Tell me a story about feathers: Teaching discipline through literature

Carol Tripoli Rondeau

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TELL ME A STORY ABOUT FEATHERS: TEACHING DISCIPLINE THROUGH LITERATURE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Curriculum and Instruction

by
Carol Tripoli Rondeau
September 2005
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ABSTRACT

The days of the little red schoolhouse on the prairie are long gone. The discipline with which students were raised during these most important formative years of life has likewise vanished.

The problem of disciplining students today is complex. Violence on school campuses and terrorism as a way of life raise the question of who should be in charge of teaching discipline. Should students come to school knowing and practicing self-discipline? Should the schools be charged with the teaching of discipline? Should the churches and the psychologists step in and be responsible for students and their discipline?

On the whole today, schools are being told that it is their job to teach discipline to the students because the home, formerly the place of learning discipline, is largely ineffective. The educational community has accepted this challenge.

It is asserted here that it is very important to teach, not just tell, students how to become self-disciplined. This project contends that the instructional time given to Language Arts is the appropriate place to teach discipline.
A short history of discipline in the classroom is presented. A brief look at recent models of teaching discipline is given. A list and chart of recommended reading for the teaching of discipline in the classroom is provided. Most importantly, sample lesson plans integrating the teaching of discipline into the regular school day are offered to inspire and inform educators to become teachers of self-discipline.
ACKNOWLEDGMENTS

I wish to thank Dr. Ruth Sandlin, for her insight and instruction in developing the questions and shaping the form that have become the core of this project. I also wish to thank Dr. Mary Jo Skillings and Dr. Richard Ashcroft for their wisdom and energy in further refining the question, in helping to design the search of the literature, and shaping the content of this presentation.
DEDICATION

This project is dedicated to my husband, Daniel, for his constant support and encouragement. You are my treasure. This project is also dedicated to my sons, Christopher and Nicholas. Let the adventures continue!
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CHAPTER ONE

BACKGROUND

Introduction

Desirable behaviors creating order so that learning can occur is the result of discipline. Discipline in the elementary school classroom and the elementary school is critical to the teaching of grade level material. In an environment filled with expected, desirable behaviors, optimal teaching and learning can occur. When there is chaos in the classroom, the teacher has difficulty teaching and the students have difficulty learning. The result is frustrating to both.

Many school districts are concerned with the lack of discipline in the classroom and have formed committees to study the problem. Some have adopted curricula to add to the already full academic day. However, on the elementary school level, the way to address issues of discipline is less costly and less time consuming.

Children’s literature is filled with stories and examples that set out and model the kinds of behaviors that can help create a disciplined classroom. Knowing this, how can children’s literature be imbedded in the curriculum to model and teach desirable behaviors that
help create a favorable learning environment? What types of behaviors do we want to highlight and what literature would be best to highlight these behaviors?

Purpose of the Feathers Project

This project will examine how teachers can teach discipline in the existing Language Arts program. There is a difference between being told how to behave and being taught how to behave. Through a review of the literature and research focused upon discipline, the project will inquire into the differences between telling a student how to behave and teaching a student how to behave. This project will suggest that a creative and skillful sharing of literature in the time devoted to Language Arts can help a student learn to be self-disciplined; that is, the time for teaching self-discipline is already established in the school day.

The Challenge of Teaching

Teaching is more than techniques; teaching is reaching out "to touch that miracle called the individual human being" (Schmier, 1994); teaching requires personal reflection, attending to research and finally the translation of that knowledge into practical, measurable,
and sustainable actions that help students learn. The art and science of elementary school teaching is complex, normative, and ever changing (Washington University in St. Louis, 2004). The current philosophy that teachers are present to help students learn is reflected in the welcome message of the Principal of Saul Martinez Elementary School in Mecca, CA: "We are dedicated to ensuring that Saul Martinez School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential" (Saul Martinez Elementary School, 2004).

Demands on the Classroom Teacher

Teachers who deeply care about the students in their classroom will always have demands made on their time and energy within and after the instructional day. Teachers are expected, as professionals, to keep up with the new information supplied by research and apply it. Teachers are expected to follow and meet norms set by others; for the good of the whole community. Teachers are expected to care. Teachers are expected to make a difference.
The elementary school teacher must relate to all of the learning styles in the classroom. As can be detected in the course work used to prepare teachers, the elementary school teacher is expected to know about the intellectual and moral developmental stages of the students, and craft lessons accordingly. The elementary school teacher is expected to be sensitive to differences in language and culture and account for these differences when in the classroom. This can be challenging and exhausting at times. In addition to teaching the mind of the student, the teacher is charged with the teaching of discipline and the desired forms of behavior expected of the student.

As if keeping up with the research, applying it appropriately in the classroom, maintaining order and guiding the students to acceptable behaviors were not enough to fill up a day, teachers are given state curriculum standards to follow and district adopted texts to use, complete with pacing schedules. Teachers are required to teach the students and keep them “in line.” Today’s elementary school teacher is overwhelmed. The teaching of discipline can be another subject with another teacher manual leaving the teacher to wonder how to fit in just one more lesson in the lesson plan.
A Recent History of Discipline

Since the earliest days of schools, since the one room schoolhouse, discipline has been a part of the elementary school day, with the teacher being the first (and sometimes only) disciplinarian. Severe and restricted environments rewarded students for good behavior and punished students for poor behavior. Reward or punishment is still a widely accepted notion of what discipline means. Often teacher application of discipline was not a well thought out plan, it was a “knee-jerk” type of reaction to an immediate situation, and did not necessarily account for what was best for the student. Students often found the administration of discipline to be unyielding, a “My way or the highway” kind of situation. Sadly, history indicates that students who were frequently punished tended to leave school early and seek jobs that did not require a high school diploma.

In the modern school of today’s America this idea, “My way or the highway” does not work. As Kohut & Range (1986, p.2) note, “Prior to WWII, we didn’t have specific discipline programs. We maintained order in schools by throwing out the unruly and flunking out the unmotivated. Now we keep those students in school and try to find ways to keep them quiet.” Charles (2005, p. 21) agrees with
this assessment: "Prior to the middle of the twentieth century, classroom discipline was forceful and demanding and often harsh and punitive."

This began to change in the 1950s with the work of Fritz Redl and William Wattenberg as they "presented the first theory-based approach to discipline" (Charles, 2005, p. 22). In particular Redl and Wattenberg observed and commented on group behavior as it affected and elicited individual behavior. Even the teacher was affected by participation in a group (classroom), playing a role in the health or dysfunction of the group.

The work of B. F. Skinner in the 1950s, 60s, and 70s, in the area of behavior modification was widely reported and studied. "Although Skinner did not concern himself with classroom discipline per se, his discoveries concerning the shaping of desired behavior through reinforcement led directly to behavior modification, which is still used to speed and shape academic and social learning" (Charles, 2005).

In 1971 Jacob Kounin published Discipline and Group Management in Classrooms and opened "yet another window on classroom discipline" (Charles, 2005, p. 25). Kounin presented research data that suggested the best way to maintain discipline in the classroom was for the teacher
to keep students engaged in activity, constantly learning.

He offered a number of strategies to help teachers keep students engaged (Charles, 2005).

Haim Ginott “illuminated the critical role of communication in discipline, especially concerning how teachers talk to and with their students” (Charles, 2005, p. 27). His work, Teacher and Child, also appeared in 1971. “Ginott insisted that the only true discipline is self-discipline, which all teachers should try to promote in students. He made a number of especially helpful contributions concerning how teachers can communicate with students to foster positive relations while reducing and correcting misbehavior” (Charles, 2005, p. 29). Perhaps more than the others before him, Ginott has influenced today’s teacher the most: “His ideas are reiterated in virtually all of today’s popular systems of discipline” (Charles, 2005, p. 30). His system lacked an effective strategy for dealing with students who were disruptive. For this reason, teachers wanting to maintain classroom discipline continued to search for other techniques and methods.

Not an educator, Rudolf Dreikurs was the next great voice in promoting self-discipline within students in school. “Dreikurs taught that self-discipline could best
be achieved within the context of a democratic classroom” (Charles, 2005, p. 30). His writing and teaching is incorporated in a number of today’s approaches to classroom management and discipline. Ultimately, his approach was never adopted widely in its entirety because teachers “found it lacking in the ingredient they most wanted, namely, what to do to put an immediate stop to student disruptions, aggression, and defiance” (Charles, 2005, p. 33).

Also, significant to the times was the work of Carl Rogers. Rogers, a clinical psychologist, began to make his impact on the subject of discipline as early as 1931. Throughout the 1940s and 1950s Rogers researched and wrote. His basic theory is found in his first book, Client-Centered Theory. Later, Rogers wrote that the child was not inherently ruled by destructive forces. It is here, that Rogers parts company with Sigmund Freud. Freud strongly held to his theory of innate inner aggression drives by the child. Rogers aligned more with the beliefs of A.H. Maslow that the child is born “prior to good and evil.” Rogers believed that a child grows and becomes the sum of the child’s experiences. Further, Rogers believed that when the environment is empathetic, understanding, warm, and open, the child will choose what
is best and this will have far reaching implications (Wolfgang & Glickman, 1986). Carl Rogers continued to research and write into the 1980s. Clinical psychologist, Thomas Gordon based his model on the theory and practice of the Rogerian Model.

In the 1970s and '80s the work of Thomas Gordon was widely studied and explored. Gordon’s "books and training programs offer parents and teachers strategies for helping children become more self-reliant, self-controlled, responsible, and cooperative" (Charles, 2005, p. 33). His T.E.T: Teacher Effectiveness Training last revised in 1987, has informed the classroom management styles of numerous teachers. Again, seeking a technique to address disruption, misbehavior, or defiance, in the immediate situation outweighed the long-term process being advocated by Gordon. His process did not achieve widespread adoption, though it did influence teacher behavior and classroom management (Charles, 2005, pp. 33-35).

New Millennium Discipline

As the 21st Century dawns, discipline continues to be a much studied and tested topic in Education, in Business, in Psychology, Political Science, and Sociology. Throughout this project, the study, experience, and
synthesis of Marshall (2001) in the arena of discipline will serve as the framework for discussion.

Marvin Marshall, Professor of Education, developed The Raise Responsibility System. This system grew out of an article Marshall wrote in 1998, “Fostering Social Responsibility” (1998). Later, in 2001, Marshall devoted an entire chapter to his model in his book, Discipline without Stress, Punishments, or Rewards: How Teachers and Parents Promote Responsibility & Learning. Marshall’s model focuses on the responsibility of the individual child to do what is right. It teaches the child to ignore temptations or other outside influences. Marshall believes that the teacher can best help the student to be responsible for behavior by teaching, not just telling, students the expected behavior. Marshall’s research has found that when student responsibility for behavior increases, misbehavior decreases (Marshall, 2001). Teachers find this model appealing because it is easy to understand and apply.

The fields of Education and Psychology offer the educator a variety of models for classroom discipline. The Assertive Discipline Model gives the teacher the right to teach, the expectation that students will obey, and the support of parents and administration. Lee and Marlene
Canter have made major contributions to this model (Charles, 2005). The Positive Discipline Model makes clear to the students that the teacher is in charge and from the beginning the teacher teaches the structure of the classroom. Educators, Jane Nelsen, Lynn Lott, and H. Stephen Glenn have focused their efforts on this model (Charles, 2005). In the Skillstreaming Model there exists a philosophical position that the misbehaving student has a skill deficit and needs to be taught these missing skills to be behaved (Charles, 2005). The Behavior Analysis Model requires that the teacher target behaviors and behavioral objects (Charles, 2005). The Judicious Discipline Model deals with the constitutional rights of both students and teachers (Charles, 2005). The Peer Mediation Model uses peers to mediate between students and does not concern itself with fault finding or punishment for past behaviors (Charles, 2005).

Self-discipline: A Virtue and A Goal

The desired outcome of all of these models, and actions is student self-discipline. Discipline comes from the Latin word, disciplina, which means instruction. The original meaning of the word connotes the self-discipline necessary to master a task. As it has come to be used, of
course, discipline connotes either a punishment for misbehavior, or the kind of order and appropriate behaviors that allow something (like classroom instruction) to happen.

But another way to look at discipline refers to nature. This is the discipline that is necessary for a civil community. Discipline is not just an action to get children to behave in the current moment, but is a philosophy, and constructive actions, to support children as they learn to channel their energy in positive ways. In this view the child’s goals and the goals of the community are both achieved. Remember, discipline means to teach.

Discipline, as teaching, is a positive way of helping and guiding children to achieve self-control with or without the teacher, parent, or other custodial adult present. Discipline is teaching self-control. In the learning of self-control the student grows to understand that the rewards for self-discipline are internal.

Marshall (2001) argues that internal motivation is fostered in a positive learning environment. In this environment children are given choices that encourage ownership and empowerment. Discipline, as teaching, provides the moral code that makes it possible for the
small society of the classroom to function. Discipline, especially self-discipline, can be an opportunity rather than a problem.

Bennett (1997, p. 7) makes this observation about the opportunity and virtue of self-discipline: "Self-discipline is the virtue we use to manage ourselves and the different parts of our lives. Unfortunately, self-discipline is one of the hardest virtues to achieve."

However, with the right tools, self-discipline becomes a "do it yourself" project.

The classroom and school rules need to be directly taught just as the teacher would instruct any new knowledge in any subject area. In order for the students to achieve self-discipline they must perceive the task as having personal importance. The student needs to understand and believe that there is something to be gained by doing this task. The student needs to feel that the task can be accomplished. With the appropriate tools, resources, and information students feel confident about the task. In this way students are motivated to become self-disciplined.

The Raise Responsibility System (Marshall, 2001) is a discipline program and philosophy that teaches important concepts with an ultimate goal for self-discipline.
Students are given concepts to learn that are related to discipline. These concepts are processed through five activities. The concepts become meaningful because the student is led to create them. The principle of ownership becomes a fundamental characteristic of the system. Learning the concepts becomes meaningful to the student because this learning activity is “brain-compatible.”

Marshall (2001, p. 72) observes, “The [human] brain is hardwired to remember images more so than words or text. It is for this same reason that we remember stories. We make mental images as we read stories or as they are told to us.” Stories and literature are excellent ways to introduce the important concepts of discipline. Using the observations and philosophy, based upon classroom experiences, of The Raise Responsibility System, this project proposes that discipline, with the ultimate goal of fostering self-discipline, be taught in the elementary classroom in the existing curriculum using stories and literature.

At a time when the world focuses on the threat of terrorism we come to realize that these threats are forms of bullying. At the very same time 10-12% of all school students are miserable at school because they are on the receiving end of the school bully’s behavior (Marshall,
2001). As if misery at school was not enough, a study by Garrity indicated that about 20 percent of all school children are simply scared throughout the school day (Pam Golden & Associates, 2004). While trying to provide a safe and caring school environment we are awakened to the reality that every seven minutes an incidence of bullying occurs on an elementary school playground (Pam Golden & Associates, 2004). We are at a critical, yet opportune time to offer the goals of self-discipline to students as a part of the existing day without lengthening the school day or adding another lesson to be squeezed into an already full school day. Not much learning takes place when students are in fear. Not much living takes place when people are in fear.

In an already crowded classroom schedule teachers are asked to squeeze in one more thing. Difficult to measure, not exactly an "academic" treasure, this "one more thing" is of vital importance to the teaching of the whole child. It is time that we face the fact as educators that our students no longer come from home with the values, character training, and accepted societal behaviors that students of years past received from their parents.

"Effective discipline is essential if we intend to provide students with a functional and safe learning environment"
When educators fail to teach students accepted behaviors, with the ultimate goal of self-discipline, they have failed both the student and the community. The current needs of the students demand that they are taught how to behave, not just told how to behave.

Students are more apt to remember visuals and stories as examples of good or appropriate behavior than they are to remember being told (even repeatedly) what good or appropriate behavior is required in a particular situation. The research will suggest that using literature will create ownership of appropriate behaviors for the student.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Daily, schools and school districts are faced with the problem of how to teach, maintain discipline and create a safe and orderly environment for their students, faculty, and staff. Peterson and Skiba (2002) offer a succinct summary of the challenge:

There is much interest in assisting schools to better support the behavioral needs of students in school. These efforts are motivated by various problems in schools including violence, drug and alcohol use, bullying, harassment and other behaviors. They are also motivated by the desire to "leave no child behind" in our efforts to provide effective academic instruction in schools. Most educators realize that effective academic learning requires a safe, organized and civil learning environment, as well as the ability to shape and change the behavior of those having difficulty with their behavior. (p. 7)
What is generally accepted as "good discipline" is really "good order." As Rogus (2001) and others (Wayson, 2001; Marshall, 2001) argue, one goal of teaching is to produce self-discipline in the student which in turn produces good order in the school environment rather than imposing good order in the school enforced by omnipresent authorities.

Teaching self-discipline and achieving self-discipline is an important goal for all students. The question of how to produce self-discipline is not new (Rogus, 2001). The urgency to teach self-discipline is heightened in an era of unprecedented freedoms and incredible technologies capable of producing chaos and destruction. Insight into the teaching of self-discipline can be gained by framing the questions against the backdrop of the practice of discipline in the American classroom.

Historical Roots of Classroom Discipline

A brief look at the history of discipline in American schools is informative. Hyman (1990, pp. 25-70) gives a concise history of discipline, in the form of corporal punishment, in the American classroom and school.
Fortunately, current law discourages the use of corporal punishment as a means of discipline in today’s classroom.

Current discipline attitudes in the United States are rooted in the religious teachings of the Old Testament of the Bible. The Book of Proverbs is clear about the outcomes of not disciplining children. Solomon urges that “he that spareth the rod hateth his son, he that loveth him, chasteneth him” (13:24). In addition to this admonition Proverbs goes on to say, “Withhold not correction from the child: for if thou beatest him with the rod he shall not die. Thou shalt beat him with the rod, and shall deliver him from hell” (23:13-14) and “Foolishness is bound in the heart of a child: but the rod of correction shall drive it from him” (22:15).

In Victorian England the expression “spare the rod and spoil the child” became the battle cry for those who were in charge of children. It is commonly thought that this familiar adage came from the pages of the Bible, thus, giving it power and the imprimatur needed to carry out forms of severe punishment, especially corporal punishment. However, these well known words came from the English author Samuel Butler. In his poem, Butler does not speak to the use of beating children as a method of discipline. “It is significant that a witty writer, who
frankly treats the subject of whipping for what it is—an indecent subject—should have provided many generations with a supposed precept from the Bible” (Hyman, 1990, p. 31).

“Spare the rod and spoil the child” left Victorian England and supported by Christian theology, especially the doctrine of Original Sin, taught that it was important to beat children in an effort to combat Satan. “Beating the devil out of children” was an important element of the evangelical and fundamental Protestant belief of the time. Its purpose was to build good character and create upstanding citizens.

However, a close look at the New Testament offers a new light on an age old subject. It is here that Jesus Christ denounces any violence toward children. It is evident that he was against violence as a solution to problems of any kind. Gospel stories reveal Jesus being quite explicit: let the children come to Him, accept the Kingdom as a child, and the greatest in the Kingdom will be like a child. In addition, we learn that Jesus defused a tense situation saying that whoever is without sin should cast the first stone. The words of the “Golden Rule” were uttered by Jesus and leave little room for
argument that beating is an acceptable choice: “Do to others as you would have them do to you” (Luke 6:31).

A close look at classroom discipline today reveals the English culture and norms as foundational. As far back as 1669 the issue of severe discipline was brought to the attention of the Parliament. It seems that children were subjected to the practice of having the devil beat out of them by sadistic schoolmasters. It was felt that teachers should not automatically qualify as a teacher simply because of a command of Latin and Greek. It was strongly felt that teachers must have training in child development, psychology, and teaching methods. This became the precursor to contemporary requirements for teachers of today.

In colonial New England in the seventeenth and eighteenth centuries, education and its discipline policies had the goal of maintaining the authority of the government and religion. Strict and cruel punishment was used, and used far too often, in order to maintain the authority of the government and religion (Bear, 1998). The colonists were taught to read and write so that they could obey the laws of God and be held accountable to them. Government supported church schools and taught obedience to God and then to the state. It was hoped that
the teaching of discipline would reduce the ego in the child (Bear, 1998). Additional precepts of colonial education that linger in to the present day include:

- Education is still considered, by some a means of preparing children to obey the authority of the government.
- People still think that education can function as a social panacea by eliminating crime, immorality, and poverty.
- Education is still considered by some, a means of maintaining social class differences.
  (Spring, 2001, p. 10)

Since colonial education was oriented toward teaching respect for authority and maintaining social and religious order it is not surprising to find that the instruction of the day was religious in nature. Students were required to memorize the daily verse:

I will fear God, and honour the KING.
I will honour my Father & Mother.
I will obey my Superiors.
I will Submit to my Elders. (Spring, 2001, p. 13)

In addition, instruction included recitation of the Lord’s Prayer, the Creed, the Ten Commandments, a list of
the books of the Old and New Testaments, and a catechism complete with questions and answers (Spring, 2001).

Latin, Greek, and Hebrew were part of the education as well. These languages were included with the hope that students would learn the wisdom of the Greeks and Romans as preparation for civic and religious responsibilities and leadership (Spring, 2001). It is not surprising to see that a study of Harvard graduates in the seventeenth century indicates roughly half became clergymen, with the next largest group of graduates becoming public servants (Spring, 2001).

As the colonies grew into a country of their own right, it became clear that the citizens of the young country would have to do something to provide the right kind of education for the Native American children. It was strongly felt that in the Native American families there was very little order or discipline. This was, of course, quite untrue. Many white children who were captured by Native Americans preferred to remain with their captors in order to avoid returning to school (i.e., returning to punishment and strict order enforced by even stricter teachers). The existing colonial schools emphasized discipline, authority, and memorization,
feeling it necessary to break the will of the child (Spring, 2001).

The education of the Native American child was not absent or even lacking. Although it was not a formal method of schooling, Native American children were educated for tribal life. Education for these children was integrated into the community life of the tribe. Native American children were educated by working with adults, in the tribal ceremonies, puberty rites, and the customs of the clan. All this education was delivered to the Native American child by the storytelling done by the elders of the tribe (Spring, 2001).

Discipline in Today's Classroom

Current practice favors developing or purchasing discipline programs to meet the demanding challenge of the contemporary school. It is easy to see in this trend the acceptance of the colonial model (without the overt religious overtones) of discipline.

The 2001 study of Johnson, Boyden, and Pittz (as cited in Noguera, 2003) shows that those students who have the greatest academic, social, economic, and emotional needs are the students most frequently punished. "In most schools and districts, an examination of which students
are most likely to be suspended, expelled, or removed from
the classroom for punishment, reveals that minorities
(especially Blacks and Latinos), males and low achievers
generally, are vastly over-represented" (Noguera, 2003, p.
341). The prison population is, also, disproportionately
made up of poor Black and Latino inmates (Noguera, 2003).

"Finding ways to produce safe and orderly schools
need not compel us to turn schools into prisons or
detention centers" (Noguera, 2003, p. 350). No discipline
program can guarantee its results. A prepackaged,
isolated, one-size-fits-all discipline program does not
stop students from getting into trouble. However, the
prepackaged program can be easily presented, easily
understood in concept, and usually appears to be a good
solution to maintain order and produce good citizens (the
heart of American discipline for hundreds of years). By
contrast, a discipline program that is rich in literature,
that is grade level appropriate and imbedded into the
existing Language Arts program has the potential to
prevent discipline problems and to teach discipline as a
way of life; however, it is a more difficult sale to
school boards, administrators, and teachers already
stressed.
Developing a school or district-wide program can be a costly venture in both time and money. Either a committee or an individual must define and identify the problem as it affects learning and the school community. Purchasing a packaged program from a company or consultant can be tricky at best.

Usually a consultant will come to the school site or the district office to present their program and convince the audience that it does, in fact, have a discipline problem. A. Kohn, teacher and author, criticizes these programs as doing little more than "handling or training" children. Further, these programs ultimately only produce ways to outsmart students and set methods for establishing consequences. The end result is mindless compliance and control (Kohn, 1996).

The Coachella Valley Unified School District, in which the author works, typifies the current practice. In 2003, the Coachella Valley Unified School District acted upon a school board recommendation to improve discipline on all of its campuses by inviting schools to adopt a bully prevention program. Early in the school year an exploratory committee was formed. This committee met once a month to define the problem of bullying, to discuss what was happening at each school with regard to bullies, and
to learn more about the possible ways to prevent the discipline problem of bullying. After attending conferences, reading related material, and viewing electronic and personal presentations, the committee chose a packaged program. The program selected to serve the needs of the Coachella Valley Unified School District has two components, Second Step and Steps to Respect (Pam Golden & Associates, 2004).

This bully prevention program begins by training all adults who are on campus. All persons in administration, certificated personnel, classified personnel, all yard supervisors, and all volunteers are expected to attend the training. A future goal of Second Step and Steps to Respect is to train all adults in the district who come in contact with students, such as bus drivers. The training goes from "adults only" training and then to the classroom for sample lessons. Each school site develops a handbook and the packaged lessons are ready to begin.

Using Language Arts to Teach Discipline

The Coachella Valley Unified School District is made up of mostly rural, agricultural land. Ten thousand of its 14,000 students live on Native American land from which taxes cannot be collected. Over 99% of the students
in the Coachella Valley Unified School District are from "minority" populations (Coachella Valley Unified School District, 2003; California Department of Education, 2004). Poverty is an issue; over 99 percent of the students are on the free or reduced lunches program (R. E. Bailey, personal communication, January 9, 2003). The vast majority of the students speak Spanish at home. This population struggles with English as a second language. Most schools have sheltered English instruction.

The time devoted to Language Arts is essential for the acquisition of fluency in English for the students of the Coachella Valley Unified School District. Acquiring of self-discipline is equally important for the students and the society in which they grow and live.

As is the case in the Coachella Valley Unified School District, the packaged program chosen by a school or district must often be added to the regular academic curriculum. However, the best way to ensure discipline is through the curriculum (Hyman, 1990). To imbed the teaching of self-discipline in the teaching of Language Arts does not require adding time to the instructional day. Discipline can be integrated into the existing curriculum (Pepper and Henry, 2001). Curriculum is fundamental and critical in terms of discipline (Hyman,
1990). As Kohn (1996) rightly observes, students will act in school according to what they are being asked to learn. Student behavior can be traced directly to the curriculum. When the curriculum is appropriate, stimulating, and enlightening students respond with the desired behavior (Hyman, 1990). "The curriculum is part of the larger classroom context from which a student's behavior or misbehavior emerges" (Kohn, 1996, p. 21).

If student behavior or misbehavior is to make sense the curriculum must be scrutinized. Is the curriculum too simple or too boring? Does the curriculum lack value? Does it lack the opportunity for students to interact with others? Students must be exposed to a curriculum that is rich in extending thinking and eliciting curiosity. The research of Center, Deitz, and Kaufman (1982), supports the contention that when behavior problems arise one of the first factors to be examined should be the curriculum and its appropriateness for the student.

Self-discipline Must Be Taught

Marshall, in his book *Discipline without Stress, Punishments or Rewards*, makes a strong and well documented presentation that the concepts of discipline, with an ultimate goal of a self-disciplined student, must be
taught to the student, not just told to the student (Marshall, 2001). Teaching self-discipline allows children to make choices about their actions (Halsey, 1994).

Discipline is considered teachable (Wayson, 2001). In its most fundamental form, discipline means teaching not punishment. Self-control is the first lesson. It provides boundaries for learning how to maintain control. Research shows that even a newborn looks for these boundaries (Brazelton & Sparrow, 2005). Discipline can be learned and teachers must teach how to develop and maintain discipline (Wayson, 2001). Discipline does not need to be relegated to a ten minute time slot somewhere in the school day, it can be taught every day. By using sound educational practices, such as direct instruction, discipline can be taught, every day (Marshall, 2001). The former Secretary of Education, Rod Paige, was firm in the belief that the teaching of discipline is at the heart of the entire education program. “It cannot be taught ten minutes a day. It cannot be taught as a course separate from others.”(Paige, 2004)

Self-discipline is a way of life (Paige, 2004; Rogus, 2001). Teaching students to be disciplined is an important lesson that must not be taught outside of the
daily curriculum. Self-discipline must be imbedded in all curriculum areas. No additional time is needed, just a commitment to do it.

Imbedding Discipline in the Language Arts Time

Language Arts Standards

The Reading/Language Arts Framework For California Public Schools has gone to great lengths to provide a framework for addressing reading, writing, speaking, listening, and written and oral English-language conventions for a range of learners (from Kindergarten through High School). At the end of twelve years it is hoped that, as teachers have accepted and met their responsibilities, students will leave high school proficient in reading, writing, speaking, and listening to the English language. "Teaching our children to use and enjoy the power of language is a shared responsibility" (California Department of Education, 1999, p. vii). This responsibility, as outlined in the state framework for Reading and the Language Arts, consumes a large chunk of the school day.

The Coachella Valley Unified School District has adopted the Houghton-Mifflin Language Arts texts. To fully implement this material the classroom teacher must
allot the entire morning time. The time from the
beginning of the school day up until lunch is solely
devoted to Language Arts. This is known as “sacred time.”

Teaching Discipline While Teaching Language Arts

A look at the curriculum suggests that the Language
Arts would provide the appropriate place for the teaching
of discipline. Language Arts programs encourage teachers
to read aloud to the students with frequency and purpose.
Also, it is in the Language Arts instruction time that
teachers teach comprehension skills, word study and
vocabulary, language development, and listening skills.
All of these skills compliment the teaching and learning
of discipline. Read aloud material can include books with
topics or themes that include stories that exemplify
desired discipline behaviors. Opitz and Rasinski, in
Good-Bye Round Robin (1998), argue that comprehension is
the purpose of reading. They also go on to say that
reading is a social activity. Reading, especially reading
aloud by the classroom teacher, offers a necessary time to
share information and to learn from one another. This
makes the perfect environment for students to learn
discipline. While the teacher orally reads to the
students stories that teach discipline, students expand
their listening vocabularies. Words that are critical to
the understanding of discipline topics can be explained appropriately during the Language Arts time. Research suggests that children increase their vocabularies by merely listening to stories read aloud, even without teacher explanation of word meanings (Opitz & Rasinski, 1998). It is here, the Language Arts, where the teaching of discipline can be accommodated and is appropriately placed. It is here, the Language Arts, where teachers read aloud and teach reading. The Language Arts is the natural place in the curriculum for the teaching and learning of discipline.

With the full morning devoted to Language Arts, and knowing that other curriculum areas (with standards to be met) consume much of the rest of the instructional day, it is easy to understand the panic a teacher might feel if another curriculum area, discipline, is to be added to the already full academic day. However, as Kohn argues, the time to teach discipline is not time to be added, but already exists in the school day (Kohn, 1996). Kohn suggests that by keeping an eye on and using selected material a teacher has the necessary time and information to teach discipline during Language Arts studies. He offers that literature can be chosen and taught so that Language Arts and discipline can be taught during the very
same time. Academic instruction can be used to support the teaching of discipline.

Teaching Discipline Using Stories

The teaching of discipline concepts can be purposefully imbedded in the Language Arts. Learning discipline imbeds discipline in the daily lives of students. Using stories in the Language Arts to teach discipline allows the concepts of discipline to be taught, not just told to the students.

Teaching discipline in the Language Arts is most effective by using story telling. Language Arts is, after all, about words. Stories use words in creative and memorable ways. Stories lie at the center of language (Caduto & Bruchac, 1989).

Brody and Punzak (1992) make this point in their introductory words to a book of stories about peace and justice and the environment:

Let us remember the power of story! Let us bring stories back into the classroom and re-capture education as a stronghold for the empowered imagination, for change, and for dreams. The well-told tale will take root, like a seed, in the heart of a child.
Let us remember the power of story! James Stevens remembered, saying, “I have learned...that the head does not hear anything until the heart has listened, and what the heart knows today the head will understand tomorrow.” (p. 4)

The instruction needs to be oriented to the appropriate grade level (Marshall, 2001). It is important that children of all ages receive diverse experiences hearing words and language patterns. This builds literacy skills. It is powerful to hear the natural rhythms of language (Mitchoff, 2005). The bonus for students is the appropriation of discipline concepts while sharpening literacy skills.

Mello (2001b) further notes, “Storytelling is one of the oldest, if not the oldest method of communicating ideas and images. Story performance honed our mythologies long before they were written and edited by scribes, poets, or scholars” (¶ 2). There is evidence suggesting a direct link between students exposed to story telling and student success (Mello, 2001a; Mello, 2001b). The teaching of discipline through story telling is an excellent way of getting the message across. Children enjoy discovering the moral lesson through story telling
(Davies, 2004). At the same time, of course, the students are acquiring valuable skills in the Language Arts.

Discipline concepts can be taught every day, since Language Arts is part of the daily curriculum. "Stories and literature are excellent ways to introduce the concepts" (Marshall, 2001, p. 82). Once introduced, these concepts can be reviewed. S. C. Bryant developed and published a list of stories that teach discipline concepts (1915, pp. 252-253). Her list includes stories from the Bible, Aesop's Fables, and tales from Mother Goose. Barnum Woods Elementary School in East Meadows, New York, has used the Harry Potter books to develop a program that teaches good behavior and self-discipline (School imbues students, 2003).

In the story, Miss Nelson Is Missing, students are introduced to the fact that when there is chaos, authority is the most expeditious way to re-establish order. The story of The Three Little Pigs is a story that easily shows what happens when there is a bully in the neighborhood. Snow White and the Seven Dwarfs illustrates individual responsibility for living in a community and at the same time an awareness of diversity of people living in that community. Peter, in The Hole in the Dike, demonstrates self-reliance and a concern for the community
he calls home. *Ira Sleeps Over* reminds students that external pressures can sometimes be in conflict with internal desires when making decisions (Marshall, 2001).

Material relevant to the students is the key factor in choosing and using literature to teach discipline concepts. As Berreth and Berman (1997) explain, it is important to structure all teaching and learning of discipline within a developmental context. For example, simple repetition of lessons and stories works well with younger students but may not be as appropriate with an older group (Romanowski, 2003). As Marshall (2001) notes, "The point is emphasized: examples, rather than definitions, bring understanding and applicability" (p. 83). From her experiences Davies (2004) reports the effect of storytelling (using the Language Arts in a creative way):

Working in schools . . . . I've seen the effect a tale can have, and the way different pupils grasp the concept of creating a story in the oral tradition—even those who otherwise struggle with language often become animated and involved. They are encouraged to use words, to broaden their vocabulary and create tales . . . storytelling activities fire the imagination and
motivate young minds, and are an excellent way of getting a message across.

Summary

Discipline in the American school has ideally sought to instill the will for and skills for self-discipline in the student. Storytelling, fables, myths, and fairy tales, have long been used in the home and in the community to inspire the behaviors beneficial to the individual and the society.

The thinking of researchers, philosophers, and scholars, suggests that the place for teaching discipline, the place for inspiring self-discipline, in today's students is available now, for the creative teacher, in the time set aside for the Language Arts.

The Language Arts curriculum allows the classroom teacher to reach for the ideal of teaching self-discipline while simultaneously helping the students advance in all their language skills by using the various forms and methods of storytelling. Only creative thinking and application is needed, not additional classroom time nor another purchased program. This project will show the way
to creatively imbed the teaching of discipline in the daily Language Arts time.
CHAPTER THREE

METHODOLOGY, GOALS AND LIMITATIONS

Introduction

The goal of this project is to demonstrate the importance of teaching discipline to elementary school students. Additionally, this project will demonstrate that the instructional minutes already exist for the teaching of discipline during the time currently allotted in the curriculum for Language Arts. It is hoped that students will come to own and accept the desired behaviors through rich literature, shared and explored by the classroom teacher. The ultimate goal of this project is to give teachers and administrators one more tool to make schools safer, more enjoyable environments for every student while at the same time giving students ownership of values and behaviors that will help them become responsible and valuable members of society.

Methods

Teachers are presented with six lesson plans (Appendix A) that have been found to be effective in the teaching of discipline. A book review for the teacher will precede the teaching section of each lesson plan.
Teachers might find the use of realia will enhance the lesson. Aristotle’s wisdom sets out the importance of seeing: “It is the image-making part of the mind which makes the work of the higher processes of thought possible. Hence the mind never thinks without a mental picture. The thinking faculty thinks of its form in pictures” (Joyce, Weil, & Calhoun, 2004, p. 144).

Preparatory strategies for reading the stories aloud will provide background knowledge about the stories for all elementary school students, especially those students for whom English is a second language. In addition, students will be prepared to know the discipline situation encountered in each selection. The Read Aloud section of the lesson plan provides suggestions for keeping student attention. Tone and voice modulation is necessary in storytelling. Lesson activities will allow students the opportunity to explore and maintain ownership of the discipline behavior taught through the story selection. This section will also include standards to be met in the Third Grade Curriculum for the State of California. Teachers can include book reporting in the lesson.

To increase the frequency of a topic and to add other topics of interest, a list of additional story selections is provided in Appendix B. The Annotated List of
Recommended Books to Include and Read in the imbedded Language Arts program is also charted to make it easier to choose books and stories on a particular issue. Appendix C presents two inventories for a teacher to use to elicit the interests of students. From student responses to the inventories, the teacher will be able to research and choose additional stories to use for teaching discipline in the time devoted to Language Arts.

Limitations

Crisis intervention is not explored in this project. A student physically harming another student will require interventions not discussed here. This project does include a discussion of how to begin to teach self-discipline within the instructional day so that fighting, shoving, kicking, tripping, and other abusive behaviors are discarded for more appropriate behaviors. The purposeful and detailed method of teaching discipline set forth here is to be used in the calm of the classroom when cool heads prevail.

The teaching of discipline as a program of prevention in the classroom, during the time devoted to the study of Language Arts is the central proposal contained in this project. This project includes a discussion of the
teaching of discipline in the quiet, comfort, and familiar order of the classroom. There is opportunity to learn new vocabulary, hear the story read or told aloud, and time to check for comprehension (skills set out in the State mandated Standards for the Language Arts); means for evaluation will be included with each lesson plan. There is time for the variety of student learning styles to be challenged through different teaching strategies. Teachers can include a question and answer time for each story selection and topic. Students can gain further clarity during this time.

Students who come to the classroom with a limited English language vocabulary might need additional assistance. These students might require more time to become familiar with the vocabulary in terms of pronunciation and meaning. More time to practice the vocabulary might be needed. These same students might need help in comprehension. Additional teaching strategies might need to be employed.

This project is designed for use at the elementary school level. With slight modification, especially in the selection of literature, it could be adapted to the middle school or high school. The time constraints at these
levels, however, might make this program of teaching discipline unworkable.

Teaching discipline within Language Arts instruction is founded on the assumption that student self-discipline is a goal of each teacher and the administration at the school. This method of teaching discipline is also based on the assumption that there will be little or no reinforcement of expected school behaviors and goals at home. It will be the goal of each teacher to encourage students to maintain the same level of self-discipline whether at school or at home.

It is recognized that students with particular disabilities might not be served with this type of self-discipline program. These students might have difficulty comprehending the story selection. These students might also have difficulty comprehending the topic for each lesson.

In the teaching of self-discipline it is realized that there is competition with numerous other factors upon which students want to focus their attention. Self-discipline is in competition with upcoming events, other students in the room, hunger, lack of language skills, and incoming stimuli from the senses. It is said that the brain will not attend to all of these factors at once.
The brain makes crucial decisions about whether or not attention will be focused on the learning. "When we do not see the relevance in learning, are bored, or have high anxiety over the material, we tend to drop out mentally" (Kohut & Range, 1986, p. 5). The brain will make choices. It is assumed, however, that learning will be the brain's first choice.

Capitalizing on that choice, the teacher in the classroom, by selecting stories carefully, can make a tremendous difference in presenting the lessons of self-discipline that will make the student, the classroom, and the school a better place to learn and grow.

Definitions

As suggested in the previous material, discipline and self-discipline as used in this project will have the meanings contained in the definitions set forth in Merriam-Webster's Online Dictionary:

Discipline is "the orderly or prescribed conduct or pattern of behavior."

Self-discipline is "the correction or regulation of oneself for the sake of improvement."

Listed here are the meanings assigned to other terms used throughout this project:
APPENDIX A

LESSON PLANS
LESSON ONE

Literature Selection: *Foolish Jack*

Story Adapted by: Lucy Kincaid

Illustrator: Eric Rowe

Discipline Topic: Making Good Choices

California State Standard:

  Language Arts
  Listening and Speaking
  Listening and Speaking Strategies
  Comprehension, 1.1

Book Preview:

  Jack wants to help. However, Jack doesn’t always make good choices. Sometimes he makes very foolish mistakes because what seems to make sense today does not make sense tomorrow. Jack has many silly adventures.
Objectives:

Students will demonstrate the ability to recall facts. Students will demonstrate an understanding of the sequence of events in a story. Students will demonstrate the meaning of making good choices.

Materials:

Literature selection- *Foolish Jack*, key vocabulary (coin, jug of milk, round of cheese, stable cat, joint of meat, goat), graphic organizer (*Graphic organizers for reading and writing*, 1997), pencils, crayons, or markers

Preparation:

1. Pre-read story.
2. Gather the materials.

Motivation:

The teacher will tell the students there are two purposes for this lesson. Purpose one is to listen to the story of *Foolish Jack* and to learn about making good choices. Purpose two is to learn to recall the sequence of events in a story. The teacher will introduce the story genre as a folktale. The teacher will ask students for the
names of other folktales. The teacher will discuss the story’s key vocabulary reminding students that this vocabulary will help them in recalling the sequence of events and will give them a visual clue for making good choices. The students will learn that visual clues will help them to order events.

**Reading the story:**

1. Read the story aloud.
2. Point out each key vocabulary word when it comes in the story.

**Activity and Evaluation:**

Each student will have a copy of the graphic organizer #1, *Foolish Jack*. Starting at the top, or the 12:00 position, the students will draw a picture of the key vocabulary words in the order in which they appeared in the story. Begin as whole group instruction and let students continue on their own or in small groups. Students will write the plot. It should include something about the fact that Jack didn’t make good choices.
GRAPHIC ORGANIZER FOR FOOLISH JACK

Name: ____________________ Date: ____________________

Foolish Jack
visual sequence of events

The Plot

____________________________________

____________________________________

____________________________________

____________________________________
LESSON TWO

Literature Selection: *Peach and Blue*

Author: Sarah S. Kilborne

Illustrator: Steve Johnson

Discipline Topic: Friendship

California State Standard:

- Language Arts
- Reading
- Literary Response and Analysis
- Narrative Analysis of Grade-Level-Appropriate Text, 3.3

Book Preview:

Two unlikely living things meet. In a very short amount of time a blue bellied toad and a peach become good friends. They share experiences and keep each other company until the end.

Objectives:

Students will demonstrate the ability to compare and contrast the traits of characters. Students will demonstrate an understanding
of how to organize character traits. Students will demonstrate the meaning of friendship.

Materials:

Literature selection—Peach and Blue, graphic organizer (Graphic organizers for reading and writing, 1997), pencils

Preparation:

1. Pre-read the story.
2. Gather the materials.

Motivation:

The teacher will tell the students there are two purposes for this lesson. Purpose one is to listen to the story of Peach and Blue and to learn about friendship. Purpose two is to learn about character traits and how to organize this information.

Reading the story:

1. Read the story aloud.
2. During the reading of the story the teacher will point out character traits.
Activity and Evaluation:

Lead students in a brainstorming session discussing the character traits of the two main characters. Record these so that the students will have access. Each student will have a copy of the graphic organizer #2, *Peach and Blue*. Students will label one part of the graphic organizer, Peach, and the other part, Blue. Begin by asking which character trait describes which character. Students will record this on their graphic organizer. Remind students that some traits describe both characters and that those will be recorded in the middle of the graphic organizer. Students can work in small groups or on their own. Their goal should be to find the best place for all of the words from the brainstorming session. Students are challenged to add words of their own.
A Story about Friendship

Peach and Blue

Differences
Likenesses

NAME:
DATE:
LESSON THREE

**Literature Selection:** *The Recess Queen*

**Illustrator:** Laura Huliska-Beith

---

**Discipline Topic:** Playground bullies

**California State Standard:**

- Language Arts
- Reading
- Word Analysis, Fluency, and Systematic Vocabulary Development
- Vocabulary and Concept Development, 1.7

**Book Preview:**

Mean Jean is the Recess Queen. Students never did any playing at recess until Jean said it was alright to do so. One day a new student comes to school and things begin to change for Jean. Everyone is surprised when they find out why Jean is so mean.
Objectives:

Students will demonstrate the ability to use the dictionary.

Students will demonstrate an understanding of the key vocabulary words, bully and friendship, by using them in a sentence. Students will demonstrate the meaning of a bully.

Materials:

Literature selection - *The Recess Queen*, key vocabulary words (teacher’s choice), white copy paper, pencils, crayons or markers, dictionaries

Preparation:

1. Pre-read the story.
2. Gather the materials.

Motivation:

The teacher will tell the students there are two purposes for this lesson. Purpose one is to listen to the story of *The Recess Queen* and to learn what a bully acts like. Purpose two is to practice using the dictionary and to use the definition of a word to find words related to that word.
Reading the story:

1. Prior to the reading of the story, the teacher will ask students to listen for the behaviors that might describe a bully.

2. Read the story aloud.

Activity and Evaluation:

Begin as whole group instruction. Each student will have a piece of white copy paper. This will be the Word Block page. A sample of this can be found in the Definitions of Terms, Appendix A. Ask students to recall from the reading what they remember about a bully. Students should refer to the dictionary any time during this lesson. Students will write the word bully in the appropriate box. Students will write an antonym for bully in the box under the box where they wrote bully.

Students will write the word bully in a sentence in the box across from the antonym box. Students will draw a picture of a bully in the remaining box.
LESSON FOUR

Literature Selection: *Mr. Persnickety and Cat Lady*

Written and Illustrated by: Paul Brett Johnson

**Discipline Topic:** Compromise

**California State Standard:**
- Language Arts
- Written and Oral English Language Conventions
- Written and Oral English Language Conventions
- Grammar, 1.2

**Book Preview:**

Mr. Persnickety has to have things at his house very tidy. His neighbor, Cat Lady, is quite opposite, especially when it comes to her house full of cats. A strange circumstance brings the two neighbors together and a compromise is developed between them.
Objectives:

Students will demonstrate the ability to organize parts of speech. Students will demonstrate the ability to speak these parts of speech. Students will demonstrate the meaning of compromise.

Materials:

Literature selection- *Mr. Persnickety and Cat Lady*, selected words from the story (found at the end of this lesson)

Preparation:

1. Pre-read the story.
2. Gather the materials.
3. Write the selected words on the board or chart paper.

Motivation:

The teacher will tell the students there are two purposes for this lesson. Purpose one is to listen to the story of *Mr. Persnickety and Cat Lady* and to learn about compromise. Purpose two is to take words from the story and decide the part of speech for each word.
Reading the story:

1. Read the selected words aloud.
2. Read the story aloud.

Activity and Evaluation:

Each student will have a copy of the Words to Label and Categorize from *Mr. Persnickety and Cat Lady*. Students will write the words nouns, verbs, and adjectives in three different empty boxes. The students will cut the words out using the black line as a guide. Students can work in small groups to categorize each word by saying it first, then placing it under the correct label heading. Students can be challenged by using some of the empty boxes to add additional words from the story to categorize.
**Words to Label and Categorize**

*From *Mr. Persnickety and Cat Lady*

<table>
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<th>Cat Lady</th>
<th>were</th>
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<td>perfect</td>
<td>goldfish</td>
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</tr>
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<tr>
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</table>
LESSON FIVE

Literature Selection: *Mr. Peabody's Apples*

Author: Madonna

Illustrator: Loren Long

Discipline Topic: Judging Others

California State Standard:

Language Arts

Reading

Literary Response and Analysis

Narrative Analysis of Grade Level-Appropriate Text, 3.4

Book Preview:

Mr. Peabody is a teacher. He is the summer baseball coach. Tommy Tittlebottom is one of the players on the baseball team. One day, without realizing what he was doing, Tommy did a very mean thing to Mr. Peabody. Mr. Peabody proved that he was a very wise man. He was able to teach Tommy Tittlebottom a very valuable lesson for life.
Objectives:

Students will demonstrate the ability to recall the message of the story. Students will demonstrate the meaning of judging others.

Materials:

Literature selection-Mr. Peabody’s Apples, a copy of “The Feather Rule” for each student, “The Feather Rule” written on the board or on chart paper

Preparation:

1. Pre-read the story.
2. Write “The Feather Rule”. (First explore all that happens at every recess.)
3. Gather the materials.

Motivation:

The teacher will tell the students there are two purposes for this lesson. Purpose one is to listen to the story of Mr. Peabody’s Apples and to learn about a boy who made an incorrect judgment about another person. The teacher can remind students of the meaning of the saying, mind your own business. In addition, the teacher can share with students the meaning of the Native American
legend that tells not to judge others until you have walked a mile in another’s moccasins. Purpose two will teach students a simple saying to think about before judging others at school. This is called “The Feather Rule”. It is important for students to hear Mr. Peabody’s Apples so that “The Feather Rule” makes sense.

Reading the story:

1. Before reading the story, ask students to listen carefully for the importance of the feathers.

2. Read the story aloud.

Activity and Evaluation:

The teacher will refer to “The Feather Rule” written on the board or on the chart paper. As the teacher reads the rule the first letter of each word can be underlined. The teacher will tell the students that the feathers in the story Mr. Peabody’s Apples were important for Tommy Tittlebottom to learn an important lesson about judging others. The students will use “The Feather Rule” to remind them not to judge others. The rule is helpful in remembering the message in the story.
Lesson Six

Literature Selection: Elbert’s Bad Word

Author: Audrey Wood

Illustrator: Audrey and Don Wood

Discipline Topic: Inappropriate Language

California State Standard:

Language Arts

Listening and Speaking

Listening and Speaking Strategies

Comprehension, 1.1

Book Review:

Elbert finds himself at a garden party when all of a sudden he
snatches a bad word right out of the air. The word sneaks into
Elbert’s mouth and without realizing it he speaks the bad word.

This causes quite an uproar. A cure for saying bad words becomes
the solution for Elbert’s bad word problem.
Objectives:

Students will demonstrate comprehension.

Students will demonstrate the meaning of not using inappropriate language.

Materials:

Literature selection-Elbert’s Bad Word, chart paper or classroom white or chalk board

Preparation:

1. Pre-read the story.
2. Gather the materials.
3. Draw a line on the chart paper or board that looks like the line indicating a road on a map. Make six small lines suitable for writing the places the bad word lands.

Motivation:

The teacher will tell the students there are two purposes for this lesson. Purpose one is to listen to the story Elbert’s Bad Word and to learn about not saying bad words. Purpose two is to practice comprehension.
Reading the story:

1. The teacher tells the students that the bad word in the story will travel and make six stops during the story. It will look like the bad word is using a map. Refer to the road map.

2. Read the story aloud.

Activity and Evaluation:

The students will supply the names of the places that the bad word traveled during the story. The teacher will write these places on the lines provided on the road map. Students can retell the story by using the places on the map.
APPENDIX B

RECOMMENDED LITERATURE FOR TEACHING DISCIPLINE
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<th>Title</th>
<th>Friendship</th>
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<th>Fear</th>
<th>Judging</th>
<th>Gossip</th>
<th>Attitude</th>
<th>Language</th>
<th>Choices</th>
<th>Compromise</th>
<th>Teamwork</th>
<th>Differences</th>
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<tr>
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RECOMMENDED LITERATURE FOR TEACHING DISCIPLINE


Friendship

Judging Others

Making Choices

Gossip

Friendship

Friendship

Making Choices

Making Choices

Friendship

Judging Others

Teamwork


Teamwork


Friendship


Attitude


Fear


Fear


Making Choices


Making Choices


Attitude


Bullies


Teamwork


Attitude
Friendship

The Hole In The Dike. RETOLD BY NORMA GREEN. Illustrated by Eric Carle. 
Making Choices

Gossip

Differences

Teamwork

Friendship

Attitude

Bullies

Teamwork

The Signmaker’s Assistant. WRITTEN AND ILLUSTRATED BY TEDD ARNOLD. New York: Penguin Books USA Inc., 1992 
Making Choices

The Three Little Wolves And The Big Bad Pig. BY EUGENE TRIVIZAS. Illustrated by Helen Oxenbury. New York: Scholastic Inc., 1993.


APPENDIX C

INTEREST INVENTORIES
INTEREST INVENTORY

Read each item and instruct students to circle the response which best demonstrates their feelings on the topic.

Name: ____________________________________  Grade: _________

1. I like books about people.  YES  NO
2. I like books with lots of pictures  YES  NO
3. I like books about animals.  YES  NO
4. I like make-believe stories.  YES  NO
5. I like funny books.  YES  NO
6. I like books about sports.  YES  NO
7. I like books about far away places.  YES  NO
8. I like books of poems.  YES  NO
9. I like books about finding clues and mysteries  YES  NO
10. I like books about machines.  YES  NO

(Robinson, 1993, p. 72)
INTEREST INVENTORY

Directions: Read each item to students and assist as needed.

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<td>2. I like stories about finding clues and solving a mystery.</td>
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<td>3. I like to read books of poems.</td>
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<td>4. I like books with lots of pictures.</td>
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<td>5. I like legends and tall tales.</td>
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<td>6. I like funny stories.</td>
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<td>7. I like books about animals.</td>
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<td>8. I like make-believe stories about traveling in space.</td>
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<td>9. I like books about important people.</td>
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<td>10. I like sports stories.</td>
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<td>11. I like science books.</td>
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<td>12. I like adventure stories that take place outdoors.</td>
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(May, 1986, p. 436 as used by Robinson, 1993, p. 73)
DEFINITIONS OF TERMS

Bully—a person who uses words or actions to push others around.

Choices—opportunities to choose; an alternative.

Friendship—the bond that is between two friends.

Graphic organizer—a visual means of organizing material.

Inappropriate language—vulgarities; common words used to insult or offend another person.

Judging others—placing a value (often negative) on the person or actions of others.

Key vocabulary—the vocabulary important to the lesson.

Word Blocks—an English Language Development (ELD) strategy. The concept behind Word Blocks is to give students practice with a new word.

Materials needed for Word Blocks:

8½ x 11 white copy paper-folded to make 4 squares,
pencils, crayons or markers,
dictionaries
**Word Blocks Directions:**

Read the blocks from left to right, top to bottom.

Block 1—draw a picture of the word. Stick figures are fine.

Block 2—write the word.

Block 3—use the word in a sentence.

Block 4—write an antonym for the word in Block 2.

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REFERENCES


Merriam-Webster online dictionary. Accessed at http://www.m-w.com


