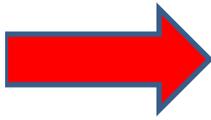


# Responsibility/Trustworthiness

Noah the Carpenter / Deborah the Judge / Jesus the Teacher / Paul the Missionary  
Correlated to Stepping Stones: Who's My Neighbor

Quadrant 4  
**Celebrate**  
If....?



Quadrant 1  
**Connect**  
Why ...?



- ♥ I Help at Home Recognition
- 🍕 As Ordered
- 🦆 Feed the Ducks
- 👩 When I Grow Up Fashion Show
- 👩 Field Trips
- 👩 Virtual Field Trips

- ♥ Family Members Do Their Share
- 🍕 Mixed-up Orders
- 🦆 Mothers Call
- 👩 When I Grow Up Picture Chart
- 🦆 What a Mess!

Concept: Responsibility-  
Trustworthiness

Content: Community Helpers-Careers

- ♥ This is the Way
- 🍕 Do It Right!
- 🍕 Take My Order
- 🦆 Thank You Note
- 👩 Community Helper Centers
- 👩 When I Grow Up Class Book
- 👩 Community Helper Cards
- 👩 Mailman, Mailman, Where's the Mail?
- 👩 Let's Play School

- ♥ *De'Monte' Love*
- ♥ *Keep the Lights Burning, Abbie*
- ♥♥ *I Can Help*
- ♥♥ *Abbie Pays Attention to the Wind*
- ♥♥ *What If...*
- ♥♥ *One Night*
- 🍕 *Barney Bear's Pizza Shop*
- 🦆 *Make Way for Ducklings*
- 👩 *Career Parents Presentations*
- 👩 *Health Professionals Visit*
- 👩 *When I Grow Up*
- 🦆 *My School Workers*
- Responsibility Song*
- The Little Yellow Chicken*

Quadrant 3  
**Practice**  
How....?



Quadrant 2  
**Inform**  
What...?





## CONNECT

### **Mixed-up Orders**

*(Self-awareness 3.1.4, 3.1.6, 3.1.8; Others 3.2.4-3.2.6; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.2, 4.2.5; Pre-Writing 4.3.2; Pre-Reading 4.4.1-4.4.2)*



Gather the children around a selection of snacks such as Teddy Grahams®, Gold Fish®, popcorn, fruit gummies, etc. in one-serving size packets. Then announce that you are going to take their orders, that they get to choose what they would like to eat. On a small notepad, resembling what a waiter might use to take an order at a restaurant, ask and write down what each child selects. Then proceed to “fill their orders” but deliver to each one something other than what he/she asked for! At first, act innocent as the children argue that what you gave them isn’t what they ordered. Then, stir up a little chaos on purpose as you act like you’re really trying to get their orders delivered to them correctly, but still mess-up and get them wrong. Finally, bring everything to a halt by keeping the snack packages and promising that you’ll try this again later and promise to get it right later. Assure them they’ll get the right snack later.

Materials needed: **Prepackaged one-serving-size snack food.**



For young children, simply offer them three choices and instruct them to choose one. Teacher says while serving the requested items to the children, “Did I get it right? I need to make sure I do it right for you. That’s my responsibility. I want you to be able to trust me.” Make this a simple statement, this isn’t the time to teach a formal lesson. Simply make the comments in role-playing that can be referred back to later.

Materials needed: **Prepackaged one-serving-size snack food.**



### **When I Grow Up Pictures**

*(Fine Motor 2.2.1-2.2.4; Self-awareness 3.1.4, 3.1.7; Listening/Receptive 4.2.2, 4.2.5; Pre-Reading 4.4.1, 4.4.4; Vocabulary 4.5.1-4.5.2; Fine Arts 5.1.1-5.1.2; Math 5.2.7; Social Studies 5.4.1-5.4.2, 5.4.7)*



Ask the children if they have thought about what they want to be when they grow up. Name a few popular ideas (e.g., teacher, doctor, fireman, etc.) and a few less popular such as cashier, chef, construction worker, etc. Allow children to look at pictures of career people to add to the variety of choices already named (see Figure 1). As the children indicate their desired career, have them choose one of the representations from Figure 2 to glue beside their names on the chart paper. This activity can be repeated on a different day by simply asking them to pick a second choice of what they might want to do when they grow up.

Materials needed: **Piece of chart paper with every child’s name listed on it, pre-cut Figure 2 representations.**

### ♥ Family Members Do Their Share

(Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.2, 4.2.4-4.2.5; Vocabulary 4.5.1; Social Studies 5.4.1-5.4.2, 5.4.4, 5.4.7)



Ask the children a series of questions designed to lead them to an awareness of the contributions various family members make to the family's needs and well-being. Examples might include, "Who makes food for you at home?" "Who reads you stories at bedtime?" "Who washes your clothes?" "Who plays with you?" "Who takes you to the doctor when you're sick?" "What would happen if there wasn't anyone to help you with these things?" Talk about how nice it is when everyone (brother, sister, mom, dad) does a share of the work.



Using a doll, model taking care of the baby, e.g., washing its face with a wash cloth, feeding it, dressing it, wrapping it in a blanket, etc. Then give the young children the opportunity to imitate what they see the teacher doing.

Materials needed: **Baby dolls**

### 🦋 What a Mess!

(Gross Motor 2.1.1-2.1.5; Fine Motor 2.1.1-2.1.4; Self-awareness 3.1.7; Others 3.2.4; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.2; Vocabulary 4.5.1-4.5.2; Social Studies 5.4.1-5.4.2, 5.4.7-5.4.8)



After an activity that makes a mess at a work table/area in the classroom, *don't clean up the mess*. When it's time to use the area again and it is found messy, point out the problem to the children and ask them what can be done. As everyone pitches in to clean it up, state enthusiastically how great it is that they are taking responsibility to help each other.

### 🦆 Mothers Call

(Creation 1.2.1; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.2, 4.2.4-4.2.5; Pre-Reading 4.4.6; Vocabulary 4.5.1-4.5.3; Fine Arts 5.1.10, 5.1.12; Science 5.3.3-5.3.4)



Sing with the children "When a Mother Calls" (#274 in *Little Voices Praise Him* songbook) and have fun with making the sounds of the animal mothers calling their young. When finished ask the children if anyone has a story to tell about seeing a mother animal interacting with her babies; maybe someone's cat had kittens, dog had puppies, or farm hen had chickens. Invite children to share their observations and/or share from your own. Marvel together at how fun it is to watch and learn from the animals God created for us to enjoy.



## ♥ **De'Monte' Love**

*(Safety 2.4.1, 2.4.3-2.4.4; Others 3.2.2-3.2.3; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.2-4.2.5; Pre-Reading 4.4.1-4.4.2, 4.4.5; Vocabulary 4.5.1-4.5.3; Science 5.3.1, 5.3.4; Social Studies 5.4.1-5.4.2, 5.4.7-5.4.8; Technology 5.5.1)*



Before showing the children this story book, ask if any of them have a brother, sister or cousin. Ask if their mom or dad has ever asked them to look after their baby brother, sister or cousin, or if they've been told to obey their older brother or sister while their parents were away. Then show them the book and announce that this story is about a young boy named De'Monte' who has been instructed by his mother to take care of his younger brother. Ask them to listen carefully to determine whether they believe De'Monte' exercised responsibility and whether he will be considered trustworthy in the future. Ask, "Do all big boys take good care of younger children? Are they all responsible and trustworthy? If your brother, sister, or relative doesn't make you feel safe, what should you do?" Make it very clear to the children that even people they know can make them feel unsafe, and if that happens they need to tell someone they do trust like their mommy or grandma, etc. Finish this lesson by showing an actual picture of De'Monte' Love at <https://www.youtube.com/watch?v=RnkspR0A45Y> and emphasize the importance of being the good brother, sister, cousin, friend, etc.

## ♥ **Keep the Lights Burning, Abbie**

T

*(God 1.1.2; Safety 2.4.1, 2.4.3-2.4.4; Others 3.2.2; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.2-4.2.5; Pre-Reading 4.4.1-4.4.2, 4.4.4-4.4.5; Vocabulary 4.5.1-4.5.3; Science 5.3.1, 5.3.4; Social Studies 5.4.1-5.4.5, 5.4.7-5.4.8)*



Read the story ahead of time so that you can simply use the pictures in the book to tell it in your own words, because the text is long. As you tell the story, ask the children along the way how Abbie might be feeling. Point out that since Abbie knew her Papa might not be able to come back immediately, she reminded the others to be careful with food. Teach the meaning of the word, "responsible." Abbie thought of the chickens when the water rose, and acted responsibly when she brought them into the safety of the lighthouse. And most important of all, she kept the lights burning even when it wasn't easy to do so and she was tired of doing the hard work. (Abbie knew her Papa trusted her to protect the lives of travelers. She knew he needed to go to bring back food and medicine for her family. Abbie wanted to make him proud and for everything to turn out okay.) Tie this story to the Bible/Worship lesson "Jesus the Teacher." Remind the children about how the master in Jesus' story trusted his servants to do their best with what He gave them while he was gone. Talk about *why* that was important. Finally, talk about the difference between people we know versus those we don't know and how we need to be careful around strangers/people we don't know because they may not be trustworthy. Since we don't know if they can be trusted, we must be alert and cautious, to stay safe.



This book will be more effective if you have the children act out the events as the story is being told and pictures shown. If possible show this story as found on YouTube® Use this link: <https://www.youtube.com/watch?v=HuqkvSybW34> and while it's being read, model actions for the children to imitate, e.g., the story says, "Abbie looked out the lighthouse window." Teacher models for children to imitate peering through a window. "She and Papa walked down to the shore." Teacher models for children to imitate walking. "He raised the sail." Teacher models for children to imitate pulling a rope and looking up at the sail raising. Etc.

### ♥♥ I Can Help Too



Read the book, *I Can Help* (see Figure 6). After each question is read, allow the children to yell, "Yes I can!" and have them act out the helpful action described on the page.

### ♥♥ Abbie Pays Attention to the Wind

*(Safety 2.4.3; Others 3.2.2; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.2-4.2.5; Pre-Writing 4.3.2; Pre-Reading 4.4.1, 4.4.4-4.4.6; Vocabulary 4.5.1-4.5.3; Fine Arts 5.1.1; Science 5.3.1-5.3.2, 5.3.6-5.3.7)*



Children make wind sounds. Explore "swoosh," for example; to us it sounds funny but to Abbie it was frightening. Together, make other storm sounds, discuss what makes those sounds, and make a list of them. Discuss how we can act responsibly in a storm.

### ♥♥ What If...

*(Fine Motor 2.2.3; Safety 2.4.3; Others 3.2.2; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.2-4.2.5; Pre-Reading 4.4.5; Vocabulary 4.5.1-4.5.3; Science 5.3.2; Technology 5.5.1-5.5.2)*



Show the children a weather radio, demonstrate how it works, and discuss for what and when it's most often used. Allow the children to turn the knobs to experience the corresponding radio changes first hand. Next, explain to the children that Abbie's family didn't have a radio because it wasn't invented, hadn't been made by anyone yet. Then ask, "Have any of you ever watched the news on TV and seen a weather report?" "What kinds of things do you hear the weatherman say?" (Help the children recall typical comments that can be commonly heard on a weather report.) "What If Abbie's father could have turned on a radio back then and listened to a weather report; what might he have heard the morning he'd planned to go for supplies?" "How important do you think it is for a weatherman to be trustworthy?" "Why?" Help the children begin to understand how much responsibility a weatherman has to help people be prepared for bad weather and good weather.

Materials needed: **Weather radio**

### ♥♥ **One Night, A Story From the Desert**

T

(God 1.1.2; Safety 2.4.3; Others 3.2.3; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.4; Pre-Reading 4.4.2, 4.4.5; Vocabulary 4.5.1; Science 5.3.3-5.3.4; Social Studies 5.4.1-5.4.4, 5.4.7-5.4.8)



This story is a long one, so become familiar with it ahead of time and simply tell it to the children using the pictures in the book. (The repeated phrase, “Al Hamdillilal!” means, “All praise and thanks to God [Allah].”) Notice in the pictures that the shepherd boy is quite alone in the desert with the goats. He realizes that if he doesn’t take care of them, no one else is there to do so. Talk about how his father has trusted him with this task, and that it’s a test of his character and maturity. Also, point out the reward earned by fulfilling his responsibility when caring for the one goat that kept him from going home one night: his father was proud of him and made a place for him among the men where he shared their tea and would wear the turban of manhood. Then make it relevant to the children in the class: we know that they are growing up when they act responsibly, like doing a chore well for which they are responsible. Tie into the Bible/Worship lesson “Jesus the Teacher.” Remind the children about how God gives and entrusts us with gifts, things we can do well (also called talents).



For the younger children refer to the *I Can Help* book and activity in this section. Teacher can add to that storybook by naming other common chores the children can relate to, e.g., feeding their pet, folding clothes, setting the table.

### 🦆 **Make Way For Ducklings**

(Creation 1.2.1; Safety 2.4.3-2.4.4; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.2-4.2.5; Pre-Reading 4.4.1-4.4.2, 4.4.5; Vocabulary 4.5.1-4.5.3; Science 5.3.3-5.3.4; Social Studies 5.4.1-5.4.3, 5.4.7)



Prepare the children for this story by describing what it means to be responsible and trustworthy. Challenge the children to listen carefully and be ready to tell you when they hear an example of a person or animal being responsible or being trustworthy in the story. Then read/tell the story to the children. At a minimum, the children should have their attention drawn to Michael the policeman and how he helped keep Mrs. Mallard and her ducklings safe as they crossed the street. Take the opportunity to introduce “community helpers” to the children. Talk with the children about how policemen and other community workers such as firemen, nurses, etc., have to be responsible in their daily work in order for people to trust them to help. In addition to the policeman, discuss how Mrs. Mallard was also being responsible and trustworthy in taking care of and teaching the ducklings how to swim, dive, walk in a line, come when they’re called, stay a safe distance from wheeled things and moving them to the island. Ask the children who teaches ducks to take care of their young? Share how God created animals this way while we humans have to learn to be responsible and trustworthy. Ask, “Should a mother duck trust a wolf to take good care of her babies? Why not?”

## Responsibility/Trustworthiness

Noah the Carpenter / Deborah the Judge / Jesus the Teacher / Paul the Missionary  
Correlated to Stepping Stones: Who's My Neighbor

### **Barney Bear's Pizza Shop**

(Worship & Church Life 1.4.4; Christian Living 1.5.3; Self-awareness 3.1.2-3.1.3, 3.1.7; Others 3.2.2-3.2.4; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.2-4.2.5; Pre-Reading 4.4.1, 4.4.5; Vocabulary 4.5.1-4.5.3; Social Studies 5.4.1-5.4.2, 5.4.7-5.4.8)



Reflect back with the children to the **CONNECT** activity in which their snack orders got all mixed up. Ask them if they've ever tried to do something and it seemed like they just couldn't do it right. Give them examples such as buttoning their sweater, tying their shoes, doing their hair, etc. Encourage them to express how they felt when they'd try but not succeed. Then read the story, *Barney Bear's Pizza Shop* to the children. Help the children see that just because Angelo couldn't do what he was asked to do very well, didn't mean he wasn't trustworthy to get the job done. Explain to the children that being responsible and trustworthy is about honestly trying their best to do and be what parents, teachers, and God need them to be.

### **My School Workers**

(Safety 2.4.4; Self-awareness 3.1.4; Others 3.2.2, 3.2.63.2.7; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.1-4.2.5; Vocabulary 4.5.1-4.5.3; Fine Arts 5.1.1-5.1.2; Social Studies 5.4.1-5.4.2, 5.4.7-5.4.8; Technology 5.5.1-5.5.2)



Say to the children, "The people here at our school/center were chosen very carefully. We hunt for people who are responsible and trustworthy to work here. Can you tell me why we search so carefully?" Pause for their answers and then admit to them that unfortunately, not all grown-ups take good care of children. Then continue, "But here at our school/center we have some wonderful adult workers." Allow children who are able to help take photos with a digital camera of the various school/center helpers (janitor, secretary, principal, teachers) in your local school/center. Give younger children toy or homemade cameras to walk around with and imitate taking pictures of the school helpers. Back in the classroom, look at the photos together and discuss with the children what responsibilities the helpers have and how they make the school/center a better place. Decide as a class how they can be shown appreciation and thanked for what they do (e.g., make thank you cards, give a small gift, intentionally share smiles and say thank you to the person face-to-face, etc.) and give the children opportunity to follow-through with decisions.



**Materials needed:** Digital camera or cell phone with digital camera capabilities, toy cameras



### **Career Parents Presentations**

(Others 3.2.1-3.2.3, 3.2.6; Listening/Receptive 4.2.4; Vocabulary 4.5.1; Social Studies 5.4.1-5.4.2, 5.4.7)



Send out an invitation to parents to come and share their occupations. Ask them to give only 10 minutes of their time. Plan their presentation times to be shortly after drop-off in the morning or before pick-up in the afternoon to make it more convenient and appealing to parents to participate. Creating a sign-up sheet listing days and time slots for the presentations and posting it at the entrance to the classroom or beside the daily attendance sign-in/out sheet should make it visible and easy for parents to accept the invitation. Encourage parents to bring props, pictures or other visual aids for engaging children's interest.



### Health Professionals Visit

*(Health 2.3.1-2.3.4; Others 3.2.2-3.2.3; Listening/Receptive 4.2.4; Vocabulary 4.5.1; Social Studies 5.4.1-5.4.2, 5.4.7)*



Arrange for one or more individuals from the health and medical field (pediatrician, dentist, nutritionist, physical therapist) to visit with the children to teach them about forming healthy habits such as brushing teeth regularly, eating fruits and vegetables, playing outdoors in the fresh air, etc.



### When I Grow Up

*(Self-awareness 3.1.2-3.1.4, 3.1.7; Others 3.2.2-3.2.3; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.2-4.2.5; Pre-Reading 4.4.1-4.4.2, 4.4.5; Vocabulary 4.5.1-4.5.3; Fine Arts 5.1.1-5.1.2; Social Studies 5.4.1-5.4.2, 5.4.7; Technology 5.5.1)*



Read the book *When I Grow Up* by Tina Louise, leisurely encouraging the children to imagine themselves in the professions the book introduces. When finished, reflect on what they learned from the parent and health care professionals' presentations and what they saw in the Community Helper Video presented in the Week 2 Bible/Worship "Deborah the Judge" **PRACTICE** activity as well. (Link to the video is in the list below.) Finally, discuss with the children in more detail what they're interested in doing when they grow up.



Bring out all of the community helper dress-up items and have fun helping the children dress up and play as various community helpers.

### The Little Yellow Chicken

T

*(Salvation 1.3.6; Christian Living 1.5.3; Self-awareness 3.1.2-3.1.4, 3.1.7; Others 3.2.1-3.2.2, 3.2.4-3.2.7; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.4-4.2.5; Pre-Reading 4.4.1-4.4.2, 4.4.5; Vocabulary 4.5.1-4.5.3; Fine Arts 5.1.5-5.1.6; Social Studies 5.4.1, 5.4.5, 5.4.7-5.4.8; Technology 5.5.1)*



This book follows the theme of the "Little Red Hen," but the end is different. Though the animals don't do anything to help, the little yellow chicken forgives his friends, lets them share what he made, and lets them eat with him anyway, which changes their hearts! After seeing the chicken's kindness, the other animals agree to do the work next time. This book is out of print but check your local public library to see if they have it. If you can obtain the book, read the story to the children several times over various days/weeks. Then after repeated readings the children can take turns being the voice of certain animals. Here is a link showing how a teacher does this with her students: <http://www.youtube.com/watch?v=BC7fOfGDsG8> If a copy of this book is unavailable, see Figure 5 for a Readers' Theater version that can be used similarly. Use this story to teach the children about responsibilities and trustworthiness that go along with maintaining good relationships with neighbors, friends, people at church, etc. and having good manners.

## Responsibility/Trustworthiness

Noah the Carpenter / Deborah the Judge / Jesus the Teacher / Paul the Missionary  
Correlated to Stepping Stones: Who's My Neighbor

### Responsibility Song

T

(*God 1.1.5; Worship & Church Life 1.4.4, 1.4.7; Christian Living 1.5.3; Gross Motor 2.1.1-2.1.5; Spoken/Expressive 4.1.1, 4.1.3; Fine Arts 5.1.9, 5.1.10, 5.1.12; Technology 5.5.1*)



Use this link made possible by Quigley's Village to teach the children this song about responsibility and trust: <https://www.youtube.com/watch?v=NzqKKVZrJBE> Have the children stand up and move freely with the music.

Song lyrics:

I trust you, you trust me With responsibility Today I will depend on you To do what you say you'll do You can depend on me To do my part so faithfully You can depend on me Just you wait and see	God trusts you, God trusts me With responsibility Today He will depend on you To do what you say you'll do God can depend on me To do my part so faithfully God can depend on me Just you wait and see
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### PRACTICE

#### Do It Right!

(*Fine Motor 2.2.1-2.2.4; Others 3.2.4; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.1-4.2.4; Pre-Reading 4.4.1-4.4.2, 4.4.4; Vocabulary 4.5.1-4.5.2; Fine Arts 5.1.1-5.1.2; Math 5.2.5, 5.2.7-5.2.8*)



Make the following 10 picture cards: soap, a cereal bowl, a puppy, a tree, a bird, a bathtub, a garden, a flower, a dog house, some cereal. Print the word or phrase that names each under its picture. Next, pair the picture cards as follows and lay them out for the children to study: Put the cereal card beside the garden card, the flower with the dog house, the soap with the cereal bowl, the puppy with the tree, and the bird with the bathtub. Ask if each pair has pictures of things that go together. Ask the children what they suggest be done so that the cards are paired correctly. Discuss with the children the importance of making sure tasks are done right. People who are considered trustworthy and responsible are people who try to do things right. Allow the children to rearrange the pictures so that they are paired correctly.

Materials needed: **10 picture cards or 10 objects as listed in activity**



For very young children, this activity can be done similarly using the actual objects (soap & towel, a cereal bowl & some cereal, a stuffed puppy & a dog leash, birdhouse & a bird, a flower pot & a flower, etc.) Show three objects of which two belong together and one is different (e.g., cereal, bowl, and leash; or soap, towel, and bird). Have children pick up the two that belong together. Cheer with each success.

Materials needed: **10 or so objects as listed in activity**

### Take My Order

*(Fine Motor 2.2.1-2.2.5; Health 2.3.1; Safety 2.4.3; Self-awareness 3.1.2-3.1.3, 3.1.6-3.1.8; Others 3.2.1-3.2.7; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.1-4.2.2, 4.2.4-4.2.5; Pre-Writing 4.3.1-4.3.6; Pre-Reading 4.4.1-4.4.2, 4.4.4; Vocabulary 4.5.1-4.5.3; Fine Arts 5.1.1-5.1.2, 5.1.5-5.1.7, 5.1.13; Mathematics 5.2.1-5.2.2, 5.2.4-5.2.8; Social Studies 5.4.1, 5.4.5-5.4.8)*



As a fun follow-up to the *Barney Bear's Pizza Shop* story, plan with the children their very own pizza parlor experience. But first, bring back out the snack order list that was made in the **CONNECT** activity, and this time read it aloud and correctly deliver to everyone what they ordered. Then ask the children if they think they can be responsible and trustworthy in taking orders correctly, making them right per people's orders, delivering them without incidents, and collecting payment successfully.

After agreeing to do their best, guide them in making order forms. See Figure 3 as an example of what they might create. Encourage them to make the order forms. Allow them to decide what toppings and crust will be offered and the cost of each pizza. Finally, talk about which day the pizzas will be delivered. This may be used as an in-room experience and play money used for payment, or as an actual class fund raiser. If it's for in-room play, take a secondary role in facilitating the children in taking orders from each other while playing in the dramatic play area's restaurant/pizza parlor. If used as an actual fund raiser, guide the children in visiting other adults and classrooms at an appropriate time to take orders.

Materials needed: **Small clipboards for keeping the order forms together**



Assist the young ones in building their own pizzas. Provide each one with a round, light brown piece of construction paper and a smaller round, red piece of construction paper. Instruct them to glue them together pretending it is the sauce on the pizza crust. Then offer toppings of their choosing to glue onto their personal pan pizzas. For toppings, simply have various torn sizes and colors of construction paper such as white, yellow, green, brown, and black. Ask the children what toppings they'd like and give them the corresponding colors as they request.



### Let's Play School

*(Others 3.2.1-3.2.7; Spoken/Expressive 4.1.1-4.1.3; Pre-Writing 4.3.1-4.3.6; Pre-Reading 4.4.1-4.4.5; Vocabulary 4.5.1-4.5.3; Fine Arts 5.1.5-5.1.8; Social Studies 5.4.1-5.4.2, 5.4.7)*



During center time set up an area to play "school." Encourage the children to pretend they are the teacher, cook, playground supervisor, receptionist at the front door, or other center/school workers.



### When I Grow Up Class Book

*(Fine Motor 2.2.1-2.2.5; Self-awareness 3.1.2-3.1.3, 3.1.7; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.1-4.2.2, 4.2.5; Pre-Writing 4.3.2; Pre-Reading 4.4.1-4.4.2, 4.4.4, 4.4.7; Vocabulary 4.5.1-4.5.3; Fine Arts 5.1.1-5.1.3; Social Studies 5.4.7-5.4.8)*



Give each child a blank piece of paper and have them draw a picture of what they would like to be when they grow up. When they are finished have each child name what he/she wants to be, then write and complete the sentence at the bottom of their sheets: "When I grow up I want to be a \_\_\_\_\_." with whatever they say. Assemble into a class book and read it to the class as often as they're interested in hearing and seeing their pictures.



Bring out the collection of community helper dress-up clothing. Encourage each child to dress up like a favored community helper. Then take a photo of each to print out later and assemble into a class book in which each child has a page with his/her picture, name, and title.



### Community Helper Cards

*(Fine Motor 2.2.1-2.2.4; Self-awareness 3.1.5-3.1.6; Others 3.2.1, 3.2.4-3.2.7; Spoken/Expressive 4.1.1; Listening/Receptive 4.2.1, 4.2.4; Vocabulary 4.5.1)*



Use the cards given in Figure 4 for a variety of activities such as playing Bingo®, Memory®, or simply matching and grouping pictures. (Photocopy each set of 3-by-2 community helper pictures from figure 4 onto card stock to make a set of Bingo cards. Photocopy all the pictures of figure 4 again and cut them apart to make a set of single picture cards.)

For Bingo, each player is given a card comprised of a 3-by-2 grid of community helper pictures (see Figure 4) and a handful of markers (teddy bear counters, milk jug caps, etc. can be used as markers). The arrangement of the pictures is unique to every individual Bingo card. No two cards are exactly the same. The teacher, who has a set of single-pictures card made by photocopying the Bingo cards and cutting them apart, draws a card from her deck and announces the name of the community helper on it. She should show the picture to the children also. Once the picture is shown to the children, they must scan their Bingo cards to determine whether or not they have that same pictured community helper on their card. If he or she does, then the player places a marker over the picture. If he/she doesn't the child quietly waits for the teacher to draw the next card to repeat the activity. Game is over when the first child who has correctly placed a marker over each picture on his/her card calls out "Bingo!"

For Memory, make sure there are a pair of cards for each career person. Lay picture cards face down in a grid pattern. Then have two or three players take turns flipping over any two cards. On each turn, the player will first turn one card over, then a second. If the two cards match, they are removed from the game. If the two chosen cards do not match, the cards are turned back over face down for someone to choose on a later turn. Then the next player gets a turn. When the cards are turned back over after they've been exposed, encourage the children to try to remember where they are for selection later in the game when the matching cards are exposed also.

### Cont.- Community Helper Cards

For simply matching identical community helpers, photocopy one set and cut them apart so a child can match the individual picture to the same picture on a Bingo card.

Materials needed: **Community helper picture cards (see Figure 4)**



### Community Helper Centers

*(Gross Motor 2.1.1-2.1.5; Fine Motor 2.2.1-2.2.5; Self-awareness 3.1.5-3.1.8; Others 3.2.1-3.2.7; Spoken/Expressive 4.1.1-4.1.3; Pre-Writing 4.3.1, 4.3.3-4.3.6; Vocabulary 4.5.1-4.5.3; Fine Arts 5.1.5-5.1.7; Mathematics 5.2.1-5.2.2; Social Studies 5.4.1-5.4.2, 5.4.6-5.4.7)*



Ahead of time, set up several community helper businesses, or if space is limited, provide prop boxes for the children to reenact and role-play working as community helpers. Play with the children, introducing vocabulary words such as the names for the community helpers, the names of the tools that they use, and modeling such words as please, thank you, and excuse me. Encourage the children to use complete sentences while role-playing. This is an excellent time to extend the children's knowledge as well as assess their comprehension of the concepts discussed. Additional fun is to have the children make their own wallets and wear "ID" as they play in character. Attach each child's picture to a lanyard (new or used) along with a card that states the name of the center and their job title.

Have children make their own wallets by folding a piece of construction paper in half, punching holes and having them "sew" them shut around 3 edges using yard tied to a pipe cleaner as the needle. Then students can place their play money inside and use their wallets as they go from center to center. You can also ask parents to send in old outdated business cards, fake credit cards, etc. and distribute among the children.

Here is a list of center ideas and materials needed to set them up:

- **Bakery-** To the play dough area add bowls, spoons, plastic knives, cookie cutters, muffin tins, mini bread loaf pans, small cookie sheets, a baking rack, spatulas, rolling pins, pots and pans and even a George Foreman play dough grill®, if possible.
- **Car Wash-** Provide buckets, sponges, scrub brush and small towels to an area in which toy cars and trucks can be driven through and "washed."
- **Beauty Salon-** Provide a collection of items such as empty spray bottles, hairdryers, curling irons and flat irons with cords cut off, plastic rollers, combs, make-up mirrors, finger nail polish bottles filled with water/food coloring, magazines, etc.
- **Office-** Place on a desk or table a lamp, calculator, keyboard, tape dispenser, telephone, note pads, Post it® notes, and writing utensils
- **Doctor's Office-** Set up a cot or mat beside which place a blanket, stethoscope, thermometer, Band-Aids, empty first aid cream tubes, and Ace wraps. Set a few chairs and magazines close by.
- **Emergency Centers-** In the block area set emergency vehicles, play people, firefighter hats, police hats, and badges.

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### Cont.- Community Helper Centers

- **Restaurant-** Designate a table or two for this area. Children can make a restaurant menu by cutting pictures of food from grocery store sale flyers in newspapers and gluing the pictures onto file folders. In the restaurant prop box have menus, table cloth, serving plate, cloth napkins, silverware, dishes, aprons, play food, notepads, pens, silk flower centerpieces, chef hat, place mats, serving tray
- **Post office-** Envelopes, mail box, writing utensils, stickers that look like stamps, regular stickers

Materials needed: **Lanyards, children's portraits, ID tags, Play Money/credit cards**



### Mailman, Mailman, Where's the Mail?

*(Gross Motor 2.1.1-2.1.5; Fine motor 2.2.1-2.2.4; Self-awareness 3.1.5-3.1.8; Others 3.2.4, 3.2.6-3.2.7; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.1; Vocabulary 4.5.1-4.5.2; Fine Arts 5.1.5-5.1.7)*



Address and stamp an envelope to make it look like a letter. Choose one child to be the mailman. Line the remaining children up shoulder to shoulder and have the mailman stand 10 to 15 feet in front of them but facing away from them with eyes closed. Instruct all of the children to keep their hands behind their backs. The teacher then quietly gives the envelope to one child at the end of the line who must hide it behind his/her back and quietly pass it to the child beside him/her always keeping the letter behind their backs. The teacher then calls out, "Mailman, mailman where's the mail?" at which point the children stop passing it and one child remains in possession of it. The mailman opens his eyes and turns around and then tries to figure out which classmate has the "mail". The mailman gets up to three guesses to name which child is hiding the mail. This can be repeated by having the child holding the "mail" be the next mailman. Remind the children of the responsibility mailmen have to not lose people's mail and deliver it on time.

Materials needed: **Imitation addressed and stamped envelope**



Ahead of time teacher needs to prepare a stack of envelopes by 1) writing one child's name on each (at least 3 per child in room) and 2) placing a sticker in the top right corner as a stamp. Then have fun by giving each child a letter to deliver to the named recipient. Once a child delivers the letter, he/she can return to the post office (teacher's desk) to receive another one to deliver. Repeat this until all mail is delivered. Note: All children will be moving around at once, which adds to the fun.



### Thank-You Note

*(Fine Motor 2.2.1-2.2.5; Self-awareness 3.1.4-3.1.5, 3.1.7-3.1.8; Others 3.2.4, 3.2.6; Spoken/Expressive 4.1.1-4.1.3; Pre-Writing 4.3.2-4.3.6; Pre-Reading 4.4.1, 4.4.4-4.4.5; Vocabulary 4.5.1-4.5.3; Social Studies 5.4.1-5.4.2, 5.4.7)*



After reading and having the discussion of *Make Way for Ducklings* in the 'Inform' section, guide the class in writing a thank-you note to Michael the policeman for helping Mrs. Mallard and her ducklings cross the street, as well as for helping people to stay safe. Have them dictate what to say in the letter and write their message on chart paper. Take this opportunity to introduce the children to the proper form of a friendly letter. Include the date, greeting, body, closing, and for the signatures, have every child sign his/her name.

Materials needed: **Chart paper**

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Choose one child to be Mrs. Mallard. Choose another to be Michael the policeman. Instruct all others to be the ducklings and to line up/follow Mrs. Mallard wherever she goes. Instruct Mrs. Mallard to obey Michael the policeman, and give him a whistle. Note: This activity is best played outdoors. Children can trade places throughout the play period so that everyone can have a turn leading as Mrs. Mallard and being Michael the policeman.

### ♥ This is the Way

*(Gross Motor 2.1.1-2.2.5; Spoken/Expressive 4.1.1-4.1.3; Vocabulary 4.5.1- 4.5.3; Fine Arts 5.1.9-5.1.10, 5.1.12; Technology 5.5.1-5.5.2)*



To the tune of "Here We Go 'Round the Mulberry Bush" or "This is the Way We Wash our Hands" sing:

This is the way I make my bed, make my bed, make my bed, This is the way make my bed – Responsibility.	Additional verses: This is the way I sweep the floor ... Responsibility This is the way I fold my clothes...Responsibility This is the way I feed my pet ... Responsibility This is the way I clean my room ... Responsibility
--	--

The tune can be heard via this YouTube link: [http://www.youtube.com/watch?v=fs1b5L0\\_pGY](http://www.youtube.com/watch?v=fs1b5L0_pGY) and piano music can be found on page 41 of Wee Sing Children's Songs and Finger plays. Instruct the children to act out the motions of doing the chore while singing about it.



### CELEBRATE

### ♥ I Help at Home Recognition

*(Worship & Church Life 1.4.4; Self-awareness 3.1.2, 3.1.7; Others 3.2.6; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.4; Pre-Reading 4.4.1, 4.4.4-4.4.5; Vocabulary 4.5.1-4.5.3; Social Studies 5.4.1, 5.4.7)*



In the Pebbles Bible curriculum, Week 3 "Jesus the Teacher" Quadrant 3 activity "Here Are My Talents," the children made and took home pictures of chores they could do to help at home, along with a note for the parents to sign and return confirming that the child performed the chore selected. To celebrate the children's accomplishment and responsible behavior, call on those children who have brought back the note. Read what was done and then ask the child to describe what he/she did. After each child's report, or after the entire group who completed the assignment is finished reporting, the class should applaud their achievement in whatever way the teacher may choose.

Materials needed: Parent response notes from "Jesus the Teacher" activity

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For younger children, give each child a wet wipe and let them help teacher wipe down all the tables in their classroom while singing a new verse to the song, This is the Way:

This is the way I wipe the table,  
wipe the table,  
wipe the table,  
This is the way I wipe the table,  
Responsibility.  
YAY!

### As Ordered

*(Fine Motor 2.2.1-2.2.5; Health 2.3.1, 2.3.3; Listening/Receptive 4.2.1; Fine Arts 5.1.13)*



Facilitate children making these mini pizzas. After seeing that they wash and dry their hands, instruct them to spread Ragu Pizza Quick® sauce (or similar) on an English muffin half, then add shredded mozzarella cheese. Bake in the oven at 350 degrees for 10 minutes (or less). If an oven isn't available, heat the sauce in a microwave, toast the English muffin half in a toaster and when it pops up, promptly remove it and allow a child to spread the warm sauce, add the shredded cheese and give it a couple of minutes to melt down before eating.

Materials needed: **Ragu Pizza Quick Sauce®, English Muffins half, shredded mozzarella cheese, oven or toaster**



For younger children, teacher may need to do all the prep and simply give completed pizza to children to enjoy.



### When I Grow Up Fashion Show

*(Self-awareness 3.1.3; Spoken/Expressive 4.1.1-4.1.3; Listening/Receptive 4.2.2-4.2.5; Vocabulary 4.5.1, 4.5.3; Fine Arts 5.1.5-5.1.7; Social Studies 5.4.1, 5.4.7)*



Ahead of time, send a letter to parents letting them know what their child has stated he/she would like to be when he/she grows up (see **CONNECT** activity "When I Grow Up Pictures" chart) and that there will be a "When I Grow Up Fashion Show". Include the date of the fashion show and ask the parents to send their child in the career or community helper outfit of their choice on the designated day. For the fashion show, have children come to the front of the class one at a time and tell their classmates what career or community helper they represent, what tools they use, and how they help people. (Make sure to have some extra dress-up outfits for those that may forget.)

Materials needed: **Career or Community Helper dress-up outfits**



### Field Trips

*(Safety 2.4.3-2.4.4; Self-awareness 3.1.1, 3.1.5-3.1.6; Listening/Receptive 4.2.4; Vocabulary 4.5.1-4.5.2; Science 5.3.1; Social Studies 5.4.1-5.4.2, 5.4.4-5.4.7)*



Let the children experience what it is like in the real world by taking them on field trips. The zoo is a great field trip to observe cashiers and zoo and groundskeepers that take care of the animals. There are other local trips such as to a large grocery store or local bakery that can be arranged and interesting to the children. Remind the children that to be safe in a public place, they need to stay together and stay with their teachers and other adults from the school/center. Remind them that not everyone in town is responsible and trustworthy, but staying close to those they know and trust will help keep everyone safe!



### Virtual Field Trips

*(Listening/Receptive 4.2.4; Vocabulary 4.5.1; Fine Arts 5.1.1-5.1.2, 5.1.4; Social Studies 5.4.1-5.4.2, 5.4.4; Technology 5.5.1)*



In addition to field trips taken away from the center/school, or when leaving the property isn't possible, share one or more of the following links to take a virtual field trip.

**Krispy Kreme:** <http://www.youtube.com/watch?v=vIBbJkNyi7g>

**Jelly Bean Factory:** [http://www.jellybelly.com/Virtual\\_Tour/virtual\\_tour.aspx](http://www.jellybelly.com/Virtual_Tour/virtual_tour.aspx)

**Grocery Store:** <http://www.pbslearningmedia.org/resource/7e5fe770-6721-4371-81e4-57605d89d287/grocery-store-field-trip/>

**Post Office:** <http://www.pbslearningmedia.org/resource/596fdec9-36aa-4f7b-818e-d8701259ac0e/post-office-field-trip/>

**Pizza Restaurant** - This video is found in the following three internet locations. If one link doesn't work, try the next:

- 1- <https://www.pinterest.com/pin/574068283722589832/>
- 2- <https://www.youtube.com/watch?v=fD6jKeqlqls>
- 3- <http://www.pbslearningmedia.org/resource/d3f6f3ec-e30b-4645-b56e-307039ac5514/pizza-restaurant-field-trip/> (Fast forward video clip to the 2:00 minute mark)

### Feed the Ducks

(Creation 1.2.1; Gross Motor 2.1.1; Safety 2.4.3-2.4.4; Listening/Receptive 4.2.4; Vocabulary 4.5.1; Science 5.3.1-5.3.5; Social Studies 5.4.1, 5.4.7)



After reading *Make Way for Ducklings* visit a local park that you're sure has resident ducks or geese. Arrange ahead of time for a park official to spend a few minutes telling the children about their job and then spend some time feeding the ducks, geese and any other birds that come to the feast. Repeat the caution about staying close to the teachers and adults from the school/center when they're in public places on field trips such as a local park.

Materials needed: **Old bread and/or crackers**



Instead of taking young children to a local park, share with them the story of the Peabody Hotel ducks. Using the following link [https://www.youtube.com/watch?v=HnCp72\\_78ps](https://www.youtube.com/watch?v=HnCp72_78ps) to show the children how each evening, the duck master at The Peabody Hotel marches the mallard ducks out of the lobby fountain to the waiting elevator returning them to their rooftop "palace" for the night.

### **BIBLIOGRAPHY:**

*Barney Bear's Pizza Shop*

Author: Larry DiFiori

Western Publishing Co, Inc – A Golden Book ©1989

*De'Monte' Love*

Author: Rodney Vance

Visikid Books- GS VisonQuest, Inc. ©2007

ISBN-13: 978-1-933156-15-6

*I Can Help (Spanish version: Yo Puedo Ayudar)*

Author: Ned Jensen

© Learning A-Z

<https://www.readinga-z.com/books/leveled-books/book/?id=657>

*The Joy of Signing*

Author: Lottie L. Riekehof

Gospel Publishing House © 1978

ISBN:0-88243-518-3

*Keep the Lights Burning, Abbie*

Author: Peter and Connie Roop

Scholastic, Inc ©1985

ISBN:0-590-45594X

*Little Voices Praise Him (Official GraceLink Curriculum Songbook)*

Review and Herald Publishing Association

ISBN: 0-8280-1522-8

*The Little Yellow Chicken*

Author: Joy Cowley

The Wright Group © 1988

ISBN-13: 978-0780249943

*Make Way for Ducklings*

Author: Robert McCloskey

Penguin Books ©1941 Viking Press

ISBN:0-14-050171-1

*One Night-A Story From the Desert*

Author: Cristina Kessler

Philomel Books - The Putnam & Grosset Group ©1995

ISBN:0-399-22726-1

*Wee Sing Children's Songs and Fingerplays*

Authors: Pamela Conn Beall and Susan Hagen Nipp

Price Stern Sloan ©2007

ISBN: 978-0-8431-1362-4

*When I Grow Up*

Author: Tina Louise

Harry N. Abrams ©2007

ISBN-13: 978-0810939486

## Responsibility/Trustworthiness

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Correlated to Stepping Stones: Who's My Neighbor

### VIDEOS:

'Meet Me at the Corner' is a website of virtual field trips for kids. It shows short videos of fascinating people and animals from all over the world. [www.meetmeatthecorner.org](http://www.meetmeatthecorner.org)

Interview with Cristina Kessler-- World Traveler, Photographer, Author of *One Night-A Story From the Desert*  
<http://www.cristinakessler.com/books/one-night-a-story-from-the-desert/>

News report on De'Monte' Love in Hurricane Katrina <https://www.youtube.com/watch?v=RnkspR0A45Y>

Mr. Responsible - Music video of the sock puppet, Mr. Responsible, that teaches children how to be responsible on the playground, in the hallways, classroom, etc. <https://www.youtube.com/watch?v=3BLwwvlfOUM>

Quigley's Village at [www.values4kids.com](http://www.values4kids.com) has a variety of character growth songs for children.

The original story of *Make Way for Ducklings* written by Robert McCloskey and read by Arwen Sharp at <https://www.youtube.com/watch?v=xhDh-raqfsoY>

A modern day video of a mother duck crossing a busy road with her ducklings to reach a pond on the other side <https://www.youtube.com/watch?v=UuWfHoQDvZs>

Actual wildlife footage of "making way for ducklings" <https://www.youtube.com/watch?v=UuWfHoQDvZs>

*Keep the Lights Burning, Abbie* read in Reading Rainbow program <https://www.youtube.com/watch?v=HuqkvSybW34>

*Pizza Party!* By Grace Maccarone is a great alternative to *Barney Bear's Pizza Shop*. In addition it is written in simple rhyme <https://www.youtube.com/watch?v=mjXZyPYkQFM> .

This is a short video that shows real pictures of different community helpers and is a great introduction. <https://www.youtube.com/watch?v=5fSrq4k6UXk> (Note: This was also included in the Bible / Worship Week 2 "Deborah the Judge" lesson.)

### MUSIC:

The Donut Man has a vast collection of songs for children. Go to <http://www.donutman.com> and click on "CDs" and "Teachers" in the sidebar menu list on the left side of the page.

### OTHER REFERENCE/RESOURCES:

American Sign Language(ASL) Pro -- A completely free online dictionary of over 7200 *ASL Signs*. ... Main Dictionary, Religious Signs, Conversational Phrases, ASL for Babies, and shown in video clips. <http://www.aslpro.com>

Felt Sets <https://www.bettylukens.com>

Pinterest® - For supplemental materials and additional helps such as crafts, hands-on manipulatives and physical activities, food/snacks/recipes, decorating ideas, etc. [www.pinterest.com/southernunionec](http://www.pinterest.com/southernunionec)

# Responsibility/Trustworthiness

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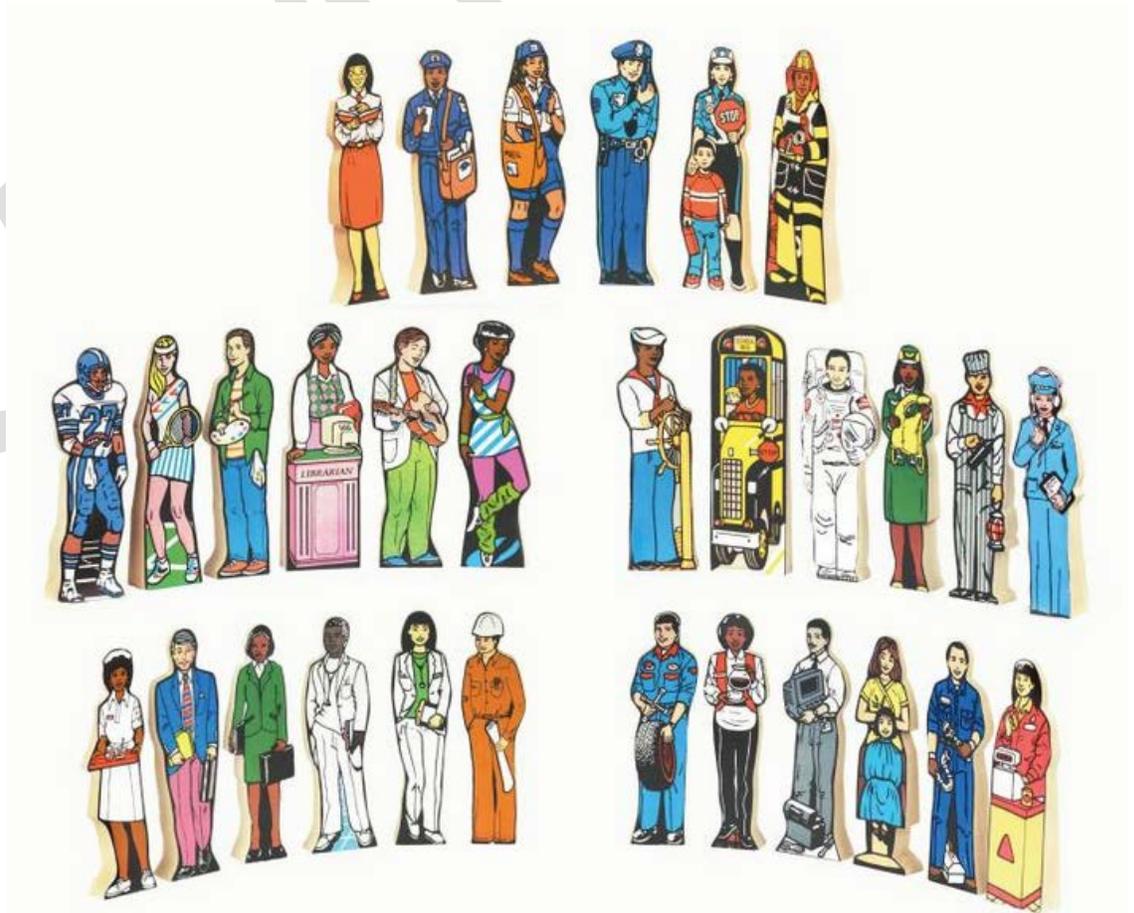
Figure 1: **When I Grow Up Pictures**

Multiple copies of this career people chart can be made for the children to look at while debating what they want to be when they grow up.



Figure 2: **When I Grow Up Pictures**

Make multiple copies of these caricatures. Then be ready to cut out for each child whichever one represents the career he/she chooses.



# Responsibility/Trustworthiness

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Figure 3: **Take My Order**  
Pizza Order Form Example:

Pizza order for: \_\_\_\_\_  
Customer name

Crust: thin      thick

Toppings:   tomato

 cheese

 mushrooms

 olives

 green peppers

 onions

# \_\_\_\_\_ \$ \_\_\_\_\_  
How many pizzas?      Cost

Figure 4: **Community Helper Cards**



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SAM

Figure 5: *The Little Yellow Chicken* - Readers Theater:

**The Little Yellow Chicken**

**By Joy Cowley**

*Characters: Narrator, Frog, Chicken, Bee, Big Brown Beetle, Hen*

**Narrator:** The little yellow chicken thought he'd have a party. He said to his friends...

**Chicken:** Will you help me do the shopping?

**Narrator:** His friends laughed at him.

**Frog:** Hop it!

**Bee:** Buzz off!

**Big Brown Beetle:** Stop bugging me!

**Narrator:** So the little yellow chicken went shopping all by himself. When the shopping was done, the little yellow chicken said to his friends...

**Chicken:** Will you help me do the cooking?

**Narrator:** His friends shook their heads.

**Frog:** Hop it!

**Bee:** Buzz off!

**Big Brown Beetle:** Stop bugging me!

**Narrator:** So the little yellow chicken did the cooking by himself. When the cooking was done, the little yellow chicken said to his friends...

**Chicken:** Will you help me set the table?

**Narrator:** His friends turned their backs.

**Frog:** Hop it!

**Bee:** Buzz off!

**Big Brown Beetle:** Stop bugging me!

**Narrator:** So the little yellow chicken set the table by himself. Everything was ready for the party. The food smelled delicious. The friends knocked on the little yellow chicken's door.

**Frog:** I'm hungry!

**Bee:** I'm starving!

**Big Brown Beetle:** What about me?

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**Narrator:** The little yellow chicken phoned his grandmother, the little red hen.

**Chicken:** My friends wouldn't help me. Now they want to come to my party. What shall I do?

**Hen:** Don't let them in. Eat all the food yourself.

**Narrator:** But the little yellow chicken was a kind little chicken. He thought and thought. Then he opened the door.

**Chicken:** Welcome to my party!

**Frog:** Fantastic!

**Bee:** Amazing!

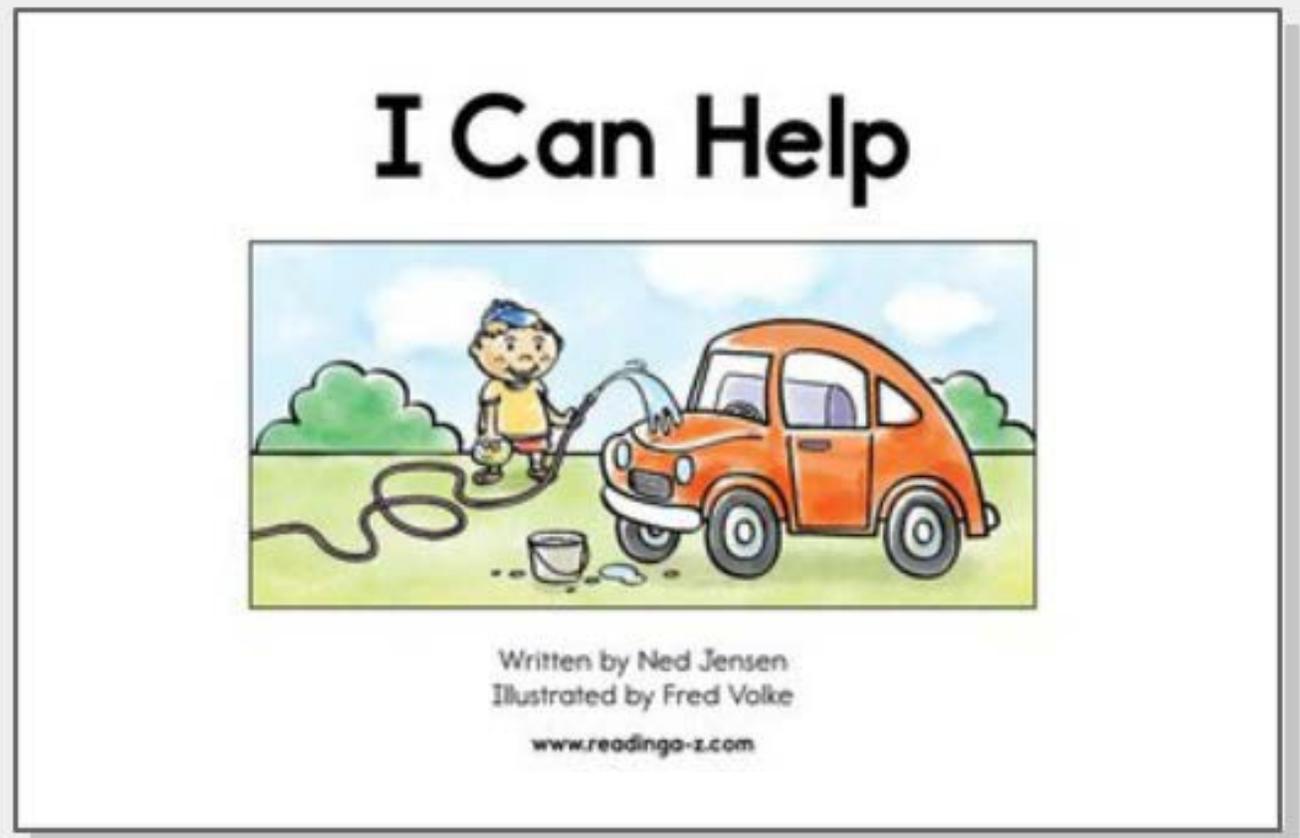
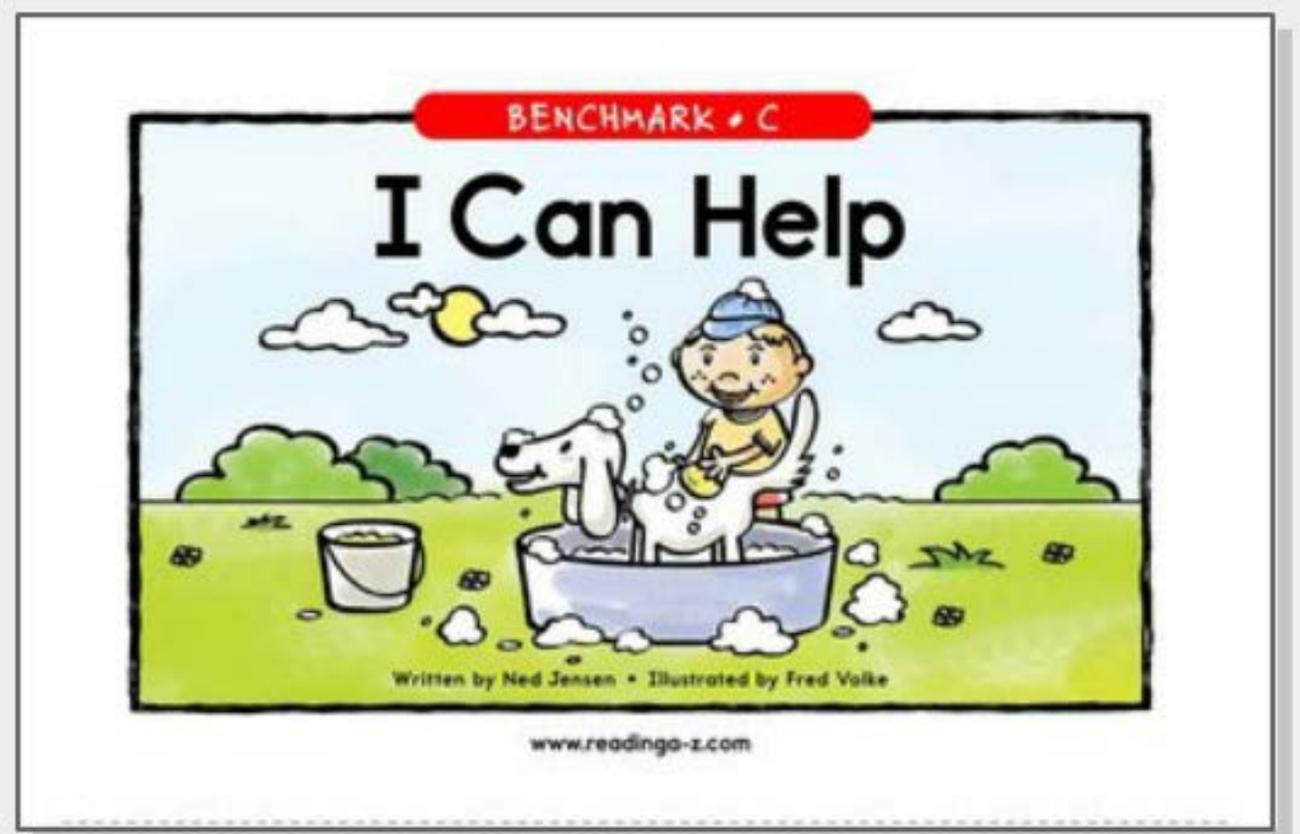
**Big Brown Beetle:** A scrumptious tea!

**Frog, Bee, and Beetle:** We're sorry we were lazy. The next time you have a party, we'll do all the work.

**Little Yellow Chicken:** That's a good idea.

THE END

Figure 6 – I Can Help



## Responsibility/Trustworthiness

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Can you help clean the house?  
Yes, I can.

I Can Help • Level C Benchmark Book

3



Can you help wash the dishes?  
Yes, I can.

4

## Responsibility/Trustworthiness

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Can you help pull the weeds?  
Yes, I can.

I Can Help • Level C Benchmark Book

5



Can you help make the bed?  
Yes, I can.

6

## Responsibility/Trustworthiness

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Correlated to Stepping Stones: Who's My Neighbor



Can you help carry the bag?  
Yes, I can.

Can Help • Level C Benchmark Book

7



Can you help wash the dog?  
Yes, I can.

8

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Can you help feed the chickens?  
Yes, I can.

© Can Help • Level C Benchmark Book

9



Can you help clean your room?

10