This education guide contains classroom discussion questions and extension activities to help teachers, librarians and parents help their students and children to consider and expand on the learning themes presented in *Hush Now, Banshee!* This guide will help students meet several of the Common Core State Standards (CCSS) for English Language Arts.
Everyone is enjoying quiet time, but little Banshee just wants to have fun the only way she knows how: Loudly. Join Banshee as she counts her way through the Irish landscape in search of anyone ready to have some not-so-quiet fun. It’s gonna be a blast: You can count it.

About the author:

Kyle Sullivan is a writer and creative director based in Portland, OR. He holds an MA in English Literature from the University of British Columbia, and a BA in Creative Writing from the University of Washington. His works for children include the board book Get Dressed, Sasquatch!, and the middle-grade chapter books Hobgoblin and the Seven Stinkers of Rancidia (Hazy Fables #1) and Zombie, Or Not to Be (Hazy Fables #2).
Banshee learns that sometimes it’s OK to be loud, but other times we should try our best to be quiet. Where and when is it better to be quiet? And where and when is it OK to be loud?

Banshee’s friends try to teach her that quiet time can be a lot of fun. What are your favorite quiet time activities?

Some of the characters end up a little upset when Banshee interrupts quiet time. How could Banshee have behaved differently to avoid upsetting them?

A compromise is when you reach an agreement with someone that makes you both happy, even if it’s not exactly what you wanted. Can you think of a time when you wanted to do one type of activity, but someone else wanted to do something else? Were you able to find a compromise?

When Banshee approaches each character, she yells or shouts her greeting. How do the characters react? What might have been a better approach for Banshee to make the characters more comfortable?
6. Of all the characters and activities in the book (for example, leprechauns painting, ghosts reading, and fairy warriors training) which group would you want to join? How would you approach them and ask if you can join them?

7. When Banshee yells “I LOVE QUIET TIME!” after counting quietly from 10 to 1, everyone is surprised. Why is this a silly response to a quiet time activity?
Throughout the book, Banshee doesn’t just yell—she also cries, screams, shrieks, shouts, hollers, wails, and howls. These words are similar, but have slightly different meanings. Ask the students to discuss the shades of meaning that distinguishes these words.

Language
CCSS.ELA-Literacy.L.1.5d
Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

2. Split the students into small groups and ask them to read the book out loud to each other, keeping the characters’ perspectives in mind. Ask them to read the dialogue with an understanding of how the characters might sound on each page when considering their feelings, needs and perspectives.

Foundation skills
CCSS.ELA-Literacy.RF.1.4a
Read grade-level text with purpose and understanding.

3. As a writing exercise, ask the students to respond to the following questions and prompts:
   - Who is the main character of the book?
   - Please describe this character.
   - What other characters can you remember from the book?
   - What does the main character learn at the end of the book?

Reading: Literature
CCSS.ELA-Literacy.RL.3
Describe characters, settings, and major events in a story, using key details.
4. Split the class into groups and ask them to discuss their favorite quiet-time activities. Ask them to determine three quiet-time activities they all like and discuss the reasons why they like them. Ask them to discuss why these three activities are better in a quiet environment than in a loud one.

**Speaking & Listening**

CCSS.ELA-Literacy.SL.1.1
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

5. Ask the students to respond to the following writing prompt:

Do you prefer quiet-time activities or activities that allow you to be loud? State your opinion and provide reasons for your opinion. Finally, explain which characters in the book would agree with your opinion, and which ones wouldn’t.

**Writing**

CCSS.ELA-Literacy.W.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Leprechauns love to draw and paint. In the space above draw your own leprechaun and tell us a bit about her or him.
Five bog monsters are cleaning up their place—

1. 
2. 
3. 
4. 
5. 

HIYA!

shrieks Banshee like a meteor from space.