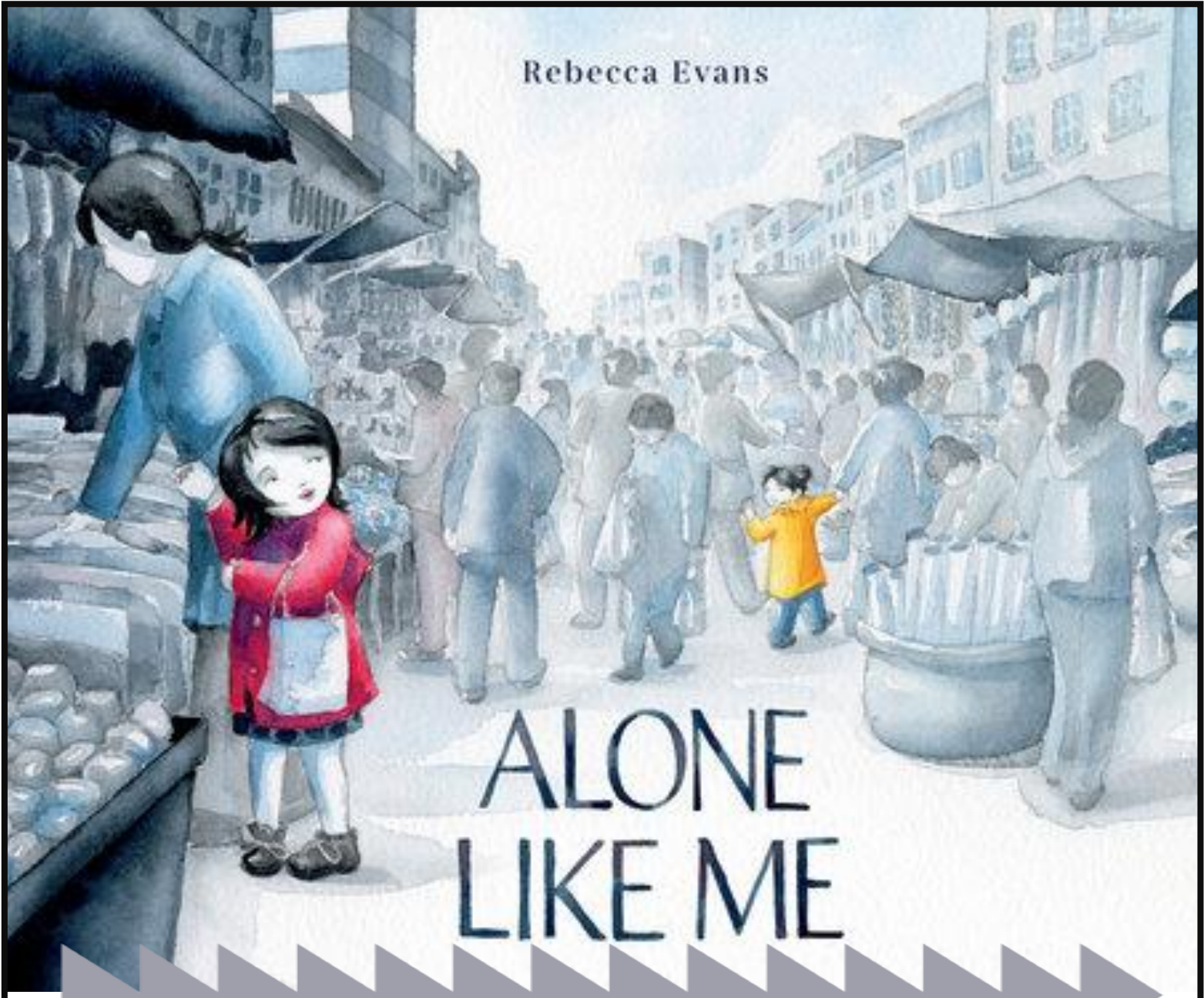


Rebecca Evans



# ALONE LIKE ME



# educational TEACHING GUIDE

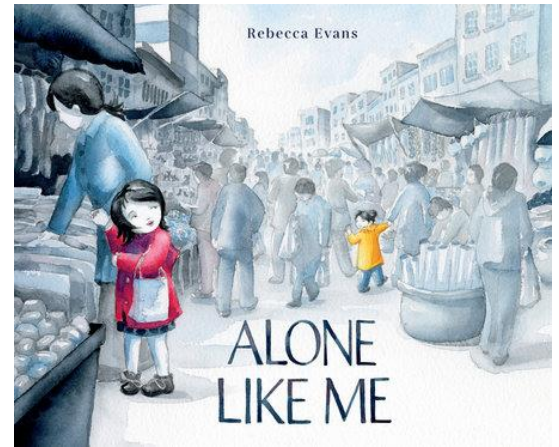
AUTHOR & ILLUSTRATOR – REBECCA EVANS

PUBLISHER- PENGUIN RANDOM HOUSE

RESOURCES DESIGNED BY: the subway side

# ALONE LIKE ME

## teaching guide



### ABOUT THE BOOK

Liling and her family have moved from their rural farm to an overwhelming urban city. Because of Chinese law, Liling can't go to school and spends her days with Mama or Baba at work. At the playground, the other children throw sand at her and tease her old red coat and dirty shoes. But after she shares a smile with a girl in a bright yellow jacket who lives in an apartment beneath hers, Liling has a big idea! She draws a picture and lowers it down to the girl—Qiqi—who returns it with a drawing of her own. When the new friends meet face to face, Liling takes Qiqi's hand, and they walk bravely into the park—together.

### ABOUT THE AUTHOR

#### REBECCA EVANS

Rebecca Evans is a first-time children's book author who has illustrated several picture books written by others, including *Two Is a Lot*, *Plants Fight Back*, and *If Animals Built Your House*. She also illustrated Mark Weston's *Finding the Speed of Light*, which Kirkus called a "highlight" in a starred review. Rebecca is the co-regional advisor for the SCBWI Maryland/Delaware/West Virginia region. She lives in Maryland with her family.

AUTHOR & ILLUSTRATOR – REBECCA EVANS

### PRE-READING ACTIVITIES

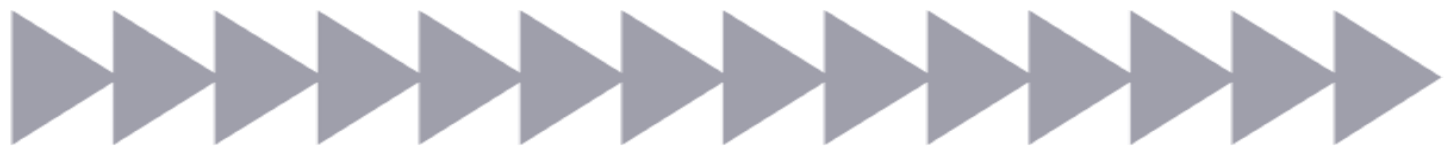
Before reading *Alone Like Me* consider the following activities to engage your readers.

1. Take a picture walk of the story, flipping each page and pointing out the illustrations. Encourage students to predict what will happen in the story.
2. Host a class-wide discussion about the title. Why did the author choose that title? What might we be reading about?
3. Create a mind map to record what students already know about the word BRAVERY.



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*printing reference guide*

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# EDUCATIONAL ACTIVITIES

Featuring a slice of Chinese culture, *Alone Like Me* reminds us the importance of true friendship. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

## SOCIAL / EMOTIONAL

### *what makes a good friend?*

Target Grade Range: K – 5<sup>th</sup> Grade

Having good friends is something we all long for. In this social-emotional activity, students explore the qualities of a good friend, and the important friends in their lives. This reflective exercise allows students the chance to use both speaking and listening skills to share with their classmates and friends.

## STEAM

### *animal symbolism*

Target Grade Range: K – 5<sup>th</sup> Grade

We learn that animal symbolism is HUGE in Chinese Culture. We see a dragon and tiger represent different things in the story. In this STEAM-inspired activity, students will choose or design an animal that symbolizes something important to them. Then, they'll write about their creation. Younger students may benefit by completing this in partnerships or with the direct help of an adult.

## WRITING

### *letter to a friend*

Target Grade Range: 1st – 5<sup>th</sup> Grade

In *ALONE LIKE ME*, the girls establish a friendship by writing letters to one another. Take this a step further by inviting students to write a letter to their friend. This activity includes differentiated graphic organizers and writing paper for a range of students.



# EDUCATIONAL ACTIVITIES

Featuring a slice of Chinese culture, *Alone Like Me* reminds us the importance of true friendship. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

## WRITING

### acrostic poem

Target Grade Range: K – 5<sup>th</sup> Grade

In the story, we learn the importance of friendship. In this writing activity, students will write about what showing bravery means to them, using each letter from the word TOGETHER.

Students will enjoy this writing activity that allows them to think about a central concept from the story. Younger students may complete the acrostic poem with their teacher as a whole group.

## SOCIAL STUDIES

### all about china brochure

Target Grade Range: 3<sup>rd</sup> – 5<sup>th</sup> Grade

In *ALONE LIKE ME*, we learn all about Chinese culture. In fact, the author's note at the back of the book provides many different facts about China. The opportunity to study aspects of this culture further allows students to learn about another place in the world. This social studies activity encourages students to put their research to the test.

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## ENGLISH / LANGUAGE ARTS

### heart of the story

Target Grade Range: 2<sup>nd</sup> – 5<sup>th</sup> Grade

Students will explore the important message of the story with this activity. They'll use evidence from the text to support their thinking about what they believe the message or lesson is – the heart of the story. Then, they can add a picture inside the heart. The graphic organizers have differentiated lined paper, appropriate for students in a range of grade levels.



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# EDUCATIONAL ACTIVITIES

Featuring a slice of Chinese culture, *Alone Like Me* reminds us the importance of true friendship. The inquiry-driven activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.



AUTHOR & ILLUSTRATOR – REBECCA EVANS

## ENGLISH / LANGUAGE ARTS

### *character feelings*

**Target Grade Range: K – 5<sup>th</sup> Grade**

In *ALONE LIKE ME*, the main character faces different obstacles. Explore the main character's FEELINGS in the beginning, middle, and end as she tackles these challenges. Take things a step further by inviting students to think about how those feelings CHANGED from start to end. The graphic organizers have differentiated lined paper, appropriate for students in a range of grade levels.

## ART

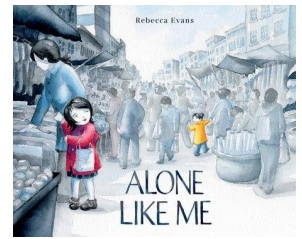
### *dragon art*

**Target Grade Range: K – 5<sup>th</sup> Grade**

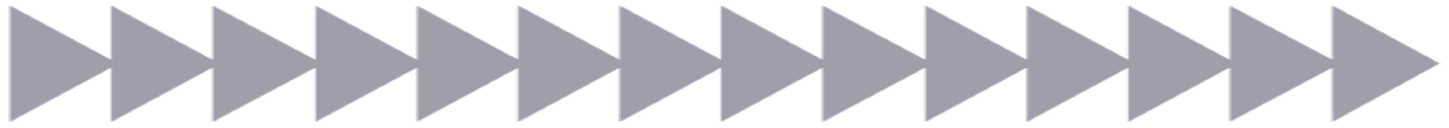
What better way to celebrate this fun new story than with an art project? Have students reflect on how they can be BRAVE like a dragon! A range of art templates makes this activity customizable. The differentiated writing paper allows a range of learners to reflect on and write about their learning.

PUBLISHER - PENGUIN RANDOM HOUSE

# SOCIAL / EMOTIONAL ACTIVITY



## WHAT MAKES A GOOD FRIEND?



### Standards:

CCSS.ELA-LITERACY.SL.K.1  
CCSS.ELA-LITERACY.SL.1.1  
CCSS.ELA-LITERACY.SL.2.1  
CCSS.ELA-LITERACY.SL.3.1  
CCSS.ELA-LITERACY.SL.4.1  
CCSS.ELA-LITERACY.SL.5.1

### You will need:

- White or colored copy paper
- Pencils
- Crayons / colored pencils / markers



### Step by step to do list:

1. Copy the WHAT MAKES A GOOD FRIEND? pages on white copy paper.
2. Discuss the qualities of a good friend (i.e., loyal, honest, trustworthy, helpful, caring, good listener, etc.)
3. Reflect on the friendship we see in the story ALONE LIKE ME.
4. Distribute the worksheet and have students draw a picture of two close friends or loved ones in the photograph templates.
5. Then, they should write about the qualities that make those people good friends.
6. If time allows, encourage students to decorate and color their drawings.
7. Students will then share what they wrote with a partner, small group, or the entire class.
8. For younger students (1st grade and younger) you may want to complete this activity as a whole group together..

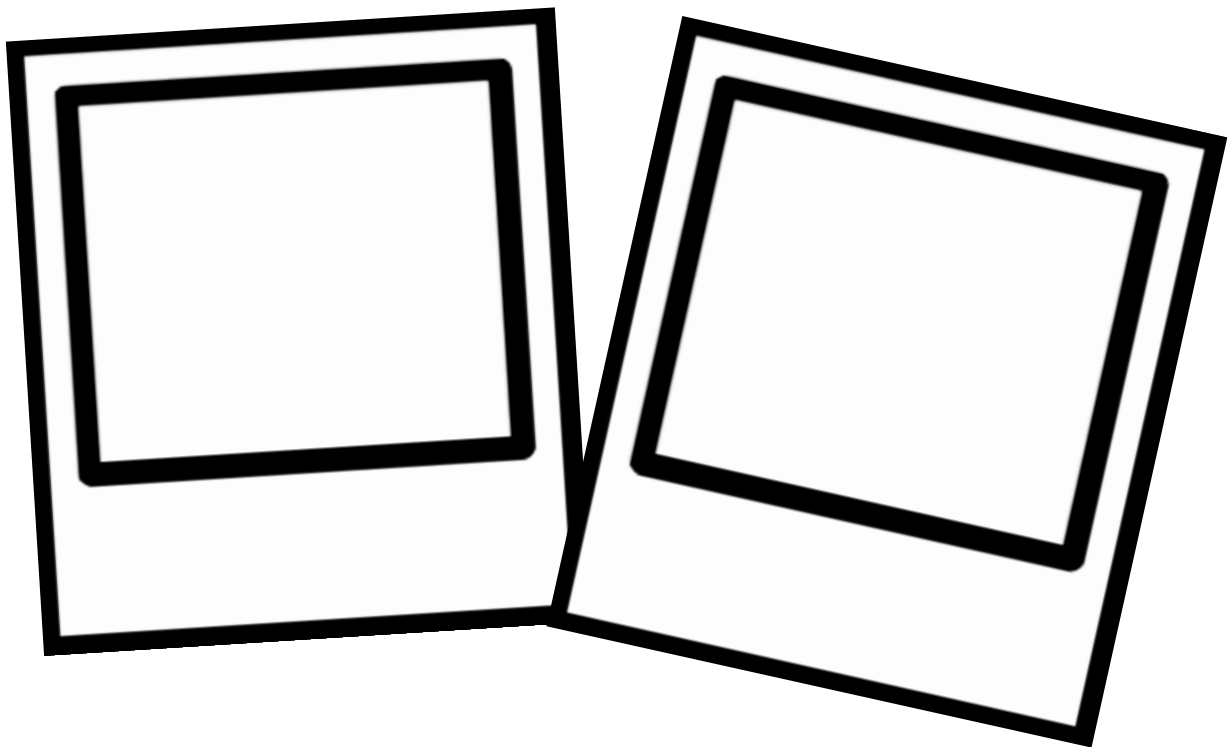
RESOURCES DESIGNED BY: the subway side

Name: \_\_\_\_\_

RESOURCES DESIGNED BY: *the sunny side*

# WHAT MAKES A GOOD FRIEND...

In ALONE LIKE ME, we learn the importance of a good friend. Think about YOUR friends or loved ones and draw them in the photos. Then, write about what makes them a good friend.



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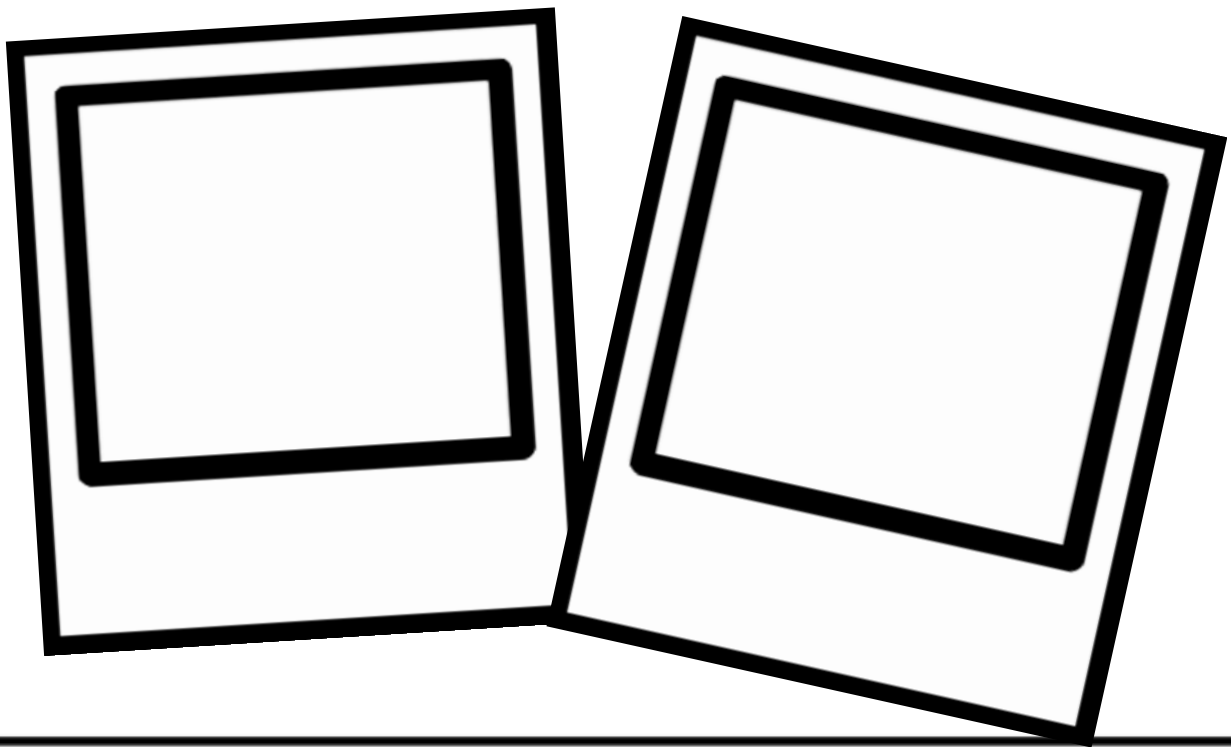


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RESOURCES DESIGNED BY: *the sunny side*

# WHAT MAKES A GOOD FRIEND...

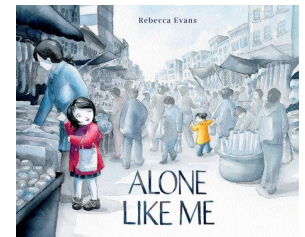
In ALONE LIKE ME, we learn the importance of a good friend. Think about YOUR friends or loved ones and draw them in the photos. Then, write about what makes them a good friend.



Four sets of horizontal writing lines are provided below the photo frames. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for handwriting.

# STEAM ACTIVITY

## ANIMAL SYMBOLISM

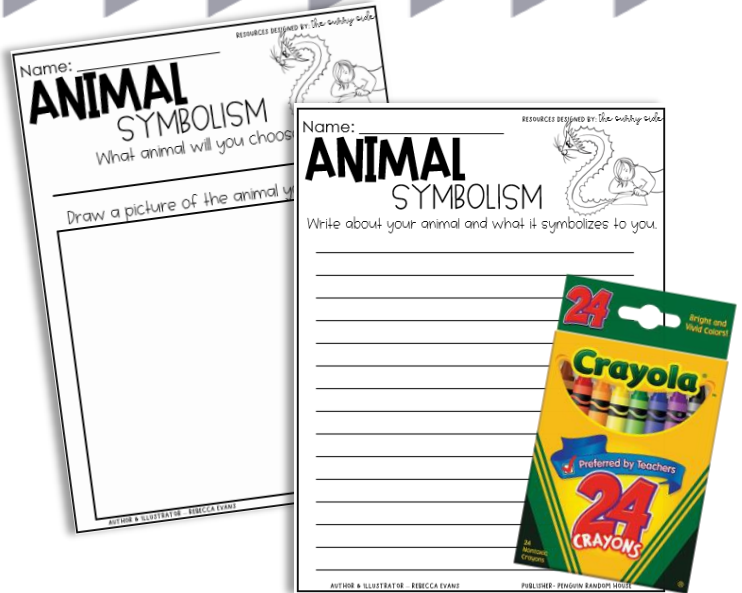


### Standards:

- NGSS: 3-5-ETS1-1.
- NGSS: 3-5-ETS1-2.
- NGSS: 3-5-ETS1-3.

### You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)



### Step by step to do list:

1. Decide which differentiated lined paper works best for your students.
2. Copy the ANIMAL SYMBOLISM sheets on white copy paper.
3. Gather the listed supplies above.
4. Explain that in Chinese culture animals typically symbolize or represent something important to the people (for example, a dragon is the most powerful symbol that symbolizes supernatural powers).
5. Explain that the goal today is to choose an animal (an existing animal or a newly designed animal) to represent something special to yourself.
6. Distribute the ANIMAL SYMBOLISM page to students and allow them an opportunity to name and draw their animal.
7. Then, students will use the differentiated lined papers to write about the animal they chose or designed and what it means to them.
8. For younger students (1st grade and younger) you may want to complete this activity as a whole group or by having students draw pictures rather than write.

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Name: \_\_\_\_\_

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# ANIMAL SYMBOLISM



What animal will you choose?

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Draw a picture of the animal you choose.



Name: \_\_\_\_\_

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# ANIMAL SYMBOLISM

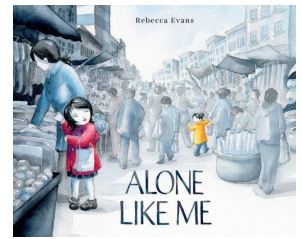


Write about your animal and what it symbolizes to you.

Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

# WRITING ACTIVITY

## LETTER TO A FRIEND



### Standards:

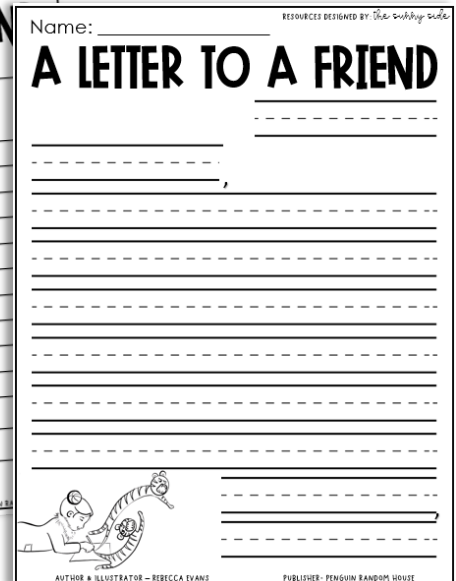
CCSS.ELA-LITERACY.W.1.2  
CCSS.ELA-LITERACY.W.2.2  
CCSS.ELA-LITERACY.W.3.2  
CCSS.ELA-LITERACY.W.4.2  
CCSS.ELA-LITERACY.W.5.2

### You will need:

- White copy paper
- Pencils

### Step by step to do list:

1. Decide which differentiated lined paper works best for your students and copy the LETTER TO A FRIEND pages on white copy paper.
2. Remind students that the main character wrote letters back and forth to her friend that lived in the apartment building next to her.
3. Create a mind map on the board showcasing kind things or topics students could include in their letter.
4. Distribute the lined paper to students and allow an opportunity for students to write a letter to their special friend.
5. Encourage students to use the ideas from the white-board to help them write their letter.
6. Finally, students can use blank white paper to draw their friend a picture.
7. For younger students (1st grade and younger) you may want to complete this as a whole group.





Name: \_\_\_\_\_

# A LETTER TO A FRIEND

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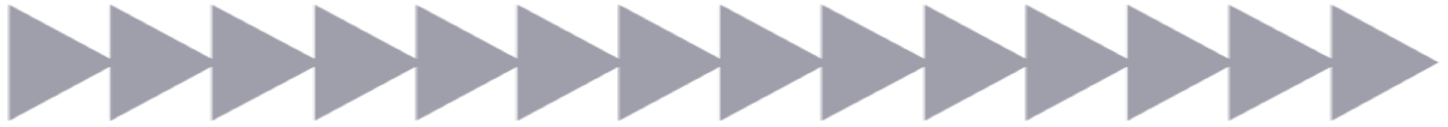
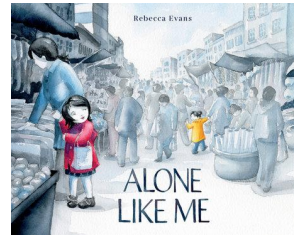
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# WRITING ACTIVITY

## ACROSTIC POEM



### Standards:

CCSS.ELA-LITERACY.W.K.4  
CCSS.ELA-LITERACY.W.1.4  
CCSS.ELA-LITERACY.W.2.4  
CCSS.ELA-LITERACY.W.3.4  
CCSS.ELA-LITERACY.W.4.4  
CCSS.ELA-LITERACY.W.5.4

### You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)
- Glue sticks
- Large colored construction paper (12 x 18)

Name: \_\_\_\_\_

RESOURCES DESIGNED BY: *the subway side*

### ACROSTIC POEM

Think about what it takes to be brave and write an acrostic poem. Using the word TOGETHER. Use the first letter of each line to write a word or phrase that shows how you can be brave.

IT'S BETTER TO BE BRAVE...

**T** \_\_\_\_\_

**O** \_\_\_\_\_

**G** \_\_\_\_\_

**E** \_\_\_\_\_

**T** \_\_\_\_\_

**H** \_\_\_\_\_

**E** \_\_\_\_\_

**R** \_\_\_\_\_

AUTHOR & ILLUSTRATOR - REBECCA EVANS

PUBLISHER - PENGUIN RANDOM HOUSE

### Step by step to do list:

1. Copy the ACROSTIC POEM template on white copy paper.
2. Discuss with students what it means to be brave.
3. Brainstorm a list of potential words/phrases that students could use in their ACROSTIC poems and record them on the white-board.
4. Remind students that an acrostic poem must use each letter in the word that's written vertically. The sentence or phrase should begin with each letter listed and should also relate to the topic (i.e., T – Tackle impossible things with the help of a friend).
5. After writing their acrostic poem and illustrating, they should glue both pages to a larger piece of construction paper (12x18).
6. Finally, have students share their poems with their classmates.
7. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

RESOURCES DESIGNED BY: *the subway side*

Name: \_\_\_\_\_

# ACROSTIC POEM

Think about what it takes to be brave and write an acrostic poem. Using the word TOGETHER. Use the first letter of each line to write a word or phrase that shows how you can be brave..

IT'S BETTER TO BE BRAVE...

**T**  
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**R**

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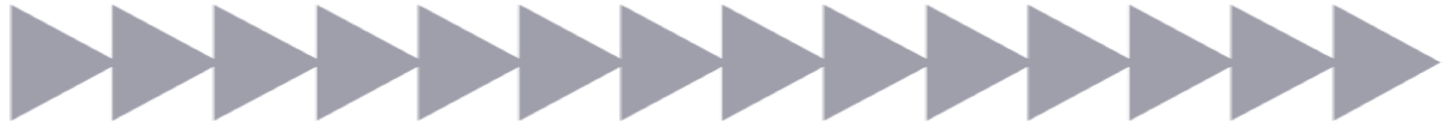
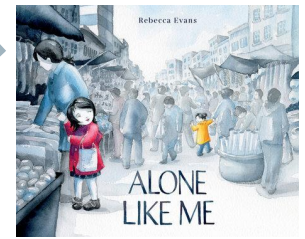
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# SOCIAL STUDIES ACTIVITY

## ALL ABOUT CHINA BROCHURE



### Standards:

CCSS.ELA-LITERACY.RI.3.10  
CCSS.ELA-LITERACY.RI.4.10  
CCSS.ELA-LITERACY.RI.5.10

### You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers
- Access to technology (Chromebooks and I-pads)



### Step by step to do list:

1. Decide which differentiated lined paper works best for your students and copy the ALL ABOUT CHINA BROCHURE on white copy paper (copy the templates back-to-back so that they open like an actual brochure).
2. Distribute brochures to students.
3. Use the author's note at the back of the book to help answer the question about the hùkǒu (hoo-cow) system and any other topic that applies.
4. Then, use a search engine to answer the unanswered sections.
5. Students can share and compare their thinking in partnerships or in small groups.
6. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

# WHAT IS THE HUKŌU SYSTEM?

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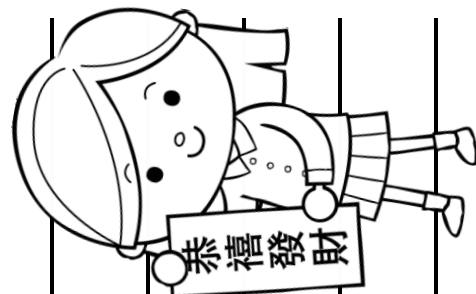
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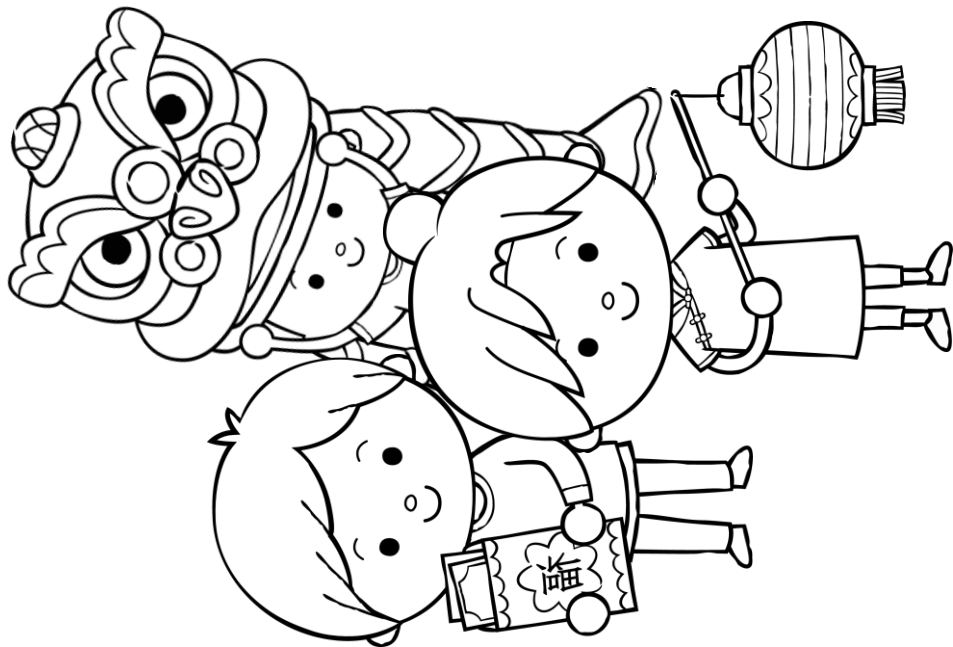
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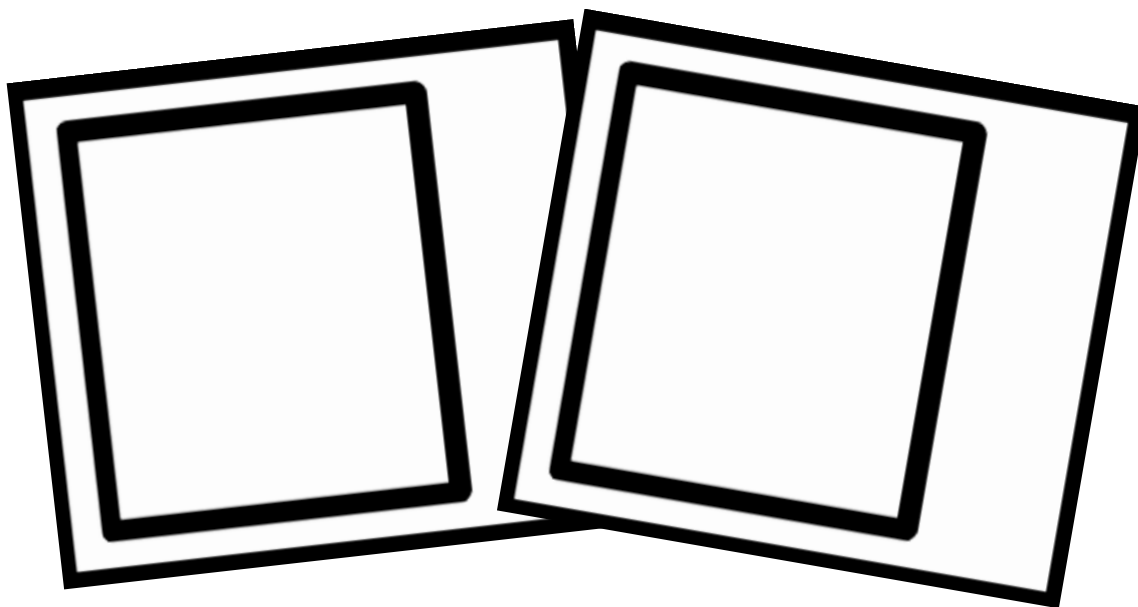


# ALL ABOUT CHINA



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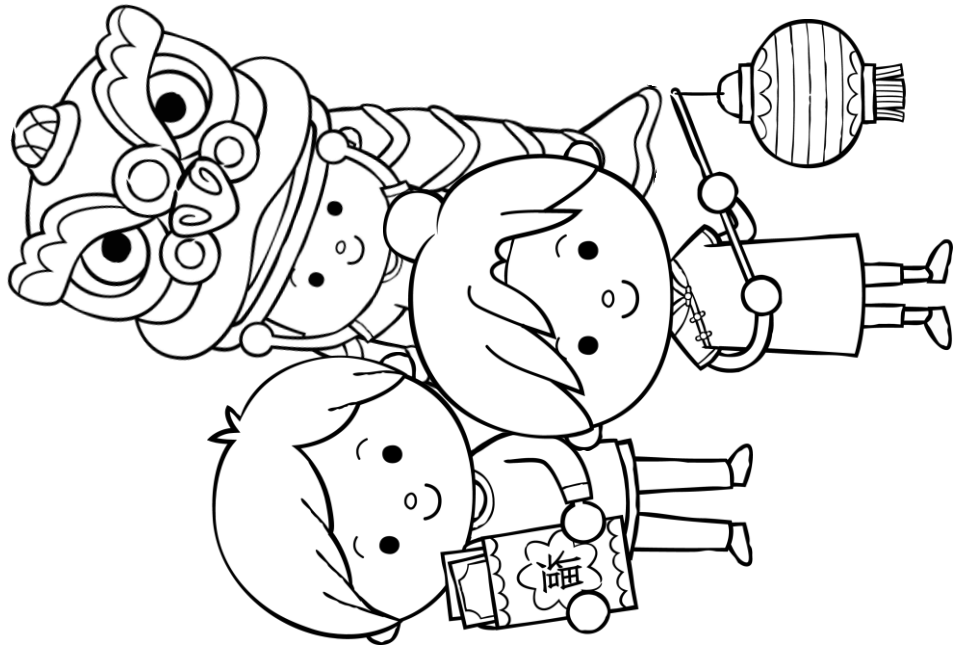
# THE PLACES IN CHINA I WOULD VISIT

# WHAT IS THE HŪKŌU SYSTEM?

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

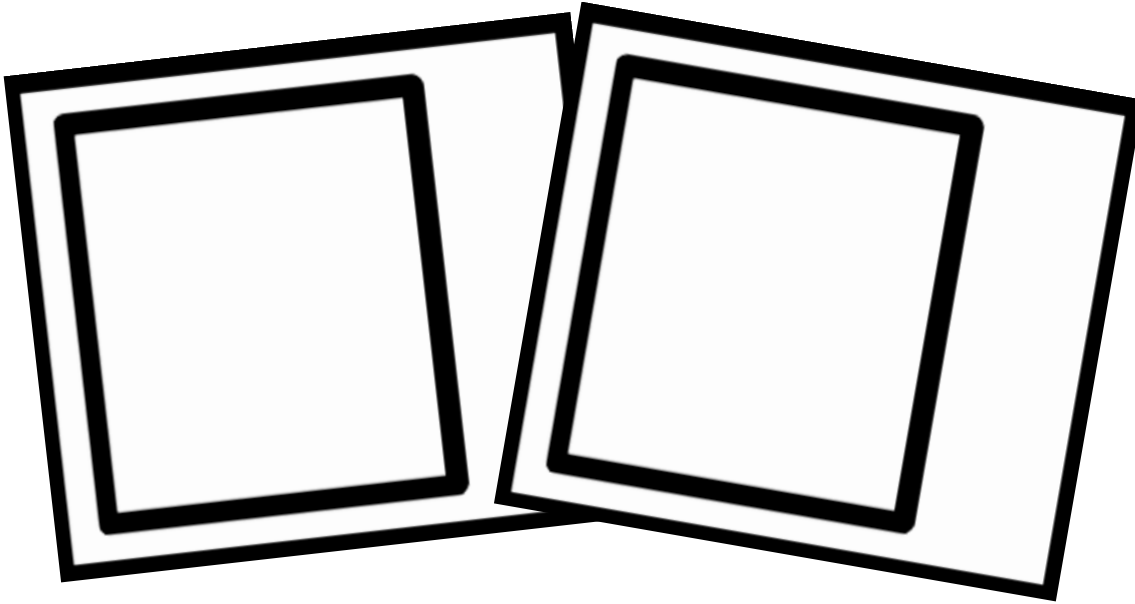


# ALL ABOUT CHINA



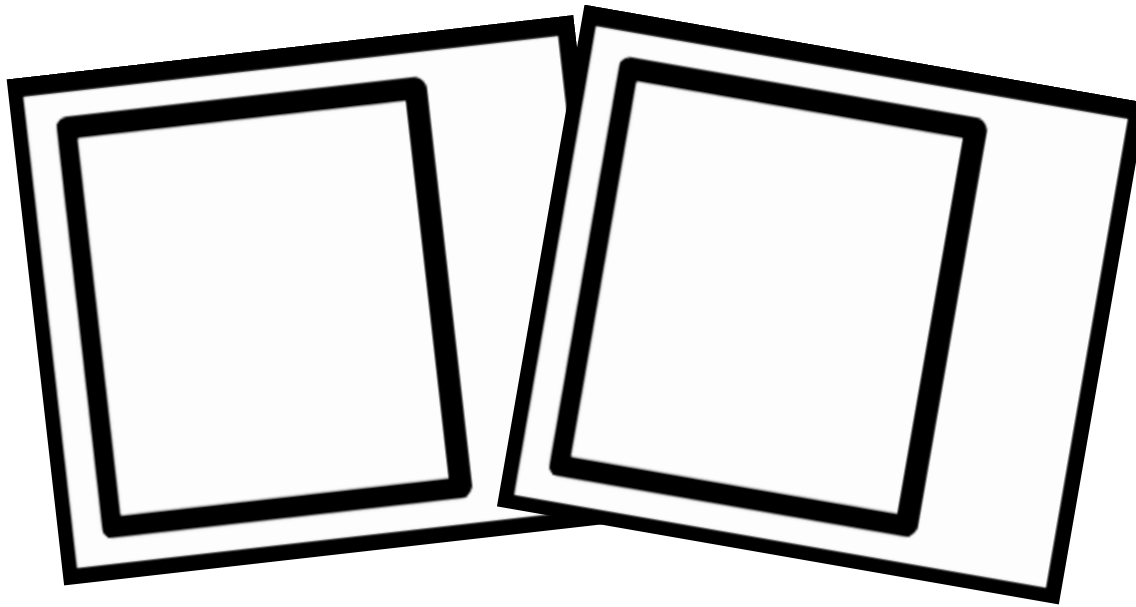
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RESOURCES DESIGNED BY: the subway side



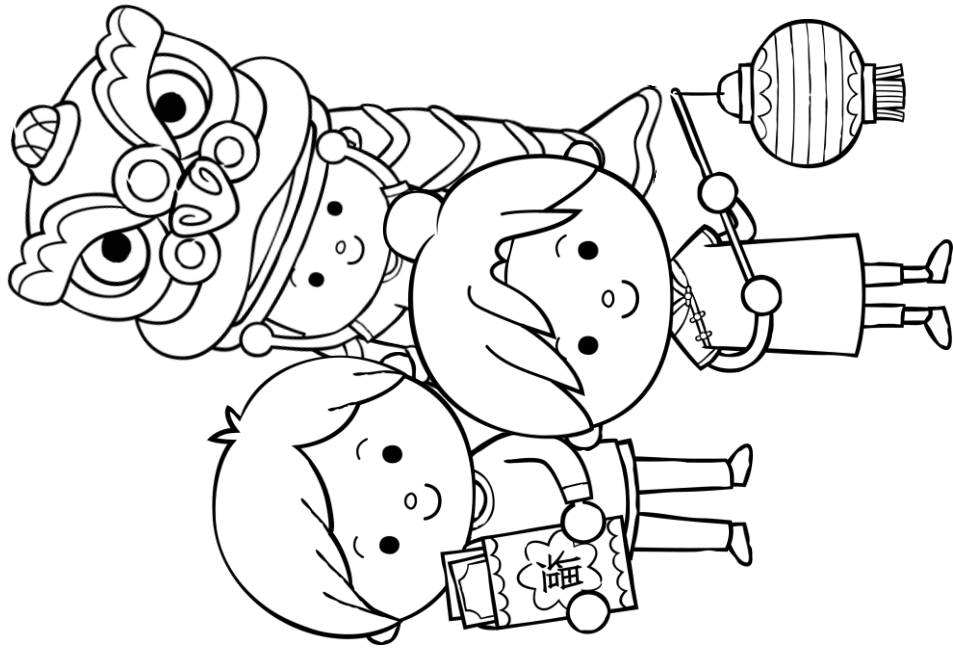
# THE PLACES IN CHINA I WOULD VISIT

# WHAT IS THE HUKŌU SYSTEM?



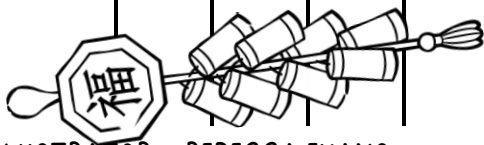
# THE PLACES IN CHINA I WOULD VISIT

# ALL ABOUT CHINA



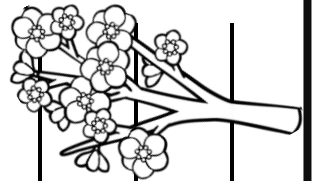
RESOURCES DESIGNED BY: *the subway side*

# WHAT IS THE CHINESE NEW YEAR?



AUTHOR & ILLUSTRATOR – REBECCA EVANS

# SYMBOLISM IN CHINESE CULTURE

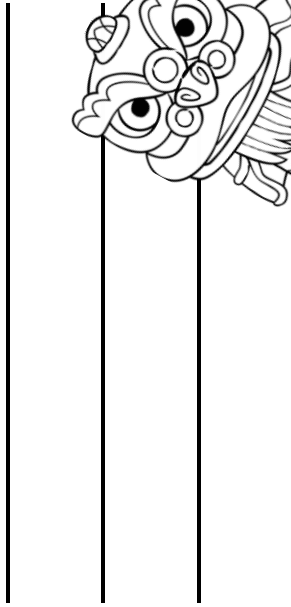


# MAP OF CHINA

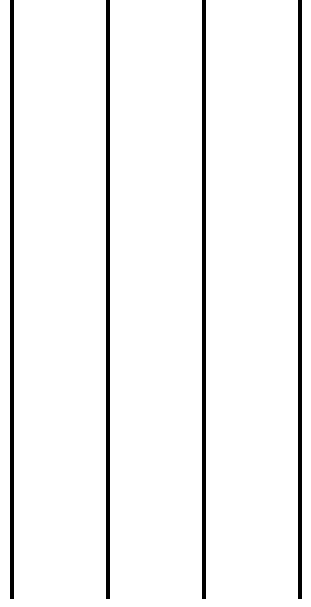


DRAW YOUR FAVORITE THING  
ABOUT CHINA IN THE BOX.

# DESCRIBE THE CLIMATE IN CHINA...



# DESCRIBE THE LAND IN CHINA...



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# WHAT IS THE CHINESE NEW YEAR?



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

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# SYMBOLISM IN CHINESE CULTURE

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



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# MAP OF CHINA

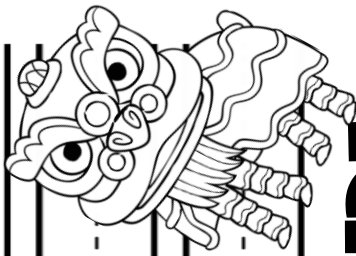


A large empty rectangular box for drawing.

DRAW YOUR FAVORITE THING  
ABOUT CHINA IN THE BOX.

# DESCRIBE THE CLIMATE IN CHINA...

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



# DESCRIBE THE LAND IN CHINA...

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

RESOURCES DESIGNED BY: *the subway side*



# WHAT IS THE CHINESE NEW YEAR?



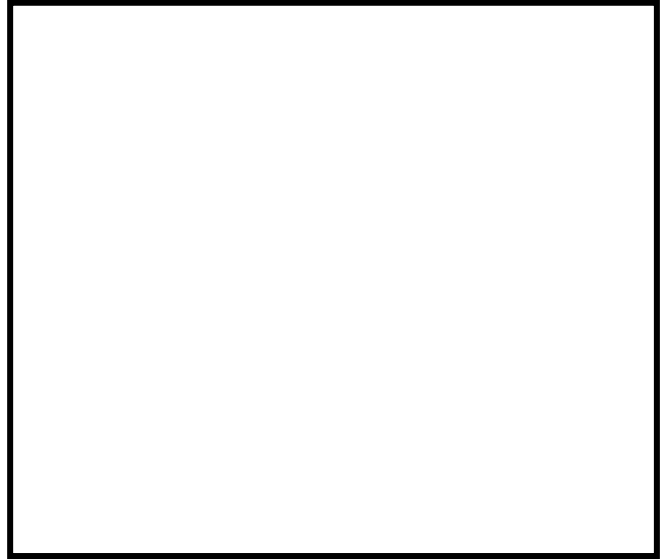
AUTHOR & ILLUSTRATOR – REBECCA EVANS

# SYMBOLISM IN CHINESE CULTURE



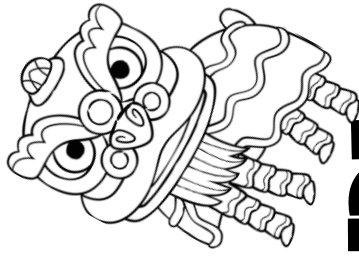
PUBLISHER- PENGUIN RANDOM HOUSE

# MAP OF CHINA



DRAW YOUR FAVORITE THING  
ABOUT CHINA IN THE BOX.

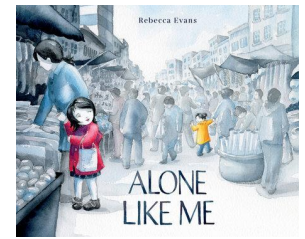
# DESCRIBE THE CLIMATE IN CHINA...



# DESCRIBE THE LAND IN CHINA...

RESOURCES DESIGNED BY: *the subway side*

# ENGLISH / LANGUAGE ARTS ACTIVITY



## HEART OF THE STORY

### Standards:

CCSS.ELA-LITERACY.RL.2.2  
CCSS.ELA-LITERACY.RL.3.2  
CCSS.ELA-LITERACY.RL.4.2  
CCSS.ELA-LITERACY.RL.5.2

### You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)



### Step by step to do list:

1. Decide which HEART OF THE STORY graphic organizers work best for your students and copy on white paper.
2. As a class discuss how finding the heart of a story is determining what the author hopes to teach you after having read. We can also think of the lesson.
3. Brainstorm the heart of the story using evidence from the text to support their thinking (e.g., if the heart of the story is all about friendship, then the evidence from the story should show how the author hopes to teach you a lesson on the importance of friendship).
4. Write the author's lesson on the lines and draw a picture to show the lesson in the heart.
5. Allow students an opportunity to share with other students in class.
6. For younger students (1st grade and younger) you may want to complete this activity as a whole group together.

RESOURCES DESIGNED BY: the subway table



Name: \_\_\_\_\_

# WHAT'S THE HEART OF THE STORY?

In the story, the reader learns an important lesson. Think about what the heart of the story is and write about it using evidence from the story. Then, draw a picture in the heart.



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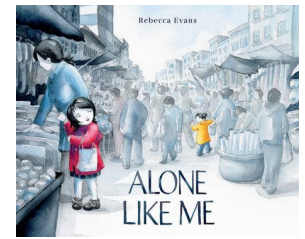
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# ENGLISH / LANGUAGE ARTS ACTIVITY



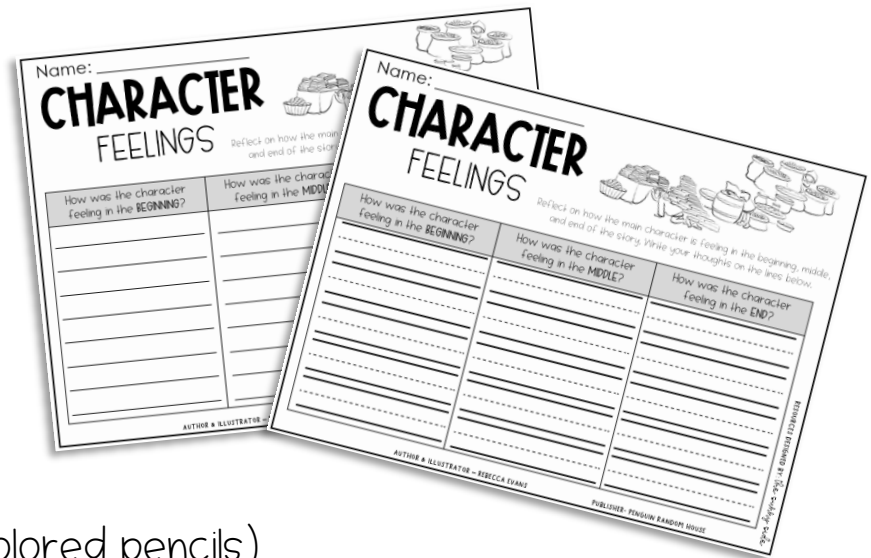
## CHARACTER FEELINGS

### Standards:

CCSS.ELA-LITERACY.RL.K.1  
CCSS.ELA-LITERACY.RL.1.1  
CCSS.ELA-LITERACY.RL.2.1  
CCSS.ELA-LITERACY.RL.3.1  
CCSS.ELA-LITERACY.RL.4.1  
CCSS.ELA-LITERACY.RL.5.1

### You will need:

- White copy paper
- Pencils
- Art Supplies (crayons or colored pencils)



### Step by step to do list:

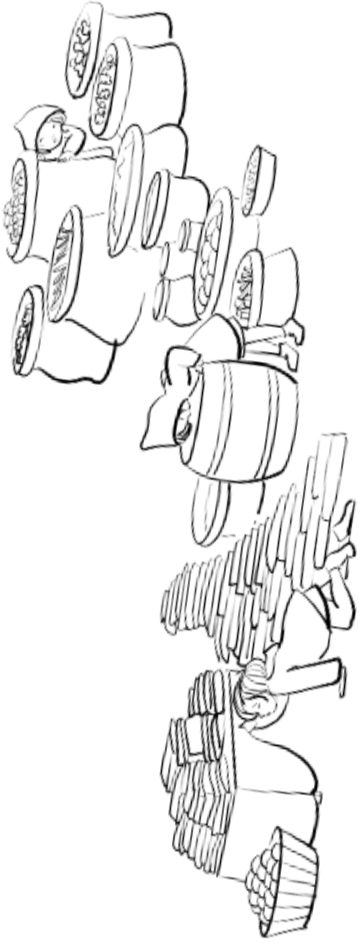
1. Decide which CHARACTER FEELINGS graphic organizers work best for your students and copy on white paper.
2. Brainstorm with students how the main character FELT in the beginning, middle, and end of the story.
3. Students should write how the main character was feeling at the beginning, middle, and end in the boxes.
4. Encourage students to consider how those feelings changed from start to finish.
5. Allow students an opportunity to share with other students in class.
6. For younger students (1<sup>st</sup> grade and younger) you may want to complete this activity as a whole group or use the graphic organizer with blank boxes for students to draw rather than write.

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Name: \_\_\_\_\_

# CHARACTER

## FEELINGS



Reflect on how the main character is feeling in the beginning, middle, and end of the story. Write your thoughts on the lines below.

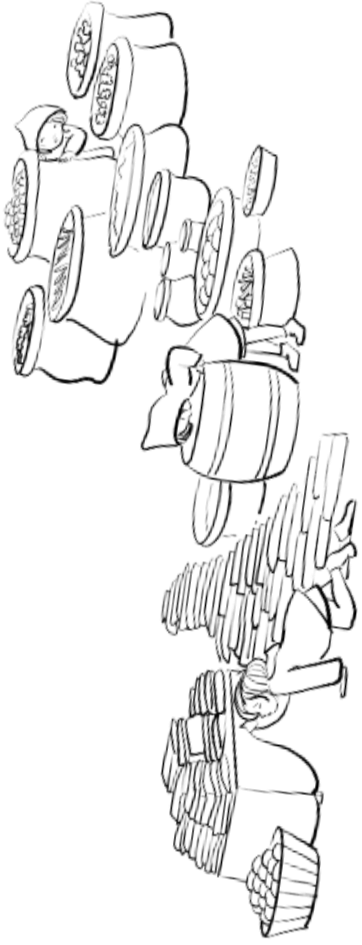
How was the character feeling in the BEGINNING?	How was the character feeling in the MIDDLE?	How was the character feeling in the END?
_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____



Name: \_\_\_\_\_

# CHARACTER

# FEELINGS



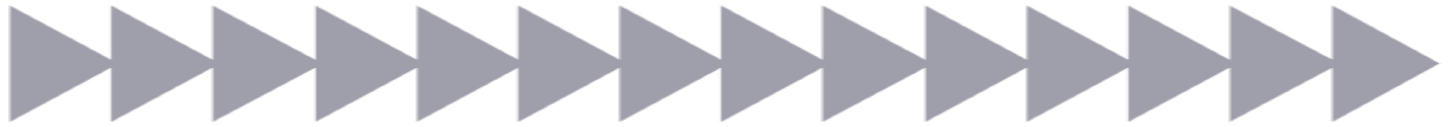
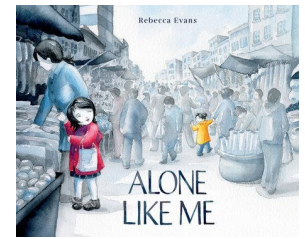
Reflect on how the main character is feeling in the beginning, middle, and end of the story. Write your thoughts on the lines below.

How was the character feeling in the BEGINNING?	How was the character feeling in the MIDDLE?	How was the character feeling in the END?



# ART ACTIVITY

## DRAGON PROJECT



### Standards:

CCSS.ELA-LITERACY.SL.K.5  
CCSS.ELA-LITERACY.SL.1.5  
CCSS.ELA-LITERACY.SL.2.5  
CCSS.ELA-LITERACY.SL.3.5  
CCSS.ELA-LITERACY.SL.4.5  
CCSS.ELA-LITERACY.SL.5.5

### You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers
- Scissors
- Glue sticks
- Colored construction paper (assorted colors)

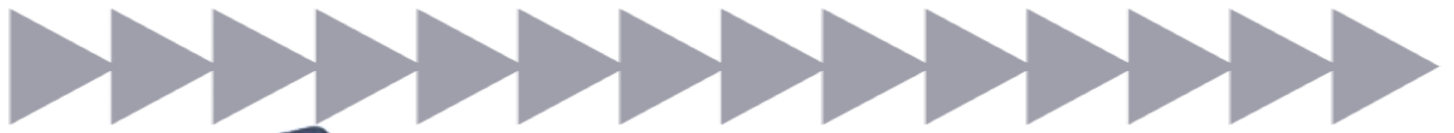
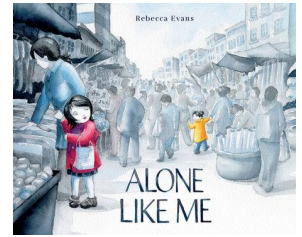


### Step by step to do list:

1. Copy the DRAGON PROJECT templates on coordinating construction paper or on white copy paper for students to color.
2. Show students the picture samples.
3. Have students cut out the templates and glue the pieces together to create a dragon.
4. Assemble and glue the templates according to the pictures.
5. Then, have students reflect and write about what it means to be BRAVE, like a dragon.
6. Students should glue the dragon at the top of a piece of cardstock or scrapbook paper and glue the written prompt to the bottom.

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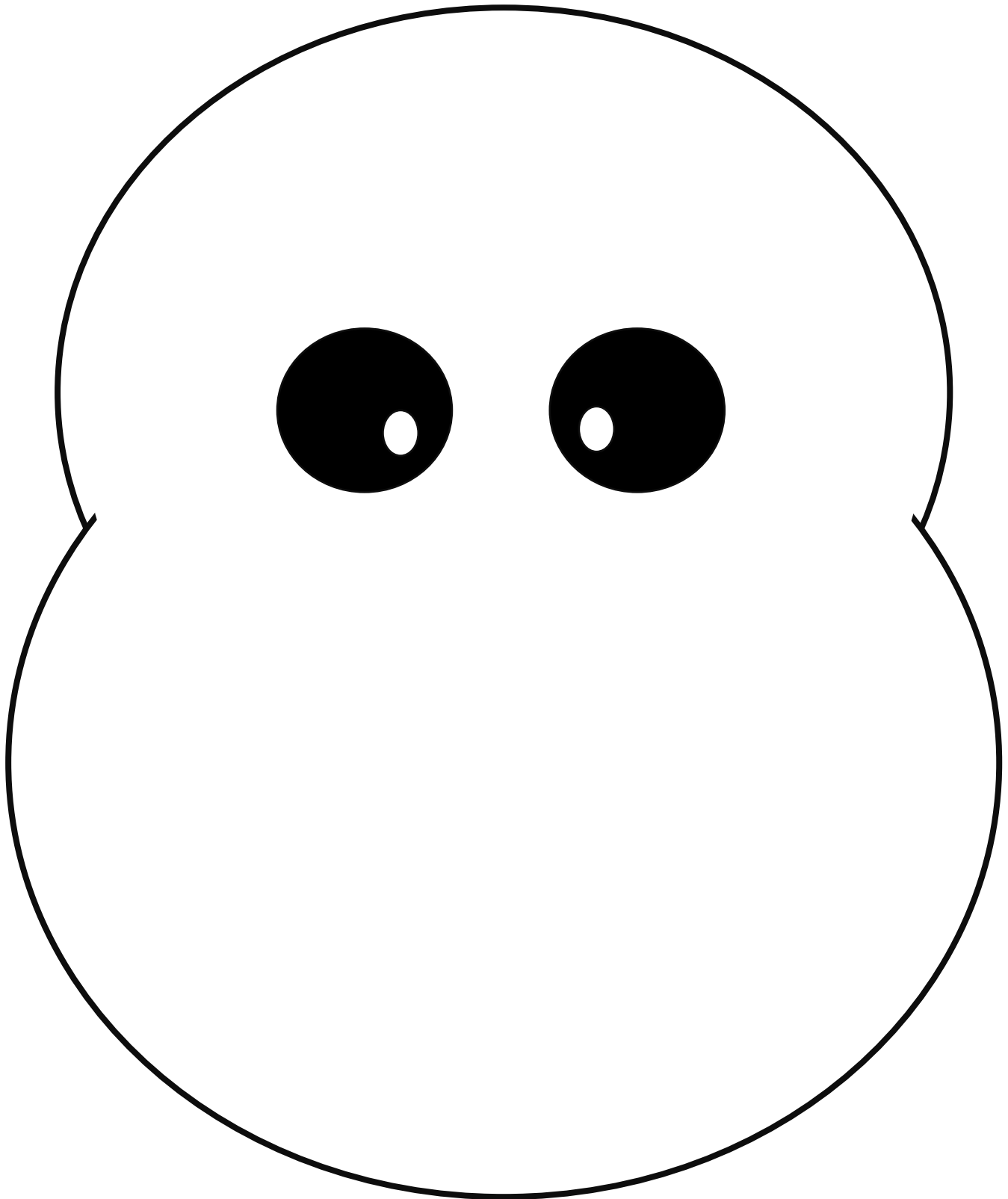
# DRAGON ART



Copy dragon templates on colored construction paper or white paper for students to color.

# DRAGON TEMPLATES

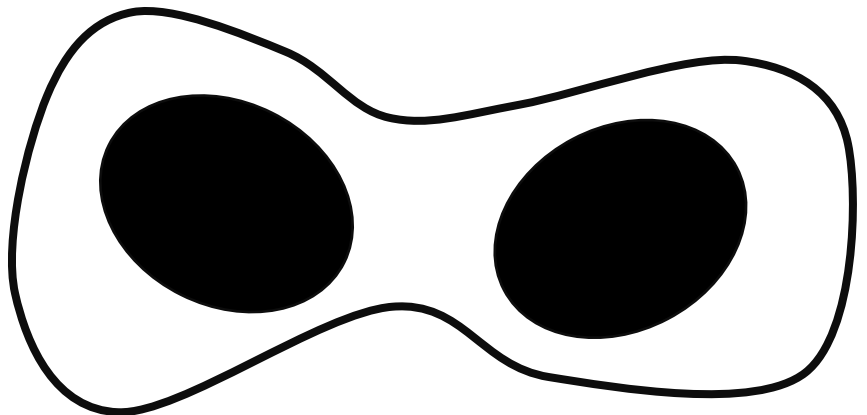
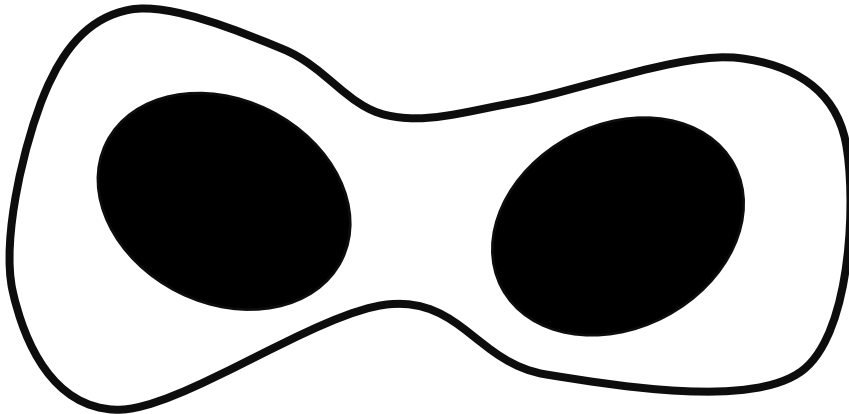
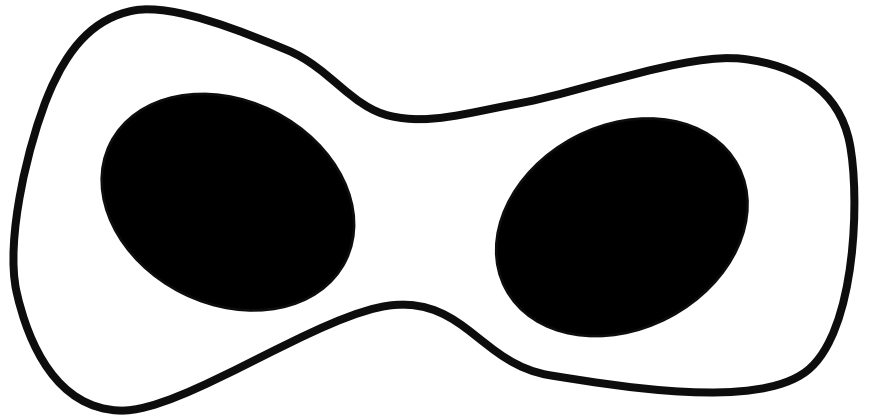
Copy on red construction paper.



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# DRAGON NOSE TEMPLATES

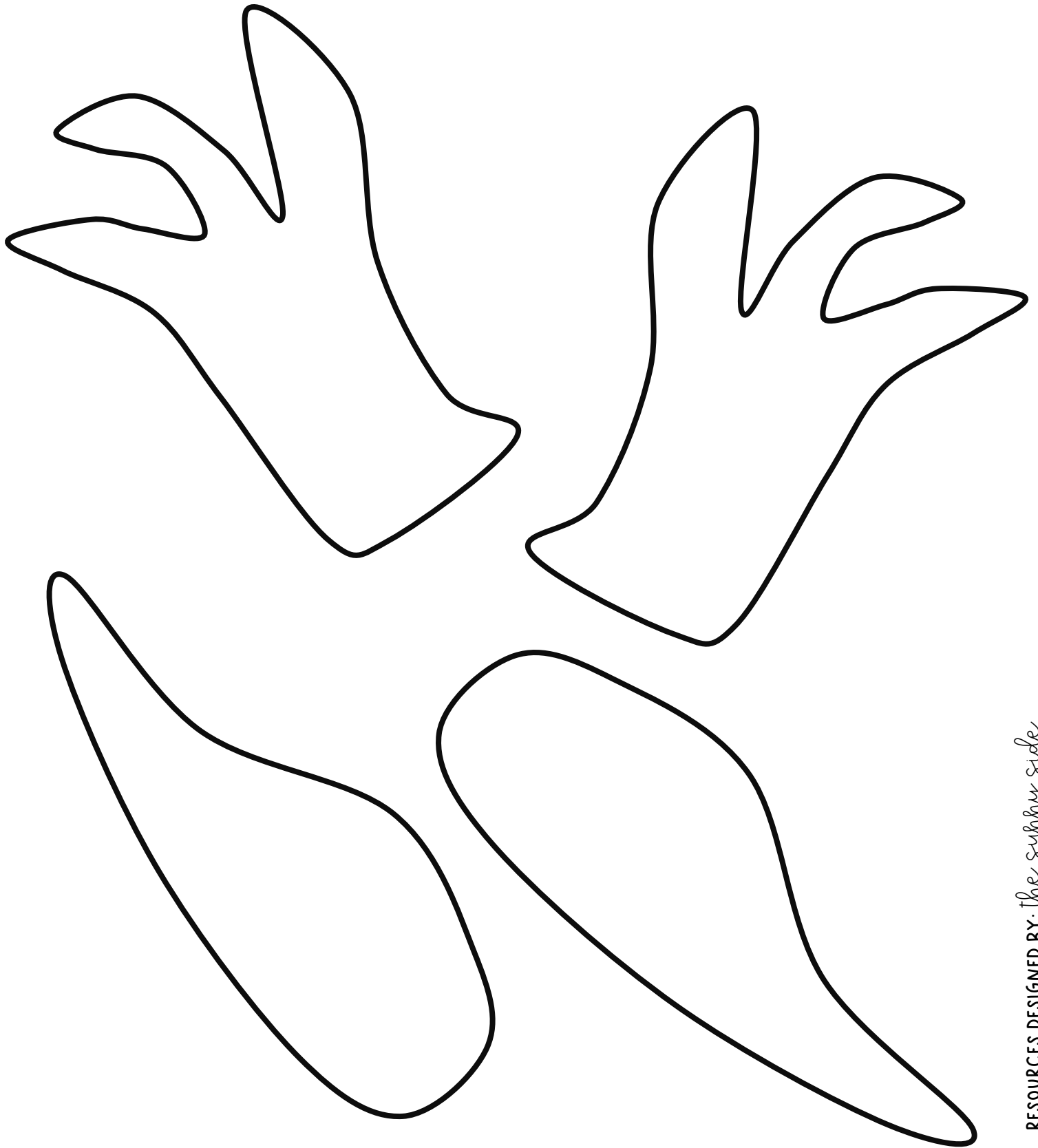
Copy on green construction paper.



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# DRAGON FACE TEMPLATES

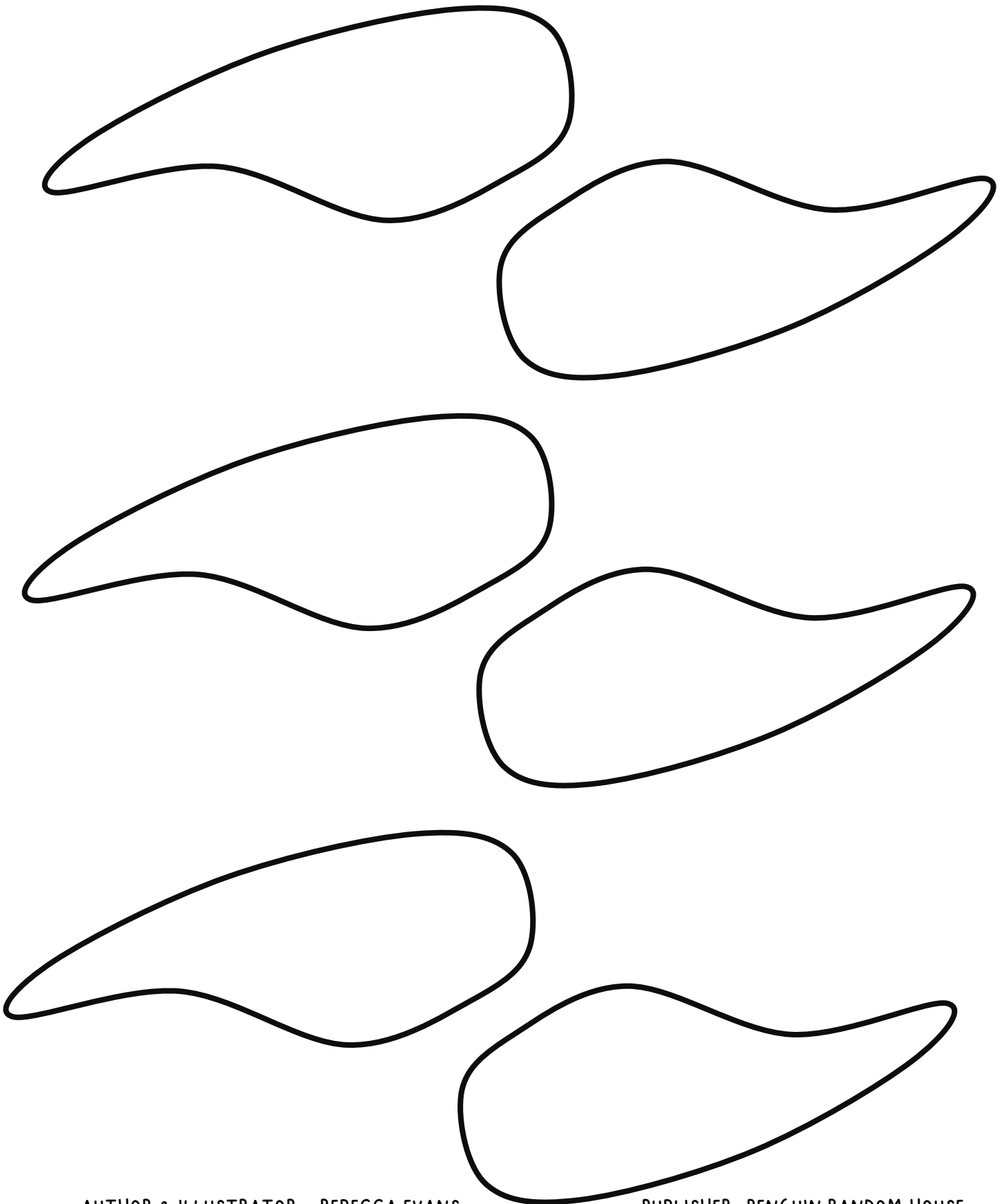
Copy on orange construction paper.



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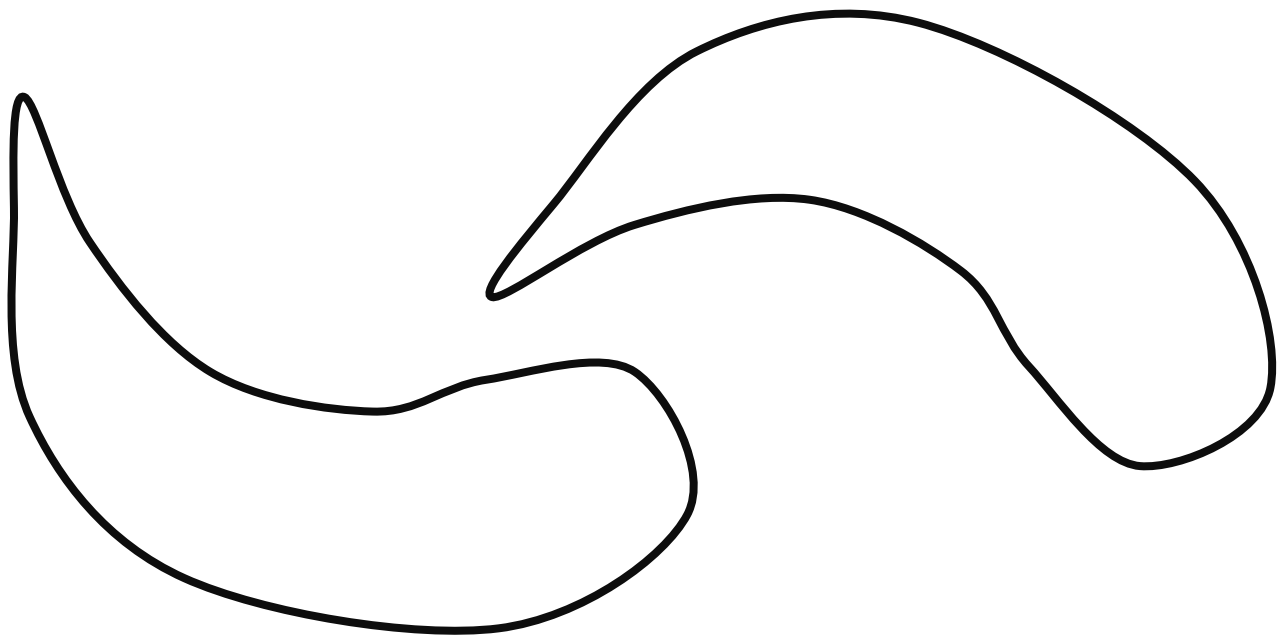
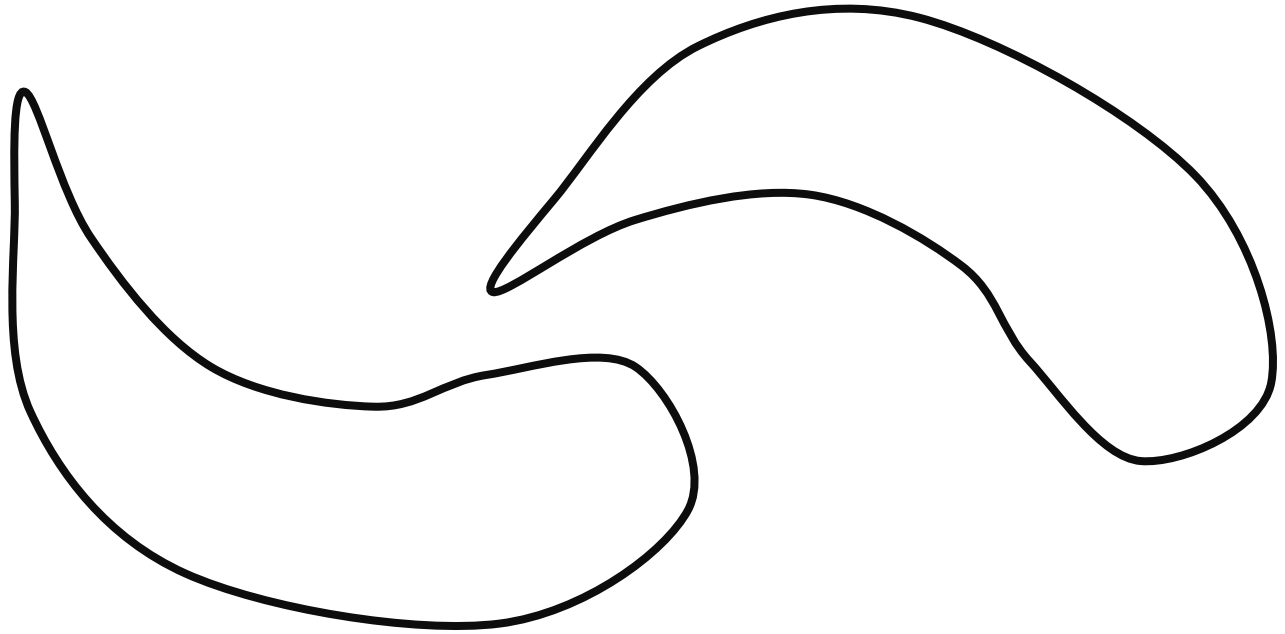
# DRAGON FACE TEMPLATES

Copy on yellow construction paper.



# DRAGON FACE TEMPLATES

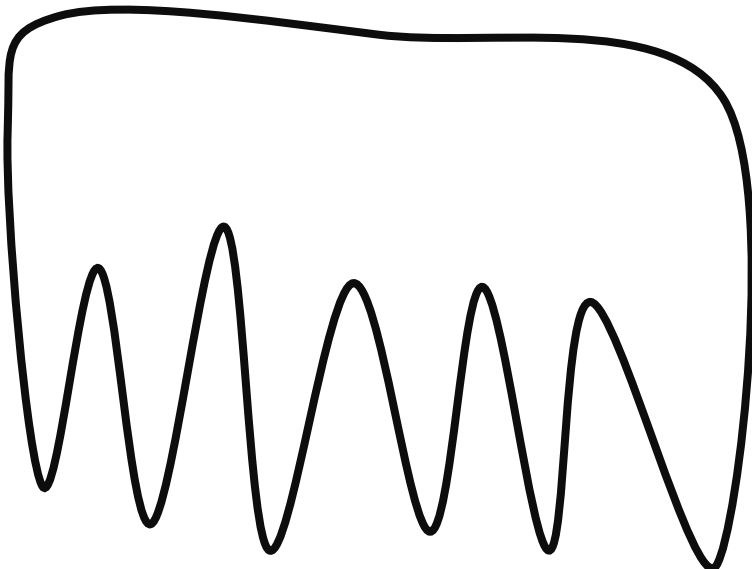
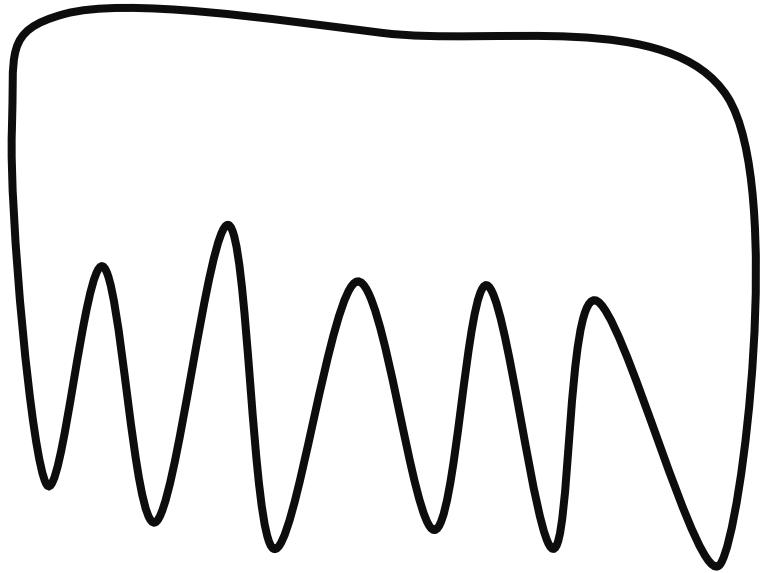
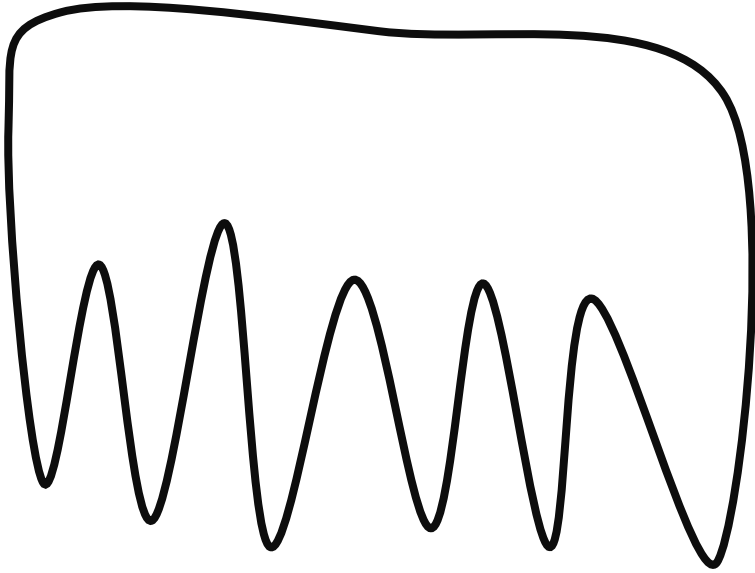
Copy on green construction paper.



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# DRAGON TEETH TEMPLATES

Copy on white construction paper.



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Name: \_\_\_\_\_

# BE BRAVE LIKE LIKE A DRAGON!

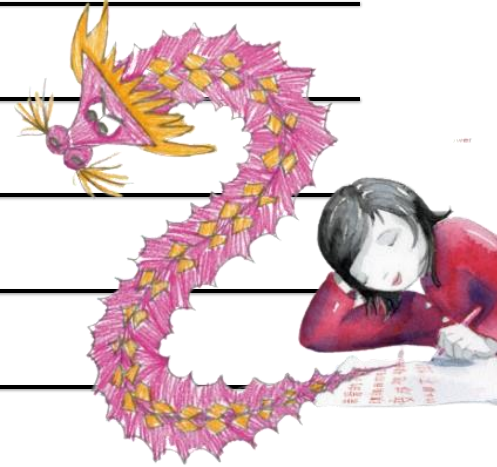
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Name: \_\_\_\_\_

# BE BRAVE LIKE LIKE A DRAGON!

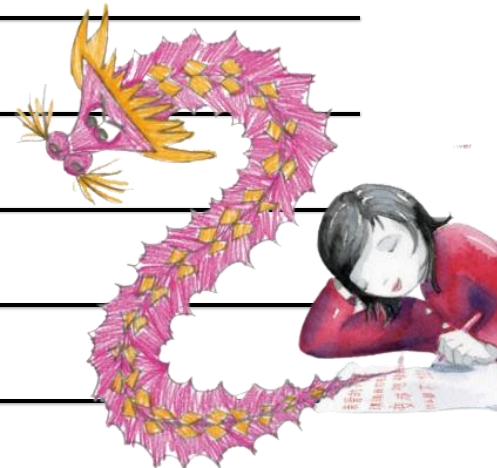
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Name: \_\_\_\_\_

# BE BRAVE LIKE LIKE A DRAGON!

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Name: \_\_\_\_\_

# BE BRAVE LIKE LIKE A DRAGON!

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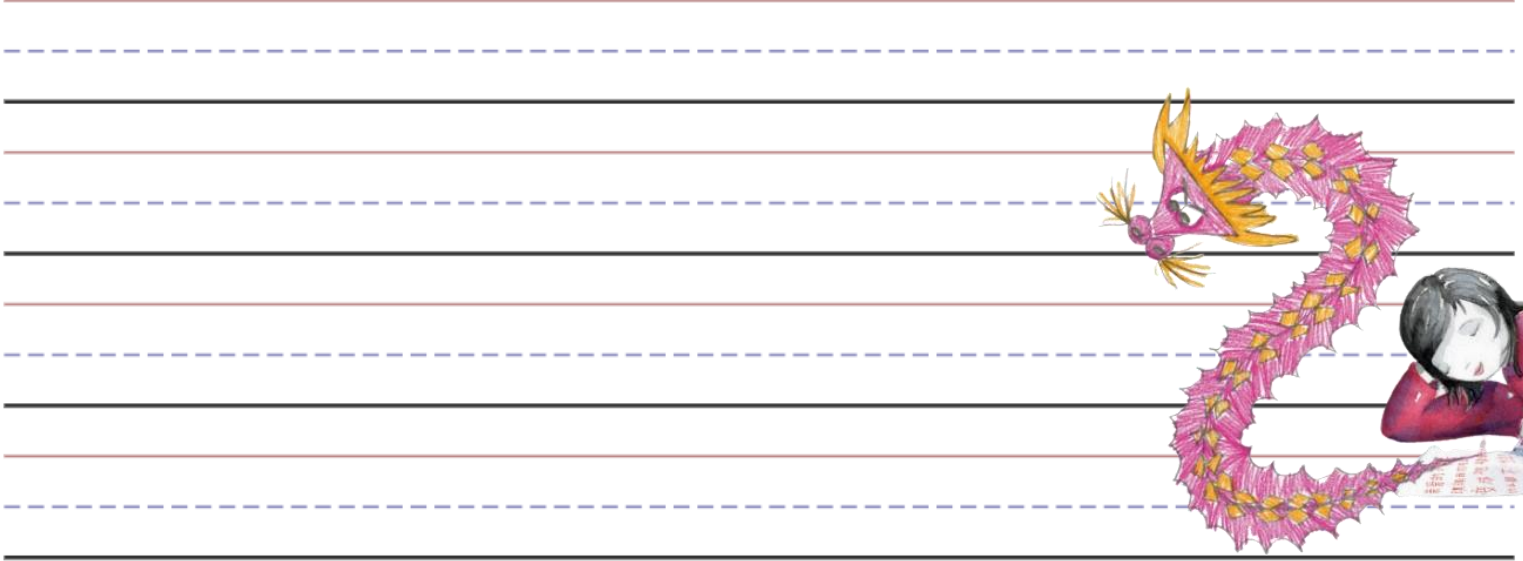
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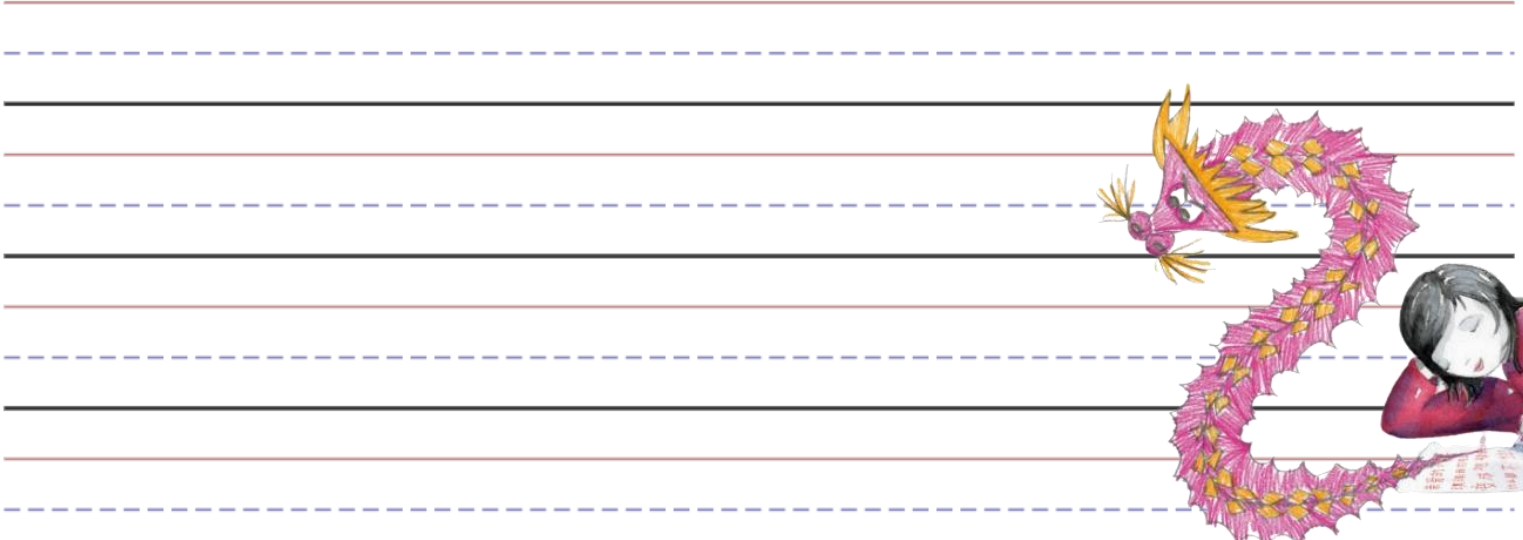
Name: \_\_\_\_\_

**BE BRAVE LIKE**  
LIKE A DRAGON!



Name: \_\_\_\_\_

**BE BRAVE LIKE**  
LIKE A DRAGON!



Name: \_\_\_\_\_

**BE BRAVE LIKE**  
LIKE A DRAGON!

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Name: \_\_\_\_\_

**BE BRAVE LIKE**  
LIKE A DRAGON!

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

# CREDITS PAGE

The author & illustrator – Rebecca Evans

Rebecca Evans is an author/illustrator living in Maryland. She received a Bachelor of Arts degree in Visual Art from Messiah College with a concentration in Drawing and Illustration in 2000, and completed coursework from the Tyler School of Art. She worked for nine years as an artist and designer before returning to her first love: children's book illustration and writing. Her experience includes illustrating and authoring more than twenty four children's books, teaching art at the local Art Center, and publishing artwork with magazines and multiple publishing houses. She regularly speaks at elementary schools and shares her love of literature and art with children. She is also Co-Regional Advisor for the MD/DE/WV SCBWI. She lives in Maryland and enjoys spending time with her husband and four young children, and working from her home studio. You can view her work at [www.rebeccaevans.net](http://www.rebeccaevans.net)



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