

# ZERO - About the Book Questions

## 10 Questions

**1** When the numbers line up to COUNT (1,2,3,4,5,6,7...), why do you think is ZERO left out? Do you think the other numbers are leaving her out on purpose?

**2** Why do you think ZERO feels empty inside? What do you think she is missing? Do you ever feel empty inside?

**3** Why does ZERO want to look like ONE instead of like herself? Do you sometimes wish you looked like someone else? Or could be someone else? Why?

**4** Why do Eight and Nine encourage her to look like them? Is this a helpful idea? Or not?

**5** ZERO leaps and makes a grand entrance to impress the numbers. What do you think would have happen if ZERO *was* successful and she *had* impressed the numbers?

**6** Why do you think the author chose SEVEN to be the number to tell ZERO "Every number has value."?

**7** What do you think it means to be OPEN?

**8** When ZERO has a new idea, ONE tells her to 'Lead the way!' Why is it nice that it is ONE who tells her this?

**9** What does ZERO mean, when she says "if we help each other SOAR, we can count even MORE."

**10** How can you help someone to count MORE?

10!

# How can we count more?

## About the Book - 10 Questions

**1 Sometimes we want to be like someone else.**

BLUE feels like that. Which color do you like most? Do you sometimes feel like BLUE? Or like a YELLOW? Or RED?

**2 Why does RED pick on BLUE?**

Is it because he is quiet? Or different from him?

**3 Is RED a bad color and BLUE a good color?**

Are we sometimes fiery and bold like RED? Or quiet like BLUE?  
Do you think the colors are about personalities and how we sometimes feel?

**4 Why does BLUE feel bad about being BLUE?**

Is what RED says *untrue* when he says "RED is hot, BLUE is not?"  
Is it more the way RED says this to BLUE (tone)?

**5 Why do you think the other colors are afraid to help BLUE?**

Do you sometimes feel like PURPLE, GREEN, and ORANGE? What would you do to help?

**6 Do you think ONE is special?**

Why do the other colors listen to ONE?  
What do you think ONE was like before he was a ONE?

**7 All the colors change at different times.**

Why do you think it takes longer for BLUE to change into a number and COUNT?

**8 What do you think it means to stand up and COUNT?**

**9 Do you think it was hard for BLUE to be nice to RED in the end?**

Why do you think he did this? What does it mean to forgive?

**10 How do you think we can all COUNT more?**

How can *you* become a ONE?

# Let's Count Together!

## About the Book - 10 Questions

- 1 Have you ever felt like you lost a friend? What does it feel like?**  
Two feels like that. Do you sometimes feel like Two? Or like \_\_\_\_\_  
or \_\_\_\_\_?
- 2 Do you know what an odd number is? Do you know what an even number is? What does it mean to be odd or even?**
- 3 Why does Three leave Two out? Why does One go along with Three? And why does One leave out Two, his best friend?**
- 4 How did Two feel when One and Three wouldn't let her play with them?**
- 5 Why couldn't Two do what Zero and Four suggested?**
- 6 What does it mean to "feel a little green"?**
- 7 How does Two feel when the odd numbers and the even numbers start fighting? What can she do to help? How does she come up with the answer?**
- 8 How does Three feel when Two Speaks up? What do all the numbers learn?**
- 9 Do One and Two become friends again? How does it happen?**
- 10 Friends argue. Friends change. Even though you aren't best friends anymore, can you still stay friends?**



# ZERO - Activities



## "ZERO" EXERCISE IN FINDING VALUE IN OURSELVES

Purpose: If we think of ourselves as a circle, how do we 'fill up' our understanding of ourselves? Is it with positive thoughts, or negative thoughts?

INSTRUCTIONS: Have the children draw a circle.

Ask the children to write what they LIKE about themselves INSIDE the circle.

As an alternate exercise, have others (parents, teachers, other students) write positive things about that child on the OUTSIDE of the circle. Ask the student to hang it up on the wall somewhere in their home where they can see and reflect on it.

Is there a way they can use these positive things about themselves to help someone else in their life? Someone who could use their help?

# ONE - Activities



## "BE A ONE" BOOKMARKS

**STEP 1:** Cut out a bookmark in the shape of a number ONE.

**STEP 2:** Write down ways you can *Be a One*. "I am a One when..."

*Materials: Scissors, markers, coloredpens, colored construction paper*

## CHARACTER CIRCLES

**STEP 1:** Xerox a 4" (or bigger) outline of a circle on different colored construction paper. Students will write their name on both front and back of the circle. **STEP 2:** On one side, they'll write down some positive affirmations about themselves. On the flip side, have them write, "I will stand up..." OR "I have stood up when..." **STEP 3:** Then have the students finish the sentence. NOTE: Take it a step further! Gather these colored dots up - it can make an impressive rainbow to hang in the hallway or a fun mobile to hang in the center of the classroom.

*Materials: Scissors, markers, colored construction paper*

## "ONE" SKIT

**STEP 1:** Cut out 6 foam core circles. **STEP 2:** Paint one side of the circles using the different colors from the book, and paint the corresponding numbers on the back. **STEP 3:** On an additional rectangular foam core, paint the word "NO" on one side/"THE END" on the other. On the final foam core piece, cut out a '1' and paint it gray. A narrator reads the book while the eight players holding the individual props and bring "ONE" to life for their classmates.

*Materials: Acrylic Paint, Poster Board or Foam Core*

## "ONE" APPRECIATION FLOWERS

The goal is to bring children together on a project that will help them appreciate each other's differences. Each participant will create their own unique flower to contribute to the bouquet.

**STEP 1:** On a lettersize white paper, draw a 3" to 4" CIRCLE, and 6 PETALS. Use this as a 'master' to copy onto different colored construction paper.

**STEP 2:** Xerox this template onto different colored construction paper to give out to the students to cut everything out.

**STEP 3:** On the CIRCLE, have students write in 3 SINGLE WORDS what they value most about themselves (3 Positive attributes: *friendly, kind, giving...*) This circle will become the center of the flower.

**STEP 4:** On the PETALS, student writes their name on each petal.

**STEP 5:** Trade petals! The goal here is to get a colored petal from someone they don't know well. Have them ask questions of their new friend..*What is their favorite game to play? What are their favorite sports?* When they are done breaking the ice, trade petals. Now on the traded petals, students will write down (under the new friend's name) 1 positive character trait. Collect up to 6 diferent petals and glue or tape onto your CENTER circle. Hang them on the wall for everyone to appreciate or twist together 2 pipe cleaners to make a stem and attached to CENTER.

*Materials: Construction paper, scissors, glue stick, marker. Addition: pipe cleaners*