

WCCPBA ACTIVITY

# Washington Children's Choice Picture Book Award



## Activity Packet for Nominees - 2007

# WCCPBA ACTIVITY

**Title:** Animal Snackers

**Author:** Lewin, Betsy

**Illustrator:**

**Synopsis:** A collection of short, humorous, rhyming poems that teach about different creatures' favorite snacks and dining habits.

**Activity Title:** #1: Animal Food Chart/Graph  
#2: Favorite Recipes for our Favorite Animals

**Activity Description:** #1: Create a chart showing the types of food eaten by different animals. Facts from the chart could be used to create a graph comparing carnivorous vs. omnivorous animals, etc.  
#2: Have students use creative thinking and creative writing to invent a recipe for a snack for their favorite animal, using the animal's favorite food. The recipe should include ingredients and instructions for making and cooking the snack. Example: for a gorilla - cinnamon and sugar bamboo shoots, for an otter - abalone and clam smoothies.

**EALR's/GLE's:** Writing EALR 2. The student writes in a variety of forms for different audiences and purposes.

**Activity Created By:** Jerry Alldredge

# WCCPBA ACTIVITY

**Title:** Brave Charlotte

**Author:** Anu Stohner

**Illustrator:** Henrike Wilson

**Synopsis:** Charlotte was not like the other sheep. She climbed tree, mountains and even snuck out after dark! The Shepard was getting on in his years, and when he broke his leg – who would go for help? A wonderful story of believing that you can and doing it!

Story themes - Farm animals, bravery, self-confidence, caring

## **Activity Title:**

Sheep!

## **Activity Description:**

- Find out more about real sheep! Contact a local farmer or 4-H group and arrange to have them bring their sheep to your class for a question and answer session. (With the farmer not the sheep!)
- Companion with Betsy Who Cried Wolf! By Gail Carson Levine or Widget by Lyn Rossiter McFarland for a compare and contrast.
- At the end of the story, we see Charlotte and Jack (the dog) go off together - what adventures do you think they might have? Write and illustrate a story of what happens next!
- \* Attached is a pattern for sheep pin!
- Attached is a pattern for an "I Love Ewe" gift!

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

Reading - 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.4, 4.2

Writing - 1.1, 1.3, 2.2, 2.3, 3

Communications - 1.1

Arts - 1.2, 1.3, 2.1, 2.2

**Activity Created By:** Amy Cook - Canyon View - Kennewick

# WCCPBA ACTIVITY

**Title:** Don't Be Silly, Mrs. Millie!

**Author:** Judy Cox

**Illustrator:** Joe Mathieu

**Synopsis:** Kindergarten students are entertained by their teacher who purposely mixes up words in expressions that she uses during the school day.

**Activity Title:** Don't Be Silly, Mrs. Millie!

## **Activity Description:**

1. Make a list of expressions students might be familiar with, discuss the expression, then change it around like Mrs. Millie to make it silly.
2. Illustrate your favorite expression from the story with crayons or markers. Label it.
3. Draw "your" Octopus.
4. Compare and contrast Mrs. Millie and Miss Frizzle
5. Make a time line of a students day using half hour and hour time segments.

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

1. Writing 2.2, 2.3
2. Art 1.1, 1.2
3. Art 1.1, 1.2
4. Reading 2.2
5. Mathematics 1.2

**Activity Created By:** Carol Hattemer, Westgate Elementary, Kennewick

# WCCPBA ACTIVITY

**Title:** Dragon Snatcher

**Author:** M. P. Robertson

**Illustrator:** M. P. Robertson

**Synopsis:** George and his faithful dragon are on a quest to stop a bad-tempered wizard in his plan to gather all the dragon eggs. They travel to the "land that is neither here nor there" to save the last unhatched egg only to watch it hatch and imprint on the ill-tempered wizard. The love of the newly hatched dragon changes the wizard's heart from means to kind.

**Activity Title:** Boo

**Activity Description:** Create a chart with the class first listing all the dragon stories they know, then all the information about dragons that they have heard. Then read Gail Gibbon's book, Behold the Dragons, and add to chart what children learned from the Gibbons book. After completing their know/learn chart read The Dragon Snatcher to the class. Make any additions to the chart.

After completing the above activity and reading have the children draw their own dragon and describe how their dragon interacts with its environment.

Supplemental readings:

Stories with dragons: Saint George and the Dragon by Hodges, Dragon Nanny by Martin, Dragon and the Unicorn by Cherry, Loathsome Dragon by Wiesner. Discovery of Dragons by Base, How Droofus the dragon lost his head by Peet.

Novels with dragons: Dragon Rider by Funke; My Father's Dragon series by Gannett; Jeremy Thatcher by Coville, Dragon Hatcher; Reluctant Dragon by Grahame, Book of Beasts by Nesbit, Dragon Keeper by Wilkinson, Dealing with Dragons by Wrede

Books about dragons: Behold...the Dragons! by Gibbons, Dr. Ernest Drake's Dragonology handbook : a practical course in dragons by Drake.

**EALR's/GLE's:** Reading 2. The student understands the meaning of what is read. Reading 3. The student reads different materials for a variety of purposes. Communication 1. The student uses listening and observation skills and strategies to gain understanding.

**Activity Created By:** Kristin Galante

# WCCPBA ACTIVITY

**Title:** The Great Fuzz Frenzy

**Author:** Janet Stevens

**Illustrator:** Susan Stevens Crummel

**Synopsis:** A tennis ball falls down into a prairie dog hole, creating a stir among the prairie dogs. What is it? Should they play with it or be afraid of it? The prairie dogs discover bravery and how to share as they investigate the ball, use their imaginations, deal with a bully, and work together.

**Activity Title:** Fuzzy Wuzzy What?

**Activity Description:** Examine all the different ways the prairie dogs wear the fuzz in the book. What is each of them trying to be? Use a blackline master of a prairie dog or have students draw their own. Students then pull cotton balls into different shapes and thicknesses, color the fuzz if they want to, and glue the fuzz onto the prairie dog picture. Students tell their class or write a caption or short story for their picture. describing what their prairie dog has become.

**Activity Title:** Readers' Theater

**Activity Description:** This book lends itself to readers' theater well because of the dialogue. A script for seven people (Narrator 1, Narrator 2, Big Bark, Pip Squeak, and Prairie Dogs A, B & C) works.

**Activity Title:** Mystery Object

**Activity Description:** Find something students won't recognize, an odd kitchen implement (garlic press, butter slicer, garlic roaster, etc.), something from another country, or anything unusual. Have student speculate about uses for the item. Have students tell or write a sentence or two or draw a picture of the item as it is used in its new context.

**Activity Title:** Related literature, informational books, and websites

**Activity Description:** Read more about prairie dogs and prairies by comparing "Amigo" by Byrd Baylor, "If You're Not From the Prairie" by David Bouchard, "A Prairie Alphabet" by Jo Bannatyne-Cugnet, "Peeking Prairie Dogs" by Christine Zuchora-Walske, "Prairie Dogs and Their Burrows" by Martha E. H. Rustad.

Website: Plains Prairie Dog (Kids Planet): [http://www.kidsplanet.org/factsheets/prairie\\_dog.html](http://www.kidsplanet.org/factsheets/prairie_dog.html)

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

**Activity Created By:** Joanna Freeman

# WCCPBA ACTIVITY

**Title:** Henry and the Buccaneer Bunnies

**Author:** Carolyn Crimi

**Illustrator:** John Manders

**Synopsis:** Henry is not a proper buccaneer bunny. His father, Barnacle Black Ear, was not pleased that Henry would rather read about plundering than actually doing it. While the rest of the bad bunny shipmates sharpen their hooks, polish their booty and sand their peg legs, Henry is made to swab the deck until he comes to his senses. When a terrible storm comes up, Henry recognizes the signs and tries to warn the others, but of course they pay no attention. Will Henry and the rest of the pirates go down with the ship or will Henry's knowledge save the day?

**Activity Title:** Talk Like a Pirate

**Activity Description:** Pirate Dictionary: Many expressions in the book are those that were used by pirates long ago (ie: shiver me timbers, walk the plank, pieces of eight). As a class, make a list of words and phrases and discuss their meaning, using context clues as needed. Have the children make a dictionary of the phrases, drawing the characters from the book to illustrate the definitions.

For more information about Pirate Talk, visit <http://www.talklikeapirate.com/teachers.html>. Click on the link for the Pirate Curriculum. Also, <http://www.talklikeapirate.com/juniorpirates.html#kidstuff> has fun information for your students. Be aware that much of the main site is not suitable to share with kids, but use it as a reference site for yourself. They have lots of additional activities.

For extended immersion in the pirate theme, visit <http://www.orientaltrading.com/> for lots of inexpensive trinkets.

Additional Pirate themed books:

How I became a pirate by Melinda Long

Tough Boris by Mem Fox

Pirate – DK Eyewitness book (not for really young children)

Everything I know about pirates by Tom Lichtenheld

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

1. The student understands and uses different skills and strategies to read
  - 1.1. Use word recognition and word meaning skills to read and comprehend text.
  - 1.2. Use vocabulary (word meaning) strategies to comprehend text.
  - 1.3. Build vocabulary through wide reading.
2. The student understands the meaning of what is read.
  - 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.
  - 2.4. Think critically and analyze author's use of language, style purpose, and perspective in informational and literary text.

**Activity Created By:** Barb Engvall

# WCCPBA ACTIVITY

**Title:** Honey...Honey...Lion!

**Author:** Brett, Jan

**Illustrator:**

**Synopsis:** In Africa the honeyguide bird and the honey badger are partners. The honeyguide finds the honeycomb, the honey badger opens it with his strong claws, and together they enjoy the sweet treat. On the day that honey badger changes his mind about sharing, the honeyguide goes about teaching him a lesson he will never forget.

**Activity Title:** Swish, Swish, Clickety-Click, Boom Boom!

**Activity Description:** This story is based on truth and legend and comes from an oral tradition. To add enjoyment to the story and have students experience the oral tradition, add some elements of choral reading to the story. Divide the students into small groups and assign each group one of the sounds made by the honeyguide and badger as they traverse the African terrain (Pitter, Patter, Splish, Splash, Sprong, Boom, Boom, Clickety-Clack, Swish, Swish) Read the story aloud and at the appropriate place in the story each group recites their sound - you also may want each group to come up with an accompanying motion. At the climax of the story all groups together recite loudly and with vigor: "Lion, Lion, Lion!" To add further fun to the story and integrate another curriculum you may wish to borrow rhythm instruments from your music teacher and have each group represent their sound with a different instrument which is played at the appropriate time.

**EALR's/GLE's:** Communication EALR 3: The student uses communication skills and strategies to present ideas and one's self in a variety of situations.

3.2. Uses media and other resources to support presentations.

3.3. Uses effective delivery.

**Activity Created By:** Jerry Alldredge



# WCCPBA ACTIVITY

**Title:** The Knight Who Took All Day

**Author:** James Mayhew

**Illustrator:** James Mayhew

**Synopsis:** The knight wants to impress the princess, but when he finally finds a dragon to defeat to show how marvelous he is, he can't seem to get his outfit right. By the time he is ready, the princess has faced the dragon in her own way and decided that the knight might not really be the right man for her.

**Activity Title:** Strong Adjectives, Burly Adjectives

**Activity Description:** This book uses strong adjectives, usually marked by bold capitalized letters, e.g. TERRIBLE dragon, TANGLED forests, GLOOMY caves, RAGING volcano. Have students think of alternatives to these adjectives (older students could use a thesaurus). How else could they describe dragons, forests, caves, or volcanoes? Replace the original words with their new words and read a few pages out loud. Do they like the original version or their own version better?

**Activity Title:** Castles

**Activity Description:** Readers see a lot of the inside and outside of the castle in this book. On the page where the princess gives the squire her favorite cape, readers see inside in a cutaway. Students will draw their own version of a castle after discussing some of the elements of the castle they see in the book or looking at books about castles, such as "Castle" by Kyle Olmon or "Castle" by David Macaulay.

**Activity Title:** Taming the Dragon

**Activity Description:** Students draw a picture of a dragon and write or discuss how they think the princess tamed the dragon. Did she talk to it, if so, what did she say? Did she give it something or did she promise it something? Is it hard to tame a dragon?

**Activity Title:** Related literature and informational books

**Activity Description:** Read more about knights, dragons and castles by comparing "Get Well, Good Knight" by Shelley Moore Thomas, "Saint George and the Dragon" by Margaret Hodges, "Castle" by David Macaulay, "Castle" by Kyle Olmon, and "The Knight and the Dragon" by Tomie DePaola.

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

**Activity Created By:** Joanna Freeman

# WCCPBA ACTIVITY

**Title:** Leaf Man

**Author:** Lois Ehlert

**Illustrator:** Lois Ehlert

**Synopsis:** A man made of leaves is blown away by the wind, past interesting animals and scenery.

**Activity Title:** Leaf Man

**Activity Description:** Read Leaf Man the first time without showing the illustrations. During the second reading, notice the animals and the cut edge format. Tell the students these leaves were collected and photo copied by the author and then used during the writing and illustrating process.

1. Discuss the different types of trees: conifer and deciduous, list similarities and differences.
2. Make leaf rubbings using primary colors and then secondary colors.
3. Make a leaf man from real, collected leaves or traced leaf patterns.
4. Collect leaves, make a leaf journal identifying the leaf by name and location found.

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

1. Science 1.1, 1.2
2. Art 1.1, 1.4
3. Art 1.2
4. Science 1.2, Writing 2.3

**Activity Created By:** Carol Hattemer, Westgate Elementary, Kennewick

# WCCPBA ACTIVITY

**Title:** Leonardo the Terrible Monster

**Author:** Mo Willems

**Illustrator:** Mo Willems

**Synopsis:** (from jacket) Leonardo is truly a terrible monster - terrible at being a monster, that is. Despite his best efforts, he can't frighten anyone. But when Leonardo discovers the perfect nervous little boy, will he finally scare the tuna salad out of him? Or will he think of something better?

**Activity Title:** Paper Bag Terrible Monsters

**Activity Description:** Using paper bags (a small size would work well for a short amount of time), students create the head of a "terrible" monster like Leonardo (a monster that couldn't scare the tuna salad out of a flea!). Ideas for decoration include: construction or other papers, markers, crayons, string, yarn, buttons, etc. When they are finished, students can share their creations with each other or to the whole class, describing the many features of their monster and why it isn't very scary. Monsters can be displayed in the library.

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

READING: 2.2.3 Understand story elements.

- Describe physical traits of characters and tell how they act.(gr.2)

COMMUNICATION: 3.2. Uses media and other resources to support presentations.

ARTS: 2. The student demonstrates thinking skills using artistic processes. •2.1.4 Organize arts elements, forms, and/or principles into a creative work.

**Activity Created By:** Dave Sonnen

# WCCPBA ACTIVITY

**Title:** Love and Roast Chicken: a trickster tale from the Andes Mountains

**Author:** Barbara Knutson

**Illustrator:** Barbara Knutson

**Synopsis:** This version of a Peruvian folktale stars, Cuy, an endearing (an exuberant) guinea pig as its trickster hero. Cuy (pronounced "Kwee") three times outfoxes Tio Antonio, the fox, who would like to make him his dinner. Needless to say, two of his tricks involve love and roast chicken. Cuy, himself, gets tricked by the farmer in a hilarious variation of the classic "Tar Baby" story.

**Activity Title:** #1: If Cuy were my friend we would. . .  
#2: Guinea pigs--fiction and non-fiction  
#3: "Tar baby stories"--compare and contrast

**Activity Description:** #1: Materials: Blackline Masters "If Cuy were my friend" and "Paperdoll" Cuy, crayons, colored pencils, colored markers, glue sticks. This activity is particularly designed with Kindergartners and first graders in mind. After children have heard the story, ask them to think about what they might like to do with Cuy if he were their friend. Discuss what Cuy is like as a personality—what games might he like to play? Then distribute one cut out Cuy (I don't try to cut them out with precision—just a rough cut works well). Students must include themselves in the picture with Cuy. Students can dictate a sentence about their activity or, if able, can write it themselves.

#2: Share a non-fiction guinea pig book from the "pet section" with students. As a group or individually, students will create a Venn Diagram or Double Bubble Map comparing the fictional character of Cuy with his real life counterpart. Some factors to consider are food, habitat, etc.

#3: Share another version of the "tar baby" story with students. Possible choices are the Anansi story, "Why Spiders Live in High Places" or (African) "Brer Rabbit and the Tar Baby." (African American) Discuss with students and as a group, or individually, create a compare/contrast chart (Venn Diagram, Double Bubble Map) to demonstrate the similarities and differences

**EALR's/GLE's:** Reading 2.1.4 Understand how to use prior knowledge

2.4.1 Understand how to give personal responses and make connections to text.

Writing 1.1.1 Uses pictures and talk for thinking about and planning writing. .

Reading: 2.3.1 Understand similarities and differences within narrative texts.

Reading 2.3.1 Understand and analyze the relationship between literary and informational/expository text

**Activity Created By:** Pat Bliquez

# WCCPBA ACTIVITY

**Title:** Mudball

**Author:** Matt Tavares

**Illustrator:** Matt Tavares

**Synopsis:** (from jacket) Andy Oyler is the shortest player on his baseball team, the Minneapolis Millers, not to mention the whole league. And no matter how hard he tried, he just can't seem to get a hit. But one fateful spring day in 1903, a sudden change in the weather leads to a change in Andy Oyler's luck - and as Andy soon discovers, even the shortest player can become the game's biggest hero.

**Activity Title:** Team Alliteration

**Activity Description:** Students make-up team names for teams that could play in Washington towns using the attached worksheet. Team names must have alliteration. For Kindergarten, the teacher/librarian can select a few towns and brainstorm team names as a class. In 1<sup>st</sup> grade, try some as a full class and then work in groups. In 2<sup>nd</sup> grade, try some as a full class and then work in partners. In 3<sup>rd</sup> grade, try a couple as a class and then work in partners or as individuals. When students are finished, go down the list of towns and share the various names that they creates, making sure they use alliteration. Discuss how alliteration can help in writing.

EXTENSION: Students could create logos for one of the teams they created.

NOTE: Feel free to change some of the town names on the worksheet to reflect towns in your local area. Instead of Kelso for K, try Kalama, Kenmore, Kennewick, Kent, Kettle Falls, Kirkland, or Kittitas!

LINKS:

Sports team nicknames: <http://www.walksports.com/nicknamelinks.htm>

College Team Nicknames: <http://www.smargon.net/nicknames/>

List of colleges with nicknames: [http://en.wikipedia.org/wiki/List\\_of\\_U.S.\\_college\\_team\\_nicknames](http://en.wikipedia.org/wiki/List_of_U.S._college_team_nicknames)

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

WRITING: 3.2.2. Uses a variety of words / Uses language appropriate for a specific audience and purpose • (Gr.3 item 3 - Uses literary devices (e.g., onomatopoeia, alliteration))

READING: 2.3.3 Understand literary/narrative devices.

- Recognize similes, alliteration, and onomatopoeia in literary/narrative passages. (Gr.2).

**Activity Created By:** Dave Sonnen

# WCCPBA ACTIVITY

**Title:** Mutt Dog

**Author:** Stephen Michael King

**Illustrator:** Stephen Michael King

## **Synopsis:**

A scruffy little dog is alone in the city. He is brave and fast and smart. He is also cold and tired and hungry. He wanders into a homeless shelter and see others there like him. Will this be a way to find a home?

themes: dogs, homelessness, belonging,

## **Activity Title:**

### **Activity Description:**

- \* Read the story until you get the part - "Something to chew..." Ask the kids if the dog has everything he needs? (He needs a name.) What would be a good name for Mutt Dog? Use the "bone tag" attachment and create a dog tag for him. Use yarn and tie on.
- \* Discuss what is homelessness. If you have a homeless shelter in your community, invite them to come in and talk to the kids. What can kids do to help? Start a can food drive, collect clothing and blankets, or School supplies. Maybe even local animal shelter. Create posters with Mutt Dog asking for contributions to a pet food drive.
- \* What does it take to take care of a pet? You could do a Ven Diagram - showing different car for different pets. Invite a local vetrinarian to come and talk about responisble pet care. Have the students do an exhibit on proper pet care, illustrating proper food, grooming, exercise and more. Then have a pet parade day! Bring in their pets for show and tell!
- \* Create a dog - use the attached patterns, enlarge by 150% and reduce by 50%. Use tagboard, and cut out for kids to use. Mount on a 9"x12" construction paper. Name the dog. (sample of collage)

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

Reading: 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.4, 4.2

Writing: 1.1, 1.2, 1.3, 2.2, 2.3, 3

Communications: 1.1

Art: 1.2, 1.3, 2.1, 2.2

Science: 1.2, 1.3, 2.1

**Activity Created By:** Amy Cook - Canyon View - Kennewick

# WCCPBA ACTIVITY

**Title:** Not Norman

**Author:** Kelly Bennett

**Illustrator:** Noah Z. Jones

**Synopsis:** As a boy attempts to convince someone else to take his disappointing pet, he learns to love Norman the goldfish himself.

**Activity Title:** Want Ads

**Activity Description:** Readers can write a "sales pitch" for their pets. Encourage them to make posters, write want ads and make a short speech to describe why their pet, or a pet they know well is special enough for someone else to want. After readers share their promotions, others can indicate which of the pets "for sale" they would most like to have.

Extended Activity: Make a bar graph showing the pets preferred by the readers, indicating each preference by a small goldfish. Of course, the pet with the most fishes is the one that is most preferred.

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

Writing

2. The student writes in a variety of forms for different audiences and purposes.
  - 2.1 Adapts writing for a variety of audiences.
  - 2.2 Writes for different purposes.
3. The student writes clearly and effectively.
  - 3.1 Develops ideas and organizes writing.
  - 3.2 Uses appropriate style.

**Activity Created By:** © Dr. Peggy Sharpe  
(submitted by Dianne Borchert)

# WCCPBA ACTIVITY

**Title:** Our Tree Named Steve

**Author:** Alan Zweibel

**Illustrator:** David Catrow

**Synopsis:** A tree named "Steve" was there for the family whenever it was needed.

**Activity Title:** "Trees Leave Benefits" (Display Bulletin Board)

**Activity Description:** After reading "Our Tree Named Steve" readers will research all the different ways that trees benefit their lives using books and other electronic resources at their individual reading level. After recording one of their favorite benefits readers will each create a display of leaves entitled "Trees Leave Benefits." After reading the story and doing some research on "how trees are used in our everyday lives." Readers can write one of the benefits of trees on a leaf-shaped paper. Arrange the leaves on a large tree that is placed on a bulletin board.

Extension activity is to put a tree branch in a suitable container and give it a name. Whenever a child gives something of his/herself, they write what they have given on a construction paper leaf and attach it to the tree with yarn.

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

Listening

1. The student uses listening and observation skills and strategies to gain understanding.
  - 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 of sources.

**Activity Created By:** © Dr. Peggy Sharpe  
(submitted by Dianne Borchert)



# WCCPBA ACTIVITY

**Title:** Precious and the Boo Hag

**Author:** McKissack, Patricia C. and Moss, Onawumi Jean

**Illustrator:** Kyrsten Brooker

**Synopsis:** When Mamma leaves Precious home alone with a stomachache she warns her not to let "nothing or nobody into this house". Her brother adds a warning about Pruella the Boo Hag who can change herself to look like anything, and will do most anything to get inside the house. Will Precious be clever and brave enough to outwit this trickster?

**Activity Title:** #1 Have You Seen a Boo Hag? #2 Obey Your Mamma!

**Activity Description:** #1: Discuss with students what they think a Boo Hag might really be. Discuss what kinds of things have scared them in the past and thinkgs they can do to help handle their fears. Using the blackline master students will draw a picture of what they think a Boo Hag might look like and then dictate or write using descriptive words an answer to the following prompt: "Pruella is a Boo Hag - she was right outside my window. She's tricky and she's scary. She looked like... but I didn't let her in!" These pages may be put together into a classroom book or displayed on a bulletin board.

#2: Discuss with students why it was important for Precious to listen to her Mamma and obey her warnings and why it is important for them to obey their parents (or their teacher). Discuss with students different rules and guidelines that they have been told by their parents. Using the blackline master students will write or dictate an answer to the following prompt: Always obey your Mamma, especcially when she tells you... On the blackline master students will also draw and color a picture to illustrate their response. These pages may be put together into a classroom book or displayed on a bulletin board.

**EALR's/GLE's:** Reading EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.1 Understand how to ask questions about text.

- Ask and answer questions before, during, and after read aloud and/or shared reading.

2.1.2 Understand how to create mental imagery.

- Compose visual images from what is read aloud and/or during shared reading. (e.g., draw a picture to represent something that was read in a story).

**Activity Created By:** Jerry Alldredge

# WCCPBA ACTIVITY

**Title:** Punxsutawney Phyllis

**Author:** Susanna Leonard Hill

**Illustrator:** Jeffrey Ebbeler

## **Synopsis:**

How do you know if spring is coming? We have the benefit of the calendar, but the Punxsutawney family had Uncle Phil. Unfortunately, Uncle Phil is getting to old and is looking in his family for a replacement. Phyllis wants to take over so bad - but - girls don't predict the weather especially on Groundhog Day! But Phyllis was certain that she could do the job! "Oh, that Phyllis!" How can she convince her uncle that she is the right 'hog' for the job?

themes: Seasons, nature, self-assurance, perseverance, using the senses for observations, Groundhog Day, groundhogs

## **Activity Title:**

### **Activity Description:**

- Study groundhogs – why do we rely on them to predict the end of winter? (Probably just as accurate as the Weather Channel!) Try the encyclopedia or The Groundhog Day Book of Facts and Fun by Wendie C. Old. Creating a Fact or Fiction chart.
- Groundhogs aren't native to our area. Where do they live? Use the encyclopedia to find out! (They can be found in Canada, eastern and mid western United States.) What relative of the groundhog lives in Washington? (compare and contrast) What would you name your local "groundhog"? (Punxsutawney Phil in Pennsylvania or Wariton Willy in Canada) Make a campaign poster for your candidate! – tell about it's traits, personality, why it would be good for Washington, where we could find it, etc. Try to have at least 10 qualities, 5 verifiable facts about your candidate (from your research, the rest could be the "author's interpretation" – but believable!
- Make a sundial! For a serious sundial go to the NASA website - [http://www.nasa.gov/audience/forchildren/activities/A\\_Make\\_a\\_Sundial.html](http://www.nasa.gov/audience/forchildren/activities/A_Make_a_Sundial.html) . Very Cool site! For a lighter Sundial – use the attached Phyllis Form!
- \* Phyllis used her senses to tell what the weather was. Now you try! Either listen to a nature tape, watch a nature video or go outside. Use the attached Season Sensor Detector and write down what you are noticing!
- \* Additional reading materials
  - Groundhog Gets a Say by Pamela Curtis Swallow
  - Groundhog Stays Up Late by Margery Cuyler
  - Go to Sleep, Groundhog! by Judy Cox

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

Reading: 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.4, 4.2

Writing: 1.1, 1.2, 1.3, 2.2, 2.3, 3

Communications: 1.1

Art: 1.2, 1.3, 2.1, 2.2

Science: 1.2, 1.3, 2.1, 3.1, 3.2

**Activity Created By:** Amy Cook - Canyon View - Kennewick

# WCCPBA ACTIVITY

**Title:** Sweet Tooth

**Author:** Margie Palatini

**Illustrator:** Jack E. Davis

**Synopsis:** Most kids have a sweet tooth, but they certainly are not demanding as the molar in the back of Stewart's mouth. When it wants something sweet, it lets Stewart know he wants it "now." Stewart soon realizes that there is nothing "sweet" about this tooth. Something must be done, will he control his sweet tooth or will it control him?

**Activity Title:** Sweets ...We love them, We want them, We have to have them!

## **Activity Description:**

- #1 Ask students to list their favorite sweet treats. Create a list of the classes top 5-10 sweet treats. Create a class graph with the data.
- #2 Bring a variety of sweet treats to school or have students cut out pictures of sweets. Have the students characterize the sweets into different groupings. i.e. chocolate candy bars, gum, sweet and sour treats. Have students share the attributes of their groupings.
- #3 Give each student a candy bar, a ruler, pencil and paper. Ask them to draw the candy bar to scale.
- #4 Share the end papers for the book, "Sweet Tooth" and ask students to create new end papers with illustrations of their favorite sweet treats.
- #5 Check out all the FUN information about the history of chocolate and other related sites at <http://www.mce.k12tn.net/chocolate/index.htm>

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

EALR 1: The student understands and applies the concepts and procedures of mathematics.

Component 1.3: Understand and apply concepts and procedures from geometric sense.

Properties and relationships

1.3.2 Know the characteristics of familiar objects.

- Describe familiar objects based on characteristics (e.g., big, small, like a box). [CU, MC]
- Sort objects in their environment by characteristics (e.g., cans, balls, boxes, red, blue). [MC]
- Describe objects using comparative language (e.g., bigger, taller, shorter, smaller). [CU]

1.4.3 Understand how data can be collected and organized.

- Use physical objects or pictures to build bar graphs. [CU]
- Organize objects into groups before counting them. [RL]

EALR 4: The student communicates knowledge in both everyday and mathematical language.

Component 4.2: Organize, represent, and share information

4.2.1 Understand how to organize information to communicate to a given audience with teacher guidance.

- Use a two-column chart to organize data (e.g., one column for student names and tally marks in the other to represent which students are assigned a ball) for the classroom with teacher guidance.
- Use physical objects or pictures to build bar graphs to answer a question generated by the class (e.g., how many of each kind of pet do we own?).

ALR 4: The student communicates knowledge and understanding in both everyday and mathematical language.

Component 4.1: Gather information.

**Activity Created By:** Karen Huebschman

# WCCPBA ACTIVITY

**Title:** Here Comes Traction Man

**Author:** Mimi Gray

**Illustrator:** Mimi Gray

**Synopsis:** An unnamed child receives Traction Man as a Christmas present. Square-jawed, equipped with a variety of cool accessories, Traction Man is a classic superhero action figure who takes on a variety of evil characters, all transformed from common household objects. Traction Man meets his match when Grannie gives him a handknitted green romper (with matching bonnet) for which he is ridiculed by his foes. In a celebration of the power of imagination, this liability turns into an asset when the suit unravels to rescue the Spoons from the Evil Broom.

**Activity Title:** #1: Battle between Good and Evil.  
#2: Imagination fest  
#3: Visual Literacy--Guess that Emotion

**Activity Description:** #1: Using a document projector (if available) students review plot and come up make a list of the evil characters encountered by Traction Man: The Poisonous Dishcloth, Professor Spade, the Toes, Doctor Sock, the Broom. Ask students to make an an inference about a future "evil character" hinted at in the last pages of the book--the scissors. Invite them to suggest a name for the scissors. Divide students into groups and give each group the task of coming up with a conflict involving the scissors as the evil character. Students can present their plots in a variety of ways: comic strip format, short summary, mini drama.

#2: Brainstorm a list of the common household objects that are used as characters or props in Traction Man. Again, the document camera will help students look more closely at the illustrations. List can include such objects as the garden spade, or dishcloth or sock that are used as characters along with such objects as the Hoopos, which are transformed into award medals. Divide students into groups. Distribute several random assortments of household objects you have collected and tell students they must use these objects to tell another Traction Man episode. This activity can take as long as you have time for. Final product can be a summary narrative that demonstrates plot and character elements or a comic strip that illustrates the same.

#3:

In this activity students will analyze how Mimi Grey gives expression to her character with just a few pen strokes. Make photocopies of Traction Man from several different pages of the book. Crop them so that just the face shows. Using an overhead projector, document camera or blow ups of the faces have students discuss what emotion is shown in each instance. See if they can guess which part of the story the face comes from. If time allows, students can compare and contrast twofaces that show very different emotions. What is the same about the drawings? What is different? Then discuss what Mimi Grey did in drawing the face to create the emotion. Which subtle changes did she make? Have students experiment creating their own Traction Man portraits. They can present them to the group as a "guess the emotion" game.

# WCCPBA ACTIVITY

## **Traction Man (cont.)**

**EALR's/GLE's:** Writing 2.2. Writes for different purposes.

2.3. Writes in a variety of forms/genres Art1.1. Understand arts concepts and vocabulary.  
1.2. Develop arts skills and techniques.

**Activity Created By:** Pat Bliquez

# WCCPBA ACTIVITY

**Title:** Why?

**Author:** Prap, Lila

**Illustrator:**

**Synopsis:** In this humorous, but factual, book common questions are asked about a variety of animals. For example: "Why do hyenas laugh?" Each question has a number of responses, some silly, some sensible, and some scientific. The correct scientific answer is always marked with an asterisk. The entertaining cartoon style illustrations along with the fun answers and the well-written, correct, scientific answers make for a very enjoyable package.

**Activity Title:** Do You Know?

**Activity Description:** In the front of the book an elephant poses the challenge, "...feel free to make up some questions, some answers, and some animals of your own. They can be silly or serious... whichever you like." After sharing the book have individuals or small groups select other animals to research. Following the format of the book each student or group should come up with one good "why" question about their animal. They should then create four answers for the question, some silly, some sensible, and one that is a correct, scientific answer. The question and the answers should be written on a page along with an illustration. All of the pages could then be bound together into a classroom book. This format would work well with any research topic, not just animals. You could use the same format to make a class book in any other curriculum area. For example, social studies: Why did George Washington cross the Delaware? Another way to use the format of this book would be for the teacher to create a fun quiz game as an introduction to a unit of study. The teacher could come up with a series of questions, along with possible answers to go with a particular content, pose the questions to the students, and see if they can determine the correct answers from the silly answers. The ensuing discussions would be a good lead in to further study.

**EALR's/GLE's:** Reading EALR 2. The student understands the meaning of what is read.

- 2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.
- 2.4. Think critically and analyze author's use of language, style purpose, and perspective in informational and literary text.

**Activity Created By:** Jerry Alldredge

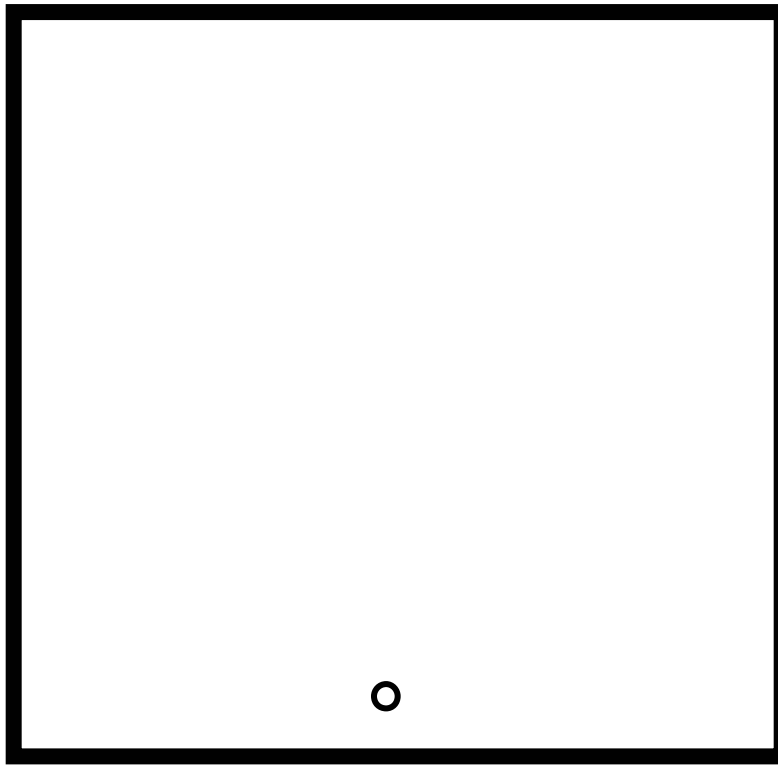
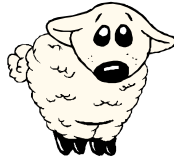
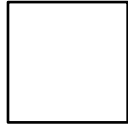
# Black Line Masters

**The following pages contain black line masters that may be duplicated and used with some of the activities.**

1. Brave Charlotte gift attachment
2. Brave Charlotte pin
3. Cuy (from Love and Roast Chicken)
4. If Cuy were my friend (from Love and Roast Chicken)
5. Team Alliteration (Mudball)
6. Mutt Dog dog tags
7. Mutt Dog Templates
8. Mutt Dog collage sample
9. Have you seen a Boo Hag? (Precious and the Boo Hag)
10. Obey your Mamma! (Precious and the Boo Hag)
11. Season Sensor Detector (Punxsutawney Phyllis)
12. Want Ad for an amazing pet (Not Norman)

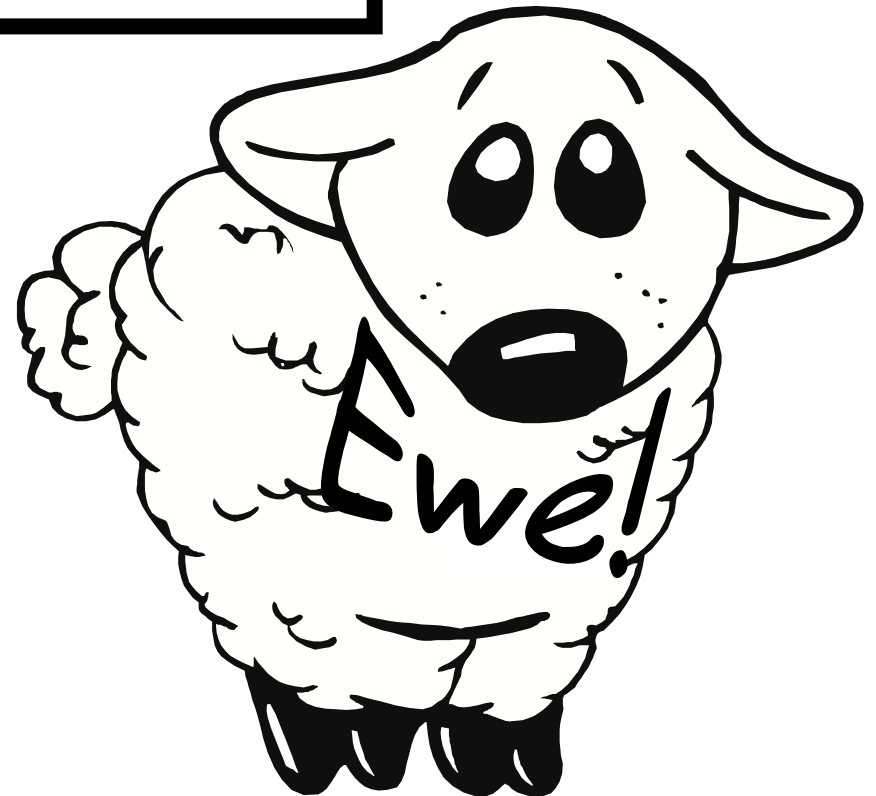
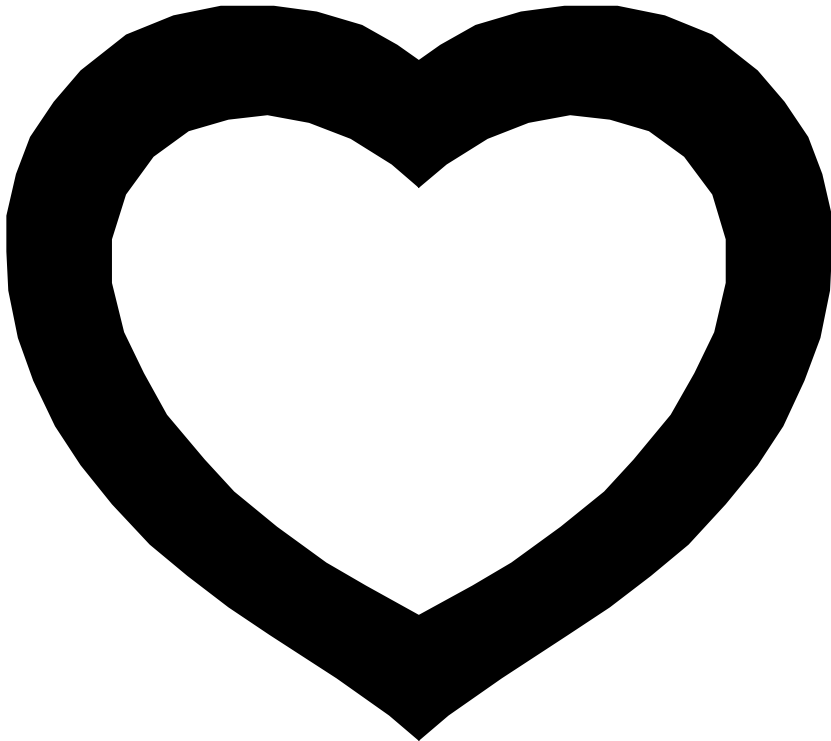
Supplies needed:

- Crayolas or markers
- Scissors
- Spaghetti ribbon or yarn
- Hole punch



Instructions:

1. Copy on card stock.
2. Color each picture.
3. Cut out.
4. Punch a hole in the little circles.
5. Use about 2 - 6" strips of ribbon or yarn and tie "I love Ewe" together!





## Brave Charlotte Pin

### Supplies:

- Pattern copied on Dark Brown Tagboard or on index weight and the colored
- Crayolas
- Scissors
- White, gray, or cream yarn
- Pinbacks
- Glue
- If you want - wiggly eye
- If you want - colored ribbon for around neck

1. Cut out sheep. Color.
2. Glue the yarn on the back of the sheep.
3. Gently/loosely wrap around sheep, avoid ears and legs.
4. Once complete, glue the end.
5. Glue the pinback on - let dry.
6. If you want, add the the wiggly eye. Also add a little ribbon around the neck.





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"Love and Roast Chicken" activity

If Cuy were my friend, we would

NAME

*Low and Roast Chicken - activity*

# WCCPBA ACTIVITY

## Team Alliteration

In the book *Mudball*, by Matt Tavares, the shortest homerun is hit by Andy Oyler during a soggy game between the Minneapolis Millers and the Saint Paul Saints. Think of team names for the Washington state cities and towns listed below. Make sure that the team name begins with the same letter as the city.

Aberdeen \_\_\_\_\_

Newport \_\_\_\_\_

Bellingham \_\_\_\_\_

Olympia \_\_\_\_\_

Chehalis \_\_\_\_\_

Pasco \_\_\_\_\_

Davenport \_\_\_\_\_

Quincy \_\_\_\_\_

Everett \_\_\_\_\_

Ritzville \_\_\_\_\_

Federal Way \_\_\_\_\_

Seattle \_\_\_\_\_

Goldendale \_\_\_\_\_

Tacoma \_\_\_\_\_

Hoquiam \_\_\_\_\_

Union Gap \_\_\_\_\_

Ilwaco \_\_\_\_\_

Vancouver \_\_\_\_\_

Joyce \_\_\_\_\_

Walla Walla \_\_\_\_\_

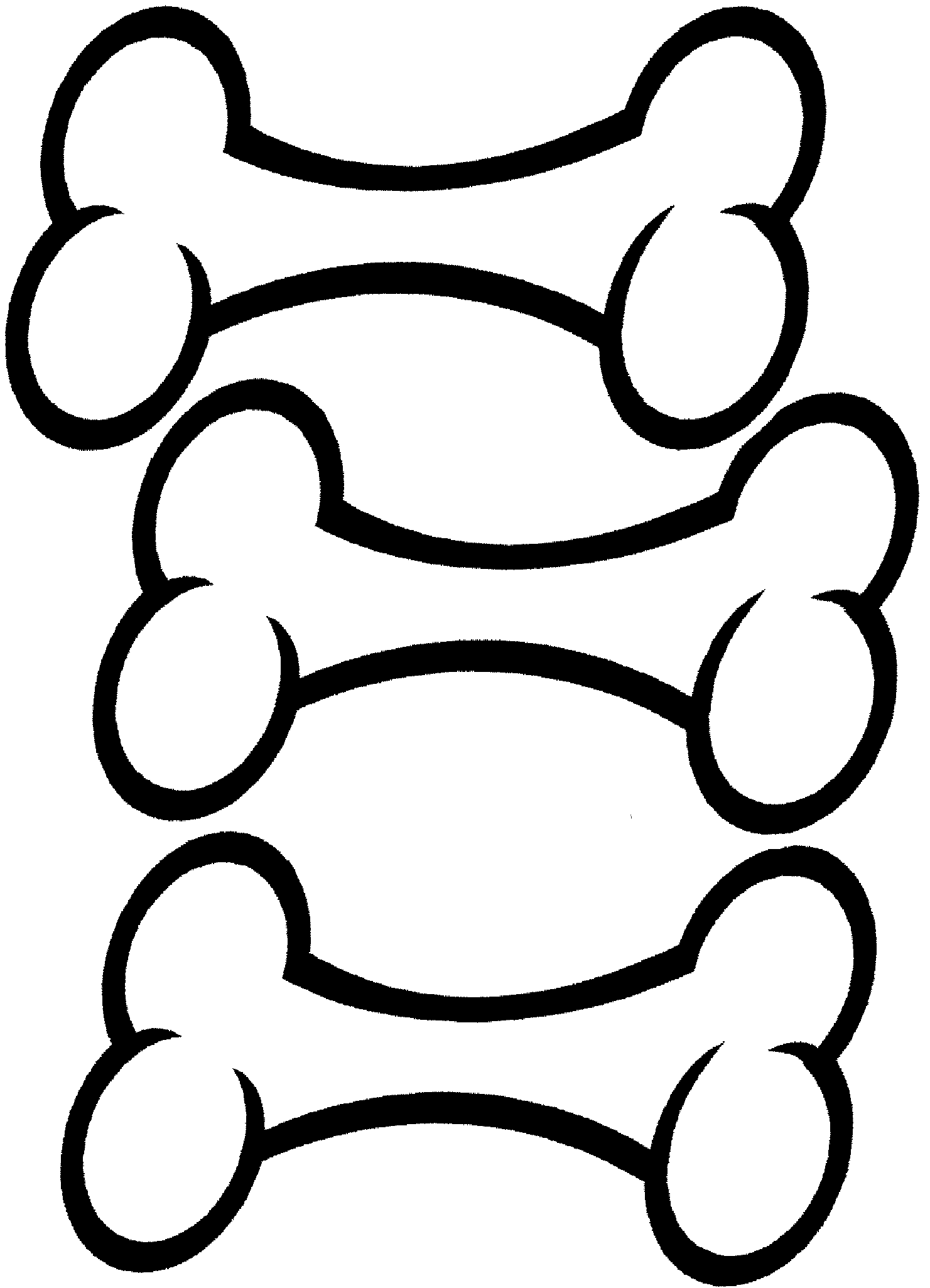
Kelso \_\_\_\_\_

Yakima \_\_\_\_\_

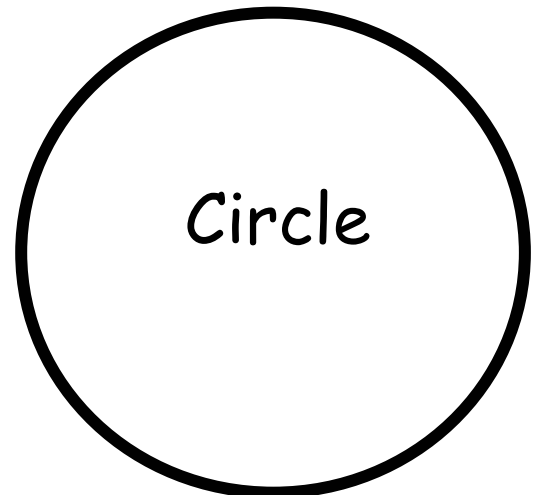
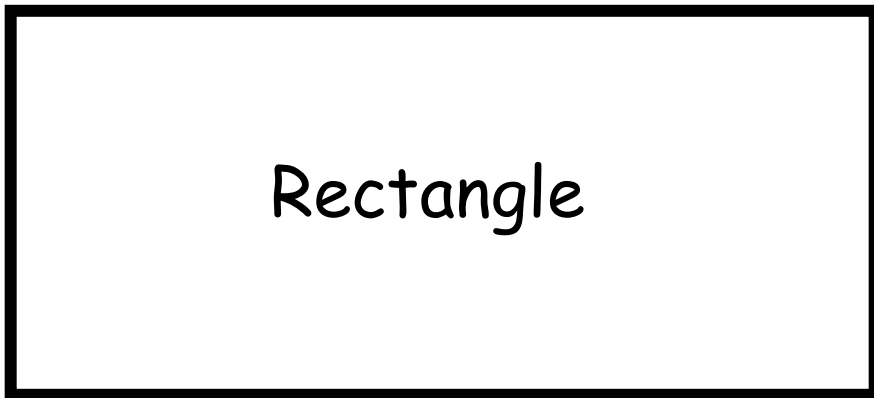
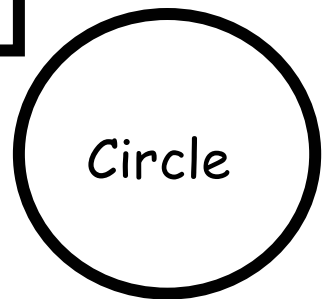
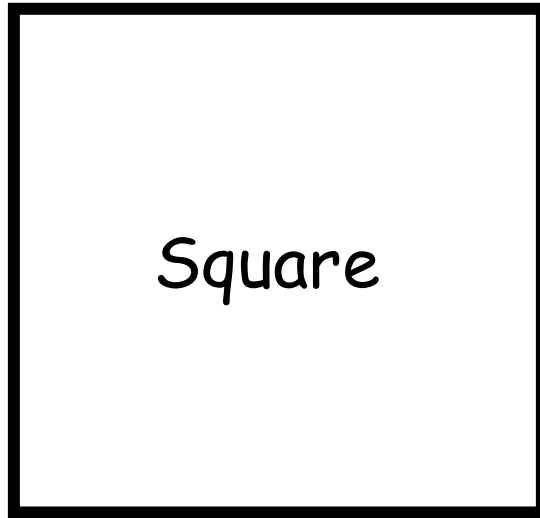
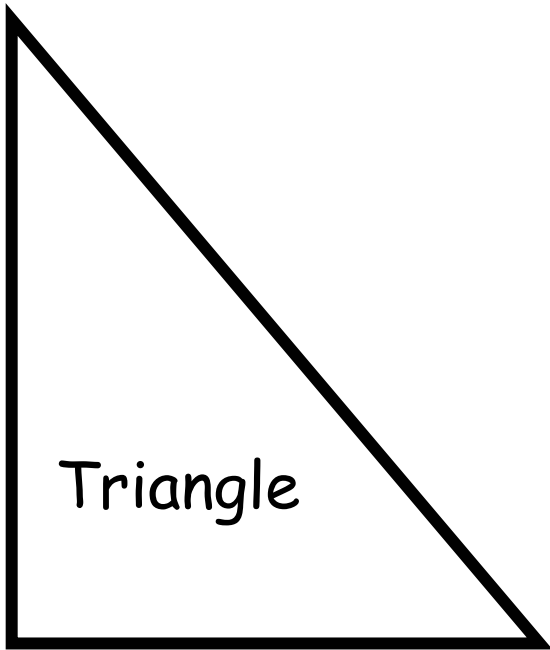
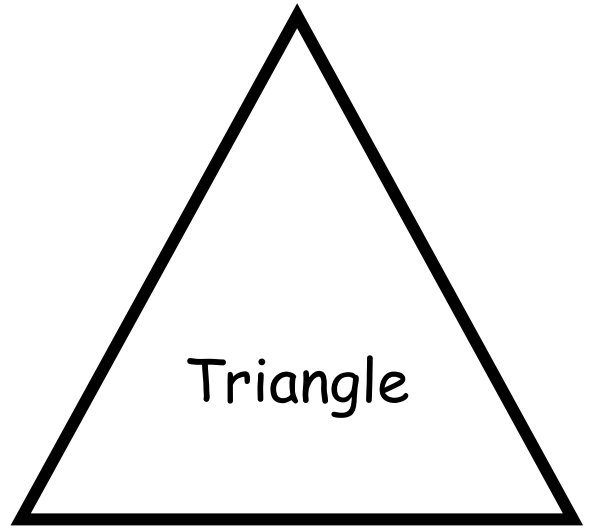
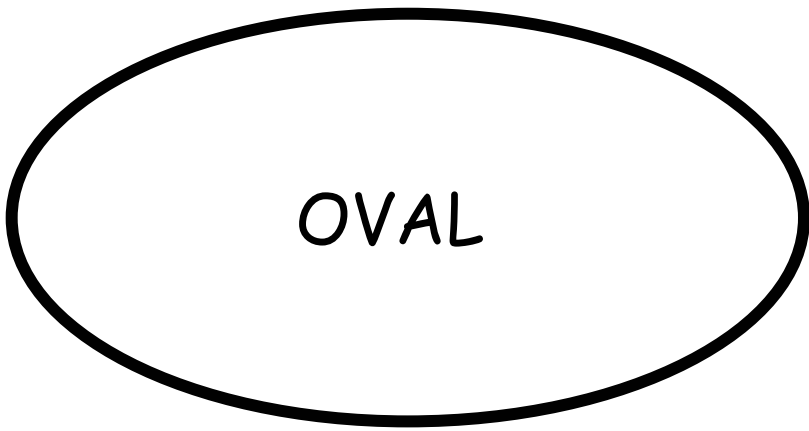
Lacey \_\_\_\_\_

Zillah \_\_\_\_\_

Marysville \_\_\_\_\_

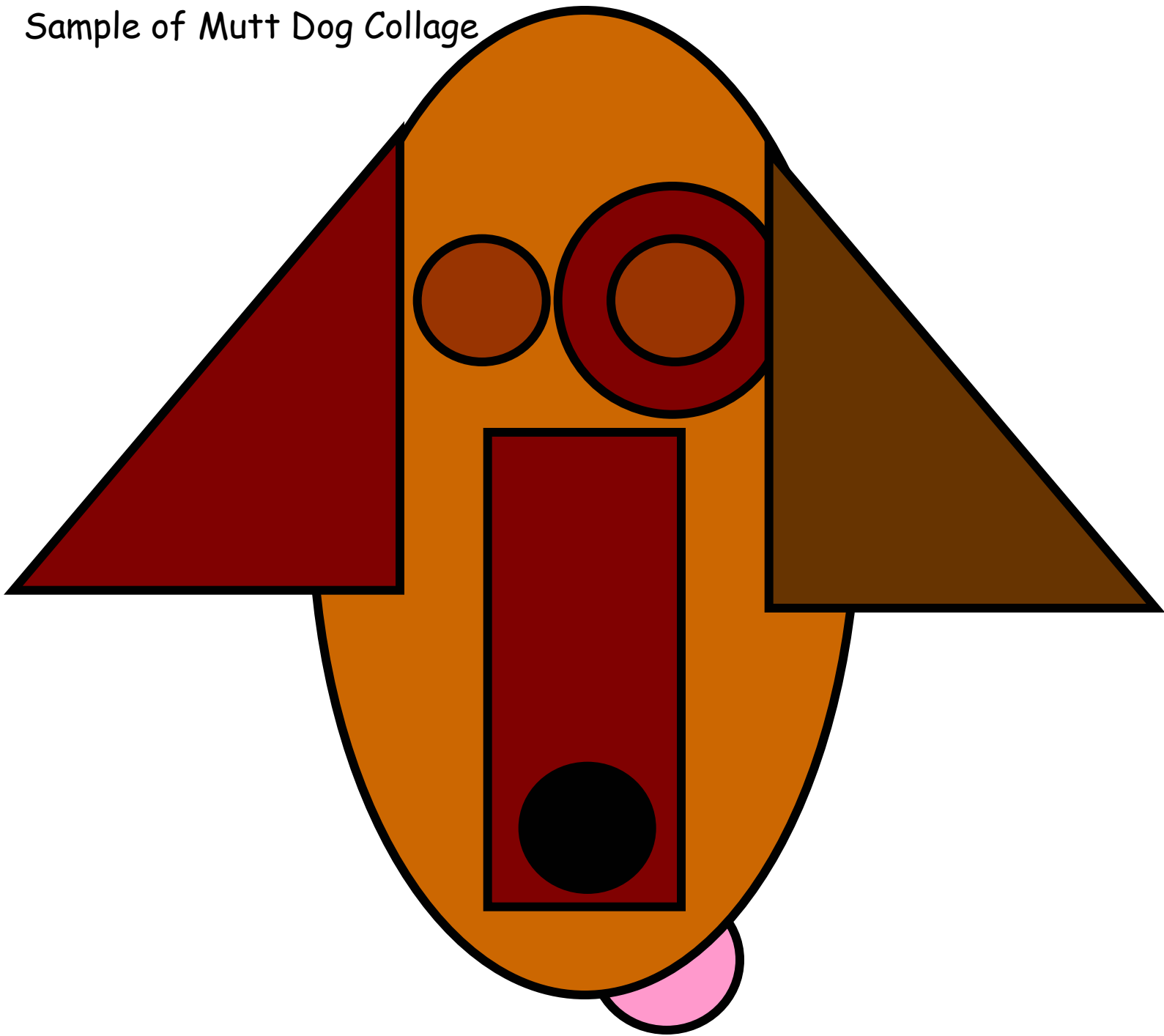


WCCPBA ACTIVITY



# WCCPBA ACTIVITY

Sample of Mutt Dog Collage



Meet CHARLIE . He is a FRIENDLY, FUNNY AND

FAST dog. Created by: JUNE Room # 5





# Have you seen a Boo Hag?

Pruella is a Boo Hag - she was right outside my window. She's tricky and she's scary. She looked like..

\_\_\_\_\_ but I didn't let her in!



# Obey your Mamma!

Always obey your Mamma, especially when she tells you..

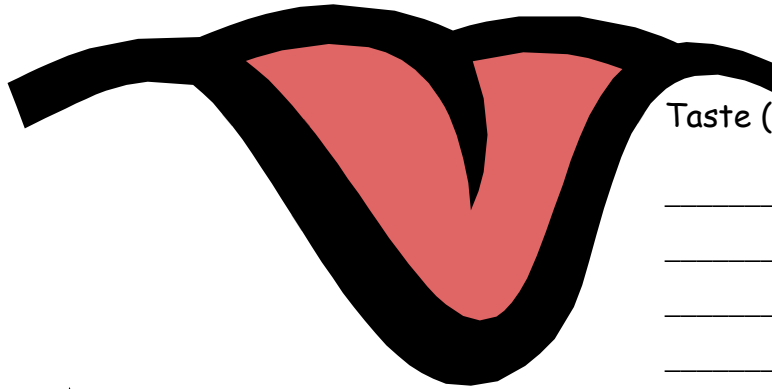
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Name \_\_\_\_\_ Date \_\_\_\_\_ Room # \_\_\_\_\_

# Season Sensory Detector



Taste (be careful!)

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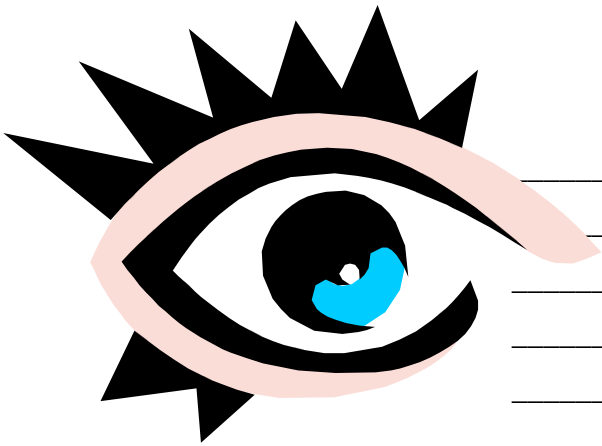
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Sight



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Smell

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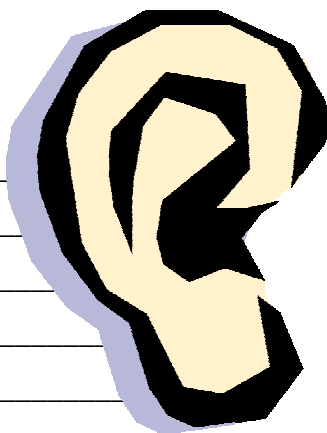
Sound

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Feel



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