

SCAVENGER HUNT

In *The House with Nobody in It*, the narrator walks readers through various rooms in the house, pointing out different objects. Host your own scavenger hunt to see if children can find the same objects in your space. You can use the same physical objects or put up images of these objects for children to find.



CHAIR

LAMP

TABLE

BED

CLOCK

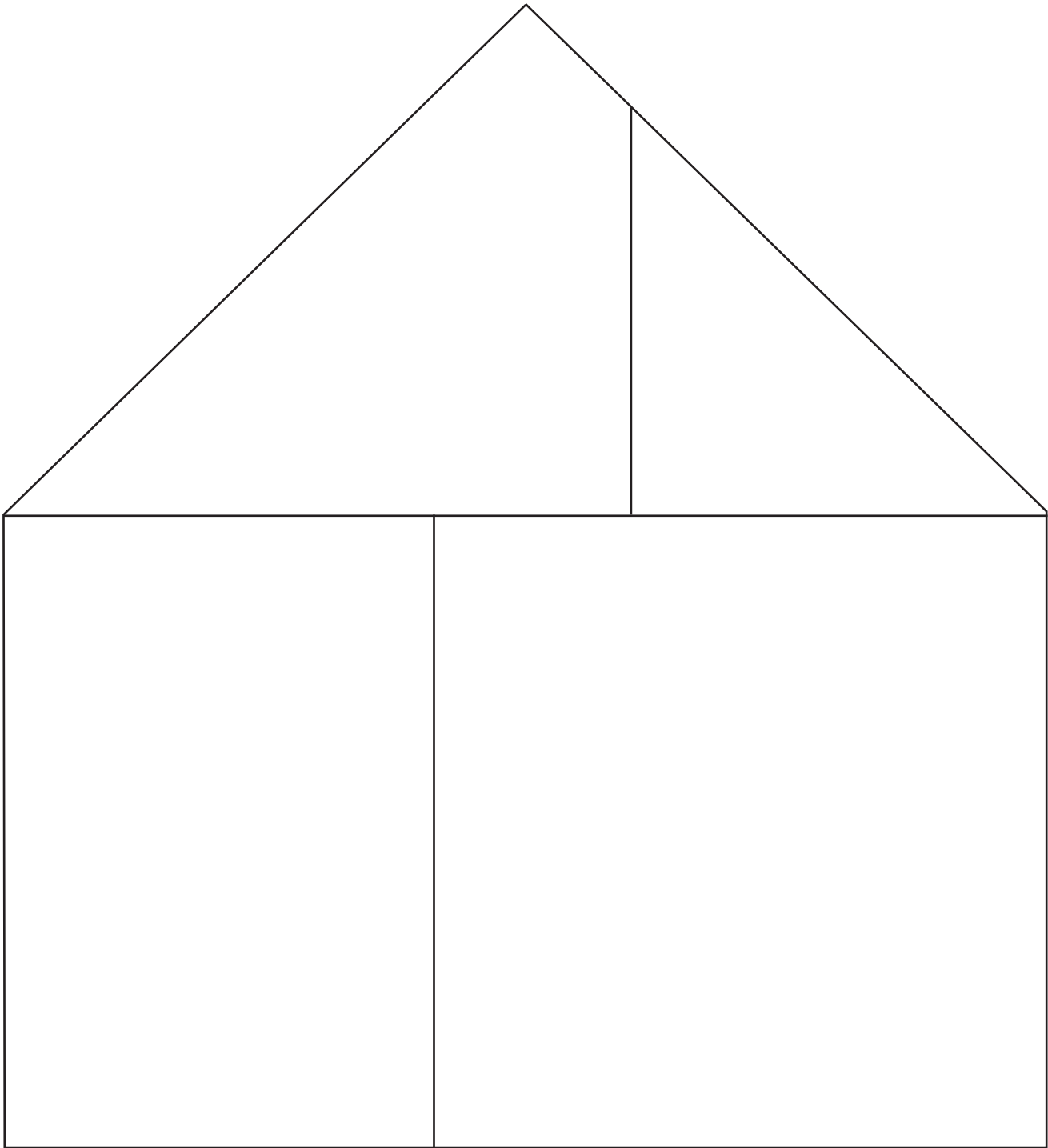
BOOTS

STOOL



DECORATE YOUR HOUSE

How would you decorate your house? What would you put in different rooms? Use the space below to draw things you'd fill your house with.



SHIFTY EYES

In the world of Jon Klassen, even objects can have personality! Draw your own versions of the things below, then draw on eyes, add eye stickers, or glue on googly eyes to give them life.



BOARD BOOK STORYTIME TIPS

Jon Klassen's board books are great to read for storytimes for the youngest children. Here are some ideas and suggestions for how to engage children and their caregivers during story hour and make that time more interactive.

READ SLOWLY

Reading each word slowly and emphasizing certain words will help children build vocabulary and language comprehension. You can even point to the different words as you read.

ASK QUESTIONS

If the narrator mentions a certain object, you can pause and ask the child where on the page that object is. This will allow them to connect pictures with words.

OBSERVE

Before moving onto the next page, ask the child if they notice anything else about that spread—what different colors do they see? Do they recognize any shapes? What else do they notice? What do they think will happen on the next page? Questions like these will engage their imaginations and pull them further into the story. You can even answer your own questions as you ask them to demonstrate the practice of ask-and-answer.

CONNECT

Ask the child to look around and see if they can spot any shapes or objects around them similar to the ones on the page. For example, in *The House with Nobody in It*, the narrator points out a clock; ask the child to point to a clock in the room, or even a circular shape. In *Your Forest*, the narrator introduces a stream; you can ask the child if they've ever seen a stream before. Questions like these help children connect what they see in the story to the larger world around them.



ACT AND IMITATE

Jon Klassen's objects have life to them. Ask the child to imitate or act out the objects they see on the page. Even if the object is static, you can ask the child to pose in a similar shape or move their eyes in a similar way. The purpose is to have the child mirror what they see to further connect and identify with the "characters."

TOUCH AND TURN

Let the child turn the page. This gives them the opportunity to have a little control while also letting them experience the practice of turning a page to see what happens next. Board books are ideal for this since there's little chance of damage. You can also ask the child to point to different objects on the page. All these actions will help engage their fine motor skills.

REFLECT

After finishing the book, ask more questions. What did they think about the story? Did they like it? How did they feel—scared, happy, curious? Did they have a favorite part? Give children the opportunity to start forming opinions. You as the reader can also answer these questions yourself.

YOUR THINGS MATCHING ACTIVITY

Can you match these things? Use your finger, a pencil, or a crayon to draw a line connecting the matching things to each other.

