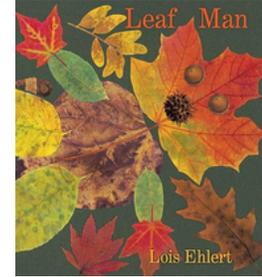


Nature-Based Read-Aloud Guide

# Leaf Man

By Lois Elhert



## COMPREHENSION PROMPTS

### Make Connections:

Periodically throughout the story ask, “Does this natural setting remind you of anywhere you have been? How is it similar? How is it different?”

Ask students to identify any leaves in the story that are familiar to them. If you are reading outdoors, pause and have students look for leaves in their environment that match the leaves in the story. Identify and sort the leaves.

### Summarize:

Pause periodically throughout the story and ask students to identify the animals and natural objects they see in the leaf shapes. Have students retell the various natural settings Leaf Man has visited so far.

### Predict:

Pause periodically throughout the story and have students look very closely at the cut top edges of the upcoming pages. Ask students to use this visual information to predict what type of natural setting Leaf Man is traveling to next.

### Infer:

Pause after the fourth page and ask, “what do you think the author meant by ‘he left no travel plans’ as leaf man began to blow away?”

Pause again after page 8 and ask students to infer what is meant by “a leaf man’s got to go where the wind blows”.

**FOLLOW UP NATURE ACTIVITY: BUILDING LEAF CREATIONS!**

- Take class to a natural area with lots of fallen leaves. Ideally, a variety of shapes and colours of leaves should be used. If you do not have this available in your schoolyard, you can ask students to collect leaves from home and bring them in for this project.
- Discuss a few of the leaf creations that are evident in the illustrations. Look closely at one or two examples from the text and discuss how Lois Elhert layered different sizes, colours and textures of leaves to create each animal or natural object.
- Invite students to gather a pile of leaves to be used for their creation.
- Give students plenty of time to create a leaf picture. They can create a leaf man or any type of leave animal or object. The leaf creations can simply be made on the grass and left behind later, or you can bring out pieces of cardstock and glue if you'd like students to create a permanent art piece.
- After 20 minutes or so, gather the class and take a gallery walk to view each other's creations. Have each student tell about their creation and allow time for questions or comments from peers.

**Extension Ideas:**

- Photograph the leaf man creations and use these images as inspiration for a descriptive writing project.



Peacock leaf creation