

| TEACHERS' GUIDE

Julius, the Baby of the World

SUGGESTED GRADE LEVEL: 1st - 3rd |



ABOUT THIS STORY

SYNOPSIS

The baby of the world is anything but that to his big sister—until cousin Garland dares to criticize him.

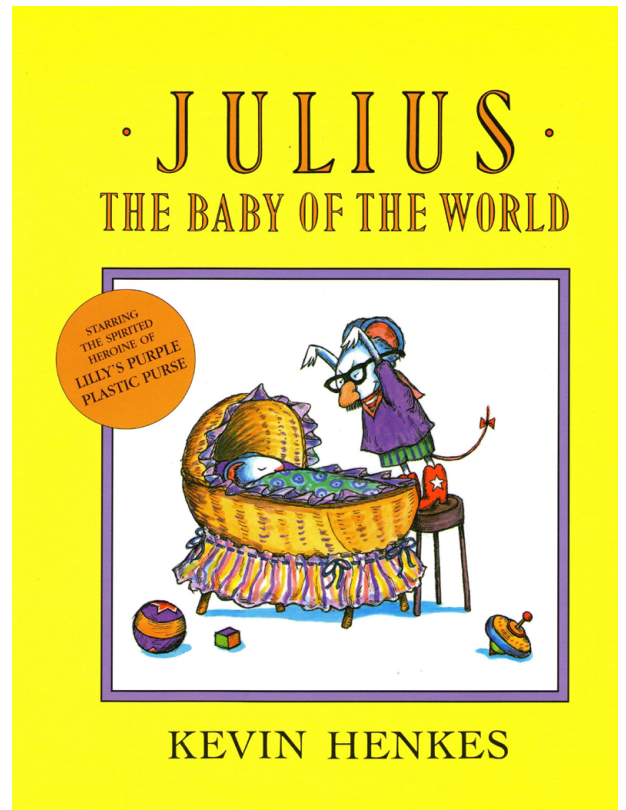
When baby Julius is born, his parents think he is just perfect. “Julius is the baby of the world,” they chime as they kiss him and admire him.

But Lilly is Julius’s older sister, and she knows differently. “I am the queen,” says Lilly. “And I hate Julius.”

Poor Julius. And poor Lilly, because her selfish behavior is making her miserable, too. Can anyone persuade Lilly that her brother really is the baby of the world?

THEMES IN THE STORY

- Family
- Adjusting to something new
- Love
- Jealousy



Written by: Kevin Henkes

Illustrated by: Kevin Henkes

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Read by: Rosario Dawson

Suggested grade level: 1st - 3rd

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standards listed below are for 2nd grade but can be adapted to 1st or 3rd grade standards.

BEFORE VIEWING

Standards: *CCSS.SL.2.1* - Participate in collaborative conversations with diverse partners about 2nd grade topics and texts with peers and adults in small and larger groups.

Objective: Tap prior knowledge and build background through class discussion to prepare for reading the story.

Procedure: Build background by discussing a select few of the following points with students:

Students can respond by sharing with the whole class, doing a think-pair-share, or give thumbs up/thumbs down for appropriate questions.

1. Have you ever felt frustrated by a sibling or someone younger than you? Explain.
2. Have you ever been protective of someone? Why?
3. What do you think a family needs to do to get ready for a new baby?
4. Would you like a new sibling? Why or why not?
5. How do you feel when you have to share the attention with someone? Explain.

DURING VIEWING

Standards: *CCSS.SL.2.2* - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Objective: Students will watch and listen to the story and answer teacher posed questions appropriately.

Procedure: Stop the story at appropriate parts to ask questions or pose prompts. Some suggestions are:

- Was Lilly excited for Julius in the very beginning of the story? How do you know?
- Why did Lilly take her things back, pinch his tail, and yell into his crib?

DURING VIEWING – CONTINUED

- The text states that Lilly yells insulting comments into his crib. What kind of things do you think she is saying? What does insulting mean?
- Why does Lilly keep saying, “After Julius goes away?”
- What are some things Lilly did that upset her parents?
- What did Lilly’s parents do to try and make her feel better? Did it work?
- Why was Lilly copying the things Julius was doing?
- What did cousin Garland say about Julius and how did Lilly respond?
- Why do you think Lilly became so protective of Julius?
- How does Lilly feel about Julius at the end of the story?
- What do you think they mean when they say, “Julius is the baby of the world?”

AFTER VIEWING

Reading Focus: Character Analysis

Standards: *CCSS.RL.2.3* - Describe how characters in a story respond to major events and challenges.

Objective: Students will describe how Lilly’s feelings affected her actions/sequence of events.

Materials:

- **Analyzing Characters’ Feelings** graphic organizer (*page 7*) for each student
- Chart paper or display graphic organizer on board
- **List of Feeling Words** (*page 8*) for students to refer to

Procedure:

1. Review and discuss the list of feelings.
2. Identify some feelings from the list that could describe Lilly throughout the story.
3. Fill in the first row of the graphic organizer as a class:
 - Discuss how Lilly was feeling in the beginning of the story after Julius arrived.
 - When and why she was feeling this way?
 - Include evidence from the text.
4. Have students work in pairs to complete the second row of the graphic organizer to analyze Lilly’s feelings and actions at the end of the story.
5. Check for understanding.

READING RESPONSE

Standards: *CCSS.RL.2.3* - Describe how characters in a story respond to major events and challenges.

Objective: Students will answer the prompt, using the **Analyzing Characters' Feelings** graphic organizer (*page 7*) as a guide.

Reading Prompt: How did Lilly's feelings about Julius change from the beginning (when Julius arrived) to the end of the story? Use details from the text to support your answer.

WRITING

Standards: *CCSS.W.2.3* - Write narratives recounting a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, and using temporal words to signal event order and provide a sense of closure.

Objective: Students will write a narrative piece, using temporal words, to tell about a time they were jealous OR protective of someone.

Materials:

- Chart paper
- Markers
- **Sequencing Flowchart** graphic organizer (*pages 9 and 10*) for each student

Procedure:

1. As a class, create a list of temporal words (first, next, then, after, later, finally, etc.).
2. The teacher will fill in their own **Sequencing Flowchart**, on the board or chart paper, while students help determine which temporal words should be used to sequence the events appropriately.
3. The teacher will then explain the two options the students have to choose from.
4. Students will then fill in their own **Sequencing Flowchart** using temporal words.
5. After the flowcharts are complete, the students may share with a partner, the class, or conference with the teacher.

Follow-Up Lesson:

1. Teachers will show the class how to use the **Sequencing Flowchart** from the previous lesson to write a narrative.
2. Students will then use their graphic organizers to guide their narrative writing.

Note: *Peer editing and teacher conferencing are recommended throughout this process.*

SOCIAL STUDIES

Objective: Students will discuss the characteristics and purposes of different geographic representations: maps, globes, graphs, diagrams, and photographs.

Materials:

- Various visuals to represent the United States and the world
- Maps of the United States or the seven continents (*teacher's choice*)

Procedure:

1. Have a class discussion and ask the students what they know about the world, since Julius is called, “the baby of the world.”
2. Show the students a map of the United States. Have them identify the state in which they live and allow them to discuss what they know or recognize about the map.
3. Have each student label and color their home state on individual maps.
4. Discuss that the United States is located on one of seven continents in the world, while showing a visual of the globe. Allow students to explore and share.
5. Give students a map of the globe to label and color the continents and oceans.

Follow-Up Activities:

1. Pick a new place in the world to “travel” to and learn about. Students can do research and send postcards from their trips.
2. Look at the Earth within the solar system and compare with other planets.

ART

Objective: Students will create a family portrait or a family photo album.

Materials:

- Drawing supplies (crayons, pastels, markers, etc.)
- Painting supplies (paint and paint brushes)
- Pencils
- Paper

Procedure:

1. Discuss what Lilly learned in the story and how important our families are to us.
2. Give students the opportunity to be creative while designing their own family portrait or creating a family photo album.
3. Teachers and students can choose their medium in order to make these projects uniquely their own.

Name: _____

Date: _____

ANALYZING CHARACTERS' FEELINGS

Character	Feels	When/Why	Evidence

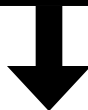
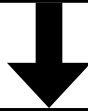
LIST OF FEELING WORDS

Happy		Proud		Disappointed
Excited		Surprised		Hopeless
Playful		Shocked		Neglected
Ecstatic		Scared		Useless
Silly		Frightened		Exhausted
Grateful		Worried		Unappreciated
Cheerful		Nervous		Stubborn
Carefree		Anxious		Overwhelmed
Hopeful		Concerned		Mad
Enthusiastic		Unsure		Furious
Hyper		Hesitant		Frustrated
Encouraged		Shy		Restless
Peaceful		Embarrassed		Jealous
Appreciated		Ashamed		Disgusted
Loving		Confused		Irritated
Content		Stressed		Greedy
Relaxed		Bored		Bothered
Calm		Numb		Annoyed
Safe		Sad		Impatient
Useful		Lonely		Tense
Motivated		Awkward		Grumpy
Curious		Helpless		Moody
Interested		Distant		Humiliated
Confident		Hurt		Rejected

Name: _____

Date: _____

SEQUENCING FLOWCHART



Date: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ABOUT THIS GUIDE

The purpose of this guide is to enhance the ELA curriculum by providing quality children's literature to engage students in listening to expressive read alouds.

Suggested story related activities are aligned with ELA Common Core Standards.