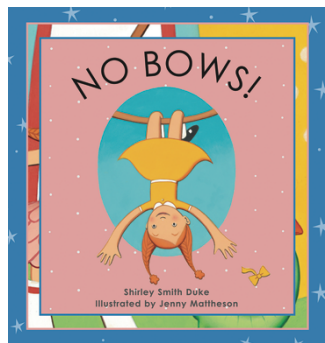


# TEACHER'S GUIDE



## No Bows!

Written by Shirley Smith Duke | Illustrated by Jenny Mattheson

HC: 978-1-56145-356-6

Ages 2–6 | Realistic Fiction

AR • RC • Lexile • F&P • GRL LB; Gr PrK

### ABOUT THE BOOK

The delightful contrariness of young children is celebrated in this upbeat book featuring a likeable little girl determined to get her own way. Using only a few simple, well-chosen words, a small child communicates clearly what she does—and does not—want through the course of a day. Her independent spirit emerges as she firmly says “no” to a dress, a pair of shoes, and a nap. As the day ends and evening approaches, however, she finally says “yes”...to lots of hugs and kisses from her mom and dad.

### SKILLS REINFORCED

- Vocabulary development
- Listening
- Main idea
- Recalling details
- Sequence
- Patterns

### THEMES

- Preschoolers' emerging independence
- Daily activities
- Experiencing the world
- Family love

### BEFORE YOU READ

#### Grades K–2

- Have children stand in a circle. Ask each child to name one thing he or she likes to do.
- Repeat the activity having them name things they do not like to do.
- Have them practice looking happy and sad using only facial expressions (no gestures).
- Ask the children to make excited faces and then faces that show they don't like something.
- Discuss the kinds of activities they do every day.

### AS YOU READ

#### Grade K

Ask children to name things in the pictures after you read each spread. **CCSS.ELA-Literacy.RF #1.a-c**

#### Grades K–2

Look for the lizard on each spread and point out what it is doing in each illustration. **CCSS.ELA-Literacy.RF #1; CCSS.ELA-LITERACY.RL #7**

### AFTER YOU READ

#### Grade K

Point out the front and back endpapers, along with other

## MEETING THE STANDARDS

The activities in this guide directly address a variety of standards across the curriculum. Following each activity, you'll find an abbreviation for the standard(s) it supports. For a complete list of the Common Core Math and English Language Arts Standards, Next Generation Science Standards and Fine Arts Standards addressed, please see page 5.

vocabulary for book terms, and discuss reasons for their colors and images. **CCSS.ELA-Literacy.RI #5**

### Grades K–1

Identify the story as fiction and talk about what makes it different from a true story. **CCSS.ELA-Literacy.RL #5, 6**

### Grades K–2

Picture walk through the book. Discuss how the pictures tell you the story. **CCSS.ELA-Literacy.RI #7**

## CLASSROOM ACTIVITIES

### SPEAKING AND LISTENING

#### Grades K–1

Ask students to identify something in their typical day they don't like to do, and what they'd rather do instead. Then have them state their ideas to a partner in complete sentences. **CCSS.ELA-Literacy.CCRA.L #1; CCSS.ELA-Literacy.SL #1, 2, 4, 6**

#### Grades K–2

Perform the book as a reader's theater. You can use the art activity on pages 3–4 of this guide to show the images they drew as each group speaks their part. Video the performance and show it to the class. Talk about what makes a good performance. **CCSS.ELA-Literacy.CCRA.L #1; CCSS.ELA-Literacy.SL #5, 6**

### READING

#### Grades K–1

Using the book to prompt, children explain one page turn to the rest of the class in complete sentences. Then describe the action and make inferences about the girl and her actions on that page. **CCSS.ELA-Literacy.RI.1 #6, 7; CCSS.ELA-Literacy.SL.K #3**

#### Grades K–2

- Point out parts of the book and discuss. Ask why they are important. Identify the author and illustrator and talk about their jobs. Use the jacket images to reinforce the ideas. **CCSS.ELA-Literacy.RI.K #5, 6; CCSS.ELA-Literacy.SL.K #1, 2**
- Identify the characters, setting, and problem. **CCSS.ELA-Literacy.CCRA.R #2, 3; CCSS.ELA-Literacy.RL #1, 3**
- Ask students to retell the story in their own words. **CCSS.ELA-Literacy.RL #2, 3, 5, 6; CCSS.ELA-Literacy.SL #4**

#### Grades 1–2

- Discuss with the class things they personally dislike

and what they would like instead. Then have them turn to a partner and explain what they don't like and what they prefer, phrasing it in the language of the book. **CCSS.ELA-Literacy.CCRA.SL #1, 2, 6; CCSS.ELA-Literacy.SL #2, 4**

- Identify places in the story where the little girl is misbehaving. Use partners to talk about why she might be doing those things and have the children explain what they would do differently to the whole group. **CCSS.ELA-Literacy.CCRA.R #1; CCSS.ELA-Literacy.CCRA.SL #1, #2, #4, #6**
- In pairs, ask two students to read the book with the proper emotions. Have one reader be the "don't like" and another be the "like person." **CCSS.ELA-Literacy.RL #4**

### WRITING

#### Grades K–2

- Show the students the text pattern from one of the spreads. Ask them to identify three things they don't like and what they'd prefer. Then have them write their own three spreads and illustrate them to fit their words. **CCSS.ELA-Literacy.CCRA.L #1; CCSS.ELA-Literacy.RL #5, 7; CCSS.ELA-Literacy.W.2.3**
- Use the above text activity and have the students write out their ideas as complete sentences using the correct conventions and punctuation. Challenge them to include an introductory sentence and a concluding sentence. Take turns reading the sentences aloud. **CCSS.ELA-Literacy.CCRA.L #1; CCSS.ELA-Literacy.W #3**

### SCIENCE

#### Grades K–2

- Discuss the five senses. List them where everyone can see. Page through the book and identify the senses each spread includes. For example, the Tutti-Frutti spread would be taste, touch, sight, and possibly smell. With each contribution, the students can explain why that sense would be used and justify its inclusion. **CCSS.ELA-Literacy.RI #3; NGSS: LS4.D: Biodiversity and Humans**
- Ask the students to identify the girl's favorite color. Have the students talk about their favorite color with a partner. As a group, discuss rainbows and the colors in them [red, orange, yellow, green, blue, indigo, violet]. Then use a prism to break apart light and make a miniature rainbow. Explain that white light is made of all the colors and that the prism breaks apart the different colors. **CCSS.ELA-Literacy.RI #3; NGSS: PS1.A; PS4.B; PS1.A: Structure and Properties of Matter; PS4.B: Electromagnetic Radiation**

**Grade K**

Have students identify the living and nonliving things in the book. Discuss what living things need to survive.

**NGSS: LS1.C: Organization for Matter and Energy Flow in Organisms**

**Grade 1**

Tell the students they will make observations about one of the pages. Then look closely at the ice cream cone spread with the lizard sticking out his tongue. Remove the picture and ask them to list their observations. This activity can be done in a large group or in small groups. Then have them share what they observed. Repeat the activity and add on to the list. Talk about why it's important to look for details and relate observations to what scientists do. **CCSS.Math.Content.1.MD.C.4**

**Grades K–2**

Ask students to investigate lizards and what it takes to keep a lizard as a pet. Identify the needs and research what kind of food lizards eat in captivity and in the wild. **CCSS.ELA-Literacy.RI #3; NGSS: LS1.A: Structure and Function; LS3.A: Inheritance of Traits**

**SOCIAL STUDIES****Grades K–2**

- Discuss rules and why they exist. Choose one example where the girl isn't following the rules. Talk about what she is doing and what she should have done instead. Then relate this to a time when each child didn't follow the rules. Have the students pair up and explain what they did and identify what behavior would have been a better choice. **CCSS.ELA-Literacy.RI #3**
- Throughout the book, the little girl goes through her day's activities, but what kinds of things do the students do every day? Discuss and then make and post a comprehensive list of their daily activities. Using the list, ask the students to write a story about their own day and include the things each one does every day. **CCSS.ELA-Literacy.RI #3**

**MATH****Grades K–1**

- Choose several pairs of dislikes/likes. Have the class vote on their favorite of the two and record the data. Make sure some students don't vote for both! Then create a class graph (pictograph or bar). Use the graph to write number sentences showing greater than and less than. Change the math sentences into speaking or writing in complete sentences. For younger students, you may need to model a few to

get them started.

**CCSS.Math.Content.K.MD.A.2;**  
**CCSS.Math.Content.K.MD.B.3;**  
**CCSS.Math.Content.1.MD.C.4**

- Tally the favorite color of each student in the group and make a graph. Then compare the different colors and write number sentences.  
**CCSS.Math.Content.K.MD.A.2;**  
**CCSS.Math.Content.K.MD.B.3;**  
**CCSS.Math.Content.1.OA.C.5**

**Grades K–2**

- Count the raindrops on the “no sandbox...” or the stars on the “stars” page. Discuss how each number adds one to the total. Count backwards from the total number or count in multiples by 5s or 2s. Determine if the total is even or odd.  
**CCSS.Math.Content.K.CC.B #3, 5;**  
**CCSS.Math.Content.K-1.CC.A #1, 2, 3, 4;**  
**CCSS.Math.Content.K.CC.B #4 a-c;**  
**CCSS.Math.Content.2.OA.B #2;**  
**CCSS.Math.Content.1.OA.C #6**
- Use manipulatives to represent the number of stars you counted. Practice counting and adding or taking away one or more.  
**CCSS.Math.Content.K.OA.A #1, 2, 3;**  
**CCSS.Math.Content.K.CC.B #4.c;**  
**CCSS.Math.Content.K.CC.C #7**  
**CCSS.Math.Content.1.OA.C.6;**  
**CCSS.Math.Content.2.OA.B.2**
- Using a clock with movable hands, have the students suggest the time of day for each of the girl's actions in the book. Show the times using the clock. Students will write the times on paper (model if necessary). Ask them to write a story, as they are able, telling what they do at different times during the day.  
**CCSS.ELA-Literacy.SL.K.4;**  
**CCSS.Math.Content.1.MD.B.3;**  
**CCSS.Math.Content.2.MD.C.7**

**ART****Grade K**

Draw twenty stars or polka-dots and color them. Write the number under each star to represent one more. Write simple math sentences to show the sum if they combine them. **CCSS.ELA-Literacy.RL #7;**  
**CCSS.Math.Content.K.OA.A.3; Content & Achievement Standard: Grade K-4 Visual Arts Standard 1**

**Grades K–1**

- Have the students draw a picture of themselves engaged in an activity they enjoy during the day.

**CCSS.ELA-Literacy.SL #4, 5, 7 Content & Achievement Standard: Grade K-4 Visual Arts Standard 1**

- Ask students to illustrate one of the stories they wrote in an earlier activity for *No Bows!* **CCSS.ELA-Literacy.SL #5, 7; Content & Achievement Standard: Grade K-4 Visual Arts Standard 1**

**Grades K–2**

- Picture walk through the book and discuss and describe how the art shows the actions. Point out how the art helps readers understand and remember the words. **CCSS.ELA-Literacy.RL #7; CCSS.ELA-Literacy.RI #6, 7; Content & Achievement Standard: Grade K-4 Visual Arts Standard 1**
- Have students use different-sized circles of construction paper to create their own bear (or bunny). **Content & Achievement Standard: Grade K-4 Visual Arts Standard 1**
- Using red and blue crayons, have the students experiment with combining the two on paper to create a purple color. Encourage them to try different pressures as they color them together and notice the differences. **Content & Achievement Standard: Grade K-4 Visual Arts Standard 1**

**MOVEMENT**

**Grades K–2**

- Picture walk through the book and, as you read, ask students to act out the motions that accompany the text while sitting down.
- Divide the children into small groups and ask them to act out or imitate the actions they see on each page. Ask each group to name a verb (action word) that describes what they did. Use that word in a complete sentence to explain further.

**EXTENSION ACTIVITIES**

**Grades 1–2**

- Have the students write a retelling of the story, but do it from their own point of view and their own daily activities. **CCSS.ELA-Literacy.CCRA.L #1, 2; CCSS.ELA-Literacy.CCRA.W #2, 3**
- Ask students to write a story about the lizard and the things it might do each day from its point of view as

**RESOURCES**

About Lizards

<http://animals.sandiegozoo.org/animals/lizard>

<http://animals.nationalgeographic.com/animals/reptiles/frilled-lizard/>

**REVIEWS**

“...destined to be a high-volume read-aloud, and much fun can be had...”

—**Kirkus Reviews**

“A feisty redhead asserts her sense of identity in this book of few words but strong feelings.”

—**Publishers Weekly**

**AWARDS**

- Best Books of the Year Awards (nominee)  
—*Child Magazine*

a companion to the girl. **CCSS.ELA-Literacy.CCRA.L #1; CCSS.ELA-Literacy.W #1**

**THE ACTIVITIES IN THIS GUIDE DIRECTLY ADDRESS THE FOLLOWING STANDARDS:**

**COMMON CORE FOR ENGLISH LANGUAGE ARTS STANDARDS:**

- Foundational Skills #1 Print Concepts
- Anchor Reading #5 and 6 Key Ideas and Details
- Anchor Reading #1, 2, and 3 Craft and Structure
- Literature #7 Integration of Knowledge and Ideas
- Reading Informational #3 Key Ideas and Details
- Reading Informational #5 and 6: Craft and Structure
- Reading Informational #7 Integration of Knowledge and Ideas
- Anchor Speaking and Listening #1 and 2 Comprehension and Collaboration
- Anchor Speaking and Listening # 4 and 6 Presentation of Knowledge and Ideas
- Speaking and Listening #1, 2, and 3 Comprehension and Collaboration
- Speaking and Listening #4, 5, 6, and 7 Presentation of Knowledge and Ideas
- Anchor Literature #1 Key Ideas and Details
- Reading Literature #1, 2, 3 Key Ideas and Details
- Reading Literature #4, 5 and 6 Craft and Structure
- Reading Literature #7 Integration of Knowledge and Ideas
- Anchor Writing #1, 2, and 3
- Writing #3 Text Type and Purposes

**COMMON CORE FOR MATH STANDARDS**

- Measurement and Data A.2, B.3, C.4, C.7
- Counting and Cardinality A.1, A.2, A.3, A.4, B.3, B.4, B.5, B.7
- Operations & Algebraic Thinking A.1, A.2, A.3, B.2, C.5, C.6

**NEXT GENERATION SCIENCE STANDARDS PERFORMANCE EXPECTATIONS**

- K-LS1. All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.
- 1-LS1. All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

- 1-LS3. Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.
- 1-PS4. Objects can be seen if light is available to illuminate them or if they give off their own light. Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam.
- 2-LS4. There are many different kinds of living things in any area, and they exist in different places on land and in water.
- 2-PS1. Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. Different properties are suited to different purposes

**NATIONAL EDUCATION STANDARD FOR FINE ARTS: VISUAL ARTS (K-4)**

- Content & Achievement Standard: Grade K-4 Visual Arts Standard 1

**ABOUT THE AUTHOR**

Shirley Smith Duke is the author of many books for children and adults, including more than 30 science books and Teaching STEM and Common Core with Mentor Texts. She recently co-authored a “Grow with STEM” column for LibrarySparks. Shirley taught science and ESL for many years at the elementary and secondary levels and now divides her time between Texas and the Jemez Mountains in New Mexico.

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**ABOUT THE ILLUSTRATOR**

Jenny Mattheson grew up in Bucks County, Pennsylvania. As a young girl, Jenny was especially interested in drawing and painting. She attended the Art Institute of Boston, where she earned her Bachelor of Fine Arts degree in Illustration. During her last year of college, she began to focus mainly on children's book illustration. After working for a publishing house for a number of years, Jenny currently works as a freelance illustrator and lives in Berkeley, California.

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