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I. INTRODUCTION TO TOOLKIT

The GoodWork Toolkit was developed as an approach to engage individuals and groups in conversation and reflection about good work. Published in 2010, the Toolkit is comprised of 1) Guidebook filled with narratives and dilemmas faced by workers, young and old accompanied by activities and opportunities for reflection; 2) a book of Narratives, a collection of 50 of the over 1200 individuals interviewed over 10 years from nine different professions, and 3) Value Cards-a set of cards with varying values on each intended to be sorted into most to least important as each value relates to the individual. To date, the Toolkit has been used in a variety of settings, included professional development settings and in high school and college classrooms across the globe.

Despite the versatility of the Toolkit, one space it was not able to influence was in elementary classrooms. It was initially designed with high school students in mind, and although older students and professionals were able to readily adapt and use the materials, it was less adaptable for a younger audience. At the annual Project Zero Summer Institutes, elementary school teachers frequently asked if we had materials for their students. We realized the need to adapt the Toolkit for a younger audience was important, as the message of carrying out responsible, high quality, and honest work is one that is important at any age, and the younger students begin to appreciate ethics, excellence, and engagement as workers and citizens, the more powerful their understanding will be.

To develop the Elementary GoodWork Toolkit, we began by revising the narratives and activities in the Toolkit, adapting word choice and ideas for a younger students. We then connected with Amy Maturin, a first and second grade teacher at Unity Charter School in New Jersey, who familiar with the GoodWork Project shared our passion for creating a tool for younger children. She developed a set of lesson plans, starting with introductory lessons on each “E,” moving on to word mapping lessons and narrative wiring lessons that culminated the year. Her 6, 7, and 8-year-old students’ understandings of the concepts were remarkable, retaining the information over the school year and applying it to other subjects and relationships. We were fortunate to work additionally with Deborah Bales, a teacher of 4th and 5th grade in Atlanta who revised Amy’s lessons for use in upper elementary grades. Each school year, Amy will use the materials she created and pilot new methods and lessons of teaching GoodWork to her students, incorporating technology and more hands-on lessons to enhance understanding.

Enclosed you will find the lessons Amy used in her classroom, including an introduction from Amy, original narratives, a set of lessons for upper elementary students, and a book list with selections that shed light on each E or GoodWork as a whole.

II. LOWER ELEMENTARY GOODWORK LESSONS

Introduction to Lower Elementary Lessons, Amy Maturin

For this first set of lessons describing the 3 E's to young children, the abstract concept of ethics, excellence, and engagement were in the forefront of our minds. Will young children really be able to visualize these concepts? To begin, we (my mother, Jo Hoffman and I) decided to create narratives focusing on each of the 3 E's from the perspective of a young child using authentic classroom situations from our past experiences. The first one we wrote was the narrative for engagement. I planned the lessons for my classroom stemming from this narrative using a discussion surrounding concepts that they would encounter in their own lives. After I read the narrative in class, I expected that I would need more schema building around this concept, but my students surprised me by how quickly they picked up on the connection between "liking what you're learning about", what they're "good at," and engagement. From there, using the connections that the students had made, I continued with the discussions of excellence and ethics. At the end of each introductory lesson of one of the 3 E's, we created a concept map.

I used the first 6 weeks of school and the unit of Citizenship in our Community to begin a year-long conversation in my classroom about the 3 E's with the lessons that are included in this packet. Throughout certain points of the year, we had discussions that I audiotaped to share with Margot, Wendy, Lynn, and Jo (and of course my students!) so that we could reflect on the development of understanding the concepts of the 3 E's. The students loved hearing their conversations and reflecting on their knowledge. This reflection played a large part in our last writing assignment of the school year. The students were working with a school based, private online community called EDU 2.0©, through this, they were utilizing their knowledge of the 3 E's to meaningfully participate in an online community. As a result, their narratives were written in partnership and posted as blogs.

When you're reading the narratives, some information that may be helpful is that we use Positive Discipline as our school based approach to behavior discussions. Needless to say, many of the "solutions" the students propose in their narratives are specific to strategies and choices they use within the classroom. For example, "pizza breath" is a student-identified strategy for calming down when angry- much like counting to 10). Young children are creative, so as you read through the narratives, terms like "Zhu Zhus" (a popular toy) are extracted from the students' lives and their interests.

It is evident that young children are absolutely able to grasp what may have initially seemed abstract concepts when provided with concrete experiences and activities that relate to their lives in and out of school. My hope is that in understanding the basis of what

it means to be engaged, recognize excellent work, and lead ethical lives, students will be better prepared to function as adolescents and young adults equipped to make informed choices in our increasingly digital world.

Grade: 1/2 Multiage
Unit: Citizenship in our Community
Lesson: The GoodWork Project- Excellence

Lesson Overview

This lesson set begins the discussion about excellence. Students will have the opportunity to recognize excellence in themselves and their work. *Excellent work is work that you've tried hard on and have done your best. Excellence makes you feel satisfied, proud, and happy. (Student definition)*

Number of Class Periods: 2-40 minute periods

Standards

NJ State Standards (2009)

- *6.1.P.D.1- History, Culture, and Perspectives-* Describe characteristics of oneself, one's family, and others.
- *9.1.4.A.5- Critical Thinking and Problem Solving-* Apply critical thinking and problem-solving skills in the classroom and family settings.
- *9.1.4.B.1- Creativity and Innovation-* Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

National Standards (2012)

- *Reading: Literature- Grade 2 1.* Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- *Reading: Literature- Grade 2 3.* Describe how characters in a story respond to major events and challenges.
- *Speaking and Listening- Grade 2 1.* Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- *Speaking and Listening- Grade 2 3.* Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- *Speaking and Listening- Grade 2 6.* Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Efs Standards (add performance indicators and narratives if applicable)

- *H: Multiple Perspectives-* 4. What are the similarities and differences between myself and others?
- *H: Multiple Perspective-* 5. How can my differences help me understand myself and how can they help others?

Essential Question: What makes a good community?

Guiding Questions:

- What is something that you are really great at doing? How do you know?
- What is something that you are OK at doing? How do you know?
- What is something that you are not good at doing? How do you know?
- Who do you know that is excellent at doing something? How do you know?
- What actions can you do to show excellence?
- What does GoodWork mean to you?
- Can you think of any examples of something you would call GoodWork?
- Why is GoodWork important?

Resources/materials for this lesson:

- Chart paper
- Book- Snowflake Bentley by Jacqueline Briggs Martin
- Awards from previous lesson
- Chart made in previous lesson- 1/2 Expertise

Learning Opportunities, Activities, and Procedures:

Day 1: Ask students to think about what good work means to them and why it's important. Read the Excellence narrative to the students. Discuss with the students things they feel they are "experts" at. Ask students how being excellent at something connects to the concept of good work. Discuss how you know when something is excellent- when the person has tried very hard and has done their best work. Invite the students to refer to previous conversations during the lessons on engagement. Refer to the "1/2 Expertise" chart made during the engagement lessons. Ask students to think of a time that they tried their hardest on something. Add these examples to the chart, stress to the students that trying your hardest means showing excellent work and expertise.

Day 2: Read Snowflake Bentley by Jacqueline Briggs Martin. After reading, ask the students why Bentley could be considered as doing excellent work. Discuss with the students how the character put forth a lot of effort in investigating something he loved, snowflakes. Then, have students think about something they would like to investigate because of their interests. Make a list of student responses- encourage students to think about things such as writing, learning to read, the environment, etc. *This chart will be saved for discussions about the students' personal learning plans (PLP).* Then, ask the students to think about how they can be excellent. Make a chart with the students' responses entitled, How We can be Excellent. Ask students how excellence shows good work. Invite students to give each other awards for excellent work. These awards were introduced in a previous lesson that was connected to the story, *The Country Bunny and the Little Golden Shoes* by D. Heyward.

Instructional/Environmental Modifications/Differentiated Strategies

Group discussions serve as a scaffold.

EfS Assessment/Scoring Criteria

What do I need to collect or administer to prove that students have grown towards and/or achieved desired outcomes/standards? What criteria will I use to assess/evaluate student work?

***** Please see RUBRIC**

| EfS/State Standard (name) | EfS/State Performance Indicator (letter and number) | EfS/State Assessment Instrument | EfS/State Scoring Criteria |
|---------------------------------------|---|---------------------------------|---|
| History, Culture, and Perspectives | 6.1.P.D.1 | Teacher observation | Student discussion-are students able to discuss themselves |
| Critical Thinking and Problem Solving | 9.1.4.A.5 | Teacher Observation | Student participation in discussions |
| Creativity and Innovation | 9.1.4.B.1 | Teacher Observation | Student participation in discussions |
| Reading: Literature | 1 | Teacher Observation | Student discussion-participation in discussion about text |
| Reading: Literature | 3 | Teacher Observation | Student discussion-Is student able to discuss the main character's response to challenges |
| Speaking and Listening | 1 | Teacher Observation | Student participation in discussions |
| Speaking and Listening | 3 | Teacher Observation | Student participation in discussions |
| Speaking and Listening | 6 | Teacher Observation | Student participation in discussions |
| Multiple Perspective | H: 4 | Teacher Observation | Student discussion-are students able to discuss themselves |
| Multiple Perspectives | H: 5 | Teacher Observation | Student discussion-are students able to connect their differences to others'? |

EXCELLENCE NARRATIVE:

Alex is in third grade and he is a very good soccer player for his age. He has heard adults say this about him. His soccer coach and the Phys Ed teacher at school always tell Alex that he is a natural athlete. Alex is not sure what that means, except that it must mean he's good at sports. He is glad that they tell him that because everyone seems happy that he plays sports, especially soccer and that he scores a lot of goals during a season. His traveling soccer team just won the state championship in their age level and he was awarded the Excellent Player award.

Alex likes soccer, but he doesn't have to try very hard at it to score goals. Alex also likes school and is really interested in the science unit they are doing right now about animal habitats. He's so glad that soccer season is over for a couple of months so that he can play outside with his friends when he is home from school. One of his favorite things to do is to go down by the little creek near his house and turn over rocks to see what creatures live underneath. So when his class started exploring the habitats that were in their state, he was excited that his teacher let him work on researching the woodlands habitat. The problem for Alex was that he had to present what he learned about his habitat to his class, and Alex never was very excellent in making things with his hands. His friend Chris was also researching the woodlands habitat and so they decided to work together.

Chris showed Alex how to use the software for their class smart board, to create pages with photos and facts that they learned from searching the web. Alex worked for hours at school and at home to find photos and facts about the animals found in woodland habitats and Chris did the research for the kinds of trees and flowers. Alex created 5 great pages about the five most common animals found in the woods of their state. They were the first partners to present their habitat. They stood at the smartboard and made their presentation. When they were done, everyone cheered and clapped and the teacher had the other second grade classes come in and see their presentation. She told the other partner groups that Alex and Chris's presentation was excellent and that it was a great model of the kinds of presentations she's hoping to see from the other groups. Alex was so proud! When he was talking to his grandma about what the teacher had said and how happy he felt, she told him that he was feeling proud because he did an excellent job on something he worked really hard at.

Rubric- The GoodWork Project- Excellence Pre-assessment

Name: _____

| | Advanced | Proficient | Basic |
|--|---|---|--|
| Strategies of Speaking and Listening All standards | Demonstrates strategies of a proficient listener and speaker, with flexibility appropriate to varying audiences and purposes. | Demonstrates strategies of proficient listener and speaker, but lacks ability to create flexibility- unable to understand reasoning behind. | Confuses the purpose and message of the spoken work, hesitant to speak with a group, presents information as random facts, omits information when recalling a story. |
| Conventions of Speaking and Listening All standards | Demonstrates conventions of a proficient listener and speaker with flexibility appropriate to audience and purpose. | May use appropriate pragmatic features of discourse and sentence structure and grammar errors are minor. | Confuses standard English conventions which impair meaning, speech/language difficult to understand. |
| Intrapersonal knowledge All standards | Expresses knowledge of ones self articulately and with strong confidence. | Expresses knowledge of ones self rather articulately and with some confidence. | In unable to express knowledge of ones self. |
| Multiple Perspectives H7 | Is able to use knowledge of ones self to connect with others easily. | Is able to use knowledge of ones self to connect with others with assistance. | Is unable to use knowledge of ones self to connect with other after prompts. |

Grade: 1/2 Multiage
Unit: Citizenship in our Community
Lesson: The GoodWork Toolkit- Ethics

Lesson Overview

This lesson is designed to connect the 3 E's of the GoodWork Project (engagement, ethics, and excellence). Students will have the opportunity to explore ethics and friendship. *Ethics is what you believe makes you a good friend, brother or sister, or classmate. Ethics is being with others and respecting whoever you're with so that everyone is working together in a happy way to get things done. (Student definition)*

Number of Class Periods: three-40 minute periods

Standards

State Standards (2009)

- *6.1.P.A.3- Civics, Government, and Human Rights* Demonstrate appropriate behavior when collaborating with others.
- *6.3.4.A.3- Active Citizenship in the 21st Century* Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- *9.1.4.A.1- Critical Thinking and Problem Solving* Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- *9.1.4.A.2- Critical Thinking and Problem Solving* Evaluate available resources that can assist in solving problems.
- *9.1.4.B.1- Critical Thinking and Problem Solving* Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

National Standards (2012)

- *Reading: Literature Key Ideas and Details Grade 2* 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas and details in a text.
- *Reading: Literature Key Ideas and Details Grade 2* 3. Describe how characters in a story respond to major events and challenges.
- *Speaking and Listening Comprehension and Collaboration Grade 2* 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- *Speaking and Listening Presentation of Knowledge and Ideas Grade 2* 6. Produce complete sentences with appropriate to task and situation in order to provide requested detail or clarification.

Efs Standards (add performance indicators and narratives if applicable)

- *H: Multiple Perspectives* 7. How can I understand and work with others to achieve a common goal?

Essential Question: What makes a good community?

Guiding Questions:

- What does GoodWork mean to you?
- Can you think of any examples of something you would call GoodWork?
- Why is GoodWork important?
- What does ethics mean?
- What does the word “enemy” mean to you?
- Why do you think children have enemies?
- Why was Jeremy Ross on his “enemy list”?
- What did the boy learn from spending the entire day with his number one enemy?
- How did he manage to turn his enemy into a friend?
- How can we help the community?

Resources/materials for this lesson:

- Ethics narrative
- Enemy Pie by Derek Munson (either on Tumblebooks or paper copy)
- Friendship Pie recipe sheet (see below)
- Dr. DeSoto by William Steig
- Chart paper

Learning Opportunities, Activities, and Procedures:

Day 1:

- Read to the students the Ethics narrative below. Ask the students what they think ethics means- discuss with the students how being an ethical person means you are a good friend, family member, and classmate. Help the students see the connection between good citizenship, excellence, engagement, and ethics. Once the connection is made, ask, “what does GoodWork mean to you?”
- Then, tell students that, in thinking about ethics, a recipe for creating great friends will be made.
- Ask students to help brainstorm ingredients for a secret recipe for creating great friends.
- Then, read the book Enemy Pie by Derek Munson (or show it via Tumblebooks on the Internet).
- Once finished reading, ask the students:
 - What does the word “enemy” mean to you?
 - Why do you think children have enemies?
 - Why was Jeremy Ross on his “enemy list”?
 - What did the boy learn from spending the entire day with his number one enemy?
 - How did he manage to turn his enemy into a friend?
 - Do you think that they will stay friends?

- What does the word “friend” mean to you?
- Show students a chart with an example of a recipe for “Friendship Pie”. Discuss with the students how their ideas about being a good friend and the ideas they have been coming up with during this unit will help to guide them into the perfect recipe for friendship pie.
- Split students into small groups, give them a recipe sheet (attached) and ask them to create their own “Friendship Pie” recipe using teamwork.
- Hang student work in the hall to encourage discussion and serve as a reminder.

Day 2:

- Discuss with students their ideas about ethics and friends from the previous day. Read to the students the book, Dr. DeSoto by William Steig. Ask the students to describe how Dr. DeSoto behaved ethically.
- Together, make a list of way we, as students, can assist and help in the community.
- Can people have friends in the community that they don’t know very well? Look at our ideas for what the word “friend” means to us from yesterday—do some of those words describe how we might do friendly things for people in our community? (make a list of words that describe how we show friendship in our community.)

Day 3:

- Remind the students of their list from the previous day (how we can help the community.)
- Split the students into small groups and ask them to think about their suggestions about how we can help the community and to also think about things within the community that concern them. One student from each team will share their list with the class. Write all ideas for each community on the board.
- Go through the list and have students make suggestions for solutions to their concerns, connecting concerns to helping. Emphasize discussing the commons and ensuring it’s thriving.
- Together, decide on one issue the class would like to work on solving. Make a list of solutions.
- Design a plan.

Instructional/Environmental Modifications/Differentiated Strategies

Small group instruction serves as a scaffold

EfS Assessment/Scoring Criteria

What do I need to collect or administer to prove that students have grown towards and/or achieved desired outcomes/standards? What criteria will I use to assess/evaluate student work?

***** Please see RUBRIC**

| | | | |
|-----------|-----------------------|-----------|-------------------|
| EfS/State | EfS/State Performance | EfS/State | EfS/State Scoring |
|-----------|-----------------------|-----------|-------------------|

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| Standard (name) | Indicator (letter and number) | Assessment Instrument | Criteria |
|--|-------------------------------|-----------------------|--|
| Civics, Government, and Human Rights | 6.1.P.A.3 | Teacher Observation | Are students able to collaborate together? |
| Active Citizenship in the 21 st Century | 6.3.4.A.3 | Teacher Observation | Service Learning Project |
| Critical Thinking and Problem Solving | 9.1.4.A.1 | Teacher Observation | Are students able to collaborate together? |
| Critical Thinking and Problem Solving | 9.1.4.A.2 | Teacher Observation | Are students able to collaborate together? |
| Critical Thinking and Problem Solving | 9.1.4.B.1 | Teacher Observation | Are students able to collaborate together? |
| Reading: Literature Key Ideas and Details | G2. 1 | Teacher Observation | Are students able to respond to text? |
| Reading: Literature Key Ideas and Details | G2. 3 | Teacher Observation | Are students able to respond to text? |
| Speaking and Listening Comprehension and Collaboration | G2. 1 | Teacher Observation | Are students able to collaborate with others appropriately? |
| Speaking and Listening Knowledge and Ideas | G2. 6 | Teacher Observation | Are students using appropriate conventions in conversation? |
| Multiple Perspectives | H 7 | Teacher Observation | Are students about to collaborate with others to plan the service project? |

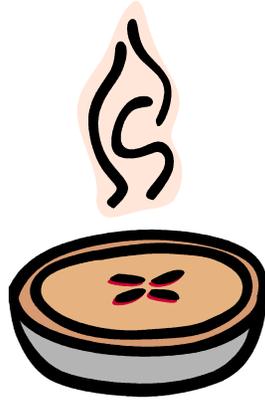
ETHICS NARRATIVE

Maria is a third-grader. Once her friend, Belinda called her Messy Maria while they were working on a project together at school. Other classmates were in their group and the project was to do research and find facts about where the water comes from out of the water faucet in the classroom. Maria's research folder was raggedy and her papers were usually just shoved into the folder so they always looked wrinkled. Maria wanted to have everything neat and tidy like her friend Belinda, but she was always in a hurry to clean up. Maria always felt like she was being told to 'hurry up' by everyone. Belinda has been her friend since kindergarten and Maria liked that she helped her to hurry up and clean up; this made Maria feel like Belinda really cared about her. But since they've been in 3rd grade, Maria feels like Belinda has started picking on her. After she called her Messy Maria, everyone else in the class started calling her that name too. Now Maria thinks that Belinda is bossy and feels like calling her Bossy Belinda to get back at her. Maybe other kids will start calling her that too and she would know how it would feel to be called something that others laugh about. But she would never really do this.

One day, Maria's mom asked her if she would like to invite Belinda to go to the beach with them in the morning. Maria thought about it for a moment and said, "No, I don't want to be friends with Belinda anymore." Maria's mom was confused and asked Maria to tell her why. Maria explained how Belinda was bossing her around and Maria's mom was surprised because the girls had always seemed like such good friends. Maria's mom reminded her of the conversation they had had after reading Clara and the Bossy by Ruth Ohi. Maria and her mom had talked about how it's okay to let your friend know how you feel in a polite way, to "be the bigger person".

The next week at school, Maria and Belinda were working on a project together when Belinda started picking on Maria and bossing her around.

What should Maria do? What would you do? Have you ever felt the way that Maria does? Do you ever feel like you are being bossy like Belinda?



FRIENDSHIP PIE

- Mix two quarts of respect
- Stir in 5 tablespoonfuls of smiles for our classmates
- Add one cup of sharing
- Stir in three gallons of compliments
- Mix one liter of listening to our friends
- Stir in 2 cups of taking turns
- Bake at 325 for 45 min.
- Cut into 25 slices and share with your class

Rubric- The GoodWork Project- Ethics Pre-assessment

Name: _____

| | Advanced | Proficient | Basic |
|--|---|---|--|
| Teamwork 6.1.P.A.3 9.1.4.A.1 9.1.4.A.2 9.1.4.B.1 SLCCG21 H.7 | Actively collaborates to seeks and suggests solutions to problems. | Collaborates to improve on solutions suggested by other group members. | Does not participate. |
| Conventions of Speaking and Listening SLCCG21 SLKIG26 | Demonstrates conventions of a proficient listener and speaker with flexibility appropriate to audience and purpose. | Uses appropriate pragmatic features of discourse and sentence structure and grammar errors are minor. | Does not use English language conventions. |
| Thinking About Text RLKIDG21 RLKIDG23 | Responds with insight to text. | Responds to text on the surface level. | Does not participate. |
| Service Learning 6.3.4.A.3 H7 | Student is able to share, produce, and reflect on service individually and with group members. | Student is able to share, produce, and reflect with group members only. | Does not participate. |

Grade: 2nd grade

Unit: Citizenship in the classroom and community

Lesson: The Good Work project- Engagement

Lesson Overview

This lesson is designed to begin the conversation with young children about being engaged in what they are learning. *Engagement is when you care about and are really interested in the work you are doing and what you're learning. Engagement feels like happy or joyful learning. (Student definition)*

Number of Class Periods: three 40-minute periods

Standards

New Jersey State Standards (2009)

- **21st Century Life and Career Skills**

- **A: Critical Thinking and Problem Solving- 9.1.4.A.5** Apply critical thinking and problem-solving skills in classroom and family settings.
- **B: Creativity and Innovation- 9.1.4.B.1** Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- **C: Collaboration, Teamwork, and Leadership- 9.1.4.C.1** Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.
- **D: Cross- Cultural Understanding and Interpersonal Communication**
 - **9.1.4.D.1** Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience,
 - **9.1.4.D.2** Express needs, wants, and feelings, appropriately in various situations.

National Standards (2012)

- **Language Arts- Reading: Literature**
 - **Key Ideas and Details- Grade 2. 3.** Describe how characters in a story respond to major events and challenges.
- **Speaking and Listening- Comprehension and Collaboration- Grade 2 1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

EFS Standards (add performance indicators and narratives if applicable)

- **I: Sense of Place 22.** Engage in goal setting/future visioning.

Essential Question: What makes a good community?

Guiding Questions:

- Why do you think it's important to like what you are learning about?
- How can we help each other be engaged in what we are learning?
- What "expertise" do you have to teach your peers?
- Why is it important to understand your likes and dislikes?
- What can you do if you're feeling un-engaged?
- What does GoodWork mean to you?
- Can you think of any examples of something you would call GoodWork?
- Why is GoodWork important?

Resources/materials for this lesson:

- Crayons and/or colored pencils
- Pencils
- Altogether Me (student working sheet)
- Altogether Us (Venn diagram working sheet)
- Book: The Ok Book by Amy Kraus Rosenthal

Learning Opportunities, Activities, and Procedures:

Day 1:

- Read the students the "Engagement narrative" from The Good Work Project (see below). The narrative is about a young boy who finally finds that he can write and read after discovering his love of baseball. After reading the story to the students, ask, "Why do you think it's important to like what you are learning about?"
- Tell the students that they will be exploring "good work" as part of their explorations into classroom community. Ask the students, what does GoodWork mean to you? Can you think of any examples of something you would call GoodWork? Why is GoodWork important?
- Explain to the students that they are going to explore their likes and dislikes and share their findings with their classmates. Discuss with the students that they all fill a different role in the classroom. Point out that some may be the "expert" in baseball, like Kyle from the story, while others may be the "expert" in adding. Ask students to tell about the different roles they fill in the classroom community. Add all responses to a list entitled, " 1/2 expertise".
- Distribute copies of the Altogether Me sheet and have students draw pictures to show some of the different roles they fill within the classroom community. For help labeling their pictures, students can refer to the list created earlier.

Day 2:

- Read The Ok Book by Amy Kraus Rosenthal

- Ask students to refer to the conversation from the previous day and have the students look at their Altogether Me pictures and the list created yesterday. Give students time to finish their Altogether Me sheets if necessary.
- Arrange students in pairs. Give each pair an Altogether Us Venn Diagram. Have them compare their Altogether Me lists and complete the Venn diagrams.
- Discuss the results as a class. How can we each help each other be engaged in what we are learning? Think about the person you just worked with, what can you teach them?

Day 3:

- Explain to the students that today they will be making trading cards about themselves. Ask, why is it important to understand your likes and dislikes? Guide students to connect likes and dislikes with their engagement in the classroom. What can you do if you're feeling unengaged? Discuss with students finding something to like about the topic, whether it be getting help from a friend or using one of their "expertise" to find the purpose and meaning. Explain that by making trading cards to display in the classroom, the students are creating a way to share their "expertise" with each other all year.
- Have each child measure and cut out an index or oaktag card, 2 ½ inches by 3 ½ inches.
- Each student should paste his or her photograph on one side of the card. Have children write information about themselves on the backs of the card.
- Have students decorate the cards. Laminate the cards for longevity.
- Then, have the students share their cards with one another.

Instructional/Environmental Modifications/Differentiated Strategies

Class discussions serve as a modification; teacher examples are provided for visual guidance.

EfS Assessment/Scoring Criteria

What do I need to collect or administer to prove that students have grown towards and/or achieved desired outcomes/standards? What criteria will I use to assess/evaluate student work?

| EfS/State Standard (name) | EfS/State Performance Indicator (letter and number) | EfS/State Assessment Instrument | EfS/State Scoring Criteria |
|---------------------------------------|---|---------------------------------|--|
| Critical Thinking and Problem Solving | 9.1.4.A.5 | Teacher Observation | Are students able to critically think about ethics and service learning? |
| Creativity and Innovation | 9.1.4.B.1 | Teacher Observation | Are students able to brainstorm collaboratively? |

Elementary GoodWork Toolkit, 2013

| | | | |
|--|-----------|---------------------|--|
| Collaboration, Teamwork, and Leadership | 9.1.4.C.1 | Teacher Observation | Are students able to brainstorm collaboratively and work collaboratively? on a project? |
| Cross Cultural Understanding and Interpersonal Communication | 9.1.4.D.1 | Teacher Observation | Are students able to communicate their thoughts effectively? |
| Cross Cultural Understanding and Interpersonal Communication | 9.1.4.D.2 | Teacher Observation | Are students able to communicate their thoughts effectively? |
| Reading: Literature | RLKID 3 | Teacher Observation | Are students able to discuss text? |
| Speaking and Listening | SLCC 1 | Teacher Observation | Are students able to communicate their thoughts effectively? |
| Sense of Place | I 22 | Teacher Observation | Are students able to communicate their ideas about the future of the service-learning project? |

Engagement Narrative

Before he was in second grade, Kyle never liked school. He didn't think he was very good at it. That's what his older sisters had always told him. His kindergarten and first grade teachers said his name a lot. Kyle felt he was probably not very liked. Kyle also felt that his teachers really wanted him to be able to read and write and so did he, but they never let him write about what he wanted to. Kyle wanted to read and write about baseball. When he wasn't in school, he watched and played baseball a lot. His sister even found a baseball game on the computer that he played whenever one of them would let him use the computer. His favorite team was the Boston Red Socks and he knew all of the players' names and batting averages. He loved to learn everything about the other teams too. When he saw his Dad on the weekends, they played baseball and went to games and his Dad was one of the coaches for his town team. In the winter, his Dad took him to batting cages and they were planning a trip to Florida to see some games during Spring Training.

School changed for Kyle in second grade. He went to a new school and his teacher listened to him and found out right away how much he liked baseball. At first, Kyle was still acting like he didn't like school, but then the very first time that his teacher read with him it was a book about baseball. Over the next few weeks, the teacher showed Kyle that he knew how to read and write a lot of baseball words. Kyle's teacher was really good at showing him lots of 'school' things that he could do. In fact, she worked hard to find books about baseball for him to read, stories about kids who played baseball and real stories about baseball players. She even let him talk about baseball at morning meeting and it turned out that there were a group of his class friends that also loved baseball. She let them form a club that she called a 'book club.' When they had to do a research project, she let them all work together and research the size of a professional baseball field and then they made a 'scale' model of one. One day, when he was working with a friend, measuring the infield of their scale model, Kyle looked up at his teacher and said, "I love you, Ms. H." His teacher said she loved him too, but told him she believed the happy feeling he was having was because he was having fun while he was learning!

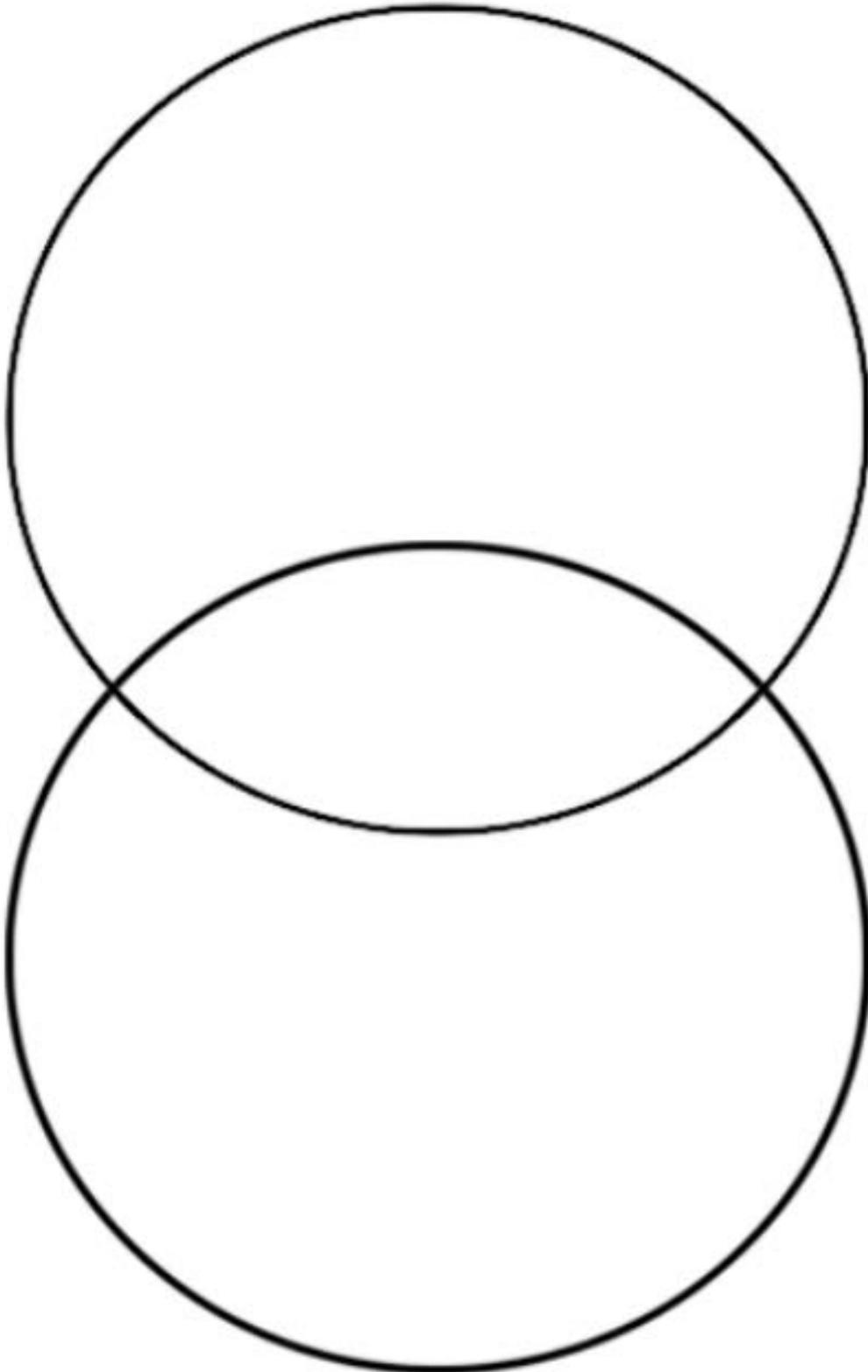
Altogether Me

Here are pictures and words about things I like...

| | |
|--|--|
| | |
| | |

Altogether Us

Our names: _____



Name: _____

GoodWork Toolkit Rubric- Engagement Pre-assessment

| Guiding Questions | 4 | 3 | 2 | 1 |
|--|---|---|---|---|
| <p><i>What does GoodWork mean to you?</i></p> <p>NJCCCS 9.1.4.A.5 9.1.4.D.2</p> | <p>Student is able to describe her/his feelings about good work. What does good work mean to you, in the context of speaking about the group.</p> | <p>Student is able to describe her/his feelings about good work in the context of speaking about herself/himself.</p> | <p>Student is unsure or unable to express her/his thoughts about good work.</p> | <p>Student is unwilling to participate.</p> |
| <p><i>Can you think of any examples of something you would call GoodWork?</i></p> <p>NJCCCS 9.1.4.A.5</p> | <p>Student is able to give at least 3 examples of her/his perception of good work.</p> | <p>Student is able to give 2 examples of her/his perception of good work.</p> | <p>Student is able to give 1 example of her/his perception of good work.</p> | <p>Student is unwilling to participate.</p> |
| <p><i>Why is GoodWork important?</i></p> <p>LA: R-L KIDG2.1 9.1.4.A.5 EFS I 22</p> | <p>Student is able to show his/her critical thinking by explaining why good work is important to the classroom community/pride.</p> | <p>Student is able to show his/her critical thinking by explaining why good work is important for him/her.</p> | <p>Student is beginning to understand the importance of good work.</p> | <p>Student is unwilling to participate.</p> |
| <p>NJCCCS 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1</p> | <p>Student works well and collaborates, assists others in being engaged in learning.</p> | <p>Student works well with others but doesn't assist others.</p> | <p>Student does not collaborate with peers using respect.</p> | <p>Student is unwilling to participate.</p> |

Grade: 1/2 Multiage
Unit: The GoodWork Project- series of Word Mapping
Lesson: Word Mapping

Lesson Overview

These series of lessons are designed to help students internalize vocabulary through the use of a word map. The use of word mapping in this lesson is to allow the students to continue assimilating into their development the concepts of good work and allow them to build upon this knowledge as they navigate the digital world.

Number of Class Periods (e.g. 3 45-minute periods): 7-40 minute periods

Standards

NJ State Standards (2009):

- *9.1.4.F.1* Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
- *9.1.4.F.2* Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.

National Standards (2012):

- *2.3.2.B.RI.2.4* Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- *2.3.6.C.L.2.4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on second grade reading and content

EfS (Education for Sustainability) Standards (add performance indicators and narratives if applicable)

- *H: Multiple Perspectives 7.* How can I use my knowledge of others' differences to understand their views and actions and achieve a common goal?
- *G: Inventing and Affecting the Future 6.* Demonstrate the habit of turning problems into opportunities to make positive change.

Essential Question: What are the 3 E's?

Guiding Questions:

- What is a word map?
- Can you make a personal connection to words?
- How do you write a sentence based on a word?

Resources/materials for this lesson:

- Webquest: <http://questgarden.com/146/51/5/120716111216/>

- Chart paper
- SMARTboard if available or projector
- Amber on the Mountain by Tony Johnson
- The Story of Ferdinand by Munro Leaf
- Zoozical by Judy Sierra
- LucidChart or Kidspiration (whatever your district has access to)
- Word Cloud website: http://www.abcya.com/word_clouds.htm
- Rubric for assessment

Learning Opportunities, Activities, and Procedures:

Day 1:

- Activate student's prior knowledge by discussing the three E's (engagement, excellence, and ethics). Can students remember anything about the previous conversations had? What were the definitions that the class came up with?
- Tell the students that they came up with a great definition for the 3 E's, but they're going to refine those definitions by looking at engagement a little more in-depth.
- Ask students to name various ways of learning vocabulary. Approaches may include flash cards, crossword puzzles, acting out word meanings, Spelling Go Fish, etc.
- Split the class into two teams. Team A may use only 5 words to describe what makes someone "engaged" and Team B may use an unlimited number of words.
- As the teams collaborate, point out the use of various senses in approaching this task. The choice of only five words for Team A will be more challenging and require a strong sense of vocabulary.
- Bring the whole class together, and have groups compare their experiences while working on this activity. Team collaboration will play a key role, particularly for Team A, because each student in the group will have contributed different associations and examples for descriptive words for engagement before reaching a consensus.

Day 2:

- Then, tell the students that one way to strengthen their vocabulary and learn more about a word is to create a "word map". Follow the following steps to introduce this concept.
 - STEP 1: Write the word "work" in the center of the page or SMARTboard.
 - STEP 2: Using a dictionary (www.dictionary.com), look up the word and locate the correct definition. Employ a think aloud to ask, "Does this make sense based on what I already know about the word? Record the correct definition on the word map page you create in either LucidChart or Kidspiration.
 - STEP 3: Use the dictionary to find a synonym for the word. Record this on the map.
 - STEP 4: Use the thesaurus to find other forms of the word (remind the students this process was learned during writer's workshop)

- STEP 5: Make connections to the word. It's also important, at this point, to ask students to verbalize their own connections to the word. This is a key step toward ownership of the vocabulary.
- STEP 6: Create a sketch of the word.
- STEP 7: Develop a sentence using the word.
- Elicit critical thinking skills by asking students why the sequence of these steps is important- chart responses.

Day 3:

- Invite students to again think about word mapping. Question students to repeat the methods of formulating a definition through the process of concept mapping. Lead the students to becoming excited about independently formulating definitions about the 3 E's.
- Tell students that they will be working in small groups to conduct an investigation of the meaning of ethics, excellence, and engagement. Using the SMARTboard or another projector, begin showing students the Webquest- "The 3 E's". Be sure to walk students through each step of the Webquest process explicitly showing students how to access information.

Day 4:

- Have students get into their small, collaborative groups and create their own word map for engagement using the Webquest. Be available to assist students who are struggling and provide verbal prompting is necessary.
- When finished, invite students to share their word maps.
- Read to the students, Amber on the Mountain by Tony Johnson and discuss with the students how the main character shows good work by being engaged- is there anything the students would like to add to their word maps of engagement?

Day 5:

- Have students get into their small, collaborative groups and create their own word map for ethics using the Webquest. Be available to assist students who are struggling and provide verbal prompting is necessary.
- When finished, invite students to share their word maps.
- Read to the students, Zoozical by Judy Sierra and discuss with the students how the main character shows good work by being an ethical person- is there anything the students would like to add to their word maps of ethics?

Day 6:

- Have students get into their small, collaborative groups and create their own word map for excellence using the Webquest. Be available to assist students who are struggling and provide verbal prompting is necessary.
- When finished, invite students to share their word maps.
- Read to the students, The Story of Ferdinand by Munro Leaf and discuss with the students how the main character shows good work by being an excellent person- is there anything the students would like to add to their word maps of excellence?

Day 7:

- Before students enter the class, take the student group's word maps and enter each group's ideas about each "E" into a word cloud (http://www.abcya.com/word_clouds.htm). Word clouds take a list of words and create a picture out of it emphasizing the most used words.
- Gather students on the carpet and show them each of the 3 E's word clouds- one at a time. Discuss with students their reactions to the clouds. Why do they think certain words were used most often?
- Be sure to post the word maps and word clouds in a prominent place so students can refer to their ideas throughout the year.

Instructional/Environmental Modifications/Differentiated Strategies

Teacher modeling, small group collaborative work, and prompting serve as a scaffold

EfS Assessment/Scoring Criteria

What do I need to collect or administer to prove that students have grown towards and/or achieved desired outcomes/standards? What criteria will I use to assess/evaluate student work?

| EfS/State Standard (name) | EfS/State Performance Indicator (letter and number) | EfS/State Assessment Instrument | EfS/State Scoring Criteria |
|------------------------------------|---|---------------------------------|---|
| 9.1.4.F.1 | 21 st Century Life Skills | Teacher Observation | Are students able to describe ethics? |
| 9.1.4.F.2 | 21 st Century Life Skills | Teacher Observation | Are students able to describe how their views of engagement have changed? |
| 2.3.2.B.RI.2.4 | Reading: Informational Texts | Student Word Map | Do student word maps show an understanding of the meaning of engagement? |
| 2.3.6.C.L.2.4 | Language Use | Student Word Map | Do student word maps show an understanding of the meaning of engagement? |
| Multiple Perspectives | H7 | Teacher Observation | Are students able to work with a group? |
| Inventing and Affecting the Future | G6 | Teacher Observation | Do student discussions show a positive change in |

| | | | |
|--|--|--|----------------------------------|
| | | | their thinking about engagement? |
|--|--|--|----------------------------------|

Name: _____

Date: _____

| | Expert | Secure | Developing | Beginning |
|-------------------------|--|--|---|--|
| | 4 | 3 | 2 | 1 |
| Oral discussions | The speaker provides a variety of types of content for understanding good work- speaker is able to clearly discuss good work and differentiate for others when explaining. | The speaker focuses primarily on relevant content- good work. The speaker sticks to the topic. The speaker adapts the content of good work in a general way to the listener and the situation. | The speaker includes some irrelevant content. The speaker is obviously confused by the concept of good work. | The speaker says practically nothing. The speaker focuses primarily on irrelevant content. The speaker appears to ignore the listener and the situation. |
| Group Work | The student almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | The student usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group. | The student often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | The student rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. |
| Positive Change | Student discussion shows a positive change in their thinking about good work. The student can also explain how their thinking has changed. | Student discussion shows a positive change in their thinking about good work, but they cannot explain this change. | Student discussion does not show a positive change in their thinking about good work. | Student is not showing respect for the discussions in the classroom. |
| Final Product | The student provides work of the highest quality. | The student provides high quality work. | The student provides work that occasionally needs to be checked/redone by other group members to ensure quality. | The student provides work that usually needs to be checked/redone by others to ensure quality. |

Notes:

Grade: 1/2 Multiage
Unit: Good Work - Continuing the Discussion
Lesson: Video and Discussion of Good Work

Lesson Overview

In bringing the Cultural Unit to a close, students will be guided to compare their Good Work and the 3Es to children in Bhutan.

Number of Class Periods (e.g. 3 45-minute periods): 3 morning meetings (20-30 minute sessions)

Standards

State Standards (2009)

- *6.1.P.A.3- Civics, Government, and Human Rights* Demonstrate appropriate behavior when collaborating with others.
- *9.1.4.B.1- Critical Thinking and Problem Solving* Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

National Standards (2012)

- *Speaking and Listening Comprehension and Collaboration Grade 2 1.* Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- *Speaking and Listening Presentation of Knowledge and Ideas Grade 2 6.* Produce complete sentences with appropriate to task and situation in order to provide requested detail or clarification.

EfS Standards (add performance indicators and narratives if applicable)

- *B: Responsible Local and Global Citizenship*
 - 1. Articulate the rights and responsibilities of democratic participation and leadership in both local and global contexts.
 - 4. Form an opinion about the requirements of responsible local, national, and global citizenship by synthesizing diverse perspectives on participation and governance.
 - 7. Demonstrate individual and collective respect for themselves and the Commons.
 - 10. Use their own choices as exemplars that demonstrate awareness that all human choices contribute to sustainable or unsustainable consequences.
- *G: Inventing and Affecting the Future 1.* Develop visioning skills to create a healthy and sustainable future.
- *H: Multiple Perspectives 7.* How can I understand and work with others to achieve a common goal?
- *I: Sense of Place 22.* Engage in goal setting/future visioning.

Essential Question: How are students doing Good Work?

Guiding Questions:

Before first viewing of video:

Let's think back over our culture unit – what have we done? Projects? Activities? Good Work?

What are our 3 Es?

Where in the world is Bhutan?

Let's watch the video of a project that school children around your age in Bhutan did:

How are they the same as us and our service learning project? How are they different than us?

Resources/materials for this lesson:

Say no to package food! (video created by children in Bhutan working with Design for Change) http://www.youtube.com/watch?feature=player_embedded&v=iQ17BcL8wzc

Learning Opportunities, Activities, and Procedures:

Day 1:

- Guide children in discussion during morning meeting using the guided questions above.
- On first day, have them “actively” view the video for purpose of looking for engaged students – what does engagement look like?
- After the video, record their thoughts and comparisons

Day 2:

- Guide children in discussion during morning meeting using the guided questions above.
- On second day, have them “actively” view the video for purpose of looking for characteristics of excellence – what is excellent about the Bhutan children's work?
- After the video, record their thoughts and comparisons

Day 3:

- Guide children in discussion during morning meeting using the guided questions above.
- On third day, have them “actively” view the video for purpose of looking for ethical citizenship – what does it look like?
- After the video, record their thoughts and comparisons

Instructional/Environmental Modifications/Differentiated Strategies

Many multiple intelligences are touched upon in this lesson from auditory participation and visual cues for discussion.

EfS Assessment/Scoring Criteria

What do I need to collect or administer to prove that students have grown towards and/or achieved desired outcomes/standards? What criteria will I use to assess/evaluate student work?

Elementary GoodWork Toolkit, 2013

| EfS/State Standard (name) | EfS/State Performance Indicator (letter and number) | EfS/State Assessment Instrument | EfS/State Scoring Criteria |
|---------------------------|---|---------------------------------|----------------------------|
| ** Please see rubric | | | |

Name: _____

| | 5 | 4 | 3 | 2 | 1 |
|------------------------------------|--|---|--|---|---|
| Quality of Comments | Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group | Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others | Volunteers comments but lacks depth, may or may not lead to other questions from students | Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question | Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic |
| Resource/Document Reference | Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions | Has done the reading with some thoroughness, may lack some detail or critical insight | Has done the reading; lacks thoroughness of understanding or insight | Has not read the entire text and cannot sustain any reference to it in the course of discussion | Unable to refer to text for evidence or support of remarks |
| Active Listening | Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others | Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others | Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others | Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others | Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion |
| Positive Change | Student discussion shows a positive change in their thinking about good work. The student can also explain how their thinking has changed. | Student discussion shows a positive change in their thinking about good work, but they cannot explain this change. | Student discussion does now show a positive change in their thinking about good work. | Student is not showing respect for the discussions in the classroom. | Student is unable to participate. |

Grade: 1/2 Multiage
Unit: The GoodWork Toolkit Narratives
Lesson: Review of 3E's

Lesson Overview

This is a re-introductory series of lessons for students to become familiar again with the 3E's of the GoodWork Toolkit (ethics, excellence, and engagement).

Number of Class Periods (e.g. 3 45-minute periods): 7-40 minute periods

Standards

State Standards (2009)

- *6.1.P.A.3- Civics, Government, and Human Rights* Demonstrate appropriate behavior when collaborating with others.
- *6.3.4.A.3- Active Citizenship in the 21st Century* Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- *9.1.4.A.1- Critical Thinking and Problem Solving* Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- *9.1.4.A.2- Critical Thinking and Problem Solving* Evaluate available resources that can assist in solving problems.
- *9.1.4.B.1- Critical Thinking and Problem Solving* Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

National Standards (2012)

- *Reading: Literature Key Ideas and Details Grade 2 1.* Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas and details in a text.
- *Reading: Literature Key Ideas and Details Grade 2 3.* Describe how characters in a story respond to major events and challenges.
- *Speaking and Listening Comprehension and Collaboration Grade 2 1.* Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- *Speaking and Listening Presentation of Knowledge and Ideas Grade 2 6.* Produce complete sentences appropriate to the task and situation in order to provide requested detail or clarification.

Efs Standards (add performance indicators and narratives if applicable)

- *B: Responsible Local and Global Citizenship*
 - 1. Articulate the rights and responsibilities of democratic participation and leadership in both local and global contexts.

- 4. Form an opinion about the requirements of responsible local, national, and global citizenship by synthesizing diverse perspectives on participation and governance.
- 7. Demonstrate individual and collective respect for themselves and the Commons.
- 10. Use their own choices as exemplars that demonstrate awareness that all human choices contribute to sustainable or unsustainable consequences.
- *G: Inventing and Affecting the Future* 1. Develop visioning skills to create a healthy and sustainable future.
- *H: Multiple Perspectives* 7. How can I understand and work with others to achieve a common goal?
- *I: Sense of Place* 22. Engage in goal setting/future visioning.

Essential Question: What makes a good community?

Guiding Questions:

- Did you discover differences or similarities between how you completed the sort for yourself versus how you thought your peers might complete it? What are the differences? What are the similarities? What do you make of them?
- Consider the values on these cards. Do any of them resonate for you? What values do you consider your own?
- Which of the values guide your approach to work? Your approach to peer relationships? Your approach to familial relationships?
- Are there any values that are important to you that are not listed? If so, what are they?
- Why is it important to perceive life from another's perspective?
- What is your ethical responsibility?
- How does being responsible make you an ethical person?
- How Horton preserved the culture of the Who's- why and how does this make him an excellent person?

Resources/materials for this lesson:

- GoodWork Toolkit- Value Sort cards
- [GoodWork Toolkit- Value Sort SMARTboard activity](#)
- Chart paper
- *Hey Little Ant* by Phillip M. Hoose
- 3E's narratives from first series of GoodWork lessons (below)
- *Horton Hears a Who* by Dr. Seuss
- *I'm Not!* By Pam Smallcomb

Learning Opportunities, Activities, and Procedures:

Day 1: Value Sort on SMARTboard. With a set of thirty GoodWork Toolkit Value Sort cards (or the cards in the SMARTboard file), do the following three activities:

1. As a class, think of an activity that is important to you (collectively), something you would find hard to miss. Think about how you go about doing this activity (e.g. soccer, rest reading, class meeting). We're going to sort the values in terms of importance to you while involved in this activity. Together, we're going to follow the grid so that only the allotted number of cards is placed in a particular category. (Teacher- when the activity is finished, save the SMARTboard file and print.)
2. As a class, now we're going to sort the cards in terms of you personally (when not in an activity). Together, we're going to follow the grid so that only the allotted number of cards is placed in a particular category. (Teacher- when the activity is finished, save the SMARTboard file and print.)
3. As a class, now we're going to sort the cards in terms of how we think other people see the values. Together, we're going to follow the grid so that only the allotted number of cards is placed in a particular category. (Teacher- when the activity is finished, save the SMARTboard file and print.)

Day 2: Ethics. Read Hey Little Ant by Phillip M. Hoose. Discuss with the students how the boy in the story behaved ethically (thinking about the life of the ant). Chart all ideas.

Day 3: Ethics. Read the ethics narrative (below). Discuss ethical living- connect to EfS and ideas of ethics amongst the ideas of sustainable living (the responsibility of local and global citizenship). Ask students about their opinion about the requirements for responsible citizenship. Ask how being responsible makes you ethical (or not)? Chart all ideas.

Day 4: Excellence. Read Horton Hears a Who by Dr. Seuss. Discuss with the students how Horton was an excellent person by preserving the culture of the Who's. Ask the students how Horton preserved the culture of the Who's- why and how does this make him an excellent person? Chart all ideas.

Day 5: Excellence. Read excellence narrative. Discuss excellent living- connect to EfS and ideas of excellence amongst the ideas of sustainable living (the willingness and need to affect the future of your culture or others and multiple perspectives). Ask students about their opinions of what is needed for developing skills to create a culture of tolerance for others and the earth. Chart all ideas.

Day 6: Engagement. Read I'm Not by Pam Smallcomb. Discuss with the students the importance of being engaged in what you are learning or doing. Review with the students their ideas about how we can assist each other in being engaged in learning. Ask the students how being engaged in affecting the future can assist in setting goals. Have students think of examples.

Day 7: Engagement. Read the engagement narrative. Continue the conversation from the previous day about how being engaged can assist in setting goals for the future.

Instructional/Environmental Modifications/Differentiated Strategies

Class discussions serve as a scaffold. Teacher recording all responses will also allow the students to understand one-to-one correspondence.

EfS Assessment/Scoring Criteria

What do I need to collect or administer to prove that students have grown towards and/or achieved desired outcomes/standards? What criteria will I use to assess/evaluate student work?

| EfS/State Standard (name) | EfS/State Performance Indicator (letter and number) | EfS/State Assessment Instrument | EfS/State Scoring Criteria |
|----------------------------|---|---------------------------------|----------------------------|
| ** Please see rubric below | | | |

GoodWork Review Rubric

Name: _____ Date: _____

| | Advanced | Proficient | Basic |
|---------------------------------------|---|---|--|
| Strategies of Speaking and Listening | Demonstrates strategies of a proficient listener and speaker, with flexibility appropriate to varying audiences and purposes. | Demonstrates strategies of a proficient listener and speaker, but lacks ability to create flexibility- unable to understand reasoning behind. | Confuses the purpose and message of the spoken work, hesitant to speak with a group, presents information as random facts, omits information when recalling a story. |
| Conventions of Speaking and Listening | Demonstrates conventions of a proficient listener and speaker with flexibility appropriate to audience and purpose. | May use appropriate pragmatic features of discourse and sentence structure and grammar errors are minor. | Confuses standard English conventions which impair meaning, speech/language difficult to understand. |
| Intrapersonal knowledge | Expresses knowledge of oneself articulately and with strong confidence. | Expresses knowledge of oneself rather articulately and with some confidence. | In unable to express knowledge of oneself. |
| Multiple Perspectives | Is able to use knowledge of oneself to connect with others easily. | Is able to use knowledge of oneself to connect with others with assistance. | Is unable to use knowledge of oneself to connect with other after prompts. |
| Teamwork | Actively collaborates to seek and suggest solutions to problems. | Collaborates to improve on solutions suggested by other group members. | Does not participate. |
| Understanding GoodWork | Student is able to show his/her critical thinking by explaining why | Student is beginning to understand the importance of good work. | Student is unwilling to participate. |

| | | | |
|--|---|--|--|
| | good work is important to the classroom community/ pride. | | |
|--|---|--|--|

III. UPPER ELEMENTARY LESSONS

| | | | |
|--|---|---|----------------------|
| Date: | Teacher: <u>Deborah Coney</u> | Subject: Good Work Project <i>Excellence</i> | Grade: 4th |
| | Inter-Disciplinary Connections: Language Arts Writing Technology | Technology: PowerPoint Projector Other | Materials: |
| OPENING Getting students ready to learn Day 1 | <p>Step 1: (Comm. of Learning Intentions)</p> <p><u>Lesson Overview:</u> This lesson is created to ask students to think about what motivates them to have high expectations. <i>Excellent work is when you have tried your best and worked hard. Excellence makes you feel happy with yourself and proud.</i></p> <p><u>Standard:</u> ELA3W2 The student produces a response to literature.</p> <p><u>Element:</u> ELA3W1 k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.</p> <p>Step 2: (Comm. Of Success Criteria)</p> <p><u>Essential Question:</u> <i>How is our classroom like a community?</i></p> <p>Steps in the Inductive Reasoning Strategy:</p> <ol style="list-style-type: none"> 1. Generate the data 2. Record the data 3. Organize the data into groups | | |

4. Use a label to describe each group
5. Place additional items into categories
6. Subsume items and labels into larger groups

SUGGESTED INSTRUCTIONAL STRATEGIES: *Inductive Teaching Strategy - This lesson has the option of being a three day lesson using a story or a simple introduction to sorting words into categories.*

**Step 3:
(Build Commitment and Engagement)**

Hook /Opening:

Teacher reads: The Dot – By Irma S. and James H. Black

Generate Data (10 minutes)

Guiding Questions:

- What is something that you are good at? How do you know? Explain.
- What is something that you are ok at? How do you know? Explain.
- What is something that you are NOT ok at doing? How do you know? Explain.
- Who do you know that is excellent at doing something? How do you know? Explain.
- What actions can you do to show excellence?
- What does GoodWork mean to you?
- Can you think of any examples of something you would call GoodWork?
- Why is GoodWork important?

Organize Data (5 minutes)

Record student responses on chart paper on the board. Teacher models categories (Ok, Not ok, excellent, good work)

WORK PERIOD
Releasing students to do the work
Day 2

**Step 4:
(Teacher Presentation Strategies:
Direct Instruction, Modeling)
FORM CONCEPTS (15 minutes)**

1. Group data by categories with common categories. First, display words from the “Mystery Words and Phrases” at the front of the room. Have a duplicate handout of “display words” for each student. (ATTACHMENT 1) Second, display the grouping boxes, (ATTACHMENT 2). The students will also have this handout also. Refer to prior grouping data exercise that should already be displayed in the room. Explain to the students that they will take a list of words from “value sort” and organize them in categories.
2. Label categories: Make sure students understand that there are many ways to organize words, and if their neighbor is using different categories, that is okay. They defend or should be able to define why their categories work. Once students understand the directions, give students ten or more minutes to complete the exercise.

| | |
|---|--|
| | <p>TEACHER TIP: <i>Ask students to subsume items under other labels or under more inclusive categories. (sStudents can achieve this by placing additional items into categories, subsume items and labels into larger groups, or suggest different ways of grouping and labeling based on other relationships.)</i></p> <p>Teacher should ask: <i>“How else might we group this information?”</i> <i>“Can you think about this in a new and different way?”</i> <i>“Can you think of other possible labels, and develop additional reasons for grouping?”</i></p> <p>Visible Thinking Strategy (20 minutes) Think-Pair Share – Attachment 3</p> |
| <p>CLOSING Helping students make sense of their learning Day 3</p> | <p>Step 5: <u>Guided Practice:</u></p> <p>INTERPRET DATA:</p> <ol style="list-style-type: none"> 1. <i>Identify critical relationships.</i> As a whole group, teacher guided, take student ideas for categories and list the words they have chosen. 2. <i>Explore relationships (cause/effect).</i> Discuss with the class the different categories and what ideas they have that come to mind. Some student responses could be: <i>I have that category too! I have something completely different! You could put two categories together because...!</i> 3. <i>Make inferences</i> Teacher prompting questions could include: <i>Based on what you have written, what other ideas come to mind? What alternative labels might be applied to these groups? What new ideas can be added to the original or the relabeled groups?</i> <p>Step 6: <u>Summary/Assessment:</u></p> <p>SYTHESIZE:</p> <p>Ask students to silently read over their categories and words to check their work. Direct students’ attention to the Excellence narrative. (ATTACHMENT 4)</p> <ol style="list-style-type: none"> 1. <i>Predict consequences/Draw Conclusions.</i> Students will use the categories of words written on their papers or the ideas modified on the board through discussion to write about two or three situations where they tried their hardest to do excellent work. (ATTACHMENT 5) 2. <i>Explain/Support the definition of excellence through writing.</i> Each should include words or phrases from the list of words given to them. Allow students |

approximately ten+ minutes to complete this exercise.

**Finish Early
or Need
Challenge**

If a student finishes early or needs an extra challenge:

Enrichment:

Long Shot: Never Too Small to Dream Big, by Chris Paul

Jack's Talent, by Maryann Cocca-Leffler

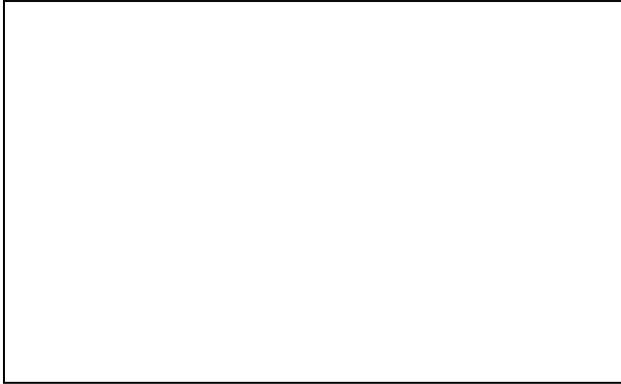
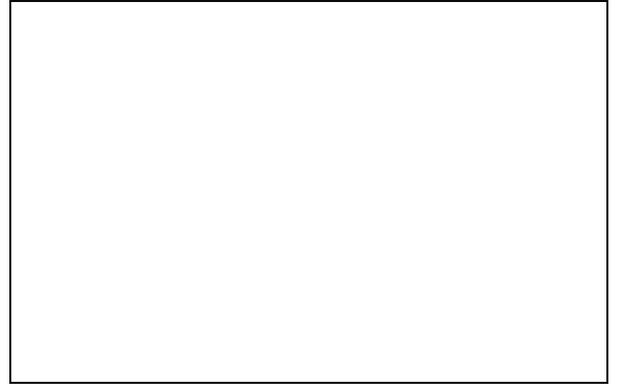
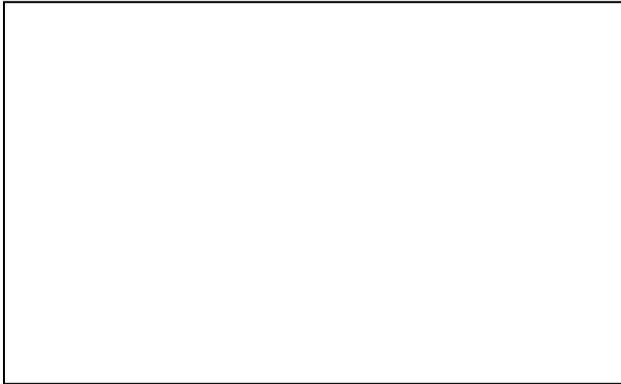
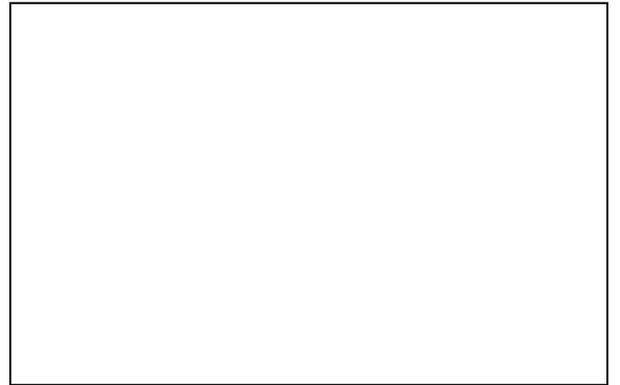
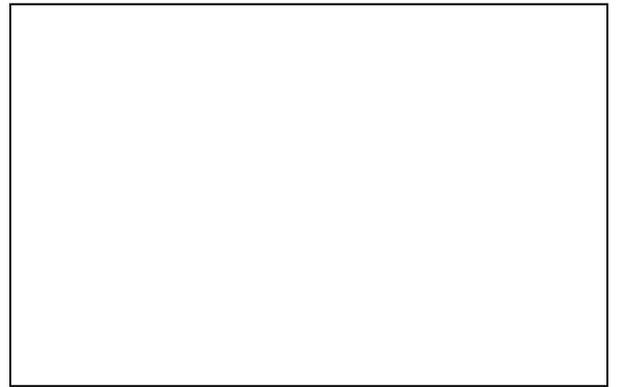
Name: _____

Mystery Story Words and Phrases

| | | | | | |
|----------------|-----------------|-------------|-----------|-------------|---------|
| sports | school | art | music | clubs | |
| excited | scaredunclear | pressure | fearless | | |
| try | soccerpainting | instrument | clay | running | |
| swimming | homework | chores | projects | tools | |
| piano | baseball | tests | spelling | cellphones | |
| understanding | presentations | excellence | computers | PE | |
| social studies | basketball | video games | drawing | | |
| YouTube | Twitter | television | parents | teachers | friends |
| cheating | parents | enemies | helping | standing-up | |
| good-work | the right-thing | volunteer | share | | |

What categories (group names) do these words make you think of? List 6-10 words that first come to your mind after looking at these words. Ready? Set? GO!

Groups and Categories

An empty rectangular box with a thin black border, intended for notes or data.An empty rectangular box with a thin black border, intended for notes or data.An empty rectangular box with a thin black border, intended for notes or data.An empty rectangular box with a thin black border, intended for notes or data.An empty rectangular box with a thin black border, intended for notes or data.An empty rectangular box with a thin black border, intended for notes or data.

EXCELLENCE NARRATIVE

Nathan is in fourth grade and he is a very good at math for 10 year old. He has heard adults say this about him. His math teacher and the principal always tell Nathan that he is natural mathematician. Nathan is not sure what that means, except that it must mean he is really good at math. He is glad that they tell him that because everyone seems happy that he is good at math, especially as part of the robotics team. He leads the team in the robotics competition for their grade level, and was given the Most Valuable Award by his peers.

Nathan likes math, but he doesn't have to try very hard to do his work. Nathan also likes other subjects in school and is really interested in the science unit they are doing right now about weather. He is so glad that the robotics season is over with for the next few months so he can go outside with his friends when he gets home from school. One of his favorite things is to take notes on the weather outside. His class started a Weatherbug program at school where they can track the weather for his school. Nathan has never done a science project before and is really excited about working with his friend Jackson on this project; however, the problem is that he has to present his weather report to the class. Nathan has never been very good at presenting with large groups. He is glad that Jackson will be presenting with him.

Jackson showed Nathan how to use the Weatherbug software and Prezi to create a presentation for their assignment. Nathan worked for hours at school and at home to find photos and facts about the weather and Jackson did research on the past weather so that they could compare the weather pattern over the years for their report. They were the first partners to present their project. They stood in front of the Promethean Board and made their presentation. When they were done, the class cheered and clapped. The teacher told the class that they had done an excellent job and demonstrated a model presentation. Nathan was so happy! When he was talking to him mom about what the teacher had said and how proud he felt, she told him that he was feeling proud and happy because he did an excellent job on something he worked really hard at.

Write About it

Write about three situations that you tried your hardest at something, where you did your best work...excellent work.

Situation One:

Situation Two:

Situation Three:

IV. ADAPTED NARRATIVES-UPPER ELEMENTARY

Excellence:

Money Matters

William is a junior in high school in New Jersey. He takes mainly science and math classes. And he really enjoys them.

When he was in 10th grade, William helped a teacher at a college by doing research in his favorite subject, biology. Biologists study living things.

He entered to a science fair and he won first place. He entered another science fair and got an award too, but not first place. He was sad about this because he thought he might win again.

After this, William decided to do a project on chemistry, even though he does not really like it as much as biology. He says he wants to do a project in it because there is prize money. When William was younger, he only wanted to do research on ways to help people not get sick. Now, he says he wants to either be a doctor or a businessman.

Doctors and businessmen can make more money than people who do research. Instead of following his dreams, William has decided to try and make the most money he can. Do you think he will be happy doing something he does not really like? Is he doing the right thing?

*Discussion of **making money**

1. How important is money?
2. Is it important do things you enjoy or things that other people tell you to do?
3. What things do you enjoy doing the most? How does it make you feel when you are doing these things?

The Meaning of Grades

Stephen teaches at a college. He loves teaching and works very hard to be a great teacher and citizen. He does volunteer work and always helps his students.

Stephen is strict with his students and doesn't give many As. He wants to make sure they are trying their hardest. Teachers at other schools are not as strict as Stephen and give a lot of As, even if the student did not earn an A. They do this so their students can get better jobs and into good graduate schools.

Stephen's students don't get the good jobs or into the good schools because their grades aren't as high as others. This is not fair, because they are just as smart, but are just graded more strictly.

Stephen is torn up. Should he give his students better grades than they earned so that they can compete with students at other schools? Or, should he keep grading the way he does and make sure his students earn what they deserve?

*Discussion of **honesty and integrity**

*Discussion of **hard work**

Excellence at Risk

Katie is a teacher at a public high school. She studied hard to become a teacher and is going to take a hard test that will make her an even better teacher. Katie has always

wanted to be a teacher, just like her father. She wants to help her students become smart and successful.

Katie is a great teacher. She teaches lessons that are fun *and* educational. Her lessons help her students learn about the subject, but also about themselves. Katie also makes sure to send reports home and talks to her students' parents regularly. She tells the parents how their students are doing in class and how their behavior is. She also tells the parents if their child was absent from class. She gets upset sometimes, because some of the parents don't call her back. She is confused about why they don't want to hear about their children.

One time, Katie called one of her student's parents to tell her that her child did not come to class. The student was really mad at Katie for getting her in trouble at home. She was so angry that she threatened Katie and said she was going to hurt her. Katie felt upset and scared. She did not know if she should report the student to the police or not. In the end, Katie reported the student to the police because she hoped the student would learn that what she did was very serious. Did she do the right thing?

*Discussion of **hard work**

*Discussion of **consequences**

1. Do you think the student learned that her actions were dangerous?
2. What else could Katie have done in her situation?

When in doubt...Make it Excellent

James is an eighteen year-old senior in high school. He goes to a very good high school and is in charge of the school newspaper. He helps run the major parts of the paper, and has to make sure people get along, make sure there is money to run the paper, and make sure everyone follows the rules of the newspaper.

James takes his job very seriously. He wants to make sure that his school designs a paper that is well done. He has helped by asking a teacher to run a class to help the newspaper members learn how to write better news articles. He also makes sure that the other students are not making up their articles, which would be similar to lying to the readers. He is happy that all the writers are working hard and they are happy.

James thinks about how it is hard running a school newspaper because he has to be very careful about what he puts in the paper. He can't put in articles that speak badly about teachers or principals. He tries to make all the stories positive. This sometimes bothers him because he knows that positive stories are not always the most interesting ones.

James really enjoys working at the paper. He has learned many things, like how to run a paper well, how to make sure people get along, and how to create a happy work place. Because he has spent so much time working on the paper, he has had less time to do his homework or to hang out with his friends. As a senior, James is trying to decide what he wants to do when he is done with high school and college. He likes working with newspapers, but also likes business, government, and management.

*Discussion of **having a variety of interests**

*Discussion of **responsibility**

Lookin Good

Draft, 2013

Ron has been a teacher for most of his life. He has taught in many places, including teaching young people who were in jail. Now, he teaches at a new school for students who have had trouble in school in the past. These students have had behavior problems or have had problems doing their school work. Even though his job is hard, he loves doing it.

As a teacher, Ron wants to make sure his students love to learn and love school. Ron hopes that if he is excited about social studies, his students will be too. He tries to make lessons that are fun and interesting. Ron is a nice teacher, but he is a fair one as well. He only gives good grades to students who work hard and behave well.

Ron has problems sometimes deciding what to teach to his students. Some of the lessons he makes are too hard for his students, even though they are on their grade-level. Ron wants to make his students work hard, but he knows they don't get much at help on their homework at home.

A lot of the other teachers give the students higher grades than they deserve so that the school looks better. Ron does not do that because he feels it is cheating. He thinks students should work hard and get the grades they have earned.

Ron is feeling very confused. He wants to help his students succeed and continue to be a great teacher. He also wants to get along with the other teachers at his school, but feels that they have different ideas about what good teaching is.

*Discussion of **having a good education**

Ethics:

Honest to Goodness

Karen works on a newspaper as a reporter. During the summer, college students come and work at the paper. Karen gets frustrated when these college students get to work on more interesting articles than she does. She feels that it is unfair because she is older and has a higher level job than them.

Even though Karen is upset by the college students, it makes her work harder. She wants to prove to her boss that she deserves to be treated better. So she starts working harder and puts in extra hours at work. She also starts pretending to be people she is not when she interviews people for news articles. Her long work hours and determination are good, but lying to people to get interviews seems *unethical*.

Karen does not feel she is doing anything wrong, because in the end, she is getting a good news story. She also says that other journalists do the same thing in order to get good news stories. In Karen's view, it is OK that she is doing things that are against the rules, because she is writing a good news article for other people to read.

*Discussion of **playing by the rules**

*Discussion of **honesty**

1. Is it OK that Karen is not playing by the rules, because in the end, she is writing a good story?
2. Is what she is doing (cutting corners) cheating?

Marketing Me

Heather is studying at university to become an actress. She started acting when she was four years old. She loves acting and likes taking hard roles that work hard to challenge her.

When she is in a play, she works hard to study the character hard to make sure she is doing her best work. She tries to listen to the director, even if she does not agree with him or her. She only wants to be an actress, even though her brothers remind her that she may not make a lot of money as an actress.

Her teachers at her university remind Heather that she has to think about how she is going to present herself as an actress. This makes Heather feel a bit uneasy. She thinks she is beautiful, but also sometimes feels embarrassed of her body. She worries she does not have the right kind of body to make it in the acting world.

Heather wishes that she could get any part based only on her skill and talent at acting, but she knows that is not the case in the acting world. Often in acting, what you look like is as important as how talented you are. Heather says she would get surgery to change her looks if it would help her get a good role.

*Discussion of **challenge**

*Discussion of **getting better in my activity**

1. Do you think it is worth it for Heather to get surgery so she can maybe get good roles in plays and movies?

Playing Hardball

Mark is a graduate student in an advanced part of science called genetics. He is very smart and wants to do work in science that will help people.

Mark is working on a few projects for school. In his work for one project, he found an organization that had information that was wrong. He called the organization to tell them of their problem and gave them his correct information to look at as proof. The man he spoke to at the organization seemed very grateful to Mark.

Then a few weeks later, Mark saw his information posted on the organization's website as if they had done it themselves. He was very upset that they stole his hard work. When he talked to friends and teachers about what had happened they told him that it was normal in the world of science. Mark was confused by this. It made him think hard about what he wanted to do. He decided that he could not just work to find ways to help people, like he had wanted to. He was going to have to make sure to protect his work as well.

*Discussion of **making the world a better place**.

1. Why did Mark decide he had to worry about protecting himself?
2. Why is stealing work "normal" in the world of science? Is that fair?

A Life Worth Living

Dr. Bernard Lown is a heart doctor. He is seventy years old and has had a very long career. He became a doctor because he wanted to help people get better. He has always tried to help people, but sometimes, even though he has tried to do his best, they are still not happy.

One time, Dr. Lown was treating a patient with heart trouble. Dr. Lown performed surgery on the man and fixed his heart. Later, the patient came back and was very upset

because the surgery made him unable to use his hand and he was a painter. Dr. Lown felt very bad that he had not warned his patient that this was a possible side effect as a result of the surgery.

A few years later, Dr. Lown saw a patient who wanted to have time to write about her life before she passed away. Before deciding on surgery for her, Dr. Lown made sure to tell her that if she has the surgery, she may have a side effect that would make her unable to write. The patient decided not to have the surgery. She lived for 6 more years and was able to write down everything she wanted.

Dr. Lown was happy that he had taken the time to think about what the patient wanted out of life before deciding on how to treat her.

*Discussion of **being reflective about oneself**

*Discussion of **concern for or helping others**

Engagement:

Finding the Thread

Sheila is a twenty-seven year old actress. Sheila knew she wanted to be an actress from the time she was eight years old. Her mother took her to see the play *Annie* and she fell in love with the stage. She acted through all her school years.

Sheila feels she will have “made it” when she has paid off all the money she had to borrow to go to college. Even though she is worried about making enough money to do this, she would never leave the field of acting. She loves it too much. It is not easy to find work you truly love.

Sheila found a job in a theatre company. She loved the company and the work they were doing. This experience made it clear in her head that theatre was going to be her work forever. She finds the work joyful and important, and to her, that is enough.

*Discussion of **appreciating beauty**

*Discussion of **uncovering what is true**

1. Should you stay in a job you love if you are not making enough money?

There's No 'I' in Team

Jesse attends a high school for the arts in New York City. He has been involved with theatre since the age of 10. His parents are very supportive of his acting. Jesse's dad was in the theatre world himself.

Through all of his theatre camps, workshops, and schools, Jesse has learned that it is very important to work as a part of a team. Jesse explains that in the theatre business, it is very important to know how to work well with others.

Sometimes, Jesse feels torn between trying to work well with others and competing to get good roles. In his high school, you spend the first three years just working on your skills as an actor. As a senior you have the chance to be cast in a play that professional agents will see.

Jesse was lucky to be cast in 2 plays, a sign that he was a great actor. He loved the first play. It was hard work and there were a lot of rehearsals, but he knew it was such a good play that it was worth it. Jesse was not as excited for the second play. He did not like

the director and was unsure how it would turn out. Jesse was frustrated and said negative things about the play.

One of his friends in the play came to him and told him that his bad attitude was bringing everyone else in the play down. Jesse felt horrible. He realized he was just thinking about himself and not about the team. He knew that if it was a professional play, he would have been fired. Jesse was glad that he learned the lesson now that as an actor, you must be excited about the play you are in, or it shows, and brings the whole group down.

*Discussion of **treating others with respect and fairness**

*Discussion of **being reflective about oneself**

Elementary Book List

Mentoring

The Dot by Peter Reynolds (2003) - mentoring good work (K-3)

Molly Goes Shopping by Eva Eriksson (2003) - mentoring through mistakes (K-2)

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Lilly's Big Day by Kevin Henkes (2006) - engagement evolves into mentoring (K-2)

That Book Woman by Heather Henson (2008) - mentoring through obstacles (2-4)

Thank you, Mr. Falker by Patricia Polacco (1998) - mentoring broadens perspective (2-4)

The Wednesday Surprise by Eve Bunting (1989) - child mentors adult in unique way (1-3)

Dear Whiskers by Ann Whithead Nagda (2000) - child mentoring child across cultural divide (2-4)

Good Work

The Carrot Seed by Ruth Krauss (1945) - good work in the face of adversity (K-2)

Thank you, Bear by Greg Foley (2007) - belief in good work despite negativity (K-1)

Albert the Fix-it Man by Janet Lord (2008) - individual engagement brings small and large social change and engagement (K-1)

Bear's Picture by Daniel Pinkwater (2008) - maintaining engagement and good work despite opposition (K-1)

Catie Copley by Deborah Kovacs (2007) - good work needs meaning and purpose (K-2)

How to Heal a Broken Wing (2008) by Bob Graham - child's good work brings social hope (1-3)

Henry Builds a Cabin by D.B. Johnson (2002) - redefining good work (1-3)

The Gardener by Sarah Stewart (1997) - doing good work despite adversity (2-4)

Shall I Knit You a Hat by Kate Klise (2004) - good work that has social impact and meaning (1-3)

My Heart Glow: Alice Cogswell, Thomas Gallaudet, and the birth of American Sign Language by Emily McCully (2008) - maintaining vision of good work despite obstacles

Engagement & Ethics

Ruthie and the (not so) teeny, tiny lie by Laura Rankin (2007) - engagement leading to bad ethical decision making (K-2)

The fantastic undersea life of Jacques Cousteau by Dan Yaccarino (2009) - engagement inspiring ethical action (K-2)

Wangari's Trees of Peace by Jeanette Winter (2008) - ethics inspire engagement and good work (1-3)

Individual & Community

On Meadowview Street by Henry Cole (2007) - child's engagement and good work changes community (K-2)

Miss Rumphius by Barbara Cooney (1982) - individual engagement leading to contribution to community (1-4)

Mermaid Queen: the spectacular true story of Annette Kellerman, who swam her way to fame, fortune, & swimsuit history! by Shane Corey (2008) - changing cultural values through individual engagement

The Trouble with Henry: a tale of Walden Pond by Deborah O'Neal (2006) - individual beliefs standing up to community (2-4)

Hoot by Carl Hiasson (2002) - individual good work challenging community (4-6)

Seedfolks by Paul Fleischman (1997) - individual social effort creates greater social good work

Perspectives

The Name Jar by Yangsook Choi (2001) - maintaining cultural values in new cultural setting (1-3)

The Jacket by Andrew Clements (2002) - ethical imperative leads to changes in individual perspective and social relations