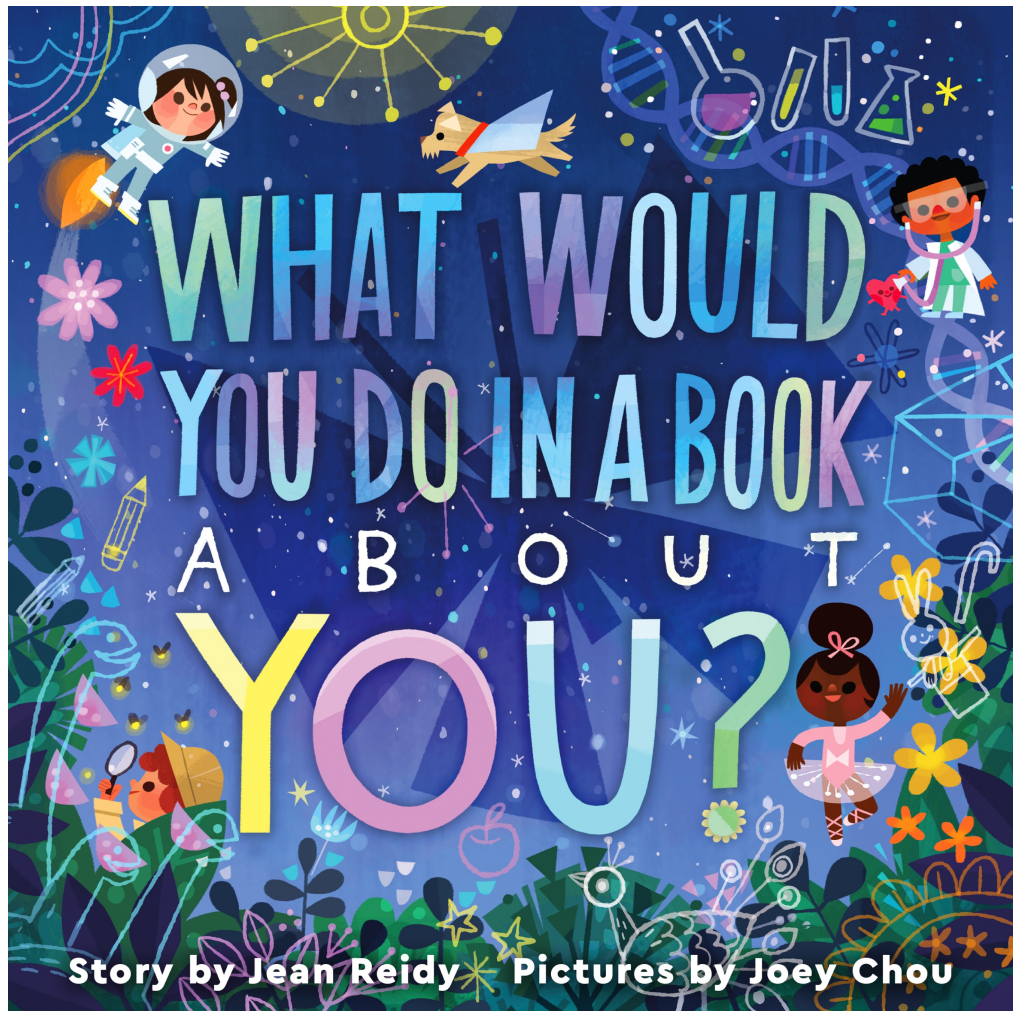


A Storytime and Curriculum Guide for
WHAT WOULD YOU DO IN A BOOK ABOUT YOU?
by Jean Reidy, illustrated by Joey Chou



WHAT WOULD YOU DO IN A BOOK ABOUT YOU? ©2021 by Jean Reidy, Pictures by Joey Chou
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Praise for
WHAT WOULD YOU DO IN A BOOK ABOUT YOU?

"Featuring upbeat rhymes and busy, cheerful, animated art, this peppy, motivational read invites kids to imagine what they could do or be, during playtime and beyond."
~Booklist

"When you use your imagination and tell your own stories, there are endless possibilities for magic, mayhem, fun, and learning." ~Kirkus Reviews



Learning activities align with Common Core and Next Generation Science Standards.

Story Summary

No dream is too big or too small in this heartwarming, heart-building book about you! So, stop. Dream. Think it through. And remember, there is so much you can do. Here is an exuberant book that asks what wonderful, endless possibilities your story and future might hold, making YOU the author of your own powerful tale.

About the Author

Jean Reidy's bestselling and award-winning picture books have earned their spots as favorites among readers and listeners of all ages and from all over the world. She is honored to be a three-time winner of the Colorado Book Award, a Parent's Choice Gold Award Winner, a Charlotte Zolotow Honor winner and recognized on "Best of" lists by School Library Journal, the New York Times, NPR and Amazon. Jean writes from her home in Colorado where she lives right across the street from her neighborhood library ... which she visits nearly every day.



About the Illustrator



Joey Chou was born in Taiwan and moved to sunny California in his early teens. There, he received his BFA from Art Center College of Design in Pasadena. Joey works by day as a visual development artist on feature animated films, and by night as a picture book illustrator. Joey has illustrated such books as *Ruby's Chinese New Year*, *Monster & Son*, and *Disney Parks Presents: It's a Small World*. He is the illustrator of Jean Reidy's *When the Snow is Deeper Than My Boots Are Tall*. Learn more at joeyart.com.

Storytime Ideas

DRESS FOR SUCCESS

Invite children to dress up for storytime as someone they dream of becoming, or as something they dream of doing. They might bring a prop that represents their dream, such as a microphone, paintbrush, or sports equipment. Invite them to make name tags on which they can either write or illustrate their dream.

Keisha

FUTURE ASTRONAUT



MINI BOOKS

Revisit the illustration of the girl heading into the book (shown below). What will she do? What might she write?

Make mini, blank books for each child. Fold blank paper in half and either staple the pages in the fold, or punch two holes along the fold and thread them through with colorful yarn or ribbon. Provide supplies for children to decorate, draw, and write in their mini books:

- markers
- crayons
- pens
- pencils
- stickers
- rubber stamps



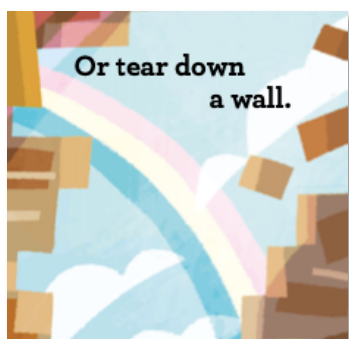
Have a book fair where children can browse through the books that their peers have created!

TEAR DOWN A WALL

Ask children what they might need to do to make their dreams come true. What will they need along their path? Display the page shown below, pointing out the words of encouragement in the text.

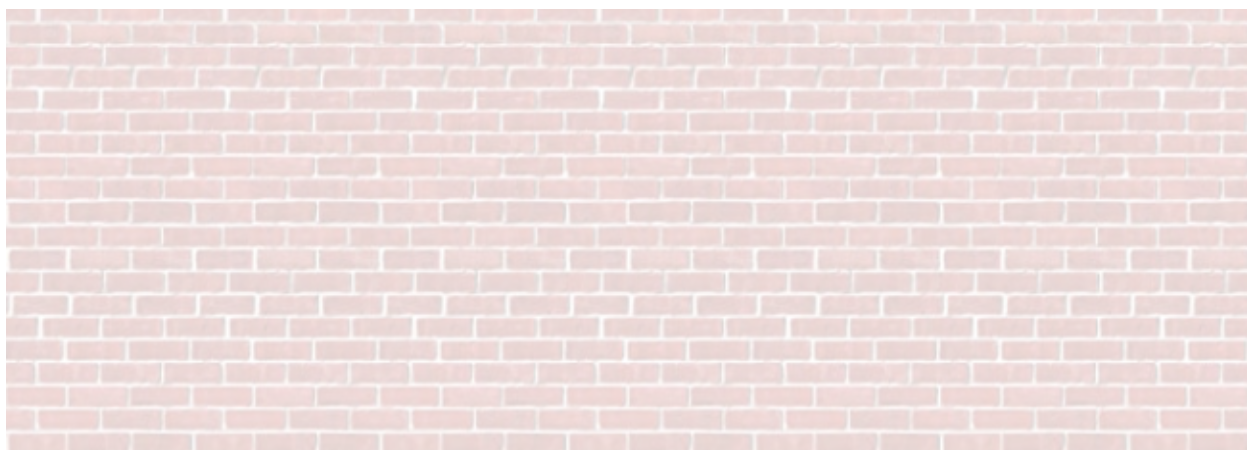
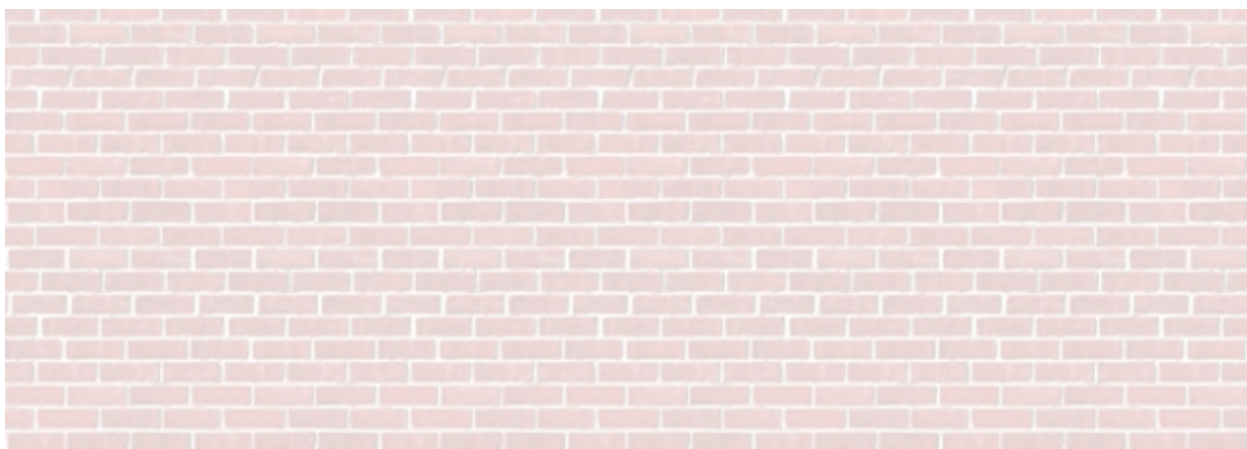
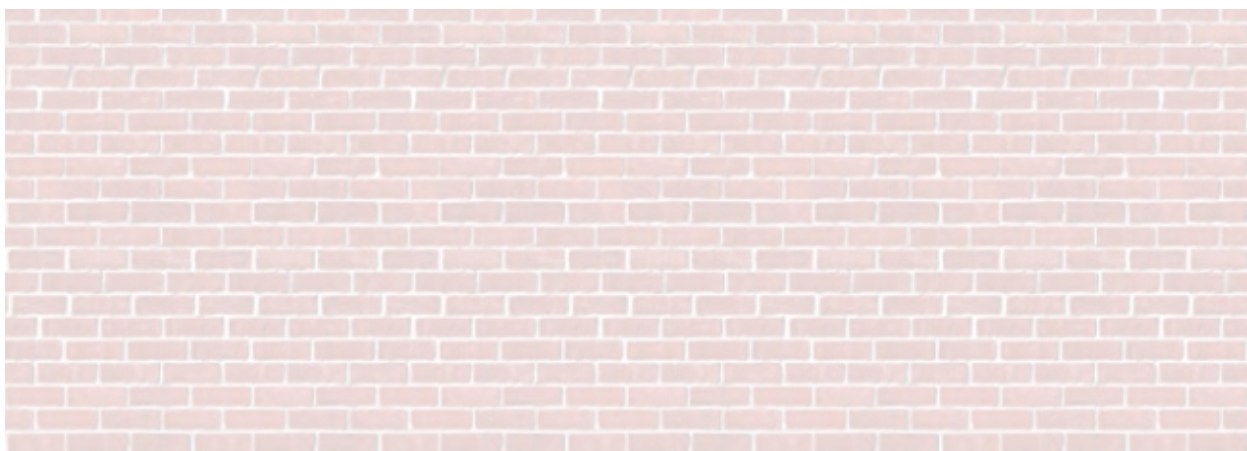


Once children have brainstormed other words and phrases of encouragement, ask them to think of some words, phrases, and thoughts they sometimes have that might prevent them from reaching their dreams, like, “I can’t,” or “It’s too hard,” or “I’ll never learn that.”



Using the bricks template on the following page, have each child write a positive word or phrase on one side of a brick, and a negative word or phrase on the other side. Attach the paper bricks to cardboard blocks with the negative messages showing. (Be sure to use a method that will allow for easy removal of the paper bricks from the blocks later, such as rubber bands or Scotch tape). Let the children build a wall with the bricks. Explain that negativity can stand in the way of making dreams come true, just like a wall. Invite children to knock down the wall!

Afterwards, gently remove the paper bricks from the blocks. Ask children to flip their paper bricks over to the side with the positive messages and lay them on the floor to create a path. Invite them to start their journeys down the path to their dreams!



WHAT WOULD YOU DO?

A SING ALONG!



Invite children to sit in a circle and think of one thing they would either do or be in a book about themselves. Model this by saying things like, “I’d be a scientist,” or, “I’d fly through the air.” Give them a quiet moment to think of something, then ask them to whisper-share their idea with a partner.

To the tune of the ice cream jingle “What Would You Do for a Klondike Bar?” lead children in singing: “What would you do in a book about you?” (If you are not familiar with this tune, you can easily find it on YouTube.)

Go around the circle singing the question and giving each child a turn to answer. After each answer, the group sings the response: “That’s what you’d do in a book about you!” and points to the child. Invite the next child to share by singing, “What would you do in a book about you?” When everyone has had a turn, all sing, “That’s what we’d do in a book about US!”

RAFTS AHOY!



After reading the story, go back to the illustration of the child in the raft. Ask the children:

- What is the child wearing? (life jacket, goggles, hat, mittens, earmuffs.) What purpose does each article of clothing serve?
- Look at the equipment that has been added to the raft. Why do you think the child added these things?

Using air-filled mini-rafts or taped spaces on the carpet, invite children to pretend that they are setting sail to help animals. Ask them to choose a setting—do their animals live in the tropics? The Arctic? Forests? Their own neighborhoods? What might they need to power their rafts?

Offer maker-space materials such as cardboard tubes, chunky Legos, chenille sticks, paper cups, markers, tissue boxes, tape, etc. that children can use to create contraptions for their rafts. When they’ve finished, invite children to share where they’re sailing to and which animals they want to help.

Pre-Reading

ACTIVATING PRIOR KNOWLEDGE

1. Ask students about their hopes and dreams. What do they dream of doing one day?
2. What are some dreams that children can accomplish now, as kids? What might they need to help achieve their dreams?
2. Ask students what magical power they would want to have. What would they do with that power? How might they help others with this power?
3. Ask children about their favorite characters in books. What makes those characters their favorite? What traits do those characters have that children like?
4. Ask students about their own character traits. Do they share any of these traits with their favorite book characters?
5. If your students were in a book about themselves, what traits of theirs would readers see?
6. Ask students what they might do in their own books. What would the setting(s) be? The action? Who else might be in their story with them?

CCSS.ELA-LITERACY.SL.1.4

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

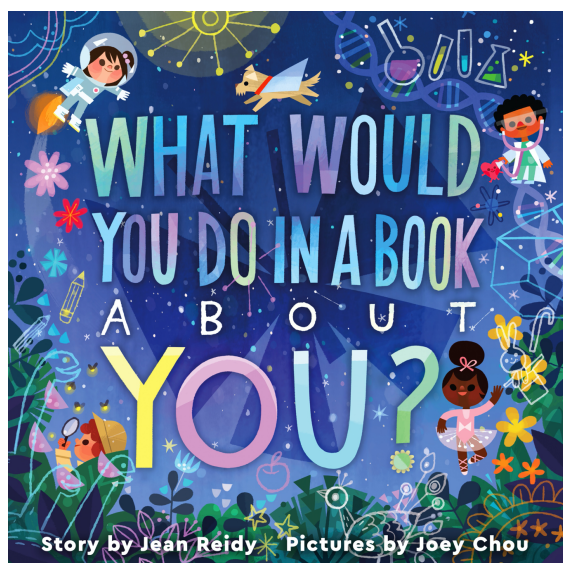
CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-LITERACY.RL.K.9

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

TAKE A BOOK WALK



Before reading, share the book's cover. Point out the names of the author and the illustrator and ask what jobs they do in the making of a book. If possible, use a document camera to project an enlarged view of the book's cover. Ask children who and what they think this book is about.

Direct students' focus to Joey Chou's illustrations of the children on the front cover. How are the children dressed? What are they doing? What might the title mean?

Turn to the two-page spread at the beginning that shows the boy in bed with a book (a book about "U"). Invite children to share their own experiences of reading, or being read to, before bed.



Explain that this story is not about any particular child; instead, it is an invitation to readers to think about their own stories. In the coming pages, they will see some children imagining the wonderful, brave, and fun things they might do. Tell students that, as they listen to the book, they will see and hear lots of ideas. By the end, they might have some ideas about what they would do in a book about themselves!

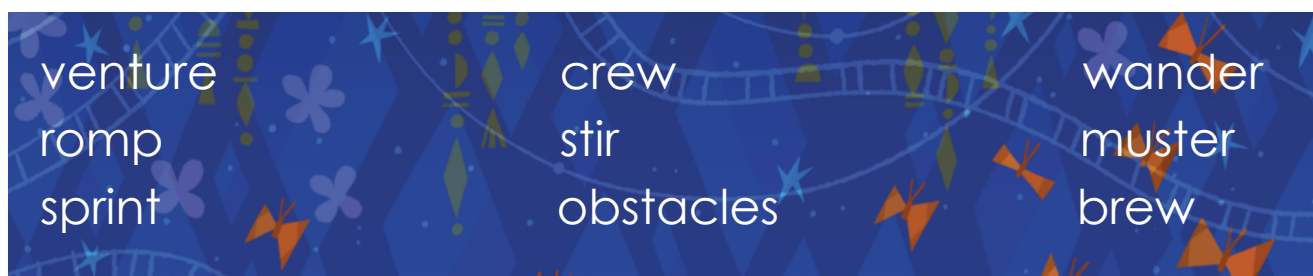
CCSS.ELA-LITERACY.RL.K.6

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

CCSS.ELA-LITERACY.RL.1.7

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

WHIMSICAL WORDS



The words above may be new to your students within the context of this story. Help them to use picture clues and context to build understanding of these terms.

CCSS.ELA-LITERACY.RI.K.4

With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

WORD WALL OF INSPIRATION

Note that most of the affirming adjectives on this page begin with the letter *a*.



Set up a structure for a word wall of inspiration and praise in your classroom! As you read, discuss the meaning of *amazing*, *astonishing*, *astounding*, and *absorbing* and add these words under the letter *a* on your word wall. Expand the word wall throughout the year with the other letters of the alphabet.

CCSS.ELA-LITERACY.RI.K.4

With prompting and support, ask and answer questions about unknown words in a text.

After Reading

DISCUSSION STARTERS

(Based on Bloom's Revised Taxonomy)

1. What are some things that the children in the story dream of doing? (*Remembering*)
2. How do the children's outfits and costumes give us clues to understanding what they dream of doing? (*Understanding*)

3. Near the end of the book, author Jean Reidy writes:

*If your life were a book
with pictures and pages,
what would you do
to be read through the ages?*

In a book about yourself, what kinds of things would you write about? Share your ideas with a friend. (*Applying*)

4. Look at the illustration of the boy who has broken a window. What emotions might he be feeling? The text mentions "bravely stand tall," and "muster your courage." Why might the author have chosen these words? (*Analyzing*)
5. Of all the things that the characters dream in the story, which one seems the most fun? The most dangerous? The funniest? The scariest? (*Evaluating*)
6. Author Jean Reidy chose to end this book with the following words:

*The End...or, rather—
the Beginning!*

What might this mean? Create a beginning line for your own story. (*Creating*)

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

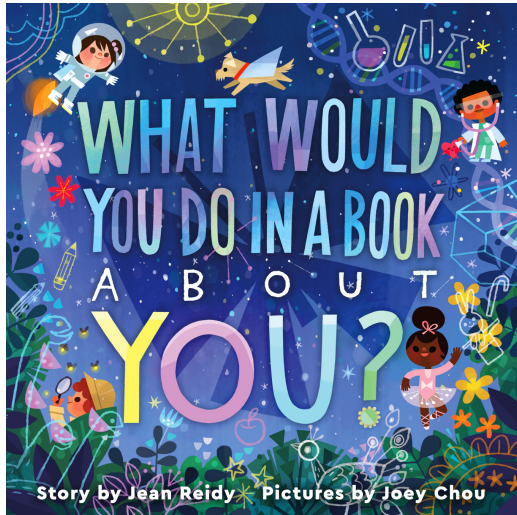
CCSS.ELA-LITERACY.RL.K.7

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).

Learning Activities

A BOOK ABOUT...YOU!

What would YOU do in a book about you?



In the author interview at the end of this guide, author Jean Reidy shares that she was inspired to write this book when she saw illustrator Joey Chou's artwork, which later became the front cover. Joey Chou's illustrations on the front include some of the children, animals, and objects that appear in the pages of the book. Project the front cover onto a screen, or project an image of the cover on a slide. Ask:

- What do you notice?
- What do you wonder?

For example, students might notice the colorful liquids in the beakers, and they might wonder what the liquid is, or what it smells like,

Invite students to create wonder-inspiring works of art for their own storybook covers using blank paper or the template on the next page. Before they begin, have them brainstorm people, places, animals, and objects that have meaning for them. When they have finished illustrating, allow them to project their covers onto a screen using a document camera so that everyone can see the details in their art. As each artist shares, they can call on their classmates to share what they notice and what they wonder.

CCSS.ELA-LITERACY.RL.K.9

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

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.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).

What I Would Do in a Book About Me!

Written and illustrated by:

STORY SEEDS



There are several genres of books about people, including biographies, autobiographies, and memoirs. *What Would You Do in a Book About You?* is not about any one person or character; it's an invitation to readers to write their own stories about themselves—stories about things that are meaningful, things they dream of doing one day, and things for which they are proud.

Share some picture book biographies and books written in the voice of a memoir. Explain that biographies and memoirs are written about events that were important in the lives of the subjects, and many of these books do not begin with the subject's birth.

Using a favorite read-aloud biography, ask students to help you create a timeline that shows some of the important events in the subject's life. Using the graphic organizer on the next page, model how to sketch or write a sentence about each event.

Ask students to think about moments in their own lives that have been important or significant in some way for them. Have them sketch or write about four of their own meaningful events in the boxes on the graphic organizer. Explain the idea of a “story seed,” a small idea that can blossom into a full story! When students have completed their timelines with four important events, they can choose one or more to start their own autobiographies or memoirs.

CCSS.ELA-LITERACY.RL.K.5

Recognize common types of texts (e.g., storybooks, poems).

CCSS.ELA-LITERACY.RL.2.3

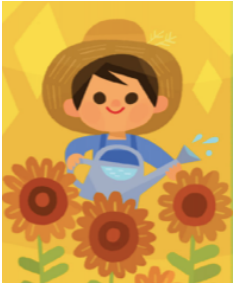
Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.W.K.2

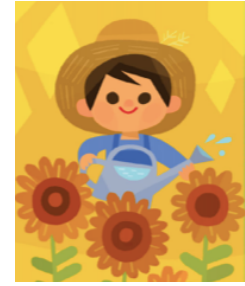
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.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.



My Timeline: Seed Story Starters



A horizontal timeline arrow pointing to the right, with four vertical lines extending downwards to four empty rectangular boxes for writing story starters.

THE POLAR BEAR BLUES

Show the page with the illustration of the polar bears and walrus in the Arctic. What does it mean to “have the blues”? Why might the polar bears feel blue? To introduce the idea of how global warming impacts Arctic habitats, try this simple demonstration:



Materials:

1. Large, freezer-safe bowl
2. Water
3. Metal or plastic tub that is larger than the bowl
4. Plastic Arctic animals (polar bears, walrus, hares, foxes, snowy owls)

Directions:

1. Fill half of a large bowl with water and place the bowl in the freezer.
2. When the water has frozen, pop out the dome-shaped piece of ice.
3. Add a few inches of tepid water to the tub.
4. Place the half-sphere piece of ice into the water with the flat side up. This represents the Arctic icecap.
5. Invite children to place the plastic Arctic animals on the surface of the ice (Arctic ice cap).
6. Check the ice every 20-30 minutes.

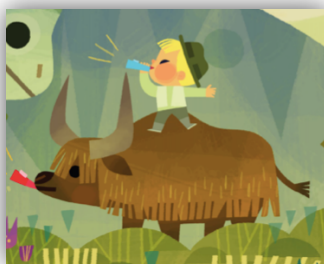
Discuss:

1. What is happening to the ice as it gets warmer?
2. As the ice melts, what happens to the surface area that the animals occupy? What might this mean for the animals and how they live?
3. What happens when the ice disappears completely?
3. Discuss some of the ways that children can pitch in to help reduce the effects of global warming, such as recycling and reusing materials.

To learn about animals who live in the Arctic, search for “A Walk in the Arctic for Kids - Educational Video for Early Learners” on YouTube.

K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

CAN YOU KAZOO?



Would you dance with a yak while you both play kazoos?

Demonstrate how to hum into a plastic kazoo before teaching students how to make their own kazoos!

Materials:

- 4" cardboard tube
- 4"x4" square piece of waxed paper
- hole punch
- Rubber band or tape
- Markers, stickers, glitter, etc. as desired

Directions:

1. Punch a hole in the cardboard tube 1" from the end.
2. Cover one end of the cardboard tube near the hole with the piece of waxed paper (leave the punched hole uncovered).
3. Secure the waxed paper onto the tube using either a rubber band or tape, being careful not to bend or crush the tube.
4. Decorate the tube with designs as desired. (Avoid bending the tube.)
5. Hum into the open end of the tube.

For Discussion:

1. Have students put a hand over the waxed paper as they hum through the tube and feel the sound vibrations through the paper. What might be causing these vibrations?
2. What other instruments use air to make sounds? The didgeridoo uses voice to create different sounds like the kazoo does. Learn more by going to didgeridoodojo.com > Beginners-Learn How to Play the Didgeridoo > Vocals & sounds on the didgeridoo.
3. Check out the sounds made by orchestra instruments online:
 - Search for your local symphony orchestra's website.

- To hear the sounds of a variety of wind instruments, go to musicteacher.com > Site Map > Theory, Composers, Notation > Instruments.
- Explore instruments from a variety of cultures at theproaudioflies.com. In the search box, type: "10 World Instruments Worth Knowing".
- Introduce students to surprising instruments at cbc.ca/kids. Under the "Select a Category" dropdown, choose: Arts > More > Musical Oddities: 6 one-of-a-kind instruments from around the world.

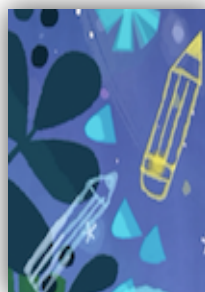
1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

PRANCING PARADE

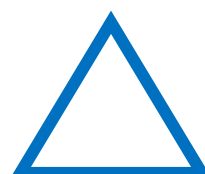
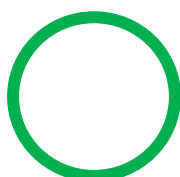


Invite children to look at the instruments being played in the parade scene above (trumpet/coronet, cymbals, tuba, trombone, and bass drum). Point out the girl leading the parade with her staff, explaining that the leader often keeps the beat by moving the staff up and down. Now plan a class parade! Students can play their own kazoos, or anything else that makes a sound.

To plan the parade route, begin by looking at the illustrations from the book that resemble chalk drawings.



Ask students what shapes they see, and what shapes they see within shapes (such as the narrow rectangles within the wider rectangle of the pencil, the triangular pencil tip, and the square and rectangles in the rabbit's magic hat). How many round shapes can they point out in the rabbit illustration? Bring the class outside and give them sidewalk chalk to draw large, geometric shapes, such as the ones below:



Have children take turns leading the parade, announcing the shape of each path they take (square, rectangle, circle, triangle, etc.).

CCSS.MATH.CONTENT.K.G.A.2

Correctly name shapes regardless of their orientations or overall size.

CCSS.MATH.CONTENT.K.G.B.5

Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

CCSS.MATH.CONTENT.K.G.B.6

Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

IN SOMEONE ELSE'S SHOES

Show the page spread with the broken window and soccer ball. Ask students to use inferencing skills to piece together what happened. Ask how each character on the page might be feeling (the boy at the door, the lady, the cat, the dog, and the boy running away).

Show the scene with added speech bubbles on the following page, and ask students to think of what each character might be saying or thinking. Students can either work independently, in pairs, or in groups of 5 (one student per character) to plan out their dialogue. Ask them to predict what will happen next.

CCSS.ELA-LITERACY.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).

Which Words?

What might these characters be saying in this scene? Write their words in the speech bubbles or tell someone what you think these characters might be saying.



SORT IT OUT!

Cut out the cards on the following pages that feature children in the story. (For a digital version, screen capture each card as a separate file to use with an interactive whiteboard.) Ask children:

- Which actions are make-believe? Which ones are possible?
- Which actions can they do now? Which will have to wait until they are grown?

Using the labels below, invite children to sort the picture cards accordingly.

Make-believe

Possible

Now

Future

CCSS.ELA-LITERACY.RL.1.7

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

CCSS.ELA-LITERACY.RL.1.9

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









AN INTERVIEW WITH AUTHOR JEAN REIDY

How did you get the idea for *What Would You Do in a Book About You*?



This book was truly the collision of two sources of inspiration.

As you know, I do school, library and bookstore visits. And one of my favorite parts of any visit is the “question and answer” part. But I’ve always felt it should be renamed the “question and answer and stories” part. Because kids love telling me their stories. And even though you probably think of me as a story writer, I’m

also a really great story listener.

Now, don’t get me wrong. Teachers and librarians are awesome at helping kids understand what questions are and how to ask them. And I love answering. But no matter how much they’ve prepared, kids still have stories to tell.

Some of the stories I hear can be very funny. I once heard a seemingly endless saga about ... wait for it ... bowling shoes! But whether funny or serious, their stories are honest and earnest and heartfelt.

In some school sessions, kids have an opportunity to read me their stories or show me their art. And again, these are some of my favorite sessions. They’re a great way for kids to give me a peek into their worlds and for me to communicate to kids how much I value them and their perspective.

I feel that as a children’s author, one of the most important parts of my job is not to talk “at” kids, but to talk “with” them and hear them. To listen to their hearts and hopes and dreams. And to honor their perspectives. What a privilege.

Okay, so where am I going with all this?

Well, one day into my inbox comes this amazing piece of art by Joey Chou – complete with a title. As a matter of fact, that original art is very similar to our final book cover.

This happens every so often, where I'm sent a single piece of art – not an entire picture book of art, just a single piece – and asked if I'd like to try to write a story to go along with it.

And usually when that happens, I don't answer right away. I take a few days or weeks to kind of daydream about the art and listen to the story that it's telling me. And I don't always say "yes." Because for me to say "yes," that art has to take up residence in both my head and my heart. I mean it has to move right in and stay there.

Well, guess what happened when I saw that particular piece of Joey Chou art. I just imagined all those awesome kids telling their stories and I said "yes" immediately.

So, there you have it. That's where it all began.

Describe your writing process.

For me, writing a picture book starts with what I call a spark. It might be a sight, a sound, a situation, a character or a concept. So, in the case of WHAT WOULD YOU DO IN A BOOK ABOUT YOU? that spark was the concept that I described in my answer above.

But a spark doesn't ignite in a vacuum. Most often, when I stumble upon a spark, rhythms and images and language begin to stumble right in with it. So, I start with an initial brain dump in one of my old notebooks. (I write in these old half-used notebooks that my kids left me.) And after that, I give the story time and space to grow. I scribble down thoughts and images and beginnings and endings and verses and rhyming words. I give myself the freedom to play, to make a mess, to make mistakes.

Then, as often happens, out of all that fun and free writing and playing around, something clicks, and I find my story.

When I work on a story in manuscript form, I write and revise by ear – which means reading and reciting the story out loud hundreds of times. I play with breath spaces and line spaces and word choices and lots and lots of white space. I make sure that the story sings. But after hundreds of rereads my ears can become unreliable critics. That's when I turn to a line-up of fresh readers to make sure that my story works well and reads effortlessly. After all, picture books are meant to be read out loud. Then I read, write, revise, repeat until it's ready. From there, publishing picture books in traditional markets involves a collaboration of passionate people who fall in love with a vision – from me, to my agent, to the editor, to the illustrator, to the book designer and all the wonderful sales and marketing people who see to it that the finished product matches that vision and finds its way to those brilliant young readers.

Can you tell us a bit about working with illustrator Joey Chou?

Working with Joey is full of surprises and amazement and admiration. And even though I've worked with him before, I never know what he's going to bring to a particular story until I see it. It's like opening a gift. And in this book, his art is that springboard into a reader's hopes and wildest dreams. It's nothing short of brilliant.

What do you hope the main takeaway will be for kids big and small after reading this book?

To dream big. Without limits. Dreams that are all their own. Because their minds and hearts and world will grow exponentially. And they might just become or create what they've yet to imagine.

If you were to write a book about you – what would you call it?

Hmmm. It might have to be *Jean Reidy's Wild Ride* because I never seem to know what surprises will be waiting for me around the next bend.

