

## Lessons 9 A – *Smile with Simon*

**THEMES:** Appreciating Diversity, Believing in Oneself, Choosing Kind

**BOOK:** *Smile with Simon* Written by Patricia Ann Simon R.N. and illustrated by Valerie McCord

### **MATERIALS:**

- **Song: Choice of two –**
- Song 1: **“What I Am” sung by Will-I-am or The Maccabeats**  
The song can be found on YouTube:  
<https://www.youtube.com/watch?v=u8Vd2UHBbjA> or the Maccabeats version can be bought and downloaded from Amazon or iTunes for \$0.99.  
(It was originally sung on Sesame Street.—Be careful about using the YouTube Video with the SesameCharacters because many preschoolers - 1<sup>st</sup> graders feel they are too old for Sesame Street. Yet, children of all ages love this song and it is commonly sung in many schools.)
- Song 2: **“Smile with Simon” song by Patricia Simon**  
<https://www.dropbox.com/s/s81erf93ggfol31/Lyrics.mp4?dl=0>
- \* **Laminated Poster 1:** Include title A – ***Smile with Simon***, author and illustrator of book  
Include: Vocabulary words: gap - a space between two people or things, a hole or space where something is missing  
scar – a mark that is left on the skin after a wound heals  
veterinarian – animal doctor  
courage - the ability to do something that you know is difficult or dangerous; bravery  
Words can be explained when teacher arrives to them in book \*
- \***Laminated Poster 2:** Words to song
- **Pointer**
- **Vis-à-vis marker** (optional)
- **Highlighter tape**(optional)

### **POSSIBLE LITERACY FOCUS:**

**Song 1:** Letter – “l” or letter “g” hard sound

Sight words – **what, I, am**

Contractions - (For K or 1<sup>st</sup> grade class that may be ready)

**what’s, I’m, there’s, it’s, nothing’s, can’t, I’ll**

**Song 2:** Rhyming words –same/shame, sing/wings, ways/jays, okay/day, kind/find, song/strong

Chunks - “ay” words. Generate a list of additional “ay” words.

### **MATERIALS FOR ART ACTIVITY:**

Fabric ribbon pieces to attach to badges (optional instead of paper ribbon strips)

Precut card stock paper badges with cloth ribbons pre-attached with tacky glue or glue gun or

Pre-cut ribbon strips made of construction paper in a variety of colors (3/4" x 3")

Strips of paper can be cut in multiple layers.

Markers or crayons

Stickers (optional)

Glue sticks for gluing paper ribbons to back of badges

**BEFORE READING STORY:** Read title, author and illustrator's names written on poster one. Ask children once again what an author and illustrator does. Show the children the cover. Ask them what they think the subject of the story will be. Remind them that you have talked about the author having a reason or purpose for writing the book. *Does the author want to give us information about birds? Does she want to makes us laugh/entertain us? Does she want to give us a message? Listen very carefully and think about what the author's purpose might be.*

**DURING READING OF STORY:** Stop at the part of the story that says, "When she saw the **gap**, tears filled her eyes". Ask the children if they know what "gap" means. Explain what it means in this story to Patty. Ask the children why they think Patty's eyes filled with tears. Stop at the word **veterinarian**. Ask children if they know what a veterinarian is. Discuss the page where Patty and her mom are sitting in the veterinarian's office and they talk about the **gap** in her lip/cleft lip and how she is left with a scar. Ask them how they think Patty feels when children laugh at her scar. *Why do Patty and her mom call her scar, "a badge of **courage**"? What is **courage**? Why does Patty need **courage** and why might Simon need **courage**?*

**AT THE END OF STORY:** Ask children if they think the author had a message for us.

### **SONG INTRODUCTION/DISCUSSION:**

**Song 1: Before reading of lyrics:** Write "gonna" and "going to" on Poster 1. Explain the different between the two. Sometimes people shorten words in their everyday speech, but it is not usually correct to write "gonna" unless it is in a poem or song, or to express how someone is speaking.

Read and point to lyrics of the song. Discuss the lyrics of the song. Emphasize lyrics:

**"And nothing's gonna bring me down (no!)" and**

**"There's nothing I can't achieve.**

**Because in myself I believe in oh..."**

Invite a child to come and point to the words in song, as teacher and class read lyrics again. Assist child with one-to-one matching of oral word to print. Play the song and point to the words on poster or smart board as all try to sing song. If there is time, try singing it a second time. This is a great song for the children to learn and can be done at other times as a literacy and singing activity.

**Song 2:** Read and point to lyrics of the song. Discuss the lyrics of the song and how they relate to the book. **Review : Badge of Courage and what it means.**

After singing of song, invite a few children to come up to poster and identify the one or more sight words, or words with “chunks”. They can do this by either pointing or by using a piece of highlighter tape.

If children are ready for it (K or 1st), you may want to discuss contractions and how they work, and have children identify them. Go into depth about them or just make a mention - this depends on the needs of the classroom children.

**DISCUSSION/ART ACTIVITY:** Before starting the activity, explain why they are creating their own “Badge of Courage”.

In the book, Patty and Simon each have a “Badge of courage”. What are their badges of courage? Again, why do you think they need courage? They look a little different than most. Patty has a noticeable scar on her lip and Simon has a scar on his beak. Sometimes people laugh, make fun, or even stare at people who look different from what they may be used to seeing. Is this kind? No, it is not. It is hurtful, and because of this, Patty and Simon need courage to face the mean things people may do or say. All of us are different in different ways on the outside, as well as on the inside. It is ok to be different, and we must remember this.

The badge is to remind you to be brave, to have courage, to believe in yourself, but it is also a reminder that you must be kind. If we see someone whose face looks different from what we may be used to seeing---our badge can also remind each of you how it takes courage to look or be different than most. If we see someone making fun of how one looks, all of us also must have courage to tell that person to stop, or to tell a grown-up about it. We must always choose kind.

**Art Activity:** After story and singing of song, children will pick a pre-cut badge design, put their name on the back, and decorate with markers and stickers.

If fabric ribbon is used, it should be pre-glued to back of badges before being presented to children, as the glue stick will not keep it in place. If using paper strip ribbons, model gluing them on to back of badge with a glue stick. Let children pick their own color of ribbon construction paper strips.



## What I Am" Sung by Will-I-Am or the Maccabeats

If what I am is what's in me  
Then I'll stay strong - that's who I'll be  
And I will always be the best  
"me" that I can be.

There's only one me, I am it  
Have a dream I'll follow it  
It's up to me to try.

Oh! I'm a keep my head up high  
Keep on reaching high  
Never gonna quit  
I'll be getting stronger.

And nothing's gonna bring me down (no!)  
Never gonna stop, gotta go.  
Because I know  
I'll keep getting stronger.

And what I am is thoughtful  
What I am is musical  
What I am is smart  
And what I am is brave  
What I am is helpful  
What I am is special  
There's nothing I can't achieve.  
Because in myself I believe in oh...

Gonna keep our heads up high  
Keep on reaching high  
Never gonna quit  
Just keep getting stronger.

And nothing's gonna bring us down (no!)  
Never give it up, gotta go.  
Because I know  
I'll keep getting stronger.

What I am is super  
What I am is proud  
What I am is friendly  
What I am is grouchy  
What you are is magical  
What you are is special

There's nothing I can't achieve.  
Because in myself I believe in oh...

Gonna hold my head up high  
Keep on reaching high  
Never gonna stop  
I'll be getting stronger.

Nothing's gonna bring me down (no!)  
I'll keep getting strong-er.

<https://www.youtube.com/watch?v=u8Vd2UHBbjA>

# Smile with Simon



We may not be the same  
And if we were it'd be a shame  
You have a voice let go and sing  
Open up just spread your wings  
You've got to feel good about yourself  
You've got to feel good about yourself

I am different but I am beautiful  
We are different but we are beautiful  
We're still alike in many ways

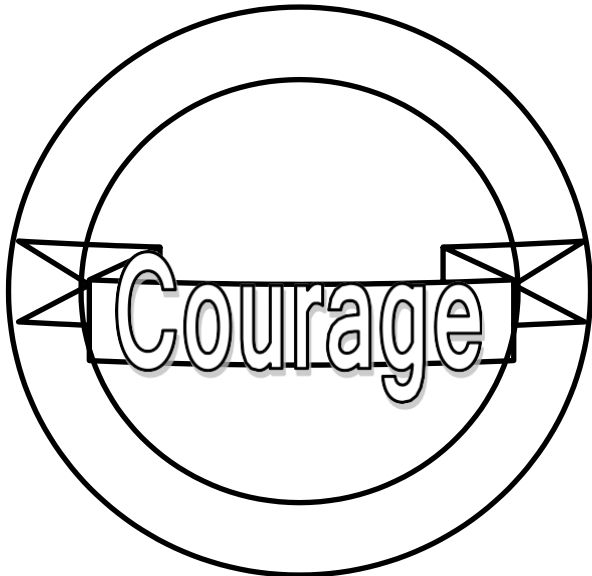


Cardinals, sparrows and blue jays  
We fall sometimes but that's okay  
Pick yourself up and sieze the day  
  
So smile with Simon and be kind  
Smile and see what you will find  
So smile with Simon this is his song  
His badge of courage makes him strong

We are different but we are beautiful  
Simon can lift you up my friend  
So come fly and watch as we ascend  
True friends are out there you will see  
Lean on them in times of need

So smile with Simon and be kind  
Smile and see what you will find  
So smile with Simon this is his song  
His badge of courage makes him strong

<https://www.dropbox.com/s/s81erf93ggfol31/Lyrics.mp4?dl=0>



# Lesson 9 B – *Simon and the Buddy Branch*

**THEME:** Choose Kind

**BOOK:** *Simon and the Buddy Branch*: Written by Patricia Ann Simon R.N. and illustrated by Valerie McCord

## **MATERIALS:**

- **Song 1:** “You Got a Friend in Me” from *Toy Story*  
[https://www.youtube.com/watch?v=cNlg45GZ\\_ts](https://www.youtube.com/watch?v=cNlg45GZ_ts)  
[You've Got a Friend In Me \(from Toy Story\) - YouTube](#)  
Available on and iTunes Amazon **Or:**
- **Song 2:** “Smile with Simon” by Patricia Simon  
<https://www.dropbox.com/s/s81erf93ggfol31/Lyrics.mp4?dl=0>
- \*Laminated Poster 1: Include title B – **Simon and the Buddy Branch**, author and illustrator of book Include: Vocabulary word: **buddy** – a close friend, **characters** - in a story are the people or animals in the story
- \*Laminated Poster 2: Words to song Pointer
- Vis-à-vis marker
- Highlighter tape (optional)

## **POSSIBLE LITERACY FOCUS:**

**Song 1:** Letter - “g” with hard sound

Sight words – **in, me, you, and, got**

Contractions - (For K or 1<sup>st</sup> grade class that may be ready)

**You’ve, you’re, isn’t, I’ve, it’s** - What is an apostrophe? What does it mean? Other examples in songs – ‘**cause, ‘em**

**Song 2:** Rhyming words – **same, shame, sing, wings, ways, jays, okay, day, kind, find, song strong**

Chunks – **ay words** Have students come up to lyrics and circle or highlight the “ay” word. Make a quick list of ay words with student participation.

## **MATERIALS FOR ART ACTIVITY:**

Art Activity Sheet

Pre-cut small white construction paper bird shapes for gluing on sheet

Markers and/or crayons

Stickers (optional)

**Optional:** A bulletin board with a branch made of brown construction paper or butcher paper can be made so that the children’s art work (big shaped birds) can be displayed in classroom and it can act as a reminder to be a buddy. The branch can be simple or decorated as in in story.

**BEFORE READING STORY/DISCUSSION:** Read title, author, and illustrator's names on poster one. If needed, ask children what the author and illustrator do. Show the children the cover. They will probably recall the previous book by the same author and illustrator. Ask them if they remember the characters in the previous book. *Who were the main people or animals in the story? Yes, Patty and Simon were the main characters in the other story. What words would you use to describe the character of Patty? Kind? Caring? Brave? Did she have courage? We are going to get to know Simon better in this story. What do we already know about Simon? There is going to be another main character in the story. I will read the story and would like you to raise your hand when you think you know who the other main character in the story is. Also, remember to think about what the author might be trying to tell us. Does she have an important message this time?*

Stop in the story where Buddy is introduced. Talk about the meaning of the word **buddy**.

**QUESTIONS TO ASK DURING AND AFTER READING STORY:** *Buddy says he is different. How is Buddy different? Buddy needs more time to answer questions and he rocks and flaps his wings manytimes. How did Buddy feel when no one came to his party? He was sad and thought it was a "bad day". How would you feel? What did Simon do to help Buddy? He introduced him to Patty and brought his friends to a birthday party for Buddy. He made Buddy feel that it was ok to be different. Why did Simon's feathers turn bright red in the first story and Buddy's feathers turn a bright blue in this story? Because they were happy! They had friends! What words would you use to describe Simon---Kind? Helpful? Caring? Happy? Good friend? Understanding? Did Simon need courage to help Buddy? What do you think the author's message might be?*

**SONG INTRODUCTION/DISCUSSION:** *Let's read the lyrics to the song and see how it relates to thebook.* Use pointer.

**Song 1:** *The title of the song is "You've Got a Friend in Me" What did we say that buddy means? Yes---friend!* Discuss the lyrics of the song. **Did Buddy have a friend in Simon? What did Simon do for Buddy that tells you he is his friend?**

**Both Songs:** Invite a child to come and point to the words in song, as teacher and class read lyrics again. Assist child with one-to-one matching of oral word to print. Play the song and point to the words on poster or smart board as all try to sing song. If there is time, try singing it a second time. This is another great song for the children to learn and can be done again at other times as a literacy and singing activity.

After singing of song, invite a few children to come up to poster and identify either the letter "g", one or more sight words, or words with "chunks". They can do this by either pointing or by using a piece of highlighter tape.

If children are ready for it (K or 1st), you may want to discuss contractions and apostrophes and how they work, and have children identify them. This will depend on the needs of the students.

**ART ACTIVITY:** After story and singing of song, teacher shows bird shapes and tells students they will choose a shape, write their name on the back, and decorate their bird with markers and stickers (optional). No two birds will look alike. "It is ok to be different!" Encourage children to use a lot of color, lines, and different shapes on birds. If Buddy

branch bulletin board will be made, the children can later glue a few small feathers, pebbles, and pieces of yarn on the branch before putting it on the board, or the branch can be made of simple brown construction paper. ***This branch reminds us that it is Ok to be different and to Choose Kind! Being a friend and having a friend make life so much better for everyone.***



**ALTERNATIVE ART ACTIVITY:** If a bulletin board is not feasible. Teacher shows pre-printed sheet of copy paper or card stock paper that has an image of Simon and Buddy on it with the words, "We are different, but we are beautiful." Ask children to put name on the back of paper when they go back to their desk. Show the children the bird shapes and tell students they will choose a shape. It would be a nice idea to have children decorate the bird so it is facing Simon and Buddy. The teacher can demonstrate the difference, when the bird shape is facing Simon and Buddy and when it is not. *It is nice to face the people you are talking to.* Teacher can model drawing a branch or adding leaves and decorations to branch, if they wish. Children will decorate their one bird shape with markers and/or crayons. Stickers are optional. Encourage children to use different colors, lines, and shapes. After decorating, children glue their bird on to the "We are different, but we are beautiful" sheet. Children can add color to Simon and Buddy, and *can take their art activity home to remind them that "It is ok to be different and that differences are beautiful!" The buddy branch also reminds us to choose kind and that being a friend and having a friend makes the world a better place for everybody!*



# “You've Got a Friend in Me” – Toy Story Lyrics

Randy Newman

[https://www.youtube.com/watch?v=cNIg45GZ\\_ts](https://www.youtube.com/watch?v=cNIg45GZ_ts)

[You've Got a Friend In Me \(from Toy Story\) - YouTube](#)

You've got a friend in me

You've got a friend in me

When the road looks rough ahead  
And you're miles and miles from your nice warm bed  
You just remember what your old pal said

Boy, you've got a friend in me  
Yeah, you've got a friend in me

You've got a friend in me  
You've got a friend in me

You've got troubles and I've got 'em too  
There isn't anything I wouldn't do for you  
We stick together and see it through

'Cause you've got a friend in me  
You've got a friend in me

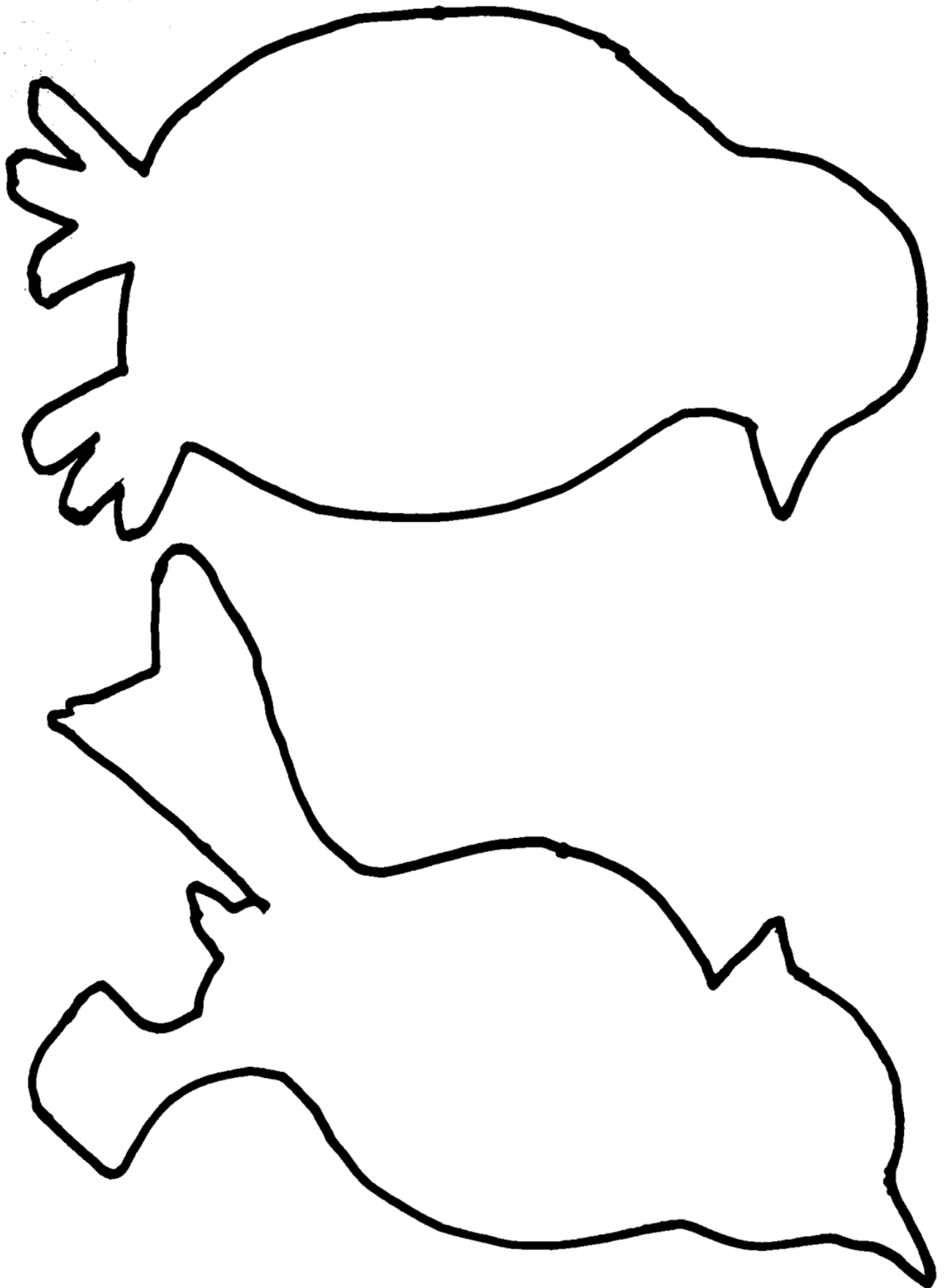
Some other folks might be  
A little bit smarter than I am  
Bigger and stronger too, maybe  
But none of them will ever love you  
The way I do it's me and you  
Boy, and as the years go by  
Our friendship will never die  
You're gonna see it's our destiny  
You've got a friend in me  
You've got a friend in me  
You've got a friend in me

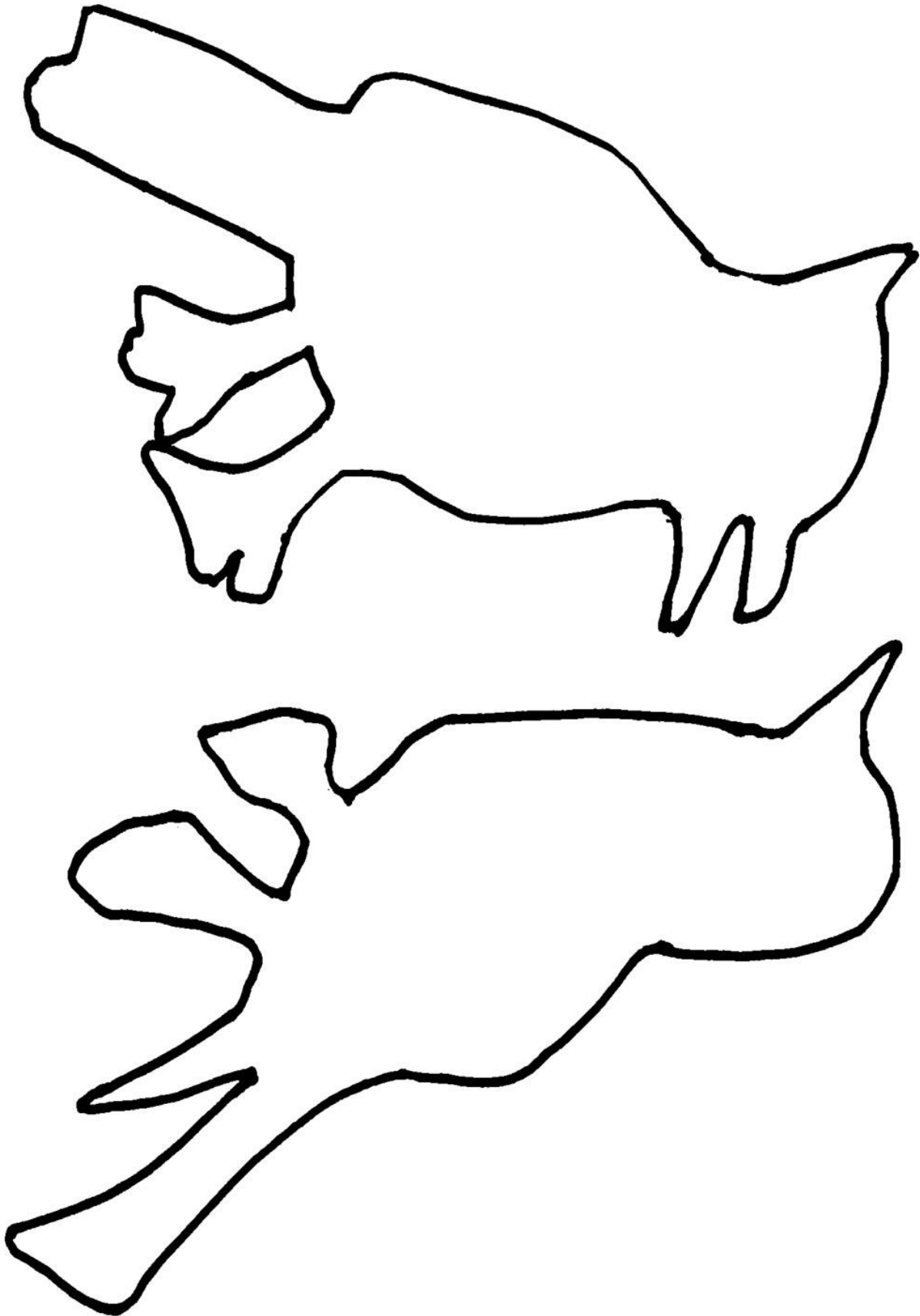
[MetroLyrics](#)

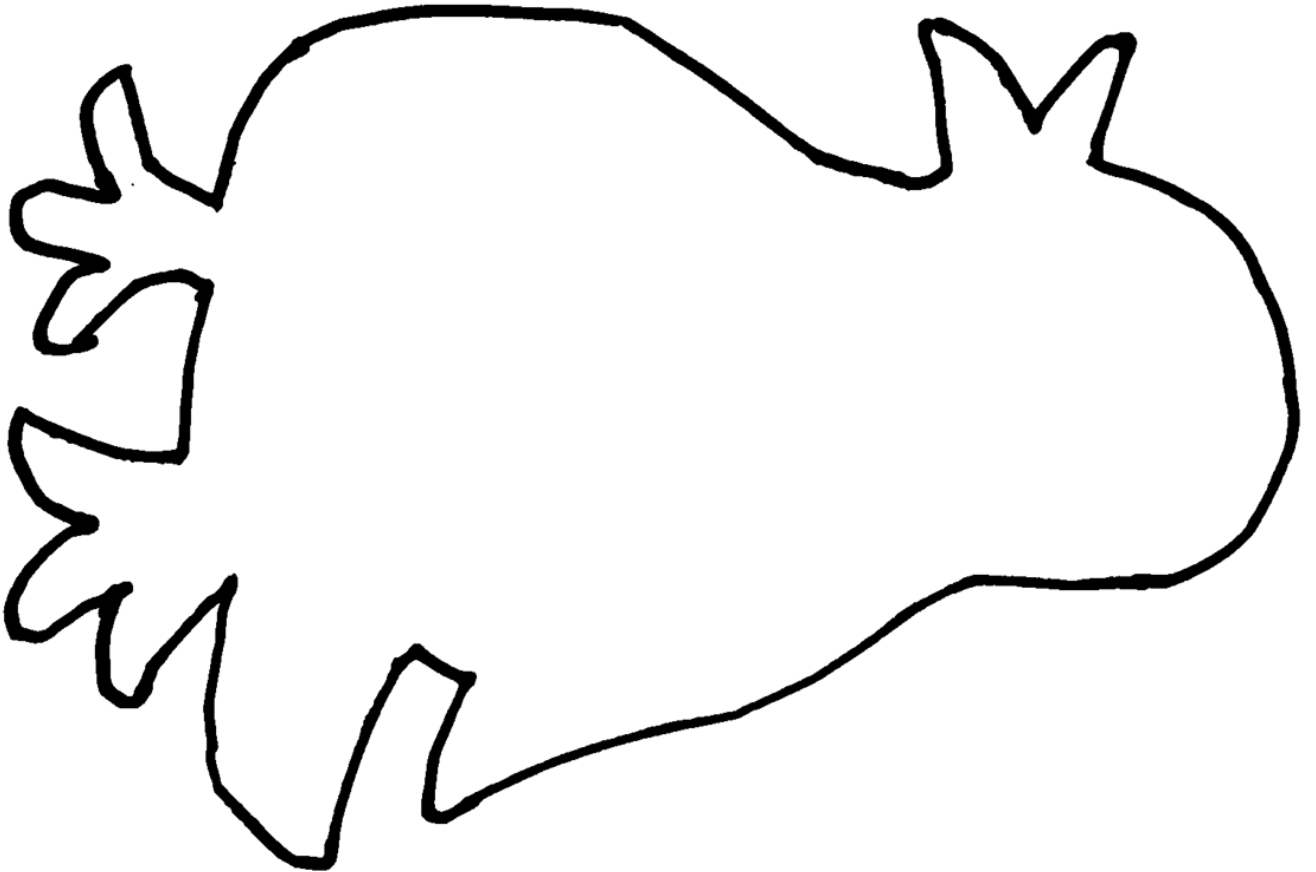
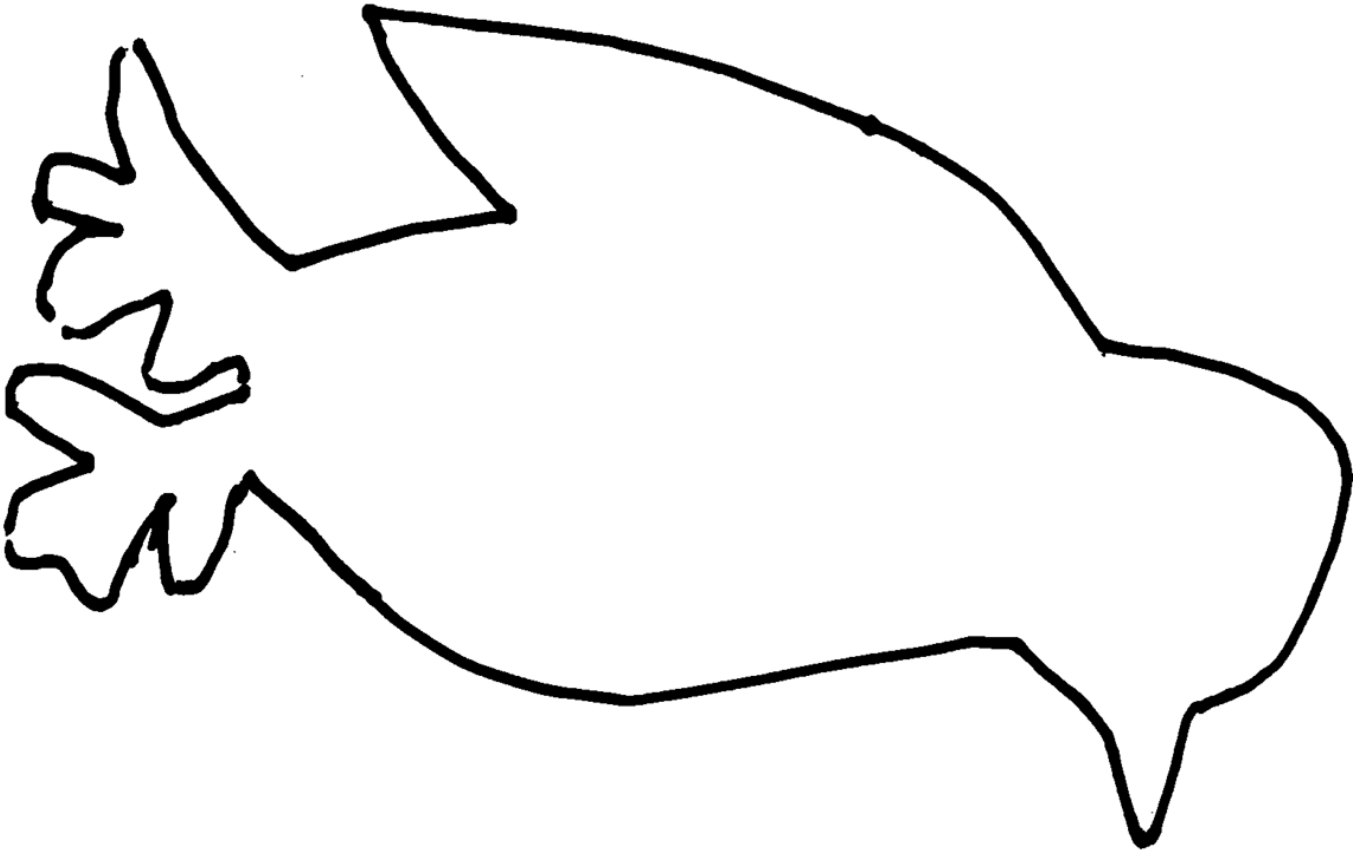
Or “Smile With Simon”

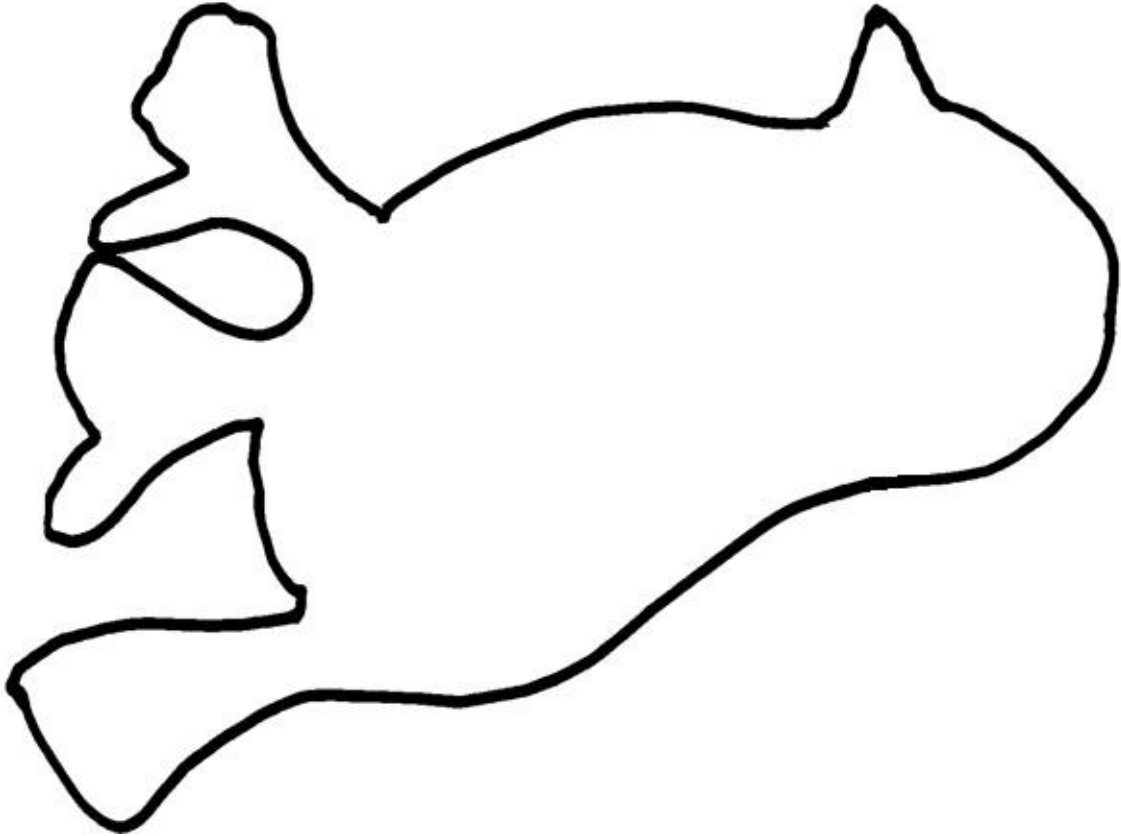
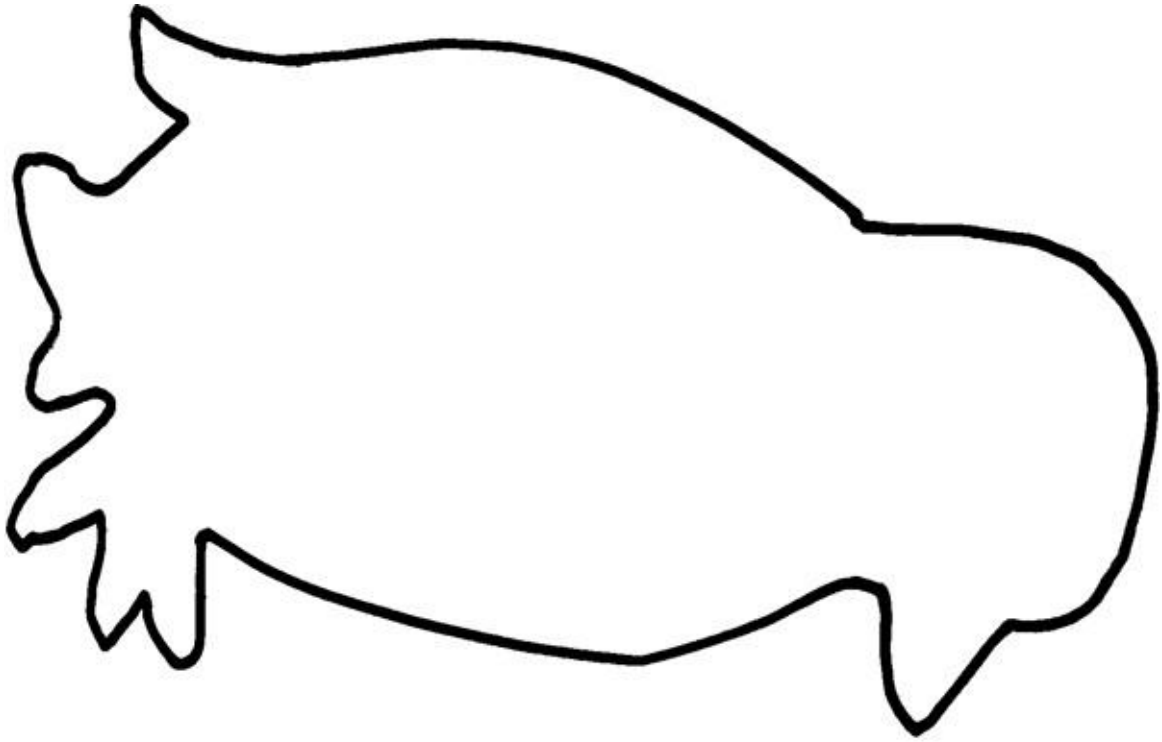
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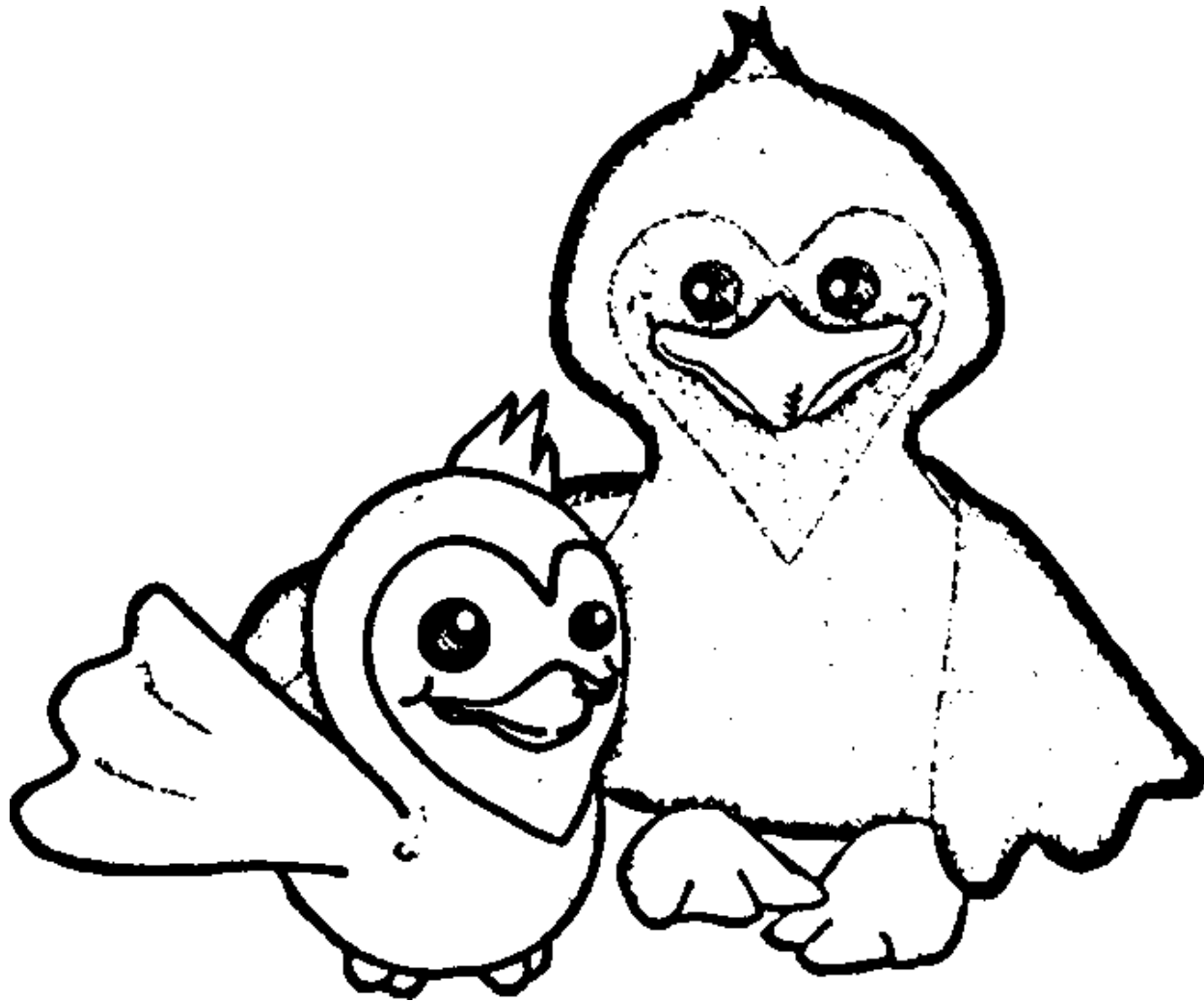
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"We are different, but we are beautiful."

Small bird shapes for art activity sheets



Small bird shapes for art activity sheets

