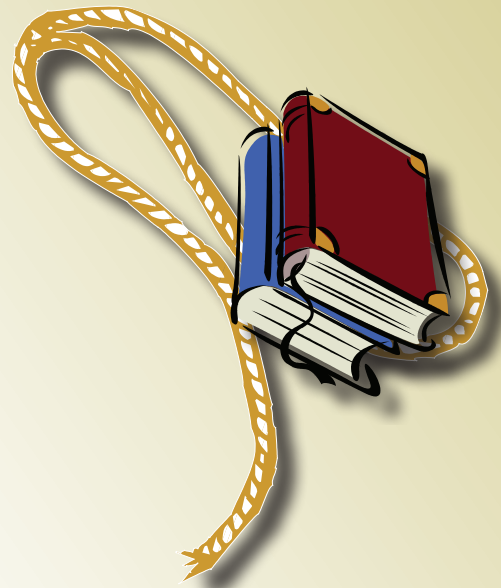


# BOOKS THE WEST LIKES BEST 2011

*Lesson Ideas by Mary Norton*  
[mnorton@btsb.com](mailto:mnorton@btsb.com)



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, 2010. Prices are subject to change.

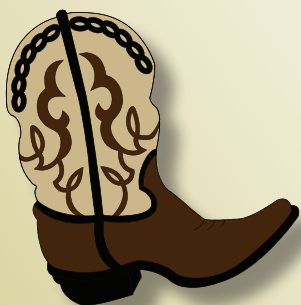
#### **Permission to copy:**

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#### **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](mailto: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 2010 - 2011 school year!



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# 6-TRAIT WRITING

The 6 – trait writing model is a way to assess and teach writing. This model focuses on 6 qualities seen in outstanding written works. The six traits include:

**1**  
*Ideas:* The content or main theme. Can be looked at as the heart of the message.

**2**  
*Organization:* The internal structure of the writing.

**3**  
*Voice:* The personal voice of author comes through. This gives a sense of a real person speaking.

**4**  
*Word Choice:* The use of precise, colorful and rich words to communicate.

**5**  
*Sentence Fluency:* The writing flows together often with a rhythm or cadence.

**6**  
*Conventions:* Mechanical correctness, including spelling and grammar

For more information on this subject go to:

[www.kent.k12.wa.us/staff/ljancola/6Trait/what.htm](http://www.kent.k12.wa.us/staff/ljancola/6Trait/what.htm)

## The Reading Strategies in a nutshell

I would encourage you to read the following books for an in depth study of the strategies:

**MOSAIC OF THOUGHT: TEACHING COMPREHENSION IN A READER'S WORKSHOP** by Ellin Oliver Keene and Susan Zimmermann ©1997 published by Heinemann

**STRATEGIES THAT WORK: TEACHING COMPREHENSION TO ENHANCE UNDERSTANDING** by Stephanie Harvey and Anne Goudvis ©2000 published by Stenhouse

Following is a thumbnail sketch of the reading comprehension strategies.

The strategies were taken from the book STRATEGIES THAT WORK pages 9 – 12.

I think the word reader should be substituted with learner in every strategy. Active learners use these strategies in all learning situations, not just reading.

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

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

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

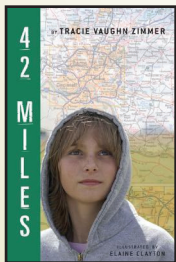
**Visualizing:** Active readers create visual images in their minds. It allows the student to become part of the story. It allows the student to see the story.

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

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

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

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



\_\_\_\_\_ 982238 **42 MILES** Zimmer, Tracie Vaughn \$17.70 ©2008 F Age Range: 09 – 12 AR RL: 5.80  
As her 13th birthday nears, JoEllen decides to unite her two separate lives – one as Joey, who enjoys weekends with her father, and another as Ellen, who lives with her mother in Cincinnati near school and friends.



This is a novel in verse. It is well written. The theme for this book is that of a child who is growing up in two environments because she has divorced parents. This is a setting familiar to many children. However, it isn't universal. As I was reading the book for the third time I was looking for a verse that was universal. It had to be a poem that all children could relate to. This poem is perfect – MONDAYS on page 16 & 17. The poem begins, “If I were a teacher...” Read this poem aloud and then have the children write their own poem. They all must have thought about this subject at one time or another. If you have a long library session, or you are a classroom teacher use the illustration for an art lesson. Have each student draw a tree and then illustrate the tree with all kinds of pictures.

**Note:** The illustrations in this book are great for art ideas. If you know an art teacher, or you get to teach art, you need this book.

### **Six – Trait Writing:**

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

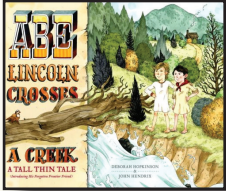
### **Pages to Read Aloud:**

This book is written in verse. Read the first 17 pages. Stop here and do the activity above. If you don't have time for the activity, you have introduced the book.

**Related titles:**

\_\_\_\_\_ 982255 **REACHING FOR SUN** Zimmer, Tracie Vaughn \$17.69 ©2007 F Age Range: 10 – 13 AR RL: 5.80 In this novel written in verse, Josie, who has cerebral palsy, befriends a boy who moves into a house behind her old farmhouse.

\_\_\_\_\_ 159759 **HUGGING THE ROCK** Brown, Susan Taylor \$16.97 ©2006 F Age Range: 09 – 12 AR RL: 4.30 Through a series of poems, Rachel expresses her feelings about her parents' divorce, living without her mother, and her changing attitude towards her father.



\_\_\_\_\_ 463361 **ABE LINCOLN CROSSES A CREEK : A TALL, THIN TALE** (Introducing His Forgotten Frontier Friend) Hopkinson, Deborah \$18.39 ©2008 E Age Range: 04 – 08 AR RL: 3.10 In Knob Creek, Kentucky, in 1816, seven-year-old Abe Lincoln falls into a creek and is rescued by his best friend, Austin Gollaher.

**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 the copyright page there is an Author's Note that is important to read. It does verify the story. The story although written as fiction, is based on truth. However, it is good to teach students to question what they read. So take your students a step further and do a Google search. You only need to type in Austin Gollaher. You will find more than enough sites. I am listing three of the many I found. You might want to print the articles from these and read them in advance. Compare and contrast the information you find. You could read some of the excerpts aloud and have the students look for discrepancies in the information. These accounts do differ. However, they all agree that Lincoln had a childhood friend named Austin Gollaher.

<http://rogerjnorton.com/Lincoln57.html>

<http://www.findagrave.com/cgi-bin/fg.cgi?page=gr&GRid=10676097>

<http://www.lrc.ky.gov/record/Moments09RS/web/Lincoln%20moments%202.pdf>

**Six-Trait Writing:**

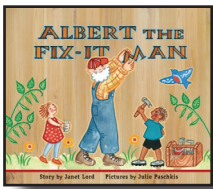
**Word Choice:** The use of precise, colorful and rich words to communicate.

**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.

**Related title:**

\_\_\_\_\_ 956550 **MR. LINCOLN'S WHISKERS** Winnick, Karen B. \$12.77 ©1996 E Age Range: 06 – 09 AR RL: 2.70 A fictionalized account, based on the true story of Grace Bedell, who suggested that Abraham Lincoln grow a beard.



\_\_\_\_\_586932 **ALBERT THE FIX-IT MAN** Lord, Janet \$17.67 ©2008 E Age Range: 04 – 08  
AR RL: 3.00 A cheerful repairman fixes squeaky doors, leaky roofs, and crumbling fences for his neighbors, who return the kindness when he catches a terrible cold.

**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

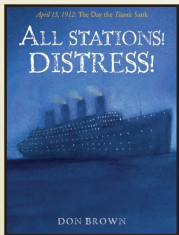


This is really a sweet story. An act of kindness is returned with an act of kindness. Discuss with your students what kind, good deed they might do. They will probably think of some grandiose ideas. Explain that an act of kindness might be as simple as picking up a piece of litter from the playground and putting it in the garbage can. Challenge your students to each do a random act of kindness. Challenge them to be on the lookout for someone doing a random act of kindness. Have the students make a list of the students they saw doing the kind act. What would your school be like if everyone did random acts of kindness just because it is the right thing to do?

**Related titles:**

\_\_\_\_\_916843 **KINDNESS QUILT** Wallace, Nancy Elizabeth \$18.39 ©2006 E Age Range: 04 – 08 AR RL: 3.10 Minna does a lot of thinking about her project to do something kind, make a picture about what she did, and share it with her classmates, but finally comes up with an idea that spreads to the whole school.

\_\_\_\_\_734742 **FRIDAY MY RADIO FLYER FLEW** Pullen, Zachary \$18.39 ©2008 E Age Range 04 – 07 AR RL: 1.70 A father and son find an old Radio Flyer wagon when cleaning out the attic and, through the course of a week, turn it back into a wonderful toy.



\_\_\_\_\_158205 **ALL STATIONS! DISTRESS! : APRIL 15, 1912 : THE DAY THE TITANIC SANK** Brown, Don \$19.09 ©2008 910.9163/N Age Range: 06 -10 AR RL: 5.40 The story of the most famous shipwreck in history.

**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.



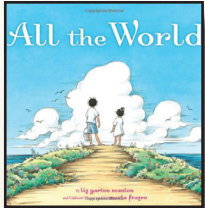
Almost every person knows about the Titanic. You would have to live in a cave on Venus to not have heard about the sinking of this ship. I went in search of more information. I knew there must be some other interesting facts that weren't in this book or in some of the other books for children.

Go to this site: <http://www.titanic-facts.com/> Look on the right side of the screen and choose Facts about the Titanic or similar heading. You will connect with a fun video. The facts will come at you fast. Have the students take notes. Play the video again and see who was able to write down the most facts correctly. You will find 11 short videos on this site. You can decide how many you might want to use. However, this first video will give the students plenty to think about. There are a lot of facts to discuss.

**Related titles:**

\_\_\_\_\_490939 **TITANIC** Jenkins, Martin \$15.59 ©2008 910/N Age Range: 08 -12 AR RL : 7.70 Explore the glory and tragedy of the Titanic

\_\_\_\_\_875218 **TITANIC : AN INTERACTIVE HISTORY ADVENTURE** Temple, Bob \$20.86 ©2008 910.9163/N Age Range: 08 – 12 Describes the events surrounding the sinking of the ship Titanic in 1912.



\_\_\_\_\_781266 **ALL THE WORLD** Scanlon, Elizabeth Garton \$19.09 ©2009 811/N Age Range: 03 -07 Celebrates the large – and small – elements that make up our world.

**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 EARL 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 has wonderful word groupings. It also has fluency. The illustrations are a great marriage with the text. The book is telling the reader about the world. What are some other words and word groupings that will further tell the story of our world? The book opens at the beach. What words could be used if the story opened in the mountains? What about the desert? What other foods might you pick; pumpkins, strawberries? What words would you group with other foods? What could you climb besides a tree? The students could also illustrate a new set of word groupings. This book could really match a number of reading strategies.

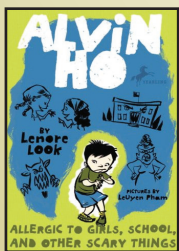
**6- Trait Writing:**

**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:**

\_\_\_\_\_619410 **TIME OF WONDER** McCloskey, Robert \$11.76 ©1989 E Age Range: 06 – 08 AR RL: 5.10 Follows the activities of two children spending their summer vacation on an island off the coast of Maine.



\_\_\_\_\_585573 **ALVIN HO : ALLERGIC TO GIRLS, SCHOOL, AND OTHER SCARY THINGS** Look, Lenore \$17.69 ©2008 F Age Range: 06 – 10 AR RL: 3.80 A young boy in Concord, Massachusetts, who loves superheroes and whose ancestors were Chinese warriors, must overcome his fears to make 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.



There are allergies that are real, sometimes life threatening. Then there are things we wish we were allergic to so we could have an excuse not to do something. Sometimes the fear of something can be just as debilitating as an allergy. Alvin has a lot of the second kind of allergies – fear. Read chapter 4 and 5 aloud. Have students share their allergy stories – real and imagined. If time permits, students might want to make an illustration of different eye expressions as Flea demonstrates on page 40.

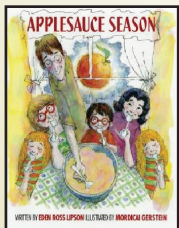
### Chapters to read aloud:

Just about any chapters you pick would be good. The chapters above are one choice. Use this book the first few weeks of school. Read chapters 4, 5, & 6.

### Related titles:

\_\_\_\_ 585550 **ALVIN HO : ALLERGIC TO CAMPING, HIKING, AND OTHER NATURAL DISASTERS** Look, Lenore \$17.69 ©2009 F Age Range: 06 – 10 AR RL: 3.70 When Alvin’s father takes him camping, Alvin makes a new friend and learns that he can be brave despite his fear of everything.

\_\_\_\_ 585596 **ALVIN HO : ALLERGIC TO BIRTHDAY PARTIES, SCIENCE PROJECTS, AND OTHER MAN-MADE CATASTROPHES** Look, Lenore \$17.69 ©2010 F Age Range: 06 – 10 A girl’s birthday party? How will Alvin ever survive?



\_\_\_\_ 578705 **APPLESAUCE SEASON** Lipson, Eden Ross \$19.09 ©2009 E Age Range: 04 – 08 AR RL: 3.90 A child recounts a family’s annual applesauce-making ritual.

### 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.

### 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 lesson will help students use prior knowledge. This book is on Washington’s list. Apples are one of Washington’s major crops. Begin this lesson by asking students how you make applesauce. Have the students think about this and then have them tell you how to make applesauce. Write their recipe on the board. Now, read the story.

This continuation of the lesson will generate questions. On the very first page there is a list of a variety of apples. Ask the students if they can name some other varieties. Fuji apples are a favorite and they aren’t on the list. What about Granny Smith and Golden Delicious? Where might you find a longer list?

What are other recipes do you use with apples? How do you make a pie? Who has the very best apple pie recipe? What about caramel apples? Have you ever made apple cider?

Here are a couple of sites that you will find interesting:

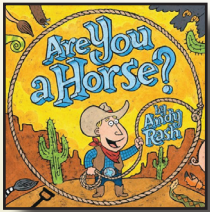
<http://www.usapple.org/consumers/appleguide/index.cfm>

<http://www.allaboutapples.com/varieties/> *Note:* this site has every apple you have ever heard of and every apple you have never heard of.

**Related titles:**

\_\_\_\_\_ 325045 **APPLES** Farmer, Jacqueline \$11.33 ©2007 634/N Age Range: 05 – 08 AR RL: 5.50 Simple text explains how apples are grown, lists various types of apples, and offers a history of the popular fruit.

\_\_\_\_\_ 463360 **APPLES TO OREGON** Hopkinson, Deborah \$18.94 ©2004 E Age Range: 04 – 08 AR RL: 4.10 A pioneer father transports fruit trees and his family to Oregon



\_\_\_\_\_ 739805 **ARE YOU A HORSE?** Rash, Andy \$18.39 ©2009 E Age Range: 04 – 08 AR RL: 1.90 When Roy gets a saddle for his birthday, he goes in search of a horse.

**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.



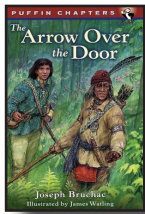
**WA GLE EALR: 2.1.6:** ...Create mental images. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **MT SFL: CS 5:** Students use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues. **OR SFR:** Use a variety of reading strategies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



Use the title of the book for a lesson. Do the lesson before reading the book or sharing any of the illustrations with the exception of the front cover. Now, everyone knows what a horse is and what it looks like. Well, maybe not everybody, but most. Ask your students to each answer the question, “Are you a horse?” Each student needs to describe a horse in written detail. After describing a horse with words then the student may draw a horse. After this activity read the story.

**Related title:**

\_\_\_\_\_ 289940 **HORSE** Doyle, Malachy \$18.39 ©2008 E Age Range: 05 – 09 AR RL: 3.10 Illustrations and simple text describe the first year of a foal’s life, from his birth one warm spring night, through lazy summer days, to the next spring, when he is old enough to be bridled like his mother.



\_\_\_\_\_163260 **ARROW OVER THE DOOR** Bruchac, Joseph \$10.95 ©2002 F Age Range: 09 – 12  
AR RL: 5.20 In the year 1777 a group of Quakers and a party of Indians have a memorable meeting.

**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.



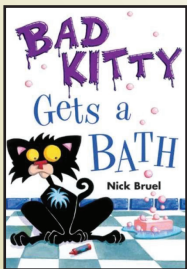
This story is based on a real event. However, this book is historical fiction as the story has been expanded with new characters added and of course conversation changed. The author note is lengthy and detailed. It is important to read this as it clears up confusion as to the date of the actual event. The story has changed as it has been passed along over time. The popular story gives the date of event as 1775. Further research by the author gave the date of 1777. This seems to be the correct date. Discuss these dates with your students. Why would it make a difference? Well, the Revolutionary War hadn't started in 1775. In 1777 the Revolutionary War was being fought. Ask questions and point out details. Kids have to learn to ask questions and then dig deep for answers. The first web site gives an account of the Easton Incident students will be able to read. How many will catch the date? The second site is not as detailed and a little more difficult. Look for the date on this article.

[http://www2.gol.com/users/quakers/feather\\_of\\_peace.htm](http://www2.gol.com/users/quakers/feather_of_peace.htm)

[http://freepages.genealogy.rootsweb.ancestry.com/~hoxieschenck/Stuart\\_10\\_08\\_06/b10.htm](http://freepages.genealogy.rootsweb.ancestry.com/~hoxieschenck/Stuart_10_08_06/b10.htm)

**Related title:**

\_\_\_\_\_834628 **WILLIAM PENN : FOUNDER OF PENNSYLVANIA** Somervill, Barbara A. \$22.57  
©2006 974.8/B Age Range: 10 – 12 AR RL: 7.10 A biography of William Penn including his childhood, the planning of Pennsylvania and his final return to England.



\_\_\_\_\_163329 **BAD KITTY GETS A BATH** Bruel, Nick \$16.99 ©2008 F Age Range: 07 - 10 AR  
RL: 3.70 Takes a humorous look at the normal way cats bathe, why it is inappropriate for humans to bathe that way, and the challenges of trying to give a cat a real bath with soap and water. Includes fun facts, glossary, and other information.

**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 important ideas in this book are found in the text. However, to understand the ideas the students will have to consider the different font types and font size to fully understand the author's intent. Project this book on a screen and have the children read many of the pages, or part of the pages out loud. Help them to read it as the font indicates. Don't leave out the sound effects. This way the

students will learn to read aloud the way the author intended the book to be read. This will increase comprehension.

The glossary could be used for a lesson, also. Add a pronunciation key for each word.

### **Six-Trait Writing:**

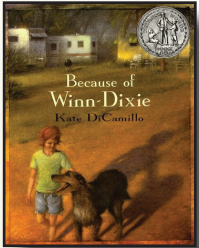
**Word Choice:** The use of precise, colorful and rich words to communicate.

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

### **Related titles:**

\_\_\_\_\_ 163330 **BAD KITTY** Bruel, Nick \$18.39 ©2005 E Age Range: 04 – 08 AR RL: 2.20 When Kitty discovers there is no cat food in the house, she decides to become very, very bad.

\_\_\_\_\_ 163337 **HAPPY BIRTHDAY BAD KITTY** Bruel, Nick \$16.29 ©2009 F Age Range: 07 – 10 AR RL: 3.60 Bad Kitty is back again and a new cast of kitties is coming over to celebrate her birthday.



\_\_\_\_\_ 276765 **BECAUSE OF WINN-DIXIE** Dicamillo, Kate \$16.10 ©2000 F Age Range: 08 – 12 AR RL: 3.90 Ten-year-old India Opal Buloni describes her first summer in the town of Naomi, Florida, and all the good things that happen to her because of her big ugly dog Winn-Dixie.

### **Reading Strategy:**

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



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**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.

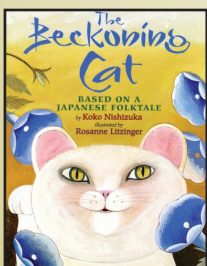


Opal wants to know about her mother. Her preacher daddy agrees to tell her 10 things about her mother. The list of ten things is found in chapter 4. List these on the board and have the children decide which items are facts and which items are opinions. Have the children list ten things about their parent or caretaker and then label each item as fact or opinion.

**Read aloud chapter:** Chapter 1 is delightful and will hook your audience. If you have extra time ask students how they chose the name for their pets.

### **Related title:**

\_\_\_\_\_ 668696 **SAVING SHILOH** by Naylor, Phyliss Reynolds \$18.94 ©1997 F Age Range: 08 – 12 AR RL: 4.90 Sixth-grader Marty and his family try to help their rough neighbor, Judd Travers, change his mean ways, even though their West Virginia community continues to expect the worst of him.



\_\_\_\_\_ 677338 **BECKONING CAT : BASED ON A JAPANESE FOLKTALE** Nishizuka, Koko \$18.37 ©2009 398.2/E Age Range: 04 – 08 AR RL: 3.50 A retelling of the traditional Japanese tale describing the origins of the beckoning cat and how it came to be a symbol of good luck.

### 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.

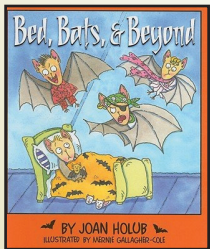


The title and the cover of this book infer that a cat will have an important part in this story. Read the book to the end of page 10, or finish with this sentence, “What shall I do? I can’t go out to sell today, and the fish will spoil by tomorrow.” The pages aren’t numbered, but you should now be at the bottom of what would be page 10. Ask the students to predict what will happen. Will the cat play a part? Will the father get well? If the children are young, write an ending as they tell it. If the children are older have them write the ending to the story. After the students have had enough time to think and write, read the rest of the story.

### Related titles:

\_\_\_\_\_518236 **THREE SAMURAI CATS : A STORY FROM JAPAN** Kimmel, Eric A. \$19.07 ©2003 398.2/E Age Range: 05 – 08 AR RL: 3.10 An adaptation of a Japanese folktale in which a feudal lord seeks a samurai cat to rid his castle of a savage rat, but soon discovers that violence is not always the best way to accomplish things.

\_\_\_\_\_505752 **TSUNAMI!** Kajikawa, Kimiko \$18.39 ©2009 389.2095/E Age Range: 03 – 05 AR RL: 3.40 A wealthy man in a Japanese Village, who everyone calls Ojiisan, which means grandfather, sets fire to his rice fields to warn the innocent people of an approaching tsunami.



\_\_\_\_\_461269 **BED, BATS, & BEYOND** Holub, Joan \$16.97 ©2008 F Age Range: 07 – 09 AR RL: 3.10 Fink, a bat, is having a tough time getting to sleep. His brother Fang decides he needs bedtime stories.

### 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.



**IWA 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

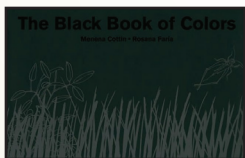


In this book Fink, a young bat, is having trouble going to sleep. His siblings try to help by telling him stories. Fang tells him a scary story, **SWAMP OWL: A SCARY STORY**. Batrick tells him an adventure story, **BATS AHOY! AN ADVENTURE STORY**. Batsy tells him a love story, **CLEOBATRA: A LOVE STORY**. None of these stories help Fink sleep. Divide the students into groups and have each group create either a scary, adventure or love story for a bat. After they have had a chance to collaborate and share their stories, read the book. You could change this lesson and read at least one of the stories from the book first and then have each student write a story of their own.

**Related titles:**

\_\_\_\_\_ 064663 **BAT JAMBOREE** Appelt, Kathi \$12.05 ©1996 E Age Range: 03 – 06 AR RL: 3.30 At an abandoned outdoor movie theater, fifty-five bats perform in a toe-tapping, wing-flapping revue and await the grand finale.

\_\_\_\_\_ 064667 **BATS AROUND THE CLOCK** Appelt, Kathi \$19.09 ©2000 E Age Range: 05 – 10 AR RL: 3.50 Click Dark hosts a special twelve-hour program of American Batstand, where the bats rock and roll until the midnight hour ends.



\_\_\_\_\_ 244766 **BLACK BOOK OF COLORS** Cottin, Menena \$19.07 ©2006 535.6/N Age Range: 05 – 10 AR RL: 2.60 Conveys the experience of a person who can only see through his or her sense of touch, taste, smell or hearing. A full Braille alphabet at the end of the book can be used to learn more.

**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.



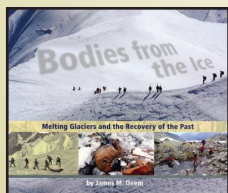
**WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections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



This book should be in every library. It is unique. When you first open the book it takes you by surprise as it is totally black. Your eyes need to adjust. Then you feel the Braille letters and embossed illustrations and it is wow! The text describes each color. Use this text as a pattern. Have the students use their sense of taste, sound, touch and smell to describe colors. The class could write their own book using these four senses.

**Related title:**

\_\_\_\_\_ 043656 **PICTURE BOOK OF LOUIS BRAILLE** Adler, David A. \$19.07 ©1997 686.2/B Age Range: 05 – 09 AR RL: 4.80 Presents the Frenchman who originated the raised dot system of reading and writing used throughout the world by the blind.



\_\_\_\_\_ 268286 **BODIES FROM THE ICE: MELTING GLACIERS AND THE RECOVERY OF THE PAST** Deem, James M. \$18.40 ©2008 599.9/N Age Range: 09 – 12 AR RL: 8.30 Takes readers around the world, from Chile to France to North America, to learn about the world's melting glaciers and what lies beneath.

**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.



First, in my opinion, the age level for this book should be 12 to adult. This book is a fascinating read. Readers from middle school up will be intrigued with this subject. To increase interest, rewrite the chapter headings into questions. To find the answer the students will have to read the chapter. To get started ask the students, “Who was the Iceman of the Alps?” Read the chapter aloud. Project the illustrations if possible. Those students who are interested in this subject will then want to read the book.

**Related title:**

\_\_\_\_\_ 268270 **BODIES FROM THE ASH** Deem, James M. \$17.70 ©2005 937/N Age Range: 08 – 12 AR RL: 8.00 A photo-essay about the archaeological excavations of Pompeii and Herculaneum.



\_\_\_\_\_ 678198 **BOYS OF STEEL : THE CREATORS OF SUPERMAN** Nobleman, Marc Tyler \$18.39 ©2008 741.5/C Age Range: 10 – 14 AR RL: 5.80 Tells how two high school misfits – Jerry Siegel the writer and Joe Shuster the artist – created the Man of Steel to reflect all the things they were not.

**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 looks like a picture book, but the age level of 10 – 14 is correct. It is a fascinating book and even older readers will like it. It appears that the book is finished on the last illustrated page with the picture of Superman, however, turn the page and you will find 3 pages of text that tell a lot more about the Superman story. You don’t want to miss this.

I’m listing two web sites you will find interesting. I normally don’t list Wikipedia sites, but this one is especially helpful.

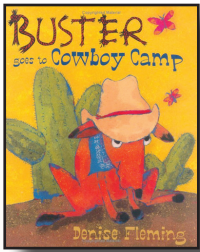
<http://www.greatkrypton.com/superman/creators.php>

<http://en.wikipedia.org/wiki/Superman>

**Related titles:**

\_\_\_\_\_ 100450 **SUPERMAN RETURNS : THE VISUAL GUIDE** Wallace, Daniel \$20.49 ©2006 791.43/N Age Range: 08 – 12 An illustrated guide to the big-screen return of Superman with information, stills and character profiles.

\_\_\_\_\_ 535078 **KID WHO SAVED SUPERMAN** Kupperberg, Paul \$18.75 ©2010 F Age Range: 08 – 12 AR RL: 4.30 A student must save Superman from a large chunk of kryptonite on a mountain.



\_\_\_\_\_ 341136 **BUSTER GOES TO COWBOY CAMP** Fleming, Denise \$18.37 ©2008 E Age Range: 04 – 07 AR RL: 3.00 Buster the dog’s owner sends him to Sagebrush Kennels for Cowboy Camp, where Buster gets homesick, but then has fun herding balls into a corral, gathering sticks for a campfire, and making wanted posters with his paw prints.

**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



With its themes of homesickness and camp this book could be used for lots of purposes. However, use camp for a fun lesson. Read the book to the class and emphasize the activities, food, setting and map. Have the students think of another camp Buster might attend next year. Maybe he will go to Space Camp or Music Camp or .... The students will then need to think of activities that Buster will do at camp. What food will he eat? Have the students draw a map of their camp. You won’t have time for all of these activities unless you are using the book in a classroom setting. Pick and choose.

**Related titles:**

\_\_\_\_\_ 341142 **BUSTER** Fleming, Denise \$18.37 ©2003 E Age Range: 03 – 06 AR RL: 2.90 Buster the dog thinks his perfect life is spoiled when Betty the cat comes to live with him, until he learns to not be afraid of cats.

\_\_\_\_\_ 341135 **BARNYARD BANTER** Fleming, Denise \$12.29 ©1994 E Age Range: 02 – 06 AR RL: 2.30 All the farm animals are where they should be, clucking and mucking, mewing and cooing, except for the missing goose.



\_\_\_\_\_ 902604 **CIRCUS SHIP** Van Dusen, Chris \$18.39 ©2009 E Age Range: 04 – 08 AR RL: 3.70 When a circus ship runs aground off the coast of Maine, the poor animals swim to a nearby island and soon win over the wary townspeople with their kind, courageous ways.

**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.



Read this book to the class. After you have finished the story ask the students if they think this story might be true? Of course they will think it is totally fiction. Why wouldn’t they? It is now time to look at the Author’s Note on the very last page. The idea for this book was actually based very

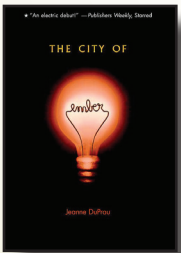
loosely on a true event. Yes, the author took artistic liberties to new levels, but a ship carrying circus animals did sink off the coast of Maine in 1836. The Author's Note does give the story. I checked online and found many accounts. There were some differences in the accounts, but nothing that would change the integrity of the event. The following web site was written by a teacher for fourth graders to read. You might want to make copies for your students to read after listening to the book.

<http://www.msad50.org/chp/ll/royaltarp/WreckTar.pdf>

#### Related titles:

\_\_\_\_\_ 902670 **IF I BUILT A CAR** Van Dusen, Chris \$17.69 ©2005 E Age Range: 03 – 07 AR RL: 3.60 Jack describes the kind of car he would build – one with amazing accessories and with the capability of traveling on land, in the air, and on and under the sea.

\_\_\_\_\_ 303769 **PAINTED CIRCUS : P.T. VERMIN PRESENTS A MESMERIZING MENAGERIE** Edwards, Wallace \$19.07 ©2007 152/N Age Range: 06 – 10 A compendium of visual illusions and puzzles all set in a circus.



\_\_\_\_\_ 295832 **CITY OF EMBER** DuPrau, Jeanne \$16.57 ©2003 F Age Range: 10 – 13 AR RL: 5.0 In the year 241, twelve-year-old Lina trades jobs on Assignment Day to be a messenger, to run to new places in her beloved but decaying city, perhaps even to glimpse Unknown Regions.

#### 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.

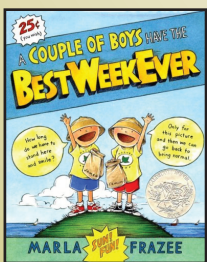
**MT SFR: CS 2:** Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase comprehension and learning.



In this story the protagonist, Lina, and her friend, Doon, are looking for a way out of the City of Ember. They find a long-hidden, secret message that they think is the key to unlocking the way out, but the message has some holes in it. They must solve the puzzle if they are going to escape. The note follows. Have the students use all of their word skills to see if they can make any sense out of this note. This is a bit like playing Wheel of Fortune, without the fortune. They will have to read the book to find the final answer. The message is found on pages 172 – 174. You might want to enlarge it for the students.

#### Related title:

\_\_\_\_\_ 295834 **PEOPLE OF SPARKS** DuPrau, Jeanne \$18.39 ©2004 F Age Range: 10 – 13 AR RL: 4.90 Having escaped to the Unknown Regions, Lina and the others seek help from the village people of Sparks.



\_\_\_\_\_ 352512 **COUPLE OF BOYS HAVE THE BEST WEEK EVER** Frazee, Marla \$17.70 ©2008 E Age range: 06 – 09 AR RL: 3.40 Friends James and Eamon enjoy a wonderful week at the home of Eamon's grandparents during summer vacation.

### 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.



Before reading this book to the class, cover up the words in the bubbles. Read the text and have the students predict what the boys are saying. There really isn't a right or wrong answer. Is the author always right? I guess you could say he or she is, because after all the author wrote the book, but allow the kids to do some predicting. They will pay attention.

### Related titles:

\_\_\_\_ 300770 **FRED AND TED GO CAMPING** Eastman, Peter \$12.79 ©2005 E Age Range: 04 – 08 AR RL: 1.20 Even though they do things very differently, friends Fred and Ted enjoy going camping together in the woods.

\_\_\_\_ 467139 **PINKY AND REX GO TO CAMP** Howe, James \$10.55 ©1999 E Age Range: 06 – 08 AR RL: 3.50 Although his best friend Rex is excited about going to camp, Pinky is afraid of leaving home.



\_\_\_\_ 350894 **CURIOUS COLLECTION OF CATS** Franco Betsy \$18.39 ©2009 811/N Age Range: 08 – 12 A collection of feline-themed concrete poems

### 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:

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

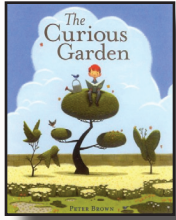


A concrete poem is one that takes the shape of the object it describes. Use this book as an example of concrete poems and then have children write their own poem.

### Related titles:

\_\_\_\_ 350892 **BEEES, SNAILS, & PEACOCK TAILS : PATTERNS & SHAPES ...NATURALLY** Franco, Betsy \$18.39 ©2008 811/N Age Range: 03 – 07 AR RL: 5.10 An introduction to the shapes and symmetries found in nature through poetry.

\_\_\_\_\_ 350884 **MATHEMATICCKLES!** Franco, Betsy \$12.39 ©2003 811/N Age Range: 05 – 10 A collection of poems written in the form of mathematical problems and grouped according to seasonal themes.



\_\_\_\_\_ 158237 **CURIOUS GARDEN** Brown, Peter \$18.39 ©2009 E Age Range: 03 – 06 AR RL: 4.40 Liam discovers a hidden garden and with careful tending spreads color throughout the gray city.

### 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.

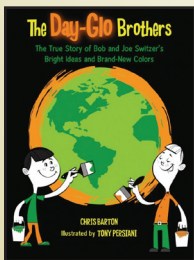


If everyone follows Liam's example of planting a garden, we would have gardens everywhere. If you read this book on a nice day take the students on a walk and see if they can find plants and flowers in the cracks on the sidewalks, underneath the fence, peeking from beneath a rock, etc. If you want to find help identifying some of the plants you find, do a Google search using the topic of Wildflowers and the name of your state. You will find some excellent resources. If you can't go outside for a walk you might want to have these sites ready for an indoor walk. If you copy some of the pictures from the site you could hide them in the library and the kids could look for them between the books and under the tables. (Note: If someone has donated National Geographic magazines you don't know what to do with there might be some flower pictures you could cut out and hide. (You might even be able to entice some older students to do this work for you.)

### Related titles:

\_\_\_\_\_ 345608 **CHILD'S GARDEN: A STORY OF HOPE** Foreman, Michael \$19.09 ©2009 E Age Range: 03 – 07 AR RL: 3.50 For a boy in a war-ravaged world, nurturing a fragile vine has far-reaching effects.

\_\_\_\_\_ 280290 **CITY GREEN** DiSalvo, DyAnne \$19.09 ©1994 E Age Range: 05 – 08 AR RL: 3.50 Marcy and Miss Rosa start a campaign to clean up an empty lot and turn it into a community garden.



\_\_\_\_\_ 095026 **THE DAY-GLO BROTHERS: THE TRUE STORY OF BOB AND JOE SWITZER'S BRIGHT IDEAS AND BRAND-NEW COLORS** Barton, Chris \$19.77 ©2009 535/C Age Range: 07 – 10 AR RL: 6.00 The story of the two brothers who came up with Day-Glo colors.

### 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.

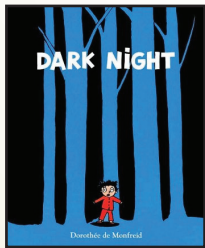


I was online looking for more information about these brothers when I found an entire activity packet of questions and more for this book. So I am listing the site:

[http://www.charlesbridge.com/client/client\\_pdfs/downloadables/DayGlo\\_Activity\\_Guide.pdf](http://www.charlesbridge.com/client/client_pdfs/downloadables/DayGlo_Activity_Guide.pdf)

**Recipe for Neon Green cupcakes:**

Quite by accident this summer I made Neon Green cupcakes. My granddaughter and I were making all sorts of cupcakes. We took a lemon cake mix (Duncan Hines) we added a package of green Jell-O. The other ingredients were the same as listed on the box. The cupcakes were bright, Neon Green. We decorated them with some sort of Neon-colored candy. We are making some more and decorating them with Pop-Rocks. They tasted like lemon-lime. They were actually very good.



\_\_\_\_\_ 266216 **DARK NIGHT** De Monfreid, Dorothee \$16.99 ©2009 E Age Range: 03 – 05 Age Range: 03 – 05 AR RL: 2.50 When he wanders into the forest at night, Felix terrified by the ferocious animals he sees, finds refuge in an unusual underground house.

**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.



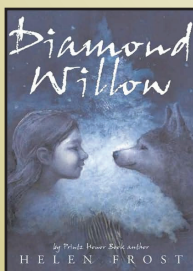
This story is about a little boy who goes into the woods alone at night. It is scary. With the help of a new friend, and a monster costume, the two of them together manage to scare the wild animals. Discuss with your students about being scared at night. They need to know that they aren't alone. Most children have some night time fears. Have your students each draw and color a very scary monster. Have them use their imagination to the fullest. Will their monster scare someone away? After they have had time to finish their monster, read the story. If you read the story first a lot of monsters will look like the one in the book.

**Related titles:**

\_\_\_\_\_ 602152 **KATIE GOES CAMPING** Manushkin, Fran \$16.29 ©2010 E Age Range: 05 – 08 AR RL: 1.80 Katie has a wonderful time camping with her friends Pedro and JoJo, but when it gets dark the shadows make ordinary things seem frightening.

\_\_\_\_\_ 802870 **WHAT WAS I SCARED OF?: A GLOW-IN-THE-DARK ENCOUNTER** Seuss, Dr. \$14.89 ©2009 E Age Range: 06 – 09 AR RL: 2.90 The narrator is frightened by a pair of pale green pants with no one inside that seems to be following him, until the two meet and discover that they have nothing to fear.

\_\_\_\_\_ 331702 **WHAT'S UNDER THE BED?** Fenton, Joe \$17.69 ©2008 E Age Range 03 – 07 When Fred lays down his head, he imagines there is something monstrous under his bed.



\_\_\_\_\_ 360431 **DIAMOND WILLOW** Frost, Helen \$17.70 ©2008 F Age Range: 10 -14 AR RL : 4.30 In a remote area of Alaska, Willow takes care of sled dogs but wishes she was popular, all the while unaware that the animals around her carry the spirits of the dead who care for her.

### 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.

### 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.



Upon opening this book the reader is intrigued. The format of diamond shaped, free verse is unusual. Also, words in bold give a foreshadowing of what will happen. Then the reader discovers that there are animals that protect twelve-year-old Willow. The animals contain the spirits of relatives who have died and speak at various times throughout the book.

A couple of basic questions that popped up right away were: What is Diamond Willow? What does it take to be a sled dog? Answers can be found for the first question at these two sites:

[http://www.google.com/images?rlz=1T4DMUS\\_enUS229US232&q=diamond+willow+tree&um=1&ie=UTF-8&source=univ&ei=JTH0S\\_yfEousswOAgMmYDA&sa=X&oi=image\\_result\\_group&ct=title&resnum=4&ved=0CD4QsAQwAw](http://www.google.com/images?rlz=1T4DMUS_enUS229US232&q=diamond+willow+tree&um=1&ie=UTF-8&source=univ&ei=JTH0S_yfEousswOAgMmYDA&sa=X&oi=image_result_group&ct=title&resnum=4&ved=0CD4QsAQwAw) Photos are found here. That is why the address is so long. Just do a Google search under Diamond Willow if you have trouble with the length of this site.

<http://carverscompanion.com/Ezine/Vol2Issue2/BobGander/DiamondWillow.html>

This site on sled dogs is very good. It has all sorts of information for kids. It has a lot of different topics to check out. However, it is sponsored by Toyota so there are some ads. The site is still worth it.

<http://adventure.howstuffworks.com/outdoor-activities/snow-sports/sled-dog.htm>

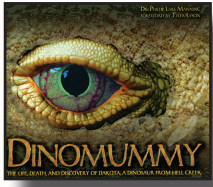
### Passage to read aloud:

Begin reading at the top of page 46 and quit reading at the end of page 57. This is part of the story where the girls are lost in the woods in a snowstorm. This should get the kids interested in the book.

### Related title:

\_\_\_\_\_ 975789 **BLESSING'S BEAD** Edwardson, Debby Dahl \$18.39 ©2009 F Age Range: 10 – 14 AR RL: 4.90 In 1917, Nutaaq survives an influenza epidemic in her Alaskan village. Then in 1986, her great-granddaughter leaves her own mother due to a sickness and returns to their native village.

\_\_\_\_\_ 366695 **STONE FOX** Gardiner, John Reynolds \$17.69 ©1980 F Age Range 08 – 12 AR RL: 4.00 Little Willie hopes to pay the back taxes on his grandfather's farm with the purse from a dog sled race he enters.



\_\_\_\_\_ 601524 **DINOMUMMY: THE LIFE, DEATH, AND DISCOVERY OF DAKOTA, A DINOSAUR** Manning, Phillip Lars \$19.62 ©2007 567.914/N Age Range: 07 – 10 AR RL: 5.40 Embark on the 65-million-year journey of a hadrosaur from life to death and mummification to excavation.

### 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 fascinating. The illustrations look like photographs. This is fine at the digs, or when the skeletons are being assembled, but when the dinosaurs appear to be alive in their environment it is confusing to young readers. You mean dinosaurs aren't alive today? How were these photos taken? You mean they aren't real? The fossils might give the scientists the shape, but the color? Have kids draw and color their own designer dinosaurs. They may use any color they desire.

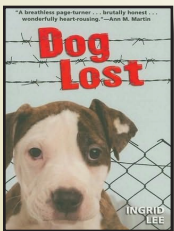
You will find more information and a great 5 minute video at the following web site. It is sponsored by National Geographic, but the video is on You Tube. Look at the site before you show it as there might be something you don't want the kids to see around the edges of the page. Hopefully, all the junk will be blocked

<http://www.youtube.com/watch?v=sSYFmyn3n3c>

<http://news.nationalgeographic.com/news/2007/12/071203-dino-mummy.html>

### Related title:

\_\_\_\_\_ 039840 **TOROSAURUS AND OTHER DINOSAURS OF THE BADLANDS DIGS IN MONTANA** Dixon, Dougal \$18.88 ©2009 567.9097/N Age Range: 05 – 09 AR RL: 4.40 Describes the animals that lived in the forests that are now the dry plains of Montana.



\_\_\_\_\_ 556245 **DOG LOST** Lee, Ingrid, \$18.39 ©2008 F Age Range: 09 – 12 AR RL: 4.10 After living happily in a warm home with an 11-year-old boy, a pit bull terrier is forced to survive on the streets, where its brave deeds surprise many residents who dislike or fear pit bulls.

### 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.



Almost everyone has prior knowledge of pit bulls. Before reading the book, engage the students in a discussion about pit bulls. Have the students tell both negative and positive attributes of a pit bull. Under the author blurb on the dust jacket it says that this book is based on a true story. This piqued

my interest. I wanted to find the story. However, I didn't find it. In my search I did find the following web site. It is excellent. It has a long list of favorable and interesting stories about pit bulls. If time permits, students could use these for story starters and write their own book. If time is short just read some of these articles together.

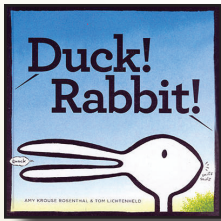
<http://www.pitbulladvocate101.com/NoteABullPg2.php>

**Chapter to read aloud:**

Chapter 8 should entice your students to read the book. No one wants to hear about an animal being abused.

**Related title:**

\_\_\_\_\_ 511609 **SHELTER DOGS** Kehret, Peg \$17.69 ©1999 636.7/N Age Range: 08 – 13 AR RL: 6.50 Tells the stories of eight stray dogs that were adopted from an animal shelter and went on to become service dogs, actors, and heroes.



\_\_\_\_\_ 765261 **DUCK! RABBIT!** Rosenthal, Amy Krouse \$18.39 ©2009 E Age Range: 03 – 07 Two unseen characters argue about whether the creature they are looking at is a rabbit or a duck.

**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.

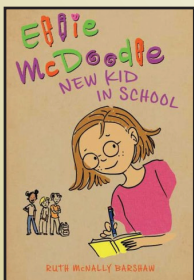


This story is great and original. The last two pages are the beginning of another story. Have your students draw the anteater/brachiosaurus and continue the story by making a book of their own. You might have to make suggestions about what the two animals eat, where they live, etc. However, if they were listening to the story they should get the concept and understand the idea.

**Related titles:**

\_\_\_\_\_ 765315 **SPOON** Rosenthal, Amy Krouse \$17.69 ©2009 E Age Range: 02 – 06 AR RL: 2.30 Lately, Spoon feels like life as a spoon just isn't cutting it. He thinks Fork, Knife, and the Chopsticks all have it so much better than him. But do they?

\_\_\_\_\_ 765238 **BEDTIME FOR MOMMY** Rosenthal, Amy Krouse \$18.39 ©2010 E Age Range: 03 – 05 In a reversal of the classic bedtime story, a child helps her mommy get ready for bed, enduring delays.



\_\_\_\_\_ 094472 **ELLIE MCDOODLE : NEW KID IN SCHOOL** Barshaw, Ruth McNally \$15.59 ©2008 F Age Range: 08 – 12 AR RL: 3.20 Ellie writes and doodles in a journal of her family's move to a new home and her struggle to make friends, which gets a lot easier as she leads a nonviolent protest about long lunch lines at school.

**Six-Trait Writing:**

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

### 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 will move on its own merits. The format of sketches and journaling make it an instant hit. However, the kids might think the book ends on page 176, but there is still one more chapter. Page 176 has some excellent advice. Make sure the kids read this. Now, turn the page to 178, An Interview with the Author. Project this chapter for the children to see. Pages 184 – 188 are very important. This will teach the students how to make their own sketches and journal. If time permits they might be able to get started right now.

### Related titles:

\_\_\_\_\_ 094468 **ELLIE MCDOODLE : HAVE PEN, WILL TRAVEL** Barshaw, Ruth McNally \$14.87 ©2007 F 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.

\_\_\_\_\_ 094466 **ELLIE MCDOODLE : BEST FRIENDS FUR-EVER** Barshaw, Ruth McNally \$15.59 ©2010 F Age Range: 08 – 12 Ellie pet-sits her neighbor’s parrot Alix, about whom she is writing a report and her little brother accidentally lets Alix out of his cage.



\_\_\_\_\_ 879294 **FARMER GEORGE PLANTS A NATION** Thomas, Peggy \$19.07 ©2008 973.4/B Age Range: 08 – 12 AR RL: 6.20 George Washington as a farmer and his effort to create a self-sufficient farm at Mount Vernon.

### 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.



When we are asked, “Who was George Washington?” the answer is always that he was our first president. Of course this is correct, but George Washington did many other things. Ask the students to listen very carefully to this book and write down one interesting fact they learned about George Washington today. They can write more than one, but they must write at least one. If time permits, ask the students to share their interesting fact.

### Related titles:

\_\_\_\_\_ 044340 **GEORGE WASHINGTON: AN ILLUSTRATED BIOGRAPHY** Adler, David A. \$23.82 ©2004 973.4/B Age Range: 10 – 14 AR RL: 8.20 The life of George Washington, with quotes from his correspondence and accounts from his peers.

\_\_\_\_\_ 119478 **WHERE WASHINGTON WALKED** Bial, Raymond \$19.07 ©2004 973.4/B Age Range: 08 – 12 AR RL: 8.00 Chronicles Washington’s path in life from the farm he inherited at age eleven to the halls of government.



\_\_\_\_\_ 844450 **FIRST LIGHT** Stead, Rebecca \$17.69 ©2007 F Age Range: 09 – 12 AR RL: 4.80 When twelve-year-old Peter and his family arrive in Greenland for his father’s research, he stumbles upon a secret his mother has been hiding from him all his life, and begins an adventure he never imagines possible.

### 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 all probability none of your students have been to Greenland. If any have, allow them to tell the class what it is like. I had a lot of questions when I was reading this book. I wanted to know what the research stations and the equipment looked like. The author did a good job of describing the tents and such, but I still needed more visuals. Maybe your students do too. Now, when you go to the secret world you will have to use your imagination. Following is an Internet site that will take you to a 4 minute slide show. The show has pictures of a variety of images related to the Zackenberg Research Station in Greenland. When you bring up the home page look to the right and there is a column of choices. About half way down you will see the selection for the slide show. When you are watching the show there will be some pauses. At first I found this annoying. Then I played a game of seeing if I could find a detail in the slide that no one else could find. Then I wanted the pause to last longer. Try this with your students. They could even have a piece of paper to write their details down. This way they won’t lose interest during the pauses.

<http://www.zackenberg.dk/>

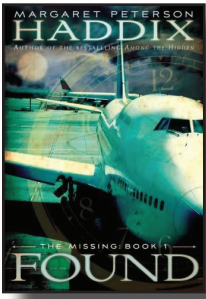
### Chapter to read aloud:

Read chapter 2 to introduce this book. The sentence in italics is foreshadowing of what is to come. It should reel in the reader.

### Related titles:

\_\_\_\_\_ 409458 **DOUBLE IDENTITY** Haddix, Margaret \$18.39 ©2005 F Age Range: 10 – 14 AR RL: 5.00 When thirteen-year-old Bethany’s parents drop out of sight with no explanation, leaving her with an aunt she never knew existed, Bethany uncovers secrets that make her question everything she thought she knew about her family.

\_\_\_\_\_ 844454 **WHEN YOU REACH ME** Stead, Rebecca \$17.69 ©2009 F Age Range: 09 – 14 AR RL: 4.50 As her mother prepares to be a contestant on the 1970s television game show, “The \$20,000 Pyramid,” a twelve-year-old New York City girl tries to make sense of a series of mysterious notes received from an anonymous source that seems to defy the laws of time and space.



\_\_\_\_\_ 409504 **FOUND** Haddix, Margaret Peterson \$17.69 ©2008 F 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. You might want to have the students work in groups as I couldn't find many people who lived and died as a child and were famous in their short life. 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 / Lindbergh Baby / 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)

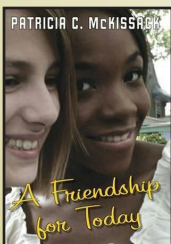
*Note:* If you can think of any other famous children in history please share them with all of us.

### Read aloud chapter:

The Prologue, pages 1 – 10 is the perfect passage to read for an introduction to this book. The students will want to know more, so they will want to check out the book.

### Related title:

\_\_\_\_\_ 409605 **SENT** Haddix, Margaret Peterson \$17.54 ©2009 F Age Range: 08 – 12 AR RL: 5.00 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.



\_\_\_\_\_ 628122 **A FRIENDSHIP FOR TODAY** McKissack, Pat ©2007 F \$18.39 Age Range: 09 – 12, AR RL: 4.10 In 1954, when desegregation comes to Kirkland, Missouri, twelve-year-old Rosemary faces many changes and challenges at school and at home as her parents separate.

### 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 lot of depth, and it covers a lot of issues. This book is historical fiction. The events are written as fiction, but are based on truth. The Author’s Note at the end of the book should be read by you before reading the book. This background information will be helpful.

The words tolerance and prejudice need to be fully understood for the reader to realize the full impact of this story. Without a good depth of understanding of these two nouns the events in this story don’t carry the power the author intended.

Write both words and their definition where they can be seen by all the students. Read the definitions and discuss the meaning. Ask these questions: What is tolerance? Is tolerance good? Is tolerance bad? Is tolerance always good? Is tolerance ever bad? What is prejudice? Is prejudice good? Is prejudice bad? Is prejudice ever good? Is prejudice always bad? You could divide the students in groups and have them discuss the words and then bring back their ideas to the entire group.

There is a good timeline for Black History Events at the following site:  
<http://www.infoplease.com/spot/bhmtimeline.html>

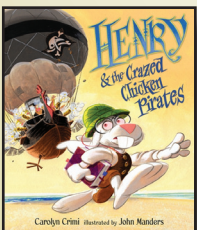
**Chapter to read aloud:**

Chapter 4 would be a good chapter to introduce this book. It should hook the students.

**Related titles:**

\_\_\_\_\_ 964972 **FEATHERS** Woodson, Jacqueline \$17.69 ©2007 F Age Range: 08 – 12 AR RL: 4.40 When a new, white student nicknamed “The Jesus Boy” joins her sixth grade class in the winter of 1971, Frannie’s growing friendship with him makes her start to see some things in a new light.

\_\_\_\_\_ 150617 **THROUGH MY EYES** Bridges, Ruby \$18.37 ©1999 379.2/A Age Range: 08 – 12 AR RL: 5.90 Ruby Bridges recounts the story of her involvement in the integration of her school in New Orleans in 1960.



\_\_\_\_\_ 249949 **HENRY & THE CRAZED CHICKEN PIRATES** Crimi, Carolyn \$17.69 ©2009 E Age Range: 04 – 08 AR RL: 3.40 When the Buccaneer Bunnies get a threatening note from an unknown enemy, Henry researches and writes a book to help him when the enemy finally arrives.

**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:**

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

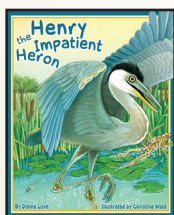


The kids will like this book. The story is good and the illustrations are great. When you read the last page Henry is going to write a story called, HENRY AND THE CRAZED CHICKEN PIRATES. This is the title of the book you have just read. Explain that this story could be a sequel to the book. Have your students write a story of the same title only substitute their name for Henry. If time is short write a group story.

### **Related titles:**

\_\_\_\_\_ 249944 **HENRY & THE BUCCANEER BUNNIES** Crimi, Carolyn \$17.69 ©2005 E Age Range: 04 – 08 AR RL: 3.80 Captain Barnacle Black Ear, baddest of the Buccaneer Bunnies, is ashamed of his book-loving son, Henry, until the day a great storm approaches.

\_\_\_\_\_ 249951 **WHERE'S MY MUMMY?** Crimi, Carolyn \$17.69 ©2008 E Age Range: 04 – 07 AR RL: 2.70 One deep, dark night, as all of the monsters are preparing for bed, Little Baby Mummy bravely searches for his mother until he sees a truly terrifying creature.



\_\_\_\_\_ 588295 **HENRY THE IMPATIENT HERON** Love, Donna \$12.77 ©2009 E Age Range: 04 – 08 AR RL: 4.40 Join Henry the Heron as he learns the importance of just being still.

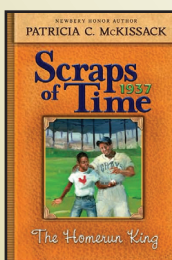


This book has several pages of activities at the end of the book. These should be sufficient for library lessons. If you have more time you could play a game of Statue. Which child could stay absolutely still the longest?

### **Related titles:**

\_\_\_\_\_ 973270 **EGRET'S DAY** Yolen, Jane \$19.07 ©2010 811/N Age Range: 09 – 11 AR RL: 4.90 Poems and photographs take readers up close to observe the daily life of the extraordinary Great Egret.

\_\_\_\_\_ 736392 **GRANDDAD'S FISHING BUDDY** Quigley, Mary \$18.39 ©2007 E Age Range: 04 – 08 AR RL: 3.10 A young girl and her grandfather go fishing and meet up with the heron that always helps him find fish.



\_\_\_\_\_ 628124 **HOME-RUN KING** McKissick, Pat \$16.99 ©2008 F Age Range: 08 – 12 AR RL: 3.60 During the Depression in Nashville, Tennessee, two baseball-loving brothers host Josh Gibson, a star of the Negro Leagues, in their home.

### **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 historical fiction. The Negro Baseball Leagues were real. Josh Gibson was a real baseball player. He was good. The students will have a better understanding of the story if they know more about Josh Gibson before they read the book. The best site for finding this information is the site for the Negro Baseball League: <http://www.negroleaguebaseball.com/history101.html> If you look at various choices across the screen you will see one for the Negro League Players. Choose this and then click on Josh Gibson. This will bring up some information. You can add to the timeline in the book by using the timeline on the web site. By using the book with this site, a lot of learning will take place.

**Chapters for reading aloud:**

Chapters 1 – 3, pages 3 – 21 will introduce the book and hook the baseball fans in the room. The pages are short with a lot of white space, so this seems longer than it really is.

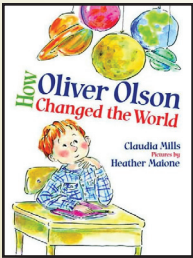
**Related titles:**

        628077 **BLACK DIAMOND : THE STORY OF THE NEGRO BASEBALL LEAGUES**

McKissack, Pat \$11.55 ©1994 796.357/N Age Range: 08 – 14 AR RL: 7.70 Traces the history of baseball in the Negro Leagues and includes information about its great players, including Monte Irwin, Buck Leonard, and Cool Papa Bell.

        408625 **SATCH & ME: A BASEBALL CARD ADVENTURE** Gutman, Dan \$17.69 ©2006 F Age Range: 08 – 12 AR RL: 4.10 Joe takes Flip with him to find out whether Satchel Paige really was the fastest pitcher ever.

        242184 **WILLIE AND THE ALL-STARS** Cooper, Floyd \$18.39 ©2008 E Age Range: 06 – 08 AR RL: 5.10 In 1934 Chicago, Willie sees a game between the Negro League All-Star team and the Major League All-Stars, and dreams of becoming a professional baseball player.



        647321 **HOW OLIVER OLSON CHANGED THE WORLD** Mills, Claudia \$17.67 ©2009 F Age Range: 07 – 10 AR RL: 4.70 Oliver shows his overprotective parents that he is capable of doing great things without their help.

**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.



It says in the dust jacket, “Oliver Olson’s teacher is always saying that one person with a big idea can change the world.” This is definitely a reoccurring theme throughout the book. Oliver’s teacher asks each student to think of one world-changing idea and then write it down. The students will then share these ideas with the class. The ideas will then be sent to Senator Levitt. Senator Levitt will be a guest speaker at a school assembly. Using this format, ask your students to each think of a “World-changing Idea.” Share these ideas with the class.

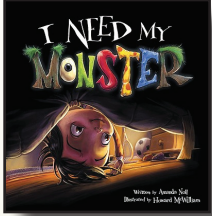
**Chapter to read aloud:**

Read chapter 1 & 2. If time permits have a discussion about parents helping children with their school projects. Is this right or wrong? What do they think?

**Related titles:**

\_\_\_\_\_ 647343 **7 X 9 = Trouble!** Mills, Claudia \$17.70 ©2002 F Age Range: 07 – 10 AR RL: 4.30 Third-grader Wilson struggles with his times-tables in order to beat the class deadline.

\_\_\_\_\_ 063395 **BEING TEDDY ROOSEVELT** Mills, Claudia \$18.39 ©2007 F Age Range: 07 – 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.



\_\_\_\_\_ 679555 **I NEED MY MONSTER** Noll, Amanda \$18.22 ©2009 E Age Range: 05 – 07 AR RL: 3.00 A unique monster-under-the-bed story with the perfect balance of giggles and shivers.

**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

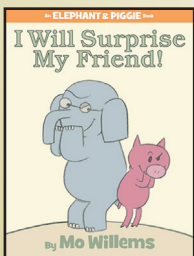


Read this story to the class. We know what is happening with Ethan while his monster Gabe is gone fishing. However, all we know about Gabe is that he is gone fishing. Have the kids write a story about Gabe’s fishing trip. Does he miss Ethan? Does he catch any fish? Does he make any friends? Does he find a new boy to sleep with? There are all kinds of possibilities. This could be a group story or individual depending on the age of the students. Time could be a factor also. If you have a lot of time the story could be illustrated.

**Related titles:**

\_\_\_\_\_ 251481 **BEDTIME AT THE SWAMP** Crow, Kristyn \$18.39 ©2008 E 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.

\_\_\_\_\_ 684087 **LAURA NUMEROFF’S 10-STEP GUIDE TO LIVING WITH YOUR MONSTER** Numeroff, Laura Joffe \$19.09 ©2002 E Age Range: 03 – 07 AR RL: 2.30 A guide to choosing and caring for your own pet monster, which includes useful information such as “monsters love country-and-western music” and “monsters love to buy gum.”



\_\_\_\_\_ 949580 **I WILL SURPRISE MY FRIEND!** Willems, Mo \$12.79 ©2008 E Age Range: 04 – 08 AR RL: 0.80 Gerald and Piggie want to play a game and surprise each other – but the best surprise is the one they least expect.

**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

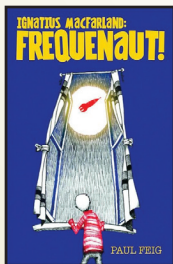


You will probably read this story to very young children. After reading the story, ask, “How would you surprise your friend?” Children could write their answer, or draw a picture of their answer, or talk about their answer. Is their surprise realistic or fantastic? Is it good or bad? Is it happy or sad? Have the children think about their answer.

**Related titles:**

\_\_\_\_\_ 949579 **ARE YOU READY TO PLAY OUTSIDE?** Willems, Mo \$12.79 ©2008 E Age Range: 04 - 08 Piggie can’t wait to go out and play in the sunshine. But will a rainy day ruin all the fun?

\_\_\_\_\_ 949574 **CAN I PLAY TOO?** Willems, Mo \$12.79 ©2010 E Age Range: 04 – 08 AR RL: 0.60 Elephant and Piggie learn to play catch with their new friend Snake.



\_\_\_\_\_ 328012 **IGNATIUS MACFARLAND: FREQUENAUT!** Feig, Paul \$18.39 ©2008 F Age Range: 08 – 12 AR RL: 5.90 Bullied in school and called “Piggy MacFarland,” twelve-year-old Iggy longs to travel to another planet and live among extraterrestrials, until an explosion transports him to a scary alternate reality.

**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.

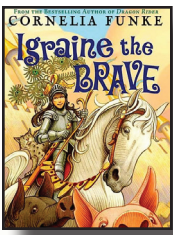


Ignatius ends up in Lesterville. Chapter 11 describes his first encounter with this strange town. Read the chapter aloud and have the kids listen carefully to this strange setting so that they can draw an illustration for the chapter. There are a few drawings in the chapter. Don’t show them. The kids need to take all of their ideas from the text.

**Related titles:**

\_\_\_\_\_ 639720 **WINDBLOWNE** Messer, Stephen \$18.39 ©2010 F Age Range: 08 – 12 Oliver, in the town of Windblowne, seeks his great-uncle Gilbert’s help to make a kite, but when Gilbert disappears, one of the kites takes Oliver through different worlds to find him.

\_\_\_\_\_ 078931 **EVER BREATH** Baggott, Julianna \$18.39 ©2009 F Age Range: 09 – 12 AR RL: 4.40 Twins Truman and Camille, on winter break with their grandmother, follow a secret passageway to magical Breath World to find a magical stone that balances both worlds.



\_\_\_\_\_361564 **IGRAINE THE BRAVE** Funke, Cornelia Caroline \$18.3924 ©2007 F Age Range: 09 – 12 AR RL: 5.60 Twelve-year-old Igraine wants to be a knight, and when her castle is attacked by a neighbor bent on stealing singing magic books, Igraine has an opportunity to demonstrate her bravery.

**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 is a lot of bravery, magic and fantasy in this book, but there are also some good ideas. In fact this book begins with some rules that will probably get completely passed over by most readers. Kids will just turn the page and not look back. They probably wouldn't know what to think about these rules if they did take time to read them. A shrug of the shoulders and that would be it. So, turn to page xi. It is close to the very beginning of the book. The title on this page is: The Sorrowful Knight's RULES OF CHIVALRY. Read the rules one by one and discuss them. What do these rules mean? Do they pertain to everyday life? Do they need to be rewritten to pertain to life today? Are they just stupid and shouldn't be in the book? These are questions you might consider when discussing this page with your students.

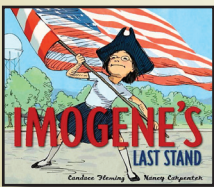
**Chapter to read aloud:**

A LITTLE MAGIC MISTAKE beginning on page 26 would be a good chapter to introduce this book.

**Related titles:**

\_\_\_\_\_361545 **DRAGON RIDER** Funke, Cornelia Caroline \$16.99 ©2004 F Age Range: 08 – 12 AR RL: 4.90 Firedrake, a silver dragon, is joined by a brownie and an orphan boy in a quest to find the legendary valley known as the Rim of Heaven, encountering creatures along the way, and struggling to evade the relentless, pursuit of an old enemy.

\_\_\_\_\_355731 **MY DAD THE DRAGON** French, Jackie \$18.25 ©2007 F Age Range: 08 – 12 AR RL: 3.40 Horace has received an almost impossible homework assignment – he has to kill a dragon.



\_\_\_\_\_341166 **IMOGENE'S LAST STAND** Fleming, Candace \$18.39 ©2009 E Age Range: 04 – 08 AR RL: 3.80 Enamored of history, young Imogene Tripp tries to save her town's historical society from being demolished in order to build a shoelace factory.

**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.



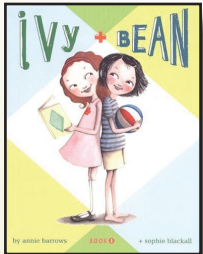
This book uses literary allusions from events in history and also uses quotations by famous people. There are notes at both the beginning and end of the book explaining these events and quotes. It will be important to go over these with your students as they are an integral part of the story. If you have a book of famous quotations in your library, copy enough so that each student will have one quote. Have the students each draw one quote out of a box. Have the student read the quote and tell what it means and who said it. If time permits have the students find information about the author of their quote.

If you need help finding quotations, the following web site will do the job:

<http://www.kidspast.com/historical-quotes/index.php>

**Related title:**

\_\_\_\_ 341164 **LOWJI DISCOVERS AMERICA** Fleming, Candace \$17.67 ©2005 F Age Range: 07 -11 AR RL: 3.10 A nine-year-old East Indian boy tries to adjust to his new life in suburban America.



\_\_\_\_ 093850 **IVY AND BEAN** Barrows, Annie \$11.31 ©2006 F Age Range: 06 – 10 AR RL: 3.20 When seven-year-old Bean plays a mean trick on her sister, she finds unexpected support for her antics from Ivy, the new neighbor, who is less boring than Bean first suspected.

**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.



Students always need to work on mapping skills. This book gives you the opportunity to have the students make a couple of maps. They will have to think about either their bedroom, or their neighborhood.

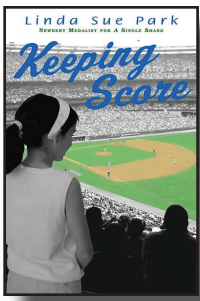
Chapter, BEWARE beginning on page 54 describes why Ivy has divided her bedroom into 5 parts. Read this chapter to the class. On a two page spread, pages 58 – 59 there is a map of her room. Use this as an idea for kids to map their own room.

Chapter, EASY – PEASY beginning on page 69 describes Bean’s neighborhood. Bean and Ivy need to sneak to Ivy’s house. Read this chapter to the class. On a two page spread, pages 74 – 75 there is a map of her neighborhood. Use this as an idea for the class to make a map of their neighborhood.

**Related titles:**

\_\_\_\_ 093854 **IVY AND BEAN DOOMED TO DANCE** Barrows, Annie \$16.99 ©2009 F Age Range: 06 – 10 AR RL: 3.60 Second-graders Ivy and Bean beg for ballet lessons, then, when they are cast as squids in their first recital, they want out.

\_\_\_\_ 093857 **IVY AND BEAN WHAT’S THE BIG IDEA?** Barrows, Annie \$16.99 ©2010 F Age Range: 06 – 10 When all the second grade students must enter the science fair, which has global warming as its theme, best friends Ivy and Bean team up to create an unusual project.



\_\_\_\_ 700164 **KEEPING SCORE** Park, Linda Sue \$17.70 ©2008 F Age Range: 09 – 12 AR RL: 5.40 In Brooklyn in 1951, a die-hard Giants fan teaches nine-year-old Maggie, a Dodgers fan, how to keep score of a baseball game which creates a special friendship between them.

### 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.



There might be some students who know how to keep score and statistics for a baseball game. There will be others who have a lot of questions. On the very last page the author does list some web sites to help the reader learn how to keep score. It really is more than counting the runs. Note that the last page is 202. This page is after the Acknowledgements and Author Note. I'm including some sites I checked out. If none of these sites meet your needs just do a search using a heading such as, How to keep scores in baseball.

<http://www.baseball-almanac.com/scoring.shtml> On this site you need to click on the page heading and it will take you to the place you need. The site is really quite complete.

[http://mlb.mlb.com/mlb/official\\_info/baseball\\_basics/keeping\\_score.jsp](http://mlb.mlb.com/mlb/official_info/baseball_basics/keeping_score.jsp) This site isn't as helpful, but is the official site for the Major Leagues.

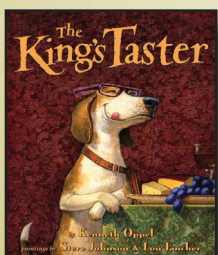
### Chapter to read aloud:

Chapter 2 begins on page 16. It is titled, "1 – Pitcher". Don't be confused. It is chapter 2. I can't say this is the most exciting chapter in the book, but it is the chapter that introduces the reader to baseball scoring. (Actually, I can't say that there are any super, exciting chapters.)

### Related titles:

\_\_\_\_ 328152 **CHANGE-UP : MYSTERY AT THE WORLD SERIES** Feinstein, John \$18.39 ©2009 F Age Range: 10 – 14 AR RL: 5.00 While covering baseball's World Series between the Washington Nationals and the Boston Red Sox, teen sports reporters Stevie and Susan Carol investigate a rookie pitcher who has a few contradictions in his life story.

\_\_\_\_ 119822 **SHOT HEARD 'ROUND THE WORLD** Bildner, Phil \$18.37 ©2005 F Age Range: 05 – 08 AR RL: 4.60 A view of life in Brooklyn, New York in the summer of 1951, from its streets, to its Cyclone, to its stadium.



\_\_\_\_ 690632 **KING'S TASTER** Oppel, Kenneth \$19.09 ©2009 E Age Range: 03 – 06 AR RL: 3.30 The royal chef takes Max the dog, the royal taster, on several international journeys to find a dish for the land's pickiest king.

### 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 King doesn't like anything the cook makes for him. He doesn't even like fries or pizza. Have the students each design a menu with their favorite foods on it. Have them make the menu for breakfast, lunch and dinner. It might be interesting to have them put prices on their menu.

You might have noticed syllabub on the list of foods for the king. This is a drink. It is quite good. It is made from whipping cream, juices, and sugar. I'd be happy to share the recipe. I found it in Felicity's Cooking Studio pub by Pleasant Co (American Girl).

### Related titles:

\_\_\_\_\_ 297258 **BURGER BOY** Durant, Alan \$17.70 ©2006 937/N Age Range: 04 - 07 AR RL: 2.40 Benny hates vegetables and eats nothing but hamburgers, until the day his mother's prediction proves true and he turns into a walking, talking – and running – burger.

\_\_\_\_\_ 210890 **I WILL NEVER NOT EVER EAT A TOMATO** Child, Lauren \$11.70 ©2000 E Age Range: 04 – 08 AR RL: 2.70 A fussy eater decides to sample the carrots after her brother convinces her that they are really orange twiglets from Jupiter.



\_\_\_\_\_ 792278 **KNUCKLEHEAD : TALL TALES & MOSTLY TRUE STORIES ABOUT GROWING UP** Scieszka, Jon \$15.59 ©2008 813/A Age Range: 08 – 11 AR RL: 4.60 A (partial) autobiography that's as quirky and funny as the man who wrote it.

### 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.



To make sure the students are connecting Jon Scieszka with the books he has written begin this lesson by sharing some of his books. You might want to pull the books you have in your library for a display. Introduce **KNUCKLEHEAD** by reading chapter 5. You could start with the first chapter, but if you only have time for one chapter, read chapter 5. The word, “poop”, will grab their attention. Explain to the class the difference between autobiography and biography. To reinforce the concept of autobiographies have each student think of a title for their own autobiography. Share these titles with the class.

**Related titles:**

\_\_\_\_\_ 266373 **26 FAIRMOUNT AVENUE** DePaola, Tomie \$11.91 ©2001 813/A Age Range: 07 – 11 AR RL: 4.40 Children’s author-illustrator Tomie dePaola describes his experiences at home and in school when he was a boy.

\_\_\_\_\_ 186266 **FLORA AND TIGER: 19 VERY SHORT STORIES FROM MY LIFE** Carle, Eric ©1997 \$19.09 813/A Age Range: 06 – 11 The author recalls experiences from his childhood in Germany and his later life in the United States, all in some way connected with various animals.



\_\_\_\_\_ 684148 **LEANIN’ DOG** Nuzum, K. A. \$17.69 ©2008 F Age Range: 08 – 12 AR RL: 5.40 In wintry Colorado during the 1930s, 11-year-old Dessa Dean mourns her mother’s death, but she befriends an injured dog, which changes their lives forever.

**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 book spans a time of 6 days. 4 days before Christmas to 1 day after. The setting is a cabin in the Colorado mountain wilderness in the 1930s. There are 3 characters; father, an eleven-year-old girl, and a dog. This book is about Dessa Dean’s adjustment to life after the death of her mother who froze to death while having a diabetic seizure. Dessa Dean tried to keep her warm until her father found them in the snow.



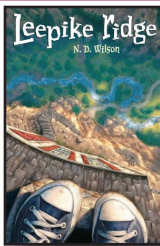
Four days before Christmas a big, brown dog shows up at the cabin. This dog helps Dessa Dean begin the healing process. The writing in this book is very descriptive. The reader can actually see the cabin inside and out. The reader feels the raw emotions and pain of Dessa Dean. The dog is vividly described. The only illustration for this book is on the dust jacket. Yet the reader will ache with the cold and feel as if they are in the cabin. The book is memorable and will not be forgotten by the reader for a long, long time.

If time permits read the first 5 chapters to the class. This is 24 pages. After reading these pages ask the students to draw a picture of what they heard and visualized while you read. Don’t show them the dust jacket, or cover. If you do you will probably only get pictures of the dog.

**Related titles:**

\_\_\_\_\_ 207352 **DOG GONE** Chapman Willis, Cynthia \$18.37 ©2008 F Age Range: 08 – 12 AR RL: 4.70 Twelve-year-old Dill refuses to deal with the recent death of her mother until her dog starts running with a pack that is suspected of killing livestock in the area, and Dill’s beloved grandfather becomes sick.

\_\_\_\_\_ 606395 **EVERYTHING FOR A DOG** Martin, Ann M. \$18.39 ©2009 F Age Range: 09 – 12 AR RL: 5.40 In parallel stories, Bone, an orphaned dog, finds and loses a series of homes, Molly, a family pet, helps Charlie through the grief and other after-effects of his brother’s death, and lonely Henry pleads for a dog of his own.



\_\_\_\_ 954565 **LEEPIKE RIDGE** Wilson, Nathan D. \$17.69 ©2007 \$17.54 F Age Range: 08 – 12 AR RL: 4.80 Eleven-year-old Tom finds himself trapped in a series of underground caves and pursued by murderous treasure-hunters.

**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.



Write the word, spelunker (noun) and spelunk (verb) on the board and ask the students what these words mean. Once they know what the words mean ask them if they have ever been a spelunker. What did they find when they were spelunking?

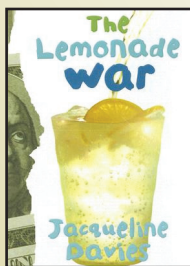
Tom, the protagonist in this book finds a corpse, dog, flashlight, castaway, crawdads, four graves, tomb, and a buried treasure when he finds himself on an unplanned trip of spelunking. This is one exciting read.

Passage for reading aloud: Begin at the top of page 18 and end at the bottom of page 24. The boys will want to know what will happen next. I think the girls will too. This is an adventure book you can't put down.

**Related titles:**

\_\_\_\_ 706403 **CAVE OF THE DARK WIND: A NEVER LAND BOOK** Barry, Dave \$13.49 ©2007 F Age Range: 08 – 12 AR RL: 4.40 While Peter is away, James and the other Lost Boys insist on exploring a mysterious cave.

\_\_\_\_ 649918 **JOURNEY TO THE BOTTOMLESS PIT: THE STORY OF STEPHEN BISHOP** Mitchell, Elizabeth, \$18.39 ©2004 F Age Range: 08 – 12 AR RL: 5.30 In 1838, seventeen-year-old slave Stephen Bishop serves his master as a guide in Kentucky's Mammoth Cave.



\_\_\_\_ 261466 **LEMONADE WAR** Davies, Jacqueline \$17.70 ©2007 F Age Range: 06 – 10 AR RL: 4.10 Evan and his younger sister, Jessie, react very differently to news that they will be in the same class for fourth grade.

**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.

**Six-Trait Writing**

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



There are some difficult concepts in this book. This is a great book for young entrepreneurs. It is an example of what capitalism is all about. It is a great tool for teaching marketing. Each chapter begins with a marketing term and its definition. List each of these words in a column on one side of the page. Mix up the definitions and list them in a column opposite the words. Divide the class into groups of two or more. Have the students match each term with the correct definition. Allow them to work as long as time permits. Go over the correct answers and have the students correct their own papers. How well did they do? If a classroom teacher is reading the book, have the students take this test before and after reading the book.

You could have the students each create an eye-catching sign for a lemonade stand. This is a big part of marketing a product. Someone has to think up all the advertisements we watch.

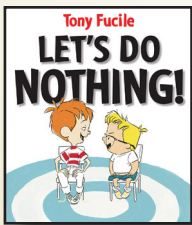
**Chapter read aloud:**

Chapter five will introduce students to the Lemonade War. This is where the siblings take each other on.

**Related titles:**

\_\_\_\_\_ 111717 **WORST THINGS IN LIFE ARE ALSO FREE** Benton, Jim \$11.43 ©2010 F Age Range: 09 – 12 AR RL: 5.60 School's out for the summer, and certain Mackerel Middle Schoolers have a lot of time on their hands. Isabella has ideas on making money and is determined to get Jamie and Angeline's help.

\_\_\_\_\_ 668654 **GIRLS RULE!** Naylor, Phyllis Reynolds \$11.550 ©2006 F Age Range: 09 – 12 AR RL : 5.00 The Malloy girls and the Hatford boys try to outdo each other in a quest to earn money and choose how to participate in the annual Buckman, West Virginia, Strawberry Festival.



\_\_\_\_\_ 361399 **LET'S DO NOTHING!** Fucile, Tony \$18.39 ©2009 E Age Range: 04 – 07 AR RL: 1.70 Two boys have done everything they can think of to keep busy, so they try something new by attempting to do nothing.

**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 lot of fun. Use this book as a game so the students will understand how hard, actually impossible, it is to do nothing. Ask the students to stop talking for 60 seconds. (You might want to make it a little longer, especially if you have had a rough day.) See how many students actually survive. Read the page in the book where the boys decide to pretend to be statues in a park. Have all the students sit as still as a statue. The student who lasts the longest earns a prize. After the student earns the prize, show and read the next few pages until the boys try to be redwood trees. Which student will survive this test? Continue through the book this way. The kids will love it. It should be a nice quiet lesson for you.

**Related titles:**

\_\_\_\_\_ 661544 **AMELIA'S BOREDOM SURVIVAL GUIDE** Moss, Marissa \$13.32 ©2006 F Age Range: 07 – 10 While waiting for her sister's medical appointment, a bored Amelia creates a handwritten book of fifty suggestions for passing the time.

\_\_\_\_\_765300 **PHOOEY!** Rosenthal, Marc \$18.39 ©2007 E Age Range: 04 – 08 A boy who claims there is nothing to do spends his day being anything but bored.



\_\_\_\_\_719001 **LION AND THE MOUSE** Pinkney, Jerry \$18.39 ©2009 398.2/E Age Range: 03 – 06 In this wordless retelling of an Aesop fable, an adventuresome mouse proves that even small creatures are capable of great deeds when he rescues the King of the Jungle.

### 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.

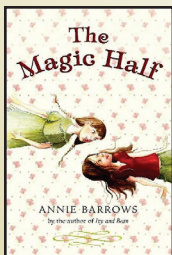


This book is wordless which makes it especially fun for children to look at the illustrations and predict what is happening and what will happen. They can tell the story. Yes, it is a fable we know, but do they? They might tell a totally different story. This is fine. It is their story. After the students have had plenty of time to tell their story then you can tell the story using the book. Listed below are a couple of more wordless books. If you want to find more wordless books, do a search under Stories without words.

### Related titles:

\_\_\_\_\_352032 **UN-BRELLA** Franson, Scott E. \$18.37 ©2007 E Age Range: 03 – 07 In this wordless book, a little girl uses her magic umbrella to give her the weather she wants, regardless of what the conditions really are outside.

\_\_\_\_\_264340 **GOOD DOG CARL** Day, Alexandra \$12.05 ©1997 E Age Range: 03 – 07 Carl, a lovable Rottweiler dog, takes care of a toddler as they wander through the house while mother is gone.



\_\_\_\_\_093859 **MAGIC HALF** Barrows, Annie \$17.67 ©2008 F Age Range: 08 – 12 AR RL: 4.10 Miri Gill feels left out in her family, which has two sets of twins and her, until she travels back in time to 1935 and discovers Molly, her own lost twin, and brings her back to the present day.

### 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 time travel adventure Miri suddenly finds herself in 1935, not 2009. She is in the same house but everything is different. What is different? Have the students think about everything they do in a day from the time they get up to the time they go to bed. What would they do differently in 1935? Tell them to think about what they wear, eat, play, see, etc. Who can make the longest list? Think in details. It's all in the details. You might want to have the students work in small groups.

**Chapter to read aloud:**

Chapter 3 should introduce this book and reel in some readers. This book will appeal to girls. Boys probably won't mind listening to this book as a read aloud, but it won't be a top choice to read alone.

**Related titles:**

\_\_\_\_\_ 299560 **HALF MAGIC** Eager, Edward \$11.70 ©1999 F Age Range: 08 – 12 AR RL: 5.00 Faced with a dull summer in the city, Jane, Mark, Katharine, and Martha suddenly find themselves involved in a series of extraordinary adventures after Jane discovers an ordinary-looking coin that seems to grant wishes.

\_\_\_\_\_ 511630 **VOLCANO DISASTER** Kehret, Peg \$11.05 ©2002 F Age Range: 08 – 12 AR RL: 5.10 When an “Instant Commuter” transports him to Mount Saint Helens during its eruption, twelve-year-old Warren cannot get himself back to his own home in his own time.



\_\_\_\_\_ 276766 **MAGICIAN'S ELEPHANT** DiCamillo, Kate \$18.39 ©2009 F Age Range: 08 – 13 AR RL: 5.00 When 10-year-old orphan Peter is told that his sister, who is presumed dead, is alive, he embarks on an adventure to find her.

**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 dust jacket blurb begins with questions: What if? Why not? Could it be? The very last sentence of the blurb is: “But it is – all of it – true.” Read this blurb to begin the lesson. You will not want to answer the questions, but you will want the students to think about the book. The book is fiction. The setting is Baltese. Where is Baltese? Read the first chapter aloud. Ask the students what they think now? The book can't be true, can it?

**Related titles:**

\_\_\_\_\_ 842252 **ELEPHANT'S TALE** St. John, Lauren \$18.39 ©2010 F Age Range: 09 – 11 A fourth prophecy about elephants comes true for Martine.

\_\_\_\_\_ 340815 **WHITE ELEPHANT** Fleischman, Sid \$17.69 2006 F Age Range: 08 – 11 AR RL: 4.30 In old Siam, young elephant trainer Run-Run and his old charge, Walking Mountain, must deal with the curse of a sacred white elephant.



\_\_\_\_\_ 421360 **MAIL HARRY TO THE MOON!** Harris, Robie H. \$18.39 ©2008 E Age Range: 03 – 06 AR RL: 1.60 Harry’s older brother, unhappy that the new baby seems to have taken over, dreams up imaginative ways to get rid of 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 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.



Children who have younger brothers and sisters will probably be very happy to share some of the experiences they have had with their siblings. Allow a short time for sharing. The text pattern in this book is excellent for predicting. Whenever the text says, “So I said,” stop and allow the students’ time to tell you what they think Harry said. Then turn the page and see what Harry did say. There are a few pages you will have to cover up so the students do not read what Harry said before you give the kids time to predict. This book is short, so you will be able to cover these pages very quickly before class begins. The ending of the book is predictable and satisfying.

**Related titles:**

\_\_\_\_\_ 064676 **BRAND-NEW BABY BLUES** Appelt, Kathi \$18.39 ©2010 E Age Range: 03 – 06 AR RL: 2.70 The arrival of a new little brother has his big sister singing the blues.

\_\_\_\_\_ 074001 **WHEN I WAS KING** Ashman, Linda \$18.39 ©2008 E Age Range: 04 – 08 AR RL: 2.0 A young boy describes how he is no longer “king” now that there is a new baby in the house, but then his family helps him enjoy the change.



\_\_\_\_\_ 792283 **MARCO? POLO!** Scieszka, Jon \$16.99 ©2006 F Age Range: 07 – 11 AR RL: 3.50 The Time Warp Trio find themselves in a desert in China where they must pose as astrologers and join the caravan of Marco Polo and his father.

**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.



Obviously, this book is a humorous take on a true event. The truth is stretched so far that it is hard to ascertain fact from fiction. The students will like finding their Chinese Zodiac Animal beginning on page 86 the best.

For an activity to relate Marco Polo to this book read pages 12 – 17 aloud. Then read the following passage from Marco Polo’s Travels:

“When a man is riding through this desert by night and for some reason -falling asleep or anything else -he gets separated from his companions and wants to rejoin them, he hears spirit voices talking to him as if they were his companions, sometimes even calling him by name. Often these voices lure him away from the path and he never finds it again, and many travelers have got lost and died because of this. Sometimes in the night travelers hear a noise like the clatter of a great company of riders away from the road; if they believe that these are some of their own company and head for the noise, they find themselves in deep trouble when daylight comes and they realize their mistake. There were some who, in crossing the desert, have seen a host of men coming towards them and, suspecting that they were robbers returning, they have gone hopelessly astray....Even by daylight men hear these spirit voices, and often you fancy you are listening to the strains of many instruments, especially drums, and the clash of arms. For this reason bands of travelers make a point of keeping very close together. Before they go to sleep they set up a sign pointing in the direction in which they have to travel, and round the necks of all their beasts they fasten little bells, so that by listening to the sound they may prevent them from straying off the path.”

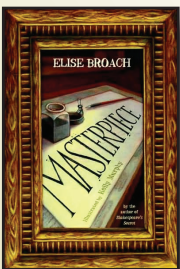
---- Marco Polo, Travels

Discuss the similarities in the two accounts. Could Joe use some of this advice? I am including the following Internet site: I found this passage there. There is a lot of good information about Marco Polo, but it is probably much more than the kids will want or need. <http://www.silk-road.com/art1/marcopolo.shtml>

#### Related titles:

\_\_\_\_ 792303 **IT'S ALL GREEK TO ME** Scieszka, Jon \$10.55 ©2006 F Age Range: 07 – 11 AR RL: 3.70 As Joe, Fred, and Sam are about to go on stage, they are sent back in time of Zeus in Greek mythology, who behave much as the characters in the trio's class play.

\_\_\_\_ 792298 **2095** Scieszka, Jon \$10.95 ©2006 F Age Range: 07 – 11 AR RL: 3.80 While on a field trip to New York's Museum of Natural History, Joe, Sam, and Fred travel into the future, where they encounter robots and their own grandchildren.



\_\_\_\_ 153909 **MASTERPIECE** Broach, Elise \$18.39 ©2008 F Age Range: 10 – 15 AR RL: 4.80 Marvin, a beetle, and James, a human, team up to find a Durer drawing stolen from the Metropolitan Museum of art.

#### 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 there is quite a mix of fantasy and reality, but there is one thing for sure, it points out how complicated it is to steal a piece of art. However, how difficult it is there have been some very famous heists. The following Internet site has good information about some of these escapades. Some have never been solved. I looked at quite a few sites. You will want to copy the information and use it with the students. There are ads and pop-ups that aren't for students, however, this site had information that was easy to read. It also had a variety of heists. Copy the information and cut the cases apart and have different students report to the class on their case.

[http://www.trutv.com/library/crime/gangsters\\_outlaws/outlaws/major\\_art\\_thefts/](http://www.trutv.com/library/crime/gangsters_outlaws/outlaws/major_art_thefts/)

**Chapters to read aloud:**

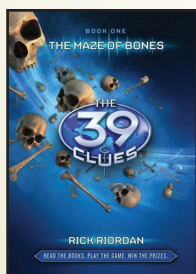
Read chapters 3 & 4. Students might be a bit confused as this skips over the introduction of Marvin the beetle, but it introduces James' family. Read the dust jacket blurb first and you should be just fine.

**Related titles:**

\_\_\_\_\_ 153913 **SHAKESPEARE'S SECRET** Broach, Elise \$9.26 ©2005 F 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.

\_\_\_\_\_ 196183 **HEIST SOCIETY** Carter, Ally \$18.39 ©2010 F Age Range: 11 – 15 AR RL: 5.50 A group of teenagers unites to re-steal several priceless paintings and save 15-year-old Kat Bishop's father, an international art thief, from a vengeful collector.

\_\_\_\_\_ 087980 **CHASING VERMEER** Balliett, Blue \$18.37 ©2004 F Age Range: 08 – 12 AR RL: 5.40 When seemingly unrelated and strange events start to happen and a precious Vermeer painting disappears, eleven-year-olds Petra and Calder combine their talents to solve an international art scandal.



\_\_\_\_\_ 754960 **MAZE OF BONES (39 Clues; Book 1)** Riordan, Rick \$15.59 ©2008 F Age Range: 09 – 12 AR RL: 4.30 Minutes before she died Grace Cahill changed her will, leaving her descendants an impossible decision: “You have a choice - one million dollars or a clue.” Now the clues race is on all over the world.

**Reading Strategy:**

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



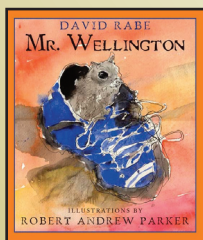
**WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase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



This book is a puzzle to solve. You will find lots of online help for these books. Begin at this site: <http://www.the39clues.com/info/about> If you need more help do a search under 39 Clues, or ask a friend.

**Related titles:**

We carry all ten titles in this series. Do a series search under 39 Clues.



\_\_\_\_\_ 736731 **MR. WELLINGTON** Rabe, David \$18.37 ©2009 F Age Range: 06 – 10 AR RL: 5.10 A story about a boy's encounter with a wounded squirrel told in alternating chapters from both the squirrel's and boy's point of view.

## 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 will generate a lot of questions. Jonathan finds an orphaned squirrel. He takes it home. He doesn't know how to care for a squirrel. He needs to find out. He needs to find out fast. Read the first two chapters to the class. This book is told in alternating chapters from the point of view of the squirrel, Mr. Wellington, and the point of view of the boy, Jonathan. On page 32 Jonathan goes to his computer for help. He uses the subject headings: "Small Mammals in Distress" and "Help for Baby Squirrels." If you have time for the students to search these topics it would make an excellent lesson. If you don't have time here is help. These are the two sites I found most helpful. They weren't full of obnoxious ads and pop-ups either.

<http://www.mary.cc/squirrels/foundababy.htm>

<http://www.stfranciswildlife.org/squirrels.html>

## Six – Trait Writing

**Organization:** The internal structure of the writing. (This book is a great example of point of view with alternating chapters.)

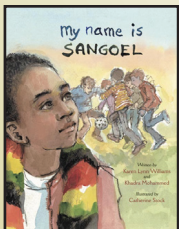
## Chapters to read aloud:

Chapters 1 & 2 will introduce the story. You really need to read BOTH chapters. The kids need to hear both sides of the story. One question I would like to ask the author is, "Did Jonathan push his bike carrying his shoe, or did he leave it there?"

## Related titles:

\_\_\_\_\_ 474592 **PEE-WEE'S TALE** Hurwitz, Johanna \$10.85 ©2000 F Age Range: 07 – 10 AR RL: 4.70  
When his owner's parents let him go in Central Park, a young guinea pig learns to survive in the natural world with the help of a "park-wise" squirrel.

\_\_\_\_\_ 602873 **HAROLD'S TAIL** Marciano, John Bemelmans \$17.69 ©2003 F Age Range: 08 – 12 AR RL: 4.50  
As a result of an experiment stripping the fur from his tail, Harold the squirrel finds himself homeless and mistaken for a rat on the unfamiliar streets of New York City.



\_\_\_\_\_ 951328 **MY NAME IS SANGOEL** Williams, Karen Lynn \$18.40 ©2009 E Age Range: 07 -10 AR RL: 3.20  
Sangoel, a Sudanese refugee, finds a clever way to help people pronounce his name.

## 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.



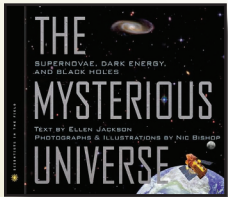
This book is a lesson in itself. As you read the story struggle with the pronunciation of Sangoel's name. If you don't the story will be like a joke without the punch line. Once you have finished the story most of the students will want to make an illustration for their name. It will be a fun activity. It is also an important lesson. All people are proud of their name and they do want people to pronounce their name correctly. Their name is their identity. Refugees have changed so much in their lives they shouldn't have to change their name, too. Be sure to read the Author's Note at the end of the book. This has good information.

**Related titles:**

\_\_\_\_\_ 950488 **FOUR FEET, TWO SANDALS** Williams, Karen Lynn \$18.40 ©2007 E Age Range: 07 – 10 AR RL: 3.20 Two young Afghani girls living in a refugee camp in Pakistan share a pair of sandals.

\_\_\_\_\_ 950490 **GALIMOTO** Williams, Karen Lynn \$12.05 ©1990 E Age Range: 04 – 08 AR RL: 3.00 Walking through his village, a young African boy finds the materials to make a special toy.

\_\_\_\_\_ 226379 **RENE HAS TWO LAST NAMES = RENE TIENE DOS APELLIDOS** Colato Lainez, Rene \$17.67 ©2009 E Age Range: 04 – 08 A young Salvadoran immigrant is teased for having two last names until he shows his family tree.



\_\_\_\_\_ 484870 **MYSTERIOUS UNIVERSE: SUPERNOVAE, DARK ENERGY, AND BLACK HOLES** Jackson, Ellen B. \$19.10 ©2008 523.8/N Age Range: 10 – 14 AR RL: 7.50 A scientific team in Hawaii studies space phenomena with the eight-story Keck telescope.

**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.

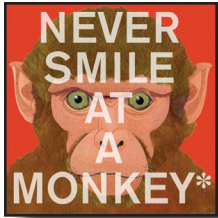


This book is very well written and organized. It will answer questions and generate more questions. It will probably find an audience in middle school. However, it could also be helpful to high school students. To help it find an audience read the dust jacket blurb and introduction aloud. This should pique the curiosity of some of your students.

**Related titles:**

\_\_\_\_\_ 485015 **WORLDS AROUND US: A SPACE VOYAGE** Jackson, Ellen B. \$23.25 ©2007 523.2/N Age Range: 09 – 12 AR RL: 5.00 Presents a tour of our solar system.

\_\_\_\_\_ 484810 **LOOKING FOR LIFE IN THE UNIVERSE: THE SEARCH FOR EXTRATERRESTRIAL INTELLIGENCE** Jackson, Ellen B. \$12.03 ©2002 576.8/N Age Range: 08 – 12 AR RL: 6.90 Investigates how scientists use twenty-first-century technology to investigate whether life exists on other planets.



\_\_\_\_\_ 490847 **NEVER SMILE AT A MONKEY: AND 17 OTHER IMPORTANT THINGS TO REMEMBER.** Jenkins, Steve \$17.70 ©2009 591.6/N Age Range: 05 – 08 AR RL: 6.30 Readers will learn just how dangerous a creature can be when it is threatened – or even when it looks completely harmless.

**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.

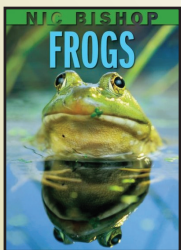


When reading this book I kept asking, “If these animals are so dangerous I want to know where they live, so I never, ever encounter one. So, tell me, where do they live?” When I got to the very last pages my questions were answered. I must admit I would have liked photographs at this point to really clarify what the animals looked like in their environment, but at least there is a lot of information. Just for your class I would copy the information and then cut the copy so you could pass out an animal to each child. That child could then become the expert on that animal. They could then answer questions about where the animal lives and contribute other information.

**Related titles:**

\_\_\_\_\_ 490871 **WHAT DO YOU DO WHEN SOMETHING WANTS TO EAT YOU?** Jenkins, Steve \$11.70 ©1997 591.47/N Age Range: 04 – 08 AR RL: 4.00 Describes how various animals, including an octopus, a bombardier beetle, a puffer fish, and a gliding frog, escape danger.

\_\_\_\_\_ 490917 **WHAT DO YOU DO WITH A TAIL LIKE THIS?** Jenkins, Steve \$12.13 ©2003 573.8/N Age Range: 04 – 08 AR RL: 3.00 Explores, in question and answer format, what animals can do with their ears, eyes, mouths, noses, feet and tails.



\_\_\_\_\_ 122342 **NIC BISHOP FROGS** Bishop, Nic \$19.09 ©2008 597.8/N 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.

**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:**

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

**Organization:** The internal structure of the writing.

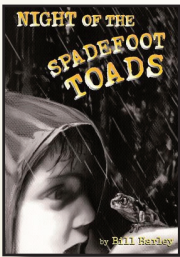


This book won't need much of an introduction to get it to move. Kids love books by Nic Bishop. The photography is outstanding. You will notice quite quickly that on each page of text there is a line or two that is in a different color and size font. This makes it very easy for the reader to pick out the main idea. It makes it very easy for you to ask a topical question and then have the kids listen for the answer. When they have a reason to listen they will remember the information for a greater length of time. So, ask the question and have them answer the question.

**Related titles:**

\_\_\_\_\_ 122331 **NIC BISHOP BUTTERFLIES AND MOTHS** Bishop, Nic \$19.09 ©2009 595.78/N Age Range: 04 – 08 AR RL: 5.40 An introduction to butterflies using photographs and simple text to describe their physical characteristics and environment.

\_\_\_\_\_ 122348 **NIC BISHOP LIZARDS** Bishop, Nic \$19.09 ©2010 597.95/N Age Range: 04 – 08 An introduction to lizards using photographs and simple text to describe their physical characteristics and environment.



\_\_\_\_\_ 419801 **NIGHT OF THE SPADEFOOT TOADS** Harley, Bill \$17.67 ©2008 F Age Range: 08 – 12 AR RL: 3.70 When his family moves from Tucson, Arizona to Massachusetts, fifth-grader Ben has a hard time leaving the desert he loves, but his science teacher helps him feel at home.

**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 Massachusetts. Have the students find Massachusetts on a map. Ben has moved here from Arizona. Find Arizona on the map. Ben is not happy about this move. He loves the desert. However he finds a comrade who does like to explore the ponds and wildlife in Massachusetts. He learns about the rare, spadefoot toad. Does this rare toad only live in Massachusetts? That is the question for you to solve. The answer might surprise you.

See if any of your students know the answer to this question. If you have time do a Google search. Enter Spadefoot Toad Facts. You will find the answer. The web site listed below will give you an answer. The second web site will give you a spadefoot toad to color as well as some facts.

You will find other resources at the end of the book.

[http://depts.washington.edu/natmap/facts/great\\_basin\\_spadefoot\\_toad\\_712.html](http://depts.washington.edu/natmap/facts/great_basin_spadefoot_toad_712.html)

<http://www.stoller-eser.com/PDF/Coloring/Toad.pdf>

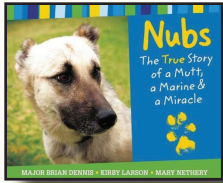
**Chapter to read aloud:**

Chapter 4 should entertain the students and pique their interest in this book.

**Related titles:**

\_\_\_\_\_ 355732 **OPERATION REDWOOD** French, Susannah T. \$18.37 ©2009 F Age Range: 08 – 12 AR RL: 4.60 In northern California Julian Carter-Li and his friends old and new fight to save a grove of redwoods from an investment company that plans to cut them down.

\_\_\_\_\_ 230506 **ENVIRONMENTALISM : HOW YOU CAN MAKE A DIFFERENCE** Coley, Mary McIntyre \$18.90 ©2009 333.72/N Age Range: 09 – 14 AR RL: 4.70 Describes what environmental activism is and serves as a guide explaining how youth can change their world.



\_\_\_\_\_ 273837 **NUBS : THE TRUE STORY OF A MUTT, A MARINE & A MIRACLE** Dennis, Brian \$19.09 ©2009 636.709/N Age Range: 03 – 06 AR RL: 4.80 A true story of a marine and the miraculously loyal dog he befriends in Iraq. (Note: This age level of 03 – 06 seems a bit low. All ages will enjoy this book.)

### Reading Strategy:

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

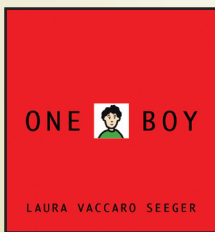


**WA GLE: EALR: 2.1.6:** Generate and answer questions before during and after reading. **MT SFR: CS 2:** Apply a range of skills and strategies to read. **OR SFR:** Draw connections and explain relationships between reading and other experiences. **OR SFR:** Use a variety of reading strategies to increase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



This is a non fiction story. This story has photos and enough corroborative evidence there isn't much question that this really is a true story. However, students should always be taught to check for more evidence to make sure the information is correct. In this day and age when we are bombarded with information on the Internet and people can easily publish just about anything, kids should be taught to question everything they read. The following web site is from an interview with the author on MSNBC. It includes a video from the Today Show. [http://today.msnbc.msn.com/id/33585208/ns/today-today\\_pets\\_and\\_animals/#33584389](http://today.msnbc.msn.com/id/33585208/ns/today-today_pets_and_animals/#33584389) This will corroborate the book.

Note: Kirby Larson, an author from Kenmore, WA was co-author for this book.



\_\_\_\_\_ 795281 **ONE BOY** Seeger, Laura Vaccaro \$16.97 ©2008 E Age Range: 02 – 06 A counting book that lets kids discover words within words.

### 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.

### Six-Trait Writing:

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

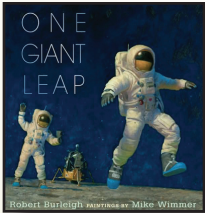


This is a wonderful book for predicting. It looks like it is going to be easy to predict what will be on the next page, but it is deceptive. The child will need to look at the placement of the letters, the cutout and what is behind the cutout. It is highly likely that the child will not figure out what will be on the next page. That is fine; the book is encouraging the child to think and that is what counts.

**Related titles:**

\_\_\_\_\_ 795282 **FIRST THE EGG** Seeger, Laura Vaccaro \$16.97 ©2007 571.8/N Age Range: 02 – 06 Simple die-cuts present transformation – from seed to flower, tadpole to frog, caterpillar to butterfly.

\_\_\_\_\_ 795340 **WHAT IF?** Seeger, Laura Vaccaro, \$17.69 ©2010 E Age Range: 03 – 07 A beach, a beach ball, and some seals provide this story with three possible endings explored.



\_\_\_\_\_ 173514 **ONE GIANT LEAP** Burleigh, Robert \$18.39 ©2009 629.45/N Age Range: 06 – 08 AR RL: 3.00 Celebrates the 40th anniversary of the first moon landing.

**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.



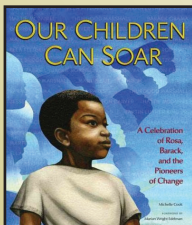
This book is illustrated. There are no photos. Since this is a book about an actual event kids will have questions. The illustrations are excellent and look almost like photos, but they still aren't the real thing. If you go to the following Internet site you will find a 2 min video of the actual moon landing. Now, the bad side of this is that there are some ads and such. This is a You Tube site. Aren't they all? Preview it first and see what you think. If you project the video you should be able to block out the surrounding area. The video is exactly what we saw on television 41 years ago.

[http://www.google.com/search?sourceid=navclient&ie=UTF-8&rlz=1T4DMUS\\_enUS229US232&q=moon+landing](http://www.google.com/search?sourceid=navclient&ie=UTF-8&rlz=1T4DMUS_enUS229US232&q=moon+landing) If you have trouble connecting to the site, just do a search using Moon Landing.

**Related titles:**

\_\_\_\_\_ 204530 **MISSION CONTROL, THIS IS APOLLO: THE STORY OF THE FIRST VOYAGES TO THE MOON** Chaikin, Andrew \$23.29 ©2009 629.45/N Age Range: 08 – 12 AR RL: 8.00 America's space voyages from Mercury through Apollo 17 and beyond are discussed.

\_\_\_\_\_ 409648 **FOOTPRINTS ON THE MOON** Haddon, Mark \$18.39 ©2009 E Age Range: 04 – 08 AR RL: 4.50 The author recalls his boyhood fascination with the moon and his pure wonder at witnessing the first lunar landing.



\_\_\_\_\_ 236458 **OUR CHILDREN CAN SOAR: A CELEBRATION OF ROSA, BARACK, AND THE PIONEERS OF CHANGE** Cook, Michelle \$18.39 ©2009 920/C Age Range: 04 – 08 Overview of the U. S. Civil Rights movement, with art by 13 well-known illustrators.

### Reading Strategy:

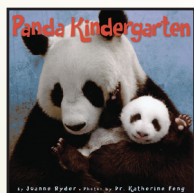
**Determining important ideas:** Readers must determine the key ideas that are central to the story. We need to know our purpose for reading something to know what is important.



**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 only includes people who are African American. However, all children can soar – red, yellow, black and white. Each child needs to be encouraged to do their very best. Have some biography books on the tables ready for the students to look at and read. Choose a variety. Give the children time to peruse their books and then share them with the class.



\_\_\_\_773966 **PANDA KINDERGARTEN** Ryder, Joanne \$19.09 ©2009 599.789/N Age Range: 04 – 08 AR RL: 4.70 Meet sixteen panda cubs at the Wolong Giant Panda Reserve Center in China. The cubs grow and learn skills- in “panda kindergarten” – that will help prepare them to live in the wild.

### 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 text is interesting, and the photo illustrations are delightful, but the FAST FACTS on the very last page are fascinating. Use these as answers to questions. You will have to write the questions and answers using these facts. Pass one answer to each student. You will see that several of the facts can be written as several questions, so you will have more answers. When you read a question see if a student can match their answer correctly with the question.

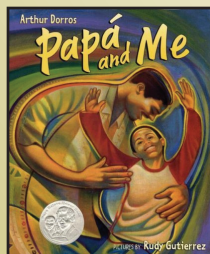
You will find more information about pandas at the following web site. This will be helpful if you need more questions and answers for the activity.

<http://kids.nationalgeographic.com/kids/animals/creaturefeature/panda>

### Related titles:

\_\_\_\_302676 **GIANT PANDA** Eckart, Edana \$10.78 ©2003 599.789/N Age Range: 04 – 07 AR RL: 1.50 An introduction to the physical characteristics and behavior of giant pandas.

\_\_\_\_936967 **PANDAS** Wexo, John Bonnett \$17.69 ©2003 599.789/N Age Range: 07 – 12 AR RL: 5.50 Discusses the habits and behavior of the giant panda, a rare animal found in dense bamboo forests high in the mountains of China.



\_\_\_\_287426 **PAPA AND ME** Dorros, Arthur \$18.39 ©2008 E Age Range: 04 – 08 ARRL: 1.70 A bilingual boy and his father, who only speaks Spanish, spend a day together.

### 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.

### Six - Trait Writing:

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

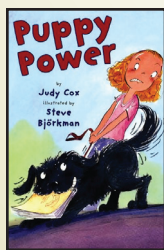


This book has Spanish words scattered throughout the text. List these words on a paper for the students to follow as you read the book aloud. Using context clues have the students write the English word for each of the Spanish words. Young children will need to do this as a group lesson. Older children should try to do this on their own. Go over the answers after you have finished reading the book. Have each child correct their own paper. They will learn more this way. This shouldn't be a graded paper, only a learning experience. Of course your Hispanic students will have a huge advantage.

### Related titles:

\_\_\_\_\_ 909541 **GOODNIGHT, PAPITO DIOS = BUENAS NOCHES, PAPITO DIOS** Villasenor, Victor \$17.67 ©2007 E Age Range: 03 – 07 In bilingual text, a father comforts his son at bedtime by singing the turtledove song his own mother once sang to him.

\_\_\_\_\_ 834176 **WALK WITH GRANDPA = UN PASEO CON ABUELO** Solomon, Sharon K. \$12.53 ©2009 E Age Range: 04 – 08 Daniela and her grandpa take a walk in the woods and share what they mean to each other.



\_\_\_\_\_ 246131 **PUPPY POWER** Cox, Judy \$17.67 ©2008 F Age Range: 07 – 09 AR RL: 2.90 Third-grader Fran has trouble controlling herself, but training her gigantic Newfoundland puppy helps her gain enough self-control to win the part of princess in the class play.

### 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 book Fran has a reading buddy, Jonathan. Jonathan and Fran finally bond when Jonathan makes friends with Fran's dog. Fran has a Newfoundland. This is an extremely big dog. I had questions about this dog. Students might have questions, also. If they don't have questions about this dog they might have questions about their own dog, or a dog they would like to have. Listed below are two web sites where you will find information on just about every breed imaginable. I like the first site best, but have also included the second site for the American Kennel Club.

<http://www.dogbreedinfo.com/abc.htm>

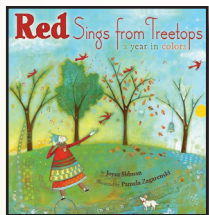
[http://www.akc.org/breeds/breeds\\_a.cfm](http://www.akc.org/breeds/breeds_a.cfm)

### Chapters to read aloud:

If you only want to read a few chapters aloud read the first 4 chapters. This will introduce Fran to the class.

### Related title:

\_\_\_\_\_ 246126 **NORA AND THE TEXAS TERROR** Cox, Judy \$17.67 ©2010 F Age Range: 06 – 10 Nora is trying to be a good sport about having cousin Ellie’s family as long-term guests now that her uncle lost his job. However, cousin Ellie, the Texas Terror, is taking over Nora’s life.



\_\_\_\_\_ 817032 **RED SINGS FROM TREETOPS: A YEAR IN COLORS** Sidman, Joyce \$17.70 ©2009 E Age Range: 05 - 08 AR RL: 3.20 Explore the colors of the four seasons – through all your senses.

### 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.

### 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.

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

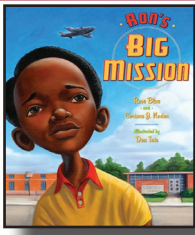


You could do a lot of different lessons with this book, but one lesson idea would be to give each of the children a piece of paper, and ask them to fold it so they have 4 sections. Then open it and label each section with one season, winter, spring, summer and fall. List the colors from this book: red, green, yellow, purple, white, blue, pink, brown, gray, black, orange. Ask the children to decide what color belongs in each season. They may use each color in more than one season if they like. If you have time the kids could draw a picture to go with each season using their chosen colors. After they have made their decisions about where the colors should go, read the book. They will be listening carefully to see if they have made predictions that agree with the book. Obviously, there are no wrong answers.

### Related titles:

\_\_\_\_\_ 464700 **WORLD OF COLORS** Houblon, Marie \$18.37 ©2009 793/N Age Range: 03 – 06 Helps kids make leaps in their observational skills by asking them to find colored objects – from the expected to the surprising.

\_\_\_\_\_ 807609 **SHARING THE SEASONS : A BOOK OF POEMS** \$21.89 ©2010 811.008/N Age Range: 08 – 12 A diverse collection of classic quotations and forty-eight poems, twelve for each of the four seasons, selected by Lee Bennett Hopkins.



\_\_\_\_\_ 128705 **RON'S BIG MISSION** Blue, Rose \$18.39 ©2009 E Age Range: 06 – 08 AR RL: 2.90  
In 1959, young Ron McNair resists a library's segregation policies.

**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.

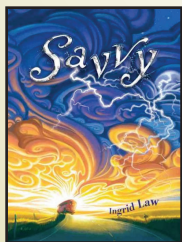


Ask the students if they know how to get a library card at the public library. What information do they need? Are there age restrictions? Do they have to live within certain boundaries? Do they have to pay for the card? Have any of the students been refused a card? Why?  
Read this story to the class. How did they feel when Ron was told he couldn't check out a book? This book is classified as fiction. Was this part of the story fiction or non fiction? Ron was very much a real person. What do you think? Could a person really be refused a library card just because of the color of their skin? End the discussion by reading the Author's Note on the very last page.

**Related titles:**

\_\_\_\_\_ 657998 **TOMAS AND THE LIBRARY LADY** Mora, Pat \$18.40 ©1997 E Age Range: 04 – 08 AR RL: 2.70 While helping this family in their work as migrant laborers far from their home, Tomas finds an entire world to explore in the books at the local public library.

\_\_\_\_\_ 439959 **THAT BOOK WOMAN** Henson, Heather \$18.39 ©2008 E Age Range: 04 – 08 AR RL: 4.30 A family in the Appalachian Mountains in the 1930s gets books to read during the regular visits of a librarian who rides through the mountains.



\_\_\_\_\_ 550075 **SAVVY** Law, Ingrid \$18.39 ©2008 F Age Range: 09 – 11 AR RL: 6.00 Recounts the adventures of Mibs Bequmont, whose thirteenth birthday has revealed her "savvy" a magical power unique to each member of her family – just as her father is injured in a terrible accident.

**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:**

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



Read the passage beginning on page 122 with the paragraph that starts with, "Momma". Finish on page 123 at the end of the paragraph that ends with, "to use our savvy or work around it." You will

find both of these places in the middle of the page.

After reading ask the students if they know anyone with savvy. If they think hard enough they might find that just about everyone has a savvy of some sort. Maybe they will be able to predict some savvy for others.

**Chapter for reading aloud:**

Begin reading on page 166, chapter 19. After listening to this passage the students should have a lot of humorous images in their heads. If you have extra time they could illustrate this chapter.

**Related title:**

\_\_\_\_\_553230 **MISSING MAGIC** Laybourn, Emma \$18.39 ©2007 F Age Range: 08 – 12 AR RL: 4.30 In a world where everyone else has magical abilities, eleven-year-old Ned has none, but when the world turns upside down his lack of powers turns out to be his best asset.

\_\_\_\_\_722088 **ABBY CARNELLA'S ONE & ONLY MAGICAL POWER** Pogue, David \$17.69 ©2010 Age Range: 08 – 12 AR RL: 4.60 After 11-year-old Abby discovers she has a completely useless magical power, she attends a magic camp where she finds others like herself but a sinister plot comes to light.



\_\_\_\_\_530073 **SCHOOLED** Korman, Gordon \$17.69 ©2007 F 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.



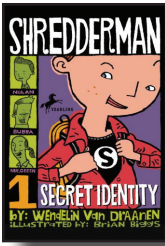
**WA GLE EALR 2.1:** Demonstrate evidence of reading comprehension. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events.



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 \$11.55 ©2000 F 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.



\_\_\_\_\_ 902596 **SECRET IDENTITY** Van Draanen, Wendelin \$15.57 ©2004 F Age Range: 07 – 10  
AR RL: 3.30 Fifth grader Nolan Byrd, tired of being called names by the class bully, has a secret identity – Shredderman!

**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.



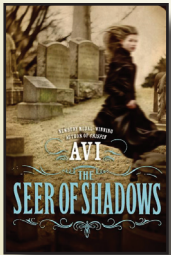
**WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections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



In this very popular book Nolan, a.k.a. Shredderman, takes a very novel approach to deal with the class bully. People will have varying opinions about this being the correct way to address the problem. To introduce this book have a discussion about bullying. Have any of the students been the victims of a bully? What did they do? How should students deal with a bully? Go over the school rules to make sure each student knows what to do if they are bullied at school. What should children do if they are not at school? If time permits make posters to display rules about how to deal with a bully.

**Related title:**

\_\_\_\_\_ 902650 **MEET THE GECKO** Van Draanen, Wendelin \$15.57 ©2005 \$15.52 F Age Range: 07 – 10  
AR RL: 3.40 Nolan Byrd, alias Shredderman, sets out to help the young star of his favorite television show expose a slanderous reporter.



\_\_\_\_\_ 077481 **SEER OF SHADOWS** Avi \$18.39 ©2008 F Age Range: 08 – 12 AR RL: 5.20  
Horace, a photographer’s apprentice, becomes tangled in a plot to create fake spirit photos, but when he accidentally frees the real ghost of a girl, his life takes a fearful turn.

**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 is actually foreshadowing of what is to come. Obviously, all book titles are related to what the book is about. However, this title is the hook for the book. Yet, if the students don’t know what a seer is they won’t get it. Ask the students, “What is a seer?” Allow the class to discuss this term. Then give them the dictionary definition. You might want to copy the definition for them to read. Ask the students to predict the correct definition for this book from the list in the dictionary. The cover of the book and the title should give them the clues they need to pick the correct definition. Once the students understand what this book is about they will want to read this ghost story.

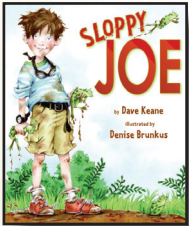
### Chapter to read aloud:

Chapter 16 begins on page 83. This chapter is short and includes the ghost. It is in the middle of the book, but it should pique the students' interest.

### Related titles:

\_\_\_\_\_ 268352 **GHOST AND MRS. HOBBS** DeFelice, Cynthia C., \$18.37 ©2001 F Age Range: 08 – 12 AR RL: 4.90 Allie investigates the fire seventeen years earlier which claimed the lives of the husband and infant son of a school cafeteria worker, as well as the handsome young man whose ghost asks Allie for help.

\_\_\_\_\_ 410610 **OLD WILLIS PLACE : A GHOST STORY** Hahn, Mary Downing \$17.70 ©2004 F Age Range: 09 – 12 AR RL: 4.20 Twelve-year-old Diana befriends the daughter of the new caretaker, setting in motion events that lead to the release of the spirit of an evil, crazy woman who once ruled the old Willis place.



\_\_\_\_\_ 510532 **SLOPPY JOE** Keane, David \$18.39 ©2009 E Age Range: 04 – 07 AR RL: 2.40 Sloppy Joe determines to do everything he can to surprise his family by becoming Neat Joe.

### 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 EARL: 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.

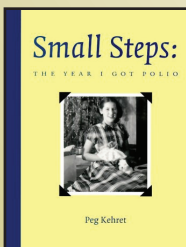


Read this book to the class. Point out where Joe relies on some jokes he knows to take his parents off the subject of his sloppiness. He is hoping to get out of trouble. Ask the students if they have a joke to tell. They probably know some. They have probably already found where the joke books are placed in the library. Show the students if they don't know where to find the books. Have each student find a joke to write down and illustrate.

### Related titles:

\_\_\_\_\_ 510528 **DADDY ADVENTURE DAY** Keane, Dave \$17.69 ©2011 E Age Range: 03 – 05 Daddy Adventure Days are always special, and this one, featuring a boy's first visit to a baseball stadium, is no exception. (Postponed from Spring 2010)

\_\_\_\_\_ 510525 **BOBBY BRAMBLE LOSES HIS BRAIN** Keane, Dave \$17.70 ©2009 E Age Range: 05 – 08 AR RL: 4.50 Daredevil Bobby Bramble has often been warned that one day he will crack his head open, and when he finally does, his brain escapes and runs around town as if it has a mind of its own.



\_\_\_\_\_ 511615 **SMALL STEPS : THE YEAR I GOT POLIO** Kehret, Peg \$12.05 ©1996 362.1/A Age Range: 08 – 13 AR RL: 5.20 The author describes her battle against polio when she was twelve and thirteen and her efforts to overcome its debilitating effects.

### 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 is a very poignant story about Peg's year with polio. Ask your students why kids don't get polio today? Ask why Peg didn't have a vaccination? Ask if the kids know an adult, probably a grandparent who had polio? Kids know that they have to get shots before they go to school, but do they know what diseases these shots prevent? Ask them. Here is a list: diphtheria, meningitis, hepatitis A, hepatitis B, influenza, measles, meningococcal, pertussis, pneumococcal disease, polio, rotavirus, rubella, tetanus, varicella (chicken pox). You are probably thinking, "I'm a teacher; not a nurse." Well, if you need help with these diseases here is a web site you will find helpful: <http://www.cdc.gov/vaccines/vpd-vac/child-vpd.htm>

You might have a discussion about some of these diseases. It wasn't that long ago when every child got measles and chicken pox. Medical science has made it possible for many of us to survive. Have a discussion about how it was in the past when a person was sick or injured.

### Chapter to read aloud:

Read the first chapter. Almost all who have listened will want you to continue reading. They will want to check out this book.

### Related titles:

\_\_\_\_ 544322 **CHASING ORION** Lasky, Kathryn \$19.09 ©2010 F Age Range: 10 – 14 AR RL: 4.70 In 1952, when Georgie is eleven years old, her family moves to a new Indiana neighborhood where her teenaged neighbor has polio and is in an iron lung.

\_\_\_\_ 464654 **COMFORT** Hostetter, Joyce Moyer \$19.07 ©2009 F Age Range: 10 – 14 AR RL: 4.50 In 1945 Hickory, North Carolina, Ann Fay's father is back from the war but she must still rely on her own strength as she faces her polio-induced disability and her father's unemployment.



\_\_\_\_ 792348 **SMASH! CRASH!** Scieszka, Jon \$18.39 ©2008 E Age Range: 03 – 07 AR RL: 1.60 Jack Truck and Dump Truck Dan spend the day smashing and crashing throughout the whole town.

### 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.



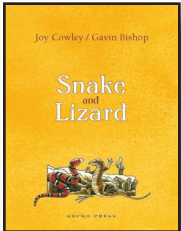
This book will rev up the little guys. They will probably turn just about anything into a truck and then smash it and crash it. So, let's do a little talking about these two words. What are some synonyms for crash and smash? How about some antonyms? Are these words used as verbs or adjectives? Are they

ever used as a noun? This would be a very good time to introduce a dictionary definition and an entry from a thesaurus. After discussing the definitions, have each student write a sentence using smash and crash.

**Related titles:**

\_\_\_\_ 792316 **GARAGE TALES** Scieszka, Jon \$15.59 ©2010 808/S Age Range: 03 – 08 Three Trucktown favorites rolled together, Pete’s Party, Uh-Oh Max! and Dizzy Izzy.

\_\_\_\_ 792311 **KAT’S MYSTERY GIFT** Scieszka, Jon \$10.55 ©2009 E Age Range: 04 – 06 The trucks guess about what’s inside a gift box.



\_\_\_\_ 246117 **SNAKE AND LIZARD** Cowley, Joy \$16.99 ©2008 F Age Range: 05 – 10 AR RL: 3.40 Chronicles an unlikely pair of foolish friends – a snake and a lizard – and their never ending adventures.

**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.

**Six – Trait Writing:**

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

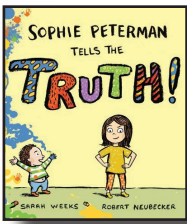


For this lesson the students need to visualize the entire character, not just his looks, but his personality too. The chapters in this book are episodic. Each one is a story. Each chapter could easily be a script. Choose three students to read each chapter. You will probably need to make copies of the chapter to use for this lesson only. Choose students to read the parts of lizard, snake and narrator. You might add a sound effects person. This could easily be a radio play. The persons chosen for the parts need to feel the character. This is why they need to visualize the entire character inside and out. You might want to read the first couple of chapters yourself and use different voices and expressions so the children can pattern and model their voices by your example. The book has 15 chapters, so all of the students will be able to participate if you use this book over a period of time. This book would be an excellent sponge activity.

**Related titles:**

\_\_\_\_ 185390 **VERDI** Cannon, Janell \$18.40 ©1997 E Age Range: 04 – 10 AR RL: 3.40 A young python does not want to grow slow and boring like the older snakes he sees in the tropical jungle where he lives.

\_\_\_\_ 491062 **WE CAN’T ALL BE RATTLESNAKES** Jennings, Patrick \$17.69 ©2009 F Age Range: 08 – 12 AR RL: 3.90 When Crusher the snake is captured her only thought is to escape but as time goes by and she befriends the other inmates of the “zoo,” she realizes that freedom also means leaving companions behind.



\_\_\_\_927984 **SOPHIE PETERMAN TELLS THE TRUTH!** Weeks, Sarah \$18.39 ©2009 E Age Range: 04 – 08 AR RL: 3.40 A disgruntled big sister reveals unpleasant facts about babies.

**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.

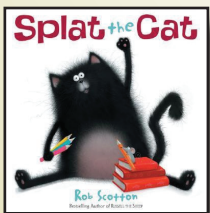


Ask the students to make a list of all the bad reasons about having a younger sibling. Then have them make a list of all the good reasons about having a younger sibling. Then turn the tables and have them list all the bad reasons about having an older sibling, and then all the good reasons about having an older sibling. The students who are an only child might feel left out. They can tell what they like about being an only child. After this discussion read the book. They can decide what they think of Sophie’s point of view.

**Related titles:**

\_\_\_\_927966 **MAC AND CHEESE** Weeks, Sarah \$10.55 ©2010 E Age Range: 04 – 08 Two cats that are as different as night and day are nevertheless best friends.

\_\_\_\_927978 **PIP SQUEAK** Weeks, Sarah \$17.69 ©2007 E Age Range: 04 – 08 Pip Squeak the mouse works hard to clean the house for his friend Max’s visit, but then he has to clean up after Max too.



\_\_\_\_793670 **SPLAT THE CAT** Scotton, Rob \$18.39 ©2008 E Age Range: 03 – 07 AR RL: 1.90 It’s Splat’s first day of school, and he’s worried. What if he doesn’t make any new friends?

**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.



Begin this lesson with a discussion about the memories the students have about their first day of school. Then begin reading this book and stop after reading the sentence, “And he dropped his pet mouse, Seymour, into his lunchbox.” At this point some of the students might think, “Uh-oh, don’t cats eat mice?” Yes, this is definitely foreshadowing for the rest of the story. Ask the kids what they think might happen when Splat gets to school? Will he make any friends? Will he like his teacher?

What will happen at lunch when he opens his lunchbox? What will the other cats think about a mouse at school? Once the kids have had time to make some predictions read the remainder of the book.

**Related title:**

\_\_\_\_\_763668 **SCAREDY-CAT, SPLAT!** Scotton, Rob \$18.39 ©2010 E Age Range: 03 – 07 Splat the Cat accidentally succeeds in being the scariest cat in the class for Halloween.



\_\_\_\_\_530063 **SWINDLE** Korman, Gordon \$18.39 ©2008 F Age Range: 09 – 12 AR RL: 4.90 After a mean collector named Swindle cons him out of his most valuable baseball card, Griffin Bing must break into Swindle's compound and recapture the card.

**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 fiction. There is no question about that. However, the story does read like a manual for breaking and entering. That aside, the book revolves around a rare and valuable Babe Ruth baseball card. Does this card really exist? Is there a Babe Ruth card that is really worth almost a million dollars? What other information would students like to know about Babe Ruth?



If you do a Google search under Babe Ruth baseball card and similar topics you will find that a card sold for \$280,000 in 2008. This isn't \$1,000,000. This card wasn't produced by a bakery. I couldn't find any information about a card produced by a bread bakery. Allow the kids to dig for this information. If time does not allow, or you don't want them finding other information that might not be appropriate, then search together.

Do a Google search using George Herman Ruth. You will find some interesting facts about Babe Ruth. You will also find some great quotes. You could do a great lesson using the quotes. If you don't have time for a search, here are some sites that will help you prepare in advance:

<http://www.answers.com/topic/babe-ruth> <http://www.inspirationalquotes4u.com/ruthquotes/index.html>

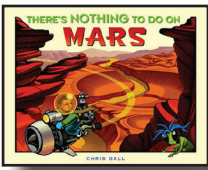
**Chapter to read aloud:**

Read chapter 2 aloud. This will introduce the story and includes the finding of the rare baseball card.

**Related titles:**

\_\_\_\_\_530051 **ZOOBREAK** Korman, Gordon \$18.39 ©2009 F Age Range: 09 – 12 AR RL: 4.90 After a class trip to a floating zoo where animals are mistreated and Savannah's missing pet monkey is found in a cage, Long Island sixth-grader Griffin Bing and his band of misfits plan a rescue.

\_\_\_\_\_530071 **FRAMED** Korman, Gordon \$18.24 ©2010 F Age Range: 09 – 12 AR RL: 5.20 Griffin is in big trouble when a Super Bowl ring disappears from his middle school's display case, replaced by Griffin's retainer, so he and his friends investigate. Sequel to Zoobreak.



\_\_\_\_\_364590 **THERE'S NOTHING TO DO ON MARS** Gall, Chris \$18.39 ©2008 E Age Range: 03 -06 AR RL: 3.30 After moving to Mars with his family, Davey complains of being bored until he begins exploring the planet with his dog Polaris and uncovers a most unusual “treasure.”

**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’s age level could easily be pushed up a little higher. Obviously this book is fiction, but are there any actual facts about Mars? Is Mars red? Is there water? What about craters and canyons? It is time to find some answers. If you have books on Mars, begin there. Following is an interesting web site. What makes it quite interesting is that it compares Mars to places in WA State. This makes it quite topical. It is a site made for kids, so introduce this site and the kids should be able to explore it on their own.

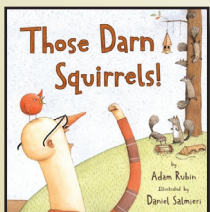
The way this book ends it looks like there could be a sequel on Saturn. Maybe the kids could write the sequel. I’ve included the web site for Saturn. They will be able to find some facts so they can get started.

<http://www.kidscosmos.org/kid-stuff/mars-facts.html>  
<http://www.kidscosmos.org/kid-stuff/saturn-facts.html>

**Related title:**

\_\_\_\_\_691646 **LET’S EXPLORE MARS** Orme, Helen \$12.21 ©2007 523.43/N Age Range: 07 – 09 AR RL: 4.10 Investigates the latest discoveries about Mars, the discovery of frozen water on the planet, and the possibility of manned missions to the planet.

\_\_\_\_\_685174 **YOU ARE THE FIRST KID ON MARS** O’Brien, Patrick \$18.39 ©2009 919.9/N Age Range: 05 – 08 AR RL: 5.00 Uses the latest scientific facts to create a fun narrative about the first kid to travel to Mars.



\_\_\_\_\_769554 **THOSE DARN SQUIRRELS!** Rubin, Adam \$17.70 ©2008 E Age Range: 04 – 08 AR RL: 3.70 When grumpy Old Man Fookwire builds feeders to try to keep birds from leaving for the winter, a battle arises with clever crafty squirrels who want a share of the food.

**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 reading this book, tell the children that the main character, Old Man Fookwire likes to draw pictures of birds. He draws pictures of whirley birds, bonga birds, baba birds, yaba birds, and even a floogle bird. He has also drawn pictures of squirrels dressed as birds. Their job is to draw and color one of these birds right now. It will be a designer bird. Get started. Once the children have had a chance to make their bird, read the book to them.

**Related titles:**

\_\_\_\_\_ 310692 **LEAF TROUBLE** Emmett, Jonathan \$18.39 ©2009 E Age Range: 03 – 07 AR RL: 3.50 A young squirrel panics when the leaves on his tree change color and fall, but he feels better when his mother tells him about autumn.

\_\_\_\_\_ 437943 **BIRDS** Henkes, Kevin \$19.09 ©2009 E Age Range: 02 – 05 AR RL: 2.10 Fascinated by the colors, shapes, sounds, and movements of the many different birds she sees through her window, a little girl is happy to discover that she and they have something in common.



\_\_\_\_\_ 516436 **THREE LITTLE GATORS** Kettelman, Helen \$18.39 ©2009 398.2/E Age Range: 04 – 08 AR RL: 3.00 An east Texas swamp spin on the Three Little Pigs where three little gators each build their house, hoping for protection from the Big-bottomed Boar.

**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:**

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

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



After reading this story have the kids act the story out. The language in this tale is delightful. They won't remember it all, but they will still have fun. The kids should relate this tale to the Three Little Pigs. Have the kids retell this story.

Have the children choose another animal and setting to write a new version of this tale. Actually, they will probably tell the tale while you do the writing. We have the swamp and woods, what about the desert or the jungle? There are a variety of lessons for this book by changing settings and characters.

**Related titles:**

\_\_\_\_\_ 512255 **THREE LITTLE PIGS** (Adapted) Kellogg, Steven \$12.05 ©1997 398.24/E Age Range: 05 – 08 AR RL: 4.50 In this retelling of a well-known tale, Serafina Sow starts her own waffle-selling business in order to enable her three offspring to prepare for the future, which includes an encounter with a surly wolf.

\_\_\_\_\_ 890970 **THREE LITTLE WOLVES AND THE BIG BAD PIG** Trivizas, Eugene \$12.55 ©1993 398.24/E Age Range: 05 – 10 AR RL: 4.60 An altered retelling of the traditional tale about the conflict between pig and wolf – with a surprise ending.



\_\_\_\_ 792309 **TRUCKERY RHYMES** Scieszka, Jon \$19.09 ©2009 811/N Age Range: 03 – 08, AR RL: 3.40 Nursery rhymes in Trucktown style.

### 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.



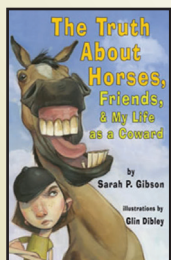
Adults will automatically relate each poem to its counterpart, a familiar Nursery Rhyme. Will kids do the same? How many children know Nursery Rhymes today?

The obvious lesson is to read the rhymes as written and then see who recognizes the original rhyme. Have that student say the original rhyme. If you give a small prize, like a sticker, to the student who gets the rhyme right the others will try harder. You might have a small group say the original rhyme together.

### Related titles:

\_\_\_\_ 792307 **MELVIN MIGHT?** Scieszka, Jon \$18.39 ©2008 E Age Range: 03 – 08 AR RL: 1.10 Melvin, a cautious cement mixer, worries that he cannot keep up with the other trucks, but when Rita needs help, he overcomes his fear in order to help her.

\_\_\_\_ 792313 **TRUCKSGIVING** Scieszka, Jon \$17.69 2010 E Age Range: 04 – 06 To say “thanks” to all the trucks that helped build his raucous land of honking horns, Trucktown came up with a way to celebrate... every year on Trucksgiving.



\_\_\_\_ 376715 **TRUTH ABOUT HORSES, FRIENDS, & MY LIFE AS A COWARD** Gibson, Sarah P. \$17.69 ©2008 F Age Range: 08 – 12 AR RL: 5.60 Sophie fearfully begins learning to ride and manage the horses she never wanted and makes friends on the Maine island she calls home.

### 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.



Actually with this lesson you will be using several reading strategies. This is often the case. The students will be creating visual images as well as predicting and they will also be asking questions. When you turn to the Table of Contents for this book you will see that it is annotated. Copy the contents and then cut the chapters with their annotations into separate pieces. You will probably need

to copy two sets to have a chapter for each student. Give each student one chapter. Have each student read their chapter title and annotation to themselves and then ask them to illustrate what they think the chapter might be about. Obviously there is no right or wrong answer. This is just an exercise to get the students thinking about this book.

### Chapter to read aloud:

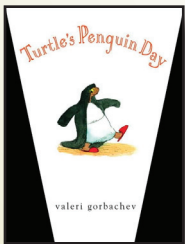
Chapter four should entertain the students and introduce the book at the same time.

### Related titles:

\_\_\_\_\_ 512282 **COURAGE TO RIDE** Kelly, Bernadette \$18.25 ©2010 F Age Range: 09 – 14 AR RL: 4.30 Annie Boyd finally has a horse of her own, but she's scared of riding and falling. She's beginning to make friends at Ridgeview Riding Club, but one girl makes her life miserable there. It seems like after every step forward, Annie has to take two steps back.

\_\_\_\_\_ 512298 **IF WISHES WERE HORSES** Kelly, Bernadette \$18.25 ©2010 F Age Range: 09 – 14 AR RL: 4.20 Everything changes in Annie Boyd's life when her family moves from the city to a sheep farm in Ridgeview. The only good thing about her new life is the riding club. But will she ever fit in, especially since she doesn't have a pony?

\_\_\_\_\_ 773761 **PAINT THE WIND** Ryan, Pam Munoz \$18.39 ©2007 F Age Range: 07 – 10 AR RL: 5.30 After her overprotective grandmother has a stroke, Maya, an orphan, stays with her mother's family on a Wyoming ranch where she discovers a love of horses.



\_\_\_\_\_ 386633 **TURTLE'S PENGUIN DAY** Gorbachev, Valeri \$18.39 ©2008 E 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.

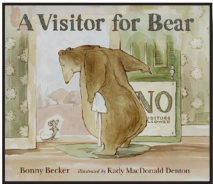
Prepare ahead and have some books on monkeys ready for the students to use. This could be done as a group lesson.

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 \$18.39 ©2008 E 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.



\_\_\_\_\_ 101466 **VISITOR FOR BEAR** Becker, Bonny \$18.39 ©2008 E 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 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.

**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 the children have had time to predict the ending, read the remaining pages.

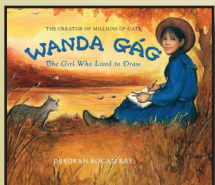


Now, read the book a second time, but read it as a script, or radio play. The students probably noticed that some of the fonts used were very large and bold. Sometimes the font was normal. Talk about why this might be. The book has two characters, Mouse and Bear. You will need a narrator. You will need 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 Despite Bear’s efforts to ignore his birthday, Mouse will not rest until his friends celebrates.

\_\_\_\_\_ 101242 **MAGICAL MS. PLUM** Becker, Bonny \$15.59 ©2009 Age Range: 08 – 11 AR RL: 4.40 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.



\_\_\_\_\_ 740888 **WANDA GAG : THE GIRL WHO LIVED TO DRAW** Ray, Deborah Kogan \$18.39 ©2008 741.6/B Age Range: 05 – 08 AR RL 6.00 The fascinating story in words, paintings, and diary entries of MILLIONS OF CATS creator, Wanda Gag.

### 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 reading this book, or *MILLIONS OF CATS*, ask the students to draw a picture of a cat. After they have had time to complete their drawing read *MILLIONS OF CATS* to the students. After this share the biography of Wanda Gag with the class. You will not have time to read the entire book. On each page there is a quote from Wanda's diary. You might want to read the quote and talk about the picture. If you have read the book yourself prior to this lesson, you will be able to share the story and make it coherent without reading the entire book to the class. Hopefully the students will check it out and read the book themselves.

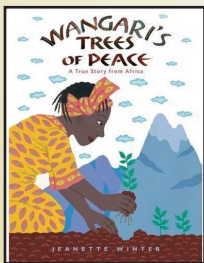
*Note:* Deborah Kogan Ray has written other biographies for children. I've listed two below. They all have similar formats as this one with similar page counts, reading levels, etc. However, these other titles are listed for age level 8 – 12. I can only think this book is 5 – 8 because Wanda Gag wrote a picture book and the cover depicts her as a child. I would use this book with 8 – 12 year old students.

### Related titles:

\_\_\_\_\_ 363444 **MILLIONS OF CATS** Gag, Wanda \$12.39 ©1928 Pub. Date 2006 E Age Range: 04 – 08 AR RL: 3.50 How can an old man and his wife select one cat from a choice of millions and trillions?

\_\_\_\_\_ 740760 **DOWN THE COLORADO: JOHN WESLEY POWELL, THE ONE-ARMED EXPLORER** Ray, Deborah Kogan \$18.40 ©2007 917.91/B Age Range: 08 – 12 AR RL: 7.20 The explorer who led the first scientific tour down the Colorado River and through the Grand Canyon.

\_\_\_\_\_ 740865 **TO GO SINGING THROUGH THE WORLD: THE CHILDHOOD OF PABLO NERUDA** Ray, Deborah Kogan \$18.40 ©2006 861/B Age Range: 08 - 12 AR RL: 6.00 A portrait of Pablo Neruda's childhood in the Chilean frontier town of Temuco discusses how the lonely, sensitive young boy became a poet.



\_\_\_\_\_ 956947 **WANGARI'S TREES OF PEACE: A TRUE STORY FROM AFRICA** Winter, Jeanette \$18.40 ©2008 333.7/B 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.

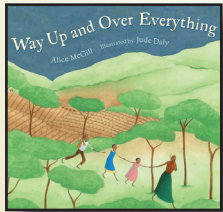
If you would like to read more quotations by Wangari Maathai, you will find some at this site:  
[http://www.brainyquote.com/quotes/authors/w/wangari\\_maathai.html](http://www.brainyquote.com/quotes/authors/w/wangari_maathai.html)

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. \$18.37 ©2008 333.7/B 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.



\_\_\_\_\_625429 **WAY UP AND OVER EVERYTHING** McGill, Alice \$17.70 ©2008 398.2/E Age Range: 06 – 10 AR RL: 4.20 In this retelling of a folktale, five Africans escape the horrors of slavery by simply disappearing into thin air.

**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.

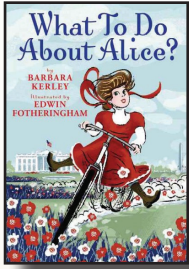


This is a story that was passed down through generations. This is explained in the book. Are stories still being passed down through generations? It isn’t as likely. Often children come from scrambled families. After reading the book, ask the children if they do know a story that their grandparents have told them. Have the children share their story. Ask all the children to talk with their parents and grandparents to see if they do have a story about their childhood they could share with them. Remember to ask the children about their stories on their next library day.

**Related titles:**

\_\_\_\_\_625428 **SURE AS SUNRISE: STORIES OF BRUH RABBIT AND HIS WALKIN’ TALKIN’ FRIENDS** McGill, Alice \$18.40 ©2004 398.2/N Age Range: 05 – 08 AR RL: 4.40 A collection of stories from North Carolina about the clever Bruh Rabbit and his colorful friends.

\_\_\_\_\_ 416186 **PEOPLE COULD FLY: THE PICTURE BOOK** Hamilton, Virginia \$18.37 ©2004 398.2/N Age Range: 04 – 08 AR RL: 2.90 In this retelling of a folktale, a group of slaves, unable to bear their sadness and starvation any longer, call upon the African magic that allows them to fly away.



\_\_\_\_\_ 515172 **WHAT TO DO ABOUT ALICE? : HOW ALICE ROOSEVELT BROKE THE RULES** Kerley, Barbara \$18.39 ©2008 973.9092/B Age Range: 04 – 08 AR RL: 5.20 A biography of a maverick American heroine – the outspoken daughter of Teddy Roosevelt.

### 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.



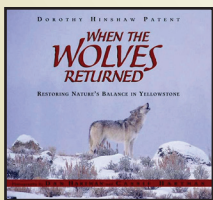
**WA GLE EALR: 2.1.4** Use prior knowledge/schema. **MT SFL: CS 1:** Students construct meaning as they comprehend, interpret, analyze and respond to literary works. **OR SFR:** Extend and deepen comprehensions by relating text to other texts, experiences, issues and events. **OR SFR:** Draw connections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



Young children will probably not relate to who Alice Roosevelt was. However, they will relate to a child who broke the rules. How many children like to jump on the couch or bed? Ask them. What happens to them when they do this? Do they get punished? Should Alice get punished? What punishment would be best? Alice would sneak out of the house at night. Do any of the students sneak out? What would happen if they did? What should happen to Alice? Alice would throw fits and cry. What happens when they throw a fit? Do they always get what they want? Do the fits help? The illustrations provide a lot of fodder for discussion. Continue asking questions as time allows.

### Related title:

\_\_\_\_\_ 518155 **MIND YOUR MANNERS, ALICE ROOSEVELT!** Kimmelman, Leslie \$18.37 ©2009 E Age Range: 04 – 08 AR RL: 4.10 What life was like for Theodore Roosevelt with his oldest daughter, Alice, who loved to do things that shocked the public, even when she lived in the White House.



\_\_\_\_\_ 703368 **WHEN THE WOLVES RETURNED TO YELLOWSTONE** Patent, Dorothy Hinshaw \$19.07 ©2008 599.773/ N Age Range: 06 – 10 AR RL: 6.00 Documents the reintroduction of wolves into Yellowstone National Park.

### 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.

First they removed the wolves and then they found that without the wolves there were more problems. You can't really mess with nature. Then they returned the wolves to Yellowstone. What happened next? Read the book to find out. This book is not that long. You could read it in a class period. The exquisite, color photos will keep the students attention.

There are some great web sites to use for extended information on this topic.

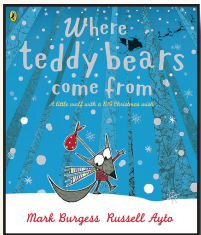
This site is from the National Park System. It has a lot of places to explore. There is a great game called Wolf Quest. You might want to send a note home as it has to be downloaded onto a computer to play.

<http://yellowstone.wolfquest.org/>

<http://www.nps.gov/yell/forteachers/index.htm>

<http://www.nps.gov/yell/naturescience/wolfrest.htm>

There are quite a few short videos on the wolves in Yellowstone National Park. Most of these are on YouTube. Just type videos for wolves in Yellowstone National Park in Google and you will bring up the site. It has a list of videos.



\_\_\_\_\_ 173454 **WHERE TEDDY BEARS COME FROM** Burgess, Mark \$18.37 ©2009 E Age Range: 04 – 08 AR RL: 3.10 When Little Wolf cannot fall asleep, he decides that he needs a teddy bear and goes into the woods to see if he can find out where to get one.

### Reading Strategy:

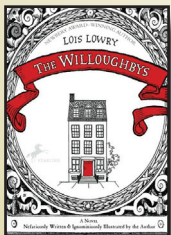
**Asking questions:** Questioning is the strategy that keeps readers engaged. Questioning helps readers solve problems, enhance understanding, etc.



**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.

Keep this book out of circulation until you have used it in December. You will want the ending to be a surprise. This book is great for teaching literary allusions to younger students. Before reading the book, ask your class, “Where do Teddy Bears come from?” Allow them time to answer. Then ask them, “If you were a wolf where would you find a Teddy Bear?” After they have had time to answer, read the story. The children will love the story. If you have time the kids could draw and name Little Wolf’s teddy bear.



\_\_\_\_\_ 589652 **THE WILLOUGHBYS** Lowry, Lois \$17.70 ©2008 F Age Range: 09 – 12 AR RL: 5.20 The four Willoughby children set about to become “deserving orphans” after their neglectful parents embark on a treacherous adventure, leaving them in the care of an odious nanny.

### 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.



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This book is chocked full of lessons. It has a great glossary and also has a list of all of the books that are alluded to in the text. Both of these lists are found at the back of the book. Lessons could easily be built around both of these tools. However, for a library lesson read chapters 2 and 3 aloud. These chapters have several literary allusions. Have the students name the books. They might not know the books, but they probably have seen the movies for some of the titles. Have the students share information about these books. This way they will connect their relevancy to the book you are introducing.

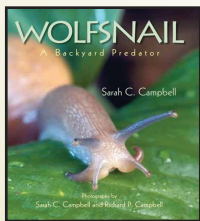
**Chapters to read aloud:**

If you only have time to read a passage aloud choose chapters 1, 2, 3. You could choose only chapters 5 & 6 and then ask the students if they think the nanny will really be odious.

**Related titles:**

\_\_\_\_\_ 832064 **AUSTERE ACADEMY** Snicket, Lemony \$15.59 ©2000 F Age Range: 09 – 14 AR RL: 6.70 The Baudelaire orphans are shipped off to a miserable boarding school, where they befriend the two Quagmire triplets.

\_\_\_\_\_ 832068 **BAD BEGINNING** Snicket, Lemony \$15.59 ©1999 F Age Range: 09 – 14 AR RL: 6.40 After the sudden death of their parents, the three Baudelaire children must depend on their wits when a distant relative tries to get their fortune.



\_\_\_\_\_ 185211 **WOLFSNAIL : A BACKYARD PREDATOR** Campbell, Sarah C. \$18.37 ©2008 594/N Age Range: 04 – 09 AR RL: 4.40 The story of a day in the life of a wolfsnail offers kids an introduction to the food chain.

**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.

Depending on the age of your audience you could do one of these lessons. Before reading the book to the class, tell your students that they need to listen carefully so that they will be able to ask one question after they hear the story. They will need to be able to both ask the question and answer it. The students may then ask their questions and see if another student can answer it after you have finished the book.

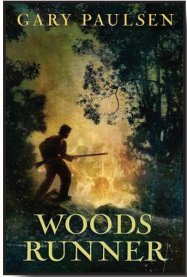


If you are using the book with older students use the glossary for an activity. List the glossary words in one column and the definitions in another. Mix either the words or the definitions, so that the kids will have to match the words and definitions after listening to the book. Tell the kids what they will be doing before reading the book, so that they will listen very carefully. You might even read the glossary words prior to reading the book.

**Related titles:**

\_\_\_\_\_ 567033 **LET’S LOOK AT SNAILS** Waxman, Laura Hamilton \$24.18 ©2010 594/N Age range: 05 – 08 AR RL: 2.90 Discover the physical characteristics, habitat, behaviors, and life cycle of the snail.

\_\_\_\_\_ 939307 **CREEPING LAND SNAILS** White, Nancy \$17.67 ©2009 594/N Age Range: 06 – 09 AR RL: 4.40 Learn about the natural habitat, physical characteristics, diet and behavior of this slow-moving, unique invertebrate.



\_\_\_\_\_ 704816 **WOODS RUNNER** Paulsen, Gary \$17.69 ©2010 F Age Range: 10 – 14 AR RL: 5.50 In 1776, 13-year-old Samuel sets out toward New York City to rescue his kidnapped parents from British soldiers and Indians.

### **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.

If you have been looking for a good book to read aloud on the Revolutionary War you don't have to look any further. This book is excellent. Students will know what the war was like after listening to this tale. It wasn't pretty. They will understand the time and place.

Paulsen has alternated historical notes and fiction. The historical notes are not long and laborious. They are short, punchy and informative. Take these 18 historical topics and give each student one topic. Several students will get duplicate topics. It won't matter. Have the students spend a library period finding information on their topic. Have the students report back the next week. It doesn't have to be a big deal. They just need to know something about their topic. After they have this background knowledge, begin reading the book. They should listen more carefully after doing the activity.



### **Chapter to read aloud:**

If you only have time to read a chapter to get the students interested in the book read page 25, and the chapter that follows.

### **Related titles:**

\_\_\_\_\_ 077455 **FIGHTING GROUND** Avi \$21.70 ©1984 F Age Range: 10 – 12 AR RL: 4.20 13 year-old Jonathan goes off to fight in the Revolutionary War and discovers the real war is being fought within himself.

\_\_\_\_\_ 678190 **SCARLET STOCKINGS SPY** Noble, Trinka Hakes \$18.37 ©2004 F Age Range: 08 – 12 AR RL: 5.60 In 1777 Philadelphia, young Maddy Rose spies for General Washington's army by using a code to communicate with her brother.