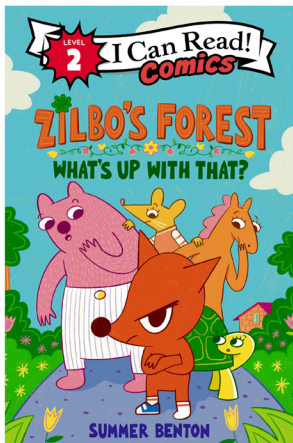


ZILBO'S FOREST

Classroom Kit

Created for teachers, librarians and parents to support classroom discussion, creativity, and social emotional learning.

This kit provides classroom activities, discussion prompts, and printable activities to accompany the picture book, **Zilbo's Forest: What's Up With That** by Summer Benton. The materials are designed for early elementary classrooms and can be used during read alouds, literacy blocks, SEL lessons, or art time.



Recommended Grade Levels:

Pre K – Grade 3

Subjects:

- Social Emotional Learning
- Reading Comprehension
 - Art and Creativity
 - Character Education

Social-Emotional Learning Objectives:

- Students identify how emotions can spread between people and describe how one's behavior can affect others.
- Students practice perspective-taking by considering reasons why someone might act in an unexpected or hurtful way
- Students will apply a strategy for responding to conflict by using curiosity instead of making assumptions

Vocabulary to discuss:

- Confused
- Ignore
- Assume
- Frustrated
- Curious

Pre-Reading Discussion:

- Have you ever said hello to someone and they didn't say hello back? How did that feel?
- What are some reasons a person might ignore someone, even if they don't mean to be rude?
- How can one person's mood affect the whole group?
- What could you say or do if you think a friend is upset?

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Teacher and Classroom Resource Guide

Read the book aloud. As you read the book aloud, here are some ideas to consider:

- Pause during the story to ask students what they think might happen next.
- Ask students how the character might be feeling.
- Invite students to notice the illustrations and describe details.
- Discuss what choices the character could make.

Lesson 1: When I Feel Upset

- Objective: Students will identify their own emotional responses, recognize what they look like when upset, and name a trusted person they can go to for support.

• Introduction:

Ask students:

“What does it feel like in your body when you get upset?”

“Can you always tell when someone else is upset? How?”

“What are some things that might make someone feel upset, even if others don't notice?”

Briefly connect to the story:

“In the book, Zilbo was upset but no one knew why at first.”

• Activity: (Use the following activity page “When I Feel Upset”)

Students fill out the activity page, drawing in each section.

Section 1: “Something that might upset me.” Students draw a situation that could make them feel upset. (ex. being ignored, losing something, conflict with a friend, etc.)

Section 2: “What I look like when I'm upset.” Students draw themselves showing facial expressions and body language. (ex. tears, frowns, crossed arms, looking away, etc.)

Section 3: “Who can help me?” Students draw a trusted person who they can go to for help. (ex. a teacher, parent, friend, etc.)

Teacher prompts:

- “What clues show that the person in your drawing is upset?”

Discussion:

Connect back to the book: Zilbo looked upset but he didn't say what was wrong at first. Others didn't ask right away either. Things got better when someone checked in.

Closing Reflection:

Students finish this sentence: “When I feel upset I can _____”

Encourage responses like: Talk to someone, take a break, ask for help, use words to express feelings.

ZILBO'S FOREST

A decorative border consisting of a series of small, stylized flowers and leaves arranged in a wavy line across the width of the page.

Something that might upset me:

What I look like when I'm upset:

Who can help me:

ZILBO'S FOREST

Teacher and Classroom Resource Guide

Read the book aloud. As you read the book aloud, here are some ideas to consider:

- Pause during the story to ask students what they think might happen next.
- Ask students how the character might be feeling.
- Invite students to notice the illustrations and describe details.
- Discuss what choices the character could make.

Lesson 2: Create Your Own Comic

• **Objective:** Students will work creatively to make their own comic while also demonstrating their understanding of the story's theme. (Working together to solve a problem)

• **Introduction:**

Ask students:

“Why do you think this story is told as a comic?”

“How do pictures help us understand feelings?”

Explain that students will create their own mini comic.

• **Activity: (Use the following activity page “Create Your Own Comic”)**

Students should use the four panel comic template to create a story with four events.

Panel 1: Something goes wrong.

Panel 2: A character reacts.

Panel 3: Another character offers to help.

Panel 4: Show a positive resolution.

Encourage use of speech/thought bubbles and clear facial expressions.

Teacher prompts:

- “What is your character feeling in each panel?”
- “Where does the problem start?”
- “What might have happened if nobody offered to help?”

Discussion:

Invite a few students to share. Ask them to point out the clues they have used to show what the characters are feeling. Highlight examples of curiosity and empathy.

Closing Reflection:

Ask students to connect their story to their own experiences. Can they think of a time when they have been upset and someone offered to help? Can they think of a time when they have seen someone else upset and offered to help? How did they feel in both scenarios?

ZILBO'S FOREST

Create your own comic!

One day something went wrong.

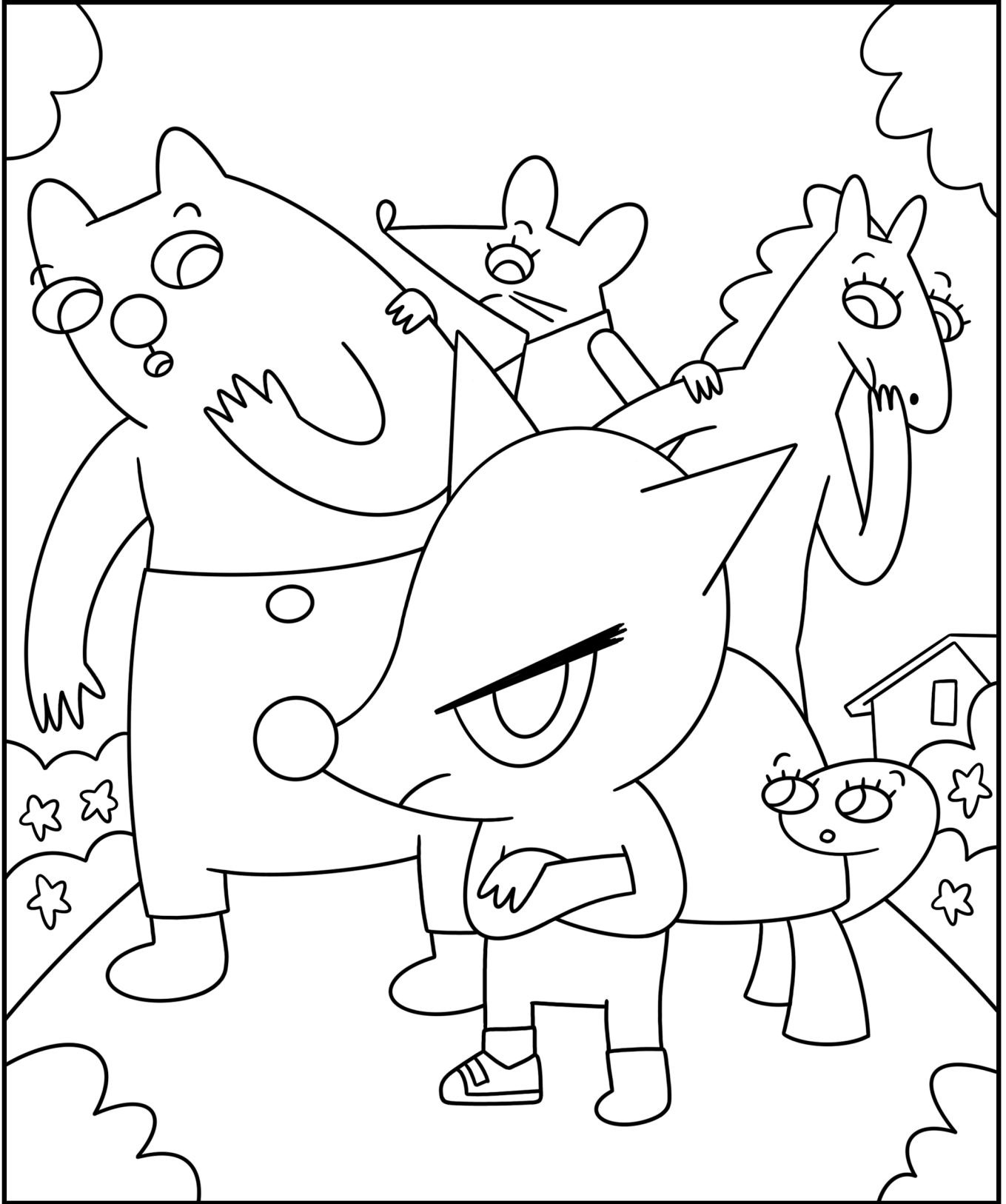
It made me very upset.

Luckily _____
was there to help!

And we figured it out together.

The end!

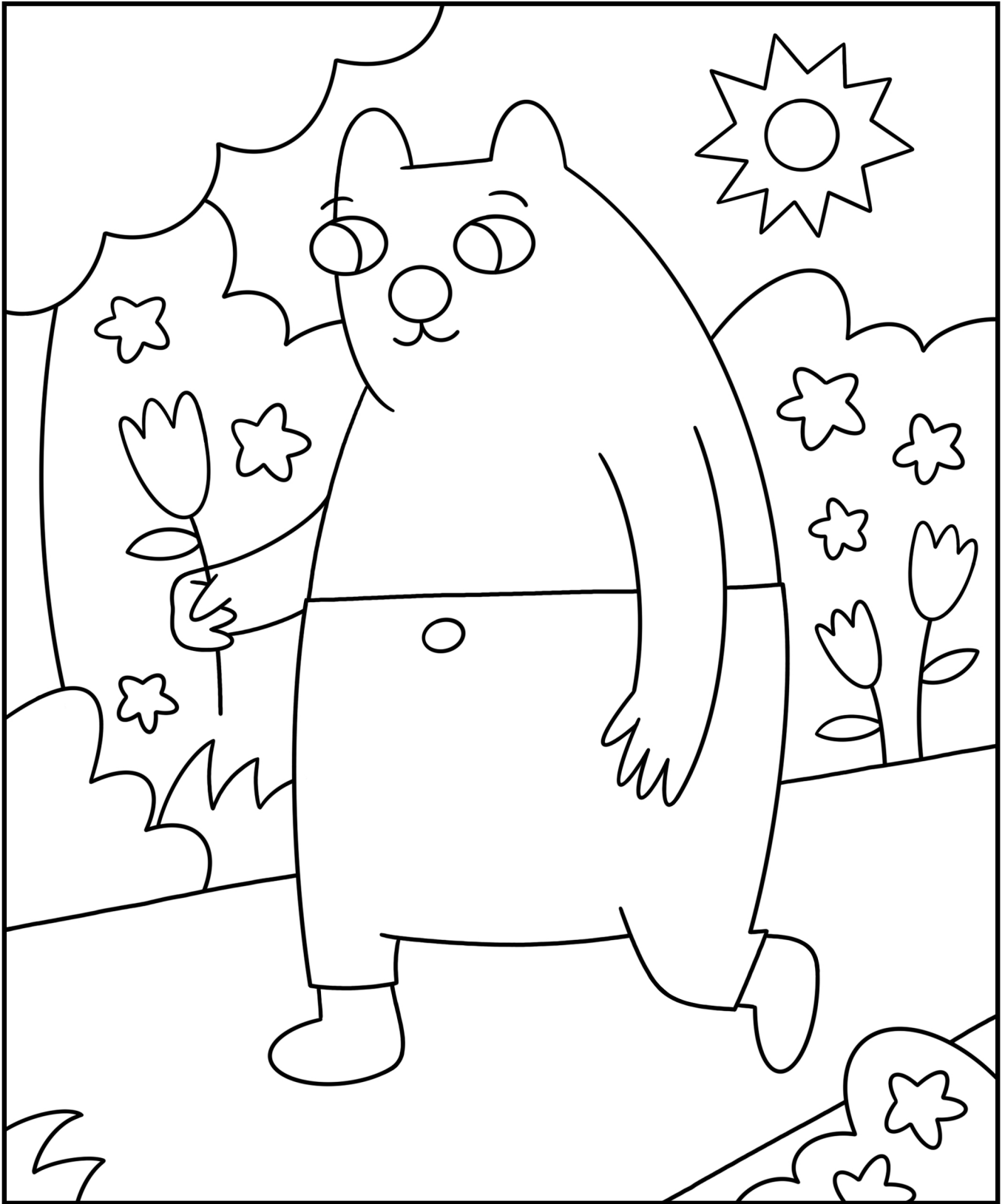
ZILBO'S FOREST



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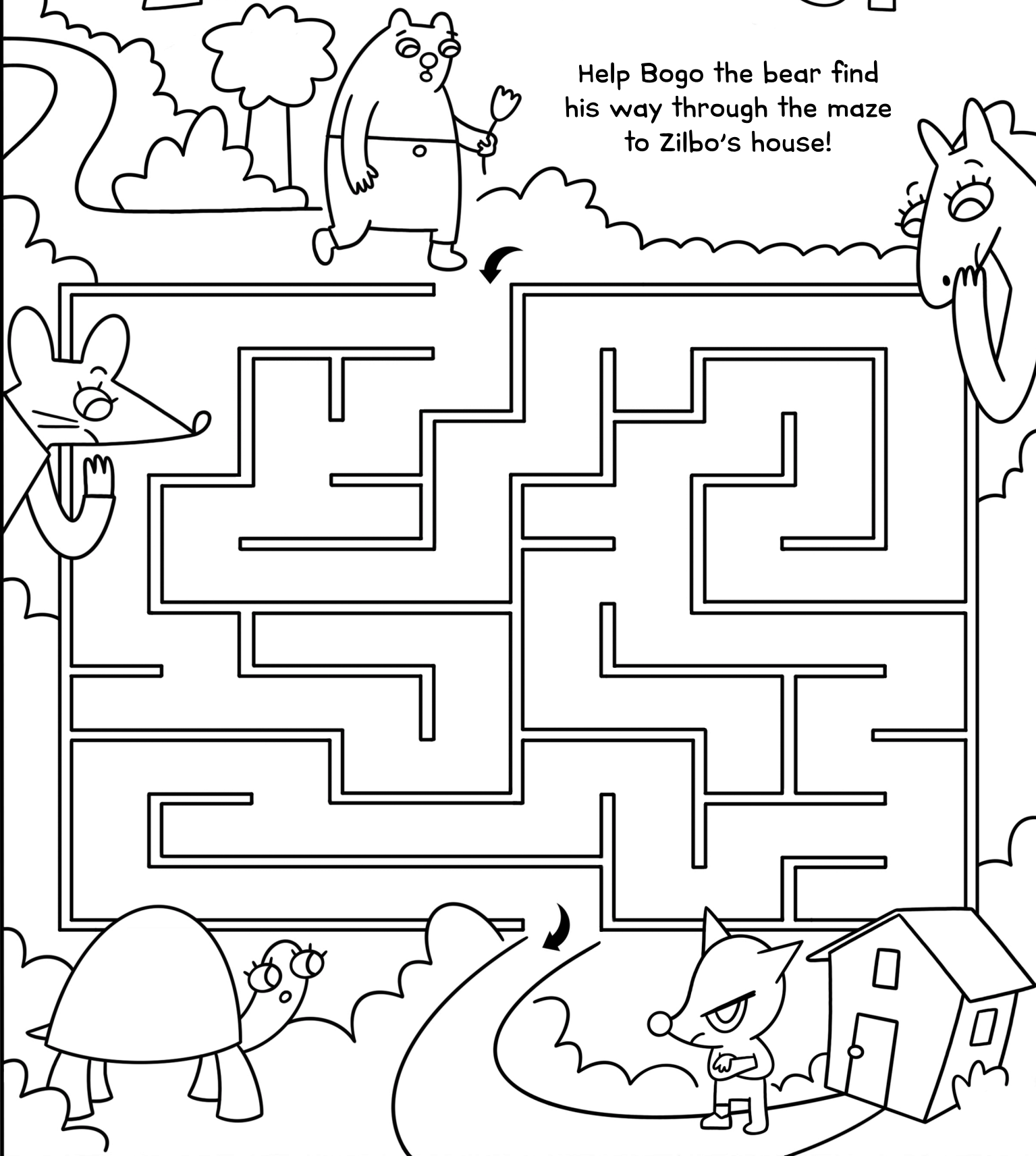


ZILBO'S FOREST



ZILBO'S FOREST

Help Bogo the bear find his way through the maze to Zilbo's house!



ZILBO'S FOREST

Uh oh! Now, Zilbo can't find **any** of his shoes. Can you help him find all **8** shoes?

