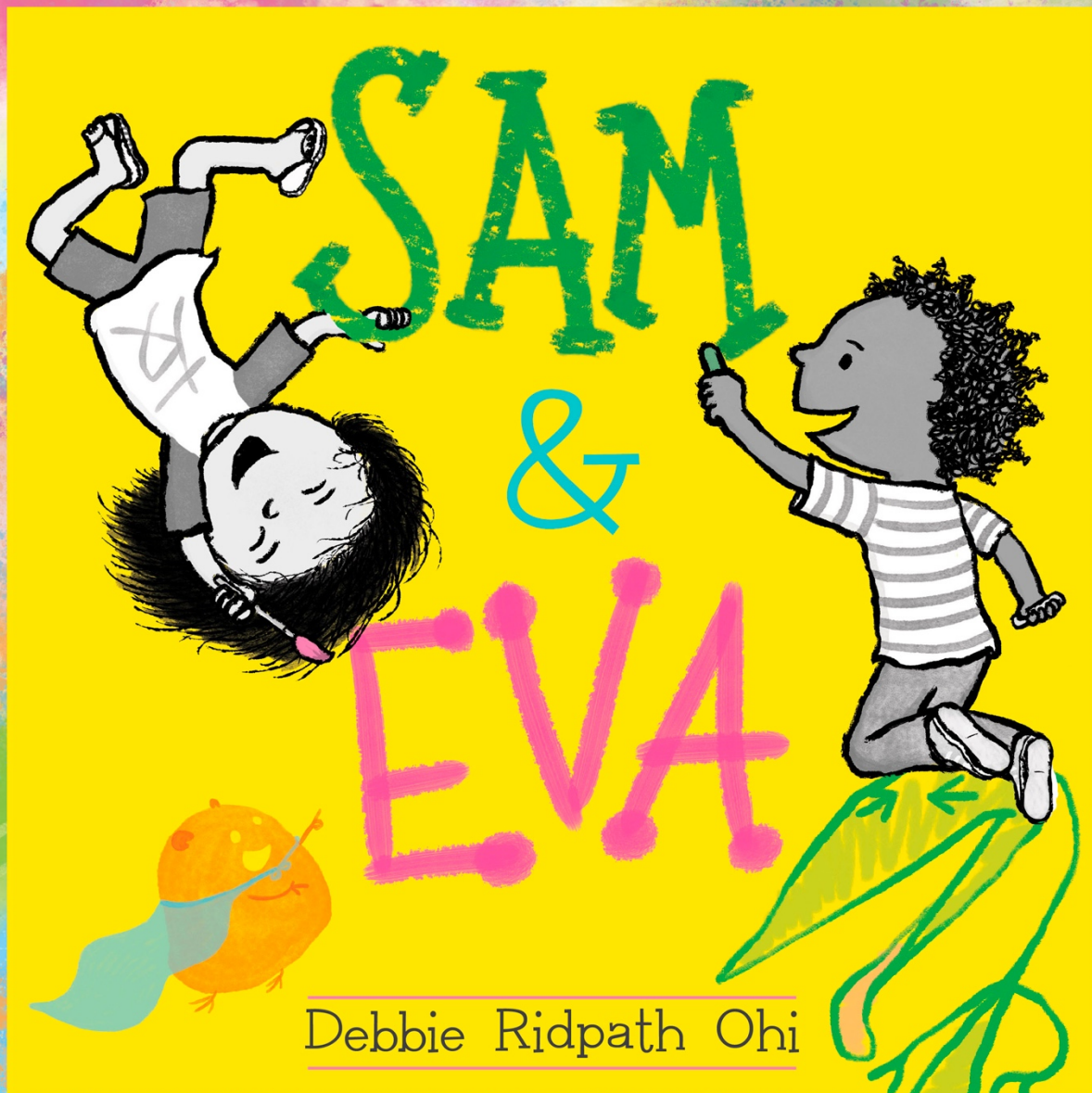


TEACHER'S GUIDE



Debbie Ridpath Ohi

**A CLASSROOM GUIDE WRITTEN BY
MARCIE COLLEEN & ILLUSTRATED BY
DEBBIE RIDPATH OHI**

Debbie Ridpath Ohi
Author Illustrator, *Sam & Eva*



Debbie Ridpath Ohi is the author and illustrator of *Sam & Eva* and *Where Are My Books?* (Simon & Schuster Books for Young Readers). Her illustrations also appear in books by Judy Blume, Michael Ian Black, Aaron Reynolds, Lauren McLaughlin and Rob Sanders. Debbie blogs about the writing and illustrating books for young people at Inkygirl.com. You can download more free, print-ready posters, classroom guides and activities at DebbieOhi.com/printready. For more info, visit DebbieOhi.com, @inkyelbows on Twitter and @inkygirl on Instagram.

Marcie Colleen, Curriculum Writer

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children’s books, Marcie can often be found writing picture books of her own at home in San Diego, California.

Visit her at www.thisismarciecolleen.com.

Copyright Information

Guide content copyright © 2017 by Marcie Colleen. Available free of charge for educational use only; may not be published or sold without express written permission.

How to Use This Guide

This classroom guide for *Sam & Eva* is designed for students in preschool through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Sam & Eva* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Extra activity sheets and other bonus material can be found at <http://DebbieOhi.com/sameva>.

Title: Sam & Eva

Author, Illustrator: Debbie Ridpath Ohi

Ages: 4-8/Grades: P-3

Publisher: Simon & Schuster Books for Young Readers

ISBN: 978-1481416283

Brief synopsis:

Harold and the Purple Crayon meets *Tom and Jerry* in this sweet and funny picture book about a boy and girl who must balance their creativity and figure out how to cooperate after their drawings come to life.

When Sam starts drawing a super cool velociraptor, Eva decides to join in. But Sam isn't so happy about the collaboration. Soon Eva and Sam are locked in an epic creative clash, bringing to life everything from superhero marmots to exploding confetti. But when their masterpieces turn to mayhem will Sam stay stubbornly solo or will he realize that sometimes the best work comes from teamwork?

Table of Contents

English Language Arts (ELA)

Reading Comprehension	4
Writing Activities	8
Who is Sam? Who is Eva? ~ Character Study	
<i>Sam & Eva</i> the sequel	9
Marmot and Velociraptor	
Drawing with Words: Found Poetry	10
Speaking and Listening Activities	11
Mime	
Drama	
Language Activities	
New Vocabulary: Collaboration	

Math

Word Problems	12
The Math of Collaboration	13
The Geometry of Art	
Geometric Collage	14

Science

Make Your Own Paint	
Marmots and Velociraptors Research Project	15
Marmots: Fiction vs. Non-fiction	

Social Studies

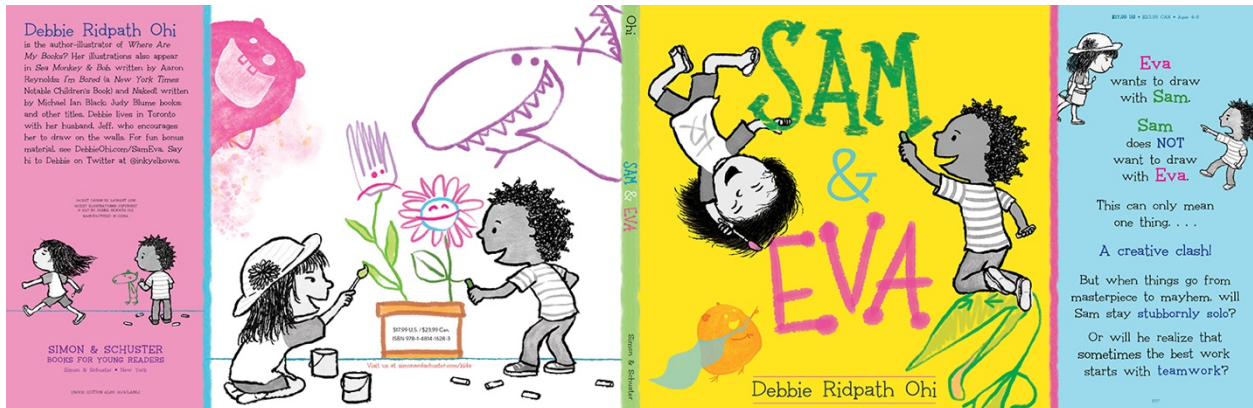
Teamwork	16
A Public Mural	17
Artists Like Me	18
We Are All Artists sculpture	
Sam & Eva's Art Book Library	19

English Language Arts

Reading Comprehension

Before reading *Sam & Eva*:

Help students identify the basic parts of a picture book: front cover, back cover, title page, page, spine, end papers, and jacket flap.



The Front Cover ~

- What are the kids doing on the cover?
 - How do you think they feel?
- With a partner, try to mimic what they are doing?
 - How does it make you feel?
- Do you see any other characters?
 - Who do you think those characters are?
- What do you think the other characters are doing?
 - How do they feel?
- Can you guess what the story might be about?
 - What are some clues you can find in the cover illustration?
- Explain that Debbie's name is the only name on the cover because she is both the author and the illustrator of *Sam & Eva*.
 - What does an author do?
 - What does an illustrator do?
 - What does it mean if there is an author-illustrator?

Now read or listen to the book.

Look at the illustrations in the following spreads:

Eva suggested a collaboration.



Sam declined.



©2017 Debbie Ridpath Ohi. Sample illustration from SAM & EVA (Simon & Schuster). See DebbieOhi.com/SamEva.

“Eva suggested a collaboration” spread

- How would you describe what is happening on these two pages?
- Create thought bubbles over each character’s head. What are they thinking?
- Look closely at the illustration. What artistic medium is Eva using to draw? What is Sam using?



Suddenly, a giant piano fell from the sky and squashed Marmot and her friend!

©2017 Debbie Ridpath Ohi. Sample illustration from SAM & EVA (Simon & Schuster). See DebbieOhi.com/SamEva.



Suddenly, a giant piano fell from the sky and squashed Marmot and her friend! confetti tickled

“Suddenly, a giant piano fell from the sky” spread

- How would you describe what is happening in these two pages?
- How did Eva revise the situation?
- List three words that describe how Sam might feel.
- List three words to describe how Eva might feel.



“Marmot liked the confetti until it started exploding” spread

- How would you describe what is happening in these two pages?
- How did Sam revise the situation?
- List five words that describe how Sam feels.
- List five words that describe how Eva feels.
- Look closely at the illustration. What is happening to Eva’s hat?



©2017 Debbie Ridpath Ohi. Sample illustration from SAM & EVA (Simon & Schuster). See DebbieOhi.com/SamEva.

“Sam kept drawing, but it wasn’t the same” spread

- How would you describe what is happening in these two pages?
- What is Sam drawing to stop all the chaos?
 - Is it working? Why or why not?
- Look closely for some fun details. Do you see:
 - a little squirrel
 - Eva’s paint cans?
 - Sam’s eraser?
 - Eva’s hat?

Writing Activities

Who is Sam? Who is Eva? ~ Character Study

How a character acts says can tell readers a lot about who the character is.

Read *Sam & Eva*. Scene by scene, record your thoughts regarding each character, in a chart like the one below.



Text	What Eva does. What Sam does.	How would you describe Eva? How would you describe Sam?
Example: <i>"I like your pony, Eva said. "It's a velociraptor," said Sam.</i>	Eva outs down here paint cans and compliments Sam. Sam corrects Eva and scowls at her.	Eva: Kind, friendly, engaging. Sam: Independent, focused, annoyed.

After gathering information regarding Sam and Eva's characters, use the scenarios below to write a new scene for *Sam & Eva*. What would Sam and Eva do in one of the following situations?

- At lunch time.
- In a sandbox.
- Playing on the playground.

Sam & Eva: the sequel

At the end of *Sam & Eva*, they start another drawing of a triceratops and some smiling flowers. What do you think happens to this drawing? Will Sam and Eva's drawing work nicely together? Or will more chaos ensue? Be creative and create a sequel to *Sam & Eva*.

Marmot and Velociraptor

Take a close look at Sam and Eva's drawings. In the world of their imagination marmots can be superheroes, velociraptors use Polaroid cameras, and tickling confetti rains down from the sky.

What are some fun things in the world of your imagination? Let's take a trip into the world of YOUR own imagination!

- Draw a picture using your imagination.
- Write a creative story about what it would be like to live in this world.
- How would you get there?
- What would you do?
- What would you see?

Optional: Create the story together as a class.

"It's a triceratops," said Eva.

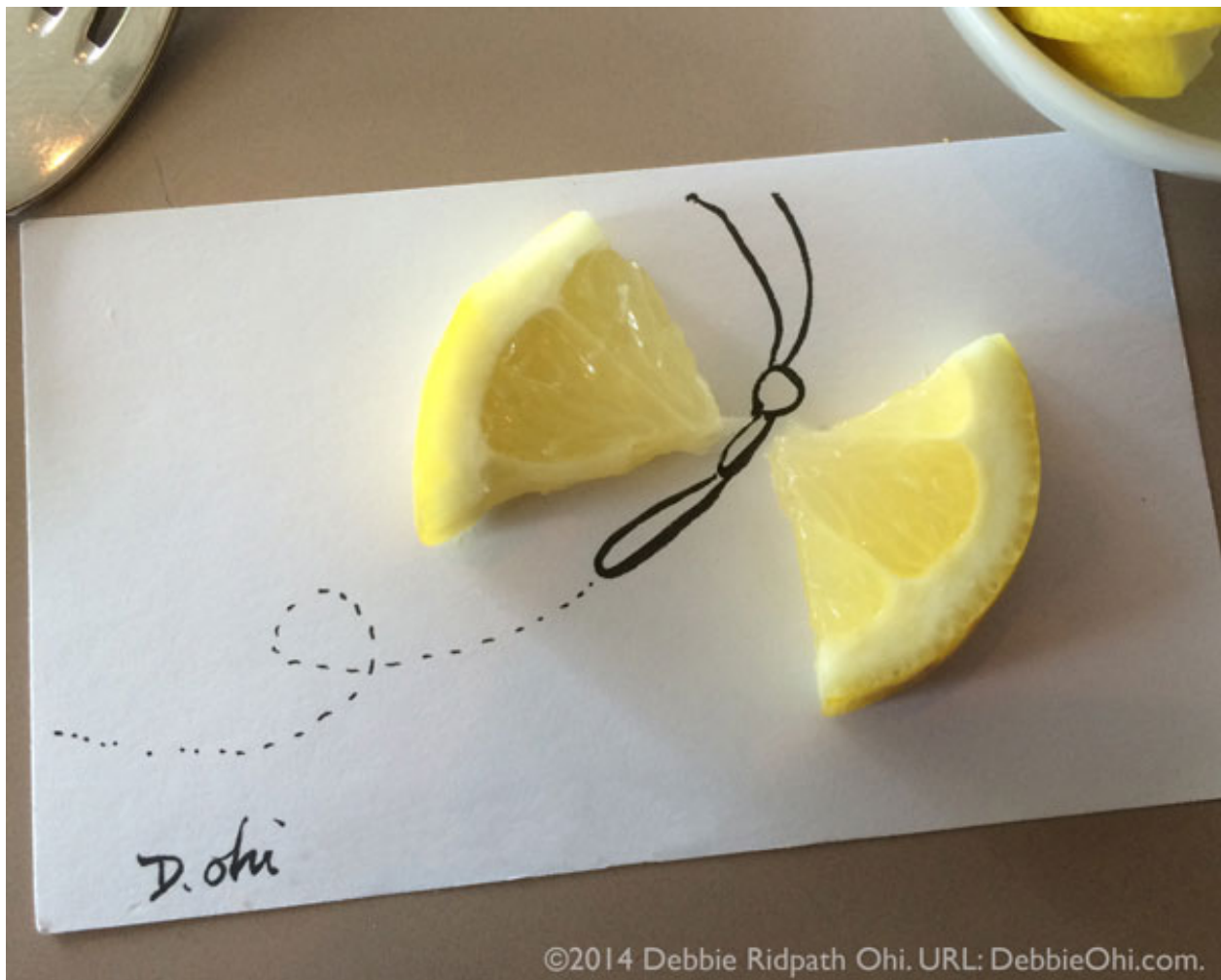


©2017 Debbie Ridpath Ohi. Sample illustration from *SAM & EVA* (Simon & Schuster). See DebbieOhi.com/SamEva.

Drawing with Words: Found Poetry

Eva "finds" Sam's velociraptor and starts to put orange ears on it. She is using what is already on the wall to create art of her own.

Debbie Ohi often uses "found objects" in her artwork. She collects interesting items during the day that she then incorporates into a drawing. You can see examples of her art at <http://debbieohi.com/portfolio/found-object-art/>.



A "found poem" is essentially doing the same thing with words that students collect throughout the day.

Use these fun steps to guide students through the creation of their own "found poems".

1. Collect words. Students will keep a notebook or an index card with them all day. When they hear, or see a word that is unusual, beautiful, funny, or otherwise interesting to them, write it down. Look for words in magazines, newspapers, street signs, banners, junk mail, posters, cereal boxes, and of course the library!

And open ears to what people are saying, too. *Older students can be assigned a certain number of nouns, verbs, adjectives, etc to find.*

2. Search *Sam & Eva*. Print out a copy of the text from *Sam & Eva*. Use scissors to cut up the text of the poem into phrases or even single words.
3. Create poetry! Mix up the “found” words and the words from *Sam & Eva* and create a new poem or story.
4. Plan a poetry slam. Celebrate creativity and have students read their poems for their classmates and families.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Sam & Eva* to life in your classroom and have fun with speaking and listening skills!

Mime

- Ask students to silently act out a page from the book, exaggerating body motions and facial expressions. See if others can identify the page that goes along with the mimed action.

Drama

- Create a TV commercial to encourage people to read *Sam & Eva*.
- In small groups, act out *Sam & Eva* as an opera, a western, a “breaking news” story, a thriller, etc. The rest of the class should guess what the “style” is.

Language Activities

New Vocabulary: Collaboration

What is collaboration?

- To demonstrate, take a piece of paper.
 - Give each member of the class one minute (use a timer) to draw on the paper, building on what the previous students have drawn, and then pass it on.
 - Once each student has drawn on the paper, show it to the class.
 - Explain that what they were just engaged in was collaboration.

Look up “collaboration” in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.)

- Read the definition.

- Explain that a collaboration is when you would with someone else to create something.

After better understanding collaboration, discuss:

- The value of collaboration.
- Why collaboration is so important to inventors and creators.
- Examples from *Sam & Eva* that show collaborating.
- How students could use collaboration in their everyday life.

Eva suggested a collaboration.



©2017 Debbie Ridpath Ohi. Sample illustration from SAM & EVA (Simon & Schuster). See DebbieOhi.com/SamEva.

A Collaborative Art Project:

- Pick up a large-sized jigsaw puzzle from your local dollar store and give one piece to each student. (Child-sized puzzles with larger pieces works best.)
- Have students create their own mini masterpieces on the back of their pieces, using various styles and mediums like collage and 3-D.
- Once all pieces are complete, assemble the puzzle to reveal the complete piece and show your students that the sum is greater than the parts.
- Glue the pieces in place and mount on the wall as an artful reminder of the importance of teamwork.

Math

Word Problems

For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on Sam & Eva or any other book of study.

- 1) Sam has 5 pieces of chalk. Velociraptor takes 1 piece of Sam's chalk. How many pieces of chalk does Sam now have?

$$5 - 1 = ?$$

- 2) Eva draws 4 happy, smiling marmots. She then draws 3 more happy, smiling marmots. How many happy, smiling marmots does Eva draw?

$$4 + 3 = ?$$

- 3) Sam draws 6 flowers. Eva's triceratops eats 3 of Sam's flowers. How many flowers are left?

$$6 - 3 = ?$$

- 4) Sam and Eva collaborate on a painting of a monster. Eva adds 2 eyes to the monster. Sam adds 8 more eyes. How many eyes does Sam and Eva's monster have?

$$2 + 8 = ?$$

- 5) There are 9 falling pianos. Super Marmot blasts away 7 falling pianos with her super powerful rocket. How many falling pianos remain?

$$9 - 7 = ?$$

The Math of Collaboration

For this activity, you will need:

- A piece of paper with the outline of a person on it.
- Art supplies (yarn, googly eyes, markers, glue)
- Dice
- A spinner with body parts listed on it: eyes, ears, hair, arms, legs, nose. (A spinner from a board game can easily be adapted or students can make their own with cardboard and a brass fastener.)

Students should work in pairs to decorate their person.

Each student will take turns spinning the spinner to figure out what body part they will add to the drawing.

Then they will roll the dice to see how many of those body parts to add.

The Geometry of Art

Drawings are simple shapes put together to create an object.

Have students find circles, squares, ovals, rectangles, and triangles within the illustrations of *Sam & Eva*.

How many circles can they find? Or rectangles?

Geometric Collage

Provide students with various pieces of construction paper shapes: circles, squares, rectangles, ovals, hearts, triangles, etc.

Challenge each student to use the shapes to create a picture. For example, maybe a rectangle turns into a building with a triangle pine tree nearby and a circle sun in the sky.

Try to move students towards creating objects instead of abstract works.

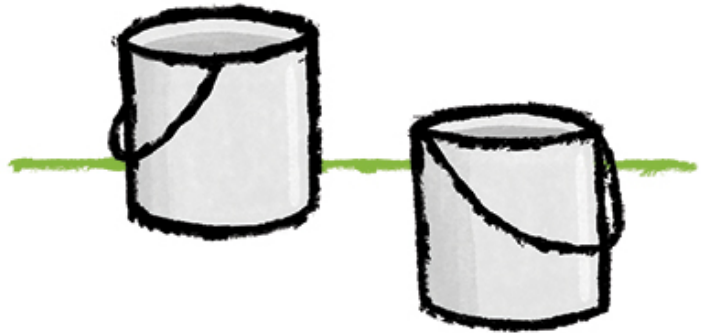
Encourage adding lines with markers to enhance objects and add detail.

Science

Make Your Own Paint

You will need:

- Several small, empty containers
- cornstarch
- water
- food coloring
- small whisk



Instructions:

Add 1/4 cup plus 2 tbsp cornstarch to each section of the container. Add a little less than 1/4 cup of **cold** water to each section. Add just a little at a time so you don't over-do it.

Whisk until the cornstarch has completely dissolved. Your paint should be thick enough that it drips from the whisk.

Add the food coloring, and stir well.

Now you're ready to paint!

TIP: Use sidewalk chalk to dip into the paint and then draw for a marbling effect.

SCIENCE BONUS:

- Why do you think cornstarch is used in the paint? Why not just food coloring and water?
- Try making paint with just food coloring and water? How is it different from the paint with the cornstarch?
- What do you think the cornstarch does to the paint that makes it better?

Marmots and Velociraptors Research Project

Assign each student or pairs of students a research topic: marmots or velociraptors.

Information to be gather must include:

- What it eats
- Where it lives
- Draw a picture of the animal
- Write 3 words that describe the animal
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3



Illustration ©2017 Debbie Ridpath Ohi, based on SAM & EVA (Simon & Schuster). DebbieOhi.com/SamEva.

Students may use the Internet or the library to complete their research.

Once all the needed research is done, students must create a poster visual with all the necessary information and present their findings to the class.

Marmots: Fiction vs. Non-fiction

Compare the facts researched about marmots above (non-fiction) to the marmot in *Sam & Eve* (fiction).

As a class, create a T-chart of comparisons.

Non-fiction	Fiction
Marmots hibernate.	Marmots are superheroes.
Marmots live in burrows.	Marmots wear capes.

Social Studies

Teamwork

Sam and Eva learn that through teamwork they can create solutions instead of chaos.

The following games can help students develop motor skills, good reflexes, hand-eye coordination, problem solving and language skills. However, competition can cause anxiety and make some kids feel left out.

Cooperative games help promote collaborative skills and teach sportsmanship as kids play by helping each other. These games focus on fun and teamwork rather than winning.

Cooperative Hoops

The game cooperative hoops is a twist on the game "musical chairs." Instead of having each player compete for themselves and exclude others to win as in "musical chairs," this version makes winning about cooperation.

Scatter hula hoops around the play area.

Play music and have the kids move around the hoops but not step inside them.

While the music is playing, the kids must not stop moving, but when it stops, they must have at least one foot inside a hula hoop and not touch the ground outside the hoop.

If any child is not in a hoop when the music stops, they must sit out. On each rotation, remove a ring so that the kids have to share hula hoops.

When the game is down to two hoops, the winners are the kids who got the most people inside one hoop. This game teaches kids to cooperate and help each other to win.

Continuum

This cooperative game also lets even the shyest kids break the ice and get to know one another.

Divide the kids into groups of six to 10 people.

Pick a theme and have the kids arrange themselves in the correct order to create a continuum.

This could be favorite colors arranged in the order of the rainbow, birth month from first to last or dark color shirts to lightest. No team loses in this game, but you can applaud the team that got into the right order the fastest.

Mosasaur

The game of Mosasaur is another fun game to teach kids the value of cooperation and teamwork.

Outline a large square on the floor.

Make teams of five kids each and have the kids link together by standing in a line with hands on the shoulders of the person in front of them.

When the music is playing, the team leader must guide the others to "swim" in the middle of the square.

When it stops, he must get them outside the square to a marked "island" to escape the "mosasaur," a swimming dinosaur from the Cretaceous period.

The leader of the team then goes to the end of the line and the person at the front becomes the new leader and must get the team quickly back into the "water" when the music starts again and to safety when it stops.

This game makes each child responsible for the safety of others and promotes teamwork as the kids work to stay together during this fast game.

Keep it Up

Use a balloon or a large, light ball to play "Keep it Up."

In this game, divide the kids into two teams across a net or line.

As in volleyball, they must pass the balloon or ball back and forth without letting it touch the ground. However, the rule is that a different team member must hit the ball or balloon to the opposite team each time. Other team members can help their team players by passing to them.

A Public Mural



Throughout history, art has been used to transform public spaces into places of beauty and reflection. Most importantly, these pieces of public art are used to bring about tighter community.

Look up examples of public art on the Internet: examples in subways, under bridges and in parks. Be sure to find examples of

traditional murals painted on walls, but also sculptures and knit-bombing.

How can art be used to foster community?

- Bring people together to create it
- Reflect all people in the community in the artwork
- Create a space that people will want to visit and hang out in

Make your own piece of public art for your school community!

1. Choose a space within the school that could use some brightening or some inspiration.
2. Brainstorm a mural or other piece of temporary art called "Together We Create Beauty" that can be created in this space.
3. Brainstorm how this mural can build community.
4. Involve as many people as possible in the creation.

Or, for another variation:

Students can plan and outline a city scape on a large sheet on craft paper. When complete, give each student a strip of masking tape and have them cover the outlines of the scene.

Assign each student a section to decorate, without going outside the lines.

Artists Like Me

It is important that students see faces that mirror their own in all areas of life.

For Eva, it might mean learning about a female artist. Maybe for another student it might mean knowing artists can be Mexican like Frida Kahlo and Diego Rivera, African American like Horace Pippin, or disabled like comic artist Larime Taylor.

- Guide students through researching other artists like them in either gender or ethnicity.
- Create a brief oral report on:
 - the artists' greatest art contribution or what they are known for
 - What influenced the artist?
 - What was the main subject matter of the artist's work (landscapes, still life, portraits, etc.)?

We are All Artists sculpture

As a class, create a "found object" sculpture.

- Each student should bring to class an object that will represent them.

- Paint the piece completely black.
- Connect the piece to all the other students' pieces to create a sculpture.
- Name the sculpture *we are all artists*.

Sam & Eva's Art Book Library

There are thousands of museums worldwide to celebrate art. But who are the people behind the art? What led them to become artists? What makes them tick?

The following list of books is a great starting point to read individually or as a class.

Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art by Barb Rosenstock (Knopf, 2014)

A Splash of Red: The Life and Art of Horace Pippin by Jen Bryant, illus. Melissa Sweet (Knopf, 2013)

In Mary's Garden by Tina Kugler and Carson Kugler (HMH Books for Young Readers, 2015)

Dream Something Big: The Story of Watts Towers by Dianna Hutts Aston, illus. Susan L. Roth (Dial, 2011)

Draw! by Raul Colon (Paul Wiseman Books, 2014)

Emily's Blue Period by Cathleen Daly, illustrated by Lisa Brown (Roaring Brook Press, 2014)

Viva Frida by Yuyi Morales (Roaring Brook Press, 2014)

Frida by Jonah Winter, illus. Ana Juan (Arthur A. Levine Books, 2002)

Diego by Jonah Winter, illus. Jeanette Winter (Dragonfly Books, 1994)

The Iridescence of Birds: A Book about Henri Matisse by Patricia MacLachlan, illus. Hadley Hooper (Roaring Brook, 2014)

Magic Trash: A Story of Tyree Guyton and His Art by J.H. Shapiro, illus. Manessa Brantley-Newton (Charlesbridge, 2011)

My Hands Sing the Blues: Romare Bearden's Childhood Journey by Jeanne Walker Harvey, illus. Elizabeth Zunon (Two Lions, 2011)

George Bellows: Painter with a Punch by Robert Burleigh (Abrams, 2012)

Fabulous! A Portrait of Andy Warhol by Bonnie Christensen (Holt, 2011)

Just Behave, Pablo Picasso by Jonah Winter, illus. Kevin Hawkes (Arthur A. Levine, 2012)

It Jes' Happened When Bill Traylor Started to Draw by Don Tate, illus. H. Gregory Christie (Lee & Low, 2012)

Action Jackson by Jan Greenberg, illus. Robert Andrew Parker (Square Fish, 2007)

The Fantastic Jungles of Henri Rousseau by Michelle Markel, illus. Amanda Hall (Eerdmans Books for Young Readers, 2012)