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Introduction

Reading and Writing Activities for Social-Emotional Learning includes 15 units revolving around character development. The units were designed to help students develop a strong set of social and emotional skills necessary to cope with the social aspects of their daily lives. After reading each passage, students are provided with four different writing activities to gauge their understanding of the concepts provided.

Units can be presented consecutively or used as needed to address specific situations. Each unit is arranged in the same manner and includes the following components:

- **Teacher Notes** — Designed for the busy teacher, this page summarizes the passage and highlights the concepts addressed. Three or four thought-provoking discussion questions are provided for each reading passage. These questions should help guide the teacher when presenting each unit.
- **Reading Passage** — Each 3-page reading passage addresses a different aspect of character development in an age-appropriate manner. These passages can be read independently by students or as shared reading in small groups. (See page 4 for Lexile Level Chart.)

Many passages describe contemporary situations and how the characters may or may not deal with them. When possible, these passages leave it up to the student to determine how the characters resolved the situations they found themselves in. Other passages discuss events in history and how people's actions changed the way citizens were treated.

- **Reading Comprehension Questions** — Five questions follow each reading passage. The questions were designed to assess students' understanding of what they read. By reviewing these questions and answers as a class, educators can readily assess if students are grasping the material presented. These questions will hopefully be used as conversation starters to discuss the topics in greater depth when appropriate.
- **Writing Activities** — Four different writing activities are provided in each unit to increase understanding of each character development topic. Hopefully there will be time available for each activity, but if not, teachers may choose which activities are most appropriate for their students. These writing activities include poems, letter writing, journal entries, diary entries, and more.

Lexile Level Chart

Unit/Passage Title	Page	Lexile	Word Count
Unit 1—Appreciation	6	590	545
Unit 2—Caring	14	610	614
Unit 3—Citizenship	22	630	583
Unit 4—Cooperation	30	720	573
Unit 5—Fairness	38	600	543
Unit 6—Generosity	46	560	582
Unit 7—Honesty	54	590	516
Unit 8—Loyalty	62	630	453
Unit 9—Patience	70	580	533
Unit 10—Patriotism	78	640	514
Unit 11—Perseverance	86	670	529
Unit 12—Respect	94	600	561
Unit 13—Responsibility	102	480	540
Unit 14—Self-Discipline	110	750	559
Unit 15—Trustworthiness	118	550	520

Teacher Notes**Passage Summary**

Josie is thrilled with the success of a fundraiser, but she resents that one person gives her only three dollars. She learns that generosity is relative to what one has to offer.

Concepts to Consider

Josie's initial enthusiasm about the fundraiser is based on how much money she is getting from individuals. She finds the old man's three-dollar offering to be almost insulting and is irritated that she had to wait for such a paltry amount. But then she is made to realize the money means a lot more to the old man than she would have suspected. She and Mickey immediately try to think of a way to assist the old man, who clearly could use a little generosity himself.

Note that Mom is also motivated to help after this, even though she'd known about the man's plight before. Sometimes it's easy to ignore an everyday problem, yet be generous after a dramatic event, such as the tornado that figures into this story.

Discussion Questions

- Who shows generosity in this story? Explain.
- Should the old man have given more money? Why or why not?
- Have you ever done something generous? How did it make you feel?

Josie honestly didn't know if she was nervous or excited. She hopped off the front steps and back up again, waiting for Mickey to come down the street.

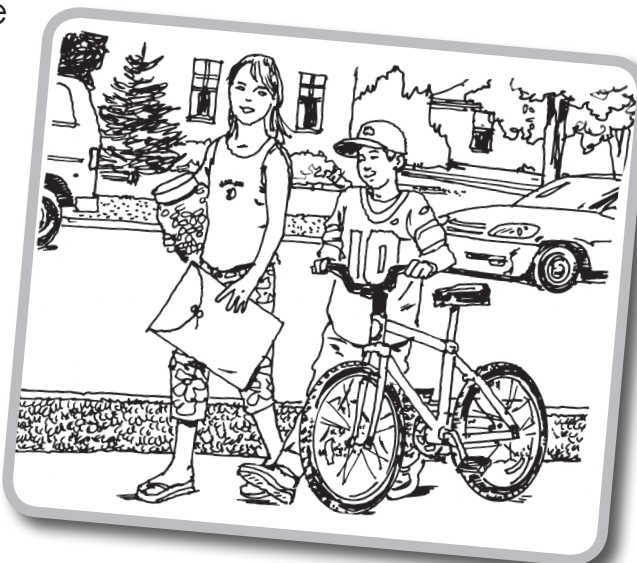
The whole school was participating in a fundraiser. They were trying to raise money for the people in Oak Grove who had lost their homes in a tornado. Many of the families were staying in a shelter while their homes were being rebuilt. People were working hard to collect money to help, and Josie and Mickey were among them.

Finally, Mickey rode his bike up to her house. Josie could tell he was excited.

"Ready to get out there and work?" he asked.

Josie jumped off the step a final time, and the two raced down the street.

Many of the neighbors were outside, working in their yards. The tornado hadn't hit here, but the winds had knocked down trees, and people were busily cleaning up. However, almost all of them stopped what they were doing to listen to Mickey and Josie. As soon as they heard the words, "money for the tornado victims," they went inside and brought out money.



Name: _____

1 Put the events of the story in order: _____

- a) Josie and Mickey eat lunch.
- b) The old man gives them three dollars.
- c) A tornado goes through Oak Grove.
- d) Josie waits for Mickey.

2 What is a tornado?

- a) a snow storm
- b) a sand storm
- c) a wind storm
- d) a lightning storm

3 Who made lunch for Josie and Mickey?

- a) the old man in the cottage
- b) Josie's mother
- c) they made lunch
- d) a diner

4 What were the neighbors doing in their yards?

- a) cleaning up
- b) building a bonfire
- c) collecting money
- d) painting their houses

5 What do you think will happen next in the story?

Name: _____

B

Write about what you think happens after Josie and Mickey go back to the old man's house.

C

Write a list of reasons people might be in need of money for food, clothes, or shelter.
