

BE KIND TO SOMEONE EVERY DAY



I WALK WITH
VANESSA

A STORY ABOUT A SIMPLE ACT OF KINDNESS

A picture book by Kerascoët

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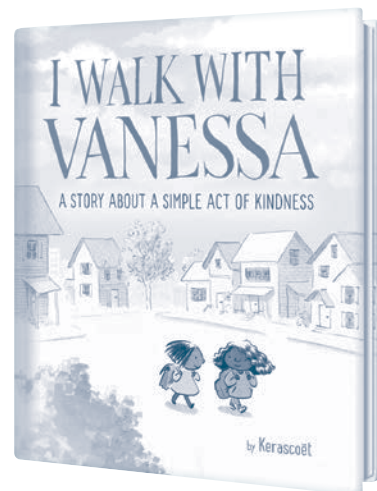
EDUCATORS' GUIDE

ABOUT THE BOOK

Inspired by real events, this wordless picture book is about a simple act of kindness and the contagious effect it can have on others. We watch as Vanessa, the new girl in school, struggles to make friends and is bullied by a classmate as another girl watches. This girl is so saddened by what she sees that she comes up with a plan to help. Through beautiful illustrations, we watch this little girl change Vanessa's life and demonstrate the power of empathy, kindness, and standing up for what is right.

"This beautifully illustrated story shows young readers how to become caring and supportive upstanders. Love it!"
—Trudy Ludwig, author of *The Invisible Boy*

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ABOUT THE AUTHOR

Kerascoët, a husband-and-wife team, are the illustrators of the highly acclaimed graphic novel *Beautiful Darkness* by Fabien Vehlmann, which was chosen by *Publishers Weekly* as a Best Book of the Year, and the *New York Times* bestselling *Jacky Ha-Ha* by James Patterson and Chris Grabenstein. *Kirkus Reviews* called Kerascoët's artwork "perfectly delightful" in a starred review of their book *Paul and Antoinette*. They are also the illustrators of *Malala's Magic Pencil* by Malala Yousafzai. Visit them at kerascoet.fr.

PRE-READING ACTIVITIES

In preparation for the classroom activities, discuss the meaning of the following words (listed in the back of the book):



- AGGRESSOR
- ALLY
- BRAVE
- BULLYING
- BYSTANDER
- NAME-CALLING
- TARGET
- TEASING



Then hand out eight index cards to each student. Ask them to write each word on one side and then either draw a picture illustrating that word or write a sentence using that word on the back. Attach the index cards using a binder ring and have student keep them nearby during the study of this book to use as references. Be sure to use these words in conversation to reinforce their meaning.

 Correlates to Common Core Language Arts Anchor Standards for Language 6

CLASSROOM ACTIVITIES

WHAT ARE THEY SAYING?

The pictures in this book tell a beautiful story. But what would this book look like if we knew exactly what the characters were thinking and saying? Hand out cutouts of speech bubbles and thought bubbles. Assign one page to each student and ask them to fill in these bubbles with what they think the characters are thinking and saying. Then project the book onto your whiteboard and have the students tape their bubbles next to the characters on their page. Reread the book in this way, and discuss whether your students prefer the book with the text or without.

 Correlates to Common Core Language Arts Anchor Standards for Language 6

BYSTANDER vs. ALLY

The girl in the story changed from a bystander to an ally. Review these terms using the index cards made at the beginning of the study. Divide your classroom in half—one side should be labeled *bystander*, and the other side should be labeled *ally*. Have all your students stand in the middle of the room and then read the following scenarios aloud. Was the person in the scenario a bystander or an ally? Students should think about their answer and move to the appropriate side of the room. Once students have picked a side, discuss the choices made in each scenario and what they might do differently.

SCENARIO 1: John and Jeremy are friends. But John has started calling Jeremy a nickname that he doesn't like. Another friend, Jason, notices that Jeremy gets upset every time John uses that nickname. Jason really likes John, so he doesn't want to say anything about this because he is worried that John might not want to be friends with him anymore. Is Jason a bystander or an ally?

SCENARIO 2: Mary and her friends were planning to hang out after school. But when she asked where they were going, Marsha said Mary wasn't invited anymore. Another girl in the group, Melinda, saw how sad this made Mary, so she told Marsha that she wanted Mary to come along. She even said that Mary was one of the reasons their afternoon was going to be so fun. Is Melinda a bystander or an ally?

SCENARIO 3: Beth just got new glasses—they were blue with sparkles and she loved them. But on the playground, she overheard a group of kids making fun of her glasses and calling her ugly. Barbara even tripped Beth as they were walking back into the classroom. Brittany saw this happen and knew it was wrong. But she was teasing Beth, too, and didn't want to get in trouble, so she pretended that she didn't see anything. Is Brittany a bystander or an ally?

SCENARIO 4: Sam just moved to town from another country and didn't speak English very well. He tried to join in the soccer game during recess, but Steven told him he couldn't play because he didn't know how to talk. Sam was trying to make friends, but Steven kept blocking him from the game. Scott thought Sam would be a good addition to the game, so he told Steven that he wanted him on his team. Is Scott a bystander or an ally?

 Correlates to Common Core Language Arts Anchor Standards for Speaking and Listening 2

FIND THE FEELINGS

Because there are no words in this book, the facial expressions of the characters are extremely important in telling the story. In this activity, ask your students to follow the facial expressions of the two main characters to see how their feelings change throughout the story. Using small circles of construction paper, have students draw faces that illustrate *sad*, *happy*, *shy*, *scared*, and *thoughtful*. Then glue a Popsicle stick onto the back of each face so that students can hold them up. Read the story again and focus on the main characters separately. When your students notice a change in their facial expressions, they should hold up the face that matches. Be sure to ask questions about any patterns that are revealed. These may include:

- How many times is each face shown throughout the book?
- Does one character feel a certain way more often than the other?
- Which feelings are most prominent in the beginning, middle, and end of the book? Why?
- Do the feelings of one girl change how the other girl feels?

 Correlates to Common Core Language Arts Anchor Standards for Literature 7



CLASSROOM ACTIVITIES CONTINUED

CHAIN OF KINDNESS

I Walk with Vanessa shows us that actions can be contagious and kindness multiplies. Test that theory in your classroom! Talk about what an act of kindness looks like—helping a friend tie his shoe, asking someone to play a game, sharing a pencil, among others. Cut strips of colorful construction paper and place them in a basket labeled KINDNESS LINKS. Every time someone does something kind in the classroom, it should be written on one of these strips. At the end of each day, link the strips together into a chain and hang it on the wall around your classroom. Watch the chain grow as kindness spreads.

 Correlates to Common Core Language Arts Anchor Standards for Speaking and Listening 6

HOW WOULD I FEEL?

Everyone has been in a situation that made them feel uncomfortable, sad, or even bullied. Ask students to write a description of one of these times, but omit any information about how they felt. Then put students into pairs and have them trade descriptions. Ask them to read their partner's description and write about how **THEY** would feel if it happened to them. Have them write a paragraph that includes a topic sentence, three details, and a concluding sentence. When they are finished, ask the pairs to read their descriptions and paragraphs to the class. At this time, it is important for the students who wrote the original description to share how they felt in that situation and hear how their partner would feel. Are they usually the same or different? Why?

 Correlates to Common Core Language Arts Anchor Standards for Writing 3

TATTLING OR TELLING

Discuss the difference between tattling and telling. Tattling is getting someone in trouble, and telling is getting someone out of trouble. Tattling relates to something that is not important, and telling relates to something that is important. Write the following phrases on strips of paper:

- Allison pushed me down and now my knee is bleeding.
- I'm afraid of Peter. He says really mean things to me on the bus home.
- Anne didn't finish her spelling but went to the game center anyway.
- Paula has two erasers.
- Juan is giving me silly looks.
- Kevin keeps stomping on my toes when we line up.



Then draw a chart on the board with two columns—one that says *tattling* and one that says *telling*. Present each sentence strip to the class and ask which column it belongs in. Use a magnet to place the sentence in the proper place. Then ask students to write their own sentences for each column. When everyone is finished, allow students to test their friends. They can call on a friend, read them the sentence strips, and challenge them to place the sentences in the proper column on the board.

 Correlates to Common Core Language Arts Anchor Standards for Speaking and Listening 2

CREATIVE COLLAGE

There is so much to learn from this story. Gather a variety of magazines and pass them out to students. Ask them to create a collage that recognizes one thing they learned from the book. At the top of the page, they should write the word or phrase they are focusing on. Then they can cut captions, words, photos, and illustrations that highlight their concept. When finished, display them in your classroom so that everyone can see how powerful this story truly is!

 Correlates to Common Core Language Arts Anchor Standards for Writing 8

BULLYING OR BUDDYING

How do you know if someone is being mean or being a friend? Cut out the phrases and determine whether each is bullying behavior or buddying behavior. Glue the phrase in the correct column.

MY NAME: _____

	BULLYING BEHAVIOR	BUDDYING BEHAVIOR
"You're not my friend."		
"You're not allowed to play with us."		
Uses polite and nice words		
Hits or pushes others		
Cares about other people's feelings		
"Do you want to come play with us?"		
Laughs when others mess up		
"I'll be your friend."		
Treats others with respect		
Calls people mean names		

EDUCATORS: Reproduce this activity sheet for your students.

 This correlates to Common Core Language Arts Anchor Standards for Speaking and Listening 2.

