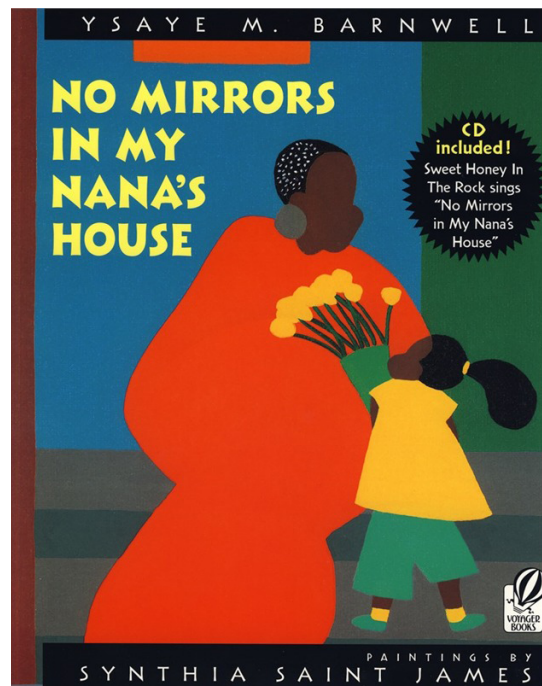




A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 2ND - 3RD



NO MIRRORS IN MY NANA'S HOUSE

WRITTEN BY YSAYE M. BARNWELL
ILLUSTRATED BY SYNTHIA SAINT JAMES

Watch the video of actors
Tia & Tamera Mowry
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

There are no mirrors in my Nana's house. No mirrors to reflect the cracks in the wall, the clothes that don't fit, the trash in the hallway. No mirrors. But there is love. The beauty in this child's world is in her Nana's eyes. It's like the rising of the sun.

THEMES IN THE STORY

Love, Acceptance, Self-discovery, Don't judge a book by its cover

READING AND WRITING

SUGGESTED GRADE LEVEL: 2ND - 3RD

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 2nd and 3rd grades but can be adapted to Kindergarten standards.*

BEFORE VIEWING

Standards: CCSS.SL.2.1, CCSS.SL.3.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

- Step 1: Explain to students that they are going to listen to a story about a home where there are no mirrors.
- Step 2: Ask students to pretend there are no mirrors in their house. How would life be different?
- Step 3: Introduce the title, *No Mirrors in My Nana's House*. Ask students to give their definition of the word Nana. Explain to students that in Africa, Nana is referred to as a respected leader or teacher.
- Step 4: Have them predict what the story might be about.

DURING VIEWING

Focus: Character and Making Predictions

Standards: CCSS.SL.2.2, CCSS.SL.3.2

Objective: Students will listen to story and answer teacher posed questions appropriately.

Procedure:

- Step 1: Instruct students to pay close attention to the illustrations during the story.
What do you notice about the people in the illustrations?
- Step 2: After listening to the story, briefly discuss the following questions:
 - Why don't the people have faces?
 - What were some of the things the little girl wasn't aware of because there were no mirrors in her Nana's house?

AFTER VIEWING - LESSON/CENTRAL MESSAGE OF STORY

Standards: CCSS.RL.2.3, CCSS.RL.3.3

Objective: Students will use details from the story to determine the lesson the author is trying to convey.

Materials: Graphic Organizer (on page 8)
One copy per partner

Procedure:

- Step 1: Explain *central message* – the big idea in a story – to students. Sometimes the central message can be a lesson, or something the author wants us to learn. We can find the central message, or lesson, by looking at the key events, or key details. Key details are the important events in a story that keeps the story interesting.
- Step 2: Display the graphic organizer. Explain that this graphic organizer will help you determine the lesson in *No Mirrors in My Nana’s House*.
- Step 3: Explain how the graphic organizer will be used. Tell students that they are going to pick out the key details that will lead to understanding the lesson. When all four boxes are filled in with details, they will use them as clues to decide the central message or lesson, in the story. The central message will be written in the center circle on the organizer.
- Step 4: Partner students to complete the key detail boxes in the organizer.
- Step 5: After students have had time to complete, gather students together and explain how to use their details to determine the central message.
- Step 6: Have partners return, discuss, and fill in the central message on the organizer.
- Step 7: Gather the class together for partners to share central message. List all ideas on chart paper.
- Step 8: Guide students to a consensus of the central message.
- Step 9: Review the key details and the central message to make sure the key ideas support the central message.

READING RESPONSE

Standards: CCSS.RL.2.1, CCSS.RL.3.1

Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompt: Why do you think there were no mirrors in her Nana’s house? Use details from the story to support your response.

Procedure:

- Step 1: Read prompt and allow students to discuss.
- Step 2: Have students complete the prompt according to the ability of your class.

WRITING — AUTOBIOGRAPHICAL POEM

Standards: CCSS.W.2.2, CCSS.W.3.2

Objective: Students will write an autobiographical poem describing their traits, needs and feelings using the given template.

Materials: Autobiographical Poem Organizer (on page 9)
Poem Template (on page 10)
Teacher Prep: Create poem template on chart paper or Smartboard:
Line 1: First Name (or nickname)
Line 2: State two traits that describe personality
Line 3: Who likes.... (2 things)
Line 4: Who dislikes ... (1 thing)
Line 5: Who needs ... (3 things)
Line 6: Who fears ... (1 thing)
Line 7: Who dreams of one day (1 or 2 things)

Procedure:

- Step 1: Review the definition of an autobiography.
- Step 2: Tell students that they are going to write an autobiographical poem describing their personality traits, needs, and feelings.
- Step 3: Discuss the meaning of personality traits.
- Step 4: Distribute and explain the organizer to students. Remind students that likes and dislikes should not include people, and traits should be inside feelings, not physical.
- Step 5: Complete organizer.
- Step 6: Display the poem template and instruct students on how to write poem using template.
- Step 7: Model writing the poem using yourself as an example.
- Step 8: Distribute template and complete poem.
- Step 9: Publish poem and decorate.

ACROSS THE CURRICULUM ACTIVITIES


SOCIAL STUDIES — FRIENDSHIP AND INCLUSION

Students will learn about the importance of looking inwards and reflecting on their own strengths and positive qualities about themselves and others instead of focusing on external qualities. Students will learn it is important to focus on other people's strengths and inner qualities instead of judging them from the way they look.

MATERIALS —

Drawing paper

Crayons, markers

Photos of people from other cultures ( [Google It!](#))

Optional: Individual student photo

PROCEDURE —

- Step 1:** Discuss the meaning of the saying, “We shouldn’t judge a book by its cover.” Lead students to the understanding that this can apply to people – sometimes we judge others according to what they look like.
- Step 2:** Explain that before we get to know someone, all we see is their physical appearance – this is our first impression of a person. Sometimes, we may think someone is mean or strange based strictly on what they look like. However, once we get to know that person, we learn more about them and often change our first impression. Allow students to share their experiences.
- Step 3:** Have students recall the story, *No Mirrors in My Nana’s House*. If we look in a mirror, we may see how we look on the outside, but we can’t see our amazing inside traits that make us special. Just as we need to recognize why we are special, it is important to take the time to get to know others to learn what they are good at and what makes them special.
- Step 4:** Ask students to draw a picture of themselves on the front of a sheet of paper. Have them frame the picture to look like a mirror. (*Option: Use a photo of students, glue on construction paper and draw frame.*)
- Step 5:** On the back of the page (hidden behind what you see), have students make a list of the wonderful inside qualities that make them special (ie. kind, smart, funny, curious, etc.).
- Step 6:** After students have completed their list, allow time for students to trade with other students in the class. For each trade, students will add a quality about each other that makes them so special.

MUSIC


The video contains the musical version of the story. Have students learn the song. Form groups and have students prepare a performance. Students can use their own creativity in the performance by using dance, hand movements, instruments, etc.

ART — ABSTRACT

MATERIALS —

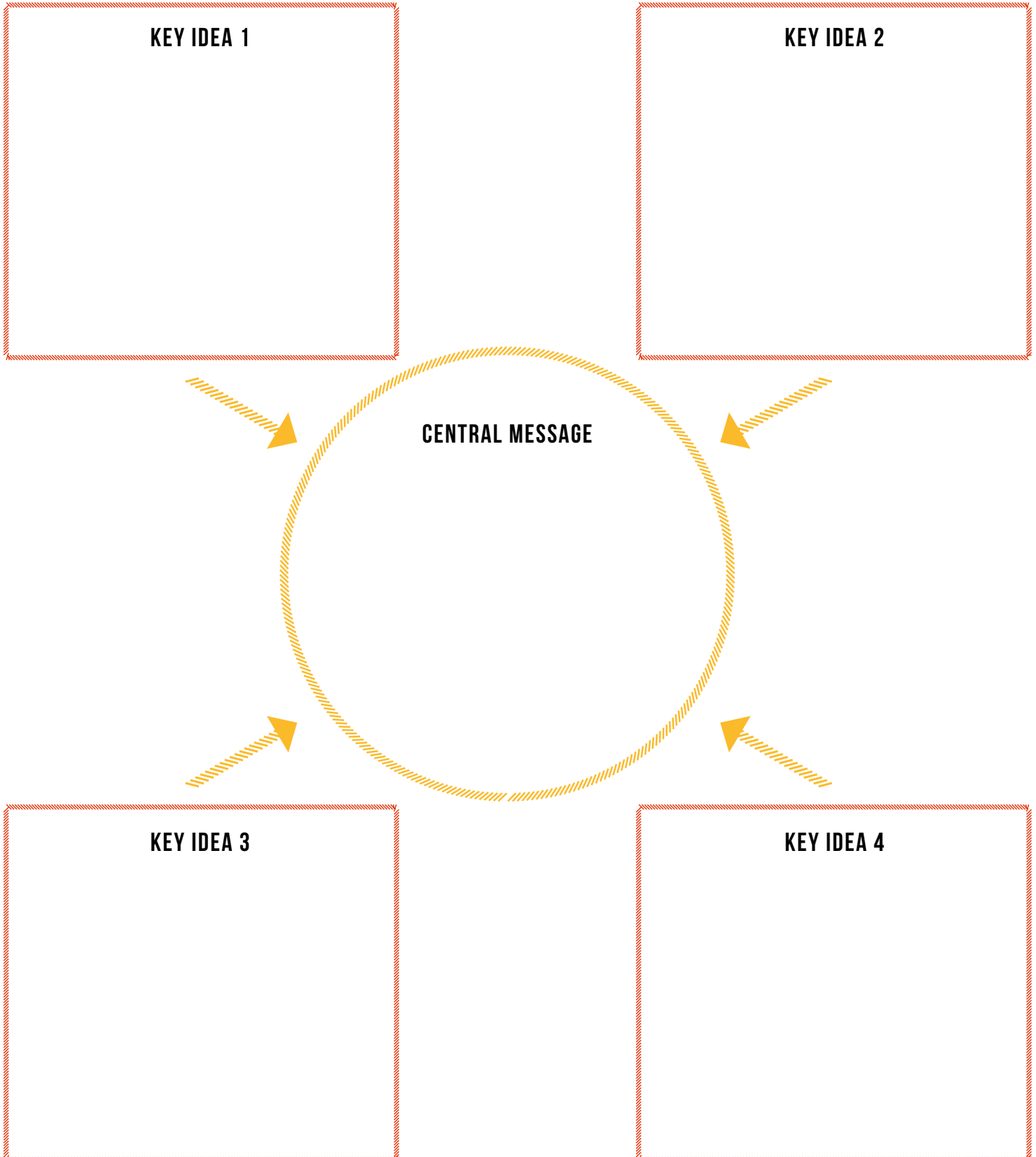
Colored Construction Paper
Black Construction Paper (1 per student)
Geometric Shape Tracers (Teacher's choice - 1 of each shape per group)
Glue

PROCEDURE —

- Step 1:** Find examples of abstract art to show students. ( Google It!)
- Step 2:** Provide geometric shape tracers to each group of students.
- Step 3:** Explain to students that they are going to create a piece of artwork using a specific number of shapes. (For example: 2 circles, 4 triangles, 5 rectangles, 5 squares) They may use any color for each of their shape cut outs.
- Step 4:** Instruct students to create an abstract work of art by gluing the shapes onto a black sheet of construction paper.
- Step 5:** Share class pictures and discuss how different each piece looks even though they were made from the same shapes.
- Step 6:** Discuss how this relates to people: We all have the same parts but look differently.

NO MIRRORS IN MY NANA'S HOUSE

How do we use key details to determine the central message, or lesson, in a story?



Name: _____

AUTOBIOGRAPHICAL POEM ORGANIZER

My Personality Traits	What I Like	What I Dislike
What I Fear	What I Need	My Dreams for the Future

Name: _____

AUTOBIOGRAPHICAL POEM TEMPLATE

LINE 1

_____ *(first name/nickname)*

LINE 2

_____ *(2 personality traits)*

LINE 3 Who likes

_____ *(2 things)*

LINE 4 Who dislikes

_____ *(1 thing)*

LINE 5 Who needs

_____ *(3 things)*

LINE 6 Who fears

_____ *(1 thing)*

LINE 7 Who dreams of one day

_____ *(1 or 2 things)*

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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