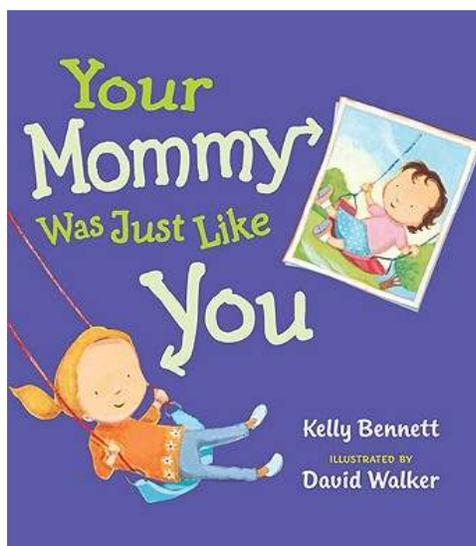
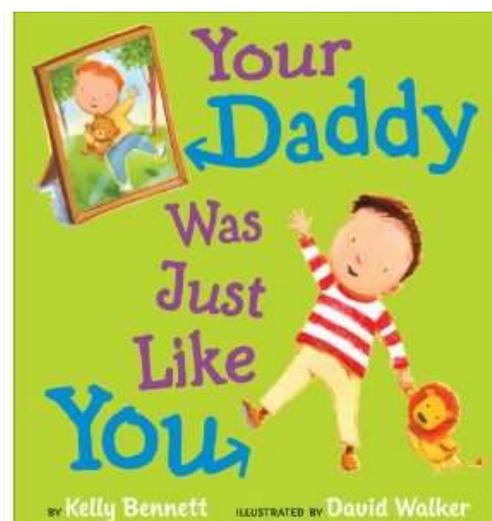


A Joint Teacher's Activity Guide for



and



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Published by G. P. Putnam's Sons

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Teacher's Guide created by Debbie Gonzales

Introduction

Children possess an intense desire for belonging – forever wondering about their role in the schemata of life. Their little minds are filled with questions, such as:

Where do I fit in this big, wide world?

Is there a place for me here, somewhere?

Where did I come from?

Am I loved?

If so, by whom?

Kelly Bennett's *Your Mommy Was Just like You* and *Your Daddy Was Just Like You* address these questions and more. These picture books speak to the child's inner need for a sense of belonging, traditions, and of family.

This Teacher's Activity Guide is a multi-sensory, in-depth study of both books. With Bennett's picture books in hand, please enjoy the discussion questions, crafts, games, writing and mathematics lessons with that special little person in your life.

Lastly, create a touchstone by comprising a Family Tree together. If your family is blended, simply print another tree. Celebrate the uniqueness of your family and the important role your child plays in it.

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Your Mommy Was Just Like You

Discussion Questions

1. *Your mommy was born bright-eyed and fuzzy-topped. Just like you.*
 - a. Who do you think is telling this story? Mommy, Grandma, or the little girl?
 - b. Who would know what Mommy was like when she was a baby?
 - c. Do you have a Grandma who knows what your Mommy was like?
 - d. Have you ever wondered what your Mommy was like when she was little?
 - e. Is it hard to imagine your Mommy ever being a little girl? Why is that?

2. *Your mommy had a special friend named Whiney Baby. Whiney had clumpy hair, and her face was smooshed. But that didn't matter to your mommy.*
 - a. Do you have a special toy similar to Whiney Baby? If so, what is its name?
 - b. Is your special toy soft and smooshie like Whiney Baby?
 - c. Do you sleep with your special toy? Take it with you everywhere you go?
 - d. Do you care if your special toy is a little tattered and worn?
 - e. Is your toy easier to love if it is smooshed? Why is this so?

3. *Most days your mommy was my sweet potato – doll face – poopsie. But some days she turned into THE TERROR!*
 - a. What is happening in these pictures? One picture features a sweet-faced girl holding a lovely handmade gift and in the next she is doing mean things to her friends.
 - b. Look at the picture with the children holding the rope. What do you see? Why is the girl pulling on the rope so hard?
 - c. Look at the picture of the children playing checkers. What has happened here? Why are the checkers spilling all about? How does the boy sitting on his knees feel?
 - d. Can the girl in these pictures be the same girl?
 - e. Can someone be both easy to get along with and grouchy?

4. *On those days she was sent to TIME-OUT. Just like you.*
 - a. Why do children get sent to 'time-out'?
 - b. What happens in 'time-out'?
 - c. Can 'time-out' ever be a good thing? How so?
 - d. Are there ways to avoid being put in 'time-out'? If so, what can be done?
 - e. Is it hard to imagine your mommy ever doing bad things and being sent to 'time-out'? Why?

5. *Sometimes she got hurt.*

I'd bandage her scrapes and give her extra lovies.

After, she always wanted to play again.

Just like you.

- a. Look closely at the illustration featuring children playing soccer. What has happened in this picture? Why is the little girl sitting out? Why is she crying?
- b. Who is caring for the little girl?
- c. How did the little girl get hurt? Was it an accident?
- d. After she feels better, what will the little girl do? Will she rejoin the game?
- e. Did your mommy ever get hurt when playing with her friends? Who cared for your mommy when she was little and got hurt?
- f. Have you ever felt like the little girl? Tell about a time that someone special helped you to feel good enough to go back out and play with your friends.

6. *Your mommy never wanted her hair brushed or her face washed.*

- a. Can you believe that a mommy would not want to have her hair brushed or her face washed? That's just plain silly, isn't it?
- b. Do you like to have your hair brushed and your face washed?
- c. Why is it important to do these things, even if you don't want to?

7. *And she insisted on choosing her own outfits.*

- a. Do you like to choose your own clothes to wear?
- b. Is there someone who asks you to change your clothes sometimes?
- c. Does they ask you to wear things that you'd rather not wear? If so, what sorts of things?
- d. What sorts of things do you like to wear?

8. *But your mommy learned, and practiced, and kept getting smarter and smarter and smarter.*

Just like you.

- a. Do you know how to tie your shoes? If so, did you have to practice a lot to learn how to do so?
- b. Can you ride a bike? If so, was it hard to learn? How did you learn to ride?
- c. What about learning how to read and write? It takes a lot of practice, doesn't it?
- d. What other sorts of things are you learning how to do?
- e. Does it seem odd to think that a grown-up would have to practice doing things like this, too? Who do you think helped her learn to do all of these things?

9. *Your mommy was never ready for lights out.*

- a. What about you? Are you ready for lights out?
- b. Do you ask for a drink of water? Or one more story?
- c. Is it funny to think of an adult doing the same thing? Why do you think they did this? Could there be a reason that they didn't want to go to sleep?

Mommy the Pretender

*At times your mommy was a frog, or a robot.
Then she was a magic fairy, or a beautiful princess.
Sometimes I mistook her for a famous inventor*

Objective: The following pages are designed for the child to engage in artistic role-play.

Materials:

- Crayons or waterproof markers
- Activity sheet printouts found on pages 6 to 11
- Pencils

Procedure:

- Inspired by the author's text, encourage the child to draw a picture of their mommy engaging in pretend play in the blank spaces provided on the activity sheet printouts .
- Encourage the child to include themselves playing with their mommies as children in the drawing.
- Encourage the child to write a story about their picture on the lines provided below their drawings.

At times your mommy was a frog,

Imagine your Grandma pretending to be a frog. How would she act? How would she move?
How would she speak? What would she eat? What would she look like? Where would she play?

Can you draw a picture of your Grandma as a child pretending to be a frog? Want to play, too?

At times your mommy was ... a robot

What if your babysitter pretended to be a robot? What would she be made from? How big would she be? What would she be made from? Wood? Metal? Would she have blinking lights? How would she move? Would she make special sounds? What would she do?

Can you draw a picture of your babysitter as a child pretending to be a robot? Want to play, too?

Then she was a magic fairy,

Imagine your teacher as a magic fairy. What kind of magic would she perform? Would she have a wand? Would she say special magic words? What would they be? Would she be a helpful magic fairy? How would she help others? What sorts of magic tricks would she do?

Can you draw a picture of you and your teacher pretending to be magic fairies? What sort of magic would you perform together?

...or a beautiful princess.

Imagine you doctor pretending to be beautiful princesses. Would your doctor wear a crown? Would your doctor sit on a throne? Where would your doctor live? What sorts of things would your doctor do as a princess? What would your doctor's castle look like?

Can you draw a picture of your doctor pretending to be a princess? Want to join is the fun? Draw yourself there.

Sometimes I mistook her for a famous inventor.

An inventor is a very smart person who imagines ways to help people. If you were an inventor what would you create? Would you work in a laboratory surrounded by scientific equipment? Would you wear a white lab coat? What important thing would you invent?

Can you draw a picture of your most favorite grownup as a child pretending to be a scientist? Who is your favorite grown up? What sort of invention would you work on together?

Do you like to play pretend? What sorts of things do you like to imagine becoming?
Can you draw a picture of yourself playing pretend? Want to invite Mommy or Daddy to play,
too?

A Poem of Thanks

*Every night, before your mommy went to sleep,
I gave her a cuddle and a kiss.
And said a prayer of thanks that she was mine.*

Objective: To create a simple poem using labels or a word wall.

Materials:

- Word labels provided on page 13
- A large wipe off board
- Pencil
- Scissors
- Crayons or markers
- Glue
- Poem grid provided on page 14

Procedure:

- Begin discussing gratitude. What does it mean to be thankful for someone?
- Guide the discussion toward considering the child's mother, grandmother, father, grandfather, aunt, or uncle...any significant person in their life. This person's name is written on the blank lines provided in the poem grid on page 15.
- Think of a variety of verbs and nouns that describe the chosen in a positive way.
- Write a list of these verbs and adjectives on the wipe off board.
- Transfer words onto word labels. Encourage the child to do this, if possible.
- Cut out word labels and glue them in the spaces provided in the poem grid.
- Encourage the child to decorate their poem page.
- Your poem will look something like this:

*Mommy
Pretty Mommy
Helpful, funny Mommy
Hugging, kissing, smiling, Mommy
I love Mommy*

Labels

Nice

short

Silly

I love _____

Word Cube Games

Objective: To identify words and phrases found in the book's text.

Materials:

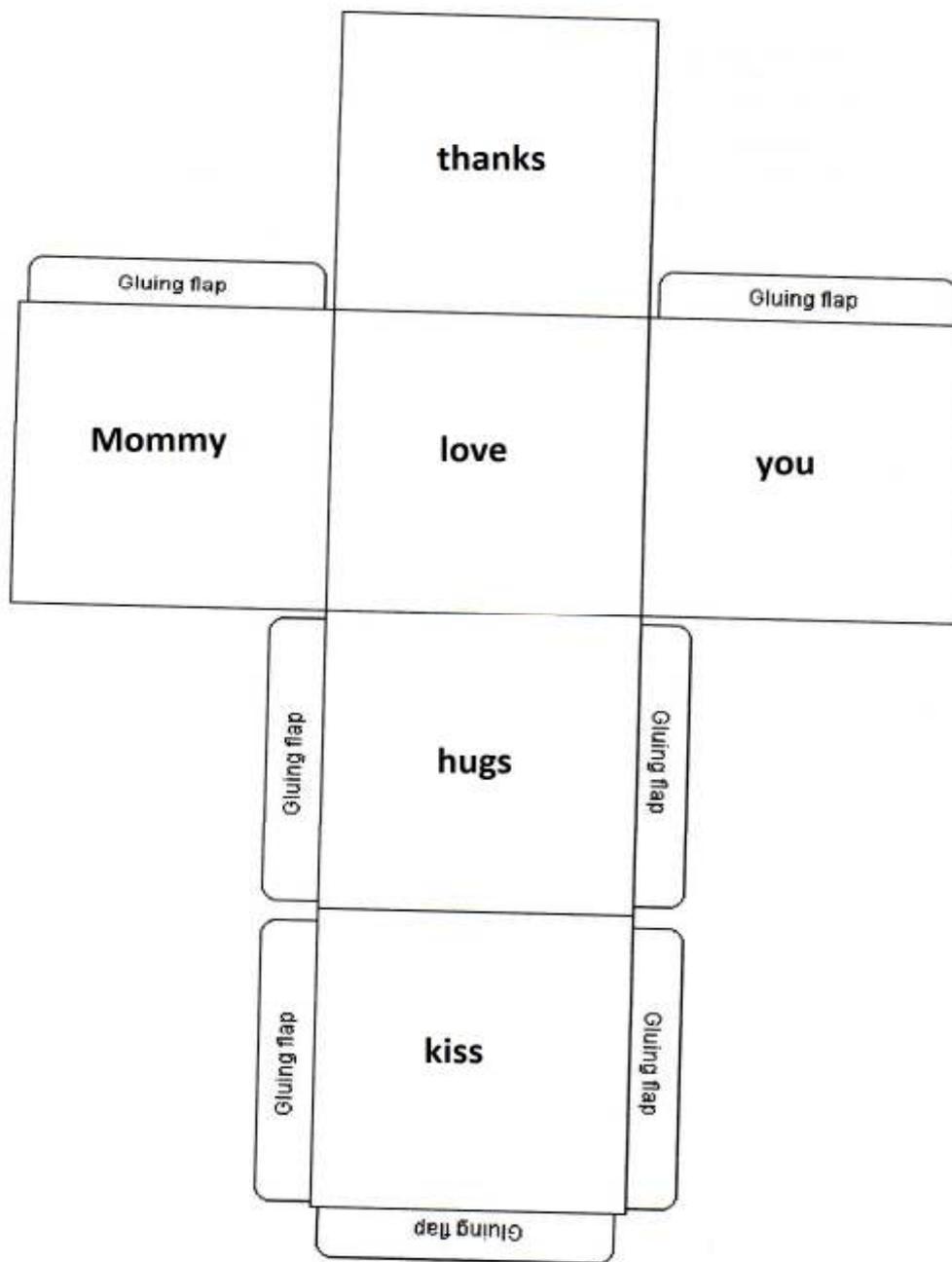
- Paper cube cutouts found on pages 17 and 18
- Scissors
- Glue or tape
- *Your Mommy Was Just Like You* picture book

Procedure:

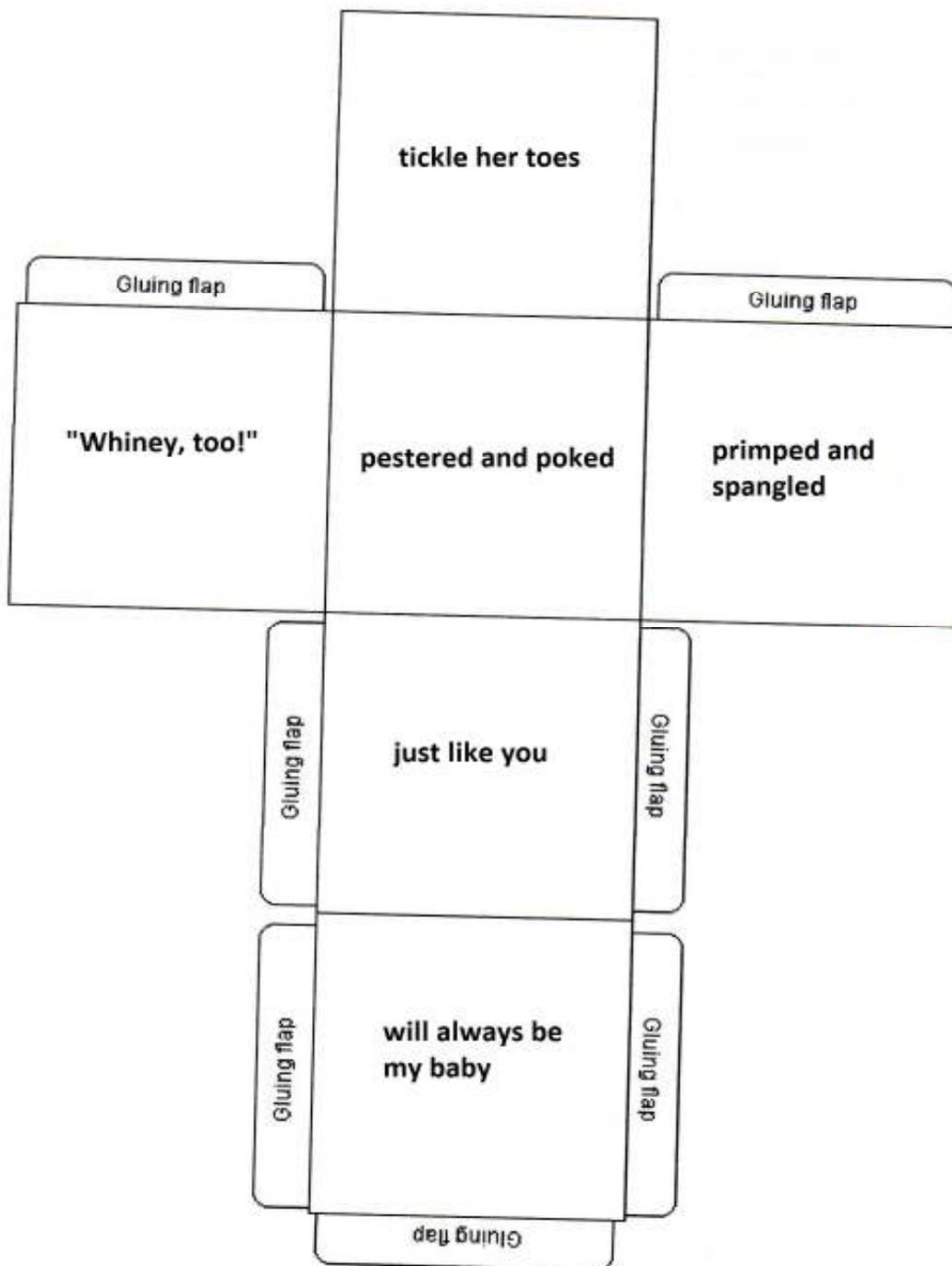
- Print the desired page.
- Cut along the cube's edges.
- Fold along the inside lines and form a cube.
- Glue the flaps together.
- Choose the dice you'd like to play with.
- Roll the dice.
- Read the phrase or word on top of the dice.
- Look through *Your Mommy Was Just Like You* to find the specific word or phrase.
- Read the word or phrase aloud.
- Roll again.
- Have fun!



Single Word Cube



Phrases Word Cube



Daisy Chains

*Your mommy collected lots of stuff, just like you.
And she loved build things with it, like sculptures, daisy chains, doll houses...*

Objective: To enhance the reading experience through craft creation.



Materials:

- Live flowers with sturdy yet pliable stems such as daisies or clover blossoms.
- Scissors

Procedure:

- Gather a cluster of live flowers.
- Choose a blossom. Cut the stem to measure about 3 inches long.
- Using the tip of the scissors or a thumbnail, poke a hole through the stem.
- Insert the trimmed stem of another flower through the hole. Repeat the process with the newly inserted blossom.
- Continue process until chain's desired length has been created.



Folded Heart Art

Most days your mommy was my sweet potato – doll face – poopsie.

Objective: To enhance the reading experience through craft creation.

Materials:

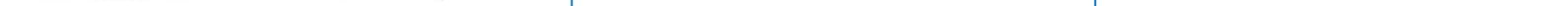
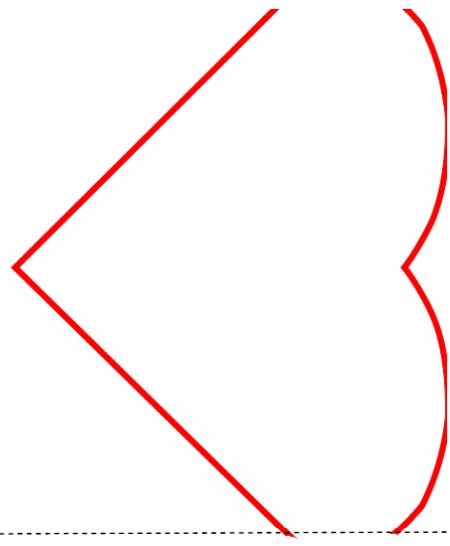
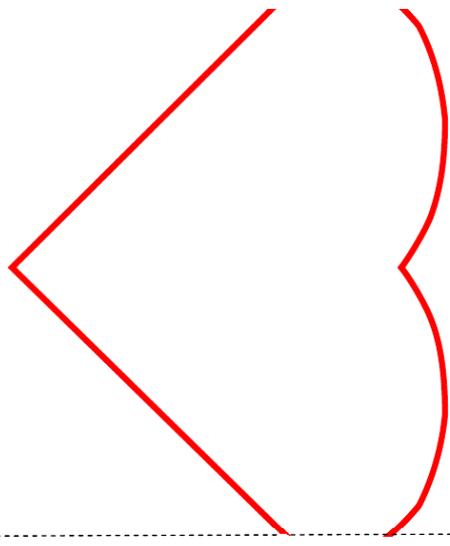
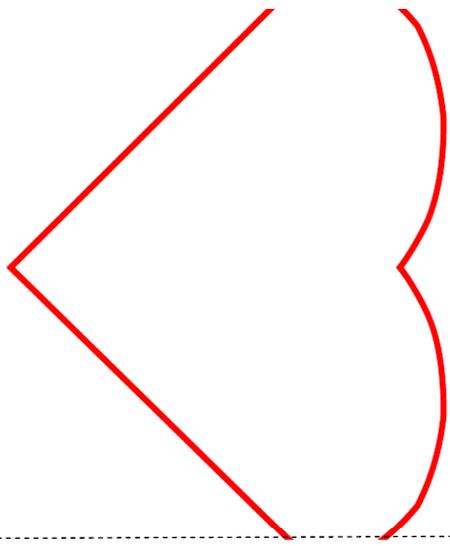
- Printed page 21
- Scissors
- Markers or crayons
- Tape



Procedure:

- Print page 21.
- Cut along blue lines.
- Fold along dotted lines with heart shape atop the fold.
- Cut along red lines.
- Unfold heart chain.
- Repeat process with the other folded cutting guides.
- Tape the three heart chains together.
- Decorate with markers or crayons.
- Give the chain as a gift to your mommy!





Your Daddy Was Just Like You

Discussion Questions

1. Do you find it odd to think of a big, grown up man like Daddy was once a baby? Is it strange to think that this big, strong man was once helpless? That he had to learn things like crawling and walking and even how to talk?
2. Does it seem silly to think that Daddy once enjoyed playing with soft, baby toys?
3. Why do you think the boy wanted the doctor to give his teddy bear a shot before he got one? Could it be that he was scared that the shot might hurt? Is it hard to think that a grown man might have been frightened in the very same way when he was little?
4. Why do you think the boy was afraid to go to school? Is it hard to go to a new place where you know no one at all? Is it kind of amazing to think that Daddy was once fearful in this same way?
5. What did the boy do to get better with his math skills? What does it mean 'to practice'? Is it okay to make mistakes? Can we learn any lessons from our mistakes? How so?
6. Is it possible to lose a game and still enjoy yourself? What does it mean to be a good sport? Do you know what it means to have a good attitude in sports and in life?
7. Strange to think that Daddy was little he got 'in trouble' and had to sit in 'time out'. What is 'time-out' anyway? Is it important? How? Why? Is it good to have a quiet moment to think about mistakes you may have made? Ways to change behaviors or attitudes? It is nice to know that Daddy understands what it means to make mistakes, go to 'time out', and decide to make a change. Don't you agree?
8. It is strange to think that Daddy, so big and brave, was once afraid of the night, isn't it? That he once became terrified of being alone in the dark with nothing but a teddy bear to calm him. Do you think that, because Daddy experienced these fears when he was young, he understands the boy's feelings even more? That Daddy has compassion for the boy?
9. Is playing with baby things a normal part of growing up? Being afraid of being hurt? Making mistakes? Trying again? Winning sometimes? Losing often? Getting in trouble? Being afraid? How do you think the boy in story feels about knowing that his Daddy had similar experiences when he was young? That all people grow, have fears, make mistakes, feel sad and happy, and have so much to learn before they grow up?

Three Vocabulary Building/Object Matching Games

*First he crawled, then he tippy-toddled.
He said, "Oogie, boogie, bah bah lou." Just like you.*

Objective: To enhance letter/word discrimination, object association, and to develop vocabulary.

Materials:

- Matrix 1 consisting of picture and word labels – pg. 24
- Matrix 2 consisting of pictures only – pg. 25
- Matrix 3 consisting of word labels only – pg. 26
- White cardstock
- Scissors
- Laminator (if so desired)

Preparation:

- Print two copies of Matrix 1 on cardstock.
- Print one copy of Matrix 2 and 3 on cardstock.
- Using **one** copy of Matrix 1, cut out all labels.
- Laminate all game pieces.

Procedure:

- Sort label cards by placing the pictures in one stack and the words in another. Encourage the child to name objects and to identify letters and words.
- Using Matrix 1, encourage the child to match the pictures and words in the correct spots on the game board.
- In using Matrix 2, use Matrix 1 as a guide to discover the proper word label placement beneath the appropriate picture.
- With Matrix 3, use Matrix 1 as a guide to discover the proper picture placement above the correct word label.

Follow Up:

- Remind the child that there was once a time when the significant adult in their life did not know how the words for these objects or even how to read the words. Focus on the language skills this activity fosters, celebrating the linguistic confidence being developed within the child.
- Thumb through *Your Daddy Was Just Like You* in search of the pages that illustrate the development of language. Also, try to find the objects featured on the game board in the pages of the book.



baby



ball



bath tub toys



book



drum



snorkel



teddy bear



pencil



fins



teddy bear

drum

baby

fins

snorkle

book

bath tub toys

pencil

ball

Five Super Star Math Games

*But your Daddy practiced. And learned.
And kept getting smarter and smarter.
Just like you.*

Objective: To develop quantity and numeral discrimination.

Materials:

- Sheet A (1-4) – pg. 28
- Sheet B (5-8) – pg. 29
- Sheet C (9-12) – pg. 30
- Cardstock
- Scissors
- Laminator (if so desired)

Preparation:

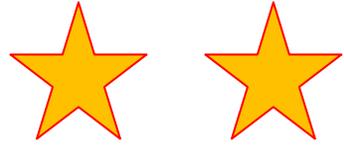
- Print 2 copies of Sheets A, B, and C.
- Using one copy of each Sheet; cut out star quantity and numeral cards.
- Laminate cards and sheets, if so desired.

Procedures:

1. Match quantity and numeral cards by placing loose labels over the guide formed by the uncut versions of Sheets A, B, and C or;
2. Using the uncut sheet versions as reference only if necessary, associate the correct star quantity and numeral or;
3. Remove the uncut sheet versions from view. Horizontally lay the star quantity cards in correct numeral sequence. Encourage the child to match the correct numeral beneath the quantity or;
4. Remove the uncut sheet version from view. Horizontally lay the numeral labels in correct numeric sequence. Encourage the child to match the correct star quantity above the numeral label or;
5. Without use of any adult or guide assistance, encourage the child to sequence and match all cards independently.

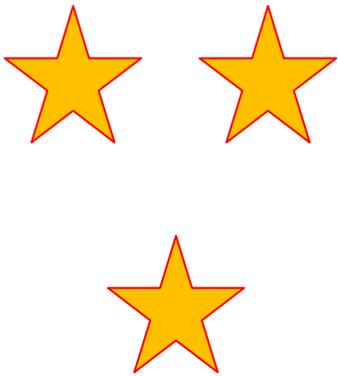
Follow Up:

- Remind the child that there was once a time when the significant adult in their life did not know how to count, made many mistakes in learning, and had to practice to get good in math. Focus on the level of mathematic ability this activity fosters, celebrating the intellectual confidence being developed within the child.
- Thumb through *Your Daddy Was Just Like You* in search of the pages that illustrate the stages of development required to become mathematically proficient.
- Discuss the notion that making mistakes is merely part of the learning process. Errors are simple stepping stones to learning.
- Discuss how practice leads to mastery of skills.



1

2

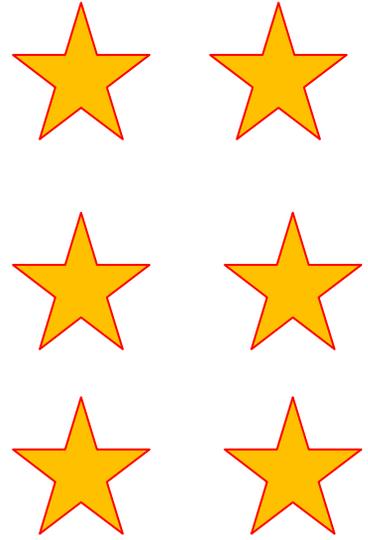


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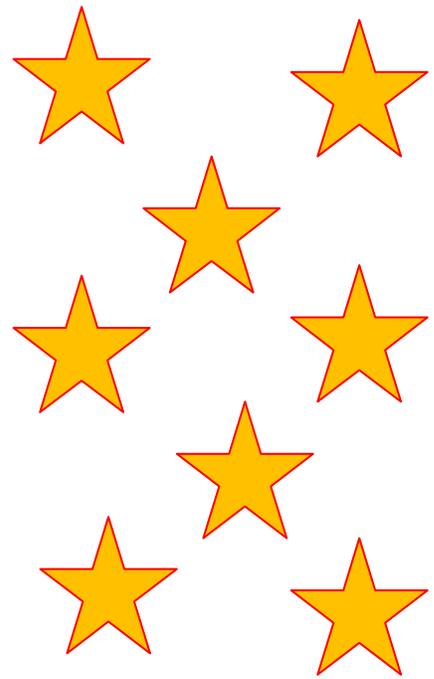
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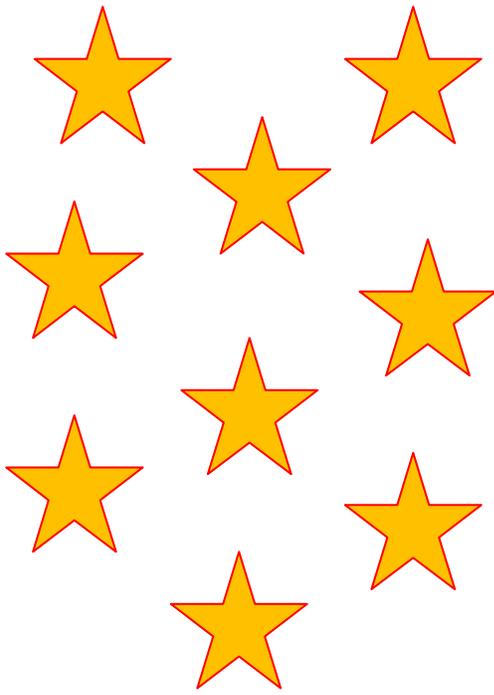
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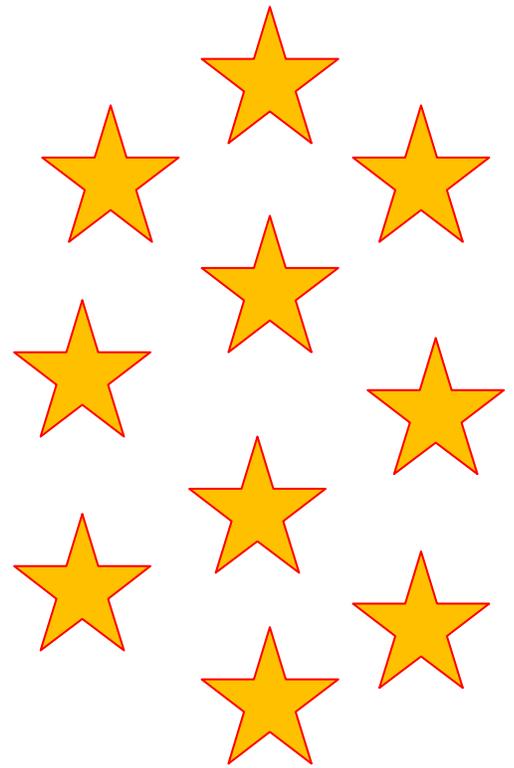
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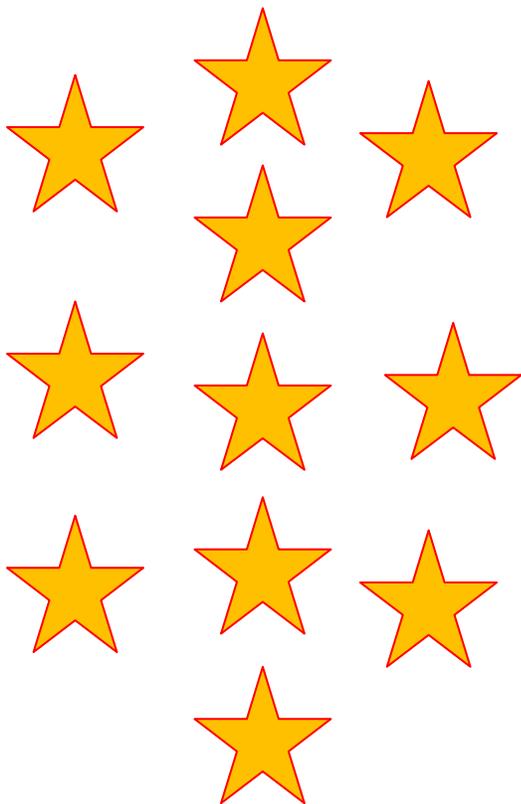
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9



10



11



12

Sweet Heart Art

Most days your daddy was my sweet boy.

Objective: To develop fine motor skills.

Materials:

- Construction paper – contrasting colors
- Cardstock
- Cutting Guide Template – pg. 32
- Ruler
- Tracing pencil or Sharpie
- Glue stick
- Scissors

Preparation:

- Print Cutting Guide on a sheet of cardstock (pg 14, step 3).
- Cut template on lines.
- Trace template on 5 X 7 piece of construction paper. Make certain that the lines drawn are distinct enough for the young child to use as a cutting guide (pg. 14, step 4).

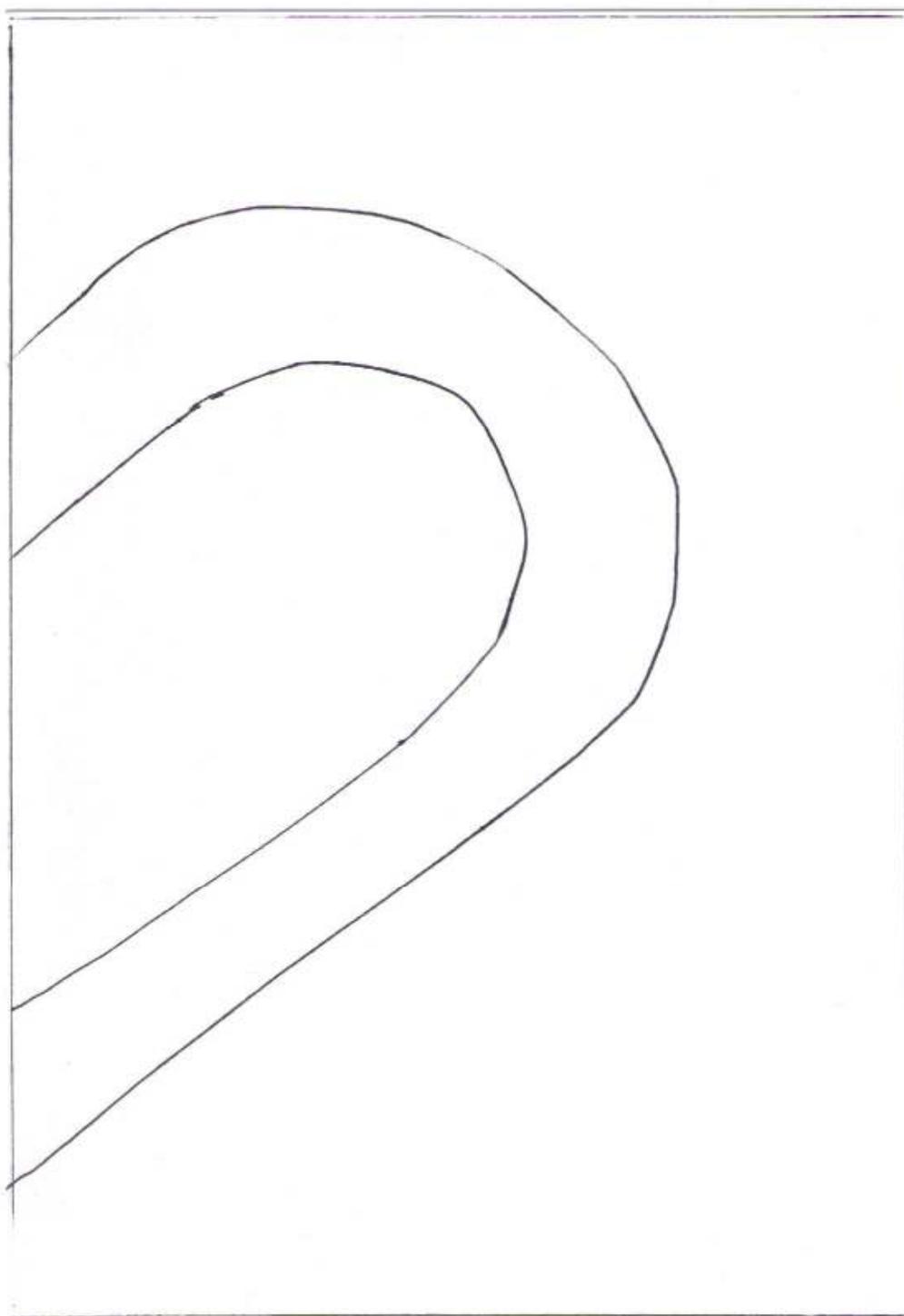
Procedure:

- Encourage the child to cut out the shape traced on the construction paper (pg. 14, step 4)
- Glue the larger half heart-shaped outline on a piece of contrasting construction paper (pg 14, step 5).
- Create a heart using negative space by gluing the smaller half-heart shape by meeting end points of each piece and flipping the smaller piece in an opposing manner (pg. 14, step 5).
- For variation, cut the heart-shaped template into a multi-strip design. Secure with glue for a more elaborate positive-negative effect (pg. 14, step 6).

Follow Up:

- Acknowledge the wide array of skills required to create this piece of heart-shaped art.
- Thumb through *Your Daddy Was Just Like You* in search of illustration featuring the boy displaying his drawing. Study his expression. What does his expression suggest about the way he is feeling?
- Discuss what it feels like to give someone a gift you have made especially for them. What does it feel like to make someone happy?

Cutting Guide Template



Step-by-Step Pictorial Guide for Sweet Heart Art



Step 1: Gather the supplies: construction paper, glue stick, scissors, cutting guide template printed on cardstock, ruler, Sharpie, two pieces of construction paper in contrasting colors.



Step 2: Cut one piece of construction paper in half to measure 5 inches by 8 inches.



Step 3: Using the cutting guide template, cut along the lines outlining half of a heart-shape.



Step 4: Trace the half heart shape onto construction paper. Note that the open end of the heart shape has been aligned to the edge of the construction paper.



Step 5: Glue the outer edge of the half heart shape on the other piece of construction paper. Align the smaller heart as pictured, creating a complete heart shape by utilizing positive and negative artistic space.



Step 6: For the advanced artist – cut the half heart-shapes in a series of thin strips. Glue in the same fashion. Note how interesting use of positive and negative space.

Super Hero Mask

...or he swooped through the house in a cape and a mask.

Objective: To foster imaginative play.

Materials:

- Scissors
- Straight pins
- Dark fabric (perhaps a worn tee shirt)
- A cape made from a towel, pillowcase , or a baby blanket
- Mask pattern print out – pg. 35

Preparation:

- Print mask pattern.
- Check the length of Super Hero cape making certain that it will not become tangled around the child's ankles while playing.

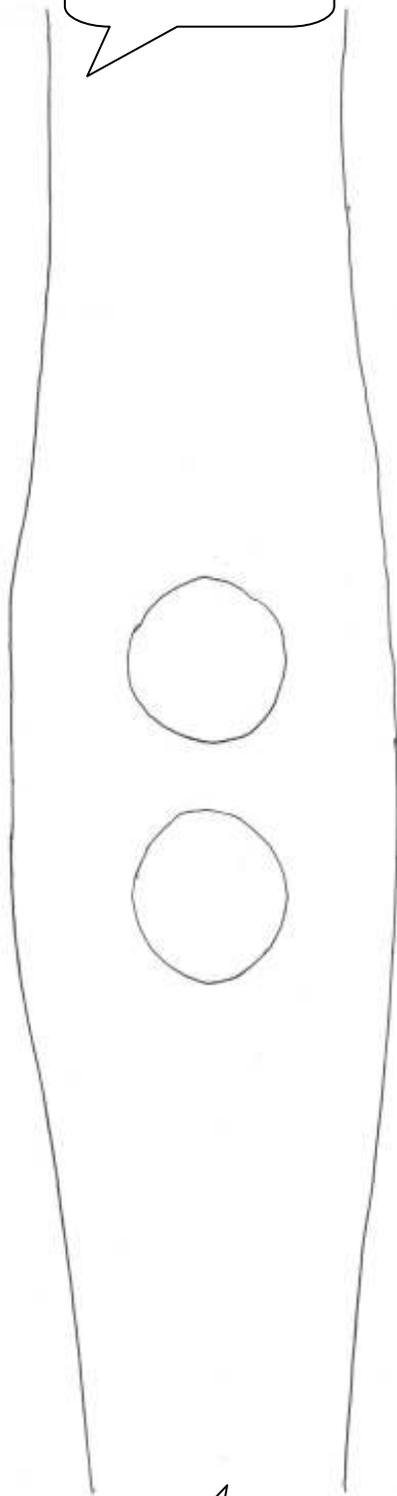
Procedure:

- Cut out sides and eye holes.
- Pin pattern to fabric.
- Cut the mask sides and eye holes, being certain to elongate strips to tie around the back of the head
- Tie mask on head. Tie cape loosely around neck.
- Have fun being a Super Hero!

Follow Up:

- Discuss the notion that it seems strange to think that Daddy, a big grown man, once enjoyed pretend play. What sorts of games does the child think that Daddy might have enjoyed playing when he was a young boy? Would the child like to play similar types of games today?
- Thumb through *Your Daddy Was Just Like You* in search of illustration featuring the boy pretending to be a Super Hero. Study his expression. What does his expression suggest about the way he is feeling?

Extend sidebands to fit child's head



Extend sidebands to fit child's head

Homemade Bathtub Soap Crayons

*Your daddy never wanted to take a bath.
But once he was in the tub, he never wanted to get out.*

Objective: To have a squeaky clean good time in the bath tub.

Materials:

- Powdered soap flakes
- **Hot** water
- Food coloring
- Large mixing bowl
- Wooden spoons
- Small bowls
- Paper muffin cups
- A muffin tin
- Measuring cup
- Refrigerator

Procedure:

- Place muffin papers in the muffin tin.
- Pour 4 cups of soap flakes in the large mixing bowl.
- Gradually wet mixture with hot, hot, hot water.
- Stir. Stir. Stir until mixture becomes thick and smooth.
- Transfer a cupful of mixture into a smaller bowl.
- Squeeze a generous amount of food coloring into the mixture and stir, blending the color with the mixture.
- Spoon mixture in muffin tin. Fill cups half full.
- Repeat until all cups are filled.
- Place muffin tin in refrigerator overnight.
- Remove from refrigerator. Peel papers off soap crayons.
- Hop in the bathtub. Draw on ceramic tile or side of tub with your Homemade Soap Crayons.

Follow Up:

- It seems strange to think that Daddy, a big grown man, didn't want to do some of the same things that a child doesn't want to do, doesn't it? Things like taking a simple bath.
- Thumb through *Your Daddy Was Just Like You* in search of illustration featuring the boy taking a bubble bath. Study his expression. What does his expression suggest about the way he is feeling?
- Ask the child if they have ever dreaded doing something only to find out that it was actually a fun thing to do? Encourage the child to elaborate on the experience.

Step-by-Step Guide for Homemade Bathtub Crayons

37



Step 1: Pour 4 cups of soap flakes in the large mixing bowl. Gradually wet mixture with hot, hot, hot water. Stir. Stir. Stir until mixture becomes thick and smooth.



Step 2: Transfer a cupful of mixture into a smaller bowl.



Step 3: Squeeze a generous amount of food coloring into the mixture and stir, blending the color with the mixture.



Step 4: Spoon mixture in muffin tin. Fill cups half full. Repeat until all cups are filled. Place muffin tin in refrigerator overnight.



Step 5: Peel papers off soap crayons.



Step 6: Hop in the bathtub. Draw on ceramic tile or side of tub with your Homemade Soap Crayons.

Topsy-Turvy Daddy Drawing

Imagine what it would be like if you were Daddy and Daddy were you. You're the grown-up. Daddy is the child. What would that be like? Imagine that you're the one to help Daddy walk or talk. Or you might help Daddy to be brave when he is really frightened. Maybe you cheer him on when times are tough or seem unfair, help him to control his anger, or play pretend games with him. Perhaps you calm Daddy's fear of the dark.

In the square below, draw a picture of this Topsy-Turvy Daddy. Feature yourself as the grown up and Daddy as the child.



Make a Family Tree

Creating a child-centered Family Tree can be an incredible familial bonding experience. Invite all members of the extended and/or the blended families to participate in the project.

Materials:

- Print page 40 (Note: Print more than one sheet if needed to include all members of a blended family.)
- Pencil
- Optional – old photographs of family members
- Optional - large piece of foam board

Procedure:

- Assist the child in filling out the spaces provided on the family tree.
- Discuss the similarities that the family members share – both physically and characteristically. In what ways is the child similar to the extended family members?
- Continually bring the conversation back the child and the unique place they share on the family tree.
- As a wonderful extension to this lesson, collect pictures of each family member and post them in a Family Tree-like manner on a large piece of foam board – creating the keepsake of a lifetime!

Family Name

40

Great-grandmother

Great-grandmother

Great-grandmother

Great-grandmother

Great-grandfather

Great-grandfather

Great-grandfather

Great-grandfather

Grandfather

Grandmother

Grandfather

Grandmother

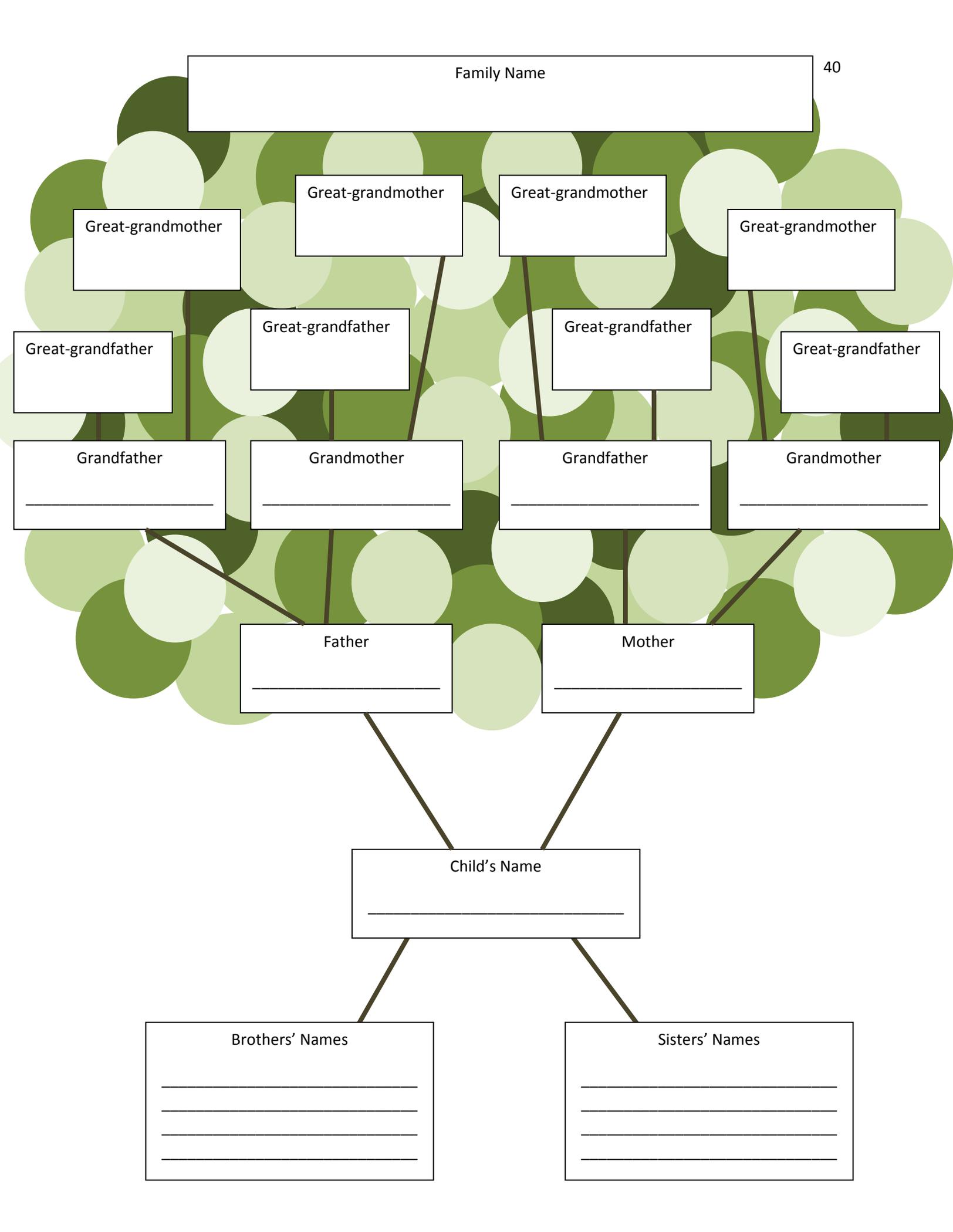
Father

Mother

Child's Name

Brothers' Names

Sisters' Names

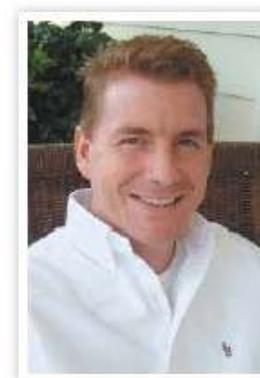


Acknowledgements



Author Kelly Bennett is a native of California, Kelly graduated from Huntington Beach High School in 1976. Upon receiving an Associate of Arts Degree in Liberal Arts from Fullerton College, she continued her education at the University of California at Fullerton and California State University at San Jose, where she majored in Communications with a Public Relations emphasis. Kelly is a graduate of the Vermont College Master of Fine Arts in Writing for Children and Young Adults program. Kelly participates in writing workshops and conferences, and is a member of the Society of Children's Book Writers and Illustrators (SCBWI) and the Author's Guild. Contact Kelly at www.kellybennett.com.

Illustrator David Walker has been drawing and painting all of his life. As a child he was rarely without a sketchbook and pencil. After graduation from the University of Kansas, his first job was as an art director at Hallmark Cards in Kansas City, Missouri. Eventually David decided to begin licensing his own artwork. His days are now spent in his studio in Chapel Hill, North Carolina, working on products ranging from children's books and greeting cards to fabric and scrapbook supplies. His life is a tangle of dogs, cats and kids, and his art is obviously inspired by all of the wonderful chaos that comes with them. Contact David at www.davidwalkerstudios.com.



Debbie Gonzales has worked as a teacher, a school administrator, and educational consultant, an art director and a creative writing workshop instructor. Deb earned her MFA in Writing for Children and Young Adults from the Vermont College of Fine Arts. She has published a number of early-readers with New Zealand's Giltedge Publishing, teaches creative writing for Badgerdog Literary Publishing and St. Edwards University, is a regular contributor for ReaderKidZ.com, and serves as the Regional Advisor for the Austin SCBWI Chapter. Debbie's blog, *Simple Saturday*, features simply sensational and sometimes quite silly weekly art, science, math, and reading activities suitable for all ages. Contact Debbie at www.debbiegonzales.com.