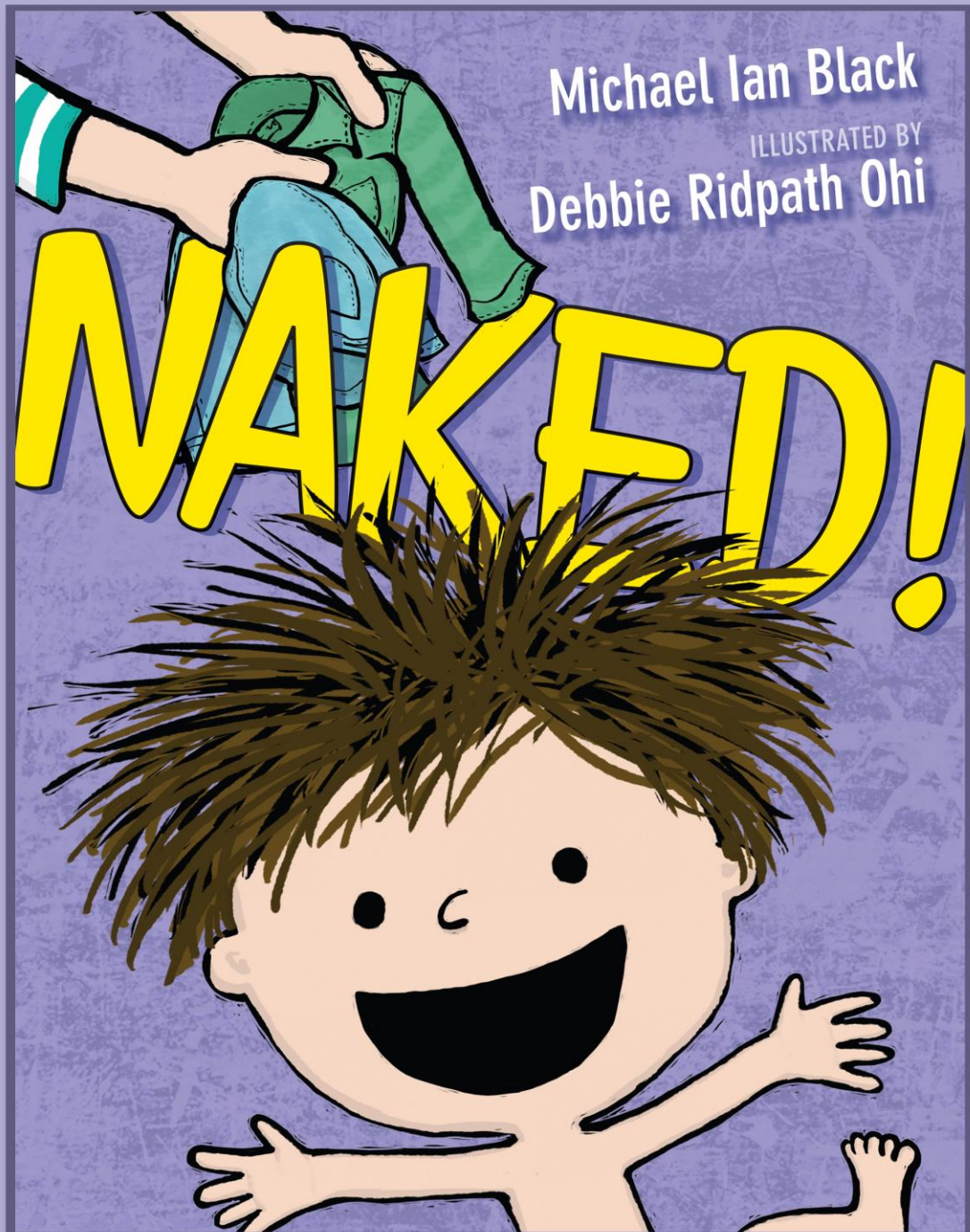


A Teacher's Guide To



Michael Ian Black
ILLUSTRATED BY
Debbie Ridpath Ohi

By Marcie Colleen, with illustrations by Debbie Ridpath Ohi
Based on the picture book from Simon & Schuster Books for Young Readers



Michael Ian Black
Author, *Naked!*

Michael Ian Black is a comedian, an actor, and a writer best known for the television shows *The State*, *Stella*, and *Ed* and for his frequent contributions to the VH1's "I Love the..." series. His other picture books are *Chicken Cheeks*, *The Purple Kangaroo*, *A Pig Parade is a Terrible Idea* and *I'm Bored*. Michael lives in Connecticut with his wife and two children.



Debbie Ridpath Ohi
Illustrator, *Naked!*

Debbie Ridpath Ohi illustrated Michael Ian Black's *I'm Bored*, which was selected by the *New York Times* as a Notable Children's Book. Debbie writes and draws with all her clothes on and will never again be able to hear the word "naked" without the exclamation point. She lives in Toronto with her husband, Jeff. On Twitter: @inkyelbows. *Naked!* Bonus Page: DebbieOhi.com/naked.

Marcie Colleen, Curriculum Writer

Marcie is a former teacher with a bachelor's degree in English Education from Oswego State and a master's degree in Educational Theater from New York University. Marcie lives in her cozy warm apartment in Brooklyn, NYC where she may or may not do a naked dance after her bath each night. Visit her at www.thisismarciecolleen.com.

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How to Use This Guide

This classroom guide for *Naked!* 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 *Naked!* 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 www.DebbieOhi.com/naked.

Title: NAKED!

Author: Michael Ian Black

Illustrator: Debbie Ridpath Ohi

Ages: 4-8/Grades: P-3

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Brief synopsis:

After his bath, the little boy begins his hilarious dash around the house...in the buff! Being naked is great. Running around, sliding down the stairs, eating cookies. Nothing could be better. Unless he had a cape...

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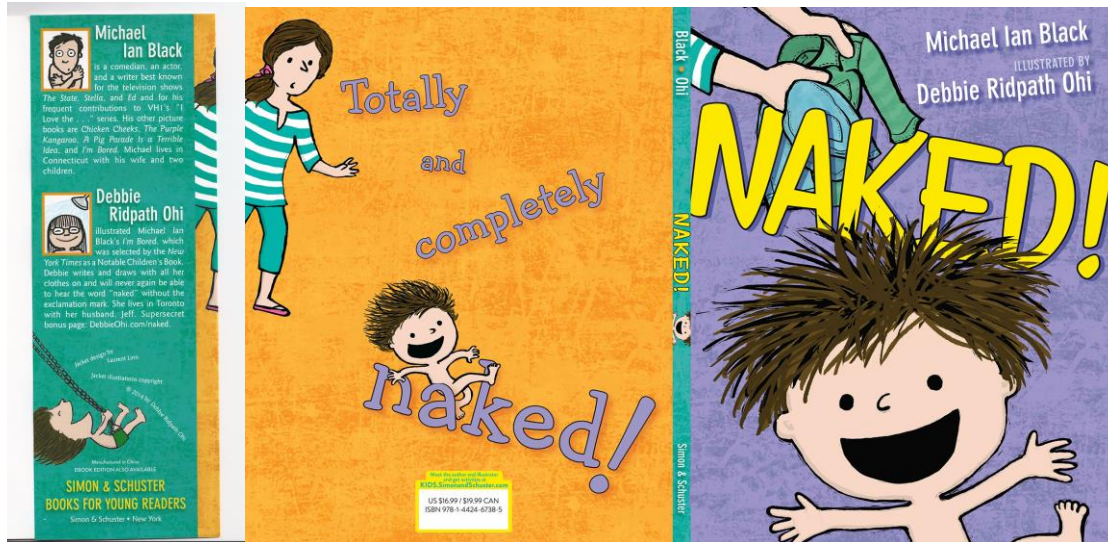
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English Language Arts

Reading Comprehension

Before reading *Naked!*,

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



The Front and Back Covers ~

- How would you describe the little boy? How do you think she feels? Stand up and mimic what he is doing? How does it make you feel?
- Do you see any other characters? Who do you think that character is? What do you think they are trying to do? How do they feel?
- Can you guess what the story might be about? What are some clues you can find in the cover illustrations?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- Create a plot line graph for *Naked!*. Be sure to include the introduction of characters, introduction of conflict, rising action, climax and falling action/resolution.
- Create a 10 word description of the book. Make a bookstore poster for the book and include your 10 words.

Let's talk about the people who made *Naked!*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Take a look at the illustrations in the following spreads:



Sample illustration spread from *NAKED!*, written by Michael Ian Black, illustrated by Debbie Ridpath Ohi. Published by Simon & Schuster Books For Young Readers, 2014. DebbieOhi.com/naked.

“Sliding down the stairs” 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 illustrations. Ohi has added some fun details.
 - The portraits on the wall.
 - The book on the couch is *I'm Bored*.
 - The potato from *I'm Bored* in Dad's hand.



"I'm caped!" spread

- How would you describe what is happening in these two pages?
- Name five words that describe how the little boy feels when he's caped.
- Look closely at the illustrations. Ohi has added some fun details.
 - The books on the floor are all titles written by Michael Ian Black.
 - The potato from *I'm Bored* in the "bad guys' headquarters".

As a class, read *Mr. Tiger Goes Wild* by Peter Brown.

- How does Mr. Tiger feel at the beginning of the story? Why do you think he feels this way?
- What is the first change Mr. Tiger makes? What is the second change?
- How do others react to Mr. Tiger's changes?
- How have things changed at the end of *Mr. Tiger Goes Wild*?
- How is the little boy in *Naked!* similar to Mr. Tiger?
- Both stories are about "being yourself". What are some things that you like to do that other people might not understand or might think you are weird for doing?

Writing Activities

"Bedtime in My House"

Naked! is the story of a little boy's bedtime routine. We follow him from the bathtub to a bedtime snack to getting his pajamas on and brushing his teeth.

Write about your own bedtime routine. Do you have a particular order that you do things in? Does someone help you brush your teeth or put your pajamas on? What about a snack or a bedtime story or song? Maybe you have a doll you sleep with or need your pillow fluffed. Be sure to describe your entire routine, right until you turn out the light.

OR

Create a fictional story in about the best bedtime routine ever! Would you like to stay up until midnight? Or watch television while you fall asleep on the couch? Maybe you want to eat cookies just like the little boy in *Naked!*. Whatever your best bedtime routine would be, write a story about it. In your story, the mother might never say, "only two books".

Optional: Create the story together as a class.

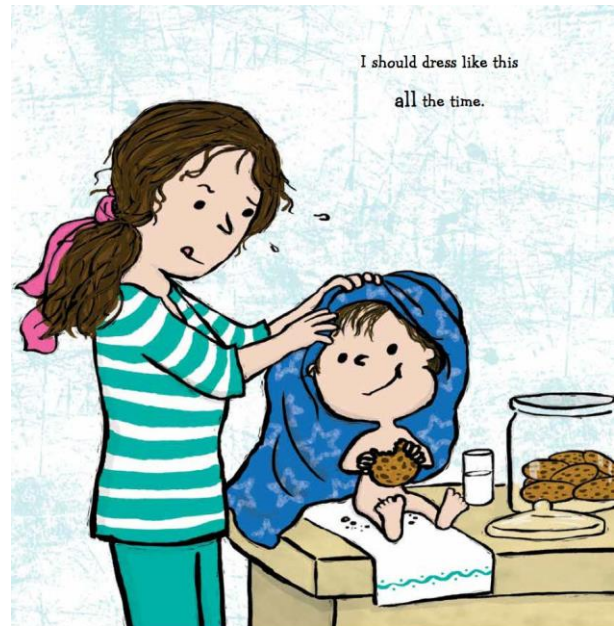
"I'm NAKED!"

The little boy in *Naked!* thinks about possibly going to school naked or playing on the playground naked. How silly! Can you imagine being in public naked?

Some people even have nightmares about going to school and realizing they forgot to put on clothes.

Write a fictional story about getting to school and discovering you are naked. Do you hide? Do you try to act normal? Maybe you try to sneak back home.

Optional: Create the story together as a class.



Excerpt from NAKED! picture book, written by Michael Ian Black, illustrated by Debbie Ridpath Ohi, published by Simon & Schuster Books For Young Readers (April, 2014). DebbieOhi.com/naked

***Naked!*: the sequel**

Just like we have bedtime routines, chances are you have a morning routine, as well. Looking at *Naked!*, what do you think the little boy's morning routine is? Do you think it includes more silliness? Does he run around naked before he gets his clothes on? Does he put his cape back on? Be creative and create a morning sequel to *Naked!*.

"Look, Mom! No clothes!" ~ Point of View

Either as a class or individually, explore *Naked!* from the point of view of the mother. What is she feeling as the little boy goes through his crazy bedtime routine?

Hint: Ohi has given hints to mom's state of mind through her hair. Look closely to see how her hair changes from the beginning to the end.

Advanced classes will be able to actually create *Naked!* from Mom's point of view. However, if the class is less-advanced, simply have them create captions and thought-bubbles for her.

It's Bedtime, It's Bathtime, It's Time to Get Dressed ~ Writing "How to" Instructions

Have you ever thought of all of the things that you do to get ready for bed?

Take brushing your teeth, for example. What are all of the steps necessary to do this task?

- 1) Get your toothbrush and place it on the counter by the sink.
- 2) Get the toothpaste.
- 3) Unscrew the top from the toothpaste.
- 4) Squeeze a little toothpaste on the toothbrush bristles.
- 5) Put the cap back on the toothpaste and put the toothpaste away.
- 6) Put the toothbrush in your mouth and scrub your teeth.

As a class, create a list of instructions on how to do some of your simple bedtime routines.

For some extra fun, bring in all of the tools necessary to complete the task (like toothbrush and toothpaste to brush teeth) and have the students walk you through step by step. If they miss a step, hilarity might ensue!

Additional Challenge: Older students can write instructions on another "How To" bedtime routine and present them to the class.

Speaking and Listening Activities

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

Choral Reading

The teacher takes the role of the little boy while the students take the role of the mother. Create a script in which the mother and the little boy both speak on every page. Read the script aloud together. Emphasize memorization of the students' parts as well as good vocal expression.

Mime

While the teacher reads the book aloud, the students can act out the events in the book (with their clothes on, of course!) Half of the students can be the mother and the other half can be the little boy. Emphasize body motion and facial expressions, as well as listening skills.

Drama

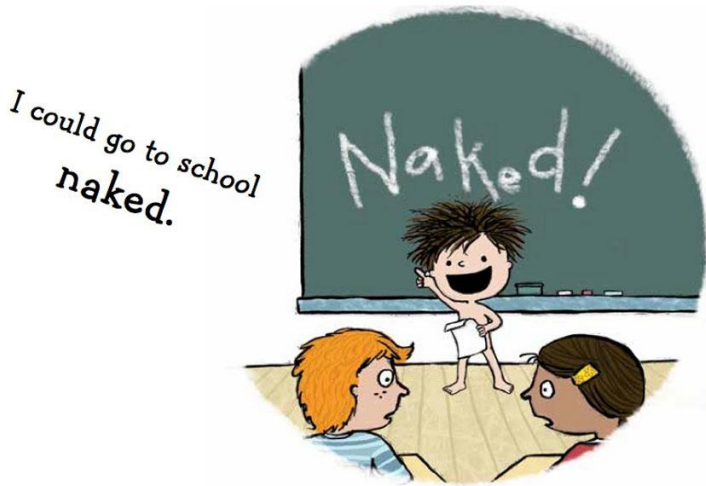
Ask the students to think of bedtime activities. Have the students act out their ideas in front of the class. They can either tell the class what they're acting or ask the class to guess what actions they are acting out.

Or

Create a TV commercial to encourage people to read *Naked!*.

Vocal Style

In small groups, act out *Naked!* as an opera, a western, a "breaking news" story, a thriller, etc. The rest of the class should guess what "style" is being presented.



Excerpt from *NAKED!* picture book, written by Michael Ian Black, illustrated by Debbie Ridpath Ohi, published by Simon & Schuster Books For Young Readers (April, 2014). DebbieOhi.com/naked

Language Activities

Synonyms/Antonyms

The word “naked” is used 13 times throughout *Naked!*. And if the illustrations are taken into consideration, “naked” appears 21 more times for a total of 34 times!

Students should create a list of synonyms for “naked” and rewrite the story using alternate words.

In addition, create a list of antonyms for “naked”. How could the story be rewritten using these antonyms instead?

Private versus Public

Naked! provides an excellent introduction to two new vocabulary words: public and private.

Once students are introduced to the definitions of these two words, lead them through the following statements. Are these activities something you do in private or in public?

- 1) Take a bath.
- 2) Go grocery shopping.
- 3) Use the toilet.
- 4) Change your clothes.
- 5) Swing on the playground.
- 6) Ride a bus.

Math

Word Problems *For younger students, the use of pictures or props might be needed to figure out word problems.*

- 1) The little boy eats 2 cookies while he is naked. He eats 1 cookie when he is caped. How many cookies does the little boy eat?
- 2) The little boy runs up and down the stairs 4 times but his mother can't catch him. He runs up and down the stairs 3 more times. How many times does the little boy run up and down the stairs?
- 3) His dad tells the little boy that he will read him 2 stories at bedtime. He reads 1 story. How many stories are left to read?

- 4) The caped little boy puts 6 bad guys in jail. 4 bad guys escape. How many bad guys are still in jail?
- 5) The little boy likes to jump on his bed. He jumps 7 times. He then jumps another 3 times. How many times does the little boy jump on his bed?

Laundry Pile Math

Sorting laundry teaches math skills: color recognition, categorizing and counting skills.

Ask each student to bring in an item of clothing from home to place in a large pile. This can also be done with jackets, hats, gloves, etc. that the students have worn to school.

Instruct students to make a pile separating the clothes into certain categories based on color or type of clothing.

Examples:

- Count the number of shirts in the pile
- Find all of the items with red on them
- Separate out the hats and gloves

Shape Up Hokey Pokey

Everyone loves the Hokey Pokey, with clothes on or not! Try to fun version to teach shape recognition.

Materials :

Colored construction paper

Scissors

A pattern of these shapes : circle, triangle, square, rectangle and oval.

Plan :

Step 1 :

Cut out the 5 different shapes for each child in your classroom.

You can make the shapes all the same colors, such as all the triangles yellow and all the squares blue, etc., or you can mix up the colors--either way works just fine.

Step 2 :

Take the different shapes and give one of each kind to each child.

Step 3 :

Ask the children if they know the song Hokey Pokey?

If they do, have them hum the song for you.

Step 4 :

Tell the children you are going to use the Hokey Pokey music, but change the words to the song.

Step 5 :

Start singing the song to the Hokey Pokey music :

*Put your circle in,
Put you circle out,
Put your circle in and shake it all about.
Do the hokey pokey and turn yourself around that's what its all about!
Put your square in,
Put your square out,
Put your square in and shake it all about.
Do the hokey pokey and turn yourself around that's what its all about!
Put your oval in,
Put your oval out,
Put your oval in and shake it all about.
Do the hokey pokey and turn yourself around that's what its all about!
Put your rectangle in,
Put your rectangle out,
Put your rectangle in and shake it all about.
Do the hokey pokey and turn yourself around that's what its all about!
Put your triangle in,
Put your triangle out,
Put your triangle in and shake it all about.
Do the hokey pokey and turn yourself around that's what its all about!*

Science

All About Coverings

Some Facts about Skin

- On average, each person has six pounds of skin.

Measure out 6 pounds of potatoes, oranges, or apples, etc and place in a plastic bag. Allow students to take turns picking up the bag to get an idea of how much our skin weighs.

- The skin prevents harmful bacteria from invading the body and it protects the organs.



Explain that this is why it is important to cover cuts and scrapes. The bandage works as a temporary skin.

- There are three layers of skin.

Discuss reasons for wearing three layers of clothing. (ie. shirt, sweater, coat). How does this relate to why we have three layers of skin? Students can research what the three layers of skin are.

- The skin is flexible and can stretch and bend.

Have students bend their elbows or knees to see how the skin stretches and is flexible. What are some other examples of the skin stretching or being flexible? Have students demonstrate.

- The skin feels cold, heat, pain, and wetness because it has nerves.

Students can experiment with the sense of touch. How does ice feel? Or a hot stone? A thumbtack? Water?

- The skin can heal itself when it is wounded.

If anyone has a cut or a scrape in the class, observe it over the course of a week. How does the healing progress?

- The skin will help to keep us warm when it's cold and cool when it's hot.

Students can research how skin insulates and how sweat cools.

- The skin is waterproof.

Drop a little bit of water on the back of each students hand to show students that the skin is waterproof

Mr. Tiger Goes *Naked!*

Humans are covered with skin and wear clothes for more protection. Although animals do not wear clothes, they have other protective coverings such as fur, hair, scales, or feathers. Body coverings are important as they keep the animal warm and dry, protect them from physical danger and help them hide from their enemies (camouflage).

Create cut-paste collages of animals using clipart, magazines, etc.

- Categorize pictures in groups according to outside covering e.g. all with feathers, all with skin etc.
- Do all the animals in each particular group live in a similar environment?

- How are the body coverings alike? Different? How do the different kinds of coverings help the animal in its habitat or environment? (Polar bears, frogs, fish, birds etc)
- How does color aid with camouflage?

Bedtime Recipes

Make Your Own Bubblebath

In this activity, you'll make your own bubblebath, try it, and then work on improving the recipe.

Ingredients:

- 1/2 cup dishwashing liquid
- 4-1/2 cup water
- 4 tablespoons glycerine (can be found in most drugstores)

To make:

Gently mix all of the ingredients in a plastic container. Add some essential oils for scent or a few drops of food coloring.

To use:

A few tablespoons of bubble bath should do the trick!

See the "Bedtime Scientist" section below on how to test and improve.

Make Your Own Toothpaste

There are so many different kinds of toothpaste. Some toothpastes are striped, some have interesting tastes, some contain fluoride, and some come in a pump, not a tube! In this activity, you'll make your own toothpaste, try it, and then work on improving the recipe.

Ingredients:

- Package of unflavored Tums antacid tablets
- Small box of baking soda
- Assorted liquid food flavors (for example, vanilla and orange)
- Plastic spoon
- Measuring spoons
- Two sandwich bags



- Clean dish towel
- Two clean, clear, plastic cups
- Rolling pin
- Access to water

To make:

Grind up some Tums to form a fine powder. Put two or three in the sandwich bag, and then seal it tightly. Break up the Tums by tapping on them through the bag.

When they're in pieces, put the towel over the bag and then move the rolling pin back and forth over it, crushing the Tums into a fine powder.



Keep adding, breaking, and crushing Tums like this until you've made about 1/2 teaspoon of powder.

Put the powder into a plastic cup, and add 1/4 teaspoon of baking soda.

Then mix in two or three drops of water to make a paste.

Be a Bedtime Scientist

Scientists are always experimenting. They do not expect to get something perfect the first time.

Now that you have made your own toothpaste and/or bubblebath, write down your observations. What does it taste like? What does it smell like? What is its texture like?

Study the original recipe and your observations to get ideas for improving the recipe. Think about using different amounts of substances, adding a flavor, and changing the color.

Make a new batch, test it, and write down your observations.

In a short paragraph, compare the original with your own improved brand. How are they similar and different?

Keep up this process until you have a recipe you like.

Social Studies

What to Wear Where

What we choose to wear has a lot to do with the climate and weather where we live.

Using the world globe as inspiration, have students choose a place to "visit".

Then, as a class or individually:

- determine the weather in that area
- research the traditional garments worn by the people of that area
- decide what to pack in your own suitcases for a trip



Based on illustrations from NAKED!, written by Michael Ian Black & illustrated by Debbie Ridpath Ohi, published by Simon & Schuster Books For Young Readers.

Clothing Laws Around the World

No matter how fun it is to run around (NAKED!) after taking a bath in the privacy of your house, most children understand that they need to put on clothes before heading out in public.

But, not everyone in the world views nudity and the need for clothing the same way. In India, for example, tourists are usually advised to cover up their arms and legs to avoid getting negative attention. In Japan, there are some traditional bathhouses with communal/public bathing.

Complete or near-nudity is still common for some cultures in warmer climates.

Older students will have fun researching the clothing laws of various cultures. A simple internet search can provide such information. Check out this link for a start http://en.wikipedia.org/wiki/Clothing_laws_by_country.

And be sure to check out www.debbieohi.com/book-naked-facts for more historic and cultural facts!

Optional Activity: Does your school have a dress code? Make a poster to display the dress code. If there is no dress code, write your own and create a poster to display in the school halls.

Art

The Style of Picture Books

Discuss how the text is set up in *Naked!*. Why do the writer/illustrator set up the words the way they do? What feeling are they trying to bring out for the reader? Have you seen any other books where the words aren't just in straight lines? Have the students create another page that would fit the style of the book, drawing both words and pictures in creative ways.

Cover Art

Using a different medium than pen and ink, create your own cover for *Naked!*. Be prepared to explain your choices of medium and design.