Raab/Goodwin
Esther Raab Holocaust Museum
& Goodwin Education Center

Raab/Goodwin Book Synopsis



Celebrating Kindness and Diversity Book List

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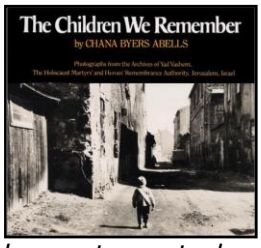
NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION

JCRC Jewish Community Relations Council OF SOUTHERN NEW JERSEY

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Abells, Chana Byers
"The Children We Remember"



Through moving photographs from the Yad Vashem Archives in Jerusalem, Israel, archivist Chana Byers Abells has created an unforgettable essay about the children who lived and died during the Holocaust. While it is a story of death and loss, it is also a story of courage and endurance, a story to be shared with today's children. Text and photographs describe the fate of Jewish children after the Nazis began to control their lives The photographs chosen for this book are not so terribly graphic that they would frighten children, in fact, that was intentionally avoided. Each photo is of a different child, yet they as well as the reader are tied together by the text. The book makes clear the very real and very scary implication being that without out vigilance, the Holocaust could happen again – to anyone - but that might not be apparent to younger readers.

Grades: 3 – 8

Themes:
- Death, loss, suffering
- Courage, endurance
- Children who lived and dies during the Holocaust were much like the children of today – until the Nazis came
- Message that atrocities committed by Nazis are unforgettable and cannot happen again

Vocabulary:
- Synagogues,
- Nazis, Jews
- Holocaust (not in text)

Pre-reading:
- Discuss what children already know about the holocaust
- Locate Europe – Germany, Poland and other countries effected by the Holocaust on a map, if available
- Discuss the meaning of the title and cover picture

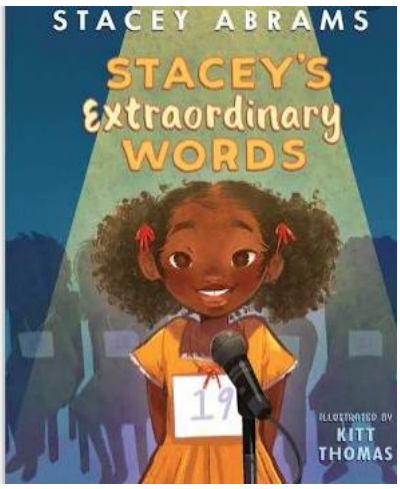
During Reading:
- *Pay close attention to the photos as this is a photo essay*

Post-reading:
- *What do the photos tell us about the children's lives before the Nazis and then when the Nazis took control? Schools closed, synagogues burned, yellow stars, separation from relatives, starving, cold*
- *How are the Jewish children pictured in this book like you?*
- *How are they different?*
- *Why must we never forget these children?*

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Abrams, Stacey
"Stacey's Extraordinary Words"
Illustrated by Kitt Thomas



Grades: K-4
In STACEY'S EXTRAORDINARY WORDS, readers meet Stacey, a delightful character with an appreciation for words. She loves to study new words, their meanings, their origins, and what makes them special. Stacey's teacher picks up on her way with words and invites her to participate in a spelling bee. Stacey is excited until she realizes that she will be competing with Jake, a boy who bullies kids by using words to hurt their feelings. Stacey works hard all week to prepare for the spelling bee. On the big day, she gives a noteworthy performance. In the end, her understanding of winning changes, and she learns that true success comes from using her gifts and talents for good.

Themes:

- The story promotes kindness, passion, and perseverance
- The author's relationship with words and how she learned to use words to do good in the world.
- introduces readers to a bunch of exceptional new words (like "dither," "perseverance," and "sesquipedalian"), it's written in short sentences (and sometimes fragments) that kids can understand and relate to
- Women in History and in Contemporary Life,
- People, Identity and Culture, Bullying, Perseverance

Concepts/Vocabulary:

- Activism
- Great girl role models
- Competition – spelling bees
- Failure can lead to growth and new chances
- Accent, adored, announcer, monotonous, nervous
- Anxious, embarrassed, bully, grumpy
- Clever, clumsy, combinations, complicated
- Evaporated, extraordinary, quirk
- Perseverance, sluggish, torturous, dither

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Pre-reading:

- What do you see on the cover of the book?
- What do you think is happening in this illustration?
- Read the title and ask children what they think it means
- What do you think the book is about?

During Reading:

- What does Stacey do with her words to keep track of everything she learns?
- How did Stacey's teacher encourage her to compete in the spelling bee?
- What did Stacey do to prepare for the bee?
- How do you think Stacey felt as she competed?
- How did she feel knowing that she had to go against Jake who she perceived as a bully?
- At the spelling bee, what happens if the contestants make a mistake?
- What did Stacey's Mother do and say to help her feel better after the bee?

Post-reading:

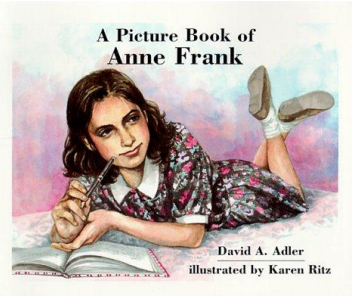
- What does Stacey love about words?
- Can you think of a time when you or someone you know had to persevere? What was challenging about that experience and what made you keep on going?
- What are some words that you learned that you didn't know before reading this book?
- How did words help Stacey explain how she was feeling? Do words help you explain how you're feeling?
- How did Jake treat Stacey? Did he use words to bully others? How could he have done better?
- How did Stacey feel about Jake's treatment?
- What does she mean when she says, "words are a gift that shouldn't be used to hurt people."
- How does she feel when she comes in second place?
- What is the message of this book?

Reader can tell the children how Stacey used her words to become successful and achieve her life and career goals – see bio on back cover.

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Adler, David
"A Picture Book of Anne Frank"
Illustrated by Karen Ritz



A chronicle of the life of Anne Frank, a young Jewish girl, who kept a diary during her family's attempts to hide from the Nazis in the 1940s. The author introduces Anne Frank and her family to primary grade readers. He explains Hitler's rise to power and describes the severe restrictions the Nazis placed on Jews during this period. He details life in the annex where the Franks hid for more than two years, their discovery and capture by German soldiers, and the cruelties endured by Anne and her sister at Auschwitz and Bergen-Belsen. Following the story, the author has included a note explaining how Anne's diary was published and recounts several other interesting sidelights to the story as well as a timeline of dates. Ritz's illustrations, some based on actual photographs, allow Anne's lively personality to emerge, and yet never appear undignified.

Grades: 3-5

Themes:

- Hope, promise and courage
- Living in the face of adversity and prejudice
- Ties literature to world history
- Suffering and Loss of life
- Prejudging others, intolerance

Concepts/Vocabulary:

- Yellow star, diary, Holocaust, Nazi, prejudice, annex, translated
- Hiding, refugee, typhus, tragedy
- Auschwitz, Bergen-Belsen, Hitler, chancellor

Pre-reading:

- Why do some people take risks? Have you ever taken a risk?
- Preview the illustrations and ask what feelings the illustrations convey.

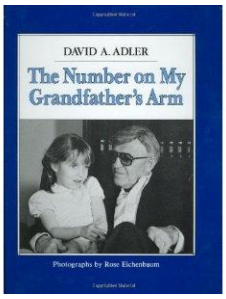
Post-reading:

- How did the lives of the Frank family change when Hitler came into power?
- Why did the family feel they had to leave Germany and go to Holland?
- Can you think of any types of prejudice that people experience today?
- Did the Frank Family take a risk when they went into hiding? Were their friends taking a risk by helping them?
- What were the preparations the Frank family made before they went into hiding?
- What was the plan Mr. Frank told his family so that they would be able to find each other if they were separated?
- What were the difficulties the Frank family encountered while they were in hiding?
- What are some of the ways Anne occupied herself while in hiding? Is it like some of the things you do or not?
- What was Anne's life like after the Nazis found her and her family?
- How has Anne's diary been used for good?

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Adler, David,
"The Number on My Grandfather's Arm"



Very simple language and photographs but mature subject matter. A brief, simplified explanation of the Holocaust, as told by a survivor grandfather to his young granddaughter in response to her question about the number on his arm.

Grades: 3 – middle school

Themes:
- Hatred, prejudice, and talk can lead to the most terrible crimes
- Survivors shouldn't be ashamed; Nazis are the criminals

Vocabulary/Concepts:
Holocaust (not in story), Jews, concentration camp, Europe, Poland, Adolf Hitler, Auschwitz, Nazis, synagogue,

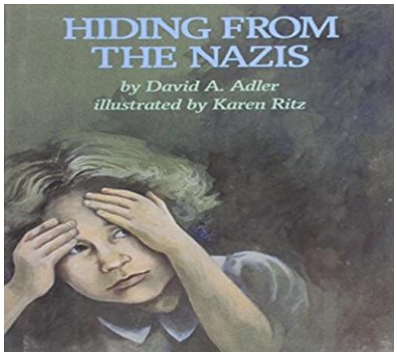
Pre-reading:
- Discuss what students already know about Holocaust
- Locate Europe and Poland on map
- Read title and examine cover photo. Who is telling the story? What do you think it's about?

Post-reading:
- How did Hitler and the Nazis go about their plan to murder all the Jews in Europe?
- Why did the grandfather hide the number on his arm?
- What did the granddaughter do and say to make her grandfather feel better?
- Give examples of how the photographs help you understand the story
- What might have prevented Hitler and the Nazis from murdering 6 million Jewish people?

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Adler, David
"Hiding From the Nazis"
Illustrated by Karen Ritz



Grades: 5-8

The authors depict a horrific subject through the true experiences of one child. Separated from her parents and hidden with non-Jewish families in Amsterdam and the Dutch countryside when the Nazis invade the Netherlands during World War II, 4-year-old Lore Baer finds her childhood haunted by fear and uncertainty.

Themes:
- Having to leave your homeland
- Climate of fear and hatred for others
- Jewish children living in the Netherlands during the Holocaust
- Hidden children
- Impact of the Holocaust on children

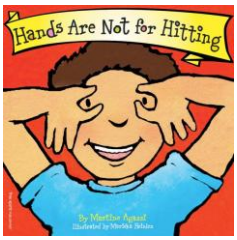
Concepts/Vocabulary:
- Chancellor, Nazi party, anti-Jewish laws
- Timeline of invasions - Holland, Austria, Germany, Sudentenland
- Multi-generational home, children, parents, grandfather, Opa
- Invaded, surrendered
- Visa, representatives
- Yellow star, arrests, transit and work camps, concentration camp
- Christians, hiding places, secret tunnel

Pre-reading:
- Discuss the conditions that caused people to relocate prior to and during the war.
- Briefly explain some of the concepts covered in the book
- Review the timeline of the book

Post-reading:
- How do you think people felt when they had to move from their homes to another country?
- How did Lore feel about living with her grandfather?
- What were some of the things Lore liked to do with Hans?
- What was the point of wearing a yellow star?
- What happened to Lore's Grandfather and others?
- Why did Lore's parents feel it was necessary to hide her?
- What are some of the experiences that Lore had while in hiding?
- What are some of the emotions she exhibited during hiding?
- How did the people Lore was living with exhibit kindness to their Dutch countrymen?
- How did Lore feel when she was reunited with her family?

Raab/Goodwin Book Synopsis

Agassi, Martine
"Hands Are Not for Hitting" *("Las Manos No Son Para Pegar")*
Book is in English and Spanish; there are activities and discussion starters in back of book.



Grades: Pre K – 1

Theme: There are many <u>good</u> things hands can do. Hitting is never okay. There are ways to express strong feelings without hitting.

Pre-reading:
- How does it feel if someone hits you?
- Why do people hit?
- What are other ways to let your feelings out?

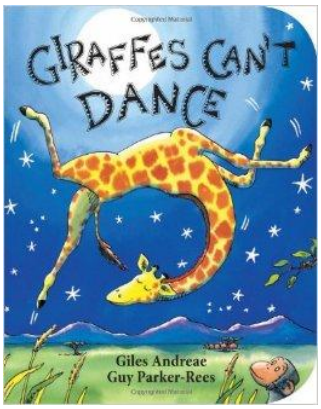
**As you read the story, stop for students to answer questions embedded in the text.*

Post-reading:
- When you are angry, what are some things you can do instead of hitting?
- Is it okay for adults to hit?
- What are some good things hands can do?

**You many want to pair this book with Coleen Paratore's "26 BIG Things Small Hands Do."*

Raab/Goodwin Book Synopsis

"Giraffes Can't Dance"
Andreae, Giles
Illustrated by Guy Parker-Rees



The focus of this book is to help students recognize that they have personal power and can choose to take control of their response to challenges. Everyone is unique! By noticing, naming and celebrating talents and abilities, we tap into the power of positive thinking and learn to treat each other with respect, tolerance, and sensitivity. Positive personal power prevents us from hurting other people's feelings and helps us avoid being the victim of hurtful behavior.

Gerald the giraffe wants nothing more than to dance like the other animals. His legs are too skinny and his knees buckle when he tries to prance, twirl and dance. At the Jungle Dance, the animals are very unkind to Gerald and make fun of his dance moves. Cricket's encouraging words help Gerald the Giraffe learn to dance to his own music.
Grades: PreK – 1
Themes:

- Positive Identity, Positive Peer Influence
- Self Esteem, confidence, do your best
- Empowerment, encourage others with kindness
- Positive values, Positive power
- Support

Concepts/Vocabulary:

- Munching, buckled, swaying, hooves
- Waltz, tango, prance, boogies, swishing, shuffling
- Elegant, clumsy, sneered, clearing, entranced
- Froze up, rooted to the spot

Pre-reading:

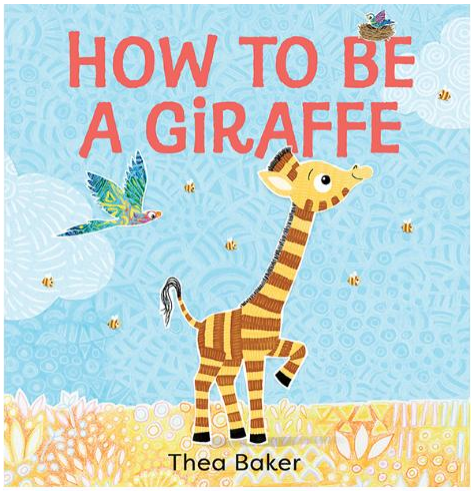
- Explain to the class that they are going to listen to a story about a giraffe named Gerald, who gets teased because he is clumsy and unable to dance like the other animals. However, Gerald meets a special friend who helps him.
- Ask the children if someone has ever helped them learn how to do something new.
- How did they feel when they could not do what everyone else was doing?
- How did they feel once they learned how to do it?
- Listen to the story and look at the pictures to see and hear what Gerald does in the story

Post-reading:

- What happened when Gerald tried to dance?
- Why did he want to dance?
- How did he feel when he arrived at the dance? Why?
- Have you ever felt like Gerald - wanting to do something that everyone else could do and you weren't very good at it?
- How did it make Gerald feel when the others were unkind to him? What tone of voice did they use?
- What did the cricket do to make Gerald feel better?
- How did kind encouraging words change how Gerald felt?
- What does Gerald do to change his I can't into an I can attitude?
- What did Gerald have to do in order to become a dancer?
- Is it important that everyone is able to do the same thing well?

Raab/Goodwin Book Synopsis

Baker, Thea
"How To Be A Giraffe"



Grades: PreK-2
A story of belonging, resilience, and embracing our unique qualities. Jeffrey might have horns, a tail, and a long neck, but his stripy fur is causing quite the stir. Everyone knows that giraffes have spots! But if Jeffrey isn't a giraffe, what could he be? Lots of fun to read aloud, this charming and heartfelt picture book celebrates the joy of embracing who we are.

Themes:
- Belonging, resilience
- Embracing our unique qualities

Concepts/Vocabulary:
- Commotion, aghast, herd
- Differences: Brown spots vs brown stripes
- Characteristics of animals
- Trumpeting sound, squeak, lollop
- Crocodile bask
- Prowled, pounced, the pride
- Big snapping jaws

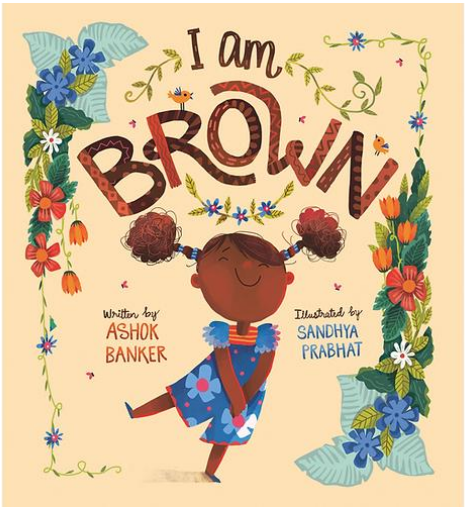
Pre-reading:
- Do a picture walk asking children to identify animals as they appear in the book

During Reading:
- What type of animal is Jeffrey and how is he different from the other giraffes?
- What made Jeffrey leave to find a new place to live?
- Why was Jeffrey unable to be with the other animals/insects/reptiles?

Post-reading:
- What did it take for Jeffrey to realize he was himself?
- When Jeffrey returned home, how did the other giraffes make Jeffrey feel?
- What did Jeffrey want to live happily ever after?
  -Understanding of who he is and acceptance by others

Raab/Goodwin Book Synopsis

Banker, Ashok
"I Am Brown"



Grades PreK-2

Ashok Banker wants a brown child to feel good about herself/himself, and feel normal. Brown children can do anything and become anything they want to be in life. Brown children speak many languages, come from many parts of the world, have different hobbies, eat many kinds of food, and wear many kinds of clothes.

Themes:

- Brown children can do anything, and grow up to become anything they set their minds to.
- Brown children have diverse interests, languages, clothing, food, and religions.

Concepts/Vocabulary:

- Scientist, prime minister, germs, crimes, moustache, mansion, riverboat, bungalow, and hut

Pre-reading:

- What do brown children do every day?
- What do brown children grow up to become when they are adults?

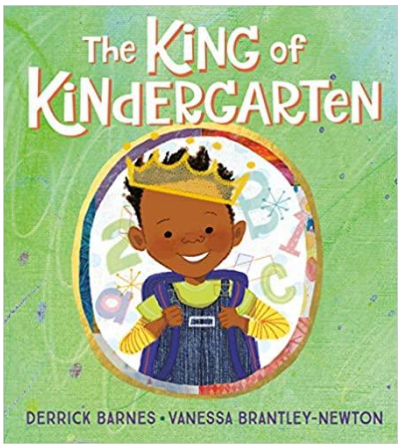
Post-reading:

- What did you learn about brown children?
- What did you like about this book?
- How did this book surprise you?

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Barnes, Derrick
"The King of Kindergarten"
Illustrated by Vanessa Brantley



Grades: PreK-Kindergarten

Starting kindergarten is a big milestone and the hero of this story is ready to make his mark. He's dressed himself, eaten breakfast and can't wait to be part of a new kingdom of friends. The day will be busy, but he can't wait to start his new challenges with enthusiasm. Afterward he can't wait to tell his parents and wake up to start again. There is royal jargon and descriptive language throughout the book. This is a positive story to build a child's self-esteem a bit before going to school the first day. The author and illustrator give new kindergarteners a confidence boost.

Themes:
- Kindnesses and friendship
- New challenges
- Confidence boosting, self esteem

Concepts/Vocabulary:
- Kindergarten is exciting, every child is worthwhile
- A million brass trumpets, Ye royal chiclets, Family crest
- Big yellow carriage – grand fortress
- Brilliant, beaming, majestic smile
- Recite, fire breathing dragon
- Kindergarten kingdom, rhythmic beat, magnificent

Pre-reading:
- Do a picture walk, noting parts of student's day – washing, dressing, breakfast, school bus and day at school.
- Ask children how this boy's school day compares to their own eg getting ready, teacher, students, walk, bus or car, recess, play time, activities

During Reading:
- Stop to explain royal jargon and why royal jargon is used – king or queen of kindergarten.
- Explain the use of language and jargon eg royal chiclets – teeth; royal rest – nap;
- Stress how children are nice to each other, playing and helping each other

Raab/Goodwin Book Synopsis

Post-reading:

- What are two things the main character can't wait to tell his parents about his day at school? What would you tell your parents about your day at school?
- What did the main character do at school that was brave? What do you do at school that is brave?
- What did the main character do at school that is kind? What do you do at school that is kind?
- What are you the king or queen of?
- What part of the school day is your favorite?

"Welcome"



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Raab/Goodwin Book Synopsis

by Barroux

Grades: Pre- Kindergarten - 2

Three lost polar bears search for a new home in this timely book from award-winning French illustrator Barroux. It is an almost wordless book which encourages child to think carefully about the impact adults have on the environment and the need for caring and compassion for others. Needing to search for a new home, the polar bears are turned away by other animals because they are different. They find an empty island and make that a home all to themselves until three lost monkeys needing a home come along and are welcomed by the bears. Barroux's beautiful story was inspired by the ongoing Syrian refugee crisis and promotes inclusiveness and welcomeness for children!

Themes:

- Environmental changes and how they affect our lives
- Diversity, tolerance, acceptance

Concepts/Vocabulary:

- Paddling, quiet, peaceful
- Drifting away, forever,
- Scared, melting, island, empty
- Kindness, generosity, welcome

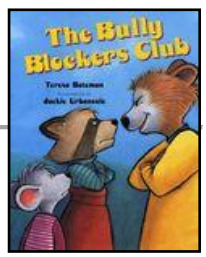
Pre-reading:

- Do a picture walk
- Why do you think the polar bears need to find a new home?
- Do you think it will be easy or hard for them to find a new home?
- Where do you think they will end up living?

Post-reading:

- What caused the polar bears to need a new home?
- How did the polar bears feel when they had to look for a new home?
- How did they feel during their search?
- What are some the reasons they were scared? eg melting ice floe, meanness of other animals, darkness, etc
- How did the other animals act when the polar bears asked if they could share their land? eg. Intolerant of others, unkind, mean
- Why do you think the other animals were unkind and unwelcoming?
- Did the polar bears act like the other animals when the monkeys needed a home?
- What are some words to describe how the polar bears acted? eg kind, generous, tolerant, welcoming
- What is the moral of this story? eg world is changing due to manmade forces and environmental changes causing people to need to be kind, accepting and tolerant of each other.

Bateman, Teresa,



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"The Bully Blockers Club"
"In this story Lotty Raccoon has a problem. That problem is a boy in her class named Grant Grizzly, who is very, very mean to her. Listen to the story to find out how Lotty feels when Grant bullies her and what she does to try to get him to stop."

Grades: K – 3

Theme:
- By standing together and being part of a caring community (club), children can stop bullies from assuming power over their victims.

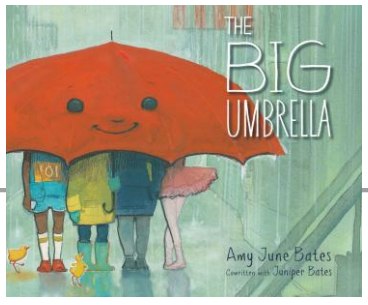
Pre-reading:
- Look at the cover. Discuss illustration and title.
- What is a bully? How would you feel if someone tried to scare you? What would you do?
- Discuss what the "Bully Blockers Club" might be.

Post-reading:
- What were some of the ways Grant bullied Lotty?
- How did it make her feel?
- What were some things Lotty did to try to get Grant to stop?
- What finally worked? What did Jerome say to give her this idea?
- Is a "Bully Blockers Club" a good idea for your school?

** Reader can leave a copy of the last page "About Bullying" for teacher to extend discussion.*

Bates, Amy June & Juniper
"The Big Umbrella "

Grades: PreK to 2



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Raab/Goodwin Book Synopsis

The Big Umbrella is a beautiful picture book about friendship, inclusiveness, and shelter from the rain. Set in
a background of muted blues, grays, browns, and green — the contrast of the bright, red umbrella with its warm and adorable smile is a huge win that warms your heart. This beautiful umbrella meets readers on a rainy day. We see it waiting patiently by the front door as a young child grabs it on their way outside. Told in very simple and clear sentences, we learn that this red umbrella likes to help, likes to give people shelter, and likes bringing people together.

It is a book about acceptance of all, no matter what size, color or shape, everyone is safe, happy, and together under The Big Umbrella! By the door there is an umbrella. It is big. It is so big that when it starts to rain there is room for *everyone* underneath. It doesn't matter if you are tall. Or plaid. Or hairy. It doesn't matter how many legs you have. Don't worry that there won't be enough room under the umbrella. Because there will always be room.

Themes:

- Acceptance, diversity, inclusion, kindness, goodness

Concepts/Vocabulary:

- Celebration of diversity of children and families with acceptance of all
- Umbrella, friendly
- Spread it's arms out wide
- Gather people in

Pre-reading:

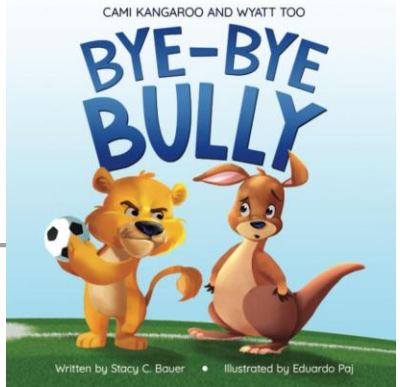
- Introduce book by reviewing cover and individual pages using picture walk technique
- Point out the umbrella and differences in people and objects described

Post-reading:

- What are some of the things the umbrella can do? It likes to help, give shelter and gather in all people
- How are some of the ways you can help others?
- Does the umbrella include everyone? Short, tall, wearing different types of clothes, with varied characteristics, etc
- When you are under the red umbrella, do you have to worry about how many people can fit?
- Discuss the difference between literal and figurative in simple terms.
- Show children how the umbrella expands to fit all people and how they can be inclusive like the umbrella.

Bauer, Stacy B.
"Bye-Bye Bully"
Illustrated by Eduardo Paj

Grades: PreK-4



Raab/Goodwin
Esther Raab Holocaust Museum
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Raab/Goodwin Book Synopsis

A story about finding your voice, courage, kindness and empathy and doing what's right- even when it's really hard.
Wyatt Kangaroo and his friends love recess, but when Lenny Lion starts to bully them, it makes them all miserable! Will Wyatt and his friends figure out a way to stop Lenny's bullying behavior? Find out in this fun adventure all about friendship, empathy, and standing up for what is right.

Themes:

- Greater awareness of bullying
- Improved relations in schools and play areas
- Reduction of instances of aggression and bullying

Concepts/Vocabulary:

- Empathy, kindness
- Sharing, taking turns, being respectful
- Soccer, dribbled, shove, trip, scowled, push
- on purpose, accident
- martial arts, sensei, peacemaker

Pre-reading:

- Do a picture walk asking students to identify activities, possible situations and locations.

During Reading:

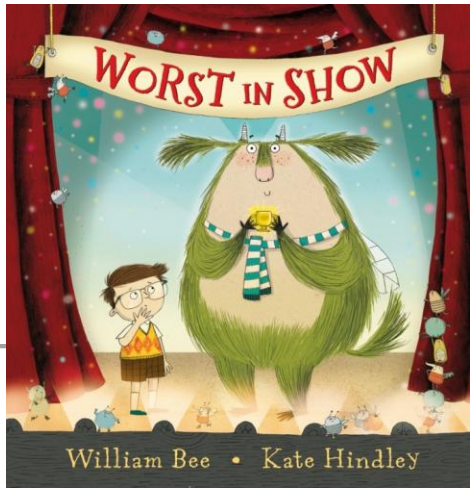
- Read through once without questions
- How was Lenny treating Wyatt?
- What were some of the things Lenny did and said that were mean and bullying?
- Use questions at the end of the book for discussion purposes.

Post-reading:

- What could you say to someone who is mean and bullying you?
- What can bullies do to change heir behavior? How can you help?
- What if someone told you that you were a bully, but you don't think you are. How could you respond to them respectfully?

Bee, William
"Worst in Show"

Grades: PreS -Gr.2



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Raab/Goodwin Book Synopsis

Theme:
Celebrating every kind of competition, friendship & appreciation of differences.
Wonderful illustrations to show students.

Pre-reading:

- What is a monster? Look at the cover of this book.
- Can you describe a monster?
- Sidney, the monster, is going to be in a competition.
- What is a "competition"?

As the story is read, the words "warts", "hover" & "parasites" can be discussed.

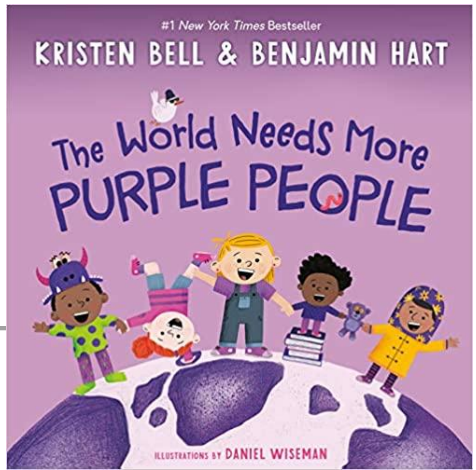
Raab/Goodwin Readers: Please OMIT pages 17-20 when reading this book. Some teachers might feel an "inappropriate"/"poor taste" word is used and since we are guests in their classrooms, we do not want to cause any problems.

Post-reading:

- Why doesn't Sidney win any points in the competition?
- Does Sidney always try to do his best to win?
- How does Albert feel when Sidney doesn't win in any of the four rounds?
- What title did Sidney & Albert win at the end of the story?
- How do Albert & Sidney feel about winning the title "Worst in Show?"
- Did you enjoy this story?

Bell, Kristin and Hart, Benjamin
"The World Needs More Purple People"
Illustrated by Daniel Wiseman

Grades: PreK - 2



Raab/Goodwin Book Synopsis

A unique and uplifting book that teachs children that it's ok to be different. What is a purple person? They're kind, curious, hardworking and believe in doing what's right. They love to laugh and be silly too. Think you'd like to be one? This wonderful book takes little ones on the journey to becoming a purple person. Ask great questions, use your voice and always be yourself! Follow Penny Purple as she shows you how to embrace all the small things that bring families, friends and communities together as humans.

Themes:

- Celebrates similarities of people
- Embracing the things that bring us together as people

Concepts/Vocabulary:

- People have more similarities than differences
- People are kind, inquisitive, hardworking, inclusive, unique
- Red and blue make purple
- Genius, questions, outer space, dolphins
- Rainbow, space, laughing, sharing
- Impossible, costumes, encourages, beautiful

Pre-reading:

- Ask children what it means to become a purple person and how do they think they can become a purple person.

During Reading:

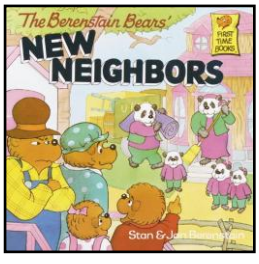
- Read story pointing out key concepts to become a purple person:
    - Ask questions – key to understanding
    - Laugh- enjoying what we share
    - Use your voice- assert ourselves and help others
    - Work hard- to get things done and create change as needed
    - Paint yourself purple, just become you- become that person who accepts everyone
- What is a purple person?
- What do you need to do to become purple?

Post-reading:

- Do you want to be purple?
- What are the characteristics of purple people?
- How can you be purple? – recognizing that people come in all colors and sizes and more similar than different

Raab/Goodwin Book Synopsis

Berenstain, Stan and Jan,
"The Berenstain Bears New Neighbors"



Grades: K – 3

Themes:
Pre-judging can lead to prejudice
Our words and actions affect others

Pre-reading:

- Do you feel excited when new neighbors move to your street?
- Do you hope they are like you, or different?
- How would you welcome the new neighbors?

Post-reading:

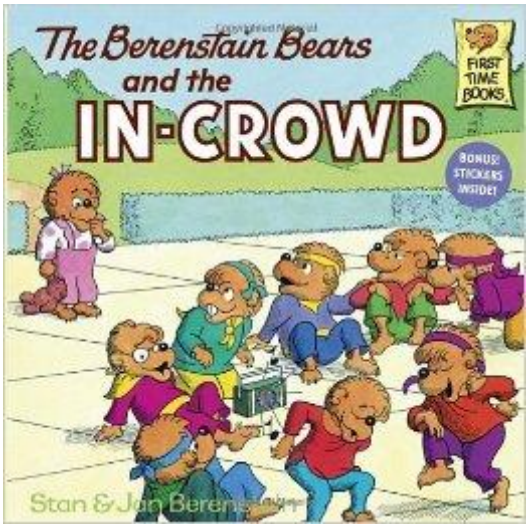
- Which Bear was worried about the new neighbors?
- Why was Papa Bear worried?
- What did Papa Bear learn at the end of the story?

More teaching suggestions in the New Jersey Commission on Holocaust Education: Caring Makes a Difference K-4th Grade Curriculum Guide

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Raab/Goodwin Book Synopsis

BERENSTAIN, Stan & Jan
"The Berenstain Bears and the In-Crowd"



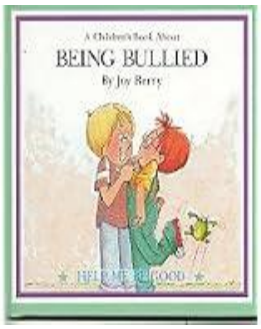
Grades: 1-3

Themes:
- excluding others
- peer pressure
- standing up for yourself
- being confident, assertive & happy with who you are

Pre-reading:
- What is a "clique"?
- What is "peer pressure"?
- What is a "put down?"

Post reading:
1. What did Queenie McBear say to Sister Bear when Sister asked to join the group?
2. How did Sister Bear feel when she got home?
3. Why did Mama Bear buy Sister some new clothes?
4. Did Sister like the new outfit? What did she say to Mama Bear?
5. What lesson did Queenie learn at the Double-Dutch Tournament?
6. What lesson did Sister Bear learn in this story?

Raab/Goodwin Book Synopsis



Berry, Joy,
"A Children's Book About Being Bullied"

Grades: K-3

Themes:
Definition of bullying
How to deal with a bully

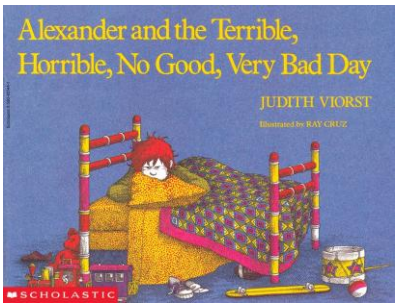
Pre-Reading:
- 1. What does it mean to be bullied?
- 2. Have you ever been bullied?
- 3. How did it make you feel?

Post-Reading:
- 1. What do you think is the best way to deal with a bully?
- 2. Who can you go to for help?

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Raab/Goodwin Book Synopsis

"Alexander and the Horrible, No Good, Very Bad Day" by Judith Viorst



Have you ever had an awful day? This is a story about a boy named Alexander who is having a terrible day. Like Alexander, everyone has a bad day once and a while. It seems like just about everything that can go wrong, does.

Grades: PreK to 2

Themes:
- Determination and perseverance
- Friends and friendship
- Developing empathy, understanding the needs of others
- School life
- Friends and friendship

Concepts/Vocabulary:
- Elevator, invisible, plain, mistake, scolded
- Connections, being nice to others, caring for and helping others
- Bystander – watching others from the sidelines, being bullied or in need and doing nothing
- Feeling ignored

Pre-reading:
- Using the cover, ask children to make predictions regarding the story.
- Tell the children about a bad day you may have had and what experience made it a bad day.
- Ask if anyone has ever had a bad day and why.

Post-reading:
- Name some of the things that made Alexander have a terrible day.
- Did anyone help Alexander that day?
- Alexander's friends are not always nice to him – they tell Alexander they don't want to play with him and they leave him out when they are playing games. Why isn't this the way friends should treat each other? How should good friends treat one another?
- At recess, Alexander's friends Philip, Albert, and Paul, don't want to play with Alexander. Although Alexander keeps trying to play with his friends, they exclude him from their games. Alexander finally asks his friends why they are being so mean to him, and Paul responds by telling Alexander that he used to be his best friend, but now he's his third best friend and, therefore, doesn't want to play with Alexander. How do think Paul's comments and the boys actions made Alexander feel?

- Why does Alexander think he should move to Australia?
- How can you change from being a bystander to being a good friend and show empathy?
- Who helps Alexander realize that even though he did have a terrible, horrible, no good, very bad day, that this day too shall pass, and tomorrow is a new day with a new start...and it probably won't be so bad.

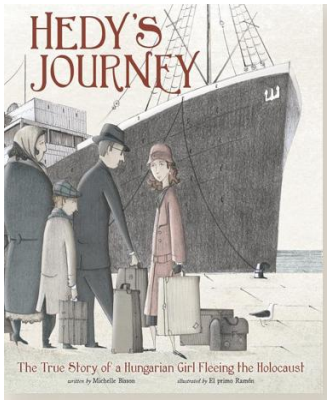
Activity:

- Distribute paper and have children draw a happy face. Or provide them with copies of pre-drawn happy faces
- Explain that they can use a happy face to be nice to others. Sometimes we see other classmates being bullied. Perhaps someone has said or done something mean to them, and we aren't sure what to do to make the victim feel better. Sometimes we stand up for that person. Sometimes we do nothing. Tell your students that doing nothing is no longer an option — because they have Happy Faces.
- Tell them that whenever they see someone who needs some extra cheer, they can give them a happy face and say something kind to them.

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Raab/Goodwin Book Synopsis

Bisson, Michelle
Illustrated by El Primo Ramon
"Hedy's Journey"



Grades: 4-8

It is 1941. Hedy and her family are Jewish, and the Jew-hating Nazi party is rising. Hedy's family is no longer safe in their home in Hungary. They decide to flee to America, but because of their circumstances, sixteen-year-old Hedy must make her way through Europe alone. Will luck be with her? Will she be brave? Join Hedy on her journey-where she encounters good fortune and misfortune, a kind helper and cruel soldiers, a reunion and a tragedy-and discover how Hedy is both lucky and brave. Hedy's Journey adds an important voice to the canon of Holocaust stories, and her courage will make a lasting impact on young readers.

Themes:

- The lives of Jewish children during the Holocaust
- **Students will develop an understanding of the extensive efforts made by Jews and other victims of the Nazis to hide and escape from their grasp and the vital role of rescuers in saving many lives.**

Concepts/Vocabulary:

- World War II, Jewish, Hungary, Europe, German soldiers
- Holocaust, Nazi, Hitler, labor camp, concentration camp
- Newsstand, newsboys, jeweler, wealth, antisemitism
- Enemy, paperwork, travel agent, passport, customs, visa
- United States, land of opportunity, refugees, smuggled, bribe

Pre-reading:

- Explain premise of book, noting that children often had to travel alone
- Explain reasons for fleeing their home and that they and their families had to overcome many obstacles

During Reading:

- Read the book, noting the pictures and ask students to make predictions
- Define vocabulary as you read
- Explain concepts as you read, eg plight of Jews in Europe during World War II, why the family had to flee, difficult journey with multiple stops

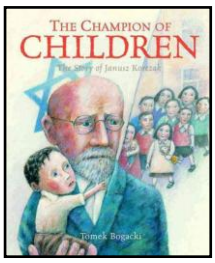
Post-reading:

- Why did the family have to flee their home?
- Why was Hedy left to travel on her own?
- How would you describe Hedy? Brave, scared, determined, aware

- What were some of the challenges the family had to overcome to get to America?
- Read the “Rest of the Story” at the end of the book and share the family phiotos?
- What are some of the challenges the family had to overcome once they arrived in America?

Raab/Goodwin Book Synopsis

Bogacki, Tomek,
"The Champion of Children—the Story of Janusz Korczak"



Grades: 3 – 5

Theme:
How one courageous man dedicated and *gave* his life to create a better world for suffering children and how his spirit continues to inspire people all over the world

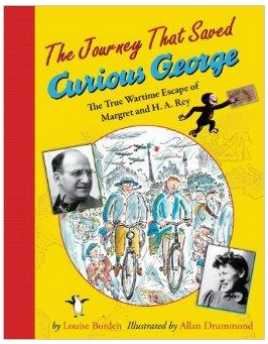
Vocabulary/concepts:
Holocaust, orphanage, Jewish, ghetto, concentration/extermination camp, Treblinka

Pre-reading:
- Have students share what they know about the Holocaust
- Locate Germany, Russia, Poland, and Warsaw on a map
- Read the title and examine the cover illustration. What do students notice? (Jewish star, expression on faces…)
- Listen to the story to find out what is happening in this cover picture. Also listen to find out what makes Janusz Korczak a hero. He wanted to be king when he was a little Boy– what did he become?

Post-reading:
- Why did Janusz want to be king when he was a little boy?
- What was life like for the children in Korczak's orphanage *before WWII*? What did Korczak teach the children? How did he run the orphanage *compared* to the schools he attended as a boy?
- How life change for Korczak and the orphans did after the Nazis took control in 1939?
- What happened to Korczak and the children in 1942?
- Why does Janusz Korczak continue to be an inspiring hero for us today?
- What are some of his character traits that you hope to possess?

Raab/Goodwin Book Synopsis

Borden, Louise
"The Journey That Saved Curious George: The True Wartime Escape of Margret and H.A.Rey"



Grades: 3-7, with the caveat that older children and even adults may enjoy reading it because of their affection for Curious George
Note: The book is longer than the typical picture book. The first part took twenty minutes to read out loud without interruptions, and the second portion fifteen minutes. This would be a delightful book for teachers to read in the classroom over several sessions OR for a Guest Reader to use by summarizing the first part, and then reading the second part.

Themes: Upstanders, victims, refugees, World War II, geography, primary resources, advantages of multi-lingual education,

Vocabulary
Part I:"Two Artists" Kaiser, marmoset, etched, rue de, cabaret, critic, manuscript, accents, chateau, neutral country, illustration, Typesetters, francs, *blitzkrieg*

Part II "Escape from Paris" metro, refugees, war zones, Identity Cards, Visas, consulate, passports, francs, blackout cloth, prefecture, sandbags, barricade, tenants, *velo*, manuscripts, stragglers, kilometer,Nazi, swastika, emigres, satchel, neutral, gangplank, bow, porthole, harbor, constellations, tugboat, continent

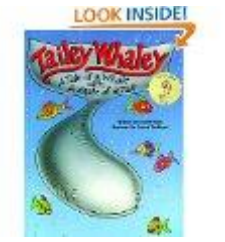
Prereading
- Bring in a Curious George Book, Ask how many of the children have heard Curious George. Explain that the authors were German Jews, and why they had to leave Germany. Ask students to watch for the "helpers" along the way.
- For teachers who may use this for an integrated educational experience, please visit the books site for incredible lesson plans for geography (including mapping the Rey's journey) making a timeline.
- The issues are really developed in the illustrations, and there are many primary sources pictured.

Postreading
- Discussion could include the people who helped the Reys, did the Reys have an advantage over other refugees, depending on the age group mention may be made of the likely future of the Reyes had they not left.
- The illustrations also point out facts not mentioned in the text. For example-the Reys sold their bikes for 650 Francs and were resold for 1000. The plight of the refugee could be discussed.

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Raab/Goodwin Book Synopsis

Boyle, Charles,
"Tailey Whaley: A Tale of a Whale with a Whale of a Tail"



Grades: K – 2
Theme: It can take time to learn how to be friends
Every friend is different &special.
A true friend is a treasure.

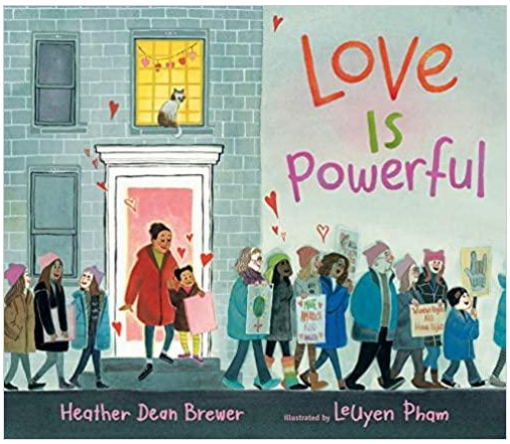
Vocabulary: pod, harpoon boat, bully

Pre-reading:
- Read title and show cover. Ask what students they notice.
- This is a story about bullying and friendship. The other little whalesbully TW because he's different. Discuss bullying—why bully; how does it make the victim feel; what can a victim do…
- Is being different a bad thing? Can children who are different from each other become good friends? How do friendships form?
- "Listen to the story of TW to find out what important lessons the bullies learned from TW."

Post-reading:
- Why do TW & his mom Kailey leave the pod?
- How did TW save the whales that had once made him sad & lonely?
- What do TW's decisions & actions tell you about him? Examples.
- What lessons did TW teach the whales who had bullied him?

Raab/Goodwin Book Synopsis

Brewer, Heather Dean
"Love is Powerful"
Illustrated by Leuyen Pham



Grades: K-2

A compelling picture book about a girl who attends a march and whose message that "love is powerful" is heard by all. Inspired by the Women's March in NYC in 2017, this story captures the togetherness that supporters of a movement can feel as well as the wonder of a child discovering their voice is heard. It speaks about the power of one voice and the power of hundreds of voices in unison, how important it is to speak up, let your message be heard and to share this message at a very early age. It is a celebration of diversity, love, and the right to protest.

Themes:

- Identity, Multicultural
- Social justice, politics
- Current events

Concepts/Vocabulary:

- I understand that my words are powerful and make a difference
- Brave, powerful, love
- Images – grumbled down the street, messy rainbow, slipped though the elevator door, swell for blocks, bobbled above the crowd, tall as a building, rumbled down and street, echoed off the buildings, as loud as breaking waves
- Hundreds, thousands

Pre-reading:

- Discuss the title -When you hear the word powerful, what comes to mind?
- When you hear the word love, what comes to mind?
- Do a picture walk, noting the illustrator's choice of colors, differentiating the use of warm colors in some places and bright colors in others.
- Why do you think people are holding signs?
- Where do you think the people are going?
- Let's read together how love can be powerful.

Raab/Goodwin Book Synopsis

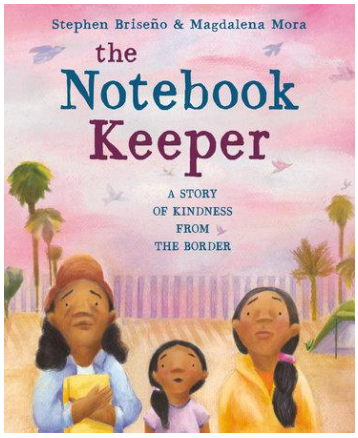
During Reading:

- Discuss each image noted above as you come to them in the book.
- What prompted Mari to make the poster?
- What was the message she wanted to send?
- How was Mari able to accomplish her goal? Made a poster, participated in a march, yelled her message

Post-reading:

- Do you think Mari was successful in promoting her message?
- Why do you think it is important to use your voice to help promote change?

Raab/Goodwin Book Synopsis



Briserno, Stephen & Mora, Magdalena
"The Notebook Keeper"

Grades: 1-6

Based on true events, this inspiring story follows a mama and her daughter who are denied entry at the U.S. border, and must find the refugee in charge of "the notebook," an unofficial ledger of those waiting to cross into the U.S.

Noemi and Mama flee their home in Mexico, and head for the US border. There, they look for "The Notebook Keeper"-- the person in charge of a ledger for those waiting to cross, and they add their names to the book. As the days turn into weeks, and hope dwindles, the little girl looks for kindness around her--and inside herself. One day, when the Notebook Keeper's own name is called to cross, Noemi and her Mama are chosen--for the generosity in their hearts-- to take her place.

Themes:

- Immigrant & Refugee Right
- People, Identity & Culture
- Empathy, Kindness, People Who are Refugees, Asylum
- Need to leave home country due to social conditions
- Entry into the United States

Concepts/Vocabulary:

- Immigrants, diversity, colorful
- Immigration and emigration
- Sunshine drenched the yard
- Abuelas: Grandmothers, Abuelos: Grandfathers
- Mi vida: my life, Chica: girl, Muneca:doll
- Nombres:names, numeros:numbers
- Buenos dias, amigas: Good morning friends, Tengen fe:have faith
- Asylum, patience, faith, notebook keeper, volunteer
- Generosity, kindness
- Refugee, unsafe, eyes dark with worry,

Pre-reading:

- Picture Walk, asking:
  Who do you see on the cover? What do you think is happening?
  What do you think this book will be about?
  Who do you think the Notebook Keeper will be and what do you think they do?

Raab/Goodwin Book Synopsis

During Reading:

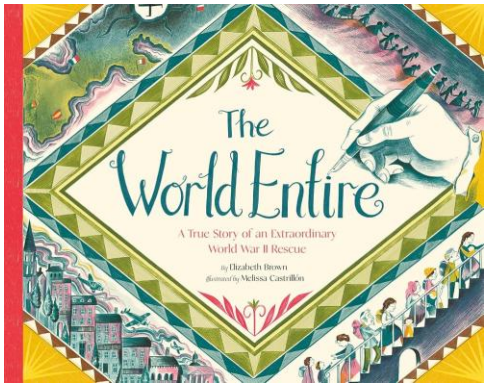
- Why are Noemi and her mother leaving their home?
- What is the girl carrying with her? Why do you think Noemi can only take what she can carry?
- What is a "border"? (*A border is the line or separation between two places, in this case, two countries.*) What happens when they arrive at the border? What do they see? How do they feel?
- Why does Mama worry?
- Who is Belinda? What happens when they meet Belinda, who is known as the "notebook keeper?" What does the notebook keeper do? How does Belinda treat the people waiting in line?
- What is it like for Noemi and Mamá to wait for their number to be called?
- What will happen when their number is called?

Post-reading:

- Have you ever had to wait a long time for something? What was that like? How did you feel?
- How did Belinda treat people eg. with kindness, helpful, compassion, empathy, etc
- What happens when people's numbers are called? Where do they go next?
- When Noemi says, "I wonder how Belinda can keep her smile. I feel mine fading every day," what does she mean? Have you ever felt that way?
- Why do you think Noemi gives her doll away to a younger child?
- What happens when Noemi and Mamá become the notebook keepers? How do they treat those who are waiting?
- How did you feel when the book ended?
- What do you think is the message in the book? What do you think the author wants us to learn by reading this book? Eg. compassion, kindness, empathy
- What do you think it means when Noemi says, "Mamá and I will encourage, remind and comfort, like Belinda did."
- How can you demonstrate kindness, compassion and empathy to others?

Raab/Goodwin Book Synopsis

Brown, Elizabeth
"The World Entire"
Grades 4-5



This is the story of Portuguese diplomat Aristides de Sousa Mendes. He worked at the Portuguese consulate in Bordeaux, France, during the beginning of World War Two. During this time period, Southern France was inundated with refugees fleeing the advancing Nazi soldiers. People desperately needed visas to enter Portugal, but Portuguese Prime Minister Salazar ordered Portuguese diplomats not to issue entry visas to any refugees-especially Jewish refugees. Mr. Mendes asked permission to issue the visas, but was told not to issue the visas (or he was given no reply). So he decided to disobey his orders, and he began to issue visas to thousands of refugees. He was eventually fired and arrested for doing this.

Elizabeth Brown writes a detailed story about this courageous diplomat. The picture book is nicely illustrated for children by Melissa Castrillon, and the Author's Note and Chronology at the end of the book gives a teacher a detailed background of this Holocaust rescue story. This summary also includes what happens to Mr. Mendes and his family after he is arrested, and what happens to him decades after the war is over.

Themes:

- Do the right thing-no matter what the personal cost.
- Believe in ideas and values that make a difference in this world.
- Help others when you can-even when others won't get involved or stand in your way.

Concepts/Vocabulary:

- Diplomat, passport, ambassador, consulate, azure, Europe, sympathetic, prime minister, Nazis, fleeing, visa, torture, panic, desperate, refugee, production, comforted, overwhelmed, vice-consul, consul, authorized, exhaustion, disobedience, and indescribable

Raab/Goodwin Book Synopsis

Pre-reading:

- Examine a map of Europe.
- Please discuss the beginning of World War Two.
- Have you ever rescued a person or animal?
- Have you ever been rescued?

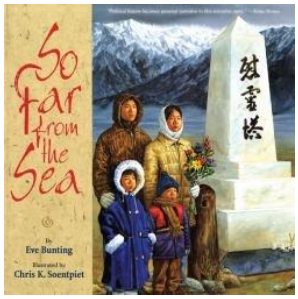
Post-reading:

- Is Aristides de Sousa Mendes a hero? Why or why not?
- If you were a relative of Mr. Mendes, could you forgive the Portuguese government for what it did to Mr. Mendes and his immediate family? Why or why not?

Raab/Goodwin
Esther Raab Holocaust Museum
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Raab/Goodwin Book Synopsis

Bunting, Eve
"So Far from the Sea"



Laura Iwasaki's grandfather was among the 10,000 Japanese Americans interned at the Manzanar War Relocation Camp in CA in 1942. The family visits his grave there for the last time in 1972 before they move to Boston.

Grades: 4 – 6
Theme:

- Anger and fear can lead those in power to make decisions that harm and do wrong to innocent people.
- It's important to remember the horrible effects of war and prejudice.

Vocabulary: Relocation camp, barbed wire, obelisk, dignity, origami, barracks

Pre-reading:

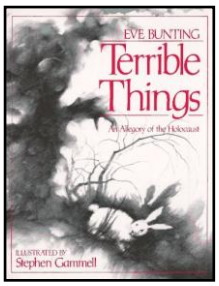
1. Students comment on <u>title</u> and <u>front</u> and <u>back</u> cover illustrations.
2. Fill in background information about WWII—Japanese attack on Pearl Harbor leading FDR to authorize placing all people of Japanese ancestry living on West Coast in relocation camps in 1942.
3. How would you feel if you were a Japanese-American treated like an enemy and imprisoned in a relocation camp?

"In this story, 7 year old Laura Iwasaki and her family visit her grandfather's grave at the Manzanar War Relocation Camp in CA. The family is moving to Boston, so this may be their last visit. Laura never knew her grandfather, but she loves him and wants to leave a special gift for him. Listen to the story to find out what she leaves and why. Also, listen to find out why author Eve Bunting chose the title <u>So Far From the Sea</u>.

Post-reading:

1. What did Laura leave at her grandfather's grave? What was its significance?
2. Why is <u>So Far from the Sea</u> a good title for this story?
3. Describe the Manzanar War Relocation Center in 1942 and now.
4. What can we learn from this dark period of our history?

Raab/Goodwin Book Synopsis



Bunting, Eve,
"The Terrible Things: An Allegory of the Holocaust"

This is probably the most widely used picture book to introduce children to the Holocaust

Grades: 3 - middle school

Theme:

- Don't be a "bystander" - speak up for what is right and help your friends.

Pre-reading:

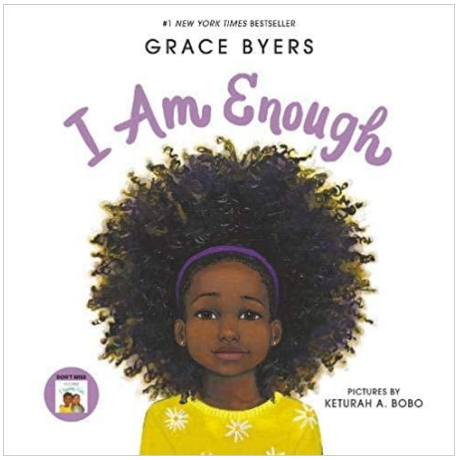
- Discuss bullies and how you would act if someone bullies you or your friend.
- Explain the word "bystander" and have 3 children role-play (one bully, one friend and a "bystander")
- Ask: How does it make you feel when your friend is bullied and you do nothing?
- What could you do to help your friend?
- Why should you help?

Post-reading:

What could the animals do differently if the "Terrible Things" came again? (You could use the word "upstander" for "stand up for what is right").

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Raab/Goodwin Book Synopsis



Byers, Grace
"I Am Enough"
Illustrated by Keturah A. Bobo

Grades: PreK-2

This book is dedicated to loving who you are, respecting others, and being kind to one another. Written in poetic form it stresses the belief that "We are all here for a purpose. We are more than enough. We just need to believe it."
It is a motivating book about female empowerment and respect for diversity. The author emphasizes that regardless of one's looks, abilities, or beliefs, every child is unique, able and worthy of respect. Children are encouraged to recognize diversity and show respect and kindness to others while valuing themselves.

Themes:
- Beauty of diversity and uniqueness
- Acceptance of everyone, respect and love

Concepts/Vocabulary:
- Dream
- everything, grow, learn,
- stand, together, champ,
- heart, moon, student, winner

Pre-reading:
- Do a preread, reading the title and pointing out the illustrations, asking for predictions.
- Tell the children that the children in this story are the same in some ways and different in others.
- How do you think this girl feels about herself?
- How do you know? Why do you think that?

During Reading:
- Point out that the story is written in poem form with rhyming words.
- What do you think the author means when she says:
  - "Like the sun, I'm here to shine"
  - "Like time, I'm here to be, and be everything I can"
  - "Like the champ, I'm here to fight

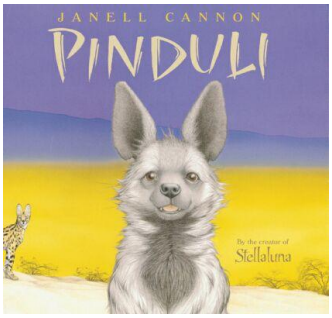
  - "Like the heart, I'm here to love."
  - 'Like a ladder, here to climb, and like the air, to rise above"
  - "I'm not meant to be like you; you're not meant to be like me
- Explain what the author means after reading the page, "And in the end, we are right here to live a life of love, not fear..."

Post-reading:

- Think of some of the words the girl uses to describe herself Are they positive or negative?
- What does the girl mean when she says she's going to be everything she can?
- What do the children mean at the end of the story when they declare, "I am enough"?

Raab/Goodwin Book Synopsis

Cannon, Janell
"PINDULI"
Grades: 2 – 4
Theme: What we say to one another matters; what others say affects us for better or worse.



Pre-reading:

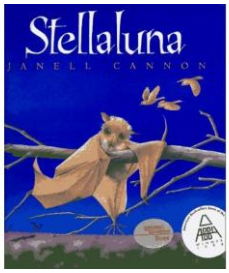
- Show the book cover and ask if someone would like to read the title.
- Explain that the title is the name of the animal shown.
- Ask the children if they know what type of animal this is.
- If they haven't guessed correctly see if they can recognize the spotted mother hyena shown in the background on the front cover.
- Ask if they know what part of the world hyenas come from.

Post-reading:

- What do the dogs say to Pinduli? How does this make Pinduli feel?
- What does the lion say? How does this make Pinduli feel?
- What do the zebras say? " " " " " "
- What does Pinduli do because he's upset about what everyone has said?
- What do all the animals think when they see the changed Pinduli?
- Why did the animals say mean things to Pinduli?
- What happens at the end of the story?
    - What does mother hyena tell Pinduli? How does this make Pinduli feel?
    - Should we say mean things to one another?
- What can you do if someone says something mean to you?
        - Some things to try:
- Ignoring, Laughing and saying something like, "That's funny!" Say (or make up) a funny sounding word like, "Pumpernickel"! and walk away.
- Say, "I know it's a beautiful day!" and then quickly walk away. (You can say this even if it's raining or snowing out which makes it funny and will confuse the person saying the mean thing!)
- Say that it hurts you when this is said and that the person should stop saying it.
- Say, "Do you like it when someone says something mean to you?"
- If the person keeps on saying mean things and you're really upset get a grown-up to help you
- You can demonstrate using some of the ideas for what to do by letting the children say "mean" things to you.

Raab/Goodwin Book Synopsis

Cannon, Janell
"Stellaluna"



Grades: 1 – 4

Theme:
Friends can be very different from each other, yet share the same feelings and be very much alike in important ways.

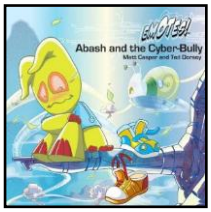
Pre-reading:
- Look at the picture on the cover. What do you notice?
- Listen to find out how Stellaluna, who is a baby fruit bat, landed in the nest of 3 baby birds. Also listen for the ways bats and birds are different from each other.

Post-reading:
- What caused Stellaluna to land in the baby birds' nest?
- How was Stellaluna different from Flap, Flitter, and Pip?
- How were they alike?
- What lesson can we learn from Stellaluna and the birds?

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Raab/Goodwin Book Synopsis

Casper, Matt
"Emotes! Abash and the Cyber-Bully"



Grades: 4-6

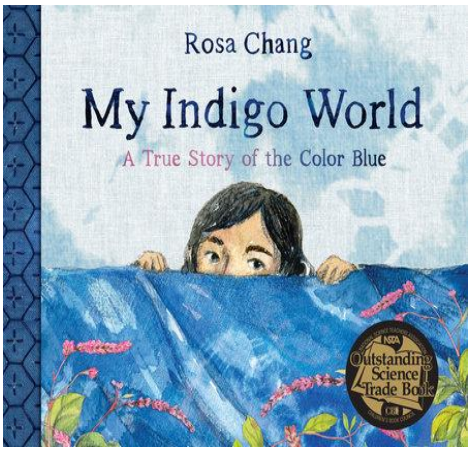
Theme:
Cyber-bullying

Synopsis:
This story is about imaginary creatures called Emotes who were created when energy from all the internet users split into these unique beings who each represent a different emotion. One character is bullied by another who captured him falling down and wearing two left shoes on his camera and then posted the pictures on various communication devices in the school. Eventually the bully was "outted" and he apologized. All is forgiven. The vocabulary is very timely and pertinent to the texting language the children use today.

Post reading:
- Pages 28 & 29 have good question for class discussion on what Cyber-bullying is and what you can do if you find that you are being bullied.

Raab/Goodwin Book Synopsis

Chang, Rosa
"My Indigo World"



Grades: 2-4
Indigo is celebrated as a color, a plant, and an art form in a multifaceted volume that begins with the author's childhood recollections of the color blue. Growing up in Korea, she admired blue in its many forms: the fluctuating blue of the sky, the stripes on the sleeves of her hanbok, and the sea. Now an adult living in the United States, she grows indigo on a small cooperative farm.

Themes:
- Connection between art and the natural world
- Cultural connections

Concepts/Vocabulary:
- Following your passions, honoring your heritage
- Color, indigo plants, how to, how things work, information
- 7-9 year olds
- Asian and Asian American, South Korea, United States
- Jjok, hanbok, kimonos, indican, niram,

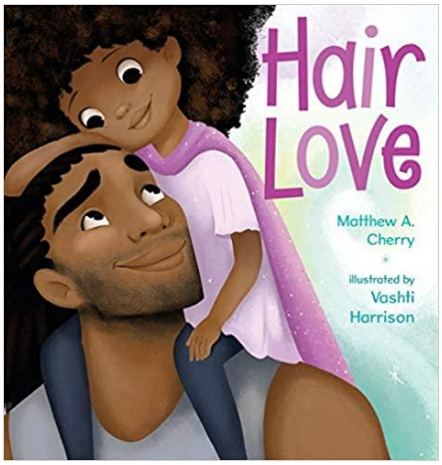
Pre-reading:
- Picture Walk, asking children to make predictions and noting the presence of the color blue's importance on the pages
- Review the meaning of the vocabulary words

During Reading:
- What prompted the author to love the color blue?
- What were some of the things that she saw that were blue and how they made her feel?
- How did the gift of indigo seeds change her life?
- How has she involved friends in her love of indigo?
- What does indigo mean to the children and the author?

Post-reading:
- How has the making of indigo brought together the author and others of various cultures?
- If you were making indigo, what would it mean to you?
- How are some of the ways indigo was used in Korea and the United States?

Raab/Goodwin Book Synopsis

Cherry, Matthew A.
"Hair Love"
Illustrated by Vashti Harrison



Grades: PreK-3

'Hair Love' is about loving your hair and yourself. The story also contains a message about love and labor between a family, as the father works hard to do his daughter's hair. It is a special day for both father and Zuri as they strive to create a special hairdo in anticipation of her mother's homecoming. It is a sweet and joyful story about an African-American father learning to style his daughter's natural hair in his wife's absence and the bond that exists between father and daughter.

Themes:
- Loving yourself, self esteem
- Determination, acceptance
- Love of family, pride, identity and culture

Concepts/Vocabulary:
- Changing roles in families
- Hair that has a mind of it's own – kinks, coils and curls
- Afro, puffs, braids, slicking
- Beautiful, proud, excited
- Professional touch
- Superhero, piece of cake

Pre-reading:
- Do a picture walk, asking children to make predictions based on the pictures.
- Why do you think it's a special day that requires a special hairdo?
- Do you think Zuri can do her hair herself?

During Reading:
- What do you think it means for hair to have a mind of it's own?
- How does Zuri's father make her feel about her hair?
- What characters does Zuri pretend to be when her hair is styled in a certain way?
- What are some of the things Zuri's father helps her do each day?

- What does Zuri mean when she says her hair needs a professional touch?
- What does her father mean when he says it'll be a piece of cake?
- How did her father help her feel like a superhero?
- What made this day so special?

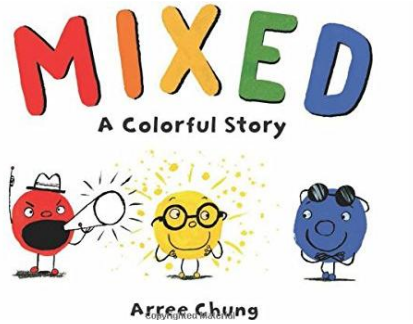
Post-reading:

- How did Zuri demonstrate determination?
- What does Zuri mean when she says her hair is mommy, daddy and me?
- Why is it important to embrace your uniqueness?
- What is unique and special about you? About your hair? Is it straight, curly, long, short, blond, brown or black? What are some different styles that you wear or like on others?
- Do you do your hair yourself? Or does someone help you?

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"Mixed - A Colorful Story"
Chung, Aree



Grades: PreK - 3
The reds, the yellows, and the blues all think they're the best in this vibrant, thought-provoking picture book, with a message of acceptance and unity. In the beginning, there were three colors . . .reds, yellows, and blues. All special in their own ways, all living in harmony—until one day, a Red says "Reds are the best!" and starts a color fuss. When the colors decide to separate, is there anything that can change their minds? Each believing that their hue is the best, the three primary colors live in separate parts of the city until Yellow and Blue meet, fall in love, and decide to mix.

Themes: Color, tolerance, prejudice, close mindedness

- Embracing differences
- Harnessing our differences to create greatness
- Beauty of diversity

Concepts/Vocabulary:

- Living harmoniously
- Loudest, brightest, coolest, calm
- Color harmony
- Disagree, respond, separate, grumpy, boastful
- Inseparable, vibrant, created, mixed
- Neighborhoods, fascinated, new possibilities

Pre-reading:

- Do a picture walk, asking students what they see in each picture.
- Establish and name three beginning colors.
- Ask for predictions

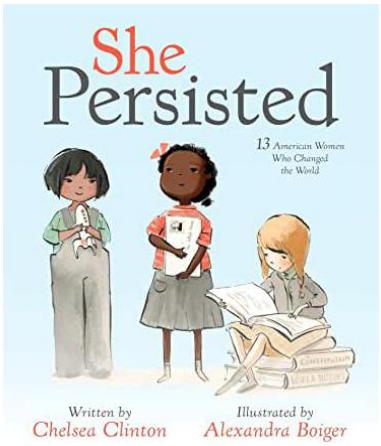
Post-reading:

- Ask the students to name the characteristics of each color.
- How did the colors live? Separately, in different neighborhoods
- Did the colors like each other? Were they indifferent to each other?
- Why did each color feel they were better than the others?
- What brought the colors together?
- How did the other colors feel when yellow and blue became friends?
- How did they feel about green?
- After seeing green, what did the other colors do and how did they behave?
- What is the message in the story and how can it apply to you?

Raab/Goodwin Book Synopsis

Clinton, Chelsea
"She Persisted:13 Women Who Changed the World"
Illustrated by Alexandra Boiger

Grades: 3-5



Throughout United States history, there have always been women who have spoken out for what's right, even when they have to fight to be heard. In this book, Chelsea Clinton celebrates thirteen American women who helped shape our country through their tenacity, sometimes through speaking out, sometimes by staying seated, sometimes by captivating an audience. They all certainly persisted.

She Persisted is for everyone who has ever wanted to speak up but has been told to quiet down, for everyone who has ever tried to reach for the stars but was told to sit down, and for everyone who has ever been made to feel unworthy or unimportant or small.

This book features: Harriet Tubman, Helen Keller, Clara Lemlich, Nellie Bly, Virginia Apgar, Maria Tallchief, Claudette Colvin, Ruby Bridges, Margaret Chase Smith, Sally Ride, Florence Griffith Joyner, Oprah Winfrey, and Sonia Sotomayor

Themes:

- Persistence Is Power
- Fight for your dreams and beliefs, no matter the obstacles
- Others opened doors for future generations

Concepts/Vocabulary:

- civil rights, labor, sports, science, medicine, the arts, journalism, politics, law, disabilities, government
- Empowerment
- rough grace, grit, optimism, courage
- persisted through obstacles that held them, determination

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Pre-reading:

- Define persistence for the students.
- Picture Walk

During Reading:

- While reading about each woman, note the field she excelled in.
- Read the quote, noting that the words are their own.
- Note the bravery and determination of each woman and how that changed the world.

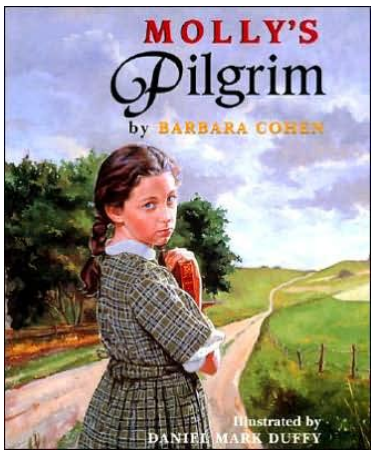
Post-reading:

- Which women were most inspiring to you? Why?
- Has anyone ever told you that you couldn't do something because of your age, gender, etc?
- What are you most interested in doing and how would you like to change the world?

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Raab/Goodwin Book Synopsis

Cohen, Barbara
"Molly's Pilgrim"



Grades: 3-6

Molly and her family are Jewish and have moved to America from Russia. Molly's mother says they moved to find freedom. The children in Molly's third grade class make fun of her accent and clothes. At Thanksgiving the teacher asks the children to bring in a pilgrim doll to class. The doll Molly's mother makes looks like a Russian peasant girl. It doesn't look like the pilgrims Molly sees in her textbook. Molly is afraid she'll never fit in with her classmates now. When Molly brings the doll to school, something wonderful happens to make Molly and her classmates learn the true meaning of Thanksgiving.

Themes:
- Name calling is a form of bullying and can be very hurtful
- Being new and different makes it difficult to fit in
- There can be many kinds of 'pilgrims'

Concepts/Vocabulary:
- Pilgrim, religious freedom, tenement, embroidered kerchief, synagogue
- Pronunciation of Yiddish words in the book: Shaynkeit [*shane-kite*]; Malkeleh [*moll-kah-lah*]; Nu [*new*]; Oi [*oy*]

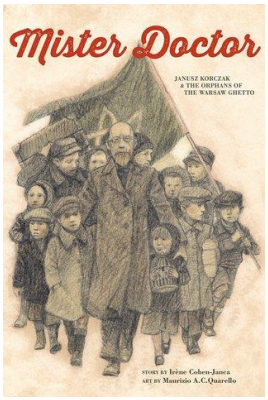
Pre-reading:
- Explain that this book is about Molly who is Jewish and comes from a different country and is starting a new school and will face many challenges.
- How do you suppose a child feels when he/she is just starting a new school and and doesn't look like or speak like the other students?
- How does it feel to be teased?

Post-reading:
- Discuss 'bullying'. Explain that name calling is a form of bullying and hurts just as much as punches and kicks.
- Why do you think Elizabeth picks on Molly?
- What should you do if you know that someone is picking on someone else just because he/she is different?
- How are pilgrims from the past like the pilgrims of today? How are they different?

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Raab/Goodwin Book Synopsis

Cohen-Janca, Irène
"Mister Doctor"
Illustrated by **Maurizio A.C. Quarello**



Nothing—not even the chance to live—makes Dr. Korczak abandon the children of the Warsaw Ghetto. This profoundly moving illustrated book is based on the true story of the celebrated Polish educator, writer, and doctor Janusz Korczak. His works inspired the Universal Declaration of the Rights of the Child, which was adopted by the UN in 1959. With mood-setting artwork and lyrical text, Mister Doctor allows young readers to meet the remarkable man whose humanity and bravery still stand as a glimmer of light in one of history's darkest periods.

Grades: 4 to 8

Themes:
- Leaving home for life in a ghetto
- Courage/bravery
- Death/loss
- Dr. Korczak's humanity, respect and kindness

Concepts/Vocabulary:
- Holocaust, war, history, ghetto, disease, starvation
- Crowded conditions, arrest, orphans, orphanage
- Star of David, Nazis, invasion, Poland, Warsaw Ghetto

Pre and during reading:
- How do adults help you? Brainstorm ways and note on chart paper or chalkboard, e.g. care, food, safety, education, love, rules, encouragement, etc
- Who are the adults who help you? E.g. parents, teachers, friends, community workers, etc.
- What if you had to depend on one adult for everything and had to share that one adult with many other children (170 in this story)?
- Let's look at the cover and describe the feeling you get from the drawing? Examples of concepts:
    1. The children look like they are going somewhere with only what is most important to them
    2. The man looks determined and brave and kind

3. The children's clothes look old fashioned. Maybe this happened a long time ago
4. The flag has a Star of David. Maybe the man and the children are Jewish

- What's the setting? – Warsaw, Poland, 1940-1942- when the Nazis invaded Poland
- Explain life in a ghetto- no hospitals, no schools, crowded conditions, starvation, illness
- Describe the characters – Dr. Korczak and the orphans he protects
- Review the photos – the illustrator has used several historical photographs that give readers a feel for how the people and places really looked.

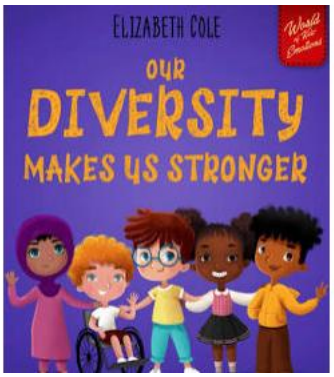
Post-reading:

- What are some connections you can make about children who lived during the war and the present?
- Make a timeline of the events in the story
- Are there any places depicted in the illustrations that remind you of current day places?

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Raab/Goodwin Book Synopsis

Cole, Elizabeth
"Our Diversity Makes Us Stronger"



Grades: K-1

A book that teaches children to accept themselves and others as they are, helping little ones to respect all the differences that make us unique. Our little hero named Nick shows that we all are different in many ways, and everyone is unique- which is great! Nicky is afraid that his friends will not accept him because of his new reading glasses. By talking to his peers on the way to school, he discovers the beauty of diversity and realizes that our diversity is a strength.

Themes:
- To accept and celebrate diversity
- To be kind to those who are different
- To love themselves the way they are
- To boost self confidence, self esteem and self reliance

Concepts/Vocabulary:
- Social, emotional wellness
- Meaning of diversity, uniqueness, kindness
- differences, diversity, scary, afraid, tease
- Glasses, braces, skin we live in, hair, food, activities
- The way we sound – accents, the way we hear – sign language
- Goals, wants and desires
- personalities

Pre-reading:
- Explain the title, telling children that diversity is about embracing each other's uniqueness
- Do a picture walk, asking children to make predictions based on what they see.

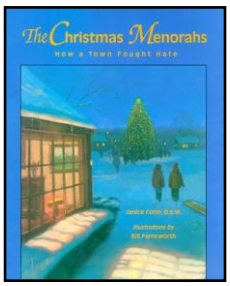
During Reading:
- Point out differences that author describes, such as braces, glasses, cultural designations, jobs, aspirations, etc
- Point out that despite these differences, the children are alike, asking children for examples
- Note that the author writes in rhyme and ask children to listen for those

rhyming words.

Post-reading:

- Ask children to relate to those differences , giving examples, that make them strong, in their own classroom and life, about themselves and others, eg hair styles, cultures, eye colors, likes and dislikes.

Raab/Goodwin Book Synopsis



Cohn, Janice, DSW,
"The Christmas Menorahs: How a Town Fought Hate"
The people of Billings, Montana joined together to fight hate crimes against a Jewish family. Cohn's story is based on real events that took place in 1993 and tell how Billings was inspired to take action by stories of the Danish people helping their Jewish neighbors during World War II.
(See complete lesson plan inside the book cover)

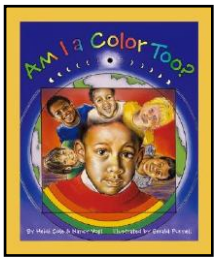
Grades: 1 – 6

Theme:
Hate crimes, prejudice, taking a stand.

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Raab/Goodwin Book Synopsis

Cole, Heidi & Vogl, Nancy,
"Am I a Color Too?"
This book is written in rhyme and has beautiful realistic pictures.



Grades: Pre-school – 4

Theme:
Valuing the traits and uniqueness of all human beings; looking past skin color to the person on the inside.

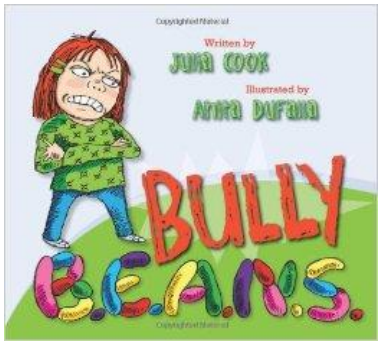
Pre-reading:
- Discuss the cover of the book and the many colors of the children's faces. Ask them to look at each other's faces. Ask, "Can you see the person inside the rainbow of different facts?" "Let's listen to Tyler's poem."

Post-reading:
- What is Tyler's message to you?

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Raab/Goodwin Book Synopsis

Cook,Julia
"Bully B.E.A.N.S."
Grades: K-3



Bully B.E.A.N.S. is a fun story that teaches children to become proactive when it comes to bullying. This book can help children and adults understand why bullying happens and what they can do to stop it. It captures how children and adults can find courage and proactive solutions to prevent bullying.

Themes:

- What is bullying? Bullying is something that is done repeatedly (more than once) on purpose to someone they feel they can make feel threatened or scared. It can be physical (hitting, kicking, etc.), spoken (name calling, spreading rumors, telling lies about someone, gossiping, etc.) or written (notes, social media, emails, etc.)
- Simple ways to resolve conflict
- Situations where it is appropriate to seek help and who to turn to for help in those situations

Concepts/Vocabulary:

- Repeated, intentional, imbalance of power
- Courage, reporting

Pre-reading:

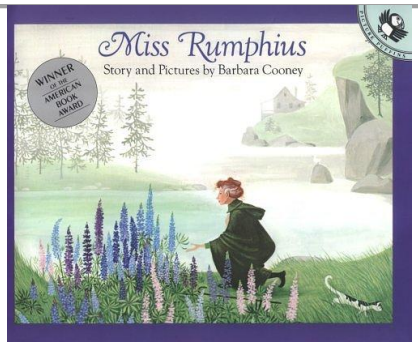
- What type of behavior is appropriate at school?
- What type of behavior is inappropriate?
- What are the consequences of inappropriate behavior?
- What do you do if a classmate is behaving inappropriately?

Post-reading:

- Who was the bully?
- How did she make the others feel?
- What did Bobbette do to make the others feel scared and threatened?
- How often did Bobbette bully the others?
- Why was Bobbette a bully?
- What did Bobbette make Winston do?
- How did the others stop Bobbette? Did they report the bullying to an adult?
- How did eating the jelly beans help the children change their behavior towards a bully?
- How did Bobbette react to the children's new behaviors?
- What are the types of behaviors in this story that need to be stopped?
- Why is it important to tell an adult when you or someone you know is being bullied?
- How do we help others who are being bullied?

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Raab/Goodwin Book Synopsis



Cooney, Barbara
"Miss Rumphius"

Miss Rumphius' Grandfather tells her to make the world more beautiful. She has difficulty coming up with a way to do this until she plants Lupine and the wind carries the seeds. The next summer she travels, spreading Lupine seeds. Later, at the conclusion of the book, she presents the same challenge to her great niece. The story of Alice Rumphius, who longed to travel the world, and do something to make the world more beautiful, has a timeless quality that resonates with each new generation. The countless lupines that bloom along the coast of Maine are the legacy of the real Miss Rumphius, the Lupine Lady, who scattered lupine seeds everywhere she went.

Grades: K - 3

Vocabulary:
Lupines, Stoop, Wharves, Figureheads, Bristling, Masts, Prows, Conservatory, Jasmine, Cockatoos, Lotus, Headlands, sowing, porridge

Themes:
~Making the world more beautiful - what does this mean and how do we do this?
~Every person has values or principles - how do we acquire them?

Questions for Discussion

***On making the world a more beautiful place:**
Miss Rumphius' grandfather tells her that she must make the world more beautiful

1. What does Miss Rumphius' grandfather do to make the world more beautiful?
2. What does Miss Rumphius do to make the world more beautiful?
3. Are there other ways to make the world more beautiful? Explain.
4. Is there a right or wrong way to make the world more beautiful?
5. Name something that you think is beautiful. What would you do to make it more beautiful?
6. Does making something more beautiful make it better?
7. Can you make a person more beautiful? Does that make a better person?

***On Friendship:**
When Miss Rumphius travels to Faraway places she meets many different people who become her friends

Raab/Goodwin Book Synopsis

1 What does the Bapa Raja give to Miss Rumphius?
2 Why did Miss Rumphius become friends with him?
3 What do you like about the people who are your friends.
4 Is it possible to be friends with somebody who you know you probably won't see again?
5 What is it about a person that makes them your friend?

Vocabulary with definitions:
1. Lupines- (tall flowers that grow in a cone shaped cluster. Usually, purples, pinks & blues).

2.Stoop- (A porch)

3.Wharves- (A structure built on the shore projecting out into the harbor).

Figureheads- (A carving of a figure at the prow of an old sailing ship.)

4.Bristling- (Stiff and spiky)

5.Masts- (A tall upright post on a boat cruise ship carrying the sail).

6.Prows - (The front of a ship)

7.Conservatory- (A glass building where exotic plants and flowers can grow and thrive.)

8.Jasmine (scent) a fragrant flower

9.Cockatoos- (A type of parrot)

19.Lotus-Eaters (lazy creatures devoted to pleasure and luxury)

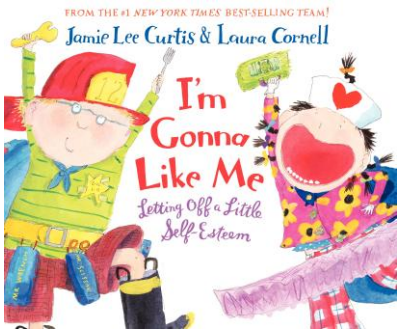
11.Headlands - (points of high land that stick out into a body of water.)

12.Sowing - (process of planting seeds)

13.Porridge - (soft food made of greens boiled in milk or water)

Raab/Goodwin Book Synopsis

"I'm Gonna Like Me"
written by Jamie Lee Curtis illustrated by Laura Cornell



A girl and a boy, both full of personality, share their feelings about who they are. They stay positive through their ups—when they know the right answer and do their chores—and their downs—when they make a mistake or get chosen last on a team. Their perceptive and often funny insights will help readers and listeners make their own paths of self-discovery and incorporate a good dose of self-appreciation. Author Jamie Lee Curtis looks to the source of what makes children feel comfortable in their own skin. Illustrator Laura Cornell pictures the perky rhymes being delivered by a pair of young protagonists confident enough to shake off embarrassment and to feel proud of personal achievements. The book alternates between girls and boys point of views as they explore their physical attributes and personalities.

Grades: PreK to 1

Themes:
- Liking oneself
- Feeling secure in various situations
- the key to feeling good is liking yourself because you are you
- confidence, self esteem
- everyone makes mistakes
- politeness and morality

Concepts/Vocabulary:
- Situations
- Confidence
- Narrators
- plaid: checkered fabric
- fad: short-lived fashion
- inches: unit of length, small amount
- pebbles: small round stone
- octopus: sea animal with eight arms
- task: job assigned to somebody

Pre-reading:
- Let the class know that the characters in this book like themselves in many different situations.
- What is your favorite thing in the world?
- I wonder what the boy/girl are dressed as.

- Ask the students to share something that they like about themselves.
- Ask children for predictions on what they think the book is about and how it will end.

Post-reading:

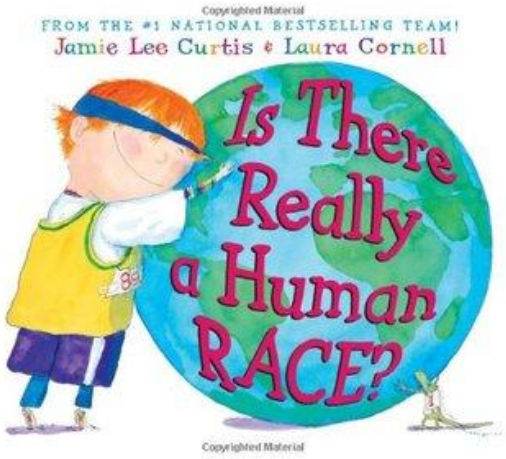
- What makes you feel good?
- Do you like yourself?
- How do you think the boy/girl in this book felt about themselves? How did they feel when they answered questions in school?
- What were some things that they did to help others?
- What did they do when they made mistakes?
- Have you ever shared your lunch with someone or your seat on the school bus?
- Have you ever shared your toys with someone?
- Have you ever done something brave eg going to camp or school when you didn't want to go?
- How did sharing and being brave make you feel?
- What's one mistake you have made and who did you talk to about it?

Activity:

- Ask children to think for a moment about who they are and to create a picture of something they like about themselves. Display the pictures with captions in the children's own words.
- Everyone makes mistakes! It's helpful to children of any age to see that they are not alone. Challenge children to think of one mistake they've made that they can write down or illustrate. Then make a mistake line (similar to a number line or time line) to hang up around the classroom. Remember to talk about what people can do about mistakes.

Raab/Goodwin Book Synopsis

Curtis, Jamie Lee and Cornell, Laura
"Is There Really a Human Race?"



Theme: Play on words using 'human race' as the group we belong to, as well as an actual race. As the book is described, the human race is about "relishing the journey and making good choices along the way--because how we live and how we love is how we learn to make the world a better place, one small step at a time."

Vocabulary: human race, relay, obstacle course

Pre-reading:
~ Have you ever been in a race?
~ What kinds of races have you seen or been in?
~ Read title and show cover. What do you notice?
~ What do you think this book might be about?
~ "Now listen to this story while you think about how it talks about the human race."

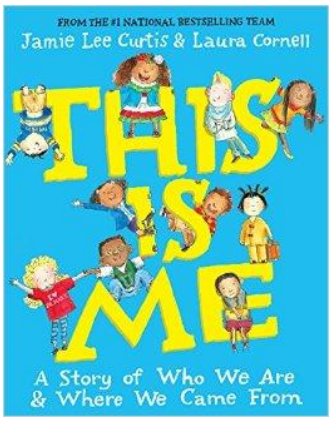
Post-reading:
~ What do you think the book meant by the 'human race'?
~ How can those words have two meanings?
~ What can we do to help others as we are all part of the human race?
~ What are some ways we can make good choices in our lives? What good choices do you try to make?

Extension Activity:
Sit on the floor in a circle. Pass a beanbag from student to student in a relay. The student who has the beanbag can offer a way to help the human race- including a classmate, teacher, family member, teammate, etc.

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Raab/Goodwin Book Synopsis

Curtis, Jamie Lee and Cornell, Laura
"This Is Me"
Grades: Pre-K to 2



In This Is Me, a teacher tells her class about her great-grandmother's dislocating journey from home to a new country with nothing but a small suitcase to bring along. This story of immigrants, differences, and acceptance contains an important message and is pertinent to today. The illustrations represent unique and ethnically diverse children; the font is large; there's rhyming; and the story teaches an important lesson about a child's immigration experience. This book could either pair with a discussion about refugees or even just in getting children to relate to stories of immigrant ancestors.

Themes:
- Who am I?
- Immigration – current refugee families
- Immigration – ancestors
- A story about immigration and how little some immigrants get to bring items with them when they move to a new place.

Concepts/Vocabulary:
- immigrants, multicultural, families, rhyme, diversity, rhythm
- leaving your home – by boat, airplane, etc
- ancestors

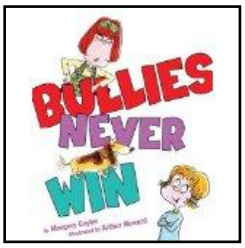
Pre-reading:
- Imagine you were leaving your home for a new country and could only bring along what would fit into a small suitcase. What would you bring knowing that you are never coming back?
- Is there anything in your suitcase that would best describe you?

Post-reading:
- Think about how you are like or different from your ancestors
- After reading the story and hearing what others would take, now think about what you would take that best represents them as an individual.
- Students can fill their own imaginary suitcases with items they would take with if leaving their homes to emigrate to a new country

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Raab/Goodwin Book Synopsis

Cuyler, Margery,
"Bullies Never Win"



Grades: K-3

Themes:
How words can hurt us
Believing in yourself
How to react to bullying

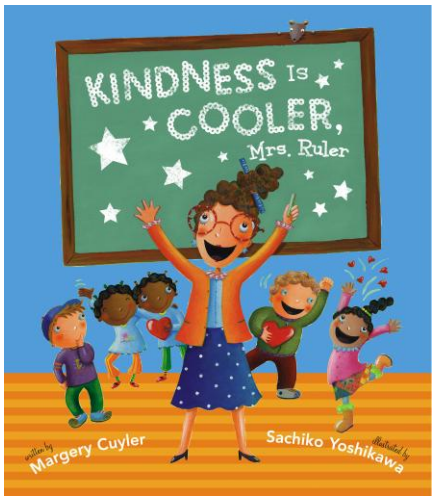
Pre-Reading:
- What is a bully?
- 2. Have you ever encountered a bully?
- 3. What did you do?
- 4. Let's see what the girl in this story does.

Post-Reading:
- Who was the bully in this story?
- 2. How did Jessica react to the bully?
- 3. What would you have done?
- 4. How grown-ups can help

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Raab/Goodwin Book Synopsis

"Kindness is Cooler, Mrs. Ruler"
by Margery Cuyler Illustrated by Sachiko Yoshikawa



When Mrs. Ruler asks five of her kindergarteners to miss recess, she's got a special plan up her sleeve. She's about to teach a new golden rule: KINDNESS IS COOL! Even kindergartners can make a difference when they all work together to do acts of kindness. Mrs. Ruler's class builds a kindness bulletin board but they soon find that their classroom isn't big enough to show the many different ways that students can be kind to others. Author Margery Cuyler inspires children of all ages to have a heart and pay kindness forward.

Grades: K to 2

Themes:

- Encouraging others
- Pay-It-Forward
- Acts of Kindness
- Service Projects

Concepts/Vocabulary:

- Kindness: *doing something nice or good or caring for someone else*
- Count on me: *do what is expected, or what was promised to do*
- Shelved books*: to put the books away on a bookcase*
- Puppy chow: *food for a young dog*
- Skinned her knee: *scraped the skin off her knee, a boo-boo*
- Ran for cover: *what you might say when running away for protection*
- Scowled: *to make an angry frown*
- Good Deed: *a good act, action or work*, *Doing something nice for someone else*
- Grated (cheese): *to rub against a tool with small sharp edges, cutting the cheese into small pieces*
- Blackboard: *smooth, hard writing surface to write on with chalk. Sometimes it's black.*
- Cane: *a stick that helps someone walk*
- Bravo: *a saying that means good or well done*
- Exclaimed: *to say in a loud voice,* Congratulate: *to praise when a good thing happens*
- Gerbil: *small mouse-like creature with a furry tail*
- Community: *your neighborhood. Usually includes homes, schools and businesses*
- Hooray: *something you say when you are excited or encouraging someone*
- Manners*: proper behavior, polite conduct*

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Raab/Goodwin Book Synopsis

Pre-reading:

- Tell the students that this story is about a kindergarten class, whose teacher's name is Mrs. Ruler, but the concept of being kind and doing good deeds can applies to all grades and adults.
- The class' goal is to do 100 acts of kindness. Do you think that they can meet their goal? What are some ways they can keep track of their acts of kindness to determine if they meet their goal?
- Do you think it is a good quality to be kind? Why or why not?
- What are some kind things that anyone can do?

Post-reading:

- Why was the class "jumpy and grumpy"? What kind of behavior were they exhibiting? What are some things that we do when we are jumy and grumpy?
- What was the consequence for the 5 students kept in from recess?
- What did it mean when Mrs. Ruler said, "Good deeds fill needs"?
- What are some examples of the good deeds the children performed?
- Did any of the children have difficulty thinking of a good deed?
- Which good deeds in the book are your favorite? Which ones are your least favorite?
- What are some ways you can be kind and encourage others to be kind?
- Being kind isn't always about being kind because someone was kind to you first. It is usually easy to be kind to someone if they are kind to you first – but what about when someone isn't kind to you – or if they are even mean to you? Can you be kind to someone and expect nothing in return – that's how you keep kindness going by paying-it-forward!

Activity:

- Discuss ways to be kind to other students in the class. Then have each student pick their favorite action and draw it. Use dictation or student writing to have then talk about their pictures and write the words that they use to talk about their pictures.
- Model 'back-and-forth kindness' by saying kind words, just between each other. Pick two students to come to the front of the classroom. Ask them to say something kind to each other, going back and forth a few times for emphasis.
- Another way to model is for students to turn to the child next to them and say something kind to each other.

Raab/Goodwin Book Synopsis



David, Heather
"Different, A Great Thing To Be"
Illustrated by Sarah Mensinga

Grades: PreK-1

This joyful rhyming book encourages children to value the "different" in all people, leading the way to a kinder world in which the differences in all of us are celebrated and embraced. Macy is a girl who's a lot like you and me, but she's also quite different, which is a great thing to be. With kindness, grace, and bravery, Macy finds her place in the world, bringing beauty and laughter wherever she goes and leading others to find delight in the unique design of every person.

Themes:

- We are all exactly who we are meant to be
- Affirming the beauty in all of us

Concepts/Vocabulary:

- Understanding the unknown or difference in those with neuro or physical differences
- Scoot, whistle, kangaroos, Hip hop, strangers, friends,
- You don't fit the mold, Rejection, burst of courage, spirit shone bright, fearless

Pre-reading:

- Ask children what they look like and how they look different or alike than others?
- Does everyone act the same? Are you good at something that makes you different from a friend or classmate?
- Share the cover noting the difference in the flowers but still all beautiful.

During Reading:

- As you read, note what Macy can do – swim underwater, balance on logs, etc - and ask children to raise their hand of that's something they can do.
- Point out Macy's facial expression when she is left off the raft and ask the children to describe her feelings.
- Why don't they want to play with her?
- How does Macy show others that despite her disability, she is the same as others eg kind, curious, smart, great personality

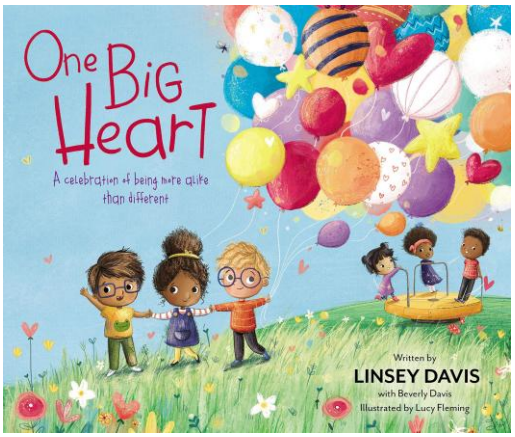
- Point out that the children in the raft, in class, on the playground, etc are not all the same – gender, race, features

Post-reading:

- Have you ever met someone who seemed different from you and you weren't sure what to think? What do you think now?
- What did the children in the story learn about liking people who are different from them? What is great about being different?
- Discuss how everyone has strengths and challenges and how it is important to look for the good in everyone

Raab/Goodwin Book Synopsis

Davis, Linsey & Beverly
"One Big Heart"
A Celebration of Being More Alike Than Different



Grades: PreK – 2

Book is not appropriate for use in public schools due to references to God.

A culture-rich picture book that proudly showcases the beauty of diversity while celebrating all the wonderful things we have in common.From skin, hair, and eyes in a multitude of colors to different personalities and interests, God gave us all special traits and characteristics that make us uniquely ourselves. And we all have things in common too: like sharing fun and laughter on the playground, a sense of curiosity, big feelings, and so many other things that show how we are all more alike than we are different.

Themes:
- Celebration of likeness and differences

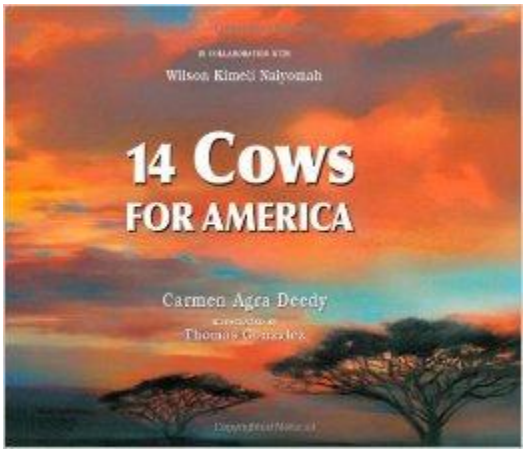
Concepts/Vocabulary:
- Big world, small classroom
- Rainbow of colors
- Characteristics – names, height, eye color, dimples, teeth, hair color and style,
- Different likes and abilities
- Unique

Pre-reading:
- Do a picture walk asking children what they see in pictures and what they think is happening.

During Reading:
- Describe the setting.
- Note the particular differences of the children in the classroom
- Ask children to describe some of the differences among the children

Post-reading:
- Despite the children's differences, what makes them alike? Eg activities, music, feelings, curiosity and imagination

Raab/Goodwin Book Synopsis



Deedy, Carmen Agra

"14 COWS FOR AMERICA"

NYTimes bestseller. True story of Kimeli Naiyomah, a Maasai from Kenya, who witnessed 9-1 1
while in America on scholarship. When he returned to his tribe and told them the story of 9-11,
Maasai wanted to give US comfort by offering what is life to them--the cow. 14 sacred, healing
cows remain in Kenya protected--a symbol of hope from the Maasai to Americans.

Grades: 2 - 5

Themes: 1. To heal the pain in someone's heart, give something you hold precious.
2. Even the most powerful can be hurt; anyone, no matter how small or how far away, can provide comfort, kindness, healing.

Pre-reading:

1. If teacher has map, point out USA & Kenya. This story will connect these two faraway places in a surprising way.
2. Ask students what they know about 9-11. Fill in what they need to know.
3. Show students some of the pictures of the Maasai in book. What do they look like? What can you predict about them?

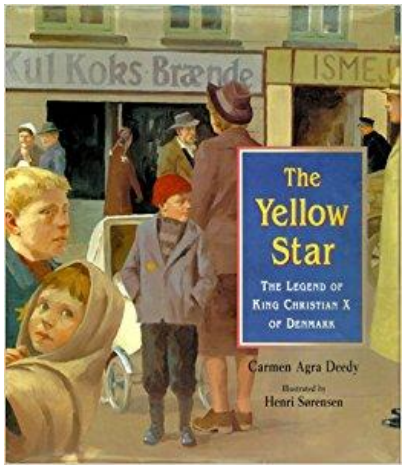
" In this true story, a young man from Kenya was in NYC during 9-11. When he came home to Kenya, he told his people what happened. Listen to the story to find out the Maasai's response to our tragedy."

Post-reading:

1. How do the Maasai react to Kimeli's story? What does that tell us about them?
2. Why is this book titled 14 COWS FOR AMERICA? What does a cow mean to the Maasai? The Maasai have a saying : " To heal the pain in someone's heart, you give them something that is close to your own heart." Give a personal example.
3. What happened as a result of the Maasai's gift?
4. What lessons can we learn from this story? Can powerful nations or people be hurt? How can anyone, no matter how small or far away, offer comfort & healing?

Raab/Goodwin Book Synopsis

Deedy, Carmen Agra
"The Yellow Star: The Legend of King Christian X of Denmark"
1 by Henri Sorenson



Grades: 3-7

This story retells the story of King Christian X and the Danish resistance to the Nazis during World War II. Without the yellow star to point them out, the Jews looked like any other Danes. For centuries, the Star of David has been a symbol of Jewish pride. But during World War II, Nazis used the star to segregate and terrorize the Jewish people. Except in Denmark. When Nazi soldiers occupied his country, King Christian X of Denmark committed himself to keeping all Danes safe from harm. The bravery of the Danes and their king during that dangerous time has inspired many legends. The most enduring is the legend of the yellow star, which symbolizes the loyalty and fearless spirit of the king and his people. Author Carmen Deedy has recreated this legend, which is accompanied by Danish illustrator Henri Sørensen's full-color portraits. The result is a powerful and dignified story of heroic justice, a story for all people and all times.

Themes:
- Denmark
- History, World War II
- Holocaust, German occupation
- Monarchy and the responsibility of leaders
- Bravery, courage, defiance, heroism

Concepts/Vocabulary:
- Danes - stout, great, tall, cranky, silly, old
- Differences in people, commonalities
- Copenhagen
- Bodyguard
- Nazis, rules imposed, cruelty
- Food shortages, curfews, yellow stars
- Symbols of resistance, fear

Pre-reading:
- What do you know about World War II? What is this time period called in history?
- Do you know what countries were involved and what happened to Jews who lived in those countries?
- If a map is available in the classroom, point out Denmark.

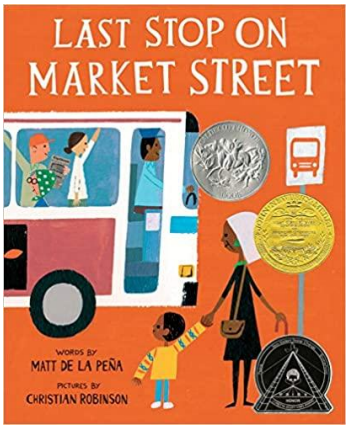
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Post-reading:

- How does the author describe Danes? What are their differences and what do they have in common?
- What the King do everyday and why? Discuss why a King should be visible and accessible? Why didn't he need a bodyguard as other leaders employ?
- How did the Nazis respond to the removal of their flag and how did they respond?
- How did the King respond to the Nazi occupation?
- Do you think the King was heroic and why?
- Explain that the King and the Jews of Denmark historically did not wear yellow stars and that the story is a legend that has been told through the years.
- What are values that are embedded in this legend? The legend explains the monarchy's support and dedication to their citizens regardless of race, religion or other differences.

Raab/Goodwin Book Synopsis

De La Pena, Matt
"Last Stop On Market Street"
Illustrated by Christian Robinson



Grades: 1-2
This book follows a young boy named CJ as he learns to appreciate the beauty in everyday sights and sounds. Every Sunday after church, CJ and his grandma ride the bus across town. But today, CJ wonders why they don't own a car like his friend Colby. Why doesn't he have an iPod like the boys on the bus? How come they always have to get off in the dirty part of town? Each question is met with an encouraging answer from grandma, who helps him see the beauty—and fun—in their routine and the world around them. This energetic ride through a bustling city highlights the wonderful perspective only grandparent and grandchild can share.

Themes:
- Beauty can be found anywhere, if we learn to notice and appreciate it
- Intergenerational relationships
- Figurative language

Concepts/Vocabulary:
- Freedom, witness, surrounded, appreciate
- Freckled, sighed, sagged, lurched, slicing
- Ducked, encounter, creaked, plucked, negative
- Watch the world with your ears
- The rhythm lifted CJ out of the bus

Pre-reading:

- Today we are going to read a story about a boy (CJ) and his grandmother (Nana) as they travel through their community.
- CJ is having a hard time seeing the beauty around him as he questions why.
- Read the story through, pausing so students can see the pictures.

During Reading:
- Stop to highlight vocabulary words as they come up in the story.
- What does the author mean when he says "freckled CJ's shirt and dripped down his nose?

- How does CJ's Nana answer him when he's feeling negative?
- Why is CJ upset? How does his mood change?
- What do you think "hawks slicing through the air" means?
- What do you think "some people watch the world with their ears" means?
- What do you think Nana means when she says, "Sometimes when you're surrounded by dirt, CJ, you're a better witness for what's beautiful"?

Post-reading:

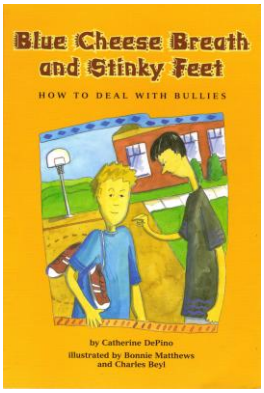
- Let's look at the last two pictures together. Can you name the beautiful things in the picture?
- What does CJ think about his community?
- What does Nana think about community?
- "How does CJ learn to see beauty in the world?"

Raab/Goodwin
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Raab/Goodwin Book Synopsis

Pino, Catherine

"Blue Cheese Breath and Stinky Feet"
How to Deal With Bullies



Ages: 6-12

Theme: Bullying

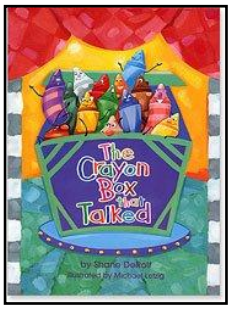
Synopsis: A boy is bullied by another boy in his school. The bully, Gus, calls him "Blue Cheese Breath and Stinky Feet". The victim, Steve, is afraid of Gus and afraid to tell anyone, even his parents, that he is being bullied by Gus. Eventually it gets so bad that his parents and his teacher notice his behavior has changed and he is withdrawn. They confront him and learn about the bullying. His parents give him a check list of appropriate actions to take against Gus, including looking him in the eye, standing straight and tall, talking in a loud voice etc. Steve practices these behaviors and uses them on Gus the following day. The new attitude towards Gus shocks Gus and forces him to back down. The actions his parents told him to use worked against the bully and the bullying stops.

Follow Up discussion:

Go over the check list of appropriate 'anti-bullying' suggestions listed on page 37. Role-play some of these actions.
Discuss how it is not being a tattle-tale to solicit the help of an adult.
Explain that bullies are really cowards who will often back down when the person they are bullying stands up for himself/herself or solicits help from others.

Raab/Goodwin
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Raab/Goodwin Book Synopsis



DeRolf, Shane,
"The Crayon Box that Talked"
The author uses crayons to explain how all the different colors create a beautiful picture.

Grades: PreK-1 (See note below)

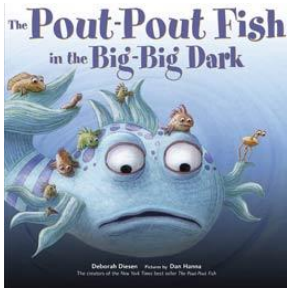
Theme:
Everyone is unique, but can work together and get along.

Pre-Reading:
- Discuss the word "unique"
- Who likes to color? What is your favorite color?
- Do you use more than one color crayon when you draw a picture? Why?

Post-Reading:
- What was the story about?
- Why did the crayons complain about each other?
- How did the little girl help the crayons get along and work together?
- What important lesson did the crayons learn?

Note: (For 2nd - 3rd grades, using each color crayon to represent different children would further develop this message).
- e.g. Red--a child wearing glasses
- Blue--a child with a different skin color
- White--a child who is handicapped

Raab/Goodwin Book Synopsis



Diesen, Deborah
"The Pout-Pout Fish in the Big-Big Dark"

A Pout fish is a real fish that lives in the North Atlantic and has anti-freeze proteins in its blood that allow it to survive in near-freezing waters!

Grades: Pre-K - 2

Themes:
- Overcoming fear
- Friends help friends
- Two are better, braver, faster & stronger than one

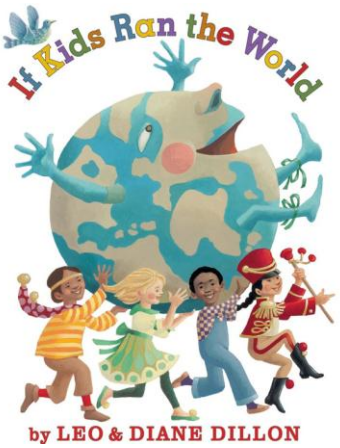
Pre-reading:
- You may want to wear some pearl jewelry or bring in a "pearl" to show!
- Show the cover of the book- ask if someone would like to read the title
- Ask if anyone knows the original "Pout-Pout" book
- Explain about the real Pout fish
- Tell the children to look at the fish's face- ask what the fish might be feeling
- Ask if anyone knows where real pearls come from

Some vocabulary words that you may want to ask the children about or that you can define for them:
- fin
- reef
- slope
- ocean trench
- wreck
- despair
- smooch

Post reading:
- What was the Pout-Pout fish afraid of ? Ask the children if any of them are afraid of the dark
- How did the Pout-Pout fish find Ms. Clam's pearl?
- Who kept whispering to the Pout-Pout fish?
- What gave some light? Explain that there are real Lantern fish
- What made the Pout-Pout fish feel less afraid of the dark?
- What did the sea creatures say when they swam in a circle?
- Did you ever help someone to feel less afraid of something? How did doing that make you feel?

Raab/Goodwin Book Synopsis

"If Kids Ran The World"
written & illustrated by Leo & Diane Dillon
Grades: Kindergarten – 3



The authors depict children playfully creating a more generous, peaceful world where everyone shares with others. All roads lead to kindness in this book where a rainbow of children collaborates in a colorful tree house to determine the most important needs of the world. In a world run by children, nobody goes hungry, medicine is given to the sick, religious tolerance is the norm, and forgiveness and generosity are essential. The book closes with examples of fun ways to help others--along with FDR's "Four Freedoms" and "The Second Bill of Rights," which illuminate these concepts.

Themes:

- Creativity, imagination
- Culture, diversity, tolerance, acceptance
- Helping others, kindness, compassion,

Concepts/Vocabulary:

- World, kindness, bullying, being generous
- Sharing, differences, similarities
- Forgiveness, religious tolerance, rights of all people
- Peace, collaboration

Pre-reading:

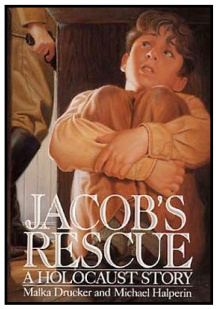
- Read the title and ask the children what they think it means?
- What do they think the children are holding in this picture? If children are not familiar with a world globe check for one in the classroom to display.
- How is a real globe different from the one depicted in the book
- Do a picture walk

Post-reading:

- What are some of things the children in this book are doing to make the world a better place?
- If you could change one thing in the world to make it better, what would it be?
- What are some things you are thankful for?
- How can you demonstrate generosity?
- How does it feel when we forgive someone or when someone forgives us? Why did you forgive or need to be forgiven?
- How could you and your friends help to make the world a better place?

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Raab/Goodwin Book Synopsis



Drucker, M. & Halperin, M.,
"Jacob's Rescue" (based on a true story)

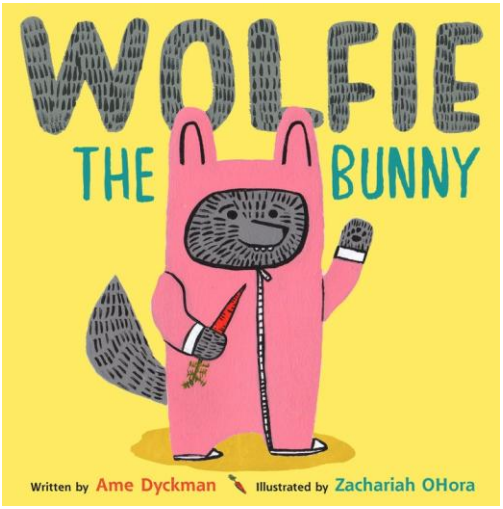
Grades: 5 - 9

Themes:
A Polish couple hides 2 children during the Holocaust, risking their own lives
Fear, hunger, hardships, heroism and goodness

Pre-reading:
- How would it feel to pretend to be someone else?
- Would you leave your family and change your name, religion and behavior if your life was in danger?
- How would you feel?

Post-reading:
- Do you think the Roslan's were heroes? Why? What did they do?
- Is it difficult or easy to pay attention to another person's suffering?
    - Explain your answer.
- Did the Roslan family want the medal? Why?

Raab/Goodwin Book Synopsis



Dyckman, Ame [lives in NJ]
"Wolfie the Bunny"

Grades: PreS--Gr. 1

Theme: adoption, sibling rivalry, anger, courage & acceptance

Pre-reading:

- Read the title & show cover .Ask students what they notice about the animal.
- Why is a wolf dressed like a bunny?
- The illustrations are wonderful. Point out the family members.

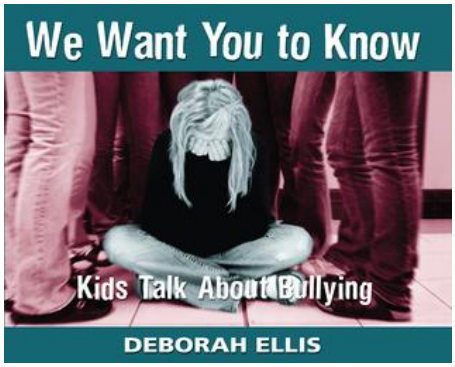
Post-reading:

- What was in the bundle outside the Bunny family's door?
- Was Dot happy about having Wolfie in their house? What did she say?
- What did Mama & Papa do to show they loved Wolfie? How did Dot feel when Wolfie got all of the attention?
- Why does Dot keep saying "He's going to eat us all up!"
- Why did Wolfie cry when Dot left the house?
- What animal roared & said "DINNER!"
- How did Dot save Wolfie?

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Raab/Goodwin Book Synopsis

Ellis,Deborah
"We Want You to Know, Kids Talk About Bullying"
Grades: Middle and High School



Bullying occurs when one individual or a group targets another individual or group—often repeatedly over time—using physical, verbal, or psychological aggression to dominate the person.

The author has complied a series of interviews conducted with students who have been the victims of bullying.

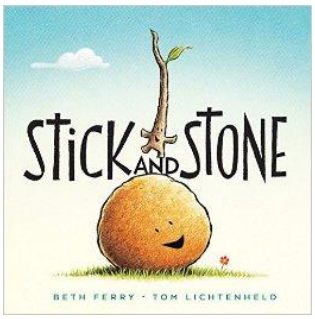
Themes:
- What bullying really is and the forms it takes
- Bullying can be direct and/or indirect
- All bullying is serious with the level of seriousness determined by the victim
- It's important to be clear when reporting, not ambiguous

Concepts/Vocabulary:
- Gossiping, meanness, exclusion, intimidation, insecurity
- Spreading rumors, direct, indirect, feelings of being alone
- Retaliation, peer rejection, importance of reporting, prevention
- Physical, non physical, verbal, cyber bullying, social media, judgements

Pre-reading questions and activities:
- Why do some people bully others?
- How does bullying feel? How does it sound?
- Brainstorm: Have students give you one-two word description of bullying and post words on chart paper or chalkboard as a visual
- Note: You can choose which interview you would like to focus on and use the questions at the end

Post-reading questions and activities:
- What are some ways you can welcome a new student to your class?
- Why do some people feel they are better than others?
- Think of the ways that you and your friends are alike and different and how those differences add to the quality of your friendship. Activity: Make a visual chart with headings - likeness and differences. Have children complete their own chart
- How can making a judgment become negative?
- Bullying wants you to think it's your fault or deserved. How can you avoid feeling this way?
- Why is it so important to report bullying to the adults in charge?

Raab/Goodwin Book Synopsis



Ferry, Beth
"Stick and Stone"
Grades Pre school --2

This book is spare but dramatic. The themes include kindness, friendship, caring for all of your friends and anti-bullying.The illustrator, Tom Lichtenheld, conveys the expressions in the characters' faces[the stick & the stone] in a way children will understand & enjoy. The rhyming couplets add humor to the story.

Pre-reading:

- What do you see on the cover of the book?
- Do they look sad, angry, or happy? How can you tell?
- Can sticks & stones really smile?
- The author of this story has a message to share with you. Listen to the story to discover the author's message!

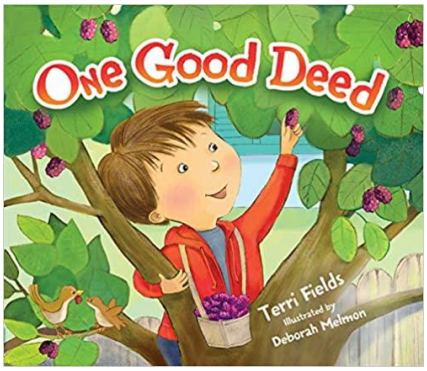
Post-reading

- Why are Stick & Stone lonely?
- What character makes fun of Stick & Stone?
- Do you think Pinecone is a bully? What does Pinecone do Stone?
- Stick stands up for Stone. What word does Stick say?
- What does the word "vanish" mean?
- Why do Stick & Stone become good friends?
- What happens to Stick in the thunderstorm?
- What does Stone do day & night?
- Where is Stick? How does Stone rescue him?
- Now Stick & Stone are good friends. Pinecone's behavior wasn't very nice. Do you think the two friends should forgive Pinecone? What can they say to Pinecone?
- Discuss: One small act, or one small word can make an enormous difference. What can you do to make a difference in your classroom?

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Raab/Goodwin Book Synopsis

"One Good Deed"
Fields, Terri
Illustrated by Deborah Melmon



Grades: Grades 1-3

In this version of paying it forward, one good deed leads to another as people in a multicultural neighborhood, including a Jewish family, change the life of the community. **One Good Deed** is based on the Jewish concept of Tikkun Olam (repairing the world) by performing acts of kindness. It recalls a story of a young boy who lives on a street described as "dark and gloomy" even on "sunny days". A closing reference to these deeds as mitzvahs explains the Jewish concept of treating people with kindness.

Themes:
- Children's social themes
- Kindness, sharing
- Caring for others
- Multiculturism
- Pay it forward
- actions of kindness cross all backgrounds and belief systems.

Concepts/Vocabulary:
- Random acts of kindness
- Delighted, surprised, delicious
- Dark and gloomy, warm and sunny
- Mulberries, ripe fruit
- Hobbling, crutches
- Rusty, outgrown
- Mitzvah- one good deed

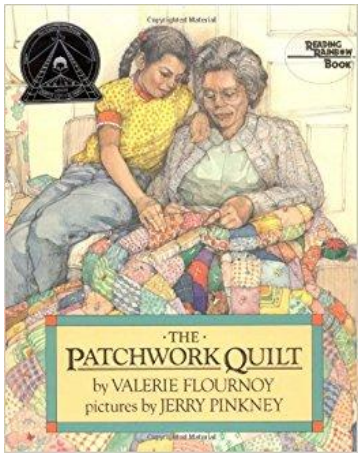
Pre-reading:
- Picture walk, noting that the street "seemed dark and gloomy" even on sunny days, and how the illustrator shows the neighborhood literally brightening with each good deed.
- Note how everyone is pitching in to help others

Post-reading:
- What is the one good deed that started all the acts of kindness?
- What are some of the things that everyone can do to be kind? Eg. Smile at others, talk to others, give to others, help others
- What are some of the good deeds that the characters in this book did?
- Explain the concept of pay it forward
- Your good deeds make a difference regardless of personal issues and beliefs
- What good deed can you do for others, in your home, your school, on your street and in your community?

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Raab/Goodwin Book Synopsis

The Patchwork Quilt"
Flournoy, Valerie
Illustrated by Jerry Pinkney



Resonating with universal experience, the story is a rich example of a supportive contemporary family: mother, father, two children and their grandmother. The Granmother decides to make a special patchwork quilt from scraps of material in her home, getting the mother and granddaughter involved. When Grandma cannot work on the patchwork memory quilt into which she's been stitching colorful fabric from all family members, Tanya helps continue the creation of her beautiful family record. She even finds a new way to link the present and the past. This story gives the students a sense that we all belong to families at home, school, and in the community.

Grades: 1-4
Themes:

- Arts and crafts
- Cooperation and teamwork
- Family Life – grandparents, grandchildren, parents, siblings
- Sense of community at home, school and in the neighborhood

Concepts/Vocabulary:

- Appreciation of the past as related to the future
- Identification of different groups
- Ways that people are alike and unique
- Individual self worth
- Values, traditions and customs of families
- Patchwork, quilt, textures, colors, masterpiece, heirloom

Pre-reading:

- Activate prior knowledge by asking, Does anyone know what a quilt is?
- Show the book, read the title and ask, What do you think a patchwork quilt is?
- Ask students to predict what is going to happen in the story by looking at the front cover/jacket.

Post-reading:

- Why does Tanya's grandmother want to make a quilt?
- What is she going to use to make the quilt?
- What importance will using old pieces of family clothes add to the quilt?
- Why do you think Tanya decides to finish the quilt when her grandmother is ill?

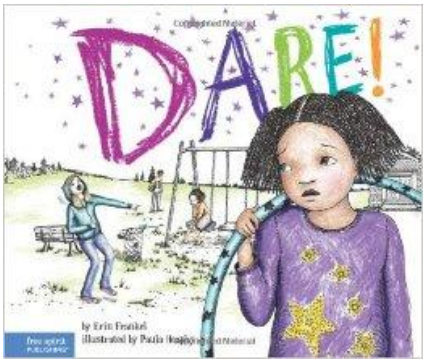
- How did it become a family project resulting in a family heirloom?

Activity:
Make a patchwork quilt for the classroom with each child completing a precut piece of manila paper.

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Raab/Goodwin Book Synopsis

Frankel,Erin
"Dare"
Grades: K-4



A story about standing up to bullying in schools and the premise that it important to hold children who bully others accountable for their actions. It demonstrates the feelings of the victim and the bystander. Lead character, Jayla feels threatened by her classmate Sam, who has bullied her in the past for her "nerdy" love of astronomy and stars. Sam is now bullying Jayla's friend Luisa, and she enlists Jayla to participate. Jalya reluctantly joins in but soon realizes it is wrong. With the help of caring adults and friends, Jayla comes to sympathize with Luisa and finds the courage to dare to stand up to Sam and put an end to the bullying

Themes:

- Bullying, bullying in schools, fear in children, refusing to take part in bullying
- Courage in children, standing up for yourself and others

Concepts/Vocabulary:

- Telling vs. tattling, threaten, courage, scared, frustrated, angry, lonely, weird

This book includes a lesson plan with questions following specific pages and reader led activities.

Pre-reading:

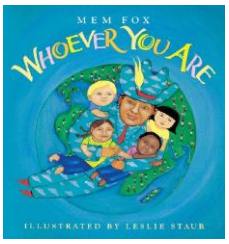
- How do you think children feel who are bullied feel?
- Why do you think they don't tell and adult in charge?

Post-reading:

- How did Jayla feel when she was being bullied?
- Did she tell anyone about her feelings? Should she have told or not?
- Why is Sam bullying Luisa?
- How does Sam involve Jayla in bullying Luisa?
- What are some of the ways Luisa was bullied?
- How did Luisa feel when she stood up to Sam?

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Raab/Goodwin Book Synopsis



Fox, Mem
"Whoever You Are"
Repetitive text-great for young children; beautiful and vivid folk art illustrations

Grades: Pre-school to grade 2

Theme: Children are the same the world over. We come from different cultures and
backgrounds, but we're the same in everything that matters—feelings, needs, hopes, dreams…

Pre-reading:

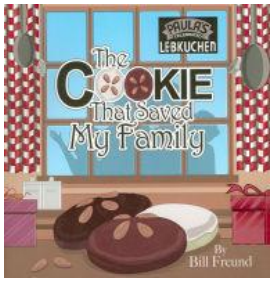
- Examine the book cover. Name the title, author, and illustrator. Have students describe the illustration (man in cloud suit & hat carrying children of different races & flying over earth populated with children)
- What do you think the book is about?
- How are children different from you in different parts of the world?
- What are some ways we're all the same?
- *"Mem Fox wrote this book to teach us something very important. Listen as I read the story to find out what Mem Fox wants us to know. Also, pay close attention to the pictures."*

Post-reading:

- In what ways does Mem Fox say children are different all over the world?
- In what ways does she say children are the same?
- What matters most? (Our hearts are the same…)
- What do you notice about the pictures on the pages?
    - (all in gold frames with jewels—like family album—human race is a family)

Raab/Goodwin Book Synopsis

Freund, Bill
"The Cookie That Saved My Family"
Illustrated by Toby Mikle



Grades: 1 to 4

Thus book is based on the author's personal history. It is a true story of what happened to him and his family in the 1930s when he was eleven years old. His family came to the US from Germany. Leaving Germany, the family of four, Bill, his parents and sister were allowed to take only $7.00 with them to their new country. The book stresses his mother's message that while they could only take a small amount, leaving their money and other possessions behind in Germany, what they learned is in their heads and can never be taken from them. Long before they left Germany in 1936, she earned how to make Lebkuchen, a very special cookie famous in Germany. The parents took menial jobs to support the family, with the children taking small jobs when they were old enough to work. The onset of the war in 1939 stopped imports from Germany and the mother began to bake the cookies in their apartment and later opened a very successful store, called Paula's, where they sold the cookies and distributed them throughout the country.

While about the holocaust, the book takes a different path in detailing the struggles and successes of this family. The family's love for each other is conveyed clearly along with their will to survive in spite of the obstacles they faced. The illustrations are colorful and add meaning to the story.

Themes:
- Nazi cruelty, Holocaust
- Determination
- Immigration
- Memoir of remembrance, family love and hope

Concepts/Vocabulary:
- Lebkuchen (love cake – layb-kookh-en)
- Power and skills of women; women as role models
- Popularity of cookie in Germany at Christmas time
- Building a business

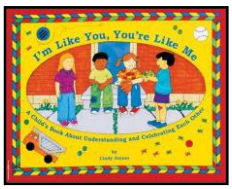
Pre-reading:
- Tell students that this is a true story
- Do a picture walk asking children what the illustrations tell them
- Have students make predictions/note predictions on chart paper or chalkboard
- Has anyone ever tasted a lebkuchen? Do you have a favorite cookie?

Raab/Goodwin Book Synopsis

Post-reading:

- Refer back to predictions and ask if were accurate
- Why did the family want to leave Germany?
- Why were they limited in what they were allowed to take?
- How did world events shape the cookie's success?
- How did the mother's planning pay off for the family?
- Ask if anyone has a family cookie recipe? Any recipe? Is it a secret? Who makes the recipe for family events?
- Does anyone's family have a business selling a secret family recipe?
- Website reference: Marlo's Bakeshop is a family owned business making and selling her Grandmother's secret kamish bread recipe. Marlo is the granddaughter of holocaust survivors. https://**marlosbakeshop**.com
- What do you think happened to the cookie recipe? Do you think the family ever found the recipe?

Raab/Goodwin Book Synopsis



Gainer, Cindy,
"I'm Like You, You're Like Me"

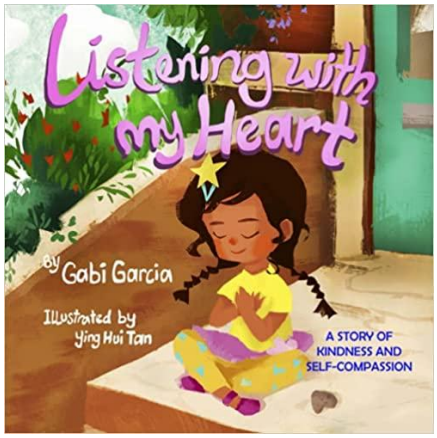
Grades: Pre-school – 3

One book from "Free Sprit's Learning to Get Along" series of 12 titles

Theme:
Tolerance and diversity – celebrating both
Note: This book has "A Leader's Guide" with 20 lessons to reinforce the messages of the child's book.
See back of book for ordering information.

Raab/Goodwin Book Synopsis

Garcia, Gabi
"Listening With My Heart"
Illustrated by Ying Hui Tan



Grades: K-3
We talk to children about how to be friends and kind to others, but not much about how to be kind to themselves. This book teaches children self-compassion and how that builds resilience, happiness and well-being. Esperanza is kind to animals and others, yet it takes an incident for her to understand that a setback is okay and a part of growing up. This book also touches on the themes of empathy, friendship, and kindness.

Themes:
- Self compassion, self esteem
- Acceptance and belief in ourselves and others
- Treat ourselves like we would treat a friend
- Spread kindness and love to others and yourself
- Listen with our hearts
- Sensitivity, empathy

Concepts/Vocabulary:
- Kindness, compassion
- Practiced, fluttered
- Spread kindness and love
- Rock as an omen, little treasure, cracked and lopsided
- Script, peaceful, performance, cue
- Tripped, splattered, disappointment, swooshed
- Feelings: sad, mad, upset, worried, disappointed, embarrassed, frustrated

Pre-reading:
- Picture walk
- Ask children to make predictions about the story based on what they see during the picture walk
- What are some things in the pictures that happen on way to school and while at school.

During Reading:

- Point out the ways the characters are kind to each other
- Note that everyone messes up, makes mistakes and experiences difficult emotions-- it's normal. Everyone also wants to feel kindness and love. This is what connects us to each other.
- Point out facial expressions and body language that reveal how characters feel:
  -when Bao feels lonely and scared on the bench
  -when Esperanza wants to disappear, says she ruined the play, feels disappointed
  -emphasize shifts in Esperanza's self-talk as she begins to feel self-compassion
  -realizing she didn't ruin the play
  -reminding herself that mistakes and accidents happen to everyone
  -discovering she can become a friend to herself

Post-reading:

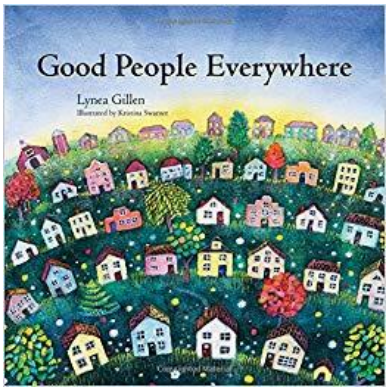
- Ask the children how they can be kind to others.
- When you make a mistake or have an accident, how do you feel?
- Have you ever made a mistake doing something you cared about, like performing on stage, playing sports, or talking in front of the class? How did you feel?
- What does it mean to be a friend? How does it feel to make a new friend?
- What are some ways that friends can show kindness and comfort to each other?
- What loving and understanding words or phrases would you like to hear when you're having a tough time or feeling upset? What would feel good or comforting to hear?

How can you be a friend to yourself?

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Raab/Goodwin Book Synopsis

Gillen, Lynea
"Good People Everywhere"
illustrated by Kristina Swarner



Grades: PreK to 1

"Today, millions and millions of people will do very good things." This book offers numerous reminders of all the people around us doing good things, from the farmers who grow our food to someone helping a friend in need.
A colorful picture book with examples and colorful illustrations to inspire children to grow into grateful, caring, and giving people. It provides a way to help children develop an appreciation for good work.

This book counterbalances the bad news that children hear everyday. It emphasizes the good people in everyone's daily life. It is important for children to be reminded that there are still caring people in their world. Good People Everywhere will encourage children to recognize the good people in their lives and think about what they can do everyday to be good people. Focus on the good, not the bad.

Themes:
- Compassion, kindness, generosity, friendship, gratitude
- Being considerate, courteous and compassionate
- Treating others as you would like to be treated.

Concepts/Vocabulary:
- Everywhere, neighborhoods, world, communities
- Millions, performances, delivering, doing good things
- Carpenters, cooks, doctors, midwives, teachers, musicians, dancers, farmers, truck drivers

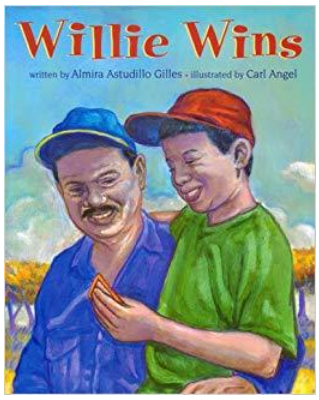
Pre-reading:
- Do a picture walk, asking children what they think the book is about and to make predictions based on what they see on the pages of the book

Post-reading:
- What do you think it means to do something good?
- What are some of the good things people in this book do for others?
- Who are some of the good people in your school and community?
- Ask children to tell you some good things people have done for them.
- How do you show kindness and caring?
- What are some of the ways we can be good people and demonstrate caring, compassion and kindness? At home, at school, in the neighborhood?
- Why is it important to do good things for yourself and others?

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Raab/Goodwin Book Synopsis

Gilles, Almira Astudillo
"Willie Wins"
illustrated by Carl Angel



Grades: 2-3

Willie Wins is the story of a Filipino American boy who overcomes peer pressure and learns about family love and heritage from his father. When Willie needs a bank for a school contest, his father gives him one called an *alkansiya*, made from a coconut shell from the Philippines where Willie's Dad grew up. Dad's been saving the bank for Willie because inside is a surprise, a treasure Dad received as a boy from his uncle. At school, the class bully, Stan taunts Willie about the unusual bank. In the following weeks, Willie puts up with Stan's jeers and works hard to earn the most play money so he will win the prize—tickets to the circus. When it comes time to smash open his bank, Willie not only wins the contest, he finds the very special treasure that Dad has given him—a Willie Mays baseball card from 1964.

Themes:

- Peer Pressure Bullying
- Self Esteem/Identity
- Father-Son Relationships, Sports (Baseball)
- Rewards of hard work

Concepts/Vocabulary:

- Favorite, anymore, confident, according, missile
- Tomorrow, visited, yesterday, memorabilia
- Coconut, alkansiya, different, buffalo,

Pre-reading:

- Looking at the picture and the title *Willie Wins*, what do you predict this story will be about?
- Look at the two characters on the front cover of the book. Who do you think these characters are? How do they know each know each other and how are they feeling?
- How do you act when you have a bad day? Who helps you get over it?
- Have you ever received a very special gift? Why is it special? Who gave it to you?
- The Title of the book is Willie Wins. What do you think Willie wins?

Post-reading:

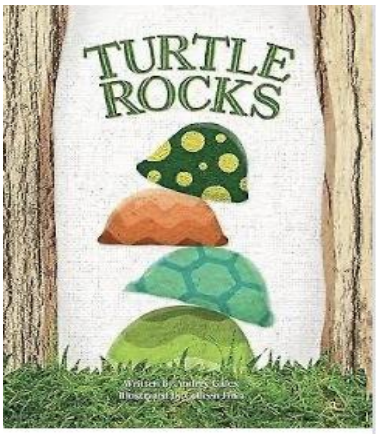
- Why do you think Willie didn't want to hear his Dad's stories about the Phillipines?
- Why does the *alkansiya* have special meaning for Dad?
- How does Willie feel about using the alkansiya as a bank?

Raab/Goodwin Book Synopsis

- The author says that Stan's words "felt like a missile zooming right at Willie." What do you think that means?
- Why do you think Stan really makes fun of Willie's bank?
- Do you think Willie believes there is something special inside his bank?
- Why is Willie working so hard?
- How do you think Willie felt when he found his treasure? Discuss how people feel about memorabilia and what makes it valuable.
- In the story Willie is being bullied by Stan. How does this make Willie feel?
- What steps does he take to deal with Stan's bully behavior?
- At the beginning of the book, Willie didn't want to hear his Dad's stories. Do his feelings change at the end of the book?
- The title of the Book is *Willie Wins*. What are the possible ways that Willie "wins" in this story?

Raab/Goodwin Book Synopsis

Galex, Audrey
"Turtle Rocks"
Illustrated by Colleen Finn



Grades: K-5

This is a story that inspires you to reach for your dreams and face your obstacles with wonder and confidence. It's also a story that encourages you to reach out to others when you need a hand, and to help others, even with something as seemingly simple as a kind word.

Themes:

- navigating transitions where uncertainty looms large and the road ahead is unclear

Concepts/Vocabulary:

- power of perspective, curiosity, and hope
- teamwork, friendship, and supporting others
- perseverance and resilience
- belief in yourself and others
- courage, journey, stepping stones

Pre-reading:

- Picture Walk asking children to make predictions based on what they see in illustrations

During Reading:

- Where does this story take place?
- What did the turtles walking in the forest come across and why did it make them angry/sad? What was his solution to his problem? What was the consequence of their action?
- What did the curious turtle do and how did it help the sad and angry turtles?
- What did the curious turtle suggest the three of them do to get where they wanted to go?
- How did the turtles feel when they tried their best and worked together to get to the pond?

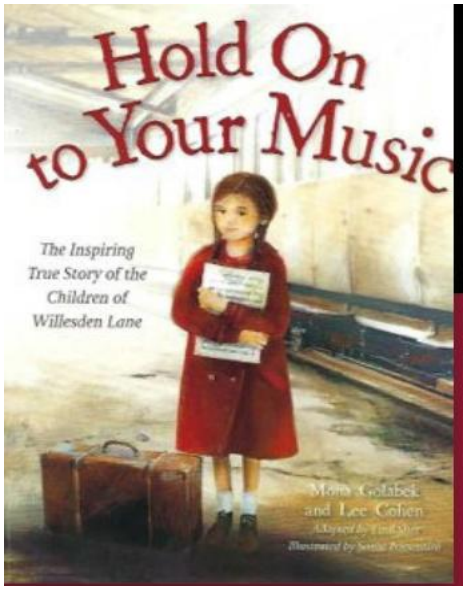
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Post-reading:

- How do the turtles demonstrate faith in themselves and how does that relate to you?
- What are some things that you have done to help you reach your dreams in the past or what you can do in the future?
- How does working together help you accomplish your dreams?
- How does working together help you help others?

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Golabek, Mona & Cohen, Lee
"Hold Onto Your Music"
The Inspiring True Story of the Children of Willesden Lane"

Adapted by Emil Sher
Illustrated by Sonia Possentini

Grades: 3-5

Note: Although the author notes this book appropriate for K-2, the content is appropriate for older children

This true story of hope, survival, and determination is a compelling tribute to a gifted young girl who escaped the Holocaust to become a concert pianist against all odds.

Themes:

- Stories can help us make connections between events of the past and present to help us learn about ourselves and the consequences of our actions.
- Learning about courage and hope in others can inspire courage and hope in our own life.
- Music is a part of our everyday lives and exposure to it can enrich our lives.

Concepts/Vocabulary:

- How can music inspire us?
- How can stories from the past relate to our current life?
- What are some ways people show courage and hope?
- Holocaust, Judaism, Nazi party
- Discrimination, Kristallnacht,
- Kindertransport, refugee, synagogue

Pre-reading:

- Display the book cover and read the title. Ask students what they think the book might be about based on the title and pictures (e.g., going on a trip, playing music).
- Picture Walk to preview images
- Show the picture of Lisa playing piano in the basement and ask if the picture adds any information to what was learned from the cover (e.g., plays the piano).
- Tell students that the main character Lisa loves music and is a very gifted pianist.

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During Reading:

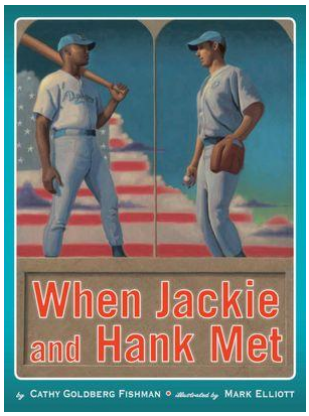
- Read the author's letter to the students to provide purpose of story
- Explain to students that Vera was saved by a special program called the Kindertransport that protected Jewish children who were in danger. She shares her personal story from the Kindertransport and the subsequent separation from her family.

Post-reading:

- Why did Lisa's parents decide to send her to London?
- Why was where they lived a dangerous place for Jewish people?
- How did Lisa feel about being separated from her family?
- How did the love Vera and her family have for each other help during these difficult times?
- How did it add to the difficulty of the situation?
- How did Lisa's music become a source of hope and inspiration for her and others?

Raab/Goodwin Book Synopsis

Goldberg Fishman, Cathy
When Jackie and Hank Met



Jackie Robinson and Hank Greenberg were two exceptional baseball players who faced a number of similar challenges in their lives and careers – one because of his color, the other because of his religion. On one special day, they met at a collision at first base. While the crowd encouraged them to fight, they chose a very different path.

Grades: 3-5

Themes: include perseverance through adversity and the achievement of success through talent. It stresses the need to become a hero by working to overcome racism and injustice in whatever way you can.

Questions:

1. Have you ever heard of these two baseball players before we read this book?

2. In what ways were Jackie Robinson and Hank Greenberg alike? In what ways were they different?

3. Why were they considered to be heroes? Were they just heroes to their own groups, or did they become heroes to everyone?

4. What specific actions, either during their careers or afterwards help to fight discrimination in the US?

5. Can you name some other "heroes" and what makes them worthy of being called heroes? What are some of the characteristics of heroes, other than being good baseball players?

6. Have you ever backed away from a fight (or argument)? Why? What strategies did you use to try to improve a potentially dangerous situation?

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Golenbock, Peter,
"Teammates"



"This is the true story of how one very courageous man broke the racial barrier in the Major Leagues and what it truly means to be "teammates." As you listen to this story, think how you would have treated Jackie Robinson if you were on the Brooklyn Dodgers team 60 years ago."

Grades: 3 – 6

Themes:
People should not be judged by the color of their skin.
Courageous upstanders can help eliminate prejudice.

Vocabulary/concepts: Racial prejudice, segregation, Negro, Ku Klux Klan

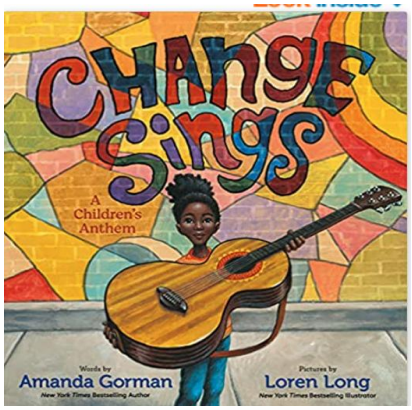
Pre-reading:
- Look at the cover—what can students tell about the 2 men?
- Briefly explain segregation before the Civil Rights Act of 1964.
- How would students feel if subjected to racial prejudice?

Post-reading:
- Why did Branch Rickey choose Jackie Robinson to be on his team? (Jackie not only had the talent, but the courage & self-control to not fight back when attacked—future black players depended on him).
- What was life like for Jackie Robinson in the Major League? Why did he put up with it?
- What kind of man was Pee Wee Reese? Although this happened 60 years ago, what lesson can we still learn from Pee Wee Reese's actions?

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Raab/Goodwin Book Synopsis

Gorman, Amanda
"Change Sings"
Illustrated by Loren Long



Grades: PreK-3

In this stirring, much-anticipated picture book by presidential inaugural poet and activist Amanda Gorman, anything is possible when our voices join together. As a young girl leads a cast of characters on a musical journey, they learn that they have the power to make changes—big or small—in the world, in their communities, and in most importantly, in themselves.

Themes:
- A call to action to make changes that will make a difference

Concepts/Vocabulary:
- Social justice
- Poverty and homelessness
- Hunger, intolerance
- Disability and access
- Loudest, proudest, chant, windmills
- Tolerance, differences

Pre-reading:
- Do a picture walk, noting that the verse in is poetry form.

During Reading:
- Point out the instruments and ask children to identify them
- Note the diversity of the people and how they work together to help others

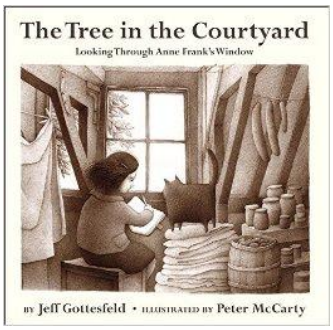
Post-reading:
- "I can hear change humming." What does "humming" mean, and what do you think she means when she says change can hum?
- She says that she doesn't fear change. Why would someone fear change?
- What does it mean to "dream with the cries / of tried-and-true dreamers"?
- Identify Martin Luther King Jr. on the mural and the dream he had of equality for all.
- She is at a park with a friend, and they have large bags. What are they doing at the park and how they are helping others with what they are doing?

- She is bringing something in a bowl to a child and an adult. What do you think she's doing and why is she doing it?
- "I show others tolerance, / Though it might take some courage." What do you think tolerance means? Why does it require courage?
- What is the boy doing and what about his action makes him seem intolerant?
- How do they work together to help a disabled person?
- What additional things do they do together to help others? These are small things that everyone can do to change the world.

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Raab/Goodwin Book Synopsis

Gottesfeld, Jeff
"The Tree In The Courtyard
Looking through Anne Frank's Window"
Illustrated by Peter McCarty



Grades: K to 3

Told from the perspective of the tree outside Anne Frank's window and illustrated by a Caldecott Honor artist, this book introduces Anne's story in a gentle and incredibly powerful way to a young audience. Told through the "eyes" and ears" of a horse chestnut tree that stood silent watch over her two year confinement, the readers are told the story of Anne Frank.
In the period of over two years (July 6, 1942 to August 4, 1944) that Anne Frank spent in hiding in the secret annex, nature and her longing for freedom played an ever greater role. Through a window in the attic that was not blacked out, Anne could see the sky, birds and the chestnut tree. "The tree in the courtyard was a horse chestnut. Her leaves were green stars; her flowers foaming cones of white and pink. Seagulls flocked to her shade. She spread roots and reached skyward in peace."
The tree watched a little girl, who played and laughed and wrote in a diary. When strangers invaded the city and warplanes roared overhead, the tree watched the girl peek out of the curtained window of the annex. She wrote about the tree in her diary three times, the last time on May 13, 1944: "Our chestnut tree is in full bloom. It's covered with leaves and is even more beautiful than last year." It watched as she and her family were taken away and when her father returned after the war, alone. Sepia drawings and somber tableaus textured like fine engravings, convey the seriousness and sadness of the story.
The tree died the summer Anne Frank would have turned eighty-one, but its seeds and saplings have been planted around the world as a symbol of peace. Its story, and Anne's story, are beautifully told and illustrated in this powerful picture book."

Themes:
- Nature watches as humans wage war
- Personified chestnut tree
- Living in hiding, never leaving the building
- Symbol of hope and redemption

Concepts/Vocabulary:
- Military, factory annex, attic, diary, vigil, strangers, war
- Personification
- Confinement, herded, men in gray uniforms
- Seed pods – gold coins, symbol of her spirit

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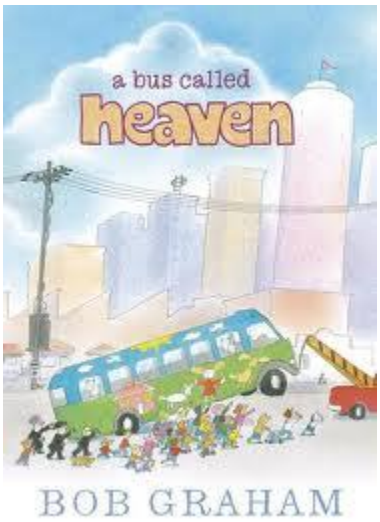
Pre-reading:

- Share the cover and ask how many students know the story of Anne Frank.
- Explain that they are about to hear her story from a unique perspective: that of the horse chestnut tree that stood in the courtyard of the Amsterdam factory annex where Anne Frank hid for two years.
- Explain personification
- Explain to students that Anne Frank spent much of her time in hiding writing in her diary.
- Ask students to close their eyes. Read the excerpt from the beginning of the book in which Anne Frank describes the tree. This can be repeated if needed.

Post-reading:

- Compare and contrast the picture of the courtyard before and after the invasion. Ask how the courtyard looks and feels at each time, using descriptive words
- Looking at the illustration of the girl peering out the window through ragged curtains, describe how she might be feeling.
- Do you think writing in a diary helped the girl during this time? How? Did looking at the tree help pass the time in any way?
- Discuss how it might feel to be confined for two years
- What did the tree symbolize for the girl?
- When Anne did not return after the war, how did the tree become so powerful and a symbol of her spirit?
- Pass out drawing paper, pencils, and crayons. Have students draw a picture of the tree as described by Anne Frank

Raab/Goodwin Book Synopsis



Graham, Bob
"A Bus Called Heaven"

Grades: K - 4

Themes:
1. A tale of "community"
2. How a little girl named Stella created a gathering place for all of her neighbors
3. Character development/Stella took control and improved her neighborhood.

Vocabulary: regulations (parking regulations), donations, obstruction, junkyard, vacant (lots)

Pre-reading:
- Does your neighborhood have a place where people can meet and talk? Discuss.
- Do you think that just one person can change a neighborhood?

Post-reading:
- What did Stella do for her neighborhood?
- How did Stella make her dream/idea (for the bus) come true?
- Did Stella improve the lives of her friends and neighbors? How did she do it?
- Can just one person, even a young child, make a difference?

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Raab/Goodwin Book Synopsis

Greenblatt, Frances
"The Purple Cow" *a story in rhyme*



Grades: Pre K – 2

Themes:

1. No matter how we look on the outside, beneath we are all the same.
2. You shouldn't make fun of someone, just because he/she is different from you.

Pre-reading:

1. Look at the cover. Is there anything unusual about the cow?
2. What are some ways the other animals might react to seeing the cow?
3. What color milk do you think the purple cow will give?

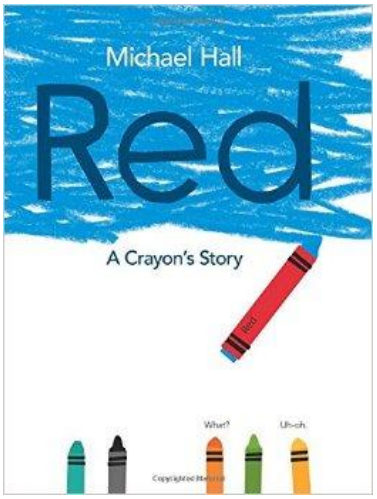
"The animals in this story all wonder if the purple cow gives purple milk. Listen to the story to find out how the animals find the answer and what they learned from Farmer Sam."

Post-reading:

1. How did the animals act when they first saw the purple cow?
2. What did they want to know?
3. How did they go about finding the answer?
4. What lesson did they learn from Farmer Sam?
5. How can you practice this lesson every day?

Raab/Goodwin Book Synopsis

Hall, Michael



"Red: A Crayon's Story"

"Red: A Crayon's Story" is the story about a mis-labeled blue crayon. "Red" has a bright red label, but he is, in fact, blue. His teacher tries to help him be red, his mother tries to help him be read, everyone around him tries to help him be red. But "Red" is miserable. He just can't be red, no matter how hard he tries. Finally, a brand new friend offers a brand new perspective and "Red" discovers what Readers have known all along. "Red" is blue! This funny, heartwarming, colorful picture book is about finding the courage to be true to yourself.

Grades: Pre-K thru 3 Ages: 4 - 8

Themes:

*Be true to yourself
*Don't try to change yourself to please others
*No need to judge by labels or outwardly appearances
*Pay attention to what's on the inside, not the "label" or the "wrapper"
*Accept people for who they are

Pre-Reading Questions:

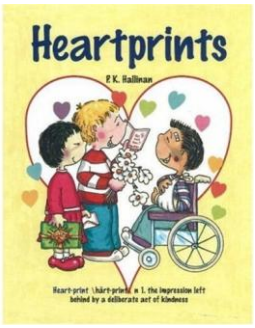
*What do you think the story is about based on the title?
*Now look at the cover - What do you think the story is about?
*What is the story trying to say to us?

Post-Reading Questions:

*Why did "Red" get the reactions that he did?
*Was "Red" not trying hard enough?
*Have you ever been in a situation where people expected you to be or do something you could not do?
*What did you learn from this story?

Raab/Goodwin Book Synopsis

Hallinan, P. K.
"Heartprints"



"In this delightful and warm book, the author weaves a story (in rhyme) of children helping others and leaving 'Heartprints' along the way."

Grades: Pre-School – 2nd grade, Ages 4+

Themes:
- Making a positive difference in the world through acts of kindness
- Acts of kindness make others feel good, but also make us feel good

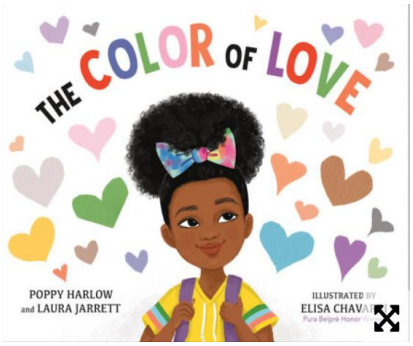
Pre-Reading Questions:
- We know what a footprint or handprint is…What do you think a "heartprint" is?
- How do you think it feels to be touched by a heartprint?

Post-Reading Questions:
- What are some examples of things that we can each do to leave a heartprint?
  - In School?
  - At home?
  - In our community?
  - With our siblings?
  - With our pets?
- What happens when there are lots of heartprints left in a room?
- What did you learn from this story?

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Raab/Goodwin Book Synopsis

Harlow, Poppy & Jarrett, Laura
"The Color Of Love"
Illustrated by Elisa Chavarri



Grades: PreK-2

Everyone in Ms. Clementine's class has a different answer, but Grace doesn't know which color to choose. Love could be blue like her favorite pair of shoes, or yellow like the daffodils that grow in her neighborhood. As Grace and her classmates share what love looks like to them, they learn that it comes in many forms. The authors have created a warmhearted tale that encourages young listeners to celebrate the many meanings of love. If love were a color, what would it be?

Themes:
- Celebration of the many meanings of love
- Diversity of children and the diversity of their choices
- Love comes in many forms and colors and all are beautiful

Concepts/Vocabulary:
- Love and appreciation of others comes in many colors and forms
- Appreciation of the choices made by others and their reasons why
- Assignment of the day, classmates, abuela, gumbo, dumpling
- Menorah, Hanukah, candles
- Purple pin, Jamaican flag
- Heart shape=love, patchwork of love

Pre-reading:
- Do a picture walk

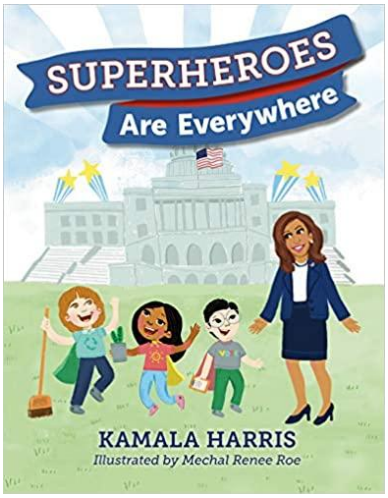
During Reading:
- As you read, ask children what they see that is similar to their own classrooms and lives.

Post-reading:
- Ask children what they love and what color hey would assign to that love?
- Does love have a color?
- Can we love many different things and people of different colors making the world a beautiful place?

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Raab/Goodwin Book Synopsis

"SUPERHEROES Are Everywhere"
Harris, Kamala
Illustrated by Mechal Renee Roe



Grades: 3-6

Superheroes are all around us--and if we try, we can all be heroes too**.** Before Kamala Harris was elected to the vice presidency, she was a little girl who loved superheroes. And when she looked around, she was amazed to find them everywhere! In her family, among her friends, even down the street--there were superheroes wherever she looked. And those superheroes showed her that all you need to do to be a superhero is to be the best that you can be. The book shows children that the power to make the world a better place is inside all of us. The book also includes a timeline of Harris' life from birth to when she was sworn in as a senator in January 2017.

Themes:

- Being a positive person in this world makes you super
- Stand up for what's right
- Work collaboratively with others
- Everyone is special
- Adults make you feel safe and believe in you
- Adults you can count on to protect you and help you
- Adults who you can look up to for their work ethic
- Role models

Concepts/Vocabulary:

- Superhero
- Rocket ship, tidal wave
- You can do anything you if you work hard enough to achieve your goals
- Dynamic duo, fearless,
- India, Jamaica, cultures,
- Love and respect
- Brave, kind, helpful
- Dazzling, play chess, fireflies, amazing
- Scientist, economist
- Lawyer, senator

Pre-reading:

- What is a superhero?
- Do you know someone who is a superhero?
- What do superheroes do?
- How do you think a person can become a superhero?

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Post-reading:

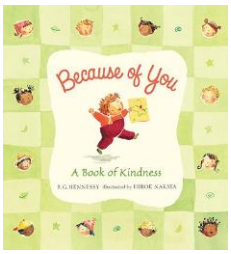
- What made the people in Kamala Harris' life superheroes?
- Have you ever thought of your teacher or grandma as a superhero?
- Who else can you think of who's a superhero in your life?
- How are book and movie superheroes different from real life superheroes?
- What's the most heroic thing you've ever done for someone else?
- How has your idea of who is superhero changed?
- How can you be a superhero?
- Review the Hero Code



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Raab/Goodwin Book Synopsis

HENNESSY, B.G.
"Because of You"



Grades: Pre-K - 1st

Theme:
- Acts of kindness
- Understanding and generosity- no matter how small- can make all the difference in the world

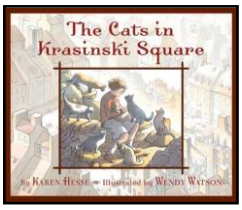
Pre-reading:
- What do you think a book called, "Because of You" might be about?

While or Post -reading:
- *Book is small so have students sit close by or walk near them so they can see the illustrations
- *Include the sentences on the back cover to end the story.
- Ask:
- Who is the new person for your family to love and care for?
- Who can you love and care for?
- What is something you could teach someone else?
- Who is someone you can share with? (What is a feeling you could share? What is an idea you could share?)
- Do you ever need help with something?
- Have you ever helped someone else with something? How did you help?
- Do you have someone that you care about/ listen to?
- Who listens to and cares about you? Do you feel they are a friend?
- What does it mean to be kind?
- How does it feel when you are kind?
- How does it feel when someone else is kind to you?
- Can you think of the name of another country?
- Explain that peace means that countries are being kind to one another and that there is no fighting/war going on.
- What does precious mean? Tell the children that each one of them is very precious.
- What does generosity mean?

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Raab/Goodwin Book Synopsis

Hesse, Karen,
"The Cats in Krasinski Square'



This book is based on an article the author read about cats upsetting a Gestapo raid at the Warsaw Train Station during WWII. It tells about Jewish Resistance (1939- 1942) fighters who snuck food, weapons and medicine into the Warsaw Ghetto, risking their own lives to save those trapped behind the Ghetto walls.

Grades: 4-8

Themes:
Jewish Resistance Fighters' bravery during WWII
Death and suffering of Jewish population in Warsaw Ghetto

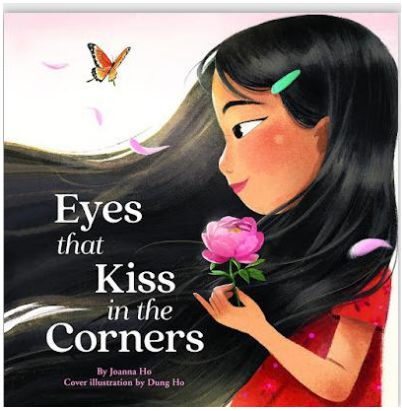
Vocabulary/Concepts:
- Some prior knowledge of Holocaust and prejudice
- Rubble, ghetto, Jewish armband, Poland, smuggle, satchels, groats, prey, vanishes, Gestapo, Nazi (See author's and Historical note in back of book)

Pre-Reading:
- Locate Poland on a map and explain the Warsaw Ghetto.
- Who is the young girl shown on the book cover?
- How can cats help in saving Jewish lives?

Post-Reading:
- Who is the young girl? (The narrator)
- How were the cats used to help save Ghetto prisoners?
- What are Jewish Resistance Fighters? What character traits did they have? (brave, caring, upstanders)

Raab/Goodwin Book Synopsis

Ho, Joanna
"Eyes that Kiss in the Corners"
Illustrated by Dung Ho



Grades: K-5
This book tells a story about learning to love and celebrate yourself. A young Asian girl notices that her eyes look different from her peers. She realizes that her eyes look like her mother's, grandmother's and little sister. Drawing from the strength of these women in her life, she recognizes her own beauty and discovers a path of self love and empowerment. It is a celebration of diversity.

Themes:
- Diversity
- How we are alike and different
- Self love, empowerment

Concepts/Vocabulary:
- eyes like sapphire lagoons with lashes like lace trim on ballgowns
- eyes that kiss in the corners and glow like warm tea, that crinkle into crescent moons
- respect for one's heritage
- sparkle, starlight, miracle
- flecks of dancing gold
- Amah – grandmother
- Lotus, serene, baubles of lychee, oolong pools
- Swords of warriors, kingdoms in the cloud, revolution

Pre-reading:
- Do a picture walk, identifying the characters depicted in the story. Note the beauty of the illustrations on each page.
- What are some of the ways that you are the same as your family members?
- Each one of us in unique. What are some things that make you the same and different from your friends?

Raab/Goodwin Book Synopsis

During Reading:

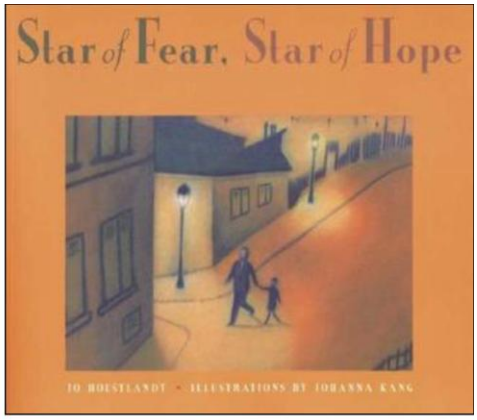
- This story is about noticing and celebrating the beauty of our family traits. You can connect the beauty of the flowers on each page to the descriptions of beauty in each character.
- How does she feel in her Mama's arms? What are some of the ways families show love?
- Point out details of Chinese culture, eg tea set, Amah's bracelet (explain that Amah is Grandmother), clothes, etc. How are they the same or different from items you might find in your home?

Post-reading:

- How are the eyes of her friends described?
- What words does she use to describe her eyes and that of her families?
- How did her family make her feel?
- Who in your life makes you feel special and what do they do to make you feel that way?
- How do you think she felt at the beginning of the story compared to the end?

Raab/Goodwin Book Synopsis

Hoestlandt, Jo
"Star of Fear Star of Hope"
Illustrated by Joanna Kang



Grades: 4-6

Set in France, during the Nazi occupation of World War II, a non-Jewish child named Helen recalls the mounting persecution of her Jewish friend. She wonders why her best friend, Lydia, must wear a yellow star. Why are people in hiding and using strange names? What is Lydia afraid of? The book will help readers understand this difficult event in history.

Themes:

- Power, privilege, bias
- Unfairly generalizing and lumping groups of people together.
- Not liking someone because of their ethnic race, religion, or other unique difference

Concepts/Vocabulary:

- Jewish people must wear a yellow star
- Invasion
- Not born under a lucky star
- People looking for safety with others
- Madame Eleven O'Clock, Midnight Ghost, code names
- Footsteps, deathly pale,
- Nazi soldiers, French policemen
- Roundup, weakness, and wickedness of others

Pre-reading:

- Picture Walk - The illustrations in *Star of Fear, Star of Hope* are very simple and done in a monotone color scheme. These illustrations could represent the gravity of the situation at hand (the Holocaust) or the general feeling of uneasiness during that time period
- Explain that the story is told by Helen, an elderly woman looking back at a time in her childhood and about her relationship with a special friend.

Post Reading

- Lydia had to wear something on her clothing. What was it and why?
- Who were the others who had to wear yellow stars on their clothing and what was the purpose?

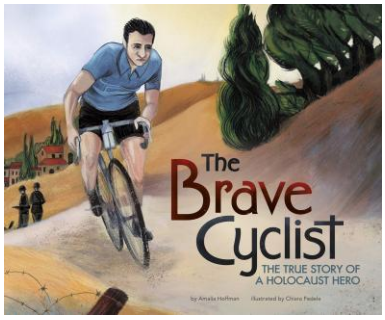
Raab/Goodwin Book Synopsis

- What did Lydia's mother mean when she said, "The place for stars is in the sky. When people take them down from the sky and sew them on their clothes, it only brings trouble."
- Why did Lydia have to wear a star of David but Helen did not?
- How would you feel if you were singled out and had to wear an insignia that identified you as part of a certain group?
- Why were strangers knocking on doors in Helen's apartment building late at night?
- Why was Lydia spending the night at Helen's apartment?
- What happened that caused Lydia to want to go home?
- Helen says that pretty strange things were happening that night. What are some of those things? Eg. strangers with code names coming to apartment across the hall, soldiers and police coming to the door, noise in the street, Jewish people lined up
- Did Helen ever see Lydia again? What did she have to remember her?
- Does Helen have fond memories of Lydia and/or regret? What is she hoping could happen?

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Hoffman, Armalia
Illustrated by Chiara Fedele
"The Brave Cyclist: The True Story of a Holocaust Hero"



Grades: 5-8
Once a skinny and weak child, Gino Bartali rose to become a Tour de France champion and one of cycling's greatest stars. But all that seemed unimportant when his country came under the grip of a brutal dictator and entered World War II on the side of Nazi Germany. Bartali might have appeared a mere bystander to the harassment and hatred directed toward Italy's Jewish people, but secretly he accepted a role in a dangerous plan to help them. Putting his own life at risk, Bartali used his speed and endurance on a bike to deliver documents Jewish people needed to escape harm. His inspiring story reveals how one person could make a difference against violence and prejudice during the time of the Holocaust.

Themes:
- Diversity, welcoming those different from us
- Standing up for what we believe is right
- Opposition to unjust leaders and authorities

Concepts/Vocabulary:
- One person can make a difference, secret mission
- Bullying, oppression
- Injustice, intolerance, bigotry
- Italy, checkpoints, holocaust, Nazism, heroism
- Tour de France winner, champion rider

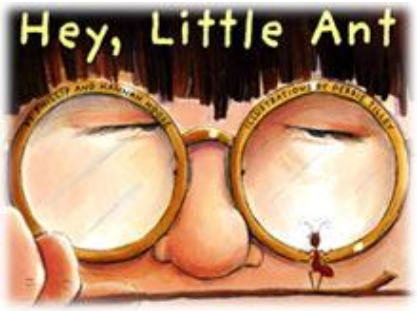
Pre-reading:
- Looking at the cover, ask what the children think the book is about.
- Explain that Gino Bartali was a Tour de France winner (bike race) living in Italy during World War II when Italy was allied with Germany. Ask the children if they heard of the Tour de France and what they know about it.
- Develop previous knowledge by asking what the children know about the Holocaust

During Reading:
- How did Gino use his skill as a champion bicyclist to fight against violence and prejudice?
- What was the secret mission?
- What did he do to become a wartime hero?
- How does he restore faith in freedom and justice?

Post-reading:
- What are some things we can do in our own community or school to make a difference?
- What can we do to stand up to bullying?

Raab/Goodwin Book Synopsis

Hoose, Phillip and Hannah



"Hey, Little Ant"

A rhyming conversation between Kid and Ant, originally a song; wonderful illustrations

Grades: Pre-K to middle school

Themes:
respect for diversity & other points of view; compassion

Pre-reading:

- Have you ever squished an ant or bug? What might make you change your mind about squishing an ant?
- Look at the cover illustration. What do you think will happen in the story?

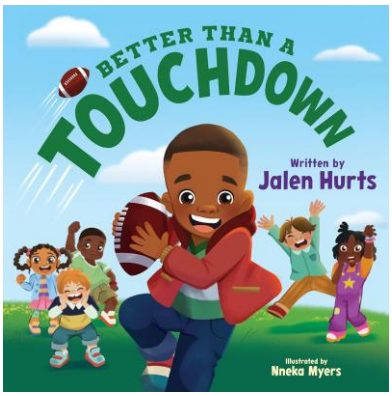
Post-reading:

- Why did the kid think it was okay to squish the ant?
- What is the ant's point of view? How does he support his position?
- (turn to the double page of giant ant & tiny kid) What do the authors want us to think about?
- What do YOU think the kid should do? Why?
- What is "diversity?'' What is "compassion?" Can you think of a situation when you showed compassion for someone after considering that person's feelings?
- How can we respect diversity and show compassion in our daily lives?

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Hurts, Jalen
"Better Than a Touchdown"
Illustrated by Nneka Myers



Grades K-3

Young Jalen is excited about the school year, because he can finally try out for his school football team. Unfortunately, the school practice field has been taken over by the garden club, so fall football has been canceled for the season. Instead of giving up, Jalen works with other children in the school to turn an empty lot into a new practice football field.

Themes:

- Work as a team to overcome challenges and achieve your goals.
- Never give up.
- Be yourself and try to make the world a better place.

Concepts/Vocabulary:

- Challenge, respond, persistence, bold, brilliant, quit, proud, adventure, and experience
- Teamwork, cooperation, and persistence

Pre-reading:

- Do you have any goals or dreams?
- What do you do when you are disappointed?
- What do you do when you don't get what you want?
- How can teamwork help you meet your goals?

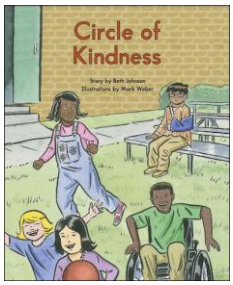
Post-reading:

- Have you ever been disappointed like Jalen?
- How did the adults in Jalen's life help him?
- How did Jalen solve his "football" problem?
- Is working with other people always easy?
- Give an example of how working as a team helped you accomplish a goal.

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Johnnson, Beth
"Circle of Kindness"



Theme:

- Don't be a bystander when someone is in need. Show kindness. That kindness will be remembered and passed along to someone else in need. Kindness is "contagious."

Pre-reading:

- Look at cover.Children describe what they see. Why might book be called "Circle of Kindness?"

As you read story, have children notice details, esp. facial expressions, in illustrations. Discuss emotions.

Post reading:

1. How does the story show "kindness is contagious?" Why is "Circle of Kindness"a good title?
2. Discuss meanings of bystander & upstander. It's not always easy to do the right thing. Give examples from the story.
3. How do you feel when you do a kind deed?

Suggested follow-up activity:

1. Children draw circle on paper & cut it out. (You can bring circles to save time.)
2. Each child writes name of someone who needs kindness in the center of circle.
3. Brainstorm nice things child can do to make person in center feel good.
4. Child writes down 4 ideas around name.
5. Child takes circle home. Uses it to try out kind behaviors.

****This book is part of The King School Series by Townsend Press. The recurring characters-- Jasmin, Derek, Kendra, Victor—exemplify the diversity of children. The books demonstrate kindness and are appropriate for grades K – 2nd. They give children the language to understand their emotions, so then they can empathize with others.Wonderful, colorful illustrations enhance the text & offer opportunities to describe emotions.*

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Raab/Goodwin Book Synopsis

Johnson, Beth
"Coming Home"



Grades: *1-2*

Derek is confused by his mixed feelings when Mom comes home from serving in the army.

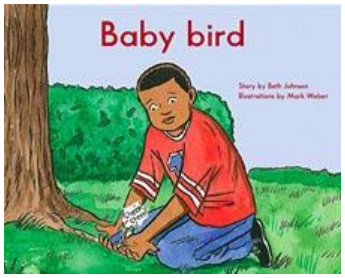
Theme: different family structures (parents vs. grandparents), coping with emotions and change

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Johnson, Beth
"Baby Bird"



Theme:

- Kindness is taking care of those in need (animals, as well as people).

Pre-reading:

- Look at cover. What do you think this boy will do?

Post-reading:

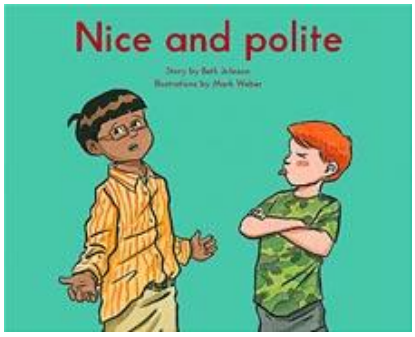
- What did Derek do with the bird?
- What happened to "Cheepers?"
- Why did Grandpa tell Derek that if Cheepers could, he would thank Derek?
- Would you want Derek to be your friend? Why?

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Johnson, Beth
"Nice and Polite"



Grades: pre-K-grade 1

Theme:
learning to be polite, listening to your parent
Vocabulary: polite, guest

Pre-reading:

- Do you ever have friends come over to your house to play?
- What games do you play with the friend?
- How do you treat a guest at your house?
- Discuss book cover.

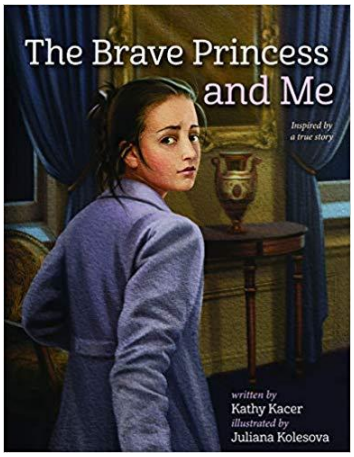
- Post-reading:
- Did Victor & Tyler have fun playing together?
- Why didn't they have fun?
- Was Victor polite to Tyler? Explain Victor's behavior.
- Why did Victor want to nap after Tyler left his house?

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Raab/Goodwin Book Synopsis

Kacer, Kathy
"The Brave Princess and Me"
illustrated by Juliana Kolesova



Grades: 4-8

The Brave Princess and Me is inspired by the true story of Princess Alice von Battenberg, granddaughter of English Queen Victoria, who married a Greek prince and lived in Athens during World War II. Princess Alice was a great humanitarian who became known for her charity work during the war. Born with a hearing loss, Princess Alice learned to lip read and was always helping others. This virtue arose from her feeling of being different and of always being excluded or ignored. The story is told from the point of view of Tilde, a young Greek girl and a Jew. In 1941, the Nazis invaded Greece, arresting Greek Jews and sending many to concentration camps.

Tilde and her mother arrive at Princess Alice's door one night, after having been on the run from the Nazis. Tilde's father was prominent in the Greek government and, at one time, was friends with Princess Alice's father, an English Prince, who promised Tilde's dad that, if the family ever needed help, they were to go to him immediately. Tilde and her mother were welcomed into Princess Alice's home upon arrival, and the princess hid the mother and daughter in an apartment. The princess, knowing she could be taken prisoner, or worse, if the Nazis discovered she was hiding Jews, used her hearing disability to her advantage when the Gestapo arrived at her door after someone reported seeing something in a third floor window.

Themes:

- Holocaust, hatred of others, intolerance
- social justice, historical fiction
- Kindness, human reactions to other people in need
- Heroism, courage, bravery

Concepts/Vocabulary:

- Born with a disability of congenital deafness, lip read
- Feeling of being different and excluded, ignored
- Nazis, World War II, Athens, Greece
- Royal Family
- Plight of Jews during World War II in Europe

Pre-reading:

- Do a picture walk, showing illustrations that are dark, haunting and emotional – all reflections of the time period of the story
- Give students background on Princess Alice's family, the royal family of England Past – Granddaughter of famous Queen Victoria of England

Current – Mother of Prince Phillip and Mother in Law of Queen Elizabeth; Great grandmother of Princes William and Harry

During Reading:

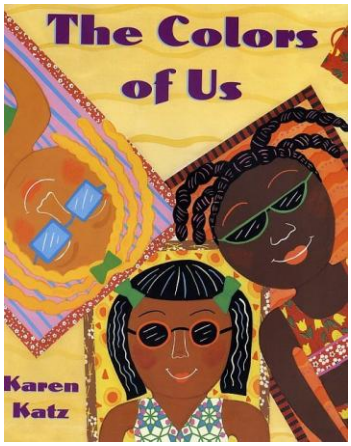
- Why did Tilde and her mother need to hide?
- What happened that caused the Gestapo to come to Princess Alice's door?
- How did Princess Alice use her disability to help her hide Tilde during the war?

Post-reading:

- What are the dangers that Princess Alice faced for hiding a Jewish family?
- What are the dangers that Tilde and her mother faced if found?
- Why was it important to take a stand against the Nazis during World War II?
- Do you think the princess's own sense of difference, due to her disabilities, made her sympathetic to the plight of Greece's persecuted Jews
- Tell students that Princess Alice was awarded the title of Righteous Among the Nations after the war. It is high honor awarded by Israel to non-Jews who, during the Holocaust, risked their own safety and lives to save the lives of Jews.

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Raab/Goodwin Book Synopsis



Katz, Karen, "The Colors of Us"

Grades: Pre-K – 2nd
Theme: Celebration of diversity: We're all different shades of brown, and each shade is a beautiful color. (Author uses "delicious food" similes & metaphors to describe skin tones—cinnamon, pizza crust, honey…)

Pre-reading:

- Read title and ask students to comment on cover illustration—What do they see? What do they think book will be about?
- Talk about the meaning of "shade" in this context. Using a color like blue or green, you may show examples of shades with crayons or papers or sample paint color strips.

"The narrator of the story is 7 year old Lena. Lena & her mom take a walk where they meet many different people. Listen to the story to find out what Lena learned on her walk."

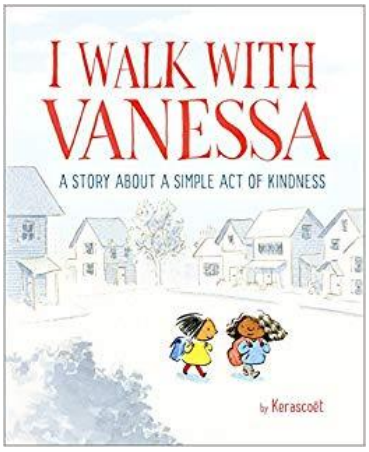
Post-reading:

- What did Lena notice about each person she met on the walk with her mom?
- How did she describe each person's skin color?
- What did Lena do after her friends left?
- Lena's mom is an artist. What did she teach Lena , so Lena could make each skin shade? (What 4 colors do you need to mix to make any shade of brown?—if you have time & paints, you can demonstrate.)
- Students compare their own skin shade to something good to eat.
- What have you learned from this story?

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Raab/Goodwin Book Synopsis

Kerascoet
"I Walk with Vanessa: A Story About a Simple Act of Kindness"



Grades: PreK-2

This story is about a girl whose family moves to a new area after the school year has started. But it is really a story about children's feelings. Most of the children ignore Vanessa, but one child looks curious and turns out to be a friend and a leader of the other children. There is also a boy who is not very nice to Vanessa. It would be easy to label him "the bully", but when we first see him, he is also isolated on the playground and looks unhappy too.

Moving is hard. Everything's new at home and at school, you're nervous, you don't know where you fit in, and not everyone is nice. This beautifully illustrated wordless story shows how one person can make a difference and change tears to smiles. But someone is still left out! See if you can find him on each page.

Themes:

- Being a friend, ally and support system
- Bullying and mean behavior
- Community, strength in numbers

Concepts/Vocabulary:

- Aggressor, brave, bystander, friend ☐
- Ally, bullying, community, mean, target
- Name-calling: Using words to hurt or be mean to someone or a group.
- Teasing: Laugh at and put someone down in a way that is either friendly and playful or mean and unkind.
- Bullying: When one person or a group behaves in ways—on purpose and over and over—that make someone feel hurt, afraid or embarrassed.

Pre-reading:

Before reading the book aloud, explain to children that this book has no words so that when you do the "read aloud," you will show them the pictures and ask them what is happening.

Before "reading," ask these pre-reading questions:

1. What is the title of the book?
2. Who and what do you see on the cover of the book?

3. What do you think the book might be about?

During Reading:
As you "read" the book aloud, ask questions to check comprehension and keep the students engaged, especially since there are no words. Below are some sample questions that correlate to specific page numbers. While reading, at each page ask students what they notice and what is happening.

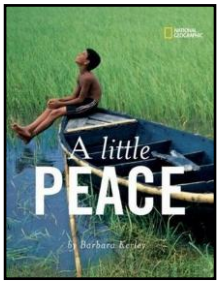
1. Look at the first drawing. This story is about Vanessa who comes to a new school after the year has started. How do you think she feels walking into class on her first day?
2. When you meet people new people, how do you feel?
3. Look at the second drawing. Which desk does Vanessa choose? Why do you think she does this? Which person in class notices Vanessa? (Vanessa sits by the window, leaving an empty desk between her and the girl in the yellow dress. She is looking down at her desk, which means she is uncomfortable. But, the girl in the yellow dress notices her out of the corner of her eye. Why is she looking at Vanessa?)
4. Centre fold: Take a look at the children at the end of the school day. Some are in groups, some in pairs and some are alone. Find the blond boy in the red and white striped shirt. How do you think he is feeling? Why?
5. In the next drawings, the boy in the striped shirt catches up with Vanessa. What happens?
6. How does the boy make Vanessa feel? Who notices?
7. How do we know that the children are upset when they know that Vanessa was bullied? Who could help them figure out what to do?
8. What is the girl in the yellow dress do to help Vanessa
9. How do you think Vanessa feels now that she has a friend?

Post-reading:
1. Talk with students about mean behavior that includes teasing, name-calling and bullying. Ask them to identify when in the book they saw mean and hurtful behavior.

2. Has anything like that ever happened to you or someone you know?
3. What does the other girl see that is happening to Vanessa? What does she do about it?
4. What words would you use to describe the girl who helped and supported Vanessa?
5. Have you ever done anything like that?
6. What happened after the girl picked up Vanessa from her house in the morning? How do the other children get involved?
7. How does the story end? How do you feel when the story ends?
8. What do you think is the message of the book?

Raab/Goodwin Book Synopsis

Kerley, Barbara,
"A Little PEACE"



Grades: Pre-K, Kindergarten

Theme:
Peace

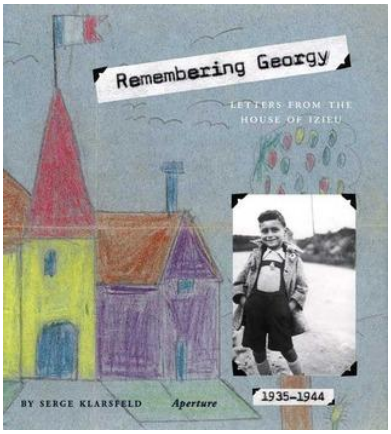
Vocabulary/Concept:
Very simple vocabulary, very few words but nice photos and great concept of spreading peace with a simple smile or gesture.
Shows various cultures from around the world.

Post Reading:
- Last 4 pages show photos of Peace Around the World and a great 'Note on Peace'.
- Great Quote:
  "Peace cannot be kept by force. It can only be achieved by understanding,"
  Albert Einstein

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"Remembering Georgy: Letters from the House of Izieu" Klarsfeld, Serge



Grades: Middle school, High school

This book is about Georg Halpern, who was eight years old when he was murdered at Auschwitz. It contains reproductions of his letters and drawings that he made for his parents, which he wrote from a series of children's homes, to which he was first sent in 1940. He ended up at the House of Izieu in the Italian occupied zone, which Jews had hoped was a safe area, but tragically the Gestapo came to the home and took away the children. Together with these pictures of Georg are photographs of his parents, who survived the Holocaust. Indeed, they were two of the very few parents of children from Izieu who survived the war. They both died in 1989, and spent many years living in hope that that their son had survived, but their hopes were never fulfilled.

Themes:

- Grief, loss, death, dying
- Racial hatred
- Saving children during the war
- Keeping the memory of the Holocaust alive for current and future generations

Concepts/Vocabulary:

- Murder, executioner, roundup
- Orphanage, separation from parents
- Anti-Semitism, Holocaust
- Children are victims of persecution and war

Pre-reading:

- Pre-read book prior to meeting with class
- Give students a background on events leading to Georgy's death
  1. Many children were separated from parents during the Holocaust with goal of survival. Children lived with other families or in orphanages. This took place not only in France but also in places like England where children were sent to escape the camps.
  2. Cruelty of the Nazis did not save even the children and Georgy was killed at eight years old
  3. Book represents collected letters found written by Georgy to his parents as well as drawings, photographs and documents detailing his parents' search for him after the war.
  4. Author Serge Klarsfeld, along with his wife Beate, are activists and Nazi hunters

known for documenting the Holocaust in order to establish the record and to enable the prosecution of war criminals. He has made notable efforts to commemorate the Jewish victims of German occupied France.

- Read Georgy's letters and show photos and drawings to class.

Post-reading:

- What pictures do Georgy's letters and drawings evoke in your mind?
- Do you think that Georgy understood the reasons for his separation and the dangers that could possibly happen at any time? What type of mood and feelings do they reflect
- Why do you think Georgy's parents searched for him after the war?
- Why is it important to preserve the letters, etc. and learn of the happenings during the Holocaust?

Raab/Goodwin Book Synopsis



Klein, Gerda Weissmann,
"Promise of a New Spring"
This book presents details and photos; asks children to remember this terrible time in history; and to create the "new spring". Ms. Klein, the author, is a survivor who last most of her family in concentration camps during WWII. She wrote this book to teach a lesson about this time in history

Grades: Ages 5 and above

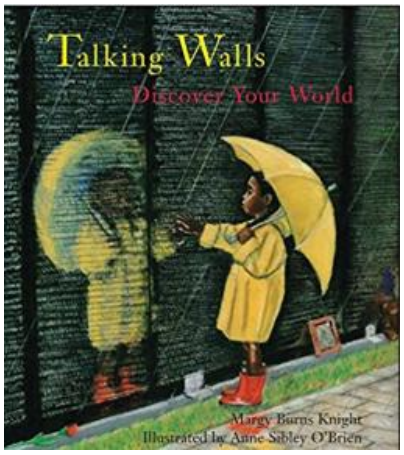
Theme:
- Holocaust: from the destruction comes a "new spring" (a new generation)

Pre-reading:
- What have you learned about the Holocaust?

Post-reading:
- What is Ms. Klein's message? What is the "new spring"?

Raab/Goodwin
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Raab/Goodwin Book Synopsis



Knight, Margy Burns
"Talking Walls"
Illustrated by Anne Sibley O'Brien

Grades: 3-8

This book introduces readers to different cultures by exploring walls built around the world and the story behind why they were built and what they represent and symbolize. The book isn't necessarily a read aloud but can be used as a resource guide to explore the world's diversity, using the stories of the walls to introduce different cultures and issues, and how they can separate or hold communities together.

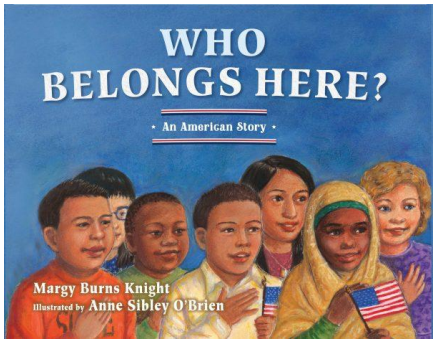
Themes:
- Culture, history, landmarks
- Diversity
- Reasons to build walls
- How walls can bring people together or divide them

Concepts/Vocabulary:
- Literal, figurative, impact of seeing walls
- Examples: Great Wall of China, Vietnam Veterans Memorial Wall, Berlin Wall, Martin Luther King Memorial
- Walls in the neighborhood: sound barriers, fences
- Imaginary vs real walls

Pre-reading:
- What are some walls that you see in your neighborhood? Eg. highway sound barriers, fences to keep pets and children safe, to keep citizens from crossing in the middle of a street
- Do walls talk? If they did, what would they tells us? Who built them? Why?

Post-reading:
- Why were some of the walls in this book built? Eg safety, memorials, monuments or keeping people apart.
- Can people build invisible walls in their minds?
- Do you know about other walls? Are they visible or invisible? Do they tell stories?
- Do you think all the walls serve a positive purpose?
- Discuss the literal and figurative walls that people build and possible reasons
- Discuss different cultures noting likenesses and differences
- Do some of the walls need to stay up or come down? Why?

Raab/Goodwin Book Synopsis



Knight, Margy Burns
"Who Belongs Here?"
illustrated by Anne Sibley O'Brien

Grades: 1-5

This book describes the new life of Nary, a Cambodian refugee, in America, and his encounters with prejudice. It includes some general history of U.S. immigration, tracing the waves of immigrants that have built America and celebrating the Muslim and Latino immigrants who are contributing to Americas future. Nary is a young boy fleeing war-torn Cambodia for safety in the U.S. Some of his classmates, think he should go back to where he belongs. But what if everyone whose family came from another place was forced to return to his or her homeland? Who would be left? Nary helps his class perform a lesson that teaches compassion for recent immigrants and tolerance.

Themes:
- Asian, Asian American
- Immigration
- Tolerance, intolerance and acceptance
- Citizenship
- Effects of war on children and families

Concepts/Vocabulary:
- Refugee, immigrant
- intolerance, prejudice, discrimination
- native-born citizen, naturalized citizen
- Cambodia, war torn
- Culture, bullying, conflict resolution skills

Pre-reading:
- Do a picture walk focusing on cover shot of children talking oath of citizenship
- Who belongs here?
- Was everyone born in America?
- What are some countries that you or your ancestors have immigrated to the US from?

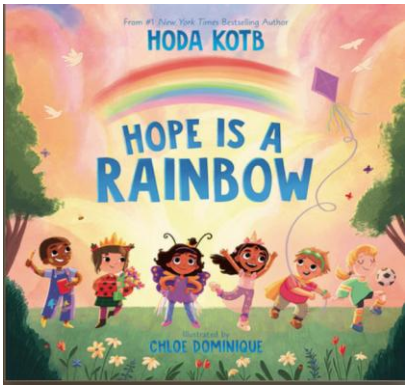
Post-reading:
- Why did Nary and his family leave Cambodia?
- What is a refugee and why do they want to come to the United States?
- How do people especially children feel when coming to a new country? Eg relief, fear, anxiety, loneliness

Raab/Goodwin Book Synopsis

- What are some problems that immigrants encounter in a new country eg language, jobs, acceptance
- Did Nary's classmates react to Nary? Were they welcoming?
- How did the teacher help Nary and his classmates?
- How can our words and actions make a new person to our class feel?
- What can we do to make an immigrant feel welcome and accepted?
- What contributions do immigrants make to their new country?

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Raab/Goodwin Book Synopsis



Kotb, Hoda
"Hope Is A Rainbow"
Illustrated by Chloe Dominique

Grades: PreK-2

Hoda Kotb's new book is a lyrical celebration of hope in children and teaching the youngest readers how to reach for their dreams--whether they are as big as the night sky or as small as a bowl of purple ice cream. It's a lesson in optimism and what a positive outlook can bring. The story honors the childlike wonder and curiosity that exists in everyone.

Themes:
- Finding hope in ordinary places
- What do you hope for? What do you dream?
- Belief in yourself
- Optimism, positive outlook

Concepts/Vocabulary:
- Emotions, feelings, dreams, hopes, accomplishments
- Taller, braid, smile, frown, rainbow
- Faith, giggle, promise

Pre-reading:
- Picture Walk
- Children make predictions of what is happening in the book, locations, activities.
- Connect the brightness and joy in the illustrations to the faces of the children in the book, eg happy, joyful, friendly, supportive.

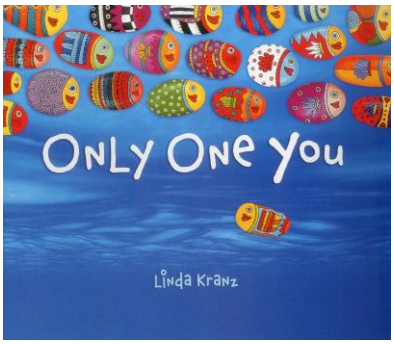
During Reading:
- Read the book through once, showing pictures, page by page and then go back to emphasis certain concepts:
  Feelings, beliefs, solving problems, finding new friends, wishes, surprises.

Post-reading:
- How are you like the children described in the book?
- Have you ever wished for something that came true?
- Were you helped and supported by a friend?
- How important is it to have wishes and dreams and friends that support you?
- How do you feel when you see a rainbow after a storm? Does it make you feel happy and hopeful?

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Raab/Goodwin Book Synopsis

"Only One You"
by Linda Kranz



There's only one you in this great big world. Make it a better place. Adri's mama and papa share some of the wisdom they have gained through the years with their eager son. Their words, simple and powerful, are meant to comfort and guide him as he goes about exploring the world. This beautifully illustrated book is colorful with honest insights. Kranz's uniquely painted rockfish, set against vibrant blue seas, make an unforgettable and truly special impression. *Only One You* will inspire children of all ages as they swim through life.

Grades: K-2

Themes:
- Making the world a better place
- Being enthusiastic, individualism
- Demonstrating wisdom
- Positive affirmations, inspirations and imperatives
- Qualities of an ideal person

Concepts/Vocabulary:
- Wisdom, enthusiasm
- Look out, memory, discover
- Passion, legacy, wishes
- Individual, friendship

Pre-reading:
- Take children on a picture walk, noting the illustrations and asking for predictions. Tell them this is a book about friendship and becoming the best you that you can be.

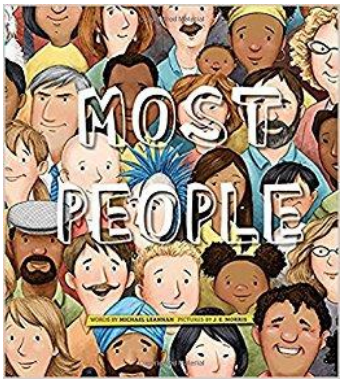
Post-reading:
- What is a friend? What qualities do friends have?
- What are some things friends do together?
- How can we be good friends to others?
- When might it not be a good idea to follow your friends or the crowd?
- Sometimes a friend might ask you to do something that you don't agree with, or something that you know is wrong. What would you do in this situation?
- What is wisdom? Do you know anyone who is wise? How can you develop into a wise person?
- What makes a person stand out from other people?
- How do you feel when you perform standout behavior? Pride? Happiness? Satisfaction?

- How can people stand out in a good way in the classroom? In the cafeteria? On the playground? At home?
- How can you be a better person?
- How can you make the world a better place?

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Raab/Goodwin Book Synopsis

"Most People"
Leannah, Michael
Illustrated by Jennifer E. Morris



This is a positive book about the good in people. This picture book gently reminds readers, most people are good and have good intentions. Even when someone does something wrong or is angry, it might be that they have made a mistake or can change. A book like this one can help youngsters understand why others behave as they do and perhaps forgive them for their mistakes. The world can be a scary place. Adults want children to be aware of dangers, but shouldn't children be aware of kindness too? Ink and watercolor illustrations bring different neighborhood people into focus as they go about their days. It's a picture book that impresses upon us that most people want to be good, do the right thing, and that they want to see you happy, too.

Grades: PreK to 2

Themes:
- Global Empathy
- Modern Family
- Multicultural
- Tolerance & Resolving Conflict

Concepts/Vocabulary:
- smile, laugh, good people, help others, trouble
- bad things, lie, steal, bully, hurt, destroy
- more good people than people who do bad things
- change, seeds of goodness

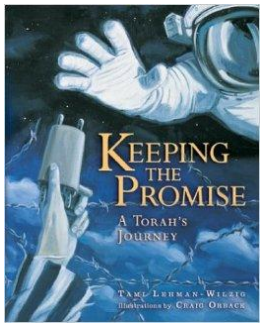
Pre-reading:
- Do a picture walk, leading students through the pictures of crowded city streets, in the company of diverse, asking them what they think
- Note the diversity of the adults and children in the book and how they interact.

Post-reading:
- Can you tell if a person is good or does bad things by the way they look? Reference the big, bearded, tattooed, chained biker who politely assists an elderly lady onto the bus, the goth teenager with piercings and purple Mohawk who returns a lost wallet to it's owner, the driver of the electric company truck who stops the truck to allow an elderly woman to cross the street.
- Ask if they remember other examples of goodness from the book.
- Compare them to the little boy who stole and apple and how he became good again and to the little girl who was frowning and unhappy and how another little girl helped her to become happy again.
- Ask what they can do to help people change eg. Be kind to others, help others, say nice things, etc.

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Raab/Goodwin Book Synopsis

Lehman-Orback, Tami
"Keeping the Promise, A Torah's Journey"



The author writes of the incredible journey of a small Torah scroll belonging to a Dutch Rabbi, of a Bar Mitzvah boy during the Holocaust and finally of Ilan Ramon, the first Israeli astronaut, who died on the space shuttle Columbia. The book takes place during two different times; during World War II and during the early 2000s. Rabbi Dasberg, Joachim, 13 years old during the war, and others are imprisoned at Bergen-Belsen, a Nazi concentration camp, as part of the Nazi's persecution of the Jewish people.

Grades: 4-6

Themes:

- Hope, promise and humanity
- There are real heroes in this world
- Ties literature to world history
- Loss of life

Concepts/Vocabulary:

- Bar Mitzvah, Torah Scroll, astronaut, concentration camp, Spaceship Columbia, freedom
- "*Jood*" Dutch word for Jew, as inscribed on the star patches that the Nazis forced Jewish people to wear
- "*Mazel tov*" good luck, and is used to convey congratulations
- "*Baruch Atah*" the beginning to many Jewish prayers, which translated roughly means "blessed are you" (often followed by *Adonai*, meaning "our Lord")

Pre-reading:

- Why do some people take risks? Have you ever taken a risk?
- What does it mean to be a hero? Do you know any real life heroes?
- Have you ever attended a Bar Mitzvah? Think about what it was like and the feeling felt by the family and guests.
- Preview the illustrations and ask what feelings the illustrations convey.

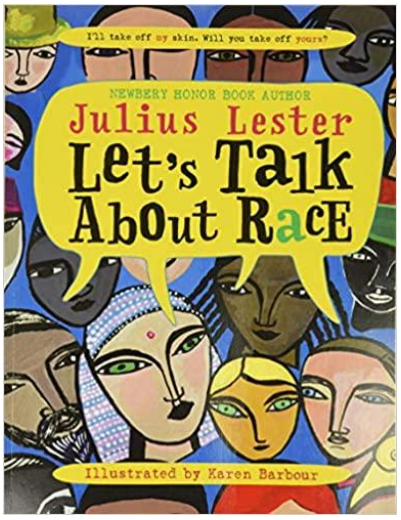
Post-reading:

- Did the townspeople accurately anticipate what would happen during the war?
- What was life like for Rabbi Dasberg and the others at the concentration camp?
- What did Rabbi Dasberg bring with him to the camp and how did he hide it?
- How did Joachim feel about having his Bar Mitzvah in the camp?
- Describe the emotions Joachim felt when he saw his mother
- Compare how alike and different this Bar Mitzvah was from any you have attended.
- What did the Rabbi give Joachim and what did he ask in return?
- Did Joachim keep his promise?
- Why is sending the Torah into outer space symbolic and how do the restrictions of space compare to the restrictions of life in the camp?
- Describe the risks that the Rabbi, Joachim and Ilan take in life and the freedom they feel when they take those risks.

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Raab/Goodwin Book Synopsis

Lester, Julius
"Let's Talk About Race"
Illustrated by Karen Barbour



Grades: 1-5
The book opens with, "I am a story. So are you," It is the beginning of a short book about racial identity and how it affects the way we view each other. The book explains that despite our race, we are all the same under our skin and have no reason to judge another person based on their skin color. The author discusses how we all are much more than our race and have many elements in our life stories such as family name, family places, likes and dislikes. Lester writes about what makes each individual special.

Themes:
- Personal identity- what makes each individual special?
- Role of race in determining nature of self
- Can you be better than someone else, effect and consequences
- Racial identity and characteristics that make individuals who they are, different, yet alike.
- The book emphasizes how we all are much more than just our race and are made up of many elements, race just being one and minor detail

Concepts/Vocabulary:
- common interests
- similar likes and dislikes,
- values, beliefs, and attitudes
- people, events, elements, equality
- shape, texture, surface, beneath
- true story vs not true story

Pre-reading:
- Convey to students that the author is telling a story about himself and that each person has their own story.
- Tell children that as you read, they can begin thinking about their own story

During Reading:
- What is the author's story?
- What are some of the things that make the author different from others?

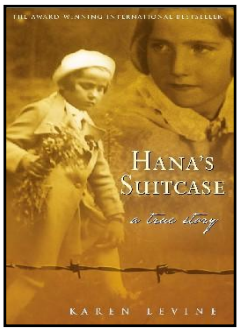
- What are some of the things that make the author the same as others?

Post-reading:

- What makes you unique? What is your story?
- What are some of the things you like and dislike?
- How are you different from others? – birthday, where we live, jobs, number of siblings, color of skin, hair and eye color, hair type – curly, straight, texture, length, etc
- How are you the same as others? – feelings, likes and dislikes
- What does it mean to say everyone is equal?
- What is the difference between a story that is true and one that is not true?

Raab/Goodwin Book Synopsis

Levine, Karen,
"Hana's Suitcase" (based on a true story)



After viewing the suitcase of a Holocaust orphan, children at the Tokyo, Japan Holocaust Education Center want to learn what happened to her. The curator of the Center searches for answers. In the end the child's brother is found in Toronto and he is able to share their story.

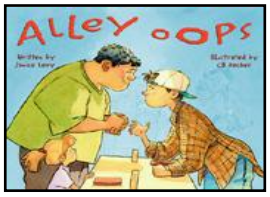
Grades: 5 – 8

Pre-reading:
- Why were the children curious about Hana Brady?
- What do you think you'll learn about her?
- What might be in the suitcase?

Post-reading:
- What happened to Hana?
- Who helped solve the mystery of her life?
- What qualities did Fumiko possess that kept her looking and hoping to find information about Hana?
- How did George survive?

Raab/Goodwin
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Raab/Goodwin Book Synopsis



Levy, Janice,
"Alley Oops"
This story is about a boy named J.J. who is very mean to a new boy at school.
Listen to the story to see what happens to make J.J. change his behavior.

Grades: 1 – 3

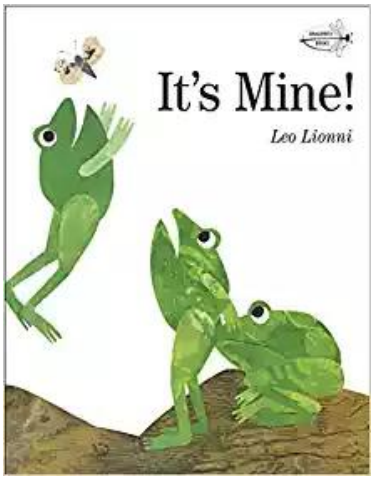
Themes:
Bullying has serious long-term consequences for both the victim and the bully.
Bullies need to understand the impact of their hurtful behavior and change.

Pre-reading:
- How would you feel if someone called you mean names? How might this affect you for a long time?
- What advice would you give to a bully?

Post-reading:
- Why was Mr. Jax the right person to teach J.J. about bullies? (discuss "Frog Face")
- How did J.J. and Patrick become friends? How is each boy better off now?
- Explain Grandpa's story of the two dogs inside us. What can we learn from it?

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Raab/Goodwin Book Synopsis



Lionni, Leo
"It's Mine"

Grades: Pre K - 2

Three selfish frogs live together on an island in the middle of Rainbow Pond. All day long they bicker: *It's mine! It's mine! It's mine!* But a bad storm and a big brown toad help them realize that sharing is much more fun. The author uses frogs in this fable to give children the message that sharing makes life more peaceful and happier.

Themes:

- Distinguish traits that makes a good friend
- How good friends should be treated
- The value of sharing

Concepts/Vocabulary:

- island, beaches, frogs
- Quarreled, quarrelsome, quibbled, bickered
- Dawn to dusk

Pre-reading:

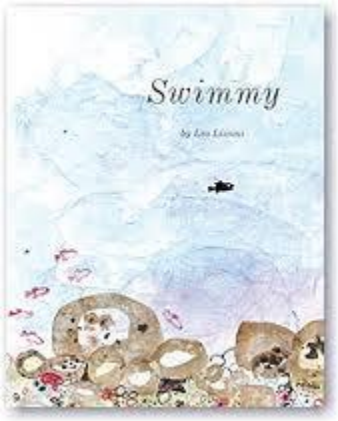
- Is it important to share? Why or why not?
- How do you feel when someone shares with you?
- How do you feel when someone won't share?
- Do you think you are good at sharing?

Post-reading:

- How did the frogs behave towards each other at the beginning of the book?
- Did they realize they were being selfish and ill mannered?
- Who helped them understand their behavior was unacceptable?
- Did they realize that it was the toad who provided them shelter and saved them during the storm?
- How did the frogs act the next day following the storm?
- Did they like themselves better when they played together and shared?

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Raab/Goodwin Book Synopsis



Lionni, Leo
"Swimmy"

Grades: Pre-K - 1st

Themes:
- Being different
- Handling adversity
- Dealing with "bullies"

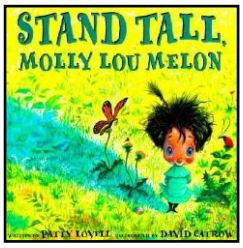
Pre-reading:
- Do you know some of the kinds of plants and creatures that live under the water in the ocean?

Post-reading:
- How was Swimmy different from his brothers and sisters?
- What happened to his brothers and sisters?
- How did Swimmy feel?
- What were some of the animals and plants that Swimmy saw under the water?
- Who did Swimmy find that made him feel happy?
- How did the little red fish feel before Swimmy got his idea?
- What was Swimmy's idea?
- Did Swimmy's idea help the little red fish?
- What could you do if someone was mean to you or to a friend?

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Raab/Goodwin Book Synopsis

Lovell, Patty,
"Stand Tall, Molly Lou Melon"



Grades: K – 3

Themes:
- Be true to yourself
- Be proud of who you are
- When you stand up to a bully, you make the bully look foolish

Vocabulary/concepts: Walk proudly, buck teeth, fumble-fingered

Pre-reading:
- Look at the cover. What do you notice about Molly Lou Melon?
- What does it mean to "stand tall?"
- 3. How would you handle a bully who makes fun of you?

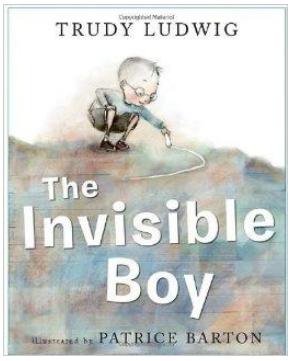
"Let's read to see how Molly Lou Melon handles the bully Ronald Durkin."

Post-reading:
- How was Molly Lou Melon different from her classmates?
- What advice did her grandma give her?
- How did that advice help her deal with the bully Ronald Durkin?
- How and why did Ronald Durkin change?

Raab/Goodwin
Esther Raab Holocaust Museum
& Goodwin Education Center

Raab/Goodwin Book Synopsis

Ludwig, Trudy
"The Invisible Boy"



Grades: K - 3

Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party . . . until, that is, a new kid comes to class.
When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

This gentle story shows how small acts of kindness can help children feel included and allow them to flourish.

Includes discussion questions in back of book.

Themes:
The importance and impact of small acts of kindness
The power of one person
The value of inclusion - Active exclusion as a form of bullying
Everyone is unique and has something to offer

Pre-Reading:
*****Ask what "invisible" means
*Look at cover and title. What predictions can children make from the cover and title?

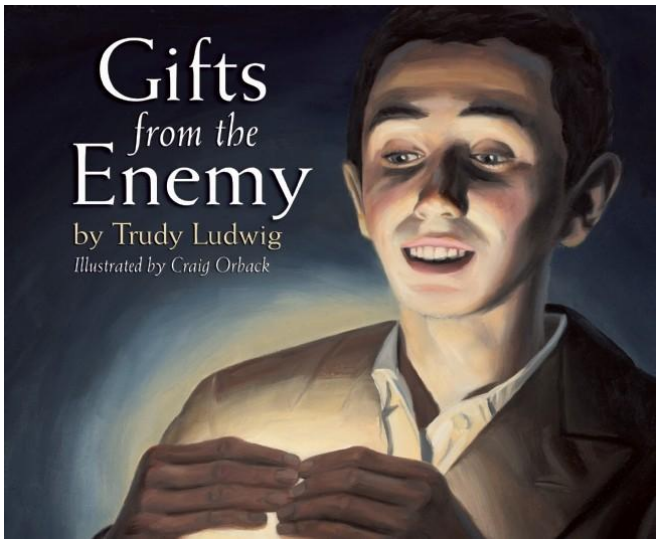
Post Reading:
*What observations could be made about Brian?
*Share thoughts about phrase "which is worse - being laughed at or feeling invisible"
*What does it mean to be cool?
*How many kids did it take in this story to help Brian begin to feel less invisible?

Review additional questions for discussion in back of book.

Raab/Goodwin
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Raab/Goodwin Book Synopsis

Ludwig, Trudy
"Gifts from the Enemy"



Grades: 4-6

Theme: Acts of social justice & kindness can change lives. Young people can develop empathy, compassion & caring.
There are good people & bad people in every group.

This is a picture book adaptation of Alter Wiener's 2007 memoir "From A Name to a Number: A Holocaust Survivor's Autobiography"

Vocabulary for lesson [see back pages of book]:
Sabbath, Challah, Nazis, occupation, Houses of worship, curfew, prison labor camps, genocide.

Pre Reading:

1. Discuss the meanings of the words hatred, prejudice & stereotyping.

Why are these acts/behaviors dangerous?
How do they get started?
Why is it important to accept differences?

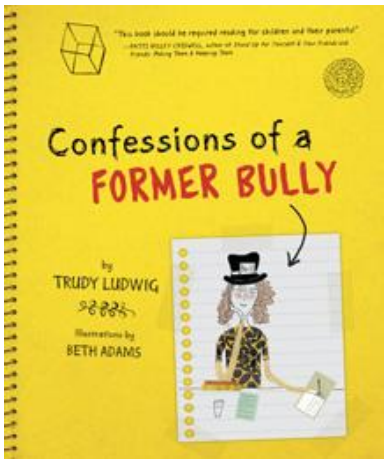
This powerful true story is about a Holocaust survivor.
What do you know about the Holocaust?

Post Reading:
There are excellent questions for discussion & activities in the back pages of this book.

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Raab/Goodwin Book Synopsis

Ludwig, Trudy
"Confessions of a Former Bully"



Grades: 2 - 6

Themes:
- Make good choices
- Friendship…what makes a good friend
- Handling physical, cyber, verbal bullying

This text is written in a Diary of a Wimpy Kid style, from the perspective of Katie, a bully. Katie is caught teasing a schoolmate and as a consequence needs to meet with a counselor and right her wrong. Katie realizes that bullying has hurt not only the people around her, but her, too. Included are real life empowerment tools to provide kids with words and ways to deal with relational aggression.

Pre-reading
- Have students share individual connections with bullying behaviors.
- Discuss times that students have said something mean to another person. Is that bullying?

Post-reading
- Role play the empower tools. Note the first four tools are more appropriate for younger kids.
- Discuss the quotes from famous people used throughout the text.
- Role play examples of tattling and then revisit the same situations with reporting language.

Raab/Goodwin Book Synopsis

Ludwig, Trudy
"My Secret Bully"



Grades: 3-6

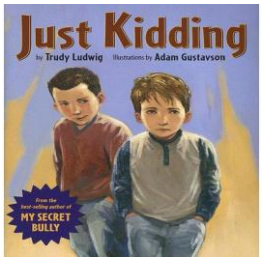
Themes:
This is a story about bullying among friends by teasing, exclusion, and name-calling, all forms of emotional bullying, often referred to as 'relational aggression'. With help and guidance from supportive adults, children can find the tools to deal with and avoid bullying, or to "cope, survive, and thrive".

"As you hear the story about Monica and Katie, listen for the things that happen that make Monica feel bullied and what she does about it."

Post-Reading:

- There are the following excellent follow-up pages at the end of the story:
- What Can a Target Do? provides many helpful suggestions for discussion.
- An Opportunity for Discussion provides wonderful questions to use with the class after reading the story.

Raab/Goodwin Book Synopsis



Ludwig, Trudy

"Just Kidding"

Grades: 1-5

Theme: Emotional bullying among boys; teasing, exclusion & re-building self-esteem

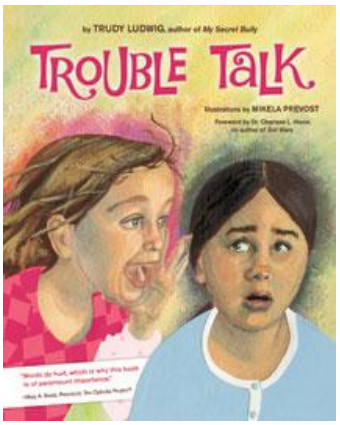
* This book has information, resources & additional questions in the back, as well as "Teasing Dos & Don'ts."

Pre-reading:
1.What is "bullying"? Are there different kinds of bullying?
2. How would you feel if someone bullied you?
3. Would your best friend[s] bully you?

Post -reading:
1. Who was teasing D.J.?
2. What was Vince saying that upset D.J.?
3. How was Vince avoiding punishment after teasing D.J.?
4. Did the words "Just kidding" make the teasing okay?
5. Why didn't Vince stop, even after he knew that D.J. didn't like the mean comments?
6. Who helped D.J. feel powerful and gave him suggestions to stop the bullying?
7. What strategies worked for D.J.?
8. How did the story end?

Raab/Goodwin Book Synopsis

Ludwig, Trudy
“Trouble Talk”



Grades 3-6

Themes:
This book explores the "harmful consequences of 'trouble talk'- gossiping, lying, spreading rumors and sharing others' information in order to establish connection and gain attention."

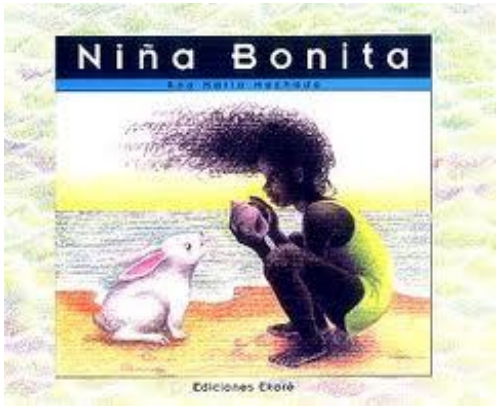
To Students:
"Listen to the story of Bailey and the other girls to find out what kinds of trouble talk happen and the consequences of that trouble talk.After I read the story, we can have a discussion about what happened and how you might have handled it in the same way or in different ways."

Post-Reading:
- In what ways did Bailey engage in trouble talk?
- What were the results of her trouble talk?
- What did the narrator do to try to address the problem?
- How was Bailey given help?
- Who do you feel you could talk to in your school about similar issues?
-Is trust important in a friendship? Why or why not?

Reader:
There are excellent resources at the end of the book to use in discussion:
Author's note: More about Trouble Talk
Questions for Discussion

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Machado, Ana Maria
"Nina Bonita"

Grades: K – 3

Themes:
- Diversity – the many colors of animals and the human race
- Race – people's skin color resembles that of their parents and relatives
- Pride in being black
- Racial bias and racial differences

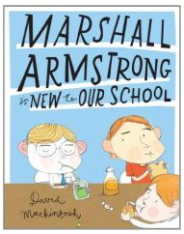
Vocabulary: glossy, panther

Pre-reading:
- Discuss what children know about skin colors.
  - Is skin color important? Why
  - Should everyone look the same?
  - What are some of the skin colors you see in your school?
- Discuss treating all people equally.

Post-reading:
- What color does the bunny want to be? Why?
- What does the bunny do to change his color? Does it work?
- Who does the bunny meet and "marry?"
- What colors are their baby bunnies?
- Is the white rabbit happy with this family?
- All colors are beautiful, white, black and in between
- Did you like this book? Why?
- What did you learn about skin or fur colors?

Raab/Goodwin Book Synopsis

Mackintosh, David



"Marshall Armstrong is New to Our School"

Marshall Armstrong is the new kid at school and he is not like everyone else. He plays differently, he eats differently, and he doesn't look the same at all. He sticks out like a sore thumb. That is, until he invites everyone to his birthday party. Soon the other kids start to learn that sometimes different can be cool. This is a charming book about celebrating differences.

Grades: K – 3

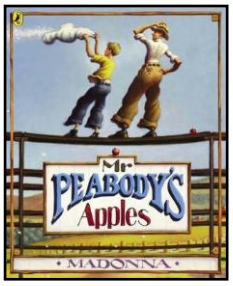
Themes:
- *Differences are OK
- *Tolerance of differences
- *Welcoming the stranger
- *"Don't judge a book by it's cover"

Pre-Reading Questions:
- *What do you think the boys on the cover picture are thinking/feeling?
- *Have you ever been the new kid to the school?
- *What was it like to be the new kid?

Post- Reading Questions:
- *What can we learn from this story?
- *In what ways is Marshall different/alike to the other students?
- *What do you think Elizabeth Bell is thinking/feeling on the last page of the story?
- *How can we welcome a new student?

Raab/Goodwin Book Synopsis

Madonna,
"Mr. Peabody's Apples"
(Based on a 300 yr. old Kabbalah story by the Baal Shem Tov)



Grades: 2 – 6

Themes:
- It's hard to undo the damage caused by spreading gossip, rumors, and lies
- Don't jump to conclusions because something *seems* true
- Don't be too quick to judge a person. (p. 28)

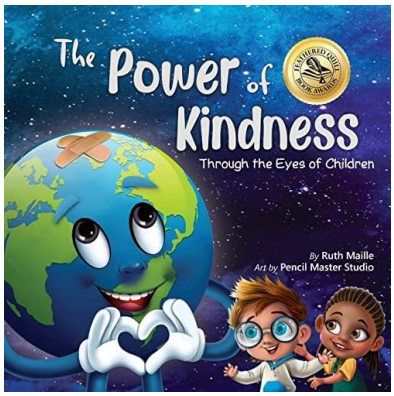
Pre-reading:
- What do you notice about the cover illustration? What do you think the story will be about?
- The author of the story is Madonna. What do you know about her? Did you know she writes children's books?
- What is a rumor? Have you ever spread a rumor or been a victim of one? What damage can a rumor do?
- "In this story a boy named Tommy Tittlebottom spreads a rumor about Mr. Peabody. Listen to find out how Mr. Peabody teaches Tommy just how hard it is to take back harmful words."

Post-reading:
- What rumor did Tommy spread about Mr. Peabody? Why?
- What might Tommy have done to find out the truth *before* he jumped to conclusions?
- What did Mr. Peabody have Tommy do to make him understand that once you say something, the damage is done?
- What is the meaning of the illustration on p. 26? What does each feather represent?
- Why do you think Madonna wrote "Mr. Peabody's Apples?"
- How might this story affect your behavior?

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Raab/Goodwin Book Synopsis

Maille, Ruth
"The Power of Kindness Through the Eyes of Children"
Illustrated by Pencil Master Studio
Grades: PreK-1



Children often struggle with big feelings and emotions. It takes practice to have them regularly look outside of their own experience to see how their friends and peers are feeling. This book shows the rippling effect of how being empathic and kind can generate kindness to others. It demonstrates how each of us can help impact the world around us with simple acts every day.

Themes:
- Understanding the power each person has to shape their interactions with others positively.
- Recognize when others need kindness
- Understanding that a kind word or act can make a difference
- Power of kindness

Concepts/Vocabulary:
- Children can make a difference with their words and actions
- Support, generosity, kindness, compassion
- Heal the world, make it a more loving and kinder place
- sharing, caring, giving back to others
- kindness is a choice
- breathing technique

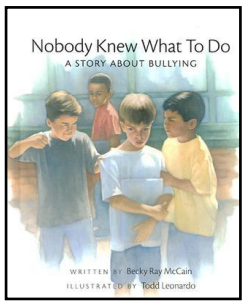
Pre-reading:
- See note from author at beginning of the page explaining who Orbit is and his mission. Share with children.
- Do a picture walk, allowing children to absorb the illustrations, asking children what they see in pictures and what they think the book is about.
- Read the book once without asking questions allowing children to absorb the vocabulary and concepts.

Post-reading:
- Ask the children for their definition of kindness.
- Why does Orbit say that kindness is a choice?
- What does Orbit do to help him make the right choice?
- What are the steps that Orbit teaches the children? Practice the breathing technique steps with the children.
- Ask children for times where they saw kindness demonstrated
- Tell children that everyone has the capacity to be kind and ask them for examples of how they can be kind to each other, their families, pets, etc

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Raab/Goodwin Book Synopsis

McCain, Becky Ray,
"Nobody Knew What to Do – A Story About Bullying"



Grades: 1-3

Themes:
- Bullying
- Being an 'upstander' not a bystander

Synopsis:
This book is about a child who observes another classmate being bullied so badly that he doesn't come to school one day. This child decides to go to his teacher about the problem and tell her what is happening to his classmate. The next day, when the child being bullied returns to school and the bullies approach him, the teacher and principal meet all of them, take their names and call their parents. The children who allowed the bullying to happen, and 'looked the other way' learn that there is safety in numbers, and that they need to stick together to prevent others from bullying someone.

Post Reading:
- Back page of book has good information about Bully Prevention

Raab/Goodwin Book Synopsis



McCann, Joseph,
"There's A Skunk In My Bunk"
(Story in rhyme)

Grades: K - 2

Theme: Think for yourself, and do not judge others by what you've been told.

Pre-reading:

1. Ask students to comment on title and cover illustration. How do they think the boy feels about having a skunk in his bunk? Why?
2. "Have you ever changed your mind about someone after you got to know him or her?" Explain.
3. "Listen to the story to see how a little boy named Timmy learns to think for himself and not to believe everything he hears."

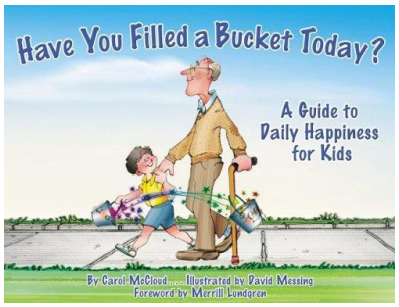
Post-reading:

1. What had Timmy heard from people about skunks? About raccoons? About bats?
2. How did Sammy the Skunk, Ralph the Raccoon, and Bob the Bat change Timmy's mind?
3. What can happen if we believe everything we hear about someone? What should we do?

Raab/Goodwin
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Raab/Goodwin Book Synopsis

McCloud, Carol.
"Have You Filled a Bucket Today?" A Guide to Daily Happiness for Kids



Winner of 9 awards, this book is part of a widespread "Bucket Fillers" movement to foster self-esteem early in life. For more info, go to www.bucketfillers101.com

Grades: Pre-K – 4

Theme: Everyone is born with an "invisible bucket" (symbol of one's mental and emotional health). When you do or say kind things, you fill someone's bucket, as well as your own. When you're mean, you dip into someone's bucket and your own.

Pre-reading:

- Ask students to comment of cover illustration. What do they notice about the boy and old man? What is going into the buckets? Why?
- What could the title mean?
- "Listen to the story to find out ways you can be bucket fillers or bucket dippers."

Post-reading:

- What is the purpose of the invisible bucket?
- How do you feel when your bucket is full? How do you feel when your bucket is empty?
- What are some ways to be a "bucket filler?" Can you fill your own bucket by dipping into someone else's?
- How is a bully a "bucket dipper?" What are other ways to be a bucket dipper?
- How can you practice to be a bucket filler?

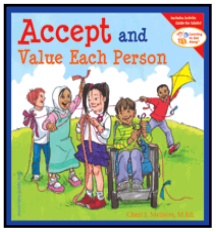
Optional activity:
Bring a child's beach bucket (you can draw a big smiley face on it) and cut out paper hearts and stars. Each student can write on a heart or star an idea for filling someone's bucket.

Companion book: How Full is Your Bucket? For Kids by Tom Rath and Mary Reckmeyer

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Raab/Goodwin Book Synopsis

Meiners, Cheri,
"Accept and Value Each Person"
One book from "Free Spirit's Learning to Get Along" series of 12 titles



Grades: Pre-school – 3
- This book has a section for teachers with questions and games to reinforce the ten skills (see pgs. 32-35 in the book).

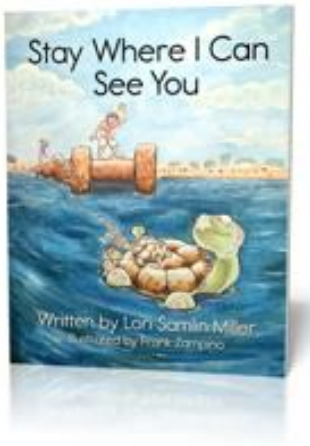
Theme:
- Accepting and valuing people, respecting differences and teaching empathy

Pre-reading:
- Read about the illustrator and the author on the back cover. Show their photos. Ask students to think about what they like best about themselves.

Post-reading:
- Ask students to share what they like best about themselves.

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Raab/Goodwin Book Synopsis



Samlin Miller, Lori
"Stay Where I Can See You"
is an exciting, engaging, educational adventure tale in which a family of turtles attempts to stay together on a challenging journey filled with just the right amount of danger and suspense.

Grades: Pre-school-2nd Grade

Themes:
- Bullies choose their targets
- Children should stay where they can be seen by parents/teachers
- Everyone has unique challenges
- Recognize opportunities to be kind and help others

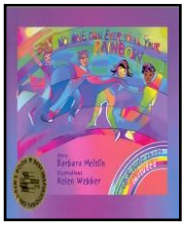
Pre-reading:
- Why do bullies often pick on someone who is smaller or weaker?
- Have you ever seen someone being bullied?
- How did it make you feel?
- Who can you tell?
- Do you think it is okay to wander off on your own? >Has your parent or teacher ever told you to stay where they can see you?
- Do you know why that is important?
- What would you do if you were separated from your family?

Post reading:
- Did Mother Turtle know she'd left Toby behind?
- Who was the bully in the story?
- Who saved the turtle?
- Did Ben want to keep the turtle or put him back?
- Why did Ben put the turtle back?
- What would you have done?
- Why do you need to stay where you can be seen?
- What can happen (possible consequences) if you wander off or don't listen to directions

Raab/Goodwin
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Raab/Goodwin Book Synopsis

Meislin, Barbara,
"No One Can Ever Steal Your Rainbow"
Told in rhyme with CD & lyric sheet included.
This book is based on a true story.



Grades: 2-5

Themes:
- Even when bad things happen, the "rainbow in your heart" [joy, hope, love] will sustain you.
- Your own rainbow cannot be taken away, it will always be there to bring you hope.

Pre-reading:
- Discuss rainbows. Are they real? When do you usually see a rainbow?
- How do you feel when you see one? Can a rainbow really be in your heart?
- Discuss the author's use of symbolism in this rhyming story.

Post-reading:
- What did the author mean when she wrote "No one can ever steal your rainbow?"
- When you feel like giving up, think that things will never get better or just want to quit, will you remember the message in this book?
- Ask some students to explain/paraphrase the message [to keep hope, love & joy in your heart].

Raab/Goodwin
Esther Raab Holocaust Museum
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Raab/Goodwin Book Synopsis

"Be Kind"
Miller, Pat Zietlow
illustrated by Jen Hill



Grades: PreK –2

Kindness has always been important. Most people want to be kind. Most parents hope their children will be kind. But kindness seems to be getting some extra attention these days, spurred on by current world events. School leaders are focusing on kindness as a core value, taking the time to talk about what kindness is and ways to demonstrate it.

When Tanisha spills grape juice all over her new dress, her classmate contemplates how to make her feel better and what it means to be kind. From asking the new girl to play to standing up for someone being bullied, this moving and thoughtful story explores what a child can do to be kind, and how each act, big or small, can make a difference—or at least help a friend.

Themes:

- How to be a friend
- How two simple words can change you
- Messages of empathy and compassion
- Kindness, civility, thoughtfulness
- Acknowledgement of human existence

Concepts/Vocabulary:

- Ways to be kind – giving, calling someone by their name, being friendly, giving a donation, helping a friend
- Kindness is contagious – acts of kindness breeds more kindness
- Partner, attention, recycling
- Thank you, bless you, patient, tricky, problem, together, kindness, travel
- Purple splotches, violets

Pre-reading:

- Review title and ask what it means to be kind means?
- Take students on a picture walk, asking them what they see in the pictures.

Post-reading:

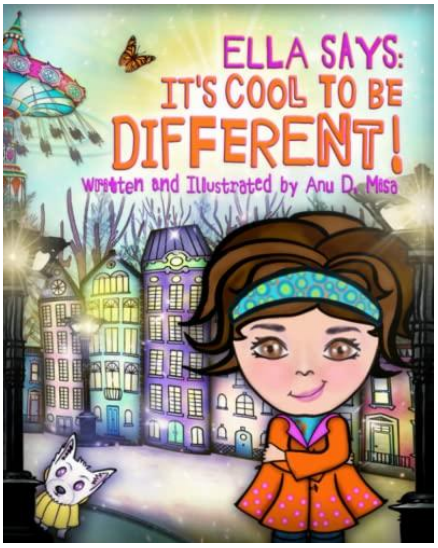
- How did the class react when Tanisha spilled grape juice on her clothes?
- What were their facial expressions?
- How did her friend (narrator) try to act towards her? What was her facial expression? What did she think, say and do to try to help Tanisha?
- What is the definition of kindness? See words in purple print
- What are some of the ways a person can be kind?
- Do you think it is easy or hard to be kind?

- What have you done today to be kind?
- What can you do the rest of the day to demonstrate kindness?

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Raab/Goodwin Book Synopsis

Misa, Anu D.
"Ella Says: It's Cool to be Different!"
Grades K-3



Ella hates her orange, polka dot raincoat. It makes her look different. Whenever it looks like rain, she dreads putting on the coat. One Saturday morning, her family is heading to the city to go to an amusement park. It is a rainy Saturday, and Ella is about to learn why that raincoat is so special. A series of events at the amusement park changes her opinion about looking different.

Anu Misa wants children to feel okay about looking different, or to accept other children who "look different." The author uses colorful illustrations and cute animals to help teach these ideas. She even has extra "workbook" pages at the end of the story to support a child's reading comprehension.

Themes:

- Being different or looking different is okay!
- Help others or animals when you can.
- Count on your family to support you.

Concepts/Vocabulary:

- Amusement, wince, hustle, bustle, glum, clamber, thrilling, majestic, gazebo, spook, reflective, brilliant, extraordinary, unique, precious, and grateful

Pre-reading:

- Do you have any clothing that makes you look different?
- Do you feel that you are different from everybody else?
- Have you ever been to an amusement park?

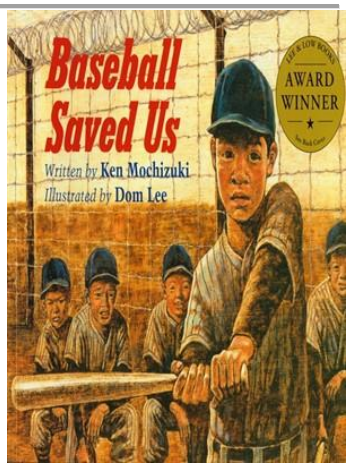
Post-reading:

- Have you ever changed your mind about something?
- Is being different than others okay?
- Is looking different than everybody else okay?
- Have you ever helped another person or animal?

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Raab/Goodwin Book Synopsis

Mochizuki,Ken
"Baseball Saved Us"
Grades: 3-6



The story of the Japanese American internment in the United States during World War II, and the story of a young person who lived in the camps. Baseball Saved Us is a strong story about enduring an extremely tough time of discrimination and hatred. It is centered on a Japanese/American family and their youngest son, "Shorty". Shorty's family and friends were placed in an internment camp during WWII. With the help of fellow prisoners they create a baseball field which allowed them to endure times of humiliation and degradation in the camp. Even after leaving the camp, Shorty was still the target of humiliation and continued discrimination. Eventually he gains enough strength to hit the game winning home run.

Themes:

- Purpose, injustice
- Humiliation, internment, discrimination

Concepts/Vocabulary:

- Enduring, guard house, barracks, sagebrush, baseball, irrigation
- Immigrants, Pearl Harbor, barbed wire, pastime, Kamikaze,
- Assembly Center, Fairgrounds, racetracks
- World War II, American citizen, Japanese-Americans, internment camps
- Propaganda, War bonds, Rosie the Riveter

Pre-reading:

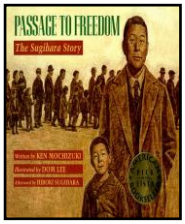
- By looking at the cover, what do you think this book is about?
- Do you think it takes place now or in the past? Why?

Post-reading:

- How did the U.S. get through the tough times at home while soldiers were away fighting in WWII? What did those at home do to get through the tough times?
- What did the government do to people of Japanese descent living on the west coast of the US after Pearl Harbor?
- Do you think it was fair for the government to take them away from their home and make them move far away?
- How did they use Baseball to help them get through the war?
- Who are the us in the title? Why do you think the author named the book *Baseball Saved Us*?
- Do you think this could happen today?
- How would you feel if this happened to your family?
- Is it ever okay to portray other cultures in a negative way?

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Raab/Goodwin Book Synopsis



Mochizuki, Ken (Illustrated by: Dom Lee),
"Passage to Freedom- The Sugihara Story- a Biography"

Grades: 3 and up

Themes:

- In 1940, Chiune Sugihara wrote visas for hundreds of Jewish refugees from Poland, helping them to escape the Nazi threat.
- Book's lesson/message: There is a Jewish proverb that "if you save the life of one person, it is as if you saved the entire world."

Vocabulary: Refugees, upstander

Pre reading:

- Use a world map to show location of Poland, Japan, Lithuania, on the Baltic coast of Russia.
- Chiune's son Hiroki told this story in his book. This is one of the most important stories to emerge from the Holocaust years. Briefly discuss the Holocaust (age appropriate)

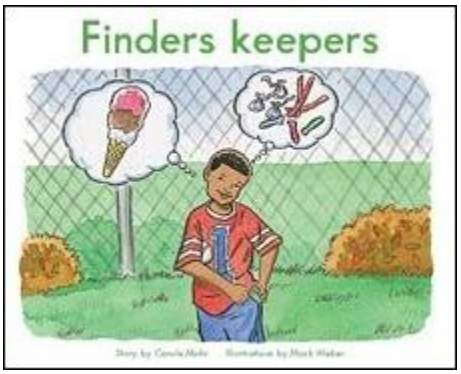
Post reading:

- Discuss Chiune's bravery and being an "upstander." What made him decide to help the Jewish people?
- Discuss the family's amazing act of kindness. Why was this act of kindness so important?
- Sugihara saved the lives of about 10,000 Jews during the Holocaust. Do you think that one person can really make a difference? Would you call him a hero?
- Review the Jewish proverb. Would you stand-up for one person who needed help? Ask for some examples/situations when, why, where, how you could help a classmate or a younger child.
- If time permits, read the "afterword" on the back inside book cover.

Raab/Goodwin
Esther Raab Holocaust Museum
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Raab/Goodwin Book Synopsis

Mohr, Carole
Finders Keepers



Grades: K-1

Theme:
Being kind and honest make you feel better than having more toys
Making other people feel good makes you feel good

Pre-Reading:

- Read title and show cover. What do you notice?
- This is a story about making choices about being a good friend.
- Listen to the choice that Derek decides to make in this story.

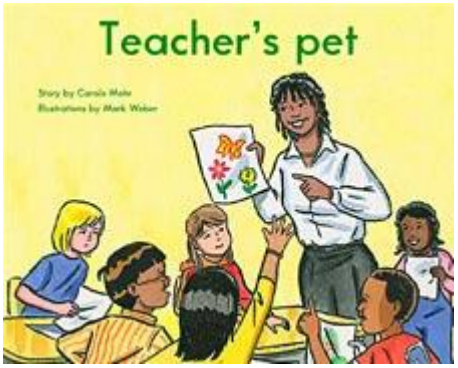
Post-Reading:

- What did Derek find?
- What did he want to do with what he found?
- When he talked to Robert, what did he figure out/
- What did he do? How do you think that made him feel?

****This book is part of The King School Series by Townsend Press. The recurring characters-- Jasmin, Derek, Kendra, Victor—exemplify the diversity of children. The books demonstrate kindness and are appropriate for grades K – 2nd. They give children the language to understand their emotions, so then they can empathize with others. Wonderful, colorful illustrations enhance the text & offer opportunities to describe emotions.*

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Raab/Goodwin Book Synopsis



Mohr, Carol

"Teacher's Pet"

Vocabulary:
bystander ,upstander, bully, empathy

Theme:
- An upstander does not go along with the crowd, but thinks for herself and shows empathy.

Pre-reading:
- Look at cover. Discuss meaning of "teacher's pet." What do you notice? Who does not look happy? Why might this be?

As you read, have students notice details, esp. facial expressions, in illustrations.

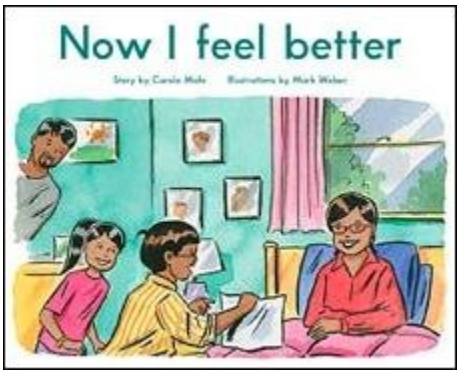
Post-reading:
- Is there a bully in this story? Who? Why? (jealousy) What does she do?
- How does Sara make Nicole feel?
- Who has empathy and stands up to the bully? How does she do this?
- If you were Nicole, would you let Jasmin & Kendra play? What about Sara?

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Raab/Goodwin Book Synopsis

Mohr, Carol
"Now I Feel Better"



Theme:

- Children who experience kindness & caring learn to care for others.

Pre-reading:

- Look at cover. Describe what you notice. When you have been sick, what are some things your family or friends did to help you feel better?

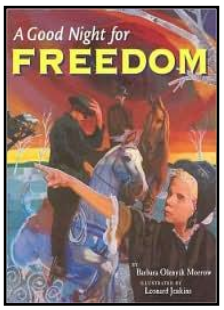
Post-reading:

- What happened to Victor's mom?
- How does Victor know what to do to make his mother feel better? Give examples.
- What gave Victor the idea for his story?
- What might you do to make someone you care about feel better?

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Raab/Goodwin Book Synopsis



Morrow, Barbara Olenyik,
"A Good Night for FREEDOM"
Note: Students need some knowledge of slavery in pre-Civil War US

Grades: 4 – 8

Themes:
- Have the courage to obey your conscience. Think for yourself.
- Do what you feel is morally right even if others might not agree—even if it means going against your family or the law.

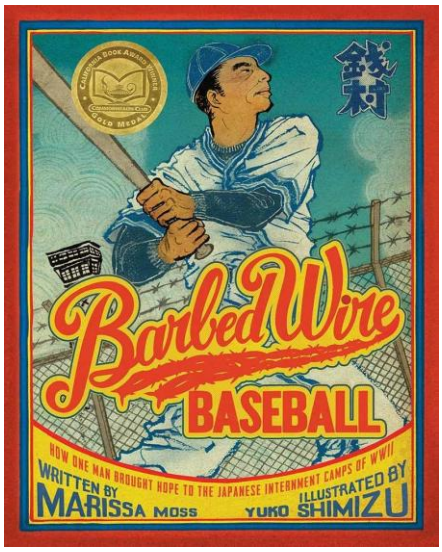
Vocabulary: Abolitionist, Quaker, slavery, runaway slaves, slave catchers conscience, Underground Railroad, upstanders, bystanders

Pre-reading:
- Ask what students know about slavery. Discuss vocabulary.
- How might it feel to be a slave? Would you risk your life for freedom?
- What kind of people would risk everything to help slaves escape?
  "This story is based on historical events that took place in 1839 in Newport, Indiana. It is told by a young girl named Hallie.
- Listen to find out what difficult decision Hallie has to make.
- Should she listen to her conscience or obey her father?"

Post-reading:
- How did Hallie discover the 2 young runaway slaves?
- Aunt Katy refers to Susan and Margaret as "her guests."
- Why does she want Hallie to meet them?
- What do Susan and Margaret tell Hallie that she will never forget?
- How was Mr. Levi Coffin different from Hallie's Pa?
- What did Mr. Coffin mean when he said to Hallie, "But thou has a conscience, child."
- Describe what is happening on the cover illustration.
- Why is this the most important scene in the story? (Climax).
- Why do you think Hallie made this decision? Would you have?
- Read the "Author's Note" on the dedication page. Discuss upstanders and bystanders.
- You may want to show a map of the US to trace Susan & Margaret's route from Tennessee to Indiana to Canada.

Raab/Goodwin Book Synopsis

Moss, Marissa
"Barbed Wire Baseball"
Illustrated by Yuko Shimizu



Grades: 3-8
"Barbed Wire Baseball" is a children's picture book based on the true story of Kenichi "Zeni" Zenimura, a Japanese American baseball player who brought the game of baseball to a World War II internment camp, providing a sense of hope and community to those imprisoned within the barbed wire fences, despite the harsh conditions they faced. The book highlights the power of sport to uplift spirits even in the most difficult circumstances. Barbed Wire Baseball is a book about Japanese American baseball player Kenich Zenimura.

Themes:
- Bringing hopes and dreams to people even during the toughest of times
- Implication of Japanese American interment camps affecting civil liberties
- To understand how difficult situations can inspire creativity and resourcefulness
- Focus of theme is more about how a love of something can turn a poor situation into something else if you are determined and hopeful

Concepts/Vocabulary:
- Living and working together as families and a community
- Cultural experiences, civil rights, prejudice, patriotism
- Internment, desolation, spectators,
- Imprisonment, Gila River War Relocation Center, Pearl Harbor
- Thwack, hurling, cast a big shadow, scrounged
- Spies, American citizens, Japanese Americans, barracks

Pre-reading:
- Lead a discussion about team sports, talk about what they play, why, fun, fitness, friendship, what sports means to them
- Explain issues of WWII regarding Pearl Harbor and treatment of Japanese Americans pg 7-8

Raab/Goodwin Book Synopsis

During Reading:

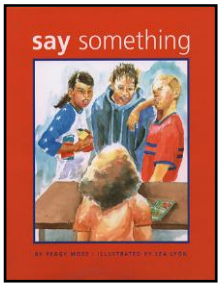
- Why was Zeni's family moved to a camp and was this fair - why or why not?
- How did Zeni feel about being in a camp?
- What did he decide to do about being there?
- How did other people in the camp help Zeni?
- Why do you think they helped him?
- Why did the camp commander allow Zeni to build the baseball field?
- What did playing baseball mean to Zeni and others in the camp?

Post-reading:

- Do you think it's fair to judge someone by their race or ethnicity?
- Did you ever participated in a sport that made you feel better about yourself?
- Despite the oppressive environment of the camp, how did Zeni use baseball to bring joy and a sense of normalcy to his fellow internees?

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Raab/Goodwin Book Synopsis



Moss, Peggy,
"Say Something"
** Teachers' Choice Award 2005*
Includes excellent ideas for discussion with resources/websites listed in back

Grades: K–6 (simple, limited text & picture book format geared toward **K-2,** (but situations apply to all ages)

Themes:

- Being a silent bystander to bullying/teasing isn't enough; you have to "say something."
- YOU can make a difference.

Pre-reading:

- Look at the title and cover illustration.
- What do you notice?
- Why might the story be called "*say something*?"
- Why are some people silent bystanders when they see someone being bullied or teased?
- The narrator in this story is a silent bystander until something happens to make her change.
- Listen to find out what made her change.

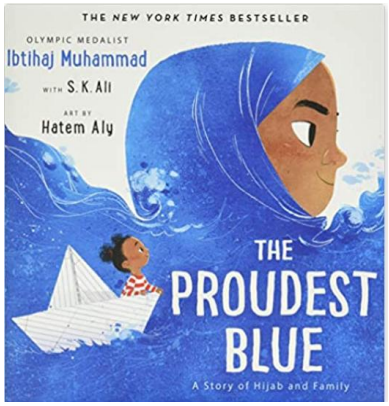
Post-reading:

- How were some of the children in the story picked on?
- Describe what happened to make the narrator finally *say something*. What emotions did she feel when she was teased?
- There is an African proverb on the title page:
- *"If you think you are too small to make a difference, try sleeping in a room with a mosquito."*
- What does this mean to you?
- How might you change your behavior after hearing this story?

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Raab/Goodwin Book Synopsis

Muhammad, Ibtihaj
"The Proudest Blue"
Illustrated by Hatem Aly



Grades: 1-3
Sisters Asiya and Faizah are off to their first day of school. Asiya is proudly wearing a beautiful, new blue hijab, which represents beauty and strength to the girls. However, other students react to Asiya's hijab with questions and unkind actions. Faizah doesn't understand how they see it so differently. She watches Asiya with concern, but Asiya simply turns and walks away. Faizah recalls her mother telling them to "drop" the hurtful words of others, and she too walks away. The girls head home at the end of the day, with Faizah fantasizing about the day she can wear her own blue hijab.

Themes:
- Identity, courage, family
- Cultural differences, diversity

Concepts/Vocabulary:
- Hijab, scarf
- Understand who you are
- Hurtful, strength, beauty
- Squint, curtsy, whisper
- Cartwheels, tablecloth

Pre-reading:
- Picture walk
- Point out the inside front and back covers and ask children to tell what they see and make predictions?
- What does the title relate to? What do you think "the proudest blue" means?

During Reading:
- Note the closeness between the two sisters.
- Note that some of the characters are illustrated with dark colors rather than the vibrant colors used to depict the sisters. Why?
- How do some of the classmates react to seeing her wear a hajib for the first time?
- What do their mother's words mean? What does it mean to drop others' words?

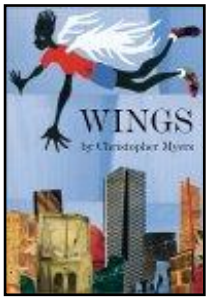
Post-reading:

- What makes this first day of school so special?
- Why did Asiya chose the blue hajib?
- Why is the first day of wearing the hajib important?
- What are some things that demonstrate the closeness between the two sisters? What character traits do they display?
- How did the other students react to seeing Asiya wear a hajib? Why was it hurtful?
- How did Asiya react to the children's hurtful words?
- In what ways has Asiya embodied strength throughout the day?
- Have you ever been the recipient of hurtful words and how did you deal with it?
- What are some items of clothing worn by people of other religions and cultures?
- What do you think "the proudest blue" means now?

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Raab/Goodwin Book Synopsis

Myers, Christopher,
"WINGS"



Note: Wings is a simple allegory of few words and illustrated with dramatic cut-paper collages.
The name of Icarus comes from Greek mythology—
Icarus flew too close to the sun,
so the wax that held his artificial wings on melted,
and he fell into the sea and drowned.

Grades: K – 3

Themes:

- Be proud of who you are and what makes you unique.
- Our differences make us amazing and beautiful.
- Don't be a bystander. Speak up for what you know is right.

Pre-reading:

- What would you do if kids at school were making fun of someone because he was different in some way?
- What is something that makes you unique or different? How does being different make you feel?
- Listen to see who is telling the story and to find out what happens to Icarus Jackson."

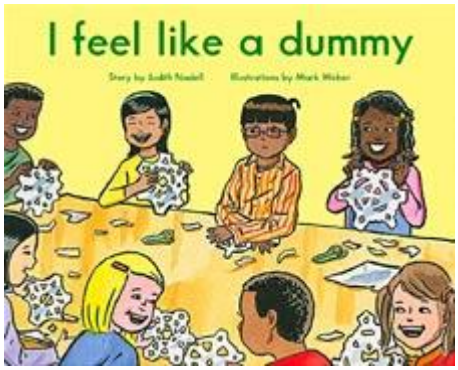
Post-reading:

- Who is telling the story? Why doesn't she defend Icarus at first?
- How do the kids, teacher, and policeman make Icarus feel? What makes him smile?
- Why the story is called "Wings"?
- What can you do to help your classmates "find their wings and soar?"

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Raab/Goodwin Book Synopsis

Nadell, Judith
"I Feel Like A Dummy"



Grades: Kindergarten-grade 1

Themes:
Gaining self-confidence,being proud of yourself

Vocabulary: dummy, proud

Pre-reading:

- Discuss cover picture.
- What activities do you enjoy in school?
- Are some activities easy for you?
- Are some difficult for you?
- Do you ever feel sad or angry when you have trouble doing something?
- Let's read this book to find out what happened to Victor.

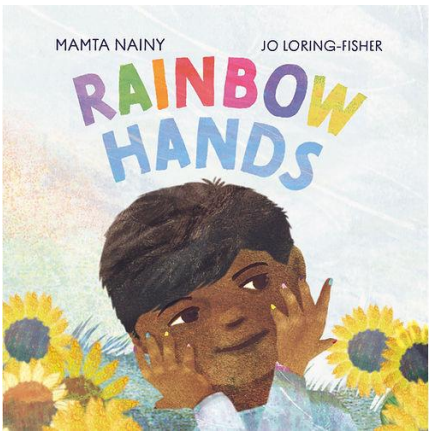
Post-reading:

- What was Victor's class making with scissors & paper circles?
- Why wasn't Victor proud of his snowflake?
- Why did Victor say he was a "dummy?"
- What did Victor's Mom say to Victor?
- What did Victor's Dad say to Victor?
- What did Isabel say to Victor?
- Why did Victor feel proud of himself at the end of the story?

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Raab/Goodwin Book Synopsis

Nainy, Mamta
"Rainbow Hands"
Grades: PreK-2



A young boy looks forward to his favorite activity of the day: painting his nails. When he chooses a color for his nails, he uses colors to express his mood and feelings. Purple is the color of mystery, white is possibilities, yellow is the sun, blue is the sky, plants are mossy green, orange represents distant lights, and red is anger. And when he feels sad, happy, angry, and dreamy at the same time-he paints his nails many colors.

Manta Nainy wants her character to be himself-even though his father does not approve of what he wants to do. Jo Loring-Fisher's beautiful illustrations give the book a dream-like feeling, and the author wants children to dream big, and feel free and happy. The book celebrates the joy of childhood!

Themes:
- Be yourself!
- Enjoy the wonders of this world.
- Feel free to dream about huge possibilities!

Concepts/Vocabulary:
- Forever, magical, mood, mystery, possibilities, infinite, velvety, blinding, squelch, mossy, gaze, stardust, shimmer, and dreamy

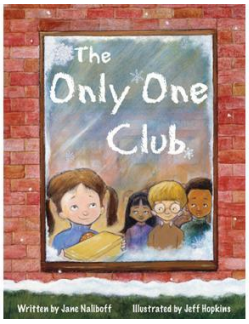
Pre-reading:
- What makes you feel special or beautiful?
- What colorful things do you like to wear?
- Do you have a favorite dream?

Post-reading:
- Is there a person in your life who makes you feel special?
- What are your favorite clothes to wear?
- Is there a story that you love-that takes you to an imaginary place?

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Raab/Goodwin Book Synopsis

Naliboff, Jane
"The Only One Club"



Grades: 1-3

Themes:
- Each person is unique and of value.
- Although people are similar in many ways, they are never the same.
- Treat others with respect and celebrate our differences.

Vocabulary: unique, Christmas, Hanukah, dreidels, menorah

Pre-reading
1. Discuss similarities- How are you (the children) alike? (all in same grade, same teacher and school, eat at same time, etc).
2. What makes you different? (hair, eye, skin color, clothing, religion, what you like to eat, your favorite game, etc.)

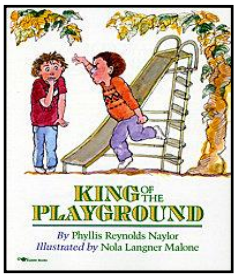
Post-Reading:
1. Why did Jennifer decide to form "The Only One Club?"
2. Why didn't Jennifer want the other kids to be in her club?
3. Why did she decide to include them at the end?
4. What was Jennifer's box?
5. In Jennifer's class, everyone is the "only one" of something. What would make <u>you</u> the "only one?" What makes you unique?

Celebrate your different-ness!

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Raab/Goodwin Book Synopsis

Naylor, Phyllis Reynolds,
"King of the Playground"



Grades: K – 2

Theme:
Stand up to bullies who try to scare or threaten you

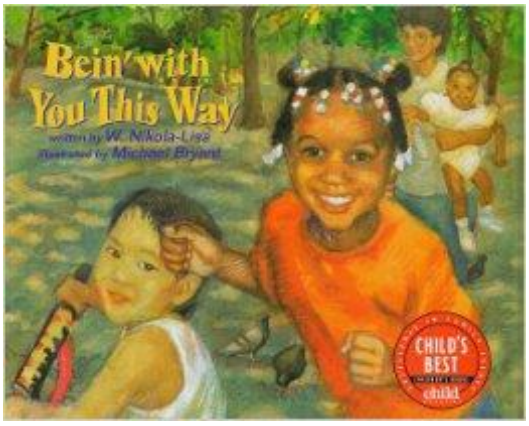
Pre-reading:

- Look at the cover illustration and title.
- Discuss what the story might be about.
- Did you ever feel like one of the 2 boys on the cover? Explain.
- Discuss the terms "bully" and "victim."
- "This story is about a boy named Kevin, who is afraid to go to the playground because a bully named Sammy threatens to hurt him.
- Listen to the story to see how Kevin's dad helps him figure out a way to make Sammy stop scaring him."

Post-reading:

- What were some of the things Sammy said he would do to Kevin?
- What finally made Sammy stop?
- How did Kevin's dad help him figure out what to do?
- Should there be a "King of the Playground?"
- How can everyone feel safe and have fun at the playground?
- What can you do?

Raab/Goodwin Book Synopsis



Nikola-Lisa,W
"Bein' with You This Way"

Grades: Pre-k- 1
* This book would be good for special ed classes that benefit from frequent repetition

Themes: We are all unique and we should celebrate our differences.

Vocabulary: exquisite, enrapturous

Pre-reading:

1. In what ways are all of you alike?
2. In what ways are all of you different?
3. "Let's read this book and listen to words that show we are all unique, or not like anyone else, in our own ways"

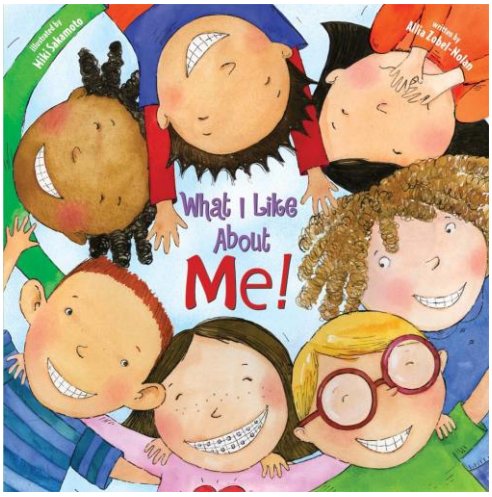
Post-reading:

1. What were some of the differences you heard in this book?
2. What words would you use to describe yourself?
3. Do you think the world would be an interesting place or dull place if we all looked, dressed, and acted the same? Why?

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Raab/Goodwin Book Synopsis

"What I Like About Me"



Allia Zobel-Nolan
illustrated by Miki Sakamoto

Grades: PreK-2

The children in What I Like About Me, are as different as night and day. Allia Nolan reaches out to kids with this book about being yourself. In this book, Nolan describes how in this "perfect" world it is okay to be different and stand out with such things as braces or glasses. This fun-loving book, which features entertaining flaps, pull tabs, and touch-and-feel elements such as embedded foil yarn, and more, proves to kids that, in a world where fitting in is the norm, being different is what makes us special. A mylar mirror embedded in the last page let kids take a look at themselves and decide what they like best about themselves.

Themes:

- Develop positive attitudes toward self as a unique and worthy person
- Recognize, accept, respect, and appreciate individual differences.

Concepts/Vocabulary:

- self-esteem, loving yourself, self-worth
- diversity, accepting each other's differences,
- distinguished,
- features, braces, gleam
- burrito, sushi, curry, celebrate,
- spiky hair, twisty, straight, freckles,

Pre-reading:

- do a picture walk, pointing out children at school and in various activities
- What would it be like if everyone in the world was the same?

During Reading:

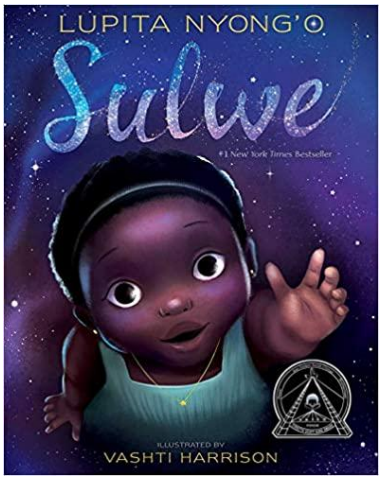
- Point out differences and similarities of children in the book

Post-reading:

- Discuss how everyone has similarities and differences in their appearances (e.g., hair/ eye color, short/long hair, straight/curly hair).
- What are some of things you like best about yourself?
- Children can look in the mirror to identify a characteristic of themselves.
- Children can point out differences in their classmates in a partner activity

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Raab/Goodwin Book Synopsis



Nyongo, Lupita
"Sulwe"
Illustrated by Vashti Harrison

Grades: Kindergarten to 4

Sulwe has skin the color of midnight. She is darker than everyone in her family. She is darker than anyone in her school. Sulwe wants to be beautiful and bright, like her mother and sister. Then a magical journey in the night sky opens her eyes and changes everything. This picture book creates a whimsical and poignant story to inspire children to see their own unique beauty. The book explores the topic of colorism which is an important issue in the Black community, as well as to other communities of color in the US and globally.

Themes:

- There is so much beauty in the world and inside you that others are not awake to
- Bias, race, racism, colorism
- Family, identity, standards of beauty, self esteem
- Define identity as the qualities, beliefs, etc that make a particular person or group different from others

Concepts/Vocabulary:

- Iightest, brightest, darkest, deepest, shades
- Color of midnight, color of dawn, color of dusk, color of high noon
- Day: Lovely, nice, pretty, day has a golden glow
- Night: Scary, bad, ugly, night has a silver sheen, moonlight, shadows, shooting stars
- Inseparable, strong and beautiful together
- Beaming, beauty, belonged, elegant, makeup
- Comfort, comply, rejoiced, inseparable, miracle

Pre-reading:

- Read the title of the book. Explain that it is the main character's name.
- Who do you see on the cover of the book? What is she doing?
- What do you think the book may be about?

Raab/Goodwin Book Synopsis

During Reading:

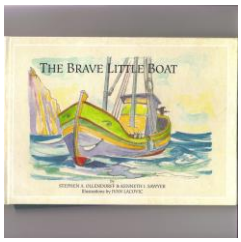
- At some point, while reading, explain what melanin is. Explain that melanin is pigment (color) that gives skin, hair and eyes their color. Everyone is born with and has melanin in different quantities. Dark-skinned people have more melanin in their skin than light-skinned people.
- In what way does Sulwe look different than other members of her family?
- What does the name Sulwe mean?
- How are the names for "day "and "night" different?

Post-reading:

- What is the book about?
- What do you learn about Sulwe when you first meet her?
- How does Sulwe try to become the same color as her sister
- How does Sulwe feel about her dark complexion? How do you know?
- What does her mother do to try to make Sulwe feel better? Do you think it works?
- What did Sulwe learn from the dream that she has about the sisters, Night and Day? How does the story relate to Sulwe?
- What does Sulwe learn or discover through the story of Night and Day? What did you learn from their story?
- How does Sulwe feel when she wakes up the next morning? How do you know?
- Can you relate to Sulwe? If so, how?
- Have you ever been teased or excluded because of a part of your appearance? What happened? How did you feel?
- What do you think happens when Sulwe starts feeling beautiful both inside and outside? What happens when she goes to school? How do you think Sulwe and her sister will play together? What do you think will change for her now that she feels beautiful in all ways?

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Raab/Goodwin Book Synopsis



Ollendorff, Stephen & Sawyer, Kenneth
"The Brave Little Boat"

Grades: 3-5

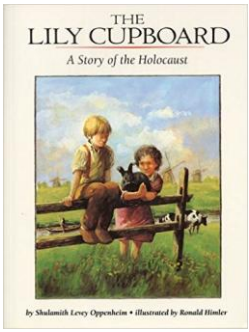
Theme: Danish efforts to save the Jews during the Holocaust

Synopsis: Two young children ask their grandfather to tell them a story about a hero. He begins a discussion about what it was like to live in Denmark during the war and the rise of Adolf Hitler. He explains that the Nazi's hated the Jews and that his life and the lives of his family and Jewish friends were in mortal danger. He then told his grandchildren he would introduce them to a hero. He took them to the docks and showed them a little wooden boat. This is my hero, he explained. The children were mystified as to how an old wooden boat could be a hero. He told the story of how the boat, against all odds, managed to save many Jewish families by taking them to safety in Sweden. They agreed that the boat is a hero and should be called 'The Brave Little Boat".

Follow up discussion:

- Explain the story of how Denmark was one of the few countries that came to the defense of its Jewish population against the Nazi's and how many Danes risked their lives to save their Jewish friends and neighbors.
- Can discuss 'the righteous among the nations' and upstanders vs. bystanders etc.

Raab/Goodwin Book Synopsis



Oppenheim, Shulamith Levey
"The Lily Cupboard, A Story of the Holocaust"
Grades: 4-5
As World War II rages, all Jewish people in Europe feel threatened and are in real danger. Miriam is a young girl living in Holland in 1940 when the Germans invade the country. Her parents, fearing for their lives, sends Miriam to live with a non-Jewish family in the countryside. If the soldiers come to the house, Miriam is instructed to hide behind the wall in the secret lily cupboard. Miriam learns that even in the darkest of times, many heroes emerge.

Themes:
- Hope, promise and courage
- Love, kindness, friendship, bravery

Concepts/Vocabulary:
- Holland, World War II, holocaust
- Jewish, hiding, countryside

Pre-reading:
- Why do some people take risks? Have you ever taken a risk?
- Who is affected by war?

Post-reading:
- Why is Miriam sent to live in the countryside?
- Why does Miriam have more chance of being safe with Nello and his parents in the countryside than by staying at home with her own family?
- What important things does Miriam pack into her suitcase? Why does she say she will not take a doll?
- If you had to go on a long journey away from home what important things would you take with you and what would be the hardest thing to leave behind?
- How do we know that both Miriam and her Mum are very upset and how does Miriam explain her feelings?
- Why do you think Nello's family took Miriam into hiding in their home?
- What plans are made to hide Miriam when the soldiers come?
- Why does she have to hide alone in the lily cupboard?
- What chances were they taking?
- Why were they willing to risk their lives?
- Why do you think Nello gave her the rabbit?
- Why do you think the rabbit was important to Miriam? Miriam protects her rabbit, what other relationship is this similar to? (*How her parents are protecting her*)
- Who are the heroes in this story? Why?
- People who hid Jewish children from the soldiers are sometimes called 'rescuers.' They put their own lives in danger to save other people's children. Why do you think they did this?
- What clues are there in this story to tell us that Nello's family had spent a long time planning how to keep Miriam safe?
- Now, think about your own life, have you ever needed a hero?
- Who are the heroes in your life? Why?
- How could you be a hero to someone else today?

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Raab/Goodwin Book Synopsis

Otoshi, Kathryn

"One"



In this book, bold splashes of color tell the story of Red, a bully, who makes his target Blue feel "blue". The other colors say and do nothing, making Red grow strong, until the numeral one comes along and shows that each of us counts and can make a difference.

Grades Pre-K – 1

Theme:
Friends need to help friends.
Be an upstander for yourself and others
EveryONE belongs

Pre-reading

- How might it feel to be blue?
- How might it feel to be red?
- Have you ever felt this way?
- What does it mean to count?

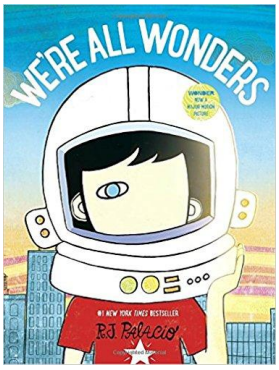
Post-reading

- Why did Red act that way toward Blue?
- Why didn't the other colors say something to Red?
- What was different about one?
- How can you be like one?

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Raab/Goodwin Book Synopsis

"We're All Wonders"
Palacio, RJ



Grades: K-2
All children are exposed to school or neighborhood bullies. They may even know what it feels like to be excluded from a game or activity. But they may not realize how someone with physical differences feels when others point and call them names. It's natural for children to be curious about those who have differences, like Auggie in this book.

The story is told from Auggie's perspective and he talks about how he understands that he isn't ordinary. He does ordinary things but doesn't look like an ordinary boy. He wants others to look at him for who he is, a wonder.

This book educates about the importance of empathy and being kind to others. The book introduces the concept of choosing to be kind. It is underlying theme of the book. The reason why children make fun of others in the first place is because they aren't educated about how it's wrong. They think it's funny and don't understand that it hurts others. It's no different than bullying. The world could be such a better place if people could just be kind to each other rather than tear each other apart.

Themes:
- Need to belong
- Individual differences
- Personal challenges
- Kindness

Concepts/Vocabulary:
- Ordinary, extraordinary
- Wonder, differences,
- Helmet, physical characteristics

Pre-reading:
- Discuss the cover of the book.
- Do a picture walk asking children what they think the book is about and to make predictions.
- What is different about the boy? What are some words you can use to describe him?
- Why do you think the boy (Auggie) is wearing a space helmet?

Post-reading:
- What does the first line in the book reveal about the boy? Define ordinary.
- In what way is the boy ordinary?
- In what way is he extraordinary?
- Look at the pictures of Auggie's classmates. Describe each student. How are they all different? What might they have in common?

Raab/Goodwin Book Synopsis

- Why does Auggie's mother call him a "wonder"? Why don't others see him the way his mother sees him?
- How do the other children react when they see Auggie?
- How would it feel to walk in Auggie's shoes?
- What do the space helmet and the water tower tell you about what happens next in the story?
- Describe the friends he meets on Pluto and how they relate to each other?
- What does he mean when he says, "I know I can't change the way I look, but maybe, just maybe, people can change the way they see. "What does he mean by this comment?
- Discuss the need to choose being kind over being mean

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Paratore, Coleen,
"26 BIG Things Small Hands Do"
Alphabet book with beautiful, colorful illustrations



Grades: Pre K – 1

Theme:
Small hands can do BIG things to make the world better.

Pre-reading:
- Look at the book cover.
- What kind of book is this?
- What is an alphabet book?
- What are some "big" things or good things you do with your hands?

Post-reading:
- How do small hands make the world more wonderful?
- If time allows, have students draw a picture of one thing their hands can do.

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Parr, Todd,
"It's Okay to Be Different"
Big bold bright amusing illustrations

One sentence per page—each beginning with "It's okay…"

Grades: Pre K – 1

Theme:
Being different is okay. How you look and how you feel are okay. Everyone is important and special. Don't be embarrassed to be yourself.

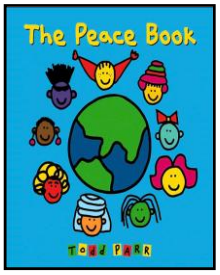
Pre-reading:
- Talk about the title and cover illustration.
- What are some ways people are different? Why is this okay?
- What would it be like if everyone were the same?

As you read each page, stop to ask students to respond to the illustrations and text.

Post-Reading
- How does this book make you feel good about yourself?
- How does this book help you get along with others?
- What BIG idea did you get from this book?

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Parr, Todd,
"The Peace Book"
Grades: Pre K - 2nd

Theme:
Discuss the word "peace" (feeling calm, not fighting, accepting others, showing respect and kindness to others).

Pre-Reading:
- What makes you feel peaceful?
- What do you do to show someone you like them or how do you know when someone likes you?

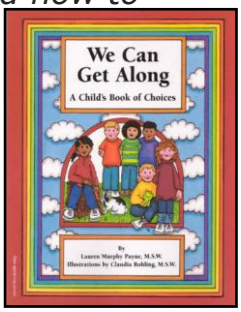
Post-Reading:
- How can you help others?
- When you are kind and helpful to others, do you feel good about yourself (like yourself) more?
- Will you try to make your world more peaceful?
- What can you do starting today?

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Raab/Goodwin Book Synopsis

Payne, Lauren M.,
"We Can Get Along: A Child's Book of Choices"

Simple words and inviting illustrations teach children how to get along with other and resolve conflicts peacefully. Conflict is a normal part of life for all of us – including young children. Adults can help children learn how to deal with conflict positively and effectively. This book teaches children that they are responsible for their own behavior, the choices they make and the words they use. It teaches children what is acceptable and what is not and how to react appropriately.



Note: This short book does not tell a story,
but introduces "feelings",
discusses making friends, individual differences & making good choices.

Grades: K-3

Theme:
Teaches social skills to young children, focusing on kindness, respect, tolerance & responsibility; promotes "peaceful behaviors" & positive conflict resolution.

Pre-reading:
- What are feelings?
- What makes you feel happy? Sad? Angry? Afraid? Safe?

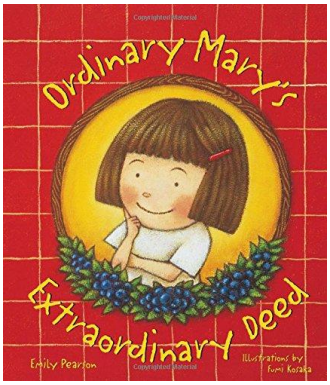
Post-reading:
- What did you learn today about making good choices?
- Allow time for individual children to share experiences, tell how they felt & discuss the choices they made at that time.
- Would you act differently the next time that [event] happens?
- What would you do?
- This book can be followed-up with a drawing art project ["Here I Am Helping a Friend", or "I'm Asking an Adult For Help"]
- Children could also role-play parts of the book [e.g. acting friendly to a new classmate]

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"Ordinary Mary's Extraordinary Deed "
by Emily Pearson Illustrated by Fumi Kosaka

This book shares an amazing message: one small act of kindness multiplies quickly into BILLIONS without even realizing! Can one good deed from an ordinary girl change the world? It can when she's Ordinary Mary - an ordinary girl from an ordinary school, on her way to her ordinary house - who stumbles upon ordinary blueberries. When she decides to pick them for her neighbor, Mrs. Bishop, she starts a chain reaction that multiplies around the word. Mrs. Bishop makes blueberry muffins and gives them to her paperboy and four others—one of whom is Mr. Stevens, who then helps five different people with their luggage—one of whom is Maria, who then helps five people—including a man named Joseph who didn't have enough money for his groceries—and so on, until the deed comes back to Mary. It's a feel-good story that inspires and celebrates a world full of ordinary deeds! The concept of this book is - be kind and do good deeds to others because no matter how ordinary you may be/seem, it can have a great affect on others and cause a positive chain reaction.



Grades: K-3

Themes:

- Encouraging others
- Kindness
- Exceeding expectations,
- The rewards of working hard
- Pay it forward

Concepts/Vocabulary:

- ordinary
- extraordinary
- deed
- pay-it-forward
- encourage

Pre-reading:

- Ask if the students have heard of the phrase "pay it forward"?
- What do you think it means?
- Can you think of a time when someone was kind to you and then you were kind to another person?
- What was something you did to be kind to another person?
- How does it feel to be kind to someone? How does it feel when someone is kind to

you?

Post-reading:

- What did Mary do that was kind?
- What did the other characters do to pay it forward?
- Are all good deeds the same? How are they different? You can give an example from the book.
- What makes something a good deed? Does it matter if you get something back?
- When Mary was kind to Mrs. Bishop did she expect something in return? Did she know what Mrs. Bishop would do? Did she know that her kind act would come back to her?

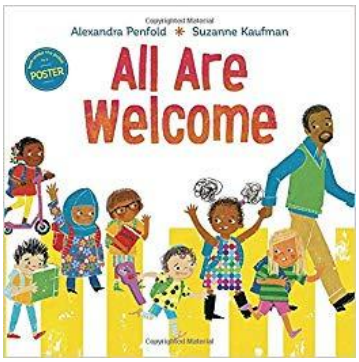
Activity:

- Brainstorm acts of kindness that the children could do at school in an ordinary day. Make a list that the teacher could post in the classroom.

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Raab/Goodwin Book Synopsis

"All Are Welcome"
written by Alexandra Penfold
illustrated by Suzanne Kaufman



Grades: PreK - 2

A warm, welcoming picture book that celebrates diversity and gives encouragement and support to all kids. Alexandra Penfold celebrates diversity in the uplifting *All Are Welcome*. In this bright, inviting book, the school semester kicks off right, with an atmosphere of warmth and hospitality in which a diverse set of pupils from many different cultural backgrounds feel at ease. Follow a group of children through a day in their school, where everyone is welcomed with open arms. A school where kids in patkas, hijabs, and yarmulkes play side-by-side with friends in baseball caps. A school where students grow and learn from each other's traditions and the whole community gathers to celebrate the Lunar New Year.

All Are Welcome lets young children know that no matter what, they have a place, they have a space, they are welcome in their school. "In our classroom safe and sound. Fears are lost and hope is found. Raise your hand, we'll go around. All are welcome here." Using rhymed stanzas throughout, Penfold details the students' day, from music class, where they play a variety of instruments, to lunch and more.

Themes:
- United by differences,
- Acceptance of individual traits and talents
- Exemplifies diversity

Concepts/Vocabulary:
- Kindness, inclusivity, diversity
- Patkas, hijabs, yarmulkes (kippot)
- Community
- strength is diversity, shelter from adversity

Pre-reading:
- Take students on a picture walk prior to reading
- Explain that you will read about children attending school and follow those children through a typical day.

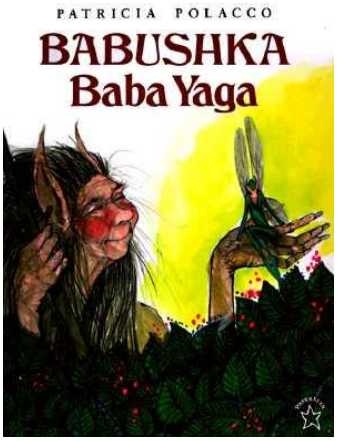
Post-reading:
- Ask how this school is similar to their own – music and art class, lunch, playground, etc
- Ask what the children in this school have in common? Everyone goes to school each day and experiences the same activities, follows the same schedule, etc
- What are the differences experienced by the children in this school? Nationalities, religion, celebrations, clothing, food, etc
- Explain that the diversity in this school is a strength and how the children interact kindly regardless of the differences, drawn together and welcomed.

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Raab/Goodwin Book Synopsis

Polacco, Patricia
"BABUSHKA BABA Yaga" *vibrant illustrations; beautiful, engaging story*

Grades: 3-6



Themes:
- Do not judge others by rumors or their appearance, but by what you know in your heart to be true.
- Loving friendships can form between people of different ages and backgrounds.

Vocabulary:
- *Babushka* (Russian grandmother); *Baba Yaga* (a scary creature of the forest; witchlike character of Russian folklore who steals children); *rumor*

Pre-reading:
1. Look at the title and cover illustration. What does the title mean?
2. How would you describe the illustration? How do looks influence your opinion of the main character?

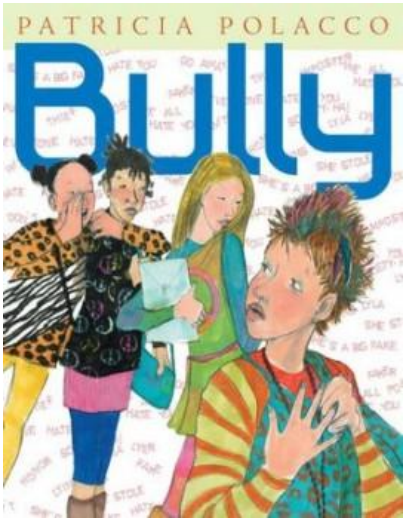
   "Sometimes we form opinions of people because of the way they looks or because we've heard a rumor about them. Then when we get to know a person, we realize our impression was all wrong. In the story BABUSHKA Baba Yaga, there is a character that is feared and hated by the people in the village. We'll find out how a little boy named Victor discovers the truth about this creature."

Post-reading:
1. What did people say about the Baba Yaga?
2. What was she really like?
3. How did she become a Babushka?
4. Describe the relationship between Victor and his Babushka.
5. Why did Babushka leave Victor and go back to the forest?
6. How did Victor learn the truth about his Babushka?
7. What did the villagers learn that made them change their minds about the Baba Yaga? ("*Those who judge one another on what they hear or see, and not on what they know of them in their hearts, are fools indeed!*")
8. Victor and his Babushka are not alike, yet they share a special friendship. Do you have this kind of friendship with someone who may be much older than you or from a totally different background? How did you get to know one another?
9. What does it mean to "trust your heart" and not what you hear or see when getting to know someone?

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Raab/Goodwin Book Synopsis

Polacco, Patricia
"Bully"



Grades: 4 – 6
Themes: Online (cyber) bullying and vicious teasing are particularly dangerous because they can be done anonymously and spread quickly. It's important to know who your true friends are and to stand up for them.

Vocabulary: clique, Facebook, scapegoat, revenge
Pre-reading:

1. How does it feel to be a victim of bullying?
2. How do electronic devices , such as Facebook , text messaging, and email, give bullies more power and make victims more helpless?
3. What would you do if someone wrote something hurtful or untrue on Facebook about you or your friend?
4. Why do people want to belong to a clique?
5. What would you do if members of your clique were bullying someone?

"This story is about Lyla, a 6th grader who just moved to a new school. Like most kids, Lyla wants to be popular, but she has to decide if being part of a clique is worth hurting her best friend Jamie. Listen to the story to see how Lyla fits in with her new popular friends. What big decision does she make, and in what ways does that decision change her life?"

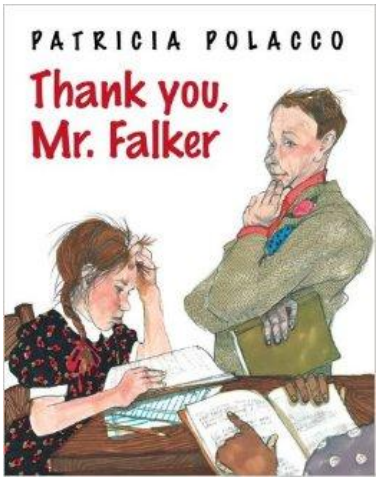
Post-reading:

1. How is *cyber*bullying different from other forms of bullying?
2. How would you describe Lyla, and how would you describe Gage?
3. How did the girls' relationship begin and how did it change?
4. What gave Lyla the courage to call Gage a bully? How did Lyla feel? (like 10,000 pound weight was off her shoulders)
5. How did Gage get even with Lyla? (scapegoat)
6. At the end of the story, why are Lyla, Jamie, and Jack not sure things are ever going to change?
7. How would you answer the question at the end of the story: What would you do if you were Lyla and Jamie—return to the same school or transfer to a new one? Explain.

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Raab/Goodwin Book Synopsis

Polacco, Patricia



"Thank you, Mr. Falker"

Beautifully written autobiographical story about a little girl who has difficulty learning to read, and the problems she had with her own self-esteem, and the bullying of others in her class. A very caring and wise teacher realized she had a reading problem (dyslexia, but the word is never used in the book) , and took steps to teach Trisha to read and dealt with the bullies.

Grades: Different web sites had different assessments ranging from **Grades 2-4,** to **4-6.** I believe this book would be most effective with **Grades 3-5,** but I could picture it being an effective tool with even older students.

Themes : Character Development, Diversity, Learning Disabilities, Bullying, Teacher Student Relationships, Everyday Heroes. Differentiated Learning, Respect

Vocabulary:

- Prologue (Word is not actually used, but it would help to explain the beginning)
- Odyssey

Pre-Reading:

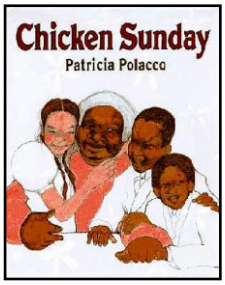
- Ask students if they remembered learning to read. or perhaps if they ever had trouble learning or doing anything that seemed to come easier to other students.
- Ask students if they were able to go to anyone for help?
- Who can you go to for help when you are having problems?
- Review the definition of a bully.

Post Reading

- Ask the students what Trisha became when she grew up.
- What character traits did she have?
- Why is she grateful to Mr. Falker?
- What did he do for her?
- Students learn differently
- Trusting adults to help with problems

Raab/Goodwin Book Synopsis

Polacco, Patricia,



"Chicken Sunday" (based on a true story)
Note: Book contains beautiful, detailed illustrations
** Teaching activities available*

Grades: 2 – 4

Themes:
Strength of family bonds
Childhood friendship of African American and Russian Jewish family
Pride of heritage and customs

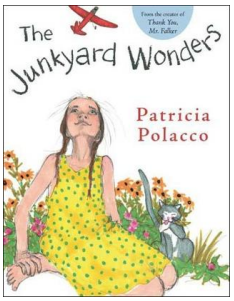
Pre-Reading:
- How can you thank someone who is very nice to you?

Post-Reading:
- How did the three children thank Miss Eula?
- Why did they want to thank her?
- How did they earn enough money for the hat?
- Why did some children throw eggs at the Jewish store owner's shop?
- How did the storeowner help the children?

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Raab/Goodwin Book Synopsis

Polacco, Patricia
The Junkyard Wonders
This book is inspired by actual events in Patricia Polacco's life and the people with whom she went to school.



Grades: 4-6

Trisha moves to Michigan to be with her father and grandmother and is distraught to find out that she is once again in a "special" class with Mrs. Peterson, a class known as The Junkyard, populated by kids that are, in one way or another, different. Mrs. Peterson's unique teaching method shows them that they are all full of wondrous possibilities. See how she is able to unleash all their hidden potential.

Themes: in this book include acceptance of differences, dealing with bullying and achieving your potential.

Questions:

7. Why is Trisha put into a special class? What are her classmates like?

8. Kay doesn't want to be friends with Trisha once she's in Mrs. Peterson's class. Why is that? What do you think about the way Kay reacts?

9. Mrs. Peterson reads a long definition of genius. How does this definition differ from the people you may consider to be geniuses? Have you heard a definition like this before?

10. Mrs. Peterson goes out of her way to make sure each and every student in her class feels like a wonder. How do you think this makes her a better teacher?

11. How do the other kids in school treat Mrs. Peterson's class? What are some ways the class copes with these bullies?

12. Even though Mrs. Peterson tries hard to make everyone feel accepted, why is Trisha still upset at being placed in this class?

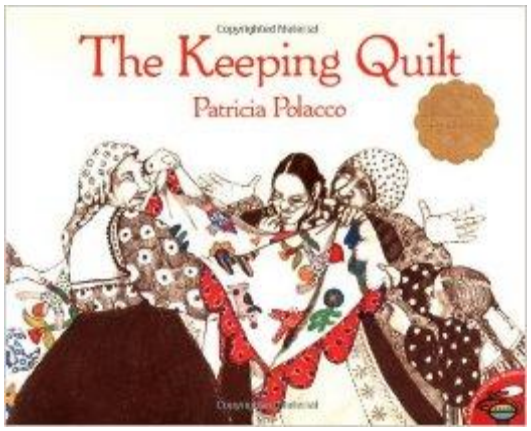
13. The kids in Mrs. Peterson's class are all different in some way or another—differences that aren't always noticeable. In what way are the students in your class each unique?

14. In what ways do kids bully each other in your school? What can you do to make sure you don't participate in that type of behavior?

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Raab/Goodwin Book Synopsis

"The Keeping Quilt" by Patricia Polacco



Grades: 3-6
The author, Patricia Polacco, tells the story of her own Jewish family and her ancestors' move to America from Russia. When Patricia's Great Grandmother Anna came to America, she only brought a favorite dress and babushka. When she outgrew the dress, her mother decided to incorporate the dress and babushka into a quilt. Adding her uncle's shirt, and the nightdress and apron of two aunts, a quilt was made to remember their homeland, family and the love they shared. Over four generations, spanning almost a century, the quilt was used as a blanket to warm the elderly and to welcome babies, as a wedding canopy, and as a Sabbath tablecloth.

Themes:
- There are many references to Jewish customs, eg. Jewish weddings, Sabbath, birth and death
- What are the traditions of all families?
- How can immigrant families keep their traditions alive in a new country?

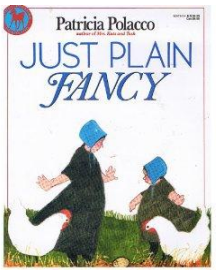
Concepts/Vocabulary:
- quilt, heritage, tenement, geneology, babushka, generations, century, traditions, customs
- Pronunciation of Yiddish words in the book: huppa [*hoo p-uh*]; Challah [khah-lah]; kulich [*koo-lich*]

Pre-reading:
- What are some customs in your family?
- Why is important to keep family history and traditions alive through the generations?

Post-reading:
- Besides the obvious uses for the quilt, what unique things did it become for this family over the years?
- What were the traditional gifts given on special occasions and what did they signify? How do they compare to the gifts in your family?
- What stays the same in the family, generation after generation, and what is different?
- What things have been handed down in your family?
- How is your family alike or different from the family in the book?
- Think about the many immigrants who have come to our country and their contributions. What things in America would be different today without them?

Raab/Goodwin Book Synopsis

Polacco, Patricia,
"Just Plain Fancy"
Grades: 3 – 5



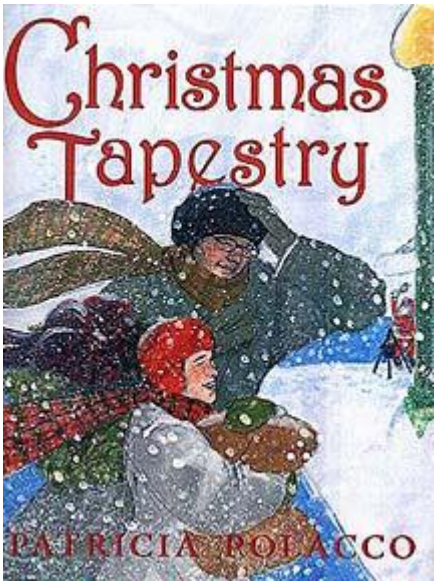
Themes:
Customs of the Amish
A child's responsibility in the family
How being "different" can be beautiful

Pre-Reading:
- Do you know about the Amish people from Lancaster, PA?
- What are some of their customs and rules?

Post-Reading:
- What did everyone learn at the end of the story?
- Did the Amish families accept this "fancy" bird?
- Do you think it's ok to be different?
- Why?
- Explain why differences can be beautiful.

Raab/Goodwin Book Synopsis

Polacco, Patricia
"Christmas Tapestry"



Grades: 1-3
"When a bad leak ruins the sacristy wall in his father's church, Jonathan Jefferson Weeks thinks his family's first Christmas Eve in Detroit will be ruined too. Luckily, he and his father find a beautiful tapestry for sale in a second hand shop….just the thing to cover the damaged wall and give the church a festive look. But there is more to the tapestry, they discover, when an old Jewish woman who is visiting the church recognizes the lovely old cloth. It is her discovery that leads to the real miracle on this unforgettable Christmas Eve. Master story teller and artist Patricia Polacco has outdone herself in this poignant holiday tale of two families, two fates, and two lonely people united by a beautiful twist of faith".

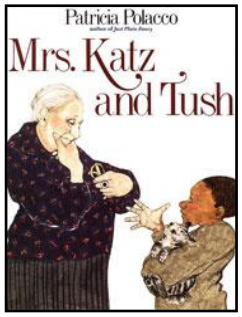
***This book has references to "God's will" and is probably not best for public school use. Although, the story and message are wonderful.

Themes: religious tolerance, power of love, faith, history, survival and challenges

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Raab/Goodwin Book Synopsis

Polacco, Patricia,
"Mrs. Katz and Tush"
A story about an elderly Jewish widow
and a young African American neighbor with authentic illustrations



Grades: 3 - 5

Themes:
Common history of Jews and African Americans dealing with prejudice
Knowledge of Passover traditions and foods

Yiddish words: Bubeleh, Kattileh, Bubee, tush, Shalom, Kaddish, Kugel, Mazel Tov

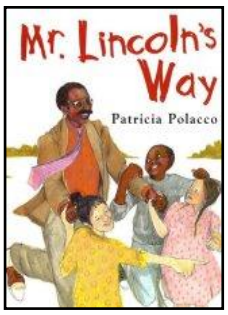
Pre-Reading:
- Can a young child form a friendship with an older adult (like a grandma or grandpa)?
- What would they talk about?
- What would they have in common?

Post-Reading:
- How did the young boy and the "Grandma" become friends?
- What did the boy learn about the Grandma's Passover traditions?
- What did the boy do to help the Grandma?
- Did the two characters form a friendship?

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Polacco, Patricia,
"Mr. Lincoln's Way"



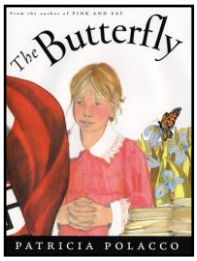
Grades: 3 - 5

Theme:
A school principal befriends a student
and changes his "bullying behavior" by taking an interest
in the boy's love of birds.

Pre-reading:
- How do most bullies act?
- Do you think a bully can change his/her behavior and act nicer to others?

Post-reading:
- Who helped "Mean Gene" change his behavior?
- How did Mr. Lincoln "get through" to Eugene?
- How did Eugene change?
- What did you learn about bullies from listening to this story?

Raab/Goodwin Book Synopsis



Polacco, Patricia,
"The Butterfly" (based on a true story)
A French family hides a young girl in Nazi France during WWII

Grades: 4 – 6

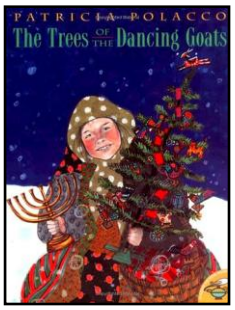
Themes:
- Friendship, courage and hope
- Knowledge of Holocaust (French underground)

Pre-Reading:
- What things do you do to help your friends?
- Would you help a friend if helping put you in danger?
- What does "courage" mean to you?

Post-Reading:
- Was the French family brave? Explain your answer.
- How did the author end the story?
- Did the French family "make a difference" in the lives of the Jews?

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Raab/Goodwin Book Synopsis



Polacco, Patricia,
"The Trees of the Dancing Goats"
(A great Hannukah/Christmas Story)
Teaching Activities available
Knowledge of Hannukah/Christmas traditions necessary
Authentic Illustrations

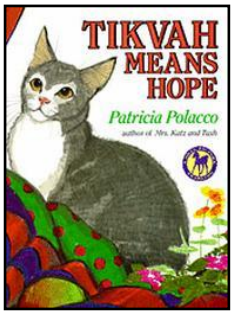
Grades: 3 – 5

Themes:
- Respect for different beliefs
- Jewish/Christian joy in sharing family traditions and friendship

Pre-Reading:
- What celebrations do you observe with your families?
- How do you prepare for these celebrations?
- Tell children that this story is about friends who celebrate the holidays in different ways.

Post-Reading:
- What customs celebrate Hannukah? What customs celebrate Christmas? or Kwanza?
- How did Trisha's family work together to help their neighbors? How can you help friends?

Raab/Goodwin Book Synopsis



Polacco, Patricia,
"Tikvah Means Hope"
A story about the Oakland, CA firestorm disaster around 1993-1994.
A family builds their Sukkah with help from two non-Jewish neighbors.
Beautiful illustrations
Grades: 3 – 5

Themes:
- Community spirit
- "Jewish Thanksgiving"
- Holiday, courage and hope, loss of property, wildlife and family pets.

Pre-Reading:
- Can you think of a recent natural disaster (flood, hurricane, forest fire) where neighbors worked together to help each other?

Post-Reading:
- What holiday did you learn about in this story?
- How did the friends help their Jewish neighbors?
- What lessons did you learn from this story?
- Why did "Tikvah" mean "hope"?

Raab/Goodwin Book Synopsis

Portnoy, Stephanie Arasin,
"Blue Lou and the Bullyfish"



Note: This book comes with a CD of 8 songs related to the story

Grades: 2 - 5

Theme:
Dealing with bullies, friendship and getting along with others

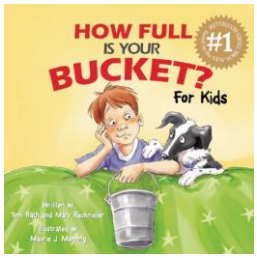
Pre-reading:
- Look at the cover of this book.
- Where do you think this story takes place?
- The two fish in the center are friends.
- Who are the fish on the side?

Post-reading:
- What did Octavia suggest as a way to deal with a bully? (Re-read last paragraph on p.26 if students don't remember)
- How did Shrimpy save Hammer's life?
- What promise did Hammer make to Shrimpy? (p. 36).
- Explain your answer.

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Raab/Goodwin Book Synopsis

Rath, Tom and Reckmeyer, Mary.
"How Full is Your Bucket? For Kids"
Good follow-up to "Have You Filled a Bucket Today?" Children will like illustrations which clearly reinforce text.



Grades: K – 2

Theme: Everyone (incl. animals) has an invisible bucket (self esteem). What you do or say fills or empties someone's bucket. In the process of filling someone's bucket, you also fill your own.

Pre-reading:

1. Have children comment on cover illustration and title.
2. "Listen to the story to find out how a boy named Felix learns how to be a great bucket filler. He doesn't start out that way!"(You can have students notice and discuss illustrations as you read.)

Post-reading:

1. At the beginning of the story, how did Felix treat his sister Anna?
2. What did his grandfather teach him?
3. What were some things that happened to Felix that emptied his bucket? How did Felix feel with an empty bucket?
4. What things caused Felix to feel happy and good about himself?
5. What did Felix do to show he had changed?
6. What did you learn from this story? How can you be a bucket filler everyday?

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Raab/Goodwin Book Synopsis

Roth, Norma E. & Shayna Rose Penn
"Little Lovable Lucy's Big Day"
Illustrated by Adua Hernandez



Grades: PreK – K
This is a read aloud for young children chronicling a family who welcome a new pet into their home. Lucy, a happy, fluffy puppy is meeting her forever family for the first time, so why is she nervous? Lucy feels overwhelmed by her emotions. Can her family work together to welcome Lucy into their home? This book also relates to the emotions a child and their new family feel during the adoption process.

Themes:
- Beginning a new experience
- Celebrating family bonds
- Welcoming a new pet
- Forever family

Concepts/Vocabulary:
- Exploring patience and kindness
- Emotions: nervous, excited, lovable, confused, afraid
- Forever family, scoops me up
- Fluffy and curly
- Tail wags, sloppy licks, belly rub, jingly collar
- Let your nose lead the way, sniff, chase my tail
- kibble

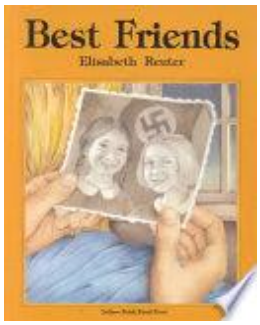
Pre-reading:
- Do a picture walk, asking children to make predictions of what they think the book is about

During Reading:
- Why is Lucy so nervous?
- Do you think the parents and children are nervous?

Post-reading:
- What are some of things, Lucy's new family did to make her feel welcome?
- What did the family have to do to get ready to have a puppy?
- What did Lucy do to acquaint herself with her new home and family?

Raab/Goodwin Book Synopsis

Reuter, Elisabeth



"Best Friends" (historical fiction)

This book was first published in German under the title: Judith and Lisa in 1988. It is the story of the changes in the relationship of two very close girlfriends, one Jewish and one not, living in Nazi Germany. The story shows the propaganda that infiltrated the schools and the impact on the children. Kristallnacht, "night of the broken glass" is also described.
WINNER: THE CHLDREN'S CHOICE AWARD.

Grades: 4-8

Themes:

- Reveals what German children were thinking and feeling during the Holocaust
- How Nazi propaganda machine began incorporating anti-Semitic doctrines within the German school system and the impact this propaganda had on the students
- To understand the sufferings of Jewish families, especially children like themselves who endured the horrors of the Holocaust
- Jewish life In Germany preceding, during, and following the war
- Causes of discrimination

Concepts/Vocabulary:

- Nazi propaganda (posters of Hitler, posters of the Hitler Youth), Kristallnacht, the swastika symbol, Hitler youth, scapegoating, stereotyping, victim, collaborator, onlooker

Pre-Reading:

- Discuss causes and effects of discrimination
- Does anyone know about Kristallnacht? Why do many people consider this event the beginning of the Holocaust?
- Have students read an excerpt from a first-hand account from someone who witnessed the events of Kristallnacht

Post-Reading:

- How could Lisa have been a better friend to Judith? What could her family have done to help? Why do you think that the family chose to be onlookers?

- What do you think happened to Lisa and her family?

Suggested Activties:

- Have students research *Kristallnacht*. Students can then write a news article from either point of view (the victim or the bystander)
- Discuss what propaganda means. Have students point out examples from the story, such as what was taught in school by the teacher and the materials read in school.
- The following activity is for middle school +. The German story seen below is part of the book and is a good extension lesson on propaganda



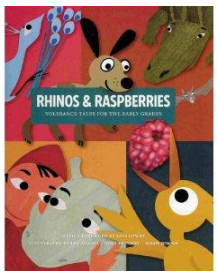
Der Giftpilz; known in English as *The Poisonous Mushroom*).
Parts of this German storybook can be found at
http:\\www.calvin.edu/academic/cas/gpa/thumb.htm
Read the English translation and have students express how they feel about this book, especially the cover, and how it would affect a young child.

- Watch the film *Friendship in Vienna*. This film is based on the book, Devil in Vienna by Doris Orgel. This movie is about the relationship of Inge, a Jewish girl and Lise, the daughter of a Nazi official. The setting is in 1938 in Vienna, Austria. It is extremely well-documented, sensitively presented, and is suitable for grades 6-8. It stars Ed Asner and Jane Alexander and is 94 minutes long

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"Rhinos and Raspberries"
(Tolerance Tales for the Early Grades)



Grades: K - 6

This collection of short tales covers the topics
of cooperation, kindness, giving, peacemaking,
conflict resolution and others
Each tale has a lesson plan sample in the back of the book.
Pre-reading the lesson plan will provide the Guest Reader
with the objectives presented in the tale and topics for discussion.
The classroom teacher may choose to extend the lesson in the days following the visit.

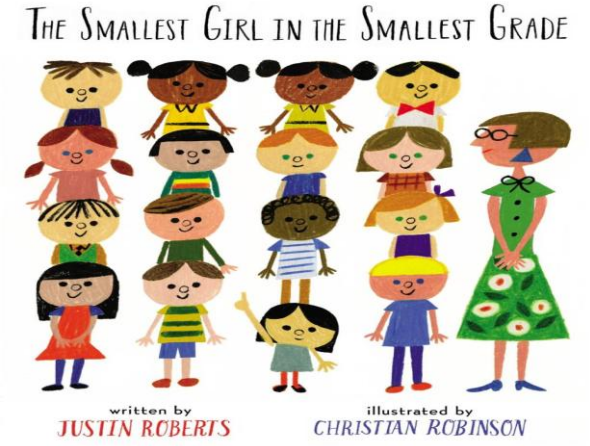
Please note:
This book, along with other wonderful resources, is available at no charge to teachers from the Southern Poverty Law Center's website, Tolerance.org.

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Raab/Goodwin Book Synopsis

Roberts, Justin

"The Smallest Girl In The Smallest Grade"



Grades; pre-K--2

Theme: The power of "One"
A very small girl makes a difference when she stands up to bullying behavior in her school.
This book uses rhyming verse & lovely illustrations to support the story.

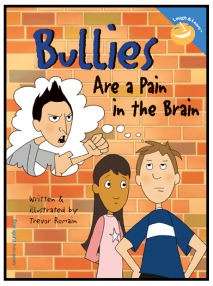
Pre-reading:
Look at the cover. Do you see the smallest girl? Does she look like the other children? What is different about her?
What do you think this story will be about?
Look at the wonderful pictures drawn by Christian Robinson while I read this book to you!

Post Reading:
1. Why didn't the children in the class notice Sally?
2.Why did Sally pay super extra special attention to EVERYTHING?
3.Did she notice when Tommy Torino was tripped in the hall? [show the picture] Did the other kids notice?
4. Did she see Kevin McKuen get pushed off the slide? [show the picture]
5. Did Sally see Billy's father drag him away from the classroom on Parent-Teacher Day? [show picture]
6.Why did Sally notice that some of her classmates were acting like bullies & some of her friends were feeling hurt?
7. What did she decide to do? What did she stand up & say? How was Sally feeling when she stood up?
8. What happened next in the lunchroom? Can you raise your hand in the air like Sally & her friends?
9.How did Sally change the behavior of her classmates? What did Billy do? What did Molly do? Why did everyone follow Sally's action?
10. How did Sally change things "for the better?"
11.Did you enjoy this story? What did you learn from this story?

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Raab/Goodwin Book Synopsis

Romain, Trevor,
"Bullies Are a Pain in the Brain"
Note: This is a chapter book with 105 pages.
It can be read aloud to younger students,
or individually by 4th - 5th graders.
In my opinion, every classroom and school library should have this book;
it's a wonderful self-help book for children.



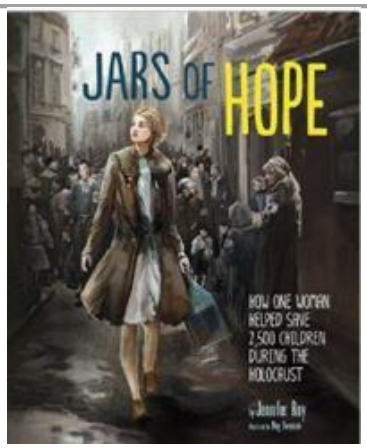
Grades: 1-5

Themes:
Suggestion for dealing with bullies
Understanding why people bully and what children can do to help themselves if they become the victim of a bully

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Raab/Goodwin Book Synopsis

Roy, Jennifer
"Jars of Hope"
Illustrated by Meg Owenson



Grades: 4-8
Amid the horrors of World War II, Irena Sendler was an unlikely and unsung hero. While many people lived in fear of the Nazis, Irena defied them, even though it could have meant her life. She kept records of the children she helped smuggle away from the Nazis' grasp, and when she feared her work might be discovered, she buried her lists in jars, hoping to someday recover them and reunite children with their parents. This gripping true story of a woman who took it upon herself to help save 2,500 children from the Warsaw Ghetto during the Holocaust is not only inspirational; it's unforgettable. The illustrations are realistic, dark and foreboding that support and extend the text, expressing the wide variety of emotions that must have been felt by everyone at that time.

Themes
- Strength and compassion of people who fought against evil
- Illustrations depict Irena as a beacon of hope amid squalor, illness and inhumanity
- Kindness and bravery of one woman to help others and make a difference

Concepts/Vocabulary:
- Holocaust, Jewish, Yiddish, Nazis, Warsaw Ghetto, Poland, hatred, internment camps, World War II, Social Worker, Foster home
- Ghetto, heroism, despair, Gestapo, hero, orphanage, vaccine,

Pre-reading:
- Have you ever heard of the Holocaust?
- Use a map to show Poland, Germany and other countries taken over by the Nazis
- Why do you think one woman would risk her life to save others?

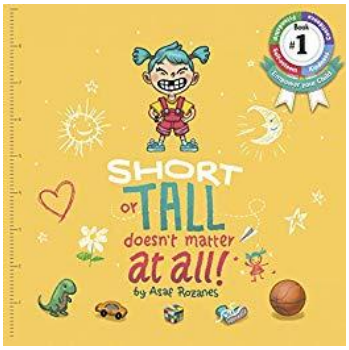
Post-reading:
- Would you call Irena a hero?
- What and who do you think prompted Irena to do what she did?
- What are the conditions that were endured by the Jews during this time and what did Irena do to help?
- How did Irena document the names of the children she saved?
- What are some of the hardships that Irena had to endure in order to survive herself and continue her work?

Do you think events like this could happen today? Why?

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Raab/Goodwin Book Synopsis

Rozanes, Asaf



"Short or Tall doesn't matter at all "
Grades: K-1

This is a story for all those who feel a little different or have been left out. Children go through struggles to fit in or find their place in a world that is often confusing and sometimes cruel. In this story, Mia finds her classmates to be less than nice because of her height. With bravery, kindness and determination, Mia shows her friends that everyone, no matter how small or different have talents and skills too.
Through an inspiring tale about the sun and the moon and how everyone no matter how different they are has unique traits and skills, this real life story shows parents and kids alike what is really important in life - like having a good heart and turning bullying into new friendships.

Themes:
- Diversity
- Celebration of our similarities and differences
- Fitting in

Concepts/Vocabulary:
- Talents, friendship
- Acceptance, appearances, uniqueness
- Kindness, acceptance, empathy, inclusion
- Learning to be yourself

Pre-reading:
- Do a picture walk
- What do you think this story is going to be about?

Post-reading:
- How was Mia different from the rest of the kids at school?
- What was one of Mia's talents? (she studied hard and was smart)
- How did her classmates treat her and why? Why were they so mean to her?
- What did her Dad do to help?
- Explain that her Dad helped her understand what is really important – kindness, acceptance and learning to be yourself
- How did Mia help the other students?
- How did the other students treat Mia once they found out about the special talents she had?
- What are some things you can do to demonstrate kindness to others?

Raab/Goodwin Book Synopsis

Rubin, Susan Goldman & Weissberger, Ela
"The Cat with the Yellow Star: Coming of Age in Terezin"
Grades: 2 -5



This book tells the great story of a concentration camp survivor, Ela Stein who was eleven years old in February of 1942 when she was sent to the Terezin concentration camp with other Czech Jews. By telling Ela's story, the author also pays tribute to all those who helped the children of Terezin. By the time Ela was liberated in 1945, she was fifteen. Somehow during those horrendous 3 ½ years of sickness, terror, and separation and loss from loved ones, Ela managed to grow up. Although conditions were wretched, Ela forged lifelong friendships with other girls from Room 28 of her barracks. Adults working with the children tried their best to keep up the youngest prisoners' spirits. A children's opera called Brundibar was performed, and Ela was chosen to play the pivotal role of the cat. Yet amidst all of this, the feared transports to death camps and death itself were a part of daily life. Full of sorrow, yet persistent in its belief that humans can triumph over evil; this unusual memoir tells the story of an unimaginable coming of age. The book is organized in chapters based on year and location of events. There are portraits and drawings on every page. There are pictures of Ela and her family and her friends from Terezin. There is a contents page, and index, source notes and an author's note. The story is written as a narrative from Ela's perspective. The opera, Brundibar, was retold in a Maurice Sendak book.

Themes:

- Invasion of Nazis, transport to an unknown place, imprisonment in a concentration camp
- Sickness, loneliness, isolation, separation
- Opera, friendship, survival

Concepts/Vocabulary:

- Invasion, Transport, Concentration Camp, Terezin
- Loneliness, imprisonment, terror, fear, bully, adversity

Pre-reading questions and activities:
Picture walk and discussion:

- In the book, we learn about Ela's life in the Sudetenland before the invasion of the Nazis depicted through five photographs. What do the pictures tell you about Ela's life before the invasion?
- Does Ela and her family enjoy a life similar to yours even though it was long ago and an in another part of the world? school, family life, friends, vacations, birthday celebrations

Post-reading questions and activities:

- After Kristallnacht, Ela, her sister, and their mother fled to Prague with the hope of

resuming a normal life, but by March 1939 the Nazis invaded Czechoslovakia and Ela's world was turned upside down again. How did things change?

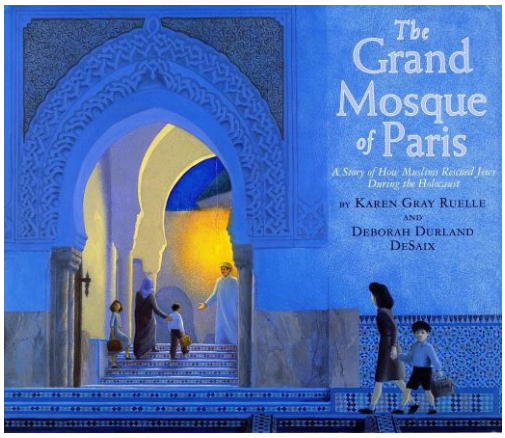
- What laws did the Nazis impose on the Jews?
- How did Ela react to the new restrictions?
- How would you react if you had to wear a label signifying that you were different from everyone else?
- How would you feel if you couldn't go to school everyday and see your friends?
- How difficult was it for Ela to choose a limited number of items to take with them on the transport?
- What would be the most important things for the family to take, not knowing where they were going and what they would need?
- How did life in the camps change people, eg when Ela calls her mother a "thief"
- How did the people imprisoned in the camp band together to act as a community united to survive?
- What do you think the real message of Brundibár is?
- What is the irony of the victory that the children celebrate at the end?

- Make a time line of the events that happen in the book starting with the invasion and annexation of Sudetenland by Germany in October 1938 and ending with the liberation of Terezin by the Russians in May 1945. Include on the timeline not only the large-scale events but also the laws that the Nazis imposed on the Jews and the changes in Ela's daily life.
- Explain how Art transcends time and circumstance offering people hope. List other events in recent years have had a tragic effect on the lives others, eg. Hurricanes, tsunami and wars. Create a written piece, such as an essay or poem, or drawing on something that makes you happy and share with others in small groups

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Raab/Goodwin Book Synopsis

Karen Gray Ruelle & Debroah Durland DeSaix



"The Grand Mosque of Paris"
A Story of How Muslims Rescued Jews During the Holocaust

Grades: 5-8

When the Nazis occupied Paris, no Jew was safe from arrest and deportation. Few Parisians were willing to risk their own lives to help. Yet during that perilous time, many Jews found refuge in an unlikely place-- the sprawling complex of the Grand Mosque of Paris. Not just a place of worship but a community center, this hive of activity was an ideal temporary hiding place for escaped prisoners of war and Jews of all ages, especially children.

Beautifully illustrated and thoroughly researched, this hopeful, non-fiction book introduces children to a little-known part of history. Perfect for children studying World War II or those seeking a heart-warming, inspiring read that highlights extraordinary heroism across faiths.

Themes:

- Kabyles– Muslims from Atlas Mountains of Algeria
- Relationships- Muslims and Jews, Muslims and the Nazis
- Holocaust history
- World War II
- Bravery

Concepts/Vocabulary:

- Occupation, Resistance, Righteous Gentiles, catacombs, checheya or fez
- Yad Vashem & Righteous Among the Nations
- Paris- geography and interconnected tunnel system
- Mosques
- Conversion – the act of an instance of converting or changing
- Resistance – the refusal to accept or comply with something; the attempt to prevent something from happening
- Regime – a form or a system of government
- Labyrinth – a place that has many confusing paths or passages

- Tantalizing – possessing a quality that arouses or stimulates desire or interest; also – mockingly or teasingly out of reach
- Traumatic – a very difficult or emotional experience that causes someone to have mental or emotional problems
- Note vocabulary on page 36 for further words and information

Pre-reading:

- Do a picture walk pointing out the beautiful double paged oil paintings.
- What do you know about World War II and the Holocaust?
- What do you know about Paris during the Holocaust?
- Provide an overview of the story: *The Grand Mosque of Paris* is the historic story of the Muslim community of Paris during the Nazi occupation of World War II and their efforts to rescue Jews. The mosque constructed in 1926 had space for a community center, library, restaurant, clinic and apartments for the functionaries. It was built upon a labyrinth of subterranean tunnels and rooms, areas that had been excavated for building stones for the city of Paris. These underground passages and catacombs served as hiding places and escape routes for those hunted by the French police and Gestapo. The rescue and escape of Jews was under the leadership of the Rector, Si Kaddour Benghabrit, a sophisticated Algerian born diplomat, who was considered the most powerful Muslim in France at the time. The clerics provided sanctuary, certificates of Muslim identity and safe passage for those who sought their help. It is noted that at least 100 Jews, downed Allied airmen, Resistance fighters and escaped prisoners of war, were also spirited to safety.

During Reading:

- Students will learn what happened after the Nazis invasions affected French Jews during World War II. Eg. bread lines, food rations, fear of worship, identification, roundup and interment.
- Students will learn how people were willing to risk their lives during the Nazi era.
- Discuss the beauty of the mosque and it's place in the community – records of life events, help for those in need, place to pray, medical support
- Explain the relationship between Jews and Muslims – similar cultures, physical characteristics, respect
- How did the Nazi's reluctance to target Muslims help the Muslims to aid Jews and others?
- How did the letter recently found demonstrate a bond between Muslims and Jews and act as a call to action?

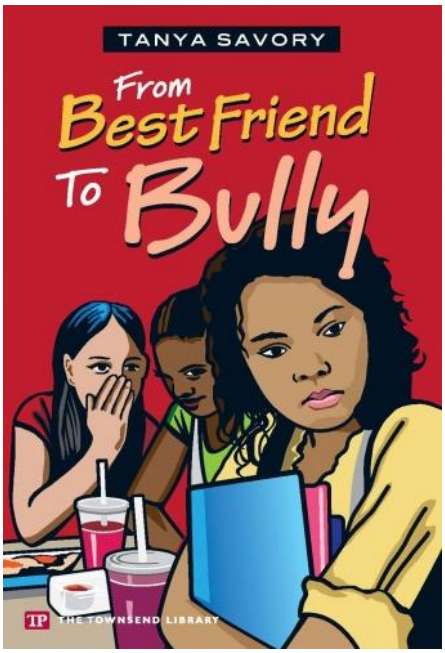
- The actions of brave Muslims saved the lives of an unknown number of Jews and Non-Jews. How did their involvement in the Resistance give them an advantage? What were some of the tricks used by the Resistance to aid Jews? Eg guiding through the labyrinth, coded messages, etc

Post-reading:

- Review the number of ways the Muslims saved the lives of Jews and non-Jews, eg. hiding, providing documents, nursing to health, etc
- An afterword, glossary and extensive bibliography is very informative and sheds light upon this important and little known story of the Holocaust.
- How were Jews treated by the Nazis in France during World War II?
- After the book is read, ask students to recall important facts and details about how the Muslims of Paris helped Jews and non Jews hide from the Germans during the Holocaust.
- Explain that despite differences among people, they were brought together through their belief in life and freedom.

Raab/Goodwin Book Synopsis

Savory, Tanya
"From Best Friend to Bully"

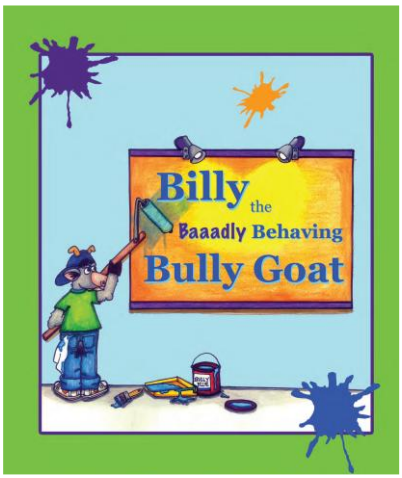


Grades: 1-3
I'm just kidding! You're so sensitive!

Emily had heard her friend, Pam, say this more than a few times. It was what Pam said every time she hurt Emily's feelings. Emily always forgave Pam. After all, they were best friends.
But now things were different. Pam was definitely not kidding. She was calling Emily names and making fun of her in front of their entire class.
It sounds like your best friend is a bully, Emily's brother told her.
Emily was no longer sure she could forgive Pam. In fact, she wasn't sure she could even be her friend anymore.

Themes: bullying, teasing, friendship

Raab/Goodwin Book Synopsis



Schwartz, Staci,
"Billy the Baaadly Behaving Bully Goat"

Delightful rhyming text with word play and bold, colorful, amusing illustrations

Grades: K – 3

Theme: It takes wise action (magic dust in this story) to change mean, bullying behavior to kind, self-rewarding behavior. A bully's ways can be changed by getting him to "feel" the pain he inflicts on his victims, then by experiencing the warm, fuzzy feelings that come with doing something kind.

Vocabulary: bully, victim, consequences, respectful

Pre-reading:

- Read the title and have students comment on cover illustration. What do they think the story will be about?
- Students can share their personal experiences and feelings with bullying—as bully, victim, bystander, upstander.

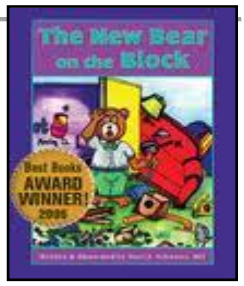
"In this story a little goat named Billy is a big bully. He does such mean things that the "kids" in his class cry. Listen to the story to find out how Billy changes from being an out-of-control baaadly behaving bully to being a kind, sweet friend." (As you read, you can have students comment on illustrations supporting text.)

Post-reading:

- What were some of the ways Billy bullied the kids in his class? How did his victims feel? How did Billy seem to feel?
- What finally got Billy to change his bad behavior to kind behavior?
- What happened after Billy made Gardenia drop her books? After he made fun of Godfrey's freckles? How did he feel after he helped Gwen?
- Is there really such a thing as "magic dust?" If magic dust doesn't exist, how can we change the attitude and behavior of a bully?

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Schwartz, Staci J. MD,
"The New Bear on the Block"
A *complete lesson plan is inside the book.*

Grades: K – 3

Goal: Teaching Tolerance
The New Bear On The Block offers a teaching message of accepting others, the not making premature judgments about people, and an appreciation of diversity.
The book is about the adventures of a young bear who moves into a small town in the woods. Through a series of mishaps that occur as a result of his poor vision when his glasses are accidentally broken, the bear's new neighbors decide to ostracize him for his perceived rude behavior. A wise turtle who happens to be an optician and fixes the bear's glasses, finds him to be a delightful new friend and must correct the false perceptions of his fellow neighbors. In doing so, the turtle teaches them about making snap judgment of others based on first impressions and incomplete facts.

Theme:
Explains to younger children that pre-judging someone before you really get to know them is unfair. The message is about accepting others.

Pre-reading:
- Look at the book's cover.
- What happened to the bear?
- How would you describe the expression on his face?

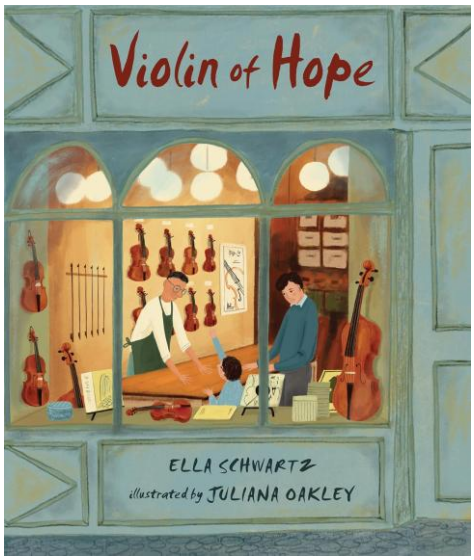
Vocabulary – harmony "jump to conclusions".
Let's read to see what happened.

Post-reading:
- What was the rabbit's, the pig's, the duck's and the mouse's first impression of their new neighbors?
- Why did they feel that way?
- Who helped the bear solve his problem?
- How did the turtle help?
- What did the animals learn about their new neighbor?

Activity:
Ask the question:
- What is something someone might think about you just from looking at you? Model the question eg: Just because I am a girl, people think that I like the color pink.
- Have students make a paper plate puppet self portrait..
- Craft: Paper Plate Puppet (supplies: paper plates, crayons, popsicle stick or tongue depressor for holding) Have students talk about the differences and similarities (diversity). How are they different or similar?

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Schwartz, Ella
"Violin of Hope"
Illustrated by Juliana Oakley

Grades: 1-6

Papa plays beautiful music on the violin, until the night when there is a pounding on the door and a Nazi soldier snatches the violin away. Dumped in a cellar for years, the violin warps and cracks until one day a luthier finds it and determines to fix it. A man buys the violin for his son, remembering that his grandfather played the violin before the war. The boy eventually becoming a violinist, filling concerts halls with the music of hope. Based on the true story of luthiers who repair Holocaust-era violins.

Themes:

- How the beauty of violin music was an important tradition in Jewish family life, defining their culture and emotions.
- Nazi looting of prized possessions

Concepts/Vocabulary:

- Describing the work of luthiers, who are craftspersons that restore stringed instruments.
- Creating hope for future generations
- Music of the restored violins act as a memorial to their original owners and victims of the Holocaust
- Scooted, birdsong, quick and lively, slow and sorrowful, bow, scrolled neck
- Gut Shabbos, shrill noise, angry boots
- Tentative, mended, gleamed, music of hope

Pre-reading:

- Picture walk and read through once without asking questions, noting pictures

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During Reading:

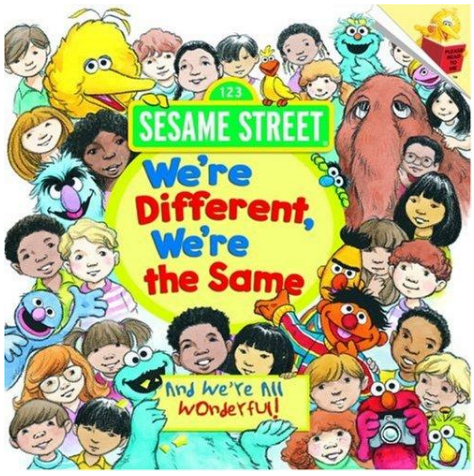
- Note presence of violin on the wall, hung there as a prized possession.
- Who played the violin in the family and how did the music bring the family together each evening?
- Why did the author refer to the Nazi's shoes as angry boots?
- What did he do with the violin?
- What happened to the violin when it was in the cellar?
- How was the violin rescued?

Post-reading:

- How does the violin bring hope for future generations?

Raab/Goodwin Book Synopsis

Sesame Street (Kates, Bobbi Jane)
"We're Different, We're the Same"



Grades: 1-3

Themes:
- Showing sameness
- Showing differences

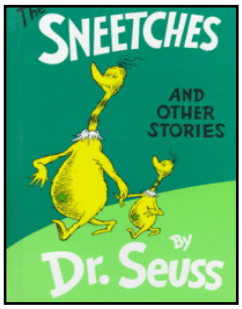
Vocabulary: delighted, same, different

Pre-reading:
- Discuss what title means

Post-reading:
- How are we all alike?
- How are we all different?

Raab/Goodwin Book Synopsis

Dr. Seuss,
"Sneetches"



Grades: K - 5

Theme:
The Sneetches learn that they shouldn't judge others by their outward appearances. This is a lesson on prejudice that can be used on many grade levels.

Pre-reading:

- Discuss how animals can be used in a story to teach a lesson about real people.
- Ask the children if they can explain the saying,
- "You can't tell a book by its cover."

Post-reading:

- Why did the Plain-Belly Sneetches want to look like the Star-Belly Sneetches?
- What did the Sneetches finally learn about themselves and each other?
- Why did Sylvester McMonkey McBean laugh as he drove away?
- More teaching suggestions in
  New Jersey Commission on Holocaust Education:
  Caring Makes a Difference K-4th Grade

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Raab/Goodwin Book Synopsis



Shange, Ntozake (Illustrated Michael Sporn), "White Wash"

Grades: 3 and up

Theme:
A street gang attacks a young black girl and her brother, spray painting them with white paint. The girl is traumatized and stays home from school despite her grandmother's encouragement. Her older brother feels guilty for not defending his younger sister. After overwhelming media coverage of the incident, her classmates voice their concerns and decide to show support by accompanying her to school. This story is based on a true event in New York 1992.

Vocabulary: Respect, bully

Goals: Racism
- Understanding the role of diversity and the importance of shared values on the basis of race, ethnicity, religion, language and gender.
- Confronting the alienation of one group from another and the efforts to impose beliefs and customs on others.
- Understanding name calling, prejudice, and discrimination as negative behaviors.

Pre-Reading:
- Some neighborhoods have gangs that bother or attack people because of their race, religion, skin color or beliefs.
- Tell students that the author, Mrs. Shang, is from Philadelphia.
- In this story, a white gang doesn't respect black people.
- The white gang members are Bullies.

Post reading:
- What did Grandma mean when she told Helene-Angel that she had to be strong?
- How did Helene-Angel's friends help her?
- What did friend Raphael say? Discuss "upstander."
- Discuss the story: perceptions of Helene Angel and her classmates.
- Describe what happens when the white gang stops Helene Angel and her brother. Discuss why hate crimes exist.
- Do you think racism and other prejudices are present in school or community? Allow for personal experiences.
- Do students think that ethnic relations will improve in the future?

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Shange, Ntozake (Illustrated Michael Sporn),
"White Wash"



(Continued)

Activities:

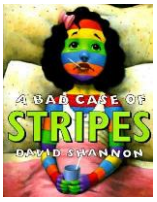
- Role-play or write responses to situations involving racism or prejudice using respectful language to take a stand against prejudice. Eg: One of your friends tells a joke insulting a group of people, should you laugh? What should you do and how?
- Paper Plate Portrait - supplies(paper plate, markers)
  Explain that students will be reflecting on the difference between what others might assume about them and how they truly are on the inside. Students will draw their faces on the outside or "bump" of the plate. They will then write a few words or phrases that they think someone might assume about them. On the inside or "crater" of the plate, students color in a heart and write words or phrases that describe their character/personality—who they really are.

Discussion questions:

- What did students discover?
- Were they surprised by anything?
- Were any connections made between plates?
- How did this activity help understand the meaning of prejudice?

Raab/Goodwin Book Synopsis

Shannon, David
"A Bad Case of the Stripes"



"A Bad Case of the Stripes" is a story about a young girl, Camilla, who loves lima beans, but never eats them. Why? Because the other kids at her school don't like them. Camilla is very worried about what other people think of her. She is so worried, that she begins to break out in "stripes" Her worst fears become reality as others laugh at her for looking different.

Grades: K-5

Themes:

- Building self esteem
- Learning to respect and accept differences
- Bullying
- Friendship

Pre-Reading:

- What do you think this book is about?
- How important is it to "fit in" and to be "cool?"
- Would you change things about yourself just to please other people?
- What happens when you're too worried about what other people think of you?
- Read title and author. Ask students what they notice in illustrations on cover and title page. Is this a true story or a fantasy? What could lima beans have to do with the story?

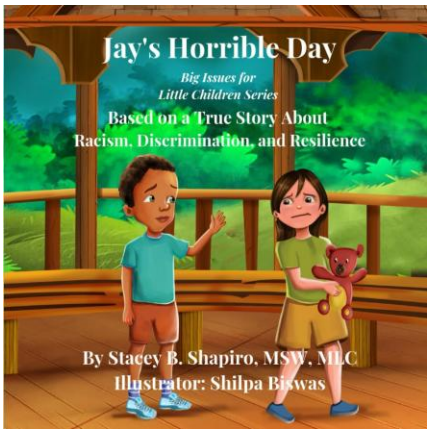
Post-Reading:

- Do you think that the students were bullying Camilla?
- Why do you think Camilla was afraid to have people find out that she liked lima beans?
- Doctors, specialists, and experts were called in to diagnose Camilla's rare malady. How was she finally cured?
- What did Camilla learn at the end of the story? How has she changed?
- How will this story affect you in the way you treat others and yourself?

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Raab/Goodwin Book Synopsis

Shapiro, Stacey B.
"Jay's Horrible Day"
Illustrated by Shilpa Biswas



Grades: PreK-3

Jay's Horrible Day is a children's book about a six-year-old boy who experiences racism and discrimination at his day camp. In the book, Jay shares his feelings after being rejected because of his skin color. Coping skills and caring adults guide Jay as he finds ways to deal with what happened.

Themes:
- how it feels to be on the receiving end of discrimination
- ways to deal with emotions they may feel if they witness or experience racism
- a technique to help them shield themselves from hurtful words from others
- the definitions of racism and discrimination which are at the back of the book

Concepts/Vocabulary:
- Racism, discrimination, prejudice
- diversity, tolerance, empathy and compassion
- bearded dragon, beaver
- feelings of anxiousness

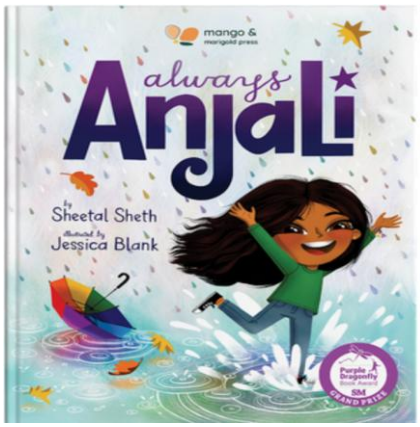
Pre-reading:
- Picture walk
- Have you ever felt scared when going to a new place? E.g. camp, school
- Have you ever felt anxious about making new friends in a new place?

During Reading:
- How did Jay feel about being at day camp on the first day?
- How do you think Jay feels when others don't like to play with him because of his skin color?
- What does Jay do to help him feel better when others are mean?

Post-reading:
- How does having someone to talk to about the issues help? Who is someone you could talk to?
- What are some things you can do if someone says things that upset you?
  List of options available at back of book
- How did Jay's Mom help him deal with his emotions?
  Controlling how we feel
  Subtle energy, e.g. Jay's armor and exercise described at back of book
- Review definitions of discrimination, racism and prejudice

Raab/Goodwin Book Synopsis

Sheth, Sheetal
"Always Anjali"
Illustrated by Jessica Blank



Grades: PreK-4
Anjali and her friends are excited to get matching personalized license plates for their bikes. But Anjali can't find her name. To make matters worse, she gets bullied for her "different" name, and is so upset she demands to change it. When her parents refuse and she is forced to take matters into her own hands, she winds up learning to celebrate who she is and carry her name with pride and power. A timeless story about appreciating what makes us special and honoring our differences.

Themes:
- Staying true to who you are
- How to stand up for yourself
- To be different is to be marvelous

Concepts/Vocabulary:
- Restless night, important business
- Sprung, stupendous, superb
- Just like a race car
- Carnival, personalized license plates
- Chuckled, snickering, embarrassing
- Name whose meaning captures your spirit – precious, kind, divine
- India, Sanskrit
- Enchanting, brilliance, power
- Mission, gleefully, commotion, whizzed, foolishness, greatness
- Beautiful gem like things - bindis

Pre-reading:
- Do a picture walk.
- Ask children to make predictions based on how the characters facial expressions look throughout the book, eg happy, angry disappointed, mean, taunting

Raab/Goodwin Book Synopsis

During Reading:

- What special day is this and how does Anjali feel when she wakes up?
- Does she get the special present she is hoping for?
- What happens at the carnival that makes Anjali feel disappointed?
- How does the cashier and some of her classmates make her feel?
- How does Anjali's mother help her feel better?
- What does Anjali do to solve her problem?
- How do her classmates respond to her license plate?

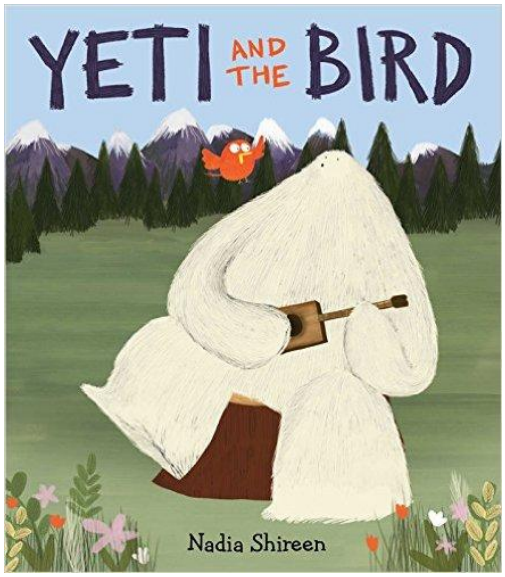
Post-reading:

- Where is Anjali's family from and what does the book tell you about her heritage?
- Point out the ways her culture is represented in the book, eg musical instruments in her room, food for dinner, bindis on the license plate.
- How does Anjali feel when she can't find a license plate with her name on it? Eg. sad, surprised, left out
- Ask the children if they have ever felt that way and what happened to them to make them feel that way?
- Anjali's name was different and it made her special. What makes you special?
- Ask children if they know the meaning of their names? Having different names is one way showing special we each are.
- Why was it wrong of Zachary to tease and be mean to her? How could Zachary have been nice to her?
- How did Anjali feel when she was teased? What could the other children in the class done in this situation? Speak up, stand up for others, tell an adult
- Why did Anjali design her own license plate? Why did she decorate it with bindis? How did the other children respond when they saw the license plate?

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Shireen, Nadia
"Yeti and the Bird"



Grades: Pre K - 1

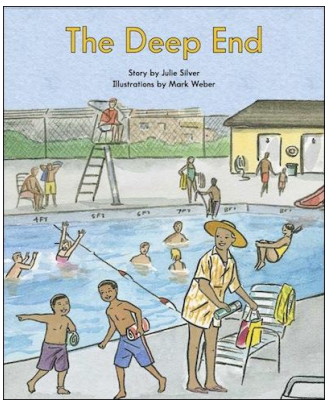
Themes: 1. Don't judge by appearances. Friends come in all sizes, shapes, & looks.
2. Life is lonely without friends. Friends make life fun.

Pre-reading:
1. Read title and show students book cover. Have them describe Yeti.
Yeti (aka *Abominable Snowman*) is legendary ape-like creature of Himalayas
"Listen to the story to find out how Yeti's life changes from the beginning of the story to the end. Why did it change?"

Post-reading:
1. How did Yeti feel at the beginning of the story? Why?
2. How did Bird treat Yeti? How did Yeti's life change?
3. What happened when Bird needed to leave?
4. What did the animals learn from Bird? What can we learn from Bird?
5. What happens if you make up your mind about someone before you get to get to know him or her?

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Raab/Goodwin Book Synopsis



Silver, Julie
"The Deep End"

Grades : 1-2

Vocabulary: rude, ignore

Themes: teasing, reaching your goal, developing self-confidence, feeling proud of yourself

Pre-reading:

- Do you like sports? What sports do you like to watch or play with your friends?
- Did you ever go swimming in a lake, pool or the ocean?
- Discuss book cover.

Post-reading:

- Who teased Derek at the pool? What did Tyler say?
- Why did Derek get out of the pool?
- What new sport did Derek learn?
- Who helped him learn to swim?
- What was Derek able to do at the end of the story?
- How did Derek feel when he learned to swim & went down the slide?

Raab/Goodwin Book Synopsis

Silverstein, Shel,
"The Giving Tree"



Grades: 2 - adult

Theme:
A parable of the gift of giving, the joy and happiness the tree feels as it makes the boy happy, and accepts the boy's capacity to love in return (unconditional love and devotion).

Pre-reading:

- Do you enjoy getting gifts? Why?
- Do you like to give gifts to your family and friends?
- How does gift-giving make you feel? (Discuss)

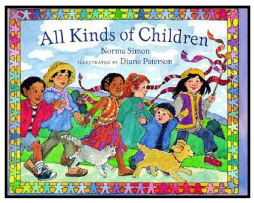
Post-reading:

- What did the tree give to the boy?
- Did the "gifts" make the tree happy or sad? Explain your answer.

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Simon, Norma,
"All Kinds of Children"



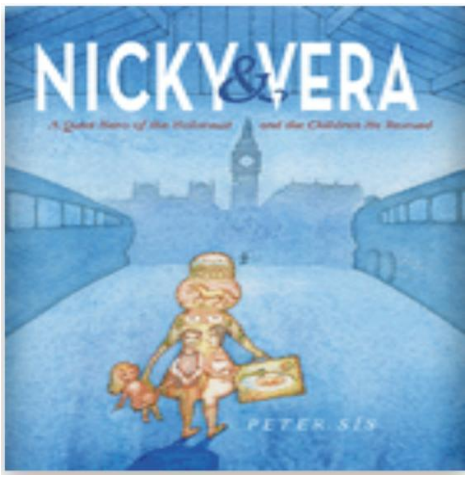
Grades: K – 1

Themes:
Children all around the world have much in common.
Awareness of similarities should help us live together in peace.

Pre-reading:
- Display both front and back covers and read title.
- Have students say what they notice and tell what they think the story will be about.
- Listen to the story to learn the ways children all around the world are the same.
- (Stop to discuss colorful, instructive illustrations)

Post-reading:
- How are you like children all over the world?
- Look at the colorful borders on the front and back covers.
- What do you see? (Colorful paper doll cut-outs).
- What is the meaning of this border?
- (paper dolls of different colors holding hands & living in peace)

Raab/Goodwin Book Synopsis



Sis, Peter
Nicky and Vera

Grades: 4-6

One man made a difference as the full horror of the Holocaust began. Caldecott Honoree and Sibert Medalist, author Peter Sís honors Nicholas Winton who saved hundreds of children from the Nazis.

In December 1938, a young Englishman canceled a ski vacation and went instead to Prague to help the hundreds of thousands of refugees from the Nazis who were crowded into the city. Setting up a makeshift headquarters in his hotel room, Nicholas Winton took names and photographs from parents desperate to get their children out of danger. He raised money, found foster families in England, arranged travel and visas, and, when necessary, bribed officials and forged documents. In the frantic spring and summer of 1939, as the Nazi shadow fell over Europe, he organized the transportation of almost 700 children to safety.

Then, when the war began and no more children could be rescued, he put away his records and told no one. It was only fifty years later that a chance discovery and a famous television appearance brought Winton's actions to light. The author weaves Winton's experiences and the story of one of the children he saved, Vera Gissing. *Nicky & Vera* is a tale of decency, action, and courage told in luminous, poetic images by an internationally renowned artist. It is a tribute to a humble man's courageous efforts to protect Europe's most vulnerable, and a timely portrayal of the hopes and fears of those forced to leave their homes and create new lives.

Themes:
- Decency, action, courage, bravery
- Silent heroes
- Prejudice and Racism

Concepts/Vocabulary:
- Holocaust, Europe, rescue
- Century, promise
- Politics, Nazi party, German army, camps
- Czechoslovakia, Prague, Sudentenland, London
- Cellar, barn, border, refugees
- Englishman
- Foster families, train connections, visas

Raab/Goodwin Book Synopsis

Pre-reading:

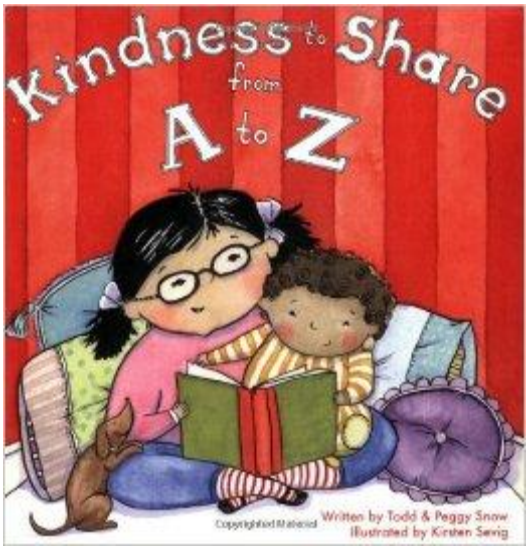
- Ask students what they know about the Holocaust.
- Note various areas of Europe that are mentioned in the story to give context
- Explain how children were affected by the events in Europe.
- Explain that this story is about Nicolas Winton and Vera Gissing and how their lives intertwined.
- Do a picture walk

Post-reading:

- How were the lives of Nicky and Vera different? How were they the same?
- What did Nicky do to help Jewish families?
- Why did Vera's family seek Nicky's help?
- Why do you think Nicky never told anyone what he did?
- How did Nicky and Vera feel when they met each other?

Raab/Goodwin Book Synopsis

Snow, Todd & Peggy
"Kindness to Share from A to Z"



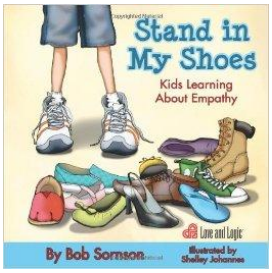
Grades: Pre-k -K
Simple words and beautifully engaging illustrations invite children to show kindness in their daily lives. Each letter, each idea is a step toward becoming more caring and compassionate...and making the world a better place.

Themes: sharing, kindness, good manners

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Raab/Goodwin Book Synopsis

Sornson, Bob
"Stand in My Shoes"



Grades: K through 3

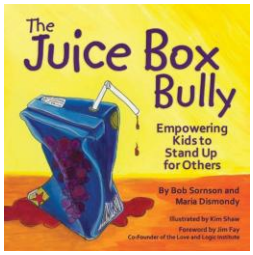
When Emily asks her big sister what the word empathy means, Emily has no idea that knowing the answer will change how she looks at people. But does it really matter to others if Emily notices how they're feeling? Stand in My Shoes shows kids how easy it is to develop empathy toward those around them. Empathy is the ability to notice what other people feel. Empathy leads to the social skills and personal relationships which make our lives rich and beautiful, and it is something we can help our children learn. This book teaches young children the value of noticing how other people feel. We're hoping that many parents read it along with their children.

Themes:
*Kids learning about empathy
*The importance of seeing the world through the eyes of others

Pre-reading:
*Look at the cover of the book. What do you see? Why might the story be titled "Stand in My Shoes"?
*What does empathy mean? (the ability to understand what someone else is feeling)

Post-reading:
*After reading story, what do students now think "Stand in My Shoes" means?
*What were some examples of Emily's empathy?
*How have people shown empathy towards you? (examples)
*How have you shown empathy towards others? (examples)
*Why is it important to understand how others feel?
*What changed inside of Emily when she noticed how others feel?

Raab/Goodwin Book Synopsis



Sornson, Bob & Dismondy, Maria
"The Juice Box Bully"

Grades: 2-6

This book encourages children to make good choices & be aware of others' feelings.
"The Promise", at the end of the book, empowers kids to "do the right thing."
For older students, from Gandhi, "Be the change you wish to see in the world" could be used for more discussion or a writing assignment.

Theme: Children can acquire the skills to solve their own problems.

Pre-reading:

- What is a bully?
- Have you ever seen a bully in action?
- What was the bully doing?
- Did you do something about it?
    - [Discuss the meaning of "bystander"].

Post Reading:

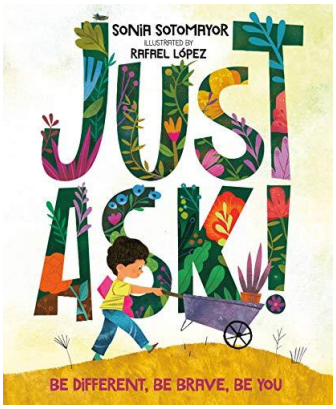
- Were the students at Pete's new school bystanders, or did they get involved & try to help Pete change his behavior?
- How did Pete's classmates help change his behavior?
- What is "The Promise"?
- Did Pete's classmates bully him back? How did they treat him?
- Explain that the students didn't stoop to the level of the bully, but treated him with fairness & kindness.

* For more ideas & information, go to no-bystanders.com or info@no-bystanders.com

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Raab/Goodwin Book Synopsis

Sotomayor, Sonia
Illustrated by Rafael Lopez
"Just Ask"
Grades: K-3



In *Just Ask*, United States Supreme Court Justice Sonia Sotomayor and award-winning artist, Rafael Lopez celebrate the different abilities kids (and people of all ages) have. Using her own experience as a child who was diagnosed with diabetes, Justice Sotomayor writes about children with all sorts of challenges--and looks at the special powers those kids have as well. As the kids work together to build a community garden, asking questions of each other along the way, this book encourages readers to do the same: When we come across someone who is different from us but we're not sure why, all we have to do is *Just Ask*.

Themes:
- Similarities and differences
- Feeling different from others
- Children with challenges, disabilities
- Multiculturism

Concepts/Vocabulary:
- Comparison of different plants and flowers to different people doing different things and how this makes our world more beautiful and vibrant
- Tourette syndrome, autism, diabetes, asthma
- Patience, curiosity, kindness, tolerance, understanding, bravery, frustration
- Being proud of yourself for your accomplishments and challenges

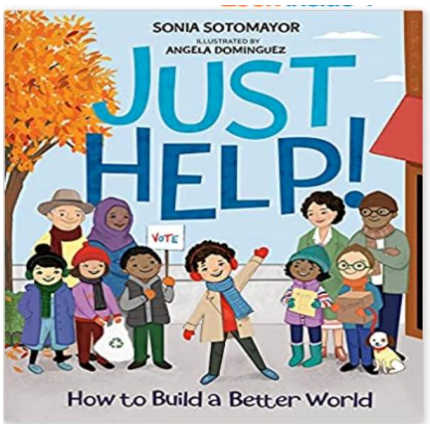
Pre-reading:
- Do a picture walk
- Explain that the author is a very accomplished person, a Supreme Court Justice who was diagnosed with diabetes as a young child.

During Reading:
- Use questions on each page to guide student understanding.

Post-reading:
- How are the differences in the plants and flowers in the garden like the children in the book?
- Explain that the children have differences and that the garden they are planting contains different plants and flowers just as the children are different.
- It's okay to ask about the differences of others. It's not nice to form conclusions without the facts.
- Children can achieve greatness despite their challenges.

Raab/Goodwin Book Synopsis

Sotomayor, Sonia
"Just Help - How to Build a Better World"
Illustrated by **Angela Dominguez**



Grades: K-4
Every night when Sonia goes to bed, Mami asks her the same question: *How did you help today?* And since Sonia wants to help her community, just like her Mami does, she always makes sure she has a good answer to Mami's question.
In a story inspired by her own family's desire to help others, Supreme Court Justice Sonia Sotomayor takes young readers on a journey through a neighborhood where kids and adults, activists and bus drivers, friends and strangers all help one another to build a better world for themselves and their community. With art by award-winning illustrator Angela Dominguez, this book shows how we can all help make the world a better place each and every day.

Themes:
- Social activism, building community and better lives
- Applications to daily life
- Motivating children to become engaged
- Children inspiring one another to help each other for good
- Building habits that keep children involved to help raise children who become vested and connected citizens as adults

Concepts/Vocabulary:
- Nurse, hospital
- Care packages, service project
- Soldiers stationed far away
- Plastic bags and danger to sea life, Recycling, litter
- Giving, acts of kindness, selflessness, inspiring
- Election, candidate, how your voice in the community can make changes

Pre-reading:
- Do a picture walk, pointing out locations in the pictures – home, school bus, school, park, voting booth, etc

Raab/Goodwin Book Synopsis

During Reading:

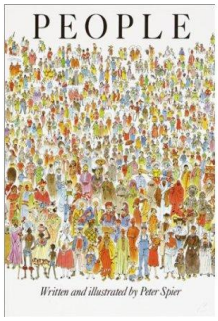
- How are the children helping others? Note examples given in book of service projects.
- How are the adults helping others? Note that adults help in their daily lives in the jobs they do.`

Post-reading:

- What are some examples of people you know and how they help others?
- Why is it important to be active and caring of others?
- How can you make your community and the world a better place?
- Who will you help today?
- How will you help today?

Raab/Goodwin Book Synopsis

Spier, Peter,
"People"



Grades: 3 - 6

Theme:
Each one of us is a unique individual; celebrate our differences.

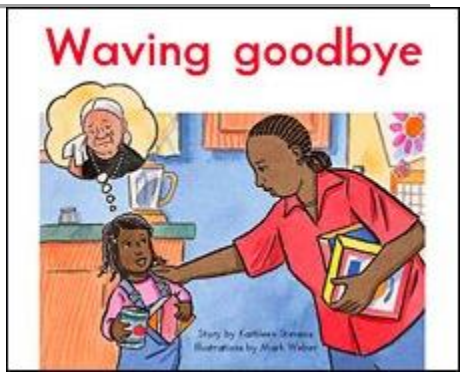
Pre-reading:
- Can you name some ways that all people car alike?
- Can you name some ways that all people are different?
- How many people live on the planet Earth?
- Take a guess!
  (Answer: It's always changing, but over 6 billion -6,000,000,000 – live on Earth
- Do you think that these 6 billion people are all unique? Let's read to find out.

Post-reading:
- What did you learn about the people living on Earth?
- What was the most interesting "difference" among the people?
- Do you agree with the author when he says our world would be very dull if everybody looked, thought, ate, dressed, and acted the same?
- Explain your answer.

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Stevens, Kathleen.
"Waving Goodbye"



Theme:

- By showing empathy, you can make someone feel much better.

Pre-reading:

- Look at cover. What do you notice? What do you think the woman is telling the little girl? (thought bubble). Can you predict from the title why the older woman is crying?

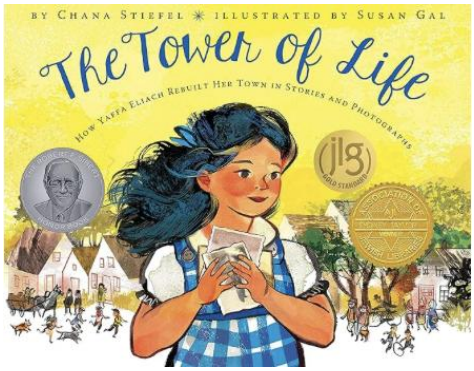
Post-reading:

- Why is Mrs. Soto so sad?
- What did Kendra & her mom do to try to make Mrs. Soto feel better?
- Describe Kendra's drawing. How does it show empathy?
- Whose gift really made Mrs. Soto less sad? Why?
- What can we learn from Kendra?

****This book is part of <u>The King School Series</u> by Townsend Press. The recurring characters-- Jasmin, Derek, Kendra, Victor—exemplify the diversity of children. The books demonstrate kindness and are appropriate for grades K – 2nd. They give children the language to understand their emotions, so then they can empathize with others. Wonderful, colorful illustrations enhance the text & offer opportunities to describe emotions.*

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Stiefel, Chana
"The Tower of Life"
Illustrated by Susan Gal

Grades: 4-8

This is the true story of how Yaffa Eliach made it her life's mission to recover thousands of her town's photographs from around the world. Using these photos, she built her amazing Tower of Life, a permanent exhibit in the U.S. Holocaust Memorial Museum, to restore the soaring spirit of Eishyshok, a town in Lithuania.

Themes:

- Determination of a holocaust survivor to restore the spirit of her town, photo by photo

Concepts/Vocabulary:

- Importance of memories
- Life before the Holocaust
- Tribute to the Jewish past lost in the Holocaust
- Spirited girl, family roots, fabric of a town
- Ancestors, faith, tradition
- Organ grinder and monkey
- Camera, photography
- German tanks, motorcycles, Nazis
- lives lived, heroes, dignity

Pre-reading:

- Picture walk, telling children this is true story of a Holocaust survivor's life in a small town in Europe before the war and how she chose to honor the town and it's people in later years.

During Reading:

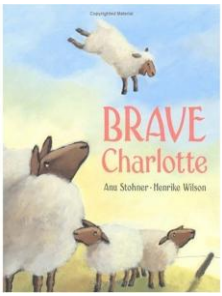
- Read through once before asking questions
- What was life like for Yaffa before the Nazis entered the town?
- What did her Grandmother do for the town?
- What did people do with the photos that Grandmother took?
- How did Yaffa find the photos she used for the museum display?

Raab/Goodwin Book Synopsis

Post-reading:

- What did Yaffa demonstrate in her search for the photos?
- What does the museum display tell you about Yaffa and her town?

Raab/Goodwin Book Synopsis



Stohner, Anu and Wilson, Henrike,
"Brave Charlotte"
A complete lesson plan is inside the book.

Grades: 2 - 4

Themes:
- A simple story about a shy young sheep who shows bravery and independence in the face of danger.
- Be an individual not a follower.

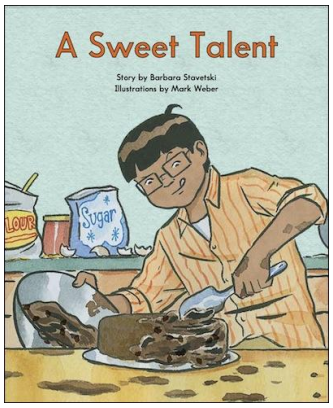
Pre-reading:
- Look at the book's cover.
- Which sheep is different?
- Why is it different?
- Can you explain the word "different?"
- Are the people also different? In what way?

Post-reading:
- Did you enjoy this story?
- How was Charlotte different?
- How did Charlotte save the farmer?
- Do you think it's good that people and animals are all different?

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Stavetski,Barbara
"A Sweet Talent"



Grades: 1-2

Vocabulary: embarrass, nervous, apology

Theme: accepting others, being proud of your accomplishments, teasing & male/female stereotypes

Pre-reading:

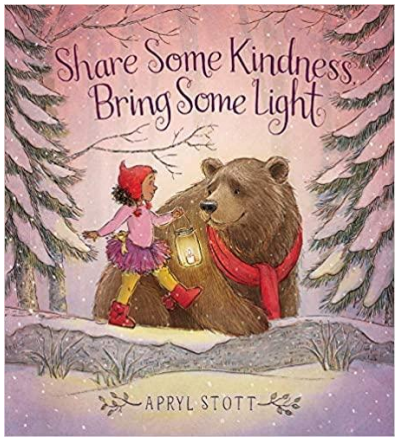
- What are some "girl" jobs?
- What are some "boy" jobs?
- Do you have a special talent that may help you get a job when you are older?

Post-reading:

- Discuss book cover
- What did Victor bring to school? What did Tyler say to Victor?
- Why was Victor embarrassed?
- What did Victor's dad tell him about famous bakers?
- Which family members made Victor feel proud?
- What did Victor bring to the Friday "Show & Tell?"
- Did Victor's friends like the chocolate cake?
- Who apologized to Victor? What did Tyler say?
- What was Victor's "special talent?"
- Do you think boys & girls can have the same jobs? Discuss.

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Raab/Goodwin Book Synopsis



Stott, Apryl
"Share Some Kindness, Bring Some Light"

Grades: K-4

A little girl and her friend Bear learn the true meaning of selfless kindness in this sweet, beautifully illustrated picture book. Bear is sad. All the other animals think he's mean because he's so big. But his human friend, Coco, offers to help him. Coco shares her grandmother's advice: When life gets dark as winter's night, share some kindness, bring some light. They decide to bake cookies to share some kindness and make lanterns to bring some light. But when the cookies and lanterns don't work, they must look for another way to win over the other animals. And while they're at it, Coco and Bear just might discover that kindness is a gift that only comes from the heart.

Themes:
- Teaches a lesson
- Kindness,
- welcoming

Concepts/Vocabulary:
- recognizing someone for their inner goodness, not how they look
- spreading love without expecting anything on return
- bringing light from darkness and meaness
- differences between you and others
- different, shy, brave, big, small
- kindness, sadness, scariness
- gift, lanterns, impressed
- crunch of paws and boots through the snow, adventure

Pre-reading:
- Do a picture walk, introducing characters and setting.
- Ask class how they think Coco and Bear became friends. Note illustrations at book opening.
- Read book without asking questions allowing children to hear language and view illustrations.

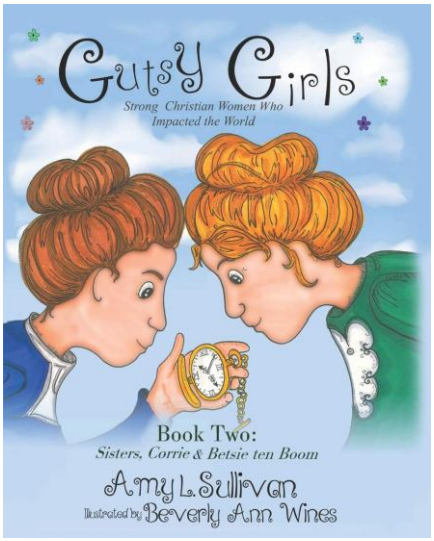
Post-reading:

- How are Bear and Coco different? How are they alike? What did they know about each other that the other animals did not?
- What is the meaning of Coco's Grandmother's advice?
- When Bear was sad, how did they decide to follow Grandmother's advice?
- How did they other react when Bear and Coco brought them cookies and the lantern?
- How did Bear and Coco help baby Deer?
- How did helping baby Deer make the other animals appreciate and accept Bear?
- How can you show kindness to others?
- What is something you can do to brighten someone's day?

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Raab/Goodwin Book Synopsis

Sullivan, Amy
Illustrated by Beverly Ann Wines
"Gutsy Girls: Strong Christian Women Who Impacted the World – Book 2: Sisters, Corrie & Betsie ten Boom"



Grades: 1-4

Please note that due to religious content this book should not be used in public schools.

Girls need heroes. This book introduces them to women who are smart, bold, and courageous. Book Two in the *Gutsy Girls: Strong Christian Women Who Impacted the World* series introduces readers to sisters, Corrie and Betsie ten Boom. This true story tells of two sisters and their love of God, His people, and each other during one of the most horrifying times in history, World War II. Risking their lives to assist Jews and underground workers, Corrie and Betsie ten Boom showed the world faith and forgiveness triumphs over evil.

Themes:

- World War II, heroism, Netherlands

Concepts/Vocabulary:

- Gutsy, barracks, illegal,
- raid, ration cards, Star of David
- impact, hiding

Pre-reading:

- Explain definition of a hero. Even adults get mixed up! We think heroes need to be really strong or rich or powerful. Sometimes we even think heroes need to do superhuman things! But heroes can be everyday people.
- Show pictures

- This is Corrie ten Boom, and this is her sister Betsie. Although these two women are drawn as illustrations here, this book is true. Corrie and Betsie lived in the Netherlands, which is all the way across the ocean from us, and they lived during World War II.
- World War II was a very sad time in our history. It's a time when an evil leader named Adolf Hitler and his army of soldiers called the Nazis tried to take over the world. They put people in prison, separated families, and even killed people who were different than they were.

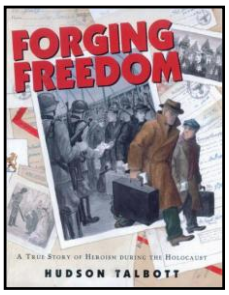
During Reading:

- Read the story aloud. Look for and point out ways Corrie and Betsie ten Boom were heroes
- What is the Star of David, and why would the Nazi leaders require people who are Jewish to wear it on their coats?

Post-reading:

- There were many heroes during World War II, including Corrie and Betsie ten Boom.
- What did they do? The Ten Boom sisters are most famous for is building a hiding place in their own home. They wanted to hide people from the Nazi soldiers. Corrie and Betsie had workers sneak into their home, build a fake wall that looked like a closet, and they hid people there. It was not big! In fact, this hiding place was very small, but it worked and the Ten Boom sisters are credited for helping over 800 people during the war.
- What stands out to you about the sisters and their heroism?
- What heroes do you know from other books and movies?

Raab/Goodwin Book Synopsis



Talbott, Hudson,
"Forging Freedom" –
A True Story of Heroism During the Holocaust
This book has a Teacher's Guide with pre-reading questions, time-lines, maps and vocabulary lists.
It is a chapter book that can be read 2-3 chapters at one sitting.

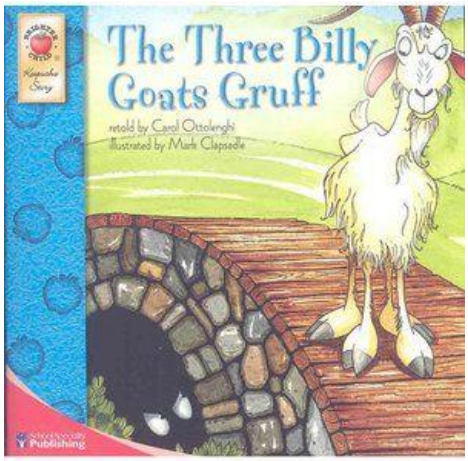
Grades: 4 – 8

Theme:
The heroism of Jaap Penraat,
a young Dutchman who risked his life during WWII to save the lives of over 400 Jews.

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"The Three Billy Goats Gruff"
Retold by Carol Ottolenghi



Grades: Pre-K thru 2

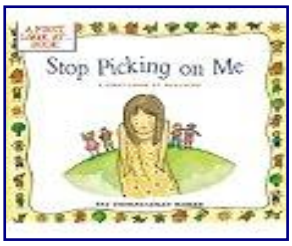
Summary:
This classic children's story has been re-told many times. In this version, the three billy goats set off to find green grass across the bridge where the "bully" troll lives. They devise a plan to trick the bully.

Pre-Reading:
*Ask the children if they are familiar with the story. Have them tell you what they remember about the different characters in the story.
* What characteristics do each of the goats and the troll display?

Post-Reading
*Ask the children which part of the story they liked best and why
*Was there a lesson in this story?
*Have the children weigh in on the troll and goats' behaviors and actions. *Do they think the troll was a "bully"? What about the goats' behaviors?
*How could the goats and troll been more respectful towards each other?
*How can children relate this to their own lives?

Raab/Goodwin Book Synopsis

Thomas, Pat,
"Stop Picking On Me: A First Look At Bullying"



Grades: K-3

Themes

- Definition of a bully
- Recognizing a bully when we encounter one
- Why someone becomes a bully

Pre-Reading:

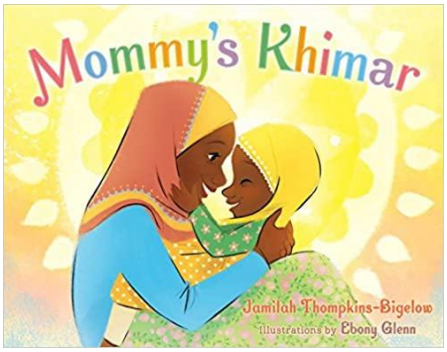
- What does a bully look like?
- What makes a person a bully?
- How can we deal with a bully?

Post-Reading:

- How did you know who the bullies were in the story?
- How does it feel to be bullied?
- What are some ways to deal with a bully?
- How can we get help in dealing with a bully?

Raab/Goodwin Book Synopsis

Thompkins-Bigelow, Jamilah
"Mommy's Khimar"
Illustrated by Ebony Glenn



Grades: PreK – 3

Mommy's Khimar celebrates the unbridled happiness of one Muslim child, her family and members of her Muslim community. Written in the first person voice of a young African American girl, the story explores her fascination with her mother's khimars. She spends a busy day wrapped up in her mother's colorful head scarf, feeling her mother's love with everything she tries on. The term "khimar" may be new to many who know the headscarf worn by Muslim women as a "hijab", but khimar is the preferred term for many African American Muslims.

Themes:

- multi-faith, intergenerational families, loving each other, accepting and respecting their religious differences and choices
- heads coverings worn by both men and women
- dynamic of a typical African American Muslim family

Concepts/Vocabulary:

- Khimar, hijab
- Colorful, flowing, stripes, patterns, polka dots, tassels, beads, sparkle
- Queen with a golden train, plaits, braids, bumpy crown
- Shooting star, superhero, golden wings
- Bristly beard, coconut oil, cocoa butter, cinnamon
- Mosque, Assalamu alaikum – greeting, meaning peace be upon you

Pre-reading:

- Today we are going to read a story about a girl and her family and the special bond she shares with them. Pay attention and look for what connects them.

Raab/Goodwin Book Synopsis

During Reading:

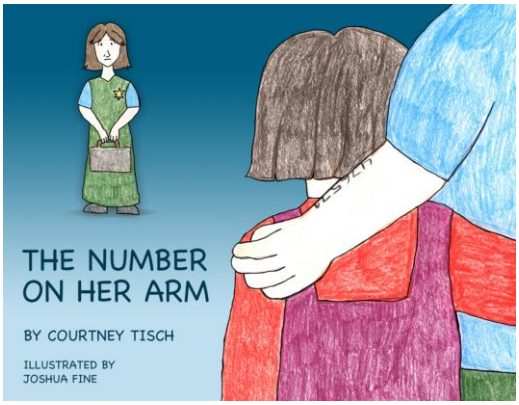
- Read through the book once without pausing so children can hear the language and descriptive vocabulary.
- Read a second time, pausing to clarify concepts and vocabulary.
- Eg, What are the words used to describe Mommy's khimar? How is the feel of her Father's beard described? What is a mosque?

Post-reading:

- What is a khimar? Is the same or different than a hijab?
- Who wears it? African American Muslim women
- Where/when is it sometimes not worn? At home, at night
- What makes the grandmother different from the girl and her parents? religious beliefs
- What binds the family together? Love, acceptance, respect

Raab/Goodwin Book Synopsis

Tisch, Courtney
"The Number on Her Arm"



When a young girl's grandparents come for a much anticipated visit from Canada, a carefree vacation takes an unexpected turn. Over the course of one afternoon, Grandma finally tells her granddaughter the truth about the mysterious number on her arm and her experiences during the Holocaust. Based on the true life story of the author's grandparents, both Holocaust survivors, The Number on Her Arm shows how sometimes those who endure the worst fates in life come out the strongest. Note: While this appears to be a picture book for younger children based on text and illustrations, the concepts included and discussions that evolve are for older children.

Grades: 4-6

Themes

- People can overcome the most horrifying struggles and emerge stronger than before.
- Positive attitudes despite hardship
- Teaching children about the evils of intolerance

Concepts/Vocabulary:

- Holocaust, Nazis, tattooed identification numbers, intolerance of others, internment camps, Auschwitz, positive attitudes
- Luxuriate, survivor, mandel bread, freedom, hate, Poland, Germans, Jewish

Pre-reading:

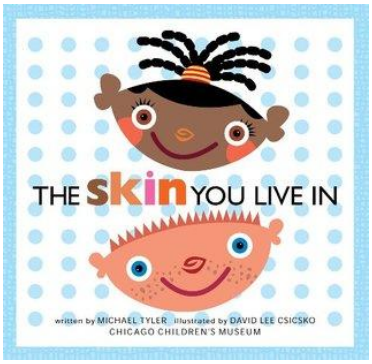
- Have you ever heard of the Holocaust?
- Use a map to show Poland, Germany and other countries taken over by the Nazis?
- What are some of things you talk about when your grandparents visit? What are some questions you ask them?

Post-reading:

- Why did the grandmother have a tattoo and what did it signify?
- How do think her grandmother felt to be taken from her home and separated from her family?
- Why didn't her grandmother want the tattoo removed now? Do you agree or disagree and why?
- Do you think events like this could happen today? Why?
- Can you think of reasons why people do hateful things to others?
- What are ways that we can be more tolerant of each other?

Raab/Goodwin Book Synopsis

"The Skin You Live In"
by Michael Tyler
illustrated by David Lee Csicsko
Grades: K-3



A book about skin colors that shows no matter what the color of one's skin is, we are more similar than different. Vivid illustrations and a lively story deliver an important message of social acceptance to young readers. Friendship, acceptance, self-esteem, and diversity are promoted in simple and straightforward prose. The book notes descriptions of skin colors.

Themes:
- Diversity
- Celebration of our similarities and differences
- Treatment of others- treating them the way you would like to be treated

Concepts/Vocabulary:
- Shades, unique skin tones, respect, opinions
- Acceptance, appearances
- no matter where children live, what they look like, or what they do, they're all the same where it counts—at heart.

Pre-reading:
- Do a picture walk
- What do you think this story is going to be about?
- Pay attention to all the things you can do in your very own special skin.
- See how skin tone can be different but we can still do the same things!

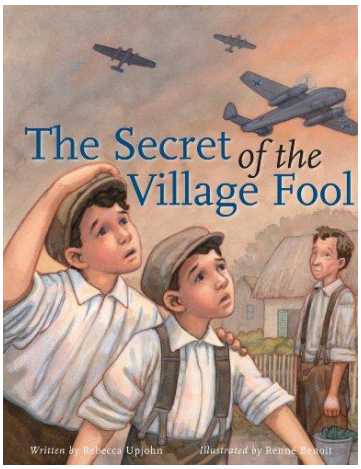
During Reading:

- Stop where it talks about shades and ask what it means when the author talks about shades. Shades are colors that could be lighter or darker, different tints or tones.
- Listen to the words the author uses to describe what their skin looks like.

Post-reading:
- What are some of the things that describe us or that we do that are the same?
- What are some of things we do or describe us that make us different?
- Look at each other's hands and see the different shades of color in everyone.
- Everyone is similar regardless of the shades of our skin. There are a lot of different shades of skin and each shade is beautiful.

Raab/Goodwin Book Synopsis

Upjohn, Rebecca
The Secret of the Village Fool



Grades: 4-6

This is an incredibly well written and illustrated account of a real upstander, Anton Suchinski, and how his beliefs and actions saved six people in Zborov during WWII. Mention is made of Mama Zeigler's actions that led to the family's positive relationship with this unexpected hero. The book is NOT graphic, but its length (21 minutes reading time) may preclude some 3rd grade classrooms. For more information on Anton's story please visit

http://www.yadvashem.org/yv/en/righteous/stories/sukhinski.asp

Themes

- The simplest of us can be "up standers" and save lives. Life is precious.
- Pre-judging can lead to prejudice.

Vocabulary/Concepts

- Nazis, Prejudice, Root cellar, Up stander, Collaborator, Victim
- Prejudice

Pre-Reading:

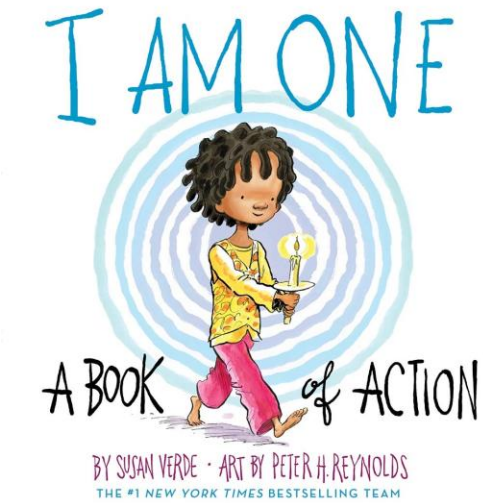
- **What were the goals of the Nazis?**
- What is prejudice?.
- Introduce the concept of "Bystanders", "Collaborators", and "Upstanders"
- Mention the Nazis took over Zborov July 4, 1941
- The Secret of the Village Fool is a true story

Post Reading

- What was Anton Suchinski's life like before the war?
- What relationship did the Zeiger family have with Anton?
- How did Anton's other neighbors feel about him?
- How did Anton feel about the Jews and living beings in general?
- Who were the collaborators in this account?
- Who was the victim?
- Who proved to be up standers? (Not just Anton)
- This is a true story. What lessons can we learn?

Raab/Goodwin Book Synopsis

Verde, Susan
"I Am One: A Book of Action"
Illustrated by Peter H. Reynolds



Grades: PreK-K

Discover the power of activism. The book encourages each reader to raise their voice, extend a hand and take that one first step to start something beautiful and move toward a better world. One seed to start a garden, one note to start a melody, one brick to start breaking down walls: Every movement and moment of change starts with purpose, with intention, with one. With me. With you.

Themes:
- The power of activism
- How one person can make a difference for the better

Concepts/Vocabulary:
- Difference, tall order, taking action
- Masterpiece, melody
- Journey, break down walls,
- Conversation, friendship, kindness, connection,
- Ripples, swells, waves, oceans
- Borders, boundaries
- Chain reaction, movement

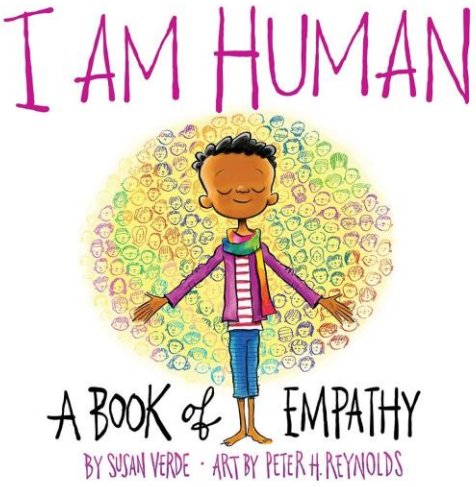
Pre-reading:
- Do a picture walk
- What do you think the title means?

During Reading:
- Point out all the things that begin with just one step or thought
- Explain vocabulary and concepts as you come to them on each page

Post-reading:
- What is something that you may have done that made a difference?
- What is something you can do in the future to make a difference?
- What are some of the things you have seen others do to effect change?
- How do you think your friends will react to you if you make one change?
- How will it make you feel?

Raab/Goodwin Book Synopsis

Verde, Susan
"I Am Human: A Book of Empathy"
Illustrated by Peter H. Reynolds



Grades: PreK-1

I Am Human, is a hopeful meditation on all the great (and challenging) parts of being human. The book shows that it's okay to make mistakes while also emphasizing the power of good choices by offering a kind word or smile or by saying, "I'm sorry." This picture book is a celebration of empathy and our unique ability to choose our own path. Being human means, we are full of possibilities. We learn, we dream, and we wonder about the world around us. We also make mistakes and can show feelings of fear and sadness.

Themes:

- Empathy, compassion
- Ability to make good choices
- Taking responsibility for self
- Mindfully strive to be our best self

Concepts/Vocabulary:

- Human, unique, one in a billion
- Curiosity, discoveries
- Mistakes, feelings, heavy heart, forgiveness
- Kind words, smiles, friendship, thoughtfulness, timid, shy
- Possibility, compassion, empathy, equality
- Curiosity, wonder, amaze, connected

Pre-reading:

- Do a picture walk, telling students that this book will be about feeling that we and others have and how we can react.

During Reading:

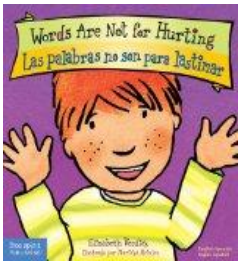
- Tell students they are going to learn about empathy
- Ask if they know what empathy means
- Tell them that empathy is the ability to recognize, understand and share the thoughts and feelings of another person, animal or fictional character and point out examples in the book.

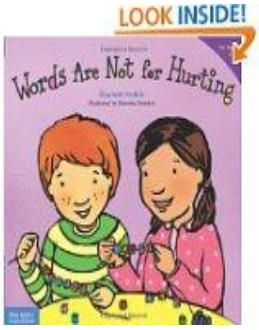
Post-reading:

- Have you ever made a poor choice?
- How can we fix a poor choice or mistake when we make one?
- How can silence be hurtful?
- How are all humans connected?
- Practice empathy by having students complete the end of each sentence :
  When someone is sick I can…
  When someone is scared I can…
  When someone is confused…
  When someone is embarrassed, I can….
  When someone is angry, I can…
  When someone is sad, I can…
  When someone is hurt, I can…

Raab/Goodwin Book Synopsis

Verdick, Elizabeth





"Words Are Not for Hurting"
"Las Palabras No Son Para Lastimar"
Book is in English and Spanish; activities and discussion starters in back of book.

Grades: Pre-K – 1

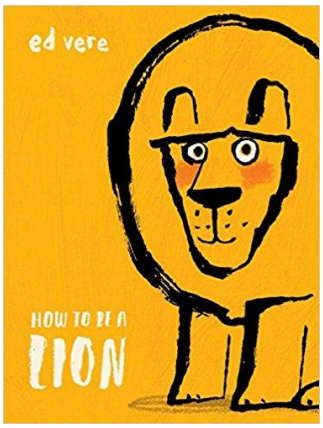
Themes:
- Think before you speak, so you don't say something mean or hurtful.
- It's important to say "I'm sorry" when you hurt someone.

Pre-reading:
- How can words hurt?
- How do you feel when someone says something mean to you?
- What can you do?
- What can you do when <u>your</u> words hurt someone?

Post-reading:
- What did you learn about words from this story?
- What are some helpful words?
- Some hurtful words?
- What 2 words can make a big difference? Why?

Raab/Goodwin Book Synopsis

"How To Be A Lion"
Vere, Ed



Grades: PreK - 1

In this timely and charming story about the importance of being true to yourself, mindfulness, and standing by your friends, we meet Leonard, a lion, and his best friend Marianne, a duck. Leonard and Marianne have a happy life together—talking, playing, writing poems, and making wishes—until one day a pack of bullies questions whether it's right for a lion and a duck to be pals. Leonard soon learns there are many ways to be a lion, and many ways to be a friend, and that sometimes finding just the right words can change the world . . .

This sweet, funny, thoughtful, and much-needed story will open up readers' eyes to the importance of being who they are and not backing down to hurtful criticism. It's an empowering tale about connecting with others and choosing kindness over bullying and shows children how angry and provocative words can be overcome by empathy and courage.

Themes:
- Friendship, anti-bullying
- How differences do not stop you from being friends
- Thoughtfulness
- Positive role models

Concepts/Vocabulary:
- Choosing to be kind instead of hurtful
- Choosing your words
- Empathy, courage,
- Overcoming bullies
- Thinking for yourself
- Choosing creativity and friendship over superficial roughness
- Chomp, fierce, crunch, poetic
- Meandering conversations, shooting stars, universe

Pre-reading:
- Do a picture walk, asking students what they see in each picture
- Ask for predictions
- Establish the characters

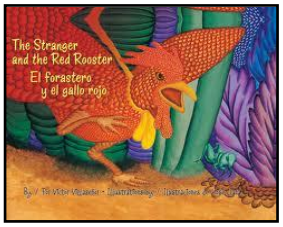
Post-reading:
- How do lions and ducks usually interact?
- How did Leonard act towards Marianne? How did Marianne act towards

Leonard? Establish that they are friends and ask how friends act towards each other.

- What is the general expectation for how a lion acts?
- How did the other lions react when they saw Leonard being friendly with Marianne?
- How did Leonard respond to the other lions when they wanted him to "chomp" Marianne? What was their plan?
- How do you act towards your friends?
- Are you and individual like Leonard and Marianne? What makes them be themselves?
- Moral of the story – one can be strong and kind at the same time, thinking for himself

Raab/Goodwin Book Synopsis

Villaasenor, Victor,
"The Stranger and the Red Rooster"
This story is also adapted into Spanish.
The author heard this story from his father
when he was a young boy in San Diego County, CA.



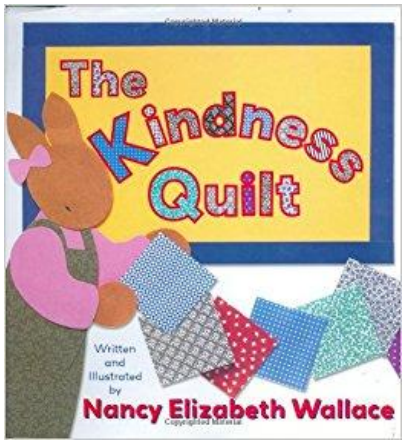
Grades: 2 - 5

Theme:
Do not judge people by their appearance.

Pre-reading:
- What is a stranger? How does a stranger look?
- The word "barrio" is a Spanish word.
- Does anyone know what it means in English? [town]
- The book cover shows a big, red rooster.
- What part could a rooster play in this story?

Post-reading:
- How do the townspeople react when they first see the stranger?
- Why are they afraid of him?
- What comical event changed the way the townspeople thought of the stranger?
- How did that event "break the ice?"
- How did the parents & children react to the stranger at the end of the story?
- Why did Rudy's horrible scar seem to "disappear"?
- What lesson did the children of that barrio learn?

Raab/Goodwin Book Synopsis



"The Kindness Quilt"
written & illustrated by Nancy Elizabeth Wallace

Grades: Pre-Kindergarten to 2

Important lessons about being kind to each other are depicted in this book with charming artwork using origami, recycled paper, markers, crayons, and colored pencils. Random acts of kindness pictured on a paper quilt

The main character is a rabbit named Minna and her rabbit classmates who have been asked by their rabbit teacher, Mrs. Bloom, to work on a Kindness Project following a read aloud of the Aesop fable of the Lion and the Mouse. Mrs. Bloom wants them to do an act of kindness, and draw and share the act. Minna and her family do lots of kind things, but Minna can't decide which one is right for her project. Her acts of kindness keep growing and she can't decide which one she will use for the project so she uses all 4 of them and puts them together to build a kindness square. She soon discovers that kindness can grow and grow and grow and pretty soon everyone is "encouraging others" and helping out!

Themes:

- What is kindness? – back and forth and pay it forward
- How can you demonstrate kindness?
- Are you being kind when you do your regular chores?
- Does being kind require you to do something beyond what you are expected to do?
- Does being kind depend on your age or size?

Concepts/Vocabulary:

- Quilt: *sewn together fabric shapes to make a new piece of patterned fabric*
  Scampering*: to run quickly or playfully*
- Snoozing: *a short nap*
- Plucked: *to pick off*
- Scurrying: *to move quickly or in a hurried way*
- Gnawed: *to bite or chew on again and again*
- Practice: *to repeat or do over and over in order to get better*
- Celebrate: *to party in honor of something special*
- Community: *people, homes, schools and businesses in the same part of town*

- Moral of a fable: *the good message in the story – what you can learn from the story*
- Litter: *pieces of paper and trash scattered around where it shouldn't be*

Pre-reading:

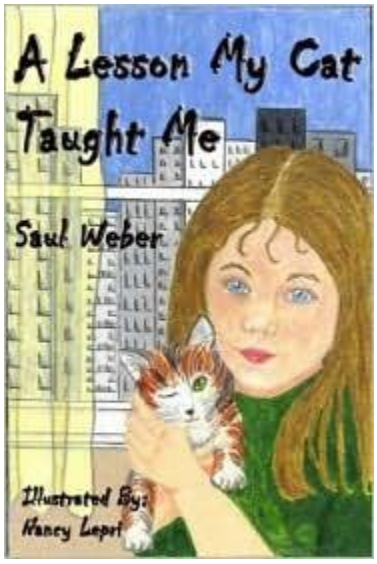
- Think about something you did recently for someone else that was nice
- How did being kind to someone else make you feel?
- How did being kind to someone make that person feel?
- Has anyone ever done something nice for you? How did you feel when someone was kind to you?
- Do a picture walk
- In this story we are going to read about others who do acts of kindness

Post-reading:

- Have you ever read a fable?
- What was the fable read by the teacher in this book?
- Why do you think the teacher read this fable to her students?
- How did the animals in the fable demonstrate kindness?
- Is it easier to show kindness to someone who is kind to you?
- What were some of the things that Minna and her classmates did to show kindness- in their families, classrooms and communities?
- What are some things you do to show kindness?
- Can we brainstorm a list of new kindness ideas you might want to try?

Raab/Goodwin Book Synopsis

Weber, Saul
"A Lesson My Cat Taught Me"



Grade Level: K-5

Theme: People with disabilities are productive and capable human beings and should be treated accordingly.

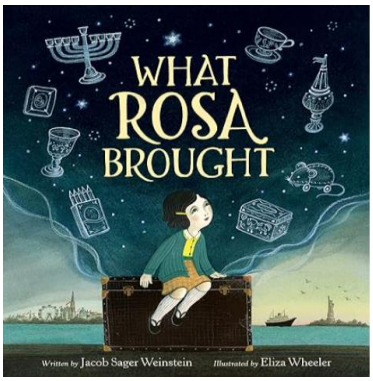
Synopsis: A young girl sees a stray cat in her apartment garage. She convinces her mom that the cat is homeless and that they should adopt it. They already have a cat and the mom has concerns but relents and they bring the new cat into their home. Both cats get along nicely. The young girl, Jennifer, notices that the new cat has only one eye. Mom explains that it was very possible that a family 'threw the cat out' because it was deformed. This horrifies Jennifer because the new cat is a loving wonderful addition to their family.
A new student is brought into Jennifer's class and she is in a wheelchair. The other students are not nice to Hillary, the new student. They make fun of her disability and ignore her. Jennifer befriends her and explains that Hillary is not disabled, she is very capable. Jennifer enters a school essay contest and writes a story about her new cat with one eye, Uno, and her new friend Hillary in the wheel chair. She wins the contest. Her essay is entitled "Lessons My Cat Taught Me".

Follow up discussion:

- Discuss how everyone has strengths and weaknesses. Everyone can learn something from others, no matter what limitations they may have.
- That the word handicapped should be replaced with 'handi-capable'.
- That all people should be treated with respect and dignity and that people who have handicaps have feelings like everyone else and want to be loved and included.

Raab/Goodwin Book Synopsis

Weinstein, Jacob Sager
Illustrated by Eliza Wheeler
"What Rosa Brought"



Grades: 4-6
A picture book about a young Jewish girl fleeing Nazi occupation, along with her parents of their hometown, Vienna, Austria. Drawing on the childhood experiences of the author's mother, this story of family, immigration, and identity shows the boundless power of love.

Vienna, Austria, is the only home Rosa knows. While her parents work at their store, she plays with her grandmother, reads her favorite books, and climbs trees. But when the Nazis arrive in 1938, everything changes. Rosa's family is Jewish, and the Nazis' new laws make it dangerous for Jews to live in Vienna. Rosa's parents can no longer run their store. Soon, some Jews decide to leave the country, and Rosa wants to go, too. But where would they go? And what would Rosa be able to bring with her?

Themes:

- How political events changes lives
- Nazis believe Jews are bad
- Choosing what to take and the heartache of leaving family members when you have to relocate.

Concepts/Vocabulary:

- Vienna, Austria
- Nazis, Aryan store, ban on buying from Jewish storekeepers
- Jews cannot own stores or other businesses
- What's in your head counts -brains,
- Salesmen, customers, luggage,
- Bible, synagogue, Torah scroll
- Sadness, fear, hunger, bonfires, book burning

Pre-reading:

- Picture walk – pictures gradually grow darker and more menacing as the book goes on
- Point out where Vienna is if a map or globe is available and show how far it is from the US – across an ocean

- Author's note can be read aloud to children to support minimal text and darkening illustrations.

> *Vienna, Austria, is the only home Rosa knows. While her parents work at their store, she plays with her grandmother, reads her favorite books, and climbs trees. But when the Nazis arrive in 1938, everything changes. Rosa's family is Jewish, and the Nazis' new laws make it dangerous for Jews to live in Vienna. Rosa's parents can no longer run their store. Soon, some Jews decide to leave the country, and Rosa wants to go, too. But where would they go? And what would Rosa be able to bring with her?*

During Reading:

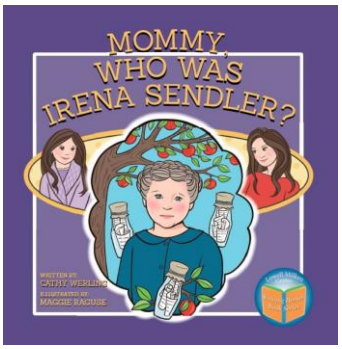
- As you read, contrast the detailed view of Vienna and family life at the beginning of the story and how people are unaware of the disaster about to unfold.

Post-reading:

- Where did Rosa live? Who took care of her while her parents were at work? Does anyone have a grandparent who takes care of them?
- How was Rosa's life nice and loving, much like yours? Eg parent's business, family pet, family meals, plenty of food, traditions
- What happened to make that change? What group came into Vienna that disliked Jews?
- How did the Nazis display their dislike of Jews and how did that make Rosa and her family feel? How did effect businesses, food, services, etc?
- What did Rosa's father do to help others and continue to make some money when he no longer was able to keep the shop open? How was he able to help the Rabbi?
- What did people try to do to escape the climate in Vienna?
- What was Rosa's dilemma? What would she take if her family received the papers necessary to leave?
- What would you take if you had to leave your home? And how would you feel if you had to leave a loved one?

Raab/Goodwin Book Synopsis

Werling, Cathy
"Mommy, Who Was Irena Sendler?"
Illustrated by Maggie Raguse



Grades: K-5

Mommy, Who Was Irena Sendler? tells the story of Irena Sendler, a Polish social worker who saved hundreds of Jewish children from the Nazis during World War II. "He who changes one person, changes the world entire." That is how Irena Sendler viewed life, and that view moved her to the heroic actions she displayed during World War II. As a Polish social worker who saw the disturbing treatment of the Jewish people by Hitler and the Nazis, Irena was determined to do all she could to provide help and safety for Jewish families. It was her bravery and leadership that led to the rescue of so many Jewish children from the Warsaw Ghetto.

In *Mommy, Who Was Irena Sendler?* children will learn how Megan Felt (Mommy) and her high school classmates uncovered the amazing story of Irena Sendler and brought that story to light. As the three high school girls from Kansas began to share the story they called *Life in a Jar,* many lives were touched and forever changed. Even after the story was first shared with the world, that emotional connection continued to reach across generations. Megan's daughter, too, learned a life-changing lesson from both the courage of Irena Sendler's selfless acts and those of her own mother's determination to share Irena's story.

Themes:

- An Unsung Hero is an individual who exemplifies positive character traits and has yet to be recognized for making a profound and positive change in history by improving the lives of others.

Concepts/Vocabulary:

- Hero, life story, life's work, rescuers
- Being a person who does the right thing
- Course of history, danger of death
- Constant danger, Nazis, Hitler

Pre-reading:

- Who do you think of when you hear the word, "hero?"
- What are some things that a hero does?

- What words could you use to describe a hero?

Post-reading:

- Who was the main hero in the story?
- What actions and words show that she was a hero?
- What other heroes were there in the story?
- What actions and words show that they were heroes?
- Why was Irena called an "unsung" hero?
- Who else in the story would be an "unsung" hero, and why?
- What people in your life (family, town, school) are "unsung heroes?"
- Why do you think that?
- Could you be an unsung hero in someone's life?
- What are ways that you could be the one that helps others when they need it?
- Explain why true heroes are often "unsung" and do not care about becoming "famous?"

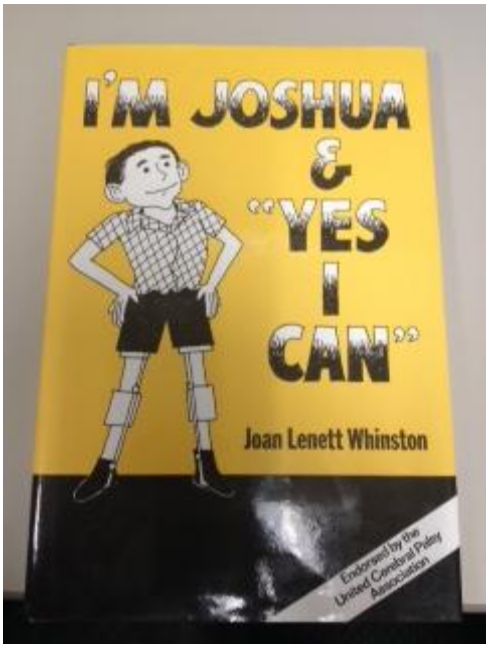
Post reading for older Elementary students

- What made it hard to do what Irena did? What made her decide to take the risks she did?
- What often happens when an "unsung hero" reaches out to help others? What are others inspired to do?
- What examples in the story show unsung heroes who inspired others to do the right thing and reach out to those who needed them?
- Megan and her friends wrote a play called "*Life in a Jar*" to tell Irena's story.
- Why do you think they chose that name?
- Whose unsung hero story could you tell? Can you think of different ways you could tell the story to others?

Raab/Goodwin Book Synopsis

Whinston, Lenett Joan
"I'm Joshua & Yes I Can"

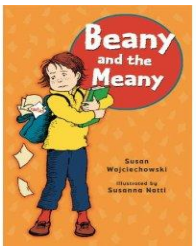
Grade: 1-3



Joshua is starting 1st grade and is nervous about fitting in because of his cerebral palsy disability. He has a tough time keeping up with some of the students. But there are some who are nice and help him out. While gym isn't Joshua's favorite class, he likes music and ends up joining the school chorus.

Theme: accepting differences, learning about people with disabilities

Raab/Goodwin Book Synopsis



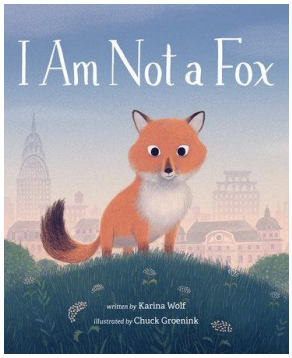
Wojciechowski, Susan,
"Beany and the Meany"
This book has 5 chapters (102 pages).
It's too long for a 40 minute Guest Reader visit,
but can be used as a resource for the classroom teacher or school librarian.

Grades: 3-5

Themes:

- Having respect for others
- Learning how to compromise

Raab/Goodwin Book Synopsis



Wolf, Karina
"I Am Not a Fox"
Illustrated by Chuck Groenink

Grades: PreK TO 2

A curious creature that looks like a fox but acts like a dog sets out to find where he belongs in this charming tale of self-discovery and friendship. When Luca first arrives at the dog park, the other dogs turn him away. "You're not a dog," they say, "You're a fox." But . . . Luca likes to chase cats. He likes to yip at mailmen. And he likes sniff other dogs you-know-where. Still, Luca has to admit, he doesn't look like the other dogs. So . . . he must be a fox, right? But when Luca finds a trio of foxes in the forest and asks to join them, they don't think that Luca is a fox at all. After all, Luca acts just like a dog. Luca can't seem to find anyone quite like him, but then he meets a caring little girl and finds something even better–a friend. In this heartwarming tale, Karina Wolf and Chuck Groenink remind us that you don't need a label to find just where you belong.

Themes:

- Identity, love, acceptance, labels

Concepts/Vocabulary:

- Friendship, characteristics of animals, types of animals
- Pack of dogs, command
- Snouts, tails, ears, coats
- Creatures, shaggy mane, spindly legs, fluffy tail
- Hounds, Skulk of foxes, pack of foxes
- Forest, city
- Approaching, mystery, flame colored fur, whisper

Pre-reading:

- Do a picture walk, asking children to describe what they see, eg types of animals, city and forest scenes
- How do you think the animals will act towards Luca?
- What type of animal do you think Luca is? Does he look like any dog you've ever seen?

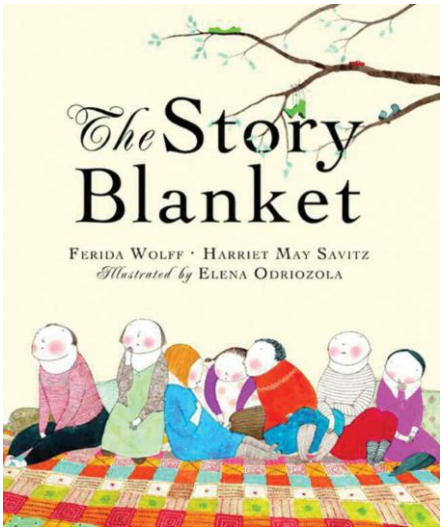
Post-reading:

- How do you think Luca felt when the animals told him he was a fox, not a dog?

- Review the characteristics of the other dogs as they are portrayed in the drawings. Did Luca have the same snouts, tails, ears and coat?
- As Luca walked through the city, were there other animals that had similar characteristics to how he looked?
- Were the animals he encountered nice to him?
- What did Luca think he was? Did he believe what the other animals called him?
- How did Luca feel spending the night in the forest?
- Did the other foxes act friendly and include him in their activities?
- How did the little girl react to Luca and what did she do to make him feel cared for and accepted?
- What did she call Luca and how did she explain his differences?
- How did Luca feel when he was accepted by the girl?

Raab/Goodwin Book Synopsis

Wolfe, Ferida & Harriet May Savitz
Illustrated by Elena Edriozola
"The Story Blanket"



Grades: K-3

All the children love to sit on Babba Zarrah's many-colored blanket and listen to the stories she tells them. But, whenever Babba Zarrah sees someone needing something warm, she unravels her blanket and, as if by magic, they find something newly made for them. Everyone loves their new clothes, but what about Babba Zarrah's blanket? Luckily, the villagers have a solution in this warm-hearted story about caring and sharing.

Themes:

- Generosity, caring for others in need
- Establishing classroom community
- Friendship, sharing

Concepts/Vocabulary:

- Babba – words for grandmother and or older woman
- Unravel
- Mysterious shrinking blanket
- Every question has an answer
- Storyteller
- Recycling, creativity, resourcefulness

Pre-reading:

- Do a picture walk and ask children for their opinions/predictions on what they are seeing and what happens in this book.

During Reading:

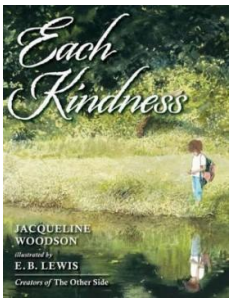
- Who is Babba Zarrah and why do the children of the village love to visit her?
- What is a storyteller?
- Where do the children sit when they listen to Babba Zarrah tell her

stories?
- What does Babba Zarrah mean when she says, 'every question has an answer"

Post-reading:
- How does Babba Zarrah use her story blanket to help others?
- Do the villagers know who is helping them and giving them new clothes?
- How did the villagers help Babba Zarrah in return?
- What are ways that you can be kind to others?
- What are ways that you can take care of your classmates, friends and families?

Raab/Goodwin Book Synopsis

Woodson, Jacqueline
"Each Kindness"



Grades: 1st-4th

Summary:
A new girl at school who wears second-hand clothes is treated poorly by the class. Even though she makes efforts to be friendly and engage the other students, they make fun of Maya. Chloe, who sits next to her and doesn't return her smile, ends up thinking a lot about her actions after Maya is absent from school and never returns. This is a serious book about the effects of our actions and how sometimes, we don't get a second chance to return a small kindness.

Themes:
What it means to be a part of a community.
How should we accept differences?

Vocabulary/Concepts:
- Tattered: torn, broken down
- Secondhand store: a store that sells clothes that have already been worn
- Kindness: a kind deed, being kind, being helpful
- Ripple: to flow in small waves

Pre-Reading:
The title of the book is Each Kindness. What does being kind mean to you?
Have you ever had to start in a new school? Tell us what that was like.
Have you ever been treated unkindly by anyone? How did that make you feel? Why do you think people treat each other unkindly sometimes?

Post-reading:
Mrs. Albert, the teacher says, "This is what kindness does. Each little thing we do goes out, like a ripple into the world." What do you think that means?
Think about a stone dropped into water. How does that relate to how Chloe and her classmates act?

Extension Activities:
Have each student crumble a piece of paper and then open it. Ask the students to smooth out the paper and they'll see the wrinkles which are equivalent to the scars that we leave, when we do something mean to another person.

Art Positive Posters – Discuss how it is up to us to make the world a better place. On chart paper, write down the children's ideas of what we can do…at home, at

school, in the community, in the world. Have children design posters or signs with an illustration of how they can make a difference.

Poetry – I Wish Poem. Have the students think about the kind of school/community environment that includes being more kind. This type of poem allows students to express themselves through their wishes. Instruct the students to start each line of their poem with "I wish. They can wish for anything real, unreal, practical or silly where the theme of kindness is expressed.

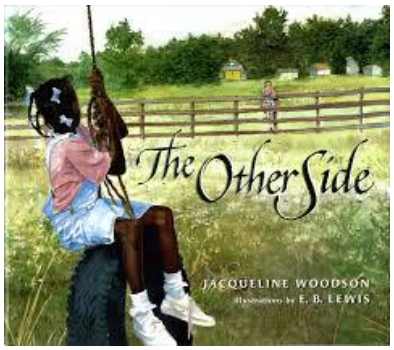
Chant - Staying Safe
If you are being called names or bullied, remember the four ways to stay SAFE

Say what you feel
Ask for help
Find a friend
Exit the area

Have students explain each one of these.

Raab/Goodwin Book Synopsis

"The Other Side"
by Jacqueline Woodson
illustrated by E.B. Lewis



Clover has always wondered why a fence separates the black side of town from the white side. But this summer when Annie, a white girl from the white side, begins to sit on the fence, Clover grows more curious about the reason why the fence is there and about the daring girl who sits on it, rain or shine. And one day, feeling very brave, Clover approaches Annie. After all, why should a fence stand in the way of friendship? Beautifully rendered in Earl B. Lewis's striking, lifelike watercolor illustrations, author Jacqueline Woodson gives us a moving, lyrical narrative told in the hopeful voice of a child confused about the fence someone else has built in her yard and the racial tension that divides her world. The book has established itself as a classic and has been praised for showing that change can happen little by little, one child at a time.

Grades: K-3

Themes:
- African American, white
- Defiance and talking back
- Friends and friendship
- Prejudice and racist experiences
- Children's summer play
- Segregation and integration

Concepts/Vocabulary:
- Fence, safe
- Yonder, free, far, brave
- Stare, polite, stretched
- Segregation, integration

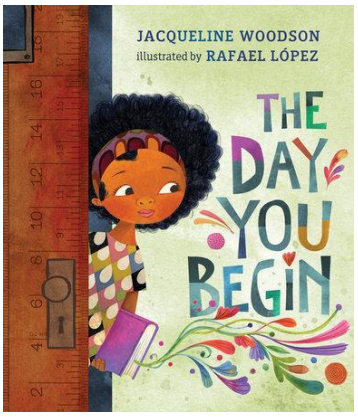
Pre-reading:
- Introduce the book by doing a picture walk, asking students to look carefully at pictures and describe what's going on.
- Predictions: Ask children where they think the book takes place, why the fence is there, why the book is called the other side, and what they think will happen during and at the end of the story.

Post-reading:

- What is the significance of the fence? Who put it up? Why is it up? And what does the fence do?
- How did the girls feel on each side of the fence?
- What does it mean to look yonder?
- Who benefited from the separation the fence provided and who suffered? How?
- Did the girls care about what the others said then they were playing together?
- Did the girls listen to their mothers and the reason why they could not cross the fence? How do you think their mothers felt when they saw the girls sitting together on the fence?
- Why did the author use the term brave?
- How does the author develop the girls' friendship throughout the story?
- How does the author show that the girls felt free?
- Annie says that someday this fence will come down. Do you think fences like this still exist today?

Raab/Goodwin Book Synopsis

Woodson, Jacqueline
"The Day You Begin"
Illustrated by Rafael Lopez



Grades: K-3

The author imagines being "an only" in the classroom—what it's like to be the only one with an accent ("No one understands the way words curl from your mouth"), the only one who stayed home during summer vacation ("What good is this/ when other students were flying/ and sailing"), the only one whose lunch box is filled with food "too strange or too unfamiliar for others to love as you do."

The books tells the story of a young girl who walks into a new classroom and finds no one like her. But then she sits down, her classmates begin talking, and as their words fill the air, shared sentiments become bridges to building connection. It is a moving letter of encouragement to kids who feel alone.

Themes:

- Not fitting in, feeling different, different is not bad, celebrating differences,
- Being unique in our own way,
- finding commonalities
- Diversity, imagery, self esteem

Concepts/Vocabulary:

- Feelings in a new situation, laughter, fear, acceptance
- Diversity, Imagery, Self esteem
- Different languages, different foods
- Finding courage to connect with each other even when scared and feeling alone
- Fragile, untraveled hands, souvenir, journey
- Kimchi, steady as steel, fabulously

Pre-reading:

- Do a picture walk, asking children to describe the setting and make predictions
- What are some feelings you get when you try something new or meet someone new?

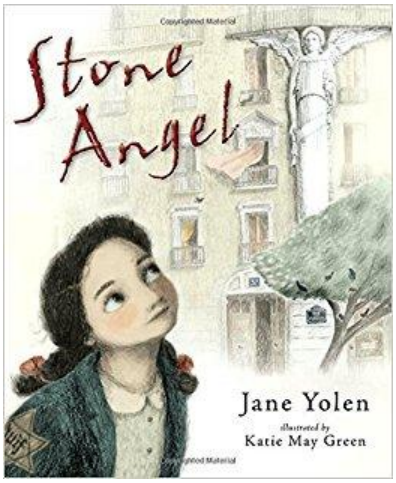
Post-reading:

- How did the girl walking into a new school?

- What are some characteristics that made her different from the other children?
- What are some of the characteristics that made her the same as the other children?
- Have you ever felt like the girls and boys in this story?
- What is something that makes you unique?
- What are some things you can learn from others who may be different than you?
- What are some ways that you can make others feel included?

Raab/Goodwin Book Synopsis

Stone Angel"
Yolen, Jane
Illustrated by Katie May Green
Grades: 4-6



The Nazis may have taken their home, but the family still has a guardian angel.
In this emotionally rich story, a little girl and her family live happily in Paris until Nazi soldiers arrive during World War II. She and her family must flee or risk being sent to a concentration camp, so they run into the woods, where they meet resistance fighters. But they're still not safe. They must cross tall mountains and sail in a rickety boat to England. Yet, the whole time they're struggling to survive, the little girl thinks of the stone angel near their apartment in Paris and imagines it watching over her family.

Themes:

- Need to flee your home in order to survive; hardships associated with leaving
- Guardian angel- protective power watching over you
- Grim reality of millions who perished
- Sense of urgency and momentum
- Language of silence

Concepts/Vocabulary:

- Courage, sorrow, hope, comfort, and triumph
- brown shirts, Nazis
- yellow stars, Holocaust
- flee, dangerous trek, angels, gargoyles, stone angels
- Partisans- resistance/freedom fighters
- Translations: Croissants, brioches, crumpet (*rolls*), patisserie (*bakery*), mex beaux bebes,(*my beautiful babies*), Juifs (*Jews*), baguettes (*bread*), Au clair de la lune,mon ami Pierrot (*under the moonlight, my friend Pierrot*) ma chere,(*my dear*)

Pre-reading:

- Take a picture walk with students prior to reading aloud.
- Point out the colors used by the illustrator and how they portray the times (dark and menacing)
- Point out that this book takes place in France during World War II, when Jews and others were rounded up and placed in work and death camps. This time was a horror known as the Holocaust

Post-reading:

- When did things change for the family and other Jews living in France?

- What did Jews have to wear to make them easily identifiable from others?
- Why did the merchants like Madame Callais turn against the family and refuse to sell them croissants?
- Why was Papa unable to work?
- What would you take with you if you had to leave your home suddenly and quickly?
- How do you think the parents and children felt living in the woods? Were they able to go to school, have contact with others, know what was going on, have enough to eat? What are some of the things the children encountered that might make them fearful?
- What was the language of silence and why was it important for the children to understand the need for silence?
- Why did the little girl keep her yellow star tucked in her pocket? How did her belief in angels guide her time in hiding? And what did she find when, after the war, the family returned to their home in France?