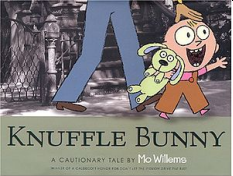
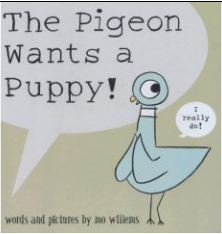


Understanding the Characters in Books (April)

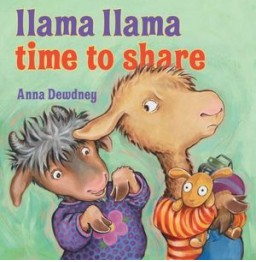
This month students will focus on inferring characters' moods, feelings, and personalities based on both the illustrations and dialogue in picture books. The following titles can be read first as a whole group, followed by opportunities for students to practice independently or read with partners as "mini plays."

Book Cover	Book Title and Summary	Author, Publisher, and Year	Teaching Points and Tips
Series			
	<p><i>Knuffle Bunny: A Cautionary Tale</i></p> <p>This two book series begins with telling the story of young Trixie losing her beloved Knuffle bunny at the Laundromat. Things take a funny turn and Daddy tries to get him back.</p>	<p>Mo Willems 2004 Disney - Hyperion</p>	<p><i>Teaching Points:</i></p> <ul style="list-style-type: none"> *Readers look at the character’s facial expressions, body language, and gestures to learn about the character’s feelings. *Readers can act out the book with a partner by pretending to be the characters. *Readers show that they understand what the character(s) is thinking, feeling and saying by giving evidence from the text. *Readers try to imagine what the character might be thinking. *Readers make their tone of voice match what the character is feeling. <p><i>Other Uses:</i> Writing Narrative unit, exploring speech bubbles</p>

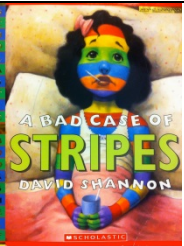
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	<p><i>The Pigeon Wants a Puppy</i></p> <p>This silly series chronicles the wants and needs of a dramatic pigeon through strings of speech bubbles. Students will find delight in the woes of this silly bird. Other titles include: <i>Don't Let the Pigeon Stay Up Late</i> (2006), <i>The Pigeon Needs a Bath</i> (2014), and <i>Don't Let the Pigeon Drive the Bus</i> (2003). In addition to the Pigeon series, Mo Willems has another popular book series: Piggie and Gerald. Titles include: <i>Listen To My Trumpet</i> (2012) and <i>Pigs Make Me Sneeze</i> (2009).</p>	<p>Mo Willems</p> <p>2008</p> <p>Disney - Hyperion</p>	<p><i>Teaching Points:</i></p> <ul style="list-style-type: none"> *Readers look at the character's facial expressions, body language, and gestures to learn about the character's feelings. *Readers can act out the book with a partner by pretending to be the characters. *Readers show that they understand what the character(s) is thinking, feeling and saying by giving evidence from the text. *Readers make their tone of voice match what the character is feeling. <p><i>Other Uses:</i></p> <ul style="list-style-type: none"> *Writing Workshop opinion writing unit *Exploring and using speech bubbles
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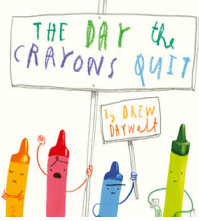

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	<p><i>Llama Llama Time to Share</i></p> <p>Little Llama has a tough time learning to share toys with his new neighbor. His Mama is going to make sure that Llama gives sharing a try, and he learns that playing and sharing together can be fun. The <i>Llama Llama</i> series contains several titles, often with clear social skill teaching points. Other titles: <i>Llama Llama Misses Mama</i> (2009), <i>Llama Llama and the Bully Goat</i> (2013), <u><i>Llama Llama Mad at Mama</i></u> (2007).</p>	<p>Anna Dewdney 2012 Viking</p>	<p><i>Teaching Points:</i></p> <ul style="list-style-type: none"> * Readers get to know the characters of a book by going on a book walk to look at the title and cover. We ask, "What does this tell me about the character(s)?" * Readers pay close attention to the illustrations of the book by focusing on their facial expressions, body language, and gestures to learn about their moods, personalities, and feelings. * Readers re-read to learn more about the characters by stopping and asking questions about how the characters might be talking and what they might be saying. * Readers can take on different roles as characters or narrators by acting out scenes from their books. <p>(Building text-to-self connections)</p> <p>* Author's webpage contains Teacher Resources. www.llamallamabook.com</p>
	<p><i>No, David!</i></p> <p>This popular series follows a rambunctious young boy who always seems to be getting into some kind of trouble. Other titles include: <i>David Goes to School</i> (1999), <i>David Smells</i> (2005) and <i>David Gets in Trouble</i> (2002).</p>	<p>David Shannon 1998 Blue Sky Press</p>	<p><i>Teaching Points:</i></p> <ul style="list-style-type: none"> * Readers show their thinking by sharing different interpretations of the same book (some students may think David is naughty, others may find him silly). * Readers show that they understand what the character(s) is thinking, feeling and saying by giving evidence from the text. * Readers bring the characters to life by using expressive voices and dramatic gestures.

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			<p>* Readers get to know the characters of a book by going on a book walk to look at the title and cover. We ask, "What does this tell me about the character(s)?"</p> <p>* Readers pay attention to the ending of the story by asking how the characters feel and what they might be thinking about.</p> <p>* Readers pay close attention to the illustrations of the book by focusing on their facial expressions, body language, gestures to learn about their moods, personalities, and feelings.</p>
<h3>Individual Titles</h3>			
	<p><i>The Bad Case of Stripes</i></p> <p>When Camilla Cream becomes worried over eating lima beans, she ends up with a bad case of stripes. Students will be hooked into this silly story and learn that sometimes you need to make your own choices.</p>	<p>David Shannon</p> <p>2004</p> <p>Scholastic</p>	<p><i>Teaching Points:</i></p> <p>*Readers look at the character’s facial expressions, body language, and gestures to learn about the character’s feelings.</p> <p>*Readers show that they understand what the character(s) is thinking, feeling and saying by giving evidence from the text.</p> <p>*Readers make their tone of voice match what the character is feeling.</p> <p>*Readers try to imagine what the character might be thinking.</p> <p>Other uses:</p> <p>*Social Skills lesson: making your own choices</p>

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	<p><i>The Day the Crayons Quit</i></p> <p>Duncan is excited to begin a new picture. However, when he opens up his crayons he finds a stack of letters. Red is tired of being used for all the holidays, light tan would like to be used for something other than wheat and grey is exhausted after being expected to color large objects like elephants. Thankfully, Duncan is able to find a way to make all his crayons happy.</p>	<p>Drew Daywalt Illustrated by Oliver Jeffers 2013 Penguin Young Readers Group</p>	<p><i>Teaching Points:</i></p> <ul style="list-style-type: none"> *Readers sound like the character by using the appropriate tone of voice to match what they are feeling * Readers can take on different roles as characters or narrators by acting out scenes from their books *Readers show that they understand what the character(s) is thinking, feeling and saying by giving evidence from the text * Readers get to know the characters of a book by going on a book walk to look at the title and cover. We ask, "What does this tell me about the character(s)?" <p>Other uses:</p> <ul style="list-style-type: none"> * Can be used during beginning months of Writer's Workshop to encourage students to use many different colors in their illustrations
	<p><i>The Recess Queen</i></p> <p>Students will pick up quickly on the rhymes and relate to the issues of playground problems.</p>	<p>Alexis O'Neill Illustrated by Laura Huliska- Beith 2002 Scholastic</p>	<p><i>Teaching Points:</i></p> <ul style="list-style-type: none"> *Readers look at the character's facial expressions, body language, and gestures to learn about the character's feelings. *Readers show that they understand what the character(s) is thinking, feeling and saying by giving evidence from the text. *Readers try to imagine what the character might be thinking. <p>Other Uses: Social Skills; conflict resolution, empathy</p>

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Please note:

In the beginning weeks of school, first grade teachers will invite rising Kindergartners to visit with their familiar favorite characters: David, Llama Llama, Knuffle Bunny, Carl the Dog, etc.

Later in the year, first grade students will be introduced to new characters, series and authors.

In order to support the first grade teachers and allow students to approach characters and books with a fresh perspective, heavy emphasis on the following characters in Kindergarten is discouraged:

Lilly from books by Kevin Henkes

Peter from books by Ezra Jack Keats

Splat from books by Rob Scotton

Poppleton, Mr Putter, and Henry and Mudge from books by Cynthia Rylant

Frog and Toad from books by Arnold Lobel

Clifford from books by Norman Bridwell