

Activity Guide



To be used with
Look What I See! Where Can I Be?
AT HOME

Author: Dia L. Michels
 Photographer: Michael J. N. Bowles

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Where am I?

Look What I See! Where Can I Be? At Home is a very special book for the earliest readers and listeners. Baby awakens to find her family involved in new and exciting activities around her most familiar space—home. Rich language and warm, colorful photographs help the early emergent readers label their environment and make connections to their own surroundings.



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LANGUAGE ARTS/READING

Pre-Reading • Establish Prior Knowledge • Critical Thinking

When introducing the book, **make connections**. Baby is at home with her family—Mom, Dad, sister, and brother. Compare to previous *Look What I See!* books and discuss what baby might see.

Predict the different places in Baby's home where she could wake up.

Discuss the kinds of things children do at home that a baby might watch. Brainstorm the types of things they do as a family. Use the experience of your particular group to gauge the length and detail of discussion.



Ideas for Sharing the Reading

First Reading—Let's Talk About It

Enjoy the story with children during the first reading. Rejoice with the children in the revelation of the baby's location as you turn each page. Don't look ahead. Make each page a guessing game. Get ready to be a detective! *Don't rush* the first reading. Take time to allow the listeners to name as many places as they can possibly think of where baby might be before the page is turned to show the actual scene.



Subsequent Readings


Invite children to join in the reading of the story as it is read the second time. A second reading enhances comprehension and builds fluency. The simple text is perfect for **choral reading** (all children or a child and adult reading together) or **echo reading** (you read first and the listener "echoes" or reads after you). Very young children will delight in "reading" this story over and over and guessing the family's location before it is revealed on the following page. **Repetition** is wonderful! Build **self-confidence** with early readers by pointing out that the illustrations provide clues as to what the text will say.


As children become more familiar with letters and words, they will be able to identify words on each page that they know. Children will want to provide words as you read. The large text makes this book ideal for pointing out where on the page words are located. Where do we begin to read? How do we hold a book? Which way do we turn the pages?




Follow-Up and After-Reading Activities

Pick and choose any of the following activities that will enhance skills and concepts being taught, according to the age of your listener(s).

 **Story Analysis**—Build understanding of how a story develops by discussing the main parts of the book. Where is the **title**? What is the **author's** name? Discuss the **beginning, middle, and end** of a story. Who were the **characters**? What is the **setting**?

 Continue developing story concepts by showing pictures of the rooms of a house (see pictures of each room in Addendum A on page 10 of this Guide). Allow the children to recreate the **story sequence** by manipulating the pictures to show where baby happened to wake up each day of the week.

 Encourage recall with such questions as: Where did baby wake up on Monday? Tuesday? Which day did baby wake up to see her family sharing a story together? Share other stories with the group that follow a days-of-the-week sequence.



Skill Development/Language Skills

The text of the story lends itself to the enhancement of various skills. When taught and practiced within the context of a story, the skill lesson becomes more meaningful to the learner, not just an isolated concept.

Days of the Week

The text naturally progresses through all the days of a week. Use this opportunity to review with the listeners where the days fit in a week. Illustrate using an event frame to show which room the baby was visiting on what day of the week. Children could then illustrate and label their own event frame to show things they do each day of the week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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Calendar Activity and Sequencing

Make a large calendar for the current month with spaces to write each day. Make squares the size of the spaces that can be attached to the calendar with felt, Velcro, or tape.



Write the days of the week on the squares. Have children place them on the calendar in the correct order.



Write each activity (playing with Legos, baking a pie) from *At Home* on a separate square. Have children put the activities on appropriate days of the week.



Brainstorm with children about all the other activities they participate in—birthday parties, doctor visits, swim lessons, homework, bike rides, visits to relatives. Have children place the activities on different days on the calendar. Discuss what happens **BEFORE**, **AFTER**, **THIS WEEK**, **NEXT WEEK**, **LAST WEEK**, **YESTERDAY**, **TOMORROW**.

Question Words



Begin by asking the listeners “What are question words?” and “How do we use them?” Find the question word that is used throughout the story. Encourage discussion until the children decide on the word **where** and have discussed that it is used to tell about a place. Discuss other questions you can ask using the word “where.”



Game: Play “Where’s The Dog?” (or Cat). Use a stuffed animal. Have one child hide his/her eyes. Choose another child to move around the room and hide the animal. Begin the search: “Where’s the _____?” As the child moves around the room to look for the hidden animal, other children or the adult reader clap hands. Clap softly until the child approaches the hidden animal. Then clap louder and louder until the hidden animal is found. Repeat until everyone gets a turn.



Sing—“Where Oh Where Has My Little Dog Gone?”

Vocabulary Development

The author has hidden an **apple** and a **doll** in each large photograph in all the stories in the *Look What I See!* series.

Explore each page of the text and name each item that you see in the picture. Build vocabulary lists. Do we see any of the same items on more than one page?



What does a picture show us?



Skill Development/Language Skills continued

Sentence Structure

A sentence has a capital letter and a period.

Did we read sentences when we read this story?

Listen. How many sentences do you hear?

How can you tell? Stomp your foot (clap your hand) when you hear the end of a sentence.

Art/Writing

Class Shape Book



Provide crayons and large sheets of paper cut into the shape of a house. Divide the children into groups and instruct each group to draw pictures of things they do with their families in different rooms at their own house. Since scribbling is a precursor to writing, encourage children to “write” about what they are doing in that room. The text from the book can be used to model a sentence format. “On Monday we like to _____.” Another group on a different page would write, “On Tuesday we like to _____.” Once all are complete add a front cover with a title selected and written by the children...punch holes at the side and bind the book to make a house shape book. The completed book can be shared with parents by placing it in a protective bag or book bag. A shopping bag with handles makes an easy means of transport. Children can “sign out” their class book and take it home overnight. Include a few blank pages at the end for parents to write comments to the class. Schedule the book to go home with a new student each night.



Simple Family Tree



Using an outline of a tree already drawn on paper, have the children color it with crayons. Then, have them cut pictures out of magazines to represent each family member and glue them on the tree. Write the names of each family member underneath the picture.

Life-size Self-portrait



Use large sheets of brown butcher paper. Trace outline of each child lying down on top of paper. Let children color it to look like themselves. Cut these out and hang them around the classroom.

Changing Self-portrait



Have children draw a self portrait at the beginning of the school year and then again near the end of the school year. See the changes and difference in skill level. You could also measure and weigh the children and write it on the bottom of each page. Talk about the differences and how they continue to grow.

Class Mascot



Use any kind of stuffed animal or similar object to create a class mascot, like the doll and apple in the book. Children can help name the mascot. Find a special book bag or back pack to put it in. Let each child have a turn to take the mascot home for the weekend. Have them write about (with parent's help) what they did over the weekend with the mascot. They can include any activities they did at home with their family or any special outings.

Social Studies: Homes/Families

Each of Us Lives in Our Own Very Special Home

People live in all kinds of homes. In this book, the family lives in a townhouse. What other kinds of homes are there? How would you make an igloo, a teepee, etc.?

What is the difference between a house and a home?

Who has homes other than people?

What homes have they seen? (Birds' nests, ant hills, dog houses)

A house is a functional place. Each room has at least one function. What do you do in a kitchen? A bedroom? Why don't you cook in the bedroom, the living room? Where else can you cook? The backyard.

List the functions of each room. Kitchen: cook, eat, talk, read

File Folder Houses



Have children use a file folder to construct their home

Make the folder look like a house or apartment building on the outside, drawing and placing the rooms, furniture, etc., on the inside of the folder. Then create paper dolls of each member of the family and place in a pocket on the back. Use for storytelling adventures...or retelling things we do at home...or for making your very own *Look What I See! Where Can I Be?* books.

Picture Your Family



Have the children bring in a picture of their family and their house

They can share these pictures with the rest of the class as you continue to talk about what being in a family means. Who are the members of your family? Do you have any brothers or sisters? Who lives in your house? Who are your relatives, like grandparents, who are part of your family, but do not live in your house (perhaps they do)?

Take this a step further and make a class photo album using the pictures the children have provided. Also help the children complete answers to questions like: What is your favorite color? Food? Favorite activity to do with your family? Put these in the book on the page next to the appropriate pictures. Put the album in a special book bag and you may then send it home each day with a different child to look at and share with his or her family. If this book is created as a family project, let your child share it with friends or relatives.

Learn Where You Live



Using a house pattern, draw an outline of a house on paper and have the children color it with crayons. Write in the center: "I know my address." As each child learns his/her address, write it on the house. You may also use a telephone pattern and do the same thing to learn telephone numbers.

Introduce the Term "Map"





Show flat maps of the world and of local areas. Discuss! Point out the cardinal directions of North, East South West. Teach the acronym "Never Eat Sour Watermelon" to remember the order of the cardinal directions. Draw basic maps of your classroom.


Homework:
Involve the families in creating maps of their homes labeling each room. Share with the entire group and display.


Number Concepts/Math

A Week of Learning Experiences Utilizing Geometry and Shapes

 Day 1—Baby lives in a house. A house can be made using shapes. Use a felt board and felt pieces that have been cut out into geometrical shapes to let the children help build a house. They can take individual turns or as a group choose the next color and shape to be used to build the house. Or model with the students in a “Draw after me” lesson. Make a square on the board as children make a square on their papers. Discuss how a square has four corners and sides that are exactly the same size. Continue by drawing a triangle on top of the square to make the roof. Discuss how a triangle has three sides. Continue by adding a rectangle for a door or chimney, more squares for windows, etc. Stop to discuss after each shape what the qualities of that shape are. When houses are complete, color each shape a different color. Send home a note to parents asking for empty boxes, cans, etc. for hands-on shape sorting.

 Day 2—Find objects in the room that have the same basic shapes as a house. Ask students to describe the proximity of the objects in the classroom as NEAR, FAR, CLOSE BY, BELOW, UP, DOWN, BESIDE, NEXT TO. Introduce the use of dot paper or graph paper. Demonstrate how the paper helps us to draw straight lines that are exactly the same length. Encourage use of language that describes the number of corners and sides each shape has. Create books with pictures made from simple shapes. Provide lots of paper and allow time for exploration and practice.


 Day 3—Reread *Look What I See! Where Can I Be? At Home* with the group and check the illustrations for shapes that were in the child’s environment. Allow each listener to keep track of shapes on a dry erase board. Tally the circles, squares, etc. Have the students identify and describe the objects as they are located.

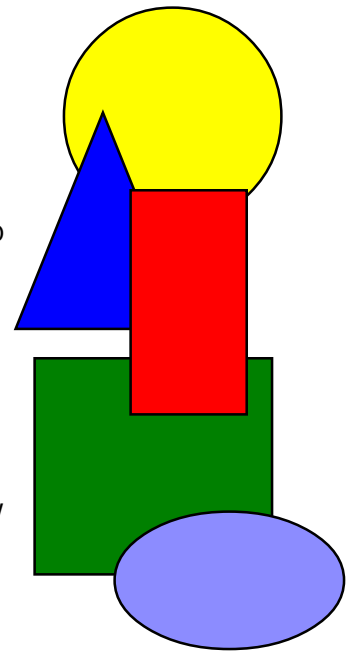
 Day 4—Introduce to the group the three-dimensional names of the shapes: cube, sphere, rectangular prism, cone, pyramid, and cylinder. Use the collection of real-life objects that was asked for earlier in the week. Add classroom items. Have the children sort by shape. Cereal or shoeboxes, cans of soup, balls, and blocks are all fun to sort. Encourage discussion of the attributes of the various shapes by asking, “How many sides does this have?” “Why did you put the pencil in that group?” etc.

Day 5—Give each child a magazine, scissors, and glue as well as a large piece of paper labeled at the top by shape. Instruct children to find pictures that will fit into each category and glue them onto the paper. Partner children to share pictures with one another and explain choices. Then ask children to draw and write something they know about shapes in a math journal.

Patterning

Look What I See! At Home establishes several patterns: parts-to-whole relationship, days of the week.

 Reread the story and establish the patterns of the book. Discuss what patterns the author made. How were they extended? Did color or shape establish the pattern? Did the pattern repeat? Establish a rhythmic pattern using clap, snap, slap that follows the patterns of the story.

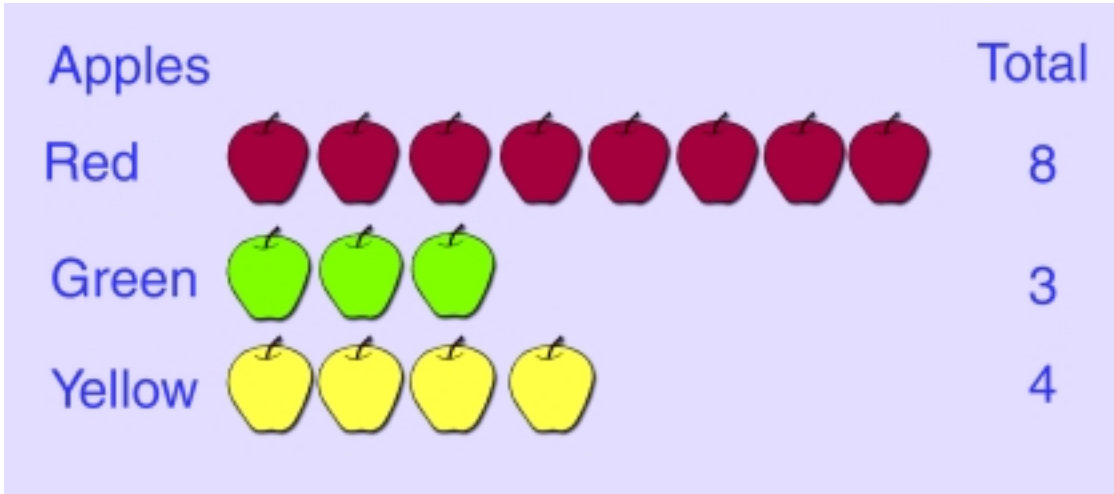


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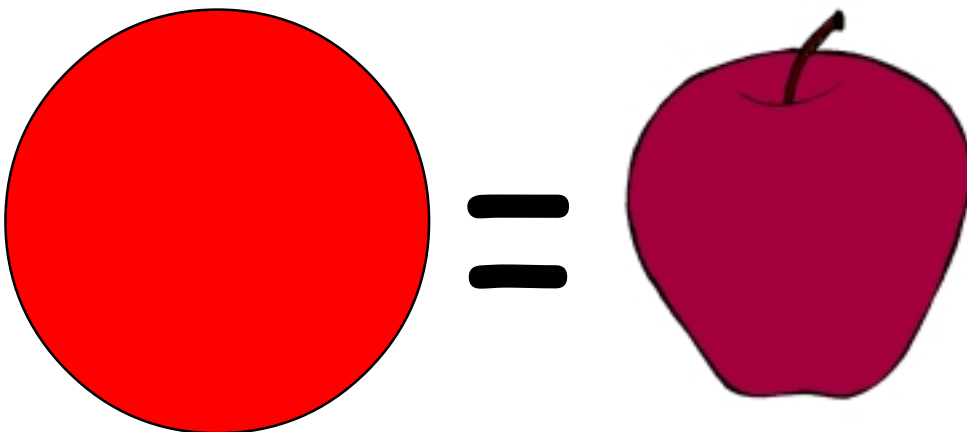
Number Concepts/Math: Patterning continued



Use snack time to do a taste comparison and graph the results. Have parents send in enough red, green, and yellow apples for each child to taste the different kinds. Use poster board to make a chart and have the children tell you which kind of apple they liked best. You could denote this by using stickers or the apple pattern on page 13. See which kind of apple had the most votes, the fewest.



Play a matching game that relates to the story. Use different-color shapes that have been cut out and laminated and are large enough for the children to hold in their hands. Hold up a shape and have everyone holding the same one stand up. Have them tell you the color of the shape they are holding. Look at different shape pictures in the book. An apple is _____(round). It is _____ (red). The bathroom tiles are _____(square). They are _____(white). What color are the ducks? The cat? And so on.



Science

Look What I See!

There is more to looking than meets the eye!



Introduce the power of microscopes, magnifying glasses, and binoculars to your students. Real tools and instruments fascinate even very young children. Discuss how the power of observation is important to us. When we look closely and carefully we can see many different things. Explain how scientists use instruments to see things that cannot be seen with their eyes. People use binoculars to see things far away and magnifying glasses and microscopes to see things that are very small. **Experiment with the children.** Explore a leaf under a magnifying glass. Examine its parts. How does it look different? Then explore that same leaf under a microscope—what do you see? Wow! Discuss differences. Finally observe leaves through a pair of binoculars. How are the tools different? Explain and discuss the importance of each of these tools and how each is used for a special job.



Use this opportunity to introduce activities that involve searching and looking to find something. Find the doll and apple hidden on each page of the *Look What I See!* series. Try hidden-picture games in *Highlights* magazine, the *I Spy* series, *Where's Waldo?* books; play with word-search puzzles that hide words up, down, and diagonally. Some search books even require the use of a magnifying glass to search out the microscopic objects hiding.

Science Table



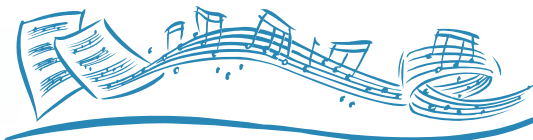
Set up a science table. Ask the children what they see in the backyard picture in the book. Ask them what kinds of things are in their yards. Have them bring in items they find like leaves, pine cones, rocks, bark, acorns, and flowers. Put all of these out on a table with magnifying glasses so the children can take a closer look at them.

Teach your students to be detectives, to see what secrets they can uncover by using the power of observation.

Listening Center

Tape yourself reading *Look What I See! Where Can I Be? At Home*. Place the book and tape in a place where individual children can enjoy a rereading at any time. Individual headphone sets are great for center time. Be sure to include questions and instructions. "Find the baby in the picture." "Where do you think the family will be next?" "Read the words to find out what is happening."

Music/Self Concept



Make up your own song that builds on families and what families do together. Sing about the things that baby did with her family. This one goes to the tune of *Row, Row, Row Your Boat*.

Read, read, read a book.
Read a book together.

Build, build, build a train.
Build a train together.

Bake, bake, bake a pie.
Bake a cake together.

Laugh, laugh, laugh and play.
Laugh and play together.

Cooking Activities

Children love to help cook and it is a great way to learn. In the story, the family makes an apple pie in the kitchen. You could make any number of simple recipes with the children or have a parent volunteer come in to help cook with the class. Continuing with the apple theme, using a crock pot, you could make your favorite applesauce recipe. Make a list of all the foods they have eaten that have apples in them.

Make a class recipe book. Have children bring in a family favorite recipe. Or, you could ask them for traditional family recipes from their ethnic heritage to share with the class. You could put all the recipes together in a class book that the children can take turns taking home to share with their families. Parents with special recipes could come in and cook with the class. If it is something too difficult to prepare at school, perhaps they could send it in for the class snack.



Addendum A Artwork for After-Reading Activity

To be used with *Follow-Up and After-Reading Activities* found on page 2.



Addendum A continued

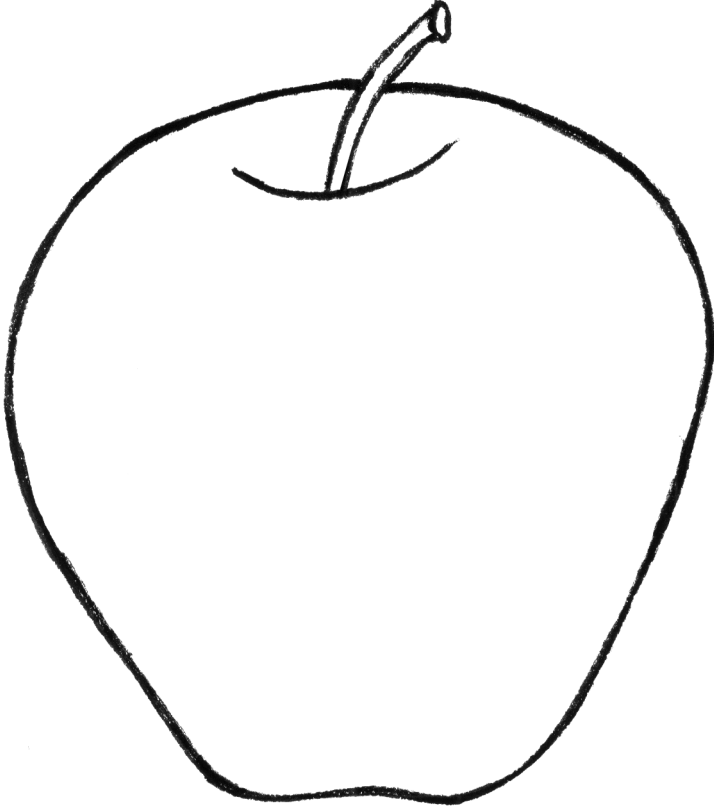


Addendum A continued



Addendum B Artwork for Patterning

To be used with Patterning activity on page 7



About The Author: Dia Michels

Dia lives with her family in Washington, D.C. Their house was built when Theodore Roosevelt was president, almost a century ago. It's right near the United States Capitol and is in a part of Washington called Capitol Hill; you can see pictures of her neighborhood in *Look What I See! Where Can I Be? In The Neighborhood*.



Dia is married to Tony Gualteri, a scientist at NASA Goddard Space Flight Center, but his real love is playing with model trains. Dia and Tony have three children, Akaela, Zaydek, and Mira. Dia thinks that is perfect. She says, "to me, a family really becomes a family when there are more kids than grown-ups." There are also a couple of cats in the house to add to the commotion. Dia's hobbies include writing children's books, going for long walks, and singing songs from Broadway musicals.

Like many people, Dia struggles with wanting to have it all—to be a good mother, a good wife, get regular exercise, volunteer in her community, and have a successful career as a writer. Often it seems impossible. But Dia always makes time for writing. She does it all the time—sometimes she has to pull the van over to the side of the road to write an idea on paper. You might see her writing away in a restaurant and she even keeps pen and paper in the bathroom.

Most of all Dia likes being a public speaker, especially when she gets to speak at schools, libraries, and big meetings or conferences. "I like to connect with people through the words in my books," she says, "but it is even better to connect face-to-face. The magic of words, whether written or spoken, is that they can bring us together. That's what learning how to write is all about—and that's what life is all about."

About the Illustrator: Michael J.N. Bowles

Michael grew up in Harare, Zimbabwe (can you find Zimbabwe on a map of Africa?) and in Madison, Virginia. He taught himself to be a photographer and his pictures have been published in national magazines like *People*, *Forbes*, *Business Week*, and *Time*. His special interest is pictures of people, called portraiture. His photographs have been shown at galleries in New York and London. Michael loves to travel and he has been on every continent, including Antarctica—but home is New York City.



Activity Guide Editor

Kathy Leggett has been creating exciting schooldays for little people for more than 20 years, most of them as a first grade teacher in Prince William County, Virginia, public schools. She incorporates ideas that have worked in real classrooms into our Platypus Media activity guides. Kathy earned her teaching degree from Fairmont State University and her masters in gifted and talented education from West Virginia University. The mother of two boys, Kathy was also an active Cub Scout pack and den leader.

Contributors

Writer **Lee Bartolomeo** has been reading, painting, cutting, and gluing with preschoolers for the past ten years at St. David's Preschool in Roswell, Georgia. Lee graduated from American University with a degree in communications. She and her husband Mark have a teenage daughter. Lee was an active Girl Scout leader for seven years. She enjoys cooking and is always trying out new recipes.

Graphic artist **Debra Stover** is a freelance designer and illustrator living in Sterling, Virginia. She has a degree in graphic design and has been a designer and illustrator for over 20 years. The illustrations in this publication are by Deb. In her spare time she enjoys painting, drawing, and gardening.

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