

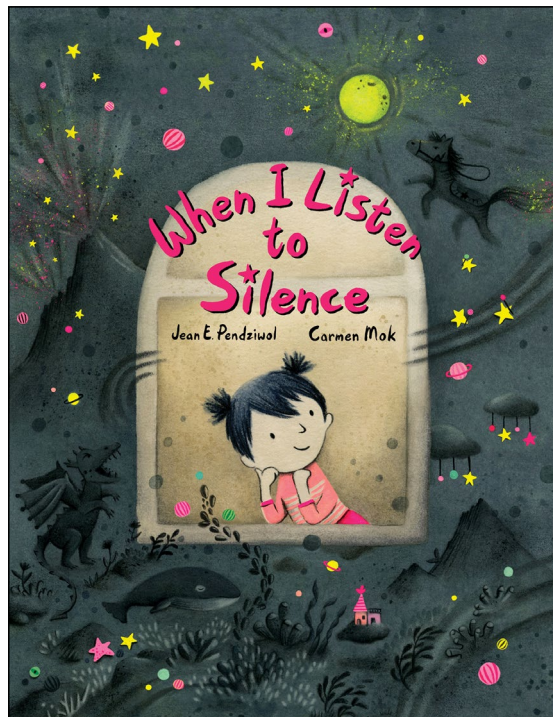


GROUNDWOOD STUDY GUIDES

When I Listen to Silence

Written by Jean E. Pendziwol

Illustrated by Carmen Mok



When a child is asked to “Please, be quiet!” they sit silent ... and their imagination sweeps them away on a breathtaking journey.

CURRICULUM CONNECTIONS

Ages 3 to 6 / Grades PreK to 1

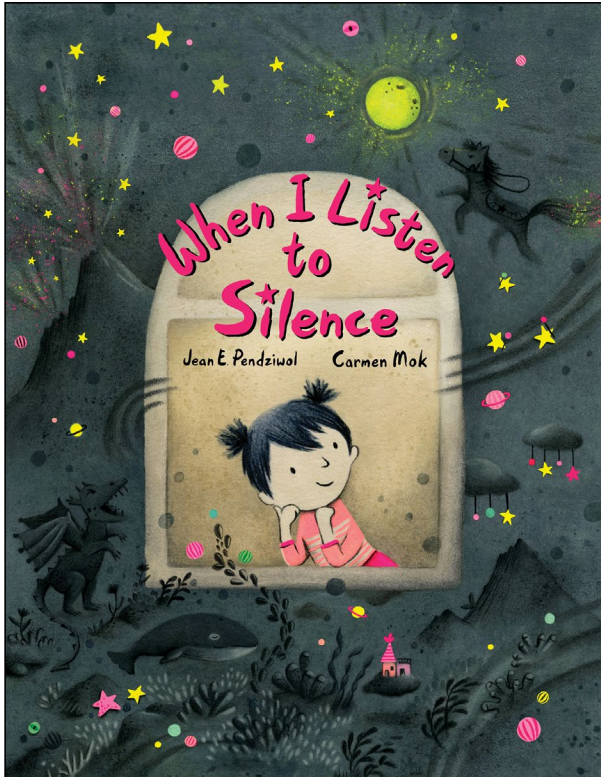
JUVENILE FICTION / Imagination & Play / Fantasy & Magic / Toys, Dolls & Puppets

Full-color illustrations / 8.5 x 11 / 32 pages

Hardcover with jacket / \$18.99 / 978-1-77306-254-9

ebook / 978-1-77306-255-6

groundwoodbooks.com



BOOK DESCRIPTION

When a child is asked to “Please, be quiet!” they sit silent ... and their imagination sweeps them away on a breathtaking journey. Through the window they hear the trees breathe, then watch them sway back and forth, and begin to dance. Bears join in, accompanied by the child on their drum, making so much noise they wake up a dragon! The child’s adventure continues, as one flight of fancy leads to the next, until they find themselves sitting silent again among the trees.

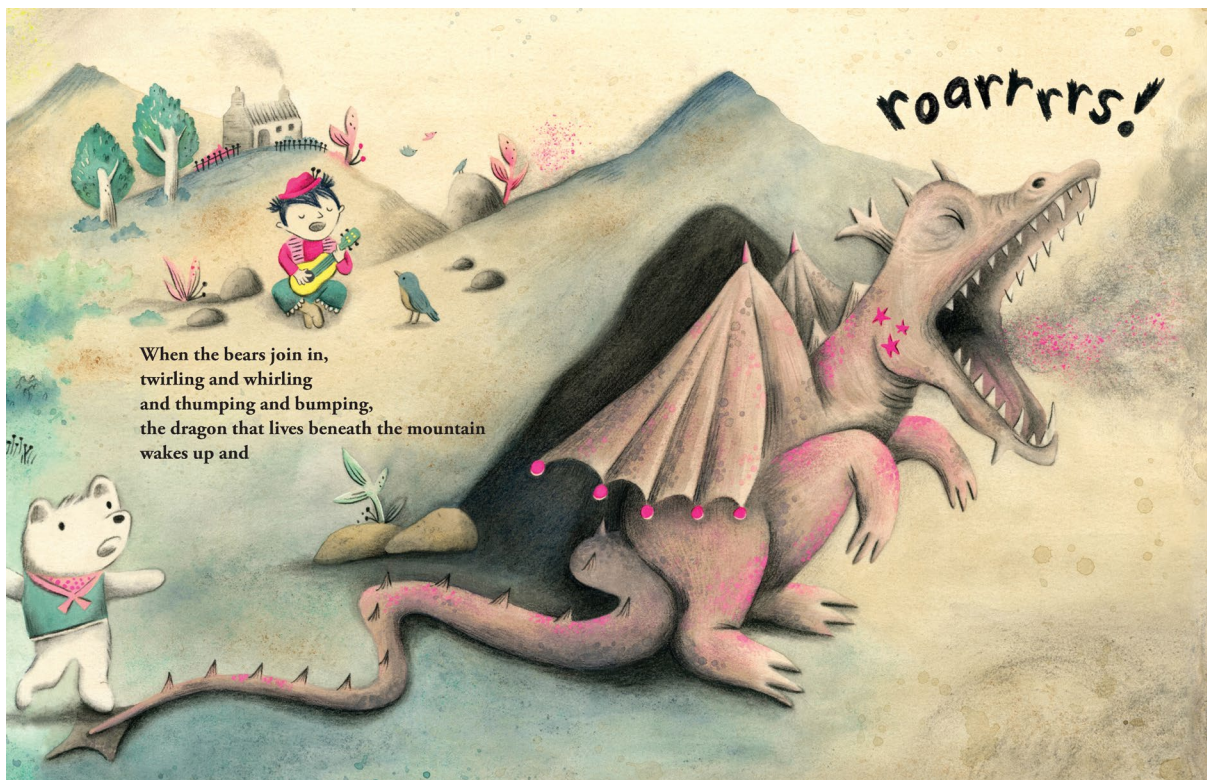
This charming story-poem looks at silence and stillness as an opportunity for the imagination and creativity to flourish. Magical illustrations flow from one spread to the next like animation, in a palette inspired by vintage printmaking.

PRE-READING

INTRODUCE THE BOOK

Before reading the story, discuss the cover and the title. Use some of the following prompts to facilitate your discussion:

- What do you notice about the illustration on the front cover? Look closely at the expression on the girl's face, how do you think she feels? Why? What do you notice about the other illustrations surrounding the girl?
- Make a prediction on what you think the book will be about.
- What does the title of the book mean? *When I Listen to Silence*
- Ask children to discuss what the word *silence* means. Ask how can you listen to silence?
- Have students be silent for a brief time. Ask them what they are thinking about during the silent time.
- Ask students if they have ever daydreamed or fantasized about doing something or going somewhere. Ask students to share.



POST-READING DISCUSSION QUESTIONS

- After reading the story, discuss the meaning of the title again. What do you think the author means when she says, “When I listen to silence”?
- Turn to page 6. Ask students why they think Mom wants the girl to be silent. How do they think the girl feels about being silent?
- Turn to page 19 and ask students why they think the girl wants her mom to be silent.
- As a class, discuss what the girl is doing when she is being silent. Ask students to think about what the girl is imagining. What can they infer about the girl from her imagination? What kinds of things does she like? What kind of person is she (adventurous, etc.)? Does the girl like listening to the silence? Who else in the story likes silence?
- Encourage students to think of other ways that the girl could use her imagination besides daydreaming. What could she create?
- Why do you think the mermaids in the story wanted silence? What do you think they imagine when they are silent?
- What challenges did the girl have to overcome in the story?
- How do the characters in the story feel about the dragon? What makes you think that?
- Turn to page 13 and read aloud. Ask students what a *steed* is? How did they come to that conclusion? What helped them?
- Discuss with students the benefits of being silent.
- Discuss the sequence of the story. How did the author connect one event to the other? How did the author convey the specific sequence of the story to make it one flowing dream? Did the repetition help you understand the story better?
- Discuss how the illustrations are filled with detail and help convey the meaning of the story. Have students tell how the illustrations help tell the story, citing specific places in the story.
- Discuss how the story came full circle.

EXTENSION ACTIVITIES

DREAMING MURAL

- To get your students' creative impulses and juices flowing, bring them together to come up with a dream for the whole class that they can illustrate on a classroom bulletin board or wall mural.

ACTIVE IMAGINATION

- Challenge students to define *imagination* in their own words. Where have they heard the term before? How have they used their imagination in everyday life?
- Talk with students about active imagination, and record ways students tap into their own imagination in an "Imagination Inspiration" brainstorm. They may talk about books they've read, movies they've watched or games they've played. Students might also mention having conversations with creative people or spending time in places that trigger their imagination and inspire creativity.

IMAGINATION FAIR

- Have students use their imaginations to create a story, a piece of art or a creation of their choice. Have students share their creations with the class. Have students display their work in an Imagination Fair, which works like a gallery walk where students take turns explaining their creations and walking around to see and hear about their classmates' work.

MY WILDEST DREAMS

- Encourage students to be creative and use their imaginations through writing. Assign students the writing prompt, *If my wildest dreams came true, it would look like ...* Remind students that stories have a beginning, middle, end, and usually have a problem to be solved. When the stories are complete, have students share their stories with the class.

ACT I

- Have students act out the story for another class or in an assembly. Encourage students to choose the character that they most identify with to play the part. Have students stress the character's unique abilities during reenactment. Coach students to use fluency and expression when speaking so that the audience can get the full meaning of the story. Provide props for each character.

PROBLEM SOLVED

- Have the students work in small groups to create a solution to a problem using their creativity and imagination.
- Have students create a poster to show their problem-solving idea to share with the class.



AUTHOR & ILLUSTRATOR BIOGRAPHIES



JEAN E. PENDZIWOL's highly acclaimed picture books include *I Found Hope in a Cherry Tree*, illustrated by Nathalie Dion; *Me and You and the Red Canoe*, illustrated by Phil; and *Once Upon a Northern Night*, illustrated by Isabelle Arsenault (finalist for the Governor General's Award and the TD Canadian Children's Literature Award). Jean's adult novel, *The Lightkeeper's Daughters*, has been published in more than thirteen languages. She lives in Northwestern Ontario on the shores of Lake Superior.



CARMEN MOK is a studio-art graduate of the University of Waterloo and a craft and design graduate of Sheridan College. She has illustrated *Percy's Museum* by Sara O'Leary, *Violet Shrink* by Christine Baldacchino and *Grandmother's Visit* by Betty Quan, an Asian/Pacific American Award for Literature Picture Book Honor title. Carmen's other noteworthy books include *A Stopwatch from Grampa* by Loretta Garbutt, *Cone Cat* by Sarah Howden and *Tough Like Mum* by Lana Button.