Where Are You From? *Descriptions in blue denote when the book is needed*

**Spontaneous Discussion**
- Allow students to become familiar with the book
- Informal assessment of natural language produced
- Orally build on learners' language

**Page by Page**
- Provide language phrases orally to complement site vocabulary
  (He/She/They is/are from _____)
- Build bank of pronouns through learners' experience with the pictures in the book

**Personalize the Topic**
- Teacher prepares color copy of each student's flag to help learners orally communicate to classmates where they are from
- Connect oral language to print: Where are you from? I am from ___. Where is she from? She is from ____ . (he, they, we, you)
- Display learners' flags and names of country in classroom

**Pronoun Use**
- **TASK #1:** Teacher uses the six pronoun pictures to introduce pronoun vocabulary
- Create a variety of matching activities for students to determine the difference in meaning between the pronouns I, you, they, we, he, she
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**Familiarize**

**TASK #2:** Teacher provides oral prompt by reading the script for the book. Students follow by turning pages at appropriate time.

**Reading**

**TASK #3:** Pronoun flash cards *he she they*
- Teacher reads sentences and students work in pairs to find the flashcard that matches the pronoun they hear at the beginning of each sentence.

**Monitor Proficiency**

**TASK #4:** Pronoun flash cards *he she they*
- Students page through the book and say the appropriate pronoun *he she they*

**Symbols Page Recognition**

**TASK #4:** Symbol Cards: Introduce 6 symbols at one time - elicit the names of the symbols from the students (arrow, circle, square, triangle, octagon (stop sign), cross, heart, x, diamond, star, rectangle)
- Match symbols on cards to symbols in book (symbols replace page numbers)
- Arrange the symbols in the same order as the book
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**Extension**
- Discuss the use of symbols in culture - elicit responses from students' experience
- Note symbols students see in their new city (IE: McDonald’s golden arch, H for hospital, symbol(s) on new country’s flag - maple leaf)

**Color Recognition**
- **TASK #5:** Focus on the color of each symbol (grey, dark blue, light blue, yellow, red, white, pink, brown, purple, dark green, light green, orange)
- create sequencing and patterning exercises: use the pattern in the book, change the order and have students reproduce the pattern, ask students to hold one card each and line up in the correct pattern

**Extension**
- Have students use color words to describe what people are wearing in the book. (IE: white scarf, purple sweater, brown hat)
- Match color cards to the colors in the book

**Flags**
- Focus on the flag on each page of the book - which flags do the students recognize?
- Talk about the colors and symbols on each flag
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**Personalize**
- Prepare and distribute a picture of each student's flag from their home country
- Ask learners to describe their own flag to a partner (monitor and support language)

**Extension: Oral Phrases**
- **TASK #6:** Model the following phrases using the Canadian flag or flag of students' present country: This is the flag of ______. It has ______ (symbol or shapes). The colors are ___________. (IE: This is the flag of Canada. It has a maple leaf. The colors are red and white.)
- Have students describe their home country flag in the same way with a partner; present to class
- An informal assessment of presentation skills and language use could be done here

**Country Names**
- Look at each flag in the book and elicit name of the country being represented
- **TASK #7:** Country Names: Teacher models categorizing countries with initial sound (teacher initiates the initial sound, students respond with sound, ask students to locate the words on the board that have the initial sound) Hand out student flash cards and repeat categorizing activity in pairs
- Countries can be categorized in a variety of ways (IE: continents, syllables, final sound)

**Matching**
- **TASK #8:** Students use flash cards to match name of country to each flag in the book
- Independent work: Students match flashcards with flag and name of country
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**Personalize**
- Teacher creates classroom set or individual sets of flashcards to represent each student’s home country name and flag
- Students repeat matching activity above

**Reading**
- **TASK #9:** Sentence Structure: *He is from Ivory Coast. She is from Canada. They are from Iraq, etc.*
- Students are exposed to the sentences and locate the picture in the book that coincides with each sentence

**Storyline**
- Each student holds a sentence strip from previous task. Teacher reads the sentences in order of the book and has the students line up as they recognize the language on their strip

**Matching**
- **TASK#10:** Students work in pairs and match sentence strips to each page in the book
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**Interviews**

- **TASK #11:** Students complete interviews by asking each classmate *Where are you from?* and write the name of the country on the blank form
- Students can refer to class display of flags and country names for spelling

**Personalize**

- Class Story / Book / Power Point: Take a picture of each student and provide a picture of each student's home country flag. Group students from the same country so all pronouns can be used
- Read class story *Where Are You From*: ______ is from ______ OR He is from / She is from / They are from

**Expansion**

- **TASK #12:** Identify the three terms: Letter / Word / Sentence
- Cut out the cards and place in an envelope for students to access. Students work alone or in pairs to place the letters, words, and sentences on the chart

**Independent Writing**

- Review the site words: he/she/they/is/are/from
- **TASK #13:** Students complete the sentences by referring back to the pages in the book giving them the opportunity to use the language and visualize the words
- Teacher assessment could take place here
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**Vocabulary Development**

- **TASK #14:** Where are you from now? Provide name of city, province/state, country the students are living in. Teacher says the words and students choose the appropriate card with the word spoken.

**Spelling**

- **TASK #15:** Students receive envelopes with the letter cards that spell the name of the city, province/state, and country they live in now.
- Teacher writes the words on the board and the students copy by organizing the letters correctly.
- Teacher says the word and students independently spell it.
- Students repeat orally how they spelled the word.

**Filling in a Simple Form**

- **TASK #16:** Students fill in the chart with the name of the city, province/state, country.

**Personalize**

- **TASK #17:** Stepping stone to student autobiography: Complete the page by writing the name of the city, province/state, country they are from and the city, province/state, country they live in now.