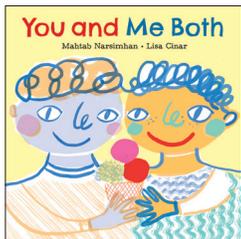




# You and Me Both

A Guide for Teachers: Grades 1-2

Guide by Kari-Lynn Winters



## About the Book

A love of blocks isn't the only thing Jamal and his best friend share. They also love strawberry jam, splashing in puddles, and the crocodile pillow at school. In fact, they're so much alike, they might as well be twins! This book celebrates friendship and diversity, and reminds us that the people we love and the things we share with them go more than skin deep.

Picture books are often inspired by everyday happenings. In March of 2017, the book's author, Mahtab Narsimhan saw a news article about two boys with different skin colors who got the same haircut thinking it would make them identical. Mahtab stated, "When I read this story, it hit me that kids do not see race, religion, color, sex, or any other distinguishing features in the same ways as adults." Instead, kids see "a friend who shares the same likes and dislikes as they do, and someone with whom they can share endless hours of fun." Mahtab went on to say that if kids can continue to value their friends' identities in these ways, they have the potential to develop empathy in their lives, and perhaps cease to judge others.

## About the Author

Mahtab Narsimhan has written numerous critically acclaimed books and been nominated for several awards. Her debut novel, *The Third Eye*, won the Silver Birch Fiction Award in 2009. Mahtab is inspired by the desire to make sense of the world through stories and is deeply committed to representing diversity in her books. She lives in Vancouver, British Columbia.

## About the Illustrator

Lisa Cinar is an illustrator, picture book-fan, dog-petter, pattern-lover, and owner at Draw Me a Lion, an online shop of cards, prints, and other fun things. Originally from Germany, she now calls Vancouver, British Columbia, home.

## Book Themes:

- Friendship
- Diversity
- Celebrating Identities



**ISBN:** 9781771473668

### CURRICULUM LINKS:

**Language Arts:**

Reading

### READING LEVELS:

**Grade:** K-5

**Fountas & Pinnell:** J

**Lexile® Measure:** AD450L

**Reading Recovery:** 17

**Common Core:** L, RF, RL, SL, W

## Discussion Topics & Activities for Students

### **Building the Tallest Tower**

*Students will demonstrate structural planning and problem solving by building structures.*

#### Grade 1 Science: Structures and Mechanisms

##### **Equipment and Supplies:**

- Building materials
- Markers
- Paper

##### **Instructions:**

1. Encourage students to choose a building material (e.g., blocks, cereal boxes, Lego) and begin building the tallest tower.
2. Before the tower falls, ask students to draw their towers and to explain some of their thinking in regards to structural planning and problem solving (e.g., if the bottom box is too small, the tower falls over).
3. Record any structural planning or problem-solving solutions that the students either demonstrate or vocalize.

##### **Expansions & Extensions:**

Students can integrate additional materials (e.g., plastic wrap, rocks, cloth).

##### **Technological Integrations:**

Students can video record themselves building and speaking about their towers.

##### **Assessment Ideas:**

Gallery walks can be offered. Here, students have opportunities to show and to talk about their structures and drawings.

### **Strawberry Jam on Toast Patterns**

*Students will build AB, AAB, ABB, and AABB patterns.*

#### Grade 1 Math: Algebra

##### **Equipment and Supplies:**

- Crafting materials (e.g., sponges, paint, blocks of wood, red construction paper, glue)

##### **Instructions:**

1. Encourage students to use materials to create “strawberry jam on toast” (e.g., pink paint on white sponges, red paper glued onto blocks of wood) and begin building various patterns.
2. Have the students work together as a group to develop various patterns (e.g., toast alone, toast with jam, toast alone).
3. Record any structural planning or problem-solving solutions that the students either demonstrate or vocalize.

##### **Expansions & Extensions:**

- Students can stretch and record patterns outside by placing items on the sidewalk and tracing them with chalk.
- Students can assign body rhythms to each piece of the pattern (e.g., toast alone can be represented with a clap of the hands, toast with jam can be represented with a tap on the thighs.)

**Technological Integrations:**

Students can use the computer to research patterns in nature.

**Assessment Ideas:**

Students can be offered self-assessments (e.g., I can point to the A component of the pattern, or I can show my teacher an AABB pattern that I've created.)

## What Do Rabbits Need?

*Students will demonstrate an understanding of what live animals need in order to survive.*

### Grade 2 Science: Understanding Life Systems

**Equipment and Supplies:**

- Paper
- Pencil

**Instructions:**

1. Encourage students to observe their classroom pet, their own pets, or their friends' pets and take notes.
2. Remind students to handle the pets gently and using the established safety protocols (e.g., pet the rabbit's back only, wash hands before and after handling the rabbit).
3. In small groups ask students to discuss their observation notes, paying close attention to the needs of the animals.
4. Ask students to create dramatic scenes demonstrating their understandings of the safety protocols and the needs of the pet.

**Expansions & Extensions:**

- Students can share their scenes with other students or with other classrooms.
- Students can be asked to create reports about animal care.

**Technological Integrations:**

Students can use the computer to research international and ethical pets, including the care that each pet needs.

**Assessment Ideas:**

Students can peer assess dramatic scenes, paying close attention to the animal's care. Pet helpers can be assigned to ensure that classroom pets are getting the care that they need.

## Rainstorm Soundscape

*Students will compose a rainstorm composition that compliments the book *You and Me Both*.*

### Grade 1 Music: Composing Musical Compositions

**Equipment and Supplies:**

- *You and Me Both*
- Rhythm instruments

**Instructions:**

1. Read the book to the students, encouraging them to find the pages in the story where it might be raining.
2. Using body percussion or rhythm instruments, invite students to explore and create an experience that sounds like a rainstorm.
3. Read the book a second time, and have students recreate their composition to accompany the story on the appropriate pages.

**Expansions & Extensions:**

- Students can discuss how their music-making affects their reading experience.

- Students can use body percussion and rhythm instruments to demonstrate how the main characters feel throughout the book.

### Technological Integrations:

Students can record and replay their soundscapes and the book reading so they can hear them again and again, even after they have finished their live performances.

### Assessment Ideas:

Students can answer questions about their musical compositions (e.g., what sounds really sounded like rain to you? Did you help your class to make the soundscape? How did you contribute to the soundscape?)



## The Same, Or Different

*Students will draw upon the elements of design in order to repeat and differentiate patterns.*

### Grade 2 Visual Arts: Understanding Compositions

#### Equipment and Supplies:

- Blank paper
- Paper templates (see page 5-6)
- Pencil crayons

#### Instructions:

1. Go on a texture walk with students. This walk can be inside the school or outdoors. While on the walk, point out various patterns and textures you see in the environment.
2. On a blank piece of paper using pencil crayons, teachers demonstrate some of the patterns and textures they saw on the walk. Point out and discuss elements of design, such as shape (e.g., round and circular, triangular), line (e.g., straight, curved, zigzag), and texture (e.g., rough tree bark, smooth plastic garbage pails).
3. Give students opportunities to practice creating patterns and textures of their own.
4. Give students the shirt and cap templates and ask them to transfer their original design to the shirt or the cap.
5. Students can copy the same original design onto both shirts or caps or use the second to create a different design entirely.

#### Expansions & Extensions:

Students can share their shirts and caps, determining if the patterns and textures are the same or different from their original design.

#### Technological Integrations:

Students can use photo-editing tools to draw on photos, retracing each other's elements of design (e.g., retrace all of the circles, follow the curved lines with the cursor).

#### Assessment Ideas:

- Photo-edited pages can be printed out.
- Teachers can interview students about their patterns and textures used and about the elements of design details.

