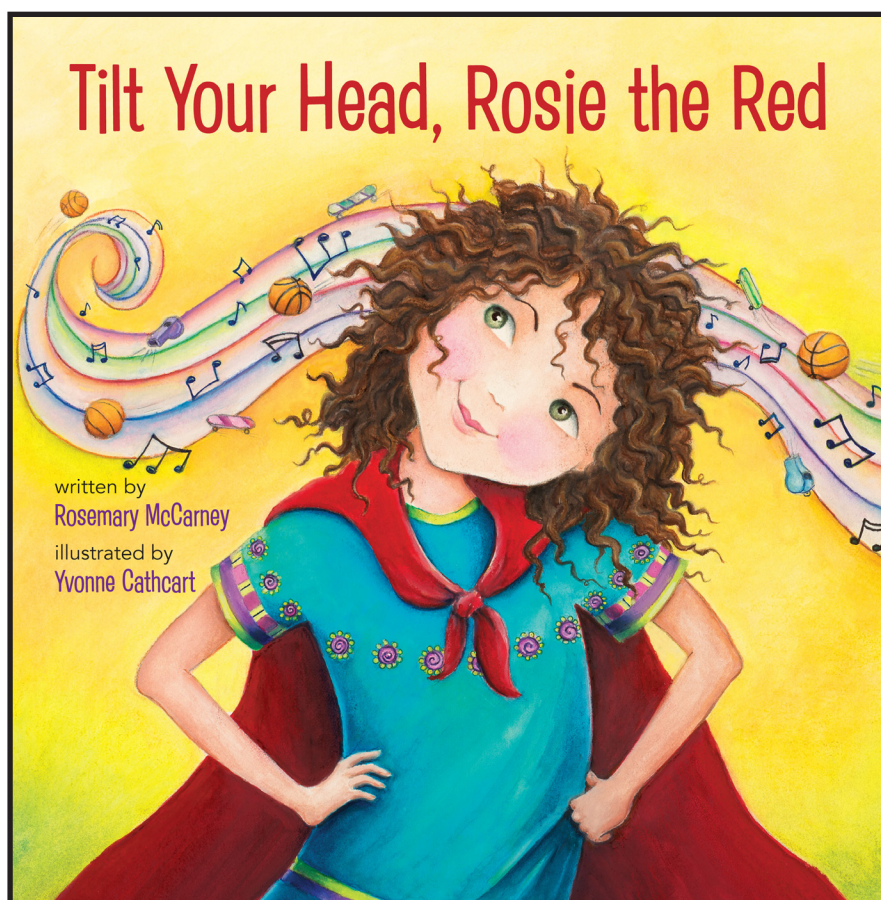


Second Story Press

Beginner Level ESL

TEACHER RESOURCE GUIDE

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Tilt Your Head, Rosie the Red

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Book Summary

Tilt Your Head, Rosie the Red is the story of Rosie, a dynamic and charming little girl whose nickname comes from the red cape she wears. Whenever Rosie puts on her cape, she becomes a superhero who can fly. But Rosie's most important qualities are her humanity and intelligence. Whenever she "tilts her head" Rosie is thinking of a clever idea that will solve a problem.

One day in the schoolyard, Rosie sees that her friend Fadimata, a little Muslim girl who wears a hijab, is being bullied by other students. The bullies laugh and point at their victim who is on the verge of tears. Other kids are not bullying Fadimata, but silently standing by and allowing the little girl to be harassed. Their teacher tells his students that everyone needs to be kind to each other, but it's up to Rosie to come up with the perfect answer to her friend's dilemma.

Tilt Your Head, Rosie the Red is a simple story that introduces bullying and racial harassment to children between the ages of four and seven years old. Bullying is a significant issue in all schools. This beautifully written and illustrated book describes a bullying scenario to very young children who may have already had that experience, yet cannot articulate what happened to them. In fact, ESL children with very limited language skills may identify with Fadimata and disclose incidents that their parents and teachers do not know about. Finally, reading the book helps children to realize that they should not tolerate bullying. Instead they can be empowered to take action to eliminate it from their schools.

Tilt Your Head, Rosie the Red was written in 2015 by Rosemary McCarney, the former President and CEO of Plan Canada, who is now Canada's representative to the United Nations. The character of Rosie the Red is inspired by her own childhood. The book is appropriate for children from Kindergarten to Grade 2 who speak English as a first or second language. The beautiful illustrations accompanying the text are useful in helping students with varying language abilities understand the story. The book's main themes are eliminating bullying, celebrating diversity and the responsibilities of friendship.

PART A

Listening and Speaking Activities



ACTIVITY 1

Mapping the Classroom

This is an activity where children identify their roots and countries of origin. Before doing this activity, you may wish to inform parents that you will be studying the book with their children, so that they can tell them the names of their first countries or the countries of their parents.

You will need to create some space in your classroom to lay down a large world map. After the map is in place, give your students these directions.

1. If you were born in Canada, stand on the Canada part of the map.
2. If you were born in a different country, stand on that country.
3. If your mother or father came to Canada from another country before you were born, stand on that country.

After all of the students are standing on the appropriate part of the map, have the students say their names and their first countries, or their parent's first countries.

Model these sentences for them if necessary.

My name is _____.

I was born in _____.

My mother and father came to Canada from _____.

Put stickers with the kids' names on the appropriate countries on the world map. Then display the map on the wall in your classroom.

 ACTIVITY 2

Celebrating Uniqueness And Diversity

This activity allows students to discuss and celebrate their cultural identities. For Kindergarten students, it could be incorporated as part of their regular “show and tell” activities, and for grades one and two it may be a more structured activity.

Assign this “Homework” to students.

Give parents prior notice of the assignment. Ask them to help their children find or draw a family picture and give them some ideas about their family’s culture or traditions.

Your students could do this activity in pairs or small groups, or as a whole class.

Give all students this assignment sheet

 ACTIVITY 2

My Special Family

1. Bring in a picture of your family.
2. If you don't have a picture, draw a big picture of your family on this paper to show to everybody.
3. Finish these sentences with your ideas.

The people in my picture are _____

My family is special because _____

I wanted to show my picture because _____

4. Show your picture and read the three sentences to your class.

PART B

Pre-Reading Activities



ACTIVITY 3

Introducing the Book Cover

Students should practise their prediction skills by having a guided examination of the book cover. Make sure that students have their own copies of the book and ask these questions as they are looking at the cover.

WHO IS ROSIE THE RED?

Let's look at the cover of the book to see if we can tell more about the story.

1. What does Rosie look like?
2. Describe her clothes.
3. She is wearing a red cape on her back. Why does she wear a cape?
4. Look at her face and the way she uses her arms. How is she feeling?
5. What do you see in the rainbow around her head? Name everything you see.
6. Rosie is "tilting her head". Why does she do that?

PART C

Reading and Writing Activities



ACTIVITY 4

Comprehension Questions

These questions can be used for guided discussion as you are reading the book. You can ask them orally and then have students write short sentences if they can. If your students are strong readers, give them their own worksheet for guided discussion. Or you could print the questions on chart paper and display them as you are reading the book.

TILT YOUR HEAD, ROSIE THE RED

Let's answer these questions while we are reading the book.

1. What does Rosie put on every morning?
2. Where does she put it at night?
3. What is Rosie's special power?
4. What is she holding in her hand?
5. What does Rosie's brother tell her about the cape?
6. Why does Rosie love walking to school?
7. Why does Rosie like to tilt her head?
8. What sounds does she hear in the schoolyard? Make those sounds with your voice, hands, feet, or using some objects.
9. Look at the picture of Fadimata. How does she look different from other children?
10. What is a hijab? Do any girls or grown-up women you know wear a hijab? Why do they wear it?
11. Why are some children making fun of Fadimata?
12. Why are other children afraid of helping Fadimata?
13. How does Rosie help Fadimata get back to school?
14. What does their teacher, Mr. Barry, say to his students about what happened to Fadimata?
15. Why does Rosie "tilt her head"?

16. What does Rosie do with her cape? Why does she do this?
17. How does Fadimata feel when Rosie does this?
18. Later on, what do the other girls do?
19. Why do the other girls do this?
20. How does Rosie's idea help Fadimata?

 ACTIVITY 5

Story Vocabulary Cloze

This is a “Fill in the Blanks” assignment where students are given key words from the story and insert them correctly in sentences. It would be appropriate for strong Grade 1 and Grade 2 students.

 ACTIVITY 5

Rosie The Red

NEW WORDS IN THE STORY

tilt	scarves	sounds
Fadimata	mother	school
Mr. Barry	symphony	cape
		hijab

Print the words in the correct blanks in the sentences below. You need to use all of the words. You can look in your book to help you. The first one is done for you.

1. The name of this book is Tilt Your Head, Rosie the Red.
2. Rosie wears her red _____, which gives her special powers.
3. Rosie's _____ gives her a big hug before she flies away.
4. Rosie loves listening to the city _____ on her way.
5. To Rosie, everything she hears sounds like a kind of music called a _____.
6. Rosie's good friend at school is _____.
7. Her friend wears a special scarf on her head called a _____.
8. Rosie and her friend go to the same _____.
9. They are in the same class and their teacher's name is _____.
10. At the end of the story, many of the kids at school wear _____ so they can look like their friend Fadimata. They get that idea from Rosie the Red.



ACTIVITY 6

Sentence Completion: Critical Thinking Skills

This assignment requires students to complete sentences using their own feelings and opinions about the book. It can be done as an oral discussion after you finish the book or as an evaluated written assignment for stronger Grade 1 and Grade 2 students.

Pass out the sheet.

 ACTIVITY 6

Rosie the Red: What Do I Think?

Finish each sentence with your own ideas. Print your ideas on the lines.

1. I think that Rosie is special because _____

2. Fadimata can wear her hijab to school because _____

3. I think that the children made fun of Fadimata because _____

4. I liked Rosie's idea to wear her cape like a hijab because _____

5. Draw a picture of your favourite part of the book. Draw it in this space.

6. This is my favourite part of the book because _____



ACTIVITY 7

Identifying Nouns

Students identify nouns from the story from a group of words. Before assigning this activity, you may wish to introduce the part of speech orally by using objects and people in your school or the classroom. Also, you can find generic activities on nouns for your grade online or in textbooks.

Give your students this worksheet.

 ACTIVITY 7

What Is a Noun?

Read these sentences.

1. My friend is having lunch at my house.
2. My sister is a little baby.
3. I have two books at my desk.
4. I love to eat apples and a sandwich.
5. My teacher comes to school every day.

All of the underlined words are NOUNS.

NOUNS are words that are names for people, places, and things.

Here are many new words from the book.

night	on	bedpost	bell
through	cape	pancakes	hijab
smiled	thing	brother	school
raced	mouth	skateboard	say
symphony	head	day	come
laughter	crossed	children	classroom
clock	her	classmates	thought
schoolyard	sat	girl	fingers
seats	swings	see	scarves

Directions:

1. Circle all of the nouns that you can find in the list.
2. Write five sentences that have nouns. You can write a sentence with one or two nouns.
Here is an example.

My classmates play in the schoolyard.



ACTIVITY 8

Choosing Correct Verbs: Cloze Exercise

This activity isolates several basic verbs from the book and has students insert the verbs correctly in sentences using content and vocabulary from the story.

Give this worksheet to students.

 ACTIVITY 8

What Is a Verb?

A VERB is a word that tells us somebody is doing something.

Every sentence needs a verb.

What are the verbs in these sentences?

1. I go to school every day.
2. My friend comes to my house every Saturday.
3. I sleep in a big bed.
4. I love chocolate ice cream.

Sometimes verbs show when somebody doesn't do something.

What are the verbs in these sentences?

1. I don't like mean children.
2. My mother doesn't have a cellphone.
3. My teacher doesn't shout at the class.
4. We don't play outside in bad weather.

Here are some verbs from *Tilt Your Head, Rosie the Red*.

wears	loved	smiled
sat	didn't see	crossed
tilted		

Write the correct words in the blanks for each sentence. Write each word only one time.

1. Rosie _____ her red cape every day.
2. At breakfast, Rosie _____ beside her brother.
3. On her way to school, she _____ to listen to different sounds.
4. Whenever she had a new idea, Rosie _____ her head.
5. When Rosie _____ the schoolyard, she heard her classmates laughing at Fadimata.
6. The next day, Rosie _____ her friend Fadimata .
7. She _____ when she saw all of her friends wearing scarves, just like Fadimata.



ACTIVITY 9

Understanding Vocabulary In Context

In this activity, students guess the meaning of more difficult vocabulary in the story from context clues. It is a more challenging exercise appropriate for Grade 2 students.

Allow students to work with partners and to use their books to help them.

Give your students this worksheet.

 ACTIVITY 9

Tilt Your Head, Rosie the Red

Understanding New Words

Circle the word that means the same as the underlined word.

Here is an example.

Every night at bedtime, Rosie took off her special red cape and hung it on the bedpost.

fell

took

put

1. The cape fluttered as she soared through the air.

flew

ran

stopped

2. “I’m HERE!” she announced, and her mother wrapped her in a big hug.

shouted

laughed

said

3. Even more than listening, Rosie loved seeing things from every angle.

side

top

bottom

4. She trembled as she held tight to the chains on either side.

cried

shook

pushed

5. The menacing circle scattered and ran for the doors.

mean

scared

kind

6. The two girls were late entering the classroom.

leaving

running

coming into

7. Mr. Barry watched as Rosie removed her cape and handed it to Fadimata.

took off

put on

hung up

8. Rosie arrived at school to the usual symphony of basketballs, jump ropes, laughter and play.

quiet

sound

playing

9. 9. For the first time in her life, Rosie was speechless.

noisy

laughing

silent

10. 10. If we remember to look at things in new ways, everything is possible.

doesn't happen

can happen

can't happen

PART D

Extension/Enrichment Activities



ACTIVITY 10

Discussion and Brainstorm on Bullying

One of the main themes of the book is bullying and its effect on very young children. The goal of this activity is to examine how Fadimata is being bullied in the book and brainstorm a list of other ways that children are bullied.

Have your students look at the picture of Fadimata on the swing surrounded by a group of children. Ask them: “What are the other children doing to make Fadimata sad?” Elicit that they are laughing at her, which is a form of bullying.

Do a class brainstorm by writing these words on the chalkboard or chart paper.

Your brainstorm could look like this:

BULLYING IS

1. hurting someone's feelings
2. laughing at someone in a mean way
3. saying cruel things to someone
4. pushing someone
5. hitting and hurting someone who is smaller than you
6. not letting someone play with you and your friends
7. not working in class with someone
8. being mean to someone who sounds differently when they speak
9. laughing at someone because they don't speak English
10. being mean to someone who wears different clothes

Display this brainstorm in your classroom.

 ACTIVITY 11

Role Plays

As a follow-up to the previous activity, have students work in small groups and act out short role plays of any of the scenarios discussed in Activity 10. At the end of each role play, discuss ways to stop bullying. For example, at the end of each role play ask, “How can we stop bullying?”

Have students then role play the appropriate way to act in the situation.



ACTIVITY 12

Problem Solving: What Should I Do?

Children in Grades two and three can practise their problem solving and critical thinking skills by reading and discussing more difficult scenarios.

Print these scenarios on different coloured cards.

- a. In your class, you see another student taking your friend's snack. Your friend doesn't cry or say anything and your teacher doesn't see what happens. What should you say or do?
- b. A new student who doesn't speak much English is sitting alone at lunch. You hear other kids telling her to "go back where she came from." What should you say or do?
- c. It is very hard for you to read and someone in your class teases you. She says that you are not as smart as everyone else. You don't want to read out loud anymore. What should you say or do?
- d. In the playground, you see that some older, bigger boys are beating up a smaller boy. A teacher doesn't see what is happening. What should you do or say?
- e. For lunch at school, you love food that comes from your parents' first country. A student at your lunch table says that your food looks and smells bad. Your feelings are hurt. What should you do or say?

Make groups of four students and give each group one card. Give your students these directions.

1. Read the problem and talk about it. Decide what you would do about it.
2. In your group, draw two big pictures. The first picture shows the problem. The second picture shows what you would do about it.
3. After you're finished, each group will have a chance to read your problem, what you would do, and show your pictures to the rest of the class.

After the activity is finished, display the pictures with their corresponding cards on class bulletin board.

 ACTIVITY 13

Create WORD WALLS using the story vocabulary covered in activities 5, 7, and 8.

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.

FEEDBACK

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