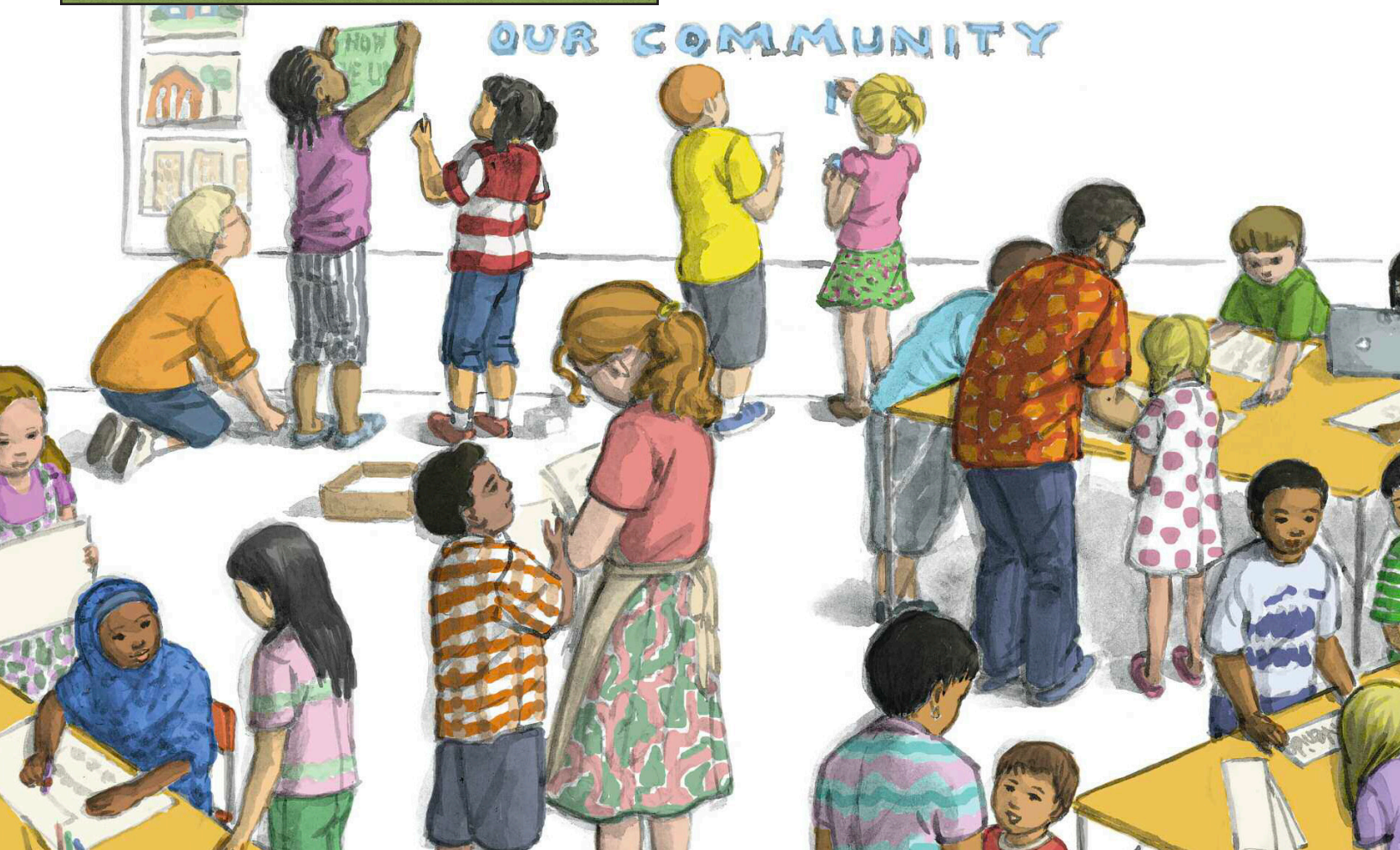
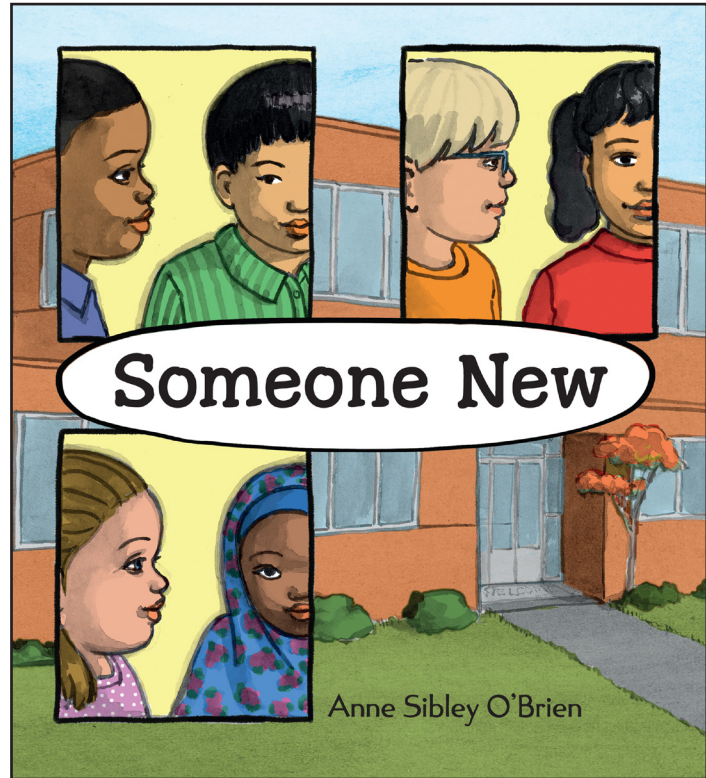
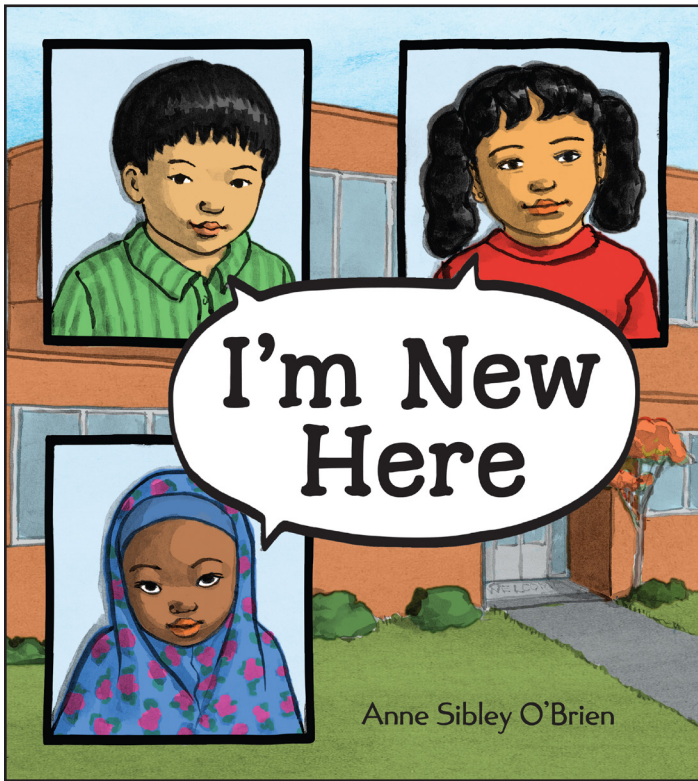


# ACTIVITY KIT



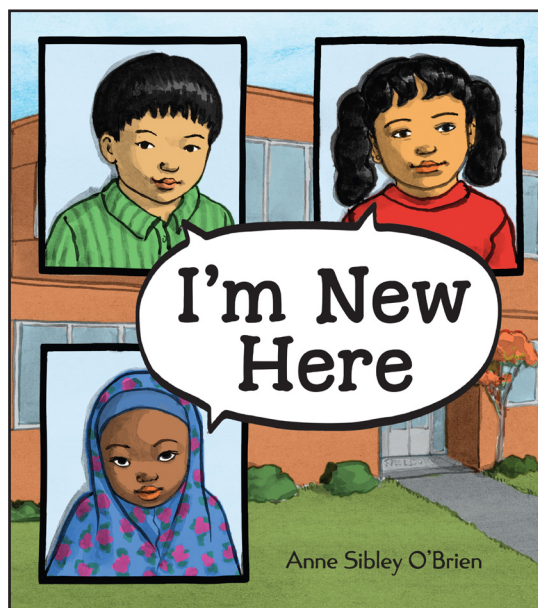
# I'm New Here

## ACTIVITY KIT

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★ "Whether readers are new themselves or meeting those who are new, there are lessons to be learned here about perseverance, bravery, and inclusion, and O'Brien's lessons are heartfelt and poetically rendered."  
—Kirkus Reviews, starred review



Anne Sibley O'Brien  
978-1-58089-612-2 HC  
978-1-58089-613-9 PB  
e-book available

### About the Book

Maria, Jin, and Fatimah are new to their American elementary school. The words that they hear around them and see on the page are confusing. They each long for the language that they know and the friends who understand them. Watching and listening, they slowly gain the confidence to engage with their new classmates. They realize that their peers and teachers are supportive, welcoming, and excited to learn what they have to share.

### About the Author & Illustrator



Anne Sibley O'Brien was raised bilingual and bicultural in the cities of Seoul and Taegu and on the island of Jejudo, South Korea. Returning to the US at age 19, Anne attended Mount Holyoke College where she majored in studio art. She spent her junior year at Ewha Women's University in Seoul. During college, she decided that she wanted to pursue a career in children's book illustration. She has illustrated more than twenty-five picture books, including *After Gandhi*, *A Path of Stars*, *Circle Round*, and *Someone New*. Anne lives on Peaks Island in Maine.



## Discussion Questions

Use the prompts below to start pre-reading and post-reading conversations or inspire a writing or drawing assignment!

### For younger students (K-1st):

1. For kindergarteners, school is a brand-new place! What do students like about school? What makes it different from learning and playing at home?
2. How does Jin make a friend? How have your students made friends? Is there someone they'd like to be friends with? What are some ways that they could reach out and form a friendship?
3. Fatimah is nervous about sharing her picture; she feels her knees shake and her heart pound. What are some ways that students feel nervousness or shyness in their bodies? (For example, an upset stomach or tightness in their throat.) What are some tricks that students can use to help manage nervousness and other big emotions? (For example, taking deep breaths or stretching.)
4. Maria learns to speak English by practicing the new words out loud. How do students learn to say new words? Have they ever learned a new word by reading it and not been sure how to say it out loud? How did they find out how to pronounce the word?

### For older students (2nd-3rd):

1. Where are Maria, Jin, and Fatimah from? Have students ever been to these places? What do they think the journey from their first home to the US was like for these characters?
2. Do students speak a language other than English at home? What do they like about this language? For students who speak only English, what language would they most like to learn and why?
3. On page eight, we see what Fatimah's class in Somalia was like. What do you think the students are saying to their teacher in this image? How did you guess (or know, if students speak Somali)? If students don't know anyone who speaks Somali, how could they find out what the words in the speech bubble mean?
4. On pages nine and twenty, Fatimah talks about looking for patterns and trying to understand the school rules. How did students learn school rules? If they didn't know a rule or were confused about something, how would they find out what to do?
5. Jin uses a simile—"The words opened like windows and doors into a story"—to describe being literate in hangul, the Korean alphabet. Can students use a simile to describe what reading and writing is like for them?
6. Why do students think the author chose to tell this story with three main characters instead of one main character?



## Art Activity: OUR COMMUNITY

Explore ideas about community together through this collaborative art project.

### Materials

- Butcher paper
- Markers, crayons, paints, and other art materials
- 8½ x 11 sheets of construction paper
- Masking tape
- Liquid glue, rubber cement, or other strong adhesive

### Preparation

1. Cut a piece of butcher paper as long as your in-class or hallway display space will permit.
2. Write the words "OUR COMMUNITY" in large letters in the center of the butcher paper.

### Procedure

1. **Define concepts.** Begin by showing students the butcher-paper banner and asking them to define the word "community." What does a community do? What kinds of communities do your students belong to? Jot down answers on the classroom's whiteboard or interactive display for students to reference during step 4.
2. **Narrow the focus.** Ask questions. What is your classroom community like? What do students do together? What are your shared goals and values? Are there members of your community other than students (teacher, volunteers, substitutes, class pet, etc)? How do you fit into the broader school community?
3. **Brainstorm.** How can students show in pictures what your classroom community is like? What kinds of colors and symbols do students want to use? What do they want someone who sees their art to understand about the classroom community?
4. **Create individually.** Offer students 15–20 minutes to create a piece of art that depicts your classroom community.
5. **Bring it together.** Once students are finished with their individual pieces, invite them to use a piece of masking tape to tack their art on the big banner for an adult helper to glue down later, or, if age-appropriate, they may glue the art themselves.
6. **Put it on display.** The resulting banner can be displayed in the hall to show classroom pride or inside the classroom as a reminder of students' shared values.



Activity Kit

## New Words Search

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

ART  
PLAY  
READ

SHARE  
NEW  
HOME

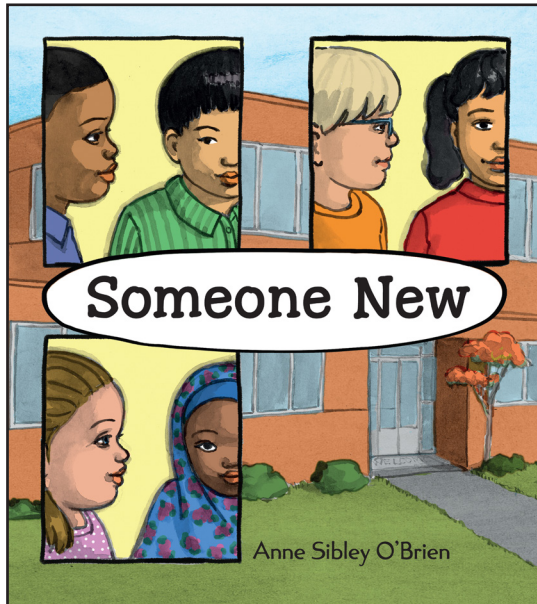
# Someone New

## ACTIVITY KIT

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★ "Informative and genuine, the book offers much to learn about connecting, expanding understanding, and overcoming differences—a great companion to the previous title."  
—Kirkus Reviews, starred review



Anne Sibley O'Brien  
978-1-58089-831-7 HC  
978-1-62354-269-6 PB  
e-book available

### About the Book

*There's someone new in my class.* In this companion book to *I'm New Here*, three students welcome new kids to their school. They feel uncertain at first about how to help Maria, Jin, and Fatimah feel at home. But a little patience, a little courage, and a little laughter help them bridge the gap. The soccer team is even better with Maria, writing comics is more fun with Jin, and art class is brighter with Fatimah.

### About the Author & Illustrator



Anne Sibley O'Brien was raised bilingual and bicultural in the cities of Seoul and Taegu and on the island of Koje-do, South Korea. Returning to the US at age 19, Anne attended Mount Holyoke College where she majored in studio art. She spent her junior year at Ewha Women's University in Seoul. During college, she decided that she wanted to pursue a career in children's book illustration. She has illustrated more than twenty-five picture books, including *After Gandhi*, *A Path of Stars*, *Circle Round*, and *I'm New Here*. Anne lives on Peaks Island in Maine.

# Someone New

## ACTIVITY KIT

## Discussion Questions

Use the prompts below to start pre-reading and post-reading conversations or inspire a writing or drawing assignment!

### For younger students (K-1st):

1. Emma wants to help Fatimah feel at home, but she doesn't know how. Have students been in a situation where they didn't know how to help a friend? How did they figure out what to do?
2. Maria is trying to learn English. Do students speak other languages or have friends who speak other languages? How do they play with friends that they don't share a language with?
3. Emma tries to make friends with Fatimah by giving her a picture. How have your students made friends? Did they ever feel nervous about reaching out to make friends with someone?
4. Compare the illustrations on pages ten and eleven to the illustrations on pages twenty-four and twenty-five. What has changed? How do these illustrations show that Maria, Jin, and Fatimah are now friends with Jason, Emma, and Jesse and the soccer team?

### For older students (2nd-3rd):

1. Jason wishes he had a superpower to help Jin. What kind of superpower would someone need in that situation? Are there some problems that superpowers can't fix?
2. Read the author's note in the back of the book aloud. What is *intergroup anxiety*? Have students felt this kind of discomfort before? What are some ways modeled in the story to overcome intergroup anxiety?
3. On page seventeen, Jason uses a simile: "Maybe a smile is like a superpower." What do students think this simile means? Can students use a simile to describe a smile or other act of kindness?
4. When Emma and Jesse become friends with Fatimah and Maria, they learn more about where the new kids came from. Why did Maria and Fatimah's families leave their first home? Do students have questions about this part of the story?
5. Compare and contrast *Someone New* with *I'm New Here*. How does students' understanding of this story and the characters change when they know both sides? Are there other stories they wish they could read another side of?

# Someone New

## ACTIVITY KIT

# Art Activity: FRIENDS

Explore ideas about friendship together through this collaborative art project.

## Materials

- 7 sheets of poster-size paper, tabloid or larger
- Liquid glue, rubber cement, or stapler
- Heavy string, twine, or other sturdy cord
- Markers, paint, and other art supplies

## Preparation

1. Write one letter each of the word “FRIENDS” on the poster sheets in large open block letters; there should be plenty of negative space both inside and outside the letter.
2. Fold over one inch of the top of each poster sheet to the back and crease.

## Procedure

1. **Define concepts.** Begin by showing students the posters and ask them to define “friendship.” How does a friendship start? What are some things that students do with their friends? What is important in friendships? Jot down answers on the classroom’s whiteboard or interactive display for students to reference during steps 3 and 4.
2. **Brainstorm.** How can students show in pictures what a friendship is like? What kinds of colors and symbols would they use?
3. **Break into groups.** Divide the class into seven groups and assign each one a letter of the word “FRIENDS.” Invite them to share their brainstorms with the group and come up with a plan of action for how they will decorate the letter to reflect their ideas.
4. **Create.** Offer students 15–20 minutes to decorate their letter posters.
5. **Bring it together.** Once students are finished, bring out the string and use the folded-over section at the top of each poster to hang it from the string in order, closing the section with adhesive to secure it. This should result in a pennant-style banner. Allow adhesive to dry before display. Alternatively, use a stapler instead of adhesive to secure each poster to the string.
6. **Put it on display.** The resulting banner can be displayed in the hall or inside the classroom as a reminder of students’ shared ideas about friendship.



# Someone New

## ACTIVITY KIT

## Word Search

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

FRIEND  
HELP  
PICTURE

STORY  
SOCCER  
TEAM