

**THE WORLD
OF
Jamie Lee Curtis
&
Laura Cornell**
A Teacher's Guide



GROWING UP WITH Jamie Lee Curtis & Laura Cornell!

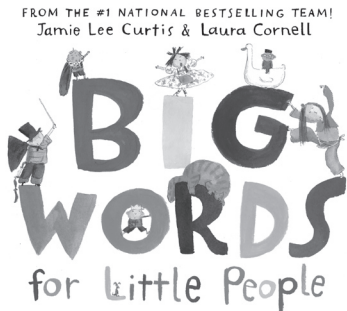
Jamie Lee Curtis and Laura Cornell's books treat important childhood themes—**communication, self-awareness, self-control, self-esteem, imagination, feelings, family, and personal identity**—in approachable and developmentally appropriate ways for young readers and listeners. The ideas presented in this guide aim to enhance classroom use of these books while teaching children about each book's predominant theme. Some activities focus on group discussion of ideas, while others expand the creativity of the books into hands-on experiences of self-expression. Help your students grow by working with all of Jamie Lee Curtis and Laura Cornell's Books to Grow By!

NEW in
September
2008

COMMUNICATION

Big Words for Little People

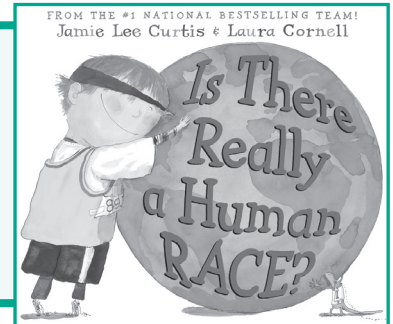
Even if you're small, you can use BIG WORDS. With words like PRIVACY, RESPONSIBLE, and COOPERATE, kids can better navigate childhood and communicate with the bigger world around them.



SELF-AWARENESS

Is There Really a Human Race?

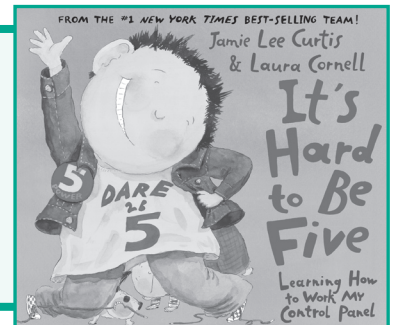
“Curtis writes so very well... This book should be enjoyed by the whole human race.”
—*School Library Journal* (starred review)



SELF-CONTROL

It's Hard to Be Five

Learning How to Work My Control Panel “Self-control, starting school, and independence—they're all here. Whether read aloud, shared one-on-one, or read independently, giggles and laughter will abound.” —*School Library Journal*

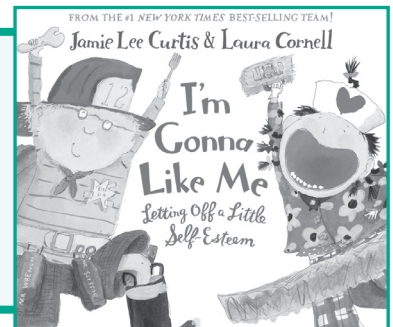


SELF-ESTEEM

I'm Gonna Like Me

Letting Off a Little Self-Esteem

“Celebrated author-illustrator team Curtis and Cornell advocate a sort of jubilant self-love.”
—*ALA Booklist*





Credit: Andrew Eccles

Jamie Lee Curtis is an actor and a national bestselling author of many children's books, including *Is There Really a Human Race?* and *Today I Feel Silly*. She is the spokesperson for two children's charities: the Children Affected by AIDS Foundation and the Starlight Starbright Children's Foundation. Jamie lives with her family in Los Angeles.

www.jamieleecurtisbooks.com



Credit: Andrew Eccles

Laura Cornell is the national bestselling illustrator of Jamie Lee Curtis's books and is also a cartoonist, whose work has appeared in many publications, including *Forbes Magazine*, *The New York Times*, *Seventeen*, and *Sports Illustrated*. Born and raised in California, Laura now lives in New York City with her daughter, Lilly.

www.lauracornellbooks.com

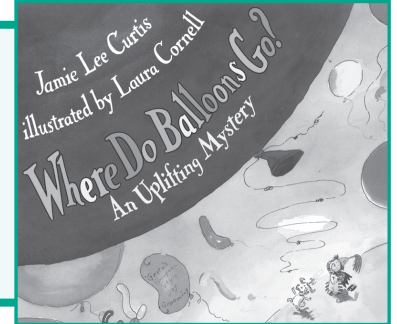
IMAGINATION

Where Do Balloons Go?

An Uplifting Mystery

"A lighthearted romp to pore over and enjoy."

—*School Library Journal*

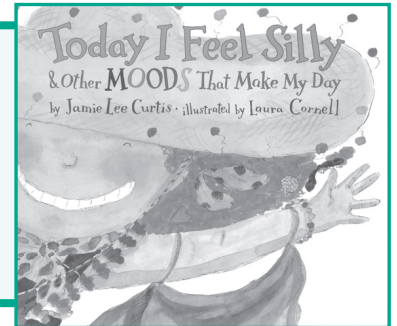


MOODS & FEELINGS

Today I Feel Silly & Other Moods That Make My Day

"This colorful, energetic book... uses comedy to promote an understanding of common emotions."

—*ALA Booklist*

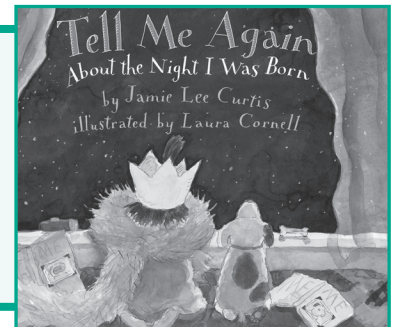


FAMILY & BELONGING

Tell Me Again About the Night I Was Born

"It's hard to imagine a warmer celebration of the special joys of an adopted family."

—*Publishers Weekly*

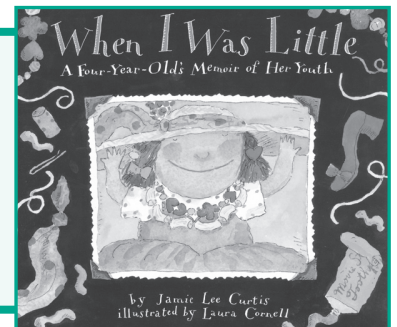


PERSONAL IDENTITY

When I Was Little A Four-Year-Old's Memoir of Her Youth

"The simple text is funny and honest, perfectly capturing the whimsical, innocent way that children view the world."

—*School Library Journal*



BIG WORDS FOR LITTLE PEOPLE

FROM THE #1 NATIONAL BESTSELLING TEAM!
 Jamie Lee Curtis & Laura Cornell



NEW in
 September
 2008

Tr 978-0-06-112759-5 • \$16.99 (\$18.50)
 Lb 978-0-06-112760-1 • \$17.89 (\$18.89)

About the Book

A big sister, who's part of a big multiethnic family, communicates big words and strong family values in this book that will help children know (UNDERSTAND) how to make the right (APPROPRIATE) choices as they grow up. And the biggest words—while shorter than many others—are also the most important: FAMILY, RESPECT, and LOVE.

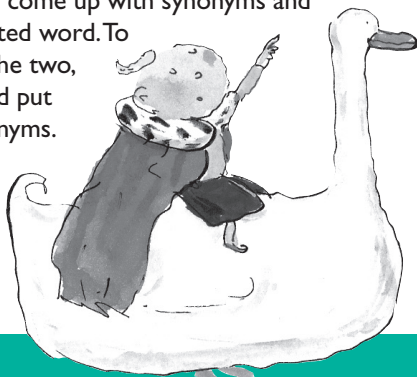
Before Reading

Tell your students that you're about to read them a book that will teach them lots of big words. As a group, have students brainstorm a list of big words that they already know. Count the number of letters in each word to see which is the biggest big word.

Classroom Activities

1. That's My Word! Before reading the book to your class, write each big word from the story on a sheet of paper. Pass out the papers so that each child is assigned a different word. Based on your students' reading levels, you may have to help some children sound out their words. Tell students to listen carefully as you read, and when they hear their word to raise their paper in the air so that everyone can see the word. Read the book a second time and ask students to pay close attention to both the story and the illustrations as they try to figure out the meanings of their words. Then have each child illustrate his or her word's meaning on the same sheet of paper on which the word is written. Hang the words and accompanying illustrations around the classroom to show off your group's new big words.

2. Synonyms and Antonyms. Some of the big words used in this book are synonyms, like STUPENDOUS and SUPERB, while others are antonyms, like CONSIDERATE and INCONSIDERATE. Explain to your class what synonyms and antonyms are and help them identify examples of each in the story. Then select an easier word from the book, like BIG or FUN, and write it on the chalkboard or the overhead. Create a brainstorm web by having students come up with synonyms and antonyms for the selected word. To differentiate between the two, circle the synonyms and put boxes around the antonyms.



3. My Family Values. *Big Words for Little People* isn't just about improving vocabulary; it is also about teaching family values. Have students draw pictures of their families and label each family member with something specific that they value about that person. Then have students list three important values held by their families underneath their illustrations. Place the completed pictures on each child's desk for parent-teacher conferences as a STUPENDOUS surprise for parents.

4. Word of the Day. After reading the book with your class, ensure that these new big words become part of your students' vocabularies by highlighting a different word each day. Write the Word of the Day on the chalkboard so that it can be seen easily throughout the day, and remind students of the word's meaning by rereading the page(s) on which it appears in *Big Words for Little People*. Then invite students to try using the word in a sentence. After you have gone through all of the big words in the book, challenge your class with other big words. If you give a weekly spelling test, consider adding all of the week's big words to the test as bonus points.



IS THERE REALLY A HUMAN RACE?

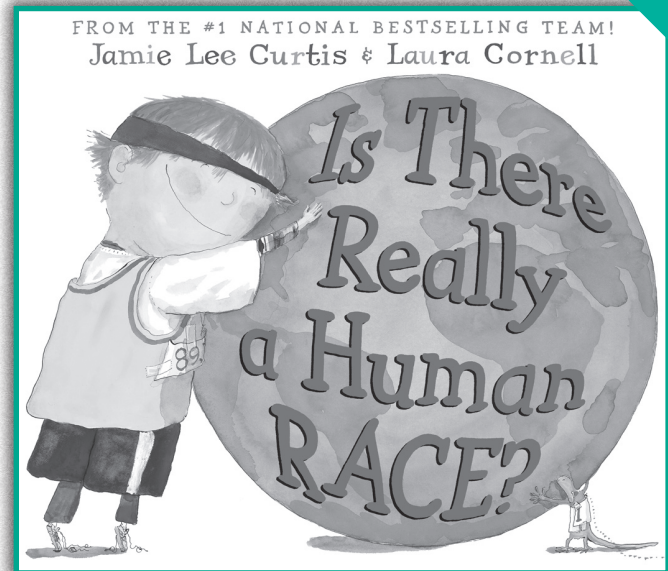
Self-Awareness

About the Book

Relaxing on a park bench with his mother, a young child wonders about the purpose of life. Is life really a race, a competition? Is he running against his friends, his sister? Should he try to win? His mom offers a generous take on the meaning of life, pointing out the values of taking your time, helping others, friendship, and making the world a better place.

Before Reading

Show children the cover of the book and read them the title. Ask them what they know about the phrase “human race.” After reading the book, ask them what the boy in the story thought “human race” meant. Is that what it really means?



Tr 978-0-06-075346-7 • \$16.99 (\$19.99)

Lb 978-0-06-075348-1 • \$17.89 (\$20.89)

Classroom Activities

1. Celebrate the Human Race! Make the beautiful variety of humanity concretely visual by creating a people collage. Invite students to bring in pictures of their family members and friends to cut out and glue onto a classroom collage poster. Provide magazines for children to cut out more pictures of people of all races, ages, genders, and abilities. Hang the collage in a visible place and allow children to continue adding to it over time.

2. Do Something. Inspire your students by involving them in a project that serves your school or the surrounding community. Is there a part of the schoolyard that could be cleaned up or planted with flowers? Is there a wall on which your class could design and paint a mural? Is there a nearby shelter for which your class could sponsor a school-wide food collection? Whatever service your children can provide for others will let them put the ideas of the book into direct practice.



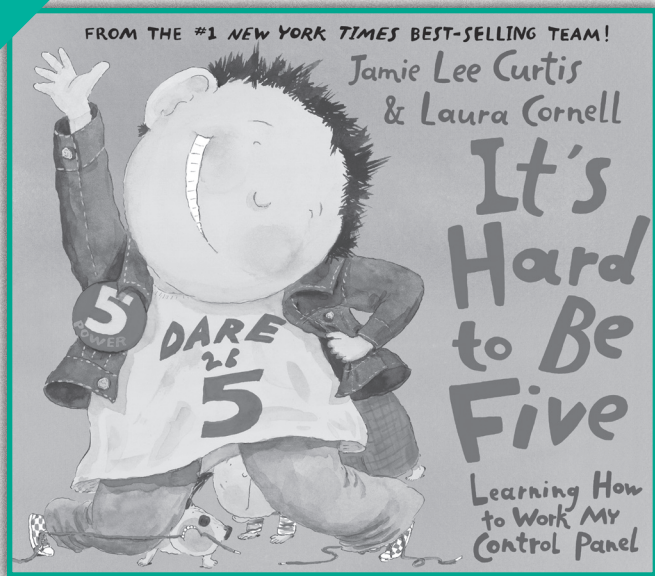
3. Put Up “Put-Ups.” Encourage children to support each other to put up instead of put down. Guide the group in brainstorming a list of things students at school can do that actively support, help, or make things better for someone else. These ideas can be as simple as helping someone clean up a spill or as courageous as telling a friend to stop teasing someone. To get the discussion going, you might reread the mom’s response in *Is There Really a Human Race?* Then designate a space on your classroom walls or bulletin boards for calling attention to these put-ups. Place a container of supplies nearby: pieces of paper, tape or thumbtacks, and pencils or markers. When you notice someone doing or saying something positive to someone else, write it down and put it up. Watch the goodwill in your class grow along with the collection of put-ups as everyone sees all the good things they can do for each other.

4. My Place in the Human Race. Facilitate a conversation about what people can do to make the world a better place. Provide drawing materials for children to make a picture of themselves, now or as an adult, doing something to help the whole human race. Have children write or dictate about what they drew. Create a class book with everyone’s drawings and words to read and keep in the room.



IT'S HARD TO BE FIVE

Learning How to Work My Control Panel



Tr 978-0-06-008095-2 • \$16.99 (\$19.99)

Lb 978-0-06-008096-9 • \$17.89 (\$22.89)

About the Book

Five might be a part of childhood, but it's not all fun and games. Here's a clever acknowledgment of one five-year-old's struggle to meet adult expectations. His growing body, strong impulses, and exuberance make it hard for him to control himself, stay clean, and sit still. It's not only tough going, though. Beyond these difficulties, this young narrator finds joy in the new abilities, greater independence, and wider possibilities of being five.

Before Reading

Ask children what they like (or liked) about being five years old. Ask them what they don't (or didn't) like and what is hard about being five.

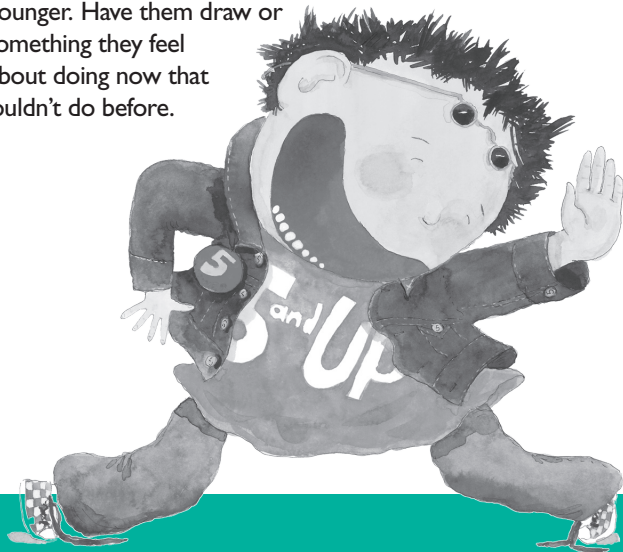
Classroom Activities

1. Act It Out. After reading the book with your group, open a discussion about what the children think is hard about being five years old. On chart paper or the board keep a list of their ideas. Then shift the discussion to focus on what someone could do in each of the difficult situations. For example, to build on scenarios from the book, you could ask: What could you do if a classmate cuts in line? What could you do if your little brother or sister won't share? Ask for volunteers to role-play a scenario. At key points, stop the action and ask the audience for suggestions about what the actors could do or say. Invite other students to role-play other scenarios.

2. Look at Me Now. Though the boy in the story laments the passing of the "good old days" of one, two, three, and four, he eventually realizes that it's fun to be five and notes some things he can do at his age. Challenge your five-year-olds to think about what they can do now that they couldn't do when they were younger. Have them draw or paint something they feel good about doing now that they couldn't do before.

3. Grab the Controls. Build off the subtitle to engage children in building their own individual control panels. Ask them what a control panel is and what they know about control panels. Have them examine the control panels on the book's endpapers. What do the controls mean? Why do they think the buttons and levers are on this boy's control panel? What do they think are some of the things he is working on? What buttons or levers make sense on their own control panels? Provide them with a variety of found materials (small cardboard boxes, paper towel tubes, bottle caps, string, etc.) to glue together to create their panels. When everyone is finished, have them share their control panels as a class or in groups.

4. Show Your Pride. Laura Cornell has peppered the illustrations with T-shirts and buttons featuring slogans about being five. Charge your students with finding as many as they can by looking carefully through the book. They may be able to find the number five but need assistance reading the whole slogan. Using fabric paint and T-shirts that each child brings from home, have children decorate their own T-shirts about being five.



I'M GONNA LIKE ME

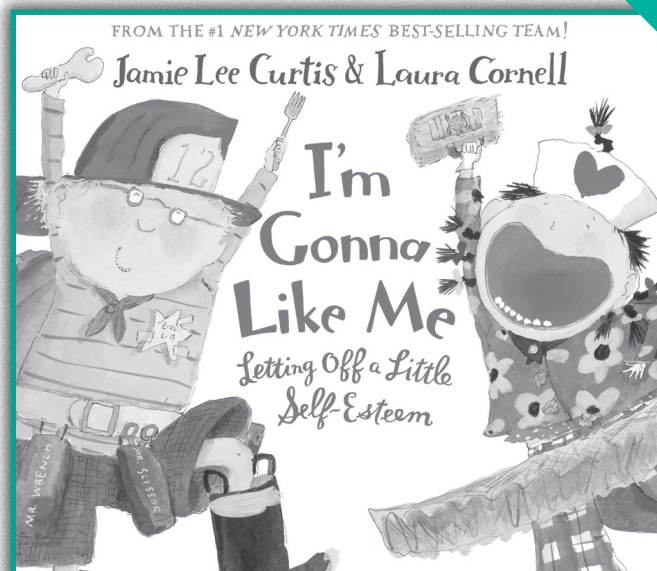
Letting Off a Little Self-Esteem

About the Book

A girl and a boy, both full of personality, share their feelings about who they are. They stay positive through their ups—when they know the right answer and do their chores—and their downs—when they make a mistake or get chosen last on a team. Their perceptive and often funny insights will help readers and listeners make their own paths of self-discovery and incorporate a good dose of self-appreciation.

Before Reading

Let the class know that the characters in this book like themselves in many different situations. Ask your students to share something that they like about themselves.



Tr 978-0-06-028761-0 • \$16.99 (\$19.99)

Lb 978-0-06-028762-7 • \$17.89 (\$22.89)

Classroom Activities

1. "How About You?" *I'm Gonna Like Me* ends with the narrators asking readers and listeners if they like themselves. Use this as a lead-in to a classroom or small group discussion. If your students are not ready to talk about their feelings about themselves, invite them to talk about the boy and the girl in the book. What do your listeners think about how the narrators feel about themselves? Remind children of some of the specifics in the book and ask them if they ever had a similar experience. For instance, have they ever shared their lunch with someone or done something brave, like getting on the bus even if they weren't so sure about going to school? How did they feel about that experience? After the discussion, provide art materials, whether for drawing, painting, or collage. Ask children to think for a moment about who they are and to create a picture of something they like about themselves. Display the pictures with captions in the children's own words.

2. Even When I Make a Mistake. Everyone makes mistakes! It's helpful to children of any age to see that they are not alone. Challenge children to think of one mistake they've made that they can write down or illustrate. Then make a mistake line (similar to a number line or time line) to hang up around the classroom. Remember to talk about what people can do about mistakes.

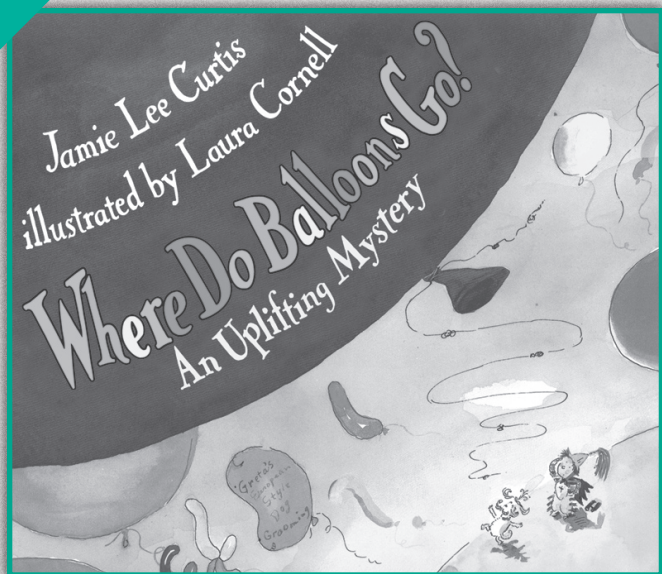


3. A Box of Me. Ask each child to bring in a shoebox and then, using art supplies, create a self-portrait to glue onto the outside of the box. This represents who the children are on the outside. Next have the children think about who they are on the inside. What do they do, like, or feel that other people can't tell just by looking at them? Have the children make a collection of items, drawings, or words to put inside their box to represent who they are on the inside. After everyone is finished, organize a time for partners to share their inside selves with each other. Then have each child introduce who his or her partner is on the inside to the rest of the class.

4. Creating a Little Community Self-Esteem. Engage your group in developing a bulletin board or wall display that creates an open atmosphere about self-esteem. One area of the display will have the heading "I'm Gonna Like Me When ..." For this space, children will write or dictate a situation in which it is easy or natural for them to like themselves. Examples from the book include knowing the letters of the alphabet and doing the right thing. A second area will have the heading "I'm Gonna Like Me Even When ..." For this space, children will write or dictate a situation in which it might be harder to like themselves, such as falling and getting hurt or ruining their dad's birthday cake. Making the displays public will help convey the importance of everyone liking him- or herself.

WHERE DO BALLOONS GO?

An Uplifting Mystery



Tr 978-0-06-027980-6 • \$16.99 (\$19.99)

About the Book

Accidentally letting a balloon go free sparks one child's imagination. Does the balloon float into space? Another country? Will it ever take a rest? Does it meet friends? Lighthearted text and hilariously detailed illustrations bring to life all kinds of destinies and fates, setting young minds as free as escaped balloons.

Before Reading

Bring in a helium balloon and show it to the class. Ask if anyone has ever lost a balloon or let one go. What do they think happened to it? What do they think would happen to the balloon in your hand if you let it go in front of the school?

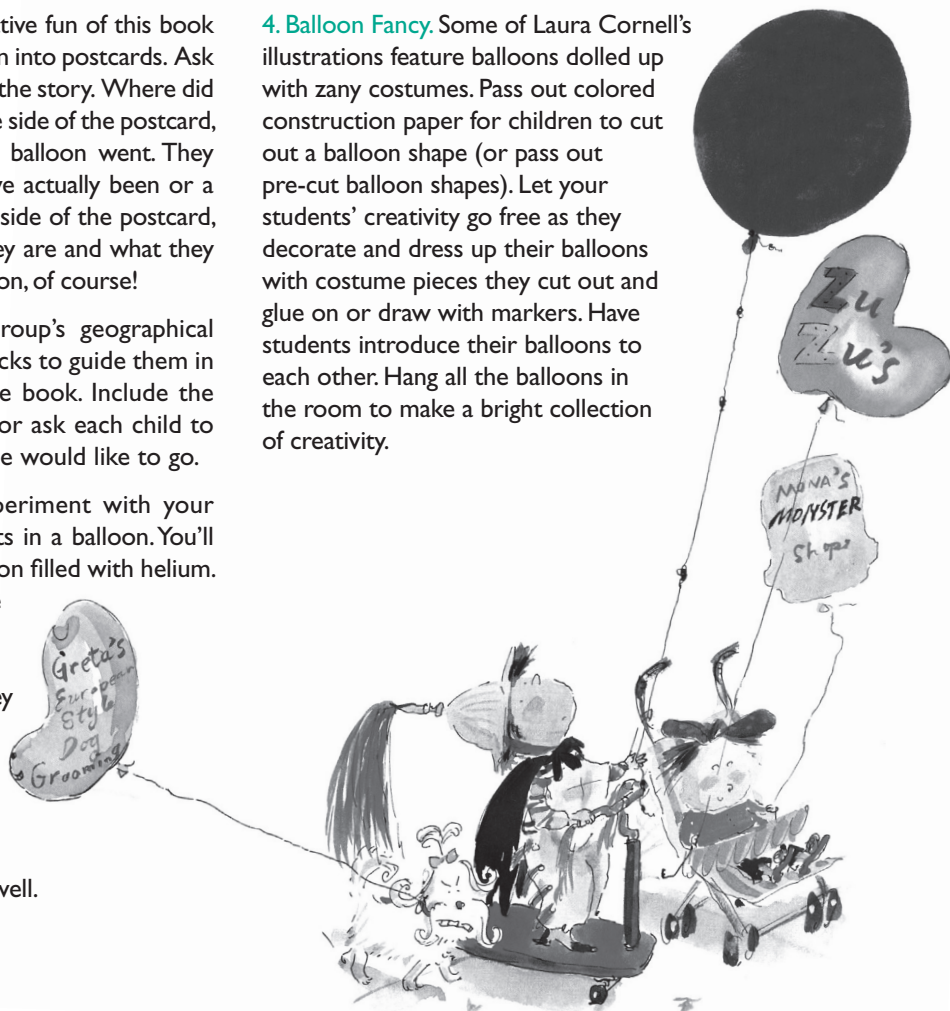
Classroom Activities

1. Postcards from Where? Extend the creative fun of this book by passing out cardstock for children to turn into postcards. Ask them to pretend they are the balloon from the story. Where did they go? What did they see and do? On one side of the postcard, have them draw where they imagine the balloon went. They might base their ideas on a place they have actually been or a place they would like to go. On the other side of the postcard, children can write a note telling where they are and what they are doing—from the perspective of a balloon, of course!

2. Balloon Tracking. To sharpen your group's geographical knowledge, use a world map and thumbtacks to guide them in pinpointing the locations identified in the book. Include the locations they chose for their postcards or ask each child to pin one place on the map where he or she would like to go.

3. The Life of a Balloon. Set up an experiment with your students to find out how long the air lasts in a balloon. You'll need a balloon to blow up and also a balloon filled with helium. Show the balloons to the class and ask the students to predict which balloon they think will last the longest and why. Record their ideas. Also record how many days they think each balloon will last before it runs out of air. Capture the changes in the balloon each day with a digital camera or by having children make observational drawings. Older students could research the difference between air and helium, as well.

4. Balloon Fancy. Some of Laura Cornell's illustrations feature balloons dolled up with zany costumes. Pass out colored construction paper for children to cut out a balloon shape (or pass out pre-cut balloon shapes). Let your students' creativity go free as they decorate and dress up their balloons with costume pieces they cut out and glue on or draw with markers. Have students introduce their balloons to each other. Hang all the balloons in the room to make a bright collection of creativity.



TODAY I FEEL SILLY

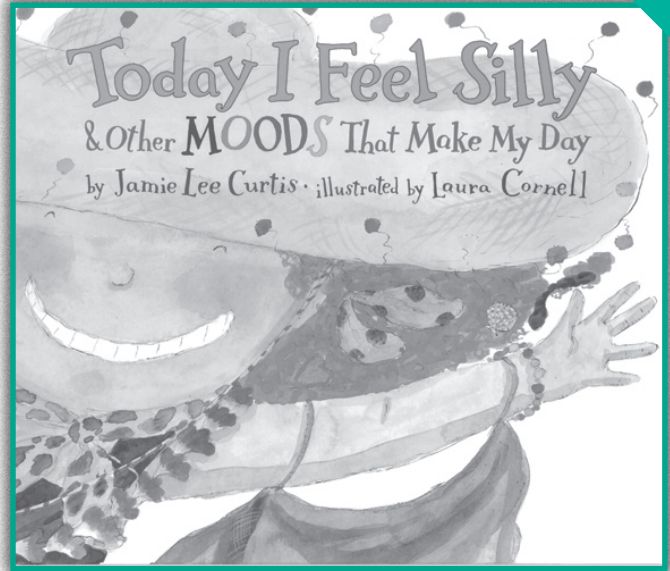
& Other Moods That Make My Day

About the Book

Here's a little girl who knows how she feels—from happy to sad, cranky to quiet, and everything in between. Not only is she in touch with her moods, but she also reveals how they relate to the events of her day. Her ups and downs will help youngsters gain a greater understanding of their own emotions.

Before Reading

Read the title to your listeners, and then ask them what other moods people can feel. Make a list of the emotions that they brainstorm. This list can be added to later, as well as referred to for some of the activities.



Tr 978-0-06-024560-3 • \$16.99 (\$19.99)

Classroom Activities

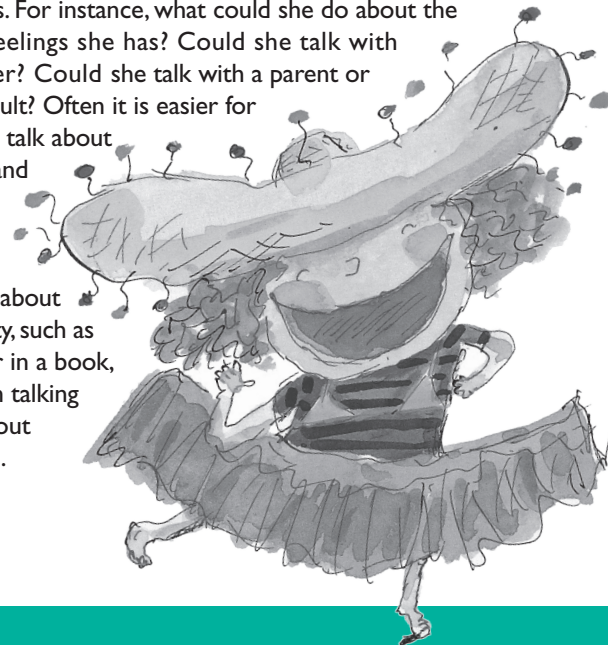
1. Picture Your Mood. For this activity, go through the book again, focusing on the illustrations. Ask children how they know what the girl's mood is without hearing you read the words. What clues do they see in her face and body? Pair students up to pose in different moods. Have each pair decide what mood they would like to enact. You can use a mirror to help them become aware of their facial expressions and body language. Take a picture of each child posing as his or her particular mood. Make a poster of all the pictures labeled with the associated moods. Putting the pairs next to each other on the poster can help display how different faces and bodies can display the same mood.

2. Class Books of Feelings. Organize students into groups of five or six to create books together and assign each group a mood. Have each child make two pages for the book. Each child's first page finishes the sentence, "I feel (fill in with the group's assigned emotion) when . . ." Since children are learning how to appropriately identify and express their emotions, talk with each group about how people show that particular emotion. Each child's second page finishes the sentence, "When I feel (fill in with the group's emotion), I can show it by . . ." Reading the completed books to the whole group can lead to discussion about students' experiences with expressing that particular emotion.

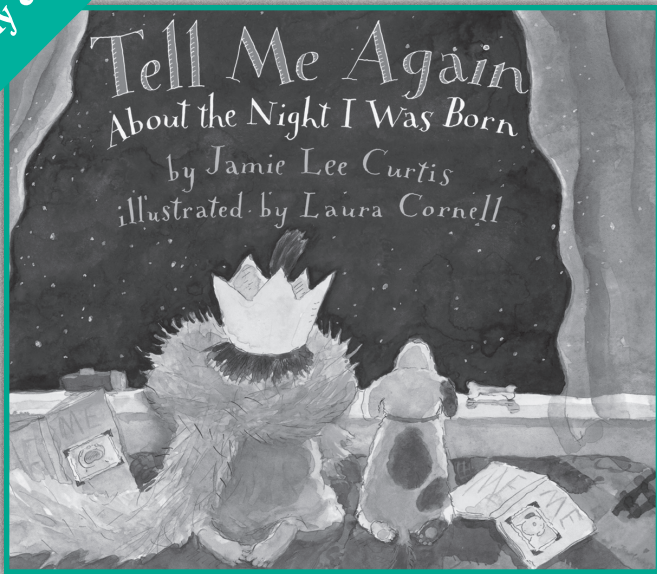


3. Guess How I'm Feeling. Here's a pantomime game that helps children express emotions as well as read others' body language and facial expressions. Prepare strips of paper, each with a single emotion on it. Then put the strips into a bag or hat. Ask for a volunteer to choose a slip of paper from the hat and act out the emotion without talking or making any sounds. The other children can guess at the emotion being acted out after raising their hands and being called on. The person who guesses correctly can have the next turn.

4. What to Do? Near the end of the book, the narrator explains that she would rather feel the positive emotions than the more difficult ones. Read the book to the children again, asking them after each mood if there's something the girl could do about her feelings. For instance, what could she do about the confused feelings she has? Could she talk with her teacher? Could she talk with a parent or another adult? Often it is easier for children to talk about emotions and problem solving when they are talking about a third party, such as a character in a book, rather than talking directly about themselves.



TELL ME AGAIN ABOUT THE NIGHT I WAS BORN



Tr 978-0-06-024528-3 • \$16.99

Pb 978-0-06-443581-9 • \$6.99

Board 978-0-694-01215-2 • \$7.99

About the Book

Warmth and humor help convey the story of one little girl's welcome into the world. Though she asks her parents to relate her birth and adoption story, she ends up telling it herself—complete with all the loving details she has been told before. Her tale makes a positive contribution to classroom family and baby studies, as well as serving as a jumping-off point for gathering students' own birth stories.

Before Reading

Lead a brief conversation with the group to find out what the children know about their own birth stories. How do they know these stories?

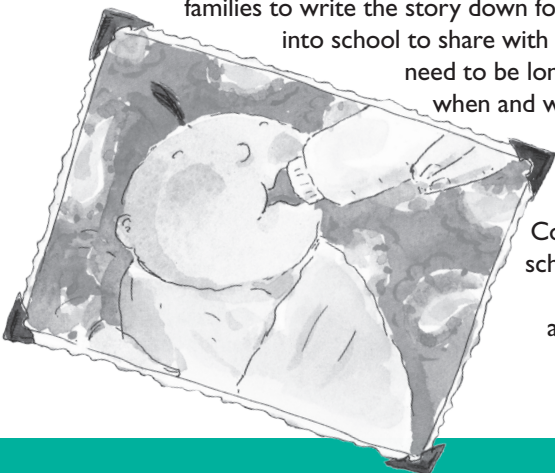
Classroom Activities

1. Beautiful Babies. Invite students to bring in baby pictures of themselves. Allow time for sharing and questions before displaying the pictures with each child's name.

2. What Is a Family? Ask your students what a family is. What makes a family? What are the ways a baby can become part of a family? Then ask them to think about their own families. Who is in their family? Are all families the same? Why or why not? Following the conversation, provide materials for children to draw pictures of the people in their family. (They may want to include pets!) Create a class book to keep on your reading shelves.

3. The Story of When I Became Part of My Family. Prepare a note to go home that asks your students' grown-ups to have a conversation with their children about their birth. If some children already know the details, this is an opportunity to enjoy the story again, just like the girl in the book. Ask the families to write the story down for the child to bring into school to share with the class. It doesn't need to be long—a brief story of when and where the child was born and how he or she became part of the family. Collect the stories at school and read them a few at a time to allow for discussion and questions.

4. Who Takes Care of Babies? Invite a pediatrician, obstetrician, or nurse to visit your classroom to talk about their work. How do they take care of babies? Help prepare the visitor by suggesting that they bring a few pieces of simple equipment they use to do their jobs. Get your students ready for the visit by brainstorming with them about what they would like to ask the visitor. Of course, after the visit, have the students write an individual or a group thank-you letter to send to your visitor.



WHEN I WAS LITTLE

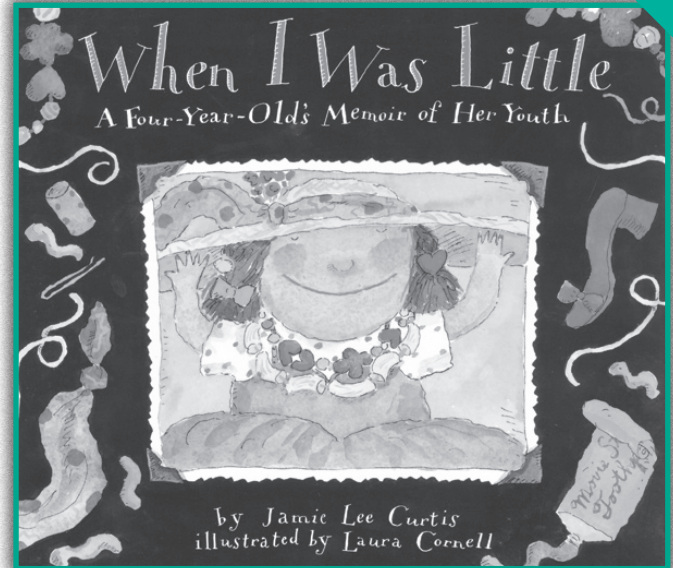
A Four-Year-Old's Memoir of Her Youth

About the Book

Looking back on her littler days, a young girl shares that when she was a baby, she cried, ate yucky stuff, and had silly hair. She is much more capable and accomplished now that she uses words, eats pizza and noodles, and wears her hair in ponytails, braids, or pigtails. This honest and exuberant memoirist sheds light on the changes and pride involved in growing up.

Before Reading

Guide the class in brainstorming what they know about babies. You can refer back to this list for some of the following activities.



Tr 978-0-06-021078-6 • \$16.99

Pb 978-0-06-443423-2 • \$6.99 (\$6.75)

Board 978-0-694-01216-9 • \$7.99

Classroom Activities

1. My Memoir. Using *When I Was Little* as a model, invite your students to write their own memoirs. Ask them to name things that might be in a book about when they were little. After a few suggestions, send students off with a piece of paper to draw a picture of their idea. Ask older students to write words to go with their idea; younger students may need to dictate their words. Support older students in developing at least four pages for their memoirs. Guide students in thinking of engaging titles and creating covers. Celebrate all of the memoirs by sharing them with partners or as a class.

2. Now I Can! Set aside some time over a few days for children to recognize their own accomplishments. Have students share something they are proud of that they can do now that they couldn't do when they were babies. They may need to get creative to show or demonstrate something that they do outside, such as crossing the monkey bars. Establish a routine for the shares. For example, the child sharing gives his or her short presentation first, then asks if there are any questions or comments. Keep each sharing session to two or three shares at a time to help maintain interest.

3. Study a Baby. Invite a new parent to bring in a baby for the group to observe. What does the baby do? Ask the visitor to be prepared to show one or two ways he or she takes care of the baby. If the baby is still young enough, perhaps the visitor can bring in a blanket to demonstrate how to swaddle a baby. Other possibilities for demonstration include how to feed, dress, bathe, or play with a baby. Have your class prepare questions for the caregiver to make the most out of the visit. During the visit, take photographs that can later be used to make a class book or poster with students' words about the visit. Send some copies of the pictures along with a thank-you letter to the visitor.

4. When I Am Grown Up. The young narrator in *When I Was Little* compares herself as a baby to herself at her current age. Ask your students to imagine themselves as grown-ups. What will they be like? What will they look like? Give them paper and drawing materials to create a picture of themselves as grown-ups doing something they think they will like to do, whether a job or a hobby. Display the pictures for everyone to see.



Jamie Lee Curtis & Laura Cornell

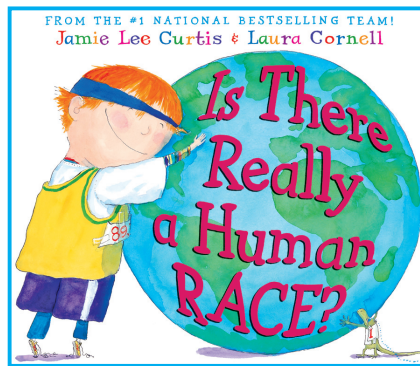
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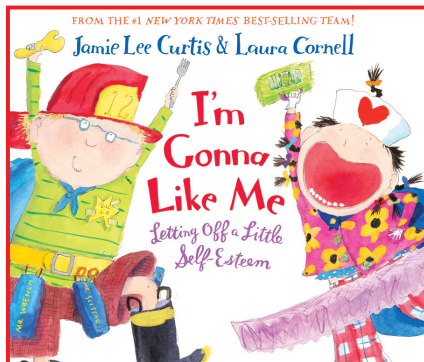
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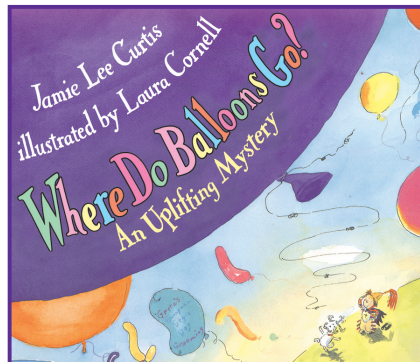
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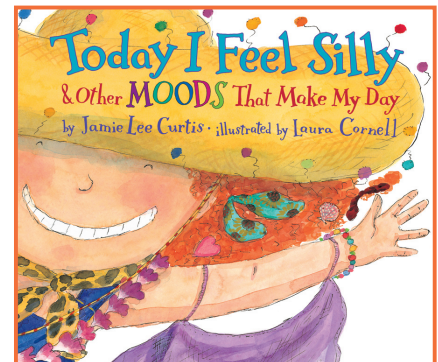
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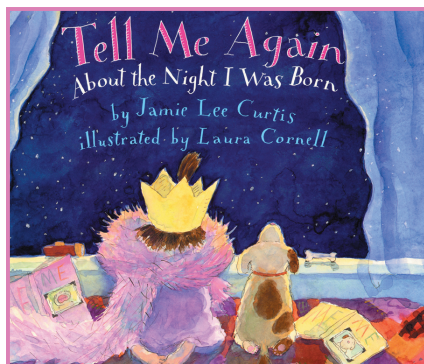
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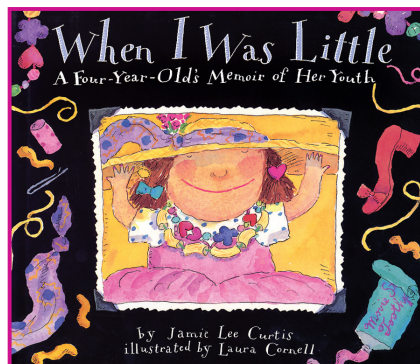
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