

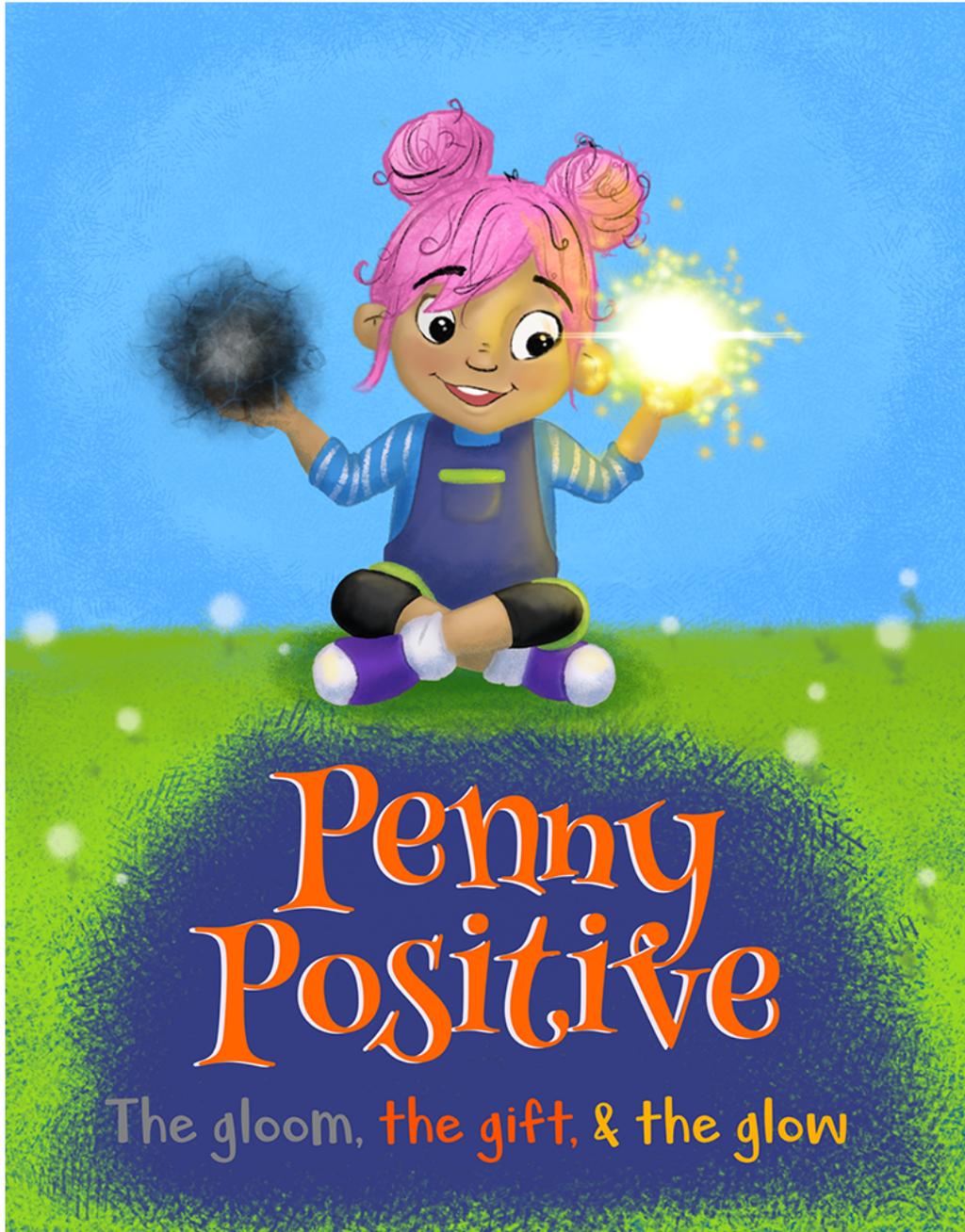
# Penny POSITIVE

The gloom, the gift, & the glow

A teacher's guide created by Natasha Oliver

Based on the picture book

Written and illustrated by Natasha Oliver



# Penny Positive

The gloom, the gift, & the glow

# Natasha Oliver

Author and Illustrator, *Penny Positive - the gloom, the gift, & the glow*

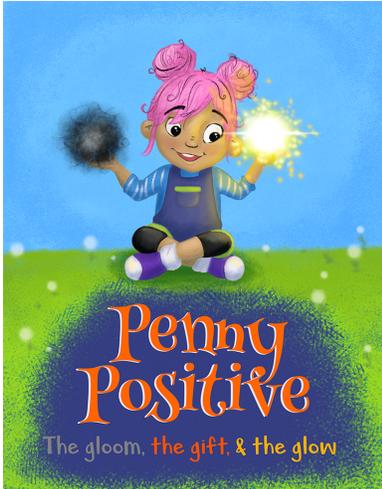
Natasha Oliver has always loved to draw and create. Even when she went to college to major in math, her heart had her joining every art club she could find. After teaching high school math for several years, she realized that many of the kids still struggled with their basic facts. This led her to create her first math game. For her, it was the beginning of something amazing. Finally a way to combine her math and her art together. Now, having made over 125 math games, she is longing to expand the stories from her games into something more. She is ready to bring the small stories from her games to picture books and chapter books! Now kids can enjoy knowing more of the back story for some of the games they have been playing to learn their math! You can see more of her work at [www.fun4thebrain.com](http://www.fun4thebrain.com).

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## Using this Guide

While Penny Positive was written for students in kindergarten through second grade, it is possible that it could be used for all ages. It is assumed that teachers will adapt the different activities and conversations in this book to best suit the needs of their students.

## Book Information



Penny Positive - the gloom, the gift, & the glow

Age Range: 3 - 8 years

Grade Level: Kindergarten - 2

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Penny's day had been quite terrible. Her desk, her clothes, and even her hair seemed to be against her. Can the little orange box that she received for her birthday help her day get better?

*The present was from her big sister, Rosie,*

*and had just one rule to obey.*

*"You **shall not,***

***Can Not,***

***WILL NOT,***

*open this box...*

*unless you've had a bad day."*

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## Reading Comprehension

Before reading *Penny Positive*:

- Looking at the cover illustration, describe what you see.
- Compare Penny from the front cover and the back cover. What is the difference in her mood?
- How does Penny, on the back cover, feel? Can you guess what might be making her feel that way?
- Can you guess what the story might be about by looking at these two illustrations?
- *The gloom, the gift, & the glow.* Can anyone tell me what the gloom might be? If no one knows at this point, ask again throughout the book so they can start to learn how to understand the gloom.

Now read or listen to the book.

Ask the students questions to aid in further comprehension.

- How does Penny feel at the beginning of the story?
- Have you ever had your sock keep sliding into your shoe?
- Penny pulls out her gift box with flair. Can you show me your pencil with flair?
- What do you think flair is? What else could you do with flair? Practice entering the room with flair, or writing their names with flair.
- What does Penny feel when she opens the box and sees the glasses?
- What do you think Penny was thinking when she slid on those glasses?
- What bad things happened at school the next day?
- What do you think her sandwich was like in her lunch bag? Yuck!
- Look around the classroom and imagine what things would be glowing right now if you had her glasses.
- Why do you think Penny didn't need the glasses anymore?

- Do you think anymore sad, annoying, or gloomy things will happen to Penny? If so, how do you think she will handle them.

## **Critical Thinking**

What do you think the message of the story is?

How did Penny get honey in her hair?

How would the story be different if Penny had lost her dog or found out she had to move away? Bigger bad things do not fade away by focusing on the happy things; they have to be felt and acknowledged.

## **Writing Activities**

### **Rosie's story**

After reading the book and seeing what Penny had to go through to be able to understand the glasses and the glow, write your own story of how Rosie got the glasses from her mom.

What do you think made her day the worst. Maybe make her an athlete who misses a basket, or a dancer or forgot her ballet shoes, or maybe even a swimmer who stubbed her toe at the pool. Does she think the glasses are cool and wear them all the time? Does she see the glow at all at first or does it appear to her later? Try to come up with at least 3 things that made her day bad and 5 things that allowed her to see the glow.

### **Gloom/ Glow Feeling Worksheet** (attached)

Gloom in this book describes an overall sadness or melancholy; glow describes the overall happiness and joy. After discussing how your head can fill with gloom when bad things happen, fill in the worksheet. Have the students really think about all the different feelings

that can be within the gloom. Have them write the feeling, when Penny felt that way, and when they may have felt that way too. Do the same with the glow.

### **Smiggles Point of View**

Smiggles is there throughout the book on every page. Imagine what he sees and tell the story through his eyes. Does he see the good around Penny before she does? Or does he not understand why she is so happy all of a sudden? Does he have good and bad things happening too?

## **Language Activities**

### **Show, Don't Tell**

When writing a story, it is important to show the reader how the character is feeling instead of simply telling them. This lets the reader figure out on their own what the character is feeling and to feel it with them. Throughout the book, Penny goes through many different feelings. How do you know what she is feeling?

Some examples of telling are:

- Lexi was mad.
- Billy was scared.
- Thomas was excited.

These same examples but showing:

- Lexi stomped into the room with her fists clenched.
- Billy closed his eyes and his knees were shaking.
- Thomas was jumping up and down and could not stay in his seat.

Sometimes when writing, it can be helpful to act out certain parts of the story. Act out the following ideas and then write down how that would *show* instead of *tell* the emotion.

- Penny was so tired after soccer practice.
- Rosie was feeling quite hungry as she walked home from school.
- Lucy loved her new haircut.

## **Drama**

Create a TV commercial to encourage people to read Penny Positive.

Act out how Penny got honey in her hair.

## **Art**

Design Rupert Mervyn Pemberton, Jr.'s outfit (attached)

Learn to draw Penny Positive (attached)

Design a poster for *Penny Positive, the gloom, the gift, & the glow*. What would you focus on for the cover? Penny? The gloom? A certain scene from inside the book?

## **Math**

Penny Positive's Pancake Party

- <https://www.fun4thebrain.com/pennypositive/>
- Join the entire Positive family as they enjoy Breakfast for Dinner! Each family member brings their own ingredients to the party. Review your math facts while serving up a delicious batch of Positive Pancakes!

Logic Problems (2 attached worksheets)

## **Social and Emotional Learning**

Many of the discussions and activities listed earlier in this guide would fit into this category. It is important for kids to understand how their emotions fit into the social environment around them. The questions and discussions can help them realize not just how they fit, but how they actually can affect the world around them.

### **Thinking Questions**

Ask the students questions to aid in further comprehension.

- Are there annoying things in your day that might make you upset?
- Do you ever feel like your head fills with gloom?
- What else do you feel when the gloom begins? Does it make other things seem gloomy? Easier to get upset?
- Worksheet #1 gives students a space to write down what bothers Penny throughout the book as well as what might bother them.
- Why do you think that Penny's paper about the panda was glowing?
- Have you ever had breakfast for dinner? Why would that make Penny smile?
- Why do you think Penny had forgotten the good and happy things around her?
- How does it feel when another student says mean things to you or makes fun of your shoes or clothes?
- Why would Penny be hiding when she puts on her glasses?
- Do you have friends that would have a glow around them?

### **Can you Share the Shine?**

Throughout the book, we walk with Penny and try to find the shine around her. After discussing the ways to find the shine around the students, now it is time to start figuring ways to Share the Shine. Penny decided to share the box and the glasses with her sister Zoe. What are some things we can do to share the shine to other people? List some ways that we can start to glow for others.

Some examples:

- Give them a smile or a wave
- Tell them a joke to make them smile
- Pick up trash around the room
- Help set the table for dinner
- Clean up your room
- Offer to help them carry something

Come up with some of your own. Challenge the kids to look around the room for ways to share the shine and become the glow for their classmates and family.

Name \_\_\_\_\_

### Gloom & Glow

The gloom and glow that Penny feels throughout her book are both filled with many other emotions. Sometimes gloom can be filled with sadness or frustration, while glow can be filled with the feeling of accomplishment, love, or appreciation. Look through Penny's days in the book and figure out what feelings were inside her gloom and her glow, and then see if you can think of a time when you felt that too.

#### What feelings happen inside of Penny's gloom?

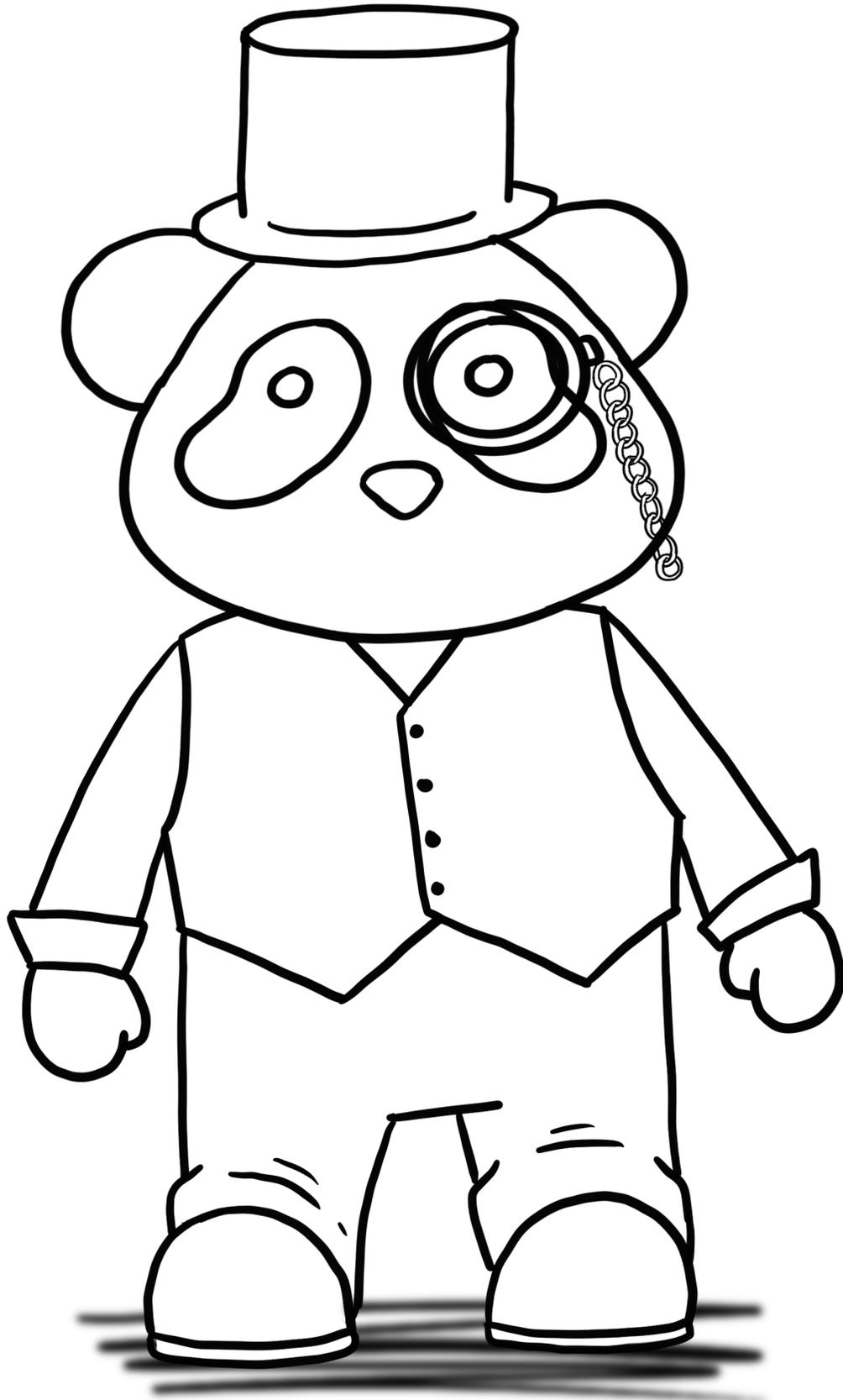
Feeling	Why Penny felt this	When you have felt this

#### What feelings happen inside of Penny's glow?

Feeling	Why Penny felt this	When you have felt this

# How to Draw Penny Positive





Rupert Mervyn Pemberton, Jr.

Name \_\_\_\_\_

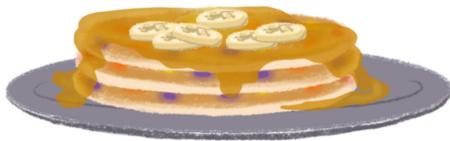
# Which stack of pancakes belongs to Penny?



Read all about what Penny likes, and then circle the stack that belongs to her.

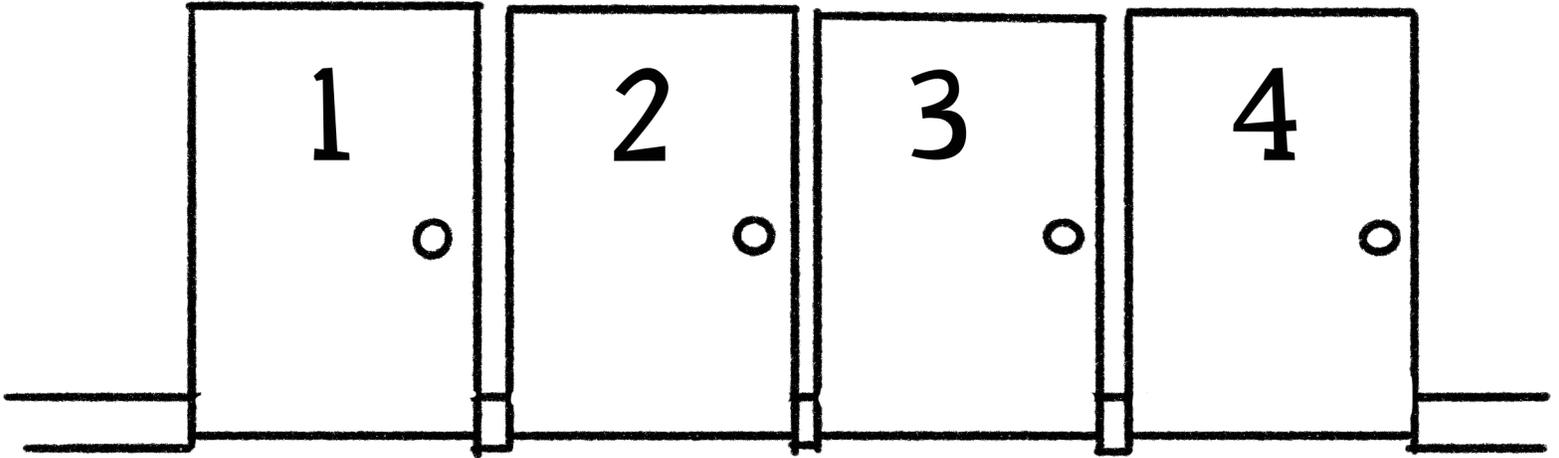
I like to have more than 3 pancakes.  
I like any type of fruit on my pancakes.  
Six pancakes is too many for me.

Hint: put an X over an stack isn't what Penny wants.



Name \_\_\_\_\_

Use the clues to find out which girl lives in each bedroom.



Penny



Zoe



Lucy



Rosie

Draw a line from each girl to her bedroom.

Zoe's room is Bedroom #2.  
Rosie does not live next to Zoe.  
Penny's room is not on the end.  
Lucy does not live next to Rosie.