

Chocolate Milk, Por Favor!

By Maria Dismondy

Activities
to go along
with this
book.



By Patty Rutenbar

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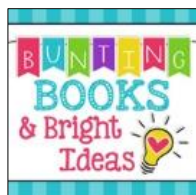
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Patty Rutenbar
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Teacher Directions

This book celebrates Diversity with Empathy. It is the hope of the author that your students will learn more about how it feels to be different and ok at the same time.

All of these pages can be done after your students have heard the story called Chocolate Milk, Por Favor! By Maria Dismondy. You can pick and choose which ones you want to use that fit the best level of your students.

- There are vocabulary cards that can be read before or after the story. You can sort them in any way that the students would like to. You can look for syllables in each word. You can put them in ABC order, also.
- There are pages that can be done together as a whole group, in small groups, with partners, or independently.
- Read aloud the meanings to the class while the vocabulary cards are posted in front of them. (They can be in a pocket chart, taped them to the board, or put magnets on them to use on your board.) Students will need to find the words that fit the meanings that you read aloud to them.
- Another activity is the direct quotes from the story where the child inserts the missing word. Again, they are looking at the word choices on the board in front of them.
- The students can fill out the story elements of the book with a partner or independently.
- There is a page where students can work together to answer comprehension questions from this story.
- Finally there is an activity where the students need to do some reflecting on themselves and decide how they would treat someone who is different in their own classroom.



surrounded



whispered



different



silently



frustrated



laughing



understood



announced



chocolate



sharing



crybaby



master



motioned



enjoyed



drinking



ignored



tricky



language



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Word Meanings

Read the meanings orally to the class one at a time and ask them to find the word that matches these meanings. Not all words will be used, so they need to look carefully and think hard.

1. To not pay attention to something means you _____ it.
2. A flavor that changes the way milk tastes is _____.
3. To become really good at something, means you will _____ it.
4. To signal someone to come here, means you _____ them to come over.
5. When you feel upset that you can't do something, you are _____.
6. When you do something with no sound at all, you are doing it _____.
7. When you tell someone something in a very quiet voice, you have _____ it.
8. To move to close to someone on all sides means you have _____ them.
9. To show the emotion of joy or happiness is _____.
10. To tell someone or the whole group means it was _____.
11. When you take some liquid in your mouth you are _____.
12. Something that is not the same as something is _____.
13. Spoken or written words of a particular kind is called your _____.

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Word Meanings **Answers**

1. To not pay attention to something means you ignored it.
2. A flavor that changes the way milk tastes is chocolate.
3. To become really good at something, means you will master it.
4. To signal someone to come here, means you motion them to come over.
5. When you feel upset that you can't do something, you are frustrated.
6. When you do something with no sound at all, you are doing it silently.
7. When you tell someone something in a very quiet voice, you have whispered it.
8. To move to close to someone on all sides means you have surrounded them.
9. To show the emotion of joy or happiness is laughing.
10. To tell someone or the whole group means it was announced.
11. When you take some liquid in your mouth you are drinking.
12. Something that is not the same as something is different.
13. Spoken or written words of a particular kind is called your language.

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Directions: Read the sentences from the story, to find one of the vocabulary words that will fit in the blank space.

1. "Think about what you can do to help him," Johnny's teacher _____ with a smile.
2. Johnny sat alone and enjoyed his lunch while Gabe sat alone, _____ his chocolate milk.
3. Gabe waved over to Johnny before running to the field, but Johnny _____ him.
4. Gabe was _____ by boys and girls laughing and sharing with him.
5. That horrible feeling of being _____ and wanting to cry because he couldn't get the soccer move.
6. He _____ that to have a friend is first to be a friend.

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Answers

1. "Think about what you can do to help him," Johnny's teacher announced with a smile.
2. Johnny sat alone and enjoyed his lunch while Gabe sat alone, drinking his chocolate milk.
3. Gabe waved over to Johnny before running to the field, but Johnny ignored him.
4. Gabe was surrounded by boys and girls laughing and sharing with him.
5. That horrible feeling of being frustrated and wanting to cry because he couldn't get the soccer move.
6. He understood that to have a friend is first to be a friend.

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Directions: After reading or listening to the story, answer these questions with a friend.

1. Who are the characters in this story?

2. What is the setting of this story?

3. What is one problem in this story?

4. How is this problem solved?

5. What is another problem in this story?

6. How is this problem solved?

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Answers

1. Who are the characters in this story?
Gabe, Johnny, Johnny's mom, the teacher, and the other boys and girls in the class.
2. What is the setting of this story?
Inside the classroom, outside the school, on the playground, on the soccer field
3. What is one problem in this story?
No one understands Gabe.
4. How is this problem solved?
They use motions and pictures to help him.
5. What is another problem in this story?
Johnny isn't nice to him.
6. How is this problem solved?
Gabe teaches him a soccer trick and they become friends.

Other problems could be that Gabe cried, Johnny wouldn't share with Gabe, Gabe didn't have any friends at first, Johnny couldn't do the soccer trick, Johnny didn't like that his friends like Gabe more than him and Johnny ate alone at lunch time.

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Directions: After reading or listening to the story, answer these questions with a friend.

1. In the beginning of the book, would you want to be a friend with Johnny? Why?

2. What words describe Gabe? _____

3. What things did Johnny do that hurt Gabe's feelings? _____

4. What was something that Gabe was good at?

5. Why didn't Johnny like Gabe? _____

6. Why did the other kids start being a friend to Gabe? _____

7. Why did Johnny start to like Gabe? _____

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Directions: After reading or listening to the story, answer these questions with a friend.

1. After reading this story, what is one thing you might do if a new student moves into your classroom? _____

2. If you saw someone being treated bad by someone, what is something you could do to help them feel better? _____

3. List 3 ways that Johnny and Gabe are alike.

