More Than Anything Else – Marie Bradby

**CHARACTER TRAITS AND THEMES**

**Primary Character Trait:**
Work Ethic “Working hard and sustaining effort leading to feeling good about a job well done”

**Basic Need:**
Power – The need for power is to achieve, to be competent, to be skilled, to be recognized for our achievements and skills, to be listened to and to have a sense of self-worth

**OBJECTIVES**

The learner will:
- Develop a further understanding of the Character Trait: Work Ethic
- Begin to develop an understanding of the 5 Basic Needs: specifically, Power
- Make text-to-self connections with the story
- Write a personal narrative
- Develop a further understanding of the sequence of events in a story

**GRADE LEVEL CONTENT EXPECTATIONS**

**First Grade**
R.CM.01.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and (R.CM.02.01) connecting personal knowledge and experience to ideas in text through oral and written responses.

W.GN.01.01 Write a personal narrative using illustrations and transitional words such as before, after, now or (W.GN.02.01) finally to indicate a sequence of events, sense of story (beginning, middle and end), and physical descriptions.

**Second Grade**
R.NT.02.03 Identify and describe characters’ actions and motivations, setting (time and place), problem/solution, and sequence of events.

R.NT.02.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

**RESOURCES**

**Trade Book:** *More Than Anything Else* by Marie Bradby

**Other Trade Books:**
**Estimated Time Parameters**

- One day
- More than one day
- Mini-unit

**Introduction**

1. Before beginning the lesson, decide how you want the students to get into discussion pairs, (e.g., use cards, count off, appointment partners, etc.). Have a small piece of paper or a 3 x 5 index card for each student.

2. Ask: What is something you really want to do more than anything else? It must be something you want to DO, not a place you want to visit. Draw a small picture of yourself doing this thing.

3. Get into discussion partners. Instruct students to share their pictures with their partners.
   - First, tell each other what it will take to be able to do what you want. Do you need to learn how to do it? Do you need special equipment? Do you need to practice?
   - Next, tell each other why you would be willing to work toward being able to do that task and/or activity.

4. Allow time for sharing; you may need to be more structured about their discussions, depending on the ability level of your group.

**Instruction**

Introduce the story. *We are going to read about a young boy who lives in Virginia in 1865, shortly after slaves were freed. Listen to find out what the main character wants to do “more than anything else.”*

After reading, discuss with the class the following questions: What did Booker want to do more than anything? How did he get to do it? Was it easy for him?

Also, discuss the sequence of events in the story. Ask the students: What happened in the beginning, middle, and end of the story? What was the problem? How was it resolved?

**Make Connections**

**Work Ethic Discussion**

Having a good work ethic means being a good worker. What does a good worker look like in first and second grade? (Make a web on chart paper or on the board.) You may want to put both work ethic and good worker in the center. Allow students to add several ideas.

- What is your best quality that shows a good work ethic?
- How can the people in our class model good work ethic for others?
- Why is it important to have a good work ethic?

**Power Discussion**

Reading is a skill; when you have a skill, you have a sense of self-worth. Booker seems to understand that there is power in reading. He imagines people listening to him, and teaching other children to read; he wants to be a force of change and hope for others.
ACTIVITY IDEAS

Class Book
Make a class book titled, “More Than Anything…” Have each student contribute a picture with a caption showing something they want to do more than anything else.

Work Ethic Activity
Invite students to draw and/or write about a time they worked hard to complete a task. Ask them to explain any or all of the following questions while doing the assignment: how did you accomplish the task? How did it feel when you were done? How long did it take you to complete the task?

Extension - Could you teach how to complete the task to someone else?? If time allows, have each student think of something they can do well, and then ask them teach it to a classmate or group of classmates.

Strong Work Ethic vs. Weak Work Ethic Activity
Have students brainstorm examples of having a strong work ethic and a weak work ethic. See attached master. Have them fill in the chart to show what a strong and a weak work ethic might look like.

<table>
<thead>
<tr>
<th>Strong work ethic</th>
<th>Weak work ethic</th>
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<tbody>
<tr>
<td>Neatly done</td>
<td>Messy, incorrect, incomplete</td>
</tr>
<tr>
<td>Correct</td>
<td></td>
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<tr>
<td>Could be math, writing, spelling word practice, etc.</td>
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Our Many Skills Activity
Ask students to make a list of all of the things that they are skilled at doing in their journals or writers’ notebooks. This activity will provide a sense of power for students as they see the number of things on their lists. As the teacher, model creating a list of the things you are skilled at doing first. Next, ask students to brainstorm specific skills individually, and then share students’ ideas with the whole class. This will help students to think of things to add to their own lists once they begin creating them.

Classroom Constitution
Incorporate the ideas of work ethic, optimism, power and freedom into your classroom constitution.

Read other trade books listed.
EVALUATION/ASSESSMENT

1. Pictures with captions will show if students understand how work ethic played a part in learning how to do something.

2. Students’ examples of strong/weak work ethic will show understanding of that character trait.

3. Connecting students’ lives to the story can serve as an understanding for making text-to-self connections.

4. Writing about a time when students worked hard to complete something can be used as a personal narrative assessment.

5. Appropriate responses to the sequence of events questions can serve as an understanding for that objective.
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<thead>
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<th>Strong work ethic</th>
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