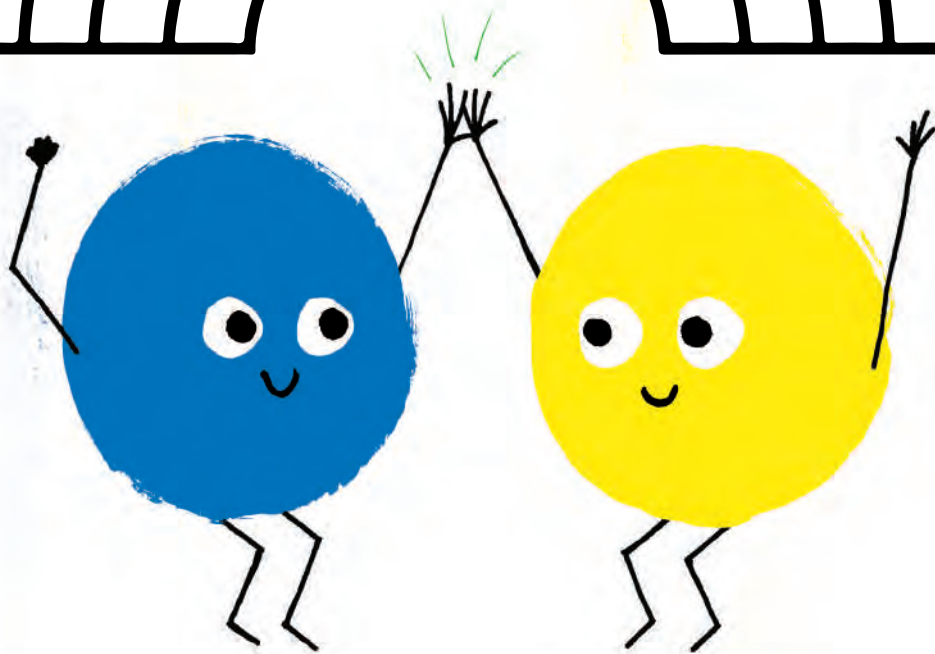
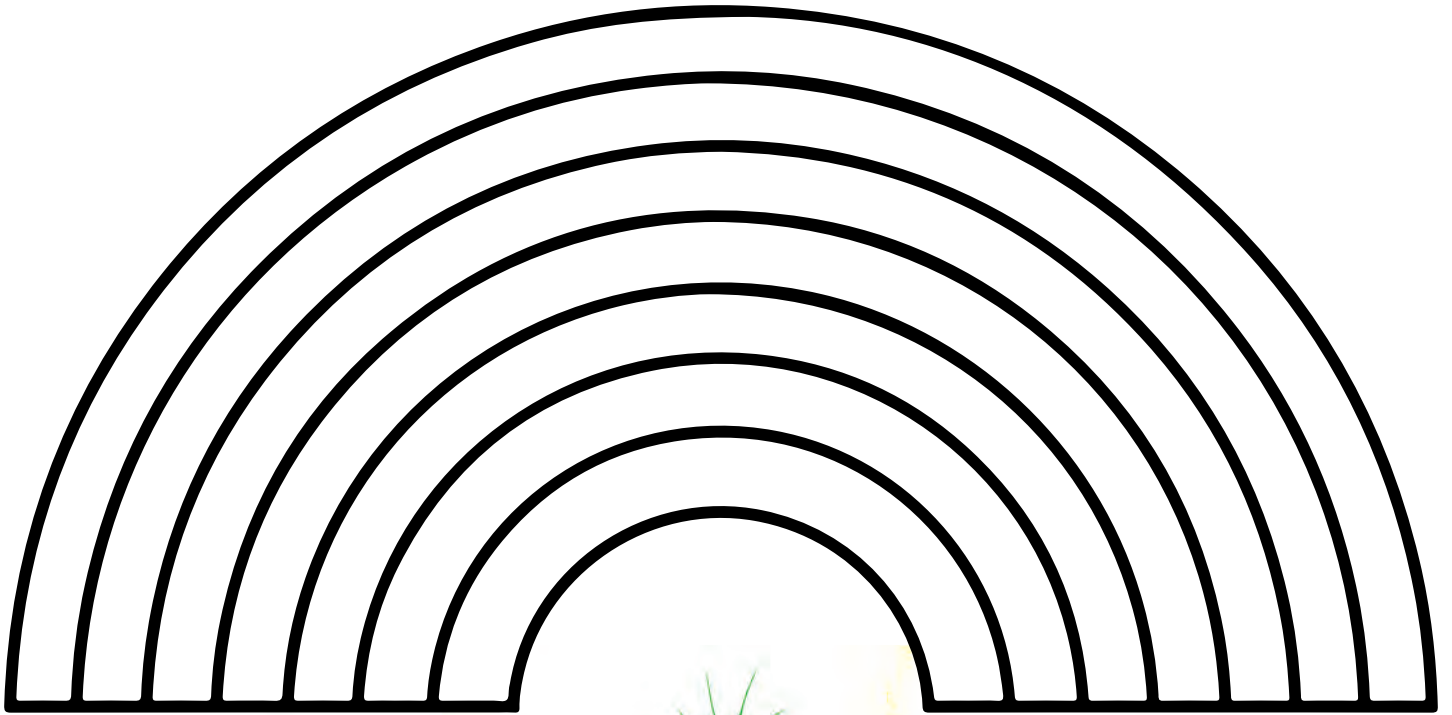




# OVER THE RAINBOW

*Blue vs. Yellow* celebrates the three primary colors, but there are so many others!  
Color in the rainbow below with your favorites.





# HERE'S WHY

All of the colors in *Blue vs. Yellow* claim that they are the best color. Of all the colors in the world, what color do you think is the best? Write your reasons below!



The best color is \_\_\_\_\_

I think this because:

1. \_\_\_\_\_

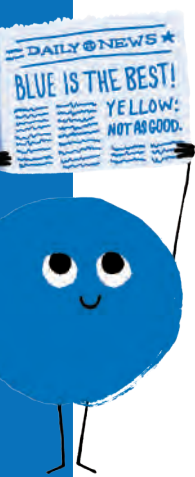
2. \_\_\_\_\_

3. \_\_\_\_\_

In conclusion, \_\_\_\_\_

is the best color because \_\_\_\_\_

\_\_\_\_\_

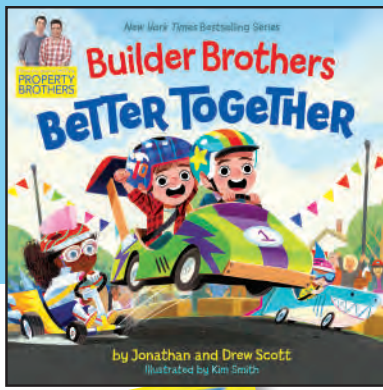




# Design Your Boxcar

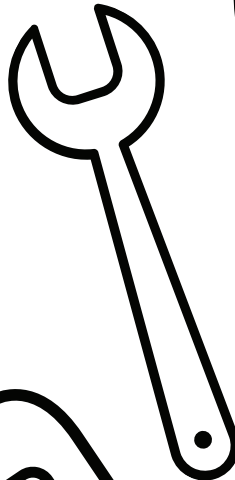
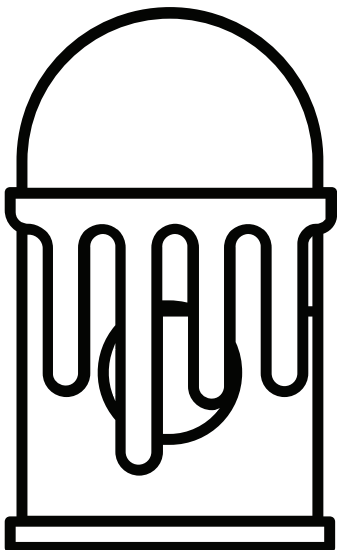
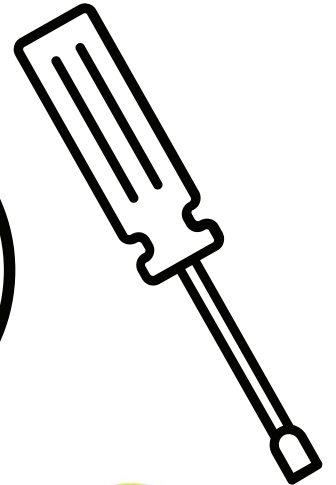
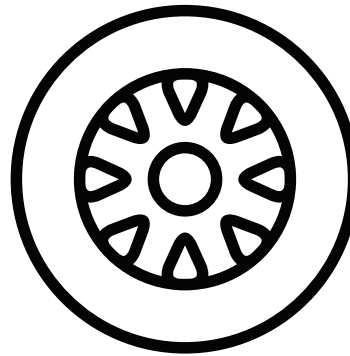
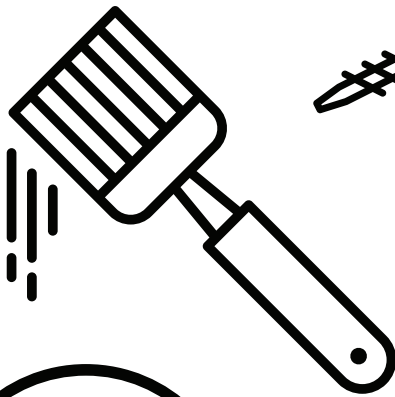
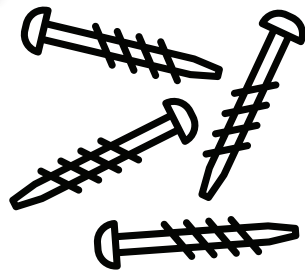
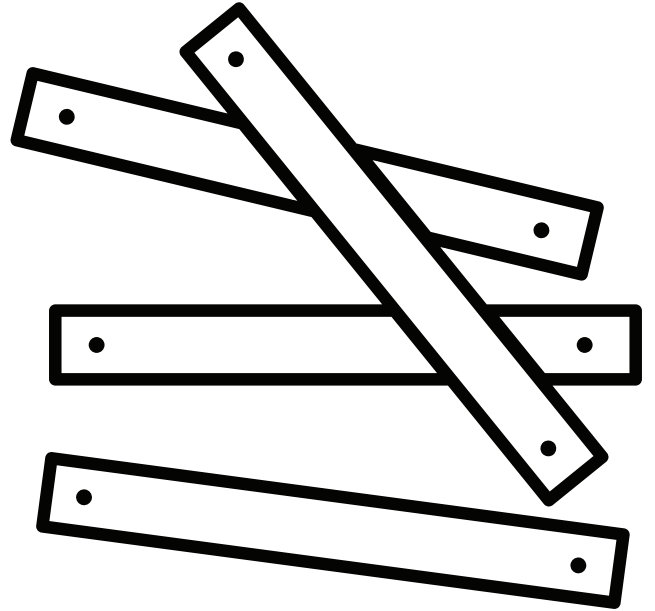
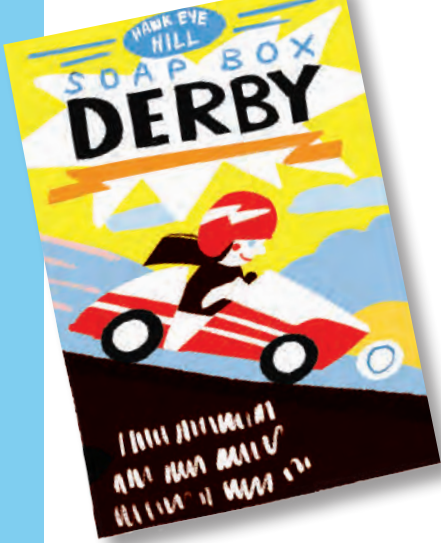
In *Builder Brothers: Better Together*, Drew and Jonathan design and build their own race cars. In the space below, design your very own race car! Will it be sleek, or colorful, or both? Be creative!





# Tools & Supplies

In *Builder Brothers: Better Together*, Drew and Jonathan visit the hardware store to get all their materials to build their very own race cars. Color in the supplies from the hardware store below!

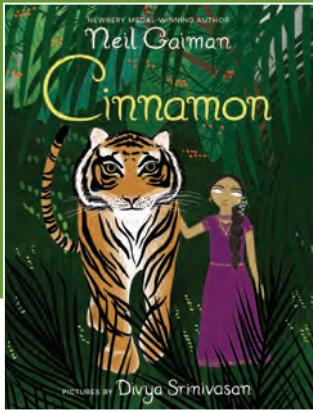




# Design Your Birdhouse

The Builder Brothers set out to make a doghouse, but they end up building a birdhouse instead! Help Drew and Jonathan decorate the birdhouse below!





# WHERE IN THE WORLD?

Cinnamon decides to explore the world outside her home with the tiger. Where in the world would you go to explore someplace new? Write the name of the place below, and list the reasons you want to travel there.

---

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_





# WHAT HAPPENS NEXT?

At the end of the story, Cinnamon leaves her home with the tiger to explore the world. What do you think happens next? Draw a picture of what you think happens to Cinnamon and the tiger.

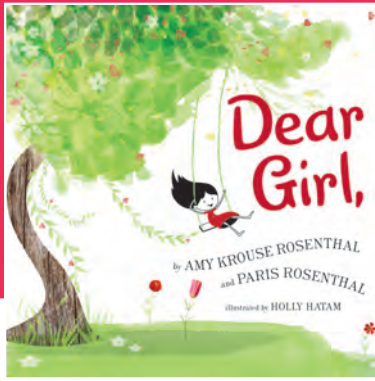


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# DEAR \_\_\_\_\_

*Dear Girl*, is a book, but it's also a letter! Write your own letter in the space provided. When you're finished, cut out the card on the dotted line, fold down the middle, and decorate the outside however you want! Then you're ready to give it to your loved one.

Safety note: Always be sure to ask permission from a grown-up before using scissors.



Dear \_\_\_\_\_,

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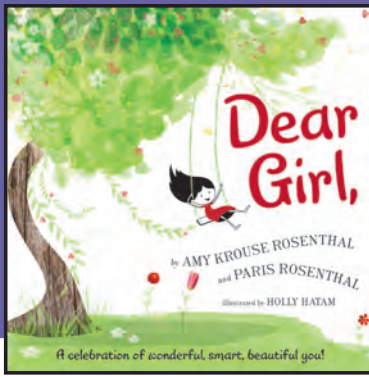
Love,

---



Parents! Show off your child's creation using #DearGirlAlwaysRemember on your favorite social platform!





# MIXED FEELINGS

*Dear Girl*, mentions many feelings that you have every day! Draw a picture in the box that represents the feeling above it.

## Joyful



## Sad



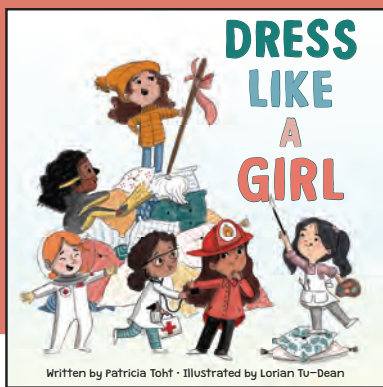
## Thankful



## Proud







# DRESS LIKE A GIRL

by Patricia Toht

illustrated by Lorian Tu-Dean

## ABOUT THE BOOK

A playful and fashionable slumber party takes an empowering turn in this gorgeous picture book, perfect for fans of *Princesses Wear Pants* and *Rosie Revere, Engineer!*

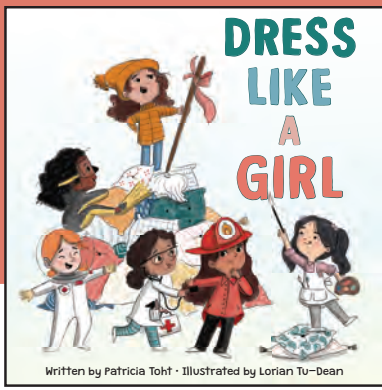
In these beautifully illustrated pages, a diverse cast of slumber party participants considers the most time-honored traditions for how to dress. If a lady is supposed to wear white in summertime, then how about donning a spacesuit? If team colors are apropos at sporting events, why not wear helmets and play ball?

Uplifting and resonant, and with a variety of interests ranging from sports to science to politics, this book is sure to inspire any young girl, instilling the idea that the best way to dress like a girl is the way that makes you feel most like YOU!

## STORYTIME ACTIVITIES

- **GET THE MESSAGE:** Reread the last two pages of this story. Ask the children what the author means when she writes, “Make your own rules in this big wide world. Set your sights high and . . . DRESS LIKE A GIRL!” What is the author’s message? How do you know? Do you agree with the author? Why or why not? Have the children discuss the author’s message with a partner and then share their thoughts with the larger group.
- **WHEN I GROW UP:** Discuss how the girls dressed in this story (e.g., like an astronaut, a chef, a firefighter, a police officer). Ask the children to talk to a partner about what they would like to be when they grow up. Then have them write an opinion piece about why they would want this occupation when they are grown. They should include an opening statement, several reasons describing why this profession would be right for them, and a closing statement. Younger children can draw a picture of their chosen occupation and share it with the group.
- **GOOD JOB!:** Invite parents and other adults to visit the group to discuss their professions. Ask them to describe why they chose their job, how they dress for their job, and why their job is important. Encourage the children to ask questions about why the visitors chose their professions and what they accomplished to achieve their goal.
- **FASHION STATEMENT:** Ask the children if they think they should dress like a boy or girl, or if they should dress like themselves. Why? What is their favorite way to dress? Have the children wear a favorite outfit, and then draw themselves wearing it. They should also write why this is their favorite way to dress.
- **FAMOUS FIRSTS:** Together or in small groups, research famous women who dared to be first. Elizabeth Blackwell was the first female doctor, Sandra Day O’Connor was the first woman on the United States Supreme Court, and Sally Ride was the first American woman in space. Have the children do research to learn more about these women or other trailblazing women who made their “own rules in this big wide world.”





# Dress Like a . . .

There are many different professions shown in *Dress Like a Girl*, including an astronaut, doctor, firefighter, and conductor. Draw yourself dressed as what you want to be when you grow up!



## I'm dressed like a

---



# Make Believe Matching

In *Dress Like a Girl*, the girls play dress up with all kinds of clothing. Can you match the job with the dress-up outfit?

1. Astronaut

A.



2. Firefighter

B.



3. Doctor

C.



4. Artist

D.



5. Tennis Player

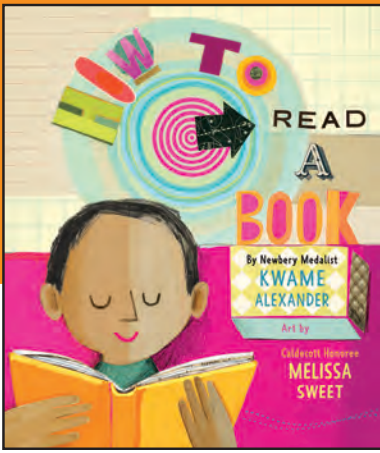
E.



Answer Key: 1C, 2E, 3D, 4A, 5B

# Draw the Story

*How to Read a Book* is all about finding your adventure in words. Think of a moment or character from your favorite book and draw it in the box below.





# Start the Story You Never Want to End

Books like to pull us in on the first page with their words. In order to write a story, you have to first learn your letters. Practice writing your letters by tracing the alphabet below.

Aa Bb Cc Dd Ee Ff

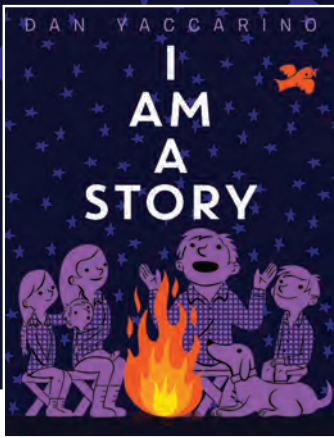
Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz



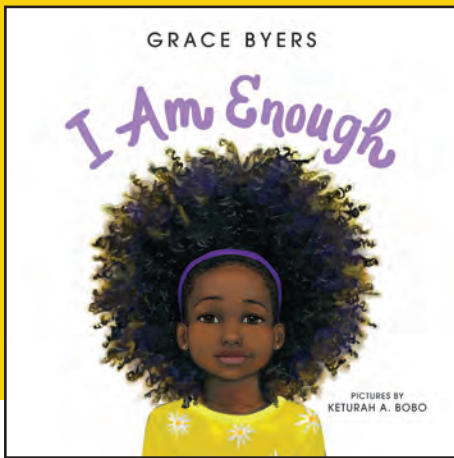


# SHARE YOUR STORY

There are many different types of stories and storytellers, but what's YOUR story? Fill in the blank below with a word that best describes you. Then use the white space to draw the many things that shape the story of your life, such as your interests, hobbies, favorite things, or heritage.

I AM A \_\_\_\_\_ STORY





# I Am Enough

BY GRACE BYERS

PICTURES BY KETURAH A. BOBO

## About the Book

“Like time, I’m here to be, and be everything I can.” The little girl in this story shines like the sun. She sings, soars, and stands like the mountains. “Like the winner, I’m here to win, and if I don’t, get up again.” She is strong and smart and loving and kind, but most importantly, she is herself, and that will always be enough.

## Discussion Questions

- \* Read the first three pages. What language pattern do you notice?
- \* What does the author mean by, “Like the sun, I’m here to shine”?
- \* What does the author mean by, “Like time, I’m here to be, and be everything I can”?
- \* Read the pages, “Like the champ, I’m here to fight” and “Like the heart, I’m here to love.” How is it possible to do both?
- \* What activities do the children enjoy in this story?
- \* What does it mean to be, “Like a ladder, here to climb, and like the air, to rise above”?
- \* Read the page, “I’m not meant to be like you; you’re not meant to be like me.” Do you agree? Why or why not?
- \* Explain what the author means after reading the page, “And in the end, we are right here to live a life of love, not fear...”
- \* What do the children mean at the end of the story when they declare, “I am enough”?

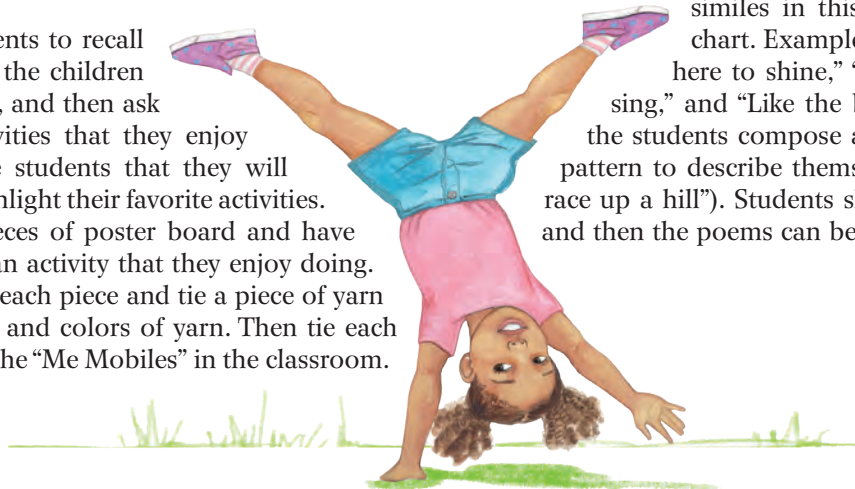
## Extension Activities

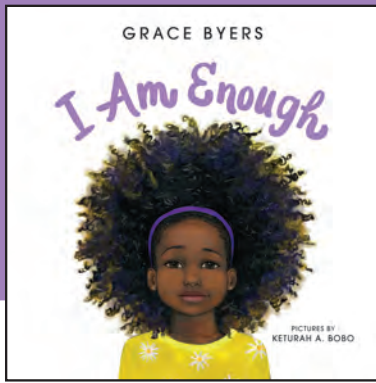
**Body Language.** Provide each student with a large piece of mural paper. Have the students work in pairs. While one student lies down on the paper, the other student uses a pencil to trace around the partner’s body. Students should cut out their body and color the paper, adding hair, eyes, nose, mouth, hands, feet, and clothing. Display the cutouts on the wall to show how different and special all the students are.

**Me Mobile.** Ask the students to recall some of the activities that the children enjoyed doing in this story, and then ask them to think about activities that they enjoy doing themselves. Tell the students that they will create a “Me Mobile” to highlight their favorite activities. Give each student 4–6 pieces of poster board and have them draw on each piece an activity that they enjoy doing. Punch a hole in the top of each piece and tie a piece of yarn to it. Use different lengths and colors of yarn. Then tie each piece to a hanger. Display the “Me Mobiles” in the classroom.

**Mirror Image.** Reread aloud the page, “I know that we don’t look the same: our skin, our eyes, our hair, our frame.” Bring in some mirrors for the students to use. Have them look carefully at themselves in the mirror and then make a self-portrait by first sketching their face and then adding color.

**Like Me.** Ask the students to recall the similes in this story and list them on a chart. Examples include “Like the sun, I’m here to shine,” “Like the voice, I’m here to sing,” and “Like the bird, I’m here to fly.” Have the students compose a poem using this language pattern to describe themselves (e.g. “like the wind, I race up a hill”). Students should illustrate their poem, and then the poems can be collated into a class book.





# I AM \_\_\_\_\_

The main message in *I Am Enough* is self-acceptance. There are many things that make you unique, and they should be celebrated! Complete the sentences below with the words that describe you.

My eyes are \_\_\_\_\_.

I like to \_\_\_\_\_.

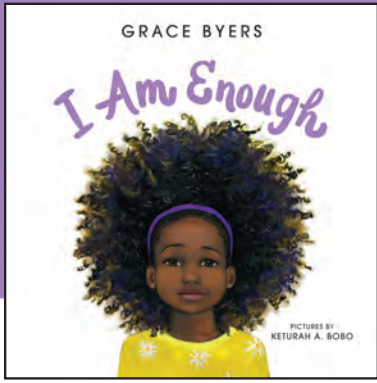
My hair is \_\_\_\_\_.

I live in \_\_\_\_\_.

My favorite color is \_\_\_\_\_.

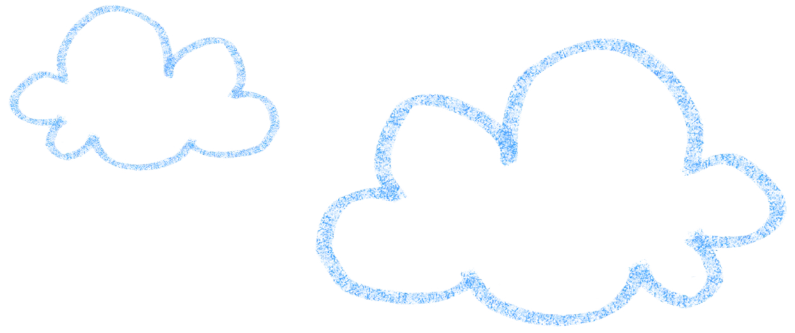
I am \_\_\_\_\_.



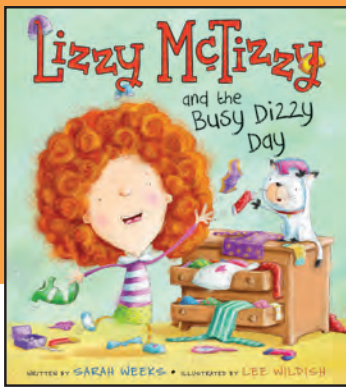


# WITH A LITTLE HELP FROM MY FRIENDS

*I Am Enough* is full of friends playing together and supporting each other. Draw your friends below, and include some of their favorite things!







# Lizzy McTizzy and the Busy Dizzy Day

by Sarah Weeks; illustrated by Lee Wildish

## About the Book

Lizzy McTizzy is late to a party and can't find her other shoe! She'll stop at nothing to find it even if that means swinging from the chandelier or looking under the cat. The search leaves her dizzy just minutes before the celebration and she's still one blue shoe short.

Join Lizzy as she finds out that being yourself is the best accessory of all!

## Storytime Activities

**HIDE AND SEEK:** Lizzy looks everywhere for her missing shoe, even in the most unlikely hiding places. Ask the children to share their favorite hiding spots at home, and then play a round of hide-and-seek together.

**A LOST CAUSE:** Ask the children to write about a time that they lost something important. How did they feel (e.g., anxious, frustrated, confused, angry)? Where did they look? Did they find it, and if so, where? Then ask the children to suggest ways to avoid losing things (e.g., designate a special spot for an item, keep an item in its box).

**MAKE ROOM:** Wildish's illustrations provide the reader with a lot of information about Lizzy's home. Ask the children what they noticed about Lizzy's room and her house. Then have the children create a detailed picture of their house, labeling rooms and items in them to share special details about their home with the rest of the group.

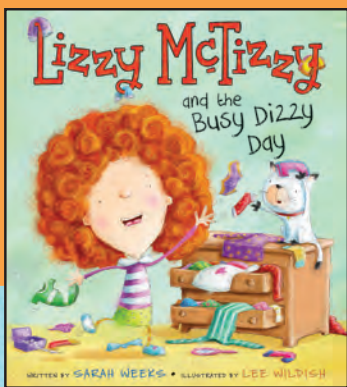
**WACKY WARDROBE:** Lizzy goes to the party

wearing a red boot and blue shoe. She says it doesn't matter, because "you have to be YOU." Discuss what Lizzy means by this, and why it does not matter that her shoes don't match. Then ask the children to choose a wacky outfit that expresses who they are and allows them to be themselves, regardless of what others might think. You can hold a Wacky Wardrobe Day and have the children wear their outfits to school, or you can have them bring in a photo of their wacky wardrobe or draw a picture of it.

**THE BEST BIRTHDAY:** Lizzy finally arrives at the birthday party and has a wonderful time. Ask the children to imagine that they can celebrate their birthday any way they choose. Where would they have their party? What would they do there? What would be their favorite birthday present? Have the children write about and illustrate their best birthday party ever!







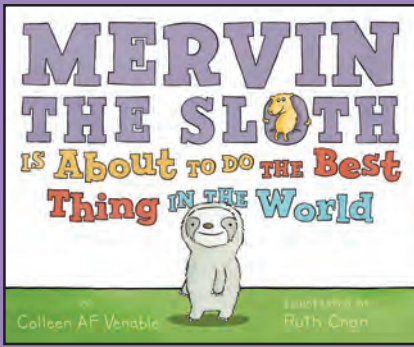
# Two Shoes for You

Lizzy wears two different shoes to the birthday party to be unique!  
Color in the shoes below so they are unique to you!



# MATCHING

Mervin the Sloth is about to do the best thing in the world! But what do the other animals think it could be? Try to match the animals with what they think is the best thing in the world!



1.



2.



3.



4.



5.



A.

DIGGING!

B.

No. No. No.  
FLYING.  
Mervin is going  
to fly.

C.

Why fly  
when you can  
gazelle?

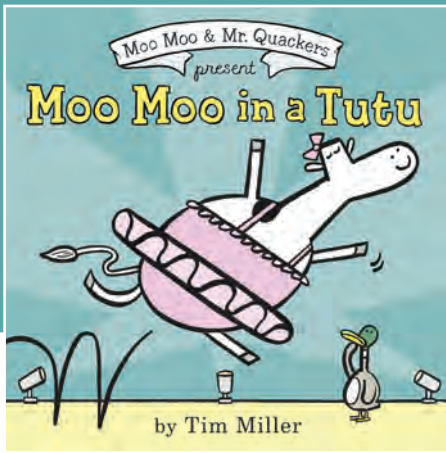
D.

SMELL  
ME!

E.

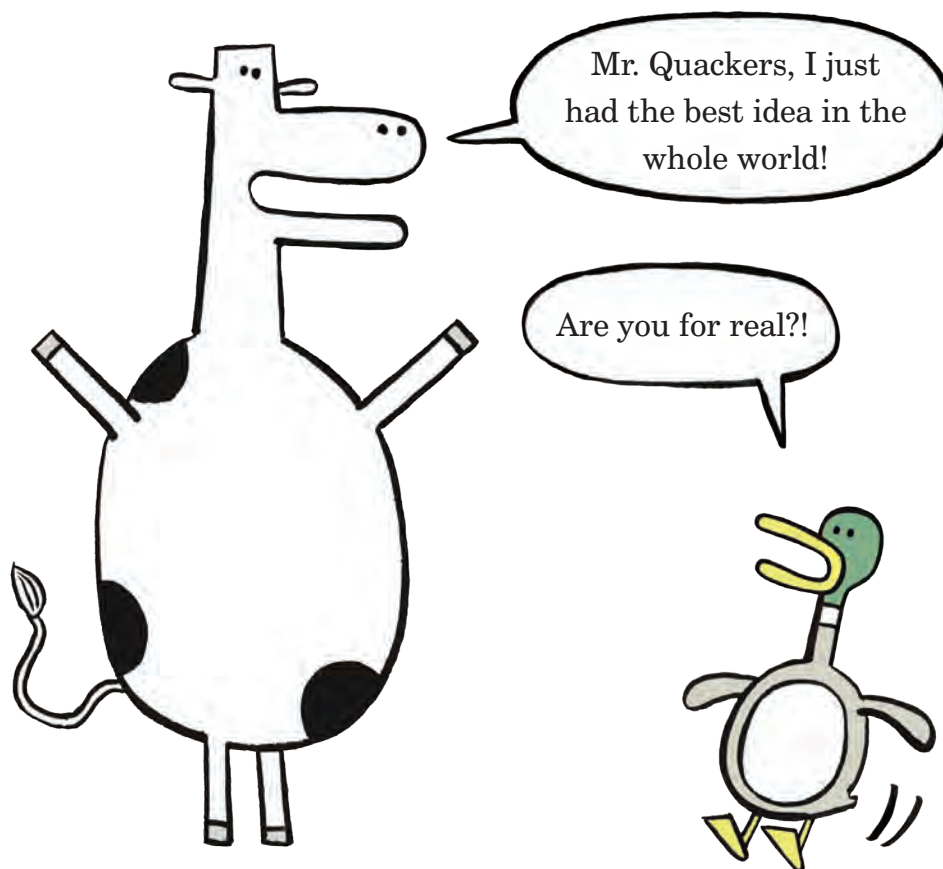
The best  
thing in the  
world.

Answer Key: 1. C) 2. E) 3. D) 4. A) 5. B)

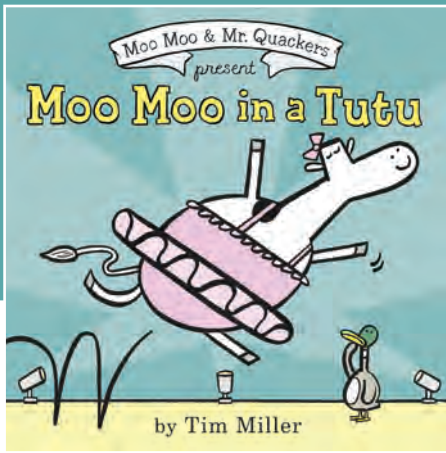


# WHAT'S NEXT?

The intrepid Moo Moo loves to try new things, starting with becoming a ballerina. What do you think she'll do next? Draw whatever Moo Moo needs for her next adventure, from an outfit to wacky equipment. Don't forget to include Mr. Quackers!





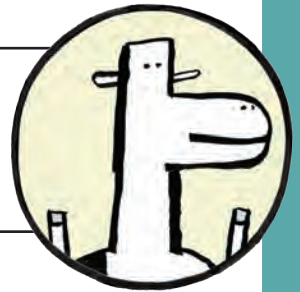


# ANIMAL RHYMES

The title of *Moo Moo in a Tutu* rhymes! Can you think of more silly animal rhymes? Write a word that rhymes with each animal in the blank spaces below!



1. Snake in a \_\_\_\_\_



2. Goat in a \_\_\_\_\_

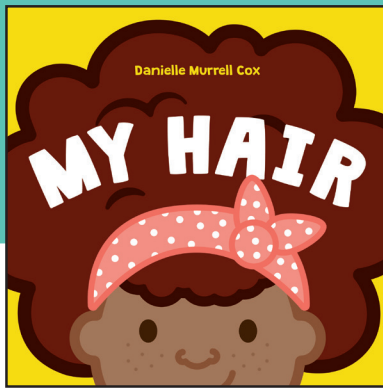
3. Ants wearing \_\_\_\_\_

4. Mouse in a \_\_\_\_\_

5. Fly eating \_\_\_\_\_

6. Dog on a \_\_\_\_\_

7. Cat wearing a \_\_\_\_\_



# Hair Style

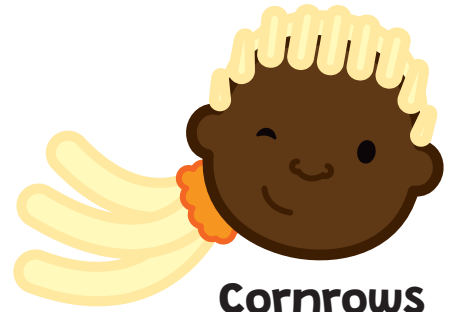
*My Hair* is all about celebrating a variety of hairstyles and what makes them so unique. Look at all the different styles below and circle your favorites.



**Locs**  
(or dreadlocks)



**Bantu Knots**  
(or corkscrews)



**Cornrows**



**Crown Braid**



**Bun**



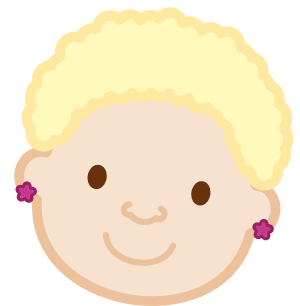
**Braids**



**Fade**

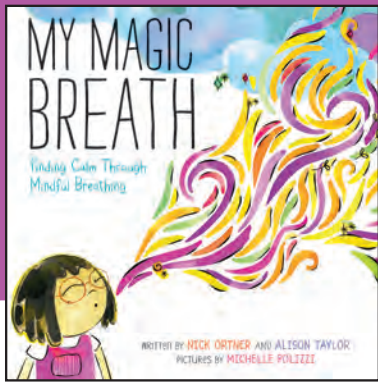


**Afro Puffs**



**TWA**  
(Teenie Weenie Afro)



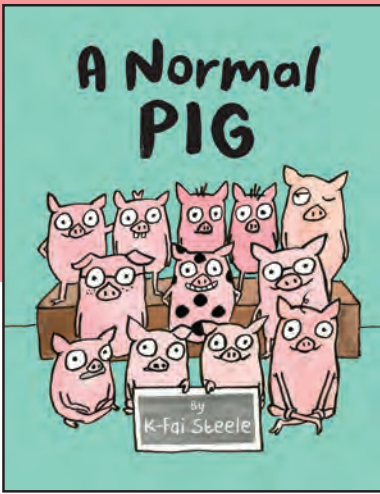


## CAN YOU FEEL IT?

*My Magic Breath* mentions many emotions, like sad, worried, calm, and happy. Use the blank faces below and draw an expression that matches each emotion.

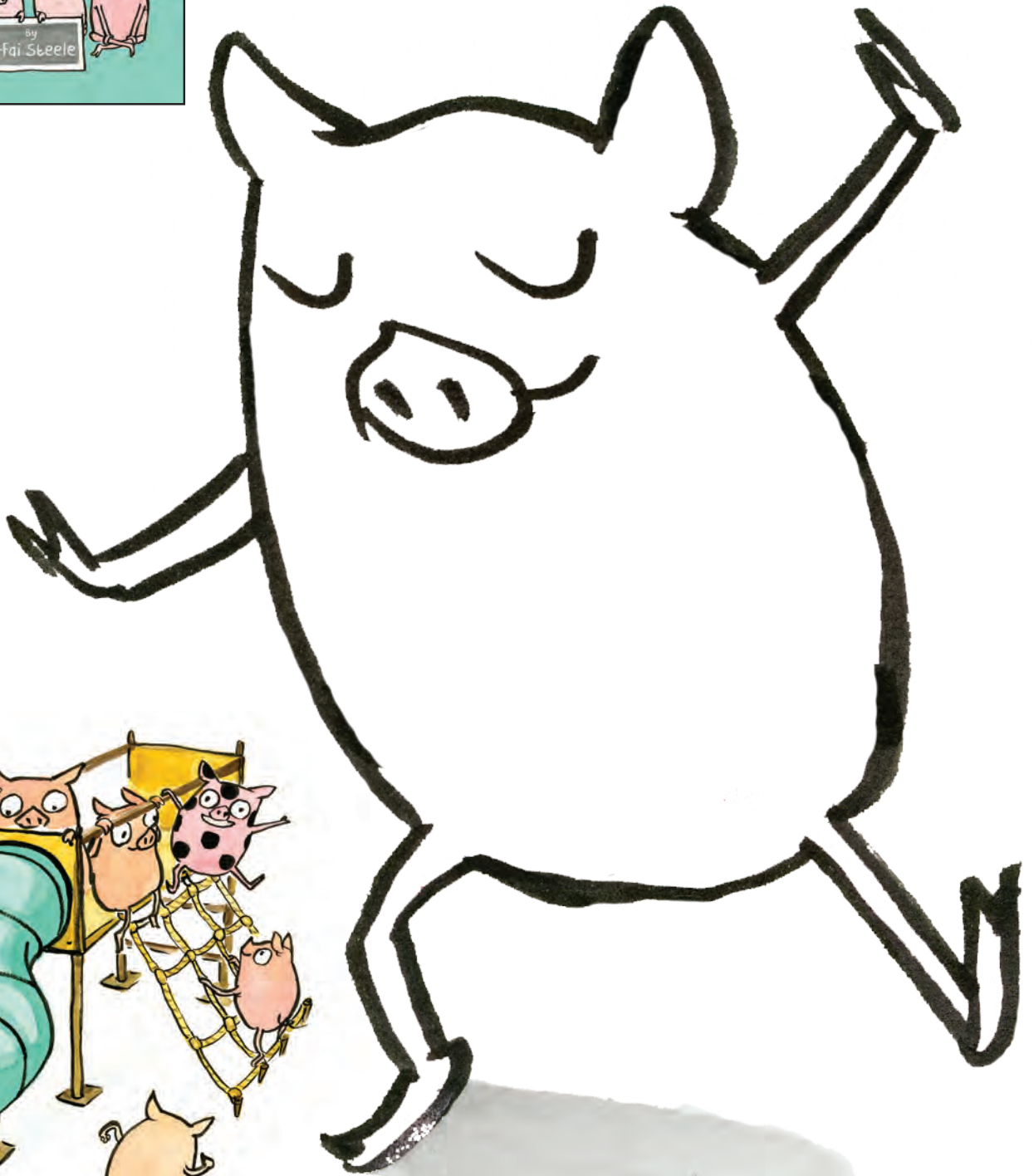


# A Normal PIG



# A Cool Pig

In *A Normal Pig*, Pip takes a trip to the city and meets all different types of pigs. Create your own unique pig with your favorite colors or fun designs.



# A Normal PIG



## What Does Pip Want to Be When She Grows Up?

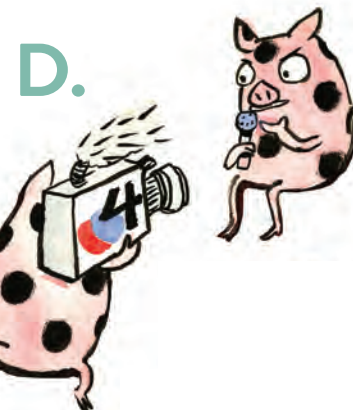
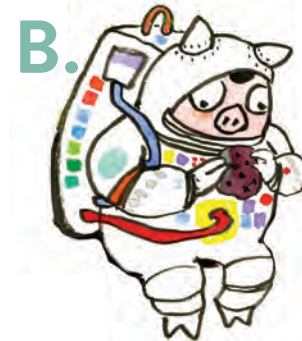
Pip likes to think about what she wants to be when she grows up and she has a lot of ideas. Draw a line to match the job to its picture.

1. Reporter

2. Doctor

3. Astronaut

4. Fortune Teller



ANSWER KEY: 1D, 2A, 3B, 4C





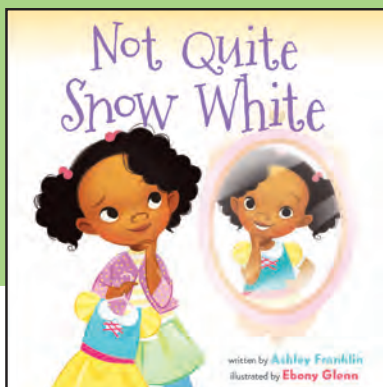
# Mirror, Mirror on the Wall

On the cover of *Not Quite Snow White*, the mirror shows Tameika dressed as Snow White because she loves performing. Draw yourself in the mirror doing something you love!



I love to

---



# What Makes You Special

Tameika realizes she's made of "just enough of all the right stuff."  
What are some things that make you unique?

My name is \_\_\_\_\_



My favorite color is \_\_\_\_\_

I like to \_\_\_\_\_



My favorite song is \_\_\_\_\_

My best friend is \_\_\_\_\_







# Instrument Family

Look at each instrument below and circle the family to which it belongs.

## 1) OBOE

- A. BRASS
- B. PERCUSSION
- C. WOODWIND
- D. STRINGS



## 2) TRUMPET

- A. BRASS
- B. PERCUSSION
- C. STRINGS
- D. WOODWIND



## 3) DRUMS

- A. STRINGS
- B. WOODWIND
- C. BRASS
- D. PERCUSSION



## 4) SAXOPHONE

- A. STRINGS
- B. BRASS
- C. WOODWIND
- D. PERCUSSION



Answer Key: 1C, 2A, 3D, 4C



# RIGHT AS RAIN

What do you like to do on a rainy day? Think about what rain sounds like, and how the world looks on a rainy day. Then write a poem about rain on the lines below.



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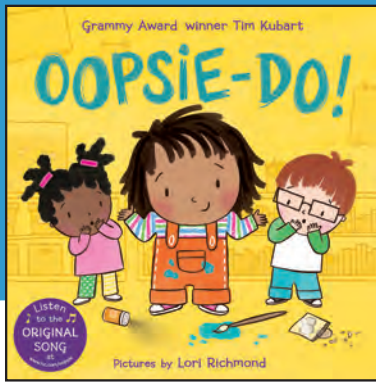
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# FEELINGS FUN

In *Oopsie-do!*, the characters' faces show many different emotions! Can you match the emotion to the face?

1. Happy

2. Sad

3. Scared

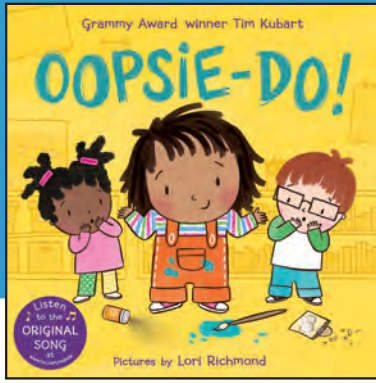
4. Confident

5. Tired

6. Determined



Answer key: 1A, 2D, 3C, 4E, 5B, 6F



# HOW DO YOU HELP?

The characters in *Oopsie-do!* help their teacher in her classroom by doing things like feeding the fish and cleaning up spills. How do you help your teacher or other adults in your life? Draw some examples below!







## ABOUT THE BOOK



Red has a bright red label but he is, in fact, blue. His teacher tries to help him be red (let's draw strawberries!), his mother tries to help him be red by sending him out on a playdate with a yellow classmate (go draw a nice orange!), and the scissors try to help him be red by snipping his label so that he has room to breathe. But Red is miserable. He just can't be red, no matter how hard he tries! Finally, a brand-new friend offers a brand-new perspective, and Red discovers what readers have known all along. He's blue! Funny, insightful, layered, and colorful, this new picture book by Michael Hall is about being true to your inner self and following your own path.



## ABOUT MICHAEL HALL

**Michael Hall** is an award-winning designer whose work has been widely recognized for its simple and engaging approach. He studied biochemistry and psychology at the University of Michigan and worked in biomedical research for several years before becoming a designer. He is the creator of the *New York Times*–bestselling *My Heart Is like a Zoo* and the acclaimed *Perfect Square*, *Cat Tale*, and *It's an Orange Aardvark!* He is also the creative director of the Hall Kelley design firm. He lives with his family in St. Paul, Minnesota. You can reach him online at [www.michaelhallstudio.com](http://www.michaelhallstudio.com).



Photo by Debra Kelley



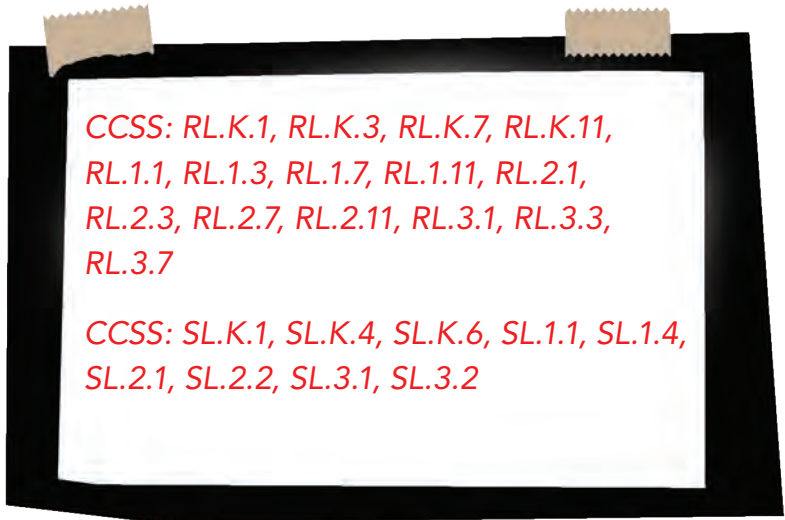
## BEFORE READING

Take out a box of crayons and hold up one crayon. Ask the children what color crayon you are holding. How do they know it is that color? What would they draw with that particular color? Do this with several different crayons. Then begin reading the story.



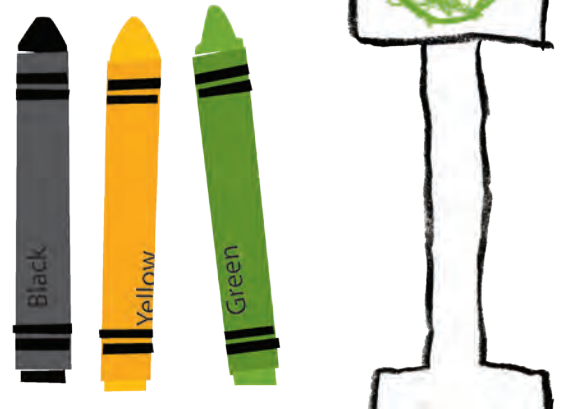
## DISCUSSION QUESTIONS

- Read the first page of the story (“He was red”) and ask children what they notice.
- Why did everyone expect Red to draw red things? Does it surprise you that no one noticed what he was really like?
- Pause after the page on which yellow and red try to make an orange that shows up green instead. Ask children why this happened.
- On the next page, Red’s grandparents speak. Ask children why they think Hall portrayed the grandparents as small silver and gray crayons.
- Pause after reading the opinions under “Everyone seemed to have something to say.” Do you agree with everyone’s comments? Why or why not?
- Read the pages about art supplies. How do you think the different art supplies can/should help Red?
- After reading “One day, he met a new friend,” ask children how Berry is different from everyone else.
- What does Berry help the others understand? Why is this so important?
- Until he meets Berry, Red cannot be himself because everyone believes he is different than he actually is. Do you make judgments about people based on their appearances? Do people make assumptions about you?



*CCSS: RL.K.1, RL.K.3, RL.K.7, RL.K.11, RL.1.1, RL.1.3, RL.1.7, RL.1.11, RL.2.1, RL.2.3, RL.2.7, RL.2.11, RL.3.1, RL.3.3, RL.3.7*

*CCSS: SL.K.1, SL.K.4, SL.K.6, SL.1.1, SL.1.4, SL.2.1, SL.2.2, SL.3.1, SL.3.2*







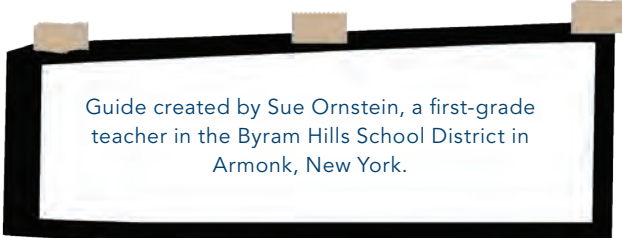
## GROUP ACTIVITIES

- **Creative Colors.** Make a color chart listing different shades of each color. For example, under “red,” you can also write “scarlet” and “vermillion”; under “green,” you can include “olive” and “jade”; and under “purple,” you can write “violet” and “magenta.” Children will likely learn some new color words. Then ask children to write a story or a poem in which they use some of the color words listed on the chart. For younger kids, list the names of basic colors and have kids make drawings using each of the colors on the chart. *CCSS: W.K.11, W.1.11, W.2.11, W.3.11, SL.K.1, SL.K.5, SL.K.6, SL.1.1, SL.1.5, SL.2.1, SL.3.1*
- **Color Concentration.** Using the list of colors from the above activity, have the group create a color concentration (or memory) game. Assign pairs of children a color and give them two index cards; one partner writes the name of the color on his/her card, while the other draws the color on his/her card. When the cards are ready, mix them together into a deck and have kids place them face down in rows of 5 or 6 cards. If there are more than 24 cards, you might split the cards in half and play two separate games. To play, children take turns flipping over cards, trying to find matches (the color and the name of the color). If the cards match, the child keeps the cards. If the cards don’t match, the child turns them back over. All players must “concentrate” to remember where the cards are. At the end of the game, the person with the most matches wins. For younger children, the group leader can prepare the cards for the game using basic colors. *CCSS: W.K.11, W.1.11, W.2.11, W.3.11, SL.K.6*
- **Fruitful Fun.** Divide the group into small teams and assign each team a color. Have each team create a poster depicting fruits and vegetables of that color. Children might need to do some research to complete this task. They should label each item on their poster. Display the posters and have the group choose their favorite fruits and vegetables from each poster. As an extension, ask the children and their families to cut and prepare at home one fruit or vegetable to bring, so that the group can make a fruit salad and/or vegetable salad. For younger children, bring in fruits or vegetables (or use photographs) and have kids sort the items by color. *CCSS: W.K.11, W.1.11, W.2.11, W.3.11*
- **Reduce, Reuse, Recycle.** Have children use the internet to research how to recycle crayons. If you have access to an oven, gather the necessary materials (ovenproof molds, old crayons) and recycle the crayons to make new multicolored, shaped crayons. Then have children create an art project using the new recycled crayons. *CCSS: W.K.11, W.1.11, W.2.11, W.3.11*
- **Somewhere Over the Rainbow.** Have children choose one color from the rainbow and list as many things as they can of that color. Then ask them to design a crayon drawing of a world that contains things of only that color. Children should also write a narrative about living in this world. What would it be like? How would you live? What would you have in that world, and what would you need that you didn’t already have? How could you solve those problems with the items you have? Younger kids can simply choose or be assigned one color with which to create their picture. *CCSS: W.K.3, W.K.11, W.1.11, W.2.11, W.3.3, W.3.4, W.3.11*



## GROUP ACTIVITIES

- **Getting to Know You.** Pair children and have them prepare to interview each other. Children should write down questions to ask their partners, aiming to learn something about their partners that they may not have known before. After the interviews, during which they should record the answers, each child should write an article describing his/her partner. These articles can be collated into a class newspaper. Younger children can complete this activity by taking turns asking and answering questions, and then they can share with the entire group something new that they learned about their partner. *CCSS: W.K.2, W.K.8, W.K.11, W.1.2, W.1.8, W.1.11, W.2.2, W.2.8, W.2.11, W.3.2, W.3.11, SL.K.1, SL.K.3, SL.K.6, SL.1.1, SL.1.3, SL.2.1, SL.2.3, SL.3.1, SL.3.3*
- **Be Who You Are.** Even though everyone thought Red would excel at drawing red things, he was actually best at drawing blue things. Ask kids to think about their own abilities and talents. What are they able to do well? What are their unique talents? What do they want to learn to do better? Have kids turn and talk with a partner. Then have them write a narrative about their strengths and interests. Younger children can draw a picture that shows them demonstrating their ability or talent. *CCSS: W.K.11, W.1.11, W.2.11, W.3.11, SL.K.1, SL.K.6, SL.1.1, SL.1.5, SL.2.1, SL.3.1*
- **What's My Group?** Reread the spread that begins "All the art supplies wanted to help." Have children name the supplies they see (tape, crayons, scissors, pencil) and suggest other items that belong in the category of art supplies (e.g., paint, markers, glitter, glue). Then say or write a list of items (e.g., plane, car, bus, boat) and ask kids to name the category to which all these items belong (transportation). Then you or the children can come up with more groups of items for the class to categorize. For younger kids, use concrete objects for this activity. *CCSS: SL.K.1, SL.K.6, SL.1.1, SL.2.1, SL.3.1*
- **Mix and Match.** Reread the pages "His mother thought he needed to mix with other colors" and "But they made a big greenish one." Then provide children with primary-colored finger paints (red, blue, and yellow) and large glossy paper. Have kids create pictures or designs by mixing paints and creating new colors as they work. Older children can write about their paintings when they are completed. *CCSS: W.K.11, W.1.11, W.2.11, W.3.11*



Guide created by Sue Ornstein, a first-grade teacher in the Byram Hills School District in Armonk, New York.





# Find the Colors!

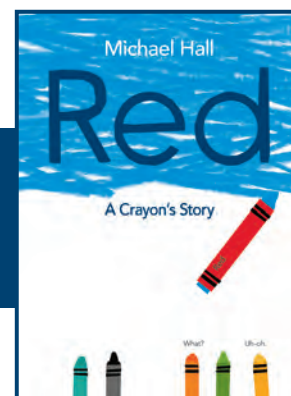
Red has lots of different-colored friends and family members that try to help him be red. How many color words can you find in the puzzle below? Circle each word in the puzzle, then cross it off the list. (Hint: Words can be horizontal, vertical, or diagonal!)



S G B E R R Y A R  
C E F E D N P Y E  
A R S C B M V T D  
R O L I V E I P W  
L I Z Q L H O L G  
E N R F W V L L E  
T W K Z Y N E U Q  
E V L R S I T R F  
C R I M S O N V X

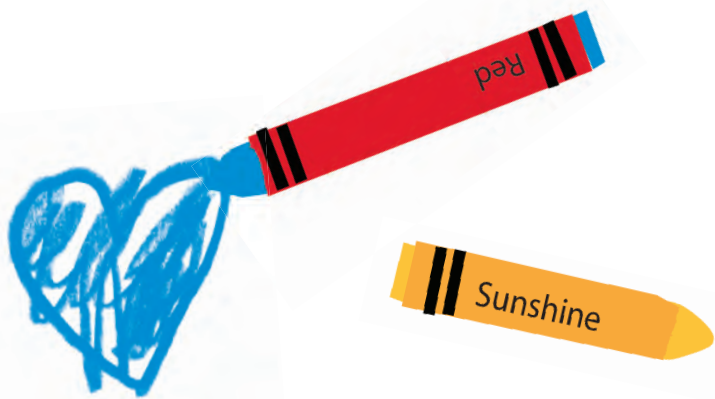


Find even more fun in Michael Hall's *Red*, available wherever books are sold.

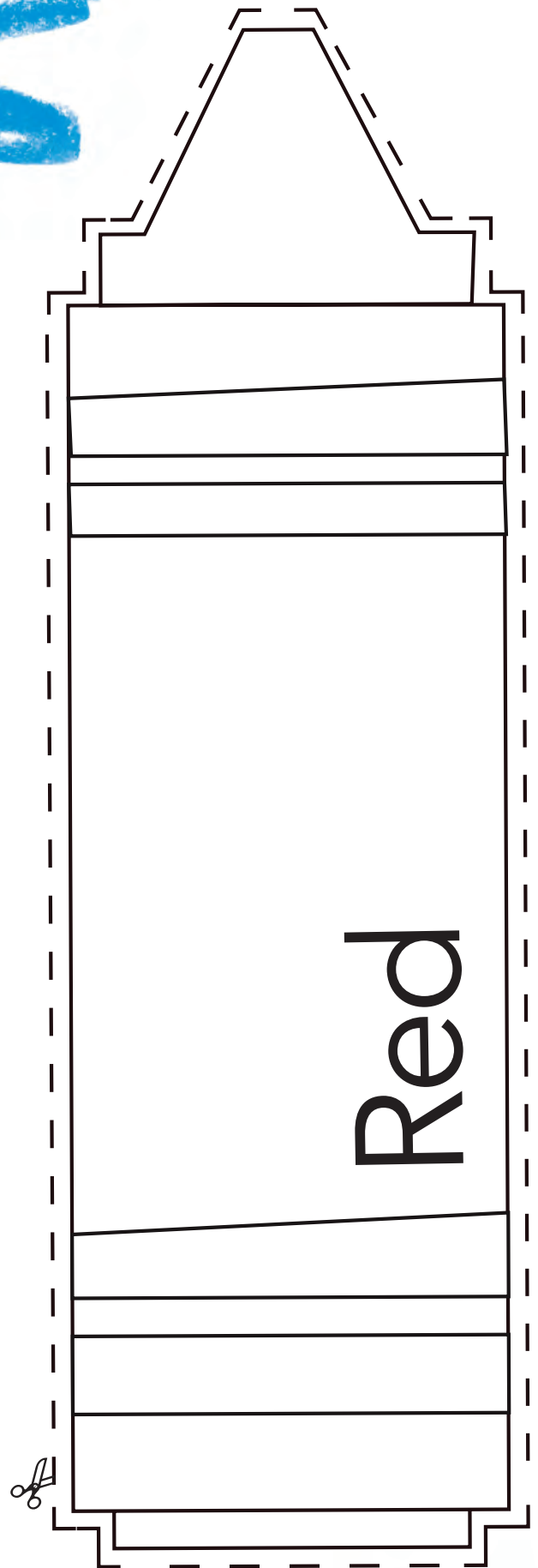


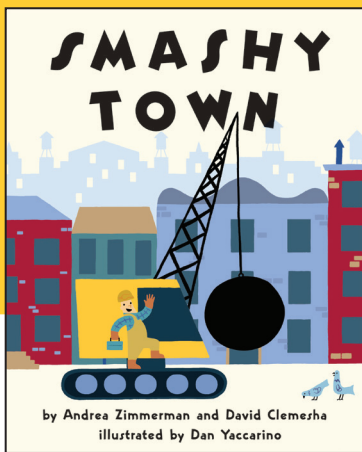
# Let Your Blue Shine Through!

Color in the crayon on this bookmark whatever color you think he or she should be (remember, not everyone has to be exactly what their label says!). Then cut out the bookmark and use it or give it to someone who's having a blue day and needs a smile.



Find even more fun in Michael Hall's *Red*, available wherever books are sold.

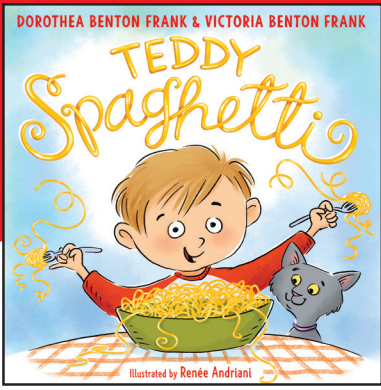




# Draw It

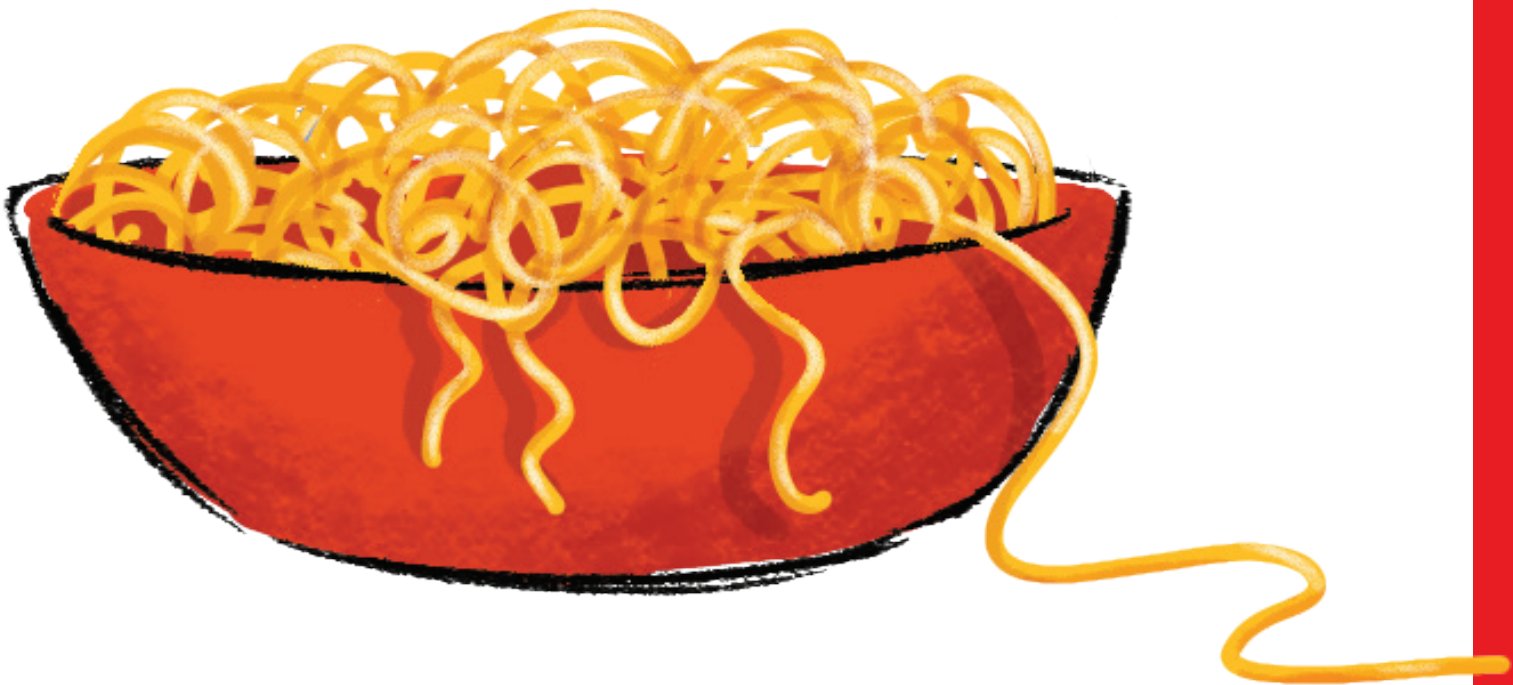
Mr. Gilly drives a crane and a bulldozer in the story.  
What's your favorite construction vehicle?  
What does it do? Draw it here!





# My Favorite Spaghetti

Teddy really, really, really loves spaghetti. What's your favorite way to eat spaghetti? Draw your favorite spaghetti toppings in the bowl.



Red sauce and  
meatballs



Eggs and  
bacon



White sauce  
and clams





# Everyone Deserves a Crown!

All crowns are unique and different. Make yours stand out and represent you!

