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Building Connections Kindergarten

This sample includes the following:

Teacher's Guide (2 pages)

I'm Like You, You're Like Me book

I'm Like You, You're Like Me Chart (1 page)

Example Student Pages (2 pages)

Take-Home Activities Letter (1 page)

Extension Opportunities Chart (1 page)

Example Extension Student Pages (1 page)

To Create a World ⁱⁿ which
Children Love to Learn!

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BUILDING CONNECTIONS

A Book Collection

curated by **free spirit**

PUBLISHING®

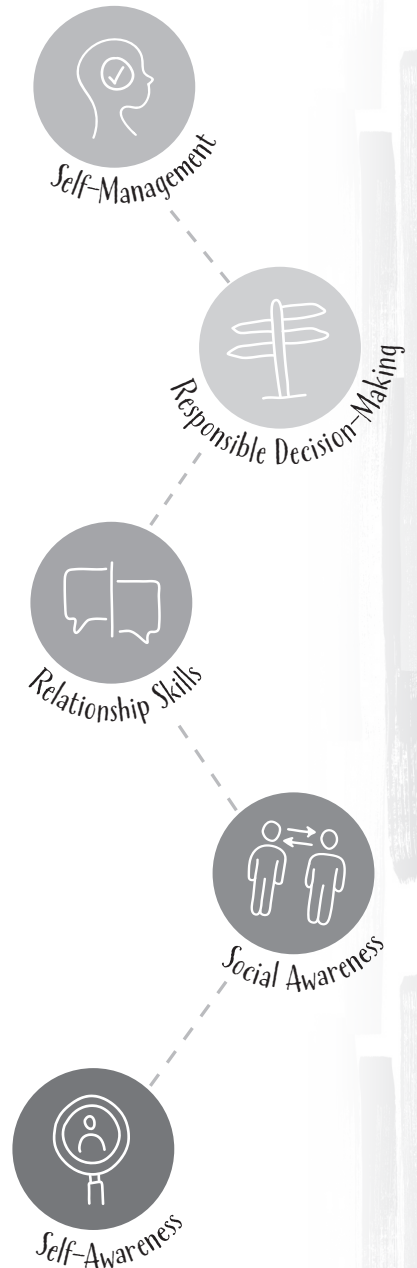


Kindergarten

Teacher's Guide

Table of Contents

Best Practices for Read-Alouds	4
Before Reading.....	4
During Reading.....	5
After Reading.....	5
Social-Emotional Learning and Read-Alouds.....	5
Best Practices for Cooperative Learning	6
Grouping Students.....	6
Partnering Strategies.....	7
How to Use This Resource	8
What's Included?.....	8
Book Activity Charts.....	9
How to Use the Books	10
<i>Accept and Value Each Person</i>	10
<i>Be Honest and Tell the Truth</i>	11
<i>Be Polite and Kind</i>	12
<i>F Is for Feelings</i>	13
<i>I'm Like You, You're Like Me</i>	14
<i>Know and Follow Rules</i>	15
<i>Respect and Take Care of Things</i>	16
<i>Sometimes When I'm Mad</i>	17
<i>Talk and Work It Out</i>	18
<i>Worries Are Not Forever</i>	19
<i>You Have Feelings All the Time</i>	20
<i>You Wonder All the Time</i>	21
Extension Opportunities	22
Student Pages Overview.....	22
Take-Home Letters.....	22
Student Pages.....	23
Digital Resources	32
Accessing the Digital Resources.....	32
Contents of the Digital Resources.....	32



I'm Like You, You're Like Me



Includes activity
guide for adults

We're alike in many ways,
but we're different from each other, too.
Our differences make us **unique, interesting, and fun!**

In *I'm Like You, You're Like Me*, simple words and detailed illustrations invite children to notice, accept, and affirm individual differences and similarities. Hair that's curly or straight, families with many people or few, bodies that are big or small—boys and girls discover that even though they are different, they can listen, understand, cooperate, and be kind. And the book ends with a wonderful discovery: Being "not exactly the same" is a good reason to like each other!

Award-winning author Cindy Gainer has worked with and for children for nearly three decades as an educator, illustrator, musician, workshop presenter, and support professional for children with special needs.

Miki Sakamoto studied fine arts and illustration at California State University, Long Beach. She has illustrated several picture books and resides in Orange County, California, with her husband Kevin, her cat Jake, and mouse Millie.



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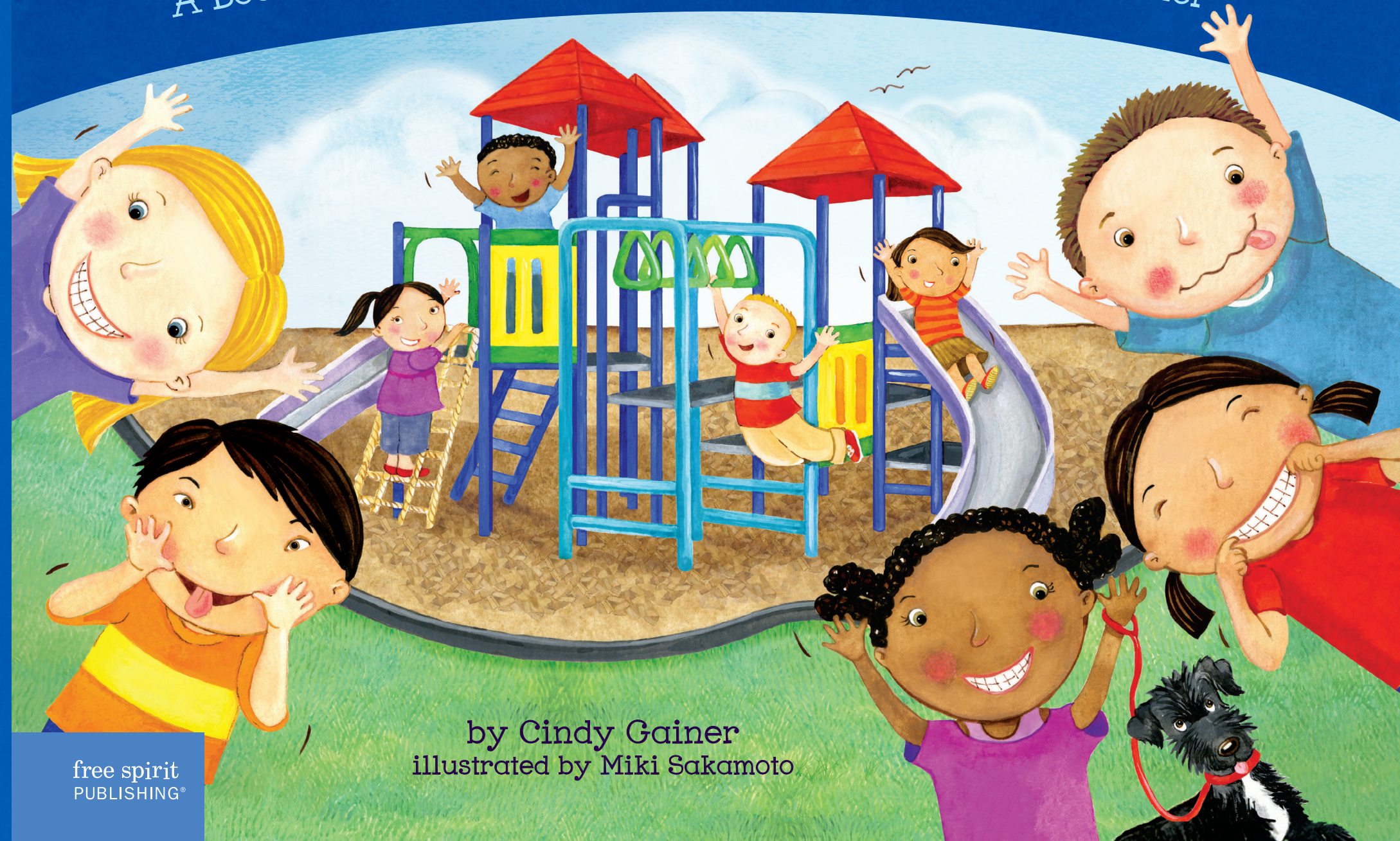
Helping kids
help themselves®
since 1983

freespirit.com



I'm Like You, You're Like Me

A Book About Understanding and Appreciating Each Other



by Cindy Gainer
illustrated by Miki Sakamoto

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You and I are alike in many ways.

We may be the same age or live on the same street.

We may go to the same school or even have the same name.





We are different from each other, too.

Our hair may be brown or blond or red or black.

Our eyes may be blue or brown or green.

Our skin may be dark or light or in between.



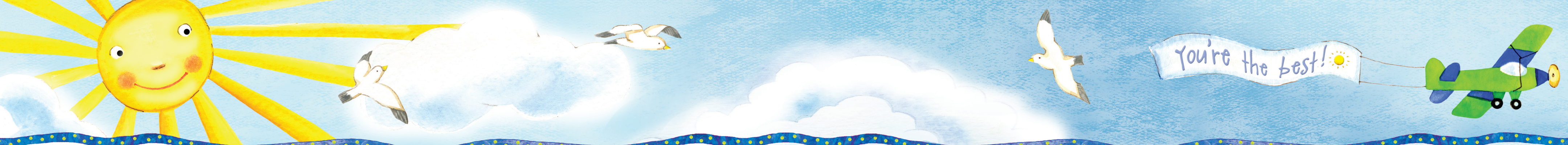
It's fun to find ways I'm like you and
you're like me.

It's fun to find ways we're different.

One of us is bigger, and the other
is smaller.

One of us has curly hair, the other
has straight hair.





I like my body and how I look.
My body is just right for me.
Your body is just right for you.



I was a baby once and so were you.
It's fun to look at our baby pictures.
See how little we used to be!



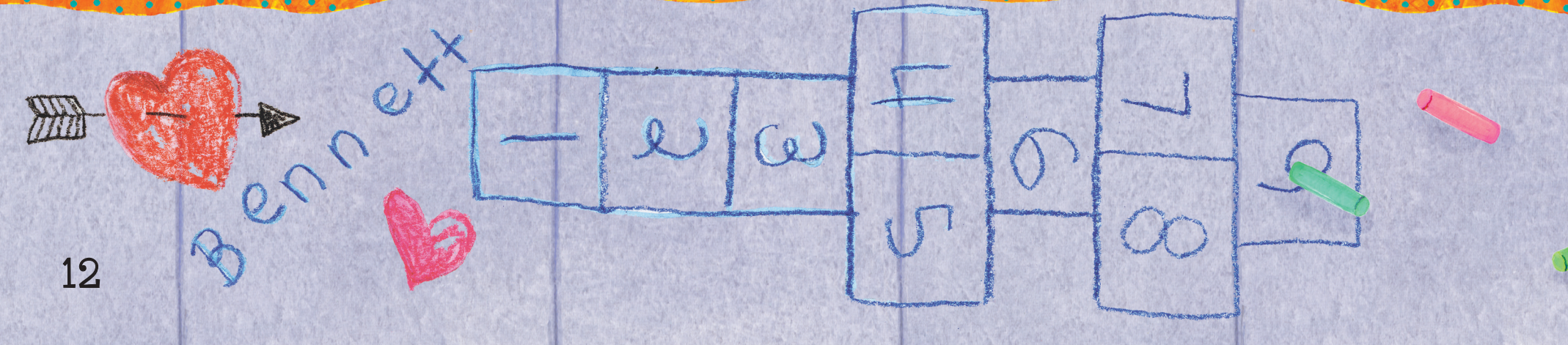


I've learned how to do some things by myself,
and so have you.

We can both tie our shoes.

We can both ride a bike.

We can both write our names.






We have different families.
 Some families have many people.
 Some families have few people.





We celebrate holidays and special days.
Sometimes we celebrate the same holidays.
Sometimes we celebrate different holidays.
Sometimes we celebrate the same holidays
in different ways.





Even though we're different in some ways,
we can enjoy being together.

We can show that we like and welcome
each other.

We can learn to accept each other.





I feel accepted when you invite me to
your home to play.

Or when you want to be my buddy as we
line up for playground time.

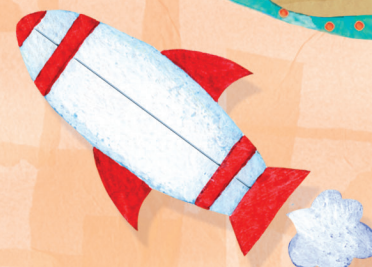
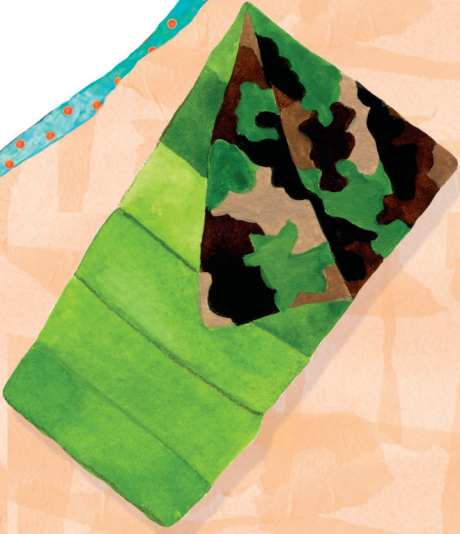
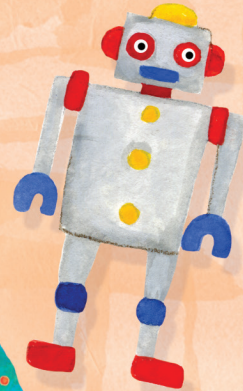
I feel accepted when you say I'm your friend.



We can listen to each other.

This is a good way to get to know
each other better.

We can learn more ways we're
alike and different.





You listen when I tell you a story.

I listen to your stories, too.

I listen when you tell me about something important that happened to you.





I can tell you how I'm feeling.
You can tell me how you're feeling, too.
We can tell each other what we want
and what we need.
Sometimes we want the same things.
Sometimes we want different things.





We can try our best to be kind to each other.
Even when we don't agree with each other.
Even when we feel tired or upset.



It's unkind to make fun of each other
or call each other names.

That hurts people's feelings.

Let's be nice instead.





We're nice to each other when we hold hands.
When we say "Please" and "Thank you."
When we take turns.
When we give each other help.





When we cooperate, we can do almost anything!
We can play together and work together.
We can be friends.



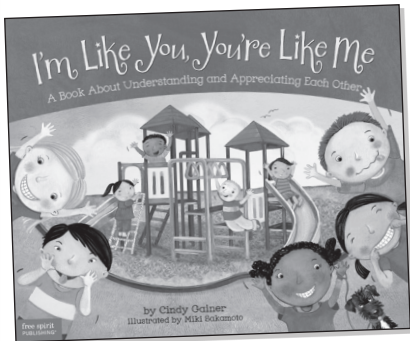


I'm like you, you're like me.
But we're not exactly the same.
That's why I like you and you like me.



I'm Like You, You're Like Me

A Book About Understanding and Appreciating Each Other









Book Summary

People have more in common with one another than most of us realize. The few things that are different make us special and unique. This book shows students how to find the many ways they are alike.

Life Skills Focus

Finding the ways students are alike can help them see how connected they are to others. Helping them find ways they are different can show them just how special and unique they are. This book will help them find those similarities and differences.

 Self-Awareness	 Self-Management	 Social Awareness
<p>Identify an individual student as the “Star of the Week” every week. Send home a template or questionnaire for students to complete about themselves. Give every student the chance to be the star during the school year and share about themselves with their classmates. (A star of the week template is available in the digital resources.)</p>	<p>Tell students that their words matter. When they see that someone is different, they can often wonder out loud why that person is different. Lead a discussion about ways that students can wonder and still be polite. Make a collaborative class list of kinds of questions that won’t hurt others’ feelings.</p>	<p>Make one sign that says <i>agree</i> and another that says <i>disagree</i>. Then, hang them up on opposite sides of the room. Give your class opinion statements (e.g., <i>Dogs make the best pets. Summer is the best season.</i>). Have them choose whether they agree or disagree and then move to the appropriate side of the room. Have students notice who shares their opinion with each statement and who doesn’t.</p>
 Relationship Skills	 Responsible Decision-Making	 Reading Comprehension
<p>Have students play the game “Same, Same, Different.” For each round, students will have different partners. With each partner, they should look for two things they have in common and one thing that is different. Use the book to help students think of ways they might be the same and different.</p>	<p>Talk about how demonstrating curiosity and being open to trying new things is an important part of learning. Lead a discussion about how students can make good choices by trying new things (books, foods, games). Students can also encourage friends to try new things. Have student pairs talk about new things they might be willing to try, and invite them to draw pictures of themselves doing these new things.</p>	<p>Present the cover of the book to students, and show them where the name of the author is and where the name of the illustrator is. Then, flip through the pages, and ask them to identify the parts of the pages the author created and the parts the illustrator created. Have students work in pairs to create their own books. One student gets to be the author, and the other the illustrator. (A mini-book template is available in the digital resources.)</p>

Name: _____ Date: _____

Star of the Week

Directions: Complete the chart to tell all about yourself.

ALL ABOUT

Important Facts

Age: _____

Birthday: _____

Super Star!

(draw or attach a picture of yourself)

People at Home

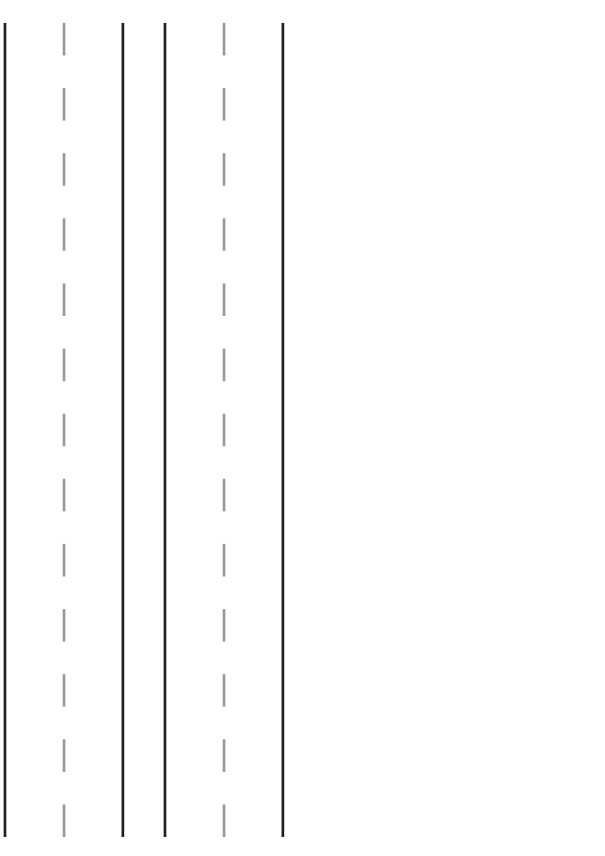
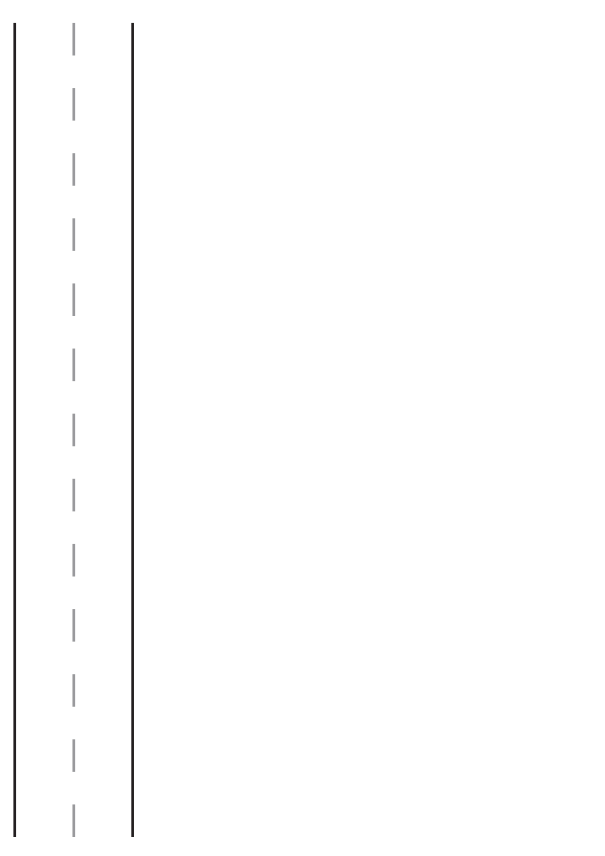
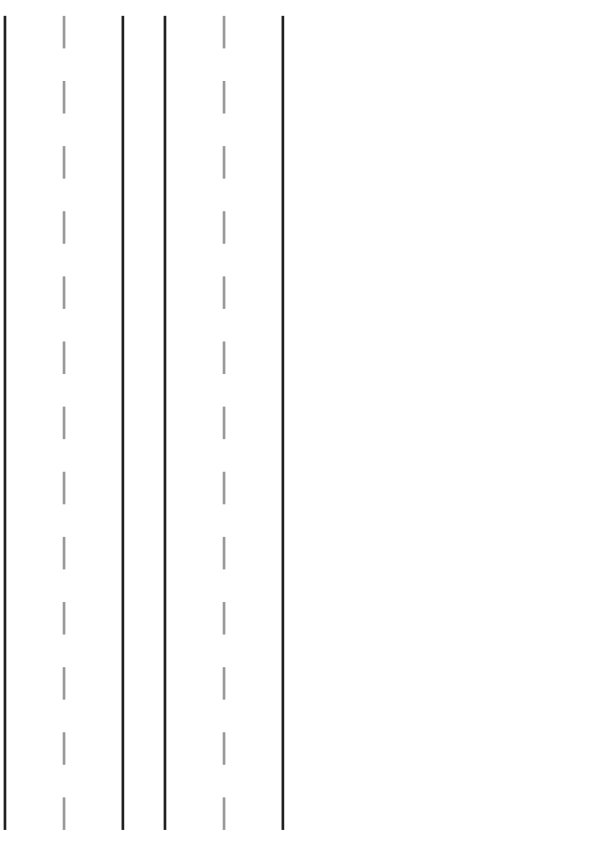
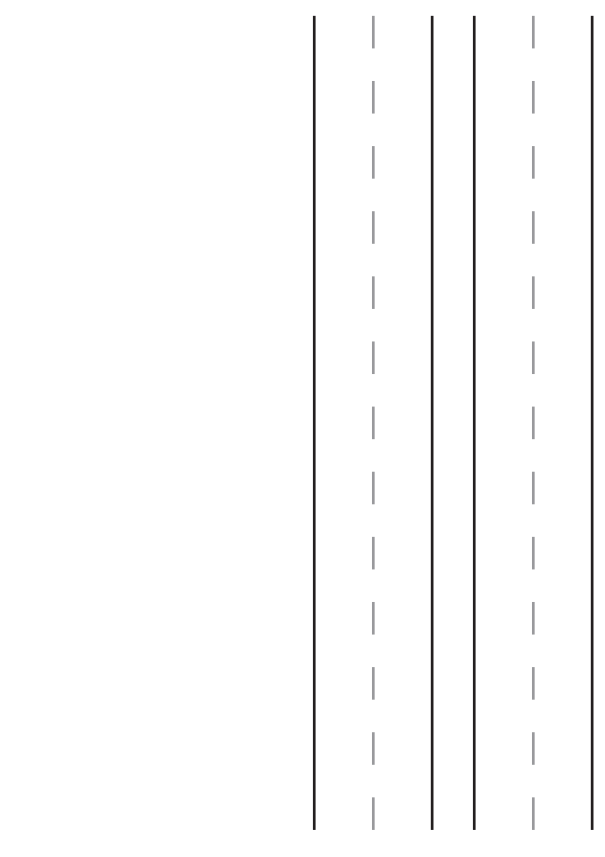
Favorite food: _____

Favorite book: _____

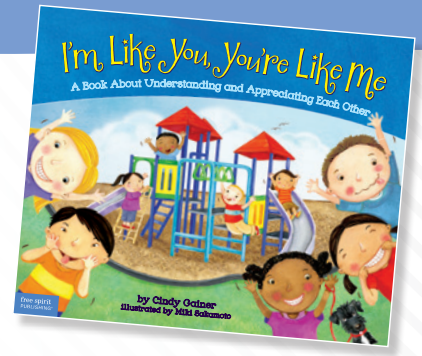
My Mini Book

Directions: Cut along the dotted lines. Fold along the bold lines. Then write your book.

Name: _____ Date: _____

Building Connections: Take-Home Activities

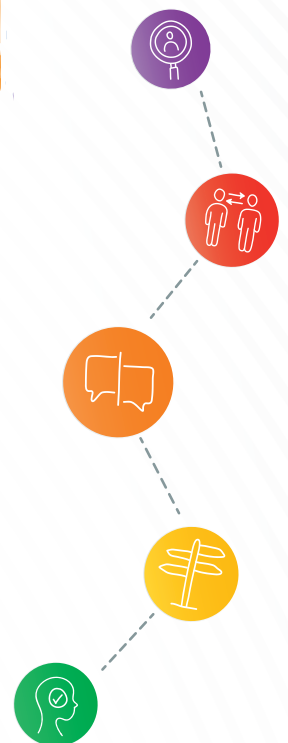


Hello,

Recently, we read *I'm Like You, You're Like Me* in class. Have your child lead you in these fun activities based on the book. You will see how much your child has learned, and you can help your child reinforce their learning that being both alike and different from others helps them make connections and friendships.

- **Interviews:** Write three questions to ask everyone in your family, such as, “What is your favorite flavor of ice cream?” or “What kind of music do you like?” Graph everyone’s answers and compare what people said.
- **Line Up:** Have your family line up from tallest to shortest. Then, line up from the longest hair to the shortest. Finally, line up from youngest to oldest.

Sincerely,



Extension Opportunities

Student Pages Overview

As students listen to and explore different books, the following activity pages provide opportunities for them to increase their literacy skills. These pages are designed to be used with any of the books. Allow 15–20 minutes for students to complete each of the activities. They will only need basic classroom supplies, such as pencils and crayons. When time permits, encourage students to share their work with partners or the whole group.

Activity Title	Description
Be Kind (page 23)	Students draw pictures showing ways they can be kind to others.
Setting (page 24)	Students draw pictures of a book's setting.
Describing Words (page 25)	Students choose words to describe a character.
Feelings (page 26)	Students describe how they felt reading a book and draw pictures to show their feelings.
Three Events (page 27)	Students draw three events that happen in a book.
Problem and Solution (page 28)	Students explain a problem in a book and draw the solution.
What Happens Next? (page 29)	Students add one more page to a book and write about their pictures.
Rate This Book (page 30)	Students rate a book and draw pictures of their favorite parts.
Write About It (page 31)	Students write about how a book made them feel and what they learned.

Take-Home Letters

Take-home letters pertinent to each book are available in the digital resources. These letters extend learning beyond the classroom with suggestions for additional activities based on the books. See page 32 for details on how to access these resources.

Name: _____ Date: _____

Three Events

Directions: Draw pictures that show three important things that happen in the book.

