



A book unit copyrighted by Marcia Thornton Jones

Santa Claus Doesn't Mop Floors

Book Unit

11/91

Chapter 1

Substitutes:

Letter Writing:

Affective/Communication/Affective-Social Skills/:

What are things kids try when there is a substitute?

Pretend you're a substitute. What should you beware of.

Pretend you're your teacher. Write a letter to the substitute.

Think about the last substitute you had. Pretend you're that substitute. Write a letter telling about the day.

Pretend you're a substitute. Write lesson plans for the class for one day.

Tell how you feel when you walk in the classroom and find a substitute. Explain your feelings.

What makes a good substitute?

Study the want ads in the newspaper. Write a job description for a substitute.

Janitors:

Writing

Affective-Social Skills/Research Skills:

List 10 bad things a janitor must put up with.

List 10 ways kids can help the janitor.

Interview the janitor and do a biography on him/her.

Food drives:

Math:

Research Skills:

Research local food drives.

Who is in charge?

How much food have they collected in past years? Make a graph.

What years were better. Make a hypothesis about why some years were better than others.

To whom do they distribute the food.

Evaluate what would make a food drive successful. Is the local food drive successful?

Based on your research, would you recommend participating in the local food drive?

What's Fair:  
Philosophy:  
Cognitive Skills:

Do you agree with Mrs. Ewing when she said, "I don't think you can blame anybody without proof." (2) Defend your answer.

Do you think there are ever exceptions?

Have you ever been in trouble for something you didn't do? How did you feel?

Has anybody ever gotten in trouble for something YOU did? How did you feel then?

Body language (non-verbal communication):  
Writing Analysis:  
Cognitive/Communication Skills/Affective-Social:

Mr. Dobson and Mrs. Ewing both used body language to express how they felt. (pages 2-3) How did the authors use words to "paint" these expressions?

(Play a body language game. Have children draw cards showing an emotion. The child acts it out while the group guesses the emotion.)

Try to "paint" an emotional expression with words. Imagine an emotion. What kind of body language would someone use to express that emotion. It might help to act it out or to watch someone else act it out. Now, write a description of a character showing that emotion.

Actions speak louder than words:

What does Mrs. Ewing mean by "thoughtless and cruel." (page 4) Divide a paper in half to make a chart. On one side, label it "Thoughtless and Cruel". Label the other side, "Thoughtful and Nice". Now, list words and actions that would fit in those columns.

How do you prefer to have people treat you? (Hopefully the students will respond with thoughtful and nice!)

How do you think other people wish you would treat them? (Again, hopefully...)

Set a week-long goal. Write three things you will do that is thoughtful and nice. Write your goals on a paper ornament or candle and decorate. Use these ornaments to decorate a bulletin board Christmas tree or Hanukkah Menorah. Or, write the goals on snowflakes and use them to make a snow scene (which can stay up after Christmas for a while).

Santa Claus

3

Outlining:  
Research Skills:

Outline Chapter 1.

### Chapter 2

What's Fair Philosophy:  
Cognitive Skills/Affective Social:

Do you think making the children clean the school is fair?  
What does fair mean?  
Have the children debate fair punishments for common school problems. Example: What happens when someone interrupts class with constant talking. What would be fair to do? Lying? Cheating? Writing on the bathroom walls? Hitting someone?  
Do teachers have the right to fair treatment? Discuss. Is it fair to interrupt the teacher?

Brainstorming/Writing Purposes:  
Cognitive Skills:

Brainstorm: What are all the things Mr. Jolly might be writing down in his little red notebook?  
What types of lists do you keep?  
What types of lists do teachers keep?  
What types of lists do parents keep?  
Why are lists important?

Outlining:  
Research Skills:

Outline Chapter 2

### Chapter 3:

Eavesdropping:  
Communication/Cognitive Skills/Affective-Social:

Define eavesdropping.  
Melody said, "Listening to other people talking isn't very nice." Do you agree?  
Why or why not.  
When might someone be tempted to eavesdrop?  
Is there ever a time when eavesdropping would be okay?

Verbs:  
Cognitive/Research Skills

Make a list of verbs in this chapter.  
Evaluate: What verbs do you like? Why?

Verbs to discuss:  
slurping  
glanced  
shook  
hissed  
slammed  
waved  
whispered  
grabbed  
shrugged  
chimed  
pulled  
pointed  
froze  
tugged  
chuckled

Outlining:  
Research Skills:

Outline Chapter 3

Chapter 4:

Science/Math  
Research:

What makes you able to see your breath when it's cold?  
Chart the weather between now and the winter holiday.  
Make a graph of temperatures.  
Make a chart of days when you can see your breath.  
The authors wrote, "The sight of Mr. Jolly's bare legs and arms made Liza shiver."  
(20)  
Make a chart of "Warm Sights" and "Cold Sights" (Things that look warm or cold to you.)

Geography:  
Research Skills:

On page 27, Howie said they couldn't turn the thermostat back up because "Mr. Jolly would just turn it back to the arctic zone." What does he mean? Where is the Arctic? Show the arctic zone on a map.

Dialogue:  
Cognitive/Communication Skills:

Have students determine what the characters actually said in this chapter.  
Discuss the use of quotations and tags.  
Rewrite this chapter as a script to be role played by students.  
Perform the script.

Outlining:  
Research Skills:

Outline Chapter 4

Chapter 5

Problem Solving:

The kids of Bailey Elementary School have a problem. Mr. Jolly keeps the building too cold. Brainstorm ways they could try to solve their problems.

Look over your list. Which idea from your list do you think would work the best? Why? Which idea is the worst idea? Why? Which is the easiest plan to implement? The hardest? The most practical? The most outrageous?

Saying "No" to peer pressure:  
Communication/Affective-Social

On page 29, Howie tries to say no to one of Eddie's plans because he doesn't want to get in trouble. Has anyone ever tried to talk you into doing something you didn't want to do? How did you get out of it?

What are some different ways you can say "no" nicely?

Role play situations where a child is trying to talk another into doing something, and they are saying NO.

Example situations:

cheating on homework  
taking money from your mother's purse  
sneaking into a movie  
going some place you were told not to go  
stealing candy  
writing on the bathroom wall

Pride:  
Affective-Social:

On page 33, "Eddie couldn't help feeling proud of himself." Why?  
Are there times when you feel proud of yourself? When?  
What makes your parents proud of you?  
What makes your teacher proud of you?

Outlining:  
Research Skills:

Outline Chapter 5

### Chapter 6

Lying:  
Communication/Affective-Social:

All of Eddie's friends think he lied. Have you ever suspected someone of lying?  
List reasons why someone might be tempted to lie.

Character Analysis:  
Cognitive/Research Skills:

On page 38, Eddie says "There's something weird about Mr. Jolly." Melody, Liza and Howie agree. List the behaviors of Mr. Jolly that led to this decision. Use quotes from the books to show specific examples (don't forget to note the page numbers).

Science:  
Research/Cognitive Skills:

The four kids use the oak tree on the playground for their meeting place. Can you identify any oak trees on the school grounds?  
Do a report on oak trees.  
Make a leaf print picture using an oak leaf.  
Illustrate the oak tree on the playground.  
Find an oak tree to use as a "model."

Clubhouses/Special Kid Places/Math:

Affective Social:

Have you ever had a meeting place for you and your friends?

What makes a good meeting place?

When is it nice to have a meeting place?

Write a description of the perfect meeting place for kids.

Search the classified ads and advertisement inserts of the newspaper for furniture and supplies for your meeting place. Make a list of all the things you'd like to have. How much would it cost?

Build a model.

Brainstorming/Creative Writing/Math:

Cognitive/Communication/Affective-Social Skills

Liza suggests that Mr. Jolly is really Santa Claus and that he might "just be pretending to be a janitor." (40) Brainstorm reasons why Santa Claus might pretend to be a janitor?

Write a short story based on one of your ideas.

Are there times when you like to pretend to be someone else? Who?

Make a chart of someone you like pretending. Show what would be the good things about being that person? The bad things?

Outlining:

Research Skills:

Outline Chapter 6

Chapter 7

Science/Math:

Research:

Examine the ingredients of whipped cream. Determine its nutritional value.

Conduct a survey. Sample different kinds of whipped cream. Make a graph showing the favorites.

Make another graph comparing cost.

Whipped cream recipe--make a peanut butter pie with the students.



Characterization:

Cognitive/Communication/Affective-Social Skills:

Eddie:

Liza says that "Eddie is always doing something rotten." Make a list of all the rotten things Eddie has done in this novel.  
What is the worst thing he's done? Why do you think so?

Melody:

Why wouldn't Mr. Jolly think Melody is nice? (46)

All Characters:

Make a chart of rotten things that the kids have done. For each rotten thing, think of something nice the children could've done.

Ourselves:

Do nice people ever do rotten things. Do rotten people do nice things?  
Are people all good or all bad?  
What are some rotten things that you've seen people do?  
What are some of the rotten things you've done?  
Discuss the importance of the impression we make through our actions.  
How can we act so that people have a good impression of us? List specific examples.

Friends:

Cognitive/Affective-Social Skills:

Melody thinks Liza is a good friend. What makes a good friend?  
Make a Good Friend Guidebook.

Geography/Math:

Research/Problem Solving:

How much area would you have to cover with whipped cream if you really planned to cover Wyoming?  
Locate Wyoming on a map.  
Do a short report on Wyoming.  
Find the area of Wyoming. How could you figure out how much whipped cream it would take to cover Wyoming?  
Find the area of your math book...your desk...the room...the gym.

Outlining:

Research Skills:

Outline Chapter 7

Chapter 8

Friends:

Affective-Social Skills

Christmas paper chains--Make a friendship chain. On each link write a good friend maxim.

Characterizations:

Cognitive/Communication Skills:

Mr. Jolly likes "to notice things about people and write them down." Think about interesting things about different people.

Maybe you like the way your grandmother says "I declare."

Maybe you like the way your teacher rolls her eyes and throws her hands up in the air.

Maybe you like the way Uncle Ernie can burp and talk at the same time.

List all these interesting tidbits about people you know.

After you have a lengthy list, use it to create a character of your own!

Wishes/Math:

Cognitive/Research/Communication/Affective-Social Skills:

What's Eddie's Christmas wish?

How do people's wishes differ?

Conduct a survey. "If you could have one wish, what would it be?"

Can the results of your survey be categorized in any way?  
(Money, World Peace, Materialistic, etc.)

Graph the results of the survey using a bar graph, picto-graph, and pie chart.

Write a list for Eddie, Mr. Jolly, and Mrs. Ewing.

Make a list for your parents and your teacher. Now, write a list for yourself!

Read the poem, "" by Shel Silverstein. Write Santa Claus's answer to the reindeer.

Art:

Cognitive Skills:

Make a snow scene Mr. Jolly might like! Be creative. Use something besides crayons. What could you use?

Outlining:

Research Skills:

Outline Chapter 8

Chapter 9

Cognitive Skills:

Who put the peanut butter and whipped cream in the food drive box? Why? Eddie said, "S.C. probably just stands for sour cabbage." (56) What else could S.C. stand for?

Cognitive/Research Skills:

What is the Abominable Snowman? Research the legend. Construct a model of the Abominable Snowman.

Art:

Cognitive Skills:

Illustrate Mr. Jolly's car. Use car advertisements and the description in Chapter 9 to help you.  
What kinds of extras would Santa Claus have on the interior of a car?  
What kinds of extras does he have on his sleigh?

Similes/Metaphors:

Cognitive Skills:

Discuss the simile on page 57, "colder than a penguin's nose."

Teach similes.

Write a list of classroom similes to describe:

cold as  
hot like a  
loud as a  
quiet as a  
soft like a  
hard as a

Outlining:

Research Skills:

Outline Chapter 9

Chapter 10

Cognitive/Affective-Social Skills:

What does it take to be an elf?  
Study the want ads in the newspaper.  
Now, write a want add for an elf.

What is "Christmas spirit?" How do people get in the "spirit of Christmas and Hanukkah?"

Santa Claus

11

Outlining:  
Research Skills:

Outline Chapter 10

Chapter 11

Affective-Social/Communication Skills:

Why is Eddie mad and Howie? (because Howie was talking about him.)

Have friends ever talked about you? How did it make you feel.

Have you ever talked about someone else? If they found out, how would that make them feel?

Why do people talk about other people?

Affective-Social/Research Skills:

Why is the holiday season special? Interview people to find out if it is special in different ways for different people.

Parents

Teachers

Friends

Store managers

Beliefs:

What are miracles?

What miracle would you like to see happen. Why?

Outlining:

Research Skills:

Outline Chapter 11

Chapter 12

Family/Traditions:

Cognitive/Affective-Social/Communication Skills:

Why do you think Eddie's father decided to come home?

What are traditions?

What holiday traditions does your family have?

Make a new tradition. What will it be? Write about it.

Letter writing:

Cognitive/Communication Skills

Pretend you're Eddie. Write Santa Claus a thank you letter.

Outlining:

Research Skills:

Outline Chapter 12