

FOR VISUAL READERS  
**TOON BOOKS®**

*We Are All Me*  
 by Jordan Crane

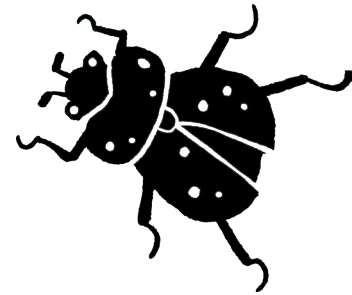
ISBN: 978-1-943145-35-5  
 F&P Reading Level = K

by Lotus Fragola,  
 Elementary school English teacher



**ELA COMMON CORE STANDARDS**

<b>KEY IDEAS AND DETAILS</b>	
<p>Read aloud or ask a student to read aloud the first page (“I am one”). What do you think the author means by this?</p> <p>Now read or ask a student to read the last page (“We are all one”). What do you think this might mean? Why do you think the author started the book with “I am one” and ended with “We all are one”? What do you think he is saying?</p>	<p><b>RL.K.1,                  RL.1.1</b></p>
<p>Re-read pages 14 and 15: “All of it seeking...to be alive.” What things can we see in the book that plants need in order to live? And what things do we see that animals need? And people? What would happen to plants and animals and people if we didn’t have water or sunlight or earth?</p>	<p><b>RL.K.2,                  RL.1.2</b></p>
<p>The book shows us some things that are very small and some that are very big. Can anyone name some of the very small things shown in the book? And what about some very big things? What do you think the picture on pages 17-18 shows?</p>	<p><b>RL.K.3                  RL.1.3</b></p>



<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<p>Why do you think the white arms are wrapped together in the picture on page 15? And why might the people’s fingers be pointing at each other? What do you think Jordan Crane is showing us here?</p> <p>Have students discuss whether they have read other comics before and how this book is similar to or different from them. Are there any speech bubbles in this book? Are there many smaller panels or does each page have a single picture? Does the author use many words or just a few?</p>	<p><b>RL.K.7                  RL.1.7</b></p>
<p>Ask students to think of ways that plants and animals use each other to survive. Prompt discussion of such processes as pollination, dispersing seeds, and obtaining food energy from plants and how these processes are beneficial to both the plants and animals. You might ask, for example, how bees and flowers are interdependent, or how birds obtain energy from berries while also helping propagate new berry bushes by dispersing the seeds.</p> <p>Then encourage students to think of books or movies they know in which the characters — whether they are plant, animal or human — help each other. Some examples include E.B. White’s <i>Charlotte’s Web</i>, many of the (Lobel) Frog and Toad stories and (Willems) Elephant and Piggie books.</p>	<p><b>RL.K.9,                  RL.1.9</b></p>



# ELA COMMON CORE STANDARDS *CONTINUED*



## CRAFT AND STRUCTURE

Show the picture of a heart on page 10 and ask if anyone knows what it is. Hint: this page says “beat, beat, beat.” Why do you think the author wrote “beat, beat, beat,” instead of “heart”?

On page 11, ask students what a cell is. (A simple definition is “any one of the very small parts that together make all living things.”) Are you made up of cells? What about a bird? And a tree?

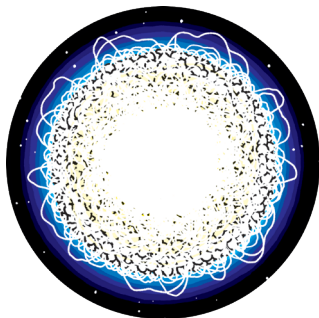
Continue to page 12 and ask what an atom is. Cells are very small, and atoms are even smaller. Everything is made up of atoms, which are so small you need a very powerful microscope to see them.

**RL.K.4**  
**RL.1.4**

Show students Jordan Crane’s name on the cover and ask why there is only one name listed (for contrast, you could also show the cover of a book that was written and illustrated by two different people). Did Jordan write or illustrate the book, or both? Can they think of other books they’ve read that one person both wrote and illustrated?

On the first page of the book, it says “I am one.” Who do you think this “I” is? Could it be the author, Jordan Crane, or you, the person reading the book?

**RL.K.6**  
**RL.1.6**



## SPEAKING AND LISTENING / WRITING

After reading the book to the students, have them sit in twos or threes and read the book aloud in turns. Direct students’ attention to “root” on page 8 and note how it rhymes with “fruit” on page 9. Ask them to find two other places in the book where the last word on a page rhymes with the last word on the following page. Can they think of other books where the author uses rhyming words?

The book’s title: *We Are All Me* also has two rhyming words. Which words are they? Point to the words “WE” and “ME” on the cover and ask students to say what other similarities they notice about these two words.

When things are interdependent, they help each other. Ask students to tell each other about a time they helped someone (human or animal) and were helped in return.

**SL.K.1**  
**SL.K.2**  
**SL.1.1**  
**SL.1.2**  
**SL.K.4**  
**SL.1.4**

There are some words the author uses many times in the book. Ask students to look for the words he uses most and write them down. Why do you think he uses these words so many times?

Which pages in *We Are All Me* were your favorites? Write down the number of the pages you like most and what you like about those particular pages.

**W.K.1,**  
**W.K.8,**  
**W.1.1,**  
**W.1.8**



FOR VISUAL READERS  
**TOON BOOKS®**

***We Are All Me***  
 by Jordan Crane

ISBN: 978-1-943145-35-5  
 F&P Reading Level = K

by Lotus Fragola,  
 Elementary school English teacher



**Interdependence of Living Things Lesson Plan**

Overview	Through appealing illustrations and poetic text, <i>We Are All Me</i> conveys a deep message about how all living things are connected to and depend on one another. This book will help students understand — and celebrate — the interdependence of all Earth’s people, plants and animals.
Subject	English Language Arts
Grade Level	Kindergarten – 1st Grade
Suggested Time	1 hour
Materials	Pencils, markers, crayons or colored pencils
Objectives	Students will learn the meaning of the word interdependent and gain understanding of the interdependence of living things. They will learn that life is sustained by water, air, sunlight and food and that people, animals and plants are part of a larger system and depend on one another for survival.
Before Reading	<p>Look at the book’s cover and read the title. Invite students to share their thoughts on what “we are all me” might mean. Can anyone guess what this book is about?</p> <p>Ask students if they have heard the word interdependent before and if they can guess its meaning. Give a simple definition (when different living things — animals, bugs, people and plants — depend on or need one another), along with a concrete example, such as zebras eat grass and lions eat zebras, then, after they die and decompose, lions enrich the soil. In this way, zebras and lions and grass all need and help each other... they are interdependent. Think about this word as we read the book.</p>
During Reading	<p>For the first reading, tell students to listen for what they think the author’s main message is. What do you think he is telling us?</p> <p>For the second reading, ask them to pay attention to the things — plants, animals and elements — the book shows, so that they can name them afterwards. Write on the board the things students name. Ask them to pick 3 or 4 and tell how they need and help each other, similar to the way grass, zebras and lions do.</p>
After Reading	<p>This story was inspired by the author’s wife, who suggested that we should have a holiday called Interdependence Day, where we celebrate all the ways we are connected to each other and to the planet. If we made a new holiday called Interdependence Day, what do you think we could do on that day to celebrate the interdependence of life on Earth? Would we eat special foods, have special activities or wear special clothes?</p> <p>A suggested companion book for <i>We Are All Me</i> is Dr. Seuss’ <i>The Lorax</i>, with its focus on how the destruction of natural resources affects plants and animals. Reading these books together can extend classroom discussion from the interdependence of living things to conservation and the importance of every element in an ecosystem.</p>

**WE ARE ALL ME**  
ACTIVITY SHEET: **BIG TO SMALL**

NAME \_\_\_\_\_



We Are All Me shows us how living things are made up of smaller and smaller parts.



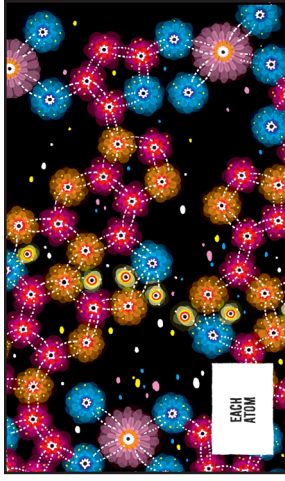
**BIRD**



**HEART**



**CELLS**

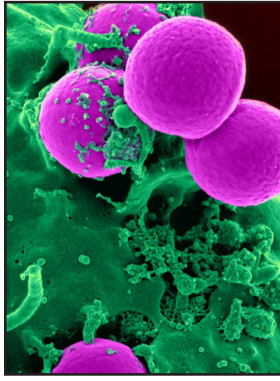


**ATOMS**

Number these things from 1 (biggest) to 5 (smallest), then draw your own pictures:



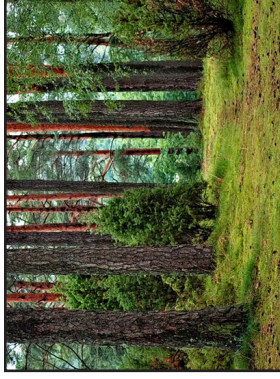
**LEAVES** Number \_\_\_\_\_



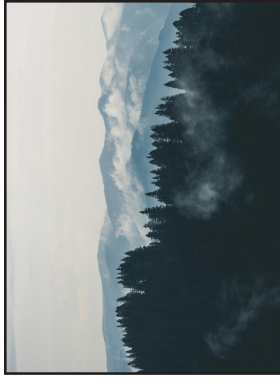
**CELLS** Number \_\_\_\_\_



**EARTH** Number \_\_\_\_\_



**TREES** Number \_\_\_\_\_



**MOUNTAINS** Number \_\_\_\_\_

Now draw you own!

**LEAVES**

**CELLS**

**EARTH**

**TREES**

**MOUNTAINS**