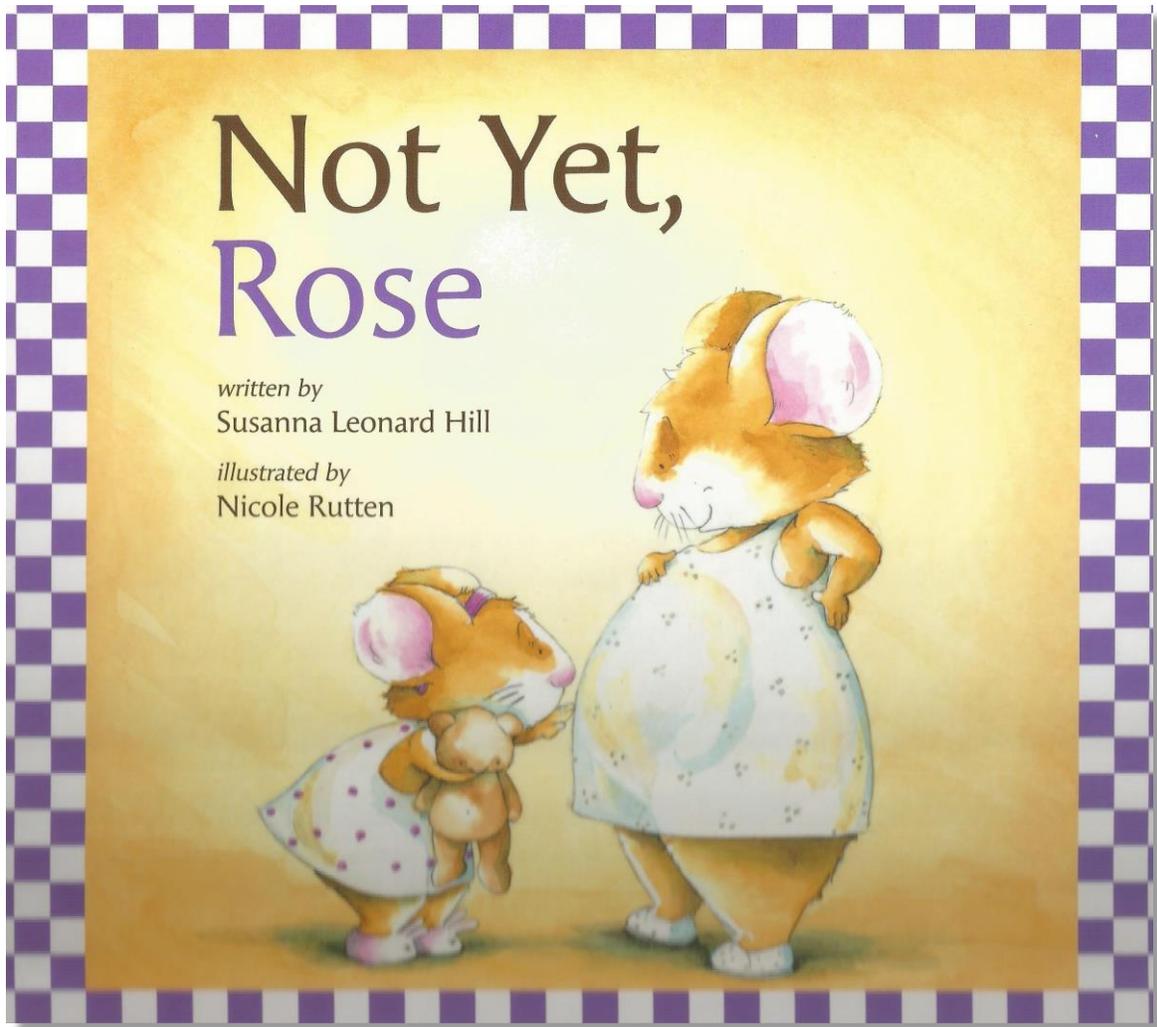


Not Yet, Rose

A teacher's guide created by Marcie Colleen
based on the picture book
written by Susanna Leonard Hill and illustrated by Nicole Rutten



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Meet the Author – Susanna Leonard Hill

Susanna Leonard Hill grew up in New York City with her parents, one sister, two brothers, and an assortment of cats. Susanna began writing as soon as she could hold a pencil, lying on the kitchen floor and asking her mom how to spell things. She wrote her first book in second grade, called *The Girl and The Witch*. Later she earned degrees from Middlebury College and Columbia University, and worked for many years teaching dyslexic students. Now she spends her time being a mom, writing, and visiting schools. Since *The House That Mack Built* was published in 2002, she has published ten more books, including *Not Yet, Rose*. Susanna lives in New York with her husband, children, and two beloved rescue dogs. Visit Susanna at www.susannahill.com.

Meet the Illustrator – Nicole Rutten

Nicole Rutten has illustrated books for a number of publishers in Europe and the United States. She is the illustrator of *A Tale of Two Rats*, by Claude Lager, and *The Great Invasion of the Stone Moles*, by Daniel Billet (both Stewart, Talbori, & Chang). Nicole lives in Belgium. Visit her website at www.nicolerutten.com.

Meet Marcie Colleen – Curriculum Writer

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing picture books of her own at home in Brooklyn, NYC.

Visit Marcie at www.thisismarciecolleen.com.

How to Use This Guide

This classroom guide for *Not Yet Rose* 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 *Not Yet Rose* 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 *Not Yet Rose*, 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. Who are the characters? What are the characters doing?
- With a partner, stand up and pretend to be the little hamster and the big hamster in the illustration. How does this pose make you feel? Pay close attention to the facial expressions of each character. How do you think each character feels?
- Can you guess what the story might be about? What are some clues you can find in the cover illustration?

The Title Pages ~

- Describe what you see.
- What are the items that the little hamster is looking at?
- How do you think she feels? What about her body language clues you in to how she might be feeling?

Now read or listen to the book. Help students summarize in their own words what the book was about.

- What is Rose waiting for?
- How do you think Rose feels about the baby coming?
- Why does Rose want a sister?
- Why does Rose decide she wants a brother instead?
- Why does Rose decide she might not want either a brother or a sister?
- On the way to the hospital, Rose is quiet. Why? How is she feeling?
- Describe what it is like when Rose meets her baby brother.

Let's talk about the people who made *Not Yet Rose*:

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

Now, let's look closely at the illustrations.

- Nicole Rutten includes Rose’s teddy bear in every illustration. Can you find the bear? Look closely.
- Even though the bear is not included in Hill’s text, how does the bear tell us something about Rose’s character?

Writing Activities

Who is Rose? ~ Character Study

How a character acts and what a character says can tell us a lot about who they are.

Read *Not Yet, Rose* paying close attention to the character of Rose. Scene by scene, record your thoughts, as in the chart below.

What Rose does	What Rose says	How would you describe Rose?
<i>Example: races into her parents’ room</i>	<i>"Is the baby here yet?"</i>	<i>anxious, excited</i>

After gathering information regarding Rose’s character and the scenarios below, write a new scene for *Not Yet, Rose*. What would Rose do and what would Rose say in one of the following situations?

- Rose is introduced to a friend’s baby brother or sister.
- Rose talks about her new baby brother or sister in Show ‘n Tell.
- A nurse at the hospital asks Rose who and why she is visiting.
- Rose has dinner with her grandma and grandpa after visiting the hospital.

What Happened? ~ *Not Yet Rose’s* Plot

Not Yet Rose has a simple plotline with one central conflict or problem—Rose is waiting for a baby to arrive. Help students define the plot arc within *Not Yet Rose*.

Beginning	Middle	End
Enter problem:	First Then Next After that Finally	They lived happily ever after.

BONUS: Using the basic plot structure above, create an original story about a new baby in the family. Students can work individually or as a class.

Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories.

Drama center ~ Provide puppets, costumes, and props so students can recreate their new stories.

Not Yet, Rose: the sequel

At the end of *Not Yet Rose*, Rose is introduced to her new brother, Luke. What do you think happens after the story? What is it like for Rose being the big sister? What are some of the things that Rose and Luke do together? What changes around the house now that there is a baby? Be creative and create a sequel to *Not Yet, Rose*.

“You Were a Baby Once”

It’s often difficult for young children to remember that they were babies once. This activity helps students learn more about who they were when they were a baby.

- Generate a list of actions associated with babies. For example: sleeping a lot, drinking from a bottle, sucking on a pacifier, waking up at night, etc.

- Encourage students to find out stories about what they were like or things they did when they were babies to share with the class.
- Each student will then have a turn to say the following phrase: "I was a baby once and I..." and then fill in the blank with something from the generated list or from their shared stories.
- The activity can then be completed as a writing assignment and/or by drawing a picture.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Not Yet Rose* to life in your classroom and also have fun with speaking and listening skills!

Choral Reading

- Using the text of *Not Yet Rose*, the teacher takes the role of the narrator and the grown-ups while the students take the role of Rose. Read the book aloud together. Emphasize good vocal expression.
- Turn *Not Yet Rose* into a script. Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

Mime

- While the teacher reads the book aloud, students can act out the events in the book. Half the students can be Rose and half the students can be her parents and grandparents. Emphasize body motion and facial expressions, as well as listening skills. Switch roles and read the book again.

Drama

- Brainstorm a list of things that babies do. Without making noise, students act out something from the list in front of the class. Ask the rest of the class to guess which action they are acting out.
- Create a TV commercial to encourage people to read *Not Yet, Rose*.

Language Activities

The Adjective Box

When we describe others, we are using words called *adjectives*. This is an excellent activity to teach that adjectives are describing words.

Decorate an empty shoe box and cut a hole in one of the ends.

You can attach a sock (with the toes cut off) to the hole on the end to make it easy to guide little hands in and out of the box. Attach one end of the sock around the hole and the rest of the sock serves as a tube into the box.

Place various items in the box (i.e. A Lego, pinecone, Play-Doh, feather, etc.) These should be very tactile items. The kids will not be able to see inside the box, but only feel around.

Although they might be able to identify the object, the game is to DESCRIBE the item using adjectives. (i.e. Hard, soft, squishy, bumpy, etc.)

Each child should have a chance to reach inside the box. See how many adjectives the class can come up with and create a list.

What are some adjectives that are used to describe people? As a class, create a list of adjectives students would like others to use to describe them. (*focusing on the positive will eliminate the chance of creating a list of put-downs.*)

No One Else Can Be You: Adjectives for Me

Have the students create adjectives from their own names. The students should come up with an adjective for each letter in their names. They can have fun coming up with the adjectives that they think best describe them.

For an added art activity, have students create a poster with their name on it and all of the adjectives that make up their acronym. Additionally, they can create a collage of their adjectives and pictures that represent those words.

New Vocabulary: Patience

Rose has a little difficulty waiting *patiently* for her baby brother or sister to arrive. Lead students in a class discussion on *patience*.

1. What is *patience*?

- Waiting without getting angry or upset

2. How could you demonstrate *patience* if...

- Someone is in the bathroom when you need to use it?
- You need help with your homework, but your parents are washing the dishes?
- You want to play with a toy that someone else is using?

- There is a long line to check out books at the library?
- You have to wait in the lobby to see a doctor?
- Your dog wants to stop at every mailbox to sniff while you are out walking?
- You are very hungry, but you have to wait to be seated at a restaurant?

4. What are some other situations where we can demonstrate *patience*?

5. Design a poster encouraging *patience*. Hang the poster in your classroom, or get permission to hang it in the school library, the office, main hall, etc.

Math

Word Problems *For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on Not Yet, Rose or any other book of study.*

- 1) Rose comes up with a list of 5 reasons why a baby might not be a good idea. She tells her father 1 of the reasons. How many reasons does Rose have left? ($5 - 1 = ?$)
- 2) Rose picks out 4 balloons to take to her mother and new baby brother in the hospital. She then decides to pick up 3 more balloons. How many balloons does Rose take to the hospital? ($4 + 3 = ?$)
- 3) Rose's father tells her that her mother's hospital room is 6 doors down the hallway. She passes 5 doors. How many more doors down the hallway is her mother's room now? ($6 - 5 = ?$)
- 4) Rose eats 2 giant pancakes for breakfast but is still hungry. She eats 1 more pancake. How many pancakes does Rose eat for breakfast? ($2 + 1 = ?$)
- 5) There are 9 toys on the living room floor. 7 of the toys are Rose's. The other toys are Luke's. How many toys are Luke's? ($9 - 7 = ?$)

Under Where? Spatial Sense

Picture book illustrations are perfect for learning spatial sense (on, inside, next to, over, under, etc.)

Look at the "Wednesday morning" spread in *Not Yet, Rose*.

Describe where Rose is sitting. [examples: on the stone wall, below her mother, next to a potted tree.]

Describe where the teddy bear is. [examples: on the ground, in front of Rose]

Describe where Mother is. [examples: on the steps, next to the door]

Describe where the doormat is. [examples: in front of the door, under Mother's foot, on the porch]

Have students pick another spread in *Not Yet Rose* and discuss where things are spatially within that illustration.

Or, use an item in the classroom (such as a beanbag or a figurine). Take turns placing the item throughout the classroom and discussing spatially where the item is.

Now look around the 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?

I Have Mail: a game of fractions and percentages

Not Yet, Rose introduces the ideas of likenesses and differences, as Rose wonders if her little baby brother or sister will be a lot like her or different.

This is a fast-paced traditional icebreaker game that gets students moving and laughing while learning about likenesses and differences, yet with a math twist in this version.

- Arrange a circle of chairs. One for each student. An exact number is needed.
- Ask each student to sit in one of the chairs.
- The teacher will then stand in the center of the circle and say, "My name is _____ and I have mail for anyone who _____."
- If students fit the statement they should get up and move to another chair.
- The teacher should grab an empty chair, too.
- The student who is left without a chair must then come up with another statement, "My name is _____ and I have mail for anyone who _____."

MATH TWIST: The goal of the game is to get the largest number of students (finding similarities) to move or to get only one student to move (differences and uniqueness).

With each "I have mail..." sequence, students should predict the percentage or fraction of the class to move and keep track on a large piece of paper or the chalkboard.

In the end there will be two winners, the person who found the most similarities (students moving) and the person who found the most unique individual (one person moving).

Science

A Handy Family Tree

Rose wonders just how alike and how different her new baby brother or sister will be. Some of the special traits about each one of us are "handed" down from our family members. These traits are *inherited* traits. Other traits are *learned* traits that you pick up from the environment.

As a class, create a list of inherited traits and a list of learned traits to make sure everyone understands the difference.

To create their family trees each student will need:

- A piece of poster board or large piece of paper
- Colored construction paper
- Scissors
- Pens or markers
- Tape or glue

Instructions:

1. Trace the right and left hand of the student onto a piece of colored construction paper. There will need to be a pair of handprints to represent each family member. So depending on the size of their family, more handprints might be needed. Students with large families may choose to only do immediate family.
2. Cut out the handprints.
3. On each finger of the left hand, list an inherited trait (physical characteristic), such as eye color, hair color, dimples, freckles, chin shape, etc. There should be 5 inherited traits, one for each finger.

4. On each finger of the right hand, list a learned trait that has been acquired or learned based on personality, such as hobbies, interests, likes or dislikes, etc. There should be 5 learned traits, one for each finger.
5. Draw a tree trunk onto a large piece of paper or poster board.
6. Glue or tape the handprints above the trunk to form a tree. The oldest person's pair of hands should be placed the closest to the trunk. Work upward with the youngest person's handprints on top.

Create a bulletin board display of the family trees. Allow time for discussion in which students trace their own inherited and learned traits through their family trees.

Babies Research Project.

Take a trip to the school library. With the help of the librarian, conduct research on babies.

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Take notes and gather as much information as possible on the following 5 topics:

- Physical traits
- Food
- Hygiene
- Sleep habits
- Other fun facts

Once the information is gathered, each group should work to create an illustrated poster or booklet of their findings.

Baby, Me or Both Trivia Challenge

Students can test their knowledge of kids and babies.

The teacher will read a fact (i.e. I can brush my teeth). Students must determine if the fact is about themselves, a baby, or both.

If the fact is about a baby, students will make a baby crying sound. If the fact is about a kid like them, the students will raise their hands. If the fact is about both, students will clap three times, jump into the air and yell Yippee!

If a student gives the wrong response, they are “out”. Facts should increase in difficulty. Play continues until there is only one player who is the winner.

Social Studies

Finding Commonalities/Uniqueness

As they grow up, Rose and Luke will probably find that they are alike in some ways. But they will also discover that they are different in other ways.

Finding things 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 twenty 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 twenty minutes, switch to the other paper. You now have twenty minutes to come up with a list of things that are unique to only one person.
- Share both lists with the class when finished.

Exploring Sibling Relationships

Rose is excited, yet unsure at times, about becoming a big sister. Sibling relationships are interesting. At times our brothers and sisters are our best friends, but sometimes we just need our space and want to be left alone!

Here are some activities to help your students explore sibling relationships:

- Make a list of the pros and cons of having a sibling. Use *Not Yet, Rose* for examples where necessary.
- Interview grown-ups who have siblings and discover if there are differences between the way they got along as kids and the way they get along as adults.
- Interview classmates and adults who are only-children. Do they wish they had a sibling? Why or why not? What do they think they miss out on being an only child? What is great about being an only child?

- Brainstorm a list of ways to make sure a sibling “keeps out” of your stuff. Be creative and fun!
- Pretend that Rose and Luke have grown up. Write a story about Rose and Luke:
 - On a car trip.
 - Visiting their grandparents.
 - At Luke’s birthday party.
 - On the playground.
 - When Rose isn’t feeling well.
 - At school.

All About Me; All About My Family

The first community we ever belong to is family.

This 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 ____

- In addition to the page about themselves, additional pages should be created about other loved ones in the student’s life. This is their community.

Waiting Can Be Boring

The average person spends at least an hour a day waiting, mostly in lines, which totals approximately 2 to 3 years in a lifetime.

- Lead a class discussion about different situations that require waiting. (i.e. Grocery store checkout, movie theater lines, amusement park rides, bathroom, etc.).
- How do the students feel about waiting?
- What is proper behavior when waiting?
- Have students share stories about a time when they were waiting. What were they waiting for? How did they feel? How long did they have to wait? How did they pass the time?

Survival Strategy

Brainstorm things to do when waiting to pass the time. As a class, prepare a "Survival Strategy".

Options can include, but should not be limited to:

1) CLASSIC GAMES—

- Twenty Questions—One person thinks of a person, place or thing and the others have to guess what it is by asking yes or no questions.
- The Humming Game—Hum your favorite song and see who can guess it.
- I Spy—I Spy with my single eye, something blue.
- Simon Says—Rub your head and stand on one foot, all the way to the front of the line!
- Alphabet Game—Find things around you that begin with the letters of the alphabet.
- "Elephant Tusks"—One person says a word, i.e. elephant. The next person says the first word and adds a word that begins with the last letter of the previous word, ie: elephant - tusks. The next person could say elephant - tusks - spaghetti . . . If you make a mistake, you're out! Play continues until there's one person left.

2) FOOD—What are some snacks to carry along to help pass the time and nourish yourself, as well?

3) SING-A-LONGS—The people in front or behind you may not love this idea, but this is a good one.

- Where is Thumbkin?
- Wheels on the Bus
- Bringing Home My Baby Bumblebee

5) PAD & PEN—

- Hangman
- Tic-Tac-Toe
- Build-Your-Own. . .Everyone takes a turn doing a shape with the ultimate goal being some sort of animal or character or object.