

HEARTS ACTIVITY SHEET

Name: _____

Date: _____

Describe one scene from the book *Hearts* using only words.



Now draw a scene based on your partner's verbal description:

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FOR VISUAL READERS
TOON BOOKS®

Hearts
by Thereza Rowe
Hardcover ISBN: 978-1-935179-59-7
Guided Reading Level = G
Lexile Level = BR

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Educational Outreach/TOON Books



ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS

Penelope goes on a journey? What is she looking for? Hint: look at the first three pages.	RL.K.1, RL.1.1
After Penelope drops her heart, it continues to travel further away from her. Why does her heart keep moving? Recount the journey her heart takes, including all of the characters it encounters.	RL.K.2, RL.1.2
Does Penelope find her heart? Does she find something else instead? What might this be?	RL.K.3, RL.1.3

CRAFT AND STRUCTURE

On the second-to-last page of this story, the chicken tells Penelope, "Don't be blue." What does "blue" mean in this context? How does the yellow background (point out that it is the same yellow used at the beginning of the story) inform your understanding of this phrase?	RL.K.4, RL.1.4
On the first three pages of <i>Hearts</i> , you see Penelope with a friend. How are these pictures connected to the story?	RL.K.5, RL.1.5
The author and illustrator are the same person for this book. Point out how few words the author uses and how the words help to tell the story.	RL.K.6, RL.1.6

INTEGRATION OF KNOWLEDGE AND IDEAS

Point out how the heart keeps moving further and further away from Penelope as she chases it. What propels the heart? Look at the pictures to see how it moves. After walking to the right for most of her journey, Penelope starts walking to the left in the garden of lost things. Why does she do this? Where do you think she is going?	RL.K.7 RL.1.7
Compare this story to <i>I Want My Hat Back</i> by Jon Klassen, or another story in which a character must retrieve something he or she has lost. How are these stories different? How are they similar?	RL.K.9, RL.1.9

SPEAKING AND LISTENING / WRITING

Though there are some words in this story, for the most part it is told visually. Have students rewrite the story using only words. Notice how many more words it takes to tell a visual story like this verbally.	W.K.2, W.1.2, W.K.3, W.1.3, W.K.5, W.1.5
This story takes readers through many fantastical settings. Have students pair up. One at a time, have each student describe one of the scenes in this story without showing the picture. Have the other student draw the scene based on his or her partner's description.	SL.K.2, SL.1.2, SL.K.3, SL.1.3, SL.K.4, SL.1.4, SL.K.5, SL.1.5