

# Let's Try . . .

 **Gargantuan Interest Graph.** With your class, create a huge grid for a picture graph so you can measure which students enjoy the activities or interests that Chu's classmates enjoy. Make sure to include all activities named in *Chu's First Day of School* on the graph, especially silly sneezes! Then ask your students which of the items on the list they like. Use students' names or other symbols to fill in the graph. Display your fantastic "Gargantuan Interest Graph" for all to see.

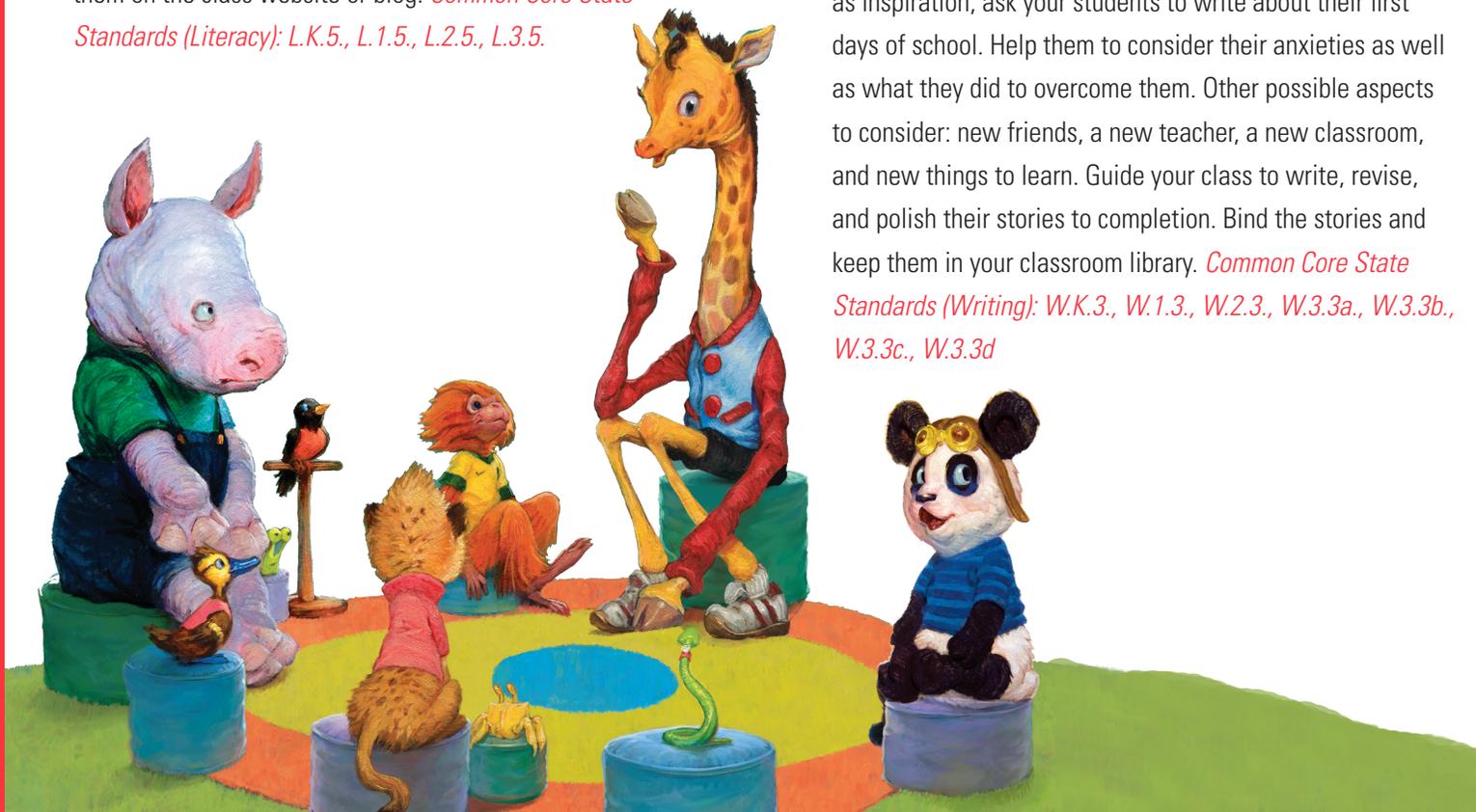
*Common Core State Standards (Reading):* [RL.K.1.](#), [RL.1.1.](#), [RL.2.1.](#), [RL.3.1.](#)

 **I Love To . . .** If you read the short statements made by each of Chu's classmates about his or her likes, you'll see these statements could be lovely poems. Help your students brainstorm their own lists of things they like to do. Once they have these, they can choose their favorite activity and write a short poem about it. Guide students to select the strongest words for their poems, words that best describe the activity. After students complete and polish their lovely poems, post them on the class website or blog. *Common Core State Standards (Literacy):* [L.K.5.](#), [L.1.5.](#), [L.2.5.](#), [L.3.5.](#)

 **Feelings Gallery.** In this story, Chu sometimes explains how he feels with words like "worried." He also describes his classmates as "nice." Brainstorm a list of feelings words with your class. Then aid the class in creating illustrations for these feelings words that convey their meanings and their effects on people. Once the illustrations are complete, create a stunning "Feelings Gallery." *Common Core State Standards (Literacy):* [L.K.5.](#), [L.1.5.](#), [L.2.5.](#), [L.3.5.](#)

 **Everyone's First Day of School.** Ask each student to pick a character from the story other than Chu. Guide them to brainstorm what the other characters might have felt before the first day of school. Then, using *Chu's First Day of School* as a story guide or map, help students write the story of the other students' exciting first days of school. Once these are revised and polished, publish them in a spectacular "First Day of School" collection. *Common Core State Standards (Writing):* [W.K.3.](#), [W.1.3.](#), [W.2.3.](#), [W.3.3a.](#), [W.3.3b.](#), [W.3.3c.](#), [W.3.3d.](#)

 **YOUR First Day of School.** Using *Chu's First Day of School* as inspiration, ask your students to write about their first days of school. Help them to consider their anxieties as well as what they did to overcome them. Other possible aspects to consider: new friends, a new teacher, a new classroom, and new things to learn. Guide your class to write, revise, and polish their stories to completion. Bind the stories and keep them in your classroom library. *Common Core State Standards (Writing):* [W.K.3.](#), [W.1.3.](#), [W.2.3.](#), [W.3.3a.](#), [W.3.3b.](#), [W.3.3c.](#), [W.3.3d.](#)



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 **Animal Illustrations.** If your students were to create illustrations of themselves for a story like *Chu's First Day of School*, what animals might they be? Help your class consider the appearance and behavior of various animals. Maybe they are most like puppies, because puppies are mischievous but loyal and loving? Or perhaps they are most like cats, because cats are affectionate and independent? Help your students choose animals to represent themselves, and then help them write opinion pieces about why they chose their animals.

*Common Core State Standards (Writing): W.K.1., W.1.1., W.2.1., W.3.1a., W.3.1b., W.3.1c., W.3.1d.*

 **Nice Teacher?** Chu says that his new teacher is nice. Do your students think so? Help them collect evidence from the words and pictures to show that she is. When they're finished, assist them as they construct a large poster on which they provide all their evidence. Using Adam Rex's fabulous illustrations as inspiration, they can decorate their work with creative pictures. *Common Core State Standards (Writing): W.K.1., W.1.1., W.2.1., W.3.1a., W.3.1b., W.3.1c., W.3.1d.*

 **Sneezes Revealed!** Aid your students to investigate sneezes. What are they, exactly? Why do we sneeze? How do sneezes help us? Once your class has gathered information that answers these questions, help them write reports on sneezes, using all the essential facts you've gathered. Aid students in revising and polishing their reports. Then construct an informative "Sneezes Revealed!" display.

*Common Core State Standards (Writing): W.K.2., W.1.2., W.2.2., W.3.2a., W.3.2b., W.3.2c., W.3.2d.*

*Common Core State Standards (Writing) that activities might also address: W.K.5., W.1.5., W.2.5., W.3.5., W.K.6., W.1.6., W.2.6., W.3.6., W.3.10.*



Guide created by Laura Williams McCaffrey, a children's book author who teaches literature and writing at Pacem School in Montpelier, Vermont.

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