

SUMMARY

Lili Macaroni loves drawing butterflies, counting the stars, and being exactly who she is—Lili Macaroni. That is, until she starts kindergarten. There her classmates tell her that her hair is like a pumpkin, her eyes are squinty blueberries, and her laugh is like a parrot’s squawk. She has never felt such unhappiness

before. It makes her want to erase herself and draw a brand-new Lili. Then she reconsiders. Does she really want to erase her hair that’s just like Mom’s? Her eyes just like Grandma’s? Her Grandpa’s infectious laugh?

Nicole Testa discovered her enthusiasm for writing when working with second-grade children. Her first novel, *The Eye of the Night*, was published in 1998. She continues to create children’s stories in French Canada, where she is often inspired by nature.

Nicole Testa was born in Abitibi, Quebec, where she found her passion for visual art at a young age. Her studies at the Université du Québec en Abitibi-Témiscamingue inspired her to expand her creativity into photography and cinema. She is an avid traveler and the mother of two boys.

PAIR THIS BOOK WITH:

Finding Lucy by Eugenie Fernandes

French Toast by Kari-Lynn Winters

Morris Micklewhite and the Tangerine Dress by Christine Baldacchino

It’s OK to be Different by Todd Parr

<https://www.youtube.com/watch?v=sl5U2Z0oQok>

Picture Book Ages 4–7 | ISBN: 978-1-77278-093-2 | Pages: 32

THEMES

Sense of Self, Kindness, Anti-bullying, First Day of School

BISAC CODES

JUV039140 – JUVENILE FICTION / Social Themes / Self-Esteem & Self-Reliance

JUV039050 – JUVENILE FICTION / Social Themes / Emotions & Feelings

JUV039230 – JUVENILE FICTION / Social Themes / Bullying

JUV035000 – JUVENILE FICTION / School & Education

READING LEVEL

Lexile Measure: AD510L | Fountas & Pinnell: L

CURRICULUM CONNECTIONS

Social Studies, Health, Character Education, Visual Arts, Math, Comprehension

THIS GUIDE CONTAINS:

ACTIVITY	MAIN SUBJECT AREA	SPECIFIC SKILLS AND TOPICS
Read-Aloud	Comprehension	<ul style="list-style-type: none"> • Visualize, infer, make connections
I Am the Way I Am	Social Studies Health	<ul style="list-style-type: none"> • Sense of self • Mental Health
Changes in My Life	Social Studies	<ul style="list-style-type: none"> • Relationships, roles, and responsibilities
Helpful or Hurtful? Words and Actions	Character Education	<ul style="list-style-type: none"> • Kindness • Anti-bullying
Beautiful Butterflies	Visual Arts Math	<ul style="list-style-type: none"> • Pattern, symmetry

THE READ-ALoud

Lili Macaroni bravely teaches her classmates about the importance of being kind to each other when she has been made to feel bad.

Learning expectations:

Students will:

- identify reading comprehension strategies (e.g. visualize, infer, make connections) and use them before, during, and after reading to understand texts
- use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of adjectives

You Will Need:

- *Lili Macaroni*

How To:

BEFORE READING

Explain that everyone has something called a sense of self and that it means how we see ourselves and how we think about ourselves. Invite students to be listening for things that affect Lili’s sense of self.

DURING READING

- **First Spread** – Invite students to close their eyes and picture Lili as you read her own description of herself. After reading, invite students to examine the illustration and ask, “Does Lili like the way she is?”
- **Second Spread** – Invite students to mentally compare and contrast Lili’s daily routine with their own (text-to-self connection).
- **Third Spread** – After reading, invite students to infer how old Lili is and how she feels about starting school.
- **Fourth and Fifth Spreads** – Invite students to infer how school is

going for Lili and connect her experiences to their own.

- **Sixth Spread** – After reading, invite students to share their thoughts.
- **Seventh Spread** – After reading, invite students to recall privately if they ever felt the way Lili is feeling.
- **Eighth Spread** – After reading, ask “Have you ever noticed someone standing alone like Lili while everyone else is playing and having fun? If you notice someone like that, what could you do?”
- **Ninth Spread** – After the left page, ask students what they think of Lili’s plan to erase Lili Macaroni and create a new girl. After the right page, ask what they think of Lili’s reasons for abandoning this plan.
- **Tenth Spread** – After reading the first paragraph, have students use think-pair-share to share their own strategies for dealing with a heart that aches. What do they think of Dad’s idea?
- **Eleventh Spread** – Before reading, tell students that Lili is about to do something really brave. Invite them to imagine they are her and to think about how they are feeling while they do what Lili is about to do. After reading, invite a few students to share those feelings. Why did no one make a sound? Do they think she is brave? Now, or at a later time, discuss whether courage means not being afraid, or if it means doing something you fear.
- **Twelfth Spread** – After reading, invite students to explain why everyone is wearing a butterfly. How might students be feeling? How might Lili be feeling?
- **Thirteenth Spread** – Invite students to think about their own characteristics. What do they love about themselves? Is there something they don’t love about themselves that they could try to accept, celebrate, even love?
- **Fourteenth Spread** – Read with meaning and emphasis. After reading, pause to allow everyone to savor the impact of the words.

AFTER READING

- Show students the *Lili Macaroni*-inspired activities on the last page of the book and tell them that they will have a chance to do these things.
- For older primary classes: Re-read the book on another day, searching for and listing adjectives (e.g. red, freckly, magical, favorite, polka-dotted, big, many, new, blue, orange, pretty, black and white, squinty, sad, good, black, straight, uncooked, beautiful, lighter). Post the list and add to it when new adjectives are discovered in other books. Encourage students to include some in their own writing.



ACTIVITY 1: I AM THE WAY I AM

This is a great activity for an “All About Me” unit at the start of a new school year. Students will create a self-portrait and brief bio, using *Lili Macaroni* as a guide. Teachers can also introduce students to the idea of a word wall, using some very high-frequency words.

Learning Expectations

Students will:

- develop a positive sense of self
- create a two-dimensional work of art that expresses ideas inspired by personal experience
- write simple but complete sentences that make sense
- spell some high-frequency words correctly (e.g., the class word wall)

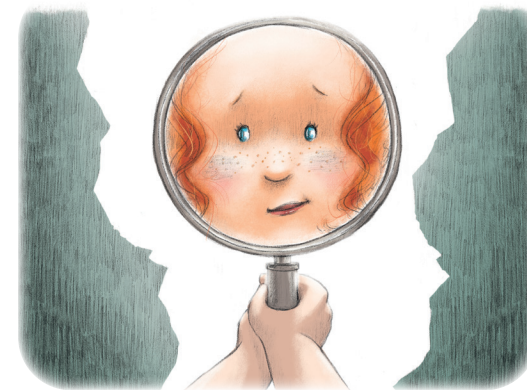
You Will Need

- *Lili Macaroni*
- hand-held mirror
- chart paper and markers
- drawing paper, crayons, markers, and pencil crayons in a wide variety of colors to represent the diversity in your class
- card stock for making word cards or a commercial word wall kit

How To:

1. **Shared Drawing:** Place a piece of art paper (portrait orientation) on the chart stand. Have a variety of drawing materials available, including pencil, crayons, colored pencils, and markers. Invite students to imagine that Lili Macaroni is going to make a picture of herself. Introduce the word self-portrait. Show the ninth spread. Ask if Lili is drawing a self-portrait. Briefly discuss the difference between Lili’s wishes and what she sees in the mirror. Provide a hand-held mirror for students to use during their free time. Draw a large oval for Lili’s face. Ask, “How would Lili draw her hair?” While they think about this, show some illustrations from the book.

Invite a student to come up and draw Lili’s hair. Ideally, provide a reddish orange crayon. Ask, “How would Lili draw her eyes?” If necessary, refer to the reference to her eye color on the first page. For students in second grade and above, you might want to take this opportunity to explain to students that people’s eyes are quite close to the middle of their face (height-wise), not near the top as they are sometimes drawn. The sixth spread (the pumpkin page) shows a good example of this on Lili’s face as well as her peers’ faces. Demonstrate on your own face, pushing your hair back if necessary. Invite a student to draw and color Lili’s eyes, or draw them yourself and invite a student to color them. Continue in this way, having students add a freckly nose and a laughing mouth. Invite them to help you choose an appropriate skin color for Lili and demonstrate how to color carefully and lightly, gradually pressing harder until the desired effect is achieved. Show the twelfth spread and ask students to imagine which coloring materials some of Lili’s peers might choose if doing a self-portrait, to get students to think about the diversity of hair and skin colors that exist. Avoid referring to peachy tones as “skin color” and correct students if they do so.



2. **Independent Drawing:** Provide materials for students to create their own self-portraits. Ensure that you have a range of shades for both hair and skin,

to match the diversity of your class. Encourage students to choose the most suitable tools for each part of their face; for example, they might choose to draw their eyes, nose, and mouth in pencil and color their hair with crayon, their skin with colored pencil, and their eyes with marker.

3. **Word Wall:** For beginning writers (e.g. kindergarten to second grade), a word wall containing high-frequency words is very useful. At the beginning of the school year it should be blank with just the letter-headings. One way to proceed is to introduce a few (e.g. 5–10) high-frequency words at the beginning of each week. Place these (printed or hand-written on cards large enough to be visible from the back of the room) on a section of wall or board designated “Words of the Week.” Do some word work exercises through the week with these words to help students learn them. If some students struggle to spell them, they should at least learn to read them so they can find them on the word wall in the future. At the end of the week, have students help you move the word cards to their new place on the word wall (below the initial letter). Tell them that, from now on, you will not accept writing in which these words are misspelled. They must proof-read their work and ensure all “word wall words” are spelled correctly. Note: If you use a commercial word wall kit, don’t be afraid to mix hand-made word cards with the commercial ones. These hand-made cards will be easier for your students to find on the wall because they don’t match, and that is more important than having a perfectly uniform word wall. The week that you do this activity (perhaps the first week of school), you might want to have these words as your “Words of the Week”: **My, is, I, have, a, the, are, am**
4. **Shared Writing:** Invite students to help you write a biography on Lili’s behalf, using the information on the first spread of the book. Do the first sentence yourself, pretending you forget how to spell some of the words of the week and looking them up on the “Words of the Week” board to make sure you get them right. The first sentence might say **My hair is red.**

Invite students to help you write the rest of the biography. It might say **I have a freckly nose. My eyes are blue. I have a magical laugh. I am the way I am. I am Lili Macaroni.** Guide students in writing unknown words (e.g. freckly, magical, eyes, etc.) in whatever way you feel is appropriate, such as invented spelling, finding them in the book, asking an adult or peer, or using a dictionary. Or make a temporary chart for low-frequency words they might need for this task. An alternative simplified bio for students with no prior writing experience uses just **I, am** and their name and age. Come to a consensus about how old Lili might be and have students help you write: **I am Lili. I am 5.** On the other hand, if your students have some experience with writing and know several high-frequency words already, this might be a good time for them to learn how contractions work (e.g. “When we speak quickly, sometimes the words bump into each other and one of the letters falls out so we have to put an apostrophe in to remind us what happened”). Dramatize this using the **I** and **am** word cards. Bump the cards into one another and cover up the **a** with the **I**. Tape an apostrophe in between. Produce a word card with the word **I’m** and add it to the “Words of the Week”. Then you can change the last sentence of Lili’s bio to read **I’m Lili Macaroni**, as in the book.

5. **Guided/Independent Writing:** Provide pencils and writing paper on which students will write their own biography. Use paired sharing to have students rehearse what they might write. If you made a temporary word chart during Shared Writing, have students help you brainstorm some additional words they might need, such as different color words for eyes and hair. Add these to the temporary chart. If any more words come up as students are writing, add those as well. Some students might not be able to proceed independently. Gather a few at a time (e.g. at a small-group instruction table) to provide direct guidance.
6. Mount each student’s self-portrait and biography onto a single sheet of construction paper and create a wall display celebrating “I Am the Way I Am”.

ACTIVITY 2: CHANGES IN MY LIFE

Lili Macaroni is an excellent springboard for an early primary social studies unit on identity as it relates to changing relationships, roles, and responsibilities.

Learning Expectations

Students will:

- describe how and why a person’s roles, relationships, and responsibilities may change in different places or situations and at different times
- describe how some significant events in their lives (e.g., the birth of a sibling, starting school, moving to a new home, getting a pet) lead to changes in their roles, relationships, and/or responsibilities

You Will Need

- *Lili Macaroni*
- blackline master “Changes in My Life” (included at the end of this guide), copies for each student plus one enlarged copy OR hand-made booklets for each pre-writing student (described below)
- chart stand and markers
- Optional: blackline master “Timeline of My Life” included below

How To:

The first instructions are for students who can write somewhat independently.

Alternate instructions follow for students at a pre-writing stage:

1. Shared writing: prepare an enlarged version of blackline master “Changes in My Life” and place it on the chart stand. Invite students to help you do this assignment on Lili’s behalf. The innermost circle represents Lili during her preschool years. Referring to the first two spreads, encourage students to tell you the people who are in Lili’s life at that time (parents and grandparents). Write their names inside this circle. Next, invite students to tell you some of the things Lili does (e.g. walking on the beach, making butterflies, playing with toys, reading her favorite books, counting stars). Finally, ask students to infer what some of Lili’s respon-

sibilities might have been (e.g. dressing herself, putting away her toys). Use a different type of print for each category (e.g. all capitals for people, lower case for leisure activities, underlined for responsibilities). Discuss how people’s relationships, roles, and responsibilities change as they get older, though many of the previous relationships, roles, and responsibilities remain, which is why each circle contains the previous circle. Starting school signals a time of significant change. Refer to the next 10 spreads for ideas on Lili’s new relationships (peers and teacher), roles (playing at recess, victim of bullying, problem-solving, standing up for herself), and responsibilities (learning the letters of the alphabet, printing her name, participating in class activities, counting lots of things). Record these in the next circle. Use the page showing the older Lili to help students infer how Lili’s relationships, roles, and responsibilities change when she is a “big kid.” Record these ideas in the next circle. Use the last page to help students articulate Lili’s hopes for the future and record their ideas in the outermost circle.

2. Independent/Guided writing: Give each student a copy of the blackline master “Changes in My Life”. Cue them to think about the people and activities that they spent most of their time with during their preschool years, and any responsibilities they might have had. If they can’t remember, tell them they will be allowed to take it home and get help from a caregiver for that section. The next circle represents their present time. Encourage them to write the names of new people in their lives since they started school, new roles, and new responsibilities. When they have had sufficient time to work on their present time, invite them to think about how their roles will change when they are older. They could think about older kids they know, such as older siblings, cousins, neighbors, or students in the school. Give time for students to share, especially about additional responsibilities older children have, for the benefit of those who don’t have first-hand experience with older siblings. Instruct students to write down roles and responsibilities they think they will have

at that age. Finally, discuss any career choices they may have considered for their future, and roles and responsibilities their caregivers have. Instruct students to write these ideas in the outermost circle.

This activity is for non-writers:

1. Make booklets by folding two sheets of legal-sized paper in half and stapling the crease to create a spine:
 - Page 1 (front cover):** Students draw a self-portrait and write their name.
 - Page 2 (left page):** Students draw people who were in their lives before they started school. If they are able, have them copy a caption such as “When I Was 3” or “When I was 4” at the top of the page.
 - Page 3 (right page):** Students draw things they did before they came to school.
 - Page 4:** Caption: “Now I am 5”. Students draw new people who are part of their life now, since they have started school.
 - Page 5:** Students draw new activities and responsibilities they have now.
 - Page 6:** Caption: “When I am big”. Students draw a role they imagine they will have when they are older.
2. Optional extension: Have students complete a “Timeline of My Life” with help from a caregiver at home. Introduce this by using the blackline master to complete a timeline of Lili’s life collaboratively with students. Leaf through the book to help recall events that should be included, such as a picnic on the beach with Grandma and Grandpa, starting school, learning to print her name, getting teased, creating and discarding Sophia, making a butterfly, telling her class about her heartache, and feeling accepted by her class.



ACTIVITY 3: HELPFUL OR HURTFUL? WORDS AND ACTIONS

In this activity, students explore the effects of words and actions on others and how to maintain confidence in the face of criticism.

Learning Expectations

Students will:

- begin to develop self-awareness and self-confidence in order to support the development of a sense of identity and belonging
- describe the impact that people can have on each other in some different situations
- begin to develop an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and take care of their mental health
- create two-dimensional and three-dimensional works of art that express feelings and ideas inspired by personal experiences and preferences

You Will Need

- blackline master “Confidence Meter” (included below), one copy per student, on card stock
- scissors and brass fastener for each student
- *Lili Macaroni*
- Other books about individuality and confidence, such as *Finding Lucy* by Eugenie Fernandes, *Morris Micklewhite and the Tangerine Dress* by Christine Baldacchino, *French Toast* by Kari-Lynn Winters, and *It’s OK to be Different* by Todd Parr.

How To:

1. Have students each make a “confidence meter” by cutting out the rectangle and the arrow, then attaching the two together by inserting a brass fastener through the two black stars.
2. Reread *Lili Macaroni* while students use a “confidence meter.” After each page, have students indicate Lili’s level of confidence by moving the arrow on their meter.

3. After reading, discuss how Lili’s level of confidence was affected by the comments of others. The implications of this are two-fold: 1) Students should be careful about making comments that can affect the confidence of others; 2) Students can use self-talk to maintain their own self-confidence when others criticize them.
4. Discuss the illustration on the twelfth spread. Focus on the boy behind Lili in line. What does his expression indicate about what he is feeling? Remorse? Had students noticed that he had been the one who instigated much of the bullying? Draw students’ attention to Lili and to the girl at the back of the line. What do their expressions convey? Forgiveness? Talk about reasons one student might make fun of another, and the role remorse and forgiveness can play in healing relationships.
5. Read other books about children coming to terms with their individuality, such as *Finding Lucy* by Eugenie Fernandes or *Morris Micklewhite and the Tangerine Dress* by Christine Baldacchino. On a second read-through, have students use their confidence meters to indicate the protagonist’s confidence level. Discuss similarities and differences with Lili’s situation. Invite students to consider and discuss the factors which contributed to a protagonist regaining their confidence.
6. Read *It’s OK to be Different* by Todd Parr or view an online video of the author reading it.
7. Play “Follow the (Kind) Leader” from the last page of *Lili Macaroni*.
8. Have students create an art piece that represents them in some way. It could be a cut-out like Lili’s, a scene like Morris’s, an abstract piece like Lucy’s, a simple portrait in bold colors like the ones in *It’s OK to be Different*, or a sculpture or other type of art. These could be titled and included in an art display.

ACTIVITY 4: BEAUTIFUL BUTTERFLIES

Many students will undoubtedly be eager to make their own unique butterfly.

Learning Expectations

Students will:

- create two-dimensional and three-dimensional works of art that express feelings and ideas inspired by personal experiences
- use a variety of materials, tools, and techniques to respond to design challenges
- create secondary colors from primary colors
- locate the line of symmetry in a two-dimensional shape (e.g., by paper folding or by using a Mira Geometry Tool)

You Will Need

- internet access
- card stock
- markers and other coloring materials
- wooden spring-type clothespins
- white glue or hot glue
- a variety of art papers

How To:

1. Make copies for each student of the “You Can Make a Butterfly too!” instructions and pattern attached to this guide. This can also be downloaded from the Pajama Press website at: <https://pajamapress.ca/wp-content/uploads/2019/08/LM-BF-Template.pdf>
2. Have students cut out their butterflies and color them as they wish. Have students glue their butterflies to a clothespin using white glue or have an adult hot glue them on.
3. Encourage students to wear their butterflies on their shoulder as a reminder to be kind to one another.

4. Make other kinds of butterflies to decorate the classroom. Example: Use folded paper to introduce the idea of a line of symmetry. Fold the paper in half, draw half a butterfly, cut it out. On half of the butterfly, draw a simple decorative pattern. Use a Mira to draw an identical pattern on the other half. Or, place a few drops of paint near the center of a sheet of paper. This works best if students limit their paint choice to two primary colors and a tiny drop or two of black for accents. Fold the paper in half and press. Use pressure to urge the paint into a butterfly-like pattern. Unfold to see the results. Allow to dry. Cut out if desired.



This guide was created with support from Ontario Creates

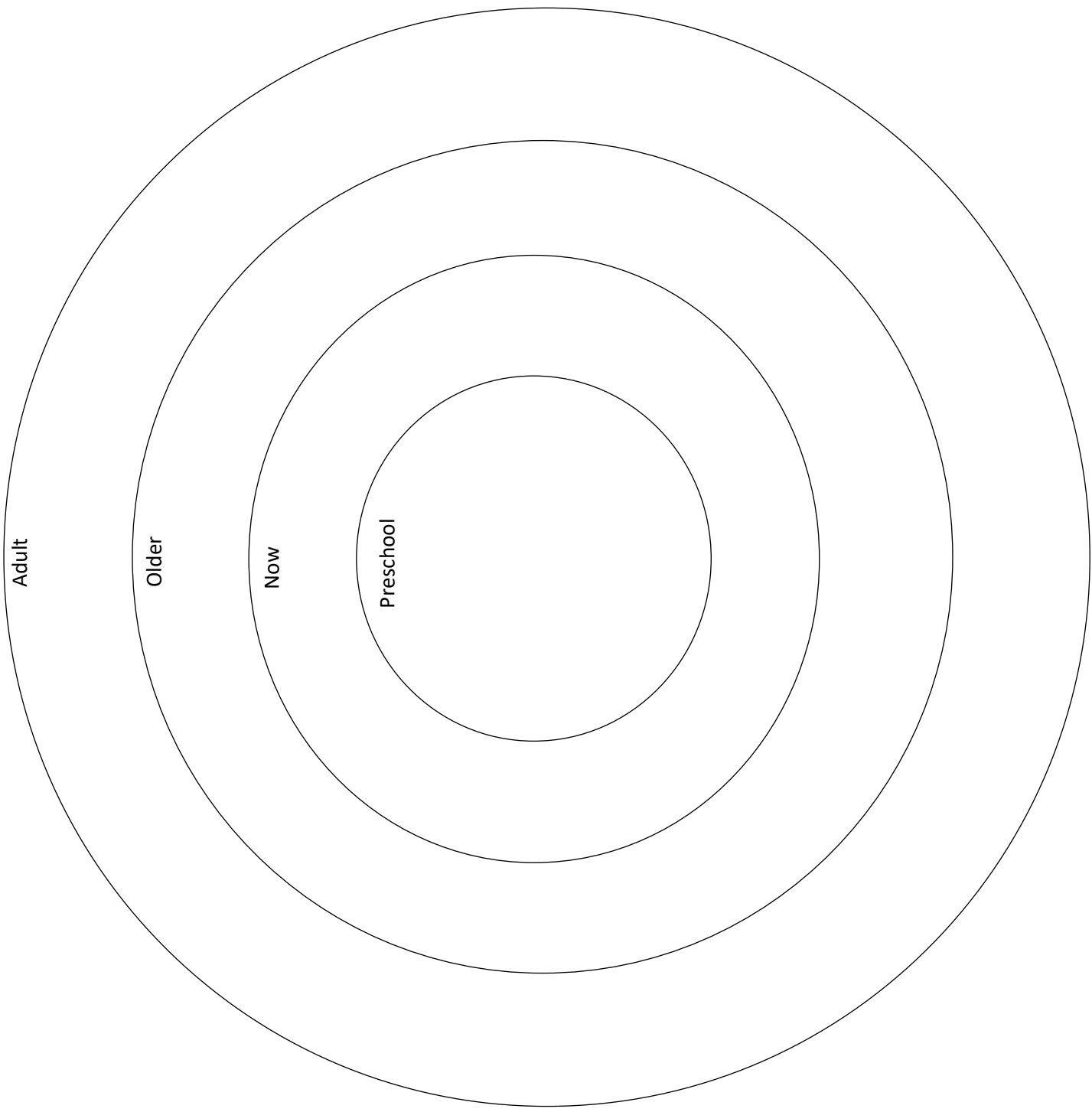


BIBLIOGRAPHY

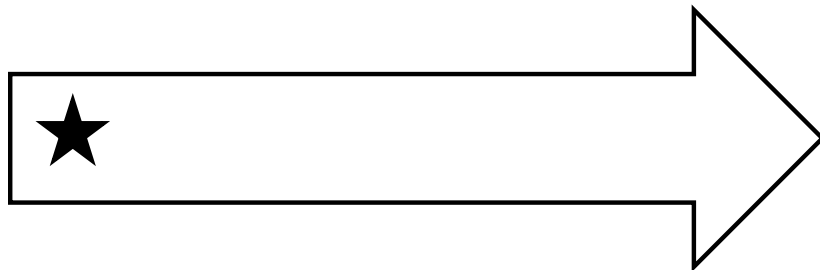
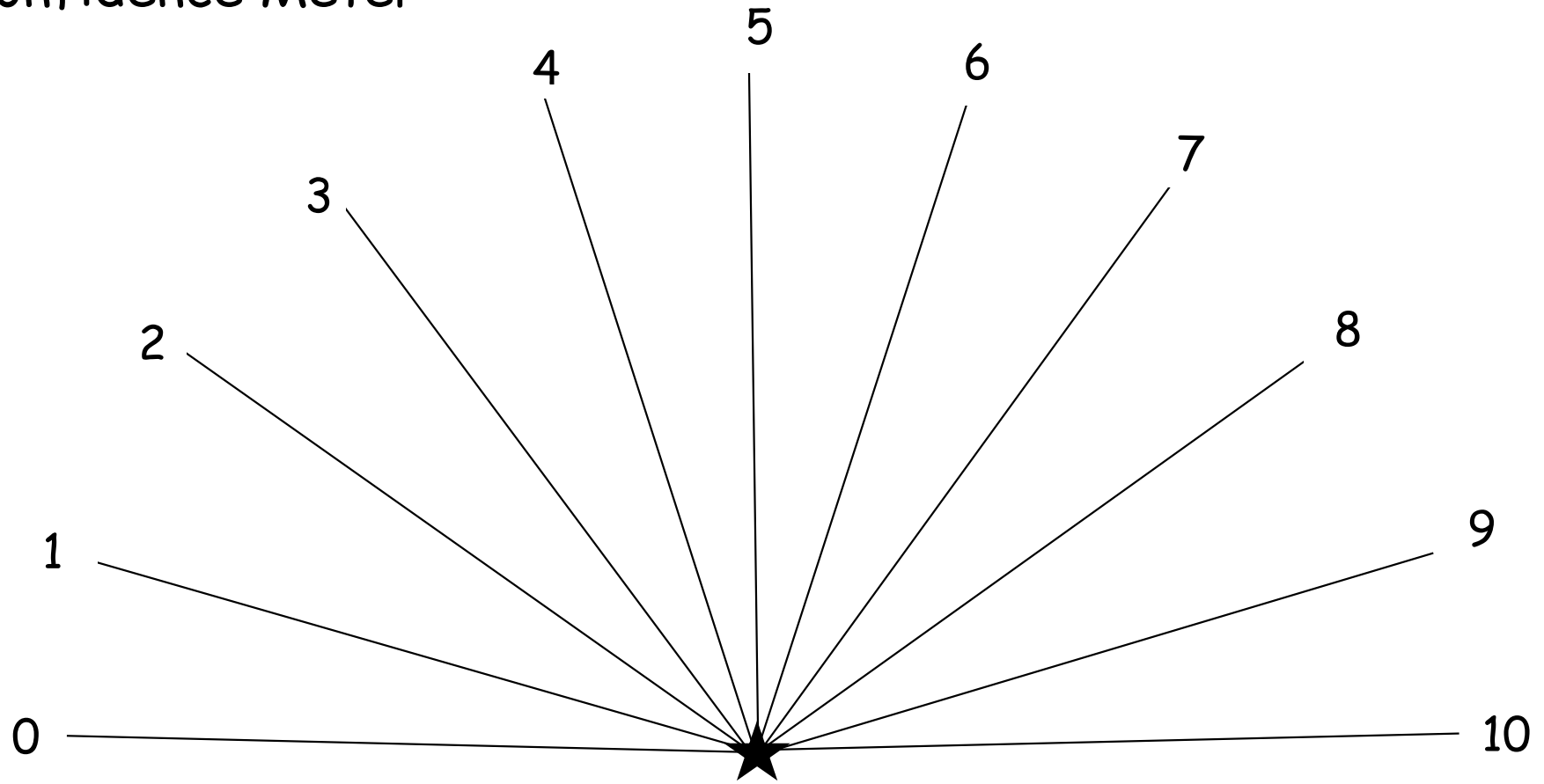
- <http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>
- <http://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>
- <http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>
- <http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf>
- <http://www.edu.gov.on.ca/eng/curriculum/elementary/math18curr.pdf>

Changes in my Life

Name: _____



Confidence Meter



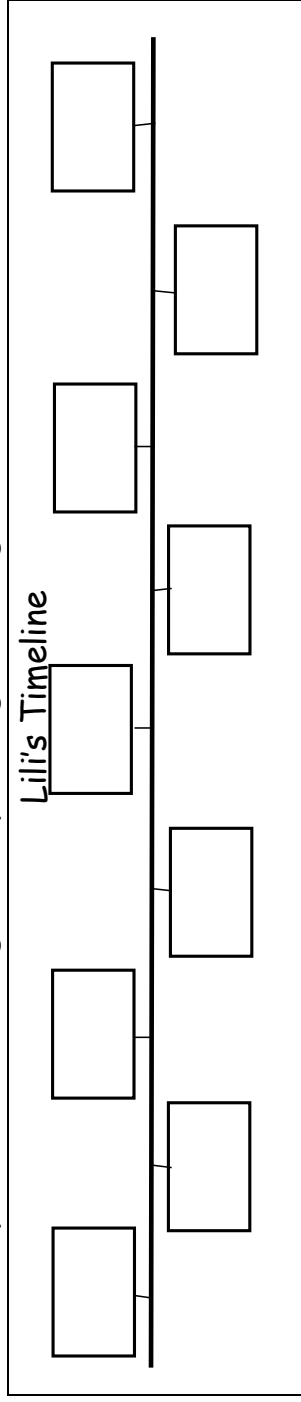
Timeline of My Life

Caregivers are encouraged to work together with their children on this assignment.

1. Cut a blank sheet of paper in half lengthwise. Glue or tape the two pieces together end to end to create one long, narrow sheet of paper. Draw a thick black line down the middle. This will be your Timeline. Place it horizontally on the table and write your name at the top. It should look like this:

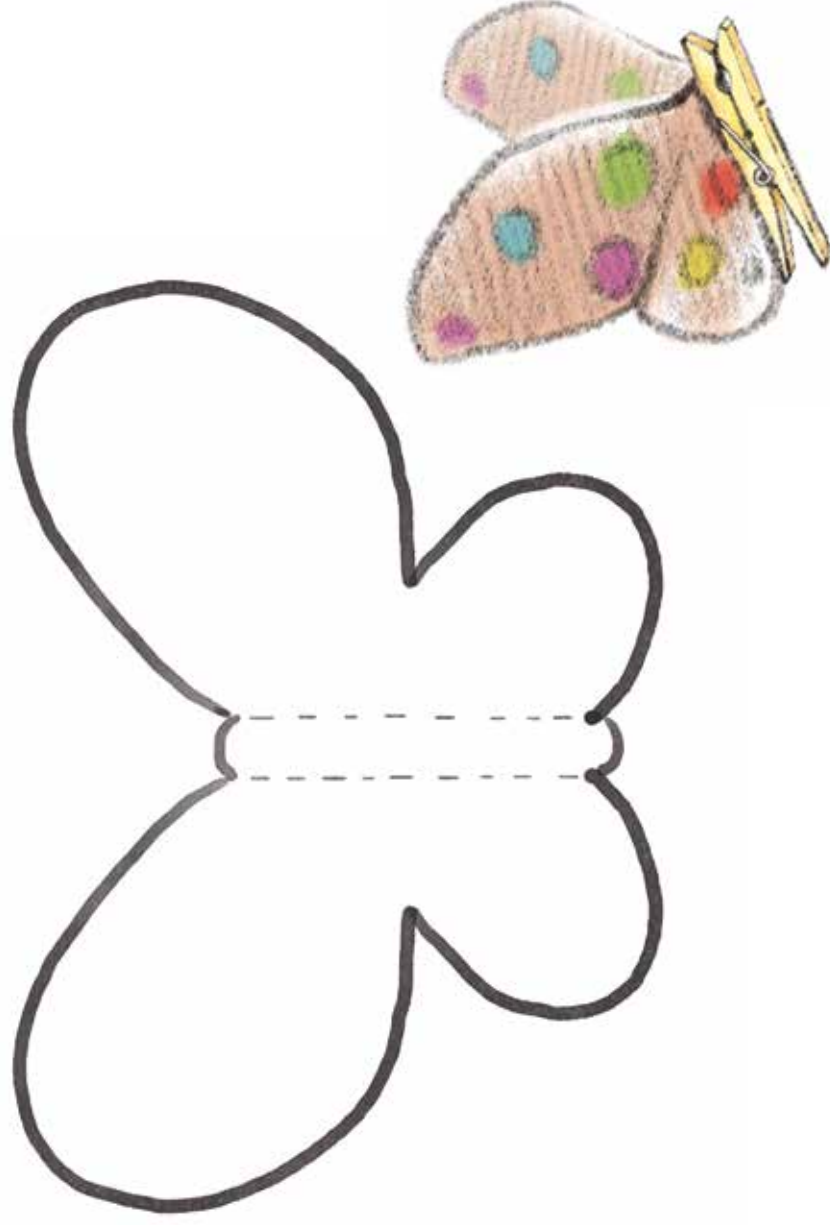
Lili's Timeline

2. Think about the important events of your life. See if you have any photographs of some of them. If not, you can draw the events in the boxes below and write the date and the event in the box too. Or you may use some photos and some drawings. Cut the boxes out. You can include events like when you were born, getting a new sibling, moving to a new home, special visits or trips, starting school.
3. Arrange the pictures in chronological order along the timeline. They will fit best if you alternate putting one above and one below the line. Glue them on. Put dates and titles below any pictures that do not yet have them. It might end up looking something like this:



--	--

You Can Make a Butterfly too!



1. Cut out the butterfly outline to make a pattern.
2. Use the pattern to draw the butterfly shape onto a sturdy piece of paper.
3. Make it unique (like you!) by coloring or painting it with your favorite colors and patterns.
4. Carefully cut out your butterfly.
5. Fold your butterfly's wings upward.
6. Glue your butterfly's body to a clothespin.
7. Clip your butterfly to your clothing with the clothespin.