ABC KIND CURRICULUM WITH CLASSROOM GUIDES

Eight Lessons Based Off of Children’s Books

Developed By:

GERRY GHANOONI
BORN A HERO’S CREATIVE TEAM DIRECTOR
ABC KIND CURRICULUM DEVELOPER
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Pages</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pgs. 1 to 3</td>
<td>About the ABC Kind Program and a message from Gerry Ghanooni</td>
</tr>
<tr>
<td>Pgs. 4 to 5</td>
<td>Lesson 1: Fill a Bucket with “Have You Filled a Bucket Today” by Carol McCloud</td>
</tr>
<tr>
<td>Pgs. 6 to 10</td>
<td>Lesson 2: The Judgemental Flower with “The Judgemental Flower” by Julia Cook</td>
</tr>
<tr>
<td>Pgs. 11 to 14</td>
<td>Lesson 3: Somos Un Arco Iris - We Are a Rainbow with &quot;Somos Un Arco Iris&quot; &quot;We Are a Rainbow” by Nancy Maria Grande Tabor and &quot;Shades of People” by Shelley Rotner &amp; Sheila M. Kelly</td>
</tr>
<tr>
<td>Pgs. 15 to 17</td>
<td>Lesson 4: I Like Myself with &quot;I Like Myself” by Karen Beaumont</td>
</tr>
<tr>
<td>Pgs. 18 to 22</td>
<td>Lesson 5: We’re All Wonders with “We’re All Wonders” by R.J. Palacio and “Extraordinary Friends” by Fred Rogers</td>
</tr>
<tr>
<td>Pgs. 23 to 29</td>
<td>Lesson 6: Stand Tall, Molly Lou Melon with &quot;Stand Tall, Molly Lou Melon” by Patty Lovell</td>
</tr>
<tr>
<td>Pgs. 30 to 34</td>
<td>Lesson 7: You Be You with “You Be You” by Linda Kranz</td>
</tr>
<tr>
<td>Pgs. 35 to 38</td>
<td>Lesson 8A: Smile with Simon with “Smile with Simon” by Patricia Simon</td>
</tr>
<tr>
<td>Pgs. 39 to 42</td>
<td>Lesson 8B: Simon and the Buddy Branch with “Simon and the Buddy Branch” by Patricia Simon</td>
</tr>
</tbody>
</table>
A MESSAGE FROM GERRY GHANOONI, BORN A HERO CREATIVE DIRECTOR:
When I was studying to become an art teacher, my professor had all his students fill out a card about the lessons we planned. He asked us to tell him about the values we were reflecting in our lessons. I think of this often as my team and I are creating our presentations.

We believe that people learn to be kind, appreciate diversity, and to like and believe in themselves when they are very young. Self-love and believing in one’s own value are instrumental in valuing others. When children are exposed to differences, they start seeing the similarities among us all. This helps children to make the choices of respect and kindness. Self-empowerment and kindness are key in facing those who do not “Choose Kind.”

We carry the above themes in our presentations by reading books, singing songs, doing art activities, and having discussions that reinforce these important values. In these lessons, the children see beautiful illustrations and/or photos in the books we read. They hear, read, and sing words that reinforce the important messages of appreciating diversity, believing in oneself and choosing kind/treating others with kindness. We end the presentations with an art activity that relates to the story we read and the song we sing.

BORN A HERO initially decided we needed to take lessons to pre-school children and started our program with four Head Start Classes. Now we have extended our program to pre-school and K-1.

WHAT MAKES THE ABC KIND PROGRAM UNIQUE?
1) Our lesson plans approach many social issues that come together to make it a powerful program that encompasses:
   --- Appreciating Diversity -- Different Cultures — Anti-bullying
      -- Different Races
      -- Different Medical Issues
   --- Believing in Yourself -- Self Empowerment
   --- Choosing to be Kind
2) Our lesson plans can easily be incorporated into your school’s curriculum.
3) Our lesson plans include literacy enrichment exercises. The teacher can integrate her/his literacy goals.
CONTENTS OF EACH LESSON

BOOKS:
The book titles chosen for our presentation may have a multitude of themes, but all reflect one or more values listed on the previous page (Appreciate Diversity, Believe in Yourself, and/or Choose Kind(ness)).

ART ACTIVITIES:
Simple art and craft activities were chosen or created to reinforce the ABC values. Thought was put into pre-schoolers’ developing fine motor skills and into their time constraints. Activity templates can be downloaded at: https://ccakids.org/abckind

SONGS:
The songs reflect the themes in the chosen book titles. Many songs can be downloaded from iTunes (www.apple.com/itunes/), but some can also be heard and seen in video form on YouTube. As children listen to and sing the words, the values are being reinforced. Sometimes the children sing only the chorus and listen to the rest of the words.

Though instruction of early literacy is not one of or main goals, it is naturally integrated when books are read to children and when children are learning the words to the songs. We have incorporated some extra literacy activities through the printed songs. Teachers of these lessons can decide if they would like to incorporate these activities into presentations.

The print contains the message: We printed the word to the songs on poster boards and had them laminated, but teachers can use their computers and/or SMART boards.

One-to-one matching: The teacher points to the word with pointer as the words are read. We usually model this two times. Then, we invite a child to come and point to the words as we read it again or/and while we sing it.

Letter identification and sound: Sometimes song lyrics will repeat many of the same uppercase and lowercase letters. Children are invited to come and point to or highlight a letter with highlighter tape. We discuss the sound that the letter makes and may discuss how to make the letter, and the difference between the uppercase and lowercase letter.

Sight words: Common sight words are also repeated in the lyrics of children’s songs. Children are invited to either come up to the poster to point to the word or highlight the word with highlighter tape.
DISCUSSION:
It is valuable to have discussions to make sure that the message being taught is clearly understood. Ask children purposeful and planned questions throughout the lessons that will enrich their understanding. Be aware of your audience and remain mindful of children’s feelings when you ask questions. (We do not want any one child to become a focus.) Keeping an open conversation is important. Issues regarding anti-bullying, self-empowerment, appreciating/celebrating cultural, racial, and medical differences are important to address. There are sample questions, discussion points, and dialogue in every lesson. The lessons are not scripted, and teachers should feel free to integrate their own experiences into the lessons. They can be adapted to the classroom’s needs.

We understand the importance of the school curriculum, but believe that these books and lessons can be incorporated or compliment the early literacy curriculum as well as instill in children important values and social skills. We know that it takes more than books, songs, and art activities for children to Appreciate Diversity, to Believe in themselves, and to Choose kind, but it is about building a foundation and reinforcing these essential values. Early social skills are as important as early literacy and should not be an either/or in the curriculum.

We are happy to provide support and guidance as needed in any way we can we can. email Gerry.Ghanooni.gerry@bornahero.org to bring the ABC Kind Program to your class.

Note: The presentations are created for pre-school, kindergarten, and first grade classrooms. Part of the lessons could work well in a second grade classroom, but adaptations need to be made with songs and art activities. Art activities could be eliminated, and poems can be substituted for songs. Writing activities can be included with reading of the same books.
LESSON 1: FILL A BUCKET

THEME: Choosing Kind

BOOK: "Have You Filled a Bucket Today" written by Carol McCloud and illustrated by David Messing

MATERIALS:
- **Laminated Poster 1**: Include title, author, and illustrator of book along with the vocabulary words 'bucket' and 'invisible' with the possible literacy focus letter: B b
- **Laminated Poster 2**: Song: Fill a Bucket written on poster. Sung to the tune of Frere Jacques or Are you Sleeping. Song and music on Bucket Fillers Website: [http://bit.ly/BFLinks](http://bit.ly/BFLinks) (link is case sensitive)
- 2 puppets
- A bucket
- **Guitar or ukulele** (optional)
- **Highlighter tape** (optional)

POSSIBLE LITERACY FOCUS:
- Upper and lower case B b

SUPPLY FOR ART ACTIVITY:
- **Various colors of pipe cleaners** (Used for handles of the bucket.)
- **Various stickers** (including hearts)
- **Crayons or markers**
- **Lucy Stickers** (optional)

BEFORE READING OF STORY:

READ: Title, author’s name, and illustrator’s name

ASK: "What does the author do? What does the illustrator do?" Say, "An author writes a book to give us a message, information, or to entertain us. I want you to think about why the author may have written this book.”

VOCABULARY WORDS: **Invisible** and **Bucket**
Point out and read vocabulary words on poster. BUCKET: discuss and show bucket. Another word for bucket is: pail. INVISIBLE: discuss and demonstrate invisible with the bucket by hiding it behind your back or hiding it in a convenient place and then making it visible to the children.

SHOW BOOK COVER: Ask children what they think the book will be telling us. You may want to do a book walk - flip through some pages so the children can get an idea of the story.
READ STORY:
Stop at appropriate times and discuss while reading and then after reading.

QUESTIONS YOU MIGHT ASK/DISCUSS: How is filling a bucket an act of kindness? How do you feel when someone is mean to you? How can you fill someone’s bucket? How can you fill your own bucket? How do you feel when you make someone happy?

ACTIVITY: Use two puppets to demonstrate filling someone’s bucket.

SONG: “Fill a Bucket” - Go over words with children using a pointer and reading the words aloud – once or twice. With or without accompaniment, sing the song with children. Invite a child to come and point to words as the words are sung again.

(OPTIONAL): Song lyrics may be used to focus on the letter “B” – the sound it makes and the difference between the uppercase and lowercase letter. Invite several children to point out the letters in the songs.

After Song and/or Literacy focus: Explain art activity and emphasize that the paper bucket that they will be taking home is to remind them to choose kind.

ART ACTIVITY:
1. Have children write their names on back of folded paper bucket.
2. Pick a pipe cleaner color and attach to paper bucket. (Instructors attach pipe cleaners for young children.)
3. Have children decorate buckets with stickers and crayons. As children work, instructors can further remind/discuss with individual children the meaning of the bucket and how they can fill a bucket.

Introduce them to Lucy, our hero. Her appearance may be a little different from yours, and that is okay. How boring it would be if we were all the same? Lucy is a kid like you and chooses to be kind to everyone, especially to those that may look different or speak differently from her, and she reminds children to treat everyone with kindness.
Download Lucy template stickers at: https://ccakids.org/abckind

CHOOSE KIND!
There are many people who need their buckets filled!
LESSON 2:
THE JUDGMENTAL FLOWER

THEME: Appreciate Diversity

BOOK: "The Judgmental Flower" written by Julia Cook and illustrated by Anita DuFalla

MATERIALS:

- **Laminated Poster 1**: Include title, author, and illustrator of book along with the vocabulary words: ‘unity’ and ‘diversity’
- **Laminated Poster 2**: Lyrics to chorus of song and lyrics that are printed on card stock for art activity. *(Optional)* Images underneath nouns as cues for words. Find downloadable images at https://ccakids.org/abckind
- **Flannel board with a variety of flannel flowers** *(optional)*
- **Highlighter tape** *(optional)*
- **Pointer**
- **Song**: "Unity! Diversity!" by Diana Howlett on Songs of the Spirit, Vol. 1. Song can be found on YouTube at: http://bit.ly/SongUnity or downloaded off iTunes.

POSSIBLE LITERACY FOCUS:

- **Sight Words**: "we," "one," "are"
- **Upper and Lowercase**

SUPPLY FOR ART ACTIVITY:

- **Card stock paper** (with the following printed on each: "We are flowers of one garden. Different shapes and different sizes. Unity! Diversity!")
- **Small paper cups**
- **Small paper muffin liners**
- **Crayons**
- **Glue**
- **Scissors**

The teacher can bring in song downloaded from iTunes on a mobile device and use portable speakers or play it on YouTube.

The orange rectangles in the image *(left)* are pieces of highlighter tape on the poster 2 that the children use to put on the word, “we.”

The teacher points to the words and reads them aloud. The teacher pauses at words with pictures underneath and children may use the pictures as cues as to what the words are. After a couple of readings, a child comes up to point to the word *(with teacher’s help, if needed)* and children read the lyrics. Children then sing song *(chorus)* as a child is pointing to the words.

Ask children to listen to the verses while they wait for chorus to play.
BEFORE READING THE STORY:

READ: Title, author’s name, and illustrator’s name

ASK: “What does the author do? What does the illustrator do?” Say, ”An author writes a book to give us a message, information, or to entertain us. I want you to think about why the author may have written this book.”

VOCABULARY WORDS: Judgmental, Unity, and Diversity
Point out and read vocabulary words on poster. If “judgmental” is not understood, discuss during reading of story. See next page for further assistance.

SHOW BOOK COVER: Ask children what they think the book will be telling us. You may want to do a book walk - flip through some pages so the children can get an idea of the story. Say, ”I want you to think about why the author might have written this book. Did she have a message for us or did she want to give us information about flowers?”

(OPTIONAL ACTIVITY): Have flannel board up with blue flowers next to reader of book. See top image on pg. 8.

READ STORY:

You may want to stop and discuss points as you read. If the children have trouble with the word, judgmental, tell the children that you will start reading the story to see if they can figure out the meaning of the word. Also, point out where unity and diversity are demonstrated in the story.

QUESTIONS YOU MIGHT ASK/DISCUSS: Ask the children what they think the author was telling his readers. Say, ”Was the author just telling a story, or did he want us to learn anything from the story? Are we sometimes judgmental? Can we learn from each other as the blue flower learned from a flower that was different from him? Let us go on and read more about diversity in the lyrics to our song today.”

SONG: ”We are flowers of one garden” - Ask children what they think the lyrics mean. Explain what you, as a teacher, thinks it means as children might have difficulty with the meaning. Teachers may have to explain the word, “symbol.” Say, ”The flowers are a symbol of each of us. We come in different sizes, shapes, and colors, but we are all human beings living on the same planet. We are different, but we all have feelings and needs. We need the sun, water, and food, just like the flowers in the story. We need care and kindness to grow just like the flower. The diversity of people makes the planet a more beautiful and interesting place, just like the diversity of flowers make a garden a more beautiful place.”

Point out the general diversity in the classroom and talk about how diversity creates not only a better garden, but a better classroom, a better school, a better home, a better city, and a better world. We can learn and share with each other.

See rectangle on pg. 6 near poster image. The singing of the chorus and the literacy activity can be done after discussion of the meaning of lyrics.
OPTIONAL ACTIVITY: Before reading, the teacher/aide/parent can make blue felt flowers and a variety of flowers in different colors, sizes, and shapes to go with the story (make enough for each child). Teachers may display the blue flowers on flannel board while reading story.

After reading the story, invite each child to come up and pick a flower of a different color/shape to add to the flannel board.

SUPPLY FOR OPTIONAL ACTIVITY:
- Felt (various colors)
- Scissors to shape flowers
- Velcro hooking pieces
- Flannel or Felt Board

Note: Some of the felt flowers made in the above images were quite heavy. Adding a piece of velcro hooking piece works great in keeping the flowers on the board when children place them.
**ART ACTIVITY:**

After reading the book, make a garden of diverse colors and varieties on flannel board (optional). After singing song and discussing diversity, the children will do an art activity.

They will take their art activity home to remind them of the story that reflects appreciation of diversity on a simple level. This craft activity can be very easy for preschoolers, or it can be made more creative for older students.

**Note:** Refer to supply list on pg. 6.

**Note:** Card stock paper in steps 1-2 is pre-prepared for students by teacher outside of class time.

1. Cut a small paper cup and cut in half.

2. Glue the cut paper cup on the cardstock paper above the text "We are flowers of one garden. Different shapes and different sizes. Unity! Diversity!"

   **Note:** Glue gun works well with this.

3. Children glue the muffin liners above the paper cup to represent the flowers (Students can decorate or cut the liners depending on their skill level.)

The preschool teacher can demonstrate making three lines coming out of the paper cup and possible ways to make leaves. The preschooler can glue the three different liners on the paper, while older children with more developed fine motor skills may decorate the white liners or cut the liners to make different kind of flowers, depending on time. The children may also add other flowers and/or insects, and create a drawing behind the pasted liners.
LYRICS TO "UNITY, DIVERSITY!" BY DIANA HOWLETT

We are flowers of one garden,
Red and white and pink and blue,
Different shapes and different sizes,
Beautiful for me and you.

Chorus
We are flowers of one garden
We are branches of one tree
We are people of one planet
Unity, diversity!

We are children of many places,
Different looks and different way.
But we share one common nation.
We are all one family.

Chorus
We are flowers of one garden
We are branches of one tree
We are people of one planet
Unity, diversity!

Come let's join our hands together.
Come as friends to live in peace.
Different flags and different faces,
Make a world a lovely place.

Chorus
We are flowers of one garden
We are branches of one tree
We are people of one planet
Unity, diversity!

Note: Song can be found on itunes.com and amazon.com
LESSON 3: SOMOS UN ARCO IRIS
WE ARE A RAINBOW

THEME: Appreciate Diversity

BOOK: “Somos Un Arco Iris” written and illustrated by Nancy Maria Grande Tabor and “Shades of People” by Shelley Rotner and Sheila M. Kelly

MATERIALS:
- Laminated Poster 1: Include title, author, and illustrator of book along with the vocabulary words: ‘bilingual’, ‘shades’ and ‘symbol’
- Laminated Poster 2: Lyrics to chorus of song
- World Map
- Highlighter tape (optional)
- Pointer
- Song: “Love Comes in Every Color” by Bunny Hull on Peace in Our Land album

POSSIBLE LITERACY FOCUS:
- Upper and Lowercase L /
- One to one matching. Using picture cues to read words

SUPPLY FOR ART ACTIVITY:
- Glue
- Crayons or markers
- Construction paper balloon shapes made in a variety of colors (Pattern can be found at https://ccakids.org/abckind)
- Ribbons tied to balloon shapes in many shades

BEFORE READING OF STORY:

READ: Title, author’s name, and illustrator’s name

ASK: Ask students if they remember what an author and illustrator do.

VOCABULARY WORDS: Bilingual, Shades, and Symbol
Point out and read vocabulary words on poster.

SHOW BOOK COVER: On the next page is an example of what the teacher can discuss with the class before reading the story. The teacher can read both the English and Spanish words or have a guest reader help them. One can bring in their own experiences with other languages and cultures and bring in the experiences of the children in class. It is important that children see that many of us come from different places, that we can share what we know, that we can learn from each other, and that we have many things in common. When reading, stop at appropriate places to ask questions.
Sample Dialogue:

There is something special about this book. Can anybody guess? This is a bilingual book. Does anyone know what bilingual means? Yes, when a person speaks two languages that person is bilingual. This book is written in two languages – English and Spanish. Can any of you speak Spanish? Are any more of you bilingual? What languages do you speak? Ms. Aida is bilingual, and she will help us read the book today. Show world map. Ms. Aida came from a country called Colombia, (Show on map) and she speaks Spanish. Now she lives here in the Seattle area. (Show on Map) I am from Arizona, (Show on Map,) and now I live here. Ms. Aida has taught me Spanish and has shared some of the foods they eat in Colombia with me. I have learned a lot from her. I have helped her with some English and have shared some of the foods my family eats. My husband is also bilingual. He speaks Farsi, and he comes all the way from a country called Iran. (Show on map) He is also learning how to speak Spanish. I have learned a few Farsi words, and he has shared delicious food from his country with me. I am so happy that I have learned to make food from Iran. I am also learning another language—Italian. Show Italy on map. Ok! Let us read the book and see what we can learn... How are we like rainbows?

Note: English and Spanish sentences are read alternately on each page.

READ THE STORY:

Discuss what they may have learned from the book. What was the author trying to tell us? What did they like about the book? Go back to the vocabulary words: symbol, shades, and explain them. Ask them what a heart might represent.

The chorus of the song has a good message and may be more age appropriate for use in preschool presentations, rather than the whole song. Teachers will have to evaluate if they would like the children to sing some, or all of the stanzas. This song has beautiful lyrics and complements the book.

The teacher reads the lyrics two times while pointing to them and stops at words that have pictures above them. Many children will use the picture cues to read the words. Explain how pictures can help them read words in books. Invite a child to point to the words while it is read a third time. The teacher may need to help.

Play the song. Children and teacher sing chorus three times and listen to other stanzas.

Besides one-to-one matching of words and using picture cues to read words, the letter “L” can be a focus. The teacher can demonstrate the sounds and have children make the sound. The teacher invites different children to find a word with the lowercase “l” and an uppercase “L”. The child can point to the word or can use highlighter tape to put over the word.
ART ACTIVITY:

Children will pick a balloon color and a child color in any shade they would like. Some may choose to try to match their skin color. They put their name on the back of the balloon and glue the child shape on the front of balloon where the bow is. Many children will want to draw clothes on the child shapes, and others will not. They can decorate their balloons with crayons and take them home, or the balloons can be put up in the classroom to remind them that diversity is something to be appreciated and celebrated.

Note: Refer to supply list on pg. 11.
LYRICS TO SONG "LOVE COMES IN EVERY COLOR" BY BUNNY HULL

You and I don’t look the same.
Your eyes are brown. My eyes are green.
We both like to laugh, and we both like to sing.
And we both like to feel the joy that love can bring.

Chorus
Love comes in every color.
Love comes in every size and shape.
You know love comes in every shade there is.
Just like a rainbow is every shade of love.

You may be dark. I may be tall.
I may be light. You may be small.
We both love to play.
And we both love to dream.
We both love the feeling a great big hug can bring.

Chorus
Love comes in every color.
Love comes in every size and shape.
You know love comes in every shade there is.
Just like a rainbow is every shade of love.

Inside each one of us is something we can’t see.
We can feel it in our hearts.
When we let it out, share it with somebody else.
Make the world feel better.
Love stays forever.

Chorus
Love comes in every color.
Love comes in every size and shape.
You know love comes in every shade there is.
Just like a rainbow is every shade of love.

Note: Song can be found on itunes.com and amazon.com
LESSON 4: I LIKE MYSELF!

THEME: Believing in Oneself

BOOK: "I Like Myself" written by Karen Beaumont and illustrated by David Catrow

MATERIALS:
- **Laminated Poster 1**: Include title, author, and illustrator of book along with this quote:
  "No matter if they stop and stare
  No Person
  Ever
  Anywhere
  Can make me feel that what they see
  Is all there really is to me."

- **Laminated Poster 2**: Lyrics to chorus of song
- **Highlighter tape (optional)**
- **Pointer**
- **Song**: "I Believe in Myself" by Bunny Hull

POSSIBLE LITERACY FOCUS:
- Upper and Lowercase / i

SUPPLY FOR ART ACTIVITY:
- **Small paper plate tambourines** (Teacher or aide can make one for each student by stapling two plates together with dry beans inside.)
- **Crayons or Markers**
- **Streamers (optional)**
- **Stickers that say "I Believe in Myself" (optional)**

BEFORE READING OF STORY:

READ: Title, author’s name, and illustrator’s name

ASK: Ask students if they remember what an author and illustrator do.

VOCABULARY WORDS: *Rhyme, Rhyming*

SHOW BOOK COVER: Ask children what they think the book will be telling us. "As I read the book, I would like you to think about what the author might be trying to tell us."

OPTIONAL LITERACY FOCUS: Give children examples of rhyming words before reading of book and ask children to listen to the story to see if they can hear the rhyming words. This exercise is difficult for preschoolers and teacher might want to pause and point out the rhyming words for the children and have them repeat the words.
READ STORY:

**QUESTIONS YOU MIGHT ASK/DISCUSS:** What do you think the author is trying to tell us? What is the little girl saying about what she looks like? --What people see? Do you remember the book I read titled, “Shades of People?” It said that our skin and its color is just a wrapping. People are more than the color of their skin or their appearance (what they look like on the outside).

**ACTIVITY:** Poster 1: Go back to quote from story on poster, and read it aloud again. What does the little girl think about people that may stop and stare? Does she care? Why? (She likes herself—inside and out.) Is what she looks like more important than what she is on the inside? Is it more important if a person is kind and does nice things for others.....that a person is fun to be with...makes you laugh, makes you think...that a person shares or shows you that she/he enjoys your company and is respectful and helpful? What do you think is important----How a person feels, acts, and treats others, or what a person looks like on the outside? Poster 2: Read and point to lyrics of the song. Invite a child to come and point to the words, as teacher and class read lyrics again. Assist child with one-to-one matching of oral word to print. If desired, invite children to come up to poster and identify the uppercase “I” and lowercase “i” in lyrics.

**SONG: “I Believe in Myself”** - The teacher may want to have the children sing the song once without the tambourine. For the second round, bring out the tambourines to show to the students, and tell them how to use them while singing song. It is important that the children only play the tambourine when asked. When passing the tambourines out, the teacher may want to ask the children to keep them quiet until everyone has one. Then the teacher may want the children to shake them and tap them for a short time before they begin to sing. This song is simple with a nice rhythm. Most of the children seem to love it.

*One morning after our discussion of the book and after reading of the lyrics, we had many children raise their hands. One after the other said, “I believe in myself”. It was a beautiful moment.*

**ART ACTIVITY:**

After story and singing of song, children take their tambourines to tables, put their name on it, and decorate them with markers/crayons. They can draw their face on opposite side of name. **Optional:** Add tissue paper or crepe streamers to decorate.  

**Note:** Refer to page 15 for supply list and tambourine assembly instructions.

The tambourine is a reminder to believe in yourself. If others are unkind to you and do not treat you well, do not let them make you feel bad about yourself, but believe in yourself. Each of you are important and have feelings. Like who you are! Your teachers can tell you what to do, if someone is unkind to you.
LYRICS TO SONG "I BELIEVE IN MYSELF" BY BUNNY HULL

I believe in myself
I believe in myself

I believe, I believe

I believe in myself
I believe in me and you
You and me, through and through

I believe, I believe

I believe in myself
I believe in myself
I believe in myself
I believe in myself

Note: Song can be found on itunes.com and amazon.com
LESSON 5:
WE'RE ALL WONDERS

THEME: Appreciating Diversity, Believing in Oneself, Choosing Kind

BOOK: "We're all Wonders" written and illustrated by R.J. Palacio AND "Extraordinary Friends" written by Fred Rogers and photographs by Jim Judkis

MATERIALS:
- Laminated Poster 1: Include title, author, and illustrator of book along with this quote: "Billions of people.
  People of all different colors.
  People who walk and talk differently.
  People who look different.
  Like me!
  The earth is big enough for all kinds of people." --Auggie
- Laminated Poster 2: Lyrics of the first verse and chorus of the song
- Highlighter tape (optional)
- Pointer
- Song: "It Takes All Kinds" on the Cole Family Album. Song can be found on YouTube at: http://bit.ly/ItTakesAllKind or downloaded off iTunes.

POSSIBLE LITERACY FOCUS:
- In the song: Letter T t
- Sight word: “like” (repeated three times) or chunk “an”

SUPPLY FOR ART ACTIVITY:
- Activity sheet printed on card stock or copy paper (Pattern can be found at https://ccakids.org/abckind pick the one that works best with your student’s age level)
- Skin Tone Crayons and Regular Crayons

BEFORE READING OF STORY:

VOCABULARY WORDS: Wonder, Extraordinary, Remarkable, Variety, Diversity
Wonder: Something beautiful, unexpected; Extraordinary: amazing, awesome, unique; VOCAB WORDS FROM SONG: Remarkable: amazing, awesome, wonderful; Variety, Diversity (review from previous lesson)

WE'RE ALL WONDERS

READ: Title, author's name, and illustrator's name

ASK: Ask students if they remember what an author and illustrator do. Ask students to think about what the author’s message is. What is she trying to tell us? “Also, look at the illustrations of the boy, as I am reading the story, and we will talk about it.” Discuss the word, “wonder.”
SHOW BOOK COVER: “This is a special book about an extraordinary boy, named Auggie. Some of you may have seen the movie about this boy. The title of the movie is “Wonder”. Have any of you seen this movie?”

READ STORY:

QUESTIONS YOU MIGHT ASK/DISCUSS: What do we know about Auggie? He looks different from most other children. He does ordinary things. He has feelings just like anyone else. What is ordinary about him? He plays ball, eats ice cream, and rides a bike. How do other children and people treat Auggie? Some of them stare and talk about him. How does it make him feel? So, then is staring at someone that looks different from you nice? Why do you suppose he puts on the helmet? Why does he pretend to go into space? Does he want to escape---get away from the stares and the talking behind his back? Does Auggie need some friends?

EXTRAORDINARY FRIENDS

This book is paired with the book, “We’re All Wonders.” Teacher can choose to read it on the same day or after.

READ: Title, author’s name, and illustrator’s name

SHOW BOOK COVER: “Ok, now that we have read about Auggie, I will read a story about some more extraordinary children. This book is titled, ‘Extraordinary Friends.’ The author is Fred Rogers, and Jim Judkis illustrated it through photographs. The photographs and Fred Roger’s words have a message. Let us see what it may be, or what the book is trying to teach us.”

READ STORY:

QUESTIONS YOU MIGHT ASK/DISCUSS: What do you think Mr. Rogers was trying to tell us? We all have different abilities and talents. Some of us talk or walk differently, just like Auggie said, but Mr. Rogers also wanted us to know that no matter what our differences may be, we all need the same thing. We all need friendship and love. So if you see someone that looks, speaks, or walks differently than you---you may be afraid at first, but it may be that you just need to ask some adults questions and get more information. You may find out that you like the same things and can learn from each other. You can be friends. We talked about how it is not ok to stare at people or say mean things about them. Think about how they feel. If someone new comes into your school that looks different, or is just feeling alone, what would be a good thing to do? What can you do if you see someone teasing or making fun of someone?

SONG: “It Takes All Kinds” - “We have a song to sing, and songs have a message. Let us go over some of the lyrics.” As you go over the lyrics, discuss them with the children. “We will go over the first verse and the chorus and try to sing them, and we will listen to the other lyrics.” Use pointer to go over the words of first verse and chorus printed on second poster or smart board. You may want to do this twice. Sing song with music on a speaker or play on YouTube. After singing it once, invite one of the children to come and point to the words (with help) as everyone sings the first verse and chorus together.
**DISCUSSION:** The title is: It Takes All Kinds. What do you think that means? Yes, there is a lot of diversity in this world. The songs says:

"Isn’t the world a remarkable place?  
With all of its variety  
“How dull (boring) it would be if we wore the same kind of clothes,  
Had the same kind of hair and the same kind of nose."

Do you agree that the world is more interesting and beautiful because there are so many differences? Think about the words, “Different together hand in hand”. What could that mean? I do not think it means that all of us should be holding hands, but it is a symbol of getting along together, no matter the differences. Having friendships with others that are different from us.

**ART ACTIVITY:**

Show the page in book “We Are All Wonders” that has drawings of frames with children of diversity in them. Then show children the art activity sheet** and read the quotes.

Discuss the small drawings that are in each frame - Lucy, BORN A HERO’s hero looks different than most children, just as Auggie from the story—A little boy that needs a walker, a little girl that has braces on her legs and crutches to help her walk, and a girl in a wheelchair.

There are four blank frames. In the middle frame, children can draw their own face. Ask the children to use the multi-color people crayons to draw faces of different colors to represent diversity in the other three frames. They can also use blue and green crayons to color the earth.

It may be best to leave this lesson with this art activity for the end of the school year when pre-school children’s fine motor skills are more developed. Model the coloring of the earth and drawing of a face.

*Option:* There is free clip art of children of diversity on the internet that can be printed and pre-cut. The children can choose three different ones to glue to the small empty frames. They can make their own face in the middle bigger frame.

**There are two art activity sheets. One has some frames that are completely blank, and the other has faces with shoulders slightly outlined in the frames. Use the sheet that works best with your students’ fine motor skills.

*Note:* Refer to page 18 for supply list and link to access activity sheets.
“Billions of people.
People of all different colors.
People who walk and talk differently.
People who look different.
Like me!
The earth is big enough for all kinds of people.”

---Auggie---

_We’re All Wonders_ by R.J. Palacio

**Note:** Above is a template for the art activity with the head and shoulders in frame. To download the template visit [https://ccakids.org/abckind](https://ccakids.org/abckind)
LYRICS TO SONG "IT TAKES ALL KINDS" BY THE COLE FAMILY

Isn’t the world a remarkable place?
With all of its variety.
Billions of faces
From so many races,
But no one’s exactly like me.
How boring if everyone look like the other
Just like a rainbow with only one color.

Chorus
Hey aren’t you glad you are you,
And I am me!
It’s all part of a beautiful plan.
Different together hand in hand!
It’s nature’s design.
Let us shine.
It takes all kinds!

Imagine if everyone sang a same note.
What kind of song would that be?
It comes alive with a third and a five singing in harmony.
How dull it would be if we wore the same kind of clothes, Had the same kind of hair and the same kind of nose.

Back to Chorus

If we embrace our diversity,
Think what a wonderful world it would be!

Chorus
Hey aren’t you glad you are you,
And I am me!
It’s all part of a beautiful plan.
Different together hand in hand!
It’s nature’s design.
Let us shine.
It takes all kinds!

Its all part of a beautiful plan.
Different together hand in hand!
It’s Nature’s design.
Let us shine.
It takes all kinds,
It takes all kinds,
It takes all kinds...

Note: Song can be found on itunes.com and amazon.com
LESSON 6:
STAND TALL, MOLLY LOU MELON

THEME: Believing in Oneself, Choosing Kind

BOOK: “Stand Tall, Molly Lou Melon” written by Patty Lovell and illustrated by David Catrow

MATERIALS:
- **Laminated Poster 1**: Include title, author, and illustrator of book along with the vocabulary word: *extraordinary* = amazing, awesome, unique
- **Laminated Poster 2**: Lyrics to chorus of the song - “Fits Right In.” Also include the following lyrics from the song:

  At recess, she played all by herself,
  While at lunch, Molly sat all by herself,
  While all the other kids traded snacks,
  Kids made fun of her behind her back.

  I like to be myself.
  I can’t be like anybody else. I like to be myself.
  And here I am!

- **Highlighter tape** *(optional)*
- **Pointer**
- **Song**: “Fits Right In” by Robbie Schaefer. Song can be found on YouTube at: bit.ly/FitsRightIn or downloaded off iTunes.

POSSIBLE LITERACY FOCUS:
- Sight word, “like”, ”look”, ”that”

SUPPLY FOR ART ACTIVITY:
- **Activity sheet printed on card stock or copy paper** *(Pattern can be found at https://ccakids.org/abckind pick the one that works best with your student’s age level)*
- **Skin Tone Crayons and Regular Crayons**

BEFORE READING OF STORY:
READ: Title, author’s name, and illustrator’s name

ASK: Ask students if they remember what an author and illustrator do. Ask students to think about what the author’s message is. “Remember when we talked about the reason an author writes a book. Sometimes he/she is trying to give us information, entertain us (a fun book), and/or wants to give us a message.”

VOCABULARY WORDS: Extraordinary, Appearance

SHOW BOOK COVER: “This is a story about a girl, Molly, who looks different from many other children. The title is: “Stand Tall Molly Lou Melon.” I would like you to think about what “extraordinary,” means.” Help students with the definition. If children do not remember it. Let’s also read to see if Molly is extraordinary.
READ STORY:

QUESTIONS YOU MIGHT ASK/DISCUSS: Does anyone have an idea of what the author’s message could be? What are the things we know about Molly? Is Molly extraordinary? Yes! How? She looks a little different from her friends and she had a different sounding voice. She is shorter than the children are in her class and she has teeth that stick out....

What did her grandmother tell her about those things?

“Walk as proudly as you can!”

“Smile big and the world will smile right alongside you!”

“Believe in yourself and the world will believe in you too!”

Molly was good at doing some things. All of us are good at doing something or we learn how to do something well. Sometimes it only takes believing in yourself – believing that you can do something. It may take some time and practice. Ronald Durkin was being mean to Molly and making fun of her. What did he call her? Bucky tooth beaver. What did Molly do when he made fun of her? Did Molly let it bother her? No! She kept believing in herself and doing the things she knew how to do. It is important not to let other people make you feel bad about yourself. Is it ok to call people names—to make fun of their appearance? No, it is not! How does it make most people feel when somebody stares at them or makes fun of the way they look, talk, or walk? Yes! It may make them feel sad or alone. What is the right thing to if you hear or see someone being mean to another person? What nice thing can you do if someone is new to your class?

SONG: “It Takes All Kinds” - Tell children that the song is about another “Molly” who goes to a new school and she is so excited that she puts on a special dress. The children make fun of what she is wearing, just as Ronald Durkin was mean to the Molly in the story. They do something that is not nice. They point to her dress and make fun of it. We will try to sing the chorus. Let’s read some of the other lyrics of the song before we go over the chorus:

At lunch Molly sat all by herself,
While all the other kids traded snacks.
At recess, she played all by herself,
While kids made fun of her behind her back.

The children did not include Molly in the lunchroom. She sat all by herself. What would be the kind things to do in the lunchroom? At recess? Make sure, while you are reading the chorus that the children understand that it is unkind to stare, or to make fun of a person’s appearance or clothes.
At the end of the song, the children can see that this Molly believes in herself, and she continues climbing the jungle gym, despite their teasing. When the children see her on top, they realize that it doesn’t matter what Molly is wearing, or what she looks like. Molly likes herself, and it makes the children like her, too. She has fun on the jungle gym, just as they do. They realize she is a lot like them.

At the beginning of the song, the children are saying that it (the dress) does not fit right in, but at the end of the song, the words change as they realize that they were wrong. What can you do if you see a classmate alone on the playground? Should we judge people by the clothes they wear or by their appearance?

If you would like to do the sight words: “look” and/or “that” can be the focus, as the words are repeated several times during the chorus. You may want to call some children up to highlight, or point to one of the sight words. A good time to do this is after the singing of song.

ART ACTIVITY:

Provide children with printed art activity sheets of children holding a sign with lyrics from songs and a quote from book on copy paper or card stock. There is a line for the child or teacher to write names.

Read the words written on the sign and below the drawing.

Children can use skin color crayons and regular crayons to draw a portrait of themselves. They can decorate the frame and put designs around the blank areas of paper. Some of the outlines of the head and hands are printed in a lighter gray so that the children can change shape of head, draw the hair, or color the face without dark lines being in the way. If sheets are printed directly from computer the gray lines are visible, but gray lines do not show well if copied.

Some preschoolers have a difficult time making a circle, but you can model and ask children about what kinds of things to put on a face. Motor skills will vary. Encourage the children to get creative with the background. They can draw some of their favorite things in background or put designs on the frame or background.

Both Mollys liked themselves. They did not let others make them feel bad about themselves. They kept on being who they were. The sign is to remind you to like and believe in yourself.

Note: Refer to page 23 for supply list and link to access activity sheets.
LYRICS TO SONG “FITS RIGHT IN” BY ROBERT SCHAEFER

Molly was a girl in a new town
New kid in a new school
A little bit nervous, a little bit shy
While all the other kids were crazy cool.
And on the very first day, she got up early
And picked out a favorite dress.
She was the first one in line when the door swung open
All the other kids would be impress.

Chorus
And they said:
“Look at that, look at that
What is she wearing? Would you look at that?
Look at that! Look at that!
What is she wearing? Would you look at that?
It’s a purple dotted, polka spotted dress!
We don’t know where she got it.
Doesn’t fit right in!”
It’s a purple dotted, polka spotted dress!
We don’t know where she got it.
Doesn’t fit right in!”

At lunch Molly sat all by herself,
While all the other kids traded snacks.
At recess, she played all by herself,
While kids made fun of her behind her back.
And they said: (above chorus)

But then Molly climbed to the top of the jungle gym.
All the cool kids gathered round.
She looked them in the eye and she opened her mouth.
And out came a courageous sound. She said, “I like to be myself. No, I can’t be like anybody else!”
She said, “I like to be myself and here I am!
Yes, here I am!”

And all the other kids said:
“Look at that, look at that
Would you look at Molly? Just look at that!
Look at that! Look at that!
Look at Molly? Would you look at that?
It’s a purple dotted, polka spotted dress!
We don’t know where she got it.
But it fits right in!”
It’s a purple dotted, polka spotted dress!
We don’t know where she got it.
But it fits right in!”
It’s a purple dotted, polka spotted dress!
We don’t know where she got it.
But it fits right in!”
It’s a purple dotted, pokka spotted dress!
We don’t know where she got it. - But it fits right in!”

Note: Song can be found on itunes.com and amazon.com
If a teacher would like to play the guitar, chord diagrams and the chord changes with the lyrics are below.

**Chords used in this song:**

<table>
<thead>
<tr>
<th>C</th>
<th>G</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-3</td>
<td>e-3</td>
<td>e-3</td>
</tr>
<tr>
<td>B-2</td>
<td>B-2</td>
<td>B-2</td>
</tr>
<tr>
<td>G-3</td>
<td>G-3</td>
<td>G-3</td>
</tr>
<tr>
<td>D-2</td>
<td>D-2</td>
<td>D-2</td>
</tr>
<tr>
<td>A-3</td>
<td>A-3</td>
<td>A-3</td>
</tr>
<tr>
<td>E-3</td>
<td>E-3</td>
<td>E-3</td>
</tr>
</tbody>
</table>

**FITS RIGHT IN BY ROBBIE SCHAEFER**

Intro
C G D G, C D G

C G D G
Molly was a girl in a new town, the new kid in a new school
C G D G
A little bit nervous, a little bit shy,
C D G
while all the other kids were crazy cool
C G D G
And on the very first day she got up early and picked out her favorite dress
C G D G
She was the first one in line when the doors swung open
C D G
All the other kids would be impressed
C G
And they said look at that, look at that
D G
What is she wearing would you look at that?
C G
Look at that, look at that
D G
What is she wearing would you look at that?
C G D G
It was a purple dotted, polka-spotted dress we don’t know where she got it
C D G
Doesn’t fit right in.
C G D G C D G
At lunch Molly sat all by herself while all the other kids traded snacks
C G D G C D G
At recess she played all by herself while kids made fun of her behind her
G
back

C G
And they said look at that, look at that
D G
What is she wearing would you look at that?
C G
Look at that, look at that
D G
What is she wearing would you look at that?
C G D G
It was a purple dotted, polka-spotted dress we don’t know where she got it
C D G
Doesn’t fit right in.
C G D G
It was a purple dotted, polka-spotted dress we don’t know where she got it
C D G
Doesn’t fit right in.
C G D G C
But then Molly climbed to the top of the jungle gym all the cool kids
D G
gathered ’round
C G D G C
She looked ’em in the eye, she opened her mouth and out came a
D G
courageous sound.

C D G
She said ... I like to be myself
C D G
No, I can’t be like anybody else
I like to be myself and here I am ... ... ... ... ... ... yes, here I am
And all the other kids said
C G D G
look at that, look at that
C G D G
Would you look at Molly would you look at that?
C G D G
It was a purple dotted, polka-spotted dress we don’t know where she got it
C D G
But it fits right in.
C G D G
It was a purple dotted, polka-spotted dress we don’t know where she got it
C D G
But it fits right in.
C G D G
It was a purple dotted, polka-spotted dress we don’t know where she got it
C D G
But it fits right in.
C G D G
It was a purple dotted, polka-spotted dress we don’t know where she got it
C D G
But it fits right in.

http://www.robbieschaefer.com
GuitareTab.com © 2018
Lesson 6: Stand Tall, Molly Lou Melon | 28
I like to be myself.
I can’t be like anyone else.
I like to be myself, and here I am.
Yes, here I am!

Believe in yourself and the world will believe in you too!

Note: Above is one version of the template for the art activity. To download all templates visit: https://ccakids.org/abckind
LESSON 7:
YOU BE YOU

THEMES: Appreciate Diversity, Believing in Yourself

BOOK: "You Be You" written and illustrated by Linda Kranz

MATERIALS:
- **Laminated Poster 1**: Include title, author, and illustrator of book along with the vocabulary words: *journey* & in song: *rap* and *slang*
- **Laminated Poster 2**: Possible Song: Gotta Be Me on poster – chorus and/or other lyrics. This is a children’s fun rap song with slang, but it has a good message. Print chorus on a poster and point to the words. You may want to point out: “Gotta” - short for “got to” ---meaning “have to” AND “Whatcha” – what do you. If you do not want to use the song: You can use this quote from book:
  “There are so many of us.
  We all have something special that only we can share.
  Papa agreed: We can learn so much from each other.”
  He smiled. There are millions of fish in the deep blue sea.
  That’s what makes the world so colorful and beautiful!”
- **Highlighter tape (optional)**
- **Pointer**
- **Song**: "Gotta Be Me" By Secret Agent 23 Skidoo. Song can be found on YouTube at: bit.ly/GottaBe or downloaded off iTunes.

POSSIBLE LITERACY FOCUS:
- **Upper and lowercase letter G g**
- **Sight/rhyming words**: me & be
- **Exclamation points and question marks**

SUPPLY FOR ART ACTIVITY:
- **Markers**
- **Stickers**
- **Small Eye Stickers**
- **Pre-cut fish shapes** (Pattern can be found at https://ccakids.org/abckind)
- **Rocks**
- **Paints**

BEFORE READING OF STORY:

**READ**: Title, author’s name, and illustrator’s name

**ASK**: Ask students if they remember what an author and illustrator do. What do you think the subject of this book will be? Ok, we will find out!

** VOCABULARY WORDS**: *Journey* and in song: *Rap, Slang*

**SHOW BOOK COVER**: “As I am reading the book, think about what the author’s purpose in writing the book might be. Will the author be giving us information –facts about different kinds of fish, such as where they live in the ocean, how much they weigh, and what they eat? Does she have a message, or does she just want to entertain us---tell us an interesting story?”
READ STORY:

QUESTIONS YOU MIGHT ASK/DISCUSS: Did you think about what the author’s message could be? Is the author trying to tell us something? Why is Adri so excited after his travels? All the diversity he saw. What is the author saying about the diversity in the ocean? The fish not only look different, but they did things differently. If all the fish were all the same, would the ocean be very interesting? Or, beautiful? Adri said that we all have something that only we can share. Did papa agree?

Is the author just talking about fish? I do not think so. Do any of you remember the book I read called the “The Judgmental Flower” ** and the song we sang that said, “We are flowers on one garden?” Those authors were saying that we (people) are all like flowers in a garden—different kinds and different colors, and just like the diversity that makes the garden beautiful…the diversity in people makes the world more beautiful. The differences in the fish make the ocean beautiful and the differences in people make the world beautiful.

Was Adri happy to see all the differences in the fish? If you see people/children that look different, talk differently, or walk differently than you---is it ok that they are different? Did Adri make fun of any of the fish because some of them were not colorful, or some of them swam high and some low, or some were quiet and some were loud? Is it ok to make fun of people or children that are different from you? No! How does it make them feel? …Each one of us is making this world a more interesting place in which we can all learn from each other. We all have something to share. Is it ok if you are different from most around you? Yes because you help the world to be a more interesting place. Wouldn’t it be boring if we were all the same? Diversity creates beauty.

**If you previously read, “The Judgmental Flower”

SONG: "Gotta Be Me" - Let’s look at our song, and see what it says about diversity. Go over words with children using a pointer and read the words aloud – once or twice. Rap chorus with children. Invite a child to come and point to words as the words are rapped again.

(OPTIONAL LITERACY FOCUS): Have children come up to song and point or highlight the words, letters, or punctuation marks. I would explain that ‘gotta’ and ‘whatcha’ are slang and that this song is a rap song—a song that is rapidly spoken, instead of sung. Chorus:

So whatcha gotta be? I gotta be me!
Whatcha gotta be? I gotta be me!
Whatcha gotta be? I gotta be me!
I said whatcha gotta be? I gotta be me!
Come on whatcha you gotta be? I gotta be me!
Whatcha gotta be? I gotta be me!
Whatcha gotta be? I gotta be me!
Whatcha gotta be? I gotta be me!
One, two, three

Additional lyrics for good discussion:

“Hey, sometimes when you play at school,
Another kid acts like you’re not so cool.
They laugh at your clothes and say something mean.
And then your good day feels like a bad dream.
But, hey it happens to everyone.
So, don’t let it stop you from having fun.
You don’t have to be like anyone else.
But, remember that you gotta love yourself.
You see some people think making you feel bad
Will make them feel good.
And that’s just sad.”
DISCUSSION: Again, discuss how a person feels when someone makes fun of them. What could they do if they saw a child making fun of another child? Would they say something, ignore it, or walk away? What would be the right thing to do?

ART ACTIVITY:

Have children decorate the pre-cut construction paper shapes with markers. Show the illustrations in the book again with all the different shapes and colors to give the students examples.

Demonstrate by making some lines and shapes on a pre-cut fish.

Encourage children to use several color markers or to make several different designs or lines. Children can take fish home or teacher can make a bulletin board of the many different fish, with a quote from book.

For a simple, short pre-school activity: Have students take the pre-cut fish shapes and decorate them using markers, small stickers (optional), and/or small eye stickers (optional).

There are different variation of this art activity that can be chosen to best suit your students and classroom.

Possible Variations of the Art Activity:

- Use paints instead of markers.
- Let children make their own shapes versus using the templates
- Make a mural with the students with all the fish and the quote from book: “There are so many of us...That’s what makes the world so colorful...”
- Paint rocks to look like different fish (Best done with acrylics, but may be done with poster paint. It could be an activity for another day, or coordinate with art teacher.)

Note: Refer to page 31 for supply list and link to access activity sheets.
LYRICS TO SONG "GOTTA BE ME"

There’s a whole lot of people all across the world.  
A whole lot of boys! A whole lot of girls!  
A whole lot of fathers, and uncles, and brothers!  
A whole lot of sisters, and aunts, and mothers!  
And whether they’re parents or whether they’re children,  
Every single one of them is a little bit different.  
There’s only one thing that makes us the same.  
We all gotta our own face, and gotta our own name.  
We all gotta our own brain, and gotta our own style. “What’s style?”  
Well that’s just the way that you smile and the way that you walk and the  
way that you talk, And the way that you look from your hat to your socks.  
It’s a beautiful thing. Being yourself!  
And not trying to act like everyone else.  
I’m gonna tell you the truth and you gotta agree.  
I can’t be you. Nope I gotta be me,

Chorus  
So whatcha gotta be? I gotta be me!  
Whatcha gotta be? I gotta be me!  
Whatcha gotta be? I gotta be me!  
I said whatcha gotta be? I gotta be me!  
Come on, whatcha you gotta be? I gotta be me!  
Whatcha gotta be? I gotta be me!  
Whatcha gotta be? I gotta be me!  
One, two, three

Some got mustaches, some got beards.  
Some wear big gold earings in their ears.  
And you might think some of them look kinda weird.  
But they got to be them, so I’m glad that they’re here.  
Some wear t-shirts. Some were ties.  
Some got big glasses in front of their eyes.  
And if you keep looking, then you’ll be surprise.  
Cause –Man! People come in every shape and size.  
As big as a house, or as small as a mouse!  
Some are mellow. Some like to scream and shout.  
Some come from other countries that you read about.  
That’s a lot, and I still left some people out.  
Some are young like you. Some are old like your grandpa.  
Some frown. Some are jolly like Santa.  
There’s a lot of colors and ways to be.  
But I can’t be them. No! I gotta be me.

*continued on next page*
LYRICS TO SONG "GOTTA BE ME" ...CONTINUED

Chorus
So whatcha gotta be? I gotta be me!
Whatcha gotta be? I gotta be me!
Whatcha gotta be? I gotta be me!
I said whatcha gotta be? I gotta be me!
Come on, whatcha you gotta be? I gotta be me!
Whatcha gotta be? I gotta be me!
Whatcha gotta be? I gotta be me!
One, two, three

All right!
One, two, three
Hey, sometimes when you play at school,
Another kid acts like you’re not so cool.
They laugh at your clothes and say something mean.
And then your good day feels like a bad dream.
But, hey it happens to everyone.
So, don’t let it stop you from having fun.
You don’t have to be like anyone else.
But, remember that you gotta love yourself.
You see some people think making you feel bad will make them feel good.
And that’s just sad.
But, no matter what they do or say, it’s just a game.
And you don’t have to play.
If they call you weird and you want them to stop,
Well, you can either say no I’m not,
Or you can say, “Yep, I am as weird as can be.
And you know what I love it. I gotta be me.

Chorus
So whatcha gotta be? I gotta be me!
Whatcha gotta be? I gotta be me!
Whatcha gotta be? I gotta be me!
I said whatcha gotta be? I gotta be me!
Come on, whatcha you gotta be? I gotta be me!
Whatcha gotta be? I gotta be me!
Whatcha gotta be? I gotta be me!
One, two, three

Note: Song can be found on itunes.com and amazon.com
LESSON 8A:
SMILE WITH SIMON

THEMES: Appreciating Diversity, Believing in Oneself, Choosing Kind

BOOK: "Smile with Simon" written by Patricia Ann Simon, R.N. and illustrated by Valerie McCord

MATERIALS:
- **Laminated Poster 1**: Include title: Smile with Simon, author and illustrator of book also include vocabulary words: gap, scar, veterinarian, courage (words can be explained when teacher arrives to them in book.)
- **Laminated Poster 2**: Word to the song: "What I am"
- **Highlighter tape** (optional)
- **Pointer**
- **Song**: “What I Am” sung by Will-I-am or The Maccabeats. Song can be found on YouTube: bit.ly/whataimsong or the Maccabeats version can be bought and downloaded from Amazon or iTunes for $0.99. **NOTE**: It was originally sung on Sesame Street—be careful about using the YouTube Video with the Sesame Characters because many preschoolers - first graders feel they are too old for Sesame Street. Yet, children of all ages love this song and it is commonly sung in many schools.

POSSIBLE LITERACY FOCUS:
- **Upper and lowercase /i or letter G g hard sound**
- **Sight words**: "we", "I", "am"
- **Contraction s (For K or 1st grade)**: what’s, i’m, there’s, it’s, nothing’s, can’t, i’ll

SUPPLY FOR ART ACTIVITY:
- **Markers**
- **Stickers** (optional)
- **Pre-cut ribbon strips** made of construction paper in a variety of colors (3/4” x 3”) Strips of paper can be cut in to multiple layers OR actual ribbon pieces to attach badges (optional instead of paper ribbon strips)
- **Glue sticks for gluing paper or cloth ribbons to back of badges**
- **Pre-cut badge designs** (Pattern can be found at https://ccakids.org/abckind)

BEFORE READING OF STORY:

**READ**: Read title and author and illustrator’s names on poster one. Ask children once again what an author and illustrator does.

**ASK**: Remind them that you have talked about the author having a reason or purpose for writing the book. Does she want to give us a message? Listen very carefully and think about what the author’s purpose could be.

**VOCABULARY WORDS**: Gap, Scar, Veterinarian, Courage
SHOW BOOK COVER: Does the author want to give us information about birds? Does she want to make us laugh/entertain us?

READ STORY:

QUESTIONS YOU MIGHT ASK/DISCUSS: Stop at the part of the story that says, “When she saw the gap, tears filled her eyes” ask if any of the children know what gap means. Explain what it means in this story to Patty. Ask the children why they think Patty’s eyes filled with tears. Stop at the word veterinarian. Ask children if they know the meaning of it. Discuss the page where Patty and her mom are sitting in the veterinarian’s office and they talk about the gap in her lip/cleft lip and how she is left with a scar. Ask them how they think Patty feels when children laugh at her scar. Why do Patty and her mom call her scar, “a badge of courage”? What is courage? Why does Patty need courage and why might Simon need courage?

At the end of the story: Ask children if they think the author had a message for us.

SONG: ”What I am” - Before reading of lyrics: Write “gonna” and “going to” on Poster 1. Explain the different between the two. "Sometimes people shorten words in their everyday speech, but it is not usually correct to write “gonna” unless it is in a poem or song, or to express how someone is speaking.”

Read and point to lyrics of the song. Discuss the lyrics of the song. Emphasize lyrics (“And nothing’s gonna bring me down (no!)” and “There’s nothing I can’t achieve. Because in myself I believe in oh…” ) Invite a child to come and point to the words in song, as teacher and class read lyrics again. Assist child with one to one matching of oral word to print. Play the song and point to the words on poster or smart board as all try to sing song. If there is time, try singing it a second time. This is a great song for the children to learn and can be done at other times as a literacy and singing activity. After singing of song, invite a few children to come up to poster and identify the one or more sight words. They can do this by either pointing or by using a piece of highlighter tape.

(OPTIONAL LITERACY FOCUS): If children are ready for it (K or 1st), you may want to discuss contractions and how they work, and have children identify them. Go into depth about them or just make a mention - this depends on the needs of the classroom children.
**DISCUSSION:** Before starting the activity, explain why they are creating their own “Badge of Courage”.

In the book, Patty and Simon each have a “badge of courage”. What are their badges of courage? Again, why do you think they need courage? *They look a little different than most.* Patty has a noticeable scar on her lip and Simon has a scar on his beak. Sometimes people laugh, make fun, or even stare at people who look different from what they may be used to seeing. Is this kind? *No, it is not.* It is hurtful, and because of this, Patty and Simon need courage to face the mean things people may do or say. All of us are different in different ways on the outside, as well as on the inside. It is ok to be different, and we must remember this. The badge is to remind you to be brave, to have courage, to believe in yourself, but it is also a reminder that you must be kind. If we see someone whose face looks different from what we may be used to seeing---our badge can also remind each of you how it takes courage to look or be different than most. If we see someone making fun of how one looks, all of us also must have courage to tell that person to stop, or to tell a grown-up about it. We must always choose kind!

**ART ACTIVITY:**

After reading the story and singing of song, children will pick a pre-cut badge design, put their name on the back and decorate with markers and stickers. Model putting on the ribbon strips with a glue stick. Encourage children to make it their own. Let children pick their own color of ribbon construction paper strips or regular ribbons.

*Note:* Refer to page 36 for supply list and link to access badge templates.
LYRICS TO SONG “WHAT I AM”

If what I am is what’s in me
Then I’ll stay strong - that’s who I’ll be
And I will always be the best "me" that I can be.

There’s only one me, I am it
Have a dream I’ll follow it
It’s up to me to try.

Oh! I’m a keep my head up high
Keep on reaching high
Never gonna quit
I’ll be getting stronger.

And nothing’s gonna bring me down (no!)
Never gonna stop, gotta go.
Because I know
I’ll keep getting stronger.

And what I am is thoughtful
What I am is musical
What I am is smart
And what I am is brave
What I am is helpful
What I am is special
There’s nothing I can’t achieve.
Because in myself I believe in oh...

Gonna keep our heads up high
Keep on reaching high
Never gonna quit
Just keep getting stronger.

And nothing’s gonna bring us down (no!)
Never give it up, gotta go.
Because I know
I’ll keep getting stronger.

What I am is super
What I am is proud
What I am is friendly
What I am is grouchy
What you are is magical
What you are is special

There’s nothing I can’t achieve.
Because in myself I believe in oh...

Gonna hold my head up high
Keep on reaching high
Never gonna stop
I’ll be getting stronger.

Nothing’s gonna bring me down (no!)
I’ll keep getting strong-er.
LESSON 8B:
SIMON AND THE BUDDY BRANCH

THEME: Choosing Kind

BOOK: "Simon and the Buddy Branch" written by Patricia Ann Simon, R.N. and illustrated by Valerie McCord

MATERIALS:
- Laminated Poster 1: Include title: Simon and the Buddy Branch, author and illustrator of book also include vocabulary words: buddy (a close friend) and characters (in a story are the people or animals in the story)
- Laminated Poster 2: Word to the song: "You got a Friend in Me"
- Highlighter tape (optional)
- Pointer
- Song: "You got a Friend in Me" from Toy Story. Song can be found on YouTube at bit.ly/YouGotaFriend and also available on Amazon and iTunes for $1.29

POSSIBLE LITERACY FOCUS:
- Upper and lowercase /i/ or letter G g hard sound
- Sight words: "in", "me", "you", "and", "got"
- Contractions (For K or 1st grade): You’ve, you’re, isn’t, I’ve, it’s - What is an apostrophe? What does it mean? Other examples in songs – ‘cause, ‘em

SUPPLY FOR ART ACTIVITY:
- Markers and/or crayons
- Stickers (optional)
- Pre-cut paper bird shapes (Pattern found at https://ccakids.org/abckind)
- If desired for bulletin board (optional): a construction paper tree branch with a few leaves on which to put the created birds. It can be simple or decorated as in in story --- If bulletin board is not feasible then a pre-printed activity sheet is needed for each child with images of Simon and Buddy to take home.

BEFORE READING OF STORY:
READ: Read title and author and illustrator’s names on poster one. Ask children once again what an author and illustrator does. They will probably recall the previous book (8A: Smile with Simon) by the same author and illustrator.

ASK: Ask them if they remember the characters in the previous book. Who were the main people or animals in the story? Yes, Patty and Simon were the main characters in the other story. What words would you use to describe the character of Patty? Kind? Caring? Brave? Did she have courage? We are going to get to know Simon better in this story. What do we already know about Simon? There is going to be another main character in the story. I will read the story and would like you to raise your hand when you think you know whom the other main character in the story is.
VOCABULARY WORDS: buddy, characters

SHOW BOOK COVER: Also, remember to think about what the author might be trying to tell us. Does she have an important message this time?

READ STORY:

QUESTIONS YOU MIGHT ASK/DISCUSS: Stop in the story where Buddy is introduced. Talk about the meaning of the word buddy.

Buddy says he is different. How is Buddy different? Buddy needs more time to answer questions and he rocks and flaps his wings many times. How did Buddy feel when no one came to his party? He was sad and thought it was a “bad day.” What did Simon do to help Buddy? He introduced him to Patty and brought his friends to a birthday party for Buddy. He made Buddy feel that it was okay to be different. Why did Simon’s feathers turn bright red in the first story and Buddy’s feathers turn a bright blue in this story? Because they were happy! They had friends! What words would you use to describe Simon—Kind? Helpful? Caring? Happy? Good friend? Understanding? What do you think the author’s message might be?

SONG: “You got a Friend in Me” - Let’s read the lyrics to the song and see how it relates to the book. Use pointer. The title of the song is “You’ve Got a Friend in Me” What did we say that buddy means? Yes—friend! Discuss the lyrics of the song. Did Buddy have a friend in Simon? What did Simon do for Buddy that tells you he is his friend?
Invite a child to come and point to the words in song, as teacher and class read lyrics again. Assist child with one to one matching of oral word to print. Play the song and point to the words on poster or smart board as all try to sing song. If there is time, try singing it a second time. This is another great song for the children to learn and can be done again at other times as a literacy and singing activity.

After singing of song, invite a few children to come up to poster and identify either the letter “g” or one or more sight words. They can do this by either pointing or by using a piece of highlighter tape.

(OPTIONAL LITERACY FOCUS): If children are ready for it (K or 1st), you may want to discuss contractions and apostrophes and how they work, and have children identify them. This will depend on the needs of the students. What is an apostrophe?
What does it mean?

In book: You’ve, you’re, isn’t, I’ve, it’s
In song: ‘cause, ‘em
ART ACTIVITY:
After reading the story and singing of song, teacher can show the bird shapes and tells students they will choose a shape and decorate their bird with markers and stickers (optional.) Have students write their names on the back.

No two birds will look alike. "It is okay to be different!"

Encourage children to use a lot of color, lines, and different shapes on birds.

Buddy Branch Bulletin Board (optional)
This is an optional extension of the activity. The buddy branch can be simple or decorated as it is in the story. The branches can be created with brown construction paper with green construction paper for the leaves.

The children can then display their artwork (big shaped birds) as a reminder to be a buddy.

This branch reminds us that it is okay to be different and to Choose Kind! Being a friend and having a friend is what makes life so much better for everyone!

Alternative Art Activity (optional)
If a bulletin board is not feasible. Teacher shows pre-printed sheet of copy paper or card stock paper that has an image of Simon and Buddy on it with the words, “We are different, but we are beautiful.” Ask children to put name on the back of paper when they go back to their desk. Show the children the bird shapes and tell students they will choose a shape. It would be a nice idea to have children decorate the bird so it is facing Simon and Buddy. The teacher can demonstrate the difference, when the bird shape is facing Simon and Buddy and when it is not. “It is nice to face the people you are talking to.” Teacher can model drawing a branch or adding leaves and decorations to branch, if they wish. Children will decorate their one bird shape with markers and/or crayons. Stickers are optional. Encourage children to use different colors, lines, and shapes. After decorating, children glue their bird on to the “we are different, but we are beautiful” sheet. Children can add color to Simon and Buddy, and can take their art activity home to remind them that “It is okay to be different and that differences are beautiful!” The buddy branch also reminds us to choose kind and that being a friend and having a friend makes the world a better place for everybody!

Note: Refer to page 40 for supply list and link to access bird templates.
LYRICS TO SONG "YOU'VE GOT A FRIEND IN ME"

You've got a friend in me
You've got a friend in me

When the road looks rough ahead
And you're miles and miles from your nice warm bed
You just remember what your old pal said

Boy, you've got a friend in me
Yeah, you've got a friend in me

You've got a friend in me
You've got a friend in me

You've got troubles and I've got 'em too
There isn't anything I wouldn't do for you
We stick together and see it through

'Cause you've got a friend in me
You've got a friend in me

Some other folks might be
A little bit smarter than I am
Bigger and stronger too, maybe
But none of them will ever love you
The way I do it's me and you
Boy, and as the years go by
Our friendship will never die
You're gonna see it's our destiny

You've got a friend in me
You've got a friend in me
You've got a friend in me