

INLAND & WESTERN WASHINGTON SCBWI GIVE

# BIG THANKS

TO THE

# WASHINGTON

# LIBRARY

# ASSOCIATION

AND TO

# INKLINGS BOOKSHOP

5629 Summitview Ave. Yakima

Today's presentations are from:

Barbara Davis-Pyles

Suzanne Kaufman

Curtis Manley

Rae McDonald

Gretchen Brandenburg McLellan

Ellie Peterson

Katherine Pryor

Dori Hillestad Butler

Dana Sullivan

Mary Cronk Farrell

Dan Richards

Kevin John Scott

Laurie Ann Thompson

Maureen Doyle McQuerry

Stephen Wallenfels

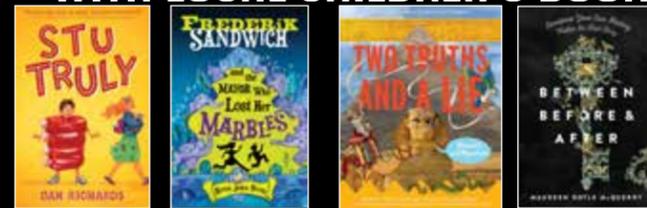
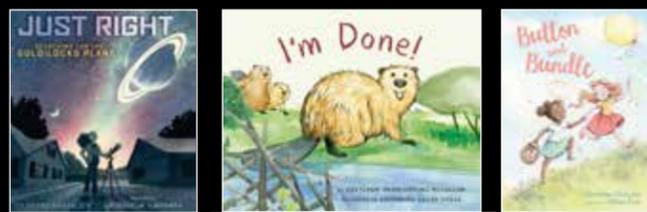
Moderated by Michele Bacon



Inland & Western Washington



WLA, SCBWI, & INKLINGS BOOKSHOP PRESENT



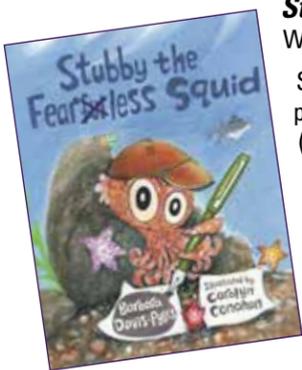
## AUTHORS & ILLUSTRATORS



OCTOBER 19, 2018

## THIS PAGE FLIPS OVER

### Picture Books



#### Stubby the Fearless Squid

Written by Barbara Davis-Pyles

Stubby is a scaredy squid who bravely applies for a pen pal. But, when he learns his pen friend's frightening name (Razor Clam), he fills his letters with fibs of fearlessness. Can this spineless squid find his backbone when Razor comes to visit?

Sasquatch Books  
[www.barbaradavispyles.com](http://www.barbaradavispyles.com)

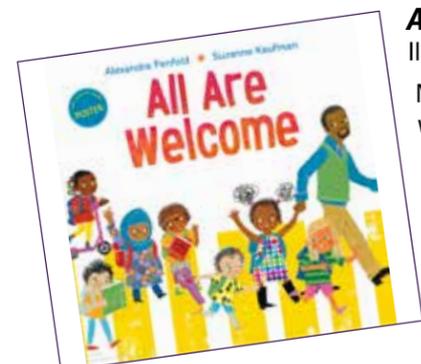


#### Grizzly Boy

Written by Barbara Davis-Pyles

One morning Theo decides he is no longer human. "I'm a GRIZZLY! I'm WILD AND FREE!" But being a grizzly boy isn't easy, thanks to his clever mother and a school chock full of rules!

Sasquatch Books  
[www.barbaradavispyles.com](http://www.barbaradavispyles.com)



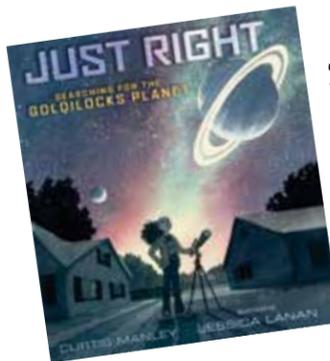
#### All Are Welcome

Illustrated by Suzanne Kaufman

New York Times bestseller! A warm, welcoming picture book that celebrates diversity and gives encouragement and support to all kids. Follow a group of children through a day in their school, where everyone is welcomed with open arms.

Knopf Books for Young Readers  
[www.suzannekaufman.com](http://www.suzannekaufman.com)

### Picture Books

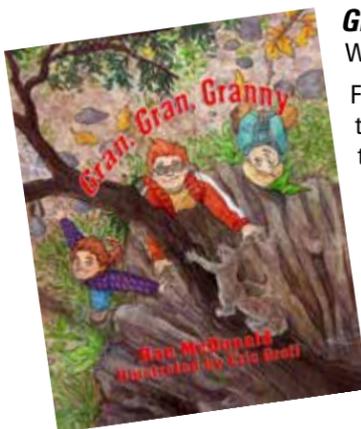


#### Just Right: Searching for the Goldilocks Planet

Written by Curtis Manley

Planet Earth is "just right"—our very own Goldilocks planet. Other stars have planets, too. Are any of them habitable? Are there beings like us? Should we try to contact them? Follow a young girl in the wondrous search for another Goldilocks planet.

Roaring Brook Press / Macmillan  
[www.CurtisManley.com](http://www.CurtisManley.com)

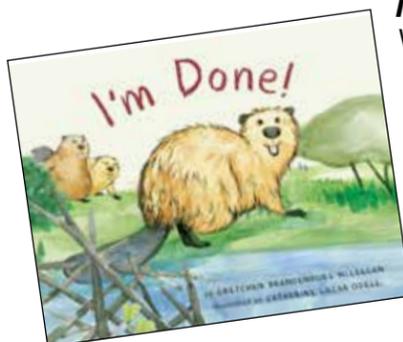


#### Gran, Gran, Granny

Written by Rae McDonald

Following a fierce autumn windstorm, a family treks through the forest to celebrate an ancient Douglas fir tree on her annual measurement day.

Clear Fork Publishing  
[www.raemcdonald.com](http://www.raemcdonald.com)



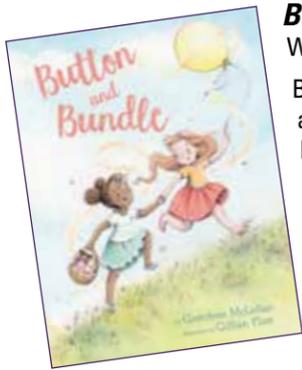
#### I'm Done!

Written by Gretchen Brandenburg McLellan

With a nibble, nibble, snap Little Beaver makes a slapdash attempt at building his first dam. "I'm done!" he shouts and runs off to play. Papa and Mama call Little Beaver back from his games. "You're not done yet," they say, gently redirecting him to the task at hand.

Holiday House  
[www.gretchenmclellan.com](http://www.gretchenmclellan.com)

## Picture Books



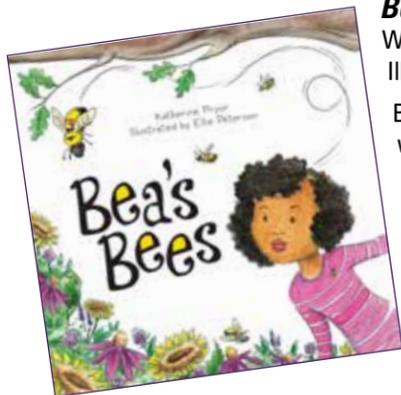
### **Button and Bundle**

Written by Gretchen Brandenburg McLellan

Button and Bundle are first friends. So are their dolls, Petal and Rose. But when Button has to move away, she and Petal miss the world they created together. One day, Button finds a single yellow balloon and an idea. With a little luck, maybe she can reunite Bundle and their dolls again!

Alfred A. Knopf

[www.gretchenmclellan.com](http://www.gretchenmclellan.com)



### **Bea's Bees**

Written by Katherine Pryor.

Illustrated by Ellie Peterson

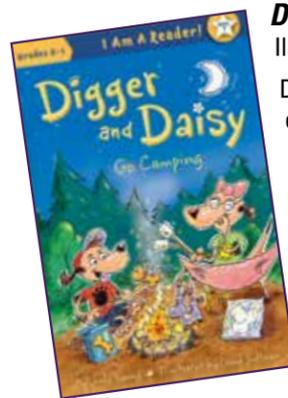
Beatrix discovers a wild bumblebee nest on her way home from school and finds herself drawn to their busy world. When her bees mysteriously disappear, Bea hatches a plan to bring them back. Can Bea inspire her school and community to save the bees?

Schiffer Publishing

[www.katherinepryor.com](http://www.katherinepryor.com)

[www.elliepetersonart.com](http://www.elliepetersonart.com)

## Early Reader



### **Digger and Daisy Go Camping**

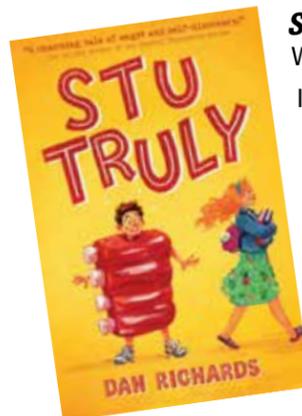
Illustrated by Dana Sullivan

Digger is always up for an adventure and is excited to go camping with his older sister, Daisy. Hiking, swimming, and setting up the tent is so much fun, but is that a bear Digger hears?

Sleeping Bear Press

[www.danajsullivan.com](http://www.danajsullivan.com)

## Middle Grade



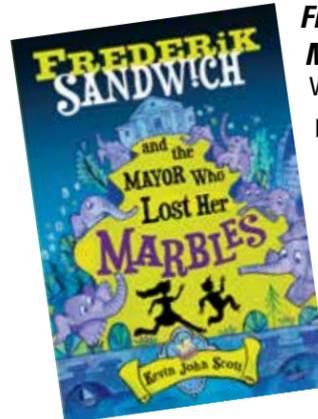
### **Stu Truly**

Written by Dan Richards

In this hilarious, heartwarming, contemporary middle grade novel, Stu discovers the opposite sex exists (and isn't so bad, after all!). Can Stu successfully navigate old friends, new crushes, and horror-filled school dances, or will his lie, intended to impress his crush, actually cause his world to fall apart?

Yellow Jacket

[www.danrichardsbooks.com](http://www.danrichardsbooks.com)



### **Frederik Sandwich and the Mayor Who Lost Her Marbles**

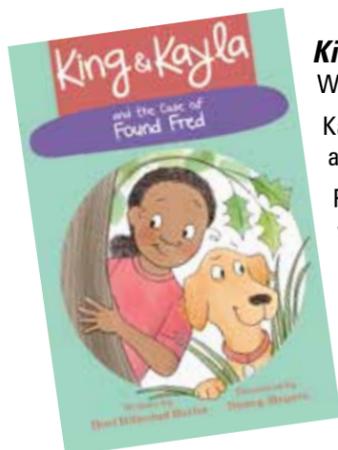
Written by Kevin John Scott

Like many immigrant kids, Frederik follows rules. His friend Pernille does not. The paranoid mayor loses patience and Pernille is taken away. Rule-follower Frederik has only one way to save her. He must break every rule there is, simultaneously.

Sourcebooks Jabberwocky

[www.kevinjohnscott.com](http://www.kevinjohnscott.com)

## Early Reader



### **King & Kayla and the Case of Found Fred**

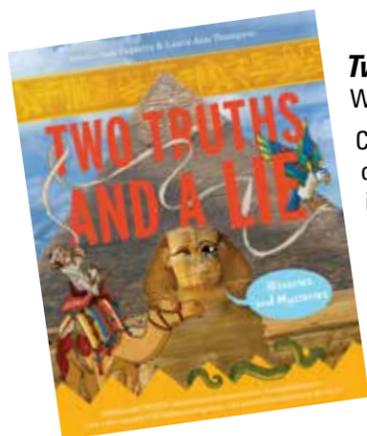
Written by Dori Hillestad Butler

Kayla's dog King becomes the lead detective in the case of a lost dog's search for his human family.

Peachtree

[www.kidswriter.com](http://www.kidswriter.com)

## Middle Grade



### **Two Truths and a Lie: Histories and Mysteries**

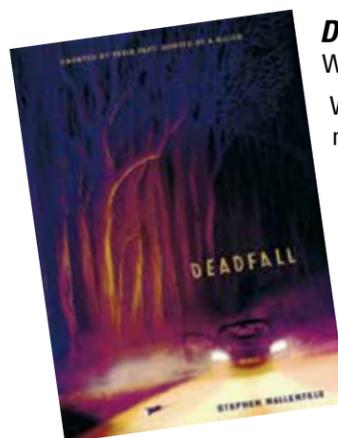
Written by Laurie Ann Thompson

Crazy-but-true stories about history, geography, culture, and human achievement fill this new volume in the acclaimed nonfiction series perfect for fans of curiosities and wonders. A fun way to practice separating fact from fiction.

Walden Pond Press/HarperCollins

[www.lauriethompson.com](http://www.lauriethompson.com)

## Young Adult



### **Deadfall**

Written by Stephen Wallenfels

When twins Ty and Cory Bic encounter a dying deer in the middle of a remote mountain road with fresh tire tracks swerving down into a ravine, they know they have to help. When they reach the wrecked car, it appears empty with signs that the driver escaped. Until they hear a noise coming from the trunk.

HarperCollins/Blink

[www.stephenwallenfels.com](http://www.stephenwallenfels.com)

## Young Adult



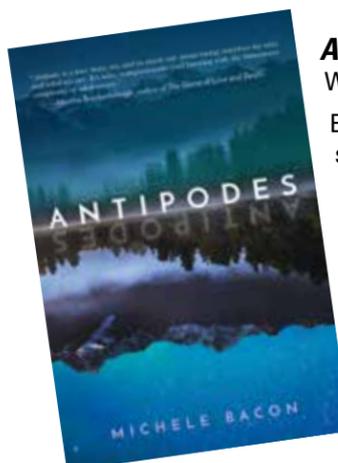
### **Standing Up Against Hate: How Black Women in the Army Changed the Course of WWII**

Written by Mary Cronk Farrell

Black women enlisting in the newly-formed Women's Army Corps were among the bravest and most adventurous women in 1940s America. They succeeded in jobs women had never worked before, survived racial prejudice and discrimination with dignity and helped win the war.

Abrams Books for Young Readers

[www.marycronkfarrell.net](http://www.marycronkfarrell.net)



### **Antipodes**

Written by Michele Bacon

Erin Cerise, an ambitious American teen, is forced to study abroad in New Zealand to improve her Ivy League prospects. Erin finds that when life turns her world upside down and she's far from home, every move takes her closer to where she came from.

Skyhorse Publishing/Sky Pony

[www.michelebacon.com](http://www.michelebacon.com)



### **Between Before & After**

Written by Maureen Doyle McQuerry

When a girl in 1955 CA investigates her mother's past, she uncovers a secret from 1918 during the Spanish flu epidemic that will change the course of her future. A story about being lost and against all odds finding your way home. A retelling of Hansel and Gretel weaves between the chapters.

HarperCollins/Blink

[www.maureenmcquerry.com](http://www.maureenmcquerry.com)



**WLA 2018** | cultivating communities harvesting ideas

Yakima, October 17-20

# Connecting With Local Children's Book Authors and Illustrators

## Rae McDonald WLA Conference October 2018 A Fishing Surprise

**Author:** Rae McDonald

**Picture book:** *A FISHING SURPRISE*

**NorthWord October 2007 ISBN 9781559719773**

raemcdonald@comcast.net

Web: [www.raemcdonald.com](http://www.raemcdonald.com)

Blog: <http://bluebirdchirpings.blogspot.com>

Author: *A Fishing Surprise* (2007). *Gran, Gran, Granny* (2018), and *Wicky* (2019)

Available for author presentations.

### **A Fishing Surprise Reviews:**

#### **Kirkus Review (September 15, 2007)**

In this delightfully simple offering, a boy and a girl spend the day fishing, hoping to catch some fish to fry for supper. Meanwhile, some apples fall into the river and begin to make their way toward the children. As readers follow the apples' journey, they are treated to several pages of Kemly's lovely watercolor and pastel illustrations of the wildlife in and around the stream. By afternoon's end, there are no fish in the bucket, but the children spy the apples floating by. Eagerly they scoop them up, deciding that tonight it will be apple pie, instead of fish, for dinner. McDonald uses short rhyming couplets in fun language that echoes the sounds of the natural world: As two ducks check out the apples floating by, the text reads, "Slish and slosh / Apples wash / Appily quackily / Bobbling happily." A gentle lesson that nature always provides if we are gracious enough to accept what she offers. (Picture book. 3-8)

#### **School Library Journal Review (October 2007)**

PreS-Gr 2-On a summer day, a brother and sister set out to catch some fish for supper. While they are waiting for bites on their lines, a breeze blows an apple windfall into the water, and they return home with their buckets full. The family enjoys a fruit pie instead of a fish fry. Kemly's sunny illustrations capture the rural setting, and children can follow the parallel adventures of two curious raccoons. Underwater perspectives show the apples bobbing below the surface alongside frogs and trout. Told in rhyming, staccato verse ("Eyes on the water/Sun feeling hotter/ Sitting fishing/Mostly wishing"), this simple story will appeal to children, including beginning readers.-Linda Ludke, London Public Library, Ontario, Canada

### **A FISHING SURPRISE - Learning Connections For Young Students**

#### **Listen to the sound of water ...**

Water is always on the move as it flows into tears, trickles with sweat, swirls into fog, and puddles into mud. Water is a traveler on a never-ending journey dropping from rain clouds, filling up ponds, and flowing into rivers that empty into oceans. On its journey, some water evaporates into the air and rains, mists, or snows back to earth. Water that is here today has been recycled just like this for millions of years.

What makes water move and how does it stay so still on a glass-like lake? If you are thinking of the earth's force called gravity you are hot on the trail. Do a bit of investigating to find out about gravity. And, how about checking up on how wind and temperature work with the rain to make our weather and move our water?

#### **What goes on down by the stream?**

•Get acquainted with the plants, animals, and insects that make the water their home. Encourage

children to take an adult with along to enjoy the watching and waiting by the waterside.

•Did you know that half of all the insects in the world live in or near fresh water? The library is the place to check out an insect handbook to identify those near your streams. Also ID local wildlife.

•Start a researcher's kit made from an old satchel or backpack. Fill it with a notebook, sketch paper, pencils, and leave a little room to add that library book to help answer questions that are sure to spring out of your wondering.

### **Water Safety**

While we are on the subject of getting wet, do kids know their water safety rules? Do some research on how to stay safe near the water. Have students design a poster or brochure. Did they include:

Let a responsible adult know when you are playing near water.

Always swim with a buddy.

Never dive into water if you do not know what is beneath the surface.

Life jackets help to save you in a water emergency. WEAR ONE!

Swimming lessons are a terrific way to get started swimming safely.

### **Water – Is it our most precious resource?**

While you are thinking of all that water, ponder for a moment just how many water words or actions you can think of. Can kids come up with 10, 25, 50 or even 100 water words? Water seeps into so many corners of our world and language.

Here is a dribble of words to get your brain flowing:

drips, drops, patters, trickles, swirls, mists, drenches, downpours, floods, washes, ripples, drains, soaks, floats, waves, tumbles, drowns, oozes, showers, jets, cascades, springs, pool, brims, spatters ...

Now, it is your turn. Have a “Waterlogged Word Wall”. Ask students or classrooms to come up with as many water words as they can without duplicating what is on the wall. Use this word reservoir for a watery writing workshop.

### **Word Choice –Play With Words**

**A FISHING SURPRISE** is full of short rhyming text. Some of the words are made up, like “appily, quackily”. Have a rhyming festival with children with some of their favorite verbs. Have children come up with fun rhyming descriptors for nouns or double verbs. (hurry-scurry, fun-run, slip and trip, sitting fishing, high-pie, etc.) Mix the fun up with made up rhyming words. (bidily bop, frogs hop)

### **Sequence**

Sequential actions are important in **A FISHING SURPRISE**. Retrace the route of the apples down the stream. Select another subject that “moves along” to have children work on story writing sequence. (rolling a ball, bird on a flight, cloud across the sky, baking a cake, a trip, etc.)

## **Writer’s resources:**

**Society of Children’s Book Writer’s and Illustrators** - An International Organization offering invaluable multi-faceted organization. <http://www.scbwi.org/> Western WA Chapter:

Professional series of monthly presentations at Seattle Pacific University.

Critique groups/ speakers/ workshops/ online newsletter/ networking.

<https://www.scbwi.org>

### **Author’s Guild**

Excellent writer’s resources. Website builder and server host for membership fee. Resource for numerous writing topics and forms. <https://www.authorsguild.net>

### **Classes**

University of Washington Extension – “Beginning Writing For Children” taught WA authors.

**Common Core Standards and STEM Connections**  
**For**  
**Gran, Gran, Granny**  
Picture Book ages 4-8

Author: Rae McDonald and Illustrator: Eric Groff  
Prepared by Rae McDonald<sup>1</sup>

Note: Grade levels indicated with notation K – 5

**English Language Standards for Reading Literature = RL CCSS-ELA**  
Literacy

**Key Ideas and Details:**

- RL. K-3 Ask & answer questions about key details in a text to demonstrate understanding (.1)
- RL. K-3 Identify the main topic and retell key details of a text and demonstration of central message or lesson. (1.2)
- RL. K-3 Describe the main characters and their response to and contribution to events, ideas, or pieces of information in a text. (.3)
- RL. 1 Describe characters, settings, and major events in a story, using key details. (1.3)
- RL. 2 Describe how characters in a story respond to major events and challenges. (2.3)
- RL. 3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (3.3)
- RL. 4 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (4.3)

**Craft and Structure:**

- RL. K Identify the front cover, back cover, and title page of a book. (K.4)
- RL. K Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (K.6)
- RL. 1 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (1.4)
- RL. 1 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (1.5)
- RL. 1 Identify who is telling the story at various points in a text. (1.6)
- RL. 2 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (2.4)
- RL. 2 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (2.5)
- RL. 2 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (2.6)
- RL. 3 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (3.4)
- RL. 3 Distinguish their own point of view from that of the narrator or those of the characters. (3.6)

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<sup>1</sup> [Raemcdonald@comcast.net](mailto:Raemcdonald@comcast.net)    <http://www.raemcdonald.com>

**Integration of Knowledge and Ideas:**

RL. K With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (K.7)

RL. 1 Use illustrations and details in a story to describe its characters, setting, or events. (1.7)

RL. 2 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (2.7)

RL. 3 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) (3.7)

**English Language Arts Standards: Reading Informational Text = RI****Key Ideas and Details:**

RI. K-1 Ask and answer questions about key details in a text

RI. K-1 Identify the main topic and retell key details of a text.

RI. K-1 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI. 2-3 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI. 4 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Craft and Structure:**

RI. K Ask and answer questions about unknown words in a text.

RI. 1 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Integration of Knowledge and Ideas:**

RI. K Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI. 1 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI. 2-3 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI. 2-3 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI. 2 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI. 3 Distinguish their own point of view from that of the author of a text.

**English Language Arts Standards: Writing = W****Text Types and Purposes:**

W. 2 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W. 3 Provide reasons that support the opinion.

W. 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W. 3 Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W. 3 Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### **Research to Build and Present Knowledge:**

W. 2 Recall information from experiences or gather information from provided sources to answer a question.

W. 3 Conduct short research projects that build knowledge about a topic.

W. 3 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### **Technology STEM**

T. 3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources

## **Systems Integrated Environmental and Sustainability**

### **Standard 1 - Ecological, Social, and Economic**

K-3: Ecological, Social, and Economic Systems

Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, region, national, and global levels.

### **Standard 2 – The Natural and Built Environment**

K-3 Students engage in inquiry and systems thinks and use information gained through learning experience in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.

### **Standard 3 – Sustainability and Civic Responsibility**

K-3 Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

## **Science Standards**

### **Big Idea: Systems – Part Whole Relationships**

K-3 Role of each part in a system

- How the parts of objects, parts, and plants work together
- How systems operate in natural and designed environments

- A whole object, plant, or animal may not continue to function the same way if some of its parts are missing.
- A whole object, plant, or animal can do things that none of its parts can do by themselves.

### **Big Idea: Inquiry – Conducting Investigations**

K-3 Summary: includes making and recording measurement and making inferences based on evidence

### **Big Idea: Life Science – Structures and Functions of Living Organisms**

K-3 All living things have basic needs, and they meet those needs in various ways. Grades 2-3 Students learn that all plants and animals have life cycles. Students learn about the life cycles of plants with focus on observable characteristics

### **Big Idea: Life Science – Ecosystems**

K-3 Summary: Students learn that all plants and animals live in and depend on habitats. Earth has many different habitats, and these different habitats support the life of many different plants and animals. People have the ability to make rapid changes in natural habitats and to keep a habitat healthy so that living conditions can be maintained. Plants and animals depend on each other and on the nonliving resources in their ecosystem to survive. Ecosystems can change through natural causes and human activities.

### **Social Studies - Grade 3: Geography**

The student uses a special perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments. The student understands human interaction with the environment.

### **Resources used in the preparation of this report include:**

#### **Common Core Standards**

<http://www.corestandards.org/ELA-Literacy/> © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

#### **Washington State Office of Public Instruction**

#### **Washington State Learning Standards: Integrated and Environmental Sustainability, Technology, Science**

<http://www.k12.wa.us/CurriculumInstruct/default.aspx>

#### **Next Generation Science Standards**

<https://www.nextgenscience.org>