

Say Something! / ¡Di Algo!

Say Something!

By Peter H. Reynolds

Ages: 4-8 Grades: PreK-3

Themes: Self Esteem, Art & Imagination, Friendship, Tolerance and Respect

SUMMARY

We all have something important to say, but we all have different ways to say it. Peter H. Reynolds encourages all of us to express ourselves, using not just our voices, but our bodies, our art, our music, our style, or simply our presence. This optimistic story inspires children to use their unique gifts to bring their voices into the world. Sometimes this takes bravery, sometimes it takes listening, and sometimes it takes creativity. This uplifting movie will show children that speaking up can take many forms and that the world is richer when we use our voices.

OBJECTIVES

- Students will discuss leadership.
- Students will study a person who expressed her or himself for the benefit of others.
- Students will determine the message of the movie through noticing repetition.

BEFORE VIEWING ACTIVITIES

Discuss leadership with students. Guiding questions:

- How do leaders express their ideas to others? What examples can you give?
- How is speaking up when you see an injustice an example of leadership?

Write famous quotes from leaders on chart paper and post around the room. Have students engage in a Gallery Walk, where they move around the room in small groups and stop at each poster. At each poster students should discuss what they think the quote means and write their idea on the poster. Example quotes include:

- "Be the change you wish to see in the world." -Ghandi
- "We are the ones we've been waiting for, we are the change that we seek." -Barack Obama
- "We hold these truths to be self-evident, that all men are created equal." – Thomas Jefferson
- "Hate does not drive out hate, love alone can do that." – Dr. Martin Luther King, Jr.

Conclude the gallery walk with a discussion. Guiding questions:

- Did you notice any similarities between the quotes? What were they?
 - How does each of these quotes inspire people to be leaders?
 - Why was it important for these leaders to speak up?
- Tell students, "We're going to watch a movie that shows us different ways to communicate our messages in the world. Watch and listen for different ways to use your voice to make a difference."

Preview important vocabulary words: confidence, injustice, grateful. Use the following method to introduce and reinforce the words:

- Step 1: Write and say the word. Have students repeat orally.
- Step 2: Tell a short story or give a brief description of the meaning of the word.
- Step 3: Give students the opportunity to talk to each other to explain the meaning of the word in their own words.
- Step 4: Model drawing a picture that shows the meaning of the word.
- Step 5: Have students write the word and draw their own picture that helps them remember the meaning of the word. Students who are proficient writers can also write a definition in their own words.

After previewing the vocabulary, encourage students to watch and listen for the words in the movie. Give them the opportunity to add to or modify their drawings and/or definitions after viewing the movie.

AFTER VIEWING ACTIVITIES

Discuss the author's message with students. Say, "The author of the book that this movie is based on, Peter H. Reynolds, had a message for his readers. We can figure out his message by reviewing the details of the movie to look for times that he uses repetition." Possible discussion sequence:

- Students talk with a partner about what they think the movie was mostly about. As the students talk, circulate and listen for answers that hit the mark. Ask guiding questions to students that miss the mark:
 - Did the movie repeat any words or phrases? If you see..., Say something
 - Why do you think those phrases are repeated? What does Peter Reynolds want us to do?
 - What do all of the characters do in the movie?

- Students share out their answers to the class. Teacher writes ideas on chart paper. Responses to listen for:
 - "Peter Reynolds's message is that your voice is important."
 - "Peter Reynolds's message is that everyone has something to say."
 - "Peter Reynolds's message is that there are different ways of speaking up."
 - "Peter Reynolds's message is that when we see things in the world, good and bad, we can express our feelings about them."
- Students independently complete the sentence frame: "Peter Reynolds's message is... An example from the movie was when..."

Have students complete a research project on one of the people whose quotes they discussed before viewing the movie. Independently, or with a group, students can explore nonfiction texts and the internet to learn more about the life of each person.

Culminate the research with one of the following project suggestions:

- Annotated and illustrated biographical timeline
- PowerPoint presentation
- Dramatic reenactment of an important turning-point or event in the person's life with commentary on the impact of the event
- Informational essay
- Fictional interview with the person

Review the ways that different characters in the movie communicated their messages. Some used words while others used art and movement. Create a collaborative list with students that includes ideas from the movie as well as other ideas that students have about ways that they can express themselves. Students can work with a partner or independently to brainstorm a message and a way that they want to express their message. Consider providing students ideas for messages. Allow time for students to share their messages.

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