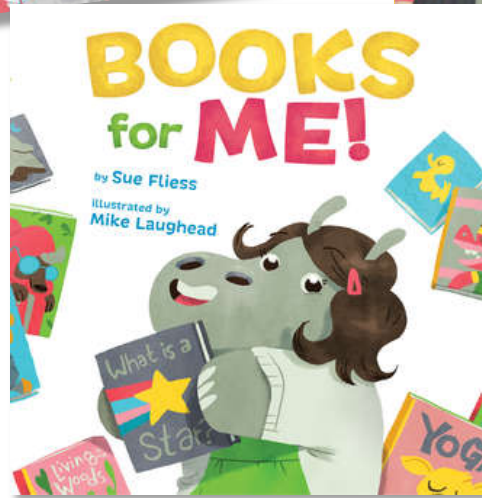
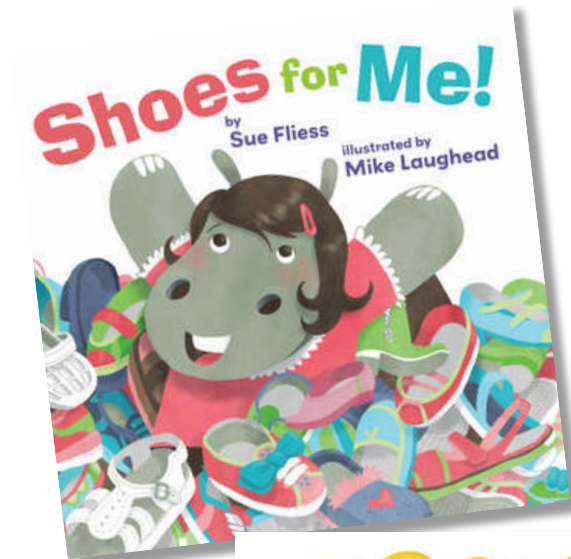


...For Me!

A teacher's guide created by Marcie Colleen
based on the picture books
written by Sue Fliess and illustrated by Mike Laughead



Published by
Marshall Cavendish Children
Books for Me! published by Two Lions, an imprint of Amazon Publishing

Meet the Author – Sue Fliess

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Meet the Illustrator – Mike Laughead

Mike has illustrated a number of books, including the *Kid Squad* series, the *Robot and Rico* easy reader books, *The Legend of Acornhead*, *Why So Many Dragons?*, *Palito: The Wooden Robot* and *What If You Need to Call 911?*. In addition, he has also created many illustrations, posters and t-shirt designs for the children's market. A graduate of the MFA program at Columbus College of Art and Design, Mike now teaches and advises students in the Illustration program at CCAD. He received his BFA in Art with an emphasis in Illustration from Brigham Young University - Idaho, where he met his wonderful wife, Candace. Mike lives in Columbus, Ohio with his wife and three daughters where he loves watching soccer and funny TV shows, reading and sketching in his sketchbook. Learn more at www.mikelaughead.com.

Meet the Curriculum Writer – Marcie Colleen

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing picture books of her own at home in Brooklyn, NYC. Visit Marcie at www.thisismarciecolleen.com.

How to Use This Guide

This classroom guide for *Shoes for Me!*, *A Dress for Me!*, and *Books for Me!* is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Shoes for Me!*, *A Dress for Me!*, and/or *Books for Me!* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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English Language Arts

Reading Comprehension

Before reading *Shoes for Me!*, *A Dress for Me!*, and/or *Books for Me!*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover ~

- Describe what you see. Who do you think the main character is? What is the character doing?
- Stand up and pretend to be the main character in the illustration. Pay close attention to the facial expression and body shape of the character. How do you think this character feels? How does this pose make you feel?
- Do you see anything else on the front cover? Describe, in as much detail as possible, what you see.
- Can you predict what the story might be about based on the title and the cover illustration?

The Back Cover ~

- Describe what you see.
- How is this illustration different from the front cover?
- How is this illustration similar to the front cover?

The Title Page, Copyright Page, and Dedication Page~

- Read the information on all of these pages.
- What is the purpose of each of these pages? Explain in your own words.
- Look closely at the illustrations. What do you see?
- Special Trivia: In *Books for Me!* the title page features Hippo reading what familiar book by Sue Fliess and Mike Laughead?

Now read or listen to the book. Help students summarize in their own words what the book was about.

Discussion questions for *Shoes for Me!*:

- Why does Hippo need new shoes?
 - When, and why, was the last time you got new shoes?
- Why does Hippo's mom say she can pick out her own shoes?



- Have you ever picked out your own shoes?
- As you read through the book, make note of all of the shoes that you own.
 - Do you have shoes that light up?
 - Or shoes that zip up?
 - Or shoes with flowers or stars on them?
- Hippo wants the shoes with the shiny zigzags. Why does Mom say “no”?
- Which shoes are way too tight on Hippo?
- Why do you think there are shoes with springs inside their soles? What might these shoes be worn for?
- Why is Hippo having trouble picking out shoes?
- Which shoes does Hippo choose? Describe these shoes in your own words.

Discussion questions for *A Dress for Me!*:

- Why is Hippo getting a new dress?
 - When, and why, was the last time you got new clothes?
 - Have you ever bought clothes for a special occasion? Explain.
 - Have you ever picked out your own clothes? What would you buy?
- As you read through the book, make note of all how many dresses Hippo tries on. How many dresses does she try?
 - Count aloud as a class.
 - For each dress, raise your hand if you like it.
- Hippo likes the satin, strapless dress. Why does Mom say “no”?
 - Have you ever wanted to wear something that you were not allowed to? Explain.
- Why is Hippo having trouble picking out a dress?
- Which dress does Hippo choose? Describe this dress in your own words.

Discussion questions for *Books for Me!*:

- Where does Hippo go to get books?
 - When, and why, was the last time you went to the library?
 - Where else could Hippo get books?
- As you read through the book, make note of all of the books Hippo sees.
 - Point to each illustrations that corresponds with the text. For example, if the text says, “Books on music, books on art” point to the parts of the illustration that depict music and those elements that depict art.
 - For each book, raise your hand if you would like to read it.
- Dad says “no” to which book? Why?
- Which book does Hippo choose? Describe this book in your own words.
 - Does the book Hippo picks look familiar?

- Why does Hippo choose this book?
- Do you have a book that you have read fifty times?
- Do you know any rhyming books?
- Can you count how many books Hippo checks out at the end of the story?

Let's talk about the people who made the *For Me!* series.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let's look at the illustrations.

- Using folded printer paper to make a book, have students copy the text of the book on each page and then illustrate their own version.
- Or, assign each student their own text from the book to illustrate.



Writing Activities

How to Make a List

Having a list of what you are looking for when you go shopping can keep you focused and keep you from getting overwhelmed with choices.

As a class, create a list for one of the following:

- Grocery shopping to make lunch
- School supplies shopping
- Clothes shopping for a fancy party
- Decoration shopping for a birthday party

Creating a list can also help you when you have a big choice to make.

Pretend that you need to buy a new pair of shoes. Create a list of everything that you would like in a new pair of shoes.

For example:

- What color shoes would you like?

- Do you want sneakers or dress shoes?
- Do you need to be able to run and climb in your shoes?
- What size do you wear?
- Do you want laces or buckles or Velcro or slip-ons?

For some extra fun, students can illustrate the shoes they would like to buy based on their list.

“Can We Buy This One?” Persuasive Essay

Hippo’s mom and dad say “no” to one of her choices for a variety of reasons (the shoes are too expensive, the dress is too grown-up, and the book is too scary). Sometimes making a choice means having to persuade your mom or dad that it is a good choice.

Ask your students if they know what “persuade” means? If not, can they make any guesses?

Discuss:

- What it means to persuade
- Times you might want to persuade someone (i.e., persuade your parents to let you stay up late).

Writing to persuade tells the reader what you believe, gives the reader at least three reasons why you believe it, and has a good ending sentence. You want to try and convince the reader to agree with you.

Have students write a persuasive essay called “Can We Buy This One?” using the following structure:

T=Topic sentences. The topic sentence tells the reader what you think or believe.

Example: *I found the perfect _____ to buy.*

R=Reasons. 3 or more. The reasons tell the reader why you believe what you believe. Write at least 3-4 sentences supporting each reason.

E=Ending. Wrap it up with a conclusive sentence.

E=Examine. Look closely. Do you have all of your parts?

The Ultimate Shopping Spree!

Going shopping and buying something new can be so much fun!

Lead students in a discussion on shopping.

- Do you know what a shopping spree is?
- If you could go on a shopping spree anywhere, where would you go and what would you buy?
- Would you take anyone on the shopping spree with you?



Create a fictional story about the ultimate shopping spree! What crazy fun would make a shopping spree the most memorable ever?

Each story should include a beginning, a middle and an ending.

Optional: Create the story together as a class.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Shoes for Me!*, *A Dress for Me!*, and *Books for Me!* to life in your classroom and also have fun with speaking and listening skills!

Choral Reading

- Read the text of *Shoes for Me!*, *A Dress for Me!*, and/or *Books for Me!*, aloud together.
- Turn *Shoes for Me!*, *A Dress for Me!*, and/or *Books for Me!*, into a script. Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

Mime

- While the teacher reads the book aloud, students can pretend to be Hippo and act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

Drama

- Brainstorm a list of things associated with shopping. Without making noise, students act out something from the list in front of the class. Ask the rest of the class to guess what they are acting out.
- Create a TV commercial to encourage people to read *Shoes for Me!*, *A Dress for Me!*, and/or *Books for Me!*.

Language Activities

It's Rhyme Time

Shoes for Me!, *A Dress for Me!*, and *Books for Me!* are written in rhyme. Here are some activities to help introduce rhyming to your class.

Engine and Caboose

Introduce the concept of producing rhyming words with train engines and caboose pictures or objects. Explain that when you make rhyming words, the caboose will always stay the same but the engines will be different. Pick a sound for the caboose (e.g., "at") and place many different engines in front to make rhyming words (e.g., h-, m-, c-).

"I Spy"

Start the activity by sitting with the children in a large circle. Provide the children with a sentence containing two rhyming words, e.g. "I spy a chair and a bear." The first object name is something in the room and the second object name doesn't have to be visible in the room. Have the child on your right create her own "I Spy" sentence. You may want to place objects around the room that are easy to rhyme so you can point them out to the children if they need suggestions.

Fill in the Blank

Re-read *Shoes for Me!*, *A Dress for Me!*, and/or *Books for Me!* aloud. When you get to the end of a rhyming sentence, pause and have the children raise their hands and give the correct rhyming word to complete the sentence.

For example:

"Feet got bigger,

heel to toe.

Time for new shoes. Off we ____!

Offer opportunities for the children to make up silly sentences using other words that rhyme but don't make sense. Continue with the rest of the book until all the children have had opportunities to rhyme.

This can be done with other rhyming books, as well.

Rhyming Sounds Cube

For this activity, you'll need several cubes made from wood blocks or foam. Write a different consonant on each side of the cubes. On a piece of paper (or blackboard) write a two-letter combination beginning with a vowel and ending with a consonant, such as "it," "un" or "ed" six times. Have the student roll a cube to reveal a consonant. Have the student write the consonant from the cube in front of one of the two-letter combinations. For example, if the student rolls a "B," she can place it in front of "ed" to create "bed." Repeat the procedure until the student creates six rhyming words.

The Adjective Box

Hippo discovers all kinds of shoes, dresses, and books. But what makes each shoe, dress, and book different? Hippo uses adjectives to *describe* each item.

This is an excellent activity to teach that adjectives are describing words.

Decorate an empty shoe box and cut a hole in one of the ends.

You can attach a sock (with the toes cut off) to the hole on the end to make it easy to guide little hands in and out of the box. Attach one end of the sock around the hole and the rest of the sock serves as a tube into the box.

Place various items in the box (ie. A Lego, pinecone, play-doh, feather, etc.) These should be very tactile items. The kids will not be able to see inside the box, but only feel around.

Although they might be able to identify the object, the game is to DESCRIBE the item using adjectives. (ie. Hard, soft, squishy, bumpy, etc)

Each child should have a chance to reach inside the box. See how many adjectives the class can come up with and create a list.

All About Adjectives: The Missing Shoe Game

This is a game to sharpen describing skills.

- Everyone needs to take off their shoes.
- Have each student spend some time studying their shoe and coming up with 4 adjectives to describe it. They may write these adjectives down, if it makes it easier to remember.
- Then place all of the students' shoes in a pile. (Only one shoe in the pair is needed, but if the other is not placed in the pile, it should be hidden from sight.)



- The students should form a circle around the pile.
- The first student to go, says their 1st adjective and sees if anyone can identify their shoe. If not, then they say their 2nd adjective and so on until they have said all 4.
- The objective is to use as few adjectives as possible.
- If the student says all 4 adjectives and no one identifies their shoe, it is the next student's turn.

Under Where? Spatial Language

As a class, create a list of spatial language such as *on, above, below, near, next to, and between*. Do an Internet search for "spatial language" to include in your class list.

- Why are these words important?
- What is the purpose of spatial language?
- Try describing where something is in the classroom WITHOUT the use of these words. Can it be done?

Look at the "Shoes with buttons, shoes with bows" spread in *Shoes For Me!*

Describe where Hippo is sitting.

[examples: in the pile of shoes, near a green boot, behind a brown sandal]

Describe where the white shoe with blue flowers is.

[example: next to a brown shoe, above a red flip flop, underneath a green and red sneaker]

Look at the "Lots of choices I can see" spread in *A Dress For Me!*

Describe where Hippo is standing.

[examples: next to her mom, in front of the rack of green dresses]

Describe where the tallest giraffe is.

[example: between the other giraffe and the panda, behind the koala]

Look at the "Books on pirates, treasure hunts" spread in *Books For Me!*

Describe where Hippo is.

[examples: in front of the other pirates, on the sand]

Describe where the pirate ship is.

[example: in the water, behind the pirates, next to the shore]

Have students pick another spread in *Shoes for Me!*, *A Dress for Me!*, and/or *Books for Me!* and discuss where things are spatially within that illustration, using the class list of spatial language for help.

Now look around the classroom. Have each student answer the following:

- Describe where your desk sits.
- Describe where your teacher is sitting or standing.
- Describe where the chalkboard/whiteboard is.
- Describe where the clock is.
- Describe where the door is.
- Can you describe where anything else is?

Notice how things relate to one another in space.

- Who sits next to whom in the classroom?

Switch seats and see what's different about sitting somewhere else.

- Do you have a different view in a different seat? Describe how the view changes.
- Do you have a different neighbor?

Math

Word Problems *For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on *Shoes for Me!*, *A Dress for Me!*, and/or *Books for Me!* or any other book of study.*

- 1) Hippo has 5 pairs of shoes to try on. She tries on 1 pair. How many pairs of shoes are left to try on? ($5 - 1 = ?$)

- 2) Hippo finds 4 dresses with big bows on them. She then finds 3 more dresses with big bows on them. How many dresses does Hippo find with big bows on them? ($4 + 3 = ?$)



- 3) Hippo has a pile of 6 library books. She reads 5 of the books in her pile. How many books does Hippo have left to read? ($6 - 5 = ?$)

- 4) Hippo gathers 2 books on fairy tales. She then gathers 1 more book on fairy tales. How many books on fairy tales does Hippo have? ($2 + 1 = ?$)
- 5) Hippo has 9 dollars to spend shopping. She spends 7 dollars. How many dollars does Hippo have left to spend? ($9 - 7 = ?$)

Let's Shop!

Spend some time helping students identify American money coins (penny, nickel, dime and quarter) and dollar bills, while also discussing the values of the money.

- What is the purpose of money (to buy food, toys, clothes, give to charity, etc.)?
- Which do you think costs more—a car or a loaf of bread; a beach ball or a diamond ring?

Brainstorm some ways to earn money.

- Set up a "shopping center" in the classroom filled with some fun items.
- Provide, or have students create, "play money."
- Place prices on all of the items.
- Have students complete the following tasks:
 - Make a purchase as a customer.
 - Gather a list of items to purchase using a set amount of money or budget.
 - Add an item to sell at the shopping center and set the price. Determine how many items you would need to sell in order to make a certain amount of money.
 - Make a sales transaction as a salesperson.

Free Versus Fee

Going out shopping costs money, but there are lots of fun *free* things to do, too.

- Look at every page of *Shoes for Me!*, *A Dress for Me!*, and/or *Books for Me!* List the *free* activities Hippo participates in. For example:
 - Trying on shoes
 - Jumping in rain puddles
 - Playing dress-up
 - Dancing with friends
 - Reading

- Going to the library
- Taking a bath
- Make a list of fun things that you like to do. Which ones are free and which ones cost money?

I Have Mail: a game of fractions and percentages

Just because Hippo loves a certain book or pair of shoes doesn't mean you like them too. And that is ok. Our choices make us different and unique.

This is a fast-paced traditional icebreaker game that gets students moving, laughing, and celebrating similarities and differences—with a math twist!

Arrange a circle of chairs. One for each student. An exact number is needed.

Ask each student to sit in one of the chairs.

The teacher will then stand in the center of the circle and say, "My name is _____ and I have mail for anyone who _____."

If students can relate to the statement they should get up and move to another chair.

The teacher should grab an empty chair, too.

The student who is left without a chair must then come up with another statement, "My name is _____ and I have mail for anyone who _____."

MATH TWIST: The goal of the game is to get the largest number of students to move or to get only one student to move. This means finding something that most of the students have in common.



With each "I have mail..." sequence, students should determine the number of students, percentage or fraction of the class to move and keep track on a large piece of paper or the chalkboard.

In the end there will be two winners, the person who found the most similarities (students moving) and the person who found the most unique individual (one person moving).

Science

Hippo Research Project

Hippo in *Shoes for Me!*, *A Dress for Me!*, and *Books for Me!* is a hippopotamus.

Take a trip to the school library. With the help of the librarian, students will research information about hippopotamuses.

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Students should be required to take notes on what they find. Information to be gathered must include:

- The types of hippopotamuses existing today
- Size of a hippopotamus
- What a hippopotamus eats
- Where hippopotamuses live
- Draw a picture of a hippopotamus
- Write 3 words that describe a hippopotamus
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Once all of the needed research is done, students must create a poster visual with all of the necessary information and present their findings to the class.

OR

Make a book. Students will cut and paste or draw a hippopotamus, and include the facts they have researched.

Hippopotamus: Fiction vs. Non-fiction

Compare the facts researched about hippopotamus above (non-fiction) to Hippo in *Shoes for Me!*, *A Dress for Me!*, and/or *Books for Me!* (fiction).

As a class, create a T-chart of comparisons.

Non-fiction	Fiction
Spends most of the day in rivers and lakes	Spends the day shopping on land
Has thick skin that provides enough protection	Wears clothes and shoes
Cannot read or speak	Very talkative and loves to read books

Social Studies

Me!: Finding Commonalities/Uniqueness

All people have similarities and differences, right down to our choices and our likes or dislikes.

Younger students can practice finding commonalities and uniqueness through a few rounds of "One of These Things is Not Like the Others" while also trying to find a connection between the items. For example: a pencil, a pen, a crayon and eraser. The eraser is the item that is not like the others because the pencil, pen and crayon all are writing instruments. However, all four items are school supplies. Set up a few examples like this to help explain commonalities and uniqueness.



Older students will understand that finding things they have in common with other people is a good way to start a conversation or even a meaningful relationship.

Here is a way to learn what students have in common with their classmates, while also celebrating what makes each child unique.

Materials: A pen and two pieces of paper.

- This activity can be done as a whole class or in pairs.
- On one sheet of paper, you will have ten minutes to come up with a list of things in common. Completely obvious answers such as "we both have hair" or "we are both in _____ class" are not allowed!
- After ten minutes, switch to the other paper. You now have ten minutes to come up with a list of things that are unique to only one person.
- Share both lists with the class when finished.

All About Me

This project allows students the opportunity to get to know themselves and build pride in the things that make them unique.

Have students create books that contain pages with answered questions and pictures about themselves. Yarn can be used to bind the pages together.

Each student should be given a special day that he reads his book to the class.

- Pages in each book can include:

A portrait
I am called ____
My first and last name is ____
My address is ____
I live in ____ (the country, a city, etc.)
I live with ____
I am good at ____
My favorite color is ____
My favorite food is ____
My favorite activity is ____
My favorite animal is ____
My favorite book is ____

- How many similarities can students find among their books and their classmates?
Did some classmates make choices that were similar? What about different?

Shirts, Shoes and Books Travel the World

Have students look closely at their shirts, shoes, or books.

- Help students find out where the item was made.
- Locate the item's origin on the world map or globe. Indicate with a dot sticker.
- Discuss how the item may have traveled to their store or library from its origin.

Where People Shop Around the World

There are many exciting and interesting ways to shop in the world. Discuss a few of them.

- Shopping malls
- Flea Markets
- Online

- Thrift stores
- Exchanges or swaps
- Garage sales
- Outdoor marketplace

Take a poll of which one each student prefers. Why? How do they differ?

Famous Libraries Around the World

Assign a famous and/or a unique library for students to research. A list of 10 are below, but do not feel limited to those on the list.

- The Biblioburro (delivering books via donkey)
- The Levinski Garden Library in Tel Aviv, Israel
- Arma de Instruccion Masiva in Argentina
- Book Vending Machines
- Biblioteca Sandro Penna in Perugia
- Epos Book Boat in Norway
- Stuttgart City Library
- The Kenyan Camel Library
- The Little Free Libraries
- Vasconcelos Library



Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Take notes and gather as much information as possible on the following 6 topics:

- History of when library was built
- Information about where the library is located
- Statistics
- What makes this library unique
- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

BONUS: Research a library in your hometown.