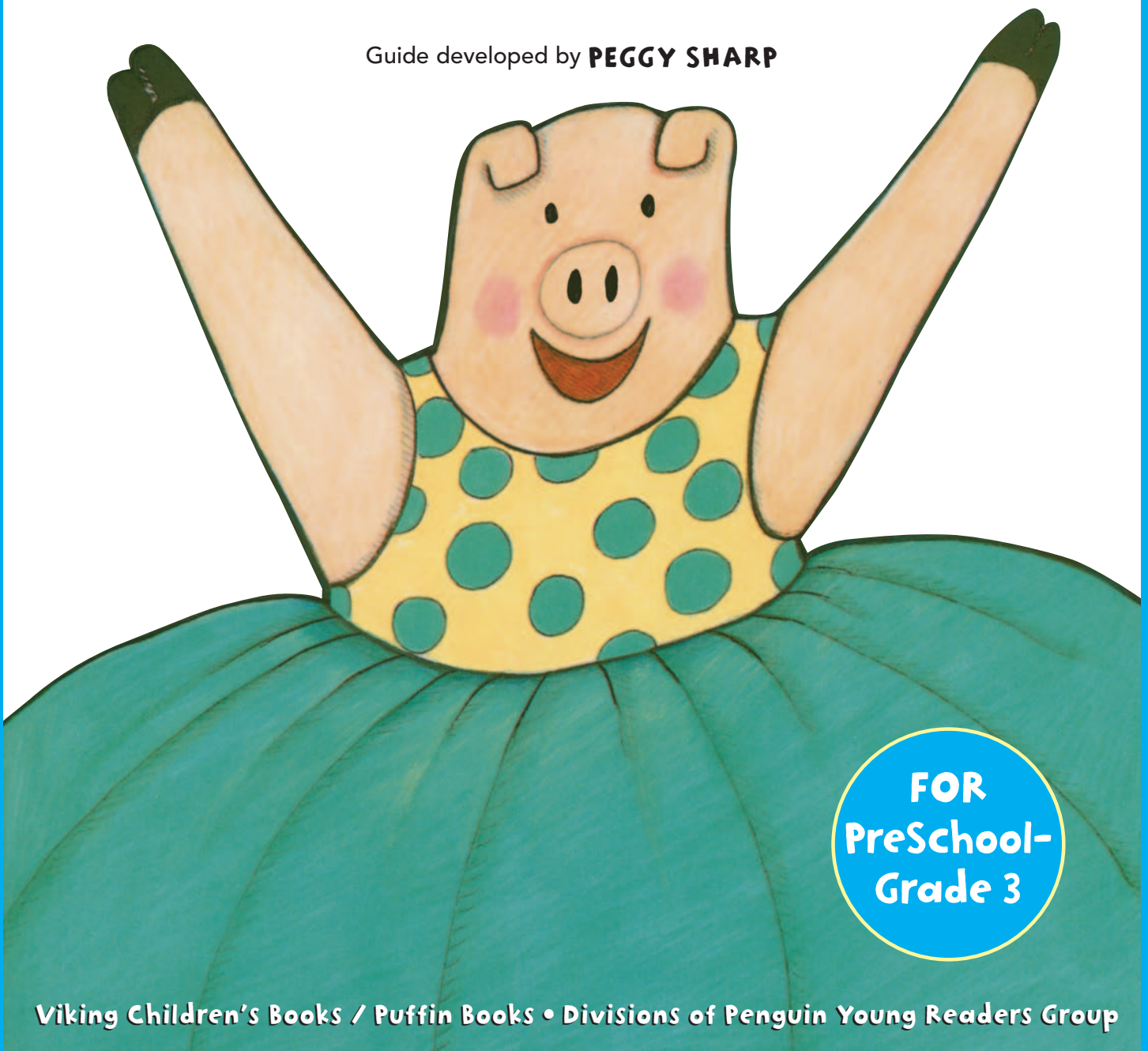


I FEEL GOOD!

A Teaching Guide to
Using the Books Written by

NANCY CARLSON

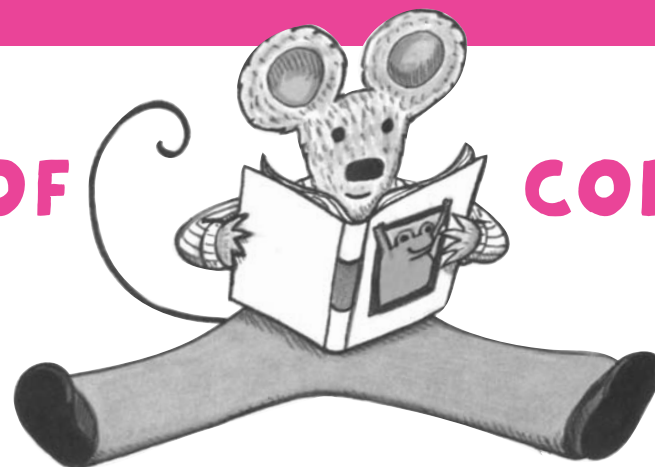
Guide developed by **PEGGY SHARP**



**FOR
PreSchool-
Grade 3**

Viking Children's Books / Puffin Books • Divisions of Penguin Young Readers Group

TABLE OF



CONTENTS

Introduction3
---------------------	--------

Suggested Activities by Title

KINDERGARTEN KIDS4
-------------------	--------

Henry's Show and Tell

Look Out Kindergarten, Here I Come!

Henry's 100 Days of Kindergarten

I KNOW I'M SPECIAL6
--------------------	--------

I Like Me!

ABC I Like Me!

RULES FOR LIFE8
----------------	--------

Life Is Fun

How to Lose All Your Friends

ARNIE'S ANTICS10
----------------	---------

Arnie and the New Kid

Hooray for Grandparents' Day!

HOW ABOUT A HUG?14
------------------	---------

MY BEST FRIEND MOVED AWAY15
---------------------------	---------

THERE'S A BIG, BEAUTIFUL WORLD OUT THERE!16
--	---------

IT'S GOING TO BE PERFECT!18
---------------------------	---------

SNOWDEN20
---------	---------

About Nancy Carlson23
----------------------------	---------

Complete Listing of Titles

by Nancy Carlsonback cover
-------------------------	-----------------

NANCY CARLSON'S

books are about issues that are important to kids. These books can help young children understand their world and learn of some appropriate reactions to the situations they face. This guide includes many activities for the books by Nancy Carlson. However, the most important strategy for these books is to read them to young children. The activities in this guide are intended to help readers appreciate the books and enhance their understanding of the concepts the author addresses after they have enjoyed the story.

The books by Nancy Carlson that are described in this guide can be enjoyed by children in grades preschool through three. Young readers and listeners will relate to the stories as the animal and children characters experience situations they have encountered in their own lives. The strategies and suggestions can be used to encourage readers to further relate the characters' experiences to their own.

The organization of the strategies in this guide varies. In some cases, there are several books about the same characters; these books have been grouped together. First there is a brief summary of the books, followed by a description of strategies for the grouping, followed by ideas developed specifically for the individual titles. The ideas are intended to help readers make connections for the books that feature the same characters in different situations.



Additionally, there are some books that feature characters and situations unique to the individual title. In these cases, each book is first summarized then followed by strategies for that individual title.

The easy-to-implement strategies in this guide can be connected with many areas of the curriculum—language arts, social studies, science, math, art, health. Use the ideas with your students in the manner that best reflects your students' connections with the books.

Share Nancy Carlson's books with your class. The combination of good stories and meaningful activities can only lead to more books and more reading. Have fun!

For more information on Nancy, visit her website: www.nancycarlson.com



KINDERGARTEN KIDS

USING

Look Out Kindergarten, Here I Come!, Henry's Show and Tell, AND Henry's 100 Days of Kindergarten

Henry is in kindergarten, and he loves it, but that doesn't mean he has no concerns. In these three books Nancy Carlson points out that kindergarten is lots of fun, and that if there are any problems, they can be resolved fairly easily.

Overall Ideas:

SUPPLIES FOR A SUCCESSFUL SCHOOL YEAR

As a class discussion, students can identify the physical and mental supplies that are needed for a successful school year—pencils, paper, markers; enthusiasm, energy, hard work. They then draw or paint pictures of the physical supplies, and cut them out. On each of the physical supplies, write one of the

mental supplies they have identified. Put the supplies in a construction paper backpack so the students are all ready for a successful school year.



KINDERGARTEN ABC'S

During the final quarter of their kindergarten year, students can make an alphabet and/or counting book or frieze that identifies what they learned during the year. For example:

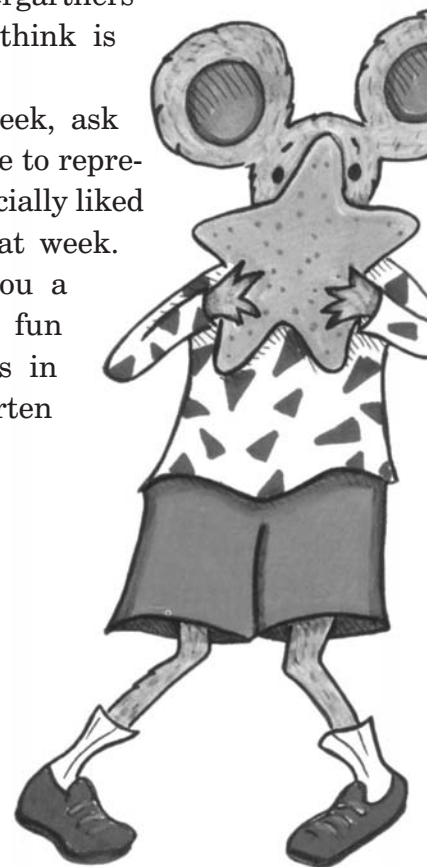
- ABC book/frieze
 - I learned about **a**nimals.
 - I learned to read **b**ooks.
 - I learned to **c**ount to 25.
- Counting book/frieze
 - I went on **1** trip to the aquarium.
 - I read **2** books all by myself.
 - I learned about **3** community helpers.

With the students' permission, make copies of some of the books/friezes to share with next year's incoming students (and parents) to introduce them to some of concepts/activities they can expect to learn/do during their year in kindergarten.

KINDERGARTEN IS FUN

Henry had fun in kindergarten after his initial uncertainty. Kindergartners can identify what they think is fun about kindergarten.

At the end of each week, ask students to draw a picture to represent something they especially liked doing in class during that week. Have them dictate to you a sentence describing the fun activity, and include this in the student's "Kindergarten Fun Portfolio."



Ideas for individual books:

Look Out Kindergarten, Here I Come!

Henry is really looking forward to kindergarten, but everything is so new that at first it is a little bit overwhelming.

GETTING READY FOR KINDERGARTEN

Students can draw how they get ready for school. Have them place their three main get-ready techniques on a traffic light—the first thing they do is pasted on the red part of the light, the second thing is on the yellow, and the last thing they do is on the green. Students can compare how they ready themselves for school to what the other students do.

Henry's Show and Tell

Henry really liked kindergarten, but he was anxious about show and tell—he didn't know what to share.

SHOW AND TELL PREPARATION

Before your class's first event, discuss the appropriate kinds of things to bring for show and tell. The students can each draw a picture of something appropriate to bring, and another of something that would be a problem. Put the pictures on a Show and Tell YES! and a Show and Tell NO! display.

GRAPHIC SHOW AND TELL

Make a show and tell graph. Identify categories for the types of things that students bring to share, using the sharing items in this book as a starting point—toys, pets, family, travel souvenirs, collections, etc. Your students may want to suggest additional categories.

Make a bar graph that shows the variety of items the students bring in to share. As the students share, they can identify the appropriate category, and extend the bar graph. Use symbols that are appropriate for

the category to extend the graph. Some appropriate symbols for categories might be: a picture of a dog for “pets;” a picture of a house for “family.”

REMEMBERING SHOW AND TELL

Students can keep a visual record of what they bring in for show and tell. Using a digital camera, photograph the students as they share what they brought. Paste the photo on construction paper, and ask the student to dictate a sentence describing what was shared. Combine the pages into a show and tell scrapbook as a visual and written reminder of what each student shares during the year. At the end of the school year, encourage students to identify their personal best show and tell item; put a gold star on that page.

THEMATIC SHOW AND TELL

Select a different theme for each week of show and tell, incorporating different subject areas. Some possible themes include:

- Science — animals, weather, outdoor activities
- Social Studies — family, travel, community
- Language Arts — books, words
- Math — recipes, measurement, collections
- Art — pictures, movies

Henry's 100 Days of Kindergarten

Henry and his classmates need to keep themselves busy before their 100 days of kindergarten celebration.

CELEBRATING THE 100TH DAY

Count off the days until the celebration with a giant wall calendar. On the day of the event, students can bring in their own “100 things” collections for a special show and tell day. Or conduct a class collection, as Ms. Bradley does with her jelly bean jar. As a party souvenir, create a certificate template or button that reads, “_____ has survived 100 days of kindergarten.”

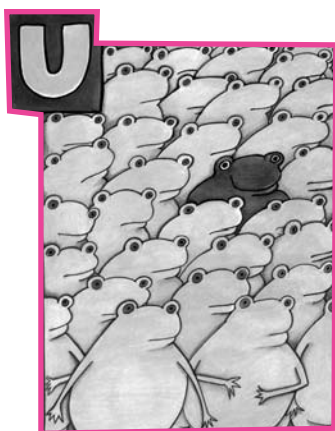
I KNOW I'M SPECIAL

USING

I Like Me! AND ABC I Like Me!

Nancy Carlson reminds her readers that they are unique and special and have every good reason to like themselves very much in two books featuring a self-confident little pig. Share these exuberant books with your students to remind them of all the reasons they should celebrate themselves.

Ideas for both books:



I'M UNIQUE

Students can identify what it is about them that is different than everyone else—what makes them truly unique and likable. What do the students like best about themselves? They can introduce themselves with their unique feature to the other students.

Students can make a fold-out book with construction paper about themselves, featuring the personal experiences that have shaped who they are. The book can be entitled, “I Am Special.” Each page can tell personal information such as: favorite food, favorite day of the week, where and how they like to spend their free time, how they have fun, favorite memory, favorite book. Your students can determine topics for the pages, but everyone in the class will use the same topics for their books.

YOU’LL LIKE ME

Students can make a “Wanted” poster for themselves. The poster includes a self-portrait and the most wanted features of the student—the attributes that they feel make them most likable. Students can also be paired, with each student creating a “wanted” poster for their partner. It would be an opportunity for students to get to know a little more about a classmate.

Ideas for individual books:

USING

I Like Me!

The narrator pig is her own best friend for several very good reasons.

WE LIKE OURSELVES

Make a “We Like Ourselves” heart tree. On construction paper hearts, students write what they like about themselves. Hang these hearts on a tree branch secured in a large container with plaster of paris, or on a tree outlined on a bulletin board. Other students can then see why their classmates are worth liking. Students do not need to write their names on the hearts, thereby making the likable characteristics more general, and not limited to the student who wrote the characteristic.

Students can make their own “I Like Me” mirrors. Cut out oak tag or cardboard in the shape of small hand mirrors. On one side, paste a piece of mylar or aluminum foil so that children can “see” an image of themselves. On the other side, they will put a picture of what they like best about themselves. The students can then “see” themselves for what they really are by looking at either side of the hand mirror. You can also use the mirror available with the *I Like Me!/ABC I Like Me!* mini books and mirror set and base your lesson on these.

PATTERNED PERSONALITIES

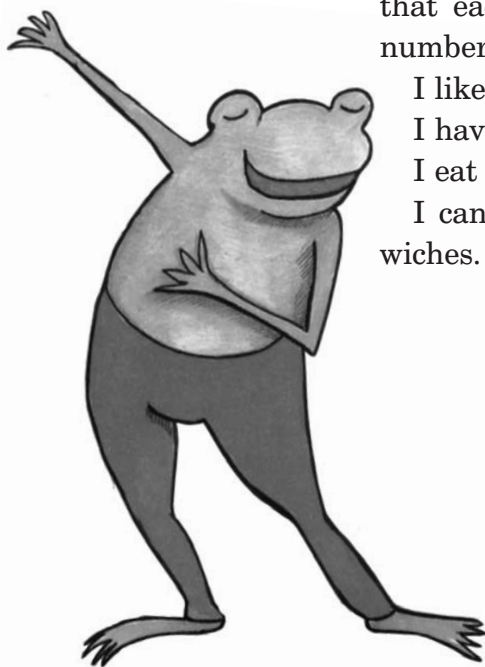
Nancy Carlson uses many different patterns in the wallpaper in her illustrations, often to reflect the activities in the illustration or reflecting something about the character in the picture. Students can design wallpaper that suits their personalities. Remind them that wallpaper design is simple, and is repeated over and over again.

First the students make an appropriate design for themselves on a 2" x 2" square of paper, drawing it in pencil. After they are satisfied with the design, they outline the drawing with a black felt tipped pen. Photocopy the design sixteen times to cover an 8" x 8" sheet of paper. Students then color in the design to make a piece of wallpaper that suits their personality.

TAKING CARE OF ME

Ask students to keep a "How I Take Care of Myself" journal for one week. They can record (either through words or pictures) what they do in the following categories—eating, physical exercise, mental activities, recreational activities, quiet time, and time with others.

They can then review their activities and decide what they do that is really good for themselves and what they could do to treat themselves better. Students then make action plans, indicating one thing they will do to take better care of themselves—e.g. I will eat more fruit and less candy.



USING

ABC I Like Me!

An alphabet of attributes and activities that the characters like about themselves.

I'M APPRECIATED

Do an oral group alphabet book of special personal characteristics. The students each begin their statements with the phrase, "I like me because . . ." Begin with "A", and ask the first student to identify a positive personal characteristic for "A"— "I like me because I'm artistic." The next student tells what s/he likes about her/his self that begins with the letter "B." Continue in this manner for a quick group review of positive personal attributes for each letter of the alphabet.

Students can identify personal positive attributes and activities, one for each letter of their own name: N—nice; A—artistic; N—never late; C—caring; Y—yoyo champion

Students can also do the same based on a friend or family member.

COUNT ON ME

The author has written an alphabet book of positive attributes/activities. Students can make a counting book, identifying ten reasons why they like themselves, and what makes them special. Remind the students that each reason needs to incorporate the number in its explanation. For example:

I like myself because I am *one* special kid.

I have *two* brothers.

I eat *three* meals a day.

I can make *four* different types of sandwiches.

RULES FOR LIFE

USING

Life Is Fun AND

How to Lose All Your Friends

Nancy Carlson suggests rules for a happier life in two books with specific instructions for readers to follow.

Ideas for both books:

RULES FOR THE CLASSROOM

Students can suggest five to ten rules that they would like to see followed in their classroom. As a group, discuss what needs to happen to make the classroom a positive place for learning. Discuss whether the rules will be written as what to do, what not to do, or a combination of both.

After the rules have been selected, divide class into groups of two or three children so each group can create a poster illustrating one rule.

HAPPY / GRUMPY SELVES

As a class discussion, compare the covers on these two books. Students can identify how the children look different. Discuss how the face changes with these two moods.

Take happy and grumpy photos of the students with a digital camera. Students can then identify a time when they feel happy and a time when they are grumpy. On one half of a folded piece of paper, they paste the photo of their happy self and briefly describe the situation that made them happy. They do the same on the other half of the paper for their grumpy photo. Students can also draw self portraits of their happy and grumpy selves in place of the photos.

Ideas for individual books:

USING

Life Is Fun

The author suggests that life is fun, especially if kids follow her simple rules.

THE GOOD LIFE

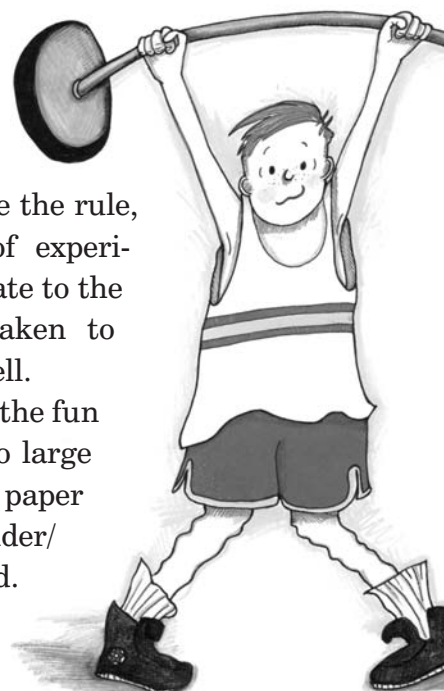
Encourage the students to share examples from their own lives that reflect the seven rules that the author identifies in *Life Is Fun*. Divide a large piece of paper into 8 sections, and write one of the rules in each section:

- Be Nice to Others
- Be Nice to Yourself
- Be Healthy
- Stay Out of Trouble in School
- Stay Out of Trouble at Home
- Have Fun
- Do Your Own Thing

The eighth space is for a rule that your students identify for their own happiness. The students can then draw a picture in each space that shows an experience they've had that illustrates/exemplifies the rule.

Focus on one of the author's rules each week. Post the featured rule on a bulletin board, and ask students to post pictures on the bulletin board to illustrate the rule. They can find pictures in magazines that illustrate the rule, and/or draw pictures of experiences they have that relate to the rule. Photos can be taken to illustrate the rules as well.

Students can identify the fun in their lives. Staple two large pieces of construction paper together to make a folder/portfolio for each child. Label the folder "Life Is Fun." Each student



decorates the folder with a picture to show some of the fun in his/her life. Students then put pictures they draw, photographs, items they collect—anything that represents something about their own happy life—to help them remember how much fun life can be.

SING A HAPPY LIFE

Students can orally share their examples of a fun life, focusing on the author's rules. Enliven the sharing by separating each of the students' stories with a class chorus. After a student shares an example from his/her life to illustrate a rule, the class sings the following refrain to the tune of *Row, Row, Row Your Boat*:

*Life, life, life is fun
It's easy once you know
To follow very simple rules
To laugh and learn and grow*

USING

How to Lose All Your Friends

Unpleasant-looking children illustrate the author's suggestions of what to do if you don't want friends in this tongue-in-cheek list of friendship suggestions.

RULE REVERSAL

The author tells how to lose friends. Students can reverse the author's guidelines and write a book of personal guidelines about making friends entitled *How to Win Friends*.

First the students identify six activities that are likely to win friends. They then write or discuss how each activity/guideline can be used to win friends. Next they draw a picture illustrating the guideline, and write a one-word suggestion—e.g. smile, share. Combine their suggestions into a class book, or feature the one-word suggestions on friendship buttons.



FRIENDSHIP ADVICE

The author gives advice for not making friends. Students can provide their own advice for making friends. Encourage students to write a letter about a problem they are having related to a friendship (for privacy, suggest that they change their friend's name in the letter). Randomly distribute the letters to other students. Then, after reading about the problem, students write a letter advising how the writer can solve the identified problem.

An alternative is for a panel of students to discuss potential solutions before determining how the letter writer should solve his/her problem.

IRONIC SUGGESTIONS

In this book the author uses irony to give readers guidelines about friendship—what she really intends is for readers to do the opposite of what she suggests. Discuss the effectiveness of this technique, and what the students really understand about each suggestion. Your students can then write an ironic suggestion for behaving in the classroom or library.

ARNIE'S ANTICS

USING

Arnie and the New Kid AND Hooray for Grandparents' Day!

Arnie, a human-like cat, behaves as children sometimes do, with consequences, positive and negative, that are deserved and appropriate.

Ideas for both books:

ANIMAL BEHAVIOR AND CHARACTERISTICS

Arnie is a cat in these books. Students can list the behaviors that they know are true for cats, based upon personal experience as well as research. Based upon this information, they can discuss why Arnie is depicted as a cat, and whether they think the cat is the best animal for Arnie's personality.

The characters in these stories are all animals—beavers, cats, dogs, rabbits. Students can research to learn more about these animals, specifically their common expected behaviors.

The students then make paper bag puppets of one of the animal characters in the two books. They draw the face of the animal on appropriately colored construction paper using markers. Cut out the face and paste it to the bottom flap of a lunch sized paper bag. Attach the face so that when the bottom flap of the bag moves, the animal's mouth is moving. The students then color the bag and add details—fur, tail, etc.—to complete the puppet. The students then introduce their puppet character to the class, explaining the animal character's role in the story compared to the animal's true natural animal behavior.

Students can tell how they are like their pets or other animals. They can make a mask from tag board of the animal selected. Color the mask with markers, using black as an outline.

The students then introduce themselves with the animal mask in front of their face. They begin by saying, "Hello, I am (name of student) the (name of animal)" and then continue by explaining how they are similar to the animal selected. Remind the students to select an animal that is appropriate for them because of physical or behavioral characteristics. For example, certain types of dogs like people, so a child who likes to be with other children might choose to be that dog; cats can be independent, so a child who likes to do his/her own thing might choose to be a cat, etc.

An alternative is for students to find photos of animals in magazines and books. They select one, and describe how the animal in the picture is like themselves.

COMMUNITIES

In these books, the artist has shown details about the classroom and school community as well as the neighborhood community. Students can identify the details in the illustrations that show how their classroom and community is similar to and different than the ones drawn by Nancy Carlson. Remind them to look for specific details such as the recycling bins in the school and the brick store fronts in the community. Students can identify any basic requirements for school and neighborhood communities that seem to be or should be true for all—e.g. schools have fenced playgrounds, libraries, etc.

Ideas for individual books:

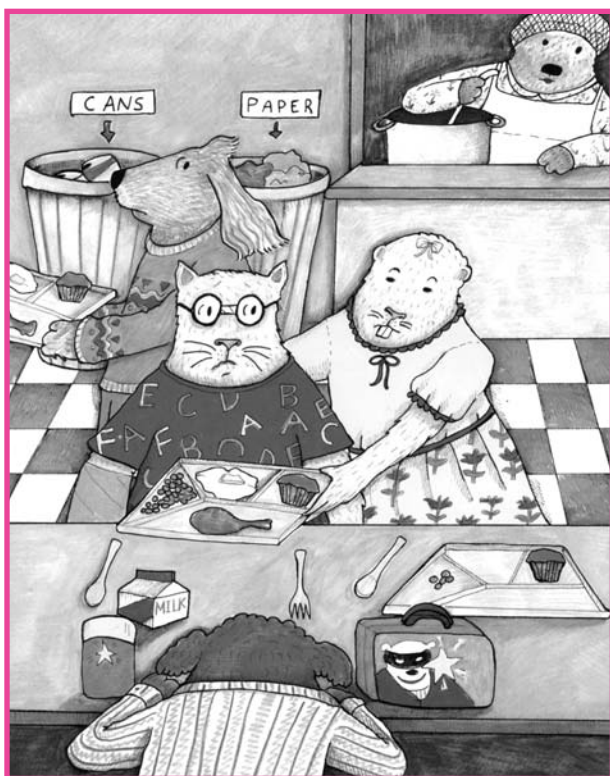
USING

Arnie and the New Kid

When Arnie has an accident and must use crutches, he begins to better understand the possibilities and limitations that Philip has because he is confined to a wheelchair.

NO LIMITATIONS

The children in *Arnie and the New Kid* did not know how to play with Philip, as they had never been around anyone in a wheelchair. Invite people with various disabilities to talk with students about what they can and cannot do as a result of their condition. After talking to and learning from people who are confined to wheelchairs, blind, deaf, etc. the students can identify one thing that they like to do that they could do with someone with a particular disabling condition—play video games with someone in a wheelchair, listen to music with someone who is blind, etc.



Invite someone from an agency that works for and with the disabled to talk with the class about what one can do to help people with physical limitations. Encourage the students to identify something they or someone else could do to make life easier for people with a disabling condition. Acknowledge National Inclusive Schools Week in the first week of December with a celebration kit that can be requested from the IDEA Practices web site: (www.ideapractices.org).

Take a walk around the school and/or neighborhood to look for situations that might be difficult for someone confined to a wheelchair. Encourage the students to identify some of the things that have been done to improve access—ramps, cut away curbs—and some things that could be improved—lower counters in restaurants and stores, wider aisles in certain stores.

TEASING HURTS

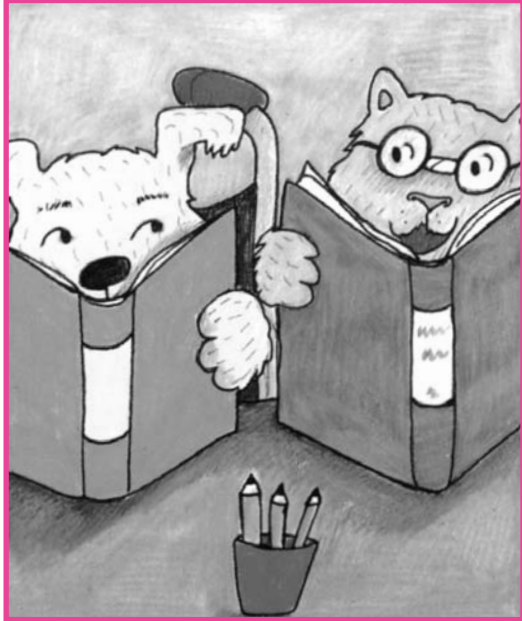
The author dedicates *Arnie and the New Kid* to someone who also learned a lesson after teasing someone, just as Arnie did in this story. Discuss how teasing hurts, encouraging the students to identify a situation when they were teased and how they felt at the time.

Make your classroom a “No Teasing Zone.” Students can make posters and buttons that show a teasing situation. Cover the pictures with the red slashed circle, the international “do not” symbol, to remind everyone that teasing is not allowed.

Arnie was not kind to Philip. He did receive a type of punishment for his behavior, however. Students can decide an alternative consequence for Arnie as a result of his behavior.

Stage a mock trial for Arnie with one student as Arnie, another as a questioner, and the class as the jury. Depending on the age and ability of your students you can add an attorney for Arnie and a judge, as well. After

questioning Arnie about his behavior and why he acted as he did, the class can decide upon an appropriate punishment. Remind the students to make the punishment appropriate for the original behavior.



I'M SORRY

Arnie understood Philip's condition better after he had to use crutches, and they became friends. However, Arnie never did apologize for his earlier behavior.

Students can write a note of apology from Arnie to Philip, signing the note with the name Arnie as well as their own—i.e. Arnie a.k.a. Carson Dean. Randomly distribute these notes of apology so that every student receives one. Then, each student “becomes” Philip and writes a note accepting the apology which is delivered to the appropriate Arnie.

Most students have done things for which they are sorry afterwards. They can draw a picture of the activity for which they are sorry, and write a line indicating why they are sorry for what they did. Combine these drawings and statements into a booklet entitled, “Apologies Accepted!”

USING

Hooray for Grandparents' Day!

The school is celebrating grandparents, and Arnie thinks that he doesn't have anyone to invite.

GRANDPARENTS ARE GRAND

“Grand” means something that is higher in importance or rank, something that is magnificent and splendid. Students can write why their grandparents are grand to them in an acrostic; they identify one reason for each letter in the word grand:

My grandmother is...

Generous
Really sweet
Always there for me
Nice
Dear



GRANDPARENTS ARE WORTH MORE THAN A GRAND

Explain to the class that “grand” is a slang expression for \$1000.00. Students can identify why their grandparents are worth more than one thousand dollars. Students can make a construction paper thousand dollar bill, using a one dollar bill as a model for the information to include. On the side of the bill where the picture of the President or historical figure usually is, they draw or paste a picture of their grandparent(s) or older friend. On the reverse side of the bill, they write why their grandparent(s) or older friend is worth more than a grand to them.

OLDER PEOPLE IN OUR LIVES

Arnie was disappointed because he had no grandparents to invite for Grandparents' Day, but many of his older friends came to the celebration to support him. Encourage your students to identify some of the older adults who are an important part of their lives. The students paste their school photo in the middle of a large piece of paper. They then surround their portrait with photos and/or pictures of these people who are important in their lives. They can add a sentence indicating why these adults are special or grand. Title this circle of friends, "My World Is Grand."

IN MY GRANDPARENTS' DAY

Share photos and pictures that show an appropriate activity or situation for the childhoods of the students' grandparents. Students then draw pictures of themselves in a similar situation today. For example, both groups have probably ridden bicycles but the designs might have changed. Discuss how some things have changed while others have stayed the same since their grandparents' youth.

GRAND OBJECTS

On the left side of a folded piece of paper, students can draw a picture of an item that reminds them of a grandparent or other older person who is important to them. They can explain why the item is significant to them. Students then identify an object that would remind their grandparent(s) or older friend of them. They draw a picture of that item on the right hand side of the paper, and indicate why it has special significance in their relationship. Items selected for this project could be something they use together, something the other person always wears, etc.

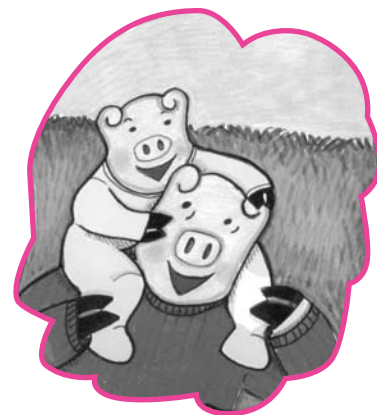
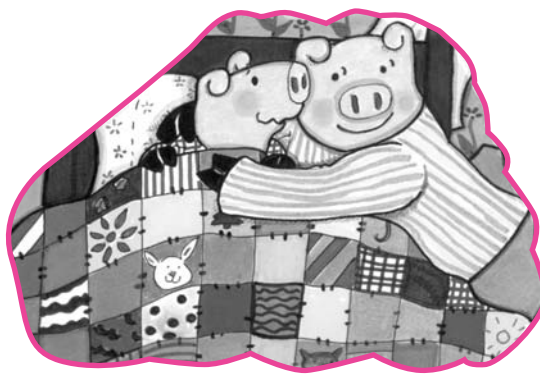
GRANDPARENTS' DAY CELEBRATION

Plan a celebration of grandparents in your own classroom. Your students can identify appropriate activities and plan a schedule for the morning or day. Some possible activities to consider:

- interview grandparents about their childhoods and draw comparisons with today
- play a bingo game about items from the past
- demonstrate the use of new instructional technologies
- read a picture book about grandparents
- read papers that the students have written about what grandparents mean to them
- do an art activity together
- share a school lunch

The students can write invitations for the celebration, and make their grandparents a personalized keepsake of the day such as a photo bookmark made from a copy of their class picture.





USING

How About a Hug?

Different types of hugs are needed at different times, and they always help someone to feel better.

CATEGORICAL HUGS

Students can count the number of hugs that they receive in a week, and put them into the author's categories. As they identify an instance when they received a hug, add a square to a bar graph, with one bar for each of the hug categories:

- A Good Morning Hug*
- A Have a Great Day Hug*
- An It'll Be Okay Hug*
- A Boy Am I Glad to See You Hug*
- A You Did Great Hug*
- An I'm Sorry Hug*
- An Anytime, Anywhere, I Love You Hug*

HUGS FROM SPECIAL PEOPLE

The author has dedicated this book to her uncle Bill who always gave her big hugs. Students can identify the people from whom they like to receive hugs.

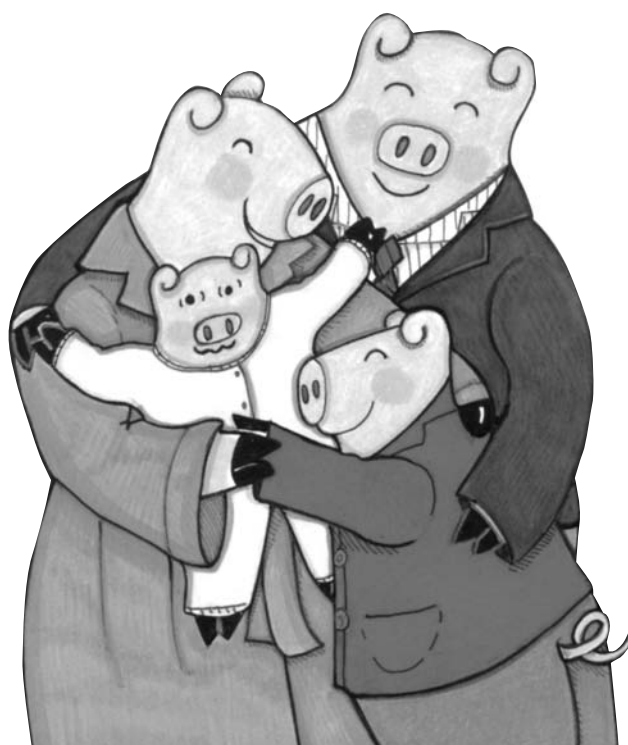
Students can draw a self-portrait or paste a photo onto the middle of a piece of drawing paper. They then surround themselves with the people from whom they like to receive hugs—again, they can use photographs or draw pictures. Under each person's picture, the students can write a short description of the situation when the hug from the identified person was so special.

Hugs go both ways. Discuss the importance of giving as well as receiving hugs. Encourage students to give at least one hug per day. In their "hug log" they can identify who they hugged, the category of hug, and why the person needed/deserved the hug.

LIFE IS FUN

The pig in this book has a poster over her bed with six illustrations and the words, Life Is Fun! Students can make their own fun-filled "life" poster.

Fold or mark a large piece of paper (at least 12" x 18") into six sections. In each section, students can use family photos or make a drawing that shows an activity that is fun for them. Add a banner at the bottom of the paper that says, "Life Is Fun." Encourage students to place their posters in their own bedrooms.



USING

My Best Friend Moved Away

When her best friend moves away, the young narrator knows that she will miss her very much.

FRIENDSHIP

The narrator and her best friend are like many best friends—they like each other very much, but also have disagreements. Students can identify three times when they had a good time with their best friend, and one disagreement they had.

Fold a piece of drawing paper into quarters. Students draw and briefly describe times when they got along with their friend in the first two sections. In the third section they draw and describe a disagreement they had with their friend. In the fourth section they show that they are still friends in spite of the disagreement.

GOODBYES AND HELLOS

While the girl in this story is saying goodbye to her old friend, she is saying hello to someone new. Your students can illustrate a goodbye and hello situation in their own lives.

Fold a piece of drawing paper in half. On the left side of the paper, ask the students to draw a picture of a time they had to say goodbye to someone. On the right half of the paper, they draw a picture of saying hello to someone else. Discuss whether it is easier to say goodbye or hello.

Nancy Carlson lives in Minneapolis. Students can research the author's home city to determine how it is similar to and different than the place where they live. Make a list of what students can compare about where they live and Minneapolis. Some specifics on the list might include: population, weather, special events, cultural events, sports teams.



HOW FAR AWAY?

The students can calculate how far away their best friend would move if they moved to a different town or state.

Put the names of towns/cities in your state in a container. Students randomly select a town. They then consult an atlas to determine how far away their friend's new town is from their town. Share results and determine which town is the farthest away from where they actually live. Students can make up additional math problems such as:

- How much farther away is one town from another town?
- What is the greatest distance between two towns where the friend could have moved?

Do the same procedure comparing distances of cities in different states to your original hometown. Students select a city and state and determine how far it is from where they live. Some questions to consider include:

- Where could their friend move that would be the farthest away from where they currently live?
- Where could their friend move that is out of state but the closest?
- Are there any cities out of state that are closer to where they live than cities that are in state?

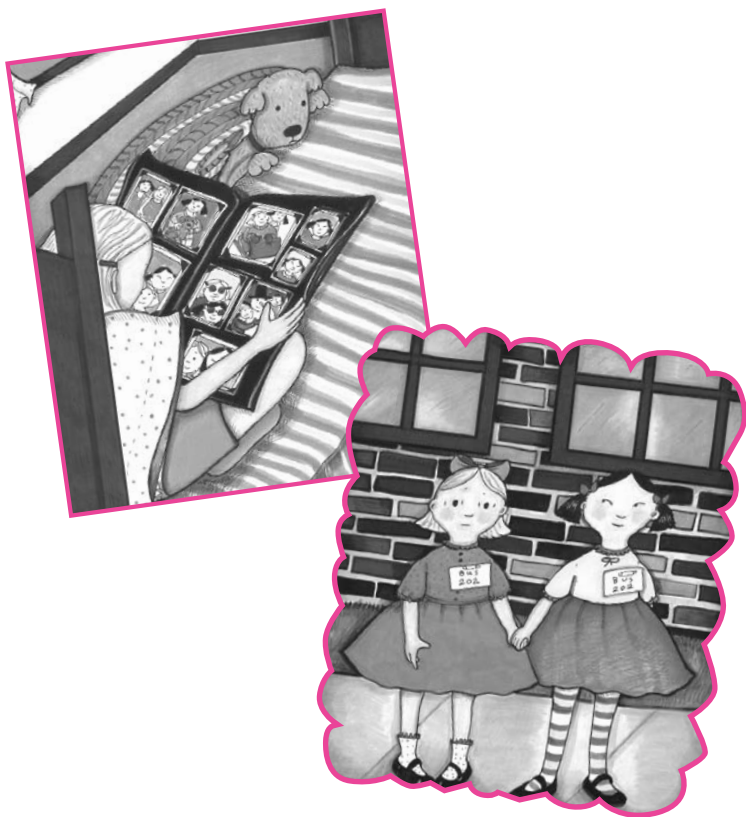
SEND A LETTER

Students can become one of the friends in this book and write a letter to the other friend. Ask half of the students to be the friend who moved away and the other half to be the friend who stayed behind. Discuss what they would want to know from or tell to their friend if they moved away.

SCALLOPED PASTS, STRAIGHT PRESENTS

Nancy Carlson generally differentiates between the present and the past in her illustrations—the illustrations of the past have scalloped edges and the pictures of her present have squared edges.

Fold a piece of drawing paper in half. Students can draw a picture from their past on one side, putting it inside a scalloped frame. On the other side they draw a picture from their present, drawing a straight-line frame around it. Encourage the students to have the two pictures—the past and the present—related to each other.



USING

There's a Big, Beautiful World Out There!

There are many scary things in the world, but even more important are the wonderful things that make the world so special.



IT'S SCARY

There are some situations that should be frightening. As a class, make a list of realistic fears and discuss what students could do to avoid and/or address those fears. For example, it is appropriate to be afraid if you are separated from your family in the mall. A good response to the situation is to go to a store clerk and tell that person you are lost. The class may want to list these situations and remedies in a self-help booklet entitled, "What to Do When You're Afraid."

NEVER FEAR

Students can make posters that identify what they should never be afraid to do. Some "never-be-afraids" include:

Do not be afraid to be yourself.

Do not be afraid to do what you know is right.

Students can make posters to illustrate their "Do Not Be Afraid" situations.

SOME THINGS ARE ALWAYS GOOD

Sometimes when something really bad happens, people believe everything is bad. Encourage students to identify what is always good such as a family member's love, and how that good can lessen the intensity of a bad situation.

On a piece of paper, they can draw a picture to illustrate what they have identified as good; encourage them to almost fill the page with their picture of the positive. In the lower right corner of the paper, they can draw a very small picture of something that is scary or bad. The drawing visually shows how good dominates.

IT'S A BEAUTIFUL WORD

Discuss with the class what beautiful means within the concept of their world—something physical, something that is done to/for others, etc. They can keep a “beauty log” in which they identify something that they see or do that is beautiful—a look at a physical beauty, a kindness. Discuss how what is beautiful to someone may not be beautiful to someone else.

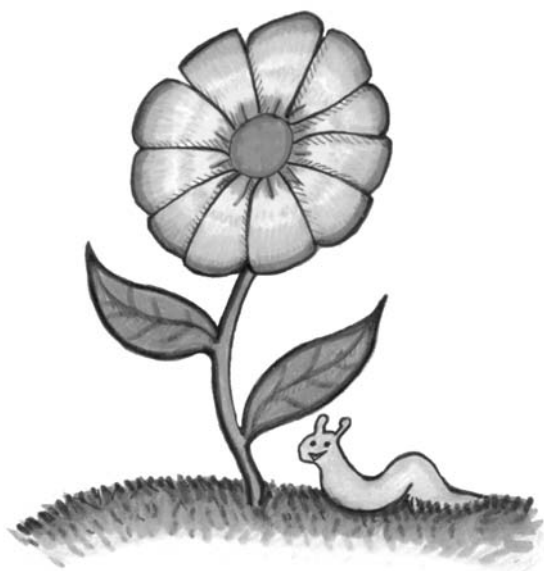
After completing the log, students can identify something specific they are going to do to make the world a more beautiful place. Perhaps while they are working on their logs, you can play a recording of Louis Armstrong's song, “What a Wonderful World” as background musi



BEAUTIFUL ACTS

There is an old adage, “Beauty is as beauty does.” Discuss the meaning of the saying with the students.

Fold a piece of construction paper in half. Paste an enlarged copy of the student's photo on the outside front of the folded paper. Under the photo, they write the phrase, “I am Beautiful!” On the inside, they then draw/write about something they have done that was beautiful—their beautiful deed.





THERE IS BEAUTY IN THE WORLD

Students can list what they think is beautiful about the world, what they think is special. They then select one of their identified beauties and describe it using a diamante form:

1st line: one word identifying what is beautiful

2nd line: two words that describe the beauty

3rd line: three words that describe the beauty

4th line: two words that further describe the beauty

5th line: same word as first line

Because the finished poems are shaped like a diamond, ask the students to write the final copy of their poems on diamond-shaped silver, white or blue piece of paper.

USING

It's Going to Be PERFECT!

A mother anticipates that her daughter is going to be perfect at every stage in her life, but her little girl shows how imperfection can be even better.

A PERFECT WRITING MODEL

Students write their own story using the author's model. They can use the following format, identifying a situation they thought would be perfect, how they thought it would be perfect, and the actual reality of the situation.

- Before (name the situation or event), I knew it would be perfect.
- (Identify three details that indicate how the situation or event would be perfect)
- But (describe what really happened).

REALITY: PROJECTED AND ACTUAL

Projected reality and what really happens are not always the same, as this book illustrates. Students can identify an experience they've had that turned out to be much different than they anticipated—for example, the first day of school, the first trip in a car, etc.

Fold a long, narrow piece of drawing paper into four sections. In the first section on the far left, the students identify the experience they are going to illustrate—first overnight with grandparents, first trip to the beach, etc. In the next section, they draw a picture of what they anticipated the experience would be like. In the third section, they illustrate the actuality of the experience. In the final section, they draw how the experience would have looked if it were perfect. Older children can write a brief description of the experience in each of the realities—projected, actual, and perfect.

How much have people changed in appearance since they were babies? Students can bring their baby pictures to school. Write the students' names on the back of the photos before displaying them on a bulletin board. Number each photo and challenge others to identify the student in each baby picture.

Teachers, librarians, the principal, and other adults working in the school can bring in their own baby photos for similar display. Students try to guess the identity of the adults in each baby picture.

PERSONAL TIMELINE

With the help of their families, students can complete a timeline of the first five years of their lives. On a long piece of paper, they draw a horizontal line. They then divide the line into six sections, the first being their birth date, second “One Year Old”, the third “Two Years Old”, etc. After discussing with their families the ‘milestones’ of their first five years, they then draw pictures or bring in photos/mementos for their timeline that reflect some of the significant experiences they had at each age.

CLOSE TO PERFECTION

Nobody is perfect, but people can strive to be as close to perfect as possible. Students can identify something at which they are not perfect and why they would like to be better at the activity. They can make a list of what they can do to get to the more perfect state. Call their lists “Perfect Plans” and encourage students to work toward their goals.



USING

Snowden

A magical snowman helps Kelly gain her self-confidence through a little magic and a lot of practice.

READ A SNOWMAN

Snowden showed Kelly that practice improves skills. Snowden can motivate readers to improve their reading skills.

During the winter, encourage students to build their own Snowdens. Create an unadorned Snowden outline. Identify the parts of Snowden that each student can add on—a hat, two eyes, a nose, a smile, two rosy cheeks, a scarf, and two buttons. As the students read books, they can add a piece to their own Snowden. Encourage them to read enough books so that Snowden can be completed by the end of the winter season.

As a class activity for the winter season, have the students record the titles of all the books they have completed within a set time period. Each title is written on a small white circle “snowball.” To celebrate the end of winter, combine all of the snowballs to make one giant bulletin board Snowden.

Snowden reminds readers that they can improve through practice. Students can practice their reading by using Snowden to help them select books to read. Use the letters in Snowden’s name to guide your students’ winter reading in several ways:

- Read a book with a title that begins with each letter in Snowden’s name.
- Read a book written by an author with a last name that begins with each letter in Snowden’s name.
- Read a book illustrated by someone with a last name that begins with each letter in Snowden’s name. After the students have completed the seven books as part of their Snowden reading activity, they can receive a certificate from Snowden congratulating them on a job well done.



PERSONIFICATION

Snowden is an inanimate object that has been given the characteristics of a person. Encourage your students to personify a favorite inanimate object of their own.

Students can make a list of the human characteristics they want to give their object—name, personality traits, likes and dislikes, etc. They then create a “birth announcement” poster for their new “person.”

PRACTICE MAKES PERFECT

In order to learn a skill, practice is usually needed. Encourage students to identify something they would like to learn—ice skating, jump roping, knitting, etc. They then make a learning plan, indicating how they will receive instruction (from another person, through a book, etc.) and a schedule for learning the skill. After a reasonable length of time (a week to a month), invite the students to demonstrate or talk about their new skills to the rest of the class. During their presentation they can show or talk about what they learned and how they learned the skill.

MELTING SNOWMEN

Snowden stayed around for several days. Students can experiment to see how long they can make a snowman last. After the first snowfall or by using crushed ice, ask students to make several small Snowdens, snowmen no taller than 6". They then experiment to determine what they can do to make the Snowden snowmen last as long as possible. Some of the strategies students may identify include: put him in the freezer, wrap him in tin foil, leave him in a dark corner, wrap him in a sweater. Put one of the Snowdens in a pan on the classroom counter. Students then compare how long the counter-top Snowden lasts compared to the options they used on the other Snowdens. Make a list of what the students learned from this experiment—their hypotheses as to what is needed to keep a snowman from melting. Put this list on a chart in the shape of Snowden.



WINTER WEATHER

Snowden lives where there is lots of snow. Students can track winter weather on a daily or weekly basis in several states throughout the country. Pick a minimum of six states (including your own) geographically spread out across the country. Select the largest city in each state for weather observation. Assign a group of students to be responsible for learning about the weather in each of the identified states. (For younger students, you can read the weather reports to them.)

The students will be looking for three major types of weather—snow, rain, sunshine. Throughout the winter the students will select the appropriate symbol for the weather occurring in their assigned state.

Make a bar graph to show the tracked winter weather. Each state will have three bars on the graph, one for each type of weather. Create small symbols to represent each of the types of weather—snowflake, raindrop, sun. As the groups identify each state's weather, they then paste the appropriate symbol in the appropriate spot on the bar graph.

At the end of winter, students can compare the lengths of weather bars to determine which city/state had the most of each type of weather. Discuss where Snowden would most like to live based upon this winter weather project.

LET IT SNOW!

Students can identify one thing children do when it snows. They can paint a picture showing the activity, and write what a child might say in that particular situation (i.e. sledding with the caption “Watch out below!”). Place the paintings and statements into a book or on a bulletin board entitled, “Snow!”

Snowden appears because it is snowing. Your students can make snow appear by making their own snowflakes:

Materials needed:

- snowflake pattern
- wax paper
- black, medium felt-tipped pen
- craft glue with applicator tip
- glitter
- scissors
- fishing line cut into strands



Instructions for snowflakes:

1. Each student cuts out his/her own snowflake pattern.
2. Put large sheets of wax paper on the tables, making certain that the paper is smooth and flat.
3. Students place the snowflake pattern in a corner of the wax paper, and trace around it with the felt-tipped pen. Repeat this tracing process to fill the wax paper with the designs, making certain that there is at least 1" between each snowflake.
4. Trace the black lines of the snowflakes with an even stream of glue, and then cover the glue with glitter. Let the glitter dry.
5. After the glue is dry, lift the wax paper and pour off the excess glitter. Cut the snowflakes apart, and then carefully peel the wax paper from the snowflakes. Put the snowflakes, glitter side down, on a clean piece of wax paper.
6. Coat the unglittered side of each snowflake with glue, then cover the glue with glitter. Allow to dry.
7. Tie fishing line around one tip of each snowflake, wrapping it several times and tying a double knot to make a hanger for each snowflake. Snowflakes can be displayed throughout the classroom or by windows.



NANCY CARLSON

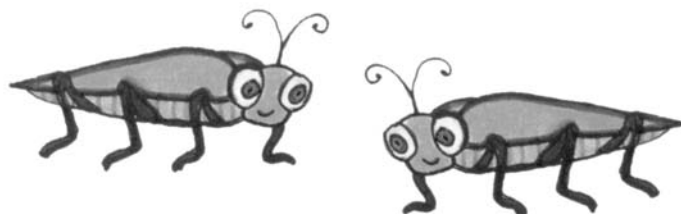
has known since kindergarten that she wanted to “make pictures and tell stories.” A native Minnesotan, she now has more than fifty books published for children. Drawing upon her own children’s experiences and kids in her past, Nancy addresses life’s concerns and celebrations from a child’s point of view. Her goal is to provide an optimistic message to readers encouraging them to interact with their world and address their challenges with care and enthusiasm.

Whether the characters in Nancy’s books look like people or animals, young readers will recognize them and relate to their behaviors. When she is not writing and illustrating books or visiting classrooms, Nancy is an avid sports enthusiast, and creator of artwork that appears on posters, mugs, t-shirts and other items.

GUIDE WRITTEN BY PEGGY SHARP

Dr. Peggy Sharp is well-known for her presentations and writings about children’s books and motivating children to read. She is an experienced teacher and library media specialist and has received national awards for her creative teaching ideas. She has been a professor at Portland State University where she taught aspiring teachers and librarians. A national presenter for the Bureau of Education and Research (BER), she gives workshops and seminars throughout North America about the best of the latest children’s literature and specific strategies for incorporating the books

in library and classroom programs. Her articles about teaching with children’s books, motivating reading, and enhancing instructional programs have appeared in every major professional magazine. She is the editor of *New Book News*, a subscription service that recommends new books and strategies for using them with children. She is the author of more than twenty books for teachers and library media specialists featuring practical, field-tested ideas for motivating children to read and encouraging learning with the best children’s literature.



BOOKS WRITTEN AND ILLUSTRATED BY
NANCY CARLSON



ABC I LIKE ME!

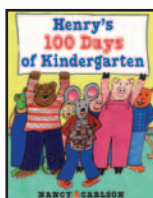
PB: 0-14-056485-3

HC: 0-670-87458-2



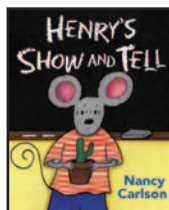
**ARNIE AND
THE NEW KID**

PB: 0-14-050945-3



**HENRY'S 100 DAYS
OF KINDERGARTEN**

HC: 0-670-05977-3



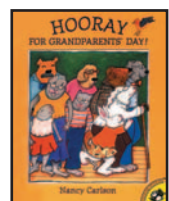
**HENRY'S
SHOW AND TELL**

HC: 0-670-03695-1

**HOORAY FOR
GRANDPARENTS DAY!**

PB: 0-14-230125-6

HC: 0-670-88876-1



HOW ABOUT A HUG?

PB: 0-14-250144-1

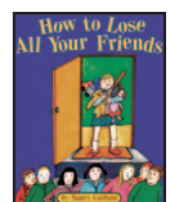
HC: 0-670-03506-8



**HOW TO LOSE
ALL YOUR FRIENDS**

PB: 0-14-055862-4

HC: 0-670-84906-5



I LIKE ME!

PB: 0-14-050819-8

HC: 0-670-82062-8

PC: 0-14-095402-3

iMe Gusto Como Soy!

(Spanish edition)

HC: 0-670-86960-0



I LIKE ME! / ABC I LIKE ME

MINI BOOKS & MIRROR SET

HC: 0-670-03670-6

**IT'S GOING TO
BE PERFECT**

PB: 0-14-056723-2

LIFE IS FUN!

PB: 0-14-054445-3

**LOOK OUT
KINDERGARTEN,
HERE I COME!**

PB: 0-14-056838-7

HC: 0-670-88378-6

*Look Out Kindergarten,
Here I Come! / Preparete,
kindergarten! Alla voy!*

(bilingual edition)

HC: 0-670-03673-0

**MY BEST FRIEND
MOVED AWAY**

PB: 0-14-250067-4

HC: 0-670-89498-2

**MY FAMILY
IS FOREVER**

HC: 0-670-03650-1

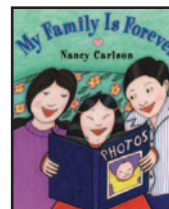
SNOWDEN

PB: 0-14-056769-0

**THERE'S A BIG,
BEAUTIFUL WORLD
OUT THERE!**

PB: 0-14-240184-6

HC: 0-670-03580-7



PB: paperback

HC: hardcover

PC: paperback plus cassette

VIKING CHILDREN'S BOOKS / PUFFIN BOOKS

Divisions of Penguin Young Readers Group • www.penguin.com/youngreaders