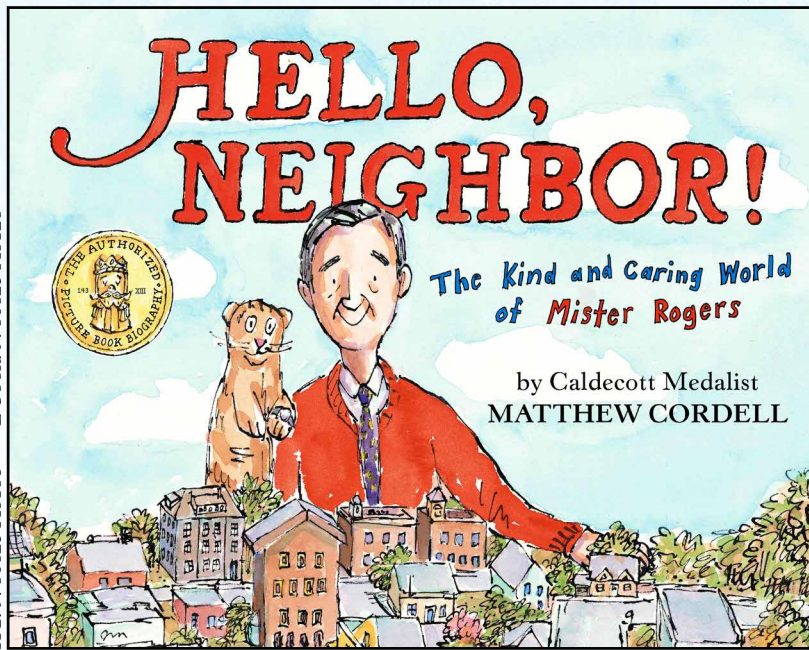


HOLIDAY HOUSE EDUCATOR'S GUIDE



Grades
Pre-K-3



HC: 9780823446186 • E-book: 9780823448128

NEAL PORTER BOOKS

HELLO, NEIGHBOR!

The Kind and Caring World of Mister Rogers

MATTHEW CORDELL

- ★ “Essential for storytime.”
—*Kirkus Reviews*, Starred Review
- ★ “Gorgeous.”
—*Booklist*, Starred Review
- ★ “Affectionate.”
—*Publishers Weekly*, Starred Review
- ★ “[A] warm, respectful tribute to Fred Rogers.”
—*School Library Journal*, Starred Review

ABOUT THE BOOK

How was *Mister Rogers’ Neighborhood* created, and who was the man that started it all?

Mister Rogers’ Neighborhood was groundbreaking in its own quiet, generous way. It introduced art, different professions, and food, and it even highlighted difficult subjects, like losing a loved one and divorce. This information was delivered both by live performers, like Fred Rogers himself and through a lively cast of puppets who lived in The Neighborhood of Make-Believe.

Caldecott Medalist Matthew Cordell beautifully captures the spirit of the beloved television show in *Hello, Neighbor!*, a book for all who appreciate the power and beauty of Fred’s mission. In a world that seems to increasingly need to witness the impact that loving and respecting one another can have on society, this is exactly the kind of book that can make a difference.

When asked about his new book in *USA Today*, Cordell said, “I hope young readers will see a kind and humble man who did great things, all for the purpose of caring for children. . . . And I hope adults will pause to see how special our children—all children—are, and the tremendous potential they have.”

PRE-READING ACTIVITY

Watch an episode of *Mister Rogers’ Neighborhood* on the following website: misterrogers.org/watch/. Ask students to define “neighborhood.” What makes a good neighbor? Then have them write a paragraph that describes one characteristic of Mister Rogers’ neighborhood.

Correlates to CCSS in English Language Standards in Writing: Text Types & Purposes W. K-3.2.



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#HelloNeighbor!

CLASSROOM DISCUSSION

- Mister Rogers created a real neighborhood, known as The Neighborhood, and an imaginative neighborhood, known as The Neighborhood of Make-Believe on his television show. Take a look at the cover art of the book. What is Mister Rogers holding? How does it represent The Neighborhood of Make-Believe? How does the row of buildings across the bottom of the cover represent The Neighborhood?
- Study the illustrations on the first page of the book. Explain which illustrations represent The Neighborhood and which represent The Neighborhood of Make-Believe.
- What is the significance of Trolley? How does Mister Rogers use Trolley to travel between The Neighborhood and The Neighborhood of Make-Believe?
- In what ways did Mister Rogers link The Neighborhood to real-life experience? How did this link spark curiosity and offer new information to viewers?
- Take a close look at the title page. Which type of neighborhood does the illustration represent? How many vehicles do you see? What is the purpose of each vehicle? Discuss the hand holding the car. How does the illustration on the following page explain that hand?
- Study the first double-page spread of the story. How many people did it take to bring *Mister Rogers' Neighborhood* to life? Point out these people in the illustration. Think about the television show that you viewed in the Pre-Reading Activity. What is Mister Rogers doing in the illustration? How did this become his signature opening of the show? Explain how sneakers and a cardigan sweater are more inviting than a suit and dress shoes.
- The second double-page spread resembles a photograph album. How is this an appropriate way for the illustrator to reveal the different stages in Mister Rogers' life? What do these snapshots say about Mister Rogers? Explain how music followed Mister Rogers throughout his life. What do the photographs at the end of the book reveal? How do these two spreads illustrate Mister Rogers' life journey?
- How did Fred Rogers deal with loneliness? He was sometimes bullied as a child. What might he say to children about bullying? Discuss how his "kind and caring world" delivered an anti-bullying message.
- Fred Rogers thought that television was "silly and flashy entertainment." How did this observation lead him to develop a different type of television show? What message did Mister Rogers want to convey to the children who watched his show? What might Mister Rogers think about video games?
- What did Fred Rogers do to learn about television? How long did it take for him to launch his first show?
- Fred Rogers said, "The greatest gift you can give is your honest self." What might Mister Rogers say was his "honest self"? How did he demonstrate his "honest self" in life and on his television show?
- Look at the illustrations of the regular visitors to The Neighborhood. Why are they presented as portraits? What role did these people have in the neighborhood?
- Discuss the meaning of "diversity" and "inclusion." How did Mister Rogers celebrate diversity and inclusion in his television show? Explain how this defined his character.
- Fred Rogers represented "caring" and "respect." How do the illustrations reveal the respect that Mister Rogers had for the people who helped create his television show?



- Mister Rogers became a “special kind of minister.” Define “pulpit.” What was Fred Rogers’ pulpit? How did his pulpit reach more people than the pulpit of a regular minister?
- How does Matthew Cordell connect the first and last pages of the book?
- A “biography” is a person’s life story written by someone else. Why did Matthew Cordell become interested in Fred Rogers’ life story? Discuss

how Cordell successfully draws a connection between Fred Rogers, the child, and Fred Rogers, the creator of a children’s television program.

Correlates to CCSS in English Language Standards in Reading Literature: Key Ideas & Detail RL. K-2.1, RL. K-3.3; Craft & Structure RL. K-3.4; Integration of Knowledge & Ideas RL. K-3.7; Language: Convention of Standard English L. K.1, RL. 1-3.1; Knowledge of Language L. 2-3.1; Vocabulary Acquisition & Use L. K,2-3.4.; Speaking & Listening: Comprehension & Collaboration SL. K-3.1; Presentation of Knowledge & Ideas SL. K-3.4.

CURRICULUM CONNECTIONS

- Fred Rogers said, “It’s our insides that make us who we are.” Think about the character of Mister Rogers. Then write a paragraph or draw a picture that explains how this quote applies to him as a man.

Correlates to CCSS in English Language Standards in Writing: Text Types & Purposes W. K-3.1; Speaking & Listening: Presentation of Knowledge & Ideas SL. K-3.5.

- Mister Rogers conveyed kindness. Write and illustrate a one-page paper that explains your idea of kindness.

Correlates to CCSS in English Language Standards in Writing: Text Types & Purposes W. K-3.1; Speaking & Listening: Presentation of Knowledge & Ideas SL. K-3.5.

- Mister Rogers said, “You are a very special person. There is only one person like you in the whole world.” Write a poem titled “I’m Special.”

Correlates to CCSS in English Language Standards in Writing: Text Types & Purposes W. K-3.2.

- Mister Rogers’ favorite number was 143 because it represented the number of letters in each word of “I Love You.” Make a chart of numbers that represent the following:

I Care About You	I Am Brave
You Are My Friend	Let’s Be Neighbors
I Am Happy	I’m Proud of You
It’s You I Like	

Choose *your* favorite number and write a paragraph or draw a picture that best explains your choice.

Correlates to CCSS in English Language Standards in Writing: Text Types & Purposes W. K-3.1.

- Fred Rogers once said that when he saw scary things, his mother would say, “Look for the helpers. You will always find people who are helping.” As a class, make a list of people in your school who are helpers when you feel sad, lonely, or scared.

Correlates to CCSS in English Language Standards in Speaking & Listening: Comprehension & Collaboration K-3.1.

- Make a list of facts you learned about *Mister Rogers’ Neighborhood*. Write a sentence about each fact. Then use the sentences to create a written composition about The Neighborhood.

Correlates to CCSS in English Language Standards in Writing: Text Types & Purposes W. K-3.2.

- Divide the class into groups and ask them to listen to one of Mister Rogers’ songs: misterrogers.org/video-playlist/mister-rogers-songs/. Then have the groups create and perform a dance that expresses the meaning of the song.

Correlates to CCSS in English Language Standards in Speaking & Listening: Presentation of Knowledge & Ideas SL. K-3.4.



VOCABULARY/USE OF LANGUAGE

Have students find the following words in the story and try to define them taking clues from context: *essential, ordinary, countless, composition, whimsy, demeaning, fetched, creative, attentive, compassionate, premiered, cardigan, recurring, reassurance, contributions, artistry, and sincere*. What other unfamiliar words are in the text?

Correlates to CCSS in English Language Standards in Language: Vocabulary & Use of Language L. K-3.4.

INTERNET RESOURCES

Visit these official websites:

Mister Rogers' Neighborhood
misterrogers.org

Fred Rogers Productions
fredrogers.org

Fred Rogers Center for Early Learning & Children's Media
fredrogerscenter.org

Matthew Cordell
matthewcordell.com

ABOUT THE AUTHOR



MATTHEW CORDELL is the author and illustrator of *Hello, Neighbor! The Kind and Caring World of Mister Rogers*, the only authorized picture-book biography of Fred Rogers. He is also the Caldecott Medal-winning author and illustrator of *Wolf in the Snow*, and the illustrator of numerous highly acclaimed children's books, including *The Only Fish in the Sea* and *Special Delivery*, which was a *Washington Post* Best Book of the Year. He wrote and illustrated *Another Brother*, *Wish*, and *Hello! Hello!*, a *New York Times* Notable Children's Book. Matthew lives near Chicago with his wife—author Julie Halpern—and their two children.



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