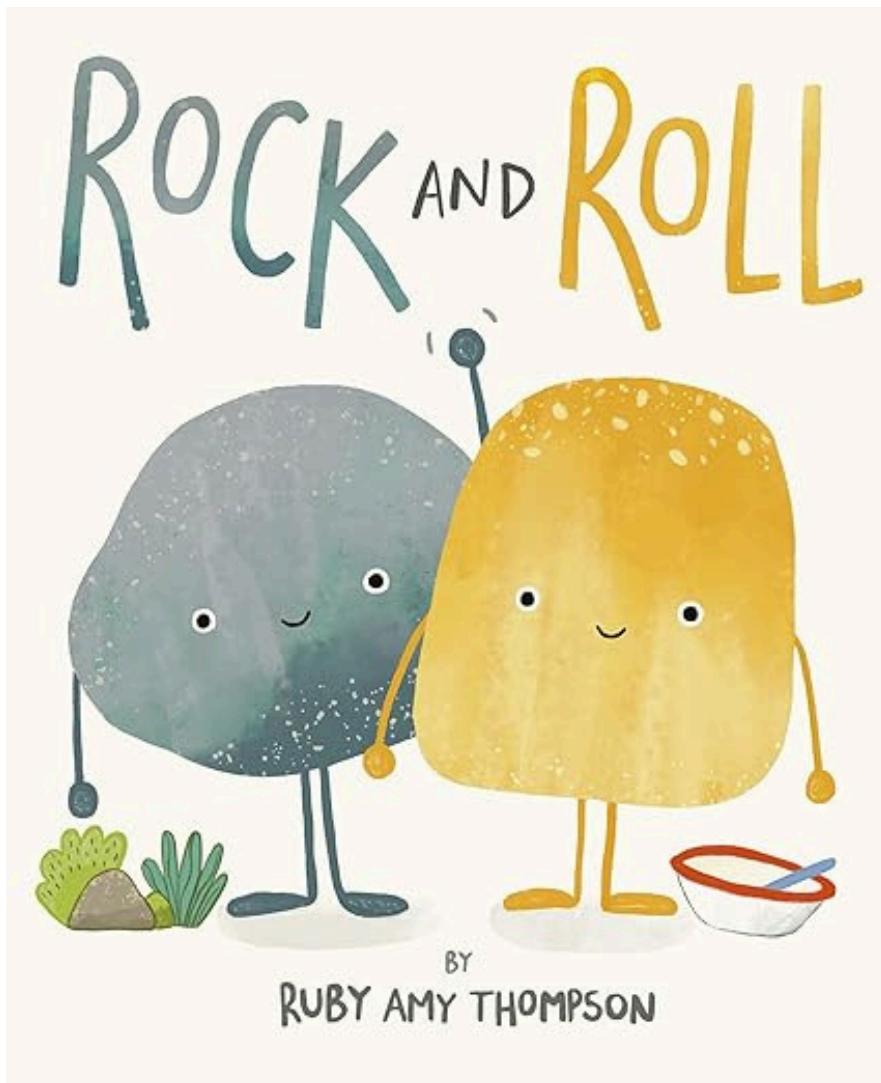


Rock and Roll

Read Aloud Lesson & Activity Kit



Preschool-Gr.1

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Educator Guide

This guide was created to provide **educators** with extension ideas after reading the book ***Rock and Roll***. The repeated/intentional read aloud lesson themes are friendship, identity, and that each person is unique. This guide provides educators with the a brief read aloud lesson and access to activities. This read aloud could **be repeated or read just for fun, we leave it up to the educator.**

For Intentional/Repeated Read aloud: Introduce the read aloud with either a large group or small group. We usually share the book for the first reading with the large group and then repeated readings are in small groups. Small groups provide educators with opportunities to monitor understanding, support student engagement, and it gives the students more chances to participate. You can also choose to work with only a select group of students perhaps for the literacy skill the children are working on or because of interest by the children. However, as the educator/team, use your own discretion when implementing these recommendations and learning opportunities. You know your classroom best!

Activity ideas for follow up are provided in this kit.

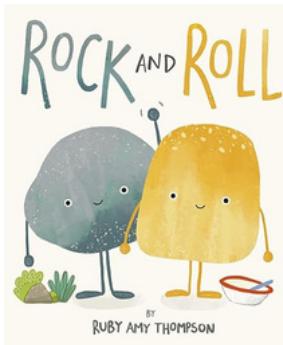
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Read Aloud Lesson Plan



THEMES

friendship, identity, being unique

Before 1st Reading:

Supporting background knowledge, discussing title and cover, take some time to look through the book with children. What do you think this story is about? What is going on between Rock and Roll? What do you think the author is going to teach us about? Introduce the main characters (protagonists), what do you notice? At this time you may wish to introduce new vocabulary from the story to support children's understanding. You can use pages of the book as you discuss the summary. (optional) If children are curious or seem confused about the ideas, provide more to build schema.

During 1st Reading:

Reread the title of the story, when we first meet the protagonists, pause to share that they are the main characters in this story. Then proceed to read stopping at *predetermined* pages what your are thinking out loud. Stop at the pages that have "they each come from very different worlds." I wonder if Rock and Roll can ever be friends? This has me thinking that... (add your thoughts).

After 1st Reading:

With the children discuss what they notice/heard in the story. Consider using some prompts such as I think the author wanted us to... or I am wondering... With each reading you can add new questions/prompts. For ideas see our resource section on page 16 in this kit.

Read Aloud Plan



Before 2nd/3rd Reading:

Do you remember this story? Who are the main characters of the story? What did we learn about each character? Review vocabulary before reading story again.

During Reading:

Select pre-determined pages to pause and invite the children to do the think aloud. This works best in small groups, but can be done in large group too.

You can use prompts: What do you notice? What do you see?

Why is...

I wonder...

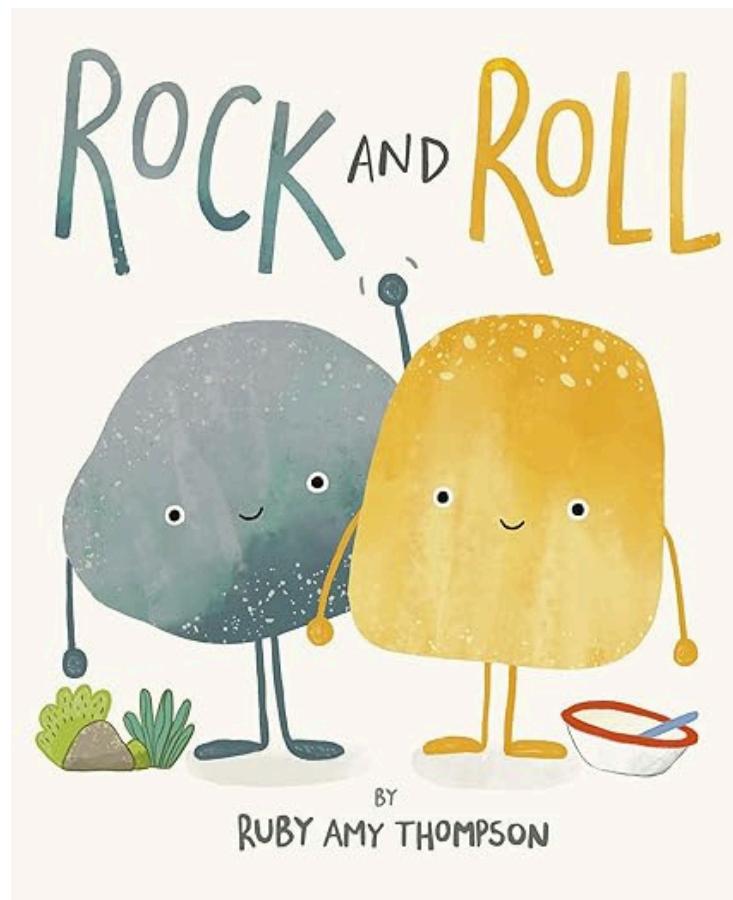
I think...

After Reading:

What is the author's message?

What does it mean to be a good friend? See Activity section for more learning opportunities.

Activities



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Activity 1

In this activity children are invited to draw themselves (using the template provided). Educators are invited to either share the template and/or share an example. You know your children best and what they need to complete the activity. Drawings can be posted in the class or placed in a book format. The book can be shared with the class in a community gathering or in the book centre.

We are all unique, draw a picture of yourself and share some information about you.

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I Am Unique

My name is

My favourite food is

My favourite game is

My favourite colour is

One thing I don't like is

My favourite book is

Activity #2

Like Rock and Roll we are all unique, but there are also some things that connect us.

Share the pictures created by the children, discuss what makes us unique, including our fingerprints, and other ideas the children discover as they look at each picture.

Discuss what they notice may be common likes, dislikes, favourite books, etc. Make connections back to the story. Document on chart paper or digitally.

Then invite children to work with a partner to discuss orally or draw, or write about things they have in common and things that are different.

Printable activity sheet is provided for writing or drawing.

Activity #3

Work with a partner.



How you are the same (=) and how you are different (X).

You can write  or draw  the answers.

Activity #4

We are all special in our own way. We are unique and have different personalities. Explain what the word *personalities* means and use examples from the story to support. Create a chart of the different personalities that make us who we are. If these words are new then take time to introduce vocabulary using visuals, gestures, sentences, etc to support understanding.

Example: helpful, confident, good at remembering ideas, happy, smart, creative, artistic, etc.

Once the chart is created with the different personalities, consider the asking the following...

**How can Rock and Roll be friends?
What makes a good friend?**

Activity #5

What makes a good friend?

Introduce this question during the read aloud.

Document on chart paper or digitally the characteristics of a good friend. Even if you have already done a similar activity, reviewing this concept helps solidify understanding.

You can also share the following video to support conversations.

[Video Link](#)



Letter To A Friend

Write a letter to a friend. Your friend can be in another class, daycare or lives far away. (Educators, invite parents to help with addresses for friends who live far away). Explain why you think they are a good friend. Refer to the chart or digital copy of this made with large group/small group.

Option One can be for children who are at the very beginning of writing, or who are learning to hold crayon/pencil. Educator transcribes ideas.

Dear _____

Sincerely, _____

Transcribed by: _____

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Option Two can be for the emerging writer, a child who wants to try writing on their own, and for writers.

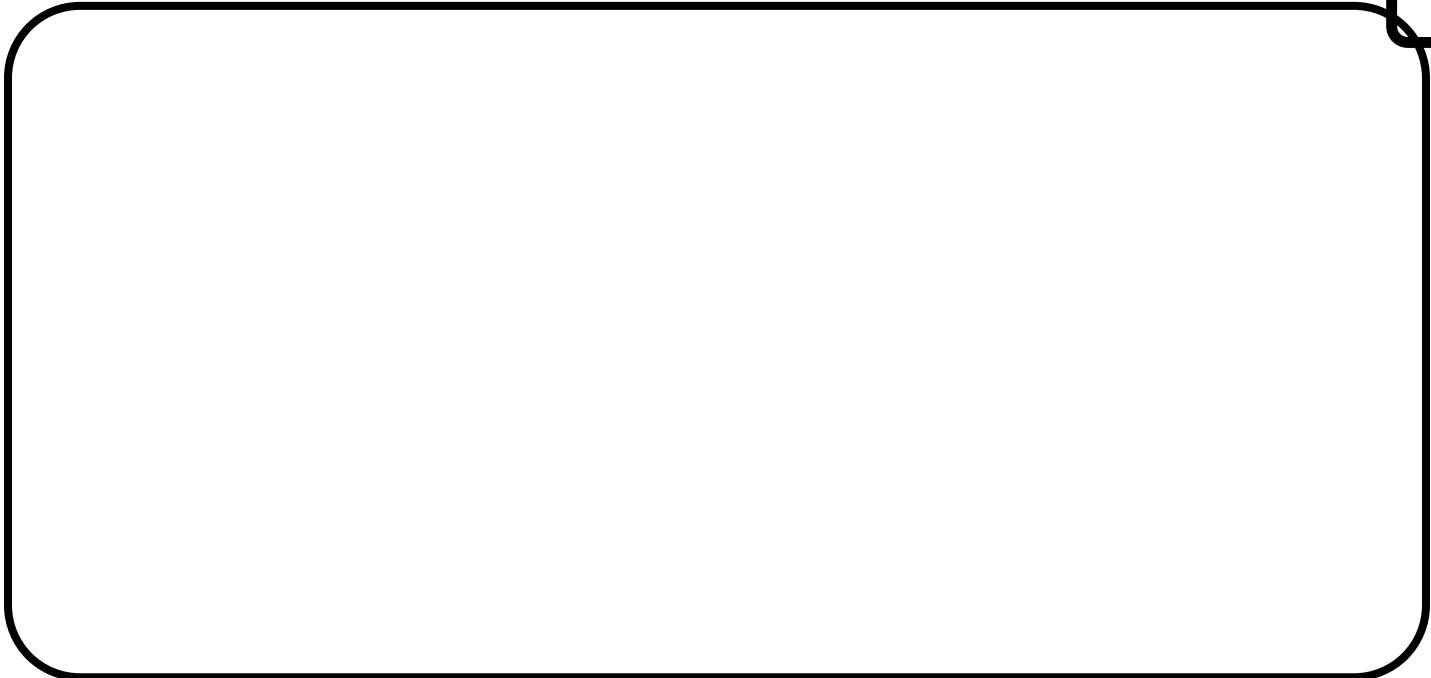
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Sincerely, _____

Transcribed by: _____

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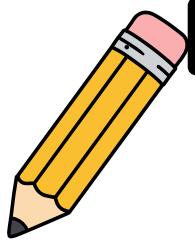


Dear _____

Sincerely,

Transcribed by:





Dear

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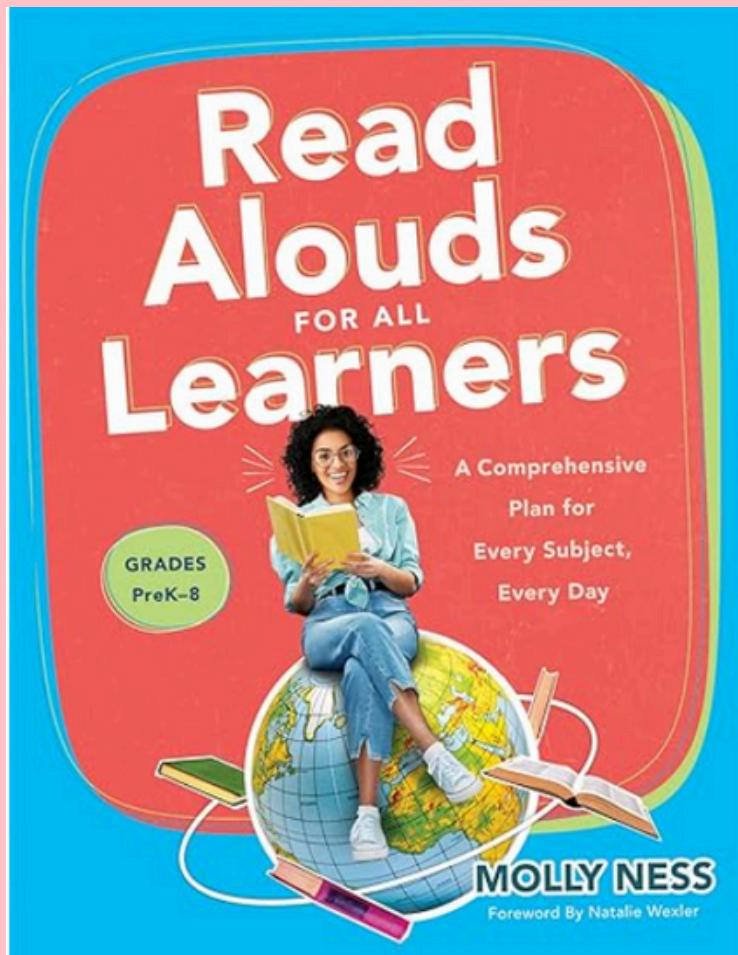
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Digitized by srujanika@gmail.com

Sincerely,



Resources



Link to resources by [Molly Ness](#)

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