

Dear Parent,

We are pleased to bring you the Teacher and Student Manuals to *Living Happily Ever After*, Book 3 in the ***Discovering the Real Me*** series. These are for use with your child of approximately eight to nine years of age in conjunction with the student text.

The format of the student text, *Living Happily Ever After*, is fairy tales, fables, and folktales from the Far East, the Middle East, Africa, Europe, and North America. These stories have stood the test of time. They have enchanted and instructed children in one form or another for generations. The teacher portion of this guide suggests activities, discussion points, written work, and role-play to draw out the important lessons of the stories. It also provides some graphic organizers to help reinforce the character lessons.

The goal is to teach your children how to achieve lifelong satisfaction by developing virtues now. The theme of the lessons and stories is that people who are good attain lasting happiness, enjoy good relationships, and prosper.

We hope these engaging tales, with their ancient pedigrees and timeless character lessons both entertain and enlighten your children. It is our sincere wish to make your parenting task easier, more pleasurable, and more meaningful by offering this book.

Let the enchantment begin!

Chapter 1: The Little Red Hen

Objectives

Cognitive: Your child will understand that it is in their best interests to participate in a job that needs doing, rather than to sit back and watch others do all the work.

Affective: Your child will respect the fairness lesson of this story. They will appreciate that a person gets back what he or she gives.

Behavioral: Your child will state and apply the motto “Hard Work Is Rewarded” when they are asked to help out with school and home chores. They will respond to prompts from the lesson when they are reluctant to help out at school.

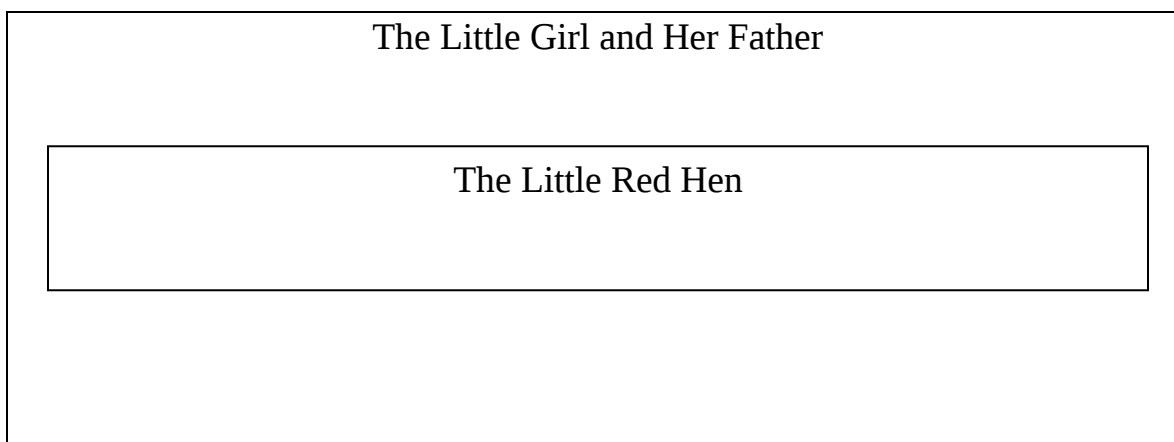
Session 1

Materials Needed:

Materials to make a snack in several steps

Tell your child that you will be reading this story together. Ask them to turn to the appropriate page.

Introduce the story by saying that this is a story inside a story. You might want to show this illustration saying that the story of the little girl and her father is like a “frame” for the story of “The Little Red Hen.”



Tell your child that the first story is about a girl who doesn't want to help her dad. The second story is a fable that the dad tells his daughter to help her understand the value of

helping out. Explain that a fable is a made-up story that has a lesson or moral to teach people right from wrong.

Ask your child to read a few lines at a time. Read the story together.

After reading the story, Ask your child to tell you about the two stories, especially what happened at the end of each. Ask your child to tell you why he/she thought the girl was willing to help her dad after she heard the story of “The Little Red Hen.” Does he/she think this was a good way for the father to help his daughter do the right thing. Listen to your child’s responses.

Explain that this book is filled with stories that he/she will read together. Just as the father used a story to help his daughter, these stories were written to encourage his/her good behavior.

Say, “I hope you will enjoy reading them together with me, and that you will find the lessons in them enjoyable and helpful.”

Encourage your child do the Exercise after each chapter.

Exercise - Sometime today or tonight, offer to help your mother, father, or teacher. You will make him or her very happy!

Mention that you will be watching to see if he/she will offer to help you; praise him/her when he/she does.

It would be good to pick a recipe—something your child would enjoy eating but which requires no cooking—and gather the ingredients beforehand. Prepare the food together and enjoy it!

Remind your child that because he/she helped, everyone gets to eat. Ask if that is what happened in the story.

Make the point that when he/she helps out in everyday life, there are rewards. Say, “Sometimes the reward is that you feel good about yourself because you helped. Sometimes the reward is gaining a new skill—learning how to do something you didn’t know how to do before. Sometimes the reward is getting a part of what you helped to create. Did you get a part of what you helped to create today? Was it worth the work you did? Let’s remember this story when we are asked to help out, and remind ourselves that something good will happen because we did.”

Session 2

Mention by name and praise your child who was helpful to you yesterday after reading the story. Praise their efforts.

Ask your child to reread the story on his/her own. Define the following vocabulary before they begin: wheat (try to show them some real wheat or some wheat products), harvested, thresh, wheelbarrow, announced, ingredients, and gleefully. Give him/her time to read the story.

It would be good to discuss the questions after each chapter. The questions are also in the student so he/she can answer them on his/her own first and then discuss it if you prefer.

Questions:

1. Why did the father decide to tell his daughter a story by the fireside?
2. What did the Little Red Hen plan to make in the beginning of the story?
3. The animals didn't help her. They always had an excuse. What is an excuse? and what are some excuses the animals used in the story?
4. There were a lot of steps to take to make the bread. What were they?
5. Do you think the Little Red Hen should have let the animals eat the bread? Why or why not?

This is a great story to act out because it is simple and has a variety of characters. To act it out, your child can play the father, girl, little red hen, duck, pig, cow, and/or dog.

Some versions of the story use repetition to make the point. When the Little Red Hen asks, "Who will help me (plant the wheat, harvest the wheat, thresh the wheat, carry the wheat, and bake the bread)?" The animals always reply to her the same way:

"Not I," said the duck.

"Not I," said the pig.

"Not I," said the cow.

"Not I," said the dog.

"Then I'll do it all by myself," said the Little Red Hen.

When it comes time to eat the bread, and the Little Red Hen asks, "Who will help me eat the bread?" the animals reply:

"I!" said the duck.

"I!" said the pig.

"I!" said the cow.

"I!" said the dog.

To which the Little Red Hen replies, "I'll do it all by myself!"

The repetition makes for a delightful little play that your child will enjoy acting out. This can be used in the future as a prompt for your child when you want him/her to volunteer to help out in his/her room. If your child is not willing to help, you can softly chant, “Not I, said the duck! Not I, said the pig! Now I, said the cow! Not I, said the dog! Do I have to do it all by myself, like the Little Red Hen?”

Chapter 2: Cat in the Corner

Objectives:

Cognitive: Your child will learn that hard work is rewarded.

Affective: Your child will feel that it was fair when the cat received a reward for helping and that the other animals didn’t.

Behavioral: Your child will describe jobs done and the rewards received.

Session 1

Tell your child that you will be reading this story together, so have them turn to the appropriate page.

Introduce the story by saying that this tale will remind him/her of “The Little Red Hen” and that it has the same moral: “Hard Work Is Rewarded.” Go on to say that even though the stories are very similar, their origins are different. This story is from Africa, and “The Little Red Hen” is from Europe.

Explain that there are many examples of similar stories coming from different places in the world. Ask if he/she can think of some possible explanations for this. Listen to his/her ideas. Affirm that it is because people are basically the same no matter where they come from, and they all want to learn and teach the same lessons about living happily ever after.

Begin to read the story by asking your child to read a few lines at a time.

After reading the story, Say that you will compare this story with the one you just read. Make a chart and label one side, “What is the same?” Label the other, “What is different?”

WHAT IS THE SAME?	WHAT IS DIFFERENT?

Then ask your child to contribute his/her ideas for the chart. One thing he/she may notice is that the story from Africa has a wart hog in it. Draw his/her attention to the picture of the wart hog. Ask him/her why he/she thinks the African story has a wart hog in it, and the other one doesn't. Listen to his/her answers, then conclude by saying, "Wart hogs may not be well-known to the audience in the first story, but they are probably familiar to African children. That is one way we know where this story came from. Would the moral of the story be different if it was a farm pig?" Affirm that it would not.

Ask him/her what he/she thinks is the biggest difference between the two stories. Then conclude by emphasizing that in the African story, the cat finally decides to help the man, and then the cat gets a just reward. Go on to explain that in the first story, none of the animals gets a reward because none of them help. Say, "Even though the stories end differently, the message is still the same in both, isn't it? What is the lesson of both stories? Hard work is rewarded. Let's say that together!"

Lead your child in a chorus of "Hard work is rewarded!"

Ask him/her if he/she would prefer to be left outside like the lazy animals or let inside to cuddle up by a cozy, warm fire, like the hard-working cat. For fun, allow your child to imitate a cat curled up by the fire, licking its fur and going to sleep, purring happily.

Session 2

Ask your child to read the story on his/her own. Define the following vocabulary before he/she begins: various, cud, graze, cozy, and snug (point out that “cozy” and “snug” are similar in meaning).

Questions

1. How is this story like the story of the Little Red Hen?
2. Did the cat get a nice reward for her hard work?
3. Do you think the man should have let the other animals in too? Why or why not?
4. Do you think if you work hard at something you should get some part of it to share or some kind of reward?
5. Have you ever worked hard and gotten a reward? (A good grade is a reward for studying hard!)

When he/she is finished, go over the Questions and have him/her share his/her answers with you.

Direct your child’s attention to the Exercise. Ask your child to keep a record about the work he/she does during the next week and the rewards he/she received. Remind him/her and point out that the chart shows that rewards can be a good word from their parents, praise, or sometimes just a proud and good feeling inside.

Exercise

This week, keep a little notebook or notes to yourself about the hard work you do. Next to the hard work, write down the reward you received.

For example:

Hard Work	Reward
Did the dishes	Mother thanked me
Studied hard	Got an A
Helped Daddy clean yard	Ice cream cone

Chapter 3: A Piece of Straw

Objectives

Cognitive: Your child will understand that when he/she is grateful for what he/she has, he/she will be deserving of greater gifts.

Affective: Your child will be excited about the good fortune of the young man in the story. He/she will be inspired to see that, by having a good attitude, people can bring opportunities into their lives.

Behavioral: Your child will construct a gratitude chart. He/she will list ten things he/she is grateful for.

Session 1

Materials Needed:

Poster board or paper
Colored markers

Tell your child that you will be reading this story together, so ask him/her to turn to the right page. Introduce the story by saying that there is a sequence or series of events that happen because the main character has an attitude of gratitude. Ask your child what he/she thinks an attitude of gratitude is. Listen to his/her answers.

Ask your child to read a few lines at a time. Read the story together.

After reading the story, Ask your child if he/she liked the happy ending. Ask him/her to retell the sequence of gifts the young man received in the proper order and how each gift led to another. List the gifts on the page below as your child name them. Point out how each gift was more valuable than the last.

You might want to use a graphic organizer similar to this and draw the gifts inside the boxes on the blackboard as your child names them:

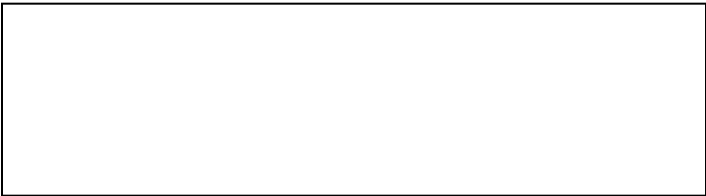
A piece of straw



Three oranges



Silks



Horse



Farm



Explain that some things do not appear at first to be something we should be grateful for—like a piece of straw. They may end up being something we are very grateful for, however, so it is best to try to be grateful for everything. Ask: “How do we know from the story that the young man was grateful for the piece of straw?” Affirm that he thanked the wise old man, bowed to him, and put the piece of straw carefully inside his jacket. Soon, he was grateful he could use it to tie up the buzzing bee.

Explain that people can learn to be more grateful. As an example, imagine a wet, cold, muddy, gray day. What is there to be grateful for? Affirm answers like “We can play in the mud!” or “The plants and crops need the water to grow so we can eat them,” or “The sunshine will feel double good tomorrow!”

Describe a few more situations to draw out grateful thinking, even in adverse circumstances.

“You have so much school work and have been studying so much your brain feels like it is going to burst. What is there to be grateful for?” (You can learn; you have eyes to study with; you have a brain that works; you are growing smarter each day and will have a better future because of it.)

“You hurt your little finger by catching it in the door as you went into the movies. What is there to be grateful for?” (It was only the little finger, not the whole hand; you are able to go to the movies.)

“You are sick in bed with a fever and spots all over your face. What is there to be grateful for?” (A fever is the body ridding itself of germs; you don’t have to do school work; you’ll get extra attention from your mother and father.)

Mention that if the young man in the story could be grateful even for a piece of straw, you are sure he/she can find many things to be grateful for. Ask, “What are we grateful for as a child? Let’s start with little things and work up to big things.”

With the aid of your child, make a gratitude chart. Write at the top: “We Are Grateful For:” and then list the things your child comes up with. When the list is complete, allow your child to come up one or two at a time to write, “Thank you!” and sign his/her name on the chart.

Conclude by saying that the author of this story wants us to realize how important it is to be grateful for what we are given. When we are grateful for what we have, we are opening the door of opportunity for our good fortune to multiply, just like the young man in the story. People like and are willing to help people who are grateful, making it possible for more good things to happen in the grateful person’s life. Ask him/her if he/she likes a happy, grateful person better than someone who always wants more and is grumpy. Who does he/she want to give more to—the happy, grateful person or the greedy, grumpy one?

Tell your child that success and good fortune begin with gratitude for what you have.

Session 2

Ask your child to read the story on his/her own. Define the following vocabulary before he/she begins: straw (show an example if you have one), swat, carriage, silk, and warrior.

Questions

1. What was the young man's problem at the beginning of the story?
2. What would have happened if he had thrown away the straw in anger at the wise old man for giving him so little?
3. Everyone along the road seemed to like the young man and wanted to trade things with him. Why do you think they liked him?
4. Do you think the young man would have been so lucky if he had been ungrateful and complaining?
5. There is an old saying, "Little things mean a lot." Do you think this old saying is true? How did it come true in the story?

Next, ask your child to fill in a list of ten things he/she is grateful for, as instructed to in the Exercise in their student books.

Exercise: Make a list of ten things you are grateful for. They can be big things or little things. Next time you are feeling sad or unlucky, think about these ten things and be thankful for them. You might find you start feeling happy and lucky!

Chapter 4: The Crane's Gratitude

Objectives

Cognitive: Your child will understand that kindness and gratitude lead to good fortune. He/she will also understand that too much curiosity can lead to pain.

Affective: Your child will be happy for the crane when she is released by the generous farmer. He/she will love the young girl who works so hard. He/she will sympathize with the girl and the couple who lost her when she had to return to her life as a crane. He/she will want to be more kind and grateful.

Behavioral: Your child will describe kind behavior on the parts of their mates. He/she will construct cards for people they are grateful to. He/she will act out the ways pets express gratitude.

Session 1

Tell your child that you will be reading this story together, so have them turn to the appropriate page. Introduce the story by pointing out that the tale comes from a country called Japan. Draw attention to the illustration of the girl in the kimono and explain that this is the traditional dress worn by girls and ladies in Japan.

Then explain that even though it takes place in Japan, this story could have happened anywhere, because everywhere in the world you can find people who are kind and who are grateful. Explain that every language in the world has a word for “Thank you.” This means that in every nation in the world people are kind, because there is a word to thank them. It also means that in every nation in the world, people are grateful, because they say, “Thank you!”

You might want to give a few examples of ways people say thank you in the world:

Shey-shey—Chinese

Spasibo—Russian

Merci—French

Ask your child to read a few lines of the story at a time. Read the story together.

After reading the story, ask if he/she guessed that the girl was really the crane when she first came to visit the old couple. Then ask your child to tell you how the girl helped the old couple. Ask him/her why the girl became so tired. Listen to his/her answers, and then ask him/her to explain why the girl had to go back to being a crane. Affirm that the couple was very kind to the girl, but they made a big mistake because they were too curious.

See if your child knows what being curious means. Explain that it means wanting to know more about something. Point out that curiosity can be good—it is good to want to learn more and know more. Mention that many scientists found cures for diseases or better ways to grow food because they were curious. Explain that if we are too curious, however, it means we want to know more than we should know about something.

Tell your child that you are going to read some questions out loud, and you want him/her to tell you whether the question is too curious or just wanting to know something it is proper to know about someone else.

1. Is it true that your dad owes a lot of money?
2. How many brothers and sisters do you have?
3. Do your parents fight a lot? What do they fight about?
4. Where do you live?
5. Is your brother in fifth grade?
6. Does anyone else in your family besides your sister have head lice?

Ask your child to tell you why he/she thinks the couple chose to peek at the girl when she was weaving after she told them not to. You may want to reread that part of the story to them, beginning with the couple asking, “What tires her so?” Explain that, even though they meant well, the couple was too curious, and because they were, the girl had to leave them.

Ask your child if he/she thought this story had a happy ending, and why or why not. Conclude by saying that the story did have a happy ending, because both the crane and the couple helped each other and were grateful to each other. They had all been very kind to one another, and everyone was happier because of it. At the same time, acknowledge that it was a little sad that they couldn’t all live together forever because the couple had been too curious.

Session 2

Materials Needed:

Paper to be folded up into cards
Crayons, colored pencils

Ask your child to read the story on his/her own. Define the following vocabulary before he/she begins: attracted, sprung, limped, glance, piping hot, thread, exquisite, shimmered, gleaming, fetched, and capable. Discuss the answers together.

Questions

1. Why did the farmer think the crane was ungrateful at first?
2. Can animals show their gratitude to people who feed or help them? How has an animal shown gratitude to you?
3. Did the old couple know the beautiful young woman was the crane?
4. What did the young woman do to show the old couple she was grateful to them?
5. Was the old couple grateful to the crane?

After the discussion, direct your child to read the Exercise in their student books.

Exercise: Do you believe that if you are kind to others, they will be kind to you? Try it! You will find that even animals respond to kindness. They are showing their gratitude when they lick, purr, rub against you, or want to play.

Ask your child if he/she has ever experienced a pet or other animal showing gratitude. Let your child share their stories. Then ask your child to demonstrate how cats and dogs show gratitude. Let him/her demonstrate purring, pretending to lick someone, a dog wagging its tail, etc.

Discuss ways in which you can show gratitude to others. An activity that would go with this lesson would be to make cards for people your child is grateful for. Remember to give or send the cards.

Chapter 5: The Lost Ax

Objectives

Cognitive: Your child will understand that a person is innocent until proven guilty. In other words, it is important not to “jump to conclusions,” and to think kindly of others.

Affective: Your child may remember a time when they blamed others who were innocent, just like the farmer did in the story. They will feel sorry and resolve to be more charitable next time.

Behavioral: Your child will recite kindly thoughts about others. They will describe incidents where others blamed them unfairly and incidents where they blamed others unfairly. They will describe positive human behavior.

Session 1

Introduce the story by saying that this story is from China, but it could happen anywhere in the world. Tell him/her that it’s about someone who unfairly blames someone else for stealing something. Ask your child to read a few lines at a time. Read the story together.

After reading the story, ask your child to retell what happened in his/her own words. Then ask him/her what he/she thinks the lesson of the story is. Summarize by saying that the farmer should not have “jumped to conclusions” about his lost ax. Explain that this phrase means that a person decides too quickly what happened. Say, “The farmer should have thought about where he might have left his ax first, before blaming his innocent neighbor.” Ask: “Has this ever happened to you? Have you ever been wrongly accused for doing something that you didn’t do? Have you ever blamed someone else for something they didn’t do?” Listen to the responses, and let him/her tell his/her stories.

Then explain, “We feel hurt when someone accuses us of something we didn’t do. Furthermore, we may feel embarrassed if we blame someone for something they didn’t do. A person may not want to be our friend if we wrongly accuse him or her. So we all have to be careful and think kindly of others.”

Ask your child to imagine what might have happened if the farmer had gone up to his neighbor and angrily accused him before looking around for his ax. Ask your child to tell you how the story could have ended differently. Then say that, fortunately, the farmer listened to his wife’s advice, looked around the yard, and found the ax. Go on to explain that the good friendship he shared with his honest neighbor continued because he did the right thing; he took responsibility instead of putting the blame on someone else. He said to himself, “Maybe *I* lost the ax!” which was what really happened after all.

Ask: “How do we think kindly of others? Let’s practice.” Lead him/her to do the Exercise which is repeating each good thought about others five times.

Exercise: Repeat each good thought about others five times.

1. Most people are good.
2. Most people are honest.
3. Most people mean no harm.
4. My family loves me.
5. I have many good friends.

Session 2

Ask your child to read the story on his/her own. Define the following vocabulary first: suspicious, complained.

Questions

1. Did the neighbor steal the ax?
2. The neighbor was facing the other way when the farmer first came out. What did the farmer think this meant?
3. The neighbor was still facing the other way after the farmer found his ax. What did the farmer think of this once he had found his ax?
4. First, the farmer thought his wife was responsible for the missing ax. Then he thought his son was responsible. After that, he thought his neighbor was responsible. Who was really responsible for the missing ax?
5. Do people tend to blame others first before they take responsibility themselves?
6. Have you ever thought something had been stolen from you, only to find it and realize the people around you were innocent?

Next, ask your child to look at the Exercise once more. Write the words “I believe” and “because” on a paper. Ask your child to give an example for each good thought, saying the thought out loud, adding “I believe” to the beginning of it and “because” to the end of it and giving a reason from real life. Model this by doing the first thought. Say something like, “I believe most people are good because last year when I was sick, my neighbors brought food for my whole family.” Ask your child to create sentences for each of the five sentences.

Chapter 6: Try, Try Again

Objectives

Cognitive: Your child will understand that we must persevere and go over obstacles in order to achieve our goals.

Affective: Your child will enjoy the clever solution to the dilemma of Gretchen and Jacob. He/she will feel that when he/she keeps trying and doesn't give up, he/she will win out in the end.

Behavioral: Your child will construct a timeline outlining problems or obstacles in the story. He/she will recite and be able to state the maxim, "If at first you don't succeed, try, try again" when faced with problems. He/she will master an obstacle course to achieve a goal.

Session 1

Tell your child that you will be reading this story together, and have him/her turn to the right page. Introduce the story by saying that he/she will see that the main characters have a clear goal, which is stated in the beginning. Ask your child if he/she knows what a goal is. Affirm that a goal is where you want to get to, or a point or award you want to make—like a goal in sports, or a high grade. Point out that someone could have the goal of going to the circus, and he or she could start earning money and saving until he or she had enough money to buy tickets.

You might want to set up something to symbolize a goal: perhaps a round circle on a paper with the word "Goal" written in it, or some object placed above your child's head but within reaching distance. Ask him/her to come up to touch the goal. Mention that to make most goals, you have to reach a little; you have to stretch and try. That is why this story encourages people to "Try, Try Again" in order to reach their goals.

Ask if it is easy to make a goal in sports. Mention that usually, you have to work against other players and get to the goal around them. You have to be faster, stronger, have good aim, etcetera. Achieving a goal is not always easy, but it is wonderful when you do!

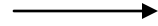
Then say, "Let's see if the people in this story are able to achieve their goal!" Ask your child to read the story aloud.

After reading the story, tell your child that he/she will make a time-line to define the order in which the events occurred until the goal was reached. First, ask him/her to identify what the goal is in the beginning of the story, which was for Jacob and Gretchen to marry and live happily ever after. Mention that there were many obstacles—things in the way—of Jacob and Gretchen achieving this goal. Ask your child to name in order the problems that came up, first telling him/her to go back to the text and find them. Write the obstacles on the paper. The completed timeline should look something like this:

The rich mayor wants to marry his daughter to a hunter, but Jacob isn't a hunter.



The sorcerer makes Jacob a hunter, but Jacob has to pass a hard test in seven years.



Gretchen's father sees that Jacob can now hunt and makes Jacob prove he can farm.



Gretchen's father sees that Jacob has a magic plow but demands that Jacob have money too.



After seven years of marriage, Jacob has to think of a question that the sorcerer can't answer or he has to leave Gretchen and be the sorcerer's servant.



After making the timeline, ask if Jacob and Gretchen ever gave up, even though they had all these problems and obstacles. Affirm that they did not; they had good attitudes in bad fortune and encouraged each other not to give up. Then ask your child to describe what happened in the end. Ask him/her to tell about a time when he/she didn't give up on a goal, even though there were things in the way or obstacles.

Session 2

Materials Needed:

Paper, crayons, colored pencils or markers, stickers

Ask your child to read the story on his/her own. Define the following vocabulary: announcement, mayor, widow, attempt, local, sorcerer, anxious, magpie, masterful, and mansion.

Questions

1. Was the mayor fair to Jacob?
2. Did Jacob keep trying, even though the mayor was not fair to him?
3. Was Jacob happy he kept trying? How do you know?
4. How did Gretchen help Jacob outwit the sorcerer?
5. Why is this story entitled “Try, Try Again”?

Go over the Questions together.

Next, have your child do the Exercise in his/her student books. Supply him/her with pencils, crayons, markers, paints, or stickers along with paper.

Exercise: Jacob and Gretchen faced a lot of difficulties before they could be happy together forever. Yet they kept trying and trying, and they did not give up. Write this sentence five times in your notebook or on a special paper that you decorate: “If at first you don’t succeed, try, try again.”

Set up an “obstacle course” that your child has to go through, either outside or inside the house. Decide upon a goal (reaching a point or object across the room or yard, for instance) that he/she to arrive at or touch. In order to get there, he/she has to get through obstacles. He/she may have to get around chairs, step over stacks of books, bend down to go under something, do fifteen jumping jacks, solve a math problem, spell a difficult word, etc, before he/she can move on toward the goal.

Chapter 7: The Lost Horse

Objectives

Cognitive: Your child will understand the value of hope, especially when there is bad fortune.

Affective: Your child will be surprised at the main character's response to bad news. He/she will realize that we all have a choice of how to respond to misfortune.

Behavioral: Your child will recite and illustrate the saying, "Every cloud has a silver lining." Your child will apply this maxim when bad news or bad fortune comes their way or happens in.

Session 1

Ask your child to turn to the story "The Lost Horse" in his/her student book. Tell him/her that you will be reading this story together. Introduce the story by explaining that this tale is from China. Show him/her where China is if you have a map, and ask him/her if they know anything about that country. Then say, "This story is about a man who has some bad things happen to him. Let's see what he does about them." Ask your child to read a few lines at a time. Read the story together.

After reading the story, ask your child to tell you why he/she thinks the author wrote about the lost horse. Listen to him/her responses. Then explain that the author wanted to show readers a good way of dealing with problems. Draw a T diagram on a paper. Label the columns "Bad Fortune" and "Good Fortune." Discuss the story with your child, writing down the instances of bad fortune and the good fortune that followed.

BAD FORTUNE	GOOD FORTUNE

After completing this, ask your child to reread the last sentence of the text, which is, “Even when we have problems, we should try to believe that something good might come out of our difficulties.” Explain that the man could have been very worried about the lost horse, and then very worried about his son, but instead he chose to believe that something good could come from both misfortunes. And it did! Ask if your child remembers any time in his/her life when something good came out of a difficult situation. (This may be hard for him/her at first, so it’s helpful to share some of your own experiences and observations.)

Session 2

Materials Needed:

Crayons, colored pencils, colored markers

Ask your child to read the story on his/her own. Define the following vocabulary before he/she begins: fortunate, stallion, gallop, hooves, congratulated, invaders, ferocious, and commander. Discuss the answers to the Questions together .

Questions

1. What happened to the man’s horse in the beginning of the story?
2. Was he worried about never seeing his horse again? What did he have to say about it?
3. Did the man’s fortune increase after the horse went away? Why?
4. What happened to the man’s son? Did something good happen after the son was injured?
5. Do you think the man in the story had a good way of dealing with problems?
Why or why not?

Now ask your child to read the Exercise in his/her student book. Explain that it is said that a thunder cloud shows a silver lining around it which is the sun peeking through the darkness. When bad fortune came his way, the main character in the story looked for the “silver lining” in the cloud. He did not give up hope but looked to see if some good could come later on.

Exercise: Repeat after your parent the old saying, “Every cloud has a silver lining.” Discuss what you think this old saying means. Draw a picture of a cloud with a silver lining, or a storm cloud moving away as the sun comes through.

Write down the saying, “Every cloud has a silver lining” on the paper and ask your child to write it down in their student books. Lead your child in a chorus of “Every cloud has a silver lining” several times. Give him/her time to draw and color a cloud with a silver lining.

Ask your child how this story could be compared to “A Piece of Straw.” Ask: “Didn’t the man in that story see a lot of good in a piece of straw? He could have thought, ‘How unlucky I am! The wise man only gave me a piece of straw!’ but he didn’t. Wasn’t he a hopeful man?”

Ask your child to share about what he/she thinks the world would be like if no one had any hope and no one believed that tomorrow might be a better day. Listen to his/her responses. Then remind him/her that it is important to have hope. Tell your child that years ago there was no cure for some diseases, but because some people had hope and didn’t give up, cures were discovered, and now people can survive these diseases. This is just one of many examples to talk about.

Encourage your child to look for the silver lining whenever any dark clouds come their way.

Chapter 8: Be Careful What You Wish For You Might Get It!

Objectives

Cognitive: Your child will understand that when we get what we think we want, we may not want it after all. They will realize that a good family and experiences of love are the most important things to wish for.

Affective: Your child will thrill to the couple’s good fortune and laugh at the unwise wishes of the couple. At the same time, they will admire the couple because of their ability to find something to be happy about after they lost their wishes. They will feel satisfied with the ending of the story.

Behavioral: Your child will name wishes they have. They will list the good things in their lives that they already have and list the things they wish were different. They will distinguish between what wishes can come true and what wishes cannot.

Session 1

Tell your child that you will be reading together the story “Be Careful What You Wish For—You Might Get It!” Ask him/her to turn to the right page in his/her student book.

Introduce this story by saying that this is a tale about wishes. Mention that there are many stories about getting wishes through magic. Ask him/her if he/she has heard of Aladdin and his magic lamp. In that story, Aladdin gets a lamp that a genie comes out of. The genie can grant wishes. Ask your child if he/she knows of other stories where wishes are granted by magic.

You might want to briefly tell your child the story of King Midas, who loved gold so much that he wished that everything he touched could turn to gold. His wish came true, and everything he touched turned to gold, including his beloved daughter! He could no longer eat, since the food turned to gold. Ask your child to name ways that having everything you touch turn to gold might be a bad wish. Explain that King Midas was very unhappy until the wish was undone. He realized that there are many things in life that are more precious than gold.

Mention that sometimes the wishes of people in stories make them happy and sometimes they do not. This story says that you have to be careful what you wish for. You might not want it so badly after all! Ask your child if he/she can think of any wishes a person could make that might not make him or her happy.

You might give the example that when we are very angry, we might wish something bad would happen to the person we are angry at. We might even wish he or she was dead!

That wish, if it came true, wouldn't really make us happy. People can't be happy at other people's sadness.

Mention that sometimes we wish for too much of a good thing and then we are not happy either: "I wish I had a huge birthday cake I could eat all by myself!" Explain humorously that eating a whole, huge birthday cake all by yourself would mean getting a stomachache! So that's a wish to be careful not to make!

Ask your child what he/she would wish for if he/she had some wishes that could be granted by magic. This should be an exciting discussion.

Then say, "Let's see what the husband and wife wish for in this story." Ask your child to read a few lines at a time. Read the story together.

After reading the story, Ask your child if he/she thought the story was funny. Could he/she picture the wife with a big sausage on her nose? Then ask him/her to tell you what the husband and wife said to each other after they lost their wishes each time. Read the lines that show what they said to each other. Ask your child if it sounded to him/her like the couple was upset with each other. Then reread the section beginning with, "Husband and wife stood very quietly, looking at one another." Then ask your child if he/she thought this was a good way to handle their wishing mistakes.

Conclude by saying, "This whole experience actually helped the couple to realize together how lucky they already were, because they had each other to love. Most people realize that the most important thing in life is to be with the people you love, your family especially. Even when a person is very rich, if that person doesn't have a family to love, then he or she is very sad. Perhaps the best wish we can wish for is to have a happy family!"

Suggest that your child asks him/herself three questions when he/she wishes for something: "Will this really make me happy?" "Do I want this just because someone else has it?" and "Do I really need this?" You can write these questions on a paper to remind your child when he/she complains about not having something. Additionally, your child needs to be reminded that it's not wrong to have wishes, but most wishes only come true through effort. Fortunately or unfortunately, no one gets three magic wishes!

Session 2

Ask your child to read the story on his/her own. First, define these vocabulary words: thrilled, blustered, and fame.

Questions

1. If you had three wishes, what would you wish for?
2. Would three wishes be enough, or would you need more?
3. Think of ways in which your three wishes might not make you happy after all.
4. The husband said, “We have love—and that is really all anyone can wish for!” Do you agree with him? Why or why not?
5. Do you think it is better to be happy with what you have rather than always wishing for more?

After discussing the Questions, ask your child to read the Exercise in his/her student book.

Exercise: Close your eyes and imagine a glass. Now imagine water being poured into it just to the halfway point. Do you see this glass as being half-empty? Or half-full? There is a happy way and a sad way to look at the same thing. If you see the glass as half-full, you feel happy you have some water at all. If you see the glass as half-empty, you are just thinking of what you don’t have, and you might not feel so happy. We all want more than we have. Let’s practice the happy, positive way of looking at things and be grateful for what we do have. Let’s look at the half-full glass rather than the half-empty one.

Ask your child to draw a picture of a glass that is half-full of water. Ask him/her to write in the water part of their drawing the good things in their lives. Now, in the empty part, he/she can write a few things he/she wishes were different about their lives.

Mention that some wishes can come true if he/she turns them into goals and works to achieve them. Explain: “Wishing that your family is rich won’t do any good. Working hard at school to get a good education so that you can have a better job when you grow up can come true, though. You might be able to make your family richer if you try hard enough at school and work. Then you will get your wish because you made it into a goal and worked toward it.”

Ask your child for some examples of things he/she wishes were different about his/her life. Help distinguish between what wishes can come true and what ones cannot. Show him/her how to make a goal out of his/her wishes—the possible ones—and make suggestions as to what he/she might do to make their wishes come true.

Chapter 9: Stone Soup

Objectives

Cognitive: Your child will understand that in unity there is strength. When everyone contributes and helps, something wonderful can come about. He/she will also see a good illustration of how one person's example of giving first can multiply into many people giving.

Affective: Your child will be surprised and inspired by how the clever soldier was able to create an atmosphere of generosity and change a whole village. He/she will want to make small contributions themselves.

Behavioral: Your child will act out the story of "Stone Soup" and see how everyone contributing a little makes something wonderful. Your child will share snacks and see how the fun and enjoyment multiply when people share.

Session 1

Materials Needed:

Paper, colored pencils, crayons or markers

Tell your child you are going to read together the story "Stone Soup," so he/she should turn to the appropriate page. Introduce the story by telling him/her that "Stone Soup" takes place in France during a famine. Show him/her where France is on the map if you have one. Explain that a famine happens when there is very little to eat, usually because of crop failure. Then say that perhaps the author created the story during a real famine, to show people how they could get through by helping each other.

Mention that there does not have to be a famine, though, before people help each other do wonderful things. Say, "The message of the story is, 'In unity there is strength.' Unity means everyone helping each other by working together on the same activity or goal. When people work together on the same thing, wonderful things can happen. Let's see how the author tells us this in the story."

Ask your child to read a few lines at a time. Read the story together.

After reading the story together, ask your child if he/she thinks a stone can really make soup. What would such a soup taste like? Ugh! Ask your child what really made the soup good and if they enjoyed the soldier's creative solution to the problem of "no" food in the village.

Ask your child to read and do the Exercise in his/her student book. With tape or pencils or a picture, make a big circle representing the pot. Your child will draw pictures of soup contents. If you can gather a few children, choose one child to be the soldier and assign

the other children to be hungry villagers. Have the children act out the story as with each one coming up to put their drawing of something into the circle—making the “soup.” If you can’t get a group of children, have your child be the soldier and you represent the different people putting in their ingredients for the soup.

Exercise: Draw pictures of cabbages, carrots, onions, tomatoes, and a stone. Your parent will make a big circle in the room to be the pot for stone soup. Act out the story. Work with your parents to attend or put on a potluck. The food always tastes better when everyone shares.

When you are finished acting out the story, ask him/her to imagine what their soup would taste like. Mmm-mmm! Pretend to add a little salt and then let everyone pretend to have bowls of soup in their laps. Let them pretend to eat and say, “Mmm-mmm! Stone soup is so good!”

Try to attend or put on a potluck so everyone will enjoy a feast they make by working together.

Session 2

Materials Needed:

Snacks

Ask your child to read the story on his/her own. Then, discuss the Questions.

Questions

1. Why do you think the soldier stayed after everyone told him they didn’t have food to give him?
2. What happened as the soldier started to make the soup?
3. Do you think the soldier expected that the villagers would bring the food they were hiding?
4. Do you think the villagers were able to share after the soldier left?
Why or why not?
5. Do you think the stone really made the soup? Or was it just a way to get the people to start sharing?

Emphasize that whenever people work together and share what they have—whether it is time, energy, food, effort, clothing, or whatever—everyone winds up feeling richer and well-fed, like the villagers. Mention that there is often enough for everyone if everyone shares.

Try to work together with all the members of the family to make a straightening and house (or area) clean up day or a tend to the landscaping day. You could write, “Many

hands make light work!” and mention that if each person contributes a little bit to the whole, the job will be done in no time. When you’re finished, look around and notice the difference and comment on how nice it looks now.

Chapter 10: The Giant Turnip

Objectives

Cognitive: Your child will understand how cooperation and unity can make the impossible possible!

Affective: Your child will enjoy the humor in this story and will find inspiration and hope in its message.

Behavioral: Your child will act out the story. He/she will state and apply the maxim “In Unity, There Is Strength” when you achieve a task together.

Session 1

Tell your child that you will be reading the story together, so he/she should turn to the appropriate page. Introduce the story by telling him/her that this tale is from Russia. Show your child where Russia is on the map.

Tell your child that one crop that farmers grow is a root vegetable called a turnip. Ask him/her if he/she has ever tasted this vegetable. Then ask if he/she has eaten other root vegetables and to name some root vegetables. Listen to his/her answers, and mention that root vegetables have to be pulled out of the ground, because they grow underground. Sometimes root vegetables don’t want to come out of the ground, like the one in this story, as he/she will see. Then ask your child to read a few lines of the story at a time.

After reading the story, do the math together to figure out how many people are in this family (There are twenty-two). Tell your child that there are three generations living together in this family: grandparents, parents, and children. Ask your child what he/she thinks is good about three generations living together. Say, “Did everyone help get the chores done in the story? What was the grandparents’ chore on the farm? Why did they need the other family members’ help? Do you think that the turnip came out because the baby was really strong?” Listen to his/her responses to these questions, and conclude by saying, “It wasn’t really the baby’s strength that made the turnip come out, was it? What do you think the grandfather meant when he said, ‘No, that’s the strength of the family’?”

Ask your child to read out loud with you the last five sentences, beginning with, “The turnip came out of the ground.” Explain that the author wanted readers to understand that when everyone unites to accomplish a task, it will usually be achieved. Go on to say that

this is because a special kind of strength is created when people unite and work together. Ask your child to repeat after you, “In unity, there is strength!”

It would be fun to act out this story as a group either as a family or with friends. Your child will enjoy tugging, pulling, and repeating, “They could not get the turnip out of the ground.” They will also enjoy tumbling like dominoes at the end!

Session 2

Ask your child to read the story on his/her own. First, go over the following vocabulary: spouse, in-laws, nonsense, rattle, infant, height, tugged, dominoes.

Questions

1. Have you ever tried to do something that took physical strength alone and then asked other people for help?
2. Have you ever tried to do something that took mental strength (like math) alone and then asked other people for help?
3. Do you need other people’s help in your life?
4. Who helps you the most and what do they do for you?
5. The story shows that even a baby can help in a family. What can you do in your family to help other family members?

Discuss the Questions and then do the Exercise as a fun example of cooperation.

Exercise: Your parent will guide you in this exercise. The whole family is to line up by height, just like the family in the story. The only thing is—you can’t talk! You have to work together—cooperate—in order to do something in the house, yard, or community. Maybe your family can visit the grandparents and do a project for them. Your parent will decide if you did a good job working together or cooperating. This should be a fun and enjoyable exercise.

Chapter 11: The Place of Brotherhood

Objectives

Cognitive: Your child will learn about the value of sacrificial love, or living for the sake of others.

Effective: Your child will be moved by this tender story of sibling love. They will feel inspired to have this kind of relationship with family members and friends.

Behavioral: Your child will describe examples of sacrificial love in his/her own life and families. He/she will list ways he/she can show sacrificial love in your family. He/she will plan a service project.

Session 1

Tell your child that you will be reading this story together, so have him/her turn to the right page. Introduce the story by saying that it is a legend from the land of Israel. Show them where Israel is on a map.

Ask your child to read a few lines at a time as you read the story together. After reading the story, ask your child if he/she enjoyed it, and why. Ask your child if he/she thinks the two brothers will ever go hungry as long as they have each other. Ask if the big family that pulled out the turnip will ever go hungry. Mention that we know the villagers in “Stone Soup” will never go hungry as long as they have each other and a stone!

Point out that the last three stories, including this one, have had “In Unity, There Is Strength” as their motto, moral, or theme. Explain that when people work together and help each other, they can do many things they could never do alone. People need each other’s support and help. That is why we have families, neighbors, communities, and nations. We should all work together to make things better for everyone.

Explain that, in order to work together and help each other, it takes some sacrifice on each person’s part. Ask your child if he/she knows what “sacrifice” means. Listen to his/her answers and explain that when you sacrifice, you give something up that you want or need for yourself, for the sake of someone else. Ask your child to explain how the brothers sacrificed for each other. Then mention how each villager in “Stone Soup” gave up or sacrificed something he or she was keeping for him- or herself.

Make the point that when everyone gives something, it adds up to something big enough to take care of everyone.

Then ask if he/she can describe examples of sacrifice in your own family. Ask him/her if he/she has ever sacrificed something for someone else. Listen to his/her responses. Then say, “How do you feel when you give up something for someone else? Does it make you

feel good? Maybe you don't feel good at first, because it's hard to give up something you want or need for yourself. But eventually you feel better, especially when you see how you made the other person so happy!"

Ask your child to read the sentence, "The brothers then laughed and cried together, hugging, when they realized how kind the other one was." Conclude by telling your child that if everyone in the world treated each other with such kindness, it would be a much nicer world. Tell your child that this story will help us remember to try to do something every day for the sake of others, and in this way, we will make the world a better place for everyone.

Ask your child to read and respond to the Exercise in their student book.

Exercise: What do you do to show your family members that you love them? What do they do for you? Make a list of additional things you can do to show your family you love them, and try to do one extra nice thing every day.

Session 2

Ask your child to read the story on his/her own. Before he/she reads, define the following vocabulary: inherited, portions, crescent moon, sheaves, income, and temple.

Questions

1. Why did the younger brother want to help his older brother?
2. Why did the older brother want to help his younger brother?
3. How did they discover who was delivering the sheaves of wheat at night?
4. Would you like to have brothers like the ones in the story? Why?

Discuss how to create a play about a story similar to this. It should take place in modern times. Try to gather a few children or family members to practice and perform the play. If other children are not available, write down the script or create a PowerPoint presentation.

Ask your child what he/she could share with someone else, like the brothers in the story. This could turn into a service project. If he/she doesn't have material resources, explain that he/she has youth and energy. Since elderly people don't have those things anymore, perhaps he/she could plan a visit to an elderly persons' nursing home or hospital wing, or to elderly shut-ins. Or, he/she can make blocks for children out of wood scrapes (that could possibly be found for free) by smoothing all the edges and sides with sandpaper.

Chapter 12: The Tiger's Whisker

Objectives

Cognitive: Your child will learn that love conquers all. When love is given truly, with service and sacrifice, even a fierce heart can be won.

Affective: Your child will admire the courage of the Korean bride as she strives to tame the tiger. He/she will appreciate the wisdom of the elder's advice as the story concludes.

Behavioral: Your child will distinguish between times when an angry person can be changed by his/her actions and when he/she needs to seek the help of an elder or authority. Your child will describe kind and loving ways to deal with problems and conflict situations, both in personal situations he/she has encountered and in hypothetical ones.

Session 1

Tell your child that you will be reading the story together, so have him/her turn to the appropriate page. Introduce the story by telling him/her that it takes place in a country called Korea. Show him/her where Korea is on the map.

Ask him/her if he/she has ever seen a tiger. Point out the picture of the tiger at the end of the story. Explain that in real life, a person would not approach a tiger in a cave like the woman does in the story! Tigers are very dangerous. Explain that if he/she sees a tiger in a zoo, he/she should not try to tame it, feed it, or touch it.

Read the story together.

Mention to your child that it can be scary to be around someone who gets angry easily, like the groom in the story. Tell your child that you can understand why the bride was worried, and that it was a good thing she looked for a solution to her problem. Remind him/her that life has obstacles that get in the way, as we learned in the earlier stories, and we have to learn how to go around or through or over our difficulties.

Ask, "Who in the stories we have read had to go through difficulties in order to be happily married?" Affirm that it was Jacob and Gretchen. Affirm that Fanchon and her husband in the story "Be Careful What You Wish For -- You Might Get It!" also had difficulties. They were poor, then Fanchon got a sausage stuck to her nose, then they found they had wasted all their wishes!

Mention that even though the Korean bride wants a magic potion to solve her problem, the village elder teaches her instead that the real magic is love—being kind.

Ask your child, "What was the elder's method of solving the problem?" Listen to his/her responses. Then say, "The woman tamed the tiger to get a whisker. When she succeeded,

she realized that if she could tame a tiger, she could tame her angry husband. Do you think that this was a clever way to help her see the solution to her problem?”

Conclude with, “At the end of the story, the woman feels confident that when she is married, she will be able to help her husband to be gentle. What are some things she might do to make this possible?” Help him/her think of some actions he/she could take to help an angry person be calm. Listen to his/her ideas.

Explain that sometimes when you are dealing with an angry person, you need to seek advice from an elder, as the woman did in the story. She went to her mother and she went to an elder. Ask your child when might be a good time to go to a parent or teacher to solve a situation when someone is angry. Write the following on a paper and check off the situations he/she “votes” on, affirming the right answers and giving reasons for them:

- When a bully is after you ✓
- When someone threatens you ✓
- When your friend teases you
- When someone lost in a game
- When someone thinks you stole something that you didn’t ✓

Have your child pantomime the story as you read it. If you have a few children available, choose a girl to be the Korean bride, another girl or a boy to be the tiger, and a boy to be the village elder. It might be fun to also pantomime a sequel to the story, with an angry husband and the Korean bride taming him as she did the tiger.

Session 2

Ask your child to read the story on his/her own. First, define the following vocabulary: conquers, potion, routine, glanced, inquired, startled, and confidence.

Questions

1. What was the young bride worried about in the beginning?
2. What did she want from the village elder?
3. What did the elder tell her to do?
4. How did the young woman get the tiger’s whisker?
5. What did the elder do with the whisker and why?
6. Do you think the woman learned something in the story? What was it?

Lead a discussion with your child about the Questions. Next, ask your child to do the Exercise in his/her student book.

Exercise: Write about a time when it was difficult to be nice to someone. Did you do anything to make the relationship better? Now that you've read the story, can you think of something you could have done to make it better?

Once your child has thought about a personal situation and written about it, discuss the following scenarios and come up with ways for the calmer person to help win the heart of the "tiger."

Kim is always arguing with Yuki during sports. Yuki is getting tired of this and wants to do something about it.

Essie is always grumpy around her mates. Joanne has heard that Essie is sad because her grandmother died. Joanne wants to help Essie be in a better mood.

Kristen yells and stamps her foot whenever she can't get her way. Her best friend, Mindy, decides to help Kristen stop this.

Brad is angry at his mother. She won't let him stay up late at night. Brad's mother wants Brad to stop being angry at her.

Conclude by reminding your child that we all have a wonderful, special power—the power to love and show kindness to others.

Chapter 13: Taro, Son of the Dragon

Objectives

Cognitive: Your child will be reinforced in the message, "Love conquers all." He/she will understand that selfishness is not good. He/she will understand that life offers choices, and choices have consequences.

Affective: Your child will be saddened by the mother's plight, but will be uplifted at the end when she returns. He/she will be inspired to see another example of the power of sacrificial love, especially when the mother and son act courageously to save the villagers.

Behavioral: Your child will sort the story into a sequence of events. He/she will describe the consequences, good and bad, of certain actions. He/she will identify the best way to make up for having done something wrong by making choices from a selection of alternatives.

Session 1

Tell your child that you will be reading this story together so have him/her turn to the right page. Introduce the story by telling him/her that this story takes place in Japan, a country in Asia. Show him/her where Japan is on the map.

Explain that there is a fascination with dragons in Asia. Japanese artwork often shows dragons, which are magical, imaginary beasts. Point out that the title of this story has the word “dragon” in it, and there is a picture of one too, so we can expect to meet a dragon in this story! Read the story together.

After reading the story, write these sentences on a paper:

Taro’s mother turns into a dragon.

Taro’s mother eats all the food and drinks all the tea meant for the villagers.

Taro’s mother knocks down the mountain walls.

Taro rides down the new river into the village.

The villagers work together to harvest the ripe crops.

The villagers honor Taro and his mother.

As you point to each sentence, ask your child to number them in the order in which they happen in the story and tell you his/her answers. The order is, from top to bottom: 3, 2, 4, 5, 1, 6.

Explain that the author of this story wanted readers to understand that there are both good and bad consequences, based on our actions—what we do. Explain that consequences follow our actions just as events in a story follow one another.

Ask your child:

- What is the consequence of my putting a book too close to the edge of the desk? (The book falls.)
- What is the consequence of my pushing a ball to the edge of a steep slope? (The ball rolls down the slope.)
- What is the consequence of my bringing presents to every one in he/she? (Everyone is happy.)

Repeat that consequences—good and bad—follow our actions, or what we do.

Mention that when we have a desire for something, we need to think about the consequences of fulfilling that desire. Ask him/her what the mother's desire was at the beginning of the story. Affirm that she wanted food and drink, but when she followed that desire, she got herself into big trouble. Ask, "Is it hard to say no to a strong desire? When you want something really badly, it is hard to do without it. But we need to control ourselves when that happens, or there could be a bad consequence. What do you think the mother could have done to control herself better?" Listen to his/her responses.

Then ask his/her if he/she ever wanted something that he/she shouldn't have, and it was hard to control his/her desire. Explain that when that happens, we need to talk to ourselves, with reminders about the bad consequences of making the choice to follow a bad desire. It is good to give examples. An example would be, "A young girl saw a beautiful mirror she couldn't afford in the shop. She wanted it very badly. For a second, she thought of just slipping it into her bag when the clerk wasn't looking—stealing it. Then she thought how awful it would be to get caught stealing—the police would come, and she would be arrested for shoplifting. Also, she knew stealing was wrong, and she would feel bad, and her parents would feel bad. She chose not to steal it."

Emphasize to your child that, no matter how strong a desire may be, he/she always has a choice in what he/she does or doesn't do.

Session 2

Materials Needed:

Pencils, colored pencils or markers, crayons

Ask your child to read the story on his/her own and discuss the Questions together. Define the following vocabulary for him/her before he/she begins: frequently, harvesters, grilling, refresh, betrayed, gushes, and marvel.

Questions

1. Why was what Taro's mother did at the beginning of the story bad?
2. What was Taro's mother's punishment?
3. How did Taro suffer for her deeds?
4. What did Taro do to try to make up for what his mother had done?
5. Did Taro and his mother love each other very much?
6. Because of their love for each other, Taro's mother returned to a human form. Do you think the love between a parent and child is powerful?

Go over the multiple choice questions in the Exercise with your child and allow him/her to vote on the answers he/she thinks are the best. Discuss each choice and why or why not it is appropriate.

Exercise: Doing something kind and loving often can make up for having made a mistake or having done something bad. Have you made a mistake or hurt someone's feelings or done something bad lately? What can you do to make up for it?

Choose the best answer in the following situations:

1. Shauna got mad when her friend interrupted her and told her friend to "Shut up."
What can Shauna do to make up for these cruel words?
 - a. Say, "I'm sorry. You interrupted me, and I got a little mad, but I shouldn't have said, 'Shut up.'"
 - b. Hit her friend to show her how serious Shauna is about not being interrupted.
 - c. Interrupt her friend every time she speaks just to show her how it feels.
2. Jimmy got mad when his friend's toy airplane wouldn't fly right and he threw it on the ground. Now it's broken. What can Jimmy do to make up for his destructive act?
 - a. Stamp on the plane to make sure it's really broken and say, "You shouldn't have such a cheap, stupid toy anyway!"
 - b. Offer to buy his friend an ice cream.
 - c. Apologize, tell their parents, and offer to save up to buy the friend a brand new airplane, just as good as the old one.
3. Krista's older sister had a birthday recently, and there was one piece of cake left. Krista ate it. Her sister came home and said, "I wanted that last piece to remember my birthday by! It was my cake!" What could Krista do?
 - a. Say, "I thought you were on a diet anyway!"
 - b. Apologize and offer to buy or bake a special cake to replace it.
 - c. Say, "It was getting spoiled. I had to eat it, or it would go to waste."

Ask your child to draw a picture of a dragon with a little boy riding on her neck..

Chapter 14: The Owl

Objectives

Cognitive: Your child will understand the value and benefit of being kind and polite to everyone, regardless of a person's appearance.

Affective: Your child will appreciate Mindy's good manners and kindness. He/she will not want to be like Mandy.

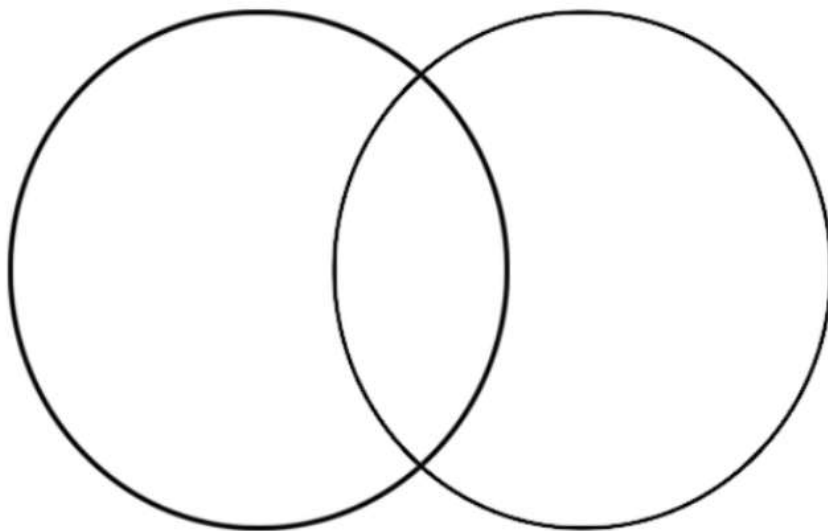
Behavioral: Your child will compare Mindy and Mandy's characters. Your child will identify what was good about Mindy's character and what was bad about Mandy's character. Your child will state the maxims, "Because you are generous, life will be generous with you," and "What you give out comes back to you," and "What goes around comes around."

Session 1

Tell your child that you will be reading this story together, so have him/her turn to the right page. Introduce the story by telling him/her that there is magic in this tale of twin sisters. Then explain that the only real magic in life is love.

After reading the story, Tell your child that he/she will make a list of how the sisters were different. Make a Venn diagram and put the name of one of the sisters at the top of the right and left circles. Explain that the part where the circles intersect will list the ways in which Mindy and Mandy were alike.

MINDY/ MINDY & MANDY / MANDY

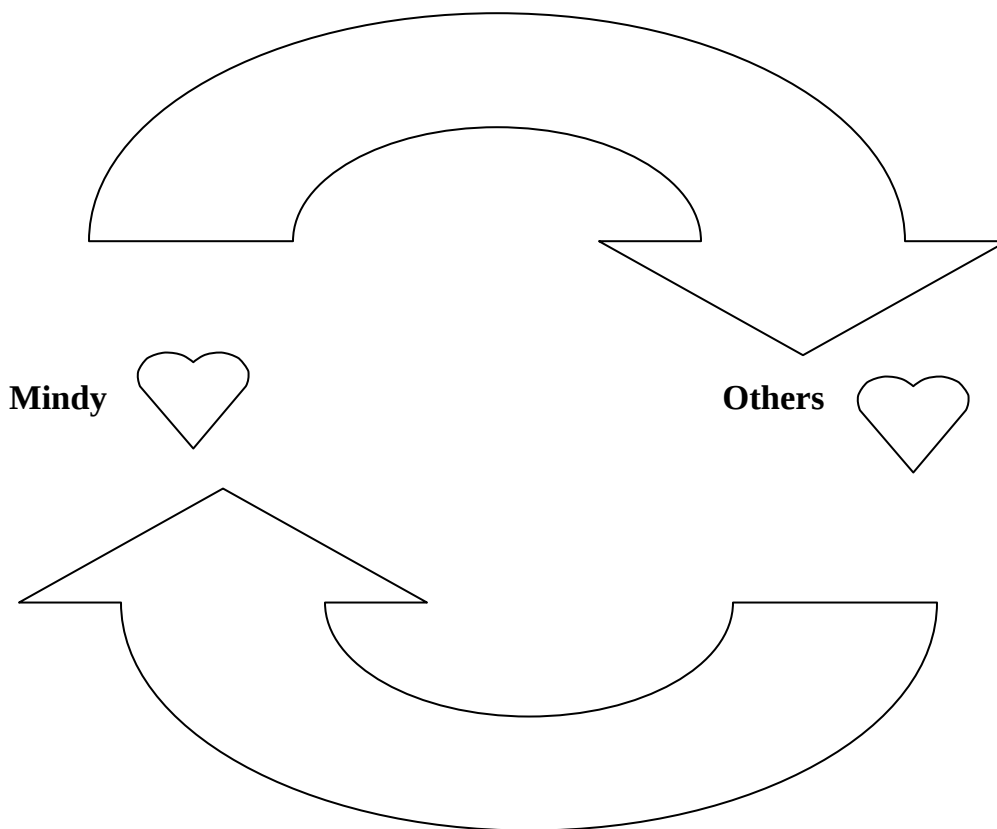


Ask your child to look through the story and tell you differences and similarities between the two girls. Write down the traits he/she names in the appropriate place on the diagram.

Ask: “Think about whether you are more like Mindy or Mandy?” He/she doesn’t have to answer out loud. Then say, “If you are more like Mandy, do you think it’s possible to change? Mandy turned into an owl, but do you think she could have changed the way she acted instead and turned into a nice person like her sister?” Listen to his/her responses.

Tell your child that there is an old saying, “What you give out comes back to you.” Ask him/her to say it out loud with you, and tell him/her that you want him/her to remember this saying. Ask your child to tell you how this saying is a summary of the message of “The Owl.” Ask him/her to find a sentence near the end of the story that says the same thing. Affirm that it is: “Because you are not generous, life will not be generous with you.” Mention that earlier in the story the old woman says to Mindy, “Because you are generous, life will be generous with you.”

Another old saying that means the same thing is “What goes around comes around.” You can show this with a diagram drawn on a paper. Say, “Mindy gives love and kindness to others, so others give love and kindness to her. That is why there are always customers in the shop and the baked goods multiply when Mindy is tending the bakery.”



Session 2

Ask your child to read the story on his/her own and discuss the Questions at the end. Define the following vocabulary before he/she reads: arched, stingy, raggedy, dough, and checked (the adjective).

Questions

1. Mindy and Mandy were very different. Can you name five ways they were different from one another?
2. Whom would you rather run into on a cold, wintry night? Mindy or Mandy?
3. If you are a girl, which one would you like to be: Mindy or Mandy? If you are a boy, which one would you like to marry? Mindy or Mandy?
4. Of course, we know no person is going to turn into an owl. But do you think a person's future might be changed—for good or bad—depending on how nice he or she is to other people?
5. Is it right to laugh at other people's bad luck and not want to help them when they are in need?

This would be a good story to act out. Have different children play Mindy, Mandy, and the old ragged woman. If other children are not available do the story three times and have your child act out each part while you narrate the rest of the story.

Next, ask your child to read and try to apply the Exercise in their student book.

Exercise: The old woman in the story seemed to have magical powers. She changed the bread dough into a larger loaf of bread, she seemed to bless Mindy with the ability to multiply baked goods and customers, and she turned Mandy into an owl. Try this: whenever you meet someone, imagine that person has magical powers. Try treating everyone kindly, the way Mindy treated the old woman.

Chapter 15: Roses and Diamonds, Snakes and Toads

Objectives

Cognitive: Your child will understand that happiness, prosperity, and good fortune come from being kind to others. He/she will understand the theme of the book: that *Living Happily Ever After* means being kind and good.

Affective: Your child will not want to be like the selfish sister. He/she will want to be kind to others.

Behavioral: Your child will chart differences and similarities between two stories. Children will recite the maxim, "What you give comes back to you!" He/she will distinguish between polite and impolite verbal commands.

Session 1

Introduce the story by saying that it is similar to “The Owl.” Note that it has the same theme: “Be Kind and Polite to Everyone.”

Tell your child that you will be reading this story together, so have him/her turn to the right page.

After reading the story, ask your child if he/she can imagine the diamonds and roses coming out of the mouth of the kind daughter. Ask if he/she can imagine the snakes and toads coming out of the mouth of the selfish daughter. Then ask if he/she thinks each daughter got what she deserved. Listen to his/her responses.

Explain that sometimes people who are selfish and rude get their own way, without being punished. Yet, eventually, they will suffer some kind of consequence for their disrespectful behavior. Sometimes the consequence is just their own unhappiness and bad feelings.

Ask your child to tell you what he/she thought of the ending, when the selfish daughter was banned from her home. Say, “This was a very sad ending for that daughter, wasn’t it? Can you think of a way things could have turned out better for her?” Listen to his/her responses. Then say, “Wouldn’t it be a better ending if that daughter had changed her ways and learned to be kind, like her sister? Then she could have lived at the palace, perhaps, and lived a happy life, too.”

Explain that sometimes when we are kind and generous, like the good sister in the story, we don’t get any reward, except a feeling of happiness. Explain that this is already a kind of reward. Go on to say that everyone wants happiness, and when you feel good about yourself, you feel happy. Ask, “Is happiness enough of a reward?”

Point out that the name of this book is *Living Happily Ever After*. That is because it is true that people who are kind and good live happily ever after. Those who are selfish and bad are not happy in their lives, because they have given unhappiness to others. Remind your child of the phrase, “What you give out comes back to you!” Ask your child to repeat this phrase after you.

Draw a chart similar to the following one on a paper but do not fill in the “Yes” and “No” responses. Ask your child to compare the two stories by the qualities you name and help you fill in the chart. Ask him/her to think of other qualities to compare in the two stories and expand the chart accordingly.

Quality	The Owl	Roses and Diamonds, etc.
Two sisters	Yes	Yes
One is mean, one is kind	Yes	Yes
Magical person	Yes	Yes
Prince	No	Yes

Session 2

Ask your child to read the story on his/her own and then discuss the Questions. Define the following vocabulary before he/she begins: stepdaughter, widow, vain, sharp-tongued, humble, modest, proud, favored, and finery.

Ask your child if he/she thinks the word “sharp-tongued” means that the sister’s tongue was actually sharp and pointed, like a knife, or if this means something else. Ask him/her what it might mean.

Questions

1. Why was the mean daughter favored by her mother?
2. Was this fair? Why or why not?
3. How did the younger daughter treat the old woman at the fountain?
4. What came out of her mouth after that?
5. How did the older daughter treat the old woman at the fountain?
6. Who was happier—the mean, selfish daughter or the kind, unselfish daughter?

Ask your child to read the Exercise in his/her student book and to try to practice its lesson.

Exercise

It’s easy to see who is good and who is bad in a story like this. Yet sometimes we don’t realize when we are being selfish. We may not be as bad as the older daughter was, but still we may refuse to do chores or to help others, even when they ask.

Try doing whatever someone asks you to help with without complaining. If you can keep doing this, you will have a happy life, just like the youngest daughter.

Suggest a game that will help him/her to remember to be polite and kind to others. This will be a variation on the game “Simon Says.” If you can gather a few children, one child is chosen to be “Simon” or the leader. The rest of he/she stands up.

Simon gives the children things to do: stand on one foot, scratch the head, wave the arms, turn around once, touch the toes, put hands on hips, etc. However, instead of “Simon says” being the cue for your child to obey or not, Simon has to say something polite at the beginning of the sentence: “Please stand on one foot,” “Kindly scratch your head,” “Please wave your arms,” “Kindly turn around once,” “Would you mind touching your toes?” and “It would be nice if you would put your hands on your hips,” etc. If Simon is kind and polite, the children obey. If he or she does not say something polite and kind at the beginning of the order, the children disobey. Those who get it right remain standing; those who get it wrong sit down. Eventually, one child will be left standing, and he or she is the new polite and kind Simon!

If no other children are available, take turns being Simon with your child.

Chapter 16: The Princess and the Pea

Objectives

Cognitive: Your child will understand exaggeration. He/she will understand sensitivity in both a literal sense and in the sense of being sensitive to other people's feelings. He/she will understand that true royalty is of the heart—being kind to others.

Affective: Your child will be delighted by the exaggeration in the story, when the princess-to-be can feel a pea under fifteen mattresses. He/she will be rooting for this lady to become the princess, because she is obviously a kind, sensitive person, who would most likely show fairness and justice in her decisions as a princess. He/she will want to be sensitive and kind to others.

Behavioral: Your child will name examples of exaggeration. He/she will identify emotions expressed by a partner through facial expressions. He/she will describe and illustrate a time when he/she was sensitive to the feelings of others. He/she will equate kindness and sensitivity with true royalty.

Session 1

Tell your child that you will be reading the story together, so have him/her turn to the right page. Introduce the story by saying that the author uses exaggeration in order to make his point. Mention that “exaggeration” is making something bigger or more important than it really is. Give an example: “If I say my uncle is a wealthy man, that may be a true statement. If I say, ‘My uncle is so rich, he owns the world,’ that is an exaggeration.” Another example might be: “My mother is a very tall woman. She’s so tall, she came home yesterday with clouds in her hair!” The first statement is true; the second is an exaggeration.

Ask your child for examples of exaggeration from his/her own life. Have you or a friend ever exaggerated? Did a family member ever exaggerate? Ask him/her to name common expressions of exaggeration, such as “I’m boiling hot!” or “I’m dying of thirst!” or “I almost died laughing,” and “It’s freezing in here!”

After reading the story, ask your child if he/she discovered the exaggeration in the story. Ask him/her if he/she can imagine being able to feel a pea under fifteen mattresses! Ask him/her if he/she thinks he/she could feel a pea under even one mattress.

Repeat that the author is exaggerating to make his point. Then ask your child to tell you what the message of the story is. Listen to his/her responses. Affirm that the story is about being “sensitive.”

Explain that sensitivity means we can feel things very well. Mention that our skin is sensitive—it is sensitive to cold and heat; it is sensitive to being scratched or being stroked. Our ears are sensitive. Imitate a shout and say, “It hurts our ears if someone

shouts.” Then hum softly and soothingly. Say, “It feels good to hear sweet music. Our ears are sensitive.” Ask your child if he/she likes good tastes or bad tastes; name good-tasting things and bad-tasting things and note their reactions. Say, “You are sensitive on your tongue!”

Point out that, in the story, the princess turns out to be very sensitive in the way she can feel things with her skin. The king and queen think this means she will be sensitive to the way other people feel too, and indeed she is, for she is kind to the serving girls. Ask him/her why he/she thinks it would be useful for a princess, or any leader, to have this kind of sensitivity. Listen to him/her responses.

Go on to ask your child if he/she thinks that everyone should learn to be sensitive to the people around them and why. Ask him/her if he/she wishes that other people were more sensitive to him/her. Say, “Would you want others to know when you are sad or angry, so that they could try to help you? Would you like it if another person came up to you and asked you if you were all right after you got hurt? Is it nice when someone notices that you are happy? Listen to his/her responses. Mention that he/she should learn to be sensitive to how other people are feeling, too.

Conclude by saying that the king and queen chose wisely when they selected the lady who was kind to the servants to be their princess, because she would rule with sensitivity to the feelings of the people of the kingdom.

Play “Mirrors and Monkeys.” Your child is a monkey and you are the mirror. The mirror must do whatever the monkey does as far as making faces, hand gestures, etc. Play this game for about five minutes, and then switch roles: the monkey is now a mirror, and the mirror is now a monkey.

Write on a paper: anger, fear, sadness, happiness, love. If there are other children available, ask each monkey to act out these emotions while the mirror imitates it. Then have the monkey and mirror switch roles and act out the emotions again.

Explain that we can become sensitive to how others are feeling by studying their faces, mirroring their moods, and asking how we would like to be treated if we were feeling that way.

Session 2

Materials Needed:

Pens, colored pencils, crayons, or markers

Ask your child to read this story on his/her own and discuss the questions at the end. Define the following vocabulary: compassionate, announcement, obvious, and sensitive.

Questions

1. What kind of princess were the king and queen looking for?
2. What was the test to choose the new princess?
3. What do you think a princess does? Why would a princess need to be sensitive?
4. Do you think you would like to be a prince or princess? Why or why not?

Point out that the theme of the story is “Royalty Is in the Heart.” Ask your child what he/she thinks about that and if he/she knows what it means. Affirm that it means that it is most important to be kind and sensitive to others. Everyone can be a prince or princess of kindness and goodness—a prince or princess of heart. Such a person is really royalty, even if he or she isn’t on any throne!

Ask your child to read and do the Exercise in his/her student book. Ask him/her to describe in the space provided and the next page a time when they were sensitive to someone else and helped him or her. Have him/her illustrate it, color it, and entitle it: “When I was a Princess (Prince) of the Heart.

Exercise: Think about whether or not you are sensitive to others. Can you tell when someone is sad? Do you help that person? Can you tell when someone is mad? Do you know what to do to help such a person? Can you think of a time when you were sensitive to someone else and you helped him or her? You were then being a true prince or princess!

Chapter 17: Out of the Ashes

Objectives

Cognitive: Your child will understand that virtues like honesty win people’s respect and are rewarded.

Affective: Your child will dislike the dishonest behavior of the girls who vie for Strong Wind’s proposal of marriage. He/she will applaud the honest, patient girl and be happy that she is the chosen one.

Behavioral: Your child will compare two stories about virtue being rewarded. He/she will describe the virtues he/she would like to develop and depict themselves as “Living Happily Ever After” due to these virtues.

Session 1

Tell your child that you will be reading this story together, so have him/her turn to the right page. Introduce the story by saying that this is a Canadian Indian tale. Show him/her where Canada is on the map. Read the story together.

Note that Strong Wind wanted a wife who would be honest, because she would be an Indian princess. This is similar to the previous story. The Indian leader is most interested in the woman's heart.

Ask your child if there are any other similarities between this story and the last one, "The Princess and the Pea." Draw a chart on a paper based on qualities and allow your child to answer "Yes" or "No" to help you fill in the chart.

Quality	The Princess and the Pea	Out of the Ashes
Searching for a princess	Yes	Yes
Test of a young girl's heart	Yes	Yes
Marriage	Yes	Yes
Virtuous girl wins	Yes	Yes
Sled	No	Yes
Mattress	Yes	No

Say, "Speaking of similarities, does this story remind you of any other fairy tale you have ever heard? Think of one where there is a daughter with two mean sisters or stepsisters, who has to do all the work and is covered with ashes or cinders, but who wins the heart of a prince." Affirm that it is "Cinderella." Mention that there is a "Cinderella" story in almost every country in the world. There is a Korean, Persian, Caribbean, Chinese Cinderella story, and many, many others. Everyone loves Cinderella! She is usually a poor girl who has to work hard and is treated badly, but who has a beautiful heart. Eventually, she rises up out of the ashes to become a princess.

Ask your child to think about the message of honesty in the story. Ask him/her what he/she learned about the value of honesty. Listen to his/her responses. Ask him/her if he/she can think of situations in which he/she was or wasn't honest. Listen to his/her responses, and then say, "Being dishonest may get you what you want for awhile, but eventually you will probably suffer a bad consequence, as the sisters did in this story. There is a saying to help us remember this: Honesty is the best policy." Go on to say, "The only situation I can think of in which it is appropriate to be dishonest is if your life is in danger, or someone bad is trying to hurt you or someone you care for. If that is the case, you can say anything to get away. In almost every other case, honesty is the best policy! Let's remember this story when we are tempted to tell a lie."

Session 2

Ask your child to read the story on his/her own. Define the following vocabulary: plots, virtuous, candidate, compassionate, blisters, bowstring, unscarred, conducted, rejoiced, and trembled. Go over the Questions and the Exercise afterwards and discuss your child responses.

QUESTIONS

1. Who was Strong Wind and what kind of bride was he looking for?
2. What was the test that the women of the tribe had to pass if they wanted to be Strong Wind's bride?
3. Why were the elder sisters mean to their younger sister?
4. Why do you think the younger sister was able to pass the test and become the new wife of Strong Wind?
5. What happened to the elder sisters in the end?

Exercise: Draw a mirror on a piece of paper and write inside the outline of it what you would like to see in yourself when you look inside. Would you like to be honest? Brave? Kind? Hard-working? Grateful? Cooperative? Loving? Generous? Respectful? These virtues are the beauties of the heart this book has told about.

When your child has finished drawing the mirror and writing in the virtues he/she would like to have (encourage him/her to flip through their student book to remember the good qualities the characters in the stories displayed), ask him/her to write his/her name at the top of the paper and to write "Living Happily Ever After!" under his/her name.