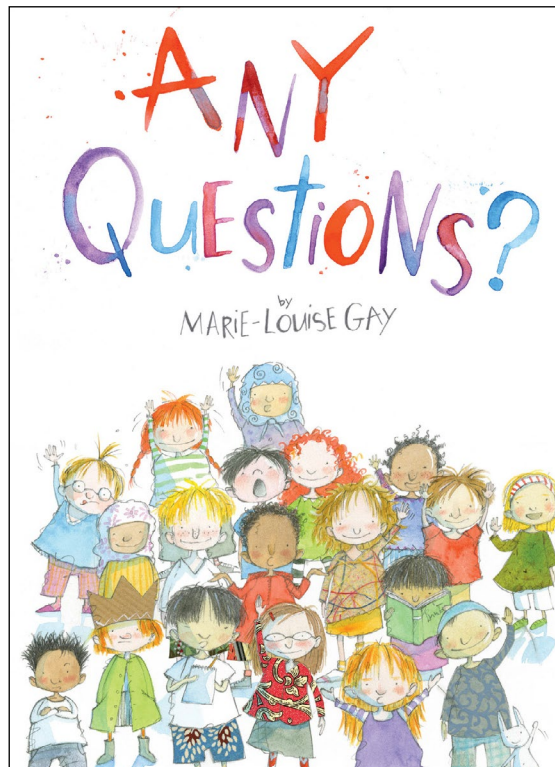




GROUNDWOOD STUDY GUIDES

ANY QUESTIONS?

Written and illustrated by
Marie-Louise Gay



“A delightful and interactive step into the world of creating engaging picture books for children.” — *Kirkus*, starred review

CURRICULUM CONNECTIONS

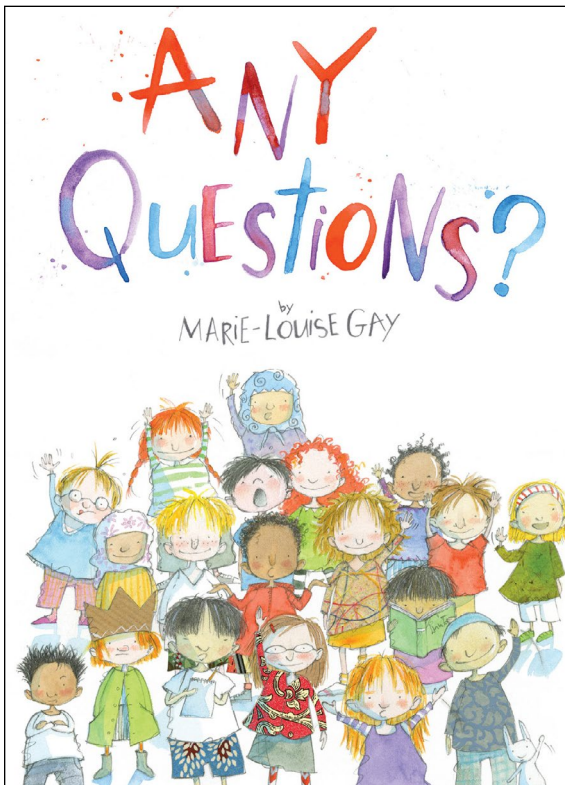
Ages 6 to 9 / Grades 2 to 4

JUVENILE FICTION

Full-color illustrations / 9 x 12 / 60 pages

Hardcover with jacket / \$19.95 / 978-1-55498-382-7

groundwoodbooks.com



BOOK DESCRIPTION

Many children want to know where stories come from and how a book is made. Marie-Louise Gay's new picture book provides them with some delightfully inspiring answers through a fictional encounter between an author and some very curious children — together they collaborate on writing and illustrating a story. Marie-Louise Gay has scribbled, sketched, scrawled, doodled, penciled, collaged and painted the words and pictures of a story-within-a-story that show how brilliant ideas creep up on you when you least expect it and how words sometimes float out of nowhere, asking to be written. *Any Questions?* is a whimsical and inspiring exploration of the creative process for readers young and old!

PRE-READING QUESTIONS AND ACTIVITIES

Look at the cover of the book and read the title aloud to the class. What do students think this book will be about? Are there any clues? Do they think it is fiction or non-fiction? Have students read any other books by this author, Marie-Louise Gay? Now read the blurb on the jacket. Do students have a different idea of what the story will be about?

This book is about an author collaborating with some children to write a story.

Ask students how they come up with ideas for the stories they write?

POST-READING DISCUSSION QUESTIONS AND ACTIVITIES

DETAILS, DETAILS, DETAILS

The illustrations in *Any Questions?* are intricate and filled with detail – talking animals, characters commenting on the action, word balloons, etc. Citing specific examples from the book, ask students to discuss the ways these details work with the text to help tell the story.

WHERE DOES A STORY START?

As she is trying to get started, the author draws a series of different settings, each inspired by a different color of paper. White is a snowstorm, blue is the ocean, etc. Have students choose a color of construction paper that inspires them or sets a mood and have them imagine a setting for a story they would like to create.

POST-READING DISCUSSION QUESTIONS AND ACTIVITIES

GETTING UNSTUCK

Sometimes writers get stuck and can't think of what to do next in their story. Working as a class, discuss the different techniques Marie-Louise Gay uses to get inspired again. What tactics do students use when they have writer's block? Make a list of things for students to try when they can't come up with ideas. Encourage students to try these techniques the next time they get stuck.

ANALYZE A STORY

The Shy Young Giant provides a perfect opportunity for students to look more closely at the elements that make up a story. Working as a class summarize *The Shy Young Giant*, being sure to identify its beginning, middle and end, and using words like “first”, “next”, and “then” to describe the plot. How do the characters' actions contribute to the sequence of events? To demonstrate comprehension of the story and its literary elements, have students create questions that describe the characters, settings and major events of the story using the “Five Ws and One H” – Who, What, Where, When, Why and How.



POST-READING DISCUSSION QUESTIONS AND ACTIVITIES

SCENIC VIEWS

The author and the children collaborate to create the story of *The Shy Young Giant*. Citing specifics from the text, discuss the ways Marie-Louise Gay conveys information about the setting of this story-within-a-story. Draw attention to the use of color in the illustrations to set the mood as well as descriptive words and phrases in both the text and illustrations. How does the setting change over the course of the story?

A MATTER OF CHARACTER

Working as a class, examine the shy young giant and how he grows and changes over the course of his story. What does the story tell us he is like at the beginning? What does the giant do that shows what he is like? How does he change? What happens to make him change? At the end of the story is he the same as at the beginning, or different? Be sure to pay close attention to the illustrations as well as the words. Using this discussion as a model, have students write an essay on the beast that addresses the same questions. Remind them to discuss both the words and the pictures used in the story. Have them be sure to introduce their topic, cite specific evidence from the book to support their view and provide a concluding statement. Break students into pairs to critique each others' work; revise as needed based on peer feedback.

AND WHAT HAPPENS NEXT?

When the shy young giant finishes reading, no one wants the story to end. They decide to write another story. Ask your students to do the same thing and write and illustrate the next episode in *The Adventures of the Shy Young Giant and the Ferocious Beast*.

POST-READING DISCUSSION QUESTIONS AND ACTIVITIES

READER'S THEATER

Any Questions? contains many different voices: the narrator, the children, the shy young giant, the animals — even the sound effects and the notes that are scattered throughout the book are virtual characters. As a class, read through the book and list the different “roles” needed to do a dramatic reading of the story.

Help students make decisions regarding what needs to be read and who will read it. In order to have everyone take part, break the narration into multiple parts if necessary. Choose volunteers to read each of these parts. Encourage students to develop a unique voice when performing their part. Discuss how the experience of performing the book with multiple voices differs from having it read aloud by one person. Which way is more interesting? After the class has practiced, perform the story for another class. If equipment is available, record the presentation and make it available to students for download.



SKILLS AND STANDARDS USED IN THIS GUIDE

GRADE 2

Reading

Key Ideas and Details

Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

Describe how characters in a story respond to major events and challenges.

Craft and Structure

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

Fluency

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SKILLS AND STANDARDS USED IN THIS GUIDE

GRADE 2

Writing

Text Types and Purposes

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.

Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure.

Production and Distribution of Writing

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening

Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

SKILLS AND STANDARDS USED IN THIS GUIDE

GRADE 2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

SKILLS AND STANDARDS USED IN THIS GUIDE

GRADE 2

Demonstrate understanding of word relationships and nuances in word meanings.

- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

SKILLS AND STANDARDS USED IN THIS GUIDE

GRADE 3

Reading

Key Ideas and Details

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.

Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

SKILLS AND STANDARDS USED IN THIS GUIDE

GRADE 3

Fluency

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

SKILLS AND STANDARDS USED IN THIS GUIDE

GRADE 3

Production and Distribution of Writing

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Range of Writing

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 discipline-specific tasks, purposes and audiences.

Speaking and Listening

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

SKILLS AND STANDARDS USED IN THIS GUIDE

GRADE 3

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Presentation of Knowledge and Ideas

Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

SKILLS AND STANDARDS USED IN THIS GUIDE

GRADE 3

Demonstrate understanding of word relationships and nuances in word meanings.

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

SKILLS AND STANDARDS USED IN THIS GUIDE

GRADE 4

Reading

Key Ideas and Details

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).

Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Integration of Knowledge and Ideas

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Fluency

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SKILLS AND STANDARDS USED IN THIS GUIDE

GRADE 4

Writing

Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

SKILLS AND STANDARDS USED IN THIS GUIDE

GRADE 4

Production and Distribution of Writing

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Range of Writing

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 discipline-specific tasks, purposes and audiences.

Speaking and Listening

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SKILLS AND STANDARDS USED IN THIS GUIDE

GRADE 4

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Presentation of Knowledge and Ideas

Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

SKILLS AND STANDARDS USED IN THIS GUIDE

GRADE 4

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Recognize and explain the meaning of common idioms, adages and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

AUTHOR & ILLUSTRATOR BIOGRAPHY



Marie-Louise Gay is a world-renowned author and illustrator of children's books. She has won many prestigious awards, including two Governor General's Awards, the Elizabeth Mrazik-Cleaver Award, the Vicky Metcalf Award and the Marilyn Baillie Picture Book Award. She has also been nominated for the Astrid Lindgren Memorial Award and the Hans Christian Andersen Award. Her books have been translated into more than 15 languages and are loved by children all over the world. She lives in Montreal. Visit her website at marielouisegay.com.

