

Dear Parent,

We are inspired to bring you the Parent's Manual for *The Heart of Goodness*, Book 4 of the **Discovering the Real Me** character education series. This book is the result of years of research and teamwork between professionals from various fields and cultural backgrounds. The topics of the stories in Book 4 build upon the previous books in the series and are foundational to subsequent books in the series, but these stories are designed for children aged 9 to 10.

The stories in this text are retellings of fairy tales by the Grimm Brothers and Hans Christian Andersen. These stories have stood the test of time—they have delighted and instructed generations of children. The adult as well as the child may benefit from the important character lessons contained in these fanciful but wise stories.

Specific moral themes have been drawn from each story, and the lesson plans and activities are geared to bring out those themes and others as well. Objectives—cognitive, affective, and behavioral—are given for each story for the teacher's guidance.

In this particular book, the fairy tales teach that there are consequences of good and bad behavior, giving vivid examples of both. The major theme of the book is that a heart of goodness brings about good consequences: a grateful shoemaker and his wife become successful; a devoted little match girl joins her loving grandmother forever; loyal and faithful friends save each other from evil and stay together always; a loving young knight becomes a prince. Likewise, a heart of selfishness is shown to bring about bad consequences: a mean fox is caught by hunters; a selfish wife becomes poor; nasty brothers are banished from a kingdom; selfish girls get soot thrown all over them and are danced away with by their own shoes!

We tried to provide a mixture of well-known fairy tales and lesser-known ones. All were chosen for their moral lessons, delight, and interest so as to make this an imaginative journey for you and your pupils. Enjoy!

Chapter 1: The Elves and the Shoemaker

Objectives

Cognitive: Your child will understand that gratitude, even when one doesn't have much to be grateful for, is important. When one is grateful, it leads to good outcomes.

Affective: Your child will connect to the fairness element in this story. Because the family was grateful in spite of their circumstances, it seems fair that they would prosper.

Behavioral: Upon request, your child will find things to be grateful for.

Session 1

For this first lesson, it would be good to allow your child to read the "Dear Reader" letter right before the stories in his/her student book, and ask him/her if he/she has any questions about it. Define any words or concepts they might not understand.

Draw a large heart on a paper and write inside it: "Thoughts, feelings, will." Explain that these are the things that are in a person's heart, and that it is important to try to have good thoughts about others and to try to listen to and grow our loving and good feelings toward others, and to develop the willpower to want to put our good thoughts and feelings into good actions for the sake of others.

Read "The Elves and the Shoemaker".

When the story is finished, ask your child if he/she enjoyed the story. Ask him/her if he/she wished they had some elves to help them with homework or other chores! Clarify that elves are not real; they are just pretend.

Ask your child what he/she thinks the author of the story wanted him/her to learn. Listen to his/her responses, and if possible, write them down on a paper.

Point out that the moral of the story is that when you are grateful for what you have then what you have will increase. Ask your child to point to and look at this sentence at the end of the story in his/her student book.

Explain that the moral of a story means the lesson that the story teaches. Ask your child what in the story told him/her that the shoemaker and his family had an attitude of gratitude. Remind him/her that the shoemaker wasn't worried, even though they didn't have enough food and there were no customers. He trusted that something good could happen, and it did!

Ask your child if he/she thinks the family deserved help from the elves. Remind him/her that when one has a grateful heart, even when things are difficult, it's likely that something good will come along, just as it did in the story.

Ask your child if he/she can remember any other stories that are similar to this one, in which a character in the story had a difficult situation but a good attitude, and then things changed for the better.

As an example, the story “Cinderella” teaches this same lesson of a good attitude leading to good fortune. Ask your child if he/she is familiar with the story of Cinderella. If not, tell the story to him/her briefly. “Snow White” is another example of someone who has a good attitude that leads to good fortune, even though the person is in a difficult situation at first. Explain how the lesson of a good attitude is demonstrated through those stories.

Ask your child what the shoemaker and his wife did to show their gratitude. Remind him/her that when someone does a good deed for you, it is important to do something to show your gratitude. Ask him/her to think about a time when someone did something nice for him/her. Did he/she remember to show gratitude and, if so, what did he/she do? Allow him/her to share their stories.

Explain that saying “Thank you” is an important way of showing gratitude and that he/she should say it every time someone does something for them, even if it is something small. Ask your child for examples of times when it is good to say “Thank you.” If he/she has left out any examples of basic courtesy, supply them.

Point out the Exercise in his/her student book and ask him/her to read it.

Exercise

Sometimes when things are going badly for us, it is good to think of the things we have for which we can be grateful. Next time things are going badly for you, think of the good things that you have. See if being grateful for what you have—even if it is not much—helps you get out of the bad spot—like it did for the shoemaker's family!

Encourage your child to think more about what he/she has and what he/she can be grateful for, rather than thinking about what he/she doesn't have and complaining.

Session 2

Tell your child that you are going to make a list of things and people for which you are grateful. First, have your child make his/her list and you jot down things you are grateful for. Then, together, you can create a list to post. Suggest that the list include things like having a home, having each other, and having an opportunity to learn together. Tell your child that this list will help you to remember to be thankful for what you have, especially when you want to complain about what you don't have. This is a great opportunity to tell your child how grateful you are for him/her.

Next, have your child act out the story. Review the story together. Ask your child to recount the story and add details or important points missed. If you can gather a few

children, ask them to play the shoemaker, his wife, their children, and two elves. The story doesn't specify the number of children, so any number of children can play these roles. They can use their shoes as props! If there are no children available, have your child choose one character and you narrate the rest of the story as he/she acts out that part.

Have your child make up his/her own dialogue, consulting beforehand or making it up as you go. If you have other children, some may want to be in the audience. This is a good time to instruct on how the audience needs to clap to show support and appreciation at the end.

Next, discuss the Questions about the story.

Questions

1. Do you think the shoemaker and his family were a nice family? Why do you say so?
2. Do you think they deserved some help from the elves? Why?
3. How did they feel about the help they received?
4. Why did the shoemaker's wife make clothes for the elves?
5. Do you think the elves would have helped a family that had an ungrateful attitude?

Chapter 2: The Fisherman and His Wife

Objectives

Cognitive: Your child will understand that greediness will have negative consequences, not only for the person who is greedy but for those around him or her as well.

Affective: Your child will feel that the demands of the wife are unreasonable, and that she got what she deserved.

Behavioral: Your child will apply the moral of the story—"Greed never satisfies"—and share willingly.

Session 1

Tell your child that you will be reading this story together. Ask him/her to take out his/her student book and turn to the right page.

Give an introduction to the story by saying that, like the previous story, "The Elves and the Shoemaker," this story involves a husband and wife. Point out that this story is very different from the first, so tell him/her to look out for differences between this story and the other. Tell him/her that you will look at those differences together after the story is read. Then tell your child let you know if a word comes up that he/she doesn't understand during the reading.

Let your child know that, as in the first story, magical things happen in this story, which will be discussed afterward. Read the story together.

Ask your child if he/she liked the story. Ask him/her what was different in this story from “The Elves and the Shoemaker.” Listen to his/her responses and write them down, using a T diagram to compare the two stories.

DIFFERENCES	
The Elves and the Shoemaker	The Fisherman and His Wife

For example, under the column labeled “The Elves and the Shoemaker,” write: “The wife was generous.” Under the column marked “The Fisherman and His Wife,” write: “The wife was greedy.” After writing this, ask your child to give you examples from the story to support his/her statements about the differences in the two stories. Tell your child he/she can look through the texts of the stories to discover examples. He/she can give you quotations, and you will write them down on a paper in the right place. This will give you an opportunity to show him/her the difference between paraphrasing and quoting directly from the text.

Construct another T diagram and write the two story titles again under the heading “Similarities.” Mention that this time you are going to ask him/her about what things are the same or similar in the two stories. Ask your child for responses.

Comment: “We can see that when family members are generous and grateful, good things will probably happen. When members of a family are greedy, bad things can easily

happen. We will all try to be generous with each other and grateful, so we can experience happiness together. These two stories will remind us not to be greedy and selfish.” Conclude with a question: “Which family would you like to belong to? Let’s try to be more like them!”

Session 2

Ask your child to reprise the story for you. He/she can tell you the story of "The Fisherman and His Wife" and you can add any details or important points that the he/she might have left out. Next, discuss the Questions. Mention that it is fine for him/her to look back at the story to find the answers to the questions. Then discuss his/her answers together.

Questions

1. What happened in the beginning of the story that surprised the fisherman?
2. Why did the wife get mad at her husband when he told her about the talking fish?
3. Why did she keep asking her husband to go back to the fish?
4. What happened at the end of the story?
5. How was this wife different from the wife in “The Elves and the Shoemaker”?

Exercise

The fisherman’s wife wasn’t grateful for what she had. She was very greedy. Gratitude is the opposite of greed. It’s important to remember to be grateful for what we have. What in your life are you grateful for (and why)?

After reading this, ask your child to share his/her responses. Write his/her responses on a paper. Then say, “When you feel grateful, it is important to show it.” Ask him/her to say that with you three times together. Then ask him/her to share his/her ideas of how to show gratitude. Affirm good ideas. Then say, “Let’s remember how the shoemaker and his wife showed gratitude to the elves. How did they do that? Yes, they did it by making the elves new clothes and shoes. At the same time, let’s remember how the fisherman’s wife did not show gratitude. She complained and wanted more and more. What happened to her? The end of each story was very different because in one, there is gratitude expressed, while in the other, there is greed.”

Point out that at the end of the story of “The Fisherman and His Wife” is the moral: Greed is never satisfied. Mention that it doesn't matter how much you give a greedy person—he or she will still want more and more and more. The only people who are really satisfied in life are those who are grateful and giving—like the shoemaker and his wife. Make the point that people who are grateful and who give to others, rather than complaining and taking from others all the time, are the happiest people.

Chapter 3: The Little Match Girl

Objectives

Cognitive: Your child will learn that in difficult situations we need to use our imagination in order to have hope. Your child will learn that compassion could actually save someone's life.

Affective: Your child will feel sad that no one took care of the poor little girl. He/she will also admire her for her courage in the midst of her terrible situation.

Behavioral: Your child will apply methods of having hope when he/she is faced with difficulties. Your child will construct a service project to show compassion for the less fortunate.

Session 1

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

Give an introduction to the story by saying that it takes place a long time ago in a little village. The main character in the story is a girl who is about 10 years old, and she sells matches in the street to make money.

Say: "It is a sad story, but there is also a hopeful message. See if you can figure out what the hopeful message is, and we'll discuss it after we finish reading." Then tell your child to let you know if he/she doesn't understand any word in the story. Read the story together.

Ask your child if he/she liked the story. Listen to a few responses to the question, "What did you like, or not like, about it?" Acknowledge that the story is very sad because the girl dies in the end.

Then ask your child what he/she thinks is hopeful about the story. Listen to his/her responses. Remind him/her that, even though the girl was suffering, she had something hopeful to think about. Ask him/her what that was. Listen to his/her ideas, and then affirm that what gave her hope through her suffering were her imagination and her memory of her grandmother, who loved her very much. Tell your child that sometimes when we are having a hard time, we can try to use our imagination and our good memories to help us get through, just like the little match girl.

Ask him/her what else happened at the end of the story that was hopeful. Ask if he/she thought the village changed after the girl died. If so, in what ways did the people change? The author wanted to let readers know how important it is to be kind to those who are having difficulties. Ask him/her if he/she has seen people who are in difficult situations. Ask him/her what he/she thinks someone could do to help in each case.

Ask your child if he/she can think of something that you could do to help people who are suffering. Direct his/her attention to the moral of the story: “Be kind to the less fortunate.” Brainstorm a project that you could do together. It could be collecting cans of food for the homeless, or making cards for people in the hospital, or singing at a senior center. Remind him/her that this story will help him/her remember to do what he/she can to take care of those who are suffering or lonely.

Session 2

Ask your child to tell you once again the story of the little match girl. Add important things that were left out.

Questions

1. Was the little match girl sad in the beginning of the story? Why?
2. Why didn't anyone help her?
3. How did the matches help her?
4. What made her feel hopeful, even though she was in a scary, difficult situation?
5. Why did the author write this story? What did he want people to feel and do after reading it?

Discuss the Questions with your child.

Next, ask your child to read the Exercise aloud from the student book.

Exercise

The little girl in the story was brave and kept her hope alive. The thought of her grandmother, who loved her, gave her hope. Ask your child what could give him/her hope when he/she feels afraid?

Tell your child that you will write down their responses on a paper to help him/her to remember and so that you can help each other learn to have hope.

If there is any time left, have your child draw an outline of a large flame on a piece of paper. Inside the flame, ask him/her to write down the best ideas they found to give him/her hope. He/she could color the outline yellow or orange to represent the flame.

Chapter 4: The Queen of Bees

Objectives

Cognitive: Your child will learn respect for living things.

Affective: Your child will like the youngest brother best and want to be like him.

Behavioral: Your child will treat a pet or the living things in a project with care and respect so that the animal or the living things will flourish.

Session 1

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

Give him/her an introduction to the story by telling him/her that this story takes place during the Middle Ages in Europe. Explain that Europe is one of the seven continents (show them on a map). Mention that the period of the Middle Ages was from A.D. 500-1500—a long time ago.

In those days, men were chosen by the king to be knights. Knights wore armor and rode horses that had armor on them, as in the picture in his/her student book. Knights acted to protect the king, his family, and his kingdom, which was the territory over which the king ruled. They lived by a code of honor, which was a set of rules about respect and responsibility. One of the things a knight was supposed to do was to defend the weak and to stand up for what is right.

Ask your child to pay attention to the three brothers in the story and see which one is a true knight. Read the story together.

Ask your child if he/she liked the story. Ask him/her to tell you who the real knight was in the story and why. Affirm that Felix became a great knight, and he was respected by his brothers not because he was especially strong, smart, or experienced, but because of his kind heart. He was kind to the weak little animals, and he defended them from his brothers. He was able to accomplish the deed of freeing the castle from the spell because the ants, bees, and ducks were grateful that he had rescued them from his brothers. He made these good friends by being kind to them. Ask your child to repeat after you the moral of the story: “Kindness is rewarded.”

Ask: “Did you think it was funny when the older brothers teased the youngest one?” Then tell him/her that teasing is not funny for the one who is being teased. Teasing is unkind. Continue on with: “No one likes to be teased. Furthermore, even though the youngest brother was picked on, he didn’t hesitate to help his elder brothers do the right thing. He felt strongly about respecting the ants, bees, and ducks, and he made his brothers stop before the animals got hurt.”

Tell your child that it is hard to tell others, especially when they are older and stronger than you, that what they are doing is wrong. Let him/her know that, even though it is hard, it is important to help others do the right thing, just like Felix did in the story. Ask your child to think of this story when he/she is in a situation in which he/she needs to remind someone to do the right thing.

Next, lead a discussion about why it is good to respect life, as Felix did in the story. Ask your child to think and share about what you can do together in your community to show respect for life. Encourage him/her to be knights in your own community!

Activity

Ask your child if he/she ever took care of pets, farm animals, or a garden. Ask him/her to imagine: “If we had a pet, how would we take care of it?” Then tell him/her that the first step would be to find out how to take care of it by reading a book or asking someone with experience. (If possible, borrow a pet to take care of for a while. Children will learn to respect and love the pet, and this will help him/her learn respect for living things. If you have a pet already, allow the child to take more responsibility for it.)

One activity is to have a project such as raising silkworms, if they are available, or creating a worm bin. Raising silkworms creates many opportunities for instruction about an insect’s life cycle and the production of silk. There are many insects that are beneficial for humankind, and this is one of them.

Creating a worm bin helps children develop respect for the work earthworms do. Earthworms create soil by eating rotten and decaying leaves and other organic materials. Your child may put banana peels and apple cores in the worm bin, and a week later they see that the leftovers have magically been turned into dirt! What would our planet do without earthworms? These kinds of activities make the theme “respect for living things” come alive.

Session 2

Encourage your child to reread the story on their own. Then discuss the Questions together.

Questions

1. The three brothers in the story were knights. What did the story say knights do?
2. Felix helped rescue some creatures on the journey. What were they?
3. What were the three tasks that had to be completed in order for the curse to be broken?
4. What special help did Felix get when he tried to complete the tasks, and why?
5. What lesson did Felix teach his brothers?

When you have completed the Questions, he/she can read the Exercise at the bottom of the page, and either draw a picture or write sentences about how he/she shows respect for living things. They may then discuss his/her sentences.

Exercise

Felix showed respect for living creatures by not letting his brothers destroy their homes or kill them. What are some ways you can show respect for life?

If there is time, lead a discussion on the activity in Session 1. It would be wonderful if you can visit someplace and you can ask questions about caring for animals—a park ranger, an animal rescuer or animal shelter worker, a zookeeper, pet store owner or worker, or a veterinarian.

Chapter 5: The Fox and the Cat

Objectives

Cognitive: Your child will learn more about what it means to show respect.

Affective: Your child will appreciate the humble and respectful cat.

Behavioral: When asked, your child will be able to state the moral of this story and to apply it by showing more respect.

Session 1

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

Give an introduction to the story by saying that the original story was written a long time ago by the Grimm brothers, who were famous storytellers from a country in Europe called Germany. The purpose of their stories was always to teach a lesson. Tell your child to look for the lesson in this story. Mention that the moral at the end of the story tells one of the story's lessons. Note that the moral of this story, "The Fox and the Cat," is to respect others.

Read the story together; then ask your child if he/she liked the story and why.

Because this story is short and easy to understand, ask your child to reread the story on his/her own, then to go ahead and work on the Questions at the end. Give your child 10 to 20 minutes to complete this. Afterward, discuss the answers to the questions.

Questions

1. Did the cat show respect for Mr. Fox? In what way?
2. Did Mr. Fox show respect for the cat?
3. How did Mr. Fox show a lack of respect for the cat?
4. If Mr. Fox respected the cat, how might the story end differently?
5. Why is it a good thing to show respect for everyone, no matter how few abilities someone might have?

Next, ask your child to read the Exercise in his/her student book. Discuss how he/she would like to change the way he/she treats others.

Exercise

Do you sometimes show disrespect to your family members or friends? In what ways? (Give two or three examples.) After reading about the cat and Mr. Fox, how would you change the way you treat others?

Session 2

Reread the story together. Remember to use lots of expression when you read. Remember to use punctuation cues, and how to use these cues to read with expression. Before you start to read, talk about how you think a fox who thinks he's very smart might sound. Next, talk about how you think a respectful, polite cat might sound. Ask your child to read the part of the fox as a chorus, together, and your child to read the part of the cat by him/herself. You can be the narrator. Explain that the narrator will read the parts that are not speaking parts.

Ask your child to act it out while you read the lines with expression. You will need act out a hunter, cat, fox, and four dogs. If you can gather more children, give them the opportunity to act it out. This can be a very fun activity, and it will help your child to remember the story.

If there is time left, ask your child to illustrate the story with drawings. The story could be divided up into parts, with different illustrations for the various parts. Put it all together up on a wall. Conclude by telling your child that this story is a good reminder to be humble and to show respect to all, even those who do not seem to be very important.

Chapter 6: The Loyal Tin Soldier

Objectives

Cognitive: Your child will understand more about what loyalty is, and how powerful loyalty can be. Also, your child will understand more about courage.

Affective: Your child will appreciate the drama of this story, and he/she will experience all kinds of emotions as they identify with its characters. He/she definitely will be rooting for the loyal tin soldier and the ballerina!

Behavioral: Your child will be able to identify and describe loyal behavior toward family and friends.

Session 1

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

Explain that this story is a retelling of a story that was written a long time ago, in the 1800s. Give your child the following facts: the original author's name was Hans Christian Andersen. He was born in a country called Denmark, which is in Europe. He lived from 1805 to 1875. His family was very poor. His father was a shoemaker, like the father in "The Elves and the Shoemaker," and his mother was a washerwoman. He wrote books, poems, and stories like this one. People who visit Denmark can visit the house he lived in, as it has been made into a museum! People around the world still read his stories today, nearly 200 years after he wrote them. Exclaim, "Someday, maybe people will be reading your stories and poems!"

Tell your child that this story is about loyalty. Explain that a loyal person is one who stays with and keeps caring about friends, family, community, and nation with constant and "undying" love, sometimes even at the risk of his or her own life. Ask your child to look for loyalty in the characters in the story.

Read the story together.

Next, ask your child if he/she liked the story. Listen to a few responses. Ask him/her if they remember what loyalty is. Then ask him/her how the characters demonstrated loyalty in the story. Explain that the tin soldier and the ballerina developed a friendship. Ask him/her why he/she thinks that these two toys related to each other so well. Affirm that the soldier thought the ballerina had only one leg, just as he did, so he thought the ballerina would understand him.

Ask your child if he/she thought the soldier suffered because he had only one leg. Listen to his/her responses. Then, explain that the soldier may have suffered because he wasn't perfect on the outside. Go on to say that on the inside, the soldier had a very good heart and was loyal and brave, so it did not matter that he was not perfect on the outside.

Ask your child if he/she can think of anyone he/she knows who is weak in some way on the outside, but has a good heart on the inside. Remind him/her that when people are missing something on the outside, or if they're weak physically, it is still important to respect and befriend them. Remind him/her that a true knight respects and defends the weak, as in the last story.

Ask your child what he/she thinks about the way the jack-in-the-box treated the soldier. Tell him/her that this treatment was the beginning of many scary adventures for the soldier. Ask your child to retell this part of the story. Begin by saying, “What happened first after the soldier was knocked out of the window?” After the story is retold by your child, ask him/her if he/she thought the soldier was courageous and why. Then add that when a person is courageous, he or she faces difficulties, big and small, with a hopeful attitude, saying, “I will get through this somehow.”

Ask your child if he/she liked the way the story ended and why or why not. Then explain that the ending of this story is both sad and hopeful. Ask your child why it is sad and why it is hopeful. Then summarize by telling him/her, “The sad part is that the soldier and the ballerina were consumed by the fire and were no longer what they were originally. However, because of their loyalty to each other, when they died, they became something else—a beautiful heart. As that heart, they continued to live and bring joy to the boy and girl. What is more, they stayed close together forever!” Mention the moral of the story: “Loyalty never dies.”

Session 2

Explain that there are some longer words in this story that you would like to point out and define. Write these words on a paper, then give a brief definition, checking to see if he/she understands: delicate, celebrate, propped, mischievous, horrified, thrilled, and courageously.

Reread the story together or have your child read it on his/her own, depending on how well he/she reads independently. Ask him/her to go on a treasure hunt to look for words above in the story.

Questions

1. Do you like the little tin soldier and the ballerina? Why or why not?
2. Do you like the jack-in-the-box? Why or why not?
3. Do you think the little tin soldier was brave and loyal?
4. Why do you think the ballerina and the tin soldier melted into one heart in the fire?
5. Do you have friends to whom you would be that loyal?

After you have discussed the Questions, lead a discussion about the exercise.

Exercise

Imagine you had to stay away from your friends and family for a whole year. What would you do to stay loyal to them in your heart? If there is time, ask your child to illustrate his/her favorite parts of the story.

Chapter 7: Faithful Francis and Loyal Linda

Objectives

Cognitive: Your child will understand that where there is loyalty in friendship, even very serious problems can be faced successfully and solved.

Affective: Your child will admire the relationship between Francis and Linda, and will want to have friendships like theirs.

Behavioral: Your child will identify his/her own loyal behavior by participating in making the chart “Building Loyalty.”

Session 1

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

Let your child know that there is a very wicked character in this story who wants to harm the main characters, Francis and Linda. Warn them that this story will be a little scary, so it’s important to remember that it’s a make-believe story about how goodness overcomes evil.

Ask your child if they remember what the story “The Loyal Tin Soldier” was about. Let him/her know that this story is also about loyalty. Tell him/her to try to remember what the two children tell each other every time they are in danger. Read the story together.

Ask your child if he/she liked the story. Ask your child why the children ran away from their home. Then say, “What were the three hiding places where the children went? What happened to the wicked cook near the end?” After he/she answers these questions, ask him/her what the children told each other each time they were in danger. Say it together three times: “I will never leave you. Not now, not ever.” Then tell your child that this sentence is what loyalty is all about.

Ask him/her if he/she has this kind of relationship with your family members and/or friends. Then ask, “How do you feel when someone tells you that they will never leave you?” Let him/her know that people feel very secure and happy when someone is this loyal to them. It makes a person feel confident, like he or she can face almost anything. This is why the moral of the story is: “Being loyal to each other helps people get out of difficult situations!”

Ask your child to think about how to develop loyalty in relationships with friends and families. Write down his/her ideas on a paper labeled “Building Loyalty.” Let your child know that you will keep the list posted for a week or two. Tell your child that you wrote down his/her ideas so the whole family can be reminded of what everyone can do to create loyalty in relationships. Explain that, every day for a week or two, you will ask

him/her to share any experiences in which he/she did something to create more loyalty in your families or with his/her friends. (Follow up on this throughout the next week or two.)

Remind your child that when he/she serves another person—helping someone with a task, giving someone a gift, praising someone for something he or she has done, or simply thanking someone for being a good friend—loyalty is being created.

Session 2

Ask your child to take out his/her student book and turn to the story “Faithful Francis and Loyal Linda.” Discuss the Questions.

Questions

1. What do Linda and Francis say to each other every time they promise not to leave each other?
2. How does Linda show her loyalty to her good friend, Francis?
3. How does Francis show his loyalty to his good friend, Linda?
4. Do you think Francis or Linda could have gotten away from the witch without each other’s help?

Exercise

Being faithful and loyal to someone means that you don’t leave them, even when they are sick, in trouble, or in danger. If someone asked your family members and friends if you were loyal to them, what would they say?

Discuss the question in the Exercise. Then remind them about the “Building Loyalty” chart. Ask your child to share if he/she has done anything yet to build loyalty at home or with friends. Encourage him/her to keep trying and let him/her know that you will ask him/her again tomorrow.

Chapter 8: Tom Thumb

Objectives

Cognitive: Your child will understand that true love within a family conquers all obstacles.

Affective: Your child will appreciate Tom’s courage and ability to get through anything, in spite of his size, and they will gain appreciation of even small people’s abilities to survive and flourish.

Behavioral: Your child will propose solutions to problems at home and in the community by participating in the Exercise and in making suggestions for the “Problem Solvers’ Notebook.”

Session 1

Tell your child that you will read this story together. Ask him/her to turn to the right page.

Introduce this story by telling him/her that he/she is about to meet an interesting main character who is no bigger than a thumb! Then ask him/her if he/she thinks this is a fairy tale or a story that really happened. They will probably laugh!

Explain that even though the main character, Tom, is very small, he is also quite smart and able to escape from a difficult situation when thieves take him away from his parents. Tell him/her that this is another story about loyalty and, in this case, it has to do with family loyalty.

Before reading the story, define four words that are in the text: approached, astonished, exhibited, and grieved. Ask your child to look for these words in the text as you read together. Then read the story together.

Ask your child if he/she was surprised that such a small person could be so smart! Ask him/her when Tom first showed how clever he was. Then Ask your child to retell the story by summarizing the beginning, middle, and end of “Tom Thumb.” Ask him/her what happened in the beginning of the story, and so on. Emphasize that all stories have these three parts—a beginning, a middle, and an end—and that usually stories are about problems that need a solution. Ask your child what he/she thinks the most important problem in this story was. Listen to his/her answers.

Then explain that the first problem was when the farmer and his wife had no children. Ask him/her how he/she felt about that. Tell him/her that parents long for children, and that their parents were extremely happy when they were born. Tell him/her that sometimes parents cry tears of joy when children are born, because they are so happy. Say, “To your parents, you are special just because you were born and you are theirs!” Explain that even if it doesn’t always seem that way, or even if they are not living with one of their parents at this time, every child is very, very special to his or her parents.

Go on to lead a discussion about the other problems in the story and how Tom handled them. Ask him/her what qualities Tom had that made him able to solve problems. Listen to answers. Conclude by telling him/her that Tom was clever, even though he was small, and he was courageous. Also, he had a loyal heart toward his parents, so he did what he needed to do to get back home.

Emphasize that loyalty makes a person strong enough to do almost anything. That’s why it’s important to practice being loyal to family members by helping them, solving

problems together, and just spending time with parents, brothers and sisters, and other relatives. Tell your child to remember the story of Tom Thumb when he/she needs to be reminded about how special he/she is, and how loyal he/she needs to be to his/her family members. Mention the moral of the story: “Be loyal to those you love.”

Session 2

Ask your child to take out his/her student book and turn to the story of “Tom Thumb.”

Questions

1. Why were the farmer and his wife sad at the beginning of the story?
2. Which is more important and precious, according to the story—money or loved ones?
3. What family virtue is expressed in Tom Thumb’s family?
4. Do you think even a very small person can be clever and wise like Tom?

When your child is finished, go over the questions together. Then lead a discussion about the Exercise.

Exercise

Remember when Tom’s father thought he could not ride the horse? Tom came up with a very smart idea how he could ride the horse. Have you ever had a good suggestion, like Tom had, that you could try?

Ask your child to talk about times he/she made good suggestions at home. If there is a problem that exists and your child comes up with a solution that you can carry out, plan how to do it with your help. Then do it. Remind him/her that he/she is young and small, compared to adults, but at the same time, he/she is smart and can solve problems by coming up with good ideas.

You may want to keep a “Problem Solvers’ Notebook” and invite your child to write down problems they see in the community, and brainstorm solutions together for 15 minutes.

Chapter 9: The Nightingale

Objectives

Cognitive: Your child will understand more about forgiveness and generosity through the nightingale’s example. He/she also will see that what looks good on the outside may not be good on the inside, and vice versa.

Affective: Your child will appreciate the good outcome of the story, which was possible because of the nightingale's willingness to unconditionally love the emperor. He/she will be inspired to be forgiving and generous like the nightingale.

Behavioral: Your child will be able to apply a "Forgive and Be Forgiven" rule when he/she experiences conflicts. When prompted, your child will describe others in terms of how they act rather than how they look.

Session 1

Materials needed:

Poster board or poster paper to make a big sign
Colored markers

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

Introduce the story by telling him/her that this story takes place in China, which is a very large country which has the most people of any country in the world today. Show him/her where China is on the globe or map. Say, "One of the main characters in the story is an emperor, who is like a king. There are no more emperors in China today, so this was a long time ago. The other main character is a nightingale, which is a type of bird. Nightingales are real birds that exist today. It's interesting to know that Chinese people—emperors and common people alike—used to keep crickets as pets in small cages in their homes, so that they could listen to the pleasant sounds the insects made! This story is about an emperor who loved the sounds of the nightingale that lived in his region. This nightingale will teach us something, so look for its lesson as you read." Read the story together.

Ask your child if they he/she was surprised that the nightingale came back to the emperor who had treated her so badly. Her love was so powerful that it saved his life!

Tell your child that you will review what happened in the beginning, middle, and end of the story. Have your child to describe the sequence of events. Ask what the nightingale's lesson was. Listen, and then explain that the nightingale was kind to the emperor. She came when she was asked to come and stayed on to entertain the emperor day and night, until the toy nightingale arrived and the emperor no longer seemed to want or need her.

Go on to say that the nightingale returned to the emperor when he did want and need her, after the toy nightingale broke. Tell him/her that this is a good example of forgiveness. The nightingale returned to the emperor and was caring to him even after he had rejected her in favor of the toy bird.

Ask your child if he/she knows what it is to forgive someone. Has he/she ever forgiven a friend or a classmate who said "I'm sorry" after hurting them with words or actions? Allow him/her to share any stories he/she might want to. Ask if he/she has ever had to be

forgiven for something. Mention that family members have probably forgiven him/her for many mistakes or times when he/she was mean or broke something. Ask him/her to share any stories he/she might want to about being forgiven. Ask him/her if forgiving and being forgiven feels good. Make the point that it felt so good to the emperor, he recovered from his illness and went on to be a kind and good ruler, modeling himself after the kindness and generosity of the nightingale.

Explain that wherever people work, play, or live together, there are going to be times when someone needs to be forgiven and someone needs to forgive. Mention any examples of this: “Remember last week when Veronica broke Tommy’s pencil? He had to forgive her for that. He did, because Veronica was truly sorry and she promised to get him another pencil, and she did. She made up for it.” Ask your child if he/she can remember other times when he/she had to forgive another.

Bring out the poster paper or poster board and markers, and explain that you are going to make a forgiveness sign to remind him/her that forgiving each other is important.

Draw a nightingale. (The picture in the book may be used as a model.) Fill in leaves and perhaps fruit around the nightingale to make it more colorful. Write the words “Forgive and Be Forgiven” on the poster board. Let your child draw a little bird or flower to make a border around the nightingale and the words. Mount the poster on the wall and use it as a reminder for when your child has a conflict.

Session 2

Before your child rereads the story on his/her own, define some of the vocabulary including: scenery, wildlife, delighted, entertained, gold-plated, crank, fascinated, gloomy, and generosity. Once this is accomplished, let him/her go ahead and reread the story. Discuss the answers to the Questions.

Questions

1. In the story, why was the Chinese empire famous?
2. How did the emperor first find out about the nightingale?
3. What special gift did the emperor receive from the emperor of Japan?
4. Why do you think the nightingale left the palace?
5. Which do you like better—the real nightingale or the mechanical one? Why?
6. What was the real nightingale like inside? What kind of heart did she have?

Exercise

Imagine you had a friend who was very strong and good-looking but very mean. Now imagine you had a friend who was plain and simple-looking but very sweet and generous inside. Which would you choose for your best friend?

After discussing the Questions, lead a discussion about the Exercise. Ask your child whom they would choose and why. Then ask him/her if he/she can think of another story they've read that has a similar message: what is important is what you have on the inside, not how you look. Remind him/her about "Tom Thumb" and "The Loyal Tin Soldier" and talk about how they are similar to this one. Conclude with remarks about how all these stories are about characters who may not look so good on the outside, but who have wonderful qualities on the inside.

Urge him/her not to look at how people look but how nicely people act, because, as the moral of the story says, "True beauty comes from the inside, not the outside."

Chapter 10: Mother Holly

Objectives

Cognitive: Your child will understand the value of responding to requests for help and doing a job well. He/she will realize that there are rewards for those who have willing hearts.

Affective: Your child will feel that the story ends fairly: Greta deserved a reward and Meta didn't. Your child will want to make choices that will make him/her worthy of rewards.

Behavioral: When asked, your child will help.

Session 1

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

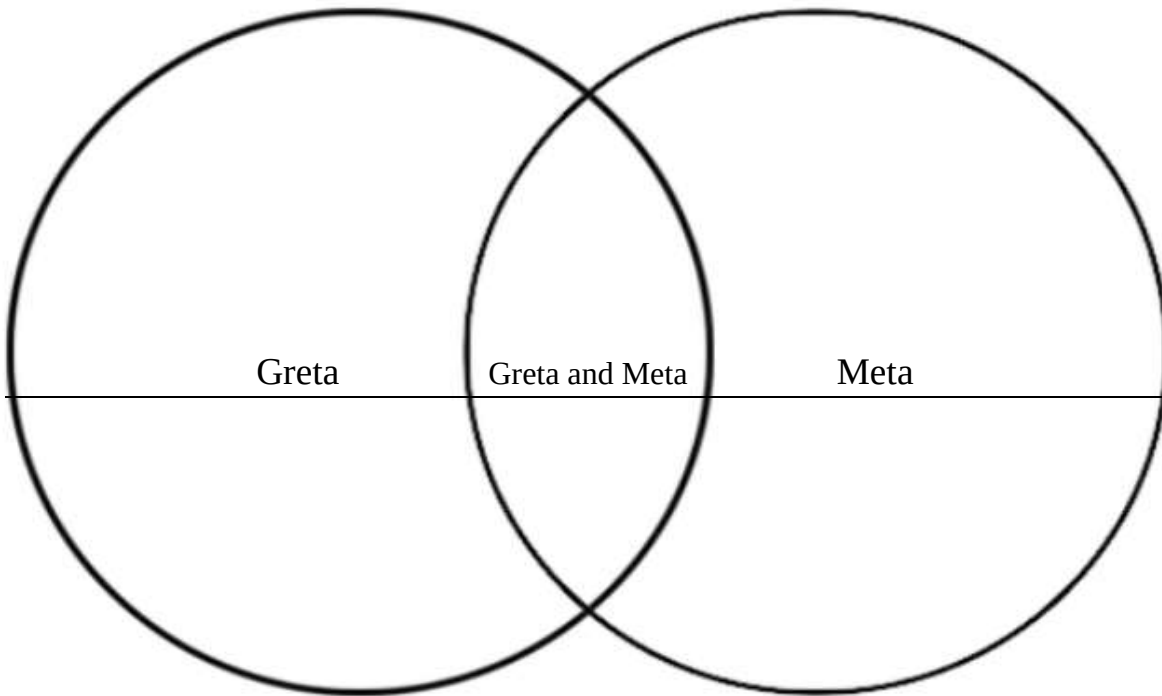
Introduce the story by saying that this is a tale about two girls who are very different from one another. Tell your child that, as he/she reads the story, it would be good for him/her to notice how the girls are different. Let him/her know that after reading together, you will talk about how the girls are different and how their actions brought about what happened to them.

Explain what a stepsister, stepmother, stepdaughter, and widow are. Point out the picture at the beginning of the story and describe what a well is, if he/she doesn't already know. Explain that, in the olden days, everyone got their water from a well, and that many people in the world still do. Explain that not all wells look like this one.

Let him/her know that magical things happen in this story that couldn't possibly happen in real life!

Read the story together.

After reading the story, ask your child if he/she likes how the story ended, and why or why not. Make a Venn diagram on a paper and label one side “Greta” and the other “Meta” and the area in the middle “Greta and Meta.”



Ask your child to tell you about each of the girls, particularly what they did in the story. For example, write, “Greta took the bread out of the oven” and “Meta would not take the bread out of the oven” in the appropriate circles. To show them how the middle portion works, write “Dropped knitting needles down the well,” “Jumped down the well” and “Met Mother Holly.” Allow your child to come up with other comparisons between the two girls. (This might be a good point to re-emphasize that this is a “fairy tale,” meaning it would not happen in real life, and that the children must never jump down a well.)

Affirm that Greta is helpful and hard-working, while Meta is selfish and lazy. Ask, “Which one of these girls would you like to have as a sister?” Let him/her know that most people would indeed choose Greta. Ask him/her to explain why Greta would be most people’s first choice.

Mention that we know from the story that Greta would help us if we had a problem, or a job to finish, and that Meta would not. Affirm that we like to be around people who are willing to help us when we need it.

Ask if he/she thinks that Greta would have lots of friends. Summarize by saying that here at home, we’d like to have someone like Greta around because she is helpful; we wouldn’t like to be around Meta, because she is selfish and lazy and probably wouldn’t help us if we needed it.

Conclude this session by saying that Greta was rewarded for her willingness to help out, and Meta received a punishment for her lazy, selfish behavior. Let him/her know that in real life, people are rewarded when they help out, and people who are lazy and selfish do not get rewarded. Explain that when we have a choice to do something for others, we should respond and do it, if we can. Say: “When we do something to help out every day, here at school and at home, we are developing a good character or personality. We are making ourselves beautiful on the inside, like the nightingale. We are becoming the kind of person who is respected and liked by others. When we are lazy and selfish, we are becoming the kind of person who is not respected and not liked by others. So we need to make it a daily habit to live as Greta lived in the story.”

Make sure that your child understands what a habit is. Affirm that a habit is the way we do things day by day. A good habit, for example, is to pick up trash wherever we see it. A bad habit is to throw trash on the ground. Encourage him/her to develop the habit of helping out when he/she is asked to. Say that you are sure that he/she will then get a reward, because, as the moral of the story says: “We get what we earn.”

Session 2

Materials needed:

Trash bags, gloves

Ask your child to reread the story on his/her own.

Questions

1. What good things did Greta do as she walked through the meadow?
2. How did Greta act at Mother Holly’s house?
3. What did Greta receive as a reward for her hard work?
4. What did Meta do when asked to do kind things in the meadow?
5. How did Meta act at Mother Holly’s house?
6. What was Meta’s reward for her work?

Exercise

Greta was kind and hard-working. Meta was selfish and lazy. Which are you most like? What kind of reward do you think you should get? How should you behave if you want to have a pleasant life with good rewards?

Lead a discussion about the Questions and the Exercise. Conclude by suggesting the following activity:

Activity

Tell your child that we are going to see if helping and hard work give us the reward of feeling good. Say, “We are going to clean up the litter around the area (or somewhere in the community). Afterward, we will talk about how this made us feel, and let’s see if anyone appreciates our work!”

Lead your child in a cleanup project, providing garbage bags for litter and gloves, if possible, making sure that your child is cleaning in an area that doesn’t have any dangerous trash, such as sharp needles, glass, etc. When you are finished, provide some special snack to reward his/her behavior. Give him/her time to talk about experience. If possible, invite other children to join in the project.

Take a picture and display it so that the rest of the family can see. Local newspapers love to write stories about children doing good deeds, so you could contact your local newspaper to cover the story or write up an article about the project.

Chapter 11: The Red Shoes

Objectives

Cognitive: Your child will understand that greed can cause serious problems. He/she will also understand that it is better to be unselfish than selfish.

Affective: Your child will enjoy the drama and magic in the story, and at the same time he/she will experience a healthy fear of the consequences of greediness and selfishness.

Behavioral: Your child will describe areas of the story in which the main character was greedy and selfish. Your child will compare this story to a previous story about greed.

Session 1

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

Introduce the story by saying: “This is a story about a girl who experiences the serious consequences of greed, or selfish desire. In the story, she wants something so badly that she acts very selfishly to get it and keep it. Then she continues to make unwise choices, as she strives to enjoy the object of her desire, which is a pair of fancy red shoes.”

Read the story together.

After reading the story, ask your child if he/she enjoyed it. Then ask him/her to tell you what part of the story he/she liked the best and why. Next, ask your child to tell you the order of the main events. Start by asking how the story began. As your child describes the main events, make a time line on a paper. Explain that a time line describes in order what happened from start to finish.

After this activity, begin a discussion about the choices Karen made, and refer to the time line as you discuss them. Ask your child to imagine how the story might be different if the girl had made better choices along the way. Tell your child that the main character did not know how to control her desire to have what she wanted even though she probably could see that it would lead to trouble. Then give an example: “She chose to wear her shoes to the ball, even though she had already had a frightening experience when she first put them on. We can all see that if Karen had been able to stop herself, she wouldn’t have had so much trouble. Did the shoes she wanted so badly make her happy after all? Eventually, those shoes controlled Karen! She’s lucky the villagers were willing to help her get rid of them.”

Ask your child what he/she learned from the story. Conclude by telling him/her that the author of the story wanted readers to understand the importance of controlling our desires, especially when what we want is just for ourselves. Mention that this is why the moral of the story is: “Don’t be selfish.”

It might be fun to act out the part of the story when the crippled soldier taps the soles of the red shoes with his crutch and says, “Stick fast and dance away!” Use a pencil or ruler to tap the shoes of your child who is across from them, who will then act out being danced away with by his/her own shoes. The “dancer” must keep dancing until you say, “Stop!” Let him/her dance until he/she is breathless and then say, “Stop!” Say got tired just watching him/her. (If your child doesn’t want to dance, have him/her run in place.)

Session 2

Before your child rereads the story on his/her own, define some of the vocabulary including: plumbing, cobbler, flimsy, appreciate, patiently, companion, generous, belongings, nervous, mansion, fortunate, occasion, ceremony, crippled, soles, crutch, tremble, exhausted, and ignoring. Then, let him/her reread the story on his/her own.

Questions

1. Why didn’t Karen like the shoes her grandmother had made for her?
2. Why did Karen and her grandmother move from their little shack?
3. The new red shoes caused problems when Karen wore them to church and to school. Why?
4. What happened after the soldier tapped Karen’s red shoes?
5. What happened when Karen went to the ball?
6. What lesson did Karen learn from the red shoes?

Exercise

In the story, Karen made some bad choices. Can you think of what she could have done to make better choices? Did you ever want something as badly as Karen wanted the red shoes, but it turned out to be bad for you?

Discuss the Questions and Exercise together. Ask him/her if he/she can think of another story in this book that has a similar message. Remind him/her of “The Fisherman and his Wife.” Ask him/her to describe how the two stories are similar.

Conclude by telling him/her that it is very important that we learn to control our desires. Let him/her know that as we practice this, it becomes easier to be patient. Say: “When you keep trying to control your selfish desires, you get stronger all the time. That’s why people who can control their desires are successful!”

Chapter 12: The Frog Prince

Objectives

Cognitive: Your child will understand how important it is to honor promises. When a promise is kept, there are rewards. He/she also will understand that things may not be as they appear.

Affective: Your child will sympathize with the frog, and he/she will see that the princess is acting selfishly when she rejects him because of his appearance. He/she will rejoice when the spell is broken and the brother is reunited with his family.

Behavioral: When the situation calls for it, your child will be able to state the moral—“Always keep your promises”—and apply it in home situations.

Session 1

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

Introduce the story by telling him/her that this is another story in which there is magic. Read the story together.

When you are finished with the story, ask, “How would you like to be turned into a frog? What would it be like? Is there anything you might like about it?” (Get his/her imaginations stimulated!) You might mention the mythical wizard Merlin, who turned the young prince who would become King Arthur into many different kinds of animals, so that the future king would be full of wisdom about nature and life. Ask: “If you could be an animal, what animal would you like to be?”

When the excitement dies down, go on to say that this story is about the importance of keeping promises. Ask your child to tell you what a promise is, and why it's important to keep a promise. Mention that the moral of the story is: "Always keep your promises."

Ask your child if he/she enjoyed the story and why. Ask him/her if he/she was surprised when the frog started talking! Ask him/her how he/she felt when the girl was so mean to the frog. Say, "If the princess knew that she was talking to her brother who had been turned into a frog, would she have acted differently? Yes, I think we can agree that she would have welcomed the frog, because she loved her brother."

Pose this question: "What if it wasn't her brother after all? Would it have been all right then to treat the frog the way she did? No, she should have respected the frog and honored her promise to him. The princess didn't like the frog, and therefore didn't think she needed to honor her promise to him. Is it OK to break promises to people we don't like?" Affirm that it is not.

Explain that, fortunately, the father behaved as a true king and told his daughter that her behavior was wrong. He made her keep her promise. What would a king be like who did not keep his promises to his people? What if he promised bread to all of his people and then did not give the bread? People would dislike him very much.

Let your child know that when a person keeps a promise, that person is demonstrating something called "integrity." Tell your child that integrity is when you say you're going to do something, and then you do it. Write "Integrity" on a paper in big letters. Underneath it, write "Words" and "Actions." Put an equal sign between the two words "Words" and "Actions."

INTEGRITY

WORDS = ACTIONS

Emphasize that words and deeds are the same in a person of integrity. A person of integrity does what he or she promises to do.

Clarify that the only promises that should be broken are promises to do something wrong. Tell him/her that an example of this is when a person promises he/she will "get even with someone." This promise shouldn't be kept. When anger cools and wise adults tell a child not to get even, the person need not think, "But I promised to!"

Another promise that can be broken is the promise not to tell when you've seen someone do something wrong. Explain that sometimes even adults ask children: "Will you promise not to tell?" A child may promise not to tell on an adult they see stealing or doing something they shouldn't, but these are not promises that need to be kept. It is important to tell, even on adults, when they do bad things.

Promises to do something good, on the other hand, should be kept. Give an example: “Suppose you promise to play with someone. Then you decide you don’t want to. Should you play with that person? Why?” Remind your child that people who keep their promises are trustworthy, and trustworthy people have lots of friends.

Conclude by telling him/her to remember this story when he/she is tempted not to keep promises. Mention that there are rewards for those who are able to show integrity. Point to the words on the board—“Words = Actions”—and repeat that this is what integrity is. Ask your child what reward the princess received for fulfilling her promise. Listen to the answers. Then affirm that she was able to get her brother back. Say, “Now, that’s a good reward, isn’t it? You may fight with your siblings sometimes, but you love them, don’t you? Think how many happy times they could have together, once he returned. It was worth it to keep that promise, wasn’t it? Keeping our promises is good to do!”

Session 2

Before your child rereads the story on his/her own, define some of the vocabulary including: misfortune, appeared, desperately, valuable, slimy, morsel, and nicknamed. Once this is accomplished, let him/her proceed on his/her own. Tell your child that he/she may need to go back to the story and reread parts of it again in order to find the answers to the Questions.

Questions

1. What happened to the girl’s brother in the beginning of the story?
2. What did the frog do for the princess in the beginning of the story?
3. What did the princess promise she would do after he got the ball for her?
4. Why didn’t she keep her promise to the frog?
5. What did the king tell his daughter about promises?
6. What did the girl learn by the end of the story?

Exercise

The girl kept her promise to the frog, even though she didn’t want to. Can you think of some promises you’ve made and kept? Was it easy or difficult to do what you said you would do?

When your child is finished, go over the Questions and Exercise together. Listen to his/her stories about his/her own promises.

Next, ask your child if he/she can think of another story in this book that has a similar message. Remind him/her of the story “Faithful Francis and Loyal Linda.” Did Francis and Linda keep their promises never to leave each other?

If there is extra time, this is a good story to act out, because parts of it are funny and children this age love opportunities to do drama! If you can gather some children, let them choose the parts of the princess, the frog, and the king. Have them read with lots of expression. Coach them first by saying, “How does a whining princess sound? How does a desperate frog sound? How does a stern king sound?”

If no children are available, your child can write additional dialogue to enrich the speaking parts in the story. Also, your child can illustrate different parts of the story. A frog wearing a crown is a delightful illustration for this story!

Chapter 13: The Water of Life

Objectives

Cognitive: Your child will understand that a person who acts in an unselfish, loving way will be rewarded and will have a good life. He/she will also see that those who act selfishly will end up in trouble.

Affective: Your child will appreciate the youngest brother’s good nature, and he/she will see that the two older brothers’ misfortune was due to their selfishness.

Behavioral: Your child will identify kind behavior in others and in him-herself.

Session 1

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

Introduce the story by telling your child that this is another tale about three brothers. Ask them if they remember the story “The Queen of Bees,” which also had three brothers in it. Ask your child to tell you something about the siblings in that story. Let your child know that in both stories, it’s the youngest brother who is the kindest! Ask him/her humorously if this is the way it is in your family. Read the story together.

After reading the story, ask your child if he/she enjoyed it. Why or why not? Ask him/her to tell you the main parts of the story. Make a time line as he/she tells you. Ask your child to tell you why the two older brothers wanted to help their father, the king, find the Water of Life. Then ask him/her why the younger brother wanted to find the Water of Life. Go on to ask him/her what was different about the youngest brother’s motivation. (Define motivation first.)

Explain that the youngest brother’s heart was pure. That means he was unselfish. He just wanted to help his father. He went to find the Water of Life because he loved his father and knew his father was a good king who was loved by the people. Ask your child to find and say the moral of the story: “A pure heart wins the day.”

Ask your child to find and read to the what the older sons told the dwarf when he questioned them on their way to the Water of Life. Tell them to read with expression.

Then ask your child to find and read to the what the youngest son told the dwarf. Again, ask the student to read with expression. Then ask your child why they think the dwarf wanted to help the youngest brother. Then comment that the youngest son was polite and friendly, and that's why the dwarf helped him.

Ask your child why the older brothers tried to trick the youngest one. Affirm, "They were jealous of him. When someone is jealous, they want something that someone else has. It's not wrong to want something that someone else has, but it is wrong to try to take it away from him or her." Go on to say that we all tend to be jealous of people who seem to have more than we do; that is natural. Then explain that what is important is what we do about our jealous feelings. Tell them that in the story, the brothers tricked their youngest sibling by taking the Water of Life. Affirm that this was wrong.

Ask your child if they can think of a different way the older brothers could have acted in order to get what they wanted. Listen to their responses. Then explain that they could have tried to learn from this kind and caring brother. Even though he was younger, he knew how to be kind to others. That's why he was so successful. They could have spent more time with him, and by being friendlier with him, they would have learned how to be kinder and more successful by doing things the way he did them. Explain that they wanted to be popular, like their brother. Then ask your child if they think that the older brothers would have been able to get what they wanted if they had behaved like the youngest brother. Let them know that you think they would have gotten what they wanted if they had been able to become more like their brother.

Remind your child of the story "The Queen of Bees." (You might want to refresh your own memory of this story.) Ask if they remember what happened in the end. Remind them that the older brothers in that story did learn from their younger brother, and they were able to change, unlike the brothers in this story. Ask your child to find and read the part near the end that tells what happened to the older brothers in "The Water of Life." Then say: "Let's remember this story when we are feeling jealous and unkind. We can learn to be kind when we read about people who act kindly. We can also learn from others' mistakes. We don't want to be like the jealous brothers in this story, who led such unhappy lives."

Session 2

Before your child rereads the story on his/her own, define some of the vocabulary including: permission, sneered, rudely, wisdom, impressed, tamely, enchanted, pity, renewed, banishing, and ambassador.

Questions

1. Why did the two older brothers want to save their father?
2. Why did the youngest son want to save his father?
3. How did the two older brothers treat the wise old dwarf?
4. What do you think the way they treated the dwarf says about their hearts?
5. How did the youngest brother treat the wise old dwarf?
6. What do you think that says about his heart?
7. The dwarf said the older brothers had evil hearts. Do you agree?
8. Were the older brothers glad that their brother had the Water of Life and glad that he could free and help another kingdom?
9. Do you think the youngest brother deserved to have the princess and his own kingdom?

Discuss the Questions and Exercise together.

Exercise

The youngest prince was kind to everyone he met. He was not only a prince he was a “prince of heart” too. He had a pure and good heart. Try to be a prince or princess of heart to everyone you meet today!

Extension

This may be a good place to talk about real people who have demonstrated kindness in their lives. Biographies are very useful illustrations of virtues. Well-known international figures or local people could be introduced to your child by reading their biographies, or by visiting them and asking about what they do.

An ongoing activity to accompany this story would be to keep track of acts of kindness. This could be done in different ways. Every day for a week or two, five minutes of time could be devoted to your child sharing about acts of kindness he/she has done or seen, You can ask your child to do an act of kindness and write about it.

Since the kind prince became a king, you can create a weekly reward, “The King of Kindness” or “The Queen of Kindness,” to give to your child if he/she has been exceptionally kind during a week. You could make a crown out of aluminum foil and glue colorful jelly beans on it for jewels, or cut out a crown shape from gold paper to fit on a child’s head. A crowning ceremony held occasionally and continual references to the “King” or “Queen” would reinforce the idea that kindness is what makes for true nobility.

Chapter 14: The Six Swans

Objectives

Cognitive: Your child will understand the value of family loyalty and love. He/she also will see how courage and perseverance are products of this kind of love.

Affective: Your child will be impressed by the girl's devotion to fulfilling the condition to save her brothers.

Behavioral: Your child will distinguish good and bad characters in the story and, upon request, be able to state the moral: "Love conquers all." Your child will identify devoted behavior among family and friends.

Session 1

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

Introduce the story by saying that this story is mainly about the youngest child in a family who saves her older brothers through her loyalty and love. Ask your child if he/she can recall other stories in which the youngest child helps older siblings. Remind him/her about the following stories: "The Water of Life," "The Queen of Bees," and "The Frog Prince."

Explain that the authors of these stories probably wanted even the youngest children to know that he/she could do a lot of good, even though he/she is small.

Let him/her know that there are selfish characters in this story who create a lot of problems for the king's family. Say: "Most of the stories we are reading in this series are about the difference between good and bad behavior. Let's take turns reading the story, and afterwards we will talk about the characters and which side they are on: good or bad."

Read the story together.

After reading the story, ask your child which part of the story he/she liked the most. Lead a discussion on the sequence of events by asking what happens first, and so on. Next, ask your child to tell you which characters in the story are good and which ones are bad. Ask who he/she thinks is the best of all the good characters in the story.

Ask your child to read the last paragraph in the story, then ask him/her to tell you who is more powerful, the wicked queen or the little sister? Explain that the sister made a choice to follow her heart, which means she made a choice to act out of love for her brothers, even though it was very difficult. She could have decided that it was too hard, but she didn't. Her love for her brothers, even though it meant she had to work and try hard,

made her more powerful than the magic of the wicked queen. Thus the moral of this story is “Love conquers all.”

Go on to say: “It is wise to choose to be good, because that will make you happy and successful, like the girl in the story. Most people in real life are basically good. We all make mistakes, and we all make bad choices sometimes. But what is important is that we are trying our best to be good. Let’s give ourselves a hand for trying our best!”

Explain that the people in these stories are clearly good or clearly bad, although some of the people change from bad to good. Who changed from bad to good in the story “The Queen of Bees”? Affirm that it was the two bad brothers. Ask him/her if he/she remembers anyone else in the stories you read who changed from bad behavior to good behavior. (Answer: Karen in “The Red Shoes.”) Make the point that even if someone has been bad, he or she can change to be good from now on.

Session 2

Ask your child to reread this story on his/her own. First, define the following vocabulary: accompanied, royal, startled, steed, approached, threatening, widower, heir, escorted, consulted, betrayed, disappearance, pictured, and plotting.

Questions

1. How did the king find his way out of the forest? What did he have to do?
2. Why did the king hide his children from the new queen?
3. Why did the queen want to get rid of the king’s children?
4. What did the little sister have to do to break the curse?
5. Do you think she must have loved her family very much to be able to do all she did?

Discuss the Questions and the Exercise together.

Exercise

What are some ways that you show devotion to your family? What are some ways they show devotion to you?

Write down his/her responses to the Exercise, and leave it posted for a week or so. Take five minutes a day for a week to talk about what your child is doing to show devotion. Refer to the posted chart to stimulate him/her and help him/her make goals.

Chapter 15: The Ugly Duckling

Objectives

Cognitive: Your child will understand that it is important to have confidence in him-herself and in what he/she will become. If he/she doesn't have the skills or appearance he/she wants now, that can change in the future.

Affective: Your child will feel sorry for the ugly duckling when he is rejected by everyone he meets, and he/she will feel how hurtful teasing is. He/she will experience the ugly duckling's joy when he is finally respected and admired as a swan. He/she will get in touch with his/her own inner beauty and talents and feel hopeful.

Behavioral: Your child will identify and describe good features, internal and external, about him-herself.

Session 1

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

Introduce the story by telling him/her that this is a story about self-respect. Explain that people have self-respect when they can believe in themselves and their abilities. Let him/her know that the main character in this story, a baby duck or "duckling," discovers something very special about himself at the end of the story.

Read the story together.

After reading the story, ask your child if he/she was able to guess what was going to happen at the end. Were he/she surprised? Ask him/her how he/she felt about the way the duckling was treated before it was discovered that he was a swan. Ask him/her to tell you if he/she has ever been teased and how it felt.

Ask your child to tell you about each event in which the duckling was teased or frightened. Remind him/her that the duckling decided to run away each time he was teased or frightened. Ask him/her to tell you how the story would have been different if he had known he was going to be a beautiful swan. Then say: "The duckling might not have run away if he had known that he was a baby swan. What do you think? The duckling looked different, because baby ducks and baby swans do not look the same. And when he/she grow up, he/she look really different! If he had known this, he might have had more self-respect and hope."

Summarize by saying that the ugly duckling would have been more confident if he had known what he would be in the future; however, no one helped him understand how special he was, even though he was different.

Go on to say, “Each person is very important. Each person has at least one special talent, and probably more than one. You may not see it now, but with the help of your family and friends, you will see it and it will grow, just as the duckling this story grew into something very special.”

Explain that this is why the moral of the story is: “Don’t judge someone by how He/she appear.” Explain that this includes not judging him-herself!

Session 2

Before your child rereads the story and answers the Questions, define some of the vocabulary including: basking, rustled, awaited, clumps, reeds, trough, flock, produce (verb), graceful, and reflection.

Questions

1. Why was the ugly duckling different from the other ducklings?
2. Why did he leave his home on the farm and later the old woman’s house?
3. How did he realize he was a swan?
4. Do you think it is right to tease others, even if He/she are different from you?
5. Do you ever wish you could be someone different from who you are?

Exercise

What do you think you will grow up to be like? Do you think maybe you will turn out to be a swan, even if you feel like an ugly duckling right now?

Go over the Questions and Exercise together.

Activity

Materials needed:

Mirror

Crayons or colored pencils

The purpose of this activity is to help your child get in touch with their good qualities. This activity can be done over a period of days.

Remind your child that the duckling in the story was not aware of who he was. Let your child know that each of us is special in some way, and that we will begin to understand this by looking at our appearances.

Have your child looking at his/her reflections in a mirror. Direct him/her to write down a description of his/her outward appearance, including hair, eye, skin color, etc. If there are

drawing materials, especially colored crayons or pencils, ask him/her to see if he/she can find colors that match their coloring so that he/she can draw a self-portrait. Give him/her some advice on how to draw a face. This activity is an opportunity to point out the special characteristics of your child. A child may have strong legs for running, or long arms for throwing, so look beyond the face to notice positive physical characteristics. Ask your child if he/she think he/she looks like his/her parents, aunts, and uncles. Make him/her feel that their appearance is unique and wonderful.

The next part of the activity is to look at internal qualities, including talents and abilities. Ask your child to write about what he/she thinks he/she can do well. It doesn't have to be an academic strength. A child may be very good at telling jokes, a capable athlete, an artist, or someone who is very polite. Be creative! Help your child to see how his/her particular strengths can develop and grow. Mention any careers that use these various strengths. Help your child grasp some quality that is his or her own. Your child may suggest things about one another, too.

Now that your child has identified his/her external and internal qualities, ask him/her to write autobiographies—the stories of their lives so far—and to include their hopes and dreams for the future. It might help him/her if you give him/her your autobiography first: a simple, short version. You also can read or tell about other people's lives to stimulate your child. If your child has photos, these can be included in the final product. If writing is inconvenient, have your child tell his/her story to a friend or relative and then listen to his/her story. Encourage good listening skills!

Chapter 16: The Mouse, the Bird, and the Sausage

Objectives

Cognitive: Your child will learn to have a good attitude about his/her responsibilities.

Affective: Your child will see how a happy situation can easily turn into a tragic one when there is complaining and selfishness.

Behavioral: Your child will distinguish between being willing to do one's fair share and complaining and making trouble when asked to share in chores.

Session 1

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

Introduce the story by telling him/her that he/she will read about three friends whose lives ended tragically because one of the three started to complain about his responsibility (or chore). Let him/her know that even though the story has a serious message, it is funny because one of the talking characters is a sausage!

Read the story together.

After reading the story, ask your child if he/she liked it. Ask him/her if he/she thought it was funny that one of the main characters was a talking sausage! Then ask him/her if he/she thought the authors, the Grimm brothers, had good imaginations. Let him/her know that good writers have good imaginations. Ask him/her if he/she think he/she has a good imagination.

Let him/her know that the more he/she reads, the more he/she can develop his/her own imagination, so it is good to read a lot.

Ask him/her what he/she thinks the authors wanted readers to understand when he/she wrote this story. Affirm that this story is about doing your fair share without complaining. Ask your child to tell you what the bird was complaining about and why. Mention that the moral of the story is just that: “Do your fair share without complaint.” Ask him/her to tell you what happened after the bird complained to his friends. Have him/her read the last paragraph.

Then ask your child if he/she thinks he/she could rewrite the story to make a happy ending. Conclude by saying, “If the bird had decided to ignore what the second bird told him, the ending would have been happy. He would have realized that everyone was doing his fair share, and that there was no reason to complain. The problem was that he listened to the second bird, instead of really thinking things through, and he complained to his friends that the job sharing wasn’t fair. The result was that his kind friends made some changes without considering the consequences (remind your child what “consequences” means), and he/she all ended up losing their lives.”

Ask your child to remember this story when he/she wants to complain that something isn’t fair. Remind him/her that it is good to have responsibilities because this way he/she can learn new skills, and can feel good about him-herself because he/she is giving. Say: “When you do a job, you feel good about yourself, and others respect and trust you. Thus, having responsibility is something for which to be thankful. The friends in the story were happy together in the beginning, because each was doing his fair share, and he/she all felt good about themselves and each other. Let’s all try to do our best to help out and let’s be grateful that we have the responsibility to take care of our home and community.”

Session 2

Ask your child to reread the story on his/her own and answer the Questions at the end.

Questions

1. Was the bird really doing more work than the others?
2. Should he have listened to the other bird?

3. The mouse and the sausage tried hard to please the bird when he became unhappy. Do you think He/she were good friends to the bird?
4. Do you think much happiness is lost when people listen to bad words about their friends?
5. Do you do chores at home to help out?

Exercise

Think about the things you say about the chores and the work you do. Do you complain a lot? Think about how much your parents do, and figure out how you can help with a cheerful heart.

After your child has finished, go over the Questions and Exercise together.

Chapter 17: It's Perfectly True

Objectives

Cognitive: Your child will understand that the words we choose are very powerful. Words should be used carefully, honestly, and respectfully. Your child will learn what gossip is and how harmful it can be.

Affective: Your child will find humor in this exaggerated story! He/she will be surprised at how distorted a simple event can become in the eyes of a careless observer who likes to gossip.

Behavioral: Your child will be able to define gossip, describe the bad effects of gossip in the story, and predict possible bad effects in real life.

Session 1

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

Introduce the story by asking him/her if he/she has ever seen hens in a barnyard. If so, ask him or her to describe what it sounds like when the hens get excited! If not, tell him/her that hens can be very noisy when they are excited. Tell him/her that this story is about talking hens that get excited about a simple event on a farm. Let your child know that these hens probably sounded a lot like when everyone talks at once!

Read the story together.

After reading the story, ask your child if he/she thought it was funny. Tell him/her that you thought it was funny because the story about the hen and her feather changed so

much from the beginning to the end. By the time it got back to the hen that had plucked out the feather in the first place, she didn't even recognize that the story was about her!

Ask your child to find and read the sentence that tells what actually happened to the hen: "A hen was preening herself, when she accidentally pulled out one of her feathers." Then continue and read the rest of the sentences. Ask, "What really happened to the hen?" Then read the next few lines. Ask him/her to tell you how the story was changed when the observer hen turned to her neighbor and whispered.

Tell your child know that this is an example of gossip. Define gossip as using words in an incorrect way: for example, talking about others in a mean, exaggerated, or untruthful way behind their backs. Ask your child to describe how the story changed as it was passed around. Explain that no one gets hurt from the gossip in this story, but the hens sure get excited and fearful about nothing at all!

Go on to ask if your child can think of a situation in which gossip can be harmful. Remind your child of the story in the last chapter, "The Mouse, the Bird, and the Sausage." Explain that the two birds were gossiping in the last story—talking about others in a wrong way behind their backs. What happened because of that gossip?

Then ask your child to tell you what the hen could have done to avoid starting a rumor. Clarify what a rumor is. After listening to his/her responses, tell him/her that the hen either could have kept her beak shut, or else asked the preening hen if she was all right. Go on to say that if she had listened to the hen explain what had happened, she would have found that the preening hen had accidentally pulled out a feather, which was the truth.

Conclude by saying that it's important to think before we speak, and that we should strive to speak honestly, carefully, and respectfully.

Session 2

Ask your child to reread the story on their own. Define some of the vocabulary including: roosting, cackling, awkwardly, pig sty, reliable, preening, vain, and tragic.

Questions

1. Why did the hen pluck out a feather in the beginning of the story?
2. Every time someone told the story, He/she added a little bit that wasn't true, until the whole story became a big lie. Do you think little lies can add up.
3. When people talk about others behind their backs, do you think all He/she say is true, or is it like in the story?
4. What did the pig and the horse say about the hens in the beginning of this story? Do you agree with what He/she said?

Exercise

When people gossip, it means that they talk about other people, often in a mean or exaggerated way, behind their backs. Do you think that gossip can be harmful? Why or why not?

Go over the Questions and Exercise together.

Activity

Play the game of “Gossip” if you are able to gather a few people. Have them stand in a line. You think of one or two simple sentences, such as, “I am going to the store to buy some rice and beans.” Then you whisper it into the ear of the first person, who then whispers what he or she heard to the next person, and so on. The last person says out loud what he or she heard. Usually the sentence gets very distorted by the end! After playing several rounds of “Gossip,” ask the children if they learned anything from this game.

Explain that gossip—or talking or whispering about someone secretly—is like this game and this story: the truth gets lost in the telling! Conclude by saying: “Since we are all learning the heart of goodness from these stories, let’s remember the moral of this one: ‘Don’t gossip or listen to gossip.’”