

Washington Children's Choice Picture Book Award Activity Packet 2010

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APPLESAUCE SEASON

Title: Applesauce Season

Author: Lipson, Eden Ross

Illustrator: Gerstein, Mordicai

Synopsis:

When the first apples of the season, Ida Red, Paula Red, Twenty Ounce, McIntosh, and Ginger Gold, show up in the city markets, it's time to take out the big pot and make applesauce. A family works together to buy, peel, cook, and stir apples for the homemade applesauce they make every year.

Activity Title:

Apple Yourself

This book lends itself to many activities. Many different VARIETIES of apples are mentioned. Finding photographs of the actual varieties could add to a GLAD input chart of an apple or the life cycle of an apple. Another topic that is discussed is seasons.

If you were using this book with a small group, you might want to make applesauce. Following the recipe at the end of the book will incorporate steps in a process and measuring which are valuable skills. This book would also make a GREAT Step Up to Writing paragraph.

Activity Description:

Materials:

- * Cut several apples in half
 - * Green, red and yellow tempera paint
 - * paper plates
 - * 9 x 12 white construction paper
 - * 4 x 6 red or green paper
 - * Glue stick
 - * haiku or other poem format
 - * pen or pencils
-
- With the apples, carefully dip in the paint and then stamp onto the white construction paper
 - On the smaller paper, write a poem about apples.
 - Glue onto the printed paper.

EALR's/GLE's:

Reading :

- 3.4.1. - Participate in WCCPBA process by listening to and/or reading nominated books, selecting a favorite, and generating a personal response.
- 1.3.1 - Use new vocabulary from a variety of read alouds from informational/expository text and literary/narrative text, including text from a variety of cultures and communities.

Writing :

2.3.1 - Understands there is more than one form/genre of writing.

AR Level: 3.9

Related Websites:

Washington State Apple Commission - kids page

The Washington State Apple Commission has an amazing web site for kids and teachers. You can find apple facts, recipes, and games.

<http://www.bestapples.com/kids/index.shtml>

Activity Created By:

Camille Renteria - Westgate Elementary

Amy Cook - Edison Elementary

ARE YOU A HORSE?

Title: Are You a Horse?

Author: Andy Rash

Illustrator: Andy Rash

Synopsis: Roy was a cowboy. He received a saddle for his birthday. But the question is - could he find a horse? After talking to a wagon, catcus, crab and other creatures, he finally figured out what a horse is!

Activity Title: Easier- What is Roy riding? - 20 minutes

Harder - 21 Questions - 1-1/2 hours

Materials needed:

What is Roy riding? -

Coloring book (see attachment)

Scissors

Crayola

Stapler

Pencils

21 Questions -

Copy of animals from 30 different animals that you choose from the Animal

Websites or pre-select the animals and have the kids access the websites on the computer.

Question Sheet (see attached)

Pencils

Activity Description:

What is Roy riding?

- * Give each student all of the pages.
- * Have them color each page.
- * Cut along the dotted line.
- * Put them in order.
- * Staple.
- * Answering the questions and glue to the backside of the previous page!

21 Questions (Okay - maybe 10 questions!)

- * Assign each student an animal.
- * Have them research their animal and answer the questions on the Question Sheet.
- * Using their answer sheet - have them play ____ Questions. (You can pick how many questions they ask each other!) They can only answer YES or NO. Once they have gotten their information they need to guess what animal it is.

EALR's/GLE's:

Writing -

- 1.1: Prewrites to generate ideas and plan writing.
- 2.3: Writes in a variety of forms.
- 2.3.1: Understands there is more than one form/genre of writing.

Communication -

- 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.
- 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety.
- 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
- 3.3: Uses effective delivery.
- 4.1: Assesses effectiveness of one's own and others' communication.

Reading -

- 2.1: Demonstrate evidence of reading comprehension.
- 2.2: Understand and apply knowledge of text components to comprehend text.
- 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information in informational text.
- 3.1: Read to learn new information.

Science -

K-1 Question and Investigate - Scientific investigations involve asking and trying to answer a question about the natural world by making and recording observations.

Associated Websites:

Andy Rash

<http://www.rashworks.com/>
<http://andyrash.blogspot.com/>

What kind of horse are you?

http://www.gotoquiz.com/what_breed_of_horse_are_you_1

Horse phrases

<http://www.phrases.org.uk/meanings/you-can-lead-a-horse-to-water.html>

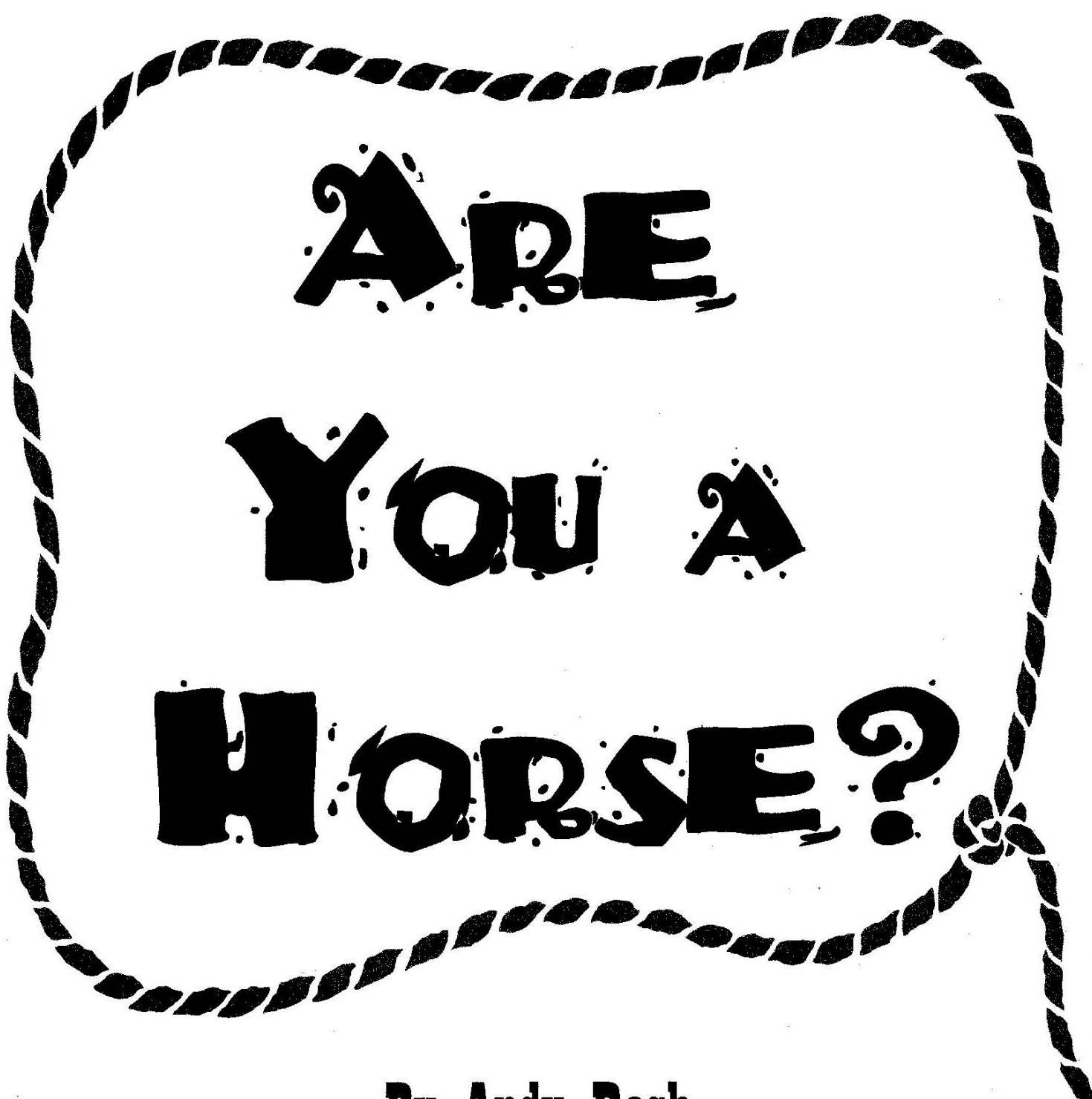
Scientific Inquiry

<http://www.super-science-fair-projects.com/scientific-method-for-kids.html>
<http://scene.asu.edu/habitat/inquiry.html>
http://www.beavton.k12.or.us/jacob_wismer/resources/science/scientific_inquiry.htm

Animal Websites

Texas - <http://www.tpwd.state.tx.us/huntwild/wild/species/>
Species - <http://www.kidsplanet.org/factsheets/map.html>
People's trust - <http://www.ypte.org.uk/animal-facts.php>
Timucuan Preserve - http://www.nps.gov/timu/forkids/upload/animal_fact_sheet.pdf
Oakland Zoo - <http://www.oaklandzoo.org/animals/>
Discovery - <http://animal.discovery.com/animals/wild-animal-guides.html>
Woodland Park Zoo - <http://www.zoo.org/Page.aspx?pid=1248>

Activity Created By: Amy Cook - Edison Elementary, Kennewick, WA



ARE YOU A HORSE?

By Andy Rash

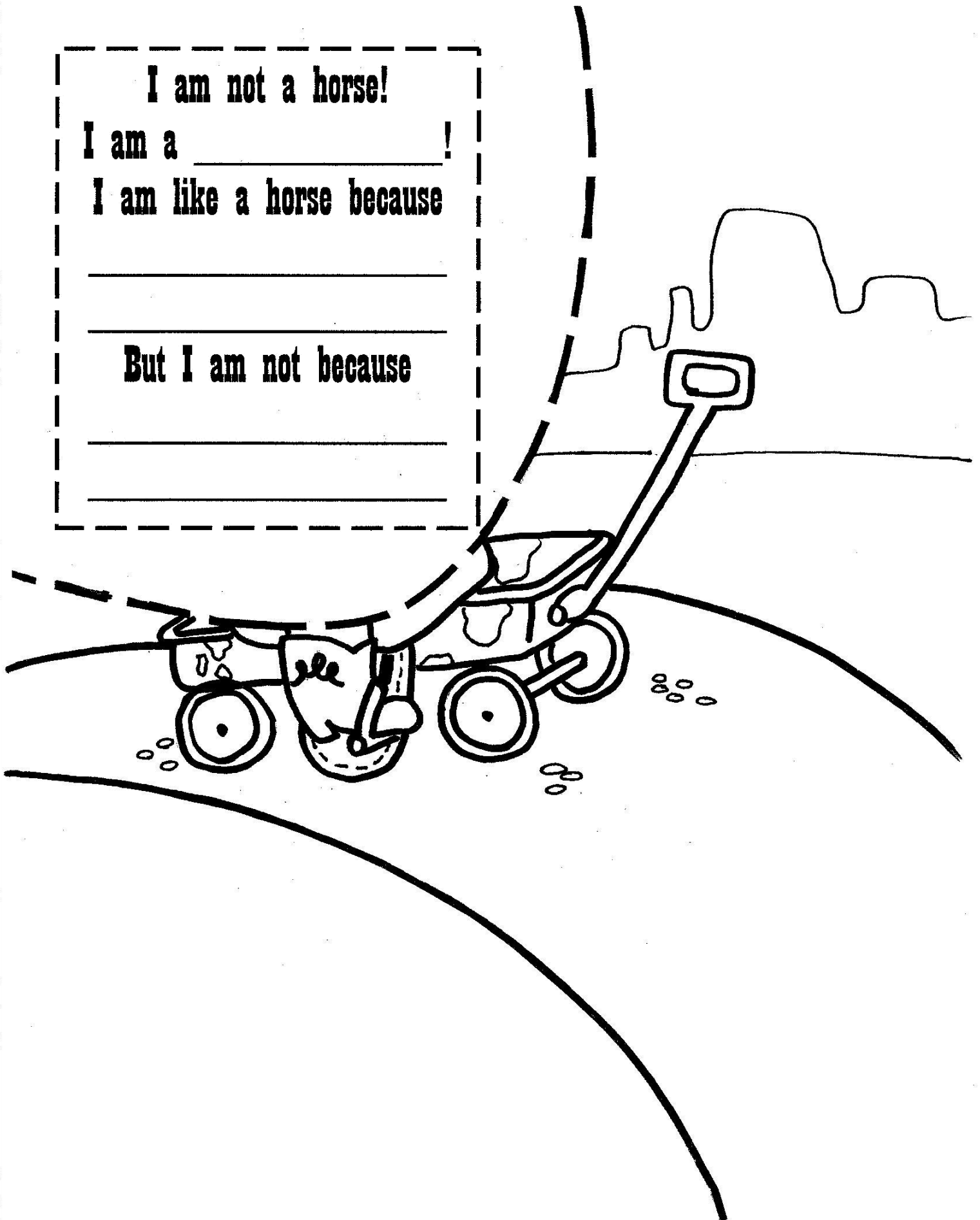
Adapted by _____ **Rm #** _____

I am not a horse!

I am a _____!

I am like a horse because

But I am not because

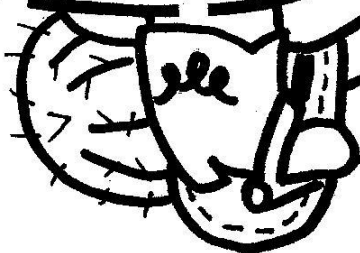


I am not a horse!

I am a _____!

I am like a horse because

But I am not because

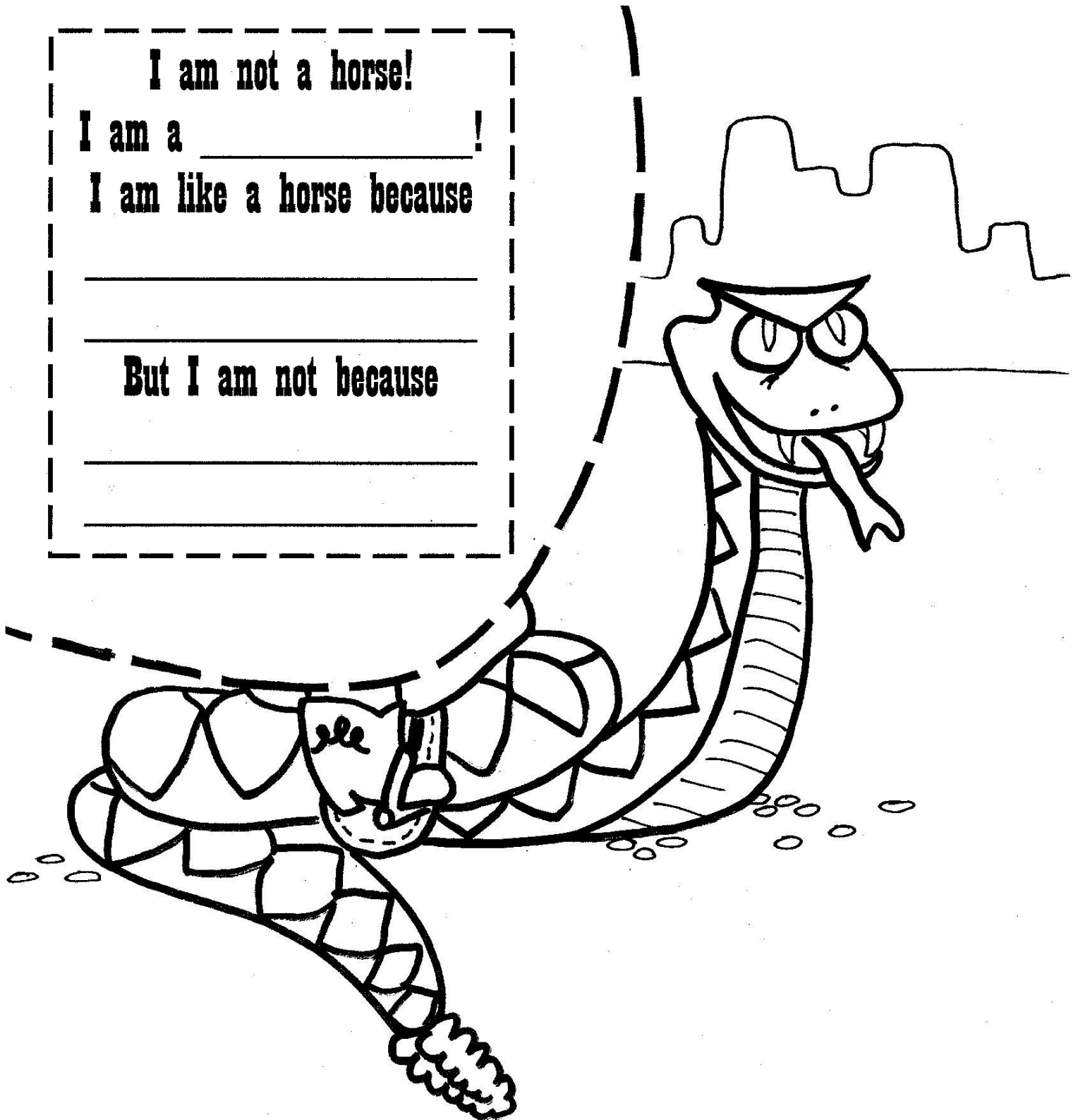


I am not a horse!

I am a _____!

I am like a horse because

But I am not because

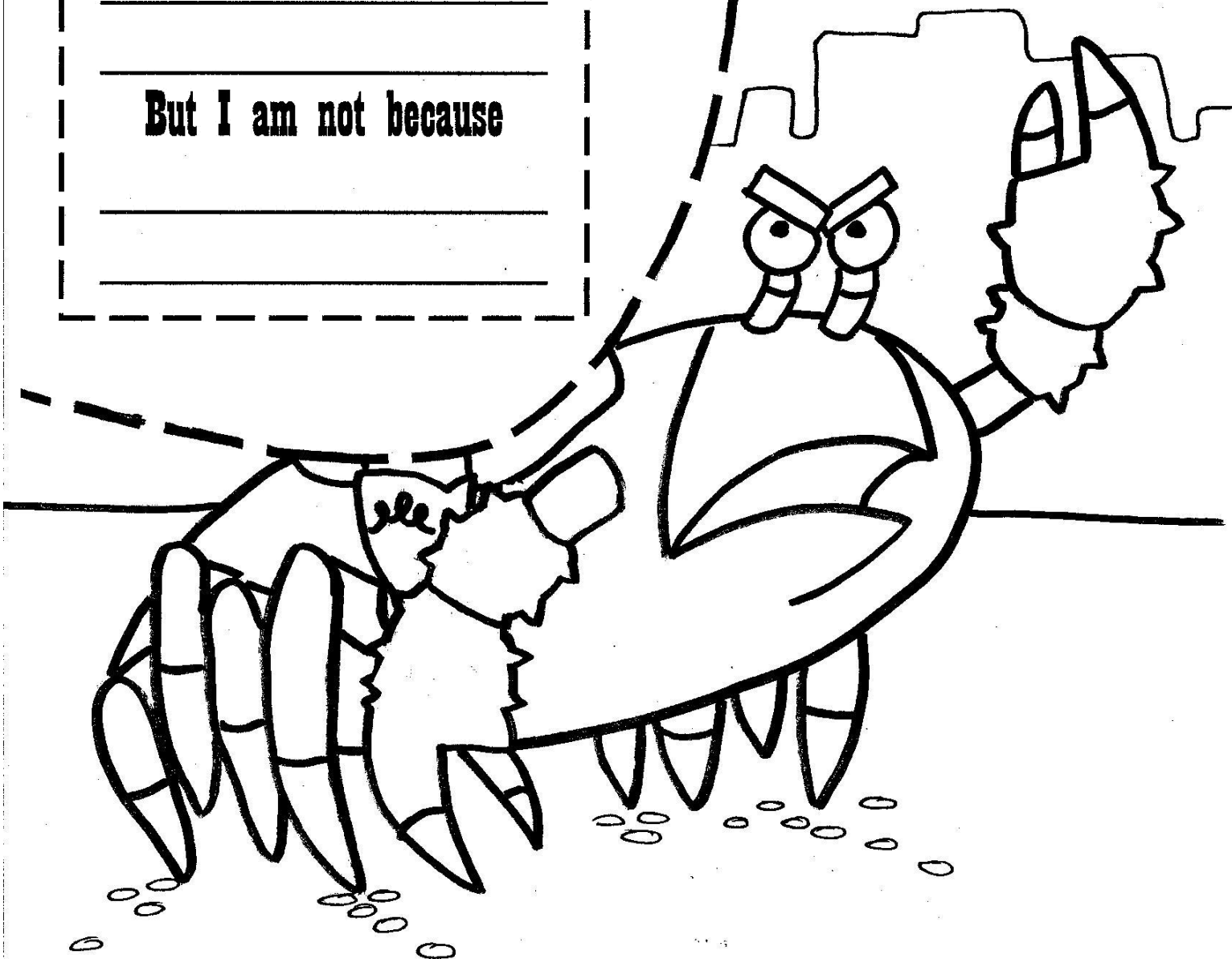


I am not a horse!

I am a _____!

I am like a horse because

But I am not because

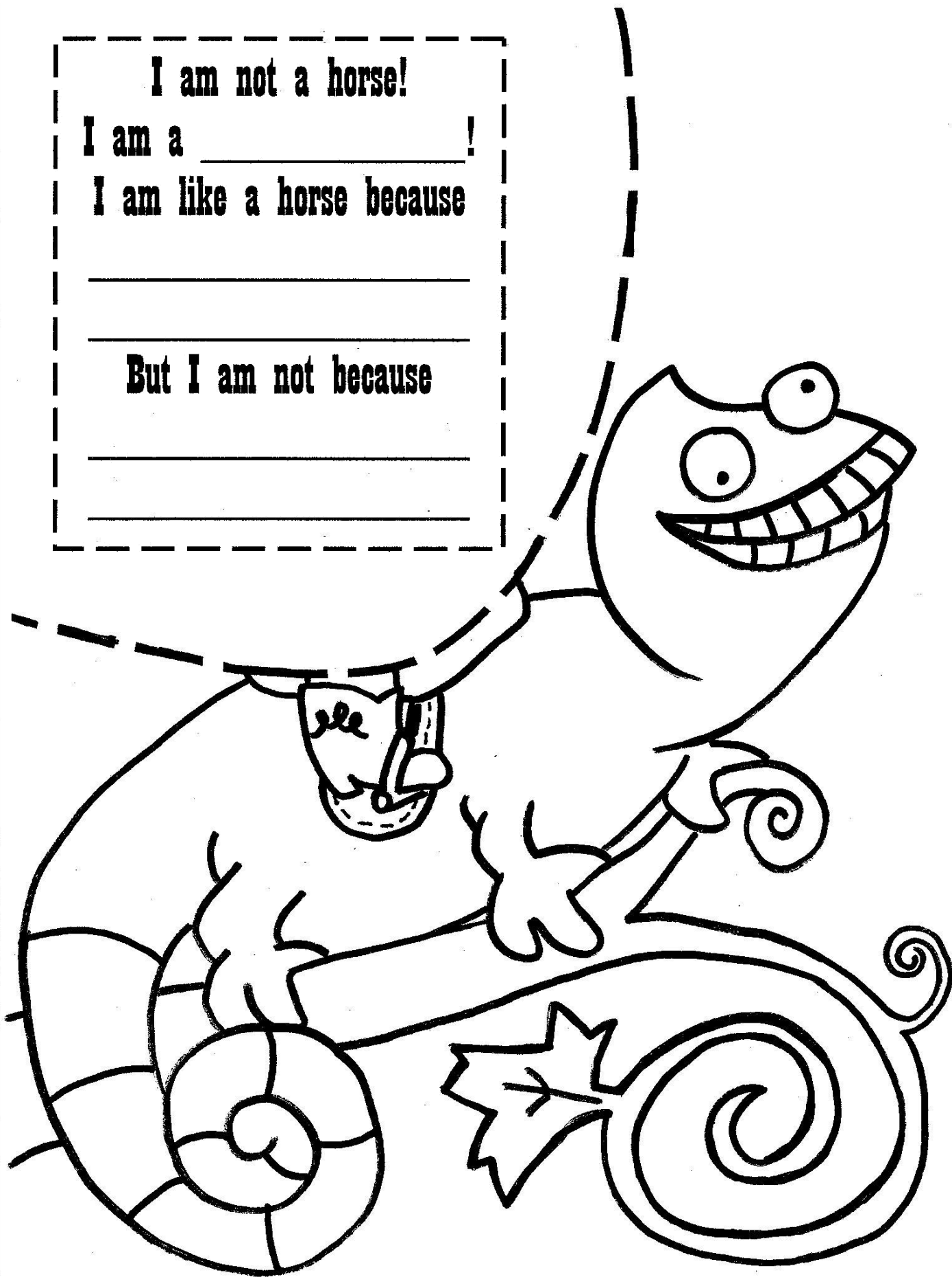


I am not a horse!

I am a _____!

I am like a horse because

But I am not because

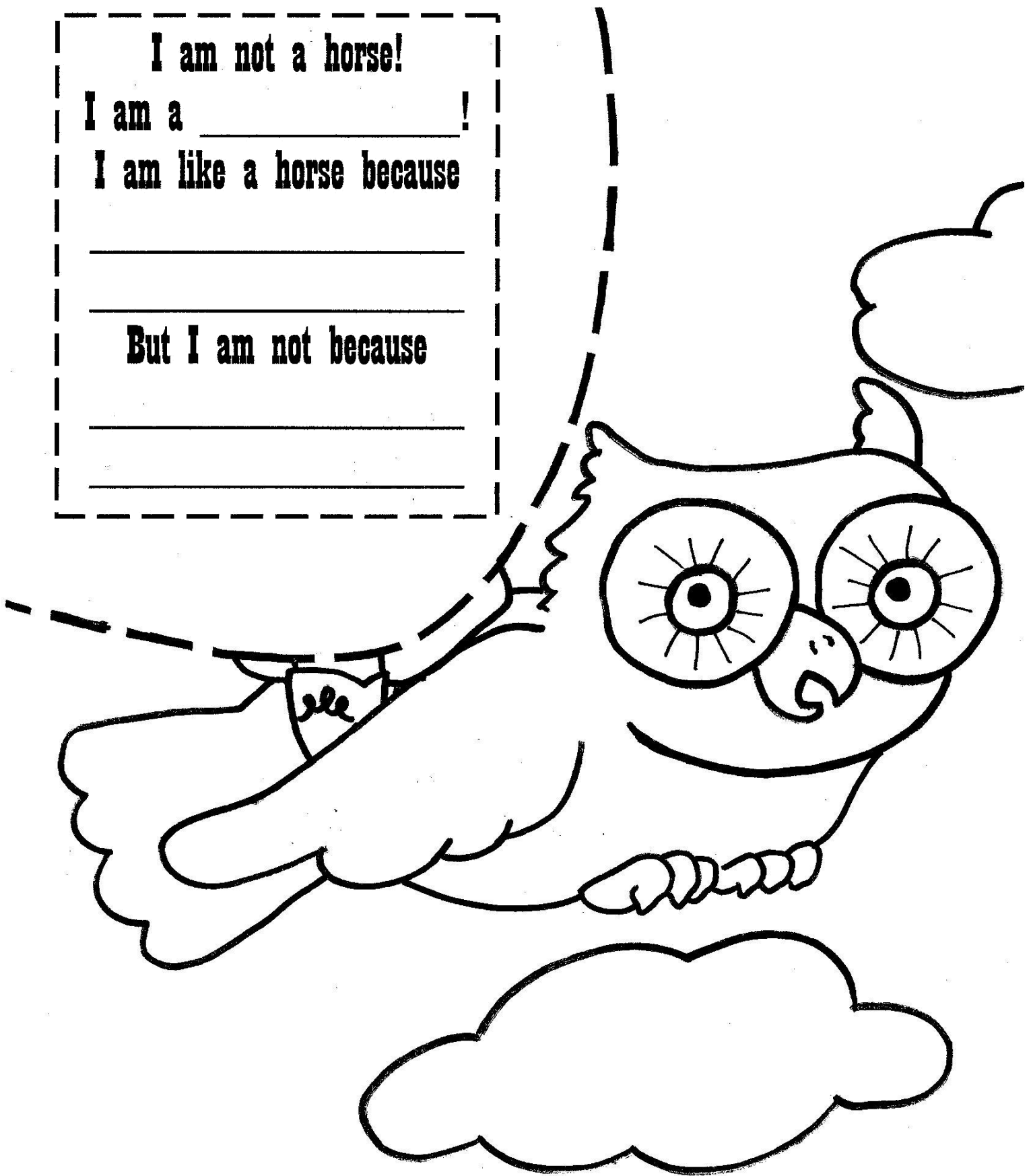


I am not a horse!

I am a _____!

I am like a horse because

But I am not because

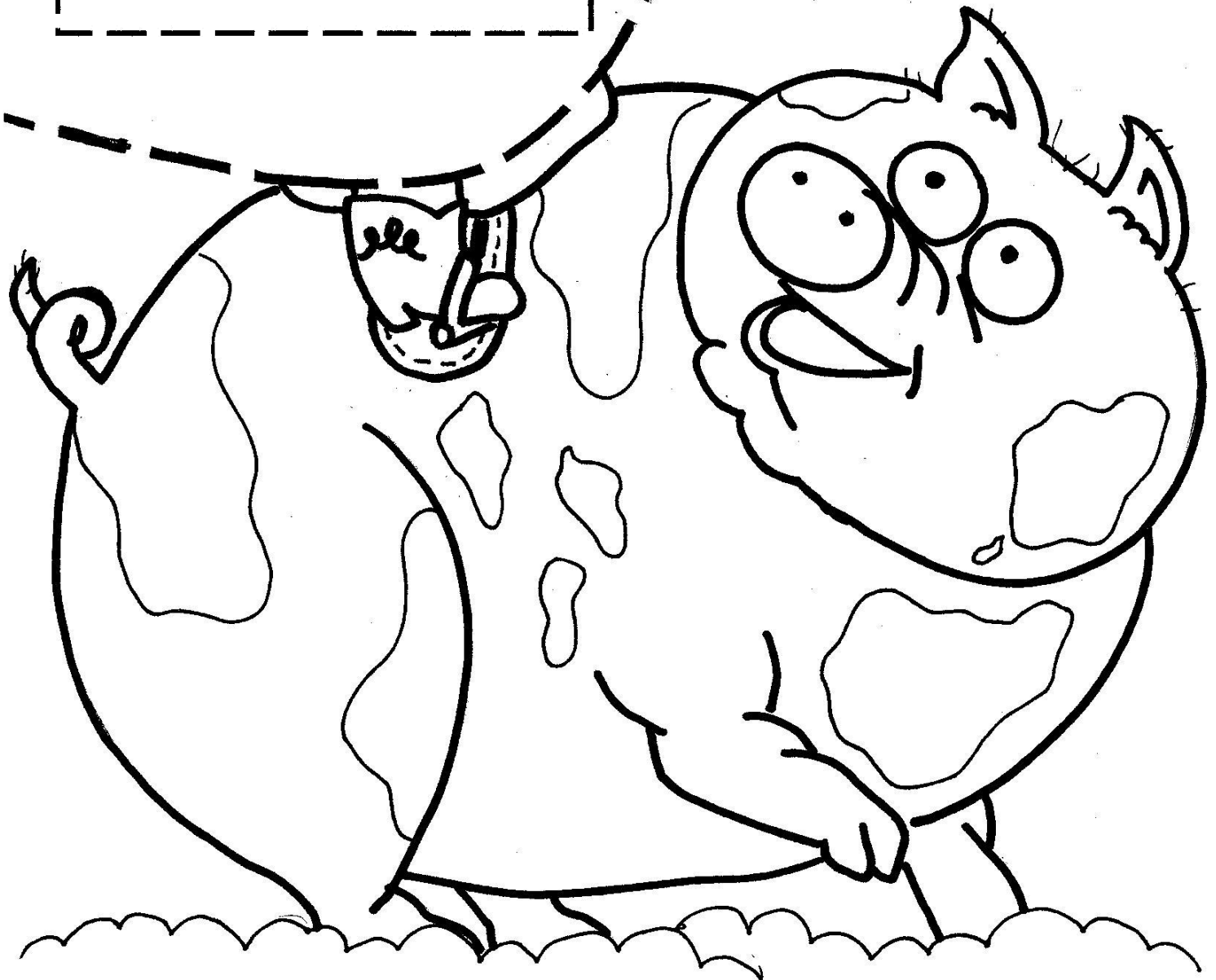


I am not a horse!

I am a _____!

I am like a horse because

But I am not because



I am not a horse!

I am a _____!

I am like a horse because

But I am not because





Name _____ Animal _____ Rm. # _____

These questions will help you answer and ask your questions when we play

21 Questions!

Where does it live? _____

What continent(s) is it on? _____

This habitat is called - _____

What does it eat? _____

That means it is a Carnivore Herbivore Omnivore

What eats it? _____

What is its defense? _____

That means it is a predator prey both

It is covered with _____

It has (circle all that apply)

Wings Beak Tail Claws Paws # of legs _____ # of arms _____

of eyes _____ Hooves Ears Stripes Spots Patches Web

Other _____

What color is it? _____

Does it change colors? Yes No If yes, what does it change to? _____

Size - Pea Quarter Piece of Bread Loaf of Bread Monitor Chair Table

 VW Bug Mini-Van Taco Truck School Bus Other _____

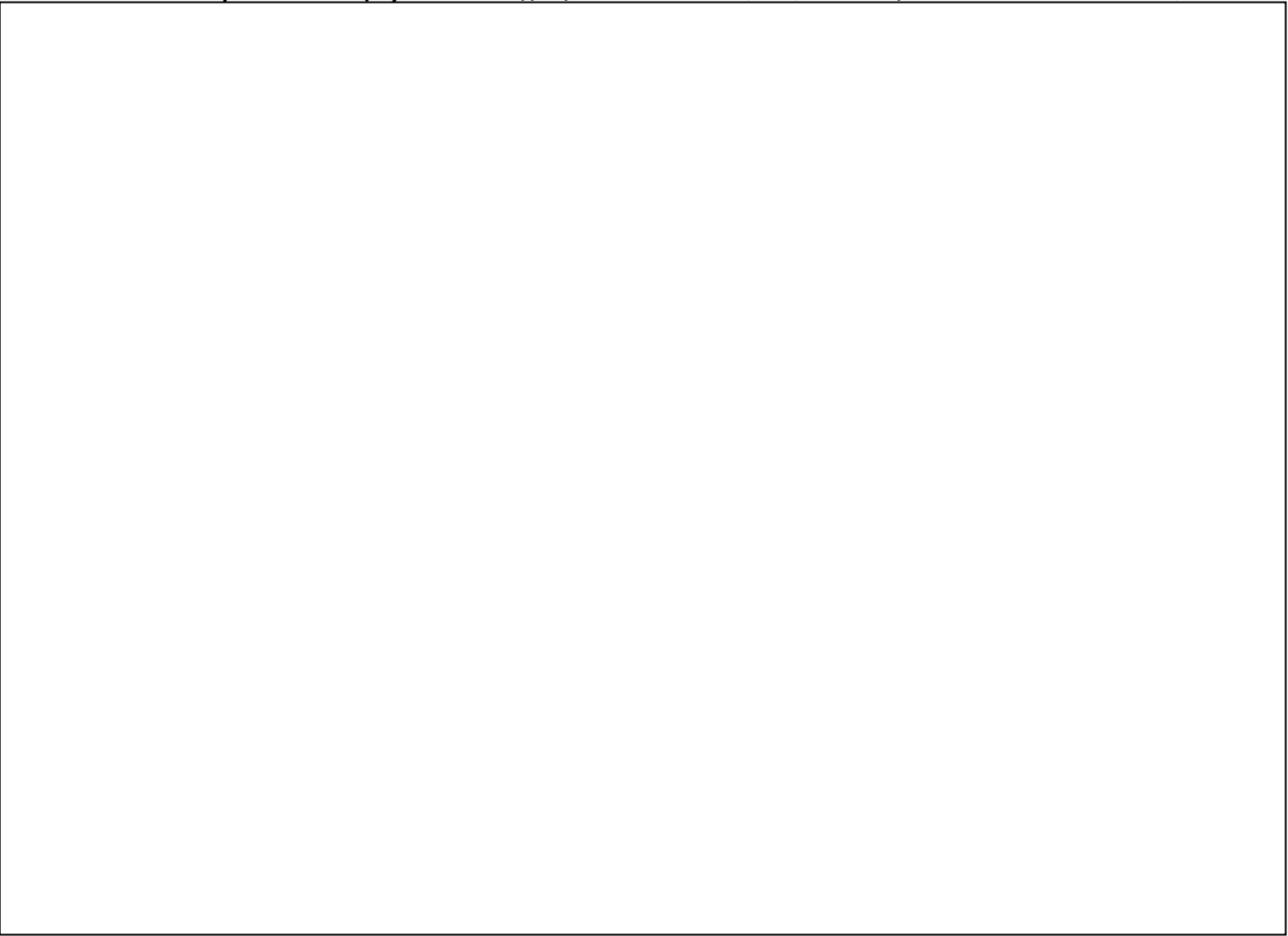
Does it - Migrate Hibernate Domestic Fly Swim Climb Pack

 Dig/Burrow Take care of young other _____

It is a Mammal Amphibian Reptile Fish Bird Invertebrate

Other information? _____

Please draw a picture of your animal. Include the habitat. Please add color!



Reference - _____

CHICKEN LITTLE

Title: Chicken Little

Author: Rebecceca and Ed Emberley

Illustrator: Rebecca and Ed Emberley

Synopsis: A retelling of the classic story of Chicken Little, who has an acorn fall on his head and runs in a panic to his friends Henny Penny, Lucky Ducky, and Loosey Goosey etc., to tell them the sky is falling.

Activity Title: Chicken Little Chant and Vocabulary Lesson

Activity Description: There are tons of activities you can do with this story as it lends itself well to compare/contrasting other versions, puppets and plays, story sequencing, and cute arts and crafts based on the Emberley's illustrations. I however just finished G.L.A.D. training so I came up with a chant and vocabulary cards (both are attached). For those of you unfamiliar with G.L.A.D. it goes something like this:

- * Have the Vocab. words cut apart as cards and taped up for all to see or even better use a pocket chart. Go over the words, how to say, talk about what they mean. Have students put their heads together with a neighbor to facilitate discussion. Call on students to tell the meanings (or you can help if they don't know).
- * Introduced and read aloud the story Chicken Little (GLAD suggests you buy a second copy of the book you can cut up. Cut the pages apart placing the text on the back of your new "story cards" and laminate. You don't need to use all of the pictures but use all the text. Hint: number the cards. Read the story that way keeping the cards in your lap when done.)
- * Ask the students if they could help you retell the story (Using your "story cards" show the students the first picture and have them tell you what's happening. Afterwards place the picture on a big piece of butcher paper with a tape curl in order left to right, top to bottom to create a story map.)
- * Bring out your Chicken Little Chant written out on another big piece of butcher paper. Read it through the first time. Have the students sing with you, using a pointer.
- * Pass out the vocabulary cards and sing it again this time when you come to a vocab word, the student comes up and tapes it to the butcher paper on top of the word in the chant.
- * You can give students their own copy of the chant to color on if you want or have more time.

EALR's/GLE's: 1.2.2 -Applies a variety of strategies to comprehend words and ideas in complex text
2.1.3 Comprehension of text - main idea, supporting details.

Accelerated Reader Information:

Interest Level: LG

Reading Level: 2.30

Points: .5 Quiz: 130810

Reading Counts Information:

Interest Level: K-2

Reading Level: 2.70

Points: 1.0 Quiz: 46310

Related Websites: <http://www.edemberley.com/pages/main.aspx>
<http://us.macmillan.com/chickenlittle> (cute 30 sec. intro video of the book -is from You Tube)

Activity Created By: Kim Guyette

Chicken Little

by Kim Guyette

Sung to the tune "My Bonnie Lies over the Ocean"

Chicken Little was bonked by an acorn.

He exclaimed, "the sky must be falling on me".

Chicken Little ran around in a panic.

"We must run for our lives to safety!"

"Oh my, oh my, the sky is falling on me, on me."

"Oh my, oh my, the sky is falling on me."

Henny Penny was convinced of the problem.

Lucky Ducky wouldn't be left out.

Chicken Little ran around in a panic.

"We must run for our lives," he did shout.

"Oh my, oh my, the sky is falling on me, on me."

"Oh my, oh my, the sky is falling on me."

Loosey Goosey thought "a plan" was important,

Turkey Lurky had to agree.

But they all ran around in a panic.

"We must run for our lives to safety."

"Oh my, oh my, the sky is falling on me, on me."

"Oh my, oh my, the sky is falling on me."

Foxy Loxy offered the flock a safe haven.

Foxy Loxy opened up his mouth wide.

The fowl walked into the cavern.

Who knows if this group knows he lied?

AH-choo, AHH-choo, fox sneezes them all back outside, outside.

AH-choo, AHH-choo, fox sneezes and nobody died.

There is a moral to this story:

"A plan" is important you see.

Don't run around like a scared Chicken Little,

So you'll grow up and be 'round just like me.

Goodness, gracious this story is really silly, silly.

Goodness, gracious this story is really silly!

Based on the book by Rebecca and Ed Emberley, 2009.

Chicken Little Vocabulary:

bonked

fowl

cavern

flock

panic

haven

gracious

DARK NIGHT

Title: Dark Night

Author: Dorothee De Monfreid

Synopsis: Little Felix is all alone, walking home through the forest when he hears a spooky howling and spots a wolf approaching! His luck turns from bad to worse when a tiger scares away the wolf and a crocodile scares away the tiger! Can something as small as a rabbit help Felix scare away the wild things prowling the woods?

Activity Title: Facing Your Fears

Activity Description: Here are several, short activities that could be done to have fun and bring about good discussion regarding facing your fears.

1. Growl Down Your Fears: In the story, Felix and rabbit scare away the fearsome animals by dressing as a monster themselves and growling at all they meet. Have a contest where students can make their best Growwwlllll... for scaring away monsters. Students may vote on whose growl was the best or award Growl Certificates for all participants, etc. You may want to audio record or video record the contest.
2. Scary Masks: Since Felix and the Rabbit also wore a mask to face their fears - have students use construction paper, glue, markers, crayons, etc. to each make a scary mask that they could wear to frighten away their fears. This might be combined with the first activity - students could wear their masks when performing their "Growwwlllll".
3. Once I Was Afraid: Have students share about how they have already conquered certain fears by writing or dictating responses to the statements on the Once I Was Afraid Template: "Once I was afraid of _____. But now I'm not because _____. These papers can be put together into a classroom book, or put up on a bulletin board.

EALR's/GLE's: Writing GLE 1.5.1: Publishes own writing. Communications EALRs 3.2 — Uses media and other resources to support presentations. 3.3 — Uses effective delivery. The Arts EALR 2.1: Applies a creative process in the arts (dance, music, theatre and visual arts):

Related Websites: 1. Lesson Plans on "Being Afraid":

http://www.opencourtresources.com/teaching/OCRunits/afraid/lesson_plans_being_afraid.html

Activity Created By: Jerry Alldredge



I'm Not Afraid!

Once I was afraid of: _____
_____ .

But now I'm not because... _____



DUCK! RABBIT!

Title: Duck! Rabbit!

Author: Rosenthal, Amy Krouse

Illustrator: Litchenheld, Tom

Synopsis: Two unseen people see characters see a creature and argue about what it is - either a Duck or a Rabbit. Each has excellent points - who do you think is right?

Activity Title: He Said. She Said.

Materials:

Some examples from the optical illusion - the ones that can be one thing then another

Run the Dialog charts on two different color papers.

paper plates

crayolas

scissors

glue

Run off the duck and rabbit mask or create scribble art starters (example included)

Activity Description:

- Discuss the what an "Optical Illusion" is. (optical = vision, sight; illusion = deceive, trick)
- Show the kids some of the OI that can be one thing then after you look longer - see that it could be another image. Is one view more correct than the other? (no) It is a person's point of view. (an opinion - not a fact.)
- Divide the class up into two different teams. Have one team be the rabbit spotters and the other the ducks.
- If you have time, read the story first. If not, go right into the HE SAID, SHE SAID story where the kids read off the cards.
- as a follow-up, do the masks or the scribble art

EALR's/GLE's:

Reading -

1.4.3 - Apply different reading rates to match text.

2.2.3 - Understand reading elements

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

3.4 - Read for literary/narrative experience in a variety of genres.

Communications -

1.1 - Uses listening and observation skills and strategies to focus attention and interpret information.

2.2 - Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

3.3 - Uses effective delivery.

Arts -

1.1 - Understands and applies visual arts concepts and vocabulary.

2.1 - Applies a creative process in visual arts.

Theatre -

2.2 - Applies a performance process in visual arts.

Associated Websites - Chronicle Books -

<http://www.chroniclebooks.com/duckrabbit/pdfs/DRTeachersGuide.pdf>

YouTube -

<http://www.youtube.com/watch?v=hPCoe-6RRks>

It's a group of... okay - it has nothing much to do with Duck! Rabbit! But it is still cool!

<http://www.thealmightyguru.com/Pointless/AnimalGroups.html>

Amy Krouse Rosenthal

<http://www.whoisamy.com/>

http://www.harpercollins.com/authors/26915/Amy_Krouse_Rosenthal/index.aspx

Tom Lichenfield

<http://www.tomlichtenheld.com/index.htm>

Optical Illusions - please preview - there are kiddy ones right next to scary ones!

http://www.magictom.com/optical_illusions.htm

<http://greatillusions.info/>

<http://brainden.com/optical-illusions.htm> (Don't send the kids to this one!)

http://www.yugzone.ru/optical_illusions/illusions.php?id=1469&cat=5

<http://www.michaelbach.de/ot/>

M.C. Escher - optical artist

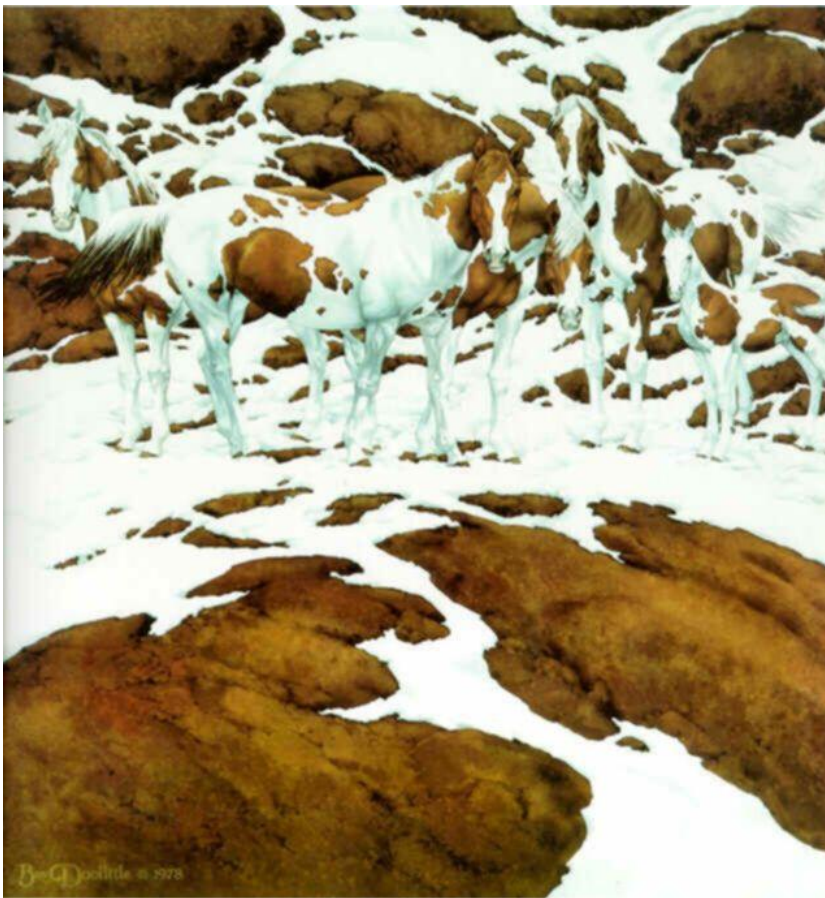
<http://www.mcescher.com/>

Bev Doolittle - natural optical illusionist

<http://www.bevdoolittle.net/>

Activity Created By:

Amy Cook - Edison Elementary - Kennewick, WA



Bev Doolittle's – Pintos – can you find the 5 horses?

~~~~~



Do you see the princess or the hillbilly?



**Old woman or young lady?**



Do you see the face? Or an Eskimo?



Can you see the word or the person?

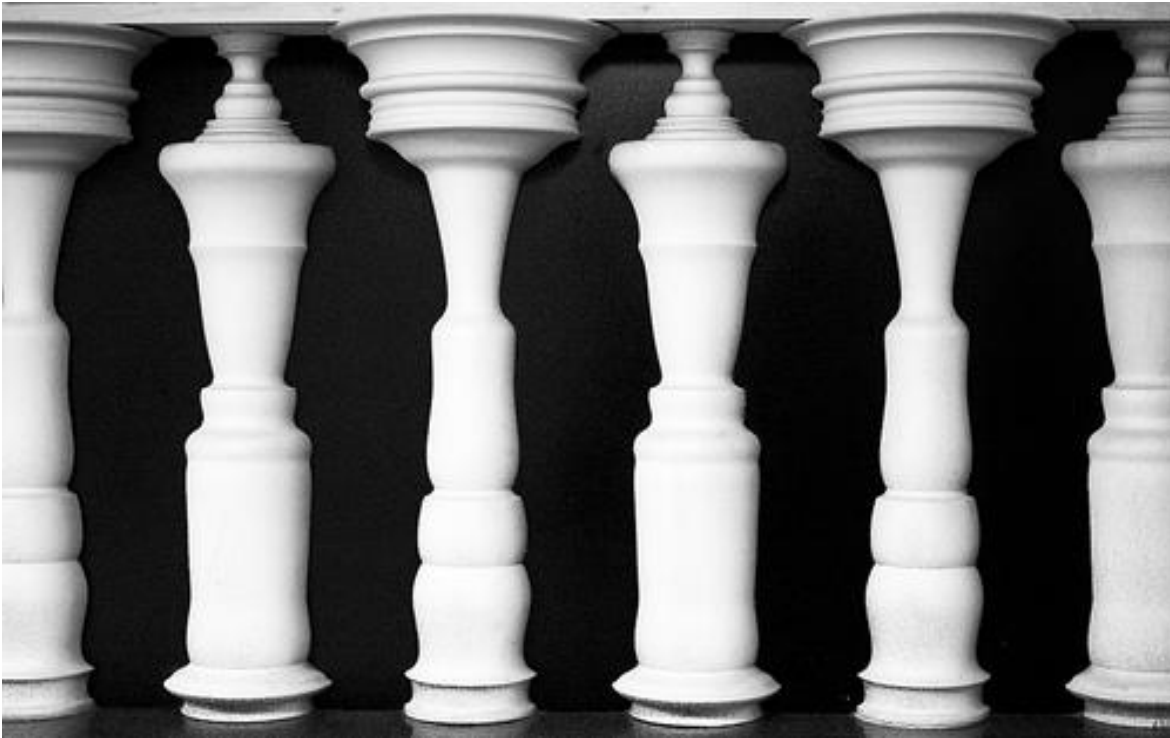


Do you see the old man or the peasant and the landscape?



Faces or Vase?



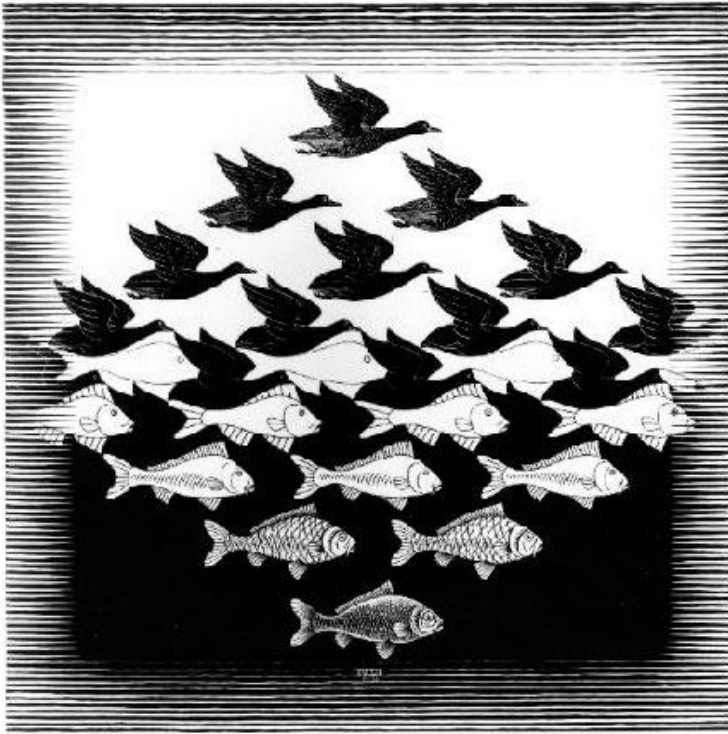


Do you see pillars or people?



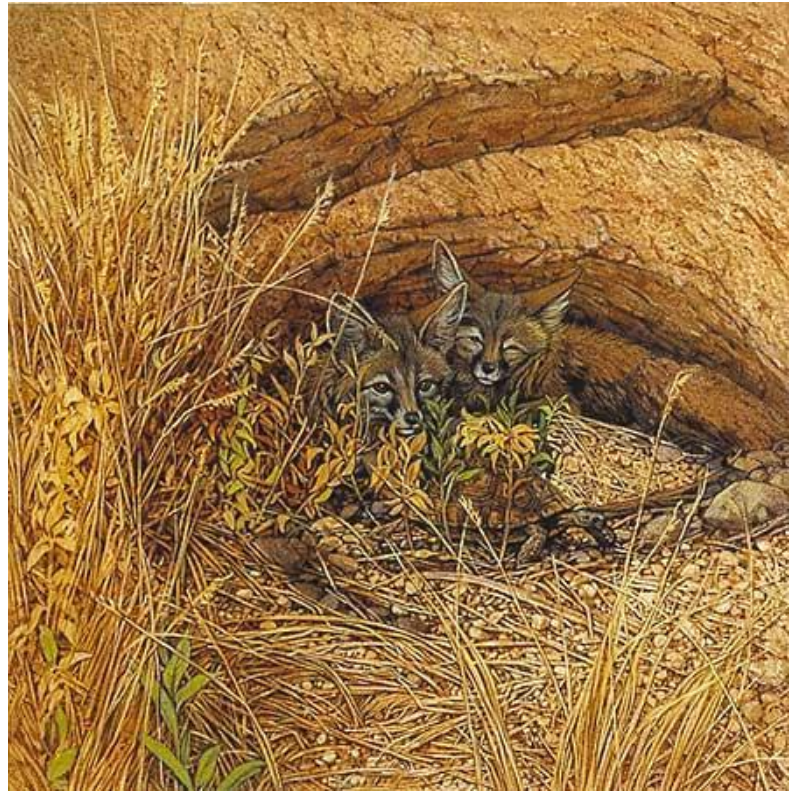
Do you see hunters in the snow or a dove?





M.C. Escher: *Sky and Water I* 1938 woodcut

Do you see fish or geese?



Do you see a fox burrow or a sad eye?



Do you see the hunter or 13 faces watching them?  
(someone said they found 42...I'm not sure about that!)





Do you see the Native American by the pond or the buffaloes getting a drink?



Do you see the old man or the young man?



Do you see the young girl, old woman or man?



Duck or rabbit?



Swan or Squirrel?

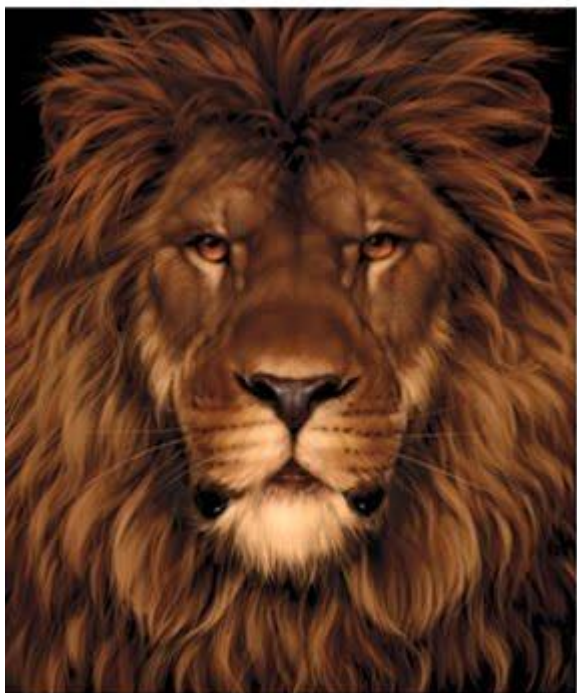


Can you find Napoleon I, his wife - Marie-Louise, and his son, Napoleon II?



Seal or Donkey?



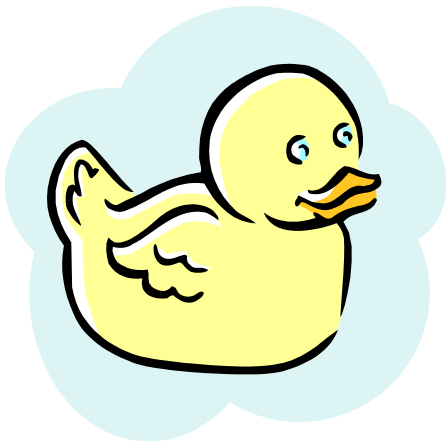


Do you see the lion or the mouse?



Do you see the duck or the rabbit?

# Duck Mask -



Approximate time:  
15 - 20 minutes

## Materials:

Cheapie paper plates with a two slit cut in the  
Center for the kids to cut

Construction paper -

Cut into 6 x 9 rectangle

Cut the template

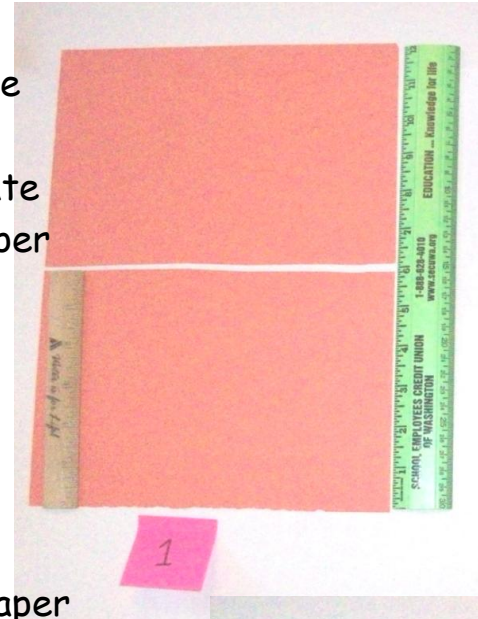
or copy the template  
onto the 12 x 9 paper

Glue

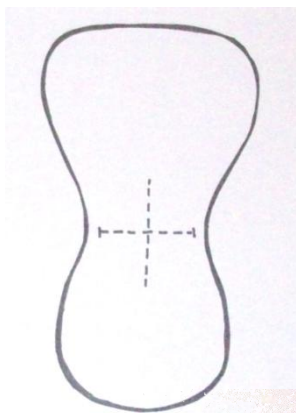
Scissors

Crayolas

Optional - string to attach to face



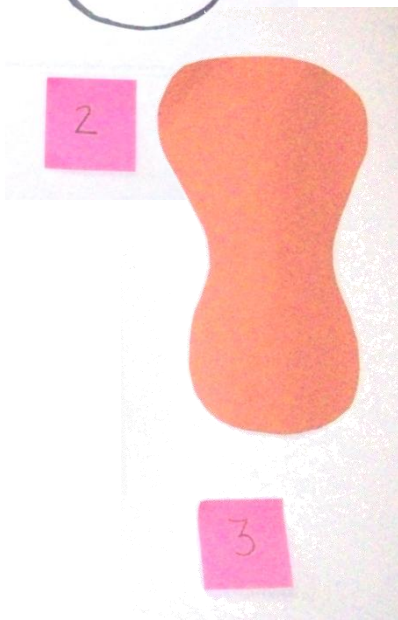
## Activities:



- Give the kids one rectangle and one paper plate.
- Have the kids trace and cut out their "beak". (image #2)
- Fold the beak in the middle and cut about 1-1/2"

(approx. the length of a child's scissor blade),  
to the tips of the beak. (image #4)

- Open up the beak, from the slit you cut, cut along the fold 'til there is about a 1/2 and inch left on each side. (image # 5)
- On your original cut, put a touch of glue on one side of the slit, both top and bottom.
- Fold the paper over to create a dart. (image #6)

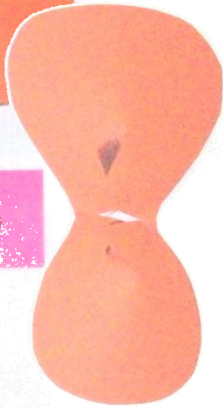
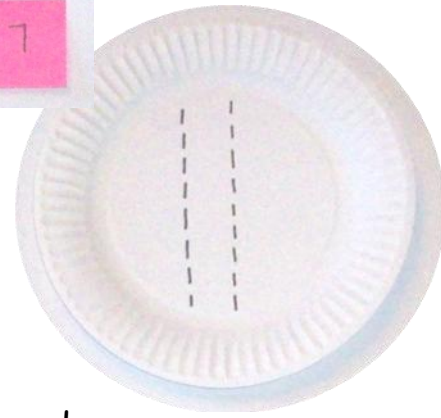




5

- With the plate, have the student slide their scissor into the slits to cut out the half circle of the plate (image #7 & #8). Remind them that the plate isn't going to allow their head to go through it. (now that I am thinking about it, maybe the second circle on the plate would allow their face to go through...it's an idea...)

7



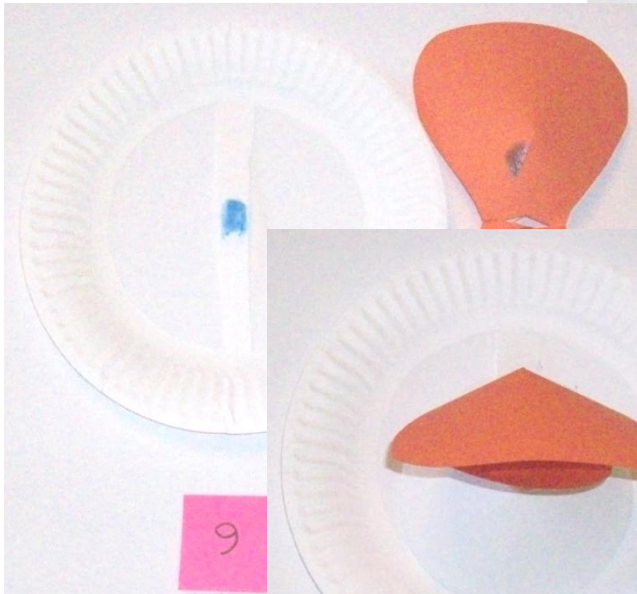
6

- Put a spot of glue in the middle of the paper plate stripe (image #9).
- Glue the bottom of the bill - the smaller part - onto the plate - right on (image

strip of the dart.

8

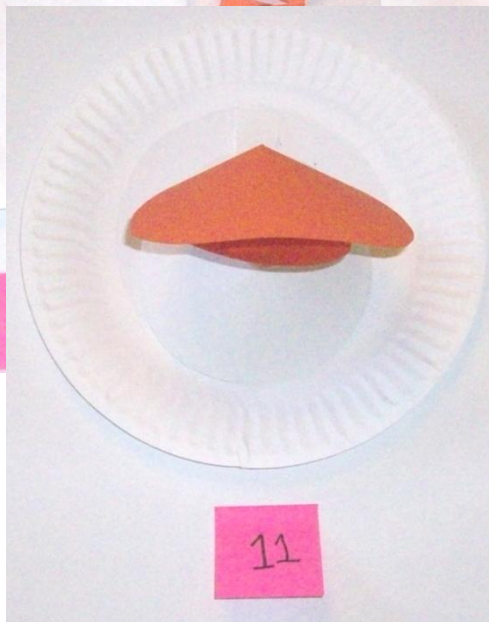
#10).



9

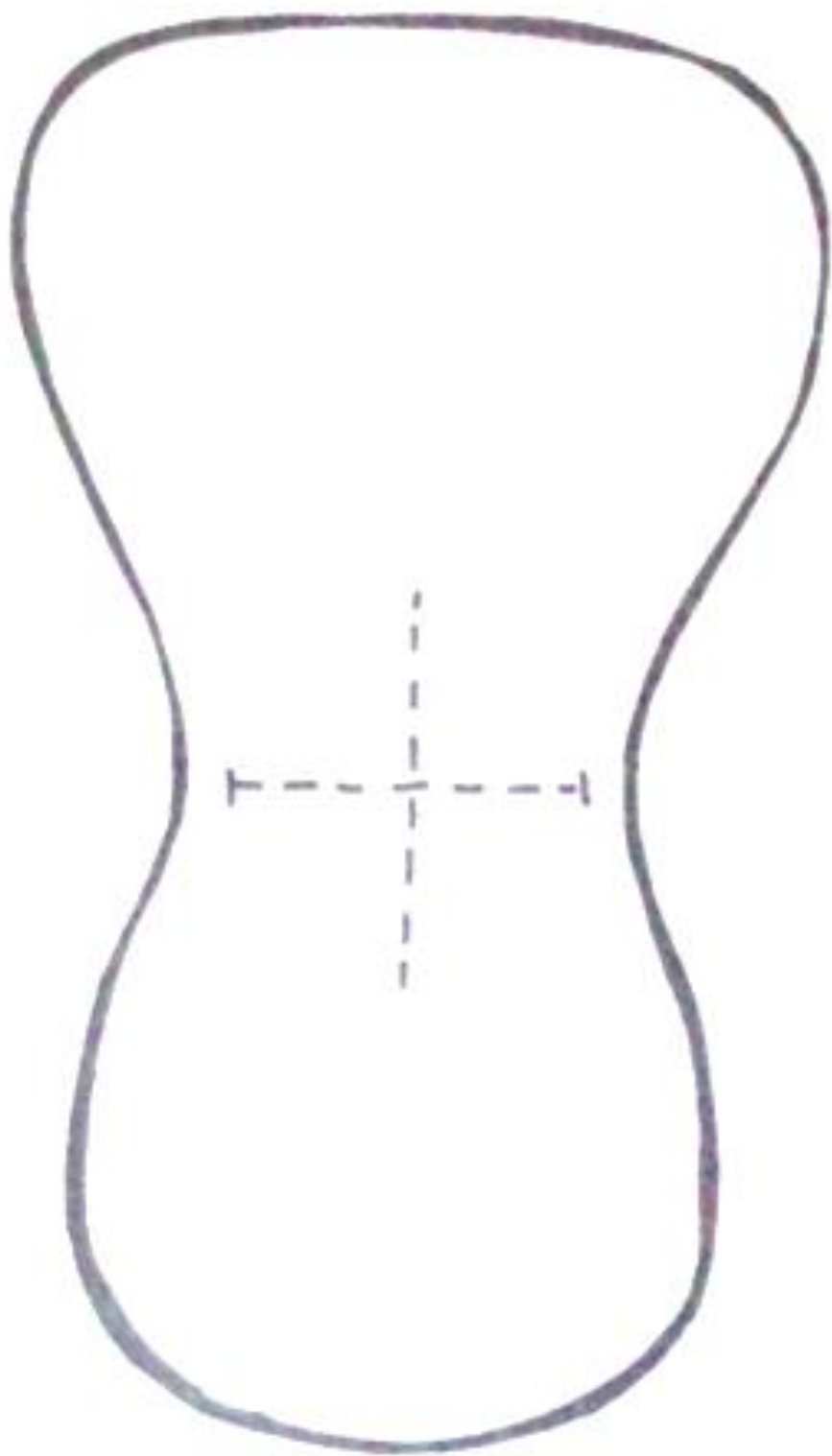


10



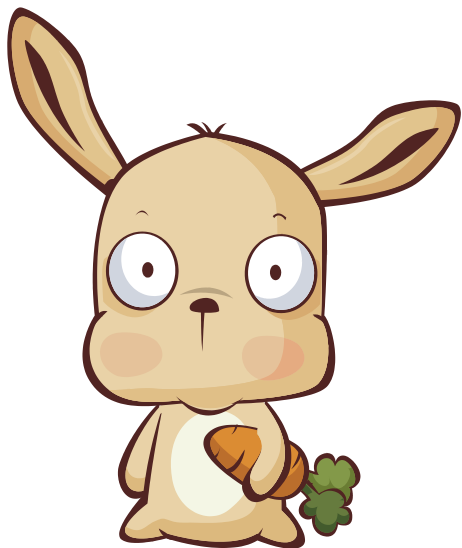
11

Full size template





## Rabbit Mask -



Approximate time:  
10 - 15 minutes

### Materials:

Cheapie paper plates with a slit cut in the  
Center for the kids to cut

Construction paper -

Cut into 4 x 9 rectangle

Then cut into 2 triangles

Glue

Scissors

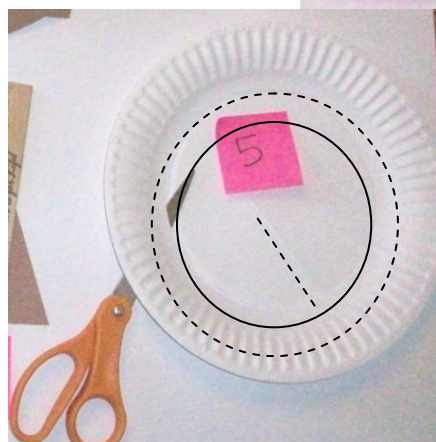
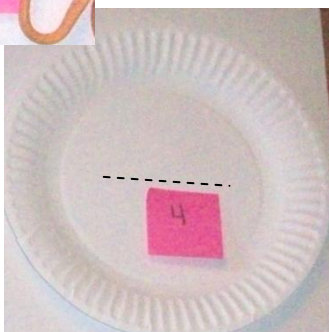
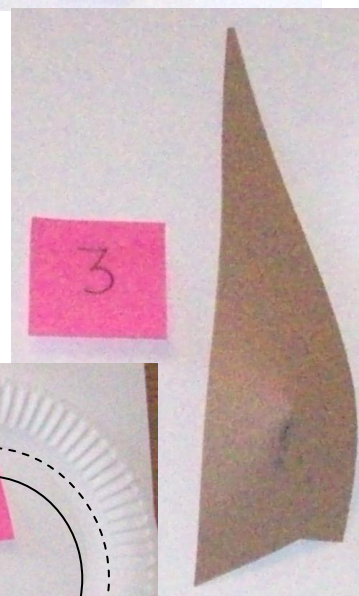
Crayolas

Optional - string to attach to face

### Activities:

- Give the kids two triangles and one paper plate.
- Have the kids cut the short edge of their triangles (Image #2) about their kid's scissor blade length (approx. 2")

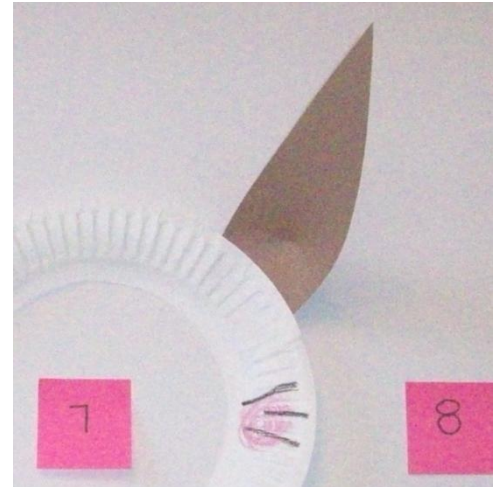
- On one side of that cut, have them apply glue.
- Fold over the other side of the cut to create a dart. (Image #3) Have them hold it to the count of 5 to make the sure the glue sticks.
- Repeat for other "ear". Set aside to give the glue a chance to set up.
- With the plate, have the student slide their scissor into the slit to cut out the center circle of the plate



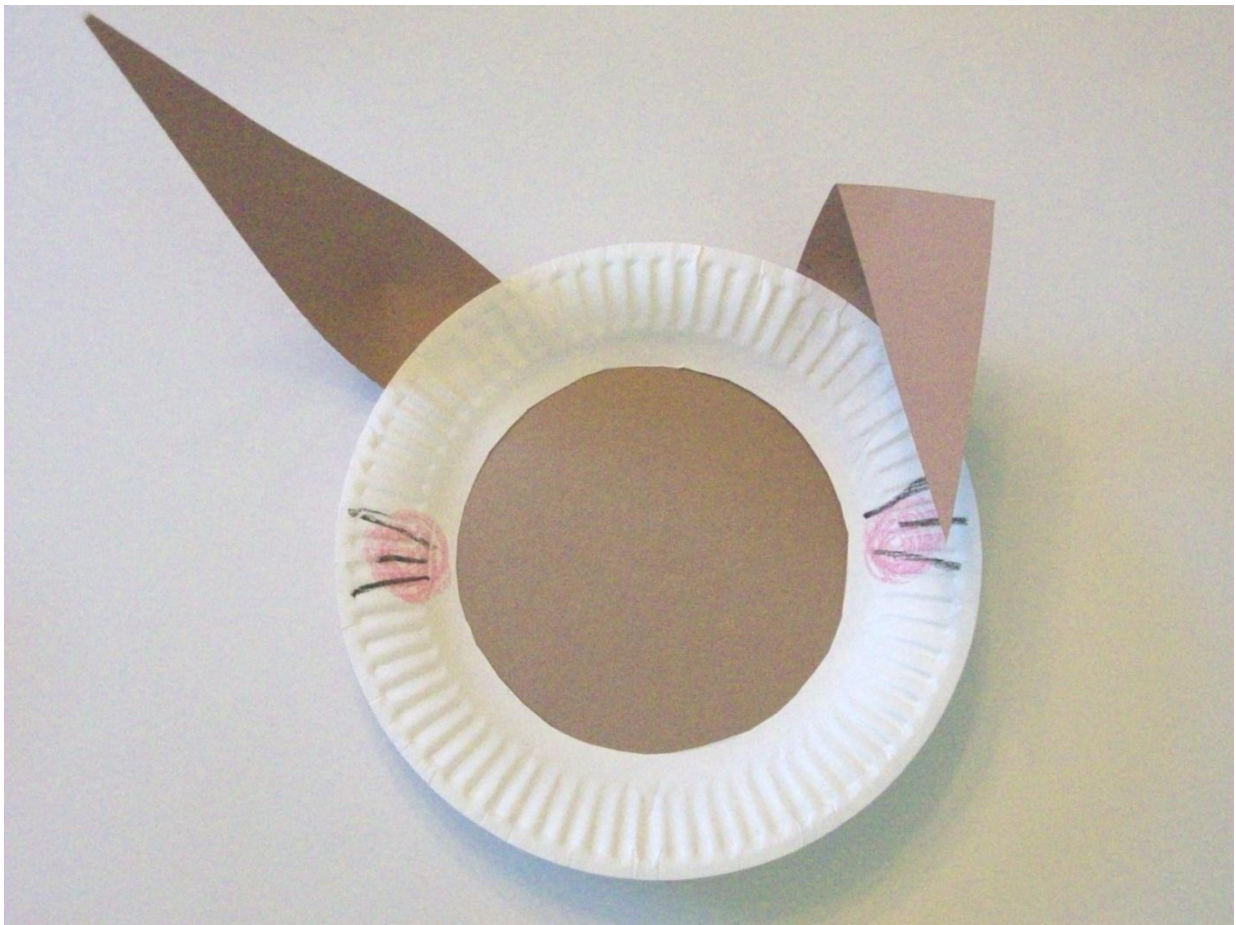
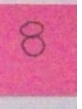


(image #4 and #5). Remind them that the plate isn't going to allow their head to go through it. (now that I am thinking about it, maybe the second circle on the plate would allow their face to go through...it's an idea...)

- The bottom of the ear, where the dart is at, (image #6) apply generous amount of glue stick, and apply to the back of the plate (image #7). Have the kids squeeze it on and count to 10 to allow the glue to adhere.



- After both ears are applied, go ahead and color! (image #8)



**It's**

**A**

**Duck!**

Hey, look!

A duck!



Are you  
kidding me?

It's totally

a duck.

See, there's  
his bill.

It's a duck.

He's about

to eat a  
piece of bread.

Wait. Listen.

Did you hear that?

I heard

duck sounds.

QUACK!

QUACK!



Now the duck  
is wading

through  
the swamp.

There, see?

It's flying!

Look, the duck  
is hot,

he's getting

a drink.

Here, look  
at the duck

through my  
binoculars.

HERE, DUCKY

DUCKY!



Oh great, you  
scared him away.

You know, maybe  
you were right.

Maybe is  
was a rabbit.

Well,  
anyway...

now what do

you want to do?

Hey, look!

An anteater!

It's

A

Rabbit!

That's not a duck.

That's a rabbit!



It's for sure

a rabbit.

What are you  
talking about?

Those are ears,  
silly.

It's a rabbit.

And he's about

to eat a

a carrot.

That's funny.

I distinctly

heard

rabbit sounds.

**SNIFFF!**

**SNIFFF!**



No, the  
rabbit is

hiding in  
the grass.

Flying?

It's hopping!

No, the rabbit  
is so hot,

he's cooling  
off his ears.

Sorry, still

a rabbit.

Here you

CUTE

LITTLE

RABBIT!



I didn't  
scare him away.

You scared  
him away.

Thing is, now

I'm actually

thinking it  
was a duck.

I don't know...

What do you

want to do?

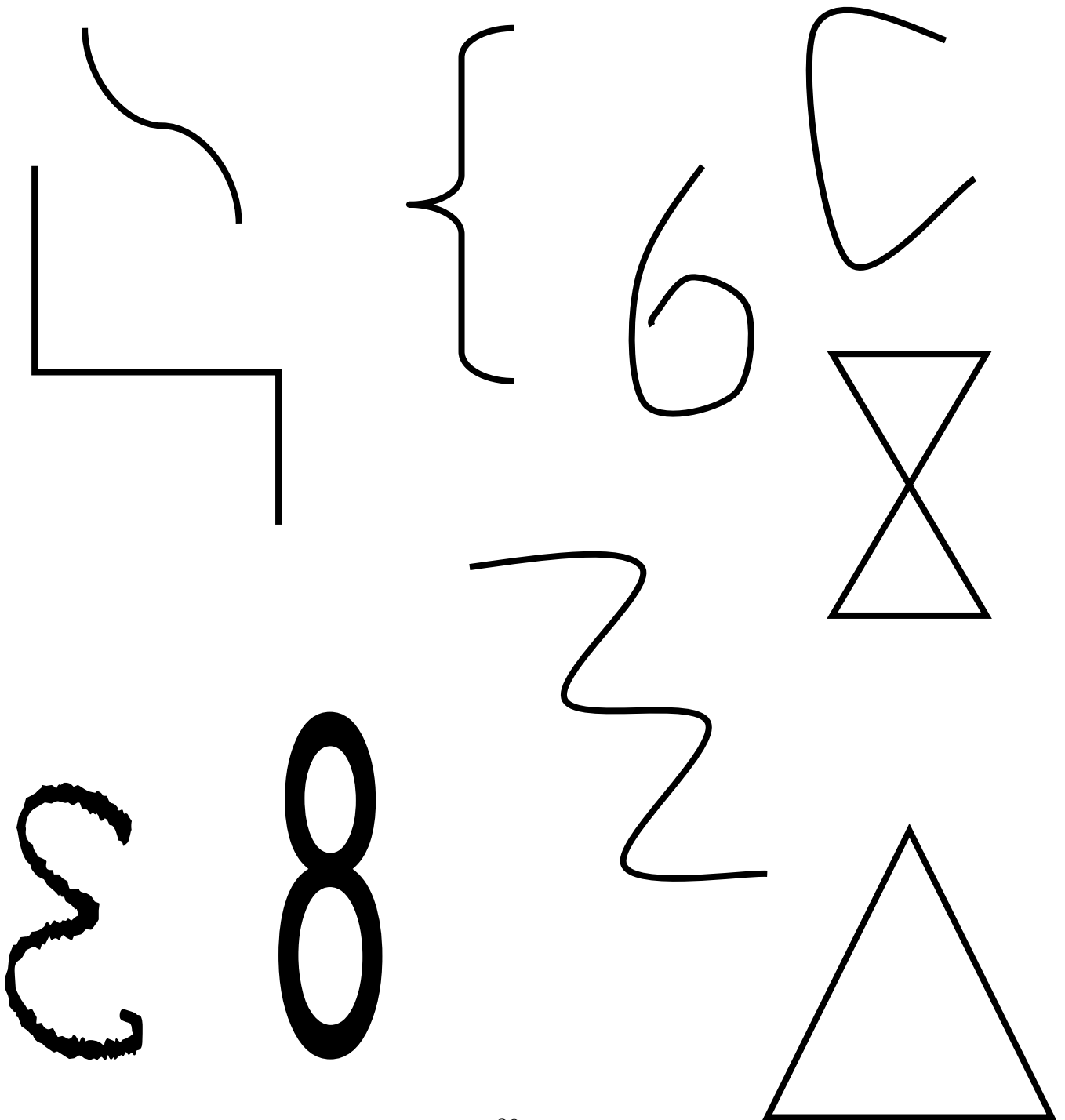
That's no  
anteater.

That's a  
brachiosaurus!



## Some Suggestions for Scribble Art Starters

Do a pretty good sized marker scribble on a drawing paper.  
The kids can turn it anyway they want, and create any type  
of picture using the shape they have.  
Make sure they use a lot of color!



# **I NEED MY MONSTER**

**Title:** I Need My Monster

**Author:** Amanda Noll

**Illustrator:** Howard McWilliam

**Synopsis:** Noll turns the tables on monster fears by introducing readers to Ethan, a little boy who can't fall asleep without the ragged breathing and claw-scratching of his favorite monster, Gabe. But Gabe has left a note that he's gone fishing, so Ethan knocks on his floor to summon a series of substitute ghoulies. Herbert, a horned green thing in a vest, doesn't even have claws. And Ralph, a four-eyed, six-armed blob, has claws, but they're painted and manicured. And Cynthia—well, no hard feelings, but a boy wants a boy monster, not a girl. The book strikes a nice balance between comforting and creepy, especially endearing is Gabe's early return home as he huddles beneath the bed like a faithful dog and says, "Now, if you don't mind, I'd like to start the evening with an ominous puddle of drool."

**Activity Title:** Activity #1: Draw My Monster.

**Activity Description:** Students pair off and one sits with his/her back to the other who has a piece of paper and pencil. The student facing away from the other is the "describer" who describes his/her perfect monster and the other student draws the monster as the "describer dictates." This forces the "describer" to use all kinds of detailed information and adjectives like: "It has a very large "egg shaped" head that is mostly bald with a few spikes of long dark hair near the front of its head. Its eyes are about midway down the head and are small, beady and close together with very thick eyebrows just above the eyes and shaped almost like a straight line with a little droop near the end on the outer part of each eye." This kind of exercise will increase awareness in descriptive detail and adjective awareness. It will also help to increase the imaginative awareness of the "describer" and the "drawer."

An extension of this activity would be to use just adjectives to describe the monsters on each page. This activity will encourage the kids to develop a great list of "descriptive" words that will hopefully be incorporated into their writing assignments.

**EALR's/GLE's:** GLE K 1 2 3: 3.1.1 Analyzes ideas, selects topic, and adds detail.

Draws and labels pictures. Dictates ideas that match pictures to a scribe when necessary. Uses words and pictures to express ideas. Uses multicultural picture books as models to generate ideas. Analyzes ideas, selects topic, adds detail, and elaborates. Develops ideas for topics orally and visually (e.g., discusses, draws, and/or writes to develop ideas). Develops and chooses from a list of general topics for writing (e.g., pets, friends, favorite places). Elaborates on ideas using descriptive words and phrases (e.g., My yellow striped cat jumped on my bed.). Selects title for a piece of writing. Analyzes ideas, selects topic, adds detail, and elaborates. Develops list of specific topics for writing (e.g., playing with a pet or friend). Selects from a list of specific topics for writing. Maintains focus on a specific topic (e.g., writes and draws in a science journal about scientific observations such as the life cycle of a plant or animal). Includes supporting information (e.g., adjectives, explanatory sentences, examples, and personal experiences).

**Related Websites:** This website offers ways to help kids deal with their fear of monsters:

**<http://www.parenting.com/article/Child/Behavior/Ask-Dr-Sears-Mashing-Monster-Fears>.**

**There is another sight with all kinds of ideas for "Halloween and Monster Fun":**

**<http://www2.scholastic.com/browse/collection.jsp?id=51>**

**Activity Created By:** Dianne Borchert

# **IMOGENE'S LAST STAND**

**Title:** Imogene's Last Stand

**Author:** Candace Fleming

**Illustrator:** Nancy Carpenter

**Synopsis:** Meet Imogene, a plucky heroine with a passion for history. As a baby, Imogene's first words were “Four score and seven years ago.” In preschool, she fingerpainted a map of the Oregon Trail. So it’s not surprising that when the mayor wants to tear down the long-neglected Liddleton Historical Society to make room for a shoelace factory, Imogene is desperate to convince the town how important its history is. But even though she rides through the streets in her Paul Revere costume shouting, “The bulldozers are coming, the bulldozers are coming!” the townspeople won’t budge. What’s a history-loving kid to do? Filled with quotes from history’s biggest players—not to mention mini-bios on the endpapers—and lots of humor, here’s the perfect book for budding historians.

**Activity Title:** Who Said That?

**Activity Description:** After hearing the story, children will become familiar with the concept of quoting someone else. To quote is to repeat what someone says while giving them credit for saying it first. Then they will complete the worksheet matching quotations from familiar children's books.

## **EALR's/GLE's:**

Reading 2.1.3 Understand and determine important or main ideas and important details in text.

Reading 3.4.2 Understand traditional and contemporary literature in a variety of genres.

## **Related Websites:**

**[https://www.randomhouse.com/catalog/teachers\\_guides/9780375849794.pdf](https://www.randomhouse.com/catalog/teachers_guides/9780375849794.pdf)**  
**An Educator's guide to books by Candace Fleming**

**Activity Created By:** Shay Eisenbarth

# WHO SAID THAT?

Match the quote to the book it came from.

A. ee-ee-oo-oo-ah-ah-ah  
5 little chimps do the

\_\_\_\_\_.

B. Dear Farmer Brown, The barn is very cold at night. We'd like some electric blankets. Sincerely, The Cows

C. On Thursday, he ate through 4 strawberries but he was still hungry.

D. I have the biggest, reddest dog on the street.

E. What do you see? I see a red bird looking at me.

F. Would you like them in a house? Would you like them with a mouse?

G. My name is Skippito Friskito. I fear not a single bandito. My manners are mellow. I'm sweet like the Jell-O. I get the job done, yes, indeed-o.

H. Aggle Flaggle Klabble!

I. Every night, when the people went home and the room was dark and quiet, the library belonged to Sam.

\_\_\_\_\_ Brown Bear, Brown Bear, What Do You See?

\_\_\_\_\_ Click, Clack, Moo Cows That Type

\_\_\_\_\_ Green Eggs and Ham

\_\_\_\_\_ Library Mouse

\_\_\_\_\_ Knuffle Bunny

\_\_\_\_\_ Cha Cha Chimps

\_\_\_\_\_ Skippyjon Jones

\_\_\_\_\_ The Very Hungry Caterpillar

\_\_\_\_\_ Clifford the Big Red Dog

# **LET'S DO NOTHING**

**Title:** Let's Do Nothing

**Author:** Tony Fucile

**Illustrator:** Tony Fucile

**Synopsis:** Frankie and Sal have been busy all day so they decide to do nothing for a while. The outcome terrifies Frankie and does not satisfy Sal. So they come to a conclusion that is satisfactory to both.

**Activity Title:** Making Connections Booklet

**Activity Description:** Students are given three pieces of paper to cut with pictures depicting the story. Each page is divided into four smaller pages for cutting. When the pages are put together the booklet becomes a tool for students to reflect on the story. Two sections are for the students to draw.

**EALR's/GLE's:** 2.1. Demonstrate evidence of reading comprehension.

2.2. Understand and apply knowledge of text components to comprehend text.

3.2. Read to perform a task.

**Related Websites:**

**[http://www.candlewick.com/book\\_files/0763634409.art.1.pdf](http://www.candlewick.com/book_files/0763634409.art.1.pdf)**

**<http://margodill.com/blog/2009/10/06/tuesday-ales-lets-do-nothing-by-tony-fucile/>**

**Activity Created By:** Carol Steen

# Let's Do Nothing By Tony Fucile



Sal and Frankie have had a busy day. They played sports.



They painted pictures.



They baked cookies.

## POWDERED SUGAR COOKIES

1/2 lb. butter, softened  
1 c. confectioners' sugar  
1 egg  
1 tsp. vanilla or other flavoring  
2 c. flour  
1/2 tsp. baking soda

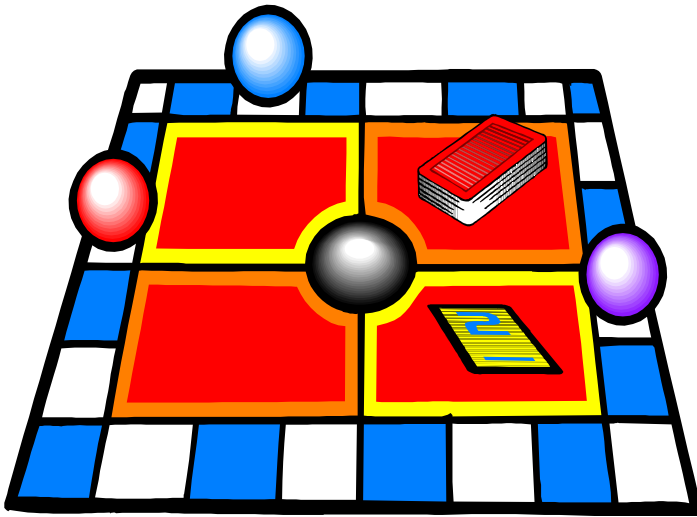
Preheat oven to 350°F. Cream butter until light and fluffy, stirring in sugar gradually. Add egg and vanilla or other flavoring.

Combine flour and baking soda until well mixed. Stir into creamed mixture.

Shape into 1 inch balls and arrange 2 inches apart on a lightly greased cookie sheet. Press each ball down with the tines of a fork.

Bake for about 6 minutes. Cool on wire racks.

Makes about 5 dozen.



They played board games.

Frankie and Sal try doing nothing.



They read comic books.



**Empire State Building**

Tell about this part of the story!





**Redwoods**

Tell about this part of the story!



**Statue**

Tell about this part of the story!

Frankie and Sal do not like doing nothing. What will they do next?

What will they do next?

# **MY NAME IS SANGOEL**

**Title:** My Name is Sangoel

**Author:** Mohammed, Khadra and Williams, Karen Lynn

**Illustrator:** Stock, Catherine

## **Synopsis:**

Sangoel, who is proud of his rich African heritage, moves to America, and when nobody there can pronounce his name correctly, he fears he will lose his identity. Sangoel is frustrated until he finds a clever way to solve the problem.

## **Activity Title:**

Name Cut-up

## **Activity Description:**

Materials:

- Magazines
- Scissors
- Crayolas
- 9 x 12 " assorted construction paper
- Glue Sticks

Activity:

- \* Have the kids Draw their name in the middle of the paper
- \* using the magazines have them find pictures or words that make the sounds of their name
- \* also or find words or pictures that they identify with; family, hobbies, sports, favorite things, favorite places, what they dream of doing when the grow up...
- \* Glue them onto the construction paper

## **EALR's/GLE's:**

Reading:

- 3.4.1 - Participate in WCCPBA process by listening to and/or reading nominated books, selecting a favorite, and generating a personal response.
- 4.1.3 - Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response.

Art:

- 1.1.1 - Understands, applies and creates the visual arts elements of line, shape, form, color, value, texture and space in the production of a work of art.

**AR Level:** 3.2

**Related Websites:**

**Williams Writes**

**[http://www.karenlynnwilliams.com/files/sangoel\\_guide.pdf](http://www.karenlynnwilliams.com/files/sangoel_guide.pdf)**

**CultureGram - (database) Sudan**

**Activity Created By:**

Amy Cook

Edison Elementary - Kennewick

# **NUBS: THE TRUE STORY OF A MUTT, A MARINE AND A MIRACLE**

**Title:** Nubs The True Story of a Mutt, a Marine & a Miracle

**Author:** Major Brian Dennis, Kirby Larson & Mary Nethery

**Illustrator:** Photos contributed by many individuals

**Synopsis:** Major Brian Dennis, stationed in Iraq in 2007, discovers a pack of feral dogs in the dessert. One dog stands out from the rest. Major Dennis calls him Nubs because his ears have been cut off to make him a dog of war. Through emails and engaging text the story is told about a dog and man destined to be together.

**Activity Title:** Bookmarks

**Activity Description:** Students will be given a sheet of five bookmarks. Three of the bookmarks depict the story of Nubs. Two of the bookmarks will be blank so that students can create their own bookmarks either from the book about Nubs or other books from the WCCPBA list

**EALR's/GLE's:** 3.2. Read to perform a task. 2.1. Demonstrate evidence of reading comprehension. 2.1. Demonstrate evidence of reading comprehension.

**Related Websites:**

**<http://www.hachettebookgroup.com/features/storyofnubs/index.html>**

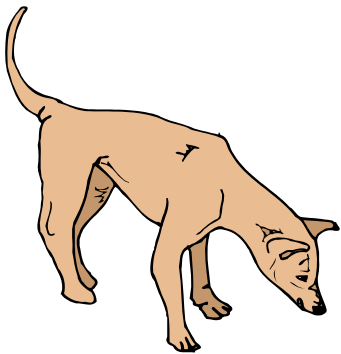
**<http://www.goodreads.com/book/show/6557929-nubs>**

**Activity Created By:** Carol Steen

Unscramble the following words:

**PCMA  
YEMON  
TUMT  
TROF  
VETENSY**

EACH WORD IS FROM THE STORY!



## Nubs The True Story of a Mutt, a Marine & a Miracle

By Major Brian Dennis,  
Kirby Larson & Mary  
Nethery

## Nubs The True Story of a Mutt, a Marine & a Miracle

By Major Brian Dennis,  
Kirby Larson & Mary  
Nethery

This story takes place in a country far away named Iraq. American soldiers are fighting a war in this country. Major Brian Dennis finds a dog. After you read the story you might decide that the dog finds Major Dennis. The dog's name is Nubs because his ears have been cut off to make him a dog of war.



Nubs travels seventy miles through three countries to find Major Brian Davis. The countries Nubs walks through are Iraq, Jordan and Syria. The trip is hard for Nubs because of the snow. Nubs is injured. The men try to make Nubs well again.

## Nubs The True Story of a Mutt, a Marine & a Miracle

By Major Brian Dennis, Kirby  
Larson & Mary Nethery



# **PANDA KINDERGARTEN**

**Title:** Panda Kindergarten

**Author:** Joanne Ryder

**Illustrator:** Dr. Katherine Feng

**Synopsis:** Photographs and text follow sixteen panda cubs at the Wolong Nature Preserve, where they are raised and observed by scientists and workers while they learn survival skills that will allow them to be re-released into the wild.

**Activity Title:** Panda Pattern and Panda Book of Facts

**Activity Description:** Visit the listed sites below and allow students to watch PANDA CAM and listen to sounds pandas make via national zoo site. Really Cool!  
The San Diego Zoo's site has a fun video clip of two pandas celebrating a birthday.

Setting Up the Story: Ask students what they might have in common with Giant Pandas; mammals, eyes, eating, etc. Well, today's story is about a group of baby pandas who went through kindergarten where they learned how to get along and play with each other.

K-2 can put together a panda pattern. 3rd graders have an opportunity to assemble a poof book to document panda facts from panda books.

Materials: Panda books, Panda pattern, 9' X 12" paper, scissors, black markers, and glue sticks or brads.

## **EALR's/GLE's:**

2.1 Demonstrate evidence of reading comprehension

2.2 Understand and apply knowledge of text components to comprehend text.

2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.

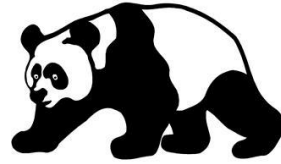
## **Related Websites:**

**<http://nationalzoo.si.edu/Animals/GiantPandas/PandaFacts/default.cfm>**

**[http://www.sandiegozoo.org/animalbytes/t-giant\\_panda.html](http://www.sandiegozoo.org/animalbytes/t-giant_panda.html)**

**Activity Created By:** Charisse Tsukamoto

Clip Art for Poof  
Booklet



# Giant Panda



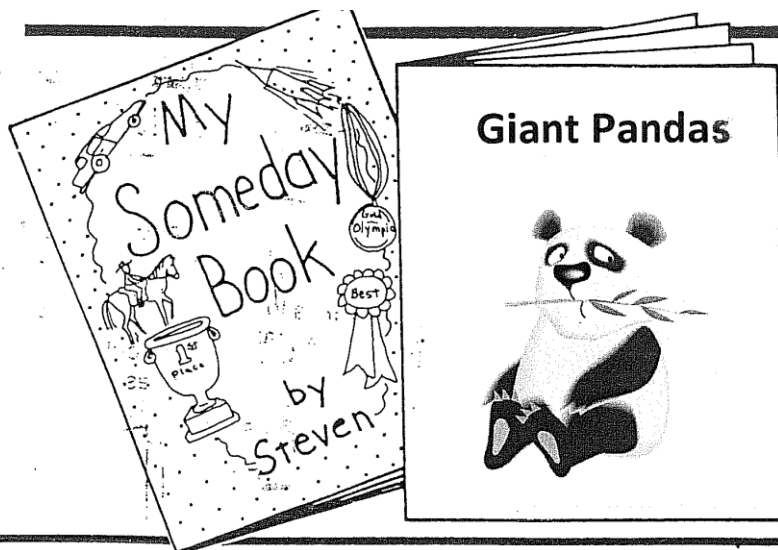
WCCPBA: C. Tsukamoto



# Poof Book

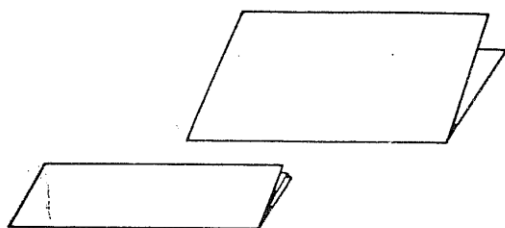
## Materials

- 9" x 12" (or 12" x 18") paper
- scissors
- crayons, markers

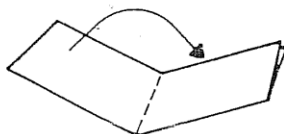


## Instructions for Making the Book

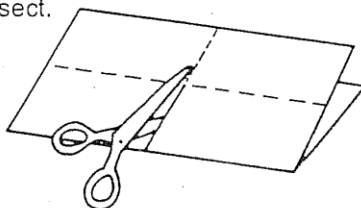
1. Fold the paper in half widthwise. Then fold it once more in the same direction.



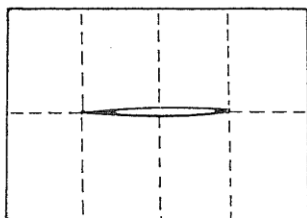
2. Fold the paper in half in the opposite direction.



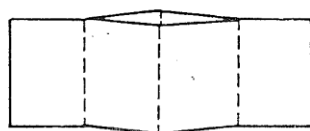
3. Open to a half sheet. Starting from the folded edge, cut along the crease. Stop where the fold lines intersect.



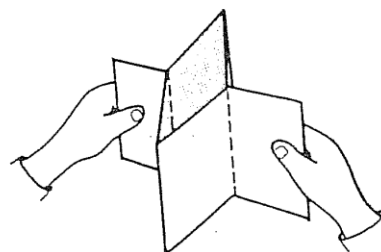
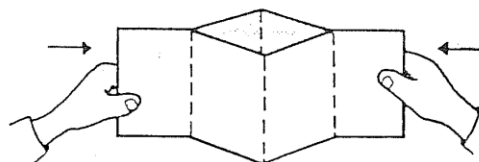
4. Open paper completely.



5. Fold paper lengthwise.



6. Grasp the outer edges as shown and push them towards the center. The opening should "poof" out. Keep pushing until a book of four sections is formed.



7. Fold the pages closed and write the title of the book and the author's name on the cover.



## **RON'S BIG MISSION**

**Title:** Ron's Big Mission

**Author:** Rose Blue and Corinne J. Naden

**Illustrator:** Don Tate

**Synopsis:** Ron loves going to the Lake City Public Library to look through all the books on airplanes and space. He is ready to take out books by himself. But for Ron, in the segregated world of South Carolina in the 1950's, getting your own library card is not just a small rite of passage - it is a first courageous mission. Here is an inspiring story, based on Ron McNair's life, of how a young boy, future scientist and shuttle astronaut, desegregated his library through the power of peaceful resistance.

**Activity Title:** My Big Mission

**Activity Description:** In the story, Ron loved to read about space. In his future, he became an astronaut. Have each student think about what interests them and what kind of career they could have in the future. Have them make text to self connections between their interests now and potential ways they could continue them as grownups. See template for students to draw their ideas.

### **EALR's/GLE's:**

Reading 2.1.4 - Understand how to use prior knowledge

Reading 2.4.1 - Understand how to give personal or text-based responses and make connections to text.

### **Related Websites:**

**www.jsc.nasa.gov , You'll find Ron McNair's biography.**

**www.space.about.com , You'll find biographies of astronauts, pictures of space, etc.**

**www.nasa.gov , This site has videos and pictures of space, kid's games, etc.**

**Activity Created By:** Shay Eisenbarth

|                                             |                                             |
|---------------------------------------------|---------------------------------------------|
| <p>My favorite things now<br/>are_____.</p> | <p>When I grow up I can be a<br/>_____.</p> |
|---------------------------------------------|---------------------------------------------|

# **SPLAT THE CAT**

**Title:** Splat the Cat

**Author:** Rob Scotton

**Synopsis:** A nervous Splat finds his first day at Cat School much better than he expected.

**Activity Title:** Excuses, Excuses

**Activity Description:** Splat has many excuses for not going to school: "I don't have any clean socks, Mom." "The front door won't let me out, Mom." "The Lampost won't get out of my way, Mom." As a class brainstorm other silly or imaginative excuses that kids sometimes use to get out of going to school or doing something else that they don't want to do. Use the "Excuse Template" to have each student make a page for a Book of Excuses. Students will write an excuse and then create an accompanying illustration.

**EALR's/GLE's:** Writing GLE 1.1.1: Applies at least one strategy for generating ideas and planning writing. Writing GLE 1.5.1: Publishes own writing. Writing GLE 2.3.1: Understands there is more than one form/genre of writing/uses more than one form/genre of writing.

## **Related Websites:**

- 1. Rob Scotton website:** <http://www.robscotton.com>
- 2. Splat the Cat homepage:** [http://web.mac.com/rscotton/www.splat\\_the\\_cat.com/Home\\_of\\_Splat.html](http://web.mac.com/rscotton/www.splat_the_cat.com/Home_of_Splat.html)
- 3. Splat Resource page (coloring sheet & video):**  
<http://homepage.mac.com/rscotton/splat.resources/FileSharing50.html>
- 4. Video - Meet Splat the Cat:** <http://www.youtube.com/watch?v=4mluLgel7ms>
- 5. Splat the Cat Activities & Events (from the publisher):**  
[http://www.harpercollinschildrens.com/harperchildrensImages/Printable/Splat\\_Activity\[2\].pdf](http://www.harpercollinschildrens.com/harperchildrensImages/Printable/Splat_Activity[2].pdf)

**Activity Created By:** Jerry Alldredge

## EXCUSES, EXCUSES

I can't \_\_\_\_\_

\_\_\_\_\_

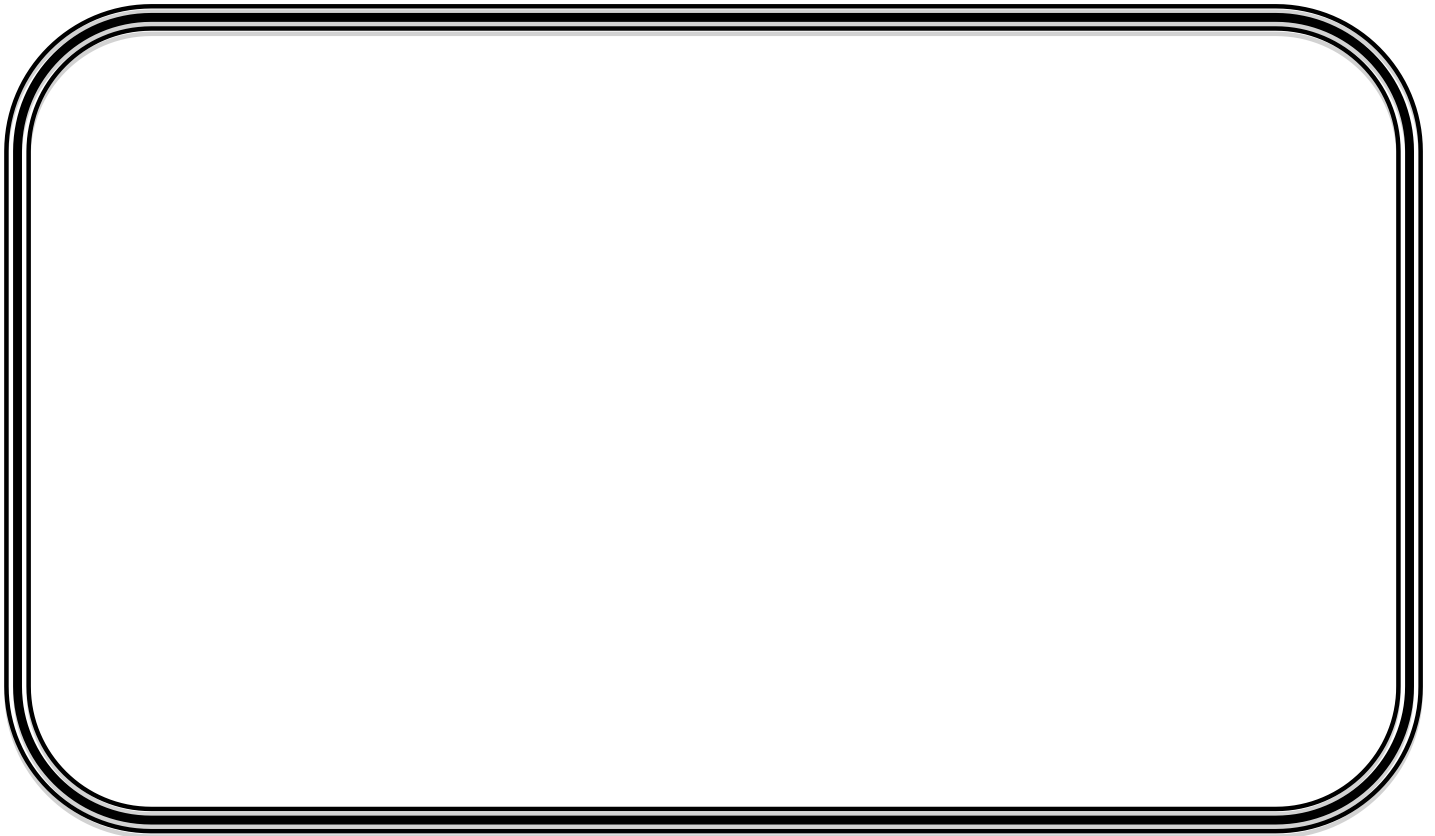
\_\_\_\_\_

Because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# **THE BECKONING CAT**

**Title:** The Beckoning Cat

**Author:** Koko Nishizuka

**Illustrator:** Rosanne Litzinger

**Synopsis:** A long time ago in a village by the sea, a white, mud-covered cat appeared on Yohei's doorstep. Yohei was very poor, but he welcomed the stray and shared his dinner with her before she disappeared. Later, when Yohei's father grew ill, the boy became desperate - how could he work if he had to stay at home to care for his father? But the little white cat remembered Yohei's generosity and returned, bringing help with a wave of her paw.

**Activity Title:** Lucky Charms

**Activity Description:** The beckoning cat is a good luck charm all over the world thanks to this Japanese legend. Have each student think about something they have that they think is lucky. Maybe they have a coin or a four leaf clover that they think gives them luck or maybe they have something more unusual. Chart each classes list of lucky charms and compare across the grade levels or school. I also included a coloring sheet of a beckoning cat for an additional activity.

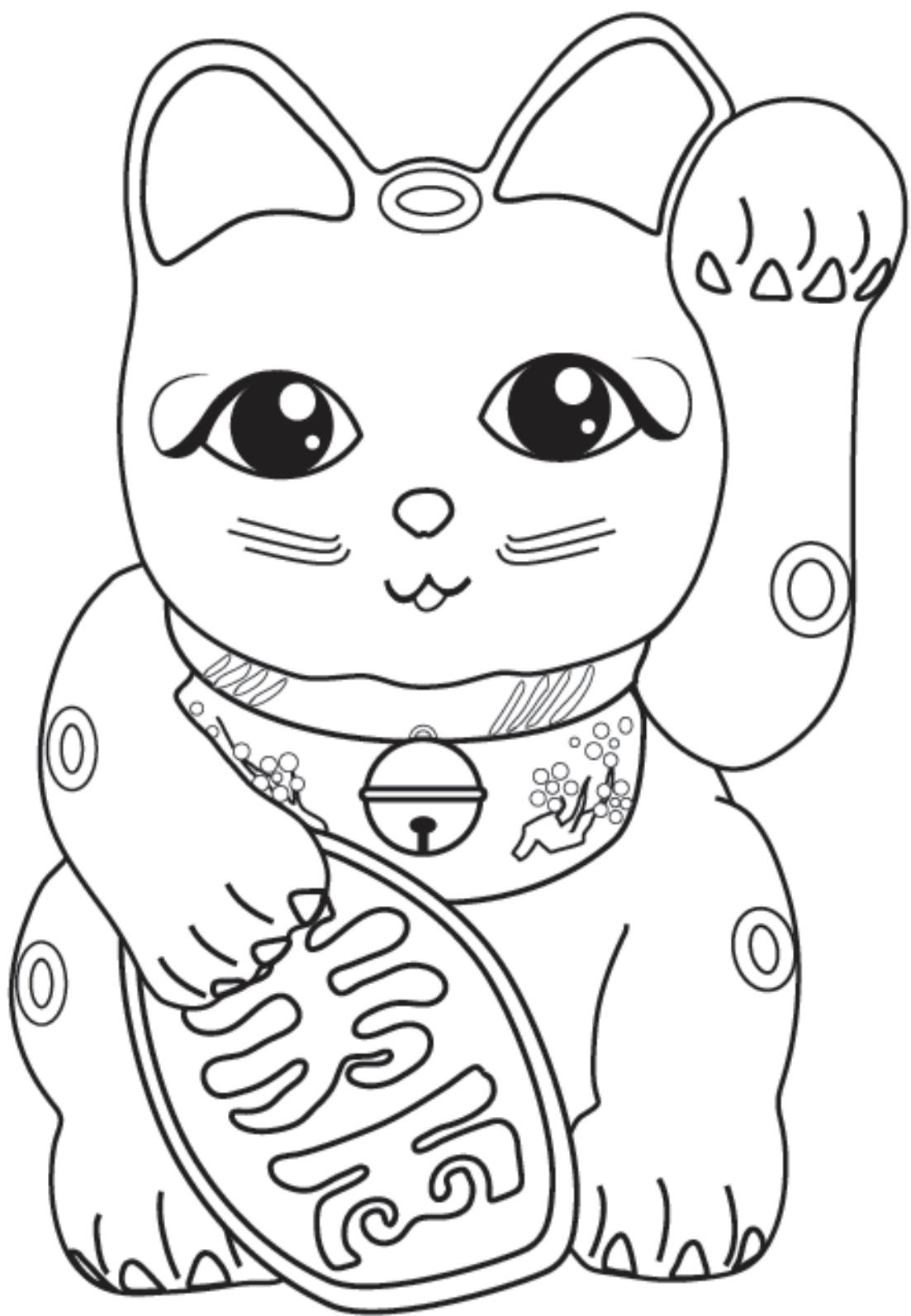
## **EALR's/GLE's:**

Reading 2.1.2 - Understand how to use mental imagery

Reading 2.1.5 - Understand how to infer/predict meaning

Reading 2.4.1 - Understand how to give personal or text-based responses or make connections to text.

**Activity Created By:** Shay Eisenbarth



# **THE CURIOUS GARDEN**

**Title:** The Curious Garden

**Author:** Peter Brown

**Synopsis:** One boy's quest for a greener world... one garden at a time.

While out exploring one day, a little boy named Liam discovers a struggling garden and decides to take care of it. As time passes, the garden spreads throughout the dark, gray city, transforming it into a lush, green world.

**Activity Title:** One Greener or Better World. . . One Student at a Time.

**Activity Description:** With a little love, and some determination, Liam was able to transform the Highline Railroad into an amazing garden. Think of something that you would want to change in the world to make it a better place. Draw a picture of what that would look like before and what it would look like after knowing you would be like Liam in a quest for a better world.

**EALR's/GLE's:** 2.1.1 (Understands how to ask questions about text), 2.1.2 (Understand how to create mental imagery), 2.1.3 (Understands and determine important or main ideas and important details in text. 2.4.1 (Understands how to give personal responses and make connections to text),

**AR Level:** 4.4

**Related Websites:** <http://www.somebrownstuff.com/>

<http://www.chowderandfriends.com/>

<http://www.embracingthechild.org/abrown.html>

<http://www.amazon.com/gp/pdp/profile/A30FLLFKXGZMTP>

<http://www.storystleuths.com/2010/04/interview-with-peter-brown-curious.html>

<http://www2.scholastic.com/browse/article.jsp?id=7312>

<http://www.soundauthors.com/peter-brown-the-curious-garden-2.htm>

<http://www.youtube.com/watch?v=5w2vC-9An0k>

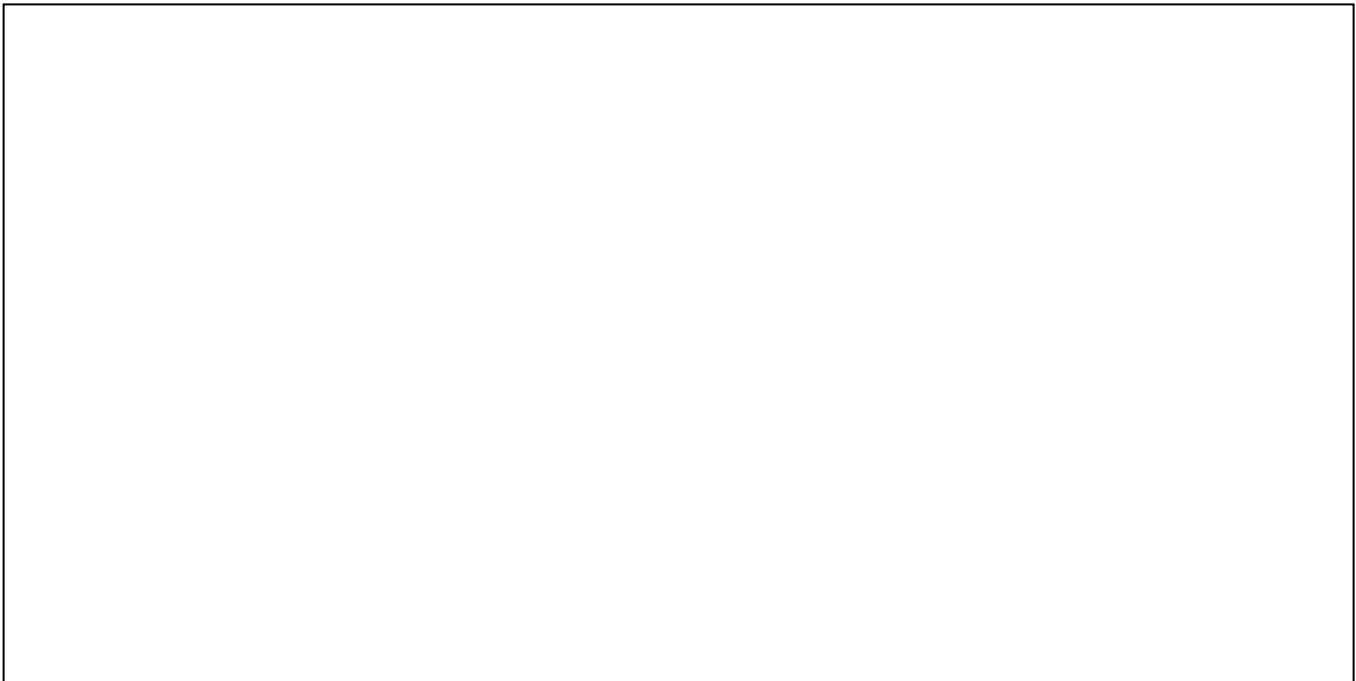
<http://www.thehighline.org/>

**Activity Created By:** Stephanie Wilson

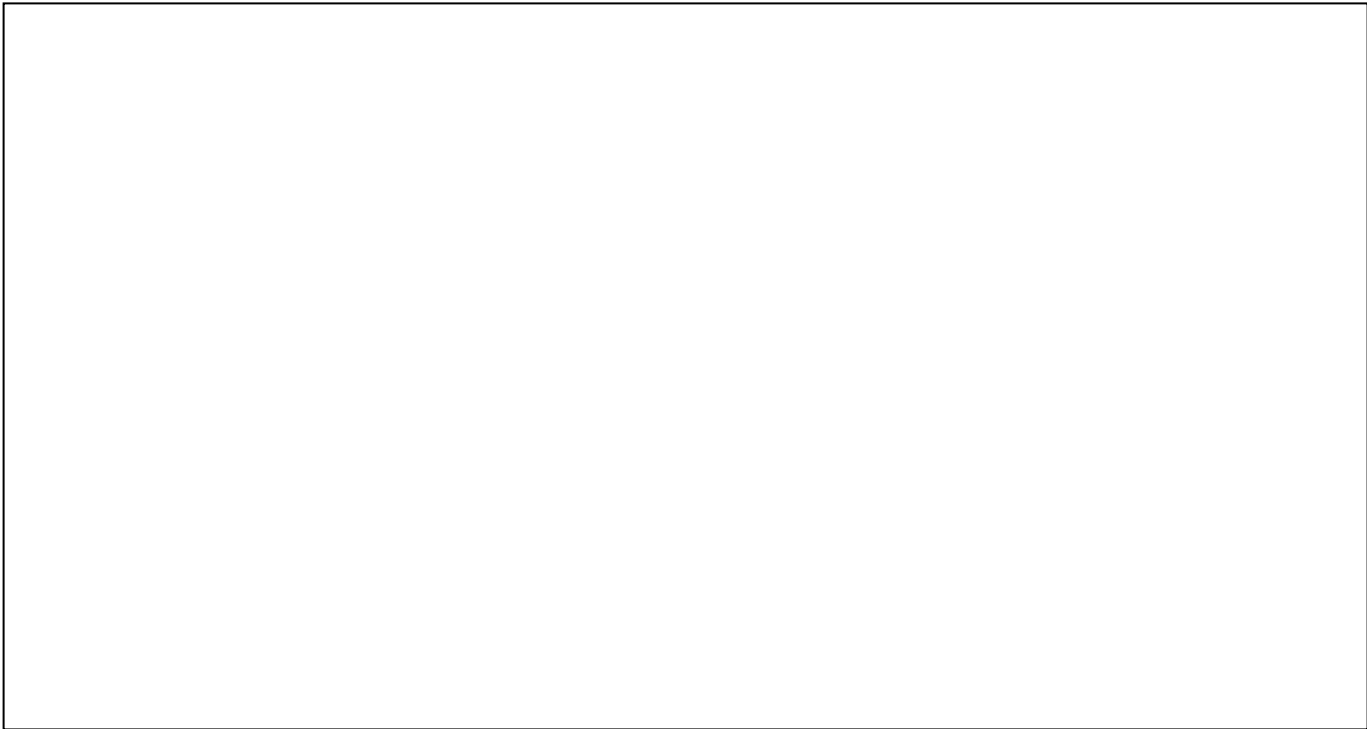


Liam was able to change the Highline Railroad by giving the flowers the attention, patience, and care needed. Think of something in your home, school, community, or world that you could change to make it a better place.

Draw a picture of what that would look like before:



And draw a picture of what the space would look like after:



# THE CURIOUS GARDEN

## Thematic connections

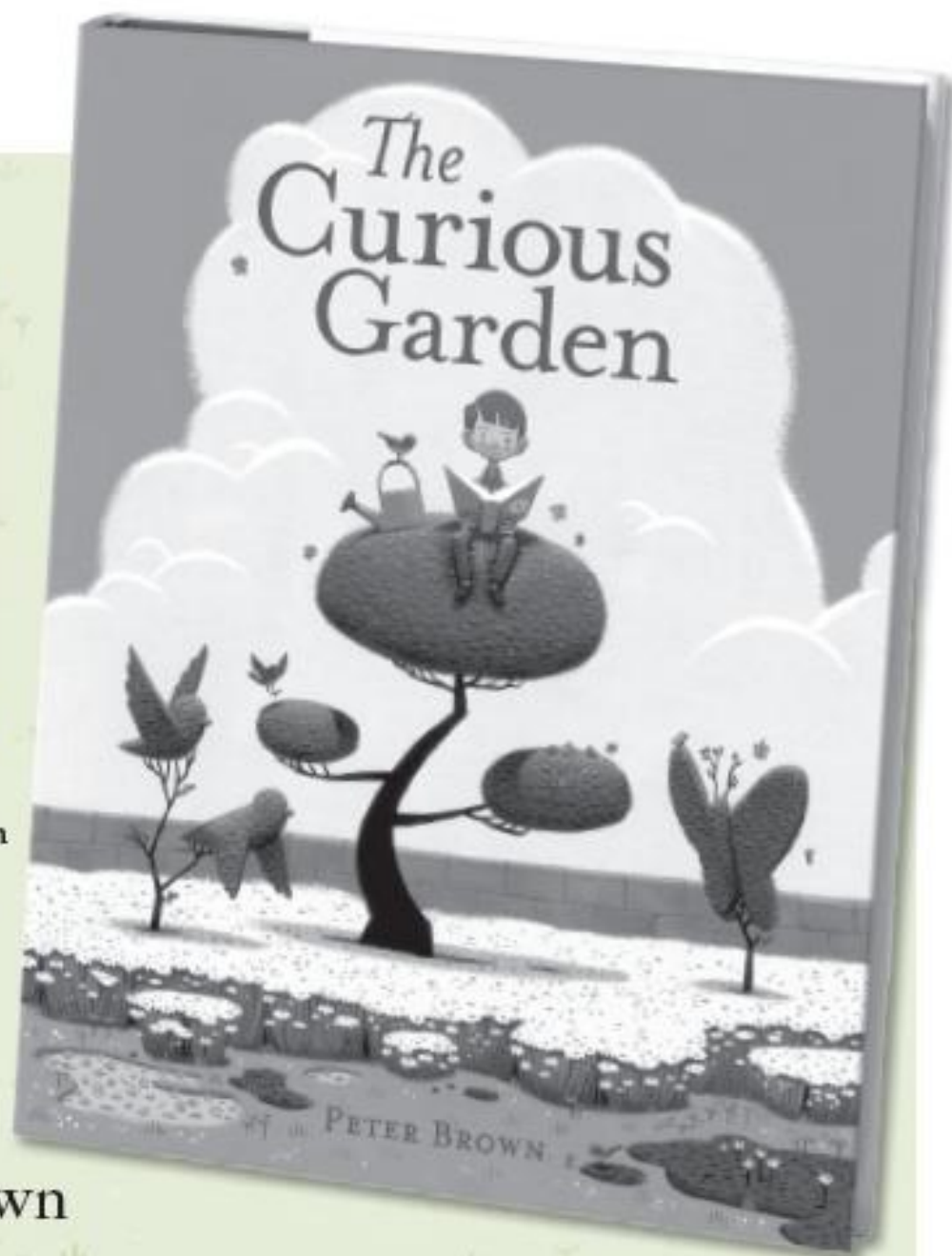
- ✦ Environmentalism
- ✦ Urban Life
- ✦ Making a Difference

Ages 3 – 6

A “hopeful little paean to the persistence of growing things in the dreariest places.”

— Kirkus Reviews

by Peter Brown



## Differentiation: One Book Fits All

Every student comes to the classroom with varied strengths and aptitudes. In order to meet each student's needs it is necessary to differentiate instruction. This may be an extension activity for students who have mastered the material, providing different level books during small group reading lessons, or scaffolding lessons to make literature accessible to students who are learning English. Using picture books for instruction offers a number of opportunities for differentiation. If the book is not at a student's independent or instructional reading level, a picture book may be read aloud. If the book is at a student's independent level, it is an excellent opportunity to help develop fluency through repeated rereading. The activities in this guide are designed to foster comprehension skills and content knowledge across the curriculum for students at many different levels. Feel free to adjust or adapt these ideas in order to meet the needs of your particular students.

## BUILDING BACKGROUND

### A Defining Moment

To help students develop their vocabulary, and provide a purpose for reading, explore the word "curious" before reading *The Curious Garden*. Create a flower-shaped word web by putting the word "curious" in the middle of a circle and drawing petals around it. What does the word curious mean? Brainstorm definitions with students and write these in the petals. Use a dictionary to look up definitions and add these to the remaining petals. Talk about the two meanings of curious: "eager to learn about something" and "odd or unusual." Ask students to write two sentences to show they understand the different meanings. Show the front cover of the book and have students predict which definition will most likely apply in this story. Then, read the story. After reading, discuss with students if their prediction was correct. Why do both meanings apply? Create a chart of examples from the story that show how the garden and Liam were curious. In what ways were they odd or unusual? In what ways were they inquisitive or eager to learn?

### Before and After

Show students the picture of the city on the first page. Create a T-chart labeled "Before" on one side and "After" on the

other. Ask students to look at the first page and write down everything they notice about the city. They might write words such as "polluted," "no trees," "depressing," "tall buildings," etc. Then, have them think of one word that comes to mind when they see the picture, and write their descriptive word next to "Before." After reading, have students look at the picture of the city on the last two pages of the book. Students can complete the "After" section by first brainstorming a descriptive word for the city as it appears at the end of the book, and then listing everything on the chart they notice in the picture. A Venn Diagram may also be used. Compare and contrast the two pictures. Discuss the change that took place. How did their descriptive words change? What happened that caused the change?

## COMPREHENSION CONNECTION

Liam is inspired to become a gardener and the idea travels throughout the city. Have students identify all the different ways the garden spread—part of it was nature, part of it was Liam's direct actions, and much of it was the process of others becoming inspired by the garden and Liam. Ask students to think about other situations where one great idea inspired another. Have students write about something or someone that inspires them. How can leading by example, as Liam does in the story, make a difference?

## SUMMARIZING

A great way to share the author's message with other classes, parents, or students that haven't read *The Curious Garden* is to present a book talk. Students can practice listening and speaking while reinforcing their understanding of the story. Book talks can be as simple as a few lines: the name of the book and author, a brief statement about the main idea, and a closing sentence telling the audience why they should read the book. For a more detailed book talk, students may want to include the connections they made while reading and their interpretation of the author's message. Integrate technology by making the talks into video or audio podcasts. Remind students that the best book talks generate excitement about the book without giving away the ending.

## VISUALIZATION

In the middle of the story Liam is preparing for spring; the illustration shows Liam reading a book. Have students visualize what else Liam must have been doing to prepare for spring. They can look at the pictures to give them ideas. Ask students to write three or four short diary entries from Liam's perspective that describe what he does while waiting for winter to pass. Some examples might include shopping for tools, ordering seeds, or reading about gardening techniques. For a 21st century twist, instead of a diary, the entries could be written as a blog. Challenge students to research gardening techniques and include their discoveries in Liam's reflections. To differentiate for younger students or those that might find writing a diary entry too difficult, students may write a "To Do" list. The list should contain the things Liam hopes to do over the winter to prepare for spring. For English Language Learners or students that might need more support, this could be completed as an interactive writing activity. Use chart paper and share the pen to create the list or diary entries together.

## SYNTHESIZING

As the garden begins to explore the city, the author writes that sometimes plants "mysteriously popped up all at once." Encourage students to make inferences by discussing what caused the garden to "mysteriously" appear. Talk about how people might have felt when they saw the garden, and have students pretend they are one of the people that woke up one morning to discover the greenery outside their door. Working with a partner, have students create a short script that shows a conversation between or among neighbors. They should include the neighbors' reactions and a few ideas about what the neighbors will do next. Will they decide to surprise someone else with a plant? Will they pitch in on a neighborhood clean-up project? When students finish their scripts, they can perform their short skits for the class.

## WRITING

### Acrostic Garden

Create an acrostic garden by having students choose a flower, vegetable, or something related to gardens or nature to write about. Begin by sharing several examples of acrostic poems. Help students understand that in an acrostic poem each letter of the word they choose should begin a word or phrase that describes their subject. Acrostics in their simplest form use one word for each letter. Students may challenge themselves, however,





by writing their acrostics using longer phrases or a rhyming pattern. Add illustrations and mount on colorful paper to create an eye-catching display.

## Personification

In *The Curious Garden*, the garden has a personality and feelings. Talk about the writer's craft of using personification. First, analyze how personification is used in this story. Then, have students choose something from nature and write a story from its point of view. Encourage students to think about the qualities or characteristics of the thing they choose and use that to make their personification more convincing.

## VOCABULARY

### Vocabulary Scavenger Hunt

Vivid word choice is an important aspect of *The Curious Garden*. As a whole group, go on a "vocabulary scavenger hunt." Begin with *The Curious Garden* and identify the words that truly help readers visualize and understand the mood of the story. "Dreary," "drizzling," and "popped" are all words that create pictures in our minds. Talk about the meaning of the words. Then, encourage students to look

through the books they are reading independently to find other vivid vocabulary words. After the "scavenger hunt" is complete, students can report back to the whole class and share the words they found. Challenge students to use the new words in their writing.

## SOCIAL STUDIES & SCIENCE

### Green by Design

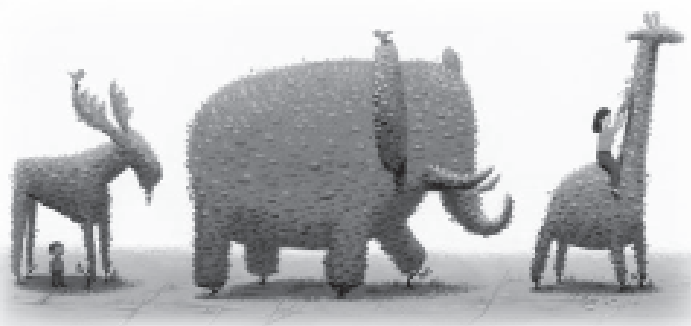
By the end of the story, there is a garden or green space on top of almost every building. Rooftop gardens are becoming more and more popular, especially in urban areas. In some parts of Switzerland, there is even legislation that requires all new construction buildings to provide for a green space of some type equal to the size of the footprint of the structure. Give students the opportunity to design a rooftop garden for a building in their area. Integrate mathematics by calculating perimeter or area. Younger students, or those with less math background, may want to focus on simply designing the green space. Challenge students to research the advantages and obstacles to consider when converting roof space to green space. They should focus their research on economic advantages in terms of additional insulation, possible food production,



as well as the large number of environmental advantages—a natural filtering system for rain water, decreasing carbon dioxide in the air and increasing oxygen, restoring the natural balance, etc. Interviewing an architect or engineer may also be part of this project. As a culminating activity, have them write a proposal that details their plans for the rooftop garden, why it should be considered, and their ideas for overcoming any obstacles that may be presented.

### Topiaries around the World

Topiaries, (plants grown into ornamental shapes through training and pruning), are featured on the cover of *The Curious Garden*. These living sculptures can trace their history back to Roman times. In addition, the shaping of shrubs and trees was also practiced in ancient China and Japan. Today, examples of topiary may be found in many places around the globe. Explore the beauty of topiary by showing photographs of topiary gardens from Australia, Asia, Africa, Europe, and North and South America. Have students locate the topiary gardens on a world map or on a web-based tool such as Google Earth. Challenge students to find examples of topiaries from as many different continents or countries as possible. How are they the same? How are they different?



### Urban Planning Team

Discuss the difference between urban and rural communities. Complete a Venn diagram as students brainstorm what they know about each one. Discuss the types of buildings, businesses, and services found in urban communities. Ask each student to choose one and create a model of that building. Once students create their models, put all of the buildings together to make an urban area.

Then, add rooftop gardens, parks, and walking paths to recreate the urban setting. After the transformation is complete, refer back to the original Venn diagram. Given the changes made to the model of the urban community, what changes might they make to the Venn diagram? In what ways has the urban community become more similar to a rural community? What differences remain?

### What is Photosynthesis?

*The Curious Garden* changes the city not only by making it more beautiful, but also by making it a cleaner and healthier place to live. Explore photosynthesis and discuss why it is so important. Help students understand the process by giving them the opportunity to act out the process in small groups. Create cards printed with the words *plant*, *oxygen*, *carbon dioxide*, *sugar*, *water*, and *sunlight*. Give the students in each group the cards and provide them with reference materials to help them learn about photosynthesis. After reading about photosynthesis, ask each group to act out the process. Their goal is to show (through role-play) the part each of the cards plays in photosynthesis. After all students have the opportunity to explore photosynthesis, invite them to think about *The Curious Garden*. Liam is shown singing to the plants. Why might singing or talking to plants help them grow?

### The Highline Connection

The Highline in New York City inspired Peter Brown to write *The Curious Garden*. Originally built in the 1930s, trains traveled on the Highline until the 1980s. At that point, it fell into disrepair and seemed forgotten. Nature, however, did not forget the Highline. Weeds and wildflowers began to grow and take over the elevated train tracks. Some people that lived near the abandoned tracks wanted it torn down, while others believed it should be preserved. Have students research the history of the Highline in Manhattan. Ask them to pretend they are one of the concerned citizens that wanted to preserve the tracks, or they can pretend they are one of the residents that wanted the tracks removed. Have them write a letter to the editor describing their position and what they think the City of New York should do. Then, have students

investigate the Highline's current situation. A great place to start is [www.thehighline.org](http://www.thehighline.org). This site gives many details about the history of the Highline, as well as details about plans for its future. Ask students to discuss whether they agree with the current plans. What are the positive aspects? Are there any negatives? What would they do if they could design a plan for the Highline's future?

## MATH

### Seed Catalog Math

Collect seed catalogs from nurseries and provide them to students. Determine with students an appropriate budget (any amount from \$5.00 to over \$100 depending on the ability level of students) and a list of fruits, vegetables, and flowers that may be grown in your area. In teams, have students work together to order as many different seeds as possible without going over the budget. Remind students to calculate possible shipping costs as well. Compare orders among teams. Did all teams order the same seeds? Why or why not?

## MOVEMENT AND GAMES

### Seed Packet Fun

What do you do with seed packets after the seeds have been planted? Play games, of course! Recycle empty seed packets by using them to create motivating and educational games. Play Memory or Go Fish, by using pairs of seed packets. Give students practice alphabetizing by having them put the vegetable and flower seed packets in alphabetical order from "asters" to "zucchini." Seed packets may also be used as a science activity for classifying. Give pairs of students a pile of seed packets and a time-limit (2-5 minutes) to record all of the different ways they could group them. They may classify them according to size, shape, color, germination time, or any other number of ways. Challenge students to create their own games using the seed packets. Provide tag-board (to make game boards), markers, and other craft supplies and give students the

opportunity to use their imagination to develop a game for their classmates to play. Use the games as center activities or save them for a special activity day.

## ART AND MUSIC

### The Gardens of the Masters



Gardens and flowers have captured the imaginations of many artists. Flowers and gardens inspired famous painters such as Claude Monet, Pierre-Auguste Renoir,

Henri Matisse, Vincent Van Gogh, and Georgia O'Keeffe. Have each student choose a famous flower or garden painting to research and analyze. Ask them to determine the artistic style and try to discover what inspired the artist. Students may also want to learn about the artist's life and write a short biography. What are the similarities and differences between the piece of art they studied and the art studied by their classmates? In what ways is it similar to the illustrations in *The Curious Garden*? In what ways is it different?

### Natural Dyes and Art

Nature often inspires art, but it can also help create art. Throughout history, people used plants to create colorful dyes. Begin by discussing how people long ago used natural dyes to create colorful clothing and art. Then, show examples of some of the plants used to create these dyes: beets, marigolds, red cabbage, and onion peels are a few examples. Ask students to predict which colors each plant or plant part will produce. Have them check their predictions by making natural dyes from the plants. To make dyes, add the plants to a few cups of water and simmer on the stove or in a crock-pot. Let the dye cool and then use it to dye fabric or give students paintbrushes to color white paper. Connect to history by asking students

to research the local plants people of long ago used in their area of the world. Have students write a reflection about their experiences and discoveries.

## Curious Garden Soundtrack

Dramatic changes take place in *The Curious Garden*. Ask students to create a “soundtrack” by listening to many different types of music and identifying pieces that might be appropriate for each part of the story. Begin by looking at each section of the story and identifying the mood. The beginning is dark and rainy. What type of music would be appropriate to represent this? Later, the garden is just beginning to grow. What type of music would be appropriate to represent this? Continue the process by analyzing each page. Then, ask students to work in small groups to create a “soundtrack” for the book. They should consider using classical music, as well as other styles of music. Have groups present their selections and discuss why they chose each piece. As an extension, ask students to write a written explanation justifying their selections.

## CHARACTER EDUCATION

### Unity in Diversity

Begin by showing students pictures of flower gardens (or refer to the illustrations in *The Curious Garden*). Ask students to discuss what they notice about the gardens. Are all of the flowers the same shape, color, and size? Discuss with students how the differences among the plants in the garden make it so beautiful. Talk about how the differences among people, like the varieties of plants in a garden, make the community or world such a wonderful place. Ask students to think about something that makes them different and special, and create a flower that represents him or her. Then, create a class bulletin board to show the beauty in diversity. As a variation, give students seeds or bulbs and plant an outdoor Unity Garden. Ask students to share something that makes them unique as they plant the garden together.

### Blossoming Kindness

Talk about the importance of making a difference in the lives of others. Discuss how Liam made a difference. Then, ask students to think about someone they know that might be in need of something to cheer them up. Encourage kindness to blossom by teaching students to force bulbs. Gather potting soil, bulbs, and flowerpots or other containers. Make sure the containers are clean and sterile. Fill each container with soil and plant the bulbs. Put the flowerpots in a cool and dark place for 12-13 weeks. The temperature should be about 50 degrees Fahrenheit. Mark the calendar to remove the bulbs after about three months. Then, bring the plants indoors and wait for them to grow shoots and leaves. Give the potted flowers to a senior friend or someone special for a bit of color in the winter. If time is more limited, try cutting branches from flowering trees or bushes such as apple trees or forsythia. Bring the cuttings inside and put them in warm water. As long as the trees were in a cold environment outside and entered a dormant stage, the branches should flower within several weeks.

### Earth Day is Everyday!

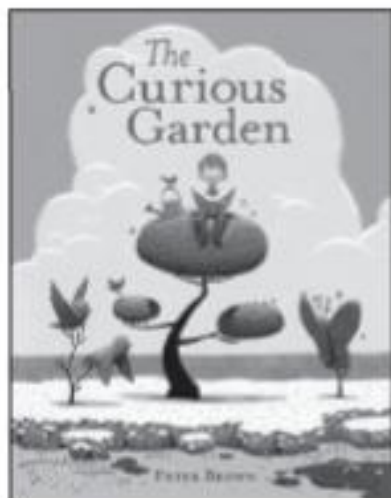
*The Curious Garden* is a wonderful book to read aloud as part of an Earth Day event, but even if it is not officially Earth Day, there is no reason why it can't be celebrated. Remind students that it is important to care for the Earth throughout the year. Brainstorm a list of simple activities that can help preserve the environment and conserve energy, thinking of as many ideas as possible. Then, create an “Earth Day Every Day of the Year” class calendar. Write the brainstormed activities on the calendar pages as a reminder of the importance of doing the little things each day to make a difference. For a more involved project, students can create individual calendars using a computer software program. Add photographs or illustrations that reflect the environmental conservation message. These could even be used as a fundraiser, with proceeds donated to organizations working to keep the Earth healthy.





## THE CURIOUS GARDEN

### about the book



*The Curious Garden*  
By Peter Brown  
978-0-316-01547-9

While out exploring one day, a little boy named Liam discovers a struggling garden and decides to take care of it. As time passes, the garden spreads throughout the dark, gray city, transforming it into a lush, green world.

This is an enchanting tale with environmental themes and breathtaking illustrations that become more vibrant as the garden blooms. Red-headed Liam can also be spotted on every page, adding a clever seek-and-find element to this captivating picture book.

### about the author



Peter Brown grew up in Hopewell, NJ, and attended the Art Center College of Design in Pasadena, CA. He is the creator of the adorable drooling bulldog, Chowder.

He lives in Brooklyn, NY, and you can visit him online at [www.peterbrownstudio.com](http://www.peterbrownstudio.com).

### also by Peter Brown



*Chowder*  
978-0-316-01180-8



*The Fabulous Bouncing Chowder*  
978-0-316-01179-2



*Flight of the Dodo*  
978-0-316-11038-9



# **THE KING'S TASTER**

**Title:** The King's Taster

**Author:** Kenneth Oppel

**Illustrator:** Steve Johnson and Lou Fancher

**Synopsis:** Max loves his job as the cook's dog and the king's taster, making sure the food isn't poisoned. He enthuses, "My name's Max and I eat like a king." However, when the new king (a young boy) refuses to eat the food, Max and the cook go in search of kitchens in Paris, Italy, and Mexico for tasty new recipes, but French fries, pizza, and chili tacos are all rejected. "Off with his head!" orders the king. Unable to sleep that night, Max follows a shadow scuttling out of the kitchen; he wakes the cook and they peek through the keyhole. There is His Highness sitting in bed eating candy—licorices, ginger cookies, and huge hunks of marzipan! When the cook threatens to tell his mother, the king relents, and, at last, eats everything on the plate.

**Activity Title:** Guess what my job is!

**Activity Description:** Max has a great job tasting all the food before the King does. Have the kids work in groups or pairs to create clues about some kind of unusual or popular job. Examples of clues can be - this job requires hitting some leather and running really fast (baseball player) or this job requires blowing a whistle and playing games (PE Teacher). Have each group create up to 5 clues for the rest of the class to guess.

## **EALR's/GLE's:**

Reading 2.4.1 - Understand how to give personal or text-based responses and make connections to text.

Reading 3.4.2 - Understand traditional and contemporary literature written in a variety of genres.

**Activity Created By:** Shay Eisenbarth

## **THOSE DARN SQUIRRELS**

**Title:** Those Darn Squirrels

**Author:** Adam Rubin

**Illustrator:** Daniel Salmieri

**Synopsis:** Old Man Fookwire loves the birds around his house and doesn't want them to leave. So, he builds birdfeeders and fills them with yummy things to keep the birds from flying south. Unfortunately those darn squirrels also love the food and they and Old Man Fookwire each try to outsmart the other!

**Activity Title:** Analyze and design an obstacle course

**Activity Description:** Focus on the 2 page spread of the obstacle course that Old Man Fookwire designs to try to keep the squirrels out of the bird seed. Analyze the drawing to see what would happen if they got into the trap. Have students try to design their own obstacle course, either on paper for the squirrels or in the classroom for themselves. Use caution, so they don't hurt themselves!

**EALR's/GLE's:** Reading 1.3, 2.1, 2.2, 2.3, 2.4, 3.4,

**Related Websites:** <http://www.youtube.com/watch?v=nWU0bfo-bSY&feature=related> YouTube video of a squirrel making his way through an obstacle course.

**Activity Created By:** Barb Engvall

## **THREE LITTLE GATORS**

**Title:** Three Little Gators

**Author:** Helen Kettelman

**Illustrator:** Will Terry

**Synopsis:** An adaptation of the “Three Little Pigs” set in an east Texas swamp. The three little gators in order to protect themselves from the Big-bottomed Boar build their houses with rocks, sticks, and/or sand. When the Big-bottomed Boar encounters the sand house he follows through on his threat to “wiggle my rump with a bump, bump, bump and smash your house!” The result: “Sand flew everywhere” while the Little Gator escapes “faster than a fox after a muskrat” to the stick house, and so on.

**Activity Title:** Comparing Three Little Pigs Stories

**Activity Description:** Write or use the Venn diagram to determine what is the same in each of the stories and what is different in each story.

**EALR's/GLE's:** Writing 1.5.1 Publishes own writing, 2.3.1 Writes/understands more than one form of genre.

### **Related Websites:**

**<http://www.albertwhitman.com/content.cfm/bookdetails/The-Three-Little-Gators>**

**Authors:** **<http://helenkettelman.com/>**

**Activity Created By:** Kay Evey, Tukwila Elementary

## COMPARING THREE LITTLE GATORS WITH THREE LITTLE PIGS

Choose all of the things that you think are the same in both books:

- ☐ There are three of each animal
- ☐ Their mother sends them out in the world to seek their fortune
- ☐ Their mother warns them of danger
- ☐ They are all pigs
- ☐ The three animals are brothers
- ☐ The animals are not brothers
- ☐ There are more than three animals
- ☐ They all build dwellings separately
- ☐ They build the dwellings together
- ☐ The enemy “huffs and puffs” and blows the dwelling down
- ☐ The enemy uses different methods to wreck the dwellings
- ☐ The enemy is a wolf
- ☐ The enemy is not a wolf
- ☐ They all live in the country
- ☐ They all live in the swamp
- ☐ They build their homes of different materials
- ☐ The homes are built with sticks, straw and bricks
- ☐ The homes are all destroyed
- ☐ The last house is not destroyed
- ☐ The animals get eaten by their enemy
- ☐ The animals escape the enemy
- ☐ The animals fool the enemy
- ☐ The animals and the enemy become friends in the end
- ☐ The animals and the enemy are not friends in the end
- ☐ The animals trick the enemy
- ☐ They all live happily ever after

Write at least one (two or three) thing(s) that is/are not the same in both stories:

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Name: \_\_\_\_\_

Compare the story Three Little Gators with other versions of The Three Little Pigs

Three Little Gators

Title: \_\_\_\_\_

Main Characters:

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Main idea:

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Problem:

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Solution:

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Events:

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Number(s) used in story:

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## COMPARING THREE LITTLE PIG STORIES

Name: \_\_\_\_\_

1. List the things that were the same in **Three Little Gators** as in the traditional version of the **Three Little Pigs** story.

- a.
- b.
- c.
- d.
- e.
- f.

2. List the things that were different between **Three Little Gators** and the traditional version of the **Three Little Pigs** story.

### **Three Little Gators**

### **Three Little Pigs**

- a.
- b.
- c.
- d.
- e.
- f.

- a.
- b.
- c.
- d.
- e.
- f.

Name: \_\_\_\_\_



Three Little Gators

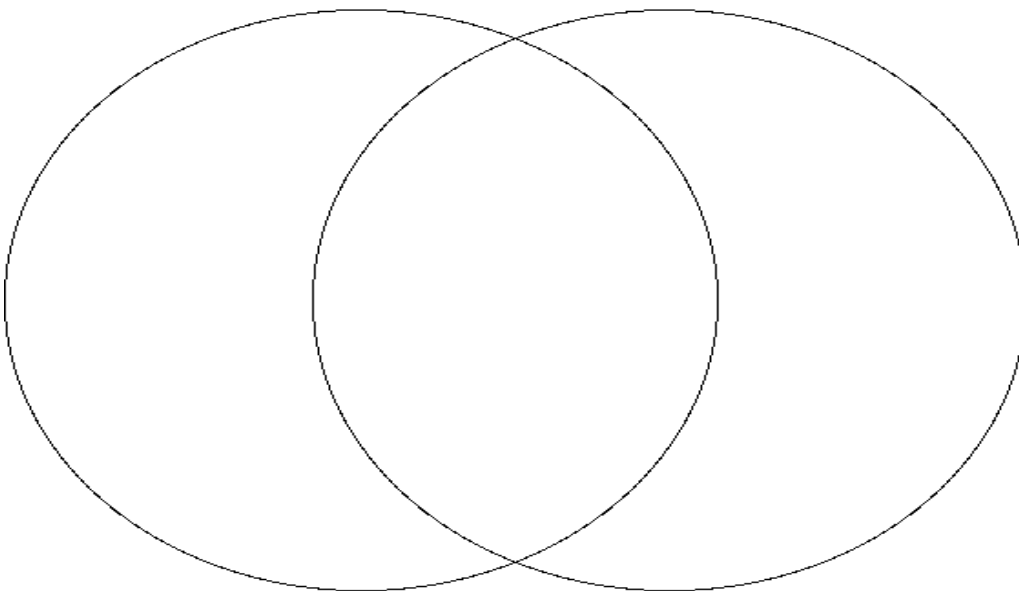


Three Little Pigs

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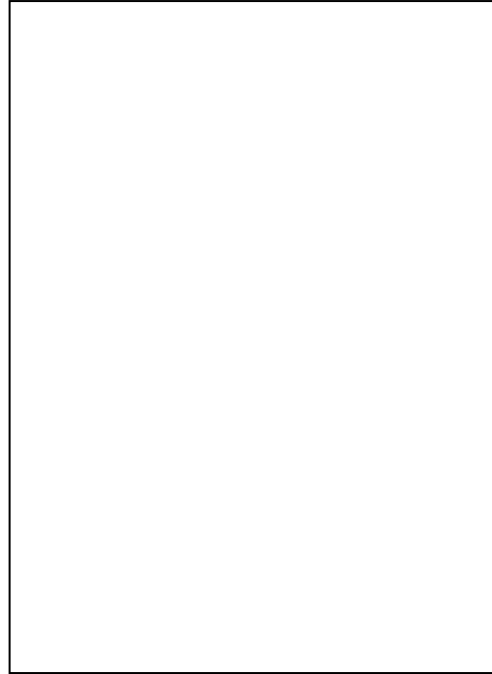
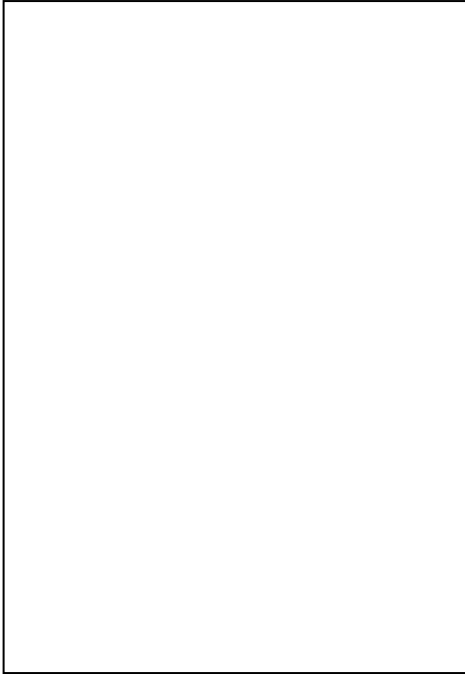


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Draw two things that are different

Draw two things that are the same

Write one thing for each:

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# **TRUCKERY RHYMES**

**Title:** Truckery Rhymes

**Author:** Jon Scieszka

**Illustrator:** David Shannon, David Gordon, Loren Long

**Synopsis:** A collection of "rowdy rhymes," and "honk-along," songs that trucks have been have been sharing for years. All the classic rhymes that every truck will know are here - such as, "Peter Peter Payload Eater," "Little Dan Dumper," and "Pop! Blows the Diesel."

**Activity Title:** Write Your Own Nursery Rhymes

**Activity Description:** Start by sharing and reviewing a number of traditional nursery rhymes. Ask students to recite any that they can remember, or have a Nursery Rhyme Quiz, "Jeopardy" game, or play Nursery Rhyme Charades. Pick a topic that is popular with your students or that they have been recently studying and learning about such as dinosaurs, whales, butterflies, farm animals, etc. Create "fill-in-the-blank" templates of some familiar nursery rhymes that keep the rhythm and structure of the original, but allow students the opportunity to be creative by adding names, actions, and descriptions. Have students complete the templates with their own ideas related to the chosen topic. Do a number of these together as a whole class practice. Finally allow individual students to fill in printed copies of the templates on their own, or dictate to the teacher or a helper, depending on the grade level. Have students create an original illustration to accompany their rhyme. Examples: Mary Had A Little Lamb becomes: July had a great big whale..., or Baa Baa Black Sheep becomes: Roar Roar Tyranosaur...

**EALR's/GLE's:** Writing GLE 1.1.1: Applies at least one strategy for generating ideas and planning writing. Writing GLE 1.5.1: Publishes own writing. Writing GLE 2.3.1: Understands there is more than one form/genre of writing/uses more than one form/genre of writing.

**Related Websites:** 1. Jon Scieszka Worldwide:

**<http://www.jsworldwide.com/>**

**2. Trucktown.com: <http://www.trucktown.com/>**

**3. Jon Scheszka's Trucktown:**

**<http://www.simonandschuster.com/specials/kids/behindthepulse/trucktown/> 4. How To Write a "Mary Had A Little Something," poem:**

**<http://www.gigglepoetry.com/poetryclassdetail.aspx?LessonPlanID=15>**

**5. Jon Scieszka reads from Truckery Rhymes:**

**<http://www.youtube.com/watch?v=w5LCJE-yMwY>**

**6. Jon Scieszka Discusses the Inspiration for Truck Town:**  
**<http://www.youtube.com/watch?v=w5LCJE-yMwY>**

**Activity Created By:** Jerry Alldredge

# Template for Original Nursery Rhyme

## -Mary Had a Little Lamb Pattern-

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had a \_\_\_\_\_

\_\_\_\_\_.

It's \_\_\_\_\_

was \_\_\_\_\_

as \_\_\_\_\_.

And everywhere that \_\_\_\_\_

went the \_\_\_\_\_

was sure to \_\_\_\_\_.

# **TURTLE'S PENGUIN DAY**

**Title:** Turtle's Penguin Day

**Author:** Valeri Gorbachev

**Synopsis:** After hearing a bedtime story about penguins, Turtle dresses as one for school and soon the entire class is having a penguin day, sliding on their bellies and eating goldfish crackers.

**Activity Title:** Turtle's Monkey Day

**Activity Description:** Sequence the events of Turtle's Penguin Day together as a class. Then create individual or class stories showing what would happen the following day when Turtle goes to school dressed as a monkey. Use sequencing vocabulary to reinforce the story structure. See attached template for completed sequence for "Turtle's Penguin Day." Responses can be written or drawn.

## **EALR's/GLE's:**

Reading 2.1.2 Understand how to create mental imagery

Reading 2.2.1 Know and Understand Story Sequence

## **Related Websites:** For additional lessons -

**Learn about how blubber insulates a penguin by creating a blubber glove. See <http://www.gma.org/surfing/antarctica/blubber.html> for directions.**

**My Itsy Bitsy Penguin book – Free printable at [www.kidzone.ws](http://www.kidzone.ws)**

**Learn how to draw a penguin See these websites for instructions:  
<http://www.joysikorski.com/penguin.html> or  
<http://www.unclefred.com/draw/penguin/penguin1.html>**

**Activity Created By:** Shay Eisenbarth

## Turtle's Monkey Day?

### Sequence of Events for Turtle's Penguin Day;

First, Little Turtle hears a story about Penguins. Then he dreams he was a penguin. After that, he dresses up as a penguin and heads to school. At school, Little Penguin shares with his class and his teacher what he learned about penguins and why he wants to be a penguin. During the school day, all the kids at his school learn about and pretend to be penguins. After school, Little Turtle eats and even brushes his teeth like a penguin. Before going to bed, Father Turtle tells him a story about monkeys. Then guess what happens the next day.

First, Little Turtle hears a story about Monkeys. Then.....

|                                                                   |                                                                 |                                                   |
|-------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------|
| One day Father Turtle read Little Turtle a story about Monkeys... | Little Turtle read about being a monkey...                      | In the morning,...                                |
| On the way to school he.....                                      | During class, his teacher.....                                  | The other kids in his class.....                  |
| After school he....                                               | Before bed Father Turtle told Little Turtle a story about_____! | That night, Little Turtle dreamed he was a _____. |