

## Me Too! by Mercer Mayer



**STORY DESCRIPTION:** Little Critter's little sister tags along wherever he goes. When he plays football with his friends she says, "Me too!" When he's hiding in his secret tree house she says, "Me too!" Even when he finds the last piece of cake she chimes in, "Me too!" Then one day little sister has her very own candy cane... and Little Critter asked, "Me too?" Ultimately Little Critter learns that sharing with your siblings is good because sometimes they share back!

**SUBJECT:** Social-Emotional Learning

**GRADE LEVELS:** Preschool, Pre-K, K

### USING omBooks IN THE CLASSROOM

#### Reading Modes

##### *Read it Myself*

- Read the story to your students or have the students read the story themselves
- Turn the pages to read at your own pace

##### *Read to Me*

- Follow along as the story is read by the narrator
- Turn the pages to read at your own pace

##### *Auto Play*

- Follow along as the story is read by a narrator
- Pages turn automatically for reading at a controlled pace

#### Interactive Features

- Tap a picture to hear and see the word associated with it
- Tap on an individual word to hear it pronounced
- Touch and hold a paragraph to hear it read by a narrator
- Find the creatures throughout the story! Tap on them to count them.

## **Reading Dynamics**

### *Large Group*

- Connect your iOS or Android device to your classroom projector, TV, or computer monitor (see *How-To Guide*).
- Use the *Read it Myself* mode to read the story aloud, or use the *Read to Me* or *Auto Play* modes to present the story to the entire class.
- Use the discussion questions on page 3 to guide a whole-class discussion.
- Alternatively, if your students can read, project the questions on the screen. Invite students to partner up and discuss the story in pairs. Ask them to record their discussion on the iOS or Android device so you can assess their work.

### *Small Groups*

- Gather a small group of students and display the iOS or Android device so all can see.
- Use the *Read it Myself* mode to read the story aloud, or use the *Read to Me* or *Auto Play* modes to present the story to the small group.
- Use the discussion questions on page 3 to guide a group discussion.

### *Partners*

- If you have enough devices in the classroom, invite students to read or listen to the story in pairs.
- Students can take turns reading pages, asking questions, and supporting each other.
- If your students can read, give them the discussion questions from page 3. Ask them to record their discussion on the iOS or Android device so you can assess their work.
- If your students are non-readers, invite the class to come back together as a large group. Guide a class discussion using the discussion questions on page 3.

### *Independent*

- If you have enough devices in the classroom, invite students to read or listen to the story independently.
- Students can use the interactive features to support their reading, and each student can explore the text and illustrations at an individualized pace.
- If your students can read, give them the discussion questions from page 3 and ask them to type or record their responses on the device.
- If your students are non-readers, invite the class to come back together as a large group. Guide a class discussion using the discussion questions on page 3.

## DISCUSSING THE STORY

1. What does Little Critter's little sister say when her brother is playing? Why do you think she wants to do everything her big brother does?
2. How does Little Critter feel when his little sister says, "Me too!" Does he want to include her in everything he does? Why not?
3. What happens when Little Critter's little sister has a candy cane? What does he say? Does his little sister share with him? Why? Would you share? Why or why not?

## EXTENDING THE LEARNING

Support students in using the iOS or Android device as a tool to extend their learning. Some ideas:

- **Inclusive:** In this story Little Critter's little sister wants to play with her brother, but he doesn't always want to let her in on the fun. Is it ok for him to want to play without her sometimes? How would it make her feel if he never let her play with him? What does it mean to be inclusive? Use an electronic dictionary to look up the word *inclusive* and discuss when and why it is appropriate to be inclusive.
- **Tell a transmedia story:** Encourage your students to think about a time when they had to play with someone they didn't want to play with. What happened? How did they feel? Support your students in creating a transmedia story about it. Use some or all of the following media:
  - Produce a movie
  - Record a story and save it as an audio file to play back or share
  - Perform a digital puppet show using a puppet app
  - Draw or paint scenes to create a slideshow

## SHARING YOUR WORK

Have you used the [Me Too!](#) omBook in your class? We'd love to hear about it! To share your experience, please visit the Education Center on our Facebook page: [www.facebook.com/OceanhouseMedia](http://www.facebook.com/OceanhouseMedia) .

## DOWNLOADING THE APPS

omBooks (Oceanhouse Media Digital Books) are available for purchase in the following stores:

