

One of Each

by MaryAnn Hoberman

Oliver lives by himself and has only one of everything in his house. Children will love following Oliver as he fills his house with objects and friends.



Read

Before:

Introduce the book and tell the children a little bit about it. Follow with a comment or question that is related to the story such as, *What would it be like to have only one of everything in your house?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- I wonder why the dog is all dressed up?

During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in *One of Each*

- brick: hard block used for construction
- delight: great enjoyment and pleasure
- proud: pleased and satisfied
- collection: group of things or people that are similar
- trouser: a type of pant
- treasure: something valuable or of great worth
- enjoyment: pleasure that results from using or experiencing something
- footstool: a low stool, on which to rest your feet while sitting down
- saucer: small circular dish
- dreary: dull or gloomy
- cavorted: leap around
- accord: to agree

After:

Discuss the story. Ask questions...

- What are some things that Oliver had just one of?
- Why did he go looking for someone to come over?
- Who came over to Oliver's house?
- How did Miss P. react to his house?
- What did Oliver go buy?
- How many friends came over for tea?
- What did Oliver do with his fruit?



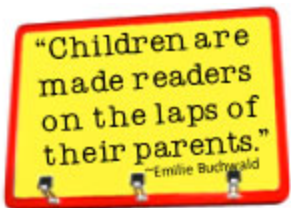
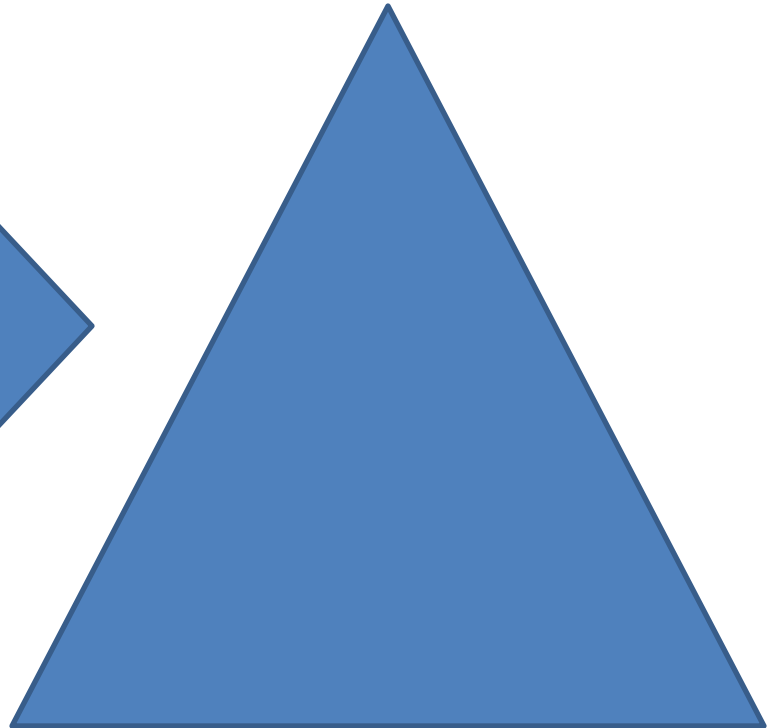
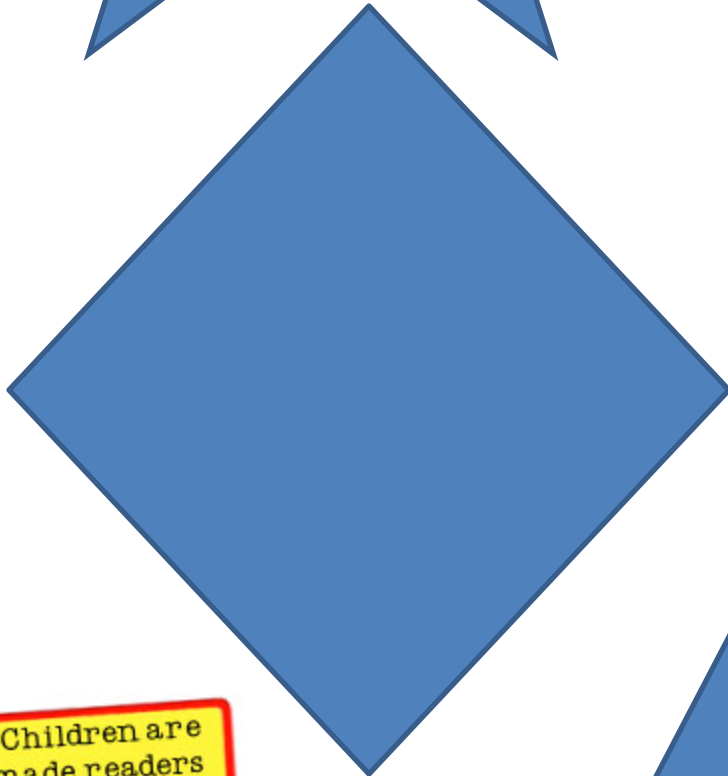
Do

Shape Share

Cut out each shape on the *Shape Share* template sheet. Cut each shape in half and hand out one side of each shape to every child. Then have the children go find their partner to complete their shape. Remind the children that sharing with friends and working together is better than keeping everything for themselves. If they don't share their shape piece, none of the shapes would be complete.

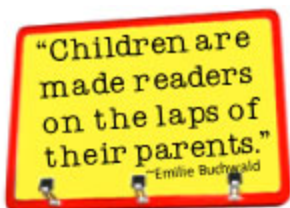
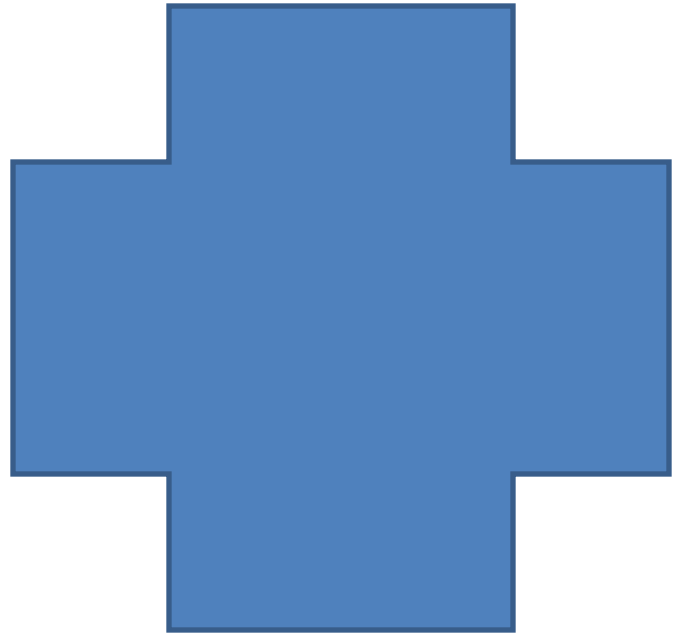
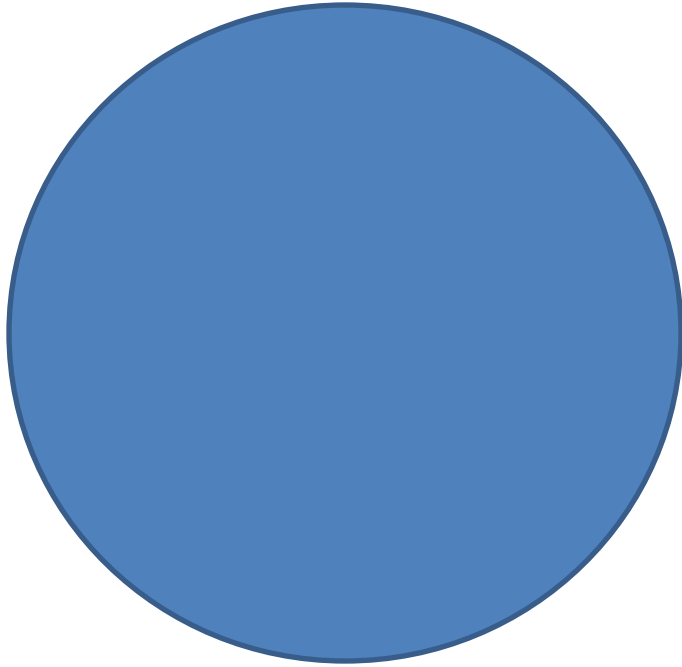
My Name: _____

“One of Each” Shape Share Sheet



My Name: _____

“One of Each” Shape Share Sheet



My Name: _____

“One of Each” Shape Share Sheet

