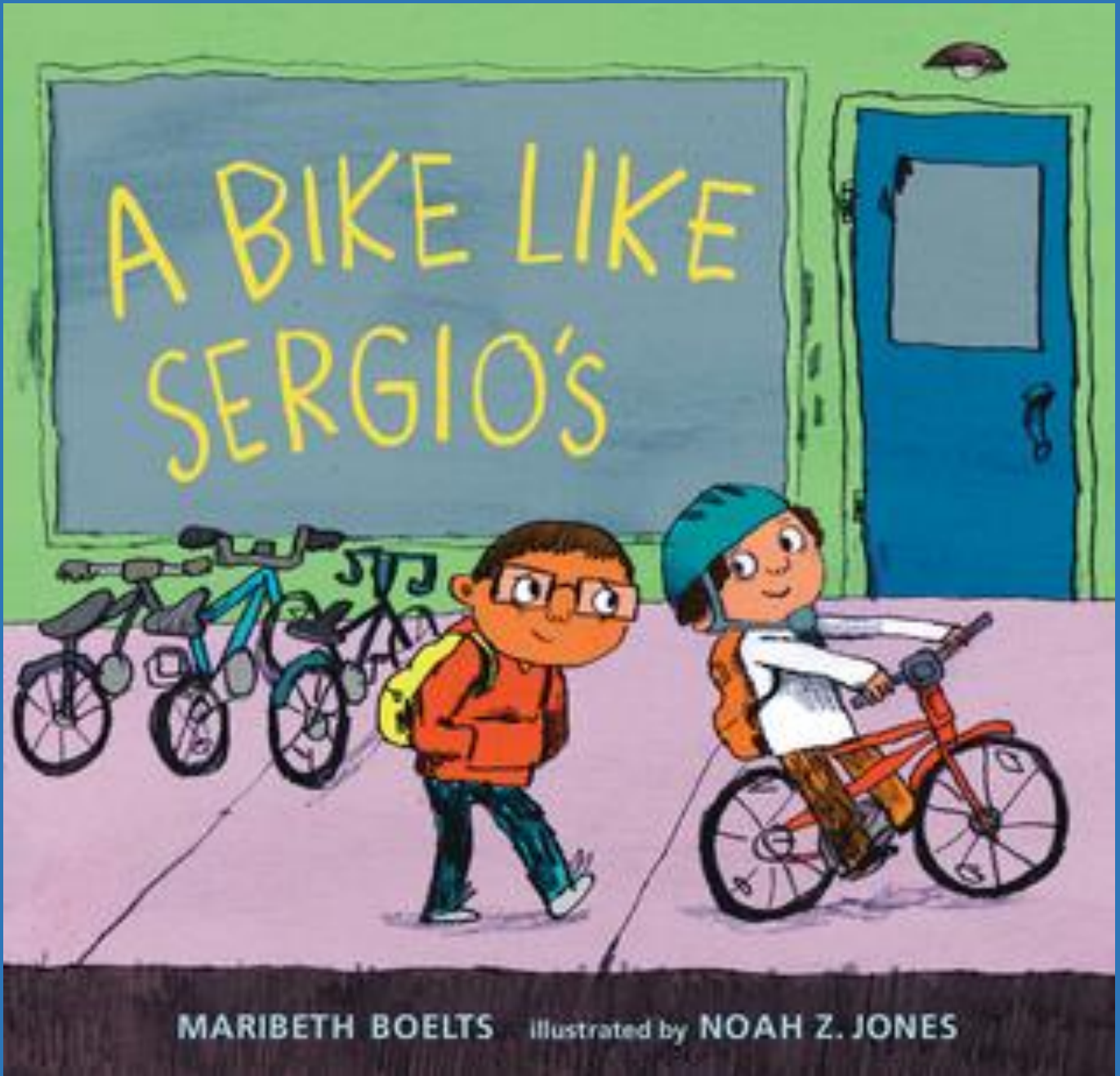


1<sup>st</sup> & 2<sup>nd</sup> Grades Lesson Plan  
Live with Purpose  
Honesty and Integrity



# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 1 <sup>st</sup> & 2 <sup>nd</sup> Grades	Lesson: Live with Purpose-Honesty and Integrity

<p><b>OBJECTIVES: CCSSELA RL. 1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>CCSSELA RL2.1:</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>CCSSELA RL2.3:</b> Describe how characters in a story respond to major events and challenges.</p>	<p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Drawing</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Think/Pair/Share</li> <li><input type="checkbox"/> Collaboration/Discussion Questions</li> <li><input type="checkbox"/> Small Groups</li> <li><input type="checkbox"/> Large Group</li> </ul>
<p><b>MATERIALS:</b></p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board; copy of Honesty and Integrity What Would You Do-Good Character Scenarios for Discussion; copies of Comprehension Questions <i>A Bike Like Sergios</i>; copies of Retell the Story, <i>A Bike Like Sergios</i>; copies of Story Elements <i>A Bike Like Sergio's</i> Graphic Organizer; copies of How Does Ruben's Character Change?; copies of What Was Ruben Thinking?; copies of Who, What, When, Where, Why and How Activity</p>
<p><b>Engage:</b> Hook the students</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 answers. Read aloud the 4 Honesty and Integrity What Would You Do-Good Character Scenarios for Discussion.</p>
<p><b>Explore:</b> Students make sense of a concept through observations.</p>	<p>Play YouTube Read aloud, <i>A Bike Like Sergios</i>, Author-Maribeth Boelts, Illustrator-Noah Z. Jones. <a href="https://youtu.be/ENcx2QcnaiY?si=nZ1hnyBuijzw9Ttkg">https://youtu.be/ENcx2QcnaiY?si=nZ1hnyBuijzw9Ttkg</a>            Hand out Comprehension Questions <i>A Bike Like Sergios</i> or Read the questions aloud. Allow the students time to complete the assignment.            Hand out Retell the Story, <i>A Bike Like Sergios</i>. Allow the students time to complete the assignment.            Hand out Story Elements <i>A Bike Like Sergio's</i> Graphic Organizer. Allow the students time to complete the assignment.            Hand out How Does Ruben's Character Change?. Allow the students time to complete the assignment.            Hand out What Was Ruben Thinking? Allow the students time to complete the assignment.</p>
<p><b>Explain:</b> Teacher introduces formal vocabulary and language to students.</p>	<p>honesty            integrity            other vocabulary assigned by the teacher from the text</p>
<p><b>Elaborate:</b> Students apply what they have learned.</p>	<p>1<sup>st</sup> Grade: Students will ask and answer questions about key details in a text.            2<sup>nd</sup> Grade: Students will ask and answer such questions as <i>who, what, where, when, 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>
<p><b>Evaluate:</b> assessment.</p>	<p>Teachers will select which activities to use as formal/informal assessments.</p>
<p><b>Enrichment/Service-Learning Project</b></p>	<p>May is National Military Appreciation Month! Write a note to Veterans in your community thanking them for their service!            The last Monday in May is Memorial Day, help honor the memory of local veterans who have passed away, by placing flags in local cemeteries.            Print project completion certificates <a href="#">here</a>.</p>

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 1 <sup>st</sup> & 2 <sup>nd</sup> Grades	Lesson: Live with Purpose-Honesty and Integrity

### Think-Pair-Share

### Honesty and Integrity

#### 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. Your best friend does not have his homework. He asks you to tell the teacher that you saw him doing his homework yesterday in study hall. The only problem is, you did not see him doing homework in study hall, instead, he was drawing pictures. What do you tell your best friend? What do you tell the teacher if she ask you about your best friend’s homework?
2. Your teacher sends home forms for parents to sign for an upcoming field trip. On the bus, you see one of your classmates asking a high school student to sign their parent’s name on the field trip form. The high school student signs the form for your classmate. What would you do?
3. Your best friend asks you to help him mow a yard for an elderly neighbor after school. The elderly neighbor can’t afford to pay either of you to mow the yard. You wanted to go home after school and watch television. (Your parents will only allow you to watch television for 45 minutes, right after school.) If you help mow the yard, you will not have time to watch your favorite television show. What would you tell your best friend?
4. You walk into the cafeteria at school for lunch, and you see a \$10 bill on the floor next to a trash can. What do you do?

#### Explain:

**Honesty** means we are truthful in what we say and do. It means people can rely on us and it’s the basis of a trusting relationship. Honesty is consistently telling the truth, accepting responsibility for your actions, and sharing important information with trusted adults – particularly about situations where you or others may need help.

**Integrity** is defined as being strong enough to do what you know is right. Integrity is also knowing the difference between right and wrong and choosing to do the right thing, even when it might be hard.

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 1 <sup>st</sup> & 2 <sup>nd</sup> Grades	Lesson: Live with Purpose-Honesty and Integrity

Name \_\_\_\_\_

### Comprehension Questions, *A Bike Like Sergio's*

1. What do we learn about Ruben in the first sentence in the book?
2. How do you think that makes Ruben feel?
3. When Sergio tells Ruben his birthday is coming, to ask his parents “again” to buy him a new bike, what does Ruben think?
4. What does that tell you about the difference in Ruben’s family and Sergio’s family?
5. Ruben doesn’t tell the lady in the blue coat when she drops the money. Instead, Ruben keeps it for himself, thinking it’s a dollar. Why do you think he made that decision?
6. Do you think he would have told her if he’d known it was more money? What would you have done?
7. How did Ruben feel later that night when he found out the money was actually a one-hundred-dollar bill and not a one-dollar bill?
8. The next day after school, Ruben and Sergio stop at the bike shop. Ruben sits on a bike like Sergio’s. When he gets home, his mother is making a grocery list. What do you suppose Ruben’s mom is thinking when she’s counting the cash in her wallet? Why does she cross things off her list?
9. Why was Ruben in a sweat when his mother asked him to stop at Sonny’s the next day after school to buy orange juice?
10. What did Ruben do when he saw the woman in the blue coat?
11. How did Ruben feel after he returned the money?

# Wreaths Across America

## Lesson Plan

Teacher:	Date:
Grade: 1 <sup>st</sup> & 2 <sup>nd</sup> Grades	Lesson: Live with Purpose-Honesty and Integrity

Name \_\_\_\_\_

### Comprehension Questions, *A Bike Like Sergio's*

1. What do we learn about Ruben in the first sentence in the book? **We learn that all of Ruben's friends have bikes, except Ruben.**
2. How do you think that makes Ruben feel? **Answers will vary.**
3. When Sergio tells Ruben his birthday is coming, to ask his parents "again" to buy him a new bike, what does Ruben think? **Ruben thinks Sergio must have forgotten there is a difference in what he gets for his birthday and what Sergio gets for his birthday.**
4. What does that tell you about the difference in Ruben's family and Sergio's family? **Ruben's family does not have the money to spend on a lot of extras like new bicycles.**
5. Ruben doesn't tell the lady in the blue coat when she drops the money. Instead, Ruben keeps it for himself, thinking it's a dollar. Why do you think he made that decision? **Ruben does not think a dollar is a lot of money and worth the time and effort it would take to return it.**
6. Do you think he would have told her if he'd known it was more money? What would you have done?  
**Answers will vary.**
7. How did Ruben feel later that night when he found out the money was actually a one-hundred-dollar bill and not a one-dollar bill? **Ruben was nervous when he found out how much money he had picked up off the floor, he was so nervous his hands were shaking.**
8. The next day after school, Ruben and Sergio stop at the bike shop. Ruben sits on a bike like Sergio's. When he gets home, his mother is making a grocery list. What do you suppose Ruben's mom is thinking when she's counting the cash in her wallet? Why does she cross things off her list? **Ruben's mother is trying to figure out how much money she has to buy groceries at the store on Saturday. After she counts her money, she crosses things off of the list that she cannot afford to buy.**
9. Why was Ruben in a sweat when his mother asked him to stop at Sonny's the next day after school to buy orange juice? **Ruben was afraid he would see the woman in the blue coat who had dropped the one hundred dollars.**
10. What did Ruben do when he saw the woman in the blue coat? **Ruben ran after her so he could return the money to her.**
11. How did Ruben feel after he returned the money? **He was both happy and sad.**

# Wreaths Across America Lesson Plan

Teacher:	Date:
Grade: 1 <sup>st</sup> & 2 <sup>nd</sup> Grades	Lesson: Live with Purpose-Honesty and Integrity

Name \_\_\_\_\_

## Retell the Story, *A Bike Like Sergio's Through Pictures*

**Directions:** Draw pictures in the spaces below for each part of the book, *A Bike Like Sergio's*.

Beginning

Middle

End



**Wreaths Across America  
Lesson Plan**

Teacher:	Date:
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Name \_\_\_\_\_

**Story Elements *A Bike Like Sergio's* Graphic Organizer**

**Main Character**



**Setting**



**Problem**



**Solution**



**Wreaths Across America  
Lesson Plan**

Teacher:	Date:
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Name \_\_\_\_\_

How Does Ruben's Character Change? Cite text evidence.

<b>\$100</b>	<b>BEGINNING</b>	<b>\$100</b>
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<b>\$100</b>	<b>MIDDLE</b>	<b>\$100</b>
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<b>\$100</b>	<b>END</b>	<b>\$100</b>
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What would you have done if you were Ruben? \_\_\_\_\_

\_\_\_\_\_

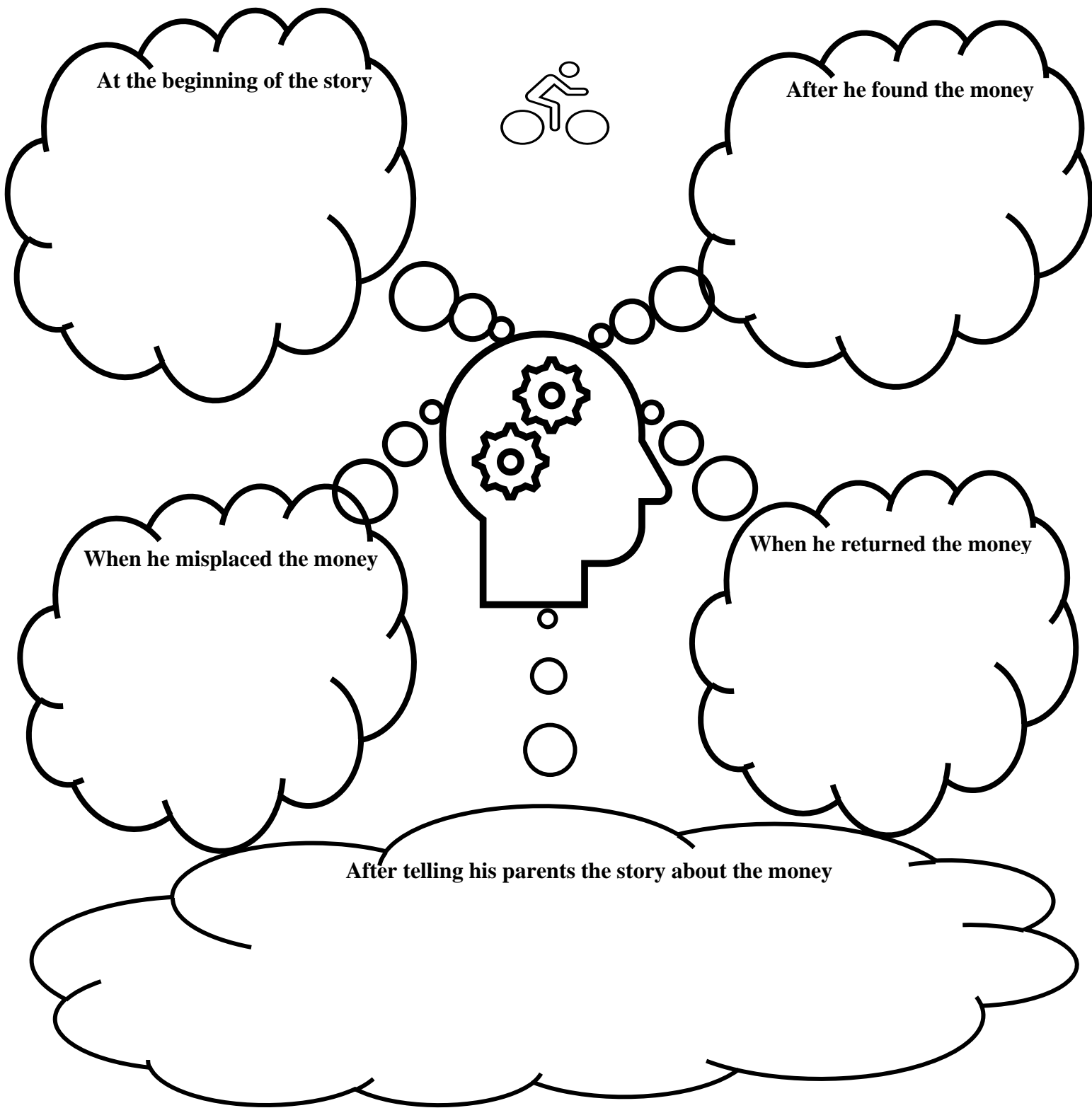


**Wreaths Across America  
Lesson Plan**

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**What was Ruben Thinking?**



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Name \_\_\_\_\_

## Who, What, When, Where, Why and How Activity

WHO?

WHAT?

WHEN?



WHERE?

WHY?

HOW?