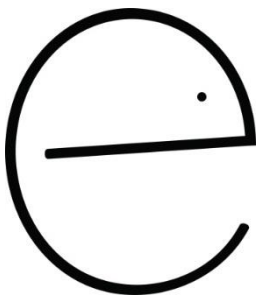


Parent and Teacher Companion Kit

As a lonely letter sets off on a journey to find meaning, it encounters various letter combinations and soon discovers the power it holds. Confronted by two distinct paths it must make an important choice.

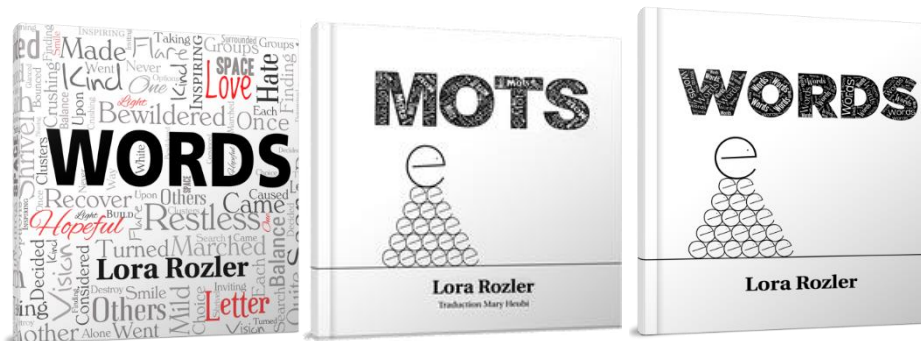


Words is an evocative tale about how letters become words and words create meaning – meaning which could ultimately build or destroy.

Words explores universal themes of discovery, relationships and the need to belong, with an underlying message about bullying and diversity.

Feel free to use the templates and activities in this Companion Kit for your *personal use* at home or in the classroom. *Words* © 2021 Lora Rozler

Words is also available in French and Special Edition Hardcover.



To learn more and view an animated reading of *Words*, visit lorarozler.com.

WORDS IN THE CLASSROOM

A story can be a wonderful way to begin important conversations with our students. It is my hope that *Words* can be an effective tool when addressing anti-hate education. *Words* is a simple, yet high concept picture book that strives to empower children to make positive choices in their daily interactions with others.

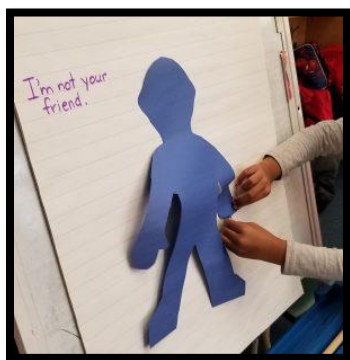
Depending on your students' age group and needs, *Words* can be used to teach a wide range of concepts. Below I have outlined various discussion points and lesson ideas to complement the various themes in the story. Feel free to adapt and use them in your classroom.

Happy teaching!

Lora

WORDS HAVE IMPACT

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.

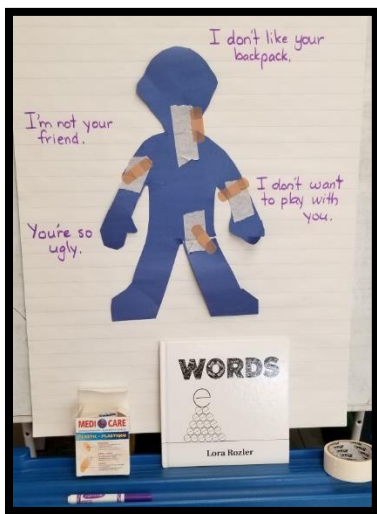


Begin by introducing students to their new classmate (you may want to use a number as a name in order to avoid associations with students). Ask students to think of mean and hurtful things they may have heard before. You may want to start by giving an example (i.e., "I once heard ..."). Then invite students, 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 to 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? (i.e., *Sticks and stones may break my bones but words can damage more.*).



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 allow 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 (i.e., brushing our teeth keeping our mouth healthy).

Next, 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 and health – 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.

Ask students to pretend the heart belongs to the main character. 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.

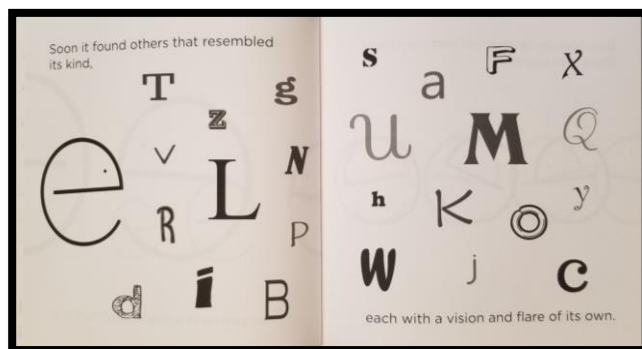
FOCUSING ON WORDS

Making Connections - What do you compelled *Little e* to set off on a journey? What was it seeking to find? Have you ever felt alone? Have you ever had to make a difficult choice? How did you solve your dilemma? Have you ever been hurt or uplifted by something that was said to you? How have words shaped your experiences with others? What does the story teach us about friendship?

Builders and Destroyers – In the context of discussing words with students, it is important to highlight that, on their own, words are neutral - not inherently good or bad. Their meaning is derived from their intent. Create a Venn diagram or T-chart with the headings, 'Build' and 'Destroy'. Brainstorm what these words could mean (i.e., build – words that fill our heart with joy; destroy – words that dip or take away from our happy feelings). Write various words you'd like to discuss with your students on cue cards. Invite them to place each word under either heading - with an explanation as to why they chose to place it there. For example, the word 'alone' can often elicit negative emotions under various circumstances (i.e., when we have no one to play with), and thus be placed under 'destroy' as it takes away from our happy bank. But the same word can be used to elicit positive emotions and placed under 'build' (i.e., when a person, alone, stands up to a bully in a crowd of bystanders). This activity challenges students to examine the significance of words by using them in varying contexts.

Words and Emotions - What role do words play in our emotions? When can they create positive experiences? (i.e., when they're used to comfort and praise) When can words be used in a negative way? (i.e., when they ridicule and belittle) How can we use this knowledge to improve how we communicate with others?

Connecting Through Letters – Draw students' attention to the following pages in the book:



Pose the question, “What’s the same about these characters?” (i.e., they are all letters, they all make sounds, they’re all needed to make words). Then invite them to look around and notice things that are the same around them, leading up to things they have in common with their classmates (i.e., everyone eats and breathes, everyone has a body covered in skin, everyone has feelings, etc.). Next, invite students to look at the letters again, this time asking them to notice differences (i.e., all the letters look different, they all make different sounds, each has a different name). Now, have students look around the room once again, this time focusing on differences they see (i.e., different hair, skin and eye colour, different clothes, languages, names, likes/dislikes, etc.). You may want to point out that each time we looked around, what we saw was dependent on what we *chose* to see. This can be a simple way to start teaching children about tolerance and diversity in a positive way – essentially acknowledge how much we have in common while at the same time recognizing the beauty that makes us all unique.

Our Names - Inclusion and connection can be fostered by empowering students to tell personal stories about their name (i.e., how did they get their name, does it have significant meaning, is it linked to their language and culture, etc.). You may want to model this by sharing relevant information about your name. As an extension, invite students to create various art displays using the letters in their name (i.e., Popsicle sticks, play-dough, yarn, paint, blocks, etc.). When presenting these to the class, encourage children to teach others how to pronounce their names correctly. This simple activity helps students honour their name while embracing diversity and deepening their connection with others.

Building on Literacy Skills - Use the story to build on early literacy skills and concepts, including letter identification, letter sounds, word formation, and word meaning.

Story Elements – Use the story to introduce or review Story Elements, Character Study or Story Sequencing. [Templates included]

Words of Poetry – Use the poem enclosed in the package as a starting point to inspire students to write their own poems based on a given word or idea from the story (i.e., happy, respect). Invite students to use their senses to brainstorm as many related words and turn them into a Free Verse, Shape, Acrostic, Haiku or other type of poem.

Word Web - Choose a concept or idea that you’d like to explore with your students. These can be found in various pages throughout the book.

Example:



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

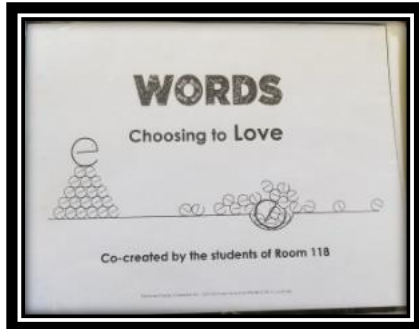
Gossip

Invite students to reflect on its meaning. What does it look like? How does it feel? What is its purpose? What are its ramifications? Would this be a 'building' word (eliciting happy emotions – filling our hearts with joy) or a 'destroying' word (eliciting sad emotions – dipping from our happiness)?

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

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. [Art tags enclosed]

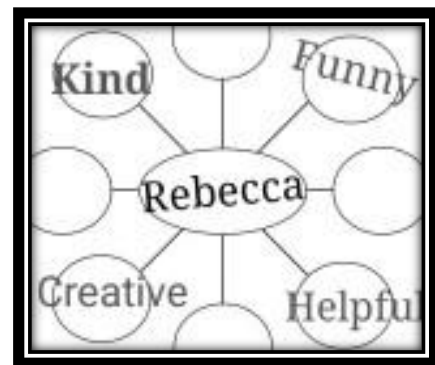
Exploring Literary Devices – Look for examples of literary devices in the story (allegory, metaphors, personification, symbolism, foreshadowing, imagery). How do these literary devices shape the story line? How would the story go if *Little e* was human?



Classroom Book – Invite students to reflect on how love can be demonstrated in our day-to-day interactions with others? Bind these reflective pieces into a class book that the students can enjoy throughout the year. [Template enclosed]

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.

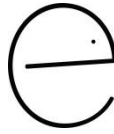


Name Poems - As an alternative to the Character Web, the activity above can be modified for use as an acrostic name poem.

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



Building Vocabulary

Word	Dictionary Meaning	Use in a Sentence



Making Connections: **Text to Self**

Quote/Picture/Event:

Text to Self Connection:



Quote/Picture/Event:

[illegible]



Quote/Picture/Event:

[illegible][illegible]



Character Web

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

Trait: _____

Evidence from the story: _____

Trait: _____

Evidence from the story: _____

Trait: _____

Evidence from the story: _____

Trait: _____

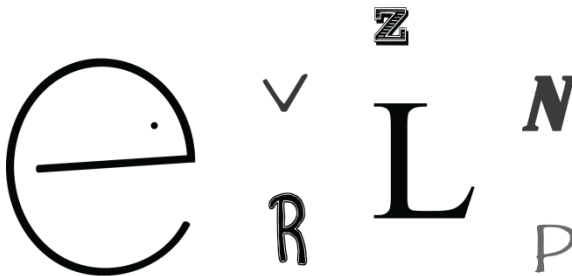
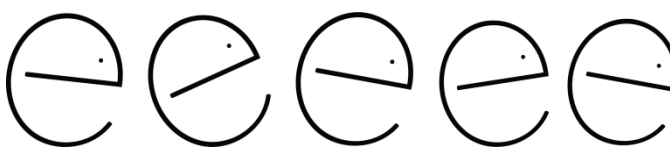
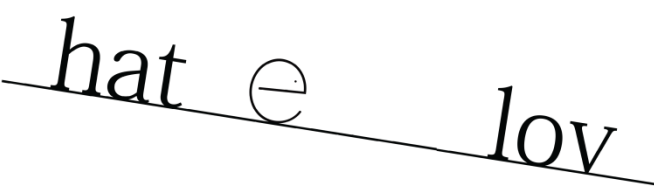
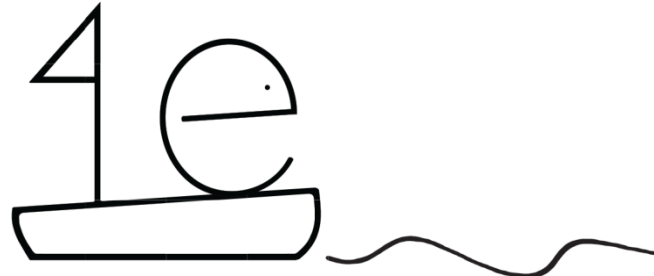
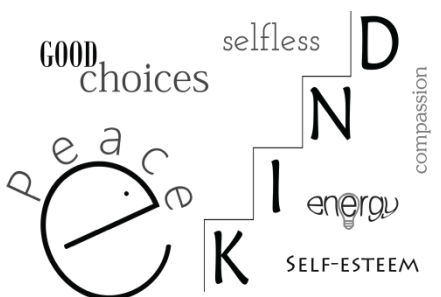



Evidence from the story: _____

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 in the following page.

	
	
	<p>to</p> 
	

1.	2.
3.	4.
5.	6.
7.	8.



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

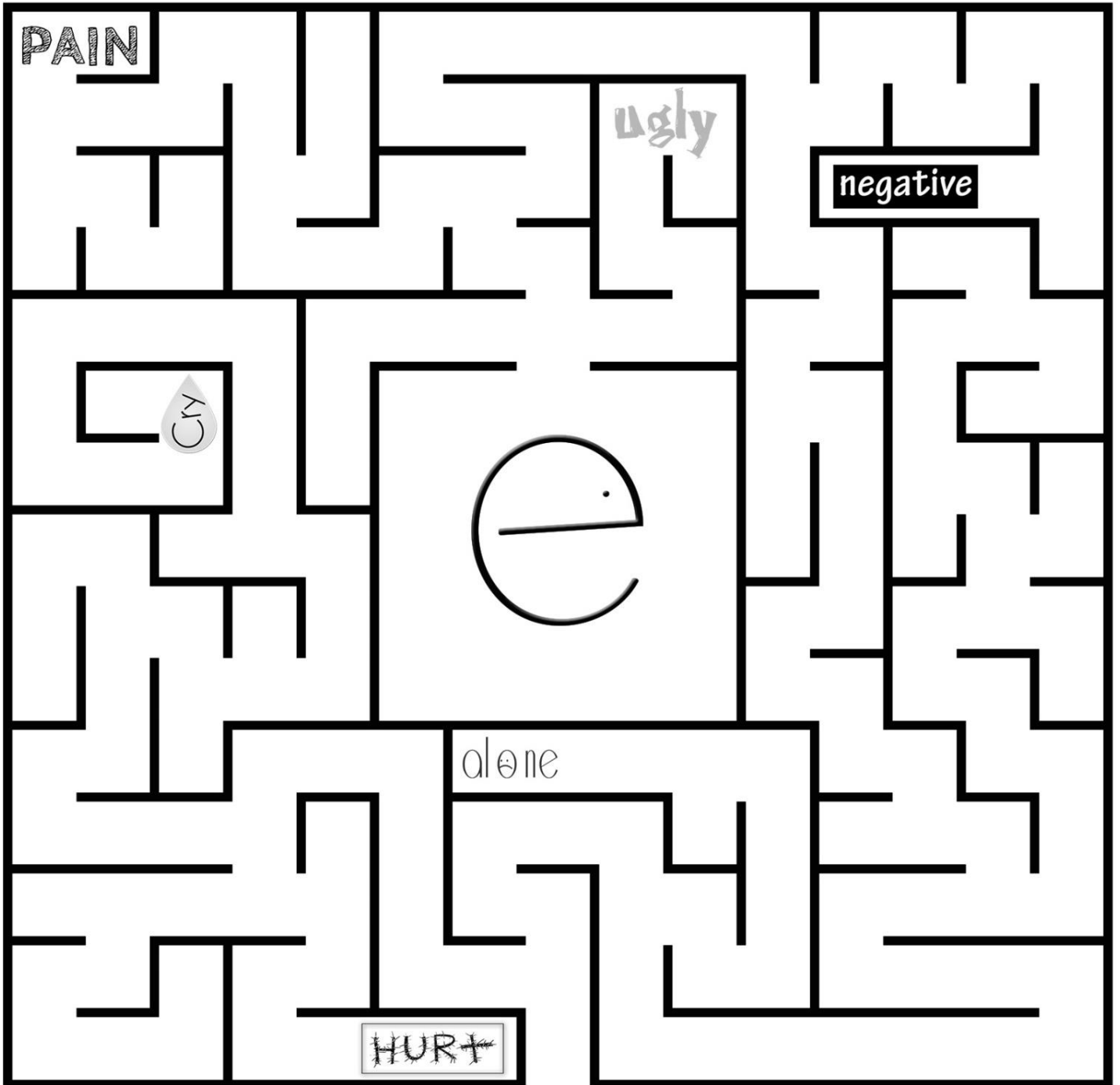
DESTROY
HARSH
HOPEFUL

KIND
LETTER
LOVE

MEANING
MILD
RESTLESS

WORDS Maze

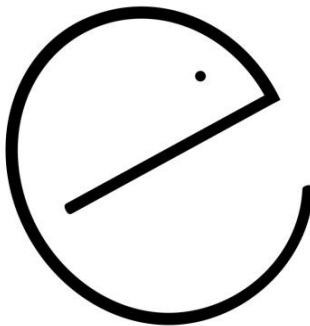
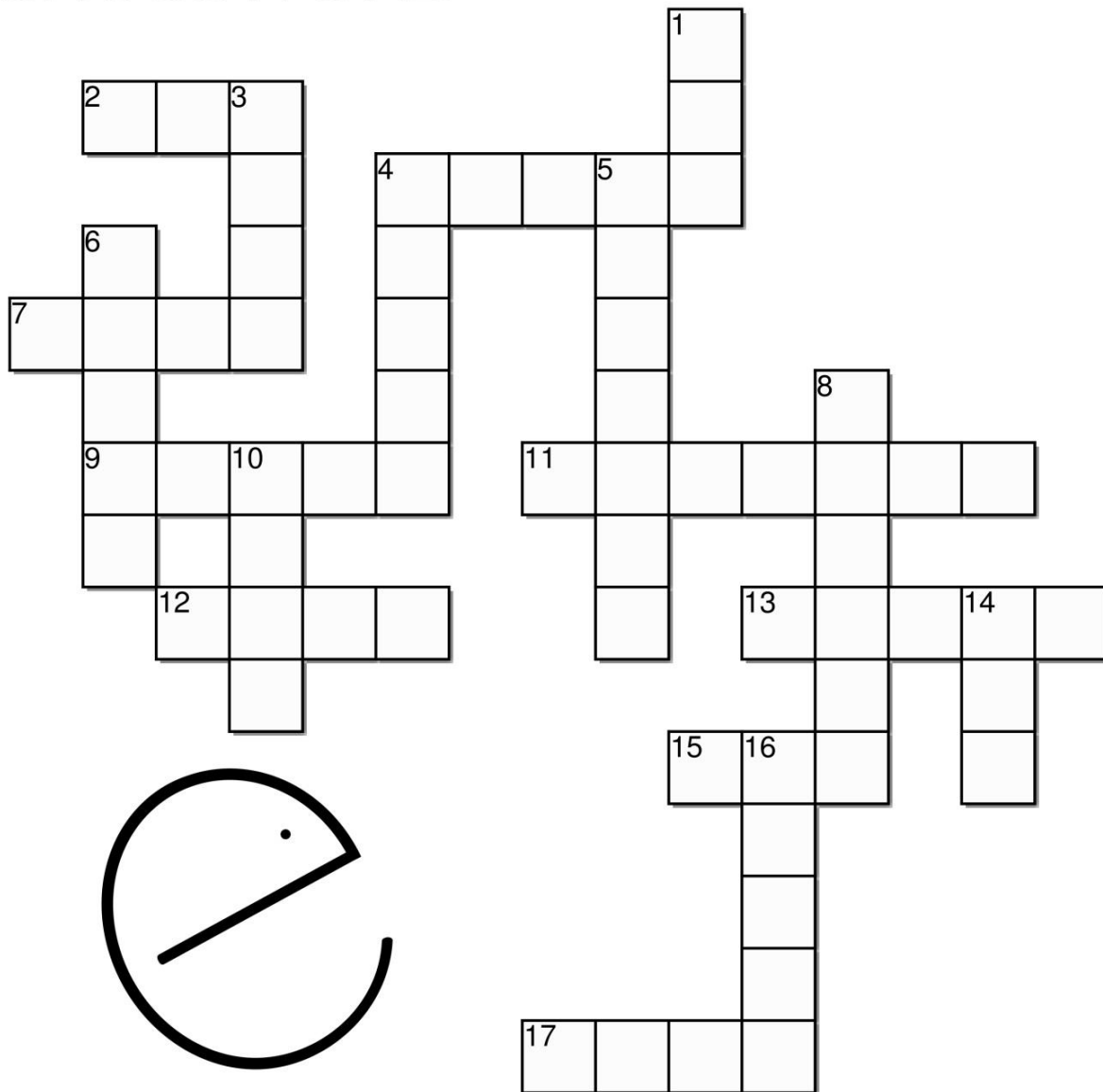
Help *Little e* find **Love**.



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



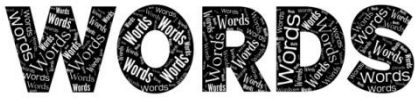
To Build or Destroy – Words in Context

Sort the following words into the table below. Explain how they relate to their heading. Add two new words to each category. Explain why they belong.

help, selfish, kind, love, hate, jealous, hurt,
comfort, gossip, share, bully, patience



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	love	alone
bully	cry	hate
play	smile	help
hug	selfish	mean



Reflection – Thinking It Through



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

Write about a time you felt *small*, *hurt* or *belittled*.



Reflection – Thinking It Through

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

Write about a time you felt uplifted or empowered.

Words

Written by Lora Rozler

Let's

Let's build

Let's build with words

One kind word at a time

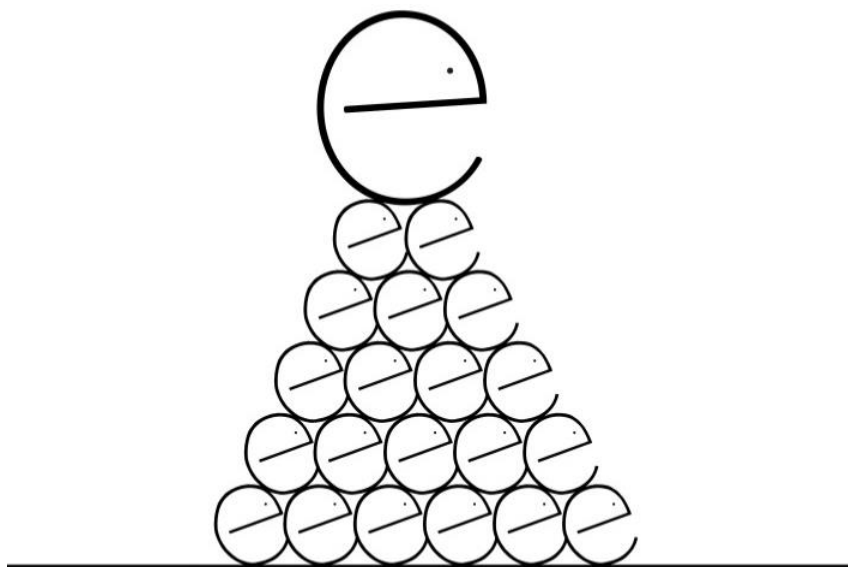
Loving words, healing words, uplifting words

Let's build each other up

Let's build together

Let's build

Let's



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

Mountain Slips

Build a Love Mountain one act of kindness at a time!

Building love one act of kindness at a time!



Name: _____

Building love one act of kindness at a time!



Name: _____

Building love one act of kindness at a time!



Name: _____

Building love 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 _____

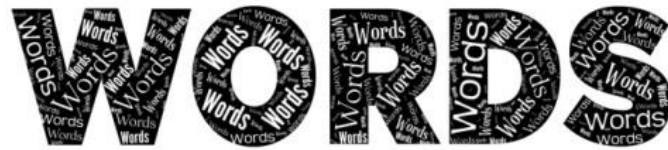
Smile -  - Gram

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.

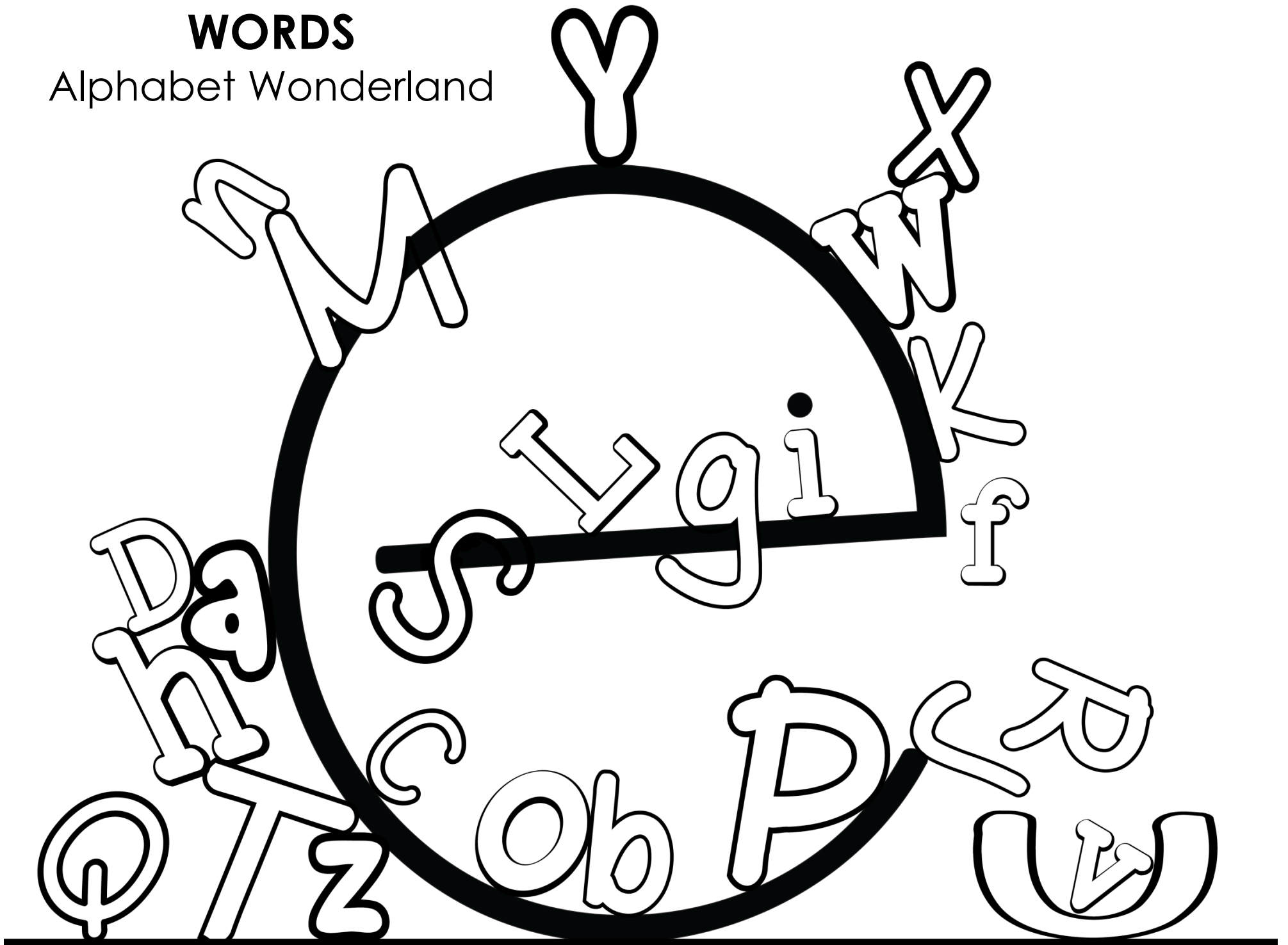


...to love!

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. Display students' work in an Art Gala.

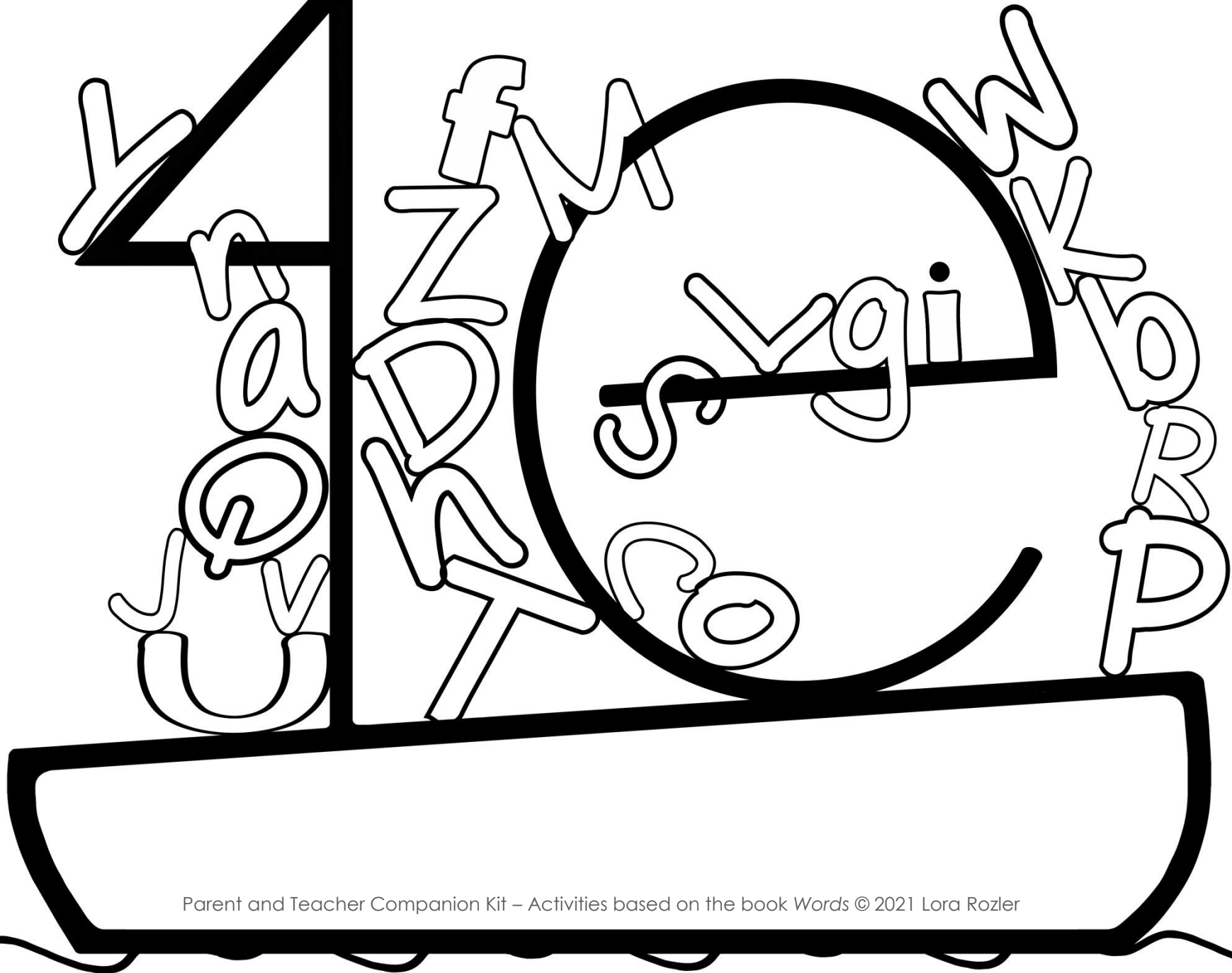
WORDS

Alphabet Wonderland



WORDS

Letters at Sea

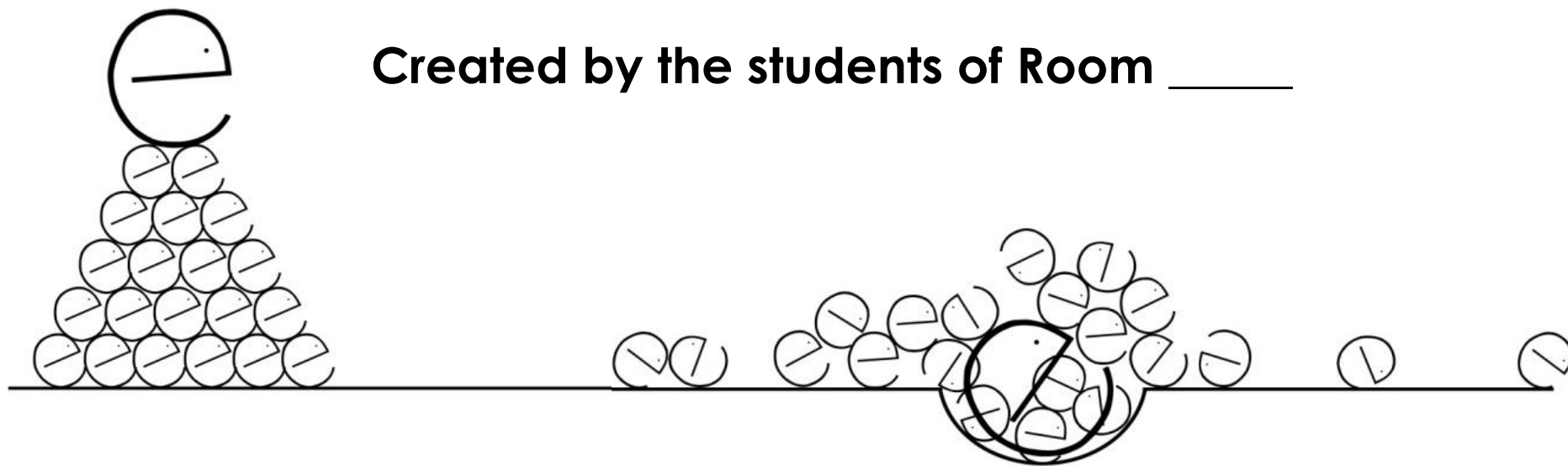




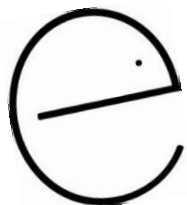
Choosing Love

One Act of Kindness at a Time

Created by the students of Room _____



I choose LOVE by _____



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.

