



# KINDERGATORS

## Hands Off, Harry!

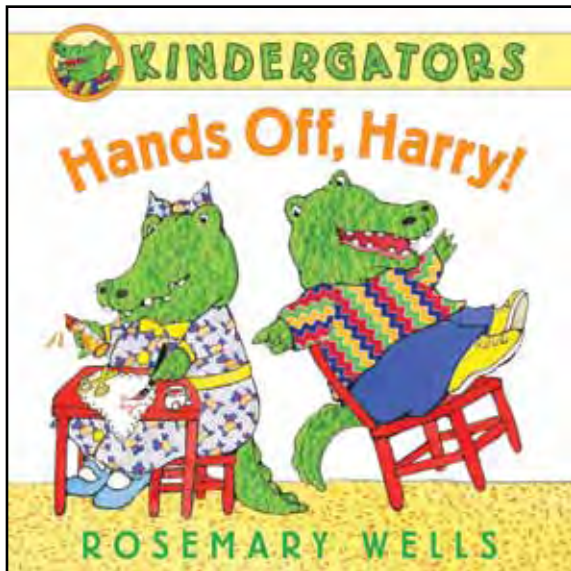


ROSEMARY WELLS



KATHERINE TEGEN BOOKS  
An Imprint of HarperCollins Publishers

[www.harpercollinschildrens.com](http://www.harpercollinschildrens.com)



## About the Book

Kindergators work and play happily in Miss Harmony's class. But Harry isn't being a good classmate. He's disrupting Friendly Circle, causing accidents, and invading everyone's space. Can the Kindergators find a way to help Harry learn to respect personal space?

Beloved author/illustrator Rosemary Wells brings her signature humor and trademark knack for understanding young readers to this new series. Perfect for classroom use or for reading and sharing at home, this story will encourage empathy and kind behavior while making readers of all ages laugh.



## About Rosemary Wells

Rosemary Wells is the creator of many unforgettable children's book characters, such as Max and Ruby, McDuff, and Yoko, each of whom stars in his or her own book series. She is also the author of perennial favorites about universal childhood experiences, like *Noisy Nora* and *Read to Your Bunny*. Rosemary Wells lives in upstate New York. You can visit her online at [www.rosemarywells.com](http://www.rosemarywells.com).

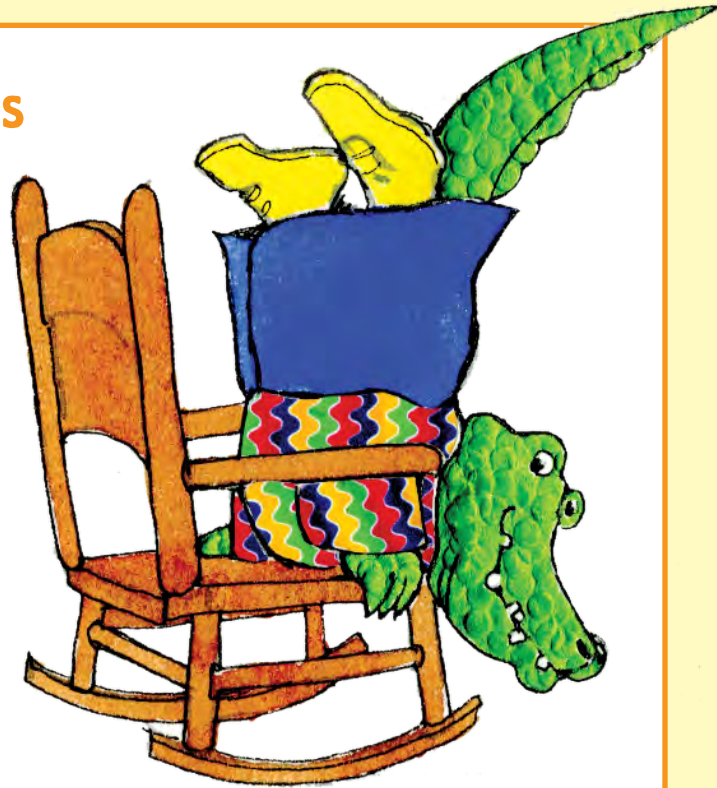


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## Activities

- 1. Being friendly.** Read *Hands Off, Harry!* early in the school year and discuss empathy. What makes a good classmate? What are friendly things to do? What are unfriendly things to do? Create a poster listing ideas, leaving room to add more over time. Have children decorate the poster, and display it prominently.
- 2. Cameras rolling!** Think of a common social problem experienced in your classroom and enlist actors to role-play the scenario (or use hand puppets!). Invite audience members to suggest what the actors could say or do at different moments in the “show.”
- 3. Whose shoes?** Talk with students about what it means to “walk a mile in someone else’s shoes.” Ask, for example, how they would have felt if they were Benjamin when Harry caused him to spill paint all over his favorite shirt. Ask children to think about themselves in the shoes of one of the Kindergators, and have them draw or paint pictures to represent this. Help write captions (“In Nigel’s shoes, I would have felt angry when Harry tackled me and broke my glasses”), and put the pictures on display.
- 4. Friendly Circle.** Designate a space and time for your own version of Friendly Circle, and hold an initial group discussion about how Friendly Circle will help the class work together better. Then, when a problem arises, gather the group to talk about the problem and ask for possible solutions, encouraging children to share their feelings and ideas.
- 5. Playing detective.** Ask children how they know what people are feeling, and discuss different ways to play detective about someone’s mood. Have volunteers demonstrate body language and facial expressions that might go along with certain emotions.



- 6. What do you do with your hands?** Talk about the three uses for hands mentioned in the book: When do you shake a hand? When do you hold a hand? How can you lend a hand? As a class, brainstorm other positive uses for hands. Ask each student to illustrate a hand use, then add captions and make the pictures into a book to be kept in your classroom. Students can “raise a hand” to vote for a title!
- 7. Dear Harry.** As a group or individually, write a letter to Harry. What would children say to him about his behavior? What would they say to him about how he changed? How can he continue to remember to respect personal space?
- 8. Thumbs up/thumbs down.** At the end of each day, gather the class in your own version of Friendly Circle. Ask children to think about the most memorable thing that happened to them or that they did that day, and have them put a thumb up or a thumb down to indicate how it made them feel. In a quick go-round, anyone who wants to can tell his or her memory.

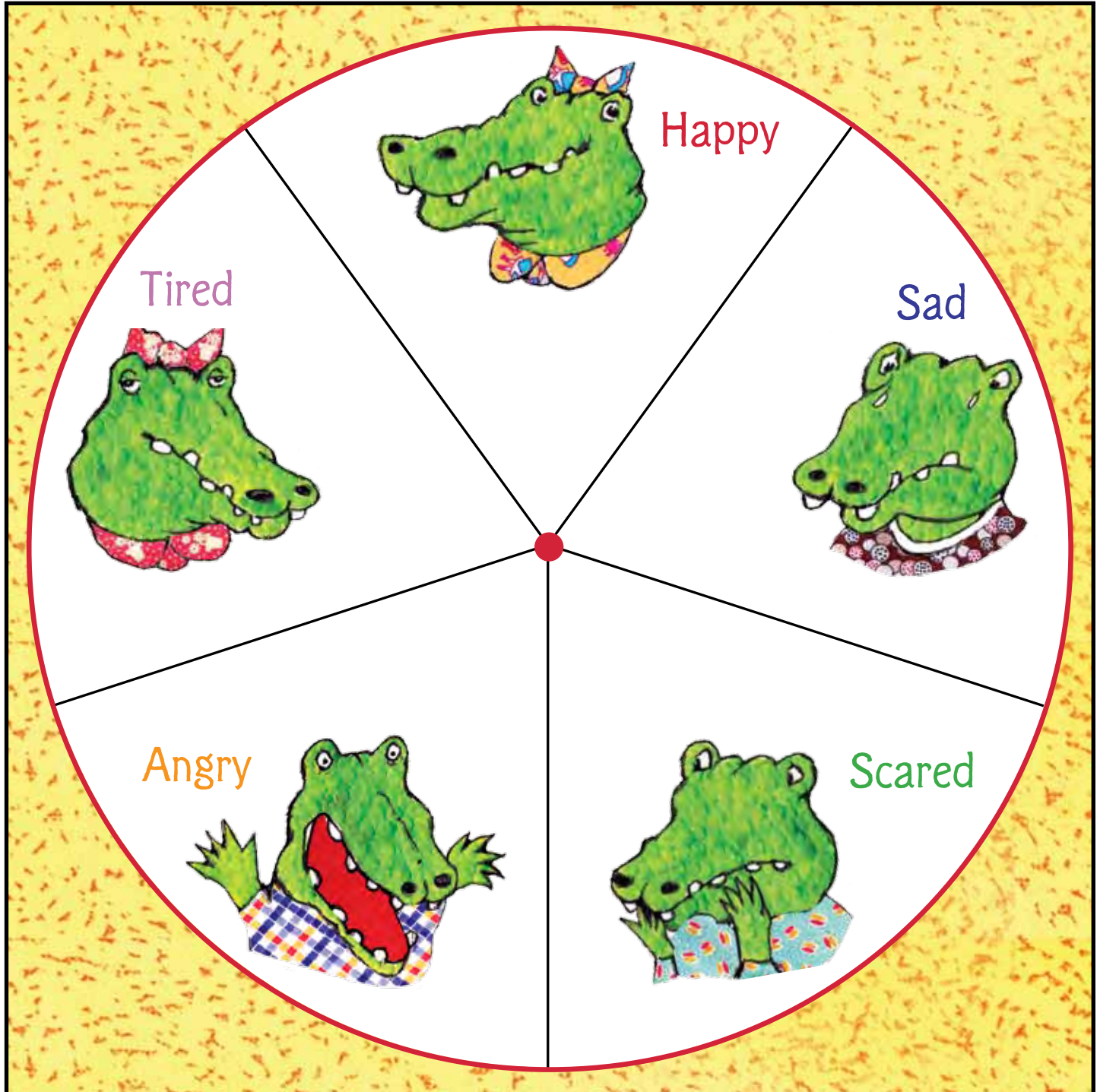
## Thinking and Discussing

1. Talk about how Harry grows throughout the story. Is he the same at the beginning and end? What is he good at doing? Would students be friends with Harry at the beginning of the book? Why or why not? Would they be friends with him at the end of the book?
2. Prompt students to consider Harry's unnecessary roughness. Why do they think Harry behaved the way he did? What did Babette mean when she said Harry had "ants in his pants"? Have they ever felt like that?
3. Ask students how the Kindergators' classroom is similar to and different from their own. Would they like to be in the Kindergators' classroom? Why or why not? What do they think Harry would like and not like about their classroom if he came to visit?
4. Talk about how people solve problems. What was the problem in the Kindergators' classroom, and how was it solved? How did Miss Harmony help the students in her class? Brainstorm other solutions that could have helped Harry besides Babette's idea. Ask students how they solve their own problems, and who/what helps them.
5. Everyone is working on something, just as Harry is working on respecting personal space. What are your students working on? What do they want to learn or improve? Consider telling the class about something you are working on and why/how you're working on it.
6. Discuss the difference between "on purpose" and "by accident." What makes something an accident? What does "on purpose" mean? How do the Kindergators know it was not an accident when Harry poked Miracle in the ribs and her snowflake was ruined? If someone does something that hurts someone else, does it matter if it was done by accident or on purpose?
7. Talk about why and how people say "I'm sorry." Why does Babette think Harry does not mean he's sorry the first time he says it? Why does Miracle think Harry means it the second time? In addition to apologizing meaningfully, what else can someone do or say to make a mistake better?



# Feelometer

Navigating emotional situations can be tricky, even for adults! The Feelometer can help children to represent and discuss their feelings in a concrete way, even as emotions constantly fluctuate. Use it in your classroom when negotiating conflicts, when students seem out of sorts, or even just to allow students to indicate their changing feelings throughout the day.



Cut out the arrow below and fasten it to the center of the Feelometer.

