Storytelling Guidance II

Five Reproducible Interactive Stories With Activities For Young Children

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STORYTELLING GUIDANCE II

10-DIGIT ISBN: 1-57543-161-0 13-DIGIT ISBN: 978-1-57543-161-1

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Published by mar*co products, inc.
1443 Old York Road
Warminster, PA 18974
1-800-448-2197
www.marcoproducts.com

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PRINTED IN THE U.S.A.

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Storytelling Guidance II

Introduction

The five stories included in *Storytelling Guidance II* emphasize behaviors which, if instilled at an early age, will enhance any child's educational experience.

Young children love having their own storybooks, and these stories are meant to be reproduced. Their format is designed to allow each child to grasp the meaning of each story as well as of the comprehension and self-insight questions and activities that punctuate the text. By completing the activities or questions and coloring the pictures, each child creates a personal book to read over and over again and share with his/her parents.

Conclude each lesson with the follow-up activities the stories include.

If you feel that reproducing the stories for the children in your classes is not appropriate, read the stories aloud to the children. In this case, you may first wish to reproduce the material, bind it, and color the pictures. When making a presentation of this kind, stop and elicit answers to the questions presented throughout the stories.

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The Rainbow

Objective:

Children will learn:

- that they can accomplish a lot when they cooperate with one another during group work
- the importance of compromising with one another when they disagree

Materials Needed:

For the leader:

None

For each student:

- Copy of *The Rainbow* (pages 20-25)
- Copy of *Cooperation Poster* (page 26)
- Pencil
- Crayons that include red, orange, yellow, green, blue, indigo, and violet

For each student group:

- Copy of *Group Mural* (page 27)
- Copy of *Compromising Situations* (page 28)
- Piece of unlined paper
- Gluesticks or paste
- Scissors

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Presentation Preparation:

Reproduce *The Rainbow* and *Cooperation Poster* for each student. Reproduce *Group Mural* and *Compromising Situations* for each group of students. Make sure each student has a pencil and crayons. Gather the other necessary materials.

Lesson:

Ask the children the following question, pausing to allow time for answers:

> ***How many of you enjoy looking at rainbows?***

Then continue the lesson by saying:

> ***A rainbow is wonderful to see. The colors blend together to form a beautiful, peaceful picture. Did you know children can be a lot like a rainbow? They can. When children work and play well together, they can appear just as beautiful and peaceful as a rainbow.***
>
> ***Today we are going to read a story that will help us learn how to cooperate with one another so that we can work well in groups.***

Give each student a copy of *The Rainbow*. Make sure each child has a pencil and crayons.

Read the story with the children, stopping at the end of each page to allow the children to complete the activity.

Give each student a copy of the *Cooperation Poster*. Teach the students the rules for cooperation that are written on the rainbow.

Divide the students into groups of two to four members. Give each group a copy of *Group Mural*, a piece of unlined paper, scissors, and paste. Instruct the students to work together to create a group mural by coloring the pictures, cutting them out, and pasting them on the unlined paper. When the students have completed their murals, have some or all of the groups share their work with the class.

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Compromising Situations

Names of Group Members:

_____ _____

_____ _____

Directions: Read both sides of each description below. As a group, work to decide on a compromise for each situation. Write your compromise in the box below the descriptions.

You want to be the leader of the group.

Your friend wants to be leader of the group.

You would like to write the description of your project.

Your friend thinks your writing is too messy.

You want to turn in your project one day early.

Your friend wants to turn in the project on the day it is due.

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Terry's Old Clothes

Objective:

Children will learn to:

- accept the differences in others
- judge others by their character, not their outward appearance

Materials Needed:

For the leader:

- Shiny red apple

For each student:

- Copy of *Terry's Old Clothes* (pages 48-54)
- Copy *of Friendship Puzzle* (page 55)
- Pencil
- Crayons
- Scissors
- Envelope

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Presentation Preparation:

Reproduce *Terry's Old Clothes* and the *Friendship Puzzle* for each student. Make sure each student has a pencil and crayons. Gather the other necessary materials.

Lesson:

Show the students your apple. Then ask:

> ***Who can tell me how this apple looks?*** (The apple looks shiny, nice, and any other appropriate answers.)
>
> ***Do you think the apple is just as nice on the inside?*** (No one can tell until the apple is sliced open.)

Continue the lesson by saying:

> ***That is correct. Sometimes an apple is just as nice on the inside as it is on the outside. But sometimes an apple is rotten and tastes awful. You really can't judge how the apple will taste by the way it looks on the outside.***
>
> ***People are like that, too. Someone who has a beautiful face might be really mean and rude to others. Just because someone is beautiful on the outside doesn't mean he or she is beautiful on the inside.***
>
> ***What do you think is more important: being beautiful on the inside or on the outside?*** (Being beautiful on the inside by being kind and friendly to others is more important because it will help you make and keep friends.)
>
> ***Today we are going to read a story about a girl named Terry. People judge Terry by the clothes she wears. Even though Terry feels awful, she still finds a way to make friends. Let's read the story to find out what Terry does.***

Give each student a copy of *Terry's Old Clothes*. Make sure each student has a pencil and crayons.

Read the story with the children, stopping at the end of each page to allow time for the children to complete the activity.

Give each student a copy of the *Friendship Puzzle*, scissors, and an envelope. Have the students color the picture, then cut it apart. Have the students mix up their pieces then put the puzzle together again. When the students have completed their puzzles, have them put the pieces into the envelope. If this activity is not challenging enough for your group, tell the students to cut their puzzles along the lines given, then cut each piece in half. This will make eight pieces. You may then have the students put the puzzle together themselves or exchange their puzzle pieces with a classmate.

Instruct the students to take their story and activity sheets home. Collect any distributed materials.

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THE FOLLOWING SAMPLES
ARE REPRODUCIBLE/PRINTABLE PAGES
INCLUDED ON THE CD-ROM

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Terry's Old Clothes

Terry wore old clothes,
But they were always very clean.
Her sneakers had two holes,
And they were the color green.

She wore the sneakers every day.
They were the only shoes she had.
But if you looked upon her face,
She was never really sad.

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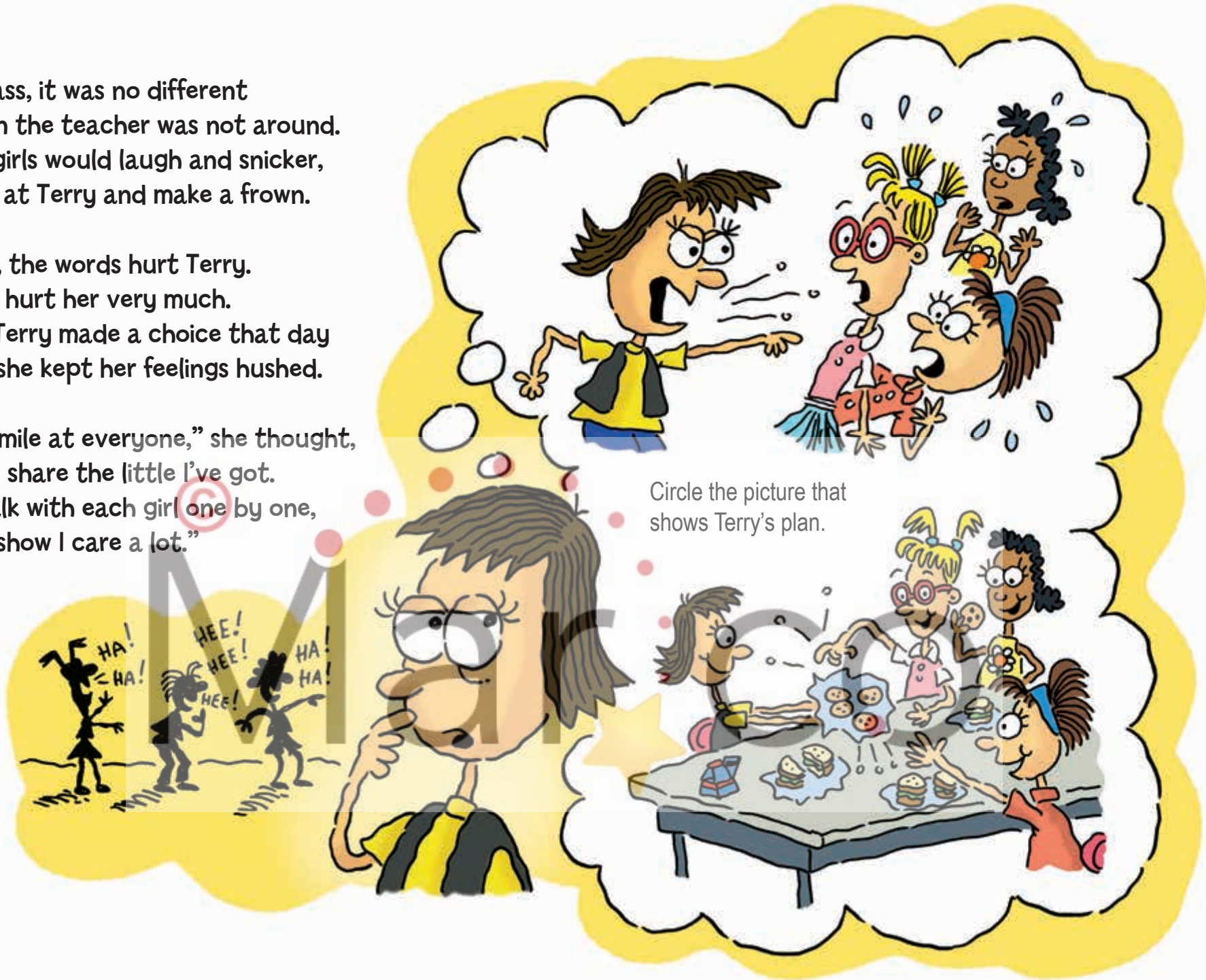
In class, it was no different
When the teacher was not around.
The girls would laugh and snicker,
Look at Terry and make a frown.

Sure, the words hurt Terry.
They hurt her very much.
But Terry made a choice that day
And she kept her feelings hushed.

"I'll smile at everyone," she thought,
"And share the little I've got.
I'll talk with each girl one by one,
And show I care a lot."



Circle the picture that shows Terry's plan.

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And so when Karen fell,
Terry helped her off the floor.
She gave Janice extra paper
When she needed more.

She listened to the teacher
And she completed all her work.
And when she finished early,
She helped others without a smirk.

Look at each of the pictures. Each picture stands for a letter. Write the letter on the blank above the picture. Then you will know Terry's plan.

= r

= d

= o

= b

= i

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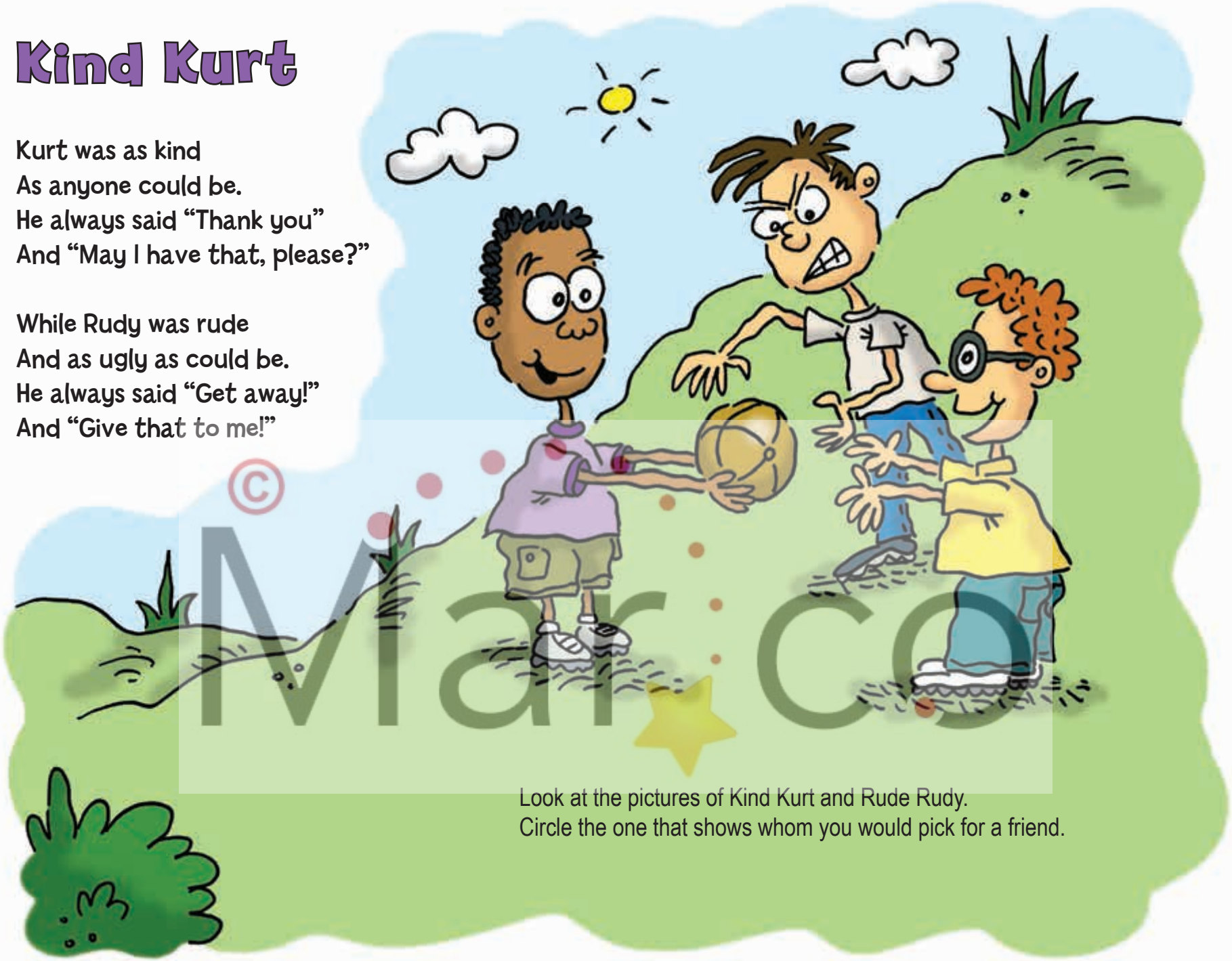
Kind Kurt

Kurt was as kind
As anyone could be.
He always said "Thank you"
And "May I have that, please?"

While Rudy was rude
And as ugly as could be.
He always said "Get away!"
And "Give that to me!"



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Look at the pictures of Kind Kurt and Rude Rudy.
Circle the one that shows whom you would pick for a friend.

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Kurt had so many friends
Who would invite him to play,
That from morning 'till night
It was usually a great day.

Rudy got into fights
With others each day.
He was always in trouble
So he had no time to play.

Follow the path from your house to your friend's house. Remember not to step off the path.

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Control your Words

STOP, THINK & CALM DOWN!

Walk away

Take deep breaths

Count to 10

Choose to use nice words

Write the mean words down, and throw them in a trash can!

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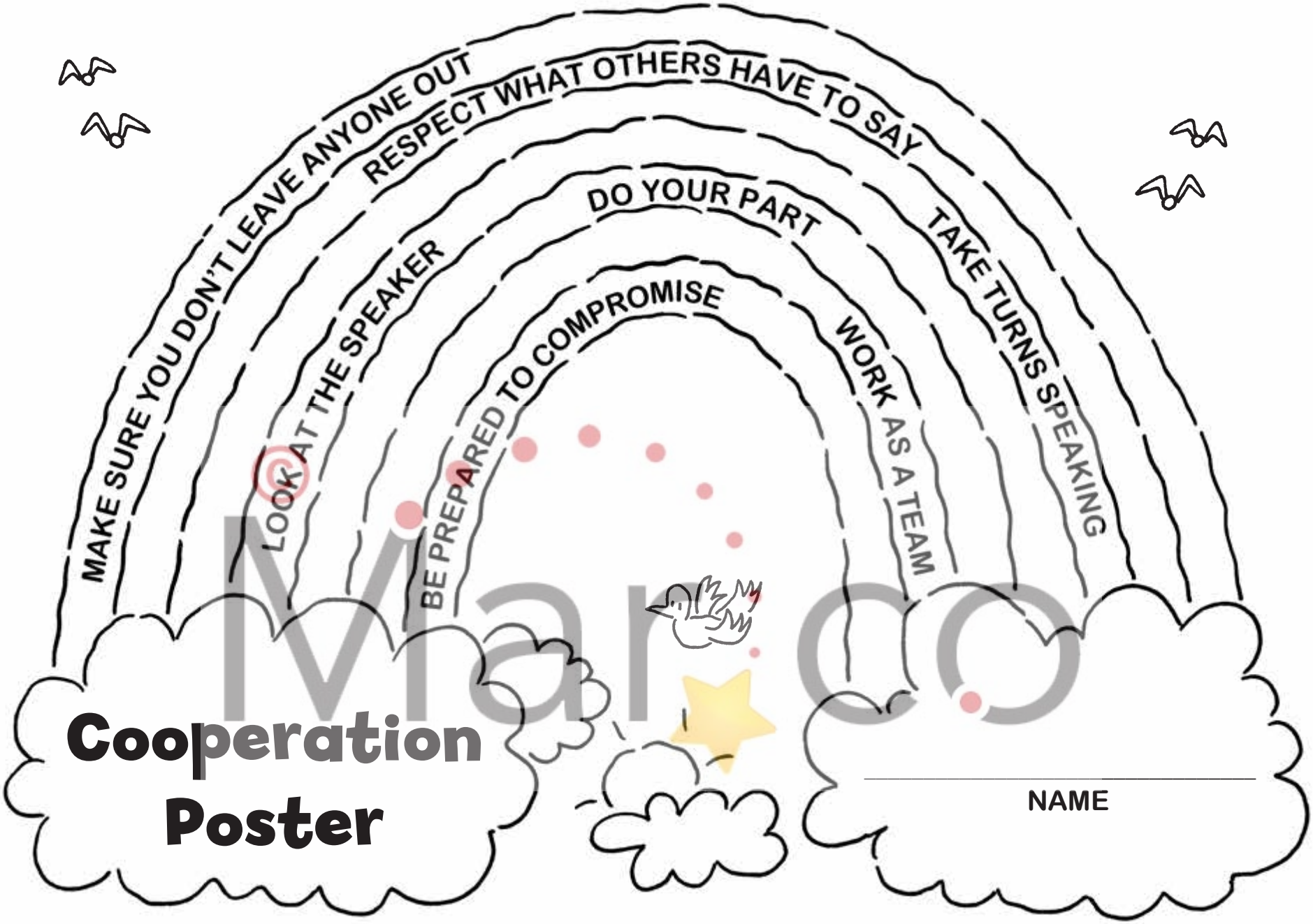
MAKE SURE YOU DON'T LEAVE ANYONE OUT
RESPECT WHAT OTHERS HAVE TO SAY
LOOK AT THE SPEAKER
DO YOUR PART
TAKE TURNS SPEAKING
BE PREPARED TO COMPROMISE
WORK AS A TEAM
Cooperation Poster
NAME

Gumball Words

Directions: Read the words around the gumball machine. Cut out the nice words and paste them in the gumball machine.

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