

# ALL THE WORLD

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by Liz Garton Scanlon, illustrated by Marla Frazee

Ages: 3-7; Grades: PreK-2

Themes: Growing Up, Family, Our World, Rhyming

Running Time: 6 minutes

## SUMMARY

**All the World** is encompassed in eloquent rhymes and sweeping illustrations. This movie brings the to life the love, mystery, disappointment, and bonds that link us all together. Children are sure to recognize a piece of themselves in this simple, yet powerful movie. Teachers and parents will appreciate the story's peaceful and inclusive message.

## OBJECTIVES

- Students will identify and create rhymes.
- Students will make text-to-self connections.
- Students will compare different parts of the world.

## BEFORE VIEWING ACTIVITIES

Introduce or review rhyming with students. Start with simple rhymes, such as words ending in *-at* or *-ot*. Then, introduce some of the words from the movie, such as: red, fall, see, and sun. Challenge students to brainstorm words that rhyme with those. Then, encourage students to watch and listen for rhymes in the movie.

Introduce children to the comprehension strategy of making text-to-self connections. Explain that when there is something in a book or video that reminds them of something in their lives, it is called a text-to-self connection.

Demonstrate making a text-to-self connection with a familiar text. Introduce the movie by telling students that they will see a movie that describes many everyday experiences. Encourage children to watch and listen for connections that they can make with the movie. Revisit the conversation after the movie and ask students to share their connections. Make lists on butcher or chart paper of the text-to-self connections

that the students came up with. These can be hung in the classroom as reminders of good strategies that help students understand books and movies.

## AFTER VIEWING ACTIVITIES

Revisit the rhyming lesson from the **Before Viewing Activities**. Ask students if they noticed what words rhymed with the words introduced before the movie. Confirm their answers by repeating the sentence from the movie and writing it on chart paper. Ask if any other rhyming word would make sense in that sentence. Extend the students' rhyming practice by setting up a rhyming center in the classroom. This could be a matching game where children draw picture cards and look rhyming matches. This could also be a game where students think of as many words as they can in a rhyming family.

Follow up on the text-to-self comprehension strategy discussion. Give students time to share the connections they made with the story. Then, guide them through creating their own page that could fit into **All the World**. Do the first one together as a class, and then if students seem ready, have them make another page on their own. Students start with brainstorming a place that they love. Then, make a list of all of the things that they might see and do there. Choose several words or phrases, and fit them together in a rhyming sentence. Remember to end with "All the world is ...." . Scribe the class page on a large chart paper. Ask children what illustrations should be added. Allow students to take turns adding an illustration to the page. If students are ready, they can repeat this process to create a page of their own.

Choose 3-4 different places in the world to study and compare. Connect the study to the movie **All the World** by asking children what things are the same all over the world. Give them some ideas from the movie, such as: there is sky all over the world; there are families all over the world. Taking these ideas, and any others that the class comes up with,

choose several elements to compare. For example, show a slideshow, read articles or books, or show a movie that shows families in the places that you chose to study. Then lead students in a discussion of how families in all of these places are the same. Give students magazines to cut pictures out of to create a collage of families from different parts of the world. On the collage, write some of the ways that students discovered that families are the same. Create collages for the other elements that you choose to compare as well.

## OTHER RELATED TITLES FROM WESTON WOODS INCLUDE:

**All the Colors of the Earth**, by Shiela Hamanaka

**The Curious Garden**, by Peter Brown

**Crow Call**, by Lois Lowry, ill. by Bagram Ibatoulline  
**Fletcher and the Falling Leaves**, by Julia Rawlinson,  
ill by Tiphanie Beeke

**Fletcher and the Springtime Blossoms**, by Julia Rawlinson,  
ill. by Tiphanie Beeke

**Grandfather's Journey**, by Allen Say

**He's Got the Whole World in His Hands**, by Kadir Nelson

**The Lion & the Mouse**, by Jerry Pinkney

**The North Star**, by Peter H. Reynolds

**Voyage to the Bunny Planet**, by Rosemary Wells