



A Teacher's Guide to the books of

LAURA VACCARO SEEGER



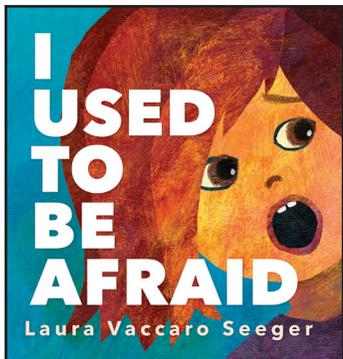
FOR
USE WITH
COMMON CORE
STATE
STANDARDS

ABOUT THE AUTHOR



Among **LAURA VACCARO SEEGER**'s many distinctive books for children are *First the Egg*, a Caldecott Honor Book and Geisel Honor Book; *One Boy*, a Geisel Honor Book; *Dog and Bear: Two Friends, Three Stories*, winner of the Boston Globe-Horn Book Award; and *Green*, recipient of five starred reviews and a Caldecott Honor Book. Laura lives on Long Island with her husband, Chris, their two sons, Drew and Dylan, and their dog, Copper. Visit Laura's website @ studiolvs.com.

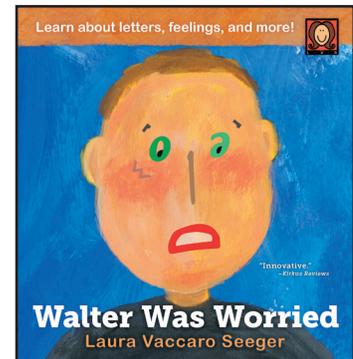
FEELINGS ALL AROUND



I Used to Be Afraid



Bully



Walter Was Worried

To attain specific Common Core grade-level standards for their classroom and students, teachers are encouraged to adapt the activities listed in this guide to their classes' needs. You know your kids best!

***I Used to Be Afraid* Discussion Questions**

After reading *I Used to Be Afraid* aloud, discuss who is telling the story. Then ask students to list the things that this first person narrator used to be afraid of and explain how she overcame each fear. Direct them to the text for the answer to this question: What was she afraid of before? Direct them to the illustration on the following page turn for the answer to this question: What did she DO to overcome her fear?

Then open a discussion in which you ask students to name one thing they used to be afraid of but about which they have now overcome their fear. Ask them to describe how they overcame it.

***I Used to Be Afraid* Writing Activities**

Then invite each child to write a sentence based on the text in Seeger's book:

I used to be afraid of _____, but not anymore.

Ask them to supply a second sentence that explains how or why they overcame the fear. Allow kindergartners to use a combination of drawing, dictating, and writing. Ask first graders to add a third sentence that brings the paragraph to a close, such as: **I am glad I am not afraid anymore.**

WRITING STANDARD 2

W K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

***Bully* Discussion Questions**

Before reading *Bully* aloud, share only the illustrations in the book and ask students to "read" them, beginning with the opening illustration before the title page. Ask: Where does this story take place? (What is the setting?) What happens in the story? Then read the story aloud. Ask: Who is the main character in the story? What happens to him before the story even begins? How does that make him feel, and why does he act the way he does? Who are the other (secondary) characters? What happens between the main character and the other characters? How do these things make them feel, and how do they act?

READING LITERATURE STANDARD 3: KEY IDEAS AND DETAILS

RL K.3 With prompting and support, identify characters, settings, and major events in a story.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

Walter Was Worried Discussion Questions

Read *Walter Was Worried* aloud. Then ask students about the cast of characters in the first half of the book. Ask: What feeling does each character have? What is making that feeling happen? Next ask them about the setting: What is happening in the outside world (the setting) of the story? How does that change in the middle of the story? When the setting changes, does the way the children feel change? Why?

Then ask students to discuss each of these words. Ask: What does the word mean? Does it describe a difficult emotion or a pleasant emotion?

worried | puzzled | shocked | frightened | upset | delighted | hopeful | ecstatic

READING LITERATURE STANDARD 3: KEY IDEAS AND DETAILS

RL K.3 With prompting and support, identify characters, settings, and major events in a story.

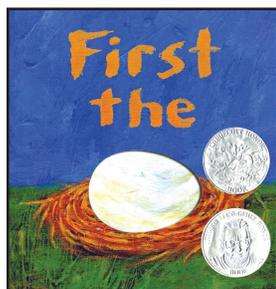
RL 1.3 Describe characters, settings, and major events in a story, using key details.

READING LITERATURE STANDARD 4: CRAFT AND STRUCTURE

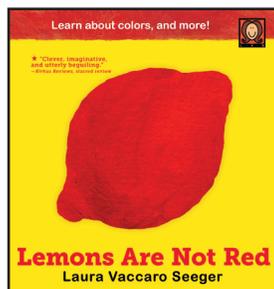
RL K.4 Ask and answer questions about unknown words in a text.

RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

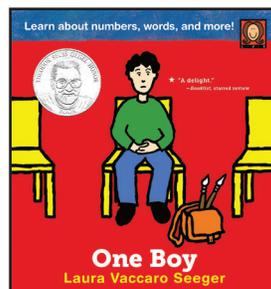
WORD PLAY



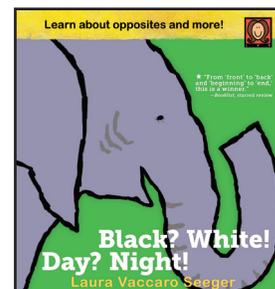
First the Egg



Lemons Are Not Red



One Boy



Black? White!
Day? Night!
A Book of Opposites



One Boy Discussion Questions

Share *One Boy* with your students. Ask students to think about Laura Vaccaro Seeger's word play in the book. Ask: How does this book work? What happens to the original word (which is a person, animal, or thing) when the page is turned to complete the sentence?

One Boy Writing Activities

Then create a list of animals with students. Try to find hidden words in the names of these animals that will allow you to create a sentence from them, using Seeger's sentences as models. Next design a sequence of sentences from one to ten as Seeger does. [For example: One **tadpole** / hopped down the **pole**.] Do this activity as a large group with kindergarten and in small groups with first graders. Finally, if time allows, create a class book of sentences and illustrations.

First the Egg Discussion Questions

Read *First the Egg* aloud and discuss the structure of the book in which the author introduces one thing that leads to another, such as the egg that hatches a chicken. Ask students to think of other animals or things that lead to or become something else. (For example: First the **hole**, then the swimming **pool**.)

First the Egg Writing Activities

Ask students to choose one example to illustrate in two paintings as Seeger has done (supply a peek-through hole, if possible) and then create a class book of these sentences-with-illustrations.

WRITING STANDARD 3

W K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Lemons Are Not Red Discussion Questions

Read *Lemons Are Not Red* aloud to students and discuss the relationship of Seeger's sets of sentences. Ask: Why are the two objects in the sentences paired? (Listen for: They always have something in common. They are part of the same category.)

Lemons Are Not Red Writing Activities

Supply students with many informational books about fruits, vegetables, and animals. Invite students to gather ideas from the books and then choose one thing at a time and compose sets of sentences in the following pattern:

- | | |
|-------------------|------------|
| (a) _____ are not | (b) _____. |
| (a) _____ are | (c) _____. |
| (d) _____ are | (b) _____. |

Remind them that the paired objects must have something in common and be part of the same category.

WRITING STANDARD 8

W K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Black? White! Day? Night!: A Book of Opposites Discussion Questions

Share *Black? White! Day? Night!: A Book of Opposites* with your students, paying careful attention to both the opposing words and the way author and illustrator Laura Vaccaro Seeger portrays them in the illustrations. When students have a solid understanding of the format and execution of the book, invite them to come up with additional pairs of opposites.

Black? White! Day? Night!: A Book of Opposites Creative Activities

Once you have an exhaustive list, ask students to think about how they might illustrate one of the words in a small frame that lifts to reveal a full-size picture of its opposite as Seeger does, then give them time to do so.

READING INFORMATIONAL TEXT STANDARD 3: KEY IDEAS AND DETAILS

RI K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

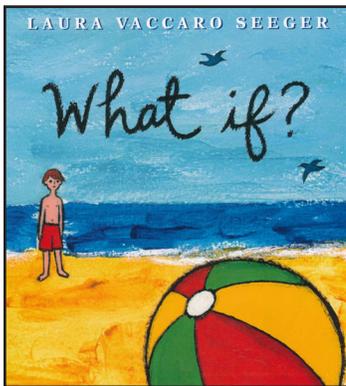
RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

READING INFORMATIONAL TEXT STANDARD 7: INTEGRATION OF KNOWLEDGE AND IDEAS

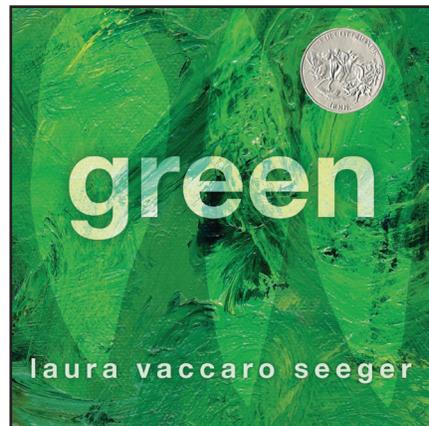
RI K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI 1.7 Use the illustrations and details in a text to describe its key ideas.

PICTURES TELL THE STORY TOO



What If?



Green

What If? Discussion Questions

Read *What If?* aloud to your students, asking them to listen quietly as you very slowly turn the pages, allowing students time to absorb the changes in the illustrations with each page turn. Then return to the first double-page spread and ask students to take turns supplying the narrative for the story. (For example, on the first spread, listen for: What if two seals were playing catch with a beach ball in the water? But the ball got away from them and rolled onto the sand. So the grey seal went to fetch it.)

READING LITERATURE STANDARD 7: INTEGRATION OF KNOWLEDGE AND IDEAS

RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Green Creative Activities

If possible, begin this activity by creating several groups of students. Supply each group with an assortment of paint chip or color swatch cards from the same color family.

[Note: Pick them up at the paint or hardware store.]

Ask students to complete this sentence orally:

This _____ is the color of a _____.

(For example: This **blue** is the color **of the sky/of a blue jay/of a blueberry.**)

After children are familiar with the concept that all colors come in a variety of shades, share *Green* with your class and discuss the many shades of green in the book. Finally, invite the class to choose a single common color and deliver a series of phrases describing different things that share that color. If time allows, invite students to create paintings featuring that color as Seeger does.

SPEAKING AND LISTENING STANDARD 4

SL K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

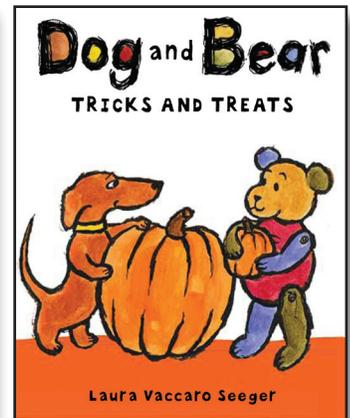
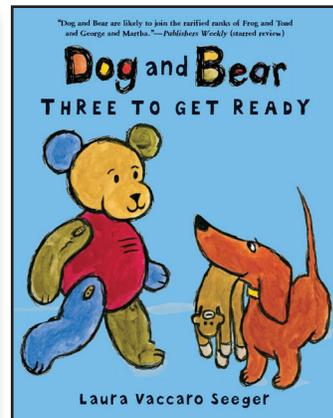
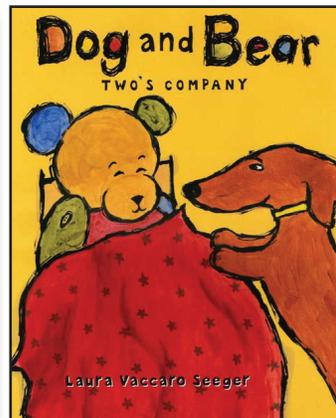
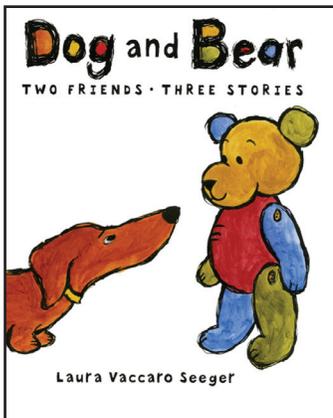
SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SPEAKING AND LISTENING STANDARD 5

SL K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ONE PLUS ONE = FRIENDS



The Dog and Bear series

Dog and Bear Discussion Questions

Read at least two of the Dog and Bear books aloud to your students. Discuss the similarities and differences between the stories you have read. Ask: How are these books similar? How are they different? Are Bear and Dog the same in each book or do they behave differently in different books? Which book do you find the funniest and why? Which book do you like most and why? (Note: Require students to cite specific examples from each book to support their claims.)

READING LITERATURE STANDARD 9: INTEGRATION OF KNOWLEDGE AND IDEAS

RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL 1.9 Compare and contrast the adventures and experiences of characters in stories.

Dog and Bear Writing Activities

Read and discuss at least two of the Dog and Bear books with your students. Ask them to think about which of the books they liked most and why. Encourage students to share specific reasons for their preferences. Then invite each student to compose a book review in which they name the book they prefer and explain why, citing at least one incident from the story that they find appealing. Allow kindergartners to use a combination of drawing, dictating, and writing. Ask first graders to provide a concluding sentence.

WRITING STANDARD 1: TEXT TYPES AND PURPOSES

W K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

W 1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.



For a detailed description of the common core standards used in this guide please visit www.corestandards.org.

This guide was prepared by Toni Buzzeo, M.A., M.L.I.S., children's author, educational consultant, and school librarian. www.tonibuzzeo.com