

A Teacher's Guide to:
Mine! Mine! Mine!
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Pre-reading:

1. What does sharing look like?
2. Chart: Things we like to share-Things we don't like to share

Discussion Questions:

1. Why didn't Gail want to share with Claire? (literal)
2. What was she willing to share? What did she not want to share? (literal)
3. If a different child had come over, perhaps a friend from school, would Gail have been more willing to share? (inferential)
4. What do you think Gail will do the next time Claire comes over to play? (inferential and evaluative)
5. What do you think Claire will do when Gail comes over to play? (inferential)

Sharing Activity:

Pre-K-K: Have a bowl of small candies or treats that can be divided equally between students. Ask students "How can I share my bowl of treats?" When the students have had a chance to share out ideas, the teacher shares the treats with the students. Ask, "How did you feel when I shared with you?" "How would you have felt if I kept my treats to myself?"

K-1: Group kids in sets of three-four children. Tell each group they are going to receive a bowl of popcorn, (or small candies, stickers, etc.) Discuss how they might share the popcorn with their group. (You may want to pre-count the items so they can be divided equally between the group members.) Give each group a bowl and ask them to share. Remind them not to eat the popcorn, yet. When they have shared out the popcorn the group raises their hands. At this point the group can either tell the teacher, or the whole class, how they shared their popcorn. Ask what worked and what didn't work. When the group is finished sharing their results, they may eat their treats.

2-3: Before class, collect enough 24-piece puzzle boxes for each group of four students, (or 25 piece puzzles for groups of five students.) Divide each set of puzzle pieces into four groups and put each group into an envelope. Put envelopes back into puzzle box.

In class, divide students into groups of four. Tell them they will each get an envelope with puzzle pieces that they will have to share with their group members to build the puzzle. Brainstorm how to share the pieces so everyone is involved. (Discourage the idea of everyone giving his or her pieces to one person. Encourage finding a way to work together.) When the groups have a plan, pass out the boxes and let the groups build their puzzles. At the end of the activity, ask students what worked and what didn't work.

Closure:

Draw a picture or use words to finish these sentences:

When someone shares with me I feel _____.

When I share with someone I feel _____.

Sheltered Language Modification:

Preview the following words before reading: **share, cousin**

Extensions:

Cooking: Have students bring fruit into class for a "Sharing Salad." Have students add their prepared (washed, sliced,) fruit to a big bowl and say, "I am sharing _____ with my class." When all fruit is added to bowl, gently toss and serve in small cups or bowls.

Art Center: Give each student a small paper sack and ask them to collect collage objects from home, (cardboard tubes, dried leaves, buttons, bottle caps, etc.) Tell them that they will be sharing these items with their classmates. When they return with their bags, put the materials either at an art table, or let the students share them in table groups. Students use shared materials, paper, and glue to make a collage. Or, students may create the art in pairs or groups.

Pot Luck: Have students bring in a dish from home to share.

Treasure Sharing: Have students bring in a treasure from home that they would be willing to share with their classmates. Treasures should be something that their classmates can pick up and touch. Set up a treasure table and allow students to display their treasures. Ask students, "How do we treat our friends' treasures?" Throughout the day, give students the chance to look at the treasures. If there is time, allow for a Q&A session where kids can ask about the treasures on the table.