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# Overview of the Concept: Relationships

## Book Summaries

Title	Level	Summary
I Miss Grandpa	D	In this illustrated realistic narrative, a girl remembers the things she did with her late grandfather that made their relationship so special.
New Friends	E	This illustrated realistic narrative focuses on Lana and her neighbour, Ken, who has just moved in next door. Since Ken does not know anyone else, Lana organizes a surprise birthday party for him, and invites several of her friends.
Part of the Team	H	Julie is nervous about starting on a new hockey team in this illustrated realistic narrative. By remembering her old hockey coach's advice, and listening to the advice of her new coach, Julie shows great teamwork and assists in scoring a goal.

## Target Outcomes

BC	Alberta	WNCP/Manitoba	Ontario	APEF
<p>Society and Culture:</p> <ul style="list-style-type: none"> <li>Describe changes in their lives and their reactions to them</li> </ul>	<p>My World:</p> <ul style="list-style-type: none"> <li>(1.1.5) Identify ways in which they and other people contribute to their community and cooperate in order to live together peacefully</li> </ul>	<p>I-K-C-002: Describe ways in which people depend upon and help one another in families, schools, groups, and communities</p> <p>I-K-P-026: Describe ways in which other people may influence their lives and they may influence the lives of others</p>	<p>Heritage and Citizenship: Understanding Concepts:</p> <ul style="list-style-type: none"> <li>Identify important past and present relationships in their lives (e.g., with family members, friends, pets, teachers)</li> </ul> <p>Canada and World Connections: Understanding Concepts:</p> <ul style="list-style-type: none"> <li>Describe how families and friends in the community interact (e.g., they play games, participate in celebrations)</li> </ul>	<p>Groups: 1.1.1 Demonstrate an understanding of the importance of interactions between people</p> <ul style="list-style-type: none"> <li>Give examples of interactions between people</li> <li>Demonstrate an understanding that they are part of a group</li> <li>Demonstrate an understanding of the importance of belonging to a group</li> </ul>

## Related Resources

- Annie Bananie* by Leah Komaiko (New York: Harper and Row, 1987).
- Berenstain Bears and The Trouble with Friends* by Stan and Jan Berenstain (New York: Random House, 1986).
- Berenstain Bears and the Work at Grandma's* by Stan and Jan Berenstain (New York: Random House, 1986).
- Berenstain Bears Go Out for the Team* by Stan and Jan Berenstain (New York: Random House, 1986).
- Best Friends* by Miriam Cohen (New York: Macmillan, 1971).
- Best Friends: Story and Pictures* by Steven Kellogg (New York: Dial Books for Young Readers, 1986).
- Best Friends for Frances* by Russell Hoban (New York: Harper and Row, 1994).
- Clifford Makes a Friend* by Norman Bridwell (New York: Scholastic, 1998).
- Do You Want to Be My Friend?* by Eric Carle (New York: HarperCollins, 1976).
- Franklin's New Friend* by Paulette Bourgeois (Toronto: Kids Can Press, 1997).
- Friends* by Helme Heine (New York: Margaret K. McElderberry Books, 1995).
- Friends at School* by Rochelle Bunnett (Long Island City: Star Bright Books, 1996).
- A Friend for E.T.* by Gail Herman (New York: Simon Spotlight, 2002).
- Froggy Plays Soccer* by Jonathan London (New York: Viking, 1999).
- Ira Sleeps Over* by Bernard Waber (Boston: Houghton Mifflin, 1972).
- Let's Care about Sharing* by P.K. Hallinan (Nashville: Ideals Children's Books, 1997).
- My Teacher's My Friend* by P.K. Hallinan (Nashville: Ideals Children's Books, 2001).
- Rainbow Fish* by Marcus Pfister (New York: North-South Books, 1992).
- The Rainbow Fish and Dazzle the Dinosaur* (Video) (New York: Sony Wonder, 2000).
- Rainbow Fish and the Big Blue Whale* by Marcus Pfister (New York: North-South Books, 1998).
- A Rainbow of Friends* by P.K. Hallinan (Nashville: Ideals Children's Books, 2002).
- Rainbow Fish to the Rescue* by Marcus Pfister (New York: North-South Books, 1995).
- Stuart Little 2: Stuart Finds a Friend* by Patricia Lakin (New York: Harper Festival, 2002).
- Will I Have a Friend?* by Miriam Cohen (New York: Macmillan, 1967).
- Yo! Yes!* by Chris Raschka (New York: Orchard Books, 1993).

## Introducing the Concept

Choose one or more of these large-group activities to introduce the concept of "Relationships."

### Share a Book

Choose a book from the Related Resources to read with the students. Talk about the relationships among characters in the story, what they mean to each other, how they get along, their feelings for each other, changes that happen in their

relationships, and so on. Encourage the students who offer to talk about similar relationships in their own lives.

### **Share Personal Experiences**

Begin a discussion by saying, *I'm going to tell you a little bit about some of the special people in my life.* Go on to discuss your own special relationships, modelling for the students some of the activities you've done with the special people in your life. Tell about some of the ways they have contributed to your happiness and sense of well being. If applicable, include someone who is deceased in your discussion to prepare the students for the book, *I Miss Grandpa*. Also, give one or two examples of times when people in your life acted together and showed teamwork to resolve a problem, help out, or have fun. Allow the students to ask questions and make parallels to their own experiences.

### **Identify Special People in Our Lives**

Discuss briefly how people we love help us do things, make us feel good, and do nice things for us. Ask the students to name some different people who do these things for them (e.g., parents, grandparents, friends). Ask the students to complete **BLM 1: I Love You** by choosing one person they love to write about. Have the students fill in the blanks about that person, and then draw a picture of the person in the box.

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

On the pages that follow, you will find a lesson plan and ideas for activities specific to each InfoRead title 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 "Relationships."

#### **Someone to Grow With**

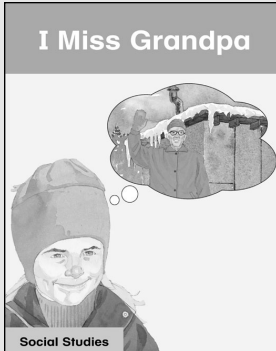
With the students, review qualities that are important to being a good friend or family member. Record the students' ideas on chart paper. Ask the students to complete **BLM 6: A Friend to Grow With** by writing sentences about how to be a good friend or family member (e.g., "A friend is helpful." "My mom listens to me when I'm sad."). Then have the students illustrate the various special people in their lives along the length of the tree trunk. When complete, have the students cut out the two parts of the tree and glue them together.

### **Teamwork Booklet**

Provide materials and ask the students to write and illustrate a book that explains the importance of teamwork. Help them realize that “team” can refer to more than sports teams, for example, cooperative work groups in class, a group that shares a chore or specific task (the cleaning team, the door-decorating team), or any group that works or plays together toward a common goal. On each page, the students may focus on one type of team and describe what kind of cooperation is necessary in that situation to achieve a good overall result for everyone.

# Extending and Reinforcing the Concept Using the InfoRead Little Books

## I Miss Grandpa



### Level D

#### Text Type

narrative (realistic)

#### Word Count

65

#### High Frequency Words

a, about, an, and, had, he, him, his, how, I, it, me, see, too, was, we, with

#### Content Words

Gran, ice hut, Grandpa, wood stove, stories, hugs

#### Text Features

- 16-page book
- 1–2 lines per page
- illustrations
- strong picture clues
- thought bubbles

#### Working with Words

“w” Words

#### Cross-Curricular Links

Drama  
Science

### Before Reading

Begin a discussion about some of the special people in the students’ lives. Ask, *Who is kind to you and spends time talking to you, reading with you, or helping you with things?* On chart paper, list the special people mentioned by the students. Beside each one, write some of the activities that the students say they do with that person (e.g., Mom: reads to me, gives me hugs, goes for walks with me. Teacher: helps me learn, listens to me read. Grandmother: baby-sits me, takes me to movies).

### Previewing the Text

- Show the cover of the book and read the title.
- Tell the students that this is a story about a girl who remembers all of the fun things she used to do with her Grandpa when he was alive. Discuss the thought bubble on the front cover and discuss its purpose. Tell the students that they will see several more thought bubbles in the story.
- 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.

**Page 2:** Say, *The girl is with her grandmother, who she calls “Gran.”* Ask, *What are they doing?* (going for a walk) Have the students say the word “walk” and ask, *What sound do you hear at the beginning? What sound do you hear at the end?* Say, *Find the word “walk” on this page.* Discuss the similarities between the words “walk” and “with,” and remind the students to check the ends of the words to tell the difference between them.

**Page 3:** Ask, *What do Gran and the girl do while they walk together?* (talk) Have the students locate “walk” and “talk” on the page and compare the two words.

**Page 4:** Explain what an “ice hut” is and have students locate the two words. Tell the students that the man is pulling the ice hut onto the frozen lake to go fishing.

**Page 5:** Ask, *Who do you think the girl and Gran are talking about? How do you know?* (picture and text)

**Page 6:** Say, *The girl and Gran are thinking about Grandpa.* Ask, *What do they remember that he used to have?* Use the phrase “an ice hut” several times in your discussion.

**Page 7:** Ask, *How many windows did Grandpa’s ice hut have?* Say, *Yes, it had one window.*

**Pages 8–9:** Ask, *What did Grandpa have inside his ice hut to make it warm inside?* (wood stove) You may want to point out the wood stove in the picture and briefly explain its use to the students. Compare the words “wood,” “was,” and “warm,” reminding the students to check the ends of words when they read the book. Discuss what the curved lines around the picture mean. (this scene took place in the past)

**Pages 10–11:** Say, *The girl remembers that she and her Grandpa told stories to each other.* Challenge the students to say the word “told” as slowly as possible. Ask, *What sounds can you hear?* Ask the students to say the word again slowly. Ask, *What else can you hear? How many times does it say “told” on these pages? Where can you find another word that looks like “told” at the beginning?*

**Pages 12–13:** Ask, *What is something else that Grandpa and the girl did together?* Elicit “fished” and discuss its “ed” ending, then locate the word on the page. Using the picture as a reference, briefly discuss how ice fishing is carried out. Ask, *Who taught the girl how to ice fish?* (Grandpa) *Yes, he showed her how.* Discuss the word “showed” with the students, asking them to say it slowly and predict its beginning and ending, then locate the word on the page.

**Pages 14–15:** Say, *The girl misses different things about her Grandpa.* Ask, *What does she miss? How do you know?* (pictures) *What is another place we could check?* (text) Read the text on these pages to or with the students. Compare the words “him” and “his.”

**Page 16:** Say, *The girl misses her Grandpa, but who else does? Yes, Gran does, too.*

## 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.

- Refer back to the chart made in the Before Reading activity. Add “Grandfather” to the list, if not already there. Ask, *What activities did the girl do with her Grandpa in the story?* Record the students’ answers on the chart.
- Ask individual students to retell the story, using the pictures as a reference.
- Ask the students to reread the text and find all of the things the girl misses about her Grandpa. Encourage the students to prove their answers using either the pictures or words.
- Distribute and go over **BLM 2: True or False?** with the students. When they’ve read each sentence, they write T or F in the right-hand column, then rewrite the false sentences underneath the original sentences to make them true.

## Working with Words: “w” words

Review with the students the sound that the letter “w” makes, and print the capital and lowercase forms of the letter on the board. Discuss the difference between the two forms. Ask the students to search the text and list all of the words that begin with the letter “w.” (walk, with, we, window, wood, was, warm)

## Extending Activities

### Illustrate Thought Bubbles

Remind the students of all the people they listed as being important in their lives. Ask the students to draw pictures of themselves with large thought bubbles above their heads. Inside each thought bubble, have them draw one of the important people in their lives, doing something that they like to do together.

### Making Friendly Flags

Begin a discussion about activities that the students do with special people in their lives. Provide each student with a large piece of paper to create a flag. Using magazine pictures and their own illustrations, the students decorate their flag with activities they do with their family and friends (e.g., eating meals, doing sports, talking, walking, reading). Have the students orally present their flags to the class, explaining some of the pictures they chose.

### Keep a Cooperative Home Journal

Introduce a stuffed animal to the students and explain that this animal will be allowed to go home for visits with each student on weekends. (The students can pick names from a jar to establish in what order they will take the animal.) Show the students a journal and explain that each time a student takes the animal home, he or she will also take the journal. In the journal, the students and/or their parents can record one event or activity they did with their families and the animal. The journal will become an ongoing record of the students’

different family activities. You may wish to write the first entry yourself, to model what is expected for the students and parents.

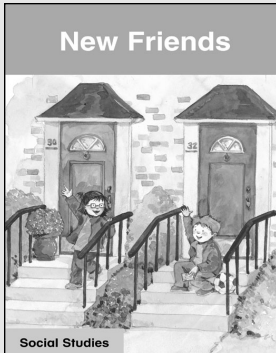
### **Cross-Curricular Links**

#### **Drama**

Divide the students into pairs. Ask one student in each pair to act as a child, and the other to act as a grandfather or grandmother. Have the “grandparent” tell a story to the “child,” who asks questions of the grandparent. Students playing the grandparent may choose to read a book to the other student or tell their own story.

#### **Science**

Recall with the students how the girl and her grandfather went ice fishing in the book. Ask the students what outdoor activities they’ve done with their loved ones and record their responses on chart paper, organized by season. Have each student contribute a page to a Big Book on seasonal outdoor activities. The students may draw a picture of an activity from the chart, or one of their own ideas, and write a brief description (e.g., “In winter I like to play hockey with my friend.”).



## Level E

### Text Type

narrative (realistic)

### Word Count

159

### High Frequency Words

a, about, an, and, but, come, don't, got, had, have, he, her, his, I, is, mom, my, now, of, on, over, said, she, the, they, to, was, who, will, you

### Content Words

moved, city, birthday, best friend, hockey team, reading partner, soccer team, plan

### Text Features

- 16-page book
- 2–5 lines per page
- illustrations
- strong picture clues
- dialogue

### Cross-Curricular Links

Social Studies

Visual Arts

# New Friends

## Before Reading

Begin a discussion with the students about what activities they do with their friends. Have the students complete the sentence, “A friend is someone who...” to make a cooperative class poem. Record the students’ answers on chart paper in the following manner:

### A friend is someone who...

Plays with me,  
Shares with me,  
Laughs with me,  
Is nice to me, etc.

## Previewing the Text

- Show the cover of the book and read the title. Discuss the art.
- Say, *This is a story about a boy named Ken who just moved next door to a girl named Lana.*
- 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.

**Page 2:** Say, *Ken had lots of old friends in the city where he used to live.* Briefly explain the soft “c” sound in the word “city” and have the students locate the word on the page. Ask, *What do you think Ken felt about his old friends when he was sitting on the doorstep?*

**Page 3:** Say, *Now Ken looks happier.* Ask, *Why?* Use the phrase “one new friend” in your discussion. Ask, *Where did Lana live?*

**Page 4:** Say, *Ken is going to have his birthday soon.* Ask, *What do you think he is asking Lana?* Say, *Find his question on this page and read it.* Ask, *What is Lana’s answer?* Discuss the word “sure,” pointing out that it sounds like it starts with “sh.”

**Page 5:** Say, *Lana asks who else is coming to Ken’s birthday party.* Ask, *What is Ken’s answer?* Point out the word “sadly” to the students and ask if they see a little word inside it. Ask, *Why doesn’t Ken invite any other new friends to his party?* Read the last sentence with the students.

**Page 6:** Say, *After Lana talked to Ken about his birthday, she got an idea. Check the words to see if she told Ken her idea.* Ask, *Who did she tell?*

**Page 7:** Say, *Lana talked to Jill about her idea.* Ask, *Who's Jill?* Read to confirm.

**Pages 8–9:** Say, *Lana talked to Lisa and Mike, too. Read the words to find out how she knew Lisa.* Ask, *Who was Mike?*

**Page 10:** Say, *Then Lana talked to Mae and Roy about her idea.* Ask, *How did she know Mae and Roy? How do you know?* (picture and text)

**Page 11:** Ask, *What do you think Lana and the others are planning?* Discuss the purpose of commas on this page (to take a little break) and have the students practise pausing as they read the sentence. Provide help with character names as needed.

**Pages 12–13:** Ask, *What day of the week is it?* Say, *Ken heard something and that's why he opened the door.* Ask, *What do we hear that lets us know that someone is at the door?* Have the students locate the word “doorbell” then compare it with the word “door” on the same page.

**Pages 14–15:** Ask, *Were you right about Lana's plan with her other friends? What do you think the children shouted? Who said “Surprise”? Who shouted “Happy Birthday”?*

**Page 16:** Ask, *Do you think Ken is happy now?* Say, *Read the words to find out why.*

## 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.

- Ask individual students, using the pictures as a guide, to take turns retelling the story to a partner or to the group.
- Refer to the cooperative poem from the Before Reading activity. Ask the students to look through the text to find any other ideas of what friends do together. Add them to the chart.
- Review the use and purpose of a period to end a sentence. Direct the students' attention to a page of text and ask, *How many periods are on this page?* Repeat on one or two more pages, then ask the students to reread the text, in pairs. Ask the students to read alternate sentences, making sure to look for the periods to know when it is their turn to read.

- Ask the students to complete **BLM 3: Find the Words** by looking through the book to find each sentence, and filling in the missing words and recording the page number.

## **Extending Activities**

### **Illustrate the Poem**

If you created a poem in the Before Reading activity, students can each draw a picture of one idea, copying the sentence stem at the top of the paper and adding his or her own ending. Display the poem on a bulletin board or wall, surrounded by the students' work.

### **Welcome Plan**

Ask the students, *What could you do to welcome a new student to our classroom? How would you make her or him feel welcome?* Work with the students to create a welcome plan for future new students to the classroom (e.g., introduce ourselves, invite the student to eat lunch, throw a "welcome party").

### **Create an Ending**

Recall with the students what happened at the end of the story. Ask, *What do you think the children did at the birthday party?* Ask the students to write and/or draw an extended ending to the story, describing what happened at the birthday party.

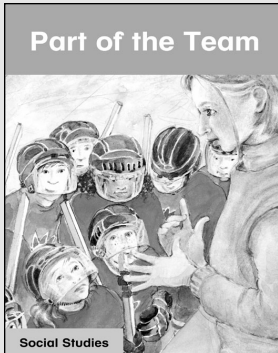
## **Cross-Curricular Links**

### **Social Studies**

Brainstorm with the students a list of the "Rules of Friendship" and post it in the classroom.

### **Social Studies/Visual Arts**

Brainstorm with the students the different kinds of activities that friends do together, and how they show friendship (e.g., eating lunch together, playing at recess, helping one another, showing respect). Have the students work with partners to trace each other's outlines on butcher paper. The students can be traced with their hands extended outward, so that when multiple outlines are displayed together, they appear to be holding hands. Within the outlines, the students then illustrate activities that they enjoy doing with their friends, and/or depict ways they show their friendship. To illustrate the outlines, students may draw on scrap paper cutouts, draw directly on the butcher paper, or use magazine cutouts, stickers, and/or photographs. They may also write captions to accompany their art. Post the students' outlines on classroom walls or in the hallway and ask the students to view one another's outlines, and look for things that they also like to do. Then bring the students together to discuss the similarities and differences that they noticed in the outlines.



## Level H

### Text Type

narrative (realistic)

### Word Count

288

### High Frequency Words

a, about, and, are, as, be, big, came, dad, don't, for, get, good, had, has, have, he, her, how, I, is, it, like, made, my, now, of, on, over, said, saw, she, so, that, the, them, then, they, to, too, up, very, was, we, what, with, you, your

### Content Words

hockey team, practice game, coach, stick, pass, puck, net, shot, scored, goal, teamwork

### Text Features

- 16-page book
- 3–10 lines per page
- illustrations
- moderate picture clues
- dialogue
- thought bubble

### Working with Words

- Long “o” Words

### Cross-Curricular Links

Physical Education  
Mathematics

## Part of the Team

### Before Reading

Starting with two students, have them sit facing each other on the floor. Ask the students to hold hands, and then pull each other up to a standing position. Add one more student to the group, and have the students repeat the process. Continue in this manner, until all of the students are participating. The activity becomes more challenging as more students are added to the group. Alternatively, you could provide a rope or hula-hoop for the students to use to pull themselves up to a standing position. After, discuss how all the students acted together as a team to accomplish the task. Initiate a discussion about teamwork by asking, *How were you part of the team?*

### Previewing the Text

- Show the cover of the book and ask, *What kind of team are these children on? Who do you think the woman is?* (coach) Read the title.
- Say, *This is a story about a girl named Julie who is nervous about starting on a new hockey team.*
- 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, *Julie is going to have her first practice game with her new hockey team.* Have the students say the word “practice” slowly. Ask, *What are the first two sounds that you hear? Find “practice” on the page.* Discuss the two different sounds made by the letter “c.” Say, *Julie is wondering what her new coach will be like.* Direct the students to read the text to find the name of her coach from last year, and the name of her new coach.

**Pages 4–5:** Say, *Julie is talking to her dad and telling him about her old coach, Ed.* Read the page to find out what she hopes the new coach is like. Ask, *What does her dad say?*

**Pages 6–7:** Ask, *Who do you think this woman is?* Use the term “the team’s coach” in your discussion. Say, *Rose is happy to have Julie on the team.* Read the last sentence to find out what Rose gave Julie.

**Pages 8–9:** Say, *Julie felt funny about playing with a new team. After the team warmed up, the coach talked to them. Check the words to find out what she asked them to think about (what they already know) and remember. (play as a team)* Talk about the following words and phrases in terms of fluency: “warm up,” “felt funny,” and “play as a team.” Explain that these words must be read together quickly to sound right. Allow the students to practise reading the sentences that contain these words and phrases.

**Pages 10–11:** Say, *Julie remembers what Ed always told her. She thinks about him showing her how to do it. Ask, What was it? Why did he say it was important for her to keep her stick on the ice?* Discuss the meaning of a “pass” in hockey.

**Pages 12–13:** Briefly discuss the action on these two pages. Continue discussing phrasing and fluency, and ask the students to practise reading the following phrases quickly: “shot the puck,” “passed the puck,” “took a shot,” and “scored a goal.”

**Pages 14–15:** Ask, *How do the coach and the rest of the team feel toward Beth and Julie? (proud) Who else is feeling proud? (Julie and Beth) Say, They had both remembered what they had learned, and they had played as a team.* Use the word “teamwork” in your discussion and have the students locate the word on page 14. Ask, *What are the two words inside “teamwork”? Where else can you find the word “work” on this page?*

**Page 16:** Say, *Julie is happy because her team scored a goal. Ask, Why else do you think she is happy?* Read to confirm.

## 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

- Ask individual students to retell the story.
- Ask the students, *How did the children in the book act like a team?* Compare the children’s teamwork in the book to the class’ teamwork when they were participating in the Before Reading activity. List the similarities in how the two groups acted as a team (e.g., paying attention to each other, working together, remembering instructions, depending on each other).
- Ask the students to search the text to find answers to questions such as the following:
  - What two things did Rose ask her players to remember?*
  - Who did Julie pass the puck to?*
  - What did the other players say after the goal was scored?*
  - What did Dad say about Rose?*

- Encourage the students to reread the book together as a group, independently, or with a partner.
- List the characters from the book on the blackboard or on chart paper. Using the text as a reference, ask the students to compose one sentence about each character. The students may write these in their workbooks or story journals, or you may record the sentences on chart paper.
- Have the students cut out and match the sentence parts from **BLM 4: Match Sentence Parts**. Then ask the students to glue the sentences into workbooks or story journals in the same sequence as they appear in the text.

### **Working with Words: long “o” words**

Help the students identify the vowel sound in Rose’s name as a long “o.” Together, go through the book page-by-page and find and record all the long “o” words in a list (Rose; coach; hope; over; know; goal; told; both). Challenge the students to double the list by thinking of eight more long “o” words. Distribute and go over **BLM 5: Long “o” Word Riddles** with the students. Together, read all the long “o” words at the bottom. Students read the clue, then choose a word that fits from the bottom of the page and write it in. You may want to do the first one together as a sample.

### **Extending Activities**

#### **Teamwork**

Discuss with the students different teams that they have been on, in school and outside of school. In addition to sports teams, the teams could include an environmental team that cleans up the playground, teams of milk monitors, board game teams, teams during gym class, and so on. Have the students write about a team they have been on, or would like to be on, and explain how working together helps things get done faster, and with a better result.

#### **Classroom Visitor**

Invite a guest speaker to the class to talk to the students about teamwork. This could be a member of a local sports team, or a parent whose job involves cooperation and teamwork. Prepare the students for the visit by brainstorming questions they might ask. Alternatively, you may ask your school’s principal to talk to the students about the teamwork that is involved in the smooth running of a school.

### **Cross-Curricular Links**

#### **Physical Education**

Discuss with the students how they must act as a team in certain situations in order to accomplish a task. Put a variety of balls on a large parachute, then have the students wave the parachute up and down together, while trying to keep all

of the balls on the parachute. Challenge the students to make the balls bounce as high as possible without falling off. Then encourage them to try and get all of the balls off the parachute. After the activity, discuss with the students what strategies they used to accomplish the task.

### **Mathematics**

Divide the students into teams and challenge them to make a list of as many two-dimensional shapes (circle, square, triangle, rectangle) as they can find in the classroom within 15 min. Advise the students that they will need one or two people to record the information, and will need other team members to report on the shapes they have found. Team members must work quietly so that other teams don't overhear the objects they are listing, and members of each team must work together to help with spelling the names of the objects. At the end of the activity, count the number of objects listed by each team. Discuss how the team members worked together to accomplish the task.

# Blackline Masters

- 1 I Love You
- 2 True or False?
- 3 Find the Words
- 4 Match Sentence Parts
- 5 Long “o” Word Riddles
- 6 A Friend to Grow With

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

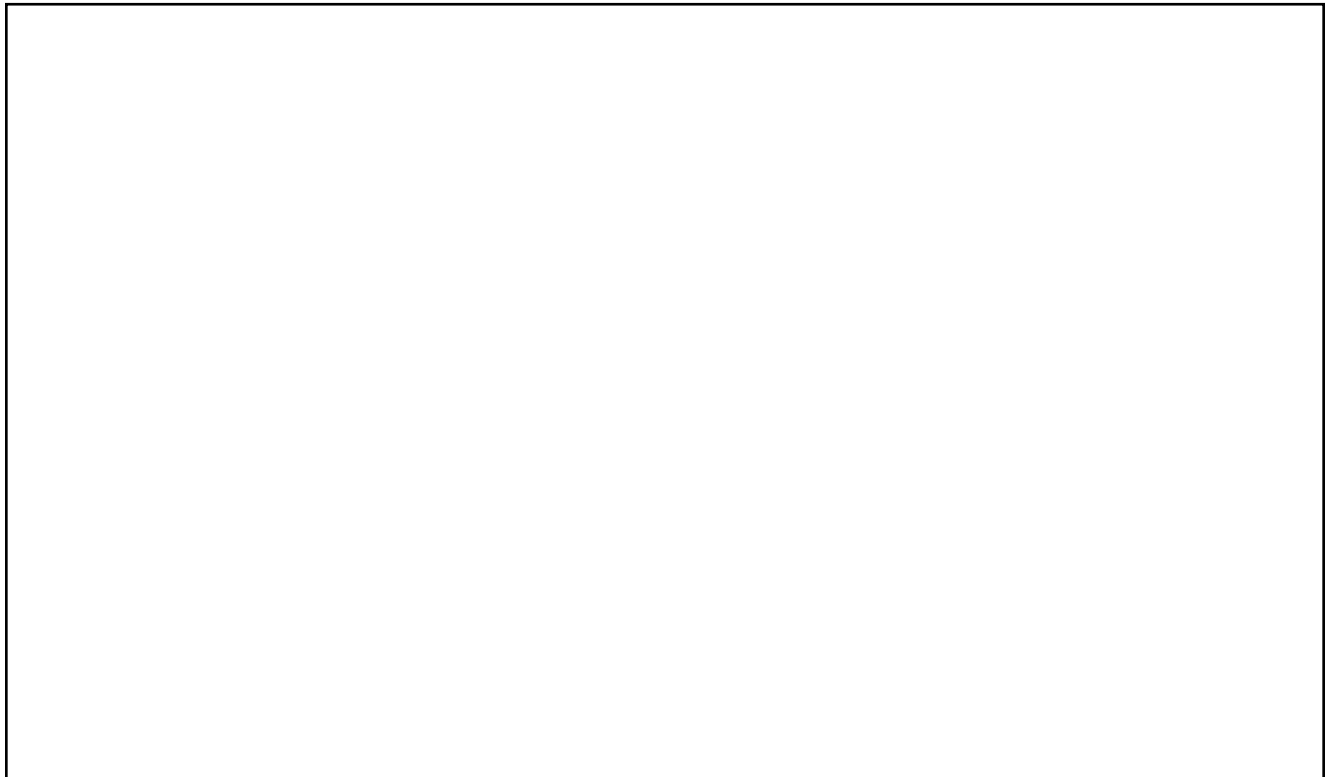
## I Love You

I love you because you help me \_\_\_\_\_.

I love you when you \_\_\_\_\_.

I love you because you make me feel \_\_\_\_\_.

I love you because you are \_\_\_\_\_.



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

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

## True or False?

Write **T** for True or **F** for False. Rewrite the false sentences to make them true.

	T or F
1. Grandpa had an ice hut.	
2. Gran and I fished.	
3. I told stories to Grandpa.	
4. We see an ice cream cone.	

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

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

## Find the Words

Find the right word to complete each sentence. Write the page number where you find each sentence.

	Page
1. Ken missed his old _____.	
2. "My _____ is next Friday."	
3. Mike was Lana's _____ partner.	
4. _____ was her best friend.	
5. " _____ you have lots of _____ friends!"	
6. He _____ the door.	

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

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

## Match Sentence Parts

Cut out the boxes. Make 6 complete sentences.

was Rose.

“Remember to play as  
a team.”

to Beth, who scored a goal!

was Ed.

“I’m sure Rose is nice.”

“Keep your stick on the ice.”

Julie’s old coach

Julie’s new coach

Coach Ed said,

Coach Rose said,

Julie passed the puck

Dad said,



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

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

## Long “o” Word Riddles

Write the correct words from the list below.

1. something you wear outside \_\_\_\_\_

2. a flower \_\_\_\_\_

3. the opposite of “under” \_\_\_\_\_

4. what you put your cereal in \_\_\_\_\_

5. you wash with this \_\_\_\_\_

6. it’s white and cold \_\_\_\_\_

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rose

coat

bowl

snow

over

soap

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

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

# A Friend to Grow With

## A Friend to Grow With

\_\_\_\_\_

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Glue the tree top here.