

## Looking for More?

Supplemental Activities & Resources



### Math Extender

Use a class graph as a concrete representation of respect for differences. This adaptable graph serves as a regular reminder of the importance and value of diversity, by highlighting the different ways students think, feel, act and look. At the same time, the graph teaches mathematical skills by helping them to visualize numerical information in pictorial form, and by helping them to understand concepts such as “less than,” “more than,” “most,” “some,” and “a few.” Create the graph as follows: Make a large graph from poster board with four columns and ten rows, marking squares the size of Polaroid photographs. Take a Polaroid™ or digital photograph of each child. Write the child’s name under the photo and laminate it. Attach a strip of Velcro™ or magnetic tape to the back of the photo. Every day, post a different question on the graph and have the children attach their photo to the graph in the appropriate space. Examples of questions might be: How do you feel today—happy, sad, afraid or angry? How do you get to school—walk, ride in a car, ride a bus, ride a bike? Your class graph will help students to recognize that different opinions, preferences and ways of life are legitimate and valued.



### Language Arts Extender

#### *Pass It On*

Seat the children in a circle. Recite the following poem to your students once, inserting your eye and hair color, and using appropriate gestures. End the poem with a big smile. Go around the circle and have each child say the poem once, inserting her or his own eye and hair color, and finishing with a big smile. It is not usually necessary to remind the children to smile back. Smiling is contagious!

**Hey everybody, look at me!** ♥ *Wave. Point to yourself.*  
**I’m as special as can be.** ♥ *Place thumbs under armpits and push out chest.*  
**My eyes are \_\_\_\_\_.** ♥ *Point to your eyes and say their color.*  
**My hair is \_\_\_\_\_.** ♥ *Point to your hair and say its color.*  
**And I have a big smile to pass around!** ♥ *Give everyone a big smile.*



### Recommended Reading

*People*, by Peter Spier. Doubleday, 1988. This is a large and impressive introduction to the different kinds of people that inhabit our globe. The book discusses and illustrates our many cultures and lifestyles, our physical differences, as well as the similarities that bind us all.

*The Crayon Box That Talked*, by Shane Derolf. Random House Books for Young Readers, 1997. At first, each crayon thinks that his or her color is better than the others, but they learn that by getting together, they can be more beautiful as individuals and as part of a complete picture.

**Recommended Reading continued**

*Amazing Grace*, by Mary Hoffman. Dial, 1991. Belief in herself and the support of her family help Grace to win the part of Peter Pan.

*I Wish That I Had Duck Feet*, by Theodor LeSieg. Random House, 1965. A boy imagines ways that he could stand out from the other kids and deal with the neighborhood bully.

*Incredible You! 10 Ways to Let Your Greatness Shine Through*, by Wayne Dyer. Hay House, 2005. Dr. Dyer, an internationally renowned author and speaker, has written this optimistic book on self-development.

*Ruby the Copycat*, by Peggy Rathmann. Scholastic, 1993. Ruby is a copycat. Ruby copies everything that Angela does. Fortunately, Ruby's teacher, Miss Hart, helps her to discover and value her own individuality. (Also available in Spanish.)

*The Skin You Live In*, by Michael Tyler. Chicago Children's Museum, 2005. This picture book makes a lively, rhythmic read-aloud that celebrates diversity, friendship and self-esteem.

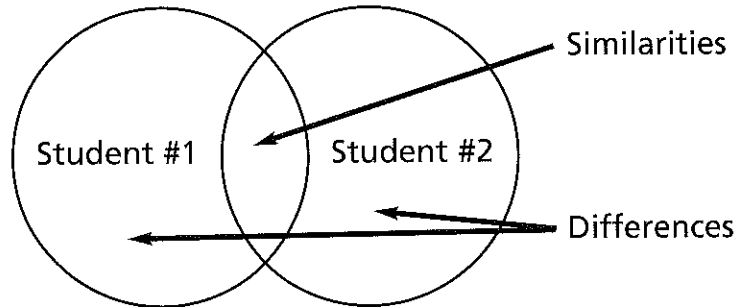
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Draw a Venn diagram on the board. Select one pair of children to come to the front of the room. Ask them to tell how their puppets are different. Write the differences in the outer circles. Ask them to tell how their puppets are the same. Write the similarities in the shared section of the Venn diagram.



### Language Arts Extenders

#### *Show Me*

Act out the poem below. Demonstrate a verse first, and then have your students do the same verse again with motions.

Thumbs up? Thumbs down?  
You can smile or you can frown.  
You can show me—  
Then I'll know the way you feel.

Heads up! Heads down!  
You can smile or you can frown.  
You can show me—  
Then I'll know the way you feel.

Eyes up! Eyes down!  
You can smile or you can frown.  
You can show me—  
Then I'll know the way you feel.

#### *Feelings Vocabulary*

Help your students to enlarge their feelings vocabulary by using words like frustrated, brave, frightened, annoyed, surprised, thankful and amazed. When conflict situations arise during the school day, ask the students involved to tell each other how they feel about what has happened: "I feel hurt when you say I can't play."

**Warm Fuzzies**

Define a Warm Fuzzy as anything you say or do that helps someone else to feel better. Ask the children to tell how a person in each of the following situations might feel, and what they could do to help:

- Someone who is new at school.
- Someone who can't read very well.
- Someone who is on a team that loses a game.
- Someone who can't find his or her mother or father in a store.
- Someone who is the last person to be chosen for a team.

**Recommended Reading**

*The Way I Feel*, by Janan Cain. Parenting Press, 2000. This award-winning book uses rhyming verse and vivid, expressive illustrations to help children understand their emotions.

*When I Feel Angry*, by Cornelia Maude Spelman. Albert Whitman, 2000. This story of a little rabbit shows acceptable ways to deal with angry feelings.

*I Want It: A Children's Problem-Solving Book*, by Elizabeth Crary. Parenting Press, 1996. This book explores ways to solve a conflict between friends and helps children to understand others' feelings in a conflict situation.

*Sheila Rae, The Brave*, by Kevin Henkes. William Morrow and Company, 1996. Sheila Rae is very brave until she gets lost and is rescued by her younger sister Louise. This story is about feelings, courage and respect.

*Lizzy and Skunk*, by Marie-Louise Fitzpatrick. Darling Kindersley Publishing, 2000. Lizzy and her puppet Skunk have lots of adventures, with brave Skunk leading the way.

*Junie B., First Grader: Boo... and I MEAN IT!* by Barbara Park. Random House Books for Young Readers, 2005. Junie is afraid to go trick-or-treating.

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#### Art Extender

Children need a great deal of practice in sharing, taking turns, negotiating differences, etc. One way to give them the practice they need is to assign activities for them to do in pairs or groups. For example, have students do a Pair Painting. Assign each child a partner. Place the partners together at an easel with one paintbrush. Have them work together, taking turns with the brush, to make a pair painting. Try other activities, such as block building.



#### Language Arts Extender

##### *Friendship Books*

Give each child a piece of construction paper. Have the children number off from 1 to 8. Have each child copy one of the eight sentences and then draw a picture to illustrate that page. Put the pages together to create friendship books.

Page 1: My Friend and I

Page 2: It's fun to be with friends.

Page 3: Friends can help each other.

Page 4: Friends can be different.

Page 5: Friends care and share.

Page 6: Friends take turns.

Page 7: Friends listen.

Page 8: Friends treat each other the way they would like to be treated.



#### Music Extender

Play some music and have the children walk in a circle. Songs about friendship, such as *Make New Friends and Keep the Old*, add to the activity. Have the children walk around the room. When the music stops, have them turn to the nearest person and introduce themselves.



#### Recommended Reading

*Big Al*, by Andrew Clements. Aladdin, 1997. Big Al is a big fish with no friends. When he uses his courage to save some smaller fish, the others recognize his wonderful qualities.

*Carmen and Wagner Make Friends*, by Neal Starkman. Mendez Foundation, 1998. This book features Carmen and Wagner, stars of *Too Good for Drugs* and *Too Good for Violence*. To order, visit the on-line store at [www.mendezfoundation.org](http://www.mendezfoundation.org) or call (800) 750-0986.

*Friends at School*, by Rochelle Bunnett. Star Bright Books, 1995. This book is a wonderful portrait of children with different abilities working together at school. It illustrates the meaning of the word inclusion, showing that given the opportunity, children readily accept one another's differences.  
(Also available in Spanish)



### Recommended Reading continued

*Hunter's Best Friend at School*, by Laura Elliott. Harper Collins Children's Books, 2005. Hunter the raccoon doesn't know what to do when his best friend starts stirring up trouble in school. An important look at peer pressure and first friendships.

*Poppleton Forever*, by Cynthia Rylant. Blue Sky Press, 1998. Poppleton the pig gets help from his friends.

*The Other Side*, by Jacqueline Woodson. Penguin Young Readers Group, 2001. This is a simple and beautiful story about a friendship across a racial divide.

*Wemberly Worried*, by Kevin Henkes. Greenwillow Books, 2000. A mouse named Wemberly, who worries about everything, finds that she has a whole list of things to worry about when starting school. An understanding teacher and a new friend help to ease the first-day jitters.



### Suggested Videos

*Veggie Tales: Are You My Neighbor? Classroom Edition*. Big Idea Productions, Inc. This hilarious sci-fi spoof shows kids that "loving your neighbor" means appreciating those who are different instead of making fun of them. To preview or order, contact the National Center for Youth Issues: (800) 477-8277, or visit [www.ncyi.org](http://www.ncyi.org).

*Do the Right Thing: Building Character*. Sunburst Visual Media. This video describes four ways to do the right thing: Tell the truth, be responsible, be considerate, stand up for a friend. To order or preview, call (800) 431-1934, or visit [www.sunburstvm.com](http://www.sunburstvm.com).

*Carmen and Wagner "Friends R Happening"*. Mendez Foundation. Carmen the Cool Cat and Wagner the Peaceable Pup learn how to make friends. To order, visit the on-line store at [www.mendezfoundation.org](http://www.mendezfoundation.org) or call (800) 750-0986.



### Additional Activity

*Friendship Island*, by Franklin Learning Systems. Specifically designed to teach social skills, this cooperative game focuses on three vital areas of friendship: making friends, being a good friend, and resolving disagreements in a win-win way. Includes one game for grades 1 and 2, and another for grades 3 and 4, (800) 999-0384 or visit [www.franklinlearning.com](http://www.franklinlearning.com).

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#### Art Extender

Distribute 11" x 17" paper and crayons. Instruct the children to fold the paper in half, to create two 8½" x 11" sections. On one section of the paper, have them draw a picture of themselves when they feel angry. On the other section, have them draw a picture of themselves when they have calmed down. Call on volunteers to share their drawings and tell the class what they do to calm themselves when they feel angry.



#### Recommended Reading

*Hands Are Not for Hitting*, by Martine Agassi. Free Spirit Publishing, 2000. This gentle, encouraging book sends a strong message: that violence is never okay, and that kids can learn to manage their anger. In simple words and pictures, it shows the many wonderful things that hands can do.

*The Dealing With Feelings series* by Elizabeth Crary includes *I'm Mad; I'm Furious; I'm Excited; I'm Frustrated; I'm Proud; and I'm Scared*. Parenting Press, 1992-1994. This series acknowledges specific feelings and offers children several ways to deal with them.

*Josh's Smiley Faces: A Story About Anger*, by Gina Ditta-Donahue. American Psychological Association, 2003. Josh learns to express anger appropriately.

*It's Mine*, by Leo Lionni. Dragonfly Books, 1996. Three fighting frogs discover the joy of sharing.

*The Butter Battle Book*, by Dr. Seuss. Random House, 1984. The Yooks and the Zooks try to outdo each other in an escalating conflict.

*The Quarrelling Book*, by Charlotte Zolotow. HarperTrophy, 1982. This book shows how feelings can spread from one person to another. Disappointment over a rainy day starts a chain reaction, which continues until the family dog reverses the trend. At the end of the book, everyone apologizes.



#### Suggested Videos

*Ten Things to Do Instead of Hitting*. Sunburst Visual Media. This video helps students learn to express anger in acceptable ways. Explains that hitting makes things worse, advises viewers to stop and think about what they can do instead. Provides ten constructive ideas for getting rid of angry feelings. To order this 21-minute video, call (800) 431-1934 or visit [www.sunburstvm.com](http://www.sunburstvm.com).

*Angry? Ten Ways to Cool Off*. Sunburst Visual Media. This three-part workshop for grades K-2 deals with anger and how to handle it. To order or preview, call (800) 431-1934 or visit [www.sunburstvm.com](http://www.sunburstvm.com).

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#### Language Arts Extender

If you or your students know a staff member or community member who works with the hearing-impaired, invite that person to visit your class. It is fun for the children to learn to sign their names and simple phrases like "I love you."



#### Recommended Reading

*I Have a Sister; My Sister is Deaf*, by Jeanne W. Peterson. HarperTrophy, 1984. This book paints a warm and loving picture of a young deaf child. It teaches that people with disabilities have dignity and feelings.

*It's Okay to Be Different*, by Todd Parr. Little, Brown & Company, 2001. Featuring bright colors and silly scenes, this book encourages kids to accept all sorts of differences in themselves and others.

*The Handmade Alphabet*, by Laura Rankin. Dial Books for Young Readers, 1991. A colorful introduction to the alphabet of American Sign Language.

*A Picture Book of Louis Braille*, by David A. Adler. Holiday House, 1998. This book tells the story of Louis Braille in a straightforward style and with many line-and-watercolor illustrations. The last page includes the Braille raised-dot signs of the alphabet and numerals.

*Arnie and The New Kid*, by Nancy Carlson. Puffin Books, 1990. Arnie teases newcomer Philip because he is confined to a wheelchair. When Arnie breaks a leg, he begins to see life from a different perspective.

*Whoever You Are*, by Mem Fox. Harcourt Children's Books, 2001. This beautiful book features children from all over the world, acknowledging in simple terms our common humanity.



#### Suggested Videos

*Everybody's Different*. Sunburst Visual Media. This 14-minute video celebrates the specialness of individual differences. Helps the youngest students understand that everybody's different in some way, and that it's not only okay to be different, it can be very interesting. To order call (800) 431-1934 or visit [www.sunburstvm.com](http://www.sunburstvm.com).



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#### Language Arts Extender

*Why, Because and What Will Happen Next*

Two important problem-solving skills for young children are “why, because” thinking and predicting consequences. Show your students a picture of children involved in a conflict. You may find examples in magazines or problem-solving books such as those listed under Recommended Reading. Ask the children to tell you what they think is happening in the picture. Then ask why they think it is happening. Reflect their responses with “why, because” thinking. For example, “You think the boy is angry because his sister ate his cookie. Why do you think she ate his cookie?” Ask the children what they think might happen next.



#### Recommended Reading

*Manners Can Be Fun*, By Munro Leaf. Rizzoli, 2004. This charming guide makes manners a delight to learn. Characters like Mefirst and Whiney help children learn to listen, cooperate and share.

*How to Behave and Why*, by Munro Leaf. Rizzoli, 2003. Sincere and gentle lessons on Honesty, Fairness, Strength and Wisdom.

*Time to Say Please!* by Mo Willems. This entertaining book helps children learn the basics: “please,” “excuse me,” “thank you” and “I’m sorry.”

*Me First*, by Helen Lester. Houghton Mifflin, 1995. Pinkerton Pig finds out that being first isn’t always best.

*Rabbit and Hare Divide an Apple*, by Harriet Ziefert. Viking Penguin, 1997. Rabbit and Hare finally learn how to share fairly.

*Heidi’s Irresistible Hat; Willie’s Noisy Sister; Amy’s Disappearing Pickle. Kids Can Choose Series*, by Elizabeth Crary. Parenting Press, 2000-01. These books emphasize problem-solving techniques including brainstorming possible solutions; anticipating how each action will affect others; and selecting the best solution for the situation. Each story presents alternatives to consider, and every choice leads to a different ending. For children 4-10.

*Nobody Knew What To Do: A Story About Bullying*, by Becky Ray McCain. Whitman, 2001. Best suited for reading aloud, this picture book addresses the problem of bullying at school. The narrator and his classmates try bunching together at recess, but when that doesn’t work, he finally seeks help from his teacher “so we could all figure out what to do.” The book gives children permission to tell without “tattling.”



#### Suggested Video

*We Can Work It Out: How to Resolve a Conflict*. Sunburst Visual Media. This 14-minute video shows how to ask questions, listen to feelings and think of ideas in order to solve conflicts. To order call (800) 431-1934 or visit [www.sunburstvm.com](http://www.sunburstvm.com).

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#### Music Extender

Sing "The More We Get Together." This familiar song promotes cooperation:

The more we get together, together, together,  
The more we get together, the happier we'll be.  
For your friends are my friends, and my friends are your friends,  
The more we get together, the happier we'll be.

Repeat several times, replacing the word "get" with "play," "work," "sing," etc.



#### Art Extender

*Creative, Cooperative Creatures*

Divide the children into cooperative groups to make creative creatures. Give each group scissors and construction paper. Each group member will make one body part (head, tail, foot, etc.) for an imaginary creature from construction paper. When the children in a group have completed the body parts, staple them together. Encourage creativity, and remind the children that an imaginary creature may have more than one head, or only one foot!



#### Language Arts Extender

*You Like, I Like*

Play a listening game to find out about different preferences. This game is called, "You Like, I Like." Begin by saying, "Child's Name, you say you like to roller blade on Saturdays. I like to ride bikes. Another Child's Name, now it is your turn. Repeat what I like, and then say what you like to do." Have the next child repeat what the first one said and add what he or she likes. For example, "You say you like to visit your dad on Saturday. I like to play hide and seek." Have a third child continue, "You say you like to play hide and seek. I like to help my mom." Continue this way for a while and then shift the topic to favorite foods or favorite games, etc. Summarize the game by telling the children that each one of us is different. We like to do different things, and that is one of the ways that we are special.



#### Recommended Reading

*Why Does That Man Have Such a Big Nose?* by Mary Beth Quinsey. Parenting Press, 1986. This book uses photographs to help children learn about differences without making value judgments. It shows that different does not have to mean bad or scary, but can be a recognition of every person's uniqueness, heritage and human worth.

*Oliver Button is a Sissy*, by Tomie dePaola. Harcourt, Brace, Javonovich, 1990. Oliver Button didn't like to do the things that boys usually do. He liked to dance. The other kids teased him and wrote, "Oliver Button is a Sissy!" on the school wall. Oliver kept on dancing until they replaced the word "sissy" with "star."



### Recommended Reading continued

*I Can Make a Difference: A Treasury to Inspire Our Children*, by Marian Wright Edelman. HarperCollins Children's Books 2005. This heartwarming book presents the many ways a child can make a difference in his or her own life and the lives of others.

*The Blind Man and the Elephant*, retold by Karen Backstein. Scholastic, 1992. When the prince gets an elephant, six blind men form a different impression of what the elephant is like by touching just one part of the elephant. They argue among themselves until the prince tells them that they are all right.

*The Three Questions*, retold by Jon Muth. Scholastic Inc., 2002. Nikolai asks his animal friends to help him answer three important questions: "When is the best time to do things?" "Who is the most important one?" "What is the right thing to do?" The important time is now, the important one is the one you're with, and the most important thing is to do good for the one at your side.

*Brave Charlotte*, by Anu Stohner. Bloomsbury, USA, 2005. Charlotte was different from all the other sheep.

*The Colors of Us*, by Karen Katz. Heary Holt and Company, 2002. Seven-year-old Lina begins to see the world in a new way.

*The Flower and the Caterpillar*, by Timothy Ludwig. This is a touching story about a flower who cannot see beyond outward appearances. She belittles others and elevates herself above all the animals in the forest who try to be her friend. The book teaches tolerance and an appreciation for diversity. To order visit the Mar\*co Products, Inc. online store at [www.marcoproducts.com](http://www.marcoproducts.com) or call (800) 448-2197.

*We're Different, We're the Same*, by Bobbi Jane Kates. Random House, 1992. Rhyming text celebrates the racial rainbow with the colorful crew from Sesame Street.