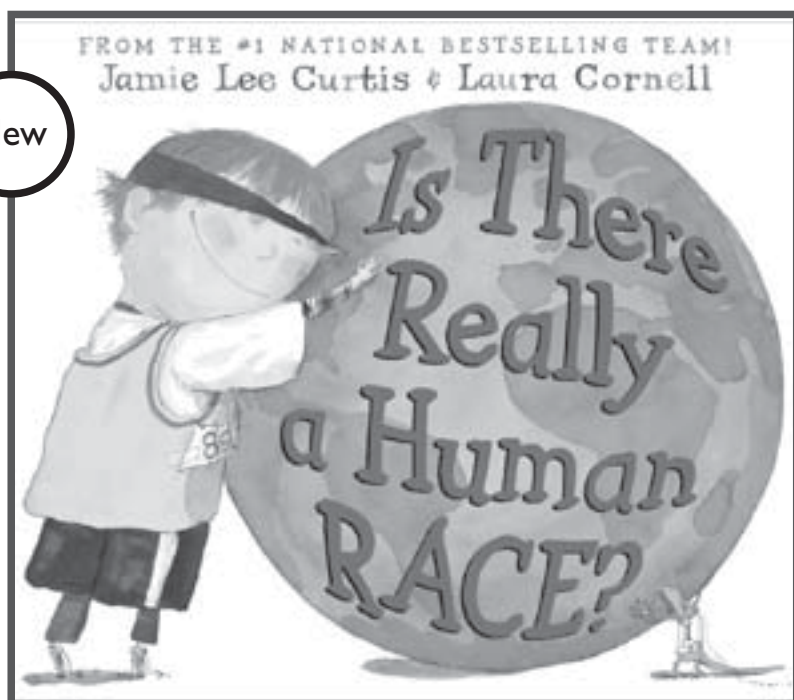


# Activities for teaching and sharing the books by **Jamie Lee Curtis and Laura Cornell**

## SELF-AWARENESS

New



### **Is There Really a Human Race?**

Tr 0-06-075346-3 • \$16.99 (\$21.99)

Lb 0-06-075348-X • \$17.89 (\$22.89)

With a healthy sense of humor and a lot of heart, Jamie Lee Curtis addresses the big life questions every kid and adult must face. Why am I racing? Do some of us win and some of us lose? Shouldn't it be that I just try my best? This book has a universal message: that there is an art to how we "race" through life, that the journey matters, that our main job as humans is to make good choices and realize that we can change the world one small step at a time.

### **Show-and-Tell**

Use one of the classic classroom activities to teach students about self-awareness. Ask each child to bring something that is important to them to class. This can be a favorite book, a stuffed animal, a picture, etc. Then have a Show-and-Tell afternoon. Each student should explain to their classmates why the item is important to them. If your students are slightly older, ask them to think about why they chose this item and to write a paragraph about what this says about them.

### **Who's Afraid?**

Distribute small pieces of paper with the sentence "When I come to class, I am most afraid of \_\_\_\_\_" to the class. Then ask each student to write one of their fears on the paper. Collect all papers, fold them, and put them into a hat or bag. Then, at random, ask each student to pick a piece of paper from the hat and explain how the person who wrote this fear might feel. What makes them feel this way? Is there something others can do to help make this fear go away?

### **Draw a Picture**

It's time to get creative! Ask students to draw a picture of a person with whom they would like to have a closer relationship. This can be a family member, friend, classmate, etc. Encourage students to be creative by giving them a variety of materials to use: crayons, paints, colored pencils, and glitter.

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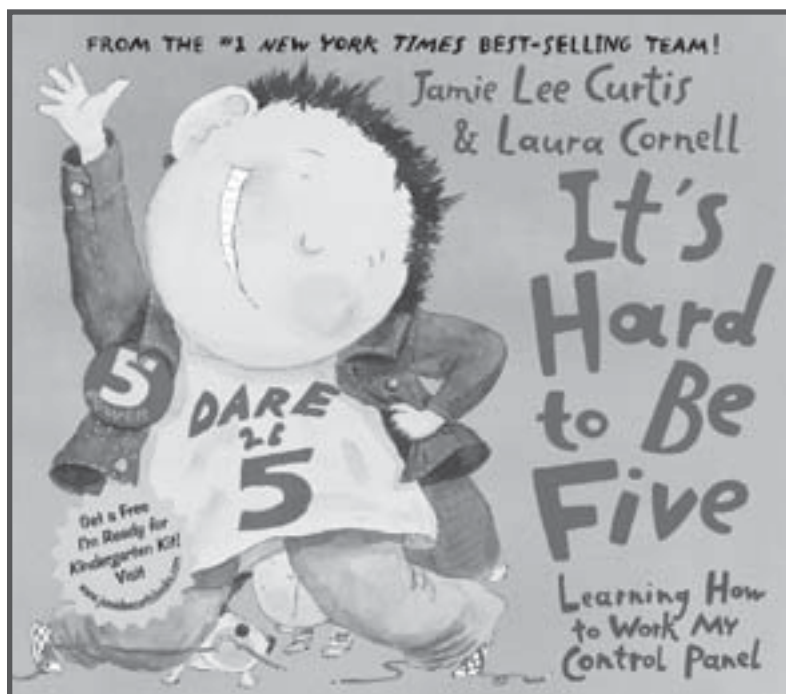
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# Activities for teaching and sharing the books by **Jamie Lee Curtis and Laura Cornell**

## SELF-CONTROL



### **It's Hard to Be Five**

Tf 0-06-008095-7 • \$16.99 (\$19.99)

Lb 0-06-008096-5 • \$17.89 (\$23.89)

**Learning not to hit? Having to wait your turn? Sitting still? It's definitely hard to be five, but Jamie Lee Curtis's encouraging text and Laura Cornell's playful illustrations make the struggle of self-control a bit easier, and a lot more fun!**

### **Make Funny Faces!**

Read *It's Hard to Be Five* aloud to your kindergarten class at the beginning of the school year to help new students to settle in. Afterward, reread pages 24–25 “It’s fun to be five! Big changes are here!”—to introduce the following activity. Begin by asking students to name some changes that have happened since they turned five, and to complete the statement “It’s hard to be five because \_\_\_\_\_.” Then ask students to complete “It’s fun to be five because \_\_\_\_\_.” Some examples of new challenges might be: leaving their parents to come to school each day, having a new teacher, meeting new classmates, etc. Then go through the list and discuss their responses. Make a face next to each example to express the different feelings associated. Nervousness, for example, can be expressed with a wavy line. Happiness can be expressed with a smile. Excitement can be expressed with big eyes. Invite students to practice making these different faces as you go through the list. Write each student response on a sheet of paper, and then ask students to illustrate their pages. Compile these pages to make your own classroom version of *It's Hard to Be Five*.

### **Ladies and Gentlemen . . . Sharing Is Fun!**

Help students learn to share and build character through praise and self-assessment. Using red construction paper, cut out circles and draw a black line through the center of each circle, then give one to each student. Have students write their names on the bottom of these circles, and hang them on a bulletin board in your classroom. These circles are bugs, but they will need black dots added to them in order to become “ladybugs” and “gentlemen bugs.” Explain to the students that each time they share something with a classmate, a black sticker can be added to their bugs. Discuss different ways of sharing in the classroom—sharing crayons with a classmate, sharing the blocks, etc. Encourage students to recognize when their classmates share also.

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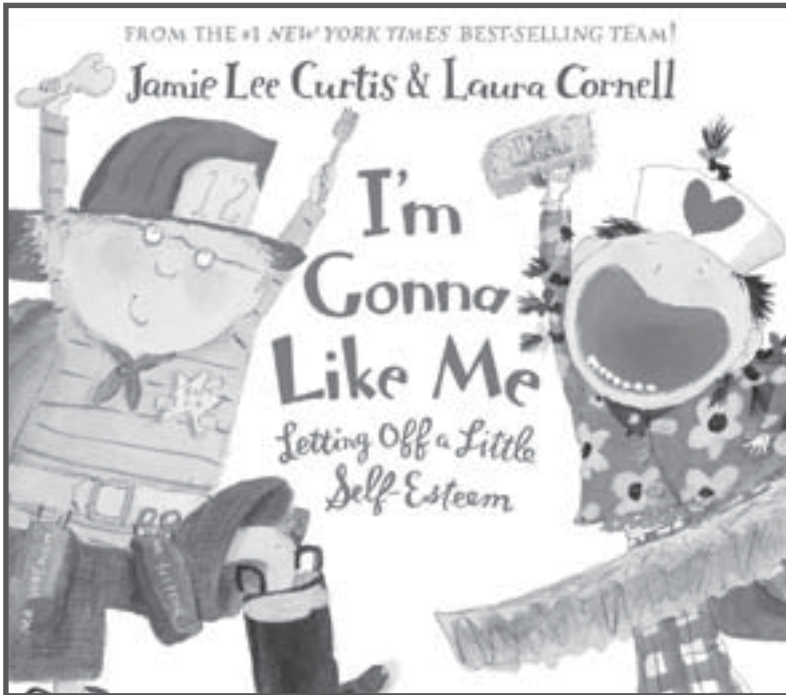
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# Activities for teaching and sharing the books by **Jamie Lee Curtis and Laura Cornell**

## SELF ESTEEM



### **I'm Gonna Like Me**

Tr 0-06-028761-6 • \$16.99 (\$19.99)

Lb 0-06-028762-4 • \$17.89 (\$26.89)

With fun rhyming verses and fresh, lively artwork, this book celebrates the joys of self-esteem. Through alternating points of view, a girl's and a boy's, *I'm Gonna Like Me* shows kids that the key to feeling good is liking yourself because you are you!

### **Star of the Week**

Each week a different student will have the opportunity to be a star. Explain to the class that everyone will have a turn. Begin each week by asking for a student volunteer to be the star of the week. He or she is to create a poster collage describing himself or herself through photos, special awards, etc. He or she may also bring in various meaningful belongings. Emphasize to the class that all accomplishments, no matter how big or small, should be included (e.g., learning to spell a new word, being a star athlete, making a new friend). The student may bring the poster and any other memorabilia to school. On the last day of the week, he or she may bring in a special snack to share with the class. Other privileges can be given to the star, such as helper, messenger, line leader, etc.

### **A Good Deed, Indeed**

Chores, often the bane of a youngster's life, can actually be a great learning tool. *I'm Gonna Like Me* touches on trying new tasks and helping with chores. These are invaluable for building responsibility and enhancing self-esteem. Begin by looking at the illustrations in the book. Ask the class what they observe the children doing. Then ask if anyone has chores to do at home. What chores do they have in the classroom? What is the most difficult chore their moms and dads must do at home? Is it something they can help with? How? A chart can be created using these discussion questions as headings. Record responses on the charts. For example, Johnny feeds the dog; he picks up blocks in the classroom; when his dad mows the lawn, he helps by raking the cuttings. Ask the class to analyze the chart and discuss the similarities and differences in the responses. Then work together to create a Good Deed Coupon Book. Students can put together three good deeds to do for someone (mom, dad, sister, etc.). These are written out in a coupon book designed and given as a gift.

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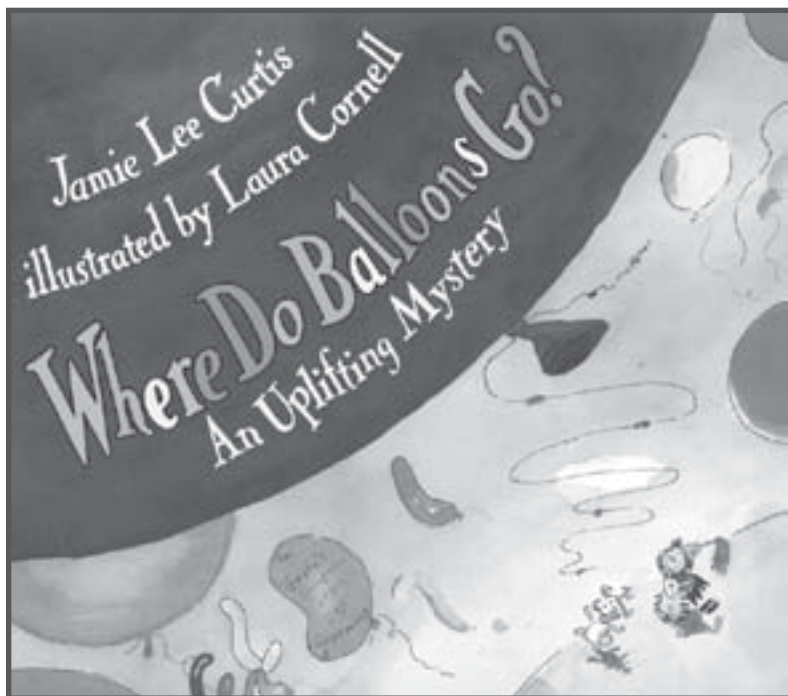
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# Activities for teaching and sharing the books by **Jamie Lee Curtis** and **Laura Cornell**

## IMAGINATION AND LOSS



### **Where Do Balloons Go?**

Tr 0-06-027980-X • \$16.99 (\$25.50)

When a little boy accidentally lets go of his balloon, his imagination takes him on its journey. This is a magical story that explores themes of imagination and loss. A lost helium balloon is an experience that stays with a child for some time—and with this book, it provides an endless font of learning activities for the classroom teacher.

### **Balloon Pal**

Read the story aloud to the class. Have students create a balloon pal—their own special balloon friends, possessing whatever human characteristics the children can dream up. Distribute latex helium balloons or paper cutouts of balloons to the children. Ask them to draw faces on their balloons. Then help them write out identification cards, naming their balloons and including special information about their balloon friends, such as favorite hobbies, age, favorite foods, favorite places to visit, etc. Have a meet-and-greet where students introduce their new friends. Display the balloon pals in the classroom.

### **Where, Oh Where Have My Little Balloons Gone?**

Show the class pictures of different environments (tundra, desert, mountains, oceans, rain forests, etc.) and discuss the characteristics of each. Then read prewritten clues about where in the world the balloon has gone. For example, “Boy, it is really cold here. My string is frozen stiff!” Ask the children to guess which environment the balloon is hiding in.

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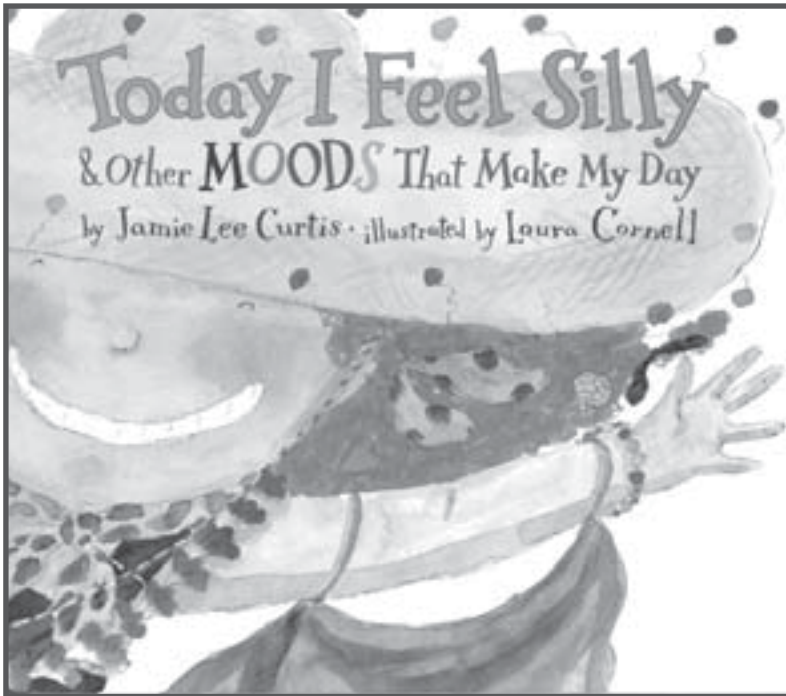
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# Activities for teaching and sharing the books by **Jamie Lee Curtis** and **Laura Cornell**

## MOODS AND FEELING



**Today I Feel Silly  
& Other Moods That Make My Day**  
Tr 0-06-024560-3 • \$16.99 (\$19.99)


Silly, cranky, excited, or sad—everyone has moods that can change each day, and mood swings are an elementary school child's stock-in-trade. Jamie Lee Curtis brings the ever-changing moods of a youngster to the foreground while once again providing much room for classroom activities based on a terrific story.

### **The Mood Swing**

Draw a picture of a swing, and glue a small pocket on it. Create word cards of different emotions, such as happy, sad, silly, grumpy, etc. Have children make faces to go with each card, and then discuss things that make them feel this way. Discuss the opposite of each emotion and write it on the back of the card, so when the card is flipped the opposite emotion is shown. Brainstorm different ways to express happy, sad, etc. A list of synonyms can be written to correspond with the words and hung in the classroom as a vocabulary list.

### **Color My World**

From the book read the passage "Today I am angry. You'd better stay clear. My face is all pinched and red ear to ear." Ask students why they think the entire page is colored red. Ask them if red means angry. Discuss how colors often depict moods. Give different examples and then brainstorm others with students. For example, "You are totally relaxed and lying in a field of flowers. What color means relaxed?" Have students illustrate various moods with colors. Create a class book for the reading corner.

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# Activities for teaching and sharing the books by **Jamie Lee Curtis** and **Laura Cornell**

## FAMILY AND BELONGING



### **Tell Me Again About the Night I Was Born**

Tr 0-06-024528-X • \$16.99  
Lb 0-06-024529-8 • \$17.89 (\$19.89)  
Pb 0-06-443581-4 • \$6.99  
Board Book 0-694-01215-7 • \$7.99

In asking her mother and father to tell her again about the night of her birth, a young girl shows that it is a cherished tale that she knows by heart. This heartwarming story celebrates love and the joy of family and belonging—both very important in promoting self-worth and feelings of belonging.

### **Celebrate Family**

Launch a Celebrate Family unit by holding a class discussion about family. Explain that there are many different types of families beyond the “traditional” family. Some children live with grandparents, some children are adopted, like the child in the book, and some children live with foster families—but no matter what the situation, a family is about love. Describe the classroom as an extended family, where each student is a valued family member. Then ask students to complete the statement “We are a family because\_\_\_\_\_.” Students can share their responses with the class. Make a banner that says “We Are Family” for the bulletin board. Then create a large cutout of a tree, and place the children’s responses and a photo of yourself and each child on it. Hang the tree beneath the banner.

### **Family**

Show students the family tree on pages 12–13 and ask them what it represents. Describe a family tree as a physical depiction of one’s background and family roots. Create a family tree template for students to bring home and complete with their parents and/or caregiver. Students can share their family trees with the class, taking special note of people they were named after and/or anything they learned about their family from the exercise. Enhance the bulletin board from the previous activity by replacing the responses with each child’s family tree or by adding them to the large tree.

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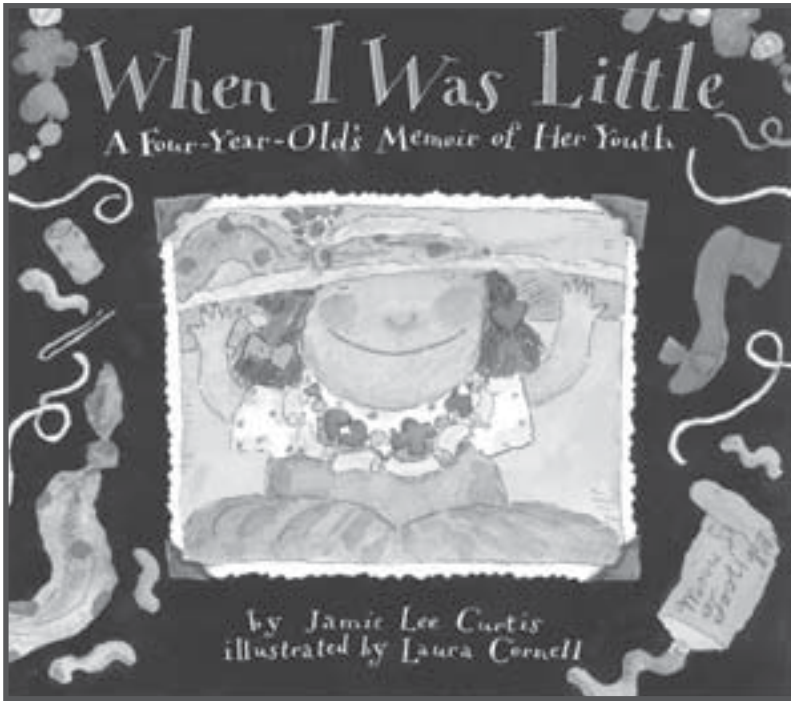
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# Activities for teaching and sharing the books by **Jamie Lee Curtis** and **Laura Cornell**

## PERSONAL IDENTITY



**When I Was Little**  
**A Four-Year-Old's Memoir of Her Youth**

Tr 0-06-021078-8 • \$16.99

Pb 0-06-443423-0 • \$6.99 (\$6.75)

Board Book 0-694-01216-5 • \$7.99

Jamie Lee Curtis captures a little girl's simple celebration of herself as she looks back on her childhood from the lofty heights of four and a half years. This spirited view of growing up is the perfect backdrop for exploring personal identity.

### **A Map of Me**

Have children fill out a sheet showing where they were born, live now, and want to live in the future. Compile the information and make state or neighborhood maps showing where they were born. Have the students refer to an atlas or street map and ask them to color the place where they were born. A class map can be created to show where many of the students were born.

### **Past, Present, and Future**

Distribute three pieces of paper to each student. Ask them to draw pictures of themselves on each of the pieces of paper: one as a baby, one in the present day, and one twenty years in the future. Have students write an autobiographical paragraph for each picture. After a day of sharing stories, bind the three pages into books for students to take home.

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