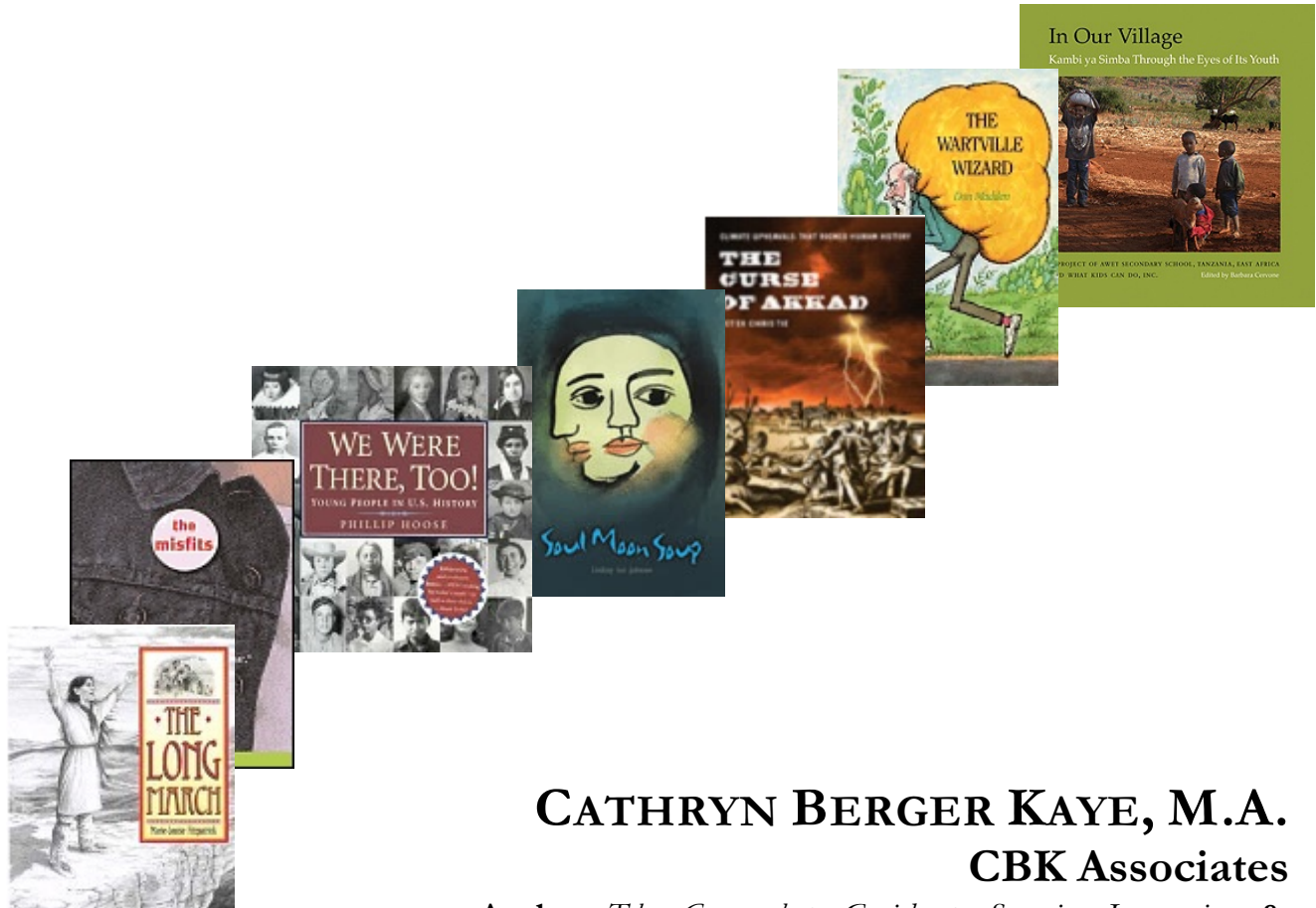


**READ!  
BE INSPIRED!  
TAKE ACTION!**



**CATHRYN BERGER KAYE, M.A.**  
**CBK Associates**

*Author: The Complete Guide to Service Learning &  
Strategies for Success: A Learning Curriculum that Serves*

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## A Quote A Day

**"From what you get  
you make a living.  
From what you give  
you make a life."**

*Arthur Ashe, athlete*

**"How wonderful it is  
that no one need wait  
a single moment  
before starting  
to change the world."**

*Anne Frank, writer*

**"Why not go out on a limb?  
Isn't that where the fruit is?"**

*Frank Scully, columnist*

**Draw the Quote.** Select one of these quotes or one you heard during the Quote Exchange. sketch a picture in the space below. Then work on a separate piece of paper to create **Quote Art**. On your final drawing, consider adding a border or frame, and even including the quote in the art or on a companion document.

**The Meaning.** What does your quote mean to you? Explain in three sentences.

**Reflection.** Who would you like to tell this quote to? In three sentences, explain why this message for this person.

We bring words to life  
by what we say,  
the choices we make,  
and the actions we take.

**"Every word we say matters. It moves something in one direction or another."**

*Deena Metzger, author*

# QUOTABLE QUOTES

## Step One: DRAW

Make a picture that visually interprets a quote. Integrate the words in the picture or the frame.

**Skills:**

## Step Two: FIND THE MEANING

Write a paragraph explaining what the quote means to you.

**Skills:**

## Step Three: OPINIONS & FEELINGS

What do you *think* about this quote? Do you agree or disagree? Write your thoughts in a paragraph. How does this quote make you *feel*? Describe your feelings in a separate paragraph.

**Skills:**

## Step Four: BE CREATIVE!

Write a poem, short story, song or any written form that includes this quote.

**Skills:**

## Step Five: WHO IN HISTORY?

Who made this statement? When was it spoken? How is this particular statement influenced by what *was* going on in the world and what applicability does it have *today*?

**Skills:**

## Step Six: AND THE MORAL IS....

Write a short story with a conflict between two characters; characters can be people, animals or inanimate objects like a lamp. End your story with a life lesson that can be explained through this quote. Conclude with, "And the moral of the story is...." That's where you place your quote!

**Skills:**

## Step Seven: COMPARATIVE STUDY

Select two quotes. What are common or contradicting messages? Consider: "Education is not preparation for life; education is life itself." John Dewey, and "Life is either a daring adventure or nothing." Helen Keller.

**Skills:**

## Step Eight: PUTTING THE QUOTE INTO PRACTICE

How can this quote be used to teach or influence others? How could it be used in a service learning activity? Who might you give this quote to?

**Skills:**

## Step Nine: WHAT QUOTE WILL I BE REMEMBERED BY?

Write *your* quote to be remembered by.

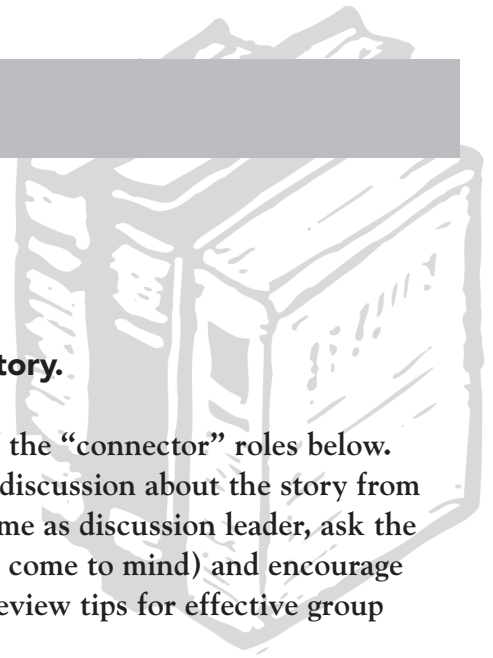
**Skills:**

## STUDENT REFLECTION

Complete one of the following:

- What about this quote is most memorable for you?
- Write a letter to the author of this quote telling both your thoughts and feelings.
- Who would you like to give this quote to? Describe how you could give the quote your desired response.

# Literature Circle Roles – The Process



## Tips For Effective Group Discussions:

- Use active listening skills
- Ask questions
- Take turns speaking
- Welcome all comments

## Form groups of four to discuss a story.

Assign each person in the group one of the “connector” roles below. Each connector’s job is to lead a group discussion about the story from a specific point of view. During your time as discussion leader, ask the questions listed (along with others that come to mind) and encourage group members to respond. To begin, review tips for effective group discussions.

Use the **Literature Circle on \_\_\_\_\_** document to write notes and ideas. After the Literature Circle, fill in Process Notes; write what worked well with your group and what to improve next time.

## Personal Connector

Ask questions that connect the story to group members’ experiences, such as:

1. Do characters remind you of people you know? How?
2. Have you been in situations similar to what is described in the book? What happened?
3. How have you or people you know resolved similar situations?

## Literary Connector

Ask questions that connect this story to other stories group members have read, such as:

1. Which characters remind you of characters from other stories? Why?
2. What situations are similar to what happens in other stories? Why?
3. What would a character in this story say about these other characters or situations? Why?

## Service Connector

Ask questions that connect this story to ideas for service projects, such as:

1. What needs to be fixed in this situation?
2. Did any characters in this story participate in service activities?
3. What service ideas did you think of when you read this story?

## Learning Connector

Ask questions that connect this story to learning opportunities such as:

1. What would you like to learn more about as a result of reading this story?
2. What ideas in this story have you learned about or experienced in school?
3. What do you think people your age would learn from reading this story?

# Literature Circle on \_\_\_\_\_



**Personal  
Connector** ↘

↙ **Literary  
Connector**

↗ **Service  
Connector**

↖ **Learning  
Connector**

**Process Notes:**

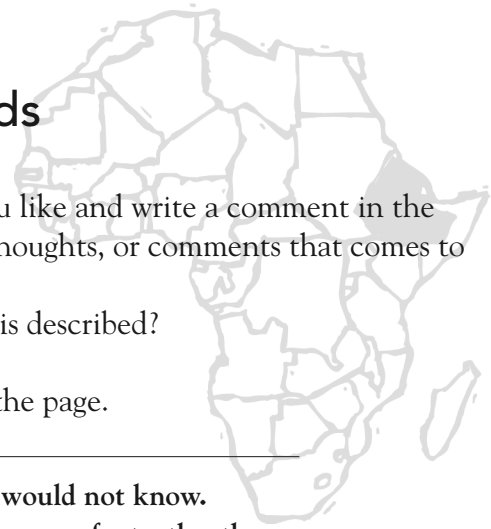
## Similarities and Differences: Good friends

**First read:** As you read, write on the page. Underline a sentence you like and write a comment in the margin, like “good, short.” Circle a well used word. Write questions, thoughts, or comments that comes to mind in the margin.

**Second read:** What is similar or different about your life and what is described?

Place a large **S** by similarities, and a **D** by differences.

At the end, be sure you have made at least ten notes or markings on the page.



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They say Tanzanians are the friendliest people on earth. We would not know. We can tell you this, though: When two people pass each other on our footpaths, they say hello. We greet and shake hands all the time, eager to exchange news. We care about unity. We treat strangers as friends. We show respect and good behavior in the language we use. When someone enters a room or we want their attention, we say *karibu sana* (most welcome) several times. When we need something, we say not only *tafadhali* (please) but also *naomba* (I beg of you).

And we smile.

Since few people leave our village, friendships last a lifetime. We make friends at the places you would expect: church, school, special events, and celebrations. Our nearest neighbor may live a ten-minute walk away, but we call on each other for company and help. Disputes are rare and they never last long. We do not snatch from one another. We share. Only once in ten years has a case of stealing in our village needed to go to the court in Karatu. We do not have a court here.

When you are our age, what makes someone a good friend?

A good friend is someone you can exchange ideas with. -TRIPHONIA

A good friend helps you with your subjects. - HEAVENLIGHT

A friend is someone who values you. - SYLVESTER

Heavenlight is my best friend. She has good behavior. She keeps secrets.

We talk about science studies together, and we laugh, too. -SHANGWE

The walk from one point to another in our village can be long. It strengthens friendships along with muscles, one of our teachers says. We share stories that go on for kilometers.

---

**Your Response.** On the next page, write a response to the *Good Friends* chapter following a similar format. Use short and long sentences. Include several words you circled. Interview students for quotes. Use the following paragraph chart as a guide and adapt as needed. Write only paragraphs 1-3 at home. You will complete the last two parts in class: the question and student responses, and the closing paragraph with a teacher comment.

Paragraph 1 - 9 sentences

Paragraph 2 - 3 words

Paragraph 3 - 8 sentences

A question with 4 responses

Closing paragraph of 3 sentences including a teacher comment

THEME	BOOK TITLE	CONNECTION
<b>AIDS Education &amp; Awareness</b>	Chanda's Secrets Fighting the AIDS and HIV Epidemic: A Global Battle Quicksand: HIV/AIDS in Our Lives Our Stories Our Songs...African Children talk about AIDS	African continent  African continent
<b>Animals in Danger</b>	Gone Fishing Gone Wild: An Endangered Animal Alphabet Highway Cats Nights of the Pufflings Up Close: Jane Goodall Saving Birds—Heroes Around the World straydog	Endangered Endangered Feral Animals Global  Teen doing Service
<b>Elders</b>	Our Grandparents: A Global Album Petey Somebody Loves You, Mr. Hatch Stranger in the Mirror	Global Photos Teen doing Service A MUST HAVE!
<b>Emergency Readiness</b>	How to Build a House Hurricane Song: A Novel about New Orleans The Killing Sea Natural Disasters: Hurricanes, Tsunamis, and Other Destructive Forces Slow Storm The Storm in the Barn Tsunami	Teen doing Service  Southeast Asia  Graphic Novel Graphic Novel Global
<b>Environment</b>	The Boy who Harnessed the Wind Carbon Diaries 2010 The Curse of Akkad: Climate Upheavals that Rocked Human History Gone Fishing; Ocean Life by the Numbers Heroes of the Environment: Scat The Wartville Wizard	Factual Eco-Novel Historic  Current Stories Humor A MUST HAVE!
<b>Gardening</b>	Cycle of Rice, Cycle of Life: A Story of Sustainable Farming Seedfolks The Summer My Father was Ten Wanda's Roses	Southeast Asia A MUST HAVE! A MUST HAVE! A MUST HAVE!
<b>Healthy Lives, Healthy Choices</b>	Brushing Mom's Hair Chew On This: Everything You Wanted to Know about Fast Food Cold Hands, Warm Heart Drums, Girls and Dangerous Pie Eating Animals Last Night I Sang to the Monster Lunch with Lenin Melissa Parkington's Beautiful Beautiful Hair The Omnivore's Dilemma	Cancer/Poem form Nonfiction Food Politics Heart Transplant Teens doing Service Food Politics Drug Rehab Short Stories Locks of Love Food Politics
<b>Hunger, Homelessness &amp; Poverty</b>	If I Grow Up The Long March: The Choctaw's Gift to Irish Potato Famine Relief Messed Up Pitch Black Soul Moon Soup What the World Eats Where I'd Like to Be	Urban A MUST HAVE Teen Struggles Graphic Novel A MUST HAVE International Seeking Adoption

<b>Immigrants</b>	Any Small Goodness The Arrival Breaking Through, The Circuit, Reaching Out Drita, My Homegirl First Crossing: Stories about Teen Immigrants	A MUST HAVE Graphic Novel Memoirs Global
<b>Literacy</b>	Dear Whiskers Extra Credit In Our Village A School Like Mine: How Children Live Around the World The Book Thief	Cross Age Tutoring Afghanistan Global Global Holocaust
<b>Safe &amp; Strong Communities</b>	Alan's War: The Memories of G.I. Alan Cope Bull Rider Children of War; Voices of Iraqi Refugees Eyes of the Emperor Hey, Little Ant How Humans Make Friends Notes for a War Story The Photographer Refresh, Refresh Shooting the Moon Six Million Paper Clips Sunrise over Falujah Toestomper and the Caterpillars	World War II War in Iraq War in Iraq World War II A MUST HAVE! A MUST HAVE! Graphic Novel Graphic Novel Graphic Novel Vietnam War Holocaust War in Iraq Bullying
<b>Social Change-Issues &amp; Action</b>	After Ghandi: One Hundred Years of Nonviolent Resistance A Woman for President: Victoria Woodhull Beatrice's Goat Bifocal Birmingham, 1963 Bone by Bone by Bone Chanda's Wars Claudette Colvin: Twice Toward Justice Close Encounters of a Third World Kind Dateline: Troy Dream Freedom A Faith Like Mine: How Children Live Around the World The Gospel According to Larry Healing Our World: Inside Doctors without Borders I Am A Taxi Iqbal a Novel Jakeman A Life Like Mine: How Children Live Around the World My Mother, the Cheerleader Sold Vote for Larry We Need to Go to School: Stones of the Rugmark Children We Were There Too: Role of Young People in U.S. History	Human Rights Election Heifer International Racial Profiling Civil Rights Civil Rights Child Soldiers Civil Rights  Past to Present Slavery in the Sudan Global Teen Consumerism Doctor's w/o Borders Drug Traffic Child Slavery Foster Children Global Civil Rights Teen Slavery Election Child Labor A MUST HAVE
<b>Special Needs</b>	Accidents of Nature The Boy Who Ate Stars The Curious Incident of the Dog in the Nighttime Owning It: Stories about Teens with Disabilities Rules	Autism Autism  Autism