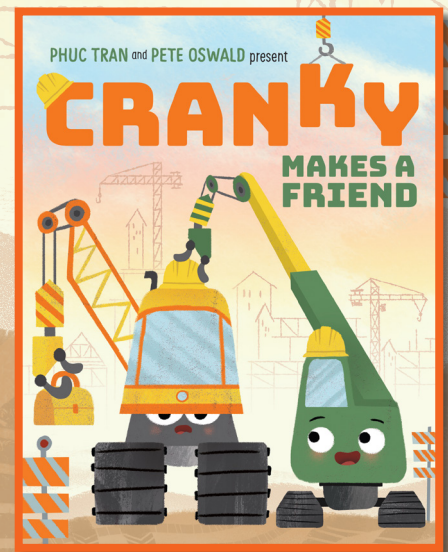
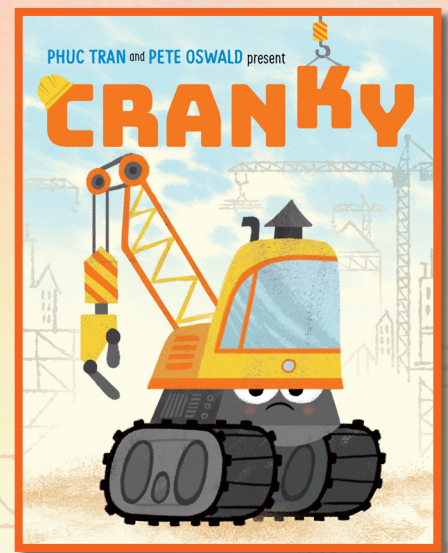


# CRANKY

## EDUCATOR'S GUIDE





## ABOUT THE AUTHOR

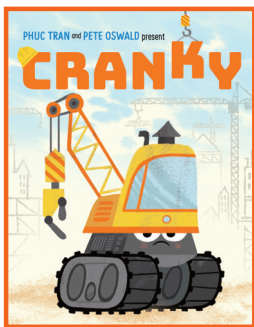
Phuc Tran is an award-winning writer, tattooer, and Latin teacher (for which he has won no awards). Lots of things make Phuc cranky: being too cold, being too hot, staying up too late, getting up really early, wearing baggy socks, eating jaggedy cereal for breakfast. **Cranky** is his first children's book. His memoir, **Sigh, Gone**, received the New England Book Award and the Maine Literary Award and was named a Best Book of the Year by Amazon, Audible, and others. Phuc lives in Portland, Maine, with his wife (who is rarely cranky) and his two daughters (who are sometimes cranky). "Phuc" is pronounced like "Luke" but with an F. Learn more at [phucskywalker.com](http://phucskywalker.com).



## ABOUT THE ILLUSTRATOR

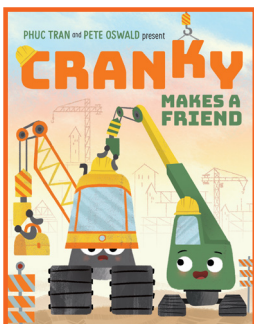
Pete Oswald is an LA-based artist, kid lit author/illustrator, and production designer. Pete is the illustrator of the **Food Group** series by Jory John and the **Cranky** series by Phuc Tran as well as many other picture books. When Pete is not working on books, he is helping to uplift many of the most successful animated franchises, as a character designer, concept artist, and production designer. Pete lives in Los Angeles, California, with his wife and two sons.

## ABOUT THE BOOKS



### CRANKY

A crane named Cranky has a rough start to his day. He feels cranky all day long! While he and his construction friends work together to build a bridge, he holds his feelings inside. But when his supportive friends offer him kindness and understanding, Cranky learns about the importance of communication, friendship, and being part of a team. The colorful construction scenes and pun-filled text highlight this entertaining and meaningful story.



### CRANKY MAKES A FRIEND

Cranky the crane and his friends are back together again at a new construction site. This time they are laying a building foundation. When a new crane named Lefty joins the crew, Cranky is even more cranky than usual. He worries that his friends will like Lefty more than him. Cranky learns how to share his feelings and to understand the value of making new friends while appreciating old ones. This relatable story is both enlightening and entertaining.

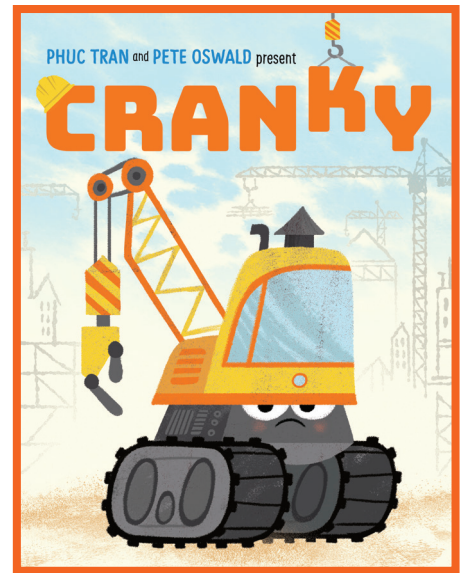
# CRANKY

## BEFORE READING

Discuss the word “cranky” with the students: Do you know what cranky means? Have you ever felt cranky? What makes you feel that way? How do you behave when you feel cranky?

Ask the students if they have ever seen a construction site: What trucks have you seen? Do you know what these trucks do? Show the students pictures of the trucks introduced in this story (e.g., crane, dump truck, cement mixer, forklift). Have the students identify the vehicle and discuss what its role might be at a construction site.

What is teamwork? When might you need to work as a team? How can you be a helpful member of a team? What are some things that might not be helpful?



## DISCUSSION QUESTIONS

1. Read the first few pages of the story. Ask the students to look carefully at the illustrations. Why do you think Cranky is feeling cranky?
2. How does he behave when he is feeling cranky?
3. What are Cranky and his friends building?
4. What happens when his friends try to talk to him?
5. How do they help Cranky?
6. What does Cranky learn about his feelings?
7. What does Cranky learn about being part of a team?
8. How do Cranky’s friends help him?
9. Read the last page. How do you think Cranky is feeling now? Why?

# ACTIVITIES

## CONSTRUCT IT

As a class, create a mural or collage of a construction site. First, review different types of construction vehicles using books or online videos. Vehicles might include cranes, dump trucks, cement mixers, forklifts, backhoes, bulldozers, and excavators. Have the students add a label identifying each vehicle. If possible, have them include a sentence describing the vehicle's purpose.

## I KNOW HOW YOU FEEL

Have the students play a game of charades that focuses on feelings. Have students take turns acting out an emotion (e.g., sadness, excitement, nervousness, happiness) while the others try to guess what emotion is being portrayed. Discuss how body language, actions, and facial expressions convey how someone is feeling.

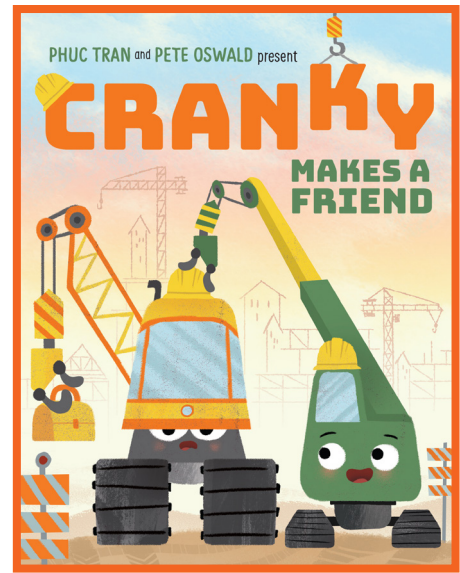
## BUILDING BRIDGES

Give small groups of students some materials (e.g., toothpicks and gumdrops, or craft sticks and clay, or Legos) and challenge them to work cooperatively to build a bridge. Discuss strategies for working as a team to meet this challenge, such as brainstorming, planning, and experimenting within your group. Tell students that they must make sure every person in their group is part of the problem-solving process. After an appropriate amount of time, have groups share their bridge with the rest of the class, even if it is not complete. Ask the students to reflect on their experience. Were you successful? Why or why not? What building strategies worked and which ones did not? How did your group work as a team? Through discussion, encourage the students to recognize and express that the teamwork is just as critical to completing the project as the actual building strategies.

Guide prepared by Sue Ornstein, an educational consultant with 35 years of elementary teaching experience.



# CRANKY MAKES A FRIEND



## BEFORE READING

Review the characters from the first story. Point out Lefty, the new character. Do you know what kind of truck he is? How do you think Cranky will feel about having Lefty at the construction site? Why?

Have you ever had a new student join your class? How do you think that student might have felt? What can you do to make a new student feel welcome?

How can you show someone that you would like to be their friend?

## DISCUSSION QUESTIONS

1. Read the first page. How is Cranky feeling? Why?
2. Read the next few pages. How is Cranky feeling now? Why have his feelings changed?
3. Describe Lefty. What is he like? How can you tell?
4. Do you think Lefty's jokes are clever or funny? Why or why not?
5. Why are Cranky's friends surprised that he is smiling?
6. Does Cranky really feel like smiling? Why or why not?
7. What does Cranky mean when he says, "I feel a little better because at least now my face matches my feelings"? Why does that make him feel better?
8. What happens when Cranky tells his friends how he is feeling?
9. What does Cranky learn about friendship?

# ACTIVITIES

## YOU'VE GOT A FRIEND

Present the students with a couple of scenarios and ask if the children involved are behaving like good friends. For example: "You are playing basketball at recess with your friend, and a new student wants to play with your friend. So, your friend goes off to the swings with the new student and leaves you behind." Discuss the scenario and what should have occurred. Have the students share their own experiences of being a good friend to someone, or having someone be a good friend to them. Then have the students design a friendship card for one of their friends. Young children can draw pictures, while older students can write a note inside the card to their friend.

## FRIENDSHIP FUN

Discuss the ways Cranky and Lefty are different from each other. How do they eventually become friends? Discuss how learning more about a person helps us become better friends with that person. Then tell the students they are going to ask each other questions to learn about their friend.

Pair the students (if possible, with someone they don't know very well) and then have them take turns asking each other questions. (For example, "What is your favorite movie?" "What do you like to do after school?" "Do you have brothers or sisters?") Tell them that they will be sharing with the class at least one thing they learned about their friend.

## BUILD IT

In this story, Cranky and his crew are laying the foundation for a building. Ask the students to design a building of their own. What shape would it be? Would it have many windows? Would it be skinny and tall like a skyscraper? Have the students sketch out their idea, and then draw, paint, or construct (e.g., using clay, Play-Doh, or blocks) their building. Have a class sharing event so that the students can see and enjoy each other's designs.

Guide prepared by Sue Ornstein, an educational consultant with 35 years of elementary teaching experience.

