

GRADE 1

A Child's Place in Time and Space

- **Overview**
- **Coordination with Instructional Materials**
- **Framework Connections**
- **Selected Topic(s):**

Developing Social Skills and Responsibilities

Focus Lesson:

Goldilocks and The Three Bears

Extension Lesson(s):

1. *Using Primary Literature to Introduce Problem Solving*
2. *Beginning Conflict Resolution*

- **Additional Activities**

1. *The Lorax*
2. *What's Fair*
3. *Riding the Schoolbus*
4. *Overcoming Great Odds*

- **Resources**

Overview

First grade students are eager to learn about their world. The first grade History-Social Science curriculum focus **A Child's Place in Time and Space** helps them with this important exploration. It builds on the kindergarten curriculum by helping children solve the social problems and decision-making dilemmas that arise naturally in the classroom and on the playground. The goal of the curriculum is to help children understand that problems are a normal part of social life, and that they have the ability to analyze problems, discern possible causes and develop strategies for dealing with the problems effectively.

In the first grade, students should continue to build the values of responsible classroom (and civic) participation. The traits of good citizenship can be introduced through lessons on fair play, good sportsmanship, respect for the rights and opinions of others and respect for the rules.

The use of fairy tales and stories can help students discuss value-laden problems and possible solutions. Role-playing is a valuable tool in extending the lessons they are learning through participation and stories.

Coordination with Instructional Materials

The lessons and activities in this unit coordinate with the first grade social studies textbook *I Know a Place* (Houghton Mifflin). Unit I of the text includes lessons on "How to be a Friend" (pp. 6-7) and "Working Together" (pp. 8-9).

Lessons also relate to:

- Page 7A of the teacher's edition which includes the story of the Little Red Hen who teaches her friends about the meaning of real help.
- Page 7B of the teacher's edition includes Shel Silverstein's poem "Helping".
- The bookshelf readings *The Little Red Hen* and *Helping Out*.

The Focus Lesson, *Goldilocks and the Three Bears*, extends the impact of the lessons in the text by helping students understand how groups of people-societies-deal with inappropriate behavior through rules and laws. They will begin to see the connection between our literature and values as they talk about the social impact of a character's choices. With this understanding, they will begin to appreciate the need for social responsibility, rules and good citizenship. In addition, they will begin to see the importance of each person accepting the consequences of their actions.

As students review common situations such as those in the Extension Lessons, they should gain an understanding of how to analyze and deal with problems. They will also be introduced to beginning *conflict resolution* strategies. The additional activities help to reinforce these lessons.

Framework Connections

The unit supports the goals and curriculum strands of the *History-Social Science Framework* while connecting to the first grade topic, **A Child’s Place in Time and Space** (see pages 34-37 of the *History-Social Science Framework*.)

Topic Connection(s)

- Developing Social Skills and Responsibilities

Goals and Curriculum Strand Connections

The chart below lists goals and curriculum strands from the History-Social Science Framework. The phrases printed larger and in **bold** are History-Social Science Goals and Curriculum Strands that are addressed in the lessons and activities for first grade. Students will use literature, film and discussion activities to explore how we develop solutions to the problems that arise when groups of people interact. Students will begin to understand the qualities needed for good citizenship, and will have an opportunity to develop thinking and communication skills as they work together to analyze how people develop rules for behavior.

Knowledge & Cultural Understanding	Democratic Understanding & Civic Values	Skill Attainment & Social Participation
Historical Literacy Ethical Literacy Cultural Literacy Geographic Literacy Economic Literacy Sociopolitical Literacy	National Identity Constitutional Heritage Civic Values, Rights and Responsibilities	Basic Study Skills Critical Thinking Skills Participation Skills

Selected Topic: Developing Social Skills and Responsibilities

Focus Lesson: *Goldilocks and the Three Bears*

BACKGROUND

This is a story that is often introduced in kindergarten with emphasis on following the story line and developing vocabulary. This retelling will offer a different emphasis - that of encouraging students to think about the importance of following rules and fair consequences for inappropriate behavior.

OBJECTIVES

1. To understand the need for rules and laws.
2. To understand the need for fair consequences for inappropriate behavior.
3. To develop rules appropriate in a given situation.
4. To understand their responsibilities to other people.

MATERIALS

- Copy of *Goldilocks and the Three Bears* (Use any version of this classic story. Both Jan Brett and Paul Galdone are authors and illustrators who retell folktales with beautiful and lavish illustrations.)
- Chalkboard and chalk
- A paper plate for each student
- A felt tip pen for each student
- Unlined paper and pencils
- Construction paper and scissors

TIME NEEDED

Approximately 45 minutes

PROCEDURE

Into

1. Before reading the story, *Goldilocks and the Three Bears*, ask students if they have ever gone into someone's house (or room) without permission. What happened?
2. Have students make a sad face on one side of a paper plate. Tell them to keep the paper plate on the desk in front of them during the reading of the story.
3. Tell them you are going to read the story of *Goldilocks and the Three Bears* aloud and that the students should raise the sad face each time Goldilocks does something they believe she should not do.

Through:

1. Read the story aloud to the students. Periodically check to see when they are using their paper plate sad faces.
- 2.

After completing the story engage the students in discussion:

- a. Who are the main characters in the story?
- b. How did Goldilocks disobey her mother?
- c. What did Goldilocks do first? Next? Last?
- d. If you were Goldilocks, what would you have done when you came to the Bears' house?
- e. What actions of Goldilocks do you believe she should not have done? Write on the board two columns, ACTION/PENALTY. (Entered the house without permission, ate porridge, broke the chair, slept in the bed, ran away without an apology.)
- f. Why do you believe these actions were wrong? (Relate the actions to actual laws: trespassing, theft, destruction of property.)
- g. How did the bears feel when they returned and knew they had an intruder?

Beyond

1. Ask students to suggest a fair (appropriate) restitution or consequence for each action brainstormed on the board. List their ideas in the consequence column on the board. (Be prepared for a discussion about spanking and fair punishment. Should Goldilocks' parents be involved? Does the fact that Goldilocks was hungry excuse her actions?)
2. Ask students to dramatize the story using simple puppets to depict the characters.

ASSESSMENT

Have students work in small groups or a large group to decide what they would write in a letter telling what happened from the bears' point of view. The letter should include what the bears thought would be an appropriate consequence for Goldilocks.

SOURCE

Adapted from *Goldilocks, The Trial*. Video and leader's manual. Maryland State Bar Association, 1990.

EXTENSION LESSONS

A. Using Primary Literature to Introduce Problem-Solving

BACKGROUND

Use other stories to engage the students in problem solving. *The Three Billy Goats Gruff* is a popular folktale retold and illustrated by Paul Galdone. Three billy goats, each bigger than the next, wish to reach the green meadow on the other side of a river. A mean troll guards the bridge across the river. How will they get across?

OBJECTIVES

1. To discuss ways to deal with a difficult situation.
2. To compare and contrast the different ways the characters dealt with the problem.

MATERIALS

- Copy of *The Three Billy Goats Gruff*

PROCEDURE

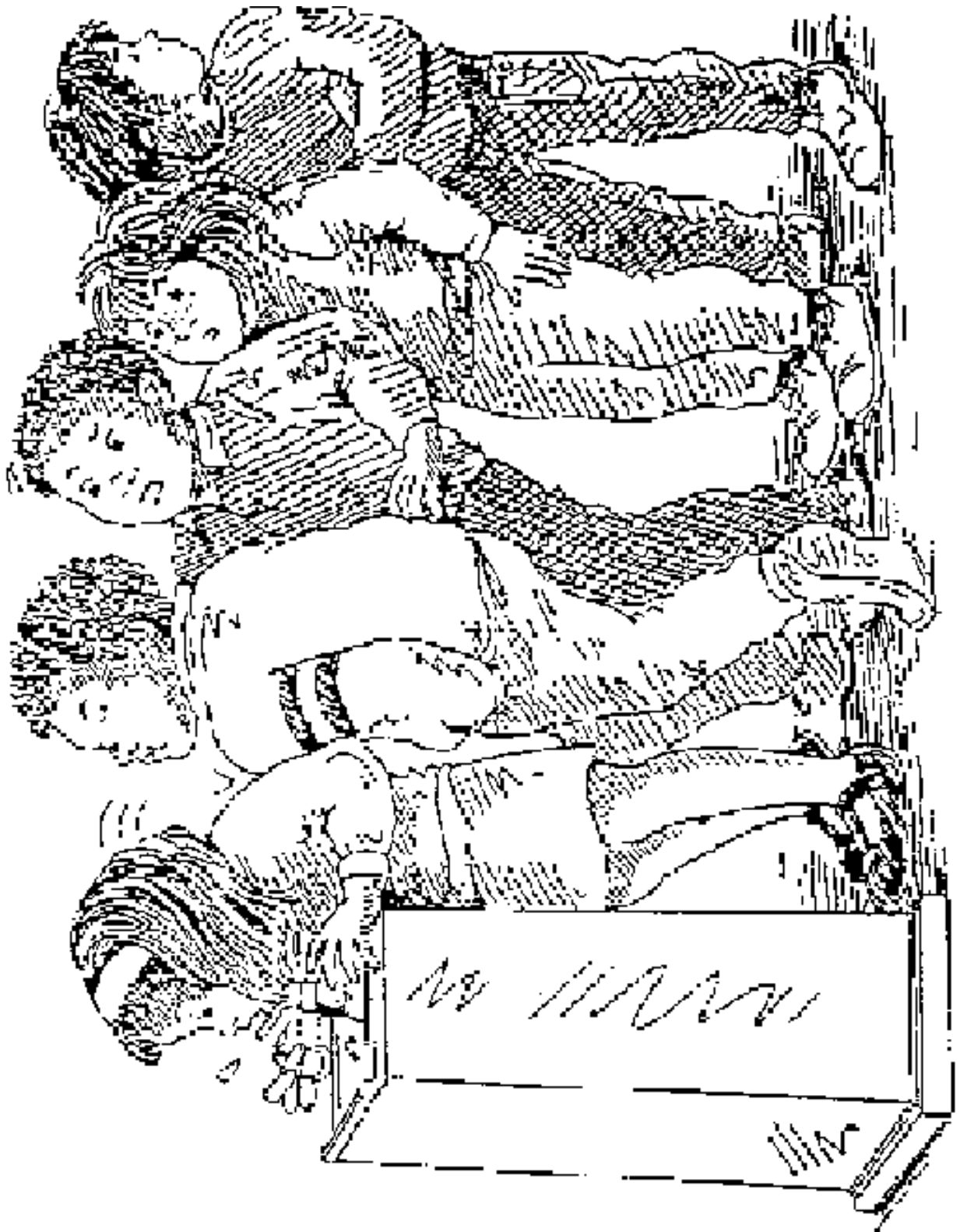
1. Ask students if they have had to figure out what to do in a difficult situation. Discuss the decision to face a problem or not. You may want to recall the efforts of the little blue engine in *The Little Engine That Could*.
2. Be sure students know what a troll is. Tell them they are going to find out what the billy goats do when they meet the troll. Proceed with the reading of *The Three Billy Goats Gruff*.
3. Ask the students to retell the story in their own words.
4. Discuss the following:
 - Why did the troll let the first two billy goats go past?
 - What did the third billy goat do?
 - Why didn't the biggest billy goat go across the bridge first?
 - What do you think happened to the troll?
 - Was there any other way the goats could have handled the troll?
5. Ask each student to pretend he/she is the troll. Ask the students to tell the story from the troll's view.
6. Then, ask the students to work in pairs to discuss what they could do if a "bully" wouldn't let them pass? Have the students role-play the story.

B. Beginning Conflict Resolution:

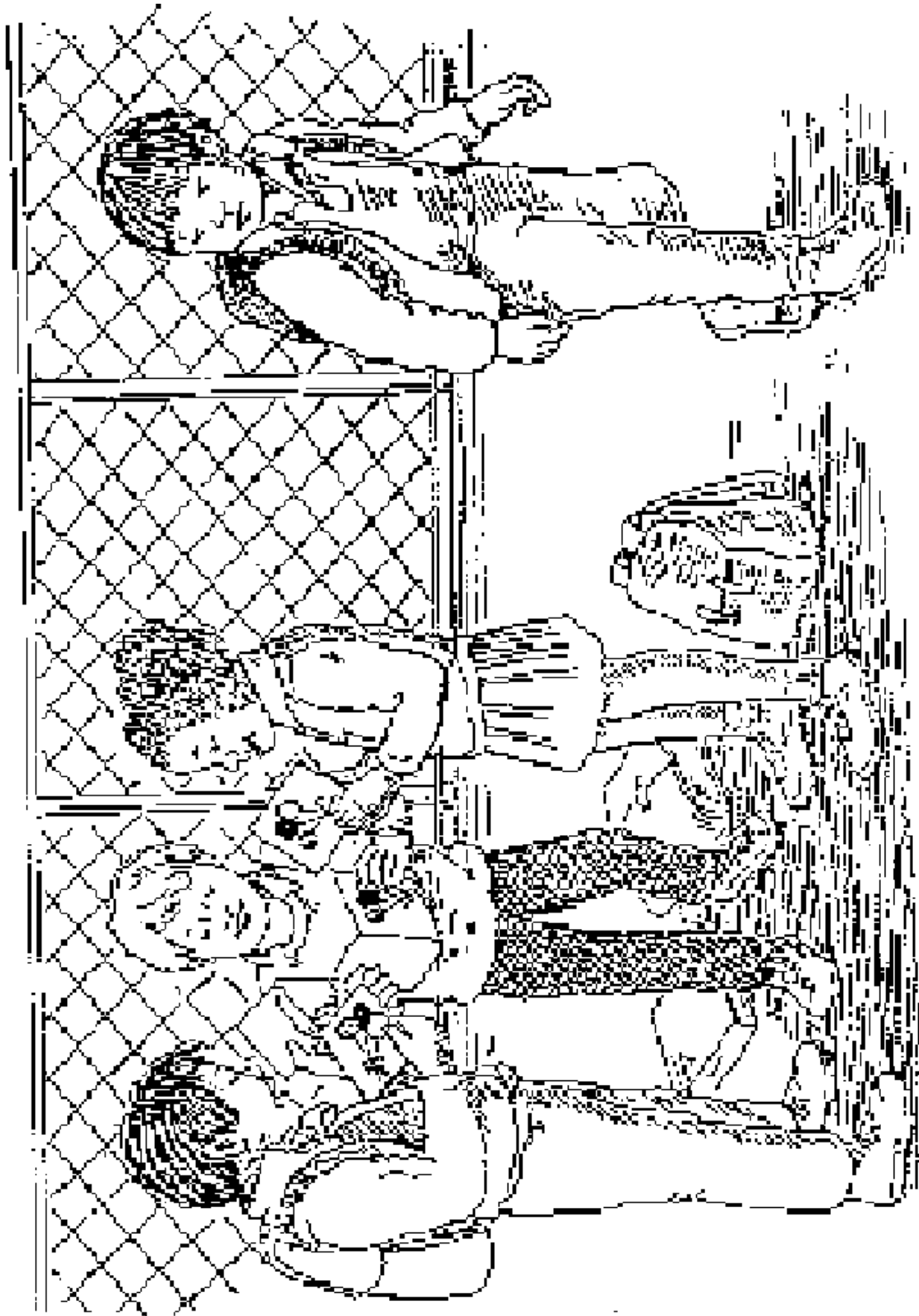
BACKGROUND

A K-6 Conflict Resolution Program has been developed by the Community Board of San Francisco. This curriculum, including lessons and activities, should help elementary teachers who want their students to learn better ways of handling conflicts other than name-calling, fighting or withdrawing.

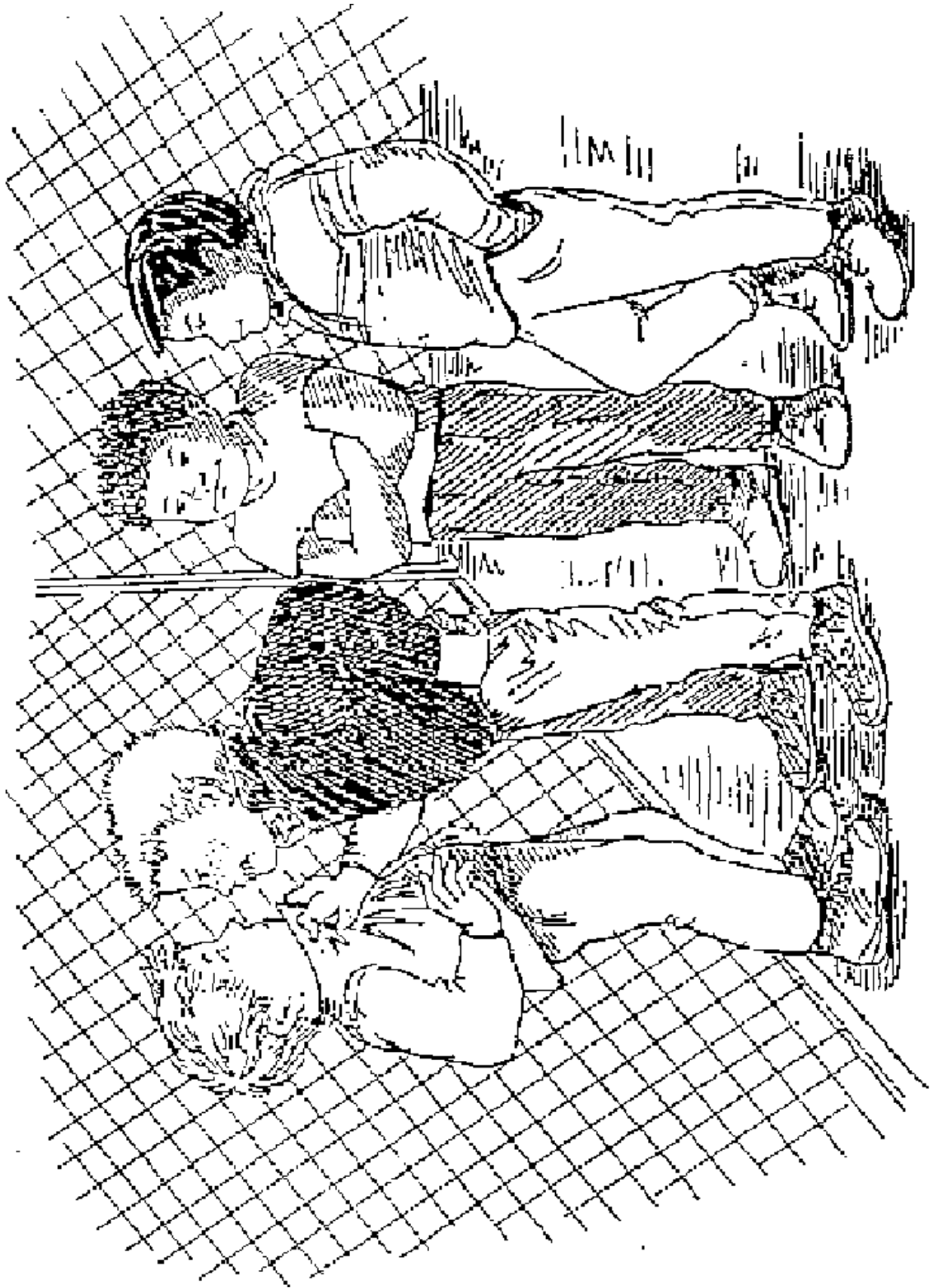
CUTTING IN LINE



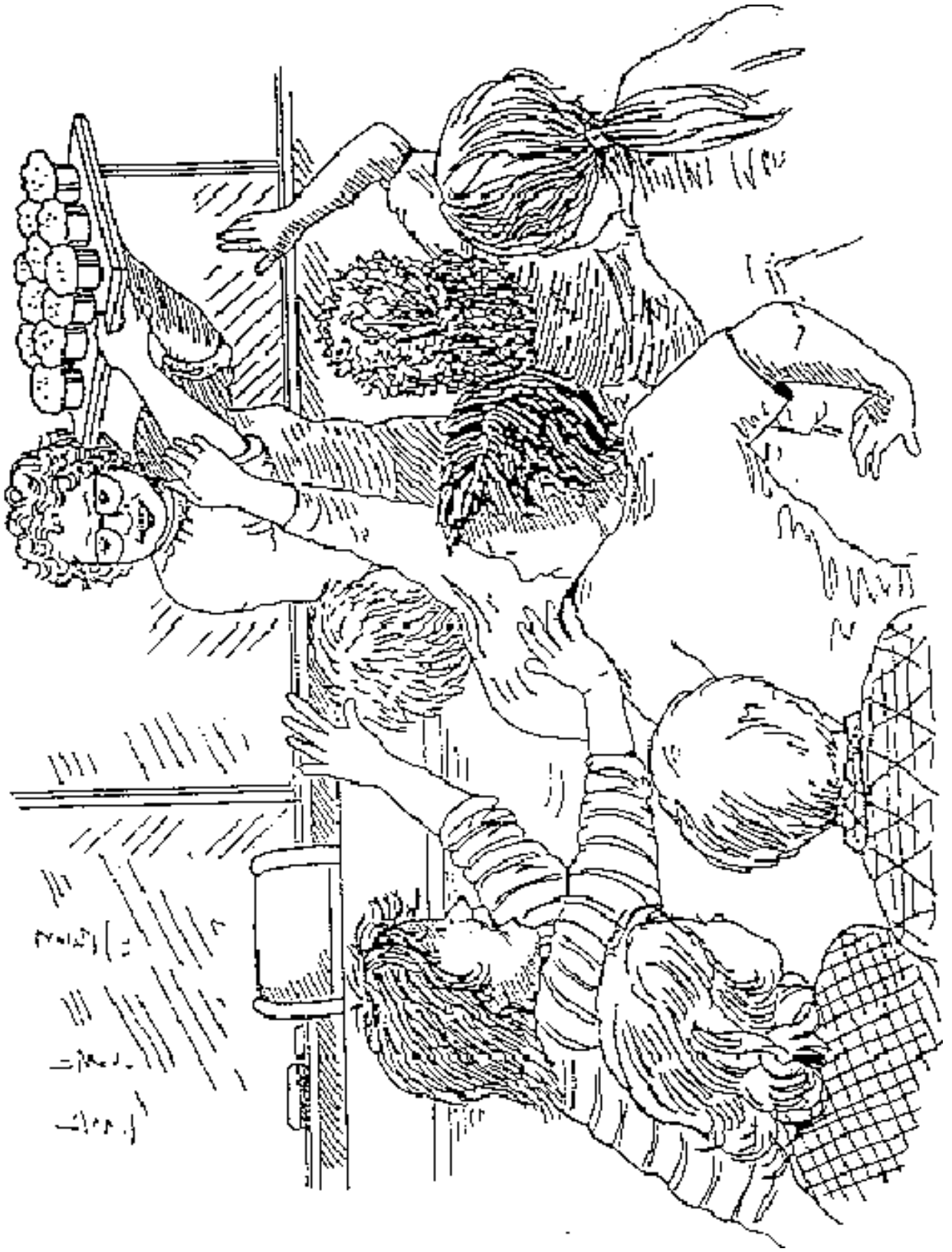
EXCLUDING



BULLYING



PUSHING



ADDITIONAL ACTIVITIES

A. *The Lorax*

Through storytelling, you can assist children in defining conflict and talking about successful resolution methods. Read aloud *The Lorax* by Dr. Seuss. The story involves a conflict between two strong opponents. After reading the story, ask the children to define the conflict. Get their opinions on ways that the problem could be solved a) without conflict, and b) in a win-win manner.

SOURCE

Used with permission from National Crime Prevention Council.

B. What's Fair?

During the course of the school year, students will experience a variety of situations or 'dilemmas' in which they must make a decision. To aid them in determining what is fair or how to resolve an ethical or moral dilemma, you (or a student) can present an issue to the class. Students discuss the issue identifying options for resolving the issue. Sometimes, you might wish to use a continuum strategy. The teacher draws a line on the blackboard. At either end, the teacher writes in the polar position for that issue. Students then initial their name on the line showing where they stand. After initialing the line, the students then have to give a defense of their position. Some possible dilemmas to discuss with students follow:

- A student has been told by his/her parents not to climb trees. One afternoon, the family cat, usually not an outside animal, wanders outside, is scared by the street noises and climbs a tree. The student's parents are not home and the cat is meowing in fear of the new situation. What should the student do?

Show Part I of the Guidance Associates filmstrip *First Things: That's No Fair!* Make poster boards showing the following positions: undecided, Eddie should keep his place in line, and the deer should keep his place in line.

Ask each child to choose a position and stand by the poster. Then ask each child to give a reason for taking his/her particular position. After the reasons have been given, ask the children if they want to change positions. Let them change if they can give a reason for the change.

Show Part II of *First Things: That's No Fair!* List on the board or flip chart all of the alternatives they can think of that would be fair. Who should get the watch? How could they both be rewarded? Is one more deserving than the other is? Why? After all of the alternatives have been listed, let the class vote on the one it thinks is the fairest solution.

SOURCE

Caylor, Margaret. *Rules and Laws for Citizenship. K-3* Office of Law-Related Education. State Bar of Texas. Texas, 1984.

C. Riding the School Bus

Ask students to brainstorm all the rules they should have on the school bus. Discuss what would happen if there wasn't a certain rule, e.g. not standing up while riding the bus? Ask students to draw, in pencil, what would happen if they didn't have a certain rule on the bus. Students should tell the class about the rule they chose and the possible consequences for breaking that rule. Use the sentence frame: "If there were no rule about _____, then what would happen?"

D. Overcoming Great Odds

Read aloud the story of *Swimmy* by Leo Lionni (Pantheon Books, Random House, 1963. Also published as a Pinwheel Paperback, 1973.) *Swimmy* was a tiny black fish who was different from all of the red fish in his school. One day, a giant tuna swallowed all of the red fish in a huge gulp. *Swimmy*, because he swam so fast, got away. When he met a school of other red fish cowering in the rocks and weeds hiding from the big fish he said: "But you can't just lie there. We must THINK of something." And he does. He teaches all of the red fish to swim in the formation of a giant fish with black *Swimmy* as the eye.

- Review characters and setting with the students.
- Discuss the way that *Swimmy* was able to use many fish to protect all of the fish from the predator.

RESOURCES

Literature Links

Carlson, Nancy. *Loudmouth George and the Sixth-Grade Bully*. Carolrhoda Books, 1983. With the help of his friend Harriet the dog, George the rabbit devises a clever plan to stop a bully from pestering him.

Giesil, Theodor (Dr. Seuss). *The Lorax*. Random House, 1971. An excellent conflict resolution story involving two strong opponents.

The Butter Battle Book. Random House, New York, 1984. Engaged in a long running battle, the Zooks and the Yooks develop more and more sophisticated weapons as they try to outdo each other.

Kellogg, S. *Much Bigger Than Martin*. Dial, 1976. Henry, feeling hurt by when brother picks on him, tries to make himself grow bigger.

Krumgold, J. *The Most Terrible Turk*. Crowell, 1969. Ali must try to stop his uncle, who is angry about modern changes, from shooting at the trucks on the highway. The story ends with Ali guiding his uncle to rethink his views on how to deal with things he does not like.

Lionni, Leo. *Six Crows*. Alfred Knapp, 1988. The farmer is tending his wheat, but when it ripens, the crows eat it. To scare the crows away, the farmer builds a scarecrow. The crows decide they must scare the terrible creature away, so they create a ferocious kite out of bark and dry leaves and fly the kite over the field, pulling it by strings held in their beaks. Both sides escalate their actions until an owl convinces them to talk to each other to resolve the conflict.

Schechter, Ben. *The Toughest and Meanest Kid on the Block*. Even bullies can turn into friends.

Sharmat, Marjorie. *Attila the Angry*. Holiday House, New York, 1985. Attila the squirrel learns to "squash, stamp out and demolish" his anger at a meeting of Angry Animals Anonymous. But when is anger appropriate?

Teacher Resources

Aquino-Makles, Alexis, Margaret Branson & David King. *Myself and Others (K-6)*. Global Perspectives on Education, New York, NY, 1979.

Alternative Conflict Resolution. Citizenship and Law-Related Education Center, Sacramento, CA, 1993. Elementary lesson plans for a three-week unit to engage students in activities to practice problem-solving and decision-making.

Caylor, Margaret. *Rules and Laws for Citizenship, K-3*. Office of Law-Related Education. State Bar of Texas, Texas, 1984. This publication is part of the K-12 *Law in a Changing Society* curriculum project developed by the State Bar of Texas. Six K-3 units are presented with a series of activities for each grade level. These activities are designed to aid students: identify socially acceptable and unacceptable behavior; explain acceptable ways of coping with individual and group conflicts; and understand personal, social and civic responsibilities. A special Handbook of Strategies, including excellent discussion techniques for the elementary classroom, is located at the end of the publication.

Crary, Elizabeth. *The Children's Problem Solving Series*. Parenting Press, Seattle, WA, 1985.

Glasser, William. *Schools Without Failure*. Harper and Row, New York, 1969.

- Gordon, Thomas. *Teacher Effectiveness Training*. Wyden Press, New York, 1974.
- Johnson, David & Roger T. Johnson. *Creative Conflict*. Interaction Book Co., Edina, NY, 1987.
- Kalmakoff, Sandy & Jeanne Shaw. *Peer Conflict Resolution Through Creative Negotiation: A Curriculum for Grades 4-6*. Social Peacemakers Education Project, New Westminster, British Columbia, 1987.
- Katz, Neil H. & John Lawyer. *Communication and Conflict Resolution Skills*. Kendall/Hunt Publishing Company, Dubuque, Iowa, 1985.
- Mork, Ron, ed. *The Role Play Book: 32 Hypothetical Situations for the Practice of Interpersonal Peacemaking Skills*. Mennonite Conciliation Service, Akron, PA, 1988.
- Parisi, Judy. *Law in the Primary Grades*. Department of Public Service, Law-Related Education, State Bar of Texas.
- Riecken, Ted and Michelle Miller. "Introduce Children to Problem Solving and Decision Making by Using Children's Literature." *The Social Studies*, March/April, 1990. This article presents a rationale for using children's literature as a vehicle for introducing students to problem solving and decision making.
- Sadalla, Gail, Jim Halligan & Meg Holmberg. *Conflict Resolution: An Elementary School Curriculum*. The Community Board Program, San Francisco, CA, 1990. The lessons and activities in this K-6 curriculum will aid the teacher in promoting a problem-solving approach to conflict in the classroom. Students become aware of their own responses to conflict and learn the skills necessary for constructive conflict resolution. A 13 minute video cassette, *Conflict Managers in Action* (1987) and a *Conflict Managers Training Manual* grades 3-6 are also available.
- Weissberg, Roger P., Ellis Gestin, Nancy Liebenstein, Kathleen Doherty Schmid & Heidi Hutton. *The Rochester Social Problem Solving (SPS) Program: A Training Manual for Teachers of 2nd - 4th Grade Children*. Primary Mental Health Project, Rochester, NY, 1980.
- Young Lawyer's Section, Bar Association of Baltimore City. *Goldilocks: The Trial* (¾" VHS and Leader's Manual). Maryland State Bar Association (520 W. Fayette, Baltimore, MD. 21201.) The classic tale of Goldilocks is brought to life on a video tape as a unique way to teach about the criminal justice system. The performers use sign language to tell the story. With the addition of voice-overs and captions, deaf, hearing-impaired and hearing viewers can all fully enjoy and experience the drama.