



Reader's Guide

For parents and educators

This packet includes:
Lesson plans across the curriculum, MDE
GLCES, coloring pages, games and more!

Find out more at www.mariadismondy.com

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DISCUSSION GUIDE

Reading Comprehension

Making inferences is just like predicting. The reader uses clues from the text and illustrations to infer what the character is feeling or what might happen next in the book. Inferring helps a reader improve their reading comprehension.

This strategy helps them get more involved in reading and thinking about the story. The important skill to model to your students is that inferring is important, but making the "right" guess is not. Before reading, take a picture walk with your child/class through Spaghetti In A Hot Dog Bun and infer what the story might be about based on the picture clues.

Reader's Guide Questions

Before

Describe a time when someone treated you unfairly.

Explain what you know about solving problems with friends at school.

Do you think you should help someone who has not been nice to you?

On your second reading of the book with your child/class, use different colored sticky notes to tag the imagery in the book. For example, a pink sticky note for every time the book describes the smell of something.

During

Describe the characters in the book.

Who is the most important character and why?

Discuss the clues that make you think Lucy is going to help Ralph.

What clues do you find that tell you Ralph will no longer tease Lucy?

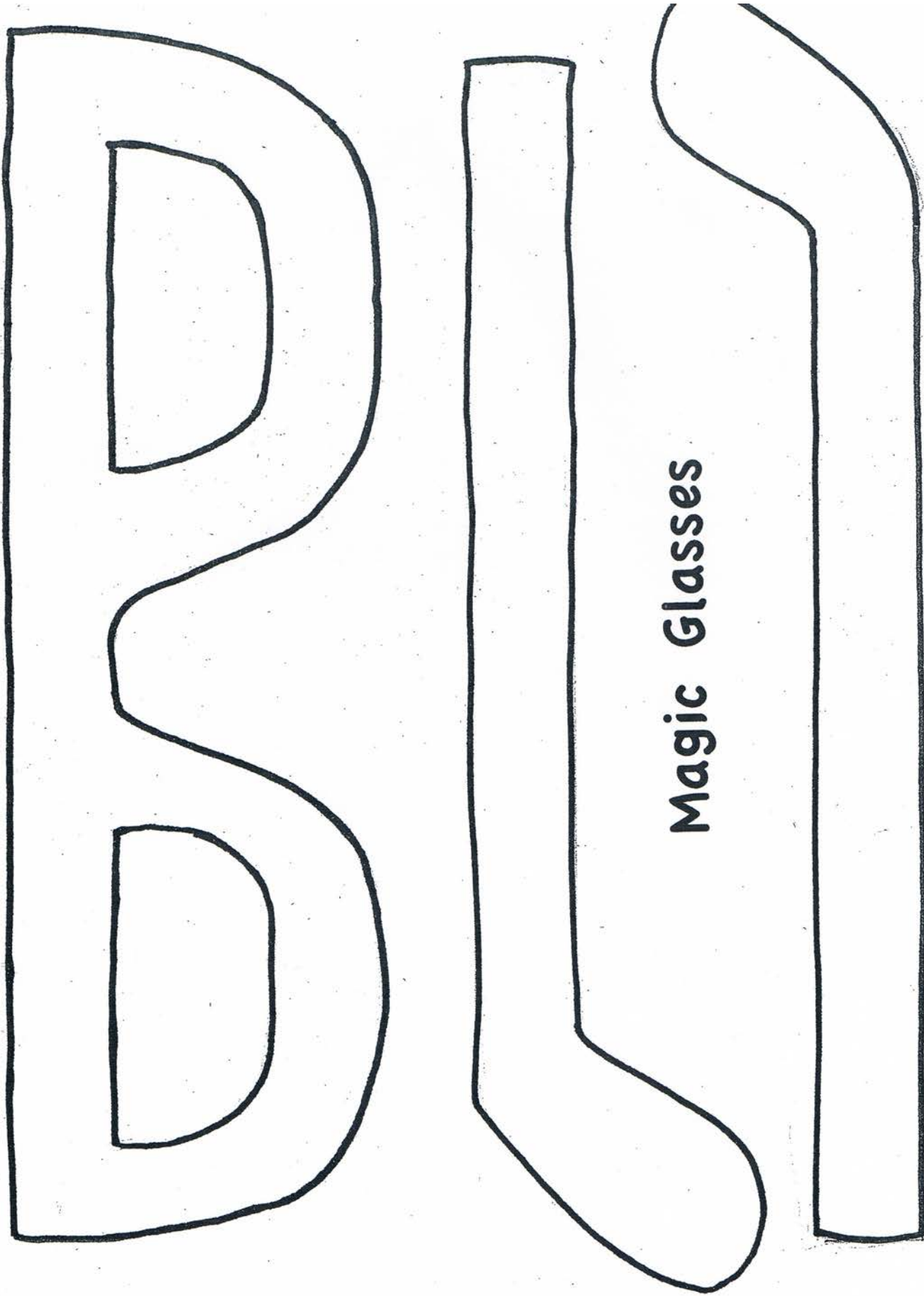
How would you feel if you were Lucy in the beginning and middle of this story?

Who would you turn to if you needed help in a situation like Lucy's?
What can you do if someone treats you the way Ralph treats Lucy?
Predict what happens after Tony tells Lucy Ralph is in trouble and needs help.
What types of food do you eat that are different from other meals your friends eat?
Why do you think Lucy lives with her Papa Gino? What clues in the text can you use to help you answer this question?
Explain why you think Ralph teases Lucy. Do you think what he is doing is right or wrong?
Define the problem in the story. What is a possible solution?
Use your five senses to describe Lucy's lunch with as many details as possible.

After

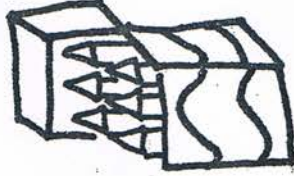
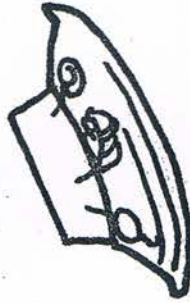
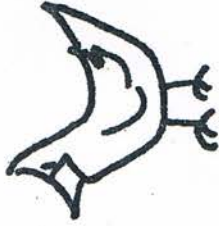
Which illustration is your favorite and why?
Who was the narrator of the story?
Find examples of courage in the story.
Compare Lucy and Ralph in a Venn Diagram. List what makes them the same and what makes them different. For younger students, make a T-chart and simply describe their differences.
Create a new ending for the story!
Give examples of where Lucy makes a decision in the story. Does it happen more than once?
How would the story be different if written through the eyes of Ralph?
Lucy shows courage in the story. Can you explain why?
Why do you think children are mean to others?
Explain what you think Papa Gino meant when he said, "You decided to treat others as you would like to be treated." Give an example of this from your own life.
If Ralph were to write a letter to Lucy at the end of the story, what do you think it would say?

Interested in an Author Visit? Find out more at www.mariadismond.com



Magic Glasses

Color, cut and paste these pictures from the book, Spaghetti In A Hot Dog Bun, to decorate your Magic Glasses.



SOCIAL STUDIES LESSON

Magic Glasses

Objective:

Students will look at situations from the perspective of someone other than themselves. They will participate in role playing problem solving in a number of scenarios presented by their teacher.

Materials:

Book, *Spaghetti In A Hot Dog Bun*, 4 x 8 strips of construction paper, pre cut, a variety of colors. Scissors, crayons, glue sticks, pencils and colored cellophane (paper used in wrapping gift baskets, etc.) Pre cut the colored cellophane paper into 3 x 3 squares. You will need two squares per child. Finally, you will want to make tracers ahead of time of the glasses template provided here or have them copied onto colored construction paper.

Opening:

In a group setting, review what happened in the book *Spaghetti In a Hot Dog Bun*, by encouraging your children to retell the story. Tell the class that you will be reviewing what happened in the story and that together, they will act out similar situations such as those Ralph and Lucy were involved in.

Presentation:

Have you ever been teased? What happened? What did you do? Who did you tell? Take a few responses from children in your classroom.

How did Ralph tease Lucy? What did Lucy do? Who did Lucy tell? What did Lucy do that finally "diffused" Ralph's teasing?

Exploration:

After the discussion, you will have opened children's minds to what has happened to them or to their friends in the past when teasing was present.

Tell children that today, they will make a pair of "Magic Glasses" These magic glasses will be used to teach them how to see the world through someone else's eyes. They will be able to look at how others are feeling in certain situations. After role playing today with these glasses, children will not need them when they are out on the playground, or in the lunchroom, etc. because they are magic and the glasses will always be with them!

Materials for glasses:

Two 3x3 squares of colored cellophane
one piece of 4x8 construction paper
Magic Glasses tracer
Glue stick
Scissors

Directions:

1. Trace the magic glasses template onto the construction paper.
2. Cut out the magic glasses.
3. Fold over the lense section and cut a slit. Use your scissors to cut out the entire lense. Repeat this with the other glass lense.
4. Glue the cellophane square over the opening of the glasses lense. Glue to the inside of the glasses. Repeat with the other lense.
5. Decorate your magic glasses in your own unique way!

Evaluate:

Now that your students each have a pair of magic glasses present several of the following situations to the class, one at a time. The focus question to ask after you present each of the situations is

Using your magic glasses, look at the situation as if you were the person doing the teasing. How are you feeling?

1. You are in the lunchroom and someone calls you a mean name.
2. You are on the playground and you ask a classmate to play. They say no, they don't like you.
3. You are in the classroom and someone tells you if you don't help them, they won't be your friend anymore.

If this question doesn't help you, use your magic glasses to see what advice your family members or teacher might give you to help you in this situation. **They might say: ignore it, walk away, make a plan, start a statement with "I Feel" and fill in the blank.** Here you will want to use the same language you have used to teach your class about problem solving. If it is early in the year and you haven't taught these skills, you will want to spend plenty of time each day modeling and coaching problem-solving strategies to your students.

Connection:

Through out your life, you will be in situations and adults may or may not be around to help you. Remember that we each walk around with a magic pair of glasses. We can use them to think about how others might be feeling. We can use them to think about what advice our family members or teachers might give us to help us solve this problem.

Michigan GLCEs

Social Studies Standard

Gr. 1 I-C1.0.3 Give examples of the use of power without authority in school (e.g. types of bullying, taking cuts in line.)

Gr. 1 I-C5.0.1 Describe some responsibilities people have at home and at school (e.g. taking care of oneself, respect for the rights of others, following rules, getting along with others).

Gr. 1 I-C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., respect for the rights of others, compassion, courage, honesty).

Art Content Standard

1.1 Use materials, techniques, media technology, and processes to communicate ideas and experiences.

1.2 Use art materials and tools safely and responsibly.

WRITING LESSON

Six Traits of Writing

Writing Trait	Description	Lesson Idea
Ideas and Content	<p>Ideas are the heart of the message in the writing. They are what we have to say and the reason we are writing. Our topics are either connected with our own experiences or else we have researched the topic.</p> <p>Some questions to ask when working on Ideas and Content are: Is my message clear? Do I know enough about my topic? Did I make the topic interesting with details? Is my topic the right focus (not too large or too small)? Did I SHOW what was happening rather than just TELL?</p>	<p>*Discuss the theme of the book. What IDEAS for stories can you come up, using the same theme? *Carry a small notepad around with you for a few days, write down ideas for stories based on problems that arise in the classroom, lunchroom and on the playground. *Look at a page in the book, <i>Spaghetti In A Hot Dog Bun</i> together. Ask children to "hunt" for details the way a detective looks for clues.</p>
Voice	<p>Voice gives our writing personality, flavor, and style. Through voice, the reader understands what we care about. When a writer creates a paper with good Voice, the words speak directly to the reader in a style that is individualistic, expressive, and engaging.</p> <p>Some questions to ask when working on Voice are: Does this writing sound like me? Did I say what I think and feel? Does my writing have energy and passion? Is my writing appropriate for my audience and purpose?</p>	<p>*Gather a list of words from <i>Spaghetti In A Hot Dog Bun</i> that show you how characters are feeling. Next, create a list of words, similar but based on inferences you make according to the character's faces in the illustrations.</p>
Organization	<p>Organization gives direction to our writing. It provides the backbone to which all the pieces are connected. The order, structure, and presentation of information moves the reader through the text.</p> <p>Some questions to ask when working on Organization are:</p>	<p>*Create a graphic organizer, listing the story elements. What is the problem in this story? Find and discuss each situation that shows the reoccurring problem. How does the main character solve this problem? *How does the author develop characters in the book?</p>

	<p>Does my paper have a good opening that gets the reader's attention? Did I tell events or details in the best order? Are my details linked together? Does my paper have a good ending?</p>	<p>*Draw a picture of each character and list what you know about them. *Copy and cut out parts of the text. Lay them out and have the children move them around like a puzzle and put them in sequential order. Which comes first, second, third, last? This teaches sequencing.</p>
<h2>Word Choice</h2>	<p>Word Choice enriches and enlivens our writing. Using the right words in a precise manner adds energy and clarity to our work. Writing with strong Word Choice conveys the intended message in a precise, interesting, and natural way.</p> <p>Some questions to ask when working on Word Choice are: Will my reader understand my words? Did I use words that sound natural to my style? Were my words accurate, original, and appropriate? Did I use strong, energetic verbs?</p>	<p>*Take the words sad, angry and nice. Now, brainstorm words that mean the same thing. *Read the book again, have students raise their hand each time they hear an adjective. Discuss the importance of using words that describe. Ask why an author might show and not tell but how they might not do this through out the entire text (to leave room for an illustrators creativity in showing!) *Create a word bank. You can use word banks to keep lists of favorite or unusual words. *Create a collection with words from <i>Spaghetti In A Hot Dog Bun</i> and words that describe the actions in the story.</p>
<h2>Conventions</h2>	<p>Once our writing is complete, we are ready to edit and proofread. It is time to prepare our writing so others can read it and enjoy it. The writer who uses conventions correctly and effectively demonstrates an understanding of grammar, capitalization, punctuation, usage, spelling, and paragraphing.</p> <p>Some questions to ask when working on Conventions are: Is my spelling correct? Did I use punctuation marks correctly? Did I use capital letters</p>	<p>*Take random words from the book and write them on index cards. Be sure they all start with lower case letters. Do a word sort in small groups. One pile for words that should start with capital letters, one pile for lower case letters. *Go into your writing journal and search for places where capital and lowercase letters belong, exploring the editing process.</p>

	in the right place? Does my writing make sense?	
Fluency	<p>Sentence Fluency gives our writing a sense of rhythm and grace. The writing has an easy flow when read aloud.</p> <p>Some questions to ask when working on Sentence Fluency are: Do my sentences begin in different ways? Are some sentences long and some short? Is it easy to read my work out loud with expression? Have I used transitions to help my sentences fit together?</p>	<p>*Read the note that Ralph wrote to Lucy aloud. How can you change the intonation of your voice to match the mood of the character?</p> <p>*Re-read the page where Lucy is angry with Ralph. How does your voice change here to reflect Lucy's feeling of anger?</p> <p>*As a class, chart the beginning of each sentence. What do the students notice (sentences begin with different transitional words).</p> <p>*Go into a piece of your own writing. Circle the beginning of each sentence. Chart these words. Do you need to make changes to make your writing more interesting?</p>

Michigan GLCEs

Language Arts Content Standards

Gr. 1 ELA W.PR.01.03 Students will in the context of writing, correctly use simple complete sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names and the pronoun I.

Gr. 2 ELA W.GN.02.01 Students will write a narrative pieces such as realistic fiction or personal narratives depicting major story events, using illustrations to match mood, and containing setting, problem/solution and sequenced events.

Gr. 2 ELA W.PR.02.02 Students will develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).

Gr. 2 ELA R.FL.02.02 Students will use punctuation cues (periods and question marks) when reading aloud with intonation, pauses and emphasis.

The *6 Traits Descriptors* were compiled by The Paradise Valley Unified School District.

ART LESSON

Self-Portrait

Objective:

Students will use art materials to create a portrait of themselves. They will share their portrait with others, celebrating their similarities and unique differences.

Materials: One piece of white construction paper for each student, a variety of tempera paints (including skin colors. You can mix white and browns, blacks, and oranges to help create different skin tones.) Paint brushes, one mirror per table or several to pass around, pencils, newspapers.

Opening: Today we will celebrate what makes each of us special and unique!

Presentation:

In a group setting, ask children, In what ways are we similar and in what ways are we different? Ask your class to examine Lucy in the book. What made Lucy unique? List some of her characteristics on chart paper on the board under the title, "Characteristics of People".

Your chart may have the following listed: curly hair, straight hair, tall, short, blue eyes, green eyes, etc.

Explain to the class that today they are going to study themselves very carefully then create a self-portrait.

Exploration:

Think about how you will manage this painting activity in your classroom. Will it be in small groups and each group of 5-6 children will have paints and a mirror at their tables? Or will this activity take place during a time when just five children will work on the painting at a time?

Before children begin sketching their faces, give them time to make observations in the mirror(s) that you have provided. Ask them to pay attention to all of the details they notice as they look into the mirror.

After sketching with pencil, allow children to begin painting their portrait. Again, encourage them to make these portraits real to life. If they have a purple shirt on today, have them paint a purple shirt!

Allow plenty of time for the tempura paints to dry before moving onto the next part of the lesson.

Evaluate:

When the portraits are finished and dry, allow each child a moment to get up in front of the class to share their portrait. Depending on how much time you have, self-portraits can be shared in small groups. Have the children share their favorite part of their portraits with their group.

To close the lesson, ask children what can be added to their chart? Did they discover any characteristics while painting that they had not thought of before? Add these to your chart.

Put the self-portraits on display with a title saying "We are each unique" or "Celebrating our similarities and differences!"

Connection:

In what other ways are people alike and different? How can this concept be carried over into other areas of your curriculum studies?

Michigan GLCEs

Art Content Standard 1.1 Use materials, techniques, media technology, and processes to communicate ideas and experiences.

1.2 Use art materials and tools safely and responsibly.

MULTIPLE INTELLIGENCE

ACTIVITY SUGGESTIONS

Intelligence	Description	Suggested Activity
Musical/Rhythmic "Music Smart"	Rhythm, pitch and musical expressiveness	<ul style="list-style-type: none"> *Participate in a sing-a-long with your child to <i>I Like Me</i>. *As you sing <i>I Like Me</i>, clap your hands to follow the rhythm. *Read the Poem <i>Just One</i>. *Act out a <i>puppet show</i> based on characters in <i>Spaghetti in a Hot Dog Bun</i>. Model effective problem solving strategies. *Play charades, expressing feelings and have children guess the feeling.
Interpersonal "People Smart"	Discern and respond accurately to moods, temperaments and motivations of others	<ul style="list-style-type: none"> *Buzz Groups—small groups of children sit with each other and have a conversation. Start with a focus question such as "Tell about a time when you felt sad..." *Play games that teach teamwork such as Hangman—class versus the teacher. *Write a letter to an important person in your life, share what you think makes them special and unique.
Intrapersonal "Self Smart"	Access own feelings and use them to guide behavior	<ul style="list-style-type: none"> *Reflect on one's own experiences in a journal. *Create a <i>self portrait</i> *Work with your child/students to make a special place for them to have alone time. *Brainstorm a list of things you can do when you are alone and are faced with a bully. *Share this list with friends and see if they can help add to it.
Naturalist "Nature Smart"	Recognize objects around them and make distinctions about the natural world	<ul style="list-style-type: none"> *Take a nature walk. Bring a journal and sketch plants and animals, discussing their common attributes. *Log the weather for a week and note patterns.

<p>Visual/Spatial "Picture Smart"</p>	<p>Perceive and represent visual-spatial world accurately</p>	<p>*Create a scrapbook, celebrating your child's uniqueness. *Go in a garden and discuss the similarities and differences among the flowers and plants. *Arrange toys or clothing into piles, according to what makes them alike or different.</p>
<p>Verbal/Linguistic "Word Smart"</p>	<p>Sounds, rhythms, and word meanings</p>	<p>*Visit the local library frequently, read books about the celebrating unique qualities! *Have children retell stories on their fingers. *Make cards of interesting faces-crying, laughing, smiling, angry. See if your child can guess what the person is thinking or feeling. *Find the rhyming words in the poem, <i>I Like Me</i> *Play I-Spy with the words in <u>Spaghetti In A Hot Dog Bun</u> *Create a list of words that describe how you look, act and feel. *Look through the book <u>Spaghetti In A Hot Dog Bun</u> and create a list of all of the feelings that you find the characters showing (either through words or illustrations).</p>
<p>Logical/Mathematical "Number Smart"</p>	<p>Logical or numerical patterns and chains of reasoning</p>	<p>*Follow a recipe together to cook/bake something like Lucy's <i>"Courage Cookies"</i>. *Go on a Scavenger Hunt in a newspaper or a magazine, collecting as many pictures of people as possible. Sort them by their similarities or differences.</p>
<p>Body/Kinesthetic "Body Smart"</p>	<p>Control body movements and handle objects skillfully</p>	<p>*Pour a container of objects out (buttons, change, etc.) have your child sort it and discuss their attributes. *Develop a regular recycling routine, modeling how to be kind to mother nature. *Act out scenes from the story with some friends.</p>

* Activities in Italics are lessons that are included in this supplemental packet.

LANGUAGE ARTS LESSON

Making Connections

Objective:

Students will make connections to their own lives as they listen to the book, *Spaghetti In A Hot Dog Bun.*

Materials:

Book, attached response sheet and song *I Like Me* Optional: Poem *Just One*

Opening:

In a group setting, you will want to talk to your class about Making Connections, a reading comprehension strategy. If they have already been exposed to this strategy, tell them that today they will get the chance to make text-to-self connections to the book you are about to read.

If your children have NOT been exposed to Making Connections, read the following and explain how and why we use text-to-self connections.

By teaching students how to connect to text they are able to better understand what they are reading (Harvey & Goudvis, 2000). Accessing prior knowledge and experiences is a good starting place when teaching strategies because every student has experiences, knowledge, opinions, and emotions that they can draw upon.

Text-to-self connections are highly personal connections that a reader makes between a piece of reading material and the reader's own experiences or life. An example of a text-to-self connection might be, "This story reminds me of a vacation we took to my grandfather's farm."

Sometimes when reading, readers are reminded of other things that they have read, other books by the same author, stories from a similar genre, or perhaps on the same topic. These types of connections are **text-to-text** connections. Readers gain insight during reading by thinking about how the information they are reading connects to other familiar text. "This character has the same problem that I read about in a story last year," would be an example of a text-to-text connection.

Prompts to use when helping children to make connections:

This part reminds me of.... I felt like...(character) when I.... If that happened to me I would.... This book reminds me of...(another text) because.... I can relate to...(part of text) because one time.... Something similar happened to me when....

Below are some examples of **questions** that can be used to facilitate student connections:

Text-to-self: What does this remind me of in my life? What is this similar to in my life? How is this different from my life? Has something like this ever happened to me? How does this relate to my life? What were my feelings when I read this?

Text-to-text: What does this remind me of in another book I've read? How is this text similar to other things I've read? How is this different from other books I've read? Have I read about something like this before?

References: <http://forpd.ucf.edu>

As an extension to this lesson, children will have the opportunity to make text-to-text connections.

Presentation:

Read the book, *Spaghetti In A Hot Dog Bun* making a point to stop right after the page where Ralph makes fun of Lucy's hair while they are sitting in the group area in the classroom. Ask children to think about a time in their life when they may have felt the same way as Lucy or they may connect to what Ralph was doing.

Pass out the attached Making Connections sheet and give the children time to illustrate according to the directions. Depending on your academic abilities in your classroom, children can choose to draw a picture and write about the experience.

Exploration:

Gather your students to your meeting area. Give them time to share with the group the text-to-self connections they made. Finish reading the book to your class. Take time to stop and think out loud about connections you have to the text and encourage the children to continue to make connections through out the duration of the book.

Evaluate:

Consider how easily your students were able to connect to the characters and situations in the story. The next step is to take another day and teach the same lesson but using the poem *Just One* or the song *I Like Me*. Teach your class that not only do we make text-to-self connections but often times we can make connections between two types of text (two books, a book and a poem, a book and a song, etc.) During this lesson, review the story line of *Spaghetti In A Hot Dog Bun* then as a class, read either the song or poem. Using the Making Connections sheet (text-to-text) go through the lesson, making comparisons between the book and song and/or poem.

Connection:

Making connections helps us understand stories better. When we close the book and think about what happened, it is easier for us to remember details because we could connect to something that happened, a character's feelings, etc. Remember how important it is to stop and think as we read!

Michigan GLCEs

English Language Arts Content Standard

Gr. 1 ELA R.NT.01.05 Respond to individual texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position and/or show understanding.

Gr.1 ELA R.CM.01.01 Students will make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

Social Studies Content Standard

Gr. 1 Social Studies I.G4.0.1 Use components of culture (e.g. foods, language, traditions) to describe diversity in family life.

COOKING LESSON

Courage Cookies

Objective:

Students will work together with an adult to follow simple step-by-step directions to make a recipe.

Materials:

Baking sheet, measuring spoons and cups, all ingredients listed in the attached recipe for "Courage Cookies", mini plastic bags, address or shipping labels.

Opening:

Young children love to lend a helping hand in the kitchen. With your students or child, tell them that today you will work together to make "Courage Cookies."

Presentation:

Ask your child, "What does it mean to have courage?" Together, create a list of 5-10 people in your life that display courage. This list will be the friends and family members that you share your cookies with.

Exploration (Guided or Independent)

At this time, your child will work with you to follow the step-by-step directions on the recipe card. Be sure to model good hygiene by washing your hands before beginning. In addition, talk to your child or class about the importance of keeping our hands clean while baking. If you accidentally lick your fingers, wash your hands before touching the cookie dough again.

After the cookies are in the oven, have your young helper (s) help you clean up. Giving children the chance to display responsibility is very important. When the kitchen area is cleaned up and you remove the cookies from the oven to cool, sit down with your child for the final part of the lesson.

Using the address or shipping labels, help your child address the cookies to the people on the list previously created. These are people in your child's life that are courageous. The labels will have the following information on them: To: From: "Courage Cookies"

When the cookies have cooled, put them in the plastic bags and seal them with the address labels.

Evaluate:

When finished, ask your child to go over, step by step, what they had to do from start to finish to create these cookies. Encourage them to use their fingers when retelling the steps aloud.

Connection:

Now your child has knowledge of measurement, following directions, cleaning up and sharing something special with others. Discuss what type of cooking activity will be next in your kitchen. Consider including your child in your daily preparations for family meals in the future.

Michigan GLCE

Science Content Standards

Gr. 2 Science P.PM.02.14 Measure the volume of liquids using common measuring tools (measuring cups and spoons.)

Gr. 2 Science P.PM.02.41 Classify objects as single substances (sugar, salt) or mixtures (salt and pepper, mixed dry beans.)

Mathematics Content Standards

Gr. 2 Math M.UN.02.06 Use the concept of duration of time e.g. determine what time it will be half an hour from 10:15

Reading Content Standard Gr. 1 Reading R.IT.01.01 Identify and describe the basic form, features and purpose of a variety of informational genre including simple "how-to" directions.

“Courage Cookies”

From Maria Diszندی's Kitchen

Ingredients:

2 ½ C. flour ¼ C. sugar
1 c. butter 1 tsp. vanilla
¾ C. brown sugar 2 eggs
1 tsp. baking soda 1 (4oz.) pkg. instant vanilla pudding
1 package chocolate chips

Directions:

Mix flour and baking soda. Combine butter, sugars, vanilla, eggs and pudding. Mix well. Add in dry ingredients. Bake at 350 degrees for 8-10 minutes. Serve with a cold glass of milk and a heart full of courage!

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TEAMWORK GAMES

House of Cards

PUZZLEMANIA

Ball game

Line up

House of Cards

In this game, children get into groups of four. Each group gets twenty playing cards. The object of the game is for players to work together to build a house with all of the cards they are given. Each player must play a part in the building process.

PUZZLEMANIA

Take a regular puzzle and give it to a small group of three to four children to complete. The goal is, each person has a "corner" to work complete. They may not share ideas with other team members or point out that they have pieces to their corner of the puzzle. The middle will be done by all of the members together. Afterwards, discuss with the group how it was challenging NOT to help each other and to just work alone.

Ball Game

Arrange children into a large circle. Take a playing ball and pass it to a student. When that student catches the ball, they have to say something that goes with the theme. Here are some theme examples: your name (for the beginning of the school year), favorite color, favorite book, etc. It is important that before moving onto a second theme, that all players had a chance to participate!

Line up

Ask your class of students to "line up" in a certain order. Some examples: height (short to tall), age (months), favorite color in order of the rainbow, etc. Time your "team" during each round and see if they can work together to beat their best score!

Home/School Connection:

Write directions to these games in your home/school newsletter for children to play with their family members!

Teacher's Tip:

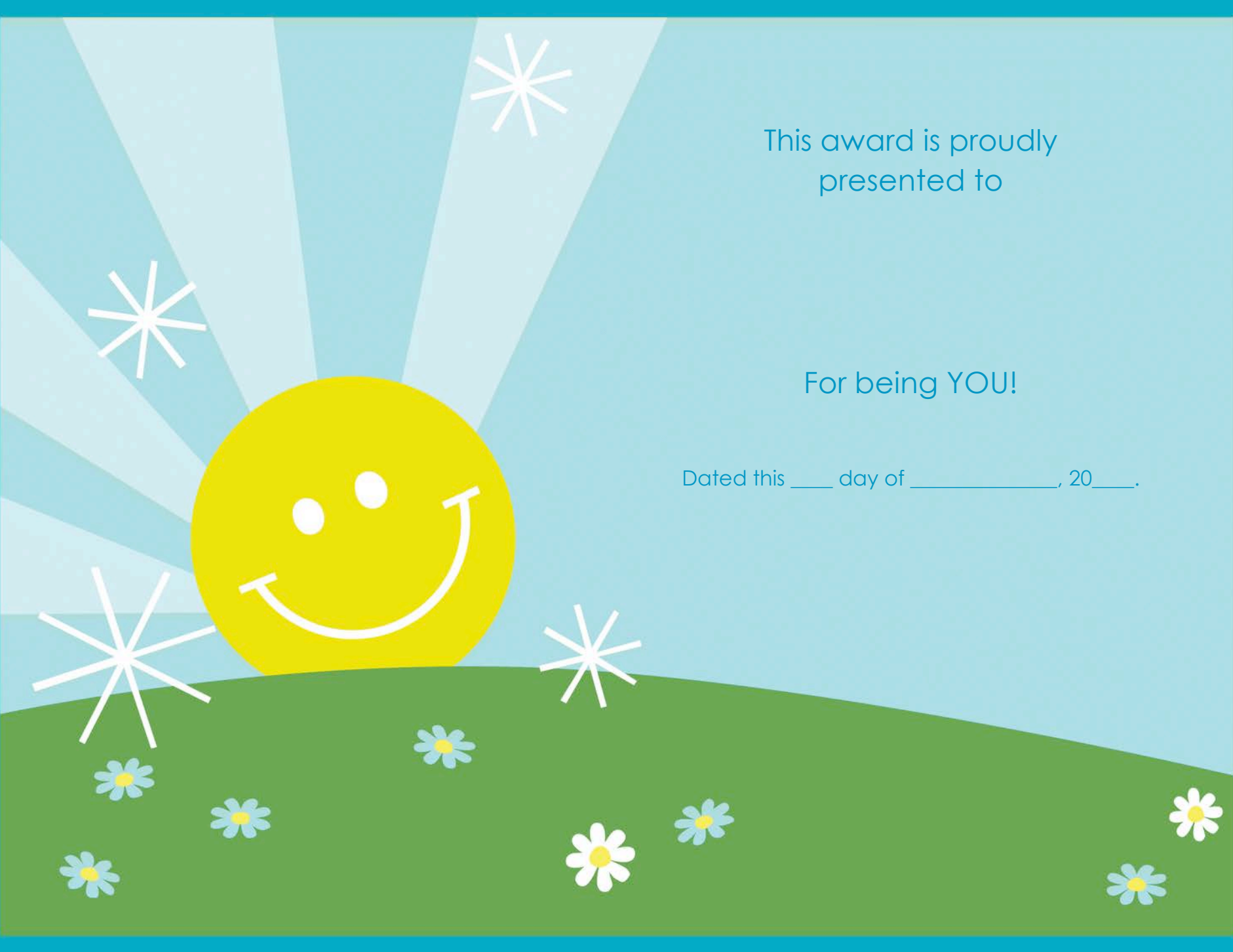
Be sure to put your groups together ahead of time. Thinking about how to set up your small groups will allow for more ease in the classroom management of these games.

WORD SEARCH

Can you help Lucy find the hidden words?

Truth	Courage	Care	Smile	Friends
Help	Kind	Respect	Share	Diversity

L M C O U R A G E A D P E O E N I
 L M A P O D S H A R E E L J E U A
 R S M R D V F T N G E Q Y Z A I U
 W S O H I B N J E U O P C X T U K
 A R S O P R C X D I V E R S I T Y
 T U K L M E R D V F T N G U F U N
 B R A I F S N W S O H I Q Y Z A I
 B I L M R P A D P E O E N I L M A
 P O D E I E L T J E U A R S M R D
 K I N D E C V R F T N G E Q Y Z A
 I U W S N T O U H S I B N J E U O
 P C X T D U K T A M R S O P C X T
 U K L M S R C H D I V H E L P F T
 N G U F U N A B R L A I N W S O H
 I Q Y Z A I R B I E L M A D P E O
 E N I L M A E P O D E L J E U A R
 S M R D V F T N G E Q Y Z A I U W

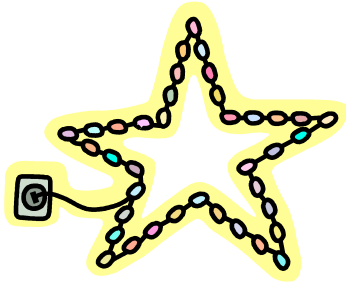


This award is proudly
presented to

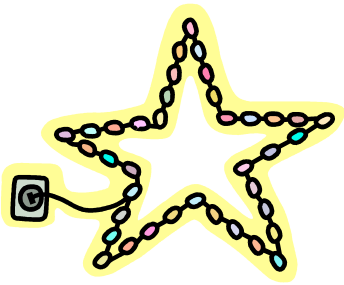
For being YOU!

Dated this ____ day of _____, 20 ____.

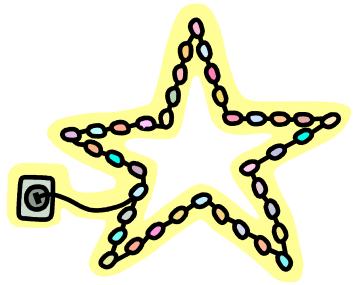
**Have the
Courage to Shine!**



**Have the
Courage to Shine!**



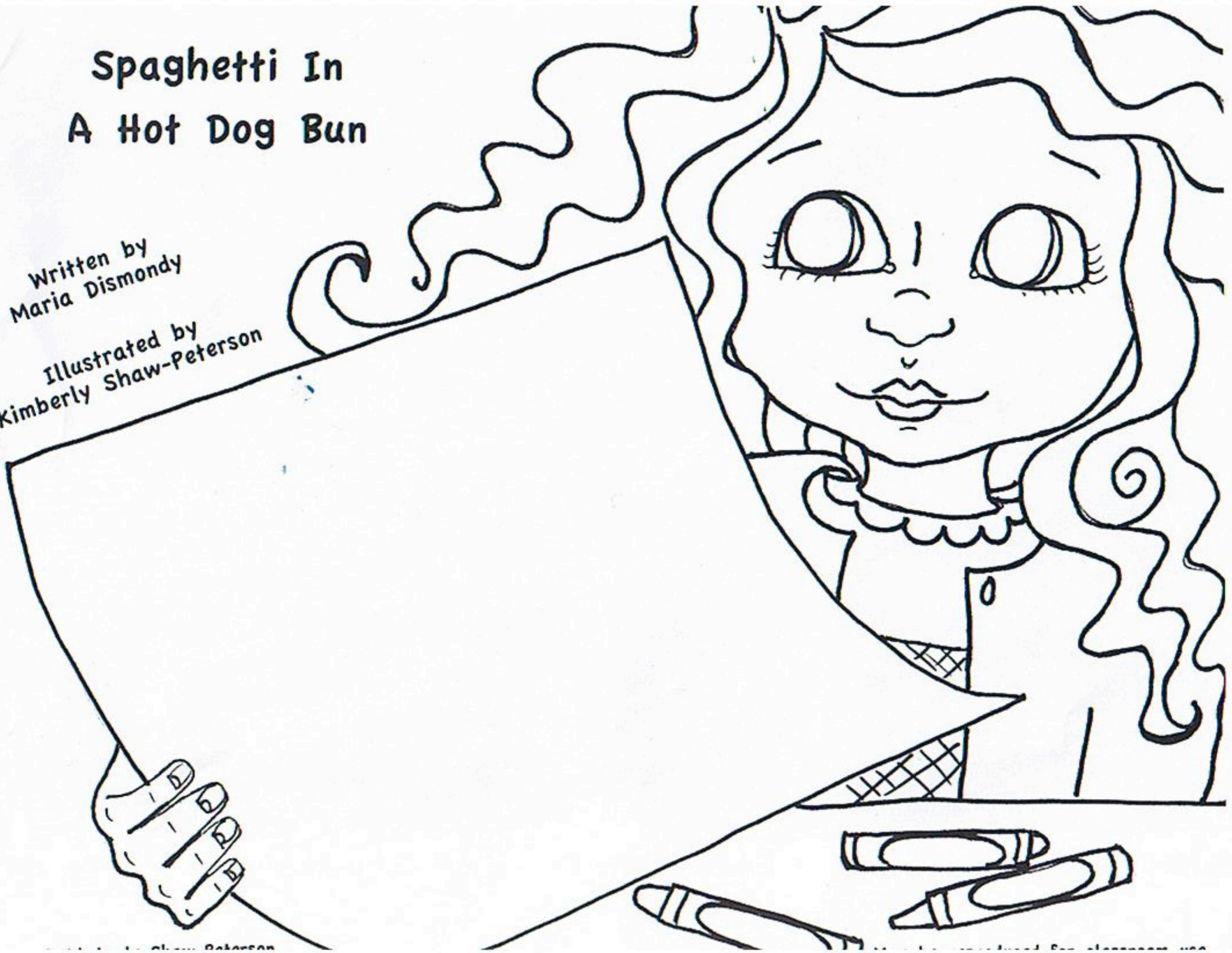
**Have the
Courage to Shine!**

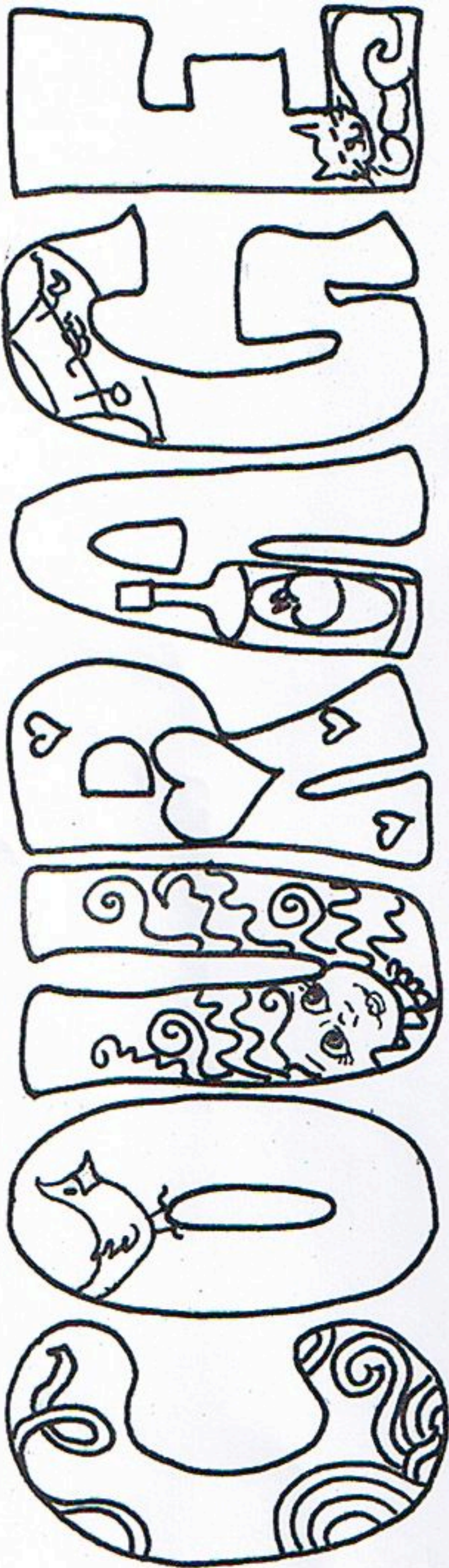


Spaghetti In A Hot Dog Bun

Written by
Maria Dismody

Illustrated by
Kimberly Shaw-Peterson





This bookmark belongs to:

Song: I Like Me

Written By: Maria Dismondy

Tune: Row Your Boat

I like, I like me
for who I am today.
My eyes, my ears,
my hands, my hair
And games I like to play.

I am, I am great
There's nothing I should fake.
I'm not afraid to be myself
And teasing, I won't take!

Have the **COURAGE**
to **BE YOURSELF!**

For more information on
author visits, go to
www.mariadismondy.com