

**NOTE TO EDUCATORS**

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	<b>Teacher’s Pages</b> Pre-reading Discussion Post-reading Discussion	Activate students’ background knowledge Set a purpose for reading Develop comprehension skills Make connections with the text
5–8	<b>Reproducible Worksheets</b>	Develop knowledge of letter name and sound relationships Develop word recognition strategies Develop vocabulary and writing skills
9–10	<b>Language Experience</b>	Provide familiar, meaningful text that is predictable and easy to read Establish the link between spoken and written words
11	<b>Answer Key</b>	

**BEFORE READING THE BOOK****1. Share Ideas**

Open a discussion with the students about roles. Then give the students time to think about what roles they play in life (e.g. parent, caregiver, sibling, uncle, volunteer, neighbour, carpenter). Print the following questions on the board:

How many roles do you play? What are they?

What do you think is your most important role? Why?

How do you take care of yourself?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their ideas with one another using the questions as prompts. Then ask if anyone would like to share their ideas with the group as a whole. This will provide more confident students with an opportunity to speak in front of a larger group.

**2. Preview the Book****Choose Option A or B:**

**Option A:** Tell the students that they are going to read about Bell. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the book from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

**Option B:** Print the following on the board:

True or False?

- |   |                                   |
|---|-----------------------------------|
| (a) ____ Bell looks busy.                 | (c) ____ Bell is good to people.  |
| (b) ____ Bell learns to be a good person. | (d) ____ Bell is good to herself. |

Direct the students to the photo on the front cover of the book. Say, "This is Bell." Ask questions to elicit information about the photo (e.g. What do you see in the photo? Where is Bell?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Encourage the students to give one reason for each response.

### 3. Predict the Content

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

- (a) \_\_\_\_ Bell sees a doctor.                      (c) \_\_\_\_ Bell makes time for herself.  
(b) \_\_\_\_ Bell spends a lot of money      (d) \_\_\_\_ Bell stops helping everyone.  
      on herself.

## AFTER READING THE BOOK

### 1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *How to Be Good to Yourself*. Then as a group, have the students share the details they remember. As students agree on details, print the details on the board. (*Note: The details can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

## 2. Check Comprehension

### Choose Option A or B:

**Option A:** Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) Why does Bell decide to make changes?
- (b) What changes does Bell make in her life?  
Which change do you think was the hardest to make?
- (c) Read pages 20 to 23. Explain how Bell is being good to herself.
- (d) What did you learn about being good to yourself?  
Will you use what you learned? How? When?

**Option B:** Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) \_\_\_\_ Bell makes changes because she is bored.
- (b) \_\_\_\_ Bell makes hard changes in her life.
- (c) \_\_\_\_ Bell worries about making mistakes.
- (d) \_\_\_\_ I learned a lot about being good to myself.

## 3. Discussion: Beyond the Book

Have the students discuss the following questions as a group or in pairs:

- (a) Who is the most generous person you know? Describe in what ways this person is generous. Describe in what ways this person is good to themselves.
- (b) Do you think that it is possible for people to be too good to themselves? Give reasons for your answer.
- (c) Do you think that it is possible for parents to be too good to their children? Give reasons for your answer.

### 1. Letter Names

Look at the sentences on pages 17, 18 and 27.

Find words that begin with the letter **w**.

Copy the words on the lines.

---

### 2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **w** make?

Read the words with your teacher.

Think of three more words that begin with the sound /w/.

Your teacher will print the words on the board.

Copy the words.

---

### 3. Word Family

(a) Say these words:    well  
                                  Bell

These words belong to the **ell** word family.

(b) Read these sentences. Circle the words in the **ell** word family.

1. She makes time to eat well.
2. He fell down.
3. Why does he yell so much?

(c) Print words that belong to the **ell** word family.

\_\_\_\_\_ *well* \_\_\_\_\_

\_\_\_\_\_

### 4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Bell makes time to walk.

2. She makes time to have fun.

3. Bell makes a mistake.

4. She picks up the pieces.



(a) \_\_\_\_\_

(b) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



(c) \_\_\_\_\_

(d) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5. Predict Words**

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Bell is good to her \_\_\_\_\_ .
- (b) Bell feels \_\_\_\_\_ .
- (c) Bell gives \_\_\_\_\_ to her friend.
- (d) Bell \_\_\_\_\_ time to have fun.
- (e) She is good at \_\_\_\_\_ .
- (f) She looks at herself in the \_\_\_\_\_ .

**6. Scrambled Sentences**

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) some / makes / Bell / changes \_\_\_\_\_
- (b) Bell / help / asks / for \_\_\_\_\_
- (c) makes/ She / herself / time /for \_\_\_\_\_
- (d) make / Why / changes / Bell / does \_\_\_\_\_ ?
- (e) does / she / Why / used / feel \_\_\_\_\_ ?
- (f) not / does / feel / Bell / tired \_\_\_\_\_

**7. Sentence Frames**

Read the first sentence.

Complete the other sentences with your own words.

(a) Bell makes time to \_\_\_\_\_ .

Bell makes time to \_\_\_\_\_ .

Bell makes time to \_\_\_\_\_ .

Bell makes time to \_\_\_\_\_ .

Bell makes time to \_\_\_\_\_ .

(b) I go to my friend when I need help.

I go to my \_\_\_\_\_ when I need \_\_\_\_\_ .

I go to my \_\_\_\_\_ when I need \_\_\_\_\_ .

I go to my \_\_\_\_\_ when I need \_\_\_\_\_ .

I go to my \_\_\_\_\_ when I need \_\_\_\_\_ .

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.



## LANGUAGE EXPERIENCE APPROACH

**Step 1:** Start a Discussion

**Possible prompt:** Ask the students to think of common favours friends ask of each other.

**Step 2:** Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. They watch their kids.) Print clearly. Say each word as you print it.

**Step 3:** Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

**Note:** Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

**Step 4:** Use the Student-generated Text

**(a) Sight Words**

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

**(b) Cloze**

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

**(c) Review Phonics and Word Families**

The target letter and sound for *How to Be Good to Yourself* was **w /w/**. Have students find, circle, and copy the words that start with the letter **w**. Repeat the process for the word family **ell**, if applicable.

**(d) Copying**

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

**(e) Frame Sentences**

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

**Example:**

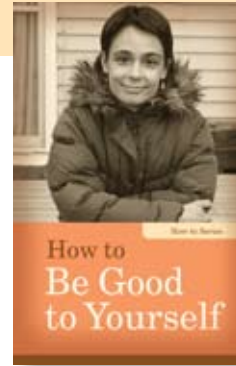
They watch the kids.

They babysit the kids.

They teach the kids.

They tease the kids.

They discipline the kids.



## ANSWER KEY

### Teacher's Pages

#### After Reading the Book

#### 2. Check Comprehension:

**Option A:** (a) Bell is good to everyone except herself. She is busy and tired. She starts to feel used and angry. (b) Bell asks for help. (She asks her husband and friends for help.) Bell makes time for herself. (She makes time to eat well, walk, and have fun.) Bell is not hard on herself. Bell does things she is good at. Bell reminds herself to be good to herself. (c) Bell does not worry if she makes a mistake. She goes easy on herself. (d) Students will have different answers.

**Option B:** (a) False: Bell makes changes because she is good to everyone but not to herself. She is busy and tired. She starts to feel used and angry. (b) Students will have different answers. (c) False: Bell says that everyone makes mistakes. She goes easy on herself. (d) Students will have different answers.

### Worksheets

1. **Letter Names:** well, walk, will
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. well 2. fell 3. yell (c) Possible answers\*: Bell, fell, yell, bell, cell, hell, sell, tell
4. **Matching:** (a) Bell makes time to walk. (b) Bell makes a mistake. (c) She picks up the pieces. (d) She makes time to have fun.
5. **Predict Words\*:** (a) family, husband, kids, friends (b) busy, tired, used, angry, good (c) money, help, time (d) makes, has (e) drawing, writing, helping (f) mirror
6. **Scrambled Sentences:** (a) Bell makes some changes. (b) Bell asks for help. (c) She makes time for herself. (d) Why does Bell make changes? (e) Why does she feel used? (f) Bell does not feel tired.
7. **Sentence Frames:** Students will have different answers.

\* Other answers are good if they make sense.