



A Standards-Aligned Educator's Guide for Grades PK-1

# BOB, NOT BOB!

**Age Range:** 4 - 7 years  
**Grade Level:** PK-K  
**Hardcover:** 40 pages  
**Publisher:** Disney-Hyperion  
**ISBN-10:** 1484723023  
**ISBN-13:** 978-1484723029

## About the book:

Little Louie is stuck in bed with a bad cold. His nose is clogged, his ears are crackling, and his brain feels full. All he wants is his mom to take care of him, but whenever he calls out for her, his stuffed-up nose summons slobbery dog Bob instead!

## About the authors:

**Liz Garton Scanlon** (<http://lizgartonscanlon.com/>) is the author of many beloved children's books, including *All the World*, illustrated by Marla Frazee, which won a Caldecott Honor, and her debut middle-grade novel *The Great Good Summer*. She lives with her family in Austin, Texas. She's all grown up now, but sometimes when she's sick she still wants her "bob."



**Audrey Vernick** is the author of twenty books for young readers, including *Unlike Other Monsters*, *Is Your Buffalo Ready for Kindergarten?* and *First Grade Dropout*. When she feels drippy and gross, she likes to snuggle with her dog, who is not named Bob. Visit her online at [www.audreyvernick.com](http://www.audreyvernick.com).

## About the illustrator:

Matthew Cordell has illustrated more than a dozen picture books including *Special Delivery* by Philip C. Stead, *First Grade Dropout* by Audrey Vernick, as well as several he has written himself, like New York Times Notable Best Picture Book *hello! hello!*, *Another Brother*, and *Wish*. He lives in the suburbs of Chicago with his wife, author Julie Halpern, and their two young children. But when he's sick, Matthew acts like the biggest baby in the house. (Just ask Julie.)



## Pre-Reading Discussion Questions:

**Illustrations are pictures that tell stories.**  
**Consider the story being told on the front cover.**

- Identify how each character — the lady, the boy, and the dog — depicted in the illustration is feeling. How do you know?
- Notice the objects each character is holding. What do these objects reveal about each character?
- Who are these characters? Tell how they relate to each other.

**Consider the phrase "To be read as though you have the worst cold ever:".**

- Tell of a time when you had a horrible cold, one in which your nose was unbearably stuffy and your face ached. How did you feel? What did you want, more than anything?
- How does having a bad cold affect the way a person talks? Demonstrate how reading aloud would sound if you had the worst cold ever by pinching your nose closed with your fingers.

### Pre-Reading Discussion Questions continued:

Examine the letter shapes and punctuation used in the title—BOB, NOT BOB!

- Predict why, in the first 'Bob', there is a heart in the center of the letter 'O'.
- Exclamation marks are used to represent words that are shouted. Tell why the second 'Bob' is followed by an exclamation mark.
- Describe the shade of green used in the lettering. Predict why that particular color might relate to the story.

Endpapers are pages are glued to the front and back covers of a book. Consider the illustrations depicted on the front and back endpapers of BOB, NOT BOB!

- Observe the front endpapers. Describe the action in this illustration. Tell what the boy wants.
- Consider the endpapers secured to the back cover. Identify how the characters have changed in this illustration. What caused the change?
- Predict what this story is going to be about.

### Post-Reading Discussion Questions:

*But when Little Louie got sick, he felt littler than usual.*

- Study Little Louie's expression after his first big sneeze. Describe how he feels in this illustration. Tell of a time that you felt the same way.
- Consider the illustration of Little Louie on the opening spread. What happened to bring about the change in Little Louie? Explain your answer.

*It didn't matter what she was going to say—all Little Louie wanted was his mom.*

- Observe the spread featuring Bob, the dog, propped up on Little Louie's bed. Explain why Little Louie is in bed rather than playing with the items laying on the floor near him.
- Tell why Little Louie wants Mom so badly.
- Identify what is standing between Little Louie and his mother in this illustration.
- Determine why Bob the dog comes 'running' and 'slobbering' when Little Louie calls Mom.
- How does Bob the dog feel when his name is called? Explain why this is so.

*Little Louie was all mixed up.*

*So was Bob.*

*So was Mom.*

*She dropped the laundry and kicked off her shoes.*

- The word *miserable* is defined as sickly. The word *confused* means baffled. The word *exasperated* means annoyed. Study the illustration. Identify which character feels miserable, confused, and exasperated. Give reasons for their feelings.
- The word *surrender* means to give up. Discuss why Mom surrendered by dropping the laundry basket and kicking off her shoes.

*And even though Little Louie didn't actually need his mom every minute of the day, he thought it was awfully nice when she came running too.*

- Describe the action in this illustration.
- Tell why Mom is eager to come when Little Louie called.
- Explain how each of the characters changed as a result of the story.

### Extension Activities:

Pretend that one of your stuffed animals is sick and that you are caring for them.

- What type food will you pretend to serve?
- What kind of medicine will you pretend to administer?
- How will you pretend to monitor their temperature?
- How will you pretend to care for their stuffy nose?
- List things you will do to help them feel happier and more comfortable?

Write a short essay describing ways to prevent spreading bacteria and germs while feeling sick and tell why it is important to do so. Be certain to cover the practices of:

- Covering your mouth when sneezing.
- Washing your hands and/or using hand sanitizer.
- Staying home to rest and play quietly.
- Drinking lots of liquids and eating hot soup.
- Taking medication administered by an adult.

**Illustrate your work and share it with the class.**

### **Common Core State Anchor Standards Alignment:**

Reading: CCSS.ELA-Literacy.R.1, R.2, R.3, R.10

Writing: CCSS.ELA-Literacy.W.2, W.4, W.10

Speaking & Listening: CCSS.ELA-Literacy.SL.1, SL.2, SL.4, SL.6

