

Library Lesson Ideas
BOOKS THE WEST LIKES BEST 2010

By Mary Norton
mnorton@btsb.com

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

Book prices:

The book prices are correct as of September 1, 2009. Prices are subject to change.

Permission to copy:

You may copy these ideas for your colleagues. The only requirement is that you give BOUND TO STAY BOUND BOOKS, INC. credit for these lessons. You may post these ideas on your web site with the same stipulation.

Presentations:

When my schedule permits I am happy to present on these titles and lesson ideas. There is no charge to you. Bound to Stay Bound pays my expenses. Contact me at my Email address: mnorton@btsb.com

Thank you for buying books from Bound to Stay Bound Books, Inc. It is your purchases that make these lesson ideas possible. Have a great 2009 – 2010 school year!

BOUND TO STAY BOUND BOOKS, INC.
1880 West Morton
Jacksonville, Illinois 62650
800-637-6586
BTSB Bookstore: www.btsb.com

Books the West Likes Best 2010

 956235 **ADAM CANFIELD OF THE SLASH** Winerip, Michael \$17.54 ©2005 Age 08 – 12
AR RL: 5.40 While serving as co-editors of their school newspaper, middle-school students' Adam and Jennifer uncover fraud and corruption in their school and in the city's government.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading.

MT SFR: CS 2: Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 This book might start out a bit slow, but the pace picks up quickly. The reader will want their questions answered as badly as Adam and Jennifer want their questions answered. This book is a perfect tie in with newspapers and education. The author, Michael Winerip, is also a journalist. You will find newspaper articles by him on this site:

http://topics.nytimes.com/topics/reference/timestopics/people/w/michael_winerip/index.html

You will find an interview with Michael where he talks about Adam Canfield here:

http://www.candlewick.com/book_files/0763623407.art.1.pdf Read this interview with your students. This interview will not spoil the book for those who haven't read it, but it alludes to the issues the book addresses. Have students look for newspaper articles similar to these issues. This will be an ongoing project.

Related titles:

956246 **ADAM CANFIELD WATCH YOUR BACK!** Winerip, Michael \$17.54 ©2007 Age
Range: 08 – 12 AR RL: 4.80 A snow day turns into a nightmare for Adam Canfield when, after being mugged by high-school bullies, he becomes the focus of media attention just as his fellow reporters at The Slash are launching a contest to out school bullies.

956212 **ADAM CANFIELD: THE LAST REPORTER** Winerip, Michael \$18.24 ©2009 Age
Range: 08 – 12 Raising money to resurrect the banned school paper brings Adam in contact with some quirky characters.

 628069 **ALL-I'LL-EVER-WANT CHRISTMAS DOLL** McKissack, Pat \$17.99 ©2007 Age
Range: 04 – 08 AR RL: 3.30 During the Depression, three young sisters get one baby doll for Christmas and must find a way to share.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 Nella is thrilled to find that Santa has left Baby Betty for her for Christmas. She does have to share it with her sisters. She does think it really belongs to her as she is the one who asked for this special gift.

However, it doesn't take long for her to realize that the doll really isn't as wonderful as she thought it would be.

Ask your students to think about a Christmas or Birthday gift that they wanted very much. That one gift that they were so sure would make everything in their life perfect. Have them write a paragraph describing this item. Next, have them answer the following questions: Did they get the present? How did they feel when they got it? How did they feel a week later? How did they feel a month later? Did the television ads make this item look better than it actually was?

Allow time for students to share their experience.

Related titles:

_____652256 **MY FIRST** Montanari, Eva \$17.55 ©2007 Age Range: 04 – 08 Having wished for nothing but a doll for her birthday, a girl is disappointed with what she receives instead and, although she grows used to her unusual “doll,” she is still ashamed to tell her friends what lies in her baby carriage.

_____738348 **WHEAT DOLL** Randall, Allison L. \$18.22 ©2008 Age Range: 04 – 08 AR RL: 3.90 In 19th century Utah, Mary Ann kisses her doll Betty during a storm and her sadness lasts all winter long, until spring arrives.

_____776982 **DOLL FOR NAVIDADES** Santiago, Esmeralda \$18.24 ©2005 Age Range: 04 – 08 AR RL: 4.10 While preparing for Christmas in Puerto Rico, seven-year-old Esmeralda asks the Three Magi for a baby doll like her cousin's.

 _____497225 **ANY SMALL GOODNESS: A NOVEL OF THE BARRIO** Johnston, Tony \$18.22 ©2001 Age Range: 09 – 14 AR RL: 4.10 Arturo and his family and friends share all kinds of experiences living in the barrio of East Los Angeles.

Reading Strategy:

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.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 This is a perfect choice for a read aloud in December. It would work best for 4th grade and up. This book describes life in a Los Angeles barrio. It shows life at its worst and at its best. Papi says, “In life there is *bueno* and there is *malo*. If you do not find enough of the good, you must yourself create it.” Papi’s advice is solid. We all need to create more good. The last few chapters are about the celebration of Christmas. The Green Needle Gang creates some good. Ask your students what kind of good they might create? What projects could they do this Christmas to help others?

SIX TRAIT 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 (This book has a great glossary of Spanish words.)

Related titles:

_____497935 **VOICE FROM AFAR: POEMS OF PEACE** Johnston, Tony \$18.22 ©2008 Age Range: 10 – 14 The poems in this collection show the effects of war on ordinary people, as well as the hope and cautious joy that mark their journey to survive.

_____211960 **BARRIO** Chocolate, Deborah M. Newton \$18.22 ©2009 Age Range: 04 – 07 A young boy explores his vibrant Latino neighborhood, with its vegetable gardens instead of lawns, Nativity parades, quinceanera parties, and tejana and salsa music.

_____618494 **ASTRONAUT HANDBOOK** McCarthy, Meghan \$18.24 ©2008 Age Range: 05 – 08 AR RL: 5.20 This book has interesting information, fun facts, and what it really takes to train to become an astronaut.

Reading Strategy:

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.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Draw connections and explain relationships between reading and other experiences

 The illustrations in the book are quite simplistic however the text information is a bit more difficult. There is a lot of information packed into this 32 page book. After reading and discussing this book have your students choose a career. Have career books available for them to peruse. Have the students write 5 interesting facts about their chosen career and illustrate their paper. Make a career book with all of their papers.

If you would like to show photos of astronauts to your students you will find some good photos on this site:

http://images.google.com/images?sourceid=navclient&rlz=1T4DMUS_enUS229US232&q=astronauts&um=1&ie=UTF-8&ei=rW2ASrjJIOgswPQw4DvCg&sa=X&oi=image_result_group&ct=title&resnum=5

Related titles:

_____041762 **ASTRONAUTAS/ASTRONAUTS** Adamson, Thomas K. \$16.79 ©2008 Age Range: 04 – 08 A bilingual introduction to the scientists who risk their lives to explore space.

_____146284 **FLOATING IN SPACE** Branley, Franklyn Mansfield \$11.10 ©1998 Age Range: 05 – 09 AR RL: 4.60 Examines life aboard a space shuttle, describing how astronauts deal with weightlessness, how they eat and exercise, some of the work they do, and more.

_____880029 **BALLERINA DREAMS: A TRUE STORY** Thompson, Lauren \$18.22 ©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 BALLET** Hackett, Jane \$18.94 ©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 \$15.44 ©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.

 _____572526 **BATS AT THE LIBRARY** Lies, Brian \$17.55 ©2008 Age Range: 04 – 08 AR RL: 3.10
Bored with another normal, inky evening, bats discover an open library window and fly in to enjoy the photocopier, water fountain, and especially the books and stories found there.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 As the bats spend a night at the library they discover the joy of the stories they find there. The author/illustrator has literary allusions in his illustrations. Project the pages as you read this book and list all of the book characters and, or, titles the children find. If you have several classes, have a contest to see which class can find the most.

Here is Brian Lies Web site: http://www.brianlies.com/bat_wing.htm It does have some activities. I was hoping to find a list of his literary allusions. I didn't find that, but there is other good stuff.

Related title:

_____572527 **BATS AT THE BEACH** Lies, Brian \$17.30 ©2006 Age Range: 04 – 08 AR RL: 3.40 On a night when the moon can grow no fatter, bats pack their moon-tan lotion and baskets of treats and fly off for some fun on the beach.

 _____251481 **BEDTIME AT THE SWAMP** Crow, Kristyn \$18.24 ©2008 Age Range: 03 – 06 AR RL: 3.10 When he hears a swamp monster coming, a boy, his brother, sister, and cousins hide until his mother arrives to take them home to bed.

Reading Strategy:

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.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Draw connections and explain relationships between reading and other experiences

SIX TRAIT WRITING

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

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

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

 This book has a great setting, as well as fluency and word choice. The kids will be chiming in with the repetitive chorus after hearing it once. After reading the book, take the idea for this story and select a new setting. You might want to try a desert for example. You wouldn't be hiding in a willow tree. Where would you hide? Your chorus wouldn't splish splash. It might scritch scratch. I'm sure you have the idea. You will need to help young students, but they should have fun changing the setting for this delightful book.

Related titles:

_____251483 **COOL DADDY RAT** Crow, Kristyn \$18.24 ©2008 Age Range: 04 – 08 AR RL: 2.00 A young rat hides in his father's bass case and tags along as he plays and scats around the big city.

_____251492 **MIDDLE-CHILD BLUES** Crow, Kristyn \$18.24 ©2009 Age Range: 05 – 08 When Lee breaks out his guitar and belts out his low-down, big frown, sulkin'-all-around-town blues, he finds being stuck in the middle is making him the center of attention.

 _____063395 **BEING TEDDY ROOSEVELT** Mills, Claudia \$17.55 ©2007 Age Range: 7 – 10 AR RL: 4.10 When he is assigned Teddy Roosevelt as his biography project in school, fourth-grader Riley finds himself inspired by Roosevelt's tenacity and perseverance.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.6:** ...Create mental images. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **MT SFL: CS 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 Read chapter 1 to the class. Your students will learn about the biography assignment the students in the book will be doing. Riley is visualizing names for biography books about himself and some of his classmates. While listening to this chapter, some of the students might be thinking about a title for their own biography. Make this an assignment. Explain that a biography about yourself is an autobiography. Have the students create an autobiography book cover. They will need to create a title and illustration. A 9 x 11 piece of paper will be fine.

Related titles:

_____647321 **HOW OLIVER OLSON CHANGED THE WORLD** Mills, Claudia \$17.55 ©2009 Age Range: 07-10 AR RL: 4.70 Oliver shows his overprotective parents that he is capable of doing great things without their help.

_____443163 **SWIMMING WITH SHARKS** Hicks, Betty \$17.52 ©2008 Age Range: 07-11 AR RL: 2.80 Rita tries to improve her skills as she struggles to decide whether to remain the best swimmer on the Dolphins team or the worst on the Sharks team.

 _____254282 **BFG** Dahl, Roald \$18.95 ©1982 Age Range: 06 – 12 AR RL: 4.80 The BFG - the Big Friendly Giant – kidnaps Sophie and takes her to Giantland with him.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before, during and after reading.

MT SFR: CS 2: Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

✍ In the chapter, DREAMS, (Page 98) BFG is labeling his dreams. Sophie is asking lots of questions. Read this chapter to the class. Have the students “label” one of their dreams. The students will listen to many examples as you read the chapter. If you are in a classroom situation where you have more time have your students make a diorama of their dream in a fruit jar and then put the “label” on the outside of the jar.

SIX TRAIT WRITING

Conventions: Mechanical correctness, including spelling and grammar

✍ The BFG does not read, write or spell very well. Copy one of his dream labels for each of your students. The dream labels are found in the chapter titled, DREAMS beginning on page 98. The labels are written in all capital letters so they are easy to find. Give each student a red pen and let them go to work correcting the BFG’s work. You could also make this a group lesson using a projection device.

Extra fun: If you have a copy of **ROALD DAHL’S REVOLTING RECIPES** (BTSB # 254570 \$12.64) you will find the recipe for Snozzcumbers on page 12. The recipe for Frobscottle is on page 47.

📖 _____ 532833 **BIG BAD WOLVES AT SCHOOL** Krensky, Stephen \$18.24 ©2007 Age Range: 04 – 08 AR RL: 2.90 Rufus a young wolf, has a hard time fitting in at the Big Bad Wolf Academy where he has been sent to learn to huff and puff until the day he uses his true talent.

Reading Strategy:

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

📖 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading.

MT SFR: CS 2: Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

✍ Here are the questions on a final exam for a wolf:
What’s the difference between lurking and sneaking around?
Which is easier to wear – a nightgown or pajamas?
Is it better to enter a henhouse through the door or a window?

Discuss these questions before reading the story. The answers don’t really matter. The kids will listen to the story so that they know the answers from the wolf’s perspective.

The students will identify with Rufus; the wolf who does things his way. Read to the page where the hunter’s alarm sounds. Have the students predict what will happen. Of course Rufus is the hero! The last page is a surprise. The reader doesn’t expect it to be Halloween!

Related titles:

_____ 624880 **WINSTON THE BOOK WOLF** McGee, Marni \$18.22 ©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 \$18.22 ©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.

📖 _____ 879096 **BIRTHDAY FOR COW!** Thomas, Jan \$15.42 ©2008 Age Range: 03 – 05 AR RL: 0.8 Despite the objections of Pig and Mouse, Duck insists on adding a special ingredient to the cake they are making to celebrate Cow’s birthday.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.6:** ...Create mental images. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **MT SFL: CS 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 This is a very simple story. However, Duck's contribution to the party is quite unusual. Before reading the book have the children each design and color a cake, card and present for Cow. What kind of cake might a cow like? (Buttermilk?) How should the cake be decorated? What would be the perfect present for a cow? What would be on the card? What games might the animals play at the party? (Moosical Chairs?) Read the book at the end of the lesson.

Related titles:

_____185839 **HAPPY BIRTHDAY, BISCUIT!** Capucilli, Alyssa Satin \$18.24 ©1999 Age Range: 03 – 05 AR RL: 1.20 A little girl has a birthday party for her puppy when he turns one year old.

_____581950 **PARTY FUN** (Title Entry) \$10.00 ©2003 Age Range: 04 – 08 AR RL: 1.00 A child describes her birthday party, including her preparations and the various fun things that she and her friends do.

 _____317008 **BONE SOUP** Evans, Cambria \$17.55 ©2008 Age Range: 04 – 08 AR RL: 4.00 Retells the classic tale about a traveler, a ghost who tricks a town's witches, ghouls, and zombies into helping him make soup.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 This book is a creative retelling of a tale often known as *Stone Soup*. Most of the children will be able to make this connection. Have a copy of *Stone Soup* ready if some students haven't heard this story. After reading **BONE SOUP** ask the students to write another version of the story. Pick another setting. Some ideas might be Pirate's Island, Outer Space, Amazon Jungle, etc. This could be a collaborative project with the entire group. The class could be divided into small groups with each group writing a story, or you could have the students write individual stories. Time will dictate what you do.

Related titles:

_____161898 **STONE SOUP: AN OLD TALE** Brown, Marcia \$11.90 1975 Age Range: 05 – 09 AR RL: 3.30 When three hungry soldiers enter a French village, the peasants hide their food but the witty soldiers entice them to make stone soup.

_____234344 **REAL STORY OF STONE SOUP** Compestine, Ying Chang \$18.24 ©2007 Age Range: 05 – 09 AR RL: 3.00 When a crew of Chinese fishermen forget to bring cooking utensils with them, they find creative ways to make do with what they have and what they can find.

_____518252 **CACTUS SOUP** Kimmel, Eric A. \$18.22 ©2004 Age Range: 04 – 08 AR RL: 3.50 During the Mexican Revolution when a troop of hungry soldiers comes to a town where all the food has been hidden, they charm the townspeople into helping make a soup from water and a cactus thorn.

 **Ellis, Deborah BREADWINNER** ©2000 (**Note:** This book is no longer available from BTSB, but you might have a copy, so I have included this lesson.) Because the Taliban impose strict limitations on women’s freedom and behavior, eleven-year-old Parvana disguises herself as a boy so that her family can survive after her father’s arrest.

Reading Strategy:

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.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

 This is a powerful story and there are parts that could be very disturbing to young audiences. In one scene Parvana, the young heroine in this story, digs up human bones to sell to the bone collector. If students are to understand the horrors of war they should not be sheltered from this book, but this title should be used with discretion.

In this story Parvana disguises herself as a boy so that she can make money to buy food for her family. The following quote from page 116 in **THE BREADWINNER** could be used as an opening for a discussion: “That’s just it,” Mrs. Weera said gently, “Their father isn’t here. These are unusual times. They call for ordinary people to do unusual things, just to get by.”

Team this book up with the **PARAVANA’S JOURNEY**. Merge the glossaries found at the end of each book. Give each student a copy of this merged glossary. Collect newspapers and weekly magazines such as *Time* and *Newsweek*. Ask the students to work in teams of two to find as many articles as they can about Afghanistan. Have the students read the articles looking for words from the glossary list. This should give the students a better understanding of what is happening in Afghanistan as well as increase their vocabulary.

 _____352635 **BRENDAN BUCKLEY’S UNIVERSE AND EVERYTHING IN IT** Frazier, Sundee Tucker \$16.84 ©2007 Age Range: 09 – 12 AR RL: 4.00 Brendan Buckley, a biracial ten-year-old, applies his scientific problem-solving ability to connect with his white grandfather.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 At the same time I was first reading this book a tragedy took place in Woodland, WA, a community close to mine. A mother allowed her 12-year-old step-son to drive. He crashed the car and was killed. Chapter 10 in this book relates how Brenden’s grandfather gave Brenden his first driving lesson. Brenden wasn’t quite eleven. In this fiction story no one will really get hurt. The author uses this incident to provide a vehicle for Brenden to get help for his grandfather later in the story. Fact and fiction aren’t the same. Driving under the age of 16 is illegal. Should the author have used this incident in her book? What do you think?

For a copy of the story about the 12-year-old in Woodland WA go to http://www.tdn.com/articles/2007/03/01/top_story/news01.prt You will be looking at The Longview Daily News in Longview, WA. Cowlitz County. Read this article to the class. Now, discuss underage driving.

If you want to find similar articles from your own community teach children to do an **archival search** on a local newspaper. I typed in the name of our local paper using **Google**. After I found our newspaper I used the **advanced search** and the words, **underage, driver, accident**, and a date range of 2007 – 2009. I found several articles on the subject of underage drivers and accidents.

Related title:

_____366312 **I WANNA BE YOUR SHOEBOX** Garcia, Cristina \$18.24 ©2008 Age Range: 08 – 12 AR RL : 5.10 Thirteen-year-old surfer, Yumi Ruiz-Hirsch, who comes from a racial mix of Jews, Japanese and Cubans, asks her grandfather about his life story when he is diagnosed with terminal cancer.

_____253841 **BUD, NOT BUDDY** Curtis, Christopher Paul, \$18.22 ©1999 Age Range: 09 – 12 AR RL: 5.00 Ten-year-old Bud, a motherless boy living in Flint, Michigan, during the Great Depression, escapes a bad foster home and sets out in search of the man he believes to be his father.

Reading Strategy:

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.

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

 Buddy is the author of *Bud Caldwell’s Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself*. As you read the book you will find these rules. These rules give you insight into what just might be happening in this tale. To introduce this book pick out a few of these rules. Read them aloud and discuss what they might infer. This should lure some readers in. You will find Rules on page 11, 18, 27, 42, 56 102, 116, 133, 138, 157, 178, 219. You won’t have time to discuss all of them, and probably wouldn’t want to. Pick a few you like and use those.

Related title:

_____624191 **CAROLINA HARMONY** McDowell, Marilyn Taylor \$18.24 ©2009 Age Range: 09 – 12 AR RL: 5.20 Carolina, a foster child in the 1960s, learns how to make the best of life even when things look bleak.

_____663544 **THE CANDY SHOP WAR** Mull, Brandon \$19.62 ©2007 Age Range: 09 – 12 AR RL: 5.00 Fifth-graders Nate, Summer, Trevor, and Pigeon meet the owner of the new candy store and are given a magical candy that endows them with super powers but find they have benefits and dangerous consequences.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.6:** ...Create mental images. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **MT SFL: CS 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

✍️ The word *candy* brings visual images to your head. The vision of a *candy shop* brings even more images. Read chapter 3 aloud. Have the students listen carefully because when you finish reading they will make an illustration for this chapter. If you only have a short amount of time, read from page 41 to the middle of page 49, and then have the students make their illustration.

Related title:

_____663546 **FABLEHAVEN** Mull, Brandon \$20.32 ©2006 Age Range: 08 – 12 AR RL: 4.80 When Kendra and Seth go to stay at their grandparents’ estate, they discover that it is a sanctuary for magical creatures and that a battle between good and evil is looming. (Note: There are other titles in this series.)

📖 _____690041 **CAPTAIN RAPTOR AND THE SPACE PIRATES** O’Malley, Kevin \$18.22 ©2007 Age Range: 05 – 08 AR RL : 3.70 Captain Raptor and the crew of the Megatooth are called back into action to save the planet Jurassica from rogue space pirates.

Reading Strategy:

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.

📖 **WA GLE: EALR 2.1.5:** Predict and infer. **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Identify cause and effect relationships and make simple predictions.

✍️ A book in this graphic format doesn’t make the best read aloud, however, kids, boys especially will give this book brisk circulation. If you do want to use it in class, read the book to the two page spread that has the word, **ROBOKRON!** in red letters on the upper left corner and on the bottom right says, “Could this be the end of Captain Raptor?” Have the students write an ending for the story. After they finish their story endings and share some of them, read the rest of the story.

I did check out both authors’ Web sites. Kevin O’Malley’s site www.booksbyomalley.com does have a coloring page you may print. If it is one of those days when you need a quick lesson, go for it.

Related title:

_____690039 **CAPTAIN RAPTOR AND THE MOON MYSTERY** O’Malley, Kevin \$18.22 ©2005 Age Range: 05 – 09 AR RL 3.90 When something lands on one of the moons of the planet Jurassica, Captain Raptor and his spaceship crew go to investigate.

📖 _____750846 **CRITTER SITTER** Richards, Chuck \$18.24 ©2008 Age Range: 04 – 08 AR RL: 4.70 When the Mahoney family hires Henry the Critter Sitter to watch their dog, cat, bird, fish, frog and snake, he thinks he is up for the challenge since creature control is his game, but the pets have a different idea.

Reading Strategy:

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

📖 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

✍️ Just how many animals is Henry taking care of? What are their names? After reading the story, give each child a piece of paper and a pencil and ask the children to list the critters and their names. How many will list all of them correctly? It probably won’t be many. With the very detailed illustrations and the fast-paced

text this story is difficult to track. This book is fun and will experience brisk circulation. In case you need the answers here is what I came up with: Slobberchops – dog, Miss Purr-fect – cat, Slinky – boa constrictor, Peeper – cockatiel, Flip – tree frog, Bubbles – goldfish. I don't think I left any creatures out. Bonus question: How much money did Henry make? (\$35.00)

Related title:

_____666615 **PERFECT CAT-SITTER** Nagda, Ann Whitehead \$17.52 ©2007 Age Range: 07 – 11 AR RL: 4.00 When her friend Rana goes to India, Susan volunteers to take care of her cat and her sister's fish, but the job turns out to be much more difficult than she expected.

 _____519783 **DIARY OF A WIMPY KID: GREG HEFFLEY'S JOURNAL** Kinney, Jeff \$15.42 ©2007 Age Range: 08 – 12 AR RL: 5.20 Greg records his experiences in a middle school where he and his best friend, Rowley, hope just to survive, but when Rowley grows more popular Greg must take drastic measures to save their friendship.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 The chapter titled, HALLOWEEN, begins on page 49. Halloween is just about as big as Christmas when it comes to favorite holidays for kids. Kids start planning their costumes as soon as school begins in September. Give each student a few pages of lined notebook paper. Have the students write a journal entry describing their most memorable Halloween costume. They should also illustrate their entry. After they have had time to complete their journal entries, read about Greg and Rowley's Halloween beginning on page 61 (where the word Tuesday is underlined) to the end of page 75.

Related titles:

_____519786 **DIARY OF A WIMPY KID: RODRICK RULES** Kinney, Jeff \$15.42 ©2008 Age Range: 08 – 12 AR RL: 5.20 Greg attempts to navigate the hazards of middle school, impress the girls, steer clear of the school talent show, and most important, to keep his secret safe.

_____519787 **DIARY OF WIMPY KID: THE LAST STRAW** Kinney, Jeff \$15.42 ©2009 Age Range: 08 – 12 AR RL: 5.40 Middle-schooler Greg Heffley nimbly sidesteps his father's attempts to change Greg's wimpy ways until his father threatens to send him to military school.

 _____419798 **DIRTY JOE THE PIRATE: A TRUE STORY** Harley, Bill \$18.94 ©2008 Age Range: 05 – 08 AR RL: 4.10 Dirty Joe and his pirate crew terrorize the seven seas in their quest for dirty socks, but they meet their match in Stinky Annie, whose favorite loot is pilfered underwear.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

SIX TRAIT WRITING

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

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

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

 Before reading this story, have students share stories about different experiences they have had with their brothers and sisters. The stories can be about times when they tricked a sibling, or a sibling tricked them. The stories can be about a time when a sibling did something very special for them, or they did something very special for a sibling. After sharing these stories, read the book to the class. After the story ask the students if they would like Stinky Annie or Dirty Joe for a brother or sister? Why or why not?

Related titles:

_____ 530370 **NO-GOOD DO-GOOD PIRATES** Kraft, Jim \$18.24 ©2008 Age Range: 05 – 08 AR RL: 3.00 When Captain Squint and his band of pirates are sentenced to do a good deed, they have problems figuring out just what that means.

_____ 880528 **PIRATES, HO!** Thomson, Sarah L., \$16.84 ©2008 Age Range: 05 – 08 AR RL: 3.40 Pirates Peg-Leg Tom, Angus Black, Dreadful Nell, and One-Eyed Jack chase ships on the high seas, tell ghost stories, and fall asleep counting gold instead of sheep.

 _____ 253846 **ELIJAH OF BUXTON** Curtis, Christopher Paul \$18.24 ©2007 Age Range: 09 -13 AR RL: 5.40 In 1860, eleven-year-old Elijah Freeman, the first free-born child in Buxton, Canada, a haven for slaves fleeing the American south, tries to bring to justice a preacher who has stolen money that was to be used to buy a family's freedom.

Reading Strategy:

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.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

 There are a lot of important ideas in this story, but one reoccurring theme is the shenanigans, if not downright criminal activities of the preacher. Read the following passage to the class: Begin at the bottom of page 41 and stop at the end of the chapter. Discuss the preacher's character traits. If time permits, you might want to read to the end of chapter 5.

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

For a lesson on onomatopoeia ask the students to write a paragraph describing the sounds of chopping wood and cutting trees. Tell them to use the sounds they hear in their mind. After they complete their paragraph, read the following passage aloud: It is found on page 74 near the top. The paragraph begins with, "There was a kind of music to him... and ending on page 75 where the axe stuck in the tree where it last hit. This passage describes the sounds made when Mr. Leroy felled trees.

Related title:

_____ 253865 **WATSONS GO TO BIRMINGHAM – 1963** Curtis, Christopher Paul \$18.22 ©1995 Age Range: 09 – 12 AR RL: 5.00 The ordinary interactions and everyday routines of the Watsons, an African

American family living in Flint, Michigan, are drastically changed after they go to visit Grandma in Alabama.

 094468 **ELLIE MCDOODLE: HAVE PEN, WILL TRAVEL** Barshaw, Ruth McNally \$14.72 ©2007 Age Range: 08 – 12 AR RL 3.30 Eleven-year-old Ellie McDoodle illustrates her sketchbook with chronicles of her adventures and mishaps while camping with her cousins, aunt, and uncle.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 This is a perfect book to introduce as soon as school begins in the fall. Ellie writes and illustrates a trip she takes with her aunt, uncle, cousins and siblings. Have students write and illustrate one page of something they did this summer. Many probably didn't take trips, but hopefully they did something besides watching TV and playing with their Nintendo DS. You aren't asking for a book, just one page. This book has plenty of examples of very simple things Ellie does. For example: On page 45 Ellie gives the directions for playing Spoons. On page 52 she writes about a trip to the store. On page 64 you learn to play Blob Tag. On page 80 and 81 they all look at the stars. This lesson doesn't need to be complex.

On page 86 Ellie gives 9 Rules for Life. The list is quite interesting. This could be another lesson. Have your students make a list of Rules for Life. Then read Ellie's list.

 498299 **EMMY AND THE INCREDIBLE SHRINKING RAT** Jonell, Lynne \$18.94 ©2007 Age Range: 09 – 13 AR RL: 4.70 When Emmy discovers that she and her parents are being drugged by their evil nanny with rodent potions that can change people in negative ways, she and some new friends try everything possible to return things to normal.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.6** Create mental images. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **MT SFL: CS 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 The reader can't help but form a lot of visual images as they read this book. First, imagine what it would be like to shrink to about the size of a chipmunk, or rat. Just the thought of it gets your imagination running wild. How could you live in your own bedroom? Make a list of all of the problems you might encounter.

 Read aloud beginning in the middle of page 200 where the paragraph begins with, "Emmy didn't answer. Continue reading to the end of the second sentence on page 216 ending with, "Now, Brian, where does Cheswick keep my charascope? After you finish reading, have the students illustrate what they have heard. These few pages won't spoil the story. It might even make them want to read the book to see what all of this is about. There are a lot of details on these pages. You might want to copy the pages for them to help them with their illustrations. This lab is rather spooky.

 When you fan the pages in this book you see the rat move down the pages. Your students would enjoy making a flip-picture. If you haven't made one before here are the directions:

Each student will need a plain 3x5 note card with a 3x5 piece of paper taped across the top to the note card. It will be kind of like a one page tablet. It should be taped on the 3-inch side. Have the students draw a simple picture on the card. A stick figure of a person will work just fine. Next tell the students to think in opposites and draw a similar picture on the paper on top of the card. If the arms are up on the card they should be down on the paper. The legs should be in another position, also. After the pictures are finished take a pencil and roll up the top page. Then take the pencil and quickly roll the top paper up and down. It will look like the person is moving his arms and legs. Students will quickly see that they can make more elaborate pictures using this technique.

Related titles:

____498294 **EMMY AND THE HOME FOR TROUBLED GIRLS** Jonell, Lynne \$18.92 ©2008 Age Range: 09 – 13 AR RL: 5.10 Evil nanny, Miss Barmy, now a rat, uses five of her former charges to steal jewels belonging to Emmy’s parents and it is up to Emmy, Joe, and their rodent friends to stop her.

____498328 **SECRET OF ZOOM** Jonell, Lynne \$18.24 ©2009 Age Range: 09 – 14 Ten-year-old Christina lives a sheltered life until she discovers a secret tunnel, an evil plot to enslave orphans, and a mysterious source of energy known as zoom.

 ____773724 **ESPERANZA RISING** Ryan, Pam Munoz \$18.94 ©2000 Age Range: 09 – 14 AR RL: 5.30 Esperanza and her mother are forced to leave their life of wealth in Mexico to work in the labor camps of California.

Reading Strategy:

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.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 The author’s note in the back of the book explains where she got her idea for this book. She based it on the life of her grandmother. She wishes she had asked her grandmother more questions and written down more of what her grandmother had told her.

Ask the students to think about their grandparents, or an older person they know. What questions should they ask this person so that they might write a story of their own? Make a list of questions together. Stress how important it is to ask these questions and why the answers should be written down and kept.

Students could share some stories when you talk about the book, but they should gather more information by interviewing an older person.

 ____159250 **FABULOUS BOUNCING CHOWDER** Brown, Peter \$17.54 ©2007 Age Range: 06 – 09 AR RL: 4.70 When the First Annual Fabu Pooch Pageant is announced, Chowder anxiously tries to think of a way to stand out.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 Read the story to the class. At the end of the book Chowder became the official spokesdoggy of the Snarf Snacks Company. Now, everyone has seen more than enough advertisements to last a lifetime. Have your students write and illustrate advertisements for Chowder to use as spokesdoggy. If time permits the students could even do some skits for Snarf Snacks. Have fun.

Related title:

_____ 158714 **CHOWDER** Brown, Peter \$17.54 ©2006 Age Range: 06 – 09 AR RL: 4.90 Chowder the bulldog has never fit in with the other neighborhood canines, but he sees a chance to make friends with the animals at the local petting zoo.

 _____ 795282 **FIRST THE EGG** Seeger, Laura Vaccaro \$16.82 ©2007 Age Range: 02 – 06 Simple die-cuts present transformation—from seed to flower, tadpole to frog, caterpillar to butterfly.

Reading Strategy:

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.

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

 This book seems simple, but its unique format will enthrall young audiences as well as older audiences. As a seed transforms to a flower and a tadpole to a frog, and so on, the children will be left puzzling over the age-old question – Which came first, the chicken or the egg? Up to this point the children have been able to predict the story, but now it isn’t so easy. What do they think?

If time permits use this book as a pattern book. Have children make an illustration of their own that represents a transformation. This lesson could be used with older students.

Note: You might want to recommend this book to an art teacher as it could be used in art classes.

Related titles:

_____ 795281 **ONE BOY** Seeger, Laura Vaccaro \$16.82 ©2008 Age Range: 02 – 06 A counting book that lets kids discover words within words.

_____ 795295 **WALTER WAS WORRIED** Seeger, Laura Vaccaro \$17.52 ©2005 Age Range: 03 – 07 Children’s faces, depicted with letters of the alphabet, react to the onset of a storm and its aftermath in this picture book, accompanied by simple alliterative text.

 _____ 409504 **FOUND** Haddix, Margaret Peterson \$17.54 ©2008 Age Range: 08 – 12 AR RL: 5.00 When Jonah and Chip, who are both adopted, learn they were discovered on a plane full of babies that came out of nowhere, they uncover a mystery involving time travel and two opposing forces trying to repair the fabric of time.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 This book is truly a page-turner. How strange would it be to find out that you aren't who you think you are, but instead are a famous child who lived in another time and place? Following is a list of children who made their mark in history. Have your students each pick one of the names. Have each student find the date of birth and death for their person. If time permits have the students find more information about the time period in which their person lived. Would the student rather live then or now? Why?

Anne Frank / King Tut / Joan of Arc / Helen Keller / Laura Ingalls Wilder / Mary Ingalls Wilder / Carrie Ingalls Wilder / Grace Ingalls Wilder / Lindbergh Baby / Lady Jane Grey / Catherine Sager / Matilda Sager / Elizabeth Sager / Frank Sager / John Sager / Virginia Dare / Prince Edward (England 1483) / Prince Richard (England 1483) / Anastasia (child of Czar Nicholas II) / Alexis (Child of Czar Nicholas II)

Note: If you can think of any other famous children in history please share them with all of us.

Related title:

_____409605 **SENT** Haddix, Margaret Peterson \$17.54 ©2009 Age Range: 08 – 12 Jonah, Katherine, Chip and Alex suddenly find themselves in 1483 at the Tower of London, where they discover that Chip and Alex are Prince Edward V and Richard of Shrewsbury, imprisoned by their uncle, King Richard III, but trying to repair history without knowing what is supposed to happen proves challenging.

 _____225695 **FRED STAYS WITH ME!** Coffelt, Nancy \$18.24 ©2007 Age Range: 03 – 06 AR RL: 1.80 A child describes how she lives sometimes with her mother and sometimes with her father, but her dog is her constant companion.

Reading Strategy:

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.

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

 This simply told story is an excellent choice for children of divorced parents. Read this story to the class, but stop at the end of the page where it says, “My dad is mad. Fred has eaten all his socks.” Ask the students to solve the problem. What should happen to Fred? What is the solution that will make everyone happy?

Note: Your school counselor might want to use this book as a springboard for discussion for children of divorced parents.

Related titles:

_____225291 **MY PARENTS ARE DIVORCED, MY ELBOWS HAVE NICKNAMES AND OTHER FACTS ABOUT ME** Cochran, Bill \$18.94 ©2009 Age Range: 04 – 08 AR RL: 3.50 A young boy describes some normal and not-so-normal things about his life with his divorced parents.

____854998 **MOM AND DAD DON'T LIVE TOGETHER ANYMORE** Stinson, Kathy, \$11.53 ©2007 Age Range: 04 – 07 For the young girl in the story, splitting time between parents has its ups and downs.

 ____083750 **THE FROG PRINCESS** Baker, E. D. \$17.52 ©2002 Age Range: 08 – 12 AR RL: 4.80 After reluctantly kissing a frog, an awkward, fourteen-year-old princess suddenly finds herself a frog, too, and sets off with the prince to seek the means--and the self-confidence--to become human again.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences

 In this tale we have a number of literary allusions. If you read the first three chapters to the class ask them what fairy tale they think the story is about? They will probably answer, “The Frog Prince.” They will be surprised with the turn of events if you continue reading chapter 4. Read the last couple of sentences on page 161 beginning with, “Where does your grandmother live?” and on page 162 with, “Even my horse knows the way.” Ask the students what stories this passage is alluding to? There are several.

Related titles:

____083605 **DRAGON’S BREATH** Baker, E. D. \$18.24 ©2003 Age Range: 08 – 12 AR RL: 5.30 Having recovered their human shape, Emeraldal and Eadric try to help Aunt Grassina find the special objects needed to break the spell that turned Grassina’s true love, Haywood, into an otter.

____084274 **NO PLACE FOR MAGIC** Baker, E. D. \$17.52 ©2006 Age Range: 08 – 12 AR RL: 5.40 Emma and Eadric, ask his parents to bless their upcoming marriage, and discover that Eadric’s younger brother has been kidnapped by trolls.

____084323 **ONCE UPON A CURSE** Baker, E. D. \$17.52 ©2004 Age Range: 08 – 12 AR RL: 5.60 Emma, who is both a princess and a powerful witch, must travel back in time to end a family curse or risk losing her true love, Prince Eadric, forever.

 ____328193 **GOLLYWHOPPER GAMES** Feldman, Jody \$18.24 ©2008 Age Range: 10 – 14 AR RL: 3.90 Twelve-year-old Gil Goodson competes in several contests with hopes of a fresh start for his family, which has suffered since his father was falsely accused of stealing from a toy company.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 This book has a lesson on the very last page. The page isn’t numbered, but if it was it would be 311 – 312. This page is titled, “ONE MORE PUZZLE.” Copy, or project these two pages for your students, but remember to cover the answer at the bottom of page 312. Have the students work on the puzzle. They will

be asking lots of questions. Don't give them any answers. The only way the students will get the answer is to check out the book. This book is puzzling from beginning to end.

Related titles:

_____113928 **POTATO CHIP PUZZLES** Berlin, Eric \$18.24 ©2009 Age Range: 08 – 12 AR RL: 4.40 Winston and his friends enter an all-day puzzle contest to win fifty-thousand dollars for their school, but they must also figure out who is trying to keep them from winning.

_____530062 **MAXX COMEDY : THE FUNNIEST KID IN AMERICA** Korman, Gordon \$17.54 ©2003 Age Range: 08 – 12 AR RL: 4.70 Eleven-year-old Max Carmody has wanted to be a comedian since he was five, so when a contest is held to find the “world’s funniest kid,” he goes through all kinds of craziness to win.

_____097148 **GREEN GHOST** Bauer, Marion Dane \$14.74 ©2008 Age Range: 06 – 09 AR RL: 3.20 While Kaye and her parents are driving in a snowstorm to her grandmother’s house on Christmas Eve, they get stranded and take refuge in a house where Kaye meets a ghost in a green cloak.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.6:** ...Create mental images. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **MT SFL: CS 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 Two chapter headings are perfect for conjuring visual images. They are, *The Ugliest Tree* and *The Perfect Tree*. Do not read the dust jacket blurb or any other part of the story before drawing the trees. This way the students might visualize trees other than Christmas trees. Have the students fold a paper into two parts so that they will be able to draw two trees side by side. One tree should be ugly. This does not mean the drawing should be of poor quality. It means the tree should not be pretty. The other tree should be perfect. After the students have had ample time to complete their trees share them with the class. Read the dust jacket, or the first two chapters of the book to introduce the story.

Related titles:

_____097123 **BLUE GHOST** Bauer, Marion Dane \$14.72 ©2005 Age Range: 08 – 12 AR RL: 3.20 At her grandmother’s log cabin, nine-year-old Liz is led to make contact with children she believes may be her ancestors.

_____097227 **RED GHOST** Bauer, Marion Dane \$14.74 ©2008 Age Range: 06 – 08 AR RL: 3.10 After Jenna gives her little sister an old doll as a birthday present, the occurrence of some very disturbing events makes Jenna suspect the doll might be possessed.

_____231265 Collins, Suzanne **GREGOR THE OVERLANDER** \$18.94 ©2003 Age Range: 09 – 12 AR RL: 4.80 When Gregor and his sister are pulled into an underground world, they trigger an epic battle involving men, bats, rats, cockroaches, and spiders while on a quest foretold by ancient prophecy.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen

comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 Near the conclusion of this book the knowledge of how to make a compass is very important information. Some students might have the knowledge to either make a compass, or know how to use one. For other students it might be a time for them to review information on making a compass. You might not have time in library to do this activity, however, go over the directions and send a copy of this activity home. Here are two websites with good directions on how to make a compass. Both of these sites have advertisements, so you will probably want to print the directions rather than take kids to the site.

<http://www.in.gov/dnr/parklake/files/sp-compass1.pdf>

<http://www.historyforkids.org/crafts/china/compass.htm>

Related titles:

_____ 231267 Collins, Suzanne **GREGOR AND THE PROPHECY OF BANE** \$18.94 ©2004 Age Range: 09 – 12 AR RL: 4.70 Eleven-year-old Gregor returns to the world beneath New York City to rescue his kidnapped sister, Boots, and fulfill a prophecy that will restore peace to those who populate the underworld.

_____ 231261 Collins, Suzanne **GREGOR AND THE CURSE OF THE WARBLOODS** \$18.22 ©2005 Age Range: 09 – 12 AR RL: 4.80 Eleven-year-old Gregor and younger sister, Boots, return to the Underland to find the cure for a plague that threatens the life of their mother and the underworld population.

_____ 231250 Collins, Suzanne **GREGOR AND THE CODE OF THE CLAW** \$18.94 ©2007 Age Range: 09 – 12 AR RL: 5.00 When twelve-year-old Gregor finally learns the ancient prophecy, which foretells his death, he must gather his courage to defend Regalia from the army of rats, take his mother and sister home safely, and fight his own dark side.

_____ 231263 Collins, Suzanne **GREGOR AND THE MARKS OF SECRET** \$18.24 ©2006 Age Range: 09 – 12 AR RL: 5.00 Twelve-year-old Gregor returns to the world beneath New York City, where he joins forces with Princess Luxa and Ripred the rat to defend the Underlanders and the Nibblers from the army led by the adolescent rat king, the Bane.

 _____ 590703 **HELLO, BUMBLEBEE BAT** Lunde, Darrin P. \$11.18 ©2007 Age Range: 03 – 06 AR RL: 1.90 An introduction to the bumblebee bat in a question-and-answer format.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading.

MT SFR: CS 2: Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 The question and answer format of this text is perfect to hold the attention of young readers. Have a ruler ready to show the children one inch and six inches so that they can visualize the small size of this bat.

This book makes a perfect pattern book for a child's first report. Have students select an animal for their report. Have the children write their report in this question and answer format. You might require fewer questions, and the questions might need to be changed to fit the selected animal, but if you use another variety of bat, insect, or bird you won't have to change too many of the questions.

Related titles:

_____590709 **MEET THE MEERKAT** Lunde, Darrin P. \$11.18 ©2007 Age Range: 03 – 06 AR RL: 1.60
An introduction to the meerkat in a question-and-answer format.

_____590695 **DISCOVERING A NEW ANIMAL WITH A SCIENTIST** Lunde, Darrin P. \$21.23
©2008 Age Range: 06 – 08 AR RL: 3.70 Explains the work of scientists who discover new animals.

 _____800684 **HELP ME, MR. MUTT!: EXPERT ANSWERS FOR DOGS WITH PEOPLE PROBLEMS** Stevens, Janet \$18.25 ©2008 Age Range: 03 – 07 AR RL: 2.60 Dogs across the United States write to Mr. Mutt, a people expert, for help with their humans.

Reading Strategy:

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.

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

SIX TRAIT WRITING

Conventions: Mechanical correctness, including spelling and grammar

 In this book the dogs are writing to Mr. Mutt for help. Read the first couple of letters with their answers from Mr. Mutt. Then read the next letter and don't read the answer from Mr. Mutt. Have the students predict the answer. If you have time the students could write the answer. After they have had time to write or give an oral answer then read the answer. Continue the book this way. The kids will like trying to out guess Mr. Mutt. It will keep them involved and keep them thinking.

(Note: I think this book is for children older than the suggested age range. I would use it with 2nd and up.)

 _____408541 **HONUS AND ME: A BASEBALL CARD ADVENTURE** Gutman, Dan \$18.24
©1997 Age Range: 08 – 12 AR RL: 4.30 Joe, who loves baseball but is not very good at it, finds a valuable 1909 Honus Wagner card and travels back in time to meet Honus.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 Talk about a book that will generate a lot of questions; this is it. The Honus Wagner Baseball Card is a fascinating story. If you do a Google search you will find many articles about the sale of this card. If you read the articles carefully you will probably have more questions than answers. The following three sites are interesting. <http://www.go-star.com/antiquing/hwagner2.htm>
<http://nbcsports.msnbc.com/id/17355488/>
http://www.nydailynews.com/sports/baseball/2008/09/06/2008-09-06_honus_wagner_card_gets_new_owner.html?page=1

Copy these articles for your students in advance. (Some of the pop-ups and advertisements aren't appropriate for children.) Have the students compare and contrast the articles. Have the students look for inconsistencies. Have students make a list of questions as they read. It appears as if there will always be a shroud of mystery covering the Honus Wagner card. When that much money is involved there will probably always be hucksters and shysters trying to make a buck, well, maybe a lot more than a buck. This is a great topic for a research project.

Related titles:

_____408504 **JIM & ME: A BASEBALL CARD ADVENTURE** Gutman, Dan \$17.54 ©2008 Age Range 10 – 14 AR RL: 4.20 Joe and his enemy, Bobby Fuller, travel in time to watch Jim Thorpe's first season with the New York Giants.

_____408547 **JACKIE AND ME: A BASEBALL CARD ADVENTURE** Gutman, Dan \$18.24 ©1999 Age Range: 08 – 12 AR RL: 4.30 With his ability to travel through time by using baseball cards, Joe goes back to 1947 to meet Jackie Robinson, turning into a black boy in the process.

_____408546 **BABE AND ME: A BASEBALL CARD ADVENTURE** Gutman, Dan \$18.24 ©2000 Age Range: 10 – 14 AR RL: 4.30 With their ability to travel through time using vintage baseball cards, Joe and his father have the opportunity to find out whether Babe Ruth really did call his shot when he hit the home run in the 1932 World Series.

 _____685649 **HOW TO STEAL A DOG** O'Connor, Barbara \$17.55 ©2007 Age Range: 08 – 12 AR RL: 4:00 After their father leaves them, Georgina persuades her brother to help her in a scheme to steal a dog, hoping to claim the reward the owners are bound to offer.

Reading Strategy:

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.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

Georgina's conscience is working on overload after she steals a dog. It doesn't get any better after she meets a homeless man named Mookie. Mookie doesn't preach, but he has good advice for Georgina. On page 132 he tells Georgina a motto he lives by: "Sometimes the trail you leave behind you is more important than the path ahead of you." Discuss this motto with the class. Do any of the students have a motto they live by? Do they have a motto for a club they belong to like scouts?

The opening sentence for this book is great. If you don't have time for anything else just read the first sentence. Someone will check the book out. Probably several kids will want the book.

Related titles:

_____186135 **DOUBLE LIFE OF ZOE FLYNN** Carey, Janet Lee \$18.22 ©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.

_____221570 **ROOM ONE: A MYSTERY OR TWO** Clements, Andrew \$17.52 ©2006 Age Range: 08 – 12 AR RL: 5.10 Te Hammond, the only sixth grader in his small Nebraska town's one-room schoolhouse, searches for clues to the disappearance of a homeless family.

 _____799215 **INVENTION OF HUGO CABRET: A NOVEL IN WORDS AND PICTURES** Selznick, Brian \$22.44 ©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.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 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=gaaY2eQILv4>

 If you want to follow this book with a writing assignment use **THE MYSTERIES OF HARRIS BURDICK** by Chris Van Allsburg. (BTSB #902230 \$19.62) 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.

 _____881433 **KEENA FORD AND THE SECOND-GRADE MIX-UP** Thomson, Melissa \$16.84 ©2008 Age Range: 06 – 08 AR RL: 4.00 Keena Ford chronicles her many mishaps as she begins second grade.

Reading Strategy:

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.

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

 Begin this lesson by asking the students to tell a story when they made a mistake because they didn't know the rules, didn't understand the directions, or did something another child told them to do even when they really knew it wasn't the right thing to do. This is a good discussion to have at the beginning of the school year.

Bring the discussion to a close and then read Keena's journal entry from page 38 – 44. Have the students predict what will happen. You may choose to read the conclusion, or have the students read it themselves.

Related title:

_____881437 **KEENA FORD AND THE FIELD TRIP MIX-UP** Thompson, Melissa \$17.54 Age Range: 06 – 08 AR RL: 4.40 Keena makes a big impression at the U.S. Capitol.

 _____ 640177 **KISS! KISS! YUCK! YUCK!** Mewburn, Kyle \$18.22 ©2008 Age Range: 04 – 08 AR RL: 1.90 Every time Aunty Elsie comes to visit, she finds Andy wherever he is hiding and gives him sloppy kisses on both cheeks.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 Just about everyone, old and young alike, remembers a relative or friend coming for a visit and telling you how much you have grown and giving you a kiss. This is the idea for this story. Begin by telling your students about a time when this happened to you. Ask them if this has ever happened to them. Allow time for them to share their stories. Read the book. The ending will be a surprise. If there is enough time have each student draw a picture of them self titled, Kiss! Kiss! Yuck! Yuck!

Related titles:

_____ 082820 **HOW MANY KISSES DO YOU WANT TONIGHT?** Bajaj, Varsha \$17.52 ©2004 Age Range 03 – 06 AR RL: 2.50 When bedtime comes, the parents of a girl, a boy, and various animals ask their children how many kisses they want.

_____ 704217 **IF ANIMALS KISSED GOOD NIGHT** Paul, Ann Whitford \$18.22 ©2008 Age Range: 03 -06 AR RL: 3.70 Rhyming text explores what would happen if animal relatives kissed like humans do.

 _____ 704236 **LAWN BOY** Paulsen, Gary \$15.44 ©2007 Age Range: 12 – 16 AR RL: 4.30 Things get out of hand for a twelve-year-old boy when a neighbor convinces him to expand his summer lawn mowing business.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 In this world of confusing economics this book might just answer a few questions. First change every chapter heading into a question. Ask the question and then read the chapter for the answer. After the students have listened to the chapter see if they can give you a written answer. This will really show you what they have learned. This book is short, but probably not short enough for a library lesson. However, with economics being one of the Social Studies CBAs in WA, you might be able to get a teacher to use this book with a class.

 _____ 846952 **LEAVES** Stein, David Ezra \$17.54 ©2007 Age Range: 04 – 08 AR RL: 2.20 A curious bear observes how leaves change throughout the seasons.

Reading Strategy:

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.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

 This is a story about seasons. Have the students fold a paper in 1/4s. This way they will have a section for each season. Have the students draw a leaf and bear for fall, winter, spring and summer. They will need pencils and crayons for this lesson. If they have listened to the story and looked at the illustrations carefully they should be able to do this assignment. In winter the bear will not be seen as he is under the snow. The book doesn't actually show summer. The students will have to use their own knowledge of seasons to draw this section.

Related titles:

_____596460 **WHY DO LEAVES CHANGE COLOR?** Maestro, Betsy \$11.40 ©1994 Age Range: 05 – 09 AR RL: 3.70 Explains how leaves change their colors in autumn and then separate from the tree as the tree prepares for winter.

_____304087 **LEAF MAN** Ehlert, Lois \$17.55 ©2005 Age Range 04 – 08 A man made of leaves blows away, traveling wherever the wind may take him.

_____916886 **LEAVES! LEAVES! LEAVES!** Wallace, Nancy Elizabeth \$18.22 ©2003 Age Range: 05 – 08 AR RL: 3.00 During the four seasons of the year Buddy Bear and his mother go “leaf walking” and discover a lot of interesting things about leaves.

 _____088494 **LENNY’S SPACE** Banks, Kate \$17.55 ©2007 Age Range: 08 – 12 AR RL: 3.60 Nine-year-old Lenny gets in trouble and has no friends at school until he starts visiting a counselor and meets Van, a boy his age who has leukemia.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences

 In this book the reader will learn what is special to Lenny. Lenny has a special shelf in the counselor’s office where he is allowed to put things. He places objects there that mean something to him. Have students draw items on a piece of paper that have special meaning to them. If time permits, some of the children might want to share their pictures.

Lenny makes a friend. This friend is important to Lenny. His friend, Vander, has leukemia. Discuss this illness with the class. See what information they know about this disease. This is a serious disease. Knowledge about this disease might make it less frightening.

Related title:

_____675617 **WAYS TO LIVE FOREVER** Nicholls, Sally \$18.24 ©2008 Age Range: 09 – 12 AR RL: 3.90 Eleven-year-old Sam McQueen, who has leukemia, writes a book during the last three months of his life, in which he tells about what he would like to accomplish, how he feels, and things that have happened to him.

 _____693369 **LEONARDO DA VINCI: A NONFICTION COMPANION TO MONDAY WITH A MAD GENIUS** Osborne, Mary Pope \$10.65 ©2009 Age Range: 06 – 10 AR RL: 4.90 Jack and Annie’s guide to da Vinci, his art, and his interest in flight.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading.

MT SFR: CS 2: Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 Why would Leonardo da Vinci write from right to left and make his letters backwards? This is called mirror writing. Have the students try to write this way. If they do it correctly they will be able to read it when they hold it up to a mirror. To find the answer why Vinci wrote this way, read the introduction and page 24 in this book aloud to your students.

Related title:

_____693476 **MONDAY WITH A MAD GENIUS** Osborne, Mary Pope \$14.74 ©2007 Age Range: 07 – 11 AR RL: 3.80 Jack and Annie travel 500 years back in time to Florence, Italy, and spend a day helping Leonardo da Vinci.

 _____660441 **LISTEN TO THE WIND: THE STORY OF DR. GREG AND THREE CUPS OF TEA** Mortenson, Greg \$18.24 ©2009 Age Range: 06 – 08 AR RL: 4.60

The story of the school Greg Mortenson vowed to help Korphe build after he stumbled into the remote Himalayan village during a failed climb up K2.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 This book shows what one person with one idea can do. Talk about having enough faith to move a mountain; Greg Mortenson didn’t make it up the mountain, but instead he used his energy and passion to build a school and then a school system. After reading this book, go to www.penniesforpeace.org. You will find a tab, FOR KIDS, that will give you menu choices where your students can learn more about Korphe, the School, Pakistan, etc. You will also learn how to order a K – 12 Service – Learning Program that contains a large assortment of great teaching tools. This site has a lot of information and will answer most of your questions.

Note: The illustrator, Susan L. Roth, has a 2 page explanation about the collages she did for this book. The collage illustrations are beautiful. This book would make an excellent book for art teachers in all grades. Recommend to middle school and high school art teachers.

Related title:

_____660444 **THREE CUPS OF TEA** Mortenson, Greg \$18.24 ©2009 Age Range: 08 – 12 AR RL: 6.10 The story of Greg Martenson who built over sixty schools - especially for girls – in Pakistan and Afghanistan.

 _____404794 **MARLEY: A DOG LIKE NO OTHER** Grogan, John ©2007 \$18.24 Age Range: 08 – 12 AR RL: 4.90 A middle-grade version of the memoir Marley & Me.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences..

 Read the first 4 chapters to the class. You don't need to read the preface. You want to introduce Marley. The children need to know that he is a Labrador retriever and know a bit about his personality. After this introduction the students will want to talk about their own dog experiences. Have the students talk about their dogs and then have them look for additional information about the various breeds of dogs. Have them find pictures to share with the class. It would be interesting to make a graph of the breed of dogs the students own in your school. Would there be a difference in the breed of dogs owned by those who live in the cities and those who live in the country?

Related title:

_____380336 **OLD YELLER** Gipson, Fred \$22.45 ©1956 Age Range: 10 – 14 AR RL: 5.00 The story of a boy and his big, yellow dog in the Texas hill country.

 _____268185 **MARTINA THE BEAUTIFUL COCKROACH: A CUBAN FOLKTALE** Deedy, Carmen Agra \$18.22 ©2007 Age Range: 04 – 08 AR RL: 3.10 In this retelling of a Cuban folktale, a cockroach interviews her suitors in order to decide whom to marry.

Reading Strategy:

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.

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

 First teach the children the words, “Martina Josefina Catalina Cucaracha, beautiful muchacha. Won't you be my wife?” The rhythm and cadence make these words fun to say. Read aloud to the point where the rooster leans forward and croons. The pages are not numbered, but you will easily find this place. Have the kids say their part. Have the students predict what will happen when Martina serves the coffee. Continue reading the book in this manner until the surprise ending.

Note: This book has many words in Spanish. If you have Spanish speaking students allow them to teach these words to the class.

6-Trait Writing:

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

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

Related title:

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

_____429253 **DANCE, NANA, DANCE/ BAILA, NANA, BAILA: CUBAN FOLKTALES IN SPANISH AND ENGLISH** Hayes, Joe \$21.02 ©2008 Age Range: 07 – 12 A collection of stories from Cuban folklore, representing the cultures of Spain, Africa, and the Caribbean.

 _____286076 **MARY AND THE MOUSE, THE MOUSE AND MARY** Donofrio, Beverly \$18.24 ©2007 Age Range 03 – 07 AR RL: 3.50 While Mary, who lives in a big house, is learning things at school, a mouse who lives in a small house within the big one is learning the same things at her school.

Reading Strategy:

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.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Draw connections and explain relationships between reading and other experiences

 While Mary’s world is big, mouse’s world is very tiny. Study the illustrations and you can see that the illustrator took very common items and made them into a tiny house for mouse. Spools of thread, buttons, bottle caps, and clothespins, all can be found there. If you could work with a classroom teacher you might want to suggest that the kids find a shoebox and then collect all sorts of stuff and create a mouse house. If this isn’t possible have the students make a tiny book for a library mouse.

Related title:

_____374404 **GOOSE AND DUCK** George, Jean Craighead \$18.24 ©2008 Age Range: 04 – 08 AR RL: 2.30 A young boy becomes the “mother” to a goose, who becomes “mother” to a duck, as they learn about the rhythms of nature together.

 _____088499 **MAX’S DRAGON** Banks, Kate \$18.22 ©2008 Age Range: 04 – 08 AR RL: 2.30 Many unusual and unexpected things happen while Max plays with his invisible dragon.

Reading Strategy:

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.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

 Max is playing with his imaginary dragon. Max is also using couplets and rhyming words to obtain his dragon’s cooperation in his play. This book is heartwarming while subtly teaching a language lesson. Read the book to the class. After reading the book as a story, go back and read it again and have the students pick out the couplets, rhyming words, and ideas. Have the group make some sentences with rhyming words. If the students are catching on have them make some rhyming sentences on their own.

SIX TRAIT WRITING

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

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

Related title:

_____088493 **MAX'S WORDS** Banks, Kate \$17.55 ©2006 Age Range: 04 – 08 AR RL: 2.60 When Max cuts out words from magazines and newspapers, he and his brothers learn about words, sentences and storytelling.

 _____183879 **MAY I PET YOUR DOG? : THE HOW-TO GUIDE FOR KIDS MEETING DOGS (AND DOGS MEETING KIDS)** Calmenson, Stephanie \$13.32 ©2007 Age Range: 04 – 07 AR RL: 1.80 Harry the dog explains how to safely meet him and his friends.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences..

 The title tells the reader exactly what this book is about. It is a good choice for teaching kids about meeting dogs. Kids will want to share their experiences with dogs. Probably just about all of the children have a story to tell. Allow them the opportunity to have a discussion. In some instances the child probably made a good decision, but in other situations the child might have made the wrong decision. Talk about what they should do next time.

What are some other tips about caring for a dog? What are some tips about training a dog? What are some additional tips on dog safety? Check the following Web sites for more information. All of these sites have advertisements so you might want to check them in advance of using them with children. All three have different information. I liked the first one best: http://animal.discovery.com/convergence/its-me-or-the-dog/child-safety/child-safety_03.html

This site has good information for older students:

http://dogs.about.com/od/dogcarebasics/a/teach_kids_safe.htm

This site is from the Humane Society and is concise on dog care;

http://www.hsus.org/pets/pet_care/dog_care/caring_for_your_dog_the_top_ten_essentials.html

Related title:

_____183898 **SHAGGY, WAGGY DOGS (AND OTHERS)** Calmenson, Stephanie \$11.53 ©1998 Age Range: 05 – 08 AR RL: 3.40 Brief rhymes describe more than two dozen dog breeds. Includes an author's note with advice on choosing a dog as a pet.

 _____837596 **MAYBELLE IN THE SOUP** Speck, Katie \$18.22 ©2007 Age Range: 07 – 10 AR RL: 4.10 When Mr. and Mrs. Peabody invite a guest to dinner, Maybelle the cockroach ignores the warnings of Henry the flea to be sensible and ends up “splashing” into a big adventure.

Reading Strategy:

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.

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

 Read the first 8 pages and part of page 9. Read to the place where it says, “When It’s light, stay out of sight.” Ask the children to predict what might happen. After they have had time to make their predictions, read to the end of chapter 5. If time permits you could continue the book in this fashion.

✍ This Web site <http://www.cockroach-pictures.com/> does not only give you pictures, but you can click on facts about cockroaches and find some very interesting information, like cockroaches can live a week without their heads. Students would probably like a trip to this site. I didn't find any pop-up or advertisements either.

Related title:

_____ 837 582 **MAYBELLE GOES TO TEA** Speck, Katie \$18.22 ©2008 Age Range: 07 – 10 AR RL: 3.30 Maybelle the cockroach follows the advice of her new fly friend Maurice and tumbles into a terrifying but tasty adventure during Mrs. Peabody's Ladies' Spring Tea.

📖 _____ 646052 **MISS SPITFIRE : REACHING HELEN KELLER** Miller, Sarah Elizabeth \$18.24 ©2007 Age Range: 10 – 12 AR RL: 5.80 Twenty-year-old Annie Sullivan tries to teach six-year-old Helen Keller, deaf and blind since age two, self-discipline and communications skills.

Reading Strategy:

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

📁 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading.

MT SFR: CS 2: Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

✍ Introduce this book by reading aloud chapters 4 and 5. These two chapters cover Annie Sullivan's arrival to Ivy Green when she first meets Helen Keller. This introduction should generate a lot of questions. The answers will follow. However, this book only covers the first month and a few days of Annie's relationship with Helen; a relationship that will last Annie's lifetime.

The following Web site is a good source for more information about Annie Sullivan. The site doesn't have pop-ups or advertisements, and is written at a reading level that upper elementary children should be able to handle. <http://perkins.pvt.k12.ma.us/museum/section.php?id=214>

This site is great for fingerspelling: <http://www.fingerspellingalphabet.com/> You will find printable copies of fingerspelling here. This would make a great introduction to this communication skill for your students.

Related titles:

_____ 114847 **HELEN KELLER : COURAGE IN DARKNESS** Berne, Emma Carlson \$15.42 ©2009 Age Range: 10 – 14 A childhood illness left her permanently blind and deaf, but Helen Keller showed the world that people with disabilities can be vibrant citizens.

_____ 271509 **HELEN'S EYES : A PHOTOBIOGRAPHY OF ANNIE SULLIVAN, HELEN KELLER'S** Delano, Marfe Ferguson \$18.92 ©2008 Age Range: 10 – 14 AR RL: 7.00 A biography of Annie Sullivan, one of the most famous educators of all time.

📖 _____ 603902 **MOTHER'S JOURNEY** Markle, Sandra ©2005 \$18.22 Age Range: 04 – 09 AR RL: 4.80 A mother emperor penguin faces a race against time to reach the sea, find food, avoid predators, and make her way back to her mate and their newborn chick.

Reading Strategy:

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

📁 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading.

MT SFR: CS 2: Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 Children will probably have lots of questions about the emperor penguin. Here is where they will find answers. After reading the book, read the Author's Note at the very end of the book. This follows the Web sites. This will help the students understand the author's purpose for writing this book. Visit the Web site: Creature Feature: Emperor Penguins http://www.nationalgeographic.com/kids/creature_feature/0101/penguins.html You will find that it even has pictures to color. After both visiting this site and reading the book ask the students to write down as many facts about emperor penguins as they can. Check these facts. How many different facts did they find?

Related titles:

_____506232 **LIFE CYCLE OF AN EMPEROR PENGUIN** Kalman, Bobbie \$11.88 ©2007 Age Range: 06 – 12 AR RL: 5:50 Explores the journey taken by Emperor penguins to their annual breeding grounds and the difficulties presented by having their young in harsh conditions.

_____486564 **MARCH OF THE PENGUINS** (Title Entry) \$11.08 ©2006 Age Range: 05 – 09 Emperor penguins in Antarctica gather to begin a long march to their nesting ground 100 miles away where they will choose mates and start families.

 _____378415 **MOXY MAXWELL DOES NOT LOVE STUART LITTLE** Gifford, Peggy Elizabeth \$15.44 ©2007 Age Range: 07 – 11 AR RL: 5.20 About-to-be-fourth-grader Moxy Maxwell does a hundred different things to avoid reading her assigned summer reading book.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.6:** ...Create mental images. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **MT SFL: CS 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 The black & white photo illustrations in this book are intriguing. For this assignment write a story from a photograph. You will have to plan ahead for this lesson. You will need enough photos for the class. You could make copies. You don't need originals. Have each student study their photo and then write a story to go with what they see. Have them use their imagination and include what might have happened before the picture was taken. Start collecting old photos now.

Related titles:

_____378402 **MOXY MAXWELL DOES NOT LOVE PRACTICING THE PIANO (BUT SHE DOES LOVE BEING IN RECITALS)** Gifford, Peggy Elizabeth \$15.44 ©2009 Age Range: 08 – 11 Moxy's back, and ready (kind of, sort of) for her Piano Debut!

_____378409 **MOXY MAXWELL DOES NOT LOVE WRITING THANK-YOU NOTES** Gifford, Peggy Elizabeth \$15.44 ©2008 Age Range: 08 – 12 AR RL: 5.30 Moxy Maxwell's shortcuts to write 12 thank-you notes by the day after Christmas, so she and her twin brother Mark can see their dad, create chaos.

 _____676493 **MRS. MUDDLE'S HOLIDAYS** Nielsen, Laura F. \$18.22 ©2008 Age Range: 05 -08 AR RL: 4:30 Although accustomed to celebrating nearly all the holidays on the calendar, the Maple Street neighbors are surprised by the newly-moved-in Mrs. Muddle's definition of a holiday.

Reading Strategy:

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.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 Mrs. Muddle finds a lot of events to celebrate. After reading this book your students should be able to see that there are many reasons for a holiday. Divide the students in to 12 groups; one group for each month of the year. The groups might be very small. That is OK. Each group has to create a new holiday and tell how to celebrate it. Their idea must be new. It can't be one of Mrs. Muddle's Holidays, or one we already celebrate.

Related title:

_____029839 **FUN DAYS** Hillert, Margaret \$16.82 ©2008 Age Range: 04 – 06 AR RL: 0.9 Describes in verse the celebration of a variety of events and holidays.

 _____979892 **MS. MCCAW LEARNS TO DRAW** Zemach, Kaethe \$18.24 ©2006 Age Range: 04 – 08 AR RL: 3.80 Dudley Ellington struggles to learn anything at school, but when his very patient teacher, Ms. McCaw, is unable to draw a face on the board, he helps her figure out how to do it.

Reading Strategy:

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.

 **WA GLE: EALR 2 1.5:** Predict and infer. **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Identify cause and effect relationships and make simple predictions.

 Read this book aloud to the end of the page where it says, “No one knew what to do...” If the pages were numbered it would be page 12. Ask the students to predict what will happen. Most of the children will be able to guess. Read the rest of the story. Just about every child will want to try and draw a profile of a person. This book has a drawing lesson built right inside. Go for it.

Related titles:

_____555995 **CLEVER STICK** Lechner, John \$16.84 ©2009 Age Range: 05 – 08 A very clever stick finally discovers how he can communicate with the world around him.

_____647390 **ZIGGY'S BLUE-RIBBON DAY** Mills, Claudia \$17.55 ©2005 Age Range: 04 – 08 AR RL 2.80 Ziggy does not do well on track and field day, but he feels better after his classmates recognize his drawing talent.

 _____684922 **MUTINY ON THE BOUNTY** O'Brien, Patrick, \$18.92 ©2007 Age Range: 06 – 11 AR RL: 5.60 Relates the story of the tragic voyage of the HMS Bounty and the fate of those on board.

Reading Strategy:

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.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

 This is a nonfiction book. This event really did happen. Before reading the book divide the class in half. Have one half listen carefully to everything that is said about Fletcher Christian. Have the other half listen carefully to everything that is said about William Bligh. Read this book aloud projecting the illustrations for all of the kids to see. Have the students take notes about their character. After finishing the book have the students debate as to who was at fault for the mutiny on the Bounty.

If you would like to introduce more information about this event a good place to start would be this website: <http://www.lareau.org/bounty.html> It will lead you to other sites. It would provide good background information for teachers, more than students.

Related titles:

_____ 684904 **GREAT SHIPS** O'Brien, Patrick \$12.38 ©2001 Age Range: 06 – 10 AR RL: 6.40 Illustrated accounts of twenty famous ships from around the world, such as the Mayflower, the Bounty, the Amistad, and the Bismarck.

_____ 684896 **DUEL OF THE IRONCLADS: THE MONITOR VS. THE VIRGINIA** O'Brien, Patrick \$12.62 ©2007 Age Range: 06 – 10 AR RL: 6.10 Discusses the construction, battle, and historical impact of the Monitor and the Virginia.

_____ 754405 **MUTINY'S DAUGHTER** Rinaldi, Ann \$17.54 ©2004 Age Range: 08 – 12 AR RL: 4.10 The story of half-Tahitian teenager Mary Christian, sent to the British Isles to be raised by the family of her father, the British ship Bounty's second in command and mutineer, Fletcher Christian.

 _____ 854547 **MYSTERIOUS BENEDICT SOCIETY** Stewart, Trenton Lee \$11.20 ©2007 Age Range: 08 -12 AR RL: 5.60 Four children are selected for a secret mission that requires them to go undercover at the Learning Institute for the Very Enlightened.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 At the very, very end of this book, beyond the sneak peek of the next book, you will find a quiz. This quiz is to determine if you are MYSTERIOUS BENEDICT SOCIETY MATERIAL. Copy this quiz and have your students take the test. You might allow them to work with partners. This might relieve some frustration. Go over the answers at the end of the period. Some students will be intrigued and read the book.

Related titles:

_____ 854552 **MYSTERIOUS BENEDICT SOCIETY AND THE PERILOUS JOURNEY** Stewart, Trenton Lee \$18.24 ©2008 Age Range: 08 – 12 AR RL: 6.10 Reynie, Kate, Sticky, and Constance embark on a scavenger hunt that turns into a desperate search for the missing Mr. Benedict.

_____ 854561 **MYSTERIOUS BENEDICT SOCIETY AND THE PRISONER'S DILEMMA** Stewart, Trenton Lee \$18.24 ©2009 Age Range: 08 – 12 When an unexplained blackout engulfs Stonetown, the foursome must unravel clues relating to a nefarious new plot.

 _____ 122365 **NIC BISHOP SPIDERS** Bishop, Nic \$18.94 ©2007 Age Range; 04 – 08 AR RL: 4.80 Up close photographs and text reveal spiders molting, weaving webs, hunting, eating, dancing and more.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading.

MT SFR: CS 2: Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 On each page of text in this book there is a sentence that is in color and in a larger font size than the rest of the text. This does catch the reader's attention. Many readers, especially young readers will be tempted to only read this sentence. So, take this sentence and ask a question. Now, to find the answer the reader will have to read the entire text. Actually, the reader will want to read the text because they will want to know the answer. For example: On the first page. "Spiders were hunting long before lions and tigers. They were hunting even before Tyrannosaurus Rex." Ask, "How many years ago would that be?" On the next page the sentence is, "The biggest, the Goliath birdeater tarantula from South America, is as big as a page in this book." Ask, "What is the smallest?" Continue asking questions. The students will learn a lot and remember what they read.

Related titles:

_____122331 **NIC BISHOP BUTTERFLIES AND MOTHS** Bishop, Nic \$18.94 ©2009 AR RL: 04 – 08 AR RL: 5.40 An introduction to butterflies using photographs and simple text to describe their physical characteristics and environment.

_____122342 **NIC BISHOP FROGS** Bishop, Nic \$18.94 ©2008 Age Range: 04 – 08 AR RL: 4.80 An introduction to a variety of frogs using photographs and simple text to describe their physical characteristics and environment from around the globe.

_____122354 **NIC BISHOP MARSUPIALS** Bishop, Nic \$18.94 ©2009 Age Range: 04 – 08 An introduction to marsupials using photographs and simple text to describe their physical characteristics and environment.

 _____221568 **NO TALKING** Clements, Andrew \$17.54 ©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.

Reading Strategy:

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.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

 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 gain new prominence. 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 \$17.52 ©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 \$16.84 ©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.

 _____246129 **ONE IS A FEAST FOR MOUSE: A THANKSGIVING TALE** Cox, Judy \$18.22 ©2008 Age Range: 04 – 08 AR RL: 3.60 On Thanksgiving Day while everyone naps, Mouse spots one pea, a perfect feast, but he cannot help adding all of the fixings – until Cat spots him.

Reading Strategy:

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.

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

SIX TRAIT WRITING

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

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

 As you read this story don’t turn the page until the children have had time to predict what food Mouse is going to add to his pile. The repetitive language will soon have the students saying the lines to the story with you. When you reach the page where the cat is first seen in the illustrations ask the students to predict what will happen. Read the end of the story.

If time permits give each child a paper plate (the cheap, thin kind) and have them draw and color the dinner Mouse was hoping to have before his encounter with Cat. Don’t review the story. See how many of the different foods they remember from the repetitive rhyme and the illustrations.

Related title:

_____851540 **GREAT FUZZ FRENZY** Stevens Janet \$18.25 ©2005 Age Range: 03 – 07 AR RL: 1.90 When a tennis ball lands in a prairie dog town, the residents find that their newfound frenzy for fuzz creates a fiasco.

 _____503680 **ONE THOUSAND TRACINGS: HEALING THE WOUNDS OF WORLD WAR II** Judge, Lita \$17.54 ©2007 Age Range: 05 – 09 AR RL: 3.40 The story of one American family’s effort to relieve the suffering of Europeans left homeless and starving in the aftermath of World War II.

Reading Strategy:

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.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 This is the story of families helping other families. It is a true story. Read the story. What are some ways families are helping other families today? What are some ways children can help children? Ask them. With unemployment rates going up, there are people in need. Are there some too proud to ask for help? Will there be some children without Christmas presents? Do some children need shoes or coats? Discuss opportunities for kids to help kids.

 Have each student put one of their shoes on the table. Have them draw their shoe and then trace their foot beside it. Ask them to think about what it would be like to not have any shoes. How would it be if they had to share their one pair of shoes with their brother or sister?

Related titles:

____341144 **BOXES FOR KATJE** Fleming, Candace \$17.55 ©2003 AR RL: 3.50 After a young Dutch girl writes to her new American friend in thanks for the care package sent after World War II, she begins to receive increasingly larger boxes.

____268188 **14 COWS FOR AMERICA** Deedy, Carmen Agra \$18.92 ©2009 Age Range: 06 – 10 A tribe in Kenya hears of September 11 and offers a generous gift to the people of the United States.

 ____047016 **A PENCIL** Ahlberg, Allan \$18.24 ©2008 Age Range: 04 – 08 AR RL 3.10 A lonely pencil draws a boy, a dog, and other items but soon has problems as his creations begin demanding changes.

Reading Strategy:

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.

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

 As you read the story aloud the children will predict what will happen. From the very first page (this is before the title page) ask the students what the pencil will draw. Cover the word dog on the next page and ask the students to guess what the boy wants the pencil to draw. Continue the story asking the children to predict what will happen. You won’t want to do this with every page or the children will lose interest and you will run out of time. After you finish the story give the kids a piece of paper and a pencil and allow them time to draw a picture of their own. You might want to give them an eraser also, just in case they don’t like what their pencil draws.

Related titles:

____709510 **TOMMASO AND THE MISSING LINE** Pericoli, Matteo \$17.54 ©2008 Age Range: 05 – 08 AR RL: 2.90 When Tommaso discovers that a line is missing from his favorite drawing, he goes looking for it all around town and notices many lines he never saw before.

____314328 **PIECE OF CHALK** Ericsson, Jennifer A. \$18.22 ©2007 Age Range: 04 – 08 AR RL: 2.30 A little girl creates a colored chalk drawing on her driveway.

 ____528829 **PETER SPIT A SEED AT SUE** Koller, Jackie French \$17.54 ©2008 Age Range: 03 – 05 AR RL: 2.90 On a hot summer day, a slice of watermelon gives rise to an all-out watermelon seed spitting war.

Reading Strategy:

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.

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

 The rhyming, language and subject blend together to make this book fun. The surprise ending makes this book memorable. Read the book to the page where the mayor has her hands on her hips and the children are promising to clean up the mess. Ask your students to predict the ending. If time permits divide the children in small groups and have each group write an ending for the story. After each group has had time to write their endings have the children share their ideas. Finish reading the book.

SIX TRAIT WRITING

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

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

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

Related titles:

_____661362 **WATERMELON WISHES** Moser, Lisa \$17.55 ©2006 Age Range: 03 – 07 AR RL: 2.50
When Charlie spends the summer growing watermelons with his grandfather, his secret wish is to do it all over again the next year.

_____528867 **HORACE THE HORRIBLE: A KNIGHT MEETS HIS MATCH** Koller, Jackie French \$18.22 ©. 2003 Age Range: 03 – 06 AR RL: 2.60 Horace tries to prove to his niece that he is as good as his brother, the King, while all she really wants is someone to help her stop missing her father.

 _____518262 **A PICTURE FOR MARC** Kimmel, Eric A. \$14.74 ©2007 Age Range: 06 – 09 AR RL: 3.70 Marc, an imaginative Russian boy, discovers his talent for drawing and, with the encouragement of a friend and an art teacher, decides to become an artist. The book is based loosely on the childhood of Marc Chagall.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.6:** ...Create mental images. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **MT SFL: CS 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 Visualizing also helps an artist see what he wants to draw, paint or design. This book has several lessons that literally pop off the pages.

Read pages 15 & 16. Marc’s friend Victor shows him how to trace a picture from a magazine. Read these pages and then have your students trace pictures.

Read Chapter 3. This is where Marc discovers the difference between tracing and drawing. Have plenty of magazine pictures ready for students to look at. Have each student choose one picture to draw. They are not allowed to trace the picture.

Read Chapter 5. Marc tells stories from pictures he sees. Have several art pictures for your students to see. If you have some Chagall prints it would be wonderful, but any art will do. Have students tell oral stories, or write stories from these pictures.

 _____093738 **PINK REFRIGERATOR** Egan, Tim \$17.55 ©2007 Age Range: 07 – 10 AR RL: 3.80 Dodsworth does as little work as he can, collecting items from a junkyard and placing them in his thrift store for sale, until he happens upon a pink refrigerator that spurs him to do much more with his life.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.6:** ...Create mental images. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **MT SFL: CS 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 Read the last two sentences of the book aloud again, “In the glow of the moon, it looked old and rusty and beautiful. Dodsworth smiled, tipped his hat, and pedaled down the street.”

What do you visualize that Dodsworth will see? Draw a picture of the image you see in your mind.

 This extra project takes some preplanning. I accumulate Scrabble letters by picking up old games at garage sales and the Goodwill. With a pile of these letter tiles, kids can select the letters to spell short phrases. The phrases on the pink refrigerator would work just fine. When the phrases are complete attach them to sticky, magnetic tape. (It is available at craft stores like Michaels.) To make the words stay flat put them under some heavy books for a day and that will do the job.

Related titles:

_____303891 **DODSWORTH IN LONDON** Egan, Tim \$16.85 ©2009 Age Range: 06 – 09 Dodsworth and his duck venture by balloon to London, England and end up in Buckingham Palace.

_____303886 **DODSWORTH IN NEW YORK** Egan, Tim \$16.85 ©2009 Age Range: 06 – 10 AR RL: 2.40 When Dodsworth sets out for adventure, including a stop in New York City, before going to Paris, London, and beyond, he does not expect a crazy duck to stow away in his suitcase and lead him on a merry chase.

_____303889 **DODSWORTH IN PARIS** Egan, Tim \$16.85 ©2008 Age Range: 06 – 10 AR RL: 2.70 When Dodsworth and the duck vacation in Paris, they have a grand time despite running out of money and accidentally riding their bicycles in the Tour de France.

 _____461240 **PIPER REED, NAVY BRAT** Holt, Kimberly Willis \$16.82 ©2007 Age Range: 08 – 11 AR RL: 3.50 Piper is sad about moving when her father is transferred, but her family helps her enjoy their new home in Pensacola, FL.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

✍️ This book is an excellent choice for a back-to-school read aloud. Piper Reed is moving once again. This is a way of life for children in Military families.

Hang a map of the United States on the wall. Ask each student where they were born. Put their name on the appropriate state.

As you read about Piper Reed, trace her route across the United States. A paper car could be moved each day as you read the story.

Pensacola, Florida is called Pepsi Cola by Piper's younger sister. How many more cities and states could be renamed? Minnesota could be Mini soda. Students could have a lot of fun creating and illustrating new names for cities and states. Have maps available for children to study. They will have fun looking for place names that are odd, or can be renamed. How many states and capitals could be renamed to help students remember them?

Six-Trait Writing

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

Related titles:

_____461237 **PIPER REED GETS A JOB** Holt, Kimberly Willis \$16.84 ©2009 Age Range: 08 – 12
Piper and the Gypsy Club try to earn money to buy a clubhouse.

_____461239 **PIPER REED THE GREAT GYPSY** Holt, Kimberly Willis \$16.82 ©2008 Age Range: 08 – 11 AR RL: 3.70 While her father is on ship duty for six months, nine-year-old Piper stays busy and is dead-set on winning the Gypsy Club Pet Show.

 _____677336 **PLANTING THE TREES OF KENYA : THE STORY OF WANGARI MAATHAI**
Nivola, Claire A. \$18.22 ©2008 Age Range: 05 – 08 AR RL: 5.90 The story of Wangari Maathai, winner of the 2004 Nobel Peace Prize and founder of the Green Belt Movement.

Reading Strategy:

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.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

✍️ On the very last page of this book there is an author's note. This is an important page as it gives us biographical information about Wangari Maathai as well as additional information about her tree planting project. At the very end of this page is this quote from her acceptance speech for the Nobel Peace Prize in 2004:

*“We are called to assist the Earth to heal her wounds and in the process
Heal our own – indeed, to embrace the whole creation in all
Its diversity, beauty and wonder.”*

Discuss this quotation with the class and help them understand what this means to all of us.

If you would like to read more quotations by Wangari Maathai, you will find some at this site:

http://www.brainyquote.com/quotes/authors/w/wangari_maathai.html

The quotations could be used as short reports for students. They could tell what the quotation means to them.

There is information about ENO Tree Planting Day, September 21 at this site:

<http://enotreeplanting2006.blogspot.com/> ENO is short for Environment Online. Sept. 21st is International Day of Peace. ENO has a goal of planting 100 million trees by 2017. This site has all the information you need to register plus promotional materials. Check it out and see what you think.

Related title:

_____956947 **WANGARI'S TREES OF PEACE : A TRUE STORY FROM AFRICA** Winter, Jeanette \$18.25 ©2008 Age Range 03 – 07 AR RL: 3.70 The story of Wangari Maathai, an environmental and political activist in Kenya and winner of the Nobel Peace Prize in 2004.

 _____589700 **PUNISHED** Lubar, David \$17.52 ©2006 Age Range: 08 – 12 AR RL: 3.60 When Logan fails to sincerely apologize after running into a mysterious man in the library, his punishment is that he is unable to stop speaking in puns and he must complete three quests using oxymorons, anagrams and palindromes to break the spell.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

SIX TRAIT WRITING

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

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

 The lessons are built right into the text of this book. You won't find a better example of puns than chapters 1, 2 and 3. In chapters 4, 5 and 6 the reader learns about oxymorons. Chapter 7 is a lesson on anagrams. Chapter 8 is on palindromes. The story is fast-paced and fun. This book will do the teaching and provide you with a month's worth of lessons. Keep this book on your desk for those Monday mornings when you aren't quite prepared. (I'm sure that never happens to you, but I had it happen to me once or twice.)

Related title:

_____221197 **RHYME & PUNISHMENT: ADVENTURES IN WORDPLAY** Cleary, Brian P. \$17.52 ©2006 Age Range: 09 – 12 A collection of illustrated verbal jokes, puns and wordplay.

 _____334867 **RETURN OF THE KILLER CAT** Fine, Anne \$17.55 ©2007 Age Range: 07 – 10 AR RL: 3.20 Tuffy the pet cat narrates his escapades as he attempts to escape his family's cat-sitter and suffers through a humiliating episode of mistaken identity.

Reading Strategy:

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.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

 This story is told from Tuffy's point of view. He is looking forward to six days without his human family. However, things don't work out as he has planned. Tuffy is left in the care of the vicar. If you have time to read the first 5 chapters it would be good, but if you don't just read chapters 2 and 3. After reading these chapters ask the kids to tell the story from the point of view of the vicar. Have him narrate the story. You might want to write this story as the kids tell it. You can bet his story will be very different from Tuffy's.

 _____530073 **SCHOOLED** Korman, Gordon \$17.54 ©2007 Age Range: 08 – 12 AR RL: 4.90
Capricorn Anderson, an extremely sheltered and home-schooled hippie, gets a crash course in modern school politics when he has to attend the local public middle school.

Reading Strategy:

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.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

 To comprehend this story the reader has to understand two contrasting environments. One environment is the urban middle school. The other is a rural commune. The protagonist in this book has been raised on the commune. When he is suddenly pitched into the world of urban dwellers and enrolled in middle school he has a lot to learn. Make two columns on a piece of paper. Head one column with, Middle School, and the other with, Commune. Read the first two chapters aloud. Have the students list things that pertain to the appropriate column as they listen. Discuss their findings at the end of the reading. Is this story believable to them? Do they think a person could be this sheltered from the real world?

Related title:

_____530064 **NO MORE DEAD DOGS** Korman, Gordon \$11.40 ©2000 Age Range: 08 – 12 AR RL: 4.50 Football hero Wallace is sentenced to detention attending rehearsals of the school play where he becomes wrapped up in the production and begins to suggest changes that improve not only the play but his life as well.

 _____153913 **SHAKESPEARE’S SECRET** Broach, Elise ©2005 \$18.22 Age Range: 10 – 15 AR RL: 4.00 A sixth-grader named Hero becomes interested in a missing diamond, a five-hundred-year-old necklace, and a mystery dating back to the time of Shakespeare.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 Ask students if they have heard of William Shakespeare? Anne Boleyn? Queen Elisabeth I? Edward de Vere? Most likely you will have blank faces with the exception of the first two people. Continue the discussion after reading the Author’s Note on page 244 – 246. Copy and enlarge the timeline on page 247. Post this so the students will be able to refer to it. After all of this, the students should be able to predict a bit about the text content.

If you want to look deeper into the de Vere / Shakespeare debate this web site will help:

<http://www.shakespeare-oxford.com/?p=35>

 There is one incident in this book that does give rise for an ethical discussion. You do not need to read the entire book; just a few pages will address the issue. Read pages 150 – 151; all of chapter 20 and pages 169 – 170. Did Danny do the right thing? Did Hero?

WA CBA Help: Digging Deep: The timeline is a good example for this CBA.

Related titles:

_____241490 **KING OF SHADOWS** Cooper, Susan ©1999 \$18.94 Age Range: 10 – 14 AR RL: 6.20
While in London to perform in a replica of the famous Globe Theatre, Nat Field finds himself transported back to 1599.

_____786846 **WEDNESDAY WARS** Schmidt, Gary D. ©2007 \$17.55 Age Range: 10 – 14 AR RL: 5.90
In 1967, on Wednesday afternoons, seventh-grader Holling Hoodhood and his teacher, Mrs. Baker, read the plays of William Shakespeare while his classmates go to Catechism or Hebrew School.

 _____730582 **SIX INNINGS: A GAME IN THE LIFE** Preller, James \$18.22 ©2008 Age Range: 09 – 14 AR RL: 4.50 Earl Grubb’s Pool Supplies plays Northeast Gas & Electric in the Little League championship game, while Sam, who has cancer and is in a wheelchair, has to call the play-by-play instead of participating in the game.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading.

MT SFR: CS 2: Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 It is interesting to note that on the dust jacket there is a sentence under the title. On the title page there is a subtitle that is different than the sentence on the cover. Check the cataloging information to find the correct title.

On page 91 Sam talks about the word that changed his life. “Just a word, sure. Osteosarcoma. But a word that changed Sam’s life.” Is there a word that has changed the life of any of the students in your class? Do any of the students want to share their story?

If you want background information on osteosarcoma here is good site:

http://kidshealth.org/parent/medical/cancer/cancer_osteosarcoma.html

 _____540800 **SKULDUGGERY PLEASANT** Landry, Derek \$18.94 ©2007 Age Range: 10 – 14 AR RL: 4.90 When twelve-year-old Stephanie inherits her weird uncle’s estate, she must join forces with Skulduggery Pleasant, a skeleton mage, to save the world from the Faceless Ones.

Note: The paperback edition of this book is titled, Skulduggery Pleasant ; Scepter of the Ancients

Reading Strategy:

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.

 **WA GLE EALR: 2.1.6:** ...Create mental images. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **MT SFL: CS 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 The descriptive scenes and action generate visual images of all sorts. The movie in your mind just keeps on playing. Read the first chapter aloud. Tell your students to draw a picture of either the house, Stephanie or Skulduggery Pleasant. The picture of Skulduggery must only be from what is described in the first chapter. This will be limiting if the student has seen the cover of the book, or read the book. The best time to do this lesson is Halloween. The creepy setting makes it perfect.

Note: The official website has a short video. It will entertain students. Watch it first to make sure it is OK for elementary students in your community. <http://www.skulduggerypleasant.com/us/>

Related title:

_____540830 **SKULDUGGERY PLEASANT: PLAYING WITH FIRE** Landy, Derek \$18.24 ©2008
Age Range: 10 – 14 AR RL: 4.90 When the evil Baron Vengeous escapes from prison, Detective Skulduggery Pleasant and his apprentice, Valkyrie Cain, have just two days to recapture him or the Baron's creature, the Grotesquery, may summon the Faceless Ones back to their world.

 _____412116 **SNORING BEAUTY** Hale, Bruce \$17.55 ©2008 Age Range: 05 – 08 AR RL: 3.20 An adaptation of the traditional tale, featuring a sleeping, snoring princess who is rescued by a prince after being cursed by a bad fairy.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 Before reading this book to the class, have the students tell you the story of Sleeping Beauty. You might want to have a traditional telling of this tale to read to the class. After reading the traditional tale, read **SNORING BEAUTY**. Play a game of Compare and Contrast. Divide the class into several groups. Have each group make a list of all the things they remember that were different between the two tales. Have the groups come together near the end of the lesson. Share the lists. The group who found the most differences is the winner.

Related title:

_____247078 **SLEEPING BEAUTY** (Adapted) Craft Mahlon F. \$17.52 ©2002 Age Range: 05 – 08 AR RL: 6.10 A beautiful and beloved princess, cursed by the one fairy who was not invited to her christening, pricks her finger on her sixteenth birthday and falls asleep for one hundred years.

 _____927983 **SO B. IT** Weeks, Sarah \$18.24 ©2004 Age Range 10 – 14 AR RL: 5.00 After spending her life with her mentally retarded mother and agoraphobic neighbor, twelve-year-old Heidi sets out from Reno, Nevada, to New York to find out who she is.

Reading Strategy:

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.

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

The premise for this book is odd. Where are social services when you need them? All this aside, middle school girls will like this tale. Heidi's mother has a vocabulary of 23 words. A couple of the words could be called phrases, but they are never used alone. This vocabulary list is found on page 244. Give the students this list and ask them to give each word a definition. After they read the story, have the students give the words a definition from the book. Some of the words will have a new meaning and others will have meaning, when they had none before.

The opening page of this book is a thought provoking passage. Read it aloud and discuss it with the class. It should entice some students to read the book.

 _____221288 **SOCKS** Cleary, Beverly \$18.24 ©2008 Age Range: 08 – 12 AR RL: 5:20 The happy home life of Socks, the cat, is disrupted by the addition of a new baby to the household.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

 It is interesting that this book was re-illustrated in 2008. If you have a copy of this newly published edition take a long, hard look at it. The text was written in 1973. The text was not updated. Show the children the illustrations. Ask them to look for details. Is the picture accurate for 1973, or 2008? Are the illustrations consistent with the text? You will have to guide students through this lesson, but it is worth the time. Children need to discern what they read.

Here are some examples I found. The milk sign on the first illustration lists milk at \$2.50. It doesn't say the quantity, but let's assume a gallon. Is this price for 1973 or 2008? The story is still set in 1973. The illustration on page 25 is set in 1973. How do we know this? The typewriter gives it away. On page 33, are the diapers in the bag disposable or cloth? If it is 1973 they would probably be cloth. The text even tells the reader they are cloth. In 2008 they would probably be disposable. They look like disposable diapers in the illustration. On page 69 Tiffy is dressed in a 2008 outfit. The girls didn't wear dresses with leggings in 1973. Notice that the playpen changes in the illustrations. One illustration has a playpen with wood slats, but later illustrations have playpens made of mesh. Continue through the book. This is a lot of "nit-picking." However, this lesson does make children aware that they need to look for details and be alert when they are reading. If they don't look for inconsistencies when they read they will never make it when using the Internet for research.

Related titles:

_____221221 **RIBSY** Cleary, Beverly \$18.24 ©2007 Age Range: 08 – 12 AR RL: 5.00 Separated from his owner, Henry Huggins, in a shopping center parking lot, an ordinary city dog begins a string of bewildering adventures.

_____221150 **RALPH S. MOUSE** Cleary, Beverly \$17.99 ©2006 Age Range: 08 – 12 AR RL: 5.10 Presents the further adventures of a motorcycle-riding mouse who goes to school and becomes the instigator of an investigation of rodents and the peacemaker for two lonely boys.

 _____523526 **SOLDIER'S SECRET: THE STORY OF DEBORAH SAMPSON** Klass, Sheila Solomon \$18.92 ©2009 Age Range: 12 – 16 AR RL: 5.60 During the Revolutionary War, a young woman named Deborah Sampson disguises herself as a man in order to serve in the Continental Army.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading.

MT SFR: CS 2: Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

✍ This book is a fictional biography based on the true life story of Deborah Sampson. The story is told in the first person. From the very first page the reader will have questions. The first sentence, “he’s dead” grabs your attention. Read to page 13 and you will know what the soldier is hiding.

Question: Was this the only woman to disguise herself as a boy to participate in the war? You will find some interesting information on this Web site: <http://userpages.aug.com/captbarb/femvets.html> See if you can find more information in books, and on other sites.

📖 _____556062 **STICKY BURR: ADVENTURES IN BURRWOOD FOREST** Lechner, John \$17.54 ©2007 Age Range: 06 – 10 AR RL: 2.80 When their village in Burrwood Forest is attacked by wild dogs, Sticky Burr and his friends come to the rescue.

Reading Strategy:

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.

📖 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

✍ After reading this story, ask the children if they have ever had a burr attach itself to them. Most will say they have. If they haven’t, allow the others to share their stories. After this discussion have the students write a story titled, THE ADVENTURES OF THE STICKY BURR ON MY SOCK. The story should be written from the point of view of the burr. Remind the students to think about, where, when, why, what and how, as they write their story.

Related title:

_____556086 **STICKY BURR: THE PRICKLY PERIL** Lechner, John \$11.55 ©2009 Age Range: 06 – 10 Sticky Burr and his friends are getting ready for a harvest fair, but not if Scurvy Burr can help it.

📖 _____518264 **STORMY’S HAT : JUST RIGHT FOR A RAILROAD MAN** Kimmel, Eric A. \$18.22 ©2008 Age Range: 05 – 08 AR RL: 3.20 As Stormy, a railroad engineer, searches for the perfect hat—one that will not blow off, get too hot, or shade his eyes too much—his wife, Ida, presents the solution.

Reading Strategy:

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.

📖 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

✍ This book makes you think about hats. It is quite interesting. Ask your students to list as many different kinds of hats as they can. Why do they need different hats? What makes these hats unique? Do their parents

wear hats? Do they wear them for sport or for work? If they wear a hat to work, are they required to wear the hat? Why?

✍️ If you want to make hats from newspapers, here is a good site. It does have advertisements. The ads didn't seem harmful for kids, just annoying. Copy the directions and you won't be bothered.

<http://www.instructables.com/id/How-to-Build-your-own-Newspaper-Hat/>

Related titles:

_____148745 **ABE LINCOLN'S HAT** Brenner, Martha \$10.40 ©2003 Age Range: 06 – 08 AR RL: 2.60 A brief biography of Lincoln which highlights how he used his top hat to store notes, letters, and contracts.

_____894754 **HAT THAT WORE CLARA B.** Turner-Denstaedt, Melanie \$18.22 ©2009 Age Range: 04 – 08 AR RL: 3.90 In church on Mothers' Sunday, Clara B., sitting in the pew behind her grandmother and admiring her every move, determines to find a way to wear her grandmother's hat.

📖 _____700260 **TAP DANCING ON THE ROOF: SIJO (POEMS)** Park, Linda Sue \$17.55 ©2007 Age Range: 09 – 12 AR RL: 3.70 A collection of sijo, a traditional Korean form of poetry, that follows a child through the seasons.

Reading Strategy:

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.

📁 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Draw connections and explain relationships between reading and other experiences

✍️ This book is for all ages. It is a lesson on how to write sijo (poems). You will have trouble finding any other books on this subject. There is an introduction to sijo at the beginning of the book, but there is a much longer explanation in the Author's Note in the back of the book. There is also a page titled, Tips For Writing Your Own Sijo. This book should be in all libraries. After going over the explanations and reading some of the poems, have children write poems of their own. It will take practice.

📖 _____617156 **TEN WAYS TO MAKE MY SISTER DISAPPEAR** Mazer, Norma Fox \$18.24 ©2007 Age Range: 09 – 12 AR RL: 3.70 Ten-year-old Sprig and her twelve-year-old sister Dakota share concerns about their father's business trip to Afghanistan, an elderly neighbor's health, fights with best friends, and boys.

Reading Strategy:

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.

📁 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

SIX TRAIT WRITING

Conventions: Mechanical correctness, including spelling and grammar

✍ On page 39 Sprig has written an essay for a class assignment. She does get marked down for spelling errors. Copy this essay and ask the students to correct the mistakes. The students will really like doing this if they each have a red pencil to use. If time does not permit each child to correct the essay on their own, project the essay on a screen and correct it together. Either way this will be a good learning experience.

Related title:

_____617120 **WHAT I BELIEVE: A NOVEL** Mazer, Norma Fox \$17.55 ©2005 Age Range: 10 – 14 AR RL: 4.60 A young girl faces her problems by writing down her thoughts about the family’s personal and financial crises, including the loss of her father’s job and the selling of their home.

📖 _____246110 **THAT RABBIT BELONGS TO EMILY BROWN** Cowell, Cressida \$18.24 ©2006 Age Range: 03 – 07 AR RL: 4.10 Emily defends her stuffed rabbit from the naughty queen who is determined to acquire it any way she can.

Reading Strategy:

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.

📖 **WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

✍ Before reading this book, have the children draw a picture of their very favorite stuffed animal or doll. Have them write a few sentences about this toy. If they need prompts, ask them where they got the toy and if they sleep with it? Do they take it on adventures? Etc.

After the drawings are complete, read the story to the bottom of the paragraph on the page that begins with, “Emily Brown felt sorry for that silly Queen.” Ask the students to predict what Emily is going to do on the next page. What is Emily going to say? The students will probably guess what she is going to do. The advice Emily gave the Queen is good. What do the students think? Do they agree with Emily?

📖 _____817040 **THIS IS JUST TO SAY: POEMS OF APOLOGY AND FORGIVENESS** Sidman, Joyce \$17.55 ©2007 Age Range: 09 – 12 AR RL: 3.90 A sixth grade class writes and assembles poems of apologies and unexpected responses.

Reading Strategy:

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.

📖 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Draw connections and explain relationships between reading and other experiences.

✍ The title and cover on this book might not look all that exciting, but this book is actually very good. If you only read the dust jacket you will see that you have a wonderful lesson plan. If you read the introduction your lesson plan will be a bit better. If you get this far and you put the book down without reading any of the poems you better check your pulse. You might be dead. You certainly should be curious enough to read some of the poems. Read poems to the class and then follow by having the students write poetry of their own.

Related title:

_____816995 **BUTTERFLY EYES AND OTHER SECRETS OF THE MEADOW** Sidman, Joyce
\$17.55 ©2006 Age Range 06 – 10 AR RL: 5.30 Poetry riddles and science wisdom combine to uncover the hidden world of the meadow.

_____792035 **TIMOTHY AND THE STRONG PAJAMAS** Schwarz, Viviane \$18.24 ©2008 Age Range: 04 – 08 AR RL: 2.70 After his mother mends his favorite pajamas, Timothy finds that he has super strength and decides to use it to help others, but when the pajamas rip again, he loses his strength just when he needs it most.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

SIX TRAIT WRITING

Organization: The internal structure of the writing

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

 The text becomes part of the illustrations in this book. As you are reading ask questions about the different font sizes, shapes and colors. Have the children help you read the words, so that they understand why the author/illustrator is placing the words this way on the page. Also, point out the alliteration, etc. There really is a strong marriage between the text and the illustrations in this book. You can't pull them apart.

Related title:

_____792020 **SHARK AND LOBSTER'S AMAZING UNDERSEA ADVENTURE** Schwarz, Viviane
\$17.54 ©2006 Age Range: 03 – 06 AR RL: 2.50 Shark and Lobster attempt to conquer their fear of tigers.

_____805502 **TOO MANY TOYS** Shannon, David \$18.24 ©2008 Age Range: 04 – 08 AR RL: 3:00
Although he finally agrees that he has too many toys and needs to give them away, there is one toy that Spencer absolutely cannot part with.

Reading Strategy:

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.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

 The title of this book actually tells the reader the key idea of this story. Before reading this story have each child make a list of five toys they like best. Have students make a list of 5 toys they would gladly give away. What makes the first 5 their favorite? Why do they want to give the other 5 away? Have a discussion about their lists.
If time permits you could give each child a small box and a few other supplies; allow them time to create a toy.

Related title:

_____231500 **WHEN CHARLIE MCBUTTON LOST POWER** Collins, Suzanne \$17.54 ©2005 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.

_____386633 **TURTLE'S PENGUIN DAY** Gorbachev, Valeri \$18.24 ©2008 Age Range: 05 – 08 AR RL: 3.00 After hearing a bedtime story about penguins, Turtle dresses as a penguin for school and soon the entire class is having a penguin day.

Reading Strategy:

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.

 **WA GLE EALR 2:** Component 2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Draw connections and explain relationships between reading and other experiences

 First, you couldn't find a better book to introduce a unit on penguins for lower grades. This book is delightful. On the last page you will find a list of penguin facts.

After reading the book, your students should be able to predict what animal Turtle will be when he goes to school the next day. However, the students will need to make a fact sheet for monkeys. This way they will be able to create appropriate games for Turtle / Monkey to play at recess; pack a sack lunch for monkey, so he will have food he likes for lunch, etc.

Prepare ahead and have some books on monkeys ready for the students to use. This could be done as a group lesson.

If you have time students could be divided into groups and select other animals for Turtle to be. Each group could plan the activities for their animal. Share their ideas with the class near the end of the period. This extended lesson might not work for library, but it would work in a classroom.

Related titles:

_____386595 **CHRISTOPHER COUNTING** Gorbachev, Valeri \$18.24 ©2008 Age Range: 05 – 09 AR RL: 2.70 When Christopher Rabbit learns to count in school, he enjoys it so much that he counts everything in sight, including how many baskets his friends make when they play basketball and how many peas and carrots are on his plate.

_____386624 **RED, RED, RED** Gorbachev, Valeri \$18.24 ©2007 Age Range: 05 – 09 AR RL: 2.70 As Turtle rushed through town, in a hurry to see something “red, red, red,” his neighbors wonder what it could be and hurry after him to find out.

_____641405 **TUTTLE'S RED BARN: THE STORY OF AMERICA'S OLDEST FAMILY FARM** Michelson, Richard \$18.24 ©2007 Age Range: 05 – 09 AR RL: 4.80 The saga of America's oldest, continually operated family farm, spanning the history of our country.

Reading Strategy:

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.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

 This book is an excellent choice for teaching family trees. It is very unusual to have a farm staying in one family for 12 generations. Most people cannot trace their family back 12 generations, farm or no farm.

This book is fairly long. It would be a challenge to keep young audiences interested. You will probably need to paraphrase the text as you show the illustrations.

Have an illustration of a family tree for each student. If you don't have a family tree, you will find one at this site: <http://www.kidsturncentral.com/clipart/genbears/teddygentree1let.gif>. There are many choices online, but not all are free. This one is free and it is designed for kids. It is quite juvenile as it is illustrated in Teddy bears. Hopefully students will be able to fill in parents and grandparents. With so many blended families it does get quite difficult and confusing.

Related titles:

_____641374 **ACROSS THE ALLEY** Michelson, Richard, \$18.24 ©2006 AGE Range: 05 – 09 AR RL: 4.00 Jewish Abe's grandfather wants him to be a violinist while African-American Willie's father plans for him to play baseball, but the two boys are more talented when they switch hobbies.

_____641399 **OH NO, NOT GHOSTS!** Michelson, Richard \$17.55 ©2006 Age Range: 03 – 07 AR RL: 1.70 An older brother "reassures" his young sister about all the creatures that she imagines lurking in the dark bedroom, but his words only scare her more.

 _____543645 **TWO BOBBIES: A TRUE STORY OF HURRICANE KATRINA, FRIENDSHIP, AND SURVIVAL** Larson, Kirby \$18.24 ©2008 Age Range: 04 -08 AR RL: 4.20 A dog and a cat survive Hurricane Katrina.

Reading Strategy:

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.

 **WA GLE: EALR 2 I.5:** Predict and infer. **WA GLE EALR 2:** Component 2.1.5: Predict text content using prior knowledge and text features. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Identify cause and effect relationships and make simple predictions.

 The title of this book does a better job of describing the story than the annotation. Read the title and ask the students what they think might happen in this book. There are some surprises, but most children will predict the high points of the story.

All people like to read about survival, friendship and animals. This book will be loved by all ages, not just 4 – 8 year olds. The question that I had after reading this story was how many more stories are there like these? I knew there had to be many. Where would I find them? I began my search at The Best Friends Animal Society Website <http://news.bestfriends.org/> I found a lot of stories there. Share this site with your students. Read some of the stories together. This could be the springboard for your students to write and illustrate their own books.

Related titles:

_____710715 **STORM OF THE CENTURY: A HURRICANE KATRINA STORY** Peters, Stephanie True \$18.75 ©2009 Age Range: 08 -13 AR RL: 3.60 Fourteen- year-old Ricky Thompson and his family must flee New Orleans as Hurricane Katrina approaches. (In graphic novel format.)

_____424890 **OWEN & MZEE: THE LANGUAGE OF FRIENDSHIP** Hatkoff, Isabella \$18.24 ©2007 Age Range: 08 – 12 AR RL: 6.00 Continues the story of an orphaned baby hippo named Owen and the 130-year-old giant turtle, Mzee.

_____424892 **OWEN & MZEE: THE TRUE STORY OF A REMARKABLE FRIENDSHIP** Hatkoff, Isabella \$18.24 ©2006 Age Range: 08 – 12 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.

 _____ 101466 **VISITOR FOR BEAR** Becker, Bonny \$18.24 ©2008 Age Range: 02 – 06 AR RL: 2.70 Bear’s efforts to keep out visitors to his house are undermined by a very persistent mouse.

Reading Strategy:

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.

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

SIX TRAIT WRITING

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

 First read this book aloud to the end of the page where mouse says “Toodle-oo.” Ask the students what they think will happen next? After they have had time to predict the ending, read the remaining pages.

Now, read the book a second time, but read it as a script, or radio play. The students probably noticed that some of the fonts used were very large and bold. Sometimes the font was normal. Talk about why this might be. The book has two characters, Mouse and Bear. You will need a narrator. You will need sound effects. Some words are in italics. These words should be used with a different voice. You will want to use all of the students in this reading. So choose several students to read each part together. You will need to choose students to be BEAR, MOUSE, NARRATOR, SOUND EFFECTS and ITALICS. Project the book on a screen and go for it. The kids will have fun reading the story aloud.

Related titles:

_____ 101208 **BIRTHDAY FOR BEAR** Becker, Bonny \$10.20 ©2009 Age Range: 04 – 07 Can a relentlessly cheery Mouse wear down a party-pooing Bear?

_____ 101242 **MAGICAL MS. PLUM** Becker, Bonny \$15.44 ©2009 Age Range: 08 – 11 There is something magical about Ms. Plum and her classroom’s supply closet, though kids who experience it are never quite able to describe it to anyone outside the class.

 _____ 781215 **VULTURE VIEW** Sayre, April Pulley \$18.22 ©2007 Age Range: 05 – 08 AR RL: 1.10 Explores the world of vultures as they stretch their wings and take flight.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.6:** ...Create mental images. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **MT SFL: CS 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 In poetic form and a question and answer format, this book gives the reader information about the turkey vulture. The cut paper collage illustrations by Steve Jenkins are beautiful. Have the students pretend they are a vulture flying in the air. Have them describe what they are seeing down below. If time permits have the students make a collage. If not, have the students color a picture of what they see.

This book will generate more questions from readers. There is a lot of information for older readers in the last few pages. It was suggested to check the Turkey Vulture Society’s Web site: www.vulturesociety

homestead.com for more information. I did look at this site. Take students to this site after reading the book. The reading is probably too difficult for young students, but the site does answer a lot of questions. It also has some photos of vultures. Compare these photos with the collage illustrations.

Related titles:

____781163 **BUMBLEBEE QUEEN** Sayre, April Pulley \$17.52 ©2005 Age Range: 03 – 08 AR RL: 3.40 Follows one queen as she finds a nest, gathers nectar, lays eggs, and tends her colony through spring, summer, and fall.

____781176 **HONK, HONK, GOOSE!: CANADA GEESE START A FAMILY** Sayre, April Pulley \$18.22 ©2009 Age Range: 04 – 08 AR RL: 3.40 A pair of Canada Geese is starting a family. The father goose stands guard over his family, always ready to chase away danger with a loud honk!

 ____956947 **WANGARI'S TREES OF PEACE : A TRUE STORY FROM AFRICA** Winter, Jeanette \$18.25 ©2008 Age Range 03 – 07 AR RL: 3.70 The story of Wangari Maathai, an environmental and political activist in Kenya and winner of the Nobel Peace Prize in 2004.

Reading Strategy:

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.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

 On the very last page of this book there is an author's note. This is an important page as it gives us biographical information about Wangari Maathai as well as additional information about her tree planting project. At the very end of this page is this quote from her acceptance speech for the Nobel Peace Prize in 2004:

*“We are called to assist the Earth to heal her wounds and in the process
Heal our own – indeed, to embrace the whole creation in all
Its diversity, beauty and wonder.”*

Discuss this quotation with the class and help them understand what this means to all of us.

If you would like to read more quotations by Wangari Maathai, you will find some at this site:
http://www.brainyquote.com/quotes/authors/w/wangari_maathai.html

There is information about ENO Tree Planting Day, September 21 at this site:
<http://enotreeplanting2006.blogspot.com/> ENO is short for Environment Online. Sept. 21st is International Day of Peace. ENO has a goal of planting 100 million trees by 2017. This site has all the information you need to register plus promotional materials. Check it out and see what you think.

Related title:

____677336 **PLANTING THE TREES OF KENYA: THE STORY OF WANGARI MAATHAI** Nivola, Claire A. \$18.22 ©2008 Age Range: 05 – 08 AR RL: 5.90 The story of Wangari Maathai, winner of the 2004 Nobel Peace Prize and founder of the Green Belt Movement.

 ____786846 **THE WEDNESDAY WAR** Schmidt, Gary D. \$17.55 ©2007 Age Range: 10 – 14 AR RL: 5.90 In 1967, on Wednesday afternoons, seventh-grader Holling Hoodhood and his teacher, Mrs. Baker, read the plays of William Shakespeare while his classmates go to Catechism or Hebrew School.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading.

MT SFR: CS 2: Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning

 This book is set in 1967. For your students this book is historical fiction. Students might have a lot of questions about what was happening at this time. Most will know that the Vietnam War was taking place, but what else was going on? The following three websites will help establish a better understanding of the time period for this story. Check the sites first before sharing them with students as there might be some annoying pop-ups. (There were pop-ups when I checked these sites.)

<http://www.answers.com/topic/1967> <http://www.thepeoplehistory.com/1967.html>

<http://www.infoplease.com/year/1967.html> These sites will be the springboard for a lot of lessons and discussions. They will work best for middle school students.

Related title:

____ 153913 **SHAKESPEARE’S SECRET** Broach, Elise \$18.22 ©2005 Age Range: 10 – 15 AR RL: 4.00 A sixth-grader named Hero becomes interested in a missing diamond, a five-hundred-year-old necklace, and a mystery dating back to the time of Shakespeare.

 ____ 153919 **WHEN DINOSAURS CAME WITH EVERYTHING** Broach, Elise \$18.24 ©2007 Age Range: 03 – 07 AR RL: 2.50 Although his mother is a little worried, a young boy is delighted to discover that every shop in town is giving away real dinosaurs to their customers.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.6:** ...Create mental images. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **MT SFL: CS 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 The students can’t help but make visual images in their mind as you read the story. The illustrator has done his job; yet what would your yard really look like with dinosaurs living there? What do dinosaurs eat? How much do they eat? How soon would the backyard be filled with dinosaur manure? How much do dinosaurs weigh? Would they make holes in your yard? Would they break your swings?

To help students answer the above questions they will need help. Ask the students to find the size of each of the dinosaurs mentioned in this book. Once the students know the size of each dinosaur they will do a better job of visualizing what their yard would look like. As the students find the information, measure the length of each dinosaur using a tape measure. Mark the size on the carpet or floor and wall with chalk.

If you have World Book Online you will find information about all of the dinosaurs listed in the story with the exception of the barosaur. You will be able to do a group lesson on how to use World Book Online and find the information you need at the same time.

Related titles:

____ 193265 **WHAT HAPPENED TO PATRICK’S DINOSAURS?** Carrick, Carol \$11.38 ©1986 Age Range: 05 – 08 AR RL: 2.70 Fascinated with dinosaurs, Patrick invents an imaginary explanation of why they became extinct.

_____193190 **PATRICK'S DINOSAURS** Carrick, Carol \$11.38 ©1983 Age Range: 03 – 08 AR RL: 3.30 When his older brother talks about dinosaurs during a visit to the zoo, Patrick is afraid, until he discovers they are extinct.

 _____665134 **WILD GIRLS** Murphy, Pat \$18.24 ©2007 Age Range: 10 – 14 AR RL: 4.10 When Joan moves to California in 1972, she finds a kindred spirit in Sarah, and after winning a writing contest together they are recruited for a summer reading class.

Note: This book is most appropriate for middle school students. Elementary parents might have some language concerns. This book has lots of girl appeal.

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading.

MT SFR: CS 2: Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 This book has numerous lessons built in. The girls are enrolled in a special summer writing program. Each week they are given an assignment. Any of these assignments could be used as a lesson.

On page 100, at the beginning of the first paragraph the girls are in their first session of the summer class. They are taught to ask questions. Read from this paragraph to the end of this chapter. Ask your students to interview a person who remembers 1972. (The book is set in San Francisco, 1972.) Together with your students make a list of questions that the students could use to interview their person. If you want to do this in the library, look for a school employee who remembers 1972 and do a group interview.

Related titles:

_____782016 **TEASHOP GIRLS** Schaefer, Laura \$17.54 ©2008 Age Range: 08 - 14 Annie and her two best friends try to save her grandmother's teashop in Madison, Wisconsin, while she learns to accept that life brings changes.

 _____148658 **WILLOW** Brennan-Nelson, Denise \$18.22 ©2008 Age Range: 06 – 12 AR RL: 3.20 In art class, neatness, conformity, and imitation are encouraged, but when Willow brings imagination and creativity to her projects, even straight-laced Miss Hawthorn is influenced.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.6:** ...Create mental images. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **MT SFL: CS 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 Before introducing this book ask your students to draw a picture of a tree. Have color crayons and paper on the table for them to use, but give them no other instructions. They will need to make a visual image in their mind and then put this picture on the paper. After their pictures are complete read the story. After reading, ask the students to make another picture of a tree. This time the tree will probably look much different than the first one. If it doesn't, there might be reason for concern.

 _____ 435915 **WOOLBUR** Helakoski, Leslie \$18.94 ©2008 Age Range: 03 – 06 AR RL: 2.30 The book introduces Woolbur, the sheep who never follows the flock.

Reading Strategy:

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.

 **WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.

 Before reading the story, tell the children that this is a story about a sheep who always does things his own way instead of following the rules. His parents worry about this sheep. Ask the students what they would do if they were Woolbur's parents. Give the children time to think about this and answer the question. After the discussion, read the story. Many of the children will identify with Woolbur. They will probably want more books like this.

Related titles:

_____ 435870 **BIG CHICKENS** Helakoski, Leslie \$17.54 ©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.

_____ 435885 **BIG CHICKENS FLY THE COOP** Helakoski, Leslie, \$17.54 ©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.

 _____ 769385 **YELLOW STAR** Roy, Jennifer Rozines \$18.22 ©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.

Reading Strategy:

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.

 **WA GLE EALR: 2.1.6:** ...Create mental images. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **MT SFL: CS 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 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. 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?

Related titles:

_____ 769446 **CAT WITH THE YELLOW STAR: COMING OF AGE IN TEREZIN** Rubin, Susan Goldman \$18.22 ©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 \$17.52 ©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 \$18.95 ©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.

 _____956949 **YOU NEVER HEARD OF SANDY KOUFAX?!** Winter, Jonah \$18.94 ©2009 Age Range: 04 – 09 AR RL: 4.50 A picture book biography about the greatest left-handed pitcher of all time, chock full of baseball stats!

Reading Strategy:

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

 **WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading.

MT SFR: CS 2: Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.

 This book is a biography. Biographies generate questions. It seems as if you always want to know more about the person than what is in the book. Also, you want to know where the author got his information. Is it accurate? How do you know? The author lists the web sites for the statistics in this book after the glossary. You might want to take a look at these sites. Here are some additional sites where you might find answers to some of your questions: <http://www.answers.com/topic/sandy-koufax> <http://sportsillustrated.cnn.com/baseball/mlb/players/42183/> The following sites show Sandy pitching: <http://www.youtube.com/watch?v=qEEemXbalUsA> <http://www.youtube.com/watch?v=dm8oHYRS6hA>

Note: Although the age range for this book says it is for 04 – 09 this book is for older children. It would work for children 7 – 10.

Related titles:

_____956937 **ROBERTO CLEMENTE: PRIDE OF THE PITTSBURGH PIRATES** Winter, Jonah \$18.94 ©2005 Age Range: 04 – 08 AR RL: 4.50 A picture book biography of legendary Latino baseball player and humanitarian Roberto Clemente.

_____956865 **MUHAMMAD ALI: CHAMPION OF THE WORLD** Winter, Jonah \$18.24 ©2008 Age Range: 04 – 08 AR RL: 4.90 A biography of the life of Muhammad Ali.