

Feeling Jealous!
Discussion Guide
Grades K – 4th

Before Reading: to activate schema, build background knowledge, and set a purpose.

- Preview the title, cover, and illustrations throughout the book to predict the topics of the book.
- Review some vocabulary/terms for the story: jealous, worried, upset, younger, older, hoverboard, expensive, scowled, wink, allergic, advice

During Reading: to engage students, check for understanding, and make connections.

- What does Lucy do for her friends and classmates in this story?
- How did those friends and classmates help Lucy later in the story?
- Do you sometimes need help with jealousy like Lucy and her friends needed help?

After Reading: to summarize, question, and reflect.

- Ask: In pairs or small groups, use a large piece of drawing paper to illustrate what made each of the students, including Lucy, feel jealous.
- Make a list of ways that the students found to combat their individual feelings of jealousy.
- **Extension:** Use the RIF Venn Diagram graphic organizer to look at the differences & similarities in how the students felt jealous and then how they felt in turning that into positive feelings.

<https://www.rif.org/literacy-central/material/venn-diagram>

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, or content. For example: *Amy Is Famous*

<https://www.rif.org/literacy-central/book/amy-famous>