

## Teacher's Guide: Exploring "I Hope They Are Friendly" Series by Kevin Denley (Grades 2-3)

This guide will help you explore the books "I Hope That They Are Friendly" and "I Hope They Are Friendly Too" with your students. These books use imagination and a touch of silliness to explore themes of friendship, creation, and dealing with the unexpected.

### Central Ideas of the Series:

- Both books tell the story of **drawn creatures that come to life and fill the narrator's home**.
- The main question in both stories is whether these unusual creatures are **friendly**.
- The books explore what happens when **imagination becomes real**.

### Book 1: "I Hope That They Are Friendly"

- **Summary:** This book is told by a narrator (Tony) whose own drawings magically come to life and start moving around their house. The narrator finds them in many different places and hopes they are friendly.
- **Themes to Explore:**
  - **Imagination and Creation:** Discuss how the creatures appear because the narrator draws them. Ask: Where do your ideas come from? What kinds of creatures would you draw?
  - **Hope and Uncertainty:** Tony keeps saying, "**I hope that they are friendly**". Ask: What does it mean to hope for something? Why is the narrator uncertain about the creatures?
  - **Observation Skills:** The narrator sees the creatures in many different places. Encourage students to **observe details** in the pictures and the text. Ask: Where did the narrator see the creatures? Can you find them in the pictures?
  - **The Idea of Change:** Talk about how the drawings **leave empty white spaces**. Ask: Where did the creatures go? What does the white space represent?
- **Discussion Questions:**
  - If your drawings came to life, what would you want them to do?
  - How do you think the narrator feels about all these creatures in their house?
  - Why do you think the narrator keeps hoping the creatures are friendly?
  - What are some of the silly places the narrator finds the creatures?
- **Possible Activities:**
  - Have students draw their own friendly (or not-so-friendly!) creatures and describe where they would be in their own homes.
  - Discuss times when they hoped for something they weren't sure about.
  - Create a class list of all the places the narrator saw the creatures.

### Book 2: "I Hope They Are Friendly Too"

- **Summary:** In this book, the narrator's **brother (Tony)** is the one who drew many creatures, and now they are all over the house. This narrator also hopes they are friendly, but seems more overwhelmed by the sheer number of creatures. We also see a girl named **Sophie** in the pictures.
- **Themes to Explore:**
  - **Different Perspectives:** Compare this narrator to the first one. How are their experiences and feelings different?
  - **Counting and Quantity:** This book has more **explicit counting** of the creatures. Ask: Why do you think the narrator tries to count them? Can you count along with the narrator?

- **Introduction of Other Characters:** Discuss the brother Tony who drew the creatures and the girl Sophie in the pictures. Ask: How does having other people involved change the story? What do you think Sophie thinks about the creatures?
- **Invasion of Space:** The narrator talks about an "**invasion of my privacy!**". Ask: What does "invasion" mean? Why does the narrator feel this way?
- **Discussion Questions:**
  - How is it different when someone else's drawings come to life?
  - Why do you think there are so many more creatures in this book?
  - How might Sophie feel with so many creatures around? Look at her expressions in the pictures.
  - What are some of the messy things the creatures do in this book?
- **Possible Activities:**
  - Have students count the creatures on different pages.
  - Discuss the idea of personal space and what it feels like when it's invaded.
  - Imagine what it would be like to live in a house full of these creatures and write a short story from Sophie's point of view.

### Comparing Both Books:

- **Similarities:**
  - Both narrators **hope the creatures are friendly**.
  - The creatures **come from drawings**.
  - There are **many creatures** in both stories.
  - The creatures are in the **narrators' homes**.
- **Differences:**
  - In the first book, the **narrator draws the creatures**. In the second, the **brother draws them**.
  - The first book focuses more on the **act of drawing**. The second focuses more on the **number of creatures** and their impact.
  - The first book mainly features the **narrator**. The second book **implicitly includes the brother and visually features Sophie**.
  - The second book has **more explicit counting** of the creatures.
  - The images in the first book show more **white silhouettes**, while the second book shows **large groups of diverse creatures and Sophie**.
- **Discussion Questions:**
  - Which book do you think is more funny? Why?
  - Which book makes you feel more anxious or worried for the narrator? Why?
  - How does it change the story when someone else draws the creatures?
  - Do you think the creatures in both books are friendly? Why or why not?
- **Possible Activities:**
  - Create a Venn diagram comparing and contrasting the two books.
  - Discuss which book the students enjoyed more and why.
  - Have students draw a scene that could happen if the narrators from both books met.

### Educational Elements:

- **Observation Skills:** Both books encourage students to look closely at the pictures and read the text carefully to find the creatures.
- **Counting Skills:** "I Hope They Are Friendly Too" provides opportunities for students to practice counting.
- **Spatial Awareness:** The descriptions of where the creatures are (under, near, on top of) help students understand **prepositions and spatial relationships**.

- **Imagination and Creativity:** The whole premise of the books encourages students to use their **imagination**.
- **Emotional Awareness:** Discussing the narrators' feelings (hope, worry, being overwhelmed) helps students think about **emotions**.

**Extension Activities (for both books):**

- Have students write their own poems or short stories about creatures their own drawings bring to life.
- Create artwork inspired by the creatures in the books.
- Act out scenes from the books.
- Discuss the **unintended consequences** of the narrators' (and the brother's) actions.

By using these books in your classroom, you can encourage literacy skills, critical thinking, creativity, and social-emotional learning in a fun and engaging way. Remember to adapt these suggestions to fit the specific needs and interests of your students.