Share and Take Turns
It’s fun to play and imagine.
Sometimes when I play, I want what other people have, or they want what I have.
I know a way we can get along. We can share.

One way to share is to divide things.
Another way to share is to use things together.

Playing together can be more fun than playing alone.
Trading is also a way to share.

My friend can use what I have, while I use what my friend has.
Taking turns is a way of sharing, too.

When we can’t use something at the same time, I can wait for my turn.
I can also share things I know.
And I can share special things about me, like things I make and do. When I help someone, I share my time.
I might offer to share, or another person might offer to share.
Sometimes I ask a friend to share. I’m glad when someone shares with me.
If the person says no,
I can do something else.
It’s not always easy to share.
I might have something that’s special to me.

I might not want to share it.
Or I may not feel ready to share.
That’s okay.
I can choose not to share . . .
or share something else.
or offer to share later . . .
Sometimes, I decide to share even though it’s hard for me.

When I share or take turns, I’m being generous.
I’m learning to make good choices.
I’m learning to think about others.
No matter where I am, or who I’m with, there are special ways that I can share.
Ways to Reinforce the Ideas in Share and Take Turns

As you read each page spread, ask children:

• What’s happening in this picture?

Here are additional questions you might discuss:

Page 1
• Why are these children having a good time?

Pages 2–3
• Who could share in this picture? What could that person do?
• Have you ever wanted to play with something another person was using? What happened?

Pages 4–11
• What is sharing?
• How are these children sharing?
• What are some other things we (you) can share by dividing? use together? share by trading?
• How does taking turns help people get along? (Include in your discussion the idea of being fair. Also discuss some situations where there may be several possible ways to share.)

Pages 12–15
• When have you shared something you know? Something you made?
• When have you shared by helping someone or doing something for another person?
• What are some ways you share at school (at home, outside, in other settings)?

Pages 16–21
• What are some times you can offer to share with someone else? How can you offer? What can you say?
• When are some times you might ask someone to share with you? How can you ask? What can you say?
• What can you say if the person says no?
• What can you do instead? (In discussing ways to ask and offer, talk about the importance of being friendly and polite. For example, instead of, “Gimme that book—I want it!” people are more likely to want to share when asked, “Could I please see that?” or, “Will you be done soon? Can I use it then?” Help children understand that being courteous when talking about sharing is a way to show respect.)

Pages 22–27
• When is it hard to share? Why is it hard?
• If you don’t want to share something, what can you say? What can you do?

• What are some things that you shouldn’t share? (Often medical or health reasons such as allergies dictate rules about what should not be shared. For example, at school, children may be told not to share combs, hats, or food. At home, children may be told not to drink from someone else’s cup. Be clear in this discussion about things that children should not share and what they can say when someone asks them to share any of these things.)
• Have you ever shared something when it was hard to do? What happened? How did you feel? How did the other person feel?
• Has anyone ever shared something with you even though it was hard to share? What happened? How did you feel?
• What does it mean to be generous? (Children might suggest being kind, sharing, and being willing to let others play with them or use their things. You might also discuss the opposite of being generous: being selfish. At the same time, make it clear that while it’s good to be generous, no one is expected to be generous with everything all the time.)

Pages 28–29
• How do you decide to share or not share?
• Why is it important to think about others?

Pages 30–31
• Where are some places you can share?
• Who are people you can share with? What can you share?
• What are some special ways you can share? (Help children think about personalized ways they can share. Children can share things they make, such as pictures, puppets, clay figures, or food. They can share ideas about ways to use a toy or solve a problem. They can also share skills or talents—for example, by showing a younger sibling how to print letters, or by singing or teaching others a song. The idea is to help children identify a range of ways to share and also ways of sharing that are uniquely theirs.)

Sharing Games

Read this book often with your child or group of children. Once children are familiar with the book, refer to it when teachable moments arise involving positive behavior or problems related to sharing and taking turns. Make it a point to notice and comment when children share and take turns. In addition, use the following activities to reinforce children’s understanding of how to share and take turns.

Ways to Share Game

Materials: Pictures of toys and small items cut from magazines and catalogs; bag to hold the pictures; whiteboard with magnets, or 4 index cards

Level 1

Review pages 4–11 with your child or group of children, making sure they understand the different ways to share that are described. Then have a child draw a toy from the bag. Ask: “How can you share this?” or “How can child’s (name) share this?” Be open to more than one possible way to share the item. Follow-up questions you might ask include:

“Who could you share this with?” or “Is this something you would share?” Repeat with other toys from the bag.
Level 2

Level 2: Form groups of two or three children and give each group one picture. Then call out a direction, such as “Offer to trade” or “Ask if you can have a turn.” Have children take turns using their stick puppets to role play as directed, switching roles so all children get a chance to have their puppets play different parts. Continue to role play and have children role play in situations in which the puppets:

- offer to share or invite someone to take part
- ask if they may share or have a turn
- find ways to share and take turns
- find ways to solve problems when someone doesn’t want to share or take turns

Level 3

With children in groups of two or three, describe a scenario using dolls or stuffed animals. You might say, “Tootie is playing with the truck. Big Bear wants to use the truck, too. How can they use it together?” Invite children’s ideas, and ask about other ways the truck can be shared.

Then have children role play this and other scenes using dolls, action figures, and stuffed animals who are playing with toys from your classroom or home. Start with neutral toys that are not favorites; then move to toys that are often in demand or that children find difficult to share. Encourage children to practice ways to ask or offer to share; ways to share by dividing, using together, trading, and taking turns; and ways to solve problems when someone doesn’t want to share or isn’t ready to do so.

When a problem arises that involves sharing or taking turns, use the stick puppets, dolls, or stuffed animals to role play ways to deal with the situation, or have children enact solutions.