

## **Trustworthiness / Respect** (self-regulation, problem-solving)

### ***A Day's Work***

by Eve Bunting

1. Read story.
2. Discuss the problem in the story, the actions and reactions of the characters
  - a. Why did Francisco lie about his grandfather's abilities?
  - b. What happened as a result of the lie?
3. Discuss alternatives that Francisco might have chosen rather than lying. Then rewrite the dialogue on page 8. Consider role-playing the conversations between the characters.

## **Citizenship / Responsibility** (goal-setting, self-efficacy)

### ***America's Promise***

by Alma Powell

1. Read story.
2. Discuss the meaning of the statement "If you think you can or you think you can't, you're probably right" found on page 23.
3. Discuss the actions of the children in the story and how you and your student may relate to these actions.
  - a. What motivated the children to help clean up?
  - b. Why do people help others without being rewarded with money or gifts?
  - c. What are some ways that you help others during your day? Can you think of more ways to help out?
4. Fold a sheet of paper into thirds, creating three columns. At the top of each, write the following categories: my family, my school, my neighborhood. Under each column, write several ways that you can help make each one better. For instance, under My Neighborhood, you might write "pick up litter." Make a personal commitment to accomplishing one or several of these before the next tutoring session.

## **Caring** (self-efficacy, self-esteem)

### ***Somebody Loves You, Mr. Hatch***

by Eileen Spinelli

1. Read story.
2. Discuss Mr. Hatch's personality before and after the special delivery.
  - a. Why did a box of candy change Mr. Hatch's personality?
  - b. What effect did Mr. Hatch's happiness have on everyone around him?
  - c. What does this tell us about how our own actions can effect others?
  - d. Can you relate to Mr. Hatch in any way?
3. Together, think of people in your life who may need some TLC. Create a way to show that person that they are special to you either by a thank-you note, performing an act of kindness for them, or simply telling them so.

## **Self-discovery**

(self-efficacy, problem-solving)

### ***Something Beautiful***

by Sharon Dennis Wyeth

1. Read story.
2. Discuss what the main character is seeking and why.
  - a. Why is it important to the little girl to find something beautiful?
  - b. What kinds of objects do the people in her neighborhood consider beautiful? Are they expensive items? What makes these objects beautiful to their owners?
  - c. How did her teacher define something beautiful? What do you have that makes your heart happy?
3. Separately, create a list of things that are your “something beautiful”. These can be objects, concepts, and/or relationships, etc. Help your student to broaden their understanding of beautiful to go beyond physical appearance and material items.

## **Fairness / Teamwork**

(problem-solving, self-efficacy)

### ***Teammates***

by Peter Golenbock

1. Read story.
2. Discuss the friendship between Jackie Robinson and Pee Wee Reese.
  - a. What made their friendship unique? What made it difficult?
  - b. Why did Pee Wee decide to stand up for Jackie? What did he risk by doing this?
  - c. Can you think of a time when you saw someone being treated unfairly? How did it feel?
3. Create and role-play a hypothetical scenario in which you are speaking unfairly about a make-believe classmate. Help your student to create positive responses that do not include insulting you as a means of diffusing the situation.