

WASHINGTON CHILDREN'S CHOICE PICTURE BOOK AWARD

2015 ACTIVITY PACKET



The Black Rabbit

Written and Illustrated by: Philippa Leathers

Synopsis: There's a large black rabbit chasing him, and no matter where he runs, the shadowy rabbit follows, but finally in the deep, dark wood, Rabbit loses his nemesis only to encounter a real foe.

Suggested Reading Date: Sunny Day

Common Core Connections:

RL 3.3 The student can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL 2.9 The student can compare and contrast the most important points and key details presented in two texts on the same topic.

Activity Descriptions:

- (1) Shadow Puppet Plays: <http://www.crayola.com/lesson-plans/shadow-puppets-lesson-plan/>
- (2) Planet Science – Make your own shadow puppets: <http://www.planet-science.com/categories/under-11s/our-world/2012/04/make-your-own-shadow-puppets.aspx>
- (3) Performing the Story: Using Puppetry to Learn about the elements of literature: http://www.artseveryday.org/uploadedFiles/What_We_Do/Success_Stories/Parts%20of%20a%20Story%20through%20Puppetry.pdf
- (4) Making sundials: <http://www.greeneducationfoundation.org/institute/lesson-clearinghouse/270-Make-a-Sundial.html>
- (5) Human sundial: <http://www.crayola.com/lesson-plans/human-sundial-lesson-plan/>

Related Websites: All Websites are on the WCCPBA Wiki

- Black Rabbit Read to us story hour kit: http://candlewick.com/book_files/076365714X.kit.1.pdf

Text to Text Connections: Read *Moonbear's Shadow* by Frank Asch and compare to *Black Rabbit*. Use a Venn Diagram to compare and contrast the two stories.

Created By: Mimi Vosper

Carnivores

By: Aaron Reynolds
Illustrated: Dan Santat

Synopsis: A lion, a great white shark, and a timber wolf, all meat-eaters who have been hurt by the cruelty of plant-eaters, form a support group which has limited success until their newest member, a great horned owl, shares some advice.

Suggested Reading Date: Beginning of the school year with making friendships.

Common Core Connection:

RL 3.6 The student can distinguish their own point of view from that of the narrator or those of the characters.

Activity Descriptions:

- (1) Carnivore? Herbivore? Omnivore? What's the difference between these three eating lifestyles? Have students figure out the differences in these three eating lifestyles and draw a picture of what you would love to eat if you were a carnivore, herbivore, or omnivore. At the bottom you can have students choose what they would like to be if they could only pick one. You can tally your results for each class. Separate template is included for this activity on the wiki.
- (2) The Suggested Teaching Page from Chronicle Books (Link is below and on the Wiki) will take you to several word searches, word scrambles, reproducible stickers, and a writing opportunity where students can elaborate on their feelings as the characters did in the story *Carnivores*.
- (3) Although lion, shark, and timber wolf have had their feelings hurt from the perspective that they are bullies, the great horned owl offers advice to these fine members of the "animal kingdom." Make a paper chain in your library with students offering advice of how to deal with a bully. Have each student fill out one strip of paper and as classes complete their "advice" make a chain of advice to hang around your library.

Related Websites: All Websites are on the WCCPBA Wiki

- Carnivores Book Trailer: <https://www.youtube.com/watch?v=Mgt8k8Dle-Q>
- Aaron Reynolds' Official Webpage: <http://www.aaron-reynolds.com/>
- Dan Santat's Official Webpage: <http://goo.gl/XM0Dek>
- Suggested Teaching Page from Chronicle Books: <http://goo.gl/zq0VP7>

Text to Text Connections: *Each Kindness* by Jacqueline Woodson

Created By: Stephanie Wilson

Crankee Doodle

By: Tom Angleberger
Illustrated: CeCe Bell

Synopsis: Yankee Doodle, Crankee Doodle! Thank goodness for his pony! A trip into town was his idea, otherwise grouchy old Crankee Doodle would have stayed home! Think of what a great shopping trip it would be! Also includes historical notes about the song.

Suggested Reading Date: November – Veterans' Day

Common Core Connection:

For activity #1 - Literacy RL 3.10 Read and comprehend literature, including stories and poetry

For activity #3 - Literacy RL 3.9 Compare and contrast two or more versions of same story

For activity #4 - Literacy RL 3.6 Acknowledge differences in the point of view of characters including peak in different voices for each character.

Activity Descriptions:

(1) Read or sing the original song – “Yankee Doodle”.

(2) Make a newspaper hat. Decorate with a feather.

(3) Before you read the story, create an adapted Sentence Chart (GLAD).

Man | location | mode of transportation | what did he do? | what did he say?

After the kids have come up with a variety of ideas, change the Man's name to

Yankee Doodle. Have the kids create a new verse for the song. Read the story.

Work with your Music Teacher on this one!

(4) Readers' Theatre

Related Websites: All Websites are on the WCCPBA Wiki

- How to make a paper hat - <http://www.wikihow.com/Make-a-Paper-Hat>

Text to Text Connections:

Yankee Doodle: a song from the America Revolution by Anne Owen

Yankee Doodle Dandy by Callista Gingrich

Yankee Doodle – Edward Bang

Created By: Amy Cook

The Day the Crayons Quit

By: John Coy
Illustrated: Joe Morse

Synopsis: When Duncan arrives at school one morning, he finds a stack of letters, one from each of his crayons, complaining about how he uses them.

Suggested Reading Date: Fall and Spring when colors are at their best.

Common Core Connection:

RL.3.6: Craft and Structure: Distinguish their own point of view from that of the narrator or those of the characters.

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

W.3.3.B: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Activity Descriptions:

(1) Compare and contrast two of any of the following books using a Venn Diagram:

- a. *The Crayon Box that Talked* by Shane Derolf
- b. *Mouse Paint* by Ellen Stoll Walsh
- c. *A Color of His Own* by Leo Lionni
- d. *Planting a Rainbow* by Lois Elhert
- e. *Sky Color* by Peter Reynolds

(2) Play a game called: Feeling Toss – here is the premise: This is a fun game to practice the 4 main feelings: Happy, Sad, Mad, and Scared/Surprised. Describe a situation and students (in small groups) need to toss a ball in the appropriate feeling bucket. For example, "Mrs. Rex came to school and forgot her homework." Students could toss their ball in the sad bucket, while others may choose mad or scared. This provides great class discussions on feelings.

Here is the Link where I found this and plenty of other activities:

<http://www.elementaryschoolcounseling.org/identifying-and-expressing-feelings.html>

(3) A bunch of different and cool activities to do with *The Day the Crayons Quit*.

<http://texasbluebonnetaward2015.wordpress.com/day-the-crayons-quit/>

Related Websites: All Websites are on the WCCPBA Wiki

- Description and highlight of book: [Google Books](#)
- Illustrator's Webpage: <http://www.oliverjeffers.com>
- The Crayon Box that Talked by Shane DeRolf– Youtube video book trailer: <https://www.youtube.com/watch?v=XmQuP5F9iD0>
- Mouse Paint - Youtube Video that illustrates the book and color changing: <https://www.youtube.com/watch?v=PeNxIHdqHHA>
- *Planting a Rainbow* by Lois Elhert - Youtube video to compare with Mouse Paints: https://www.youtube.com/results?search_query=planting+a+rainbow+by+lois+ehlert
- *Sky Color* by Peter Reynolds – Video Book Trailer by Publisher: <https://www.youtube.com/watch?v=x7ysGZW8o08>

Text to Text Connections: Read more about "Color and Crayon Escapades"

- *The Crayon Box that Talked* by Shane Derolf
- *A Color of His Own* by Leo Lionni
- *Mouse Paint* by Ellen Stoll Walsh
- *Sky Color* by Peter Reynolds
- *The Crayon Box that Talked* by Shane DeRolf

Created By: Dianne Borchert

The First Drawing

By: Mordicai Gerstein

Illustrated: Mordicai Gerstein

Synopsis: Thirty thousand years ago, an imaginative child sees the shapes of animals in clouds and on the walls of the caves he shares with his family, but no one else can see them until he makes the world's first drawing. In 1994 cave drawings more than thirty thousand years old were discovered in southern France. And in the same cave the footprint of a small boy was also found. In this book Gerstein imagines what it might be like if an 8-year-old boy invented drawing.

Suggested Reading Date: Anytime

Common Core Connection: RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.

I realize that this type of point of view is done in older grades in CCSS but here's an opportunity to introduce 2nd person perspective. "Literature provides a lens through which readers look at the world. Point of view is the way the author allows you to "see" and "hear" what's going on. Skillful authors can fix their readers' attention on exactly the detail, opinion, or emotion the author wants to emphasize by manipulating the point of view of the story. Point of view comes in three varieties 1st person- when a character narrates, 3rd person- an outsider looking at the action –maybe the author and **Second-person** point of view, in which the author uses *you* and *your*. It is rare; authors seldom speak directly to the reader. When you encounter this point of view, pay attention. Why? The author has made a daring choice, probably with a specific purpose in mind. Most times, second-person point of view draws the reader into the story, almost making the reader a participant in the action."

Higher Level Questions:

(Before showing the cover) This book is called *The First Drawing*. What do you think it could be about?

What is the setting you see in the cover picture? Image living 30,000 years ago before there was drawing, what would it be like?

Activity Descriptions:

- (1) Go to the website on the French Cave (Lascaux or Chauvet Caves) drawings that the scientists now realizing in firelight/torchlight look like they are animated see link below for simulation.
- (2) Flip-its animations by Jerry Aldridge (retired Ellensburg Librarian) <http://www.jalldredge.com/> Super simple 2-frame animations, 1 piece of paper, you can use for anything, great resource to have for all kinds of lessons. Have kids make cave-like drawings of animals or any simple animal drawing. Model their projects on LCD projector for class to watch.
- (3) Cave art activity: crumple brown paper bags or postal paper, staple to the walls paint with sticks or plants/grasses/vegetables?? (could use chalk).

Related Websites: All Websites are on the WCCPBA Wiki

- <http://www.youtube.com/watch?v=79IUyQwZnh4> Chauvet cave in France
- <http://www.webpronews.com/prehistoric-animated-cave-drawings-discovered-in-france-2012-06> It is believed that the drawings were drawn so seen in torchlight or firelight they appear to be animated. This video approximates what it would look like.
- <http://www.jalldredge.com/Lesson-How-to-for-make-flip-it-animations>
- <http://www.youtube.com/watch?v=UnSq0c7jM-A> Rick Steves at Dordogne France: Lascaux's Cave Paintings

Text to Text Connections: I would probably pair this with prehistoric animals: *Mammoths on the Move* by Lisa Wheeler or *Wild and Woolly Mammoths* by Aliki. **WCCPB nominees:** I like it paired with *Rocks in His Head* by Carol Otis Hurst (follow your passion-theme) but drawing stories like *Doodleday* by Ross Collins, *Ms. McCaw Learns to Draw* by Kaethe Zemach, or *The Pencil* by Alan Ahlberg work as well.

Created By: Kim Guyette

Hoop Genius

By: John Coy

Illustrated: Joe Morse

Synopsis: Taking over a rowdy gym class right before a winter vacation is not something James Naismith wants to do at all. The last two teachers of this class quit in frustration. The students--a bunch of energetic young men--are bored with all the regular games and activities. Naismith needs something new, exciting, and fast to keep the class happy or someone's going to get hurt. Saving this class is going to take genius. Discover the true story of how Naismith invented basketball in 1891 at a school in Springfield, Massachusetts.

Suggested Reading Date: Basketball Season

Common Core Connection:

RL.3.1: Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

RI.3.3: Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Activity Descriptions:

- (1) Brainstorm a list of Outdoor Recess Games and then assign one game to a group of students and have them write the basic rules out. It will illustrate how important it is that everyone understand the same rules of a game.
- (2) Record a KWL on the History of Football, Soccer, Lacrosse or whatever the students would like to research. Then do a little research. For example ask "Who knows who invented Soccer?" "Why was soccer invented?"

Related Websites: All Websites are on the WCCPBA Wiki

- Description and highlight of book: [Google Books](#)
- Author's Webpage: [John Coy's Official Webpage](#)
- Illustrator's Webpage: [Joe Morse's Official Webpage](#)
- Games to play with Rowdy Kids: http://www.ehow.com/list_6001328_games-play-rowdy-kids.html

Text to Text Connections: Read more about "Game Changers"

- *Miracle Mud: Lena Blackburne and the Secret Mud That Changed Baseball* by David A. Kelly
- *Barbed Wire Baseball* by Marissa Moss

Created By: Dianne Borchert

Invisible Boy, The

By: Trudy Ludwig

Illustrated: Patrice Barton

Synopsis: Brian was invisible at school. He is so quiet, timid and easily overlooked when they pick teams at recess or have a birthday party. He finds comfort in his drawings. He loves to draw! When a new boy comes to school, his classmates make fun of him, but Brian extends an olive branch to welcome him and they strike up a friendship. Will the other kids see how Brian shines? Also includes teacher's resources.

Suggested Reading Date:

October – Bully Prevention Month

Kids Care Week – October – week with October 27th – “Make a difference day”

February – International Boost Self-Esteem Month

February – National School Counselors Week

February – 9 – 15, 2015 - Random Acts of Kindness Week

Common Core Connection:

For activity #1 - Literacy RL 3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story

For activity #3 - Literacy W 3.3 Write a narrative to develop real or imagined experiences or event using effective techniques, descriptive details and clear event sequences.

Activity Descriptions:

- (1) Have the kids explain why is he black and white in the beginning of the story and turns colorful at the end.
- (2) Write a letter to Brian.
- (3) Assign each student a number that only you will know. Have them write a “Dear Diary” letter telling about a time that they too felt like Brian. Collect. Then you might want to type the letter. Then randomly pass out the letters to the kids and have them respond kindly to the writer, then give back to the original writer.

Related Websites: All Websites are on the WCCPBA Wiki

- Random acts of kindness website - <http://www.randomactsofkindness.org/>

Text to Text Connections:

Each Kindness – Jaqueline Woodson

Sandwich Swap – Queen Rania

My Secret Bully - Trudy Ludwig

Created By: Amy Cook

Lion vs. Rabbit

By: Alex Latimer

Illustrated: Alex Latimer

Synopsis: Lions! Tigers! And Bears! Oh my! Lion is the bully of the jungle and the other animals are tired of it. They advertise for someone to put Lion in his place but to no avail...then comes Rabbit. But what can a rabbit do?

Suggested Reading Date: October – Bully Prevention Month

Common Core Connection:

- For activity #1 - Literacy RL 2.9 Compare and contrast two or more versions of same/similar stories by different authors
- For activity #2 - Literacy W 3.1 Write an opinion piece on topics or texts, supporting a point of view with reasons.

Activity Descriptions:

- (1) Share *Lion vs. Rabbit* the classic Droopy “Northwest Hounded Police.”
- (2) Read *Lion vs. Rabbit* stopping before Rabbit is introduced. Ask the students to tell them to write what is the problem (Bullying) and what did they think that would happen to stop Lion from being a bully.
- (3) Identify where a Lion would live. Find it on a map/globe. As a group or individually visit database www.CultureGrams.com Are there any of the other animals from the story that live there?

Related Websites: All Websites are on the WCCPBA Wiki

- National Bully Prevention Center - <http://www.pacer.org/bullying/nbpm/>
- Northwest Hounded Police - <https://www.youtube.com/watch?v=4FLuoqTdyOO>
- Lion Habitats <http://www.outtoafrika.nl/animals/englion.html>
- Animal Habitats <http://kids.nationalgeographic.com/kids/animals/creaturefeature/>
- Animal Habitats http://wwf.panda.org/about_our_earth/ecoregions/about/habitat_types/habitats/

Text to Text Connections:

Bully Blockers Club – Teresa Bateman
Bull from the Back Lagoon, The – Mike Thaler
Pingo and the Playground Bully – Brandon Mull
Thomas the Toadilly Terrible Bully – Janice Levy
Invisible Boy, The – Trudy Ludwig
Each Kindness – Jacqueline Woodson

Created By: Amy Cook

Little Dog Lost: The True Story of a Brave Dog Named Baltic

By: Mônica Carnesi

Synopsis: On a cold winter day, a curious dog wandered onto a frozen river, and before he knew it he was traveling fast on a sheet of ice. Many people tried to help, but the dog could not be reached. Finally, after two nights and seventy-five miles, the little dog was saved by a ship out in the Baltic Sea.

Suggested Reading Date: Winter Time OR around Polish Independence Day, Nov. 11

Common Core Connection:

W.1.7: Participate in shared research and writing projects

W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Although this lesson is geared toward 1st grade, easy adjustments can be made to meet the Common Core Needs of all Grade Levels.

Activity Descriptions:

- (1) Baltic Sea Map. Download a pdf of the Baltic Sea map: http://d-maps.com/carte.php?num_car=2077&lang=en . What countries surround the Baltic Sea? Using a atlas or online map as a guide, have students color the sea Blue, then have them color the countries around the sea in different colors (use a doc camera and do it together; find Poland first color it red, Sweden-green, Finland-brown, Russia-orange, Germany-yellow, etc.) Labeling the countries will probably be too time consuming, so using various colors works best. You might have them put a star where Baltic was found. (CCSS W.1.8)
- (2) Find out survival answers: How long can humans survive without water? Food? (CCSS W.1.7)

Related Websites: All Websites are on the WCCPBA Wiki

- UK The Telegraph video news report on Baltic's 1st anniversary of rescue: <http://www.telegraph.co.uk/news/newsttopics/howaboutthat/8284396/Dog-rescued-from-icy-water-finds-sea-legs.html>
- Author/Illustrator Website: http://www.moniacarnesi.com/Monica_Carnesi/Welcome.html (You can download a Baltic Paper Doll on the "Fun Stuff Page"
- Information on the Vistula River: <http://www.polandexplorer.com/vistula-or-wisla-river/>

Text to Text Connections: Other true or realistic dog stories: *Akiak: A Tale from the Iditarod*, and *Togo* by Robert Blake; *A Home for Spooky* by Gloria Rand; *Lost* by Paul Brett Johnson.

Created By: Dave Sonnen

The Lost Cat

By: Roger Mader

Synopsis: After being left behind in the confusion and chaos of a move, Slipper finds herself on the adventure of a lifetime. Alone and lost! Our furry hero must search for a new home. She travels from the farmlands of the country-side to the sidewalks of the city But Slipper won't settle for just any home—she's determined to find the family that fits!

Suggested Reading Date: 1st week of May (Pet Week)

Interesting tidbit: Roger Mader, the author, got his story inspiration “in the form of a scrawny little gray and white cat” who came to his door and adopted him and his wife. This is his first picture book.

Common Core Connection:

RL 3.3 Describe how characters in a story respond to major events and challenges.

RL 3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Activity Descriptions:

- (1) Create a 'lost cat' poster for Slipper. Describe both physical characteristics and behavior of Slipper
- (2) Discuss the illustrations from the cat's point of view – it's all about the footwear. Discuss the type of person wearing the shoes in each of the illustrations.

Related Websites: All Websites are on the WCCPBA Wiki

For background information about real cats that have found their way home or how scientists think they are able to do this:

New York Times Article on Holly the Cat: http://well.blogs.nytimes.com/2013/01/19/one-cats-incredible-journey/?_php=true&_type=blogs&_r=0

PSI—Traveling: <http://catsnco.wordpress.com/2013/01/31/psi-traveling-how-cats-find-their-way-back-home/>

Text to Text Connections: If you liked this book then try one of these:

Cross Country Cat by Mary Calhoun (the first winner of the WCCPBA)

Charlie Anderson by Barbara Ambercrombie

Six-Dinner Sid by Inga Moore

Created By: Barb Engvall

The Magic Bojabi Tree

By: Author's Name Tahoma 16 Font
Illustrated: Piet Grobler

Synopsis: During a famine, the animals are desperate for food and find a marvelous tree full of juicy fruit. However, a gigantic python has wrapped itself around the trunk and will not let them reach the fruit unless they can name the tree. Bojabi Tree also echoes the original Aesop fable of *The Tortoise and Hare*.

Suggested Reading Date: After introducing Aesop fables or any time of the year.

Common Core Connection: RL 3.2 Students will be able to explain the message in the folklore/story.

Activity Descriptions:

- (1) Introduce or end story with the "Telephone Game" - something said goes sideways. Students are to sit in a circle and whisper a word or phrase into the first person's ear and he/she will whisper what was heard into the next person's ear. Continue until the word or phrase has made it to the end. The last person is to share what he/she heard. The results will be very different from the original message.
- (2) After story have a discussion of identifying characters, events, and settings. Compare the actions of the characters; what did tortoise do differently that helped him be successful?

Related Websites:

- At the time (May) this lesson was written the author did not offer anything on her site about this book to share with students, but may later. It would be a good idea to check her website; www.diannehofmeyr.com

Text to Text Connections: Aesop Fable of *The Tortoise and the Hare*

Created By: Charisse Tsukamoto

Memoirs of a Hamster

By: Devin Scillian

Illustrated: Tim Bowers

Synopsis: : "A pet hamster is enticed by the family cat to venture outside his well-equipped cage to the sunroom only to very quickly discover life outside his cage is not the best for him."

Suggested Reading Date: February 20, 2015 – Love your pet day

Common Core Connection:

Reading: RL 3.6 The student can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Writing: WL 2.9 The student can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Activity Descriptions:

- (1) After reading the story, give students this template to make their own day by day diary about their pet or a pet that they help to take care of. Template is available on the wiki.
- (2) Have younger students write about one activity that a hamster would do during the day and illustrate.
- (3) Pet Research Project—students checkout nonfiction pet books and make a K-W-L chart (see below) to determine all the responsibilities for caring for a pet.

Related Websites: All Websites are on the WCCPBA Wiki

- Hamster care for kids: <http://hamstercare.net/good-hamster-care-for-kids/>
- Devin Scillian's Webpage: <http://www.devinscillian.com/>
- Tim Bowers Official Homepage: <http://www.timbowers.com/>

Text to Text Connections: Read a nonfiction hamster book with the class. Make a K-W-L chart adding facts after reading this book. <http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html>

Created By: Mimi Vosper

Nugget & Fang: Friends Forever – or Snack Time

By: Tammi Sauer

Illustrated: Michael Slack

Synopsis: "Everyone knows that minnows and sharks can't be friends: Can Nugget and Fang be different?"

Suggested Reading Date: Start of School Year

Common Core Connection: RL3.3: Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Activity Descriptions:

- (1) Nugget and Fang are unlikely friends yet they have character traits that they share that make them friends and they have traits that make them unique individuals. Have students complete a Venn diagram that shows the likeness and uniqueness of Nugget and Fang as a group. An extension of this activity would include students repeating the activity but including another friend or classmate in comparison to themselves. Template for this is included on the wiki page for Nugget and Fang.
- (2) In the "food chain" of life, Nugget and Fang are unusual friends. Given all the animals that are out there, what are other unusual friendships that students could think of? Draw a picture of these two animals. Template for this is included on the wiki page for Nugget and Fang.
- (3) Harcourt Children's Books has included a two page teaching guide for this book including connections to a bevy of subject areas and discussion questions for the book. The link for this is below or can be found on the wiki for Nugget and Fang.

Related Websites: All Websites are on the WCCPBA Wiki

- Tammi Sauer's Official Webpage: <http://www.tammisauer.com/>
- Michael Slack's Official Webpage: <http://www.slackart.com/>
- Nugget & Fang Book Trailer: <https://www.youtube.com/watch?v=HCcbbCLJvDQ>
- Harcourt Children's Books Teaching Guide: <http://www.hmhbooks.com/nuggetandfang/images/nuggetandfangposter.pdf>

Text to Text Connections: *Help! A Story of Friendship* by Holly Keller

Created By: Stephanie Wilson

Outfoxed

By: Mike Twohy
Illustrated: Mike Twohy

Synopsis: One dark night in the henhouse, a hungry fox in search of his dinner gets more than he bargains for. Instead of a chicken, Fox grabs a duck. A very smart duck. A duck so sly, he plans to convince Fox that he isn't a duck but a—dog! Yes, a dog.

Suggested Reading Date: Beginning of the year or when a certain grade level studies farm animals.

Common Core Connection: RL 3.9 The students can compare and contrast the themes, settings, and plots in the story.

Activity Descriptions:

(1) Read story along with other similar stories where the predator was out-smarted. After readings have a compare/contrast discussion between the stories.

Similar stories where the predator is outsmarted:

My Lucky Day by Keiko Kassa

Mrs. Chicken and the Hungry Crocodile by Won-Ldy Paye.

(2) Make or create duck bookmarks to share with students.

Related Websites: All Websites are on the WCCPBA Wiki

- At the time (May) this lesson was written, no special activity for this story existed. Please check Mike Twohy's site when school starts.
<http://authors.simonandschuster.com.au/Mike-Twohy/72112529>
- Mike Twohy has a short piece on Youtube where he shares how he got started drawing cartoons for his children. Kids are always interested in seeing and hearing an author. Checkout Mike's video:
<https://www.youtube.com/watch?v=eAahq2xpnuQ>

Text to Text Connections: Text to text connections with *My Lucky Day* by Keiko Kassa and *Mrs. Chicken and the Hungry Crocodile* by Won-Ldy Paye.

Created By: Charisse Tsukamoto

Sea Otter

By: Suzi Eszterhaus

Synopsis: Follow a baby sea otter from birth until her first birthday, when she is grown up. See her snoozing on Mom's warm belly, and drinking milk while Mom washes her, blowing bubble into her fur. Watch her learning to swim and dive, so she can find her own delicious clams to eat. (from book jacket)

Suggested Reading Date: Last week in September, Sea Otter Awareness Week OR prior to a field trip to the local aquarium/zoo

Common Core Connection: W.1.7: Participate in shared research and writing projects

Although this lesson is geared toward 1st grade, easy adjustments can be made to meet the Common Core Needs of all Grade Levels.

Activity Descriptions:

- (1) Do quick research. Make a KWL Chart (what do we know, what do we want to know, what did we learn). As you read the book, add to the "L" part of the chart. Have each student pick one fact from the chart, write the fact and draw a picture to create a page for a class research book
- (2) Use digital cameras and take photographs of nature around the school.

Related Websites: All Websites are on the WCCPBA Wiki

- Author's web site: <http://www.suzieszterhas.com/>
- National Geographic: <http://animals.nationalgeographic.com/animals/mammals/sea-otter/>
- Otter Cam @ Monterey Bay Aquarium: <http://www.montereybayaquarium.org/animals-and-experiences/live-web-cams/sea-otter-cam> (sometimes you'll catch a daily feeding (usually 10:30, 1:30, & 3:30). The scientists will describe what's going on!)
- Ranger Rick: <http://www.nwf.org/Kids/Ranger-Rick/Animals/Mammals/Sea-Otters.aspx>
- Sea Otter Cams @ Seattle Aquarium: <http://www.seattleaquarium.org/otter-cams>

Text to Text Connections: Suzi Eszterhas has other books in this series, you could compare animals. Also, *Northwest Animal Babies* by Andrea Helman.

Created By: Dave Sonnen

The Snatchabook

By: Helen Docherty

Illustrated: Thomas Docherty

Synopsis: It's bedtime in the woods of Burrow Down, and all the animals are ready for their bedtime stories. But books are mysteriously disappearing. Is there a book thief? Who could it be? One brave little bunny sets out to solve the mystery. It turns out to be a little creature called the Snatchabook, who has no one to read him a bedtime story. All turns out well when the books are returned and the animals take turns reading bedtime stories to the Snatchabook. (Copied from Snatchabook Educator's Guide)

Suggested Reading Date: Anytime; March (in anticipation of Poetry Month in April)

Common Core Connection:

RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Why does Snatchabook do the things he does? Is he really a bad character?

RL 3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). Illustrations showing everyone at home being read to at night creates a sense of security and warmth.

Activity Descriptions:

- (1) Refer to Educator's Guide below (PDF file)
- (2) Have students draw a picture of their favorite bedtime story or bedtime tradition.
- (3) For upper grades: Assign pages of text to be read by small groups of students; give them time to practice their page and then choral read *The Snatchabook*.
- (4) Talk about couplets in poetry. Show examples of how this story is written in couplets. Have students write/illustrate their own couplets.

Related Websites: All Websites are on the WCCPBA Wiki

- Book Trailer on YouTube: <http://www.youtube.com/watch?v=08pdA054xkY>
- Common Core Educator's Guide for *Snatchabook* (with great activity ideas): <http://www.sourcebooks.com/images/stories/docs/PDFS/SnatchabookEducatorsGuide.pdf>
- Author website: <http://www.helendocherty.com>

Text to Text Connections: *Llama Llama Red Pajama* by Anna Dewdney, *Before I Go to Sleep* by Thomas Hood, *Bedtime Mouse* by Sandol Stoddard

Created By: Barb Hagerty

Sophie's Squash

By: Pat Zietlow Miller
Illustrated: Anne Wilsdorf

Synopsis: (from publisher's website) On a trip to the farmers' market with her parents, Sophie chooses a squash, but instead of letting her mom cook it, she names it Bernice. From then on, Sophie brings Bernice everywhere, despite her parents' gentle warnings that Bernice will begin to rot. As winter nears, Sophie does start to notice changes.... What's a girl to do when the squash she loves is in trouble?

Suggested Reading Date: Spring – plant squash seeds or Fall-talk about farmer's markets –pumpkin patch visits and squash harvest

Common Core Connection: RL 3.3 Students can use details to describe major events in a story. (This is a good book for acting out or retelling as it's a circular story).

Higher level questions:

- When Sophie made a soft bed of soil and covered Bernice, she chose Bernice's favorite spot. Where would you make your squash's bed of soil?
- In the book, Sophie's dad brings home another pet for Sophie to cheer her up while Bernice is sleeping in the soil. Name three pets that you think would have been more exciting to Sophie than Ace. Tell why you think they would be more exciting to Sophie.

Activity Descriptions:

(1) Students plant squash seeds in the spring in plastic cups (I would use the 2 oz. condiment cups with lid) to take home and raise – send along an instruction sheet.

(2)Have an assortment of different types of squashes and identify/match them with seed catalogs or packets or make picture cards from Google images or seed catalogs.

(3)Do crayon rubbings of squash leaves and have students draw their own squash "pet" and a stem to attach to the leaf rubbing. Name it and draw on a face like Sophie did. Write a story or a couple of sentences about what you would do with your squash. Can use publisher's printout (see web link below)

(4)Have a couple of butternut squashes with faces in the library for students to "care for" and read to during library or give each class a squash to take care of for a week –they could write about what happened next week in library or in class with their teacher.

Related Websites: All Websites are on the WCCPBA Wiki

- <http://www.randomhousekids.com/brand/sophies-squash/activities/> printouts from the publisher that go with the book
- <http://pennyklostermann.com/2013/09/13/perfect-picture-book-friday-sophies-squash/> - great lesson ideas to use for this book and many others
- <http://www.craftygardenmama.com/2013/10/20-fall-activities-for-kids/> winter squash activity ideas

Text to Text Connections: WCCPBA: *Betty Bunny Loves Chocolate Cake* by Michael Kaplan, *Prudence wants a Pet* by Kathleen Daly, others: *Cecil the Pet Glacier* by Matthea Harvey, *Knuffle Bunny* by Mo Willems, *This Rabbit Belongs to Emily Brown* by Cressida Cowell

Created By: Kim Guyette

That is NOT a Good Idea!

By: Mo Willems

Synopsis:

One day, a very hungry fox meets a very plump goose.

A dinner invitation is offered.

Will dinner go as planned?

Or do the dinner plans involve a secret ingredient . . . ?

(Don't forget to listen to the baby geese!)

Suggested Reading Date: Anytime

Common Core Connection:

RL 3.3 Describe how characters in a story respond to major events and challenges.

RL 3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Activity Descriptions:

- (1) Compare this story to other 'stranger danger' stories as Little Red Riding Hood and Three Little Pigs
- (2) Discuss how the illustrations really help tell the story
- (3) Silent movies were often accompanied by piano music that helped set the mood. Play some of the tracks here <http://us.audionetwork.com/production-music/production-genre/film-styles/silent-movies/results.aspx> to the children and see if they can select some music that sets the tone for various parts of the story.
- (4) Event kit from Harper Collins - <http://files.harpercollins.com/HCCChildrens/OMM/Media/That%20Is%20Not%20a%20Good%20Idea!%20Event%20Kit%20%28%20%28Final%29.pdf>

Text to Text Connections:

This is a picture book version of a silent movie before 'talkies'. For comparison read *Silent Movie* by Avi.

To explore another type of early theater production, the melodrama, read *The Gold Miner's Daughter* by Jackie Hopkins.

Created By: Barb Engvall

Toys in Space

By: Mini Grey

Illustrated: Mini Grey

Synopsis: For the first time ever some toys are left outside in the yard at night. To pass the time until dawn, Wonderdoll engages her other toy-mates in a story about some toys (like themselves) that get abducted by an alien spaceship and make an interesting discovery while on board.

Suggested Reading Date: December, as students are preparing for Christmas and receiving new toys.

Common Core Connection:

RL 3.7 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Each of the toys has a particular personality that is evidenced by what they say.

RL 3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). Ms. Grey uses light and perspective in her illustrations to convey meaning and mood.

Activity Descriptions:

- (1) Assign different students and/or groups of students to represent the toy characters of the book. Have them speak the dialog from the dialog bubbles, using different voices to represent the characters (from Common core, gr. 2- "I can use different voices for different characters when reading aloud").
- (2) Bring in lots of toys from home, thrift stores, etc. Using the illustration on the title page as an example, have students use their imagination to create a situation/scenario in which the toys interact with one another. Students should create dialog, make sound effects, etc. Depending on toys available, this could be done individually or in small groups.
- (3) Have students color aliens and/or create an alien of their own. (see link below)

Related Websites: All Websites are on the WCCPBA Wiki

- Mini Grey's website: <http://minigrey.com/>
- Make party hats for your toys: http://minigrey.com/downloads/toys-in-space/space_party_hats.pdf
- Free alien coloring pages to print out: <http://www.printactivities.com/ColoringPages/Aliens/Alien-Coloring-Pages.html>
- <http://www.randomhouse.com/teachers/2013/05/peek-inside-toys-in-space-by-mini-grey/>
- <http://www.playingbythebook.net/2012/08/20/toys-in-space-said-like-the-muppets-pigs-in-spaaaaace/>

Text to Text Connections:

- *Olivia and the Missing Toy* by Ian Falconer
- *Knuffle Bunny* by Mo Willems
- *Toy Story Books* published by Disney Pixar
- *Too Many Toys* by David Shannon

Created By: Barb Hagerty

Yuckiest, Stinkiest, Best Valentine Ever, The

By: Brenda Ferber
Illustrated: Tedd Arnold

Synopsis: Oh! Young Love! Not if the Valentine card has anything to say about it! Valentine's Day is all about the candy ~ not romance! Leon writes a lovely prose to his crush and then the card... takes off! There by starting a romp through town that collects an assortment of onlookers. Poor Leon!

Suggested Reading Date: February – Valentine's Day

Common Core Connection:

- For activity #1 - Literacy RL 3.2 Recount stories including fables, folktales and myths from diverse cultures, determine central message, lesson, or moral and explain how it is conveyed through key details in the text.
- For activity #2 - Literacy RL 2.9 Compare and contrast two or more versions of same story by different authors of from different cultures.

Activity Descriptions:

- (1) Share a classic Gingerbread Man such as Jim Aylesworth's, Karen Lee Schmidt's or Eric Kimmel's versions. Write down the sequence of events, leaving room for our story's sequence. Now share the Yuckiest...Valentine. Find the similar events and record.
- (2) Create your own conversation heart.
- (3) Cut out two hearts (die cut). Write a word on one of the hearts, something that goes with Valentine's Day, or winter, stories, or... Staple the other heart on top. Have the kids come up with a write a riddle.

Related Websites: All Websites are on the WCCPBA Wiki

- Brenda Ferber's Yuckiest, Stinkiest, Best Valentine Ever - <http://www.brendaferber.com/pdfs/valentine-activity-kit.pdf>
- Parents magazine-Valentine's crafts - <http://www.parents.com/holiday/valentines-day/crafts/sweet-valentines-day-crafts-kids/>
- Kenn Nesbitt's Poetry for Kids - http://www.poetry4kids.com/poem-329.html#.U3mIaPPn_EY , <http://www.poetry4kids.com/>

Text to Text Connections:

Gingerbread Man – Jim Aylesworth
Karen Lee Schmidt
Eric Kimmel

Gingerbread Man Loose in the School – Laura Murray

Created By: Amy Cook