FREE K-1 TEACHER'S GUIDE

# The Giant Rolling Gumball

*Reading, word, kindness and art activities for kindergarten and first grade*



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Mirrorlight PRESS

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# The Giant Rolling Gumball

FREE K-1 TEACHER'S GUIDE

## 1 At a glance

| | |
|---|---|
| **Grades** | Kindergarten and first grade |
| **Time** | 25 to 35 minutes for the read-aloud lesson, plus optional activities over several days |
| **Themes** | friendship, kindness, welcoming someone new, belonging, courage, sharing and taking turns |
| **Materials** | the book, chart paper, crayons or markers, watercolors (optional), a soft ball, the student pages in this guide |
| **Free to use** | copy any page for your classroom, library or home |

## 2 About the book



A giant, glowing Gumball rolls into a small town looking for a friend. It rolls up buildings, through the bakery and past every shop, while the town watches in wonder. Rory, a six-year-old girl who just moved to town, sees the Gumball outside her window one night. In the morning she bravely steps outside and asks if she can play. Soon other children join in, everyone takes turns, and Rory learns that friendship grows when kindness is shown first.

### Learning goals

**Students will:**

- Name the characters, setting and important events in the story
- Retell the story in order: first, next, then, last
- Notice how Rory feels and use clues from the words and pictures to explain why
- Learn and use six new words from the story
- Hear and make rhyming words
- Practice welcoming, sharing and taking turns
- Use art and imagination to tell their own Gumball story

# 3 Read-aloud plan



## Before reading

**3 TO 5 MINUTES**

- Show the cover. Ask: What do you notice? What do you think a giant rolling Gumball might do?
- Point to the author's name and the pictures. Ask: Who writes the words? Who makes the pictures?
- Say: Listen for how Rory feels when she first comes to town, and how she feels at the end.

## During reading

**5 TO 8 MINUTES**

- **Bakery page ("squished the chocolate pies"):** How do the people in the bakery feel? How can you tell?
- **Seven days and seven nights:** What is the Gumball looking for?
- **Rory moves to town ("felt a little down"):** How does Rory feel? Which words and pictures help you know?
- **Night at the window:** What do you think Rory is wondering?
- **Rory steps outside ("standing bravely near"):** What brave choice does Rory make?
- **Other children come to play:** What can Rory and the Gumball do so no one is left out?

## After reading

**5 TO 8 MINUTES**

- **Story parts:** Who are the characters? Where does the story happen?
- **Retell:** What happened first, next, then, last?
- **Feelings:** How did Rory feel at the beginning? How did she feel at the end? What changed?
- **Big idea:** The book says friendship grows "when kindness first is shown." What does that mean?
- **Our class:** What could we say or do when someone new joins us?

## 4 Word Builders



Read the line from the book, share the kid-friendly meaning, then do the gesture together.

| Word | From the book | Kid-friendly meaning | Gesture |
|---|---|---|---|
| **shimmer** | "it shimmered soft and bright" | to shine with a soft, twinkly light | wiggle your fingers like sparkles |
| **wonder** | "Everyone was wondering how this all would end" | to think about something and ask questions in your head | tap your chin and look up |
| **carefully** | "She stepped outside so carefully" | slowly, paying close attention | tiptoe in place |
| **bravely** | "standing bravely near" | doing something even when it feels a little scary | stand tall, hands on hips |
| **share** | "They shared the games" | to let others use or enjoy something with you | pretend to hand something to a friend |
| **kindness** | "when kindness first is shown" | being friendly, helpful and caring | hand on your heart |

**Try it:** Ask students to use each word in their own sentence, such as "I can share my crayons."

## 5 Kindness and friendship



### Activity A: The Rolling Welcome Circle

**10 MINUTES**

- Sit in a circle. Gently roll a soft ball, the "Gumball," to a classmate.
- As you roll it, say a welcoming phrase: "Want to play?" "You can sit with us." "Come join our game!"
- The child who catches it rolls it to someone new until everyone has had a turn.
- Any child may say "pass" and roll it on. Keep the focus on what we can do, not on times we felt left out.

### Activity B: Our Kindness Gumball Wall

**ONGOING**

- Cut out large paper circles, or use the My Welcome Gumball page.
- When a student sees a kind act, they add a Gumball to the wall with a drawing or a few words about it.
- At the end of the week, count the Gumballs together and celebrate.

## 6 Creative thinking

### Activity C: Where Will the Gumball Roll Next?

**15 MINUTES**

- Ask: If the Gumball rolled into our school, where would it go first? Who would it meet?
- Students draw the Gumball's next adventure and tell it with first, then, last.
- Kindergarten students can dictate their story. First graders can write a sentence or two.

### Activity D: Picture Hunt

**10 MINUTES**

- The illustrations hide small surprises. Look again, page by page, and hunt for them together.
- Look for these 12 animals (book pages in parentheses): a cow (1), a ladybug (1, 4), a puppy (4, 17), a cat (6-7, 12, 15, 16, 20-21), a dog with sausages (8-9), an owl (10-11, 13), a rabbit (10-11), a snail (12, 16), a mouse (13), a robin (15, 16), a butterfly (16) and ducks (20-21).
- Ask: What else do you notice? What do you think is happening there?

## 7 Art

### Activity E: Watercolor Shimmer Gumball

**20 MINUTES**

- Draw a big circle with a white crayon, pressing hard. Add eyes and a smile.
- Paint over it with light washes of pink, blue and lavender. The crayon lines "magically" appear.
- Talk about it: How did you make your Gumball shimmer? Which colors did you choose and why?
- No paint? Use soft colored pencils and gently blend the colors.

### Activity F: My Friendship Gumball

**15 MINUTES**

- Students draw themselves playing with the Gumball and a friend.
- They finish the sentence: "I can help someone feel welcome by ___."
- Share in pairs, then add to the Kindness Gumball Wall.

## 8 Rhyme Detectives



- Read these rhyming pairs from the book: day / play, pies / surprise, friend / end, town / down, house / mouse, bright / night, door / before, ear / near, alone / shown, start / heart.
- Say one word. Students roll their hands like a Gumball when they hear the word that rhymes with it.
- Challenge: Can you think of another word that rhymes? (play, day, say, ...)

## 9 Printable student pages

Each page is one sheet, prints well in black and white, and has big spaces for drawing and writing.

1. **How Rory Felt:** Draw Rory's face at the beginning and at the end. Circle a feeling word for each (happy, lonely, curious, brave, excited). "I know because ___."
2. **First, Next, Then, Last:** Four boxes to draw or glue the story in order. Sentence starters under each box.
3. **Rhyme Match:** Draw a line from each picture to the picture that rhymes (house / mouse, pies / surprise, bright / night, door / before).
4. **Word Pictures:** Six boxes, one for each Word Builder word. Draw a picture that shows the word.
5. **My Welcome Gumball:** A big Gumball to color, with "I can help someone feel welcome by ___."
6. **Picture Hunt:** A checklist of the 12 hidden animals, with small pictures to tick off as students find each one.

## 10 Quick check

**Most students can:**

- ☐ Name Rory and the Gumball and tell what each one wanted
- ☐ Retell at least three events in order
- ☐ Describe how Rory felt, with a clue from the words or pictures
- ☐ Use at least two Word Builder words
- ☐ Hear and say one rhyming pair
- ☐ Name one way to welcome someone new

# 11 Standards connections

Florida B.E.S.T. English Language Arts and Florida Visual Art benchmarks. Codes and wording checked on CPALMS, Florida's official standards site.

| Benchmark | What it says | Where in this guide |
|---|---|---|
| **ELA.K.R.1.1** | Describe the main character(s), setting, and important events in a story. | After reading; How Rory Felt |
| **ELA.1.R.1.1** | Identify and describe the main story elements in a story. | After reading; How Rory Felt |
| **ELA.1.R.1.2** | Identify and explain the moral of a story. | After reading: Big idea |
| **ELA.K.R.1.3** | Explain the roles of author and illustrator of a story. | Before reading; Picture Hunt |
| **ELA.K.R.1.4** | Identify rhyme in a poem. | Rhyme Detectives; Rhyme Match |
| **ELA.K.F.1.2** | Demonstrate phonological awareness. (b) Identify and produce alliterative and rhyming words. | Rhyme Detectives; Rhyme Match |
| **ELA.K.R.3.2** | Retell a text orally to enhance comprehension, using main character(s), setting, and important events. | After reading; First, Next, Then, Last |
| **ELA.1.R.3.2** | Retell a text in oral or written form to enhance comprehension, using main story elements at the beginning, middle, and end. | After reading; First, Next, Then, Last |
| **ELA.K.V.1.1 / ELA.1.V.1.1** | Use grade-level academic vocabulary appropriately in speaking and writing. | Word Builders; Word Pictures |
| **ELA.K.C.1.2** | Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order. | Where Will the Gumball Roll Next? |
| **ELA.K12.EE.1.1** | Cite evidence to explain and justify reasoning. | "How can you tell?" questions; How Rory Felt |
| **VA.K.S.1.1** | Explore art processes and media to produce artworks. | Watercolor Shimmer Gumball |
| **VA.K.O.2.1** | Generate ideas and images for artworks based on memory, imagination, and experiences. | Where Will the Gumball Roll Next?; My Friendship Gumball |
| **VA.K.C.2.1** | Describe personal choices made in the creation of artwork. | Watercolor Shimmer Gumball |
| **VA.1.S.1.1** | Experiment with art processes and media to express ideas. | Watercolor Shimmer Gumball |
| **VA.1.S.1.3** | Create works of art to tell a personal story. | My Friendship Gumball |

*The kindness and friendship activities also support the social and emotional skills many schools teach, such as relationship skills and social awareness.*

## 12 Family connection

✂ CUT OUT AND SEND HOME

### A note from school

Today we read *The Giant Rolling Gumball*, a story about Rory, a girl who is new in town, and the friendly Gumball who becomes her friend. At home, ask your child:

- What did Rory do that was brave?
- What can we say when someone wants to join our game?
- Where would you like the Gumball to roll next?



## 13 About the author and permissions

| | |
|---|---|
| **Author** | Lisa Dawley, PhD, a former elementary school teacher with more than 30 years in teaching and learning. |
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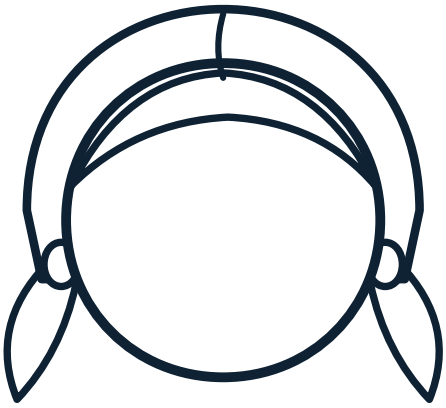
*Stories, reflections, and a little magic*

Name: _____ Date: _____

# How Rory Felt

Draw Rory's face at the beginning and at the end of the story. Circle a feeling word for each.

## At the beginning

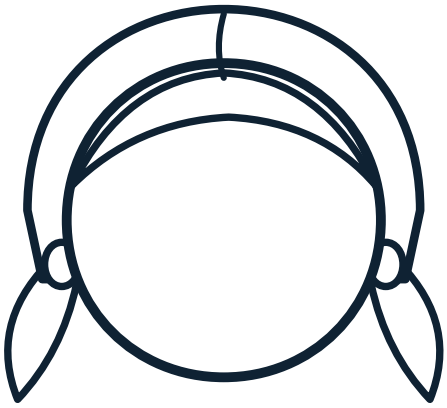


Circle how Rory felt.



happy lonely curious brave excited

## At the end



Circle how Rory felt.



happy lonely curious brave excited

I know because

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Name: _____ Date: _____

# First, Next, Then, Last

Draw what happened in the story, in order. Then tell or write about each part.

## First

1

## Next

2

## Then

3

## Last

4

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Name: _____ Date: _____

# Rhyme Match

Say each word out loud. Draw a line to the word that rhymes.



house

surprise



pies



play



night



mouse



day



bright

My own rhyme: _____ and _____

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Name: _____ Date: _____

# Word Pictures

Draw a picture that shows what each word means.

## shimmer

## wonder

## carefully

## bravely

## share

## kindness

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Name: _____ Date: _____

# My Welcome Gumball

Color the Gumball. Then finish the sentence with words or a picture.



I can help someone feel welcome by

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Name: _____ Date: _____

# Picture Hunt

Look closely at the pictures in the book. Check the box when you find each one.

- ☐  cow
- ☐  ladybug
- ☐  puppy
- ☐  cat
- ☐  dog
- ☐  owl
- ☐  rabbit
- ☐  snail
- ☐  mouse
- ☐  bird
- ☐  butterfly
- ☐  duck

## Something else I found:

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