Chocolate Milk, Por Favor!

By Maria Dismondy

Activities to go along with this book.

By Patty Rutenbar
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Patty Rutenbar
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Teacher Directions

This book celebrates Diversity with Empathy. It is the hope of the author that your students will learn more about how it feels to be different and ok at the same time. All of these pages can be done after your students have heard the story called **Chocolate Milk, Por Favor!** By Maria Dismondy. You can pick and choose which ones you want to use that fit the best level of your students.

- There are vocabulary cards that can be read before or after the story. You can sort them in any way that the students would like to. You can look for syllables in each word. You can put them in ABC order, also.
- There are pages that can be done together as a whole group, in small groups, with partners, or independently.
- Read aloud the meanings to the class while the vocabulary cards are posted in front of them. (They can be in a pocket chart, taped them to the board, or put magnets on them to use on your board.) Students will need to find the words that fit the meanings that you read aloud to them.
- Another activity is the direct quotes from the story where the child inserts the missing word. Again, they are looking at the word choices on the board in front of them.
- The students can fill out the story elements of the book with a partner or independently.
- There is a page where students can work together to answer comprehension questions from this story.
- Finally there is an activity where the students need to do some reflecting on themselves and decide how they would treat someone who is different in their own classroom.
surrounded
whispered
different
silently
frustrated
laughing
understood
announced
chocolate
sharing
crybaby
master
motioned  enjoyed  
drinking  ignored  
tricky  language
Word Meanings

Read the meanings orally to the class one at a time and ask them to find the word that matches these meanings. Not all words will be used, so they need to look carefully and think hard.

1. To not pay attention to something means you ________________ it.
2. A flavor that changes the way milk tastes is ______.
3. To become really good at something, means you will ________________ it.
4. To signal someone to come here, means you ________________ them to come over.
5. When you feel upset that you can't do something, you are ____________________.
6. When you do something with no sound at all, you are doing it _________________.
7. When you tell someone something in a very quiet voice, you have ________________ it.
8. To move to close to someone on all sides means you have ________________ them.
9. To show the emotion of joy or happiness is ________.
10. To tell someone or the whole group means it was _________________.
11. When you take some liquid in your mouth you are _________________.
12. Something that is not the same as something is _________________.
13. Spoken or written words of a particular kind is called your _________________.
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Word Meanings Answers

1. To not pay attention to something means you **ignored** it.
2. A flavor that changes the way milk tastes is **chocolate**.
3. To become really good at something, means you will **master** it.
4. To signal someone to come here, means you **motion** them to come over.
5. When you feel upset that you can’t do something, you are **frustrated**.
6. When you do something with no sound at all, you are doing it **silently**.
7. When you tell someone something in a very quiet voice, you have **whispered** it.
8. To move to close to someone on all sides means you have **surrounded** them.
9. To show the emotion of joy or happiness is **laughing**.
10. To tell someone or the whole group means it was **announced**.
11. When you take some liquid in your mouth you are **drinking**.
12. Something that is not the same as something is **different**.
13. Spoken or written words of a particular kind is called your **language**.
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Directions: Read the sentences from the story, to find one of the vocabulary words that will fit in the blank space.

1. “Think about what you can do to help him,” Johnny’s teacher ______________ with a smile.

2. Johnny sat alone and enjoyed his lunch while Gabe sat alone, ___________ his chocolate milk.

3. Gabe waved over to Johnny before running to the field, but Johnny ______________ him.

4. Gabe was ________________ by boys and girls laughing and sharing with him.

5. That horrible feeling of being ________________ and wanting to cry because he couldn’t get the soccer move.

6. He ________________ that to have a friend is first to be a friend.
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Answers

1. “Think about what you can do to help him,” Johnny’s teacher announced with a smile.

2. Johnny sat alone and enjoyed his lunch while Gabe sat alone, drinking his chocolate milk.

3. Gabe waved over to Johnny before running to the field, but Johnny ignored him.

4. Gabe was surrounded by boys and girls laughing and sharing with him.

5. That horrible feeling of being frustrated and wanting to cry because he couldn’t get the soccer move.

6. He understood that to have a friend is first to be a friend.
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Directions: After reading or listening to the story, answer these questions with a friend.

1. Who are the characters in this story?

2. What is the setting of this story?

3. What is one problem in this story?

4. How is this problem solved?

5. What is another problem in this story?

6. How is this problem solved?
Answers

1. Who are the characters in this story?
Gabe, Johnny, Johnny’s mom, the teacher, and the other boys and girls in the class.

2. What is the setting of this story?
Inside the classroom, outside the school, on the playground, on the soccer field.

3. What is one problem in this story?
No one understands Gabe.

4. How is this problem solved?
They use motions and pictures to help him.

5. What is another problem in this story?
Johnny isn’t nice to him.

6. How is this problem solved?
Gabe teaches him a soccer trick and they become friends.

Other problems could be that Gabe cried, Johnny wouldn’t share with Gabe, Gabe didn’t have any friends at first, Johnny couldn’t do the soccer trick, Johnny didn’t like that his friends like Gabe more than him and Johnny ate alone at lunch time.
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**Directions**: After reading or listening to the story, answer these questions with a friend.

1. In the beginning of the book, would you want to be a friend with Johnny? Why?
   
   ______________________________________
   ______________________________________
   ______________________________________

2. What words describe Gabe? ______________
   
   ______________________________________
   ______________________________________

3. What things did Johnny do that hurt Gabe’s feelings?_______________________________
   
   ______________________________________
   ______________________________________

4. What was something that Gabe was good at?
   
   ______________________________________

5. Why didn’t Johnny like Gabe? _____________
   
   ______________________________________

6. Why did the other kids start being a friend to Gabe? _________________________________
   
   ______________________________________
   ______________________________________

7. Why did Johnny start to like Gabe? ________________
   
   ______________________________________
   ______________________________________
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Directions: After reading or listening to the story, answer these questions with a friend.

1. After reading this story, what is one thing you might do if a new student moves into your classroom? __________________________
   ______________________________________
   ______________________________________
   ______________________________________

2. If you saw someone being treated bad by someone, what is something you could do to help them feel better? __________________
   ______________________________________
   ______________________________________
   ______________________________________

3. List 3 ways that Johnny and Gabe are alike.
   ______________________________________
   ______________________________________
   ______________________________________