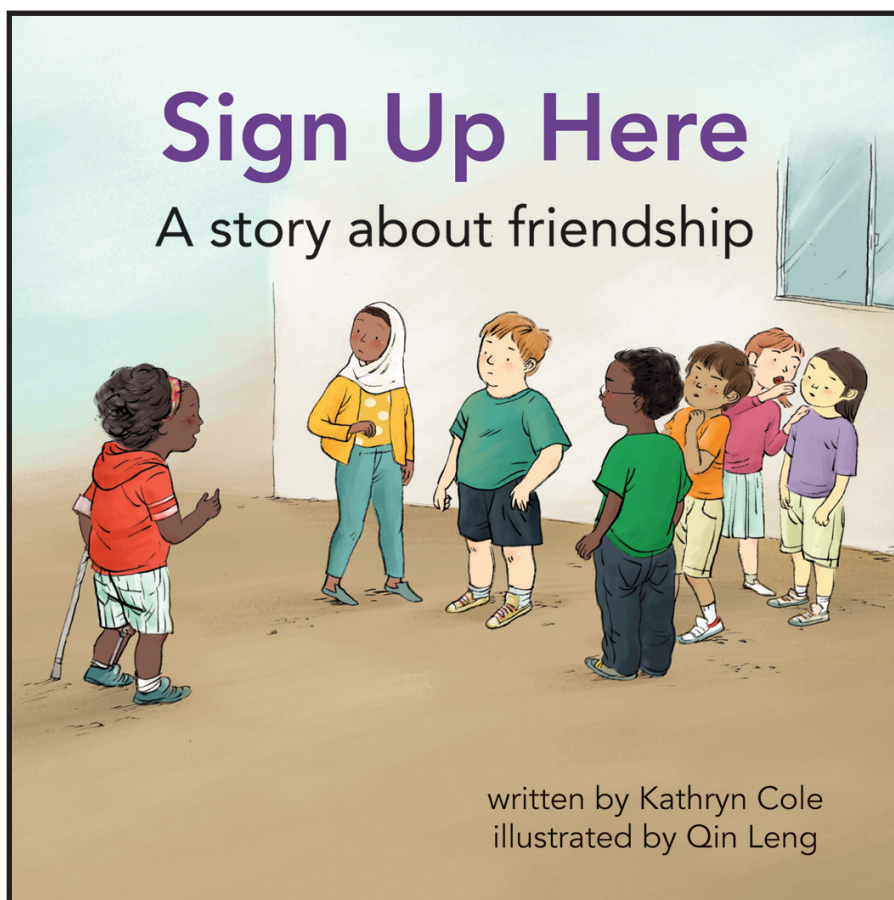


Second Story Press

Beginner Level ESL

# TEACHER RESOURCE GUIDE

WRITTEN BY HELEN WOLFE



*Sign Up Here:*  
*A story about friendship*

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# Book Summary

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*Sign Up Here: A story about friendship* is the story of Dee-Dee, a little girl on crutches, who wants to join the clubs her friends have started. They include a walking club, an arm wrestling club, and a pet sitter's club. But for different reasons, Dee-Dee's friends won't let her join. The little girl feels understandably hurt and confused because she has been a good friend to the children who are now excluding her.

However, with help from a supportive teacher, this intelligent and creative protagonist has her friends "sign-up" for friendship by having them sign for cards that represent the qualities of friendship, such as respect, kindness, and caring. By signing up and taking a card, Dee-Dee's friends all promise to model the quality that is written on their card.

*Sign Up Here* is a hardcover picture book with text. The colourful illustrations beautifully support the story's lessons. The themes are friendship, multiculturalism and diversity, empathy, accepting differences, and inclusion. Senior kindergarten teachers can read the story aloud with students to reinforce the importance of building healthy friendships. Students in primary grades can read and study the book as a class or in small groups, not only as part of their language arts curricula, but also to teach important lessons in values clarification.

*Sign Up Here* was written by Kathryn Cole in 2016 and is the latest book in the "I'm a Great Little Kid Series" sponsored by the Child and Youth Advocacy Centre.

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PART A

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Listening, Speaking And Pre-Reading  
Activities

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 ACTIVITY 1

## Identity Exercise: This Is Me!

*In this activity, students talk about themselves. Hand out this worksheet. Students can work in pairs or small groups to help each other with spelling and vocabulary. You may need to help Kindergarten students or those with little English to complete the sheet.*

*After they are finished the worksheet, have the students sit in pairs or small groups and talk about their pictures and the information they have given.*

 ACTIVITY 1

## This Is Me!



**In this box draw a picture of yourself.**

1. My name is \_\_\_\_\_

2. I like school because \_\_\_\_\_

3. My favourite colour is \_\_\_\_\_

4. I love to eat \_\_\_\_\_

5. I can be a good friend because \_\_\_\_\_  
\_\_\_\_\_

6. I want everyone to know that I am \_\_\_\_\_  
\_\_\_\_\_

 ACTIVITY 2

## Oral Presentation: Describing Your Best Friend

*In this activity students talk about their best friends. You can use this activity as an oral skills formative activity or as an evaluated assignment. Allow some latitude so that a “best friend” could also be a pet or a favourite stuffed animal. Encourage students to bring a photo or draw a picture of their best friend. If the best friend is a toy, ask them to bring the toy to show others.*

*You will also need to inform parents of the assignment to get their support.*

*Give this oral presentation worksheet to students.*

 ACTIVITY 2

## My Best Friend

1. My best friend's name is \_\_\_\_\_

2. My best friend is a \_\_\_\_\_  
\_\_\_\_\_

3. This is a picture of my best friend.

4. Some words to describe my best friend are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. My best friend and I do things together. We \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. I love my best friend because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## ACTIVITY 3

# Bulletin Board Displays

*Use the written work created by the students to create two bulletin board displays: “This is Me” and “This is My Best Friend”.*

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## ACTIVITY 4

# Introducing the Story

*Using the visual clues provided by the front cover of the book would improve comprehension of the story. Make sure that each student has a copy of the book. These questions could be used for guided discussion.*

1. How many children do you see on the cover?
2. Do they all look the same or do they look differently?
3. Do any of the children look like you? Who looks like you? Why?
4. What do you think the girl in the red T-shirt is saying to the other children?
5. Is everybody in the picture listening to her?
6. Who isn't listening to her? What do you think he's saying or thinking?



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PART B

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Reading and Writing Activities

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## ACTIVITY 5

# Reading Comprehension: Cloze Exercise

*This cloze exercise has students use the vocabulary at the top of the page to fill in the blanks for each sentence.*

Give this worksheet to students.

 ACTIVITY 5

## Understanding the Story

Fill in the blanks in the sentences below with these words from the story. Use your book to help you.

**include**

**walking**

**friendship**

**trying**

**feelings**

**Dee-Dee**

**fix**

**girl**

**Ms. Crosby**

**pet sitter's**

**confident**

**kind**

**disappeared**

**fantastic**

**wrestling**

*The first one is done for you.*

7. The main character of the story is Dee-Dee.
8. Claire won't let Dee-Dee join her club because she isn't great at \_\_\_\_\_.
9. Dee-Dee says that she's great at \_\_\_\_\_.
10. Dee-Dee's \_\_\_\_\_ were hurt
11. Dee-Dee thinks that good friends are supposed to be \_\_\_\_\_, not mean.
12. Devon and Shaun are boys in the school. They like to do arm \_\_\_\_\_.
13. Dee-Dee was \_\_\_\_\_ that she could beat the boys at arm wrestling because her arms are very strong.
14. Kamal says that Dee-Dee can't join the Strong Arm Wrestling Club because she is a \_\_\_\_\_.
15. Nadia won't let Dee-Dee join the \_\_\_\_\_ club because she doesn't have a pet.

16. Dee-Dee is sad and upset. She thinks that friends should try to \_\_\_\_\_ everyone.
17. Dee-Dee knew she could \_\_\_\_\_ this problem.
18. A teacher named \_\_\_\_\_ helps Dee-Dee make signs.
19. Dee-Dee's sign says " \_\_\_\_\_! Sign Up Here!"
20. Ms. Crosby thinks that Dee-Dee's idea is \_\_\_\_\_.
21. After Dee-Dee's list of friends grew, her signs \_\_\_\_\_.



## ACTIVITY 6

# Reading Comprehension Questions

*This more advanced exercise requires students to answer questions about plot, character, and theme using short sentence answers. Use this activity to check comprehension orally or in writing.*

*Please note that before doing this exercise, the students should be introduced to the elements of storytelling such as plot, characters, and theme but in a very simplified form. There are worksheets on storytelling for primary grades readily available online.*

*Give the students this worksheet.*

 ACTIVITY 6

## Understanding the Story

Answer each question in your own best English.

You may work with partners.

Please do not copy words from the story.

1. Who is the most important character of the story?

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2. What kind of club is Claire starting?

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3. Why doesn't Claire want Dee-Dee in her club?

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4. What kind of club do Devon and Shaun have?

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5. Why doesn't Joseph want Dee-Dee in his club?

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6. What kind of club is Shaun starting?

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7. Why doesn't Nadia let Dee-Dee be in her club?

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8. How does Dee-Dee feel about her friends?

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9. What do you think about the way that Dee-Dee's friends behave to her?

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10. Why does Dee-Dee think that she is a good friend?

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11. Who is Ms. Crosby? How does she help Dee-Dee?

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12. What kinds of words are on Dee-Dee's sign-up cards?

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13. What do her friends promise when they each get a sign-up card?

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14. Why do all of Dee-Dee's sign-up cards disappear?

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15. Do you think Dee-Dee's friendship sign-up is a good idea? Why?

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16. What is the most important idea of this story?

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## ACTIVITY 7

# Identifying Nouns

*This activity would reinforce the teaching of nouns to students in grades two and three.*

*Before assigning the following worksheet, you may wish to introduce students to nouns using a more generic activity available online.*

*Give your students this worksheet.*

 ACTIVITY 7

## Finding Nouns

A **NOUN** is a word that is the name for a person, a place, or a thing.

All of the underlined words in these sentences are nouns. You can have one or more than one noun in a sentence.

- a. My teacher likes to write notes to her students.
- b. My mother drove her car to the store.
- c. I need new notebooks, markers, and pencils before school starts.

**First, underline the nouns in these sentences from *Sign Up Here*.**

1. “Hey, Dee-Dee,” Lin called, “we’re starting a club.”
2. Our club is for people who can walk properly.
3. Dee-Dee’s feelings were hurt.
4. Some boys were cheering noisily in a circle nearby.
5. She had very strong arms from using her crutch to get around.
6. She was crossing the schoolyard when she saw a bunch of kids huddled together.
7. “Every week we’ll go to a different person’s house and learn about their cat or fish or dog or hamster—whatever.”
8. No one cared then about two strong legs, being a boy or girl, having a pet—or not—before clubs.
9. The following afternoon at recess, Dee-Dee was sitting behind a small table, in front of a big sign that read “Friendship! Sign Up Here!”
10. Dee-Dee felt great as her list of friends grew, and the signs disappeared.

Now, print each noun under its correct place in this list. Here are some examples.

## NOUNS

### PEOPLE

boys

### PLACES

schoolyard

### THINGS

club



## ACTIVITY 8

# Identifying Verbs

*ESL students and native speakers who have difficulty writing sentences complete this activity to recognize and identify verbs in sentences.*

*Give the students this worksheet.*

*To differentiate instruction in the last part of the worksheet, have those students who cannot write their own sentences, choose five verbs and draw pictures that depict the verbs.*

 ACTIVITY 8

## Finding Verbs

A **VERB** is one word or more than one word that describes what a person or people do, think, or feel.

Every correct sentence needs to have a **verb**. Sometimes sentences have more than one verb.

All of the underlined words in these sentences are verbs.

- a. My brother plays baseball with his team every Saturday, and he enjoys this sport.
- b. I wrote a very hard math test yesterday, but I passed it.
- c. My family and I will go on a trip at Christmas vacation.

**Sometimes, we can use verbs to describe what a person or people do not do, think, or feel.**

All of the underlined words in these sentences are verbs.

- a. My friend does not like science projects, but he reads for an hour every day.
- b. I'm not going to my piano lesson today because my teacher feels sick.
- c. Mary didn't see her mother in the parking lot, so she called home.

**First, underline all the verbs in these sentences from *Sign Up Here*. The first one is done for you.**

1. “Hey Dee-Dee,” Lin called, “we’re starting a club.”
2. Lin looked sorry, but she followed Claire anyway.
3. I have lots of friends, she told herself.
4. Dee-Dee walked over and pushed her way through.
5. She got down on the ground and flexed her muscles.
6. “We don’t want girls in our club.”
7. They spotted Dee-Dee, whispered something to each other, and stopped talking .
8. Everyone will get to show off their pets and teach the others how to care for them.

9. She'd turned Nadia's skipping rope to give everyone a chance at double dutch.
10. I didn't want to be a pet sitter anyway.

Now, print a list of all the verbs you underlined in the space below.

## VERBS IN THESE SENTENCES

Finally, choose five verbs from your list. Make up your own five sentences using those verbs. Here is an example.

Called: Yesterday, I called my friend at her house.

Write your five sentences on these lines.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_



## ACTIVITY 9

# Storywriting

*This more advanced assignment can be used for students who are able to write short stories using visual cues. They can work in pairs or small groups so they can help each other.*

*Choose five different pages of the book, but cover any text on the pages. Create some lines where the words would be so that students can write their own stories. Photocopy the sheets, and colour code them (i.e., five copies of the same page will be the same colour). The students should not have their books with them. Give each student a coloured sheet, making sure that the students working together have different coloured pages.*

*You may need to model the activity before assigning it.*

*Give out these directions for story writing.*

 ACTIVITY 9

## Writing My Own Story

Write your own story to go with the picture on the page you have been given.

Answer these questions to help you write your story.

- a. Who is in the picture?
- b. Where are they?
- c. What are they doing?
- d. What are they saying?
- e. How is everybody feeling?
- f. Are they being good friends or not?





## ACTIVITY 10

# Reading and Comparing Stories

*After they have finished Activity 9, have the students who have the same colour pages make their own group. Ask them to read their stories to each other and compare what they have written.*

*Give them these directions.*

 ACTIVITY 10

## Reading Your Stories

1. Sit in a group with students who have the same colour story paper as you have.
2. Take turns reading your stories to each other and talk about them.
3. How are your stories the same?
4. How are your stories different?

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PART C

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Extension/Enrichment Activities

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## ACTIVITY 11

# Values Clarification and Problem Solving

*These are various scenarios in which children make choices and decisions about what they would do to demonstrate friendship. As with Activity 9, create various colour-coded sheets that show problem-solving situations about friendship. Print each situation on a sheet of paper. Include lines where the students write their solutions and also a space where they can draw a picture of what they would do.*

*This activity also helps ESL students practice the vocabulary for conditional forms and modals and could also be used as a pre-reading activity.*

*Here's an example of how the sheet would look.*

NAME: \_\_\_\_\_

### **GOOD FRIENDS: WHAT WOULD YOU DO?**

If my friends were mean to other students, I would

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Create similar worksheets for each of these scenarios.

1. If I moved to a new school and had to make new friends I would.....
2. If my friend didn't want me to join their game or activity, I would.....
3. If my best friend found a new friend to play with, I would.....
4. If someone fell down in the hallway or in the playground, I would.....
5. If someone told me to be mean to another person, I would.....
6. If someone was sitting by himself in the playground or at lunch, I would...
7. If my friend was calling someone else a bad name, I would.....
8. If a new student came to my class, I would.....
9. If I saw a student pushing or hitting someone else, I would.....

*If students are working in pairs or groups, make sure that each person has a different colour sheet and problem-solving scenario. Then, they can discuss each different problem with their partners or groups.*

*When they're done, have students with the same colour worksheet and scenarios sit together and discuss the similarities and differences in their solutions.*



## ACTIVITY 12

# Class Brainstorm About Disabilities

*This activity can be used to begin a discussion about people with different kinds of disabilities.*

*Show a picture of Dee-Dee and ask, “How is Dee-Dee different from her friends? How does she walk differently?”*

*Elicit students’ responses and write down sentences similar to this:*

**Dee-Dee walks on crutches.**

*Using the Internet, find pictures of children who clearly have different kinds of disabilities. Show them to your students to brainstorm single-sentence captions for the pictures. Print the captions on the board and, if possible then have students write the sentences under each picture.*

*For example,*

**This boy can’t see, and he has a dog to help him.**

**This girl is in a wheelchair because she can’t walk.**

*Display the captioned pictures on your bulletin board.*



## ACTIVITY 13

# Class Brainstorm: The Qualities of Friendship

*Students would complete this activity as a closure for the unit.*

*Brainstorm a list of positive character traits that good friends show.*

*Make a list of 10 character traits your students have identified and post the list in your classroom. It may look like this:*

### OUR CLASS KNOWS THAT

**A good friend is kind.**

**A good friend is polite.**

**A good friend is helpful.**

**(etc.)**



## ACTIVITY 14

# Creating Pictures of Personal Traits of Good Friends

*Have the students choose one of the sentences brainstormed in Activity 13 and draw a picture to describe the sentence. The students then write the matching sentence under the picture.*

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## ACTIVITY 15

# Creating Role Plays

*To differentiate instruction, allow students who cannot write their solutions to the problem-solving scenarios in Activity 11 to act out what they would do in that situation.*

*Students who prepare role plays can present them to the rest of the class. Then, discuss the actions and conversations created with all students.*

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## ACTIVITY 16

# Friendship Badges

*Have the students create their own friendship badges out of laminated star shapes. Cut out badges. Each student prints one character trait of friendship on his/her badge. Pin the badges on their clothing when they're at school. For one week, they promise to show that quality in their behaviour at school. At the beginning of each week, the students can trade badges. Make sure to get parental support for the activity.*

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## ABOUT THE AUTHOR OF THIS GUIDE

Helen Wolfe has been an educator for almost 40 years. She has a Bachelor of Arts and a Bachelor of Education and has earned professional certification in Senior English, ESL, Law, Special Education, and a Guidance Specialist.

Helen is experienced in all grade levels from Kindergarten to Grade 12. She has taught in a wide variety of public and private school settings. Since 1988, her focus has been as an adult educator in secondary school credit programs. During that time, she has written, revised, and implemented many courses of study in English, Social Science, and English as a Second Language.

In 2011, she wrote *Terrific Women Teachers*, a non-fiction chapter book for young readers that is part of the Women's Hall of Fame Series from Second Story Press. Her belief is that every student, even those with language and other learning challenges, has the right to read and appreciate well-written children's literature. That philosophy of inclusion motivates her to write teacher's guides to help make quality literature accessible to all learners.

Helen lives in Toronto and continues to work in adult education and ESL.

## QUESTIONS?

If you have questions about this guide or would like to get in touch with Helen Wolfe, please send an e-mail to [info@secondstorypress.ca](mailto:info@secondstorypress.ca).

## FEEDBACK

Let us know about your experience using this guide by completing a short online survey: <https://www.surveymonkey.com/r/CQHKZG5>