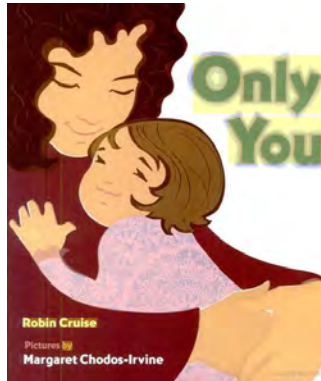


Book Guide

Only You

By Robin Cruise

Illustrations by Margaret Chodos-Irvine



Summary: This is a book about children and the people who love them. Adults describe what they love about the children, such as how they stretch, yawn, or laugh.

Social-Emotional Themes:

- Thinking about the feelings adults can have for children, and children can have for adults, parent-child relationships
- What expressions of love can look like (for adults and for children)
- Exploring feelings

Teacher Tip: Circle Time

In order to support this discussion, consider your **timing** and **preparation**. In order to use the lessons learned from this story, the children need to be able to recall the plot and emotional content of *Only You*. Therefore it is an option to begin discussion right after reading the book in its entirety. You may also simply review the story before beginning an activity, provided the children have heard it at least three times. Decide what is best for your group of children by considering the following:

Has this group ever had a discussion in Circle before? Like any skill, the practice of productive group discussion is learned over time. If group discussion is new to your group, you might consider having a Circle Time discussion about a less emotional topic first. For example, facilitate a discussion about favorite foods.

When was the last time this group heard this book in its entirety? Can the children remember the story? Consider the range of ability to recall amongst your group. If you are unsure, ask children how much they remember about the story.

How long can this group sit and attend to this story and activity? This will depend upon the individual needs of the children, the size of the group, and the level of interest in this book. Always try to be sensitive to the length of Circle Time. If you have any doubts, share the book in its entirety during one Circle Time and then briefly review the story and do the activity in a second Circle Time.

1st Reading of the Story: Learning about the book.

Point out parts of the story that describe the adult's experience and connect it to the children's own experiences by asking questions and drawing their attention to the plot and illustrations.

Before reading the story for the first time:

Display the front cover to the children.

The title of this book is *Only You*

Robin Cruise is the author of this book. She wrote the story.
And Margaret Chodos-Irvine created the pictures.

What do we think this book will be about?

Accept answers from the children. Encourage them to answer based on the title of the book and the picture on the cover. If they need further assistance, ask them:

When you look at the picture on the front cover, what do you see?

How do you think this little girl feels?

How do we say "Only You" in Spanish? In Creole? In Mandarin?

While reading the story:

Here are some suggestions for how to highlight the story when sharing it for the first time.

Look at this man's face (looking down at boy holding his head). How do you think he feels?

Look at the boy's face. How do you think he feels? Now show me what your face looks like when you are happy.

The man and the woman in this book tell what they love about a child. Who is someone you love? What do you love about that person?

Did you ever argue with a friend? What problem did you have?

Teacher Tip: ELL Support

Help children name facial features, such as eyes, nose, and mouth. Say the name of each body part as you point to it on your face. Have children repeat after you.

Display pages from the book: ask yes or no questions about how the characters in the story feel. For example, ask: **Does this baby feel excited? Does this boy feel scared?**

Point to your face as you name different feelings: sad, angry, happy, tired, confused, lonely, loving. Make exaggerated expressions to help children name the emotions. Have children repeat the emotions after you identify them. Then name a feeling and have children show what they look like when they feel that way.

After reading the story for the first time:

Ask the children for their opinions about the book and share some key points you would like them to remember.

What do you think about that story?

Did you like the drawings?

What does the baby do when she wakes up?

2nd Reading of the Story: What are the characters feeling?

Provide a stronger focus on the character's feelings and the social-emotional themes of the story.

Before reading the story for the second time:

Display the front cover to the children.

Do you remember this book?

While reading the story:

Here are some suggestions for how to highlight the story when sharing it for the second time.

What is this story mostly about?

How do you show someone you love them?

How does it feel when someone loves us?

After reading the story for the second time:

Ask the children for their opinions about the book and share some key points you would like them to remember.

What does the woman love about the baby's face?

What are some of the things the children in the story can do with their mouths?

This man says to the boy, "I love your face, your curly hair." Who has curly hair? Who has straight hair?

How does it feel when someone loves you?

3rd Reading of the Story: What does the story make me think about?

Foster a connection between the social-emotional themes and the children.

Before reading the story for the third time:

Display the front cover to the children.

Do you remember this book? Do you remember the name of this story?

How do some grown-ups and children feel about each other in this book?
Let's see what happens.

While reading the story:

Here are some suggestions for how to highlight the story when sharing it for the third time.

How does the woman feel about the baby? How can you tell?

What does the man love about the boy?

How do the woman and girl feel about each other? How do they show how they feel?

After reading the story for the third time:

Ask the children for their opinions about the book and share some key points you would like them to remember.

This book makes me think about how we show people we love them. What are some ways that we can show a person that we love him/her?

4th Reading of the Story: Complicated Feelings.

Help children understand that sometimes two different emotions can exist together at the same time.

Before reading the story for the fourth time:

Display the front cover to the children.

We have read this book together a few times now. Do you remember the name of this book?

Is this book about love? Is it about other feelings too? What other feelings can we feel when we feel love?

Let's see what happens.

While reading the story:

Here are some suggestions for how to highlight the story when sharing it for the fourth time.

How do we show someone we love them? How do we feel when someone loves us?

We talked about how love can make you feel happy, giggly, and excited. Sometimes, though, we can have really, really different feelings—like angry or sad!—when we love someone. Like the time my brother took my toy without asking me; I was angry but I still love my brother.

After reading the story for the fourth time:

Ask the children for their opinions and guide the conversation to help children identify having two differing emotions at once.

Do you know any babies that you love? What about when the baby cries? Do you feel bothered when the baby is crying? Do you still love that baby while the baby is crying?

Is there a time you can think of when you felt sad or mad at someone that you love?

What can we do to feel better if we feel angry at someone we love? How can we show that person that we still love him/her?

Activity: Portraits

Objective: To help children understand how adults and children feel about each other, and how they may express love.

Space Requirement: An indoor or outdoor space large enough to accommodate the group when sitting in a circle.

Materials: A copy of *Only You*, paper for drawing portraits, crayons/markers.

Directions: After you have assembled the children as a group and either read or reviewed *Only You*, ask the children who the story made them think of.

Once the list of responses is complete, draw a picture of yourself (the teacher) with someone that you love to model the exercise. At the bottom of the drawing, write out words to describe how this picture makes you feel: love, happy, excited.

Ask children to draw a picture of themselves with the person that they love. Help children write their emotions at the bottom of their drawings.

Hang the drawings in the classroom to create a “portrait gallery.” Invite parents to see the drawings—even host a gallery “open house” for families if you would like to. After a few days, tell the children that they may take the drawings home.

The Tell Me A Story 2011 Book Guide series was developed by the Family Connections Project at Children’s Hospital Boston, produced with support from the Tulsa Children’s Project funded by the George Kaiser Family Foundation, the Center on the Developing Child at Harvard University, the A. L. Mailman Family Foundation, and an Innovation and Improvement Project grant from the Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services.

Authors would like to recognize Voices PreK, an early literacy curriculum published as part of Voices Reading by Zaner-Bloser. The goal of Voices PreK is to develop oral language comprehension and production skills in children 3-5 years old. Senior authors of the Voices curriculum are Catherine Snow, Ph.D., Robert L. Selman, Ph.D., and Patrick C. Walker, Ph.D. The Tell Me A Story Book Guide 2011 series was developed to supplement guidance available in the Zaner-Bloser Teacher Guides about using trade books included in the PreK curriculum in preschool classrooms.