

# TEACHERS ACTIVITIES




## Theme:


Imagining what it might be like to someone or something else cannot only be great fun, but can also point out the importance of being ourselves. Like a vacation...it's great to go, but it's even better to come home again.

## Topics For Discussion:


At the end of the story, Bea and her father continued to trade places. Discuss some of the problems they might eventually have if they stay that way.

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Ask students why they think people often wish they were someone else.

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Discuss with students the different types of work that people might do in an office.

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Invite students to share their best memories of being in kindergarten.

## Curriculum Extension Activities:

Set up an office area in the classroom. Have students help decide what to put in the area, such as a telephone, note pads, office supplies, "work baskets," file folders, a typewriter or computer, etc. Make the area available for role playing. Recall the discussion from above about the work people do in an office as students plan their dramatic activities.

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Have a "Career Day" and invite student's family members and friends into the classroom to talk about their work. Brainstorm a list of questions to ask the visitors ahead of time so the students are prepared and to avoid questions of a personal nature.

Bea thought of an advertising slogan for a product at her father's company. Have students create slogans about visiting the library and put them on posters around the school building.



Invite students to daydream about who they would switch places with, if they could, and why. Have them draw a picture of themselves as that person. Remind them that, just as Bea and her father did in the story, they must keep the size they presently have. Make sure they label their pictures and post them on a bulletin board so everyone can enjoy seeing their new identities.



Have the school library media specialist explain to the students how the books in the library are organized and discuss why an organizational scheme is necessary. Revisit the segment of the program about Jason's library and compare the way he organized his library with the way the school library is organized.



Ask for donations or borrow some old clothing that can be used for dress up and set up a costume center in the classroom. Encourage students to create a character or occupation and provide time for them to share their creation with the class.



Write a tongue twister on the board every day for a week and discuss what makes it "twist" the tongue. Have students identify the repeated sounds. As a class, experiment with writing tongue twisters about members of the class, for example, "Sleepy Sarah sailed a ship." Type all the class tongue twisters and have each student illustrate her/his own. Bind them into a book for the classroom library.



Have students search magazines for pictures of people shown in a variety of careers and make a collage bulletin board.



Make the class responsible for organizing and maintaining the classroom library. Discuss ways of organizing the books so that particular topics or authors can be easily found. Designate a team of librarians to see that books checked out from the school media center are returned, to straighten the classroom shelves and make sure the books are in their proper places, and to check out books from the classroom library to students to take home.

**SUPPLEMENTARY BOOKLIST:**

TONGUE TWISTERS

by Gary Chmielewski, illus. by Ron G. Clark (Rourke)

WILL I HAVE A FRIEND?

by Miriam Cohen, illus. by Lillian Hoban (Greenwillow)

JESSICA

by Kevin Henkes (Greenwillow)

WHEN YOU GO TO KINDERGARTEN

by James Howe, photos by Betsy Imershein (Mulberry)

MY HOMETOWN LIBRARY

by William Jaspersohn (Houghton Mifflin)

HARRY AND TUCK

by Holly Keller (Greenwillow)

JOBS PEOPLE DO

by Christopher Maynard (DK)

ANNABELLE SWIFT, KINDERGARTNER

by Amy Schwartz (Orchard)

MISS KINDERGARTEN GETS READY FOR KINDERGARTEN

by Joseph Slate, illus. by Ashley Wolff (Dutton)

THE LIBRARY

by Sarah Stewart, illus. by David Small (Farrar, Straus & Giroux)

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