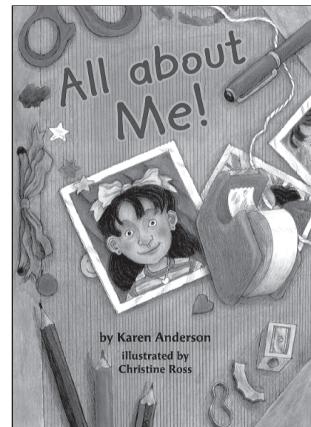


All about Me!

by Karen Anderson

illustrated by Christine Ross



Book Summary

Eight-year-old Lesley E. Thompson has written a school project that looks at some of the events that have happened to her. Amusing descriptions and anecdotes accompany “photos” of her family, friends, holidays, and school.

Features of the Book

- Dedication page
- A fictionalised memoir
- Events familiar to eight-year-old children
- School project format
- First-person narrative
- Questions addressed to the reader
- Humour

Purpose

All about Me can be used to introduce and reinforce the following skills:

- making connections between children’s experiences and the text;
- understanding the features of an autobiographical project;
- understanding the parts of a book;
- using text as a model for writing.

The Guided Reading Lesson

- Making connections between children’s experiences and the text
- Understanding the features of an autobiographical project

Materials needed

- A copy of the text for each child and one for the teacher
- A whiteboard or chart paper and markers
- Examples of books with dedications
- Optional: a copy of the blackline master, markers, and a pencil for each child

Introducing the text

Look at the cover illustration together.

- *Have you ever written a story about yourself?*
- *What did you write about?*

Turn to the title page.

- *Who wrote this book?*
- *What clues tell us that it is not really written by Lesley?*

Look through the illustrations in the book briefly.



Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Read the dedication on page 3 and the letter to the teacher on page 4 together. Discuss their purpose briefly.

Ask the children to read chapter 1 and to share what they have learnt about Lesley.

- *How old is Lesley?*
- *Who is in her family?*
- *What kind of person do you think Lesley is?*

Begin a character map by recording the children's ideas on the board. Encourage the children to support their ideas with evidence from the text.

The children can now read to the end of chapter 3 independently. Ask a child to take responsibility for writing the group's additions to the character map.

Day Two

Review the character map together. Discuss any similarities that the children may have noticed between this story and projects they have done themselves or aspects of their own lives.

- *What other things might happen in Lesley's life?*

Ask the children to read the rest of the book independently.

- *Look at Miss Kimberley's note on page 32. What grade would you give Lesley's project if you were the teacher?*

- *Were your first impressions of Lesley correct?*

Ask the group to add more of Lesley's characteristics to the character map now that they know more about her.

- *How would you make your own "All about Me" project? What would be the same? What would be different?*

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Making connections between children's experiences and the text

Ask the children to remember what happened during their first day or week at school.

- *What did you do?*
- *Who do you remember meeting?*
- *Do you think all children have similar experiences?*

Make a Venn diagram to show the similarities and differences between the children's experiences and Lesley's.

S Understanding the parts of a book

Look together at the dedication on page 3.

- *Why do authors dedicate their books to people?*
- *Can you remember any dedications in books you have read?*

Provide some examples of books with dedications. Discuss the reasons why some authors may dedicate books to people.

S Using text as a model for writing

Ask the children to think about their own memories of funny or exciting events from when they were younger.

B The children should choose a memory and use it to complete the blackline master on page 70.

