



# EZRA JACK KEATS

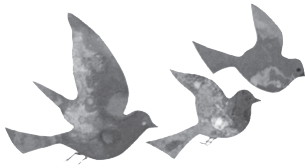


Teaching Guide & Activity Suggestions

VIKING CHILDREN'S BOOKS • PUFFIN BOOKS

Divisions of Penguin Young Readers Group

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# Welcome to the World of Ezra Jack Keats!

This booklet contains the following information and teaching and activity suggestions:

## ABOUT EZRA JACK KEATS

Get to know the life of Mr. Keats and how he came to create more than eighty-five of the most beloved children's books of all time.

## BOOKS BY EZRA JACK KEATS

There are so many places to visit in and around the neighborhood where Peter, Willie, Amy, Archie, and Roberto live! Let these book descriptions and lists of "Related Topics" for each book guide you as you select a story to use with the activities provided in this booklet.

## READING COMPREHENSION & ACTIVE THINKING

Guide your read-aloud and teaching technique with these activity suggestions. Using modeling and guided practice during read-alouds will provide children with the tools needed to deepen comprehension when reading independently.

## AROUND THE NEIGHBORHOOD & ACROSS THE CURRICULUM

Ezra Jack Keats's books effortlessly lend themselves to many areas of study and can be easily incorporated into Language Arts, Math, Science, Social Studies, Art, and Music lessons.

## IMAGINE A WINTER WONDERLAND

*The Snowy Day* is a classic story about wonder, imagination, and the magic of childhood. Bring the joy Peter experienced on his snowy adventure to your classroom, library, bookstore, or home.

## A SPECIAL LETTER FOR A SPECIAL FRIEND

Write a letter to a special friend just like Peter does in *A Letter to Amy*.

## ALL GROWN-UP—JUST LIKE PETER!

Growing up can be hard to do—but it can also be a lot of fun! After reading *Peter's Chair*, encourage children to think about what they were like when they were younger and what they'd like to be when they grow up. This drawing and writing activity will help get things started.

## WIN FIRST PRIZE AT THE PET SHOW

Join Archie and his friends as they participate in the neighborhood *Pet Show*! This activity will inspire children to use their imaginations and real-world knowledge of pets to create their own pet show entries and prizes.

## HELP ROBERTO FIND HIS WAY HOME

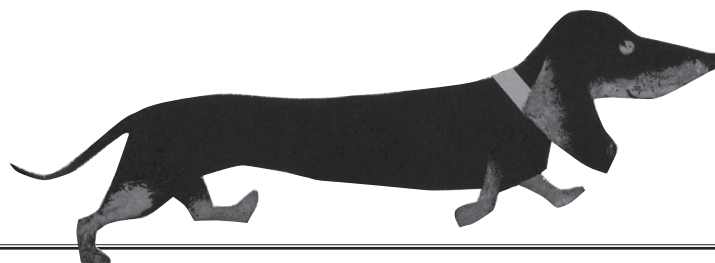
A maze and a drawing activity will help you lend a hand to Roberto in *Roberto Walks Home*, the newest adventure based on the characters created by Ezra Jack Keats.

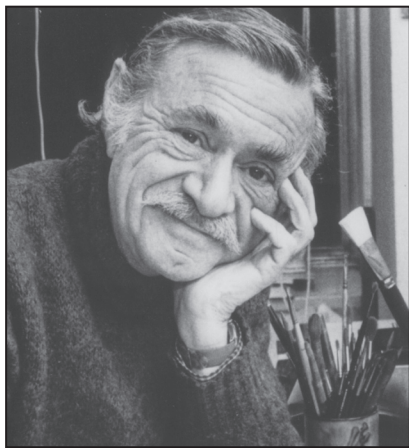
## KEATS'S NEIGHBORHOOD MEMORY GAME

Test your memory skills with this fun activity that can be played both individually or as a group.

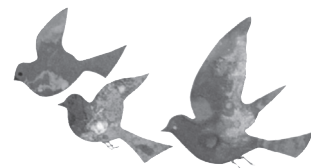
## DISCOVER THE WORLD OF EZRA JACK KEATS

Flip to the back cover of this booklet for a complete list of books by and inspired by the work of Ezra Jack Keats.





## ABOUT EZRA JACK KEATS



**Ezra Jack Keats** was born in 1916 to impoverished Polish immigrants in Brooklyn, New York. He was the third child of Benjamin Katz and Augusta Podgainsky, and was then known as Jacob (Jack) Ezra Katz. It was evident early on that Ezra was an artistically gifted child. He excelled in art in elementary school, and during high school, one of his oil paintings won the national contest run by the Scholastic Publishing Company.

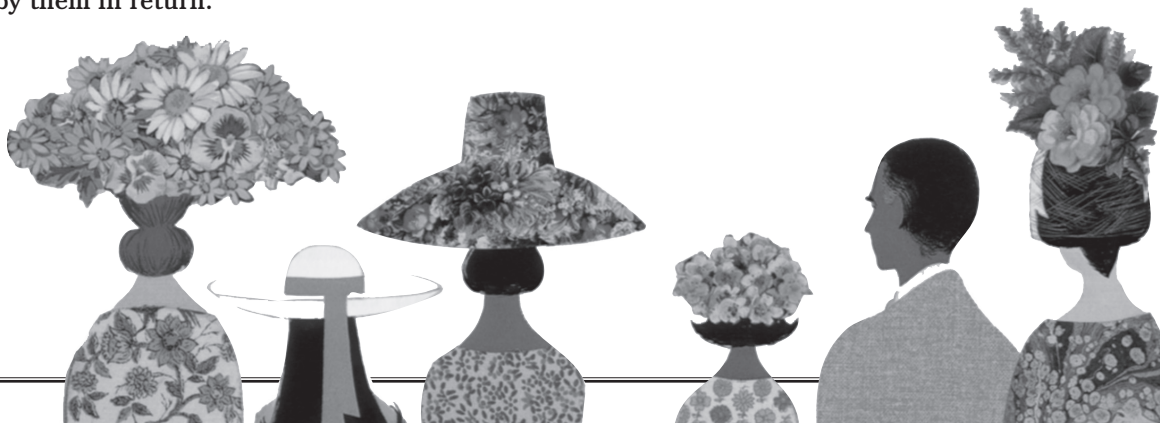
Although Jack's mother encouraged her son's art, his father wanted him to turn his head to more practical skills so that he could support the family as they faced rough economic times. Despite his desire to discourage Jack, Benjamin brought home tubes of paint for his son under the pretense of having traded bowls of soup to starving artists. "If you don't think artists starve, well, let me tell you. One man came in the other day and swapped me a tube of paint for a bowl of soup," his father would say.

Although Jack was awarded three scholarships to art school, he was unable to attend. He had to work to help support his family by day, and he took art classes at night when possible. In 1937, he secured a job with the Works Progress Administration (WPA) working as a mural painter. In 1942, he began a job at Fawcett Publications, illustrating backgrounds for the Captain Marvel comic strip. Keats entered the United States Army in April 1943. Taking advantage of his skill as an artist, the army trained him to design camouflage patterns. Shortly after World War II, he traveled to Paris to study easel painting. Many of his French paintings were later exhibited in the U.S. He also painted covers for *The Reader's Digest*, made illustrations for *The New York Times Book Review* and *Collier's*, among others, and exhibited at the Associated American Artists Gallery in New York City in 1950 and 1954. Two years after the war, Jack, in reaction to the anti-Semitic prejudices of the time, legally changed his name to Ezra Jack Keats. It was Ezra's memory of being a target of discrimination that provided the basis for his sympathy and understanding for those who suffered similar hardships.

From early on in his career, Keats was an innovator, using multicultural children as his central characters. In 1954, *Jubilant for Sure* by Elisabeth Hubbard Lansing was published. The story, set in the mountains of Kentucky, was the first book Keats illustrated for children. *My Dog is Lost!*, Keats's first attempt at writing a children's book, was published in 1960. The main character is a Puerto Rican boy named Juanito who lives in New York and has lost his dog. He meets children from different sections of the city, such as Chinatown and Little Italy, while trying to find his pet.

In the two years that followed, Keats worked on a book featuring a little boy named Peter. An article Keats had clipped from *Life* magazine in 1940 inspired the character of Peter. Keats said, "Then began an experience that turned my life around—working on a book with a black kid as hero. None of the manuscripts I'd been illustrating featured any black kids—except for token blacks in the background." This book, *The Snowy Day*, received the prestigious Caldecott Medal for the most distinguished picture book for children in 1963. Peter appears in six more books, growing from a small boy in *The Snowy Day* to adolescence in *Pet Show!*.

The characters in Keats's books come from the community around him. Many of his stories illustrate family life and the simple pleasures that a child has in his daily routine. Keats drew upon his own experiences, but the stories in these books are also the experiences of children growing up in neighborhoods and communities in many parts of the world. By the time of his death in 1983, Keats had illustrated more than eighty-five books for children, and written and illustrated twenty-four children's classics. He had just designed the sets for a musical version of *The Trip*, designed a poster for the New Theatre of Brooklyn, and written and illustrated *The Giant Turnip*, a beloved folktale. Although Keats never married or had a family of his own, he loved children, and he was loved by them in return.

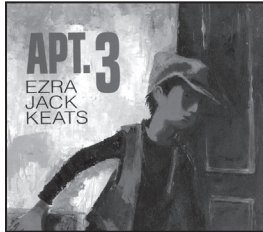






# BOOKS BY EZRA JACK KEATS

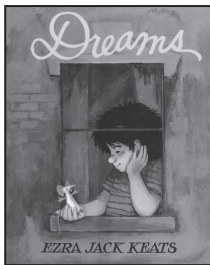
There are so many stories to explore! Use the descriptions below to help you select a book to use with the activities and discussion questions listed in the pages that follow. Be sure to make use of the discussion questions and activity suggestions at the end of each description. Allow the “Related Topics” to guide you as you plan your lesson or event.



## APT. 3

Tracking down the strains of lonesome harmonica music in their apartment building, brothers Sam and Ben listen to many sounds before they locate the source: the blind man in Apartment 3. Listeners can act out and identify the sounds heard in each apartment—first with their eyes closed and then with them open.

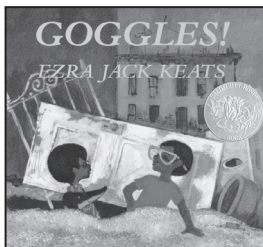
RELATED TOPICS: Cities vs. Suburbs • Families • Five Senses • Music • Secrets



## DREAMS

Unable to fall asleep, Roberto looks out his window to see his friend Archie's cat trapped by a big growling dog. Accidentally, Roberto knocks his paper mouse puppet out of the window and the dog is frightened away by the large, scary shadow the mouse casts as it falls to the street below. Readers can share their own dreams and nighttime adventures.

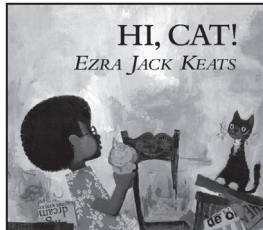
RELATED TOPICS: Imagination • Animals • Emotions



## GOGGLES!

Peter and Archie outwit a group of big boys with the help of Peter's dog, Willie, as the smaller pair try to hang on to the great motorcycle goggles they have found. This story provides an excellent opportunity to discuss bullying and how to handle such situations.

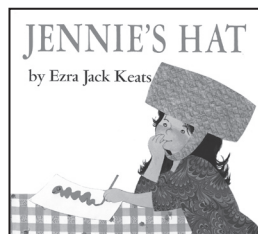
RELATED TOPICS: Cities vs. Suburbs • Bullies • Animals • Friendship • Emotions • Problems & Solutions



## HI, CAT!

A stray black-and-white cat follows Archie as he walks down the block to play with his friend Peter. The cat disrupts the show the two boys try to put on for the neighborhood kids. Encourage children to use their predicting skills to infer what they think will happen to the little cat after it follows Archie home again. Will he adopt it?

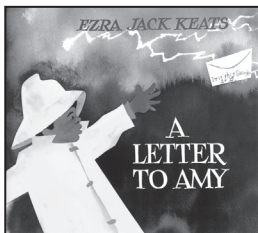
RELATED TOPICS: Cities vs. Suburbs • Games • Imagination • Animals • Friendship • Emotions • Problems & Solutions



## JENNIE'S HAT

Jennie's favorite aunt is sending her a new hat, and Jennie is sure it will be beautiful. But when the box arrives, the hat inside is very plain. She had imagined a wonderful hat with big colorful flowers and even tries to make her own hat from a straw basket! Jennie is almost ready to give up on her dream when she receives a fanciful surprise from some very special friends. Children can design their own fancy hats by gluing different materials to paper plates and then attaching string that can be tied in a bow under their chins to hold the hat in place.

RELATED TOPICS: Imagination • Animals • Family • Emotions • Problems & Solutions



## A LETTER TO AMY

When the wind blows Peter's special birthday party invitation to his friend Amy high into the air, who should run after it but Amy herself! Afraid to spoil the surprise, Peter snatches away the letter and accidentally knocks Amy down. Amy runs off crying—will she go to Peter's party after all? Ask children to look at the story from Amy's point of view and speculate what might have happened to her after she ran home and how she reacted after she received Peter's letter.

RELATED TOPICS: Cities vs. Suburbs • Writing • Friendship • Emotions • Weather • Problems & Solutions





## LOUIE

Susie and Roberto are putting on a puppet show for all the kids in the neighborhood. Louie—a boy whom none of the kids have ever heard speak—is so taken by the puppet Gussie that he stops the show by yelling “Hello! Hello!” straight at the stage. In front of a hushed audience Susie and Roberto have to figure out what to do. As you read this book aloud, stop at specific points and ask students to predict what they think the characters will do next. Do their predictions change as they hear more of the story?

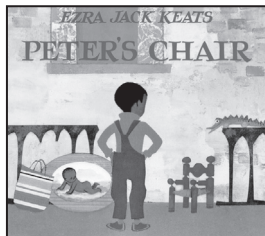
RELATED TOPICS: Cities vs. Suburbs • Imagination • Friendship • Emotions • Problems & Solutions



## PET SHOW!

Archie has the perfect pet to enter in the neighborhood pet show: the stray cat that followed him home. It's sure to win him a prize. But now the cat is missing! What will he do if the cat doesn't come back? Archie is a quick-thinking boy with a solution for everything—even a surprise last-minute entry for the pet show! What do your students think of Archie's entry? What would they have submitted as their pet if they had been in his shoes?

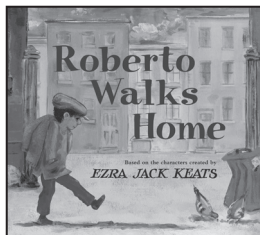
RELATED TOPICS: Cities vs. Suburbs • Imagination • Animals • Emotions • Problems & Solutions



## PETER'S CHAIR

Peter can't help feeling jealous of his new baby sister, Susie, when he sees his father painting his old blue baby furniture pink. There's one thing they haven't painted yet, though: his little blue chair. He'll do whatever it takes to save it! Soon Peter discovers that he can no longer fit in the chair, and he helps his father paint the chair pink for Susie. Invite your students to share some of their own stories about their siblings and adjusting to the arrival of a new baby.

RELATED TOPICS: Emotions • Family • Siblings • Problems & Solutions



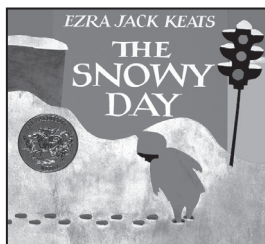
## ROBERTO WALKS HOME

Based on the characters created by Ezra Jack Keats

Written by Janice N. Harrington, illustrated by Jody Wheeler

Roberto is thrilled that his older brother, Miguel, is going to walk home with him from school. But when Miguel forgets and shoots hoops with his friends instead, Roberto has to walk home by himself. How will Miguel make it up to Roberto? How would your students feel if the same thing happened to them?

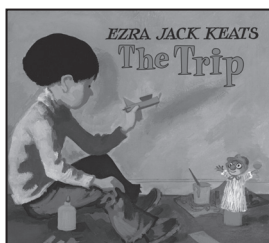
RELATED TOPICS: Cities vs. Suburbs • Emotions • Family • Problems & Solutions



## THE SNOWY DAY

Peter enjoys exploring his snow-covered neighborhood in this classic Caldecott Medal-winning book. No book has captured the magic and sense of possibility of the first snowfall better than *The Snowy Day*. Universal in its appeal, this story has become a favorite of millions, as it reveals a child's wonder at a new world, and the hope of capturing and keeping that wonder forever.

RELATED TOPICS: Imagination • Emotions • Weather



## THE TRIP

In this poignant story about the loneliness of moving to a new place, Louie is homesick for his old neighborhood. He finds a way to return—by making a shoe box model of where he used to live, and pretending he is inside it. But soon Louie will discover that he doesn't need to use his imagination to find friends; in fact, they may be as close as right outside his new front door. Have your students ever moved to a new place? How did they adjust to the experience?

RELATED TOPICS: Imagination • Emotions • Family • Friendship • Problems & Solutions



## WHISTLE FOR WILLIE

Peter yearns to be able to whistle so that he can summon his dog, Willie, when they play together outside. He practices and practices until he can whistle for real. Discuss different activities that take practice to learn, such as sports, playing an instrument, or painting pictures. Why is it important to practice and remain dedicated rather than simply giving up if something is difficult? What are the benefits to learning something new?

RELATED TOPICS: Animals • Emotions • Music • Problems & Solutions



# READING COMPREHENSION & ACTIVE THINKING



Students can benefit from opportunities to listen and discuss books read aloud to them by adults. During a read-aloud, teachers should model thinking strategies and skills to enhance students' comprehension of the story. Modeling and guided practice during such activities will provide students with the tools needed to deepen comprehension when reading independently. Try your hand at incorporating some of the thinking strategies listed below into your daily lesson plans!

## CHARACTER ANALYSIS—VALUES & DECISION MAKING

Get to know Peter, Amy, Archie, Susie, Roberto, and Louie by reading *The Snowy Day*, *A Letter to Amy*, *Whistle for Willie*, *Pet Show!*, *Hi, Cat!*, *Goggles!*, *Peter's Chair*, *The Trip*, *Louie*, and *Roberto Walks Home*. In all of these books, Peter and his friends make important decisions that affect the outcome of the stories. Use the text of each book to find examples of each character's values and personality traits. As a class, make a list of each character, items or ideas that he or she values, words that describe each character's personality, and examples from the text that support these descriptions. Ask students to compare and contrast their own personalities and values with those of each character. Next, make a list of each character and a major decision that he or she makes in one of the books. Discuss the outcome of each decision and how it affects the storyline. Lead your students in a shared writing activity in which the class can continue the story or create a different ending.

## ENCOURAGE YOUR READERS TO BE ACTIVE THINKERS!

Allow the following strategies to guide your read-aloud and teaching technique:

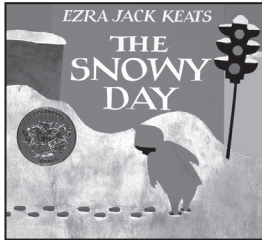
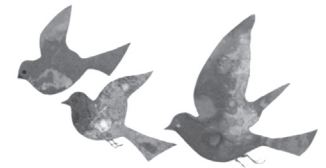
- Ask your readers to make predictions about the text. They should focus on characters' feelings, events in the plot, and problem/solution situations.
- Readers can become involved in the story by visualizing the scenes in the story. Ask students to draw their own versions of the story action before seeing the real illustrations.
- Guide your students in formulating questions about specific characters or events in the text. Read on to answer their questions by finishing the book.
- Readers should try to infer or draw conclusions about characters' feelings or actions as you read the text aloud.





# ACTIVITY SUGGESTIONS

TO ENCOURAGE READING COMPREHENSION & ACTIVE THINKING

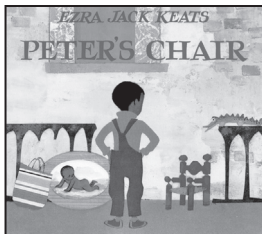


## THE SNOWY DAY

*The Snowy Day* offers great opportunity to guide students in making meaningful connections to a picture or to a part of the text that reminds them of something that has happened in their own lives. Focus upon the experience of walking in and exploring the wonder of freshly fallen snow on a cold winter day. Such experiences, which are highlighted in the text, may include:

- Getting dressed to go out in the snow
- The sound boots make when they walk on snow
- Creating or finding snow tracks and footprints
- Hitting snow-covered branches with a stick
- Making a snowman and/or snow angels
- Sliding down a snow-covered hill

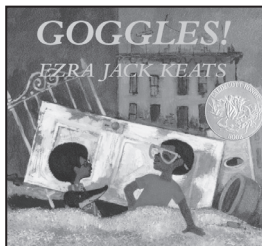
Ask students to make a prediction about what will happen after Peter goes into his house with a snowball in his coat pocket. Guide your students to use clues from the text and their schema (personal background experience) as they make their predictions.



## PETER'S CHAIR

Focus upon the experience of having a new baby sister or brother and the possible changes that would occur in family life as a result. Such experiences, which are highlighted in the text, may include:

- Playing quietly so as not to wake the baby
- Giving away possessions to the new baby
- Learning to grow up
- Discovering that having a new baby sister or brother can be a wonderful experience



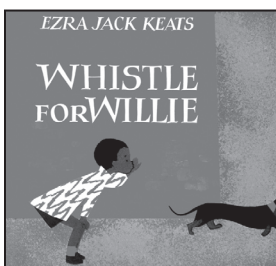
## GOGGLES

Ask students to make predictions before, during and after the reading of *Goggles!* using clues from the text and their schema.

**BEFORE READING:** Students should make predictions about the main idea of the book based upon the title and cover illustration.

**DURING READING:** Stop the read-aloud after reading, "Suddenly some big boys appeared." Ask students to make predictions about a possible problem that may arise in the story. Continue to read the story and ask students to either confirm or adjust their predictions. Pause the read-aloud again after reading, "Everyone stared at the goggles." Ask students to make predictions about a specific event that may happen next. Continue to read the story, and again, ask students to either confirm or adjust their predictions as the story progresses. Once more, stop the read-aloud after reading, " 'The big boys! They followed me.' Peter held his breath." Students should again make predictions and then confirm or readjust those predictions as the story continues.

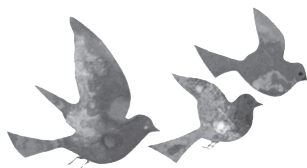
**AFTER READING:** Invite students to make predictions about what would happen if the story were to be continued.



## WHISTLE FOR WILLIE

Use *Whistle for Willie* to guide students as they use clues from the text and their schema to infer a character's feelings. During the read-aloud, model how to use clues from the text and schema to infer Peter's feelings each time he attempts to whistle. Character traits can also be inferred through questioning, such as, "What can we tell about Peter's character from this story?"

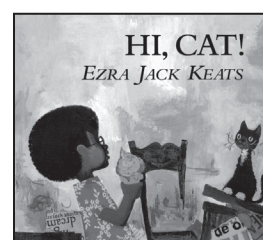
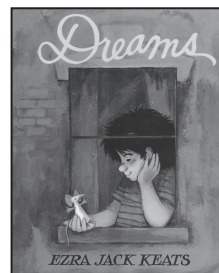
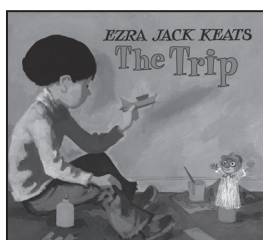
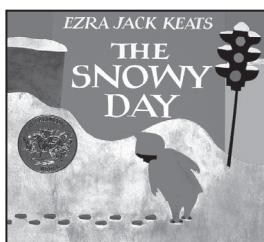




# AROUND THE NEIGHBORHOOD & ACROSS THE CURRICULUM

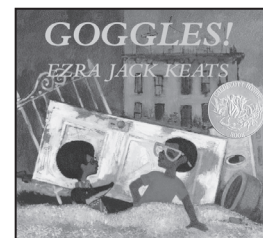
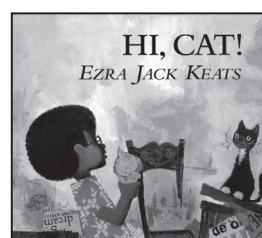
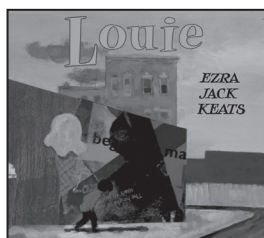
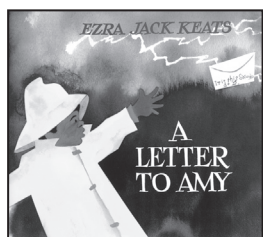
Ezra Jack Keats's books effortlessly lend themselves to many areas of study and can be easily incorporated into Language Arts, Social Studies, Math, Science, Music, and Art lessons. Use the activities suggested below to help incorporate Ezra Jack Keats's books into your lesson plans.

## LANGUAGE ARTS



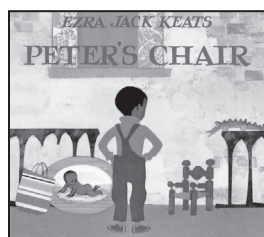
The theme of imagination runs through many of Ezra Jack Keats's books, especially *The Snowy Day*, *The Trip*, *Dreams*, and *Hi, Cat!* Read these books with your students and then encourage them to point out examples of imagination in each of the stories. The snow angels Peter makes in *The Snowy Day*, the shoe box model of Louie's old neighborhood in *The Trip*, and the role playing that Archie does first as ol' gran'pa and then as Mr. Big Face in *Hi, Cat!* are all great examples of the children in Keats's stories using their imaginations. Ask your students to write short stories about things that they've imagined and to draw pictures to illustrate their tales. Students can also create stories by imagining what might happen to each of the characters in Keats's stories after the last page of the book.

## SOCIAL STUDIES



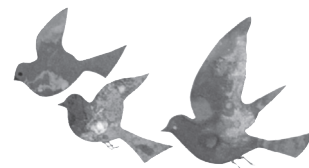
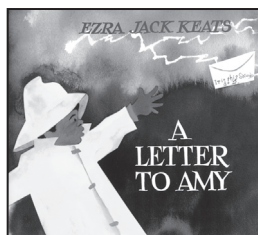
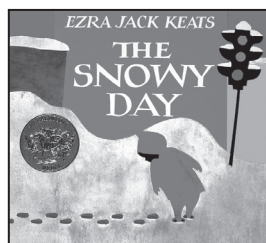
Many of Keats's books are set in city neighborhoods. The illustrations in *A Letter to Amy*, *Louie*, *Hi, Cat!*, and *Goggles!* are particularly good examples of cityscapes. How are the backgrounds in the pictures in each of these stories different from what your students' neighborhoods look like? How are they similar? The children in Keats's books play hopscotch, jump rope, and use cardboard boxes as hideouts. Are these games similar or different to the games that your students play? How might playing in the city be different from playing in the suburbs? Make a collective list of differences and similarities between the city and the suburbs and then compare and contrast your students' neighborhoods with Peter's neighborhood.

## MATH



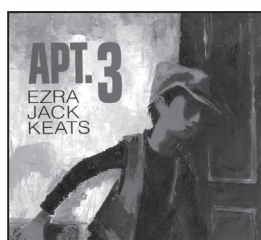
In *Peter's Chair*, Peter has a new baby sister. Ask your students to describe their siblings. Make a class graph showing how many students have older or younger brothers and sisters and how many are only children. Do the same with *Pet Show!* and create a chart to show the different types of pets your students have at home.

## SCIENCE



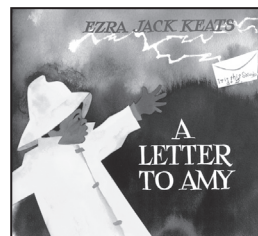
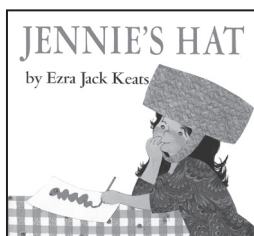
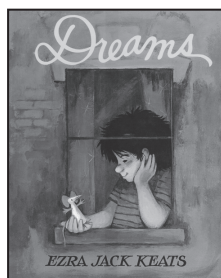
Weather plays a big part in the storylines of both *The Snowy Day* and *A Letter to Amy*. These books can be fantastic additions to weather lessons or science units on rain, clouds, snow, or thunderstorms. After reading *The Snowy Day*, find out what happened to the snowball Peter put in his jacket pocket. Where does the snow go after it melts? What is the difference between snow and rain? What causes thunder and lightning? Let your class create their own water vapor by breathing onto a cold window or exhaling outside on a cold day to create tiny clouds.

## MUSIC



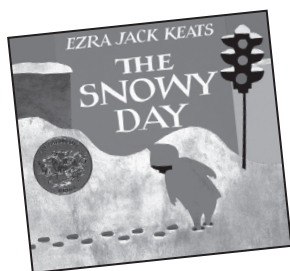
In *Whistle for Willie* Peter learns to whistle. How many of your students can whistle? Invite the music teacher in your school to teach a short lesson on whistling simple tunes. Harmonica music plays a central role in *Apt. 3*. Combine whistling and harmonica playing with other instruments to make a true musical celebration!

## ART



Ezra Jack Keats incorporated torn and cut paper into his collage illustrations. Ask the art teacher in your school to collaborate on a special lesson with you. Describe what a collage is to your students. Read *Dreams*, *Jennie's Hat*, *A Letter to Amy*, and *Pet Show!*, and invite students to identify places on the pages where they notice elements of collage art. Set out crayons, glue, and paper scraps of all types and sizes (including newspaper, wallpaper, and regular colored paper) so that the children can create their own collage art.





# IMAGINE A WINTER WONDERLAND



“One winter morning Peter woke up and looked out the window. Snow had fallen during the night. It covered everything as far as he could see.”

—*The Snowy Day* by Ezra Jack Keats

Create your own winter wonderland! First, ask an adult to help you use white paper to cut out snowflakes and icicles to hang all around the room. Then, with three large circles of paper, make the body and head of a snowman to hang on a wall. Remember to give your snowman a face, arms, and winter clothing—like a scarf, hat, or mittens—to keep him warm! Celebrate by enjoying warm weather treats, such as hot chocolate, and by wearing your favorite scarf or gloves.

Identify the use of onomatopoeia words—words that sound like what they describe—in *The Snowy Day*.

“Crunch, crunch, crunch, his feet sank into the snow.”

“Down fell the snow—plop!—on top of Peter’s head.”

Brainstorm onomatopoeia words that describe sounds in all four seasons of the year, such as the sounds of a summer thunderstorm or birds chirping in the springtime. Then use the words to write an original story or poem.

Peter has so much fun crunching his feet in the snow, making a smiling snowman, and sliding down a snowy mountain on this one snowy day. Have you ever had a snowy adventure? Write a story on the lines below about an exciting day that you had in the snow. On another piece of paper, draw pictures to illustrate your story and to show how much fun you had!

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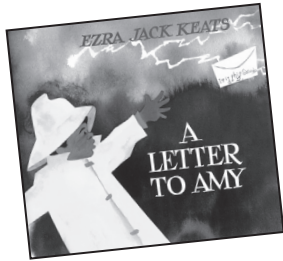
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# A SPECIAL LETTER FOR A SPECIAL FRIEND

“ ‘I’m writing a letter to Amy. I’m inviting her to my party,’ Peter announced. ‘Why don’t you just ask her? You didn’t write to anyone else,’ said his mother. Peter stared at the sheet of paper for a while and said, ‘We–e–el–l, this way it’s sort of special.’ ”

—*A Letter to Amy* by Ezra Jack Keats



In *A Letter to Amy* Peter writes his friend Amy a letter to invite her to his party because he believes that sending a written note is more special than inviting her on the phone or in person. Writing a letter to someone can be a great way to tell that person something. In the space below, write a letter to someone you think is special. Or you can write a letter to your favorite character from one of Ezra Jack Keats’s books. Tell Peter, Archie, Amy, or Roberto a story about yourself!

DEAR

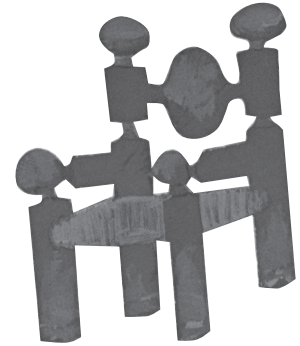
FROM,



# ALL GROWN UP—JUST LIKE PETER!

“[Peter] arranged his things very nicely and decided to sit in his chair for a while. But he couldn’t fit in the chair. He was too big!”

—*Peter’s Chair* by Ezra Jack Keats



In *Peter’s Chair*, young Peter sees that his parents are painting his old furniture pink for the new baby. He grabs his old blue chair, shouting, “they didn’t paint that yet!” and runs away with his dog, Willie. How do you think Peter feels seeing his parents paint his old things for his baby sister? Does he change his mind at the end of the story? Why?

You’ve grown just like Peter! Fold a large piece of paper in half. On one side, draw a picture of yourself as a baby (ask your parents for a baby picture if you need inspiration). On the other side, draw a picture of yourself now. Complete the sentences below to show everyone how much you’ve changed.

WHEN I WAS A BABY, I , , ,

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PETER LOVES HIS CHAIR. ONE THING I LOVE IS , , ,

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NOW I AM OLDER, AND I CAN , , ,

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WHEN I GROW UP I WANT TO BE , , ,

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# WIN FIRST PRIZE AT THE PET SHOW

“Everyone got a prize for something. There was the noisiest parrot, the handsomest frog, the friendliest fishes, the yellowest canary, the busiest ants, the brightest goldfish, the longest dog, the fastest mouse, the softest puppy, the slowest turtle—and many more!”

—*Pet Show!* by Ezra Jack Keats

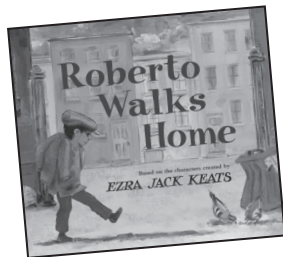
In *Pet Show!*, Peter, Susie, Roberto, and the rest of the neighborhood all enter their pets in the pet show—and they each get a different prize! When Archie can't find the stray cat to enter as his pet, he gets creative. What pet does Archie enter in the show? What prize does he win? What kind of pet would you enter in the show? What prize would your pet win? Draw a picture of your pet in the space below and write your pet's name and the name of its prize on the lines at the bottom of the page.



My pet's name is \_\_\_\_\_.

The prize my pet would win is \_\_\_\_\_.



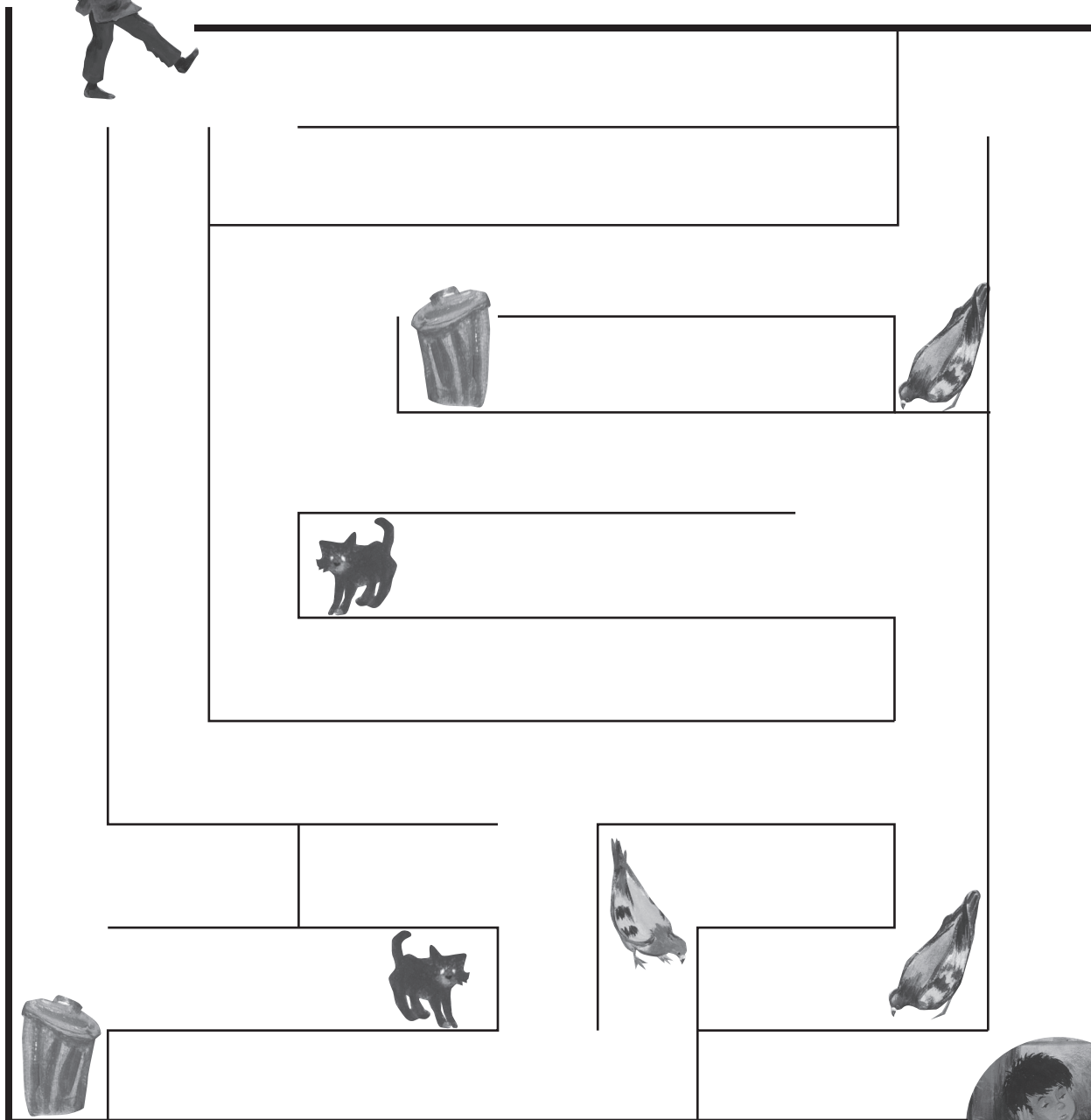


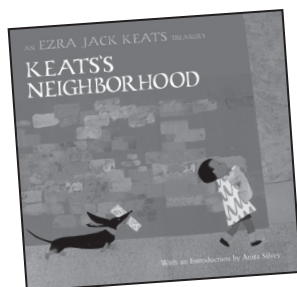
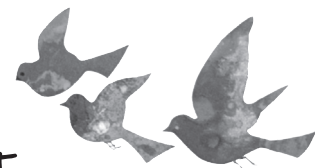
# HELP ROBERTO FIND HIS WAY HOME

In *Roberto Walks Home*, Roberto's brother, Miguel, forgets to pick Roberto up from school, so Roberto heads home by himself. As Roberto walks, he passes a growling dog, a man with a grocery cart, and an alley. How do you get home from school? Does someone travel with you or do you go all by yourself? What sorts of people, places, or things do you see on your way home? On a separate piece of paper, draw a picture of one of these and share it with a partner.



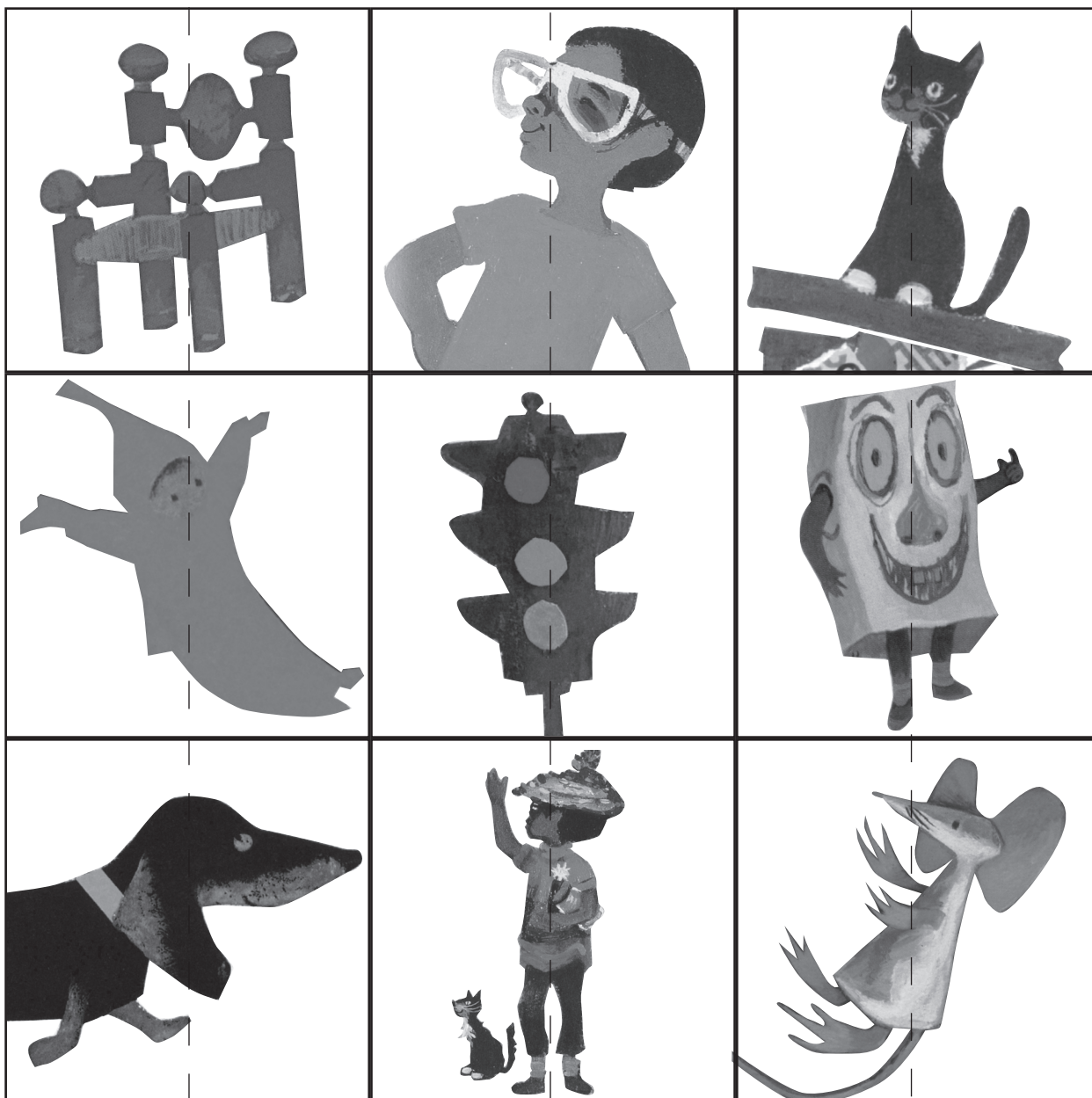
**Can you show Roberto the way home? Complete the maze below to help Roberto walk safely from his school to his home.**



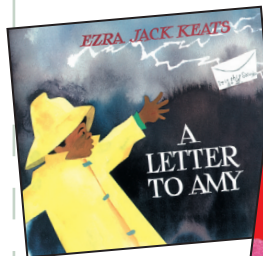


# KEAT'S NEIGHBORHOOD MEMORY GAME

Test your memory skills with this fun activity that can be played both individually or as a group. Ask an adult to help you photocopy this page and cut out the cards below on both the solid and the dotted lines. Mix up the cards, and place them facedown on a flat surface. If you're playing with a partner, take turns picking up two cards at a time to see if they picture two halves of the same illustration. If they do, keep the pair and take another turn. If not, place both cards facedown again and let your partner take a turn. The person who makes the most matches wins.



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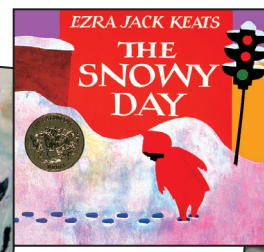
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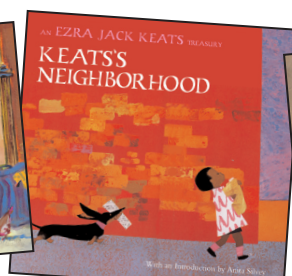
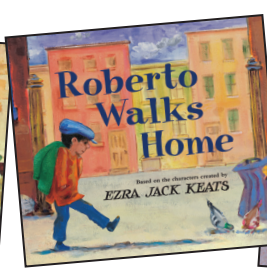
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