

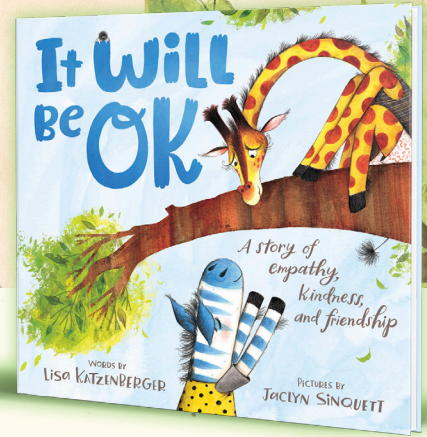
# It Will Be OK

LISA KATZENBERGER AND JACLYN SINQUETT

## EDUCATOR GUIDE

Discussion & Activity Guide for Grades K, 1, 2 and 3

Prepared by We Love Children's Books



## About the Book

Giraffe and Zebra meet every day under their favorite tree to walk to the watering hole. But today, Giraffe isn't there! Where could he be? Zebra spots him hiding in the tree; Giraffe has seen a spider and is scared silly. Zebra patiently talks to Giraffe and does the very best thing: supports Giraffe for as long as Giraffe needs it.



## About the Author

**Lisa KATZENBERGER** started writing for a creative writing assignment in third grade—and she hasn't stopped since then! She has a bachelor's degree in Journalism and worked as a technical writer, but then she started writing short stories, novels—and now picture books! Visit her at [lisakatzenberger.com](http://lisakatzenberger.com).



## About the Illustrator

**Jaclyn SINQUETT** grew up playing in her dad's garden, feeding worms to box turtles, and tossing french fries to seagulls at the Jersey shore. She now spends her time painting shells with her little daughter, dancing in the living room with her husband, and illustrating books for children. Her favorite color is yellow ocher. Visit her at [jaclynsinquett.com](http://jaclynsinquett.com).

## Reviews

"Katzenberger tells the tale simply and directly, emphasizing the friends' kindness and patience... Sinquett's brightly hued cartoons delightfully express the characters' emotions and personalities, lightening the message of the text without diminishing it."

—*Kirkus Reviews*

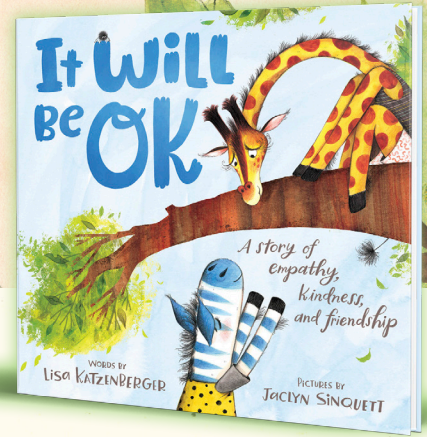




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### Pre-Reading Questions and Activities

To help students understand the story more easily, review the following words and concepts as a class:

Empathy

Kindness

Friendship

Scared

Frustration

Worried

Embarrassed

Nervous

Can students think of any other books they have read that address these concepts?

When students are scared, what makes them feel brave?

Complete a “See-Think-Wonder” based on the cover and the illustrations in the book. Have students list what they observe (“see”) in the picture, then instruct them to make a prediction (“think”) and ask a question (“wonder”) about each thing they observed.

### Vocabulary

While you are reading the book aloud, have students raise their hands when they hear an unfamiliar word. Work with students to figure out the meaning of the word from context. Provide real life connections to this new word by discussing other situations where it could be used. Can students think of other words that have a similar meaning?

### Post-Reading Questions and Activities

#### Question and Answer

Where do Zebra and Giraffe go every afternoon?

What scared Giraffe?

Where did Giraffe hide when he was scared?

What did Zebra say to Giraffe when he was scared? Did it help?



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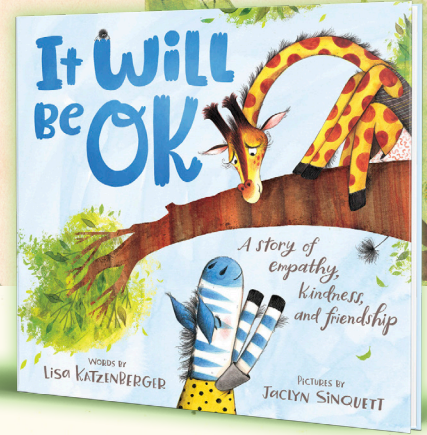
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What did Zebra do next?

What did Giraffe say to Spider when he saw him on the way to the watering hole?

How did Spider react when Giraffe talked to him?

What did Giraffe do when Spider ran up the tree to hide?

### Question and Answer

Come together as a class and discuss the big ideas and themes in this book. Break students into pairs and have them re-tell the story to each other and find examples that illustrate the main themes. Have volunteers share their findings about each theme. What do students think was the most important idea in this book?

### Words and Pictures

As a class, discuss the role of the author and the role of the illustrator in creating a book. Break students into small groups, assigning each a two-page spread for closer examination. Work with students to explore the following questions (based on the “5Ws and 1H”): Where is their scene set? Who are the featured characters? What is happening? How do the illustrations work with the words to tell the story? Have each group present their ideas to the class..

### It Will Be OK!

When his friend Giraffe is scared, Zebra tries different ways to help. He explains why Giraffe should not be afraid, but that doesn't work. So Zebra just stays by his friend's side, providing the company and support he needs. Have students ever acted like Zebra and helped a friend? Have they ever felt like scared or nervous, like Giraffe? Discuss what they did to help, or how their friends helped them. Adopt the phrase “It Will Be OK” as the class motto while you are reading this book. How could this attitude change the way students see the world and other people?

### How Would You Feel?

Discuss the idea of “empathy” with students and why it is important to understand the way someone else is feeling. Practice empathy by reviewing the book as a class and discussing how Giraffe feels about the things that happen to him. How does Zebra feel? Does Zebra show empathy for Giraffe? How does that let him help his friend? Can students think of examples of empathy from their own lives?

### What a Character

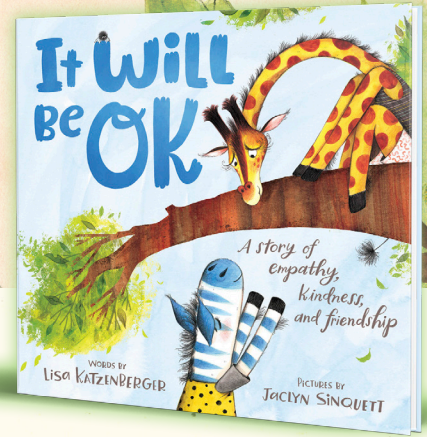
What are the main character traits of Zebra? As a class, create a chart listing the traits, and describe what Zebra does in the book to show what he is like. Discuss how the author and illustrator convey information about the



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character to the reader. Did students learn more about Zebra from the text or the illustrations? Let students take the lead in making a similar chart for Giraffe.

### A Friend in Need

In *It Will Be OK*, Zebra is trying to reassure his friend Giraffe, who is so scared that he is hiding in a tree. What challenges does Giraffe encounter and how does he respond? How does Giraffe feel at the beginning, after he sees a spider when he is alone? How does Giraffe feel at the end of the book, with Zebra by his side? What can readers learn about helping others from what Zebra does and does not do? Have students put themselves in Giraffe's shoes. Would having a friend by their side make them more confident?

### Reader's Theater

Break students into groups to have them read and act out scenes from the book. Students should read the page aloud, delivering the characters' lines with personality and proper inflection, while acting out the illustration. You can make this project more elaborate if you wish, giving students time to make masks, get props, and rehearse. Capture the performances on video and make a movie version of the book to share with the class, their families, and the whole school!

### Clap Along Syllables

Have students practice recognizing syllables using the words in *It Will be OK*. After you have read the book aloud, go back and either have students read pages aloud or read them aloud yourself. While the text is being read, have students clap their hands to indicate each syllable. How many syllables are in each word?

### My Favorite Part

This book has great illustrations that are funny (a giraffe climbing a tree!?) and also tell the reader more details about what is happening in the story. Have students select their favorite illustration from the book and dictate or write a brief opinion piece identifying the picture, explaining why they like the illustration, what is happening in it, and what part of the story it tells. Have students revise their work based on peer feedback and share their final essays with the rest of the class.

### Another Story

Now that students have seen how Zebra helped his friend when Giraffe was scared by Spider, have them write and illustrate a new story that shows someone helping out a friend who is scared. What do they say and do to help the friend? How does the main character in the story let the friend know they understand? How does the friend feel at the beginning? At the end? Have students share their stories with the rest of the class.

