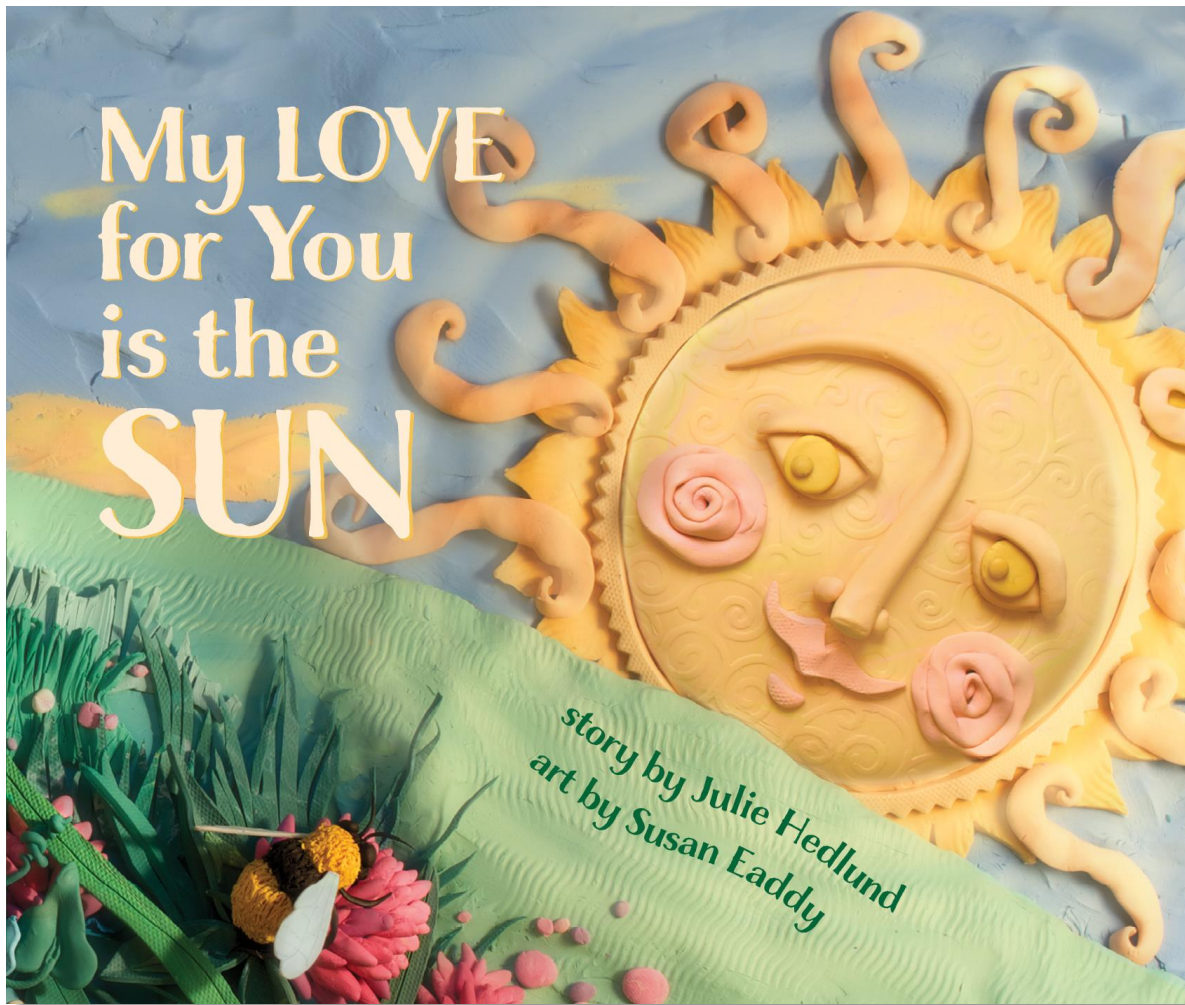


MY LOVE FOR YOU IS THE SUN

A teacher's guide created by Marcie Colleen
based upon the picture book
written by Julie Hedlund and illustrated by Susan Eaddy



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Julie Hedlund

Author, *My Love for You is the Sun*

Julie loved playing outside as a little girl, especially with animals. She spent spring mornings digging up worms and holding toads and summer afternoons training chipmunks to eat from her hand. As a grownup, she still loves playing outside with her two children and their very large hound dog. When she is not writing kids' books, she loves to visit schools and libraries.



Susan Eaddy

Illustrator, *My Love for You is the Sun*

Susan begins work every day with clean hands. Within minutes her hands are bright green or red or purple! Her clay critters inhabit pizza boxes in her attic studio, and she's pretty sure that they play at night while the humans sleep. She loves to travel to meet kids, and has visited schools all over the world...from Alabama to Taiwan.

Marcie Colleen

Curriculum Writer

Marcie is a former teacher with a bachelor's degree in English Education from Oswego State and a master's degree in Educational Theater from New York University. Marcie lives in Brooklyn, NYC and where her love for picture books is a building that touches the sky! Visit her at www.thisismarciecolleen.com.

How to Use This Guide

This classroom guide for *My Love for You is the Sun* is designed for students in kindergarten through third 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 *My Love for You is the Sun* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

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

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English Language Arts

Reading Comprehension

Before reading *My Love for You is the Sun*,

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover ~

- Describe what you see.
- Stand up and pretend to be the bee in the illustration. How does the sun make you feel?
- Now pretend to be the sun. How does being the sun make you feel?
- Can you guess what the story might be about? What are some clues you can find in the cover illustration?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- In your own words, describe what *My Love for You is the Sun* is about.
- Who do you think the narrator is? Who are they telling the story to?
- How is 'love' compared to:
 - The sun?
 - Tree?
 - River?
 - Rain?
 - Wind?
 - Snow?
 - Ocean?
 - Star?
- Which is your favorite comparison? Why?

Let's talk about the people who made *My Love for You is the Sun*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Take a close look at the illustrations throughout the book.

- Can you guess what Susan Eaddy used to make the illustrations?

- Look closely at the clouds throughout the book. With a small ball of clay, see if you can make a similar shape.
- What about the icicles?
- Or the sea plants?

Language Activities

It's Rhyme Time

My Love for You is the Sun 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 *My Love for You is the Sun* 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:

"My love for you is a tree.

Giving shelter, strength and shade.

It comforts you when you're _____."

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 procedure until the student creates six rhyming words.

Metaphors

The metaphor is a literary comparison that compares two objects, but does not use like or as or than. A simile is a literary comparison that compares two objects, but uses like or as or than.

Metaphor: My love for you is the sun.

Simile: My love for you is like the sun.

Guide students through writing metaphors or similes about themselves.

1. How do you feel?

Example: I feel as lazy as a polar bear on a hot summer's day.

- _____
- _____
- _____

2. How do you look?

Example: My hair is a porcupine's quills.

- _____
- _____
- _____

3. How do you act?

Example: I am a rabbit, hopping quickly from here to there.

- _____
- _____
- _____

Pick one of your metaphors or similes and explain its meaning. What are you comparing yourself to? Why did you choose to compare yourself to this particular thing?

ABB Poems with Metaphors

My Love for You is the Sun is a series of rhyming metaphors comparing love to various elements in the natural world.

Each stanza has an ABB rhyme scheme.

My love for you is the sun.

Rising in your tender heart,

It shines on you when we're apart.

The first line is the metaphor. It does not rhyme with the rest of the stanza.

The second and third lines are a rhyming couplet which further explains the metaphor.

All three lines have 7-8 syllables each.

Choose one of the following: happiness, sadness, joy, fear, love, laughter, anger, etc.

As a class, create a list of metaphors for the chosen emotion.

Then, as an extra challenge, create a rhyming couplet to accompany the metaphor, therefore completing the stanza.

A Love Letter

Julie Hedlund wrote *My Love for You is the Sun* as a love letter to her father and her own children. In fact, it could very easily be sent to someone on a special occasion as a greeting card.

- Ask students to bring in greeting cards. Gather an assortment of different occasions. Make sure cards are appropriate in terms of content and reading level. Read and discuss the cards, separating them into categories such as humorous, birthday, anniversary, get-well, etc.

- What special occasions could *My Love for You is the Sun* be celebrating? Have students choose their favorite stanza from the book and create a greeting card for someone special.
- Provide various art supplies (construction paper, rubber stamps, markers, glue, glitter, etc.) to decorate the cards. Many online and print resources provide templates and ideas for patterns.
- For an additional activity, have students visit the Postcard and Greeting Card Museum online at <http://www.emotionscards.com/museum/history.html> to learn more about the history of the greeting card.

Create a Bedtime Library

Gather bedtime stories from the library or ask students to bring some in from home.

- What makes these books good bedtime stories?
- What are some adjectives to describe the illustrations in these books?
- What are some of the similarities between the stories?
- What are some differences? One by one, read the books aloud to the class and discuss.
- Make a list of some of the soft, soothing words in the story.

Then, as a class or individually, write an original bedtime story using some of the elements discovered and discussed.

Math

Word Problems *For younger students, the use of pictures or props might be needed to figure out word problems.*

- 1) 5 little ducklings are snuggled in a nest. 1 swims away. How many ducklings are snuggled in the nest?

$$5 - 1 = ?$$

- 2) The playful frog rib-bits 4 times. He jumps to another lily pad and gives 3 more rib-bits. How many times does the frog rib-bit?

$$4 + 3 = ?$$

- 3) Mama cat sleeps with her 6 kittens. 1 of the kittens gets up during the night. How many kittens are still with mama?

$$6 - 1 = ?$$

- 4) The raccoons spot 2 shooting stars in the night sky. They then see 1 more shooting star. How many shooting stars do the raccoons see?

$$2 + 1 = ?$$

- 5) The koala bear has 9 eucalyptus leaves. She eats 7 of the leaves. How many eucalyptus leaves are left?

$$9 - 7 = ?$$

Under Where? Spatial Sense

Look at the “the ocean” spread in *My Love for You is the Sun*.

Describe where the sea turtle is hiding.

[examples: in the water, behind the sea plants, above the clown fish]

Describe where the clown fish are swimming.

[examples: in the sea plants, under the water, below the sea turtle]

Describe where the sea lions are sitting.

[examples: next to/beside the rocks, in between the rocks and the water, on the land, above the water]

Have students choose another spread in *My Love for You is the Sun* 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?

3-dimensional Geometry with Clay

Drawings are simple shapes put together to create an object. Susan Eaddy's illustrations in *My Love for You is the Sun* are simple shapes, too, made with modeling clay.

Introduce the following shapes: cube, sphere, cone, and cylinder.

Demonstrate how all of these shapes can be made out of clay.

Have students practice molding these shapes on their own.

Look closely at the illustrations in *My Love for You is the Sun*. Have students find cubes, spheres, cones and cylinders within the illustrations.

Further Activity: Using cubes, spheres, cones and cylinders as a starting point, students can try and create their own clay illustrations.

Science

How Animals Love Their Babies

The animals in *My Love for You is the Sun* are shown playing, swimming, and snuggling with their young. Although animals cannot say "I love you" like humans can, they show their love and care in other ways.

Using the table below, explore how some of the animals in *My Love for You is the Sun* care for their babies.

Optional: Draw or illustrate the ways to say "I love you" within the boxes.

DID YOU KNOW...?

Baby elephants are born blind, but rely on their mother and the rest of the herd to care for them. The rest of the herd is called "allmothers".	Who are some of the people who take care of human babies?
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When baby alligators hatch, the mother alligator moves them all from the nest to the water in her mouth! That's where she continues to care for them for a year.	What are some ways human parents get their babies from here to there?
Mother cats give their babies a bath by licking them.	How do human parents bathe their babies?
A mother polar bear spends a few years teaching her babies how to hunt, while protecting them from predators.	What are some things that human parents teach their babies?
Daddy emperor penguins keep their egg between their feet months to protect it from the cold. During that time they do not move, but stay very still in the Arctic chill.	How do human parents protect their babies from the cold?

You Be the Illustrator!

The text in *My Love for You is the Sun* does not include any mention of animals. Therefore, Illustrator Susan Eaddy was able to choose which animals to include.

What other animals might you choose to illustrate each spread?

Using plain folded paper to make a book, have students copy the *My Love for You is the Sun* text on each page and then, taking into consideration other animals and how they care for their babies, illustrate their own version of the book.

The Sun for You is Love

In *My Love for You is the Sun* love is compared to:

- The sun

- A tree
- A river
- The rain
- The wind
- The snow
- The ocean
- A star

All of these elements show love to the Earth, animals and people in different ways.

The winds carries plants' seeds to a place to grow.

The ocean provides a home to millions of aquatic animals.

A tree provides shade on a hot day.

Assign small groups one of these elements.

Each group, using library resources--in addition to the Internet, research how the assigned element helps the Earth, animals and people.

Create a poster titled "(The Assigned Element) for You is Love" to visually display the findings.

Social Studies

All About Me; All About My Family

The first community we ever belong to is family.

This multi-book project allows students the opportunity to get to know one another, and serves as an introduction to community.

Students will make books that contain pages with answered questions and pictures about themselves and other loved ones in their lives.

Yarn is used to bind the pages together.

Each student should have a special day that he reads his book to the class.

- Pages in each book include:

A portrait

I am called _____

My first and last name is _____

My address is ____
I live in ____ (the country, a city, etc.)
I live with ____
I am good at ____
My love for _____ is _____.

“My Love for School is the Sun” Mural

Throughout history, art has been used to transform public spaces into places of beauty and reflection. Most importantly, these pieces of public art are used to bring about tighter community.

Look up examples of public art on the Internet: examples in subways, under bridges and in parks. Be sure to find examples of traditional murals painted on walls, but also sculptures and knit-bombing.

How can art be used to foster community?

- Bring people together to create it
- Reflect all people in the community in the artwork
- Create a space that people will want to visit and hang out in

Make your own piece of public art for your school community!

1. Choose a space within the school that could use some brightening or some inspiration.
2. Brainstorm a mural or other piece of temporary art called “My Love for School is the Sun” that can be created in this space.
3. Brainstorm how this mural can build community.
4. Involve as many people as possible in the creation.

It’s Bedtime Around the World!

Around the world each night, children are told stories as they are put to bed. Through a library and Internet search, gather together a collection of bedtime stories from around the world. An Amazon.com search for “bedtime stories from around the world” will turn up a hefty list.

As a class, read many of these stories aloud. What do these stories tell of the cultures they come from?

Students should illustrate their favorite moments from one of the stories. Be sure to label the illustrations with the country of origin and place on a bulletin board. In addition, include a world map with a pin with yarn connecting the illustration to the country from where it comes.