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# Overview of the Concept: Rights and Responsibilities

## Book Summaries

Title	Level	Summary
We Treasure Our Rights	Big Book	In this illustrated informational text, students are introduced to the concepts of rights and responsibilities through a series of explanations written on “scrolls.” Each written explanation is followed by a full-page collage of photographs that relate to the right that is discussed.
My Jobs	C	This illustrated realistic narrative highlights the role a small boy plays in the sharing of family responsibilities. The illustrations clearly describe each job on his list.
Who Should...?	D	This illustrated rhyming book, through a question and answer technique, focuses on the need for individuals to take responsibility for being good family members and good neighbours.
Signs in Our Neighbourhood	H	In this realistic narrative, which combines photographs and illustrations, a girl and her dad go for a walk around their new neighbourhood. They look at different signs and discuss their meanings and what they tell about what’s important to the people in the neighbourhood.

## Target Outcomes

BC	Alberta	WNCP	Ontario	APEF
<p>Politics and Law: Describe their roles, rights, and responsibilities in school</p>	<p>My World:</p> <ul style="list-style-type: none"> <li>• (1.1.1) Respect their individual rights and the rights of others</li> <li>• (1.1.2) Assume responsibility for their individual choices and actions</li> <li>• (1.1.3) Explain their individual roles, responsibilities, and rights at home, at school, in groups, and in communities</li> <li>• (1.1.5) Explore ways in which they or other people help one another at home, at school, and in groups to ensure the vitality of their community</li> <li>• (1.1.5) Give examples of decision making at home, at school, in their communities, and in groups</li> </ul>	<p>I-V-C-001: Respect the needs and rights of others</p> <p>I-K-C-001: Describe their responsibilities and rights in the school and community</p> <p>I-K-C-006: Demonstrate awareness that they are responsible for their actions</p>	<p>Heritage and Citizenship: Understanding Concepts:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the need for rules and responsibilities (e.g., need for protection, for respect)</li> <li>• Identify and describe the rights and responsibilities of family members (e.g., decision making, chores)</li> </ul>	<p>1.1.3: Demonstrate an understanding that people within groups have rights and responsibilities</p> <ul style="list-style-type: none"> <li>• Identify basic rights and responsibilities</li> <li>• Demonstrate an understanding that children have common responsibilities and modes of play</li> </ul>

## Related Resources

- A Friend Called “Chum”* by Bernelda Wheeler (Pemmican Publications: Winnipeg, 1984).
- All About Citizenship (series) by Maryrose O’Neill (Nelson: Toronto, 2004).
- Arthur’s Pet Business* by Marc Brown (Little, Brown and Company: New York, 1993).
- The Berenstain Bears and the Blame Game* by Stan and Jan Berenstain (Random House Books for Young Readers: New York, 1997).
- For Every Child: The UN Convention on the Rights of the Child* by Caroline Castle (Phyllis Fogelman Books: New York, 2001).
- I Am A Good Citizen* by Mary Elizabeth Salzmann (Sandcastle Publishing Company: Pasadena, CA, 2003).
- I Am Responsible* by Mary Elizabeth Salzmann (Sandcastle Publishing Company: Pasadena, CA, 2003).
- Marvin Redpost: Alone in his Teacher’s House* by Louis Sachar (Random House Books for Young Readers: New York, 1994).
- Pedrito’s Day* by Luis Garay (Orchard Books: London, 1997).
- The Saturday Escape* by Daniel J. Mahoney (Clarion Books: New York, 2002).
- We Need to Go to School* by Tanya Roberts-Davis (Groundwood: Toronto, 2001).
- Wimzie’s House: Pet Tales* (video) (Sony Wonder: New York, 2000).

## Introducing the Concept

Choose one or more of the following activities to introduce the concept of “Rights and Responsibilities.”

### Big Book

See the lesson plan that follows this introduction for ideas on how to use the Big Book, *We Treasure Our Rights*, to introduce the concept of rights and responsibilities.

### Discuss Examples

Present some familiar scenarios to the students. For each one, talk about at least one right and any corresponding responsibilities. For example, you might say, *You want to ride your bike after school. You have a right to play, but you have a responsibility to...* (wear a helmet, tell your caregiver where you’re going, follow the rules of the road, stay within the boundaries). Another example is as follows: *I own a dog. When I get home, my dog is hungry and wants to play. What are her rights?* (to be fed regularly, to be taken out for walks and played with) *What are my responsibilities?* (to feed her regularly, to keep her healthy and happy) Encourage the students to contribute their own scenarios.

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

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

### **Culminating Activities**

These activities are meant to be used following the work with the Big Book and 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 "Rights and Responsibilities."

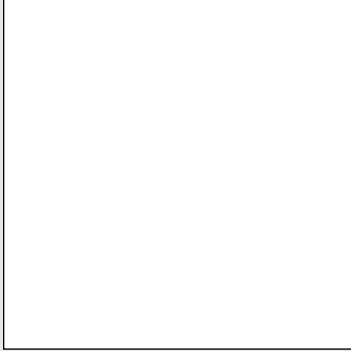
#### **Make Classroom Posters**

Work with the students to compile a list of reasonable rights relating to the classroom shared by everyone in it. Then brainstorm some of the important responsibilities of everyone sharing the classroom. Have the students work together to create two separate posters to leave on display in the classroom.

#### **Stage a Presentation**

Work with the students to prepare a presentation of their rights and responsibilities. For each right described in the Big Book, have the students create their own version, written on "aged" scroll paper. On another scroll create a list of related responsibilities. Invite one presenter to read the rights scroll, another to read the responsibilities scroll, and other students to present a collage of illustrations that the group created to illustrate the relevant right and responsibilities. The students may be able to use projects they have completed during the lessons for this concept. You may want the students to work in six groups—one for each right. Allow the students ample time to rehearse their presentations, and have them present to other classes.

# Introducing the Concept Using the InfoRead Big Book



## Text Type

informational text

## Cross-Curricular Links

Art

Drama

## We Treasure Our Rights

### Before Reading

Begin a web on chart paper with the words “I have a right to...” in the middle circle. Read the sentence stem to the students, then complete the sentence verbally with your personal choice. You might say, *I have a right to... choose what colour of car I drive,...eat healthy foods,...choose what clothes to wear,...drink clean water.* Use examples that will help the students get an idea about what personal “rights” are. Keep in mind that the personal “rights” of adults and children can differ, for example, choosing where to live. Encourage the students to offer their own examples. Leave the web for completing after reading the Big Book.

### Reading the Big Book

- Prepare to read the Big Book to the students. Show the cover, read the title, and discuss the art. Help the students identify the “treasure chest” and the scrolls of paper inside. Say, *This book is about rights that children around the world have.*
- **Pages 2–3:** Say, *As I read this page to you, listen to find out something about “rights.”* Read page 2 to the students, then ask them what they have learned about rights. You might ask direct questions such as the following:  
*What do all children have? (rights and responsibilities)*  
*What are rules for? (to protect us)*  
*What are the children in the book going to tell us about? (some of the rights that children have)*
- **Pages 4–5:** Read the children’s right (in boldface) to the students. Ask, *What kind of health care do you see in the photos? Which photos show children who need care because they are sick or injured? Which photos show children doing things to stay healthy?* Point out that the boy at the top of page 4 is reading about this right. Then read the rest of the text on page 4 to the students. Continue the discussion through questions such as the following:  
*Who has a right to health care?*

*Who are some “people in the community” in the photos who help to keep us healthy?*

*Who is partly responsible for keeping us healthy? How can we help to keep ourselves as healthy as we can be?*

Encourage the students to join in with you as you reread the last line.

- **Pages 6–7:** Read the boldfaced right to the students. Discuss how the photos show different ways of children being educated. Point out that a different child (at the top of p. 6) is reading about a right, and that you will read aloud for her. Read the rest of page 6 to the students. Discuss, through questions such as the following:

*What are some things that an education helps children do?*

*Look at the photographs again. What are some ways that children get an education? (school, home schooling, music and sports lessons, group activities, Internet)*

*What is the responsibility of children when getting an education? (to always try their best)*

Read the last line on page 6 together with the students.

- **Pages 8–9:** Read the boldfaced right to the students. Discuss the different kinds of protection that are conveyed in the photographs. Ask, *In each photo, how are children being made to feel safe (or protected)?* Note that another of the illustrated children from the cover is reading about this right. Read the rest of page 8 to the students as they continue to study the photographs. Discuss through questions such as the following:

*Look at the photos. Who are some of the “people in my home, school, and community” that the child says help him stay as safe as he can be?*

*What does he like about feeling safe?*

*How are some children in the photos taking responsibility for keeping themselves safe? (e.g., wearing a helmet, holding hands while crossing the street, crossing with a guard, telling a teacher about problems at recess)*

Following the discussion, read the last line all together.

- **Pages 10–11:** Read the boldfaced right to the students. Point out the girl on page 10 who is reading about this right. As the students study the photographs on page 11, read page 10 to them. Discuss this right through questions such as the following:

*Look at the photos. Who are some of the people who listen and care?*

*What are some of the different ways they are showing that they care?*

*Which children look as though they might be trying new things?*

*How does the girl feel when she is loved and respected?*

Read the last line all together.

- **Pages 12–13:** Read the boldfaced right to the students. Read the rest of page 12 for the reader at the top of the page, as the students look at the photographs. Discuss through questions such as the following:  
*What does every child need?*  
*What does good food do for us?*  
*What are some examples of nutritious food that you see in the photos?*  
*What kind of water do we need for drinking? (clean)*  
 Read the last line on page 12 all together.
- **Pages 14–15:** Encourage the students to guess what this right is, by looking at the photos. Elicit the word “play” or “playing” when discussing what the children in the photos are doing. Read the boldfaced right to the students. Point out the girl at the top of page 14, and read the rest of the page for her. Then ask the following questions:  
*What are some of the reasons why children need to play?*  
*What do children learn when they play with others? (how to cooperate and share)*  
*What does she say “most of all” about play?*  
*In which photos are children cooperating? sharing? using their imaginations? creating things? having fun and laughing?*  
 Read the last line on page 14 all together.
- **Page 16:** Read page 16 to the students. As they study the illustration, help them to realize that the people shown are the children in the rest of the book, only now they’re grown up. Ask, *What have the children grown up to do?*  
*How do they feel about children’s rights?* Read the last line all together.

### Revisiting the Text

- Go back to the web you began in the Before Reading activity. Ask the students to recall the rights you read about in the Big Book. Add each one to the web.
- Write each of the six rights on the board or chart paper. Say or read out parts of the text for the different rights, and have the students identify which of the rights you are referring to. For example, you say, *I need people who support me when I try new things.* The students would respond with “We have a right to love and understanding.”
- Show the title page. Have the students identify which right in the book each photograph was used to illustrate. Find the pages in the book to confirm. Discuss if any of them could have been used to illustrate more than one right.
- Use sticky notes to cover the key words in each of the boldfaced rights (health care, an education, protection, love and understanding, eat nutritious food, play) in the book. Print these same words and phrases on other sticky notes. Work with the students to identify the missing words on each page and place the correct, printed sticky notes over the blanks.

## **Extending Activities**

### **Personal Illustrations**

Have each student choose one of the rights in the book, and draw a picture that illustrates that right for them in a personal way. Alternatively, have each student draw a picture for each right, and display them together in six separate collages—one for each right.

### **Scroll-Writing**

Have students choose one of the rights, write it at the top of a piece of paper (they can use first person, as in “I have the right to protection”), then write their own version of that right, following the same style and format as those in the book. When the students are finished, they could roll them up like the scrolls in the book, and keep them in a designated container for sharing.

## **Cross-Curricular Links**

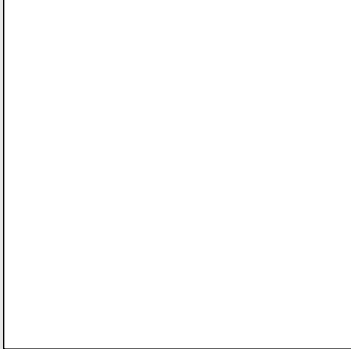
### **Art**

“Age” paper to look like the treasured scrolls in the book. Students can make small tears in the edges, gently crumple some parts of it, then flatten it out, fold and dip edges into cold tea (for discolouration) and then allow the paper to dry. Students can use the resulting paper for their own scroll writing.

### **Drama**

Have the students work in pairs to act out a chosen situation that demonstrates one of the rights in the book. Encourage them to take on a variety of roles (e.g., parent, siblings, teacher, community worker, neighbour) in their scenarios.

# Extending and Reinforcing the Concept Using the InfoRead Little Books



## Level C

### Text Type

narrative (realistic)

### Word Count

58 (not including print within illustrations), 182 (including print within illustrations)

### High Frequency Words

all, are, dog, have, Here, I, is, make, my, play, the, we, with, up

### Content Words

family, jobs, bed, That's, hang, coat, pick, toys, feed, dog, set, table, play, baby, done

### Text Features

- 16-page book
- 1 line per page
- illustrations
- strong picture clues
- repeated text
- print (lists) within illustrations

### Cross-Curricular Links

Drama

Mathematics

Social Studies

## My Jobs

### Before Reading

Initiate a short discussion about the various ways the students help out in the classroom. Develop the idea that being a responsible helper and doing the required jobs helps the classroom to be a better place in which to work. Discuss the jobs that the students have at home. Discuss why families share the many tasks that need to be done. Make a list of classroom jobs and home jobs that the students mention.

### Previewing the Text

- Show the cover and read the title. Ask, *Where does this family keep their lists of jobs?*
- Say, *This is Ben and his family. Everyone in his family has jobs to do. As we read the book we will find out what Ben's jobs are.*
- 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, *Ben is showing a photo of himself and his family. He is saying "Here is my family."* Ask, *Who is in his family?*

**Page 3:** Say, *In Ben's family, they all have jobs. They each have a job list on the fridge, even Max, the dog!* Ask, *How can you tell which list is Ben's? How can you tell which list is Max's?*

**Pages 4–5:** Ask, *What is Ben's job?* Say, *Yes, Ben makes his bed. That's his job.* Help students practise saying "That's my job" smoothly, to practise fluency and reading with expression.

**Pages 6–7:** Ask, *What job is Ben doing?* Say, *Yes, he hangs up his coat. That's his job.*

**Pages 8–9:** Ask, *What job is Ben doing here?* Say, *Yes, he picks up his toys. That's his job.*

**Pages 10–11:** Ask, *What job is Ben doing here?* Say, *Yes, he feeds the dog. That's his job.*

**Pages 12–13:** Ask, *What job is Ben doing here?* Say, *Yes, he sets the table. That's his job.*

**Pages 14–15:** Ask, *What job do you think Ben is supposed to be doing here? What does he do with the baby? Is he playing with the baby in the illustration?*

**Page 16:** Ask, *What has Ben done to his list? Why would he have put a check mark beside each of his jobs?* Say, *Yes, his jobs are all done.* Help the students read the sentence with expression.

### **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.

- Read pages 2 and 3 aloud. Have a volunteer read page 4, then have everyone read page 5 together. Choose different volunteers to read the even pages up to page 14, while the group choral reads the odd pages and page 16.
- Ask the students how many jobs Ben has (6), then make a list of what they are. Turn to page 3 of the book and look at Ben's job list. Help the students read the list, or read it to them, and match the items on the list to the list you just made.
- Write out each of Ben's six jobs on separate sentence strips and have the students put them in the order in which Ben does them in the book. You might also cut the strips into two pieces and have the students first put them together, and then put them in order.
- Have the students use the illustrations to identify some of the jobs that might be on Mom's and Dad's job lists. Record their ideas in two lists under "Dad's Jobs" and "Mom's Jobs." Compare these lists with the lists on the fridge on page 3. (Read the lists on page 3 to the students.)
- Distribute copies of **BLM 1: Complete Ben's Jobs**, and have the students cut and paste the correct ending to each sentence beginning.
- Encourage the students to reread the book together as a group, independently, or with a partner.

## **Extending Activities**

### **Discuss Responsibilities**

Ask the students to guess and discuss what “jobs” the baby, Pam, and the dog, Max, might have. Read aloud their job lists in the art on page 3. Discuss why the family might have included job lists for Pam and Max. Guide the discussion to focus on the idea that all family members contribute to a household and to family unity, and that having jobs to do within the family is how children learn new skills, and how to look after things and themselves. Have the students respond to questions such as the following:

*How are Ben’s jobs different from Pam’s?*

*Is it fair that Ben has more responsibilities? Why?*

*Are Pam’s jobs fair for her?*

*What might Pam’s job list look like in two years? Why would it change?*

*As Ben gets a little older, which of Mom’s and Dad’s jobs could he add to his own list?*

Extend the discussion to the students’ personal experiences regarding the division of responsibilities at home.

### **Make Personal Job Lists**

Have the students make individual job lists for each member of their own families. You may want them to start the lists at school, take them home for input from family members, and then bring them back in for discussion and completion. When they are completed, help the students make “Job List” magnets for attaching their lists to their fridges at home.

### **Make Books**

Students can create books using the same pattern as in *My Jobs*, either writing as Dad, Mom, Pam, or Max from the story, or writing as themselves about jobs they do at home.

## **Cross-Curricular Links**

### **Drama**

Write a variety of household tasks on separate pieces of paper, such as sweeping (or vacuuming) the floor, setting the table, hanging up clothes, feeding a pet, and making a bed. Students can choose one task at random and act it out for others to guess.

### **Mathematics**

As a class, brainstorm jobs that are done regularly around everyone’s home. Break larger jobs down into smaller tasks. These would include making meals, setting the table, clearing the table, washing dishes, drying dishes and putting them away, washing clothes, putting away laundry, ironing, changing bed linen,

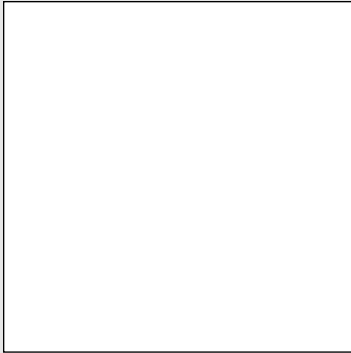
shopping for groceries, putting away groceries, vacuuming, dusting, taking out garbage and recyclables, and so on. Write each task on a separate card. Have the students sort the cards in different ways—by type of task, by who usually does it, by how often it is done, and so on.

### **Social Studies**

Using the household task cards (as described in the previous activity), have the students sort the cards according to who does each task in their homes. Discuss the fairness or unfairness of the distribution of responsibilities in their households, and have individual students resort them into groups that might be fairer, including more for themselves. At the same time, discuss their own abilities to take on jobs at home, and reasons why different people in the family take on different tasks.

### **Mathematics**

Each student can choose five different jobs she or he feels are good ways to help out at home. Have them list each job at the top of a five-column chart. The student then polls the class and has each student put a check mark under any column that applies to him or her. When all the data are collected, the student writes up a report on what he or she has found out (e.g., 22 people make their beds, 10 people take care of their pets, 19 people take out the garbage).



## Level D

### Text Type

question and answer/poetry

### Word Count

149 (not including speech balloons or print within illustrations), 188 (including speech balloons and print within illustrations)

### High Frequency Words

a, after, all, and, at, be, by, can, have, has, I, it, made, make, me, my, not, on, or, that, the, them, to, when, Who, up

### Content Words

should, clean, mess, responsibility, help, hurt, sad, house, finish, jobs, outdoors, garbage cans, wait, rules, truth, wrong, world

### Text Features

- 16-page book
- 2–4 lines per page
- illustrations
- moderate picture clues
- speech balloons
- print within illustrations
- italics

### Cross-Curricular Links

Social Studies

Drama/Art

# Who Should...?

## Before Reading

Cut a large speech balloon shape out of stiff paper. On the balloon, print the words: “It’s up to me. It’s my responsibility.” Describe a situation and ask a “Who should...” question that involves yourself, for example, *I just got a car. Who should make sure it passes safety inspections and keeps running well?* Then hold the speech balloon beside your head and read or say the words. Model another example about yourself before involving individual students, for example, *Carlos brought some toy cars to school. Who should play with them at the proper time and keep them in a safe place?* Then Carlos would take the speech balloon and recite the chant. After several examples, discuss what the word “responsibility” means to the students. Challenge the students to present their own “Who should...” questions to each other.

## Previewing the Text

- Show the cover and read the title. Help the students notice the question mark in the title. Discuss the ellipses and their indication that the question is unfinished.
- Say, *This book is about children asking and answering “who should” questions.* Referring to the cover art, say, *These are the children you will meet in the book, and this is a poster they make.*
- 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:** Ask, *On page 2, while the girl was making herself a sandwich and a glass of milk, what else did she make?* (elicit “a mess”) *What question does she ask?* Ask the students to compare the pictures on pages 2 and 3 and describe what the girl has done on page 3. Ask, *How does she answer her own question?* Help the students say “It’s up to me” smoothly, and “It’s *my* responsibility” with the emphasis on “my.” Point out the italics in the text, to show where to place the emphasis. Help the students say the two lines together as a chant.

**Pages 4–5:** Ask, *What’s happening in the picture on page 4? Who is feeling hurt or sad? Who should try to help? What changes on page 5?* Say, *The boy says “Come and play with us.”* Ask, *What is the boy’s answer to the question on page 4?* Chant the two lines all together.

**Pages 6–7:** Ask, *What is the girl doing on page 6? What is she not doing that she should be? What question does she ask? On page 7, how do you know that she has taken responsibility for her jobs?*

**Pages 8–9:** Ask, *What is going on in the picture on page 8?* Say, *The sign on the garbage can says, “Please do not litter.”* Ask, *Is anyone littering? What is the question that is asked?* Looking at page 9, ask, *How is this scene different? What is the boy saying in answer to the question on page 8?* Chant the lines together.

**Pages 10–11:** Looking at page 10, ask, *Why do you think the bus driver is looking so cross? What problem has the girl caused? Is she on time to catch the bus?* Say, *No, and she is making people wait.* Ask, *How has the girl taken responsibility on page 11?* Chant the two lines of text.

**Pages 12–13:** Ask, *What rule at school are the children not keeping? What is about to happen on page 12?* Say, *On page 13, the boy is pointing to the sign that says, “No running in hallway.”* Ask, *How is he showing responsibility?*

Pages 14–15: Looking at page 14, ask, *What has happened in this picture? What do you think the girl is saying to the lady? Do you think she is telling the truth?* Say the word “truth” slowly, and ask the students to identify the sounds they hear. Have the students locate the word on the page. Ask, *How is the picture on page 15 different?* Read the speech balloon to the students. Ask, *Who is taking responsibility for telling the truth?* Chant the two lines of text together.

**Page 16:** Say, *All the children are speaking together now. They’re asking who should try to make our world the best that it can be.* Ask, *What is their answer? Why has this line changed from “me” to “us,” and from “my” to “our”?* Read the banner that the children have made.

## **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.

- Divide the students into two groups. Have one group choral read the questions in the book, and the other group read the responses. Then have the students switch roles.

- With the students' input as they look back through the book, make a list of the responsibilities taken on by the children in the book. Discuss how each responsibility affected other people.
- Review the speech balloons in the book. Ask the students to create speech balloons (or thought bubbles) for various characters in the book.
- Encourage the students to reread the book together as a group, independently, or with a partner.

## **Extending Activities**

### **Compose “Who should...” Questions**

Have the students compose their own “Who Should...?” questions pertaining to the class and the school (e.g., “Who should push their chairs in when they leave the class?”) Remind the students about including question marks at the end of their questions.

### **Make a Big Book**

Using the pattern in the book, work with the students to make their own “Who Should...?” Big Book. Brainstorm some situations that are familiar to the students from which to frame the “responsibility” questions. Choose some situations for each pair or small group to illustrate two pictures for. Compile the questions, illustrations, and two-line responses, and bind them with a cover.

### **Create a Mural**

On a large piece of mural paper, print the words of the banner on page 16: “Our World Is Our Responsibility.” Discuss examples of how each individual can show responsibility to make our world a better place to live. The examples can be related to school, home, community, environment, or any situation. Have each student contribute an illustration or written example of something he or she can do to make our world a better place to live. The completed mural can be displayed in a school hallway.

## **Cross-Curricular Links**

### **Social Studies**

On a walk around the school and neighbourhood, record rules that are posted on signs or simply “understood,” even if not signed. Back in the classroom, have the students make a sign for each rule that you recorded. Use them to make a bulletin board display with the title, “It Is Our Responsibility to Follow the Rules.”

### **Drama/Art**

Students can use themselves or make stick puppets to dramatize a situation that they can change for the better by taking responsibility.

# Signs In Our Neighbourhood

## Before Reading

Take the students to the parking area to look at the signs and markings for the handicapped parking spaces. Have them look at the designated sign and discuss its meaning and importance. While returning to class, have them think about other signs they have seen in the neighbourhood. In the classroom, list the kinds of signs they have noticed. Talk about the reasons for each sign, and who they are meant to help.

## Previewing the Text

- Show the cover and read the title.
- Say, *This story is about a girl and her father who have moved to a new neighbourhood. One way they learn about their neighbourhood and their neighbours is to take a walk and read all the signs.*
- 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, *This girl and her papa just moved to a new neighbourhood. Here she is wondering what it will be like. Find the word “neighbourhood.”* Ask the students to say the word slowly and ask, *What sounds do you hear at the beginning and the end?*

**Page 3:** Say, *Papa wants to go for a walk. He says that the signs in the neighbourhood will tell them a lot.* Ask, *What word does Papa use to describe their neighbourhood?* Say, *It starts with the same letter as “neighbourhood.”* (new)

**Pages 4–5:** Say, *They saw this sign.* Ask, *What is the first word on the sign?* Say, *It says, “Neighbourhood Watch Community.”* Papa says that this sign tells him that the neighbours watch out for each other. Find the word that describes how it makes him feel.

**Pages 6–7:** Say, *They saw this sign.* Ask, *Where do they see it? What does the sign mean?* Say, *The girl knows that it tells her that she can go to that house if she needs help.* Ask the students to find the word that describes how that makes her feel.

## Level H

### Text Type

narrative (realistic)

### Word Count

191 (not including print within photographs and illustrations),  
246 (including print within photographs and illustrations)

### High Frequency Words

a, all, and, are, be, but, can, come, for, go, good, have, here, I, if, in, it, know, like, makes, me, my, not, of, on, out, said, saw, stop, that, the, this, to, too, up, what, we, will, with

### Content Words

neighbourhood, signs, watch out, feel, protected, help, safe, litter, responsibility, clean, crossing, wheelchair, rights, leashes, respect, lucky

### Text Features

- 16-page book
- 1–4 lines per page
- illustrations and photographs
- moderate picture clues
- dialogue
- print within illustrations and photographs

### Cross-Curricular Links

Art

Mathematics

Social Studies

**Pages 8–9:** Say, *They saw this sign.* Ask, *What does it mean? What is the word that means “garbage”?* Have the students find the word “responsibility” on page 9. Clap the syllables with them. Ask, *What is their responsibility?*

**Pages 10–11:** Say, *They saw this sign.* Ask, *Where do they see it?* Read the sign. Ask, *Who is speaking on page 11? What does she say about what the sign means? What is the responsibility of the people crossing the street?* Use the phrase “it’s up to us” in your discussion, and explain its meaning.

**Pages 12–13:** Say, *They saw this sign.* Ask, *Where are they when they see it? What does it mean? Why is it particularly important to the girl in the story?*

**Pages 14–15:** Say, *They saw this sign.* Ask, *What does the sign say to do?* Say, *Papa says that keeping dogs on their leashes shows respect for others.* Ask, *What else does he say about this rule?*

**Page 16:** Ask, *What does Papa say about their new neighbourhood? What does he say about he and his daughter?*

## 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.

- Go back through the book and read and discuss each sign. Note that the signs on the left-hand pages are photographed. When you read the signs, discuss any unfamiliar words, such as “pedestrian.” Ask the students to tell what they know about what the signs mean, and where they may have seen them.
- Give verbal clues about the signs in the book and have the students identify and find the sign you’re referring to. For example, say, *This sign has a compound word in it.* (crosswalk) Or, *This sign has a picture and words on it, and a word that rhymes with “sitter.”* Encourage the students to create their own clues to challenge others.
- Divide the students into groups of three. Assign each student a role (narrator, the girl, Papa). Have them read the book in their respective roles, then change roles and reread.
- Distribute copies of **BLM 2: Match the Signs** to the students. Have them cut out the descriptors and match them to the pictures of the signs.

## **Extending Activities**

### **“Sign” Scavenger Hunt**

Go on a “sign” scavenger hunt around the school. For each sign you find, discuss its significance. Take pictures of each sign using a digital camera (if available).

### **Neighbourhood Sign Walk**

Pair students with older buddies and go on a neighbourhood walk to look for signs. Take pictures of signs encountered on the walk. When you return to class, look at the pictures and discuss the significance of the different signs with the students, including how they contribute to people’s safety and protect people’s rights.

### **Make a Big Book**

Give each student (or small group) a picture of a sign. Ask the students to write about the sign and explain its importance. Compile the results into a Big Book entitled “Signs In Our Neighbourhood.”

## **Cross-Curricular Links**

### **Art**

Discuss and list the properties of different signs with the students (e.g., signs with text, picture, or both; different colours; shapes; print size; capitals). Ask the students to design a sign for the school or classroom. Later, they may share their designs and talk about the meaning and significance of the signs.

### **Mathematics**

Make five copies of all the pictures of signs taken for earlier activities. (This is less expensive when a digital camera is used.) Divide the class into five groups and give each group a set of pictures. Ask the students to sort the pictures as many ways as they can and record their ideas on a piece of paper. Have the groups compare their results.

### **Social Studies**

As a class, create a 3-D display of your local community. Include houses, buildings, roads, parks, a school, and appropriate signs. You may use milk cartons, boxes, modelling clay, and other materials to create the model.

# Blackline Masters

- 1 Complete Ben's Jobs
- 2 Match the Signs

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

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

## Complete Ben's Jobs

Cut out the boxes below. Use them to complete the sentences.

1. I make \_\_\_\_\_.
2. I hang up \_\_\_\_\_.
3. I pick up \_\_\_\_\_.
4. I feed \_\_\_\_\_.
5. I set \_\_\_\_\_.
6. I play with \_\_\_\_\_.









the baby	my bed	the dog
my toys	my coat	the table

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

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

## Match the Signs

Cut and paste the sentence beside the sign that matches it.

	
	
	
	Lisa: I can make these images with no screens if you prefer.  Brenda
	
	



This sign tells us not to litter.	This sign tells me that I can come here for help if I need it.
This sign tells me that I can go in with my wheelchair.	This sign tells drivers that people are crossing.
This sign tells us to keep our dogs on a leash.	This sign tells me that our neighbours watch out for each other