Before You Read...
Before reading *Lucy’s Lovey*, help students identify the basic parts of a picture book: front cover, back cover, title page, dedication page, spine, jacket, and jacket flap.

The Front Cover ~
- Describe what you see. Who are the characters? What are the characters doing?
- Can you predict what the story might be about based on the title and the cover illustration?
- Who is the author? What is her job?
- Who is the illustrator? What is his job?
- Stand up with a partner and pretend to be the characters in the cover illustration. How do you think they feel? How does this pose make you feel?

What is a lovey?

Imagine that you have a very special lovey. List some of the places you would take your lovey and some of the things you would do together. Use your own real-life experience where applicable.
Names and Nicknames

In Lucy's Lovey, Lucy has names for every single one of her many baby dolls, including Smelly Baby. These nicknames are signs that she loves her dolls. Through these names she also details what is so unique about each doll. List some of the names she calls them.

Think about your own name.

- Who gave you your name?
- Do you know why it was chosen to be your name?
- What do you especially like about your name?
- Do you have any nicknames that you like to be called?

<table>
<thead>
<tr>
<th>What I like to be called</th>
<th>What I don't like to be called</th>
</tr>
</thead>
</table>

Discuss names that make us feel good and names that make us feel bad.

Not many people would like to be called smelly.

- Why do you think Lucy calls her Smelly Baby? Is she being mean or loving? Explain your answer using evidence from the story.
- What about her sister, Ivy? Is she being mean or loving when she says Smelly Baby’s name? Explain your answer using evidence from the story.

All About Adjectives: The Lost Shoe Game

Lucy is so upset when she loses Smelly Baby. What does she and her family do to try and find Smelly Baby?

Often when something is lost, the owners will place Missing or Lost ads around their neighborhood, to help them relocate it. But in order to do so, they need to know how best to describe the item they lost. For this reason, it is important to learn how to describe something using adjectives.

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.
What Baby Am I Thinking Of?

Using illustrations of all of Lucy’s babies, kids can use descriptive adjectives to give clues as to which baby they are thinking of, without using the actual baby doll’s name. For example, don’t describe a doll as Humongous, because that is clearly Humongous Baby!

Smelly Baby’s Adventure

Once she flies out the car window, Smelly Baby spends a few days on her own.

As a class, brainstorm some crazy adventures that you think Smelly Baby might have had.

Have the students write a story about Smelly Baby’s adventure alone. What are some of the silly situations that might happen? Did she try to find Lucy? Did she meet any fun creatures? What was it like when she was found by Mrs. Fisher? How did she feel about the bath? The crazier the better.

Each story should include a beginning (when Smelly Baby flies out the car window), a middle with 3 different crazy moments and an ending.

Optional: Create the story together as a class.

A Lovey Knows ~ Point of View

Either as a class or individually, explore Lucy’s Lovey from the point of view of Smelly Baby.

Advanced classes will be able to actually create Lucy’s Lovey from Smelly Baby’s point of view. However, if the class is less-advanced, create the story together or simply create thought bubbles for Smelly Baby in each illustration.

Additional Challenge: How about Lucy’s Lovey from Lucy’s other babies point of view.

Reading Faces ~ Building Visual Literacy Through Illustrations

Facial expressions indicate how someone is feeling, even without words or actions, which in turn builds empathy.

Christopher Denise’s illustrations provide excellent material for teaching empathy and how to be mindful of body language, as both Lucy and Ivy show changes in their facial expressions throughout the book.

- Compare Lucy’s face when she’s happily playing with Smelly Baby, and then when she loses Smelly Baby, and also when Smelly Baby returns home. How do her facial expressions change? Can you describe how she is feeling in each illustration?
- Ivy clearly shows attitude, and dislike of Smelly Baby, but her face says differently when Smelly Baby flies away. How do Ivy’s facial expressions change from illustration to illustration? Describe how you think she is feeling throughout the story.
Math

**Find Baby Hopscotch**

This hopscotch activity will help students improve motor skills, balance, and self-regulation behaviors. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, as well as elements of art including shape and line.

*This game can be created for indoor spaces through simply taping out the boxes on the floor and/or traditionally by drawing them on the pavement outdoors.*

Materials:
- Masking tape (for indoor version)
- Sidewalk chalk, markers, or dark crayons
- Beanbag (will represent Smelly Baby)
- One die

Set Up:

Create the hopscotch boxes.

Students can help draw numbers in the squares. If they are not ready to write numbers alone, try lightly drawing the numbers first and then encourage them to trace over them.

How to Play:

1. Place the beanbag (Smelly Baby) in one of the squares.
2. The first student pretends to be Boo and rolls the dice twice and adds the two numbers together to know how many boxes they must hop to. (ie. 2 + 4 = 6, hop six spaces).
3. The students hop their way through, counting as they go.
4. If they land on the box with the beanbag (Smelly Baby), they win! If they overshoot or fall short they must start all over again.
5. Play continues until everyone finds the beanbag (Smelly Baby) or everyone has been given a chance.

*For an extra challenge, change the location of the beanbag each turn.*

**Under Where? Spatial Sense**

Christopher Denise’s fun and detailed illustrations are perfect for learning spatial sense (on, inside, next to, over, under, etc.)

Look at the “Lucy had seventeen babies” page in *Lucy’s Lovey*.

- Describe where Smelly Baby is sitting. [examples: in front of Lucy, on the floor, next to Tiny Baby]
- Describe where the rubber duck is. [examples: on the dresser, on top of the books]
- Describe where Lucy standing. [examples: in her bedroom, over the dolls]

Have students pick another spread in *Lucy’s Lovey* and discuss where things are spatially within that illustration.

Or, use an item in the classroom (such as a beanbag or a figurine) and pretend it is Lucy or Smelly Baby. Take turns placing the item throughout the classroom and discussing spatially where the item is.
Now look around the classroom.

- 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?

**Subtracting with Stasher**

Stasher loves to steal Lucy’s babies. In this game of subtraction and memorization, students can take turns being Stasher.

Create a lineup of like items and give students a chance to memorize them. As a group, count the items. How many are there? Remember that number!

Then, choose one student to be Stasher. While the other students close their eyes, Stasher will swipe a few of the items. The student who is Stasher can decide how many.

Once the swiping is finished, the other students can take turns guessing how many items are missing and identifying which ones. All answers need to be phrased in the form of a math equation. For example, “6 babies minus 2 babies equals 4 babies.”

**Social Studies**

**Exploring Sibling Relationships**

Lucy and Ivy are siblings and need to learn to live in harmony together. Sibling relationships are interesting. At times our brothers and sisters are our best friends, but sometimes we just need our space and want to be left alone!

Here are some activities to help your students explore sibling relationships:

- Make a list of the pros and cons of having a sibling. Use *Lucy’s Lovey* for examples where necessary.
- Interview grown-ups who have siblings and discover the difference between the way they got along with their sibling when they were kids in comparison to as adults.
- Interview classmates and adults who are only children. Do they wish they had a sibling? Why or why not? What do they think they miss out on being an only child? What is great about being an only child?

**My Family**

Some families are blood related, other families we choose.

Ask students to think of what family means to them.

The Project:

- Have each student lay down on a large piece of paper while someone traces their body with a pencil.
- Once the student has the silhouette of their body, write “A family is...” the outline.
- Then decorate the silhouette to further depict the relationship between the student and their family. Photos can be added to create a collage.
- Finished silhouettes can be displayed with the title “Our Families are a Part of Us”.
I'm Lost

Have you ever been lost? If so what did you do?

Here are tips if you ever get lost.

1. **Stop** and stay where you are. If you are in an unsafe place, like the street, go to a safe place, like the sidewalk. As soon as you realize you are lost, stay where you are so that whoever is looking for you will be able to find you.

2. **Stay** calm. Stand up tall.

3. Look around for your parents or the adults you were with.

4. If you can’t see your parents or the adults you were with, yell out their name, no matter where you are.

5. If you see a woman with children, **ask them for help**. If there is no woman with children, stay in the building or area where you are.

6. **Make a safety plan** with your family in case you ever get lost.

As a class, create a bulletin board display featuring these tips to help those in the school community know what to do if they are ever lost.

**Found: A Smelly Baby**

What happens if you find something that appears to be lost? Many times people create FOUND posters to hang all over in hopes of finding the owner.

Pretend that you found Smelly Baby in the woods. Create a FOUND poster.

Or

If you were Lucy, you could create a LOST poster to hang around in hopes that someone finds Smelly Baby and returns her to you.

Be sure to include a drawing or photograph of Smelly Baby, along with a description.

**Responsibility**

Lucy learns a big lesson on responsibility. Sure, she writes her name and address on Smelly Baby's tummy but she doesn’t quite listen to Mom and let Smelly Baby feel the breeze on the ride home.

Lead students in a class discussion on **responsibility**.

1. What is **responsibility**?
   - Being accountable for what you do, for your actions and behavior.
   - Doing the right thing at the right time, so others can trust and depend on you.
   - Take care of your things and those of other people.

2. How do the following demonstrate **responsibility**?
   - Lucy writing her name and address on Smelly Baby's tummy.
   - Complete your homework and chores on time without being reminded.
   - Follow through on your commitments, even when you don't feel like it.
   - Accept responsibility for your mistakes and learn from them. Don't make excuses or blame others.
   - Return items you borrow.
• Find out what needs to be done and do it.
• Make wise choices, such as choosing to eat healthy foods and wearing a helmet.
• Always do your very best. Others are counting on you!

3. How would you demonstrate responsibility if...
   • You broke the wheel off your brother's new skateboard?
   • Your friend asks you to play and you haven't finished your homework?
   • You're playing a really fun game at your friend's house and it's time to go home?
   • You promised your mom or dad you would clean your room but you just don't feel like it?
   • It is time to go to bed and you just remembered that your book report is due tomorrow?
   • You agreed to take care of your neighbor's dog while she is away, but now a friend has invited you to a sleep over?
   • Your mom is not feeling well and could really use some extra help around the house?
   • You forgot to bring your homework home from school, including the book you need to study for tomorrow's test?

4. What are some other situations where we can demonstrate responsibility?

5. How can we be more responsible for our own belongings, especially belongings that mean a lot to us?

6. Design a poster encouraging responsibility to hang around the school.

Science
Lucy’s “Nose”

Although Lucy loves the way her lovey smells, others in her family are not so happy about it. Below are a few ways in which students can experiment with their own sense of smell.

• Plan a trip outside. The trip could include places around a school. Visit the cafeteria, the library, the main office, a garden, or the playground. Write down all the smells you find.
• Collect pairs of items that smell and place them in containers that cannot be seen through. Poke holes into the top of the containers. Mix up the containers and try to match the containers that have the same item.
• Noses and brains are supposed to help you find foods that are good to eat. But how well does this system work? Collect at least 10 different items that smell -- some should be things that are edible such as cheese, curry powder, spices, mushrooms, fruits, and some items are inedible. Test students to see if they can pick out things that can be eaten and those that can't.

Suggested scents:
lemon | orange peel | cedar wood | perfume soaked cotton | banana | pine needles | chocolate | coffee | dirt | vanilla | garlic | onion | mint | vinegar | moth balls | rose flowers | saw dust | ginger | peppermint | pencil shavings | potato chips