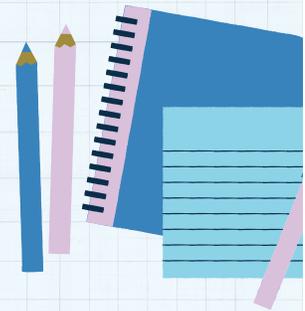


EDUCATOR'S GUIDE

Greetings, Floof!



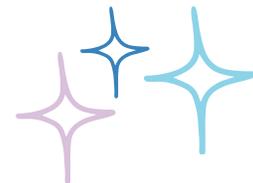
About the book



An interactive adventure full of way-out-there fun starring an adorable alien named Floof!

Floof – from the planet Ploof – has just landed on Earth! Luckily, alien expert Dr. Greta Goodnote is here to guide readers on how to interact with him. She explains how to make Floof feel welcome by raising your arms and jiggling them, protect him from the rain by blowing clouds away, and most important of all: stop him from poofing up when he gets wet! There’s a whole lot to do and a whole lot of silliness to enjoy.

With its lovable alien character and giggle-inducing activity prompts, debut author C. J. Hong’s playful, inventive story is sure to be a hit with young readers. A. J. Smith’s stylishly retro art, with its midcentury space race look, gives Floof just the right amount of cuddly, fluffy appeal. Besides the high entertainment factor, this book contains themes of inclusion and welcoming new friends, and a simple introduction to how a scientific hypothesis works. With a new activity on every spread – other examples include pointing to hiding animals, blowing Floof a kiss and clearing dust with a brush of the fingers – this is a perfect pick for high-energy story times.



About the creators



C.J. Hong is a children's book author with a passion for promoting literacy. With her stories, she hopes to foster a love of reading in children. She can often be found at the library, checking out as many books as she can carry. In her spare time, she loves to dance, practice Kung Fu Fan, volunteer at an elementary school and spend time with family and friends. She lives with her husband in Ottawa, Ontario. Find out more at www.cjhong.com.



Specializing in silly stories and funny drawings for kids, author/illustrator AJ Smith is passionate about crafting books that will fuel a love of reading. Over the past 20 years, he has scribbled up creative projects for exciting clients like Cartoon Network, Highlights, Kids Can Press, Nat Geo Kids, Nickelodeon, Sesame Street, and Simon & Schuster. AJ lives near Boston, where he also works as a high school art educator. See more of AJ's books and art at www.AJSmith.net or follow him on instagram: @AJSmithnet

In this guide...

[Science and Technology Connections](#)

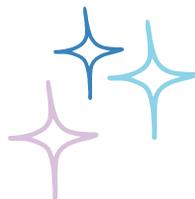
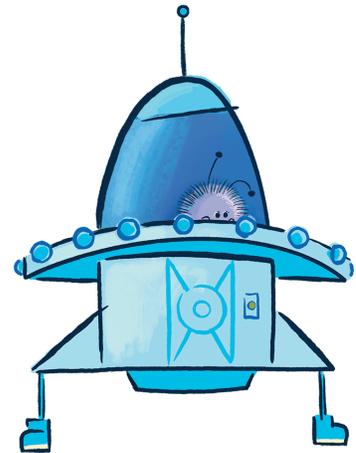
[Language Connections](#)

[Social Emotional Learning Connections](#)

[Crafty Connections](#)

[Cross-curricular Connections for Small Groups](#)

[Printables](#)



About the guide

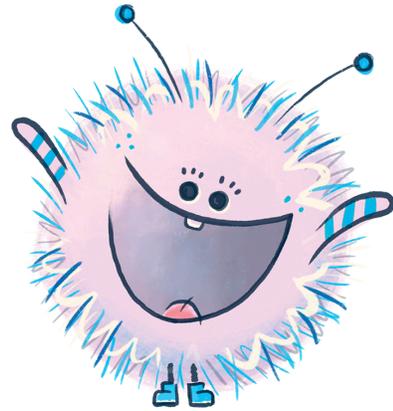
This guide is intended for educators of students in kindergarten through grade 2. It was designed and developed by Jen Lynn Bailey, a certified teacher, instructional designer, and children's book author. Find out more about her work at www.jenlynnbailey.com.

Science and Technology Connections

Testing hypotheses and communicating ideas

Curriculum connections:

- In early childhood, children learn about problem solving through wondering, asking questions, making guesses or predictions, trying things out and seeing what happens.
- Later, children are introduced to scientific inquiry: asking questions, making predictions, exploring, investigating, observing and recording.
- Children are simultaneously developing the skill of writing simple messages to communicate their ideas using a combination of pictures, symbols, letters, and words.



Setup discussion:

In this story, Floof needs your help to de-poof. Dr. Greta Goodnote asks herself a question: how can we de-poof Floof?

She thinks, thinks, and then, she has an idea! But she's not sure if it will work.

What is her idea? [Her idea is to squeeze Floof.] She guesses, or predicts, that we can help by squeezing Floof. This is her hypothesis. We helped her test her hypothesis by closing and opening the book slowly, and watching what happened next.

What did you notice, or observe, when we tested the hypothesis? [We were on the right track. Floof became a bit more de-poofed.]

What did we do next? [We tested the hypothesis again.]

What did we observe? [Floof de-poofed.]

Imagine that Dr. Greta Goodnote's hypothesis **was wrong**. Instead of getting de-poofed, Floof got more poofed! Think, think... What idea would you try next?

Use the [printable](#) to record your hypothesis and observations.

Identifying and describing characteristics of animals

Curriculum connections:

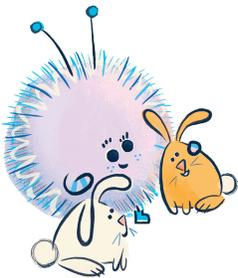
- In early childhood, children begin to demonstrate an awareness of the natural environment through observations, questions, and representations of their findings.
- They sort and classify groups of living things in their own way, and begin to recognize, explore, describe, and compare patterns in the natural environment.
- Later, they learn to identify the physical characteristics of various animals and explain how these characteristics help the animals meet their basic needs.

Setup discussion:

Floof loves animals! In this story we spotted many animals with Floof. Which animals did you spot? [bunnies, a skunk, a bird]

Turn to the page where Floof leaves his spaceship, and a bunny tail and ears are visible.

How did you know that there was a bunny, or rabbit, in these bushes? [Bunnies usually have big ears and a small round tail.] What do we use our ears for? [To hear.] Why do you think a rabbit might need big ears? [One purpose is to hear really well. They might need to know if there is danger (a predator), where their family is, etc.] Do you know any other animals with big ears? [Elephants, some dogs, deer, long-eared bats, fennec foxes.]



A rabbit's small tail also helps them escape from predators. How do rabbits move? [They hop, or jump.] They have strong hind legs and they hop to move around quickly. When they hop, their small tail is very distracting! It makes their predator confused, and the rabbits are harder to catch. [Body break activity idea: hop like a bunny.]

Turn to the next page, where Floof is hugging the bunnies.

How did you know that there was a skunk in these bushes? [The long black and white tail.] *Turn to the next page, where we see the skunk.*

How do you know that this skunk is stinky? [Dr. Greta is holding her nose; it says "Pee-ew! It's stinky."] When there is danger, a skunk will lift its tail as a warning for other animals to see. If it feels very scared, it will spray a stinky smell, to keep the danger away.

A long tail also helps the skunk to balance when digging, climbing, or running. What other animals do you know that have long tails? [A squirrel, a chipmunk, a cat, a dog, a monkey, a racoon, a beaver...]

Use the [printable](#) to sort the animals.

Language Connections

Curriculum connections:

- In early childhood, children develop an awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words.
- Gradually they learn the correspondence between letters and sounds (phonics), and they further explore sounds, rhythms, and language structures.



Rhyme

Set up discussion:

A rhyme is a word that ends with the same sound as another word. When we read the book, what rhymes did you hear for the name Floof? [Ploof, poof, Bloof-bloof] What part of the word stays the same? [the end] What part of the word changes? [the beginning]

Can you think of any other words that rhyme with Floof? [roof, proof]

Let's think of rhymes for the other characters. What rhymes with bunny? [funny, money, honey, sunny, runny, punny] What rhymes with skunk? [bunk, trunk, sunk, stunk]

Use the [printable](#) to connect the words that rhyme.

Words that sound like noises (onomatopoeia)

Discussion: In this story, some words sound like the noises they describe.

For example, the word "poof" sounds like the noise Floof made once he expanded, and became really puffy and fluffy. The word "woo-hoo" sounds like the noise that Floof made when he was happy. The word "pee-ew" sounds like the noise we make when something is stinky. And the word "bonk" sounds like the noise of Floof hitting his head on a tree branch.

Do you know any other words that sound like a noise they describe? What word can you use to describe the sound that a sneeze makes? [achoo]. How about a bell? [ring, jingle] A clock? [tick-tock] A car? [beep-beep, crash, toot-toot, vroom] What's a word that you can use to describe the sound of water? [splash, splish, slurp] The wind? [whoosh, woo]

What about some animal sounds? [moo, neigh, cluck, bow-bow, meow, buzz, hiss, etc.]

Social Emotional Learning Connections

Curriculum connections:

- In early childhood, children build foundational literacy and social understanding by practicing active listening strategies, making personal connections to stories, identifying how characters feel and why, and expressing their own ideas and feelings through discussion and shared reading experiences.
- Later, they deepen these skills by applying listening strategies more independently, extending personal connections across texts, analyzing characters' motivations with greater insight, and communicating their thinking clearly in oral and written forms.

Greetings!

Setup discussion:

Have you ever been to a new place you had never been before? How did you feel? [Invite children to share their experiences.]



How do you think Floof felt when he first arrived on Earth? [He might have felt scared, worried, or nervous.] How do you know? [He didn't step out of his spaceship. He looked like he was hiding.] In *Greetings, Floof!* we helped Floof, an alien from another planet, to feel comfortable and welcome.

There are many ways to greet a person, to help them feel comfortable and welcome. How can you greet a person using words? [You could say hi, hello, good morning, good evening...]. Do you know how to say hello in a different language?

Since Floof speaks a different language, we didn't know how to greet him with words. How did we greet him instead? [We raised our arms and jiggled them.] What if you met someone, like Floof, who didn't speak the same language as you. What ways could you use to say hello without using words? [wave, bow, shake hands]

Secret Handshake Activity: Make a classroom secret handshake. Pretend a new student joins the class. Role play how to teach them the handshake, to help them feel welcome.



Floof-y Feelings!

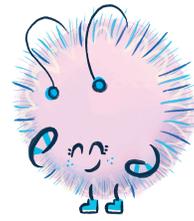
Setup discussion:

We don't speak the same language as Floof, but we still knew how he felt in the book. What were the different emotions that Floof felt throughout the story?

[Use the book and open to previously flagged pages and prompt for feelings and reasons we know. E.g., On the page where Floof is cuddling bunnies: Floof looks happy. We can tell by his facial expressions and actions: he is smiling and hugging the bunnies.

On the page with the stinky skunk, Floof looks concerned, worried, and maybe even surprised or confused. We can tell by his facial expressions and gestures: his mouth is open wide and his hand is raised up to his face. This may be to show surprise, or to protect himself.]

Use the [printable](#) resource to guess the emotion.



Showing and Spreading Kindness

Discussion:

When Floof bumped his head, how do you think he felt? [sad, hurt] How did we make him feel better? [We blew a kiss.] What other ways could we have helped Floof?

If someone gets hurt on the playground, what would you say or do to help them? [Brainstorm together ways to console them. Determine if they need more help by seeking an adult.]

Something really neat happened after we showed kindness to Floof. He spread kindness with others! What was the chain of events? [We blew Floof a kiss which made him feel better → he blew kisses to Ploofians on his planet → Ploofians spread kisses to others.]

What are some ways that you can spread kindness? What might happen next if you do that? [Encourage them to think of a chain of events, or a ripple effect, from their actions.]

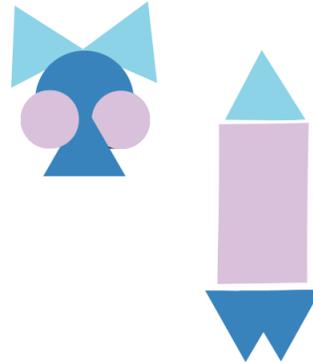


Crafty Connections

Shape Shuffle

Materials needed:

- [Printable](#), printed on white or coloured paper
- scissors
- glue stick or glue
- crayons or coloured pencils
- construction paper



Instructions:

Prompt children to look for shapes in the illustrations throughout the book. You can use the last set of prompts from [Cross-curricular Connections for Small Groups](#) as a model.

Option 1: Distribute one set of printables to each child. If you printed the shapes on white paper, the children could begin by colouring the different shapes. To practice colour and shape recognition, this could be prompted (e.g., colour the triangles red, colour the circles blue). Invite the children to cut out the shapes.

Option 2: Pre-cut the shapes for the children and distribute them. To practice shape recognition, prompt them to find and hold up the different shapes.

Then, invite them to move (shuffle) the shapes around on the table in front of them:



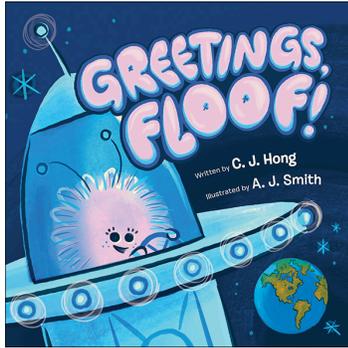
- Shuffle the shapes to make a bunny.
- Shuffle the shapes to make a spaceship.
- Shuffle the shapes to make a tree.
- Shuffle the shapes to make something new!

Ask the children to pick their favourite shape shuffle creation and glue it to a piece of construction paper.

Invite them to draw other details in their picture. For example, if they glue down their shapes to make a spaceship, they might add stars, the moon, or planets to their picture.



Cross-curricular Connections for Small Groups



The following activities work best in a setting where children can closely examine the illustrations in the book. For e.g., in a small group or one-on-one.

The story begins in outer space, on the front endpapers.

- How do you know it's in outer space? [You see Earth, the moon, planets, etc.]
- Do you know the names of any planets?

On the final endpapers, the Ploofians are flying in different spaceships.

- What type of spaceships do you see? [firefighter spaceships, bus spaceships, etc.]

Draw a spaceship with you or an alien inside of it.

- What can you add to show that the spaceship is traveling in outer space? [stars, moon, planets, etc.]
- Tell me about your spaceship design. Why did you decide to design it in that way?

On the final endpapers, we see Ploofians in spaceships.

- Find a spaceship with [1, 2, 3, 4...] Ploofians in it.
- If there are 3 Ploofians in a spaceship and one is teleported out, how many Ploofians are left in the spaceship? [2]
- If there are 8 spaceships in space and 2 land on Earth, how many spaceships will be left in space? [6]
- If 3 spaceships land on Earth and then 6 more spaceships join them, how many spaceships will be on Earth? [9]

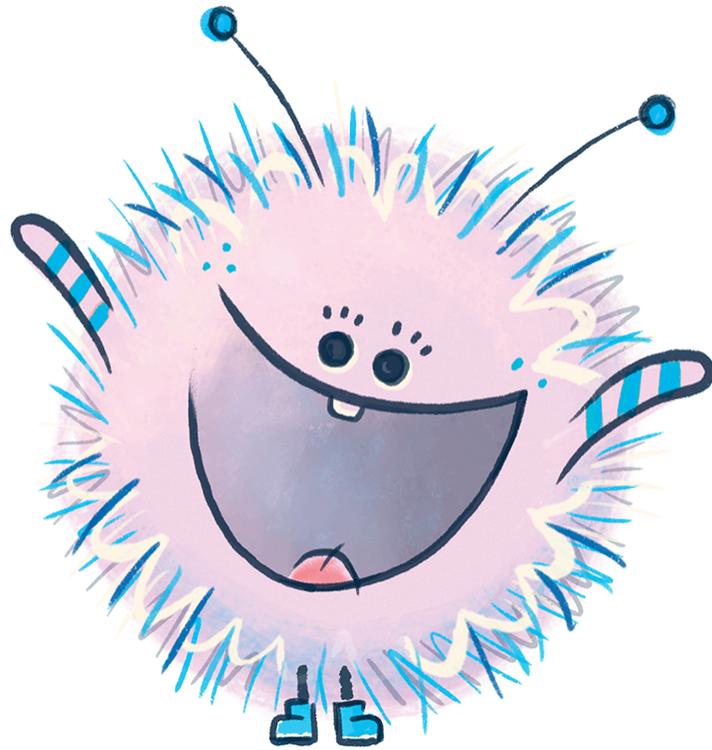
Prompt children to look for shapes in the illustrations throughout the book. For example, on the page where the skunk sprays his scent, ask:

- Where do you see circles? [bunny's tail, tops of trees, greenery in the top corners, the middle of flowers, some characters' eyes, Floof's antennae, Greta's earring]
- Where do you see semi-circles (half-circles)? [the tree stump, some leaves, the mushroom caps, part of the skunk's tail]
- Where do you see triangles? [trees, bunny and skunk's noses]
- How many triangles do you see in the tallest evergreen tree? [4]

Using the same page as inspiration: Draw a tree using 3 triangles. Draw a tree using 4 circles.

Printables

Resources to support learning



Name: _____

How will you de-poof Floof?

Draw a poofy Floof.

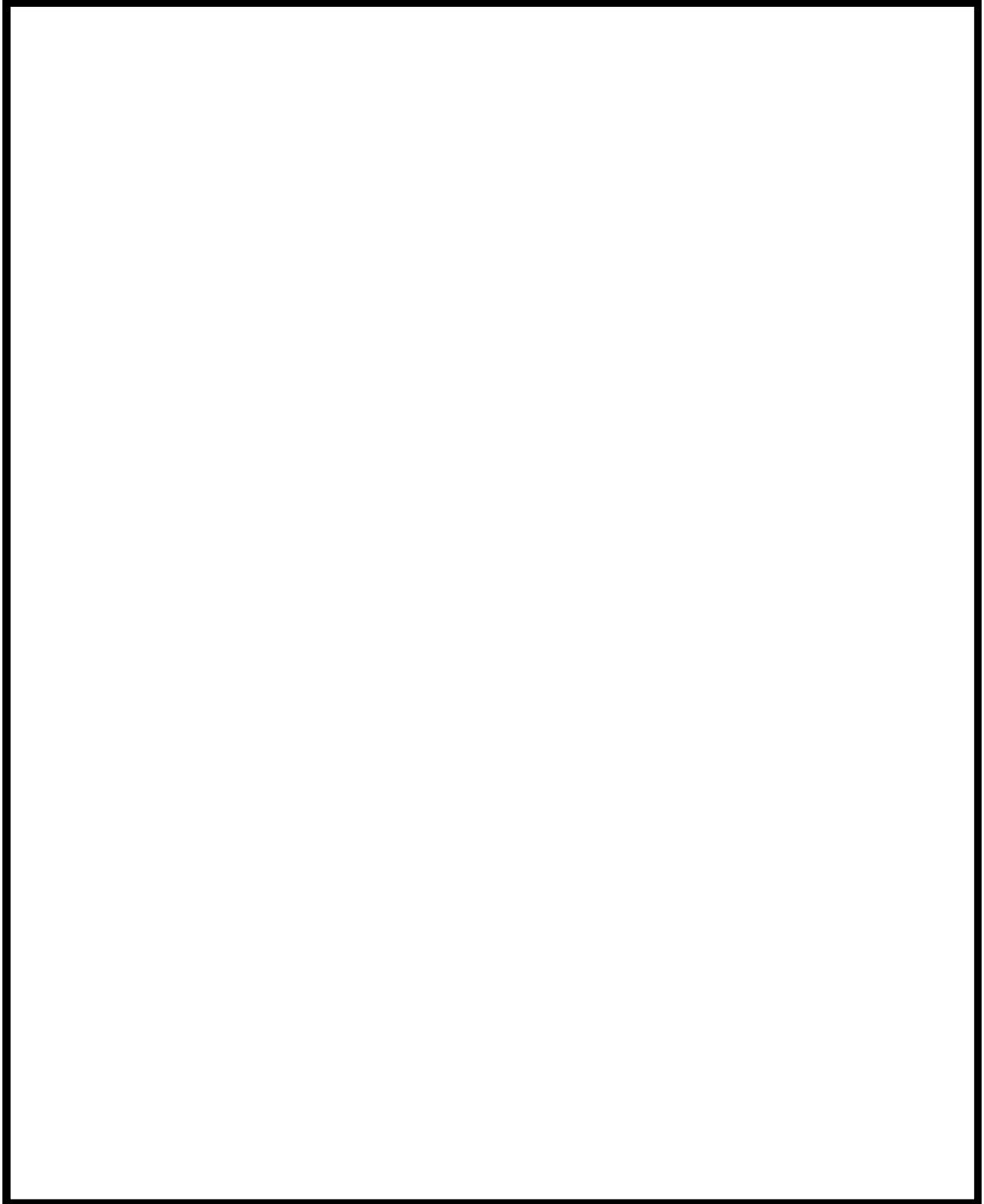


Think, think. What is your idea?

Draw or write what you will do to de-poof Floof.



Imagine that your hypothesis was right.
Draw what Floof looks like now.

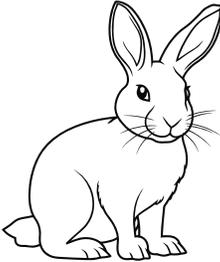
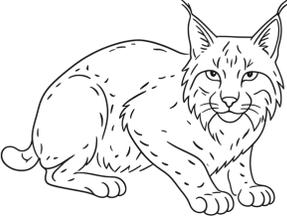
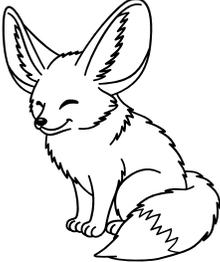
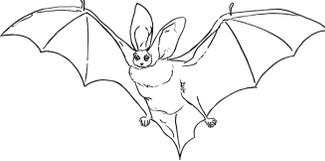
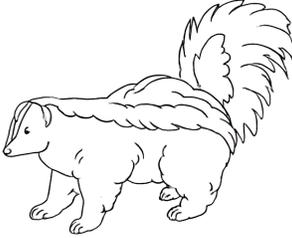
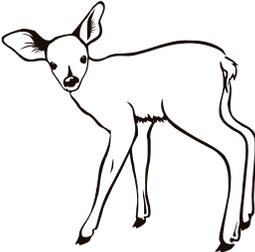


Name: _____

Big ears or long tail?

Use scissors to cut out the animals, then sort them. Which animals have big ears? Which animals have a long tail?

Glue the animals that have big ears in the "Big ears" box. Glue the animals that have a long tail in the "Long tail" box. One animal has big ears and a long tail. Glue that animal in the middle box.

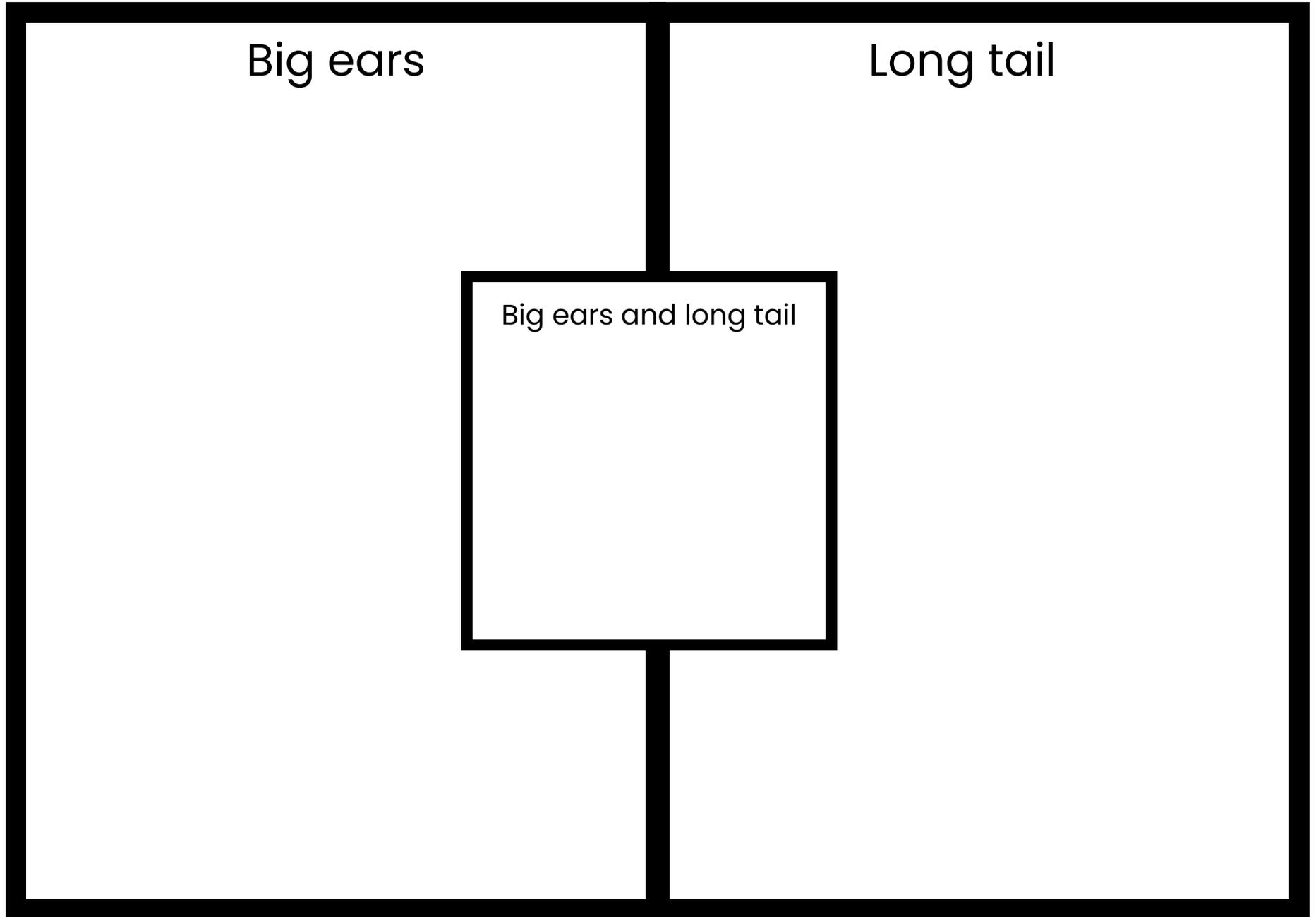
 rabbit	 lynx	 fennec fox
 long-eared bat	 skunk	 raccoon
 beaver	 deer	 chipmunk

Name: _____

Big ears

Long tail

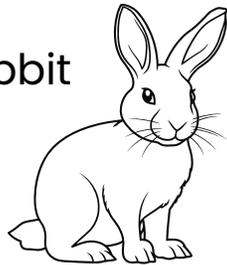
Big ears and long tail



Answer Key

Big ears

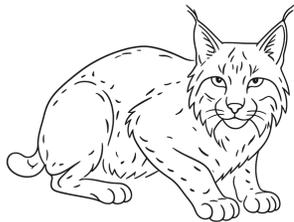
rabbit



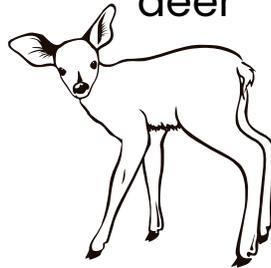
long-eared bat



lynx



deer



Long tail

skunk



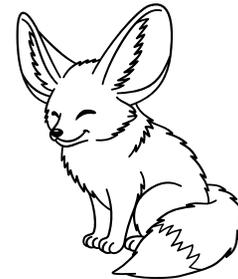
raccoon



chipmunk

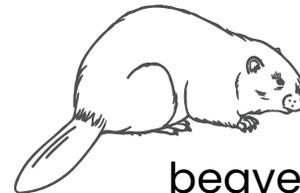


Big ears and long tail



fennec fox

beaver



Name: _____

Rhyme time

Draw a line to connect the words that rhyme.

Floof

funny

bunny

fly

cloud

stunk

skunk

poof

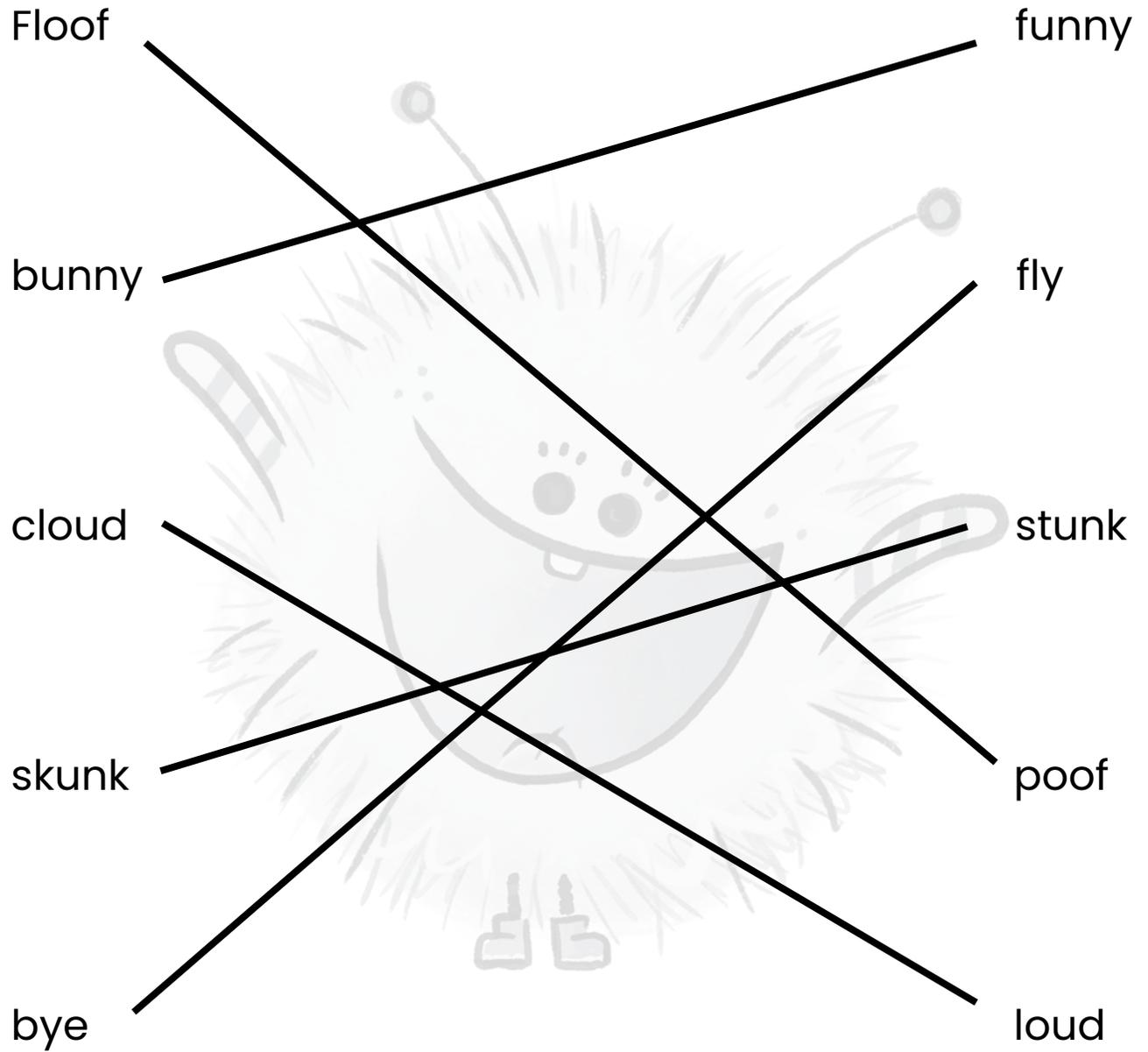
bye

loud



Rhyme time

Answer Key



Guess the emotion

Cut out the emotion cards below and put them into a bowl or bag. Invite a student to choose one and to make the facial expression shown for the class. (Option: place this page in a binder or folder where the student can secretly choose a facial expression to make for the class.) Invite the other students to guess the emotion.



worried



frustrated



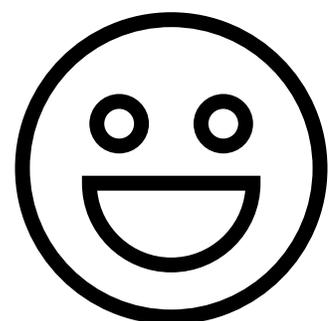
happy



tired



angry



excited



surprised

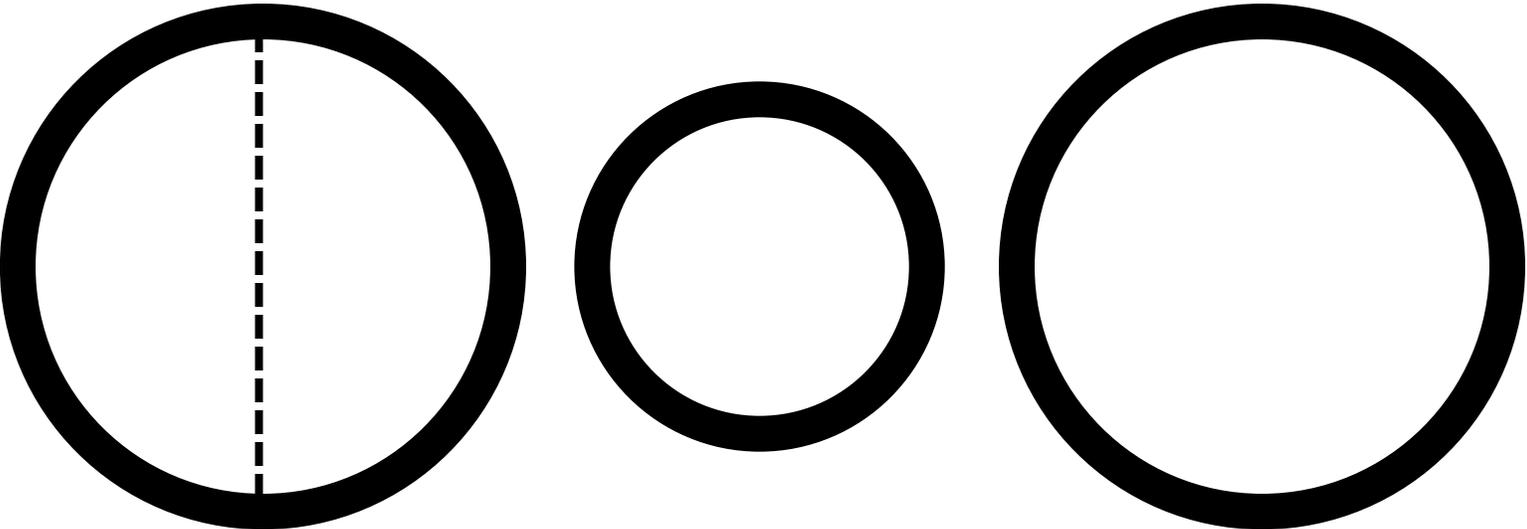
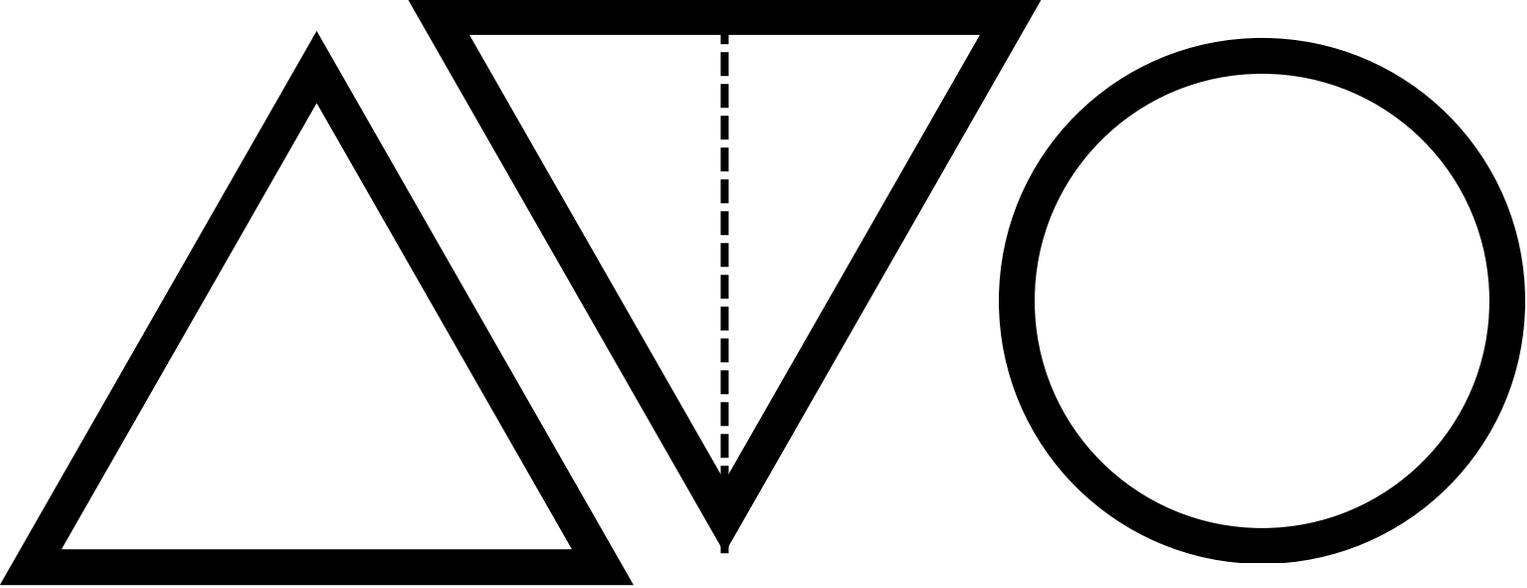


sad

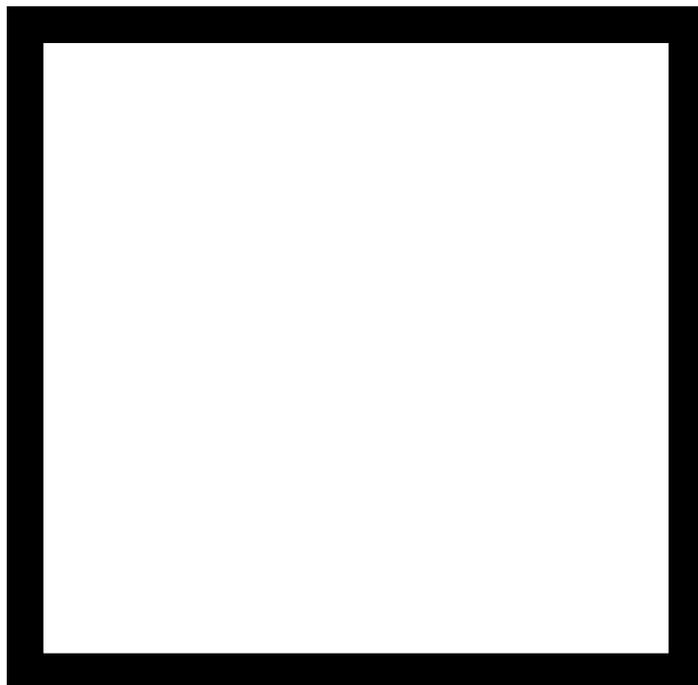
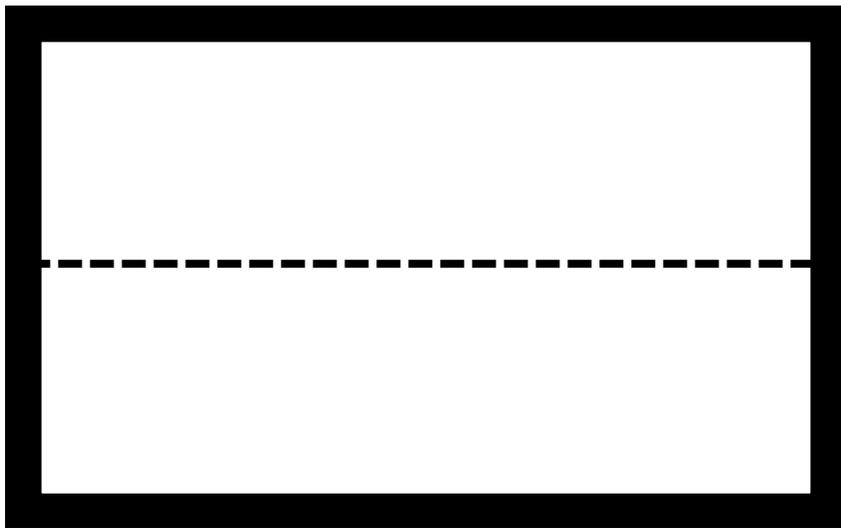
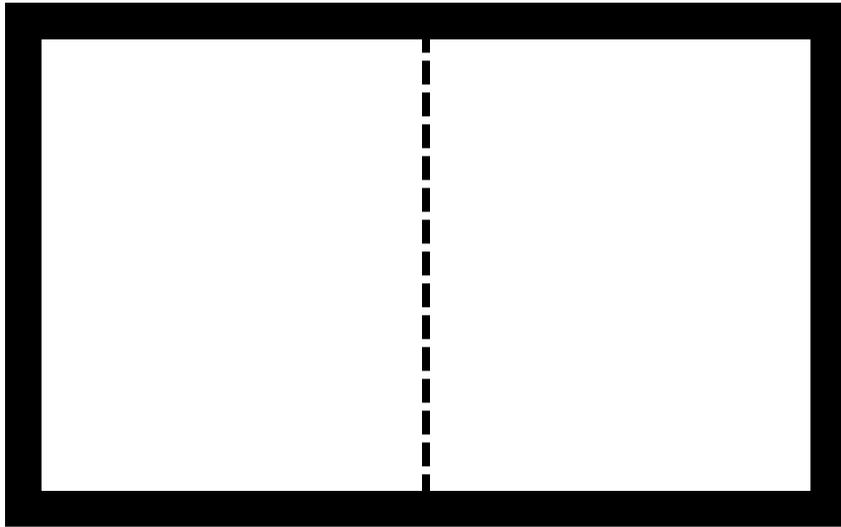


scared

Shape shuffle: triangles and circles



Shape shuffle: rectangles and squares

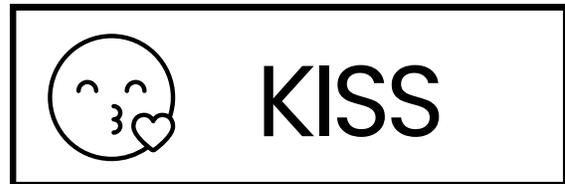


Name: _____

FIND THE WORD

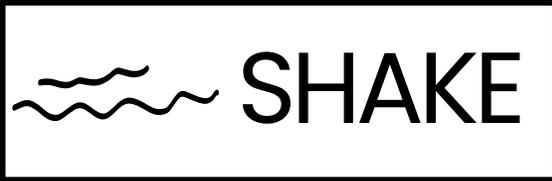
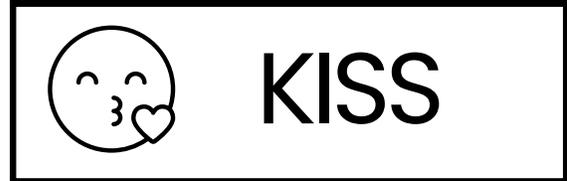
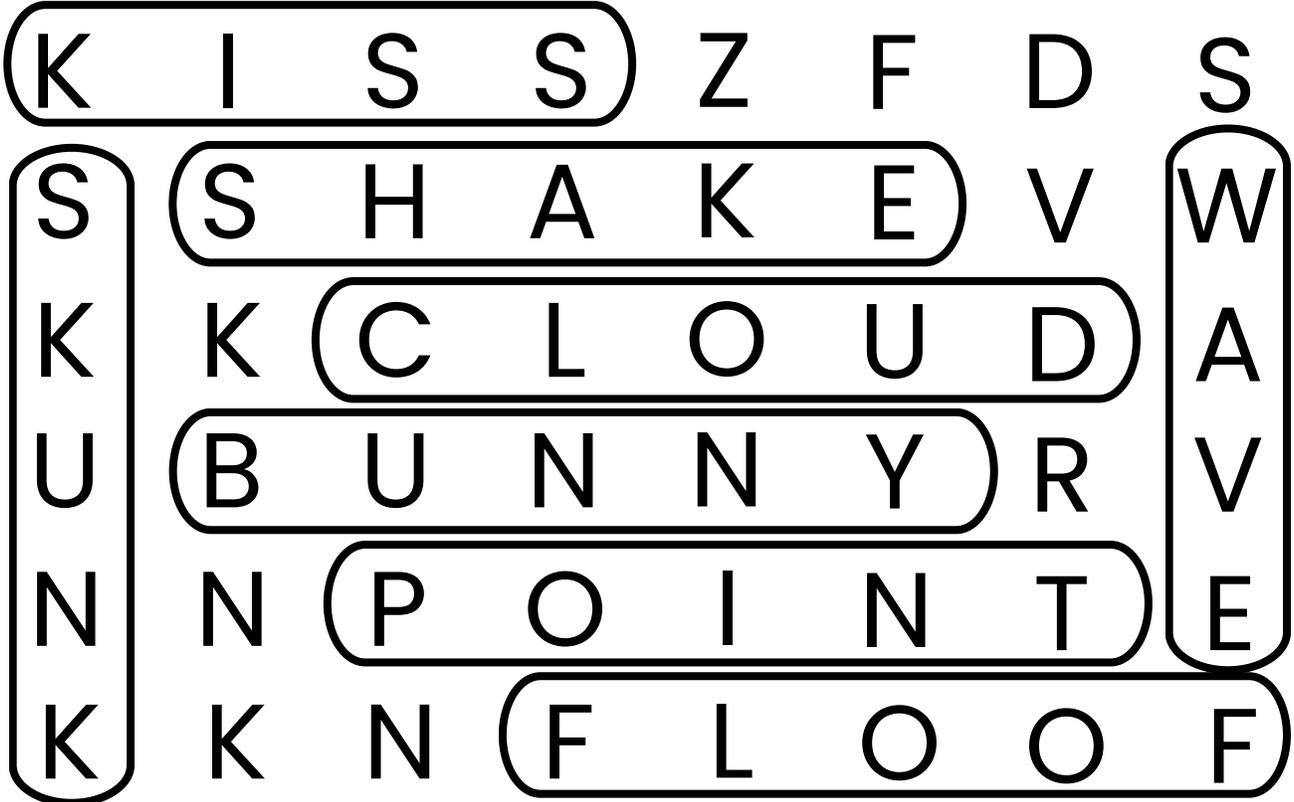
Help Floof find the words! Circle them in the puzzle.

K I S S Z F D S
S S H A K E V W
K K C L O U D A
U B U N N Y R V
N V P O I N T E
K K N F L O O F



FIND THE WORD

ANSWER KEY



Name: _____

Date: _____

GREETINGS, FLOOF!

WORD SEARCH

Circle the words in the puzzle.
Be sure to look up, down, left, right, and diagonally!

C	L	I	A	N	I	M	A	L	S	Z	A
E	S	E	N	G	I	N	E	N	K	A	R
A	Q	X	M	N	I	E	X	N	E	S	E
N	A	P	N	H	P	G	I	P	E	F	S
N	P	L	T	D	N	H	R	L	O	N	E
E	B	O	O	S	T	R	E	O	I	A	A
T	I	R	E	P	U	I	L	O	N	R	R
N	L	E	A	L	T	F	C	F	G	I	C
A	O	R	D	A	G	B	N	I	S	K	H
I	T	B	E	N	O	C	E	A	M	I	O
C	R	G	R	E	E	T	I	N	G	S	E
H	Y	P	O	T	H	E	S	I	S	I	Y

FLOOF

EXPLORER

ENGINE

GREETINGS

PLOOFIAN

RESEARCH

BOOST

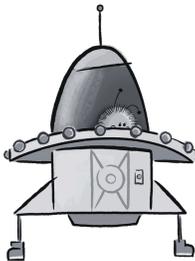
THINK

PLANET

HYPOTHESIS

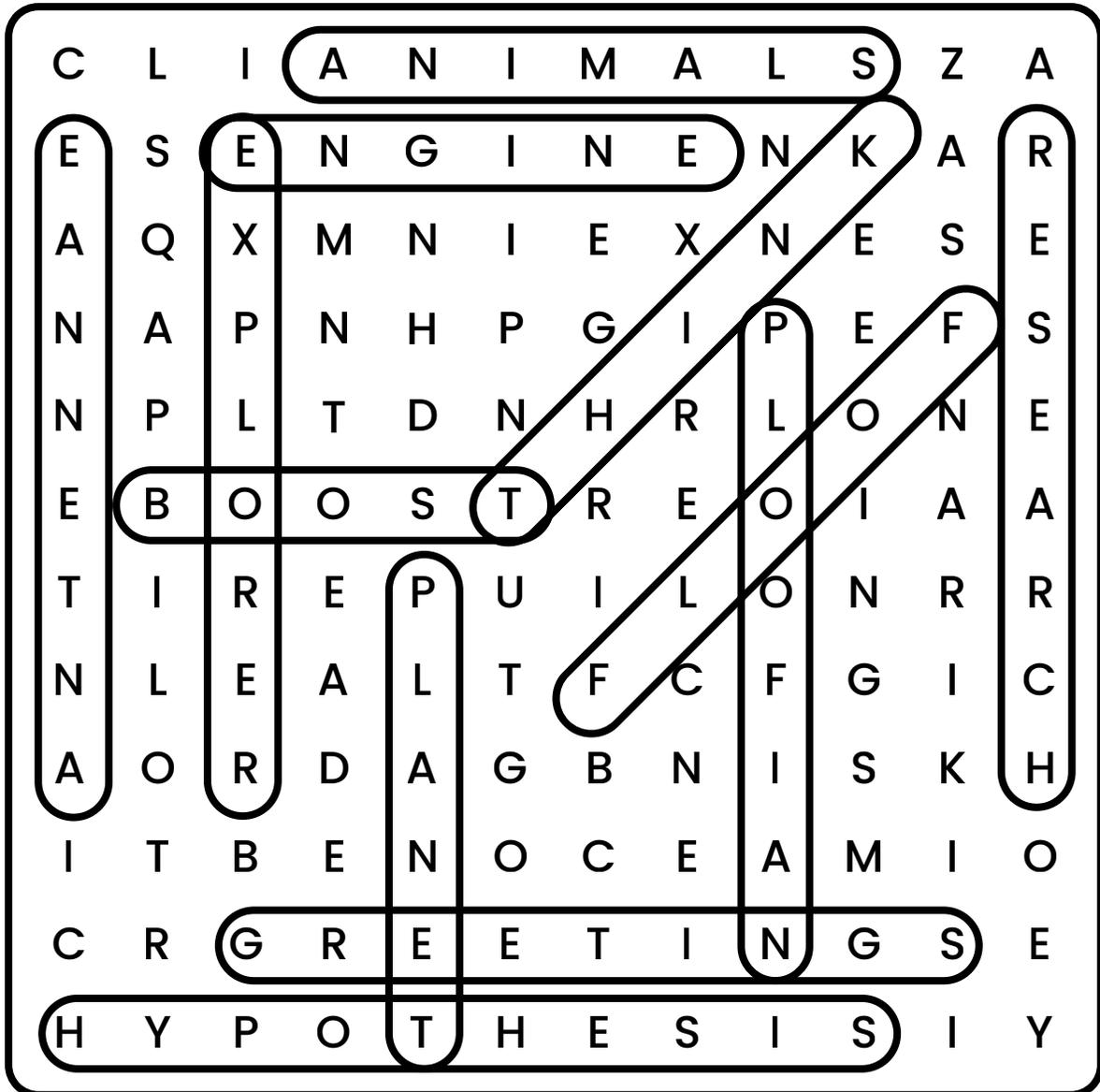
ANIMALS

ANTENNAE



GREETINGS, FLOOF!

ANSWER KEY



FLOOF

EXPLORER

ENGINE

GREETINGS

PLOOFIAN

RESEARCH

BOOST

THINK

PLANET

HYPOTHESIS

ANIMALS

ANTENNAE

