



Reading Roundup



Strictly No Elephants

Written by Lisa Mantchev
Illustrated by Taeun Yoo

Reading Roundup
Partners



Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share Strictly No Elephants, written by Lisa Mantchev and illustrated by Taeun Yoo.

Before Reading

-P- *The front cover of this book helps us make a prediction. Look at the picture of the young boy and... wait a second... what is that sitting beside him on the porch? (elephant) The illustrator chose to write the title of the book on a wooden sign and hang it on the door – STRICTLY NO ELEPHANTS. -T/T-* Think about the little boy and how he feels about the elephant. Think about how he feels when he reads the sign on the door. Turn to someone and talk about the boy's feelings for the elephant and how he feels after reading the sign. (The boy loves the elephant. He might be his pet. We know this because he is gently touching the elephant's head, and they are wearing matching scarves. He feels lonely and sad because the elephant isn't welcome.)

During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through page 7.
- **Page 6-7 -P-** *Look carefully at the illustration. Think about how the illustrator helps us know how the characters are feeling? How are the boy's feelings different from others in the building?* (The illustrator draws happy, playful faces for all of the characters as they each play with their pet, except for the boy and the elephant.) *Show me the expression on the faces of the boy and his elephant.* (Students put their heads in their hand and look lonely.)
- **Page 16 -T/T-** *The illustrator is telling us so many things. We know how the neighbors, and even their pets, are thinking and feeling. They've even added a picture of an elephant with an X on it to make themselves clear.*
- **Page 17 -T/T-** *What an interesting use of the word, “brave.” Think about why the author used the word like this. What does it mean to brave the scary things? Turn and talk to a partner about this.* (Usually the word “brave” is used to describe someone. For example: The brave girl read her story to the class. The author chose to use the word to describe an action.)
- **Pages 18-19 -P-** *Once again, the illustrator is the storyteller. What does the illustrator tell us by using pouring rain (the mood is dark and lonely), almost everyone dressed in the same color? (They fit in and are like everyone else.) Look closely at the boy looking out the window. Why did he not go to the pet club meeting? (He knew he wouldn't be allowed to join because he has a hedgehog for a pet.) -T/T - Why do you think the girl on the bench is wearing the same color as the boy and the elephant? Turn and talk to a partner about this.* (The girl and her pet were probably not allowed in the club either. She doesn't have a pet elephant, but she's not included in the club because she has a skunk for a pet.)
- **Pages 26-27 -P -** *Let's contrast this illustration with the stormy day illustration.* Turn back briefly to pages 18-19. *What is different about this illustration?* (There are only two children on the street. It's pouring down rain.) Return to pages 26-27. *What do we know now about the neighborhood children and their pets that we didn't know before?* (The boy thought he was the only one who was different, but this illustration tells us there are lots of children who have unusual pets.)
- **Pages 32-33 -P-** *Who is being welcomed into the new club? (A girl and boy and their pet dogs.) Do you remember the girl from earlier in the story? Turn back to page 16 if needed. -T/T - Turn and talk to someone about why the new club members are welcoming ALL people and ALL pets. Why wouldn't they create a club only for people who have unusual pets?* (They know how lonely it feels to be left out. They understand the importance of welcoming all people, even people different from them.)

After Reading

When authors repeat a word or sentence over and over again, they're telling the reader to pay attention. The words are worth repeating and thinking about. In this book, the author repeats the words, “That's what friends do.” Turn back to pages 11, 17, 25, and 34 to reread. -T/T- Think about how we show friendship to others. Turn and talk to someone about a time someone was a good friend to you, or you showed friendship to someone else. (Accept all logical answers.)

Remember – Everyone needs to feel included and accepted for who they are, just the way they are. Remember always to be aware of people who might be feeling left out or lonely. Remind yourselves always to do what friends do.

Vocabulary

- Strictly** – absolutely, no matter what (title)
- Sort** – a type or kind of something p. 9
- Coax** – to encourage gently p. 14
- Brave (in this book)** – doing something hard p. 17
- Spoilsports** – people who are no fun p. 30

**WORD
WAGON**

