

READING IS FUNDAMENTAL® STORY SAMPLER

Teaching Tolerance



FOR CHILDREN IN KINDERGARTEN - GRADE 3





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What Is a Story Sampler?

A Story Sampler makes books come alive for children. It is a book-based, thematic approach to reading designed to engage children in the book experience. Each Story Sampler includes hands-on, cross-curricular literacy activities.

Why Use a Story Sampler?

You should use a Story Sampler if you are looking for:

- Suggestions to enhance children’s reading experiences.
- A quick and easy resource filled with activities to integrate into your program’s reading time.
- New ways to expand books children are reading to include parents and the community.

Each Story Sampler offers ways to extend book experiences for the children you work with. Motivational activities are an important part of every Reading Is Fundamental program because they help children associate books and reading with positive experiences and fun! Use a Story Sampler to delve deeper into a book’s message, to demonstrate that books are extensions of real life, and to provide tie-ins that connect families to literacy activities.

Scores of studies show that students learn more and do better in school when their parents are involved in their education. Story Samplers offer ideas to help forge relationships and shared experiences within the family and the community.

Story Samplers provide a variety of hands-on activities to enable all children to learn in different ways. They also provide suggested questions to ask before, during, and after reading together. These prompts and discussion topics can help children develop high-order thinking skills.

What’s Inside a Story Sampler?

Each Story Sampler addresses a theme that unifies a collection of children’s books. A featured book is introduced at the beginning of each section, followed by activities and a list of additional titles to extend the lesson. The types of activities found within each section include:

- Questions that promote interaction with the text.
- Activities that extend learning within the book.
- Ideas to involve families in activities related to the book.
- Ways to connect the community with themes presented in the stories.

Who Should Use a Story Sampler and Where?

Story Samplers cover a variety of topics and age groups. They are designed for caregivers seeking to cultivate a literacy-rich environment, busy teachers looking for new ideas to expand their lessons, parents hoping to increase their children’s contact with books and associated activities, and adults wishing to integrate children’s books into thematic lessons.

When and How Should I Use a Story Sampler?

A Story Sampler can be used in its entirety or in sections that apply to the learning objectives you hope to achieve. Use the activities to enhance the work you are already doing, to supplement a curriculum, or to encourage reading at home.

Family members can encourage children to become lifelong readers by reading aloud with them every day. Reading aloud to children is one of the most effective ways to support language and literacy development. The featured titles are intended to be read aloud to promote interaction with the book.

Books can explain and reinforce concepts, allow children to build positive self-images, stimulate discussions and thinking, and expand children's imaginations. Use Story Samplers when the books and the activities help you to achieve one of these goals. Only you and your program can determine the best way to use Story Samplers. Have fun and enjoy!

Tips for Reading Aloud

Before You Read a Story...

- Make sure everyone is comfortable.
- Show the cover, and read the title and author of the book.
- Ask the children about the cover.
- Suggest things the children can look or listen for during the story.
- Provide background information that may help children understand the story better.

During a Story...

- Change your voice to fit the mood or action.
- Point to the words as you read them.
- Show the pictures and talk about the book as you read.
- Adapt the text to fit the comprehension level of your audience.
- Ask children to make predictions about the plot, the characters, and the setting.
- Follow the cues of the children.

After You Read a Story...

- Ask about what happened in the story.
- Encourage the group to relate the story to their own experiences.
- Ask the children how they might feel or act if they were one of the characters.
- Invite children to share their thoughts about the story and pictures.
- Extend the story with an activity or another book.

Teaching Tolerance

A STORY SAMPLER FOR CHILDREN IN KINDERGARTEN - GRADE 3

▶ OVERCOME MISUNDERSTANDING

Uncle Rain Cloud

by **Tony Johnston**, illustrated by
Fabricio VandenBroeck. Tailwinds, 2003

▶ TRY NEW WAYS

Wolf!

by **Becky Bloom**, illustrated by
Pascal Biet. Orchard Books, 1999

▶ DARE TO BE DIFFERENT

Hooway for Wodney Wat

by **Helen Lester**, illustrated by
Lynn M. Munsinger. Houghton Mifflin, 1999

▶ EMBRACE DIVERSITY

Dancing in the Wings

by **Debbie Allen**, illustrated by
Kadir Nelson. Dial Books for Young Readers, 2000

▶ FIND PEACEFUL SOLUTIONS

Martin's Big Words

by **Doreen Rappaport**, illustrated by
Bryan Collier. Jump at the Sun, 2001

Overcome Misunderstanding

Uncle Rain Cloud

by **Tony Johnston**,
illustrated by **Fabricio VandenBroeck**
Tailwinds, 2003

Carlos has a nickname for his uncle, Uncle Rain Cloud, because he is very moody. However, when Uncle Rain Cloud shares stories in Spanish he is animated and fun to be with. It isn't until Carlos's uncle reveals his fear of speaking English that Carlos understands his uncle's position.

What to Do Before Reading the Story

- Display the cover. Ask children what is going on in the picture. How does the man in the picture look?
- Ask children if they know any languages other than English.
- Read the story twice. It is filled with many words and phrases in Spanish as well as some difficult English vocabulary. Explain that there may be many words they don't know. Tell them to think about how they feel when they hear words they don't know.

Things to Talk About During the Story

- Ask the children why Carlos calls his uncle "Uncle Rain Cloud."
- Uncle Rain Cloud takes care of Carlos when his family is unable to. Ask children where Carlos's parents and aunt are.
- Uncle Rain Cloud visits Carlos's teacher. Ask children how they think Uncle Rain Cloud feels during the meeting. What does his manner say about him?
- Although Uncle Rain Cloud is sometimes moody, Carlos and his uncle have a loving relationship. What makes Carlos's uncle so moody?



What You Can Do When You Finish Reading the Story

- Make a list of the words children learned from the book. Talk about the difficulties of living in a society where you don't know the language.
- Uncle Rain Cloud uses the pictures on cans in the market to identify the food he needs. Have children draw pictures of items on a grocery list.
- Communication is vital even if you don't know the language. Have the children tell how they get to school without using any words. How would they communicate with someone who can't understand them?
- The back of the book offers pronunciations of the names of the "tongue-twister gods" (i.e. Chalchihytotolin). Practice them with the group. Talk about how it feels to see the words, and then try to say them.

Family Involvement

- Uncle Rain Cloud is as afraid to speak English as Carlos is. However, Carlos must overcome his fear to succeed in school. Ask families to talk about things that they are afraid of doing and how they overcome that fear.
- *Enojón* is the Spanish word for *grouchy*. Ask families to share those things that make them grouchy.

Community Connection

- Invite a guest, such as a parent or language instructor, to teach a few words and phrases from another language (i.e. Spanish or American Sign Language).
- What languages are spoken in the community? Compile a list; then visit the library to see how many books are available in those languages.
- Ask a Peace Corps volunteer to come in and talk about what life was like when they lived abroad. Have the volunteer share what it was like to learn a new language and have to use it every day.

Additional Titles

Through My Eyes by Ruby Bridges. Scholastic Trade, 1999

During the traumatic time of the civil rights movement, all eyes fell upon an African American first-grader as she entered an all-white school in the Deep South. In this book, Ruby Bridges shares a collage of her experience.

Too Young for Yiddish by Richard Michelson, illustrated by Neil Waldman. Tailwinds, 2002

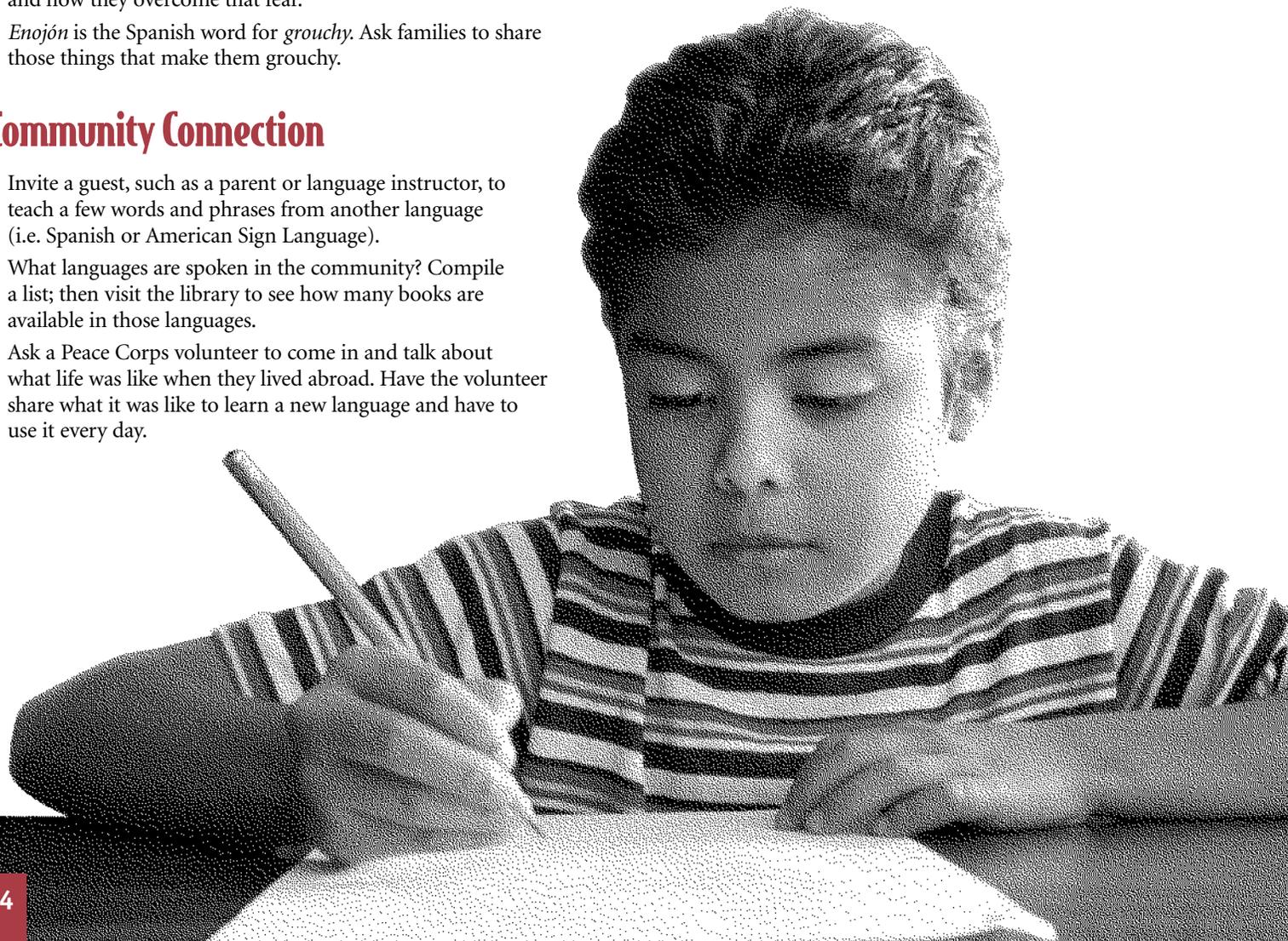
Bound back to front like most Yiddish books, Michelson invites us to join Aaron as he grows to appreciate his grandfather's accent and traditional ways.

Ming Lo Moves the Mountain by Arnold Lobel. Bt Bound, 1999

Ming Lo attributes most of the problems in his life to the mountain near his house. Guidance from the village wise man gives him a different perspective.

Angelo by David Macaulay. Houghton Mifflin/Walter Lorraine Books, 2002

Angelo always toils to clear the mess left behind by pesky pigeons. But one day, a feathered foe needs his care.



Wolf!

by **Becky Bloom**,
illustrated by **Pascal Biet**
Orchard Books, 1999

A wolf has a hunger for farm animals, but to his surprise, they have a hunger for books.

What to Do Before Reading the Story

- Ask children to talk about the role of wolves in stories. How are wolves usually portrayed?
- Make a list of famous wolves from literature.
- Display the book cover. Where is the wolf located? What are the animals doing?

Things to Talk About During the Story

- The wolf sneaks up on the unsuspecting animals in the field. Ask children to predict what will happen next.
- Ask children how they would feel if a wolf were in the room reading with them.
- The wolf finally wins over the animals' friendship by learning to read. Ask children what they might learn to do to help develop new friendships.



What You Can Do When You Finish Reading the Story

- Even the wolf understands how important it is to know how to read. Ask children to explain why reading is important.
- Ask children to list things they would like to learn how to do.
- Reenact the story. Have children choose a role from the story; then see how they act toward the wolf when he approaches. Talk about how the wolf must feel and how the children should not limit the possibilities of friendship.

Family Involvement

- Encourage families to learn or try something new together as a family, like canoeing or eating new foods.
- Plan a family read-in. Designate a length of time and date when everyone in the family must read.
- Make a booklist of family favorites.
- Where else can we read? Encourage families to go on an outing and bring a book along to expand the experience.

Community Connection

- Clubs often give people a sense of belonging because the group has a collective reason to be together. Share some of the clubs that are available for children to join locally like a scout troop or a 4-H club.
- In the end of the story, all of the animals read together. Encourage a mentoring relationship with other students. Invite local high school or college students to come in and read with the children.
- Have the children create posters promoting literacy. Post their artwork around the community.

Additional Titles

It's Disgusting and We Ate It! by James Solheim, illustrated by Eric Brace. Aladdin Library, Reprint edition, 2001

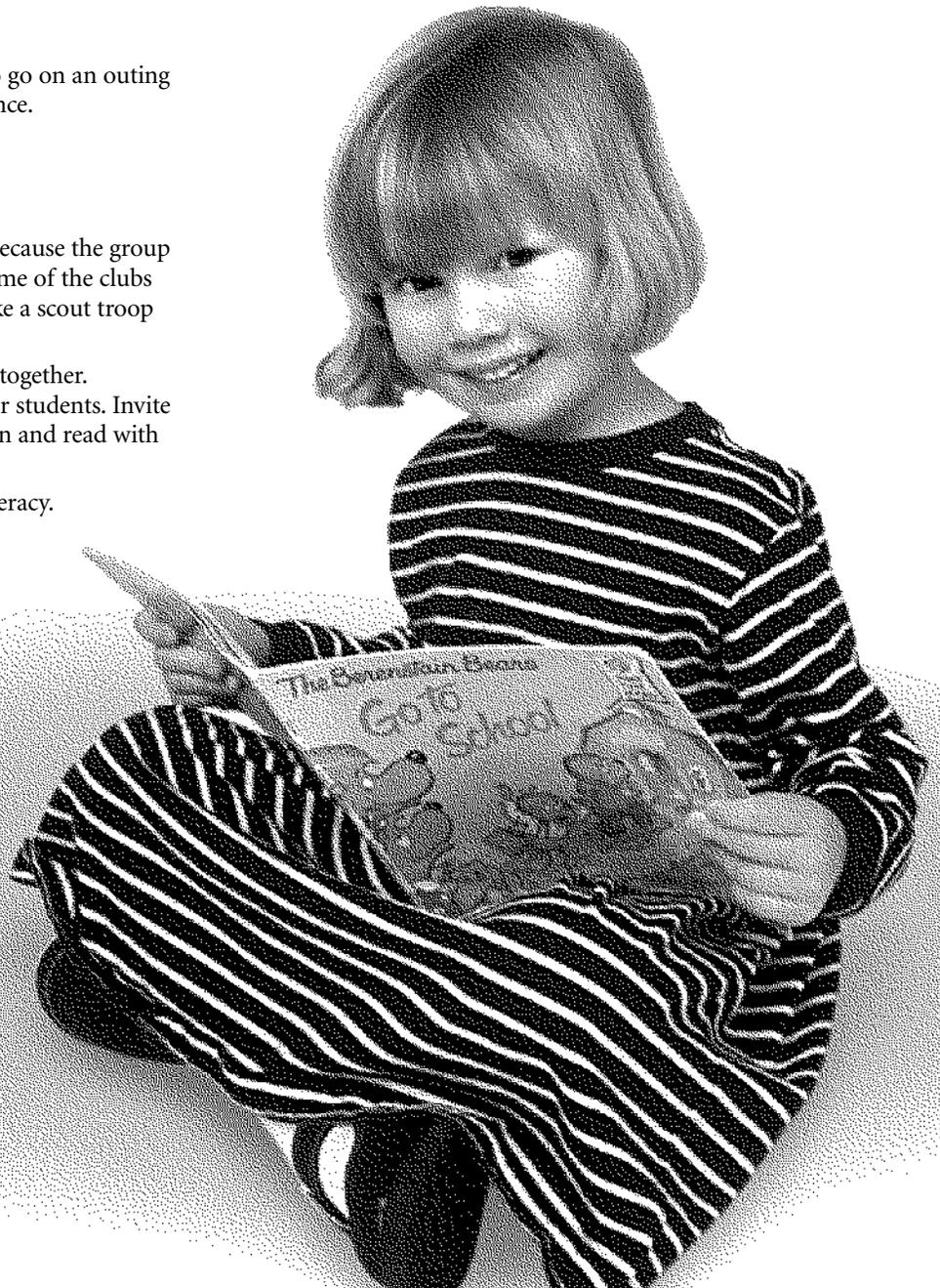
Silly poems, historical facts, and some very strange recipes are brewing in this collection known to make you queasy and make you laugh.

Yoko by Rosemary Wells. Hyperion Press, 1998

Yoko brings sushi, Timothy brings a peanut butter sandwich, and the lunchroom is filled with the struggle between fitting in and being true to your heritage.

Duck on a Bike by David Shannon. Blue Sky Press, 2002

Bright colors and bright ideas are the center of this book about a duck who shows critics how fun it is to ride a bike.



Dare To Be Different

Hooway for Wodney Wat

by **Helen Lester**,
illustrated by **Lynn M. Munsinger**
Houghton Mifflin, 1999

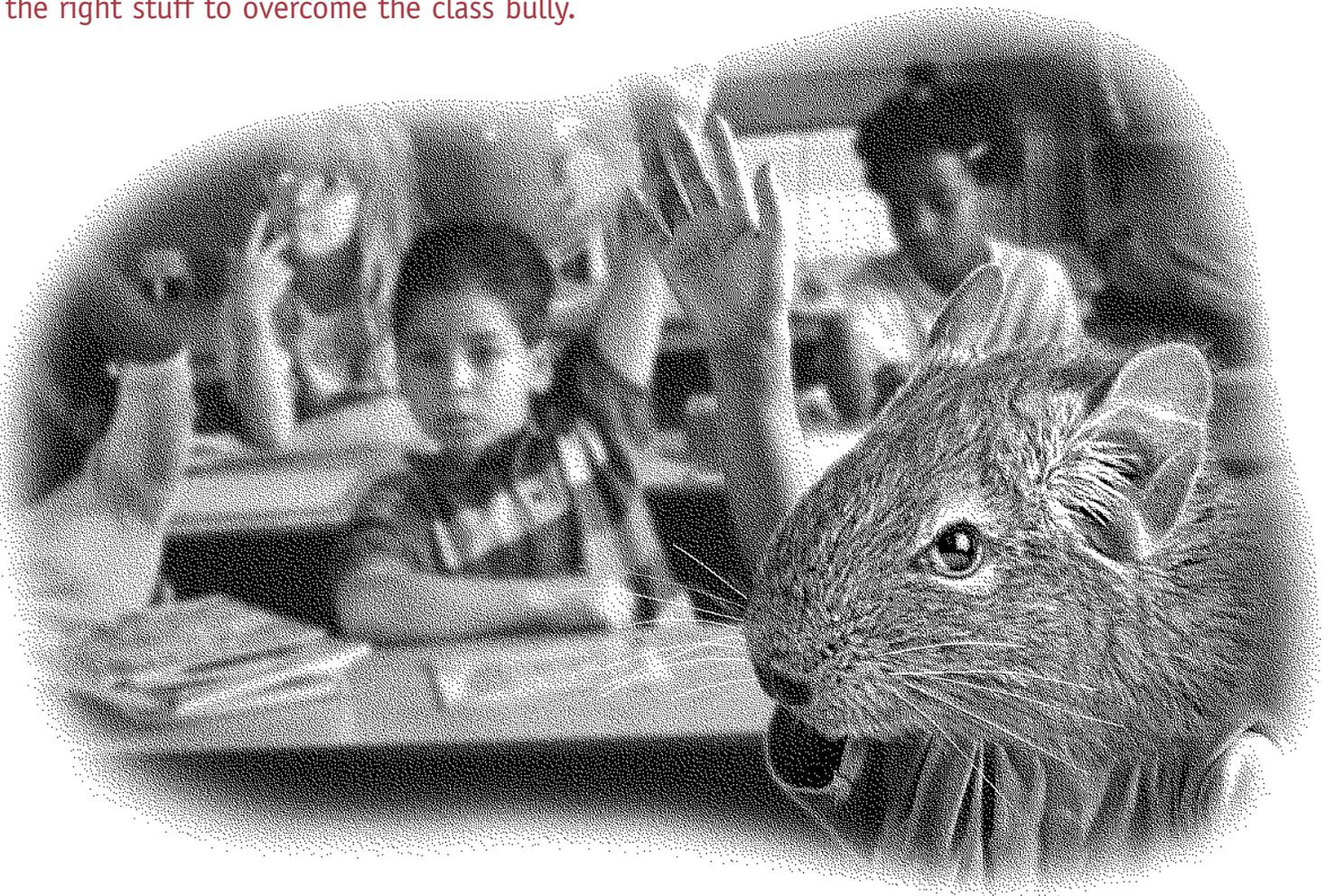
Rodney can't pronounce his R's, but he has the right stuff to overcome the class bully.

What to Do Before Reading the Story

- Read the title of the book aloud as it is spelled. Ask children if that is the correct way to say it. What do they think this story is about?
- Play a recording of someone speaking Spanish using a lot of the rolled "R's." Ask children to mimic the sound. Share that "R's" in all languages are difficult and some people master them faster than others.
- This story is about rodents. Have children name different types of rodents other than rats (i.e. squirrels, chipmunks, woodchucks, gerbils, gophers, porcupines, hamsters).

Things to Talk About During the Story

- When Rodney goes to school, the other rodents tease him. Ask children why the other rodents do this.
- Why doesn't Rodney want to play with the others? Have children explain how Rodney must feel in that situation. Ask children if they have felt the same way in similar situations.
- How does Rodney overcome Camilla in the end? Why does his difference help to improve his situation?





Family Involvement

- Invite families to share some of the challenges they faced at school when they were growing up. How did they overcome them?
- What are bullies? Ask parents to talk about bullies with their children. How does it feel to get picked on? Why do others torment those they can intimidate?

Community Connection

- Find out what celebrities have disabilities. How have they learned to compensate for their disability and succeed despite challenges?
- Invite someone from the community with a disability to come in and talk about what life is like in “their shoes.”
- Appoint children to be investigators. Tell them to spend the next couple of days looking to see how accessible buildings are for people with disabilities. Ask children to look for ramps, lifts, elevators, and automatic doors and report to the class what they learned.

Additional Titles

Thank You, Mr. Falker by Patricia Polacco. Philomel Books, 1998
Tricia has trouble reading the wiggly shapes on the page and despairs when the other children call her dumb. Things begin to look up when Mr. Falker discovers her learning disability and helps her learn to read.

Trudi & Pia by Ursula Hegi, illustrated by Giselle Potter. Atheneum, 2003

Trudi is a dwarf, the only dwarf she knows. She dreams of waking up one day to be a normal little girl, until she meets Pia, another dwarf who works as a circus performer. Pia helps Trudi learn that she must love herself before others can love her too.

Don't Laugh at Me by Steve Seskin and Allen Shamblin, illustrated by Glin Dibley. Tricycle Press, 2002

Songwriters Seskin and Shamblin portray the plight of many who are made fun of and teased. The book can also be put to music and is accompanied by a CD.

The Recess Queen by Alexis O'Neill, illustrated by Laura Huliska-Beith. Scholastic Trade, 2002

Mean Jean rules recess and doesn't let any of the children play until she plays first. Her days of bullying come to an end when a new girl befriends her.

What You Can Do When You Finish Reading the Story

- Play with tongue twisters. Introduce a series of words that begin with the same sound. Practice saying the words faster and faster.
- Set up a maze with pillows or furniture in an open space in the room. Blindfold children and ask them to try to find their way through the maze without looking. Talk about how they felt and what other senses they used to get through the maze.
- Were there any unfamiliar rodents in the story? Ask children to look up information about an unfamiliar rodent.

Dancing in the Wings

by **Debbie Allen,**

illustrated by **Kadir Nelson**

Dial Books for Young Readers, 2000

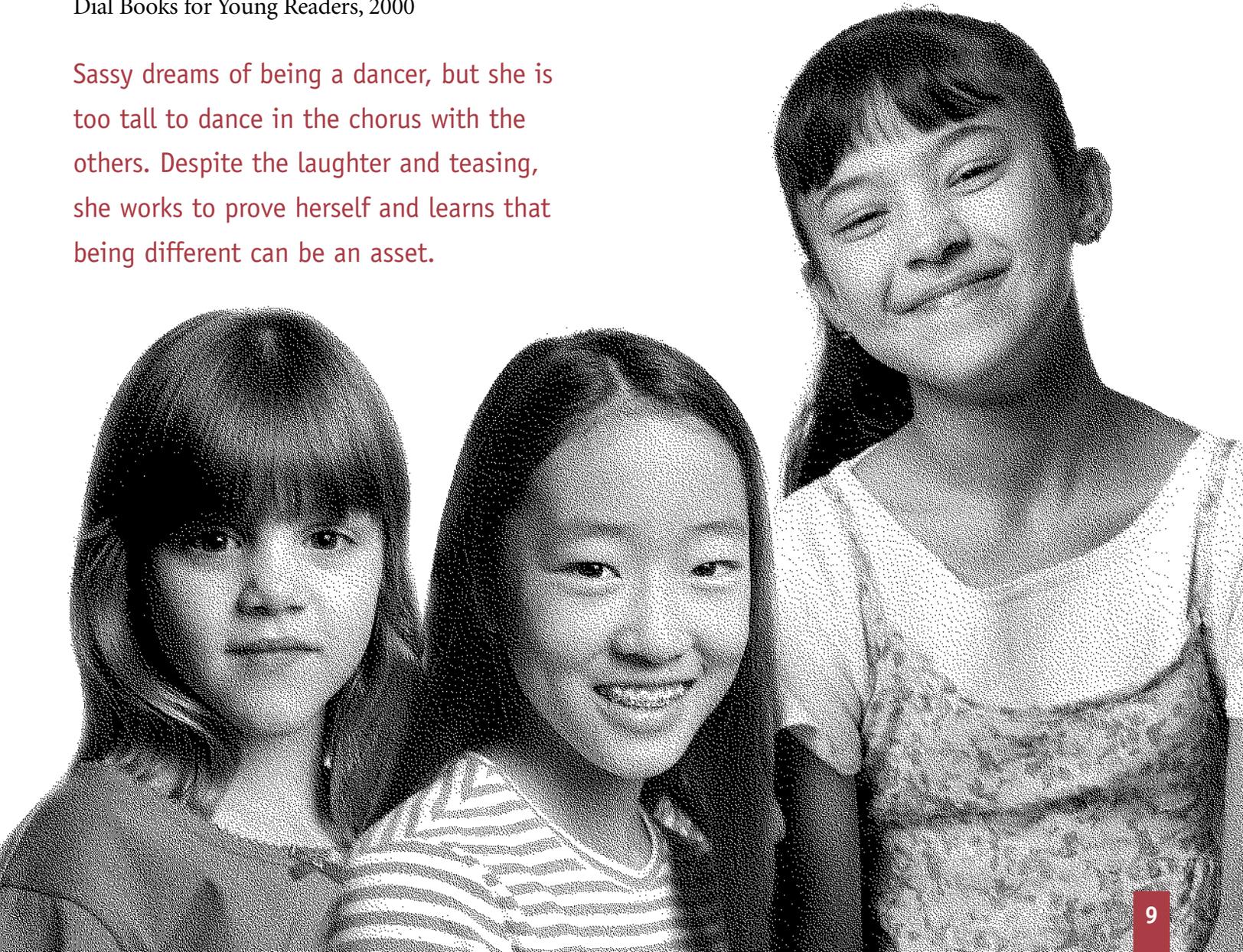
Sassy dreams of being a dancer, but she is too tall to dance in the chorus with the others. Despite the laughter and teasing, she works to prove herself and learns that being different can be an asset.

What to Do Before Reading the Story

- Show children the cover. Ask them how they think the girl is feeling.
- Ask what the children hope to become or accomplish when they grow up.
- This book is about a ballet dancer. Inquire about children's knowledge of ballet and how difficult it is to pursue a career in dance.

Things to Talk About During the Story

- Ask what the children in the story tease Sassy about.
- Talk about what Uncle Redd says to Sassy to make her feel better.
- Mr. Debato calls all the other girls over to him and leaves Sassy standing by herself. How must she feel at that moment?





What You Can Do When You Finish Reading the Story

- Talk about how important differences are. Sassy's long legs and big feet made her a better dancer. Have children write a poem about what differences make them special.
- Ask children whom they would talk to when they feel sad and in need of encouragement.
- Encourage children to draw pictures of themselves accomplishing a dream like Sassy does.
- Compare Kadir Nelson's pictures with other artists' depictions of dancers. Edgar Degas and Robert Heindel are good places to start.

Family Involvement

- Invite families to be media detectives. Have them cut out pictures of unrealistic body images to share and discuss together.
- Write an acrostic poem together using the child's first name. Identify all of the great qualities that correspond to each letter in the name.
- Encourage families to go online and explore the Web site: www.tolerance.org. The site features activities for children and parents to do together, that deal with tolerance .

Community Connection

- Invite a professional dancer to speak about his or her life, training, and performing experiences.
- Ask a local celebrity to come in and speak about body image and self-acceptance.

- Have children take a poll asking people what their best quality is. Did anyone not have a response? Talk about how everyone should have something they like about themselves.

Additional Titles

Clever Sticks by Bernard Ashley, illustrated by Derek Brazell. Random House, 1995

Ling Sung struggles when he can't master what the other children seem to easily accomplish. But he soon discovers that he is the only one who can eat with sticks.

Squarehead by Harriet Zeifert, illustrated by Todd McKie. Houghton Mifflin, 2001

George is a square and likes to be around other squares. This simple tale demonstrates that differences offer new and often enjoyable experiences.

Salt in His Shoes by Deloris Jordan, illustrated by Kadir Nelson. Simon & Schuster, 2000

"Practice, determination, and giving your best" are a father's words that teach a young boy that height isn't everything on the basketball court. Even though the boy doesn't grow, his perseverance helps him to become one of the best players of all time.

Yo! Yes? by Chris Raschka. Orchard Books, 2002

Two boys meet in the street, and through their monosyllabic discourse, they become friends. The words may be brief, but Raschka's illustrations demonstrate how these two boys come together.

Find Peaceful Solutions

Martin's Big Words

by **Doreen Rappaport**
illustrated by **Bryan Collier**
Jump at the Sun, 2001

As a boy, Martin is bothered by the signs reading “Whites Only” and strives to make a change. Through peace, he finds a way to combat intolerance and bring about equality for all people.

What to Do Before Reading the Story

- Martin Luther King, Jr. is one of America's heroes. Ask children to share what they know about his life and mission.
- Ask children to write about something that bothers them that they would like to change.
- What does “civil rights” mean? Ask children to consider the meaning and share their thoughts.

Things to Talk About During the Story

- The illustrations feature many images of Dr. King and significant events like the bus strike. Explain the meaning behind some of the images.
- Ask children to repeat the “big words” from the story in loud voices.

What You Can Do When You Finish Reading the Story

- There are many important phrases that are written in bold text throughout the story. Copy each phrase onto paper and display them throughout the room.
- Return to those issues that the children wrote down prior to the reading. Have children come up with peaceful solutions to their issues. Allow children to share their solutions with the group.
- Martin Luther King, Jr. studied the philosophy and actions of Mahatma Gandhi. Share his story and achievements with the children.
- Listen to a recording of Martin Luther King, Jr.'s “I have a dream” speech.

Hulton Getty Photo Archive

- Study other civil rights leaders from the 1960's. What makes Dr. King's approach different?
- The *Additional Titles* offer other versions of peaceful resolutions. Compare the books to see how each situation is handled in a peaceful way.

Family Involvement

- Ask families to write a poem for peace. Or have them write a story where a family member chooses a peaceful solution over an alternative.
- Have families make a peace collage. Cut out images from magazines, and paste them on a poster to create a visual statement about peace.
- Invite families to discuss ways that they can resolve issues in their home peacefully.

Community Connection

- Martin Luther King, Jr. used his voice for peace. Ask children to use their voice to find a peaceful resolution to a community issue by writing letters to the principal or mayor.
- Ask children to draw what peace looks like to them. Share their artwork with the community.

Additional Titles

Ruby's Wish by Shirin Yim Bridges, illustrated by Sophie Blackall. Chronicle Books, 2002

Ruby is determined to go to university like the boys in her family. However, as a girl, she is expected to get married like the other girls in China. Everything changes when Ruby writes a poem that attracts the attention of her teacher and grandfather.

Baseball Saved Us by Ken Mochizuki, illustrated by Dom Lee. Lee & Low Books, 1995

During World War II, thousands of Japanese Americans were forced to live in internment camps. In a search for dignity and self-respect, a group builds a baseball field and finds hope in this unlikely place.

The Honest-to-Goodness Truth by Patricia C. McKissack, illustrated by Giselle Potter. Aladdin, Reprint edition, 2003

Libby's mama teaches her to always tell the truth. To her dismay, Libby discovers that not everyone responds well to the truth. Libby learns that there are ways to be truthful and still protect others' feelings.



RIF'S MISSION IS TO:

- Ensure that every child believes in the value of books and the importance of reading.
- Assist children and their families with the fundamental resources children need to become motivated to read.
- Lead in the creation and development of national, regional, and local collaborations building strong community-based children's and family literacy programs.

RIF's programs focus highest priority on the neediest children from birth through age 11. RIF utilizes a national volunteer corps of parents, teachers, librarians, and other community members to provide effective literacy programs to children and their families in every U.S. state and territory.

ABOUT RIF

Reading Is Fundamental, Inc. prepares and motivates children to read by delivering free books and literacy resources to those families who need them most.

The oldest and largest children's and family nonprofit literacy organization in the United States, RIF operates through a network of 435,000 volunteers—from teachers to parents, librarians to caregivers—and gives away 16 million books a year at more than 23,000 sites nationwide. These include schools, libraries, community centers, child-care centers, hospitals, migrant worker camps, Head Start and Even Start programs, homeless shelters, and detention centers.

RIF programs annually serve 5 million children of all ages, most of whom are at risk of educational failure, with a focus on those from birth to age 11.

Since its founding in 1966, RIF has provided more than 250 million books for children to choose and keep. It has accomplished this through the generous support of the U.S. Department of Education, corporations, foundations, community organizations, and thousands of individuals. All RIF programs combine three essential elements to foster children's literacy: reading motivation, family and community involvement, and the excitement of choosing free books to keep.

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