



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

BEFORE READING THE STORY**1. Share Ideas**

Write the word “stress” on the board and read it out loud. Invite students to define stress in their own words. Then have the students move into pairs. Have them share ways that people deal with stress. Then ask if anyone would like to share their ideas 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 about Ann. Explain to the students they are going to preview the book in order to get an idea of what the book 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 book 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) ____ Ann is having a good day. (c) ____ Ann feels a lot of stress every day.
(b) ____ The lady is probably Ann's boss. (d) ____ Ann feels stress with Kim.

Direct the students to the photo on the front cover of the book. Say, “This is Ann.” Ask questions to elicit information about the photo (e.g. What do you see in the photo? Who is the lady?). 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) _____ Ann's boss makes Ann work a lot. (c) _____ Ann and Kim have a fight.
- (b) _____ Ann cannot sleep. (d) _____ Ann starts to take hot baths.

AFTER READING THE STORY

1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *Stress*. Then as a group, have the students share the details they remember. As students agree on details, print the details on the board. (*Note: The details 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 causes Ann's stress?
- (b) How does stress affect Ann?
- (c) Do you think Ann will take all of Kim's advice?
Why or why not?
- (d) What did you learn about stress?
Will you use what you learned? How? When?

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) ____ Ann feels stress at work and at home. (c) ____ All of Kim's advice is easy to take.
- (b) ____ Stress affects Ann in many ways. (d) ____ I will use what I learned about stress.

3. Discussion: Beyond the Story

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

- (a) Ann talks to Kim about her stressful life. Why do some people find it easy to talk to others about their personal lives? Why do some people find it more difficult? Why is it sometimes easier to talk to a stranger (e.g. someone you sit beside at the bus stop) about your personal life than to a friend or family member?
- (b) What advice would you give to someone who feels a lot of stress in the following situations:
- taking an important test
 - going to see a doctor
 - saying "no" to a friend who always asks for money
 - phoning their child's teacher
- (c) Ann hugs Kim. Who do you hug? Who hugs you? Do you like getting hugs? Giving hugs? Why do you think some people hug a lot while other people feel less comfortable with hugging? Who would you like to give a big hug to right now? Why?

1. Letter Names

Look at the sentences on pages 5, 6 and 20 in the book.

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

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 **m** make?

Read the words with your teacher.

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

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: hug
 mug

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

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

1. Ann gives her friend a hug.
2. Here is a jug of juice.
3. Don't tug my hair.

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

_____ hug _____

4. Matching

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

1. Ann makes time for herself.

2. She talks to a friend.

3. Ann writes about her feelings.

4. She spends time with friends.



(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) Ann's life is full of _____ .
- (b) Ann's son does not like _____ .
- (c) Ann's sister asks for _____ .
- (d) Ann's boss wants Ann to _____ more.
- (e) Ann's _____ hurts.
- (f) Ann cannot _____ at night.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) new / Ann / a / TV / needs _____
- (b) eats / the/ all / Ann / time _____
- (c) walk / goes / Ann / for / a _____
- (d) good / Does / eat / she / food _____ ?
- (e) she / water / drink / Does / more _____ ?
- (f) more / work / Ann / not / does _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) Ann needs a new TV.

Ann needs a new _____ .

Ann needs a new _____ .

Ann needs a new _____ .

Ann needs a new _____ .

(b) I like to spend time with my friends.

I like to spend time with my _____ .

I like to spend time with my _____ .

I like to spend time with my _____ .

I like to spend time with my _____ .

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 one thing or person that makes them laugh, and why.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. My sister, cause she does crazy things.). 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 *Stress* was **m/m/**. Have students find, circle, and copy the words that start with the letter **m**. Repeat the process for the word family **ug**, 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:

My sister does crazy things.

My sister does funny things.

My sister does many things.

My sister does kind things.



ANSWER KEY

Teacher's Pages

After Reading the Book

2. Check Comprehension:

Option A: (a) Ann's son does not like school. Her boss wants her to work more. Her sister asks for money. Ann does not have enough money for a new TV. Ann does not have money to pay her bills. (b) Ann eats all the time. She cannot sleep. Her head hurts. (c) Students will have different answers. (d) Students will have different answers.

Option B: (a) True. At home: Ann does not have enough money to pay bills. Her son does not like school. Her sister asks for money. At work: Ann's boss wants her to work more. (b) True. Ann eats all the time. She cannot sleep. Her head hurts. (c) Students will have different answers. (d) Students will have different answers.

Worksheets

1. **Letter Names:** more, money, milk
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. hug 2. jug 3. tug (c) Possible answers*: mug, jug, tug, bug, dug, lug, pug, rug
4. **Matching:** (a) Ann writes about her feelings. (b) She talks to a friend. (c) She spends time with friends. (d) Ann makes time for herself.
5. **Predict Words*:** (a) stress, troubles, problems (b) school (c) money (d) work (e) head (f) sleep, relax
6. **Scrambled Sentences:** (a) Ann needs a new TV. (b) Ann eats all the time. (c) Ann goes for a walk. (d) Does she eat good food? (e) Does she drink more water? (f) Ann does not work more.
7. **Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.