

A Common Core State Standards-
Aligned Discussion/Project Guide
for Grades PK-3

GITTY AND KVETCH

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Written by Caroline Kusin Pritchard
Illustrated by Ariel Landy
Published by Atheneum Books for
Young Readers

Gitty and her feathered-friend Kvetch couldn't be more different: Gitty always sees the bright side of life, while her curmudgeonly friend Kvetch is always complaining and, well, kvetching about the trouble they get into. One perfect day, Gitty ropes Kvetch into shlepping off on a new adventure to their perfect purple treehouse. Even when Kvetch sees signs of impending doom everywhere, Gitty finds silver linings and holds onto her super special surprise reason for completing their mission. But when her perfect plan goes awry, oy vey, suddenly it's Gitty who's down in the dumps. Can Kvetch come out of his funk to lift Gitty's spirits back up?

Guide Created by
Debbie Gonzales, MFA





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Pre-Reading Discussion

Meet the Author: Caroline Kusin Pritchard:

- On her website, author Caroline Kusin Pritchard describes her super power as being the strength that she gains from relationships. Consider how Caroline’s superpower inspired her to write *GITTY AND KVETCH*, a picture book about friendship.
- Caroline says that one of her greatest passions is “connecting children with stories that light them up.” Explain what she means by this statement. List the stories that *light* you up.
- On Caroline’s website, there is a picture of her using a typewriter when she was very young. It seems that she has always enjoyed writing and reading, even when she was little. Do you think that her life-long love of reading and writing may have motivated her desire to publish *GITTY AND KVETCH*. Explain your answer.
- To learn about Caroline and her many interesting projects, access her website at carolinekusinpritchard.com.



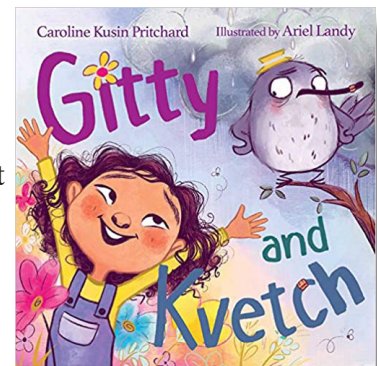
Meet the Author: Ariel Landy:

- Like Caroline, Ariel began illustrating stories when she was very young. Predict how years of practice has helped Ariel become a skilled illustrator.
- Illustrators read an author’s words, then communicate stories with pictures. Good illustrators, like Ariel, use their art to reveal the *heart* of a story. This means they use their art to express the author’s message. How about you? Have you ever illustrated one of your stories? If so, what techniques have you used to communicate the heart of your story?
- Access ariellandyart.com to analyze samples of Ariel’s art. Examine her use of artistic techniques to express how the characters feel. Discuss your observations.



Consider the cover of the book:

- Describe the characters featured on the front cover. Identify ways that they differ.
- Predict what their friendship might be like? What are some of the features in the illustration that reveal what their relationship might be like.
- The girl’s name is Gitty and the bird’s name is Kvetch. Their names are inspired by Yiddish words, which is a language used by Jewish people. The name *Gitty*, is a nickname for someone whose full name is “Gittel,” which means “good.” *Kvetch* means to grumble and complain. Discuss how the characters’ Yiddish names are represented in the illustration.
- Based on the discussion, what do you think this story is going to be about?



Post-Reading Discussion

Gitty swirled, swooped, and splattered every paint from her palette until . . . perfect!

- Examine the action and details featured in the first spread. Notice the active pose Gitty is assuming while painting a picture. What does her energetic stance suggest about her character?
- Her room is full of bright colors. Why do I think the illustrator chose vivid pinks, blues, and yellow to create her room?
- Identify the objects and images decorating her room. Determine how each object and image might represent something special to her. How do these objects help you understand Gitty's character? Explain your answer.

***And besides, I'm still recovering from our last adventure.
Which is exactly why you need a new adventure!***

- The term *backstory* is a storytelling technique authors use to provide background of events that took place before the story began. Notice the illustration featuring Kvetch getting bonked on his beak with a small stone. Describe the backstory presented in this illustration. What happened to Kvetch? How did the event take place? Who caused this little accident to take place? How do you know?
- Does Kvetch have a good reason to kvetch? How so?
- Gitty is eager to embark on a new adventure. Why do you think this is so?

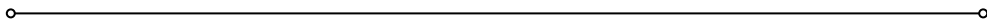
***What a joyful sign!
Of impending doom. Time to move our tuchuses!***

- Contrast Kvetch and Gitty's perceptions of the weather. They are both experiencing the same change from sunny to rainy, and yet they perceive the change entirely differently. Why is this so?
- Another storytelling technique used by authors and illustrators is known as *foreshadowing*, in which they provide signals and clues about events that will take place later in the story. Turn back to the illustration on the cover of the book. Notice the bright and cheery tones surrounding Gitty and the dark, cloudiness over Kvetch's head. Discuss how the bright flowers and dark clouds serve as foreshadowing of the events to come in the story.
- In the final pages of the book, the author has provided a glossary of Yiddish terms used in the book. Kvetch defines the word *tuchus* as being his tail feathers. How would you explain what the word means?



***It's the soggiest, runniest, most miserable painting possible.
Quit that kvetching! All hope is not lost!***

- Identify Gitty's motivation to create the painting. Make a connection between her intention and disappointment. Why is she so deeply sad about her painting becoming ruined?
- Notice that, when observing Gitty's sudden downheartedness, Kvetch became more optimistic and encouraging. Explain why Kvetch is motivated to lift Gitty's spirits. Why does he care about Gitty's feelings? Explain your answer.



***Feel better Kvetch.
Next time we will beak-careful.***

- Examine the spread featuring Gitty and Kvetch inside the tree house. Identify the objects and images depicted in the room. Analyze how each item reveals something special about their friendship.
- Read the message printed on the banners. Interpret what the word beak-careful means. Why would Gitty include that word on the banner?
- Consider Kvetch and Gitty expressions in this scene. Describe how they are feeling. Identify the reasons why they are responding in this way.
- Discuss how Kvetch's understanding of Gitty's intention to apologize in this creatively thoughtful way inspires next response.



***Gitty, perfect isn't a big, bright day or pristine painting.
Perfect is...you and me.***

- The word perfect means faultless, wonderful, and beyond compare. Make a connection between the definition of the word perfect and Gitty's explanation of what perfect is not. Do you agree with Gitty? Explain your answer.
- Gitty and Kvetch overcame two difficult situations, one being the accidental injury of his beak and the other being the destructive consequences of a rainy day. Examine the effect of overcoming troubles together with forgiveness and understanding has on their relationship.
- Are they better or worse friends because of their trials? Explain your answer.



Point of View Analysis

Perfect is...you and me.




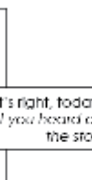
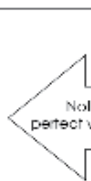
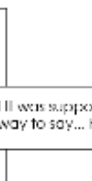
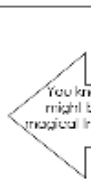
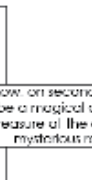
Objective: To describe how characters in a story respond to major events and challenges.

Materials:

- GITTY AND KVETCH, the book
- Point of View Analysis Template (Guide, pg. 7)
- Writing Materials
- Markers

Procedure:

- Reread GITTY AND KVETCH. Encourage the students to consider each characters' motivation as they respond to the events that occurred in the story. Instruct them to interpret each characters' emotional response using both the illustrations and the text.
- Using the **Point of View Analysis Template** as a guide, consider each quote printed in the arrow boxes by closely observing the illustrations depicted in each spread. Determine each characters' point of view in each scene by identifying the following aspects of the story:
 - Closely examine the illustration.
 - Describe how each character is feeling in the scene.
 - Identify the techniques the illustrator used to communicate that emotion.
 - Closely examine the text.
 - Identify the words the author used to communicate that emotion.
- Describe their differing points of view through writing or illustration in the boxes provided in the **Point of View Analysis Template**.
- Share your work with the class.

| Point of View Analysis Template | |
|--|---|
| Gitty | Kvetch |
|  |  |
|  <p>That's right, today! It's PERFECT! Haven't you heard of the calm before the storm?</p>  | |
|  <p>No! It was supposed to be the perfect way to say... heel better Kvetch.</p>  | |
|  <p>You know on second thought, today might be a magical day to search for magical treasure at the end of the magical, mysterious rainbow.</p>  | |



Point of View Analysis Template



Gitty



Kvetch

That's right, today! It's PERFECT!
*Haven't you heard of the calm before
the storm?*

No! It was supposed to be the
perfect way to say... Feel better Kvetch.

You know, on second thought, today
might be a magical day to search for
magical treasure at the end of the magical,
mysterious rainbow.



Count & Color Yiddish Words

*Quit that kvetching.
All hope is not lost.*

Objective: Demonstrate understanding of the organization, sequencing, and meanings of Yiddish words.

Materials:

- GITTY AND KVETCH, the book
- Letter Count Analysis Template (Guide, pg. 9)
- Letter Count Analysis Template Answers (Guide, pg. 10)
- Index Card
- Writing Materials
- Markers

Procedure:

- Instruct students to examine the Yiddish words featured in the final pages of GITTY AND KVETCH.
- Using the **Letter Count Analysis Template** as a guide, encourage students to count the letters of each Yiddish word then write it in the correct space in the template.
- Use the **Letter Count Analysis Template Answers** to check your work.

Letter Count Analysis Template

| 1-Letter Words | 2-Letter Words | 3-Letter Words | 4-Letter Words | 5-Letter Words |
|----------------|----------------|----------------|----------------|-----------------|
| | | | | |
| 6-Letter Words | 7-Letter Words | 8-Letter Words | 9-Letter Words | 10-Letter Words |
| | | | | |

NOTE: Use this lesson format to encourage students to analyze words inspired by their own cultural experiences. Have them create a list of familiar words, categorize them on the template, then share their work with the class.



Letter Count Analysis Template

| 1-Letter Words | 2-Letter Words | 3-Letter Words | 4-Letter Words | 5-Letter Words |
|----------------|----------------|----------------|----------------|-----------------|
| 6-Letter Words | 7-Letter Words | 8-Letter Words | 9-Letter Words | 10-Letter Words |
| | | | | |



Letter Count Analysis Template Answers

| 1-Letter Words | 2-Letter Words | 3-Letter Words | 4-Letter Words | 5-Letter Words |
|--------------------------------------|-------------------------------|----------------|----------------|-----------------|
| | | | nosh | Gitty Oy vey |
| 6-Letter Words | 7-Letter Words | 8-Letter Words | 9-Letter Words | 10-Letter Words |
| Kvetch schlep shmuts tuchus | meshuge shprits Yiddish | | | mishpocheh |



Vivid Vocabulary Storytelling

You know, on second thought, today might just be a magical day to search for magical treasure at the end of the magical, mysterious rainbow.

Objective: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Materials:

- GITTY AND KVETCH, the book
- Vocabulary Word List (Guide, pg. 11)
- Vocabulary Storytelling Worksheet (Guide, pg. 12)
- Pencil
- Markers

Procedure:

- Review the list of vocabulary words printed below. Reread GITTY AND KVETCH. Search for and identify the vocabulary words in the text. Discuss the action taking place in the illustration. Define the words. Engage with them. Act them out.
- Instruct students to choose their favorite word from the list below. Using the Vocabulary Storytelling Worksheet, encourage the students to write and illustrate a story inspired by their chosen word.
- Have them share their work with the class.

Vocabulary Word List

Delightful

Miserable

Unflappable

Refreshing

Magical

Brightest

Swirled

Perfect

Ruined

Swooped

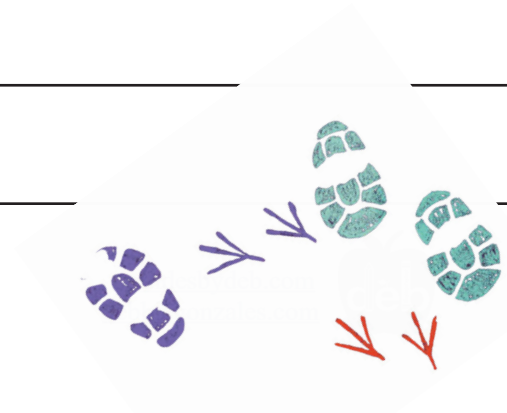
Unflappable

Pristine

Mysterious







Cause & Effect Match Up

And besides, I'm still recovering from our last adventure.

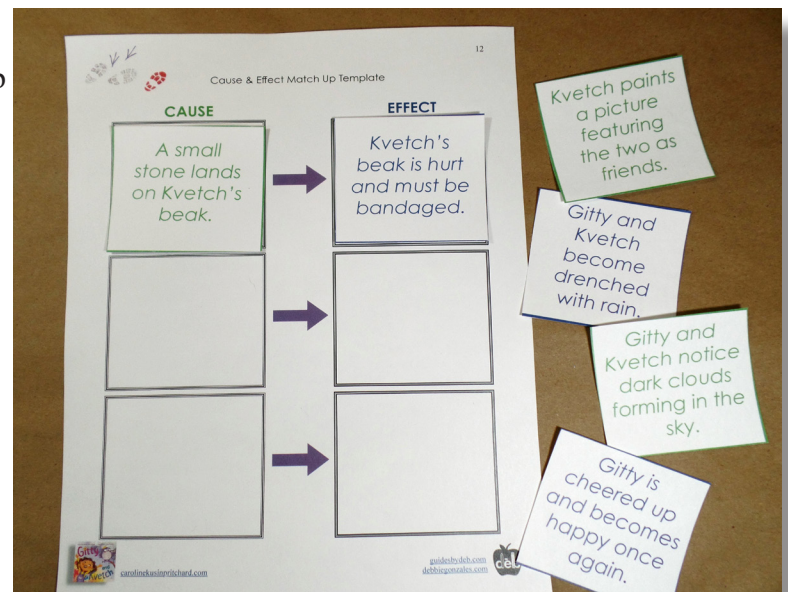
Objective: To analyze how cause and effect influenced the central message of the story.

Materials:

- GITTY AND KVETCH, the book
- Cause & Effect Match Up Template (Guide, pg. 14)
- Cause & Effect Story Cards (Guide, pg. 15)
- Cause & Effect Match Up Answers (Guide, pg. 16)
- Cardstock
- Scissors
- Markers (optional)

Procedure:

- Explain the principle of “cause and effect” with the students, that it describes a relationship between one action - the cause - creates another action as a consequence as another - the effect.
- Reread GITTY AND KVETCH, examining the connection between events. Identify how the sequenced events connect.
- Print the **Cause & Effect Match Up Template** and **Cause & Effect Story Cards** on cardstock. Use scissors to trim around the borders of Story Cards.
- Explain to the students that the story cards printed in green represent events that instigated the cause and effect sequence. The green cards depict a “cause”. The story cards printed in blue represent the consequence of the initial action. Blue story cards depict the “effect”.
- Instruct students to read the Cause & Effect Story Cards. Sort them and match them using the Cause & Effect Match Up Template as a guide.
- Encourage students to choose a match to illustrate a cause and effect sequence.
- Have students share their work with the class.

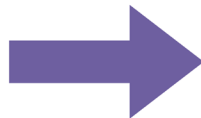
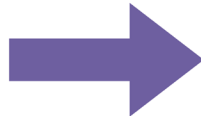
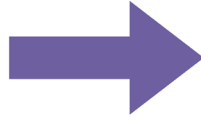




Cause & Effect Match Up Template

CAUSE

EFFECT



Cause & Effect Story Cards

CAUSE

A small stone lands on Kvetch's beak.

Kvetch paints a picture featuring the two as friends.

Gitty and Kvetch notice dark clouds forming in the sky.

EFFECT

Gitty is cheered up!

Gitty and Kvetch become drenched with rain.

Kvetch's beak is hurt and must be bandaged.



Cause & Effect Match Up Answers

CAUSE

A small stone lands on Kvetch's beak.

Gitty and Kvetch notice dark clouds forming in the sky.

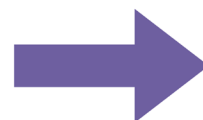
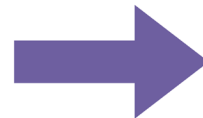
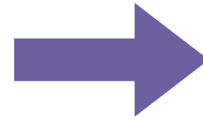
Kvetch paints a picture featuring the two as friends.

EFFECT

Kvetch's beak is hurt and must be bandaged.

Gitty and Kvetch become drenched with rain.

Gitty is cheered up!



Common Core State Standards Alignment

| English Language Arts Standards » Reading: Literature | | Discussion | Point of View Analysis | Count & Color Word Analysis | Vivid Vocabulary | Cause & Effect Match Up |
|---|---|------------|------------------------|-----------------------------|------------------|-------------------------|
| CCSS.ELA-LITERACY.RL.K.1 | With prompting and support, ask and answer questions about key details in a text. | • | • | • | • | • |
| CCSS.ELA-LITERACY.RL.K.2 | With prompting and support, retell familiar stories, including key details. | • | • | • | • | • |
| CCSS.ELA-LITERACY.RL.K.3 | With prompting and support, identify characters, settings, and major events in a story. | • | • | • | • | • |
| CCSS.ELA-LITERACY.RL.K.4 | Ask and answer questions about unknown words in a text. | • | • | • | • | • |
| CCSS.ELA-LITERACY.RL.K.6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | • | • | • | | • |
| CCSS.ELA-LITERACY.RL.K.7 | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | • | • | • | • | • |
| CCSS.ELA-LITERACY.RL.K.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | • | • | | | • |
| CCSS.ELA-LITERACY.RL.K.10 | Actively engage in group reading activities with purpose and understanding. | • | • | • | • | • |
| CCSS.ELA-LITERACY.RL.1.1 | Ask and answer questions about key details in a text. | • | • | • | • | • |
| CCSS.ELA-LITERACY.RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | • | • | | • | • |
| CCSS.ELA-LITERACY.RL.1.3 | Describe characters, settings, and major events in a story, using key details. | • | • | • | • | • |
| CCSS.ELA-LITERACY.RL.1.4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | • | • | • | • | • |
| CCSS.ELA-LITERACY.RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. | • | • | | • | • |
| CCSS.ELA-LITERACY.RL.1.9 | Compare and contrast the adventures and experiences of characters in stories. | • | • | | | • |
| CCSS.ELA-LITERACY.RL.1.10 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. | • | • | • | | • |
| CCSS.ELA-LITERACY.RL.2.1 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. | • | • | • | | • |
| CCSS.ELA-LITERACY.RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | • | • | • | | • |
| CCSS.ELA-LITERACY.RL.2.3 | Describe how characters in a story respond to major events and challenges. | • | • | | • | • |
| CCSS.ELA-LITERACY.RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | • | • | | | • |
| CCSS.ELA-LITERACY.RL.2.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | • | • | | | • |



| English Language Arts Standards » Reading: Literature | | Discussion | Point of View Analysis | Count & Color Word Analysis | Vivid Vocabulary | Cause & Effect Match Up |
|--|---|------------|------------------------|-----------------------------|------------------|-------------------------|
| CCSS.ELA-LITERACY.RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | • | • | • | • | • |
| CCSS.ELA-LITERACY.RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | • | • | • | • | • |
| CCSS.ELA-LITERACY.RL.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | • | • | • | • | • |
| CCSS.ELA-LITERACY.RL.3.3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events | • | • | | • | • |
| CCSS.ELA-LITERACY.RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | • | • | • | • | • |
| CCSS.ELA-LITERACY.RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | • | • | • | | • |
| CCSS.ELA-LITERACY.RL.3.7 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | • | • | • | • | • |
| CCSS.ELA-LITERACY.RL.3.9 | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | • | • | • | | • |
| English Language Arts Standards » Reading: Foundational Skills | | | | | | |
| CCSS.ELA-LITERACY.RF.K.1 | Demonstrate understanding of the organization and basic features of print. | • | | • | • | |
| CCSS.ELA-LITERACY.RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | • | | • | • | |
| CCSS.ELA-LITERACY.RF.1.1 | Demonstrate understanding of the organization and basic features of print. | • | | • | • | |
| CCSS.ELA-LITERACY.RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | • | | • | • | |
| CCSS.ELA-LITERACY.RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | • | | • | • | |
| CCSS.ELA-LITERACY.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. | • | | • | • | |
| CCSS.ELA-LITERACY.RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | • | | • | • | |
| CCSS.ELA-LITERACY.RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. | • | | • | • | |
| English Language Arts Standards » Writing | | | | | | |
| CCSS.ELA-LITERACY.W.K.2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | • | • | • | • | • |
| CCSS.ELA-LITERACY.W.1.2 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | • | • | • | • | • |

| | | Discussion | Point of View Analysis | Count & Color Word Analysis | Vivid Vocabulary | Cause & Effect Match Up |
|---|--|------------|------------------------|-----------------------------|------------------|-------------------------|
| English Language Arts Standards » Writing | | | | | | |
| CCSS.ELA-LITERACY.W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | • | • | • | • | • |
| CCSS.ELA-LITERACY.W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | • | • | • | • | • |
| English Language Arts Standards » Speaking & Listening | | | | | | |
| CCSS.ELA-LITERACY.SL.K.1 | Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.K.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.1.1 | Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.1.6 | Produce complete sentences when appropriate to task and situation. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.2.1 | Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. | • | • | • | • | • |

| English Language Arts Standards » Speaking & Listening | | Discussion | Point of View Analysis | Count & Color Word Analysis | Vivid Vocabulary | Cause & Effect Match Up |
|--|---|------------|------------------------|-----------------------------|------------------|-------------------------|
| CCSS.ELA-LITERACY.SL.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.3.4 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | • | • | • | • | • |
| CCSS.ELA-LITERACY.SL.3.6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | • | • | • | • | • |

