



Title: All the World

Author: Scanlon & Frazee

Themes: Nature, Poetry, Families

Vocabulary: pebble, hum, moat, husk, crown(tree)

Annotation: Through poetic verse and illustrations by a Caldecott Honor artist, a circle of family and friends shows the importance of all things, great and small, as readers follow them through a day, from morning until night.

See examples of this book read loud here: [All the World](#)

ENRICHMENT ACTIVITIES

I. STORYTIME

a. Discussion Questions

- Ask children what they see happening as you read the story and show the pictures.
- Where are the people?
- What are they doing?
- What time of day is it?
- What is happening in nature? In the story?

b. Other

- Have children mimic activities included in the story. (Digging in the sand, riding a bike, rowing a boat, planting a seed, eating a meal, going to sleep)

c. Related Songs, Rhymes, & Finger Plays

Nature Walk

Going for a walk is so much fun.
We don't hurry and we don't run.
We look at all the pretty trees.
And listen for birds and buzzing bees.

Raindrop Song

If all of the raindrops
(Wiggle fingers in the air.)
Were lemon drops and gumdrops,
(Tap one index finger against palm of other hand.)
Oh, what a rain it would be.
(Wiggle fingers in the air.)
I'd stand outside with my mouth open wide.
Ah-ah-ah-ah-ah-ah-ah-ah-ah-ah
(Stand, looking up with mouth open.)
If all the raindrops were lemondrops and gumdrops,
oh, what a rain it would be.

Flowers

Flowers grow like this.
(Sit on bent knees close to the ground and move hands in a motion to simulate a flower.)
Trees grow like this.
(Stand up slowly and move hands the same as above.)

And I grow like this.

(Jump up in the air and move hands as above.)

II. EXTENDED ACTIVITIES

Have the children identify the opposites that are stated in the story (ie: old/new; up/down etc)

The children could write their own poem about nature or family.

III. AT HOME

- This book is a perfect “lap book” as there is so much detail that can’t be seen from a distance.
- Many objects and peoples are easily identifiable in the child’s immediate life as in the reference to family (nanas, papas, cousins, etc.), have the children identify with the person/object as they read along. Have them identify with the picture.

IV. TEMPLATES