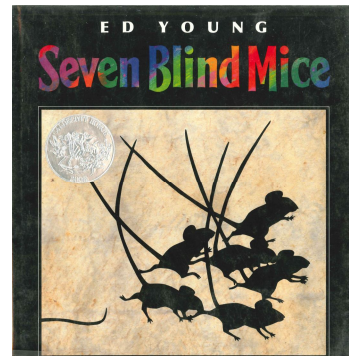


# Peace with others

## Seven Blind Mice

By Ed Young



### ❖ Peace Focus:

- Peace with Others: Perspective, Things May Not Always Be What They Seem
- Sign: POINT OF VIEW

### ❖ Reading Readiness Skill Areas:

- Comprehension
- Letter Knowledge

### ❖ Things to Get Ready:

- A copy of Seven Blind Mice, by Ed Young
- Bandana to use as a blindfold
- An empty box or bag to create a “mystery box” with several items of different shape and texture such as: a banana, an icepack, a beanbag, a closed marker, rock, sponge, paint brush, eraser, etc. Children should not be able to see the items.
- Story retelling cards
- Part to Whole/Guess the Letter game materials: writing surface, marker
- Gather a selection of related titles to share during storytime or in the reading corner:
  - Shark in the Park, by Nick Sharratt
  - It Looked Like Spilt Milk, by Charles G. Shaw

### ❖ Getting the Children Ready to Listen:

- Tell the children they are going to hear a story about seven blind mice. Ask the group if they know what it means to be blind. Have the group close their eyes and imagine what it might be like if they couldn't see with their eyes. Then teach the nursery rhyme “Three Blind Mice.”

Three blind mice, three blind mice,  
See how they run, see how they run,  
They all ran after the farmer's wife,  
Who cut some cheese with a carving knife.  
Did you ever see such a sight in your life?  
As three blind mice!

### ❖ Read-Aloud Guide

**BEFORE** you read the book:

1. Point to the title and say, “The title of this book is Seven Blind Mice. The author and the illustrator is Ed Young. That means he made up the story and drew all the pictures.”
2. Show the front cover and have children count the mice with you and then guess what they think the book may be about. Let’s read to see what happens to the seven blind mice.

**DURING reading:**

1. Ask simple questions that help children understand how each mouse experiences trying to figure out what the “Something” is. For example: When red mouse goes to investigate the Something, ask the children to compare the size of the mouse to the Something. “Is the Something bigger or smaller than the mouse? Can the mouse see the Something? What is the mouse doing to explore what the Something is? Do you think red mouse can tell how big the Something is? Turn the page. After reading, explain what a pillar is. Ask: “Why do you think the mouse thought the Something was a pillar?” Flip back to the previous page to help children compare the shapes of the elephant foot and the red pillar. “What do you think the Something is? Why?”
2. When you get to the page where the mice begin arguing, ask the children to tell why they think the mice started to fight with each other.
3. When white mouse explores the “Something” ask the children to predict what will happen before white mouse announces what the “Something” is. “How did white mouse figure out what the Something was? How was this different from what the other mice did?”

**AFTER reading:**

1. After reading the mouse moral, ask children to tell what they liked about the story. Then go back and reread the story. Ask children to tell which part of the elephant each of the first six mice discovered to help children understand the concept of only seeing part to really understanding the whole picture.
2. Display the story retelling cards on the floor with the elephant side face up. Hold up the first card with red mouse exploring the elephant’s foot. Ask the group to tell you what happened when the first mouse went to the pond. Then turn over the card to show what the red mouse thought the Something was. Continue by having the group help you retell the story with the cards. If you are working on days of the week, you could also write the days of the week on cards and/or emphasize the days of the week as children help you retell the story.

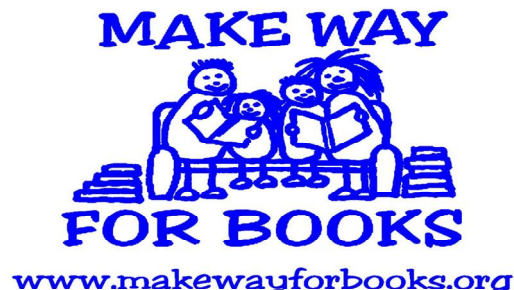
❖ **Extension Activities:**

***Mystery Box***

- Get out your “mystery” box/bag and blindfold. Have children take turns wearing the blindfold and dipping into the mystery box to feel the different items. Have children describe the thing they are feeling and guess what it is. Then, when all the children are done exploring and guessing, show the group what the different things are.

***Part to Whole/Guess the Letter Game***

- Explain that you are going to play a fun letter guessing game where children will see part of two letters and then try and guess what they are. Write E and F next to each other on the board or other writing surface as children keep their eyes closed. Then, cover the letters up with another paper. Slowly uncover the similar parts (the top parts in this case) and then have children guess what letters they could be based on their shape. After they have guessed, show children the letters. Continue with other pairs of similar letters (C and G; T and I (bottom parts); I and J (top parts); d and h, (top parts) etc.



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# Peace with Earth

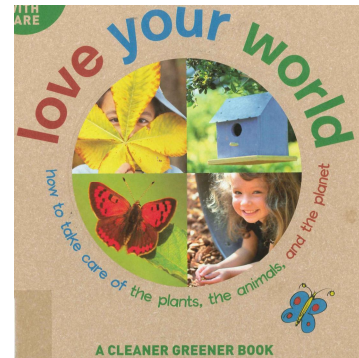
## Love Your World

### ❖ Peace Focus:

- Peace with Earth: Caring for the Environment
- Sign: LOVE, HELP

### ❖ Reading Readiness Skill Areas:

- Vocabulary Development
- Letter Knowledge



### ❖ Things to Get Ready:

- A copy of Love Your World
- Several recycled materials to be used for a recycled art project of your choice, see the extension activity at the end
- A big letter “R” written on large paper
- Trash can and a recycle bin or box, label the recycle bin, make the R uppercase
- Some safe, recyclable items that children can place in a recycle bin (paper scraps, plastic bottles, glass jars such as small baby food jars, aluminum disposable cake/food pan)
- Green stars cut out of construction paper, one for each child with their name written on it, materials for children to decorate them
- Gather a selection of related titles to share during storytime or in the reading corner:
  - The Earth and I by Frank Asch
  - My Bag and Me! by Karen Farmer
  - Michael Recycle by Ellie Bethel
  - I Can Save the Earth by Allison Inches
  - Elephants: A Book for Children by Steve Bloom

### ❖ Getting the Children Ready to Listen:

- Tell the children they are going to hear a story about how we can take care of our world. Display your letter “R” and ask if they recognize this letter. Make the /r/ sound together. “We are going to learn some very important “R” words that will help us learn how to love and take care of their world.”
- Teach and sing the following song to the tune of “We’ve Got the Whole World in Our Hands.” Have children sign LOVE as they sing the last line:

#### **Loving “R” World**

We’ve got the whole world in our hands!  
We’ve got the whole world in our hands!  
We can RECYCLE for our world!  
We can REDUCE for our world!  
We can REUSE for our world!

We all love our world!

Show your trash bin and the recycle bin. Teach the word *recycle* by explaining the difference between throwing something away and recycling it. Show the children the paper, plastic, glass, and aluminum items you have. Then give each child something they can place in the recycle bin. Sing the song again and have them come up to place their item in the recycle bin.

### ❖ Read-Aloud Guide

#### **BEFORE you read the book:**

1. Point to the title of the book and say, “The title of this book is love your world: how to take care of the plants, animals, and the planet.”
2. Show the front cover. Ask children to tell what they see. Review the signs for LOVE and HELP. Let’s read to find out how we can help take care of and love our world.

#### **DURING reading:**

1. After reading the first page, explain what it means to be “green.” Point to the grass and trees in the picture and say: “Our world has many green trees, grass, and plants. When we do things that show we love our world, we say we are being green.”
2. Encourage children to comment and describe what they see in the pictures. Discuss the pages that will have the most meaning for your children. For example, all children can be taught to turn the faucet off while brushing their teeth to save water.
3. When you come to the “RECYCLE” page, point to your “R” poster. Ask the group if they can remember this letter. Then make the /r/ sound together. Have them use the pictures on the page and remind you what they can recycle.
4. After you read the “REDUCE” page, point again to your “R” poster and explain this is another very important “R” word. Ask: “How is the girl in the picture going to reduce or use less water?” Do the same when you get to the “REUSE” page. Have children describe how the different things are being reused.

#### **AFTER reading:**

1. Have children share what they liked about the book. Ask them to share something we can do to love our world. If you have not been recycling in your classroom, perhaps this is one easy thing to start doing! As a class, you could also go on a walk to a nearby park and clean up the park together by picking up litter.
2. Pass out the green stars and have children decorate them. Then say the pledge at the end of the book together by having children repeat each promise after you. (You may wish to just choose a few of the promises to read and write on your own simple, pledge poster.) Then have a “love your world” ceremony where children come up and place their star on the pledge or display the stars in a special place in your classroom. Sing the song from the beginning of the lesson again as part of your celebration.

❖ **Extension Activity:**

- Display the recycled art page in the book and talk about how we can make many fun things from recycled materials. Show children how to make “recycled” art using the materials that you gathered. You could make puppets using socks or toilet paper tubes; a colorful scrap collage using paper scraps and other materials such as buttons, old pieces of fabric, etc. that children can paste onto a large green piece of construction paper to make a “green” collage; or simply paint or use large boxes to create toys for dramatic play. Most of all, have fun reusing whatever you have and creating art or toys!



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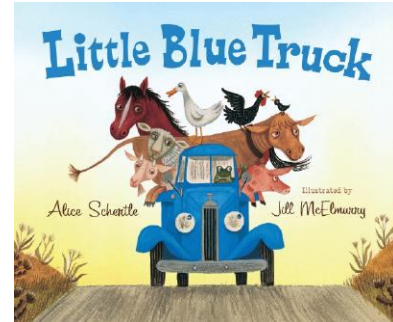
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# Peace through caring

## Little Blue Truck

By Alice Schertle



### ❖ Peace Focus:

- Peace through Caring: Helping
- Sign: HELP, FRIEND, THANK YOU

### ❖ Reading Readiness Skill Area:

- Phonological Awareness

### ❖ Things to Get Ready:

- A copy of Little Blue Truck, by Alice Schertle
- Puzzle pieces with children's names on each one
- Large cardboard boxes
- Smaller boxes, recycled plastic containers, paper plates, etc.
- Paint or markers
- Gather a selection of related titles to share during storytime or in the reading corner:
  - Little Blue Truck Leads the Way, by Alice Schertle
  - Duck in a Truck, by Jez Alborough
  - Farmer Duck, by Martin Wadell
  - Meow and the Little Chairs, by Sebastian Braun

### ❖ Getting the Children Ready to Listen:

- Tell the children they are going to hear a story about a little blue truck that gets into a problem situation. Sing the following song.

#### **The More We Get Together**

The more we get together, together, together,  
The more we get together the happier we'll be.  
For my friends are your friends  
And your friends are my friends.  
The more we get together the happier we'll be.

### ❖ Read-Aloud Guide

*NOTE: Little Blue Truck is a rhyming book and children will benefit from multiple readings. At the end of the week or after the second or third reading, pause for a few seconds and invite children to fill in some of the missing rhyming words.*

**BEFORE you read the book:**

1. Point to the title of the book and say, “The title of this book is The Little Blue Truck. The author is Alice Schertle. That means she thought of the words for the story. Jill McElmurry is the illustrator. That means she drew all the pictures.”
2. Ask, “What color is the truck, again? How many animals are in the truck? Let’s name them all.”
3. “Where do you think the animals are going in the truck? Let’s read the story to find out.”

**DURING reading:**

1. On the title page and dedication page, talk about where the story takes place. Ask, “Does this look like your neighborhood?” Point out a few differences between the country and the city.
2. Read the first pages until all of the animals are introduced. Ask, “How do we know that the Little Blue Truck is friendly?” (because it honks in a friendly way to all the animals and they answer back.)
3. Read the next few pages about the dump truck. Ask, “Is it friendly? Why not?”
4. On the page where the dump truck honks, ask, “What are the animals doing? Do you think they are going to help the dump truck? Why or why not? Let’s read to find out.”
5. Ask, “Why is Little Blue Truck coming to help the dump truck?”
6. Read the next few pages. Ask, “Why did the animals come to help when they heard ‘Beep! Beep!’ from Little Blue Truck?”
7. After reading the page where both trucks get out of the mud, ask, “What did it take to finally get the dump truck out of the mud?” (All of the animals and Little Blue Truck working together.)
8. Read the last few pages. Show the pictures long enough for children to see them.

**AFTER reading:**

1. Ask, “What did the dump truck learn?” Go back to the two pages where the dump truck says, “Thanks, little brother.” Re-read the two pages.
2. Ask if the children depend on their friends for help. Have the children share ways that they help their friends or how their friends help them.

**❖ Extension Activities:*****Build a Truck***

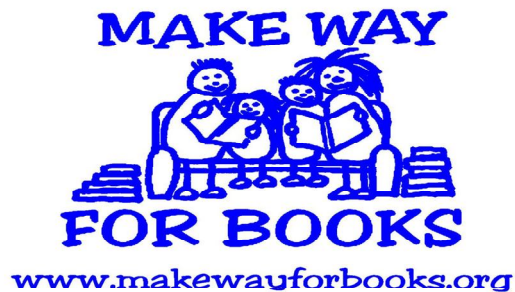
- Ask children if they would like to build a little truck and a dump truck. Have materials accessible such as cardboard boxes, recycled containers, paper plates, paint, markers, etc. Children can also make puppets of each of the animals using paper bags or paper plates glued onto popsicle sticks. Children can then retell the story by acting it out.

***Group Puzzle***

- The puzzle has six pieces so you can use this activity in an interest center. Using a dry erase marker, write each child’s name on a puzzle piece. Pass out a puzzle piece to each child. Show the picture from the book as a model. Encourage the children to work

together to put together the puzzle. Point out that it takes help from everyone to put the whole picture together. Take a digital picture of the puzzle to display.

- You can then take the puzzle apart and see if the children can put it back together with their names facing up. Once completed, take a digital picture of it and ask the children to help you think of a title for it that reflects the idea of each person contributing to the whole.



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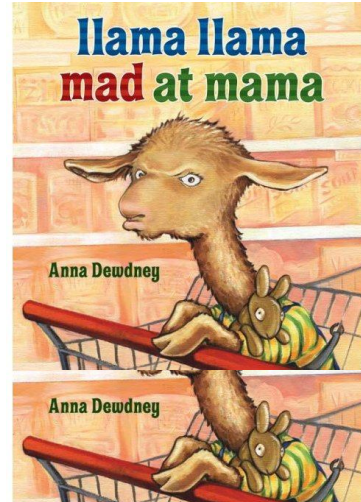
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# Peace starts with me

## llama llama mad at mama

By Anna Dewdney



### ❖ Peace Focus:

- Peace Starts with Me: Temper Tantrums, Self-control
- Sign: TOGETHER

### ❖ Reading Readiness Skill Area:

- Phonological Awareness

### ❖ Things to Get Ready:

- A copy of llama llama mad at mama by Anna Dewdney
- Fast Music and Slow Music
- CD Player
- The song “Freeze Dance” by Greg and Steve or other dance music to turn off and on
- Gather a selection of related titles to share during storytime or in the reading corner:
  - llama llama red pajama, by Anna Dewdney
  - Sometimes I’m Bombaloo, by Rachel Vail
  - When Sophie Gets Angry- Really, Really Angry, by Molly Bang
  - Alexander and the Terrible, Horrible, No Good, Very Bad Day, by Judith Viorst

### ❖ Getting the Children Ready to Listen:

- Tell the children they are going to hear a story about a little llama that gets very, very mad at his mama. Discuss and use facial expressions to show the ways that this anger will be expressed in the story: “He’s furious! He’s angry! He’s extremely annoyed!”
- Tell the group that the little llama had a very hard time waiting and being patient in the store with his mama and threw a temper tantrum. Ask the children to discuss a time when they have gotten incredibly mad. Tell children that sometimes it is very hard to calm down once you have gotten that mad. Ask them to think about ways they calm themselves.

### ❖ Read-Aloud Guide

#### BEFORE you read the book:

1. Point to the title of the book and say, “The title of this book is llama llama mad at mama. The author and illustrator is Anna Dewdney. That means she made up the story and drew all the pictures.”
2. Show the front cover and tell the kids, “Llama llama is a rhyming book. *Llama llama* rhymes with *mama*. *Fun* rhymes with *sun*, *day* with *play*. *Line* and *whine* do too.”

- You may want to wait to focus on the rhyming aspect when you are reading the book for the 2<sup>nd</sup> or 3<sup>rd</sup> time.
- You can also sing a fun rhyming song such as “Willoughby Wallaby Woo” before reading the book for the 2<sup>nd</sup> or 3<sup>rd</sup> time to help children learn to recognize and have fun with rhyming words. See:  
[http://bussongs.com/songs/willoughby\\_wallaby\\_woo.php](http://bussongs.com/songs/willoughby_wallaby_woo.php)

### **DURING reading:**

1. When little llama throws a temper tantrum and starts to throw things, ask them to help calm llama down. “What should we do together with little llama to help him calm down?” Once the kids share some ideas, pretend to coach and talk with little llama about how to calm down. Act out some of the ideas.
  - *Some examples:*
    - Breathe in for three seconds, hold the breath for two seconds and breathe out for three seconds.
    - Tense your muscles and then let go and relax.
    - Talk about feeling your heart calm down and your muscles relax.
2. As you read mama’s part in the story, show with your voice that you understand llama llama’s feelings. Point out that mama helps little llama realize that they are on the same team working together. Show children the sign TOGETHER.
3. *For 2<sup>nd</sup> or 3<sup>rd</sup> reading* - Pause at some of the easily predictable rhyming words for a few seconds to see if the children can add them.

### **AFTER reading:**

1. Talk about how it is natural for children to throw temper tantrums and that it can feel scary because they feel out of control.
2. Ask children to practice ways to calm down if they feel out of control. Practice breathing in slowly for three seconds, holding it for two seconds, and breathing out for three seconds. They can practice tensing their muscles and relaxing them. Exaggerate being super relaxed after tensing them.
3. Have dance music ready. Tell the children that they will be playing a movement game where they will tell their bodies what to do. They will have self control of their bodies. When the music is playing they will dance to the music. When the music stops, they will freeze immediately and not move a muscle. If possible, have a puppet model the game with the music before starting. Teacher may need to model as well. The song “Freeze Dance” by Greg and Steve is fabulous for this activity.
4. Have some very fast music and some very slow music available. Tell the kids that the next activity is very difficult and a person must have great self control in order to succeed. Model the next activity with a puppet acting out what the children will be doing. Tell the children that the music is going to be very fast, but their job will be to move slowly. Have the puppet act it out incorrectly and act out coaching the puppet. They will be moving the opposite of the music.

❖ **Extension Activities:**

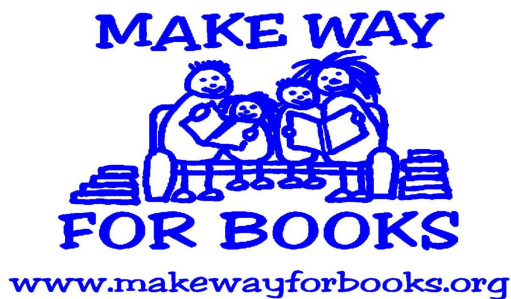
Teach a poem about self control:

Ten Fingers

These are my 10 fingers, (*hold up both hands*)  
They do whatever I say (*nod head yes*)  
They help me when I'm eating (*bite into an apple*)  
They help me when I play. (*bounce a ball*)  
Sometimes they work together, (*sign for **TOGETHER***)  
Sometimes they work apart  
Your fingers can do so many things, (*wiggle fingers*)  
Can you think of one to start?

When Angry Feelings Start to Mount

When angry feelings start to mount,  
That's when I take some time to count:  
One... Two... Three... Four... Five...  
Counting helps me settle down,  
Counting helps to fade my frown:  
Six... Seven... Eight... Nine... Ten...



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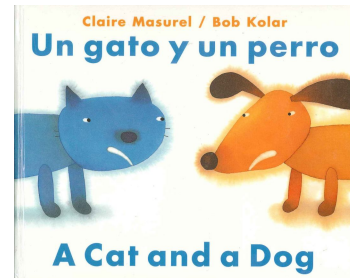
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# Peace with Friends

## A Cat and a Dog

By Claire Masurel



### ❖ Peace Focus:

- Peace with Friends: Making New Friends, Helpfulness, Solving Problems, and Appreciating Differences
- Signs: FRIEND, HELP

### ❖ Reading Readiness Skill Areas:

- Print Awareness
- Book Handling

### ❖ Things to Get Ready:

- A copy of A Cat and a Dog by Claire Masurel
- Pictures of cats and dogs
- Several pieces of large construction paper
- Markers
- Stapler or hole punch and ribbon or yarn (for creating a class book)
- Check extension activities following lesson for necessary materials for each activity
- Gather a selection of related titles to share during storytime or in the reading corner:
  - Knuffle Bunny Too, by Mo Willems
  - Duck and Goose, by Tad Hills
  - My Friend Bear, by Jez Alborough
  - Dogs and Cats, by Steve Jenkins
  - I am the Dog, I am the Cat, by Donald Hall

### ❖ Getting the Children Ready to Listen:

- Hang two pieces of large blank construction paper where they can be seen by the whole group of children. Have pictures of cats and dogs available for them to see.
- Tell the children that you are going to draw a picture of a cat on one piece of paper and a picture of a dog on the other. Ask the children to help give you ideas about how to draw them. Prompt them with questions like “What does a cat’s ears look like? How are a dog’s ears different?” Show them pictures of the animals to get ideas. Once you have a picture of each animal, write the names of each animal at the tops of the pages, pointing out the letters in their names as you write them. (You could offer children the opportunity to draw these animals on their own during free choice time. See the extension activity for more details.)
- Ask the children to share what they know about cats’ and dogs’ likes and dislikes and record some of their words around the drawings of the animals. You may need to prompt them with questions like, “What does each animal say? What does each animal like to

play/eat/do?” Once you are done, talk about the similarities and differences between the animals.

### ❖ Read-Aloud Guide

#### **BEFORE you read the book:**

1. Point to the title of the book and say, “The title of this book is A Cat and A Dog. The author is Claire Masurel. That means she made up the story. The illustrator is Bob Kolar. He drew all the pictures.”
2. Show the front cover with the picture of the cat and the dog. Ask the children to talk about how the two animals feel about each other.
3. Say, “Let’s read the story to find out more about Cat and Dog.”

#### **DURING reading:**

1. After reading the first few pages, ask the children what the problem is with cat and dog. (*They are fighting all the time. They don’t like each other. – Accept children’s ideas and responses about why they aren’t getting along.*)
2. Later in the book, “something terrible happened.” Ask the children to talk about what the problem is and encourage them to share solutions for the problem.
3. Finish reading the story, and ask the children to talk about what cat and dog did to solve their problem. Ask, “How did Cat and Dog finally become friends?”

#### **AFTER reading:**

1. Talk about how in the story dog and cat had a problem that they had to solve. When they lost their toys, they realized that they had to help each other out even though they didn’t like each other. Afterwards, they became friends and felt happier. Use the signs for HELP and FRIEND during this discussion.
2. Ask the children to try and think of problems they may have had in the classroom. Think about ways to solve these problems. If they need help thinking of problems, provide examples, and see if they can help think of a solution. An example might be, “Sometimes, when we are playing outside, we run out of bikes for everyone to ride, and it makes some people sad. What can we do to fix this problem?” As issues similar to this arise around the classroom, encourage children to talk about what the problem is and how they can solve it.

### ❖ Extension Activities:

#### ***Problem/Solution Class Book***

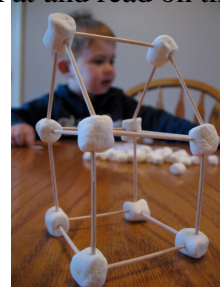
- During the “**After Reading**” discussion about problems around the classroom, draw some of the problems described together as a class on large construction paper. Be sure to draw in speech bubbles for any people that are involved.
- Talk about the speech bubbles and tell the children that they show what someone is saying. Ask the group to share ideas for what the children in the drawing might be saying and fill in the bubbles. Read the words to the children while pointing to each word.

- As different problems come up and are resolved throughout the week, draw a new problem & solution illustration with speech bubbles together as a class. Once you have 3 or 4, put the pictures together as a book for children to look at and read on their own.

### ***Cooperative House Building***

#### **Materials:**

- Miniature marshmallows or balls of soft clay or play-doh
- Toothpicks with flat edges



#### **Activity:**

- Pair up children. Remind them that at the end of the story the cat and dog lived happily in the same house together. Explain that they will work together to create a house using toothpicks and marshmallows/clay. Show the group the toothpicks and the marshmallows/clay. Ask the group how they could make a house using these materials. Then model pushing a toothpick into the clay/marshmallow.
- Pass out toothpicks and marshmallows/clay and have them begin working together to make their house. When they are done, have the group take a look at the different houses. Invite any comments about how they are similar or different. Then close by asking questions such as, “Was it easy to make the house together? Why or why not?” Ask if there were any challenges to working together and how the pairs solved that problem. Praise the group for working well together.

### ***Making Comparisons***

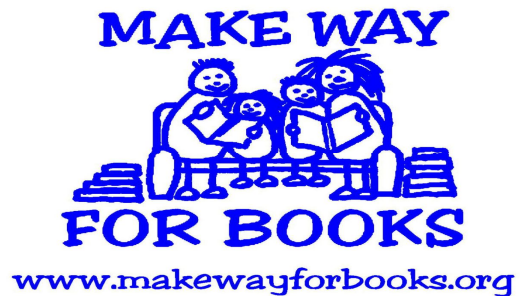
- Set up an activity for free choice time. Tell the children they can draw a cat on one paper and a dog on another if they would like. You could also prepare various photos with other animals’ names and let the children draw one animal on a piece of paper and the other animal on the other piece. They could show their work and compare the animals during circle time.

### ***Write a Cinquain***

- **NOTE:** If you read this story again later in the year, it may be fun to have your class help you write a poem about Cats and a poem about Dogs. A fun style to use could be a cinquain. Ask the children to help you think of different words that fit each category.
  - Line 1: one word (*subject of the poem*)  
Ask, “What is our poem about?”
  - Line 2: two words (*adjectives*) that describe Line 1  
Ask, “What do cats look like? How do cats feel?”
  - Line 3: three words (*action verbs ending with “-ing”*) that relate to Line 1  
Ask, “What do cats like to do?”
  - Line 4: a phrase of four or five words that describes the subject  
Use some of the children’s ideas to come up with a phrase
  - Line 5: one word that sums up Line 1 or is a synonym of Line 1  
Ask, “What do cats say?”

Example of a cinquain:

Cat  
striped, soft  
leaping, pouncing, playing  
sleeping in the sunshine  
MEOW!



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