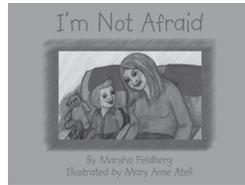


# I'M NOT AFRAID

By – Marsha Feldberg  
 Illustrated by – Mary Anne Atell  
 Genre – Recount  
 Set 12 - 188 Words

## Building Anticipation – Setting the Context

Set the context by asking how many children have ever been on an airplane. Ask them how they felt the first time they rode on a plane. If they have never been on a plane, ask how they think they might feel.



## Introduction

Tell the children: *This is a story about a boy named Ricky who was going on a plane to visit his grandma.*

Take the children for a picture walk. Look at the first page. Ask: *What do you see in this picture? Do you know another word for suitcases? (luggage).*

Look for and introduce the phrase *I'm not afraid*, which is repeated throughout the book. Write it on a card or sentence strip for students to match. Look at the picture of the airplane's interior. Ask the children what they think the compartments (storage bins) are for. Look at the picture of Ricky in his seat. Ask: *How does Ricky look in the picture? How is he holding his bear?* Introduce the word *tightly*.

Ask the children to read the story to find out how Ricky feels on his first plane trip.

## Discussion – Book Talk

Retell the story. Talk about Ricky being scared. Point out that Ricky looks scared in the picture but he keeps saying, *I'm not afraid*. Ask: *Why do you think he keeps saying that over and over again?*

Ask: *Do you think Ricky's feelings changed by the end of the story? How do you know?* Have the children find proof in the story.

Find the page where it says: *He saw little houses*. Ask the children why the houses are little.

## Creative Response – Independent Practice

Children can:

- play the language game: *I'm going to Grandma's house and I'm going to pack...*  
 Variations can include:
  - Naming things beginning with different letters of the alphabet.
  - Accumulating the names of objects, i.e., each child names all the things that were said before and then adds a new one.
  - Name things that start with the letters of the child's first and last name, e.g., Gary Smith might bring a Green String.
- make a flip book of the things the students will pack to take to Grandma's, starting with the first letters of their first names. e.g. Jane is going to Grandma's and she's going to pack some jam. The jam will be under the flap of the suitcase and the letter *J* can be on the outside. Use the suitcase outline on the reproducible master as a pattern.

## Read Aloud Connections

*Angela's Airplane* by Robert Munsch, Annick Press, 1986.  
*First Day of School* by Kim Jackson, Troll Associates, 1985.  
*First Flight* by David McPhail, Blackie, 1988.  
*Gifts* by Jo Ellen Bogart, North Winds Press, 1994.

## Learning about Language – Focused Teaching

High Frequency	fast, were,	Clap, chant or cheer the words. Find them on the word wall or in other books.
Word Families and Letter Clusters	Soft <i>g</i> - storage, luggage  <i>ai</i> family - afraid, pain, tail	Sort words with hard and soft <i>g</i> - storage, luggage, eggs, bags, gum, stage  Make <i>ai</i> words with movable letters.
Structural Features of Words	Compound word - airport	How many words can you create with <i>air</i> ? Make a word explosion.
Text Features	He flew <i>like</i> a bird.  Repetitive text - <i>I'm not afraid</i> .	Think of sentences that compare two things using <i>like</i> , e.g., She worked <i>like</i> a _____. He sang <i>like</i> a _____.

# Pack a Suitcase

This is what I am bringing to Grandma's house.

