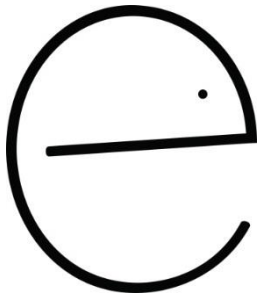
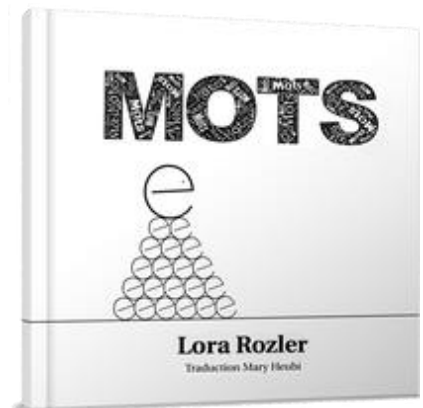
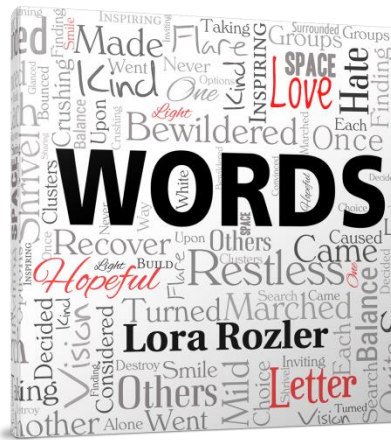
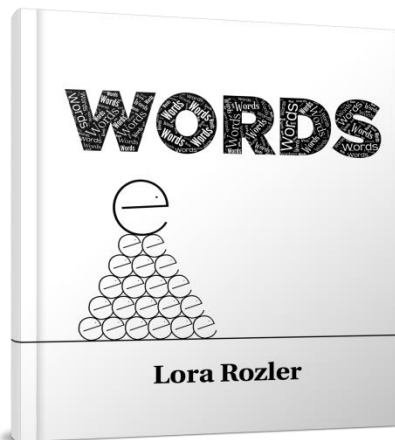


Parent and Teacher Companion Kit



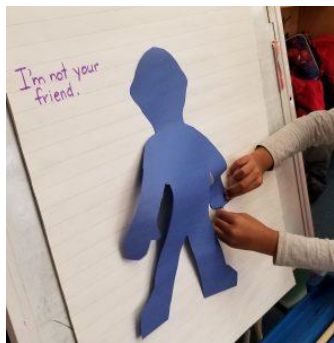
Feel free to use the templates and activities in this Companion Kit for your *personal use* at home or in the classroom.

Words is now available in French and in Special Edition Hardcover. Visit lorarozler.com for more information and to view an animated reading of Words.



ACTIVITIES TO TEACH THE IMPACT OF WORDS

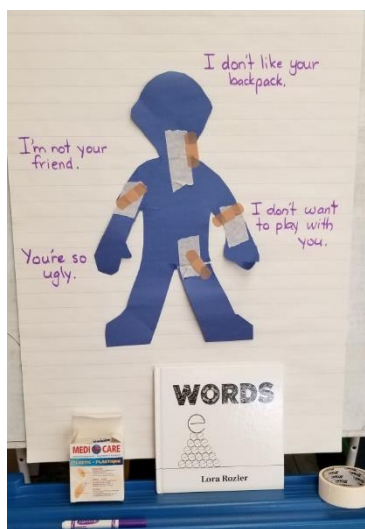
Think Before You Speak - Prior to the lesson, cut out an outline of a person (gender-neutral). To avoid race-specific figures, you may want to steer clear of skin colour construction paper.



Begin by introducing students to their new classmate (you may want to use a number as a name in order to avoid associations with students). Ask students to think of mean and hurtful things they may have heard before. You may want to start by giving an example (i.e., "I once heard ..."). Then invite students, one at a time, to come up and direct mean statements at Eleven (i.e., "You look funny" or "I don't like you").

Each time a student makes a hurtful comment, ask them to rip off a piece of Eleven's body and hang onto it. Continue until Eleven is significantly torn up. Then challenge students to reflect on how Eleven must be feeling based on what transpired. Eleven is obviously really hurt. This is where I like to interject and point out phrases we often use to convey wounded feelings, such as feeling torn up, having a broken heart. The emotional context gives these words powerful meaning.

Next, encourage students to think of ways to make Eleven feel better. Certainly an apology would help. Invite the students who insulted Eleven to come up and apologize, while taping its torn limb back with a band-aid. When all the tears have been bandaged, ask students reflect on how the new student looks (better than before but still damaged, broken, hurt, wounded).



This may be a good time to decipher between physical wounds and emotional ones. Invite students to reflect on the saying, Sticks and stones may break my bones but words will never hurt me. What does it mean? Is it true? Can we change that statement to be reflective of the truth? You may want to collectively write up a revised saying and hang it alongside Eleven. Place Eleven in a visible place around the room as a constant reminder to always think before we speak. As a follow-up, you may want to have students write a reflection about what they learned from this activity.

TAKE-AWAY: Words cannot be unsaid. No matter how much we apologize, their damage cannot be reversed. Though band-aids help with physical ailments, they cannot be placed on a person's heart. Hurtful words create scars inside us, and if we let them, they can last a lifetime.

Words are like a Tube of Toothpaste - For this lesson, you will need a tube of toothpaste and a plate. Begin by asking students what toothpaste is used for. Brushing our teeth keeping our mouth healthy. Point out to students that toothpaste is very much like words. Invite a volunteer to squirt toothpaste onto a plate. When he or she is done, ask them to put the toothpaste back into the tube. Obviously this will not be possible. The idea is to demonstrate that much like toothpaste, our words work the same way. When we use the right words to empower others, they bring people joy – just as the right amount of toothpaste does to our teeth. However, if we are not careful with the toothpaste, and we squeeze a lot out, we can easily make a big mess. The same is true with our words – if we're not careful and if we don't think before we speak, we can hurt others with the things we say.



TAKE-AWAY: Once a word is spoken, it cannot be taken back no matter how much we apologize and try. While we may forget what we've said, the person on the receiving end will remember it for years. Invite students to share experiences and examples of this, and perhaps even share your own stories.



Wrinkled Hearts – For this lesson, you will need to prepare a large cut-out of a heart and select a book that is driven by a character's unfortunate interaction with others (*The Rat and the Tiger, Words, Chrysanthemum*). Tell students that you will read a story that shows how important it is to treat each another with respect and kindness. Hold up the heart and explain that each of us has a heart, which holds our happiness and our good feelings.

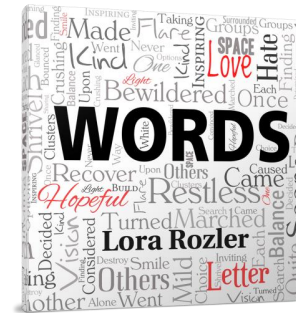
Tell students that we will pretend that this heart is the main character's heart. As you read the story, invite students to come up and crumple the heart each time the main character experiences something hurtful. By the end of the reading, the heart will be crumpled quite a bit. This is a great way to demonstrate how our hearts feel when we get hurt by mean words and actions. Invite students to come up and say nice things to the main character, trying to smooth out its heart, a little each time. Students will quickly notice that no matter how much they apologize and flatten the heart, it will never be the same again.

TAKE-AWAY: It's hard to fix a wrinkled heart! Mean words leave sad feeling in our hearts, which last for a long time. Bandage the heart and post it around the room as a reminder to always choose words wisely.

Words in the Classroom - There are many powerful picture books that lend themselves beautifully to teaching children about life's many important lessons. *Words* is one of them. It is a simple, yet high concept picture book that strives to empower children to make positive choices in their daily interactions with others. A big part of life is, after all, based on the relationships we have with one another. In writing this book, it became very important for me to empower children, to show them how impactful they can be.

With this understanding, I can only hope that they use their power for good, for creating loving relationships, through their words and actions.

Words explores universal themes of discovery, relationships and the need to belong, with an underlying message about bullying. As a lonely letter that sets off on a journey to find meaning, it encounters various letter combinations and soon discovers the power it holds. It is confronted by two distinct paths and must make an important choice. *Words* is an evocative tale about how letters become words and words create meaning – meaning which could ultimately build or destroy.



Depending on your students' age group and the dynamics of your class, *Words* can be used to teach a wide array of concepts. Below I have outlined various discussion points and lesson ideas to complement the various themes in the story. Feel free to use them as you see fit in your classroom.

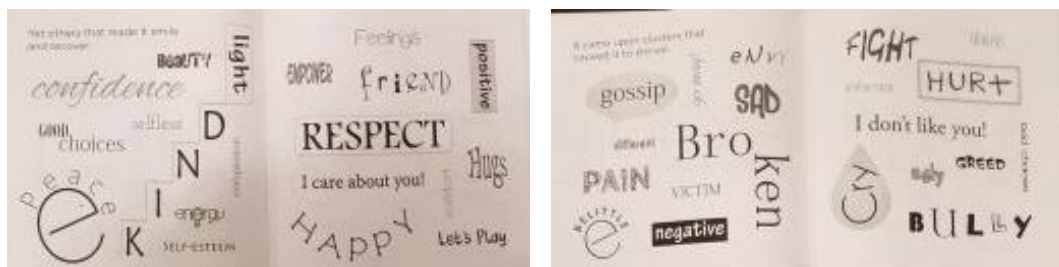
Building Literacy Concepts - letter identification, letter sounds, word formation, word meaning, sorting words.

Making Connections: Relating to the Text - Have you ever felt alone? What did that feel like? What do you compelled **Little e** to set off on a journey? What was it seeking to find? Have you ever had to make a difficult choice? How did you solve your dilemma?

Words and Emotions - What role do words play in our emotions? When is this a positive experience? When is this a negative experience? Why? How can we use this knowledge to improve communication with others?

Exploring Literary Devices – Look for examples of literary devices in the story (allegory, metaphors, personification, symbolism, foreshadowing, imagery). How do these literary devices shape the story line? How would the story go if **Little e** was human?

Word Web - Choose a concept or idea that you'd like to explore with your students. They can be found in the book. See these 2 pages, for example.



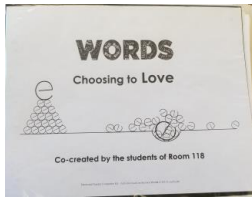
Write the focus word on chart paper and invite students to brainstorm their thoughts, feelings and ideas relating to it. Example:

Gossip

What does it look like? How does it feel? What is its purpose? What are its ramifications?

This activity may be used again and again with subsequent readings of the story, while focusing on a different aspect each time.

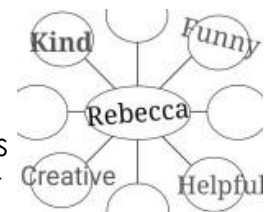
Words Depicted - Words are heard and felt. One of my favourite follow-up activities to the book involves inviting students to depict words in an art form (music, drama, dance, photography, etc). Examples include creating a collage to depict **PAIN**, acting out a scene relating to **GREED**, demonstrating **SELF-ESTEEM** in a visual art piece, making a diorama to show **RESPECT**, etc. You may want to assign various words to students or let them choose a word independently. Since words can sometimes mean different things based on their context and people's personal experiences with them, it's interesting to see how the same word can evoke different emotions and therefore be represented differently.



Classroom Book – Invite students to reflect on what it means to love, on a daily basis. How is it shown in our day-to-day interactions with others? Bind these reflective pieces into a class book that the students can enjoy throughout the year. Students love seeing their work in the classroom library.

ACTIVITIES THAT ENCOURAGE STUDENTS TO BUILD EACH OTHER UP

Character Web - Place all your students' names in a jar. Invite each student to draw a name and create a **Character Web** about their selected classmate. Depending on your students' age, you may want to precede this activity by brainstorming adjectives and have a list of them accessible around the room. Ask students to think of as many uplifting words as they can to describe this person. Read over the webs prior to presentation and hang them around the room for esteem building and to help enforce a positive classroom climate.

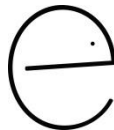


Name Poems - As an alternative to the Character Web, the activity above can be modified for use as an acrostic name poem.

Praise Words - Brainstorm a list of Praise Words and hang them around the classroom. Encourage students to refer to the list throughout the day and use them as much as possible when interacting with others. Some example include: "I like the way you..." "Thank you for..." "I appreciate when you..." "You are really good at..."



Story Map



Setting

Title

Author

Characters

Problem

Solution



Making Connections

Text to Self



Quote/Picture/Event:	Text to Self Connection:

WORDS

Making Connections

Text to Text



Quote/Picture/Event:	Text to Text Connection:
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
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<hr/>	<hr/>



Making Connections

Text to World




Quote/Picture/Event:	Text to World Connection:
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Character Web

List four character traits that describe *Little e*. Include examples from the story as evidence.

<p>Trait: _____</p> <p>Evidence from the story: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Trait: _____</p> <p>Evidence from the story: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Character's Name:</p> 	
<p>Trait: _____</p> <p>Evidence from the story: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Trait: _____</p> <p>Evidence from the story: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

WORDS

Story Sequence

Cut and paste the pictures below in the order of events in the story. Retell the story to a friend. Write a brief description of each event in the corresponding box.

	<p>to</p>

Story Sequence - Retelling the Story



1. <hr/>	2. <hr/>
3. <hr/>	4. <hr/>
5. <hr/>	6. <hr/>
7. <hr/>	8. <hr/>



Word Search – Primary



M	O	H	K	H	U	G	S	P	L	I
L	C	P	W	I	R	J	R	C	E	U
Y	B	A	D	T	N	E	C	R	N	N
S	F	I	G	H	T	D	A	Y	G	Y
V	Q	N	R	T	N	C	V	D	P	D
U	X	D	E	B	B	J	A	P	E	S
G	W	L	V	A	U	S	A	P	G	P
O	D	W	M	M	L	H	S	E	J	L
O	V	B	A	A	L	O	X	A	K	A
D	O	B	O	S	Y	K	N	C	G	Y
B	T	R	X	U	F	R	I	E	N	D

PAIN SAD ALONE CRY
BULLY GOOD HAPPY FRIEND
HUGS PLAY LETTER KIND
BAD CARE PEACE FIGHT



Word Search – Junior

B U I L D J K V A X U I P X S
 G J F J Y A X L D L D A Q B W
 P A I D E S T R O Y O S D D S
 O I H O P E F U L Q B N V V M
 B Z C R S L O V E C F H E O I
 H A L H T W A X O O M A M D L
 J M L B O K H B A H J R L B E
 B I K A G I E M T J B S I M C
 D L J L N D C W S C Z H Q V S
 Q D C O N C M E A N I N G D N
 I Q H I X Y E V N X G Y G X T
 M E K Q S K K B O U N C E D Y
 M L E T T E R E S T L E S S A
 U L J M O Y B R A C Y T C M K
 H O D P K R C F B D Y F L V E

BOUNCED
 BUILD
 CHOICE

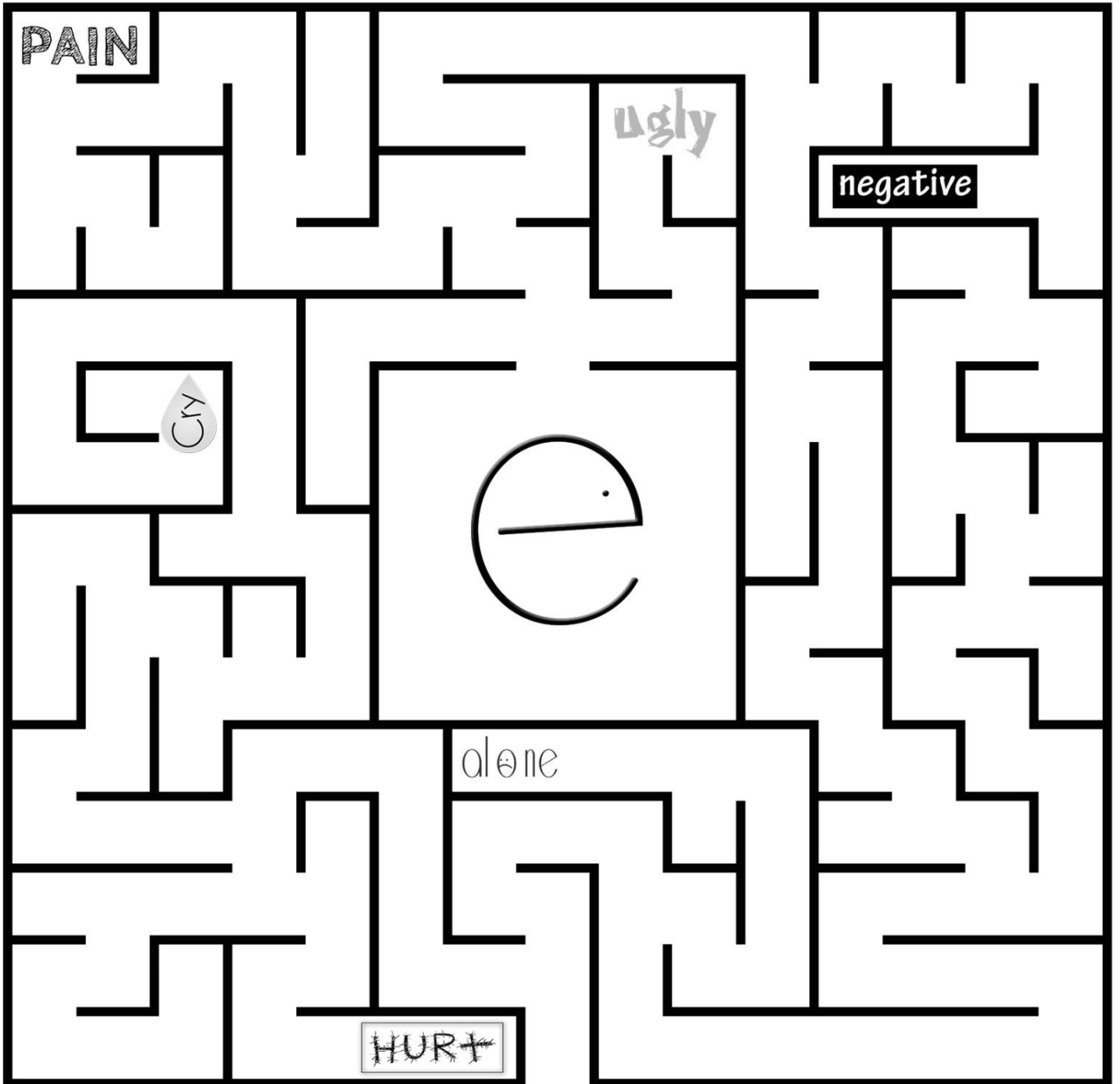
DESTROY
 HARSH
 HOPEFUL

KIND
 LETTER
 LOVE

MEANING
 MILD
 RESTLESS

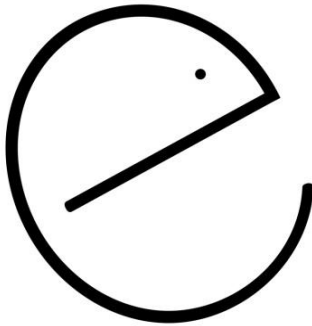
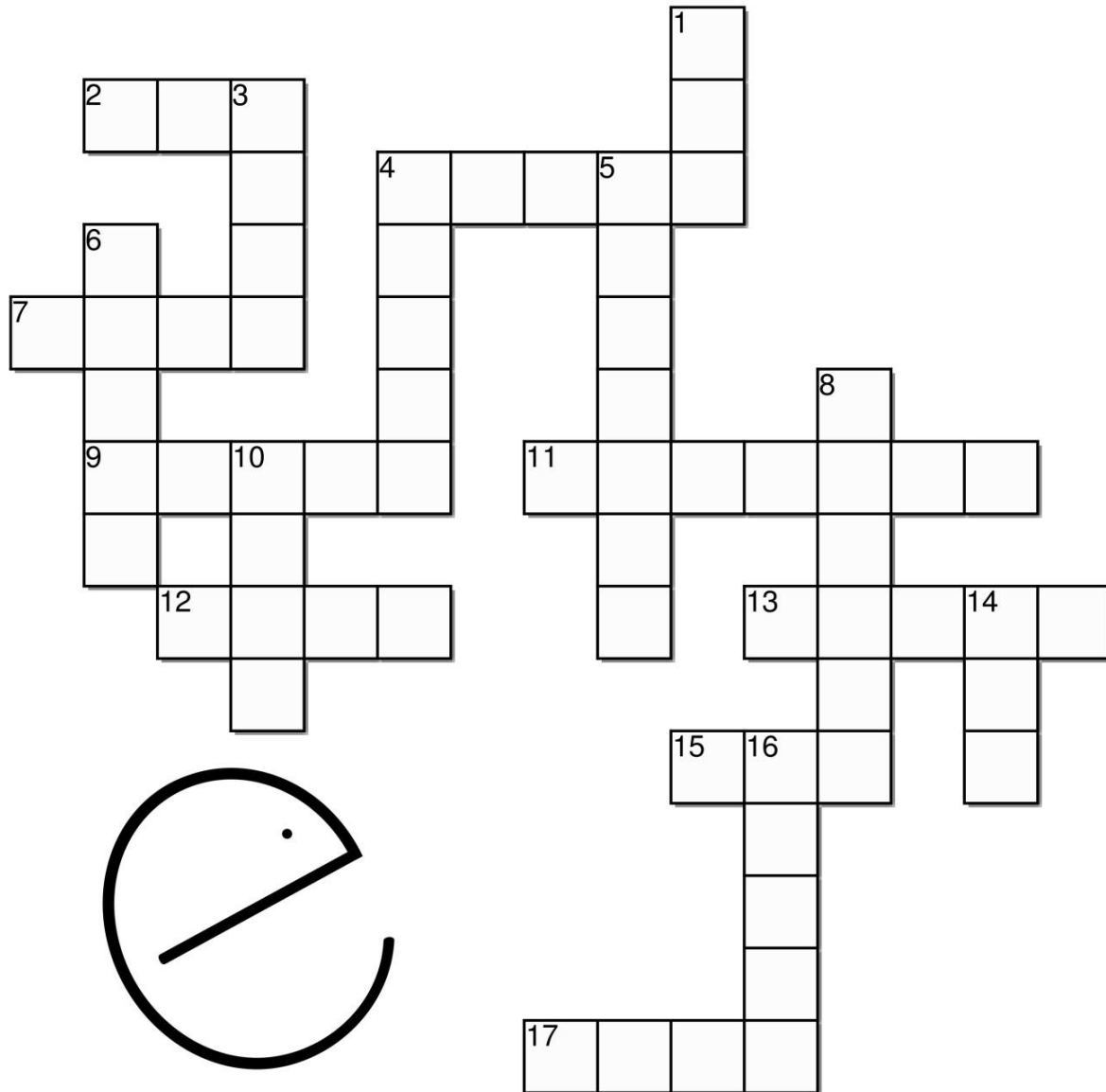
WORDS Maze

Help *Little e* find **Love**.



Love

WORDS CROSSWORD



Across

2. Someone holds you tight
4. Construction workers B__ a house
7. Be nice to someone, be K ____
9. Not sad
11. Opposite of Build
12. Opposite of Love
13. Not at war, at P__
15. Not good
17. Opposite of Hate

Down

1. Not happy
3. Not bad
4. Someone is mean, they are a B__y
5. A B and C are what
6. People argue, they have a F ____
8. Not your enemy
10. Go outside and P__
14. You are sad, you C__ tears
16. By yourself

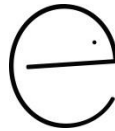
WORDS

To Build or Destroy

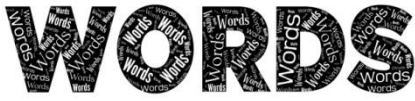
Sort the following words into the T-chart below. Add two new words to each category. Explain why they belong.

build, help, selfish, kind, destroy, love, hate, jealous, hurt
comfort, peace, gossip, share, bully, empower, wound

Build



Destroy



CUE CARDS

Suggestions for use: Invite students to sort the words into categories, arrange the words in alphabetical order, draw pictures to represent the words, use each word in a sentence, write/draw the opposite meaning of each word, organize the words based on number of syllables/letters, etc.

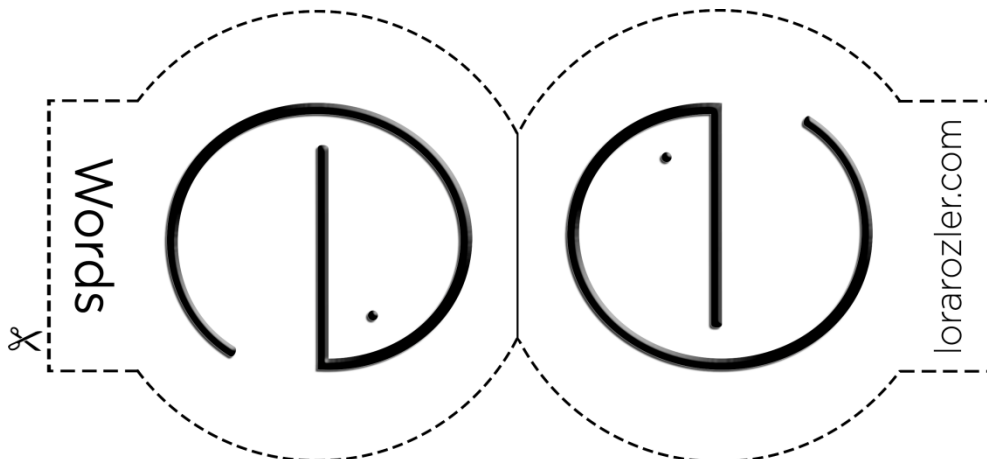
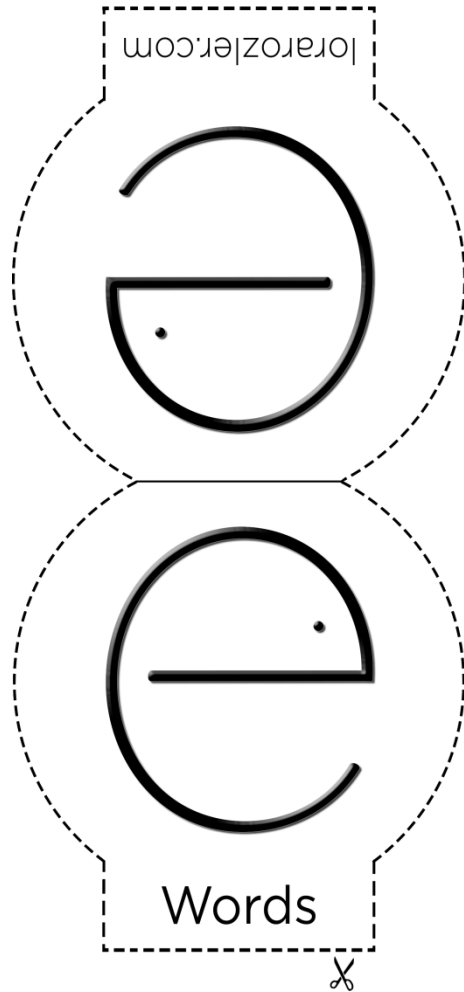
kind	happy	sad
friend	bad	alone
bully	cry	good
play	smile	help
hug	selfish	mean

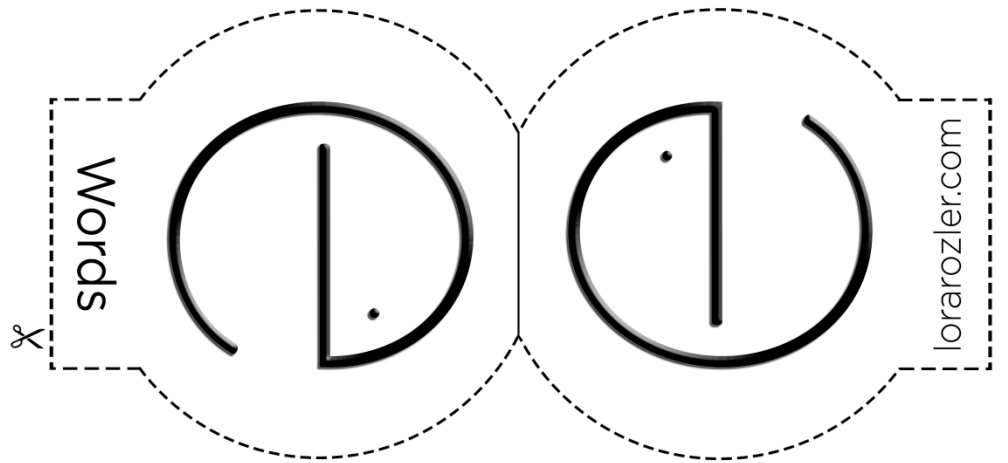
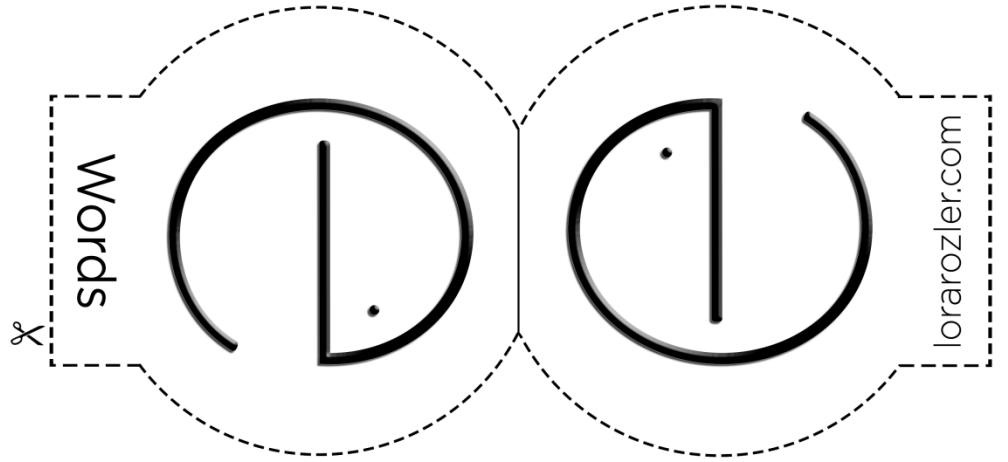
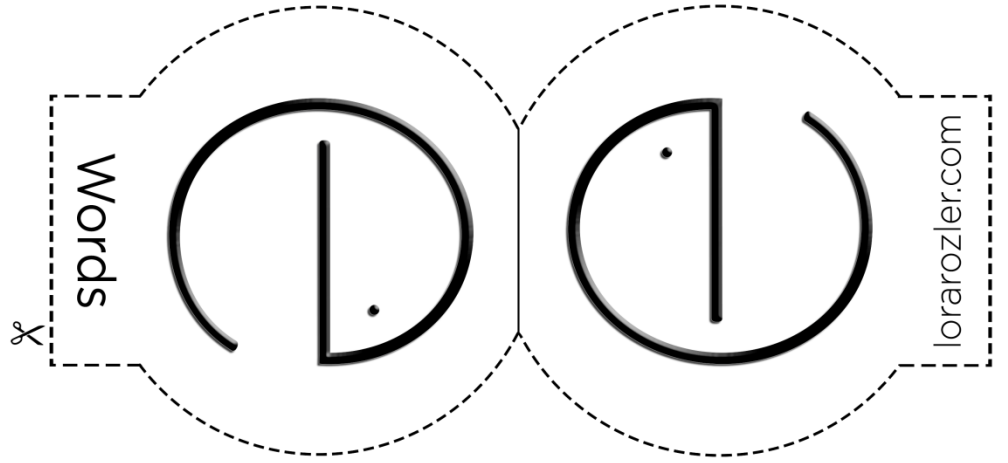
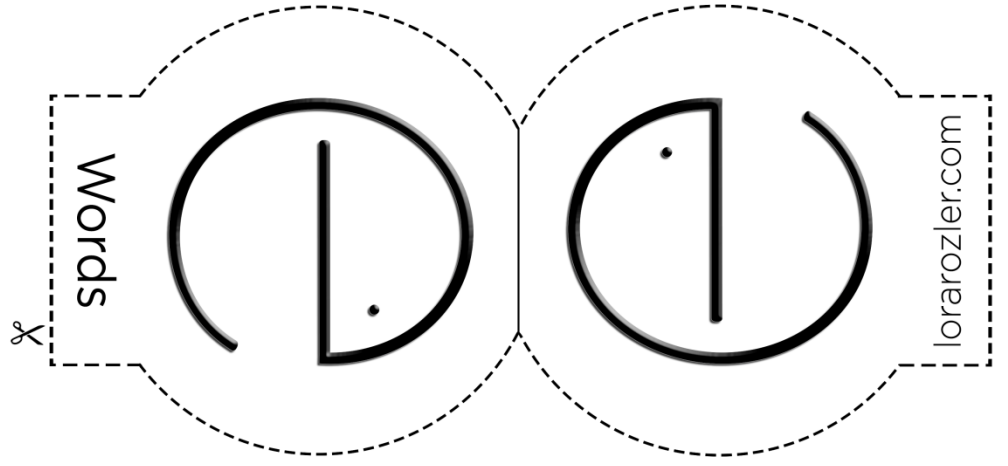
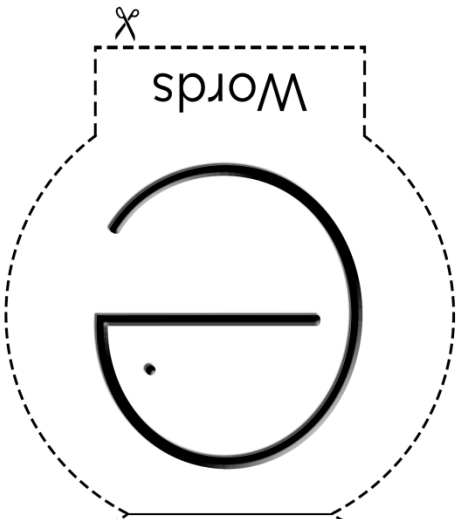
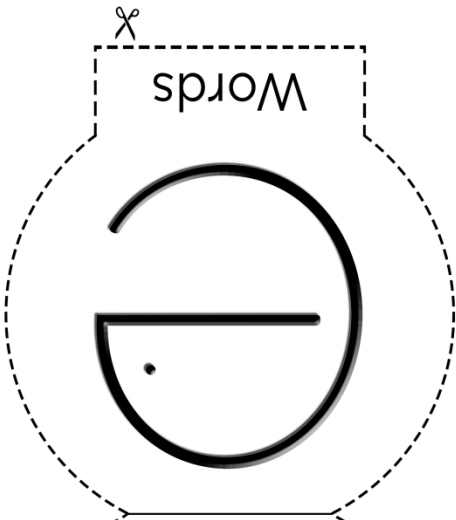


Little e PENCIL TOPPER

Assembly Instructions:

1. Cut along the dotted lines of the template.
2. Fold the template in half, along the solid black line - 'Little e' facing out.
3. Turn template over and glue the edges, leaving a hollow space in the base and middle (for pencil).
4. Once dry, push a pencil through the base of the topper.
5. Let the re-enactment and writing adventures begin.





Smile - ☺ - Gram

Dear _____ ,

Love,

Activity based on the book *Words*

Smile - ☺ - Gram

Dear _____ ,

Love,

Activity based on the book *Words*



Reflection

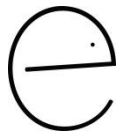


Why did 'Little e' shrivel when he came across words like *fight*, *alone*, and *go away*? Explain.

Write about a time you felt *small*.



Reflection



How did 'Little e' feel when he came across words like *friend*, *share*, and *let's play*? Explain.

Write about a time you felt empowered.



Thinking it Through – Discussion Questions

- What is the big idea (theme) of the story? What is the author trying to convey?
- What started *Little e*'s journey? What was it thinking/ feeling/ seeking to find?
- What big life lesson does *Little e* learn across the story? What details prove this across the text?
- What is the meaning of the following words as they relate to the story: restless, bewildered, belittle, victim, bully, empower, compassion, daring, inspiring?
- Have you ever experienced or witnessed a similar situation to that of *Little e*? What did you do? What was the outcome?
- If you were in *Little e*'s shoes, would you have done things differently? Explain.
- “To build or destroy!” Explain *Little e*'s dilemma.
- Based on *Little e*'s actions, what qualities does it value/possess? Are they good traits? Explain.
- What are the influences that shaped *Little e*'s decision?
- Did *Little e* find what it was looking for?
- *Little e* ultimately chose to love. What does that mean? How is that manifested in our day to day life and interaction with others?
- What are the takeaways from the story?
- How has the story changed the way you think about words?

WORDS



WORDS



WORDS

A large, empty rounded rectangular box with a black border, intended for writing or drawing. It occupies the central portion of the page.

Let's Build!

Written by Lora Rozler

Let's!

Let's build!

Let's build together!

One kind word at a time -

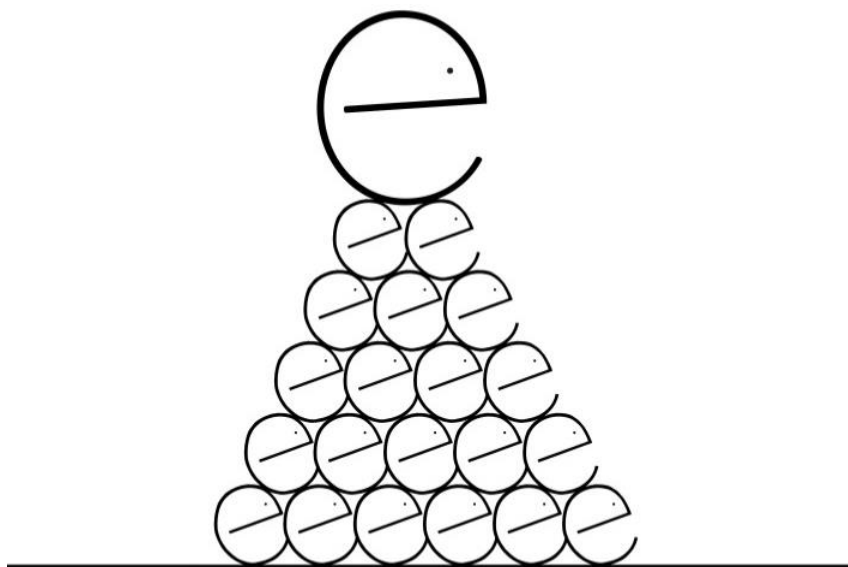
Helping words, caring words, sharing words,

Loving words that build mountains.

Let's build together!

Let's build!

Let's!



Mountain Slips

Building mountains one act of kindness at a time!

Suggestion for use: Invite students to share good deeds they've carried out or seen others do. Build a classroom mountain using the slips.

Building mountains one act of kindness at a time!



Name: _____

Building mountains one act of kindness at a time!



Name: _____

Building mountains one act of kindness at a time!



Name: _____

Building mountains one act of kindness at a time!





Name: _____


WORDS


Suggestions for use:


Assign various words for students to depict in an art form (i.e., painting, sculpture). Use these cards as descriptors for the art pieces. Display the creations in a gala format for everyone to enjoy.


 Title: _____
Artist: _____ Date: _____
Description: _____

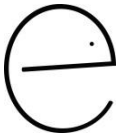
 Title: _____
Artist: _____ Date: _____
Description: _____

 Title: _____
Artist: _____ Date: _____
Description: _____

 Title: _____
Artist: _____ Date: _____
Description: _____

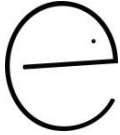
 Title: _____
Artist: _____ Date: _____
Description: _____

 Title: _____
Artist: _____ Date: _____
Description: _____

Smile -  - Gram

To _____

From _____

Smile -  - Gram

To _____

From _____

Let's Brainstorm

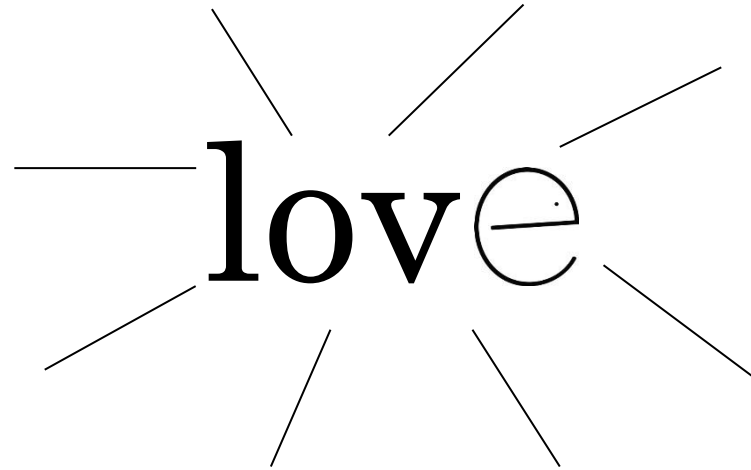
Suggestion for Use: Prior to reading the story, write "WORDS" on the board. Invite students to brainstorm their connections to the word. Create a class web. After reading the book, re-visit the web. Ask students how the book altered, or added to their understanding of words.





Thinking It Through

Little e ultimately chose **to love**. Reflect on what this may mean. How is love manifested in our daily lives and interaction with others? Brainstorm your ideas.

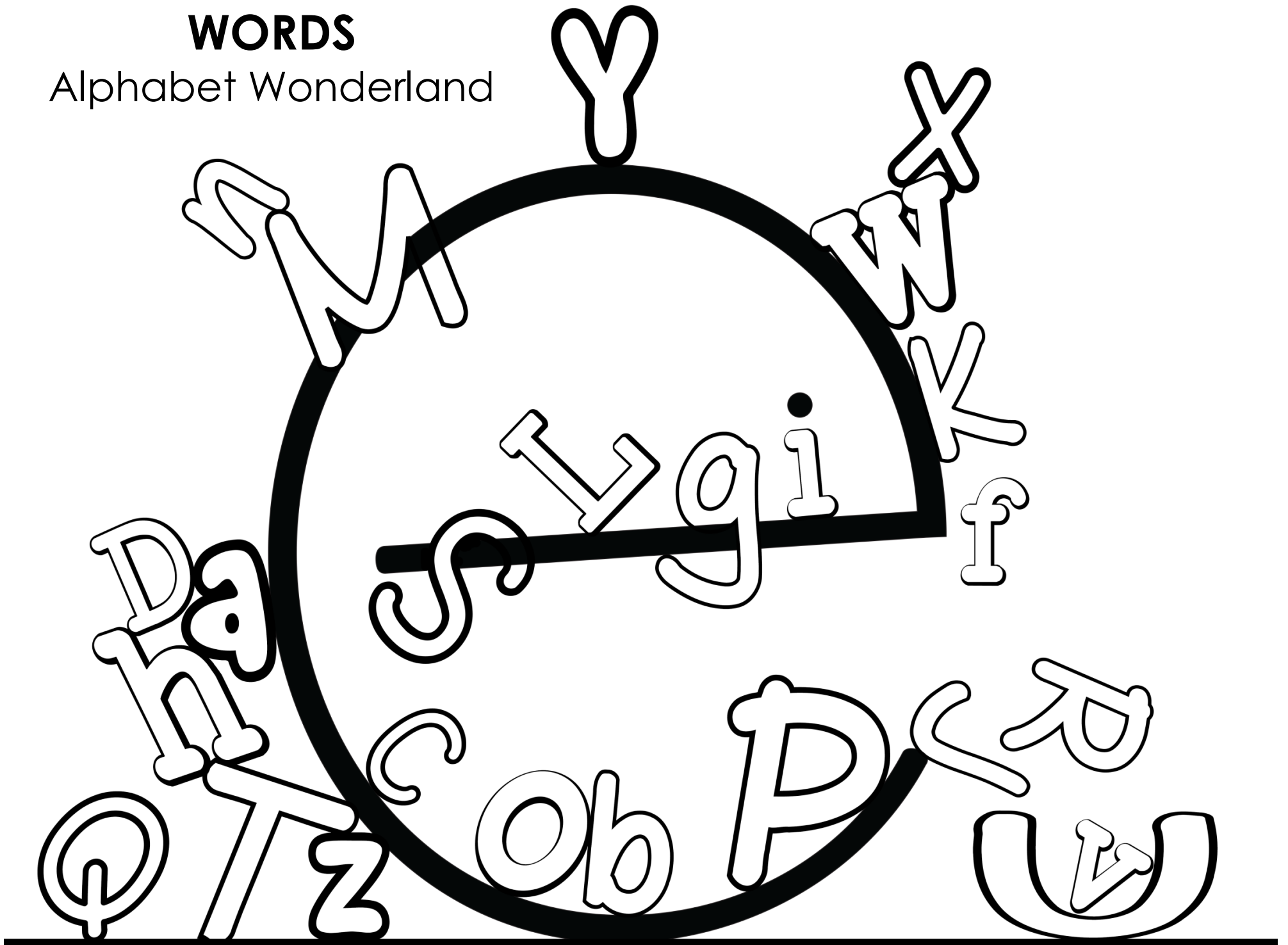


...to **love!**

Suggestion for use: Ask students to reflect on how love is manifested in their daily lives and interaction with others. Invite students to depict these ideas in an art form: illustration, painting, collage, etc.

WORDS

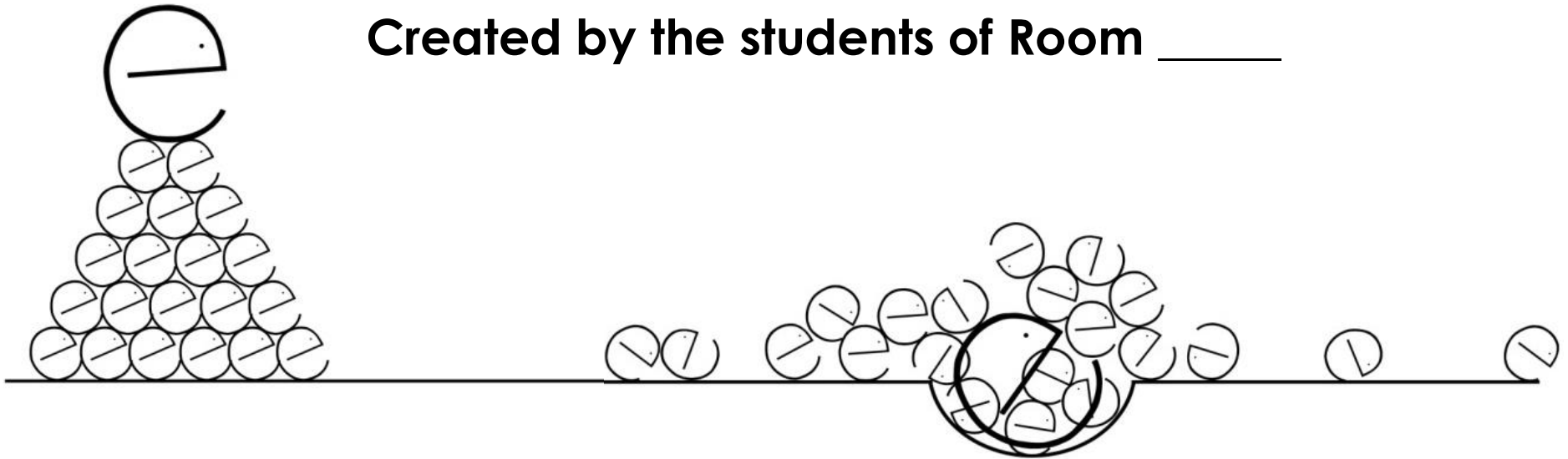
Alphabet Wonderland



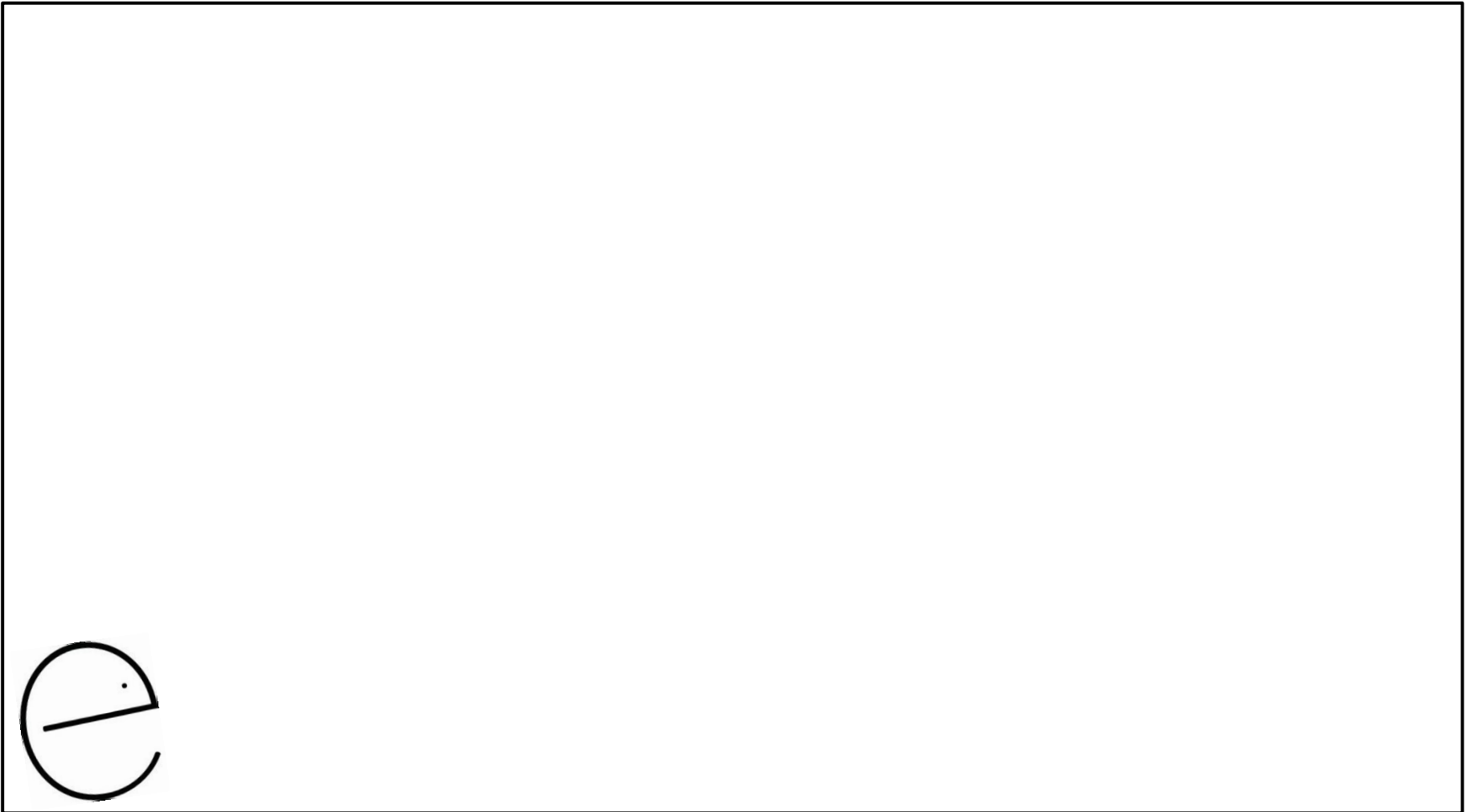
WORDS

Choosing to Love One Act of Kindness at a Time

Created by the students of Room _____



I choose LOVE _____



WORDS

Write a word or statement that was said to you, which impacted you in a **POSITIVE** way.

Using words, illustrations and images, depict the impact this had on you.

Write a word or statement that was said to you, which impacted you in a **NEGATIVE** way.

Using words, illustrations and images, depict the impact this had on you.

