



Author: Sara Gillingham

Illustrator: Sara Gillingham
Publisher: Phaidon Press Inc
Copyright: New York
of Pages: 120

AR: Not AR
RL: 4.8

Curriculum Connections: Graphic Arts, Social Studies—History, Foreign Language, U.S. History, Creative Writing

Best lends itself for instruction of: Close reading, finding information, codes, languages

A stunning visual reference that introduces readers to nautical codes from A to Z. Each nautical signal flag is detailed in a two page spread that explains the phonetic alphabet word, the semaphore positions, the Morse code sound and light signals, and a short description of a boat or ship that might make use of the signal. This book is full of information yet never feels overwhelming.

Text Features:

Colorful illustrations, introduction, bold vocabulary, glossary, hands-on activities, additional information

Common Core Standards

Primary:

[CCSS.ELA-Literacy.RI.2.5](#)

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

[CCSS.ELA-Literacy.RI.2.7](#)

Explain how specific images (e.g. diagram showing how a machine works) contribute to and clarify a text.

[CCSS.ELA-Literacy.RI.3.1](#)

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

Intermediate:

[CCSS.ELA-Literacy.RI.4.2](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[CCSS.ELA-Literacy.RI.5.1.](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RH.6-8.5](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Lesson Ideas

Text Set Options

Primary:

Using Morse Code have students write their name or messages.

Have students write words for bulletin board headings using the nautical flag alphabet.

Morse Code Machine

<http://boyslife.org/games/online-games/575/morse-code-machine/>

Using the book *Flags of the World* as an example, have students produce their own flag. Have them come up with the meaning behind their flag.

Decorating with Flags

<http://www.gettysburgflag.com/blog/flag-information/dressing-ships/>

Phonetic alphabet

http://wiki.kidzsearch.com/wiki/NATO_phonetic_alphabet

Using orthography, making your own alphabet, have students create their own alphabet using letters or symbols. Have them write their name using the alphabet.

Alpha, Bravo, Charlie: The Military Alphabet, by Chris Demarest
McElderry Books 2005 AR 3.7

The Ballad of Valentine, by Alison Jackson, 2002.

T is for Tugboat: Navigating the Seas from A to Z
Chronicle Books 2008 AR 3.8

Flags of the World, by Sylvie Bednar
Abrams Books for Young Readers 2009 RL 8.1

Alpha, by Isabelle Arsenault
Candlewick Press 2015 IL 3-6

Sail Away, by Donald Crews
Harper Trophy 1995 AR 1.3

Intermediate:

Have students go on a Morse code scavenger hunt and answer questions about the telegraph and Morse code. The answers to the questions can be hidden around the classroom in Morse code. Students need to translate the code in order to find the correct answers.

History of Signaling at Sea

<http://www.seaflags.us/signals/Signals.html>

Morse Code Messaging

https://www.education.com/activity/article/Morse_Code/

Using the book *Flags of the World* as an example, have students produce their own flag. Have them come up with the meaning behind their flag. What would the phonetic alphabet symbol, the Morse code sound, or the semaphore be for their flag?

Phonetic alphabet

http://wiki.kidzsearch.com/wiki/NATO_phonetic_alphabet

Using orthography, making your own alphabet, have students create their own alphabet using letters or symbols. Have them write their name using the alphabet.

Research the history of code use.

The History of the Telephone, by Barbara Somervill
Child's World 2005 AR 5.5

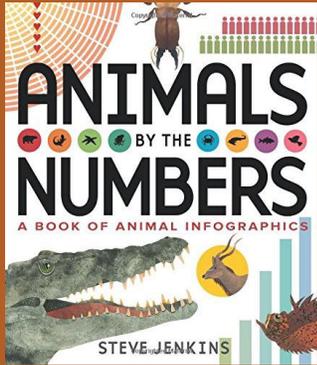
Top Secret: A handbook of codes, ciphers, and secret writing by Paul Janeczko
Candlewick Press 2004 AR 7.3

The Book of Languages: Talk Your Way Around the World, by Mick Webb, 2015.
Flags of the World, by Sylvie Bednar
Owlkids Books 2015 RL 6.7

You Wouldn't Want to Sail with Christopher Columbus!: Uncharted waters you'd rather not cross, by Fiona Macdonald
Franklin Watts 2014 AR 4.4

The Boxcar Children Guide to Adventure: a how-to for mystery solving, make-it-yourself projects, and more
Albert Whitman & Company 2014 RL 6.8

Book Scavenger by Jennifer Chambliss Bertman
Square Fish, Christy Ottaviano Books 2016 AR 5.5



Author: Steve Jenkins

Illustrator: Steve Jenkins

Publisher: Houghton Mifflin Harcourt

Copyright: Boston, New York

of pages: 48

AR level: —

Lexile: 940

Curriculum Connections: Natural Science, Animal Adaptations, Animal Classification, Animal Characteristics, Biodiversity, Extinction, Animal Migration, Animal Habitats,

Best lends itself for instruction of: Close reading, finding information, compare/contrast, understanding infographics

How many species are there across the globe? How much do all the insects in the world collectively weigh? Who is faster: a cheetah or a blue whale? Steve Jenkins answers these fascinating questions and more using a mix of eye-popping infographics and his signature cut-paper illustrations.

Common Core Standards

Primary:

[CCSS.ELA-LITERACY.RI.2.6](#)

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

[CCSS.ELA-LITERACY.RI.2.7](#)

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

[CCSS.ELA-LITERACY.W.2.8](#)

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

[CCSS.ELA-LITERACY.RF.3.3.C](#)

Decode multi-syllable words.

Intermediate:

[CCSS.ELA-LITERACY.RI.4.5](#)

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

[CCSS.ELA-LITERACY.W.4.2.B](#)

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

[CCSS.Math.Content.4.MD.A.1](#) Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

Text Features:

Headings, Sidebars, Infographics, Bibliography

Lesson Ideas	Text Set Options
<p>Primary:</p> <p>Art activity: Share a variety of animal books, including those by Steve Jenkins. Offer textured papers and other materials, have the students each pick an animal to illustrate in paper collage. Have students explain why they picked the materials they did in terms of their animal's physical characteristics.</p> <p>Collect data about the class's household pets; make a pie chart representing how many dogs, cats, horses, guinea pigs, etc. the class has at home</p> <p>Page 22 of <i>Animals by the Numbers</i> shows a graph representing the life spans of a variety of animals. Pick two animals to compare as a math problem: how many more years does X animal live than Y?</p> <p>Discovery Education lesson plan on animal classification http://www.discoveryeducation.com/teachers/free-lesson-plans/animal-classification.cfm</p> <p>International Fund for Animal Welfare Lesson Plan on Elephant Conservation: http://www.ifaw.org/united-states/our-work/education/big-trunks-tiny-tales</p>	<p><i>Animal Ark: Celebrating Our Wild World in Poetry and Pictures</i>, by Kwame Alexander, 2017, National Geographic Society</p> <p><i>The Blobfish Book</i> by Jessica Olien, 2016, Balzer and Bray AR 2.6</p> <p><i>Lifetime: the amazing numbers in animal lives</i>, by Lola M. Schaefer, 2013, Chronicle Books, AR: 3.0</p> <p><i>How Much Does a Ladybug Weigh</i>, by Alison Limentali 2016, Boxer Books, AR: —</p> <p><i>Storyworlds: Nature</i>, by Thomas Hegbrook, 2016, 360 Degrees, AR: —</p> <p><i>Whose Poop Is That?</i> By Darrin Lunde, 2017, Charlesbridge Publishing, AR: —</p>
<p>Intermediate:</p> <p>Pages 44-45 of <i>Animals by the Numbers</i> talks about ages of extinction and how we are currently in the sixth age of mass extinction. What are some of the environmental threats we face and what are some ways animals could survive this age of extinction?</p> <p>Read <i>Animal Ark</i> by Kwame Alexander and explain how haikus are constructed. Have students each select an animal and write a haiku about it.</p> <p>Have everyone work in small groups to create an infographic representation of the most dangerous animals in the world.</p> <p>Read the <i>Blobfish Book</i>. Talk about how, in addition to the humorous text about the blobfish, you learn real facts about other ocean animals and their environment. Have students select an animal to write a mini book about with selected facts about other animals that might live in your animal's environment. Borrow facts from <i>Animals by the Numbers</i>, including heartbeats per minute, endangered status, decibels of sound produced, etc.</p> <p>National Wildlife Federation lesson plan on animal habitats https://www.nwf.org/~media/PDFs/Be%20Out%20There/Schoolyard%20Habitats/HabitatHunt.pdf</p>	<p><i>The Animal Book: a collection of the fastest, fiercest, toughest, cleverest, shyest and most surprising animals on earth</i>, by Steve Jenkins, 2013, Houghton Mifflin, AR 6.0</p> <p><i>Feathers and Hair: What Animals Wear</i> by Jennifer Ward, 2017, Beach Lane Books, AR: —</p> <p><i>The Deadliest Creature in the World</i>, by Brenda Guiberson, 2016, Henry Holt and Company AR 4.4</p> <p><i>Flying Frogs and Walking Fish: Leaping lemurs, tumbling toads, jet-propelled jellyfish, and more surprising ways that animals move</i>, by Steve Jenkins, 2016, Houghton Mifflin, AR: 4.7</p> <p><i>Animalium: Welcome to the Museum</i>, by Jenny Broom, 2014, Big Picture Press, AR: —</p> <p><i>Hopping Ahead of Climate Change: Snowshoe Hares, Science, and Survival</i>, by Sneed B. Collard, 2016, Bucking Horse Books, AR: 7.0</p>



Author: April Pulley Sayre

Illustrator (Photographer):
April Pulley Sayre
Publisher: Beach Lane Books
Copyright: 2016
of pages: 40 (unnumbered)
AR level: No AR
Lexile: AD260L

Curriculum Connections:

Weather, seasons (winter), snow, water cycle

Best lends itself for instruction of:

K-3rd grade water cycle, weather, or seasons unit
The Author's Notes at the end of the book describe the water cycle and the process of water vapor becoming snow.

Discover the wonderful world of snow with this companion to the celebrated book *Raindrops Roll!* by April Pulley Sayre. With gorgeous photo illustrations, award-winning author April Pulley Sayre sheds sparkly new light on the wonders of snow. From the beauty of snow blanketing the forest and falling on animals' fur and feathers to the fascinating winter water cycle, this nonfiction picture book celebrates snowfall and the amazing science behind it.

Text Features:

Photographs, Author's Notes ,
Additional reading suggestions

Common Core Standards

Primary

[CCSS.ELA-Literacy.RI.2.1](#)

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

[CCSS.ELA-Literacy.RI.2.7](#)

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

[CCSS.ELA-Literacy.RI.2.10](#) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

[CCSS.ELA-Literacy.W.2.1](#)

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

[CCSS.ELA-Literacy.SL.2.1.a](#)

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-Literacy.SL.2.2](#)

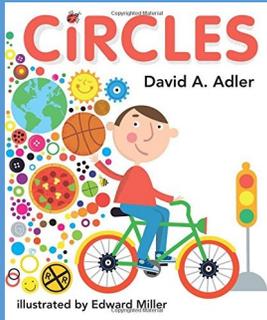
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Intermediate

[CCSS.ELA-Literacy.RI.4.1](#)

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

[CCSS.ELA-Literacy.RI.3.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.



Author: David Adler

Illustrator: Edward Miller
Publisher: Holiday House
Copyright: New York
of pages: 32
AR level: Not AR
Lexile: 700

Curriculum Connections:

Math, Geometry

Best lends itself for instruction of:

Close reading, finding information, math concepts

Circles are one of the basic geometric shapes and are everywhere. They can be found in clocks, coins, wheels, buttons, and more! In this colorful book by David A. Adler, student will learn the fundamental properties of circles. Basic geometric vocabulary such as sector, radius, and parameter are all clearly defined throughout. Students will enjoy the hands-on activities and will find themselves engaged without spinning their wheels.

Text Features:

Bold vocabulary, Glossary, Graphs, Hands-on activities

Common Core Standards

Primary:

[CCSS.ELA.Literacy.RI.2.5](#)

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

[CCSS.Math.Content.2.MD.A.3](#)

Estimate lengths using units of inches, feet, centimeters, and meters.

[CCSS.Math.Content.2.G.A](#)

Reason with Shapes and their attributes.

Intermediate:

[CCSS.ELA-Literacy.RI.4.2](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[CCSS.Math.Content.4.MD.A.1](#) Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

[CCSS.Math.Content.5.MD.C](#)

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Lesson Ideas

Text Set Options

Primary:

Utah Education Network lesson plan: Fraction Fun
<http://www.uen.org/Lessonplan/preview.cgi?LPid=18913>

Page 6 of Circles shows a graph of a circle. Follow the directions on pages 6 and 7 to demonstrate the shape of circle as well as the concept of symmetry.

Activity: Using toothpicks and playdough have students try to recreate a variety of 3D shapes.

Read the book, "How Much Does a Ladybug Weight?" aloud with students. Using various objects around the classroom, have students make predictions about the weight of the objects. Using a scale weight the objects and see if students predictions were accurate.

Cool Math 4 Kids: Math + Games for Kids, Teachers & Parents
<https://www.coolmath4kids.com/>

Make a list of things that are: spheres, cones, circles, ovals, and cylinders. Choose 2 items to compare and contrast.

<u>Billions of Bricks</u> , by Kurt Cyrus Henry Holt and Company	2016	RL 1.5
<u>Counting in the Garden</u> by Emily Hruby AMMO	2011	RL 1.4
<u>Octopuses One to Ten</u> by Ellen Jackson Beach Lane Books	2016	AR 4.9
<u>Swallow the Leader: A Counting Book</u> by Danna Smith Clarion Books	2016	RL 1.4
<u>Place Value</u> by David A. Adler Holiday House	2016	RL 4.2
<u>How Much Does a Ladybug Weigh?</u> by Alison Limentani, Boxer Books	2016	RL 3.0

Intermediate:

Pages 22 and 23 of Circles walks students through the process of finding the circumference of a circle. If you continue to pages 24-25 of Circles students can follow directions to find the diameter of the circle and the mathematical equation for Pi.

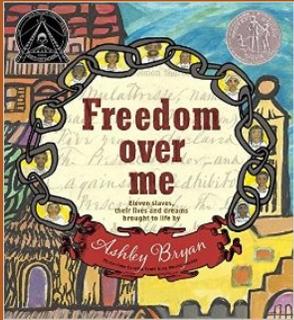
Pass out graph paper, scissors, and tape to students. Have students use the paper to build a 3D tiny house using the lines as reference points. Once the houses are created, have students find the area, perimeter, and geometric shape of the house. You can even make it more challenging by requiring elements such as windows, a roof, walls, or interior rooms.

Have students write their name linearly on a piece of paper. Using a compass, have student determine the angles within their name. For example, an L would have a 90 degree angle. This activity can also be done using tape on a desk.

Marilyn Burns Math Blog
<http://www.marilynburnsmathblog.com/>

Bedtime Math
<http://bedtimemath.org/>

<u>Sir Cumference and the First Round Table</u> by Cindy Neuschwander Charlesbridge	1997	AR 4.3
<u>Tally O'Malley</u> by Stuart Murpuly HarperCollins	2004	AR 2.8
<u>Math for All Seasons.: mind-stretching math riddles</u> by Greg Tang Scholastic	2005	AR 3.5
<u>Anno's Mysterious Multiplying Jar</u> by Mitsumasa Anno Penguin Putnam Books for Young Readers	1999	RL 6.0
<u>Math Curse</u> by John Scieszka and Lane Smith Viking	1995	AR 3.7
<u>The Hershey's Milk Chocolate Bar Fraction Book</u> by Jerry Pallotta Cartwheel Books	1999	Lexile 710L



Author: Ashley Bryan

Illustrator: Ashley Bryan

Publisher: Athenaeum Books for Young Readers

Copyright: 2016

of pages: 56 pages

AR level: 4.4

Lexile: 730

Curriculum Connections:

Historical fiction, US History, slavery, prejudice & racism, race relations, African-Americans, art

Best lends itself to instruction of: Civil Rights, character education, close reading in grade band 4

Inspired by the will of a plantation owner, and using original slave auction and plantation estate documents, Ashley Bryan offers a moving and powerful picture book that contrasts the monetary value of 11 slaves with the priceless value of life experiences and dreams that a slave owner could never take away.

Bryan has created collages around that historic document, and others like it.

Text Features:

Each person appears in a four-page section, opening with a page of free-verse text opposite a riveting head-and-shoulders portrait with a grim collage background of slavery-related documents. A banner reveals the person's appraised value, master-imposed slave name, and age.

Includes author's note.

Facsimiles of plantation documents.

Common Core Standards

Primary:

RL.2.3: Describe how characters in a story respond to major events and challenges.

RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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

RI.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

RI.3.7: 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).

Intermediate:

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

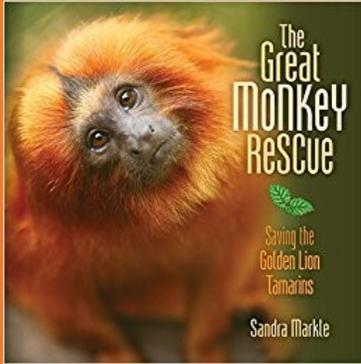
RI.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Lesson Ideas	Text Set Options
Primary:	
<p>Make a Venn Diagram comparing their life with the lives of those in the book. Make a list of things that they have that slaves did not have.</p> <p>Compare and contrast the “jobs” of the eleven slaves and their “dreams”.</p> <p>Discuss the importance of music in the lives of plantation slaves, follow up with Freedom in Congo Square and include samples of jazz and other traditional music.</p> <p>Read books from text set and talk about slaves, freedom and ways that citizens helped them.</p> <p>Quilt squares and underground railroad— provide a series of quilt squares, have students color these and then arrange into a “map”.</p> <p>Use art style from Freedom over me, to create 4 pages for themselves, (or someone they know.) Imagine their slave jobs vs. their real goals and dreams.</p> <p>Interview with Ashley Bryan https://www.youtube.com/watch?v=ovaJp-SJfFs Harriet Tubman Bio https://www.youtube.com/watch?v=VYWRoB6Ucrc</p>	<p><u>All different now: Juneteenth, the first day of freedom</u> , by Angela Johnson & E.B. Lewis Simon & Schuster 2014 AR 3.1</p> <p><u>Sweet Clara and the Freedom Quilt</u> by Deborah Hopkison & James Ransome Knopf 1993</p> <p><u>Follow the drinking gourd</u>, by Jeanette Winter Knopf 1998 AR 3.5</p> <p><u>Henry’s Freedom Box</u>, by Ellen Levine and Kadir Nelson Scholastic Press 2007 AR 3.9</p> <p><u>People could fly, The picture book</u>, by Virginia Hamilton, Leo Dillon & Diane Dillon Knopf 2004 AR 2.9</p> <p><u>Show Way</u>, by Jacqueline Woodson GP Putnam’s Sons 2005 AR 3.8</p>
Intermediate:	
<p>Diary — use the text set books, have the students write a diary of “one week” in the life of... Let them choose a time frame or sequence.</p> <p>Use <u>Nightjohn</u> and <u>Sarny</u> as literature group books & lead students in a “compare and contrast” discussion.</p> <p>Have students' create game boards for the underground railway; include routes, mileage, hazards, safe places, etc.</p> <p>Link to lesson plans for older students</p> <p>https://teachers.net/lessons/posts/1587.html unit with two week lesson on searching the conductor sites and find routes to hide their slaves. Includes activities, vocabulary and quizzes.</p> <p>https://teachers.net/lessons/posts/2635.html Lessons on the middle passage from Africa; includes role playing, auctions, etc.</p>	<p><u>Elijah of Buxton</u>, by Christopher Paul Curtis Scholastic 2007 AR 5.4</p> <p><u>The Old African</u>, by Julius Lester & Jerry Pinkney Dial Books 2005 BL 5.1</p> <p><u>Never forgotten</u> , by Patricia McKissack Schwartz & Wade 2011 BL 4.1</p> <p><u>Nightjohn</u>, by Gary Paulsen and Jerry Pinkney Delacorte Press 1983 AR 3.8</p> <p><u>Sarny, A life remembered</u>, by Gary Paulsen and Jerry Pinkney Delacorte Press (sequel to Nightjohn) 1997 AR 4.6</p> <p>Meet the author—Ashley Bryan https://www.youtube.com/watch?v=7REBumHUzPM</p>



Author: Markle, Sandra

Illustrator:

Publisher: Millbrook Press, of the Lerner

Publishing Group

Copyright: 2016

of pages: 40

AR level: 5.7

Lexile: 930L

Curriculum Connections: Endangered Species, Deforestation, Forest Corridors, Conservation, Extinction, Animal Research, Breeding in zoos and reintroduction to the wild

Best lends itself for instruction of: The complexity of factors leading to endangered species and how collaboration between scientists and zoos can impact specie survival. Provides a lens into the challenges faced by scientists and how they work together to learn more. Inspiration for animal lovers who want to make a difference.

Markle brings to life the complex, decades-long work that scientists and volunteers around the world have done to save the golden lion tamarin from extinction. As the number of monkeys dwindled due to the destruction of Brazil's Atlantic Forest, zoos implemented breeding programs. However, they were unsuccessful until researchers realized how tamarins interact in family groups.

Once the numbers increased, new challenges included how to prepare zoo-raised tamarins to survive in the wild and how to provide more habitat by reclaiming pasture

Text Features:

Table of Contents , Glossary, Photographs w/captions , Find Out More, Maps, Index, Author's Note, Timeline

Common Core Standards

Primary:

CCSS.ELA-Literacy.RI.2.1

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

CCSS.ELA-Literacy.RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CCSS.ELA-Literacy.RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Intermediate:

CCSS.ELA-Literacy.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

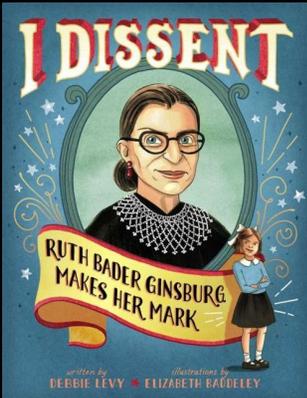
CCSS.ELA-Literacy.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Lesson Ideas	Text Set Options																					
Primary																						
<p>This book is written at a higher level and does not readily lend itself to instruction in the primary grades, however, it is written in smaller sections, which can be read to students. This selection would work well as an additional resource.</p> <p>Study Golden Lion Tamarin Monkeys. What is their habitat? Find where they live on a map.</p> <p>Make a list of ways that we can help animals.</p>	<table border="0"> <tr> <td><u>Resource Conservation</u> by Simon Rose AV2 by Weigl</td> <td>2015</td> <td>AR 3.8</td> </tr> <tr> <td><u>Save the Chimpanzee</u> by Louise Spilsbury Windmill Books</td> <td>2014</td> <td>RL 5.4</td> </tr> <tr> <td><u>Tamarin Monkeys</u> by Mary Dunn Capstone Press</td> <td>2013</td> <td>AR 2.1</td> </tr> <tr> <td><u>Golden Lion Tamarin Monkeys</u> by Meredith Costain Sundance/Newbridge</td> <td>2000</td> <td>AR 1.9</td> </tr> </table>	<u>Resource Conservation</u> by Simon Rose AV2 by Weigl	2015	AR 3.8	<u>Save the Chimpanzee</u> by Louise Spilsbury Windmill Books	2014	RL 5.4	<u>Tamarin Monkeys</u> by Mary Dunn Capstone Press	2013	AR 2.1	<u>Golden Lion Tamarin Monkeys</u> by Meredith Costain Sundance/Newbridge	2000	AR 1.9									
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<u>Golden Lion Tamarin Monkeys</u> by Meredith Costain Sundance/Newbridge	2000	AR 1.9																				
Intermediate:																						
<p>Research Change Over 22 Years Read 1994 text, <u>The Golden Lion Tamarin Comes Home</u>, then the 2016 text, <u>The Great Monkey Rescue: Saving the golden lion tamarins</u>. What have scientists discovered in the intervening 22 years?</p> <p>What are 5 impacts on the survival of tamarins? How did scientists account for each of them to ensure survival?</p> <p>Create a Research Map Create a “Saving the Golden Lion Tamarin” map. Include their home country of Brazil, their area of habitat, and then U.S. cities that are home to the scientists who have worked on this conservation project. Research and mark the zoos where you can observe the Golden Lion Tamarin. Which one is closest to your home? Visit a zoo to get a first hand glimpse of this animal beloved by many. (List of zoos is available in the 1994 book, <u>The golden lion tamarin comes home</u>.)</p> <p>Research from the Scientists in the Field series Read from the Scientists in the Field series. Choose one on a topic of personal interest and read to see the research questions and challenges your particular scientist(s) is exploring. Is there a way for you to become involved?</p>	<table border="0"> <tr> <td><u>The Golden Lion Tamarin Comes Home</u> by George Ancona Macmillan Publishing Company</td> <td>1994</td> <td>Lexile: 1040L</td> </tr> <tr> <td><u>Wild Horse Scientists</u> by Kay Frydenborg Houghton Mifflin</td> <td>2012</td> <td>AR 8.4</td> </tr> <tr> <td><u>The Hive Detectives’ Chronicle of a Honey Bee Catastrophe</u> by Loree Griffin Burns Houghton Mifflin Books for Children</td> <td>2010</td> <td>AR 7.5</td> </tr> <tr> <td><u>The Tarantula Scientist</u> by Sy Montgomery Houghton Mifflin</td> <td>2004</td> <td>AR 5.8</td> </tr> <tr> <td><u>Eruption!: volcanoes and the science of saving lives</u> by Elizabeth Rusch Houghton Mifflin Books for Children</td> <td>2013</td> <td>AR 6.9</td> </tr> <tr> <td><u>The Dolphins of Shark Bay</u> by Pamela S. Turner Houghton Mifflin Books for Children</td> <td>2013</td> <td>AR 6.2</td> </tr> <tr> <td><u>Wildlife Preserves</u> by John Clendening PowerKids Press</td> <td>2015</td> <td>RL 7.0</td> </tr> </table>	<u>The Golden Lion Tamarin Comes Home</u> by George Ancona Macmillan Publishing Company	1994	Lexile: 1040L	<u>Wild Horse Scientists</u> by Kay Frydenborg Houghton Mifflin	2012	AR 8.4	<u>The Hive Detectives’ Chronicle of a Honey Bee Catastrophe</u> by Loree Griffin Burns Houghton Mifflin Books for Children	2010	AR 7.5	<u>The Tarantula Scientist</u> by Sy Montgomery Houghton Mifflin	2004	AR 5.8	<u>Eruption!: volcanoes and the science of saving lives</u> by Elizabeth Rusch Houghton Mifflin Books for Children	2013	AR 6.9	<u>The Dolphins of Shark Bay</u> by Pamela S. Turner Houghton Mifflin Books for Children	2013	AR 6.2	<u>Wildlife Preserves</u> by John Clendening PowerKids Press	2015	RL 7.0
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Author: Debbie Levy

Illustrator: Elizabeth Baddeley

Simon & Schuster Books for Young Readers

Unpaged

AR 4.4

Lexile: 710L

Curriculum Connections: Women's History Month (March), Character Education: Assertiveness, Government, Supreme Court

Bends lends itself in the instruction of: Close reading in the grade 3-4 band, Character Education, Woman's History

Get to know celebrated Supreme Court justice Ruth Bader Ginsburg—in the first picture book about her life—as she proves that disagreeing does not make you disagreeable!

Supreme Court justice Ruth Bader Ginsburg has spent a lifetime disagreeing: disagreeing with inequality, arguing against unfair treatment, and standing up for what's right for people everywhere.

Text Features:

Bibliography, Notes on Supreme Court Cases, More About Ruth Bader Ginsburg, Photographs, variety of fonts

Common Core

Primary

CCSS.ELA-Literacy.RI.2.1

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

CCSS.ELA-Literacy.RI.2.4

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CCSS.ELA-Literacy.RI.2.8

Describe how reasons support specific points the author makes in a text

CCSS.ELA-Literacy.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.5

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types

Intermediate:

CCSS.ELA-Literacy.RI.4.1

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

CCSS.ELA-Literacy.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.4.8

Explain how an author uses reasons and evidence to support particular points in a text.

Lesson Ideas

Text Set Options

Primary:

Learn about women who have made a difference in history: Rosa Parks, Clara Barton, Amelia Earhart, Susan B. Anthony, Marie Curie, Jane Goodall, Anne Frank, Mae Jemison, Sojour Truth, etc.

March is National Women’s History Month. Learn about women who made a difference. Compare their life with the women they are learning about. How are they the same and different?

Lesson plans on Assertiveness: Be Strong, Be Mean, or Give In?:

<http://www.morningsidecenter.org/teachable-moment/lessons/be-strong-be-mean-or-give>

Lesson plans teaching assertiveness:

<http://preventingbullying.promoteprevent.org/9-assertiveness-activities>

What is Government? By Ann-Marie Kishel

Lerner Publications

2007

AR 3.0

Rules and Laws by Ann-Marie Kishel

Lerner Publications

2007

AR 2.1

Our Government: the three branches by Shelly Buchanan

Teacher Created Materials

2015

AR 2.6

I am Jane Goodall by Brad Meltzer

Dial Books for Young Readers

2016

AR 3.7

I am Amelia Earhart by Brad Meltzer

Dial Books for Young Readers

2014

AR 3.3

Intermediate:

Numerous Lesson plans for Woman’s History Month:

<http://www.nea.org/tools/lessons/50850.htm>

Research how the expectations of women have changed over history. Compare and contrast them with today.

Women’s History Month Lesson Plans and Activities from Education World:

http://www.educationworld.com/a_special/women_history_lesson_plan.shtml

Study the 3 Branches of Government. Have students make a brochure that gives information about each branch .

Women in History Lesson Plans by BrainPop:

<https://educators.brainpop.com/lesson-plan/great-women-history-lesson-plan-womens-rights-female-historical-figures/>

The U.S. Supreme Court by Mari C. Schuh

Capstone Press

2012

AR 3.1

What is the Judicial Branch? By Laura Loria

Britannica Educational Publishing

2016

RL 3.7

Supreme Court by Katherine Krieg

Rourke Educational Media

2015

AR 4.7

Learning About Equal Rights from the Life of Ruth Bader Ginsburg by Brenn Jones

PowerKids Press

2002

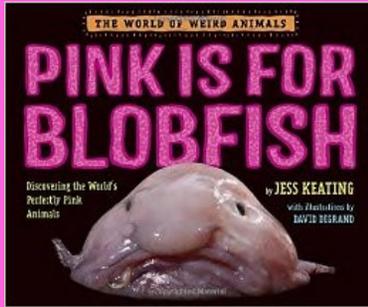
AR 5.4

Brave Girl: Clara and the shirtwaist Makers’ Strike of 1909 by Michelle Markel

Balzer & Bray

2013

AR 5.0



Author: Jess Keating
Illustrator: David DeGrand
Alfred A. Knopf
New York

42 pages

AR 6.1
Lexile: 910-1299

Curriculum Connections: Natural Science, Animal Habitats, Animal Adaptations, Camouflage, Animal Conservation, Geography

Best lends itself to instruction: Close Reading in the 4-5 grade level band, Animal Habitats and Adaptations

Some people think pink is a pretty color. A fluffy, sparkly, princess-y color. But it's so much more.

Sure, pink is the color of princesses and bubblegum, but it's also the color of monster slugs and poisonous insects. Not to mention ultra-intelligent dolphins, naked mole rats and bizarre, bloated blobfish.

Text Features:

Headings, Sidebars, Text Boxes, World Map, Map Legend, Glossary, Bibliography

Common Core Standards

Primary:

[CCSS.ELA-Literacy.RI.2.1](#)

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

[CCSS.ELA-Literacy.RI.2.2](#)

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

[CCSS.Math.Content.2.MD.A.3](#)

Estimate lengths using units of inches, feet, centimeters, and meters.

[CCSS.ELA-Literacy.RI.2.5](#)

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Intermediate:

[CCSS.ELA-Literacy.RI.4.1](#)

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

[CCSS.ELA-Literacy.RI.4.2](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

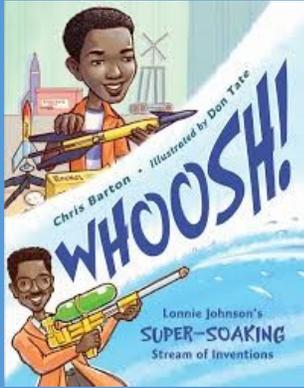
[CCSS.ELA-Literacy.RI.4.9](#)

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

[CCSS.Math.Content.4.MD.A.1](#)

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*

Lesson Ideas	Text Set Options
Primary:	
<p>Choose two animals in the book and do a Venn Diagram comparing the two animals.</p> <p>Read the book <u>Hippos Are Huge</u>. Make a list of things that they have learned about hippos.</p> <p>Discovery Education lesson plans on animal habitats: http://school.discoveryeducation.com/lessonplans/programs/animalsAroundUs/</p> <p>Measure out how long each animal is and compare the sizes of each.</p> <p>Categorize animals in different ways: where they live, habitat, size, diet, predators, etc.</p> <p>On a map find where each animal lives.</p> <p>Lesson plan on animal camouflage: http://sciencenetlinks.com/lessons/where-in-the-wild/</p>	<p><u>Hippos Are Huge</u> by Jonathan London Candlewick 2015 AR 4.5</p> <p><u>The Blobfish Book</u> by Jessica Olien Balzer & Bray 2016 AR 2.6</p> <p><u>Naked Mole Rat Gets Dressed</u> by Mo Willems Weston Woods Studios 2010 RL 2.9</p> <p><u>A House for Hermit Crab</u> By Eric Carle Simon & Schuster Books for Young Readers 1987 AR 3.7</p> <p><u>Where in the wild? : camouflaged creatures concealed-- and revealed : ear-tickling poems</u> by David M Schwartz Tricycle Press 2007 AR 5.2</p>
Intermediate:	
<p>Choose one of the animals and do further research on the animal.</p> <p>Make a chart with the headings: habitat, diet, adaptations, predators, size Add each animal to the chart and compare them under each of the categories.</p> <p>Make cards with each of the animals. Have students put the animals in different categories and share what the categories were. Give them other ways to classify the animals: vertebrate/invertebrate, habitat, size, social/solitary, etc.</p> <p>Choose a habitat, diet, etc. and design an animal to live there.</p> <p>Show these YouTube videos of the different animals and discuss observations. National Geographic videos : Pygmy Seahorses, Pink Dolphins, Naked Mole Rats, Hippos, Red Uakari Monkey, Meet the Purple Hairy Squat Lobster, Galapagos Marine Iguana Smithsonian What on Earth Are Blind Snakes, Discovery: New Species Thrive in MeKong (Dragon Millipedes), Australia Is the Home to Giant Pink Slug , Orchid Mantis—Super Pink!, Epic Wildlife Pink Armadillo, Epic Wildlife Blobfish, Audubon Roseate Spoonbills of Florida Bay</p>	<p><u>The Animal Book: a collection of the fastest, fiercest, toughest, cleverest, shyest- and most surprising—animals on earth</u> by Steve Jenkins Houghton Mifflin Books for Children 2013 AR 6.0</p> <p><u>Lifesize Ocean</u> by Anita Ganeri Kingfisher 2014 RL 5.0</p> <p><u>Project Seahorse</u> by Pamela S. Turner Scientists In The Field 2010 AR 6.6</p> <p><u>Animal Classification</u> by Angela Royston Gareth Stevens 2013 RL 5.5</p> <p><u>Animal Camouflage</u> by Vicky Franchino Scholastic (Children’s Press) 2016 AR 5.2</p> <p><u>Animal Adaptations</u> by Louise Spilsbury Bellwether Media 2017 AR 4.7</p>



Author: Chris Barton

Illustrator: Don Tate

Publisher: Charlesbridge

Copyright: 2016

of pages: 32

AR level: 4.7

Lexile: 820

Curriculum Connections: Biography, creativity, problem solving, inventions, engineering, persistence, learning styles, space, science fairs, entrepreneurship, school integration, African-American history.

Best lends itself for instruction of: *Whoosh* is superb for instruction on problem solving, ties easily to any STEM work, and can be used to demonstrate the connection between learning fundamental skills and applying them creatively.

Biography of inventor Lonnie Johnson, who started as a curious rocket and robot building child, then studied engineering and worked at NASA, and found his entrepreneurial success when he invented the Super Soaker water gun.

Common Core Standards

Primary:

[CCSS.ELA-Literacy.RI.2.3](#) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

[CCSS.ELA-Literacy.RL.2.7](#) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

[CCSS.ELA-Literacy.W.2.3](#) 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 closure.

[CCSS.RL.3.3:](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events .

Intermediate:

[CCSS.ELA-Literacy.RI.4.1](#) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RI.4.3](#)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

[CCSS.ELA-Literacy.RI.4.6](#) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

[CCSS.ELA-Literacy.RI.4.9](#) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Text Features:

Color illustrations, diagrams, author's note

Lesson Ideas

Text Set Options

Primary:

Illustration explanation — Ask students to choose their favorite picture of Lonnie in the book. Students pair up and tell each other how they think Lonnie is feeling in this picture. Explain what the illustration shows about Lonnie and how this was part of his journey to becoming an inventor. [CCSS.ELA-Literacy.RL.2.7](#) [CCSS.RL.3.3](#):

Write a letter as a class — Imagining they are Lonnie attending the science fair with his robot, students should write a letter telling a friend about their big day. [CCSS.ELA-Literacy.W.2.3](#)

Make an invention notebook. Each student can contribute one idea to a class book, or each student can start their own notebook and keep it to work on all year (or over summer). Each entry should include both a description and a labeled diagram.

[Don Tate \(Illustrator\) video interview](#)

[Papa's Mechanical Fish](#) by Candace Fleming

Margaret Ferguson Books,

2013

AR 2.1

[Ada Twist Scientist](#) by Andrea Beaty and David Roberts

Abrams Books

2016

AR 3.4

[The Marvelous Thing That Came From A Spring: The Accidental Invention of the Toy That Swept the Nation](#) by Gilbert Ford

2016

AR 4.2

[Who Invented the Ferris Wheel? George Ferris](#) by Sara L Latta

Enslow Elementary

2012

AR 2.4

Intermediate:

As a class, create a chart comparing what we learn about Lonnie's experience at the science fair in *Whoosh*, with what he says in the *Forbes & BBC* interviews. [CCSS.ELA-Literacy.RI.4.6](#)

Continue the comparison by discussing explicit vs implicit knowledge. Ask each student to write a paragraph supporting two of the differences in the chart by giving examples from each text and identifying them as explicit or implicit. [CCSS.ELA-Literacy.RI.4.1](#)

Class discussion: if you were the Toy Company, and Lonnie came to ask you to invest in his invention, what kinds of questions would you ask? Who in the story believes in Lonnie and who doesn't? Why do you think that might be? [CCSS.ELA-Literacy.RI.5.3](#)

Give every student, or groups of students, the same pieces of equipment from one of the projects in *The Gadget Inventor Handbook* or the *Craft Stick Harmonica* project from *Frugal Fun*. Challenge them to make something that does X. After 10 minutes, have them turn & share with someone nearby for 5 minutes. Then allow 10 minutes for partners to work together to re-engineer using the engineering design process. Partners present and share with class what they learned and how this relates to Lonnie's experience as an inventor using examples from the text. [CCSS.ELA-Literacy.RI.4.3](#)

[125 Cool Inventions](#)

National Geographic Kids

2015

Lexile 1050

[If You Were a Kid During the Civil Rights Movement](#) by Gwendolyn Hooks

Children's Press

2017

AR 4.8

[The Boy Who Harnessed the Wind](#) by William Kamkwamba

Dial Books

2015

AR 5.3

[The Gadget Inventor Handbook](#) by Mike Warren

Sterling Children's Books

2017

AR 8.3

[Inventions and Inventors](#) by Darren Sechrist

Crabtree Pub.

2009

AR 4.0

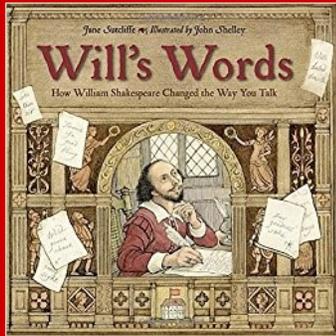
[Forbes Q & A interview with Lonnie Johnson](#)

[BBC interview with Lonnie Johnson](#)

[Frugal Fun for Boys & Girls, Craft Stick Harmonica project](#)

[How Water Blasters Work article & diagram](#)

[Science Buddies Engineering Design Process](#)



Author: Sutcliffe, Jane
Illustrator: Shelley, John
Publisher: Charlesbridge
Copyright: 2016
of pages: unpagged
AR level: 4.9
Lexile: 750L

Curriculum Connections: History; Language (Idioms, Etymology); Theater

Best lends itself for instruction of: . introduction to Shakespeare's place in history, provide setting and context for those reading history of the period (or historical fiction). Ideal to teach about etymology and/or idioms. Teaching about etymology and/or idioms.

The author brings Old England to life in this gorgeously illustrated tale of how Shakespeare's plays enthralled the people of London. Sutcliffe cleverly sprinkles her narrative with words and phrases either coined or made popular by Shakespeare and explains what they mean (and the play they were taken from) in text boxes set on the opposing pages. This book will tickle the fancy of every reader who's ever wondered where a word or phrase came from, and enrich and give context for any introduction to the Bard's

Text Features:

Preface, Text Boxes, Cutaway Illustrations, Afterword, Timeline, Extensive Bibliography

Common Core Standards

Primary:

CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CCSS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Intermediate

CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Lesson Ideas

Text Set Options

Primary:

Have students brainstorm a list of idioms and create an "Idiom Wall". Use the "Idioms for Kids" website to kick-start the process.

Create a class story using the collected idioms; challenge students to incorporate idioms into their individual writing; Invite students to emulate Shakespeare by creating their own idioms

Using Multiple Sources: Read aloud to students "Will's Words" & "You Wouldn't Want to be...", and chart information found in both texts in a Venn Diagram

Create a timeline on the whiteboard using events from history brainstormed by the students; show Shakespeare's time in relation to events such as Columbus's trip to America and the American revolution

In a Pickle, and Other Funny Idioms by Marvin Terban
Clarion Books 2007 AR 4.5

The Cat's Pajamas by Wallace Edward
Kids Can Press 2010 AR 4.4

More Parts by Tedd Arnold
Dial Books for Young Readers 2001 AR 2.6

There are many of Shakespeare's plays as graphic novels. These will range in reading level starting at 2nd grade.

You Wouldn't Want to be a Shakespearean Actor!: some roles you might not want to play by Jacqueline Franklin Morely
Franklin Watts 2015 AR 5.1

<http://examples.yourdictionary.com/idioms-for-kids.html>

Intermediate:

Challenge students to find and collect idioms.

While the web site "Shakespeare's--Sonnets" is intended for older students, it includes line-by-line analysis of each sonnet and so provides excellent examples of Close Reading.

While sharing this text and *A Shakespearean Theater*, point out how each illustrator uses *Cutaway Illustrations* to simultaneously show multiple levels of as structure; challenge students to use this technique to draw cutaway illustrations of their homes, the school or etc.

Select short scenes from 'Shakespeare with Children' and have groups of students perform as reader's theater (these scripts are written in modern English)

Shakespeare with Children: six scripts for young players by Elizabeth Weinstein
Smith & Kraus 2008

Bard of Avon: The Story of William Shakespeare by Diane Stanley
Harper Collins 2015 AR 6.2

In a Word: 750 words and their fascinating Stories and origins by Rosalie Baker
Crockett Books 2003 AR 7.6

The Shakespeare Stealer by Gary Blackwood
Dutton Children's Books 1998 AR 5.2

www.smart-words.org/quotes-sayings/idioms-meaning.html
<http://www.shakespeares-sonnets.com>