

### NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	<b>Teacher's Pages</b>  <b>Pre-reading Discussion</b>  <b>Post-reading Discussion</b>	Activate students' background knowledge  Set a purpose for reading  Develop comprehension skills  Make connections with the text
5–8	<b>Reproducible Worksheets</b>	Develop knowledge of letter name and sound relationships  Develop word recognition strategies  Develop vocabulary and writing skills
9–10	<b>Language Experience</b>	Provide familiar, meaningful text that is predictable and easy to read  Establish the link between spoken and written words
11	<b>Answer Key</b>	

**BEFORE READING THE STORY****1. Share a Personal Experience**

Ask the students to think of a time they were nervous about asking someone a question or asking for a favour. Print the following questions on the board:

Why did you feel nervous?

Were you able to ask the question?

Why or why not?

How did you feel? Why?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their experiences with one another using the questions as prompts. After students tell their stories, ask if anyone would like to share their story with the group as a whole. This will provide more confident students with an opportunity to speak in front of larger groups.

**2. Preview the Book****Choose Option A or B:**

**Option A:** Tell the students that they are going to read a story about Max and Mona. Explain to the students they are going to preview the book in order to get an idea of what the story is about. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the story from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

**Option B:** Print the following on the board:

True or False?

- |   |                                       |
|---|---------------------------------------|
| (a) _____ The eggs are probably for a cake. | (c) _____ Max thinks Mona is married. |
| (b) _____ Someone probably goes on a date.  | (d) _____ Max and Mona date a lot.    |

Direct the students to the photo on the front cover of the book. Say, "This is Max and Mona." Ask questions to elicit information about the photo (e.g. What do you see in the photo?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Encourage the students to give one reason for each response.

### 3. Predict the Story

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

- |                            |                              |
|----------------------------|------------------------------|
| (a) ____ Max buys eggs.    | (c) ____ Mona starts to cry. |
| (b) ____ Max buys flowers. | (d) ____ Max bakes a cake.   |

## AFTER READING THE STORY

### 1. Tell the Story

Have students move into pairs. Have them work together to remember as many details as possible from the story. Then as a group, have the students tell the story. Begin by asking one student to start the story. Then build the story by inviting other students to say what happened next. As students agree on the chronology of the story, print their ideas on the board. (*Note: The reconstructed story can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

## 2. Check Comprehension

### Choose Option A or B:

**Option A:** Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) Describe Max's plan.
- (b) Describe how Mona's feelings change.
- (c) Do you think Max's plan was a good one?  
Explain why or why not.
- (d) Think of a new title for the story.

**Option B:** Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) \_\_\_\_ Max buys a cake for Mona.
- (c) \_\_\_\_ Max had a good plan.
- (b) \_\_\_\_ Mona's feelings change a lot.
- (d) \_\_\_\_ "Two Eggs" is a good title.

## 3. Discussion: Beyond the Story

Have the students discuss the following questions as a group or in pairs:

- (a) Max thinks of a cute way to ask Mona for a date. Think of other ways Max could have asked Mona for a date. Is there someone you would like to ask for a date? Think of an interesting way to ask for the date.
- (b) Which of your neighbours do you know? How well do you know them? How did you get to know them? Do you think it is important for people to know their neighbours? Explain why or why not.
- (c) Saying "hi" to people is a simple way of reaching out to neighbours. Think of other ways that people can reach out to their neighbours and build community.

**1. Letter Names**

Look at the sentences on pages 6, 8 and 21.

Find words that begin with the letter **d**.

Copy the words on the lines.

\_\_\_\_\_

**2. Letters and Sounds**

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **d** make?

Read the words with your teacher.

Think of three more words that begin with the sound /d/.

Your teacher will print the words on the board.

Copy the words.

\_\_\_\_\_

**3. Word Family**

(a) Say these words:     can  
                                     man

These words belong to the **an** word family.

(b) Read these sentences. Circle the words in the **an** word family.

1. Can I have a date?
2. The fan does not work.
3. I have a tan.

(c) Print words that belong to the **an** word family.

\_\_\_\_\_ can \_\_\_\_\_

\_\_\_\_\_

#### 4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Max has a plan.

2. Max knocks on the door.

3. He has two eggs.

4. Max has some milk.



(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_



(c) \_\_\_\_\_  
\_\_\_\_\_

(d) \_\_\_\_\_  
\_\_\_\_\_

### 5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Max thinks Mona is \_\_\_\_\_ .
- (b) Max \_\_\_\_\_ to date Mona.
- (c) Max \_\_\_\_\_ on Mona's door.
- (d) Max says, "Can I \_\_\_\_\_ some milk?"
- (e) Mona gives Max two \_\_\_\_\_ .
- (f) The cake says, "Can I have a \_\_\_\_\_?"

### 6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) lives / to / Mona / Max / next \_\_\_\_\_
- (b) Max / plan / has / a \_\_\_\_\_
- (c) knocks / He / door / the / on \_\_\_\_\_
- (d) have / Can / eggs / I / two \_\_\_\_\_?
- (e) some / I / have / Can / milk \_\_\_\_\_?
- (f) cannot / Mona / no / say \_\_\_\_\_

**7. Sentence Frames**

Read the first sentence.

Complete the other sentences with your own words.

(a) She opens the door.

She \_\_\_\_\_ the door.

She \_\_\_\_\_ the door.

She \_\_\_\_\_ the door.

She \_\_\_\_\_ the door.

(b) I live next to a cute woman.

I live next to \_\_\_\_\_ .

I live next to \_\_\_\_\_ .

I live next to \_\_\_\_\_ .

I live next to \_\_\_\_\_ .

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.



## LANGUAGE EXPERIENCE APPROACH

### **Step 1:** Start a Discussion

**Possible prompt:** Ask the students to think about the most interesting neighbour they have and share what makes this person interesting.

### **Step 2:** Record the Students' Words

Print the students' responses on the board, using their exact words (e.g., He gets a pet snake.). Print clearly. Say each word as you print it.

### **Step 3:** Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

**Note:** Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

**Step 4:** Use the Student-generated Text**(a) Sight Words**

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

**(b) Cloze**

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

**(c) Review Phonics and Word Families**

The target letter and sound for *Cake Date* was **d/d/**. Have students find, circle, and copy the words that start with the letter **d**. Repeat the process for the word family **an**, if applicable.

**(d) Copying**

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

**(e) Frame Sentences**

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

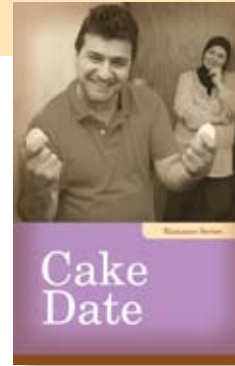
**Example:**

He has a pet snake.

He has a pet spider.

He has a pet bird.

He has a pet skunk.



## ANSWER KEY

### Teacher's Pages

#### After Reading the Story

#### 2. Check Comprehension:

**Option A:** (a) Max asks Mona for eggs and milk. Max bakes a cake. Then he asks Mona for a date by leaving the cake at her door. The cake says, "Can I have a date?" (b) When Max asks for the eggs, Mona laughs. When Max asks for milk, Mona is annoyed. When Max knocks the third time, Mona is angry. When Mona sees the cake, she is confused. Then she smiles. When she knocks on Max's door, she is happy. (c) Possible answer\*: Yes. When Mona knocks on Max's door, she looks happy. She is probably going to say "yes" to the date. (d) Students will have different answers.

**Option B:** (a) False. Max bakes a cake for Mona. (b) True. When Max asks for the eggs, Mona laughs. When Max asks for milk, Mona is annoyed. When Max knocks the third time, Mona is angry. When Mona sees the cake, she is confused. Then she smiles. When she knocks on Max's door, she is happy. (c) Possible answer\*: True. When Mona knocks on Max's door, she looks happy. She is probably going to say "yes" to the date. (d) False. The two eggs are just one detail of the story.

### Worksheets

1. **Letter Names:** date, door, down
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. Can 2. fan 3. tan (c) Possible answers\*: man, fan, tan, ban, pan, ran, van
4. **Matching:** (a) Max has a plan. (b) Max has some milk. (c) Max knocks on the door. (d) He has two eggs.
5. **Predict Words\*:** (a) cute (b) wants (c) knocks (d) have, borrow (e) eggs (f) date
6. **Scrambled Sentences:** (a) Max lives next to Mona. Mona lives next to Max. (b) Max has a plan. (c) He knocks on the door. (d) Can I have two eggs? (e) Can I have some milk? (f) Mona cannot say no.
7. **Sentence Frames:** Students will have different answers.

\* Other answers are good if they make sense.