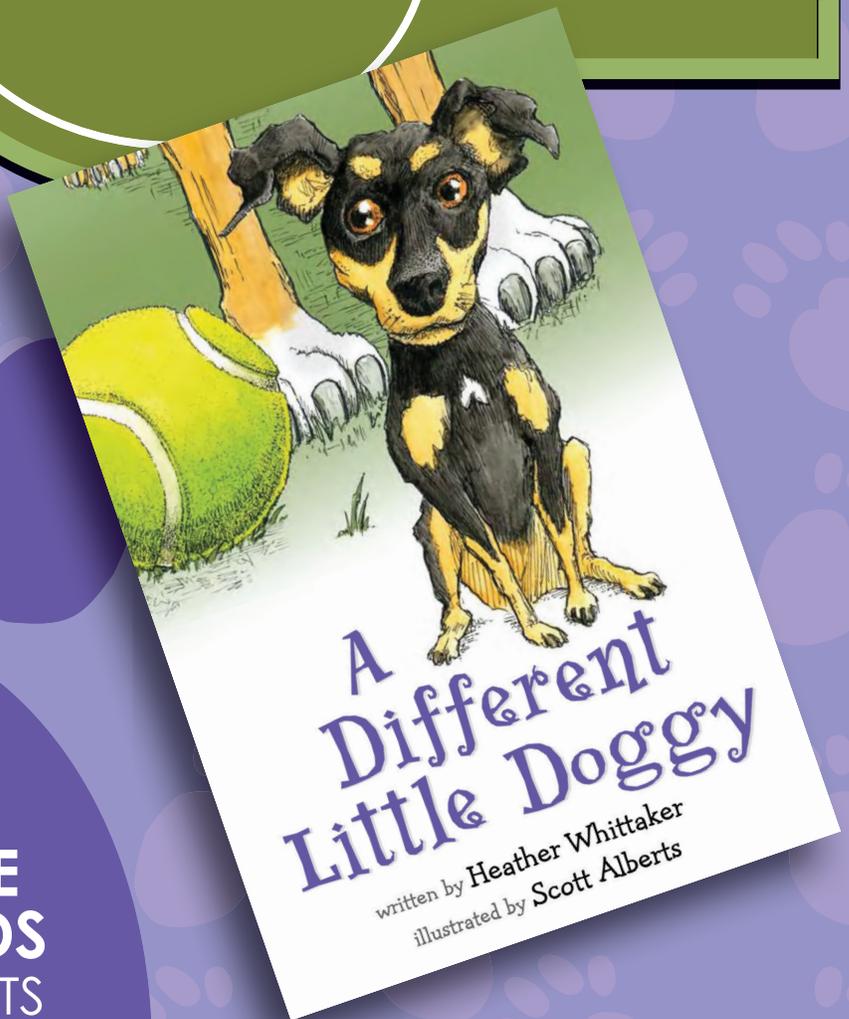


A Different Little Doggy

CLASSROOM CURRICULUM



SUPPORTS
**COMMON CORE
STATE STANDARDS**
FOR LANGUAGE ARTS

Teaching the Value of Diversity, Acceptance, and Friendship.

STUDENTS WILL LEARN:

- There are many things that make each of us unique
- Being different is something to be celebrated
- It is differences that make us all stronger

STUDENTS WILL DEVELOP SKILLS IN:

- Building strong self-esteem
- Accepting differences in themselves and others
- Communication, Language and the Arts

SUPPORTS COMMON CORE STATE STANDARDS:

- CCSS.ELA-Literacy.RL.1.7
- CCSS.ELA-Literacy.W.1.1 and W.1.2
- CCSS.ELA-Literacy.SL.2.1
- CCSS.ELA-Literacy.SL.2.1c and 2.2

A DIFFERENT LITTLE DOGGY
CLASSROOM CURRICULUM

ISBN 978-0-9820962-8-4

Copyright © 2014 Pen-Tech Professional LLC

All Rights Reserved.

Published by Pen-Tech Professional, PO Box 67, Greenville, WI 54942

www.adifferentlittledoggy.com

RACING TOGETHER – INTRODUCTION ACTIVITY



Let's go for a run. Ask the kids "who wants to participate in a race on the playground". (They typically all want to do this ☺) You're going to have them race from point A to Point B as fast as they can, but there's one catch – **They need to all cross the finish line at the same time.** You will run this exercise three or four different times and each time, it should turn out that they're unable to all finish at the same time. (At least that's the hope.) When done, head back to the classroom and discuss why it was impossible to do this. Your students should mention things such as differences in size, running ability, etc. Correlate that then to differences in math and reading ability.

Following the discussion, sit down and read 'A Different Little Doggy'. Talk about how Taz, the main character, is different than other dogs, but those differences are OK.

A COLORFUL WORLD – FOLLOW UP ACTIVITY



Materials: Two pieces of paper, a box of crayons for each student

Start by giving students one piece of paper and ask them to select ONE crayon. Whatever color they choose, but they should have only one. (Ask them to put the box of other crayons away.)

Ask students to then draw a picture of an object; could be a dog, a tree, mom, dad, etc. It doesn't matter what. The important thing is that it's in one color.

When done with the first picture, give students the second piece of paper and ask them to take out their box of all their crayons. Then, ask students to draw the exact same picture, but use as many colors as they want.

When done with the second picture, facilitate a discussion around which pictures they like better; one color or multiple. Why? Talk about how all of our differences are like the different colors of a picture.