



ALL THE WORLD

AUTHOR: LIZ GARTON SCANLON

ILLUSTRATOR: MARLA FREEZE

See a video of the book read aloud here: [All the World](#)

**** REMEMBER: HAVE FUN AND THE KIDS WILL TOO! ****

OVERVIEW

ABOUT THE BOOK

Following a circle of family and friends through the course of a day, this book affirms the importance of all things great and small, from the tiniest shell on the beach, to warm family connections, to the widest sunset sky. (lizgartonscanlon.com)

ABOUT THE AUTHOR

Liz Garton Scanlon grew up in Vail, Colorado, with her mom, dad, sister, two dogs and two horses. As a teenager, Liz moved to Wisconsin, where she went to both high school and college. Since then, she's lived in Ohio, London, England; Colorado again; California, and Austin, Texas, where she's been now for many years. Growing up she read all the Judy Blume and Nancy Drew books she could get her hands on, along with everything her grandfather got in his book-of-the-month club. Liz went on to earn degrees in journalism and English. She has two daughters, and it was reading to them that inspired her to write for kids. Liz serves on the faculty of the Vermont College of Fine Arts. When she's not writing or teaching, Liz travels, reads, runs with her dog, and tries to beat her family at board games. Liz has dozens of cousins, very curly hair, a little bit of a Midwestern accent, and she's darn good at shuffling cards. (lizgartonscanlon.com)

ABOUT THE ILLUSTRATOR

Marla Frazee has three grown sons, a Little Free Library in her front yard, and a studio in her back yard under an avocado tree in Pasadena, California. When she was just eight years old, she won a state award for illustrating a book titled *The Friendship Circle*. She later earned a bachelor's degree from the Art Center College of Design in Pasadena, California. Early in her career, she designed McDonald's Happy Meal packaging and created toys and games for Mattel and Parker Brothers. One of her solo-written and illustrated children's books, *Boss Baby*, was adapted into a DreamWorks Animation film featuring the voice acting work of Kevin Spacey and Alec Baldwin.

THE READ ALOUD

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- What does the cover tell us about the book? Do we learn anything more when we open it up to see the front and the back at the same time?

ALL THE WORLD

TOPICS & THEMES:

- Diversity
- Weather
- Earth

Tips for every book!

POWER PHRASES:

I WONDER...

I NOTICE...

TELL ME MORE...

DIGGING DEEPER:

"Tell me more, why do you think that?"

"How do you know that?"

"Why do you think they feel like that?"

"Interesting, did you notice anything else?"

- What does the silver circle sticker mean?
- Where are the people on the cover? What are they doing?

DURING THE STORY

Use these while reading the story to help students interpret the action and content.

- (p. 2) Does anyone have a guess as to what a moat is?
- (p. 4-5) Let's look closely at this illustration. Keep an eye out as we read for some of these places we see here.
- (p. 8-9) Here's one of those places we saw on p. 4-5. Only now we're closer and can see the details.
- (p. 10) Where did the tree in the wagon come from? (look back at p. 9)
- (p. 14) Have you seen the two people on the bike before this? (p. 8 and p. 5) Let's look for them as we continue to read.
- (p. 17) What's happening to the weather? How do you know?
- (p. 18-19) What's the weather doing now? What are the people doing?
- (p. 22) How does the little girl feel? Why do you think she feels that way?
- (p. 30) This family has lots of kin. What do you think that means? Look at the illustration for clues.
- (p. 35) Do you recognize the ladies on the swing? They were on the bicycle. How can we tell?
- (p. 38) It looks to me like it's time for bed. Do you think so too? Why (or why not).

AFTER READING

Use these after reading the story to help students understand what they just read.

- There were a lot of pages that had four words describing one thing from biggest to smallest. Did you notice? (p. 1 rock, stone, pebble, sand; p. 6 hive, bee, wings, hum; etc.)
- A lot happened in this story. There are clues in the story that tell us this all happened on one day. What were some of those clues? (illustrations with far away places being shown up close on subsequent pages; changes in weather; beginning of book in daylight, end at night)

BRINGING THE BOOK TO LIFE!

- (cover) If you think people on the cover are grown ups, put your hand on your nose. If you think they are children, put your hands on your head.
- (p. 18-19) We're prepared. Let's put up our rain hoods or umbrellas.
- (p. 22) What will the girl's face look like when her food comes?

COOPERATIVE LEARNING

- Turn to your neighbor/partner and starting with the word tree, add three more words describing the tree getting smaller with the last word being roots (i.e. tree, branches, leaves, roots). (reader: give examples from the book, p. 1, p. 6, p. 22)

SMALL-GROUP IDEAS

1. DISCUSSION ACTIVITY

- a. Take a picture walk through the book. There's quite a lot to see. Look for: red pick up truck, ladies on bicycle, VW van, people at market, red wagon with tree. Do these things appear more than once in the story?
- b. (p. 18-19) What was everyone doing when it started raining? When it rains here, what kind of things do you do? Do you play outside? Do you find shelter? Do you go someplace special?
- c. How can the world be old and new at the same time?
- d. (p. 37) What do you think "peace" means?

Suggested Optional Activity:

- (p. 34) Make three columns on a sheet of paper/whiteboard: hear, smell, see. Ask students to think of things to fill each column. Write each idea in the appropriate column. You can then add columns for touch and taste and continue the activity.

2. WRITING ACTIVITY

- Reread pages with four related words (e.g. p. 1 “rock, stone, pebble, sand”). The list of items starts with the largest, and go to the smallest. Write the first word of three different groups. Draw a picture for that thing.

3. EXTENSION ACTIVITY

- Look at page 24-25. What do you think the people are eating in the restaurant? Draw a picture of the foods and write a few words about them.

COMMON CORE LINKS

CCSS.ELA-LITERACY.RL.K.1, K.2, K.3, K.4, K.6, K.7, K.10