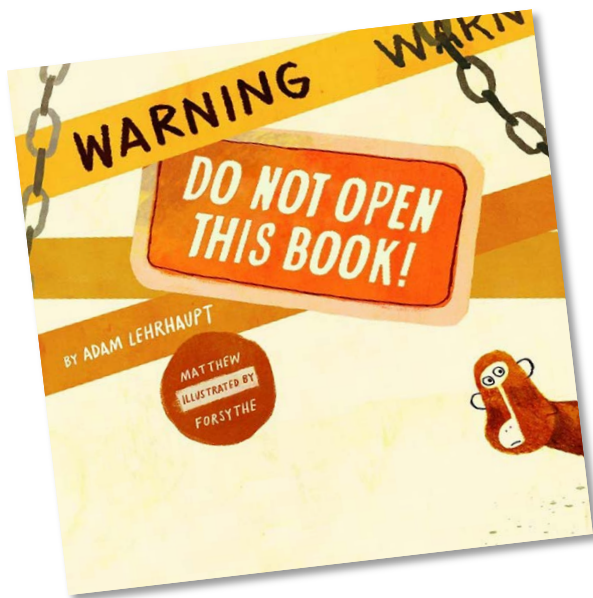


# Warning: Do Not Open This Book!/Please, Open This Book!

A teacher's guide created by Marcie Colleen  
based on the picture books  
written by Adam Lehrhaupt and illustrated by Matthew Forsythe



A Paula Wiseman Book  
Simon & Schuster Books for Young Readers

## **Meet the Author – Adam Lehrhaupt**

Adam Lehrhaupt is the award-winning picture book author of *Warning: Do Not Open This Book!* and *Please: Open This Book!* He has traveled to six continents, performed on Broadway, and lived on a communal farm. He firmly believes that opening a book is a good thing, even if there are monkeys in it. Adam currently lives in the suburbs of Philadelphia, PA, with his wife, sons, and two bizarre dogs. Follow Adam on twitter, Google+ or Instagram @lehrhaupt for the occasional brilliant thought or picture, and at [www.adamlehrhaupt.com](http://www.adamlehrhaupt.com).



## **Meet the Illustrator – Matthew Forsythe**

Matthew Forsythe is an award-winning comic book artist and children's book illustrator. He was the lead designer for *Adventure Time* on the Cartoon Network. His first children's book, *My Name is Elizabeth!* by Annika Dunklee, was named a 2011 *New York Times* Notable Children's Book. His *Warning: Do Not Open This Book!* was an ALA Notable Book. Matt lives near Toronto, Canada. Visit him at [www.comingupforair.com](http://www.comingupforair.com).

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## **Meet the Curriculum Writer – Marcie Colleen**

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing picture books of her own at home in Brooklyn, NYC. Visit Marcie at [www.thisismarciecolleen.com](http://www.thisismarciecolleen.com).

## How to Use This Guide

This classroom guide for *Warning: Do Not Open This Book!* and *Please, Open This Book!* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

The guide contains activities designed to help teachers integrate *Warning: Do Not Open This Book!* and *Please, Open This Book!* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as teaching tools throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.



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# English Language Arts

## **Reading Comprehension**

Before reading *Warning: Do Not Open This Book!* and *Please, Open This Book!*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover ~

- Describe what you see. Who do you see? What is/are the character(s) doing?
- Stand up and pretend to be the main character(s) in the illustration. Pay close attention to the facial expression and body shape of the character(s). How do you think this character(s) feels? How does this pose make you feel?
- Do you see anything else on the front cover? Describe, in as much detail as possible, what you see.
- Can you predict the plot of the story based on the title and the cover illustration?

The Back Cover ~

- Describe what you see.
- How is this illustration different from the front cover?
- How is this illustration similar to the front cover?

The Endpapers, Title Page, Copyright Page, and Dedication Page ~

- Read the information on all of these pages.
- What is the purpose of each of these pages? Explain in your own words.
- Look closely at the illustrations. What do you see? Does it change your prediction of what the book is about?

Now read or listen to the book. Help students summarize in their own words what the book was about.

Discussion questions for *Warning: Do Not Open This Book!*:

- Why does the narrator want you to put the book back?
- What kind of mess do the monkeys create?
- Once the monkeys fall asleep, who arrives next?
- Who arrives and causes an even bigger catastrophe?



- Ask your students if they know what “catastrophe” means? If not, can they make any guesses?
- What is used for a trap? Why? What is the plan?
- Does the plan work?

Discussion questions for *Please, Open This Book!*:

- Who is the narrator of the story?
- How did they get trapped inside the book?
- What happened to the characters when the book was closed?
  - The alligator?
  - A toucan?
  - The ring-tailed lemur?
  - The banana?
- What are some things the monkeys promise to do if you keep the book open?
- What do the monkeys say could happen to you if you close the book?
- What happens at the end of the book?

Let’s talk about the people who made *Warning: Do Not Open This Book!* and *Please, Open This Book!*

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

Now, let’s look at the illustrations.

- Using folded printer paper to make a book, have students copy the text of the book on each page and then illustrate their own version.
- Or, assign each student their own text from the book to illustrate.

## **Writing Activities**

### **Warning/Please! Persuasive Essay**

Sometimes, just like the narrator and the monkeys in *Warning: Do Not Open This Book!* and *Please, Open This Book!*, we want someone to do something for us.

And sometimes to get the other person to do what we want we need to persuade them.

Ask your students if they know what “persuade” means?

If not, can they make any guesses?

Discuss:

- What it means to persuade
- Times you might want to persuade someone (i.e., persuade your parents to let you stay up late).

Writing to persuade tells the reader what you believe, gives the reader at least three reasons why you believe it, and has a good ending sentence. You want to try and convince the reader to agree with you.

Have students write a persuasive essay called "Warning/Please!" to get someone to do something or NOT do something for them.

Use the following structure:

T=Topic sentences. The topic sentence tells the reader what you think or believe.

Example: *Warning, do not \_\_\_\_\_!* Or *Please, \_\_\_\_\_!*

R=Reasons. 3 or more. The reasons tell the reader why they should or shouldn't do what you ask. Write at least 3-4 sentences supporting each reason.

E=Ending. Wrap it up with a conclusive sentence.

E=Examine. Look closely. Do you have all of your parts?



### **Monkeys on the Loose**

Create a fictional story about the crazy mayhem that occurs when the monkeys get out of the book and into the "real world." Would the toucans get out, too? What about the alligator? Where would they go? What would they do?

Each story should include a beginning, a middle and an ending.

*Optional:* Create the story together as a class.

### **Second versus Third Person Point of View**

Both *Warning: Do Not Open this Book!* and *Please, Open This Book!* are written in second person point of view, meaning they speak directly to the reader using pronouns such as you and yours, instead of the traditional book which uses a narrator and pronouns such as he, she, it, or they.



Either as a class or individually, explore *Warning: Do Not Open this Book!* and/or *Please, Open This Book!* from a third person point of view. How would the story be different if told by a different narrator?

For example, "One day a child opened a book and heard a voice. The voice said, 'you might want to put this book back.' The child didn't know what to do. They were curious."

Rewrite the entire story in third person point of view. What happens to the tension of the story? Why do you think Lehrhaupt chose to write the book in second person point of view.

*Additional Challenge:* Explore *Warning: Do Not Open this Book!* and/or *Please, Open This Book!* in first person point of view, using pronouns such as I and me. Again, how does this change the feel and tension of the story?

### **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some other ways to bring *Warning: Do Not Open this Book!* and/or *Please, Open This Book!* to life in your classroom and also have fun with speaking and listening skills!

#### **Choral Reading**

- Using the text of *Warning: Do Not Open this Book!* and/or *Please, Open This Book!*, read the book aloud together.
- Turn *Warning: Do Not Open this Book!* and/or *Please, Open This Book!* into a script. Some of the students can be the monkeys. Some can be the toucans and the alligator. Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

#### **Mime**

- While the teacher reads the book aloud, students can pretend to be the monkeys, toucans, and the alligator and act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

#### **Drama**

- Create a live action TV commercial to encourage people to read *Warning: Do Not Open this Book!* and/or *Please, Open This Book!*. For inspiration, watch the trailer for *Warning: Do Not Open this Book!* at <https://youtu.be/stMSQUdxXQ8> or the trailer for *Please, Open This Book!* at <https://youtu.be/mjXoawdqBHU>.



## Language Activities

### **New Vocabulary: Metafiction**

Both *Warning: Do Not Open this Book!* and *Please, Open This Book!* are what is called 'metafiction.' But, what is metafiction?

- To demonstrate, provide students with a small collection of metafiction picture books. Some examples are:

Jon Stone and Mike Smollin, *The Monster at the End of This Book* (1971)

Mo Willems, *We Are in a Book!* (2010)

Richard Byrne, *This Book Just Ate My Dog!* (2014)

- Then, give the class two minutes to write down any observations about the stack of books. (i.e., similarities and differences, etc.)
- Once the two minutes is up, record their lists on the board.
- Explain that the books are all metafiction. Ask students to guess what 'metafiction' means.

Look up 'metafiction' in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.)

- Read the definition.
- How do *Warning: Do Not Open this Book!* and *Please, Open This Book!* fit the 'metafiction' genre?



Encourage students to explore a library or bookstore and find other metafiction picture books to share with the class.

### **Book Three**

Using the metafiction format that Lehrhaupt used in *Warning: Do Not Open This Book!* and/or *Please, Open This Book!* as a mentor text, write a third book for the series. (e.g., The monkeys are still stuck in the book. What is their plan to get out?)

# Math

## **Banana Hopscotch**

This hopscotch activity will help students improve motor skills, balance, and self-regulation behaviors. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, as well as elements of art including shape and line.

*This game can be created for indoor spaces through simply taping out the boxes on the floor and/or traditionally by drawing them on the pavement outdoors.*

Materials:

- Masking tape (for indoor version)
- Sidewalk chalk, markers, or dark crayons
- A banana (or an object to represent a banana)
- One die

Set Up:

Create the hopscotch boxes.

Students can help draw numbers in the squares. If they are not ready to write numbers alone, try lightly drawing the numbers first, then encourage them to trace over them.

How to Play:

1. Place the banana in one of the squares.
2. The first student rolls the dice twice and adds the two numbers together to know how many boxes they must hop to. (ie.  $2 + 4 = 6$ , hop six spaces).
3. The students hop their way through, counting as they go.
4. If they land on the box with the banana, they have captured the monkeys! If they overshoot or fall short they must start all over again.
5. Play continues until the monkeys are captured or everyone has been given a chance to go.

*For an extra challenge, change the location of the banana each turn.*



## Monkeys versus Toucans: Counting and Comparison

As a class, create a table to record how many monkeys and toucans appear in each spread of *Warning: Do Not Open This Book!* and/or *Please, Open This Book!*

Spread	How many monkeys?	How many toucans?
Front Cover		
Endpapers		
Title Page		
First spread		

*Additional Challenge:* Now compare the numbers of monkeys and toucans on each spread, using these symbols:

> (is greater than)

= (is equal to)

< (is less than)

*Example:* On the front cover, the number of monkeys is > toucans.

## The Monkey Counting Scavenger Hunt

Use this scavenger hunt to sharpen counting skills.

- Create twenty or more copies of the paper cut-outs of monkeys and toucans. Number them from 1-5, so there are several sets of each number.
- Hide these cut-outs around the room.
- Assign students either monkeys or toucans.
- Ask students to find #1 monkey, #2 monkey, etc. until they have a set of 5. If a student sees a number they already have collected or an item that is not what they are collecting, he/she must leave it for another student to find.
- The first student to find their items in 1-5 sequence, wins.

*Additional Challenge:* Hide a banana, too. If a student finds the banana they have been captured and need to sit out of the game for one minute.

This same game can be played with a set pattern of colors or pictures to teach sequencing.

# Science

## Monkey Research Project

There are many different kinds of monkeys pictured in

*Warning: Do Not Open This Book! and/or Please, Open This Book!*

Conduct an Internet search for different types of monkeys to determine each kind of monkey in the book(s). Do you see a ring-tailed lemur? A baboon? A capuchin?

Assign each student or pairs of students a monkey to research on the Internet.

Information to be gathered should include:



- Type of monkey
- What it eats
- Where it lives
- Draw a picture
- Write 3 words that describe your monkey
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Once all of the needed research is done, students should create a visual (poster, PPT, etc.) with all of the necessary information and present their findings to the class.

*Additional Challenge:* Some students may research toucans or alligators.

## Monkeys: Fiction vs. Non-fiction

Compare the facts researched about monkeys above (non-fiction) to the monkeys in *Warning: Do Not Open This Book!* and/or *Please, Open This Book!* (fiction).

As a class, create a T-chart of comparisons.

Non-fiction

Fiction

*Example:* Live in trees

Monkeys sleep, paint and play guitar in trees

## **“The Plan” – The Scientific Method**

When monkeys cause mayhem and escape from a book—that’s a problem!

The Scientific Method is an eight step series that engineers, scientists and inventors use to problem solve.

Step 1: Ask a Question

Step 2: Do Research

Step 3: Guess an Answer (also called a Hypothesis)

Step 4: Test Your Guess/Hypothesis

Step 5: Did it Work? Could it Be Better? Try Again

Step 6: Draw a Conclusion

Step 7: Write a Written Report of Your Results

Step 8: Retest

After introducing the eight steps to the class, lead them through a discussion.

- Describe how these eight steps help with problem solving.
- What do you think would happen if you skipped a step?
- Why do you think step 8 is important?

Can you find evidence of these steps in *Warning: Do Not Open This Book!* and/or *Please, Open This Book!* How so? Use textual examples.

If you had to come up with your own plan to capture the monkeys, what would you do?

Create an eight-page Scientific Notebook for “The Plan”. Each page will include a separate step in the process and fill each page with your notes, drawings, and ideas about your plan as you move through the process. Refer to *Warning: Do Not Open This Book!* and/or *Please, Open This Book!* for ideas, as well as your own creative imagination.

### **Build a Trap STEAM Challenge**

This challenge allows students to test out the Scientific Method for themselves as they problem solve a way to build a trap that really works! Of course, a little imagination is going to go a long way here, too!

For a fun introduction, show students some examples of Rube Goldberg machines or the board game, *Mouse Trap*.

- Explain to students that they will be working in groups of 2-3 to build a trap to capture the monkeys, toucans, and alligator.
- Provide the students with several craft items (rulers, paper, cardboard tubing, empty boxes, tape, glue, etc.) Check the recycling for other ideas of materials.
- Each group's trap must:
  - Use at least four different types of craft items.
  - Be a construction that is supported by accompanying plans that detail how it works.
  - Be presented in a demonstration for the class.
- The groups should create an eight page Scientific Notebook for their trap and carefully document their use of the Scientific Method throughout the process of building their trap.

Did they work? Retest? If they didn't work, head back to the drawing board like a real inventor.

Offer awards to increase the competition.

- Most Attractive Trap
- Most Materials Trap
- Least Materials Trap
- Most Likely to Work Trap
- Most Inventive Trap

## Social Studies

### **Work As a Team**

The monkeys, toucans, and alligator in *Please, Open This Book!* decide to combine their efforts to work as a team to escape the book.



Have a class discussion and create a list of the many ways students work as a team in their day to day life. Why is it sometimes better to work as a team than to work alone?

The following games can help students develop motor skills, good reflexes, hand-eye coordination, problem solving and language skills, while also promoting collaborative skills and sportsmanship as kids play by helping each other. These games focus on fun and teamwork rather than winning.

## Cooperative Hoops

The game cooperative hoops is a twist on the game "musical chairs." Instead of having each player compete for themselves and excluding others to win as in "musical chairs," this version makes winning about cooperation.

Scatter hula hoops around the play area.

Play music and have the kids move around the hoops but not step inside them.

While the music is playing, the kids must not stop moving, but when it stops, they must have at least one foot inside a hula hoop and not touch the ground outside the hoop.

If any child is not in a hoop when the music stops, they must sit out. On each rotation, remove a ring so that the kids have to share hula hoops.

When the game is down to two hoops, the winners are the group that got the most people inside one hoop. This game teaches cooperation to help each other succeed.

## Continuum

This cooperative game helps even the shyest kids break the ice and get to know one another.

Divide the kids into groups of six to 10 people.

Pick a theme and have the kids arrange themselves in the correct order to create a continuum.

This could be favorite colors arranged in the order of the rainbow, birth month from first to last or dark color shirts to lightest. No team loses in this game, but you can applaud the team that got into the right order the fastest.

## Alligator!

Alligator! is another fun game to teach the value of cooperation and teamwork.

Outline a large square on the floor.

Make teams of five kids each and have the kids link together by standing in a line with hands on the shoulders of the person in front of them.

When the music is playing, the team leader must guide the others to "swim" in the middle of the square.

When it stops, he or she must get them outside the square to a marked "island" to escape the "alligator."



The leader of the team then goes to the end of the line and the person at the front becomes the new leader and must get the team quickly back into the “water” when the music starts again and to safety when it stops.

This game makes each child responsible for the safety of others and promotes teamwork as the kids work to stay together during this fast game.

### Keep it Up

Use a balloon or a large, light ball to play “Keep it Up.”

In this game, divide the kids into two teams across a net or line.

As in volleyball, they must pass the balloon or ball back and forth without letting it touch the ground. However, the rule is that a different team member must hit the ball or balloon to the opposite team each time. Other team members can help their team players by passing to them.

### **How a Book Gets Made**

Invite a professional from the publishing industry to your class or ask them to visit via Skype. The focus of the visit should be “how a book gets made: from the author’s imagination to the finished book”.

During the visit, students should practice taking notes and creating follow up questions.

After the visit, students should present what they learned, in the form of a flowchart to illustrate the many steps of creating a book from first idea to finished product on the bookstore shelves.

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### **Bring Adam to the classroom!**

If you are interested, Adam is available for both in-person, and Skype visits. For more information, drop him a note at [me@adamlehrhaupt.com](mailto:me@adamlehrhaupt.com).

