



# Reading Roundup



## The Other Side

Written by Jacqueline Woodson

Illustrated by E. B. Lewis

Reading Roundup  
Partners



### Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share The Other Side, written by Jacqueline Woodson and illustrated by E.B. Lewis.

### Before Reading

*The Other Side* is an important story about two girls who struggle to understand their world. The author's thoughtful words and the illustrator's beautiful artwork help us recognize these struggles and encourage us to think about how we can make our world a better place.

## During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through page 7.

- **Page 7** *Jacqueline Woodson writes, “And Mama said, ‘Don’t climb over that fence when you play.’ She said it wasn’t safe.” E.B. Lewis paints a very different picture. Look at the illustration. Does it look like a dangerous place? – P – Why would an author and illustrator tell us two different things? (Accept all responses.) Let’s read on to see why an author and illustrator might do that.*

- **Page 11** *Sandra interrupted her friends and told the girl she couldn’t play. – T/T – Turn and talk about why Sandra interrupted so quickly? (She is afraid they would get in trouble. The other side of the fence is dangerous and people on the other side would hurt them. For good reason, parents have told children to stay away from people on the other side.)*

- **Page 27** – *T/T – What do you think Clover and Annie might be saying to each other? What do you think Sandra and the other girls might be saying? Turn and talk to your neighbor. (Clover and Annie are getting to know each other. They’re asking each other about things they like to do. Sandra and the other girls are saying Clover better get off that fence or she’s going to be in big trouble.)*

- **Page 31** *When a character surprises the reader, it’s always an important part of the story. Sandra said something we didn’t expect – it surprised us. – P – How might this change things? (Sandra said she didn’t care if Annie came on their side of the fence. The girls are going to be the change they want to see in the town.)*



## After Reading

Turn back to page 7. *At the beginning of the story, we wondered why the words describe the other side of the fence as a dangerous place while the illustrator paints a picture of a safe quiet place. – T/T – How do the author and illustrator work together to help us understand different points of view about the world the girls live in? (Clover and her family had very different experiences than Annie and her family. Clover’s family lived in a time when African American people were terribly hurt by many of their white neighbors simply because of the color of their skin. Her parents and grandparents lived through horribly terrifying times. Annie didn’t have the same experiences. The other side of the fence, for a white little girl, was safe and secure.)*

**Remember–** We must understand that we all have different experiences in life. Those experiences shape our lives and feelings. The important thing is to recognize we’re more alike than different, and think about ways to include all people.

## WORD WAGON

### Vocabulary

**Damp** – a little wet p. 18

**Yonder** – over there p. 21

