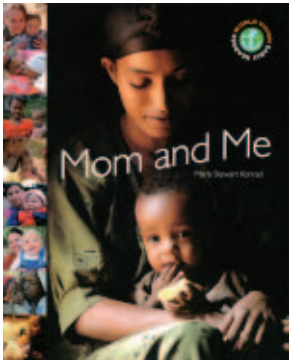


World Vision Early Readers

Guided reading activities for primary and junior grades supporting Language Arts, Literacy, Social Studies and Arts learning outcomes.



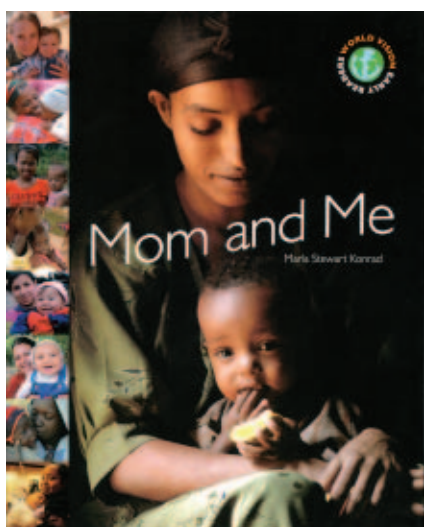
Written by Katharine Kan and Hoa Truong-White. Edited by Nancy Del Col

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Produced by: World Vision Canada, Education and Public Engagement, 2009

Mom and Me

Guided Reading Activities

Language Arts, Literacy,
Social Studies and Arts



Students will

- Identify shared feelings with children and families from other countries
- Identify cultural similarities and differences between families in communities around the world and their own community
- Develop oral, visual and written literacy skills
- Generate and express ideas by responding to and reflecting on photographic images
- Make text-to-self, text-to-text and text-to-world connections

Related International Dates

National Child Day (November 20)

International Women's Day (March 8)

World Storytelling Day (March 19)

Mother's Day (May)

UN International Day of Families (May 15)

Canadian Multiculturalism Day (June 27)

Preparation

- Copy a class set of “Mom and Me Photos” (page 3)
- Copy a class set of “Mom and Me Speaking and Thought Bubbles” template (page 4)
- Obtain copy of Mom and Me by Marla Stewart Konrad (Tundra Books, 2009).
- Have a world map or globe ready for identifying countries represented in the photos.
- For the Grade 4 to 6 art activity, gather found and recycled materials such as fabric, buttons, cardboard, Styrofoam, etc.

Instructions

Before Reading: Activating Prior Knowledge

Write the following suggested statements about family members on the board and ask students to complete the sentence starters orally:

My mom is proud of me when _____

My dad comforts me by _____

My sister or brother helps me _____

I know my grandparents love me because _____

Hide the title of the book Mom and Me and take a picture walk from cover to cover. Ask students what the book is about and what they think the title might be.

Ask students: Who takes care of you? What do they do for you? Do you take care of anyone or anything?

Mom and Me

Build vocabulary and clarify the concepts of proud, comfort, help, share and love. Ask students to show with facial expressions or mimed actions what each of the above looks like, or what a person can do to show it.

Read the book out loud to students, using the questions below to prompt discussion about the photos. See list of photo credits in “Appendix A: Mom and Me Photo Credits”(page 8).

1. Describe what is happening in this photo.
2. How are the people in this photo feeling? How do you know?
3. What do you think happened before this photo was taken?
4. What might have happened after this photo was taken?
5. How does this photo make you feel? Does it remind you of anything?
6. Did you see anything in the photos that surprised you? That you would like to know more about?
7. Whose voice is telling the story of *Mom and Me*?



After Reading: Inferencing

Ask students to choose two or three of their favourite photos and invite them to discuss what they know about the cultures depicted. What clues in the picture help reveal where these children live (e.g. clothing, appearance, environment)?

Speaking and Thought Bubbles

Distribute the class sets of “Mom and Me Photos” and “Speaking and Thought Bubbles”, one per student.

1. Ask students: Do we always say what we think? Discuss times when we need to speak and times when we need to think.
2. Explore dialogue and perspective by asking students to fill in a thought or speaking bubble for each person (or animal) in the two photographs. Cut the bubbles out and paste them onto the photo. What are they thinking and what are they saying?
3. Working in partners, ask students to imagine that the people in the photo from Cambodia want to speak to the people in the photo from Sudan. What would they like to know? Write a series of speaking bubbles for what they would say to each other. Organize the speaking bubbles by numbering them and pasting them in order on the photos.
4. Ask partners to play roles and share their dialogues with the class. Display the finished dialogues on the wall to be read by other students.

Suggested Mom and Me Art Activity: Grades 4 to 6

Get students to research mother and child figures depicted in artwork on the Internet or in books (see link below). Look for similarities between great works of art and the photos in Mom and Me. Suggest why mothers with children are a universal subject matter for artists. Have students create a three-dimensional sculpture of a mother and child figure using found objects and recycled materials. They can reproduce a famous work of art, depict a photo from Mom and Me, or create an original scene. The following link provides famous examples of mother and child figures in painting and sculpture from throughout history and different cultures.

Mother and Child Figures: The Metropolitan Museum of Art

http://www.metmuseum.org/toah/hi/hi_fimo.htm

Reproducible Master

Mom and Me photos



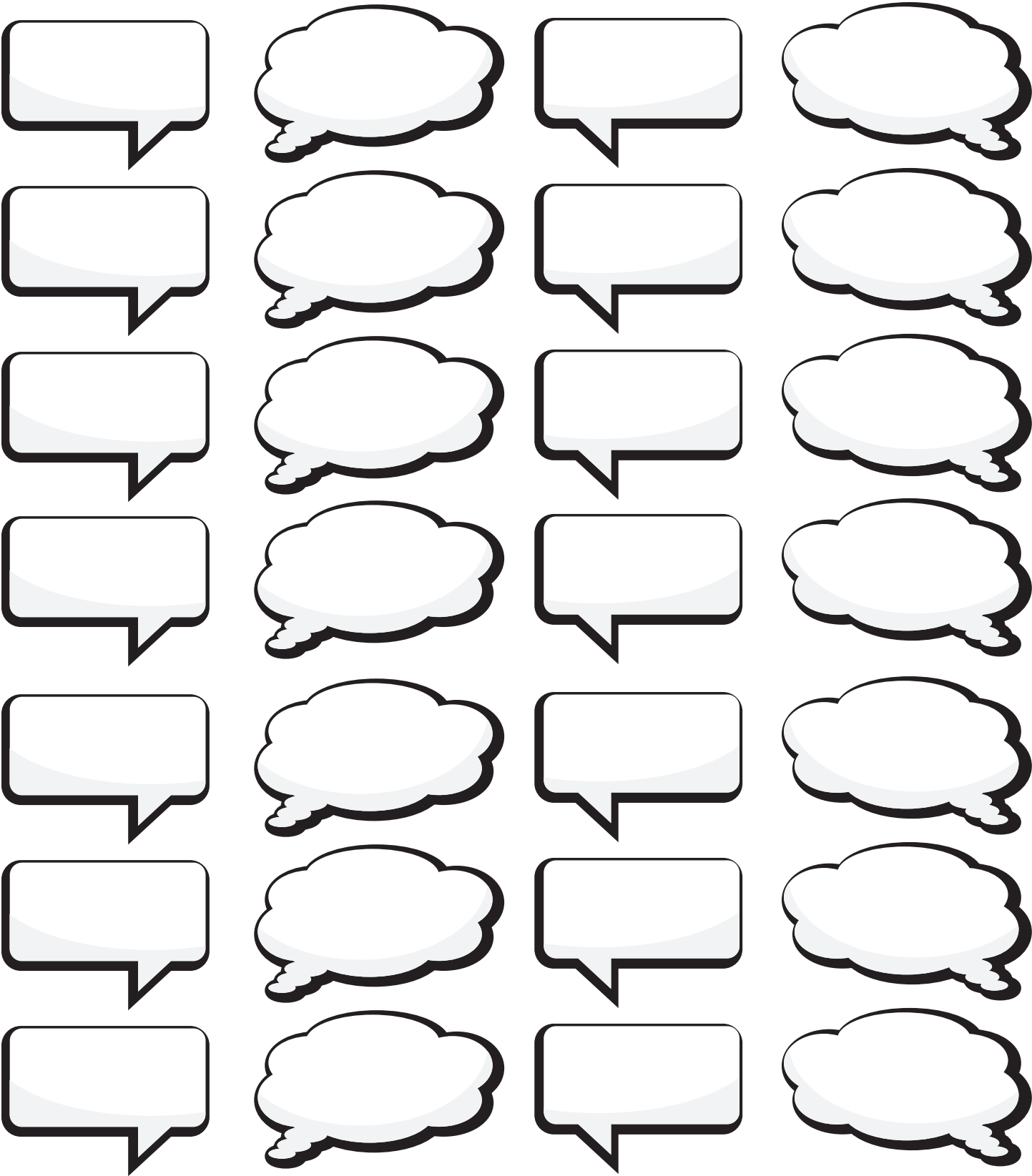
Mother and son, Cambodia (Sopheak Kong, World Vision)



Mother and daughter, Sudan (Jon Warren, World Vision)

Reproducible Master

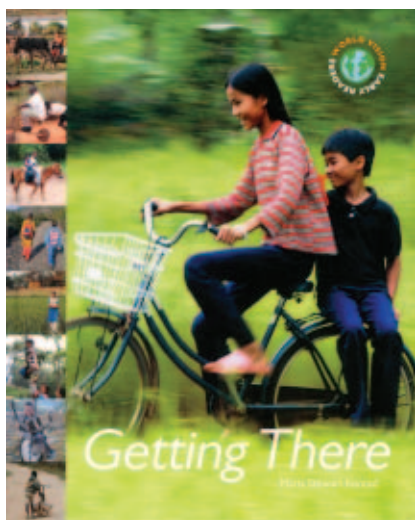
Mom and Me speaking and thought bubbles



Getting There

Guided Reading Activities

Language Arts, Literacy,
Social Studies and Arts



Students will

- identify cultural similarities and differences between modes of transportation in communities around the world and their own community
- Develop oral, visual and written literacy skills
- Generate and express ideas by responding to and reflecting on photographic images
- Make text-to-self, text-to-text and text-to-world connections

Related International Dates

International Day for Tolerance (November 16)

International Development Week
(1st week of February)

World Storytelling Day (March 19)

Canadian Multiculturalism Day (June 27)

Preparation

- Copy a class set of “Getting There Splitting Image Photos” (page 7) and cut them apart to create one set of half photos and one set of full photos.
- Provide pencils, markers or crayons for drawing. Paper and scissors are needed for older grades activity.
- Obtain copy of Getting There by Marla Stewart Konrad (Tundra Books, 2009).
- Have a world map or globe ready for identifying countries represented in the photos.

Instructions

Before Reading: Activating Prior Knowledge

Ask students to brainstorm different modes of transportation. How do people get from one place to another? How did you get to school today? Have you ever travelled to another city, province, country, etc.? If so, how did you get there? What is the most unusual type of transportation you have used? Record answers on a T-chart, listing types of transportation on one side and the number of students who have used them on the other. With older students, consider representing the findings in a simple bar or pie graph.

Splitting Image

Build vocabulary and clarify the concepts of proud, comfort, help, share and love. Ask students to show with facial expressions or mimed actions what each of the above looks like, or what a person can do to show it.

Read the book out loud to students, using the questions below to prompt discussion about the photos. See list of photo credits in “Appendix A: Mom and Me Photo Credits” (page 8).

1. Distribute copies of the “Getting There Splitting Image Photo” (top half), one per student. This photo shows a girl from Mongolia riding a yak. Ask students to suggest what they think is missing from the bottom half of the photo, but do not reveal the answer or any background information.
2. Students each choose one idea and complete the photo by drawing what is missing on the blank part of the paper.
3. When all drawings are completed, have students form groups of three or four and share their work. Ask them to look for similarities and differences in their drawings.
4. Distribute copies of the full “Splitting Image Photo” to each group. Compare the group drawings with the missing piece of the photo. Did anyone guess correctly? Share some of the creative ideas developed by the students. Discuss the following: Where does this girl live? Why is she riding a yak? Where is she going? What do you think is the same or different about her life and yours? Would you like to ride a yak? What would it feel like?
5. Create a gallery walk to share the students’ drawings.

Getting There

Read the book out loud to students, using the questions below to prompt discussion about the photos. See list of photo credits in “Appendix B: Getting There Photo Credits” (page 9).

1. Where are the people in this photograph coming from? Where are they going?
2. What are they doing? How do you know?
3. What is surprising about this photo?
4. Are the people in the photo moving slow or fast? How can you tell?
5. Close your eyes and imagine the sounds in this photograph. Make the sounds you might hear.
6. Make the actions that go with this way of “getting there”.
7. Whose voice is telling the story of Getting There?

After Reading: Critical Thinking

Ask students which modes of transportation were new to them. Add the new types of transportation to the pre-reading T-chart. Add another column to the chart for brainstorming other uses for each type of transportation (e.g. a horse can pull a wagon, a wheelbarrow can carry dirt). Classify different modes of transportation as human-powered, animal-powered or machine-powered. Which ones use more than one type of power?

Suggested Getting There Art Activities: Grades 4 to 6

Found Poetry: Words to Go

Create a chart with three columns and headings on the board. Ask students to copy the chart onto lined paper. After a first read-through of Getting There, reread the text out loud, this time without showing the photos. Ask students to identify all the action words (verbs and verb phrases). Record them in the first column.

Read through the book again, this time showing the photographs. Ask students to use descriptive language (adjectives and nouns) to describe the people and things in the images (e.g. smiling girl, sleepy baby, black horse, blue sea, big wheels). Record these ideas in the second column. Encourage students to think of as many descriptions as they can.

Brainstorm a list of adverbs inspired by the photos and list them in the third column.

Using scissors, students cut out the words from each column, keeping them in separate piles. Instruct them to manipulate and combine words and phrases from

the three piles to create a five-line found poem. Missing but necessary words, such as pronouns or prepositions, can be added and word forms changed to suit the logic of the poem.

Example: Pedal quickly!

The smiling girl rides.

Laughing friends,

Setting sun,

Big wheels take her home.

Drama Activity: People Movers

Divide class into groups of six to eight. Each group will construct a fantasy vehicle or machine that can move people from one place to another, using all members of the group. The only resource available is their bodies. Groups will need about 10 to 15 minutes to plan and rehearse their creations. Finished vehicles are presented to other members of the class, complete with actions and sound effects. The audience tries to guess what the vehicle is and how it works.



Reproducible Master

Getting There splitting image photos



Mother and son. Cambodia (Sopheak Kong, World Vision)



Mother and daughter, Sudan (Jon Warren, World Vision)

Grand Guided Reading Activities

Language Arts, Literacy,
Social Studies and Arts



Students will

- Identify shared family relationships with other students and children in other countries
- Identify shared cultural similarities and differences with families in communities around the world. Generate and express ideas by responding to and reflecting on photographic images
- Develop oral, visual and written literacy and kinesthetic skills
- Generate and express ideas by responding to and creating visual images
- Make text-to-self, text-to-text and text-to-world connections

Related International Dates

National Grandparents Day (First Sunday of September after Labour Day)

World Storytelling Day (March 19)

UN International Day of Families (May 15)

Canadian Multiculturalism Day (June 27)

Preparation

- Obtain a copy of *Grand* by Marla Stewart Konrad (Tundra Books, 2010).
- Copy a set of *Grand* photos (Reproducible Master)
- Enlarge a copy of the award ribbon for each student (Reproducible Master)
- Gather the following materials: world map or globe for indicating countries mentioned in the book; drawing and coloured paper; pastels, coloured pencils, crayons or paint for the art activity.

Instructions

Before Reading: Activating Prior Knowledge

Ask students if they know what a senior is. What seniors do they know in their own families? Explain that a senior family member is someone much older, like a grandparent, aunt or uncle—someone we care about and who cares about us.* Different cultures have different terms for grandparents or older family members (e.g. nonna and nonno for Italians). Ask students to tell you what they call their grandparents or other older family members like aunts and uncles.

Think-Pair-Share Activity

1. **Think:** Ask students to think about a senior in their family they enjoy being with. Ask them to think about things they like to do with this family member, how this person helps care for them or how they care for this family member.
2. **Pair:** Ask students to find a partner and share something they enjoy doing with their senior family member (e.g. I like to go fishing with my grandpa.). Ask students to turn to a different partner and share one way their senior family member helps or cares for them, or how they help or care for this senior family member (e.g. My grandma picks me up from school, we bring meals to my uncle when he is sick).
3. **Share:** Ask students to share some of their responses from above with the whole class.

Grand

Show students the cover of *Grand*. Ask: What do you think this book might be about? Explain that the book shows children from around the world spending time with their grandparents or other senior family members.

Thumb Tool

Show students the photos of children helping or playing with their grandparents in the garden (use the book or the Reproducible Master). Ask students to show with a “thumbs up” or a “thumbs down” if the photo depicts something they’ve done with a grandparent or senior family member. Read the book out loud to students, continuing to

use the “Thumb Tool” to have students respond to selected photos (i.e. thumbs up if they recognize or have experienced the situation represented in the photo, thumbs down if not). Use the following questions to prompt discussion while reading the book. Use the photo credits at the beginning of the book to locate the countries on a map.

1. What is happening in this photo?
2. What might the people in this photo be thinking, feeling or saying to each other? How can you tell?
3. What might have happened before/after this photo was taken?
4. Does anything in the photos surprise you?
5. Does this photo remind you of anything or anyone?
6. Whose voice is speaking in Grand?

After Reading: Reflecting

Ask students to describe how the children and grandparents in the book helped or cared for one another. Ask students

to share a time when a grandparent, parent or other family member did something special for them (e.g. a grandmother fixing their broken toy, or a grandfather attending their hockey game). Be sensitive to the individual situations of students—some may not have positive relationships with family members; encourage them to think of a friend or teacher who has done something special for them.

The Grand Family Member Award

1. Explain that students are going to give a grandparent a Grand Family Member award. Brainstorm with students criteria for bestowing the award (refer to the reflection discussions).
2. Distribute copies of the award ribbon and ask students to draw and/or write on it the reason for giving the award. Provide possible examples (e.g. Good advice, Best home cooking, etc)
3. Students can decorate and colour their ribbons before awarding them.



Extension Activities

Interviews and Experts

Students interview a grandparent or senior family member/friend to find out what life was like when they were the same age. As a class brainstorm a list of questions students can use in the interview.

Have students share their interviews in small groups. Each group member takes a turn to be the “Expert” who answers group members’ questions about their grandparent. Group members should refer to the list of interview questions to guide their questioning, but may also formulate their own questions to probe the “Expert” for more details.

Memory Box

Students work with a grandparent to create a Memory Box (e.g. shoebox) containing items that symbolizes what they like to do together, their similarities and differences, their talents, etc. Prepare your own Memory Box to share with students.



Suggested Grand Art Activities: Portraits Grades 4 to 6

Students use pastels, coloured pencils, crayons or paint to create a portrait of a grandparent or senior family member. Ask students to bring in a photograph of the person they want to draw or paint (a close-up of the face is best). Frame the portrait on coloured paper to give to the grandparent. The following sites contain sample lesson plans for doing portraits:

Complimentary Colours Portrait:

Create a portrait using one pair of complimentary colours (Grades 4–6).

<http://www.kinderart.com/drawing/complimentportrait.shtml>

Expressionism:

Create a portrait that inspires a mood or feeling. Draw portraits of a grandparent instead of a partner, as described in the lesson (Grades 4–6).

<http://www.kinderart.com/arhistory/express.shtml>

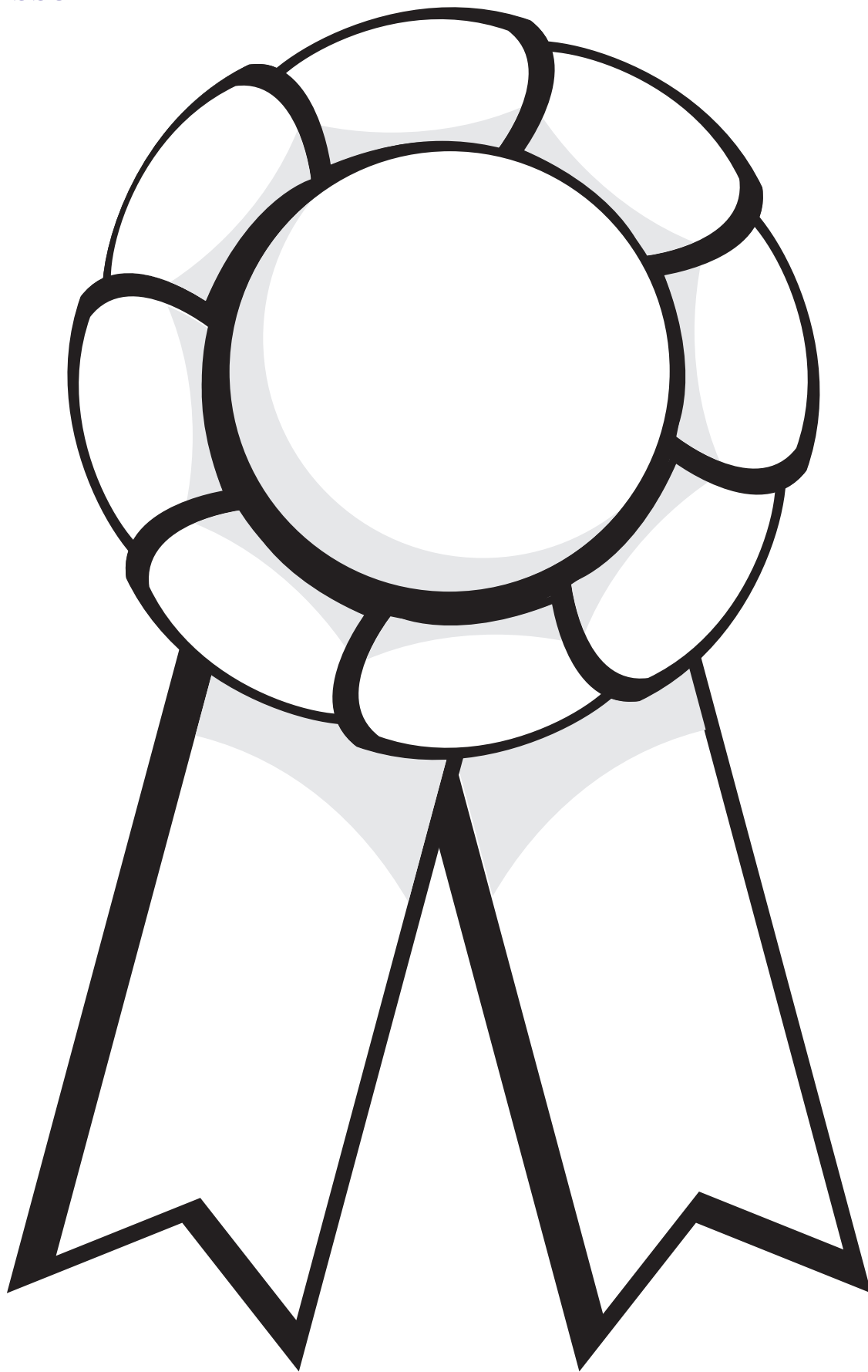
Drama Activity: Pass-Catch

Stand with students in a circle. Begin by saying, “When I’m a grandparent, I will...” Complete the statement and make an action to go with it. For example, if you say “When I’m a grandparent, I will go canoeing with my grandkids,” make an action like you are paddling. The next person repeats the first statement and action, then adds his/her own: “When I’m a grandparent, I will go canoeing with my grandkids (make paddling action) and I will bake cookies with them (make actions for baking cookies). The next student says: “When I’m a grandparent, I will bake cookies with my grandkids (repeats the action) and read to them (makes up a new action). Continue passing and catching the statements and actions around the circle until everyone has a turn.

Reproducible Master



Award Ribbon



I Like to Play

Guided Reading Activities

Language Arts, Literacy,
Social Studies and Arts



Students will

- Identify cultural similarities and differences between the way children around the world play
- Develop oral, visual and written literacy and kinesthetic skills
- Generate and express ideas by responding to and reflecting on photographic images
- Make text-to-self, text-to-text and text-to-world connections

Related International Dates

International Literacy Day (September 8)

National Child Day (November 20)

World Storytelling Day (March 19)

Multiculturalism Day (June 27)

Preparation

- Make a KWL Chart (What I Know, Want to Know and Learned) on chart paper (see Appendix A), or display on an interactive whiteboard.
- Provide large sticky notes, one per student.
- For the art activity, provide coloured construction paper, stock paper or cardboard (12x18), plus scissors and glue for each student.
- Obtain a copy of I Like to Play by Marla Stewart Konrad (Tundra Books, 2010).
- Have a world map, globe or digital image ready for identifying countries represented in the photos.

Instructions

Before Reading: Activating Prior Knowledge

Show students the KWL chart. Point to the K column of the chart and tell students you want to find out everything they know about how children play. Tell students to imagine themselves at play. Ask: What images come to mind when you hear the word play? What or whom do you like to play with? Where and when do you play? Why do you play? Ask students to share their thoughts with the class. Record their responses in the K column of the KWL chart.

I Like to Move It!

Students sit on chairs in a circle, with one student standing in the middle as Move It. Move It makes a statement such as “If you like to play on the beach (play hockey, play on the computer, play with paint, play with your sister, etc.), move it!” All those who like to play on the beach jump up from their seats, run to the middle and make an action like they are playing on the beach before finding a new empty chair. The student in the middle also scrambles for an empty seat. The person left standing becomes the new Move It. If Move It calls out, “I like to move it, move it!” everyone gets up and finds a new chair. If students are having difficulty coming up with statements, direct their attention to the ideas in the KWL chart.

I Want to Know...

Show students the cover of I Like to Play as well as one or two photos in the book (or use the photos provided in the Reproducible Master). Ask: What do you think happens in this book? Tell students the photos show children from countries around the world. What is different about how children in Canada play and the ways other children play? What is the same? What more do you want to know about how other children play? Record class questions in the W column of the KWL chart.

I Like to Play

Read the book out loud to students, using the following questions to prompt discussion about the photos. See the list of photo credits at the beginning of the book.

1. What are the children in this photo doing?
2. Where are the children playing? What and who are they playing with?
3. How are the children in this photo feeling? How can you tell?
4. Make the same actions as the children playing in this photo.
5. Does anything in the photos surprise you?
6. How is this similar to or different from the way you play?
7. What would you like to know more about after looking at these photos?

After Reading: Reflecting

Ask: What did you learn about the ways children in other countries play? What games or toys would you like to try? Did the children remind you of yourself or anyone you know? Explain.

Give each student a large sticky note paper and ask them to write or draw something new they learned after reading the book. Have students share orally what they learned and post their sticky notes in the L column of the KWL chart.



Suggested I Like to Play Art Activities: Grades 4–6

3D Paper Sculptures

Students explore the element of lines used in art by constructing 3D paper sculptures depicting scenes of children at play. Brainstorm different types of lines (straight, curvy, squiggly, zigzag, etc.) and have students find examples of lines in the class or school environment. The following site provides lessons about the element of lines in art:

Princeton Online: Incredible Arts Department

<http://www.princetonol.com/groups/iad/lessons/early/ElementExtravaganza.html>

Ask students to imagine an ideal place to play. Give each one a large piece of stock paper or cardboard for building a 3D sculpture of that ideal place. Have students create different types of lines using construction paper strips of varying lengths and shapes. They may cut, curl, fold, tear, curve, twist and glue the paper strips together to make their scenes. For example, students might create a dream playground. Encourage them to add details to the scene such as paper cut-outs of children playing. The following sites show examples of how to create 3D paper sculptures:

Making Friends

<http://www.makingfriends.com/sculpture/sculppaper.htm>

Family Fun

<http://familyfun.go.com/crafts/crafts-by-material/paper-crafts/artful-paper-crafts/paper-sculpture-674363/print/>

Create an Original Game

Challenge older students to create an original movement game or board game, complete with simple rules. They can teach the game to their classmates in small groups or to younger students in the school. Provide a purpose or goal for the game, such as helping people to know each other better.

Drama Activity: This is Not A...

Sit with students in a circle. Bring out a common object, such as a scarf and say: "This is a scarf, but it's not a scarf, it's a...kite." Make the scarf move like a kite. Pass it to the next player who says: "This is a kite, but it's not a kite, it's a..." and fills in with a new object, repeating the motion of a kite and then making the new motion. Continue passing the scarf around the circle, inviting students to complete the statement by repeating the idea and movement of the student before them and adding their own original ideas. Encourage them to generate as many possibilities as they can. Try the game with another common object, such as a pencil. This activity can be used to introduce themes or topics being studied in class by suggesting categories of objects (things that fly, things you need to survive, etc.).

Reproducible Master



Appendix A

KWL Chart

<div>K</div> <div>What I Know</div>	<div>W</div> <div>What I Want to Learn</div>	<div>L</div> <div>What I Learned</div>



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