



Title: Nobody Likes Monday

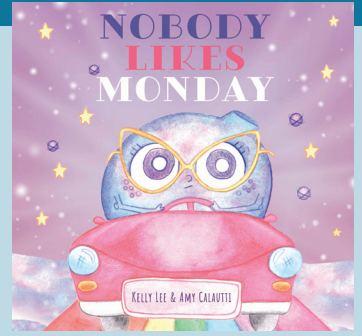
Author: Kelly Lee

Illustrator: Amy Calautti

ISBN: 9781922539687 | **Publication date:** Aug 2024

Audience age: 4-8 years

Key Curriculum Areas: English, Visual Literacy, Mathematics, Science / STEAM, Health and Physical Education, Visual Arts



SYNOPSIS:

In a world where the days of the week come to life, Monday learns to let go of negativity and accept herself for who she is.

It's pretty tough being Monday – you're not named after a god like Thursday, and you're certainly not a two-day party like Saturday and Sunday. Instead, you're the start of the week, when people have to wake up early and head back to school and work. Monday even has a pile of complaint letters to prove that nobody likes her... but wait, what's in that sparkly envelope? *Nobody Likes Monday* is a story about the impact of people's perceptions of ourselves, and the fact that we all have value; we just need to learn to see it. When Monday is feeling down, she tries to change, but only meets more dissatisfaction. It is only when she begins to see her own strengths and gifts that she finds joy in her role and in her life. Told with vibrant illustrations and light-hearted humour, *Nobody Likes Monday* highlights the importance of self-acceptance and individuality. It emphasizes that everyone, no matter how they perceive themselves, has a unique value to offer, gently encouraging children to see beyond the negatives and to recognize their own talents and strengths.

THEMES:

- Self-acceptance
- Positive self-perception
- Individual strengths
- Days of the week
- Letter writing

SELLING POINTS:

- Nobody Likes Monday uses engaging storytelling and quirky illustrations to convey a powerful message about self-acceptance, ideal for shared reading between parents, grandparents, and children.
- Addresses a common issue among young children – negative self-perception due to comparing themselves to others. Through Monday's journey, children learn to focus on their unique strengths.
- With its incorporation of 'days of the week' and 'letter writing,' the book offers added educational value, making it an appealing pick for teachers and school.

AUTHOR MOTIVATION:

During my experience as a teacher, I frequently encountered this issue. Students had formed a belief about themselves based on negative experiences and comparing themselves to others. Monday's journey seeks to highlight this internal conflict and help children to learn to focus on the positive aspects of themselves. Monday's understanding of her world and her place in it is reminiscent of the issues that are most common in the first few years of schooling. The idea that 'I'm not good enough' is relevant and prevalent. Aside from this positive message, this book can also be used as an educational resource. I am an experienced Primary School Teacher and Educational Curriculum Designer, so I am constantly seeking books that are multi-faceted, something that this book achieves. It has universal appeal through the story's focus on self-acceptance, and it incorporates the curriculum components of 'days of the week' and 'letter writing'.

AUTHOR/ILLUSTRATOR BACKGROUND:

Kelly Lee is a teacher, educational curriculum designer and mum who loves nothing more than to read stories with her children and students. She lives with four children, one is actually just her husband who is a big kid at heart, and a big fluffball named Kovu. Kelly lives in Australia and can see kangaroos over her back fence.

Amy Calautti loved to draw from a young age and often made up games based around drawing to entertain her younger brother and cousins. She now lives with her small tribe of humans who inspire her every day. Amy's other books include *Turning Cartwheels* (also published by EK Books), *Hector and his Highland Dancers* and *Mr Ming & the Mooncake Dragon* (both Little Pink Dog Books).

INTERVIEW**AUTHOR:****What is the inspiration for this story?**

I heard someone complain that it was Monday, and I thought, "Wow, no one likes Monday. That would make a great story."

What was the most rewarding part of this project?

The most rewarding part was seeing my children hold my book and getting to read it to them.

What was the most challenging part of this project?

The most challenging part was trying to help children embrace their unique qualities without the story being didactic.

ILLUSTRATOR**What media do you use to create your illustrations? Briefly describe your process.**

I hand paint the characters and settings then I scan my illustrations into my computer and finish them digitally.

What was the most rewarding part of this project?

I found when researching that Saturday was considered wash day in ancient Norse culture, and people use to bathe once a week!

What was the most challenging part of this project?

I think figuring out the illustration style and what each day of the week character would be. I researched how the days of the week have their names and found many of them derive from Norse mythology, for example Monday means moonsday so, Monday is a moon character.

TEACHER ACTIVITIES/NOTES:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

DISCUSSION: BEFORE READING

- Ask students to say / sing 'the days of the week'.
- Discuss the day of the week it is today. What do they like and dislike about this particular day of the week?
- Ask students to rank all the days of the week on a Ranking Ladder (see **BLM 4**), their favourite at the top and their least favourite at the bottom. What are the reasons for their choices?
- Look at the cover of '*Nobody Likes Mondays*'. Read the title and ask if this is true? Did anyone in the class rate Monday as their least favourite or most favourite day? Could this statement be an opinion? Why do you think this character might have this opinion? What do you think might be the main message of this story? How does the cover make you feel?
- Do you think this book will be helpful? How?

DISCUSSION: DURING READING

- What do you think might be written in the letters to Monday? Why would everyone complain about Monday?
- Do you think Monday wanting to swap places with another day is a good idea? Why or why not?
- How is Tuesday represented? Why do you think Tuesday has lots of legs?
- What can you infer about Wednesday?
- What's so good about Thursday?
- Do you think Friday has the right to keep what it was given?
- After seeing The Weekend, what do you think Monday might try next?
- Why can't Monday take a vacation?
- What do you think of the 'sparkly' letters that Monday received? How do you think Monday feels now?

DISCUSSION: AFTER READING

- What is the story about? What is the main idea? How did it make you feel? Do you have a part that you relate to or enjoyed the most?
- What did you learn about Monday? What are some of her character traits, interests, dislikes, hobbies, etc? What are the important aspects about her attitude? Create a character profile of Monday.
- What did you learn about the other days of the week? Make a list of their positive attributes. Were they right in not wanting to swap their day with Monday? How was this a good lesson for her?
- What did Monday learn about herself, or how did her thinking about herself change from the beginning to the end of the story? How can we relate to this in our own lives?
- Discuss the meaning and importance of 'self-acceptance' and positive 'self-perception'.
- If someone says a negative thing about you or themselves, does this mean it is true? Is there a way to turn this thinking around? List some effective strategies for positive thinking. For example, focus on the positives/good things, value your worth, toss out the complaints, identify your strengths, get in touch with your emotional and physical feelings.
- List the positive things that happened for you today (or on Monday).
- How can you describe the language used by the author? What is the intention of the story? Does it sound like a fictional story, an informative text, a persuasive text, or a combination? How does the author use humour to make the story engaging?
- What do you like about the illustrations? What kinds of colours, shapes, textures, perspectives, facial expressions and body language has the illustrator used to express the different emotions, actions and focal points of the story? Look at each page and discuss the visual cues that show us how diagrams, signs and other labels help support the text. For example, the exit sign to leave the weekend, the 'Denied' stamp, the format of the letters, and so on.
- Research the meaning of 'Monday' and discuss why the illustrator has portrayed Monday this way. Make a list of your favourite 'Fun Facts about Monday'. Information can be found here: [125 Interesting Facts about Mondays \(mentalebomb.com\)](https://www.mentalebomb.com/125-interesting-facts-about-mondays/)
- Discuss how Monday is a day 'full of possibilities'. How are you like Monday?

ACTIVITIES:**ENGLISH****Vocabulary: Spelling days of the week**

(AC9EFLY10) (AC9EFLY12) (AC9EFLY13) (AC9EFLY14) (AC9E1LY11) (AC9E1LY13) (AC9E1LY14) (AC9E2LY09) (AC9E2LY10) (AC9E2LY11)

Identify phonemes and practise spelling all the days of the week in varying techniques and formats.

Students can:

- Say the words out loud
- Clap the syllables in each word
- Write the words broken up by syllables. Eg. M/on/d/ay
- Write the days of the week in order
- Write the days of the week with different media (pencils, crayons, letter stamps, rainbow textas, glitter pens, etc)
- Make up words that rhyme. Eg. Monday - Funday

Vocabulary: Nouns, Verbs, Adjectives

(AC9EFLA08) (AC9E1LA07) (AC9E2LA07) (AC9EFLY13)

- Locate in the book the nouns, verbs and adjectives relating to Monday's actions and feelings about herself. Students could use **BLM 1** to sort the words into the columns.

Nouns: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday (proper nouns), bed, mail, week, letters, tears, envelope, tingle, school, possibilities, etc.

Verbs: stay, dragged, start, complaining, swap, grumbled, daydreaming, posing, laughed, bother, wished, changed, denied, stuck, believe, tossed, spread, etc.

Adjectives: miserable, favourite, sparkly, best, positive, warm, full, etc.

- Students could add to these lists and create sentences including some of these terms. Illustrate sentences with pictures of Monday or themselves during a time they felt either negative or positive.

Comprehension: Cloze

(AC9E2LE02) (AC9EFLY05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY05) (AC9E1LY05) (AC9E2LY05)

- Students can write the following sentences, filling in the gaps with words or phrases that make the most sense.

'Nobody _____ me. I should just _____.'

'She was sick of everyone's _____.'

'Taco _____, Pancake _____. Everybody loves _____.'

'_____ are for daydreaming.'

'_____ was named after Thor the God of _____.'

'_____ was everybody's favourite _____, with a dash of _____ thrown in.'

'_____ and _____ were best friends. The _____.'

- Students can illustrate a sentence of their choice.

Creative Writing: Descriptive Language – Innovation on Text

(AC9EFLY01) (AC9EFLY05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Students can write short stories, poems or lists about the following line with their own innovative descriptions. Include interesting or funny words or phrases to add humour / emotion and 'SHOW not TELL' strategies.
- Students write an innovative piece using the line, 'Nobody likes Mondays'.
- Illustrate.

Comprehension:

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02) (AC9E2LE02) (AC9EFLE05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY05) (AC9E1LY05) (AC9E2LY05)

Through writing and discussion, answer comprehension questions relating to the story, such as:

- **Knowledge:** Who was in the story? What are the names of the days of the week? What was the main idea / focus? Where do the events take place? What strategies did Monday try to swap her day? How does the book show the positive things about Monday? What is the concluding message about Monday?
- **Comprehension:** Retell the story in your own words. What were the main messages? What are the emotional changes that occurred throughout the story? What does Monday realise about herself?
- **Application:** What helpful strategies are explored in feeling positive about herself? Why is a positive self-perception important? Why does the author want readers to know this? Why is it important to remember not to focus on the negatives or complaints?
- **Analysis:** What are some of the features of a timetable or calendar? Draw / write a labelled calendar of your week, including regular and special events. Create a slideshow showing the sequence of events in your week. Compare your feelings across the week – which are your favourite / least favourite days? Why?
- **Synthesis:** “Monday was full of possibilities!” Discuss this phrase and predict any possible future events or changes to your Monday schedule, and how you would manage your feelings. What things about Mondays (or yourself) will never change, and how will you make this positive? Why is it important to accept yourself the way you are? What ideas can you think of for designing a colourful envelope and positive letter?
- **Evaluation:** Do you agree that change can be a good thing? Can recognising the negatives help you to be more positive? Why or why not? What are the positive and the difficult emotions portrayed in the story? Do you think any of these should be different? What is the most important thing the story is teaching us? How has this book given you a different perspective on something that usually seems negative?

Letter Writing / Persuasive Text

(AC9E1LA03) (AC9E2LA03) (AC9E1LA09) (AC9E1LE02) (AC9EFLY01) (AC9E1LY01) (AC9E2LY01) (AC9EFLY03) (AC9E1LY03) (AC9E2LY03) (AC9EFLY07) (AC9E1LY06) (AC9E1LY07) (AC9E2LY06) (AC9E2LY07)

- Monday had the job of opening letters. Students can write and read out their own letters written to a person of choice. These could include:
 - A complaint to Monday.
 - A positive letter to Monday.
 - A persuasive letter from Monday to swap days with another day.
 - A complaint to someone of importance, such as the principal, local council mayor, an organisation, a parent, etc.
 - A positive letter to someone of importance.
 - A letter to a friend.

Students need to understand the structure and format of letter writing of both formal and informal letters that include an opening to the recipient, paragraphs on why you are writing the letter, and a sign off with your name. Persuasive texts need an introduction explaining their stance on a particular angle, paragraphs with their arguments, and a conclusion with a summary and/or piece of advice.

- Seal the letter in a decorated envelope to suit. See **BLM 2** and **3**.

Recount / Reflective Writing

(AC9EFLE02) (AC9E1LE02) (AC9E1LY01) (AC9E2LY01) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Encourage students to think about a time when they persisted with an emotional or physical challenge, or when someone made a complaint about them, or when they experienced a difficult Monday. Students should include what happened, how they felt, how they managed the situation, the challenges and outcomes.

Narrative Writing

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02) (AC9E2LE02) (AC9E1LY01) (AC9E2LY01) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Students can write a narrative story based around a 'day of the week' character. This could be heartfelt or funny. Ask students to think about who their characters are, and what might be the conflict or problem to solve (ie. The thing they don't like about that day, how to be happy with yourself, how to make a change, etc). What events or situations might be experienced (real or imagined)? What is the tone of the story? What personal emotional or physical challenges might need to be overcome? How will they be resolved?

Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting. Think about using interesting figurative and emotive language. Set it out with a beginning, middle and end.

Thinking Tools / Graphic Organisers

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02)

- **Ranking Ladder:** Rank all the days of the week in order of how you perceive them, from most favourite to least favourite. Provide reasons for your choices. See **BLM 4**.
- **Concept Web:** Use the concept web diagram to flesh out ideas on a chosen topic, such as 'Positive Days of the Week'. The sub-headings would include each day of the week and a positive event or statement for that day. Eg, Monday – full of possibilities, etc. Draw a symbol or image that represents each day. See **BLM 5**.
- **De Bono's Six Thinking Hats:** Think about how you would feel in Monday's situation. Use the six hats to consider your feelings and the information available. *Red* (fears, feelings, intuition), *White* (information, facts), *Yellow* (Benefits, positive thinking), *Blue* (big picture, focus, learnings), *Green* (creative thinking, alternatives), *Black* (risks, problems, obstacles). See **BLM 6**.
- **Days of the Week Positivity Wheel:** In each segment, write the days of the week, a positive thing about yourself and an illustration. Optional: Students could decorate another circle (or paper plate) for the front and insert a split pin. See **BLM 7** and **8**.

Visual Literacy

English links: (AC9E2LA08) (AC9EFLE01) (AC9E2LE02)

Visual Arts: (AC9AVA2D01) (AC9AVA2D01) (AC9AVAF01) (AC9AVA2C01) (AC9AVAFP01) (AC9AVA2P01)

Through the illustrations, we can learn more about Monday's (and the other days') emotions and personalities by their facial expressions and body language. There are also other visual clues that tell us more than the text alone, including diagrams, signs and other small details.

- What words would students use to describe the emotions of Monday and the other characters? What is happening in the pictures when Monday is feeling tired / disappointed / annoyed / hopeful / relaxed, etc? How do the colours, textures and perspectives drawn by the illustrator reflect the feelings and nature of the story (eg. watercolours, pencils, pens, pastel and colourful tones, close ups and various perspectives)?
- With understanding the visual literacy represented in the book, students can create their own comic book showing a weekly sequence of ways Monday tries to change herself with the other days. Students might like to add some onomatopoeia for effect, such as 'UGH!', 'BRRMM', 'GRUMBLE', 'CLANG!', 'OOF!', "SPARKLE" etc.
- Assess students' ability to express and sequence a narrative, express emotion, be concise, and include illustrations and layouts that focus on effective composition and arrangement.

MATHEMATICS

Time - Calendar of Events

Measurement: (AC9MFM02) (AC9M1M03) (AC9M2M03)

- Create a calendar including all the days of the week from Sunday to Monday. Fill in your calendar with daily routines and special events. What will you plan for Monday? Tuesday? Wednesday? and so on. You can include fun activities, like 'basketball practice', 'bike riding with friends', or 'puppy training'.
- Discuss with a friend, using 'time' language, 'What did you like about Monday?', 'What happened yesterday?', 'What are you doing tomorrow/ on Saturday?', 'What is something you have enjoyed today?'.

Chance and Probability

Statistics and probability: (ACMSP024) (ACMSP047)

'Not a chance!' laughed Friday.

- Devise some questions around the themes of the book, and ask students to match them using 'probability' language, such as 'will happen', 'might happen', 'won't happen', 'certain', 'likely', 'equally likely', 'unlikely', 'impossible'.

Monday will receive letters.

Tuesday will eat pancakes.

Wednesday will fall off the mushroom.

Thursday will hit his toe with the hammer.

Friday will swap days with Monday.

Saturday and Sunday will always be the weekend.

There will be clouds in the sky.

SCIENCE / STEAM

Cloud in a Jar Experiment

Chemical sciences: (AC9SFU03) (AC9S2U03) (AC9SFH01) (AC9S1H01) (AC9S2H01) (AC9SFI01) (AC9S1I01) (AC9S2I01) (AC9SFI02) (AC9S1I02) (AC9SFI03) (AC9S1I04) (AC9S2I04) (AC9SFI04) (AC9S1I05) (AC9S2I05) (AC9SFI05) (AC9S1I06) (AC9S2I06)

- Explore clouds in this hands-on weather experiment. You might like to record your predictions, findings and learnings in a table using the headings: What I think will happen, What I observed and What I learned.

Materials needed include: a large jar, shaving cream, food colouring, pipettes or droppers.

Add some food colouring to a cup of water. Fill the jar $\frac{3}{4}$ full with water. Spray a pile of shaving cream into the jar. Using the dropper, squirt coloured water on top of the shaving cream, slowly, two or three times. Observe what is happening below the cloud.

Science involved: The shaving cream represents the clouds and the water represents the air. The coloured water represents rain. As the cloud gets heavy, it can no longer hold the water.

Instructions for this experiment can be found at:

www.funlearningforkids.com/rain-cloud-jar-science-experiment

HEALTH AND PHYSICAL EDUCATION

Healthy Mind / Healthy Body Ideas:

(AC9HPFP01) (AC9HP2P01) (AC9HPFP02) (AC9HPFP03) (AC9HPFP04) (AC9HP2P02) (AC9HP2P03) (AC9HP2P04) (AC9HPFP05) (AC9HP2P05) (AC9HPFM01) (AC9HPFM02) (AC9HP2M01) (AC9HP2M02) (AC9HPFM03) (AC9HP2M03) (AC9HPFM04) (AC9HP2M04) (AC9HP2M05)

Mindfulness and physical activity are ideal for mental, emotional and physical health, as well as building safe and healthy relationships with family and friends.

- Get ready for the day / week (with a smile!).
- Visit your friends.
- Enjoy your favourite foods or celebrate a special day like Taco Tuesday or Pancake Day.
- Try some meditation or mindfulness exercises – think positive thoughts!
- Dress and pose as your favourite superhero.
- Take your pets for a walk.
- Plan some fun things for the weekend.
- Dress up in funny disguises!
- Act out the actions of the characters from ‘Nobody Likes Mondays’.
- Write a letter to a friend, a special person, or yourself – decorate the envelope with sparkles!
- Write down all the best things about your day – every day!
- Go for a bike ride or play outdoors.
- Have a positive attitude about weekly lessons or events.
- Celebrate your own and others’ birthdays and special occasions – give a gift or write a nice letter.
- Toss away complaints and focus on the positives – identify how you feel when you think positive thoughts.
- Accept yourself for the wonderful person you are!

VISUAL ARTS

Rainbow Days Art

(AC9AVA2E01) (AC9AVAFD01) (AC9AVA2D01) (AC9AVAF01) (AC9AVA2C01) (AC9AVAFP01) (AC9AVA2P01)

- Students can create an abstract piece or a rainbow shaped artwork using seven colours; each representing a day of the week. Media could include paint, pencils, torn paper, fabric or other materials. Students should include and identify their choice of colour and medium for each day of the week. For example, gold glitter represents a golden Sunday, or blue watercolour represents a calm Wednesday, and so on.

NAME _____


DATE _____

Write in the headings and sort the words into the correct categories.

NAME _____


DATE _____

Dear _____



Your Friend,

Dear _____



Your Friend,

Ranking Ladder

NAME _____

DATE _____

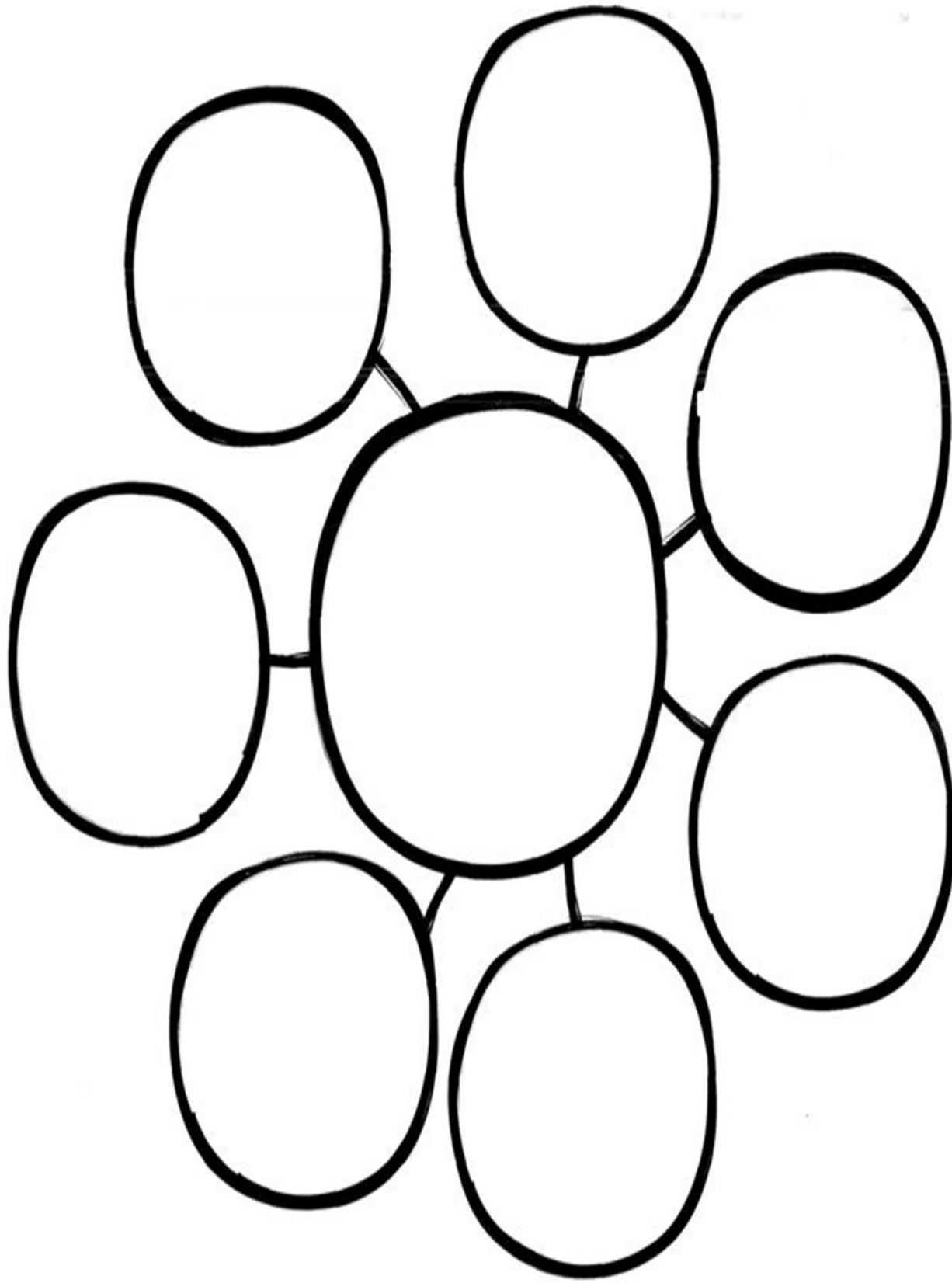
Topic _____

The ladder structure consists of 10 horizontal rungs. Each rung is defined by a solid top line, a dashed middle line, and a solid bottom line. These rungs are separated by thick horizontal bars. The entire ladder is enclosed in a rounded rectangular frame with vertical bars on the sides.

Concept Web

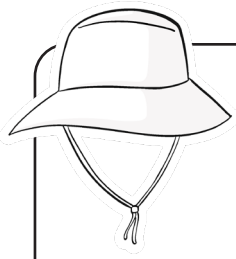
NAME _____

DATE _____

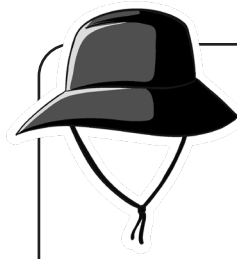


NAME _____

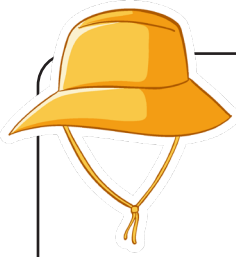
DATE _____



facts and details



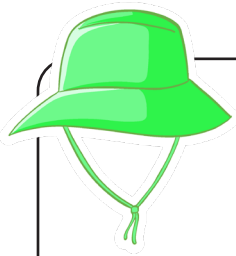
examines the negative



focuses on the positive



emotions & feelings



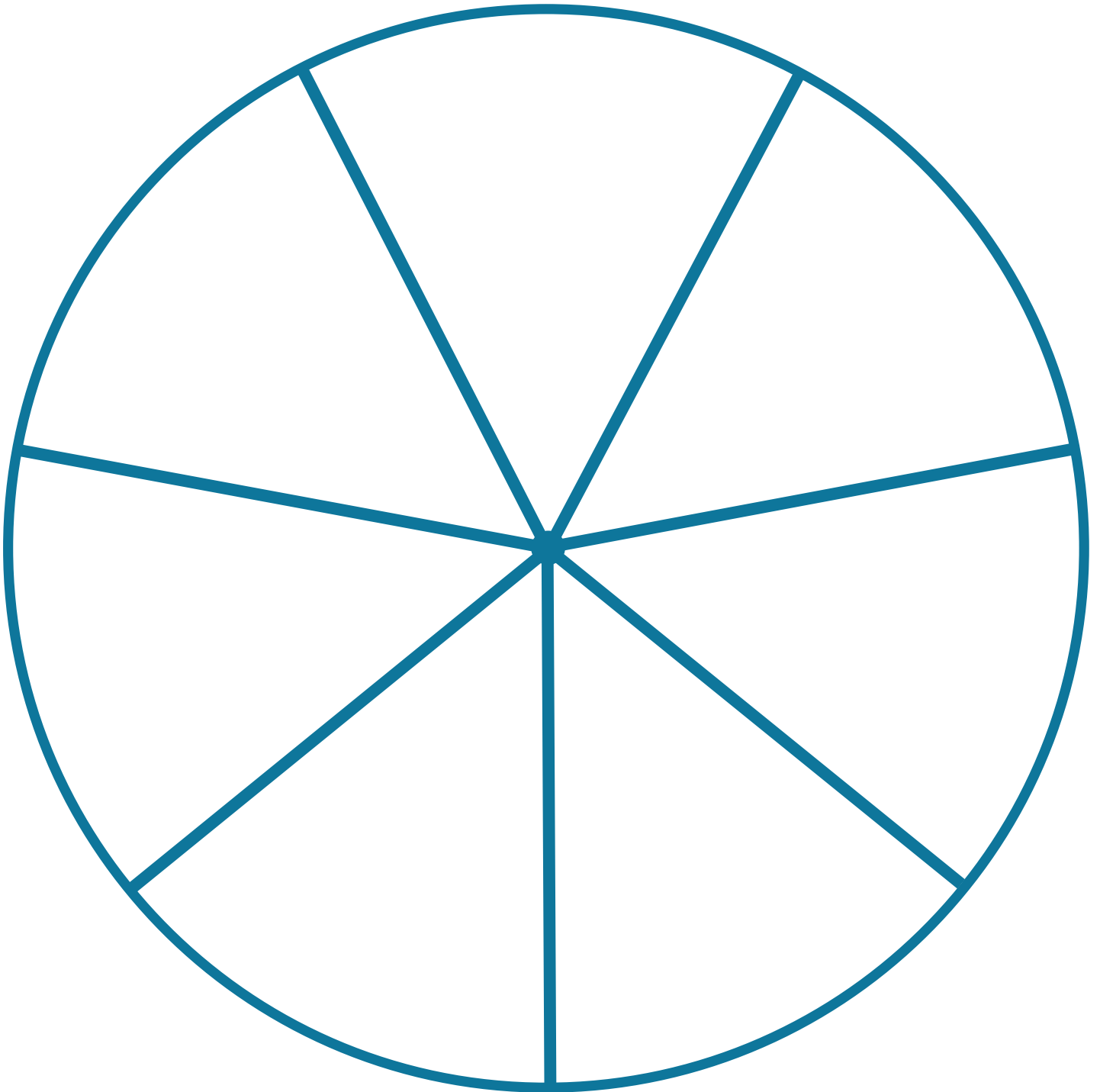
requires imagination



focuses on reflection

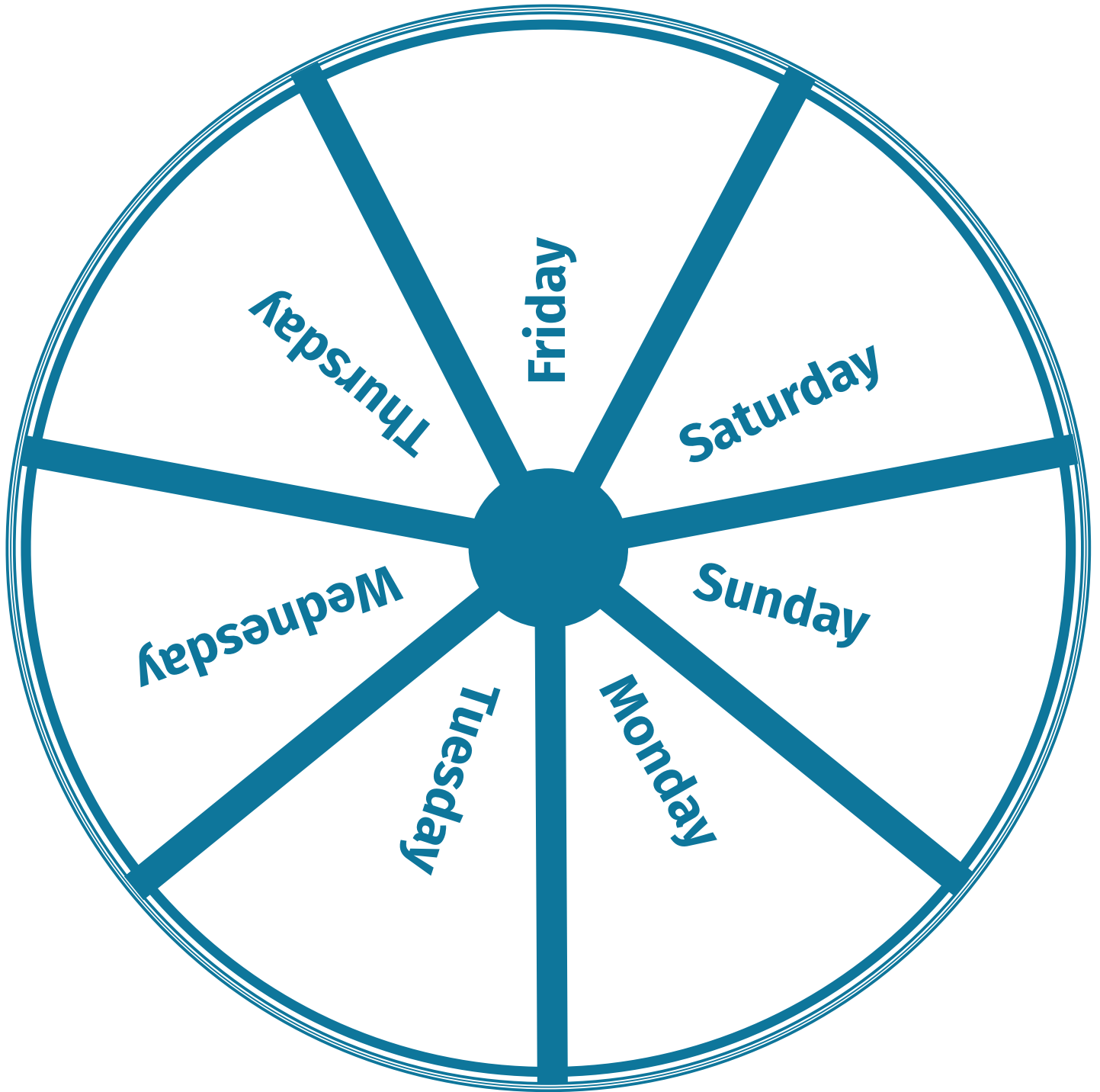
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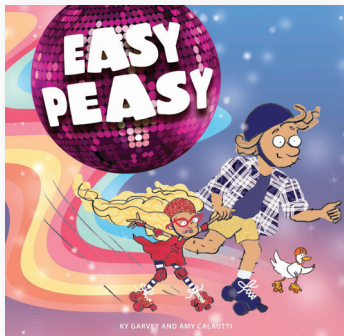


Tabitha and the Raincloud
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THEMES: ANGER, EMOTIONAL REGULATION, OPTIMISM

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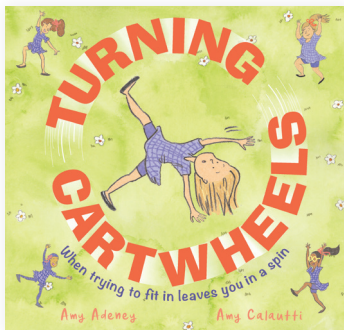


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THEMES: ROLLER SKATING, PERSISTENCE, LEARNING NEW SKILLS, ACCEPTING HELP

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THEMES: SOCIAL BULLYING, FRIENDSHIP, PEER PRESSURE, FITTING IN, SCHOOL

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