



# Picture Books Activities, ideas, and more...

A guide for Teachers



By Vanessa Merlo

# Why Picture Books?

A Picture Book is NOT an illustrated story. It's a different category of book. Picture Books are a work of art considered post-modern or hybrid. These books have very particular characteristics.

Pictures are the main characteristic of a PB. They are not just decorations or a mere description of the text. The text does not narrate what is happening in the picture and the picture does not describe the text. Pictures play a major role in bringing out the story working together with the text, both elements interact with each other to contribute to the story's meaning, but not so in an obvious way. Some PB are only images narrating a story that can have as many different interpretations as many children who read them.

When reading picture books WITH kids, is kids who have control of the reading, because an adult might be an expert in reading text, but kids are amazing when reading pictures, they see and feel things and adults probably wouldn't. Kids have control of the book; they actively participate in the reading. It is paramount to listen carefully and patiently to what kids have to say while reading WITH them.

Benefits of Picture Books:

- Grow interest in reading
- Develop vocabulary skills
- Develop sentence structure
- Work with story analysis
- Promote values

**Amazing Kidz 3** series comes with four Picture Books (more coming soon) a reading guide for teachers, activities, and resources.

Each story was created especially for Amazing Kidz content and each story comes with a number of resources:

- Pre-reading, during-reading, and post-reading activities
- Mini projects
- Emotional Intelligence
- Interactive Book on our website
- Videos

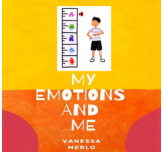
For **Amazing Kidz 2** we have "My Emotions and Me".

# How to use Picture Books

In each PB kids review vocabulary and concepts learnt in Amazing Kidz 3 books. The stories sometimes expand on vocabulary and concepts or just review them.

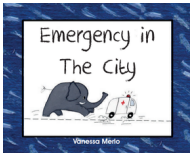
In Amazing Kidz 2 we work mainly with My Emotions and Me.

## Amaking Kidz 2

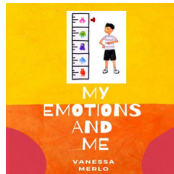


Throughout the year

## Amaking Kidz 3



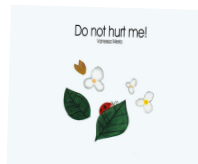
At the end of  
units 1-3



(DIGITAL)  
Unidad 4



Unit 5



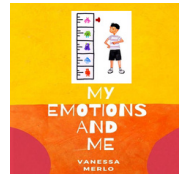
Unit 6

In addition to the activities, tips and resources you will find in this book, we recommend the following link to learn more about how to use PB in the classroom.

## 10 Way to Use Picture Books in the Classroom

<https://ridgydidgeresources.com/10-ways-to-use-picture-books-in-the-classroom/>

# My Emotion and Me



## Picture Book Project

## Teacher/ Parent Guide

The purpose of this guide is to help teachers and parents take the most advantage of this beautiful picture book. The intention of the story and characters in the book is to demonstrate that when we are connected to our emotions and we reflect on how we feel, we are able to manage situations in a less painful and complicated way.

Teachers and parents need to help kids face difficulties rather than try to overprotect them from them. Providing the necessary tools for kids to be able to do this is key for their personal development and for a healthy emotional future.

The story in the book is about a boy named Tony, who has been training really hard to get into his school's soccer team. This is his big dream but, to his disappointment, he is rejected and this makes him profoundly sad, angry, and even jealous of the kids who got into the team. While he is suffering, these fictional characters appear and try to help him identify, accept, and deal with his emotions. Each character represents a different emotion: Nalu is anger, Kono is sadness, Nu is jealousy, Twister is joy and Huggy is love.

As the characters in the story help him transition from one emotion to another, Tony little by little feels better and focuses his attention on things that bring him joy.

## The Emotional Scale

The Emotional Scale is a list of commonly felt emotions ranging from love (being the highest emotion) to anger, and sadness (the lowest emotions). When we are happy, joyful, and feeling love, we are more likely to perform better and feel better, consequently, feel happier. On the other hand, when we are angry, jealous, and sad, our energy and attention are on negative things. As a result, we feel bad and we can't think clearly or be creative to find solutions. The goal is to identify where we are on the emotional scale and try to reach for a better thought that can lead to a better-feeling emotion.

Once you stabilize in a new emotion, you've moved up the scale. Then, you continue the practice of reaching for a better-feeling emotion and moving up the scale.

The emotions we feel become energy we emit and this is reflected to the world and people around us and it brings about situations and people we don't want. When we feel better and in control of our emotions things look and become more positive.

"When you change the way you look at things, the things you look at change". Max Planck

## How to use the book

The ideal way to use the book is to read it at different moments during the school year. In this way, kids can start seeing this story as a reference when problems arise. Kids need to get familiar with each of the characters in the story and understand The Emotional Scale.

One way to move from one emotion in the scale to the next is by following these three simple steps:

### 1. Recognize the feeling and accept it

How do you feel right now? Do you feel jealous? Why? Check where you are at the scale.

### 2. Accept and forgive the feeling.

Don't feel bad if you have negative thoughts or feelings. Give them time to flow and let them go.

### 3. Make a decision

Decide you want to change these emotions and negative thoughts. How can you move to a better-feeling emotion? What can you do to focus your attention and energy on something less painful? May be call a friend, play with your favorite toy, or play with your dog.

Sometimes we can change the emotion in moments, but other times it will take longer, in any case, we need to be aware of these emotions in order to manage them better.





# Reading Guide

## -Before reading

Introduce characters to kids by name and the emotion they represent.

Tell kids you are going to read a story about these characters and how they help a boy with problems.

## -During reading

Show the cover of the book and ask kids to identify the characters. Tell them “Let’s see how these little characters help Tony”.

Read the back cover of the book.

Open the book to pages 1 and 2. Have children talk about what they see in the pictures. Then read the text aloud.

Turn to pages 3 and 4 and do the same. Let kids participate, and comment on the pictures and the situations. Elicit ideas e.g. Why is he so angry? What is he going to do now? Who’s this character? (referring to Nalu-anger).

Follow these steps for each page.

At the end of the story ask, is Tony happy now?

## -After reading

Hold a discussion with kids about emotions.

Do you ever feel angry? What makes you angry?

Do you sometimes feel sad? What makes you sad?

What is jealousy? When do you feel jealous?

What makes you happy and joyful?

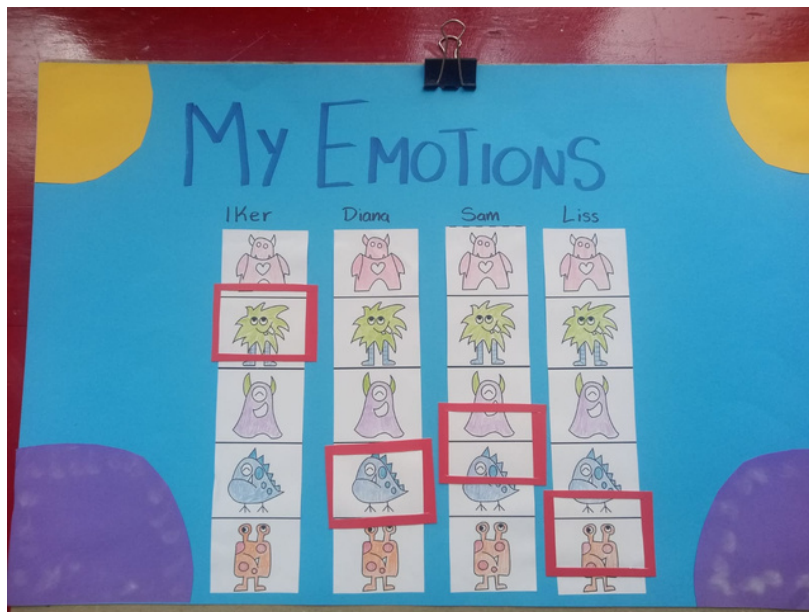
What makes you feel love?

Kids can make their own Emotional Scale (worksheet) and you can show them how to use it. Kids keep this scale at hand so they can refer to it when a problem arises. (Watch video).

<https://drive.google.com/file/d/1HvQ7FLJB8y0DS0O7yssE7-cqaml6de19/view?usp=sharing>

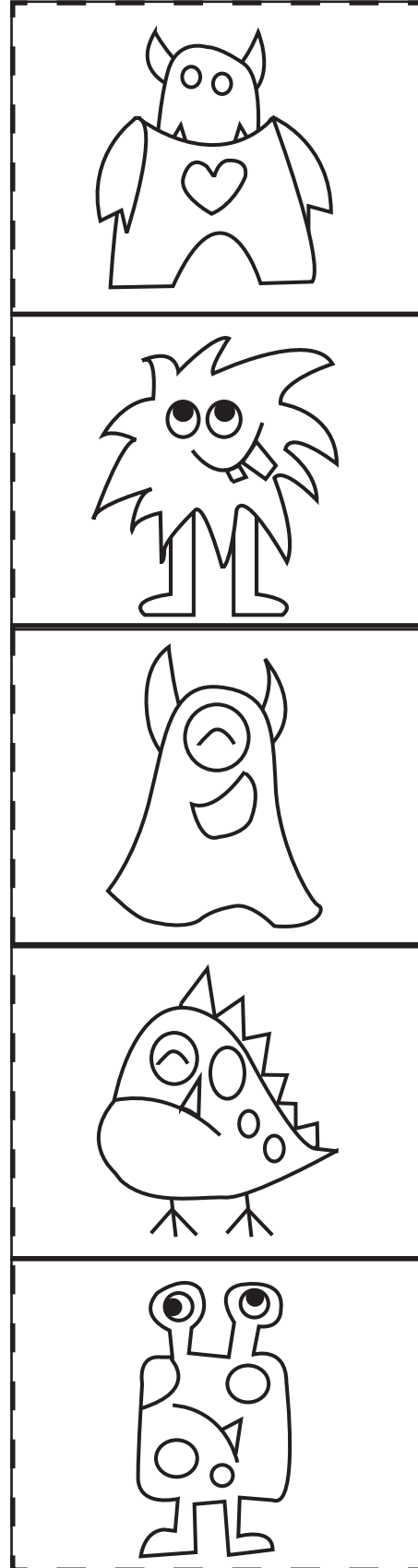
The teacher can make a bigger model of the scale to keep it in the classroom and use it throughout the year. In this way, kids can come into the classroom each day and move the scale up and down according to how they are feeling at that moment.

They can talk about what is making them angry or sad, joyful, etc.





# THE EMOTIONS SCALE







Cut and paste the picture to match each word and character

angry

sad

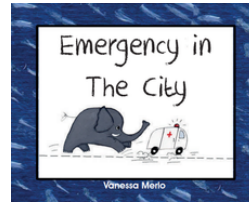
joy

love

Jealous



# Emergency in The City



With toilet paper tubes, some paint and a little creativity, kids can make the story character and retell the story.





Find and circle the words in the text

**next to Lion Zebra Giraffe Elephant**

Monkey is sick. His friends are worried. They need to do something. They travelled all night to get to the city. They are driving very fast! “Go right, now go left,” Zebra is saying. They are almost there! Just around the corner! The hospital is in front of the park, next to the post office. Lion, Zebra, Elephant, and Giraffe don’t want to leave Monkey. Three days later...

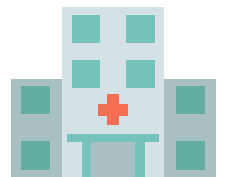
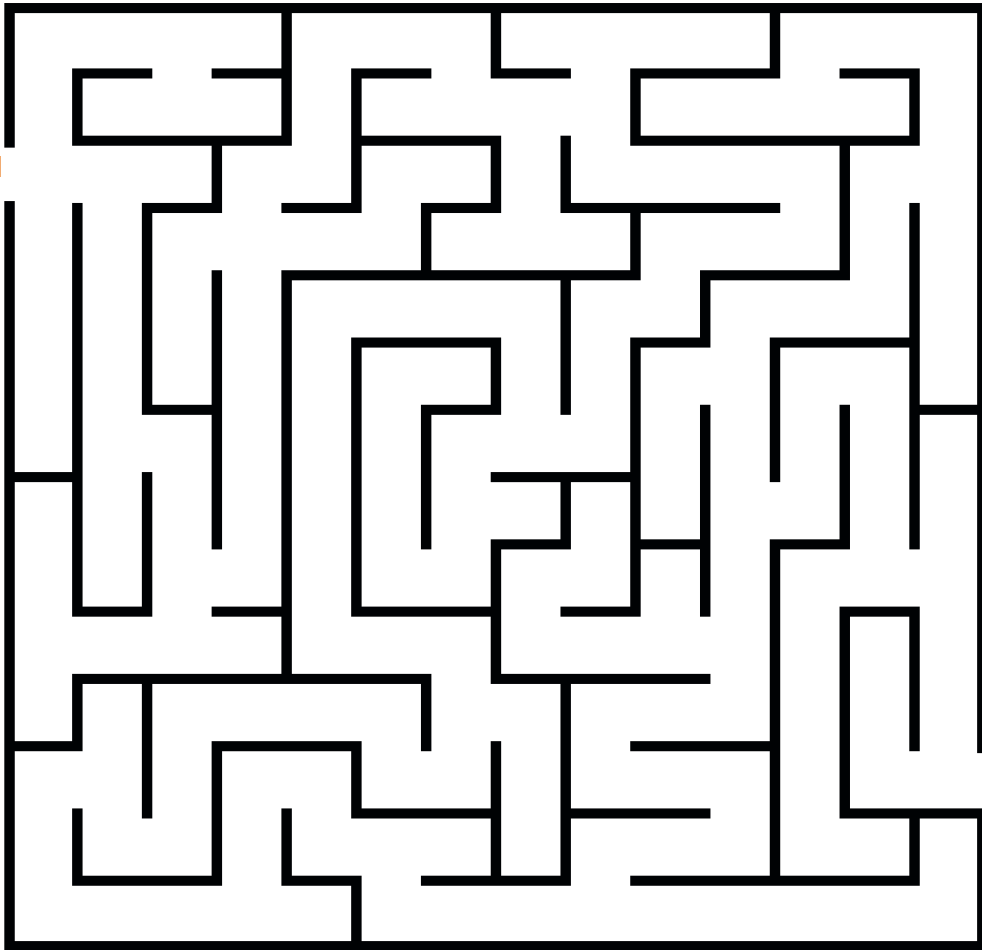
Draw what you think happens next in the story.





# Emergency in The City

Find the way to the hospital.





See, colour, cut and paste. Follow the pattern.


SHOWER  
TIME



Find and circle the words in the text.

soap	toilet	tub	sink	comb
------	--------	-----	------	------

When no one can see soap, toothpaste, toothbrush, shampoo and comb have a big party in the bathroom. When it's time for Tony to take a shower, everyone must be ready. Where is soap? -Oh no, he always slips. -Not in the toilet again please! – They looked everywhere, in the toilet, next to the tub, under the sink, here and there. They can't find soap. Finally, they find them tangled in the mop.

Draw what happens next in the story.

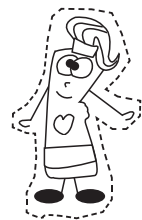
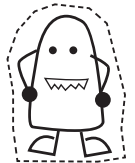
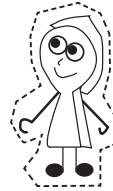
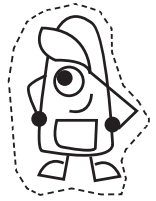


SHOWER TIME





Color, cut, and paste.



SHOWER  
TIME



# Don't Hurt Me! Reading guide and mini-projects

## Pre-reading

We suggest to have a designated area for “reading time “. Have kids sit on the floor around you in a circle.

For the first reading is NOT recommended to hand in book. Use just the teacher’s because kids will be distracted looking at the images and will not pay attention. There is a video in our website which you can watch a real reading session for this Picture Book.

Here are some ideas for reading the story with kids. Most importantly is that you give your own touch to the reading session and allow students to participate as much as possible.

Remember you can read the story at different moments during the year after units 1 and 2. Kids will enjoy that very much. Take the opportunity to revise vocabulary and sentences.

### During reading

Show the cover of the book. Ask, what can you see?

Do the same with the back cover, what do you think this is? Allow kids participate and share their ideas.

### Turn to **page 1**

Ask, what is happening in this picture? What can see? Read the text and ask, is this a nice place? Is Kata happy?

Before turning to **page 2**, say in a surprising tone “Suddenly...” and turn the page. Try to make the wind sound with you voice.

**Page 3.** Read the text and ask. What this?

Kids- a pencil

Teacher- can you pencils in a garden? What is this place?

**Page 4 and 5.** Let kids observe the scene and encourage them to call out words or point at them. e.g desk, monster, teacher, etc. Where is Kata?



What do you think happens now? Allow time for them to answer. Read the text. As you turn to **page 6**. (Do not let them see page 7) Go Oh, oh! , sake and pretend you are scared. Read the text. Point to the boy and say, what does he want?

**Page 7**. Read the text and let student observe the picture feel what is happening.

**Page 8**. Before reading the text, let student see what is happening. Read the text and ask, is she happy?

**Page 9**. Ask, what is the girl thinking?

**Pages 10 and 11**. Ask, what is the girl doing?

**Pages 12 and 13**. Read the text with an angry tone.

As you turn to **page 14**, say, and now...!

**Page 14 and 15** read the text and let kids react.

**Page 16**. Read the text.

## Watch a real reading session with kids

<https://drive.google.com/file/d/1R6GrCzMhLVmjTuRtyifzhh6GcYZv0GBc/view?usp=sharing>

## Watch a video showing kids acting the story with puppets

<https://drive.google.com/file/d/1Rkeu1zfsR-jOVsZsNNS6O6GjuXIT6cSH/view?usp=sharing>





## Post reading

Lead a discussion with kids with questions like:

Do you like to story?

Is it a good idea to hurt insects? Why not?

Do you kill insects or do you help them?

What is your favorite part of the story?

Use the worksheets to extend reading.

## Mini projects.

### Make a ladybug



Kids love hands-on activities and they will enjoy making their own lady bug to take home.

### Materials

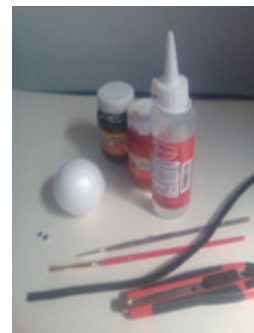
Pipe cleaner Red and black paint

Glue Paint brushes

Cutter

Styrofoam ball

Movable eyes



### Procedure

-Cut the Styrofoam ball in half to make the ladybug body.

-Have kids paint it in red and let it dry for about 30 minutes. Then kids can paint the spots in black and punch the ball with the pipe cleaner to make the antennae.

-Paste movable eyes with glue. The ladybug is ready.

**-IMPORTANT!** Do not forget to write each kid's name on the back of the ball!



## Puppet play



You will need:

- a shoe box
- something sharp to cut the box
- a small piece of fabric (optional)
- Cold silicon glue.

You can paint the show box if you want to.

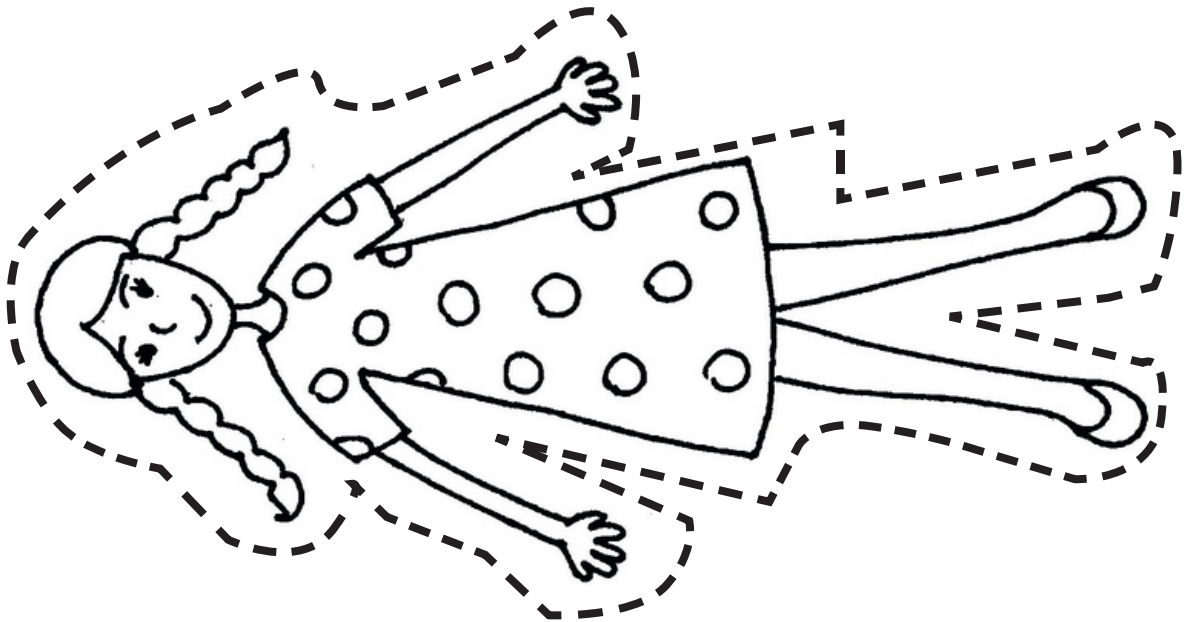
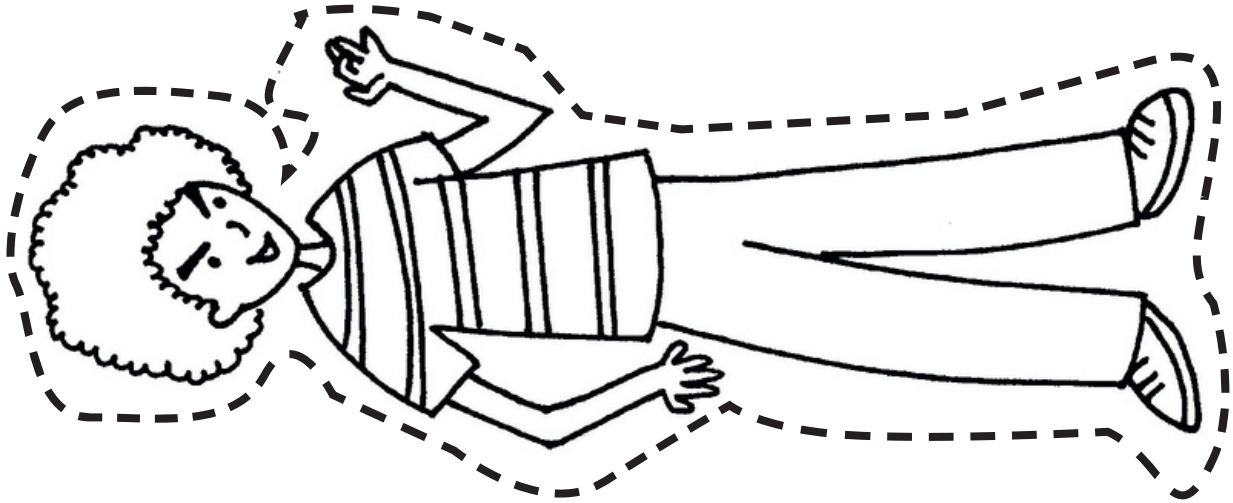
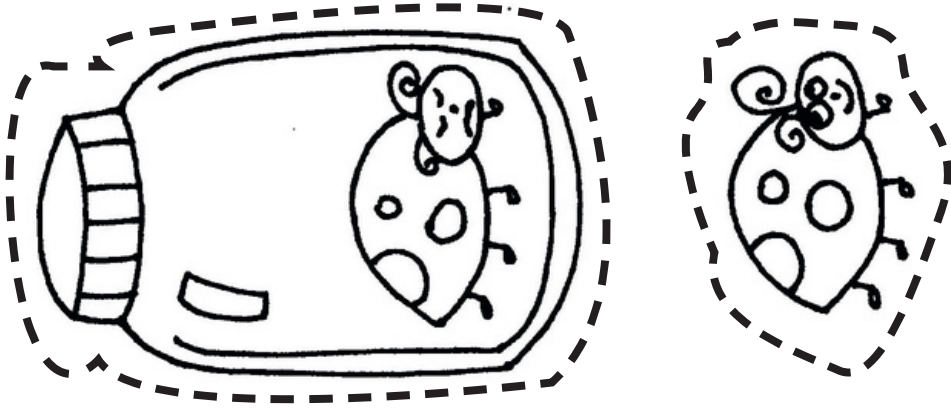
Make a square shape hole in the shoe box, make “curtains” with the fabric and paste these with the silicon glue.

Make another hole on top of the box where kids will take in and out the characters as the story is told.

Kids can help you draw and color the different scenery for the show e.g the school, the garden, the jar.

Now, kids can color the puppets in the worksheet and attach them to a tongue depressor and act out the story. They could even create the after part of the story or any other story. The idea is to create and promote opportunities for kids to use the puppets to practice English in different ways: speaking, listening, responding to text or instructions, etc.

You can have kids perform a puppet play, depending on the level of the kids they might be able to say the dialogues themselves or just act out the story with the puppets as you read it. Either way, this is a great opportunity to practice different skills, even show parents how much students understand English.







1. Find and circle the words in the text.

flowers

wind

can

sad

happy



“What a nice day,” Kata says. The flowers are dancing with the wind. Suddenly, the wind blows stronger and stronger and stronger... She gets to a strange place. What is this place? Can she stay here? Can she go? Maybe not... Ouch! Ouch! “This boy can kill me. I will die,” she thinks. She is very sad without flowers. She is happy again. The girl saved her and she can fly to the garden!



2. Draw your favorite part of the story.

Amazing

KIDZ

