

Roots of Empathy Curriculum Booklist and Questions

Kindergarten

In Roots of Empathy, we use literature to help children explore their own feelings and take the perspective of others. When reading any of the Roots of Empathy books, do so without stopping. When you read a book, it is as if a magical spell has been cast; the children become engrossed in the story and share the experience as a group. This spell is broken if comments are made or questions are taken from the children. After reading the books, comments, questions, and reflections are welcome and Roots of Empathy suggests that you turn to the pages you are discussing with your students.

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For some lessons in the following book list there is more than one book listed. You will only have one of the books listed to read in a lesson. All books listed align with the curriculum and meet the aims of the lesson in different ways.

Theme	Lesson	Book	How to Use Book
1	PRE	No Book Required	n/a
1	POST	On Mother's Lap OR	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 2, 4 and 6 of this Post Family Visit. Aim 2 is to develop in students a sense of a baby's vulnerability. Aim 4 is to develop perspective taking. Aim 6 is to help students understand that a baby learns through their senses.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>On Mother's Lap</i> by sharing with the children, "This is a story about a boy whose favourite place to be is on his mother's lap." As you read, please give students enough time to view the illustrations. After reading the book, turn to page 31 where the mother is holding both her children on her lap. Ask, "How is the mother showing love for her children (e.g., the mother and children are snuggling and their faces are touching)? Looking at their faces, how do you think this makes them feel?"</p>
1	POST	Guess How Much I Love You?	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 2 and 4 of this Post Family Visit. Aim 2 is to develop in students a sense of baby's vulnerability. Aim 4 is to develop perspective taking.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Guess How Much I Love You</i> by saying, "This book is about a little rabbit and his Daddy who both have feelings." As you read, please give students enough time to view the illustrations. After reading the book, talk about the feelings that the</p>

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1	POST	Guess How Much I Love You? (Cont'd) OR	rabbit and his Daddy showed (love, caring, happy, and sleepy). Ask, "When have you felt love/happy/sleepy? Show me how you feel with your face/with your body when you are feeling love/happy/sleepy."
1	POST	Everywhere Babies	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 2 and 4 of this Post Family Visit. Aim 2 is to develop in students a sense of baby's vulnerability. Aim 4 is to develop perspective taking.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book, Everywhere Babies, by telling the children that they will see many different babies doing many different things. As you read, please give students enough time to view the illustrations. After reading the book, invite the children to comment on the idea that there are all kinds of babies (tiny babies, tall babies, thin babies and big babies), but all babies are just right. The second page of the book talks about what season the baby was born in. Tell the children the season in which their ROE baby was born. Ask them if they know what season they were born in. Invite them to find out from their families if they don't know. Tell the children what season you were born in. Point to the picture of the yawning baby and ask the children to show you with their face and bodies how this baby is feeling.</p>
2	PRE	No Book Required	n/a
2	POST	Lost and Found	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 2 and 3 of this Post Family Visit. Aim 1 is to help students recognize negative feelings such as: sad and mad. Aim 2 is to help students learn to empathize with other people's feelings. Aim 3 is to help students understand and appreciate how their own</i></p>



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2	POST	Lost and Found (Cont'd) OR	<i>temperaments may influence the way they express their feelings.</i> Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Lost and Found</i> by sharing with the children, "This is a story about a little boy who one day finds a sad penguin on his doorstep, and what he does to try and make the penguin feel happy again." As you read, please give students enough time to view the illustrations. After reading the book, talk to the students about why they think the boy thought the penguin was sad at the beginning of the story. Ask, "What did the little boy do to help the penguin?" As the students identify the situations, open the book to the page they are discussing. Explain that when anyone feels sad like the penguin did, we should all try to help him/her feel better. Ask, "What did the little boy discover towards the end of the story about why the penguin was so sad? What was the penguin feeling?" Invite the students to share a time when they felt lonely. Ask, "Who helped you? What can you do to help someone who is lonely?"
2	POST	When I Feel Sad	<i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1 and 2 of this Post Family Visit. Aim 1 is to help students recognize negative feelings such as: sad and mad. Aim 2 is to help students learn to empathize with other people's feelings.</i> Introduce the book <i>When I Feel Sad</i> by showing students the cover of the book, and introducing its title, author and illustrator. As you read, please give students enough time to view the illustrations. After reading the book have them share with you times when they have felt sad and what their parents or friends did to make them feel better. Prompt with these



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2	POST	When I Feel Sad (Cont'd)	questions, "Did you ever feel sad because you could not go out to play or go to a party? Because someone was sick? Because a friend was mean to you? Because your friend did not want to play with you? Because your friend moved away? Who helped you feel better? What did they do to make you feel better?"
3	PRE	No Book Required	n/a
3	POST	Mom and Me	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aim 5 of this Post Family Visit. Aim 5 is to use literature to give students a picture of babies' lives in many parts of the world.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Mom and Me</i> by sharing with the children, "This book has photographs of real families from all over the world and shows the many ways moms care for their babies and children." As you read, please give students enough time to view the photos. The pictures give beautiful messages of diversity and love in different contexts and every picture shows how children are being cared for. After reading the book, discuss with the students the many ways moms care for their babies and children, as well as how they show they love them (e.g., making food, washing, comforting, smiles and kisses, teaching them new things). As the children identify the different ways, open the book to the page they are discussing.</p>
3	POST	Babies on the Move	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 2, 4 and 5 of this Post Family Visit. Aim 1 is to help students understand the visual perspective of the baby. Aim 2 is to help students understand that everyone has individual preferences for body position and comfort. Aim 4 is to recognize the various ways of transporting a baby, particularly from the baby's perspective. Aim 5 is to use</i></p>



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3	POST	Babies on the Move (Cont'd)	<p><i>literature to give students a picture of babies' lives in many parts of the world.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Babies on the Move!</i> By sharing with the children, "this book has photographs of real babies and families from all over the world and shows the many different ways of transporting babies." As you read, please give students enough time to view the photos. In every photograph, the baby is with a doting sibling, parent, or grandparent. The pictures give beautiful messages of diversity and love in different contexts and every picture shows that the baby is being cared for and his/her safety is being planned for. After reading the book, discuss with the students some of the different ways of transporting babies. This discussion will allow them to take the perspective of other people (e.g., the contrast of the babies in the baskets in the rainforest compared to the baby in the back seat of an automobile).</p>
4	PRE	How I Feel	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 2, 3 and 4 of this Pre Family Visit. Aim 1 is to help students to identify the emotions sad, angry/mad, happy and scared. Aim 2 is to have students realize that everyone has these feelings. Aim 3 is to have students realize that these feelings are neither good nor bad, although some feelings make us feel unpleasant. Aim 4 is to have students talk about a baby's feelings.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>How I Feel!</i> By sharing with the children, "This is a story about feelings." As you read, please give students enough time to view the illustrations. After reading the book, ask, "What do you do when you feel scared?"</p>



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4	PRE	How I Feel (Cont'd) OR	<p>Invite the students to pretend they are a scared animal. Ask, "What animal would you be? Is this animal big or little, loud or quiet, fast or slow?" Have them act out what they would do if they were this scared animal (i.e., curl up on the floor).</p> <p>Reread the book and have the students repeat the emotion aloud as a group (e.g., excited, angry, sad, proud), and ask them to look closely at the illustrations, pointing out the body language of the children and animals. Then have them act out each of the emotions in the way they are illustrated*. For example, have the students stomp around and act angry like the drawing of the elephant. Have them pretend they are proud like an eagle and spread their wings, or excited like the kangaroo jumping around. Reiterate, "Feelings are your friends. We all have them; every single person in the world including babies, children and adults."</p> <p><i>*When acting out emotions, depending on the size of your group and the students' behavior during this visit, you might want to have small groups of children volunteer to come up in front of the class to demonstrate the emotions.</i></p> <p>Singing: Teach the children the following song to the tune of Frère Jacque's:</p> <table><tr><td>If I was a kangaroo</td><td>If I was an eagle</td></tr><tr><td>If I was a kangaroo</td><td>If I was an eagle</td></tr><tr><td>I'd show you how I feel</td><td>I'd show you how I feel</td></tr><tr><td>I'd show you how I feel</td><td>I'd show you how I feel</td></tr><tr><td>I'd jump around excited</td><td>I'd spread my wings so proudly</td></tr><tr><td>I'd jump around excited</td><td>I'd spread my wings so proudly</td></tr><tr><td>That's how I'd feel</td><td>That's how I'd feel</td></tr></table>	If I was a kangaroo	If I was an eagle	If I was a kangaroo	If I was an eagle	I'd show you how I feel	I'd show you how I feel	I'd show you how I feel	I'd show you how I feel	I'd jump around excited	I'd spread my wings so proudly	I'd jump around excited	I'd spread my wings so proudly	That's how I'd feel	That's how I'd feel
If I was a kangaroo	If I was an eagle																
If I was a kangaroo	If I was an eagle																
I'd show you how I feel	I'd show you how I feel																
I'd show you how I feel	I'd show you how I feel																
I'd jump around excited	I'd spread my wings so proudly																
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4	PRE	How I Feel (Cont'd)	<p>That's how I'd feel</p> <p>If I was an elephant If I was an elephant I'd show you how I feel I'd show you how I feel I'd stomp around so angry I'd stomp around so angry That's how I'd feel That's how I'd feel</p> <p>That's how I'd feel</p> <p>If I was a little dog If I was a little dog I'd show you how I feel I'd show you how I feel I'd hang my head so sadly I'd hang my head so sadly That's how I'd feel That's how I'd feel</p>
4	PRE	Cleversticks	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 2, 3 and 4 of this Pre Family Visit. Aim 1 is to help students to identify the emotions sad, angry/mad, happy and scared. Aim 2 is to have students realize that everyone has these feelings. Aim 3 is to have students realize that these feelings are neither good nor bad, although some feelings make us feel unpleasant. Aim 4 is to have students talk about a baby's feelings.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Cleversticks</i> by sharing with them, "This story is about a boy in kindergarten who experiences many feelings, including frustration." As you read, please give students enough time to view the illustrations. After reading the book, go back and review a few of the scenes that show the different emotions that the boy feels.</p> <p>Have the children show the emotion with their faces and bodies. Ask, "How did Ling's</p>



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4	PRE	Cleverticks (Cont'd) OR	friends help him to feel better?" Sing, "If You're Happy and You Know It," substituting the word 'happy' with other words and actions, such as: "If you're sad and you know it say Boo-Hoo, If you're angry and you know it stamp your feet," etc.
4	PRE	Sometimes I Feel Like a Mouse	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 2, 3 and 4 of this Pre Family Visit. Aim 1 is to help students to identify the emotions sad, angry/mad, happy and scared. Aim 2 is to have students realize that everyone has these feelings. Aim 3 is to have students realize that these feelings are neither good nor bad, although some feelings make us feel unpleasant. Aim 4 is to have students talk about a baby's feelings.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book Sometimes I Feel Like a Mouse by sharing with the children, "This is a story about feelings." As you read, please give students enough time to view the illustrations. After reading the book, ask, "What do you do when you feel scared?" Invite the students to pretend they are a scared animal. Ask, "What animal would you be? Is this animal big or little, loud or quiet, fast or slow?" Have them act out what they would do if they were this scared animal (e.g., curl up on the floor).</p> <p>Reread the book and have the students repeat the emotion aloud as a group (e.g., excited, mad, sad, proud), and ask them to look closely at the illustrations, pointing out the body language of the children and animals. Then have them act out each of the emotions</p>



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4	PRE	Sometimes I Feel Like a Mouse (Cont'd)	in the ways they are illustrated For example, have the students stomp around and act bold like the drawing of the elephant. Have them pretend they are brave like a galloping horse, or excited like the squirrel skittering around. Reiterate, "Feelings are your friends. We all have them; every single person in the world including babies, children, and adults."
4	POST	Recess Queen	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 3, 4, 5 and 6 of this Post Family Visit. Aim 1 is to have students recognize and mime the feelings sad, angry/mad, happy, and scared. Aim 3 is to have students think about ways to help others who are feeling sad or mad. Aim 4 is to emphasize that everyone has these feelings, and it is good to talk about them. Aim 5 is to have students recognize what bullying is and to understand how it makes people feel. Aim 6 is to have students see themselves as being able to respond to acts of meanness as an observer and bystander.</i></p> <p>As the students identify the situations, open the book to the page they are discussing. Ask, "How does it make you feel when you or a friend is treated in a mean way?" Reiterate that sometimes children are mean and this can make others feel upset. Ask, "When someone is mean to you or a friend, what might you do* (e.g., stand up for yourself/friend, tell the person to stop, ask for help, share your feelings, include them in what you are playing)?"</p> <p><i>*It is important to allow your students to come up with their own solutions or strategies for dealing with meanness. This gives them the opportunity to use their problem solving skills and empowers them to deal with situations when they arise. You can say to them, "The next time someone is mean to you or a friend you might want to try out some of the things</i></p>



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4	POST	Recess Queen (Cont'd)	<p><i>we talked about."</i></p> <p><i>Singing:</i> <i>Teach the children the following clapping song from The Recess Queen Book: I like cookies</i> <i>I like tea</i> <i>I want you to clap with me.</i></p> <p><i>I like cookies I like tea</i> <i>I want you to play with me.</i></p> <p><i>Sing the rhyme through once and then have the children repeat the rhyme with a partner or as a group.</i></p> <p><i>Partners—partner them up. If there is an odd number of children you or the teacher should be that child's partner. Ask the classroom teacher to demonstrate this clapping rhyme with you (clap your hands together and then clap your partner's hands and repeat for the entire rhyme).</i></p> <p><i>Group—help the children sit in a circle, front to back. Have them repeat the rhyme, clap their hands together and then gently tap the back of the person in front.</i></p> <p><i>Remind the children when working in pairs or as a group to treat each other in a gentle manner as their Roots of Empathy parent does with their baby.</i></p>



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4	POST	When I Feel Scared	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 2, 3 and 4 of this Post Family Visit. Aim 1 is to have students recognize and mime the feelings sad, angry/mad, happy and scared. Aim 2 is to have students talk about times they have felt these feelings. Aim 3 is to have students think about ways to help others who are feeling sad or mad. Aim 4 is to emphasize that everyone has these feelings, and it is good to talk about them.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>When I Feel Scared</i> by explaining, "This is a book about someone who is scared." Before reading, remind the students that everybody in the world, young and old, feels scared sometimes. As you read, please give students enough time to view the illustrations. After reading the book, ask the children to share with you a time when they were afraid and what they did to help themselves feel less scared.</p>
5	PRE	Hush	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 5 and 6 of this Pre Family Visit. Aim 1 is to focus on a baby's need for sleep. Aim 5 is to talk about sleep positions and the impact of temperament on sleep. Aim 6 is to have students understand ways to help or soothe a baby through sleep transitions.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Hush</i> by sharing with the children, "This is a story about a mother putting a baby to sleep in Thailand." As you read, please give students enough time to view the illustrations. After reading the book, review with the children how this story showed us the way adults say "hush" when babies are trying to sleep, whether the</p>



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5	PRE	Hush (Cont'd) OR	babies are sleeping in the jungle and animals are making noises or they are in a city and cars and people are making noises. Ask, "How would you help a baby fall asleep (e.g., say hush, sing a lullaby, give the baby a transitional object)?" The idea is to connect the universality of the way in which we help babies sleep. Babies have the same need for sleep and comfort all over the world.
5	PRE	Hula Lullaby	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 5 and 6 of this Pre Family Visit. Aim 1 is to focus on a baby's need for sleep. Aim 5 is to talk about sleep positions and the impact of temperament on sleep. Aim 6 is to have students understand ways to help or soothe a baby through sleep transitions.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Hula Lullaby</i> by sharing with the children. "This is a story about a mother and baby who live in Hawaii (where it is warm and has palm trees), and the ways the mom used rhythm and gentle movement to soothe her baby to sleep." As you read, please give students enough time to view the illustrations. After reading the book, ask. "What else helped to soothe the baby to sleep (e.g. drummers chant, leaf skirts, ocean breeze, dancers with their pu'iili, scent of tropic blooms)?" As the students identify the situations, open the book to the page they are discussing.</p>



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5	POST	Llama, Llama, Red Pajama OR	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1 and 3 of this Post Family Visit. Aim 1 is to have students feel comfortable about feeling insecure and needing the reassurance of a cuddlie or blanket. Aim 3 is to have students problem-solve.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Llama, Llama, Red Pajama</i> by sharing with the children, "This is a story about a Baby Llama who gets lonely, and then feels scared at bedtime." Say, "As I am reading this book, I'd like you to look at Baby Llama's face to see how he is feeling." As you read, please give students enough time to view the illustrations. After reading the book, discuss with the students the feelings that Baby Llama experienced and point out his facial expressions and body language. As the students identify the feelings, open the book to the page they are discussing. Ask, "What transitional object did Baby Llama have to help him sleep? At the end of the story, what made him feel better?"</p>
5	POST	Franklin's Blanket	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 3 and 4 of this Post Family Visit. Aim 1 is to have students feel comfortable about feeling insecure and needing the reassurance of a cuddlie or blanket. Aim 3 is to have students problem-solve. Aim 4 is to encourage reflection by having students consider their style of sleeping.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Franklin's Blanket</i> by sharing with the students that, "This is a book about transitional objects." As you read, please give students enough time to view the illustrations. After the reading the book, ask the students how Franklin's family and friends helped him. As the students identify the situations, open the book to the</p>

Roots of Empathy Curriculum Booklist and Questions

Kindergarten

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5	POST	Franklin's Blanket (Cont'd)	page they are discussing. Explain that when anyone has a problem, like Franklin did, we should all try to help him or her. Ask, "Have you ever had the problem of not being able to find your special stuffed toy or blanket? How did you solve the problem?"
6	PRE	No Book Required	n/a
6	POST	No Book Required	n/a
7	PRE	Dear Juno	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1 and 5 of this Pre Family Visit. Aim 1 is to help students understand how babies communicate (through gestures, facial expressions, movements and vocalization). Aim 5 is to encourage students to share their own experiences.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Dear Juno</i> by sharing with the children, "This is a story about a little boy who has a Grandma who lives far away. They speak different languages, so it is hard for them to communicate." Say, "The little boy and his grandmother love each other and they find a way to communicate. Let's find out what they do." As you read, please give students enough time to view the illustrations. After reading the book, ask, "How did Juno and his grandmother communicate and share important things in their lives (e.g., drawings, a leaf)?" Ask the students to identify these situations, open the book to the page they are discussing. Ask, "How would you communicate with others if you do not speak the same language as them?" Extend the discussion by asking, "How do we communicate with babies?" The kinds of suggestions children offer may include: talking to</p>

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Theme	Lesson	Book	How to Use Book
7	PRE	Dear Juno (Cont'd)	the baby by repeating his/her sounds back to him/her, singing, reading, playing peek-a-boo, touch and communicating through facial expressions (e.g., laughing, smiling, making eye contact).
7	PRE	Baby Talk	<i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 2, 3, 4 and 5 of this Pre Family Visit. Aim 1 is to help students understand how babies communicate (through gestures, facial expressions, movement and vocalization). Aim 2 is to help students see the role they can play in a baby's acquisition of language. Aim 3 is to help students see the role of nursery rhymes in language learning. Aim 4 is to help students recognize baby's growing language abilities and temperament. Aim 5 is to encourage students to share their own experiences.</i>



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7	PRE	Baby Talk (Cont'd)	<p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Baby Talk</i> by saying that you're going to read a story about a boy who learns to communicate really well with his baby brother. As you read, please give students enough time to view the illustrations. After reading the book, summarize what happened by saying, "Joey became very good at communicating with his baby brother. Joey reads to him, he plays peekaboo with him, he sings to him, and when the baby makes sounds, Joey makes the sounds back to him. These are all very good ways of communicating with a baby."</p> <p>Ask these questions:</p> <ul style="list-style-type: none"> □ "When the baby in the story was crying, what was he trying to tell his family?" □ "How did Joey help with the baby?" □ "What are some of the ways we have communicated with our Roots of Empathy baby – through touch (e.g. touching the baby's feet, sight (e.g. playing peek-a-boo), communicating through facial expressions (e.g. reading cues, laughing, smiling, making eye contact), and hearing (e.g. talking to the baby by repeating his/her sounds back to him/her, singing)?" Then say, "These are ways of communicating, connecting and being attuned to our Roots of Empathy baby."
7	POST	No Book Required	n/a

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8	PRE	Another Important Book	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 3 and 4 of this Pre Family Visit. Aim 1 is to have students review the things that a baby learns to do or that happen to babies as they grow. Aim 3 is to have students consider their own accomplishments and development. Aim 4 is to have students identify things that are important about themselves.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Another Important Book</i> by sharing with the children, "This is a story about the important things that happen to babies as they grow up." Ask, "What do you think the word <i>important</i> means (if necessary, clarify that it means <i>special</i>)?" As you read, please give students enough time to view the illustrations. After reading the book, say, "We are all different, and we all have different stories." Open the book to the last page; hold it up so the children can see you looking into the mirror*, saying, for example, "An important thing about me is:</p> <ul style="list-style-type: none"> • I love to read • I'm a good friend • I help my family", etc... <p>Ask the classroom teacher to look in the mirror and share an important thing about himself/herself. Invite the students to hold up an imaginary mirror and tell the mirror something important about them. Alternately, pass the book around at the mirror page, and invite the children to say one important thing about themselves.</p> <p>*Note: some versions of the book do not have a mirror on the last page. Bring along a handheld mirror or use an imaginary mirror as described above.</p>



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Theme	Lesson	Book	How to Use Book
8	POST	Whoever You Are	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 2 and 3 of this Post Family Visit. Aim 1 is to have students share with the class something important about themselves and learn that everyone has something important to offer. Aim 2 is to have students consider how, despite their differences, people are the same in many ways. Aim 3 is to have students understand that we are all connected through shared emotions.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Whoever You Are</i> by sharing with the children, "This is a story about how everyone in the world is connected through shared feelings or emotions." Before reading, remind the children, "We have discussed how everyone is special or unique, but now we're going to think about the ways in which we are alike or the same." As you read, please give students enough time to view the illustrations. After reading the book, ask, "In what ways are we the same (e.g., feelings, smiles, hearts, laughter)?" As the students are sharing, open the book to the page they are discussing. Invite students to share other ways that they are alike.</p>
9	PRE	No Book required	n/a
9	POST	No Book Required	n/a