

# We're Building Heroes

**Grade Level:** Kindergarten

**Presented by:** Melody McClendon, Oak Hills Terrace, San Antonio, Texas

Yolanda Van Ness, Serna Elementary, San Antonio, Texas

**Length of Unit:** Six Days

## I. Goal

The purpose of this unit is to familiarize the students with the term hero and the attributes a hero possesses.

## II. Concepts

The first concept covered in this study of heroes is the child's idea of a hero. The fact that heroes can be fictional or real is the second concept to be taught. The child's understanding that they too can be a hero is the final concept of this unit.

## III. Unit Description

This unit begins by first accepting the child's concept of a hero. It then introduces the heroic attributes of goodness, bravery, being a hard-worker, helping or saving someone, and always doing his/her best, and proceeds to show that heroes can be fictional or real. This is done by studying different genres of literature such as a story, a fairy tale, a fable, and a biography and identifying the hero and his/her heroic attributes. The students will learn that all of the heroes are fictional, except the hero in the biography. After the students understand that a hero can be a real person, this unit promotes the student as a hero.

## IV. Assessment

Each lesson ends with a writing activity that will be grouped together to make a "Heroes" book. The entries are used as an assessment of the concepts taught throughout the unit.

## V. Ongoing Project

Other heroes will be highlighted as they surface from units being taught throughout the year. For example, when studying the Five Senses, Helen Keller can be promoted as a hero. George Washington Carver will be highlighted as the hero during a study of plants and seeds. Also, call

attention to local heroes can be an integral part of this unit as well.

## **VI. Resources**

### **A. Bibliography**

Childcraft, 1991, Vol.1, Once Upon A Time. "Favorite Fables" "The Tortoise and the Hare", p.161

Childcraft, 1989, People to Know. "A Forest Home" (Jane Goodall), p. 50

Cullinan, Bernice E., Literature And The Child. Harcourt Brace Jovanovich, Publishers, 1989.

The American Heritage Dictionary. Houghton Mifflin Company. 1982, 1985, 1991

Watty, Piper (pseud.), The Little Engine That Could. New York: Platt and Munk, 1990

Zemach, Margot, The Three Little Pigs: An Old Story. New York: Farrar, Straus, and Giroux, 1988

### **B. Poem (Words By: Melody McClendon and Yolanda Van Ness)**

"I'm A Little Hero" (Appendix A)

### **C. Sugar Cookie Recipe (Appendix B)**

## **VII. Background Information**

It is important for the teacher to realize that the definition of a hero is very broad. The hero attributes that were highlighted in this unit were chosen based on the general experiences and knowledge that most kindergarten children bring to the classroom. These attributes are flexible and the teacher may select other attributes that best reflect her class.

### **Background Knowledge Outline**

#### **1 Definition of a hero (The American Heritage Dictionary)**

a. In mythology and legend, a man, often of divine ancestry, who is endowed with great courage and strength, celebrated for his bold exploits, and favored by the gods.

b. A man noted for feats of courage or nobility of purpose, esp. one who has risked or sacrificed his life.

c. A man noted for his special achievements in a particular field.

2. Teacher definition of a hero: A hero is someone (male or female), fictional or real, who possesses the following attributes: displays goodness, helps or saves someone, is a hard-worker, demonstrates bravery, and always does his/her best.

#### **3. The Little Engine That Could.**

Due to the hard work and because he never gave up, The Little Engine was able to save the day for the children by delivering their toys.

#### 4. The Three Little Pigs

Because the third little pig did his best and worked very hard to build his house of bricks, he was able to save himself and his brothers from the wolf.

#### 5. The Hare and the Tortoise

The tortoise proved to be a winner even though the odds were against him. This was done through his doing his best and not giving up.

6. Jane Goodall is a very brave scientist who spends time in the African jungle and studies chimpanzees and their way of life. She has taught people that chimpanzees are very intelligent and has been able to save much of their land from being destroyed.

### **VII. Lessons**

#### **A. Lesson 1: "Who is a hero?" "Why?"**

##### **1. Concept Objective**

The student will become familiar with the attributes of a hero.

##### **2. Skill Objective**

The student will draw a picture of a specific topic.

##### **3. Background Knowledge**

Definition of a hero (The American Heritage Dictionary)

- a. In mythology and legend, a man, often of divine ancestry, who is endowed with great courage and strength, celebrated for his bold exploits, and favored by the gods.
- b. A man noted for feats of courage or nobility of purpose, esp. one who has risked or sacrificed his life.
- c. A man noted for his special achievements in a particular field.
- d. Teacher definition of a hero:

A hero is someone who displays goodness, is brave (not afraid to try), works hard, is a leader, and always does his/her best.

##### **4. Materials**

- a. chart paper with the headings "Who is a hero?" and "Why is he or she a hero?"
- b. pre-made hero silhouette (Appendix C)
- c. pre-made hero silhouette puzzle pieces labeled with hero attributes (Appendix D)

- d. teacher made "Hero Bag" (Appendix E)
- e. "My Hero" picture paper (Appendix F)
- f. pencils, crayons (for students)

## **5. Procedures**

- a. Ask the question "Who is a hero?"
- b. Brainstorm and record responses on chart paper under appropriate heading.
- c. Select a hero from the student responses and ask "Why is he or she a hero?"
- d. Record responses under appropriate heading.
- e. Display "Hero Bag" and tell students that inside the bag they will find what makes a hero.
- f. Teacher will begin to narrow down hero definition by allowing the students to pull one pre-made puzzle piece from "Hero Bag."
- g. As a puzzle piece is pulled, identify the heroic attribute labeled on each piece.
- h. Allow another student to place the puzzle piece on the hero silhouette.
- i. Continue this process until "The Hero" is complete.
- j. Review as a class the hero attributes and place "The Hero" in a visible part of the classroom since you will refer to him/her many times throughout the unit.

**Note:** Appendices C and D should be enlarged to about adult size. This can be done by duplicating Appendices C and D on a transparency and then using an overhead projector and enlarging. It is important when making your hero puzzle pieces to make each piece a different color and to make them from a sturdy material such as poster board. The importance will be come evident as the unit progresses. We suggest using red, yellow, green, blue, and orange. Also, we suggest attaching the puzzle pieces to the silhouette in such a way that they may be removed and re-attached at a later time.

## **6. Evaluation Activity**

Using "My Hero" picture paper, have the students draw a picture of their hero and share with the class as to why he or she is their hero. (At this point the teacher should accept any drawing of a hero, i.e. a Power Ranger, Batman, Superman, etc. since the teacher does not want to suppress any ideas a child comes with to class.) Save this paper as well as the others used throughout the unit since these writing samples will be used to make a "Heroes" book.

## **B. Lesson 2: A Hero In A Children's Story**

### **1. Concept Objective**

The student will be able to identify the hero and heroic attributes in the children's story The Little Engine That Could.

## 2. Skill Objective

The student will be exposed to the beginning writing process.

## 3. Background Knowledge

The Little Engine overcomes his inability to climb over a mountain by trying and trying and not giving up. Because of his perseverance he is able to deliver the toys to the children.

## 4. Materials

- a. a copy of The Little Engine That Could
- b. language chart (Appendix G)
- c. writing paper: "The Little Engine was a hero because.." (Appendix H)
- c. pencils, crayons (for students)

## 5. Procedures

- a. Read The Little Engine That Could.
- b. Discuss the story using the language chart.
- c. Complete the language chart up to the point of "Why was he or she a hero?"
- d. Refer to "The Hero" silhouette and review the heroic attributes.
- e. Ask students to identify the heroic attributes of The Little Engine.
- f. Complete language chart.

## 6. Evaluation Activity

Provide students with a copy of "The Little Engine was a hero because..." writing paper and have them express their ideas. After the students have finished, allow them to share their responses with the class.

## 7. Extension (Optional)

Provide students with an empty coffee can and a piece of white art paper cut to fit around the can. Explain to them that this is going to be their "I CAN" can. Any skill that they master will be represented by dropping a representation of that skill in their can. For example, when a student learns a color, they will drop a piece of that color paper into their "I CAN" can. (This serves as an excellent way of monitoring student progress.) Allow them to decorate their paper as they wish. The teacher will glue the paper on at a later time.

**Note:** Although The Little Engine That Could is not part of the Core Knowledge Sequence, we felt that it is an excellent children's story that portrays a hero.

## C. Lesson 3: A Hero In A Fairy Tale

### 1. Concept Objective

The student will be able to identify the hero and heroic attributes in The Three Little Pigs.

## **2. Skill Objective**

The student will continue to be involved in the writing process.

## **3. Background Knowledge**

The third little pig proves to be heroic through his hard work and doing his best. He builds his house of bricks and protects his brothers, who have been unsuccessful with their house building, from the Big Bad Wolf.

## **4. Materials**

- a. a copy of the story The Three Little Pigs
- b. a medal on a ribbon
- c. language chart (same one used in previous lesson)
- d. story props (optional)
- e. writing paper "The third little pig was a hero because..." (Appendix I)
- f. crayons, pencils (for students)

## **5. Procedure**

- a. Tell the students that you are going to read a special type of story that begins with "Once upon a time..."
- b. Ask for responses as to what type of story it is.
- c. Display the book and read the title.
- d. Read the story and discuss using the language chart.
- e. Complete up to the point of "Why was he or she a hero?"
- f. Review hero attributes and identify the heroic attribute of the third little pig.
- g. Have a few students re-enact the fairy tale and focus on the heroic attributes of the third little pig.
- h. Present the third little pig with the hero's medal.

## **6. Evaluation Activity**

Writing Paper: " The third little pig was a hero because..." Have the students share their responses.

## **D. Lesson 4: A Hero In A Fable**

### **1. Concept Objective**

The student will identify the hero and heroic attributes in the fable The Hare and the Tortoise.

## 2. Skill Objective

The student will continue to be involved in the writing process and add the words hare and tortoise to his/her vocabulary.

## 3. Background Knowledge

The fable is a brief, didactic comment on the nature of human life that is presented in dramatic action to make the idea memorable. One factor that distinguishes the fable from other traditional literature forms is that it illustrates a moral, which is stated explicitly at the end (adapted from Literature and the Child). In The Hare and The Tortoise, the tortoise is victorious over the hare due to the fact the he took his time and did his best.

## 4. Materials

- a. a copy of The Hare and the Tortoise
- b. masking tape (Place tape on floor in the shape of a racetrack)
- c. sign reading "Finish Line"
- d. hero medal (from Lesson 3)
- e. writing paper "The tortoise was a hero because..." (Appendix J)
- f. props (rabbit ears, box for tortoise shell) optional
- g. crayons, pencils (for students)

## 5. Procedure

- a. Read the title and discuss the meaning of the words hare and tortoise.
- b. Discuss the uniqueness of a fable. Tell the students that it is a very short story that has a moral; it tells us the best way to do something.
- c. Read the fable and discuss it using the language chart up to the point "Why was he or she a hero?"
- d. Identify the heroic attribute the tortoise displayed.
- e. Re-enact the fable using props if desired.
- f. Re-emphasize the heroic attributes of the tortoise and award him with the hero's medal.

## 6. Evaluation Activity

Writing paper: " The tortoise was a hero because..." Allow the students to share their responses with the class.

## E. Lesson 5: A Real Hero

## **1. Concept Objective**

The student will identify the hero and heroic attributes in a biography.

## **2. Skill Objective**

The student will continue with the writing process and add the word biography to his/her vocabulary.

## **3. Background Knowledge**

Jane Goodall is a friend to the chimpanzees. She went to Africa to learn all about chimps. She has been learning about them for thirty years. She goes to Gombe, Africa on and off during the year. Today there is a research center there. Jane writes about the chimps, how they live together in groups, tend to their young and hunt for meat. Because of Jane Goodall, people know more about the chimps and how intelligent they are. Also, she has helped save the lands in Africa where the chimps live (adapted from Childcraft Encyclopedia).

## **4. Materials**

- a. a story about Jane Goodall
- b. stuffed chimpanzee or pictures of chimps (for Visual)
- c. "My Favorite Hero" graph (Appendix K)
- d. markers for graph (rectangular pieces of construction paper)
- e. writing paper "Jane Goodall was a hero because..." (Appendix L)
- f. world map

## **5. Procedure**

- a. Display a stuffed chimp and tell students that you are going to read a story about a lady who helped people learn about chimpanzees and helped save their land.
- b. Explain that the story is about a real person so it is called a biography.
- c. Before reading the story, locate and identify Africa on a world map.
- d. Read "A Forest Home" from Childcraft Encyclopedia or any other story you might find on Jane Goodall.
- e. Discuss the story using the language chart up to the point of "Why is he or she a hero?"
- f. Highlight her heroic attributes.

## **6. Evaluation Activity**

Writing Paper; "Jane Goodall was a hero because..." Allow students to share responses.

## **7. Extension**

Allow students to vote on their favorite hero using the "My Favorite Hero" graph. After the results are tallied and discussed, have the children tell why.

## **F. Lesson 6: "I Can Be A Hero!"**

### **1. Concept Objective**

The student will understand that they too can be a classroom hero by meeting the same criteria the heroes studied possess.

### **2. Skill Objective**

The student will be able to color his/her hero silhouette exactly as the one displayed in the classroom.

### **3. Background Knowledge**

Review hero attributes taught in previous lessons.

### **4. Materials**

- a. teacher-made "I Am A Hero" T-Shirt (Appendix M)
- b. 1 hero silhouette (Appendix N) and 1 puzzle pieces silhouette (Appendix O) per student (It is recommended that these copies be made from card stock.)
- c. crayons (for students)
- d. writing paper "I can be a hero because..." (Appendix P)

### **5. Procedure**

- a. Review with the class the attributes of a hero (refer to "The Hero" silhouette).
- b. Remove puzzle pieces and ask a student to identify an attribute of a hero.
- c. When a correct response is given, allow another student to re-attach the attribute to the silhouette.
- d. Continue until "The Hero" is complete.
- e. Display teacher-made "I Am A Hero" T-shirt.
- f. Discuss feelings and ideas about the shirt. Possible prompts are "What do you think this T-shirt is for?" "Who do you think will get to wear this T-shirt?"
- g. Explain to the students that one student per week will earn the right to wear the T-shirt and be "The Hero of the Week" by meeting the same criteria.
- h. Give a copy of the hero silhouette labeled with the hero attributes (Appendix N) to each student.
- i. Instruct them to color the pieces exactly as the pieces on "The Hero." (After the students have colored Appendix N, gather them. At a later time laminate and cut the pieces. Place each child's

pieces in an envelope labeled with his or her name.)

j. Explain to the students (after everyone has colored their copy) that as each student displays one of those attributes, you will take that attribute from his or her envelope and attach it to his/her hero silhouette (labeled with each student's name) which will become part of an ongoing bulletin board. When his/her hero is complete, that student becomes "The Hero of the Week." (This will be monitored through teacher observation.)

## **6. Evaluation Activity**

Writing Paper: " I can be a hero because..." Allow students to share responses with the class.

## **7. Extension**

- a. Make a "Heroes" book by gathering all of the writing papers from the unit and putting them in a book cover designed by the students.
- b. An attractive bulletin board designed to keep track of each student's hero silhouette as they are in the process of becoming a hero is shown in Appendix Q.
- c. Place each student's hero silhouette somewhere in the building.
- d. As a student displays a hero attribute, take that particular attribute from his/her envelope and place it on his or her silhouette. It will be very exciting to see heroes being built!

## **G. Culminating Activity**

### **1. Materials**

- a. sugar cookies in the shape of a gingerbread man
- b. popsicle sticks
- c. paper plates with five scoops of different colored icing
- d. a copy of the poem "I'm A Little Hero" on chart paper

### **2. Procedures**

- a. Divide the class into groups of two.
- b. Give each group two cookies in the shape of a gingerbread man, two popsicle sticks (to be used as icing spreaders), and one paper plate with five scoops of different colored icing. (The icing should be the same colors as those used to identify the hero attributes on "The Hero".)
- c. Explain to the students that they are to ice their cookie exactly as "The Hero."
- d. As the students are icing "Their Hero," encourage them to identify which attribute they are working on.
- e. When "Their Hero" is complete, introduce the poem, "I'm A Little Hero." Recite a few times.
- f. Eat "The Hero" and enjoy!

## APPENDIX A

### Poem: I'm a Little Hero

I'm a little hero, you can see  
Here are the things I always do.  
I'm good to all  
Brave as a soldier standing tall.  
People say I work so hard  
and always do my very best.  
I'm a leader, too.  
I am a hero, a hero, for me and you!

## APPENDIX B

### Recipes: Sugar Cookies

2 cups sifted all-purpose flour  
1 tsp. baking powder  
tsp. salt  
cup shortening  
1 cup granulated sugar  
1 egg  
1/4 cup milk  
tsp. lemon extract

**Sift:** flour, baking powder, salt

**Blend:** shortening, sugar, mix in egg

**Add:** dry ingredients, alternating with milk and lemon extract and blend well; chill overnight.

**Pre-heat** oven to 400

**Roll** on floured cloth, **cut, transfer** to greased cookie sheet

**Bake:** 7-10 minutes (yield 4 doz.)

[Home](#) | [About Core Knowledge](#) | [Schools](#) | [Bookstore](#) | [Lesson Plans](#) | [Conference](#)

Send questions and comments to the [Core Knowledge Foundation](#).

© 1997 Core Knowledge Foundation.

# We're Building Heroes

**Grade Level:** Kindergarten  
**Presented by:** Melody McClendon, Oak Hills Terrace, San Antonio, Texas  
Yolanda Van Ness, Serna Elementary, San Antonio, Texas  
**Length of Unit:** Six Days

## I. Goal

The purpose of this unit is to familiarize the students with the term hero and the attributes a hero possesses.

## II. Concepts

The first concept covered in this study of heroes is the child's idea of a hero. The fact that heroes can be fictional or real is the second concept to be taught. The child's understanding that they too can be a hero is the final concept of this unit.

## III. Unit Description

This unit begins by first accepting the child's concept of a hero. It then introduces the heroic attributes of goodness, bravery, being a hard-worker, helping or saving someone, and always doing his/her best, and proceeds to show that heroes can be fictional or real. This is done by studying different genres of literature such as a story, a fairy tale, a fable, and a biography and identifying the hero and his/her heroic attributes. The students will learn that all of the heroes are fictional, except the hero in the biography. After the students understand that a hero can be a real person, this unit promotes the student as a hero.

## IV. Assessment

Each lesson ends with a writing activity that will be grouped together to make a "Heroes" book. The entries are used as an assessment of the concepts taught throughout the unit.

## V. Ongoing Project

Other heroes will be highlighted as they surface from units being taught throughout the year. For example, when studying the Five Senses, Helen Keller can be promoted as a hero. George Washington Carver will be highlighted as the hero during a study of plants and seeds. Also, call attention to local heroes can be an integral part of this unit as well.

## VI. Resources

### A. Bibliography

- Childcraft, 1991, Vol.1, Once Upon A Time. "Favorite Fables" "The Tortoise and the Hare", p.161  
Childcraft, 1989, People to Know. "A Forest Home" (Jane Goodall), p. 50  
Cullinan, Bernice E., Literature And The Child. Harcourt Brace Jovanovich, Publishers, 1989.  
The American Heritage Dictionary. Houghton Mifflin Company. 1982, 1985, 1991  
Watty, Piper (pseud.), The Little Engine That Could. New York:Platt and Munk, 1990  
Zemach, Margot, The Three Little Pigs: An Old Story. New York:Farrar, Straus, and Giroux, 1988
- ### B. Poem (Words By: Melody McClendon and Yolanda Van Ness)
- "I'm A Little Hero" (Appendix A)
- ### C. Sugar Cookie Recipe (Appendix B)

## VII. Background Information

It is important for the teacher to realize that the definition of a hero is very broad. The hero

attributes that were highlighted in this unit were chosen based on the general experiences and knowledge that most kindergarten children bring to the classroom. These attributes are flexible and the teacher may select other attributes that best reflect her class.

**A. Background Knowledge Outline**

1. Definition of a hero (The American Heritage Dictionary)
  - a. In mythology and legend, a man, often of divine ancestry, who is endowed with great courage and strength, celebrated for his bold exploits, and favored by the gods.
  - b. A man noted for feats of courage or nobility of purpose, esp. one who has risked or sacrificed his life.
  - c. A man noted for his special achievements in a particular field.
2. Teacher definition of a hero: A hero is someone (male or female), fictional or real, who possesses the following attributes: displays goodness, helps or saves someone, is a hard-worker, demonstrates bravery, and always does his/her best.
3. The Little Engine That Could.  
Due to the hard work and because he never gave up, The Little Engine was able to save the day for the children by delivering their toys.
4. The Three Little Pigs  
Because the third little pig did his best and worked very hard to build his house of bricks, he was able to save himself and his brothers from the wolf.
5. The Hare and the Tortoise  
The tortoise proved to be a winner even though the odds were against him. This was done through his doing his best and not giving up.
6. Jane Goodall is a very brave scientist who spends time in the African jungle and studies chimpanzees and their way of life. She has taught people that chimpanzees are very intelligent and has been able to save much of their land from being destroyed.

**VII. Lessons**

**A. Lesson 1: "Who is a hero?" "Why?"**

1. **Concept Objective**  
The student will become familiar with the attributes of a hero.
2. **Skill Objective**  
The student will draw a picture of a specific topic.
3. **Background Knowledge**  
Definition of a hero (The American Heritage Dictionary)
  - a. In mythology and legend, a man, often of divine ancestry, who is endowed with great courage and strength, celebrated for his bold exploits, and favored by the gods.
  - b. A man noted for feats of courage or nobility of purpose, esp. one who has risked or sacrificed his life.
  - c. A man noted for his special achievements in a particular field.
  - d. Teacher definition of a hero:  
A hero is someone who displays goodness, is brave (not afraid to try), works hard, is a leader, and always does his/her best.
4. **Materials**
  - a. chart paper with the headings "Who is a hero?" and "Why is he or she a hero?"
  - b. pre-made hero silhouette (Appendix C)
  - c. pre-made hero silhouette puzzle pieces labeled with hero attributes (Appendix D)
  - d. teacher made "Hero Bag" (Appendix E)
  - e. "My Hero" picture paper (Appendix F)
  - f. pencils, crayons (for students)
5. **Procedures**

- a. Ask the question "Who is a hero?"
- b. Brainstorm and record responses on chart paper under appropriate heading.
- c. Select a hero from the student responses and ask "Why is he or she a hero?"
- d. Record responses under appropriate heading.
- e. Display "Hero Bag" and tell students that inside the bag they will find what makes a hero.
- f. Teacher will begin to narrow down hero definition by allowing the students to pull one pre-made puzzle piece from "Hero Bag."
- g. As a puzzle piece is pulled, identify the heroic attribute labeled on each piece.
- h. Allow another student to place the puzzle piece on the hero silhouette.
- i. Continue this process until "The Hero" is complete.
- j. Review as a class the hero attributes and place "The Hero" in a visible part of the classroom since you will refer to him/her many times throughout the unit.

Note: Appendices C and D should be enlarged to about adult size. This can be done by duplicating Appendices C and D on a transparency and then using an overhead projector and enlarging. It is important when making your hero puzzle pieces to make each piece a different color and to make them from a sturdy material such as poster board. The importance will become evident as the unit progresses. We suggest using red, yellow, green, blue, and orange. Also, we suggest attaching the puzzle pieces to the silhouette in such a way that they may be removed and re-attached at a later time.

6. **Evaluation Activity**

Using "My Hero" picture paper, have the students draw a picture of their hero and share with the class as to why he or she is their hero. (At this point the teacher should accept any drawing of a hero, i.e. a Power Ranger, Batman, Superman, etc. since the teacher does not want to suppress any ideas a child comes with to class.) Save this paper as well as the others used throughout the unit since these writing samples will be used to make a "Heroes" book.

B. **Lesson 2: A Hero In A Children's Story**

1. **Concept Objective**

The student will be able to identify the hero and heroic attributes in the children's story The Little Engine That Could.

2. **Skill Objective**

The student will be exposed to the beginning writing process.

3. **Background Knowledge**

The Little Engine overcomes his inability to climb over a mountain by trying and trying and not giving up. Because of his perseverance he is able to deliver the toys to the children.

4. **Materials**

- a. a copy of The Little Engine That Could
- b. language chart (Appendix G)
- c. writing paper: "The Little Engine was a hero because.." (Appendix H)
- c. pencils, crayons (for students)

5. **Procedures**

- a. Read The Little Engine That Could.
- b. Discuss the story using the language chart.
- c. Complete the language chart up to the point of "Why was he or she a hero?"
- d. Refer to "The Hero" silhouette and review the heroic attributes.
- e. Ask students to identify the heroic attributes of The Little Engine.
- f. Complete language chart.

6. **Evaluation Activity**

Provide students with a copy of "The Little Engine was a hero because..." writing paper and have them express their ideas. After the students have finished, allow them to share their responses with the class.

victorious over the hare due to the fact the he took his time and did his best.

4. **Materials**

- a. a copy of The Hare and the Tortoise
- b. masking tape (Place tape on floor in the shape of a racetrack)
- c. sign reading "Finish Line"
- d. hero medal (from Lesson 3)
- e. writing paper "The tortoise was a hero because..." (Appendix J)
- f. props (rabbit ears, box for tortoise shell) optional
- g. crayons, pencils (for students)

5. **Procedure**

- a. Read the title and discuss the meaning of the words hare and tortoise.
- b. Discuss the uniqueness of a fable. Tell the students that it is a very short story that has a moral; it tells us the best way to do something.
- c. Read the fable and discuss it using the language chart up to the point "Why was he or she a hero?"
- d. Identify the heroic attribute the tortoise displayed.
- e. Re-enact the fable using props if desired.
- f. Re-emphasize the heroic attributes of the tortoise and award him with the hero's medal.

6. **Evaluation Activity**

Writing paper: "The tortoise was a hero because..." Allow the students to share their responses with the class.

E. **Lesson 5: A Real Hero**

1. **Concept Objective**

The student will identify the hero and heroic attributes in a biography.

2. **Skill Objective**

The student will continue with the writing process and add the word biography to his/her vocabulary.

3. **Background Knowledge**

Jane Goodall is a friend to the chimpanzees. She went to Africa to learn all about chimps. She has been learning about them for thirty years. She goes to Gombe, Africa on and off during the year. Today there is a research center there. Jane writes about the chimps, how they live together in groups, tend to their young and hunt for meat. Because of Jane Goodall, people know more about the chimps and how intelligent they are. Also, she has helped save the lands in Africa where the chimps live (adapted from Childcraft Encyclopedia).

4. **Materials**

- a. a story about Jane Goodall
- b. stuffed chimpanzee or pictures of chimps (for Visual)
- c. "My Favorite Hero" graph (Appendix K)
- d. markers for graph (rectangular pieces of construction paper)
- e. writing paper "Jane Goodall was a hero because..." (Appendix L)
- f. world map

5. **Procedure**

- a. Display a stuffed chimp and tell students that you are going to read a story about a lady who helped people learn about chimpanzees and helped save their land.
- b. Explain that the story is about a real person so it is called a biography.
- c. Before reading the story, locate and identify Africa on a world map.
- d. Read "A Forest Home" from Childcraft Encyclopedia or any other story you might find on Jane Goodall.
- e. Discuss the story using the language chart up to the point of "Why is he or she a hero?"
- f. Highlight her heroic attributes.

6. **Evaluation Activity**  
Writing Paper; "Jane Goodall was a hero because..." Allow students to share responses.
7. **Extension**

Allow students to vote on their favorite hero using the "My Favorite Hero" graph. After the results are tallied and discussed, have the children tell why.

F. **Lesson 6: "I Can Be A Hero!"**

1. **Concept Objective**

The student will understand that they too can be a classroom hero by meeting the same criteria the heroes studied possess.

2. **Skill Objective**

The student will be able to color his/her hero silhouette exactly as the one displayed in the classroom.

3. **Background Knowledge**

Review hero attributes taught in previous lessons.

4. **Materials**

- a. teacher-made "I Am A Hero" T-Shirt (Appendix M)
- b. 1 hero silhouette (Appendix N) and 1 puzzle pieces silhouette (Appendix O) per student (It is recommended that these copies be made from card stock.)
- c. crayons (for students)
- d. writing paper "I can be a hero because..." (Appendix P)

5. **Procedure**

- a. Review with the class the attributes of a hero (refer to "The Hero" silhouette).
- b. Remove puzzle pieces and ask a student to identify an attribute of a hero.
- c. When a correct response is given, allow another student to re-attach the attribute to the silhouette.
- d. Continue until "The Hero" is complete.
- e. Display teacher-made "I Am A Hero" T-shirt.
- f. Discuss feelings and ideas about the shirt. Possible prompts are "What do you think this T-shirt is for?" "Who do you think will get to wear this T-shirt?"
- g. Explain to the students that one student per week will earn the right to wear the T-shirt and be "The Hero of the Week" by meeting the same criteria.
- h. Give a copy of the hero silhouette labeled with the hero attributes (Appendix N) to each student.
- i. Instruct them to color the pieces exactly as the pieces on "The Hero." (After the students have colored Appendix N, gather them. At a later time laminate and cut the pieces. Place each child's pieces in an envelope labeled with his or her name.)
- j. Explain to the students (after everyone has colored their copy) that as each student displays one of those attributes, you will take that attribute from his or her envelope and attach it to his/her hero silhouette (labeled with each student's name) which will become part of an ongoing bulletin board. When his/her hero is complete, that student becomes "The Hero of the Week." (This will be monitored through teacher observation.)

6. **Evaluation Activity**

Writing Paper: "I can be a hero because..." Allow students to share responses with the class.

7. **Extension**

- a. Make a "Heroes" book by gathering all of the writing papers from the unit and putting them in a book cover designed by the students.
- b. An attractive bulletin board designed to keep track of each student's hero silhouette as they are in the process of becoming a hero is shown in Appendix Q.
- c. Place each student's hero silhouette somewhere in the building.
- d. As a student displays a hero attribute, take that particular attribute from his/her envelope

and place it on his or her silhouette. It will be very exciting to see heroes being built!

**G. Culminating Activity**

**1. Materials**

- a. sugar cookies in the shape of a gingerbread man
- b. popsicle sticks
- c. paper plates with five scoops of different colored icing
- d. a copy of the poem "I'm A Little Hero" on chart paper

**2. Procedures**

- a. Divide the class into groups of two.
- b. Give each group two cookies in the shape of a gingerbread man, two popsicle sticks (to be used as icing spreaders), and one paper plate with five scoops of different colored icing. (The icing should be the same colors as those used to identify the hero attributes on "The Hero".)
- c. Explain to the students that they are to ice their cookie exactly as "The Hero."
- d. As the students are icing "Their Hero," encourage them to identify which attribute they are working on.
- e. When "Their Hero" is complete, introduce the poem, "I'm A Little Hero." Recite a few times.
- f. Eat "The Hero" and enjoy!