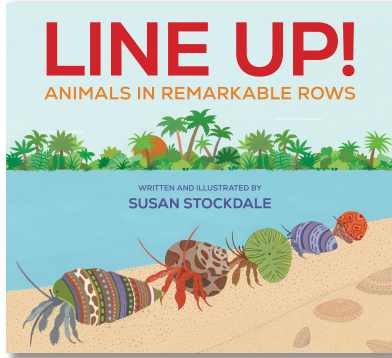


PEACHTREE  
**TEACHER'S GUIDE**

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## Line Up! Animals in Remarkable Rows

Written and illustrated by Susan Stockdale

HC: 9781682633229

E-book: 9781682635100

Ages 2–5

### ABOUT THE BOOK

*Line Up: Animals in Remarkable Rows* celebrates the animal world, introducing young children to a vividly illustrated and poetic exploration of a unique aspect of animal behavior—lining up. Using twelve brightly colored double-page spread illustrations and rhyming text, each turn of the page features a different animal—mammals, birds, crustaceans, fish, insects, and reptiles—each with a fascinating story to tell.

### KEY SKILLS

- Listen/Question/Discuss
- Think/Plan/Discuss
- Use of Resources/Independent Research
- Understanding Rhythm, Rhyme, and Repetition in Poetry
- Self Control/Self Discipline
- Mindful Awareness/Sustained Focus
- Social and Emotional Development
- Communication/Relationship Building/Interaction with others
- Manipulation of Real Materials
- Vocabulary Building
- Knowledge, Comprehension, and Application of Ideas
- Analysis, Evaluation, and Synthesis of New Ideas
- Creative Thinking (Fluency, Flexibility, Originality, Elaboration)
- Bodily-Kinesthetic Movement

### THEMES

Lining-Up | Out of Order Chaos | Patience | Teamwork/ Collaboration | Uniqueness/Individuality | Diversity | Artistic Lines/Patterns/Design

### BEFORE YOU READ

- Set a purpose for reading: Children are familiar with the concept of lining up but probably aren't aware that animals line up, too. To get focused for the lesson begin a classroom brainstorming session asking why, when, and where we as humans line up in our everyday lives both inside and outside of school, such as: walking quietly in the hallways at school to maintain order, following rules while driving in traffic for protection and safety, or respectfully waiting our turn in line for ice cream.
- Display the front and back covers of the book while introducing a brief synopsis of the book: "We are about to learn something unique, that animals line up just like we do." Ask students, "What do you see? Do these animal shells look like anything you've seen before in nature? What makes them distinctive and unusual? What do the colorful patterns on their shells suggest? What do you notice about their size? Where and why do you think they are they lining up? What do you notice about the birds on the back cover? What words would you use to describe them?"



- Ask students, “What word on the cover is new to you?” If they’re not familiar with the word “remarkable,” explain the meaning using synonyms they already know such as: awesome, amazing, incredible, extraordinary, unusual, unique, distinctive, rare, surprising, etc. Ask, “After looking at the cover are you curious to look inside?”
- Display the endpapers at the front and back of the book. Ask, “What is the first thing you notice? Do the endpapers suggest something about the animals? Why did the illustrator draw them in rows? How many animals can you recognize?”
- Explain that you are first going to do a picture walk to create a visual experience, showing students the book all the way through without reading the words. Ask them to look closely at each illustration thinking about what they see, especially what action or movement is taking place, as well as paying particular attention to the colors, shapes, and patterns that reveal the natural home where the animals live and grow. Show the illustrations very slowly so they don’t miss any detail. Ask students, “What do the pictures tell us without words? What are all the animals doing that is the same?” They’re lining up!

## AS YOU READ

- Now read the book aloud with the text, adding understanding to the illustrations. Read the text on the first page aloud a second time before turning the page, calling attention to the rhyming words, bringing students into the poetic rhythm and rhyme of the book.
- Briefly explain the meaning of words or concepts students are unable to infer from the illustrations or text by providing common synonyms. There will be further opportunities to define these more completely in a broader classroom activity.

## AFTER YOU READ

- Using the information in the addendum in the back of the book, go through the book a third time to further explain the name of each animal, what type of animal it is, where it lives, and how and why it lines up as it does. Discuss the book and provide activities using the suggestions in this guide and answer any questions students may have.

## DISCUSSION QUESTIONS

### KNOWLEDGE AND COMPREHENSION

- What is this book about? What are the most important things the author wants you to know? Summarize these ideas in two or three sentences and tell your classmates.
- Choose your favorite page. Do you have a favorite color or shape on this page? What is it? What do you like about it? How do you feel when you see it? What is your least favorite color or shape on any page in this book? What is it you don’t like about it? How do you feel when you see it?
- Do you ever make a game of lining things up in neat rows? What things do you like to line up? How do you feel when you do that? How would you react if someone made a mess out of an orderly row or tower you had made? Would you think it was entertaining and fun? Or would you feel frustrated and angry?
- If you could be any one of the animals in *Line Up!*, which one would you like to be? Why? Which animal would you like to have as a friend? Why? Which animal would you least like to be? For what reasons?
- Choose an animal from *Line Up!* and using the book’s rhymes, illustrations, and addendum retell how, why, and where it lines up.

### APPLICATION AND ANALYSIS

- What can you tell about each animal’s habitat from the illustrations? What clues did you find in the background? If you could travel to any one of these places which one would you choose? What would you like or dislike about it? Where would you not want to go?
- Sometimes waiting our turn in line can be difficult and overwhelming. When this happens, having lining-up procedures and rules to follow become helpful for us to monitor our behavior. What coping skills have you been taught to help you manage your impulses and your feelings while waiting in line?



## EVALUATION AND SYNTHESIS

- When lining up, where do you feel most comfortable? At the front? In the back? In the middle? What is it about being in that position that provides this feeling? Where do you feel least comfortable? For what reasons?
- Think about a problem and a solution for each animal in the book. How does lining up solve this problem?
- What did you learn from this book that could be useful to you? In what ways do you think this book is important to young children? Have you read other books by this author? If not, would you like to?

## CLASSROOM ACTIVITIES

### LANGUAGE ARTS

- Which animal did you like learning about the most? Describe what you liked about it and why. What animal was the most fascinating? Which was the most surprising? What words would you use to describe them?
- Find the rhyming words. What other words do you know that rhyme with those words?
- Illustrators often convey all their senses in their art. Think about the sounds, smells, tastes, and how things might feel to your touch as you look at the pictures of the animals in their habitats. Choose one animal and describe how you imagine it using your five senses.
- Ask students to use context clues to help define any unfamiliar words or terms in the text, such as: *wake*, *hermit*, *krill*, *squid*, *spines/spiny*, *nestle*, *matriarch*, *native*, *vital*, *flock*, *caravan*, *swap*, *queue*, *roost*, and *perching*.
- Synonyms are words or phrases with the same or similar meaning. What are synonyms for: amble, stack, scamper, propped, stalk, scent, and critters?
- Discuss rhythm, rhyme, and repetition in the text and how they are important in writing poetry. Make up a short poem of at least two lines about this book and share it with the class, then ask students to make up their own short poems. Assist with guided writing as they dictate their poems to you and post their poems in the classroom.
- To develop storytelling skills choose one group of animals lining up in the book and imagine what one animal might be saying to the animal in front of it, or behind it.
- Tell a funny story about what they might be talking about, or who they might be talking about, or where they might have been, or where they're going now, and how they feel about it. Be sure your story has a beginning, a middle, and an end, with a problem to solve and how it may or may not have been solved. Entertain your classmates with your story, or team up with a classmate or two if you want to perform a short skit.

### VISUAL ARTS

- Renowned children's book illustrator Mo Willems is best loved for using bold, simple lines and bright colors to bring his characters to life in his Elephant and Piggie series. His characters express an extraordinary range of facial expressions and body language conveying movement, mood, and emotion, engaging young readers. Explore a few of his books with students, focusing on how his lines and shapes, using different types of pencils, brushes, and crayons, create a story.
- Also consider exploring the art of the following esteemed illustrators of classic picture books for children, well known for their masterful work with line: Maurice Sendak, Eric Carle, Dick Bruna, Rosemary Wells, Ludwig Bemelmans, Arnold Lobel, Tana Hoban, Paul Galdone, Sandra Boynton, Helen Oxenbury, and Garth Williams.
- Ask students to think about lines on animals they are familiar with, such as wavy lines for a zebra and straight lines for a bumblebee. Draw only the lines themselves on a blank piece of paper, not contained within a sketch of an animal. Use colors to help identify what animal the lines represent. Ask your classmates if they can identify your animals from their signature lines. Can you identify theirs?
- When you make scribbles or doodles on a page you are using lines and shapes to make designs. What lines and shapes do you like to scribble? Do you like to use colors? Study the lines, shapes, and colors the illustrator has used in *Line Up!* Are they similar to some of the expressive designs you have created?



- Think about all the different shapes in *Line Up!* Which is your favorite? Why is it your favorite? Using clay or playdough, sculpt your favorite three-dimensional shape from the book, whether it's an animal, a flower or plant, a tree, part of a coral reef, or something else. Then add stripes, checks, spots, colors, and patterns. Be as expressive and whimsical as you like with your designs! Create a classroom display of shapes your classmates have made. Did anyone else choose to make the model you chose? If so, how did they decorate theirs differently?
- How observant are you? Are you mindful of what's around you, looking around and paying attention to details? How is mindful noticing valuable not only to artists and writers but to policemen and firemen? Who else benefits from heightened awareness? How could it benefit you?
- Ask students to select an activity they enjoy watching or participating in that involves movement such as playing a sport, dancing, climbing a tree, biking, or jumping rope, etc. List the adjectives and adverbs that describe both the activity and the feelings they have while doing or viewing this activity. Then, ask students to write next to each adjective or adverb what type of line and color would reflect this activity best. For example, watching a ballet may be soft, thin, wavy lines in pastel colors, while jumping rope may be thick, zigzag lines in bold hues.

## GEOGRAPHY

- Using the information from the addendum at the back of the book, help students mark with a pin on a world map in your classroom where each animal is from. Explain how their environment contributes to their survival.
- Would you like to know about other animals from around the world that line up? From what particular places? What is it about those places that interests you?
- Find the lines of longitude and latitude on a world globe. What do these invisible, imaginary lines that divide the earth measure? Help students research how mapmakers use these lines to locate places on the earth.

## SCIENCE AND NATURE

- **Think/Plan/Discuss:** Different animals need different habitats to survive. If you were to gather materials for a coffee can replica of the habitat for one of the animals in *Line Up!* what natural or man-made materials would you use? Consider sand, water, ice cubes, shredded paper, leaves, stones, twigs, soap powder flakes, etc. Is the climate hot and wet, dry and dusty, or cold and icy? Describe the materials you would choose to represent the real-life natural habitat and your reasons for choosing them.
- Create a trivia game where students play individually or on a team to answer questions about information they have learned in *Line Up!* For example: What animal has no teeth but uses its tongue and strong bill to catch its prey? Or, which birds flock together for safety?
- Ants live in large social groups called colonies or armies. Flamingos flock together by the thousands in a large group called a flamboyance. A group of elephants is called a herd. There are many comprehensive lists online for the names of groups of animals. Help students research these collective nouns for the rest of the animals in the book. Some may surprise you!
- To increase understanding of the ideas in the book, introduce additional vocabulary words and concepts for advanced learners to research independently: aquatic, marine, polar, tropical, biodiversity, ecosystem, imprinting, camouflage, pheromone, entomology, wind resistance, matriarch, parasite, Vitamin D, migration, crustacean, amphibian, and reptile.
- Crabs, lobsters, krill, and ants are arthropods. They have a hard outer body (exoskeleton) and three body parts: head, thorax, and abdomen. Research additional characteristics of these arthropods using at least two primary sources and present your findings to the class.



## MATH

- With very young students, watch one of several videos of the classic children's song, *The Ants Go Marching*. It focuses on numbers, allowing a fun way to practice counting and simple math as the ants line up to march. It also introduces rhyming words and repetition to the youngest learners.
- Choose your favorite page. What colors do you see? Count how many different colors you see on that page? What page has the least number of colors?
- Use pre-reading and pre-math skills such as matching, sorting and classifying, shape-recognition, and number awareness to explore the illustrations in *Line Up!* Describe the colors, shapes, sizes, and patterns you see in the animals and their habitats. Think of as many words as you can to describe them. Do you see some things repeated on several different pages? Which ones?
- Explain to students that an ordinal number refers to the position or place of something in a series, such as first, second, third, etc. Prepare ten separate index cards with a cardinal number—1 through 10—written on the front. On the back of each card write the corresponding ordinal number. For example, number 1 would have 1st (first) written on the back. Distribute the cards, one to each student, and let them know you will be asking them to put themselves in a line, in order, holding their card in front of them to identify their position in line: 1st (first), 2nd (second), 3rd (third), etc. Ask, “Who will be first in line? What number is that?” The student holding that card comes forward. “Who will be second in line?” That student lines up behind the first, etc. Ask students to exchange cards and repeat the activity.
- Explain that anything can be ordered using ordinal numbers. Give examples such as grades in school (1st first grade, 2nd second grade), dates on a calendar (January 10th tenth) or team rankings (in 4th fourth place). What other examples do students know?
- Form different kinds of lines and shapes with pipe cleaners that represent an idea of something. Do horizontal or vertical or diagonal lines suggest anything to you? How about parallel lines? What do circles or ovals or spirals suggest? What do other shapes like squares, triangles, and rectangles suggest? What about cones and cylinders and spheres? Which shapes do you like to draw?
- Look for lines and shapes inside your classroom and outside in nature. Find thick lines and thin lines and curvy lines and twisted lines. A pattern is something that is repeated over and over. How many line patterns can you find? How many shape patterns can you find? How many color patterns can you find? Find patterns in the illustrations in *Line Up!*

## SOCIAL AND EMOTIONAL DEVELOPMENT

- Teachers use countless strategies for lining up students for transitions. As a class, discuss the importance of patience, waiting, order, delayed gratification, self-control, focus, silence, respect, boundaries, personal space, safety, and protection, to help make these transitions go smoothly. Offer students opportunities to recognize different feelings in themselves and others. Ask, “How do you feel when you are trying hard to practice these things but find yourself losing patience? How do you feel when others lose patience, creating chaos in the line?”
- The need for instant gratification requires immediate satisfaction and often leads to impulsive behavior. Eagerness to get quickly to the next activity, to be first in line, or to stand next to a friend may cause students to want to run, push, shove, or cut in front of others. Set aside a few moments before students need to line up to focus their attention on breathing. Take ten deep breaths or use the figure-eight breathing technique to help calm and reassure students when feeling anxious or overwhelmed. Focused attention on breathing restores balance to help control these impulses and promotes self-regulation to move quickly but purposefully in a safer and more orderly way.



- As a class, one way to foster patience, delayed gratification, and the ability to listen, watch, and observe more carefully is to put a bowl out in the rain and wait for it to fill up.
- To foster focus, self-control, respect, and personal space, wrap a large class gift in multiple layers and ask students to take turns unwrapping the gift slowly and carefully, teaching them to wait patiently until the last layer is unwrapped. Be sure the gift contains enough wrapping paper for everyone to participate.
- There is a current trend when texting friends and family to use emojis, simple lines, and colors to express thoughts and emotions. What do you think of the use of this most basic art form as a way to communicate? Discuss as a class, being respectful of differing opinions.

## ABOUT THE AUTHOR/ILLUSTRATOR

**Susan Stockdale** began her art career as a textile designer for the apparel industry, providing her an opportunity to express her love of pattern and color. Today, pattern and color remain central to her work as the author and illustrator of critically acclaimed picture books that celebrate nature. Her books, including *Fantastic Flowers*, *Stripes of All Types*, and *Fabulous Fishes*, have been named ALSC Notable Children's Books, NCTE Notable Children's Books in the Language Arts, NSTA Outstanding Science Trade Books for Students K–12, and the Bank Street College of Education Best Children's Books of the Year. Susan lives in Maryland, where she lines up at the grocery store every week.

[SusanStockdale.com](http://SusanStockdale.com)

## BODILY-KINESTHETIC MOVEMENT/MUSIC

- Have you tried line dancing with your students? Teach students steps to a simple line dance. It's a fun way to practice sequential order and pattern recognition with movements connecting body, mind, and emotions. Or try a conga line or the old-fashioned bunny hop to lighten spirits when classroom tensions run high.
- Provide instrumental music and an opportunity for students to experience gross motor development as they act out a variety of animal sounds and movements. Encourage self-expression that allows for waddling, floating, crawling, creeping, paddling, lumbering, gliding, scampering, running, and swimming. Can students guess what animals their classmates are imitating?

Peachtree Teacher's Guide

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