

# When Things Aren't Going Right, Go Left

AUTHOR

**MARC COLAGIOVANNI**

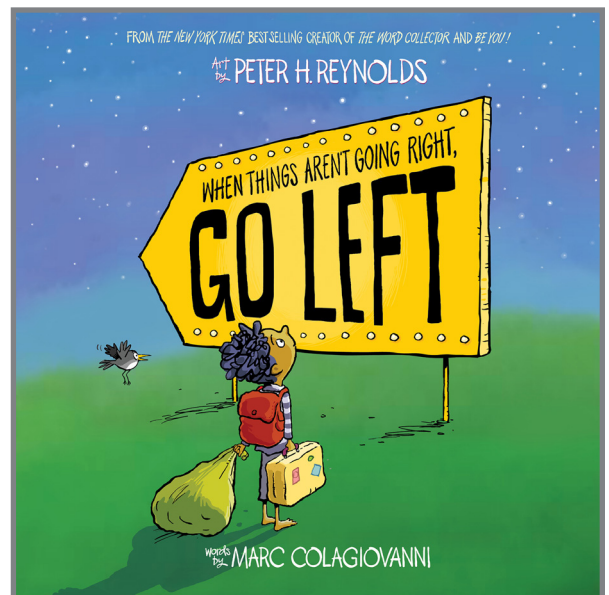
ILLUSTRATOR

**PETER H. REYNOLDS**

SCIS: 5441116

ISBN: 9781761294310

RECOMMENDED FOR: Lower Primary



## SYNOPSIS

*When things aren't going right sometimes we simply need to . . . go left!*

We all have worries, fears and frustrations. But we also all have a choice: to carry them with us—or to let them go.

## ABOUT THE AUTHOR

Marc Colagiovanni is a children's book author who is a practicing attorney in the US. While he is honoured to be a part of the legal profession and enjoys the practice of law, his true passion is writing. *Go Left* is his first picture book.

Marc was born, raised and currently resides in Cranston, Rhode Island, US with his wife and three daughters.

## ABOUT THE ILLUSTRATOR

Peter H. Reynolds is the beloved author and illustrator of many children's books, including *Happy Dreamer* and *New York Times* bestsellers *Say Something!*, *The Word Collector* and *Be You!*.

His books have been translated into over 25 languages around the globe and are celebrated worldwide.

Visit Peter online at [peterhreynolds.com](http://peterhreynolds.com).

## STUDY NOTES

### HUMANITIES & SOCIAL SCIENCES (HASS)

- Before reading the story, as a class, discuss the book cover and title. Some things to include in your discussion could be:
  - What does the sign 'Go Left' on the cover mean?
  - What does 'When things aren't going right' mean?
  - What can you see happening on the cover of this book?
  - Who do you think that this book might be about?
  - What do you think the kid on the cover of this book is thinking?
  - Read the words on the back cover of this book. What are they talking about? What do they tell us about what might happen in this book?
  - What do you think might happen in this story, and why do you think this?
- In the story, the little kid's worries are shown as being small red creatures inside a wooden packing crate.

- What do you think your worries would look like if they were creatures?
- What type of container do you imagine yourself carrying them around in?
  - Paint a picture of your worries (and their container) being left behind as you walk away. Think about whether all your worries look the same as each other. Might some of your worries be different sizes? Why/why not? Then, paint a close up of a single one of your worries to show more clearly what you imagine it looks like. How do you think your worries might react to being left behind? What might they do or say? Title your painting with the heading 'My Worries', and write a caption for your painting expressing what you and your worries say to each other when they are left behind.
- The doubts in the story yell 'You're making a mistake!' Do you think that the little kid was making a mistake to leave their doubts behind? How does having doubts make you feel about life and about yourself? What do you think it might feel like to not have any doubts at all?
- When the frustrations are left behind, they shout out 'You can't do it', and 'Give up already!' What is a frustration, and why would being frustrated cause someone to think they can't do something or to give up? Can you think of some things in your own life that you have found frustrating? What are they, and how did you let go of them (or have you?).
  - As a class discuss all the things you can do to help yourself overcome your feelings of frustration. Make a list of things we can do or say to help ourselves, when we are feeling overwhelmed by frustration. Make another list of things we can do or say to help others when we see they are feeling frustrated with something.
    - In pairs or small groups use your two lists to help you create inspirational posters offering advice on how to ignore your frustrations, and keep on trying - even if you don't succeed.
- In the story, the little kid says 'The more left I went, the more right I felt.' As a class, talk about all the different meanings of left and right. How many different ways are left and right being used in the story? What is the main ways that they are being used? What does it mean to feel right?
- Why do you think that the little kid decided to pick their fears, worries and frustrations back up again? Reread the pages where they explain their reasoning. Do you agree with them or not?
  - Can you think of a good reason not to completely ignore all your fears, worries, and frustrations?
  - What type of choices might someone make who had no fear or worries about anything at all, ever?
- Look carefully at all the illustrations in the story, paying close attention to the background colours used. Can you see any patterns in how the different background colours are used? Do you think there is a relationship between the different colours, and how the main character in the story is feeling on that page?
  - Individually create a painting using three different colours that, to you, represent three different feelings. Share your painting with the class, and talk about what each colour represents to you, and how creating the painting made you feel.
- Create a painting of a night-time scene inspired by the artwork on the final two pages of this story. Think about your colour choices; and what objects, figures or items you might like to show silhouetted against the evening sky. You can choose whether or not to include an inspirational quote from the story on a billboard (like the one in the final artwork in the book), or whether to leave your artwork to speak for itself.