

Strategies

1. Reading to students.
2. Repeating repetitive pattern.
3. Brainstorming.

Activities

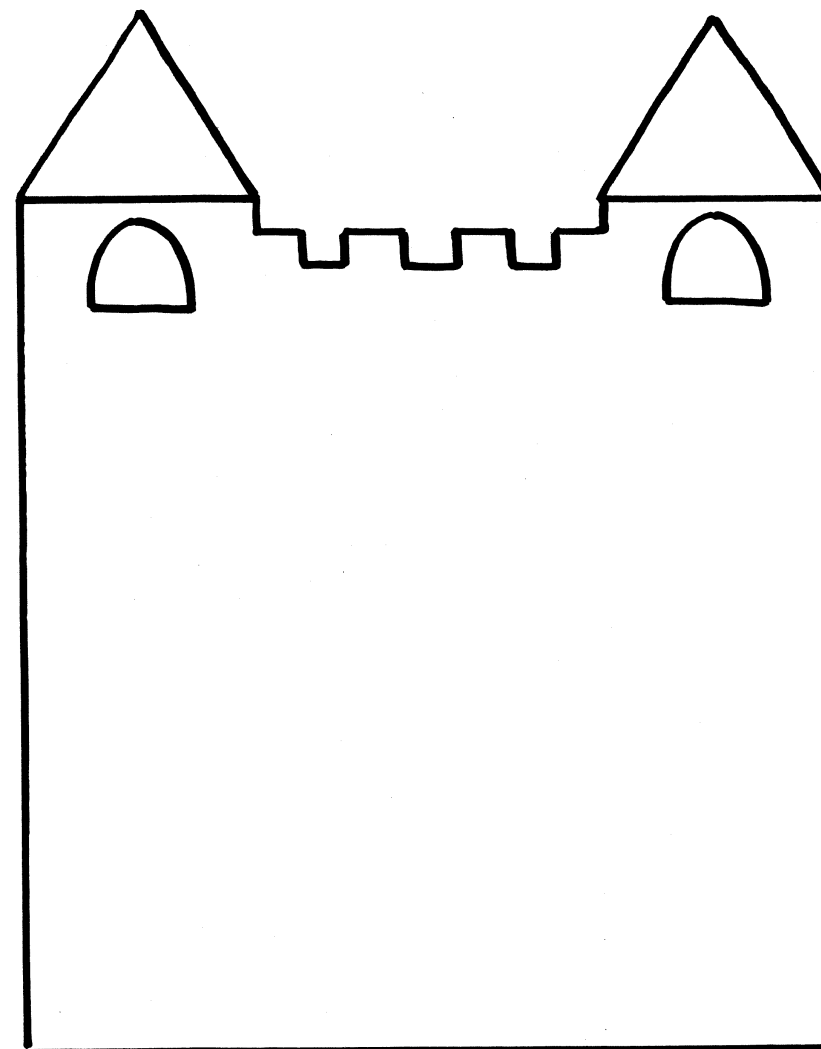
1. Read Rapunzel, Rapunzel! to students. Invite comments and questions. Ask, "Who is talking to Rapunzel" and "Why did he eventually give up?"
2. Reread the story and study rhyming pattern. Observe punctuation such as the exclamation mark. Explain the use of the dialogue balloon. Where can dialogue balloons be found in other reading material?
3. Students collaboratively compose a Big Book, called Lazy Billy, using Rapunzel, Rapunzel as a model. Billy is looking for excuses. Display the sentence frame.
"Lazy Billy, Lazy Billy
Come out to play."

The last two lines are for student response.
Brainstorm and record words that rhyme with play. (day, say, stay, jay and so on)

Colour and cut out text and illustrations
Assemble as follows:

Cover: 4 ply

Labels for the cards:
 - cut out windows
 - colour in turrets
 - add lines - appearance of
 - cover illustration
 - draw in window
 - illustration right hand
 - balloon dialogue
 - inside cover
 - title info
 - and so
 - After 1
 - add ha
 - 2 brai
 - wool re
 - slit ju
 - Rapunz
 - ties. Sl
 - underne
 - Cut a s
 - of brist
 - on t
 - hair
 - glue near bottom of page.



ISBN: 978-1-55319-254-1

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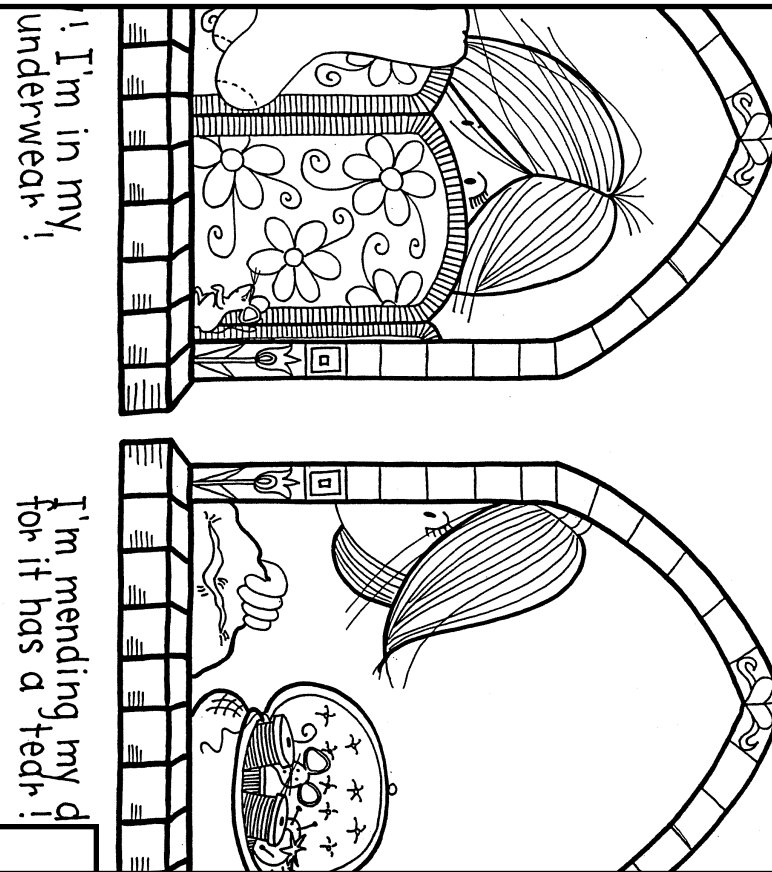
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When your hair is
long, Rapunzel,
let down your hair!

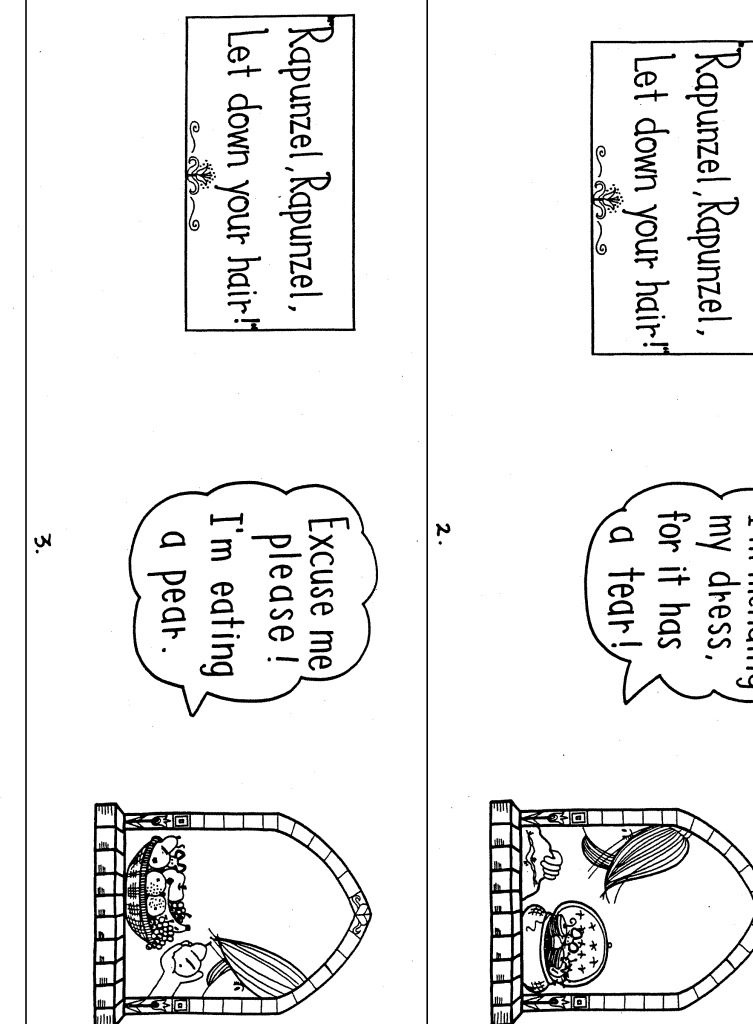


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11

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Excuse me please!
I'm eating



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30

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Rapunzel,
Rapunzel



17

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BIG BOOK

You'll need 3 sheets of two-ply bristol, measuring 22" x 28".
 Use a bright colour, avoiding neon colours as the brightness will distract from the text and illustrations.
 Cut each sheet into 4 to make 9 pages, measuring 11" x 14".
 White out the unit page numbers.
 Photocopy the story and trim the pages.
 Colour the cover and the rebus illustrations OR photocopy onto yellow bond paper.
 Assemble as shown.



	COVER	6.	7.
TITLE PAGE	1.	8.	9.
	2.	10.	11.
	3.		12.
	4.	5.	




LITTLE BOOKS







Photocopy collated on coloured bond paper. Centre with a paper cutter and staple.





There Was an Old



There was an 
 Who swallowed a ,

That "wriggled" and
 "wriggled" and "jiggled"
 inside her!
 She swallowed the 
 To catch the .
 I don't know why,
 She swallowed the .
 I think she'll die.

There was an 
 Who swallowed a ,
 I don't know how,
 She swallowed a !
 She swallowed the 
 To catch the .
 She swallowed the 

ere was an 
 ho swallowed a ,
 at "wriggled" and
 "wriggled" and "jiggled"
 side her!
 ne swallowed the 
 catch the .
 don't know why,
 e swallo
 think s

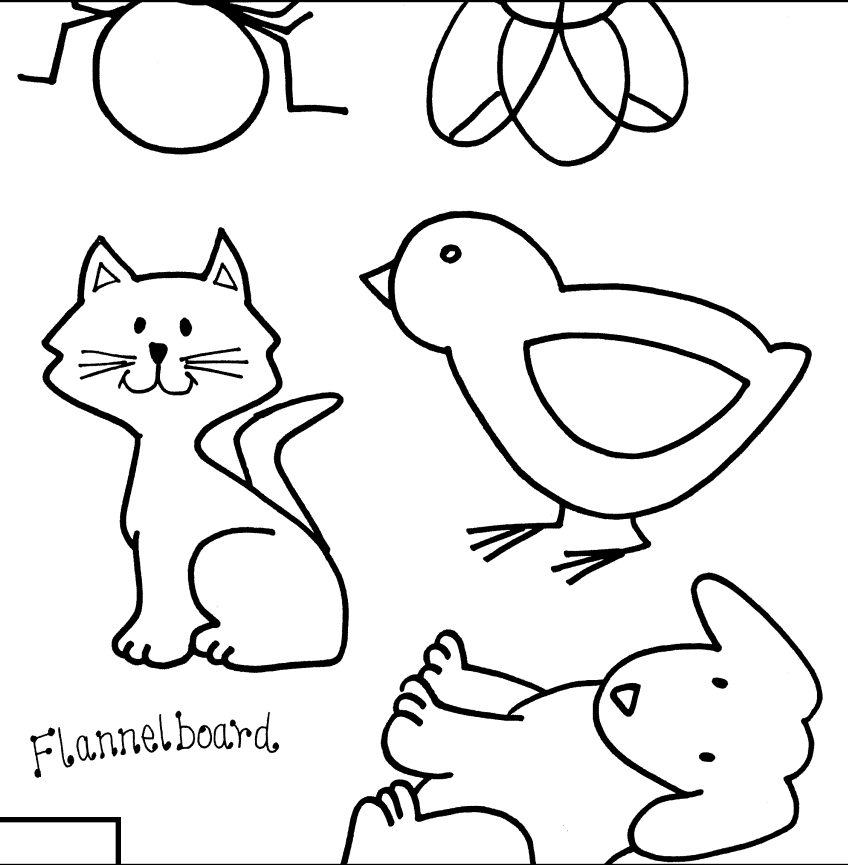
Color for flannelboard story

STORYTELLING

Colour and cut out the old lady in 2 parts. Cut out the circle area. Piece together and glue into 4-ply bristol. Cut out the circle again. Tape a 9" x 12" zipclose baggie onto the bag, behind the circle, with the opening at the top. Trim the bottom of the baggie and tape down on three sides.

Colour and cut out the animals. Mount onto bristol and laminate or photocopy directly onto manilla tag.

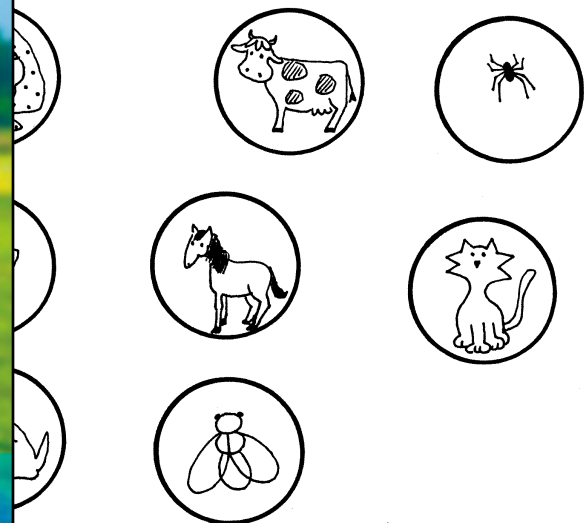
As you tell the story, drop the animals into the baggie.



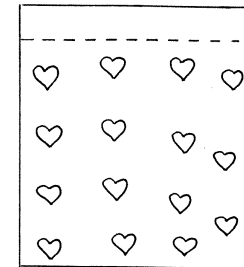
Make a Story Map

Can you make a map of the story, There Was an Old Lady?

Put the circles in order of the story. Use pictures, by the circles, that show where the old lady could find the animals. For example, the bird in a tree.



Riddle-rama!



1. Cut out the old lady and the riddle box.
2. Write out your riddle.
3. Draw your answer on the lady.
4. Cut out the flap and glue it on the old lady's dress.
5. Glue the old lady and riddle onto a larger paper.

This is _____'s riddle.
 Can you guess what the old lady swallowed? Here are your clues.

Look under the flap to check your answer.



There was an Old Lady



Revised February, 1996.
Have You Seen My Fish?

Story Summary: A boy looks for his fish. He sees all kinds of fish before he finds his pet.

Literary Components: The story introduces Cree vocabulary of kinship words. The repetitive text provides encouragement and success for emerging readers.

Themes: Families, Pets.

Included Resources: 1. Patterns to make a big book.
 2. Patterns to make a flannelboard story.

Student Skills and Objectives:
 1. Students will learn kinship terms in another language or their mother language.
 2. Students will listen to a story.
 3. Students will retell the story using pictures.

How to Make a Big Book
Have You Seen My Fish?

You will need:
 6 two-ply bristol sheets that measure approximately (23 x 28") i.e. 5 sheets of a colour and 1 sheet of white paper, scissors, crayons or markers, metre stick.

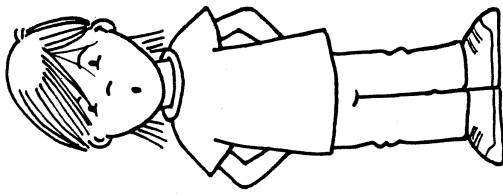
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3

cover and fish shape pattern

Have you
 Seen My Fish?

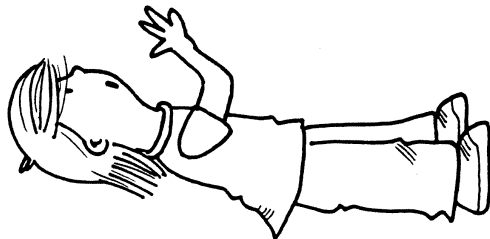
Mooshor
 Have you
 seen my
 fish?



ISBN: 978-1-

Story Pattern, Have You Seen My Fish?

Nistes!
 Have you
 seen my
 fish?



17

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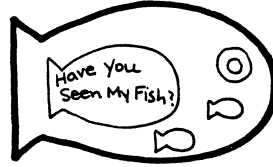
What to do:
 Enlarge the fish pattern to make a fish on 1/2 a bristol sheet. Trace and cut out 2 black fish and 10 coloured fish. From each bristol sheet. Decorate the pages with eyes fish cut from coloured paper.

Colour and cut out the illustrations.

Cut out the text. If you have another language you would represent in the story, print your words on white bond paper and cut out to fit on top of the existing words. Paste and make photocopy.

Assemble as follows:

1. Cover



2. Title page



3. First and second page



4. And so on.....



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4

Reading the Story

Cover the title and ask students to guess what the story is about. Discuss the kinship terms in the story. The people in the story are the boy's family.

Story Based Activities

Circle Discussion

Who is in your family?

What name do you give to your grandparents?

Student Writing

Make a pattern for the pocket chart for students to fill in to write a story.

Have you seen my ?

No, that is not my .

My is .

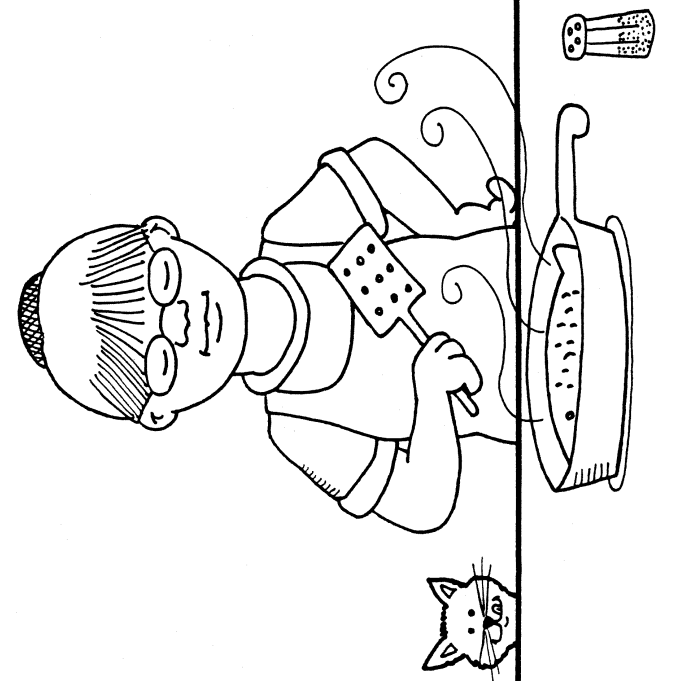
Students fill in the blanks with a pet. The illustrations should be the opposite of what is found. For example, My cat is fluffy, the student will draw a cat that is not fluffy.

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5

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Kohkwam (Grandmother)
 That's not my fish! My fish is not for supper!



Flannelboard Pictures

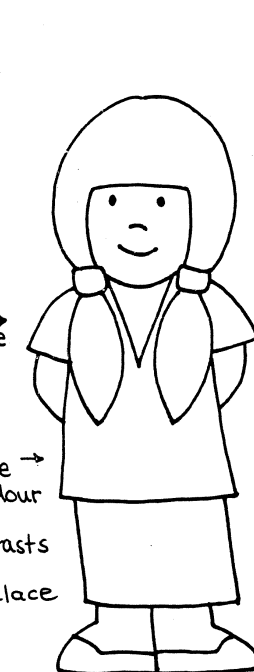
necklace ← colour other than grey (yellow, blue, red)



necklace string →

blouse → in colour that contrasts fish necklace

black shoes, no socks



grey fish

→

brown boots



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25

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Have You Seen
 My Fish?

