

Connecting With Local Children's Book Authors and Illustrators

Rae McDonald WLA Conference October 2018 A Fishing Surprise

Author: Rae McDonald

Picture book: *A FISHING SURPRISE*

NorthWord October 2007 ISBN 9781559719773

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Author: *A Fishing Surprise* (2007). *Gran, Gran, Granny* (2018), and *Wicky* (2019)

Available for author presentations.

A Fishing Surprise Reviews:

Kirkus Review (September 15, 2007)

In this delightfully simple offering, a boy and a girl spend the day fishing, hoping to catch some fish to fry for supper. Meanwhile, some apples fall into the river and begin to make their way toward the children. As readers follow the apples' journey, they are treated to several pages of Kemly's lovely watercolor and pastel illustrations of the wildlife in and around the stream. By afternoon's end, there are no fish in the bucket, but the children spy the apples floating by. Eagerly they scoop them up, deciding that tonight it will be apple pie, instead of fish, for dinner. McDonald uses short rhyming couplets in fun language that echoes the sounds of the natural world: As two ducks check out the apples floating by, the text reads, "Slish and slosh / Apples wash / Appily quackily / Bobbling happily." A gentle lesson that nature always provides if we are gracious enough to accept what she offers. (Picture book. 3-8)

School Library Journal Review (October 2007)

PreS-Gr 2-On a summer day, a brother and sister set out to catch some fish for supper. While they are waiting for bites on their lines, a breeze blows an apple windfall into the water, and they return home with their buckets full. The family enjoys a fruit pie instead of a fish fry. Kemly's sunny illustrations capture the rural setting, and children can follow the parallel adventures of two curious raccoons. Underwater perspectives show the apples bobbing below the surface alongside frogs and trout. Told in rhyming, staccato verse ("Eyes on the water/Sun feeling hotter/ Sitting fishing/Mostly wishing"), this simple story will appeal to children, including beginning readers.-Linda Ludke, London Public Library, Ontario, Canada

A FISHING SURPRISE - Learning Connections For Young Students

Listen to the sound of water ...

Water is always on the move as it flows into tears, trickles with sweat, swirls into fog, and puddles into mud. Water is a traveler on a never-ending journey dropping from rain clouds, filling up ponds, and flowing into rivers that empty into oceans. On its journey, some water evaporates into the air and rains, mists, or snows back to earth. Water that is here today has been recycled just like this for millions of years.

What makes water move and how does it stay so still on a glass-like lake? If you are thinking of the earth's force called gravity you are hot on the trail. Do a bit of investigating to find out about gravity. And, how about checking up on how wind and temperature work with the rain to make our weather and move our water?

What goes on down by the stream?

•Get acquainted with the plants, animals, and insects that make the water their home. Encourage

children to take an adult with along to enjoy the watching and waiting by the waterside.

•Did you know that half of all the insects in the world live in or near fresh water? The library is the place to check out an insect handbook to identify those near your streams. Also ID local wildlife.

•Start a researcher's kit made from an old satchel or backpack. Fill it with a notebook, sketch paper, pencils, and leave a little room to add that library book to help answer questions that are sure to spring out of your wondering.

Water Safety

While we are on the subject of getting wet, do kids know their water safety rules? Do some research on how to stay safe near the water. Have students design a poster or brochure. Did they include:

Let a responsible adult know when you are playing near water.

Always swim with a buddy.

Never dive into water if you do not know what is beneath the surface.

Life jackets help to save you in a water emergency. WEAR ONE!

Swimming lessons are a terrific way to get started swimming safely.

Water – Is it our most precious resource?

While you are thinking of all that water, ponder for a moment just how many water words or actions you can think of. Can kids come up with 10, 25, 50 or even 100 water words? Water seeps into so many corners of our world and language.

Here is a dribble of words to get your brain flowing:

drips, drops, patters, trickles, swirls, mists, drenches, downpours, floods, washes, ripples, drains, soaks, floats, waves, tumbles, drowns, oozes, showers, jets, cascades, springs, pool, brims, spatters ...

Now, it is your turn. Have a “Waterlogged Word Wall”. Ask students or classrooms to come up with as many water words as they can without duplicating what is on the wall. Use this word reservoir for a watery writing workshop.

Word Choice –Play With Words

A FISHING SURPRISE is full of short rhyming text. Some of the words are made up, like “appily, quackily”. Have a rhyming festival with children with some of their favorite verbs. Have children come up with fun rhyming descriptors for nouns or double verbs. (hurry-scurry, fun-run, slip and trip, sitting fishing, high-pie, etc.) Mix the fun up with made up rhyming words. (bidily bop, frogs hop)

Sequence

Sequential actions are important in **A FISHING SURPRISE**. Retrace the route of the apples down the stream. Select another subject that “moves along” to have children work on story writing sequence. (rolling a ball, bird on a flight, cloud across the sky, baking a cake, a trip, etc.)

Writer’s resources:

Society of Children’s Book Writer’s and Illustrators - An International Organization offering invaluable multi-faceted organization. <http://www.scbwi.org/> Western WA Chapter: Professional series of monthly presentations at Seattle Pacific University. Critique groups/ speakers/ workshops/ online newsletter/ networking. <https://www.scbwi.org>

Author’s Guild

Excellent writer’s resources. Website builder and server host for membership fee. Resource for numerous writing topics and forms. <https://www.authorsguild.net>

Classes

University of Washington Extension – “Beginning Writing For Children” taught WA authors.

Common Core Standards and STEM Connections
For
Gran, Gran, Granny
Picture Book ages 4-8

Author: Rae McDonald and Illustrator: Eric Groff
Prepared by Rae McDonald¹

Note: Grade levels indicated with notation K – 5

**English Language Standards for Reading Literature = RL CCSS-ELA
Literacy**

Key Ideas and Details:

- RL. K-3 Ask & answer questions about key details in a text to demonstrate understanding (.1)
- RL. K-3 Identify the main topic and retell key details of a text and demonstration of central message or lesson. (1.2)
- RL. K-3 Describe the main characters and their response to and contribution to events, ideas, or pieces of information in a text. (.3)
- RL. 1 Describe characters, settings, and major events in a story, using key details. (1.3)
- RL. 2 Describe how characters in a story respond to major events and challenges. (2.3)
- RL. 3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (3.3)
- RL. 4 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (4.3)

Craft and Structure:

- RL. K Identify the front cover, back cover, and title page of a book. (K.4)
- RL. K Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (K.6)
- RL. 1 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (1.4)
- RL. 1 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (1.5)
- RL. 1 Identify who is telling the story at various points in a text. (1.6)
- RL. 2 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (2.4)
- RL. 2 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (2.5)
- RL. 2 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (2.6)
- RL. 3 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (3.4)
- RL. 3 Distinguish their own point of view from that of the narrator or those of the characters. (3.6)

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Integration of Knowledge and Ideas:

RL. K With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (K.7)

RL. 1 Use illustrations and details in a story to describe its characters, setting, or events. (1.7)

RL. 2 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (2.7)

RL. 3 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) (3.7)

English Language Arts Standards: Reading Informational Text = RI

Key Ideas and Details:

RI. K-1 Ask and answer questions about key details in a text

RI. K-1 Identify the main topic and retell key details of a text.

RI. K-1 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI. 2-3 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI. 4 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure:

RI. K Ask and answer questions about unknown words in a text.

RI. 1 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas:

RI. K Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI. 1 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI. 2-3 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI. 2-3 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI. 2 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI. 3 Distinguish their own point of view from that of the author of a text.

English Language Arts Standards: Writing = W

Text Types and Purposes:

W. 2 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W. 3 Provide reasons that support the opinion.

W. 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W. 3 Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W. 3 Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Research to Build and Present Knowledge:

W. 2 Recall information from experiences or gather information from provided sources to answer a question.

W. 3 Conduct short research projects that build knowledge about a topic.

W. 3 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Technology STEM

T. 3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources

Systems Integrated Environmental and Sustainability

Standard 1 - Ecological, Social, and Economic

K-3: Ecological, Social, and Economic Systems

Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, region, national, and global levels.

Standard 2 – The Natural and Built Environment

K-3 Students engage in inquiry and systems thinks and use information gained through learning experience in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.

Standard 3 – Sustainability and Civic Responsibility

K-3 Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

Science Standards

Big Idea: Systems – Part Whole Relationships

K-3 Role of each part in a system

- How the parts of objects, parts, and plants work together
- How systems operate in natural and designed environments

- A whole object, plant, or animal may not continue to function the same way if some of its parts are missing.
- A whole object, plant, or animal can do things that none of its parts can do by themselves.

Big Idea: Inquiry – Conducting Investigations

K-3 Summary: includes making and recording measurement and making inferences based on evidence

Big Idea: Life Science – Structures and Functions of Living Organisms

K-3 All living things have basic needs, and they meet those needs in various ways. Grades 2-3 Students learn that all plants and animals have life cycles. Students learn about the life cycles of plants with focus on observable characteristics

Big Idea: Life Science – Ecosystems

K-3 Summary: Students learn that all plants and animals live in and depend on habitats. Earth has many different habitats, and these different habitats support the life of many different plants and animals. People have the ability to make rapid changes in natural habitats and to keep a habitat healthy so that living conditions can be maintained. Plants and animals depend on each other and on the nonliving resources in their ecosystem to survive. Ecosystems can change through natural causes and human activities.

Social Studies - Grade 3: Geography

The student uses a special perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments. The student understands human interaction with the environment.

Resources used in the preparation of this report include:

Common Core Standards

<http://www.corestandards.org/ELA-Literacy/> © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Washington State Office of Public Instruction

Washington State Learning Standards: Integrated and Environmental Sustainability, Technology, Science

<http://www.k12.wa.us/CurriculumInstruct/default.aspx>

Next Generation Science Standards

<https://www.nextgenscience.org>