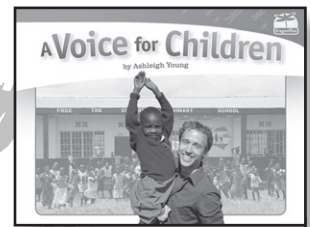


# A Voice for Children: The Story of Craig Kielburger

by Ashleigh Young



## Overview

This book tells the story of Craig Kielburger, a young boy who worked to help children in other countries who were forced to work long hours for little money. His efforts have made a big difference to many children's lives. (Big idea: People need to get along and help one another.)

## Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text **MC**
- making inferences **INF**
- identifying the main ideas. **MI**

It supports the following **non-fiction strategies**:

- using a glossary (boldface type)
- getting information from captions
- using maps.

## Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *help, make a difference, respect, rules*
- Content words – *attention, cartoons, country, hero, medicine, members, money, newspaper, parents, petition, prison, reporters, slum, speech, talents*
- High-frequency words – *about, could, each, first, friend, going, got, had, home, know, long, many, people, say, school, some, such, their, three, what, who, work, would*

## Features of the text

- Non-fiction features:
  - cover flap, which provides support for identifying the big ideas and anchor words
  - the topic (helping people), which expands on pages 14 and 15 of the anchor book *Discovering My World*
  - preview question on the back cover
  - headings that support students to read in sections
  - timeline
  - maps
  - captions
  - contents page, glossary, index
- Word study:
  - pronunciation guide – *Iqbal*
  - the suffix “tion” – *attention, petition*
  - compound words – *newspaper, something, shoebox*
  - digraphs – “th”, “ch”, “sh”
  - vowel sounds – “ea”, “ee”, “oo”
  - the silent letters “g”, “h”, and “k” – *sign, bright, Delhi, knew*
- Apostrophes and question marks
- Simile – *like a snowball*



## Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Discovering My World*), you can review the discussion and show the students pages 14 and 15 of the anchor book.

Ask the students about solving problems.

- *If someone shares a problem with you, what do you do?* Have the students discuss their ideas with a partner. Ask a few students to share with the class.
- *How would you help someone who lives in another country?*

## ELL support

As ELL students acquire more language, it's important to assess their comprehension. To check their comprehension, you can ask questions such as:

- How would you describe ...?
- Which statements support ...?
- What questions would you ask about ...?
- Can you predict the outcome ...?

## The first reading

**Page 2** – Look at the contents page. *What do you think this book will be about? Which section looks the most interesting? What questions do you have about that section?*

**Page 3** – Read aloud the heading. *What might Craig and Iqbal's connection be?* Point to the newspaper behind Craig. *What do you think caught Craig's attention in the newspaper?*

MC

**Pages 4 and 5** – Talk about why the story caught Craig's attention. **(Making connections)** Have the students share their thoughts about Iqbal's situation. *How would you feel if you had to work in a factory all day? Do you think it is right?* Write "Pakistan" on the board and say it aloud. Clap the syllables. *How is "Pakistan" different from other words on these pages?* (boldface type) Point out that the boldface type draws our attention to important words. Look up "Pakistan" in the glossary. Read aloud the caption on page 5. *What does this caption do?* Discuss the hours that Iqbal had to work. Ask the students to figure out how long they spend at school. *How much longer would twelve hours be?* **(Making inferences)** Ask them to think about why Iqbal had to escape. *Why couldn't he just leave?*

INF

## Introducing the book

**Front cover** – Discuss the title and the photograph. *What do you think "a voice for children" means? How might someone provide a voice for children?* Have the students look at the photograph. Point out the writing on the building. How does this relate to the title? *Who do you think the people are? What clues tell you that it is somewhere else in the world?*

**Back cover** – Read aloud the preview question. Lead a discussion to build the students' background knowledge.

**Using the flap** – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Discovering My World*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

**Title page** – Read aloud the title and look at the photograph. *Who is this? What do you think he is doing?* Have the students refer back to their ideas about the cover.

**Pages 6 and 7** – **(Making inferences)** *What was Craig planning to do? Why did he need his classmates to help him?* Discuss "petition" and find its meaning in the glossary. *What might the students have asked for in their petition?* (to keep children from being forced to work in factories) As a prompt, remind the students about the name of the project. INF

**Pages 8 and 9** – Point to the photograph. *How long do you think it would take to collect three thousand names?* (several weeks) **(Making connections)** Make connections with the students' understanding of this number. *How might the students have collected so many names? Do you think the man in India would have been set free without the petition? Why/why not? What might the Prime Minister have thought when he received the petition?* Using the map, discuss the distance between Canada and India. MC

**Pages 10 and 11** – **(Making inferences)** Point to the passport on page 10. *What country does Craig live in? What do you need a passport for?* Look at the photograph on page 11. *Why is Craig writing fundraising ideas? What could he do to raise money? What might Craig have said to his parents to persuade them to let him go?* INF

**Pages 12 and 13** – Look up “slums” and “labour camps” in the glossary. Discuss the photographs and ask the students to think about the conditions the children live in. Have them share their ideas with a partner. **(Identifying the main ideas)** *What kinds of stories might Craig have heard? Why did he feel it was important to share them? How might this help the children?*

MI

**Pages 14 to 17** – *Why did Craig think it was important to meet with the Prime Minister? (Making inferences) Why do you think the Prime Minister didn't want to meet Craig? Why did Craig decide to meet with the reporters? Look up “reporter” in the glossary. What do you think about Craig's decision? Why might the Prime Minister have decided to meet with Craig?*

**Pages 18 and 19** – Have the students reflect on the preview question on the back cover. *Can kids really change the world? Think about what you have read so far. What do you think the original twelve members of Free The Children did to increase their numbers?*

**Pages 20 and 21** – Refer to the cover photograph, then have the students look at the photograph on page 20. **(making inferences)** *What do these photographs show about Craig? Do you think he is a hero? Why/why not? How could you help someone if they lived in another country? What talents does Craig have? Why is his story inspiring?*

INF

**Page 22** – Read the timeline with the students. *How long did it take Craig to turn Free The Children into a large organisation? How long did it take to free the man in India? How might this timeline inspire someone who wants to help people?*

## Vocabulary activity

### Focus word: respect (page 13)

1. Turn to page 13. *He wanted people to know all children should be treated with respect.*
2. Say “respect” with me.
3. Explain that “respect” means “appreciation”. *When you have respect for somebody, you show that you value and appreciate them. Respecting somebody means treating them as you would like to be treated.*
4. Give examples of how “respect” can be used in different contexts.
  - *I respect my friends by listening when they are speaking.*
  - *I show respect towards my neighbours by not being too noisy.*

5. Do the following activities:

- Have the students draw pictures of how they feel about being treated with respect and not being treated with respect.
  - Have a Respect Week. During this week, the students should show respect towards somebody each day. Brainstorm who they would like to show respect towards and how they could do this.
6. *What is the word we've been learning that means to value or appreciate somebody? Say the word with me.*

## ELL activity

### Language objective: Formulating questions

This activity can be done with all the students who are reading the book or a small group of ELL students.

- Tell the students that someone is going to sit in the “hot seat” and pretend to be Craig Kielburger. Select a non-ELL student.
- Ask them to work in pairs or small groups to write questions to ask Craig Kielburger. Pair non-ELL students with ELL students.
- As the students develop their questions, monitor their work. Provide feedback so that their questions make sense and are grammatically correct.
- Their questions can focus on such things as the reasons why Craig was inspired to form Free The Children, what he learned on his travels, and why he wanted to speak with the Prime Minister.
- Encourage the students to be creative with their questions so that the student in the hot seat has to infer. They can ask questions beyond the timeline in the book. This will require the use of inference as well as the future tense. Model a question for them.
- It's important that the student in the hot seat provides answers that are consistent with the book.

## Ideas for revisiting the text

### 1. Review and check

- Listen as the students reread the text. Monitor their ability to self-correct.
- Observe the students' fluency with key vocabulary, checking that they understand the words in context.
- Make sure that the students infer that people can make a big difference when they work together. Have them explain this using Craig's story. *If Craig had tried to do everything on his own, would he have had such a positive result? Why/why not?*

## 2. Stop and learn

### a. Decoding/word attack activities

BLM – Using suffixes

Have the students think of words with the suffix “tion”. Refer them to pages 3 and 7 and have them find the words ending with “tion” (attention, petition). Explain that the suffix sounds like “shon”. Brainstorm other words that have the “shon” sound and record them on the board. Put these to one side. Have the students complete the BLM. They can use a dictionary to help them.

Compound words

- Explain that compound words are made up of two or more words. Write “playground” and “snowflake” on the board. Ask for volunteers to circle the words they can see.

Pages	Who?	What did Craig want?	What did Craig do?	What happened?
6 and 7	Craig	To help children	Asked his friends for help	Started a group called Free The Children

- Find compound words in the book (newspaper, something, shoebox).
- Have the students compete in pairs to write as many compound words as possible.

### b. Comprehension activity

BLM – Identifying and summarising the main ideas

Explain that a summary is simple and brief and contains the most important ideas. Explain that before we can summarise the main ideas, we need to find the key words and phrases. Model the example below:

Craig wanted to help children, so he asked his friends for help. They started a group called Free The Children.

The students can now summarise the main ideas using the headings on the BLM. They can then write two sentences.

### c. Writing activities

Choose from the following activities.

- Have the students write a newspaper report about Craig’s story.
- Tell them to imagine they are Iqbal and to write his story. Alternatively, they could imagine they are the girl in the photograph on page 18 and write a thank-you letter to Craig.
- Have them list the questions they would like to ask Craig.

### 3. Suggestions for further activities

- Research Craig Kielburger using the Internet or a library.
- Investigate groups such as Amnesty International or Save the Children.