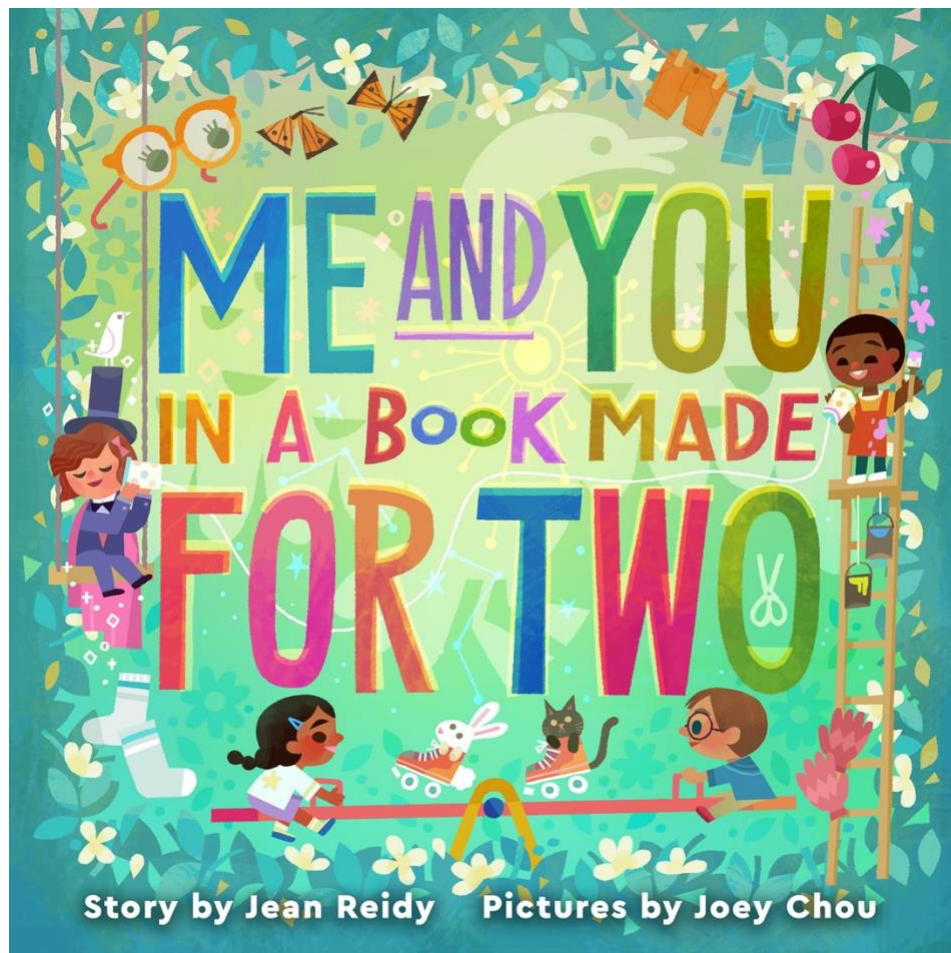


Me and You in a Book Made for Two

A teacher's guide created by Marcie Colleen
based upon the picture book
written by Jean Reidy and illustrated by Joey Chou

★ Including Storytime Activities! ★



Published by
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Jean Reidy

Author, *Me and You in a Book Made for Two*

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 Chicago where she lives just a short walk from her neighborhood library ... which she visits nearly every day.



Joey Chou

Illustrator, *Me and You in a Book Made for Two*

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. He has illustrated such books as *Group Hug*, *When the Snow Is Deeper Than My Boots Are Tall*, *Ruby's Chinese New Year*, *Monster & Son*, and *Disney Parks Presents: It's A Small World*.



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How to Use This Guide

This classroom guide for *Me and You in a Book Made for Two* is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Me and You in a Book Made for Two* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as teaching tools throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Book Information



Me and You in a Book Made for Two

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An excellent read-aloud to be shared again and again, *Me and You in a Book Made for Two* puts kids at the forefront and asks them to be the authors of their own stories. With its empowering and aspirational themes that celebrate the power of friendship, collaboration, and teamwork, this book fits the canon of timeless, classic books about how we're stronger together than we are apart.

What would we do in a book, me and you?

Would we repaint the world,

and the universe too?

Would we seesaw on stars while we take in the view?

There are no limits to what we can do in a book made for TWO. So here we go—take my hand. And imagine all WE can do, me and you!

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English Language Arts

Reading Comprehension

Before reading *Me and You in a Book Made for Two*, help students identify the basic parts of a picture book: front cover, back cover, title page, etc.

- Look at the cover illustration. Describe what you see.
- The front and back cover contain many pairs. For example: there are two socks, two kids on the seesaw, and two cherries. How many different pairs do you see? Can you name them all?
- Why do you think the illustrator chose to focus on two of everything on the cover?
- How would you describe what the kids are doing?
- Choose one of the kids and mimic what they are doing. How does it make you feel?
- Can you guess what the story might be about?

Now read or listen to the book. Help students summarize the following in their own words.

- Explain what “life’s an adventure” means in your own words. Do you agree that life is an adventure? Why or why not?
- What are some of the things that the kids in the book imagine doing?
- Which activities in the book do you think are better with a friend? Why?
- Which activities in the book do you think would be better alone? Why?
- Do you think people are stronger together than apart? Explain your answer.
- Create a 10-word description of the book. Make a bookstore poster for the book and include your ten words.

Now look at the two names on the cover.

- Who is the author? What does an author do?
- Who is the illustrator? What does an illustrator do?

Look at the illustrations in the following spreads:

“Would we dance in a rainstorm” spread

- Look closely at the illustration. Make a list of everything you see.
- How would you describe what is happening on these two pages?
- Create thought bubbles over each character’s head. What are they thinking?
- List five words that describe this spread.

“Would we repaint the world” spread

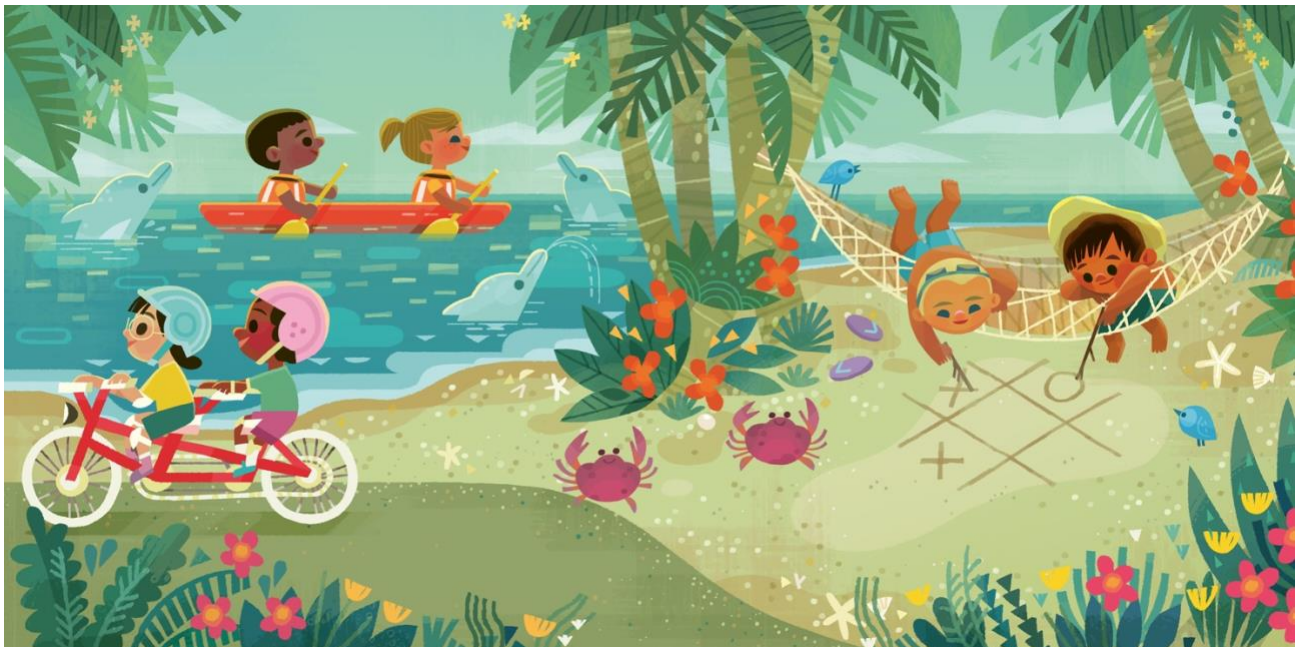
- Look closely at the illustration. Make a list of everything you see.
- How would you describe what is happening on these two pages?
- Create thought bubbles over each character’s head. What are they thinking?
- List five words that describe this spread.

“Would we paddle the oceans?” spread

- Look closely at the illustration. Make a list of everything you see.
- How would you describe what is happening on these two pages?
- Create thought bubbles over each character’s head. What are they thinking?
- Look closely at the illustration for some fun details. Do you see:
 - Three dolphins?
 - Purple flip flops?
 - A pink bicycle helmet?
 - Four starfish?

“Would we leapfrog” spread

- How would you describe what is happening in these two pages?
- Look closely for some fun details. Do you see:
 - A slice of lime?
 - A rollercoaster?
 - Three puffins?
 - A blue paddle?
 - A white dog?



Writing Activities

Write the Scene

Choose one of the spreads in *Me and You in a Book Made for Two* and create a larger scene. Be sure to include a beginning, middle, and end.

For example,

- Who are the children at the taco stand?
- What were they doing right before they leapfrogged over to the taco stand?
- Why do they go to the taco stand?
- How are they feeling? What are they thinking?
- What are the children saying to the toad as they order their tacos?
- What do they do after they order and receive their tacos?

Life's an Adventure

Take a close look at illustrations throughout *Me and You in a Book Made for Two*. In the world of imagination, jellyfish can be in bands, toads sell tacos, and taking a ride on a raincloud is totally normal!

What are some fun things in the world of your imagination? Let's take a trip into the world of YOUR own imagination!

- Using your imagination, draw a picture of an imaginary world.
- Write a creative story about what it would be like to live in this world.
- How would you get there?
- What would you do?
- What would you see?

Optional: Create the story together as a class.

"We'll Have Stories Galore!" ~ Writing a Book Report

Me and You in a Book Made for Two encourages us all to lose ourselves in the world of imagination and the printed word. When you look at it this way, books can take us on adventures.

Have you ever read a book that you wished you could be a part of? Did you ever want to jump inside a book's pages? If so, what book and why?

Write a book report about a book that you love, using the prompts below.

Be sure to write in paragraph form.

Use complete sentences, correct spelling, correct punctuation, and correct capitalization.

1. Begin with an introduction. State the title of the book and the author's name. Next, write a one-sentence summary of what the book is about. Last, explain why you chose this book.

For example, "A book I love is *Me and You in a Book Made for Two* by Jean Reidy, illustrated by Joey Chou. This book is a poem about how life is a shared adventure. I like this book because I love exploring new and exciting things with my friends."

2. Describe the setting. This is where and when the story takes place. It might be in a building or outside, or in an imaginary place. The time might be now or a long time ago. Describe where and when the story takes place.
3. Describe the main character(s). Most stories have a main character and one or two others who are important. Choose 1 or 2 important characters from this book and describe them. Write about what they look like, what they like to do, and how they act – silly, honest, smart? Describe some things that make the character(s) special.
4. Write a summary (the important ideas) of the plot. Explain what happens in the beginning, the middle, and the end. Explain the main problem or conflict the characters have to solve and how they do it.
5. End with a conclusion. This is where you give your opinion of the story. Write a paragraph explaining why you love going on an adventure with this book. Be specific.

For some extra fun, students can share their favorite book and book report with the class. Place all the books in a "Me and You in a Book" classroom library, along with a bookmark containing the key information in the book reports. Students can then borrow a book from the classroom library, read it, and write reports about their own experiences while reading it.

Language Activities

New Vocabulary: Collaboration

What is collaboration?

- To demonstrate, take a piece of paper.
 - Have one person draw something on the paper, like a scribble or a simple shape.
 - Then give each member of the class one minute (use a timer) to draw on the paper, building on what the previous students have drawn, and then pass it on.
 - Once each student has drawn on the paper, show it to the class.
 - Explain that what they were just engaged in was collaboration.

Look up “collaboration” in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.)

- Read the definition.
- Explain that a collaboration is when you work with someone else to create something.

After better understanding collaboration, discuss:

- The value of collaboration.
- Examples from *Me and You in a Book Made for Two* that show collaborating.
- How students could use collaboration in their everyday life.

A Collaborative Art Project ★

- Pick up a large-sized jigsaw puzzle from your local dollar store and give one piece to each student. (Child-sized puzzles with larger pieces and white backing work best.)
- Have students create their own mini masterpieces on the back of their pieces, using various styles and mediums like collage and 3-D.
- Once all pieces are complete, assemble the puzzle to reveal the complete piece and show your students that the sum is greater than the parts.
- Glue the pieces in place and mount on the wall as an artful reminder of the importance of teamwork.

Exploring Verbs

Me and You in a Book Made for Two is a story of imagining and doing. For this reason, it is a wonderful book to teach action verbs.

- Look closely at each illustration in the book and ask students what the characters are actively doing. Have them answer using only ONE word (climbing, singing, swimming).
- Explain that these action or “doing” words are called verbs.

Simon Says Verbs

The Simon Says Verbs game is a fun activity that helps students identify verbs from other parts of speech. The students will get some healthy exercise while playing this game.

- Stand in front of the class and say, "Simon says..." followed by a verb. The children do what Simon says. For example: "Simon Says dance." The children should dance.
- Mix in some words that are not verbs. For example: "Simon says table." At this time, students should not move because table is a noun, not a verb. Ask students to determine what type of word that is, if it is not a verb, such as "Is a table a verb? No, it is a noun, which is a person, place, or thing."
- Additional activity: Individual students can take turns playing Simon Says Verbs with each other.

It's Rhyme Time

Me and You in a Book Made for Two is written in rhyme. Here are some activities to help introduce rhyming to your class.

Engine and Caboose

Introduce the concept of producing rhyming words with train engines and caboose pictures or objects. Explain that when you make rhyming words, the caboose will always stay the same, but the engines will be different. Pick a sound for the caboose (e.g., "at") and place many different engines in front to make rhyming words (e.g., h-, m-, c-).

"I Spy"

Start the activity by sitting with the children in a large circle. Provide the children with a sentence containing two rhyming words, e.g. "I spy a chair and a bear." The first object name is something in the room and the second object name doesn't have to be visible in the room. Have the child on your right create her own "I Spy" sentence. You may want to place objects around the room that are easy to rhyme so you can point them out to the children if they need suggestions.

Fill in the Blank

Re-read *Me and You in a Book Made for Two* aloud. When you get to the end of a rhyming sentence, pause and have the children raise their hands and give the correct rhyming word to complete the sentence.

For example:

"Would we dance in a rainstorm

and dodge every drop?

Would we race on a rainbow

and meet at the _____?"

Offer opportunities for the children to make up silly sentences using other words that rhyme but don't make sense. Continue with the rest of the book until all the children have had opportunities to rhyme.

This can be done with other rhyming books, as well.



Rhyming Sounds Cube

For this activity, you'll need several cubes made from wood blocks or foam. Write a different consonant on each side of the cubes. On a piece of paper (or blackboard) write a two-letter combination beginning with a vowel and ending with a consonant, such as "it," "un" or "ed" six times. Have the student roll a cube to reveal a consonant. Have the student write the consonant from the cube in front of one of the two-letter combinations. For example, if the student rolls a "B," she can place it in front of "ed" to create "bed." Repeat the steps until the student creates six rhyming words.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Me and You in a Book Made for Two* to life and have fun with speaking and listening skills!

Listen and Share ★

Sometimes being a friend simply comes from listening to them and allowing them a chance to express themselves.

With students sitting in a circle, hand one student a small object. Explain that only the person who is holding the object can talk. Everyone else's job is to listen. When the object is put down again, the teacher/classmates respond to that student, then the object moves to the next person to talk (a volunteer or the former talker can pull a name from a basket).

Use the Listen and Share method for sharing sentences or personal stories about friendship, dreams and imagination.

Mime ★

Me and You in a Book Made for Two is filled with actions and activities. Mime one of these actions with gestures and facial expressions. Then have others try to guess which action from the book you are acting out. For a variation, have children draw the action from a "hat"—a basket/box/bag.

Drama

Create a TV commercial to encourage people to read *Me and You in a Book Made for Two*. Write a script! Act it out or use puppets! Record it! Get creative!

I Start, You Finish: Round Robin Story ★

Start telling a story. Bring the story to an exciting part then passes it on to a child. It can move back and forth between grownup and child, or circle around to other kids. For

instance, the story could start: "A boy went into a dark cave. He heard a noise, so he pulled out a flashlight and saw..." Let kids fill in pivotal word or two as you build a story together.

Using a flannel board to tell the story and have kids add elements as the story unfolds is also an option.

Math

Word Problems

For younger students, the use of pictures or props can be helpful in figuring out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on the illustrations in *Me and You in a Book Made for Two* or any other book of study.

The "We might open our hearts..." illustration:

- 1) How many sunflowers do you see?

On a piece of paper, draw 8 sunflowers.

Draw 4 more sunflowers.

How many sunflowers are there now?

Write the equation: $\underline{\quad} + \underline{\quad} = \underline{\quad}$

What if two sunflowers were picked? How many sunflowers would you see?

Write the equation: $\underline{\quad} - \underline{\quad} = \underline{\quad}$

- 2) How many orange butterflies do you see?

On a piece of paper, draw 4 orange butterflies.

Draw 2 more orange butterflies.

How many butterflies do you have?

Write the equation: $\underline{\quad} + \underline{\quad} = \underline{\quad}$

If 4 butterflies flew away, how many butterflies would be left?

Write the equation: $\underline{\quad} - \underline{\quad} = \underline{\quad}$

Follow Your Dream Scavenger Hunt ★

This scavenger hunt will help students sharpen observational and counting skills.

- Create several copies of the paper cut-outs of shapes such as hearts, stars, and diamonds.
- Number each different shape from 1-5. You should have several of each number.
- Create one rainbow, which represents a dream.
- Hide the shapes and rainbow cut-outs around the room.
- Ask students to find a set of shapes numbered 1-5. If a student sees a number they already have they must leave it for another student to find.
- The first student to find a 1-5 shapes sequence or the student who first finds the rainbow wins.
- Additional activity: This same game can be played with a set pattern of colors or pictures to teach sequencing.

Under Where? Spatial Sense ★

Look at the “I’ll push. You’ll pull.” illustration in *Me and You in a Book Made for Two*.

Describe where the elephant is.

[examples: on top of the bus, above the fish]

Describe where the fish is.

[examples: in the bowl, in between the kids, under the pink flowers, on the red wagon.]

Describe where the large book is.

[examples: over the river, in front of the kids, on the mountain, underneath the pink sky.]

Have students choose another illustration in *Me and You in a Book Made for Two* and discuss where things are spatially within that illustration.

Now look around your 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?

The Math of Collaboration

For this activity, you will need:

- A piece of paper with the outline of a person on it.
- Art supplies (yarn, googly eyes, markers, glue)
- Dice
- A spinner with body parts listed on it: eyes, ears, hair, arms, legs, nose. (A spinner from a board game can easily be adapted or students can make their own with cardboard and a brass fastener.

Students should work in pairs to decorate their person.

Each student will take turns spinning the spinner to figure out what body part they will add to the drawing.

Then they will roll the dice to see how many of those body parts to add.

Pile of Pairs Math ★

Sorting teaches math skills: color recognition, categorizing and counting skills.

Ask each student to bring in pair of items from home to place in a large pile of pairs. This can also be done with socks, mittens, shoes that the students have worn to school.

Mix up the pile and one by one have students find a matching pair without moving any other items.

Once all the pairs are found, students can separate items into certain categories based on color or type of clothing.

Examples:

- Count the number of shirts in the pile
- Find all the items with red on them
- Separate out the hats and gloves

Science

New Vocabulary: Brainstorming

The text of *Me and You in a Book Made for Two*, is written with “we might” statements. Almost like the speaker is suggesting or brainstorming many different options.

What is brainstorming?

- To demonstrate, show the class a paper plate.
 - Then, give the class two minutes (use a timer) to list as many things as possible that the paper plate can be used for.
 - Record their ideas on the board.
 - Once the two minutes is up, review the list on the board.
 - Explain that what they were just engaged in was brainstorming.

Look up ‘brainstorming’ in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.)

- Read the definition.
- Explain that a brainstorm is when you take all the ideas in your head and let them out, kind of like how a cloud lets out all of the rain during a storm.

Explain the “rules of brainstorming.”

- Nothing is a bad idea. Do not criticize any ideas while brainstorming.
- Hitching is welcome. Listen to others’ ideas and let their ideas spark new ideas in you. This way, in group brainstorming, ideas build upon each other.
- Be off-the-wall. Outrageous and humorous ideas are welcomed.

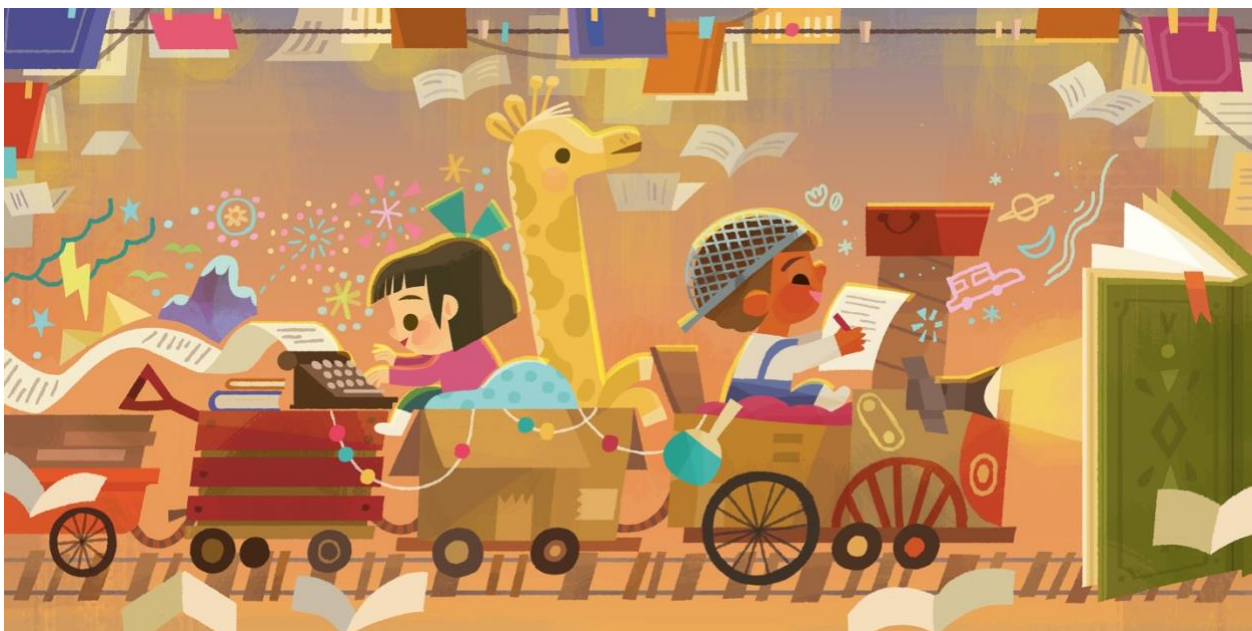
Now knowing what we know about brainstorming, let’s try some brainstorming activities.

- Categories Game. Have students sit in a circle and take turns brainstorming items in the announced category. For example, “animals.” Go around the circle and have each child name an animal. They cannot repeat a response that another child gave. Go around the circle more than once if kids seem to have more ideas in that category. Other potential categories include fruits, vegetables, colors, items of a specific color, creatures that swim, musical instruments, and things with wheels.

- Hypotheticals. Move brainstorming into the abstract by having students brainstorm answers to hypothetical questions. For example, ask them what a dog might be thinking while he sits at home or what might happen if people could fly. Record all of the answers so they can be read back to the kids when the brainstorming is finished. Rather than going around a circle and putting pressure on kids to think of something new, have students raise their hands to share answers. If a child is quiet, call on him/her early in a round before too many obvious answers have been said.
- Silly Answers. Teach students that they should share anything they can think of in a brainstorm, even if it does not seem like the best answer, by having them share the silliest answers they can think of to some questions. For example, brainstorm the silliest way to get from one end of the room to another. Turn it into a physical activity by having them demonstrate their silly methods, too. When students start running out of ideas, ask: "Who can think of something even sillier?" to prompt more responses.

After better understanding brainstorming, discuss:

- The value of brainstorming.
- Why brainstorming is so important to inventors and creators.
- How students could use brainstorming in their everyday life.



Social Studies

Teamwork ★

One of the main themes in *Me and You in a Book Made for Two*, is that together we can achieve so much more than alone.

The following games can help students develop motor skills, good reflexes, hand-eye coordination, problem solving and language skills. However, competition can cause anxiety and make some kids feel left out.

Cooperative games help promote collaborative skills and teach sportsmanship as kids play by helping each other. These games focus on fun and teamwork rather than winning.

Cooperative Hoops

The game cooperative hoops is a twist on the game "musical chairs." Instead of having each player compete for themselves and exclude others to win as in "musical chairs," this version makes winning about cooperation.

Scatter hula hoops around the play area. If you can have enough hula hoops for one per student. If not, ask kids to do the math as to how many people will need to be in each hoop in order to include everyone.

Play music and have the kids around the playing area, avoiding the hoops. Specify how players are to move around the area (e.g. run, jog, walk, skip, etc.)

While the music is playing, the kids must not stop moving, but when it stops, they must have at least one foot inside a hula hoop and not touch the ground outside the hoop.

Now make the game harder by removing 2-3 of the hoops. Before starting again, ask students *How can we include all players if there isn't a hoop for everyone?*

When the game is down to two hoops, the winners are the kids who got the most people inside one hoop. This game teaches kids to cooperate and help each other to win.

- This game is meant to be an inclusion activity. Encourage students to invite "stragglers" (players who are wondering around or hesitant to get into a hoop) into their hoop.
- Discuss the concepts inclusion and belonging with your class. Talk about why it is important to help others and discuss how you can make people feel like they belong.

Continuum

This cooperative game also lets even the shyest kids break the ice and get to know one another.

Divide the kids into groups of six to 10 people.

Pick a theme and have the kids arrange themselves in the correct order to create a continuum.

This could be favorite colors arranged in the order of the rainbow, birth month from first to last or dark color shirts to lightest. No team loses in this game, but you can applaud the team that got into the right order the fastest.

Crocodile!

The game of Crocodile is another fun game to teach kids the value of cooperation and teamwork.

Outline a large square on the floor.

Make teams of five kids each and have the kids link together by standing in a line with hands on the shoulders of the person in front of them.

When the music is playing, the team leader must guide the others to "swim" in the middle of the square.

When it stops, everyone must get outside the square to the "island" to escape the "crocodile."

The leader of the team then goes to the end of the line and the person at the front becomes the new leader and must get the team quickly back into the "water" when the music starts again and to safety when it stops.

This game makes each child responsible for the safety of others and promotes teamwork as the kids work to stay together during this fast game.

Keep it Up

Use a balloon or a large, light ball to play "Keep it Up."

In this game, divide the kids into two teams across a net or line.

As in volleyball, they must pass the balloon or ball back and forth without letting it touch the ground. However, the rule is that a different team member must hit the ball

or balloon to the opposite team each time. Other team members can help their team players by passing to them.

What Makes a Good Friend? ★

Discuss what makes a good friend. Draw upon examples from their own friendships and create a list describing what makes a good friend.

Example: Good friends...

- Are reliable.
- Do kind things for one another and use kind language.
- Help out when a friend is sad or has a problem.
- Like to spend time together.
- Have fun with one another.

As a class, create an action plan on how to be a good friend.

Look closely at *Me and You in a Book Made for Two* to find moments that look like friendship to you.

Finding Commonalities/Uniqueness

Finding what you have in common with other people is a good way to start a meaningful relationship. Here is a way to learn what you have in common with your classmates, while also celebrating what makes each of you unique.

Materials: A pen and two pieces of paper.

- This activity can be done as a whole class or in pairs.
- On one sheet of paper, you will have ten minutes to come up with a list of things in common. Completely obvious answers such as “we both have hair” or “we are both in _____ class” are not allowed!
- After ten minutes, switch to the other paper. You now have ten minutes to come up with a list of things that are unique to only one person.
- Share both lists with the class when finished.

My Dream Journal

Ask the students to think of things that they would like to accomplish or have the experience of doing in their life.

Create a journal to record these dreams and imaginations. On each page of the journal, draw a picture of one of your hopes or dreams, and then write a sentence at the bottom of the page describing the picture.

You will need:

- Cardstock or other decorative paper for the cover
 - White printer paper for internal pages
 - Pencils, crayons, markers
 - Stapler
 - Duct tape or washi tape
1. Create your cover using the cardstock or other decorative paper. Feel free to decorate it in whatever way you want with stickers, glitter glue, photos, or images cut from magazines.
 2. Cut your pages and cover to the desired size (square is fun!).
 3. Staples the edge of your cover to your pages to create a book.
 4. Cover the staples with a piece of duct tape or washi tape cut to size.

Do You Want to Make a Book?

Invite a professional from the publishing industry to your class or ask them to visit via Skype. The focus of the visit should be “How a book gets made: from the author’s imagination to the finished book.”

During the visit, students should practice taking notes and creating follow up questions.

After the visit, students should present what they learned, in the form of a flowchart to illustrate the many steps of creating a book from first idea to finished product on the bookstore shelves.

