

**GOALS OF THE LESSON:**

Students will gain tools to recognize and handle situations in which they or others around them face intolerance.

**MATERIALS AND/OR EQUIPMENT:**

Everyone Grows Old by Lori Lee Corson

Chart paper (2)

Marker

Sock puppet

**TEACHING PROCEDURES:**

Ask students how they are different from somebody who is very old. Guide answers towards differences in knowledge rather than appearance. EG: “What kinds of things do your grandparents know that you don’t know?” Ask: “How did these people who are older than you learn all of these things?”

Read the book Everyone Grows Old by Lori Lee Corson.

After reading, ask the students what the other animals expected before Harry got to the farm. Write their answers on one side of a T diagram. Ask the students what they noticed about Harry right after he arrived. Write these answers on the other side of the T diagram. Compare with the students the differences between what the animals were expecting and what Harry was actually like. How do you think Harry felt on his way to his new home? What do you think he hoped his new home would be like? How did the animals treat Harry when they found out that he was different than what they thought? Was it a good idea to treat Harry differently just because he was old? Why not?

Ask students what Harry did that made the other animals realize that he was very smart and could still be their friend even though he was older. How did Annie the Cow lead the other animals to accept Harry? Do you think Harry ended up being a good friend to the rest of the animals?

**EXTENSION ACTIVITY:**

Explain to the class that you are going to imagine a situation. Tell them to pretend that we are going to add a new student to our classroom. What do they think the new student will be like? When students have finished listing their ideas, put the sock puppet on your hand, and tell your students that this is their new classmate, Socky. How is Socky different from what they expected? Should the students treat Socky differently just because he doesn’t look like any of them? What kinds of things could the students do to make Socky feel like he is part of the classroom? Write these answers on the second piece of chart paper. Explain to the students that they can use these ideas to make anyone welcome in their classroom. The chart can be used as a permanent display in the classroom, or brought out when a visitor will be coming into the classroom.

How would you feel if you were a new student in our classroom? Would you be nervous? What kind of things would you hope your new classmates would do that would make you feel more comfortable?

This book can also be used to teach similes, and there are many opportunities for vocabulary enhancement as well.