

# Contents

<b>Overview of the Concept: Identity</b> .....	1
<b>Introducing the Concept Using the InfoRead Big Book</b>	
Family Scrapbook .....	7
<b>Extending and Reinforcing the Concept Using the InfoRead Little Books</b>	
Meet Our Families .....	10
Our Homes .....	15
Computer Pals .....	20
<b>Blackline Masters</b> .....	24

# Overview of the Concept: Identity

## Book Summaries

Title	Level	Summary
Family Scrapbook	Big Book	This scrapbook is a collection of mixed-media pages created by six different children to describe their homes, their families, what they like to do, and other items of importance to them. Each two-page spread includes text with supporting photographs and illustrations that reinforce the uniqueness of each child's identity, as well as the similarities they all share.
Meet Our Families	D	This illustrated realistic narrative introduces the reader to a variety of children and their families. The families depicted are diverse in structure, membership, culture, ethnicity, and interests.
Our Homes	E	This illustrated realistic narrative introduces the reader to different types of homes and the children who live in them. These are the same children introduced in <i>Meet Our Families</i> . Characteristics of each home, the kinds of activities the children engage in, and the people the children interact with, are discussed. The diversity of homes and lifestyles is reinforced.
Computer Pals	I	In this illustrated realistic narrative, Ms. Shiu's students discuss what they are good at and learn the same about their computer pals by reading their e-mails. Muna learns that everyone is good at something. Their computer pals are the same characters who appear in both <i>Meet Our Families</i> and <i>Our Homes</i> .

## Target Outcomes

BC	Alberta	WNCP/Manitoba
<p>Society and Culture:</p> <ul style="list-style-type: none"> <li>Describe how families can be similar and different</li> <li>Describe some of the purposes of families</li> </ul>	<p>My World: (1.1.1) Value themselves and others as unique individuals in relation to each other and their world</p>	<p>I-V-C-003: Appreciate that people have diverse points of view and experiences</p> <p>I-V-I-004: Value who they are as unique individuals</p> <p>I-V-CC-007: Appreciate diversity among their peers and community members</p> <p>I-K-CC-010: Demonstrate awareness of the diversity of people, languages, and ways of life in their communities</p> <p>I-K-CC-011: Give examples of differences in ways of life for various people (e.g., language, clothing, food, art, celebrations)</p>

## Related Resources

- All Families are Different* by Sol Gordon (Amherst, NY: Prometheus Books, 2000).
- Annie's Gifts* by Angela Shelf Medearis (Orange, NJ: Scott Foresman, 1997).
- Ashok by Any Other Name* by Sandra S. Yamate (Chicago: Polychrome Publishing Corporation, 1992).
- Big Ben* by Sarah Ellis (Toronto: Fitzhenry and Whiteside, 2001).
- Celebration of Family* (Audio CD) by Various Artists (Redway, CA: Music for Little People, 2001).
- Crabs for Dinner* by Adwoa Badoe (Toronto: Sister Vision Press, 1996).
- The Daddy Book* by Todd Parr (New York: Little, Brown and Company, 2002).
- Daddy Makes the Best Spaghetti* by Anna Grossnickle Hines (Boston: Houghton Mifflin Company, 1986).
- Emma's Story* by Deborah Hodge (Toronto: Tundra Books, 2003).
- Families* by Debbie Bailey (Toronto: Annick Press, 1999).
- Families* by Miriam Frost (Desoto, TX: The Wright Group, 1999).
- Families* by Meredith Tax (Boston: Little, Brown and Company, 1981).
- Families are Different* by Nina Pelligrini (New York: Holiday House, 1991).
- Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems* by Mary Ann Hoberman (New York: Scholastic, 1991).
- Grandad's Tree: Poems About Families* by Jill Bennett (Cambridge, MA: Barefoot Books, 2003).
- Homes A B C* by Lola M. Schaefer (Oxford, UK: Heinemann Library, 2003).
- Homes 1 2 3* by Lola M. Schaefer (Oxford, UK: Heinemann Library, 2003).
- Houseboat* by Lola M. Schaefer (Oxford, UK: Heinemann Library, 2002).
- I Am Me* by Karla Kuskin (New York: Simon and Schuster, 2000).
- I'm a Big Brother* by Joanna Cole (New York: Morrow Junior Books, 1997).
- I'm a Big Sister* by Joanna Cole (New York: Morrow Junior Books, 1997).
- In My Hometown* by Tom Chapin (Audio CD) (Dobbs Ferry, N.Y.: Sundance Music, 1999).
- Into My Mother's Arms* by Sharon Jennings (Toronto: Fitzhenry and Whiteside, 2000).
- Joshua's Masai Mask* by Dakari Hru (New York: Lee and Low Books, 1993).
- Lots of Grandparents* by Shelley Rotner (Brookfield, CT: Millbrook Press, 2001).
- Mobile Home* by Lola M. Schaefer (Oxford, UK: Heinemann Library, 2003).
- Take a Look at My Family* by Joan Thompson (Carmel CA: Hampton-Brown, 2000).
- The Okay Book* by Todd Parr (New York: Little Brown and Company, 1999).
- There's Only One of Me* by Pat Hutchins (New York: Greenwillow, 2003).
- Two Mrs. Gibsons* by Toyomi Igus (San Francisco: Children's Book Press, 2001).
- What Families Do?* by Olive Jackson (New York: Newbridge Educational Publishing, 2000).
- What is a Family?* by Gretchen Super (Frederick MD: Twenty-First Century Books, 1991).

*What is a Family?* (Video) (Orangevale, CA: 100 Percent Educational Videos, 1997).

*When I Was Five* by Arthur Howard (San Diego: Harcourt Brace and Company, 1996).

*Who's in a Family?* by Robert Skutch (Berkeley, CA: Tricycle Press, 1998).

### **Introducing the Concept**

Choose one or more of these large-group activities to introduce the concept of “Identity.”

#### **Share the Big Book**

Use the Big Book, *Family Scrapbook* for shared reading. See the lesson plan that follows this overview for ideas on how to use the Big Book to introduce the concept of identity.

#### **Make a “Me” Outline**

Have the students trace, cut out, and then paint a life-size version of themselves. Then, on separate index cards or strips of paper, have them write down three important pieces of information about themselves. Post the tracings and the information together. Provide additional blank cards or paper strips so that they can add information throughout the unit.

#### **Do an Interview**

Brainstorm a list of questions to ask someone to get to know them (e.g., about their home, their family members, their talents and/or interests). Have the students work in pairs to use at least three of these, or their own questions, to interview each other. The students can write their partner’s responses. Following the interviews, have each student introduce his or her partner to the class by telling three important things they learned, and one thing that makes their partner special.

### **Extending and Reinforcing the Concept Using the InfoRead Little Books**

See the pages following the Big Book lesson plan for lesson plans for the Little Books related to this concept.

#### **Culminating Activities**

These activities are meant to be used following the work with the Little Books for this concept. You may want to use any of these activities as a basis for evaluation of students’ understanding of the concept of “Identity.”

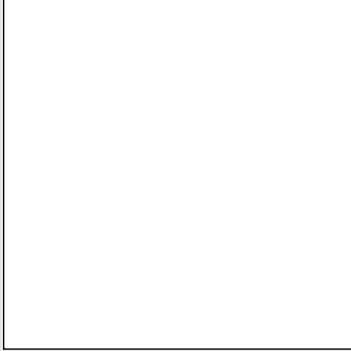
### **Make a “Me” Quilt**

Give each student a large paper square divided into four sections. In each section, have the students draw and write about one aspect of themselves: name; family members; home; and interests, skills, and talents. When complete, display the students’ squares together in the form of a quilt, putting black felt-tip “stitches” between the squares.

### **Compare Yourself**

Divide the students into pairs, and give them time to answer questions about themselves, their families, their homes, what they like to do, what they’re good at, and so on. As a starting point, the students may want to use their completed **BLM 6: We Are All Unique**, and/or interview questions from the Introducing the Concept activities. Then have the pairs of students work together to complete **BLM 7: How Are We Alike and Different?** by listing their similarities and differences in point form. Stress the importance of differences between individuals, while pointing out that everyone has something in common. You may want to model the activity first, comparing yourself with a student. Allow time for each set of partners to present their findings of how they are alike and different.

# Introducing the Concept Using the InfoRead Big Book



## Cross-Curricular Link

Mathematics

## Family Scrapbook

**Text Type:** scrapbook; report

### Before Reading

Have the students raise their hands to indicate their responses to a series of questions related to families and homes. For example, say, *Raise your hand if you have a younger brother. Raise your hand if you live in an apartment.* Discuss the patterns of responses you observe. Ask, *Which questions did everyone raise their hands for? Which questions did a few people raise their hands for? Which questions did no one raise their hands for? Why didn't everyone respond the same way? What would it be like if everyone were the same?* Lead the students to understand that although we all have many things in common, we also have many differences that make us unique or special.

### Reading the Big Book

- Read the title of the book and ask, *Do you have a scrapbook? What kinds of things do people usually put into scrapbooks?* List the students' ideas on chart paper. Say, *Each of the children on the cover has made a page for this scrapbook.* Ask, *What do you think you might find out about them by reading the scrapbook?*
- Read about each child, allowing time for exploring and discussing the art and text on each page. Draw the students' attention to how the children designed their scrapbook pages to reflect their families and their interests.

**Pages 2–3:** Read page 2. Ask, *Why did the children make the scrapbook?* Point to the pictures of the children. Briefly discuss how the children framed their pictures. Ask, *What do you notice from these pictures that is the same? What do you notice that is different?*

**Pages 4–5:** Read page 4. Ask, *How many people were in Tyrell's family before his mom got married again? What kind of home does he live in?* Say, *Raise your hand if you live in a house, too.* Ask, *How is your house like Tyrell's? How is it different? How many stepbrothers and stepsisters does Tyrell*

*have? How many are in his family altogether? How does Tyrell feel about his family? What else does Tyrell's scrapbook page tell us about him? How do you know? (picture and text)*

**Pages 6–7:** Read page 6. Ask, *How many people are in Sharon's family? How is your family like Sharon's? How is it different? What are some things that Sharon likes to do?*

**Pages 8–9:** Read page 8. Ask, *What kind of home does Ferial live in? Say, Raise your hand if you live in an apartment too. Ask, Who is in Ferial's family? How do you know? (text) What else does Ferial's scrapbook page tell us about her?*

**Pages 10–11:** Read page 10. Ask, *Where does Jamie live? Why does he have two homes? Say, Raise your hand if you live in two homes. Ask, Who is in Jamie's family? What are some of Jamie's interests? How do you know? (pictures and text)*

**Pages 12–13:** Read page 12. Say, *Ronnie lives on a farm. Ask, Who does he live with? Where does he sometimes like to visit on the weekend? What does he like to do for fun?* If applicable, ask if any students live, or have lived, on a farm. Invite them to describe any farm work they may have done to help out.

**Pages 14–15:** Read page 14. Ask, *Who is in Ivy's family? How do you know? (pictures and text) Say, Raise your hand if your grandparents live with you. Ask, What words would you use to describe Ivy's home? Say, Ivy likes to go places in the summer. Ask, Which places does she like going to?*

**Page 16:** Read page 16. Say, *All of the families that we saw in the book were different somehow. Ask, How were they different? Was there anything that was the same? Which child's family was most like yours?*

## Revisiting the Text

- As you revisit each spread of the Big Book, ask students to look for words for family members (including pets). Make a list of the ones they find, for example, mom, stepfather, dog, dad, little sister, brother, little brother, and so on. Go through the book again, and list the different kinds of places the children live in; then list the different activities the children are involved in.
- Go through the book again with the students, to identify the different elements the children included in their scrapbook, such as photographs, name cards, frames, captions, writing, and real objects (feathers, dog bones). List the different techniques on a chart, and brainstorm other possibilities.
- Ask the students to describe how each child made his or her pages unique to reflect his or her individual identities (art, picture frames, hand prints, objects).
- Discuss with the students what the characters in the text have in common with each other and what is different. Ask,  
*Which children live in houses?*  
*Who lives in an apartment?*

*Who lives in a townhouse?*  
*Who lives on a farm?*  
*Who has any sisters? brothers?*  
*Who has the largest family?*  
*Who has pets?*

- Have the students work with a partner to construct a dialogue either between themselves and one of the children in the book, or between two of the children in the book. Alternatively, they may create a list of questions that they would ask one of the characters.

## **Extending Activities**

### **Make a Class Big Book**

Ask the students to create their own “Family Scrapbook” class Big Book by each contributing two pages about their family. Review the format used in the Big Book and refer to any lists you made of elements and techniques. The students may follow the format used in the book, and should include information about their family members, what type of home they live in, and some things that the family members like to do together. They may also include information about pets, special activities, and so on. The students may write captions for each picture, and personalize the pages with decorations and found objects. The students may use their own drawings and art, along with construction paper for borders, pictures from magazines, and so on.

### **Making Comparisons**

Collect examples of fine art prints, photographs and/or book illustrations that show children with their families. These may include images of children and their families from different parts of the world. Ask questions such as, *What are the children doing? How are they like you? How are they different? Who are the members of this family? How is this family like your family? How is it different?*

### **Write to a Character**

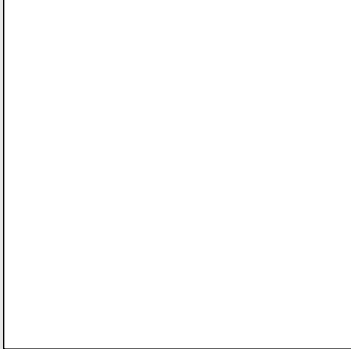
Have the students choose one character from the book that they think they would like to have as a friend. Ask them to write a letter to that character, telling him or her why they would like to be friends and explaining the things they have in common. Alternatively, students can draw a picture and write a caption.

## **Cross-Curricular Link**

### **Mathematics**

Use various aspects of the students’ lives as the basis for collecting, graphing and analyzing data. For example, you may wish to graph the various kinds of homes that students live in, number of family members, family activities they enjoy, number of pets, and so on. After completing each graph, analyze the data.

# Extending and Reinforcing the Concept Using the InfoRead Little Books



## Level D

### Text Type

narrative (realistic)

### Word Count

108 (not including print within illustrations), 113 (including print within illustrations)

### High Frequency Words

are, dad, here, him, I, is, like, little, me, mom, my, she, the, this, to, we, what, with, your

### Content Words

name, family, mom, skis, dad, hockey, grandma, stories, twin sisters, piano, sing, brother, movies, read

### Text Features:

- 24-page book
- 2–4 lines per page
- illustrations
- strong picture clues
- print within illustrations
- italics

### Working with Words

High Frequency Words

### Cross-Curricular Links

Social Studies/Art  
Mathematics  
Social Studies

## Meet Our Families

### Before Reading

Teach the students this song to the tune of “Twinkle, Twinkle, Little Star.”

*Families, families, for us all,  
Families big, and families small.  
Father, auntie, grandma, brother,  
Playing, working with each other.  
Families help us, this is true.  
They love us dearly, yes they do.*

Use the song to initiate a conversation about the students’ families—who’s in them, which family members live with them and which live elsewhere, what they call “big” and “small” families, how they work and play together, and so on.

### Previewing the Text

- Show the cover of the book and read the title. Discuss the art.
- Say, *In this book we will be meeting some children who will tell us about their families and what they like to do together.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Say, *This boy’s name is Yoma and this is his family.* Have the students say the word “family” slowly and think how it would start, then locate the word on the page. Ask, *How many people are there in Yoma’s family?*

**Pages 4–5:** Say, *Find the word that tells us who is with Yoma.* Ask, *What does Yoma’s mom do with him in winter?* Say the word “skis” to the students slowly, and accentuate the “sk” blend. Repeat if necessary. Ask, *What two sounds can you hear at the beginning of “skis”?* Have the students locate the word on the page.

**Pages 6–7:** Say, *This girl’s name is Julie and this is her family.* Ask, *Where does it say “Julie” on the page? How does she introduce herself? How many people are in Julie’s family? What pets are part of her family?*

**Pages 8–9:** Say, *Julie likes playing outdoors in the winter too.* Ask, *Who is she playing with?* Say, *Find the word that proves you are right.* Ask, *What game do Julie and her dad like to play? What letter do you think “hockey” starts with?* Have the students locate the word “hockey” on the page.

**Pages 10–11:** Say, *This boy’s name is Tom.* Have the students locate his name on the page. Ask, *How many people are in Tom’s family? What is his family doing together?*

**Pages 12–13:** Ask, *Who is talking in this picture?* Say, *Yes, Tom’s grandma lives with him, and the family likes to listen as grandma tells stories.* Say the word “stories” slowly and exaggerate the “st” blend at the beginning. Ask, *What two sounds do you hear at the beginning?* Have the students locate the word “stories” on the page.

**Pages 14–15:** Say, *Here are Pooja and Priya.* Ask, *Their names start and end the same way, so how can we tell them apart?* Discuss the middle parts of both names, the “oo” sound in “Pooja” and the “y” sound in “Priya.” Have a volunteer read the last line of print, and provide assistance, if necessary, with the word “our.” Ask, *How many members of Pooja and Priya’s family can you see?*

**Pages 16–17:** Ask, *What do you call sisters like Pooja and Priya who have the same birthday?* Say, *Yes, they are twin sisters.* Have the students locate the word “twin” on the page. Ask, *What do these sisters like to do together?* (elicit “play piano” and “sing”) Say, *Yes, they play piano and sing together.* Ask the students how they think the word “together” would start (emphasizing “to” as you say the word), then have them locate it on the page.

**Pages 18–19:** Say, *This boy’s name is Jamal.* Find his name on the page. Ask, *How many people are in Jamal’s family? What is the family doing?*

**Pages 20–21:** Ask, *Where is Jamal going with his family? How can you tell?* (picture and text) *Which word tells us where they are going?* Say, *Find the word that tells us who the boy in the wheelchair is.*

**Pages 22–23:** Say, *This girl’s name is Cathy. Here, she is on her way to a visit with her dad, stepmother, and baby brother, who are waiting for her in the car. She’s waving goodbye to her mom and an older brother.* Ask, *How many people are in her family altogether?*

**Page 24:** Ask, *What is Cathy doing in the picture?* Say, *Find the word that tells us who the little boy is.* Read the part that tells us what she is doing. Point out the word “your” in the last sentence on the page and explain the use of italics for emphasis, then read the sentence to model for the students. Invite individual volunteers to practise reading the same sentence with appropriate emphasis on the italicized word.

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Using the pictures as a guide, have individual students retell each character's story in their own words.
- Working in pairs, have the students read alternate pages of text.
- Have the students search the text to find answers to the following questions, then read the part aloud that proves their answer:
  - Which sport does Yoma's mom do with him?*
  - Which sport does Julie's dad do with her?*
  - What do the twins do together?*
  - What do Jamal and his brother enjoy doing?*
  - Who does Cathy read to?*
  - Who tells stories to Tom's family?*
  - What is special about Priya's and Pooja's relationship?*
- Starting with Yoma, ask each student to name or describe one thing they know about him and his family. Then do the same for Julie, and so on. Encourage them to use both text and art for clues. Start with a different student each time.
- Have the students use the book, if necessary, to complete **BLM 1: Missing Words**.

## Working with Words: high frequency words

To review high frequency words, have the students search the text and count how many times the following words are contained there: "my" (15), "here" (6), "is" (19), "we" (5), "this" (5). Make a tally chart to show the results. Ask the students to copy one sentence from the text for each of these five words. As an extension, the students can create new sentences using the words.

## Extending Activities

### Family Web

Talk about the different kinds of families that exist, using examples from the book and discussing the students' own families. Have each student create a family web by drawing a picture of him- or herself in the middle of a piece of paper. In the surrounding space, have the students draw and label other family members. The students can include anyone they consider to be "family." You may wish to model this using your own family. Post the pictures and have the students take a gallery walk to look at them. Discuss the many different family structures that are represented.

### Write a “Meet My Family” Book

Provide the students with a sample of the basic language used in the book. Have the students create their own books about their families. They may each create a cover and compile the pages into a book titled “Meet My Family.” For example,

Page 1: My name is \_\_\_\_\_.  
Here is my family.

Page 2: This is my \_\_\_\_\_.  
We (something they do together).

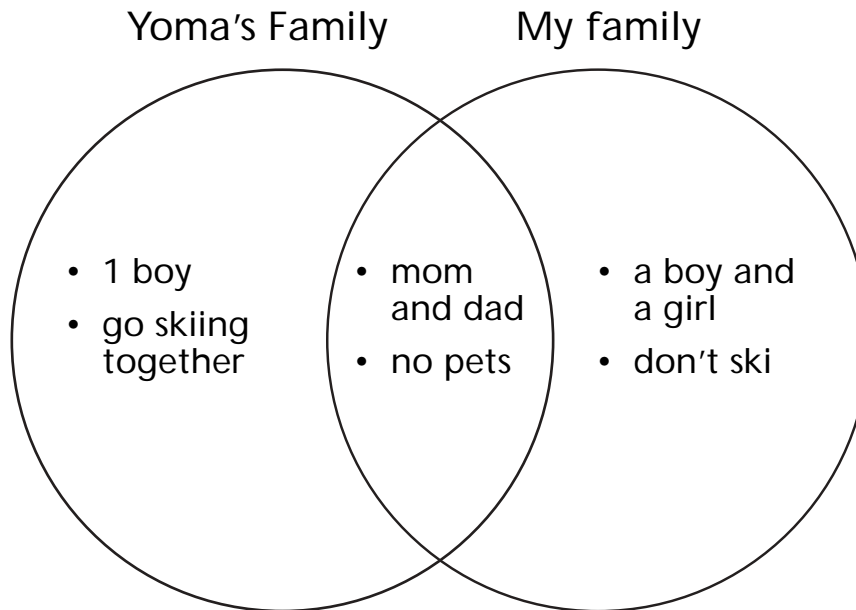
Page 3: This is my \_\_\_\_\_.  
We (something they do together).

The students may share their completed books with one another.

### Show Similarities and Differences

Model how to use a Venn diagram to compare families. Using your family and one of the families in the book as examples, talk about two ways they are the same, and two ways they are different. Label a drawing of a Venn diagram with the families’ names, then write two similarities in the middle section, and the differences in the outside sections.

## Meet Our Families



Distribute **BLM 2: Same and Different**, and have the students each choose one family from the book to compare with their own families. They can record two similarities and two differences. Remind them to label their diagram first.

## **Cross-Curricular Links**

### **Social Studies/Art**

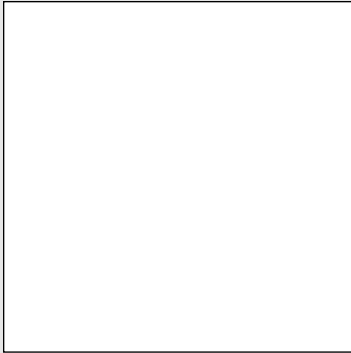
Briefly discuss how members of a family help and care for each other. Ask, *Can you think of a time when someone in your family did something special for someone else in the family or the whole family?* Have the students choose one person as the recipient of an award for being a wonderful family member. Choose a type of award for the class to use (e.g., trophy, plaque, certificate, ribbon). Have each student create an award that includes the person's name, their picture, and the reason for the award. They may share the finished products with the group, giving an oral presentation on why they chose this family member for an award. The students may then take the award home to give to the person who earned it.

### **Mathematics**

Create a class graph to compare the size of the students' families. Ask each student to count all the people who live in their home with them. (Decide if you want to include pets, too.) Make a grid that shows numbers (starting from 2, and going as high as necessary) across the bottom. Put a title on the graph, for example, "How Big Are Our Families?" Each student can create a name card to fit a cell of the grid, and attach it in the column that corresponds to the number of people in his home. (Remind them to start at the bottom.) Alternatively, you can have them print their names right on the grid, and colour the cell around it. When the graph is completed, discuss what information it provides.

### **Social Studies**

Students can create family trees. Brainstorm a list of family members. Ask the students to make small pictures of each member of their family. Encourage them to include anyone they consider to be family, including extended family members—uncles, grandparents, stepparents, and so on. Explain that sometimes a family is shown as a tree with many branches. Have each student draw a big tree with many branches. They will need one branch for each family member they have made a picture of. Have them glue their picture to leaf-shaped cutouts, paste the leaves onto the branches and print the names of the family member and the relationship under each (e.g., Aunt Mary, My brother Frank). Ask the students to complete the following sentence at the bottom of the page: "My family is important to me because \_\_\_\_\_."



## Level E

### Text Type

narrative (realistic)

### Word Count

277 (not including print within illustrations), 283 (including print within illustrations)

### High Frequency Words

a, an, and, are, big, by, come, do, don't, eat, for, go, going, have, here, home, I, in, is, like, my, now, of, on, see, the, there, this, to, very, we, what, where, with, your

### Content Words

house, ocean, fishing boats, computer, e-mails, games, townhouse, playroom, basement, train set, farm, barn, hay, apartment, city, building, swimming pool, bedrooms, house, Reserve, breakfast, kitchen, home

### Text Features

- 24-page book
- 4–7 lines per page
- illustrations
- moderate picture clues
- print within illustrations

### Cross-Curricular Links

Visual Arts

Mathematics/Art

Art/Social Studies

Social Studies

# Our Homes

## Before Reading

On chart paper, begin a list with the words “apartment,” “townhouse,” “mobile home,” “house,” and read them out. Ask the students what all those words refer to (kinds of homes). Brainstorm other words to add to the list, as students think about their own homes, past and present. You may want to show pictures of different and unusual kinds of homes to reinforce the variety of homes that people live in, in different parts of the world.

## Previewing the Text

- Show the cover of the book and read the title. Ask the students to try to identify the types of homes shown on the cover.
- Say, *In this book we will find out who lives in each of these homes, what is special about the home, and what the people like to do there.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Say, *This girl’s name is Cathy and she lives near the ocean.* Have the students say the word “ocean” slowly. Ask, *What sound do you hear at the beginning of “ocean”?* *What sound do you hear at the end?* Have the students locate the word “ocean” on the page. Discuss Cathy’s house, then say, *Find the words that tell us what Cathy likes to watch.*

**Pages 4–5:** Say, *Cathy is showing us her room. What does she have in her room?* When the students mention the cat and bird, introduce the animals’ names and have the students locate the names on the page. Ask, *What do you see on Cathy’s computer?* Read the e-mail to the students. Ask, *What will Cathy do with it, now that she has finished writing her e-mail?* (elicit “send”) *What else do you think Cathy does on her computer?* (elicit “play games”)

**Pages 6–7:** Say, *This is Yoma,* and ask, *What kind of home does he have?* (elicit or give “townhouse”) Have the students locate the word “townhouse” and ask, *What two small words do you see inside the word “townhouse”?* Say,

*Yoma's best friend, Kim, is waving from her window. Find the words that tell you where Kim lives.*

**Pages 8–9:** Ask, *Which room is Yoma showing to us?* Have the students locate the word “playroom” and discuss the two little words inside. Ask, *Where do you think the playroom is?* (elicit “basement”) *How can you tell?* (picture) *What's another place you could check?* (text) Say, *Yoma has lots of things to do with his friends.* Ask, *What do you think they like to play with?* Use the term “train set” in your discussion with the students.

**Pages 10–11:** Say, *This is Julie,* and ask, *Where does Julie live? How do you know?* Have the students prove their answers using the picture and the text. Then say, *Find the part that tells us where the animals live.* Have the students read the last line of text to themselves and briefly discuss or review the purpose of the exclamation mark. Invite volunteers to read the sentence aloud with expression.

**Pages 12–13:** Ask, *Where does Julie like to play with her brothers and sister? What kinds of things do they like to do in the barn?* (elicit or give “jump in the hay”)

**Pages 14–15:** Say, *This is Jamal* and ask, *What kind of home does he live in?* Elicit “apartment” and have the students locate the word on the page. Point out the word “city” and discuss the soft “c” sound at the beginning. Ask, *Where does Jamal like to play?* Use the word “nearby” several times in your discussion of the park, to familiarize the students with it. Say, *Jamal is going to show us where else he plays when he's inside his building.* Ask, *What do you think this place will be?*

**Pages 16–17:** Confirm the students' predictions. Say, *Find two words that tell us what Jamal and his friends do in the swimming pool.* (swim, play) *They can play in the pool even in the winter.*

**Pages 18–19:** Introduce the character names of the twins to the students and ask, *What does the picture tell us about Pooja and Priya's home?* (new) Say, *Find the words that tell us when they moved into their new house.* Ask, *Why are Pooja and Priya excited about their new house?* Say, *Find the words that prove your answer.* (“It's big!” or “We even have our own bedrooms!”).

**Pages 20–21:** Say, *Look at the picture of Pooja and Priya's rooms.* Ask, *In what way are their rooms different? Do you think they play together?* Say, *Find the words that tell you the answer.* Ask, *How do Pooja and Priya feel about having their own rooms? How do you know?* (picture and text).

**Pages 22–23:** Say, *This is Tom. He lives in a house on a Reserve.* If unfamiliar to the students, explain what Reserves are and who lives on them. Ask, *What does Tom like to do?* (elicit “paint pictures”) Ask the students to find the part that says what Tom likes to paint pictures of around his house. Say, *It's early in the morning and Tom's mother is calling him to come inside for a meal. Which meal*

*is she talking about?* Have the students say the word “breakfast” slowly and ask, *What are the first two sounds that you hear?* Have the students locate the word “breakfast” on the page.

**Page 24:** Say, *Tom’s family likes to eat and talk and laugh together.* Ask, *Which room are they in? How do you know?* (picture and text) Read the questions at the bottom of the page and allow the students to respond.

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- In pairs, have the students reread alternate pages of the text.
- Using the text as a guide, have individual students retell each child’s story in their own words.
- Look again at the list of kinds of homes you made in the Before Reading activity. With the students, go through the list and look for any that appear in the book. Write the characters’ names beside them. Then check to see if there were any in the book that need to be added to the list.
- Have the students search the text and read aloud the part of the book that answers these questions:
  - What is Cathy’s house near?*
  - What kind of house does Yoma live in?*
  - Which children are twins?*
  - What does Julie like to do in the barn?*
  - Where do Jamal and his friends like to play?*
  - What does Tom like to paint?*
  - What is Yoma’s favourite room?*
  - Who has a pet bird?*
- Have students complete **BLM 3: Who Am I?** by writing in the name of the character who goes with each clue. They can use their books for reference and for the spelling of the names.

## Extending Activities

### Create a Home Book

Talk about the meaning of the word “describe” and ask the students to identify what information they would give to describe their home to someone who had never seen it. Record their ideas on a chart (e.g., the outside, my room, number of floors, backyard, where it is, what I do there). Have the students put together

a six-page booklet in the shape of their home. On each page, the students describe one feature of their home using words and pictures.

### **Write a Home Riddle**

If you already have a list of kind of homes, you can use that, or brainstorm a list now, including those mentioned in the book. Choose one and model how to create a riddle about it. Write the clues and answers on index cards or scrap paper.

For example: Clue 1: This home is very big and fancy.

Clue 2: It is made of stone.

Clue 3: Kings and queens live there.

Question: What kind of home is it?

Answer (written on the back): castle (with a picture of a castle)

Have the students work with a partner to choose one kind of home and write a riddle about it. Each pair of students can read their riddle to the class to see who can guess what it is.

### **Cross-Curricular Links**

#### **Visual Arts**

Prepare sets of cards that list details about a home (e.g., 1 chimney, 6 windows, 2 stories, 1 blue door). Talk with the students about what architects do (draw plans of buildings, including homes, for builders to follow). Explain that the plans are often based on what the people who will live or work in the buildings want or need. Have each student choose one card from each category and design and draw a home that incorporates the details on the card. Have each student present the card and explain how he or she used it to design the home.

#### **Mathematics/Art**

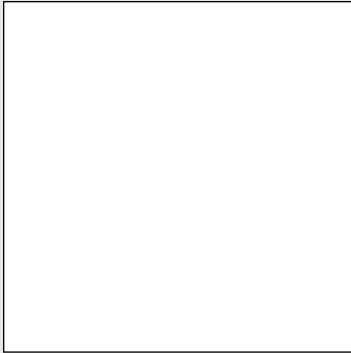
Examine the homes shown in the book and identify the different three- and two-dimensional shapes that are used in building the house. You may also wish to look at photographs showing the architecture of different homes. Provide a variety of building materials such as blocks, straws, modelling clay, boxes, and commercial building sets. Have the students choose a set of materials and create a model of their home. Have them write a label for the home and identify the geometric shapes they used. If possible, take a photograph of the home and display it with the label.

**Art/Social Studies**

Have each student draw a large picture of his or her home, including as many details as possible. Arrange the homes on a long piece of paper representing a street, or place them on a large map of the local community that includes the streets on which the students live. Add details such as parks, schools, libraries, crosswalks, and so on.

**Social Studies**

Invite an architect or builder to come to the class to talk about his or her job and how homes are planned and built. Have the students prepare questions for the presenter beforehand.



## Level I

### Text Type

narrative (realistic)

### Word Count

408 (not including thought bubbles), 411 (including thought bubbles)

### High Frequency Words

a, about, am, and, are, at, back, be, but, can, can't, do, good, have, her, how, I, in, is, it, like, look, made, me, my, no, not, now, of, off, on, out, put, run, said, she, so, some, that, the, them, then, there, they, to, up, want, what, who, we, will, you

### Content Words

class, do well, dancer, basketball, usually, good at, computer pals, e-mailed, singing, piano player, practise, builder, city, soccer, hockey, sports, famous team, drawing, helping people, buddy, reader, joke books, counting, math

### Text Features

- 24-page book
- 3–10 lines per page
- illustrations
- moderate picture clues
- dialogue
- thought bubbles
- print within illustrations
- e-mail messages
- italics

### Working with Words

Compound Words

# Computer Pals

## Before Reading

Bring in a sample of a hobby, talent, or interest that you have, to share with the class in a short oral presentation. Explain what the hobby, talent, or interest is, how you do it, and what you like about doing it. Invite the class to ask you questions. Ask each student to identify something they are good at and record it on a chart after the sentence stem “I am good at...” Write the student’s name at the end of the sentence.

## Previewing the Text

- Show the cover of the book and read the title. Ask the students to share what they know about having a computer pal and how they communicate. Students can briefly describe any experiences they have with sending and receiving e-mail messages with friends and relatives.
- Say, *In this book, the students in Ms. Shiu’s class talk about what they are good at. They learn what their computer pals are good at by reading the e-mails they sent.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Say, *Ms. Shiu asked her class what they can do well and some of the children answered her. Thea is one of them. Find Thea’s name and tell us what she is good at. Ask, What can Yasmin do really fast? What is Jacob good at? Say, Muna is sitting at the back of the class. Ask, Did she put her hand up? How do you know? (picture and text)*

**Pages 4–5:** Say, *Ms. Shiu asks Muna why she looks so sad and Muna sighs. Discuss or demonstrate the meaning of “sigh.” Ask, Why did Muna sigh? Why is the word “anything” written differently? Discuss or review the use of italics and invite the students to read what Muna said with the appropriate expression. Say, Ms. Shiu tells Muna that people are usually good at something they like to do. Ask the students to say the word “usually” slowly and think how it would start, then locate it in the text. Then have the students read what Ms. Shiu said, using the appropriate expression at the italicized word.*

**Pages 6–7:** Say, *Look at the computer screen. Ask, What does the icon in the centre of the screen tell us? Say, Find the words that tell us who e-mailed the class. Ms. Shiu tells the class that their computer pals e-mailed about things they are good at.* Invite the students to read the line containing the italicized word with proper expression. Say, *Ms. Shiu thinks the students will get some ideas about what they're good at from the e-mails.*

**Pages 8–9:** Examine the e-mail on page 8 together. Discuss its components and the icons across the top. Point out the “To” line and ask, *Who was this e-mail sent to? Point out the “Subject” line and ask, What is the subject of this e-mail? What is it about? Then ask, How does this message start? Who wrote the letter? Say, Find the part that tells us what Pooja is good at. Pooja has a twin sister, Priya. Ask, What is she good at? Say, The girls practise a lot. Ask, What parts tell us why they practise? (to get better, so the class will like their songs)*

**Pages 10–11:** Point out the similar “To” and “Subject” lines in this e-mail, compared to the e-mail from page 8. Say, *This e-mail is from Yoma. Find the part that tells what Yoma is good at. Ask, Who did Yoma build the city with? What did Yoma and Kim use to make their city?*

**Pages 12–13:** Invite a volunteer to read the “To” and “Subject” lines. Say, *This e-mail is from Julie. Ask, What is she good at? (accept “soccer,” “hockey,” and “sports”)* Say, *Julie dreams that someday she'll be on a famous team.* Have the students locate the word “someday” and discuss the two little words within.

**Pages 14–15:** Say, *This e-mail is from Tom.* Have a volunteer read the “To” and “Subject” lines. Say, *Look at the picture. Ask, What is Tom showing the class? Say, Yes, Tom is good at drawing pictures. Find the word that tells who is teaching Tom to draw. Ask, What does Tom do when his pictures are finished?*

**Pages 16–17:** Ask, *Who is this e-mail from? Say, Find the part that says what Cathy is good at. The teacher picked Cathy to be Emma's buddy. Ask, Who is Emma? Say, The end of Cathy's e-mail is different from the other e-mails we have read. Ask, What does she say? (“Bye bye!”)*

**Pages 18–19:** Say, *This last e-mail is from Jamal. Ask, What is Jamal good at? What kind of book do you think he is reading to his classmates? Say, Find the words that prove you are right. Ask, What question does Jamal ask at the end of his e-mail?*

**Pages 20–21:** Say, *Ms. Shiu turned off the computer and asked the children if they have more ideas, now that they have heard from their computer pals.* Ask the students to find and read Ms. Shiu's question. Point out or discuss the italicized word and question mark, and ask individual volunteers to read the question with appropriate expression. Say, *Some children put up their hands to answer.* Point to and read each thought bubble to the students, then ask, *Who still did not put up her hand?*

**Pages 22–23:** Say, *Ms. Shiu said they had read a lot of e-mails, then Muna called out the number they received. Ask, How many e-mails did she say there were? Say, Muna had also counted how many children were good at something. Ask, How many did she count? Was she right? Say, Ms. Shiu asks Muna how she knew that. Ask, What did Muna answer?*

**Page 24:** Ask, *What is Muna good at? How does she feel now? How do you know?* (exclamation marks and picture)

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Have the students reread the book in pairs or groups of three, taking turns reading the sentences in quotation marks the way they think different characters would say them.
- Using the text as a reference, ask the students to make a list of all the children in the story who spoke (or wrote) about what they were good at, and to list what they were good at beside each character's name.
- Ask the students to identify which characters in the book have similar skills, interests, and talents to their own. Then ask the students to draw the character(s) they identify with, along with themselves, and draw or write what they have in common.
- Have the students search the text to find the answers to the following questions:
  - Why was Muna sad?*
  - Who is teaching Tom to draw?*
  - What did Yoma and Kim make?*
  - Why was Cathy picked to be Emma's buddy?*
  - What is Muna good at?*
  - What kind of books does Jamal like to read?*
  - What does Julie hope will happen someday?*
  - Why do Pooja and Priya practise a lot?*
- Using the text as a reference, have the students complete **BLM 4: Match-ups**.

## **Working With Words: compound words**

Review compound words, then have the students search the text and list the compound words they find. (basketball, anything, something, everything, someday) Challenge them to take one small word from one of the compound words in the book, and make a different compound word (e.g., **somebody**; **baseball**).

## **Extending Activities**

### **Write an E-mail**

Review the elements of an e-mail message by examining the samples in the book or the template on **BLM 5: E-mail**. Have the students create an e-mail about something they do well, using the e-mails in the book as a model (salutation, what you are good at, why it is important to you, others involved, signature). If you have a class computer, the students can take turns rewriting their messages on the computer, then sending them to existing computer pals or classmates.

### **Make a “We Are All Unique” Class Book**

Introduce the term “unique” and ask each student to name one thing that is unique about him or her. Provide the students with **BLM 6: We Are All Unique** to complete. Collate the pages into a class book entitled “We Are All Unique”. After compiling the class book, initiate a discussion in which the children compare various attributes such as height and eye colour. Talk about the fact that everyone is physically different, but our differences don’t affect who we are and how we get along with each other.

## **Cross-Curricular Links**

### **Language Arts/Social Studies**

Have the students think about their own hobbies, talents, and interests, and choose one for a short oral presentation. Encourage them to bring in something to use as a prop that represents their hobby, talent, or interest. Give the students time to practise their presentations. Place the students in small groups to present to one another, and allow time for the audience to ask questions. Students could also draw a picture of themselves involved in their hobby, talent, or interest to compile into a class book.

### **Science**

Identify which parts of the body we all have in common (e.g., hair, fingers, stomach) and which parts make us unique (e.g., hair colour, height, eye colour). Reinforce the concept that we all have similarities and differences. Discuss what it would be like if everyone were the same. Have the students make fingerprints and handprints and then compare them, looking for similarities and differences. As an extension, you may wish to invite a police officer to visit to talk about fingerprinting and how and why fingerprints are used by the police to identify people.

# Blackline Masters

- 1 Missing Words
- 2 Same and Different 3 Who Am I?
- 4 Match-ups 5 E-mail
- 6 We Are All Unique
- 7 How Are We Alike and Different?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Missing Words

Write the missing words.

1. Julie and her dad \_\_\_\_\_ hockey.
2. Jamal and his brother \_\_\_\_\_ movies.
3. Cathy reads \_\_\_\_\_ to her little brother.
4. Yoma skis with his \_\_\_\_\_.
5. Priya \_\_\_\_\_ Pooja sing together.
6. My name \_\_\_\_\_ Tom.
7. Here is \_\_\_\_\_ family.

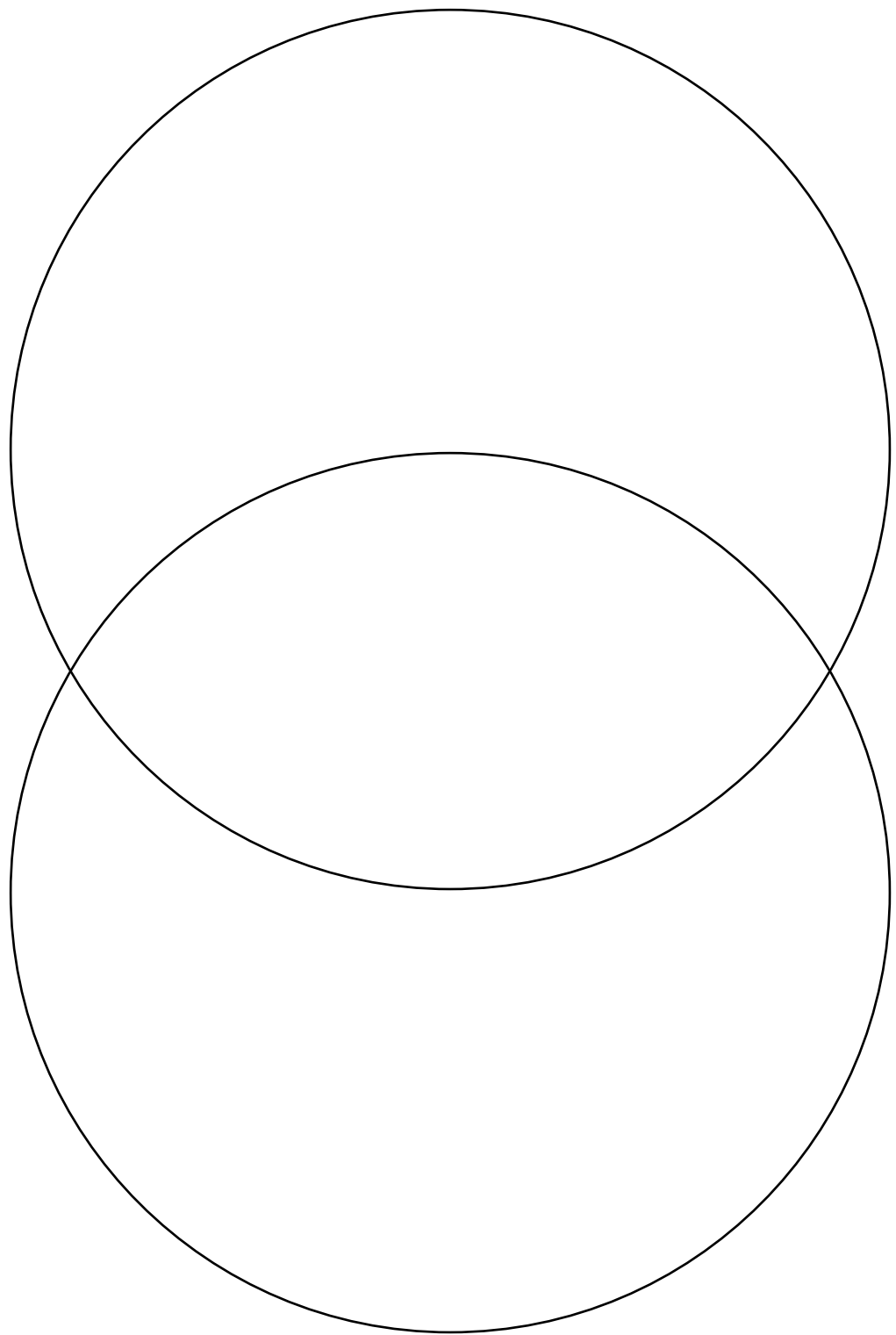
is my mom play like books and

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Same and Different

My Family



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Who Am I?

Write the name of the person in the book who would say each sentence.

1. I live in a townhouse. \_\_\_\_\_

2. I like to play in the barn. \_\_\_\_\_

3. I have a cat and a bird. \_\_\_\_\_

4. I live in an apartment. \_\_\_\_\_

5. My house is near the ocean. \_\_\_\_\_

6. I live on a Reserve. \_\_\_\_\_

7. We moved into a new house. \_\_\_\_\_

8. I play in a swimming pool. \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Match-Ups

Write these names beside the things they do well.

Jamal	Thea	Priya	Cathy	Muna	Yasmin
Tom	Jacob	Yoma	Julie	Pooja	

What I Do Well	Name
helping people	
playing piano	
drawing	
singing	
reading	
running fast	
building	
math	
dancing	
basketball	
hockey	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# E-mail

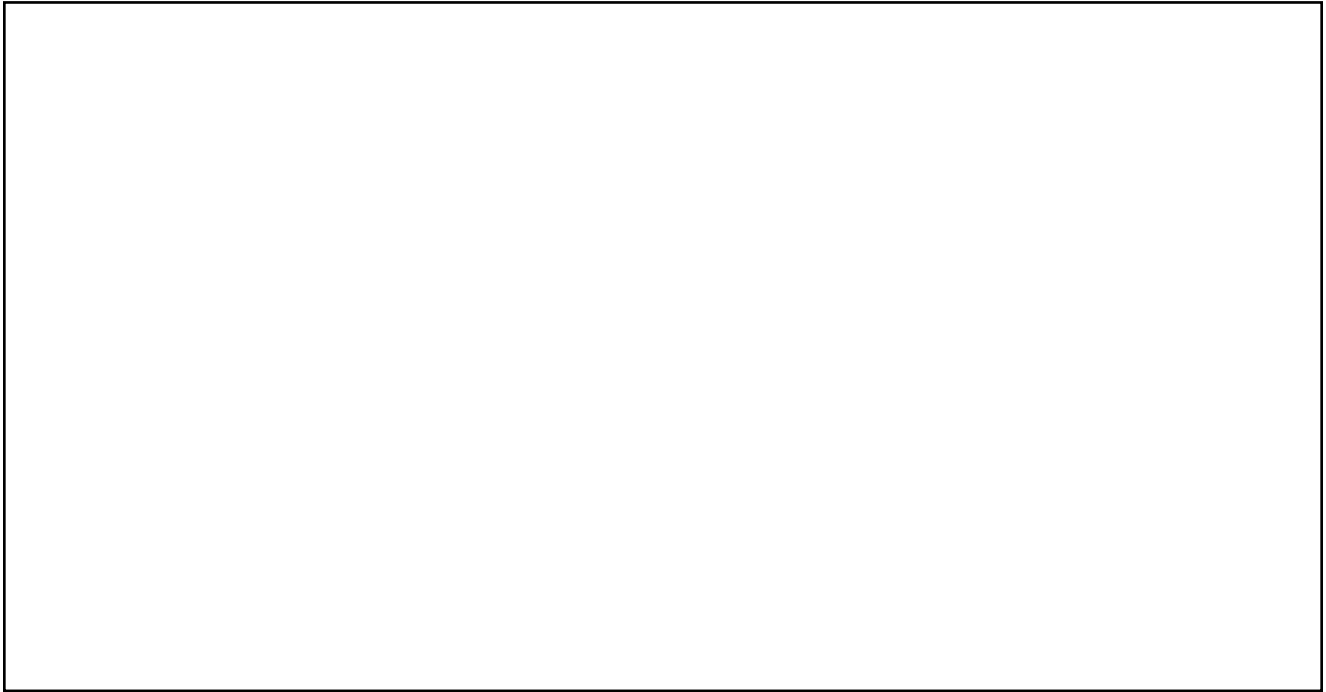
Write an e-mail about what you do well.

The image shows a window titled "Message" for composing an email. At the top, there is a menu bar with icons for "Send", "Save", "Insert File...", "Priority", and "Options...". Below the menu bar, there are three input fields: "To...", "Cc...", and "Subject:". Underneath these fields is a rich text editor toolbar with options for font (Arial), font size (10), bold (B), italic (I), underline (U), and text alignment. The main body of the window is a large empty text area for writing the email content.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## We Are All Unique

This is a picture of me.



My name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

My birthday is on \_\_\_\_\_.

My hair is \_\_\_\_\_.

My eyes are \_\_\_\_\_.

I am good at \_\_\_\_\_.

