

North East Florida Educational Consortium



Character Education Plan

PreK-5

**A Cooperative Effort to Provide Quality Programming
for the**

Member Districts:

**Baker, Bradford, Columbia, Dixie, Flagler, Gilchrist,
Hamilton, Lafayette, Levy, Monroe, Nassau, Putnam,
Suwannee, Union, P.K, Yonge Developmental Research
School, and Florida School for the Deaf and the Blind**

Updated July 2010

ELEMENTARY SCHOOL LEVEL
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INTRODUCTION TO CHARACTER EDUCATION

According to State of Florida Statute 1003.42, (2)(q) “A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature and stresses such character qualities as attentiveness, patience, and initiative. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance and cooperation.”

The following is a character education document presenting Pre K-12 grade level strategies for implementation of the nine character traits as stated in Florida law.

GOAL: The goal of this character education document is to provide classroom strategies, lesson plans and resources to use in promoting a comprehensive character education program for classroom, school, district and community activities.

It employs a combination of strategies across the academic disciplines. Throughout the program, Pre-K through 12th graders will be engaged in the nine character traits through creative activity, physical activity, deep discussion, group interaction and reading and writing in the various content areas.

RECOMMENDATIONS FOR A SUCCESSFUL PROGRAM

In order that this Character Education program be an impacting and successful one, it is strongly suggested that all administration, faculty and staff:

- Seek out ideas of all prior to the beginning of the program. (This should include “rewards” planning.)
- Ask for superintendent support and entire district involvement. This could also involve local businesses and service organizations.
- Involve students and student organizations.
- Display the monthly character education theme throughout the school, i.e.: library, cafeteria, school marquis, posters, bulletin boards, front office, school planners and newsletters.
- Include character education themes in daily school announcements, local radio stations, TV production presentations, school news and local newspapers.
- Ask administrators to visit classrooms and speak on specific character traits.
- Invite local community members to speak with classes, focusing on monthly character education themes.
- Include character traits in school pledge and recite daily.

Administration must assist with or provide the following:

- In-service for faculty and staff, including support and feedback
- Duplication and distribution of lesson plans
- Rewards and recognition for students, faculty and staff which exhibit positive character traits (suggestions include certificates, photo displays, names included in school announcements and “new games” in physical activities)
- Involvement of community and business partners
- Development of a monitoring and feedback system so that students and teachers can discuss and determine the effectiveness of the activities
- Submission of grants for future funds to continue/expand efforts

DISTRICT INVOLVEMENT

School districts must provide a network of support for the character education program. It is suggested that districts create a committee comprised of the following support personnel: School administration, staff, business partners, student organizations and community members. The role of this committee is to:

- Decide who will be assigned the themes to teach;
- Decide who will provide the reward incentives for students and staff;
- Decide who will encourage participation;
- Decide who will apply for grants to provide additional funding;
- Help to compile a resource list, web sites and support activities for implementation; and
- Encourage displays of each character trait throughout the school community, including buses, cafeterias, media centers and district offices.

PARENT INVOLVEMENT

According to state law, parents are to be involved in every aspect of their child’s education. Parents should receive information about each character trait emphasized for each month of the school year. Schools should include parents in presentations awarding students for exhibiting character traits and for successful completion of quality projects demonstrating full understanding of each character trait. Parents should be encouraged to continue the discussion of each character trait at home.

Here is a list of ideas for parent involvement:

- Create a training component for parents using the pages included for each character trait
- Set a good example by being a good role model
- Discuss successful people with positive character (historical figures, famous people, family members)

- When someone exhibits poor character traits, discuss with your child why he/she is not displaying good role modeling and cite alternative ways the situation could have been better handled
- Promote neighborhood service projects and involvement in community volunteering with your children
- Encourage your children to discuss how they feel when witnessing someone with good character traits
- Encourage your children to discuss examples of exhibiting good character traits

SCHOOL-WIDE CHARACTER EDUCATION

Monthly character traits should be prominently displayed throughout the school. Each trait should be displayed with student work throughout the school. Displays should be encouraged on marquee, in the front office, guidance, cafeteria, the gym, hallways and all classrooms.

PROGRAM DESIGN

This character education document was designed for ease of implementation and to encourage best practices in reading, writing and learning. The following premises were considered in the basic design:

- Most teachers currently teach many character traits in their daily lesson plans. This program merely links those concepts, thus increasing the strength of a school-wide program.
- Specific content areas such as Language Arts/Reading and Math are ‘over burdened’ with instruction in FCAT and testing. Therefore, this program encourages instruction throughout all content areas including electives.
- Administrators, Curriculum Resource Teachers, Reading Coaches and Guidance Counselors have many diverse and ‘all encompassing’ tasks with helping students. Therefore, this program recommends that the district provide an individual(s) to help produce materials, make contacts and facilitate program implementation for the schools.
- The federal government’s “No Child Left Behind Act of 2001” and the State of Florida’s “Children First,” “Just Read Florida” emphasize research based best practice in reading instruction. The North East Florida Educational Consortium’s Florida Reading Initiative (FRI) has been implemented Pre-K -12 grade throughout its member districts. Literature serves as an excellent ‘spring board’ for instruction. Therefore, this program includes literature components that encourage the use of literature to teach character education in all subject areas.
- The state of Florida and the US DOE grade schools based on the state FCAT scores. Therefore, this program has included FCAT writing prompts as well as FCAT Prevention concepts and practice in reading, math and science, as produced through the Safe and Drug Free Schools Division of the Florida DOE.
- Teachers in Florida schools have many tasks. Since so many teachers dedicate time to sponsor clubs, promote activities after school, and are involved in coaching sports, etc., this program includes activities that can easily become part of the teacher’s daily curriculum. As stated in the “Recommendations for a

Successful Program,” the district and school are encouraged to assist with facilitation and promotion of school-wide character education.

- The activities presented in the program serve as engaging ways for teachers to teach character education. Therefore, this program encourages that schools and districts develop ways to collect and share lesson plans created by individual teachers.
- Many programs require measurement of student growth. Therefore, this program includes an informal pre and post assessment for the middle and high school components. These should be maintained and kept by the program coordinator.
- Many character programs direct the assignment of specific weeks or months for stressing specific character traits. And, many of our districts have other programs in place throughout the district or in specific schools. Therefore, this program was designed to dove-tail with other programs and was not assigned specific weeks or months of instruction.

This has been built upon a health premise that good character, not unlike healthy living, should be lived each minute and every day. We hope you find this document serves you well, as you assist parents and guardians with the character development of their children.

REFERENCES

The following character education programs were helpful and critical with the research involved in the development of this program:

Flagler County Schools’ Character *Attributes for Responsible Students* (CARS) – a locally developed character education program

Character Counts

National Character Education Center (www.ethicsusa.org)

North Carolina Public Schools (www.NCPublicschools.org)

Thesaurus.com

Dictionary.com

Bartlett’s Quotations.com

Parent Resource:

[Helping Your Child Become A Responsible Citizen](#)

U.S. Department of Education Publication Center

(www.ed.gov/pubs/parents/hyc.html)

**CORRELATION OF DISTRICT CHARACTER EDUCATION PLANS
NEXT GENERATION SUNSHINE STATE STANDARDS
FLORIDA DEPARTMENT OF EDUCATION**

CHARACTER CONCEPT	NGSSS BENCHMARK	BENCHMARK DESCRIPTION/REMARKS & EXAMPLES
Patriotism	SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community (e.g., responsible decision making, classroom jobs, and school service projects).
	SS.2.C.2.2	Define and apply the characteristics of responsible citizenship (e.g., respect, responsibility, participation, self-reliance, patriotism, honesty).
	SS.2.C.2.3	Explain why United States citizens have guaranteed rights and identify rights (e.g., right to vote, freedom of speech, freedom of religion).
	SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.
	SS.5.C.2.4	Evaluate the importance of civic responsibilities in American democracy (e.g., respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting).
Responsibility	SS.K.A.2.4	Listen to and retell stories about people in the past who have shown honesty, courage, and responsibility (e.g., Pocahontas, George Washington, Abraham Lincoln, Martin Luther King Jr., Harriet Tubman, astronauts).
	SS.1.C.2.1	Explain the rights and responsibilities students have in the school community (e.g., do not litter, come to school on time, have a safe learning environment).
	SS.2.C.2.2	Define and apply the characteristics of responsible citizenship (e.g., respect, responsibility, participation, self-reliance, patriotism, honesty).
	SS.4.C.2.2	Identify ways citizens work together to influence government and help solve community and state problems (e.g., voting, petitioning, conservation, recycling).

	SS.5.C.2.5	Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society (e.g., running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues).
Citizenship	SS.K.C.2.1	Demonstrate the characteristics of being a good citizen (e.g., taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, participating in classroom decision making).
	SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community (e.g., follow rules, care about the environment, respect others).
	SS.2.C.2.2	Define and apply the characteristics of responsible citizenship (e.g., respect, responsibility, participation, self-reliance, patriotism, honesty).
	SS.2.C.2.3	Explain why United States citizens have guaranteed rights and identify rights (e.g., right to vote, freedom of speech, freedom of religion).
	SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism and other civic virtues (e.g., food drives, book drives, community, clean-up, voting).
	SS.4.C.2.2	Identify ways citizens work together to influence government and help solve community and state problems (e.g., voting, petitioning, conservation, recycling).
	SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.
	SS.5.C.2.5	Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society (e.g., running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues).
	SS.5.C.2.4	Evaluate the importance of civic responsibilities in American democracy (e.g., respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting).
Kindness	SS.912.C.2.6	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

	SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community (e.g., follow rules, care about the environment, respect others).
Respect for Authority, Life, Liberty, and Personal Property	HE.K.B.1.1	Recognize school and community health helpers. (e.g., fire rescue/EMT; police; nurse; doctor; coach; teacher; counselor; school nurse)
	SS.1.C.1.2	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community (e.g., principals, teachers, parents, government leaders, police).
Honesty	SS.K.A.2.4	Listen to and retell stories about people in the past who have shown honesty, courage, and responsibility (e.g., Pocahontas, George Washington, Abraham Lincoln, Martin Luther King Jr., Harriet Tubman, astronauts).
	SS.1.A.2.4	Identify people from the past who have shown honesty, courage, and responsibility (e.g., President, war veterans, community members, leaders).
Charity	SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community (e.g., volunteering, recycling).
	SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism and other civic virtues (e.g., food drives, book drives, community, clean-up, voting).
	SS.912.C.2.5	Conduct a service project to further the public good (e.g., school, community, state, national, international).
Self-Control	SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
	SS.1.C.1.1	Explain the purpose of rules and laws in the school and community (e.g., keeping order, ensuring safety).
	HE.1.B.2.2	Describe good listening skills to enhance health. (e.g., positive body language; don't interrupt; focus on the speaker)

	HE.4.B.2.3	Discuss nonviolent strategies to manage or resolve conflict. (e.g., resource officer; "cool off" period; physical activities; quiet time; compromise)
Racial, Ethnic, and Religious Tolerance	SS.3.C.2.1	Identify contributions from various ethnic groups to the United States (e.g., Native Americans, Hispanics/Latinos, Africans, Asians, Europeans).
Cooperation	SS.K.C.2.3	Describe fair ways for groups to make decisions (e.g., voting, taking turns, coming to an agreement).
	SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community (e.g., follow rules, care about the environment, respect others).
	SS.1.C.3.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., talking about problems, role playing, listening, sharing).
	SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community (e.g., volunteering, recycling).
	SS.3.C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism and other civic virtues (e.g., food drives, book drives, community, clean-up, voting).
	SS.4.C.2.2	Identify ways citizens work together to influence government and help solve community and state problems (e.g., voting, petitioning, conservation, recycling).
	HE.5.B.2.3	Illustrate effective conflict resolution strategies. (e.g., expressing emotions; listening; body language)

Grade level Pre-K through 5

Character trait PATRIOTISM

Definition – Love for or devotion to one’s country: respect for one’s country, rules, laws and symbols. Noun

Synonyms – loyalty, pledge, pride, belief in

Word Analysis – patriot – one who is devoted to one’s country.
-Ism-suffix – a distinctive doctrine or theory – belief in

Quote-

“I like to see a man proud of the place in which he lives. I like to see a man live so that his place will be proud of him.” ~Abraham Lincoln

“Our country is not the only thing to which we owe our allegiance. It is also owed to justice and to humanity. Patriotism consists not in waving the flag, but in striving that our country shall be righteous as well as strong.” ~James Bryce

“My kind of loyalty was loyalty to one's country, not to its institutions or its office-holders.” ~Mark Twain, *A Connecticut Yankee in King Arthur's Court*, 1889

“Ask not what your country can do for you, but what you can do for your country.” ~ John F. Kennedy

Rewards –

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Positive Action curriculum;
- Monthly field day for a reward and recognition.

Activation of Background knowledge

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level.)

Activities: T- Chart (What does PATRIOTISM look like, sound like?) post in the classroom.

Body Language – Model and discuss the body language of the character trait.

- Create I messages about the character trait. I feel really patriotic when I _____ . I felt really patriotic when others _____ .

Bulletin Board – Display “What is Patriotism”?

- Take pride in your school, community and country
- Honor the flag by standing for the pledge, removing your hat during the pledge
- Respect the treatment of the flag
- Respect all of the citizens in your class and community
- Treat all people with respect
- Follow the rules of your school
- Obey the laws in your community

(Turn this into a character trait interactive wall by having students put sticky notes, sticker or note cards on each point as they notice someone exemplifying patriotism.)

- Word Wall – Post synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait

Activities

Level PreK-5

- Have students decorate the hall with homemade flags or ribbons.
- Encourage students to wear red, white and blue on a special day for remembering our country.
- Use red, white and blue plastic cups and create an American flag. Stick them in a chain link fence and show your pride for the whole community to see!!
- Have the media center create a display of books emphasizing the monthly character trait.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.

Content Lessons:

- **Social Studies** - Research one of the following famous people and discuss how they exemplify “Patriotism”: General Colin Powell, Abraham Lincoln, Dr. Martin Luther King Jr., John F. Kennedy, Jimmy Carter, Nathan Hale. (K-5th)
- **Social Studies** - Dress up as famous American Patriots.
- **Math** – Count the number of stars and strips in all of the American flags throughout history. (K-5th)
- **Math** – Ask students to count the number of flags they see on their way to or from school. If possible have students compute the number of flags per mile. (K-5th)

- **PE** – Discuss why we sing the national anthem at sporting events. How do we show patriotism for our favorite teams? How do other countries view their professional athletes and what role do they play in their country’s patriotism? **(K-5th)**
- **Health** – Research individuals who represented our country in the Olympics. Do a report on the sport each of these individuals participated in. Research the physical skill, discipline and training required to become an athlete in the Olympics. Show a video of some of the Olympic competition and particularly the patriotism exhibited by the athletes for their own countries. Discuss posture – breathing deeply – how that looks when saying the Pledge of Allegiance. Practice during the pledge. **(1st-5th)**
- **Health** – Discuss the important role individual health plays in those who serve our country on this soil and foreign soils. Include perceptions/feelings about what patriotism in an individual looks like. Discuss what students know about fitness and the important daily routine one practices in order to do his/her part to provide our freedoms.**(1st-5th)**
- **Music** – Learn and sing “The Star Spangled Banner,” “America the Beautiful,” “My Country ‘Tis of Thee”; research how, when and why these patriotic songs were written. **(PreK-5th)**
- **Art** – Have students create a patriotic mural of an historical event to display on a wall of the school or media center. **(K-5th)**

Discussion topics:

- Discuss what it means to be “patriotic”. **(PreK-5th)**
- Read newspaper and magazine articles about individuals who show their patriotism. **(PreK-5th)**
- Ask students to discuss patriotism with their family and to share stories of anyone they know who has served their country. Share stories in class. **(PreK-5th)**

Writing Prompts:

- Use one of the quotes as a writing prompt. **(2nd-5th)**
- Write to a local hero who displays patriotism.**(2nd-5th)**
- Invite a war veteran, police officer or fire fighter to speak at school and write a journal about your thoughts. **(K-5th)**

FCAT Activity: Writing Prompt: Write a narrative essay describing what a patriotic individual did to make themselves stand out as an American Patriot, include specific details describing their accomplishments.

READING LESSON PLAN

PreK-5th

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

Preview the selection selected. Adapt the lesson plan as age appropriate.

Elementary (PreK-5)

- **Before Reading Strategies**
 - Review the definition, synonyms and student activities about “patriotism”.
 - KWL
 - Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait ‘patriotism’ ”?
 - Ask students what they know of the setting, theme or topic of the selection.
 - Ask students what they think the selection is about?
- **During Reading Strategies**
 - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection. (Ask primary students to do this orally and intermediate students to write their responses, and then share.)
 - Ask students to predict what will happen next in the selection.
 - Throughout the reading, ask students to summarize and predict. When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.
 - Ask students to raise their hands every time they feel someone shows patriotism to another in the selection. Using two column notes. Record the instance of patriotism and how it was shown in the selection.
- **Post Reading Strategies**
 - Ask students to write a paragraph to explain the instances of patriotism illustrated in the selection.
 - Have students draw a picture of one of the instances of patriotism. Teach “cause and effect.” What caused the character to show patriotism and what was the result?
 - Return to the KWL chart and check what was correctly predicted and fill in the L column with what they learned.

Literature Connections to Character Education

The following literature selections emphasize the character trait of **patriotism**.

- Check the school or public library.
- Reading levels are approximate, review as appropriate for your students.

<i>Title</i>	<i>Author</i>	<i>Level</i>
<i><u>Arlington National Cemetery</u></i>	Stein, R. Conrad	Primary
<i><u>The Flag We Love</u></i>	Ryan, Pam Munoz	Primary

<u>George Washington: A Picture Book Biography</u>	Giblin, James Cross	Primary
<u>Hole in the Dike</u>	Green, Norma B.	Primary
<u>I am Rosa Parks</u>	Parks, Rosa with Jim Haskings	Primary
<u>I Pledge Allegiance</u>	Swanson, June	Primary
<u>In America</u>	Moss, Marisa	Primary
<u>The Little Red Hen</u>	Galdone, P.	Primary
<u>The Picture Life of Thurgood Marshall</u>	Young, Margaret B.	Primary
<u>The Secret Grove</u>	Cohen, Barbara Nash	Primary
<u>Three Gold Pieces</u>	Aliki	Primary
<u>The American Legal System</u>	Fincher, Ernest B.	Intermediate
<u>Chicken Sunday</u>	Polacco, P.	Intermediate
<u>Don't Call Me Beanhead</u>	Wojciechowski, Susan	Intermediate
<u>Equality: An American Values First Book</u>	Manetti, Lisa	Intermediate
<u>Hilary and the Troublemaker</u>	Leverich, Kathleen	Intermediate
<u>Lily and Miss Liberty</u>	Stevens, Carla	Intermediate
<u>Lincoln, a Photobiography</u>	Freedman, Russell	Intermediate
<u>Martin Luther King</u>	Bray, Rosemary	Intermediate
<u>Minty: A Story of a Young Harriet Tubman</u>	Schroeder, Alan	Intermediate
<u>Thurgood Marshall and Equal Rights</u>	Cavan, Scamus	Intermediate

Grade level Pre-K through 5

Character trait **RESPONSIBILITY**

Definition – The state or quality of being responsible, accountable or answerable. –
Noun: The ability to be responsible for one’s conduct or behavior.

Synonyms – duty, pledge, trustworthiness, accountable, answerable, obligation

Word Analysis – root – response – answer to; response – is how you respond
Suffix – able – the state of.

Quotes-

“We must instill a sense of duty in our children; every right implies a responsibility; every opportunity, an obligation; every possession, a duty”. John D. Rockefeller

“There is a choice you have to make in everything you do, and you must always keep in mind, the choice you make, makes you.” Author unknown

“The price of greatness is responsibility.” Winston Churchill

“JUST DO IT” Nike

Rewards –

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Positive Action curriculum;
- Monthly field day for a reward and recognition.

Activation of Background knowledge

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level.)

Activities: T- Chart (what does the responsibility look like, sound like?) post in the classroom.

Body Language – Model and discuss the “body language” of the character trait.

- Create I messages about the character trait I feel really _____ when I have responsibility. I felt really _____ when others gave me a responsibility.

Bulletin Board – Display “How to be Responsible to yourself and others”

- Take responsibility for your actions, don't make excuses or blame others.
- Always do your best.
- Admit your mistakes and learn from them.
- Be sure to keep your word.
- Don't let others down.
- Seek help from others when you need it.
- Don't keep others waiting, be on time.
- Always put trash in its place.
- Always keep your promises in word and deed.

(Turn this into a character trait interactive wall by having students put sticky notes, sticker or note cards on each point as they notice someone exemplifying responsibility for actions and self.)

- Word Wall – Post synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

Activities

Level

- Ask students to write a list of the top ten ways to be responsible in the class, to family, school, community, and to the environment. **(PreK-5)**
- Ask students to role-play situations in which one student displays responsibility and the other make excuses. **(2nd-5th)**
- Ask students to write a journal response to “How does it feel when someone promises to do something and they don't “? **(2nd-5th)**
- Use the quotes as a writing prompt. **(3rd-5th)**
- Teach students organizational skills, such as using a daily planner or assignment book, organizing their desks and backpacks. Discuss how organization helps one to stay and be responsible. **(2nd-5th)**
- Reward students who exemplify responsibility. **(K-5th)**
- Write an acrostic poem using the words: Responsibility/Self Control **(2nd-5th)**
- Have the media center create a display of books emphasizing the monthly character trait.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.

Content Lessons

Level PreK-5

- **Science** – Create a unit of study on “Being responsible to your environment”. Study environmentally friendly products. Discuss recycling and the effects on the environment. Share how to keep your community

and school clean and attractive. Culminate with an activity to recycle paper or cans in your classroom or school. (PreK-5th)

- **Social Studies** - Create a unit on “Responsibility in government” Discuss how the election process works and how the individual is responsible to vote. Also share how the elected officials must be responsible to those who elected them. Invite a local political official to visit the class and discuss how they feel responsible to those who elected them, and how they fulfill that responsibility to the community. (3rd-5th)
- **Math** – Assign students to cooperative groups and have each member responsible for one step in solving the problem. Ask members of each group to help others to be “responsible” for their step of the problem. When they finish the activity. Ask students how did “Responsibility” work in their group. (2nd-5th)
- **PE** – Discuss how each person on a sports team is responsible for a specific job. Why is this important? Model how a team does not work if everyone does not take responsibility for his/her own job. (For example: what happens if the catcher does not take responsibility for his/her job?) (Soccer: what happens if the defenders abandon the goal and chase the ball to score?) (PreK-5th)
- **Health** – Create a unit on “Responsibility to Self” to just say “no” to drugs. Share ideas on how to behave responsibly to yourself and family when someone offers you an opportunity to try drugs. Ask students to draw situations in which individuals say “no” to cigarettes, alcohol and drugs. Post drawings under the title “Be Responsible for your Health and Just Say No”. (3rd-5th)
- **Health** Discuss responsibility as it relates to peer pressure. Being responsible to self requires standing tall for what you believe, as well as, others respecting and showing responsibility in return. Discuss “true friends” and expectations toward responsibility. “Friends don’t let friends drive drunk.” (1st-5th)
- **Music** – Use familiar tunes such as “Old Mac Donald” and make up songs about responsibility. Discuss how performing music shows responsibility toward their voice, musical instrument etc.
- **Art** - Complete a group art project. Assign roles so that each student has a responsibility to the group. Grade students on their own individual efforts. (K-5th)

Discussion topics:

- How can acting irresponsibly hurt friendships? How can acting responsibly make you a better friend? (1st-5th)
- What does it mean when someone is described as being responsible? (K-5th)
- Does it matter what others think of you? How does it make you feel when others tell you that you are “being responsible”/ “irresponsible”? (K-5th)

Writing Prompts:

- View a movie, or read a story and discuss how characters in the story are being responsible or irresponsible. (PreK-5th)
- Use the quotes as writing prompts. (2nd-5th)
- Ask students to write commitment pledges to be responsible to self, family, friends, classmates, community, and environment.

FCAT ACTIVITY – Use FCAT Materials Using Prevention Concepts 4th Grade “Alcohol”. (<http://www.fldoe.org/safeschools/fcat.asp>) The materials include Reading, Writing, Math and Science Activities with FCAT passages and prompts.

READING LESSON PLAN

PreK-5th

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

Preview the selection selected. Adapt the lesson plan as age appropriate. `

- **Before Reading Strategies**
 - Review the definition, synonyms and student activities about “responsibility”.
 - KWL
 - Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait “responsibility”?”
 - Ask students what they know of the setting, theme or topic of the selection?
 - Ask students what do they predict the selection is about?
- **During Reading Strategies**
 - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection.
(Ask primary students to do this orally and intermediate students to write their responses, and then share)
 - Ask students to predict what will happen next in the selection.
 - Throughout the reading, ask students to summarize and predict.
 - When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.
 - Ask students to raise their hands every time they feel someone shows responsibility to another in the selection. Using two column notes, record the instance of responsibility and how it was shown in the selection.
- **Post Reading Strategies**
 - Ask students to write a paragraph to explain the instances of “responsibility” illustrated in the selection.
 - Have students draw a picture of one of the instances of “responsibility”. Teach “cause and effect” What caused the character to show “responsibility” and what was the result.

- Return to the KWL chart and check what was correctly predicted and fill in the L column with what they learned.

Literature Connections to Character Education

- Check the school or public library.
- Reading levels are approximate, review as appropriate for your students.

<i>Title</i>	<i>Author</i>	<i>Level</i>
<u>Arthur's Pet Business</u>	Brown, Marc	Primary
<u>Awful Thursday</u>	Hoban, Lillian	Primary
<u>The Dog Who had Kittens</u>	Robertus, Polly M.	Primary
<u>Elliot Frye's Good-Bye</u>	Brainard, Beth Behr, Sheila	Primary
<u>Fritz and the Mess Fairy</u>	Wells, Rosemary	Primary
<u>The Great Kapok Tree: A Tale of the Amazon Rain Forest</u>	Cherry, Lynne	Primary
<u>Harry In Trouble</u>	Abolafia, Yossi	Primary
<u>Harvey Moon, Clean</u>		
<u>Your Room</u>	Cummings, Pat	Primary
<u>Ida and the Wool Smugglers</u>	Alderson, Sue Ann	Primary
<u>Keep the Light Burning Abbie</u>	Roop, Peter and Connie	Primary
<u>The Patchwork Quilt</u>	Flournoy, Valerie	Primary
<u>The Rainbabies</u>	Melmed, Laura Krauss	Primary
<u>Swimmy</u>	Lionni, Leo	Primary
<u>Uncle Willie and the Soup Kitchen</u>	Di Salvo-Ryan, Dyanne	Primary
<u>Angel in Charge</u>	Delton, Judy	Intermediate
<u>Dear Mr. Henshaw</u>	Cleary, Beverly	Intermediate
<u>A Dog on Barkham Street</u>	Stolz, Mary	Intermediate
<u>The Cay</u>	Taylor, Theodore	Intermediate
<u>Class President</u>	Hurwitz, Johanna	Intermediate
<u>Fudge</u>	Graeber, Charlotte Towner	Intermediate
<u>Frank and Ernest</u>	Day, A.	Intermediate
<u>Hatchet</u>	Paulsen	Intermediate
<u>The Harry Potter Series</u>	Rawlings, M.K.	Intermediate
<u>My Brother Stevie</u>	Clymer, Elanor	Intermediate
<u>Marvin Redpost: Alone in The Teacher's House</u>	Sachar, Louis	Intermediate
<u>Saint George and the Dragon: A Golden Legend</u>	Hodges, Margaret	Intermediate
<u>Shoeshine Girl</u>	Bulla, Clyde Robert	Intermediate
<u>Stone Fox</u>	Gardiner, John Reynolds	Intermediate
<u>Summer of the Swans</u>	Byars, Betsy	Intermediate
<u>Where the Red Fern Grows</u>	Rawls, Wilson	Intermediate

Grade level Pre-K through 5

Character trait CITIZENSHIP

Definition – The state of being a citizen with rights and duties. Noun

Synonyms – freedom, independence, home rule, privilege, rights, duties, native land, political home, nationality, community

Word Analysis – citizen belonging to a community or country.
“ship”- a state of being

Quotes-

“I regret that I have only one life to give to my county.” Nathan Hale

“The ballot is stronger than the bullet.” Abraham Lincoln

“He who is brave is free.” Seneca

“Be true to your school.” The Beach Boys

Rewards –

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Positive Action curriculum;
- Monthly field day for a reward and recognition.

Activation of Background Knowledge

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level.)

Activities: T- Chart (What does citizenship look like, sound like?) post in the classroom.

Body Language – Model and discuss the body language of the character trait.

- Create I messages about the character trait I feel really _____ when I am being a good citizen. I felt really _____ when I treated others as good citizens.

Bulletin Board – Display “What does it mean to be a good citizen?”

- Take responsibility for the environment around you.
- Be a good friend and neighbor.

- Treat others with respect and dignity.
- Be proud of your home, school, community and county.
- Help to make your world a better place.
- Learn about your government and participate.
- Participate in student government.

(Turn this into a character trait interactive wall by having students put sticky notes, sticker or note cards on each point as they notice someone exemplifying citizenship for others.)

- Word Wall – Post synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

Activities

Level

- Discuss the meaning of good citizenship. Make a chart of how to exhibit good citizenship at school, home and your community.
(PreK-5th)
- As a class decide upon a “good citizen” project for your school. Like start a recycle program, visit a nursing home and sing songs, collect cans for a food drive at Thanksgiving, collect new toys to donate to needy families at Christmas.
(PreK-5th)
- Write a letter to your principal, senator, congressional representative or the President regarding an issue or concern. (2nd-5th)
- Ask representative of community service organizations to come and speak at the school. For example: police officers, mayor, city council members, representatives from United Way, a local blood bank, or homeless shelter.
(K-5th)
- Everyone in class decide what activity each could do to promote good citizenship at home. For example: volunteer for chores without being asked. Take out the garbage, clean your room, help vacuum or clean the house, rake leaves or help clean up the yard. (K-5th)
- Have the media center create a display of books emphasizing the monthly character trait.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.

Content Lessons:

- **Science** – Study habitats for different species: What is man’s role in being a good citizen in these different habitats? For example: When visiting a state park, people should respect the habitat by not leaving trash behind or feeding the animals. When boating in Florida waterways, people should slow down for the manatees and not pollute the lakes, rivers or ocean. Discuss and share how people can be good citizens in other species habitats. **(K-5th)**
- **Social Studies** - Hold a mock election for class president or student council. Have students follow the same procedures as elected officials, campaigning and ballots. **(2nd -5th)**
- **Social Studies** – Invite a representative from the community who exemplifies “citizenship” to speak in your class. Ask students to prepare questions they would like answered. **(1st-5th)**
- **Math** – Math students count and compile ballots for the mock election. **(1st-5th)**
- **PE** – Discuss what being a good citizen means to sports and sporting events. Why do we honor many good citizens at sporting events? **(PreK-5th)**
- **Health** – Discuss the value of health as it relates to building strong families/neighborhoods/communities/states/nation of good citizens. What happens in a county that does not have healthy citizens? How does the availability of food and playtime affect our attitude toward our county? Why? **(2nd-5th)**
- **Music** – Learn or write a song that celebrates citizenship to sing at a good citizen recognition ceremony. **(PreK-5th)**
- **Music** – Discuss Lee Greenwood’s “Proud to be an American” lyrics. Discuss the effect of performing it in a classroom, or an audition, or a stadium of thousands of people from the United States of America. **(K-5th)**
- **Art**- Create posters of examples of citizenship. Do a gallery walk throughout the school. **(K-5th)**

Discussion topics:

- Ask students what you and your class can do together to take more responsibility for the environment. (recycling, using less water and buying recycled products.) **(2nd-5th)**
- Participate in community service project with your class. Get fliers and pamphlets from local charitable and community service organizations. Have individuals come and speak from those agencies. **(1st-5th)**
- Watch a movie that has characters that exemplify good citizens or poor citizens. Do a Frayer model on good and poor citizenship qualities. **(PreK-5th)**

Writing Prompts:

- Use one of the quotes as a writing prompt. **(2nd-5th)**
- Write a fictional story or paragraph about what it takes to be a good citizen. **(2nd-5th)**
- After reading about a person who exemplified “good citizenship,”

Write a paragraph describing what you think about that person's acts of good citizenship.

FCAT – Writing Prompt: Ask students to describe a person they know or they have learned about who exemplifies a “good citizen.” Be sure to describe two actions or qualities that make that person an example of a “good citizen.”

READING LESSON PLAN

PreK-5th

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Preview the selection selected. Adapt the lesson plan as age appropriate. `

- **Before Reading Strategies**
 - Review the definition, synonyms and student activities about “citizenship”.
 - **KWL**
 - Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait “citizenship”?”
 - Ask students what they know of the setting, theme or topic of the selection.
 - Ask students what they predict the selection is about?
- **During Reading Strategies**
 - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection.
(Ask primary students to do this orally and intermediate students to write their responses, and then share)
 - Ask students to predict what will happen next in the selection.
 - Throughout the reading, ask students to summarize and predict. When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.
 - Ask students to raise their hands every time they feel someone shows citizenship to another in the selection. Using two column notes, record the instance of citizenship and how it was shown in the selection.
- **Post Reading Strategies**
 - Ask students to write a paragraph to explain the instances of citizenship” illustrated in the selection.
 - Have students draw a picture of one of the instances of citizenship. Teach “cause and effect.” What caused the character to show citizenship and what was the result.

- Return to the KWL chart and check what was correctly predicted and fill in the L column with what they learned.

Literature Connections to Character Education

The following literature selections emphasize the character trait of citizenship.

- Check the school or public library.
- Reading levels are approximate, review as appropriate for your students.

<i>Title</i>	<i>Author</i>	<i>Level</i>
<u><i>A Very Important Day</i></u>	Herold, Maggie R.	Primary
<u><i>City Green</i></u>	Disalvo-Ryan, Dyanne	Primary
<u><i>The Day Gogo Went to Vote</i></u>	Sisulu, Elinot Batezat	Primary
<u><i>Eleanor</i></u>	Cooney, Barbara	Primary
<u><i>Grandfather's Journey</i></u>	Say, Allen	Primary
<u><i>House Mouse/ Senate House</i></u>	Barnes, Peter and Cheryl	Primary
<u><i>It Takes a Village</i></u>	Cowen-Fletcher, Jane	Primary
<u><i>Miss Rumphius</i></u>	Cooney, Barbara	Primary
<u><i>A "Mice" Way to Learn</i></u>	Barnes, Peter and Cheryl	Primary
<u><i>About Government</i></u>		
<u><i>Nothing But the Truth</i></u>	Avi	Primary
<u><i>My Brother Steve</i></u>	Clymer	Primary
<u><i>A River Ran Wild</i></u>	Cherry, Lynne	Primary
<u><i>Ruby Mae Has Something</i></u>		
<u><i>To Say</i></u>	Small, David	Primary
<u><i>This Farm is a Mess</i></u>	McGuire, Leslie	Primary
<u><i>Kid Power</i></u>	Pfeffer, Susan	Primary
<u><i>The Flag We Love</i></u>	Ryan, Pam M.	Primary
<u><i>The 500 Hats of Bartholemew</i></u>		
<u><i>Cubbins</i></u>	Seuss, Dr.	Primary
<u><i>Coming to America</i></u>	Maestro, Betsy	Intermediate
<u><i>Dear Mrs. Parks: A Dialogue with Today's Youth</i></u>	Parks, Rosa Reed, Gregory	Intermediate
<u><i>Foundations of Democracy Teachers Guide</i></u>	Upper Elementary Center for Civic Education	Intermediate

<u>Freedom of the Press</u>		
<u>Our First Amendment</u>	Thom, Robert	Intermediate
<u>I Pledge Allegiance</u>	Swanson, June	Intermediate
<u>Molly's Pilgrim</u>	Cohen, M.	Intermediate
<u>Mrs. Frisby and the Rats</u>		
<u>Of NIMH</u>	O'Brian, Robert	Intermediate
<u>Pink and Say</u>	Polacco, Patricia	Intermediate
<u>Soup and Me</u>	Peck, Robert N.	Intermediate
<u>The Cabin Faced West</u>	Fritz, Jean	Intermediate
<u>The Contests at Cowlick</u>	Kennedy, Richard	Intermediate
<u>The Lion, the Witch and</u>		
<u>The Wardrobe</u>	Lewis, C.S.	Intermediate
<u>The Voice of the People</u>		
<u>American Democracy in</u>		
<u>Action</u>	Maestro, Betsy and Giulio	Intermediate
<u>Toliver's Secret</u>	Brady, Esther Wood	Intermediate
<u>Why the Chimes Rang</u>	Alden, Raymond	Intermediate

Grade level Pre-K through 5

Character trait **KINDNESS**

Definition – 1) The quality of caring that one shows to others through both words and actions. **2)** An act of good will. –Noun

Sentence – “I will always remember your kindness to me when I was so sad.”

Synonyms – warm-hearted, considerate, tenderness, gentleness, goodness, Caring, charity, courtesy, sweetness, thoughtfulness, generosity, good will, helpfulness, understanding.

Word Analysis – root “kind” showing care and love; suffix “ness” the state or quality of being.

Quotes-

“Kindness is the language the deaf can hear and the blind can see.” – Mark Twain

“No act of kindness, no matter how small, is ever wasted.” Aesop

“Being kind to others is a way to being good to yourself.” Rabbi Harold Kushner

“Talking is sharing; listening is caring; kindness is language everyone understands. When you help others, you help yourself.” anonymous

Rewards –

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Positive Action curriculum;
- Monthly field day for a reward and recognition.

Activation of Background knowledge

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level.)

Activities: T- Chart (what does “kindness” look like, sound like?) post in the classroom.

Bulletin Board – Display “How to show kindness through words and actions”.

- Express your thanks when someone helps you.

- Be polite and offer to help someone in need.
- Show forgiveness.
- Apologize when you have hurt someone.
- Be kind and caring to animals.
- Be kind and take care of the earth.
- Do not use “put downs” when talking about others.
- Help other students with positive suggestions.
- Make someone smile every day by being nice to them.
- Take care of your health through good health habits.
- Compliment others often.

Body Language – Model and discuss the “body language” of the character trait.

- Create I messages about the character trait I feel really _____ when treated with kindness. I felt really _____ when I treated others with kindness.

(Turn this into a character trait interactive wall by having students put sticky notes, sticker or note cards on each point as they notice someone exemplifying respect for others.)

- Word Wall – Post synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

Activities

Level

- Use “reading buddies”, “math buddies” or pair students so that they learn to work together as friends, emphasize the character trait of kindness while working together. **(PreK-5th)**
- Adopt a charity drive at the school or in your class to show kindness such as: “Canned food drives”, “Coats for kids”, “Jump rope for heart”, “New toy drive for Christmas”, “Adopt a whale”. Be sure to emphasize your efforts as kindness for the less fortunate. **(PreK-5th)**
- Ask students to chart all of the kind acts that they witness in class daily. **(PreK-5th)**
- Read an article from a magazine or newspaper that discusses how others have shown “kindness through words and actions.” **(PreK-5th)**
- Have students create drawings of individuals showing kindness to others. Do an art gallery of the drawings. **(PreK-5th)**
- Award certificates to students who exhibit the character trait of kindness and place their names in a jar for a weekly prize drawing. **(PreK-5th)**
- Use the quotes as writing prompts. **(3rd-5th)**
- Create a “Random Acts of Kindness Program” in your class or school.
- Have the media center create a display of books emphasizing the monthly character trait.

- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.

Content Lessons:

- **Science** – Decide on a project that would show kindness to your school or class environment. Plant flowers or a tree; clean up your school grounds or class. (PreK-5th)
- **Science**- Research animal treatment and care of animals as a project. Ask students to create a poster of how to care and show kindness toward animals. Contrast this with what does not show care and kindness toward animals. (3rd-5th)
- **Social Studies** - Research local service and community organizations that are based on helping others with kindness. Invite a spokes person to come and talk about what their organization does to help those who need it. (3rd-5th)
- **Math** – Tally the amount of “Kindness Acts” seen on TV on a particular day. Report on different channels, shows and video games. (3rd-5th)
- **PE** – Invite a handicapped athlete to visit the class or read an article about one. Ask students to list ideas on how to include handicapped individuals in the games they like to play. Discuss how to show kindness to others who may not be as athletic during the playing of games. Contact the Shiners to do a shows and presentations. (PreK-5th)
- **Health** – Discuss how physical activity demonstrates kindness to your heart and muscles. Engage students with using their muscles by having them do: deep breathing; shrug shoulders then relax; close eyes and look up, down and sideways; stand up tall and reach for the stars, then touch toes. Contrast what happens to the body when someone does not show kindness to their body by taking care of himself or herself. Talk about what can result over time when one does not take care of their body. “It is a gift to your loved ones to stay healthy.” (PreK--5th)
- **Music** – Sing a song that exhibits kindness to others like “Let there be Peace on Earth and let it begin with me” or the coke commercial “I’d like to teach the world to sing...” Discuss why music can show kindness and caring to others. Perform a concert of songs that show kindness to others. Create a collection of songs that show kindness. (PreK--5th)
- **Art** – Discuss how and why artists often donate artwork to charity to benefit a particular organization. Have an art auction at school and donate the money to charity. Kids can sell their art to help a charity. (PreK--5th)

Discussion topics:

- Discuss how families show that they care about each other. Ask students to list ways to show their families kindness through actions and words. (PreK--5th)

- Discuss what can be done to show kindness to the support staff of the school such as those who work in the front office, clinic, media center, cafeteria and custodial staff. Have students to each sign a commitment form to show kindness to a member of the support staff through words or actions.
(PreK--5th)
- Discuss what it means to show kindness to you. What do people do to show kindness to them? “Pats on the back”, “Take time to do something you like”, “Do physical exercise everyday”. (3rd-5th)

Writing Prompts:

- Write about a time someone showed kindness to you when you needed it. What was the situation? What did they say or do for you? How did it make you feel?
(1st-5th)
- Write about a situation when you showed kindness to someone who needed it. What was the situation? What did you say or do for the other person? How did it make you feel?
(1st-5th)
- Research and select a project you would like to participate in that would show kindness to your school or community. Present your project to the class and try to convince your peers to join you. (3rd-5th)

FCAT Activity: Use FCAT Materials Using Prevention Concepts 5th grade “Alcohol”. (<http://www.fldoe.org/safeschools/fcat.asp>) The materials include Reading, Writing, Math and Science Activities with FCAT passages and prompts.

READING LESSON PLAN

PreK-5th

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Preview the selection selected. Adapt the lesson plan as age appropriate.

- **Before Reading Strategies**
 - Review the definition, synonyms and student activities about “Kindness”.
 - **KWL**
 - Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait “Kindness”?”
 - Ask students what they know of the setting, theme or topic of the selection.
 - Ask students what they predict the selection is about.

- **During Reading Strategies**
 - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection. (Ask primary students to do this orally and intermediate students to write their responses, and then share)
 - Ask students to predict what will happen next in the selection.
 - Throughout the reading, ask students to summarize and predict. When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.
 - Ask students to raise their hands every time they feel someone shows “Kindness” to another in the selection. Using two column notes. Record the instance of “kindness” and how it was shown in the selection.

- **Post Reading Strategies**
 - Ask students to write a paragraph to explain the instance of “Kindness” illustrated in the selection.
 - Have students draw a picture of one of the instances of “Kindness”. Teach “cause and effect” What caused the character to show “Kindness” and what was the result?
 - Return to the KWL chart and check what was correctly predicted and fill in the L column with what they learned.

Literature Connections to Character Education

The following literature selections emphasize the character trait of **kindness**.

- Check the school or public library.
- Reading levels are approximate, review as appropriate for your students.

<i>Title</i>	<i>Author</i>	<i>Level</i>
<u><i>The Paper Crane</i></u>	Bang, Molly	Primary
<u><i>The Wild Christmas</i></u>		
<u><i>Reindeer</i></u>	Brett, Jan	Primary
<u><i>A Fish in his Pocket</i></u>	Cazet, Denys	Primary
<u><i>The King at the Door</i></u>	Cole, Brock	Primary
<u><i>The Scarebird</i></u>	Fleischman, Sid	Primary
<u><i>The Country bunny</i></u>		
<u><i>And the Little Gold</i></u>		
<u><i>Shoes</i></u>	Heyward, Du Bose	Primary
<u><i>Silver Packages:</i></u>		
<u><i>An Appalachian...</i></u>	Rylant, Cynthia	Primary

<u><i>The Talking Eggs</i></u>	San Souci, Robert D.	Primary
<u><i>Horton Hears the Who!</i></u>	Seuss, Dr.	Primary
<u><i>Mufaro's Beautiful</i></u>		
<u><i>Daughters</i></u>	Steptoe, John	Primary
<u><i>Moonfall</i></u>	Whitcher, Susan	Primary
<u><i>I Know A Lady</i></u>	Zolotow, Charlotte	Primary
<u><i>The Banza: A Haitian</i></u>		
<u><i>Story</i></u>	Wolkstein, Diane	Primary
<u><i>A Chair for my Mother</i></u>	Williams, Vera B.	Primary
<u><i>Chicken Sunday</i></u>	Polacco, Patricia	Primary
<u><i>The First Strawberries</i></u>	Bruchac, Joseph	Primary
<u><i>Miss Tizzy</i></u>	Gray, Libba Moore	Primary
<u><i>Mrs. Katz and Tush</i></u>	Polacco, Patricia	Primary
<u><i>A New Coat for</i></u>		
<u><i>Anna</i></u>	Ziefert, Harriet	Primary
<u><i>Old Henry</i></u>	Blos, Joan W	Primary
<u><i>The Patchwork Quilt</i></u>	Flournoy, Valerie	Primary
<u><i>Smokey Night</i></u>	Bunting, Eve	Primary
<u><i>Talking Eggs:</i></u>		
<u><i>A Folktale From the</i></u>		
<u><i>American South</i></u>	San Souci, Robert D.	Primary
<u><i>Uncle Jed's</i></u>		
<u><i>Barbershop</i></u>	Mitchell, Margaree King	Primary
<u><i>The Wednesday Surprise</i></u>	Bunting, Eve	Primary
<u><i>The Wolf's Chicken</i></u>		
<u><i>Stew</i></u>	Kasza, Keiko	Primary
<u><i>The Cay</i></u>	Taylor, Theodore	Intermediate
<u><i>The Chalk Box Kid</i></u>	Bulla, Clyde Robert	Intermediate
<u><i>Charlotte's Web</i></u>	White, E.B.	Intermediate
<u><i>Chicken Sunday</i></u>	Polacco, Patricia	Intermediate
<u><i>Donovan's Word Jar</i></u>	DeGross, Monalisa	Intermediate
<u><i>Littlejim's Gift</i></u>	Houston, Gloria	Intermediate
<u><i>Pink and Say</i></u>	Polacco, Patricia	Intermediate
<u><i>Plain and Tall Sarah</i></u>	MacLachlan, Patricia	Intermediate
<u><i>Shiloh</i></u>	Naylor, Phyllis Renyolds	Intermediate
<u><i>Stone Fox</i></u>	Gardiner, John Reynolds	Intermediate
<u><i>Sukey and the Mermaid</i></u>	San Souci, Robert D	Intermediate
<u><i>Thank You,</i></u>		
<u><i>Jackie Robinson</i></u>	Cohen, Barbara	Intermediate
<u><i>Year of the Perfect</i></u>		
<u><i>Christmas</i></u>	Houston, Gloria	Intermediate

Grade level Pre-K through 5

Character trait RESPECT

Definition – Respect

Willingness to show consideration and honor towards another person. –Verb
Manner of showing courtesy to another -noun

Synonyms – regard, dignity adoration, courtesy, honor, value, uphold, treasure

Word Analysis – “Re”- to do again “Spect” – to look at closely

Discuss that respect means to look at closely again and again, therefore to show respect means that one must be doing something that others could look up to again and again.

Quote

“Whatever you are be a good one.” - Abraham Lincoln

“Respect others by being courteous and kind.”- Anonymous

“I will speak ill of no man and speak all the good I know of everybody.” – Ben Franklin

Rewards –

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Positive Action curriculum;
- Monthly field day for a reward and recognition.

Activation of Background knowledge

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level.)

Activities: T- Chart (what does the respect look like, sound like?) post in the classroom

Body Language – Model and discuss the “body language” of the character trait.

Bulletin Board – Display “How to be respectful?” Display one or all of the points listed below.

- Treat others the way you want to be treated
- Be courteous and polite
- Listen to what others have to say
- Do treat others with respect when you speak to them

- Do encourage other students to be respectful
- Celebrate differences between people.
- Create “I messages about the character trait” I feel really _____ when treated with respect. I felt really _____ when I treated others with respect.

(Turn this into a character trait interactive wall by having students put sticky notes. sticker on each point as they notice someone exemplifying respect for others.)

Word Wall – Post synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

Activities

Level

- Using one 6 inch and one 12 inch pipe cleaner or use construction paper and have students create “spectacles” glasses for looking for examples of respect.
(Pre-K-1st)
- Discuss the use of good manners, such as: saying please and thank you, holding doors for others, waiting in lines instead of “cutting” in line, not interrupting others when they are talking. Role-play using good manners and not using good manners.
(Pre-K-5th).
- Have students list “10 ways to show respect in the classroom” post in the classroom. This activity can be completed for the cafeteria, media center, in hallways, on the bus, etc.)
(Pre-K-5th)
- Use the quotes as writing prompts.
(3rd-5th)
- Brainstorm ways to make your school a more respectful environment. Create a list of recommendations and place them in your school newspaper, on your TV program or on a poster to display. (1st-5th)
- Have students create drawings of individuals showing respect to others. Do an art gallery in the hall of posters, (1st-5th)
- Content lessons:
 - **Science** – Have students discuss the value of recycling as a showing of “respect for mother earth”. Ask students to create a list of ways to recycle at home and school. Have students create posters to illustrate and display respect for the earth. Practice 3 R’s Program – Reuse, Reduce, Recycle
(Pre-K-5th)
 - **Social Studies** - Discuss cultural differences between two countries or ethnic backgrounds. Discuss ways students can show respect for other cultures. (For example: dress, religion, and food).
(3rd-5th)
 - **Math** – Create a chart and graph the number of times students use respect in the classroom. (For example the number of times students use please and thank you.)
(3rd-5th)
 - **PE** – Have students list ways to show respect during a specific sport. Discuss the ways professional athletes gain the respect of the public.
(3rd-5th)

- **Health** – Discuss with students and do a unit on how to respect the health of one’s own body by not smoking cigarettes, or doing drugs and by eating well and doing physical activity. *(PreK-5th)*
- **Art** - Have students create a “courtesy tree” with drawings of students showing respect to others. *(1st-5th)*
- **Music** – Have students write, “Respect” lyrics to songs using well known tunes, such as “Old MacDonald”, “If you’re respectful and you know it clap your hands”, “Row, row, row your boat”.

Discussion topics:

- How do students treat each other at school? What ways do students Show respect for each other? Disrespect for each other? How does it? Make you feel? How can we make it better? *(3rd-5th)*
- How do you show respect to your family at home? (Help mom with the dishes, take out the garbage, brush the family pet, and help your grandmother with chores.) *(Pre-K-5th)*

Writing Prompts:

- Write about an experience you had or saw with a bully. What did the bully do? How did it make you feel? What would you do if you could respond differently? How would “respect” help someone deal with a bully? *(3rd-5th)*
- Write a letter to someone who hurt your feelings, explain what the person did to you and why you didn’t like it, and how you want this person to behave differently toward you. Use the word “respect” in your letter 2-3 times. *(1st-5th)*

READING LESSON PLAN

PreK-5th

Preview the book selected. Adapt the lesson plan as age appropriate. `

- **Before Reading Strategies**
 - Review the definition, synonyms and student activities about “Respect”.
 - **KWL**
 - Show students the book and ask them “What do you think this book is about?” “Can you tell how it might have to do with our character trait “respect”?”
 - Ask students what they know of the setting, theme or topic of the book?
 - Ask students what do they predict the story is about?
- **During Reading Strategies**
 - After reading the first page of the story, ask students to summarize the who, what, when and where of the story. (Ask primary students to do this orally and intermediate students to Write their responses and then share)
 - Ask students to predict what will happen next in the story.
 - Throughout the reading, ask students to summarize and predict.
 - When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.

- Ask students to raise their hands every time they feel someone shows respect to another in the story. Using two column notes Record the instance of respect and how it was shown in the story.
- **Post Reading Strategies**
 - Ask students to write a paragraph to explain the instances of “Respect” illustrated in the story.
 - Have students draw a picture of one of the instances of respect.
 - Teach “cause and effect” What caused the character to show respect and what was the result.
 - Return to the KWL chart and check off what was correctly predicted and fill in the L column with what they learned.

Literature Connections to Character Education

The following literature selections emphasize the character trait of respect.

- Check the school or public library.
- Reading levels are approximate, review as appropriate for your students.

<i>Title</i>	<i>Author</i>	<i>Level</i>
<u><i>Benjie</i></u>	Lexau, Joan	Primary
<u><i>What is Wrong with Julio?</i></u>	Ormsby, Virginia	Primary
<u><i>I Have a Sister-My Sister is Deaf</i></u>	Peterson, J. W.	Primary
<u><i>Annie of the old One</i></u>	Miles, Miska	Primary
<u><i>Now One Foot, Now the Other</i></u>	De Paola, Tomie	Primary
<u><i>Pondlarker</i></u>	Gwynne, Fred	Primary
<u><i>Rag Coat, The</i></u>	Mills, Lauren	Primary
<u><i>Mixed-Up Chameleleon, The</i></u>	Carle, Eric	Primary
<u><i>I Wish I Were a Butterfly</i></u>	Howe, James	Primary
<u><i>How My Parents Learned to Eat</i></u>	Friedman, Ina R.	Primary
<u><i>First Strawberries, The</i></u>	Bruchac, Joseph	Primary
<u><i>Crow Boy</i></u>	Yashima, Taro	Primary
<u><i>War With Grandpa, The</i></u>	Smith, Robert Kimmel	Intermediate
<u><i>Where the Red Fern Grows</i></u>	Rawls, Wilson	Intermediate
<u><i>View From Saturday</i></u>	Konigsburg, E.L.	Intermediate
<u><i>Mississippi Bridge</i></u>	Taylor, Mildred D.	Intermediate
<u><i>Ramona and Her Mother</i></u>	Cleary, Beverly	Intermediate
<u><i>Cay, The</i></u>	Winthrop, Elizabeth	Intermediate
<u><i>Chaulk Box Kid, The</i></u>	Bulla, Clyde Robert	Intermediate
<u><i>Hundred Penny Box, The</i></u>	Mathis, Sharon Bell	Intermediate
<u><i>In the Year of the Boar and</i></u>		
Elementary (PreK-5)		

<u>Jackie Robinson</u>	Lord, Bette Bao	Intermediate
<u>Julie of the Wolves</u>	George, Jean Craighead	Intermediate
<u>Littlejim</u>	Houston, Gloria	Intermediate
<u>Pink and Say</u>	Polacco, Patricia	Intermediate
<u>All It Takes is Practice</u>	Miles, Betty	Intermediate
<u>Frozen Fire: A Tale of Courage</u>	Houston, James	Intermediate

Grade level Pre-K through 5

Character trait HONESTY

Definition –

- 1) The quality of being truthful and fair in words and actions. 2) The quality of being honest, and straightforward in conduct and speech. – Noun
- 3) Openly, truthfully, frankly, - adverb

Synonyms – integrity; trustiness; honor; justice; candor; sincerity; fairness

Word Analysis – root-“honor”; - suffix “y” The quality of being honorable

Quotes

“Be true to your work, your word and your friend.” Henry David Thoreau

“You never find yourself until you face the truth.” Pearl Bailey

“A half truth is a whole lie.” Yiddish Proverb

“There is no power on earth more formidable than the truth.” Margaret Lee Runbeck

Rewards –

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Positive Action curriculum;
- Monthly field day for a reward and recognition.

Activation of Background knowledge

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level.)

Activities: T- Chart (what does honesty look like, sound like?) post in the classroom.

Body Language – Model and discuss the “body language” of the character trait.

- Create I messages about the character trait. I feel really ___ when treated with honesty. I felt really ___ when I treated others with honesty.

Bulletin Board – Display “How to display your honesty”

- Tell the truth in all situations.
- Be dependable, do what you say you will do.
- Follow rules.

- Do what you know is right.
- Be honest with yourself. Refrain from lying, stealing, cheating and misleading others.
- Say what you feel even if it does not seem popular

(Turn this into a character trait interactive wall by having students put sticky notes, sticker or note cards on each point as they notice someone exemplifying honesty with others.)

- Word Wall – Post synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

Activities

Level

- Create a bulletin board of news articles reporting on honest actions done by others. (1st-5th)
- Ask students or teacher to assist in creating a concept map of “What actions and words let you know that someone is honest”. Have students use words to describe the action then give specific examples. Display in hallways. (1st-5th)
- Discuss honesty in the classroom and have students create a chart of ways to exemplify honesty in the class. Post the chart. (1st-5th)
- Discuss the saying, “Honesty is the best policy”. Ask students to write a journal entry (writing prompt). “Write about a time that honesty was the best policy in your life” or “Write about a time that you were not honest and what were the negative consequences”. (3rd-5th)
- Use the quotes as writing prompts. (3rd-5th)
- Ask an individual from law enforcement or the judicial system to discuss why honesty is critical to solving a crime. (1st-5th)
- Read the book The Rainbow Fish by Marcus Pfister. After reading the story, discuss what it means to be a good friend. Give each student a construction paper fish, have students write different character traits on each scale of the fish. Post the fish on a bulletin board that reads, “Fishing for good friends”. Use yarn and create a fishing line on which students attach a construction paper sentence that describes what that person did to be a good friend. (PreK-5th)
- Have the media center create a display of books emphasizing the monthly character trait.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.

- **Science** – Teach and study the food pyramid and teach students what types of foods are needed for the health of each organ of the body. Team with the health and Math teacher for a team unit. (3rd-5th)
- **Health** – Ask students to keep a diary of the foods they eat for one day and how much food. Then instruct students on how to use a calorie counter to understand the value of the foods they are eating. In Math class students compute their intake of daily calories. Then instruct the students in how to “burn” calories through exercise. Ask students to fill out a diary of how much daily exercise they do. In Math class students compute their “calories burned”. The students then learn how to compare and contrast “intake of calories and expenditure of calories. Discuss the importance of “Honesty” in their reporting. Honesty to self is extremely important for your health. (3rd-5th)
- **Math** - Pair with health lesson. (3rd-5th)
- **Social Studies** – Study one of the following famous people who exemplify the character trait “Honesty”: Abraham Lincoln, Gandhi, Martin Luther King, Frederick Douglas, Cochise. (K-5th)
- **Social Studies** – Read a story or view a movie about Pocahontas. Discuss how honesty played a role in her life and how she helped the Native Americans and the settlers compromise through honesty. (K-5th)
- **PE**- Discuss honesty in sports. Example, being honest about your score or handicap in the game of golf. Discuss honesty in playing table or card games. “Why is it important that individuals are honest in sports?” (2nd-3rd)
- **Music**- Discuss with students songs and lyrics that involve the trait of honesty. Stress the relevance of honesty in specific incidents and relationships. (K-5th)
- **Art**- Have students create posters or drawings of “honest events” in their lives. Display the posters throughout the class or in hallways. (K-5th)

Discussion topics:

- Use the story of “Chicken Little” to show how exaggeration could be considered not being honest. Or use the story of “The Little Boy who cried Wolf” and discuss the importance of honesty.
- Discuss what “honesty” means at school when taking a test. Ask students to discuss, if looking at another student’s paper to check if they have the same answer, is being honest or not.
- What is important about being honest with yourself about what you eat and drink? If your mom asks, “How many packs of gummies have you eaten today?” Why is it very important for you to be honest when answering your mom?

Writing Prompts:

- Use the discussion topics for writing prompts.
- In a journal write on the following topics:
 - Write about a time that someone hurt you when they were not honest with you.

- Write about a time that you were not honest and what happened.
- Write about what you have learned about “honesty”.
- If you had to explain to someone, “What is honesty?”
How would you define it? What examples would you give them?

FCAT Activity: Writing Prompt- Write a narrative describing “a day in the life” of a person who eats healthy. Include in your narrative a description of what that person would eat for breakfast, lunch, dinner and snacks.

READING LESSON PLAN

PreK-5th

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

Preview the selection selected. Adapt the lesson plan as age appropriate. `

- **Before Reading Strategies**
 - Review the definition, synonyms and student activities about “honesty”.
 - **KWL**
 - Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait “honesty”?”
 - Ask students what they know of the setting, theme or topic of the selection.
 - Ask students what they predict the selection is about.
- **During Reading Strategies**
 - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection.
(Ask primary students to do this orally and intermediate students to write their responses, and then share)
 - Ask students to predict what will happen next in the selection.
 - Throughout the reading, ask students to summarize and predict.
When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.
 - Ask students to raise their hands every time they feel someone shows honesty to another in the selection. Using two column notes. Record the instance of honesty and how it was shown in the selection.
- **Post Reading Strategies**
 - Ask students to write a paragraph to explain the instances of honesty illustrated in the selection.
 - Have students draw a picture of one of the instances of honesty. Teach “cause and effect” What caused the character to show honesty and what was the result.

- Return to the KWL chart and check what was correctly predicted and fill in the L column with what they learned.

Literature Connections to Character Education

The following literature selections emphasize the character trait of **honesty**.

- Check the school or public library.
- Reading levels are approximate, review as appropriate for your students.

<i>Title</i>	<i>Author</i>	<i>Level</i>
<u><i>A Bargain for Frances</i></u>	Hoban, Russell	Primary
<u><i>A Big Fish Story</i></u>	Wylie, J. & D.	Primary
<u><i>Adventures of Obadiah</i></u>	Turkle, Brinton	Primary
<u><i>Amanda and the Giggling</i></u>		
<u><i>Ghost</i></u>	Kroll, Steven	Primary
<u><i>Berenstein Bears and the Truth</i></u>	Berenstein, Stan and Jan	Primary
<u><i>A Big Fat Enormous Lie</i></u>	Weinman, Marjorie	Primary
<u><i>The Big Fat Enormous Lie</i></u>	Sharmat, Marjorie W.	Primary
<u><i>A Day's Work</i></u>	Bunting, Eve	Primary
<u><i>Honestly, Myron</i></u>	Hughes, Dean	Primary
<u><i>I'll Tell On You</i></u>	Lexai, Joan	Primary
<u><i>Jamaica's Find</i></u>	Havill, Juanita	Primary
<u><i>Misty and Me</i></u>	Girion, Barbara	Primary
<u><i>Molly's Lies</i></u>	Charoao, Kay	Primary
<u><i>Nothing But the Truth</i></u>	Avi	Primary
<u><i>Pinocchio</i></u>	Collodi, Carlo	Primary
<u><i>On My Honor</i></u>	Bauer, Marion Dane	Primary
<u><i>Sam, Bangs, and Moonshine</i></u>	Ness, Evaline	Primary
<u><i>The Adventure of Obadiah</i></u>	Turkle, Brinton	Primary
<u><i>The Boy Who Cried Wolf</i></u>	Aesop	Primary
<u><i>The Emperor's New Clothes</i></u>	Anderson, Hans Christian	Primary
<u><i>The King's Fountain</i></u>	Alexander, Lloyd	Primary
<u><i>The Principal's New Clothes</i></u>	Calmenson, Stephanie	Primary
<u><i>Tell Me No Lies</i></u>	Coleman, H.C.	Primary
<u><i>The Secret Box</i></u>	Cole, Joanna	Primary
<u><i>The True Francine</i></u>	Brown, Marc	Primary
<u><i>The Truthful Harp</i></u>	Alexander, Lloyd	Primary
<u><i>Bad Times of Irma Baumline</i></u>	Brink, Carol	Intermediate
<u><i>The Cuckoo Child</i></u>	King-Smith, Dick	Intermediate
<u><i>The Cybil War</i></u>	Byers, Betsy	Intermediate
<u><i>Lizzie Lies a Lot</i></u>	Levy, Elizabeth	Intermediate
<u><i>My Brother, The Thief</i></u>	Shyer, Marlene	Intermediate
<u><i>On My Honor</i></u>	Bauer, Marion	Intermediate
<u><i>Penney's Worth of Character</i></u>	Stuart, J.	Intermediate

<u>Shiloh</u>	Naylor, Phyllis	Intermediate
<u>Stinky Sneakers Contest</u>	Peters, Julie	Intermediate
<u>Too Many Tamales</u>	Soto, Gary	Intermediate
<u>The Stories Julian Tells</u>	Cameron, Ann	Intermediate
<u>The Trumpet of the Swan</u>	White, E.B.	Intermediate

Grade level Pre-K through 5

Character trait **SELF-CONTROL**

Definition –

Control of one’s own behavior, desires, or actions - noun

Synonyms –

Willpower, restraint, reserve, quiet, even temper, good behavior

Word Analysis – compound – root – self- and –root - control

Quotes -

“Self-reverence, self-knowledge, self-control, - These three alone lead life to sovereign power.” Alfred Lord Tennyson

“Experience of a sense of guilt for wrong-doing is necessary for the development of self-control. The guilt feelings will later serve as a warning signal.” Selma H. Frailberg

Rewards –

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Positive Action curriculum;
- Monthly field day for a reward and recognition.

Activation of Background Knowledge

(Use parts or all of the activities to activate background knowledge as appropriate for students at their level.)

Activities: T- Chart (what does the self-control look like, sound like?) post in the classroom.

Body Language – Model and discuss the “body language” of the character trait.

- Create I messages about the character trait I feel really _____ when I know I have self-control. I felt really _____ when others show self-control around me.

Bulletin Board – Display “How to have self-control”

- Be responsible for your behavior.

- Think before you act or say something.
- Be part of the solution, not the problem.
- If you think you are losing control do the following:
 - Count to ten and take a deep breath
 - Walk away from a situation before you lose control.
 - Wait.....Use words to express what you don't like.
 - Tell what you would like to happen.
 - Seek the nearest adult to ask for help.
- Learn what it feels like to lose control and stop it before it happens.
- Solve problems with others peacefully.
- Help others maintain control with kind words.

(Turn this into a character trait interactive wall by having students put sticky notes, sticker or note cards on each point as they notice someone exemplifying self-control.)

- Word Wall – Post synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

Activities

Level

- Model and practice skits of how to solve differences peacefully.
(K-5th)
- Create a “Peace table or area” in your classroom where students go to discuss differences. Have each student hold a peaceful object like a flower when it is his/her turn to talk. Student holding the peaceful object must use I messages. Each student must listen to all concerned and come up with a peaceful compromise or solution to the problem. An adult must be present to role model how to compromise until students understand the process.
(3rd-5th)
- Use puppets to role-play situations that sometimes create anger. Model how the puppets solve the problem peacefully and exhibit self-control.
(PreK-5th)
- Find comic strips in the newspaper that show the characters dealing with anger. Discuss how the characters might be able to handle the situation better. Make the strips into a book to which students can add their own cartoon solutions. Use the published book for discussions.
(3rd-5th)
- Practice deep breathing and other methods that individuals use to calm down and have self control.
(PreK-5th)
- Have the media center create a display of books emphasizing the monthly character trait.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.

- **Science** – Study how animals in herds or packs practice self-control. How do horses deal with a horse that is out of control in the herd? How do elephants? Who is responsible in the herd for maintaining control? How does this compare to humans?(1st-5th)
- **Social Studies** - Examine what rules we have at school that help us keep our self-control? What would happen if kids could “cut” in line at lunch? How do school wide rules keep us safe?(PreK-5th)
- **Social Studies** – Examine why we have driving laws and procedures. Why do these laws help to maintain self-control? What might happen if we could drive any speed any time?
Discuss how local and national governments make laws. (1st-5th)
- **Math** – Conduct a survey before the unit on self-control is taught. Ask all students to complete a questionnaire about “How many times a day or week do you lose control with: anger, food, words, physical, ‘acting out’ etc.” At the end of the unit repeat the questionnaire. Chart before and after answers to the questions. Compute the % growth. (1st-5th)
- **PE** – Discuss self-control as it relates to being a “poor loser”. Also discuss how one reacts to a referee’s call. How does one maintain self-control as a “winner”? Use photos and excerpts that illustrate both good sportsmanship and poor sportsmanship. (1st-5th)
- **Health** – Discuss with students the effects of drug use. Include prescription and over-the-counter drugs, as well as, age and size and growth development. Or, discuss self-control as it relates to food choices. Discuss amounts necessary for body size/age etc. Include what results when we lose control on a repeated basis. (3rd-5th)
- **Music** – Create a rap about controlling feelings (PreK-5th)
- **Art** - Draw a poster or a picture that helps you to keep control when you know you might lose it. Put it up in a place where you can see it. (K-5th)

Discussion topics:

- Discuss healthy steps to controlling anger.
- Discuss how different family members exhibit self-control. For example: How Mom watches that she only eats a small amount of dessert. How Dad deals with a bad day at work. How a younger sibling responds to sharing. Etc. Chart and display good examples of self-control.

Writing Prompts:

- Write an acrostic poem with the words Responsibility and Self-control.
- Use the quotes as writing prompts.

FCAT Activity: Use FCAT Materials Using Prevention Concepts 5th Grade “Drugs”. (<http://www.fldoe.org/safeschools/fcat.asp>) The materials include Reading, Writing, Math and Science Activities with FCAT passages and prompts.

READING LESSON PLAN

PreK-5th

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

Preview the selection selected. Adapt the lesson plan as age appropriate.

- **Before Reading Strategies**
 - Review the definition, synonyms and student activities about “self-control”.
 - **KWL**
 - Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait “self-control”?”
 - Ask students what they know of the setting, theme or topic of the selection.
 - Ask students what do they predict the selection is about.
- **During Reading Strategies**
 - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection.
(Ask primary students to do this orally and intermediate students to write their responses, and then share)
 - Ask students to predict what will happen next in the selection.
 - Throughout the reading, ask students to summarize and predict.
When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.
 - Ask students to raise their hands every time they feel someone shows self-control to in the selection. Using two column notes, record the instances of self-control and how it was shown in the selection.
- **Post Reading Strategies**
 - Ask students to write a paragraph to explain the instances of “self-control” illustrated in the selection.
 - Have students draw a picture of one of the instances of “self-control”.
Teach “cause and effect” What caused the character to show “self-control” and what was the result?

- Return to the KWL chart and put a check next to what was correctly predicted and fill in the L column with what they learned. Draw a line through incorrect predictions.

Literature Connections to Character Education

The following literature selections emphasize the character trait of **self-control**.

- Check the school or public library.
- Reading levels are approximate, review as appropriate for your students.

<i>Title</i>	<i>Author</i>	<i>Level</i>
<u>Angelina and the Princess</u>	Holabird, Katharine	Primary
<u>Arthur's Pet Business</u>	Brown, Marc	Primary
<u>Awful Thursday</u>	Hoban, Lillian	Primary
<u>The Big Fat Enormous Lie</u>	Sharmat, Majorie W.	Primary
<u>The Dog Who had Kittens</u>	Robertus, Polly M.	Primary
<u>Elbert's Bad Word</u>	Wood, Audrey	Primary
<u>Elliot Frye's Good-Bye</u>	Brainard, Beth Behr, Sheila	Primary
<u>Fritz and the Mess Fairy</u>	Wells, Rosemary	Primary
<u>The Great Kapok Tree: A Tale of the Amazon Rain Forest</u>	Cherry, Lynne	Primary
<u>Harry In Trouble</u>	Abolafia, Yossi	Primary
<u>Harvey Moon, Clean</u>		
<u>Your Room</u>	Cummings, Pat	Primary
<u>Ida and the Wool Smugglers</u>	Alderson, Sue Ann	Primary
<u>Keep the Light Burning Abbie</u>	Roop, Peter and Connie	Primary
<u>Lily's Plastic Purse</u>	Stevens, Carla	Primary
<u>Little Polar Bear and the Brave Little Hare</u>	De Beer, Hans	Primary
<u>Miss Nelson is Missing</u>	Allard, Harry	Primary
<u>Mr Grumpy's Outing</u>	Burningham, John	Primary
<u>The Patchwork Quilt</u>	Flournoy, Valerie	Primary
<u>The Rainbabies</u>	Melmed, Laura Krauss	Primary
<u>Seven Loaves of Bread</u>	Wolff, Ferida	Primary
<u>Strega Nona</u>	De Paola, Tomie	Primary
<u>Swimmy</u>	Lionni, Leo	Primary
<u>Uncle Willie and the Soup Kitchen</u>	Di Salvo-Ryan, Dyanne	Primary
<u>Angel in Charge</u>	Delton, Judy	Intermediate
<u>Class Clown</u>	Hurwitz, Johanna	Intermediate
<u>Dear Mr. Henshaw</u>	Cleary, Beverly	Intermediate

<u><i>A Dog on Barkham Street</i></u>	Stolz, Mary	Intermediate
<u><i>The Cay</i></u>	Taylor, Theodore	Intermediate
<u><i>Class President</i></u>	Hurwitz, Johanna	Intermediate
<u><i>Fudge</i></u>	Graeber, Charlotte Towner	Intermediate
<u><i>Frank and Ernest</i></u>	Day, A.	Intermediate
<u><i>Hatchet</i></u>	Paulsen	Intermediate
<u><i>The Harry Potter Series</i></u>	Rawlings, M.K.	Intermediate
<u><i>My Brother Stevie</i></u>	Clymer, Elanor	Intermediate
<u><i>Marvin Redpost: Alone in</i></u>		
<u><i>The Teacher's House</i></u>	Sachar, Louis	Intermediate
<u><i>Saint George and the Dragon:</i></u>		
<u><i>A Golden Legend</i></u>	Hodges, Margaret	Intermediate
<u><i>Shoeshine Girl</i></u>	Bulla, Clyde Robert	Intermediate
<u><i>Stone Fox</i></u>	Gardiner, John Reynolds	Intermediate
<u><i>Summer of the Swans</i></u>	Byars, Betsy	Intermediate
<u><i>Where the Red Fern Grows</i></u>	Rawls, Wilson	Intermediate

Grade level Pre-K through 5

Character trait TOLERANCE

Definition – The capacity for or the practice of respecting the beliefs or practices of others; the capacity to endure hardship or pain; open-mindedness - noun

Synonyms – compassion, kindness, patience, sensitivity, understanding

Word Analysis – (not broken down into word parts)

Quotes-

“It is thus tolerance that is the source of peace, and intolerance that is the source of disorder and squabbling.” Pierre Bayle

“I describe family values as responsibility towards others, increase of tolerance, compromise, support, flexibility.” Salvador Minuchin

“Living up to basic ethical standards in the classroom—discipline, tolerance, honesty—is one of the most important ways children learn how to function in society at large.” Eloise Salholz

Rewards

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Positive Action curriculum;
- Monthly field day for a reward and recognition.

Activation of Background knowledge

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level.)

Activities: T- Chart (what does the character trait of tolerance look like, sound like?) post in the classroom.

Body Language – Model and discuss the “body language” of the character trait.

- Create I messages about the character trait. I feel really _____ when I show tolerance to the differences in others. I felt really _____ when others showed tolerance to my differences.

Bulletin Board – Display “what is Tolerance?”

- Listen politely when others are speaking.

- Avoid criticizing others.
- Have an open mind.
- Be compassionate with your siblings and friends.
- Remember everyone has positive attributes, look for them in others.
- Accept everyone's differences.
- Look at both sides of environmental concerns.
- Follow rules and laws.

(Turn this into a character trait interactive wall by having students put sticky notes, sticker or note cards on each point as they notice someone exemplifying tolerance for others.)

- Word Wall – Post synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

Activities

Level

- Discuss “What does tolerance of differences mean in the classroom?” (3rd-5th)
- Find articles from magazines and newspapers that discuss lack of tolerance and tolerance of individual differences. (3rd-5th)
- Create a peace table in your classroom for conflict resolution. (PreK-5th)
- Have students create a “Top Ten List” for showing tolerance and understanding toward each other in the class. Post the list. (3rd-5th)
- Celebrate holidays from different cultures and study, share and celebrate differences between cultures. (Pre-K-5th)
- Read a poem and discuss each person's interpretation and why it means different things to each of us. (3rd-5th)
- Have each student ask their parents about their heritage and traditions. Ask students to share their different heritages and traditions with the class. (Pre-K-5th)
- Have the media center create a display of books emphasizing the monthly character trait.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.

Content Areas

PreK-5th

- **Science-** Study how unlikely animals share habitats. How do these animals show or display tolerance and understanding? (Pre-K-5th)
- **Science** Study how animals build tolerance to a harsh environment through adaptation. (Pre-K-5th)

- **Social Studies** - Study conflicts in history and ask students to identify how Understanding/Tolerance or lack of; impacted history. (3rd-5th)
- **Social Studies** – Compare and contrast cultures and celebrate their differences. (3rd-5th)
- **Math** – Have students explain the many different ways they each solve a math problem. Discuss how this is an example of tolerance. (3rd-5th)
- **PE** – Discuss situations in sports when an individual must show tolerance or understanding toward another player. Use examples from magazines and newspaper to show how tolerance and understanding have been exemplified in sports. For example: handicapped individuals have successfully competed in sport events/local Special Olympics. (3rd-5th)
- **Health** – Teach a unit on drug use and tolerance. What does it mean when our bodies build up tolerance to certain drugs? Discuss how this could lead to addiction. Discuss what happens to someone addicted to legal and illegal substances. (3rd-5th)
- **Music** – Listen to music of different cultures and make a T-chart of how many students liked or disliked each type of music. Discuss the role of tolerance in music appreciation. (Pre-K – 5th)
- **Math and Music** – Have students create a graph of how many students liked or disliked each sample of music. (3rd – 5th)
- **Art** – Look and discuss different styles of art and make a T-chart of how many students liked or disliked each style of art. Discuss the role of tolerance in art appreciation. (Pre-K – 5th)
- **Art and Music** – Have students create a graph of how many students liked or disliked each sample of music. (3rd – 5th)

Discussion topics:

- Conduct a debate to demonstrate all sides of an issue.
- Discuss the activities or content lessons.
- Discuss a “controversial” topic in the school for example:
School uniforms, taking soft drinks out of school vending machines.
Encourage students to use an Opinion/Proof chart to support their opinions. Help them arrive at a conclusion that models “tolerance”.

Writing Prompts:

- Use quotes for writing prompts.
- Write a paragraph on any of the activities or content lessons.
- Write about a “controversial” topic in the school for example:
School uniforms, taking soft drinks out of school vending machines.
Encourage students to use an Opinion/Proof chart to support their opinions. Help them arrive at a conclusion that models “tolerance”.

FCAT Activity: Use FCAT Materials Using Prevention Concepts 4th Grade “Drugs”. (<http://www.fl DOE.org/safeschools/fcat.asp>) The materials include Reading, Writing, Math and Science Activities with FCAT passages and prompts.

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

Preview the selection selected. Adapt the lesson plan as age appropriate.

- **Before Reading Strategies**
 - Review the definition, synonyms and student activities about “tolerance”.
 - **KWL**
 - Show students the selection and ask them “What do you think this selection is about?” “Can you tell how it might have to do with our character trait “tolerance”?”
 - Ask students what they know of the setting, theme or topic of the selection?
 - Ask students what do they predict the selection is about?
- **During Reading Strategies**
 - After reading the first page of the selection, ask students to summarize the: who, what, when and where of the selection.
(Ask primary students to do this orally and intermediate students to write their responses, and then share)
 - Ask students to predict what will happen next in the selection.
 - Throughout the reading, ask students to summarize and predict.
When asking students to summarize and predict, it is critical that each student attempts to do this on their own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.
 - (Ask students to raise their hands every time they feel someone shows “tolerance” to another in the selection. Using two column notes, record the instance of “tolerance” and how it was shown in the selection.
- **Post Reading Strategies**
 - Ask students to write a paragraph to explain the instances of “tolerance” illustrated in the selection.
 - Have students draw a picture of one of the instances of tolerance. Teach “cause and effect” What caused the character to show “tolerance” and what was the result.
 - Return to the KWL chart and check what was correctly predicted and fill in the L column with what they learned.

Literature Connections to Character Education

The following literature selections emphasize the character trait of tolerance.

- Check the school or public library.

Elementary (PreK-5)

- Reading levels are approximate, review as appropriate for your students.

<i>Title</i>	<i>Author</i>	<i>Level</i>
<u><i>Amazing Grace</i></u>	Hoffman, Mary	Primary
<u><i>The Art Lesson</i></u>	De Paola, Tomie	Primary
<u><i>Chicken Sunday</i></u>	Polacco, Patricia	Primary
<u><i>Cornelius</i></u>	Lionni, Leo	Primary
<u><i>Fishing Sunday</i></u>	Johnston, Tony	Primary
<u><i>The Hallo-Wierner</i></u>	Pikey, Dav	Primary
<u><i>How My Parents Learned</i></u>		
<u><i>To Eat</i></u>	Freidman, Ina R.	Primary
<u><i>Ira Sleeps Over</i></u>	Waber, Bernard	Primary
<u><i>Jamaica's Tag-Along</i></u>	Havill, Juanita	Primary
<u><i>Oliver is a Sissy</i></u>	De Paola, Tomie	Primary
<u><i>Max's Breakfast</i></u>	Wells, Rosemary	Primary
<u><i>Let's Be Enemies</i></u>	Uldry, Janice	Primary
<u><i>The Microscope</i></u>	Kumin, Maxine	Primary
<u><i>The Mitten</i></u>	Brett, John	Primary
<u><i>Waiting</i></u>	Weiss, Nicki	Primary
<u><i>We Are All Alike, We are All Different</i></u>	Cheltenham Elementary School Kindergarten	Primary
<u><i>Brothers and Sisters Are Like That</i></u>		
<u><i>Aesop's Fables</i></u>	Crowell	Intermediate
<u><i>Baseball Saved Us</i></u>	Aesop	Intermediate
<u><i>Be Good to Eddie Lee</i></u>	Mochizuki, Ken	Intermediate
<u><i>Crazy Lady</i></u>	Fleming, Virginia	Intermediate
<u><i>The Gold Cadillac</i></u>	Conly, Jane	Intermediate
<u><i>The Hundred Dresses</i></u>	Taylor, Mildred	Intermediate
<u><i>Heroes</i></u>	Mathis, Sharon Bell	Intermediate
<u><i>Heroes</i></u>	Mochizuki, Ken	Intermediate
<u><i>Hurray For Diffendooper</i></u>		
<u><i>Day</i></u>	Prelutsky, Jack Smith, Lane	Intermediate
<u><i>Jackie Robinson</i></u>	Rudeen, Kenneth	Intermediate
<u><i>Mississippi Bridge</i></u>	Taylor, Mildred	Intermediate
<u><i>Nothing's Fair In Fifth Grade</i></u>	DeClements, Barthe	Intermediate
<u><i>Number the Stars</i></u>	Lowry, Lois	Intermediate
<u><i>Sara, Plain and Tall</i></u>	MacLachlan, Patricia	Intermediate
<u><i>Sound the Jubilee</i></u>	Forrester, Sandra	Intermediate
<u><i>Supergrandpa</i></u>	Schwartz, David M.	Intermediate
<u><i>The Araboolies of Liberty</i></u>		

Street
The Story of Ruby Bridges

Swope, Sam
Coles, Robert

Intermediate
Intermediate

Who Belongs Here? An
American Story

Knight, Mary Burns

Intermediate

Grade level Pre-K through 5

Character trait COOPERATION

Definition – 1) working with others in a supportive, peaceful way toward a common goal. 2) Joint operation or action 3) mutual effort– noun

Synonyms – combined effort, harmony, teamwork, teaming, unity, give-and-take, agreement, encouragement, comfort, helping”.

Word Analysis – prefix “co” – together; root “operate” – effort, action, labor; suffix “tion” – the act of

Quotes-

“No man is above the law and no man is below it.” Theodore Roosevelt

“We all sink or swim together.” Anonymous

“We must learn to live together as brothers or perish together as fools.” Martin Luther King

Rewards –

- Teacher recognition of the character trait throughout the day;
- Positive referrals;
- Teacher tickets with weekly/monthly drawing for a prize;
- Recognition certificates;
- Positive Action curriculum;
- Monthly field day for a reward and recognition.

Activation of Background Knowledge

(Use parts or all of the activities to activate background knowledge as appropriate for students and their level.)

Activities: T- Chart (what does the “Cooperation” look like, sound like?) post in the classroom.

Body Language – Model and discuss the “body language” of the character trait.

- Create I messages about the character trait. I feel really _____ when I cooperate with others. I felt really _____ when others cooperated with me.

Bulletin Board – Display “How to be a Cooperative Person”

- LISTEN to others carefully and “hear” what they are saying.
- SHARE materials and TAKE TURNS with everyone fairly.
- APPRECIATE differences in ideas and beliefs.
- DO YOUR JOB well and encourage others to do theirs.
- BE POLITE and thank your classmates and others for their efforts.
- TREAT everyone as you would want to be treated, make everyone in your class feel special, do not leave anyone out of your group.

Turn this into a character trait interactive wall by having students put sticky notes, stickers or note card on each point as they notice someone exemplifying respect for others.

- Word Wall – Post definitions and synonyms on the word wall and have students write examples of each word through either sentences or examples of individuals exemplifying the character trait.

Activities

Level

- Make a chart of all the things you do in your class daily that require cooperation. **(PreK-5th)**
- Hand out daily response sheets for each student to respond to the questions: Was I cooperative in class with my teacher today? Was I cooperative with my classmates today? Was I cooperative in the lunchroom today? Was I cooperative in the halls today? How can I improve my cooperation? Discuss. **(K-5th)**
- Use the quotes as writing prompts. **(3rd-5th)**
- Use magazines or newspapers to illustrate examples of people cooperating. Create a collage of pictures of people cooperating. **(K-5th)**
- Show a video or a picture book of people working in jobs cooperatively for example: operating rooms, building a house, football teams, the postal service, a business. **(PreK-5th)**
- Have students create drawings of individuals working cooperatively together with others. Do an art gallery in the hall of posters. **(PreK-5th)**
- Create a cooperative lesson plan assigning specific roles to each member of the group, have students share materials to create a common product. Students can be in groups of 2-3. **(PreK-5th)**
- Have the media center create a display of books emphasizing the monthly character trait.
- Ask administrators to do “Read Alouds” with picture books that emphasize the theme.
- Ask students to bring in books, newspaper or magazine articles, poems or song lyrics that emphasize the monthly character trait.

- **Health**– Have student’s study how the internal organs work cooperatively with each other to make the human body work. For example: the heart and lungs for respiration, the mouth and stomach and intestines for digestion, etc. Discuss what happens in the body when too many “high fat foods” are ingested. (3rd-5th)
- **Science** – Study the botany of a plant and learn how all of the parts of a plant work cooperatively to make the plant live. For example: the roots, leaves, chlorophyll, respiration and photosynthesis. (2nd-5th)
- **Social Studies** - Study the three branches of government and how they work cooperatively to make our government work. (5th)
- **Math** – Assign groups and have students use a ruler to measure 5 items. Assign the following roles to each group member: recorder (individual who records the correctly worked problem); material/on task person (individual who gets the material and keeps all conversation and activity on task); checker (individual who makes sure that all understand the math); cooperation monitor (individual who records the number of cooperative acts per group. Class combines total numbers of cooperative acts and charts. (2nd-5th)
- **PE** – Explain the role of different positions on a soccer, baseball or football team. Discuss how each person cooperates with the other for the whole teams’ success. (1st-5th)
- **PE** - Discuss how muscles, ligaments and tendons work together to make each body part move cooperatively. Discuss what foods help to make muscles work together to get the most energy and stay healthy. (3rd-5th)
- **Music** – Sing a song in harmony like “row, row, row your boat” and discuss how each section does their part cooperatively to make the song. (PreK-5th)
- **Art** – Create a mural of a cooperative topic having each student do his or her part to create a cooperative work of art. (PreK-5th)
- **Art/Science** – Assign students to groups of 3 and assign the roles of: artist who draws the rough copy; recorder of ideas; time keeper/materials person. The assignment is for students to create a new animal that include all of the traits of a specific class of animals. The social objective for the group is to work cooperatively. (2nd-5th)

Discussion topics:

- Discuss what makes you feel good about working with others cooperatively, what makes you feel bad? Chart responses and make a class poster of how to be a cooperative member of the class. (PreK-5th)
- Discuss cooperation in the family and what do individual family members do for the good of the whole family. Ask students to make a chart of what each family member does to cooperate and to make a list of ideas to improve the family’s cooperation. (PreK-5th)

Writing Prompts:

- Write about what traits make you a cooperative person and give examples of how you show your cooperation with others. (2nd-5th)
- Write about a time that you were a successful cooperative member of a group or team. Describe in detail what you did to make yourself a positive cooperative member of the group. Describe how others made you feel good about your positive cooperation. (2nd-5th)
- Write about a time you were excluded from a group. How did it make you feel? What could you have done or the group has done to make you feel a part of the group? What lesson could you teach to others about making individuals feel part of a group? (2nd-5th)

FCAT Materials: Use Prevention Concepts 4th Grade “Tobacco”.

(<http://www.fl DOE.org/safeschools/fcat.asp>) The materials include Reading, Writing, Math and Science Activities with FCAT passages and prompts.

READING LESSON PLAN

PreK-5th

The reading lesson plan is designed to be used with any reading selection appropriate for your content area. This plan may be used with short stories, poems, newspaper or magazine articles, excerpts or chapters from books, picture books, pamphlets, or lyrics from songs.

Preview the selection selected. Adapt the lesson plan as age appropriate.

- **Before Reading Strategies**
 - Review the definition, synonyms and student activities about “Cooperation”.
 - KWL
 - Show students the selection and ask them “What do you think this selection is about?” “Can you tell what it might have to do with our character trait “Cooperation”?”
 - Ask students what they know of the setting, theme or topic of the selection.
 - Ask students what they predict the selection is about.
- **During Reading Strategies**
 - After reading the first page of the selection, ask students to summarize the who, what, when and where of the selection. (Ask primary students to do this orally and intermediate students to write their responses, and then share)
 - Ask students to predict what will happen next in the selection.
 - Throughout the reading, ask students to summarize and predict. (When asking students to summarize and predict, it is critical that each student attempts to do this on his or her own, give all students “think time” and refrain from telling the students the answers until most have shared or written one.)

- Ask students to raise their hands every time they feel someone shows cooperation with another in the selection. Using two column notes, record the instance of cooperation and how it was shown in the selection.
- **Post Reading Strategies**
 - Ask students to write a paragraph to explain the instances of “cooperation” illustrated in the selection.
 - Have students draw a picture of one of the instances of “cooperation”. Teach “cause and effect” What caused the character to show “cooperation” and what was the result.
 - Return to the KWL chart and put a check what was correctly predicted and fill in the L column with what they learned. Draw a line through incorrect predictions.

Literature Connections to Character Education

The following literature selections emphasize the character trait of cooperation.

- Check the school or public library.
- Reading levels are approximate, review as appropriate for your students.

<i>Title</i>	<i>Author</i>	<i>Level</i>
<u><i>A Bargain for Frances</i></u>	Hoban, Lillian	Primary
<u><i>A Bundle of Sticks</i></u>	Evans	Primary
<u><i>Berlioz the Bear</i></u>	Brett, Jan	Primary
<u><i>Little Polar Bear</i></u>	DeBeer, H.	Primary
<u><i>Miss Tizzy</i></u>	Gray, Libba Moore	Primary
<u><i>Mouse Count</i></u>	Walsh, E.S.	Primary
<u><i>Mr. Tall and Mr. Small</i></u>	Brenner, Barbara	Primary
<u><i>Nimbly, An Extraordinary</i></u>		
<u><i>Cloud who Meets a Remarkable</i></u>		
<u><i>Friend</i></u>	Tompkins, J.	Primary
<u><i>Pop Goes the Turnip</i></u>	Berson, Harold	Primary
<u><i>Sweet Clara and the Freedom</i></u>		
<u><i>Quilt</i></u>	Hopkinson, Deborah	Primary
<u><i>Swimmy</i></u>	Lionni, Leo	Primary
<u><i>The Big Pumpkin</i></u>	Silverman, Erica	Primary
<u><i>The Giant Jam Sandwich</i></u>	Lord, John Vernon	Primary
<u><i>The Little Hands Playtime</i></u>		
<u><i>Book: 50 Activities to ...</i></u>	Curtis, Regina, Dreloff, Elliott	Primary
<u><i>The Chocolate Train</i></u>	Kornfeld, Joanne	Primary
<u><i>The Little Red Hen</i></u>	Galdone, Paul	Primary
<u><i>The Patchwork Quilt</i></u>	Flournoy, Valerie	Primary
<u><i>The Rag Coat</i></u>	Mills, Lauren	Primary
<u><i>Timothy Turtle</i></u>	Davis, A.V.	Primary

<u>Uncle Jed's Barbershop</u>	Mitchell, Margarie King	Primary
<u>Walt Disney's: 101 Dalmations</u>		
<u>Escape from Dander: A Book About Cooperation</u>	Korman, Justine	Primary
<u>Zinna and Dot</u>	Ernst, Lisa Campbell	Primary
<u>Because of Winn Dixie</u>	DiCamillo, Kate	Intermediate
<u>Charlie and the Chocolate Factory</u>		
<u>Conflict Resolution: Communication, Cooperation, Compromise</u>		
<u>Cooperation (Values to Live by)</u>	Wandberg, Robert	Intermediate
<u>Holes</u>	Riehecky, Janet	Intermediate
<u>Hoot</u>	Sachar, Louis	Intermediate
<u>International Space Station</u>	Hiaasen, Carl	Intermediate
<u>Interpol</u>	Cole, Michael D.	Intermediate
<u>Junie B Jones Series</u>	Blashfield, Jean F.	Intermediate
<u>Left Behind: The Kid's Series</u>	Park, Barbara	Intermediate
<u>Maxine's Tree</u>	Jenkins, Jerry B.	Intermediate
<u>Old Turtle</u>	Leger-Haskell, D.	Intermediate
<u>Operation Siberian Crane: The Story Behind the International Efforts to Save an Amazing Bird</u>	Wood, D.	Intermediate
<u>Stone Soup</u>		
<u>Teamwork (Yellow)</u>	Friedman, Judi	Intermediate
<u>Umbrella Books: Social Studies)</u>	Brown, Marcia Wise	Intermediate
<u>The Family Under the Bridge</u>		
<u>The Knight and the Dragon</u>	Trumbauer, Lisa	Intermediate
	Savage, Natalie	Intermediate
	De Paolo, Tommie	Intermediate
<u>The Missing Piece Meets The Big O</u>		
	Silverstein, Shel	Intermediate