

Library Lesson Ideas
BOOKS THE WEST LIKES BEST 2009
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Purpose:

The following lesson ideas are especially designed for librarians and reading teachers who have a large number of classes to teach with only a short period of time to accomplish the task. It is my goal to make these ideas simple, yet meaningful. The lessons are matched to state standards. These ideas are developed to enhance reading, language, literature, writing, communication and critical thinking skills.

Related titles:

The books listed as related titles are selected because they are either similar in subject, or are a book by the same author as the featured title.

6 – Trait Writing:

The 6 – Trait Writing Model is a way to assess and teach writing. This model focuses on 6 qualities seen in outstanding written works. You will see that many of the titles have been matched to these six-traits.

The six traits include:

Ideas: The content, or main theme. Can be looked at as the heart of the message

Organization: The internal structure of the writing

Voice: The personal voice of author comes through. This gives a sense of a real person speaking

Word Choice: The use of precise, colorful and rich words to communicate

Sentence Fluency: The writing flows together often with a rhythm or cadence

Conventions: Mechanical correctness, including spelling and grammar

Reading Strategies:

Following is a thumbnail sketch of the reading comprehension strategies.

The strategies were taken from the book *STRATEGIES THAT WORK: TEACHING COMPREHENSION TO ENHANCE UNDERSTANDING* ©2000 pub. Stenhouse by Stephanie Harvey and Anne Goudvis pages 9 – 12.

It is the librarian's job to model these strategies in teaching. This will help the students with both their reading and book selection.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.

Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.

Visualizing: Active readers create visual images in their minds. It allows the student to become part of the story. It allows the student to see the story.

Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.

Determining important ideas: Readers must determine the key ideas that are central to the story. We need to know our purpose for reading something to know what is important.

Synthesizing information: Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation. We might see an entirely new perspective after synthesizing the information.

Note that seldom are these strategies taught in isolation. There might be an emphasis on one over the other, but there is usually an overlap of strategies.


State Standards:


The lesson plans have been matched to the State Standards in WA, OR, MT.

Books the West Likes Best 2009:

The titles are a compilation of the books nominated for the 2009 Pacific Northwest Young Readers’ Choice Junior List, WA Sasquatch, WA Children’s Choice Picture Book, OR Beverly Cleary, ND Flicker Tale, SD Prairie Pasque, and SD Prairie Bud lists.


The books are in alphabetical order by title.

 _____ 618898 **ADELE & SIMON** McClintock, Barbara \$17.30 ©2006 Age Range: 04 – 08 AR RL: 3:00 When Adele walks her little brother Simon home from school he loses one more thing at every stop: his drawing of a cat at the grocer’s shop, his books at the park, his scarf at the art museum, and more.

 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features.


MT Standards for Literature: Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.


Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.

 Read the first page and all of the children will know that Simon will probably not get home from school with all of his things. The children will be engrossed finding each item as Simon loses them one by one. This book is written at several levels as it includes notes in the back explaining the places and events in the illustrations. For this reason the book would be an excellent picture book for art classes. This is a fun book and it will experience heavy circulation.


Related title:

_____ 618901 **ADELE & SIMON IN AMERICA** McClintock, Barbara \$17.97 ©2008 Age Range: 04 – 08 When Adele and Simon visit their Aunt Cecile in New York City, she takes them on a train trip around the United States, but Simon keeps losing his belongings, despite his sister’s reminders. Includes facts about the places they visit.

 _____463360 **APPLES TO OREGON** Hopkinson, Deborah \$17.97 ©2004 Age Range: 04 – 08 AR RL: 4.0 A pioneer father transports fruit trees and his family to Oregon.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning.

Determining important ideas: Readers must determine the key ideas that are central to the story. We need to know our purpose for reading something to know what is important.

 Children should be able to pick out the key idea to this story from the title. Read the complete title and discuss what might happen in this story. There might be some problems along the way.

This book has fun similes. Great examples can be found on the page beginning with, “We rolled along just fine till we come to the Platte River.” “Peaches-are plummeting!” provides great word-play and alliteration. Pick out other examples. Find literary allusions in this tale. How many varieties of apples are mentioned in the story? Don’t forget to read the Author’s Note. This provides interesting information.


6 – Trait Sentence Fluency: The writing flows together often with a rhythm or cadence.


6 – Trait Word Choice: The use of precise, colorful and rich words to communicate.

Related titles:


_____573892 **JOHNNY APPLESEED** Lindbergh, Reeve \$10.75 ©1990 Age Range 04 – 08 AR RL: 4.50 Rhymed text and illustrations relate the life of John Chapman whose distribution of apple seeds and trees across the Midwest made him a legend.

_____512205 **JOHNNY APPLESEED : A TALL TALE** Kellogg, Steven \$17.99 ©1988 Age Range 08 – 12 AR RL: 4.40 Presents the life of John Chapman, better known as Johnny Appleseed, describing his love of nature, his kindness to animals, and physical fortitude.

 _____628113 **AWAY WEST** McKissack, Pat \$16.59 ©2006 Age Range: 08 – 12 AR RL: 3.40 In 1879, thirteen-year-old Everett Turner runs away to St. Louis, where he works in a livery stable before heading to the all-Black town of Nicodemus, Kansas.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.

 In the back of this book there is a time line. It lists the important events in history that give credibility to this historical fiction book. Most children will not know these places or historical events. The following names, places, etc. are taken from the time line. List these on the board. St. Paul African Methodist Church; Jefferson Barracks; Buffalo Soldiers; Ku Klux Klan; Eads Bridge; Benjamin Singleton; Nicodemus, Kansas, Colored Refugee Relief Board; Exodusters. Ask the children if they know about any of these names or places. To explore these places and names further take children to these sites:

Jefferson Barracks - <http://www.co.st-louis.mo.us/parks/j-b.html>

Buffalo Soldiers - <http://www.civilwaralbum.com/misc/jeffbarracks1.htm>
<http://www.buffalosoldiers.com/Generations.htm>

Ku Klux Klan - http://www.pbs.org/wnet/jimcrow/stories_org_kkk.html

Eads Bridge - <http://bridgepros.com/projects/eads/>

Benjamin Singleton - <http://www.pbs.org/weta/thewest/resources/archives/seven/w67singl.htm>
At this site you will find The Testimony of Benjamin Singleton in **Washington, D. C., April 17, 1880 before the Senate Select Committee Investigating the "Negro Exodus from the Southern States"**
This reads like a script. It is easy to read. Print this and use it. Discuss it.

Nicodemus, Kansas - <http://www.legendsofamerica.com/OZ-Nicodemus.html>

Colored Refugee Relief Board -

<http://query.nytimes.com/gst/abstract.html?res=9C00E6D8173FEE3ABC4851DFB566838B699FDE>
<http://query.nytimes.com/gst/abstract.html?res=9901E1DD133EE63BBC4B52DFB3668382669FDE>

Exodusters - <http://www.pbs.org/weta/thewest/program/episodes/seven/theexodust.htm>

Note: This lesson goes well with the WA Social Studies CBAs.

Related titles:

_____628112 **ABBY TAKES A STAND** McKissack, Pat \$16.59 ©2005 Age Range: 08 - 12 AR RL: 3.60
Gee recalls for her grandchildren the 1960 sit-ins held at restaurants and lunch counters in Nashville, Tennessee to protest segregation.

_____628259 **SONG FOR HARLEM** McKissack, Pat \$16.59 ©2005 Age Range: 08 – 12 AR RL: 4.10 In 1928, Lilly Belle Turner participates in a young author’s writing program in Harlem taught by Zora Neale Hurston.



_____880029 **BALLERINA DREAMS: A TRUE STORY** Thompson, Lauren \$17.97 ©2007 Age Range: 05 – 08 AR RL: 5.10 The inspiring story of five little girls whose ballerina dreams come true with the help of their dedicated teacher.

WA GLE: EALR: 2.1.6: Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension


Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.


Before reading this story, ask children what they know about cerebral palsy. If there is a child in your school with cerebral palsy maybe this student would be willing to talk about their condition. There is a page about cerebral palsy at the end of the book if you need more information. After this discussion, read the story. Next go to this web site <http://www.msnbc.msn.com/id/21872165/> and you will be able to show a 7 ½ minute video of the girls performing. This is a show that was taped for MSNBC.

Related titles:


_____409339 **BALLERINA ; A STEP-BY-STEP GUIDE TO BALLE**T Hackett, Jane \$18.69 ©2007 Age Range: 07 – 11 Detailed step-by-step photography and text breaks down and points out important details needed to perfect each movement. Includes a DVD.

_____147385 **BALLET SCHOOL** Bray-Moffatt, Naia \$15.19 ©2003 Age Range: 05 – 08 AR RL: 5.60 Text and photographs present the activities at a ballet studio where young children warm up, practice the five basic positions, exercise at the barre, and watch teenage ballet dancers perform.

 _____ 478035 **BEASTS OF CLAWSTONE CASTLE** Ibbotson, Eva \$17.99 ©2006 Age Range: 10 – 14 AR RL: 6.10 While spending the summer at Clawstone Castle, Madlyn and her brother attempt to save the rare cattle that live on the grounds.

 **WA GLE EALR: 2.1.6:** ...Create mental images... **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning. **MT Standards for Reading: Content Standard 1:** Students construct meaning as they comprehend, interpret, and respond to what they read.

Visualizing: Active readers create visual images in their minds. It allows the student to become part of the story. It allows the student to see the story.

 In this book the reader meets some extremely frightening, wonderful ghosts. A friendly ghost, Cousin Howard is a very helpful ghost in the story. In chapter 9 he is conspiring with the children to bring some ghosts into the castle to haunt it in hopes of enticing more visitors on Open Day. Read this chapter to the students and tell them that they will be illustrating one of these ghosts after listening to the chapter. It doesn't matter if the students don't know what is exactly going on. These ghosts stand alone. The idea is to entice the students to read the book. This would be a great assignment before Halloween.


Note: This story is obviously fiction. There is no question about that, but in the author blurb it is noted that there really are famous white cattle of Chillingham Castle. Drawings, photos and information about the cattle can be found at this web site:

http://www.bbc.co.uk/tyne/content/image_galleries/chillingham_wild_white_cattle_gallery.shtml


Related title:

_____ 478052 **GREAT GHOST RESCUE** Ibbotson, Eva \$17.29 ©2002 Age Range: 08 – 14 AR RL: 5.80 A young English boy decides to establish a sanctuary for an assortment of ghosts when the homes they have haunted are replaced by highways and other modern “improvements.”

 _____ 730629 **BEHOLD THE BOLD UMBRELLAPHANT : AND OTHER POEMS** Prelutsky, Jack \$17.99 ©2006 Age Range: 04 – 08 AR RL: 5.40

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT Standards for Literature: Content Standard 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR Standards for Reading:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

Synthesizing information: Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation. We might see an entirely new perspective after synthesizing the information.


 The author has taken everyday objects and combined them with animals to make a new animal. After reading the poems in this book have the students create some new animals of their own by using Jack's formula. If time permits the student could create the animal, write a poem, and illustrate it. The illustrations in this book would be great examples for this project or an art class.


6 – Trait Word Choice: The use of precise, colorful and rich words to communicate.

Related titles:


_____ 730699 **IN AUNT GIRAFFE'S GREEN GARDEN** Prelutsky, Jack \$17.99 ©2007 Age Range: 04 - 08 AR RL: 4.40 An illustrated collection of twenty-eight poems featuring characters such as a gardening giraffe, a big blue goose, and poodles eating oodles of noodles.

_____ 730750 **SCRANIMALS** Prelutsky, Jack \$18.69 ©2002 Age Range: 06 – 10 AR RL: 5.90 Poems about Scranimal Island where birds, beasts, vegetables and flowers have been scrambled together to create new creatures.

 _____ 185925 **BLOOD ON THE RIVER: JAMES TOWN 1607** Carbone, Elisa Lynn \$17.99 ©2006 Age Range: 10 – 14 AR RL: 5.30 Twelve-year-old orphan Samuel Collier settles in the new colony of James Town, where he must quickly learn to distinguish between friend and foe.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning.

Determining important ideas: Readers must determine the key ideas that are central to the story. We need to know our purpose for reading something to know what is important.

 Read chapter 8 aloud. If time is short, begin reading at the beginning of chapter 8 and end at “Land Ho” on page 56. The protagonist, Samuel Collier, learns several important lessons in this chapter. These lessons are essential for Samuel’s well-being, but even more essential to the survival of James Town. Have the students pick out these lessons and write a paragraph about their opinion on the importance of what Samuel has learned. After they have had time to think and write, have a discussion about their ideas.

WA teachers take note:

SS CBA – Causes of Conflict: This book would work well with this strand. This is the beginning of conflict between the Native Americans and the Immigrants.


Primary source document: A TRUE RELATION BY CAPTAIN JOHN SMITH, 1608, is found at the following site: <http://www.americanjourneys.org/aj-074/print/index.asp>


Additional primary source documents can be found at this site
http://www.virtualjamestown.org/fhaccounts_desc.html

If you are teaching U.S. History in middle school BLOOD ON THE RIVER would be a great teaching tool. Consider buying a classroom set. The author, Elisa Lynn Carbone has a very good teaching guide on her site: <http://www.elisacarbone.com/educators/BloodRiverStudyGuide.html>


Related title:


_____ 241468 **JAMESTOWN, 1607** Cooper, Michael \$19.37 ©2006 Age Range: 08 – 12 AR RL 7.60 An exploration of Jamestown, the first English colony on American soil established in 1607 in Virginia.


 _____ 376561 **BOY WHO SAVED CLEVELAND : BASED ON A TRUE STORY** Giblin, James \$17.27 ©2006 Age range: 08 – 12 AR RL: 4.60 During a malaria epidemic in eighteenth-century Cleveland, ten-year-old Seth Doan carries and grinds enough corn to feed everyone.

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension


Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc

 The title says this book is based on a true story. The book is classified as fiction. What is true and what isn’t? This is the question. This book has only 62 pages. The print font is fairly large. You might want to consider reading the entire book to the class. It would probably only take two class sessions. After reading, compare the account with one found at this web site: <http://www.clevelandmemory.org/ellis/chap07.html> Begin on page 8 of this 12 page article. This is an interesting account of the event that was the impetus for this book. Begin where there is the title, *The Doan Boy*. Edit before you read it to the class so it will be more interesting. Compare and contrast this account with the book. See how many differences and similarities the students can find.

 _____ 659348 **BOY WHO WAS RAISED BY LIBRARIANS** Morris, Carla D. \$17.97 ©2007 Age Range: 04 – 08 AR RL: 4.00 Melvin discovers that the public library is the place where he can find just about anything – including three librarians who help in his quest for knowledge.

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension


Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.


 Melvin comes into the library with a picture of a snake and the reader knows he is going to ask for information on snakes. The librarians find him a variety of books on snakes – science, poetry, crafts, etc. Ask a student or two to do a subject search and find out how many snake books you have in your library. Are they all science books? On the next page Melvin has some bugs with him. Ask your students what subject they should search under for information about bugs. Check for information at the search station. Continue through the book asking questions and teaching searching skills.

Related titles:


_____ 773687 **MY LIBRARIAN IS A CAMEL : HOW BOOKS ARE BROUGHT TO CHILDREN AROUND THE WORLD** Ruurs, Margriet \$17.97 ©2005 Age Range: 08 – 12 AR RL: 6.30 A photo essay of how many children around the world get their books from mobile libraries.

_____ 657998 **THOMAS AND THE LIBRARY LADY** Mora, Pat \$18.00 ©1997 Age Range: 04 – 08 AR RL: 2.70 While helping his family in their work as migrant laborers far from their home, Tomas finds an entire world to explore in the books at the local public library.

 _____ 261678 **BUD AND GABBY** Davis, Anne \$17.29 ©2006 Age Range: 03 – 07 AR RL: 1.70 Bud the cat becomes very worried when his feline friend Gabby gets sick and finds a special way to show his friendship when she returns from a visit to the veterinarian.

 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.


Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.


 The bold, folk-art style illustrations and simple text give this book appeal for young audiences. A marriage between illustrations and text is what is needed for a good picture book. If this book was wordless what story would it tell? Find out by covering the text with Sticky Notes ®. Have the students write or tell you the story. After creating their story remove the notes. Read the author’s story. Compare and contrast the two versions. Which version do the kids like best?

Related titles:


_____ 304135 **TOP CAT** Ehlert, Lois \$10.85 ©2001 Age Range: 04 – 10 AR RL: 1.10 The top cat in a household is reluctant to accept the arrival of a new kitten but decides to share various survival secrets with it.

_____ 910525 **GINGER** Voake, Charlotte \$11.55 ©2000 Age Range; 03 – 07 AR RL: 2.90 When Ginger the cat gets fed up with dealing with his owner’s new kitten, it takes drastic measures to make the two of them friends.

 _____ 816995 **BUTTERFLY EYES AND OTHER SECRETS OF THE MEADOW** Sidman, Joyce \$17.30 ©2006 Age Range: 06 – 10 AR RL: 5.30 Poetry riddles and science wisdom combine to uncover the hidden world of the meadow.


 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.


Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.

 This book is an activity. After reading two poetry riddles you turn the page for the answers. The answers are a full explanation about a meadow phenomenon or animal. The students will enjoy solving the poetry riddle and predicting what animal will be on the next page. The scratchboard illustrations give this book visual appeal. The book contains a glossary. To compare the artwork with photos of meadow animals go to this web site: <http://www.countrysideinfo.co.uk/meadows/animals.htm>


Related titles:

_____ 445698 **MOUSE IN A MEADOW** Himmelman, John \$10.83 ©2005 Age Range: 03 – 08 AR RL: 1.50 A close-up look at life in a typical North American meadow, from spiders to weasels, and spittlebugs to beetles.

 _____ 296588 **CHA-CHA CHIMPS** Durango, Julia \$17.27 ©2006 Age Range; 02 – 06 AR RL: 2.40 Ten little chimps sneak out to Mambo Jamba’s where other forest animals join them in a variety of dances including the hustle, the limbo and jitterbug.

 **WA GLE: EALR 2 1.5:** Predict and infer. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions **MT Standards for Literature:** Standard 1: Construct meaning as they comprehend, interpret, analyze and respond to literary works.

Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.

 Read this story a couple of times. It is the word choice and fluency that makes this so much fun. Children will be able to predict what is coming. There will be more delightful verses and one less monkey doing the cha-cha-cha. Add two more monkeys to the equation. Twelve monkeys doing the cha-cha-cha will be a little more fun. Have the students write the extra verses. This would make a good group lesson. This way all will be able to participate. You might have a tiger doing the twist and a rabbit doing the bunny-hop. Have fun.


6 – Trait - Sentence Fluency: The writing flows together often with a rhythm or cadence.


6 – Trait - Word Choice: The use of precise, colorful and rich words to communicate.

Related titles:


_____ 061330 **GIRAFFES CAN’T DANCE** Andreae, Giles \$17.97 ©2001 Age Range: 03 – 06 AR RL: 3.8 Gerald the giraffe is too clumsy to dance with all the other animals at the Jungle Dance, until he finds the right music.

_____ 250550 **WIGGLE** Cronin, Doreen \$15.17 ©2005 Age Range: 01 – 04 AR RL: 1.70 Rhyming text describes the many ways to wiggle.

 _____695506 **THE CHEESE** Palatini, Margie \$18.69 ©2007 Age Range: 04 – 07 AR RL: 2.70 After they all agree to ignore the story of “The Farmer in the Dell,” the rat, cat, dog, child, farmer, and his wife have a party featuring a tempting hunk of cheese.

 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.


 Most students know the song “The Farmer in the Dell.” However, this story depends on children knowing this song, so before reading the book you should sing the song. The words are on the very last page of the book. Young children would enjoy playing the game and then listening to the story. With a few props and minimal script, children could act out this book.


Choose another children’s song such as Old MacDonald and write a group story. Plan a party for Old MacDonald. What game would you play? Who would you invite? What would you eat? What would you use for decorations?

Related titles:


_____695501 **BAD BOYS GET COOKIE!** Palatini, Margie \$17.99 ©2006 Age Range: 04 – 07 AR RL: 2.1 Wolves Willy and Wally try to satisfy a sweet-tooth craving by dressing up as private eyes and chasing down a runaway cookie.

_____695499 **BAD BOYS** Palatini, Margie \$11.55 ©2003 Age Range: 04 – 07 AR RL: 2.70 Two hungry wolves in disguise attempt to raid a sheep farm.

 _____923662 **CHESTER** Watt, Melanie \$17.97 ©2007 Age Range: 04 – 08 AR RL: 1.80 A story of one-upmanship between a cat and his owner, who is trying to write a picture book, but is thwarted and upstaged at every turn by Chester, her egotistical cat.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT Standards for Literature: Content Standard 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR Standards for Reading:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.


Synthesizing information: Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation. We might see an entirely new perspective after synthesizing the information.


 This story is a bit hard to follow because we have a cat playing games with his owner/author. There is also a mouse and a dog. However, the red felt pen will give students an urge to draw and create. You will need some magazine pages and red felt pens. Give each student a magazine page, felt pen and lined paper. Each student needs to write their own story from the ideas that merge in their mind from the book, magazine illustration and the felt pen.

Related titles:


_____366196 **ROTTEN RALPH'S SHOW AND TELL** Gantos, Jack ©1989 \$12.03 Age Range: 04 – 08 AR RL: 3.10 Sarah takes her rotten cat Ralph to school for Show and Tell and he behaves terribly, as usual, by spoiling everyone's show and tell.

_____366195 **ROTTEN RALPH** Gantos, Jack ©1976 \$12.03 Age Range: 04 – 08 AR RL: 3.00 Ralph, a very, very, nasty cat, finally sees the error of his ways – or does he?

 _____445655 **CHICKENS TO THE RESCUE** Himmelman, John \$17.97 ©2006 Age Range: 04 – 08 AR RL: 1.70 Six days a week the chickens help the Greenstalk family and their animals recover from mishaps that occur on the farm, but they need one day to rest.

 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.

Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.


 Read the story and have the students look at the illustration on the last page. The children should be able to predict who will come to the rescue for the last mishap. Have the students write a group story titled, PIGS TO THE RESCUE. Older students could work in small groups and choose other animals for their stories.


6 – Trait Ideas: The content, or main theme, can be looked at as the heart of the message.

Related titles;


_____435885 **BIG CHICKENS FLY THE COOP** Helakoski, Leslie \$17.29 ©2008 Age Range: 04 – 08 AR RL: 2.40 The chickens go in search of the farmhouse, only to realize their chicken coop is right next door. A follow up to Big Chickens.

_____435870 **BIG CHICKENS** Helakoski, Leslie \$17.29 ©2006 Age Range; 03 – 06 AR RL: 2.60 While trying to escape from a wolf, four frightened chickens keep getting themselves into the very predicaments they are trying to avoid.

 _____709212 **CLEMENTINE** Pennypacker, Sara \$16.59 ©2006 Age Range: 07 – 10 AR RL: 4.50 Eight-year-old Clementine sorts through difficulties in her friendship with her neighbor Margaret and helps her father banish pigeons from the front of their apartment building.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT Standards for Literature:** **Content Standard 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR Standards for Reading:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.

 Clementine is named for a fruit. Most, if not all children will not know what a Clementine looks like. Have the students use their imaginations and draw and color a picture of a Clementine. After about 5 minutes of frustration, ask the class to share their pictures.

<http://www.factsaboutfruit.com/Clementine.html> has information and pictures of the fruit.

✍ Clementine likes words. She has a fruit name so she thinks her brother should be named after a vegetable. She calls her brother any vegetable that pops in her head. How many different vegetables can the class think of? Which class can make the longest list?

Clementine names her cats after products in the bathroom. She could name dogs after products in the kitchen. Have the students make a list.


Clementine – Words to the song: <http://kids.niehs.nih.gov/lyrics/clementine.htm>


6 – Trait Voice: The personal voice of author comes through. This gives a sense of a real person speaking.

Related titles:

_____709214 **CLEMENTINE’S LETTER** Pennypacker, Sara \$16.59 ©2008 Age Range: 07 -10 AR RL: 4.00 Clementine’s beloved teacher, Mr. D’Matz, might be leaving them to go on a research trip. In his place, he’s left a substitute with a whole new set of rules that Clementine just can’t figure out.

_____709228 **TALENTED CLEMENTINE** Pennypacker, Sara \$16.59 ©2007 Age Range: 07 – 10 AR RL: 4.00 Eight-year-old Clementine, convinced that she has no talents, tries to find a way to avoid participating in the class talent show.

 _____882938 **CROSSING BOX CHITTO : A CHOCTAW TALE OF FRIENDSHIP & FREEDOM** Tingle, Tim \$18.67 ©2006 Are Range: 09 – 12 AR RL: 4.40 In the 1800s, a Choctaw girl helps a slave family escape to freedom.

 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.

Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.


✍ From the first page the reader will see foreshadowing in this book. You might need to help children see this. Read the first page and then ask the students if they think that some slaves might cross the river to freedom in this story. After reading the second page ask the students if they think Martha Tom will get into trouble for crossing the river? What kind of trouble might she get into? Read until the end of the page where the last sentence is, “Now give it a try and get this little girl home!” Ask the students if they think that Martha Tom and Little Mo will become friends? Read to the bottom of the page where it says, “Your mother has been sold.” Have the students predict what might happen. Read the rest of the story. The last page is a beautiful ending to the story. Have your students illustrate the last paragraph.

Ideas: The content, or main theme, can be looked at as the heart of the message.


Related titles:

_____882998 **WHEN TURTLE GREW FEATHERS : A FOLKTALE FROM THE CHOCTAW NATION** Tingle, Tim \$17.97 ©2007 Age Range: 04 – 08 AR RL: 2.80 This Choctaw tale shows that it was not being slow and steady that won Turtle the big race, it was those feathers.


_____834892 **CHOCTAWS** Sonneborn, Liz \$25.65 ©2007 Age Range: 09 – 12 AR RL: 4.90 A chronological narrative of the history of the Choctaw who made their home in the southeastern United States.

 _____584635 **DRITA, MY HOMEGIRL** Lombard, Jenny \$17.29 ©2006 Age Range: 08 – 12 AR RL: 3.90 When ten-year-old Drita and her family, refugees from Kosovo, move to New York, Drita is teased

about not speaking English well but after another student is forced to learn about Kosovo as a punishment for teasing her, the two girls bond.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.


 This book about two very different girls has enough problems to have lots of girl-appeal. This probably won't be a first choice for boys. However, to maximize comprehension and appreciation for this book some background information about Kosovo is necessary. This website <http://www.time.com/time/daily/special/kosovo/kosovomap.html> will help you provide information for your students. Take your class to this site and use the maps to show them where Kosovo is located. Take the students through the photo essays to give them a feel for what is happening there. The photo essay on the refugees will give them empathy for Drita.


Related titles:

_____160340 **LITTLE CRICKET** Brown, Jacquelyn M. \$17.29 ©2004 Age Range: 09 – 12 AR RL: 6.00 Kia and her Hmong family flee from Laos to a refugee camp in Thailand and eventually to Saint Paul, Minnesota.


_____604915 **GOLD-THREADED DRESS** Marsden, Carolyn \$16.59 ©2002 Age Range: 07 – 09 AR RL: 4.60 When Oy and her Thai-American family move to a new neighborhood, her fourth-grade classmates tease and exclude her because she is different.


_____604947 **QUAIL CLUB** Marsden, Carolyn \$17.29 ©2006 Age Range: 08 – 10 AR RL: 4.50 Now in fifth grade, Oy wants to do a Thai dance at the school talent show until Liliandra threatens to kick her out of their club if they do not perform an American-style skit together.


 _____543088 **THE END** LaRochelle, David \$17.99 ©2007 Age Range: 04 – 08 AR RL: 3.50 When a princess makes some lemonade, she starts a chain of events involving a fire-breathing dragon, one hundred rabbits, a hungry giant, and a handsome knight.

 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.


Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.


 Read this book once and you won't need help with a lesson. This is a perfect pattern book for predicting and creating a new story. What did happen on the next page? What caused the event to happen? Simply start a new story with “THE END.”

 _____225340 **DIARY OF A FAIRY GODMOTHER** Codell, Esme Raji \$16.59 ©2005 Age Range 09 – 12 AR RL: 4.90 Hunky Dory's interest in wishcraft over witchcraft gets her kicked out of charm school and she becomes determined to be a fairy godmother.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.

 To experience this story to the fullest the reader must have a broad knowledge of fairy tales and folk literature. Literary allusions abound in this title. Although both the dust jacket blurb and book cover emphasize girls, boys should find some enjoyment in this twisted tale, too. Read chapter one to the class. Talk about some of the literary allusions.


 Have students write their own twisted tale. Ask each student to find a favorite fairy tale in the 398.2 section of the library. Encourage them to choose a short, simple tale. Have the student read the tale and then use it as a guide for their own fractured fairy tale. If a student is having trouble, suggest they just change the nouns and verbs in their story. This might get them started. If time is short write a class story.


HUNKY DORY'S BOOGER COOKIES – The recipe is on page 168 – 169 in the book. I tried this recipe. It made a good cookie. It is a thumbprint cookie with pistachio pudding to make it green and flavorful.. **Note:** In the list of ingredients it does not say anything about nuts. However, in the notes it suggests you roll the cookies in chopped nuts. Be prepared.

Related titles:


____796946 **TO CATCH A MERMAID** Selfors, Suzanne \$16.59 ©2007 Age Range: 08 – 12 AR RL: 5.00 When twelve-year-old Boomerang Broom discovers a wish-granting baby mermaid, he takes her home and his little sister begs to keep her, with unexpected consequences.

____566246 **YOU WISH** Lethcoe, Jason \$13.09 ©2007 Age Range: 08 – 12 AR RL: 6.20 When an orphan disrupts the balance of power between the magical realms of wishes and curses, he joins forces with the Wishworks Factory to reclaim his errant wish and set things right again.

 ____423121 **GABRIEL'S HORSES** Hart, Alison \$16.57 ©2007 Age Range: 08 – 12 AR RL: 4.60 In Kentucky, during the Civil War, twelve-year-old slave Gabriel pursues his dream of becoming a jockey.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning.

Determining important ideas: Readers must determine the key ideas that are central to the story. We need to know our purpose for reading something to know what is important.

 In this book Gabriel, a twelve-year-old slave, is confused about freedom. Read the following passage: Begin on page 60 at the bottom of the page where it says, “I don’t have to think about it long ... end on page 61 with the words, “it’s everything powerful.” After your students listen to this passage, ask them to write a paragraph about what freedom means to them. Really, what is freedom?

6 – Trait Voice: The personal voice of author comes through. This gives a sense of a real person speaking.

6 – Trait Ideas: The content, or main theme. Can be looked at as the heart of the message.

Related titles:

____423122 **GABRIEL'S JOURNEY** Hart, Alison \$16.57 ©2008 Age Range: 08 – 12 AR RL: 5.10 Ex-slave Gabriel leaves a jockey career to join his father in the Fifth U.S. Colored Calvary.

_____423124 **GABRIEL’S TRIUMPH** Hart, Alison \$16.57 ©2007 Age Range: 08 – 12 AR RL: 4.60 A thirteen-year-old newly freed slave pursues his dream of becoming a famous jockey in Civil War Kentucky and New York.



_____314554 **GINGERBREAD GIRL** Ernst, Lisa Campbell ©2006 \$17.99 Age Range: 04 - 08 AR RL: 4.40 The Gingerbread Girl eludes the many people who would like to eat her.

WA GLE EALR: 2.1.4 Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.

Ask the students to tell you the story of the gingerbread boy. Most students will have heard a version of this story. After this discussion, read **THE GINGERBREAD GIRL**. Compare and contrast the two tales. You might want to also read **THE GINGERBREAD BABY** and **THE GINGERBREAD COWBOY** and compare and contrast these titles.

Art activity: When you see an illustration of a gingerbread cookie it makes you want to make a picture of your own. All that candy is so inviting. You can trace the outline of the gingerbread girl and have the students decorate the cookie with their crayons. If you are fortunate enough to have room mothers you might be able to decorate the real thing.

Art activity: Another fun activity is to buy small gingerbread cookies and glue one to a 9x12 piece of white construction paper for each student. Glue it randomly on the paper. Have the student fill in all of the background details to make it look like the gingerbread cookie is running away. You will need an extra cookie for each so they don’t eat the one off the paper.

Related titles:

_____ 149236 **GINGERBREAD BABY** Brett, Jan ©1999 \$17.99 Age Range: 04 – 08 AR RL: 3.50 A young boy and his mother bake a gingerbread baby that escapes from their oven and leads a crowd on a chase similar to the one in the familiar not-so-clever gingerbread man.

_____ 842145 **GINGERBREAD COWBOY** Squires, Janet ©2006 \$17.99 Age Range: 03 – 08 AR RL: 3.80 A freshly baked gingerbread cowboy escapes from the rancher’s wife’s kitchen and eludes his pursuers in this western United States version of the “Gingerbread Boy.”



_____589542 **GOSSAMER** Lowry, Lois ©2006 \$17.30 Age Range: 10 – 14 AR RL: 4.40 While learning to bestow dreams, a young dream giver tries to save an eight-year-old boy from the effects of both his abusive past and the nightmares inflicted on him by the frightening Sinsteeds.

WA GLE EALR: 2.1.6: ...Create mental images... **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning. **MT Standards for Reading: Content Standard 1:** Students construct meaning as they comprehend, interpret, and respond to what they read.

Visualizing: Active readers create visual images in their minds. It allows the student to become part of the story. It allows the student to see the story.

On page 6 in the first paragraph, Littlest touches a button on a sweater. When this happens a flood of events come to her. She visualizes the history of the button. Read this paragraph to the class.


On page 69 near the top of the page, Littlest asks, “What’s a story, exactly?” Begin reading here and stop reading on page 70 where Thin Elderly says, “Everything has a story.”


Give a button to each student; ask them to visualize and then create a story about their button. If there is only time for an oral telling and sharing that is OK. If there is time to write a story it would be even better.

Related titles:


_____422066 **DREAMQUEST: TALES OF SLUMBERIA** Hartinger, Brent ©2007 \$17.97 Age Range: 10 – 14 AR RL: 4.40 With her parents fighting all the time, eleven-year-old Julie has nightmares every night, until she wakes up inside the studio where her dreams are produced.

_____823682 **LEVEN THUMPS AND THE GATEWAY TO FOO** Skye, Obert ©2005 \$11.69 Age Range: 09 – 12 AR RL: 5.60 Fourteen-year-old Leven and thirteen-year-old Winter discover that for mankind to continue dreaming, the gateway between reality and dreams needs to be found and demolished.

 _____070876 **GRANDFATHER BUFFALO** Arnosky, Jim \$17.99 ©2006 Age Range: 03 – 07 AR RL: 3.50 When Grandfather Buffalo, the oldest bull of the herd, trails behind the group, he finds that he is joined by a newborn calf.

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension

Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.

 Grandfather Buffalo is old, but how old is old for a buffalo? How big is a newborn calf? How soon can a calf travel with the herd? Is a buffalo a bison, or is a bison a buffalo?

These two sites will answer some of your questions:


<http://www.saskschools.ca/~gregory/animals/bison1.html>


http://www.thebuffaloguys.com/all_about_buffalo.asp

Related titles:


_____332818 **BUFFALO MUSIC** Fern, Tracey ©2008 \$17.30 Age Range: 04 – 08 AR RL: 4.60 A Texas woman begins raising orphan buffalo calves and ships four members of her small herd to Yellowstone National park, where they form the beginnings of newly thriving buffalo herds.

_____163258 **BUFFALO SONG** Bruchac, Joseph ©2008 \$18.67 Age Range: 06 – 11 AR RL: 4.90The story of the first efforts to save the vanishing bison (buffalo) herds from extinction in the United States in the 1870s and 1880s.

 _____445349 **HAM THE ASTROCHIMP** Hilliard, Richard \$17.97 ©2007 Age Range: 09 – 12 AR RL: 7.30 The story of a three-year-old chimpanzee named Ham who made history on January 31, 1961 by becoming the first intelligent being to ride an American rocket into suborbital space.

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension

Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.

 This is a non fiction picture book. It is written at two levels. It has a text in large font with brightly colored illustrations that appeal to young audiences. Students in primary grades will enjoy the pictures and listening to this text. In the side margins there is text in small font that gives more detailed information about Ham and his trip into space. Older students will learn more if they read this text.

The text says that many photos were taken of Ham. OK, where are the photos? This is a non fiction book. In my opinion there should be some actual photos to give the book more credibility. After reading the book your students might have additional questions. Encourage questioning. Take students to these sites to answer the questions.


<http://www.truveo.com/TRAILBLAZER-IN-SPACE-HAM-THE-ASTROCHIMP/id/3341560767> This site has a 9 minute video of Ham.


<http://ham.space.umn.edu/kris/ham.html> This site has more photos and information. If you only have time for one site show the video.

Related titles:


_____ 666571 **CHIMP MATH : LEARNING ABOUT TIME FROM A BABY CHIMPANZEE** Nagda, Ann Whitehead \$18.67 ©2002 Age Range: 07 – 10 AR RL: 4.80 Follows a chimpanzee named Jiggs as he grows from an infant to a toddler.


_____ 308419 **CHIMPANZEES** Elwood, Ann \$17.27 ©2004 Age Range: 07 – 12 AR RL: 5.80 Discusses the habits and behavior of common chimpanzees and bonobos.


 _____ 826398 **HE CAME WITH THE COUCH** Slonim, David ©2005 \$17.27 Age Range: 04 – 08 AR RL: 1.50 When a family acquires a new couch, they discover that something else comes along with it, and they gain a new friend in the process.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT Standards for Literature: Content Standard 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR Standards for Reading:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

Synthesizing information: Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation. We might see an entirely new perspective after synthesizing the information.

 Read this story aloud. It won't take long, but spend time studying the pictures. The children will need this information when writing their stories. At the end of the book you have two creatures; the couch creature, and the chair creature. Have the students each pick one creature and write a story to give their creature character traits and personality. If this is too difficult for the students, give them a list of questions to answer about their creature. For example: Is your creature a girl or a boy? What is its favorite color, food, rock star, TV show? Does your creature like to play outside or inside? Etc.

 _____ 512128 **HELP! A STORY OF FRIENDSHIP** Keller, Holly \$17.99 ©2007 Age Range: 03 – 08 AR RL: 2.30 Mouse hears a rumor that snakes do not like mice and while trying to avoid his former friend, Snake, he falls into a hole from which neither Hedgehog, Squirrel, nor Rabbit can help him out.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning.

Determining important ideas: Readers must determine the key ideas that are central to the story. We need to know our purpose for reading something to know what is important.

✍ Before reading this story, play a game of Gossip. Most children have probably played this game, but in case they haven't – Sit the kids in a circle. Whisper a secret in the first child's ear. That child will whisper the secret in the next child's ear and the secret will continue around the circle until the last child. This child will tell the secret. By this time the secret will probably be totally different than when the secret started around the circle. This should lead into a discussion about gossip.

Read the story. Talk about friendship and misunderstandings.

Related titles:

_____516400 **ARMADILLO TATTLETALE** Kettman, Helen \$17.27 ©2000 Age Range: 06 – 09 AR RL: 4.10 Armadillo's habit of eavesdropping and then misreporting what he hears makes the other animals so angry that they find a way to keep him from overhearing their private conversations.

_____623442 **HEN HEARS GOSSIP** McDonald, Megan \$17.99 ©2008 Age Range 02 – 05 When Hen overhears some news on the farm, she runs to tell Duck, who tells another animal, and as the gossip is repeated from one animal to the next, it becomes unrecognizable.



_____131702 **HERO REVEALED** Boniface, William \$17.29 ©2006 Age Range: 08 – 12 AR RL: 6.10 Ordinary Boy, the only resident of Superopolis without a superpower, uncovers and foils a sinister plot to destroy the town.

📁 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension

Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.

✍ This book reads like a comic book without all the graphics. The people in this town have superpowers. What superpower would be the best? What are the limitations? The **LI'L HERO'S HANDBOOK** has a page for each person. On the page is an illustration of the person with a biographical sketch of the person. Project at least 4 of these so that they can be shared with the class. You will want to share Ordinary Boy's parents – page 21, 22. Friends, Stench – page 45, Plasma Girl – page 52. Ask the students to illustrate themselves and choose a superpower. It should be different than the powers you have discussed. Under their illustration they should write a creative biographical sketch. It should be pure fiction.

Related titles:

_____131701 **GREAT POWERS OUTAGE** Boniface, William \$17.99 ©2008 Age Range: 08 – 12 When the citizens of Superopolis begin to mysteriously lose their superpowers, Ordinary Boy and his friends investigate the world of master villains.

_____131704 **RETURN OF METEOR BOY?** Boniface, William \$17.99 ©2007 Age Range: 08 – 12 AR RL: 6.20 While working on a time machine, Ordinary Boy discovers the true identity of long-lost Superopolis hero, Meteor Boy.



_____703571 **HIGHER POWER OF LUCKY** Patron, Susan \$17.97 ©2006 Age Range: 9 – 11 AR RL: 5.90 Fearing that her legal guardian plans to abandon her to return to France, ten-year-old aspiring scientist Lucky Trimble determines to run away.

📁 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension

Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.

✍️ This book generates questions from the first page. Do children know about the twelve-step anonymous groups? What about the Higher Power? Actually, how does a town with a population of 43 support all of these groups? Anyway, let's get past this and into a chapter the boys will like – Tarantula Hawk Wasp. Read Lucky's description of the wasp beginning on page 45 and continuing to the end of the chapter. Verify her information by visiting the following web sites with the class: The first site is from the Desert Gazette and has good information and pictures. The second site is from Desert USA and has a short movie clip showing the wasp. Note: Before showing the movie, check for pop-ups. There were some, and you never know what you might find. School filters will probably eliminate them, but you don't want surprises. digital-desert.com/wildlife/tarantula-wasp.html
www.desertusa.com/mag01/sep/papr/thawk.html

Related titles:

_____939284 **BELLE PRATER'S BOY** White, Ruth \$18.35 ©1996 Age Range: 12 – 16 AR RL: 5.00 Gypsy befriends her cousin Woodrow when he moves to Coal Station, Virginia, after his mother mysteriously disappears.

_____940870 **WAY DOWN DEEP** White, Ruth \$17.30 ©2007 Age Range: 10 – 14 AR RL: 4.80 In the West Virginia town of Way Down Deep in the 1950s, a foundling called Ruby June is living with Miss Arbutus at the local boardinghouse when the mystery of Ruby's past begins to unravel.

📖 _____408578 **HOMEWORK MACHINE** Gutman, Dan \$17.12 ©2006 Age Range: 08 – 12 AR RL: 4.80 Four fifth-grade students – a geek, a class clown, a teacher's pet, and a slacker – as well as their teacher and mothers, relate events surrounding a computer programmed to complete homework assignments.

📁 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension
Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.

✍️ Read the introduction aloud. This should generate a lot of questions. What crime did these kids commit? Ask the students what they think. Read aloud to Miss Rasmussen at the bottom of page 6. Ask the students if they have any new ideas about the crime that got these students into trouble. Continue reading to the "The Ten Commandments of Homework" on page 17. Have copies of these Commandments for your students. Have the students write their opinions about these commandments. If time doesn't allow writing their opinions have a discussion about them.

6 – Trait Writing - Organization: The internal structure of the writing.


Related title;

_____408575 **GET RICH QUICK CLUB** Gutman, Dan \$21.30 ©2004 Age Range: 08 – 12 AR RL: 4.10 Summer vacation in their small Maine town doesn't look too promising until eleven-year-old Gina and four of her friends make a pact to become millionaires before school starts in September.

📖 _____467105 **HOUNDSLEY AND CATINA** Howe, James \$16.59 ©2006 Age Range: 05 – 07 AR RL: 2.90 Houndsley and Catina run into trouble when they decide to prove that they are the best at cooking and writing, respectively.

📁 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.


Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.


 This book isn't long. It is a bit predictable. Yet, it is a very good book about friendship. Read chapter 1 aloud to the bottom of page 5. Ask the students to predict what might happen. After they have made their predictions, read to the end of the chapter. Read chapter 2 to the end of page 19. Again, ask the students to predict what will happen. Read to the end of the chapter. Before reading chapter 3 have the students write down what they would like to be famous for. Read chapter 3.

Related titles:


_____467106 **HOUNDSLEY AND CATINA AND THE BIRTHDAY SURPRISE** Howe, James \$16.59 ©2006 Age Range: 05 – 08 AR RL: 2.80 Friends Houndsley and Catina are sad that they do not know when their birthdays are, but they find a way to solve the problem.

_____467108 **HOUNDSLEY AND CATINA AND THE QUIET TIME** Howe, James \$16.59 ©2008 Age Range: 05 -07 Houndsley helps Catina let go of her worries and enjoy the snowy day, wherever it might take them.

 _____100487 **I AIN'T GONNA PAINT NO MORE** Beaumont, Karen ©2005 \$17.30 Age Range: 03 – 07 In the rhythm of a familiar folk song, a child cannot resist adding one more dab of paint in surprising places.

 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.

Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.

 After reading just a couple of pages, the children will be able to predict what word will come next in this story. Young children will love reading and predicting this text and enjoy the surprise ending.

Art lesson: This book makes you want to paint and design. Have the students draw around their hand and then fill in their hand print with a colorful design using felt pens, Cray-Pas® or Berol Prismacolor® pencils. The illustrations in the book will give the children plenty of inspiration.


6 – Trait Word Choice: The use of precise, colorful and rich words to communicate.


6 – Trait Sentence Fluency: The writing flows together often with a rhythm or cadence.

Related titles:


_____060145 **I AM THE ARTIST!** Anderson, Dawn ©2006 \$19.75 Age Range: 05 – 07 AR RL: .06 A young boy has fun creating a painting with a variety of colors.


_____494722 **LILY BROWN'S PAINTINGS** Johnson, Angela ©2007 \$17.99 Age Range: 03 – 07 AR RL: 3.30 Lily Brown imagines all sorts of fantastic things in the scenes that she paints every day.

 _____276534 **I LOST MY TOOTH IN AFRICA** Diakite, Penda, \$17.99 ©2006 Age Range: 04 – 08 AR RL: 3.00 While in Mali, a girl loses a tooth, places it under a calabash, and receives a hen and a rooster from the African Tooth Fairy.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.


 Before reading this book ask the students what is the tradition in their family when they lose a tooth. Do they put it under their pillow? Do they put the tooth in a glass of water? Do they get a present from the Tooth Fairy? After this discussion read the story. The next time they lose a tooth they just might want a chicken.


 If you are working with an older group read the Artist's Note at the end of the book. Talk to your students about passing stories on. You might want to copy the Artist's Note for the students to take home. Ask the students to read this together with their parent. This might be the catalyst for a good family discussion.

6 – Trait Writing : Voice: The personal voice of author comes through. This gives a sense of a real person speaking.


Related title:


_____276537 **MAGIC GOURD** Diakite, Baba Wague \$17.97 ©2003 Age Range: 05 – 08 AR RL: 3.40 Brother Rabbit and Chameleon teach a greedy king the importance of generosity and friendship.


 _____799215 **INVENTION OF HUGO CABRET: A NOVEL IN WORDS AND PICTURES** Selznick, Brian \$22.19 ©2007 Age Range: 09 – 12 AR RL: 5.10 When twelve-year-old Hugo, an orphan in 1931, meets a mysterious toy seller and his goddaughter his undercover life and his biggest secret are jeopardized.


 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.

 The grade level for this book should be 09 – adult. This is a monumental piece that will entertain all audiences. Although this is a work of fiction it was inspired by fact. Fact that is almost stranger than fiction. Most readers will skip the Acknowledgements at the end of the book. Read them. Georges Méliès and the Automaton were real. There is plenty of corroborative evidence. The author explains where he got his idea for this book. The author suggests you go to this web site: <http://www.fi.edu/learn/sci-tech/automaton/automaton.php?cts=instrumentation> Go there to introduce this book. There are two short videos showing the Automaton. The following sites on YouTube have short video clips of Georges Méliès' films: <http://www.youtube.com/watch?v=jGZilAMKtgA> <http://www.youtube.com/watch?v=gaaY2eQ1Lv4>

 If you want to follow this book with a writing assignment use **THE MYSTERIES OF HARRIS BURDICK** by Chris Van Allsburg. (BTSB #902230 \$19.37) This book has pencil illustrations and creative story beginnings that will help motivate students to write a story of their own. Suggest students make a pencil illustration to accompany their story.


 _____ 781979 **ISLAND GROWS** Schaefer, Lola M. \$17.99 ©2006 Age Range: 04 – 07 AR RL: 1.40
An island is born and as it grows, lava flows, waves pound, sands mound, and life thrives.

 **WA GLE EALR: 2.1.6:** ...Create mental images... **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning. **MT Standards for Reading: Content Standard 1:** Students construct meaning as they comprehend, interpret, and respond to what they read.

Visualizing: Active readers create visual images in their minds. It allows the student to become part of the story. It allows the student to see the story.

6 – Trait : Sentence Fluency: The writing flows together often with a rhythm or cadence.


6 - Trait: Word Choice: The use of precise, colorful and rich words to communicate.


 With a minimal amount of words and simple, but elegant illustrations this book tells about the birth of an island. More important than what the book says about an island is how it says it. After reading the story, have the students think of two word sentences or phrases to describe their neighborhood, or yard. Have the students illustrate their sentences with a cut paper design enhanced with crayon detail. This is a great title for art and language.

Related titles:


_____ 592624 **LITTLE ISLAND** Brown, Margaret Wise \$11.20 Pub.2004 Age Range: 02 – 06 AR RL: 3.60 Depicts the changes that occur on a small island as the seasons come and go, as day changes to night, and as a storm approaches.

_____ 619410 **TIME OF WONDER** McCloskey, Robert \$11.41 ©1989 Age Range: 06 – 08 AR RL: 5.10 Follows the activities of two children spending their summer vacation on an island off the coast of Maine.

 _____ 198941 **IVAN THE TERRIER** Catalanotto, Peter \$17.99 ©2007 Age Range: 02 – 05 A terrier named Ivan keeps interrupting story hour.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.


Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.

 This very simple text assumes that the reader has some knowledge of common fairy tales. Ivan keeps interrupting each story just as it begins. Have students think of more tales for Ivan to interrupt. Ivan could also get involved with some nursery rhymes. If time permits, have each student illustrate a tale or rhyme for Ivan to interrupt.


Related titles;

_____ 624880 **WINSTON THE BOOK WOLF** McGee, Marni \$17.97 ©2006 Age Range: 03 – 07 AR RL: 2.90 Winston loves to eat books until a little girl named Rosie teaches him a new way to enjoy words.

_____ 127777 **WOLF!** Bloom, Becky \$17.97 ©1999 Age Range: 05 – 08 AR RL: 3.50 A wolf learns to read in order to impress a group of farmyard animals he has met.

 829135 **JOHN, PAUL, GEORGE & BEN** Smith, Lane \$17.99 ©2006 Age Range: 05 – 09 AR RL: 3.70 A humorous look at the lives of John Hancock, Paul Revere, George Washington, Benjamin Franklin and Thomas Jefferson.


Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.


 The publisher has given this an age range of 5 – 9 years. However, children in the lower end of the age group do not have the knowledge and sophistication to appreciate this book. They might know a bit about George Washington, but very likely know nothing about the other characters. The humor is based on information they don't have. The fact and fiction are so intertwined a child won't know what to believe. Go over the **Taking Liberties** page in the back of the book and help the children sort out the information.

Related titles:


772038 **BEN FRANKLIN : PRINTER, AUTHOR, INVENTOR, POLITICIAN** Rushby, Pamela \$18.63 ©2007 Age Range: 06 – 09 AR RL: 4.70 A biography of the multitiered Ben Franklin.

782337 **HOW BEN FRANKLIN STOLE THE LIGHTNING** Schanzer, Rosalyn \$17.99 ©2003 Age Range: 06 – 12 AR RL: 5.10 Focuses on Benjamin Franklin's role as an inventor of whimsical gadgets and practical contraptions, with an emphasis on his experiment of flying a kite during a rainstorm.

 070318 **KILLER WHALE'S WORLD** Arnold, Caroline \$19.13 ©2006 Age Range: 05 – 07 AR RL: 3.90 Follows an orca calf as it grows up in the ocean.

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension

Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.

 Before reading this book ask the students what they want to know about Killer Whales. Make a list of all of their questions. Then read the book. As you read, write answers next to the questions. How many questions were answered?

This book contains a lot of information in the text. If you use all of the information, this includes the tiny nuggets in pink and glossary, it is amazing how much can be learned from this book. However, there are no photographs of killer whales. The illustrations are graphic and beautiful, but a child needs to know what a killer whale really looks like. Go to these two sites to show them or use the books under related titles.

<http://animals.nationalgeographic.com/animals/mammals/killer-whale.html>


<http://www.seaworld.org/infobooks/KillerWhale/home.html>


Art activity: Designer Whales: Emphasize the art in this book. Give each child a piece of white, black, gray & blue construction paper, glue stick and scissors. Use small and medium sheets depending on the color. This is a great time to use scraps. Cut your scraps into squares and rectangles. Kids don't seem to mind using scraps when they are in these shapes. Have the students cut and/or tear their paper and make their own whale.

Related title:

820912 **KILLER WHALES** Simon, Seymour \$10.03 ©2002 Age Range: 04 – 06 AR RL: 3.00 An introduction to the physical characteristics, behavior, and life cycle of the killer whale.

881360 **AMAZING WHALES** Thomson, Sarah L. \$22.20 ©2005 Age Range: 04 – 08 AR RL: 3.30 An introduction to the physical characteristics, behavior, and habitat of whales.


 _____464312 **LAST POLAR BEARS** Horse, Harry \$15.17 ©2007 Age Range: 06 – 10 Letters from Grandfather, who has gone on an expedition with his little dog Roo, to find the last polar bears at the North Pole.

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension

Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.

6 – Trait Voice: The personal voice of author comes through. This gives a sense of a real person speaking.

6 – Trait Organization: The internal structure of the writing.

 This book is a series of letters written to a child from his grandfather. The grandfather is traveling to the North Pole to find the last polar bear. Along the way he also meets penguins. He nearly starves to death and has other harrowing adventures. The book is a bit quirky, but then it is British, so the humor is different. However, it does generate questions about penguins, polar bears and wolves. The book is fiction and does not even pretend to be factual, but most children know that penguins do not reside at the North Pole. To find factual information about these animals and some interesting activities to do go to these sites:

Polar Bears: <http://www.polarbearsinternational.org/>

<http://www.seaworld.org/infobooks/PolarBears/home.html>

Penguins: <http://www.kidzone.ws/animals/penguins/index.htm> (Fun activities.)

<http://www.siec.k12.in.us/west/proj/penguins/main.html>

<http://www.youtube.com/watch?v=23qD11aH9I4> (a short video is at this site.)

Wolves: <http://www.pbs.org/wgbh/nova/wolves/wolfdog.html>


<http://www.cosmosmith.com/wolfdog.html> (This site has beautiful photos.)


WARNING: I wanted to know more about the author as I saw in the Dedication that the book was in memory of the author and Roo and others. The author blurb said the late Harry Horse. I did a search. I found that the author committed murder and suicide by stabbing his wife and himself. He also stabbed his dog, Roo and the cat. You might not want to suggest this author for a project.

Related titles:

_____464315 **LAST COWBOYS** Horse, Harry \$15.17 ©2008 Age Range: 6 – 10 In a series of letters to his grandson, an elderly gentleman relates how he and his remarkable little dog traveled to America on an expedition to the Wild West to find the dog’s grandfather, rumored to be living among cowboys following a successful movie career.

_____464313 **LAST GOLD DIGGERS** Horse, Harry \$15.17 ©2008 Age Range: 6 – 10 Hilarious and entertaining letters capture Grandfather and Roo’s charmingly eccentric personalities and the amusing calamities that befall them Down under.

 _____980167 **LIBRARY LION** Knudsen, Michelle ©2006 \$17.99 Age Range: 04 – 07 AR RL: 2.80 A lion starts visiting the local library but runs into trouble as he tries to both obey the rules and help his librarian friend.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.

✍ Before reading the book ask the students to tell you the library rules. Have a different student tell each rule. Ask the student why the rule is important. After going over these rules read the book to the class. When you are finished make a list of rules for the Library Lion's library. Are the rules the same or different? Discuss all of the rules for both libraries. Should the rules ever be broken? Why? When?

Related titles:

_____624880 **WINSTON THE BOOK WOLF** McGee, Marni ©2006 \$17.97 Age Range 03 – 07 AR RL: 2.90 Winston loves to eat books until a little girl named Rosie teaches him a new way to enjoy words.

_____817213 **WILD ABOUT BOOKS** Sierra, Judy ©2004 \$17.97 Age Range: 04 -08 AR RL: 4.10 A librarian named Molly McGrew introduces the animals in the zoo to the joy of reading when she drives her bookmobile to the zoo by mistake.

📖_____520528 **LIBRARY MOUSE** Kirk, Daniel \$17.27 ©2007 Age Range: 04 – 08 AR RL: 4.40 Sam, a shy but creative mouse who lives in a library, decides to write and illustrate his own stories which he places on the library shelves, but when children find the tales, they want to meet the author.

📁 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT Standards for Literature: Content Standard 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR Standards for Reading:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

Synthesizing information: Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation. We might see an entirely new perspective after synthesizing the information.

✍ After reading this story there is only one thing to do, have the students write and illustrate their own little, mini story. Library Mouse wrote stories for different genres. Review genres with your students and then allow each student to choose their favorite genre to use for their tale. If you have not made mini books before, you will find free directions at this web site as well as other good book making ideas.

http://familycrafts.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=familycrafts&cdn=parenting&tm=78&gps=77_2600 Now, all you need is a mini-size shelf to display the books.

Related titles:


_____623648 **WHEN THE LIBRARY LIGHTS GO OUT** McDonald, Megan \$17.97 ©2005 Age Range: 03 – 06 AR RL: 2.20 When the lights go out in the library, the story time puppets set out on an adventure to find their missing friend, Hermit Crab.

_____518201 **I TOOK MY FROG TO THE LIBRARY** Kimmel, Eric A. \$11.05 ©1992 Age Range: 03 – 08 AR RL: 2.50 A young girl brings her pets to the library with predictably disastrous results.

📖_____088302 **LOOKING FOR BAPU** Banerjee, Anjali \$17.27 ©2006 Age Range: 07 – 10 AR RL: 3.80 When his beloved grandfather dies, eight-year-old Anu feels that his spirit is near and will stop at nothing to bring him back, including trying to become a Hindu holy man.

📁 **WA GLE EALR: 2.1.6:** ...Create mental images... **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning. **MT Standards for Reading: Content Standard 1:** Students construct meaning as they comprehend, interpret, and respond to what they read.

Visualizing: Active readers create visual images in their minds. It allows the student to become part of the story. It allows the student to see the story.

 Anu is very upset when his grandfather dies. He tries to bring his grandfather back. Although death is a serious subject, some of Anu's methods are humorous. Read chapter 21 to the class and have the student visualize how peculiar it would be to see a student roll all the way to school. If space permits have students try to duplicate Anu's rolls. Note: The web site in this chapter, www.become-a-holy-roller.com, is not valid. I tried it. However, the web site on the first page of chapter 23, www.bald-to-the-bone.com is valid. Children would find this site fun. Once you are on the home page, choose famous persons. You will find pictures of bald celebrities.


If a teacher reads this book aloud to the class, suggest they make a glossary. There are many East Indian words that could be listed.


Note: The book is set in Seattle, WA

Related titles:


_____341164 **LOWJI DISCOVERS AMERICA** Fleming, Candace \$17.27 ©2005 Age Range: 07 – 11 AR RL: 3.10 A nine-year-old East Indian boy tries to adjust to his new life in suburban America.

_____666572 **MEOW MEANS MISCHIEF** Nagda, Ann Whitehead \$17.27 ©2003 Age Range: 07 – 10 AR RL: 3.30 A stray kitten helps Rana make friends in her new school and to feel more comfortable with her grandparents, who are visiting from India while her parents are away.

 _____211987 **LOUDER, LILI** Choldenko, Gennifer \$17.99 ©2007 Age Range; 04 – 08 AR RL: 2.70 Lili is so shy that her voice is never heard in class until the day a good friend needs her help.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT Standards for Literature: Content Standard 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR Standards for Reading:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.


Synthesizing information: Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation. We might see an entirely new perspective after synthesizing the information.


 Read this book aloud and the students will find the story satisfying. They will probably be very glad that Lili finally speaks up. After reading the book, look at the book again and rewrite or retell the story from a different perspective. Give the book a new title – Quieter, Lili. What problems will Lili encounter if she talks too loud? Who will be her friend? Now, what would happen if she talks just right?

Related titles:


_____117165 **SHRINKING VIOLET** Best, Cari \$17.65 ©2001 Age Range: 04 – 08 AR RL: 4.20 Violet, who is very shy, finally comes out of her shell when she is cast as Lady Space in a play about the solar system and saves the production from disaster.

_____211984 **HOW TO MAKE FRIENDS WITH A GIANT** Choldenko, Gennifer \$17.99 ©2006 Age Range: 05 – 08 AR RL: 1.70 The other second-graders make fun of the new boy because he is so tall, but his short classmate Jake helps him fit in.

 _____774547 **MAGYK** Sage, Angie \$18.69 ©2005 Age Range: 09 – 13 AR RL: 6.00 After learning that she is the Princess, Jenna is whisked from her home and carried toward safety from pursuit by agents of those who killed her mother ten years earlier.

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension

Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.


 As you begin reading this book you will notice that there are words that are in bold and in a different font than the text. Why? Here are just a few of these words or phrases: Forget Spell, Magyk, Necromancer, SafeShield Spell, “Wet clothes off.” “You’re rubbish,” “Clean,” “Fold.” As the story continues, the frequency of these highlighted phrases increases. What do these words and phrases have in common? Why were they chosen to be emphasized? Have a discussion and see if the students can find what these words and phrases have in common. The students might need to read and look at the text of several chapters. If a teacher is reading this book aloud it would be a good idea to make a glossary of these words. This would increase attention and understanding.


Note: <http://www.septimusheap.com/> The web site for this book is FUN! Go to the site and choose all of the options. This would be a great way to introduce the book as well as very entertaining. The books will fly off the shelves with this introduction.

Related titles:


____774535 **FLYTE** Sage, Angie \$18.69 ©2006 Age Range: 09 – 13 AR RL: 6.00 When Princess Jenna is pursued by a dark wizard, it is the apprentice Septimus Heap to save her while enduring such terrors as a night in the Forest with hungry wolverines and carnivorous trees.

____774543 **PHYSIK** Sage, Angie \$18.69 ©2007 Age Range: 09 – 13 AR RL: 6.50 Pulled through a glass that brings him back in time, Septimus Heap becomes the apprentice of an alchemist.

 ____937442 **MAMMOTHS ON THE MOVE** Wheeler, Lisa, \$17.30 ©2006 Age Range: 04 – 08 AR RL: 3.90 Follows a pack of woolly mammoths as they trek south for the winter.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT Standards for Literature: Content Standard 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR Standards for Reading:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

Synthesizing information: Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation. We might see an entirely new perspective after synthesizing the information.

 The rhyming text with repetitive verses will appeal to young audiences. They should listen carefully. The illustrations will enhance comprehension. At the end of the book it is time for the mammoths to turn around and make the trek north. Have the students continue the story. They might not be able to make the story rhyme, but they should be able to turn the mammoths around and tell the story in reverse. They will need help, but it will be an excellent way to help them synthesize this book.


6 – Trait Word Choice: The use of precise, colorful and rich words to communicate.


6 – Trait Sentence Fluency: The writing flows together often with a rhythm or cadence.

Related titles:


____360622 **MAMUT LANUDO = WOOLLY MAMMOTH** Frost, Helen \$16.57 ©2007 Age Range: 05 – 08 A bilingual introduction to what is known about the physical characteristics and habits of prehistoric woolly mammoths.

_____603780 **OUTSIDE AND INSIDE WOOLLY MAMMOTHS** Markle, Sandra \$18.67 ©2007 Age Range: 07 – 12 AR RL: 7:00 Discusses the fate of the woolly mammoth.

 _____221566 **MILLION DOTS** Clements, Andrew \$17.97 ©2006 Age Range: 04 – 08 Large numbers and miscellaneous facts are explored with the help of one million dots.

 **WA GLE EALR: 2.1.6:** ...Create mental images... **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning. **MT Standards for Reading: Content Standard 1:** Students construct meaning as they comprehend, interpret, and respond to what they read.


Visualizing: Active readers create visual images in their minds. It allows the student to become part of the story. It allows the student to see the story.


 Although the book is illustrated the reader still must visualize the examples to experience the full impact of what is a million. The million dots give the reader a bit of an idea. A hands-on project would be more effective. A million pennies would be a good idea to explore. Most people think a penny isn't much. All alone it isn't. The book tells the reader that 200,000 pennies will fill 22 one-gallon milk jugs. How many jugs will your students fill in a year? How many more will they need for a million? How many years would it take to collect this amount? What will you do with the pennies at the end of the year? Buy library books, of course!

You could do any number of math problems with this book. Measure the length of an object, multiply this length times a million and see how long a million of these objects would be. Students could work in groups and make their own problems for each other or for other groups.


Related title:

_____791435 **HOW MUCH IS A MILLION?** Schwartz, David M. \$11.55 ©1985 Age Range: 07 – 11 AR RL: 3.40 Text and pictures try to make possible the conceptualization of a million, a billion, and a trillion.

 _____276776 **MIRACULOUS JOURNEY OF EDWARD TULANE** DiCamillo, Kate ©2006 \$19.39 Age Range: 07 – 11 AR RL: 4.40 Edward Tulane, a cold-hearted and proud toy rabbit, loves only himself until he is separated from the little girl who adores him.

 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.


Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.


 Introduce Edward Tulane by reading the first chapter. Skip forward to the illustration on page 48. Show this illustration to the class. It looks like it is all over for poor Edward. Ask the students if they think Edward is going to spend his life at the bottom of the sea. Now, most children will realize that there is a lot of book left to read, so he must get out of his predicament. So, ask the children how Edward will make his escape out of the sea, or will he? Listen to their answers and then don't tell them anything else. They will want to read the book to find out what happens next.

Related titles:


_____952303 **VELVETEEN RABBIT, OR HOW TOYS BECOME REAL** Bianco, Margery Williams ©1991 \$15.37 Age Range: 06 – 10 A short story of a much loved toy animal who is changed by nursery magic into a live rabbit.

_____328400 **CURIOUS ADVENTURES OF THE ABANDONED TOYS** Fellowes, Julian ©2007 \$18.67 Age Range: 05 – 09 AR RL: 5.20 When Doc the bear arrives at the dump from his former home, he isn't sure about what awaits him but his new friends are determined to make his new home a welcoming one.

 _____253857 **MR. CHICKEE'S FUNNY MONEY** Curtis, Christopher Paul \$17.27 ©2005 Age Range: 08 – 12 AR RL 5.30 Flint Future Detectives Club members Steven Carter, his friend Russell, and Russell's huge dog Zoopy solve the mystery of a quadrillion-dollar bill with the image of James Brown on it.

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension

Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.


 This title generates lots of questions about currency. Read the first 2 chapters aloud. What number is a one with 15 zeros behind it? Could this bill possibly be real? What denominations of currency does the Treasury Department produce? What is the largest denomination ever made? How much money is in circulation? Here are two places to find the answers: The World Almanac – look in the index under Currency – U. S. or go to this web site:
<http://www.ustreas.gov/education/faq/currency/denominations.shtml> Select Currency and go to FAQ.

Art Activity: Designing Money. Give children a piece of parchment paper about the size of a dollar and ask them to design their own funny money. Remind them to design on both sides.


Related title:

_____253858 **MR. CHICKEE'S MESSY MISSION** Curtis, Christopher Paul \$17.29 ©2007 Age Range: 09 – 12 AR RL: 5.60 Flint Future Detectives members Steven, Russell and Richelle follow Russell's dog into a mural to chase a gnome, only to find the mysterious Mr. Chickee on the other side.

 _____110960 **NOT NORMAN: A GOLDFISH STORY** Bennett, Kelly ©2005 \$17.29 Age Range: 04 – 08 AR RL: 2.40 As a boy attempts to convince someone else to take his disappointing pet, he learns to love Norman the goldfish himself.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections

 Before reading this book, ask the kids to list 10 good things about having a goldfish as a pet. This might be difficult because most children, like Norman, would not choose a goldfish as a pet. A puppy, kitten or hamster would probably top their list, not a goldfish. However, if the class can come up with 10 good things about a goldfish for a pet they might look at things differently. After this discussion read the story.

Goldfish care:


If children want to know about caring for goldfish there is good information at:
www.petlibrary.com/goldfish/fishcare.htm . You might want to share this information with children and


help them pick out the important aspects of pet care. If they have questions, this information should help you answer their questions.

Related titles:


_____ 971128 **BIRTHDAY FISH** Yaccarino, Dan ©2005 \$17.97 Age Range: 03 – 06 AR RL: 2.40 Cynthia has always wanted a pony for her birthday, but when she blows out the candles on her cake this year, she gets a surprise.

_____ 774150 **MR. PUTTER & TABBY FEED THE FISH** Rylant, Cynthia ©2001 \$11.03 Age Range: 06 – 09 AR RL: 2.20 After Mr. Putter buys three goldfish and takes them home, he discovers that his cat Tabby has a serious problem with them.

 _____ 964580 **MY NAME IS SALLY LITTLE SONG** Woods, Brenda \$17.29 ©2006 Age Range: 10 – 14 AR RL: 4.40 When their owner plans to sell one of them, twelve-year-old Sally and her family run away from their Georgia plantation to look for freedom from slavery and a home with the Seminole Indians in Florida.

 **WA GLE EALR: 2.1.6:** ...Create mental images... **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning. **MT Standards for Reading: Content Standard 1:** Students construct meaning as they comprehend, interpret, and respond to what they read.

Visualizing: Active readers create visual images in their minds. It allows the student to become part of the story. It allows the student to see the story.


 Although this book does not have any illustrations, the descriptive writing is so vivid the reader cannot help but form visual images while reading this book. Read chapters 1 & 2 aloud. This will introduce the story. The children will not only visualize images, they will feel a strong sense of injustice. They will want to read this book. After reading, ask the students to draw an illustration of what they saw while you were reading. The illustration could be pencil and paper, or colors.


6 – Trait Ideas: The content, or main theme, can be looked at as the heart of the message.

Related titles:

_____ 706370 **TROUBLE DON'T LAST** Pearsall, Shelley \$17.99 ©2002 Age Range: 09 – 13 AR RL: 4.80 Samuel, an eleven-year-old Kentucky slave, and Harrison, the elderly slave who helped raise him, attempt to escape to Canada via the Underground Railroad.


_____ 964615 **RED ROSE BOX** Woods, Brenda \$17.99 ©2002 Age Range: 10 -16 AR RL: 4.90 In 1953 Leah Hopper dreams of leaving the poverty and segregation of her home in Sulphur, Louisiana, and when Aunt Olivia sends train tickets to Los Angeles as part of her tenth birthday present, Leah gets a first taste of freedom.

 _____ 817134 **TO DANCE ; A MEMOIR** Siegel, Siena Cherson \$13.09 ©2006 Age Range: 08 – 14 AR RL: 3.80 A memoir, in graphic novel format, of a ballerina's journey from age six to seventeen.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning.

Determining important ideas: Readers must determine the key ideas that are central to the story. We need to know our purpose for reading something to know what is important


6 – Trait Voice: The personal voice of author comes through. This gives a sense of a real person speaking.


 In this memoir the author tells her story of becoming a ballerina. It is not a straight line from dream to dancer. There are obstacles along the way. She even gives up at one time. This book should inspire students to chase their own dreams. Have students think about what they are passionate about. What are their hobbies? What are their favorite things to do? What are their dreams? Ask the students to divide a piece of paper into six parts. Have the students tell their story in graphic format.

Related titles:


_____409339 **BALLERINA : A STEP-BY-STEP GUIDE TO BALLET** Hackett, Jane \$18.69 ©2007
Age Range: 07 -11 Detailed step-by-step photography and text breaks down and points out important details needed to perfect each movement. Includes a DVD.

_____253317 **DANCING TO FREEDOM : THE TRUE STORY OF MAO'S LAST DANCER** Li, Cunxin \$17.97 ©2008 Age Range: 05 – 08 AR RL: 4.40 A true journey of a Chinese peasant boy who becomes a ballet star.

 _____221568 **NO TALKING** Clements, Andrew \$17.29 ©2007 Age Range: 08 – 12 AR RL: 5.00 The noisy fifth grade boys of Laketon Elementary School challenge the equally loud fifth grade girls to a “no talking” contest.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning.


Determining important ideas: Readers must determine the key ideas that are central to the story. We need to know our purpose for reading something to know what is important.


 Of course talking is the most common way that humans communicate. When the boys challenge the girls to a “no talking” contest, other ways to communicate become important. Writing and sign language now have new importance. However, responding to an adult might take oral language. The rules are amended so that three word answers may be used when absolutely necessary. On page 68, Mr. Burton the reading teacher decided to have fun with this three-word-rule. The last paragraph on page 68 explains the activity. The second half of the activity continues on page 69. This is a great introduction to this book. Have fun.

Related titles:


_____221552 **FRINDLE** Clements, Andrew \$17.27 ©1996 Age Range: 08 – 12 AR RL: 5.40 When he decides to turn his fifth grade teacher’s love of the dictionary around on her, clever Nick Allen invents a new word and begins a chain of events that quickly moves beyond his control.

_____409520 **SAY WHAT?** Haddix, Margaret Peterson \$16.59 ©2004 Age Range: 06 – 10 AR RL: 4.10 When their parents intentionally say the wrong thing every time Sukie and her brothers misbehave, the children fight back with their own wrong phrases.

 _____093680 **NOW AND BEN: THE MODERN INVENTIONS OF BENJAMIN FRANKLIN** Barretta, Gene \$17.97 ©2006 Age Range: 05 – 09 AR RL: 5.10 Discusses the inventions and ideas of Benjamin Franklin.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT Standards for Reading: Content Standard 1:** Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.

 Make a list of the inventions attributed to Franklin featured in this book: Political cartoons, bifocals, electricity, lightning rods, grabber or long arm, swim flippers, charted the Gulf Stream, vitamin C prevents scurvy, glass harmonica, Franklin stove, writing chair, library chair, rocking chair, daylight saving time, second hand on clocks, odometer, library, hospital, post office, fire department, sanitation department, Constitution, Treaty of Alliance with France, Treaty of Peace with England, Declaration of Independence,


Before reading the story, ask the students to tell you what they know about each of the items on this long list of achievements. Write down what they tell you next to the item. There will probably be a lot of blanks. After reading the story see what they can tell you. Hopefully they will be able to fill in the blanks.


Note: WA SS CBAs What's the Big Idea? – This book works well with this strand.

Related titles:

_____772038 **BEN FRANKLIN: PRINTER, AUTHOR, INVENTOR, POLITICIAN** Rushby, Pamela \$18.63 ©2007 Age Range: 06 – 09 AR RL: 4.70 A biography of the multitalented Ben Franklin.

_____782337 **HOW BEN FRANKLIN STOLE THE LIGHTNING** Schanzer, Rosalyn \$17.99 ©2003 Age Range: 06 – 12 AR RL: 5.10 Focuses on Benjamin Franklin's role as an inventor of whimsical gadgets and practical contraptions, with an emphasis on his experiment of flying a kite during a rainstorm.

 _____507878 **OH, THEODORE! : GUINEA PIG POEMS** Katz, Susan \$17.30 ©2007 Age Range: 04 – 08 AR RL: 2.30 A collection of poetry about a boy's first pet.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning.

Determining important ideas: Readers must determine the key ideas that are central to the story. We need to know our purpose for reading something to know what is important.


This story is about a pet. The pet is a guinea pig. Reading the poems, children will learn a lot about pet care. The students will probably need more information than this book includes. This book introduces the subject, but doesn't go into detail as this isn't the purpose.


Visit this web site <http://www.cavyspirit.com/care.htm>

Visit this one next. <http://www.guinealynx.info/healthycavy.html> Your students will become experts about guinea pig care.

Related titles:

_____519676 **I LOVE GUINEA PIGS** King-Smith, Dick \$11.20 ©2001 Age Range: 04 – 08 AR RL: 4.50 Describes the habits and behavior of guinea pigs.

 _____424892 **OWEN & MZEE: THE TRUE STORY OF A REMARKABLE FRIENDSHIP** Hatkoff, Isabella \$17.99 ©2006 Age Range: 4 – 8 AR RL: 5.40 The story of Owen, an orphaned baby hippo, and Mzee, a 130-year-old giant turtle and their friendship in Haller Park in Kenya.

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension

Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.

✍️ This is the true story of two very unlikely friends. The book generates questions from beginning to end. Before reading the text, read the More About... pages at the back of the book. This will actually generate more questions. The excerpt on Hippopotami talks about speed, size, etc. but does not tell the reader how fast, how much, etc. If you have **World Book Online**, do a group lesson and check for these facts. If time permits use other sources to verify information.

Related title:

_____424890 **OWEN & MZEE: THE LANGUAGE OF FRIENDSHIP** Hatoff, Isabella \$17.99 ©2007
Age Range: 08 – 12 AR RL: 6.0 Continues the story of an orphaned hippo named Owen and the 130-year-old giant turtle, Mzee.

_____956850 **MAMA: A TRUE STORY IN WHICH A BABY HIPPO LOSES HIS MAMA DURING A TSUNAMI BUT FINDS A NEW HOME AND A NEW MAMA** Winter, Jeanette ©2006 \$17.30 Age Range: 03 – 07 Set during the tsunami of 2004, the story of a baby hippo who was separated from his mother when the wave hit.



_____229669 **ON MEADOWVIEW STREET** Cole, Henry \$17.99 ©2007 Age Range: 04 – 08 AR RL: 2.50 Upon moving to a new house, young Caroline and her parents encourage wildflowers to grow and birds and animals to stay in their yard, which soon has the whole suburban street living up to its name.

📁 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT Standards for Literature: Content Standard 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR Standards for Reading:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

Synthesizing information: Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation. We might see an entirely new perspective after synthesizing the information.

✍️ As Caroline's yard becomes a meadow, the reader is introduced to an array of flowers, birds, insects, animals. These items are listed on the last two pages of the book. Have the students make a mural. Assign one of these meadow words to each student. Have the students search for information about their meadow life. They will need to find an illustration. If they can't find one, they could use the book, but a second illustration would be better, so they could compare and contrast information. The student should draw and color a picture of their animal or plant and then cut it out and add it to the mural.

Related titles:

_____816995 **BUTTERFLY EYES AND OTHER SECRETS OF THE MEADOW** Sidman, Joyce \$17.30 ©2006 Age Range: 06 – 10 AR RL 5.30 Poetry riddles and science wisdom combine to uncover the hidden world of the meadow.


_____445698 **MOUSE IN A MEADOW** Himmelman, John \$10.83 ©2005 Age Range: 03 – 08 AR RL: 1.50 A close-up look at life in a typical North American meadow, from spiders and weasels, and spittlebugs to beetles.



_____055042 **PEANUT** Alsenas, Linas \$17.99 ©2007 Age Range: 03 – 05 AR RL: 1.60 A lonely elderly lady named Mildred brings home a stray baby elephant.


📁 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.


Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.


 Before reading the story, discuss with the students what tricks a dog might do. Discuss what tricks an elephant might do. Read the story. Even the youngest students will find humor in an old lady calling an elephant a puppy. The children will think it is funny when the old lady calls a camel a kitten. The children should be able to take the story from the last page and write a sequel to this simple book. This could be a group story, or a story written in small groups. If time permits have the students write and illustrate their own story.

Art Activity: Check with the school nurse to make sure there are no children with peanut allergies. If your school is safe give each child a peanut in the shell and felt pens. Have the students make an animal out of their peanut. You could also glue the shells and paper and make an elaborate picture. Finger puppets could be made by using the end of a peanut shell on the finger and making a face on the shell.


Related title:

 730699 **IN AUNT GIRAFFE’S GREEN GARDEN** Prelutsky, Jack \$17.99 ©2007 Age Range: 04 – 08 AR RL: 4.40 An illustrated collection of twenty-eight poems featuring characters such as a gardening giraffe, a big blue goose, and poodles eating oodles of noodles.

 441555 **REMEMBERING MRS. ROSSI** Hest, Amy \$16.59 ©2007 Age Range: 08 – 12 AR RL: 4.00 Although she loves her father, their home in New York City, and third-grade teacher Miss Meadows, Annie misses her mother who recently died.


 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning.


Determining important ideas: Readers must determine the key ideas that are central to the story. We need to know our purpose for reading something to know what is important.


 Read pages 5 – 7, Meeting Annie Rossi, Age 8. This introduction clearly sets the theme of this book. This is a beautifully written book about Annie’s adjustment to the very unexpected death of her mother. The students in her mother’s class write a book of memories about Mrs. Rossi. This book is so important to Annie she reads it over and over again. The pages of this ‘book’ are at the end of the book. Read a few of these excerpts to the class. What would Mrs. Rossi have thought if she had read these when she was alive? Have your students write something about their favorite teacher. Give it to them now.


6 – Trait Voice: The personal voice of author comes through. This gives a sense of a real person speaking.

Related titles:


 830683 **TASTE OF BLACKBERRIES** Smith, Doris Buchanan \$21.30 ©1973 Age Range 08 – 12 AR RL: 4.00 A young boy recounts his efforts to adjust to the accidental death of his best friend.

 402580 **WHAT IS GOODBYE?** Grimes, Nikki \$17.29 ©2004 Age Range: 08 – 12 AR RL: 3.80 Alternating poems by a brother and sister convey their feelings about the death of their older brother and the impact it had on their family.


 402550 **ROAD TO PARIS** Grimes, Nikki \$17.29 ©2006 Age Range: 08 – 12 AR RL: 4.30 Inconsolable at being separated from her older brother, eight-year-old Paris is apprehensive about her new foster family but just as she learns to trust them, she faces a life-changing decision

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension.

Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.

 Read the introduction to this story. This will generate a lot of questions that need answers. Who is Paris? Who are these people Paris calls Mom and Dad? Who are the other children? Why is a call from Viola so frightening that it causes Paris to slide to the floor?

The chapters in this book are short and punchy. If time permits read the first 5 chapters. This will help the children answer the questions from the introduction.

 Chapter 32 is heart wrenching. No person should have to hear the words that Paris heard that day. Mrs. Lincoln's advice to Paris in the last two paragraphs on page 135 should be remembered by all people. "Take each person as they come," said Mrs. Lincoln. "Judge them by their actions. Then decide whether to hold them close or push them away. That's what you do." Discuss what this means with the class.


6 – Trait Voice: The personal voice of author comes through. This gives a sense of a real person speaking.


6 – Trait Word Choice: The use of precise, colorful and rich words to communicate.

Related titles:


____ 179964 **PINBALLS** Byars, Betsy \$21.30 ©1977 Age Range: 10 – 12 AR RL: 5.60 Three lonely foster children learn to care about themselves and each other.

____ 703439 **GREAT GILLY HOPKINS** Paterson, Katherine \$17.99 ©1978 Age Range: 10 – 12 AR RL: 4.60 An eleven-year-old foster child tries to cope with her longings and fears as she schemes against everyone who tries to be friendly.

 ____ 221570 **ROOM ONE : A MYSTERY OR TWO** Clements, Andrew \$17.27 ©2006 Age Range: 08 – 12 AR RL: 5.10 Ted Hammond, the only sixth grader in his small Nebraska town's one-room schoolhouse, searches for clues to the disappearance of a homeless family.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning.

Determining important ideas: Readers must determine the key ideas that are central to the story. We need to know our purpose for reading something to know what is important.


 If time permits read the first 5 chapters of this book to the class. After reading ask the students what they think are the key ideas to this story. They will probably have several ideas. The book is a mystery. The one-room schoolhouse might be closing. But, key to everything is Ted's desire to help someone in need. In the end the entire town wants to help.


Use this book to kick off a food drive for your local food bank. It doesn't have to be Thanksgiving or Christmas. People are hungry all year long.

6 – Trait Ideas: The content, or main theme. Can be looked at as the heart of the message.


Related title:

____ 186135 **DOUBLE LIFE OF ZOE FLYNN** Carey, Janet Lee \$17.97 ©2004 Age Range: 08 – 12 AR RL: 4.60 When Zoe's family has to live in their van for months after moving from California to Oregon so her father can find work, Zoe tries to keep her sixth-grade classmates from discovering that she is homeless.

 _____586088 **RUBY LU, EMPRESS OF EVERYTHING** Look, Lenore \$17.27 ©2006 Age Range: 6 – 10 AR RL: 3.80 Ruby Lu finds life challenging as she adjusts to many changes including those within her family, friendships and school.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.


Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.


 Some children might already know some sign language. Have these children share what they know with the class. If you do have a person in your school who does sign this would be the time to arrange a visit. Most children like to learn to sign. On page 161 you will find **Flying Duck’s Awesome Glossary and Guide to Important Chinese Sign Language Signs**. Ten words or phrases are demonstrated in sign language. Copy these pages and have students study these signs. After the students have had time to learn some of these signs collect the signing sheets. Call on individual students to sign a word and see if another student can guess the word or phrase. You could easily make this into a game by dividing the class into teams.

Art activity: Ruby Lu books have pictures in the right hand corner. When you rapidly flip the pages it looks like the pictures are animated. Kids can make their own flip picture by taking a 3”x 5” card and drawing a picture on it. A stick figure will do. Staple or tape a 3”x5” piece of paper on top of the card. Draw another stick figure on this page, but make the arms and legs in the opposite position of the first drawing. For example if the arms were up on the card they should be down on the paper. If the arms were out on the card they should be in on the paper. Roll the paper on a pencil and then roll the paper up and down rapidly using the pencil. It will look like the stick figure is moving. After the students have made a simple flip picture they will want to move on to more complex pictures.


Related title:

_____585645 **RUBY LU, BRAVE AND TRUE** Look, Lenore \$17.27 ©2004 Age Range: 06 – 10 AR RL: 4.10 “Almost-eight-year-old’ Ruby Lu spends time with her baby brother, goes to Chinese school, performs magic tricks and has adventures.

 _____587340 **RULES** Lord, Cynthia \$17.29 ©2006 Age Range: 09 – 12 AR RL: 3.90 Frustrated at life with an autistic brother, twelve-year-old Catherine longs for a normal existence but her world is further complicated by a friendship with a young paraplegic.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.

 In this book Catherine writes rules for her brother who is autistic. Catherine is embarrassed by her brother’s behavior and longs for him to be normal. It isn’t unusual for most twelve-year-olds to be embarrassed by behavior of family members with, or without disabilities. Younger siblings are often a

target, but parents and grandparents are capable of causing embarrassment too. Ask your students to write a list of ten rules they would like to give to one of their family members. They don't need to share the list or tell who it is for. This exercise is to get the students to think about their own behavior so that they may better relate with the characters in this book. After the students have had time to do the assignment read the first 12 pages aloud. Students, especially girls will want to read this book.

Related titles:

_____211978 **AL CAPONE DOES MY SHIRTS** Choldenko, Gennifer \$17.99 ©2004 Age Range: 10 – 14 AR RL: 3.50 A twelve-year-old boy named Moose moves to Alcatraz island in 1935 and has to contend with his extraordinary new environment in addition to life with his autistic sister.

_____612659 **NOBODY'S PERFECT** Matlin Marlee \$17.27 ©2006 Age Range: 08 – 12 AR RL: 4.90 Megan is sure that the "perfect" new girl dislikes her because she is deaf, but the two girls learn that they have something in common after all.



_____117162 **SALLY JEAN, THE BICYCLE QUEEN** Best, Cari \$17.30 ©2006 Age Range: 04 – 08 AR RL: 4.30 When Sally Jean outgrows her beloved bicycle, Flash, she experiments with various ideas for acquiring a new, bigger one.

📁 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.

Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to "reading between the lines." This allows the reader to make predictions. In literary terms this might include foreshadowing.

✍️ Read this book to the end of this sentence, "What do I do now?" (If the pages were numbered it would be page 15.) What will Sally Jean do? Have the student brainstorm ideas for getting a new bike. Discuss their ideas. Are they realistic? Would they work? After you have discussed options, read the remainder of the book. Was this one of the ideas the students suggested?

6 – Trait Word Choice: The use of precise, colorful and rich words to communicate.

6 – Trait Sentence Fluency: The writing flows together often with a rhythm or cadence.

6 – Trait Voice: The personal voice of author comes through. This gives a sense of a real person speaking.

Related titles:

_____781200 **BICYCLE MAN** Say, Allen \$11.18 ©1982 Age Range: 04 - 08 AR RL: 3.80 The amazing tricks two American soldiers do on a borrowed bicycle are a fitting finale for the school sports day festivities in a small village in occupied Japan.


_____524110 **YIKES! BIKES!** Klein, Abby \$9.97 ©2006 Age Range: 04 – 08 AR RL: 3.30 Freddy and his classmates are going to participate in a Bike-a-Thon to help raise money for a local animal shelter, and Freddy needs to learn how to ride a two-wheeler.




_____817210 **SECRET SCIENCE PROJECT THAT ALMOST ATE THE SCHOOL** Sierra, Judy ©2006 \$17.97 Age Range: 06 – 09 AR RL: 3.40 A girl sends off for "Professor Swami's Super Slime" to use as her science fair project and then has to cope with the funny disaster that follows.

📁 **WA GLE EALR: 2.1.6:** ...Create mental images... **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning. **MT Standards for Reading: Content Standard 1:** Students construct meaning as they comprehend, interpret, and respond to what they read.

Visualizing: Active readers create visual images in their minds. It allows the student to become part of the story. It allows the student to see the story.

 The title alone creates mental images of wild proportions. Hide the cover of this book and don't show the pictures. Read to the place where it says, "I popped the lid and gave the slime a teeny-tiny poke. It started getting bigger. It growled and blew off smoke." Have the students draw a picture of Super Slime. Give them lots of colors. After they have had time to create a picture, read the rest of the story. Share the illustrations.


 If it is time to begin science fair projects at your school use this book as a springboard. Demonstrate where to find science projects on the Internet. (Google Search: Science Fair Projects and you will get more hits than you can use.)


Art project: Have the kids use watercolors to make big, wonderful swirls of color. Cut objects from magazines and glue these on to the swirls of color. This way the slime will be eating things.

Related titles:


_____ 817206 **GRUESOME GUIDE TO WORLD MONSTERS** Sierra, Judy ©2005 \$19.39 Age Range: 06 – 10 Provides illustrations and descriptions of monsters from around the world, including Bloody Mary, who pulls children into mirrors throughout North America, and the blood-sucking, water-dwelling Kappas of Japan.

_____ 817208 **THELONIUS MONSTER'S SKY-HIGH FLY PIE: A REVOLTING RHYME** Sierra, Judy ©2006 \$17.97 Age Range: 04 – 08 AR RL: 3.20 A good-natured monster thinks a pie made out of flies would be a good dessert, and invites all his friends and relatives over to try it.

 _____ 602127 **SHIVERS IN THE FRIDGE** Manushkin, Fran \$17.99 ©2006 Age Range: 04 – 08 AR RL: 3.10 One-by-one, the members of the Shivers family disappear from the inside of their chilly refrigerator home.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.


 Show the children the cover and title of this book. It is obvious that the book is set in a refrigerator. Every child knows the usual things that reside in a refrigerator. Even the barest of refrigerators have a bottle of ketchup, salad dressing, mustard, and probably some moldy leftovers that have been pushed to the back and forgotten. However, most children do not have people in the fridge. In this fridge the people have named all the items, for example; Mt. Ketchup and Purple Boulders. Have the children use adjectives and landform words to give names to the items in their fridge. After doing this ask them who the people might be. Now, read the story.


Art activity: Have the students draw and color pictures of their own family members. Cut them out and paste them on cardstock. Attach a magnet strip on the back. They will have their own fridge family. (If you have photos they would work well.)

Related titles:


_____ 712335 **LITTLES** Peterson, John Lawrence \$9.97 ©1967 Age Range: 07 – 11 AR RL: 3.30 Describes the adventures of the Little family, only six inches tall, as they try to befriend a cat.

_____602145 **HOW MAMA BROUGHT THE SPRING** Manushkin, Fran \$17.99 ©2008 Age Range: 05 – 09 AR RL: 3.10 A mother and daughter share a cozy story about Grandma’s magical blintz recipe on a snowy winter morning.

 _____463385 **SKY BOYS: HOW THEY BUILT THE EMPIRE STATE BUILDING** Hopkinson, Deborah \$17.97 ©2006 Age Range; 04 – 09 AR RL: 5.00 In 1931, a boy and his father watch as the Empire State Building is constructed.

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension.


Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.


 What do your students remember after reading this book?. Go to <http://www.esbnyc.com/index2.cfm> and go to the Kids Page. You will find questions to ask. You will find a list of the most frequently asked questions about the Empire State Building. You will also find coloring pages. There are pop ups and such on these pages, so you might want to visit the site before class and copy the information you want for your lesson.

Related titles:


_____882364 **EMPIRE STATE BUILDING** Tieck, Sarah \$17.27 ©2008 Age Range; 06 – 09 AR RL: 4.70 Provides the history behind the tallest building in New York City, New York.

_____518261 **TOP JOB** Kimmel, Elizabeth Cody \$17.99 ©2007 Age Range; 04 – 08 AR RL; 4.10 On Career Day, a young girl entertains the class with a description of her father’s job as light bulb changer at the top of the Empire State Building.

 _____072735 **STAR JUMPER : JOURNAL OF A CARDBOARD GENIUS** Asch, Frank \$11.18 ©2006 Age Range: 07 – 10 AR RL: 4.20 Ten-year-old Alex, a budding inventor, decides to build a spaceship to leave Planet Earth and escape his annoying younger brother.

 **WA GLE EALR: 2.1.6:** ...Create mental images... **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning. **MT Standards for Reading: Content Standard 1:** Students construct meaning as they comprehend, interpret, and respond to what they read.

Visualizing: Active readers create visual images in their minds. It allows the student to become part of the story. It allows the student to see the story.

 This book written in first person has great boy-appeal! Is there a boy anywhere who hasn’t dreamed of making a spaceship and ditching his younger brother? Read the first 2 chapters to the class. Do not show any of the illustrations. It would be fantastic to have lots of boxes and plenty of time for students to actually make cardboard spaceships, but that probably won’t happen. So, have the students listen carefully to the description of Alex’s spaceship and then draw the plans for the spaceship. Give each student a piece of graph paper and a sharp pencil and let them have at it.

6 – Trait Voice: The personal voice of author comes through. This gives a sense of a real person speaking.

Related titles:

_____072744 **GRAVITY BUSTER : JOURNAL #2 OF A CARDBOARD GENIUS** Asch, Frank \$10.73 ©2007 Age Range: 07 – 10 AR RL: 4.40 Alex Archer, self-proclaimed cardboard genius, makes improvements to his new Star Jumper spaceship and works on his new invention, a Gravity Buster.

_____072717 **TIME TWISTER : JOURNAL #3 OF A CARDBOARD GENIUS** Asch, Frank \$10.73 ©2008 Age Range: 07 – 10 AR RL: 4.40 Alex Archer, self-proclaimed cardboard genius, and his precocious little brother, Jonathan, battle a black hole that threatens to destroy the entire galaxy.



_____629312 **SUPERHERO ABC** McLeod, Bob \$17.99 ©2006 Age Range 03 – 06 AR RL: 2.40 Humorous SuperHeroes such as Goo Girl and The Volcano represent the letters of the alphabet from A to Z.

WA GLE EALR: 2.1.4 Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.

This alphabet book is excellent for teaching alliteration. It has instant appeal with the superhero, graphic illustrations. The superhero words make the language entertaining. Have students draw a letter of the alphabet out of a sack, or other container. Each student should write additional, alliterative, superhero sentences to enhance the corresponding page in the book.

Related titles:

_____418401 **HOW TO DRAW SUPERHEROES** Hansen, Jimmy \$23.78 ©2008 Age Range: 09 – 12 How-to-draw instructions provide direction to actualize finished drawings of superheroes.

_____424580 **COMIC BOOKS: FROM SUPERHEROES TO MANGA** Hatch, Joshua \$17.83 ©2006 Age Range: 08 – 14 AR RL: 3.70 Chronicles the history of comic books from their inception in the late 1800s to Japanese manga of the 1940s and graphic novels in the late 1970s



_____415108 **TALES OF THE CRYPTIDS : MYSTERIOUS CREATURES THAT MAY OR MAY NOT EXIST** Halls, Kelly Milner \$19.37 ©2006 Age Range: 10 – 14 AR RL: 8.00 Stories of creatures including Big Foot, the Loch Ness monster and Kongamato.

WA GLE: EALR: 2.1.6: Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension,

Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.

There are so many questions about cryptids. Many children will not know this word, but if you mention Big Foot or Sasquatch they will listen up. Have the students make a list of questions they have about Sasquatch. Ask the students if they know about other cryptids. Look in this book for the answers. You will probably spend the library period sharing the answers found beginning on page 6. The students will be fascinated.

This book contains an extensive bibliography and list of web sites. Here are some sites I found interesting:

<http://www.newanimal.org/>


<http://www.cryptozoology.com/cryptids.php>


<http://www.nessie.co.uk/>

<http://www.bigfootinfo.org/>


Related title:

____974020 **BEASTLY TALES : YETI, BIGFOOT, AND THE LOCH NESS MONSTERS** Yorke, Malcolm \$9.65 ©1998 Age Range: 07 – 10 AR RL: 5.10 An account of famous monsters including the one at Loch Ness in Scotland, the Yeti or Abominable Snowman of the Himalayas, and Bigfoot or Sasquatch of Canada and the Pacific Northwest.

 ____647353 **TRADING PLACES** Mills, Claudia \$17.30 ©2006 Age Range: 08 – 12 AR RL: 4.80 When fifth-grade twins Amy and Todd tackle a school project, they also have to cope with issues of friendship at school and problems at home, including their father’s unemployment.

 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.

Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.


 Read the first two chapters to the class. Put the names of the characters who have been introduced in these chapters on the board. Have the students list what character traits they know about these people from listening to these first 2 chapters. What do they predict will happen in the book? Who will work with whom? Who will make successful products? Who will make the most money? Everything is a guess at this point, but the author has given a lot of foreshadowing to what might happen.


Note: If you want to know more about Mini – Societies go to this website: <http://www.mini-society.com/default.asp>

Art Activities with pine cones: <http://pineconelady.com/index.html>


Related titles:

____077466 **NEVER MIND! : A TWIN NOVEL** Avi \$17.29 ©2004 Age Range: 10 – 14 AR RL: 3.60 Twelve-year-old twins Meg and Edward have nothing in common, so they are as shocked as everyone else when Meg’s hopes for popularity and Edward’s mischievous schemes collide in a showdown.

 ____590803 **TRAVEL TEAM** Lupica, Mike \$17.99 ©2004 Age Range: 10 – 14 AR RL: 5.40 After he is cut from his travel basketball team o- the very same team that his father once led to national prominence – twelve-year-old Danny Walker forms his own team of cast-offs that might have a shot at victory.

 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.


Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.


 Read the first chapter of this book and ask the kids to predict what they think will happen? There is a lot of foreshadowing, so kids will be able to make predictions. Will Danny get to play on the team? How? Will he play on another team? What do you think? What should happen? What do you hope will happen?

Related titles:


____590802 **MIRACLE ON 49TH STREET** Lupica, Mike \$18.69 ©2006 Age Range: 10 – 14 AR RL: 4.70 After her mother’s death, twelve-year-old Molly learns that her father is a basketball star for the Boston Celtics.

____590804 **SUMMER BALL** Lupica, Mike \$18.69 ©2007 Age Range: 10 – 14 AR RL: 5.30 Thirteen-year-old Danny must prove himself all over again for a disapproving coach and against new rivals at a summer basketball camp.

 ____592909 **TROLLS, GO HOME!** MacDonald, Alan \$11.03 ©2007 Age Range: 06 – 10 AR RL: 3.90 When the Trolls move next door to the Priddles, both families find the other strange, which causes many misunderstandings.

 **WA GLE EALR: 2.1.6:** ...Create mental images... **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning. **MT Standards for Reading: Content Standard 1:** Students construct meaning as they comprehend, interpret, and respond to what they read.


Visualizing: Active readers create visual images in their minds. It allows the student to become part of the story. It allows the student to see the story.


 Sometimes when you see a movie made from a book you think that the casting is just not right. The visual images you had when you were reading the book don’t jibe with what you are seeing on the screen. Well, read the first chapter of the book to the class and ask the students to listen very carefully to the description of the Trolls. Do not show them the illustrations in the book. After the reading have the students draw pictures of the Trolls. When the pictures are finished show the class the book illustrations. How many students made pictures similar to those in the book? Did they get it right or did the illustrator?

Related titles:


____592911 **TROLLS ON VACATION** MacDonald, Alan \$10.85 ©2008 Age Range: 06 – 10 AR RL: 3.50 When the Trolls and their neighbors, the Priddles, go off on vacation at the same time, both families are in for some surprises.

____593252 **TROLLS UNITED** MacDonald, Alan \$11.03 ©2007 Age Range: 06 – 10 AR RL: 3.80 Mr. Troll and Mr. Priddle bet on which of their sons will make the school soccer team.

 ____592904 **TUNJUR! TUNJUR! TUNJUR! : A PALESTINIAN FOLKTALE** MacDonald, Margaret Read \$17.97 ©2006 Age Range: 03 – 08 AR RL: 1.70 Little pot must learn right from wrong.

 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.

Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.

 Little Pot is full of honey when she comes home. She doesn’t tell her mother that the honey isn’t a gift. Little Pot doesn’t know right from wrong. After the Little Pot is full of jewels and the lid is on, ask the students to predict what will happen next. After they have answered, read to the sentence, “That night Little Pot’s mother went to bed so sad, so sad.” Ask the students to predict what might happen. Read to the

sentence, "I am going to get a reward." Have the children guess the reward. Read the rest of the story. Ask the children if they thought the Little Pot got what she deserved.

Related titles:

_____ 684270 **SITTI'S SECRETS** Nye, Naomi Shihab \$11.55 ©1997 Age Range: 04 – 08 AR RL: 3.90 A young girl describes a visit to see her grandmother in a Palestinian village on the West Bank.

_____ 592440 **GO TO SLEEP, GECKO! : A BALINESE FOLKTALE** MacDonald, Margaret Read \$17.97 ©2006 Age Range: 04 – 08 AR RL: 2.30 Retells the folktale of the gecko who complains to the village chief that the fireflies keep him awake at night but then learns that in nature all things are connected.



_____ 596278 **VELMA GRATCH & THE WAY COOL BUTTERFLY** Madison, Alan \$17.99 ©2007 Age Range: 04 – 08 AR RL: 4.10 Velma starts first grade in the shadow of her older sisters and her newfound interest in butterflies helps her to stand out, causing an interesting complication.

WA GLE: EALR: 2.1.6: Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension

Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.

✍️ Velma has a lot of questions as she discovers her new hobby – butterflies. She learns new vocabulary – metamorphosis, conservatory, migration. What do these words mean? She learns there are 20,000 different kinds of butterflies. What are some of their names? This book creates a lot of questions. Some of the answers are found in the text, but the book acts more as a springboard for a study into butterflies, than a source for information about butterflies. Here are two web sites to help you out:

<http://bsi.montana.edu/web/kidsbutterfly/> This site has great printable coloring pages, etc.

<http://www.learner.org/jnorth/monarch/index.html> gives you a wealth of information as well as a week to week report on the migration of the monarch butterfly.

✍️ This book has good examples of alliteration. For example miraculous math and spectacular spelling.

6 – Trait Voice: The personal voice of author comes through. This gives a sense of a real person speaking.

Related titles:

_____ 564907 **BUTTERFLIES IN THE GARDEN** Lerner, Carol \$17.99 ©2002 Age Range: 05 – 08 AR RL: 4.20 An introduction to luring butterflies to a garden with flowers, other plants, rotting fruit, and water. Also explores what butterflies eat and how they grow.


_____ 424307 **BUTTERFLY FEVER** Haskins, Lori \$10.30 ©2004 Age Range: 06 – 08 AR RL: 3.20 When fourth grader Ellie and her mother spend a winter in Melville, California, Ellie studies monarch butterfly migration and prepares for the Monarch Festival.



_____ 823000 **WALL: GROWING UP BEHIND THE IRON CURTAIN** Sis, Peter \$18.70 ©2007 Age Range: 08 - 12 AR RL: 5.20 A personal history of the Cold War as experienced by a boy growing up under Communism in Czechoslovakia.

WA GLE EALR: 2.1.4 Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.


 To give this book the background the students will need, put this list on the board: Communism, Compulsory, Young Pioneers, Spartakiad, Berlin Wall, East Berliners, Iron Curtain, Cold War, Nuclear War, Czechoslovakia, Socialist Realism, censored, brainwashing, Western decadence, Soviet Union, Poland, The Prague, Beach Boys, Elvis, Beatles, discotheques, dissident. This isn't all of the words or terms that might be difficult. After going over this list you will know if your students will be able to use this book now, or should wait a few years. This book will be a good teaching tool for students up through high school.


6 – Trait Voice: The personal voice of author comes through. This gives a sense of a real person speaking.

Related titles:


_____ 172903 **BERLIN WALL: BARRIER TO FREEDOM** Burgan, Michael \$22.87 ©2008 Age Range 10 – 12 AR RL: 7.40 Discusses the history of the wall which divided Berlin into communist and capitalist sections.

_____ 693503 **COLD WAR SPIES** O'Shei, Tim \$17.83 ©2008 Age Range 08 – 11 AR RL: 5.20 Discusses the history of spying during the Cold War.

 _____ 231500 **WHEN CHARLIE MCBUTTON LOST POWER** Collins, Suzanne \$17.29 ©2006 Age Range: 04 – 08 AR RL: 3.80 A boy who likes nothing but playing computer games is in trouble when the power goes out and his little sister has all of the batteries in the house.


 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.


Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.

 Before reading this story, make a chart and ask the students what activity they like to do best when they get home from school. Allow each student to suggest one activity. After each activity, note if it takes electricity or batteries. Next, ask the children what activity they would do if they had no electricity or batteries. This might stump some of them. Read the story. Now, do they have any ideas?

Related title:


_____ 690061 **LUCKY LEAF** O'Malley, Kevin \$17.27 ©2004 Age Range: 04 – 08 AR RL: 0.80 After his mother tells him to stop playing video games and go outside, a young boy tries to catch the last leaf on a tree, thinking it will bring him luck.

 _____ 874019 **WHEN A MONSTER IS BORN** Taylor, Sean \$17.97 ©2007 Age Range: 03 – 06 AR RL: 4.00 Explores the options available to a monster from the time it is born, such as becoming the scary monster under someone's bed or playing on the school basketball team.

 **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT Standards for Literature:** Content Standard 1: Students construct meaning as they comprehend,

interpret, analyze and respond to literary works. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions.

Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.


 This book is a great pattern book. The story goes in a full circle. It begs to go on. Have children continue the story. This time choose the Faraway-In-The-Forests monster and go forward from there. Young children could sit in a circle with each child adding to the story orally. Older students could write their own story.


6 – Trait Ideas: The content, or main theme. Can be looked at as the heart of the message.

Related titles:


_____661315 **MONSTER IN THE BACKPACK** Moser, Lisa \$16.59 ©2006 Age Range: 05 -07 AR RL: 2.40 Annie’s new backpack comes with pink and blue flower decorations, a zipper, and a mischievous monster who manages to get her into all sorts of trouble at school.

_____432585 **WHO IS YOUR FAVORITE MONSTER, MAMA?** Hazen, Barbara Shook \$17.29 ©2006 Age Range: 03 – 07 AR RL: 3.70 Harry, a middle child in a family of monsters, discovers for himself which child is his Mama’s favorite.

 _____955362 **WHOPPER CAKE** Wilson, Karma \$17.99 ©2007 Age Range: 04 – 08 AR RL: 2.60 Granddad bakes Grandma a whopper of a birthday cake.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT Standards for Reading:** Content Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. **OR Standards for Reading:** Draw connections and explain relationships between reading and other experiences.

Making connections between prior knowledge (schema) and the text: Readers comprehend better when they think about the connections they make between the text, their lives, and the world. This is described as text-to-self, text-to-text, and text-to-world connections.

 Most children have watched, or helped, their mother make a cake. Ask the students to write a recipe for making a Whopper Cake. Just about all children will begin with a cake mix. What will they add to make it a cake – a Whopper Cake? Read the book after the recipes are finished.

Note: I did try the Whopper Cake recipe in the book. The cake is moist and not too sweet. My company liked it. The kids would probably like a copy of the recipe to take home.


6 – Trait Word Choice: The use of precise, colorful and rich words to communicate.


6 – Trait Sentence Fluency: The writing flows together often with a rhythm or cadence.

Related titles:


_____516413 **GREAT CAKE BAKE** Ketteman, Helen \$17.97 ©2005 Age Range: 05 – 08 AR RL: 3.50 When her town hosts a Fourth of July cake competition, Donna Rae tries to bake the best cake ever, but with every patriotic confection she makes, something goes wrong.

_____667063 **WHO MADE THIS CAKE?** Nakagawa, Chihiro \$17.97 ©2008 Age Range: 04 – 08 Little people use BIG machines to make a GIANT birthday cake!

 _____534220 **WOLF’S COMING!** Kulka, Joe. \$17.97 ©2007 Age Range: 04 – 08 AR RL: 1.20 All of the animals go into hiding because the wolf is coming, but why they are hiding is the big surprise.

 **WA GLE: EALR 2.1.5:** Predict and infer. **OR Standards for Reading:** Identify cause and effect relationships and make simple predictions **MT Standards for Literature:** Standard 1: Construct meaning as they comprehend, interpret, analyze and respond to literary works.


Drawing inferences: This is taking what is known and then thinking ahead to speculate about what might be going to happen. This could be compared to “reading between the lines.” This allows the reader to make predictions. In literary terms this might include foreshadowing.


 This book is based on the surprise ending. And, it is a surprise. All of us know that wolves eat pigs. That is unless the pigs outsmart the wolf. Show the kids the front cover and title of this book. Using only this information, ask the students to write their own story. It doesn't need to be long and it could be a group story.


After this is done read the book. You might want to stop reading at the word yell and ask the students what they think will happen.


Activity: Divide the children into small groups and have each group plan an appropriate party for a wolf. They need to plan games, decorations, menu and favors.

Related titles:


 212215 **WHERE'S THE BIG BAD WOLF?** Christelow, Eileen \$17.30 ©2002 Age Range: 05 – 08 AR RL: 2.60 Detective Doggedly, a pair of cows, and a sheep who looks very familiar are all nearby each time three pigs get into trouble, but the big bad wolf is conspicuously absent.


 507812 **WOLF'S CHICKEN STEW** Kasza, Keiko \$11.55 ©1996 Age Range: 04 – 08 AR RL: 2.70 A hungry wolf's attempts to fatten a chicken for his stewpot have unexpected results.


 435960 **WORLD'S GREATEST ELEPHANT** Helfer, Ralph \$17.99 ©2006 Age Range: 06 – 10 AR RL: 4.70 Born and raised in the same small, German circus town, a boy and an elephant share a friendship that endures amazing trials.

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension

Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.


 This is a fascinating story from beginning to end. The reader should be asking a lot of questions. This book is supposedly nonfiction. If this is the case where is the documentation, and primary sources to prove this story? Why aren't there any photos, newspaper articles, circus posters, etc. Where is some biographical information on Bram Gunterstein? The author blurb says that the author owned the elephant for 20 years and witnessed the reunion of the elephant and Bram. Where are the pictures? Surely, they took some. Where is the corroborating evidence? Do authors need to vet their stories? Do editors and publishers need to require this? Do some searches with your students and see what you can find. Fact is often stranger than fiction, but maybe this time it has been embellished too much. Teach your students to think. Teach them to ask lots of questions.

 166669 **WOULD I EVER LIE TO YOU?** Buehner, Caralyn \$17.99 ©2007 Age Range: 04 – 08 AR RL: 3.10 A young boy is never sure if his older cousin is teasing or telling the truth.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT Standards for Literature: Content Standard 5:** Students use literary works to enrich personal experiences and to connect to the

broader world of ideas, concepts and issues. **OR Standards for Reading:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

Synthesizing information: Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation. We might see an entirely new perspective after synthesizing the information.

 This book is fun. The rhyming text, the use of idioms, cousin rivalry, and comedic illustrations combine to make a book with real kid-appeal. Use this title to introduce idioms. The little kid certainly gave Ed a dose of his own medicine in the end. Actions often speak louder than words. Put a variety of idioms in a basket and have each student draw one out of the basket. Have the student illustrate their idiom. You will find plenty of help at <http://www.idiomsite.com/>


6 – Trait Sentence Fluency: The writing flows together often with a rhythm or cadence.


6 – Trait Word Choice: The use of precise, colorful and rich words to communicate.

Related titles:


_____303746 **MONKEY BUSINESS** Edwards, Wallace \$18.67 ©2004 Age Range: 06 – 10 AR RL: 3.90
A collection of illustrated idioms.

_____623646 **STINK AND THE INCREDIBLE SUPER-GALACTIC JAWBREAKER** McDonald, Megan \$15.19 ©2006 Age Range: 05-08 AR RL: 3.20 Seven-year-old Stink Moody discovers that he can get free samples by writing letters to candy companies.

 _____573899 **YEAR OF THE DOG: A NOVEL** Lin, Grace \$10.45 ©2006 Age Range 08 – 12 AR RL: 4.20 A young Taiwanese American girl sets out to apply the lessons of the Chinese Year of the Dog, those of making best friends and finding oneself, to her own life.

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT Standards for Reading: Content Standard 2:** Apply a range of skills and strategies to read. **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension


Asking questions: Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.


 Read the first chapter. The first page asks the question, “What does it mean when it’s the Year of the dog?” What does it mean? Have the students listen for the answer. After reading the first chapter, discuss what it means. Next, the students will want to know more about Chinese Zodiac. At the back of this book there is an introduction to Grace Lin’s next book. There is information about the Twelve Animals of the Chinese New Year in this section. You will find additional information at the following web site including what animal is for what year, so children will be able to match their animal with their birth year.
<http://www.chinatoday.com/culture/zodiac/zodiac.htm>

6 – Trait Voice: The personal voice of author comes through. This gives a sense of a real person speaking.


Related title:

_____573902 **YEAR OF THE RAT** Lin, Grace \$16.59 ©2007 Age Range 08 – 12 AR RL: 4.60 In the Chinese year of the Rat, a young Taiwanese American girl must learn to find the beauty in change when she faces several challenges.

 _____769385 **YELLOW STAR** Roy, Jennifer Rozines \$17.97 ©2006 Age Range: 10 – 14 AR RL: 4.30 A Jewish girl and her family struggle to survive in Poland’s Lodz ghetto during the Nazi occupation.

 **WA GLE EALR: 2.1.6:** ...Create mental images... **OR Standards for Reading:** Use a variety of reading strategies to increase comprehension and learning. **MT Standards for Reading: Content Standard 1:** Students construct meaning as they comprehend, interpret, and respond to what they read.

Visualizing: Active readers create visual images in their minds. It allows the student to become part of the story. It allows the student to see the story.

 This story is poetically told in first person through the eyes of a child. It is a true story. It is the story of the author's aunt, who at the age of 4 went into the Polish ghetto where she managed to survive. She lived there for 5 ½ years. She had to spend most of her time hiding inside. She was often alone. Much of the time she had to entertain herself without toys or friends. She had only her imagination. She would find dust balls and pretend they were dolls. She would lie on her bed and look at the cracks in the ceiling and make up stories about them. Read page 43 and 44 to your students. Have your students look at the ceiling and walls. Have them look for things they might not have noticed before. Have them look at the ceiling for 5 minutes. It will probably seem like the longest 5 minutes they have ever lived through. Sylvia looked for hours. If time permits have the students write a story about what they saw. If you only have a few minutes ask the students to share what they saw. Did any of the cracks or water stains, etc. look like a picture?

6 – Trait

Ideas: The content, or main theme. Can be looked at as the heart of the message.

Organization: The internal structure of the writing.

Voice: The personal voice of author comes through. This gives a sense of a real person speaking.

Word Choice: The use of precise, colorful and rich words to communicate.

Sentence Fluency: The writing flows together often with a rhythm or cadence.

Conventions: Mechanical correctness, including spelling and grammar


Voice: The personal voice of author comes through. This gives a sense of a real person speaking.


Related titles:

_____769446 **CAT WITH THE YELLOW STAR: COMING OF AGE IN TEREZIN** Rubin, Susan Goldman \$17.97 ©2006 Age Range: 08 – 12 AR RL: 5.00 Profiles a young girl's experience in the Terezin concentration camp.

_____567013 **HANA'S SUITCASE: A TRUE STORY** Levine, Karen \$17.27 ©2003 Age Range: 10 – 14 AR RL: 5.00 A biography of a Czech girl who died in the Holocaust.

_____647229 **HIDDEN CHILD** Millman, Isaac \$18.70 ©2005 Age Range: 10 – 14 AR RL: 5.20 The author details his difficult experiences as a young Jewish child living in Nazi-occupied France during the 1940s.

 _____529863 **YOUNGER BROTHER'S SURVIVAL GUIDE** Kopelke, Lisa ©2005 \$17.27 Age Range: 04 – 08 AR RL: 2.90 Matt presents some tips on how to survive being a younger brother to a sometimes tricky older sister.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT Standards for Literature: Content Standard 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR Standards for Reading:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

Synthesizing information: Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation. We might see an entirely new perspective after synthesizing the information.

✍️ This book has repetitive events that most children will find humorous. Many students will identify with the sibling rivalry. After reading the story, divide the class into at least two groups. You might want to have several teams. Three teams of boys and three teams of girls would work well. Have each group of boys create a problem they are having with an older sibling. Have the girls create an answer to help the boys solve the problem and get well, maybe, some revenge at the older sibling. This could almost be like a, “Dear Abby” scenario. If time permits the boys and girls could switch places.

Related title:

_____307035 **HUNTER’S BIG SISTER** Elliott, Laura ©2008 \$17.99 Age Range; 04 – 07 AR RL: 3.00
Hunter the raccoon irritates his bossy older sister by repeating everything she says, but when Glenna has a tree-climbing accident, Hunter’s copycat behavior saves the day.