AFTER READING

Let's Talk About . . .

🐌 Why is this story funny? What parts made you laugh?

🐌 What is surprising about the story? What does "expect the unexpected" mean? (Have students convey the idea that when Chu's parents expect him to sneeze, he doesn't, but when they don't expect him to sneeze, he does!)

🐌 Is Chu a good name for this little panda? Why or why not?

🐌 Where does Chu go in the story (library, diner, circus)? Where do you and your parents like to go together?

🐌 Have you ever been to the circus? Ask students to describe their experiences.

🐌 What are your favorite kinds of books to read at the library?

🐌 Chu goes to the Moby Diner. What are your favorite restaurants?

🐌 Describe what happens all over town after Chu sneezes.

Let's Try . . .

🐌 Have students act out the story as you read it aloud again. Or have students design puppets to enact the story as you read it aloud.

🐌 Discuss how Adam Rex included many details in his illustrations of the different settings (library, diner, circus). Brainstorm a list of settings that the students are familiar with (e.g., zoo, playground, classroom) and ask them to design their own setting on large paper (12"x18" or larger). Remind them to include as many details as possible. Students can use media such as paint, pastels, markers, or colored pencils.

🐌 Share the information from the following KidsHealth page with the students: http://kidshealth.org/kid/talk/qa/sneeze. html. Discuss what makes us sneeze and how we can avoid transmitting germs to others when we sneeze.

🐌 Since Chu is a baby panda bear, research and record facts about pandas on a chart. (The San Diego Zoo website offers great information for children at http://kids. sandiegozoo.org/animals/mammals/giant-panda.) Have kids create a fact card by writing and illustrating one of the facts on an index card. Collect the cards, hole-punch them in the corner, and place cards on a ring for students to read and enjoy.
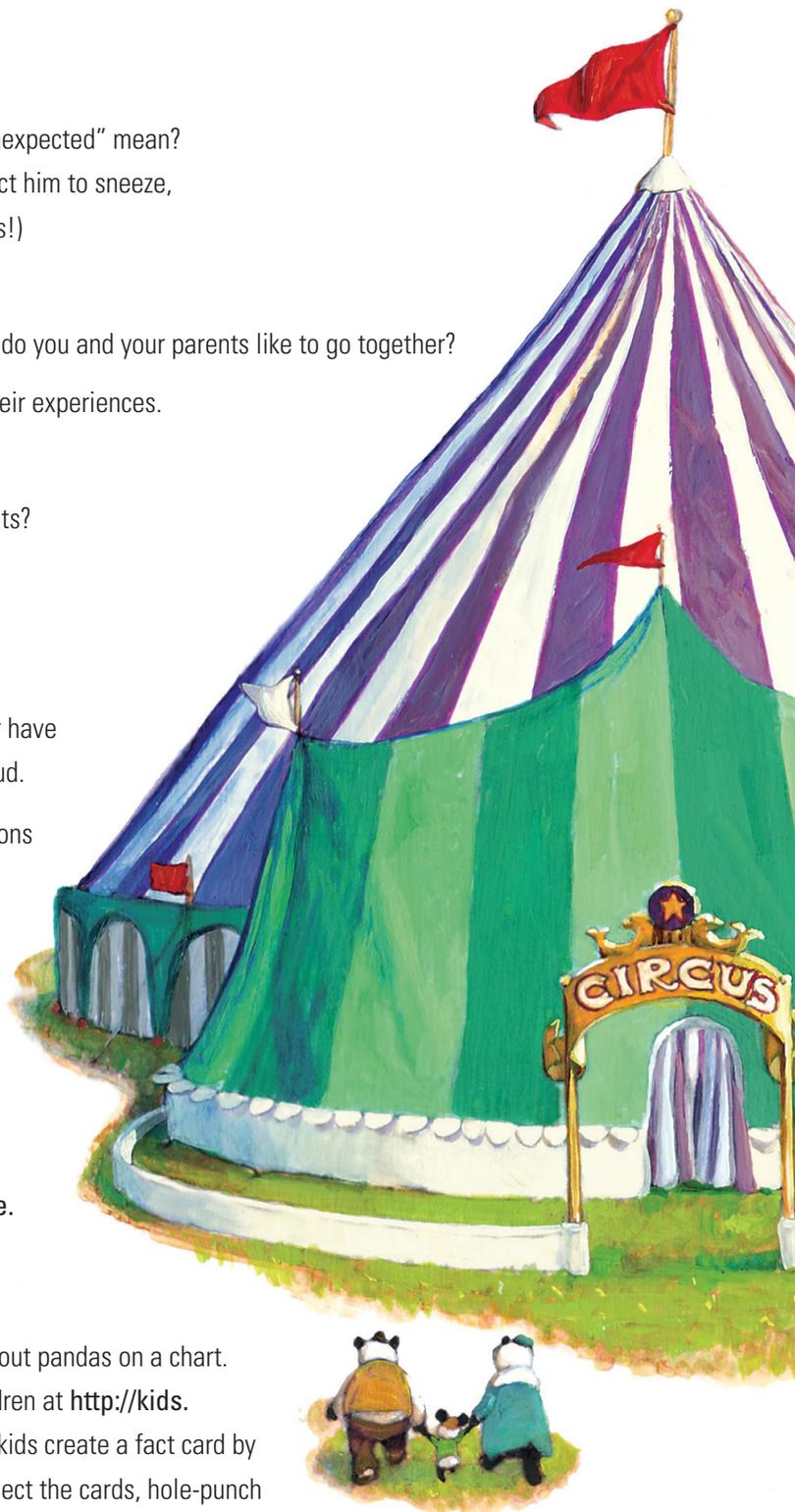
www.harpercollinschildrens.com
www.mousecircus.com

Arrange a trip to your town's local library. Ask the librarian to familiarize students with how the library is organized and give students an opportunity to browse the selection of books. Students can also sign up to receive a library card to encourage future visits to the library with their families.

Ask students to name six popular animals, including a panda. Create a graph and have students vote for their favorite of these six animals and record their choice on the graph. Then discuss the data, asking students questions such as, "Which animal has the most votes? The least? How many more students like the _____ than the _____?" For older students, include the number sentences (e.g., 6-2=4).

Have students (either as a class or individually) write another outlandish adventure for Chu. Encourage students to use humor and imagination as the author Neil Gaiman did.

Discuss the split illustration (diner/library) and ask students why the illustrator made the picture this way. (Students should understand that these events are happening simultaneously.) Have students design a "split illustration" drawing to show two events occurring at the same time.

Brainstorm a list of circus acts and circus animals with the class. Then ask several students to design a circus backdrop on a large piece of roll paper. Have the other students choose (or be assigned) a circus act or animal to draw, cut out, decorate (with glitter, buttons, etc.), and glue onto the roll paper to create a colorful circus mural. Pieces may be affixed to the mural with doubled pieces of tape to make them pop out from the background, giving the mural a three-dimensional quality.
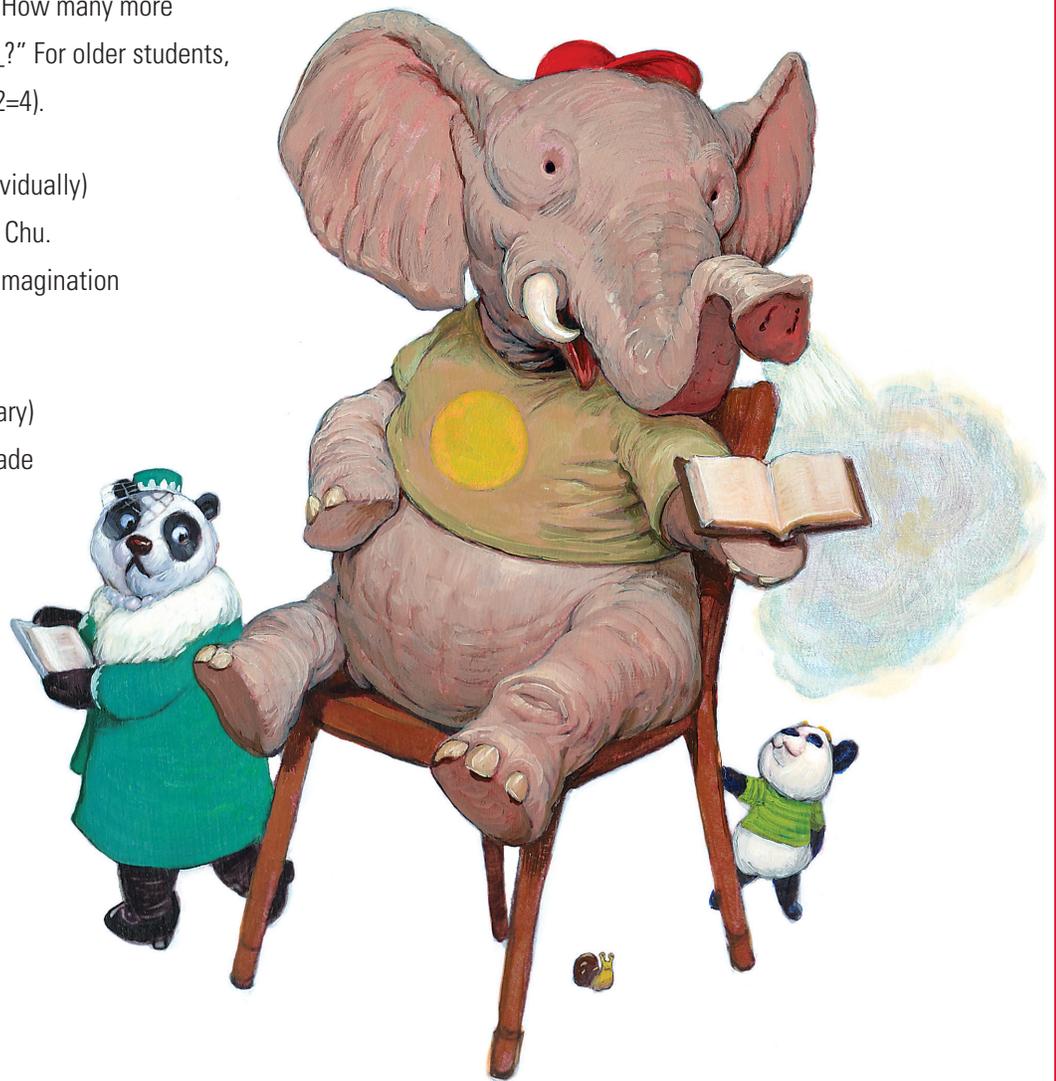
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