

OBAWDIAHI



Four Lessons for First-Day Schools

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OBADIAH

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OBADIAH



INTRODUCTION

The Obadiah Books

This curriculum has a lesson plan for each of the four books written by Brinton Turkle about the little Quaker Boy, Obadiah. These books are available from Friends General Conference, 1216 Arch St., 2B, Philadelphia, PA 19107, (215) 5612-1700, and from the Philadelphia Yearly Meeting Library, 1515 Cherry Street, Philadelphia, PA 19107, (215) 241-7219. All other books mentioned in this curriculum are also available from the PYM Library. The song book Songs of the Spirit is available from Friends General Conference, 1216 Arch St., 2B, Philadelphia, PA 19107, (215) 561-1700.

Lesson Format:

Each lesson includes a supply list, opening ideas, circle time and discussion ideas, activities, a closing and possible lesson extensions. The idea of a puppet play based on one or more of the stories recurs in three of the lessons. You may want to consider presenting this play to the whole First-Day School or Meeting. Directions for Quaker costumes for the children relation to these stories or for other Meeting events.

Timing and Age Levels:

Each lesson will take one or two sessions depending on the length of your classes and the number of activities you choose to do. If you do one book for two weeks, read it each week; the children will enjoy hearing it twice. Older children also enjoy these books; you may want to read them to all your children during opening exercises. If you make costumes, the older children can help.

For Assistance:

Religious Education Committee, Philadelphia Yearly Meeting, 1515 Cherry Street, Philadelphia, PA, 19102 (215) 241-7008.

THY FRIEND, OBADIAH

This is my commandment to you, love one another.

John 15:17

For the Teacher: The purpose of this lesson is to help small children understand the importance of being a friend to people and animals.

Supplies Needed:

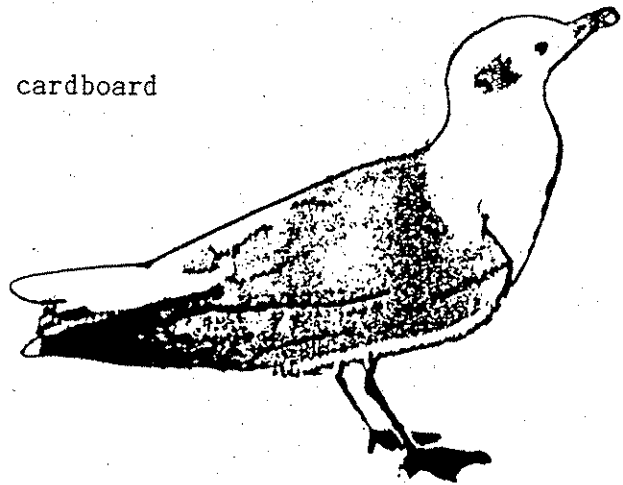
Copy of Thy Friend, Obadiah

For bird feeders

- A pine cone for each child
- 1 or 2 lbs. of birdseed
- 1 cup peanut butter
- Mixing bowl
- String or colorful yarn
- Newspaper
- Plastic sandwich bags

For puppets

- Copies of the "Going to Meeting Dolls" and the seagull (photocopied or traced for each child from patterns in the Reference Section)
- Glue
- Crayons
- Wooden skewers or popsicle sticks
- Cardboard - lightweight such as shirt cardboard
- Scissors



Opening:

- Sing "George Fox Song" #3
- or
- "You Are Always You" #7
- or
- "Magic Penny" #23

All in Songs of the Spirit

Circle Time:

Before you read Thy Friend, Obadiah, explain words the children may not understand, such as "thy" and "thee". Take a little time to talk about the early 1800's and the Quakers on the island of Nantucket off the New England coast. Several details in the story will help you explain what life was like for Obadiah. The candlemakers, the fishmarket, the mill, will all be unfamiliar to your children. The pictures, especially those which show Nantucket and the inside of Obadiah's house, will show the children how Obadiah lived. Point out Obadiah's clothing and his sisters'. Show a map of Nantucket so the children know what an island is. As you read the story, be sure the children get a chance to see the pictures.

Discussion:

After you read the story discuss what the children heard and felt about Obadiah and his friend. Some possible questions:

1. Who was Obadiah's friend?
2. Why didn't Obadiah want the seagull to be his friend?
3. Have you ever had a friend that no one else liked?
4. What did you do about it?
5. Have you ever helped someone and decided to be friends as a result?
(This question can be reversed: Has someone ever helped you ...?)
6. What is a friend?
7. How are animals our friends?

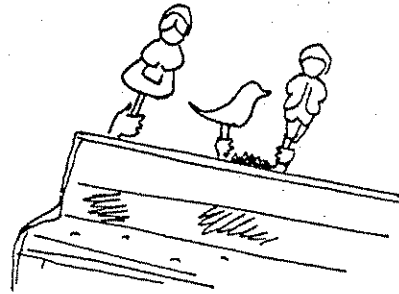
Activities:

1. Bird feeders

One way to be a friend to the animals like the birds is to make a pine cone bird feeder. Cover a surface with newspaper. Mix the birdseed with the peanut butter in a bowl. Roll the pine cones in this mixture. Tie a string at one end. Either hang the feeders at Meeting or put them in plastic bags to take home and hang up.

2. Puppet Play

Make Obadiah, Rachel, and Seagull puppets using the patterns on pages 13-15 in the Reference Section. Each child makes all three puppets. First the children color the puppets and then cut them out. Oak tag or lightweight cardboard is best. Make the puppets by glueing the front and back of each puppet to a popsicle stick or skewer.



To do a puppet play read the story aloud and let the children act it out with their puppets. As a possible extension of this activity, present your play to another class or to the Meeting. The children can wear simple Quaker costumes. Patterns for aprons, hats, and skirts are in the Reference Section. These costumes are made by the teacher or an older class. With them, the girls can wear dark blouses or leotards and a white scarf for a collar; the boys can wear dark pants with socks pulled over them to make knickers, white shirts and dark shoes.

3. Singing activity

Arrange chairs in a circle with space between the chairs. Each child stands in front of a chair. One child is the seagull, who starts outside the child-and-chair circle, weaves in and out the "windows" (spaces between the chairs) and sings the following verse:

SEAGULL, SEAGULL, THRU' MY WIN-DOW. SEAGULL, SEAGULL, THRU' MY WIN-DOW.

SEAGULL, SEAGULL, THRU' MY WIN-DOW. SEAGULL, AREN'T YOU TIRED ?

On the word "tired" the seagull stops behind one of the children and places his/her hands lightly on the chosen one's shoulders. While the seagull taps on the child's shoulder, everyone sings:

The image shows four staves of handwritten musical notation in 4/4 time, using a treble clef. The melody consists of quarter notes. The lyrics are written below each staff. Chords are indicated by letters in boxes above the staff lines.

Staff 1: [C] TAKE A LIT-TLE CHILD AND TAP 'EM ON THE SHOUL-DER.

Staff 2: [G7] TAKE A LIT-TLE CHILD AND TAP 'EM ON THE SHOUL-DER.

Staff 3: [C] TAKE A LIT-TLE CHILD AND TAP 'EM ON THE SHOUL-DER.

Staff 4: [G7] SEA GULL ,AREN'T YOU [C] TIRED?

After this verse, the child who has been tapped becomes a seagull and now two seagulls go in and out the windows as the song is repeated. They then stop behind two children and sing the tapping song. Now four seagulls in a line weave in and out, sing, stop and tap on four more children. The game continues until all the children are seagulls.

Closing Time:

Talk about how you can be a better friend; encourage specific answers. Ask children to try to be a friend this week to someone. Plan to ask about their experiences next First Day. Close with some silence.

Possible extension:

Make bread using a simple recipe such as those in the Reference Section.

THE ADVENTURES OF OBADIAH

*Keep to the simplicity of Truth
Philadelphia Yearly Meeting Faith and Practice*

For the Teacher: This story focuses on the truth and telling the truth. The story will help children see some possible consequences of stretching the truth or making up stories. The story is a variation on "The Boy Who Cried Wolf." Most children this age will identify both with Obadiah's story telling and with his problem at the end when people don't believe him. Remember that small children have a hard time distinguishing the line between fact and fantasy; this story will help make this line more understandable.

Supplies Needed:

Copy of The Adventures of Obadiah
Roll of cotton
White craft glue such as Elmer's or Sobo
Scissors
Copies of the ram and sheep pictures (pattern in Reference Section)
Crayons

Opening:

Sing "George Fox Song" #3
or
"You Are Always You" #7
in Songs of the Spirit
or "I Would Be True", #29
in The Friends Hymnal



As a tie-in to last week, ask children to talk about their experiences with friendship and about their bird feeders.

Circle Time:

Before reading the story, ask children what making up a story means. Do they know the difference between imagining and telling the truth? What does a person mean when he says "I was just joking"? Give some examples of storytelling, lying and telling the truth. Since making up stories and lying are not necessarily the same thing, try to explain the difference. Point out that Quakers think truth-telling is very important.

Read the story, being sure to show all the pictures. Give children a chance to comment on the setting. Have they been to fairs? Have they ever seen horse-drawn wagons? Talk about what sheep shearing is. If possible, have some wool to show the children.

Discussion:

Some possible questions:

1. Have you ever had a problem like Obadiah's? Tell us about it.
2. What can you do to avoid having such a problem?
3. Why do you think Obadiah's parents and teacher want him to learn to tell the truth?
4. Why is telling the truth important to you?
5. Ask if the children know the story of "The Boy Who Cried Wolf". Ask a child to retell it or tell it yourself. There is a Sesame Street version some children may know in which Cookie Monster takes the role of the wolf. What is the moral or message of this story?

Activities:

1. Ram and Sheep

Give each child a copy of the ram and sheep pictures. Children glue the cotton onto the ram and sheep to make "wool". They can also color the hooves, face, and legs. The ram can be a reminder to tell the truth.

2. Puppet play

Turn the ram and sheep into puppets by attaching the cutouts to popsicle sticks, as in the lesson on Thy Friend, Obadiah. Read the story again and use this week's and last week's puppets to act out the story.

Closing:

Children return to circle to talk about how they can try to tell the truth during the next week. Close with some silence.

Possible extension:

1. Read Sam, Bangs and Moonshine, and try one of the activities in the Reference Section.
2. If you have access to real wool, try simple carding and spinning.

OBADIAH THE BOLD

*Do not be afraid.
John 6:21*

For the Teacher

This story raises several issues: imagination, bravery, asking for help, growing up, and Meeting for Worship. Obadiah's birthday present, a telescope, is the starting point from which all this content develops. You may choose to focus on only one issue or several; this story is especially appropriate for more than one lesson. Remember that young children will have trouble dealing with more than one issue at a time.

Supplies Needed

Copy of Obadiah the Bold
Telescope, or magnifying glass, or
binoculars, or monocular
Globe, or world map
Blindfold
Broomstick
For telescopes:
Empty toilet paper or paper towel tubes
Cellophane or Saran Wrap
Rubber bands
Felt-tip markers



Opening:

Sing "George Fox" #3
or
"Quiet Moments" #9
or
"Enter in the Meeting House" #13
All in Songs of the Spirit

Circle Time:

Before you read the story ask children what they think imagination is. You might tie this into The Adventures of Obadiah. Ask children to imagine what they would like to be when they grow up. What do their mothers or fathers do? What did/do their grandparents do? Did people who lived long ago have the same kinds of jobs as we have now? Give some examples from the two books you've already read.

This story is about a little boy from long ago and what he wanted to be when he grew up. Some words which will need explaining: brig - jail on a ship; yardarm - cross bar to support a sail; Davey Jones - sea spirit; harpoon - barbed spear used to catch fish. Have a picture or model of a sailing ship if possible.

Read the story, being sure the children can see the pictures. Have a map or globe to show children where Obadiah's grandfather sailed and where Nantucket is.

Discussion:

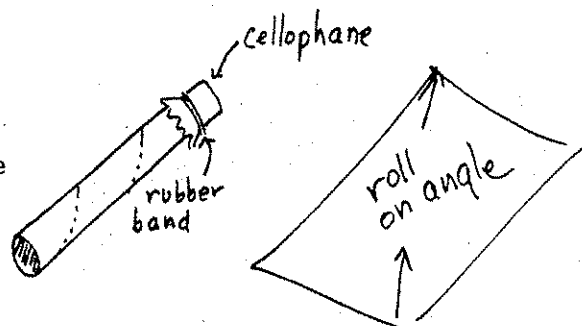
Questions

1. What was Obadiah's new present? Show the children a spyglass, if possible. Pass it around.
2. What did Obadiah want to do with the telescope?
3. What made Obadiah change his mind about being a pirate?
4. Who helps Obadiah understand his problem?
5. Describe a time your parents helped you with a problem.
6. Ask children to tell about something special a grandparent has given them or has done for or with them. Be sensitive to children who don't have grandparents; ask about aunts, uncles or other relatives.

Activities

1. Spyglasses

Use the empty tubes to make spyglasses. Fasten cellophane or Saran Wrap over one end using a rubber band. Decorate the tube with markers. Or, if you don't have tubes you can use rolled heavy paper. Roll the paper on the diagonal and you can extend this version like a real telescope.



2. Acting Out the Story

Let each child in turn be Obadiah in the scene with his brothers and sisters. Blindfold the "Obadiah" and have him/her "walk the plank" (use a 2 x 6 or other board). The teacher can poke the child gently with a broomstick. Discuss being afraid. Not all the children may want to be "Obadiah"; blindfolding is frightening for some children. If you have two adults, let one of them "walk the plank" first.

3. Games

Play Hide 'n' Seek or Blind Man's Buff within clearly defined boundaries.

Closing:

Return to your circle and talk about how children feel when they go into Meeting for Worship. How did the people in Obadiah's Meeting sit and dress? These things have changed. But we sit just as quietly today. Some things change and some things stay the same. What do they think Obadiah was thinking about in Meeting? What can they think about in Meeting? Close with silence.

Possible Extension:

Attend Meeting for Worship as a group. If you have made Quaker costumes, wear them to Meeting.

RACHEL AND OBADIAH

For the Teacher

This story will help boys and girls learn that being a boy or being a girl is not a reason why you can or can't do something. Sibling relationships are also important to the story and a good discussion topic for young children.

Supplies Needed

A Copy of Rachel and Obadiah

For flowers:

Colored tissue paper

Wire

Green cloth tape

Egg cartons

Pipe cleaners

Scissors

Twigs

Glue

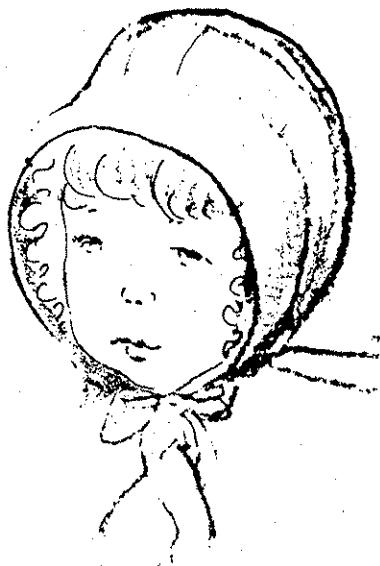
"Going to Meeting" dolls (see Thy Friend, Obadiah for supplies needed)

For "Magic Pennies":

Cardboard circles, 2-3" in diameter

Aluminum foil

Stickers



Opening

Sing "You Are Always You" #7

or

"Magic Penny" #23

in Songs of the Spirit

Circle Time

1. Talk about running. Do boys run faster than girls? Why can some people run faster than others? Explain that some people do some things better than others, but the most important thing is to try hard. Someone who reads well may not run well, or vice versa. Ask each child to name something he/she does well. Note that being a boy or a girl isn't a reason why we can or can't do something.
2. Read the story Rachel and Obadiah. Be sure the children can see the pictures.

Discussion

1. What did Rachel try very hard to do?
2. How did her brother, Obadiah, help her?
3. What makes you think Rachel can win the race?
4. Why did Obadiah lose the race?
5. How do you think Obadiah felt when he lost the race?
6. What did Jacob Slade give Rachel?
(A chance to try to outrun her brother.)
7. What did Rachel give Lydia Hussey, the Captain's wife?
8. What do you think Rachel did with her second coin?

Activities

1. Puppet Play

Using the "Going to Meeting" doll patterns, make Rachel and Obadiah puppets. See the lesson on Thy Friend, Obadiah for directions. As the teacher reads the story, the children act it out with their puppets.

2. Make "Magic Pennies"

Cover cardboard circles (2" - 3" diameter) with aluminum foil. Use markers to make decorations on the coins; the indentations left by the markers look like the markings on real coins. Or decorate the coins with stickers. Let each child make two coins, one to keep and one to give away.

3. Artificial Flowers

Present to Meeting members as bouquets or corsages.

There are many ways to make artificial flowers. Do not be limited by these suggestions.

a. Tissue flowers -

Materials - colored tissue paper
wire
green cloth tape

Cut tissue into 8 x 10 inch pieces. Fold accordian style with folds about 1/2" in width. Bend the tissue in the middle and place a length of wire over the fold. Twist the wire to secure the tissue and then bend both sides of the folded tissue up together. Twist wire again around the tissue, forming the base of the flower. Now trim the tissue so the petals are uneven and shaped. Wind green tape around the base of the flower and down the wire. Add leaves, if you wish.

b. Egg Carton Tulips

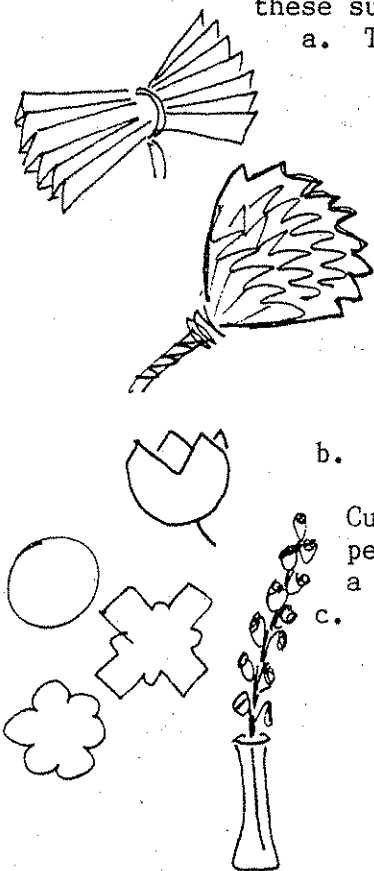
Materials - egg cartons, scissors, pipe cleaners

Cut egg cartons into twelve individual egg holders. Cut out petals along sides of each egg holder. Attach a pipe cleaner for a stem.

c. Tissue Forsythia

Materials: Twigs, colored tissue, glue

Cut the tissue into small circles and shapes. The teacher can prepare these ahead of time. Pinch the center of the shapes, so that you form a small flower. Use a little glue to fasten the flower onto the twig. Put lots of flowers on each twig. These look lovely in tall glass vases.



Closing

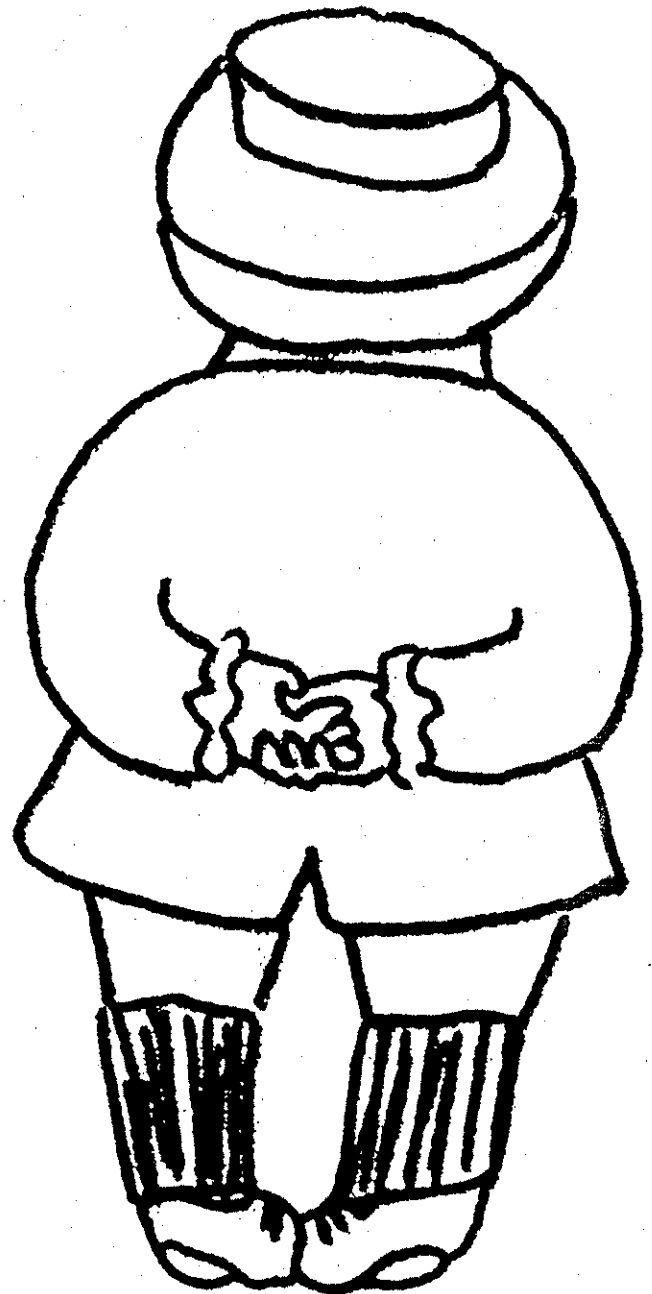
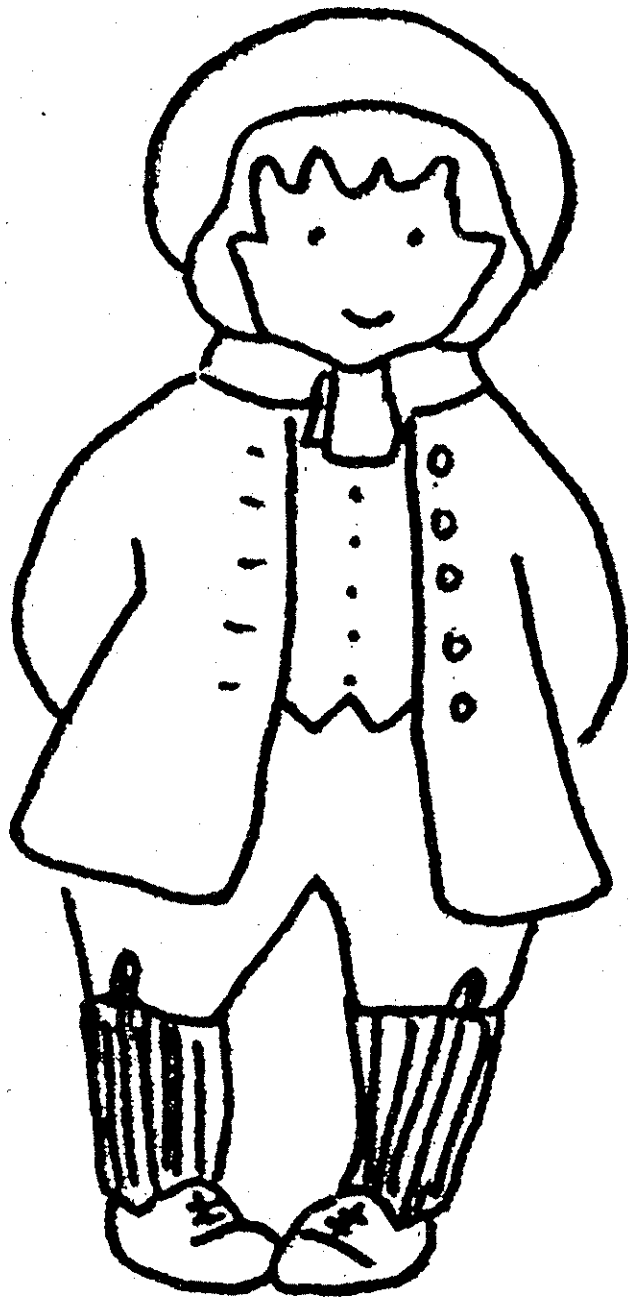
Have children return to circle with pennies or flowers in hand. Ask them to think about how they feel when they give something away. Ask them to remember people's reactions to their gifts. Close with silence. If possible, go into Meeting for Worship and at the end of Meeting hand out the flowers or coins. This would be a good opportunity for the teacher to share the high points of the "Obadiah" lesson with the whole Meeting.

Possible Extension:

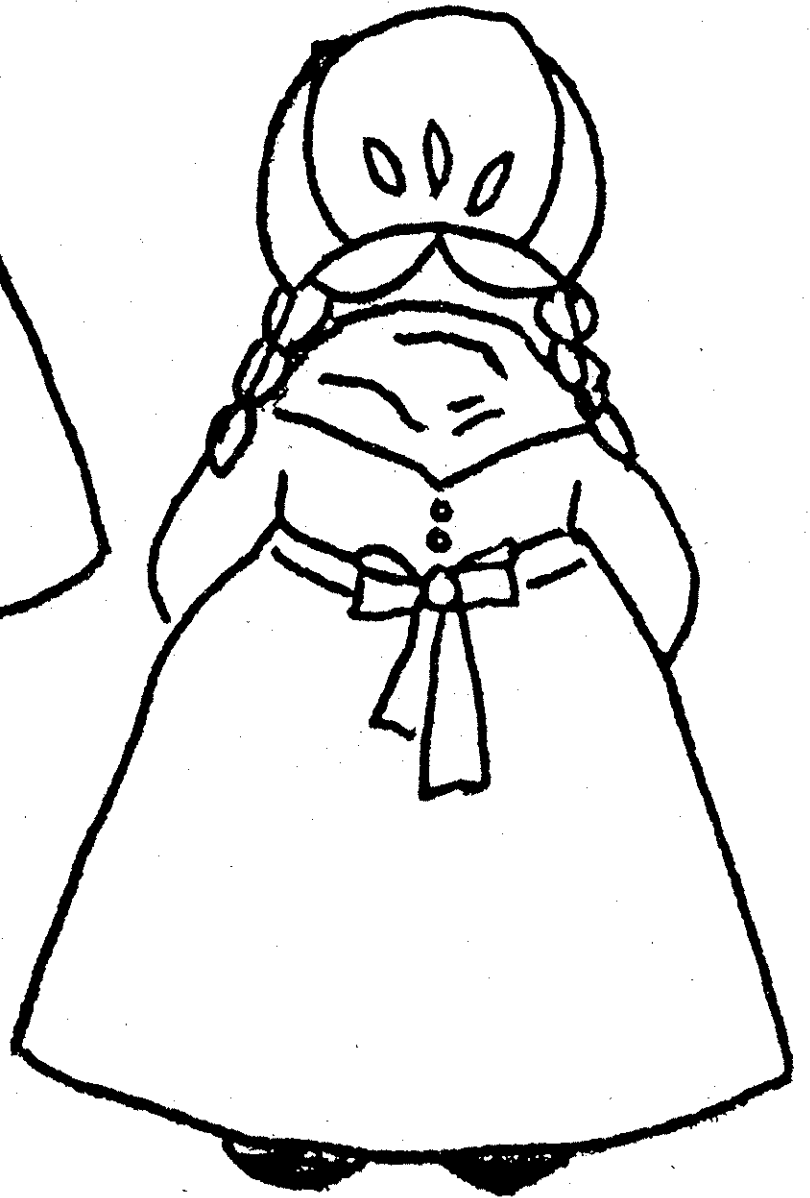
Read either Best Friends for Frances or The Little Brute Family, which touch on similar themes. Use ideas in the Reference Section for activities.

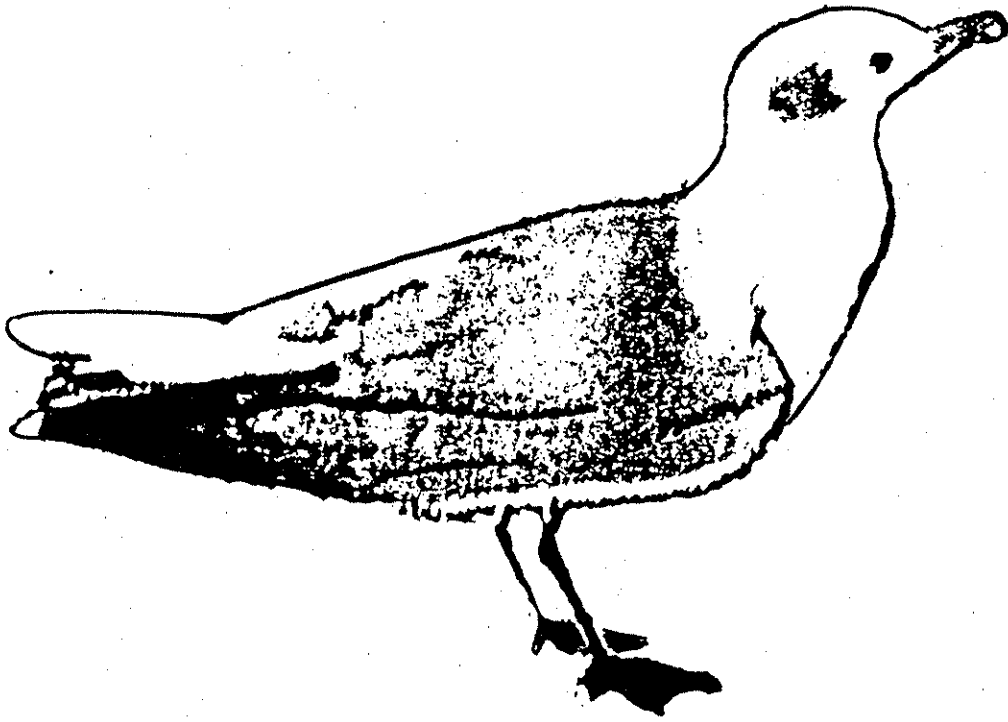
REFERENCE SECTION

Going to Meeting Dolls	Pages 13 & 14
Seagull Pattern	Page 15
Hat - Boys	Page 16
Hat - Girls	Page 17
Simpler Hats - Boys and Girls	Page 18
Skirt	Page 19
Apron	Page 20
Bread Recipes	Page 21
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<u>Best Friends for Frances</u> Ideas	Page 24
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Our Thanks to
Rebecca Robinson
for These patterns



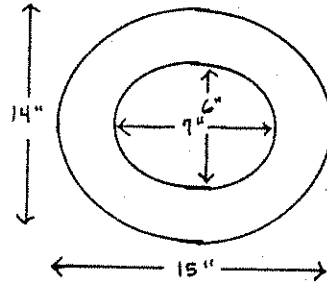


QUAKER BROADBRIMMED HAT

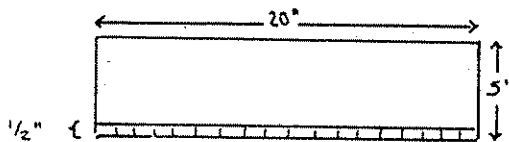
Please read entire instructions before starting.

Materials Needed: Light weight gray cardboard, Scotch tape, stapler and staples.

1. For rim: Cut gray cardboard in an oval 15" x 14". Cut opening in center for oval 6" x 7".



2. For crown: Cut gray cardboard 20" x 5".



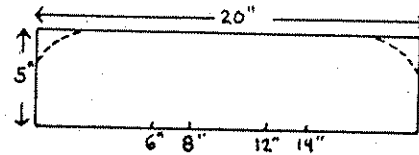
3. Draw line 1/2" from long side. Cut lines 1/2" to 3/4" apart from edge of cardboard to line. Bend back cardboard to the line.
4. Fit top inside hole in brim. (The brim may have to be larger for some children)
Staple crown together at both top and bottom.
5. Scotch tape 1/2" sections of crown onto the sides of brim.

QUAKER BONNET

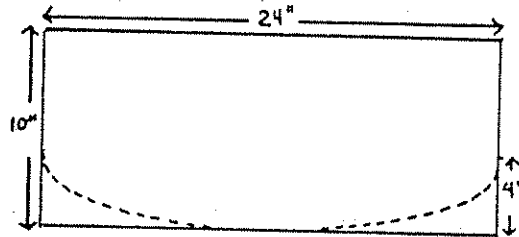
Read entire instructions before starting, please!

Materials required: Light-weight gray cardboard, gray or silver crepe paper (the paper is hard to find; try hobby shops and variety stores). Scotch tape. Stapler and staples. Rubber bands.

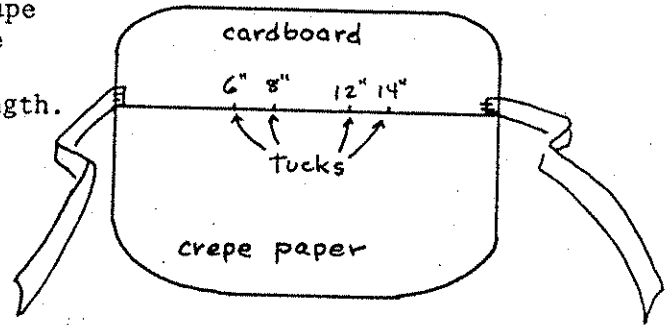
1. From gray cardboard cut a piece 5" x 20". Cut off the front corners in a curve. Mark the back (measuring from the left) at 6", 8", 12" and 14". This cardboard will form the brim of the bonnet.



2. Cut a piece of crepe paper 10" x 24". Draw an arc 4" from the front on each of the 10" sides decreasing to nothing in the front. Cut away the corners formed by these arcs.



3. Lay the two straight edges of cardboard and crepe paper together, overlapping one-half inch.
4. Make 1" tucks in the crepe paper at the 6", 8", 12" and 14" marks. Scotch tape tucks and then Scotch tape the entire length. Double Scotch tape the ends and around underneath for extra strength.
5. Cut tie streamers across the grain of crepe paper so they can stretch. Cut two pieces 2" by 20". Double the end that is to be stapled to the brim. Staple to the cardboard brim just in front of the taped seam. Staple so that points face out to avoid scratching the child.



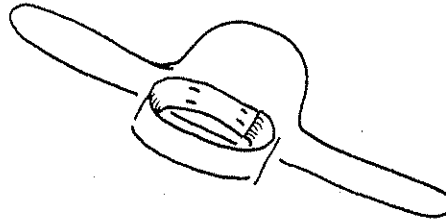
6. Put bonnet on child's head. Gather crepe paper together in back to fit child. Secure this gathered part tightly with a rubber band.

SIMPLER BROAD-BRIMMED HATS

Cut out hat fronts of appropriate size for your children from black cardboard.

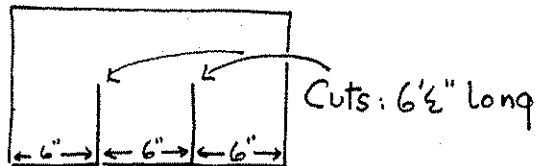


Cut out a strip of cardboard to fit each child's head size. Staple in a circle and then staple to the back of the hat front.

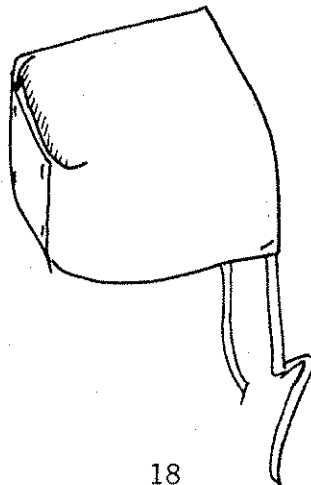


SIMPLER BONNETS

Cut slits in 18" x 12" pieces of black or gray construction paper as shown:



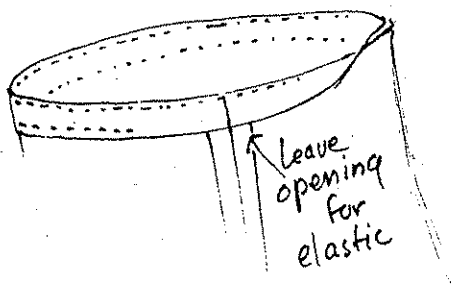
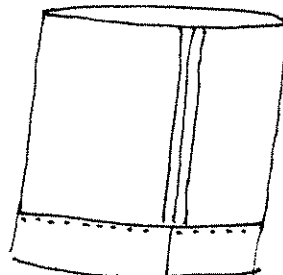
Fold the two outside panels over the center panel and staple in place. Staple ribbons for ties to the front corners.



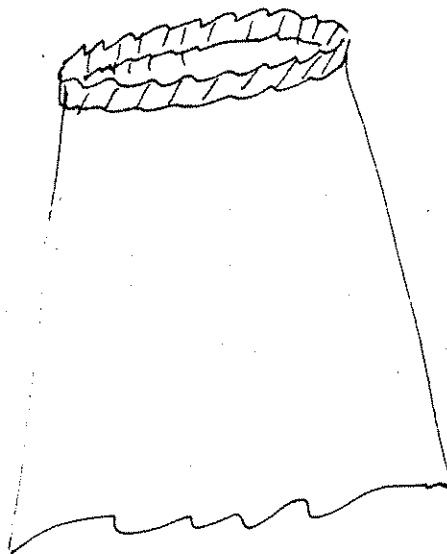
QUAKER SKIRT

To cut fabric for the child's skirt measure the child's waist and the length from the child's waist to her ankles. Multiply the child's waist by two to get the width of the skirt. Add three inches to the length measurement for the skirt length. Use inexpensive gray or black material. If fabric permits, cut one piece and make one back seam; otherwise cut two pieces half the width and make two side seams.

Seams: With right sides of fabric together, stitch $5/8$ " seams. Fold up $1/2$ " at hem, press; fold up another $1/2$ " and stitch close to edge.



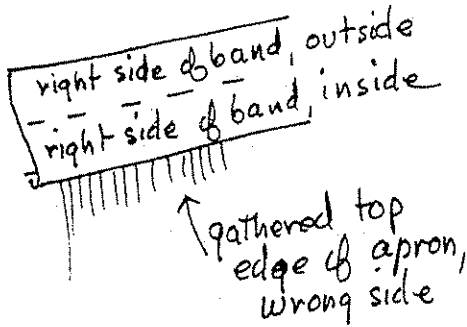
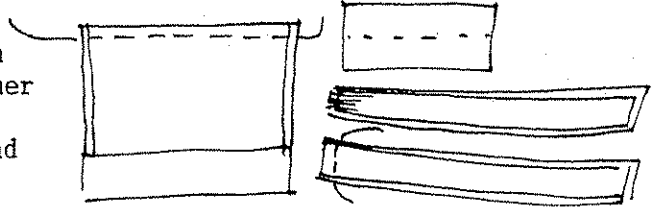
Casing and elastic: Fold top edge down $1/4$ "; press. Fold down another $3/4$ " and topstitch top edge (optional); leaving an opening for the elastic, stitch close to edge of folded-over material. Cut elastic the size of the child's waist measurement plus $1/2$ ". Insert elastic into casing, lap ends of elastic $1/2$ " and sew securely together. Stitch the opening in the casing.



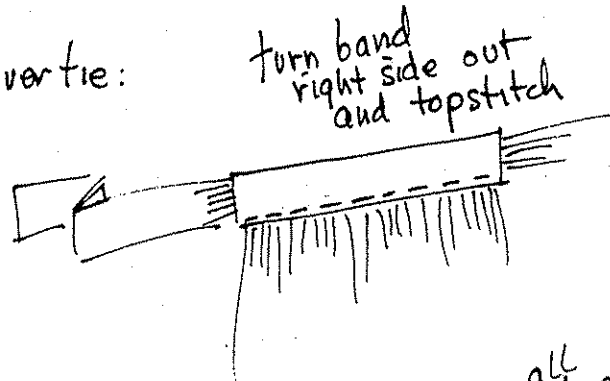
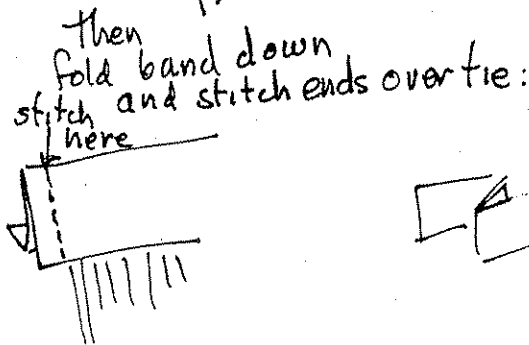
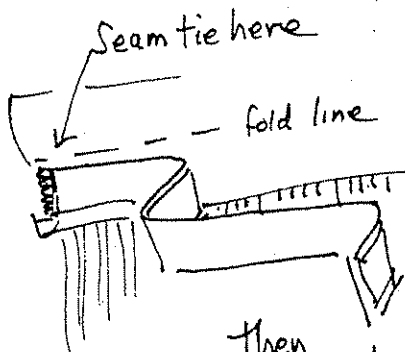
APRON

Sizing and cutting: Multiply the child's waist size by two for the width of the apron. Measure the child from waist to knees and add three inches for the length of the apron. Cut a waist band one-half the child's waist measurement by three inches; for ties cut pieces three times the waistband length by two inches.

Preparing apron: Make a narrow (1/4") hem on each side of apron (use the narrow hemmer on your machine if you have one). Make a two-inch hem on the bottom of the apron and stitch in place. Gather the upper edge.



Waistband and tie ends: Press under 5/8" on one side of waistband; trim to 1/4". Pin wrong side of apron to right side of band, leaving 5/8" on both ends. Adjust gathers to fit. Stitch. Trim seam; press toward band. Narrowly hem long edges and one end of each tie. Gather raw edge of each tie. Pin wrong side of gathered end of tie to right side of band. Stitch tie to band with half-inch seam, making sure to stitch only one thickness of band. Fold waistband in half, right sides together. Stitch ends, trim seams. Turn band; press. Top-stitch band over seam, stopping at edge of band.



all done!

BREAD RECIPES

Irish Soda Bread - Cookie Caldwell

4 c flour	3 c buttermilk
4 tsp. baking powder	or
1 tsp. baking soda	1 c powdered milk and
3/4 tsp. salt	3 T vinegar in 3 c water
3/4 cup sugar	

Sift first four ingredients. Add sugar; stir in buttermilk until just moistened (1 cup of raisins may be added if desired). Turn into 10" or larger (not smaller) round greased and floured pan. Bake at 350 F 45 min to 1 hour.

Gingerbread Modeling Dough

1/4 c margarine	1/4 tsp cloves
1/2 c brown sugar	1/2 tsp cinnamon
1/2 c molasses	1 tsp ginger
3-1/2 c unbleached flour	1/2 tsp salt
1 tsp soda	1/3 c water

In large bowl mix well the margarine and the sugar. Beat in the molasses. Add the flour, soda, cloves, cinnamon, ginger, and salt. Add the water and mix well, using your hands to mix the flour in when the dough becomes stiff. Model into gingerbread boys or girls or anything you wish. Place modeled dough on greased cookie sheet. Bake at 350 F for 8-10 minutes or longer, depending on its thickness. Yield: about eight 5-inch-long fat gingerbread boys and girls, or 16 thinner ones - plus a lot of fun!

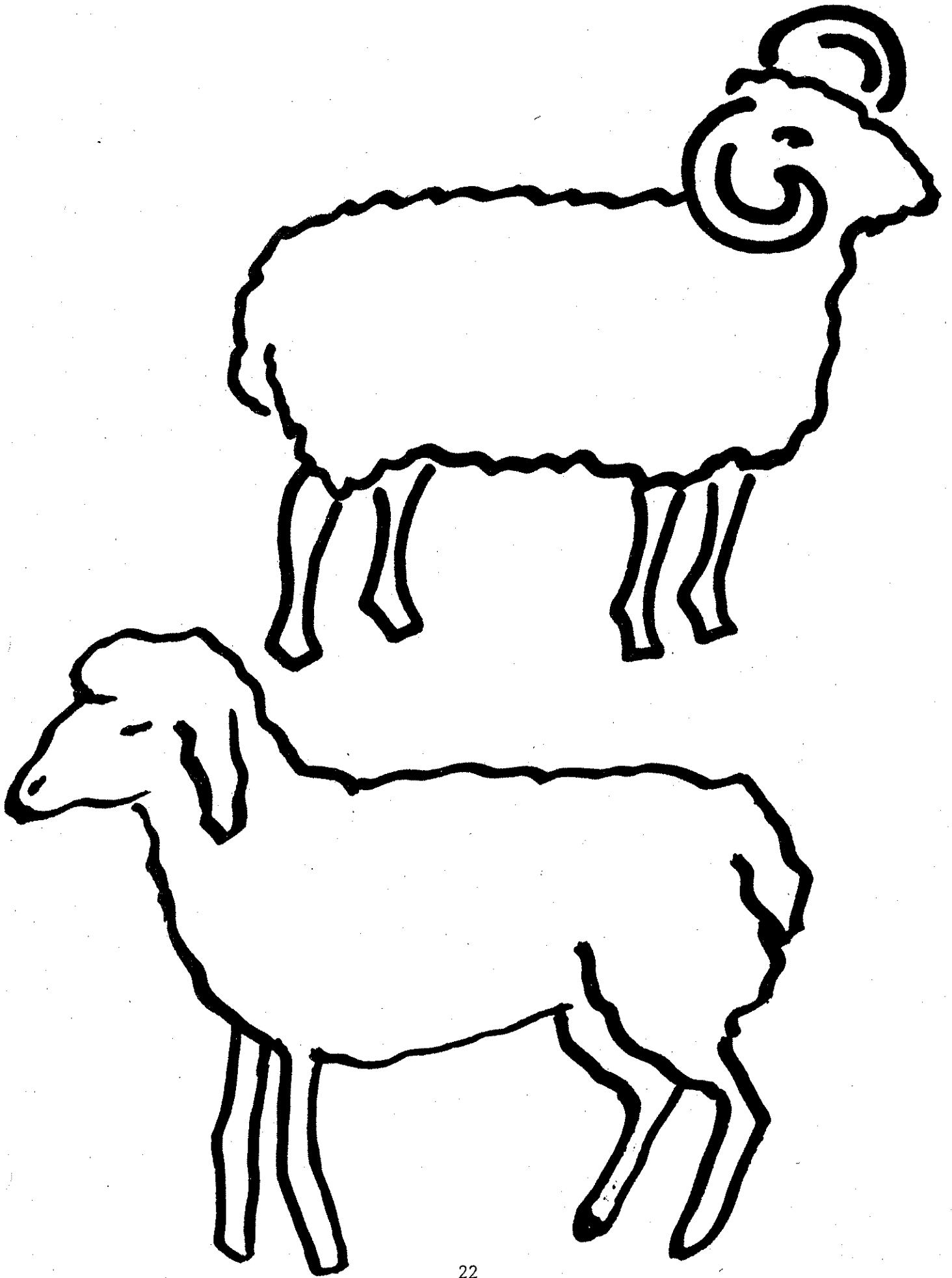
Basic Quick Bread Recipe

1 c Whole Wheat flour	1/4 c. softened butter or margarine
1 c All-purpose flour	1/4 c. honey
2 tsp. double-acting baking powder	2 eggs lightly beaten
1/2 tsp. salt	3/4 c. plain yogurt
1/4 c. wheat germ	

Sift first 4 ingredients into bowl; stir in wheat germ; set aside. In large bowl cream butter or margarine and honey. Add eggs. Beat 30 seconds. Fold flour mixture into butter mixture alternately with yogurt. Blend until just moist; do not over-beat. Spoon into 9" x 5" x 3" grased loaf pan. Bake 350 F for 1 to 1-1/2 hours until toothpick or knife inserted comes out clean.

Five healthy breads to make from basic quick bread recipe:

1. Banana Poppy Seed: Add 1 c mashed bananas and 1-5/8 oz. poppy seeds.
2. Carrot-Date: Add 1 c grated raw carrots, 1/2 c chopped dates, 1/2 tsp allspice 1/8 tsp. ground cloves.
3. Apple-Bran: Add 1 c applesauce, 1/2 c bran buds, 1 tsp cinnamon, 1/4 tsp nutmeg.
4. Raisin-Caraway: Add 1 c. raisins and 1 tsp caraway seeds.
5. Cranberry-Spice: Add 1/2 c. whole cranberry sauce, 1/2 c. chopped walnuts, 1 T grated orange rind, 1 tsp cinnamon, and 1/4 tsp ground cloves.



SAM, BANGS AND MOONSHINE IDEAS

Sam, Bangs and Moonshine by Evaline Ness; illustrated by the author. New York: Holt, Rinehart and Winston, 1966; 36 pp.



This book, winner of the Caldecott Medal, tells the story of a little girl, Sam, who has "the reckless habit of lying." Her father calls her dreamlike fantasies, moonshine. Eventually one of these stories endangers Sam's friend, Thomas, and her cat, Bangs. She learns an important lesson about the difference between what's REAL and what's MOONSHINE, but her father also assures her that while some moonshine is harmful, some is just fun. Sam learns to separate the real from the moonshine without sacrificing the value of either. Evocative illustrations and lyrical writing make this book unforgettable. The "lesson" is clear, and is part of an interesting, well told story. Lessons on this book can touch on two closely related issues: on the one hand the importance of truth-telling; on the other the healthiness of fantasy, when we know it's fantasy. Appropriate for all ages.

Some Ideas for Using Sam, Bangs and Moonshine in First-Day School:

1. Read the story aloud. Ask such questions as: What does Sam's father mean by Moonshine? Do you ever tell fantastic stories? What happened to Thomas? How did Sam feel when Bangs didn't return? Have you ever hurt someone by lying? What's the difference between good and bad moonshine?
2. Each child makes two pictures. One is a picture of something real. The second is a picture of moonshine. Children can describe their pictures and you can write the description on their papers.
3. Using clay or playdough make "fantastic" beasts and "real" animals. What are the differences and similarities between the two figures? Be sure to have brightly colored clay since color is an easy way to make things fantastic. If you use regular clay, paint or glaze the animals after they have dried.
4. Have the children recall their dreams. Record the dreams or have them keep a dream notebook for a week or two. They can illustrate these notebooks. What's the difference between our dreams and our waking life?
5. To help children distinguish between good and bad moonshine, have them make up one story that is bad moonshine and one that is good. Talk about the difference.
6. Tell a myth or fairy tale. How do the children know the story isn't "true"? Is the story still interesting? Why? Can they learn anything from a story which isn't literally "true"? Cinderella or Hansel and Gretel are good examples.
7. Using a flashlight and a globe or ball, show why moonshine is different from sunlight. Children can discuss the difference between direct and reflected light, before you show them this experiment.

BEST FRIENDS FOR FRANCES IDEAS

Best Friends for Frances by Russell Hoban. Illustrated by Lillian Hoban. New York: Harper & Row, 1969 - 31 pp.

Frances is a young badger with a little sister Gloria and a friend, Albert. Frances leaves Gloria behind when she sets off to play ball with Albert, but Albert has other plans. He's going "wandering" to catch frogs and snakes. Next day Albert won't let Frances play ball with the boys. In retaliation Frances sets out on a picnic with Gloria - no boys allowed! Gloria, however, brings about a reconciliation between Albert and Frances by pointing out what each of them can contribute to the outing.



The story, besides being humorous and delightfully illustrated, teaches an important lesson about belonging. At one point or another either Gloria, Albert or Frances feels excluded and eventually learns that age and sex are not good bases for evaluating others. Gloria, the littlest, is also the wisest. (There are several other Frances books, all worthwhile and fun.)

Ideas for using Best Friends for Frances in First-Day School:

1. This is a wonderful read aloud book. The humor will touch adults as well as children, and the situations, such as rejecting a "baby" sister or being rejected, are very real even if the protagonists in the story are badgers.
2. Discussion questions for this story can center on belonging. How does it feel to be left out? For what reasons do we leave others out? Age? Sex? Appearance? Are these good reasons? Why or why not? If we do set up requirements for being part of a group, what might these be? (e.g. a family might require clean hands at the dinner table; this is a legitimate requirement. On the other hand, saying only girls at the table is not legitimate). Help the children see the difference between realistic or fair requirements and those that are unfair.
3. Frances writes poems about how she feels. For example: "Sisters that are much too small/To throw and catch or bat a ball/Are really not much good at all/ Except for crying." Have the children identify a situation about which they have strong feelings. Write group poems on an Experience chart (you write, they talk). Illustrate the poems or act them out.
4. Using "Fisher-Price" people (figures that come with Fisher-Price toy sets) have the children dramatize stories in which one or another figure is excluded. You could start with an episode from this story and then develop situations from the group. Puppets (ready-made or hand-made), dolls, clothes-pin dolls, stuffed animals, or clay figures made by the children could be used for this activity.

THE LITTLE BRUTE FAMILY IDEAS

The Little Brute Family by Russell Hoban. Illustrated by Lillian Hoban. New York: MacMillan Co., 1966. 28pp.

The Brute family is miserable. They eat sand and gravel, they kick each other, and they never say "Please" or "Thank You." One day Baby Brute discovers a lost good feeling. The good feeling comes home with Baby Brute and brings change to the Brute household. The family begins to have a good time together and finally changes its name to Nice. The Hobans again create a humorous story which teaches children a lesson about the power of attitude. Children identify with the Brutes' problems since every family has unhappy moments, but they also rejoice at the change the good feeling brings.



1. Read or tell this story to your group.
2. Some questions: How do you think the Brutes feel in the beginning of the story? Have you ever felt that way? What is a good feeling? How does it change things at the Brutes' house? Has a good feeling ever changed the way you behave? How?
3. Act out the story and then talk about how the children felt before and after the good feeling arrived.
4. Make a list of times when the children felt like the Brutes. Begin the list with examples from the Brutes themselves. Make a list of times when the children felt like the Nice family. What makes the difference between feeling good and feeling bad?
5. Draw pictures of good feelings and bad feelings.
6. Make Brute families out of clay and recreate scenes from the story using the figures. These scenes can be made in shoe boxes.
7. Make paper plate masks - 2 per child - one which shows a "Brute" face, and one which shows a "Nice" face.
8. One lesson the Brutes learn is courtesy. Talk about ways the children can be courteous to others. Let each child make a card to send to someone they want to thank or compliment for something.