

**A teacher's guide**  
created by Marcie Colleen  
based upon the picture book  
by Suzanne Kaufman

This classroom guide is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Confiscated!* across the curricula.

All activities were created in conjunction with the Common Core and other relevant content standards.

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To learn more about Suzanne Kaufman, visit her at [www.suzannekaufman.com](http://www.suzannekaufman.com).

## Before You Read...

Before reading *Confiscated!*, show entire book. Help students identify the basic parts of a picture book: front cover, back cover, title page, dedication page, spine, jacket, and jacket flap.

- Describe what you see.
- Can you predict what the story might be about based on the title and the cover illustration?

## English Language Arts

### The Confiscated! game

This is a game to introduce the word "confiscated."

To confiscate is take something as a punishment.

- Place up to ten different objects on a tray.
- Students may study the tray for thirty seconds.
- Remove the tray from sight and "confiscate" one of the objects from the tray.
- Students will guess which item was "confiscated."
- Once the item is guessed correctly, the students must make up a scenario as to why this particular item would be taken as punishment.

### Write the Scene

Choose one of the following moments in *Confiscated!* and tell the story using both narration and dialogue. Be sure to include a beginning, middle, and end.

- Brooks and Mikey beat the Raptors at basketball.
- Brooks and Mikey rock the talent show.
- Brooks and Mikey won the last red balloon.



## Mama's Point of View

Either as a class or individually, explore *Confiscated!* from the point of view of Mama.

Advanced classes will be able to rewrite *Confiscated!* from her point of view. However, if the class is less-advanced, simply have them create captions and thought-bubbles for her (adding her into scenes she might not be pictured in). The thought-bubbles and captions can be written on Post-it Notes and placed on the pages of the book.

## "May I Please Have It Back?" Persuasive Essay

Ask the students if they know what "persuade" means? If not, can they make any guesses?

Discuss:

- What it means to persuade
- Times you might want to persuade someone (ie. persuade your parents to give you back the toy they confiscated).

Writing to persuade tells the reader what you believe or what you want, gives the reader at least three reasons why, and has a good ending sentence. You want to try and convince the reader to agree with you.

Have students write a persuasive essay called "May I Please Have It Back?" using the following structure:

T=Topic sentences. The topic sentence tells the reader what you think or believe. Example: *I am sorry for what I did. But can I please have my \_\_\_\_\_ back?*

R=Reasons. 3 or more. The reasons tell the reader why you should have your item returned to you. Write at least 3-4 sentences supporting each reason.

E=Ending. Wrap it up with a conclusive sentence.

E=Examine. Look closely. Do you have all your parts?

## Math

### Cabinet Rescue Hopscotch

This hopscotch activity will help students improve motor skills, balance, and self-regulation behaviors. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, as well as elements of art including shape and line.

*This game can be created for indoor spaces through simply taping out the boxes on the floor and/or traditionally by drawing them on the pavement outdoors.*

Materials:

- Masking tape (for indoor version)
- Sidewalk chalk, markers, or dark crayons
- Beanbag (or small item representing a toy that has been confiscated)
- One die

Set Up:

Create the hopscotch boxes.

Students can help draw numbers in the squares. If they are not ready to write numbers alone, try lightly drawing the numbers first and then encourage them to trace over them.

How to Play:

1. Place the beanbag in one of the squares.
2. The first student rolls the dice twice and adds the two numbers together to know how many boxes they must hop to. (i.e.  $2 + 4 = 6$ , hop six spaces)



3. The students hop their way through, counting as they go.
4. If they land on the box with the beanbag, they win! If they overshoot or fall short they must start all over again.
5. Play continues until everyone gets the beanbag or everyone has been given a chance.

*For an extra challenge, change the location of the beanbag each turn.*

## Social Studies

### Finding Commonalities/Uniqueness

As they grow up, Mikey and Brooks will probably find that they are alike in some ways. But they will also discover that they are different in other ways.

Finding things you have in common with other people is a good way to start a meaningful relationship.

Here is a way to learn what you have in common with your classmates, while also celebrating what makes each of you unique.

Materials: A pen and two pieces of paper.

- This activity can be done as a class or in pairs.
- On one sheet of paper, you will have twenty minutes to come up with a list of things in common. Completely obvious answers such as "we both have hair" or "we are both in \_\_\_\_\_ class" are not allowed!
- After twenty minutes, switch to the other paper. You now have twenty minutes to come up with a list of things that are unique to only one person.
- Share both lists with the class when finished.

### Exploring Sibling Relationships

It is clear that Mikey and Brooks like to play together, but they also fight a lot. Sibling relationships are interesting. At times our brothers and sisters are our best friends, but sometimes we just need our space and want to be left alone!

Here are some activities to help your students explore sibling relationships:

- Make a list of the pros and cons of having a sibling. Use *Confiscated!* for examples where necessary.
- Interview grown-ups who have siblings and discover if there are differences between the way they got along as kids and the way they get along as adults.
- Interview classmates and adults who are only-children. Do they wish they had a sibling? Why or why not? What do they think they miss out on being an only child? What is great about being an only child?
- Brainstorm a list of ways to make sure a sibling "keeps out" of your stuff. Be creative and fun!
- Pretend that Mikey and Brooks have grown up. Write a story about them:
  - On a car trip.
  - Visiting their grandparents.
  - At Mikey's birthday party.
  - On the playground.
  - When Brooks isn't feeling well.
  - At school.

### Tyranno-Teamwork

Mikey and Brooks are upset when their toys get confiscated but learn that if they only cooperate and share with the other, instead of working against him, they can accomplish a lot.

The following games can help students develop motor skills, good reflexes, hand-eye coordination, problem solving and language skills. However, competition can cause anxiety and make some kids feel left out.

Cooperative games help promote collaborative skills and teach sportsmanship as kids play by helping each other. These games focus on fun and teamwork rather than winning.

### Cooperative Hoops

The game cooperative hoops is a twist on the game "musical chairs." Instead of having each player compete for themselves and exclude others to win as in "musical chairs," this version makes winning about cooperation.

Scatter hula hoops around the play area.

Play music and have the kids move around the hoops but not step inside them.

While the music is playing, the kids must not stop moving, but when it stops, they must have at least one foot inside a hula hoop and not touch the ground outside the hoop.

If any child is not in a hoop when the music stops, they must sit out. On each rotation, remove a ring so that the kids have to share hula hoops.

When the game is down to two hoops, the winners are the kids who got the most people inside one hoop. This game teaches kids to cooperate and help each other to win.

### Continuum

This cooperative game also lets even the shyest kids break the ice and get to know one another.

Divide the kids into groups of six to 10 people.

Pick a theme and have the kids arrange themselves in the correct order to create a continuum.

This could be favorite colors arranged in the order of the rainbow, birth month from first to last or dark color shirts to lightest. No team loses in this game, but you can applaud the team that got into the right order the fastest.

### Keep it Up

Use a balloon or a large, light ball to play "Keep it Up."

In this game, divide the kids into two teams across a net or line.

As in volleyball, they must pass the balloon or ball back and forth without letting it touch the ground. However, the rule is that a different team member must hit the ball or balloon to the opposite team each time. Other team members can help their team players by passing to them.

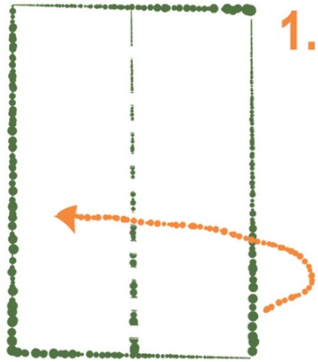
## Science

### **Make a Paper Airplane like Mikey and Brooks**

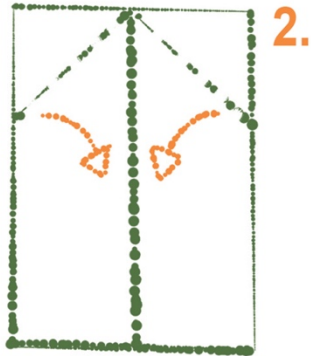
- Fold a piece of paper in half lengthways.
- Open it out again.
- Now fold the left-hand side to the center line.
- Fold the right-hand side to the center line
- Open it out.
- Fold the top left corner down to the center crease
- Fold the top right-hand corner down to the center.
- Take the left side and fold it to the center crease to make steeper diagonal angle.
- Do the same on the right.
- Fold the left-hand side to the center again, for an even steeper diagonal.
- Do the same on the right.

- Flip it over so that the blank side is facing up.
- Fold it in half lengthways – so that the two mirror images match up.

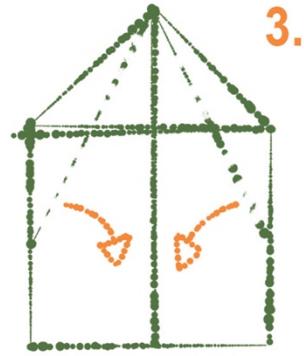
BONUS: Try different kinds of paper or other folding techniques. Then measure the distance each plane flies. How do they compare? Why do you think some paper airplanes fly faster or further?



1.



2.



3.



4.



5.



6.



7.



8.



9.



Lets make a paper airplane!