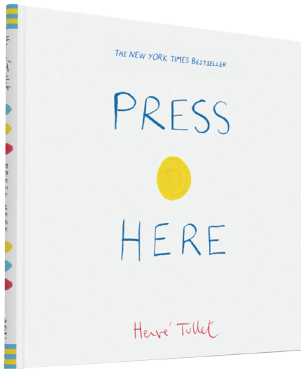
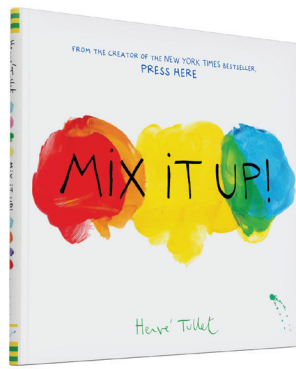


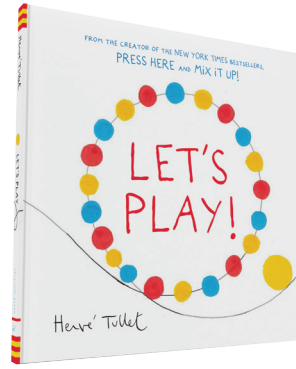
# Hervé Tullet



**PRESS HERE**  
978-0-8118-7954-5 • \$15.99 HC  
Ages 3-5 • F&P Text Level Gradient: I  
Lexile® Measure: AD320L



**MIX IT UP!**  
978-1-4521-3735-3 • \$15.99 HC  
Ages 3-5 • F&P Text Level Gradient: I  
Lexile® Measure: AD60L



**LET'S PLAY!**  
978-1-4521-5477-0 • \$15.99 HC  
Ages 3-5 • F&P Text Level Gradient: M  
Lexile® Measure: AD60L



**SAY ZOO!**  
978-1-4521-6473-1 • \$15.99 HC  
Ages 3-5 • F&P Text Level Gradient: TK  
Lexile® Measure: TK

## ABOUT THE BOOKS

*Press Here*, *Mix It Up!*, *Let's Play!*, and *Say Zoop!* invite children to engage in an enjoyable reading experience filled with whimsy and wonder. The interactive nature of these books elicits dialogue, prompts participation, and encourages critical thinking. So clap, tap, blow, touch, rub, turn, and shake as you press, mix, and play with dots, colors, lines, and space. After reading any one of these books, children will be motivated to ask for another title by Hervé Tullet. *Za-Za-Zoommm!*

This teacher guide highlights strategies and activities for *Press Here*, *Mix It Up!*, *Let's Play!*, and *Say Zoop!* These imaginative picture books encourage and applaud readers' efforts through a storytelling format perfect for reading aloud or independent reading. This guide, aligned with the Common Core State Standards, will assist in supporting young readers to observe, discuss, and generate creative responses.

## LET'S TAKE A PICTURE WALK

A picture walk provides an opportunity for children to examine a book's cover, browse through the pages, talk about the illustrations, and predict what might occur in the story. During a picture walk, various art elements such as color, shape, space, line, light, and perspective can be explained as tools the artist uses to create illustrations. Examining the artwork more closely urges children to draw on their own background knowledge and experiences to interpret the illustrations. Picture walks can also be valuable to English language learners by providing visual images that can be coupled with the name or word for each image.

**As you walk through one or more of Hervé Tullet's books, ask children the following questions:**

- What catches your eye first when you look at the page?
- Where is the text located on this page?
- Why do you think the illustrations are spread across two pages?
- Do the images in the book change from beginning to end? How?
- What is in the foreground of the illustration?
- What is in the background?
- What are the colors that are used?
- Can you follow the lines with your eyes? Are they straight, wavy, squiggly?
- Why is there so much white, or negative, space used?
- Are there patterns that you see?
- What in the illustration is large? What is small?

**Correlates with CCSS. RL. K-2.7.**

## LET'S ELICIT DIALOGUE THROUGH THINK-ALOUDS

Because of their read-and-respond structure, these books are terrific for sparking discussion. Think-aloud strategies offer an engaging way to elicit dialogue while sharing the books with students. The purpose of a think-aloud activity is to model for children how skilled readers construct meaning from a text. With this strategy, teachers verbalize aloud while orally reading a book. This includes describing things they are doing as they read to monitor their comprehension.

**Think-alouds provide you the opportunity to demonstrate for students:**

- How to make and then check predictions
- How to visualize what is happening in a story
- How to reread specific parts of the text to clarify meaning
- How to “read between the lines” to infer meaning from the text
- How to stop reading and summarize what has happened

Think-alouds increase enjoyment because children are listening closely to how the reader responds to what is being asked about a page in a book. Employ a think-aloud strategy to model reading comprehension, work on reading development, and promote critical thinking by using the following statements:

### *Connecting with Prior Knowledge*

- This reminds me of . . .
- I remember a picture like this that I saw . . .

### *Predicting/Anticipating*

- I wonder if . . .
- I think I know what is coming next . . .

### *Questioning/Monitoring*

- I wonder what the illustrator used to create . . .
- I don't understand . . .
- I am going to reread this because it doesn't make sense . . .

### *Imagining/Inferring*

- Even though it isn't in the picture, I can see that . . .
- I can almost taste/hear/smell the . . .
- It doesn't say this, but I can tell that . . .

### *Summarizing/Concluding*

- So far I know that . . .
- It is interesting to learn that . . .

### *Evaluating/Applying*

- I really like how the author/illustrator . . .
- My favorite part is . . . because . . .
- What I don't like about this part is . . .

**Engage children in dialogue before, during, and after the think-aloud activity:**

- Ask classmates to turn and talk to each other to share their thinking and ideas
- Stop periodically to ensure all students are fully engaged
- Return to the story and think-aloud after 20-30 seconds

**Correlates with CCSS RL.K-2.10.**

## LET'S CONDUCT AN ILLUSTRATOR STUDY

**An illustrator study provides children the opportunity to delve deeply into an artist's work. An illustrator study can also:**

- Boost visual literacy
- Build critical thinking skills
- Forge a deeper connection to books
- Establish a community of readers and budding artists
- Expose children to a variety of artistic techniques and styles
- Make connections across the curriculum
- Offer other ways to respond to stories through art

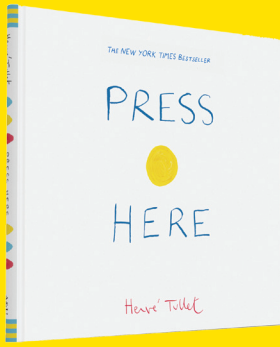
**Hervé Tullet is an excellent choice for an illustrator study. His art encompasses sound, movement, illustration, and writing.**

**To prepare for and implement the illustrator study:**

- **Gather** *Press Here*, *Mix It Up!*, *Let's Play!*, and *Say Zoop!*
- **Access** [www.chroniclebooks.com](http://www.chroniclebooks.com) for book trailers as well as activity kits associated with Tullet's books;
- **Immerse** children in reading and talking about Tullet's books by taking a picture walk and eliciting dialogue as shared above;
- **Study** some of the pages closely until children become articulate and are able to use some of the terms that have been introduced during study to describe illustrations (such as perspective, background, or double-page spread);
- **Generate** a response to Tullet's stories by making sounds to accompany the actions in each book, dramatizing the story through movement or readers' theater, or creating a class or individual book using some of the techniques, shapes, colors, lines, etc. that Tullet uses in his book.

**Correlates with CCSS RL.K.6, K-2.1, K-2.4.**





**PRESS HERE.** THAT'S RIGHT. JUST PRESS THE YELLOW DOT. AND TURN THE PAGE. THE SINGLE TOUCH OF A FINGER SPARKS A WHIMSICAL DANCE OF COLOR AND MOTION IN THIS JOYFUL CELEBRATION OF THE POWER OF IMAGINATION.

**PRESS HERE** | 978-0-8118-7954-5 • \$15.99 HC | Ages 3-5 • F&P Text Level Gradient: I • Lexile® Measure: AD320L

Before Reading	During Reading	After Reading
Why do you think Hervé Tullet invites you to "Press Here" on the yellow dot on the book cover?	What happens when you tap the dots?	What did you like about the story?
Look at the end pages. What do you notice about the dots? Is there a pattern?	What happens when you shake, tilt, or blow on the dots?	Draw what you picture in your mind right now.
The first page says, "Ready." What do you think you should be ready to do?	How did the dots get bigger? How did they get smaller?	Why do you think Hervé Tullet wrote and illustrated this story?

**Correlates with CCSS RL.1-2.1, 1-2.7.**

## PRESS HERE FOR VERB ACTION

*Press Here* uses a variety of verbs, including: *turn, press, tap, rub, clap, tilt, shake, and blow.*

Create a list of verbs from *Press Here*. Next have student volunteers demonstrate each verb with physical movement. Then have them add to the list of possible action verbs and show the movement associated with each one. To extend the understanding of verbs, ask the class to generate a sentence for each word on the list. Finally, instruct students to create their own version of *Press Here* using the verbs from the book and the generated list, but using different shapes and combinations.

**Correlates with CCSS RL.1-2.4.**

## PRESSING QUESTIONS

Books by Hervé Tullet not only engage readers in a story, they also pique their interest and generate questions. After reading *Press Here*, revisit the text and illustrations and encourage children to go beyond simple observation by asking the following questions:

- What do I see?
- What do I think?
- What do I wonder?

Make three circles with the questions written on them. Have students write their questions on sticky notes and place them on the appropriate circles. These questions can then be discussed by the whole class or in small groups. The "wonder" questions might also provide the basis for an original story.

**Correlates with CCSS RL.1-2.1, 1-2.7.**

## PRESS HERE FOR EXPRESSIVE READING

*Press Here* lends itself to many ways of being read aloud in class and is therefore a great choice to model expressive reading. You may consider enlarging the pages on a document camera or overhead projector and having students press the dots projected on a screen. Or give each child a card with yellow, red, and blue dots, and each time you read aloud a new direction have the students use their cards to do that action. At the same time, have them mimic your reading by repeating the sentence with gusto. Young children will enjoy acting out the parts of the dots and saying the sentences as you read aloud the text, so get them up and moving!

**Correlates with CCSS RF.1-2.4.**



**MIX IT UP!** IN A DAZZLING ADVENTURE OF WHIMSY AND WONDER. FOLLOW THE ARTIST'S SIMPLE INSTRUCTIONS, AND SUDDENLY COLORS APPEAR, MIX, SPLATTER, AND VANISH IN A WORLD POWERED ONLY BY THE READER'S IMAGINATION.

**MIX IT UP!** | 978-1-4521-3735-3 • \$15.99 HC | Ages 3-5 • F&P Text Level Gradient: I • Lexile® Measure: AD60L

Before Reading	During Reading	After Reading
Read the title. What do you think the book is going to mix up?	What are the important parts of the story?	What did you learn from this book?
Have you ever mixed colors together? What happened when they were mixed?	What's going on here?	How do you read a sentence with a question mark? Quotation marks? Period?
Why do you think the first color you see is gray?	What color do you predict you will see next?	What questions would you ask Hervé Tullet about this book?

**Correlates with CCSS RL.1-2.1, 1-2.7.**

## MIX IT UP WITH COLORS!

Before reading *Mix It Up!*, show students a color wheel and discuss the primary colors of red, blue, and yellow, and the secondary colors of green, orange, and purple. Explain that secondary colors are made by mixing together two primary colors. This provides a context for the book prior to reading. Next, read aloud *Mix It Up!* and at different points in the story, ask children what they think the colors of the illustrations may look like next. Then turn the page to see if they are correct.

**Correlates with CCSS RL.K-2.7.**

## MIX IT UP MATHEMATICALLY

Watch the video for *Mix It Up!* on the Chronicle Books website ([chroniclebooks.com](http://chroniclebooks.com)).

Set up paints in primary colors (red, yellow, and blue) in small cups. Roll long sheets of paper on the floor. Invite children to experiment with mixing the paints. Be sure that they create a mathematical equation for each one of their experiments. For example:



**Correlates with CCSS RL.K-1.1.**

## WRITE IT UP!

Read *Mix It Up!* to students, pointing out how Hervé Tullet poses questions, makes statements, and provides instructions such as those listed below. Ask children to think of an activity that they like to do. Then use the following writing frame and fill in the boxes:

- First – Ask a question (Are you ready?)
- Next – Make a statement (It's that time again.)
- Then – Tell the reader to do something (Tap that gray spot. Just a little, to see what happens.)
- Last – Make a statement (There they are!)

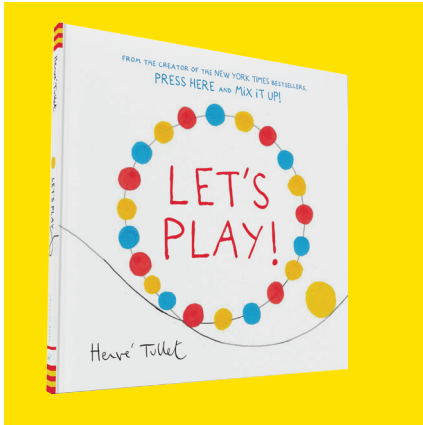
FIRST

NEXT

THEN

LAST

**Correlates with CCSS W.1-2.3.**



LET'S PLAY! WITH A SPECTACULAR RIDE OF COLOR, MOTION, SHAPE AND IMAGINATION, FILLED WITH THE ARTISTRY AND DELIGHT THAT WE KNOW AND LOVE. PREPARE TO LEAP HEADLONG INTO THE COMPLETELY NEW DIMENSION OF EMOTION!

**LET'S PLAY!** | 978-1-4521-5477-0 • \$15.99 HC | Ages 3-5 • F&P Text Level Gradient: M • Lexile® Measure: AD60L

Before Reading	During Reading	After Reading
What is the title of the book? What do you think Hervé Tullet means by "let's play"?	How does the illustrator show things moving?	Did you feel like you were playing with the dot?
What happens when you stare at the end pages?	How does the story make you feel? (Ask this question at different points in the story.)	What are all the things that Hervé Tullet asked you to do in the story?
The first page reads, "Wanna play?" How could you play with a dot?	When you look at the lines on the page, where do your eyes go?	What do you think the next story should be about?

**Correlates with CCSS RL.1-2.1, 1-2.7.**

## LET'S PLAY WITH LINES

In *Let's Play!*, Hervé Tullet shows action and movement through the use of lines. Explain to students how lines create:

- Movement through scribbles, wavy lines, or diagonal lines
- Warmth and coziness through curves and circular lines
- Action and excitement through diagonal or zigzagging lines
- Enthusiasm and energy through jagged lines
- Calm and stability through horizontal lines
- Height and distance through vertical lines

Share a few examples of how lines can be used to tell a story, such as jagged lines used to indicate stairs or a wavy line used to show something or someone going up and down hills. Now ask the children to create a story by themselves or with a partner using only lines. Have students share their stories with the class.

**Correlates with CCSS RL.1-2.1 1-2.4, 1-2.7.**

## LET'S PLAY WITH SOUND EFFECTS

*Let's Play!* organically invites children to create sounds to go with the text and illustrations. Hervé Tullet employs sound effects to add pizzazz and excitement to the story using words such as "wow," "whew," "pow," "ouch," and of course, "za-za-zoommm." In addition, the way that Tullet depicts lines with the yellow dot should certainly prompt a "whee" or a "swoosh." Read aloud *Let's Play!* and have children create sound effects when the dot slides along a straight or squiggly line, rolls down a hill, or tries to move through the black yucky pages. For inspiration, watch an online video in which Tullet reads one of his books with sound effects. You can also use musical instruments, but the easiest and most inexpensive method is to use your lips, voice, and maybe a few clapping or stomping sounds. Remember that this activity is not just about sound effects, but is also a way for children to interact with the story and think critically about which sounds would work best for a line, a shape, or even a question.

**Correlates with CCSS RL.K-2.7.**

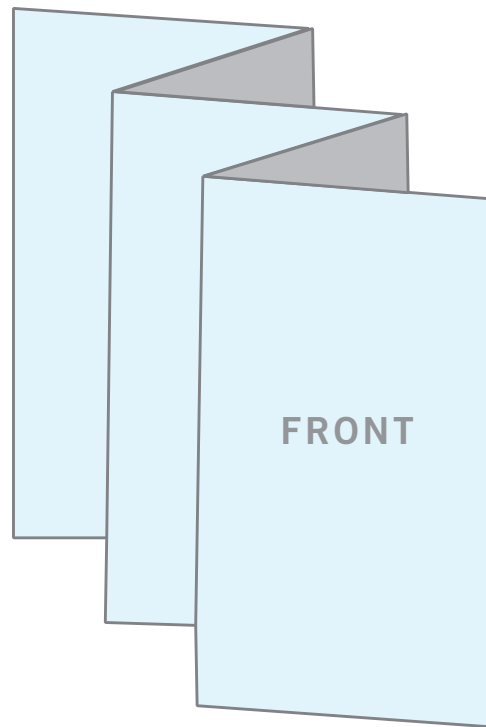




## LET'S PLAY WITH AN ACCORDION BOOK

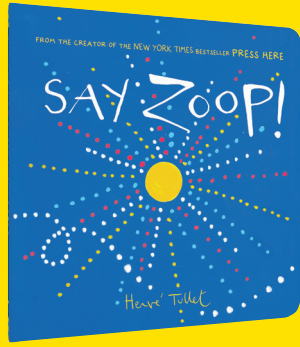
An accordion book is the perfect way for children to write and illustrate a story that can show movement. Share and model the following instructions for making an accordion book with the class:

1. Start with a long strip of paper.
2. Fold it in half, matching up the corners of each end of the strip.
3. Press the paper flat with the palm of your hand. Make a crease along the folded end of the strip.
4. From the side, your paper should be in the shape of the letter "V," for "Valley."
5. Fold down one side of the "V," back down towards your first fold. Press it flat with your palm and fingers.
6. Fold down the other side of the "V," back down towards your first fold. Press it flat with your palm and fingers.
7. From the side, your paper should be in the shape of an "M," for "Mountain." Now you have an eight-page accordion book!



The front of the book should display the title of the story. Have students select a shape to be the main character in the story. On page two, the character is introduced. Next, have children think about where that shape will go and who or what it might encounter. These experiences should take place over pages three to six. Page seven should resolve any conflict or problem that the character had and the final page should conclude the story. Children are often natural storytellers so if they are not ready to write words, they can tell their story through the illustrations or dictate their story to an adult who will write it for them. Remind the class to think about *Let's Play!* and how the yellow dot had many adventures.

***Correlates with CCSS W.K-1.3.***



MAKE SOME NOISE! SHOUT "OH"! WHISPER "OH"! SING "OOOOOOOH"! **SAY ZOOP!** MAGICALLY RESPONDS WITH DOTS, BUBBLES, AND BURSTS OF COLOR, SHAPES, AND MOTION. EMPOWER READERS BY LETTING THEIR IMAGINATIONS LIBERATE AND CONTROL THE PAGES' REACTION.

**SAY ZOOP!** | 978-1-4521-6473-1 • \$15.99 HC | Ages 3-5 • F&P Text Level Gradient: TK • Lexile® Measure: TK

## DISCUSSION QUESTIONS

Ask students the following questions before, during, or after reading *Say Zoop!*

Before Reading	During Reading	After Reading
The title of the book is <i>Say Zoop!</i> What is Zoop?	How do the dots help you know whether to say "OH!" loudly or softly?	What new colors can you make using red, yellow, or blue? What sounds would these new colors make? Would the sounds be loud or soft?
Let's say Zoop in different ways. Can you whisper? Can you sing? Can you shout?	What sounds do squares make? Curvy lines? Squiggly lines?	What are some different shapes and lines you could use in a story? What sounds would they make?
Look at the endpapers. Does this book remind you of another book by Hervé Tullet?	What sound does red make? What sound does yellow make? What sound do two colors together make?	What would be a good sequel to this book?

*Correlates with CCSS RL.1-2.1, 1-2.7.*

## SAY TRA-LA-LA!

*Say Zoop!* invites children to use their voices to respond to the story and to recognize when sounds should be loud or soft, fast or slow. Assist children in understanding the importance of fluency and expressiveness when reading a story by comparing the process to that of singing a song. Introduce the following basic terms associated with music:

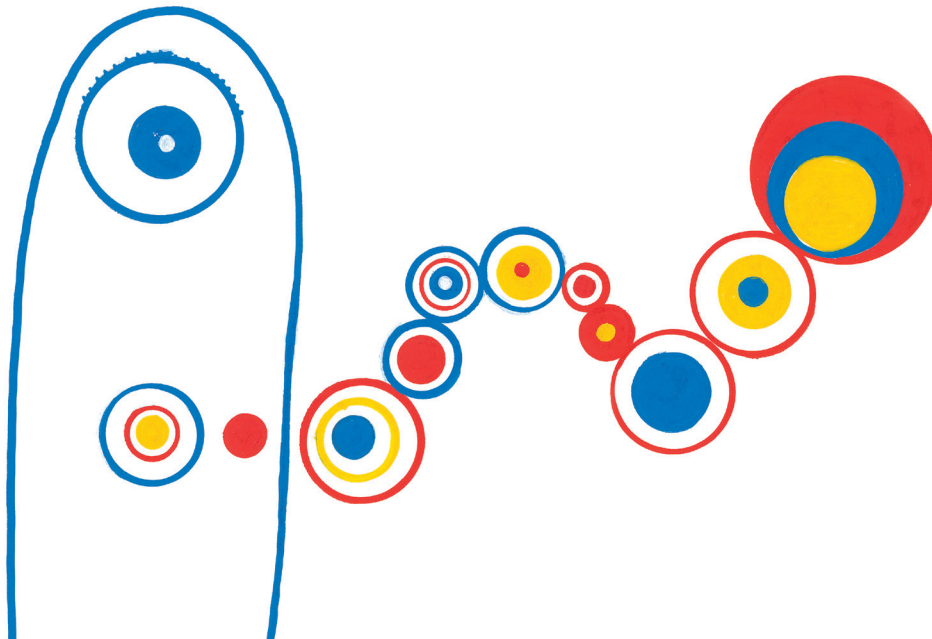
- Demonstrate how a **steady beat** is an unchanging, continuous pulse or beat. **1, 2, 3, 4**
- **Accent** a note to make it stand out from other notes by playing it differently. **1 2 3 4**
- Explain that a **crescendo** happens when notes grow louder. **1 2 3 4**
- Show various examples of **tempo**, or the rate of speed. **1234** or **1 2 3 4**

Revisit *Say Zoop!* and use sticky notes on the pages to indicate whether there is a steady beat of the sounds, if a shape or word should be accented, or if the sound should be louder or softer. Also, have students determine the tempo of the reading, paying particular attention to the spacing between the shapes. Students could also write their own song, such as the one in *Say Zoop!*, using colored dots and spacing.

*Correlates with CCSS RL.1-2.1 1-2.4, 1-2.7.*

## SAY AND PERFORM

*Say Zoop!* can be divided into several sections to create a performance. For example, you could build a performance around the first portion featuring "OH!" with sounds and dots, or you might build one around the part when the blue dot meets the red dot. Certain single pages can also be performed, such as the page that features robots talking to each other. These performances, like readers'





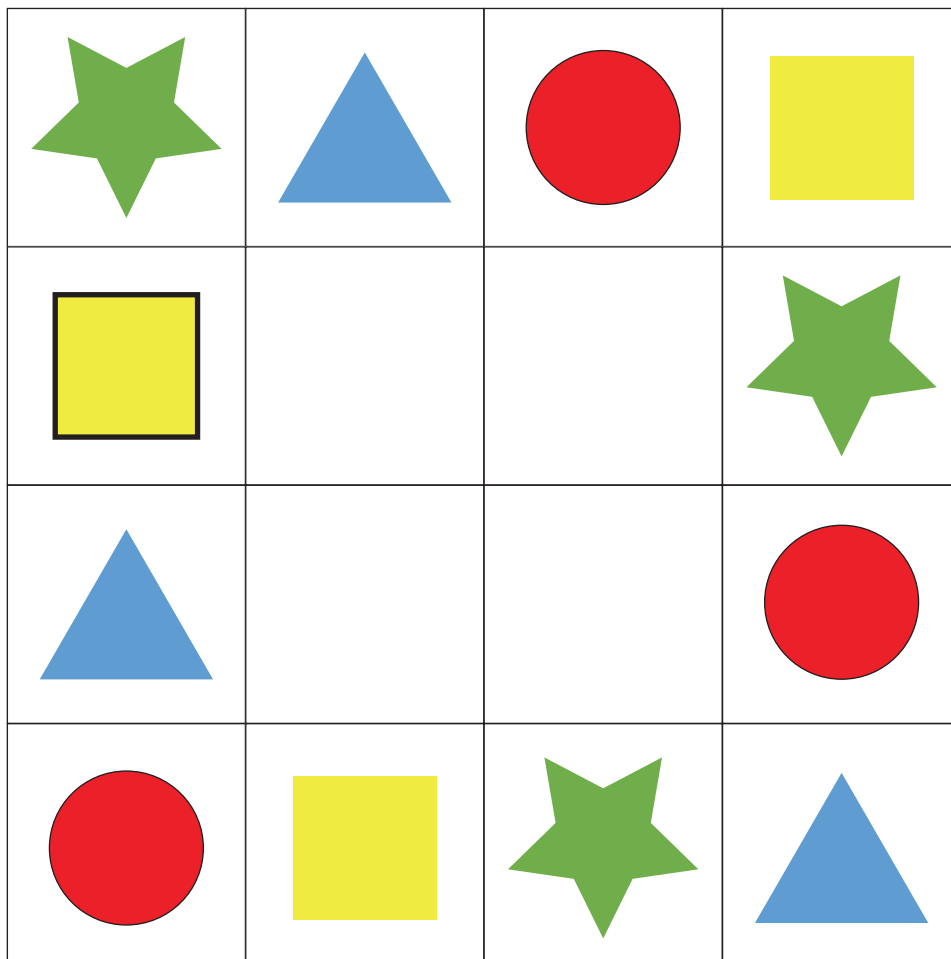
## SAY MOOOVE!

*Say Zoop!* inspires sound as well as movement. Have students create movements for different lines, shapes, or colors by moving in various ways, such as moving their arms in circular motions for wavy lines, forming a circle with their hands for the dots, or jumping up and down for zigzag lines. Encourage students to interpret the images and sounds as they read *Say Zoop!*

**Correlates with CCSS RL.K-1.1.**

## SAY SHAPE AND SOUND SUDOKU

Each row, each column, and each of the four large squares below should contain one of each image. Have students determine the shapes that should be in the blank spaces. Assign students to work in groups of four to determine the sound that each shape makes. Musical instruments can be used to demonstrate the sounds of shapes, or sounds can be made by clapping, stomping, or whistling. After each group practices the sounds made by each shape, they can perform their sounds/musical creations for another group or for the class.



**Correlates with CCSS RL.K-1.1.**