

FOR VISUAL READERS

TOON BOOKS®

Silly Lilly and the Four Seasons

by Agnès Rosenstiehl

Hardcover ISBN: 978-0-9799238-1-4

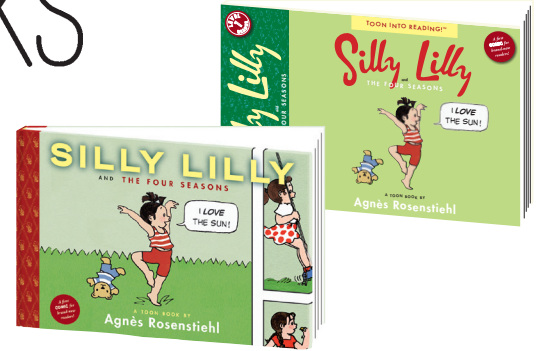
Paperback ISBN: 978-1-935179-23-8

Guided Reading Level = E

Lexile Level = BR

by Julia Phillips,

TOON Books' Deputy Editor



ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	
After reading, ask students about the illustration on the copyright page. What does this picture show? Have students guess, based on this illustration, why the author included “Spring” stories at both the beginning and the end of the book.	RL.K.1, RL.1.1
Ask students to retell the story in their own words. What seasons were shown? What did Lilly do in each season? Ask students to retell the story while focusing on Lilly’s activities and emotions. Do they like to play in the same ways as Lilly does each season?	RL.K.2, RL.1.2
Before you read the book, have students predict the different clothes Lilly might wear in different seasons. Then, lead them through the stories and have them describe what she does wear, and why she would be wearing those clothes.	RL.K.3, RL.1.3

INTEGRATION OF KNOWLEDGE AND IDEAS	
On pages 10-11, what does Lilly do as she says, “I like to dance...I like to jump... And I like to nap!” Can you find other examples of Lilly acting out words? On page 17, the first panel shows Lilly holding a shell and asking, “Hello... Anybody there?” In the second panel, she says, “Ha! Yes there is!” What changed between the two panels?	RL.K.7, RL.1.7
Ask students to look at Teddy’s face throughout the story. Does his expression change? Point out that he is smiling on page 9, serious on page 10, and angry on page 29. Ask students to compare his expressions with Lilly’s.	RL.K.9, RL.1.9

CRAFT AND STRUCTURE	
Help students identify compound words like “snowball”. Can they tell what a snowball is from the pictures? Ask them to look at page 27 and guess what makes a snowball “good” or “great”. On page 23, Lilly describes the apple as “not so pretty”. What about the apple is not pretty? What does Lilly mean on page 35 when she says, “I’m flying!”	RL.K.4, RL.1.4
This book gives information about seasons changing and tells a story about a little girl. Point out that Lilly is not a real person, but the world really does go around. Ask them to point out other facts presented in this book.	RL.K.5, RL.1.5
Point out that the author and illustrator of this book are the same person. Ask students to look at the last panels on pages 17 and 35. Who is saying “Ha!” in these panels? Why is this word red and outside the speech balloons?	RL.K.6, RL.1.6

SPEAKING AND LISTENING / WRITING	
Pair students up and have them each read either Lilly’s lines or the title text. Then have them read it again, switching roles. Ask them to describe their favorite parts. Ask students to describe similar ways they have played in each season. Prompt them for details: have they picked apples? Have they made snowballs?	SL.K.2, SL.1.2, SL.K.4, SL.1.4, SL.K.6, SL.1.6
Ask students to compose a comic narrative about their favorite season. Then ask them to label and describe what they have chosen to draw and write about from their favorite season.	W.K.3, W.1.3, W.K.8, W.1.8



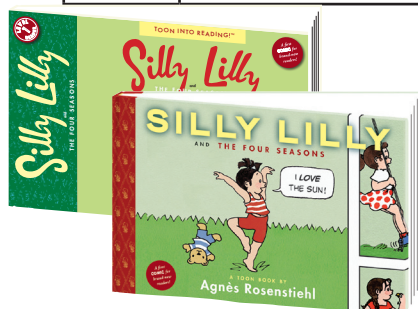
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Lesson Plan for *Silly Lilly in the Four Seasons*
 by Agnès Rosenstiehl

SUBMITTED BY MARGIE SANDBERG
 ROSEMARY HILLS PRIMARY SCHOOL

Subject	English Language Arts
Grade Level	1-2
Before Reading	Gain background knowledge of each season by creating separate lists of activities, clothing, and weather (example: the leaves fall in autumn). Conduct a picture walk of the comic you want the group to read. Focus on how this story is set up differently than the other stories they have read. Explain what a speech bubble does. While doing the picture walk have the students predict what Lilly is doing. Then have them find that word in the speech bubble, by using the word's first sound. Have the students point out any word walls they know.
During Reading	Focus on the word wall words for each individual story. Set a purpose for reading by focusing on the structure of the text. This unusual layout can be compared to the layout of regular texts. For "Silly Lilly at the Park": Focus on the word wall word you. Identify the letters in the word and have the students practice saying the word. Then use dry erase boards to have the students practice writing the word. For "Silly Lilly at the Beach": Focus on the word wall word see. Have the students practice writing this word in isolation and in a simple sentence with the word wall word you. For "Silly Lilly and the Apples": Focus on the word wall word one. Again, have students practice writing this word. Create a simple sentence for them to write using all three focus word wall words. For "Silly Lilly Plays in the Snow": Focus on the word wall word let. Have students practice writing and saying this new word using dry erase boards and review other word wall words focused in this book. For "Silly Lilly and the Swing": Focus on the word wall word come. Continue practicing writing all word wall words in this book. Dictate simple sentences for the students to write using the word wall words.
After	Any of these activities can be used with any of the different season stories. Copy a sentence from the story and cut it out into individual words. Have the students put the sentence back together and illustrate it using a speech bubble. Have the students retell the story. Fold a piece of paper into fourths. Each student should also receive four sentences to put in order to retell the story. They are to put a sentence in each box of the paper, so the sentences are in order. Then they can illustrate each sentence. They can retell the story to a friend. Choose one of the activities from the before reading list. Have the group work together to create another version of the story using an event from the list. Each student can create a cell for the story. Use speech bubbles and cell format for group version of the story. Compare two different seasons using comparison circles. In each outer circle the student should draw what was different about the seasons, and write a sentence for their picture. In the inner circle the student should draw what is the same about the two seasons, and include a sentence for their picture. Compare both spring season stories the same way two season stories were compared.

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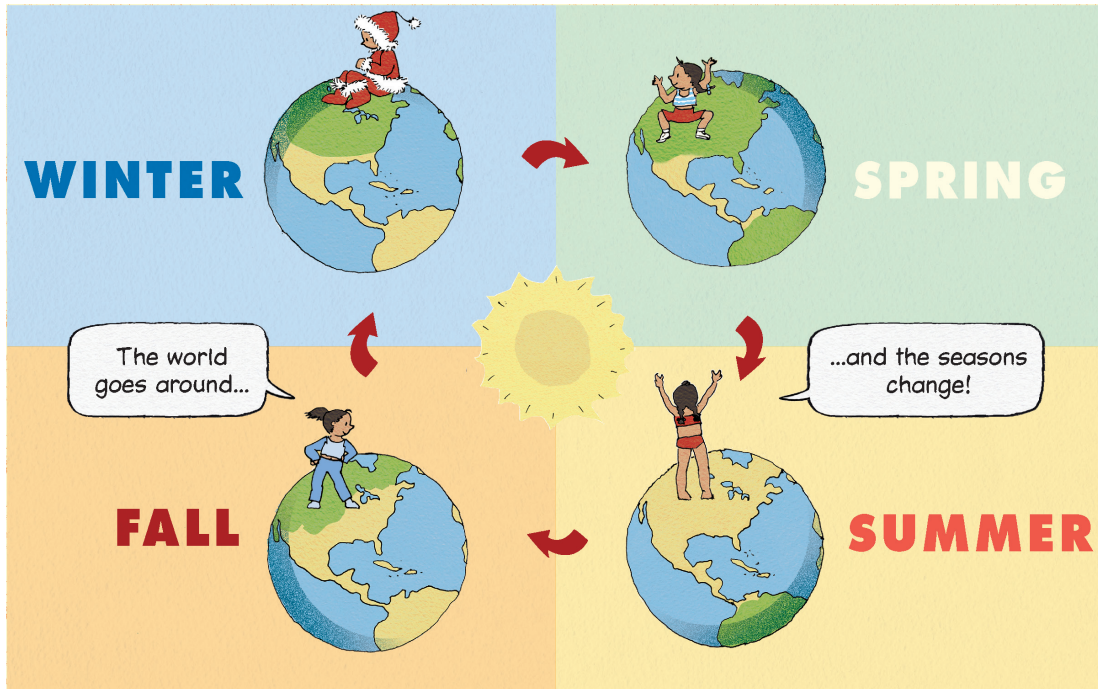
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SILLY LILLY IN THE FOUR SEASONS ACTIVITY SHEET

Name: _____

Date: _____



Directions: Choose two different season to compare and contrast using the venn diagram below. Write the name of the season you choose in the circles. In the outer circles, draw what makes the season **different**. In the inner circle, draw something you find in both seasons!

