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Brad Sneed has illustrated over twenty books including our bestselling title *The Boy Who Was Raised by Librarians*. He was born and raised in Kansas where he now lives with his wife and daughter. He can be found online at www.bradsneed.com.

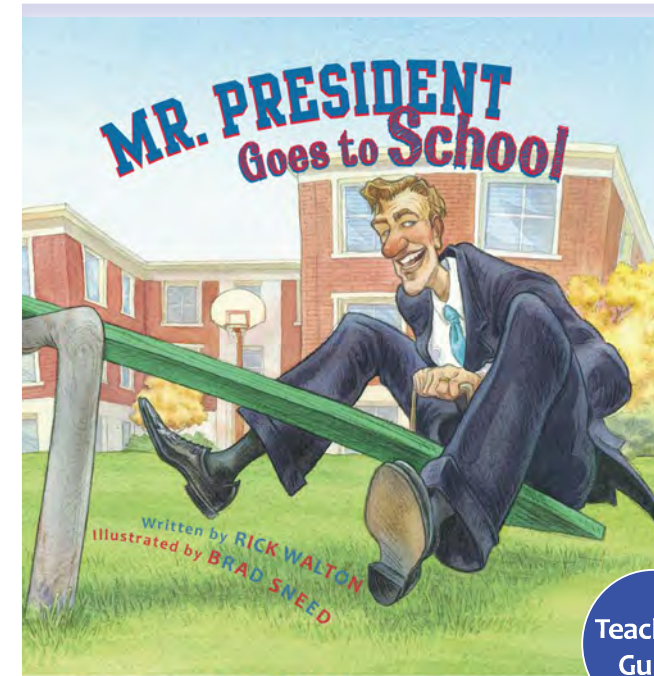


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by Rick Walton; Illustrated by Brad Sneed

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10 x 10 / 32 pages / Ages 4-8 / October/2010

When the President has a frustrating day, he decides to go back to the place where he learned the most important lessons of all.

Everyone has bad days. Even the president.

So when his day starts off badly, Mr. President decides he is in need of a time-out from running the country. Disguising himself, he sneaks out of the White House, hurries down the street to the local school, and enrolls in Mrs. Appletree's class.

There Mr. President slides his fingers through globs of finger paint. He spins himself silly on the merry-go-round at recess. He practices saying "please," raising his hand, and taking turns. And he doesn't miss a single beat when everyone does the hokey-pokey.

Teacher's Guide

But when he returns to the White House, he is greeted by a panicked secretary of state and two angry world leaders on the brink of war. Fortunately, Mr. President recalls what he learned in Mrs. Appletree's class, and he comes up with just the right approach to avoid an international crisis.

Children will delight in Rick Walton's laugh-out-loud story and its over-the-top take on conflict resolution. Brad Sneed's watercolor illustrations capture the humor of the story with their exaggerated, outsized characters and playfully distorted compositions.

Activities and ideas to jump-start the school year off right!

Teacher's Guide Theme/Objective: First day of school activities that address manners, cooperation and etiquette to teach proper behavior and working well with others for a successful school year.

Classroom management is the number-one priority when setting the tone for a new year. Taking a few days or a couple of weeks to teach your students the proper way to act in class is invaluable for the rest of the school year. All teachers know that all students benefit when the classroom is orderly and students cooperate and are respectful of each other. The very best window of time to teach classroom behavior and expectations is within the first two weeks of school.

Please use this guide to help you teach your students about how *manners, cooperation and etiquette are essential to having a successful school year*. Reinforce any of these lessons as needed and remember positive encouragement is so much more effective in the long run than punishment. As a teacher, my intention is that classrooms feel as good as being at home with your loving family and that kids have a secure place to express themselves in an honest and supportive environment.



1) Classroom...where the world is a little simpler.

The classroom is literally a microcosm of the world. This activity gives students a chance to share their ideas and stories and make a safe environment where teachers and students can learn from each other.

Circle Time: The Teacher sits in a chair or on the floor with students (pillows optional) in a circle so that everyone is involved and facing each other. Teacher may want to use an object (stuffed toy or small rubber ball or other classroom object) that is passed around the circle with only the person holding the object allowed to talk. The teacher starts off saying something positive about each student or a few students and then goes into some issues that need to be addressed and reminds the class about what is expected. Circle time then is opened to the group to give suggestions on how to solve issues. Once everyone is on the same page as far as classroom expectations, the teacher can invite students to share positive observations or issues and open the topic to group discussion.

Start doing Circle Time once a day during the first two weeks of school and then move to once a week or as often as needed. Remember to follow through with suggested ideas and actions during this time to make it as effective as possible. This time will also help **students see how they can successfully interact and function in the classroom** and it will bring to their attention positive thinking and actions that may be new to them. An effective ending to the session, the teacher or helper can simply say something nice about each student before they are sent back to their desks for class time.

(Note: This exercise is effective if issues/problems are generalized when addressing the group and only positive examples involving specific students are highlighted.)



#4) That's what it's all about!

Have students think about how lonely or boring life would be if everyone looked the same or had the same personality. Would they ever learn anything new or have any new experiences without the contrast of others? Help students appreciate themselves and the people around them by realizing that we are all the same in many ways. We may look and act different but **we all want to be respected, supported, and accepted for being ourselves** and loved.

Ask students to orally tell or write a description about what they think life would look like if everything/everyone were the same. Younger groups can create a chart with the teacher and suggest descriptive words. Have students conclude that differences are necessary to make life interesting. Would you be able to figure out what you really like if you always had the same thing? Would you know what you would want if everything was always the same?

And last...do the Hokey Pokey!

The Hokey Pokey

You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around

That what it's all about.

Hokey Pokey!

- 2) left hand
- 3) right foot
- 4) left foot
- 5) head
- 6) bottom
- 7) whole self

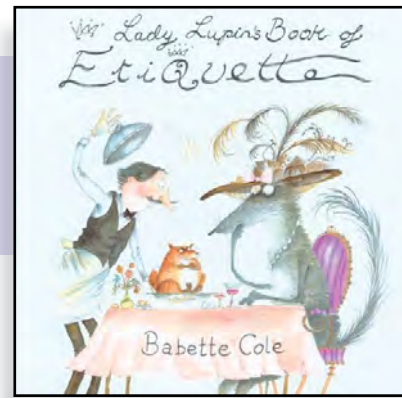
“...but we
all know being
**PLAYFUL & having
FUN is what it's
really all about!**”

LADY LUPIN'S BOOK OF ETIQUETTE

by Babette Cole

Hardcover: \$14.95 / ISBN: 978-1-56145-257-6

9 x 9 / 32 pages / Ages 4–8



*“Now that you are growing up,” says Lady Lupin to her puppies,
“it is time to learn about ETIQUETTE.”*

EVER THE ARISTOCRAT in breeding and manners, gentle deerhound Lady Lupin sets out to instruct her darling puppies in the art of social graces. She carefully advises them never to squabble over bones, never to bark with their mouths full, always to send thank-you notes, and never, ever to eat ice cream while wearing a veil! The pups are eager to learn and her efforts to civilize them are noble... but sometimes even the most dedicated teacher cannot predict the outcome.

In this hilarious tale, writer-illustrator Babette Cole uses her zany wit, a large measure of absurdity, and even a dash of bad manners to help young readers discover the fine art of etiquette. Cole's whimsical full-color illustrations perfectly reflect the chaotic tone of this zany Miss Manners for the canine set, and the antics of her out-of-control puppies are sure to tickle children and parents alike.

PRAYER OF THE SELFISH CHILD

Now I lay me down to sleep,
I pray the lord my soul to keep,
And if I die before I wake,
I pray the Lord my toys to break,
So none of the other kids can use 'em...
Amen.

ONE TWO


One two, buckle my shoe.
"Buckle your own shoe!"
Who said that?
"I did. What are you doing with those silly
buckles on your shoes anyway?"
Three four, shut the door.
"You shut it—you opened it."
Er... five six, pick up sticks.
"Why should I pick them up—do you think I'm
your slave? Buckle my shoe, shut the door, pick up
sticks, next thing you'll be telling me to lay them
straight."
But it's only a poem... Nine ten, a big fat... oh
never mind.

 From a **LIGHT IN THE ATTIC**
by Shel Silverstein

I'M MAKING A LIST

I'm making a list of the things I must say for
politeness,
And goodness and kindness and gentleness,
sweetness and rightness:
Hello
Pardon me
How are you
Excuse me
Bless you
May I?
Thank you
Goodbye
If you know some that I forgot,
Please stick them into your eye!



 From **WHERE THE SIDEWALK ENDS**
by Shel Silverstein

Background: Circle Time (or Group Time) is a very popular behavior management approach that is widely used in the United Kingdom. Circle Time provides a time for listening, developing attention span, promoting oral communication, and learning new concepts and skills. It's a time for auditory memory, sensory experiences, socialization, as well as time for fun. This special time can be used to share fingerplays, recite chants and rhymes, sing songs, play rhythm instruments, read stories, and participate in movement games and relaxation activities.

Circle Time:

- Is a democratic and creative approach used to consider a wide range of issues affecting the classroom.
- Promotes self-discipline and self-esteem.
- Helps students learn and understand the consequences of their behavior and begin to take on responsibility for themselves and their classmates.
- **Gradually shifts responsibility for discipline from the teacher to the students** themselves.

At the heart of the Circle Time Model is a class meeting, which involves the whole class sitting in a circle to look at issues relating to personal, social, moral, and health education. The circle meetings aim to encourage the development of positive relationships, self-discipline, conflict resolution, assertive communication, and democratic group processes alongside the skills of speaking, listening, observing, thinking, and concentrating.

- Circle Time follows a clear structure (around half) an hour that can be modified to fit the needs of the classroom:
- *Opening remarks or game:* pulls the group together, provides a sense of fun and enjoyment, teaches learning skills, moral values, and codes of conduct.
- *Round Table:* gives everybody a chance to speak. A speaking object (a small toy) enables a focus on the speaker and indicates that all others must listen. It is this section of Circle Time where scripted sentences are often used. Examples might include: I find it easiest to work in class when...I get fed up when... I was pleased with myself when...
- *Open Forum:* an open, free discussion phase that can be used to discuss and solve problems and set targets.
- *Celebration of successes:* a chance for students to thank others, both children and adults, for acts of kindness, etc., during the past week.
- *Closing game or remarks:* brings a sense of closure and bridges into the next part of the school day. The structure is designed to build a sense of class community. The teacher acts as a non-authoritarian facilitator, encouraging cooperation and creating a climate of emotional safety.
- **Problem solving:** Circle Time can be used to help solve problems that have been identified by either the teacher or students. Issues and problems can be identified by brainstorming or by rounds such as "the best thing about this school is..." and "the worst thing about this school is..." Then the idea is to make sure that if a real problem is identified at least one positive suggestion is agreed on before the session ends. (Ex. The teacher will arrange for Jack and Jill to have a meeting with the principal/headteacher to discuss the bathrooms).

Games and activities are **designed to promote trust, respect, empathy, and understanding**, which offer participants the security and freedom to explore issues and find ways forward.

Circle Time Sources:

Wikipedia, the free encyclopedia—http://en.wikipedia.org/wiki/Circle_Time
<http://blog.positivediscipline.com/2009/04/class-meetings-for-preschoolers.html>
<http://www.circlotime.co.uk/circletimeguide2.htm>
<http://theopenclassroom.blogspot.com/2009/01/circle-time.html>



#2) We're all friends here

This activity shows students how they are more alike than different. Help them understand that the few differences they have can only make life's experiences more interesting and help them see how we learn from each other.

All About Me Poster: Using an 11 x 17 piece of white paper, have students create a poster all about themselves. In the center, place a picture of the student (one sent in from home or taken at school) in the center of the sheet and have students fill in five to eight of the following pieces of information about themselves around their picture:

- Number of family members
- Their age
- Favorite hobby/sport
- Favorite color
- How they get to school (mode of transportation)
- Favorite food/snack (ex. Milk and Cookies)
- Favorite place to read
- What they want to be when they grow up
- Favorite subject/topic
- Favorite animal

From responses, allow students to choose one of their choices to illustrate in a group. Give each group a large piece of butcher paper and draw or write the "something" that they have in common with the others in that group. Allow the group to share their group posters.

Teacher may also want to graph the students' responses to show them how their answers vary (emphasizing similarities, but briefly pointing out differences too). Help students to realize that it is fine to be different and that their uniqueness is what makes them special.



#3) Polite people say please (and Thank You!)

Have students demonstrate ways to be polite and discuss why it is important to share and show gratitude when working alone and with others. Manners count.

Look through **MR. PRESIDENT GOES TO SCHOOL** after reading it once, have students point out times when the characters showed the correct way to act.

Ex. from Mr. President:

Correct Behavior:

Secretary of state talking with the president

President and students raising their hands when talking to the teacher

Mr. President talking with the prime ministers

Next, look through and point out some instances of incorrect behavior and have students identify what was wrong. Ask them what could have been done instead to be polite? Why?

Ex. from Mr. President:

Incorrect Behavior:

Two students fighting to be king

Two prime ministers name calling

Have students ponder and discuss why behaving in a way that is respectful to themselves and others is ideal. Really spell out for them how they feel when they act the right way and the wrong way. Ask them why they think they feel good and bad, and have them explain what that means?

Read three well-known Shel Silverstein poems—*Prayer of a Selfish Child*, *I'm Making a List*, and *One Two* for humor. Also read **LADY LUPIN'S BOOK OF ETIQUETTE**. Allow students to point out the humor in each of these works. Also consider real life vs. make-believe and which examples are only used to create humor and why these authors may have made fun references to being impolite.