

The Curious Why and *The Marvelous Now* are books two and three in the series that started with *The Magical Yet*. Each of these books focuses on important emotions that children might encounter and encourages them to approach difficulties with a growth mindset. Here are a few invitations for exploring these titles with young readers:

Endpapers Investigation

Each book includes design details on the endpapers that highlight the transition from feelings of discouragement or worry to embracing curiosity, possibility, mindfulness, and resilience. After reading each book, have students examine the endpapers of the picture books. Examine each character in the front set of endpapers and then find that same character in the illustrations on the back set of endpapers. How have the characters changed? What are they doing before and after? Why do you think the illustrator included these images of the characters changing? Do these changes fit with the theme or message of the story? Remind students that endpapers in books sometimes provide hints about the story, and they may want to pay special attention to them during picture book read alouds, or when reading independently.

Finding Out Why

The Curious Why introduces readers to wondering questions such as how, what, where, when, and of course, why. Create a list of all the wonderings listed in the book. (Some examples include: How do fireflies glow? Where did dinosaurs go? Why do rainbows fade?) As a class, vote on the question introduced in the book that students want to research the most. Together with the class, model a few methods for finding answers to questions using the Internet. After modeling finding an answer to a question from the book, have students work with a partner or small group to find the answer to other questions posed in the book. Save time for small groups or partners to share their learning with the entire class.



Wonder Charts

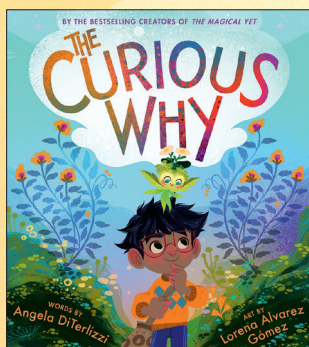
As an extension to the questions posed in *The Curious Why*, you might encourage students to create their own “Wonder Chart” of questions they have about the world around them. Encourage students to write their wonderings in the form of a question using one of the question words introduced in the book. (How, what, where, when, or why.) You can model this as a class activity on chart paper before having students create their own independently. A graphic organizer that students could draw in their notebooks could include the following categories:

My Wonder (Underline the question word in your sentence.)	Notes About What I Learned	What New Questions Do I Have?

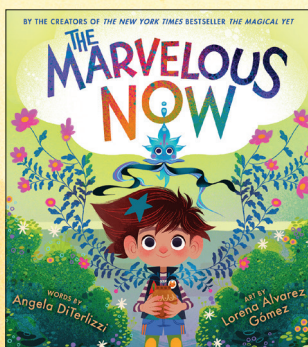
Wonder Wall

An alternative to or extension of the Wonder Charts could involve creating a “Wonder Wall” in your classroom, where students can continually add their questions and wonders to a bulletin board, anchor chart, or butcher paper list. Place materials such as markers and sticky notes near the Wonder Wall so students can not only ask questions but also help answer their classmates’ questions.

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THE CURIOUS WHY
THE MARVELOUS NOW

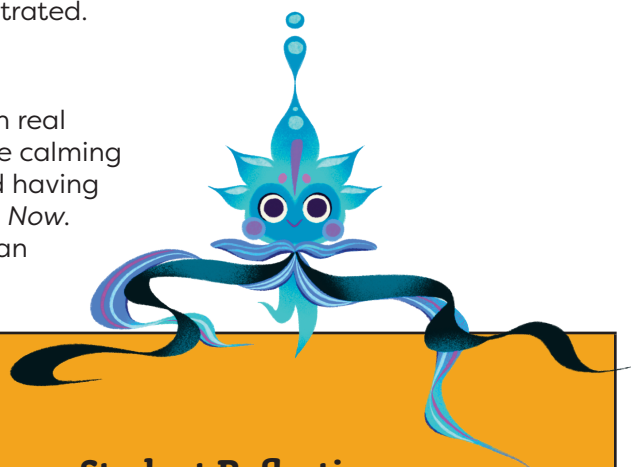
TEACHING TIPS

Mindfulness Moments

In *The Marvelous Now*, the narrator suggests several ways to center ourselves when we've encountered difficulties. Together with your students, create a list of all the ways the book suggests we can be mindful and centered on the 'marvelous now.' (A few examples include finding a quiet space, grounding our bodies, practicing our breathing, etc.) After listing all the book's suggestions, have students turn and talk with a partner about which calming strategy they think works best for them and why. Encourage students to share their ideas with the entire class after they have had time to discuss them with a partner. Afterwards, add additional ideas to the calming strategies list—what other ways do students practice relaxing and unwinding? Let students know that you will leave the brainstormed list up in the classroom in case they need it in the future, on a day when they are feeling stressed or frustrated.

Mindfulness Moments Sensory Extension

In the classroom, we can lead students through a mindfulness moment in real time to practice such calming activities. You might consider playing some calming music or a recording of soothing nature sounds such as ocean waves and having students think through the following prompts, inspired by *The Marvelous Now*. (Students can either quietly think about the answers to the prompts or can jot down the answers in their writing notebooks or journals.)



Teacher Prompt

Spend some time quieting your body and mind and thinking about either where you are right now or a place that you love to go to feel calm, maybe some place in nature. If you feel comfortable you can close your eyes to use your imagination...

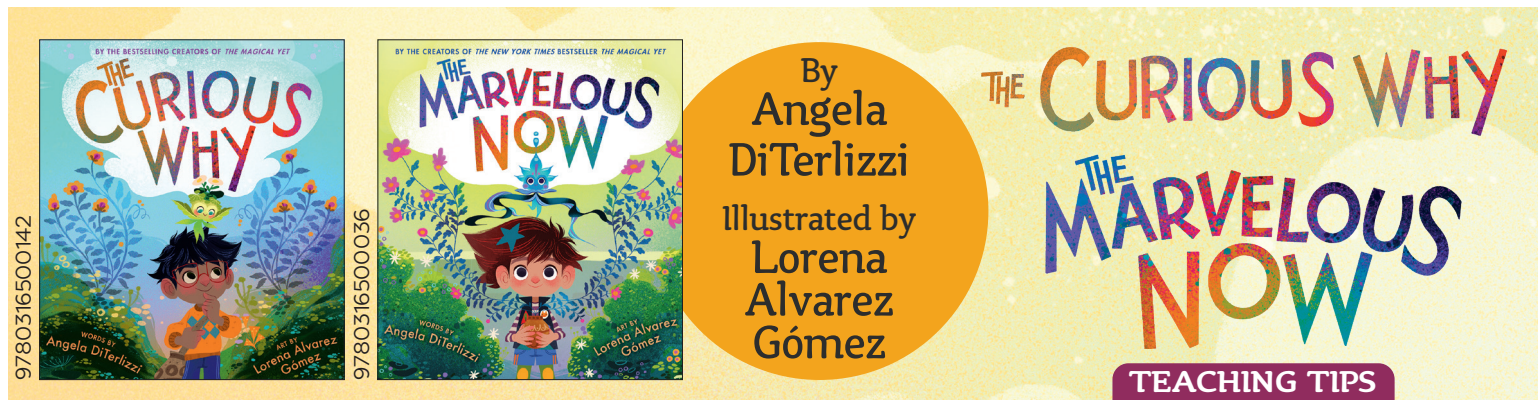
Student Reflection

What do you smell here?

What do you hear here?

What do you see here?

What can you feel or touch here?



Extension Centers

The Curious Why encourages children to shake off boredom by embracing curiosity and discovery. *The Marvelous Now* offers resources for managing stress and worry by incorporating calming activities and mindfulness practices. Consider setting up small spaces or centers in the classroom to extend the themes of the books. Your Curious Why center might include nonfiction books on high-interest topics in your classroom, question-and-answer books, sticky notes for recording questions and answers, highlighters, and other relevant materials. Your Marvelous Now mindfulness center might include a yoga mat or a designated space for stretching, headphones to listen to soothing music, clay or other art materials for creating sculptures, and so on. Leave copies of the books in the center as well for students to return to for rereading, etc.

Character Creation

In Angela DiTerlizzi's series on positive thinking, we meet the characters of Yet, Why, and Now. Each character is endearing, powerful, and cleverly illustrated by Lorena Alvarez Gómez. Discuss with students what each character reminds us about embracing positive emotions and self-talk. These characters are actually encouraging us to have positive character traits ourselves! Discuss other positive character traits that can help us every day—brainstorm a list as a class. Ideas might include gratitude, compassion, empathy, and so on. Invite students to create a character for a future story that embodies that character trait. Consider making a character map that includes details such as the character's appearance, dialogue, actions, and other relevant traits. Students can create a sketch of their character in the "looks like" box and then brainstorm ideas for a story about their character with details in the 'says' and 'does' boxes.



Represents these Emotions	Looks Like
Says	Does

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