

What would you do if you were Howard?

Standards:

Goal: Students will be able to define the word honesty.

Materials:

- Book: howard B. Wigglebottom and the Monkey on His Back by Howard Binklow
Link: <https://wedolisten.org/books-and-lessons/book/Howard+B.+Wigglebottom+and+the+Monkey+on+His+Back%3A+A+Tale+About+Telling+the+Truth>
- Red, Yellow Pieces of construction paper
- Scenario Worksheet

Procedure:

DQ2: Intro/Review/Engage: Ask the students why honesty is important. Discuss how lies can grow.

DQ2: Direct Instruction: Introduce and read the story *Howard B. Wigglebottom and the Monkey on His Back*. Stop and discuss why showing honesty was difficult for Howard. Questions throughout the story could include:

- Howard wanted to protect his friend Ali and cover up for her. He believed it was OK to lie to his teacher about how the mouse got out of the cage. What do you think? Should Howard have told the teacher the truth right away or later on when no one else was listening?
- Howard lied to the driver about breaking the car's headlight. The strange man looked angry and Howard felt unsafe and scared. Was it right to lie? Would it have ben better to call a teacher or grown-up right away to talk to the man? If you were Howard, what would you have done? Would you have lied too?
- Why do you think Howard lied to his friend about his father being the Spider bunny?
- Howard didn't want to be last in a race so he lied about having helicopter ears. He didn't want to race just for the fun of it. Do you know anyone like that? How about you? Do you feel bad about yourself when you lose a game or a race?
- On page 27, Howard's dad tells him to make a list of all the people Howard needed to apologize to for not telling the truth. If you were Howard, how many people would you put on the list (make a list on the board)? How about you, do you need to make a list of people too?

DQ2: Shared Practice: Divide the students into small groups (or you could have enough red, yellow and green cards for each student to have one set). Give each group (or individuals) a set of cards.

Read the situations aloud to the class. Tell the students that after each situation is read, the groups should decide how honest the people in the situations are being. Explain that groups should decide among themselves and hold up the appropriate color paper. GREEN means the characters are being very honest, YELLOW means they are being somewhat honest, and RED means they are being dishonest.

DQ3, 4: Independent Practice: Pass out the *What Would you Do?* Worksheet. Read aloud the scenario and have the students write or draw what they would do in that situation.

Extension Activity:

Reflection:

Read the following situations aloud to the class.

- 1. You did not study for your math test so you copy the answers off your neighbor's paper without your neighbor knowing.**
- 2. Your friend allows you to copy her homework since you did not have time to do it.**
- 3. You see a \$20 fall out of someone's pocket, you pick it up and keep it.**
- 4. You find a \$20 bill in an empty parking lot and keep it.**
- 5. You find a ring on the floor of the grocery store and turn it in to the lost and found.**
- 6. You say you already have plans when someone you do not like invites you to a party.**
- 7. You borrow money out of your sister's desk without asking her. You plan on returning it before she finds out.**
- 8. You tell people you caught a 10 pound fish and you did.**
- 9. You tell people you caught a 10 pound fish and it was really 9 ½ pounds.**
- 10. You tell your parents you watered the flowers when you really forgot to do it. Then you water them right away.**

