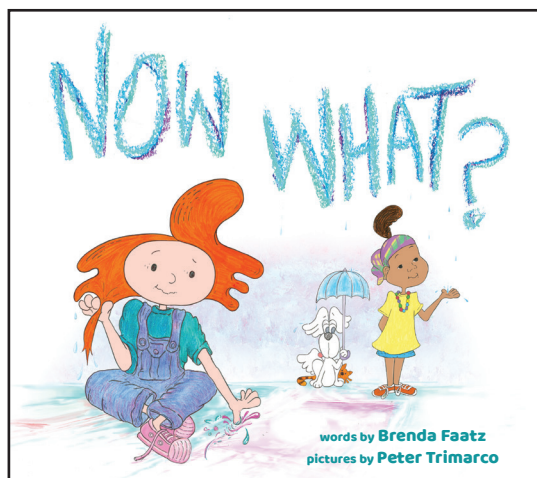


Educator's Guide



***NOW WHAT?* The Latest Lizzy's World Adventure**

Written and Illustrated by Brenda Faatz & Peter Trimarco

Now What? It's the essential question for all kids when they are having a play-filled day moving at warp speed from one activity to another. The latest Lizzy adventure includes this classic dilemma, and Lizzy and company's approach does not disappoint. Her creativity and out of the box thinking fills her day with fun, adventure, and creative problem solving.

The Lizzy book series is a collection of four books that take on some of the big ideas kids experience. Brenda Faatz and Peter Trimarco created a whimsical character who is sure to help readers navigate some of life's twists and turns. Her name is Lizzy and she's just so...fantastic! In her previous adventures Lizzy tackles the first day of school, a new sibling, and building self-confidence. In *Now What?*, she navigates the day with an assortment of feelings: excitement, wonder, happiness, and a few oopsies. Lizzy shares her feelings with readers through rhythm and rhyme. Her words are colorful, expressive, and sometimes completely made up! Bold, colorful illustrations make Lizzy come to life. Readers will be inspired by Lizzy as they join her on her day that starts off quite empty, but ends fantastically full in all of the best ways.

PW Booklife describes *Now What?* as a "delightful tribute to the power of invention...A cheery, rhyming romp that celebrates imagination, friendship, and living in the moment." And as noted by Kirkus Reviews, this is "A lively, innovative story of friendship that encourages readers to think creatively."

The book is a fun, frolicking adventure that depicts problem solving in a way that's perfect for kids to enjoy and learn from. It can be used in schools, libraries, or at home. Lizzy's language can really be enjoyed everywhere! This guide will help readers, big and small, navigate their way through the ups and downs of a young character's day with her new friend. Enjoy this treasure trove of activities that dip into the arts, critical thinking, and problem solving. Each activity helps readers interact with the book on a deeper level. Jump into the day with Lizzy's crew and enjoy!

This teaching guide was written by Room 228 Educational Consulting, with public school teacher Shannon Rheault as lead teacher. We at Room 228, do our best to celebrate the NOW, like Lizzy and Luna, and love making messes that lead to beauty. To learn more, visit rm228.com.



LEVELED "L" (2nd Grade)
Ages 4-8 / Curriculum Available K-4

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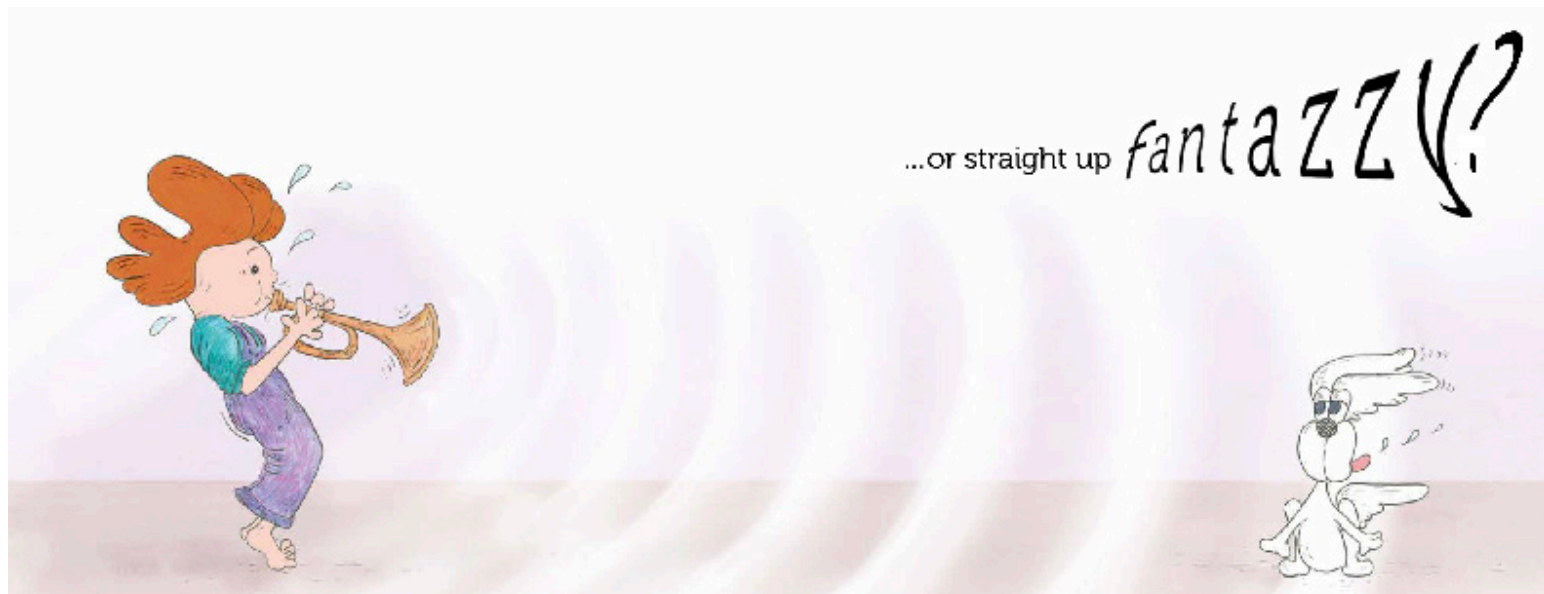


Essential Questions

Use these discussion questions as a springboard for beginning a rich conversation with readers. Learners can explore and expand upon these ideas during and after they experience the book. The questions may be adapted to fit your students' needs and ages. You know your kids best!

Questions and Discussions for the Now What? Adventure

- Describe Lizzy. What makes her a fantazzy pizzazzy girl?
- What are the obstacles Lizzy encounters throughout this Now What-ish kind of day?
- How does Lizzy respond to each road-blocky-rocky part of her day?
- Why does Lizzy need to find a new home for the cutie patootie kittens? How do you know?
- Who is Luna? Describe what you learn about her in the book. How do she and Lizzy work together to help turn around the lousy, damp, drab day? Explore the two main characters more deeply. Can you guess (infer!) some details about each character using clues from the text and the illustrations? What do you know, and how do you know it?
- Compare Lizzy and Luna. How are they awesomely alike or delightfully, distinctly different?
- Have you ever had a Now What-ish kind of day? How did you handle it? What advice would you give Lizzy?
- What is one theme of *Now What?* What is one message that the author is trying to communicate to the reader?
- Lizzy's dog is included in each illustration. What role does this character have in the story? How would you tell the story from the dog's perspective?
- How does the illustrator use color to help tell the story? Look at the illustrations and color choices. How does this help the reader "feel" the story? Would you choose to use different colors on certain pages/scenes? Why or why not?



Before You Read

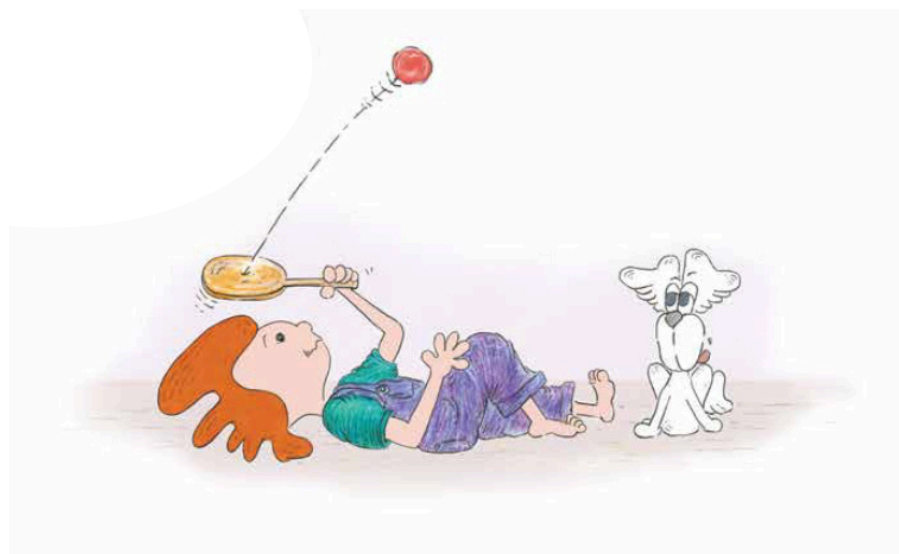
Get ready to experience Lizzy's day! Before you read, think about and prepare for some of what Lizzy experiences by participating in the following activities.

A-Z Brainstorm

Lizzy has a full day ahead of her. A full day without plans can be a challenge. Invite readers to grapple with this dilemma before they experience a day through Lizzy's eyes. Host a brainstorming session that will put an end to the daunting question of "*Now What?*".

Instruct readers or groups of readers to generate a list of activities and ideas to fill a day when plans are cancelled, when the weather isn't cooperating, or when there is just a day with no plans. Lizzy's day was rainy and had unexpected developments. Groups can brainstorm and collect ideas to think of an activity for each letter of the alphabet that may have helped her design her day (A is for acting, B is for banana splits, C is for creating a new game...).

Gather poster-sized paper, markers, crayons, and pencils. Spread out on desks, on floors... anywhere imagination ignites and start imagining an epic to-do list! Younger readers can come up with an idea for 1 letter and add it to a master A-Z list. Older readers can attempt to tackle the entire alphabet. Cooperative work is encouraged, especially when it comes to those tricky letters. Get creative! Hint: It can be eXtra fun to work together. Grown-ups can help with ideas and discuss the flexibility that can exist in this activity.



Common Core Standards

CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Emotional Learning Competencies: Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Social Justice Anchor Standards: Identity: Students will develop positive social identities based on their membership in multiple groups in society.

Luna and Lizzy: Best Friends in the Making

Lizzy finds a new friend unexpectedly. What a treat!! When they meet they are instantly intrigued with one another. They quickly learn that they have things in common, but are unique as well.

What makes a good friend? People who are alike? People who are different? Is it a combination of the two? In this activity, readers will pair with another person from the group and interview them.

Before sending pairs to interview each other, brainstorm questions that are great for interviewing a peer (i.e., What is your favorite reading spot?). Choose a few that everyone agrees are important questions to help get to know someone.

Pair learners to interview one another. Invite them to move to a spot in the room where they are comfy and cozy and feeling relaxed. Each person should take a turn asking each question. Give each pair the copied, attached Venn Diagram to organize the information they collect. This will be a concrete visual for each pair to determine what they have in common and what is unique about them. Young readers can choose to draw pictures or write to show the information.

Share the results with the larger group. Pairs can present their findings about their friend/partner by showing their Venn diagrams. Introducing someone is an important speaking and listening skill that will develop as readers grow and gain experience. Kids can improve their connections and make new friends in the process. What's more fun than that?

Discuss and debate the essential question: What makes a good friend: similarities, differences, or both? Will Lizzy and Luna be great friends? Time to read and find out!



Cuteness Overload!

This is the perfect activity for the beginning of the year when learners are getting to know each other. Take photos of the pairs and post around the room with their completed Venn diagrams. It's an excellent community building activity to kick off the year with fabulous friendships!

Common Core Standards

CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Social Emotional Learning Competencies Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

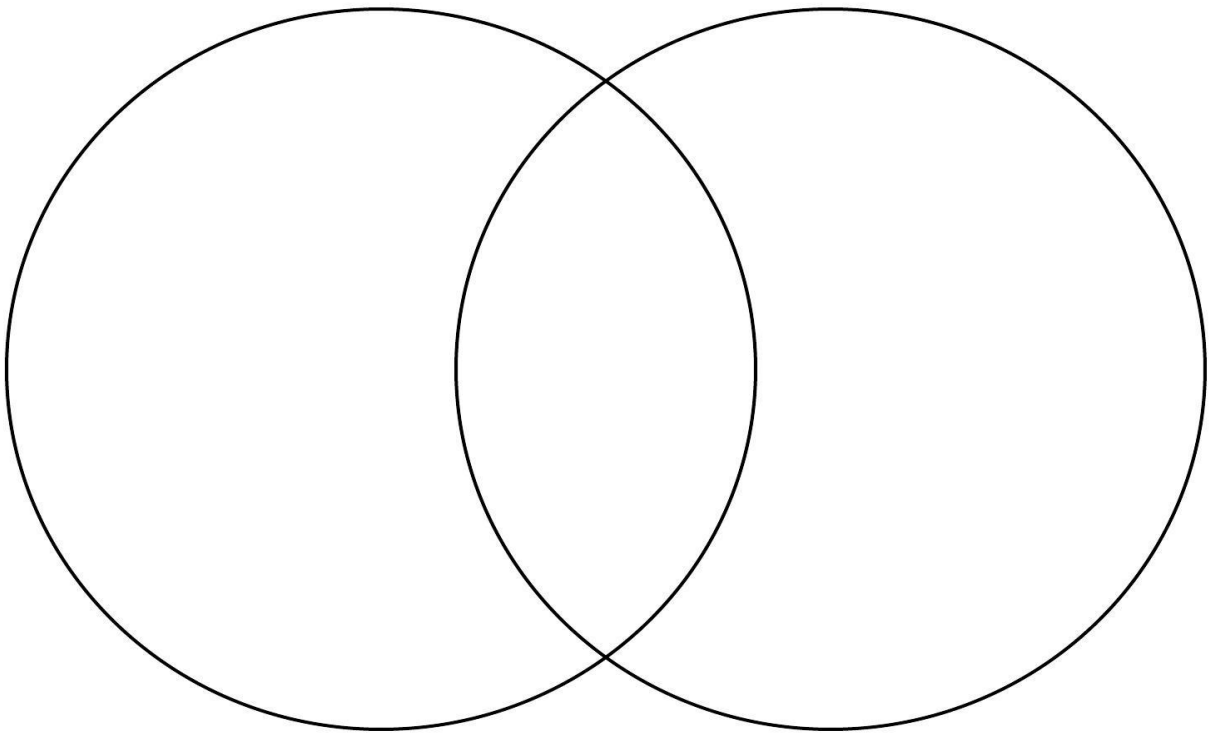
Social Justice Anchor Standards Diversity: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Names: _____

Now What? Now it's time to interview your friend. Get comfy, grab your questions and ask away!

Your Name:

Your Friend's Name:



Interview Insight: Write about what you learned while interviewing your friend. It can be something about friendship and getting to know someone or something specific about your friend.



While You Read

As you follow Lizzy's daylong adventure, complete these activities to explore and think about the situations Lizzy finds herself in throughout the day.

A Magnificent Mindset



While reading *Now What?* notice each event that flops. Lizzy is a pro at handling challenges that come her way. How does she turn problems into positivity? Lizzy has a growth mindset! Go Lizzy!!! Explore the difference between a fixed mindset and a growth mindset. Show the link below to help readers who are new to this concept.

[Sesame Street: Janelle Monae - Power of Yet](#)

Discuss with students: How would you describe Lizzy's mindset? Is she giving up on the day? Is she complaining about the challenges that she is facing? Is she embracing the ups and downs and enjoying her day? Invite readers to describe her response to the day. How does she answer the question "*Now What?*" throughout the story?

Once you have discussed Lizzy's responses to challenges. Encourage readers to think about their own lives. Here are some ideas to host a meaningful discussion:

Invite the group to write or draw about a time that they had a growth mindset or a fixed mindset. It can be a simple sketch or a detailed description depending on the age of the learner.

Divide the class into small groups and allow them time to plan a quick role play of a person with a growth mindset and one of a fixed mindset.

Privacy Please! If they want to keep their own experiences private, encourage them to think of a fictional situation or something they have read about or seen in a show or movie.

For the youngest readers put simple scenarios on cards and sort them as a group. Some examples include:

Your shoe is untied and you start to cry because you think you'll never learn how to tie your shoes.

Your shoe is untied and you ask someone to teach you how to do it yourself.

Your plans get cancelled and you get angry and complain that it's not fair!

Your plans get cancelled and you go in your room and find something fun to do (just like Lizzy!)

Take the Stage! [Sesame Street: Bruno Mars: Don't Give Up](#)

Groups can take turns performing each scenario. The audience can ask questions or point out what they liked or found important at the conclusion of each skit. Peer interaction will make this activity memorable and meaningful. Share this growth mindset wrap up song to celebrate positive thinking!

Common Core Standards

CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Social Emotional Learning Competencies: SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

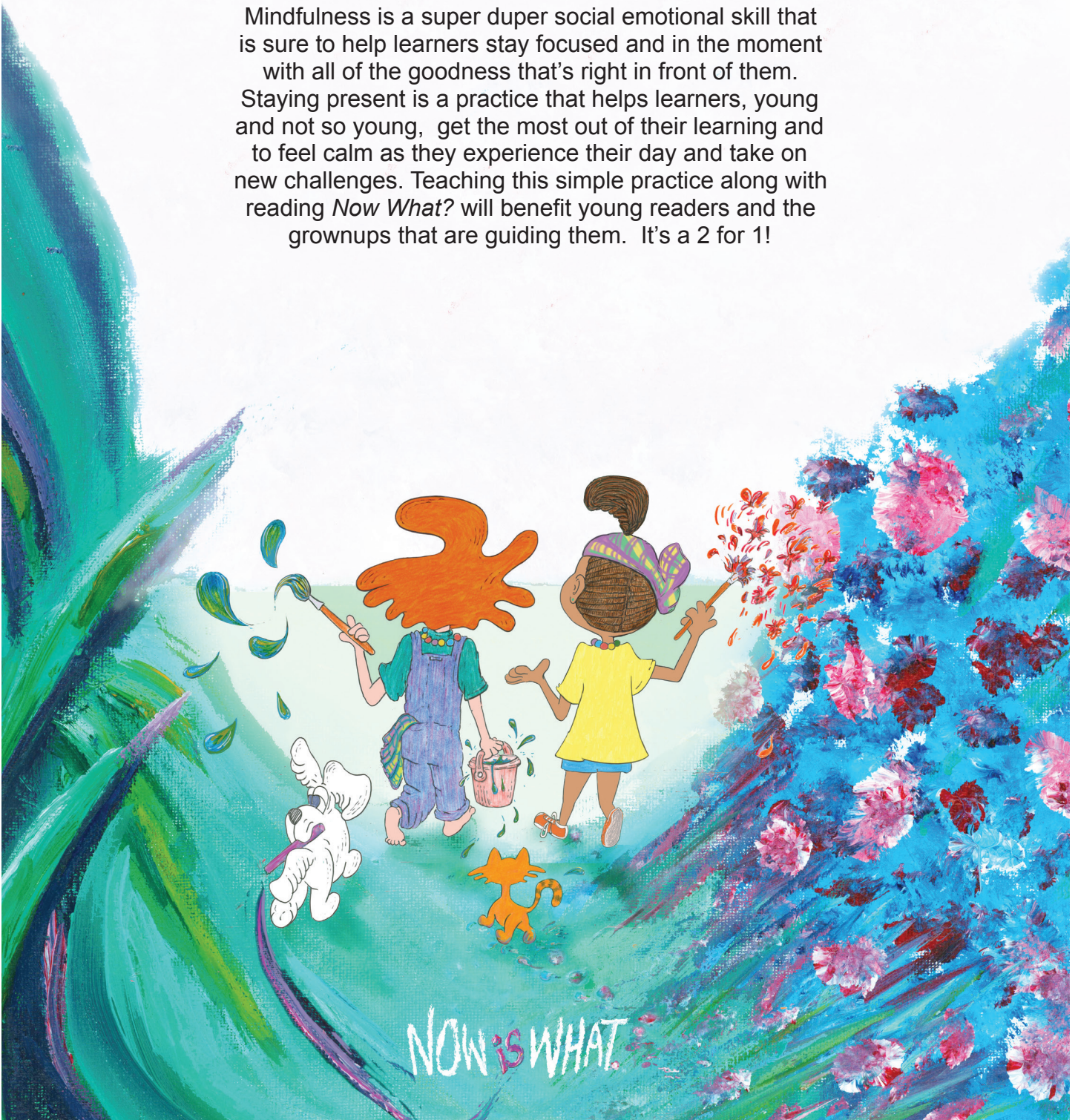
Social Justice Anchor Standards: Identity: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Now IS What!!

The central message of this story is to enjoy the moment you are in. Rather than wondering what the next big event will be, Lizzy learns that enjoying the moment she is in is the best way to be. We could all use some extra practice with this important concept.

Mindfulness.

Mindfulness is a super duper social emotional skill that is sure to help learners stay focused and in the moment with all of the goodness that's right in front of them. Staying present is a practice that helps learners, young and not so young, get the most out of their learning and to feel calm as they experience their day and take on new challenges. Teaching this simple practice along with reading *Now What?* will benefit young readers and the grownups that are guiding them. It's a 2 for 1!



Choose from the list below of mindfulness activities and connect them to what Lizzy experienced during her fun-ish day. Anytime is a great time for mindfulness, but we listed some examples below to highlight particular areas/situations where mindfulness might be beneficial.

Practice a breathing exercise to help refocus. Use any variation that you like or try this one:

KIDS MEDITATION - SQUARE BREATHING (Focus & Calm)

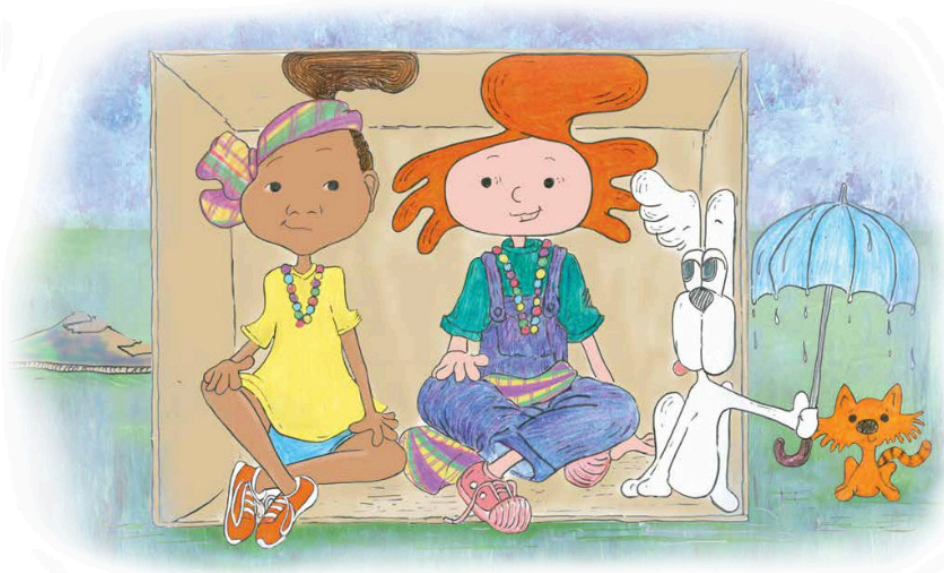
Practice expressing gratitude. This can be as simple as naming one thing you are grateful for or more elaborate like making a card for someone or a list of things that are going well when things seem to be challenging.

Practice mindful thinking. Guide learners to take time to think about their thinking. Try this simple meditation.

Thought Bubbles! Mindfulness for Children. (thought awareness)

Self-Reflection Time!

Once everyone has had a chance to experience a variety of mindfulness activities, take a moment to think about which ones had the most impact. How did they make you feel? Which ones were more challenging? Why do you think? Compare and contrast how Lizzy and friends use some of these strategies with the ones you tried. Are there times when the characters in the book would have benefited from mindfulness practice? Explain. Are there other times in your life when you think mindfulness might help improve your day? What does “living in the NOW” mean to you?



Common Core Standards

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Social Emotional Learning Competencies: Self Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Social Justice Anchor Standards: Identity: Students will recognize that people's multiple identities interact and create unique and complex individuals.

After Reading the Book

Now What? Wrap it up and put a bow on it, that's what! Finish off Lizzy's day with these creative, culminating activities.

Lights, Camera, Lizzy!

Create a Reader's Theater script with the text from *Now What?*. Reader's Theater "gives readers a reason to read aloud"*. It offers an opportunity to improve fluency. It's a fun, engaging way to build confidence as well as improve and enhance the reader's rhythm.

Choose lines that readers can perform and allow ample time for rehearsal.

Every successful production needs a strong stage crew! Include readers of all levels by assigning tasks such as creating a set and props. Use pages from the book to inspire a backdrop and be sure to include items from the book like instruments and a big cardboard box if you can find one. If not, allow readers to get creative and recreate the setting in a way that makes sense to them.

Encourage students to create costumes to enhance the performance.

This experience will bring *Now What?* to life and help readers become the characters. There's no better way to experience the story! Theater incorporates multiple learning styles and allows kids to show their talents in extraordinary ways. Break a leg!

Invite audience members to send "fan mail" to each group after they perform. This can include questions and compliments.



Teacher Resources

*<https://www.readingrockets.org/article/reader-s-theater-giving-students-reason-read-aloud>

Common Core Standards

CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Social Emotional Learning Competencies Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

Social Justice Standards Identity: Students will recognize that people's multiple identities interact and create unique and complex individuals.

Problem Solving Circles

Lizzy is frequently in a position to flex her social emotional muscles. Everyone, at one time or another, finds themselves in similar situations. The question is, how will you handle them? How about getting ideas from your peers? Find out how others would solve a problem. This can be an invaluable tool in the world of problem solving. Collaboration is the name of the game. Learning to listen to other viewpoints and ideas leads to leadership and long-lasting social skills. Lizzy loves learning leadership skills!

Give everyone a chance to think about and write or draw a “sticky” scenario on an index card. It can be a problem that they have recently encountered or it can be a situation that has repeatedly come up in their daily lives or in someone else’s life. Review the situations to be sure they can be shared and lend assistance to those who need suggestions. To protect privacy you may want to rehearse this sentence starter: “I know someone who...” An important lesson when diving into the social emotional learning pool.

Examples of Problems or Situations:

- *I know someone who was left out of a game at recess time. How can they still have a fun recess?*
- *My best friend was home sick and I didn’t have anyone to talk to at lunch time. What could I do if that happens again?*
- *I know someone who teases kids who don’t have nice clothes. What should I do?*

Once everyone is ready to share, create an inside/outside circle. This is a dynamic discussion technique that gets everyone involved and moving.

Create 2 circles: Divide the group in half.

The inside circle will share their problem with the person in the outside circle and the person in the outside circle will offer their opinion on how to solve the problem.

Give each pair a certain amount of talk time (about 1 minute).

Once time is up, make an announcement to rotate the outside circle one person to the right. The inside circle stays in the same spot. This gives a new person the opportunity to offer a solution every 1 minute.

Keep rotating the outside circle until the first pair is matched up again.

Once the inside circle has spoken to everyone, the outside circle can share their problems and the inside circle can offer solutions. This activity can be broken up into 2 sessions depending on the size of the group.

By the end of the activity the group will have numerous solutions! Imagine if Lizzy and Luna had access to all of these problem-solving possibilities? Imagine how different their day would have been if they had even more friends to draw experiences from!

Common Core Standards

CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Social Emotional Learning Competencies: Self-Awareness: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.

Social Justice Standards: Identity: Students will recognize that people’s multiple identities interact and create unique and complex individuals.

Culminating Activity: The Now What Toolkit

In the A-Z Brainstorm activity above, you brainstormed a long list of possible activity ideas to fill a Now What-ish kind of day. Take your thoughts and turn them into reality!

If you've ever had a day that was empty and you struggled to create a plan, put together a Now What Toolkit that is ready for any kind of day that you may face.

Look back at the epic A-Z activity list you created before you read the book.

Now, brainstorm general items that would be useful to keep in a Now What Toolkit. Maybe crayons, chalk, paper, markers, journals, a library card, music and instruments. Welcome all ideas! Once a comprehensive list has been generated, allow readers a chance to create a toolkit items poster where readers can add the best items that they want to include in their own, *personal* Now What Toolkit. Each reader may have different ideas or may gravitate to their preferred activities. An artistic learner may include more art supplies, while a STEM guru may want to add more building supplies. A musical person may never leave home without instruments, but a reader who's always moving and grooving will be sure to include a pair of sneakers.

Debate Break! Should technology be included in the toolkit? How could it be a useful tool on a Now What kind of day? Are there limits that should be discussed before adding technology to the list? This discussion is sure to bring up some passionate dialogue!

There are no rules to what one may add to their personal toolkit!

The poster can be presented in so many ways! Collage, digitally, artwork, even poetry, song lyrics or movement can convey what creative contents each person chooses for their toolkit.

The grand finale will be to compile the items into a jazzy container, bag or bin to make the toolkit complete. Design the container to best reflect your creative, unique self! Encourage students to store their Now What Toolkit in the classroom, in their bedroom, in their kitchen, or wherever they think they might need a burst of brilliant *Now What?* ideas!

With a plan in place, these young learners will take on any day with class, sass, and a whole lot of fun!



Common Core Standards

CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Social Emotional Learning Competencies: RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Social Justice Anchor Standards: Identity: Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.