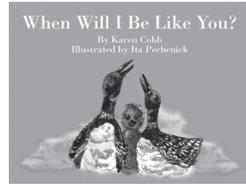


# WHEN WILL I BE LIKE YOU?

By - Karen Cobb  
 Illustrated by - Ita Pechenick  
 Genre - Narrative  
 Set 15 - 309 Words

## Building Anticipation – Setting the Context

Look at a picture of a loon. Ask what they know about loons. If possible, try to get a tape recording of a loon's unique call. Canadian teachers could show the students a one dollar coin and ask why they think it is called a loonie. Show them the representation of the loon on one side of the coin.



Talk about the differences between adult and baby birds. Introduce the term *down* which refers to the soft feathers on a baby bird.

## Introduction

Tell students that this is a story about a baby loon named Lizzie who wants to grow up and be like her parents.

Give each student two sticky notes. On one note, they can record something in the story that they already knew. On the other they can record a new piece of information or a question they have.

You may wish to model this process by reading the first few pages together and noting your own questions as you read: *I wonder why Lizzie wants to be able to dive for fish. I wonder when Lizzie will be like her parents.*

## Discussion – Book Talk

Talk about the students' sticky notes. Share the information they already knew and invite students to respond to each other's questions.

Talk about how you can find information to answer your questions. Discuss ways that self-questioning helps us think about and remember what we read.

Talk about the way punctuation tells us to pause in our reading. Remind students to read in phrases and not to stop at the end of a line unless there is punctuation.

## Responding Creatively – Independent Practice

Children can:

- draw or paint a picture of a loon and label the parts.
- dramatize the story using the readers' theater script on the reproducible master.

## Read Aloud Connections

*Legend of the Loon* by Kathy-Jo Wargin, Sleeping Bear Press, 2000.  
*Loon Lake* by Jonathan London, Chronicle Books, 2002.  
*Loons* (non-fiction) by Patrick Merrick, Child's World, 1999.  
*Morning on the Lake* by Jan Bordeau Waboose, Kids Can Press, 1997.

Learning about Language – Focused Teaching		
High Frequency Words	above, their	Find these words on the word wall or in other books.
Word Families and Letter Clusters	<i>oon</i> family - loon, soon, spoon, etc.	Make new words from <i>oon</i> words by changing the initial consonants. Practice with movable letters.
Structural Features of Words	Repetitive phrase - <i>Soon, very soon</i>	Find this phrase in the story and chant it in unison. When the teacher is modeling expressive, fluent reading the children can join in with this phrase.
Text Features	Questions that are a direct quote - <i>When will I be like you?</i>	Write a question of your own beginning with the words <i>When will</i> . . . Use quotation marks and a question mark.



**When Will I Be like You?**

Characters

**Narrator 1, Narrator 2, Narrator 3, Lizzie Loon, Mother Loon, Father Loon.**

Narrator 1: *Lizzie the baby loon loved to swim and watch her parents dive for fish.*

Narrator 2: *Lizzie the baby loon didn't look like her parents.*

Lizzie: When will I be like you?

Mother and Father: Soon, very soon.

Narrator 3: *Lizzie watched her parents fly high above her.*

Lizzie: When will I be like you?

Mother and Father: Soon, very soon.

Narrator 1: *At night Lizzie listened to her parents' song.*

Mother and Father: Oooo. Oooo.

Lizzie: When will I be like you?

Mother and Father: Soon, very soon.

Narrator 2: *Lizzie grew and grew over the summer.*

Mother: It is fall now, Lizzie.

Father: Winter is coming. We must fly to a warmer home.

Narrator 3: *Lizzie flew high over the lake with her parents. She looked down at the lake she loved.*

Lizzie: I'll be back soon, very soon.