**No, David**

by David Shannon

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**Overview**

David's mom always said no! No,no,no. No,David! is Shannon's delightfully illustrated book of all the naughty things he used to get told off for as a child. Follow David as he jumps on his bed, walks mud through the house and breaks plant pots.

**Grade Kindergarten**

**LEARNING TARGETS**

* I can describe how David’s behavior does not reflect and understanding of civic skills and values.
* I can describe how civic skills would have improved his behavior, including having David follow rules.
* I can identify rules that would have helped David behave better and suggest incentives for following those rules.
* Looking at the illustrations in the book, I can describe consequences for David’s breaking of rules.
* I can explain the similarities between David’s rule-breaking and consequences, and the problems caused by rule-breaking in our classroom.

**STANDARDS**

**Kindergarten**

**Civics**

**0.1.1.1.1** Demonstrate civic skills in a classroom that reflect an understanding of civic values.

**0.1.4.8.1** Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules.

**Kindergarten**

**Language**

**Arts**

 **0.1.1.1** With prompting and support, ask and answer questions about key details in a text.

 **0.1.7.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**GUIDE**

Read the book as a class, stopping on each page to decide together what David has done wrong. Make a list as you go along of David’s misdeeds. When you are done, look at the list you have created. Going down the list, have the children identify why the behavior is wrong or why there should be a rule against it. (for example- writing on walls makes a mess that someone has to clean up. Having cookies when you aren’t supposed to can spoil your appetite. David might get hurt if he falls reaching for the cookies. Too much water in the tub makes a mess and may cause damage.) You will find that the reasons have a lot in common. Many could be labeled “mess” “dangerous” “rude.” See if the children can help think of a few rules that could control all of David’s misbehaviors. (Possibilities: Do not make a mess that others have to clean up. Do not take risks that can cause damage to yourself or things. Do not do rude things that irritate those around you.) Explain to the children that by following these rules David would be demonstrating “civic skills.” He would be demonstrating self –control, respect and responsibility. These are civic skills that we can demonstrate in the classroom, too. Have the children think of examples of ways that they demonstrate self-control, respect and responsibility at school. Praise them for their good behavior.

 Civic Standard: 0.1.1.1.1 0.1.4.8.1

 Language Arts Standard: 0.1.1.1 0.1.7.7

Look at the pictures in the book. Does David look like he is having fun misbehaving? Sometimes it is hard to follow rules, because we really want to do something that is against the rules! Examples might include, running in the hallway at school, budging to the front of the line, grabbing a toy from someone else when you want to play with it. Why do we decide to follow rules, even if it seems fun to break them? (Punishment or consequences for bad behavior. Rewards or incentives for good behavior) What consequences for misbehavior does the book show? (David is sent to his room. David has a time out in the corner. David gets yelled at.) Have the children imagine that they are David’s mom or dad. What rewards or incentives for good behavior would they use to encourage David to behave? Go around the class and have students share their ideas. Then have students draw pictures of David behaving well. Title the pictures “Yes, David.”

 Civic Standard: 0.1.1.1.1 0.1.4.8.1

 Language Arts Standard: 0.1.1.1 0.1.7.7

Look at the classroom rules together as a group. Talk about which of them are sometimes hard to follow. Why does each rule exist? What problem are you trying to avoid by having the rule? (fights, mess, unable to learn, getting hurt or hurting someone else) Are there any similarities between the problems for your classroom and the problems for David? What are the consequences of breaking the classroom rules? What are the rewards for following them? Think about rewards that people get for doing good things. (Examples – gold stars, trophies, medals) Have the children draw pictures of some these rewards. Keep these in a spot where everyone can get them. When one of the children does a good job following a rule, a fellow student or the teacher can give them one of the “rewards” for doing a good job.

 Civic Standard: 0.1.1.1.1 0.1.4.8.1

 Language Arts Standard: 0.1.1.1 0.1.7.7

On the first page of the book there is an “Author’s Note” that describes how the book came to be written. Read it aloud to the children. Ask the children why “yes doesn’t keep crayon off the living room wall.” Rules often have to do with “no.” Why does David Shannon say that “yes is a wonderful word?” (Everyone likes to be allowed to do something they want to do.) What are some examples of “yes” in your classroom? Do some of these behaviors demonstrate civic skills like self-control, respect, responsibility, friendship, fairness or honesty? Have the children share things that they CAN do in the classroom, school or playground. Take a big piece of paper and write the word YES across the top. List the ideas the children come up with about things they are allowed to do. Post the YES rules on a bulletin board.

 Civic Standard: 0.1.1.1.1 0.1.4.8.1

 Language Arts Standard: 0.1.1.1 0.1.7.7

**Notes**