

Name That Virtue!

Grade level: First Grade

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Length of Unit: 2 weeks

I. ABSTRACT

This unit integrates sayings, fables and songs with character education. The students will correlate the moral of the fables and sayings with seven virtues. These virtues include respect, responsibility, honesty, self-discipline, compassion, generosity, and perseverance. The students' understanding of the sayings will create connections to everyday experiences. Through each story lesson, the student will be able to associate the moral of the story to one of the specified virtues. This unit is intended to be used at the beginning of the school year to set expectations for school behavior. Center ideas are included to extend the content and develop independent skills in language arts.

II. OVERVIEW

A. Concept Objectives

1. Recognize that literature can reflect the moral character of people.

B. Core Knowledge Content

1. The Boy Who Cried Wolf
2. Dog In A Manger
3. Anansi
4. The Frog Prince
5. Jack and the Beanstalk
6. Tale of Peter Rabbit
7. Why the Owl Has Big Eyes
8. Rumpelstiltskin
9. Do Unto Others
10. If at first you don't succeed
11. Never leave till tomorrow what you can do today
12. Practice makes perfect
13. For He's a Jolly Good Fellow
14. There's a Hole in the Bucket
15. The Wolf in Sheep's Clothing
16. The Boy at the Dike

C. Specific Skills

1. The student listens attentively and engages actively in a variety of oral language experiences.
2. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.
3. The student speaks appropriately to different audiences for different purposes and occasions.
4. The student communicates clearly by putting thoughts and feeling into spoken words.
5. The student demonstrates knowledge of concepts of print.
6. The student orally demonstrates phonological awareness.
7. The student uses letter-sound knowledge to decode written language.
8. The student uses a variety of word identification strategies.
9. The student responds to a variety of texts.
10. The student recognizes characteristics of various types of texts.
11. The student develops the foundations of writing.

12. The student understands the purposes of rules and laws.
13. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.
14. The student uses problem solving and decision making skills, working independently and with others, in a variety of settings.

III BACKGROUND KNOWLEDGE

- A. For Teachers:
 1. Hirsch, Jr. E. D. *What Your First Grader Needs To Know*. New York: Dell Publishing, 1997.
 2. Kid Pix Studio Deluxe, Broderbund Software, Inc., Novato, CA
- B. For Students:
 1. Hirsch, Jr. E. D. *What Your Kindergartener Needs to Know*. New York: Dell Publishing, 1997.

IV RESOURCES

- A. Hirsch, Jr. E. D. *What Your First Grader Needs To Know*. New York: Dell Publishing, 1997.
- B. Zike, Dinah *Big Book of Books and Activities*. San Antonio, TX: Dinah-Might Activities, Inc., 1989-1993, Layered Look Book, page 75.
- C. Kid Pix Studio Deluxe, Broderbund Software, Inc., Novato, CA

V. LESSONS

Lesson One: Introduction

- A. *Daily Objectives*
 1. Concept Objective
 - a. Recognize that literature can reflect the moral character of people.
 2. Lesson Content
 - a. Aesop
 3. Skill Objectives
 - a. The student listens attentively and engages actively in a variety of oral language experiences.
 - b. The student uses problem solving and decision making skills, working independently and with others, in a variety of settings.
- B. *Materials*
 1. Virtue Chart, Appendix A
 2. Sticky Notes
 3. Velcro
 4. Icons, Appendix A – page 2
- C. *Key Vocabulary*
 1. moral – lesson you learned from the story
- D. *Procedures/Activities*
 1. Read about Aesop from *What Your First Grader Needs To Know*.
 2. Define “moral”.
 3. Display virtue chart : See Appendix A. Identify titles and icon of fables, sayings, & songs in order that they are taught in the unit. Identify 7 virtues.
 4. Using sticky notes, class will predict which virtue goes with each story and support their prediction. The supporting reason will be written on sticky note. At the end of each lesson, the class will check if their predictions were correct and identify the one main virtue.
- E. *Evaluation/Assessment*
 1. Teacher observation of student participation

Lesson Two: Responsibility

- A. *Daily Objectives*
1. Concept Objective
 - a. Recognize that literature can reflect the moral character of people.
 2. Lesson Content
 - a. *Jack and the Beanstalk*
 - b. Never Leave Till Tomorrow What You Can Do Today
 3. Skill Objective
 - a. The student listens attentively and engages actively in a variety of oral language experiences.
 - b. The student communicates clearly by putting thoughts and feelings into spoken words.
 - c. The student uses problem solving and decision making skills, working independently and with others, in a variety of settings.
- B. *Materials:*
1. *Jack and the Beanstalk*
 2. *The Little Red Hen*
 3. construction paper
 4. paper plates
 5. crayons
 6. chart paper
 7. responsibility poem (Appendix J)
- C. *Key Vocabulary*
1. responsibility - something that one is in charge of to complete
 2. choices - opportunities from which to pick
- D. *Procedures/Activities*
1. Teacher will display a beanstalk as a focus. Students will make predictions about what the beanstalk might represent. After class discussion, the teacher will explain that the beanstalk will be a problem for the character in this story.
 2. Read aloud *Jack and the Beanstalk*. Engage children in conversation about the decisions that Jack made, both right and wrong. Teacher will make a chart with a happy face on one side and a sad face on the other. This represents the good and bad decisions that were made by characters in the story. Teacher will record student responses. Through discussion the students will offer responsible solutions about the decisions on the sad side of the chart.
 3. Introduce the word **responsibility**. Discuss how Jack handled his responsibilities.
 4. Teacher will lead children in a discussion about responsibility. State that being responsible includes getting the job done in a timely manner. Introduce saying, “Never leave till tomorrow what you can do today”. Scenarios for possible discussions will be: brushing teeth in the morning, doing homework, wearing the correct gym shoes, bringing lunch money, wearing appropriate clothing for the weather, coming to school with necessary supplies, etc.
 5. Children will construct a paper plate puppet with a happy face and a sad face. They will staple 2 plates allowing space for hands to slip inside. Decorate one side with a happy face and one side with a sad face. Teacher will present students with situations representing responsible and irresponsible behavior. Children respond by showing happy or sad face.
 6. Read *Little Red Hen*. Discuss how the Little Red Hen showed Responsibility.
 7. Evaluate predictions on virtue graph.

8. Attach beanstalk icon under Responsibility.
- E. *Assessment/Evaluation*
1. Display responsibility poem (Appendix K) and share with class. Each child will finish an open ended sentence on a leaf, "I am responsible when I . . .". Children will share their idea of responsibility and attach each leaf to beanstalk.

Lesson Three: Perseverance

- A. *Daily Objectives*
1. Concept Objective
 - a. Recognize that literature can reflect the moral character of people.
 2. Lesson Content
 - a. "All Stories Are Anansi's"
 - b. *The Frog Prince*
 - c. If at first you don't succeed, try, try again.
 - d. Practice makes perfect
 3. Skill Objectives
 - a. The student listens attentively and engages actively in a variety of oral language experiences.
 - b. The student listens and speaks to gain knowledge of his/her culture, the culture of others, and the common elements of cultures.
 - c. The student speaks appropriately to different audiences for different purposes and occasions.
 - d. The student communicates clearly by putting thoughts and feelings into spoken words.
 - e. The student demonstrates of knowledge of concepts of print.
 - f. The student develops the foundations of writing.
- B. *Materials:*
1. *What Your First Grader Needs To Know*
 2. Appendix B & C
 3. 2 baskets labeled "Can Do" and "Will Do"
 4. paper bag
 5. large spider
 6. sentence strips
 7. spiral notebook
- D. *Key Vocabulary:*
1. perseverance - to keep on trying to achieve a goal
 2. practice - repeating a task to help improve it
 3. succeed - to accomplish a goal
 4. goal - a purpose
- E. *Procedures/Activities*
1. Display large spider and ask children to describe what they see. Explain that this spider uses perseverance in the story they are about to hear. Ask students to explain what perseverance means to them.
 2. Read "All Stories Are Anansi's" from *What Your First Grader Needs to Know*. Ask children to explain how Anansi showed perseverance.
 3. Read *The Frog Prince*. Discuss how the Frog Prince and Anansi persevered to reach their goals. Discuss how their outcomes would have been different without the use of perseverance.
 4. Introduce the sayings "If at first you don't succeed, try, try again" and "Practice makes perfect". Post sentence strips in the classroom.

5. Display two baskets titled “Can Do” and “Will Do”. Provide a paper bag filled with sentence strips naming appropriate skills for a first grader.(See appendix B) Each child draws from the bag, writes their name on the back of the strip, reads their sentence, and supports their choice for selecting the “Can Do” or “Will Do” basket through discussion. Remind the children that all answers will not be the same for all children.
 6. Each child will glue their strip on a piece of paper and illustrate. On the back of the illustration, they will fill in “Look what _____ CAN do!” or Look what _____ WILL do!”. Teacher will bind children’s illustrations into classroom books.
 7. Review perseverance with the song “There’s a Hole in the Bucket”. Discuss how Henry persevered. Children will put the song in their Poetry Pocket and add an illustration. (See appendix C)\
 8. Evaluate predictions on virtue graph.
 9. Attach spider & frog under Perseverance lace a star under Perseverance for the 2 sayings in this lesson
 10. Attach spider & frog under Perseverance lace a star under Perseverance for the 2 sayings in this lesson
- E. *Assessment/Evaluation*
1. Teacher will listen and observe children supporting their choices, naming areas that require perseverance.

Lesson Four: Self discipline

- A. *Daily Objectives*
1. Concept Objective
 - a. Recognize that literature can reflect the moral character of people
 2. Lesson Content
 - a. *The Tale of Peter Rabbit*
 - b. “Why The Owl Has Big Eyes”
 - c. Self-Discipline Song
 3. Skill Objectives
 - a. The student listens attentively and engages actively in a variety of oral language experiences.
 - b. The student communicates clearly by putting thoughts and feeling into spoken words.
 - c. The student uses problem solving and decision making skills, working independently and with others, in a variety of settings.
- B. *Materials*
1. *What Your First Grader Needs to Know*
 2. Role play prompts - Appendix E
 3. Fake glasses
 4. Bunny ears
 5. Self-Discipline song – Appendix D
- C. *Key Vocabulary:*
1. self-discipline - to be in charge of yourself and make good choices
- D. *Procedures/Activities*
1. Teacher will don bunny ears and large cardboard glasses. Encourage students to question teacher’s apparel. Engage children in question and answer session about need for “listening ears” and “focus glasses”. Introduce “The Tale of Peter Rabbit” and explain that he has trouble with self-discipline.
 2. Read aloud “The Tale of Peter Rabbit”. Allow children to share their opinions about Peter’s use of self-discipline.
 3. Read aloud “Why the Owl Has Big Eyes”. Discuss ways that Owl could have improved his self-discipline. Brainstorm ways to show self-discipline in school.

4. Sing Self-discipline song to the tune of “Here We Go ‘Round the Mulberry Bush” (Appendix D)
 5. Evaluate predictions on virtue graph.
 6. Attach rabbit & owl under self-discipline.
- E. Assessment/Evaluation*
1. Two children will listen to the prompt (Appendix E) whispered by teacher and role-play. Audience will listen as one student convinces another to be self-disciplined. Audience will respond to the short performance with a summary of what happened and how self-discipline was or was not in place.

Lesson Five: Honesty

- A. Daily Objectives*
1. Concept Objective
 - a. Recognize that literature can reflect the moral character of people
 2. Lesson Content
 - a. “The Wolf In Sheep’s Clothing”
 - b. “The Boy Who Cried Wolf”
 - c. Saying- “A Wolf in Sheep’s Clothing”
 3. Skill Objectives
 - a. The student listens attentively and engages actively in a variety of oral language experiences.
 - b. The student communicates clearly by putting thoughts and feeling into spoken words.
 - c. The student uses problem solving and decision making skills, working independently and with others, in a variety of settings.
- B. Materials*
1. *What Your First Grader Needs To Know*
 2. 3 Paper Bags
 3. Wolf Wind Sock (Appendix G)
 4. Construction paper
 5. yarn
 6. Patterns of puppets (Appendix F-1 & F-2)
- C. Key Vocabulary*
1. honesty - telling the truth
 2. fleece - soft wool covering a sheep
- D. Procedures/Activities*
1. Teacher will display three large paper bag puppets; a sheep, a wolf, and a sheep’s head with wolf’s body. (Appendix F-1 & F-2) Engage children in discussion of what the puppets might represent. Explain that the story we are going to read is about what can happen if you are not honest.
 2. Read aloud “The Wolf in Sheep’s Clothing” to the class. Place the word honesty on the board. Explain the definition of honest and dishonest. Hold the “wolf in sheep’s clothing” puppet as the children describe how the wolf was dishonest. Ask the children to predict how his consequences would have been different had he been honest. Discuss the meaning of the saying “A Wolf In Sheep’s Clothing”.
 3. Read aloud “The Boy Who Cried Wolf” to class. Elicit from the children who was dishonest in this story. Ask the children to predict how his consequences would have been different had he been honest.
 4. The students will make a wolf windsock with “honesty” poem as the body of the wolf. (Appendix G)
 5. Evaluate predictions on virtue graph.

6. Attach wolf icon under honesty
- E. *Assessment/Evaluation*
 1. Teacher will look for honest examples in children's work.

Lesson Six: Respect

- A. *Daily Objectives*
 1. Concept Objective
 - a. Recognize that literature can reflect the moral character of people.
 2. Lesson Content
 - a. Golden Rule
 - b. Saying –“Do Unto Others As You Would Have Them Do Unto You”
 - c. School Pledge
 3. Skill Objectives
 - a. The student listens attentively and engages actively in a variety of oral language experiences.
 - b. The student communicates clearly by putting thoughts and feelings into spoken words.
- B. *Materials*
 1. *What Your First Grader Needs To Know*
 2. Parchment Paper with printed Golden Rule.
 3. gold ribbon
 4. chart paper
 5. School pledge (Appendix H)
- C. *Key Vocabulary*
 1. respect - to treat others with courtesy
- D. *Procedures/Activities*
 1. The teacher shows the students a scroll wrapped with golden ribbon. Students discuss what they think the scroll is and what it contains. Teacher engages students in discussion of the Golden Rule: “Do Unto Others As You Would Have Others Do Unto You”
 2. Teacher will provide chart paper scroll. Students will give situations from school that will allow them the opportunity to practice the Golden Rule. Teacher will record student responses.
 3. Review School Pledge with large group. (Appendix H)
 4. Evaluate predictions on virtue graph
 5. Attach scroll icon under respect
- E. *Assessment/Evaluation*
 1. Teacher observes children's examples of showing respect.

Lesson Seven: Compassion

- A. *Daily Objectives*
 1. Concept Objective
 - a. Recognize that literature can reflect the moral character of people.
 2. Lesson Content
 - a. *The Boy at the Dike*
 - b. For He's A Jolly Good Fellow
 3. Skill Objectives
 - a. The student listens attentively and engages actively in a variety of oral language experiences.
 - b. The student communicates clearly by putting thoughts and feelings into spoken words.
 - c. The student demonstrates knowledge of concepts of print.

- d. The student develops the foundations of writing.
- B. *Materials*
 - 1. Play phone
 - 2. Manila Paper
 - 3. Modified Song – Appendix I
 - 4. Construction paper
- C. *Key Vocabulary*
 - 1. compassion - sympathy for someone and their problems
 - 2. dike - wall that holds back water
- D. *Procedures/Activities*
 - 1. Teacher will role-play pretend phone conversation using the following scenarios. At the end of the scenario, the children will state how compassion can be shown.
Scenarios: 1 - child in hospital
2 - flooded home
3 - lost dog
4 - elderly neighbor - can't mow yard
5 - fire
 - 2. The teacher will state a definition of "compassion".
 - 3. Teacher will discuss how a dike (flood wall) and a dam are almost the same. Read The Boy At The Dike. Discuss how the boy showed the virtue of compassion.
 - 4. The students will make a class *Yellow Pages Compassion Book*. Teacher will list one task per page that some students have mastered and others have not. Page will be titled in the following format: "I Can Tie Shoes"; "I Can Listen To Reading"; "I Can Draw"; "I Can Cut"; "I Can Glue"; "I Can Give Good Hugs". Students will sign on the pages of tasks they have mastered. This book allows students to seek a compassionate helper to meet their needs.
 - 5. Teach the song "For He's a Jolly Good Fellow" from chart.
 - 6. Using the *Yellow Pages Compassion Book*, modify song with children's names and a task that they can demonstrate using compassion. (See Appendix I)
 - 7. Evaluate predictions on virtue graph.
 - 8. Attach dike icon under compassion.
- E. *Assessment/Evaluation*
Make a layered book.(See Dinah Zike, Resources)
1st Flip - *I Show Compassion* (Title)
2nd Flip - in the classroom.
3rd Flip - on the playground.
4th Flip -in the cafeteria.

Lesson Eight: Giving


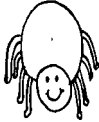






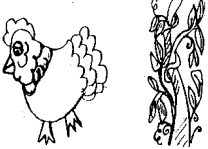
- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Recognize that Literature can reflect the moral character of people.
 - 2. Lesson content
 - a. *Dog In a Manger*
 - b. *Rupelstiltskin*
 - 3. Skill Objectives
 - a. The student listens attentively and engages actively in a variety of oral language experiences.
 - b. The student communicates clearly by putting thoughts and feelings into spoken words.

- c. The student uses problem solving and decision making skills, working independently with others, in a variety of settings.
- B. *Materials*
- 1. pre-prepared index cards with clues
 - 2. Paper Bag
 - 3. cookies
 - 4. *Dog In A Manger*
- C. *Key Vocabulary*
- 1. selfishness - caring only about yourself
- D. *Procedures/Activities*
- Pre-knowledge.* This virtue will be taught using examples of selfishness rather than giving. Children will be expected to draw conclusions that selfishness is NOT demonstrating the virtue of giving.
- 1. Teacher will bring in plate with enough cookies for all but 5 children. The teacher will explain that she doesn't have enough for everyone. The class will problem solve in a manner that each child will have a portion of cookie, thus using the virtue of giving.
 - 2. Read *Dog In A Manger*. Discuss how the dog is selfish. Ask for responses on how the dog could have demonstrated giving.
 - 3. Teacher will have a "Guess My Name Bag". In it will be index cards with 3 clues about each child's name. Example: I am a boy. My name starts with C. My name has 4 letters. Guess my name! Child draws a card from the bag. Teacher reads clues to class. Children guess the name.
 - 4. Teacher will check for prior knowledge. Teacher picks up "teacher card" with clues: I am a little man. My name starts with R. I took the Queen's baby. I can spin straw into gold. Who am I?
 - 5. Read *Rumpelstiltskin*.
 - 6. By playing the "Numbered Heads Together" game, the students will answer the following questions and compare ideas about selfishness and giving.
Directions for "Numbered Heads Together"
 - a. Divide children into groups. (4 tables works well)
 - b. Children at each table receive a number 1-6. (Handing out small paper plates with #'s 1-6 on them to each table is a good way to organize.)
 - c. Teacher asks a question - then says "Heads Together!"
 - d. Each group at a table talks over the question and agrees on an answer.
 - e. Teacher asks for a number to stand up. (example: 4's at each table)
 - f. Teacher asks the reporter (example:#4 from each table) to share answers agreed on at their table.
- Note: *This activity really lends itself to higher order thinking questions.
- Questions to ask students:
- a - What was the problem in the story?
 - b - How was Rumpelstiltskin selfish?
 - c - How could Rumpelstiltskin have shown the virtue of giving?
(Directions for Numbered Heads Together) Children are divided into small groups and are numbered 1 through 6. Teacher asks question to whole group. Small groups put their heads together and problem solve, producing an answer. Teacher calls out a number. The student with that designated number from each group stands and answers question.
7. Evaluate predictions on virtue graph.

8. Attach dog & Rumpelstiltskin under giving virtue.
- E. *Assessment/Evaluation*
1. Teacher will observe the student responses to “Numbered Heads”. Students should have an understanding of how to be giving

VI. CULMINATING ACTIVITY

Technology piece - This is a Word program. Student clicks on desired icons. Box will appear. Student left clicks, holds, and drags icon to appropriate virtue. Then student clicks off the box.

Self-discipline	Honesty	Giving	
Perseverance		Responsibility	
	Respect		Compassion
			

VII. HANDOUTS/WORKSHEETS

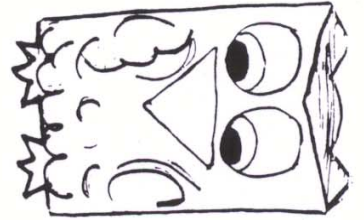
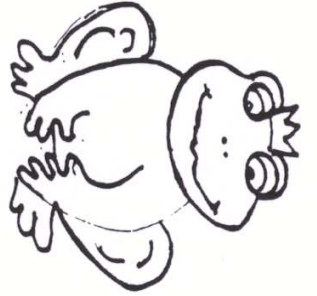
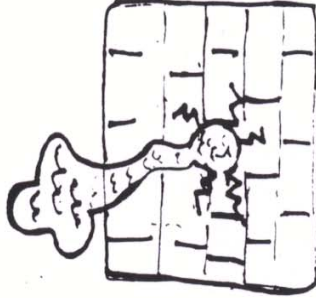
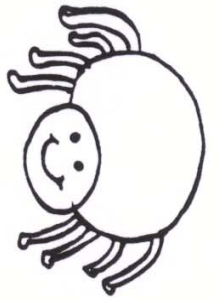
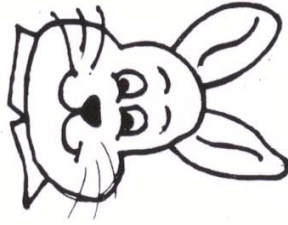
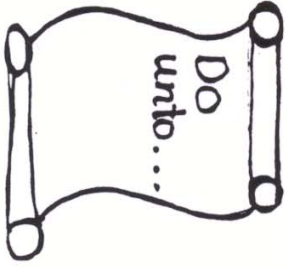
See attached Appendices A – J
Literacy Centers – Appendix L

VIII. BIBLIOGRAPHY

- A. Hirsch, Jr. E. D. *What Your First Grader Needs To Know*. New York: Dell Publishing, 1997.
- B. Zike, Dinah *Big Book of Books and Activities*. San Antonio, TX: Dinah-Might Activities, Inc., 1989-1993, Layered Look Book, page75.
- C. Kid Pix Studio Deluxe, Broderbund Software, Inc., Novato, CA

“Name That Virtue”

	Responsibility	Perseverance	Self-Discipline	Honesty	Respect	Compassion	Giving
Jack and the Beanstalk							
The Little Red Hen							
All Stories Are Anansi's							
The Frog Prince							
If at first you don't succeed, try, try, again.							
Practice makes perfect							
There's a Hole in the Bucket							
The Tale of Peter Rabbit							
Why The Owl Has Big Eyes							
The Wolf in Sheep's Clothing							
The Boy Who Cried Wolf							
Do unto others as you would have others do unto you							
The Boy At The Dike							
For He's A Jolly Good Fellow							
Dog In A Manger							
Rumpelstiltskin							



Velero can be used to
attach these icons to the side
of the chart.

Appendix B
(Can Do/ Will Do Baskets)

wash my face

button a shirt

brush my teeth

zip a jacket

ride a bike

make a sandwich

tie my shoes

make my bed

rollerblade

set the table

write with a pencil

pick up toys

cut on lines

eat ice cream

drink a soda

peel an orange

jump rope

read a book

write a story

put on a coat

hold a pencil

color

Appendix C

There's a hole in the bucket, dear Liza, dear Liza.
There's a hole in the bucket dear Liza, a hole.
Well, mend it, dear Henry, dear Henry, dear Henry.
Well, mend it, dear Henry, dear Henry, mend it.

With what shall I mend it? dear Liza, dear Liza,
With what shall I mend it? dear Liza, with what?
With a staw, dear Henry, dear Henry, dear Henry.
With a straw, dear Henry, dear Henry, with a straw.

But the straw is too long, dear Liza, dear Liza
The straw is too long, dear Liza too long.
Then cut it, dear Henry, dear Henry, dear Henry.
Then cut it, dear Henry, dear Henry, cut it.

With what shall I cut it? dear Liza, dear Liza,
With what shall I cut it? dear Liza, with what?
With an ax, dear Henry, dear Henry, dear Henry,
With an ax, dear Henry, dear Henry, with an ax.

But the ax is too dull, dear Liza, dear Liza.
The ax is too dull, dear Liza, too dull.
Then sharpen it, dear Henry, dear Henry, dear Henry.
Then sharpen it, dear Henry, dear Henry, sharpen it.

With what shall I sharpen it? dear Liza, dear Liza,
With what shall I sharpen it? dear Liza, with what?
With a stone, dear Henry, dear Henry, dear Henry.
With a stone, dear Henry, dear Henry, with a stone.

But the stone is too dry, dear Liza, dear Liza.
The stone is too dry, der Liza, too dry.
Then wet it dear Henry, dear Henry, dear Henry.
Then wet it, dear Henry, dear Henry, wet it.

With what shall I carry it? dear Liza, dear Liza,
In what shall I carry it? dear Liza, in what?
In a bucket, dear Henry, dear Henry, dear Henry.
In a bucket, dear Henry, dear Henry, in a bucket.

But there's a hole in the bucket, dear Liza, dear Liza.
There's a hole in the bucket, dear Liza, a hole.
Well, mend it, dear Henry, dear Henry, dear Henry.
Well, mend it, dear Henry, dear Henry, mend it!

Appendix D

(sung to the tune of “Here We Go ‘Round the Mulberry Bush”

This is the way we raise our hand
Raise our hand, raise our hand.
This is the way we raise our hand,
When we want to talk.

This is the way we walk in line
Walk in line, walk in line.
This is the way we walk in line
With hands at our sides.

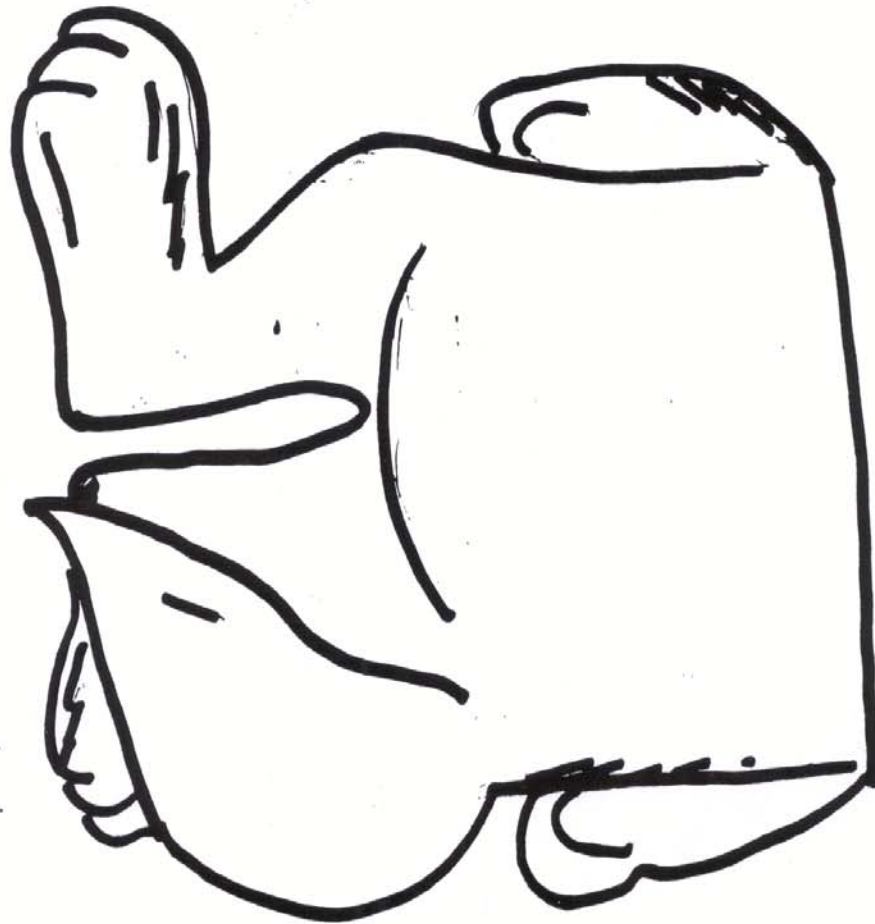
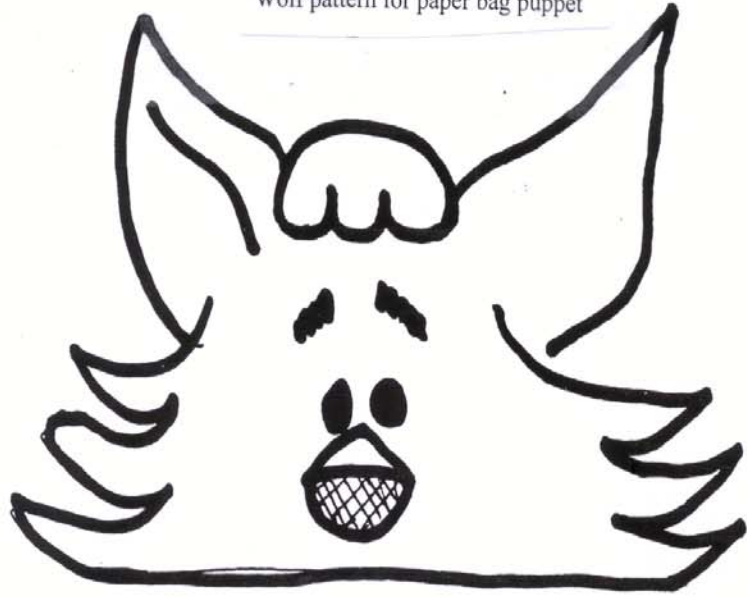
This is the way we sit in group,
Sit in group, sit in group.
This is the way we sit in group
With eyes on the speaker.

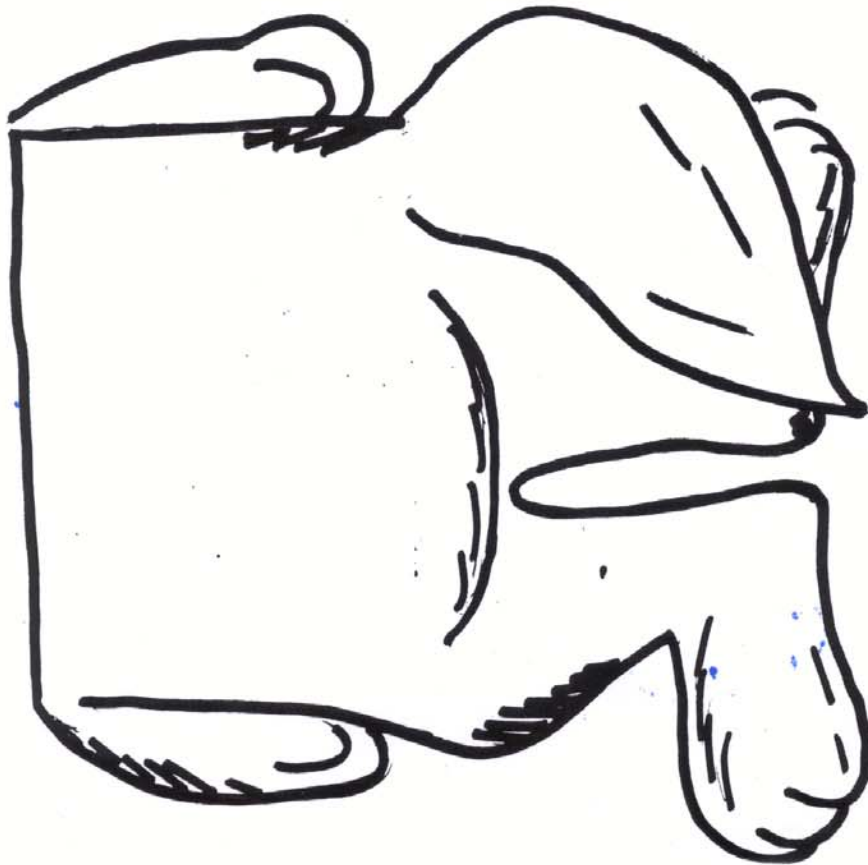
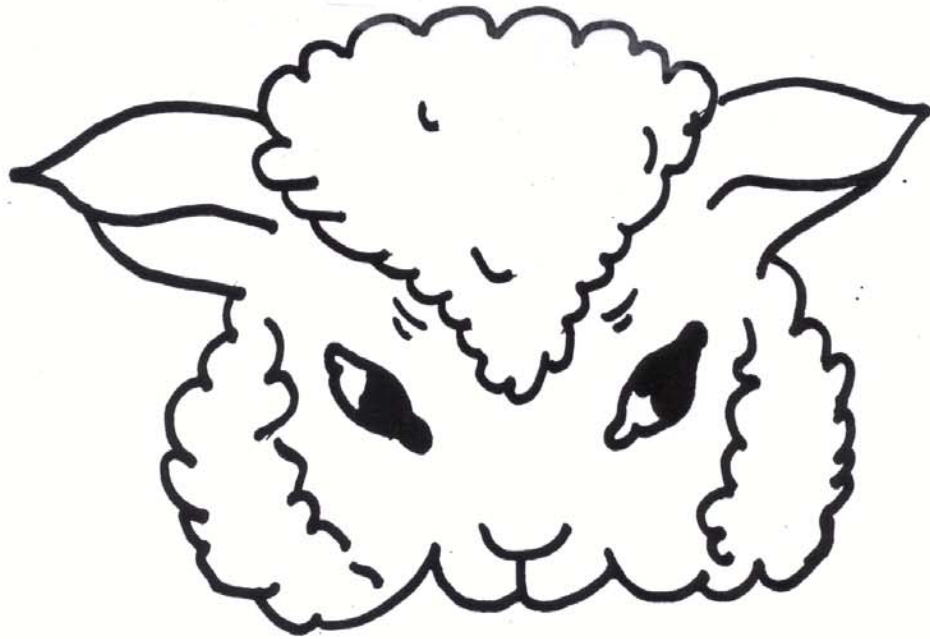
Appendix E

Prompts for Role-playing

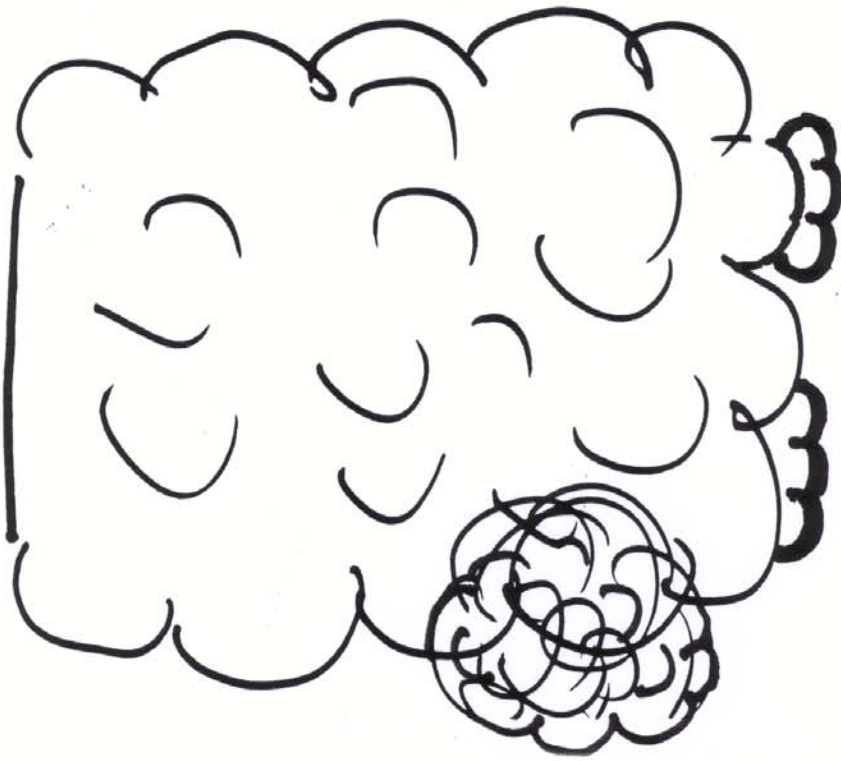
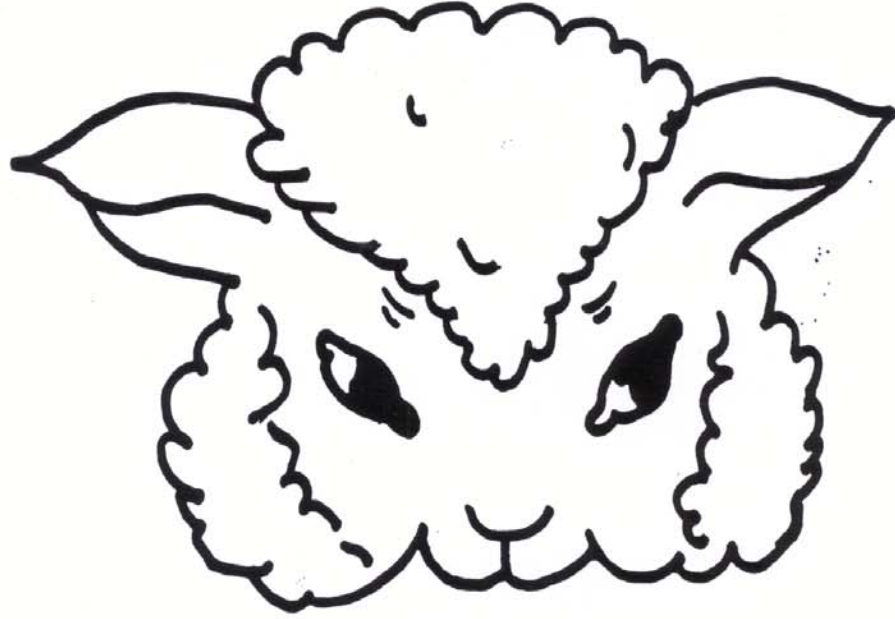
won't share a swing
cuts in line in cafeteria
pushing in line
using someone else's supplies
running in the hallway
loud voices in classroom
not cleaning up a game
not waiting turn to speak
playing in the sink
throwing paper towels on the floor
writing on desk with pencil
sitting on your knees

Appendix F (page 1)
Wolf pattern for paper bag puppet

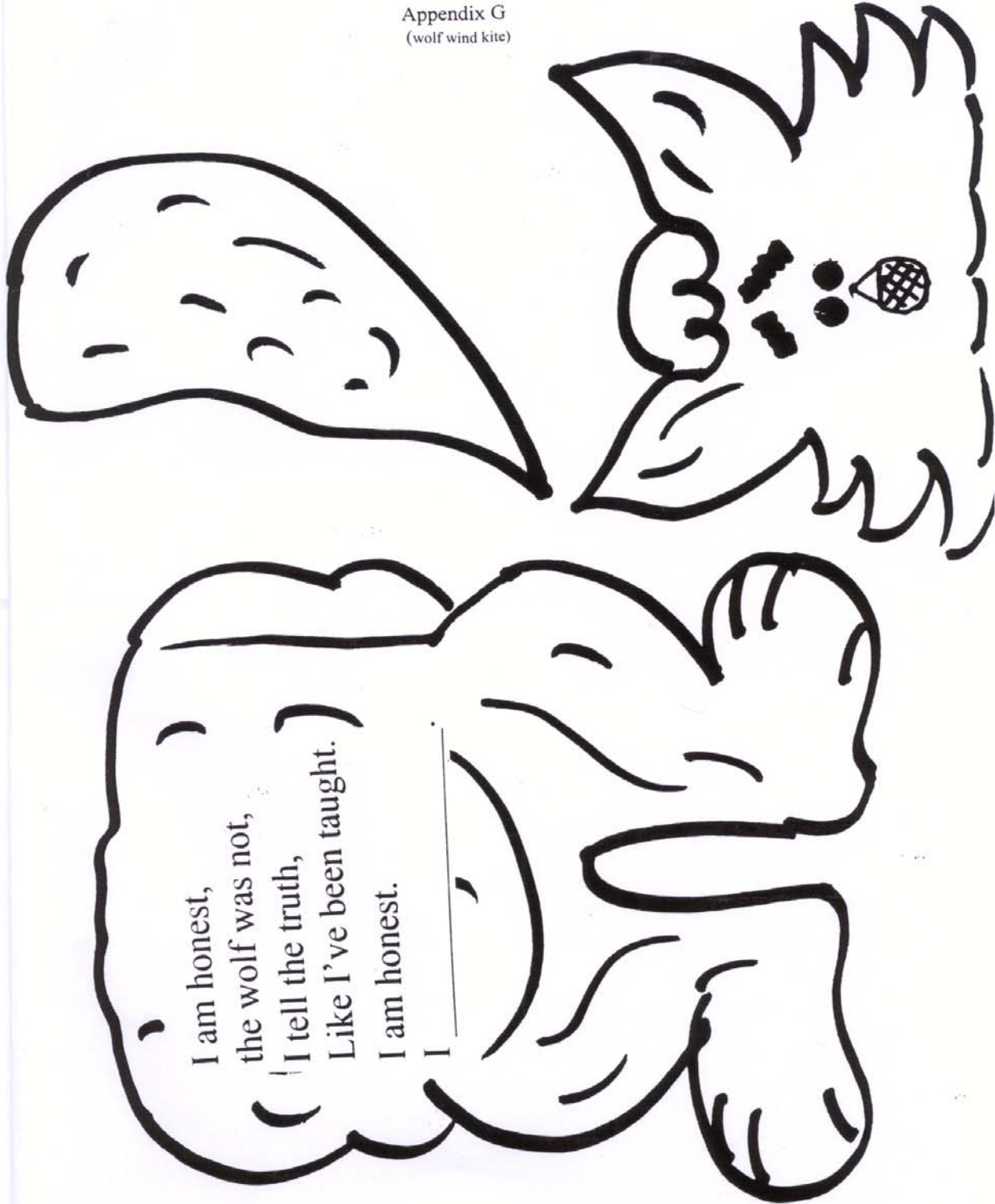




Appendix F (page 3)
(sheep pattern for paper bag puppet)



Appendix G
(wolf wind kite)



Appendix H

I pledge to show my respect
By listening to others,
Using my hands for helping,
Caring about others' feelings,
And being responsible for what
I say and do.

Appendix I
(sung to the tune of
"For He's a Jolly Good Fellow")

_____ 's a jolly good helper,
_____ 's a jolly good helper,
_____ 's a jolly good helper,
He can tie your shoes.

He/she can zip your coat.

He/she can open your glue.

He/she can spell your word.

He/she can walk to the nurse.



Write Around the Room



F



A



B



L

E



Responsibility

Responsibility

Is important to me,
I am prepared to learn,
Just look and see!

I have my supplies
And my desk is neat,
I am here to learn,
Sitting ready in my seat!

My eyes are on the speaker,
My ears listen to hear,
I'm excited about learning
At my school this year!

Appendix L – Literacy Centers

These Literacy Centers were used in our Language Arts block and tied our Virtue lessons into our reading activities

1. **ABC** - Teacher prepared sentence strips with virtues written on each one. Students will glue pinto beans onto letters to spell out a virtue.
2. **Writing** - Write around the room. (Appendix J)
3. **Listening** - Listen to a variety of fables and fairy tales on tape.
4. **Math** - Value of a Name Graph - After talking about the name Rumpelstitskin, children will cut and paste classroom names onto a "How Many Letters in Your Name?" graph.
5. **Browse Boxes** - Variety of nonfiction and fiction books about spiders, rabbits, dogs, and owls.
6. **Art** - Stand-up paper bag owls-
Directions: Stuff a small paper bag with scraps. Cut out circles for eyes, diamond (folded) for beak, and a large triangle for forehead. Glue pieces onto bag. Draw detail feathers with markers.
Display on bulletin board titled: Look Whoooo's Using Virtues!
7. **Science** - Watch It Grow! activity
Materials: pinto beans, small milk cartons, dirt, 12 inch paper rulers
Directions: Children will plant three beans in their milk carton and measure growth daily.
8. **Overhead** - Build a name- use overhead letters to spell classroom names.