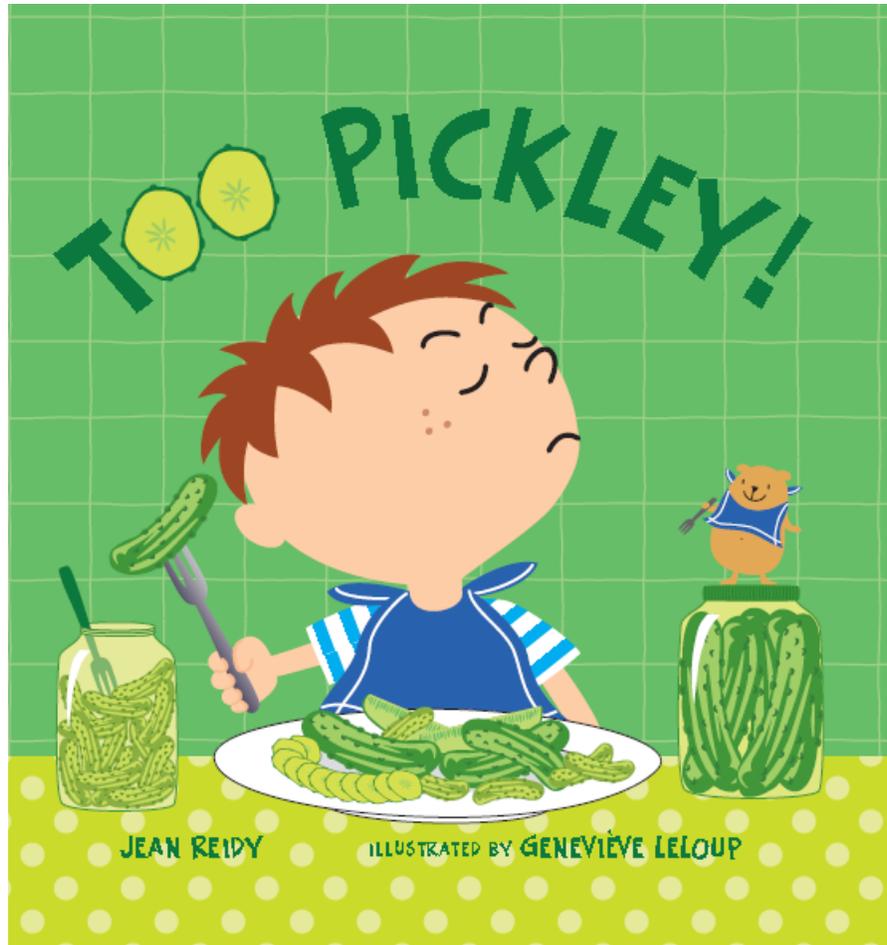


A Teacher's Guide to

TOO PICKLEY!

Written by Jean Reidy

Illustrated By Geneviève Leloup



TOO PICKLEY! © 2010 by Jean Reidy; Art by Geneviève Leloup;
Bloomsbury USA Children's Books

PRAISE FOR TOO PICKLEY!

“The irascible illustrations...[and] amusing antics earn this a place among the glut of picture books about picky eaters.” ~ *Booklist*

“Rejoice, gleeful mealtime fussbudgets! Reidy’s pithy, energetic text...scans and rhymes so exuberantly that it feels joyful even though it’s about revulsion...young listeners will recite along and demand seconds. Tuck in!” ~ *Kirkus Reviews*

“Leloup’s bright, digitally mastered illustrations keep up with the comic pace of Reidy’s bouncy rhymes.” ~ *School Library Journal*

STORY SUMMARY

From BloomsburyKIDS.com:

It's lunchtime, but our fussy little boy does not like a single item on his plate. What is a boy to eat?

Reidy's playful rhyming text is once again brought to life by Leloups's stylish bold art. Parents (and children) will love the hilarious antics the boy goes through, and the reassuring joy at the end of all that kitchen drama.

ABOUT THE AUTHOR

JEAN REIDY writes from her home in Greenwood Village, Colorado where she lives with her husband, Mike. She has four children and hordes of nieces and nephews who provide her endless inspiration. *Too Pickley!* is her second picture book.

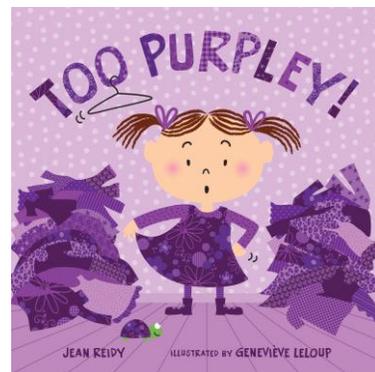
www.jeanreidy.com.



ABOUT THE ILLUSTRATOR

GENEVIÈVE LELOUP studied graphic arts, animation, and printing in Belgium, where she was born. Her whimsical illustrations have highlighted editorial articles, paper products, ads, children's furniture, and textiles (including lots of children's clothes), and this is her second picture book. Her travels have taken her to China, Easter Island, Patagonia and Marrakech. She has lived in Brooklyn, New York since 1992.

ALSO BY JEAN REIDY AND GENEVIÈVE LELOUP!



PRE-READING

Food Groups

Give students index cards and have them illustrate one favorite food on each card. Add a label for each food. Display all the cards at once and let students organize them into categories. Challenge them to think of several possible categories, including: color, taste (sweet, sour, salty, etc.), food groups (breads, meats, fruits and vegetables, dairy, grains), temperature (hot, room temperature, cold), and packaged vs. homemade.

- *Students will use words to describe attributes of objects.*
- *Students will sort and group similar objects into simple categories.*
- *Students will sort a set of objects based on their physical characteristics, and then explain how the objects are sorted.*

Pickley Poll

What are your students' least favorite foods? What makes these foods so yucky? Keep track of answers in a chart like the one below.

I don't like...	...because it's (they're) too...
popcorn	crunchy!
green beans	slippery!
bananas	mushy!

Once the chart is complete, have the class vote on each food with a thumbs up (love it!) thumbs to the side (so-so) or thumbs down (yuck!). Analyze the results. Is there any food that earned a thumbs-down from everyone? For those who like some of the foods on the chart, did they like them the first time they tried them? Do some students like foods only when prepared a certain way? (For example, do green beans go down better with cheese sprinkled on top?)

- *Students will construct, read, and interpret displays of data including pictographs.*
- *Students will analyze and make connections between reading and what they already know.*
- *Students will identify similarities and differences between themselves and others.*

Take a Book Walk

Point out the title and names of the author and illustrator. What does the title mean? How does the boy feel about his plate of pickles? How does the hamster feel? How do *you* feel about pickles?

Show the illustrations first without reading the text. On the title page, what is wafting out the front door? What's happening in the house? Have students predict what the boy doesn't like about each food.

- *Students will use comprehension skills such as previewing, predicting, and inferring.*
- *Students will identify the cover, title page, and author of a book.*

Vocabulary

Your students may be unfamiliar with the following words. Encourage them to use picture clues to infer meanings.

PICKLE	WRINKLE	SLIMY	SLURP	SPICY	GOOEY
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- *Students will read literature to understand vocabulary.*
- *Students will use comprehension skills such as inferring.*

DISCUSSION QUESTIONS

1. Why is the boy upset throughout most of the story? (*knowledge*)
2. What happens when the boy says he doesn't like the foods? (*comprehension*)
3. Do you like any of the foods that the boy doesn't like? How could you convince him to try those foods? (*application*)
4. How does the hamster feel in each scene? Judging by his actions and facial expressions, which foods do you think the hamster might like? (*analysis*)
5. What do you think the boy ate at the end? Make a list of food attributes that the boy does *not* like. Brainstorm a list of foods that do not have these attributes. Now choose some of your favorites from the list and draw them on a paper plate for the boy. (*synthesis*)
6. What do you think of the boy's attitude about trying new foods? Is this a good attitude to have? Why or why not? (*evaluation*)

STUDENT ACTIVITIES

(Before doing the activities involving food, check with parents about any food allergies.)

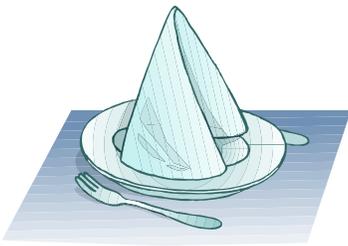
Invented Words

Make a list of the invented words in the story: slurpy, burpy, licky, freezy, greeny, pickley, and pee-yooey. Why might the author have used these words? How would the story sound if it had been written in a traditional way? Try changing the invented words to traditional phrases, such as:

TOO FREEZY! → TOO COLD!
 or
TOO PEE-YOOEY! → TOO SMELLY!

Reread the story with the “translations.” Is the story as much fun to read? Why or why not?

- *Students will use a full range of strategies to comprehend rhymes and poems.*
- *Students will identify the author's purpose.*



Fancy Napkins

Direct students' attention to the blue napkin in each scene. List the various ways the napkin is used. What other uses might there be for a napkin? Ask students how they normally use their napkins when they eat.

In some restaurants, napkins are often folded in fancy ways. Let children experiment with folding square-shaped cloth napkins or paper towels. Starting with the square shape, ask students what happens to the shape when the napkin is folded in half vertically or horizontally. (It becomes a rectangle). What happens to the shape when a square is folded in half diagonally? (It becomes a triangle.) Visit www.napkinfoldingguide.com/08-diamond for an easy folding pattern to follow. For more, go to www.napkinfoldingguide.com. Click on “Napkin Guide” for napkin etiquette and fun historical napkin facts.

- *Students will use words to describe attributes of objects.*
- *Students will recognize, describe, and make shapes according to given attributes.*
- *Students will explore differences and similarities in the lives of people of long ago and today.*

Origami

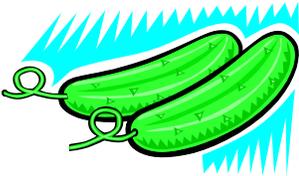
Point out the blue napkin folded like an origami crane on the Too Sticky! page. Origami is the ancient Chinese art of folding paper. Chinese merchants traveling to Japan brought the art form with them, and origami is still popular in Japan today.



Visit www.origami-fun.com and click on *Origami for Kids*. Scroll down to choose from “Very Easy” or “Easy” projects, depending upon the ages and skill of your students. As you fold, discuss which shapes make up each origami piece.

- *Students will use words to describe attributes of objects.*
- *Students will recognize, describe, and make shapes according to given attributes.*

How to Pickle



Pickles are cucumbers preserved in a liquid such as brine (a salt/water solution) or vinegar. People have pickled vegetables for hundreds of years to preserve food without refrigeration.

For easy instructions on how to make dill pickles, watch this video: www.5min.com/Video/How-to-Make-Dill-Pickles-114925499. Try the recipe with your class. If your students are less than enthusiastic about tasting the pickles, dice the pickles and let the children spoon the pieces onto small slices of bread.

- *Students will explore differences and similarities in the lives of people of long ago and today.*
- *Students will understand fractions as equal shares or parts.*

Buon Apetit!

Many people around the world say, “Enjoy your meal!” before eating. Explore foods from other countries by serving simple, typical foods. Explain how the country’s geography contributes to local food choices. Discuss the climate where you live and how it affects foods produced locally.

Before digging in, learn how to say, “Enjoy your meal” in the language of the country from which the food comes. Try to include the countries from which your students’ families originate. See the chart on the following page for suggestions.

COUNTRY	FOOD	GEOGRAPHY	"ENJOY YOUR MEAL!"
Italy	pasta with tomato sauce	Tomatoes grow well in the warm Mediterranean sun.	Buon Appetito! (Boo-OWN ah-peh-TEE-tow)
Japan	rice	Rice is grown in paddies, where warm, water-logged soil is needed.	Itadakimasu (EET-ah-DOK-ee-MAH-soo)
Sweden	lox (cured salmon) and bread	Sweden is in northern Europe near the Baltic Sea. Salmon thrive in the cold Baltic waters.	Smaklig måltid! (SMAH-clid MOLE-teed)
France	grape juice and cheese	Grapes grow well in France's rich soil and moderate climate.	Bon Appetit! (BON ah-peh-TEET)
Brazil	orange salad (thinly sliced oranges seasoned with sugar, salt and pepper)	With its warm, moist climate, Brazil grows many varieties of fruits.	Bom Apetite! (BOM ah-peh-TEE-the)
Egypt	hummus and pita bread	Chickpeas (hummus' main ingredient) need direct sun and no overhead watering (rain). The hot, dry Egyptian climate is perfect for growing these legumes.	بالهنا والشفا (bil-ha-NAY wa ash-shi-FAY)

- Students will recognize that there are families and cultures around the world.
- Students will identify how people adapt to the physical environment.
- Students will give examples of how people use and interrelate with Earth's resources.
- Students will give examples of foods and how they change in different environments.
- Students will use geographic tools such as maps and globes that represent places.

Too Fizzy?

Ask students which (if any) fizzy drinks they like. What makes drinks fizzy? When a carbonated beverage is opened, bubbles form as carbon dioxide gas escapes .

Here's how to make your own fizzy lemon drink:

INGREDIENTS:



- ▶ freshly-squeezed lemon juice
- ▶ water
- ▶ baking soda
- ▶ sugar

WHAT TO DO:

1. Squeeze 2 cups lemon juice (about 10 lemons) into a transparent pitcher.
2. Add $\frac{3}{4}$ cup sugar to the pitcher. Optional: To prevent the sugar from sinking to the bottom of the pitcher, place the sugar with 1 cup water in a pan. Stir until sugar dissolves, then add to the pitcher.
3. Add 6 to 8 cups of cold water, to taste (for 12 regular servings).
4. Give each child a 4 oz. cup of lemonade and let them taste. Refill the cups.
5. Let each child add about $\frac{1}{4}$ teaspoon of baking soda to the cup and stir. Observe the bubbles that result from a chemical reaction caused when the baking soda (a base) is added to the lemon (an acid).
6. Which version did the children prefer?

Student scientists can record their procedures and observations in writing and/or drawings on the following reproducible page. Fill in the amounts of each ingredient you used so the children may repeat the experiment with their parents.

- *Students will understand fractions as equal shares or parts.*
- *Students will use senses to gather information about objects.*
- *Students will make simple observations, predictions, explanations, and generalizations.*
- *Students will recognize and investigate cause-and effect relationships.*



FIZZY FUN!

Scientist: _____

To make lemonade, we used:

___ cups water	___ cups lemon juice	___ cup sugar
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I mixed the ingredients like this:	This is how the lemonade tasted:
	  

I added 1/2 teaspoon baking soda to my cup. I stirred. Here is what happened:	The lemon fizz tasted...
	  

The Nose Knows

Our sense of smell is closely tied to our sense of taste. When food smells good, we expect it to taste good, and when it smells bad, we usually don't eat it.

Try this experiment with your students:

Give each child a small piece of peeled potato and peeled apple, each in separate cups. Give each child two cards—one with an image of a potato and one with the image of an apple. Tell children to hold their noses and take a bite of each. Which is which? Have students place the cup they think contains the piece of apple on the apple card, and the cup with the potato on the potato card.

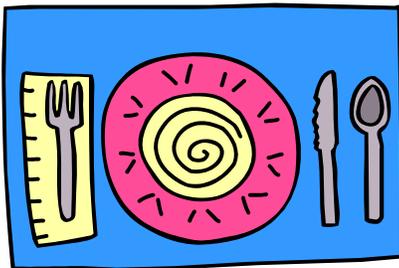
Now tell them to unplug their noses and smell or taste again. Were they correct?

Variation: Have students eat a piece of apple while holding a sliver of onion under their noses. What effect does the onion have on the taste of the apple?

- *Students will use senses to gather information about objects.*
- *Students will make simple observations, predictions, explanations, and generalizations.*
- *Students will recognize and investigate cause-and effect relationships.*



Set the Table



Rhymes help children to predict and decode new words. Enlarge and copy the following page onto cardstock and cut out the forks and knives. (There are additional blank utensils to add your own rhyming words in white crayon or paint pen.) Challenge children to match the forks and knives with words that rhyme. Show beginning readers how to look for similar endings in these rhyming sets.

- *Students will use a full range of strategies to comprehend materials such as rhymes.*
- *Students will use word recognition skills and resources such as phonics.*
- *Students will identify and create rhyming words.*



Sensory Food

Each food in the story repels at least one of the boy's five senses. Introduce/review the five senses, then ask students which foods they don't like, and why. Which sense is usually the culprit? (Most will say they don't like foods because of the taste.)

Go through the book and help students categorize each food's "yuck factor" in terms of one of the five senses (sample chart below). Encourage students to justify their answers, which may differ from those shown below.

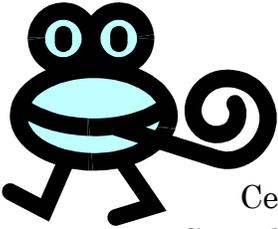
Note that the boy finds the following foods difficult to eat, not distasteful: lollipop, spaghetti, taco, and pickle sandwich. As such, students may invent a 6th category.

THE BOY DOESN'T LIKE HOW THESE FOODS...

LOOK	SOUND	FEEL	SMELL	TASTE
fruit	soup (in bowl)	raisins	fish	
salad	soup (in pot)	tomato	octopus soup	
	Carrot	snails		
	soda water	lemon soda		
		Carrot		
		rice		
		taco		
		frozen foods		
		sticky buns		

Analyze the results. Which sense is used most often? Least? Did the results match students' predictions? What might have happened if the boy had tasted each food?

- *Students will make predictions and inferences about the content of the text using pictures.*
- *Students will make simple observations, predictions, explanations, and generalizations.*
- *Students will recognize and investigate cause-and effect relationships.*



Tongue Tasters

Certain areas of the tongue are more sensitive to some tastes than others. Give children mirrors to observe the bumpy top and smooth underside of the tongue. The bumps, called *papillae* (PUH-pee-lee), contain the taste buds. Which parts of the tongue are best for tasting sweet, salty, sour and bitter foods? Try this experiment to find out.

Older students can work in pairs, while younger students should work with an adult. Give each pair four small cups containing: salt water, honey, lemon juice and unsweetened cocoa powder mixed with a bit of water. Label the cups:



Give each taster a U-shaped “tongue map” and each partner a set of six cotton swabs.

Partners should dip one end of a cotton swab into one cup and touch it to the tip of the taster’s tongue. Using the same cup, repeat with a fresh swab for the side and back of the tongue. (**Note:** Remind partners not to touch too far back on the tongue, as this may cause a gagging reflex.)

When all three parts of the tongue have been touched, let the taster label (with words or pictures) the tongue map where that taste was strongest. Repeat with the other three cups.

When everyone is finished, compare the maps. Graph the results on a giant tongue map. Let each student place images of the four foods on the areas of the tongue that yielded the strongest taste. Display the map on a bulletin board and label it:

MS. SMITH'S CLASS HAS GOOD TASTE!

- *Students will contribute to class display of information (charts, graphs).*
- *Students will use senses to gather information about objects.*
- *Students will make simple observations, predictions, explanations, and generalizations.*
- *Students will recognize and investigate cause-and effect relationships.*

Do the Pickley Dance

Play the 1962 hit song *Do You Love Me?* sung by The Contours and listen for the line “I can mashed potato.” Show them how to do “The Mashed Potato” by doing the twist and lifting one foot at a time, “mashing” imaginary potatoes under their feet.

Now invite children to invent a *Too Pickley!* song to the tune of *Do You Love Me?* Every time the line “Do you love me?” is sung, substitute one of the “Too...” lines from *Too Pickley!* and let children invent a move that goes with each line. For example, as they sing, “Too freezy!” they can rub their hands and arms as if they’re cold; for “Too bubbly!” they can pretend to stir the bubbling pot.

- *Students will respond in movement to a variety of stimuli, including action words.*
- *Students will select some movements out of many, and create a simple movement phrase to encourage self-expression.*
- *Students will move to music, demonstrating awareness of beat, and tempo.*
- *Students will improvise simple songs.*

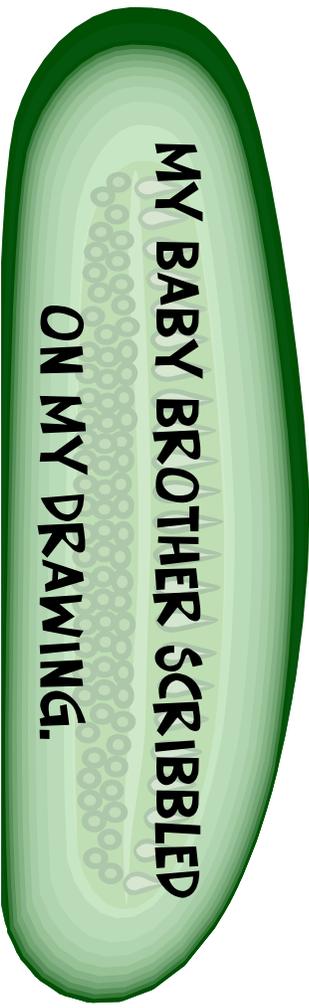
In a Pickle

Ask students what it means to “be in a pickle.” Brainstorm “pickley” situations and write them on paper pickles (see below for examples, plus blank pickles to add your own ideas). Cut out the pickles and place them in a clean pickle jar. Pull one pickle out of the jar each day and brainstorm constructive ways to deal with the pickley situation.

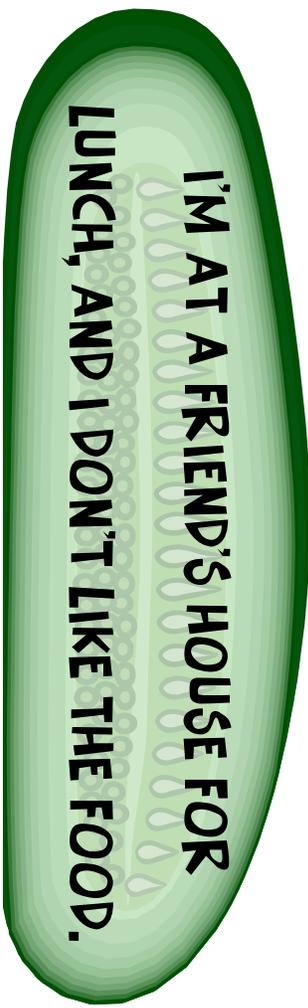
- *Students will identify a significant problem they are trying to solve.*
- *Students will give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, and not teasing others.*
- *Students will describe the importance of self-control and ways to manage anger.*

A vertical, oval-shaped slice of a cucumber with a green outer rind and a lighter green inner flesh. The text is written in bold, black, uppercase letters across the center.

**MY BEST FRIEND FOUND ANOTHER
FRIEND, AND I FEEL LEFT OUT.**

A vertical, oval-shaped slice of a cucumber with a green outer rind and a lighter green inner flesh. The text is written in bold, black, uppercase letters across the center.

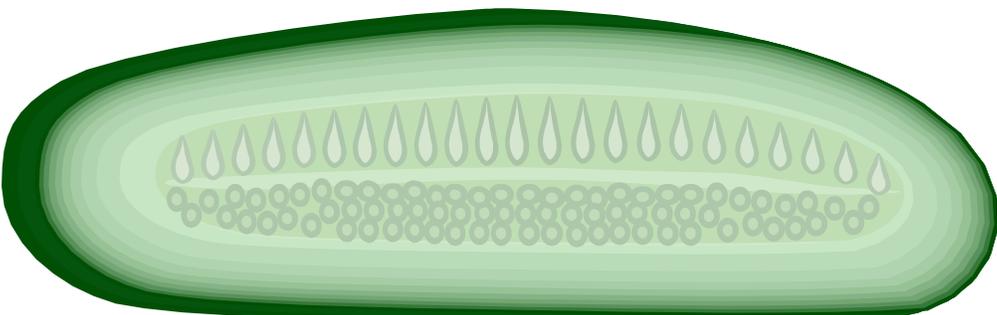
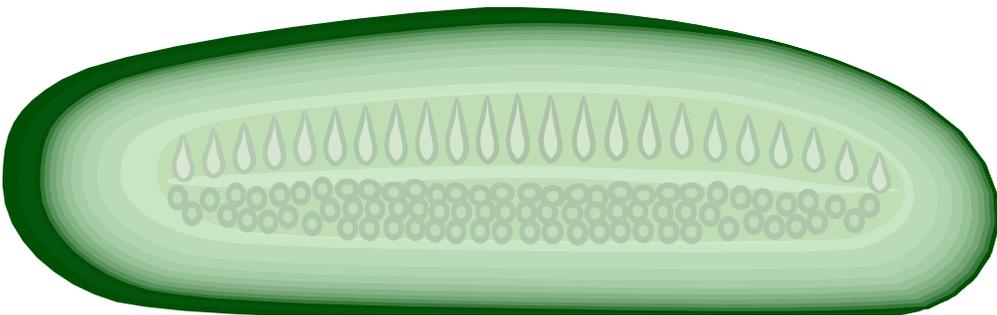
**MY BABY BROTHER SCRIBBLED
ON MY DRAWING.**

A vertical, oval-shaped slice of a cucumber with a green outer rind and a lighter green inner flesh. The text is written in bold, black, uppercase letters across the center.

**I'M AT A FRIEND'S HOUSE FOR
LUNCH, AND I DON'T LIKE THE FOOD.**

A vertical, oval-shaped slice of a cucumber with a green outer rind and a lighter green inner flesh. The text is written in bold, black, uppercase letters across the center.

**A FRIEND TAKES A TOY THAT
I WAS PLAYING WITH.**



AN INTERVIEW WITH AUTHOR JEAN REIDY



1. TOO PICKLEY! is your second published picture book. How did your writing and/or publishing experiences differ the second time around?

When Bloomsbury first read TOO PURPLEY!, they asked if I might write some companion books. Of course I was thrilled at the prospect of publishing more than one book, so I got to work. TOO PURPLEY! and TOO PICKLEY! were actually sold together.

Because Geneviève agreed to illustrate both, I had a clear feel for her work which allowed me to visualize what TOO PICKLEY! might look like before I got to see any sample artwork.

2. How did you get the idea for TOO PICKLEY?

Like with TOO PURPLEY! I dipped into my huge well of family experiences. TOO PICKLEY! was inspired by my nephew Frank, who, as a kid, would only eat hot dogs—peeled. Now Frank is a happy and healthy adult. The book is dedicated to him.

3. Once the idea came to you, what did you do next?

For this series of books, my next step is always developing my word list. Since the funny—and sometimes made-up—words are instrumental to the story and rhythm of the text, I create spreadsheets of words and themes. I then play around for days with word arrangements, order and choices, keeping a keen eye toward illustration potential and a keen ear toward rhythm.

4. TOO PICKLEY! is illustrated by Geneviève Leloup, the same artist who illustrated TOO PURPLEY! What are the advantages of working with the same illustrator twice?

Since Bloomsbury was in charge of finding an illustrator, I didn't know Geneviève at all prior to contracting the books. As a matter of fact, Geneviève and I first got to

chat after TOO PURPLEY! had already hit bookstore shelves. Now we email each other to share good news, congratulations, book launch ideas, and the like.

But in the process of creating the books, we each work directly with our common editor who plays the role of liaison for idea-sharing, questions and concerns. This has worked out wonderfully.

5. Do you have a writing routine?

When I wake up, I usually throw on some sweats, pour myself a cup of coffee and then—even before breakfast—get to work. I have a thing about getting the tough stuff done first and planting rewards for myself throughout the day. I read a few emails then start writing. I write best in the morning because at night, when I'm tired, I love to read instead. Usually I take a break after about an hour or two and eat breakfast. Then it's back to my computer. I reward myself midday with lunch and a run or bike ride. It's amazing how many ideas—bits of narrative, strings of dialog—have come to me when I'm away from my computer. Running, walking, bike riding, and showering are the best cures for writer's block. Then usually I have to rush home to get my ideas down before I forget them.

6. What's the best piece of writing advice you've ever received?

To allow myself to stink—at writing that is. When I was growing up and throughout college, all of my writing was done by hand and then typed on a typewriter. Revision was a mess of whiteout and correction tape. So consequently there was heavy pressure to get it right the first time. Now using a computer, the pressure is off. And while I do have to get it right eventually, it's easier to sit down at the blank page if I know I can go back in and rework my words.

7: What advice do you have for young writers?

To not be afraid to write. To not worry about the blank page or the blank screen. To just do it—like NIKE says. Let your ideas pour onto the page no matter how weird you think they sound. You can always revise. And if you're stuck on what to write, remember there are ideas all around. Look at the usual stuff in your everyday life and ask, "What if?" What if that lamp grew tentacles? What if the bully became the principal of the school? What if dinosaurs drove fire trucks? It can be lots of fun. And finally—read, read, read.

8. When you aren't writing, what are some of your favorite things to do?

I love to read—especially in front of a cozy fire. And I'm a sucker for card games. Consequently, my kids have turned into some pretty savvy card players. Here in Colorado we're so lucky to have miles of amazing trails and, of course, the Rockies, so I take full advantage of this beautiful state. I love to hike, run, walk, ride my bike, and—um—ski. I'm also an ice skater. I grew up in Chicago across the street from an outdoor rink and spent hours teaching myself jumps and spins. I still wear my really old, broken-in, "just right" skates.

9. Which foods did you dislike as a kid?

There were very few foods I hated as a kid. As a matter of fact, because we always had a vegetable garden and fruit trees, I grew up loving most fruits and vegetables. But I've never been a fan of raisins. And that dislike continues today. If I'm hungry enough, like on a camping trip or hiking trail, I'll stomach a few of those "too wrinklies" in my oatmeal or gorp. But otherwise, I steer clear.



AN INTERVIEW WITH ILLUSTRATOR GENEVIÈVE LELOUP

1. When did you begin to think of yourself as an artist?

As a child I always participated in artistically-oriented activities. Whether it was dance, drawing, crafts or music—that is just what I liked to do! I didn't think about it very much. But I suppose I had to start thinking of myself as an artist when I decided to go to Art school. It was an important decision that led me to really become a visual artist (although I still dance and play music!).

2. What media do you like working with the most?

I always used pen and ink, and I was a silkscreen printer for many years and still love to print. As a textile designer, I had to eventually switch to computer-generated design and I learned to love it and use it in my illustration work as well. I draw on the computer with a pen and tablet so it is not that different from the manual pen.

It is extremely fun to create patterns with that technique; you can play endlessly with the shapes and colors with the click of a button. I started to develop a style in that medium which is actually pretty close to what I was doing before on paper.

3. How did you break into the children's book illustrating profession?

I have been an illustrator for quite a while doing a lot of work for a very young market (my favorite audience!) in magazines, school books, packaging, clothes, etc. My agent was contacted one day by Bloomsbury—they had seen samples of my work and were interested in my style for Jean's text. I met with the editor and I was seduced right away by the concept and by the freedom that her writing left me to come up with the images.

4. Pablo Picasso once said, "All children are artists. The problem is how to remain an artist once he grows up." Do you agree?

I think that if you are an artist, fundamentally, it is impossible to change that or forget it. You're going to be a creative person all your life! But yes, a lot of people forget to keep their imagination active as they grow up. It is never too late to reclaim that talent, though!

5. What do you like to do in your spare time?

I love to dance and play my accordion or piano. In New York, it is easy to always be artistically active! I go see plays and concerts and performances a lot. I also help organize some of them, as well. I like to cook and throw parties. I also love to travel and discover other cultures (and ways of cooking!); it is where I renew my inspiration.