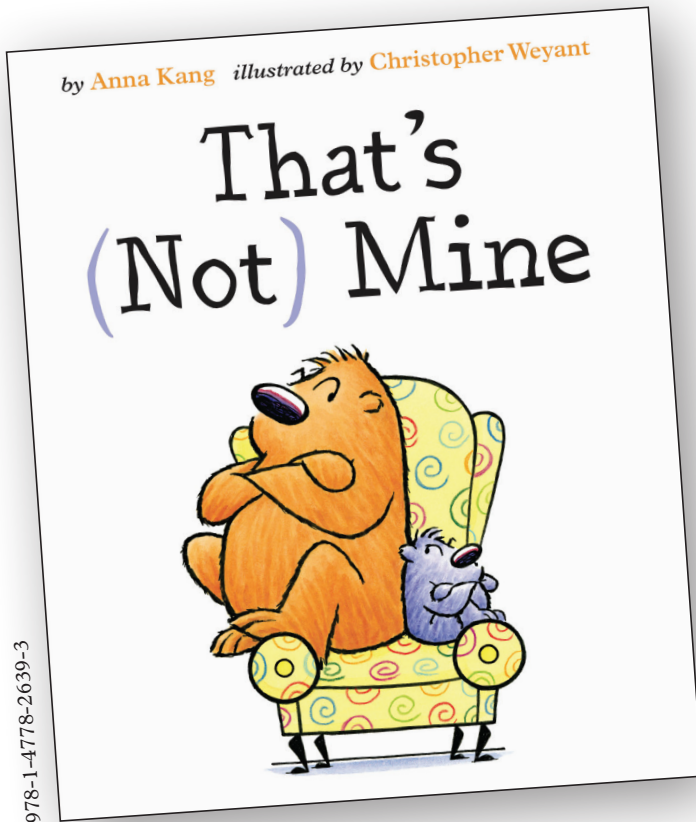


Curriculum Guide



“Kang’s stripped-down dialogue and Weyant’s exuberant cartoons tap into the core of their characters’ emotions in a story that highlights the foolishness of fighting when there’s fun to be had.”

—PUBLISHERS WEEKLY

“The creators of 2015 Geisel Medal winner *You Are (Not) Small* take on an even more fundamental concept . . . A simple, direct addition to the ‘sharing’ shelf.”

—KIRKUS REVIEWS



That's (Not) Mine

BY Anna Kang

ILLUSTRATED BY
Christopher Weyant

TWO FUZZY CREATURES both want to sit in the same comfy chair. The trouble is, they can’t agree who it belongs to.

“I had it first. It’s mine.”

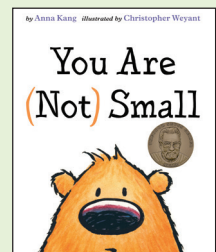
“I have it *now*. It’s *mine*.”

They get madder and madder, until . . .

With expressive illustrations and simple text, this giggle-inducing tale about (not) sharing and (not) being a good friend features the endearing characters from Anna Kang and Christopher Weyant’s Theodor Seuss Geisel Award-winning book, *You Are (Not) Small*.

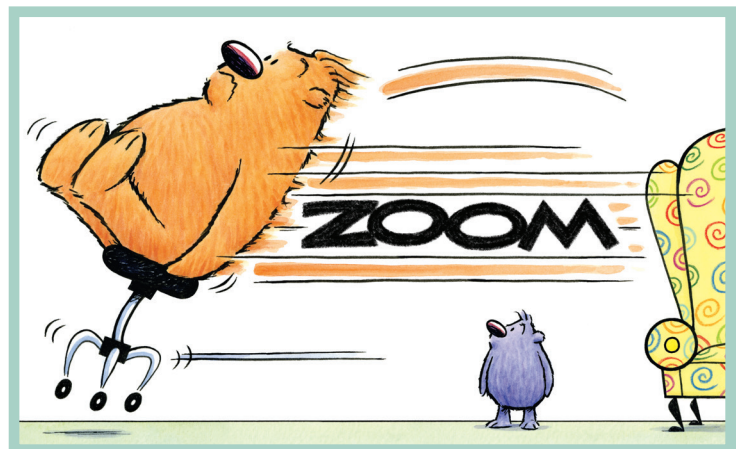
Also by
**Anna Kang AND
Christopher Weyant**

*Theodor Seuss Geisel
Award Winner!*



Discussion Questions

- ⑥ Describe the two main characters in the story. Think about what the characters look like on the outside, but also describe their personalities. Are they friendly? Kind? Happy?
[CCSS.ELA-LITERACY.RL.K.3](#); [CCSS.ELA-LITERACY.RL.1.3](#); [CCSS.ELA-LITERACY.RL.2.3](#)
- ⑥ Where and when a story takes place is called the “setting.” The illustrator of *That’s (Not) Mine* includes just a few details in the illustrations that show the story’s setting. Where and when do you think this story is taking place? What clues about the setting can you find in the illustrations?
[CCSS.ELA-LITERACY.RL.K.3](#); [CCSS.ELA-LITERACY.RL.1.3](#); [CCSS.ELA-LITERACY.RL.2.3](#)
- ⑥ Not all of the pages in *That’s (Not) Mine* have text. Some pages are just illustrations. Why do you think the author decided to not include what the characters are saying or thinking on some of the pages? [CCSS.ELA-LITERACY.RL.K.7](#); [CCSS.ELA-LITERACY.RL.1.7](#); [CCSS.ELA-LITERACY.RL.2.7](#)
- ⑥ In one illustration, the orange character jumps off of the armchair and is about to land on the swivel chair. What did you think would happen next in the story? Were you surprised about what happened next or was your prediction confirmed as you continued to read the story?
[CCSS.ELA-LITERACY.RL.K.7](#); [CCSS.ELA-LITERACY.RL.1.7](#); [CCSS.ELA-LITERACY.RL.2.7](#)
- ⑥ The author does not include words in the story that explain the feelings of the characters as they fight over the armchair. How do the author and illustrator let the reader know the emotions of the characters? [CCSS.ELA-LITERACY.RL.K.7](#); [CCSS.ELA-LITERACY.RL.1.7](#); [CCSS.ELA-LITERACY.RL.2.7](#)
- ⑥ How does the orange character try to get the purple character out of the armchair? What are some other ways he could have tried to get the chair back?
[CCSS.ELA-LITERACY.RL.K.1](#); [CCSS.ELA-LITERACY.RL.1.1](#); [CCSS.ELA-LITERACY.RL.2.1](#)
- ⑥ What was the main problem in the story? How did the characters solve the problem between them? [CCSS.ELA-LITERACY.RL.K.1](#); [CCSS.ELA-LITERACY.RL.1.1](#); [CCSS.ELA-LITERACY.RL.2.1](#)
- ⑥ As the story ends, the two main characters seem to be friends again. A new character is introduced at the very end of the story. The new character settles into the armchair. What do you predict could happen next when the two main characters find someone new seated in the chair?
[CCSS.ELA-LITERACY.RL.K.3](#);
[CCSS.ELA-LITERACY.RL.1.3](#);
[CCSS.ELA-LITERACY.RL.2.3](#)



Activities

- 🌀 Read *That's (Not) Mine* aloud with a partner, with each reader voicing the words of one character. Pay attention to the way the words appear in the story—some words are large and in bold print and some are in italics. Match your read-aloud voice to the size and boldness of the font. Use the punctuation also, to help guide how you read the story aloud.

CCSS.ELA-LITERACY.RL.K.10; CCSS.ELA-LITERACY.RL.1.10; CCSS.ELA-LITERACY.RL.2.6

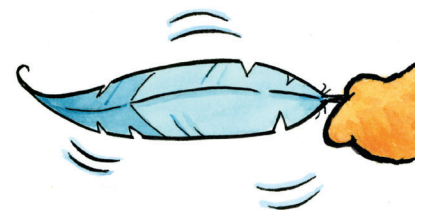
- 🌀 The purple character spends a fair amount of the story pleading with the orange character to let him sit in the armchair. Write a persuasive paragraph from the point of view of the purple character. State his opinion, list reasons for his opinion, give an example to clarify his opinion, and restate his opinion one more time.

CCSS.ELA-LITERACY.W.K.1; CCSS.ELA-LITERACY.W.1.1; CCSS.ELA-LITERACY.W.2.1

- 🌀 The two characters clash over which of the two of them can sit in the armchair. They fight with their words and even get physical with one another in order to claim the chair. List other strategies the two characters could have tried so that they could resolve their conflict in a more peaceful manner.

- 🌀 Create a three-panel comic strip showing in pictures and words what might happen when the two main characters discover that a new character is now sitting in the armchair they had both wanted. Think about what would happen in the beginning, middle, and end of this meeting. Use one panel for each portion of the meeting—beginning, middle, and end—to show what you imagine might happen between the three characters.

CCSS.ELA-LITERACY.RL.K.2; CCSS.ELA-LITERACY.RL.1.2;
CCSS.ELA-LITERACY.RL.2.5



Husband-and-wife team **Anna Kang** and **Christopher Weyant** are the creators of *You Are (Not) Small*, which won the Theodor Seuss Geisel Award and was named a Notable Children's Book by the American Library Association. Anna received an M.F.A. from USC's School of Cinematic Art where the visual storyteller in her was awakened. Christopher is a cartoonist and illustrator. His work can regularly be seen in *The New Yorker* magazine. They live in New Jersey with their two daughters.

The discussion questions and activities in this guide were created by Leigh Courtney, Ph.D. She teaches in the Global Education program at a public school in San Diego, California. She holds both masters' and doctoral degrees in education, with an emphasis on curriculum and instruction.

Sound Words

Anna Kang, the author of *That's (Not) Mine*, uses sound words in her story. Words that sound like what they are describing are called *onomatopoeia*. Think of sound words that could be added to the following scenes from *That's (Not) Mine*.

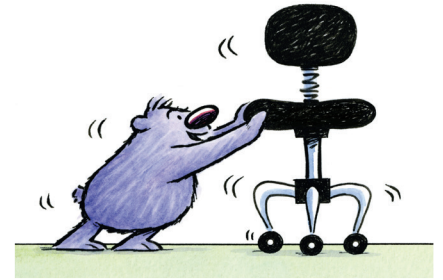
Examples:



Story Sequence

Look at the list of story events from *That's (Not) Mine*. Number the events from 1 to 7 in the order in which they happened in the story. **CCSS.ELA-LITERACY.RL.K.2; CCSS.ELA-LITERACY.RL.1.2; CCSS.ELA-LITERACY.RL.2.5**

_____ The purple character rolls in the swivel chair to sit on.



_____ A new character sits in the armchair wearing the scarf the orange character knitted and reading the purple character's book.

_____ The orange character won't let the purple character sit in the armchair.

_____ The two main characters get in a tug-of-war over the armchair.



_____ The orange character begs the purple character for a turn in the swivel chair.

_____ The two main characters fall on the floor, apologize to one another, and then decide to go play together.

_____ The orange character jumps off the armchair to land on the swivel chair.

Answers: 2, 7, 1, 5, 3, 6, 4

Sight Word Tally

The two characters in *That's (Not) Mine* use some of the same words as they argue over who gets to sit in the armchair. Which of the following words from the story do you think the characters say the most? Which do they say the least? Look back through the text; using tally marks, record how many times each of the sight words below appear in the story. **CCSS.ELA-LITERACY.RF.K.3.C; CCSS.MATH.CONTENT.K.CC.B.4; CCSS.MATH.CONTENT.K.CC.C.6; CCSS.MATH.CONTENT.1.MD.C.4**

MINE _____

THIS _____

IT'S _____

GET _____

UP _____

NO _____

HAVE _____



Write three sentences that describe the data you recorded about words from the story. You may want to use some of the following words when describing your data:

most • least • greater than • less than • equal

1. _____

2. _____

3. _____
