

## UNIT THREE: THANKFULNESS / ORDERLINESS

### STEP ONE

There sits Jennifer. Bouncy ponytails, polka-dot ribbons tied just right, sent from a home that is trying to follow God's plan for the family. Next to her sits Todd. No socks on his feet, or laces in his shoes, sent from a home that runs on empty. And here sits me, ready to begin a unit on Thankfulness. What mutuality do these two extremes share? How can I neutralize their differences and give them each an equal opportunity at being thankful?

I will let them celebrate God. He will be their mutuality, their object of gratitude.

We will celebrate His creation by enjoying walks and staring at trees and going to the planetarium.

We will celebrate God's good ideas by talking about love and brains and food and fun and animals and muscles.

We will celebrate God's plans by thinking back to when Jesus put on a body and walked on earth. We will imagine heaven.

We will celebrate His character by looking at Psalm 145 and listing the reasons we can trust Him.

We will celebrate God's Word by reading some of His promises.

Having socks to wear to school is nice, but having God to go to school with you is reason to celebrate.

Decorate your life this month with Thankfulness.

### PATTERNING

God will one day give a word of praise to each of His children. With this in mind, write out one word of praise for each of your students. Choose a way to let them hear it as a group or individually.

### CHEWABLES

#### Bite-sized thoughts from God's Word

Select a thought to "chew on" during this unit:

"But thanks be to God, who always leads us in triumphal procession in Christ and through us spreads everywhere the fragrance of the knowledge of Him." 2 Corinthians 2:14

"I will sing to the Lord, for He has been good to me."  
Psalm 13:6

"I will praise the Lord, who counsels me; even at night my heart instructs me."  
Psalm 16:7

### VISUAL REINFORCEMENT

- As a class, row, or small group project, write a thank-you message on posterboard. Hang it on a door or window facing out for those passing by to read.
- Make flashcards of new traits for your desk.

- Add paragraph of Creed.
- Bulletin Board. ORDERLY OCEAN. Students make colorful ocean critters and plants, then cut them out and mount on board. Cover entire board with blue cellophane.

### THE APPROACH

#### THANKFULNESS.

- Being thankful is wise.
- Not saying "thank-you" is rude and unkind.
- One way I can say "thank-you" is by singing it.

#### ORDERLINESS.

- Orderliness is good for me.
- God is orderly.
- I am old enough to be orderly.
- I can choose to be orderly or disorderly.

### IDEAS

- RIGHT TIME-RIGHT PLACE FUN: COOKING. Give your students a positive introduction to life in the kitchen by including some of the following suggestions in your lesson plans:

1. Introduce basic tools, recipes, and categories of cooking (baking, frying, broiling, boiling).
2. Ask two moms a week to pair up in helping your students make a simple snack to eat on the spot! Extend the activity into the classroom by asking students to copy from the chalkboard the snack recipe they just made. Compile these, along with any other recipes you duplicate, into a book. Students make covers and add illustrations.
3. Help students learn basic skills such as making a sandwich, wiping off a counter, cleaning a sink, peeling an orange, and cutting an apple with a safe knife.
4. Give your students the privilege of taking something home to share for Thanksgiving by letting each child make a miniature loaf of bread (or nut bread, or cake).
5. Make chef hats out of white tissue paper and tape.

- Adapt ideas from STEP ONE.
- The story of the ten lepers is short and easy to read in the New International Version of the Bible. Use it as a reading exercise for your advanced readers. Divide the story among them and read it to the class as a follow-up to your presentation.
- During ocean study, plan a pretend day at the beach. Make sunglasses from construction paper and cellophane, play with a beach ball during recess, listen to a record of ocean sounds, "ride the waves" on scooter boards or balance beam, have a picnic, and show a filmstrip or family slides of the beach.

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SPECIFICS

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**Core Trait 1: THANKFULNESS**

**Purpose:** To give life examples of thankfulness and unthankfulness; to give students experience in expressing gratitude.

**Definition:** Thinking and saying thanks.

**Opposite:** Complaining.

**Verse:** I Thessalonians 5:18  
"In everything give thanks."

**Slogan:** Think thanks!

**Bible Emphasis:** Ten lepers

**Use as Desired:**

- \_\_\_\_\_ A Different kind of list, SP 27
- \_\_\_\_\_ Paper Dolls, SP 27
- \_\_\_\_\_ Thank You Said Another Way, SP 28
- \_\_\_\_\_ Interviews, SP 29

**Core Trait 2: ORDERLINESS**

**Purpose:** To show value of orderliness; to give basic organizing techniques.

**Definition:** Keeping things in their place.

**Opposite:** Letting things get all mixed up.

**Verse:** I Corinthians 14:40  
"But everything should be done in a fitting and orderly way."

**Slogan:** Neat is nice!

**Bible Emphasis:** God's orderliness in creation.

**Use As Desired**

- \_\_\_\_\_ Classroom Spiff-up, SP 32
- \_\_\_\_\_ Oceanic guest, SP 33

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**Right Time-Right Place Fun:** Cooking. (See "IDEAS," opposite page.)

**Creed:** Paragraph Two. "God has an enemy. There is no right in him. He only does what is wrong. He tries to ruin music and laughter and kindness and all that is wonderful. He *never* cares about me."

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SPECIAL EVENT OR PROJECT

THANKFULLY DRAMATIC. Dramatize the story of the ten lepers and/or the Never-Say-Thank-You Girl. Keep the props and costumes simple but go all out on expression and enthusiasm. Close by singing your "Thank-You Song," and leave a card behind signed by all of you.

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MY PLAN FOR THIS UNIT

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# The "Never-Say-Thank-You" Girl

Emily was ready for her birthday party fifty-seven minutes before it was to begin. She had taken her bubble bath, and Mother had fixed her hair with a bow tied the very way Emily had wanted. Now Mother was putting fingernail polish on Emily's fingernails, even though Mother thought it wasn't such a good idea. Emily had said, "This is *my* party and I'm seven years old and I want pink polish on my nails. If you don't put it on for me, I will do it myself." As she reached for the polish, Mother sighed and said, "Oh, all right. Give it to me."

Every year the same people came to Emily's birthday party, and every year they brought her lovely gifts. Sometimes Emily liked the gifts, but most of the time she didn't. This made her upset inside and she wouldn't say "thank-you." Mother would whisper, "What do you say, dear?" "Nothing!" said Emily out of the side of her pouty mouth. "Why should I say thank-you for something I don't even like," thought Emily.

This year Grandmother arrived at the party fifteen minutes early. She was carrying two boxes wrapped in shiny pink paper. One had a small stuffed penguin tied to the bright pink bow. The bow on the other gift held two packs of gum. "Hello, Grandmother," said Emily. "Would you like me to take the presents to the table for you?" "Yes, Emily, that would be nice of you." Soon the others arrived. Lucille brought her niece, Susan, with her. Susan was visiting from Idaho with her parents. She was eight years old.

Aunt Marilyn and Uncle Gene gave Emily a set of four books about horses, a record, and a set of paints. Grandmother gave her a purple robe with lace down the front, a matching nightgown and slippers, and a radio to put by her bed. Lucille gave Emily a game. Mother and Father gave her a cassette recorder and tapes, two dresses, a pair of shoes, and a large

stuffed animal. Emily only liked the radio, but even for the radio she didn't say "thank-you." She folded her arms and pouted. "These presents aren't anything like I wanted," she whispered to herself. Mother nudged her, hoping Emily would say "thank-you," but Emily got up and went to her room instead.

She was almost to her door when Grandmother cleared her throat and called to her. "Emily dear, come here please. I have an important question for you." Emily walked back into the room with a sigh and waited for Grandmother's question. "Don't you like the gifts I gave you, dear?" Emily didn't say anything as she moved her eyes to the floor. "Well then Emily, I will do you a favor. I will take the gifts away so that you don't have to have them around." Grandmother got up, packed up Emily's things and took them to the car, then came back inside. Aunt Marilyn said, "That's nice of you, Grandmother." She and Uncle Gene took back the gifts they had given Emily, too. "We wouldn't want Emily to have things she isn't thankful for." Lucille was next. She not only took back the game, she gave it to Susan, who smiled and said, "Thank-you, Lucille!"

Emily said, "So what. I already have a game like that." Susan said, "Oh, I do too, Emily, but I know someone else with whom I can share it." Everyone was smiling at Susan. "Why say 'thank-you' for something you don't need, then? Huh?" asked Emily, who was hopping mad inside and wishing Susan were back in Idaho.

"Because Lucille was nice enough to give it to me, that's why. Anybody knows you say 'thanks' when someone is nice to you no matter what they give," said Susan. "Emily doesn't," whispered Lucille to Grandmother as they walked toward the kitchen for some ice cream and cake. "But maybe she does now," said Grandmother with a twinkle in her eye.

## 28 THE "NEVER SAY THANK-YOU" GIRL

### ? OPTION

THANK-YOU SAID ANOTHER WAY. Teach your students to say thank-you in a language or languages other than your own, then use the new version freely in class.

- Tell story of "The Never-Say-Thank-You Girl" before students open their books.
- Direct students to this page as you begin discussing the story. Review the events of the story, then present these, and other questions:

*How do you think the party ended? Did Emily ever say "thank-you?"*

*Did Grandmother and the others return her gifts?*

*Did Emily's mother continue letting Emily have her way by pouting and whining?*

If you had been at the party as a guest, what would you have done?

- Instruct students to fill in Emily's clothing as they think she would have looked. They will then complete the page by filling in details of their choice in the space around her.
- Display papers on wall or bulletin board. Note the unique interpretations of the story. Verbalize your appreciation of each child's creativity.

### \* WRAP-UP

Practice saying "thank-you" as a class. Say it standing up, sitting down, on tip-toes, with one eye open, with fingers stretched wide, with noses scrunched, and with mouth in a tiny circle.

