

SOMETIMES SHY EDUCATOR'S GUIDE

A classroom guide based on the picture book by Julie Bliven and illustrated by Dang Khoa Tran. Published and designed by Beaming Books.



HOW TO USE THIS GUIDE

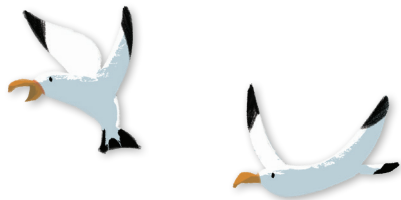
This classroom guide for *Sometimes Shy* is intended for students in Pre-K through second grade. Teachers may adapt each activity to fit the needs and abilities of their students.

This guide includes activities to help teachers use *Sometimes Shy* as a tool alongside their English language arts (ELA), social and emotional learning (SEL), science, mathematics, and social studies curricula.

BOOK SYNOPSIS

From the start of the day to the end, a boy notices and draws everything around him that appears shy—the ocean at low tide, the sun peeking through a window, and seedlings slow to sprout. But these things aren't labeled shy the way people are. And at the end of the school day—with the right person by his side—it's easy for the boy to feel less shy or quiet.

This lyrical story explores situational shyness and illuminates a child's observations about how shyness is natural in its own right.



TITLE: *Sometimes Shy*
AUTHOR: Julie Bliven
ILLUSTRATOR: Dang Khoa Tran
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READING COMPREHENSION

Before reading *Sometimes Shy*, encourage students to identify the parts of a picture book: front cover, back cover, title page, spine, end papers, and jacket flap.

The Front and Back Covers

- How would you describe the boy? How do you think he feels? How does he make you feel?
- What does "shy" mean to you?
- Do you have any guesses about what the story might be about?
- What is the boy holding? Do these clues give you a sense of what might happen in the story?

Let's talk about the people who made *Sometimes Shy*.

- Who is the author? Who is the illustrator?
- What kind of work did each person do to make this book?

Now read the book.

Help students summarize in their own words what the book was about.

- Map the boy's day from start to finish.
- Brainstorm five words to describe the book.
- Why do you think the boy and his brother laugh at the end of the book, when the brother asks if the boy ever stops talking? How is the boy different at school versus when he's with his brother, during their walk home?

Ask students to describe how they understand feeling shy versus feeling bold. What examples does the boy in the story give?

- Examples of shy in the story: the sun, the sea, people, a static radio, cereal hiding below the milk's surface, seedlings yet to sprout, an old book with a hard-to-read spine, markers slow to release their color.
- Examples of bold in the story: many hands raised, an emerging butterfly, a bright painting, high tide.

"TAKE NOTE" WRITING ACTIVITY

- Write a list of things that seem shy in nature, in your school, or at home. (Examples: flowers before they blossom, an animal hiding, a soft breeze.)
- Write a list of things that seem bold in nature, in your school, or at home. (Examples: heavy rain, bright flowers, an approaching squirrel or goose.)

ART AND SOCIAL & EMOTIONAL LEARNING

JOURNALING THROUGH ART

Discussion:

Have you ever been told you're being shy? How does this feel? Have you heard someone else being told they are being shy? Do you think the boy in the story is okay with being labeled shy? Why or why not? How does he appear in the illustrations throughout the story? Discuss what you think is the difference between feeling shy and being quiet.

Prompt:

The boy in the book uses a journal to draw what he feels and observes. Use the space below or a journal or blank piece of paper to complete the following:

**Think about a time you felt shy. Where were you? Who was nearby?
Draw a picture to remember this moment.**

**Think about a time when you didn't feel shy. Where were you? Who was nearby?
Draw a picture to remember this moment.**

"YOUR KIND OF RECESS" DRAWING ACTIVITY

Discussion:

Take a look at this illustration of the boy at recess. How would you describe the illustrator's style? What do you think he used to make this illustration?

What is happening in this scene on the playground? Do you see examples of some kids feeling shy? Do you see examples of other kids reaching out? What does it mean to "reach out" to someone?



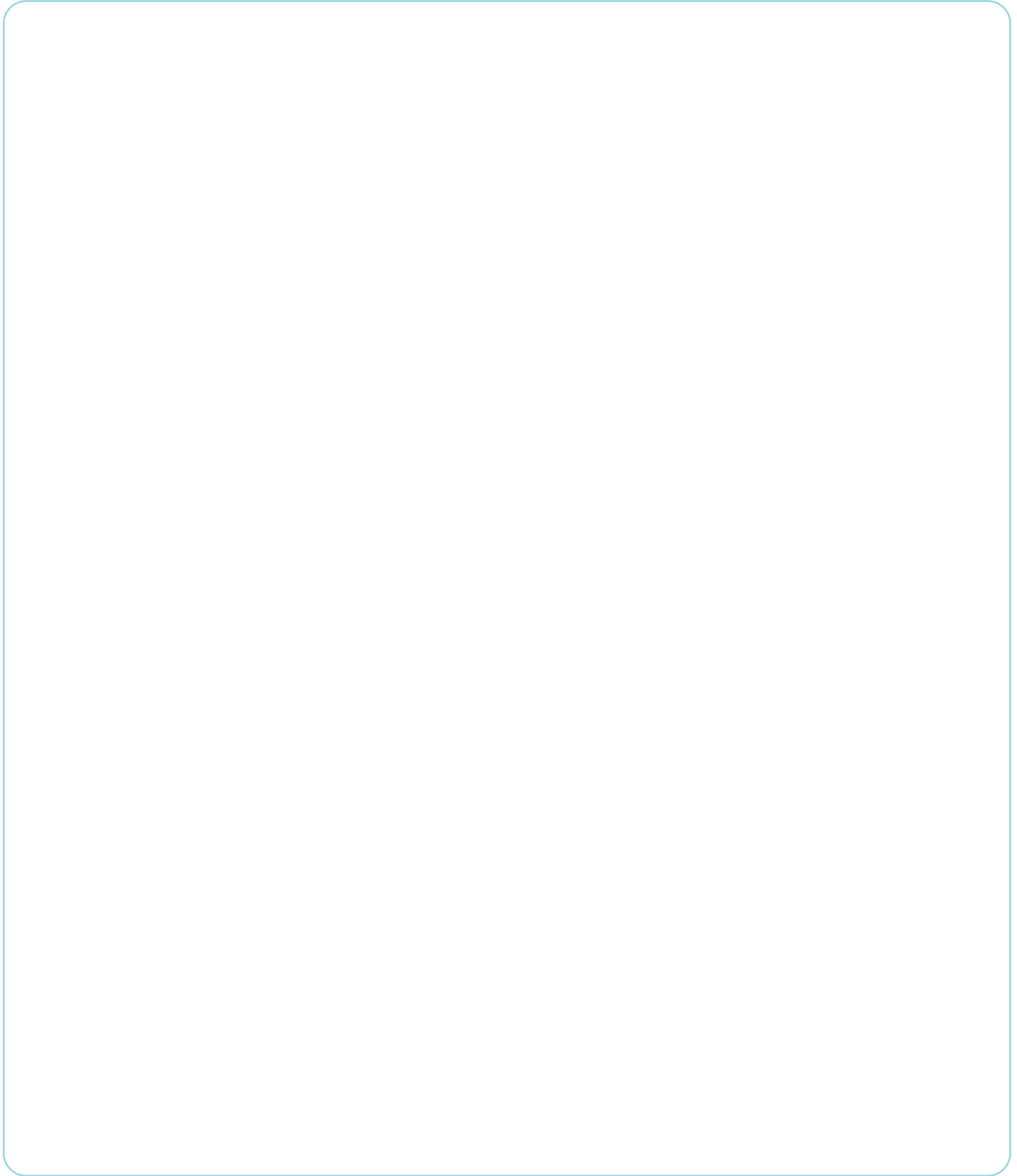
Prompt:

Draw a picture of you and your classmates at recess. How does it look different from this illustration? How does it look similar?

“RETHINK THE COVER” ACTIVITY

Prompt:

Draw your own cover for *Sometimes Shy*. Explain your choices. What do you want readers to think about when they see your cover?



BRIDGING BOOKS AND SOCIAL & EMOTIONAL LEARNING

Discussion:

At the beginning of the story, the boy notices a book on a shelf that is old and "doesn't want its spine read." What do you think this means?

Later in the story, the boy tells his brother that he "read an old, tattered book about a frog and a toad." Do you think this was the book from the beginning of the story? Why or why not? Do you know any books about a frog and a toad?

FROG AND TOAD ACTIVITY

Share a *Frog and Toad* book by Arnold Lobel. Afterward, ask the following questions: How are Frog and Toad different? How are they alike? How are your classmates alike? How are you different? Are some of you shyer or bolder than others? Do you want everyone to be the same? Why or why not? How do we celebrate or appreciate our differences?

MATH

Discussion:

There are seagulls illustrated throughout this book. Are seagulls shy? Why or why not, in your opinion?

NUMBER WRITING AND COMPARISON

How many seagulls can you count throughout this entire book, including the front and back covers? (21 total)

- Practice writing this number numerically.
- Practice writing this number using tally marks.
- How many more is this number than your age?
- Are there more or fewer seagulls than kids in your class?

SOCIAL STUDIES

CLASS BOOK ACTIVITY

Have students create their own single page for a book. Combine all the students' pages. Think of a title for this collective book that celebrates their connection to *Sometimes Shy* (example: *We Are All Sometimes Shy*).

Each student's individual page could include the following fill-in-the-blanks:

- A self-portrait
- I feel shy when _____
- When I'm feeling shy, I like to _____
- I don't feel shy when _____
- When I see someone else feeling shy, I can _____

Discussion:

Genes exist inside our bodies and hold the information that determines the traits we are born with. For example, genes decide what color eyes or hair we will have, and what kind of body type we will have. Genes also determine our personality, which means some people are born naturally shyer or quieter than others.

But anyone can feel shy at any time. And shyness can stem from feeling a little nervous in a new situation or around new people. Sometimes we can be shy until we feel comfortable with those around us.

- Is there someone you were shy around before you got to know them?
- Sometimes we think others are shy, but really they might just prefer to be quieter. Do you think the boy in the story is sometimes shy, sometimes quiet, or both?
- When you first started school, did you feel shy? Why or why not?

"WHO IS SHY?" EXPERIMENT

The scientific method is a way to ask and answer questions by making observations and doing experiments. Using the scientific method, investigate how many kids in your class have felt shy at one time or another.

- First, form a hypothesis, or a guess. How many kids in your class do you think have felt shy before? Write down your hypothesis.
- Next, gather information. Take a piece of paper with the name of everyone in your class listed on it. Go around the room and ask each person if they have ever felt shy before. Put a check next to each person who says they have felt shy.
- Record your data, or information. Count how many kids in your class have felt shy. How many are there total? Was your hypothesis bigger or smaller than this total number?
- Draw a conclusion. Is feeling shy from time to time a common or uncommon experience?

CONTINUED SCIENCE DISCUSSION

What is high tide versus low tide?

- Tides are the rise and fall of water level in the oceans. When the sea level rises to its highest point, this is called high tide. When it falls to its lowest point, that's called low tide. The rise and fall of the tides is known as the tide cycle.
- The moon affects the tides because of gravity. Every time you jump, you always land back on the ground. This is because the earth's gravity is pulling you back down. The moon has gravity of its own, which pulls the oceans toward it. The moon's gravitational pull on us is much weaker than the earth's, so we don't really notice it, but we can see the moon's effect on the oceans. The oceans are pulled toward the moon's gravity slightly, causing a swell, or high tide, on the side of the earth closest to the moon.
- Do you live near the ocean or far from the ocean? How can you tell when it's high tide? How can you tell when it's low tide? Why do you think the boy thinks low tide means the ocean is being shy?