



Literature & Character Education

Why Are You Fighting, Davy?

by **Brigitte Weninger**

Teacher Resource Guide

Grade 1 • Theme 3: Conflict Resolution

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Reading Comprehension Strategies & Skills

Each Teacher Resource Guide offers explicit instruction in one of the comprehension strategies and one of the critical thinking skills listed below.

Strategies

- Ask & Answer Questions
- Infer
- Make Connections
- Monitor Comprehension
- Predict
- Summarize
- Take Perspectives
- Visualize

Skills

- Analysis
- Author's Style
- Categorize & Classify
- Cause & Effect
- Character, Setting, Plot
- Compare & Contrast
- Draw Conclusions
- Evaluate
- Fact & Opinion
- Literary Forms
- Main Idea & Supporting Details
- Points of View
- Problem & Solution
- Sequence
- Synthesis
- Text Features

ABOUT VOICES

The Voices Approach

The *Voices* literature and character education approach encourages students to develop their own voices by integrating character education, violence prevention, reading, and writing.

Voices & Character Development

Six thematic concepts help students develop their social-emotional learning and strengthen their understanding of democracy.

Identity Awareness Students explore how to integrate the various parts of their lives into a healthy self-concept.

Perspective Taking Students learn to express their own points of view and to take the perspectives of others.

Conflict Resolution Students learn ways to resolve conflicts with their peers and in society.

Social Awareness Students develop their awareness of social realities and injustices in their world.

Love and Friendship Students gain insight into the nature of their relationships with friends, family members, and neighbors.

Freedom and Democracy Students reflect and act upon their social responsibilities in a democratic society.

The Voices Instructional Plan

Each guide is organized around a Central Question that relates the theme of the book to students' lives. Six sections develop the Central Question as they promote literacy and social skills.

Connect Prereading activities help students connect their own experiences to the issues raised in the book.

Read The teacher models and students practice comprehension strategies and skills. (See sidebar for a list of strategies and skills.)

Discuss Whole-class discussions deepen comprehension and encourage students to think critically about the book's themes.

Practice Interactive activities allow students to practice social skills related to the Central Question and the book.

Express Students use a variety of genres to express their understanding of the Central Question and the book.

Participate Students participate in family activities and community service learning projects.

ABOUT THE GUIDE

Theme: Conflict Resolution

Students explore different ways they can resolve conflicts with friends. A Conflict Escalator activity helps students determine ways to keep a conflict from growing bigger.

Reading Comprehension Strategy

Predict Students use prior knowledge and information in the text to make, confirm, and change predictions about what will happen next in the story.

Reading & Critical Thinking Skill

Characters, Setting, and Plot Students identify the main characters, when and where the story takes place, and the story's key events.

Writing

Students write their personal connections to the story in a Literature Response Journal. They compose an autobiographical story about a fight with a friend using a writing process that includes prewriting, drafting, conferencing, revising, proofreading, and publishing. A Story Map helps students organize and plan their stories.

Vocabulary

Students use new vocabulary words to discuss the story. Character development words provide students with a common vocabulary to discuss conflicts and the options they have when they fight with a friend.

Oral Language, Listening, & Fluency

Storytelling, partner activities, discussions, and role plays help students develop oral language and fluency and deepen their understanding of themselves, their classmates, and the book.

Teacher Tip

Why Are You Fighting, Davy? has no printed page numbers. To find the pages referenced in this guide, count the title page as page 1 and the first spread with text as pages 2 and 3.

ABOUT THE BOOK

The Davy Series

Why Are You Fighting, Davy? is the sixth title in a series featuring Davy and his rabbit family. Each book models a positive resolution to a common childhood dilemma, such as sibling rivalry, losing a comfort object, and being wrongly blamed for breaking something. See Additional Resources for a list of other Davy titles.

Awards & Honors for Books in the Davy Series

- NCSS-CBC Notable Trade Book in Field of Social Studies
- Bank Street Child Study Children's Book of the Year

Story Summary

Davy and Eddie, two young rabbit friends, fight when the dam Eddie is building bursts, and Davy's boat is swept away. After insults, ear pulling, and some time apart, the two friends work things out by helping each other build a new dam and a new boat.

About the Author

Brigitte Weninger was born in Austria in 1960 and grew up in a large family. She taught kindergarten for twenty years before launching her career as a children's book writer. She has written more than thirty children's books, including the Davy series, which was originally published in German and has been translated into many languages.

About the Illustrator

Eve Tharlet was born in France in 1956 and grew up in Germany. She currently lives in Priziac, France. She has illustrated all the books in the Davy series.

Context of the Story

A brook on a hot summer day provides the setting for Davy and Eddie's story of conflict and reconciliation. Eve Tharlet's soft watercolor illustrations depict plants and animals that live in this woodland habitat, including a ladybug, a bird, and bees that witness the drama between the two friends. When Davy and Eddie quarrel, they resolve the problem and mend their relationship without adult intervention. After taking time out to cool off, they lend one another a helping hand—two important strategies for resolving conflicts.

DAY 1

CONNECT

Introduce the Central Question

What can you do when you fight with a friend?

Tell students that you will be reading a book about two friends who get angry with each other and have a fight. Ask,

- *How do you feel when you are having fun with your friends?*
- *Have you ever had an argument or a fight with a friend?*
- *How did you feel when you were having the fight?*
- *How many of you have gotten back together with a friend after you had a fight?*
- *What did you do to get back together?*

Write students' responses to the last question on a chart entitled Different Ways to Resolve Conflicts. Students will add to the chart throughout the week. (See page 18 of the guide for a sample completed chart.)

Teacher Sharing: Friends Again

Share a story from your childhood about a time when you 1) had a fight with a friend, 2) walked away in anger, 3) cooled off after some time apart, and 4) got back together and were friends again. You may want to use dolls, classroom puppets, or homemade puppets to reenact the story.

At the point in the story when your friend makes a move to get back together with you, or when you start to think it would be nice to play with your friend again, pause to engage students in problem solving. Ask,

- *What do you think I should do? Why?*
- *What do you think my friend should do? Why?*

Prompt students to explain their reasoning and compliment them on their suggestions. Write new ideas on the Different Ways to Resolve Conflicts chart. Finish the story by telling about your reconciliation and the fun you and your friend had after you made up.

Plan & Prep

Objectives

- To appreciate the value of friendship
- To explore different ways to solve conflicts with friends
- To develop a common vocabulary to talk about conflict
- To understand that a story has a beginning, middle, and end
- To plan the plot of a story with a partner

Materials

- Chart paper and markers
- Classroom puppets, dolls, or homemade stick puppets
- Paper plates, rulers, yarn, crayons, markers, buttons, tape, and other materials for making stick puppets
- Large sheets of drawing paper, folded into thirds

Character Development Vocabulary

Introduce the word *conflict* to students. Explain that *conflict* is another word for a *fight*. Invite children to generate other words with the same or similar meaning such as *argument*, *disagreement*, *problem*, *difference*, *quarrel*, and *struggle*. Encourage students to use these words as they talk about the story and tell their own stories throughout the week.

EXPRESS

Reading Skill: Plot

Explain that the *plot* is what happens in a story. Plots have a beginning, a middle, and an end. Draw a three-column chart on the board or on chart paper. Label the sections *Beginning*, *Middle*, and *End*. Point out the Beginning section. Ask students to recall your story and tell what happened in the beginning (first). Write their responses on the chart. Continue this way to fill in the Middle and End sections.

Writing Skill: Plot Planner

Organize students into pairs. Tell students that they will be putting on a puppet play with their partner about two friends who have a fight. First, partners will use a chart like the one on the board to plan the plot of their puppet play together. Give each set of partners a large sheet of paper, folded into thirds. Prompt partners to draw and write what will happen in the beginning, middle, and end of their stories in the corresponding sections of their paper. Ask questions to help students plan their plots. For example,

- *The puppets are having fun together. What are they doing?*
- *The puppets are having a fight. What are they fighting about?*
- *The puppets solve their problem. What do they do?*

Partner Role Play: Puppet Friends

Provide students with classroom puppets or dolls, or help them make puppets. Students can draw the face of their character on a paper plate and add yarn hair and/or ears or a hat. Help students attach the paper plate face to a ruler.

Encourage partners to use their puppets to act out their stories. Invite volunteers to perform their puppet plays for the class. After each performance, discuss the ways the puppet friends solved their problem. Identify strategies and write new ideas on the Different Ways to Resolve Conflicts chart.

Organizing Partners

Prepare a list of partners ahead of time. You may want to mix students by culture, gender, learning style, or personality. For example, you may want to pair a shy student with an outgoing student. For consistency, keep the same partners together for *Voices* activities throughout the week, unless there are special difficulties.

DAY 2

READ

Introduce *Why Are You Fighting, Davy?*

Display the book and read aloud the title and the names of the author and illustrator. Prompt students to guess what they think the story will be about.

- *Where do you think the story takes place? What makes you think that?*
- *What do you think the story will be about? What makes you think that?*
- *What do you think Davy fights about? What makes you think that?*

Reading Strategy: Predict

Draw a three-column chart on the board. Title the first column *Predictions*, the second one *Check*, and the third one *Change*. Write students' guesses about the book in the first column. Explain that their guesses are called *predictions*. Predictions are more than guesses. Unlike guesses, predictions have reasons. We use the clues we find in the words or pictures of the book and our own experiences to help us figure out, or predict, what will happen next.

Briefly, review the students' predictions and their reasoning behind them. Ask, *How can we find out if these predictions are right?* Emphasize to students that they will check their predictions and make new ones as they look at the book's pictures and listen to the story. Tell them you will use the chart to record their findings. Say, *When you see or hear something that tells you a prediction is right, I'll make a check in the Check column. When you see or hear something that makes you want to change a prediction, I'll write your new prediction in the Change column.*

Preview Vocabulary

Look at and talk about the pictures in the first two spreads in the story (up until the dam bursts). Use the pictures to explain the meanings of the words *brook*, *dam*, and *launch*. Ask students to describe what the rabbits are doing in each picture. Prompt students to rephrase their responses to include the vocabulary words. *The white rabbit is building a dam with rocks. The brown rabbit is launching a boat in the brook.*

Plan & Prep

Objectives

- To develop oral vocabulary
- To make, confirm, and change predictions
- To make and write text connections

Materials

- *Why Are You Fighting, Davy?*
- Water wheel or chute
- Picture books about dams
- Chart paper and markers
- Literature Response Journals
- Drawing and coloring supplies

Science Connection

Use a water wheel or chute to demonstrate how a dam works. Talk about cause and effect as students experiment with opening and closing the valves to regulate the flow of water. Bring in pictures and photographs of man-made and natural dams. See Additional Resources, page 21.

Teacher Preparation

Practice reading the story ahead of time. Mark the places where you plan to stop to ask students to make, confirm, or change their predictions.

Vocabulary Words

Explain the meaning of unfamiliar words as they come up in the story. When possible, use facial expressions and your voice to demonstrate word meanings (e.g., *doubtfully*, *scowled*, *muttered*). Prompt students to infer word meanings from the context.

brook (p. 2) a small stream; a small, flowing body of water

dam (p. 2) something people and animals build to stop water from flowing

doubtfully (p. 4) in a doubtful way; in a way that shows you aren't sure of something

launch (p. 4) to start a boat or ship moving in the water

mast (p. 18) a long pole that holds up the sails of a boat or ship

muttered (p. 16) spoke in a very low voice with lips partly closed

scowled (p. 14) gave an angry look or frown

securely (p. 20) tightly; firmly; in a way that won't fall apart

solemnly (p. 22) very seriously

wedge (p. 20) to squeeze in tight

Read Aloud

Read slowly with clarity and expression. Change your voice to represent the different characters, adapting your tone to illustrate changes in the characters' emotions or in the mood of the story. Explain the meaning of unfamiliar words as they come up in the story.

Model Making & Checking Predictions Pause after the first page to ask students if they can check any of their predictions. Ask, *Do we know where the story takes place now?* Refer to students' predictions about the story's setting. Place a check mark in the second column of the chart, next to any predictions that are correct.

Continue reading. Pause before the last line on page 4 when Eddie says, "My dams are always strong enough." Model the process of making predictions with a think aloud, such as the one below. Record your prediction in the first column of the chart.

Think Aloud *What prediction can I make here about what will happen next? Let me look for clues. Davy is very proud of the boat he made. He's afraid to launch the boat because he's not sure the dam is strong enough. But Eddie says it is. We predicted from the title and cover that the two friends have a fight. I can see a fight coming here. I predict that Eddie's dam will not be strong enough and that it will burst. I know that when dams break, water rushes through. So I predict that the rushing water will take Davy's boat away and that Davy will get mad at Eddie. That's why the two friends fight.*

Write your prediction in the Predictions column of the chart. Then continue reading. After you read "At that moment, the dam burst," say, *Aha! I know that one part of my prediction is right. Eddie's dam was not strong enough. I'll keep reading to find out if Eddie and Davy fight over this.*

Practice Making Predictions As you continue reading, ask questions to help students practice making predictions. Record their predictions on the chart. Prompt students to raise their hand when a prediction they made is confirmed. Place a check mark in the second column of the chart. Students can also raise their hand when they want to change a prediction. Ask students to identify the information they used to modify their prediction. Write the new prediction in the third column of the chart.

Gradually transfer responsibility to students as they become more adept at practicing the strategy. Encourage them to think aloud

about how they put together clues from the book and from their own experiences to predict what the two friends will say and do. The following are places where you may want to pause to prompt students to make predictions:

- After reading page 7 when Eddie says “It was just a silly little boat! I could make one with my eyes closed!” ask, *What do you predict Davy will say and do? Why?*
- After reading page 14 when Davy decides to go back to the brook, ask, *What do you predict will happen next? Why?*
- After reading page 16 when Davy sees a wobbly little boat in the brook, ask, *What do you predict Davy will find? Why?*
- After reading page 18 when Eddie says, “I can’t do this [build a boat] as well as you,” ask, *What do you predict Davy will say and do? Why?*

DISCUSS

Reader Response

After reading, invite students to ask questions about things they wonder about or don’t understand. Encourage students to respond to the story. Did they like it? Why or why not? What was their favorite part? Model by commenting on something that brings the story to life for you.

EXPRESS

Write: Literature Response Journal

The Literature Response Journal is a type of reader response journal in which students record the title and author of the book they have read or listened to and draw or write about the connections they make with the book. Model the process by thinking aloud as you write your own connection in your journal or on chart paper. Explain how your connection helped you understand what happened in the story. Then prompt students to write about or draw connections they made with the book. Invite partners to share their connections and talk about how their connections helped them to better understand the story.

Teacher Think Alouds

A Think Aloud provides a way for teachers to model how they use a reading comprehension strategy (or multiple strategies) while reading. It is one of the best ways to make reading comprehension concrete for students.

As you read the story to students, stop and explain how you are using the strategy. Tell students what you are thinking, what connections you are making, the questions you ask yourself, the predictions and inferences you make, and what you visualize as you read.

Multiple Strategies: Make Connections & Predict

Tell students that good readers often use more than one strategy at a time while reading or listening to a book. Point out that to make your prediction that the dam would break and take Davy’s boat away, you used clues from the book *and* information from your own experience. You might say, *When I made my prediction, I thought about what I know about dams and what happens when they break. I made a text-to-world connection—a connection between something in the book and something that I know about the world. Text-to-world connections are one kind of connection that good readers make while reading. Making connections is a strategy that can help us predict what will happen next in a story.*

STORY MAP

Name _____ Date _____

Characters

--

Setting

Where

When

--	--

Beginning

Middle

End

--	--	--

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MULTIPLE CHOICE TEST FOR *WHY ARE YOU FIGHTING, DAVY?*

Name _____ Date _____

Directions Fill in the circle next to the best answer.

1. What is the setting of the story?
 - (A) Davy's house on a summer day
 - (B) Eddie's house on a winter day
 - (C) A brook on a summer day

2. Why does Davy get mad at Eddie?
 - (A) Eddie breaks Davy's boat.
 - (B) Eddie says the dam is strong enough, and it isn't.
 - (C) Eddie pulls Davy's ears.

3. What does Davy do to keep the fight with Eddie from getting bigger?
 - (A) He apologizes.
 - (B) He tells his mother that Eddie hit him.
 - (C) He takes time out and goes home.

4. How does Davy feel when he plays alone at home?
 - (A) Happy
 - (B) Bored
 - (C) Tired

5. What do Davy and Eddie do to make up and be friends again?
 - (A) They apologize.
 - (B) They help each other.
 - (C) They decide to play something else.