

WASHINGTON CHILDREN'S CHOICE PICTURE BOOK AWARD



ACTIVITY PACKET For the 2010 Nominees

**Compiled & Produced By:
The Members of the WCCPBA Committee**

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Title: A Visitor for Bear

Author: Bonny Becker

Illustrator: Kady MacDonald Denton

Synopsis: Bear is so determined not to have any visitors he places a sign on his front door stating NO VISITORS ALLOWED. Mouse is just as determined to enter Bear's home and become Bear's best friend. The hilarity begins when mouse turns up in places like the bread drawer, refrigerator and teapot. Bear locks, plugs and bolts every possible hiding place as the reader waits to see what will happen next.

Activity Title: Jackdaw

Activity Description: A jackdaw can be a crow-like bird and as a relative to the crow the jackdaw likes to collect shiny things. In literature a jackdaw is a collection of items about one topic. In this case the topic is A Visitor for Bear. Using a basket or small canvas bag or even a purse, collect items for your jackdaw. Suggestions of items are an apron, a teacup, a spoon, a bowl, a computer-generated sign that states NO VISITORS ALLOWED and a plastic egg. Use these items to introduce A Visitor for Bear or keep them hidden until after the book has been read. Let the discussion flow and have the items on display. Encourage students to use a jackdaw for a book they have enjoyed reading or listening to.

EALR's/GLE's: 2.1.Demonstrate evidence of reading comprehension. 2.2.Understand and apply knowledge of text components to comprehend text.

AR Level:

Lexile:

Related Websites:

http://www.abileneisd.org/mockingbird/index_files/page0049.htm

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

<http://www.bonnybecker.com/books/bear2.html>

Activity Created By: Carol Steen

Title: Astronaut Handbook

Author: Meghan McCarthy

Illustrator: Meghan McCarthy

Synopsis: Readers can blast off to astronaut school in this nonfiction picture book. Learn what it takes to be an astronaut from preparation, training, and actual facts of what it's like in space as a NASA astronaut.

Activity Title: Story Circle Activities to play around reading the story or go online to NASA.gov

Activity Description: Make sure you visit NASA website for video clips of the vomit comet:

<http://brainbites.nasa.gov/vomitcomet/> or A day aboard the Space Shuttle:

http://www.nasa.gov/audience/foreducators/topnav/materials/listbytype/A_Day_Aboard.html or Living aboard a space shuttle:

http://www.nasa.gov/audience/foreducators/topnav/materials/listbytype/Living_Aboard_Space_Shuttle.html

or what's happening (visible constellations, events, planets etc.) in the night sky as of the current month - found on the home page of NASA - Students.

All these great short (2-6 min) are a perfect match to reading this book.

Not everyone has the LCD/Projector/Laptop so try some fun songs and fingerplays on the theme of the book while sitting on the story carpet. These can actually teach the names and order of the planets.

1. Ten Astronauts (finger play)

Ten astronauts in a rocket ship

(Hold up fingers and touch both hands together at fingertips to make point of rocket)

Flying through space gonna make a little trip

(Keep point of rocket with hands and go back and forth)

Going past Mars and Jupiter, too!

Ten little astronauts, what a crew! (Hold up 10 fingers)

2. Planet Song (Sung to Ants Go Marching)

The Planets revolve around the sun...hurrah, hurrah

The Planets revolve around the sun...hurrah, hurrah

The Planets revolve around the sun, they spin on their axis everyone

And they all go spinning...around and around and 'round

Boom boom BOOM

Mercury, Venus, Earth and Mars...hurrah, hurrah

Mercury, Venus, Earth and Mars...hurrah, hurrah

Mercury, Venus, Earth and Mars all whirling and twirling among the stars

And they all go spinning, around, and around and 'round

Boom boom BOOM

Jupiter and Saturn are really great...hurrah, hurrah

Jupiter and Saturn are really great..hurrah, hurrah

Jupiter and Saturn are really great, Uranus and Neptune that makes eight

And they all go spinning around, and around and 'round

Boom, boom, BOOM!

or an easier one:

One Little (Sung to: "One little, Two little, Three little Indian")

One little two little three little planets
Four little five little six little planets
Seven little eight little Milky Way planets
All orbiting the sun.
Mercury, Venus and the Earth
Next comes Mars then there's Jupiter
Saturn, Uranus and last is Neptune
All orbiting the sun.

Introduce and read the book here then finish up with #3 before blasting off to check-out.

3. Climb aboard the Spaceship! (Sung to: "itsy bitsy spider")

Climb aboard the spaceship,
We're going to the moon.
hurry and get ready,
We're going to blast off soon.
Put on your helmets
And buckle up real tight.
Here comes the countdown,
Let's count with all our might.
10-9-8-7-6-5-4-3-2-1---BLAST OFF!!

EALR's/GLE's: WA GLE EALR 2: Component 2.4: Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.

AR Level: 5.20

Reading Counts Level:

Lexile:

Related Websites: www.nasa.gov

Activity Created By: Kim Guyette

Title: Bats at the Library

Author: Brian Lies

Illustrator:

Synopsis: Bored with another normal, inky evening, bats discover an open library window and fly in to enjoy the photocopier, water fountain, and especially the books and stories found there.

Activity Title: Jump **Into** a Good Book

Activity Description: The bats in *Bats at the Library* imagine themselves in their favorite books. Have students imagine doing something within their own favorite book. Which part of the story (plot) would they enter into, which characters would they interact with? Have the students illustrate their ideas on the “blank book template”. (Activity idea from the author’s website).

EALR’s/GLE’s: Reading 3.4: Read for literary/narrative experience in a variety of genres.

AR Level: 3.1

Lexile: 720

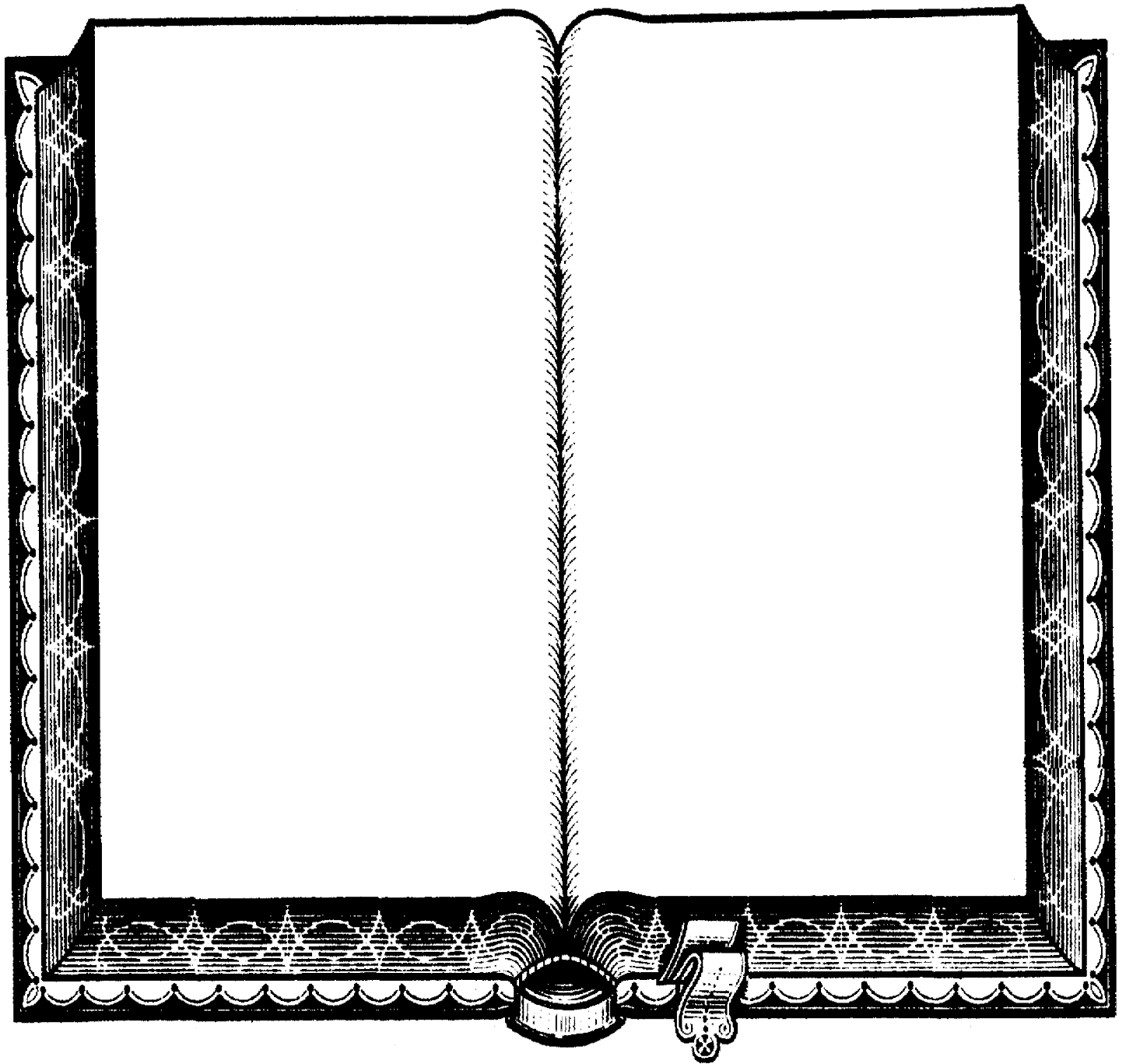
Related Websites:

Author’s website: <http://www.brianlies.com/>

Activities & other info: http://www.brianlies.com/brian_lies_library_main.html

Bat Conservation International (a portion of the proceeds from the sale of this book go to this organization) <http://www.batcon.org/>

Activity Created By: Jerry Alldredge



NAME: _____

My Favorite Book is: _____

If I could enter into this story, I would: _____

Title: Beadtime at the Swamp

Author: Crow, Kristyn

Illustrator: Pamintuan, Macky

Synopsis:

Splish splash, rumba-rumba, bim bam BOOM! How can anybody go to bed when there is a monster on the loose in the swamp? Our hero is joined by his family as they hide from the swamp monster! But wait! Is the swamp monster the one they are really hiding from?

Activity Title: Welcome to the country of Imagi-nation!

materials needed:

real pictures of swamp

Map - atlas

Encyclopedia

dictionary

Pencils

Crayolas

Copy of 'Bedtime in the Swamp' attachment

Optional:

Actual Pictures of the items on the attachment list

Activity Description:

For Kinder and first grade:

Give each child the Bedtime in the Swamp handout.

Ask the kids, "What does IMAGINATION mean?"

Talk about what is real and what is from our imagination.

Show them the picture from the handout list and ask them if it is REAL or IMAGINARY. Follow the directions on the handout by marking things USA for real and IM for Imagi-nation.

If there is time, have them draw a picture of what they like best off the list. (Canalave City is from Pokemon ~ just thought you might want to know!)

For 2nd and 3rd grades:

Give each child the Bedtime in the Swamp handout.

Ask the kids, "What does IMAGINATION mean?"

Talk about what is real and what is from our imagination.

Have the kids break into teams (2 - 4) and give them encyclopedias, dictionaries and atlases. have them use the guide words to find if the items are REAL or IMAGINARY.

EALR's/GLE's:

Reading:

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

1.2.1 Apply reference skills to determine word meanings

1.2.2 Use prior knowledge and context in read aloud and/or shared reading to predict meaning of unfamiliar words.

2.1.2 Understand how to create mental imagery.

Art:

1.3. Understand and apply arts styles from various artist, cultures, and times.

2.1. Apply a creative process in the arts

AR Level: 3.1

Lexile:

Related Websites:

Kristyn Crow's website – <http://www.kristyncrow.com>

Activity Created By: Amy Cook - Canyon View - Kennewick, WA

Name _____ Date _____



The following settings and characters can be found either in the United States or in our Imagi-Nation! Write either **USA** for those that can be found here and write **IM** for those places and things that can only be found in our Imagi-Nation!

_____ Forest

_____ Trolls

_____ Dragons

_____ Seattle

_____ Ballerina

_____ Football Player

_____ Princess

_____ Fairies

_____ Gingerbread House

_____ Disneyland

_____ Castles

_____ Narnia

_____ Centaurs

_____ Unicorns

_____ Moms

_____ Batman

_____ Firefighters

_____ Canallave City

Draw your favorite thing from the list!

Title: Bone Soup

Author: Cambria Evans

Illustrator: Cambria Evans

Synopsis: Retells the classic tale about a traveller, a ghost, who tricks a town's witches, ghouls, and zombies into helping him make soup.

Activity Title: Bone Soup Chant

Activity Description: Students may repeat this chant line by line after the teacher , read together, or two groups may read alternating lines.

EALR's/GLE's: Reading GLE 1.1.2 Understand and apply phonological awareness and phonemic awareness

AR Level: 4.0

Lexile:

Related Websites: <http://store.augusthouse.com/productdetails.cfm?sku=4988&lp=1>

Activity Created By: Elizabeth Bruno

Bone Soup Chant

Bone soup, yeah!

Bone soup, yeah!

A magic bone is all you need
To get this soup to start
Soon there will be a luscious brew
That melts your heart

Dandelions, eyeballs, and dried mouse droppings,
Keep this soup hopping and plopping
Bat wings and toenail clippings
Make this soup not worth skipping

Pull up a stool
Let your mouth drool
For bone soup, yeah!

Title: Critter Sitter

Author: Chuck Richards

Illustrator: Chuck Richards

Synopsis: When the Mahoney family hired Henry the Critter Sitter to watch their dog, cat, bird, fish, frog, and snake, he thinks he is up for the challenge since creature control is his game but the pets have a different idea.

Activity Title: Don't be "Pet-rified" but you might want to pay attention too. . .

Activity Description: The Mahoneys are off again for a vacation to Hawaii and have asked Henry to watch over the critters again. This time, however, there is a new critter in the Mahoneys home. In the note that the Mahoneys have left for Henry, please have students create a picture of the new critter and write about what antics it might get into if Henry doesn't have his "Creature Control" game on.

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

GLE: 2.1.2 Understand how to create mental imagery.

GLE: 2.1.5 Understand how to infer/predict meaning.

AR Level: 4.7

Lexile: N/A

Related Websites:

Biography: <http://biography.jrank.org/pages/2308/Richards-Chuck-1957.html>

Walker & Company: <http://www.walkeryoungreaders.com/books/catalog.php?key=759>

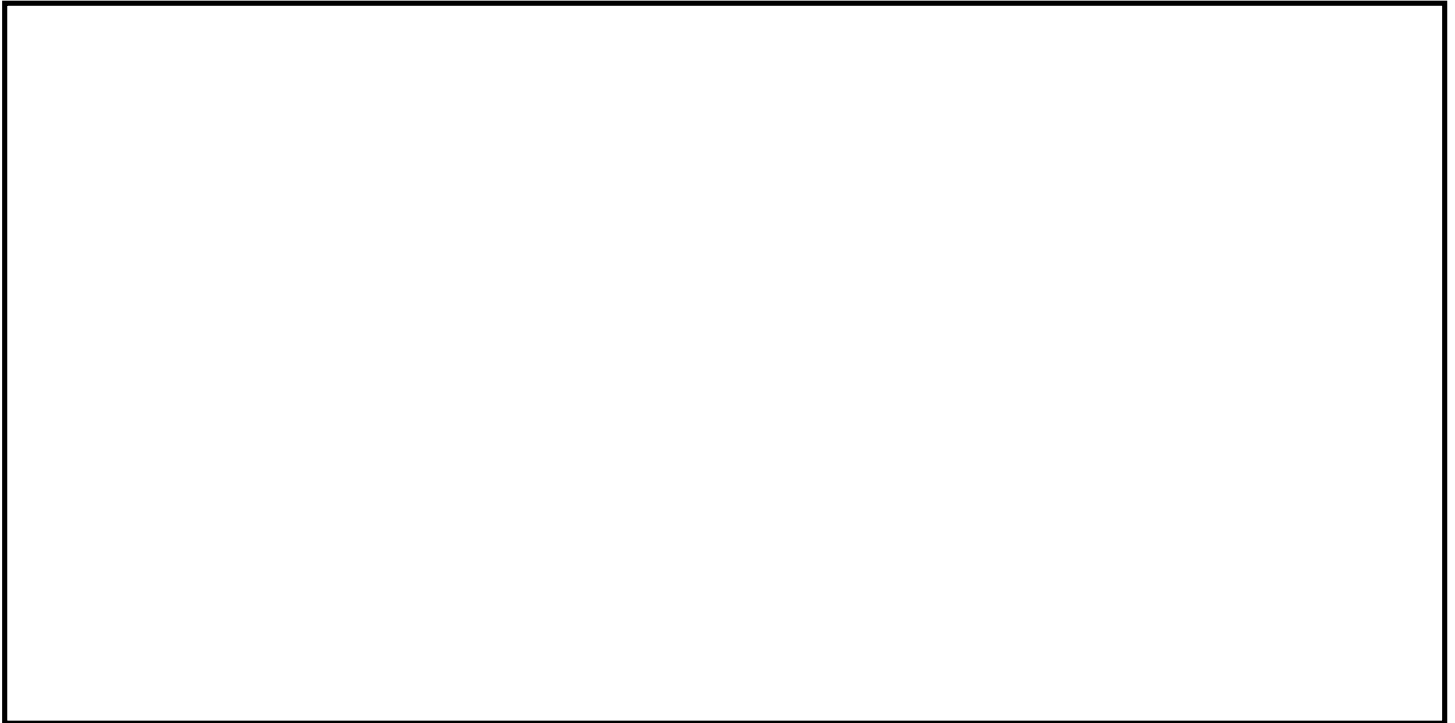
Activity Created By: Stephanie Wilson

Dear Henry,

We're off to the sunny beaches and waters of Hawaii! We know we can trust you and your mighty "Critter Sitter" skills. In addition to watching our current gang of critters you might want to know that we just got a

_____.

Here is a picture of him so you know what he looks like.



Just be careful. If you're not watching he might

Good luck. We know we're in good hands with creature control skills.
See you in three weeks,
The Mahoney Family

Title: Dirty Joe the Pirate

Author: Bill Harley

Illustrator: Jack E. Davis

Synopsis: Dirty Joe and his pirate crew terrorize the seven seas in their quest for dirty socks, but they meet their match in Stinky Annie, whose favorite loot is pilfered underwear.

Activity Title: Arrrrr, Hand it Over!

Activity Description: Generate items pirates had on board. Ask students if they were pirates, what one item would they want from other pirates or pirate ships and why.

A good time to highlight pirate books – the Eyewitness book on Pirates has great photos of some of the items listed below.

Items on Board:

Food	Hats
Water and Ale	Clothing
Chickens for their eggs	Sails
Cattle or Goat for their milk	Telescope
Treasure if they found any	Wheel
Navigator	Maps
Ropes	
Weapons – swords/cutlass, cannon, pistol, musket	
Flag, etc.	

Use the black line of the ship and generate ideas around it. Students could also have their own copy to draw the item they would take from other pirates or pirate ships. Encourage students to also add color to their ship and add their own Jolly Roger (nothing gory).

Extra Activity: Word Puzzle for 2nd and 3rd graders

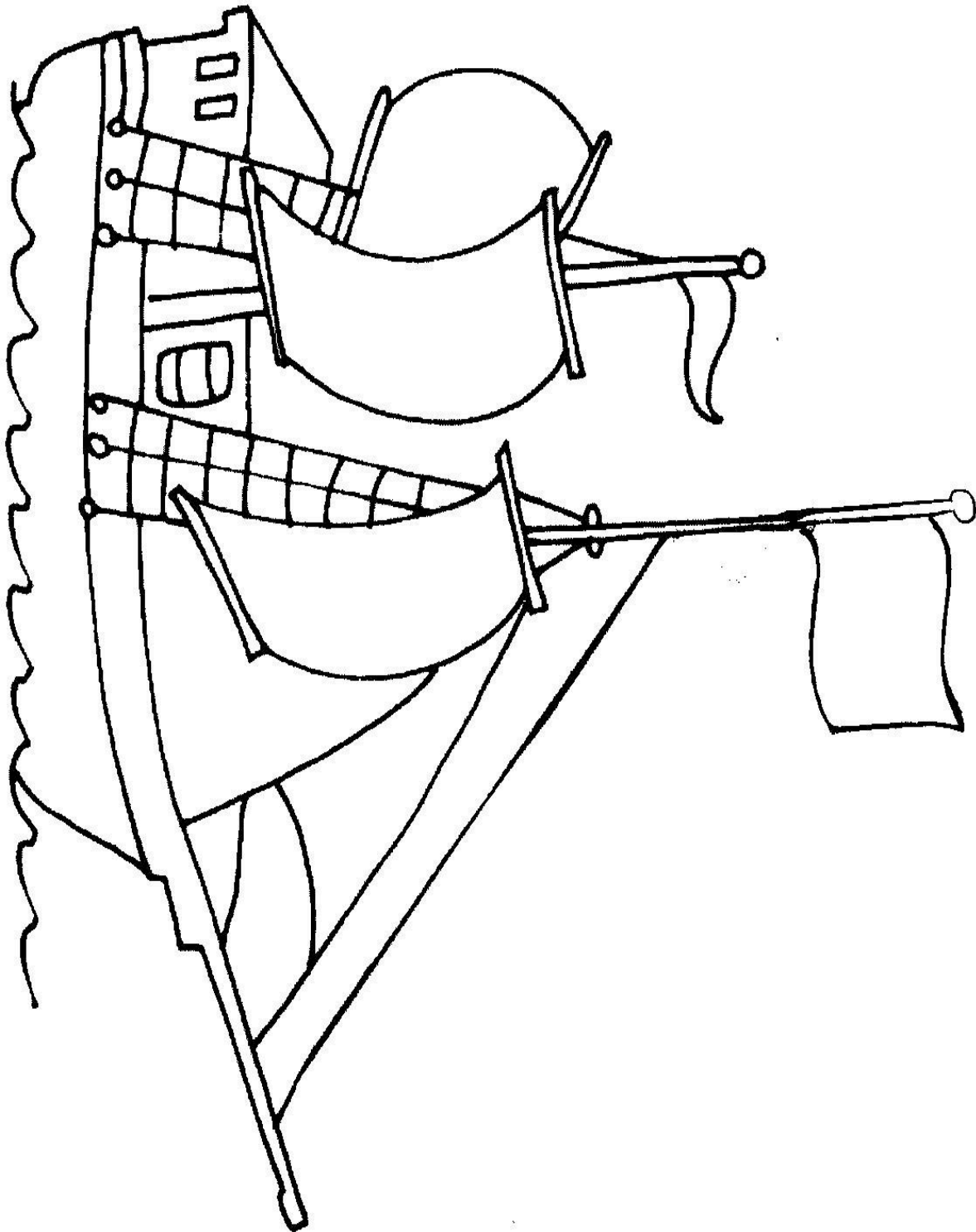
EALR's/GLE's:

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

AR Level: 4.1

Related Websites: <http://www.history.com/content/pirates>
<http://www.nationalgeographic.com/pirates>
<http://www.cybersleuth-kids.com/sleuth/History/Pirates>

Activity Created By: Charisse Tsukamoto



Matey's Name _____ Fact/Opinion

BLACKBEARD'S SECRET

Circle the letter in the fact or opinion column. Write the letters in the Numbered blanks below to solve the mystery.



Fact

Opinion

- | | | |
|--|---|---|
| 1. The word "pirate" means sea robber. | A | Y |
| 2. The Age of Pirates was over 200 years ago. | E | L |
| 3. All pirates were ugly. | G | T |
| 4. Pirates were outlaws. | D | O |
| 5. The pirates voted for their captain. | W | B |
| 6. Pirates had rules to share the treasure. | C | K |
| 7. Only pirate captains were allowed to have a pet parrot. | Q | R |
| 8. Some pirates were women. | H | S |
| 9. "Shiver Me Timbers!", means Goodness! | I | E |
| 10. Pirates were compensated for losing body parts; eyes, arms, legs, and fingers. | M | A |
| 11. Today, air pirates are called hijackers. | D | P |



What was Blackbeard's real name?

2 4 5 1 7 11 3 9 10 6 8

Blackbeard was known to be the most fearsome pirate!

This activity is based on the best of Mailbox, primary.

Title: Help Me, Mr. Mutt!: Expert Answers for Dogs with People Problems

Author: Janet Stevens and Susan Stevens Crummel

Illustrator: Janet Stevens

Synopsis: Responding to disgruntled dogs nationwide, Mr. Mutt, Canine Counselor, has solutions to the stickiest dilemmas. But Mr. Mutt has his own problem to solve: the cat (aka The Queen), who has her own idea of who's in charge. Now Mr. Mutt is the one who needs help--quick! Through letters and newspaper clippings--and with plenty of their trademark humor--Janet Stevens and Susan Stevens Crummel give voice to despairing dogs everywhere.

SUMMARY: Dogs across the United States write to Mr. Mutt, a people expert, for help with their humans.

Activity Title: Writing an advice column (see the WCCPBA Wiki for the template of the activity for your older students)

Activity Description: What advice would your dog ask of the advice columnist and what would you answer (as the advice columnist) when you were asked? This is the activity for your students to write with a picture box provided on the paper for the younger students to draw a picture from the story and write the question and answer in the spaces provided. The very youngest students may need to have "buddy" partners record the questions and answers but they can draw the illustration. Older audiences will be able to write and illustrate after hearing the story with its many examples. The oldest audience can use the adaptation provided and write their own advice column using the template with example.

EALR's/GLE's: Writing: EALR 2: The student writes in a variety of forms for different audiences and purposes. EALR 3: The student writes clearly and effectively Visual Arts EALR 1 : 1.2 – Develops visual arts skills and techniques EALR 2—Visual Arts: The student demonstrates thinking skills using artistic processes of creating. 2.1: Applies a creative process in visual arts. EALR 3 — Visual arts: The student communicates through the arts. 3.2 Uses the visual arts to communicate for a specific purpose. EALR 4 — Visual Arts: The student makes connections within and across the arts to other disciplines, life, cultures and work.

AR Level: 2.6

Lexile: AD420L

Related Websites:

<http://www.harcourtbooks.com/mrmutt/default.asp?source=nav>

Janet Stevens: <http://www.janetstevens.com>

Susan Stevens Crummel: <http://www.susanstevenscrummel.com>

Activity Created By: Kay Evey, Tukwila Elementary School

Name: _____

Name of your dog or a fictitious dog _____

What would your dog write if he sent a letter to a doggie advice column?

What advice would you as the columnist give your dog?

A large, empty rectangular box with a thin black border, intended for the student to write their response to the question about advice for their dog.

Title: Mrs. Muddle's Holidays

Author: Neilsen, Laura

Illustrator: Yezerski, Thomas F.

Synopsis: Maple Street was like any other suburban street, each family doing their own thing, celebrating their own holidays their own way...that was until Mrs. Muddle moved in! This grandmotherly woman started celebrating "The First Robin of Spring Day" or "April Showers Day". The neighborhood children started joining in on Mrs. Muddle's odd holidays. But wait, the neighborhood was celebrating something that Mrs. Muddle didn't have on her calendar - what could it be?!

Activity Title: My Muddle Calendar

Supplies:

Attached Calendar Template (one for each month)

Crayolas, watercolors, or photographs

Book of Calendars - such as "Teacher's Holiday Book"

Stapler

Activity Description: This activity could take just one session, or several - depending on how intensely you want to get into it!

- * Give each of the students as many pages as you would like in their calendar

- * As a group, name your calendar months

- * As a group number your calendar days - "Thirty days has September, April, June and November. All the rest have 31, except for February, which has 28 but during Leap Year, it has 29."

- * Now - You could have the kids all write down each others birthdays, no school days, author's birthdays and such.

- * OR - Using the "Teacher's Holiday Book" the kids could find another activity during their birthday or birth-month to write down

- * OR - You could have the kids make up a holiday that is in conjunction with what is happening on their birthday - such as May 18th - Happy Valcano Day! or August 7th - Merry Running Through the Sprinkler Day! - Maybe even make a Card for that 'holiday' to send to the Principal for their holiday.

EALR's/GLE's:

communications 1.2 - Understands, analyzes, or synthesizes, or evaluates information from a variety of sources.

communication 2.1 - Uses language to interact effectively and responsively in a multicultural context.

Writing 2.2 - Writes for different purpose.

Writing 2.1 - develops ideas and organizes writing.

Mathematics 1.1 - Understand and apply concepts and procedures from number sense.

Reading 1.3 - Build vocabulary through wide reading.

Reading 2.1- Demonstrates evidence of reading comprehension.

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

AR Level: 4.3

Lexile:

Related Websites:

Mrs. Muddle's Holiday website: <http://www.mrsmuddle.com/>

Holidays on the Net: <http://www.holidays.net>

Holiday insights: <http://www.holidayinsights.com>

Holidays: <http://www.apples4theteacher.com/holidays>

Activity Created By: Amy Cook - Canyon View Elementary - Kennewick, WA

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Title: Ms. McCaw Learns to Draw

Author: Kaethe Zemach

Illustrator: Kaethe Zemach

Synopsis: Dudley Ellington has trouble in school paying attention and learning new things. Ms. McCaw, his teacher, has much patience with Dudley. She explains lessons many times until they make sense to Dudley. Dudley returns the favor when Ms. McCaw needs help drawing a face. The entire class gets involved with drawing profiles.

Activity Title: Profile Mural

Activity Description: On a large piece of butcher paper each student draws a profile. Place the mural on a large space in the hallway or library. Have each class add a profile.

EALR's/GLE's: 2.1.Demonstrate evidence of reading comprehension.
2.2.Understand and apply knowledge of text components to comprehend text.

AR Level: 3.8

Lexile: NC770

Related Websites:

<http://www2.scholastic.com/browse/search/?Ne=2617&query=Ms.+McCaw+learns+to+draw&Ntt=Ms.+McCaw+learns+to+draw&Ntk=SCHL30 SI&Ntx=mode+matchallpartial&VT=2&N=2619& N=fff>

Biography: <http://biography.jrank.org/pages/387/Zemach-Kaethe-1958.html>

See an Author Visit by Kaethe Zemach:

<http://www.methacton.org/6880946211591/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=55452>

Activity Created By: Carol Steen

Title: One is a Feast for Mouse

Author: Judy Cox

Illustrator: Jeffrey Ebbeler

Synopsis: Subtitled: A Thanksgiving tale, this book reminds us that it is the little things that we have for which we should be thankful. Little mouse peeks out to see everyone asleep after a big Thanksgiving feast. But the table has not been cleared so he decides that he will find just one thing to eat, one perfect pea is “just the feast for me”. Until his eyes are bigger than his stomach and this gets the best of him. Not to mention the cat that spies him on the table balancing way too much food precariously. When the cat tries to climb the table to catch the mouse chaos awakens the woman who shoos the cat out the door and mouse barely escapes to his hidey-hole. Having lost all of the dinner he was balancing he is thankful just to be safe. But the pea has rolled close enough for him to put on a plate to eat reminding him that “one was a feast for mouse”. This cumulative tale is beautifully illustrated with acrylic paint, pastels and colored pencils that large enough for group sharing. SUMMARY: On Thanksgiving Day while everyone naps, Mouse spots one pea, a perfect feast, but he cannot help adding all of the fixings--until Cat spots him.

Activity Title: Draw and write about your favorite meal

Activity Description: Students will draw and color the favorite foods on the plate (with utensils provided) they may want to add soup spoons, chopsticks or other utensils they use or cross out those that they do not use. They will write about the favorite meal, describing the food. For the older student they may be asked to include the ingredients of the dishes on the back of the paper, the younger students may be asked only to write the word next to the illustration of the food on the plate. Adaptations for K-1: Plate may be divided into four areas (black line) and lines for the name of the food illustrated. Adaptations for 2-3: Description of the ingredients and using senses to describe taste, touch, smell, look of foods that are their favorite.

EALR's/GLE's: Writing: EALR 2: The student writes in a variety of forms for different audiences and purposes. EALR 3: The student writes clearly and effectively

AR Level: 3.6

Lexile:

Related Websites:

Author Site: <http://www.judycox.net/index.htm>

YouTube Movie Trailer: <http://www.youtube.com/watch?v=CzHOX4s7tEM>

Activity Created By: Kay Evey

Name: _____



- 1) In the space above write what you would put on your plate for dinner.
- 2) Draw and color the food on the plate.
- 3) Write why this is your favorite meal below.

Title: The Pencil

Author: Allan Ahlbert

Illustrator: Bruce Ingman

Synopsis: Once there was a pencil, a lonely little pencil, until one day it shivered slightly and began to draw. It drew a boy, a dog, a cat and a lot of other fun things. Everything was going fine until the pencil drew an eraser and all his trouble began, because the eraser was a bully.

Activity Title: "What's Bothering You?"

Activity Description: The Pencil discovered a very clever way to rid himself of his enemy, the eraser. After reading the story discuss and record reasons why students believe that bullies act the way they do. In addition, discuss and record ways to avoid bullies, confrontation and how to deescalate negative situations. and post solutions. Follow discussion with more great children's books on bullying like:

- Enemy Pie by Derek Munson
- Hooway for Woodney Wat by Helen Lester
- The Recess Queen by Alexis O'neill
- Martha Doesn't Say Sorry by Samantha Berger
- Freckleface Strawberry and the Dodgeball Bully by Julianne Moore

EALR's/GLE's: Reading:

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

To meet this standard, the student:

- 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.

AR Level: 3.1

Lexile:

Related Websites: <http://pbskids.org/itsmylife/friends/bullies>
<http://kidshealth.org/kid/feeling/emotion/bullies.html>

For a real "magic pencil" go to the following website:

<http://web.media.mit.edu/~silver/drawdio>

Activity Created By: Dianne Borchert

Title: Peter Spit a Seed at Sue

Author: Koller, Jackie French

Illustrator: Manders, John

Synopsis:

Four bored kids on a porch. A boring summer afternoon. When a fella started yellin', "Watermelon!" Just what was needed to stop the boredom! Then after they chomped and burped, Peter spit a seed at Sue - and what were the others to do? Everyone joined in from the police officer to a bus load of kids - until the Mayor pulled up!

Activity Title: Watermelon Seeds for Fun

materials needed:

packet of Watermelon seeds

paper plate - cut in half

paint - green, pink

sponge

glue

Watermelon - seeded - cut up

butcher paper

yard sale dots

tape measure

Activity Description:

For Kinder and first grade:

Give each child half of a paper plate and 5 watermelon seeds.

Have the kids sponge the center of the plate pink. On the edge of the plate (leaving the crinkled part white) sponge it green. Let dry.

Glue the watermelon seeds on the pink part.

For 2nd and 3rd grades:

Roll out the butcher paper - about 8 feet.

Give each child a slice of watermelon and 3 dots. Have them line up on the end of the butcher paper, take a bit of their watermelon, and spit their seed as far as they can. Use the dot to mark their seed - write their initials on the dot. Measure the dots.

If you would like to set up a graph to measure the lengths.

EALR's/GLE's:

Math:

K.1.C Fluently compose and decompose numbers to 5.

1.2 - Understand how measurement units of money value, length, capacity, and time are organized in the U.S. system.

1.4 - Understand how data can be organized.

1.4 - Understand how pictographs and bar graphs provide information.

Reading:

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

Art:

1.3. Understand and apply arts styles from various artist, cultures, and times.

2.1. Apply a creative process in the arts

AR Level: 2.9

Lexile:

Related Websites:

Jackie French Koller's website – <http://www.geocities.com/~jackiekoller>

Activity Created By: Amy Cook - Canyon View - Kennewick, WA

Title: The Pink Refrigerator

Author: Tim Egan

Illustrator: Tim Egan

Synopsis: Dodsworth does as little work as he can, collecting items from a junkyard and placing them in his thrift store for sale, until he happens upon a pink refrigerator that spurs him to do much more with his life.

Activity Title: What else could be in the refrigerator?

Activity Description: After the book is read aloud, share other possible messages from the refrigerator(see blackline master). Have each student select one of them and draw or list one set of items that would go in the refrigerator. Have students post their responses under the appropriate category. A variety of sports, games, collections, and broken items/tools should be displayed. Categories may then be highlighted.

EALR's/GLE's: Reading GLE 2.3.2 Understand concept of categories

AR Level: 3.8

Lexile:

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

Activity Created By: Elizabeth Bruno

Play a game

Play a sport

Start a collection

Repair a broken
item

Title: Snoring Beauty

Author: Bruce Hale

Illustrator: Howard Fine

Synopsis: Princess Marge, daughter of King Gluteus and Queen Esophagus, who is nearly doomed by an irate fairy has her harsh sentence modified by another ("half-deaf") fairy, Tinnitus. The princess will become a sleeping dragon when run over by a pie wagon and will "one day" be awakened by "a quince." Although all pies (and pie wagons) are banned by the king, the princess has her foot run over by a suspicious but unrecognized pie wagon on her 16th birthday and becomes a loudly snoring dragon. You know the rest! Hale's sassy, tongue-in-cheek tale may sound like just another silly "Sleeping Beauty" rewrite. However, enriched by Fine's large, double-page watercolor paintings with their whimsical human visages, distinctive fairies, and frog courtiers; the inimitable sleeping dragon princess; a repetitive refrain ("Yada, yada, hippity-hop"); and those cacophonous snores, this fantastic story is a delight!

Activity Title: "Comparing Sleeping Beauty Tales!"

Activity Description: After reading "Snoring Beauty" read another version of Sleeping Beauty and using a Venn Diagram compare and contrast the two stories as a class. Then, have students break into smaller groups and read another version of Sleeping Beauty and produce their own Venn Diagram comparing the two Tales.

- Sleeping Bobby by Will Osborne and Mary Pope Osborne
- The Sleeping Beauty retold and illustrated by Warwick Hutton.
- Waking Beauty by Leah Wilcox
- Thorn Rose by the Brothers Grimm
- Sleeping Bunny retold by Emily Snowell Keller
- Sleeping Ugly by Jane Yolen

EALR's/GLE's: Reading:

2. The student understands the meaning of what is read.

To meet this standard, the student will:

- 2.1. Demonstrate evidence of reading comprehension.
- 2.2. Understand and apply knowledge of text components to comprehend text.
- 2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.
- 2.4. Think critically and analyze author's use of language, style purpose, and perspective in informational and literary text.

AR Level: 3.2

Lexile:

Related Websites:

http://www.isabelperez.com/hotpot/mat_activities/Home.html

http://www.marilynkinsella.org/Workshop%20papers/fractured_fairy_tales.htm

Activity Created By: Dianne Borchert

Title: Timothy and the Strong Pajamas: A Superhero Adventure

Author: Schwarz, Viviane

Illustrator: Schwarz, Viviane

Synopsis: Timothy's favorite pajamas get worn out, so his mom repairs them using strong thread and sturdy patches. This has endowed the pajamas - and Timothy - with superhero strength! Timothy and his sock monkey decide to use these new attributes to help people, such as a princess, sailors and a lost bear. Oh no! While saving the bear, Timothy's Pajama's get ripped and he loses his super-strength! What is he going to do?

Activity Title: Pajama Similes

materials needed:

pajama pattern

simile pattern

crayolas

glue

brads

scissors

Activity Description:

For Kinder and first grade:

Run off the Simile page that starts with - "My pajamas make me as strong as..."

Cut it out along the solid line as well as the two 'arms'.

Fold the pajamas along the dotted lines so that the buttons will be in the center. Fold the 'collar' down. Cut out the gray triangles. Color the pajamas.

Have the students fill out the blanks - what animal will the kids be as strong as in their PJ? Don't forget to fill in their name!

Open up the pajamas and glue the simile inside the pajamas.

Use the brads to attach the 'arms' to the little circles on the PJ's.

For 2nd and 3rd grades:

Do everything the same as with K-1, but use the extended chart instead!

EALR's/GLE's:

Reading:

1.4. Apply word recognition skills and strategies to read fluently.

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

3.1.1 - Analyzes ideas, selects topic, adds detail, and elaborates.

3.2.2 - Uses a variety of words.

Art:

2.1. Apply a creative process in the arts

1.3. Understand and apply arts styles from various artists, cultures, and times.

AR Level: 2.7

Lexile:

Related Websites:

Information at Scholastic Books:

<http://www2.scholastic.com/browse/search?query=schwarz%2C+viviane>

Author's website:

<http://www.vivianeschwarz.co.uk/>

Activity Created By: Amy Cook - Canyon View - Kennewick, WA

My pajamas

are soft as a _____.

My pajamas

are as colorful as a _____.

My pajamas

are as comfortable as _____.

My pajamas make me feel

as _____ as a _____.

My pajamas look

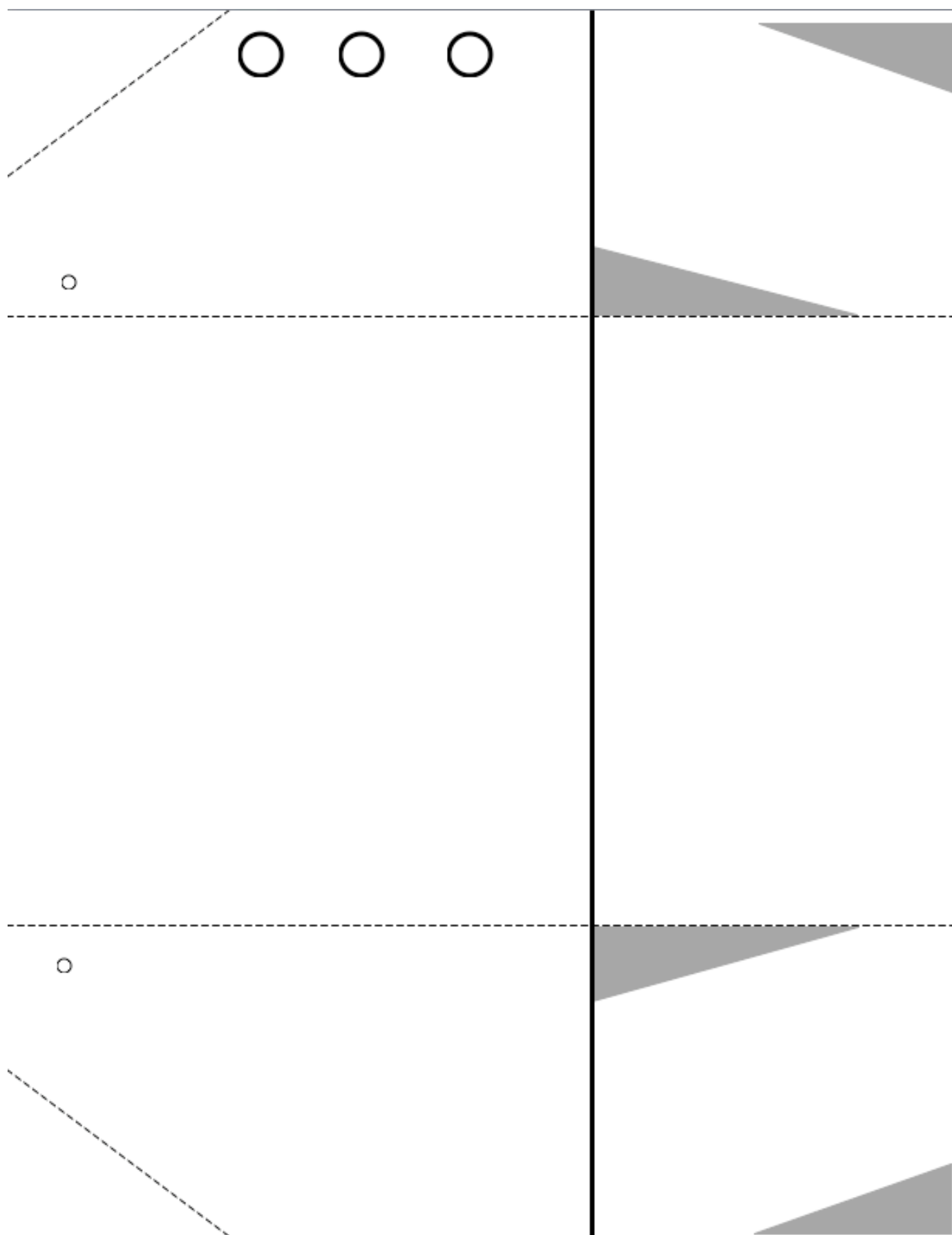
as _____ as a _____.

My pajamas

make me as strong as _____.

by _____.





Title: Too Many Toys

Author: David Shannon

Illustrator: David Shannon

Synopsis: After he finally concedes that he has far too many toys, Spencer agrees to give many of them away, but realizes that there is one special toy that he absolutely cannot part with.

Activity Title: History of Toys

Activity Description: Exploring a toy museum on History.com. Teacher Librarian shares his/her favorite toy and shows "History of Toys" videos from the History.com website listed below. TL can determine which and how much of the available videos to use. Video #1 is the origin and history of Santa Claus and includes Clement Moore's "Night Before Christmas". Video #2 is Strong National Museum of Play in Rochester NY., Video #3 is History of Barbie, Video #4 is Trains and Hot Wheels. Choose "Toys and Games" and then select "Get Link" under video window, wait a moment and then click on "Copy Link" to get a smoother video. Library connection to non-fiction sections 688.7 and 790 (Sears).

EALR's/GLE's: Arts EALR 4 "The student makes connections within and across the arts to other disciplines, life, cultures, and work." 4.4 "Understand that the arts shape and reflect culture and history."

AR Level: 3.0

Lexile: AD 600

Related Websites:

History of Toys Videos: <http://www.history.com/content/toys/video>

An Interactive Toy Shop Game: <http://www.history.com/content/toys/play-the-toy-shop>

Activity Created By: Dawn Smith

Title: Two Bobbies : A True Story of Hurricane Katrina, Friendship and Survival

Author: Larson, Kirby and Nethery, Mary

Illustrator: Cassel, Jean

Synopsis: Two animals, a dog and a cat, were stranded during the 2005 Hurricane Katrina. It follows their story from the storm to their adoption.

Activity Title: What Can We Do? We Are just Kids!

Activity Description: Contact a local animal shelter - have them share with the kids what happens when they rescue a stranded animal.
Prior to the animal shelter presenter - have the kids compile some questions. Give the presenter the list ahead of time so that they aren't caught unaware. The week before the presenter arrives, have a pet food drive and send it to the shelter. Invite the newspaper!
Have the kids create some posters supporting animal shelters. Get permission to add the phone number and a contact person.

EALR's/GLE's: Art 1.2 - Develops visual arts skills and techniques.

Art 3.1 - Uses the arts to express and present ideas and feelings.

Art 3.2 - Uses the visual arts to communicate for a specific purpose.

Communication 1.1 - uses listening and observation skills to focus attention and interpret information.

Communication 1.2 - Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

writing 2.1 - Adapts writing for a variety of audiences.

Writing 2.2 - Writes for different purposes.

Reading 1.1.3 - Build vocabulary through wide reading.

Reading 3.3.1 - Read to learn new information.

Reading - 4.4.2 - Develop interests and share reading experiences.

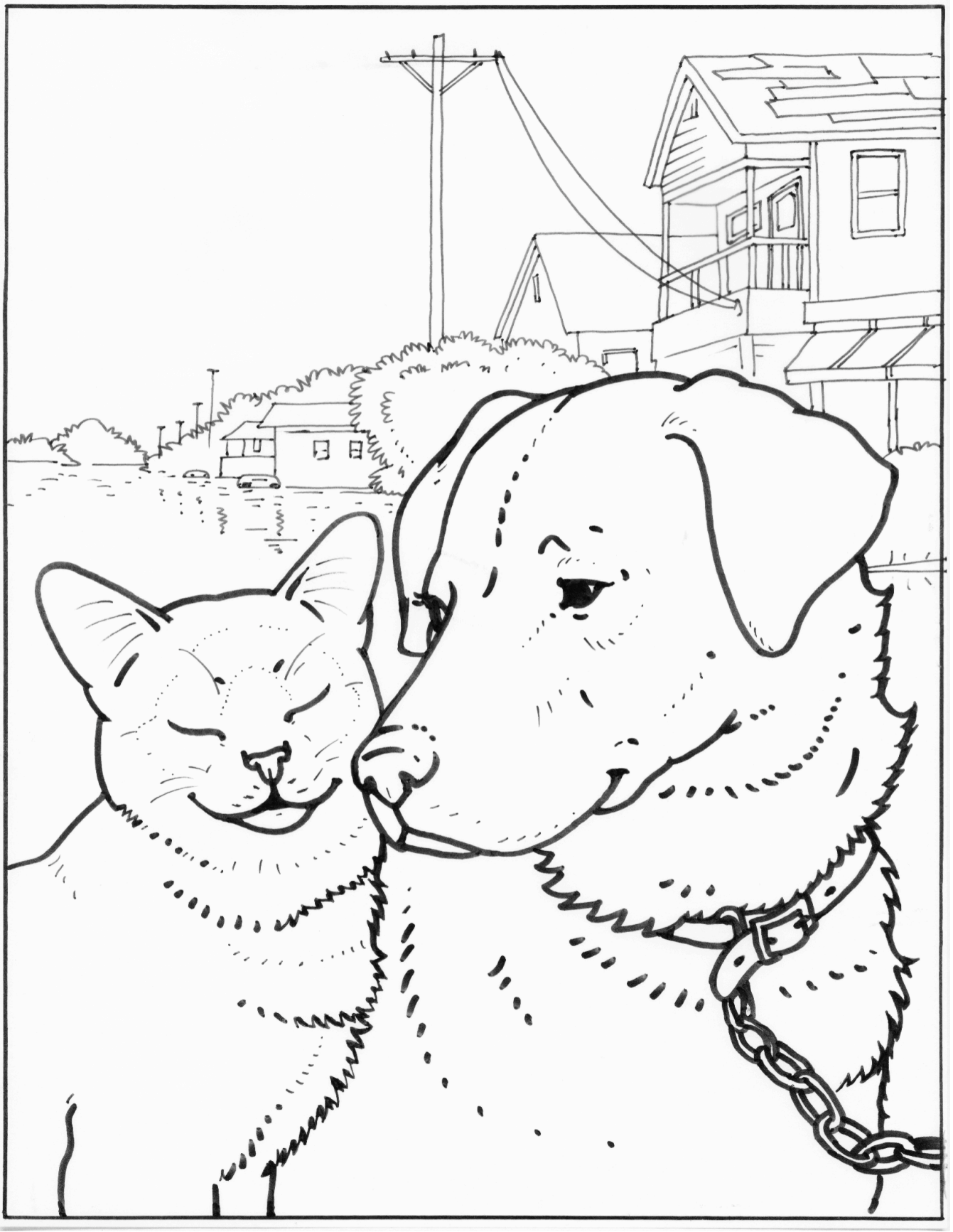
AR Level: 4.2

Lexile:

Related Websites:

<http://www.twobobbies.com/> Two Bobbies Website – SPOILER ALERT!!! You might want to preview in advance – Bob Cat has passed away.

Activity Created By: Amy Cook - Canyon View Elementary - Kennewick, WA



Title: Wangari's Trees of Peace

Author: Jeanette Winter

Illustrator: Jeanette Winter

Synopsis: Wangari lives near Mt. Kenya in Africa. Wangari is an excellent student and is gifted with a scholarship to study in America. Upon her return, she is devastated to see a barren land with no crops or birds. Wangari's goal is to plant seedlings row upon row in open spaces bringing back the beauty of her beloved country.

Activity Title: Tree Farm Paintings

Activity Description: After listening to the story, students each make a tree using an apple, potato, orange, onion etc. for the green part and a sponge for the trunk. Dip the vegetable or fruit in green tempera and the sponge in the brown tempera. The brightly colored tree farm it creates will brighten classrooms, hallways and libraries across Washington.

EALR's/GLE's: 2.1.Demonstrate evidence of reading comprehension.
2.2.Understand and apply knowledge of text components to comprehend text.

AR Level: 3.7

Lexile: AD730L

Related Websites:

<http://www.papertigers.org/reviews/USA/papertigers/WangarisTreesOfPeace.html>

http://www.kidspoint.org/columns2.asp?column_id=1576&column_type=author

<http://www.post-gazette.com/pg/06276/726884-369.stm>

Activity Created By: Carol Steen

Title: Woolbur

Author: Leslie Helakoski

Illustrator: Lee Harper

Synopsis: Woolbur is not like other sheep. He hangs out with wild dogs, cards his own wool to avoid the shearing barn, and even dyes his wool blue. "Don't worry!" says Grandpaa when Maa and Paa fret that Woolbur is different. But when they tell their son to follow the flock, the opposite happens and the flock follows him!

Activity Title: Isn't it Great!!! Display

Activity Description: Wherever you display student work create a "bulletin board" of sheep that students make that includes a statement of something they can do that is great. Title it: Woolbur is GREAT!! and so am I!!!! After reading the story talk about what makes Wilbur march to his own drummer and not afraid to be himself.

1. Print out a copy of the sheep's head pattern for each student (foam hearts are nice too)
2. Students color, cut out and assemble the sheep's head and mount on a piece of light colored paper that has the writing template printed.
3. Above the head the students fill in their name and write a sentence on what makes them special:
(their name) can _____.
below is the phrase "Isn't it GREAT!!!!"

Sheep with sign-coloring page also included for Kindergarteners.

EALR's/GLE's: WA GLE: EALR 2.3.3 Understand literary/narrative devices. - The word choice and repetitive sentences. WA GLE EALR: 2.1.4 Use prior knowledge/schema

AR Level: 2. 30

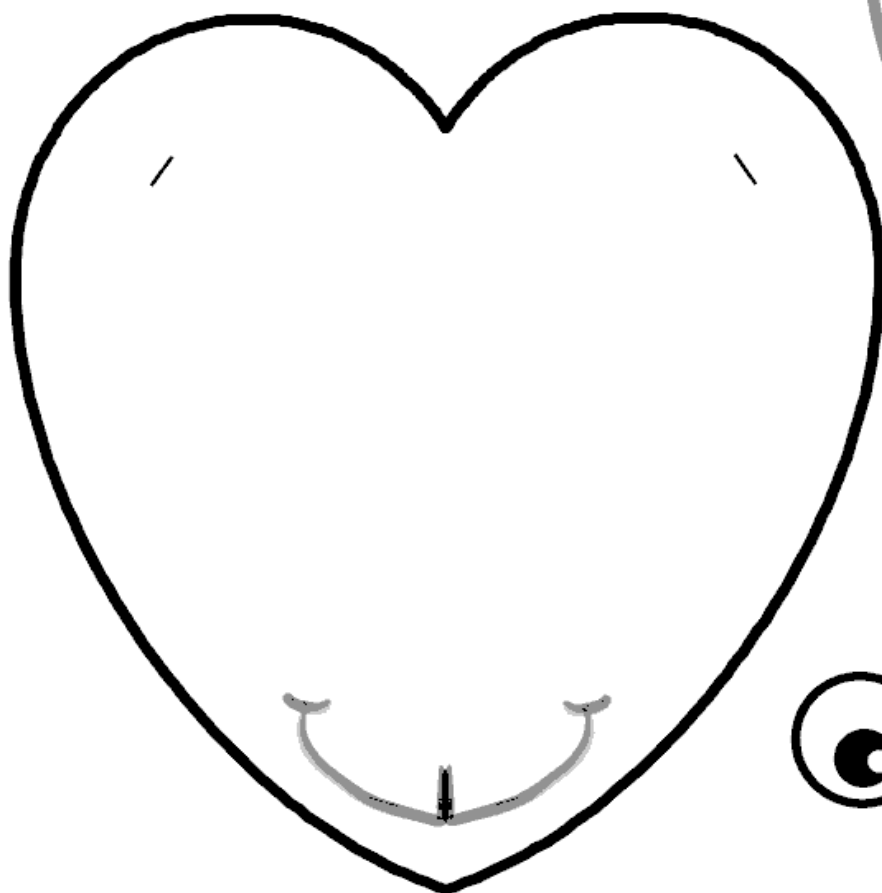
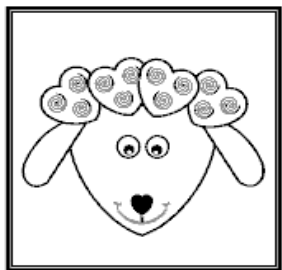
Reading Counts Level: 1. 70

Lexile: AD270L

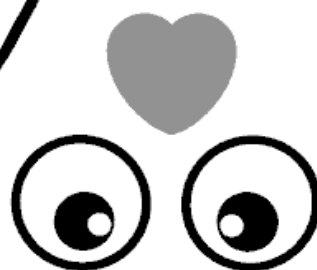
Related Websites: **Websites on spinning:**

<http://www.joyofhandspinning.com/wheel-drives.shtml>

Activity Created By: Kim Guyette



Cut in half for ears
Corte por la mitad
para orejas.



<http://first-school.ws>

_____ can _____

Isn't it GREAT!!!!

_____ can _____

Isn't it GREAT!!!!