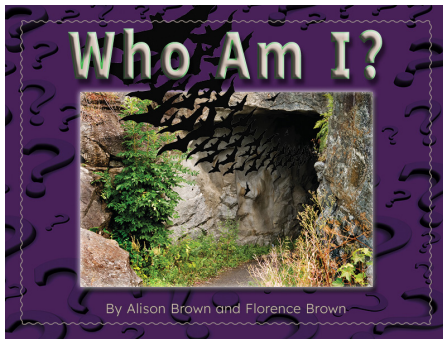


Who Am I?



Ontario Language Expectations Addressed

A1.1; A1.2; A3.1; B1.1; B1.2; B1.3; B1.4; B2.1; B2.2; B2.3; B2.4; B2.5; B2.7; B2.8; B3.1; B3.3; C1.1; C1.2; C1.3; C1.4; C2.1; C2.2; C2.3; C2.4; C2.6; C2.7; C3.2; C3.8; D1.1; D1.2; D1.4; D2.2; D2.5; D3.1; D3.2; D3.3

Some High Frequency Words: who, am, I, here, is, my, a
Some Interest Words: nest, cave, hive, family
Theme: Animal habitats

Building Anticipation: Tell the children some riddles ending with the question “Who Am I?” and have them guess the answer. Talk about the importance of the clues. Discuss different animals and their homes.

Book Introduction:

Introduce the book *Who Am I?* and explain that this fun book gives some clues and then ask them to predict the answer which is always found on the next page. Guide then through a book walk encouraging them to predict the answer to the riddle before turning the page. Review with children the strategies they can use when they come to an unknown word.

Discussion: Share and reinforce the reading strategies the children used. Talk about the different clues and how many answers they could get correct. Discuss the different riddles and if there were any homes they didn’t know. Have children orally give a few riddles making sure they give at least 2 clues.

Responding Creatively:

Art: Do a class mural with different animals and their habitat.
Science: Share information about different animals and their homes

Discuss what animals use to build homes and where they build them.

Investigate animal homes (habitats) in nature and how we can help protect them.

Discuss why animals need different homes and how they protect them.

Math: Sort and classify animals and their different homes.

Language: Create a class riddle book using this simple pattern.

Have students use a flip book to print their own riddle books.

Share books about animals and their homes.

Social Studies: Have children talk about their own homes and all the different types. Discuss homes in different countries and what they are made of and why.

Drama: Have students dramatize different animals and where they live.

Language Foundations: Focused Teaching

Phonemic Awareness Segmenting words into their individual sounds	bat, bird, nest, hive, house, family	Have children practice breaking words into all of their sounds. Encourage the children to say the word slowly to hear all the sounds from first to last. Take turns having children say a word slowly while other children listen and try to say the word.
Alphabetic Knowledge Vowels	Alphabet chart and alphabet cards Identify and review the vowels	Children can then practice the vowels’ formations in salt or sand before progressing to printing them on erasable boards and with different materials (paint brushes, chalk, markers)
Phonics: Long vowel words ending in ‘e’	her-e, hom-e, cav-e, hiv-e	Review the long vowel sounds. Have children use magnetic letters to change short vowel words by adding e to the end example: pin-pine, rat-rate, pet-Pete, rob-robe, tub-tube. Use dice with letters to practice making long vowel words ending with ‘e.’
Language Conventions Punctuation, question mark	Who am I? Who are we?	Review the different punctuation marks that occur at the end of a sentence. Introduce the question mark and what it means. Give different sentences orally or written and have children insert the correct punctuation.
Reading Fluency Accuracy, rate and prosody	<i>Who Am I?</i>	Encourage students to pay attention to fluency, accuracy and rate while reading aloud. Have children practice asking questions using their voice inflection and expression. Discuss how this should be read. Record the children so they can hear themselves and discuss how they sound.