

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

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

Ask the students to think of a time they were excited about spending time with someone. Print the following questions on the board:

Why were you excited?

How did you feel just before seeing the person?

How did you get ready?

Describe your time together.

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 Nan and Rod. 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 book is about going outside. | (c) ____ Nan and Rod are married. |
| (b) ____ Nan likes Rod. | (d) ____ Nan does something bad. |

Direct the students to the photo on the front cover of the book. Say, "This is Nan and Rod." 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) ____ Nan puts on makeup. (c) ____ Rod forgets Nan's name.
(b) ____ Nan and Rod go to a movie. (d) ____ Nan rips her top.

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) What silly thing does Nan do?
- (b) How do you know Nan wants to look good for Rod.
- (c) Why do you think Nan puts on her top inside out?
- (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) ____ Nan puts on a silly top. | (c) ____ Nan is ready when Rod rings the bell. |
| (b) ____ Nan wants to look good for Rod. | (d) ____ "Not Enough Tops" is a good title. |

3. Discussion: Beyond the Story

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

- (a) Nan wants to look good for Rod on the date. What does "looking good" mean to you? Who do you like to look good for? Why? When else do people want to look good? Why do you think they want to look good at these times?
- (b) Imagine you are Rod. Do you tell Nan her tag is showing? Why or why not? Would you tell a classmate? Your teacher? A stranger? Why or why not? Imagine you are talking to someone and notice the following. How do you react, and why?

Their hair is messy.	They have food in their teeth.
They have dirt on their face.	They need to blow their nose.
- (c) Look at a few clothing tags. What kinds of information do the symbols provide? Which of this information do you pay attention to? Why? Where else are symbols used in daily life?

1. Letter Names

Look at the sentences on pages 9, 19, and 22 in the book.

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

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 **t** make?

Read the words with your teacher.

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

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: tag
 hag

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

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

1. Your tag is showing.
2. Why do you nag so much?
3. Do you need a bag?

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

_____ tag _____

4. Matching

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

1. Nan puts on makeup.

2. She puts on perfume.

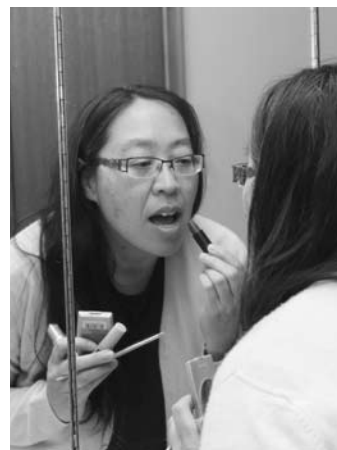
3. Nan puts on a top.

4. She looks at her top.



(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) Nan has a _____ with Rod.

(b) Nan puts on _____ tops.

(c) One top is too _____ .

(d) The _____ rings.

(e) Rod _____ Nan's hand.

(f) Nan's top is _____ .

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

(a) has / date / Nan / a _____

(b) makeup / puts on / Nan _____

(c) the / She / door / to / runs _____

(d) at / is / door / Who / the _____?

(e) he / Who / is _____?

(f) is / late / Rod / not _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) They walk to the car.

They walk to the _____ .

They walk to the _____ .

They walk to the _____ .

They walk to the _____ .

(b) Her top is inside out.

Her _____ is inside out.

Her _____ is inside out.

Her _____ is inside out.

Her _____ is inside out.

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 of common, possibly embarrassing, clothing situations (e.g. a zipper is undone).

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. They wear two different socks.). 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 *Inside Out* was **t/t/**. Have students find, circle, and copy the words that start with the letter **t**. Repeat the process for the word family **ag**, 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:

They wear different socks.

They have different socks.

They buy different socks.

They like different socks.



ANSWER KEY

Teacher's Pages

After Reading the Story

2. Check Comprehension:

Option A: (a) Nan puts on her top inside out. (b) True. She puts on makeup. She puts on a lot of tops. (c) Nan is not ready when Rod rings the bell, so she is in a hurry to put on a top. Nan is in a hurry to put on a top. She is excited about her date with Rod. (d) Students will have different answers.

Option B: (a) False. Nan puts on her top inside out. (b) True. She puts on makeup. She puts on a lot of tops. (c) False. Nan is not ready when Rod rings the doorbell. She puts on her top in a hurry. That's why she puts her top on inside out. (d) Students will have different answers.

Worksheets

- Letter Names:** top, takes, tag
- Letters and Sounds:** Students will have different answers.
- Word Family:** (b) 1. tag 2. nag 3. bag (c) Possible answers*: hag, nag, bag, gag, lag, rag, sag, wag
- Matching:** (a) Nan puts on a top. (b) She looks at her top. (c) She puts on perfume. (d) Nan puts on makeup.
- Predict Words*:** (a) date (b) many, different, four (c) big, small, long, (d) doorbell (e) takes, holds (f) upside down
- Scrambled Sentences:** (a) Nan has a date. (b) Nan puts on makeup. (c) She runs to the door. (d) Who is at the door? (e) Who is he? (f) Rod is not late.
- Sentence Frames:** Students will have different answers.

** Other answers are good if they make sense.*