

Me with You

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Teacher's Guide Created by Cassandra Reigel Whetstone

Story Summary: A granddaughter and her grandpa celebrate their relationship, in the good times and the grumpy times.

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Christopher Denise illustrates from his home in Barrington, Rhode Island, where he lives with his wife and two daughters. You can see more of his work at www.christopherdenise.com.

Pre-Reading: Ask students, "Who are the people that you like to do special things with?" Discuss grandparents, parents, siblings, cousins, friends, neighbors, etc.

Preview words for sheltered instruction: *pair, silverware, sponge, swiped, selfish, gruff*

Discussion Questions:

1. "Let's look at the cover. Who do you think the main characters are in this story?" (*prediction*)
2. "The author writes, 'a pair beyond compare.' What is a pair?" (*vocabulary*)
3. "Why does the grownup bear have a sponge and soap?" (*inferential*)
4. "What does 'tickling ivories' mean?" (*inferential, vocabulary*)
5. "How can they grow a rainbow from a sprout?" (*evaluative*)
6. "When she goes to summer camp, the grownup bear stays and paints. What do you like to do when you are alone?" (*personal response*)
7. "What do you think the author means when she writes, 'the path is rocky'? Do you think she means more than walking on a rocky beach?" (*literal, analysis*)

Response to Story: "Me with You" Lift the Flap Art (Writing and Art)

Grades: K-Grade 3

Time: Two class sessions

Materials: 12 x 18 in. white construction or manila drawing paper; crayons; board or chart paper

Preparation: Fold the right side of the paper to the middle of the paper, (nine inches from the left side.) Crease the right edge to hold the fold in place.

Directions:

Session One

1. Say, "What are some of the things that you like to do when you are alone?" Chart ideas on board or chart paper.
2. Pass out folded paper and crayons. Tell students to write "ME" at the top of the left side of the paper. Say, "I want you to draw a picture of yourself under the word 'Me' and write words or draw pictures to show the things that you like to do when you are by yourself."
3. Collect papers.

Session Two

1. Reread ME WITH YOU. Discuss the things that the little bear and the grown-up bear like to do together.
2. Ask students to think of one special person that they like to do things with. Say, "What are some of the things that you like to do when you are with that special person?" Chart ideas on board or chart paper.
3. Pass out folded paper. Tell students to open the fold and show them how to smooth the crease open so it lays flat.
4. Have students write, "**ME WITH YOU**" on the right side of the paper. Say, "I want you to draw a picture of you and your special someone under the words 'Me with You' and write words or draw pictures to show the things that you like to do when you are together."
5. Have students fold papers when they are finished.

Closure: Ask volunteers to share their artwork with students. The finished art would make a nice bulletin board display for an Open House. When the art is sent home, encourage students to share their paper with their special someone.

Extension for Grades 2-3: Have students write a story or poem on the front of the right side of the folded paper. Tell them to write about what they like to do with their special someone.

A PAIR BEYOND COMPARE (Tally Chart, Summative Statements)

Grades: K-Grade 3

Materials: Chart Paper; writing paper or math journals (for grades 1-3)

Directions:

1. Read the first page of text. Say, "The grownup bear and little bear are a 'pair beyond compare.' What makes them a good pair together?" Discuss why the bears make a good pair.
2. Say, "Can you think of any other pairs beyond compare?" Discuss ideas such as food pairings like macaroni and cheese, peanut butter and jelly; characters from stories like Pooh and Christopher Robin; cartoon characters such as Mickey and Minnie.
3. Record four-five ideas on chart paper. Have students vote on which is their favorite "pair beyond compare." Record votes using tally chart. Tell students that each tally mark represents one vote.
4. Count tally marks for each pairing and create summative statements about chart.

Kindergarten: Ask students to state which pair had the most votes and which pair had the least votes. **Grades 1-3:** Have students write summative statements in their math journals or on paper.

Extension 1: Write pairings on index cards to create matching games such as Memory and Go Fish.

Extension 2: Help students in grades 2-3 convert tally chart information into a bar graph.

Me with You Letters (Writing)

Grades: Grades 1-3

Materials: Lined paper and pencils

Directions:

1. Introduce the Friendly Letter format. Model how to write a greeting, body of letter, and closing while writing an imaginary letter from you to someone special.
2. Help students write a letter to a special someone. Encourage them to state three things that they like to do with that special someone.