

Share and Take Turns Comparte y turna

Includes Activity Guide for Adults!

¡Incluye guía de actividades
para adultos!



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PUBLISHING®

Cheri J. Meiners, M.Ed.



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Comparte y turna

Cheri J. Meiners, M.Ed.

Ilustrado por Meredith Johnson

Traducido por Ingrid Paredes

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It's fun to play and imagine.

Es divertido jugar e imaginar.



Sometimes when I play,
I want what other people have,

A veces cuando juego,
quiero lo que otros tienen,



or they want what I have.

o ellos quieren lo que yo tengo.



Ways to Reinforce the Ideas in *Share and Take Turns*

As you read each page spread, ask children:

- What's happening in this picture?

Here are additional questions you might discuss:

Page 1

- Why are these children having a good time?

Pages 2–3

- Who could share in this picture? What could that person do?
- Have you ever wanted to play with something another person was using? What happened?

Pages 4–11

- What is sharing?
- How are these children sharing?
- What are some other things we (you) can share by dividing? use together? share by trading?
- How does taking turns help people get along? *(Include in your discussion the idea of being fair. Also discuss some situations where there may be several possible ways to share.)*

Pages 12–15

- When have you shared something you know? Something you made?
- When have you shared by helping someone or doing something for another person?
- What are some ways you share at school (at home, outside, in other settings)?

Pages 16–21

- What are some times you can offer to share with someone else? How can you offer? What can you say?
- What are some times you might ask someone to share with you? How can you ask? What can you say?
- What can you say if the person says yes?

- What can you say if the person says no? What can you do instead? *(In discussing ways to ask and offer, talk about the importance of being friendly and polite. For example, instead of, "Gimme that book—I want it!" people are more likely to want to share when asked, "Could I please see that?" or, "Will you be done soon? Can I use it then?" Help children understand that being courteous when talking about sharing is a way to show respect.)*

Pages 22–27

- When is it hard to share? Why is it hard?
- If you don't want to share something, what can you say? What can you do?
- What are some things that you *shouldn't* share? *(Often medical or health reasons such as allergies dictate rules about what should not be shared. For example, at school, children may be told not to share combs, hats, or food. At home, children may be told not to drink from someone else's cup. Be clear in this discussion about things that children should not share and what they can say when someone asks them to share any of these things.)*
- Have you ever shared something when it was hard to do? What happened? How did you feel? How did the other person feel?
- Has anyone ever shared something with you even though it was hard to share? What happened? How did you feel?
- What does it mean to be generous? *(Children might suggest being kind, sharing, and being willing to let others play with them or use their things. You might also discuss the opposite of being generous: being selfish. At the same time, make it clear that while it's good to be generous, no one is expected to be generous with everything all the time.)*

Pages 28–29

- How do you decide to share or not share?
- Why is it important to think about others?

Pages 30–31

- Where are some places you can share?
- Who are people you can share with? What can you share?
- What are some special ways you can share? *(Help children think about personalized ways they can share. Children can share things they make, such as pictures, puppets, clay figures, or food. They can share ideas about ways to use a toy or solve a problem. They can also share skills or talents—for example, by showing a younger sibling how to print letters, or by singing or teaching others a song. The idea is to help children identify a range of ways to share and also ways of sharing that are uniquely theirs.)*