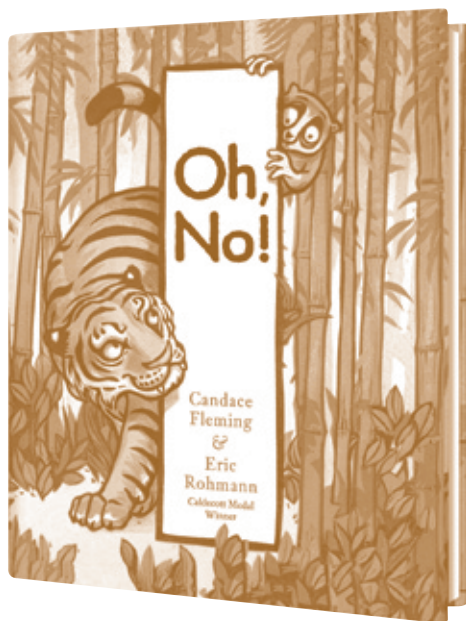


Oh, No!

Activities for the Classroom

 Grades PreK–2

Oh, No!

by Candace Fleming &
Eric Rohmann

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About the Book

A sly, playful read-aloud by a Caldecott Medal-winning artist and a bestselling author!

Young children will delight in repeating the refrain “OH, NO!” as one animal after another falls into a deep, deep hole in this lively read-aloud. This simple and irresistible picture book by hugely popular picture book creators—Candace Fleming and Caldecott medalist Eric Rohmann—feels like a classic-in-the-making.

About the Author & Illustrator

CANDACE FLEMING’s most recent picture books include *Clever Jack Takes the Cake* and *Imogene’s Last Stand*. She is also the author of the nonfiction titles *The Great and Only Barnum*, *The Lincolns*, and *Amelia Lost*.

ERIC ROHMANN is the award-winning author-illustrator of many books for children, including *Time Flies*, recipient of a Caldecott Honor, and *My Friend Rabbit*, a Caldecott Medal Winner.

★ “Oh, Yes! This is a terrific new picture book.” —*Kirkus Reviews*, Starred

Pre-Reading Activity

Ask students what they already know about the jungle and record their answers on the board. Then introduce and explain new vocabulary words that are featured in the book: *loris*, *sun bear*, *kudzu vine*, *banyan tree*. Write these words, along with matching pictures, on separate index cards. Divide students into pairs and have them play MEMORY with the cards. Then challenge them to bring the game home to play with a parent or friend!

EXAMPLE:

Sun Bear

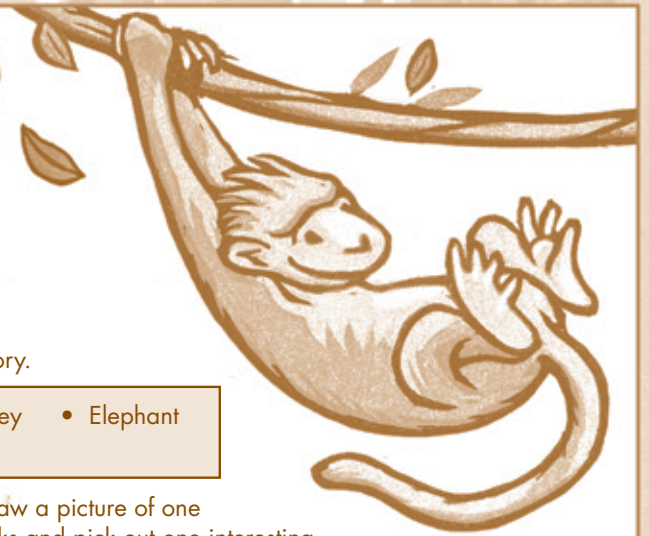


Classroom Connections

My Oh, No! Animal Book

Gather reference books about each of the animals featured in the story.

- Frog
- Mouse
- Loris
- Sun Bear
- Monkey
- Tiger
- Elephant



Give students seven pieces of construction paper and ask them to draw a picture of one animal on each page. Allow them to look through the reference books and pick out one interesting fact about each animal. They can write this fact at the bottom of each animal page. Then bind the pages together into a book and have them create a cover page called “My Oh, No! Animal Book.” Keep the books in the room so that students can share them with classmates, or send it home so that they can show their parents what they learned!

Spot the Pattern

Read through the book and help students spot the pattern that the author uses before each animal falls into the hole.

EXAMPLE:

Monkey swung by on his kudzu vine. **(animal and action)**
Wheee-haaaa! **(animal sound)**
Wheee-haaaa! **(animal sound)**
Monkey swung by on his kudzu vine. **(animal and action)**
Wheee-haaaa! **(animal sound)**

Then ask the class to use the pattern to create a new page for the book using their favorite animal. They can also draw an illustration for their new book page. Have students share their new page by reading it aloud to the class, and ask everyone to join in to make the animal sounds!

How Do You Feel?

Create six signs that each say a different emotion: happy, sad, scared, angry, giddy, confused. Discuss what each of these emotions mean and ask students to share a time that they had that feeling. Then post the signs in various places in the room. Read the book aloud and ask students to stand under the appropriate sign as their feelings change throughout the story. Students will begin to understand that a good book inspires many different emotions!

Act It Out!

Divide students into groups of seven and have them re-enact the story. Assign one animal to each student in the group and ask them to create masks of their animal to wear as a costume. Students can recite the “dialogue” from the story as you read it aloud or challenge students to study the book and recite the story on their own. Then invite parents, friends, and other classes to come see the grand performance of **Oh, No!**

Become the Author

Review with students the definition of a book “sequel.” Then ask students to imagine that they are the author of the book and have to write a sequel. What happens to the tiger in the next book? Have students write a sequel with their own unique title, story, and illustrations. Allow time for students to read their sequels aloud to the class—no two stories will be the same!

#1 Friend

After reading the book, discuss what it means to help a friend. Ask students to share a time that they helped a friend. Make “#1 Friend” awards, enough for each student in the class, and explain that you are going to be watching for times that they help a friend in the class. Each time you see a student helping a friend, give him/her an award to wear for the day. Be sure that each student gets recognized!



Prepared by Jamie Simon, an educational consultant in the Washington, DC area, who has been involved in education for 12 years as both a teacher and an administrator.

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Name: _____



My Story Map

Complete the story map using the characters, setting, problem, and solution from the book. You may use words and/or pictures to explain the story.

CHARACTERS

A large, empty rounded rectangular box intended for students to write the characters from the story.

SETTING

A large, empty rounded rectangular box intended for students to write the setting of the story.

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PROBLEM

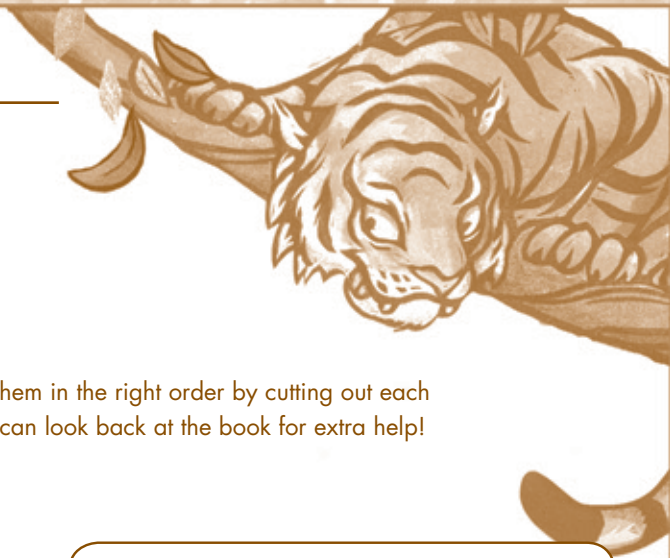
A large, empty rounded rectangular box intended for students to write the problem in the story.

SOLUTION

A large, empty rounded rectangular box intended for students to write the solution to the problem.

EDUCATORS: Reproduce this activity sheet to use with students.

Name: _____



All Mixed Up

Oh, no! All of the events in the story are mixed up. Help put them in the right order by cutting out each event on the left and gluing it in the proper place on the right. You can look back at the book for extra help!

Monkey falls into the hole.

1.

Frog falls into the hole.

2.

Sun bear falls into the hole.

3.

All of the animals walk away.

4.

Mouse falls into the hole.

5.

Tiger falls into the hole.

6.

Loris falls into the hole.

7.

Elephant saves the trapped animals.

8.



EDUCATORS: Reproduce this activity sheet to use with students.