tell the class that when you bake the cookies in the oven, magic will happen.

Bake the cookies for 8-10 minutes at 375 degrees (cookies should be light brown, but soft). When you remove the cookies from the oven, let them cool, remove from the sheet, and then measure again the diameter of the cookies. Discuss with the class why they think the cookies got so big. What was the "magic?" Discuss how baking soda is, in a way, a 'magic' ingredient—it makes the batter get bigger. Distribute the cookies to the children. (You may wish to follow this up at a later date by making yeast bread with the children.) **Note: be aware of possible food allergies among children in your class.**

## WRITING PROCESS CENTER

Invite the children to write directions for the above cooking experience. They may illustrate or write about the "magic" ingredient, etc.

## VALUES BIBLIOGRAPHY

- MRS. BRICE'S MICE. Hoff, Syd. Harper, 1988.
- AUNT LULU. Pinkwater, Daniel. Macmillan, 1988.

# SAY NO AND FLY AWAY

## STORY SYNOPSIS

The MAIN IDEA of the story is that you should never do something you think is wrong, no matter what anybody says to you. The young nuthatches help Newly Nuthatch take things that don't belong to them even though they think it is wrong. They do it because Newly calls them "babies" when they hesitate to help him. In the end, the young nuthatches recognize that what they did was wrong and tell Mr. N. He helps them understand that in such situations you should just "Say No and Fly Away."

Note: possible unfamiliar words in the story: nuthatch, numerals

## VALUES MODELED

Knowing right from wrong, forgiveness, obedience, self-reliance/independence, self-respect, thoughtfulness, truthfulness, deliberation/evaluation

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may want to introduce one of the story's main characters, Mr. N, by playing the Mr. N song.

## ORAL INTERACTION

Pretend a friend asks you to do something you think is naughty. What might you say to your friend? Share some of your ideas with us. Pretend your friend calls you a baby because you say no. How would you feel?

Today we are going to read a story in which some small birds, called nuthatches, do something naughty even though they think it is wrong. They do it because they are called babies when they say no.

Let's read the story to find out what the nuthatches do that is naughty and what Mr. N helps them learn.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why do you think saying no to something naughty makes you big and not a baby?

Newly tries to get Mr. N in trouble for something Newly and the nuthatches did. Why is it important not to blame others if you do something wrong?

Pretend that you are one of the nuthatches. How would you have felt about what Newly was doing? What might you have said to Newly?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## **CHARACTER DEVELOPMENT ACTIVITIES**

### **WRITING PROCESS**

Invite the children to form a talk circle and brainstorm situations in the classroom, school, playground, home, and neighborhood when they should “Say No and Fly Away.”

List their suggestions.

#### *Wall Story*

Each child should select an idea from the list, illustrate it on the Wall Story, and dictate/write why in that situation saying no is the right thing to do.

### **ROLE PLAY**

Using suggestions from the list created in the above activity, children should role-play some of the situations listed.

### **STORY MAP**

Children should make a story map of the Fable, being sure to include crucial scenes between the nuthatches, newly, and Mr. N.

Children may create their own flag or sticker on which they write/dictate “Say No and Fly Away.” As the children use the story map to recall the events in the story, they should adhere their sticker/flag at places where the nuthatches should have said no, but did not. Children should talk about why the nuthatches should have said no at these times and what the nuthatches should have done.

### **LIFE SKILL**

#### *with Role Play*

Invite the children to form a talk circle. Tell them there may be times when they may not know if something is right or wrong. Invite the children to talk about what you should do when you're not sure if something is right or wrong. On a poem chart have written “The No-No Bird.” Read it to and with the children.

Listen to the No-No Bird  
Listen to the No-No Bird  
Times you don't know what to do  
The No-No Bird helps you.  
Wait!  
Hesitate!  
Before you do something that might be bad  
Check with your teacher, mom, or dad.

[Repeat lines 1-6]

What does the No-No Bird tell you?  
What do you do if our teacher or parents aren't around?

Brainstorm with the children what they think the No-No Bird looks like. Each child should then make his/her own No-No Bird. Children then role play situations in which they may not know what is right or wrong (e.g. a friend tells you to get off the school bus at her/his house and then walk back to your own house, a friend wants you to cross the street against your parent's rules and you both look and see no cars are coming, etc.). When the child in the role-play decides to say no, he/she should display his/her No-No Bird and tell why saying no is the right thing to do.

The No-No Bird poem should be recorded for the children to listen to and recite.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following. Listen to the song, "Say No and Fly Away." Invite the children to move to the music as they listen to the lyrics.

Think back to the story that we read. What was the message the nuthatches wrote in the clouds? (Be a Big Bird, Say No and Fly Away)

Since we know that people can't fly, what might you do after you have said no to someone? (You might walk away very quickly.)

Let's stand up, and this time when we hear the words "Say No and Fly Away", let's practice what we might do. Shake your head no and walk away very quickly, almost like you're flying.

Play the song again, inviting the children to act as if they are saying no and flying away. They may also sing along with the words as they perform the actions.

## **LISTENING**

If you have the cassette that accompanies this story, invite the children to listen again to "Say No and Fly Away."

### *Big Book*

Children should create a Big Book adaptation of the Gable, substituting child characters for the nuthatches, but retaining Mr. N (e.g.: as their babysitter). Children should brainstorm a list of other situations children might get into similar to those depicted in the Fable (e.g.: with one child trying to lead others astray). Children illustrate one incident and dictate/write a sentence about it. Staple the pages together and leave the Big Book in the Listening Center for the children to look at after they've listened to the Fable. They should compare the two stories, talking about similarities and differences.

## **CENTER ORIENTED ACTIVITIES**

### **LIFE SKILLS**

Invite the children to create their own "Say NO and Fly Away" badges or medals.

As classroom situations arise, encourage the children to remember and put into practice the concept "Say No and Fly Away." Congratulate those children who make a correct decision to say no. You may want to communicate this to the parents through a "Say No and Fly Away" note where you write out "Today \_\_\_\_\_ said no and walked away instead of \_\_\_\_\_." I am proud of him/her."

Children may write in their own names. A child who says no in appropriate situations should be invited to wear her/his badge for the day.

In a talk circle, children may also share times outside the classroom when they correctly said no to something. Each child who shares this may wear a badge for the day.

## **CONTENT AREAS**

You might want to apply the importance of "Saying No and Flying Away" to family life, health , drug education , and social studies. (For example, dealing with strangers, etc.)

Depending upon your curriculum in these areas, you may design role play situations which reinforce the child's strength to 'say no and fly away.'

## **MATH CENTER**

Provide magazines so children may cut out pictures of objects that have numerals on them. Encourage the children to paste the pictures on paper and make them into a book. Entitle the book "Numerals Help." Have the children tell a friend about the pictures they found and how numerals are important to the objects shown. You might encourage the children to dictate sentences for each page of the book.

## **DISCOVERY/SCIENCE CENTER**

Display books of birds at this center. Mark the pictures of nuthatches. Spend time with the children using this center, inviting them to talk with you about the differences they see in the birds pictured. Encourage the children to use descriptive words relating to bird size, color, etc.

Hang a bird feeder outside the classroom window. Encourage the children to watch for the birds that come to visit. You might have a tape recorder available in the center so the children can make verbal recordings of their sightings.

## **VALUES BIBLIOGRAPHY**

- THE BERENSTEIN BEARS AND THE DOUBLE DARE. Berenstain, Stan & Jan. Random House, 1988.
- EVEN IF I DID SOMETHING AWFUL. Hazen, Barbara. Atheneum, 1981.

# OSTRICH EXPRESS

## STORY SYNOPSIS

The MAIN IDEA of this story is that an optimistic attitude helps you overcome problems. Miss O shows Olive how to accomplish her goals even though she is small.

Note: possible unfamiliar words in the story: optimist, ostrich

## VALUES MODELED

Self-confidence/optimism, ambition, cooperation, determination, helpfulness, imagination, ingenuity/resourcefulness, self-respect, understanding

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may want to introduce one of the story's main characters, Miss O, by playing the Miss O song.

Miss O tells us that she is an optimistic optimist. An optimist is someone who always looks on the bright side. Let's listen to the story to find out how being an optimist helps you solve our problems.

## ORAL INTERACTION

Think about a time when you wanted to do something and someone said you couldn't do it because you were too small. Share with us how this made you feel.

In our story today, Olive tries to do something important, but she is told she is too small. Miss O helps her be an optimist and solve her problem. Let's find out how.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

What might have happened if Miss O had not been an optimist?

What might someone who is not an optimist do when he/she has problems?

Why might people who love us tell us we are too small to do something?

Why is it important that we help each other to solve problems?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chose and adapted to fit the organizational patter of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## **LANGUAGE ARTS**

Create a "Big Book." Each page should read, "I may be small but I can..." Encourage the children to add what they can do to each page and then illustrate it. Bind the book and read it with the children.

## **SCHOOL SERVICE**

Invite a school official (principal, etc.) to class to talk about a school problem that the children might help solve. Encourage the children to create a plan of action detailing how to go about solving the problem. List their suggestions on chart paper. Invite children to tell how they can individually help the class in solving the problem.

The children may then work together to solve the problem.

## **LITERATURE**

Read "The Smallest Boy in the Class" by Jerrold Beim, (William Morrow, 1949), a story about a little boy who has great difficulty being the smallest in his class. One day he is able to prove that size isn't everything.

How did Jim feel about being so short? In what ways did Olive and Jim handle their smallness differently? How were the endings of the two stories similar?

## **SCHOOL SERVICE**

Create a 'Kids Express.' Encourage the children to volunteer to help the school office deliver messages. Discuss with them the problems they may have doing this. Encourage them to think of optimistic solutions to these problems. Invite the children to suggest what particular talents are needed to run a messenger service. Which students in the class have these talents? Encourage the children to work together to make their service a success.

They may write a shared class story about their experiences.

## **SELF-ESTEEM**

Create an "Optimist's Hall of Fame." Devote a bulletin board to a list of students who respond to problems in the classroom in an optimistic way. Add the child's name and the situation to the board each time something appropriate occurs. Encourage children to recognize when another student has responded optimistically to a class problem or the problem of another child. The children may also share home experiences in which they were optimistic.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Listen to the song, "Even If I'm Small."

Invite the children to recall some of the things the song says can be done even if you are small. What other things can you do even if you are small?

You might assist the children as they learn a simple circle dance to the music.

Circle to the right (8 counts)  
Circle to the left (4 counts)  
Crouch down low on "Even If I'm Small"

Invite the children to pantomime the different activities the song mentions. This time circle in place on "Even If I'm Small."

Repeat from the beginning for chorus and verse.

## **LISTENING CENTER**

Using the Read-Along tape for the story, invite the children to listen to "Ostrich Express" one more time.

Invite children to role-play scenes from the book. For example, role-play what might happen if (any character) would not be optimistic and help the others. What might Miss O say to convince that character to be an optimist? Enact what might happen if the character became an optimist or if the character refused to be an optimist. Discuss whether or not people would still help each other if they were not optimists.

## **CENTER ORIENTED ACTIVITIES**

### **DISCOVERY CENTER**

Provide pictures of a variety of animals. Invite the children to choose one of the pictures and think about a business the animal might do well and why. They might want to dictate their ideas and then draw a picture of the animal doing the work they chose.

### **MUSIC**

Listen to marching band music, especially marches written by John Phillip Sousa. What makes this good music for marching? Invite the children to listen to other types of music and compare the tempos and beats (waltz, fox trot, Latin, rock). Encourage the children to move to each kind of music. Why do you move differently to different music? Play different kinds of music that evoke different feelings, i.e. – ballads, dramatic music, happy, sad music, etc. Encourage the children to verbalize how the music makes them feel.

### **CREATIVE DRAMATICS**

Perform a class play about the Ostrich Express. Encourage some of the children to be the actors. Children may create their own dialogue and sets. Others might make posters to invite other classes. Still others might act as ushers and hand out a program which they have made.

### **VALUES BIBLIOGRAPHY**

- IDA AND THE WOOL SMUGGLERS. Alderson, Sue Ann & Blades, Ann. Macmillan, 1988.
- EAT UP, GEMMA. Hayes, Sarah. Lothrop, 1988.

### **BIBLIOGRAPHY**

- OX-CART MAN. Hall, D. Viking, 1979.
- OLIVER. Hoff, S. Harper, 1960

- THE OPTIMISTIC OPTIMIST. Weimann/Friedman. New Dimensions in Education, New York, 1988.

# **PARKING PANDEMONIUM**

## **STORY SYNOPSIS**

The MAIN IDEA of this story is that good planning can often solve problems. Mr. P and his pointy patches devise a plan to help Letter People Land deal successfully with a terrible parking problem. After Mr. P creatively revises the plan a few times, the plan works and everyone is pleased.

Note: possible unfamiliar words in the story: pandemonium, considerate, property, patient(ly), petunia, protest, limit, meter

## **VALUES MODELED**

Forethought, adaptability, consideration, creativity, helpfulness, industriousness, ingenuity/resourcefulness

## **PRE-READING**

If you have either the Read-Along cassette or the Letter People Songs Record, you may want to introduce one of the story's main characters, Mr. P, by playing his song.

## **ORAL INTERACTION**

Let's pretend the principal just told us that next week ten more children will be joining our class. Brainstorm with the children things you'd have to get ready for the new children. List their suggestions. Discuss with the class whether they feel it would be better to get these things ready now, before the new children arrive, or wait to do them after the children come.

Why is it often better to plan ahead? What would we have to do if we later found out that only five new children would be joining our class? Why is it good to be willing to change plans when it is necessary?

In today's story, Mr. P and the pointy patches think ahead and make a good plan to solve the parking problem in Letter People Land. Though they have to change their plan several times, in the end the plan pleases everybody. Let's read and find out how they solve the parking problem.

## **ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING**

What does it mean when we say a person is patient? Why is being patient a good thing? Share some examples with us.

Why shouldn't you move people's property without asking them first?

Why is it important to think ahead and plan things out before you do them?

Why did Mr. P and the pointy patches have to change their plan several times?

## **LANGUAGE IMMERSION ACTIVITIES**

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## **CHARACTER DEVELOPMENT ACTIVITIES**

### **PLANNING/SPATIAL CONCEPTS**

#### *with Art and Writing Process*

Discuss with the children why it is important that everything in the classroom have a special place where it is kept. What would happen if we put things any place we wanted?

Encourage the children to use their own words to describe how the classroom layout is planned (i.e.—centers, closets, etc.). Children may dictate a list of the things kept in various parts of the room. Children may then draw one part of the room and dictate/write/copy the list of things that may be found there.

### **WRITING PROCESS/ART**

In a talk circle, discuss the meaning of consideration. Encourage the children to think of things they might say to one another in order to show they are considerate in different situations (classroom, schoolyard, etc.).

Have the children write or dictate their suggestions on paper pointy patches, which they can decorate and put together in a quilt on a wall story.

Invite the children to give the quilt wall story a title.

### **PLANNING/PROBLEM SOLVING**

Consider the different work centers in your room. Encourage the children to brainstorm a plan that would help assure everyone a fair chance to use each of the centers. Make a wall chart with the decisions they make.

### **PLANNING**

Involve the children in helping to plan a party.

Brainstorm all the things they'd have to do to have a successful party. List these on a wall chart. Then plan the party with the children, making sure that each child has an opportunity to contribute to the plan if they wish.

After the party, invite the children to write a shared story about how thinking ahead and planning helped make the party special.

### **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Play the song "Think Ahead" for the children. Invite the children to move to the music as the song is played.

In a talk circle, discuss some of the situations in the song where thinking ahead might be helpful.

Brainstorm other situations where the children should think ahead. Sing the song with the children, substituting their 'think ahead' suggestions for some of the song lyrics. Sing these lyrics with the refrain. (You may want to write the words the children suggest and the refrain, so the children can follow along as they sing.)

## **LISTENING**

If you have the cassette that accompanies the story, the children may listen to the story "Parking Pandemonium" once again using the Read-Along tape.

The children might enjoy discussing other forms of transportation that might be used instead of cars to get to Letter People Land from far away. They may think about how these different forms of transportation would solve the parking problem in Letter People Land. Encourage the children to draw or use art materials to create their 'vehicles.' They may also tell the class about their creation and talk about what plans Letter People Land may need to accommodate these 'vehicles.'

There are places where cars are not allowed at all, ever. How do people manage to get around in such places? What kind of plans would you have to make to help people get around in a place where no cars are allowed?

## **CENTER ORIENTED ACTIVITIES**

### **WRITING PROCESS**

Create a class big book entitled, "Planning Prevents Pandemonium." Invite children to contribute a page in the following manner. Encourage them to think of a situation they might have experience where if they hadn't planned ahead, things might not have worked out (e.g., going to the beach without suntan lotion, forgetting the hot dogs on a picnic). Divide a large paper in half. On one side have the children illustrate the situation without planning. On the other side they illustrate the situation with planning.

They may want to dictate/write about their pictures.

### **SPATIAL CONCEPTS/PLANNING**

Draw a large rectangle on a sheet of paper. Label it Living Room. You should bring in many pictures of living room furniture cut from magazines and newspapers (scale of pictures should correspond to rectangle size). Invite children to try out different ways of 'decorating' the room. Encourage them to experiment with different furniture arrangements. When they are done, invite them to tell you about how they planned what they wanted in the room, where they put everything, and why they arranged the objects as they did. Discuss with them whether or not they planned ahead, if they worked by 'trial and error', etc.

### **MEASURING**

#### *ART*

Cover the top and sides of rectangular blocks with white paper. Invite the children to decorate them as cars.

Place a strip of white paper (several feet long and about 10" wide) on the floor along one wall. Tell the class that this is the parking area, and invite them to make their own planned parking places. Provide each child with a strip of paper 1" wider than a block. Encourage the children to mark off a parking space for their block car on the floor paper using the paper strip to measure

the width of the space. They may use crayons to mark a vertical line on the floor paper after they have measured the space. They may want to dictate/write their names on their space. Invite the children to then drive their cars around the room and park in their space.

## **LITERATURE**

You may wish to share "The Big Kite Contest" by Dorothea Ruthstrom (Pantheon Books, 1980), the story of Stephen who has to do a great deal of planning in order to participate in the kite contest.

In what way did Stephen's planning help him?

Compare Stephen's planning to the way Mr. P and the pointy patches planned parking.

## **VALUES BIBLIOGRAPHY**

- FOOTPRINTS IN THE REFRIGERATOR. Boyd, Selma. Watts, 1982.
- ARTHUR'S FUNNY MONEY. Hoban, Lillian. Harper, 1981.

# THE BEST QUIET METER

## STORY SYNOPSIS

The MAIN IDEA of the story is that you must take responsibility for our own behavior. Mr. Q invents several ingenious quiet meters to help the tourists visiting Letter People Land remain quiet enough so they don't disturb residents. In the end, Mr. Q and the visitors realize that it is the people themselves who are their own best "quiet meters".

Note: possible unfamiliar words in the story: tourist, megaphone, meter, considerate

## VALUES MODELED

Consideration, cooperation, creativity, ingenuity, thoughtfulness

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Mr. Q, by playing his song.

## ORAL INTERACTION

In a talk circle, invite the children to talk about a time someone told them they were making too much noise. Why did this person ask you to be a little quieter? (e.g.—baby sleeping, sister studying)

In today's story, tourists who visit Letter People Land cause problems when they are not quiet enough. How do you think Mr. Q will help?

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why is it important to be considerate of other people?

Why do you think people are their own best quiet meters?

What might have happened in Letter People Land during the summer if Mr. Q didn't solve the noise problem?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## SCHOOL SERVICE

In a talk circle, talk about areas in the school where it might be helpful and considerate to be quiet. Brainstorm a list of these places with the children.

List these places on a wall chart. Discuss why quiet is important in these particular places.

Children should choose one place from the list and draw a picture showing why being quiet is important in that place (i.e., someone reading in the library).

The children may cut balloon shapes out of construction paper and dictate/write "Quiet Please" on them. Hang the "balloons" in the appropriate quiet areas of the school.

## **LITERATURE**

Share the book "Noisy Nancy Norris" by LouAnn Bigge Gaeddert (Doubleday & Co., 1965), the story of a young girl who learns the value of controlling the noise she makes while playing.

What happened to Nancy when she was considerate of others?

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song "I'm Considerate" with the children, encouraging them to move to the music.

Talk about ways the person in the song is considerate. Play the song again and see how many ways the children were able to remember.

The children should add to the list other ways they can think of to be considerate at home or school (e.g.: be quiet when older sibling is studying, when someone is reading in the library, etc.).

## **LISTENING**

If you have the cassette that accompanies this story, you may wish to have the children listen to the story "The Best Quiet Meter" once again, using the Read-Along tape.

The children might enjoy pretending they just got back from a vacation in Letter People Land and share their experiences verbally.

They should write/dictate one experience and illustrate it.

They may tape-record their own story of what happened to them during their summer vacation in Letter People Land. The teacher may create a pattern by recording the beginning of each story using, "When I visited Letter People Land one sunny day..."

Each child then records his/her experience. Alternatively, a cumulative story may be recorded by having each child add only one sentence to the story.

Children should play back, listen to, and share the recorded story.

## **CENTER ORIENTED ACTIVITIES**

### **ART**

Invite the children to join in creating a collage of Noisy Places/Quiet Places.

Divide a large sheet of butcher paper in half. Invite the children to cut out pictures of noisy places and paste them on one side and paste pictures of quiet places on the other side.

## **SCIENCE/DISCOVERY**

Invite the school custodian to your class (children may dictate/write invitations). The custodian should speak about/show meters used in the school (gas, water, electric, etc.). Before the custodian visits, the children should brainstorm questions they wish to ask the visitor. List their suggestions. The custodian may also take the class to the school basement, or wherever the meters are located, and explain how they work. If the school custodian is not available, your local gas/electric company may have a representative who is able to visit the class with a meter to describe how it works. Children send thank-you notes to the visitor.

## **ART/WRITING**

The children create a Travel Brochure for Letter People Land. Have several travel brochures available for the children to look at as references.

Talk about what might be included in a brochure for Letter People Land.

Brainstorm with the children all the things they want to show about Letter People Land.

Using construction paper cut-out pictures, assist the children in making their own brochures.

## **LIFE SKILLS/DISCOVERY**

You may also take the children on a class "trip" to a nearby curbside or parking lot to look at and discuss parking meters. Reading the Fable "Parking Pandemonium" prior to the outing will aid the children's understanding.

## **VALUES BIBLIOGRAPHY**

- GOODNIGHT OWL. Hutchins, Pat. Macmillan, 1972.
- HOUND AND BEAR. Gackenback, Dick. Clarion. 1976.

## **BIBLIOGRAPHY**

- QUILT STORY. Johnson, T. Putnam, 1985.
- THE QUARELLING BOOK. Zolotow, C. Harper, 1963.
- QUIET ON ACCOUNT OF DINOSAUR. Thayer, J. Morrow, 1964.
- TO BE OR NOT TO BE QUIET. Weimann/Friedman. New Dimensions in Education, New York, 1988.

# THE RUBBER BAND RUNNER CHAMPION

## STORY SYNOPSIS

The MAIN IDEA of this story is that real champions not only win races but care about people as well. Mr. R helps Ring-Around Rubber Band strive to be a “real” champion.

Note: possible unfamiliar words in the story: reunion, champion, convertible, rhinestones, obstacle, grumpy, autograph

## VALUES MODELED

Consideration, ambition, love/caring, patience/humility, team spirit/fair play, thoughtfulness, understanding, cooperation

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce the story’s main character, Mr. R, by playing his song.

## ORAL INTERACTION

Invite the children to form a talk circle to talk about: what is a champion? How do you think a champion should act toward other people?

In today’s story Mr. R helps Ring-Around Rubber Band discover answers to these questions.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

What might you say to Razzle Dazzle to help him understand how he should act to be a real champion?

Why wouldn’t his fans be proud of Razzle-Dazzle if they knew how he acted toward the other rubber band runners?

In what ways should a champion be more than a winner?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chose and adapted to fit the organizational patter of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## LANGUAGE DEVELOPMENT

Invite the children to use the main characters in this story to help them make comparisons.

Razzle-Dazzle and Ring-Around both wanted to be champions. But they were very different in the way they behaved.

List in one column how Razzle-Dazzle behaved, using children's suggestions. As each child rereads his/her contribution to the list, invite him/her to contrast how Ring-Around would behave in that situation when she became a champion. List these suggestions in a separate column.

Pairs of children may mime the contrasting behaviors from the list.

## **CREATIVE DRAMATICS**

Invite children to pretend that Ring-Around is now a running champion. She and Razzle-Dazzle are running in the same race. What might they say to each other after the race if Razzle-Dazzle wins, if Ring-Around wins, if someone else wins (i.e.: neither of them wins)?

## **LITERATURE**

Share "So What if I'm a Sore Loser?" by Barbara Wright Williams (Harcourt Brace Jovanovich Inc., 1981), the story of Blake and his cousin Maurice.

How are Blake and Maurice like Ring-Around and Razzle-Dazzle?

## **LANGUAGE DEVELOPMENT**

Children work in pairs to enact an interview. One child pretends to be Ring-Around after she has become a champion and the other pretends to be a sportscaster who is interviewing her on television.

Brainstorm with the children questions the interviewer would ask Ring-Around. List their suggestions.

Children may tape-record their interviews for other children to hear.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song "Champions Should Care About Other People" with the children.

Talk about some of the actions of real champions which are mentioned in the song.

Children should learn and sing the up-beat chorus with the song as they march around the room to the music.

## **LISTENING**

If you have the cassette that accompanies the story, you may wish to have the children listen to the story, "The Rubber Band Runner Champion" once again, using the Read-Along tape.

Create a story web with the children using pictures and arrows to outline the story.

## **CENTER ORIENTED ACTIVITIES**

### **MOVEMENT**

Children plan and then create an obstacle course. As they have fun running the course, invite them to note that they get better and better at it the more they practice doing it.

## **LANGUAGE DEVELOPMENT**

Brainstorm with the children words that describe a champion. List their suggestions.

Make a “word tree” using an old branch, dowel, broomstick, etc. Children write/dictate one adjective from the list on a small piece of green paper. Hang these from the tree as if they were leaves.

Create a class story using as many words from the tree as possible.

## **WRITING PROCESS**

Invite the children to create their own book of champions. Using magazines, invite the children to cut out pictures of people who they imagine might be champions.

These pictures should be pasted on individual pages. Talk bubbles should be added to each of the cutout pictures of people. Invite the children to write in the talk bubble what the person might say about being a champion.

## **READING CENTER**

Create a display of books about famous people who might be considered champions. These may include young sports champions like Olympians Mary Lou Retton, Olga Korbut, Mark Spitz, etc., or other kinds of champions—i.e.: Van Cliburn who, as a young man, won music competitions. Share with the children why each person included is a champion. Children then select a book to look at or to have read to them.

## **ART/PUPPETRY**

Invite the children to create their own Rubber Band Runner puppets. They might stuff small paper bags with newspapers and decorate the outside with rubber bands.

Each Rubber Band Runner tells about something it learned about being a real champion. Children may paste “feet” on their puppets and display them. They may be used to role-play scenes from the story.

## **VALUES BIBLIOGRAPHY**

- NICK JOINS IN. Lasker, Joe. Whitman, 1980.
- OLD TURTLE’S WINTER GAMES. Kessler, Leonard. Greenwillow. 1983.

## **BIBLIOGRAPHY**

- A RAINBOW OF MY OWN. Freeman, Don. Viking Press, New York, 1966.  
A description of the way a rainbow looks and how it makes us feel.
- RACKETY, THAT VERY SPECIAL RABBIT. Friskey, Margaret. Children’s Press, Chicago, 1975.  
Carefully observe one child at a time. Write a sentence telling what is special about each child in the room.

- ROUND & ROUND & ROUND. Hoban, Tana. William Morrow, New York, 1983.  
A “no-word” book about things that are round. Lends itself to listing items or selecting illustrations and writing captions or descriptions for them.
- THE RUBBERBIT ROUNDUP. Weimann/Friedman. New Dimensions in Education, New York, 19988.
- ROBERT THE ROSE HORSE. Heilbroner. Beginner Books, 1962.
- ROTTEN RALPH. Gantos. Houghton Mifflin, 1980.
- LITTLE RED RIDING HOOD (Classic).

# **SUPER SOCKS FOR COURAGE**

## **STORY SYNOPSIS**

The MAIN IDEA of the story is that true courage comes in different forms. With help from brave Mr. S, several children gain the courage to overcome their fears.

Note: possible unfamiliar words in the story: courage

## **VALUES MODELED**

Courage, consideration/tolerance, cooperation, helpfulness, ingenuity, self-confidence, self-reliance, understanding/compassion

## **PRE-READING**

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Mr. S, by playing his song.

## **ORAL INTERACTION**

Most people are afraid of something. Maybe they're afraid of insects or snakes. Nearly everyone is afraid of being made to look silly or of being made fun of. Share with us some of the things you are afraid of.

Encourage the children to talk about how they deal with their fears; how they try to overcome them.

In today's story we'll see how some children learn to be brave and overcome their fears.

## **ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING**

Why do you think the children wanted to tell Mr. S about their fears in secret? (Discuss being ashamed of your fears.)

What did Mr. S mean when he said there are different kinds of courage? Why was he proud of the children?

At the end, why did the children give their Super Socks back to Mr. S? What did the children learn?

Why shouldn't you make fun of people who are afraid of things?

## **LANGUAGE IMMERSION ACTIVITIES**

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## **CHARACTER DEVELOPMENT ACTIVITIES**

## **ROLE PLAY**

### *Empathy*

In the story, how did Mr. S act toward the children when they told him about their fears? Why didn't he make fun of them? (Stress that he shared his own similar experiences with them; he was understanding.) Why is this a good way to act? How did it help the children? Why do you think laughing at the children would not have helped?

Invite pairs of children to role-play Mr. S and a child from the story. Have them enact scenes in which the child tells Mr. S his/her fear, and Mr. S responds with understanding. Have different pairs of children enact the same scenes with Mr. S reacting unhelpfully – i.e. – ridiculing, blaming, belittling, scolding, etc. Encourage the children to do a positive and negative role play for each of the story's children, and discuss the differences and effects on the child of Mr. S's different responses.

Children may also role-play life situations (i.e. – in the playground) where they must respond to the fear of one child.

After the role-play, discuss why it is important not to hide your fear; that it is best if you talk about what makes you afraid. Encourage the children to tell about who they turn to with their problems and fears – who is understanding and can help them in a positive way?

## **ART**

### *Group Story*

Discuss different kinds of bravery (i.e. – the daredevil vs. the personal kind). Invite the children to brainstorm situations involving bravery in both categories. List categories separately. Give children drawing paper and invite them to draw a picture from one or the other category. Post the pictures on a wall chart, each side depicting different kinds of bravery. Encourage the children to tell a story about each kind of bravery illustrated.

## **LITERATURE**

There are many good books that deal with children's fears. Sharing the books listed below may help stimulate children's discussions about their individual fears.

Berkley, Barry R. and Velma A. "Robbers Bones and Mean Dogs." Addison-Wesley Publishing, 1978. This book uses children's own words to discuss their fears. The message is "It's all right to be afraid."

Conaway, Judith. "Sometimes It Scares Me." Raintree Publishers, 1977. In this story Ben deals not only with his fears, but he helps a fearful friend as well.

Dragonwagon, Crescent. "Will It Be Okay?" Harper & Row, 1977. This story tells how a loving parent can help a child understand her fears.

Riley, Susan. "What Does it Mean? Afraid." The Child's World, 1978. This story, written in verse, helps children look at their own fears in a non-threatening manner.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song, "Be Brave" with the children, encouraging them to move with the music.

Invite the children to act out the words during the next play, e.g.: how they would look/act when they are afraid of the thing the song mentions. When the "Be Brave" lyrics occur, encourage the children to act out how they would behave as they overcome that fear. Encourage the children to learn the refrain (which you may write down for them) and sing along when these lyrics occur during the song.

## **LISTENING**

If you have the cassette that accompanies this story, you may wish to have the children listen to the story, "Super Socks for Courage" once again, using the Read-Along tape.

Children may enjoy creating their own Super Socks Medal for Courage. They may talk with their classmates to find out when one of them was brave and then give that child the medal. The child may also tell the class about a time h/she was brave and then wear the medal himself/herself.

## **CENTER ORIENTED ACTIVITIES**

### **WRITING CENTER**

Invite the children to help create a Big Book of Scary Things. Children may wish to write or dictate in the following sentence pattern, "Some people are afraid of \_\_\_\_\_." Illustrations may be created which are three-dimensional and may even pop out as you open the page.

The last page might say, "But we help each other be brave!" The children may wish to write/dictate their names on the last page.

### **ART**

Children may enjoy creating their own Special Super Socks for Helping. Large tube socks may be stuffed with old stockings. The stuffed socks may be decorated with pieces of material, buttons, and yarn.

Invite the children to share with their classmates why they made a particular type of Special Super Sock for Helping and how it may be helpful. The child may then use this puppet as he/she helps out in that special way, i.e. cleaning up a center.

### **LITERATURE**

You may wish to share, "The Bravest Babysitter" by Barbara Greenberg (The Dial Press, 1977), the story of a little girl who helps her favorite babysitter overcome her fear.

What type of super sock do you think Mr. S might have made for Heather?

### **SCIENCE/HEALTH**

In a science/health center, you may want to discuss children who might have special dietary needs.

The children may wish to brainstorm some alternate healthful snacks for children who cannot eat chocolate, sugar, milk, etc. They might use the sentence pattern, "If you can't eat \_\_\_\_\_, snack on \_\_\_\_\_." Illustrations can be created by cutting out pictures of food from magazines and pasting them on the paper. These snacks may then be brought to class for a snack party.

## **POETRY**

Share Shel Silverstein's, "Afraid of the Dark" from *Where the Sidewalk Ends*. What might Mr. S say to Reginald Clark to help him feel better?

## **VALUES BIBLIOGRAPHY**

- WHO'S AFRAID OF THE DARK, Bonsall, Crosby. Harper, 1980.
- OTTO IS DIFFERENT, Branderberg, Franz. Greenwillow, 1985.
- ARTHUR'S EYES. Brown, Marc. Little Brown, 1979.

# TALL TOOTHBRUSH RETIRES

## STORY SYNOPSIS

The MAIN IDEA of the story is though you should be honest about your feelings, you should not hurt other people's feelings even if you feel badly. When Tall Toothbrush wants to retire, Mr. T is rude to the new toothbrushes because he doesn't want Tall Toothbrush to leave him. Tall Toothbrush's clever plan makes Mr. T realize he's been selfish and unkind, and soon they all become friends.

Note: possible unfamiliar words in the story: apologize, retire, bristles, disguise, embarrassed, selfish

## VALUES MODELED

Truthfulness, adaptability, consideration/tolerance, forethought, friendliness, love/caring, loyalty/supportiveness, thoughtfulness/appreciation

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Mr. T, by playing his song.

## ORAL INTERACTION

In a talk circle have the children share some feelings they might experience when a friend goes away.

Emphasize how important it is to know when you are feeling bad, and to try not to make others feel bad, too.

In this story, Mr. T's friend, Tall Toothbrush, decides to retire. Mr. T has a hard time letting Tall Toothbrush go.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why do you think it was so difficult for Mr. T to let Tall Toothbrush retire?

Do you think Mr. T and Tall Toothbrush will still be friends, even though Tall Toothbrush has retired?

In what way could Mr. T have shared his feelings so the new toothbrushes wouldn't feel so bad?

Why do you think Mr. T was not very nice to the new toothbrushes when he first met them? Why was he nice later when they were wearing disguises?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chose and adapted to fit the organizational patter of each individual classroom.

## **CHARACTER DEVELOPMENT ACTIVITIES**

### **LANGUAGE DEVELOPMENT**

#### *Feelings*

Invite the children to play “Mr. T’s Truthful Feelings Game.” Write the situations below across a large sheet of chart paper. Invite the children to tell how they would feel in each situation. List their responses under each situation heading.

- You’re going to the circus.
- Your best friend moves away.
- Your brother hit you.
- You are leaving on vacation.
- You accidentally break something of your mother’s.
- Your mother promised to take you to the movies, but then she got sick and couldn’t go.

After the children’s feelings are listed, ask for volunteers to mime the feelings elicited in one situation. The rest of the class should guess which situation is being mimed.

### **ROLE PLAY**

Invite different pairs of children to enact the following situation: Your best friend did not invite you to his/her birthday party. The day after the party you meet your friend on the street.

Encourage the two children in the role-play to talk together. What does each say? What effect does what each says have on the other? On the friendship?

Help the children discuss the implications of their various responses to his situation. How can they be truthful about their feelings and still maintain the friendship?

The situations should all begin with “How do you feel when...” Discuss the children’s responses, especially when they vary.

### **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Encourage the children to listen to the song, “No Matter How I Feel.”

Encourage the children to listen to the different feelings they hear mentioned in the song.

As you play the song again, invite the children to pantomime the feelings they hear about the song.

### **LISTENING CENTER**

Using the Read-Along tape for the story, invite the children to listen to “Tall Toothbrush Retires” once again. After listening to the story, provide crayons and paper so they may write or dictate what they feel Mr. T learned in the story. Then they might draw a picture of Mr. T and Tall Toothbrush having a good time together.

### **CENTER ORIENTED ACTIVITIES**

## **WRITING PROCESS**

### *with Art*

Invite the children to share the characteristics Mr. T's new toothbrush should have. Encourage them to offer the positive character traits mentioned by Tall Toothbrush in the story (i.e. – cheerful, etc.). List the children's responses on chart paper. Then they may create a poster picturing the "ideal" new toothbrush. They may dictate or write the characteristics they mentioned at the top of the poster with the words "The New Toothbrush Should be..."

## **CREATIVE DRAMATICS**

### *with Puppetry*

Using the inside tube from paper towels, provide students with scraps of material, paste, papers, and other items which they might use to change the tubes into toothbrush puppets.

Invite the children to suggest questions Tall Toothbrush might ask new toothbrushes interviewing for the job to clean Mr. T's tall teeth. Then have one child play Tall Toothbrush and, one at a time, let other children use their puppets to interview for the job. Tall Toothbrush asks them questions, and they respond. (Interviewees may ask questions too.)

## **WRITING CENTER**

Create a class Big Book on courtesy. Discuss with the children the different ways they can act to make someone feel welcome: when they meet a new person, etc. Give each child a large sheet of paper and have her/him dictate or write one sentence about how he/she would act. They may then illustrate their sentence. Staple the book together for children to look at and read.

## **MUSIC**

### *Categorizing*

Share the song "My Favorite Things" from the show [The Sound of Music](#). Make a list of all of the things in the song that make the person feel good.

Discuss with the children that many of the 'favorite things' in the song refer to pleasant sensations (things that are pretty to see, nice to feel, etc.) as opposed to physical objects we own. Invite the children to dictate a list of their favorite things. Then ask the children to categorize these favorites as things they own or things that please them in other ways.

## **LITERATURE**

Share "Lee Henry's Best Friend" by Judy Delton (Albert Whitman & Company, 1980), the story of a little boy who must make some adjustments when his best friend moves away. He too has difficulty being honest about his feelings.

If Mr. T and Lee Henry were to talk together, what might they say to each other?

What are some of the feelings that Lee Henry experiences in the story?

## **VALUES BIBLIOGRAPHY**

- WE ARE BEST FRIENDS. Aiki. Greenwillow, 1982.

- MOLLY PINK GOES HIKING. Caseley, Judith. Greenwillow, 1985.

# YOU FORGET TOO

## STORY SYNOPSIS

The MAIN IDEA of this story is that forgetting to do something for someone does not mean you no longer care about that person. Uncle Ulver may sometimes forget his promises to the children, but the story shows that he still cares about them.

Note: possible unfamiliar words in the story: uniform, umpire

## VALUES MODELED

Love/caring, consideration/tolerance, forgiveness, understanding/compassion

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce the story's main character, Miss U, by playing the Miss U song on the cassette.

## ORAL INTERACTION

What does it mean to care for someone? If you forget to do something for someone, does it mean that you don't care about them anymore?

In our story today, the children are concerned that Uncle Ulver doesn't care about them anymore because he keeps forgetting. Miss U helps them understand that he really does still care.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

What are some reasons people forget things? Why do you think Uncle Ulver forgot things?

How do you think Uncle Ulver felt each time he forgot to do something? Why do you think he felt badly?

What might we say to someone who forgets to do something so the person would feel better?

Do you sometimes forget to do things for people that you promised to do? What are some of the reasons that you forget? Do you still care about that person?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## ROLE PLAY

Invite the children to role-play various scenes from the book, i.e.—Uncle Ulver forgetting the ballgame, Uncle Ulver forgetting to bake a birthday cake, Undene forgetting to wear rain boots, Umby forgetting to look for the warning flag.

Then encourage the children to share some times they have forgotten things. Have them enact these situations. You may suggest the children role play the following common situations and then discuss with them why we forget in these situations, but how forgetting doesn't mean we don't care.

- Your mother asks you to buy bread on your way home from school. You forget. Role-play the scene when you get home to your mother.
- It looks like rain outside, but you forget to wear your raincoat. When you are ready to leave school, it is raining.
- Your older brother has promised that on Saturday he will teach you to ride a two-wheel bike. Saturday comes, but you discover your brother has gone to help hi friend fix his car. Role-play what happens when you see your brother at home later in the evening.

## LITERATURE

Share the story, "Don't You Remember?" by Lucille Clifton (E.P. Dutton & Co., 1973), the story about Tate and the people in her life who keep forgetting promises.

What did we learn from Miss U in our story about Uncle Ulver which might have helped Tate understand more easily?

### *Role Play*

Invite several children to role-play what they might want to tell Tate if she visited the classroom.

## LISTENING/MUSIC

If you have the cassette that accompanies this story, you may wish to use the following.

Using the cassette tape, listen to the song, "I Forgot."

Encourage the children to move to the music as you play the song.

Write the words of the song on chart paper.

IF I DON'T REMEMBER YOUR BALLGAME,  
IT DOESN'T MEAN THAT I DON'T CARE.  
I FORGOT, I FORGOT, I FORGOT, I FORGOT.  
I COULDN'T HELP IT, I FORGOT.  
BUT I STILL CARE.

Why are there times you sometimes can't help forgetting things?

Invite children to give examples of things they sometimes forget. List these. Opposite each example, list the reasons the children give for forgetting. As each child suggests a thing he/she may forget, write this on a large card and give it to the child.

Encourage the children to sing the song again, replacing the lyric of the thing forgotten (i.e.: ballgame) with each child's suggestion from the list. As the stanza is repeated, invite each child

with a card to hold the card with their word over the word ballgame. Sing the revised stanzas with the children, pointing to the words as they sing.

Repeat the singing of the stanza until each child with a card has had a turn to substitute his/her word for the word ballgame.

## **LISTENING CENTER**

If you have the Read-Along tape for the story, invite the children to listen to "You Forget Too." When a child is finished, he/she might want to pretend to be Umby and tell another child about and why he/she forgot to look at the warning flag and how Uncle Ulver saved him/her from danger.

## **CENTER ORIENTED ACTIVITIES**

### **GAME CENTER**

Using commercially prepared or teacher-made Concentration games, discuss with the children different clues for remembering where the pictures are located.

Encourage them to talk about their feelings when they find it difficult to remember. Compare their feelings with those of Uncle Ulver and also of Umby.

### **ART CENTER**

Discuss why it is sometimes difficult to remember everybody's birthday on time. You may wish to develop the word "belated" as a new vocabulary word.

#### *Writing Process*

Invite the children to pretend that Undene was their friend and they forgot to send her a card. Encourage the children to make Undene a belated birthday card using different colors of construction paper and dollies. They may write/dictate a sentence or two in the card telling how they still care about their friend even though they forgot it was her birthday.

### **DISCOVERY CENTER**

Provide books on flags and signs that are used as signals. Invite the children to look through the books. Assist the children in identifying what some common signals mean. They may want to make samples of the signs and flags out of construction paper, or they may want to create their own for a different type of signal meaning. Invite them to tell the class how the signal helps us. The Fable "Buttonyms for Safety" and this Fable are good for comparisons about signals and caring.

### **LITERATURE**

There are many books available on the relationship between older people and younger people. You may want to create a literature center with the following books:

A SPECIAL TRADE. Wittman, Sally. Harper & Row Publishers, Inc. 1978—an outstanding story of the trading of places between an older person and his friend as time passes. A perfect book for comparison with "You Forget Too"

THE GIVING TREE. Silverstein, Shel. Harper & Row, N.Y., 1964.

### **VALUES BIBLIOGRAPHY**

- NOW ONE FOOT, NOW THE OTHER. De Paola, Tomie. Putnam, 1981.
- WILFRED GORDON MCDONALD PARTRIDGE. Fox, Mem. Kane Miller, 1985.
- HAPPY BIRTHDAY, GRAMPIE. Pearson, Susan. Dial, 1987.

### **BIBLIOGRAPHY**

- THE UGLY DUCKLING. Cauley. Harcourt, 1979.
- UNDERSTOOD BETSY. Canfield, Beginner Books, 1981.
- A MOST UNUSUAL UMBRELLA. Weimann/Friedman. New Dimensions in Education, New York, 1989.
- WHAT'S UNDER MY BED. Stevenson, James. Greenwillow, 1983; Puffin, 1984.

# VALUABLE VOLUNTEERS

## STORY SYNOPSIS

The MAIN IDEA of this story is that volunteering to help others is worthwhile and satisfying. Though it takes a while for the vests to find a suitable volunteer activity, they persist until they become “volunteer virtuosos” who help people vote.

Note: possible unfamiliar words in the story: valuable, volunteer, virtuoso, jackhammer, vibrate, vote, van, violet

## VALUES MODELED

Citizenship/service, consideration, creativity, determination/perseverance, helpfulness, safety, self-respect, thoughtfulness/appreciation

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may want to introduce one of the story’s main characters, Mr. V, by playing his song.

## ORAL INTERACTION

Think about a time you offered to help at home. What did you do? How did you feel when the job was done? How did the people you were helping feel?

In today’s story, the vests want to help other people. Mr. V helps them find a very important job they can do well.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why is it important to have people volunteer to do things in their communities?

Why was it important for the vests to find something they could do well?

In what ways might things have been different if the vests didn’t volunteer?

Why does volunteering make the people you help feel good, and make you happy too?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

### SERVICE

In a talk circle, brainstorm ways that students might volunteer in the classroom. List on a wall chart entitled “How We Help in Class.”

As children volunteer for jobs within the classroom, they can become "Volunteer Virtuosos." Children who are recognized daily for volunteering might wear a special vest or "v" pin throughout the day and might write/dictate their name and job on a wall chart for all to see.

## **WRITING PROCESS**

Invite people to your class who volunteer in the school or the community (parent volunteers, Scout Leaders, etc.).

Invite the children to ask the volunteer why he/she chose the particular work he/she does, how it helps others, and how it makes them feel.

After each visit, the children can dictate a page in a Big Book. Have them brainstorm a title for the book. Each page should contain a picture of the volunteer showing the job that he/she does.

The children should write/dictate and illustrate notes thanking the volunteer for visiting the class.

## **LITERATURE**

You may want to share the book, "Can I Help?" by Anne and Harlow Rockwell (Macmillan Publishing Co., Inc. 1982), the story of a little girl who volunteers to help at jobs where she can be successful.

In what ways did the little girl make good choices about the jobs she chose to volunteer to do?

Compare her choices with the different ways the vests tried to volunteer.

## **WRITING PROCESS**

Children may wish to create an individual "I Volunteer at Home" book. Each page represents a job or task for which the child can volunteer at home. The sentence pattern "I can volunteer to \_\_\_\_\_." should be used on each page. When the child volunteers at home, the parent might sign the page for the child to bring back to school. Encourage children to share with each other what they volunteered to do at home.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song "I Volunteer" with the children, encouraging them to listen for ways that the person volunteers.

As the children recall the ways the person volunteers, list on chart paper.

Play the song again, inviting the children to mime each way the song says "I Volunteer." Discuss how each way helps other people and how it may help you, too.

## **LISTENING**

If you have the cassette that accompanies the story, you may wish to have the children listen to the story, "Valuable Volunteers" once again, using the Read-Along tape.

Children role-play, one child being the vest and the other being a voter who must be persuaded to come out and vote.

## **CENTER ORIENTED ACTIVITIES**

### **DECISION MAKING/CITIZENSHIP**

During talk circle time, introduce and discuss with the children the concept of voting. Invite them to share things they know about that involve voting. How does voting decide things? Discuss majority rule (with democracy, if the class is able).

Brainstorm decisions that must sometimes have to be made in class. List the children's suggestions. Discuss which items on the list the children can decide by taking a class vote.

Invite the children to vote on a simple class decision, i.e.—having cookies or fruit at snack time, playing indoors or outside at playtime, etc. Children may also elect a weekly class helper of some kind with two children 'running ' for the office/job.

Set up a ballot box in the classroom. At appropriate times have cards with pictures and words on them that the children can use to cast their votes (i.e.—cards with a picture of a fruit and other cards with a picture of a cookie).

Use the ballot box or show-of-hands voting whenever these methods are feasible for making class decisions or settling class problems. Children might have an opportunity to count the ballots at the end of the day and report the results.

### **SAFETY**

#### *with Art and Role Play*

Discuss why in the story the vests wore hard hats and Mr. V drove safely in bad weather.

Invite the children to discuss things we wear to keep us safe and ways we act that keep us safe. List their suggestions. Invite each child to draw a picture of one of the items listed. Post in a "We Stay Safe" area.

Invite the children to enact other situations in which safe behavior is important. Invite them to mime sports in which players wear protective clothing. Children guess what sport is being mimed. Afterwards, discuss why the protective clothing is important.

### **SCIENCE CENTER**

Review with the class why the vests couldn't hold on to the jackhammers. Discuss vibration with the children. Bring in a tuning fork, battery-powered hand massager, a small motor or motorized object (e.g., electric toothbrush or shaver), horn, aquarium pump, etc. Have the children feel the vibration in each object. Put the aquarium pump in water so the children can observe the effects of vibration. Put the objects in a science center for the children to explore on their own (discuss safety with them).

Bring in string instruments or show and feel piano strings vibrating. If the children are at that level, help them discuss how hearing and speech result from vibration. Hit a drum and have the children feel the vibration as a simulation of hearing (though in the ear the sound is directed inward along nerves). Stretch a rubber band between your fingers and pluck it to simulate vibration of the vocal chords (the "plucking" done by air).

## **VALUES BIBLIOGRAPHY**

- HELPING OUT. Ancona, George. Clarion, 1985
- BETTER NOT GET WET, JESSE BEAR. Carlstrom, Nancy. MacMillan, 1988.

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- VANISHING VESTS. Weimann/Friedman. New Dimensions in Education, New York, 1988.
- THE BEARS' VACATION. Berenstain. Beginner Books, 1968.

# THE WORRY MACHINE

## STORY SYNOPSIS

The MAIN IDEA of the story is that thinking and talking together is the best way to solve problems that worry us. Though Mr. W and the children use the amazing worry machine when they have problems, they find that talking and thinking together is a better way to solve dilemmas. However, at the end they discover that the worry machine gave them all good advice: it always said, 'Don't Worry.'

Note: possible unfamiliar words in the story: waffle, unusual

## VALUES MODELED

Deliberation/evaluation, ingenuity/resourcefulness, responsibility, self-confidence, self-reliance, trust

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce one of the story's main characters, Mr. W, by playing his song.

## ORAL INTERACTION

Invite the children to form a talk circle, and talk about how sometimes we are worried about things. Share with us things you sometimes worry about.

What do you do when you are worried about something?

In today's story, some children have worries. Let's see how Mr. W helps them.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why is it important not to keep worries to yourself but to share them with others?

Why was Mr. W more helpful to the children than the worry machine?

When you are worried, who are the people you could go to with whom you can think and talk together to solve your problems?

In what ways does talking to someone else help you solve a problem?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## PROBLEM SOLVING

Invite the children to form a talk circle to talk about how they go about thinking through problems. As they brainstorm their ideas, list their suggestions.

Set up a hypothetical problem – i.e.—all the Letter People want to paint in the Art Center at the same time.

What is the first thing you have to know? (What is the PROBLEM.)

Now that we know the problem, what is the next thing we need to do? (Think of possible ANSWERS.)

How can we know which of these answers is good before we try them? (Think about WHAT MAY HAPPEN if we do them—i.e.—the consequences.)

Now that we've thought of what may happen for each answer, what do we do? (CHOOSE the best answer.)

How will we know then if our choice was good? (We ask, DID IT WORK OUT?)

If it didn't work out, what should we do? (TRY AGAIN, with another possible answer.)

Write the capitalized heads on a chart, and invite the children to follow the procedure in solving the problem of the Letter People painting in the Art Center.

Leave the chart up in the room for further reference (i.e.—when dealing with peer pressure, etc.).

Reread "Say No and Fly Away" and take the nuthatches' problems through the steps on the chart.

## **LANGUAGE DEVELOPMENT**

Sometimes it's difficult for children to express the fact that they are worried about something.

Brainstorm different phrases with the children that might indicate that a child is worried about something.

Write these phrases on sentence strips and display them on a bulletin board called "Worry Words."

Some phrases may be: I'm afraid; I don't know what to do; will (mom) be angry; I did something naughty, but I'm sorry, etc. Children should use the phrases in the examples of worries they suggested. They may role-play scenes from "The Worry Machine", with characters using these phrases.

They may also brainstorm phrases they can use to respond to someone else who expresses a worry to them.

## **WRITING CENTER**

The children make individual flap books entitled "The Don't Worry Book."

On one half, the pages might say "I worry when \_\_\_\_\_.", with the children providing the words for the blank and then illustrating their sentence. On the other half of the page the children may write/dictate either "Don't Worry", "Think and talk it over" or other phrases that would convey the same idea. Cover these words with a paper flap. Put the worry book together for children to look at and share.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song, "I Do Not Worry" with the children.

Discuss with the children with whom the singer discusses her problem. Then ask the children who in their life might help them to think and talk over problems.

Children should role-play talking and thinking over problems with some of these people: i.e., school nurse, teacher, parent, friend.

## **LISTENING**

If you have the cassette that accompanies this story, you may wish to have the children listen to the story, "The Worry Machine" once again, using the Read-Along tape.

The children may enjoy thinking of other solutions to the problems presented in the book.

## **CENTER ORIENTED ACTIVITIES**

### **ART**

Children create a large worry machine out of a refrigerator carton. Cut a door in the back and a slot in the front and paint/decorate the carton with art and found materials. Prepare or have the children write/dictate "Don't Worry" cards.

One child may get inside the carton while other children tell the machine their worries. The child inside should slip the other child a "Don't Worry" card. The other child may ask the worry machine, "Can we talk and think together?", and the child inside the carton helps the other child with suggestions/advice. All children should have a turn inside the machine. The children should also bring the Letter People to the "Worry Machine" to ask for help with problems the children imagine they have.

### **LIVING SKILLS**

The children create cards which say "Don't Worry" on the outside and which say "Let's Think and Talk Together" on the inside. Encourage the children to take these home and share with their parents what Mr. W helped them understand about solving problems together.

### **LITERATURE**

You may wish to share "The Boy with a Problem" by Joan Fassler, (Behavioral Publications, Inc., 1971), the story of a little boy with a big problem, At the end he finds someone who helps him think and talk about his problem.

What might Mr. W say to Johnny if he knew him?

## **VALUES BIBLIOGRAPHY**

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- WALT AND PEPPER. Weil, Lisl. Parents' Magazine Press, New York, 1974.
- GILBERTO AND THE WIND. Ets, Mrie Hall. Viking Press, New York, 1963.
- THERE WAS AN OLD WOMAN. Wylie. Harper & Row Junior Books, 1985.
- WACKY WEDNESDAY. LeSieg. Beginner Books, 1974.
- WINNIE THE POOH. Milne (classic)
- WONDERFUL WINKS AND WEATHER WISHES. Weimann/Friedman. New Dimensions in Education, New York, 1988.

# MR. X'S MIX-UPS

## STORY SYNOPSIS

The MAIN IDEA of this story is that if you persist and try hard you will be successful at learning new things. Mr. X is very confused about how to do his new job. His desire to succeed, and his employer's encouragement and patience, help Mr. X adapt well to his new job.

Note: possible unfamiliar words in the story: trampoline

## VALUES MODELED

Responsibility/reliability, ambition, determination, industriousness, patience, understanding/compassion

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may want to introduce one of the story's main characters, Mr. X, by playing his song.

## ORAL INTERACTION

Invite children to form a talk circle. Share with us a time when someone asked you to do something and you got mixed-up because you didn't understand what you were supposed to do.

In today's story, Mr. X tries very hard to learn his new job, but he gets mixed-up because he doesn't understand what he is supposed to do.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

Why was it important for Mrs. Xavier not to get upset?

In what way was Mrs. Xavier helpful to Mr. X in learning his new job?

What might have happened if Mr. X had given up?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## COOPERATIVE LEARNING

In a talk circle, talk about what you need to think about before you give someone directions about how to do something (e.g. – buttoning a shirt).

Brainstorm with the children what makes some directions easy to follow. What makes other directions hard to follow? List the children's suggestions about what to do to make sure a person understands directions.

Invite two youngsters to come up. Whisper to one child a task he/she will have to verbally instruct the other child to do such as tying a shoe, buttoning a shirt, etc. (You may have to model this process in the beginning so the children get the idea.)

Following ideas from the list, other children may suggest directions that are easy to follow. When the pair of children are done, children evaluate how easy/hard the directions were and how they might improve them next time.

Repeat this process with other pairs of children and different tasks.

After finishing the game, talk about how it felt to have to give directions and how it felt to have to follow them.

## **WRITING PROCESS**

Talk about the sequence of events in the story, emphasizing Mr. X's determination and Mrs. Xavier's kind support.

Create a "cause and effect" story map. At the top left write "Mrs. Xavier" and invite the children to remember the sequence of things in the story Mrs. Xavier did. List these across the sheet.

Write "Mr. X" under "Mrs. Xavier" and recall with the children what things Mr. X did in the story. List across the sheet.

Invite the children to suggest where lines can be drawn to connect "Mrs. Xavier" and "Mr. X" by talking about how one character's actions affected the other's. The children may then use the story map to retell the story in their own words.

## **LITERATURE**

Share "Stevie" by John Steptoe (Harper & Row Publishers, 1969), the story of a boy and his relationship with a younger child.

Robert was sad when Stevie left. How might Mrs. Xavier have felt if she had not helped Mr. X and he left his job at the store?

## **WRITING PROCESS**

Create an Idiom Book. Starting with the idioms in the story, share others with the children. Add to the book as other idioms are mentioned in the classroom.

Illustrations for the book should depict both the literal and idiomatic meaning of the idiom.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song "Mixed-Up" with the children, encouraging them to move with the music.

Children may illustrate a funny situation from the song.

They may then draw another picture of something they or someone they know did that went wrong because they weren't paying attention to what they were doing (e.g.: put shoes on wrong feet, etc.).

Children should then tell each other and Mr. X about the incident they pictured.

## **LISTENING**

If you have the cassette that accompanies the story, you may wish to have the children listen to the story, "Mr. X's Mix-ups" once again, using the Read-Along tape.

The children should predict what might happen the next day at the department store when Mr. X returns to work.

## **CENTER ORIENTED ACTIVITIES**

### **ROLE PLAY**

Invite the children to use an unplugged phone and pretend to answer it and take messages. Invite them to dictate/write a complete message getting important facts such as name, phone number, and information.

### **LANGUAGE DEVELOPMENT**

Create a game with directions. Write simple action-word directions, one on each index card, by drawing a simple rebus for each action word. Place all cards in a bag.

One child rolls one die and picks out the number of direction cards that matches the number on the die. The child must then follow all of the directions. (Directions should be simple such as stand up, hop, turn around, etc.) You might want to review the pictures on the cards before the game starts.

### **LITERATURE**

This is a wonderful opportunity to introduce the children to the "Amelia Bedelia" series of books by Peggy Parish (Scholastic Press, 1970).

In this series of books, Amelia Bedelia gets into all kinds of trouble because she takes things literally.

### **VALUES BIBLIOGRAPHY**

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### **BIBLIOGRAPHY**

- FOX IN SOX. Seuss. Random House, n/d.
- THE LORAX. Seuss. Random House, 1971.
- MIXED-UP MAGIC. Carley. Garrard, 1971.
- NOW WE ARE SIX. Milne. Dutton, 1961.
- THE INIMITABLE MR. X. Weimann/Friedman. New Dimensions in Education, 1988.

# **YAWN-MAKER WANTED**

## **STORY SYNOPSIS**

The MAIN IDEA of this story is that we should recognize and appreciate the things that people do. After many people try and fail to be the yawn-maker of Letter People Land, everyone realizes that Mr. Y deserves to be respected and appreciated for the valuable job he does.

Note: possible unfamiliar words in the story: appreciate, yodel

## **VALUES MODELED**

Thoughtfulness/appreciation, citizenship/service, consideration, determination, industriousness, responsibility/reliability, self-respect, understanding

## **PRE-READING**

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce the story's main character, Mr. Y, by playing his song.

## **ORAL INTERACTION**

Think about times when you do helpful things for people. What might they say to you? How would you feel if they didn't say anything?

In today's story, Mr. Y works very hard for the people in Letter People Land with his own special talent. Let's find out what happens when they don't appreciate what he does.

## **ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING**

Why do you think Mr. Y felt good when the children wanted him to be their yawn-maker again?

Being a yawn-maker looked so easy to everyone in Letter People Land, they never appreciated what Mr. Y did. What are some things people do for you that seem easy, but that you should appreciate?

What things might we say or do to other people to show our appreciation?

## **LANGUAGE IMMERSION ACTIVITIES**

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## **CHARACTER DEVELOPMENT ACTIVITIES**

## **WRITING PROCESS**

Discuss with the children the people within the school who help them. Brainstorm with the children a cluster of words that name what these people do (i.e.—nurse, custodian, etc.). Have children dictate/write how these people help them. Children then illustrate their pages.

The children should use these words to make a Big Book as a tribute to these people. The Big Book should be read at a gathering in your classroom of these people.

## **SELF-ESTEEM**

Children brainstorm how they can help the Letter People. List their suggestions. Each child dictates/writes his/her suggestion on a drawing paper, using the sentence pattern "(Letter Person) appreciates (child). (Child) (what child did)." (For example, "Mr. M appreciates Anna. Anna gave Mr. M a crayon.") Children illustrate their sentences, and the sheets are put together to make a big book which the children may look at and share.

## **LITERATURE**

Share the book "The Velveteen Rabbit" by Margery Williams (Doubleday & Co, Inc.). This book should be read to the student in several sittings.

Children should compare the power of appreciation that was shown in this book to the appreciation of Mr. Y in Letter People Land.

## **WRITING PROCESS**

Form a talk circle to talk about how thank-you notes show appreciation for something done by someone.

Brainstorm with the children when one sends thank-you notes and what they should say (i.e.: if they slept over at a friend's house their note should thank the friend, the parents, etc. for what they did for them). Children should write/dictate and send a thank-you note to someone they want to thank.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song "Thank You, Thank You" with the children, encouraging them to listen to find out who the helpful people are who are mentioned in the song.

Discuss other people they know about they might want to mention in the song. The children may do a circle dance to the music. During the verse, two children should role-play the child and the nurse, and the child and the police officer while the other children circle around one way and then the other. During the chorus, the children skip into the center of the circle and bow to each other when they reach the middle. Then the children turn and skip out of the circle.

## **LISTENING**

If you have the cassette that accompanies the story, you may wish to have the children listen to the story, "Yawn-Maker Wanted" once again, using the Read-Along tape.

Children may enjoy thinking about other types of people who might have applied for the job and what might have prevented them from being successful.

Invite the children to pretend to be another person who applied for and got or didn't get the job of yawn maker.

Children should tell why their imaginary job applicants did or did not get the job (e.g.—they did not get the job because they sneezed instead of yawning). Children may role-play a job interview as their pretend applicants.

## **CENTER ORIENTED ACTIVITIES**

### **ART/WRITING PROCESS**

Invite the children to create their own ad for a Yawn-Maker for Letter People Land. Brainstorm with the children what should go in the ad. They might enjoy reviewing some picture ads in newspapers to help them generate ideas.

Children may also create “wanted” posters for the same purpose.

### **PUPPETRY**

Invite the children to create paper bag puppets using small brown lunch bags. The bottom fold might serve as the mouth. Each puppet might represent a different character in the story.

Each puppet character should tell Mr. Y how/why it learned to appreciate him.

### **LANGUAGE PATTERNING**

This book has a predictable quality to it when the “children tell the parents and the parents tell the mayor.” Invite the children to add to that phrase with different people each time. For example, “the children told the babysitter, the baby sitter told the parents, the parents told the mayor, and the mayor told the police officer.”

### **VALUES BIBLIOGRAPHY**

- IMPORTANCE OF CROCUS. Duvoisin, Roger. Knopf, 1981.
- MIKE MULLIGAN AND HIS STEAM SHOVEL. Burton, Virginia. Houghton Mifflin, 1939.
- SARA AND THE PINCH. Stevens, Carla. Clarion, 1980.

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- A YEAR OF BIRDS. Wolff, Ashley. Dodd, Mead & Co., New York, 1984.
- A YEAR OF BEASTS. Wolff, Ashley. Dodd, Mead & Co., New York, 1986.
- YUMMER’S. Marshal, James. Houghton Mifflin, Boston, 1973.
- THE YAWN MAKER. Weimann/Friedman. New Dimensions in Education, New York, 1988.

# ZIP CODES

## STORY SYNOPSIS

The MAIN IDEA of this story is that using your ingenuity can help you do a difficult job very well. When bad weather makes the postal workers ill, Mr. Z and the zipping zippers help out by delivering mail. They devise an ingenious way of sorting the mail and delivering it efficiently. In the end, they adapt their methods for the postal workers who name the plan 'Zip Codes.'

Note: possible unfamiliar words in the story: emergency, sorting, delivery zone, rust

## VALUES MODELED

Citizenship/service, determination/perseverance, helpfulness, industriousness, ingenuity, self-respect, thoughtfulness/appreciation

## PRE-READING

If you have either the Read-Along cassette or the Letter People Songs Record, you may wish to introduce the story's main character, Mr. Z, by playing his song.

## ORAL INTERACTION

How many of you have ever received a letter? How did the postal worker know where to deliver it?

In today's story, Mr. Z invents a way to make the job of delivering mail easier. Let's see what it is.

## ENHANCING THINKING AND CHARACTER THROUGH QUESTIONING

In what ways was Mr. Z's plan for making mail delivery easier a good idea? What else can you think of that Mr. Z's idea would be good for?

What might have happened if the mail didn't get delivered?

In what ways were the zipping zippers good citizens of Letter People Land?

What things can you do to help the post office deliver your mail better?

## LANGUAGE IMMERSION ACTIVITIES

Note: These activities may be chosen and adapted to fit the organizational pattern of each individual classroom.

## CHARACTER DEVELOPMENT ACTIVITIES

## SCHOOL SERVICE

Let's pretend there is an emergency in the school, and we want to help. Pretend there is a flood in the library (perhaps a pipe broke). How could we help to save the books in the library? List the

children's suggestions. Why do you think it might be better if we all worked together instead of each of us working separately? (Talk about the 'Hat House Hotel' book and how working together created harmony.) What would we have to do together before we went to help save the library books? (Talk about the planning in the 'Parking Pandemonium' book.) What would we have to do together before we went to help save the library books? (Talk about the planning in the 'Parking Pandemonium' book.) What plans would we have to make to help us save the library books? List the children's suggestions.

Encourage the children to give reasons why helping in such an emergency is a good thing. What might happen if no one helped out during the emergency?

Create a wall story about the emergency and how the children would help using children's illustrations and writing/dictating their suggestions from the lists.

## **SERVICE**

### *with Science and Geography*

Invite the children to form a talk circle. What kind of weather emergencies have they experienced or heard about? (blizzards, floods, hurricanes, tornadoes, dust storms, etc.) What kind of weather emergencies do we have in our area? (You may want to use a map of the U.S. to show where different kinds of weather emergencies occur.)

Talk about how people help each other during such emergencies in your area. Brainstorm with the children how they can help during weather emergencies. List their suggestions. Create a Wall Story with the children illustrating the many ways they and others help during weather emergencies. They should dictate/write a sentence about their illustration on the Wall Story.

Invite to the class someone who volunteers to help out during weather emergencies in your area. Children brainstorm a list of questions they would like to ask the visitor. (Ask the visitor to talk about how children can help in such situations.) After the visit, children should write/dictate thank-you notes to the visitor.

## **LISTENING/MUSIC**

If you have the cassette that accompanies this story, you may wish to use the following.

Share the song "Postal Worker" with the class. The children may wish to move to the music as it is played.

In a talk circle, discuss the different responsibilities that the song says a postal worker has.

What makes a postal worker's job difficult? What makes it fun?

You might encourage the children to pretend that they are postal workers moving around the room to the music, delivering the mail in different types of weather. Let them mime how the postal workers would act in different types of weather (e.g.—shivering in a snow storm, fighting the wind, etc.).

## **LISTENING CENTER**

If you have the cassette that accompanies the story, you may wish to have the children listen to the story, "Zip Codes" once again, using the Read-Along tape.

Children may write/dictate a story to one of the Letter People in Letter People Land describing their favorite part of the story. Encourage the children to make up an address, including zip code, for the envelope, and they may write/dictate the address information on it and post it in the class mailbox.

## **CENTER ORIENTED ACTIVITIES**

### **WRITING CENTER**

Invite the children to write letters to Mr. Z and the zipping zippers thanking them for helping out in Letter People Land. They might prepare envelopes for "mailing" their letters.

### **FIELD TRIP/WRITING**

Visit the local post office and talk to the postal workers. Invite the postal workers to share the ways they sort and deliver the mail.

When you return to class, you may wish to write a wall story entitled "How Postal Workers Help Us."

### **ROLE PLAY**

Role-play in a post office center. Provide children with used envelopes which they might stamp with stickers or color code in their own way. Different classroom centers can be correspondingly color coded, and the children can deliver the mail to the center coded on the envelope. Different Letter People can be placed in various centers and the children can write/dictate letters to them.

### **DISCOVERY CENTER**

Provide a large quantity of used envelopes for the children to sort. Color code with colored dots over the stamp on each envelope.

The children may sort them by color code, size of envelope, or even by the zip code.

### **MAP SKILLS**

Enlarge a map of your community and display it. Assist the children in locating and marking their street or house on the map. Also locate and mark the post office on the map.

Encourage the children to find a route from the post office to their home. They may want to dictate the directions and post around the map on a wall chart.

### **LITERATURE**

You may wish to share the book, "Katy and the Big Snow" by Virginia Lee Burton (Houghton Mifflin, 1943), the story of a big red tractor who helps the town in an emergency.

How might Katy have helped the zipping zippers in Letter People Land during the emergency?

### **VALUES BIBLIOGRAPHY**

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- HERMAN THE HELPER. Kraus, Robert. Prentice-Hall, 1987.



**DE** NEW  
DIMENSIONS IN  
EDUCATION  
Home of the Letter People