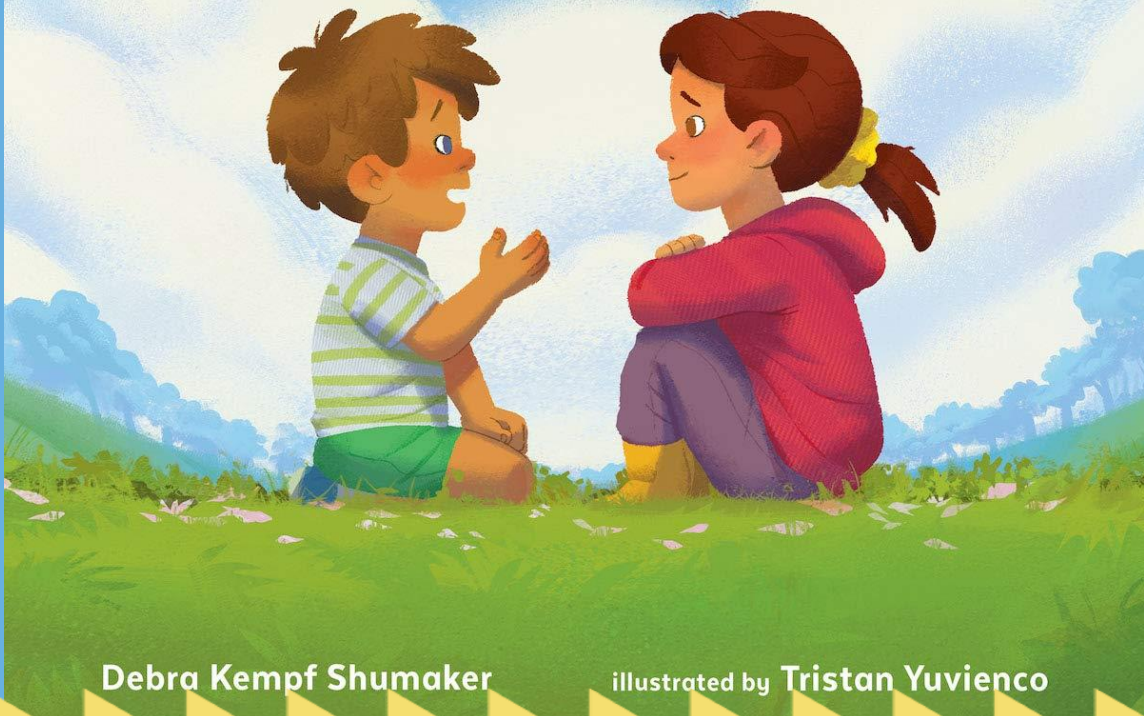


Tell Someone



Debra Kempf Shumaker

illustrated by Tristan Yuvienco

educational TEACHING GUIDE

AUTHOR - DEBRA KEMPF SHUMAKER

ILLUSTRATOR - TRISTAN YUVIENCO

PUBLISHER — ALBERT WHITMAN & COMPANY

RESOURCES DESIGNED BY: the sunny side

Tell Someone

teaching guide

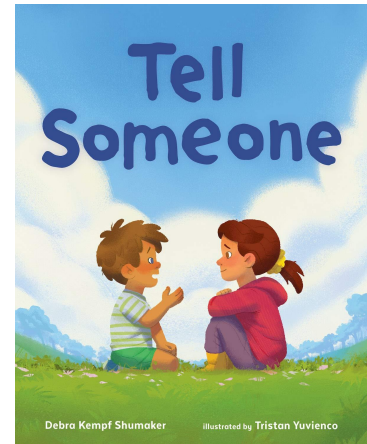
ABOUT THE BOOK

Whether you're sad or angry, happy or proud, there's one thing you can do: tell someone. Just talking about your problems can help make them better, and the person you're talking to may have ways to help. When children feel nervous on the first day of school, or experience that scary feeling of having a secret that doesn't feel right, this book empowers kids to find someone they trust—and tell them.

ABOUT THE AUTHOR

DEBRA KEMPF SHUMAKER

Debra Kempf Shumaker writes from her home in Northern Virginia, where she lives with her husband, three sons, and two cats. When she was young, Debra was so shy, she barely talked to anyone. Now she loves talking to everyone. When she's not writing, she loves to read, hike, and garden. Check her out at www.debrashumaker.com.



PRE-READING ACTIVITIES

Before reading *Tell Someone* consider the following activities to engage your readers.

1. Take a picture walk of the story, flipping each page and pointing out the illustrations. Encourage students to predict what will happen in the story.
2. Host a class-wide discussion about the title. Why did the author choose that title? What might we be reading about?
3. Create a mind map to record what students already know about what it means to have open communication.



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EDUCATIONAL ACTIVITIES

Tell Someone encourages kids to have open communication and explores a variety of instances where young children should tell someone.. The inquiry-driven activities in this guide apply to a variety of academic and social emotional standards. They may be used for a range of learners and are aligned to the CCSS.

SOCIAL / EMOTIONAL

telling helps us heal

Target Grade Range: K – 5th Grade

Tell Someone teaches us that it is good to have open communication, especially in times that are hard. One reason we share feelings is to help us heal. In this social-emotional activity, students will identify feelings that are good to talk about. They will also identify someone in their life they can talk to about those feelings and draw a picture of that person.

SOCIAL / EMOTIONAL

tattling vs. telling

Target Grade Range: K – 5th Grade

Tell Someone teaches us about what it means to have open communication and provides us with a variety of instances where telling is appropriate. In this social-emotional activity, students will reflect on the differences between tattling and telling. For younger students (K and 1st grade) you can complete this activity as a whole group by reading and sorting the sentences together.



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EDUCATIONAL ACTIVITIES

Tell Someone encourages kids to have open communication and explores a variety of instances where young children should tell someone.. The inquiry-driven activities in this guide apply to a variety of academic and social emotional standards. They may be used for a range of learners and are aligned to the CCSS.

WRITING

opinion letter

Target Grade Range: 1st – 5th Grade

In this writing activity, students will reflect on why it's important to tell someone how they're feeling. Then, they'll choose three reasons from their mind map that support their opinion. Finally, they'll use the differentiated writing paper to write a letter to their teacher, convincing him/her why expressing your feelings is important.

WRITING

acrostic poem

Target Grade Range: 1st – 5th Grade

In the story, we learn what it means to tell someone. For example, we tell someone when we're feeling scared, because expressing our feelings out loud helps us better deal with them. In this acrostic poem activity, students will write about why it's important to discuss our feelings, using each letter from the word FEELINGS. Students will enjoy this creative writing activity that allows them to think about a central concept from the story. Younger students may complete the acrostic poem with their teacher as a whole group.

ENGLISH / LANGUAGE ARTS

heart of the story

Target Grade Range: 2nd – 5th Grade

Students will explore the important message of the story with this activity. They'll use evidence from the text to support their thinking about what they believe the message or lesson is – the heart of the story. Then, they can add a picture inside the heart.



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EDUCATIONAL ACTIVITIES

Tell Someone encourages kids to have open communication and explores a variety of instances where young children should tell someone.. The inquiry-driven activities in this guide apply to a variety of academic and social emotional standards. They may be used for a range of learners and are aligned to the CCSS.



ENGLISH LANGUAGE ARTS

comparing and contrasting

Target Grade Range: K – 5th Grade

In *Tell Someone*, we learn that open communication about our feelings is important. But telling/sharing your feelings and bragging are two different things that sometimes can be confused with one another. Copy the Venn Diagram templates and explore the similarities and differences of telling and bragging.

ART

heart art

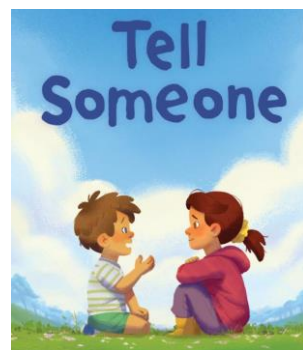
Target Grade Range: K – 5th Grade

What better way to celebrate this amazing new story than with an art project? Have students show what they learned with this work of heart!

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SOCIAL / EMOTIONAL ACTIVITY

TELLING HELPS US HEAL!



Standards:

CCSS.ELA-LITERACY.W.K.4

CCSS.ELA-LITERACY.W.1.4

CCSS.ELA-LITERACY.W.2.4

CCSS.ELA-LITERACY.W.3.4

CCSS.ELA-LITERACY.W.4.4

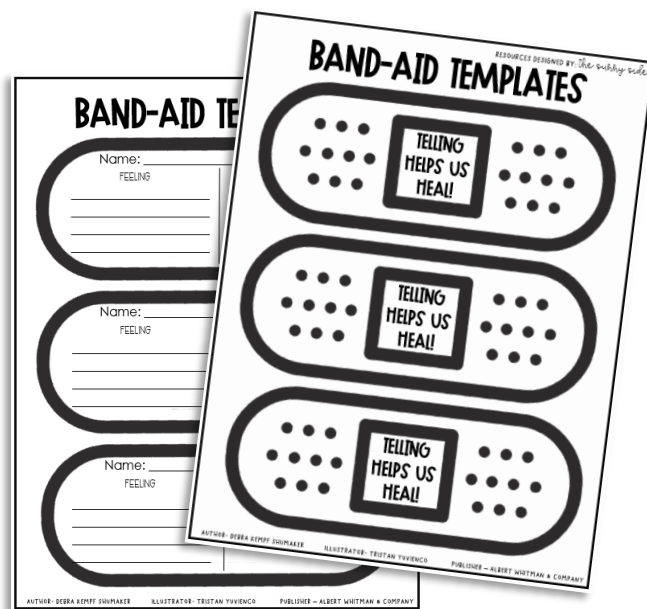
CCSS.ELA-LITERACY.W.5.4

You will need:

- White copy paper
- Pencils
- Art supplies (crayons or colored pencils)

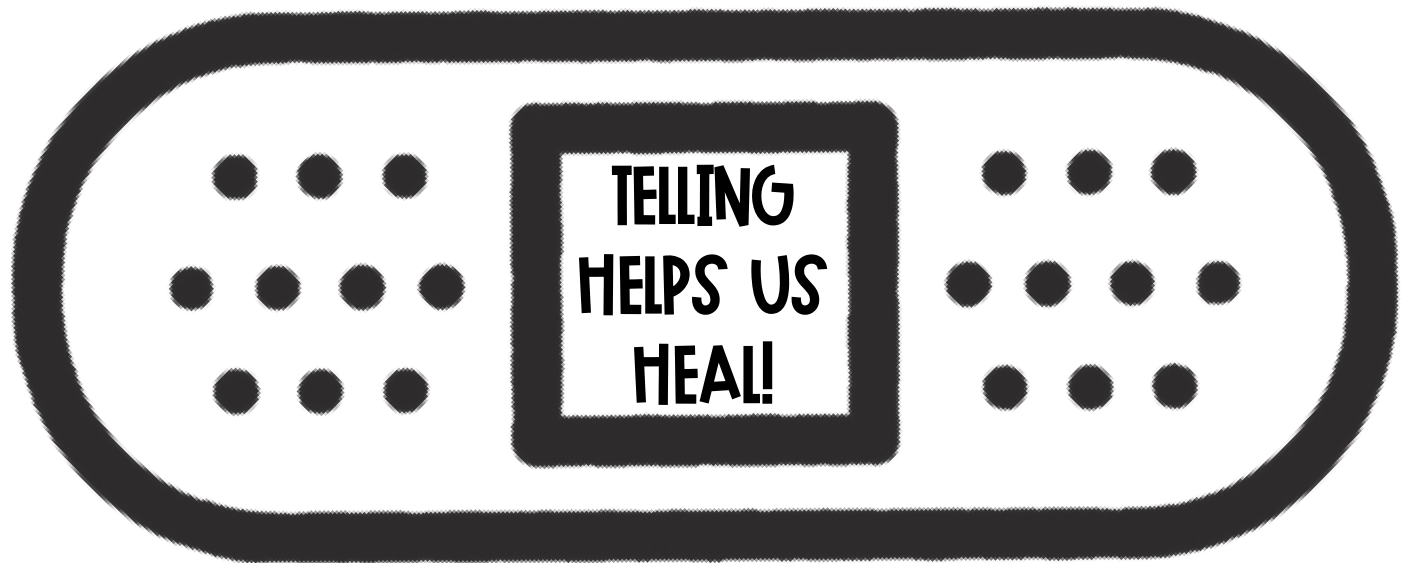
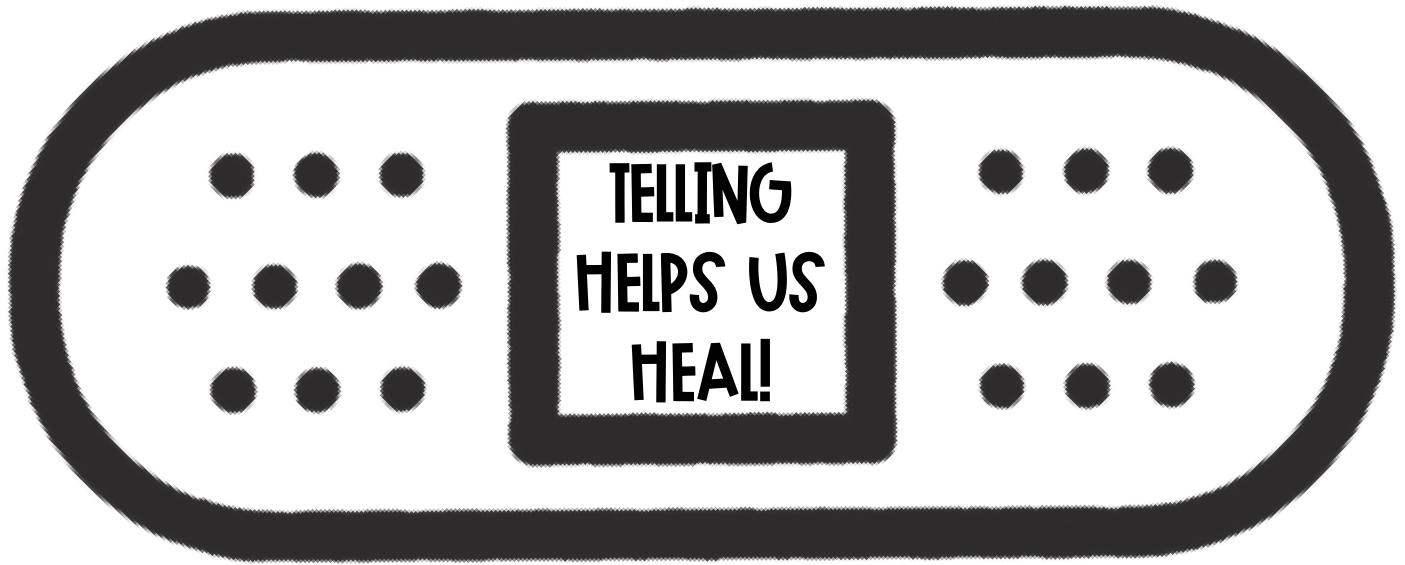
Step by step to do list:

1. Decide which differentiated graphic organizer and writing paper works best for your students and copy on white paper (You will need to copy the band-aid template and the writing template back-to-back or you can also staple them together).
2. First, discuss feelings with students and write a definition on the white-board (Feelings are emotions that happen on the inside – like happy, sad, mad, etc.).
3. Then, discuss WHY it's good to talk about feelings (when you're happy, people like hearing good news; when you're hurt, they can help you get better; when you're mad, sharing can help your feelings get lighter, when you're worried, people can help you figure things out, etc.)
4. Brainstorm a list of people students could talk to as they experience different feelings and have them pick one feeling to write down on the band-aid. Draw a picture of the person they can talk to on the other side.
5. Distribute the graphic organizers and writing paper to students.
6. Have students write down their feeling and pair it with a drawing of someone they can talk to about that feeling. (For younger students you may want them to draw both the feeling and the person they can talk to.)



RESOURCES DESIGNED BY: the subway side

BAND-AID TEMPLATES



BAND-AID TEMPLATES

Name: _____

FEELING

WHO CAN YOU TELL?

Name: _____

FEELING

WHO CAN YOU TELL?

Name: _____

FEELING

WHO CAN YOU TELL?

BAND-AID TEMPLATES

Name: _____

FEELING

WHO CAN YOU TELL?

Name: _____

FEELING

WHO CAN YOU TELL?

Name: _____

FEELING

WHO CAN YOU TELL?

BAND-AID TEMPLATES

Name: _____

FEELING

WHO CAN YOU TELL?

Name: _____

FEELING

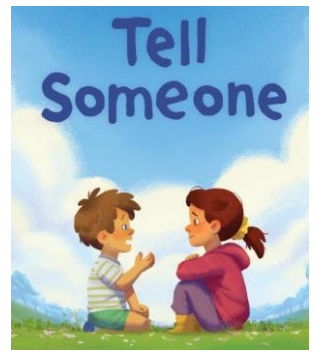
WHO CAN YOU TELL?

Name: _____

FEELING

WHO CAN YOU TELL?

SOCIAL / EMOTIONAL ACTIVITY



TATTLING VS. TELLING

Standards:

CCSS.ELA-LITERACY.SL.K.1
CCSS.ELA-LITERACY.SL.1.1
CCSS.ELA-LITERACY.SL.2.1
CCSS.ELA-LITERACY.SL.3.1
CCSS.ELA-LITERACY.SL.4.1
CCSS.ELA-LITERACY.SL.5.1

You will need:

- White copy paper
- Pencils
- Scissors
- Glue sticks



Step by step to do list:

1. Copy the tattling vs. telling sort on white copy paper.
2. Discuss with students the differences between tattling and telling. (Telling is sharing important or urgent information or building a connection, but tattling is telling an adult information that is not important or urgent about someone else.)
3. Have students cut the sentences at the bottom of the sort out.
4. Then, they should read each sentence and decide whether it's an example of tattling or an example of telling.
5. Students will use a glue stick to glue each sentence on the correct side of the t-chart.
6. Go over each sentence as a class and discuss as students check their thinking
7. For younger students (K-1st you may choose to read each example out loud and complete this activity as a whole group).

Name: _____

TATTLING VS. TELLING

Cut apart the sentences below. Read them and decide whether each sentence is tattling or telling. Then, glue it in the correct column.

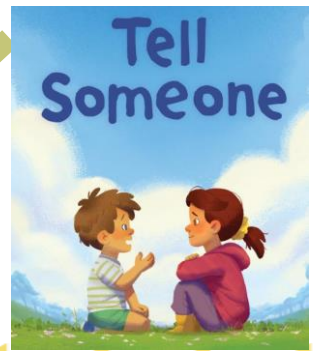
TATTLING	TELLING



Telling that someone dropped their pencil	Telling someone you need help	Telling someone when you feel scared
Telling someone when you feel nervous	Telling someone if you're hurt	Telling a teacher that someone isn't paying attention
Telling that someone won't play with you	Telling when someone else is getting hurt	Telling the teacher someone cut in line

WRITING ACTIVITY

ACROSTIC POEM



Standards:

CCSS.ELA-LITERACY.W.1.4
CCSS.ELA-LITERACY.W.2.4
CCSS.ELA-LITERACY.W.3.4
CCSS.ELA-LITERACY.W.4.4
CCSS.ELA-LITERACY.W.5.4

You will need:

- White copy paper
- Pencils
- Art supplies (crayons or colored pencils)
- Large colored construction paper
- Glue sticks

Name: _____

RESOURCES DESIGNED BY: the subway side

WHY WE SHOULD TALK ABOUT OUR

F _____

E _____

E _____

L _____

I _____

N _____

G _____

S _____

AUTHOR: DEBRA KEMPF SHUMAKER ILLUSTRATOR: TRISTAN YUVIENCO PUBLISHER: ALBERT WHITMAN & COMPANY

Step by step to do list:

1. Copy the ACROSTIC poem template on white copy paper.
2. Discuss with students why it's important to talk openly about our feelings and record thinking on the white-board for students to reference later.
3. Encourage students to write an ACROSTIC poem about why it's important to talk about our feelings using the thoughts on the white-board.
4. Remind students that an acrostic poem must use each letter in the word that's written vertically. The sentence or phrase should begin with each letter listed and should also relate to the topic.
5. Distribute blank white pages to students as well for them to illustrate what it means to discuss feelings.
6. After writing their acrostic poem and illustrating, they should glue both pages to a larger piece of construction paper (12x18)
7. Finally, have students share their poems with their classmates.

RESOURCES DESIGNED BY: the subway side


Name: _____

RESOURCES DESIGNED BY: *the sunny side*

WHY WE SHOULD TALK ABOUT OUR

**F
E
E
L
I
N
G
S**

Tell Someone

A colorful illustration of a young boy and girl sitting on a grassy hill. The boy, on the left, has brown hair and is wearing a striped shirt and green shorts. The girl, on the right, has brown hair in a ponytail and is wearing a purple hoodie and purple pants. They are facing each other and appear to be in conversation. The background features a bright blue sky with soft white clouds and distant mountains on the horizon.

- White copy paper
- Pencils

Name: _____

SEQUENCE YOUR REASONS!

Choose three reasons why lying is important to include in your letter.

FIRST

NEXT

FINALLY

Name: _____

A LETTER

AUTHOR: DEBRA KIMPOF SHUMAKER ILLUSTRATOR: TRESTAN FIVENCO PAGE

[illegible]

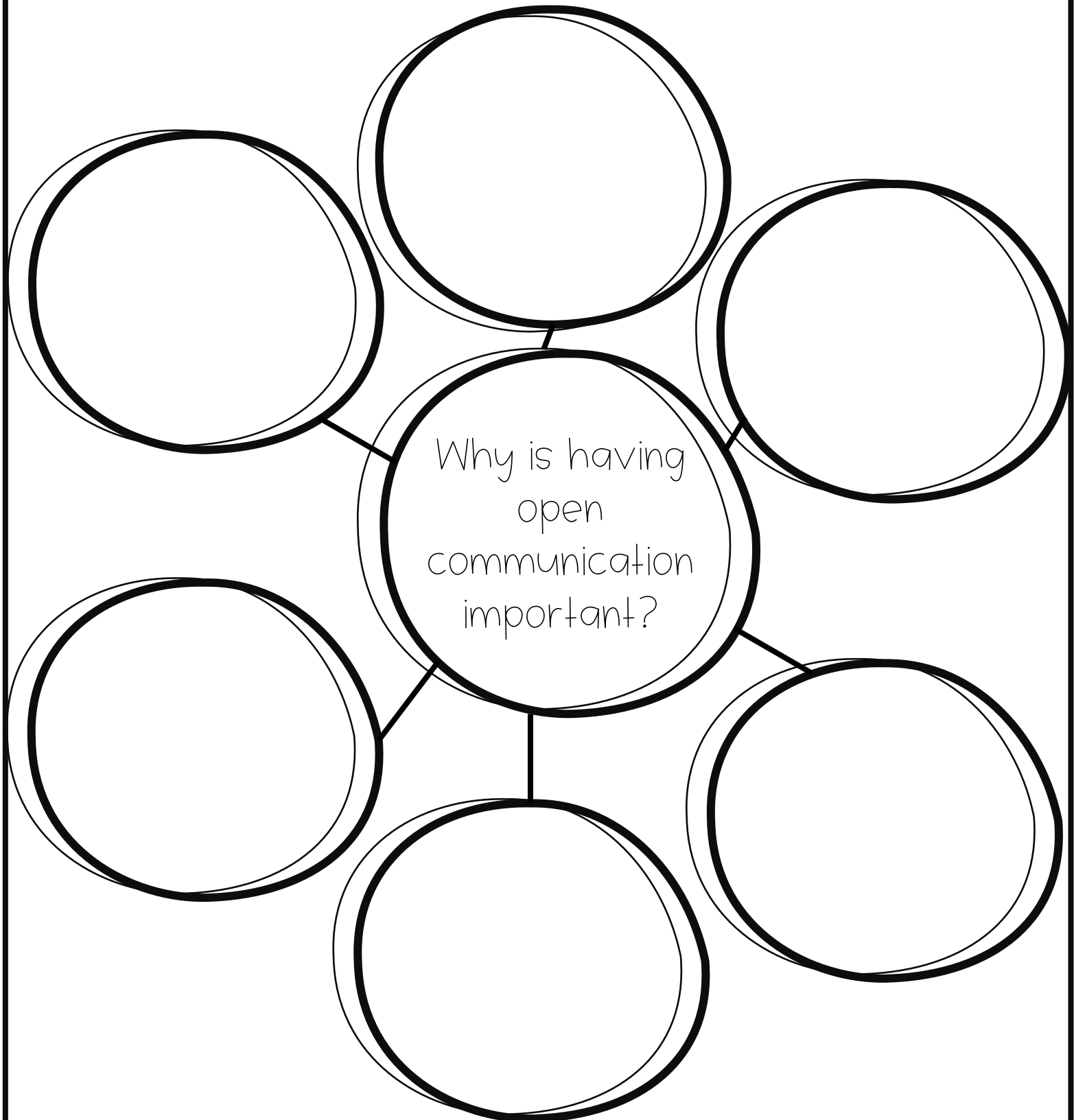
1. Decide which differentiated graphic organizer and writing paper works best for your students and copy on white paper.
2. Copy the mind maps on white copy paper as well.
3. Discuss with students examples of open communication, and why it's important.
4. Distribute the graphic organizers and writing paper to students.
5. Encourage students to write the reasons discussed above in the outer circles.
6. Model for students how to choose and sequence their reasons, using the graphic organizer.
7. Finally, have students use their reason graphic organizer to write a letter to their teacher, explaining why open communication is important.

Name: _____

RESOURCES DESIGNED BY: *the sunny side*

COMMUNICATION MIND MAP

Brainstorm reasons why open communication is important and write them in each circle.



Name: _____

SEQUENCE YOUR REASONS!

Choose three reasons why open communication is important to include in your letter.

FIRST

NEXT

FINALLY

Name: _____

SEQUENCE YOUR REASONS!

Choose three reasons why open communication is important to include in your letter.

FIRST

NEXT

FINALLY

Name: _____

SEQUENCE YOUR REASONS!

Choose three reasons why open communication is important to include in your letter.

FIRST

NEXT

FINALLY

Name: _____

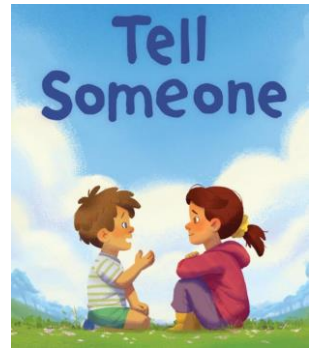
A LETTER TO MY TEACHER

RESOURCES DESIGNED BY: *the sunny side*

This image shows a blank sheet of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced across the page, providing a structured area for practicing letter formation and alignment.

ENGLISH / LANGUAGE ARTS ACTIVITY

THE HEART OF THE STORY



Standards:

CCSS.ELA-LITERACY.RL.2.2

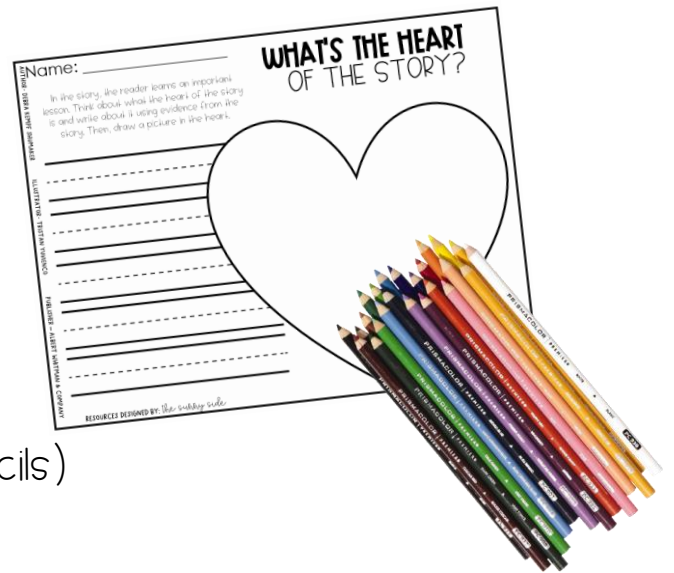
CCSS.ELA-LITERACY.RL.3.2

CCSS.ELA-LITERACY.RL.4.2

CCSS.ELA-LITERACY.RL.5.2

You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)



Step by step to do list:

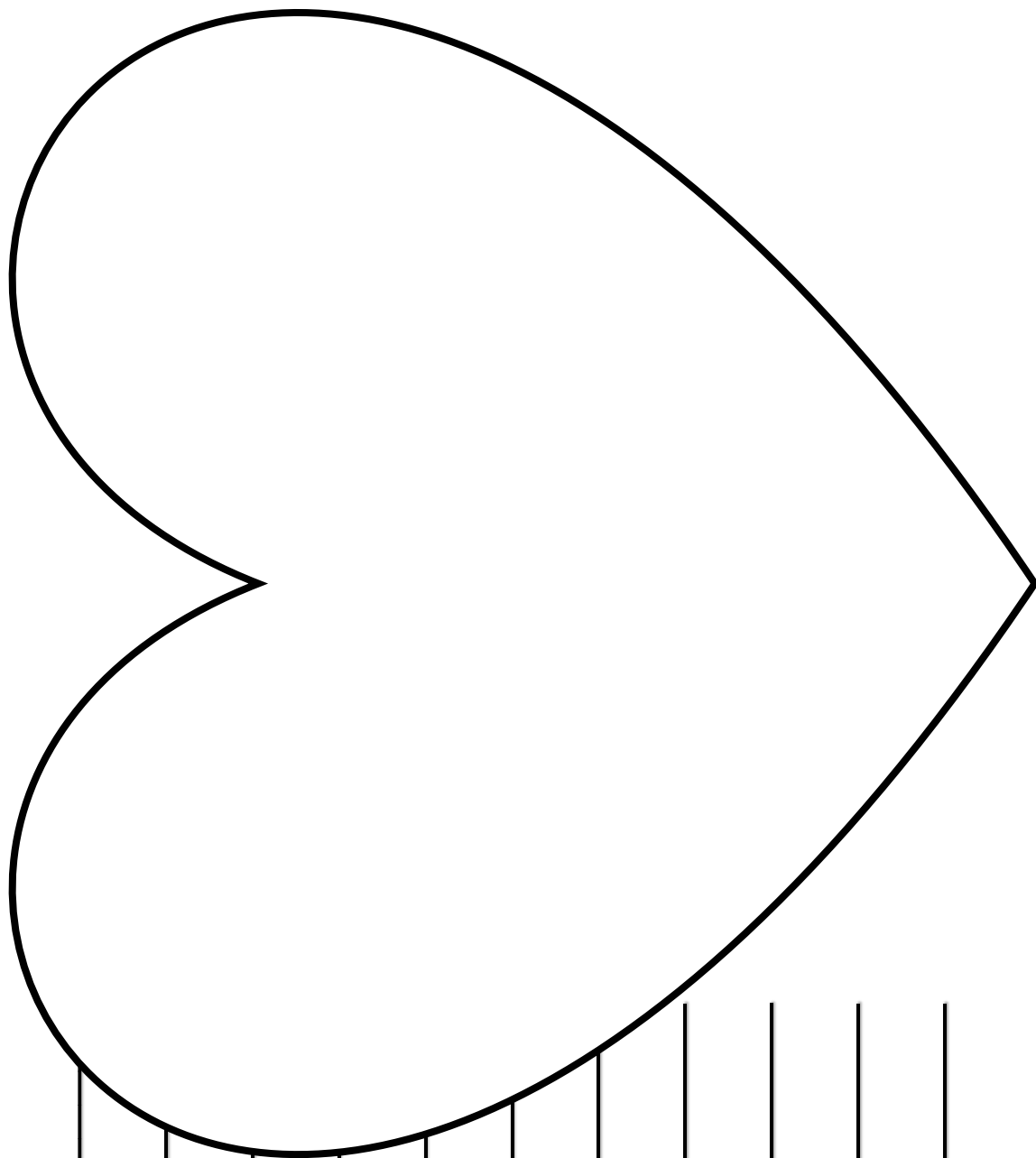
1. Decide which differentiated worksheets work best for your students.
2. As a class discuss how finding the heart of a story is determining what the author hopes to teach you after having read. We can also think of the lesson.
3. Brainstorm the heart of the story using evidence from the text to support their thinking (e.g., if the heart of the story is all about making good choices, then the evidence from the story should show how the author hopes to teach you a lesson in making good choices).
4. Write the author's lesson on the lines and draw a picture to show the lesson in the heart.
5. Allow students an opportunity to share with other students in class.
6. For 2nd grade students you may want to complete this activity as a whole group.

RESOURCES DESIGNED BY: the subway side

Name: _____

WHAT'S THE HEART OF THE STORY?

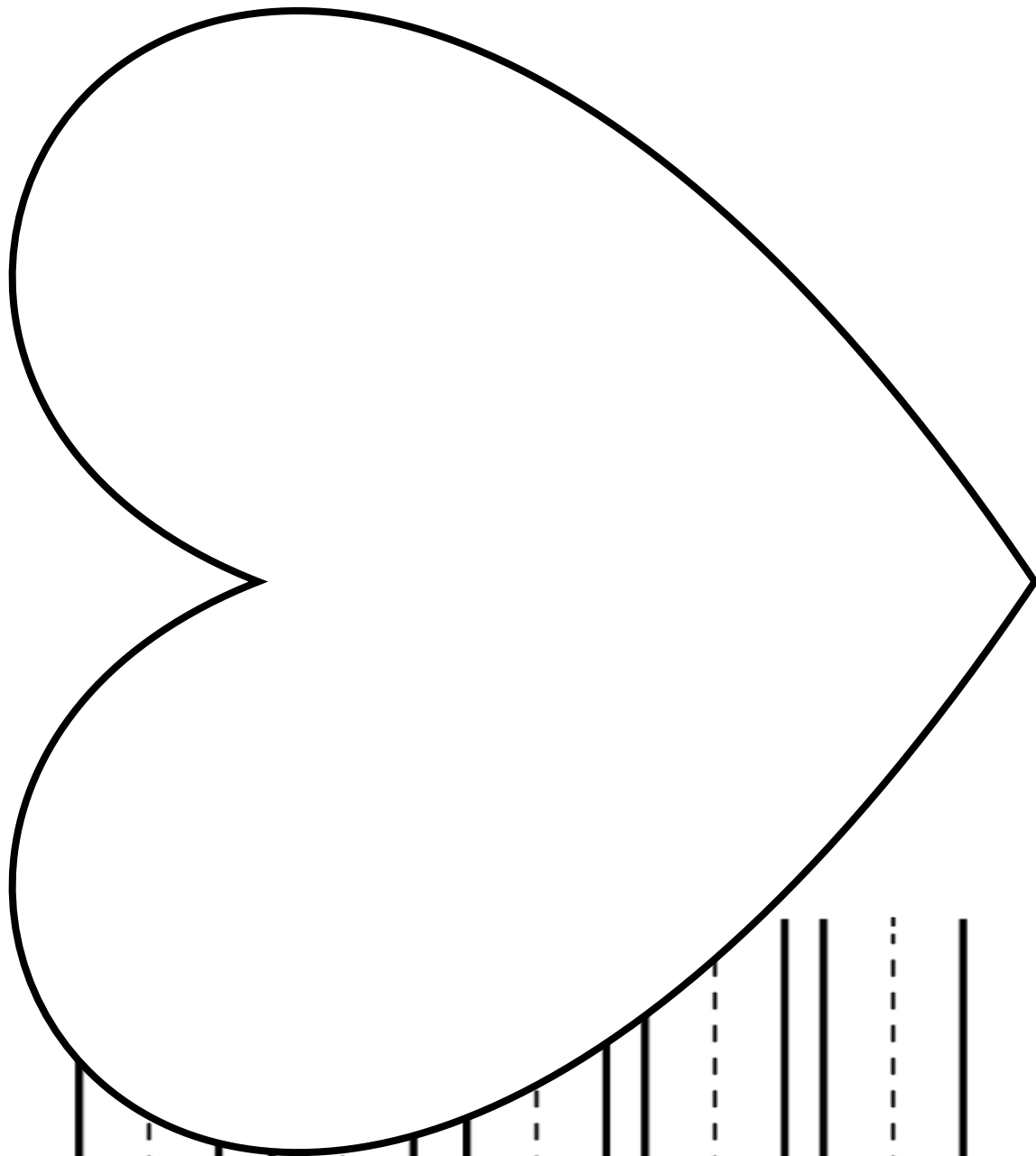
In the story, the reader learns an important lesson. Think about what the heart of the story is and write about it using evidence from the story. Then, draw a picture in the heart.



Name: _____

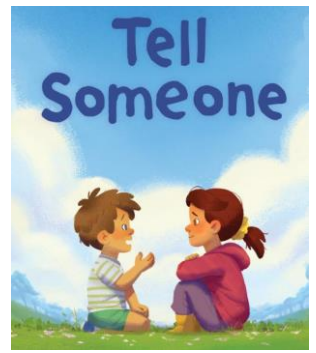
WHAT'S THE HEART OF THE STORY?

In the story, the reader learns an important lesson. Think about what the heart of the story is and write about it using evidence from the story. Then, draw a picture in the heart.



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

ENGLISH / LANGUAGE ARTS ACTIVITY



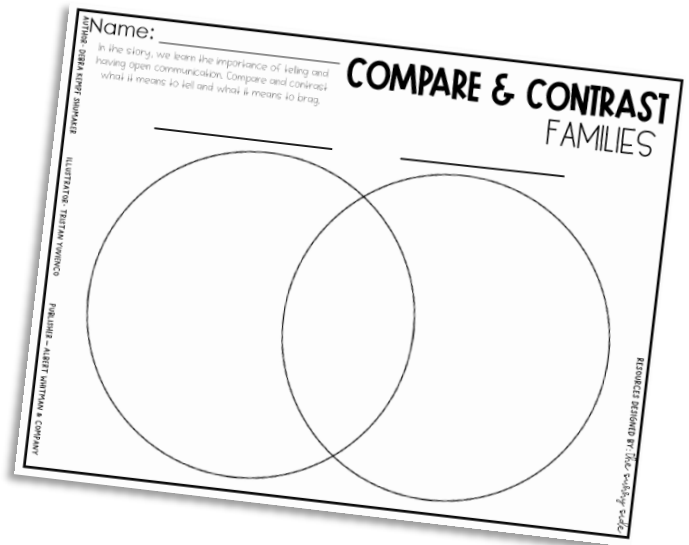
COMPARE AND CONTRAST

Standards:

CCSS.ELA-LITERACY.RL.K.9
CCSS.ELA-LITERACY.RL.1.9
CCSS.ELA-LITERACY.RL.2.9
CCSS.ELA-LITERACY.RL.3.9
CCSS.ELA-LITERACY.RL.4.6
CCSS.ELA-LITERACY.RL.5.3

You will need:

- White copy paper
- Pencils
- Art supplies (crayons or colored pencils)



Step by step to do list:

1. Copy the Venn Diagram graphic organizers on white copy paper.
2. Explain that a Venn Diagram is a tool that we use to compare and contrast or explore how two things are similar and different.
3. Remind students that in the story we learn the importance of having open communication.
4. Clarify that sometimes telling/sharing can be confused with bragging.
5. As a class, in partnerships or independently have students brainstorm ways that telling and bragging are similar and different (e.g., SIMILARITY: Telling/Sharing and Bragging both involve communicating with other people, DIFFERENCES: Telling/Sharing happy feelings is limited and simple while Bragging is going on too long/too much and hurting others' feelings.)

RESOURCES DESIGNED BY: the sibby side

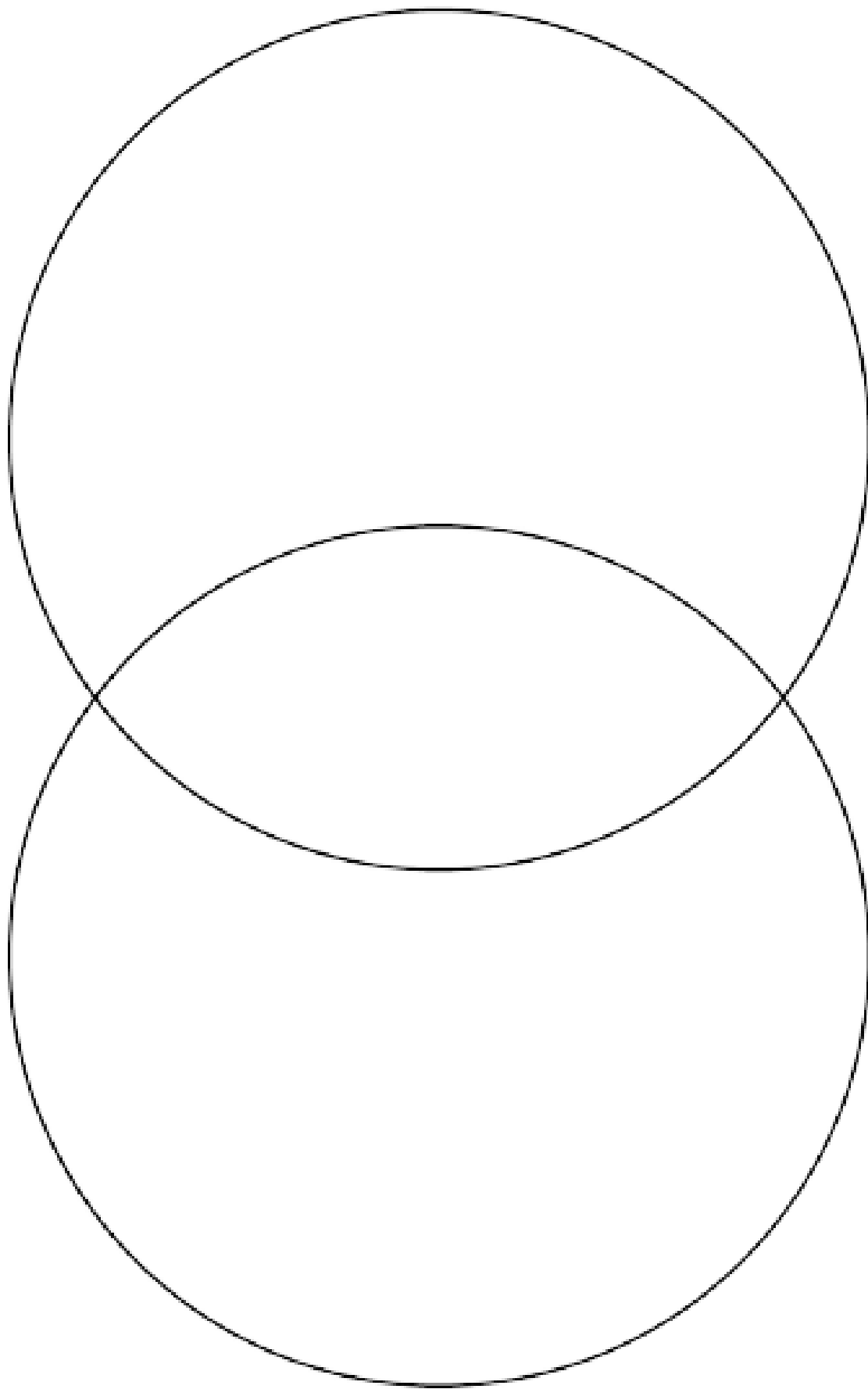
Name: _____

In the story, we learn the importance of telling and having open communication. Compare and contrast what it means to tell and what it means to brag.

COMPARE & CONTRAST

Bragging & Telling

RESOURCES DESIGNED BY: *the sunny side*



ART ACTIVITY

HEART ART

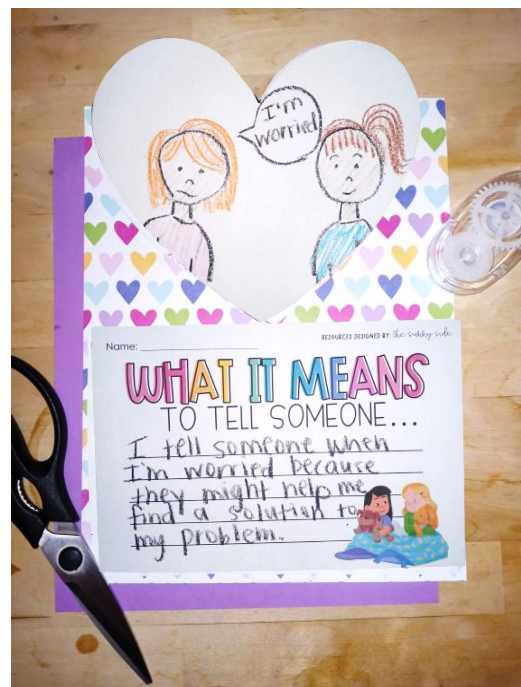


Standards:

CCSS.ELA-LITERACY.SL.K.5
CCSS.ELA-LITERACY.SL.1.5
CCSS.ELA-LITERACY.SL.2.5
CCSS.ELA-LITERACY.SL.3.5
CCSS.ELA-LITERACY.SL.4.5
CCSS.ELA-LITERACY.SL.5.5

You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers
- Scissors
- Colored construction paper

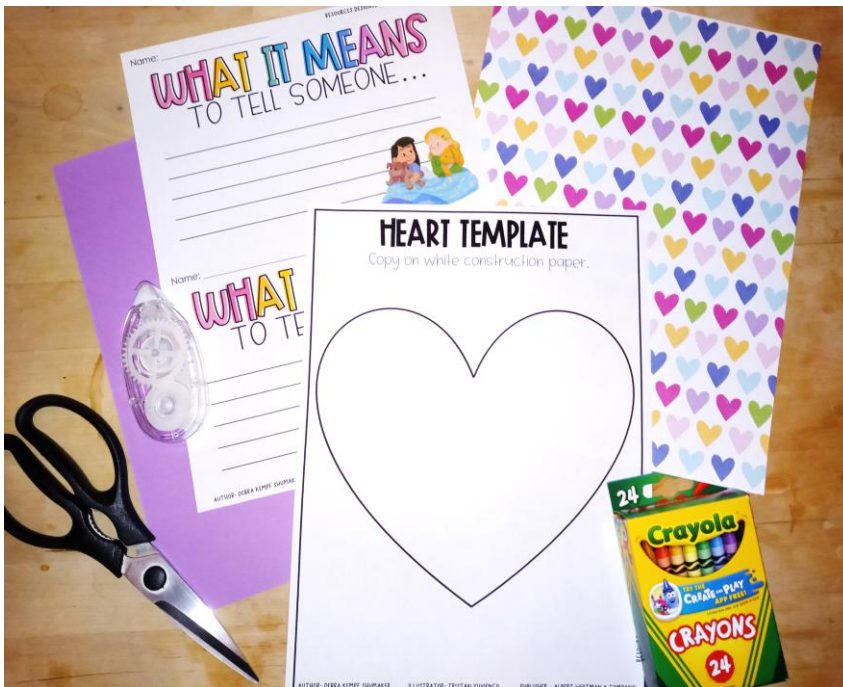


Step by step to do list:

1. Copy the heart templates on white construction paper.
2. Show students the picture samples.
3. Have students cut out the templates and glue the pieces together to create a craft.
4. Assemble and glue the templates according to the pictures.
5. Then, have students reflect on what it means to tell someone about their feelings and respond on the lines.
6. In the heart template, students will draw a picture of an instance from the story showing someone was telling.
7. Students should glue the heart at the top of a piece of cardstock or scrapbook paper and glue the written prompt to the bottom.

RESOURCES DESIGNED BY: the subway side

HEART ART

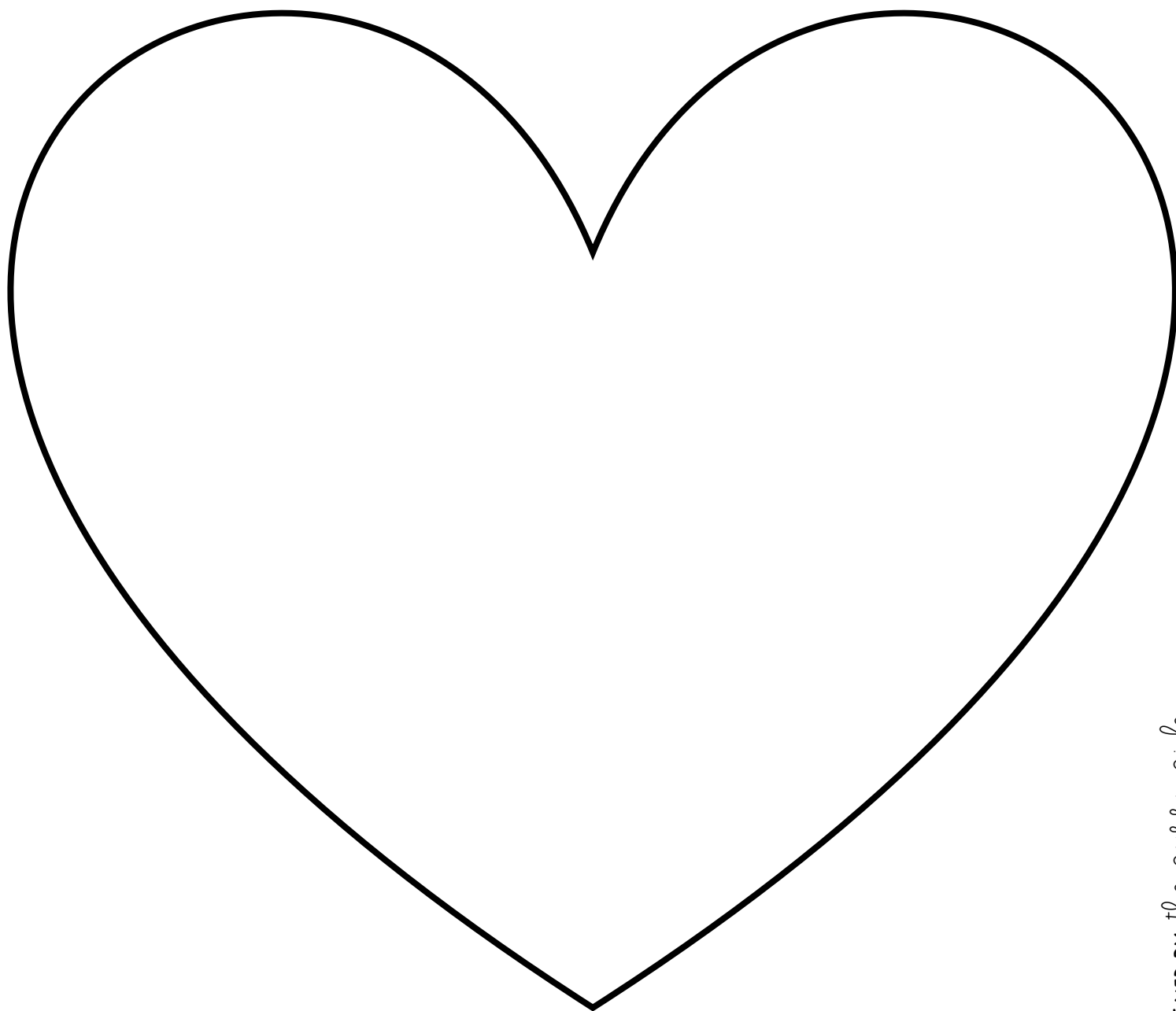


Copy heart
template on
white
construction
paper.

RESOURCES DESIGNED BY: the subway side

HEART TEMPLATE

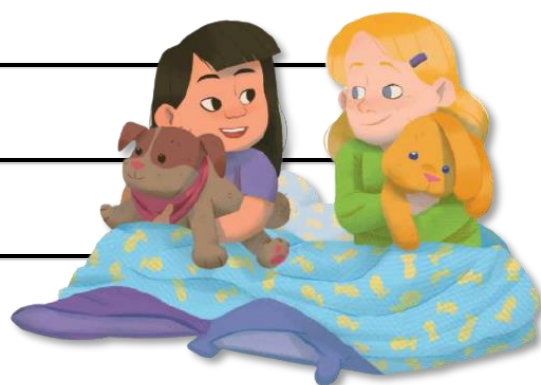
Copy on white construction paper.



RESOURCES DESIGNED BY: the subway side

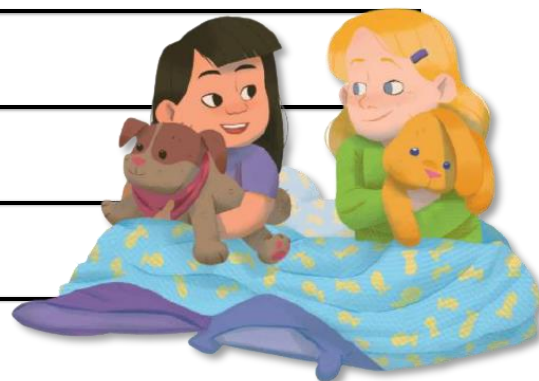
Name: _____

WHAT IT MEANS TO TELL SOMEONE...



Name: _____

WHAT IT MEANS TO TELL SOMEONE...



Name: _____

WHAT IT MEANS TO TELL SOMEONE...

Name: _____

WHAT IT MEANS TO TELL SOMEONE...

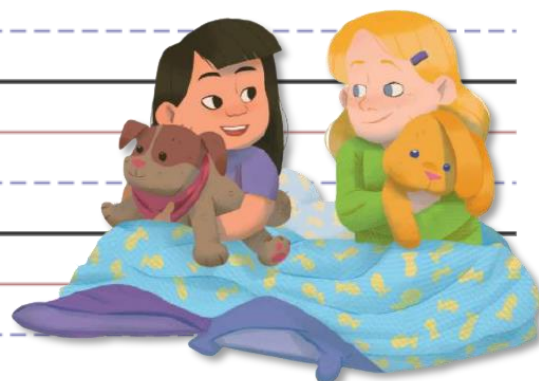
Name: _____

WHAT IT MEANS TO TELL SOMEONE...



Name: _____

WHAT IT MEANS TO TELL SOMEONE...



Name: _____

WHAT IT MEANS TO TELL SOMEONE...

Name: _____

WHAT IT MEANS TO TELL SOMEONE...

CREDITS PAGE

The author – Debra Kempf Shumaker

Debra Kempf Shumaker writes from her home in Northern Virginia, where she lives with her husband, three sons, and two cats. When she was young, Debra was so shy, she barely talked to anyone. Now she loves talking to everyone. When she's not writing, she loves to read, hike, and garden. Check her out at www.debrashumaker.com.



 CREDIT: YANKA PHOTOGRAPHY

CONNECT WITH DEBRA



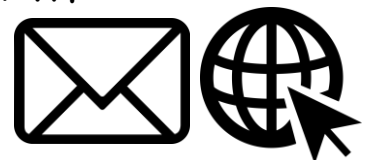
The illustrator – Tristan Yuviencol

Hailing from the ever-busy metropolis of Quezon City, Philippines, Tristan Yuvienco is an illustrator and designer of books, comics, and animations. A graduate of Fine Arts from the University of the Philippines, he's worked with various local and international publications and studios.







THESE RESOURCES WERE DESIGNED BY MOLLY AT
the sunny side





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