



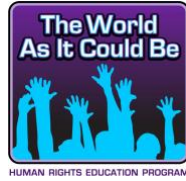
STORIES AND ACTIVITIES FOR I AM ME & I AM PART OF US

STORY TITLE/DESCRIPTION	RELATED ACTIVITIES	LEARNING OBJECTIVES
<p><i>What Do You Do With An Idea?</i> By Kobi Yamada</p> <p>A young person describes his experience of having an idea and ultimately realizing the good that can come from having one.</p>	<ul style="list-style-type: none"> • Discuss what it means to have an idea and where ideas come from, including what ‘imagination’ means. • Have teams of students come up with different things you can do with a small paper bag or other type of commonly used item, such as a hanger. • Have the students share their creations. 	<ul style="list-style-type: none"> • Spur thinking about being creative. • Promote creativity. • Encourage collaboration.
<p><i>My Head Is Full of Colors</i> By Catherine Friend Note: The book is out of print but can be found on-line</p> <p>Over several days, young Maria looks in the mirror and finds her hair changes to rainbow colors, then books, then animals, and then people, and learns about her own strengths and spirit.</p>	<ul style="list-style-type: none"> • Discuss what Maria learned from her experience. • Art assignment to have the students draw themselves with their own heads filled with whatever their imagination dictates. • The students then share their illustrations. 	<ul style="list-style-type: none"> • Spur imagination. • Promote creativity. • Encourage empathy. • Encourage enthusiasm for learning and connecting with others.
<p><i>Sylvester and the Magic Pebble</i> By William Steig</p> <p>A young donkey finds a magical red pebble and makes wishes that come true. To avoid being seen by a lion, Sylvester wishes to become a rock, which causes many problems. He is ultimately reunited with his family, and realizes all he is thankful for.</p>	<p>We read this before Thanksgiving.</p> <ul style="list-style-type: none"> • We debriefed on the different feelings experienced by Sylvester, his mother & father. • We talked about what it means to be thankful. We drew a large circle on a flip chart sheet, and within it lines that looked like a peace sign, so that there were 3 sections. In the first, we asked what words describe what <i>Thankful</i> sounds like, then, in the next section, what words describe what <i>Thankful</i> looks like, and in the last section, what words describe what <i>Thankful</i> feels like. • Students were asked to write out and draw pictures of what they are thankful for and then share what they wrote and drew. 	<ul style="list-style-type: none"> • Enjoy storytelling. • Encourage empathy. • Spur thinking about the concept of being thankful. • Encourage thinking about and expressing gratitude. • Experience the concept of being thankful in different ways.



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<p><i>The Rainbow Goblins</i> By Ul de Rico</p> <p>Beautifully illustrated story of how a rainbow was saved from goblins.</p>	<ul style="list-style-type: none"> • The students created their own rainbows and their ideas for saving the rainbow. • Each student shared their illustration and rescue idea. 	<ul style="list-style-type: none"> • Enjoyment of a great story with vibrant illustrations • Spark creative thinking about how to save a rainbow
<p><i>Superheroes Are Everywhere</i> By Kamala Harris</p> <p>Senator Harris describes the many ways people can be superheroes and gives examples from her own life.</p>	<ul style="list-style-type: none"> • We asked what the words “hero” and “superhero” mean. • We brainstormed about people they know as superheroes. • We gave the students paper, pencils and crayons and asked them to first list the people they know who are their superheroes, and then to draw a picture of one or more of the people listed. • We asked the students to share what they wrote and drew. 	<ul style="list-style-type: none"> • Gain understanding of the different ways people can make a positive difference in the lives of others • Have the opportunity to identify people the students consider their superheroes • Enjoy expressing their ideas in writing and through visual art
<p><i>I'll Wait, Mr. Panda</i> <i>Yo voy a esperar, Sr. Panda</i> By Steve Antony</p> <p>Young animal friends want to know what Mr. Panda is baking, and must wait patiently to enjoy the results.</p>	<ul style="list-style-type: none"> • Before reading the story, we asked what it means to be “patient” and how it feels to have to wait for something wanted. • After reading the story, we gave the students paper and markers, and asked them to draw something they really like. 	<ul style="list-style-type: none"> • Inspire thinking about what it means to wait for something you really want. • Inspire self-awareness about how it feels to be patient and why being patient can be good. • Encourage creativity. • Promote fun.
<p><i>The Library's Secret</i> <i>El Secreto de la Biblioteca</i> By A. Galán</p> <p>A fanciful story about a young boy's adventure in a library.</p>	<ul style="list-style-type: none"> • Before reading the story, we asked about what imagination means. • After reading the story, we asked the students what they thought the young boy experienced, and whether this was real or a dream. • We asked the students to share the name of their favorite book and why they liked it. We also asked what happened in their imagination as they read stories. 	<ul style="list-style-type: none"> • Spark imaginative thinking. • Inspire students to value what happens when they read stories.



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<p><i>Is Your Mama a Llama?</i> <i>Tu mamá es una llama?</i> By Deborah Guarino</p> <p>Lyrical story of a young llama asking animal friends about the family they belong to.</p> <p>Presented both the English and Spanish versions of this story.</p>	<ul style="list-style-type: none"> • We asked the students to guess which animals are being described just before reading the answer. • After reading the story, we had the students draw pictures of their favorite animal with their “parent” animal. 	<ul style="list-style-type: none"> • Encourage careful listening to be able to guess the described animals. • Encourage creativity.
<p><i>The Bossy Gallito</i> <i>El Gãllo de Bodas</i> A traditional Cuban folktale retold by Lucía M. González</p> <p>A story about a bossy rooster on his way to the wedding of his uncle the parrot.</p>	<ul style="list-style-type: none"> • Before reading the story, we asked the students what the word “bossy” means. • After reading the story, we discussed what happened to the rooster along his way to the wedding, asking why the different animals he met didn’t want to help. • We asked what the rooster did that made the difference in his getting help. • We shared information about the writer’s family story that led to this book. 	<ul style="list-style-type: none"> • Inspire thinking about what it means to treat others with care and kindness, rather than being “bossy.”
<p><i>Luna’s Yum Yum Dim Sum</i> <i>Lunda y su riquísimo dim sum</i> By Natasha Yim</p> <p>A story about Luna celebrating her birthday with her family at a favorite Dim Sum restaurant and what happens when one dumpling falls on the floor, causing a problem in how to equally share what is left.</p>	<ul style="list-style-type: none"> • Before reading the story, we asked the students if they know what Dim Sum food is, and if they have ever been to a Dim Sum restaurant. • After reading the story, we asked the students how the problem of sharing only 2 dumplings among 3 people was solved. • We asked the students to describe what they think being “fair” means. • We had the students draw pictures of their favorite family foods, and then share out their stories. 	<ul style="list-style-type: none"> • Encourage thinking about other ethnic cultures and traditions of those cultures. • Encourage thinking about the concepts of fairness and problem solving to achieve fairness. • Inspire thinking about mathematical fractions. • Encourage creativity.
<p><i>My Town / Mi Pueblo</i> By Nicholas Solis</p> <p>A story about cousins who live in different countries across the river from each other, and how they get to visit with each other and their families.</p>	<ul style="list-style-type: none"> • After reading the story, we discussed what the cousins must feel like when they get together, and when they go back to being apart, across the river. • We asked the students to share their own stories about having families who live in different countries, away from them. • We had the students draw pictures of their families in different homes. 	<ul style="list-style-type: none"> • Inspire thinking about being part of a family, as well as being part of bigger community. • Inspire empathy about what it feels like to be in separate countries, yet share family ties. • Encourage creativity.



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<p><i>Plátanos Go with Everything</i> <i>Los Plátanos van con todo</i> By Lissette Norman</p> <p>A story narrated by daughter Yesenia about how having plátanos brings joy to her and her family, reminding them of their first home in the Dominican Republic.</p>	<ul style="list-style-type: none"> • After reading the story, we discussed with the students what made plátanos so special to Yesenia and her family. • Other discussion questions for the students included: <ul style="list-style-type: none"> ▪ What countries do your families come from? ▪ What are your favorite family foods? ▪ Who usually cooks these foods? ▪ Where do you get the ingredients? • We had the students draw pictures of their favorite family food and a scene for eating this food. 	<ul style="list-style-type: none"> • Spur thinking about family history and stories • Inspire empathy to consider how people feel when they have left their countries of origin • Inspire thinking about the communities students are part of, from their families to their neighborhood elements • Encourage creativity
<p><i>Paletero Man</i> <i>Qué Paletero Tan Cool!</i> By Lucky Diaz</p> <p>The story of a young boy going through his neighborhood to find José, the Paletero/Ice Cream man, and seeing all the great vendors along the way, as well as learning about kind acts of others.</p>	<ul style="list-style-type: none"> • After reading the story, we asked the students to name all the different types of food stands the young boy saw on his way to finding the Paletero Man, and the types of food stands they enjoy in their neighborhood. • We asked the students what they thought about the young boy’s friends who helped him find his money. • We asked the students to describe different ways they could be kind to others – their friends and people they connect with in their neighborhood. • We had the students write about, then draw a picture of their favorite ice cream, and then share out their story. 	<ul style="list-style-type: none"> • Encourage thinking about the greater community the students are part of. • Inspire thinking about what kindness means and how to carry out acts of kindness. • Encourage creativity.
<p><i>The Day You Begin</i> By Jacqueline Woodson</p> <p>Telling of the challenges of being a new member of a class, feeling different from the others and fearful of speaking up, only to find that upon telling one’s own story, friendly connections are made.</p> <p>Spanish version is available</p>	<ul style="list-style-type: none"> • After reading the story, we asked students for examples of when they may have felt left out, and what these experiences felt like. • We asked students for examples of when they have helped others feel more accepted into the class, and what these experiences felt like. 	<ul style="list-style-type: none"> • Inspire empathy about what others might feel like when they are new to a situation. • Encourage ways to offer kindness and welcoming to others who are new to a situation.



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<p><i>Verdito</i> By Barbara Rosenthal</p> <p>This is a fable about a frog that was very happy with his life in the water with friends until he saw a boat. He wanted this boat so badly, he became sad and lonely. Ultimately, he learns how to appreciate all the good of his life in the water with his friends.</p>	<ul style="list-style-type: none"> • After reading the story, we talked with the students about what they learned from the frog’s experience. <ul style="list-style-type: none"> ▪ We discussed what can happen when you don’t appreciate what you already have, and what it means to be grateful. • We had the students draw pictures of one or more things in their life they are grateful for. 	<ul style="list-style-type: none"> • Inspire thinking about feelings one can have when they want something they don’t already have, and what can happen if this is all they think about. • Inspire thinking about gratitude and how to value what is around you. • Encourage creativity.
<p><i>The Year We Learned to Fly</i> <i>El Año En Que Aprendimos A Volar</i> By Jacqueline Woodson</p> <p>A story about a brother and sister who learn from their grandmother about what it means to dream of what’s possible and make it happen.</p>	<ul style="list-style-type: none"> • After reading the story, we talked with the students with the following as guide questions: <ul style="list-style-type: none"> ▪ What are examples of when they have felt upset about something? ▪ What are ways they can use their imagination and being creative to make a situation better? • We had the students write about a situation that has made them upset and how they did or could change it for the better, and draw a picture to help reflect the story. 	<ul style="list-style-type: none"> • Help students acknowledge times they have felt upset or lonely or angry, that they can help themselves to make a positive change, and that people have come before them with different types of hardships. • Inspire a sense of hope that can come from imagining what is possible, as well as the actions that can be taken to go toward these possibilities.

ADDITIONAL RESOURCE FOR START OF ANY READING SESSION:

Mindful Kids, by Whitney Stewart and Mina Braun – a package of 50 Mindfulness Activities for Kindness, Focus and Calm, for ages 4 to 104.