

WWRT: What Went Right Today?SM
Awarded the 2006 Benjamin Franklin Award
For best children's audio-book

For children age - 4

A resource guide for preschools

(a primary / elementary school guide is available for children ages 5 - 8)

Welcome to the **WWRT: What Went Right Today?**SM preschool resource guide. The following suggestions can assist teachers, administrators and guidance counselors in integrating **WWRT: What Went Right Today?**SM into a preschool curriculum.

(Teachers please use your own professional assessment of each child's ability and developmental level when implementing these suggested projects.)

Patterns of communication are learned behaviors. A child develops constructive ways of communicating through adult role models, interactions with peers and through practicing these skills. **WWRT: What Went Right Today?**SM creates the discussions that are based on identifying positive events in a child's world. **WWRT: What Went Right Today?**SM, the book and song combination, generates positive conversations among children and adults, about their daily lives - what they like, think, and feel - as they enjoy the playful illustrations, toe-tapping song and reading of the story. It is a catalyst for guiding children in recognizing the good in everyday experiences. Research studies show that people who develop positive thinking and positive attitudes live longer, increase their ability to solve problems, and are resilient – they can recover from stressful situations.

WWRT: What Went Right Today?SM can be used as an individual subject area activity or as a cross content study unit. The activities take into account the various learning preferences which young children are developing. Included are the elements of sound, music, visuals, movement, experience, and talking.

The suggestions in this guide are student-centered and interactive as students are encouraged to participate in discussions with teachers and peers. The issues discussed have a direct application to the everyday life of the student and empower the student to use higher level thinking skills necessary for cognitive, physical, social and emotional well being. This guide offers suggestions for use in the early childhood curriculum areas of Social and Emotional Development, Creative Arts, Language and Literacy, and Social Studies. Suggested activities for parent involvement are included.

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Share your suggestions or comments with Joan Buzick at buzi.bee@verizon.net or call (201) 396-0200.
Visit the publisher's web site at www.WWRT.org

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- **Social and Emotional Development**

Appreciation
Caring
Expression of positive thoughts
Positive conversation with peers and adults
An awareness of personal Interests
Positive Attitudes

Positive Thinking
Respect for oneself
Resiliency
Respect for others
Respect personal and school property
Responsibility
Self-Help

Example:

The question “How can I help **myself** or someone else today?” may lead to responses like: I can eat good meals, brush my teeth, wash my hands, practice zipping, button and lace my shoes and clothes. A discussion like this could be used in lessons for self-help, respect for oneself, or responsibility.

- **Language and Literacy**

Develop an interest in books
Comprehend and respond to questions
Emergent reading skills
Emergent writing skills
Learn to tell or reinvent stories
Listening
Participating in conversations
Repetitive patterns and a refrain
Rhyming
Use of American Sign Language

- **Creative Arts**

Appreciation for music
Music performance
Appreciation for visual arts
Communicating through drawing
Storytelling

(A choral arrangement of the music for elementary school choirs is available for purchase through the publisher.)

- **Social Studies**

The questions and discussions that can be generated are endless.

- Tell us what do you like to do with your family.
- How do you help out in the classroom or at school?

It is within these discussions that children can share about:

Family roles	Cultural differences
Family traditions	Community responsibility

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Introducing the book

1. Begin each day reading, playing and singing WWRT: What Went Right Today?SM as a group activity.

(The chorus can be sung with the use of American Sign Language – See page 7)

Talking points

- State the book's title.
- WWRT is a book and song
 - Written by Joan Buzick and Lindy Judd
 - Illustrated by James Kevin Sullivan
 - Music composed by Joan Buzick
- Show the pictures of the book's collaborators - authors, illustrator and composer – to make the terms more meaningful.
- WWRT: Is different from other books because it is a book and a song.
- WWRT stands for **W**hat **W**ent **R**ight **T**oday?
- The letters WWRT are blue, red, green and blue, respectively and are the first letters in the words "**W**hat **W**ent **R**ight **T**oday".
- Ask the students what they see on the book's cover. The background of the front cover of the book is a guitar. The introduction is played by the guitar –relate this back to the cover art work.

2. After each daily reading select one of the questions from the book and ask the students to share their answers. As role models, teachers are encouraged to answer questions helping the students to feel comfortable and eager to participate. Teachers may choose to write down, on the classroom board or large note pad, the children's responses for all to see.

- 1) What will make this a good day? (Another way to phrase this for young children is –"What made you feel happy today?")
- 2) What do you like to do in your shoes?
- 3) How can you help yourself or someone else today?
- 4) How do you like to dress up?
- 5) Where are all the places you like to play?
- 6) Tell me about your friends.
- 7) When you grow tall, what would you like to be?
- 8) What would you wish for from a wishing well?
- 9) Tell me the good things that happened today. (What went right today?)

3. Discuss the illustrations. (See additional questions)

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Projects

1. Children design their own WWRT: What Went Right Today?SM book.

Use the nine topics in the book or you may use your own topics. Children can draw the picture. The child dictates the text to the teacher. The text does not have to rhyme.

Optional book contents

- A cover: front and back
- Dedication page
- A copyright page
- Table of contents or an information page about the book (this is my story about what went right)
- Text pages
- Illustrations
- Author biography

2. Each student creates and maintains a personal journal. The students may draw their “what went right today” picture as the teacher helps write the text.

Alternative suggestion: Save the journal writing as an end of the school day activity.

3. The teacher and student write their own song lyrics for WWRT: What Went Right Today?SM Some children can help rhyme the words.

4. Students create a WWRT: What Went Right Today?SM collage using:

- Magazine pictures of things that make them happy
- Photos of activities the children enjoy in school
- Pictures brought from home (teachers can help write down information about the picture)

Additional Questions

- Tell us about your favorite shoes, clothes or lunch?
- Who are your friends? What do you like to do with your friends?
- Have you helped a friend or someone in your family? How did it make you feel?
- What games do you like to play? Why do you like them?
- What is your favorite story or book? Why do you like to read it?
- What is your favorite music?
- Tell us about your favorite subject?
- What is the best part of the school day?

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Questions about the illustrations

Picture 1 (Boy looking out the window)

What is the child doing?

What do you think the child is thinking?

What makes it look like it will be a happy day?

Picture 2 (Shoes)

What do you see in this picture?

What shoes do you like? Can you tell me about the shoes and why you like them?

Picture 3 (Sweeping the floor)

What is the child doing?

What else do you see?

(By giving someone flowers or sending a letter you can make someone happy.)

Picture 4 (Playing dress-up)

What are the children doing in the picture?

What dress up clothes do you see?

Are the clothes the same or different from your dress up clothes?

Picture 5 (The home made tent)

What do you see in the picture?

How did they make their hideway?

Picture 6 (Friends)

What are the children doing?

What games or toys do you like to play with your friends?

Picture 7 (What would you like to be?)

Who do you see in the picture?

What are some different jobs people do?

Picture 8 (Sharing a story)

Who is in the picture? (family or friends)

What are they talking about?

Picture 9 (End of the day)

What do you see in the picture?

What do you think the child is dreaming about?

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Parent Involvement

Including parents in the “**What went right today?**SM” program will help open doors of positive communication.

Suggested activities for parent involvement

- Send home the journals once a week for parents to review. When possible – have the journal accessible (displayed) for the child’s parent to view.
- Have a class copy of **WWRT: What Went Right Today?**SM circulating home with each child. Ask parents to write a short event about something good that happened during their day.
- Parents may want to share a photograph of picture about something good that has happened in the family.
- A family writing event. If your school has a family writing evening, invite them to write their own **WWRT: What Went Right Today?**SM book. (See the “suggested book content” under the **Cross – Content Curriculum Activity** listed above.

Maximize **WWRT: What Went Right Today?**SM in your school or organization

Schedule a day with the author(s) / composer or illustrator...

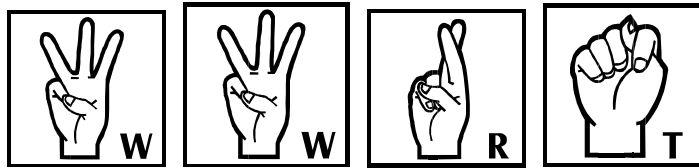
- Author classroom visit
- School assembly program*
- Parent and Student assembly program*

* Recommended for children ages 4 – 8. Groups with children ages four and five are asked to attend in groups no larger than 50 children unless sitting with a parent.

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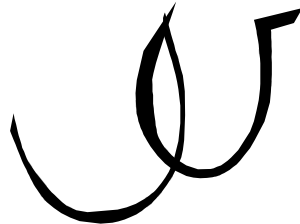
American Sign Language



What?



Went Right (Success)
With both hands scroll a
“W” from the mouth
with the tip of each
index finger



“You” – point to a child



“Me” – point to yourself

“Day” - The left arm lies horizontal while the right arm, with index finger pointed, is perpendicular to the left arm and moves down resting upon the left arm (like the hand on a clock).

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