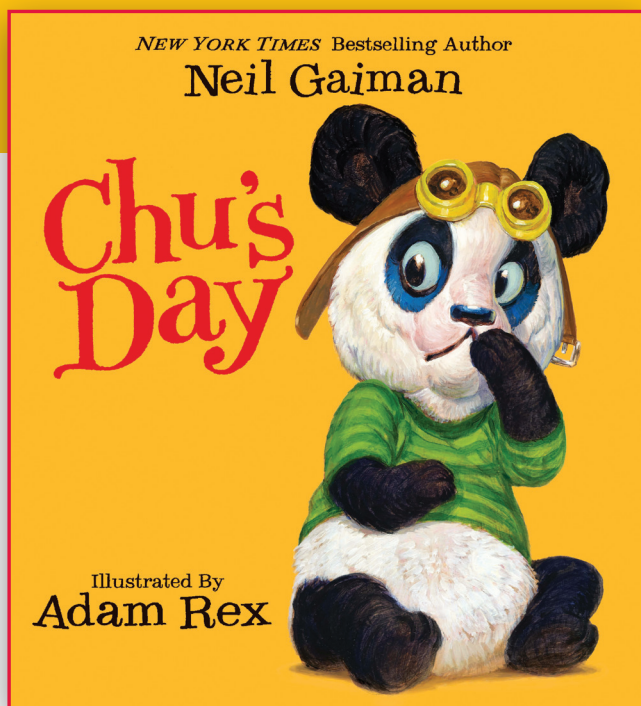




## About the Book

When Chu sneezes, big things happen: this lovable little panda bear's sneeze packs a wallop. With Chu, his parents must always expect the unexpected.

A great choice for story time!



## About the Author



courtesy of the author

Neil Gaiman is the author of many highly acclaimed and award-winning books for children and adults, including the *New York Times* #1 bestselling and Newbery Medal-winning novel *The Graveyard Book* and the bestselling *Coraline*. He is also the author of the picture books *Blueberry Girl* and *Instructions*, illustrated by Charles Vess; *The Wolves in the Walls*, *The Day I Swapped My Dad for Two Goldfish*, and *Crazy Hair*, illustrated by Dave McKean; and *The Dangerous Alphabet*, illustrated by Gris Grimly. Originally from England, he now lives in the United States. Visit him online at [www.mousecircus.com](http://www.mousecircus.com).

## About the Illustrator






Adam Rex is the *New York Times* bestselling author/illustrator of several picture books, including *Frankenstein Makes a Sandwich*, *Psst!*, and *Frankenstein Takes the Cake*. His first novel was *The True Meaning of Smekday*. He lives in Tucson, Arizona, with his wife. You can visit him online at [www.adamrex.com](http://www.adamrex.com).



© 2012 Marie Rex

## Before Reading

Tell students the title of the book. Ask them to look at the picture on the cover and describe what they see. Ask:

-  What do you think Chu is doing?
-  How do you think he is feeling?
-  Why do you think Chu is wearing goggles?



**HARPER**

An Imprint of HarperCollinsPublishers

[www.harpercollinschildrens.com](http://www.harpercollinschildrens.com)  
[www.mousecircus.com](http://www.mousecircus.com)

# DURING READING

Begin reading the story aloud to the class. Pause after you read,

“Are you going to sneeze?”  
said his mother.

aah- aaah- Aaaah-

so students can predict the next page. (Students will likely shout out “Chu!”)



Pause after you read,

“Are you going to sneeze?”  
asked his father.  
AAH- AAAAH- AAAAAH-

so students can again predict what happens next. Point out that the words  
AAH-AAAAH-AAAAAH- are written in all capital letters and ask students why.



Pause after you read:

I will tell you something,  
said Chu.

Guess what? said Chu.

Ask students what they think Chu is going to say.



Aaachooooooooooooo!

Pause after you read:

I think I am going to sneeze,  
said Chu.

Ask students what they think is going to happen,  
and ask them to read the next page aloud with you:



Go back through the book and show each two-page spread slowly and have students  
share all the details they notice in the illustrations. (Students can “pair share” with a partner.)

**HARPER**

An Imprint of HarperCollinsPublishers

[www.harpercollinschildrens.com](http://www.harpercollinschildrens.com)









[www.mousecircus.com](http://www.mousecircus.com)

Permission to reproduce and distribute this page has been granted by the copyright holder, HarperCollins Publishers. All rights reserved. Illustrations © 2013 by Adam Rex.



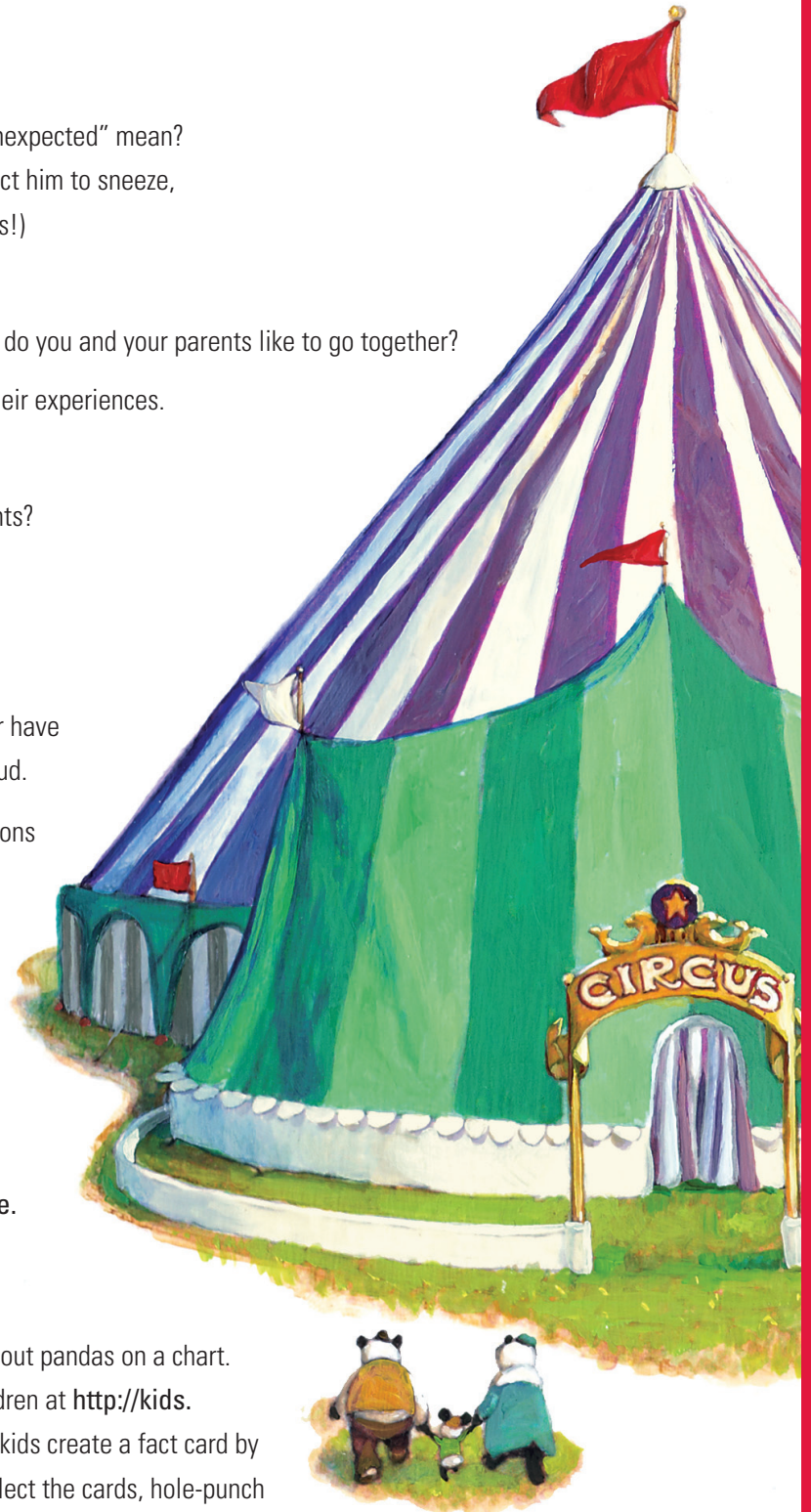
# AFTER READING

## Let's Talk About . . .

-  Why is this story funny? What parts made you laugh?
-  What is surprising about the story? What does “expect the unexpected” mean?  
(Have students convey the idea that when Chu’s parents expect him to sneeze, he doesn’t, but when they don’t expect him to sneeze, he does!)
-  Is Chu a good name for this little panda? Why or why not?
-  Where does Chu go in the story (library, diner, circus)? Where do you and your parents like to go together?
-  Have you ever been to the circus? Ask students to describe their experiences.
-  What are your favorite kinds of books to read at the library?
-  Chu goes to the Moby Diner. What are your favorite restaurants?
-  Describe what happens all over town after Chu sneezes.

## Let's Try . . .

-  Have students act out the story as you read it aloud again. Or have students design puppets to enact the story as you read it aloud.
-  Discuss how Adam Rex included many details in his illustrations of the different settings (library, diner, circus). Brainstorm a list of settings that the students are familiar with (e.g., zoo, playground, classroom) and ask them to design their own setting on large paper (12”x18” or larger). Remind them to include as many details as possible. Students can use media such as paint, pastels, markers, or colored pencils.
-  Share the information from the following KidsHealth page with the students: <http://kidshealth.org/kid/talk/qa/sneeze.html>. Discuss what makes us sneeze and how we can avoid transmitting germs to others when we sneeze.
-  Since Chu is a baby panda bear, research and record facts about pandas on a chart. (The San Diego Zoo website offers great information for children at <http://kids.sandiegozoo.org/animals/mammals/giant-panda>.) Have kids create a fact card by writing and illustrating one of the facts on an index card. Collect the cards, hole-punch them in the corner, and place cards on a ring for students to read and enjoy.



Continued on the next page . . .

**HARPER**

An Imprint of HarperCollinsPublishers

[www.harpercollinschildrens.com](http://www.harpercollinschildrens.com)

[www.mousecircus.com](http://www.mousecircus.com)

Permission to reproduce and distribute this page has been granted by the copyright holder, HarperCollins Publishers. All rights reserved. Illustrations © 2013 by Adam Rex.

# AFTER READING

continued

-  Arrange a trip to your town's local library. Ask the librarian to familiarize students with how the library is organized and give students an opportunity to browse the selection of books. Students can also sign up to receive a library card to encourage future visits to the library with their families.
-  Ask students to name six popular animals, including a panda. Create a graph and have students vote for their favorite of these six animals and record their choice on the graph. Then discuss the data, asking students questions such as, "Which animal has the most votes? The least? How many more students like the \_\_\_\_ than the \_\_\_\_?" For older students, include the number sentences (e.g.,  $6-2=4$ ).
-  Have students (either as a class or individually) write another outlandish adventure for Chu. Encourage students to use humor and imagination as the author Neil Gaiman did.
-  Discuss the split illustration (diner/library) and ask students why the illustrator made the picture this way. (Students should understand that these events are happening simultaneously.) Have students design a "split illustration" drawing to show two events occurring at the same time.



Guide created by Sue Ornstein, a first-grade teacher in the Byram Hills School District in Armonk, New York.

**HARPER**

An Imprint of HarperCollinsPublishers

[www.harpercollinschildrens.com](http://www.harpercollinschildrens.com)

[www.mousecircus.com](http://www.mousecircus.com)

Permission to reproduce and distribute this page has been granted by the copyright holder, HarperCollins Publishers. All rights reserved. Illustrations © 2013 by Adam Rex.