

# Teaching Guide for

# *My Favorite Place*

*A picture book written by Nilanka Maldeniya*

*& illustrated by Charity Russell*

Grades K-4

## LANGUAGE & ARTS

### Reading Comprehension

Before reading the book, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers.

*Front cover discussion:*

- Describe what you see. Who do you think the character is? What is she doing? What is the setting of the book?
- Pretend to be the character in the illustration. Pay close attention to the facial expression and body language. How do you think this character feels?
- What do you think this story is about?

***Now read or listen to the book. Help students summarize in their own words what the book was about. Discuss afterwards:***

- How does the girl spend her day at the beach?
- Who else is with the girl? How do they feel?
- What are some activities the girl did on the beach?
- Did the girl or her brothers get in trouble at the beach?
- How does the girl feel when it is time to leave?
- How do you feel about beaches? Share a beach memory.
- Do you have a favorite place? What makes it special?

### Writing Activities

A character's actions can tell us what kind of person they are.

Pay close attention to the main character's actions, and the expressions on her face. Record your thoughts scene by scene.

*Example*

- What the girl does: Comforts her injured brother.
- How you might describe her: Gentle, kind and caring.

After gathering information about the main character, write a few new scenes for the book.



### Talk about the creators of the book.

Who is the author? Who is the illustrator? What did each of them do?

Research them & discuss your findings.

### Drama & Art

- Students act out story as it is read out.
- Students draw their own beach story.
- Create a new character and act it out (e.g. a beach ice cream vendor).
- Have students take turns silently acting out a specific scene (i.e. charades).
- The story is in the 1st person narrative. Discuss other ways to write a story. Rewrite in the third person and also use dialogue (for younger students, use speech/thought bubbles instead).



## MATH

### Seashell Hopscotch

This indoor/outdoor activity will help students improve number recognition and counting skills, and also strengthen motor skills and balance. Use chalk for outdoors and tape for indoors.

- Draw or tape numbered hopscotch squares.
- Place a seashell (real or cutout) in a numbered square.
- First student rolls a die twice and adds the two numbers to know how many boxes to hop.
- Students hop their way through, counting squares as they hop.
- When a student lands on the box with the seashell, it's a win! When a student overshoots or falls short, go again!

### Seashell Scavenger Hunt

This game helps hone observational and counting skills.

- Create several copies of paper cutouts of different sized seashells and number each shape from 1-5.
- Hide the cutouts around the classroom.
- Assign students a certain shape .
- Ask students to find shells #1-5 until they have a set of 5 for their assigned shape. If a student sees a number already collected or a shape that isn't what he/she is collecting, he/she must leave it for another student to find.
- The first student to find their assigned shell shape in the 1-5 sequence wins .
- The same game can be played with a set pattern of colors and pictures to teach sequencing.

### Word Problem (examples):

Younger students may need pictures and props to get to the answers:

- The girl has 4 shells. She gives 1 shell to her brother. How many shells does she now have?
- Dad is toasting 4 buns. Mom asks if he can make 2 more. How many buns is he toasting?
- The kids fly 1 kite. Other kids join with 3 more kites. How many kites are up in the sky?

### Telling Time

The family in the story spends the whole day at the beach. Discuss:

- What time might they have gone to the beach?
- What time did they have lunch?
- What time did they go home?

Ask the students to make clocks using white paper plates and colored paper for the hour and minute hands.

They can move the hands as they discuss the time of different events.

## SCIENCE

### Beach/Ocean Research Project

- Take the class to the school library.
- Research a beach/ocean picked from a map/globe by using books, internet and other sources.
- In small groups or individually, gather as much information as possible on: geographic location, birds and other species native to that beach/ocean, size, distance to the school, and other fun facts.
- Have the students present their research to the class.



### Sand Observation

- Sand is a mineral made up of finely divided rock and mineral particles. Although sand looks the same from a distance, particles may be different colors.
- Put sand on a white sheet and have students take turns looking at sand particles through a magnifying glass.
- Discuss the different places in the world where we can find sand: beaches, deserts, bottom of the ocean.

### Sand Volcano

- Weather allowing, the teacher can make a sand volcano in the school's sand pit or sandbox.
- Materials needed are sand, a bucket, water, vinegar, baking soda, and food coloring.
- Discuss how sand and water mix, and talk about proportions used.
- Once a volcano has been formed with the sand and water, add a cup of baking soda to the volcano, pour in the desired amount of vinegar and food coloring, and watch the eruption.



## SOCIAL STUDIES

With games that use only a beach ball, teachers can teach students the importance of working as a team. Beaches are also places where we often see community spirit in action.

### Beach Ball Soccer

Teams try to score goals by passing the ball to a teammate without it touching the ground. Place a box on each side of the playing field – these are the "nets". If the ball hits the ground, it become the other team's ball. Depending on the age of the students, make the game harder or simpler.

### Sportsmanship

Once the game is over, teach students about how to be a good winner/loser. A good sport will congratulate the other side and be respectful. Give examples of what it means to be a good vs. bad sport by using scenarios (e.g., temper tantrums = bad; shaking hands after the game = good).

### Community Service

Discuss how communities come together to clean and preserve beautiful beaches, birds' habitats, etc.

