

Growing Global Citizens

Four interactive read-aloud picture books to encourage early learning about global citizenship and diversity in primary classrooms

By Judy Joel, Educational Consultant

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Background Information and Book Resources

Michael Fullan, the former dean of the Ontario Institute for Studies in Education (OISE) of the University of Toronto and an advisor to policymakers and local leaders around the world on educational reform, has identified a group of six Cs, which have the overall purpose of developing the well-being of the whole student and the well-being of society. These six Cs are as follows:

1. Character education
2. Citizenship
3. Communication
4. Critical thinking and problem-solving
5. Collaboration
6. Creativity and imagination

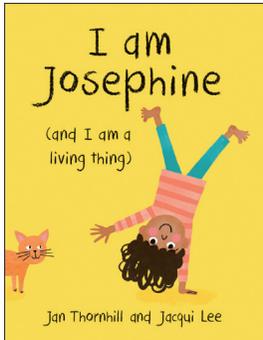
A description of each quality can be found in [“Great to Excellent: Launching the Next Stage of Ontario’s Education Agenda.”](#)

The Cs that are especially noteworthy for this teacher’s guide are **character education** and **citizenship**. These two competencies are described as game changers that allow students to focus on complex problems, take responsibility for their learning, and contribute to the world. They are foundational qualities that bring to life the skills and behaviours of creativity, collaboration, critical thinking, and communication¹. Character education and citizenship have been key considerations in the development of the lessons in this guide.

¹ Michael Fullan, Joanne Quinn, Joanne McEachen, *Deep Learning: Engage the World Change the World* (Thousand Oaks: Corwin Press, 2018), 18–19.

Book Resources: The Growing Global Citizens Selection

Find the full collection at www.shop.owlkids.com

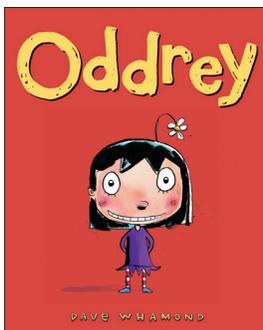


First, Josephine presents her family (and herself) as examples of human beings. Then she moves on to mammals, which include her dog and her mom (and herself). Next, she adds whales, lobsters, hummingbirds, and elephants (and herself) as examples of animals. Finally, she shares examples of living things, including moose, foxes, butterflies, flowers, and bugs ... and, of course, herself!

ISBN: 978-1-77147-156-5 HC

Ages: 4–8 • **Grades:** Pre-K–2

Lexile® Measure: AD530L • **Fountas & Pinnell:** F • **Reading Recovery:** 9–10

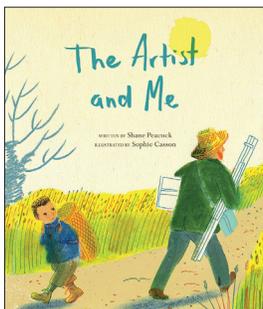


Oddrey is a little bit different from everybody else, and her adventures and flights of fancy are often a source of some teasing at the hands of her classmates. But she doesn't let that stop her from being herself. So when her class production of *The Wizard of Oz* is cast and Oddrey is given the spiritless role of a tree, she decides to make the best of the situation and vows to be the most unique tree ever—until she has to step in and save the show from disaster!

ISBN: 978-1-77147-303-3 PB

Ages: 4–7 • **Grades:** K–3

Lexile® Measure: AD560L • **Fountas & Pinnell:** K • **Reading Recovery:** 18



When Vincent van Gogh lived in Arles, France, in the 1880s, he was mocked for being unusual. Children and adults alike called him names and laughed at him. Inspired by these events, this book is the fictional confession of one of van Gogh's bullies—a young boy who adopted the popular attitude of the adults around him. It's not until the boy faces his victim alone that he realizes there is more than one way to see the world.

ISBN: 978-1-77147-138-1 HC

Ages: 5–9 • **Grades:** K–4

Lexile® Measure: AD480L • **Fountas & Pinnell:** O





Join a young boy as he hops around the globe visiting friends in 13 different countries that span all 6 populated continents. Along the way, he introduces us to each friend's environment and customs, and shares interesting facts about each country's culture, language, food, geography, wildlife, landmarks, and more. Each country has a dedicated spread with a small map that shows geography and landmarks.

ISBN: 978-1-77147-051-3 HC / 978-1-77147-352-1 – PB*

Ages: 5–8 • **Grades:** 2–5

Lexile® Measure: IG840L • **Fountas & Pinnell:** O

* publishing spring 2019

About the Author of This Guide

Judy Joel, B.A, B.Ed., is an independent educational consultant with over 30 years' experience teaching learners of all ages. She has taught in a variety of elementary schools for the Durham District School Board and worked as a staff development facilitator for the district. Judy has facilitated domestic and international professional development workshops and presentations focused on curriculum, instruction, and classroom management strategies. She has a keen interest in effective teaching and learning practices that engage students in modes of thinking, exploration, and creation that are relevant in the twenty-first century.



Planning Interactive Read-Alouds

Good readers think while they are reading. It helps them understand what they are reading, stay focused, and take their thinking deeper. In other words, readers pay attention to, and think about, the words and ideas they read. This is often referred to as a reader’s “inner voice.”

As a reader reads, “they have an inner conversation with the text. They listen to the voice in their head speaking to them as they read.”

—Stephanie Harvey and Anne Goudvis, *Strategies That Work: Teaching Comprehension for Understanding and Engagement*, 2nd ed. (Portland: Stenhouse Publishers, 2007), 26.

Interactive read-alouds that include “think-alouds” give teachers the opportunity to model for students different strategies for following their inner voices in order not only to understand the text, but to question it, connect with it, react to it, and ultimately go beyond it. Strategies can be reinforced during shared, guided, and independent reading. Interactive read-alouds will help you set up an environment of thinking, listening, and discussion.

“During the lesson, the teacher ‘thinks aloud,’ modelling comprehension strategies used by proficient readers. Through oral descriptions of his or her thinking process, the teacher can show students how to decode words and how to make connections to other texts, as well as to background knowledge and experiences. In addition, the teacher can show students how to monitor their understanding of the text and use strategies (e.g., rereading a section of the text) to correct identified gaps in understanding. While reading aloud or orally reflecting on the text, the teacher can also show students how to ponder (e.g., by asking ‘I wonder if ...’, ‘I wonder how ...’). Through this activity readers are encouraged to think beyond the text and to find a match between what they wonder and what the author wrote. As students at all developmental levels talk about the books that the teacher has read aloud, they form their own interpretations of and connections to the texts.”

—*Ontario Ministry of Education, A Guide to Effective Instruction in Reading: Kindergarten to Grade 3 (Ottawa: Queen’s Printer for Ontario, 2003).*

Effective interactive read-alouds require planning. Planning will help you set up an environment of thinking, listening, and discussion while students build valuable reading comprehension skills.

Question Stems for Interactive Read-Alouds:

- I’m thinking ...
- I’m wondering ...
- I’m noticing ...
- It reminds me of ...
- I just learned ...
- I think this character is feeling ... because ...
- This is confusing because ...



Interactive Read-Aloud: *I Am Josephine*

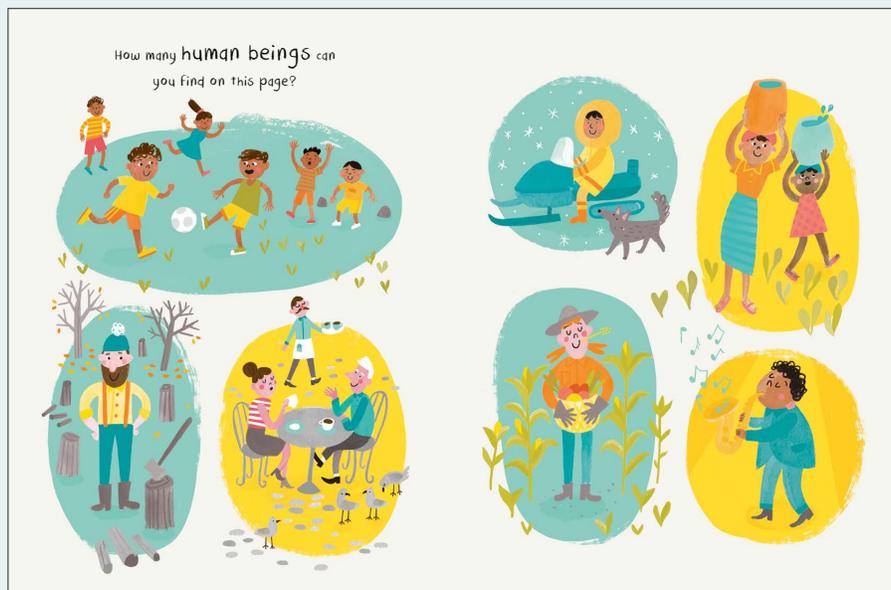
DAY 1

Connect and Engage before Reading

- Ask students if they have ever heard family members make comments such as: “You remind me of your mother/father when you do that.” Or: “You look so much like your sister.” You can share a personal example here in order to get students thinking about how people in the same family can have many similarities.
- Have students think of an example that shows how alike they are to a family member or friend and share with a partner. Students can share with the whole class what their partner has shared. Model how you would like them to share what they learned from their partner:
 - “Jon and his brother are alike. They can both skate fast.”
 - “Sarah and her cousin are alike. Everyone says they both look a lot like their grandmother and have her eyes.”
- Explain to students that you will be reading aloud *I Am Josephine*, a book about a curious girl named Josephine who loves to explore the natural world around her. Josephine introduces herself and her family, and then helps us understand that we are the same as other living things in many ways, but that our differences make us special.

Read Aloud

- Read through to the page that asks, “How many human beings can you find on this page?” Give students the opportunity to fully engage with the text by answering the question and then read on to the next stopping point.



- Read through to the page that asks, “How many different kinds of mammals can you find on this page?” Give students the opportunity to fully engage with the text by answering the question and then read on to the next stopping point.



- Read through to the page that asks, “How many different kinds of living things can you find on this page?” Give students the opportunity to fully engage with the text by answering the question and then read on to the next stopping point.



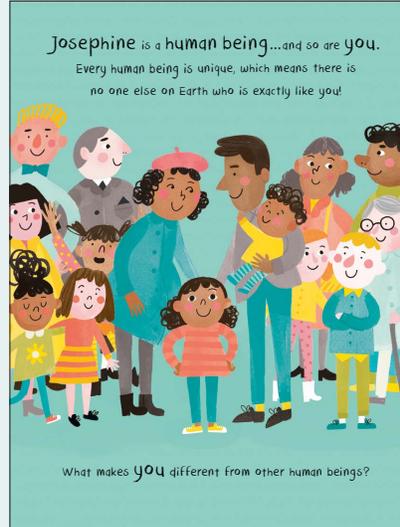
- Read through to the informational page toward the end that outlines the characteristics of living things, animals, mammals, and human beings. Have students turn to a partner for a discussion about this page. To prompt, give students the stem: **I just learned ...** Responses will vary. Summarize their key learnings.



<p>Living things</p> <ul style="list-style-type: none"> • are made up of one or more tiny cells • grow • make copies of themselves (have babies) • react to things around them • need water and food (some make food from the Sun's energy) • get rid of waste • move in some way 	<p>Animals are living things that</p> <ul style="list-style-type: none"> • usually have a mother and a father (though many never know who their mothers and fathers are!) • eat other living things • digest food in a "stomach" • can usually move around freely 	<p>Mammals are animals that</p> <ul style="list-style-type: none"> • usually have four legs (or two arms and two legs or flippers) • give birth to live young (except for a few that lay eggs) • feed their babies milk • have hair or fur • have warm blood 	<p>Human beings are mammals that</p> <ul style="list-style-type: none"> • stand upright • walk on two legs • can do many things with their hands and fingers • have large busy brains • talk to one another about a million different things • remember what happened yesterday and imagine what might happen tomorrow • make and use complicated tools • make art and music for the pure joy of it
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- Continue with a think-aloud along these lines ...
 “This book teaches us how different types of living things share similarities. When it started off, I thought it was going to be a story, but then it started to give information. The author has used features of non-fiction and fiction to create this book. I am wondering why the author did this. What do you think?” (Typically students point out that it is more fun to have the information given this way and that they like how it has been made.) “We have learned that human beings can do more with their busy brains than other mammals. We can remember, imagine, and create in many different ways and think about so many different things. Listen as I read the last page for any other message the author may have for us ...”

- Read the very last page.



- Give students a chance to turn and talk to a partner as they consider what the author’s message is. Listen to their conversations and then discuss some responses as a whole group.
- Sum up the lesson by stating a “Big Idea” that has come from this book and that many students will likely have talked about: Even though we are all human beings, each one of us is unique. Go on to explain that the question at the end of the book is worth thinking more about: **What makes you different from other human beings?** Point out that if we understand what makes us different, or what makes you *you*, it can help us appreciate each other’s uniqueness and help us to get along.
- Let students know that the next day, they will be given an opportunity to answer the question about what makes them different and to learn more about what unique qualities each one of them brings to the classroom community.

DAY 2

Introduce the Activity

- Ask the class the question: What makes you *you*?
- Continue by saying: “Remember from yesterday’s read-aloud that Josephine told us every human being is unique, which means there is no one else on Earth who is exactly like you. We are all the same in many ways, but it’s our differences that make us special. We also discussed how appreciating each other’s uniqueness can help us to get along in our classroom community. We are going to do an activity to help us learn more about each other.”
- Give each student a My Name sheet. See [Appendix A1](#) for this worksheet.
- Explain that as classmates, students know one another’s names, but they are going to add some information to the sheet about what makes them each unique.

Conduct the Activity

- Guide students through the task of answering the questions in the four corners of the sheet, one question at a time.
- Set up a sheet of chart paper in the same way as their sheet so you can model what you would like students to do. After you read “What I do really well,” write your answer on the chart paper and then give students time to record their own answers before moving on to the next question. Continue until you have modelled and given response time for each question.
- Use words or symbols and pictures to answer the questions. It is a good idea to model different recording strategies with your own information. For example, if you sing well, you could put musical notes or the word “sing.” Let students know that what they do well can be at school, at home, in sports, in games or hobbies, etc.

Share and Discuss

- Once students have completed their name sheets, have them go to a partner and share what they recorded in one of the four corners of the sheet. Have students share with a new partner for the next corner until they have shared with four different classmates.
- Form a community circle (with students sitting in a circle that includes the teacher) and invite each student to share something special they learned about a class member. Tips:
 - Remind students to be attentive listeners so that they can learn as much as possible about each other
 - Model an answer
 - Give adequate wait time
 - Allow students to respectfully pass but do go back to them a second time
- Reflect further with students by asking questions such as:
 - Did you learn anything new about a classmate that you didn’t know before?
 - Did you notice any similarities in answers?
 - What question did you enjoy answering the most?
 - How can knowing more about each other help us in our classroom community?
 - End the community circle by inviting students to share appreciation statements using the following stems:
 - I liked hearing ...**
 - I admire ...**
- As a closing comment, you can reflect with students on how knowing more about each other’s unique qualities can help them work together as a class.
- See [Appendix A2](#) for a performance rubric.

This activity is adapted from: [Jeanne Gibbs, *Reaching All by Creating Tribes Learning Communities* \(Cloverdale: CenterSource Systems, LLC, 2014\).](#)



Interactive Read-Aloud: *Oddrey*

DAY 1

Connect and Engage before Reading

- Fill a bag with a few objects that each reveal something about who you are. Pull items out one at a time and ask students what they can learn about you from each object. What does it tell them about you?
 - Example #1: a gift card for a coffee shop—Students might respond that you like coffee. Explain to students that they could also use their background knowledge of seeing a coffee cup on your desk to reinforce their thinking.
 - Example #2: a ticket to a sports event—Students might say that you like the sport. Again, they can use background knowledge that you have shared with them in the past about your love of the sport or the team. Explain to students that the type of thinking they have been using is the type of thinking that good readers use.
- Have students get ready for the read-aloud of *Oddrey*, a story about a unique young girl. Point out that in this book, author/illustrator Dave Whamond tells us about what is going on, but he also shows a lot through the illustrations. Let students know you will be giving them time to look carefully at the illustrations so that they can infer or figure out things that the author doesn't tell them.
- You may wish to spend time reviewing or introducing what it means to infer the author's message. Discussing and displaying a learning goal along with success criteria at this time is an effective strategy to further emphasize the importance of this reading skill.

[See Appendix A3 for a Sample Learning Goal and Success Criteria to post in your classroom.](#)

Inference

What is inferring the author's message?

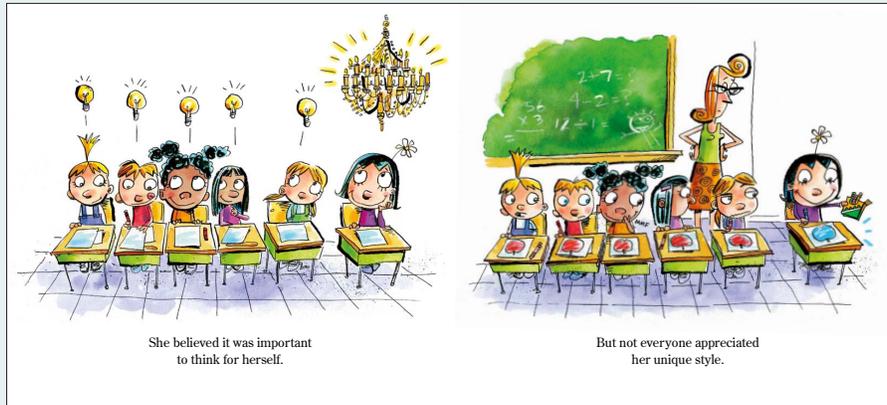
Using background knowledge combined with clues in the text and illustrations to come up with an idea that is not explicitly stated by the author. A sound inference is one that is based on evidence from the text.



Read Aloud



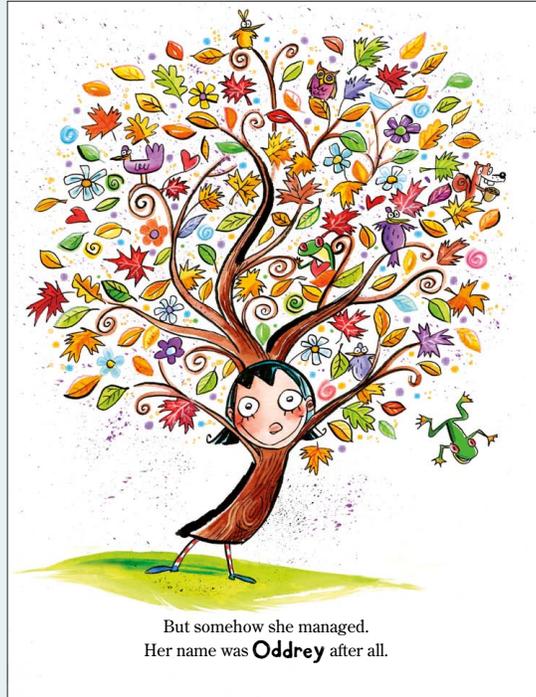
- Open the book to the first page: **“Oddrey had always known she wasn’t like everybody else.”**
- Draw students’ attention to the pictures of the students by saying: “When I look at the pictures of the students on these pages, I can infer what they are thinking. What do you think they are thinking? Don’t forget to use what you know and what you see to come up with your idea.”
- Typical responses: Their faces tell me Oddrey is strange or weird; their expressions show me that the things she does surprise them.
- Ask: “What else can you learn about Oddrey from the picture?” Students will notice she has her own way of doing things, like making different kinds of hopscotch squares.
- Praise students when they give specific evidence from the illustrations to support their ideas.
- As you read on, have students listen for how Oddrey’s parents describe her and how Oddrey feels about herself.
- Ask students questions such as the following, and encourage them to give evidence from the text and illustrations for their answers:
 - What do Oddrey’s parents think of her? (Typical responses: She likes to be different; she likes to do unexpected things.)
 - What does Oddrey think of herself? (Typical responses: She likes to stand out from a crowd and think for herself; she doesn’t mind being different.)



- Stop on page 8: **“But not everyone appreciated her unique style.”**
- Ask: “What can you infer from the illustrations on this page?” (Typical responses: The teacher doesn’t appreciate Oddrey’s unique style; the teacher doesn’t like her blue apple; some students find her surprising; some find her annoying and one even finds her silly.)
- Before reading on, let students know that they are going to get to know more about Oddrey and her unique qualities—one of which is that Oddrey knows how to make the best of any situation.



- Stop on page 16: **“On the night of the performance ...”**
- Ask: “How are Oddrey’s classmates feeling at this point? How do you know this?” (Typical responses: Their faces and eyes show they are scared; the one character doesn’t know what to say.)
- Praise students for giving evidence from the illustrations for their ideas. Reinforce with students that the author is telling us some things but showing more in the illustrations.
- Model prediction for students before reading what comes next with a think-aloud: “I wonder what Oddrey is going to do next? I know she is good at making the best out of a bad situation, so I think she has a way in mind of helping her classmates. Maybe she will say their lines for them. Let’s read on until the end and find out ...”



- Stop on page 29: **“But somehow she managed. Her name was Oddrey after all.”**
- Ask students to have a closer look at Oddrey’s name. Explain that typically the name is spelled “Audrey.” Ask: “Why do you think the author spells it in a different way?” (Typical response: It has the word *odd* in it and *odd* means different from what is usual. Oddrey likes being different from what is usual. The author has used a fun play on words by using a name that also describes the character.)
- Think aloud: “My prediction was partly right. Oddrey did help her classmates and she may have said some of their lines, but I noticed that she helped by saying to one classmate, ‘You can do it!’ and showing other students what to do. I noticed they were happy that she helped them. I could see this in their faces, and one classmate says, ‘Thanks.’ I like how the author made Oddrey seem really clever and thoughtful in how she helped everyone in different ways so that the performance went well.”

Reflect and Discuss

- Ask students to reflect back to the beginning of the story, when Oddrey’s classmates kept their distance. Ask if they think that Oddrey’s classmates inferred things about her that caused them to stay away from her. (Typical response: She dressed a little differently and always tried to do things her own way, and not like everyone else, which her classmates didn’t understand or appreciate.)
- Now have students reflect on the ending of the story. Oddrey turned out to be very caring and noticed that her classmates were scared and helped them get through the play. Ask them what they learned from this change in the classmates’ behaviour. (Typical response: You can never really know what a person is like until you get to know them; It is not okay to decide what a person is like until you get to know them better.)
- Discuss how inferring is a great tool to help a reader understand a story by filling in information that wasn’t directly presented: Readers use information in the book or their own knowledge to make an inference.

- Explain an important point about inferring: As readers gather new information, it is important that they update their thinking. The book can help us understand this. By the end of the story, the students had learned new information about Oddrey that meant their original inferences needed to be updated. In the end, Oddrey’s classmates appreciated her for who she was.
- Have students think about how things might change between Oddrey and her classmates now that they know more about her. Have them share ideas with a partner before sharing with the whole class. (Typical response: The students in the story might be more comfortable doing things in different or unique ways; Oddrey may not feel lonely anymore; they might want to get to know Oddrey even better.)
- Discuss how the audience’s faces and Oddrey’s classmates’ faces change along with their feelings about Oddrey. Ask students what Oddrey’s classmates learned from her in the end. (Typical response: Her classmates are now more comfortable doing things in different or unique ways.)
- Let students know that you will be revisiting the book with them the next day to talk about what they have learned from the story.

DAY 2

Introduce the Big Idea

- After an interactive read-aloud, teachers can support deeper conversation and thought by connecting the story to a “Big idea.”
- Ask students what they think author/illustrator Dave Whamond wanted us to learn from the story of *Oddrey*. Have them think about the question and then turn and talk with a partner. Invite partners to share their thinking with the whole group.
- Possible responses: It’s okay to be different; we should appreciate everyone’s uniqueness; we can try to make the best out of a bad situation; we can learn from each other no matter how different we may be.
- Discuss how the ideas they have just shared can be connected to one big idea that is important to remember.
- Put the title “Big Idea” on some chart paper. Work with students to come up with a theme that incorporates what they have learned from the story of Oddrey. Explain that the “big idea” is what is important to remember and take away from the story of Oddrey and that it will stay posted in the classroom so they can refer to it.

Sample Big Idea Statements:

- We are all different and it is important to value uniqueness in ourselves and in others.
- Each one of us can contribute or make the world a better place in our own way.
- We are all the same in lots of ways but our differences make us special.
- Be the best you that you can be.
- It is important to value, respect, and accept differences in one another and in ourselves.
It’s okay to be different.

Follow-Up Activity

- Have students collaborate in pairs or small groups to complete a worksheet titled: “Oddrey is ...”. [See Appendix A4 for this chart.](#) Enlarging the page so it is closer to a small poster size works well.



- Start off by explaining that we know what Oddrey looks like on the outside and now we know more about her inside traits based on what she thinks and does.
- On each line, students can describe Oddrey with one or two words, and in the box below they should provide evidence from the text. Having a chart of positive character traits posted may help them with this task. [See Appendix A5 for a list.](#)

Some Suggestions for Positive Character Traits

- **Creative** — makes a different hopscotch; builds a colorful igloo; draws a blue apple
 - **Positive** — makes the best of any situation
 - **Confident** — doesn't mind being different from other kids; knows it is up to her to save the show
 - **Unique** — likes to do the unexpected; likes to stand out from a crowd; likes to think for herself; when she gets an idea, we see a chandelier over her head instead of a single light bulb
 - **Caring** — helps classmates when they forgot their lines; saves the play
- Post the completed character worksheets around the room and give students a chance to do a gallery walk and see each other's ideas.
 - End the session with a discussion of how well they all know Oddrey now. Reinforce that students learned a lot about her from her actions.
 - Ask: "How might knowing this lesson help us in our day-to-day life?"
 - Possible responses: We know a lot about a person from their actions; we don't all act the same way.
 - Ask: "How can we use what we have learned to make the world a better place?"
 - Possible responses: We can do more things to show we are kind or helpful; we can make sure we include everyone, even if they are different; we should think about how our actions can hurt someone's feelings.
 - Have students think about times when they have made a difference to somebody else by being helpful, kind, or thoughtful. Give them a chance to share with a partner and then with the whole group.
 - Extend the discussion by starting a class initiative that has students come up with ways to appreciate one another. One idea is to create an area in the classroom for students to visually share appreciation. It can be as simple as a large sheet of chart paper with the heading "**I appreciate ...**", with sticky notes for students to record their appreciation. For other ideas related to expressing appreciation, see [Jeanne Gibbs, Reaching All by Creating Tribes Learning Communities \(Cloverdale: CenterSource Systems, LLC, 2014\)](#).



Interactive Read-Aloud: *The Artist and Me*

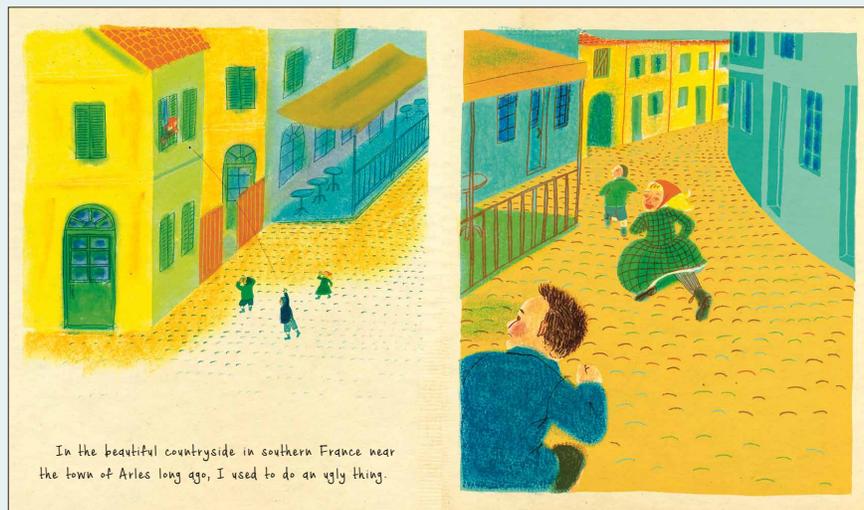
DAY 1

Connect and Engage before Reading

- Show a variety of paintings that Vincent van Gogh created. A good source is the Vincent van Gogh Gallery website. Have a short discussion by asking questions such as: “What do you think of his paintings? “Why do you think they are so famous? Do they remind you of any other paintings you have seen? Have you ever seen them anywhere before?”
- Share some of the more interesting facts about the artist. Students might be amazed to hear that some of his paintings are considered among the most expensive in the world. The [Vincent Van Gogh Gallery Website](#) is a good source of information for this material as well.
- Next, explain to the students that you are going to read aloud from a book called *The Artist and Me*. Show them the front cover and have them predict what they think the book will be about. A common response is that it is about a boy who meets the artist and they become friends.

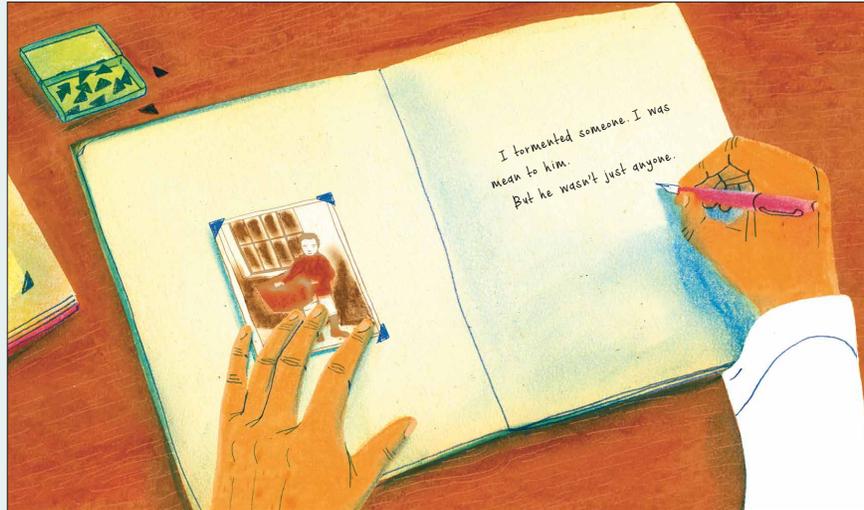
Read Aloud

- Read the first sentence of the book: **“In the beautiful countryside in southern France near the town of Arles long ago, I used to do an ugly thing.”**

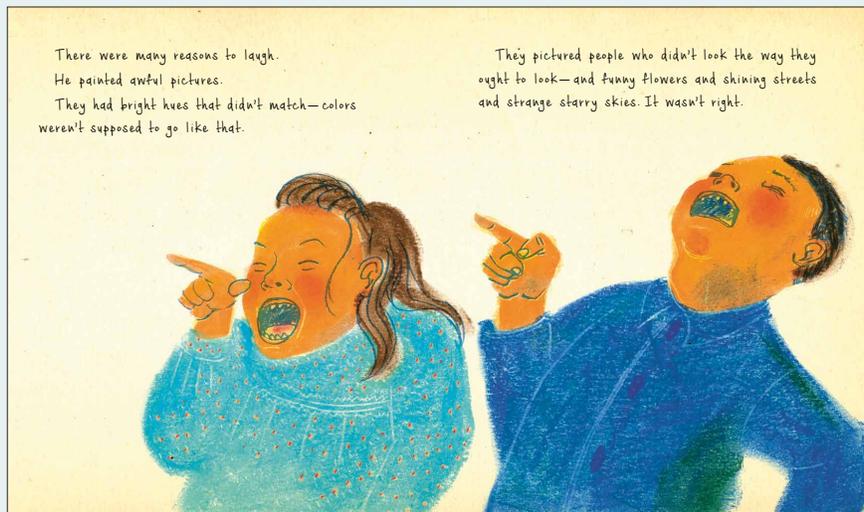


- Think aloud: “This sentence is unexpected. I thought, just as some of you did, that this would be a story about a boy who meets a famous artist. Now I am wondering what this ugly thing is that the boy would do and what this has to do with the artist. I see that the author has used two contrasting words in this sentence—‘beautiful’ and ‘ugly.’ The author has really captured my attention with this sentence and makes me want to read on, as I am wondering what ugly thing the narrator did in this beautiful place ...”
- Explain to students that you are going to jot down your question on a sticky note: “What ugly thing did the narrator do?”

- Stop on the next spread: **“I tormented someone.”** Define the word “tormented” for students.



- Stop on the page that begins: **“There were many reasons to laugh.”**



- Think aloud: “I have quite a few thoughts in my head now. I am feeling sorry for the artist. It seems it wasn’t just the narrator who tormented or was mean to him. I can infer some new information. This artist wasn’t always famous. Many people didn’t like the bright colours he used, and the fact that the colours he used didn’t match. They also didn’t like that he didn’t paint things in a realistic way ...”
- Explain to students that you are going to jot down some new information you have learned, and that the letter **N** stands for new information:

N — van Gogh was not always famous.

N — He painted with bright hues that weren’t typical of the time.

N — He painted people and things in a different way – not how they looked.

- Explain that the ? stands for questions you have and that you will start off with one question you’ve thought of:

? — I wonder why they were mean to the artist.

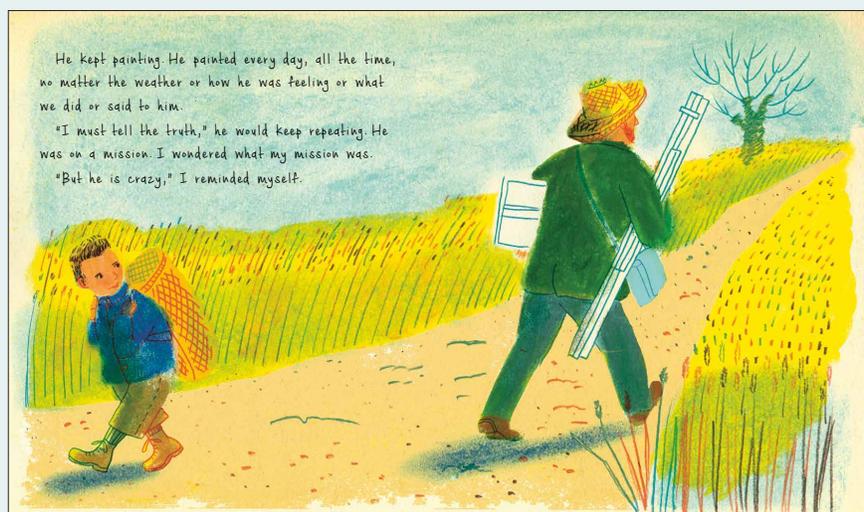
- Explain next that you have two more things you want to jot down. Use a heart symbol to represent feelings you have:

♥ — I am feeling sad for the artist and think he must have felt lonely.

- Explain next that you will use a C to write down connections you’ve made:

C — This book reminds me of my first trip to an art gallery.

- Tell students about the connection you’ve made. For example: “I remember when I first went to an art gallery and had a guide who showed us the paintings and let us know that there is no one right way to make a painting, and that artists create in many ways for many different purposes. The guide also told us that some artists paint realistically while others emphasize their feelings or change what they see ...”
- Discuss how you have jotted down some questions, feelings, and connections that you were thinking about as you were reading because good readers pay attention to ideas so they can understand. Another way of explaining this comprehension strategy to students is to say that it involves paying attention to their inner voice, or the inner conversation in their head.
- Continue reading the book. At the next stopping point, you will be giving them a moment to jot down some questions, feelings, connections and new information. Remind students to use the symbols that are on the chart. They are not required to use all of the symbols. Remind them to pay attention to their inner voice.



- Stop on the page that begins: **“He kept painting.”**

- Ask students to listen to their inner voice and write down their thinking. Reassure them that they don't need to write a lot—just enough that they will be able to remember their thoughts. Refer to the chart with the coding symbols you have introduced them to. [See Appendix A6 for a sample chart.](#)
- Next, have students turn to a partner or meet in a pre-assigned group to share and elaborate on what they have written down or any other thoughts they might have. As they talk, circulate and listen.
- Bring students back together and invite them to share a few of their thoughts. If you heard a comment from a student while listening to the discussions that you would like the whole class to hear, and that the student has not offered to share, ask permission to share on their behalf. Extend the discussion by asking what the rest of the students think about various comments.

Here is a sample interaction:

Teacher: What are you thinking, Grayson?

Grayson: My parents took me to Toronto for a Blue Jays Game and we saw a poor man in the street and he was yelling out stuff. I thought it was funny but my parents told me I shouldn't laugh at him. But in this story, even the adults are laughing.

Teacher: How about you, Lucy? What are you thinking?

Lucy: If my friends are laughing, sometimes I just laugh too and don't really think about it. The boy in the story knows he is being mean but still does it because everyone else is doing it too.

Teacher: It sounds like the narrator is thinking that what he is doing is wrong, but he can't seem to get the courage to stop. He goes along with the crowd. Thanks for sharing. Your connections help us understand what the narrator is going through. When we connect our own experiences to our reading, like Grayson and Lucy have done, we understand the story more fully.

- Read on to the end of the story, instructing students to jot down their thoughts, questions, or big ideas. Another option is to read to the end of the story but let the students know that you are going to re-read it to them on another day from beginning to end, without stopping, so that they can get a better feel for the story and jot down their thoughts, questions, and big ideas just as just as you have modelled.

DAY 2

Discuss

- Have students meet in small groups to talk about the story. Remind them that their notes will help them get their conversations going. Let them know that you will be moving from group to group to check in and participate.
- Circulate and prompt students, when necessary, to use the notes they'd jotted down. Praise students who have used the symbols well in their notes.
- Owlkids Books has another resource that you may find helpful for class discussion: [Classroom Discussion Prompts—*The Artist and Me*](#).
- Meet back as a whole group. Share some of the good notes you saw. Next, summarize what was discussed in the small groups. Record student thinking under the heading “Big Ideas and Questions.” This visual reference will reinforce with the students the importance of thinking when they read to help them understand. It will also help stimulate further discussion.

Sample of student thinking:

Big Ideas and Questions

- We shouldn't laugh at someone who is different.
- We should think about our actions and words and if they are hurting someone else's feelings.
- We should treat others how we would like to be treated.
- Being a bystander is just as bad as being a bully.
- I wonder why the boy was so curious about the paintings.
- I wonder if the grandfather told his grandson not to be a bully.
- Why did the artist want to give the boy the painting?
- Why was the boy afraid of the artist?
- What might have happened if the boy had stood up for the artist?

Collaborate

- This is a book that lends itself well to exploring ways to be better to each other due to the many emotions it activates, from the opening sentence through to the last page. Discuss how the narrator could have behaved in a more respectful way in different situations and give students a chance to role-play their ideas. Some suggestions:
 - Instead of watching the artist from afar, ask him about his paintings and get to know him better.
 - Instead of joining in on the bullying, see if you can convince your friends to leave the artist alone.
 - Thank the artist for the gift of the painting and let him know you like looking at his art.
- Have students work in small groups to come up with ideas for a classroom bulletin board or a school bulletin board that encourages kind and respectful behaviour. Come up with a caption for the bulletin board to help spur them on, such as: “Be the Best You You Can Be” or “Choose Kindness.”



Interactive Read-Aloud: *A Ticket Around the World*

Encouraging Reading

“To support content reading in the curriculum, teachers need to balance the use of different kinds of texts in their classroom programs: informational texts, narratives and other types of reading materials. If teachers read aloud to students from informational texts, then most students will begin to select them more often for their own reading.”

— Perry Klein, “Content Literacy,” *Research into Practice, Research Monograph 13, May 2008.*

Encouraging reading of non-fiction has many benefits. Research has indicated that reading informational texts is just as important as the reading of narrative texts. Primary students often overlook features that are designed to help them comprehend. Teachers can help students acquire skills in reading non-fiction through an interactive read-aloud focusing on the variety of text and graphic features used to help them understand the content.

DAY 1

Connect and Engage before Reading

- Explain to students that you are excited to share with them *A Ticket Around the World*, a non-fiction book that is filled with interesting information about different countries around the world. Ask students if any of them were born in a different country, have travelled to different countries, or would like to visit another country.
- Go on to explain that non-fiction has a lot of special features that make it easy to jump to information that you are most interested in. Add that it is like being the “boss” of your reading. Give students an example by choosing one of the countries featured in the book. For example, you could say that you have an interest in visiting China, so that was the page you read first. Explain that you will be taking them on a walk through the book and that they will find themselves noticing pages that they are interested in too.
- Most primary students have been introduced to the picture walk technique for previewing fiction. Teachers use this supportive practice to set a purpose for reading and to allow students to make predictions and activate prior knowledge. A “feature walk” through a non-fiction book works the same way. It is also an engaging way to build students’ interest, as it allows them to see how the book is organized with respect to visuals and text. Using a document camera to display the book on a large screen is recommended.

Read Aloud

- Open to the Contents page with the map of the world on it. Have students turn to a partner and discuss the purpose of this page. Listen to their responses and summarize that this page tells which



country each section is about, and which page number to turn to to get to a specific section. Let students know that some books call this section a table of contents. Explain that you used the Contents page to find out what page to turn in order to learn about China.

- Turn to the next page, about Costa Rica, and have students look at it carefully.
- Think aloud: “Right away I can see these two pages are about Costa Rica. I know this because Costa Rica has been printed in a very large, thick letters so that it stands out. I can see that they have some animals in Costa Rica that might be different from what we have here. I have learned this from the pictures and some labels. I see there are sea turtles, iguanas, and howler monkeys. I think this is a nice feature of the book because I can see what the animals look like without having to imagine ...”
- Have students turn to a partner and talk about other things they notice on the pages about Costa Rica. Possible responses: A map, boxes with information, thought bubbles, pictures, arrows.
- Take responses from students and create an anchor chart on non-fiction text and graphic features. Display the chart in the classroom, and add and refer to it as your class explores different non-fiction books throughout the school year. You can also use the “Text and Graphic Features” chart for [*A Ticket Around the World*](#) to summarize books. (See Appendix A7 for this chart.)
- Explain to students that, when choosing books for use in the classroom, teachers often look at the text and graphic features. Ask students why they think non-fiction books use such a variety of special features. Possible responses:
 - Authors include different text and graphic features to help the reader better understand what they have read.
 - These extra features also provide information that may not be included in the text itself—for example, the flag of Costa Rica.
- Summarize by saying: What we have discovered with our walk through the book so far is that text and graphic features show, tell, and help us find information.
- Flip through the rest of the book, showing students that each page has been designed and organized in the same way, except for the last two pages. Ask them why the last two pages have been organized a little differently. Possible responses:
 - The two pages are like a quiz to see what you have remembered.
 - The pages encourage us to go back through the book and learn more if we missed something.
 - Non-fiction doesn’t have to be read cover-to-cover, so these last two pages may get you reading more of the book by pointing out something interesting about a country that you missed.
- End this session by asking students which countries they would be interested in reading, during independent reading time. Display the book or multiple copies of the book in the classroom where it can be easily accessed during independent reading time.

DAY 2

- Explain to students that you are going to revisit the book. Remind them that a non-fiction book does not have to be read cover-to-cover, and go on to say that you are going to start with the pages on Canada because they all have a connection with this country.
- After reading, ask students to recall who the first inhabitants of Canada were (Aboriginal peoples). Go on to say that today, Canada is made up of aboriginal people plus people who have come from many other countries around the world.



- Turn to the Contents page. Ask students if they see the name of a country they have a personal connection with, or that has significance to their family. For example, they, a parent, or a grandparent may have been born in or lived in one of the countries featured in the book.



- As connections are made, turn to those pages to read. Point out information on different languages, special foods, or celebrations, and emphasize that we may experience these same languages, special foods, or similar celebrations right here in Canada. Here are some examples:
 - Some languages mentioned—Spanish, French, Hindi, Arabic, Greek, Setswana, Mandarin, Tagalog
 - Some foods mentioned—*gallo pinto* from Costa Rica, *murgh makhani* from India, couscous from Morocco, *seswaa* from Botswana, rice from China, *labneh* from Jordan. Discuss also how grocery stores and restaurants always keep in mind that there are people from all over the world in Canada who like to eat and cook foods common in their country of origin.
 - Some celebrations mentioned—Holi, Carnival, Chinese New Year, Canada's birthday on July 1st, and National Indigenous Peoples Day on June 21st to honour First Nations, Inuit, and Metis people.
- Next state: “Now that *A Ticket Around the World* has us thinking about how Canada is made up of people with connections to many different countries, it is a good time to get to know more about our class and connections each one of us has with different countries. It is all a part of what makes each one of us in the classroom unique.”
- Turn to the last two pages of the book. Explain to students that they will be given pages similar in design to complete. Show students a copy of the pages that they will be filling out and have them note the title: “A Ticket Around Me.”



- Read the captions to students so that they can see that the page is designed to be all about them as unique individual, in the world. Let them know that they will have time to take the page home so that their family can help with some of the information, and to find pictures to go along with the captions and information. Students can also draw pictures to go with the captions or even cut out pictures from brochures and magazines. (See [Appendix A8](#) for this worksheet.)

DAY 3

- Once students have completed the worksheets, take time to have them share with one another.
- “Music and Meet” is a strategy for sharing that is upbeat and encourages 100 percent participation. Play some music and have students move around a designated area in the room. Explain to students that when the music stops, they will meet up with someone close by to share and compare three sections of their poster. When the music starts again, they should thank their partner and move around again to the music. When the music stops again, they need to find a different partner to share with.
- Model beforehand how you would like the sharing to take place. Repeat the moving and sharing as many times as you see fit for your class.
- Have each student stay with their last sharing partner for a closure activity. Let them know that they will be sharing what they learned about their final partner with the whole class. Give them the following sentence stems to organize their thoughts and a few minutes to prepare.

My partner, _____, was born in _____.

His/her/their favourite family celebration is _____.

My partner _____.

(For the final sentence, they can choose one more piece of information to share from their partners poster page.)

- Have the class form a circle, with students standing beside their last sharing partner. Have them take turns sharing the completed sentence stems.
- End by thanking students for sharing and giving each other an opportunity to celebrate and value the diversity within the classroom. Discuss how connecting and learning more about each other’s similarities and differences encourages us to reach out and help someone else and to be kind to one another.

Tips:

- For the “Music and Meet,” when it is time for students to partner up, designate an area around you as the “lost and found.” Students who can’t find a partner can meet there with the teacher and the teacher can create partnerships.
- Create a mix of music from different cultures from around the world to use for the activity.
- Students can be given a few small sticky notes. If they find something similar to their information on someone else’s page, they can record their name on the sticky note and put it on the other student’s poster. (They may discover they were born in the same country, have the same favourite celebration, or enjoy the same activities in the community).
- *A Ticket Around the World* can be revisited in connection with social studies curriculum as students learn more about maps and similarities and differences between communities and countries.



Appendix A: Printable Handouts

A1

Interactive Read-Aloud: I Am Josephine

Chart: Name Sheet

What I do really well:	Something I like learning about:
MY NAME...	
What I like to do with friends:	What makes me smile, laugh, or get excited:



Interactive Read-Aloud: I Am Josephine

Chart: Sample Assessment Rubric Based on Key Expectations (Grades 2/3)

Indicators	Keep Trying	Getting There	You've Got It	Wow!
ORAL: extend understanding of oral texts by connecting the ideas in them to students' own knowledge and experience, and to the world around them	I had difficulty connecting the ideas in the read-aloud to my own experiences at school and at home.	I occasionally connected the ideas in the read-aloud to my own experiences at school and at home.	I often connected the ideas in the read-aloud to my own experiences at school and at home.	I always connected the ideas in the read-aloud to my own experiences at school and at home with great insight.
ORAL: demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details (e.g., paraphrasing a partner's reflections after a think-pair-share activity)	I had difficulty identifying important information or ideas and supporting details after think-pair-shares.	I occasionally identified important information or ideas and supporting details after think-pair-shares.	I often identified important information or ideas and supporting details after think-pair-shares.	I clearly and consistently identified important information or ideas and supporting details after think-pair-shares
READING: identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts	I had difficulty identifying text features and explaining how they help readers with understanding texts.	I identified some text features and with prompting could explain how they help readers with understanding texts.	I identified most of the important text features and could explain how they help readers with understanding texts most of the time.	I identified the important text features and could explain in detail how they help readers with understanding texts.

Interactive Read-Aloud: I Am Josephine (cont.)

<p>READING: use stated and implied information and ideas in oral texts to make simple inferences, and support the inferences with evidence from the text.</p>	<p>I had difficulty making a simple inference.</p>	<p>I could make a few simple inferences but had difficulty supporting the inferences with evidence from the text.</p>	<p>I often made simple inferences and could support the inferences with evidence from the text.</p>	<p>I made simple and some more complex inferences and could fully and clearly support the inferences with evidence from the text.</p>
<p>READING: express personal thoughts and feelings about what has been read.</p>	<p>I had difficulty expressing my thoughts and feelings and opinions about the read-aloud.</p>	<p>I expressed my thoughts, feelings, and opinions about the story, using reasons and examples that sometimes connected to the read-aloud.</p>	<p>I clearly expressed my thoughts and feelings and opinions about the read-aloud using reasons and examples that made good sense.</p>	<p>I clearly expressed my feelings and opinions about the read-aloud showing a deep level of insight and understanding.</p>

A3

Interactive Read-Aloud: Oddrey

Sample Learning Goal and Success Criteria (to enlarge and post in classroom)

Learning Goal:

We are learning to infer the author's message and use evidence from the text.

Success Criteria:

- I used evidence from the text ("The author said ...")
- I used picture clues ("I saw in the characters' faces ...")
- I used my background knowledge ("I know ...")
- I put it all together

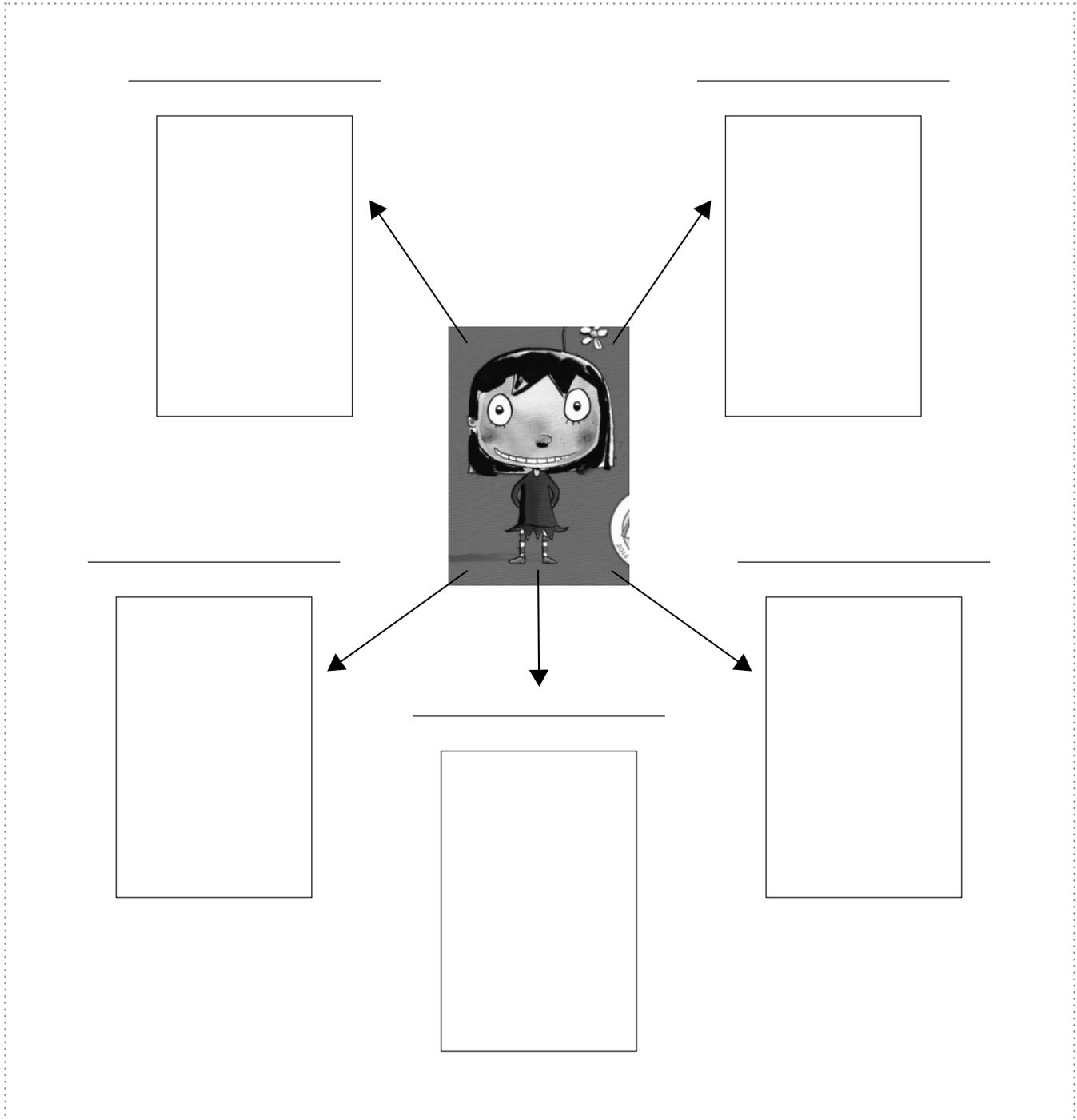


What I already know + clues from the text + pictures = Inference

A4

Interactive Read-Aloud: Oddrey

Chart: Oddrey is ...



Interactive Read-Aloud: Oddrey

Chart: List of Positive Character Traits

Positive Character Traits

Active	Creative	Intelligent
Adventurous	Considerate	Trustworthy
Kind	Brave	Playful
Generous	Friendly	Supportive
Caring	Honest	Organized
Creative	Hardworking	Joyful
Determined	Humorous	Confident
Courageous	Loving	Energetic
Outgoing	Independent	Thoughtful
Upbeat	Artistic	Unique
Encouraging	Positive	
Observant	Imaginative	

Interactive Read-Aloud: The Artist and Me

Chart: Reading Text Codes

Reading Text Codes

N New information

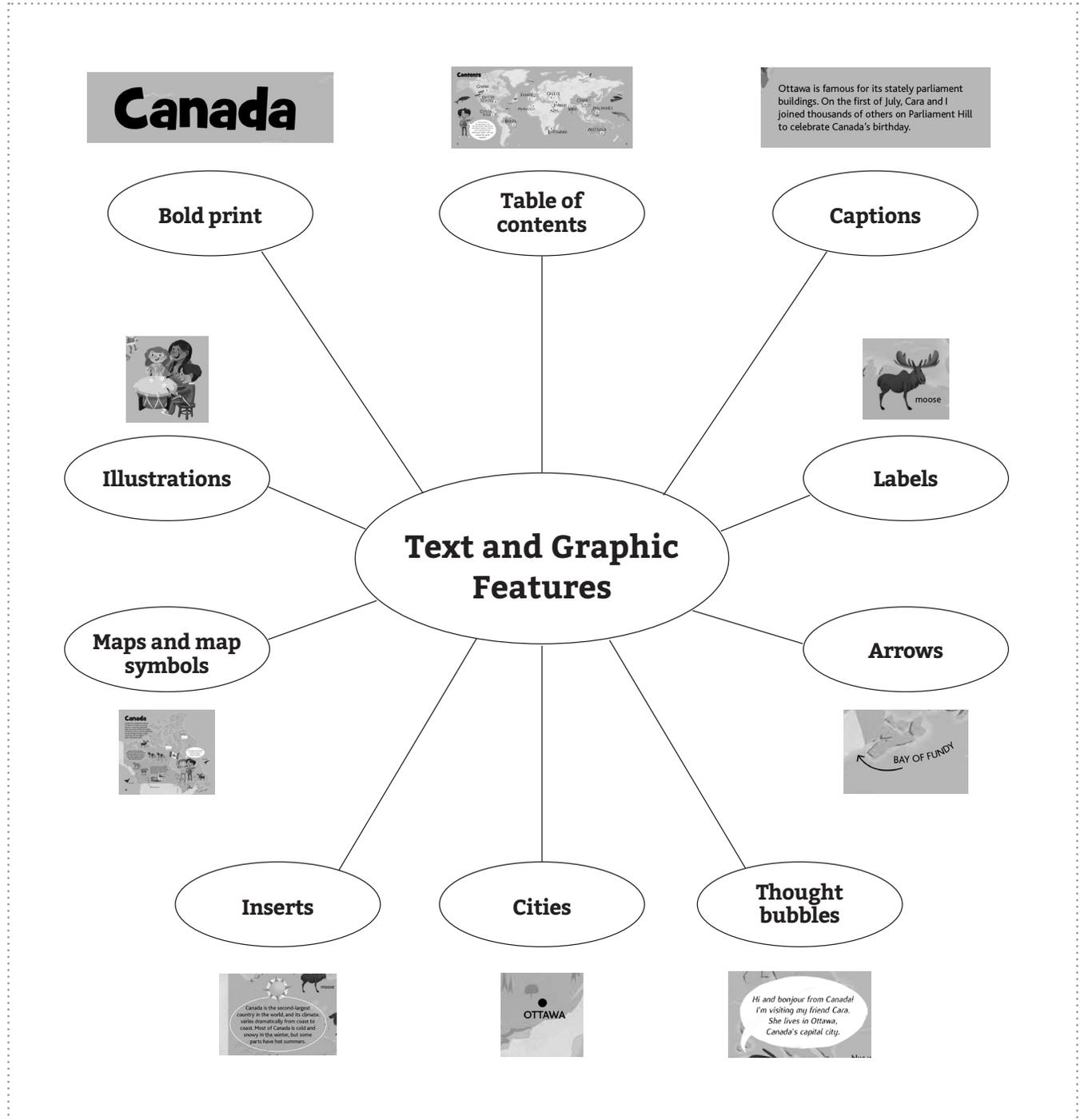
? “I wonder ...”, “I don’t understand ...”

♥ A feeling

C A connection: “This reminds me of ...”

Interactive Read-Aloud: A Ticket Around the World

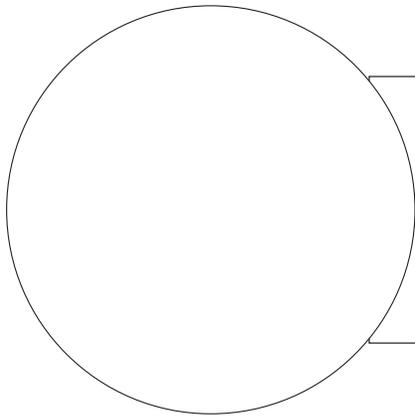
Chart: Text and Graphic Features



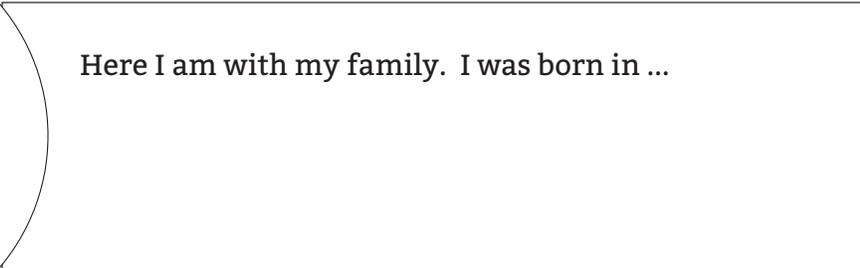
Interactive Read-Aloud: A Ticket Around the World

Chart: "A Ticket Around Me" Worksheet

Hi! My name is ...

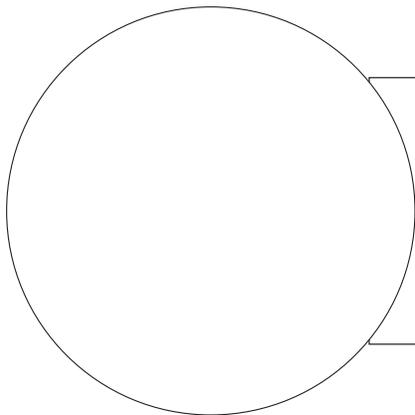
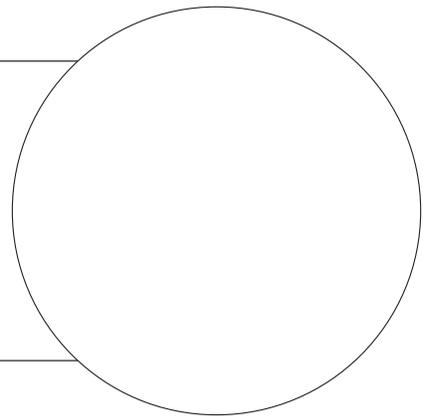


Here I am with my family. I was born in ...

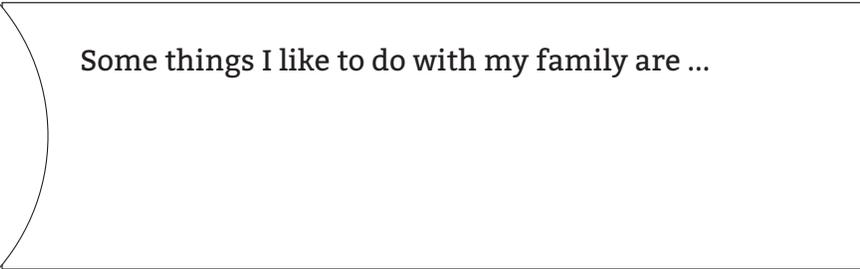


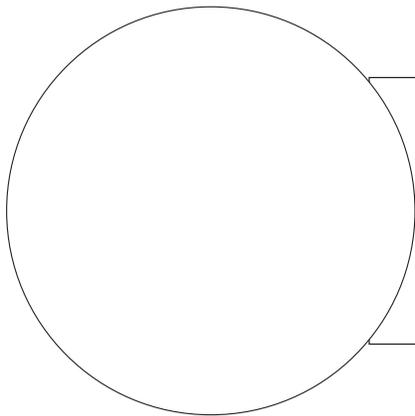
The name of the community I live in is...

The best part of my community is ...



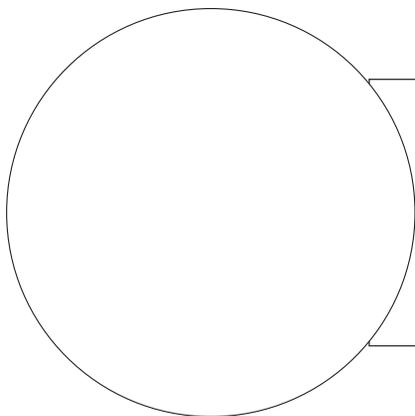
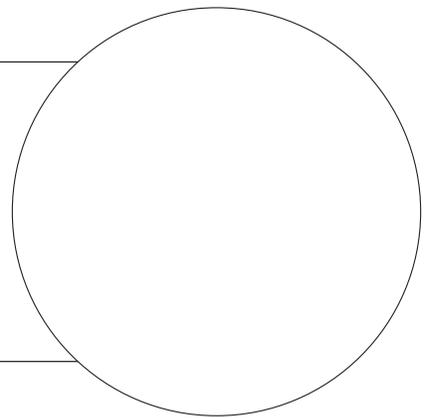
Some things I like to do with my family are ...





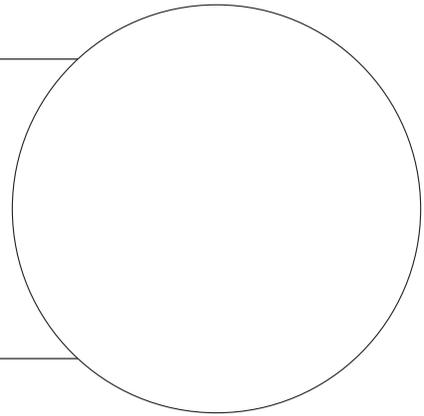
A holiday decoration that is special to me is ...

My family and friends can count on me to ...

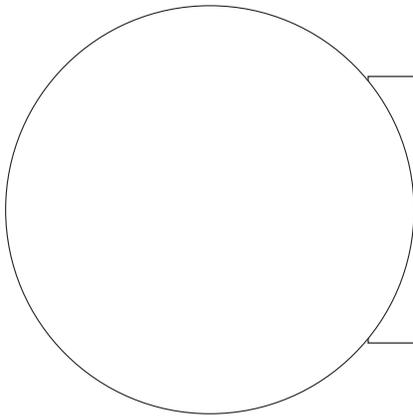


I would take a visitor from another country to see ...

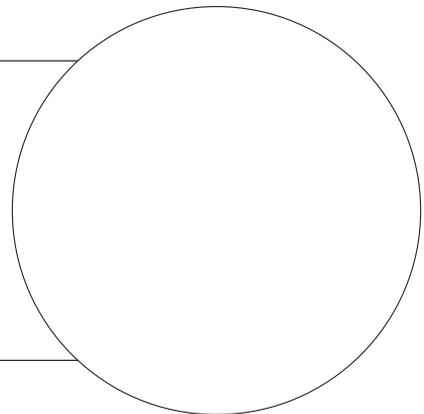
A country that I would like to travel to is ...

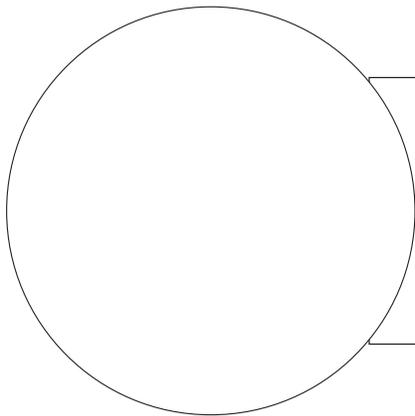


Countries that are significant to my family are ...



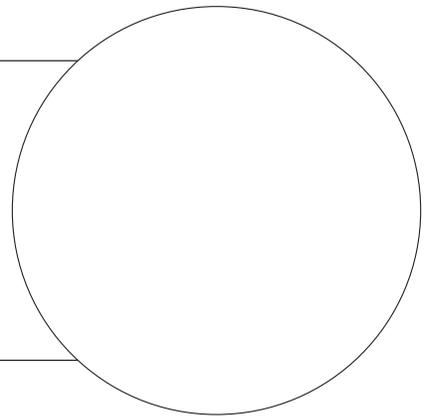
My favourite family celebration is ...





Some foods I like to eat at celebrations are ...

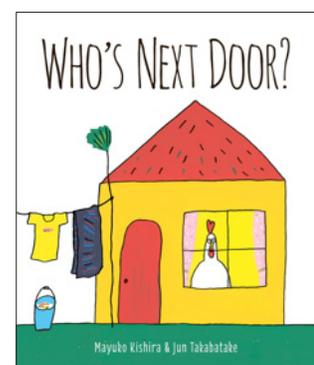
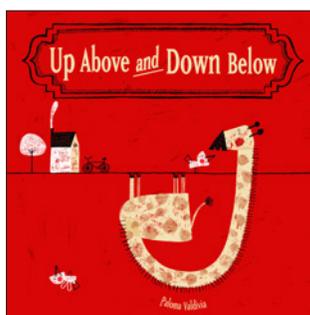
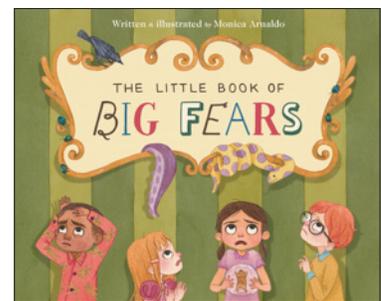
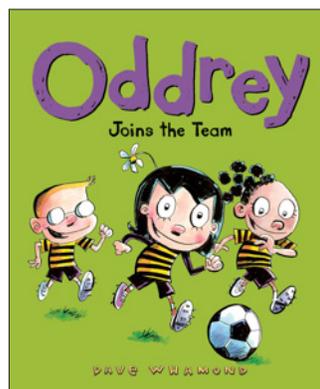
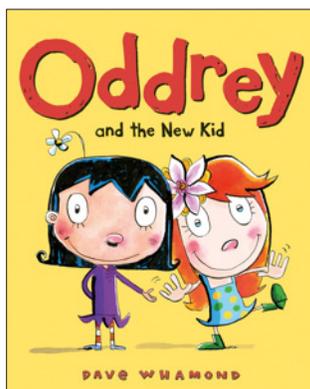
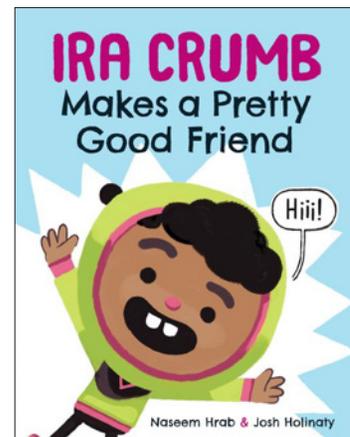
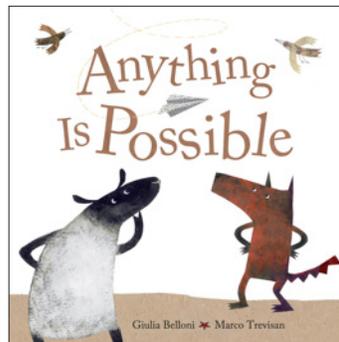
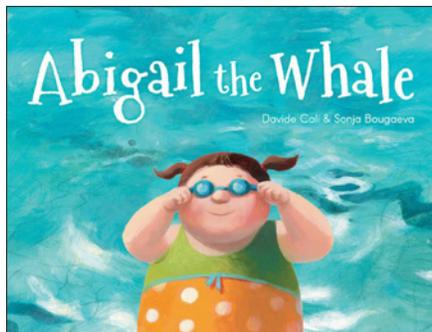
I am a good citizen when I ...



That's more about me ... Now how about a ticket to you?

Appendix B: Companion Books

Companion Books to Go Further with the Big Ideas



For further reading ideas, check out these books that focus on:

Character Development—<https://shop.owlkids.com/collections/character-development>

Diversity—<https://shop.owlkids.com/collections/diversity>



Appendix C: Curriculum Links

Interactive Read-Aloud: I Am Josephine

“The language curriculum focuses on comprehension strategies for listening, viewing, and reading; on the most effective reading and writing processes; on skills and techniques for effective oral and written communication and for the creation of effective media texts; and on the language conventions needed for clear and coherent communication. In addition, it emphasizes the use of higher-level thinking skills, including critical literacy skills, to enable students not only to understand, appreciate, and evaluate what they read and view at a deeper level, but also to help them become reflective, critical, and independent learners and, eventually, responsible citizens.”

—Ontario Ministry of Education, [The Ontario Curriculum, Grades 1–8: Language, Revised \(Ottawa: Queen’s Printer of Ontario, 2006\), 5.](#)

This interactive read-aloud aligns with the above curriculum as the lessons emphasize the use of critical literacy skills. Students are encouraged to think about what is being read at a deeper level. The lessons also have links to [The Ontario Curriculum, Grades 1–8: Science and Technology, Revised](#). These lessons have been designed for Grades 1 to 3, keeping in mind that adjustments may be necessary depending on the age and skill levels of your students.



Grade 1: Oral Communication

Section	Specific Expectations
<p>1. Listening to Understand By the end of Grade 1, students will: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	<p>1.4 Demonstrate an understanding of the information and ideas of oral texts by retelling the story or restating the information, including the main idea</p> <p>1.5 Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions</p> <p>1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>
<p>2. Speaking to Communicate By the end of Grade 1, students will: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p>	<p>Interactive Strategies</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions (e.g., give other group members an opportunity to speak; respond positively to the contributions of others; stay on topic and speak to the point)</p>



Grade 2: Oral Communication

Section	Specific Expectations
<p>1. Listening to Understand By the end of Grade 2, students will: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	<p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> <p>1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p>1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details (e.g., restate a partner’s reflections after a think-pair-share activity)</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>
<p>2. Thinking to Communicate By the end of Grade 2, students will: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p>	<p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions</p> <p>2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p>



Grade 3: Oral Communication

Section	Specific Expectations
<p>1. Listening to Understand By the end of Grade 3, students will: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	<p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups</p> <p>1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p>1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details (e.g., paraphrase a partner’s reflections after a think-pair-share activity)</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>
<p>2. Speaking to Communicate By the end of Grade 3, students will: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p>	<p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small- and large-group discussions</p>



Grade 1: Reading

Section	Specific Expectations
<p>1. Reading for Meaning By the end of Grade 1, students will: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p>	<p>1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction</p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>1.8 express personal thoughts and feelings about what has been read</p>
<p>2. Understanding Form and Style By the end of Grade 1, students will: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p>	<p>2.3 identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts</p>



Grade 2: Reading

Section	Specific Expectations
<p>1. Reading for Meaning By the end of Grade 2, students will: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p>	<p>1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts</p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>1.8 express personal thoughts and feelings about what has been read</p>
<p>2. Understanding Form and Style By the end of Grade 2, students will: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p>	<p>2.1 identify and describe the characteristics of a few simple text forms</p> <p>2.3 identify some text features and explain how they help readers understand texts</p>



Grade 3: Reading

Section	Specific Expectations
<p>1. Reading for Meaning By the end of Grade 3, students will: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p>	<p>1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts</p> <p>1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>1.7 identify specific elements of texts and explain how they contribute to the meaning of the texts</p> <p>1.8 express personal opinions about ideas presented in texts</p>
<p>2. Understanding Form and Style By the end of Grade 3, students will: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p>	<p>2.1 identify and describe the characteristics of a variety of text forms</p> <p>2.3 identify a variety of text features and explain how they help readers understand texts</p>



Grade 1: Science

Understanding Life Systems: Needs and Characteristics of Living Things

Section	Specific Expectations
<p>2. Developing Investigation and Communication Skills</p> <p>By the end of Grade 1, students will: investigate needs and characteristics of plants and animals, including humans.</p>	<p>2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources</p>
<p>3. Understanding Basic Concepts</p> <p>By the end of Grade 1, students will: demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.</p>	<p>3.2 identify the physical characteristics of a variety of plants and animals</p>

Interactive Read-Aloud: Oddrey

“The language curriculum focuses on comprehension strategies for listening, viewing, and reading; on the most effective reading and writing processes; on skills and techniques for effective oral and written communication and for the creation of effective media texts; and on the language conventions needed for clear and coherent communication. In addition, it emphasizes the use of higher-level thinking skills, including critical literacy skills, to enable students not only to understand, appreciate, and evaluate what they read and view at a deeper level, but also to help them become reflective, critical, and independent learners and, eventually, responsible citizens.”

—Ontario Ministry of Education, *The Ontario Curriculum, Grades 1–8: Language, Revised* (Ottawa: Queen’s Printer of Ontario, 2006), 5.

This interactive read-aloud aligns with the above curriculum as the lessons emphasize the use of critical literacy skills. Students are encouraged to think about what is being read at a deeper level. The lessons have been designed for Grades 1 to 3, keeping in mind that adjustments may be necessary depending on the age and skill levels of your students.

More Specific Links:

(Specific Expectations are given in the following order: Oral Communication, Grades 1–3; Reading, Grades 1–3)



Grade 1: Oral Communication

Section	Specific Expectations
<p>1. Listening to Understand By the end of Grade 1, students will: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	<p>1.4 Demonstrate an understanding of the information and ideas of oral texts by retelling the story or restating the information, including the main idea</p> <p>1.5 Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions</p> <p>1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>
<p>2. Speaking to Communicate By the end of Grade 1, students will: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p>	<p>Interactive Strategies</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions (e.g., give other group members an opportunity to speak; respond positively to the contributions of others; stay on topic and speak to the point)</p>



Grade 2: Oral Communication

Section	Specific Expectations
<p>1. Listening to Understand By the end of Grade 2 students will: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	<p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> <p>1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p>1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details (e.g., restate a partner’s reflections after a think-pair-share activity)</p> <p>1.5 use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>
<p>Thinking to Communicate By the end of Grade 2, students will: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p>	<p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions</p> <p>2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p>



Grade 3: Oral Communication

Section	Specific Expectations
<p>Listening to Understand</p> <p>By the end of Grade 3, students will: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	<p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> <p>1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p>1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details (e.g., restate a partner’s reflections after a think-pair-share activity)</p> <p>1.5 use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>
<p>Speaking to Communicate</p> <p>By the end of Grade 3, students will: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p>	<p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small- and large-group discussions</p>



Interactive Read-Aloud: The Artist and Me

“The language curriculum focuses on comprehension strategies for listening, viewing, and reading; on the most effective reading and writing processes; on skills and techniques for effective oral and written communication and for the creation of effective media texts; and on the language conventions needed for clear and coherent communication. In addition, it emphasizes the use of higher-level thinking skills, including critical literacy skills, to enable students not only to understand, appreciate, and evaluate what they read and view at a deeper level, but also to help them become reflective, critical, and independent learners and, eventually, responsible citizens.”

—Ontario Ministry of Education, *The Ontario Curriculum, Grades 1–8: Language, Revised* (Ottawa: Queen’s Printer of Ontario, 2006), 5.

This interactive read-aloud aligns with the above curriculum as the lessons emphasize the use of critical literacy skills. Students are encouraged to think about what is being read at a deeper level. The lessons have been designed for Grades 1 to 3, keeping in mind that adjustments may be necessary depending on the age and skill levels of your students.

More Specific Links:

(Specific Expectations are given in the following order: Oral Communication, Grades 1–3; Reading, Grades 1–3)



Grade 1: Oral Communication

Section	Specific Expectations
<p>1. Listening to Understand By the end of Grade 1, students will: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	<p>1.4 Demonstrate an understanding of the information and ideas of oral texts by retelling the story or restating the information, including the main idea</p> <p>1.5 Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions</p> <p>1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>
<p>2. Speaking to Communicate By the end of Grade 1, students will: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p>	<p>Interactive Strategies</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and largegroup discussions (e.g., give other group members an opportunity to speak; respond positively to the contributions of others; stay on topic and speak to the point)</p>



Grade 2: Oral Communication

Section	Specific Expectations
<p>1. Listening to Understand By the end of Grade 2, students will: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	<p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> <p>1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p>1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details (e.g., restate a partner’s reflections after a think-pair-share activity)</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>
<p>2. Thinking to Communicate By the end of Grade 2, students will: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p>	<p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions</p> <p>2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p>



Grade 3: Oral Communication

Section	Specific Expectations
<p>1. Listening to Understand By the end of Grade 3, students will: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	<p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> <p>1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p>1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details (e.g., restate a partner’s reflections after a think-pair-share activity)</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>
<p>2. Speaking to Communicate By the end of Grade 3, students will: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p>	<p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small- and large-group discussions</p>



Grade 1: Reading

Section	Specific Expectations
<p>1. Reading for Meaning By the end of Grade 1, students will: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p>	<p>1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction</p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p>
<p>2. Understanding Form and Style By the end of Grade 1, students will: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p>	<p>2.1 identify and describe the characteristics of a few simple text forms</p> <p>2.3 identify some text features and explain how they help readers understand texts</p>

Grade 2: Reading

Section	Specific Expectations
<p>1. Reading for Meaning By the end of Grade 2, students will: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p>	<p>1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts</p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>1.8 express personal thoughts and feelings about what has been read</p>
<p>2. Understanding Form and Style By the end of Grade 2, students will: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p>	<p>2.1 identify and describe the characteristics of a few simple text forms</p> <p>2.3 identify some text features and explain how they help readers understand texts</p>



Grade 3: Reading

Section	Specific Expectations
<p>1. Reading for Meaning By the end of Grade 3, students will: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p>	<p>1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts</p> <p>1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>1.7 identify specific elements of texts and explain how they contribute to the meaning of the texts</p> <p>1.8 express personal opinions about ideas presented in texts</p>
<p>2. Understanding Form and Style By the end of Grade 3, students will: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p>	<p>2.1 identify and describe the characteristics of a variety of text forms</p> <p>2.3 identify a variety of text features and explain how they help readers understand texts</p>



Interactive Read-Aloud: A Ticket Around the World

“The language curriculum focuses on comprehension strategies for listening, viewing, and reading; on the most effective reading and writing processes; on skills and techniques for effective oral and written communication and for the creation of effective media texts; and on the language conventions needed for clear and coherent communication. In addition, it emphasizes the use of higher-level thinking skills, including critical literacy skills, to enable students not only to understand, appreciate, and evaluate what they read and view at a deeper level, but also to help them become reflective, critical, and independent learners and, eventually, responsible citizens.”

—Ontario Ministry of Education, *The Ontario Curriculum, Grades 1–8: Language, Revised* (Ottawa: Queen’s Printer of Ontario, 2006), 5.

This interactive read-aloud aligns with the above curriculum as the lessons emphasize the use of critical literacy skills. Students are encouraged to think about what is being read at a deeper level. It also connects with *The Ontario Curriculum, Grades 1–6: Social Studies, Revised section on Grade 2*. The lessons have been designed for Grades 1 to 3, keeping in mind that adjustments may be necessary depending on the age and skill levels of your students.

More Specific Links:

(Specific Expectations are given in the following order: Oral Communication, Grades 1–3; Reading, Grades 1–3, Social Studies, Grade 2)



Grade 1: Oral Communication

Section	Specific Expectations
<p>1. Listening to Understand By the end of Grade 1, students will: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	<p>1.4 Demonstrate an understanding of the information and ideas of oral texts by retelling the story or restating the information, including the main idea</p> <p>1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>
<p>2. Speaking to Communicate By the end of Grade 1, students will: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p>	<p>Interactive Strategies</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions (e.g., give other group members an opportunity to speak; respond positively to the contributions of others; stay on topic and speak to the point)</p>



Grade 2: Oral Communication

Section	Specific Expectations
<p>1. Listening to Understand By the end of Grade 2, students will: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	<p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> <p>1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p>1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details (e.g., restate a partner’s reflections after a think-pair-share activity)</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>
<p>2. Thinking to Communicate By the end of Grade 2, students will: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p>	<p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions</p> <p>2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p>



Grade 3: Oral Communication

Section	Specific Expectations
<p>1. Listening to Understand By the end of Grade 3, students will: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	<p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> <p>1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p>1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details (e.g., restate a partner’s reflections after a think-pair-share activity)</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>
<p>2. Speaking to Communicate By the end of Grade 3, students will: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p>	<p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small- and large-group discussions</p>



Grade 1: Reading

Section	Specific Expectations
<p>1. Reading for Meaning By the end of Grade 1, students will: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p>	<p>1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction</p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>1.8 express personal thoughts and feelings about what has been read</p>
<p>2. Understanding Form and Style By the end of Grade 1, students will: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p>	<p>2.3 identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts</p>

Grade 2: Reading

Section	Specific Expectations
<p>1. Reading For Meaning By the end of Grade 2, students will: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p>	<p>1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts</p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>1.8 express personal thoughts and feelings about what has been read</p>
<p>2. Understanding Form and Style By the end of Grade 2, students will: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p>	<p>2.1 identify and describe the characteristics of a few simple text forms</p> <p>2.3 identify some text features and explain how they help readers understand texts</p>



Grade 3: Reading

Section	Specific Expectations
<p>1. Reading for Meaning By the end of Grade 3, students will: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p>	<p>1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts</p> <p>1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>1.7 identify specific elements of texts and explain how they contribute to the meaning of the texts</p> <p>1.8 express personal opinions about ideas presented in texts</p>
<p>2. Understanding Form and Style By the end of Grade 3, students will: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p>	<p>2.1 identify and describe the characteristics of a variety of text forms</p> <p>2.3 identify a variety of text features and explain how they help readers understand texts</p>



Grade 2: Social Studies

Heritage and Identity: Changing Family and Community Traditions

Section	Specific Expectations
<p>A1. Application: Why Traditions Change By the end of Grade 2, students will: compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations.</p>	<p>A1.2 compare their family’s structure and some of their traditions and celebrations with those of their peers’ families (e.g., traditions/celebrations related to rites of passage, holidays, foods)</p>
<p>A2. Inquiry: Past and Present Traditions By the end of Grade 2, students will: use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong.</p>	<p>A2.2 gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary</p>
<p>A3. Understanding Context: Tradition and Heritage By the end of Grade 2, students will: describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups.</p>	<p>A3.3 identify countries of personal or familial significance, and locate them on a globe and/or print, digital, or interactive map</p> <p>A3.4 describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada</p> <p>A3.7 identify some ways in which heritage is passed on through various family celebrations and practices</p>