

1st and 2nd Grades Lesson Plan
Live with Purpose
Strength, Work Ethic and Character

Hard- working Ninja



Ninja Life
Hacks[®]
by Mary Nhin



Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 1 st & 2 nd Grades	Lesson: Live with Purpose-Strength, Work Ethic and Character

<p>OBJECTIVES: CCSS.ELA.LITERACY.RL.1.1: Ask and answer questions about key details in a text.</p> <p>CCSS.ELA.LITERACY.RL.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA.LITERACY.RL.2.3: Describe how characters in a story respond to major events and challenges.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing/Coloring <input type="checkbox"/> Writing <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group
MATERIALS:	Computer/laptop; internet (with access to YouTube); Smart Board; copies of <i>Hard-Working Ninja</i> Comprehension Questions; copy of What Would You Do-Good Character Scenarios for Discussion; copies of 4 Good Character Traits I Have and One I Will Work On Activity; Coloring Sheet for the <i>Hard-Working Ninja</i>
Engage: Hook the students	<p>Explain: Today we will look at what it means to be a person who is mentally strong, who has a good work ethic and who is of good character. Strength can mean physical strength or mental strength. It refers to many different areas of life, such as people, ideas, traditions, values and more. Generally speaking, strength is a quality someone possesses that helps them to overcome difficulties. A good work ethic is a set of values centered on the importance of doing good work and in a desire or determination to work hard.</p> <p>Good character means you act with honesty, respect, responsibility, caring, and other good traits.</p> <p>Think/Pair/Share Activity- Pair the students with a partner. Explain the T/P/S directions. The students will think of their answer, get with their partner, and share their answer.</p> <p>T/P/S Question: Think about difficult times you have been through. How did you handle it? What advice would you give someone who is going through a difficult time?</p>
Explore: Students make sense of a concept through observations.	<p>Play the YouTube read aloud, <i>Hard-Working Ninja</i>, Author-Mary Nhin, Illustrator-Jelena Stupar https://youtu.be/8fF5jndNgVg?si=u9YamsAfxLd-X6p1</p> <p>1st Grade-Read aloud the <i>Hard-Working Ninja</i> Comprehension Questions. Allow students time to answer the questions.</p> <p>2nd Grade-Hand out copies of the <i>Hard-Working Ninja</i> Comprehension Questions. Allow students time to answer the questions.</p> <p>Play the YouTube Video “What is Character”, Rocket Kids, https://youtu.be/G1YeaOh4gHQ</p> <p>Activity What Would You Do-Good Character Scenarios for Discussion.</p> <p>Hand out the <i>Hard-Working Ninja</i> Coloring Sheet. Allow students time to complete the activity.</p>
Explain: Teacher introduces formal vocabulary and language to students.	strength character work ethic
Elaborate: Students apply what they have learned.	<p>1st Grade: Students will ask and answer questions about key details in a text.</p> <p>2nd Grade: Students will ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. Students will describe how characters in a story respond to major events and challenges.</p>
Evaluate: assessment.	Teachers will select which activities to use as formal/informal assessments.
Enrichment/Service-Learning Project	<p>Explain: April is the Month of the Military Child. Explain to students that children with parents who serve in the military have different sets of challenges. Their parents may be sent on deployments overseas, they move a lot, etc. Military children must learn the skills of strength, work ethic and good character from a young age to adjust to life as a military child. Hand out The Month of the Military Child Activity. Allow students time to complete. See a list of 50 potential projects provided by the United State Air Force on the last pages of this lesson plan. Print project completion certificates here.</p>

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Name _____

Hard-Working Ninja Comprehension Questions

1. Hard-Working Ninja introduces himself at the beginning of the book, what does he admit about himself?
2. What does Hard-Working Ninja tell each of his Ninja friends when they ask for his help with work they are doing?
3. When Hard-Working Ninja's dad asked for help painting the fence, what was Hard-Working Ninja's reply?
4. What does Hard-Working Ninja's dad tell him about hard work?
5. What is good character?
6. What is a good work ethic?
7. How does helping his dad paint the fence change Hard-Working Ninja's mind about work?
8. When Angry Ninja approaches Hard Working Ninja and ask him to play, he says, "Besides this looks like it is going to a long time." What does Hard-Working Ninja tell Angry Ninja?
9. When the Hard-Working Ninja and his friends finished painting the fence, he said the fence was a marvelous masterpiece, and he had never been so proud. What have you done before that gave you a sense of pride when you finished?

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ANSWER KEY

Name _____

Hard-Working Ninja Comprehension Questions

1. Hard-Working Ninja introduces himself at the beginning of the book, what does he admit about himself?
At the beginning of the book, Hard-Working Ninja admits that he has not always been a hard worker with a good work ethic.
2. What does Hard-Working Ninja tell each of his Ninja friends when they ask for his help with work they are doing? **Hard-Working Ninja tells his friends he cannot help them because their chores seem like a whole lot of hard work.**
3. When Hard-Working Ninja's dad asked for help painting the fence, what was Hard-Working Ninja's reply? **Hard-Working Ninja told his dad he would rather not help paint the fence because it seemed like a lot of hard work.**
4. What does Hard-Working Ninja's dad tell him about hard work? **Hard-Working Ninja's dad tells his son hard work can build skills like good character, it can be fun, it can be rewarding, and it helps build a good work ethic.**
5. What is good character? **Being a person with good character means you act with honesty, respect, responsibility, caring, and other good traits.**
6. What is a good work ethic? **A good work ethic is a set of values centered on the importance of doing good work and in a desire or determination to work hard.**
7. How does helping his dad paint the fence change Hard-Working Ninja's mind about work? **Hard-Working Ninja changes his mind about hard work when he helps his dad paint the fence because he begins to understand that a painted fence will benefit his family and his neighborhood.**
8. When Angry Ninja approaches Hard-Working Ninja and ask him to play, he says, "Besides this looks like it is going to a long time." What does Hard-Working Ninja tell Angry Ninja? **Hard-Working Ninja tells Angry Ninja it is going to take all day, but it will be worth it, because it will last for years.**
9. When the Hard-Working Ninja and his friends finished painting the fence, he said the fence was a marvelous masterpiece, and he had never been so proud. What have you done before that gave you a sense of pride when you finished? **Answers will vary.**

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What Would You Do-Good Character Scenarios for Discussion

Directions: Put students into groups of 3-4. Read each question aloud, allow students to “discuss” what they would do in each scenario. Once they have completed their discussion, ask a volunteer from each group to share their group’s best answer with the class.

1. You come home from school one day, and you get your brother’s favorite toy off of the shelf in his room and you play with it. When you finish playing with the toy, you do not put it back on the shelf, you leave it on the floor. Your family dog finds your brother’s favorite toy on the floor and chews it up. What do you do when your brother comes home and finds his toy chewed up on the floor?

2. Your teacher introduces a new student to your class at school. The student has just moved to your community, and other students are making fun of her because she does not dress like other students and she does not talk like other students. How would you feel if you were the new student and this happened to you? What would you do?

3. Your best friend asks you to help him rake an elderly neighbor’s yard one afternoon after school. The elderly neighbor can’t afford to pay either of you to rake the yard. You wanted to go home after school and play a video game. (Your parents will only allow you to play for 45 minutes, right after school.) If you help rake the yard, you will not have time to play your game. What would you tell your best friend?

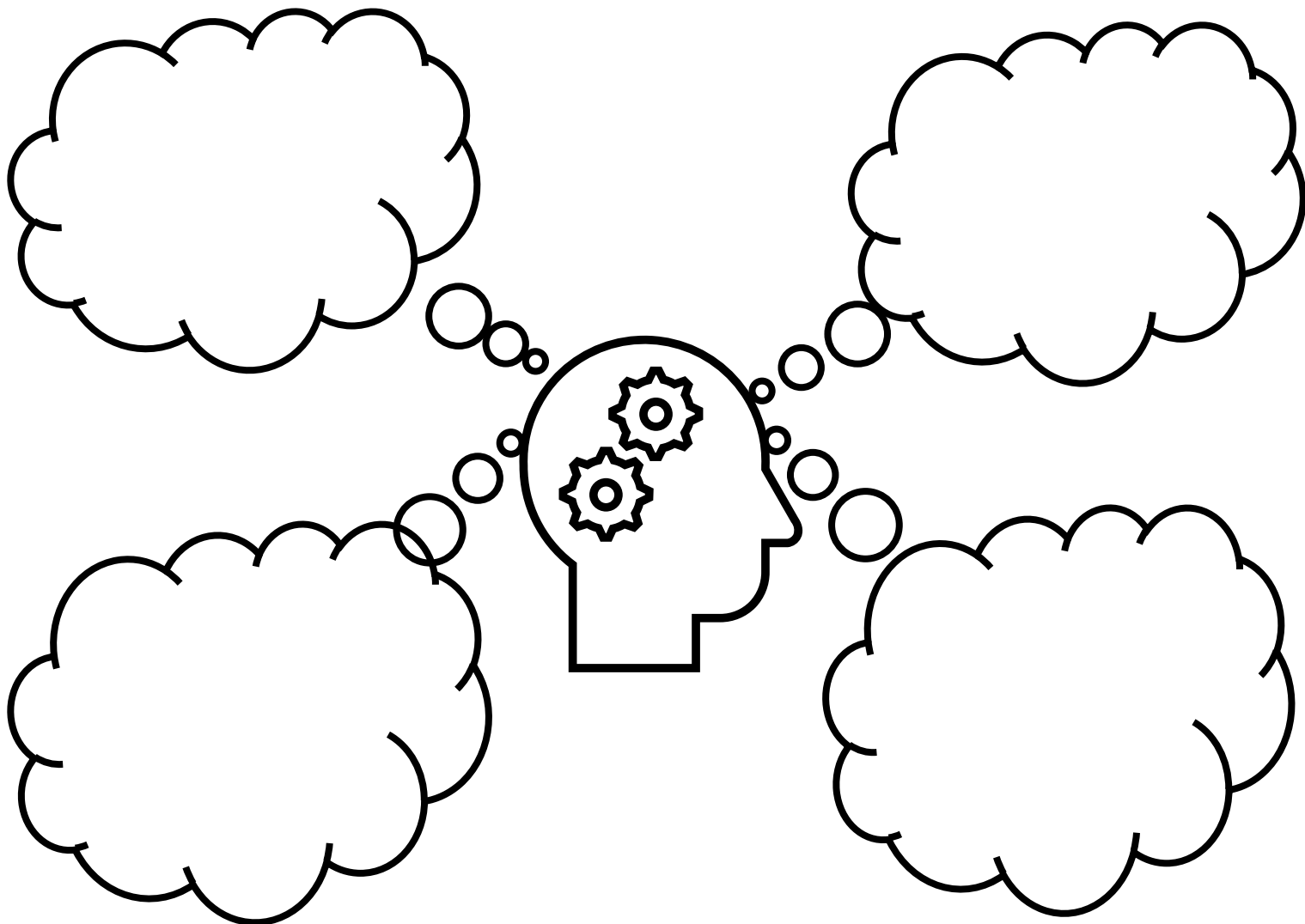
4. You walk into the cafeteria at school for lunch, and you see paper and a milk container on the floor next to a trash can. What do you do?

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**4 Good Character Traits I Have and
One I Will Work ON**



One Good Character Trait I will work on is:

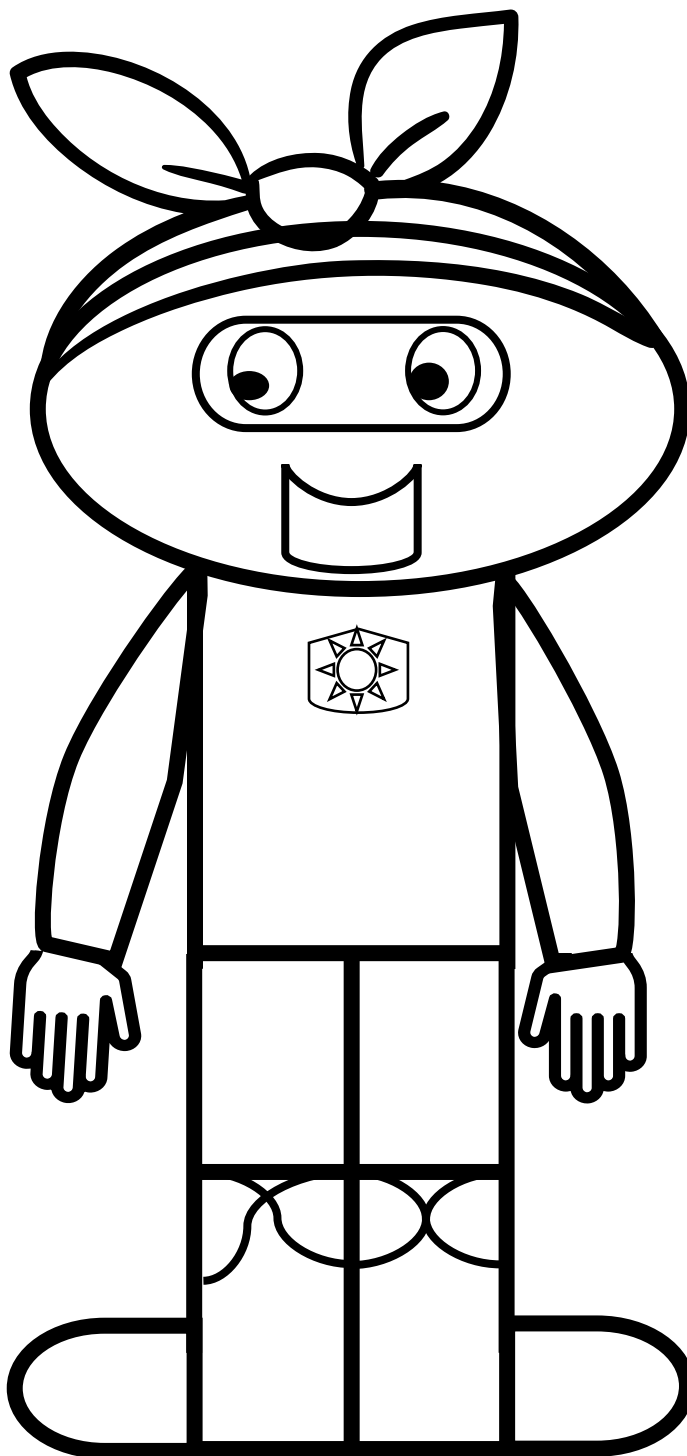
Things I will do to develop this trait:

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Color the *Hard-Working Ninja* Your Favorite Color



Remember-Honor-Teach

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The Military Child Acronym

Student Name _____

Create an acronym for military children using the letters of the word PURPLE. Remember an acronym is a word formed from the initial letters of other words.

Think about the stories you have listened to today in class, what kind of words do you think describe military children? See the example of the acronym for military children using the word BRAT.

B	ORN
R	OUGH
A	ND
T	OUGH

Now, create your own acronym here!

50 Ways

P	
U	
R	
P	
L	
E	

to

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Celebrate the Month of the Military Child (Dept of the Air Force School Liaison Program)

https://www.militarychild.org/MOMC_Toolkit

In 1986, Defense Secretary Caspar Weinberger designated April as Month of the Military Child. Military bases, cities and school districts around the world will honor these young American heroes with special events just for them. As part of this month-long celebration, local communities are invited to take part in Purple Up! Day established by your state and wear or display purple to recognize our military children.

Here are a few suggestions on how your school can celebrate the Month of the Military Child. Plan now for how you can show your support for military children in your schools. Work with your students, staff, PTA or Boosters to do recognition.

1. Kick off the Month of the Military Child with breakfast, or lunch for Military Connected Youth (MCY) in the school. Include their parents or other family members associated with the military. Don't forget to invite staff who were once military kids, too, or who may have a close family member serving our country. Ask everyone to wear purple and invite all military members to wear their uniform. PTO/PAB could pick up the tab.
2. Identify one day each week in April to highlight military families. Ideas include favorite service logo day, patriotic day, Purple day, etc. Dress-up throughout the month of April. Decorate the school with purple, purple camo, military insignias, etc.
3. Highlight April as Month of the Military Child on the school's marquee, and in staff and parent newsletters.
4. Have a daily or weekly announcement with military-connected student facts. Start with the national facts and move onto school facts. (i.e. Military Monday ... Did you know?) Followed by a public "thank you" for their service to our country.
5. Throughout the month, ask military connected kids or family members to make the announcements, or share an interesting fact about their life as a military child on the morning news show.
6. Decorate display cases and bulletin boards throughout April with military focused memorabilia, or items brought by military kids reflecting their experiences (where they have lived or traveled, family members' service memorabilia, parts of a uniform, patches, coins, models of planes etc.)
7. Create a world map and pinpoint where students and staff have lived because of their military lifestyle. This is a fantastic way to connect military kids with their peers. It's a total conversation starter when their peers say to them, "Wow! You lived in Japan?"
8. Take pics and decorate using flag as a backdrop and unique to their branch of service.
9. Decorate the school in flags, purple, and posters! Have a group of kids design posters thanking their families for their service. Have military kids make posters reflecting their experiences. Decorate with purple balloons. Have staff and students wear purple ribbons or carnations on the designated Purple UP day!
10. "Wall of Honor" Recognition: Schools are encouraged to display a "Wall of Honor" as a visual depiction of the school's military student population.
11. "Share Your Story" Project: Whether a military dependent yourself, classmate, friend, or neighbor of a military student, we are all impacted by the military community. Teachers are encouraged to incorporate Month of the Military Child recognition in their instruction by having students share their military-connection story through the visual arts, creative writing, musical composition, poetry, etc.
12. Adopt a deployed service member or unit. Create Care Packages for deployed troops. As a service project collect items from a class, grade, school group, or whole school. Packages can be sent to a student's family member or another unit identified through the school or community. Don't forget notes, card, pictures etc. For ideas of what to send contact a family member, local installation, or Red Cross.
13. As a service project adopt a deployed family. Find out what a family with a deployed service member needs help with. A class or school group can help with yard work, in home technology, childcare, tutoring, homework help, a weekend buddy, care package for the kids in the family and/or deployed member.
14. Create an atmosphere in individual classrooms to bring an awareness of MCY's lifestyle to their peers through conversations – ask questions, share experiences and point out the relatable experiences that all

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children have like: Talk about what it may feel like going to new school or on the first day of school, having parents leave on business trip, struggling making new friends or having to say goodbye to friends.

15. Ask a military member (a parent or sibling of someone in the class) to be a guest speaker and share their perspective on life in the military as well as their profession.

16. Time Zone Wall: A series of clocks on a wall identifying different time zones from around the world, with a focus on where a deployed family may be, where a MCY lived in the past, or where a MCY might be moving to.

17. Story time using books about military kids' experience, the military lifestyle, being the new kid in school, or appreciating differences in one another.

18. Show-n-Tell – Have students in something military related. Examples: memorabilia from an installation or service branch, favorite airplane, book, military character, items or pictures from prior living locations, pictures or anything related to being a mil kid.

19. Have a t-shirt drawing contest for the Month of the Military Child and make t-shirts for the school to show their support.

20. Write letters or draw pictures and send to deployed family members. They “serve too” and would benefit from a class pick me up.

21. As a class service project to send thank you cards to a local military installation, a local veteran home or get well cards to service members in a local military hospital.

22. Salute to Military Children at Sporting Events - Have the announcer make a special announcement before, during or after sporting events recognizing all military children. Have them raise the flag, sing the National Anthem or recite the Pledge of Allegiance.

23. Work with your School Liaison Office and bring in Senior Leadership (Male & Female) as guest speakers in High School Classes

24. During the daily morning announcements acknowledging military such as: a. Thanking military parents/faculty b. Play music such as I'm Proud to be an American c. Read a military poem

25. Do guidance lesson H is for Honor

26. Create Bulletin Board “What does HONOR mean to you...”

27. Designate a spirit week and have activities every day such as: Monday: Flag ceremony, Tuesday: wear red, white, and blue, Wednesday: Write a letter to thank a military person, etc...(Mon- Service Branch t-shirt, Tuesday Purple, Wed Orange for Unity...

28. Invite neighboring JROTC to your campus for demonstration

29. Encourage leadership by military students in the planning and implementation of the activities.

30. Create a postcard with the banner design on one side; write your thanks and give to a military family, individually or in an assembly

31. At an assembly or recognition tea, give a certificate of thanks to each military child. Invite military leadership or principal or military parents to hand out the certificates to each child.

32. Invite military parents to visit in their children's classrooms or at an assembly.

33. Have students create “thank you” cards for class-room or main hall bulletin boards to support military children.

34. Tie yellow or purple ribbons, one per military child in the school, on a tree outside the school or attach on the walls of the lunchroom or main hallway

35. Create a Transition Center with flyers and other district, school, School Liaison resources, and community resources for parents and staff.

36. Recognize Month of Military Child in your community via district and/or school webpages, school newsletters, school, social media and community reader boards, encouraging the local paper to do an article.

37. Have students create a banner each year to hang at the school entrance, on the fence, in the commons or gym for the month.

38. Create and share your school's activities with parents, children, and community members! Tag us on social media Facebook: DAF School Liaison Program Facebook use hashtags #MoMC #milkids #milfam #PurpleUp

39. Cafeteria serves Purple Foods during MOMC

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40. Military Parade All students dress up in patriotic outfits and parade through the school; ending in the courtyard. Each grade level performs a song and the Principal delivers a short speech thanking the children and families for their service.
41. Invite students to participate in an Essay Contest to describe how they do or can better support this nation and its military community; winners could be recognized by installation leadership.
42. Bootcamp challenge – invited active-duty volunteers to conduct various games with advisory classes (i.e., relay games, sit up challenges, etc.)
43. Door Decorating Contest – Theme – The Military Child – One winner per grade level – class would receive popcorn, or some kind of treat from PTO.
44. “Purple Ball”: It’s an evening that is all about the military child. The children dress up in their nicest clothes and The active-duty parent wear the dress uniform.
45. Host a Military Art Fair: have students provide images of military life or experiences; winners could be acknowledged by installation leadership or Adopt-a-School partners
46. Host a military luncheon for active-duty parents to have lunch with their children
47. Web Site Feature - Schools can promote the Month of the Military Child on their web sites. Provide links to sites that offer resources for military families.
48. Publicize Installation/Community Events - Use the school newsletter to publicize Month of the Military Child events and activities hosted by the installation/community. Look for ways schools can contribute to these celebrations (setting up an information or activity booth, having teachers volunteer at events and activities, etc.).
49. Host an Assembly for Month of the Military Child - Hold a school assembly honoring military children. Have students write a poem about what it means to be a military child and select several student volunteers to read their poems.
50. Teachers Salute Military Children - Ask teachers at your school to make a special project with their classes such as a picture frame, bookmark, journal, etc., that ties into the Month of the Military Child.