

Are You My Mother? – P.D. Eastman

CHARACTER TRAITS AND THEMES

KINDERGARTEN

Primary Character Trait:

Optimism - Expecting good things today and in the future

Basic Need:

Love and Belonging – The need for relationships, social connections, to give and receive affection and to feel part of a group.

OBJECTIVES

The learner will:

- Show simple understanding of the 5 Basic Needs: specifically, Love and Belonging
- Show simple understanding of the Character Trait: Optimism
- Make text-to-self connections
- Begin to understand the difference between the beginning, middle, and end of a story

GRADE LEVEL CONTENT EXPECTATIONS

Kindergarten

Comprehension

R.CM.00.01 Begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

Writing Process

W.PR.00.03 Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.

Speaking

S.CN.00.01 Explore and use language to communicate with a variety of audiences and for different purposes including problem solving, explaining, looking for solutions, constructing relationships, and expressing courtesies.

Discourse

S.DS.00.02 Briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.

RESOURCES

Trade Book: *Are You My Mother?* by P.D. Eastman

Other Trade Books:

Bourgeois, P. (1998). *Franklin is Lost* Perfection Learning Prebound.

Galvin, L. (2007). *Baby Duck Gets Lost* Soundprints.

Willems, M.(2004). *Knuffle Bunny* Hyperion Books CH.

ESTIMATED TIME PARAMETERS

One day

More than one day

Mini-unit

INTRODUCTION

During a class meeting, circle time, or read aloud time, ask the students to think about a time when they lost something. When they have their ideas, have them turn and talk to a neighbor about what they lost and how they felt when it was lost. Have them share if they ever found what they lost and how they felt then. Have several children share their responses if they want to. Tell them that you are going to be reading a story about a baby bird that has lost something, and to pay close attention, because you will be asking them questions about the story during and after you read.

INSTRUCTION

Read aloud, ***Are You My Mother?***. During reading, ask students about how they think the baby bird is feeling when he can't find his mother.

At the end of the book, ask questions from the following list:

- *What did the baby bird do at the beginning of the story when he wanted to see his mother?*
- *How did the baby bird try to find his mother?*
- *In the middle of the story, how do you think the baby bird was feeling when he still couldn't find his mother?*
- *Is that the same way you were feeling when you couldn't find what you had lost?*
- *How do you think baby bird was feeling when the Snort put the baby bird back in his nest and his mother came back?*
- *How do you think the baby bird knew he belonged to the mother bird when she came back?*

MAKE CONNECTIONS

1. Baby bird was all alone in his nest and did not like that feeling. He wanted to find his mother, so that he could feel loved and like he belonged somewhere.

Use the following ideas to engage students in a conversation about love and belonging: Ask students about a time when they might have felt alone and how someone helped them feel like they belonged. Ask students about how they show love to someone, or how they know someone loves them.

2. Baby bird would not give up on looking for his mother. He KNEW he had a mother, so he kept looking.

This is an example of optimism, which means believing something good will happen. Remind students about how they might have thought learning how to do something was hard, (e.g., learning to write, ride a bike, etc.) but how they kept trying and believing **they would get it**. Discuss with the students that they eventually learned how to do the task, and being optimistic helped them accomplish their goal.

ACTIVITY IDEAS

Class Book

Advanced Preparation: You will need one piece of story paper for each student. I suggest writing most of the sentences out for the students, and just have them fill in the blank. If it is later in the year, students may be able to write it all out themselves.

Connect to writing by making a class "*Are You My Mother?*" book. Have students choose an animal they want to have looking for its mother. Let each child make their own page of the book by deciding what they want the chosen animal to find along the journey. Have the following sentences printed on the story paper for your students, or on the board; students will need to fill in the blanks: *Baby (classes' animal) came to a (animal student chooses). Are you my mother?* When students are finished, collect the papers and put them together like a book. Create a cover page and display it in the classroom for students to read.

Science Connection

Connect with science by having students match pictures of animals and their babies. Discuss the names for the different animals and the names of the animal babies (e.g., dog/puppy; cat/kitten; hen/chick). Discuss similarities and differences between adult and baby animals. The following link is a cut and glue matching activity to go along with this.

<http://www.teachervision.fen.com/tv/printables/orange/SL-73.pdf>.

Science or Social Studies Connection

Connect to science or social studies by showing different animal homes. Discuss how each home meets the needs for each animal to help it survive. How is their home different or similar to the homes they live in? Offer materials to have students make a pretend home for a certain animal.

EVALUATION/ASSESSMENT

1. Appropriate responses to the questions asked in the 'Make Connections' section can serve as an understanding of love and belonging and optimism.
2. Students' accurate connections between a time when they lost something and how their feelings were similar to those of baby bird can serve as an understanding of making a text-to-self connection.
3. Correct responses during the instruction can serve as an understanding between the beginning, middle, and end of a story.