

Washington Children's Choice Picture Book Award



Activity Packet for Nominees – 2009

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Title: Bud and Gabby (<http://books.google.com/books?id=s2RbKAAACAAJ&dq=Bud+and+Gabby>)

Author: Anne Davis

Illustrator: Anne Davis

Synopsis: Bud and Gabby, a story of two silly and sweet, feline friends. Bud and Gabby have very different personalities but find ways to enjoy activities together. One day Gabby is taken to the vet and Bud worries about his friend. When Gabby returns home Bud welcomes her in a special way.

Activity Title: My Pet is Special too!

Activity Description: After reading the story to the class have students describe the physical and personality traits of each of the cats. Retell the important events of the story. Identify the speaker or narrator of the story.

Read about other kids and their pets using the web site listed below. Have students fill in their pet's name, favorite trick, favorite treat, and why they love their pet *(see activity sheet). If students don't have a pet, ask them what kind of pet they would like, name it and write about their imaginary pet. Submit your students responses along with a photo to the address provide or create your own web page of pet favorites

EALR's/GLE's: EALR 2 GLE 2.2.3

AR Level: ATOS 1.7

Reading Counts Level: reading level 2.8

Lexile: NA

Related Websites: http://www.asPCA.org/site/PageServer?pagename=kids_home

Activity Created By: Karen Huebschman

BUD AND GABBY BLACKLINE MASTER

Why I Love My Pet

Name:

My pet's name is:

Favorite trick:

Favorite treat:

I love my pet because:

Why I Love My Pet

Name:

My pet's name is:

Favorite trick:

Favorite treat:

I love my pet because:

Why I Love My Pet

Name:

My pet's name is:

Favorite trick:

Favorite treat:

I love my pet because:

Title: Cha Cha Chimps (<http://books.google.com/books?id=OvhtAAAACAAJ&dq=Cha+Cha+chimps>)

Author: Julia Durango

Illustrator: Eleanor Taylor

Synopsis: Counting and dancing go hand in hand at Mambo Jamba's, the place where hippos hokey-pokey and meerkats macarena and ten little chimps do the cha-cha-cha until Mama Chimp says, "Time for bed!" This is a book full of rhyme and rhythm.

Activity Title: Discover Dance and Music Genres

Activity Description: After reading aloud this book, use the web links to introduce your students to the dance and music genres with which they are not familiar. Have the students try a few steps of the cha cha, do some limbo, form a conga line and dance to the music provided in the web link, and do the hokey-pokey. Get out on the floor and dance!

www.ballroomdancers.com Click on "Learn the Dances." Cha Cha and Tango

<http://www.thedancestoreonline.com/ballroom-dance-instruction/polka-free-lessons.htm> Click on "Free Video Instruction" on the right-hand side of the screen.

<http://www.itap2.com/video/celtic.htm> Irish Clogging Scroll down to the bottom to "Hard Shoe Reel"; MAC users need to click on Alternate View to download and play clip.

http://pbskids.org/bigbigworld/music/song10_ra.html?playertype=quicktime:speed=:mediatype=audio;media=kids/bigbigworld/conga_line.rm./kids/bigbigworld/conga_line.mov;playertemplate=/bigbigworld/mediaplayer_template.htm;basepath=/bigbigworld/music/song10_ra.html Lead your class in a conga line using the music and words from this audio clip. Grab a set of bongo drums and have a student provide the beat.

EALR's/GLE's: *Elementary Arts: Dance and Music*

1.3 Understands and applies arts styles from various artists, cultures, and times. *Reading GLE*

1.3.1 Understand and apply new vocabulary.

New Vocabulary: Cha cha, limbo, belly dance, jitterbug (swing, lindy, Charleston), conga line, tango, jig, Irish clogging, polka

AR Level: 2.4

Activity Title: Subtraction Stories (for younger students)

Activity Description: As you read the story a second time, have your students act it out as you read. If you have audio clips of music that go with the various dances, compile them and play after you read each spread. All students can dance in any way. As each of the 10 students who are portraying chimps exits after dancing, have the students count the number left and tell what just happened in that situation.

Math Standards: K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set. K.2.D Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects of numbers.

Activity Created By: Elizabeth Bruno

Title: Chester (<http://books.google.com/books?id=pG8YGQAACAAI&dq=Chester+Melanie+Watt>)

Author: Melanie Watt/Chester

Illustrator: Melanie Watt/Chester

Synopsis: Melanie Watt is trying to write and illustrate a story about a mouse but her cat, Chester, won't stop interfering. He doodles and rewrites all over the book. He keeps trying to completely take over. Finally Melanie throws up her hands and lets him have his way - or does she?

Activity Title: Chester in Pink

Activity Description: Make copies of the blackline picture of Chester for each student in your class. Also have pink markers, crayons, highlighters or pencils available for student use. Read through the story until the page, "Chester was a very handsome cat. Especially when he wore a pink..." Stop there and have the kids draw their predictions about what Melanie will put on Chester. Talk with them about why they chose what they drew. Have them share some of their predictions and drawings before finally revealing Melanie's revenge on Chester.

EALR's/GLE's: Reading 2.1.5 Understand how to infer/predict meaning.

AR Level: 1.8

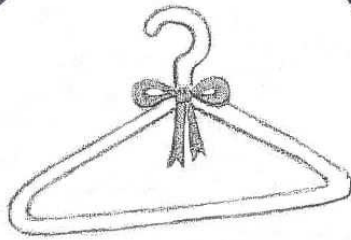
Lexile: NA

Related Websites:

Author Interview:

<http://cynthialeitichsmith.blogspot.com/2006/05/author-illustrator-interview-melanie.html>

Activity Created By: Shay Eisenbarth



Chester was a very handsome cat.
Especially when he wore a pink ...



!

Title: The Cheese (<http://books.google.com/books?id=TKOsHAAACAAI&dq=the+cheese+margie+Palatini>)

Author: Margie Palatini

Illustrator: Steve Johnson

Synopsis: After they all agree to ignore the story of "The Farmer in the Dell," the rat, cat, dog, child, farmer, and his wife have a party featuring the tempting hunk of cheese.

Activity Title: Farmer in the Dell

Activity Description: Listen to song and sing along to familiarize students with the poem this story is taken from so they understand that this is the same story told from the end to the beginning.

The Farmer in the Dell Sing a Story Handled Board Book with CD (Sing a Story) by Kim Mitzo Thompson, Karen Mitzo Hilderbrand, and Gillian Roberts (**Board book** - May 22, 2008) Available from Amazon.com \$9.31

Activity Title: The Farmer in the Dell Circle Game:

Activity Description: Children join hands and dance around the farmer, who stands in the center of the circle as they sing. At the end of the first verse, the farmer chooses his wife, who joins him inside the circle. At the end of the next verse, the wife takes a wife, and so on, until the last verse when everyone is in the circle except the cheese, who stands alone. Whoever ends up being the cheese becomes the farmer for the next round. If you have more than 10 children, you will have more than one Cheese at the end. The teacher can randomly pick one to be the Farmer in the next round.

*You may also: Act out the story using black line puppet pictures.

(A puppet set is available through Constructive Playthings School for \$8.95 or you can find appropriate black line coloring pictures (or stickers), laminate and attach them to wide Popsicle sticks.)

EALR's/GLE's: GLEs: Reading: 1.1, 1.3, 1.4, 2.1, 2.2, 2.3 , The Arts: 1.4, 2.2 , 3.2, Communication 1.1, Health and Fitness: 1.1, 1.2

AR Level: 2.7 **Lexile:** AD490L

Activity Title: Cheese Description

Activity Description: See the Activity sheet

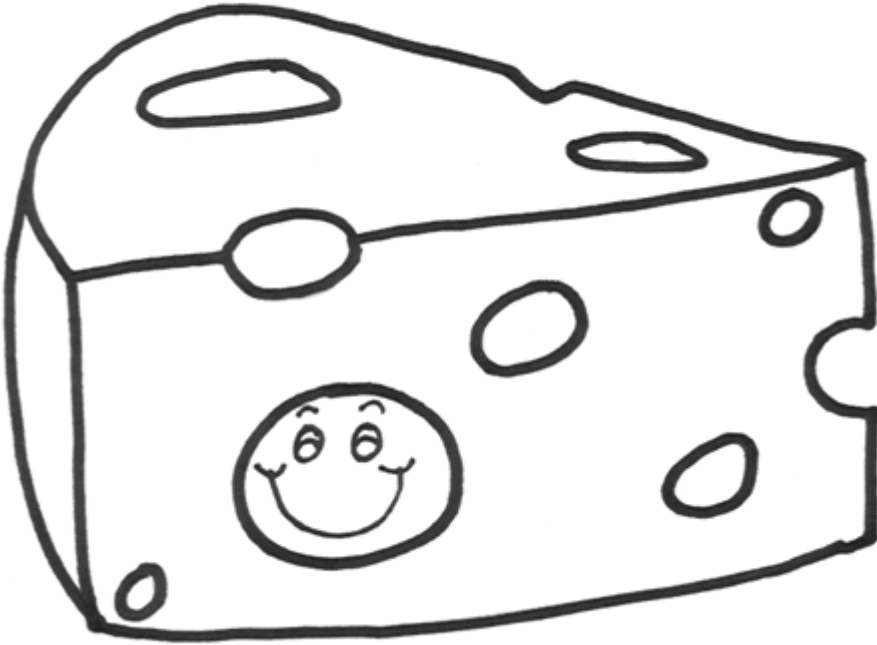
Activity Title: Write your own Food Chain

Activity Description: Have students write a three part food chain (who eats what) to the pattern of the "Farmer in the Dell".

EALR's/GLE's: GLEs: Reading: 1.1, 1.3, 1.4, 2.1, 2.2, 2.3 Writing: 1.1, 1.3, 2.2, 2.3

Related Websites: <http://www.margiepalatini.com/books.html>

Activity Created By: Kay Evey, Tukwila School District



Describe the cheese. Remember to use imagery (smell, taste, feel, and look).

Name: _____

Title: Chickens to the Rescue

(http://books.google.com/books?id=YCU06u9_s04C&printsec=frontcover&dq=Chickens+to+the+rescue&sig=ACfU3U0eM_mm3x9cCmX6gi0J3kFWg_bK_VQ)

Author: John Himmelman

Illustrator: same

Synopsis: Six days a week the chickens help the Greenstalk family and their animals recover from mishaps that occur on the farm, but they need one day to rest

Activity Title: Chicken Dance and Writing activity

Activity Description: Oh my gosh, this book screams the CHICKEN DANCE! Put on the music, teach the motions and just enjoy. Just Google “listen to chicken dance” or use one of these links:

http://www.imeem.com/people/V8SRbG/music/ttlkuc4k/dance_party_favorites_the_chicken_dance/

<http://www.cartooncritters.com/musicforkids.htm>

The "Chicken Dance" is very easy to learn regardless of age or agility.

If you have a group of people.....

Begin in a large circle. Everybody faces towards the center.

At the start of the music, shape a chicken beak with your hands.

- Open and close it four times, during the first four beats of the music.

Make chicken wings with your arms.

- Flap your wings four times, with the next four beats of the music.

Make a chicken's tail feathers with your arms and hands.

- Wiggle downwards along with the next four beats of the music.

- Finally, clap four times for the next four beats of the music.

- Repeat this "set" four times.

- After the fourth repeat -

hold hands with your neighbors and walk as a circle.

- Switch directions when the leader says so to do.

Did you know? May 14 is National Dance Like A Chicken Day

Writing as Sequel: Of course the other option for older students is to write the sequel as suggested at the end of the story: “Pigs to the Rescue”. Students can work individually or in pairs/3’s writing and drawing a class books. You can use the same format of the days of the week but each illustrated event needs 3 pages: 1. On Monday ... (something happens), 2. Pigs to the rescue!, and 3. a comment about their work by who they helped.. You can even have the “pig” book suggest another animal for the 3rd book so that the days of the week don’t get duplicated no matter what the class size.

EALR’s/GLE’s: Reading -2.4.1 Make a personal response/connection to text. 2.2.1 story sequence
2.2.3 story elements

AR Level: 1. 7

Lexile: NA

Related Websites: <http://booksandnature.homestead.com/booksandnature.html>

http://www.imeem.com/people/V8SRbG/music/ttlkuc4k/dance_party_favorites_the_chicken_dance/

Activity Created By: Kim Guyette

Title: The End (<http://books.google.com/books?id=cxTvAAAACAAJ&dq=the+end+david+larochelle>)

Author: David LaRochelle

Illustrator: Richard Egielski

Synopsis: When a princess makes some lemonade, she starts a chain of events involving a fire-breathing dragon, one hundred rabbits, a hungry giant, and a handsome knight. Prediction opportunities abound while reading this book aloud.

Activity Title: Cause and Effect (page 2 of Teaching Guide for *The End* {pdf file found at www.davidlarochelle.net })

Activity Description: Discuss with your students the difference between cause and effect (a cause is an event that triggers something else to happen; and effect is the event that happens as result). In this story, *many of the events are both causes and effects*. List a cause from the book on the board and see if your students can name the resulting effect.

<i>Cause</i>	<i>Effect</i>
a teacup hit the tomato	the giant tomato rolled down the hill
the tomato rolled down the hill	the rabbits got scared and ran into the cave

EALR's/GLE's

Reading 2.3.1 Specific wording in grade 2 column - Explain simple cause and effect relationships in literary/narrative text and informational/expository text.

AR Level: 3.5

Activity Title: Writing Your Own Backwards Tales (page 3 of Teaching Guide for *The End* {pdf file found at www.davidlarochelle.net })

Activity Description: Individually or as a group, students can try writing their own backwards stories. Starting with one of these sample endings (or one of their own), can your class work its way backwards to “Once upon a time...?”

And they finally found buried treasure. They found buried treasure because...

And the monster never bothered the children again. It never bothered the children again because...

And everyone fell fast asleep. They fell fast asleep because...

EALR's/GLE's: Writing Component 2.3 Writes in a variety of genres/forms; Component 3.1 Develops ideas and organizes writing writing conventions appropriate for the grade level
Component 3.3 Knows and applies

Related Website: David LaRochelle includes many more extensions in his teaching guide found at www.davidlarochelle.net.

Activities Created By: David LaRochelle
This page was submitted by Elizabeth Bruno.

Title: Ham the Astrochimp (<http://books.google.com/books?id=NqGfAwAACAAJ&dq=Ham+the+astrochimp>)

Author: Richard Hilliard

Illustrator: Richard Hilliard

Synopsis: This nonfiction title chronicles the difficulties of sending a man into space in the early 1960s. Scientists decided that animals should go first into space and Ham, who was born in the African forest, was chosen to leave his mother and be part of America's Project Mercury. Ham made space history January 31, 1961.

Activity Title: Put Ham in the African Forest

Activity Description: A chimpanzee illustration is provided. Students are responsible for creating a forest background as a home for Ham the Astrochimp.

EALR's/GLE's:

- 2.1. Demonstrate evidence of reading comprehension.
- 2.2. Understand and apply knowledge of text components to comprehend text.

AR Level: 7.3

Lexile: NA

Related Websites: http://en.wikipedia.org/wiki/Ham_the_Chimp
<http://ham.space.umn.edu/kris/ham.html>
<http://www.cwu.edu/~cwuchci/faq.html>
<http://www.discoverchimpanzees.org/researchers/questions.php>

Activity Created By: Carol Steen

Chimpanzees are apes that live in the forests of Africa. While traveling in groups they like to spend their days and nights in the trees. They eat fruits, leaves, seeds and stems. Chimpanzees also like to eat ants, birds, eggs and termites.



- 1. Make a jungle background for Ham.**
- 2. Cut Ham out.**
- 3. Paste him on the jungle background you created.**

Title: Help! A Story of Friendship

(<http://books.google.com/books?id=I085AQAACAAJ&dq=Help+a+story+of+friendship>)

Author: Holly Keller

Illustrator: Holly Keller

Synopsis: Mouse, Hedgehog, Rabbit, Squirrel and Snake are friends. Mouse hears that Snake is not trustworthy. Mouse is so worried about Snake, he falls down a hole. Now he needs Snake's help. Can Mouse trust Snake when he get into trouble?

Activity Title: Friends of all kinds

Activity Description: Activities from the website below...

1. Write on the board, "To have good friends, you must be a good friend." Ask the children to explain that statement and to tell you why they either agree or disagree with it. Ask them to think of ways that good friends treat each other. List their answers on the board and discuss each one. Compare their list with the one on the opposite page.
2. Have the children look for examples of friendship behaviors in magazines or make pictures of them (see our list in "How to Be a Good Friend" at the top of this column). Then have them use the pictures to create a classroom collage. They could also contribute slogans or mottos about friendships.
3. Divide the class into groups of four or five. Each group's task is to choose one group member to play the role of a new kid in class. The new kid's challenge is to try to gain acceptance into the group. After the role-plays, discuss with the class how it felt to be the new kid and how it felt to be part of the "in-group." Discuss some of the different ways of "breaking in" to a new group.
4. Ask the children to think about how a movie or TV show dealt with friendship. Ask what someone in the show did that made him or her a good friend or a bad friend.
5. Brainstorm ways kids can be more tolerant and accepting of each other. Write them on the board. Then have the children work in small groups to create posters about accepting others. Display the posters in the classroom hallway.

EALR's/GLE's: EALR 2 GLE 2.4.1

AR Level: 2.3

Lexile: AD450L

Related Websites: <http://www.goodcharacter.com/YCC/BeingFriends.html>

Activity Created By: Karen Huebschman

Title: *Ivan the Terrier* (<http://books.google.com/books?id=12IbAgAACAAI&dq=Ivan+the+terrier>)

Author: Peter Catalanotto

Illustrator: Peter Catalanotto

Synopsis: Ivan could be Ivan the Terrible. Ivan wants to have fun but he only manages to chase the fairy tale characters away with often hilarious results as shown with the illustrations.

Activity Title: Your Opinion

Activity Description: You have listened to Ivan the Terrier. On the piece of paper write your thoughts on how Ivan interrupted the fairy tale characters. Pick one of the fairy tales and do an interruption you would like to see happen.

EALR's/GLE's:

- 2.1. Demonstrate evidence of reading comprehension.
- 2.2. Understand and apply knowledge of text components to comprehend text.

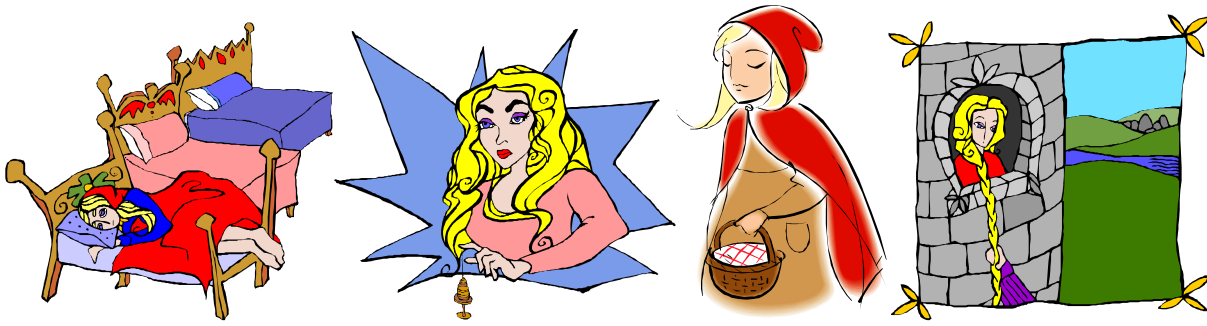
AR Level: NA

Lexile: NA

Related Websites:

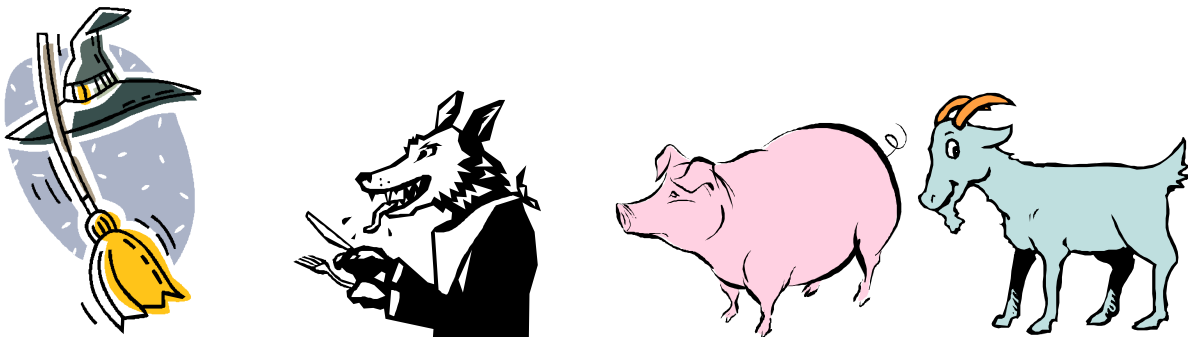
http://www.visitingauthors.com/authors/catalanotto_peter/catalanotto_peter_bio.html

Activity Created By: Carol Steen



Give some reasons why you think Ivan is interrupting the fairy tales?

Write here a new way Ivan interrupts a fairy tale.



Title: A Killer Whale's World

(<http://books.google.com/books?id=iBTDAAAACAAJ&dq=a+killer+whale%27s+world>)

Author: Caroline Arnold

Illustrator: Caroline Arnold

Synopsis: Well-known non-fiction author Caroline Arnold combines a story with facts about killer whales in this book. The story begins with the birth of a 400 lb. baby killer whale and ends when this whale is full size and 20 years old. There is a box at the bottom of each page containing scientific facts about orcas. Students in grades K-3 can use this book for simple research reports or read it just for fun.

Activity Title: Fiction and Nonfiction

Activity Description: Before reading A Killer Whale's World ask students to listen for differences between fiction and nonfiction writing. For example, on page 4 the author's story describes a family of killer whales' "smooth bodies...the cool, salty water..waves splash against the tall fins" and the nonfiction box describes a killer whale pod has "between five and 50 whales in it." How is this language different? Ask students to provide examples of characteristics used to describe whales in fiction books they have read. Ask them to provide examples of details they have read about in whale nonfiction books. Write these lists of words on the board. After reading A Killer Whale's World, help students create a Venn diagram showing the characteristics of imaginary whales and real whales. Use the word list created earlier. (30 minutes)

Follow Up Lesson for 2nd or 3rd Graders: The library teacher and classroom teacher collaborate to help students create a combination fiction/nonfiction book about another ocean creature, using Caroline Arnold's format as an example. Show students one of the pages in the killer whale book that has story text along with a nonfiction box. In the library, students research basic information about another ocean creature or mammal of their choice, and write notes. (You can use the "Animal Fact Sheet" included with this lesson). In the classroom, the teacher guides the whole group as they write a combination nonfiction and fiction story about one ocean creature or mammal. The following day, each student writes their own story about an ocean creature or mammal of their choice. Together, the library teacher and classroom teacher help each student create a mini-book that combines nonfiction and a story about their fish or mammal. (2-3 hours, total)

EALR's/GLE's:

Reading 2.4. Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.

Writing 2.2.1. Demonstrates understanding of different purposes for writing.

AR Level: 3.9

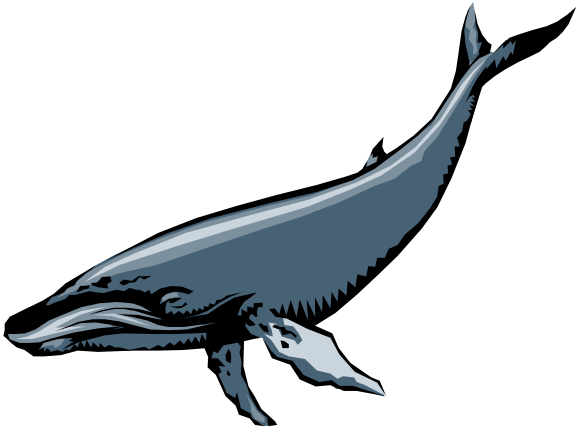
Lexile: 700L

Related Websites: <http://www.seaworld.org/animal-info/info-books/killer-whale/index.htm>

<http://www.seaworld.org/just-for-teachers/classroom-activities/k-3/index.htm>

<http://www.seaworld.org/just-for-teachers/classroom-activities/k-3/pdf/Shamu%20Math.pdf>

Activity Created By: Kathy Kalich



Animal Fact Sheet

Name of Animal: _____ **Your Name:** _____

Habitat: _____

Physical Characteristics: _____
(height, weight, length, color) _____

How does this animal breathe? _____

Is it warm-blooded or cold-blooded? _____

Does this animal hatch from an egg? _____

Food: _____

What animals like to eat your animal? _____

What other interesting facts did you discover? _____

Title: Larry Gets Lost in Seattle

(<http://books.google.com/books?id=vpE7AAAACAAJ&dq=Larry+Gets+Lost+in+Seattle>)

Author: John Skewes

Illustrator: John Skewes

Synopsis: Pete and his dog Larry take a tour around Seattle, but Larry gets separated from Pete while taking in the sites.

Activity Title: Show us YOUR city!

Activity Description: After reading "Larry Gets Lost in Seattle" discuss why the sites highlighted are so interesting. Then, gather ideas from students about their favorite sites in their own city. Record a list for all to see and refer back to. Have students design a poster where they draw their three favorite sites in their city and label them with complete sentences.

EALR's/GLE's: Social Studies GLE: 3.1.2: Understands the physical characteristics of places in the community.

AR Level: NA

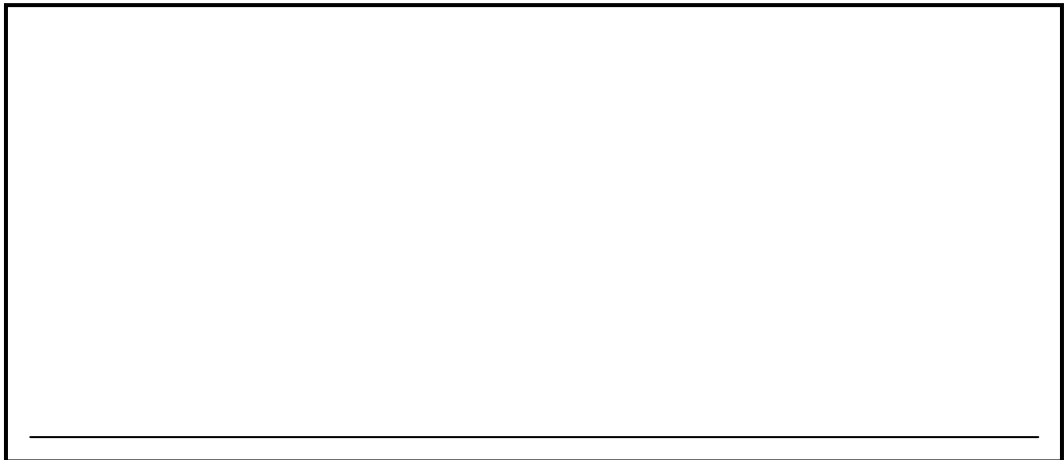
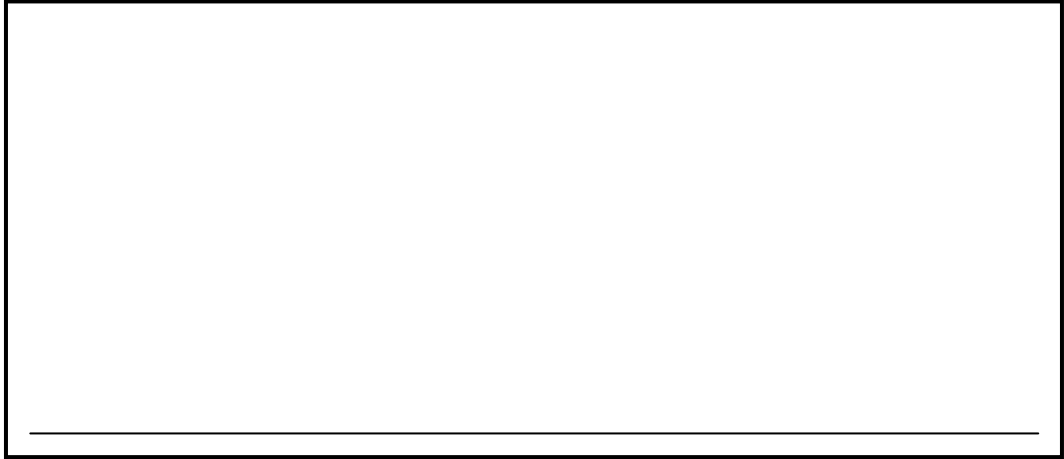
Lexile: NA

Related Websites: <http://www.mrsc.org/byndmrsc/cities.aspx> (guide to cities across Washington)
<http://www.usatoday.com/travel/destinations/cityguides/index.htm> (guide to cities across the U.S.)
<http://www.seattle.gov/html/visitor/points.htm> (points of interest from the "official" city of Seattle website)
<http://www.seattle.gov/html/visitor/icons.htm> (Seattle icons - from the "official" city of Seattle website)

Activity Created By: Dianne Borchert

Get to know my City!
Visit the following places here:

My City is:



Title: Library Mouse (<http://books.google.com/books?id=n5PTAQAACAAJ&dq=library+mouse>)

Author: Daniel Kirk

Illustrator: Daniel Kirk

Synopsis: This is a heartwarming tale (or tail) about Sam, a mouse who lives in a public library and dreams about being a writer. Children will be delighted with the whimsical illustrations and the story about a rodent who writes really rad stories.

Activity Title: Write What You Know

Activity Description: Sam wrote a book about being a mouse and posed in his mirror to sketch what he sees. In this lesson, with their teacher-librarian's help, each student will think of an animal or person that they know well. If they know about dogs, they will write a story from a dog's point-of-view and imagine they are a dog posing in a mirror. Provide students with a basic graphic organizer to help them organize their thoughts before writing. Exactly what is the day in the life of your animal or person like? If this animal was looking in a mirror, what would it see?

Collaborate with your school's first or second grade teachers before this lesson so students will have plenty of time to write and illustrate their stories. Afterwards, ask students to share their stories with another class.

EALR's/GLE's:

1.1.1. Applies at least one strategy for generating ideas and planning writing.

1.5.1. Publishes own writing.

AR Level: 4.4

Lexile: NC830L

Related Websites: <http://www.danielkirk.com> (author website)

<http://pbskids.org/arthur/parentsteachers/lesson/storywriting/> (Developed for students in grades 1-3, this guide provides a wealth of reading comprehension and writing activities. Students work first to understand the elements of a story, and then are encouraged to create original ARTHUR stories based on their own experiences. This guide has received rave reviews from teachers across the country!

Activity Created By: Kathy Kalich

Title: Louder Lili (<http://books.google.com/books?id=dnvtAgAACAAJ&dq=louder+lili>)

Author: Gennifer Choldenko

Illustrator: S.D. Schindler

Synopsis: Lili is the quietest student in her classroom. She is so shy that Mrs. Backmeyer, her teacher, often marks Lili absent. Lili wants desperately to take care of the class guinea pig but she is too timid to raise her hand. Enter resident bully, Cassidy, who insists on being Lili's partner for classroom activities. S.D. Schindler, illustrator, puts just the right twist on Lili's face to show her disgust for Cassidy. Finally, Cassidy's choices for the guinea pig make Lili so irate Lili is able to use her big voice to scream out her displeasure.

Activity Title: Guinea Pig Fact Booklet

Activity Description: Students are given two sheets of paper. The first paper gives the title, Guinea Pig Fact Booklet, with five pages of guinea pig facts. It has six sections to cut out. Students cut out the first page of the booklet. There is a second page of blank sections. Students research library books and encyclopedias to add more facts to the pages provided. Students can work in pairs or groups to complete the booklet. Students cut out the second page of facts they have written. Staple booklet together and read facts to each other in small groups.

EALR's/GLE's:

- 2.1. Demonstrate evidence of reading comprehension.
- 2.2. Understand and apply knowledge of text components to comprehend text.

AR Level: 2.7

Lexile: AD520L

Related Websites: <http://www.choldenko.com/>
http://www.childrensliteraturenetwork.org/aifolder/aipages/ai_c/choldenko.html

Activity Created By: Carol Steen

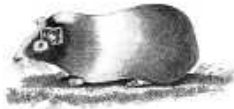
Guinea Pig Fact Booklet



A guinea pig is not a pig. A guinea pig is a rodent. Rodents belong to a group of animals called mammals.



A guinea pig's mouth is very close to the ground so it does not have to reach far for its meal of grass.



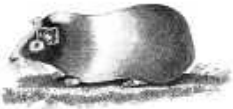
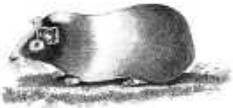
A guinea pig has a good sense of hearing and a good sense of smelling. A guinea pig's eyes are on the side of its head.



Some of the foods guinea pigs really like are carrots, apples, timothy hay and oranges.



Guinea pig's nails keep growing and need to be trimmed often.



Title: Oh Theodore! Guinea Pig Poems

(<http://books.google.com/books?id=M18gAgAACAAI&dq=Oh,+Theodore>)

Author: Susan Katz

Illustrator: Stacey Schuett

Synopsis: At its heart, **Oh, Theodore!** is about what it means to care for and love a pet. Told from the point of view of a nine or ten year old boy, the series of poems begins with the guinea pig's arrival as a shy, scared fellow ("But Theodore/just hides/under the hay.") and follows along as Theodore blooms under the sweet solicitude of his new owner ("He's my fuzziest friend./And I'm his biggest.") Children will get a good idea of both the chores and the rewards of pet ownership.

Activity Title: Describe it Pet / Poetry

Activity Description: The worksheet provides the students the opportunity to describe a pet. It can be followed up with poetry about the pet.

EALR's/GLE's: GLEs: Reading: 1.1, 1.3, 1.4, 2.1, 2.2, 2.3 Writing: 1.1, 1.3, 2.2, 2.3

Activity Title: Guinea Pig information

Information page is available on Enchanted Learning

<http://www.enchantedlearning.com/subjects/mammals/rodent/Guineapigprintout.shtml>

Websites:

<http://www.pimms-pages.co.uk/>

<http://www.jsite.com/hunny/>

EALR's/GLE's: GLEs: Reading: 1.1, 1.3, 1.4, 2.1, 2.2, 2.3 Writing: 1.1, 1.3, 2.2, 2.3

Activity Title: Animal poetry

Activity Description: Lunes: A lune is a short, simple poem of three lines:

a line with three words

a line with five words

a line with three words

Another way to create an animal poem is to start with a list of comparisons:

eyes like..... cantaloupes
ears like.....American flags
sounds like.....a faucet dripping
moves like.....a man with a limp
fur like.....notebook paper

Forms courtesy of: <http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>

EALR's/GLE's: GLEs: Reading: 1.1, 1.3, 1.4, 2.1, 2.2, 2.3 Writing: 1.1, 1.3, 2.2, 2.3

Activity Created By: Kay Evey, Tukwila School District

Title: *Oh Theodore! Guinea Pig Poems*

Author: Susan Katz

Illustrator: Stacey Schuett

Synopsis: A collection of poetry about a boy's first pet.

Activity Title: Pet Poems

Activity Description: Have students write an acrostic poem about their own pet, one they use to have, or a pet they would like to have in the future.(In Acrostic poems, the first letters of each line are aligned vertically to form a word and the first word for each line of the poem begins with that letter.) They can use the pet's name for the letters of the poem or the type of animal it was (ie S-p-a-r-k-y, D-o-g or S-h-e-p-a-r-d). Students can also draw a picture to go with their poem. Display the finished poems in a bulliten board or window featuring books from Dewey 636. The author's website is offering a "Kids Can Write" contest this year featuring "jigsaw" poetry. Information on how to teach jigsaw poems and how to enter are on her web site (see below). Deadline to enter is April 25th 2009

EALR's/GLE's: 2.4.1 Make a personal response/connection to text -R
2.3. Writes in a variety of forms/genres. W

AR Level: 2. 3

Lexile: NA

Related Websites: <http://susankatzbooks.com/index.html>
<http://www.staceyschuett.com/>

Activity Created By: Kim Guyette

Title: Peanut (<http://books.google.com/books?id=5u8IAAAACAAJ&dq=peanut+Linus+alsenas&lr=>)

Author: Linus Alsenas

Illustrator: Linus Alsenas

Synopsis: Poor Mildred is lonely. Until she finds a stray at the park. She takes home her stray "puppy" and names him Peanut. But there are problems. Peanut is not like other dogs. He doesn't like dog food, he helps around the house and he looks a little different too. But Mildred loves him anyway. Then she finds out that there might be more to Peanut than meets the eye

Activity Title: A Picture of Peanut

Activity Description: Before reading the story to your class, cover the book with brown paper or something to block the picture. Tell the kids they will need to use their best listening and visualization skills for this story. Tell them that you want them to create a picture of Peanut in their minds as they are listening. Give them paper and drawing materials. Read through the beginning of the story without showing the pictures. Stop after, "Even so, Mildred loved Peanut dearly." Have the kids draw a picture of Peanut based on the story so far. Then show them the front cover and reread the story showing the illustrations as you go.

EALR's/GLE's: 2.1.2 Understand how to create mental imagery.

AR Level: 1.6

Lexile: NA

Related Websites: <http://www.linusalsenas.com/>

Top 10 Unusual Pets: <http://www.petplace.com/reptiles/top-10-unusual-pets/page1.aspx>

Activity Created By: Shay Eisenbarth

Title: Velma Gratch & the Way Cool Butterfly

(<http://books.google.com/books?id=0Pc2AAAACAAJ&dq=Velma+Gratch+and+the+way+cool+butterfly>)

Author: Alan Madison

Illustrator: Kevin Hawkes

Synopsis: In the wake of her two older sisters, who were perfect first graders, Velma Gratch enters first grade and is barely noticed. She does some unfavorable things to get attention, but it only causes her grief. Velma is finally noticed when a butterfly lands on her finger during a field trip and refuses to leave.

Activity Title: Activity # 1: "Getting to know your "something special"

Activity Description: In this activity students are called upon to recognize the "special traits" in each other.

EALR's/GLE's: Communications GLE: 1.1: Using listening and observation skills and strategies to focus attention and interpret information.

AR Level: 4.1

Lexile: NA

Related Websites: Author site: <http://www.madisonia.com/>

All About Butterflies: <http://www.zoomdinosaurs.com/subjects/butterfly/>

52 Character building thoughts for children:
<http://www.kellybear.com/TeacherArticles/TeacherTip52.html>

Activity Created By: Dianne Borchert

Getting to know your "special something"

ACTIVITY DESCRIPTION SHEET

After reading *Velma Gratch and the Way Cool Butterfly* discuss what made Velma Gratch so special. Most likely it was probably her patience, her great attitude and her trustworthiness. Then discuss special things that we can get to know about people over time. For instance some people:

- Are good listeners
- Are good singers
- Are very positive and help cheer you up
- Are good "sports" whether they win or lose
- Are hand with tools and/or hands
- Are very patient
- Have a good sense of humor
- Tell really great stories
- Love to share

and so much more...

Have your students sit in groups of four or five and give them time to ask each other questions about what makes each person "special" in the group. Give the activity sheet to someone in the group and either have one person record the "something(s) special about each person or have each person record it about him/herself.

Leave time to share each group's findings, it might be best to have each person in the group announce the findings about another person---for "modesty sake."

Group Sheet

Words to remember:

SHARING, PATIENT, GOOD LISTENER, CHEERFUL, FRIENDLY,
GOOD STORYTELLER, SMART, GOOD SINGER, GOOD SPORT,
ARTISTIC, FUNNY, EASY-GOING, COURAGEOUS, KIND,
PLAYFUL, GOOD DANCER, GOOD PROBLEM-SOLVER, THOUGHTFUL,
HANDY, CREATIVE, CALM, RESPECTFUL, GOOD THINKER,
PUNCTUAL, FAIR, GOOD READER, GOOD WRITER...

IF YOU COME UP WITH SOMETHING THAT IS NOT ON THE LIST, SPELL
IT THE WAY IT SOUNDS---DO YOUR BEST☺

GROUP NAMES:

1) NAME:

SPECIAL SOMETHING(S)

2) NAME:

SPECIAL SOMETHING(S)

3) NAME:

SPECIAL SOMETHING(S)

4) NAME:

SPECIAL SOMETHING(S)

5) NAME:

SPECIAL SOMETHING(S)

Title: Velma Gratch & the Way Cool Butterfly

(<http://books.google.com/books?id=0Pc2AAAACAAJ&dq=Velma+Gratch+and+the+way+cool+butterfly>)

Author: Alan Madison

Illustrator: Kevin Hawkes

Synopsis: In the wake of her two older sisters, who were perfect first graders, Velma Gratch enters first grade and is barely noticed. She does some unfavorable things to get attention, but it only causes her grief. Velma is finally noticed when a butterfly lands on her finger during a field trip and refuses to leave.

Activity Title: Activity # 2: Life Cycle of a Butterfly

Activity Description: In the second activity students learn about the "Life Cycle of a Butterfly."

EALR's/GLE's: Science GLE's: 1.2 Structures: Understand how components, structures, organizations, and interconnections

AR Level: 4.1 worth .5 points

Lexile: NA

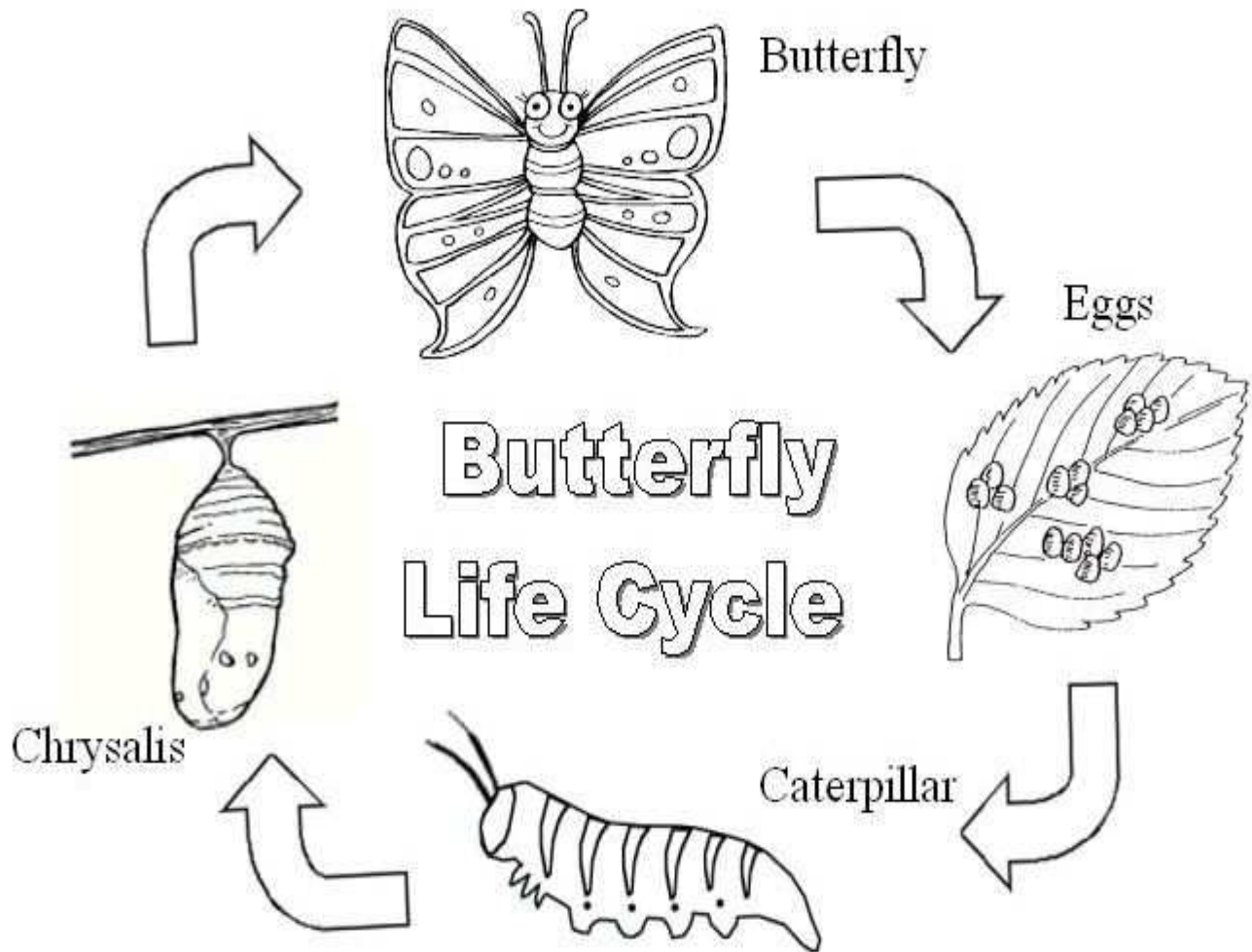
Related Websites: <http://www.nature-gifts.com/>

http://www.tooter4kids.com/LifeCycle/Butterfly_Life_Cycle.htm

<http://www.hhmi.org/coolscience/butterfly/index.html>

Activity Created By: Dianne Borchert

Life Cycle of a Butterfly



Butterfly Rearing Kits Available 800-405-1497 www.NatureGifts.com

Please color me!

Title: When a Monster is Born

(<http://books.google.com/books?id=xnA0GwAACAAJ&dq=when+a+monster+is+born>)

Author: Sean Taylor

Illustrator: Nick Sharratt

Synopsis: This book explores the options available from the time a monster is born, such as becoming the scary monster under someone's bed or playing on the school basketball team.

Activity Title: There are two possibilities

Activity Description: Students complete the worksheet which allows them to create two possibilities for the monster at the end of the book.

EALR's/GLE's: 2.1: Demonstrate understanding of reading comprehension

AR Level: 4.0

Lexile: NA

Related Websites:

Author Information: <http://www.walker.co.uk/contributors/Sean-Taylor-2576.aspx>

Activity Created By: Dave Sonnen

Name: _____

Two Possibilities

The book, "When a Monster is Born," ends with another monster under the bed. Using the style of the book, make up another choice that could be made and create a colorful illustration! Here's how the book ends: "If it's a Far-Away Monster, that's that. But, if it's an Under-Your-Bed Monster there are two possibilities...."

Possibility #1:	Possibility #2:
Illustration:	Illustration:

Title: Wolf's Coming! (<http://books.google.com/books?id=p1CDA7uxbbQC&dq=wolf%27s+coming>)

Author: Joe Kulka

Illustrator: Joe Julka

Synopsis: Hurry, Hurry the wolf's coming! As the wolf get closer and closer, the animals all run and hide. What will happen when the wolf finds them? The anticipation builds through out the story but the outcome isn't what you may expect!

Activity Title: Wolves are Surprising !

Activity Description: Before finishing the story, stop and ask students to draw a conclusion to the story ending. Students share a time when they were thinking one thing would happen but they were surprised to find out it was something else.

Display the web site below via a projector and explore together as a class or select an activity and print it out for your student to complete.

Read some of the Wild Kids stories like "Little Red Riding Hood" while your students are coloring or creating their own wolf mask.

- Learn about interesting wolf facts for kids
- Learn about wolf families.
- Make a mask.
- Do an online puzzle.
- Have students complete wolf coloring page *see activity sheet

EALR's/GLE's: EALR 2, GLE 2.4.1

AR Level: ATOS 1.2

Reading Counts Level: 1.8

Lexile: NA

Related Websites: <http://www.wolf.org/wolves/learn/justkids/kids.asp>

Activity Created By: Karen Huebschman

Title: Would I Ever Lie to You?

(<http://books.google.com/books?id=6SdhAAAACAAJ&dq=would+i+ever+lie+to+you>)

Author: Carolyn Buehner (nominated several times for WCCPB)

Illustrator: Jack E. Davis (Port Townsend, WA also illustrator of "Sweet Tooth - 2007 winner WCCPB)

Synopsis: A young boy is never sure if his older cousin is teasing or telling the truth.

Activity Title: Classifying Nonfiction and Fiction Game

Activity Description: Although this is a silly book with many obvious writing or other activities that could be done as an extension, this book also can be a great lead-in for discussions about teasing and bullying and appropriate ways your school handles those situations. You could have students "act out" scenarios/solutions in small groups for the class.

Because you could lead a post-reading discussion on the book about the idea of fact and fiction, you could then use the opportunity to do my "Classifying Game" by putting a multitude of fiction and nonfiction books mixed-up on the library tables before the class arrives. I begin by showing clear examples of the difference between fiction and nonfiction books. We review text features and ways to tell what type of book it is. Then I have the "teams" at each table sort their batch into the two appropriate piles. Students can use the cover/title or look inside at the text. First table done with their head's down is the "winner". We correct their work as a whole group asking the others if they agree or disagree(thumbs up/down) with that team's categorizing. Then the table teams rotate/switch tables to go again. The table that has been corrected, it was the "winner" no matter if they all got it correct, is replaced with a new pile of books and the others re-mix their books at their table into one pile. The number of books and difficulty of the sorting varies for grade level. I also cover the spine label temporarily with a post-it note or I have used my extra book jackets for this activity.

EALR's/GLE's: 2.3.2 Understand concept of categories - R

AR Level: 3.1

Lexile: NA

Related Websites:

Illustrator Info:

<http://www.harpercollinschildrens.com/HarperChildrens/Kids/AuthorsAndIllustrators/ContributorDetail.aspx?Cid=20917>

Activity Created By: Kim Guyette

Title: Younger Brother's Survival Guide

(<http://books.google.com/books?id=nNLJAAAACAAJ&dq=younger+brother%27s+survival+guide>)

Author: Lisa Kopelke

Illustrator: same

Synopsis: Matt presents some tips on how to survive being a younger brother to a sometimes tricky older sister.

Activity Title: Create a Survival Guide

Activity Description: You can use the book as a model and create a book of survival tips for families or maybe for the first day of school. You can use the template that's here or create your own. Brainstorm some ideas as a group before letting them work alone to get them started. Don't have them number their "tip" until you assemble it into a class book that might be divided into "brother's" or "sister's" or just sibling guide. This book can also be paired with David Peham's "Sam's Sandwich" to offer a look at a sister on the receiving end. And discuss point of view. First day of school survival guide might be fun with older students that can make the leap from one idea of surviving a sibling at home to surviving the first day of school etc.

EALR's/GLE's: 2.4.1 make a personal response/connection to text - R 3.2. Uses appropriate style-W.

AR Level: 2.9

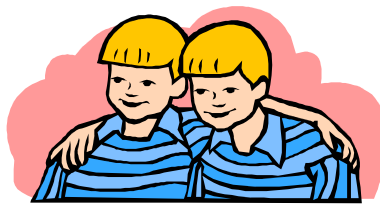
Lexile: NA

Related Websites: Author site: <http://www.lisakopelke.com/>

Activity Created By: Kim Guyette



SIBLING SURVIVAL GUIDE



by

Tip # ___:
