

## THE NECKLACE



## LITERACY ELEMENTS

quotation marks  
question mark

## WORDS TO DISCOVER

her  
red  
blue  
necklace  
said  
sister  
right  
brother

## MATH CONNECTIONS

PATTERNING AND ALGEBRA  
identifying and describing  
patterns

## ESL CONSIDERATIONS

Play the *First Reading of The Necklace* on the audio CD as you point to the words and the illustrations.

## Story Synopsis

This patterning story begins with 3 siblings playing: the older sister, Lola, and twins, a girl and a boy. Lola is distraught when she breaks her favourite patterned necklace. The younger siblings try to fix the necklace by stringing the beads in random order. Lola then helps her younger siblings fix the necklace using the original pattern. Children will enjoy the imaginative play of the younger siblings.

## Overall Learning Opportunities

A  
B  
C

Children will:

- demonstrate an understanding of a variety of written materials that are read to them
- make sense of simple written materials
- use and respond to a variety of media materials

1  
2  
3

Children will:

- recognize and use patterns

## Activity Menu

*Shared Reading*, page 39

Read the story to the class or a small group. Children will quickly feel comfortable participating in reading the dialogue in the story.

*Guided Reading/Picture Walk*, pages 40–41

Meet with children who are at Instructional Level B to guide them through the text, using discussion, a Picture Walk, Independent Reading, and Revisit and Reinforce the Story.

*As a Group*, pages 42–43

A  
B  
C

*Mystery Box* – Children identify objects by colour.

*I Spy* – Children play *I Spy* using colour words.

1  
2  
3

*Is It a Pattern?* – Children explore and identify the patterns in the story.

*Patterned Necklaces* – Children create and extend patterns by making necklaces.

*Independent Work*, pages 44–47

A  
B  
C

Blackline Master 17 asks children to colour according to colour words, and create their own pattern.

Blackline Master 18 provides practice in matching words to the correct picture.

Blackline Master 19 provides additional practice in identifying patterns.

1  
2  
3

Blackline Master 20 asks children to extend a pattern.





## LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- make connections between their own experiences and those of storybook characters
- demonstrate awareness of some conventions of written materials
- identify some features of books, and use these features to help them understand the printed text

## YOU WILL NEED

- a set of red and blue crayons for each child

## OBSERVING FOR ASSESSMENT

During *Shared Reading*, assess specific reading behaviours and make anecdotal notes of your observations. For example, does the child:

- engage in the pre-reading discussion?
- participate in the *Shared Reading* experience?
- understand that the pictures carry and extend the message?

## Getting Ready to Read

Read the title of the book to the children, pointing to the words as you read. Ask:

- What's a necklace?
- Do you know anyone who has one?
- What does it look like?

Explore the cover art together. Ask:

- What do you see?
- What does the picture tell us about the story?
- What do you think might happen?

Record children's responses on chart paper.

## First Reading

Read through the story, pointing to the words and pictures as you read. After reading the sentence "We will all fix it," said Lola," on page 13, pause and then ask:

- How could they work together to fix the necklace?

Encourage the children's guesses.

Continue reading to the end, then show the last page. Ask:

- Did they fix the necklace? How do you know?
- How do you think they feel now? Why do you think so?
- Have you ever had something break that you loved? Tell us your story.

## Returning to the Story

Have children discuss the story. Ask open-ended questions, such as:

- What was your favourite part of this story?
- Why was it a good idea for them to work together to fix the necklace?

Ask children questions to help them recall specific details, such as:

- What was the colour pattern of the necklace at the beginning of the story? Where would we look to check?
- What was the colour pattern of the necklace at the end of the story? Where would we look to check?

Turn to pages 2–3 and say:

- Red, blue, red, blue, red, blue is a pattern. What other patterns do you see in Lola's bedroom?

## Second Reading

• To prepare for the second reading, have a volunteer show the page where the story begins. Have another volunteer show where the first word begins and where it ends.

• Reread the story aloud using the Oral Cloze procedure:

"Lola loves red and \_\_. Lola loves her red and blue \_\_."

Pause and invite children to fill in the missing words.

## Extending the Reading Experience

- Read the story in a two-part, patterned fashion: you read the narrative text, children respond with the text in quotation marks, you read the text that follows. Continue for the whole book. Reverse roles when children are comfortable with the text. Later, they can read the story as one voice while you point to and mouth the words, and turn the pages.
- Have children colour the necklaces, according to the colour words, on **Blackline Master 17**. They can create their own pattern for the last necklace.



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TEACHING tip

For *Second Reading*, play the first track of *The Necklace* on the audio CD.



## LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- identify some features of books and use these features to help them understand the printed text
- respond appropriately to a variety of written materials read aloud to them

## YOU WILL NEED

- a necklace made of beads, strung in a red, blue, red, blue pattern
- colouring materials
- scissors and glue

## TEACHING tip

Near the end of *Picture Walk*, you can talk about how they co-operate to fix the necklace.

## Setting the Scene

Show children a necklace you've made using red and blue beads and strung in a red, blue, red, blue pattern. Tell children that the story they're going to be reading is titled *The Necklace* and that the necklace in the story belongs to a little girl named Lola. Print her name on chart paper as you spell it.

Hand out copies of the book to the children while explaining that Lola has a necklace much like the one you've made and that she loves it very much. Invite children to look at and recall the title of the book, look at the illustration on the cover, talk about what they see, and predict what the story might be about.

## Reading the Text

### Picture Walk

Have children turn to pages 2–3. Ask:

- Do you see Lola's younger brother and sister? What are they doing?
- Do you see Lola? What is she doing?
- From the picture, what colours do you think Lola loves?
- What do you see in the picture that's red and blue that Lola loves?

Turn to pages 4–5. Say:

- One day, Lola did something to her necklace. What did she do?

Point to page 5. Ask:

- What is her little sister trying to do?

Respond:

- That's right. "I will fix it," said her little sister.
- What's the problem? What is she doing?

Turn to pages 6–7. Ask:

- What's she doing now?

Respond:

- Yes, and she's asking Lola, "Is this right?"
- What will Lola have to say to her?

Turn to pages 8–9. Say:

- Even though Lola has to say "No" to her little sister, she doesn't look upset. Why?

Point to page 9. Ask:

- Who is saying, "I will fix it" now?
- Look at what he's doing. Is he fixing it correctly?

Turn to pages 10–11. Ask:

- What's he doing now?

Respond:

- Yes, and he's asking Lola, "Is this right?"
- What will Lola have to say to him?

Turn to pages 12–13. Say:

- Lola's little sister can't fix the necklace on her own. Lola's little brother can't fix the necklace on his own. What idea do you think Lola might have for all of them?

Turn to pages 14–15. Ask:

- What colour does Lola give to her little brother?

Point to page 15. Ask:

- What colour does she give to her little sister?

Turn to page 16. Ask:

- How do the children look?
- Why do you think so?
- Did they get it right? How do you know?



## OBSERVING FOR ASSESSMENT

During *Independent Reading*, assess specific reading behaviours and make anecdotal notes of your observations. For example, does the child:

- show an interest in reading the book independently?
- request help when the reading isn't making sense?
- produce a close approximation of the text when a word or language pattern isn't recognized or remembered?

## Independent Reading

Invite children to read the whole book independently.

## After Reading

Engage children in a discussion about co-operation and siblings. Ask:

- Do you have a brother or sister?
- Do you and your brothers and sisters work together to solve problems?

Encourage children to tell about their experiences. Those who don't have siblings can describe how they co-operate with their friends or with their parents or guardians.

## Revisit the Story

Discuss the story using open-ended prompts to engage children. Ask:

- What was your favourite part of the story?
- Did you think Lola's idea for all of them to fix the necklace together was a good one? Why?

Engage children in recalling specific information from the selection. Ask:

- What colours does Lola love?
- What colour were the beads that Lola gave to her little sister?
- Who tried to fix the necklace first?

Focus children on the language of the story. Ask:

- What was the colour pattern of the beads on the necklace?
- Who has a sister? Is your sister older or younger than you are?
- Who has a brother? Is your brother older or younger than you are?
- Lola's name begins with what letter? Do you know why it begins with a capital?

## Reinforce the Story

• Invite children to use their own books to respond to the following questions. Ask:

- What does Lola say after her sister tries to fix the necklace?
- Find the page where one day something happened that made Lola say, "Oh no!"
- What are some of the imaginative games the children play together?
- What does Lola's brother ask after he tries to fix the necklace?

• Extend the activity by using **Blackline Master 18**. Invite children to match the words to the picture. The children can cut out the print labels and glue them under the appropriate picture.



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## LEARNING OPPORTUNITIES

Children will:

- listen and respond to others in a variety of contexts
- demonstrate understanding that written words convey meaning

## YOU WILL NEED

- a large box, preferably decorated, to use as the Mystery Box

## PLANNING AHEAD

Send a letter home several days before doing this activity if you want children to collect blue and red items from home.

## LEARNING OPPORTUNITIES

Children will:

- listen and respond to others in a variety of contexts



After you've played Mystery Box, take the labels off each object to use in *I Spy*.

## Activity: Mystery Box

Decorate a large box to act as a Mystery Box. Show it to the children, and ask them to find something in the classroom that is red or blue. Children should label their item by colour, then place it in the box.

You might also consider asking children to bring blue and red items from home, label them, and place them in the box. Remind children to get permission before they bring an item from home.

Make sure that the number of objects in the box is the same as the number of children in the class. Ask the children to sit in a circle. Put the Mystery Box in the centre of the circle. In turn, each child reaches in, takes out one object, and identifies it by colour and label, for example, a blue crayon.

## Extension

- Invite children to add another adjective to their descriptions, for example, a broken, blue crayon.
- Invite children to put the identified objects into 1 of 2 colour groups.
- Have children create a variety of patterns, such as; a red, blue pattern; a red, red, blue pattern; or a blue, blue, red pattern.

## Activity: I Spy

Have the children sit in a circle. Place all the objects from the Mystery Box (from the previous activity) on the floor in the centre of the group. Play *I Spy* by saying, for example:

- I spy something that's red that you read.
- I spy something that's blue and starts with "esss."
- I spy something that's blue that's a circle shape.

## Extension

The first time the game is played, demonstrate the language pattern by giving all the clues and letting the children look for the objects. On one day, play the game using the colour and initial consonant as the clues; on another day, use the colour and function, and so on.



## LEARNING OPPORTUNITIES

Children will:

- identify and reproduce simple patterns
- create and extend simple patterns

## YOU WILL NEED

- several necklaces, in both an ABAB colour pattern and in random order
- 2 signs: Patterns and Not Patterns

## Activity: Is It a Pattern?

Open *The Necklace* to pages 2–3 and focus the children’s attention on Lola’s necklace. Point to the beads as children chant the colour pattern aloud. Ask:

- Which 2 colours are together over and over again?

Present several necklaces, some strung in a colour pattern and some not. Tell the children that, as in *The Necklace*, they are going to figure out which are pattern necklaces and which are not. With the children, examine each necklace in turn. Ask:

- Is this correct? Is this a pattern?

Chant the colours together. Ask:

- Is there a part that repeats over and over? If so, what is it?

Sort the necklaces into 2 groups, one labelled Patterns and the other Not Patterns.

## Extension

Distribute **Blackline Master 19**. Invite the children to identify which of the necklaces is not a pattern. The children can then colour in their own pattern for the last necklace.



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## LEARNING OPPORTUNITIES

Children will:

- create and extend simple patterns
- sort and classify objects into sets according to specific characteristics, and describe those characteristics

## YOU WILL NEED

- materials for string necklaces: coloured beads, pieces of coloured drinking straws, coloured pasta
- shoelaces

## Activity: Patterned Necklaces

Remind children that in *The Necklace*, Lola made a pattern necklace she loved to wear. Explain that they will be making their own necklaces, too. Start stringing 2 colours of beads, straw pieces, or pasta together in an ABBABBABB pattern.

When you have 3 repetitions, ask children to chant the pattern as you point to each object. Extend the necklace with the children by asking:

- What colour comes next?

Add an appropriate object in response.

Continue to extend the pattern. Ask:

- Which part of the pattern repeats over and over?

Provide 2 colours of beads (or straw pieces, or pasta), and shoelaces for children to create their own pattern necklace. Encourage children to model their necklaces and explain their patterns.

## Extension

Use **Blackline Master 20** to have children extend patterns by continuing the patterns on the necklaces. Children are also asked to create their own patterns. Encourage children to chant their completed patterns.



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Name \_\_\_\_\_

## Colour the pattern.



red blue red blue red blue red blue



blue red red blue red red blue red red



red blue blue red blue blue red blue blue

## Make your own pattern.





Name \_\_\_\_\_

Cut and match.



Lola

Lola's necklace

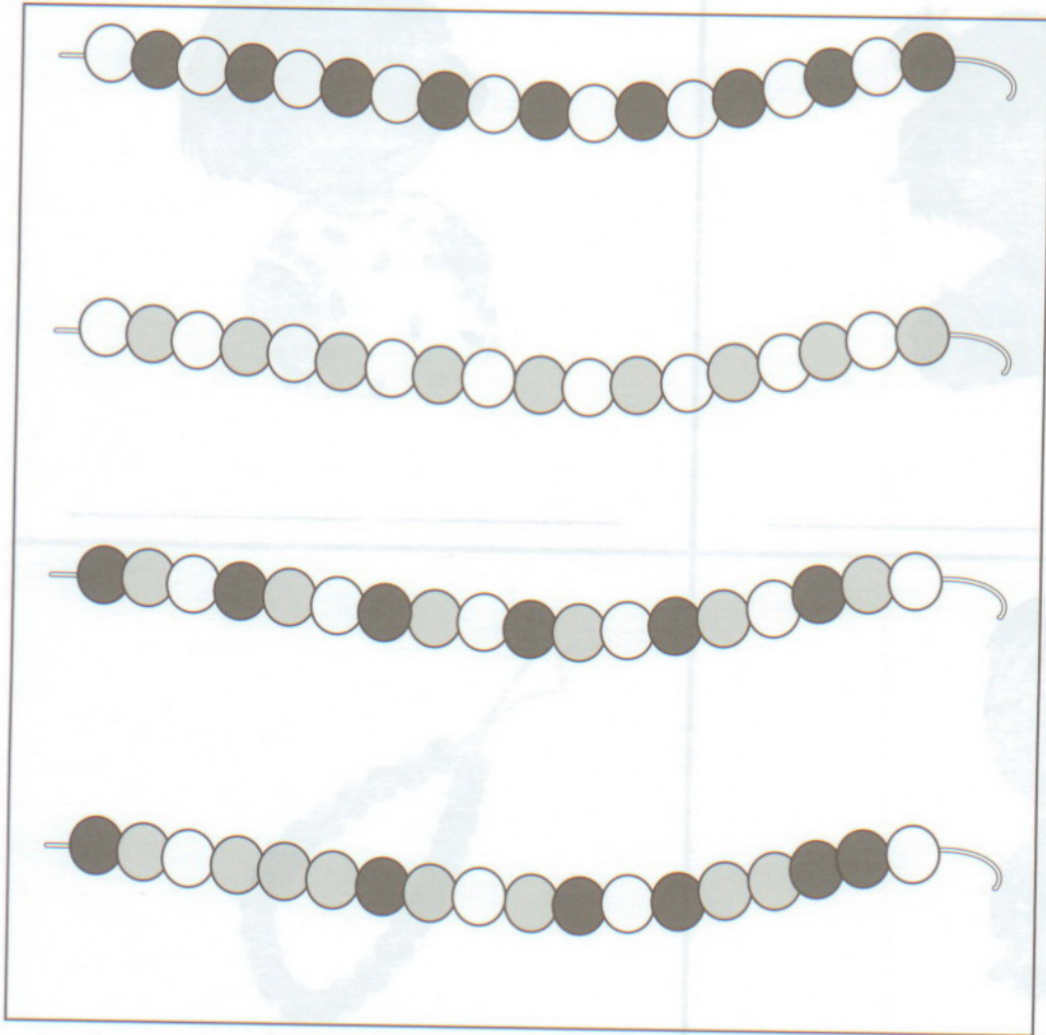
Lola's brother

Lola's sister



Name \_\_\_\_\_

Is it a pattern?



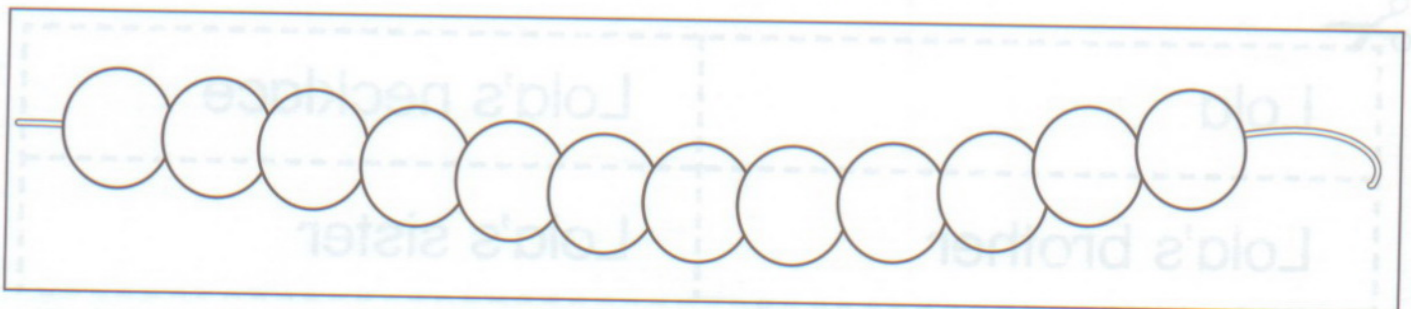
yes no

yes no

yes no

yes no

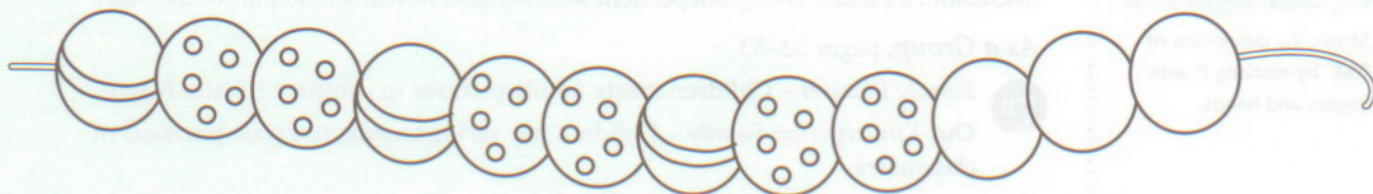
Colour your own pattern.





Name \_\_\_\_\_

**Make the pattern longer.**



**Colour your own pattern.**

