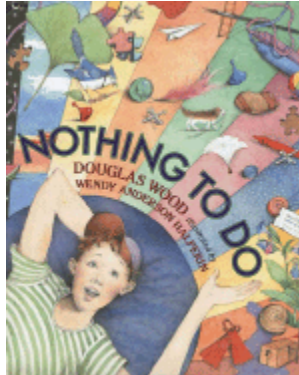


# Nothing To Do!

Written by Douglas Wood

Illustrated by Wendy Anderson Halperin

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**Themes:** Make it the Best Day Possible, Go With the Flow, Use Your Imagination, Family

**Overall Theme:** It's okay to have a day where there is nothing to do. In today's society, we tend to plan our day with many tasks that we feel need to be accomplished. This book reminds the reader of the important things in life.

**Genre:** Fiction – family, play, recreation

**Point of View:** 1<sup>st</sup> Person

**Interest Level:** Ages 4-8

**Reading Level:** 2<sup>nd</sup> grade

**Conflict:** The conflict of this book is internally within the reader. The reader watches as the character in the book has a day with nothing to do. The character describes how great a “blank calendar” is the reader is left wondering if he/she overbooks their days and whether or not they have ever experienced a day with “nothing to do.”

**Resolution:** At the end of the book, the character has described many things that can be done with one's imagination. The reader is left feeling better about themselves and the world around them.

**Characters:**

Name of Character	Relationship(s)	Personal and Physical Traits
Boy	Main character	Imaginative, persuasive, young
Adult	Parent to the young boy	Busy, open-minded

**Setting:** This story takes place during the day. The reader envisions many different settings throughout the book through the boy’s imagination.

**Book Talk:**

Are your days filled with activities that you feel obligated to do? Do you feel tired at the end of the day? What if you had an entire day with nothing to do? This book has many suggestions that will teach you the importance of the world around you. It will teach you that it is okay to have a “blank calendar” and will leave you feeling better about yourself.



**About the Author:**

Douglas Wood is an author, musician, and wilderness guide. He writes books for adults and young children and currently has written twenty-one books. In 2004, he was invited to the Easter Egg Roll at the White House to read some of his books. He has written music and has five recordings available. He is a wilderness guide in the North Woods. Douglas Wood lives in Minnesota with his two sons and his wife, Kelly. They live in the woods in a cabin that was built in 1931. He said that “this is a book I’ve wanted to write for a long time, I just didn’t know it.” Most of his childhood memories are memories that were unplanned. With today’s society, he feels that children have scheduled days and he wanted to write a book to remind readers to enjoy the simple things in life.

**Official Webpage of the Author:** <http://www.douglaswood.com/>



**About the Illustrator:**

Wendy Anderson Halperin was born in Illinois. She enjoyed art as a young child. One of her earliest memories is collecting rocks and painting them with acrylic paint. She would spread the rocks out on the kitchen table and paint for hours. She has worked for publisher’s Simon & Schuster, Penguin-Dutton and Dial, Candlewick Press, Scholastic-Orchard Books, and Edco Publishing. She currently lives in Michigan with her kids and her husband, John. She travels with her husband and performs storytelling workshops. As her husband tells the story, she draws the pictures on a document camera. She was inspired by the book, *Patterns in Nature* by Peter S. Stevens when she illustrated this book. She learned that in nature there are eight patterns in which things grow. She incorporated these patterns into *Nothing To Do*.

**Official Website of Illustrator:** <http://www.wendyhalperin.com>

**Awards Received by the Author:**

Parent’s Choice Award, Barnes and Noble Star of the North, Story Telling World Award, Midwest Publisher’s Association Book of the Year, Christopher Medal, ABBY Award, International Reading Association Book of the Year, and Minnesota Book Award

**Other Books written by Douglas Wood:**

		<p><b>The Secret of Saying Thanks</b>          illustrated by Greg Shed          Simon &amp; Schuster, 2005          ages 3 to 8, ISBN 978-0-689-85410-1</p>
		<p><b>What Grandmas Can't Do</b>          illustrated by Doug Cushman          Simon &amp; Schuster, 2005          ages 4 to 8, ISBN 978-0-689-84647-2</p>
		<p><b>Grandad's Prayers of the Earth</b>          illustrated by P.J. Lynch          Candlewick, 1999          ISBN 978-0-7636-0660-2</p>

			<p><b>Old Turtle and the Broken Truth</b>  illustrated by Cheng-Khee Chee  Scholastic, 2003  ISBN 978-0-439-32109-9</p>
			<p><b>What Santa Can't Do</b>  illustrated by Doug Cushman  Simon &amp; Schuster, 2003  ISBN 978-0-689-87352-2</p>

**Annotation:**

Douglas Wood is an author, musician, and a wilderness guide. He has written twenty-one books. He writes about life experiences and leaves the reader feeling better about themselves and the world around them. The book starts with a young boy having a “blank calendar” and nothing to do for the entire day. The boy discusses what a day with “nothing to do” looks like. He offers many suggestions and lets the reader learn that everything does not have to be planned. Through the use of creative adjectives, the reader can use their imagination to learn new and creative activities to do during the day. The illustrations go along perfectly with the story and are very descriptive with color and detail. Most of the pages have lots of different ideas on them and the illustrations go along with this concept. The plot has all the ideas and it ends with the young boy teaching his father that it is okay to have a day with “nothing to do.” This book is a perfect read-aloud for audiences between the ages of 4-8. Students will realize that they sometimes overhaul their days and that they should stop and enjoy the small things in life.

**Language/Vocabulary/Spelling for The Wolf’s Coming by Joe Kulka**

**Worried (page 5)** - to feel anxious about something unpleasant that may have happened or may happen, or make somebody do this

**Surviving (page 12)** - to remain alive or in existence or able to live or function, especially succeed in staying alive when faced with a life-threatening danger

**Favorite (page 20)** - preferred or most liked

**Exploring (page 21)** - to travel to or in a place in order to discover what it is like or what is there

**Anticipation Guide:**

Before		Nothing To Do! By Douglas Wood	After	
Agree	Disagree		Agree	Disagree
		Using your imagination allows you to learn more about yourself and the world around you.		
		It's okay to have an entire day with nothing to do.		
		You can never have too many things to do in one day.		
		Spending time with your family for the day is not fun.		
		Every day should be planned so that you can get everything done.		

**Discussion Questions:**

(pg. 1 & 2)

Pre-reading – “Why do you think the boy is sitting on the couch?”

During reading – “What does the ..... mean?”

Post-reading – “Why do you think the author changed the font on the word nothing?”

(pg. 3 & 4)

Pre-reading – “What do you see on this page?”

During reading – “What would you like to cross off your schedule?”

Post-reading – “Do you see a compound word on this page?”

(pg. 5 & 6)

Pre-reading – “Who is the character on this page?”

During reading – “Why did the author put word in parenthesis?”

Post-reading – “What do you do when there’s nothing to do?”

(pg. 7 & 8)

Pre-reading – “What activities do you see on this page?”

During reading – “What’s your favorite activity on this page?”

Post-reading – “Who is telling this story?”

(pg. 9 & 10)

Pre-reading – “What is in the center of this illustration?”

During reading – “Have you ever spread out on the grass to look at clouds?”

Post-reading – “What do you think ants eat for breakfast that makes them so strong?”

(pg. 11 & 12)

Pre-reading – “What activities are on this page?”

During reading – “What’s your favorite activity on this page and why?”

Post-reading – “What kind of activity will the author think of next?”

(pg. 13 & 14)

Pre-reading – “What time of the day is it?”

During reading – “Have you ever caught a firefly?”

Post-reading – “Why do you think fireflies glow?”

(pg. 15 & 16)

Pre-reading – “Do you like to swing?”

During reading – “Why do you think the illustrator drew loops on the pages?”

Post-reading – “Where would you go if you wanted to swing?”

(pg. 17 & 18)

Pre-reading – “How are the illustrations on this page different than the page before?”

During reading – “What’s your favorite book to read?”

Post-reading – “Where do you go to get peace and quiet?”

(pg. 19 & 20)

Pre-reading – “What is the boy doing on this page?”

During reading – “Can someone tell me what’s happened in the story so far?”

Post-reading – “What do you think will happen next?”

(pg. 21 & 22)

Pre-reading – “What does this illustration look like?”

During reading – “What does the word explored mean?”

Post-reading – “Have you ever went exploring?”

(pg. 23 & 24)

Pre-reading – “What season is this?”

During reading – Can someone describe to me how you make a snowman.

Post-reading – “What is your favorite activity to do in the wintertime?”

(pg. 25 & 26)

Pre-reading – “What is happening on this page?”

During reading – “How does this page make you feel?”

Post-reading – “What does the “...” mean and what word do you think will be on the next page?”

(pg. 27 & 28)

Pre-reading – “Who is the older man in the picture?”

During reading – “Where is the setting of this picture?”

Post-reading – “Where do you think they are going?”

(pg. 29 & 30)

Pre-reading – “Where are they?”

During reading – “What do you think they are talking about?”

Post-reading – “How did this story make you feel?”

### **Standards:**

Kindergarten – K.2.1, K.2.2, K.2.3, K.2.5, K.3.2, K.3.3, K.3.5

First Grade – 1.1.2, 1.1.7, 1.2.1, 1.2.2, 1.2.3, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.5

Second Grade – 2.1.1, 2.2.4, 2.2.10, 2.3.5

Third Grade – 3.2.6, 3.3.3, 3.3.8

### **Read Alike:**

#### **IF YOU LOVE THIS BOOK, THEN TRY:**

[One Of Those Days](#) by [Amy Krouse Rosenthal](#), [Rebecca Doughty](#)

[Put Your Best Foot Forward : More Little Lessons for a Happier World](#) by [Allison Stoutland](#), [Cathy Hofher](#)

[Terrific](#) by [Jon Agee](#), [Jon Agee](#)

[Knuffle Bunny Too : A Case of Mistaken Identity](#) by [Mo Willems](#), [Mo Willems](#)

[Lilly's Purple Plastic Purse](#) by [Kevin Henkes](#), [Kevin Henkes](#)

### **Across the Curriculum Connections**

**Writing Activity:** Make a list of activities that you do during the day

**Materials:** paper and pencil

Working independently, students will create a list of activities that they do during the day. Students will share these lists and discuss how each activity makes them feel. They will turn their papers over and brainstorm a new list of activities that they can do without leaving their

home. (make sure that TV and video games ARE NOT added onto this list) The students will use their imaginations to come up with these ideas or they can use some of the activities from the book. The students will pick one of their “new” activities to complete at home as homework. They will write about their experience and bring back their journal entry to read to the class.

### **IN Standards**

**Writing:** K.5.1, K.5.2, 1.5.5, 2.5.6, 3.5.5

### **Art & Writing Activity:**

**Materials:** cotton balls, paper, pencil

Students will work individually to recreate cloud formations that they see outside. Just like in the book *Nothing To Do*, students will go outside and watch clouds go by. They will pick a formation, make it on a piece of paper with cotton balls, and write about what they think that formation looks like.

### **IN Standards**

**Writing:** K.5.1, K.5.2, 1.5.5, 2.5.6, 3.5.5

### **Book Activities**

#### **Activity #1 Story Pyramid**

**Purpose:** Students will recognize the story elements of a story.

#### **Indiana Standards:**

K.2.1 Locate the title and the name of the author of a book.

K.3.3 Identify characters, settings, and important events in a story.

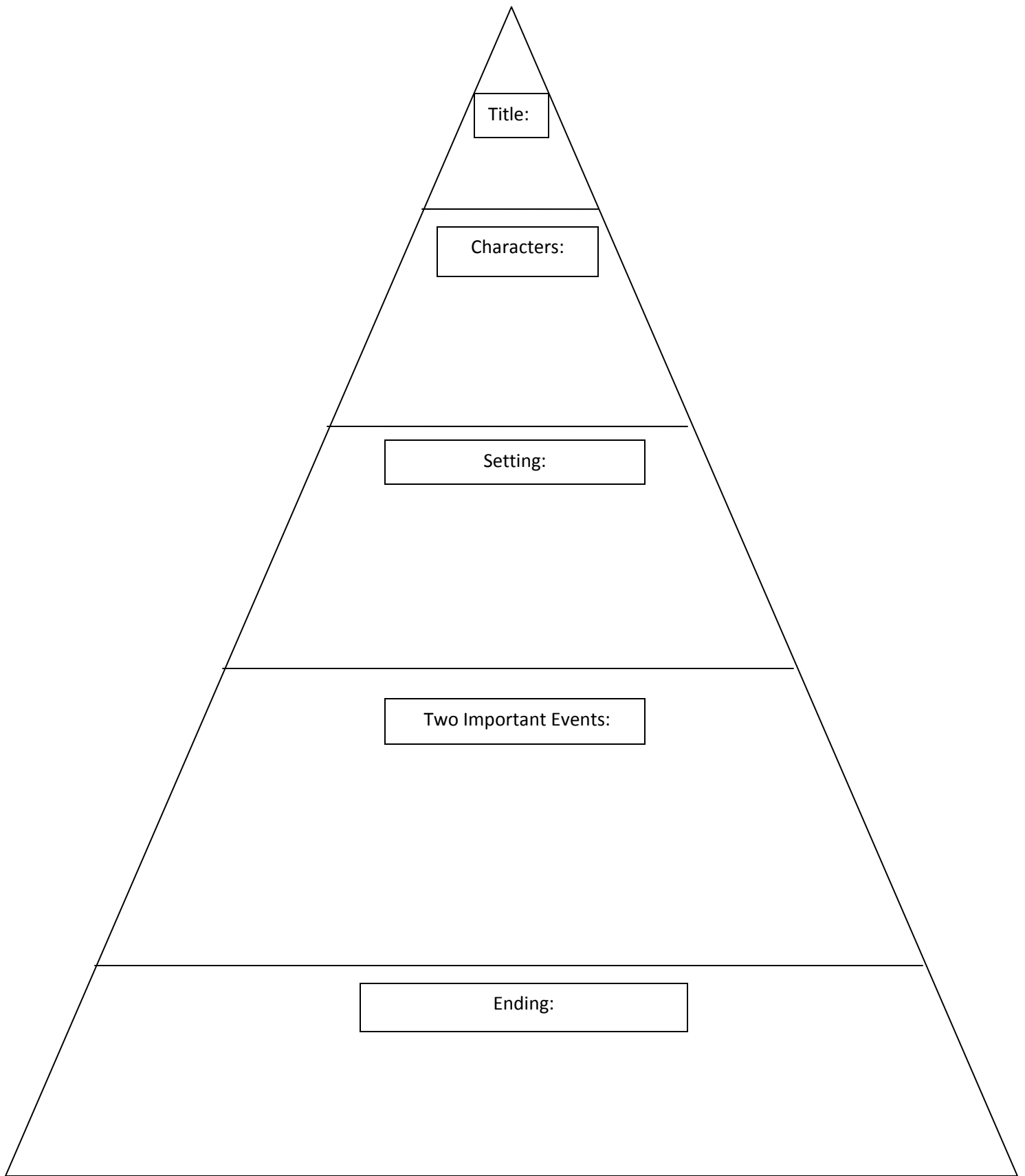
K.3.5 Understand what is heard or seen by responding to questions (who, what, where).

#### **Activity:**

Students will work independently to fill-out a story pyramid.

Students will work independently to recognize two important events in the story.

Students will cut out their pyramid and they will be added to a bulletin board that says, “Splendid Pyramids!”



Title:

Characters:

Setting:

Two Important Events:

Ending:

## Activity #2

**Purpose:** Students will write down activities and act them out for others to guess.

**Indiana Standards:**

**K.7.3, 1.7.1, 2.7.8, 3.7.2**

### Activity:

Students work independently and write down an activity that they would like to do if they had a day to themselves. These activities will be placed into a baggie and students will play charades. Students will be divided into two teams. Team 1 will pick an activity, act it out, and get 30 seconds for their team to guess the activity. If they do not guess the activity, Team 2 would have one guess to get it correct. Whoever gets it correct gets a point. The team with the most points at the end of the game, wins!

### Bibliography:

Indiana Academic Standards, <http://www.doe.state.in.us/standards/welcome2.html>

Follett Book Company, <http://www.titlewave.com/login>

Children's Literature Network,  
[http://www.childrensliteraturenetwork.org/aifolder/aipages/ai\\_w/wood.html](http://www.childrensliteraturenetwork.org/aifolder/aipages/ai_w/wood.html)

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Douglas Wood, <http://www.douglaswood.com/>

Wendy Halperin, <http://www.wendyhalperin.com/index.htm>

