

# Washington Children's Choice Picture Book Award Nominees & Activities 1996

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## **\*WHERE'S MY TEDDY?**

by Jez Alborough

Young Eddie goes traipsing off into the dark woods in search of Freddie...his teddy. What he finds, instead of Ted, will give the youngest of our voters just the right amount of chills and thrills. Alborough's oversize watercolor, crayon, and pencil illustrations portray the world and its enormity from the eyes of young children.

## **ACTIVITY: "HERE'S MY TEDDY!"**

K-1: Students will create a portrait of their favorite Teddy using construction paper cut-outs. Discuss the various parts of the bear; ears, legs, body, etc. then have each student select a sheet of brown, white or black paper (depending on the color of their favorite Teddy). Have students cut the parts of their bear using free-hand technique then place the pieces on a woodsy green background sheet. Paste together after all pieces are arranged satisfactorily on the sheet. Have students use black felt pens or crayons to add facial details and to copy the sentence "Here's (student's name) Teddy!" on the green paper.

2-3: To answer the question "Why do we call them Teddy bears?" older students can use CD-Rom encyclopedias, print encyclopedias and the card catalog to locate information. In groups of 2 or 3, students can complete the Activity Sheet 1.

Both research cards and Teddy bear creations can be displayed on the same bulletin board.

### **\*SOAP! SOAP! DON'T FORGET THE SOAP!: An Appalachian folktale**

retold by Tom Birdseye, illustrations by Andrew Glass

Slapstick humor describes many of the Appalachian folktales, and most certainly Soap! Soap! Don't Forget the Soap! Plug can't remember his own name for 30 seconds let alone what he was sent to the store for. A series of hilarious albeit catastrophic events follow. Andrew Glass' whimsical illustrations add to the hilarity.

### **ACTIVITY: "WHO'S GOT A MEMORY?"**

Discuss various mental techniques used to help remember necessary information. To demonstrate one technique for remembering names, have students divide into small groups (size will vary according to memory challenge desired). Describe technique of rhyming names with a word such as "Jolly Joanne" or "Generous Jim". Have students devise their own rhyming names. Students then share the names with the group repeating each name several times. Now have volunteers attempt to repeat all the rhyming names of the members of their group. Expand size of the group and repeat with new volunteers.

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### **\*STELLALUNA**

by Janell Cannon

An endearing bat story...who would've thought? Just a baby, Stellaluna falls into a bird's nest. She shows her pluck and adaptability as she is raised alongside the baby birds until mother bat finds her. The tale of a bat that has won the hearts and changed the minds of many young and old alike.

### **ACTIVITY: "CREATURES WE ARE LEARNING TO LOVE"**

Discuss creatures that have traditionally been considered evil or dangerous such as sharks, wolves, etc. List these on a large sheet of butcher paper leaving space for added information about each. Have students gather factual information, pictures and stories about each creature. See Activity Sheet #2 for information gathering format. This can be either a small or whole group activity.



## **\*THE HOUSE CAT**

by Helen Cooper

Reminiscent of Six Dinner Sid and Charlie Anderson, Tom is his own cat, with his own set of troubles. While two families live in the house, Tom belongs to the whole house. When one of the families moves and audaciously takes Tom with them, he sets out on his own version of Homeward Bound. Cooper's watercolor illustrations follow Tom on his journey.

### **ACTIVITY: "FINDING YOUR WAY HOME"**

Review the portion of the story in which Tom recalls landmarks that he later uses to find his way home. Have students think through the landmarks they might use if they had to walk from school back to their own home in an emergency. Give each student and 11"x18" sheet of paper and have them fold in into eight sections. Number each section and draw and/or give a written description of the landmarks they would use for their journey home. Students who live near one another might wish to team up and work together.

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## **\*OWEN**

by Kevin Henkes

Owen was quite adamant about his baby blanket. "Fuzzy goes where I go," he'd always say. Owen's mother and father try everything to wean Owen from his baby blanket. Things become desperate, Owen's about to start school. And finally, Owen's mother has a brilliant idea. In Kevin Henkes indomitable style, everybody wins.

### **ACTIVITY: "ADVICE TO OWEN"**

Read and pass around a few examples of advise columns. Using postcard size paper or technology such as Kid Pix, have children write to Owen giving him their advise on how to deal with his problem of growing too old to "always" have his blanket.



## **\*THE COW WHO WOULDN'T COME DOWN**

by Paul Brett Johnson

Gertrude paid no attention to Miss Rosemary's rants and raves. "Gertrude! You will kindly come down this very instant. It's a known fact cows don't fly." Neither did she pay attention to her cajoling and pleading. Gertrude had learned to fly and was having far too much fun to come down. What will it take? Johnson's first book for children combines sunny, acrylic paintings, with the humorous text depicting the battle between woman and cow.

### **ACTIVITY: "HOW WOULD YOU GET GERTRUDE TO COME DOWN?"**

Read the story up to the point where poor Miss Rosemary knits her brow and wonders how to get Gertrude down. Give each student a half sheet of paper and have them draw and/or write their idea for a solution to Miss Rosemary's dilemma (limit time to 5-7 minutes). Collect the student solutions quickly and finish reading the story. Have students share their solutions verbally.

To further develop these ideas, have students take their idea and develop it into a two page illustrated addition to the book. Review pages of the book and look at text layout and location of illustrations. Use a piece of 11"x18" white paper, folded across the short width. Students may choose crayons or felt markers to complete pictures. The text could be written on a word processing program, printed and cut and pasted on the pages. These could be individual or group projects.

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## **\*THE BEAR THAT HEARD CRYING**

by Natalie Kinsey-Warnock & Helen Kinsey, illustrations by Ted Rand

Ted Rand's rich illustrations set the historic tone for this fictionalized account of a 1783 incident. The authors discovered an account, while doing geneological research, describing a young girl lost in the woods for four days who claimed to have been cared for by a "big black dog". Paw prints proved the dog to, in fact, be a bear. A fascinating story grounded in the historical documents of a New Hampshire community in 1783.



### **ACTIVITY: "WHAT IS YOUR FAMILY STORY?"**

Read the author's note and discuss family stories and how they are often the inspirations for picture books. ( Examples; My great Aunt Arizona, The Sign of the Beaver, The Year of the Perfect Christmas Christmas Tree, etc.) Have students share stories they have heard or can tell about members of their families. These could be written and illustrated.

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### **\*HENRY'S BABY**

by Mary Hoffman, illustrations by Susan Winter

Henry is new to school and wants so badly to be accepted by a special group of guys. Henry may not be the snappiest dresser, or the most athletic, or the toughest, or smartest. But, he has something that becomes the envy of all them. A baby brother. A charming story, sure to make many think twice about their younger siblings.

### **ACTIVITY: "WHO AM I?"**

Discuss special characteristics that children admire in other children and wish for themselves. Cut apart the frames on Activity Sheet 3. Have students create a self-portrait or portraits featuring clothing, activities and possessions they like. Use narrow felt tip pens to color the pictures then arrange on a piece of paper as if in a photo album. Have students write a caption under each photo. These pages can be assembled into a class book.

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### **\*POSTCARDS FROM PLUTO: A TOUR OF THE SOLAR SYSTEM**

by Loreen Leedy

A group of young students write postcards back home describing the planets they've visited during their tour of the solar system. Entertaining illustrations, rendered in acrylics, combined with simple, readable text provide solar system information in an imaginative format.

### **ACTIVITY: " POSTCARD FROM SPACE"**

Discuss the parts of a postcard using The Jolly Postman books as examples of hand-drawn creations.

Have students choose their destination or a special sight in space by making available several books about planets and space travel for browsing.

Using Activity Sheet 4, each student can create his/her own complete postcard over several sessions. Students could also work in groups of 2 or 3 with each member completing a section. Postcards are completed by pasting them back together and addressing them to an actual person. To display, punch a small hole in the top and bottom of each card and tie them together with ribbon or yarn.

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### **\*THE THREE LITTLE JAVELINAS**

by Susan Lowell, illustrations by Jim Harris

The True Story of the Three Little Pigs opened the floodgates for fractured fairytales and just when you thought everything had been thought of...ole! Lowell blends Native American, Mexican, and Anglo cultures in a Sonoran Desert setting to provide a HOT new look at the classic 3 pigs tale. Jim Harris delights the reader with his comical wild pigs and desert scenes.

### **ACTIVITY: "HABLO ESPANOL?"**

Using the "Note on the story" discuss the author's use of Spanish words to help create a Southwest flavor. Write the following words on the board:

|            |        |
|------------|--------|
| Javelinas  | coyote |
| Suguro     | Ha'u   |
| palo verde | adobe  |
| Si         | chile  |

Ask students to give translations for these words based on the context of the story and their experience. Reread the the story and have the students raise their hand when they think they can translate another words. Use a Spanish dictionary to complete translation of all words.



### **\*UNCLE JED'S BARBERSHOP**

by Margaree King Mitchell, illustrations by James Ransome

As difficult as life was for an African-American in the south during the 1920's, Jedediah Johnson held on to a dream. Someday, somehow he would own his own barbershop. Years of setbacks, and delays along the way didn't discourage Uncle Jed from his dream. Finally, at the age of 79, his dream was realized. Full-page oils, depict an era that, in spite of it all, reflects the love and hope in the faces of the people.

### **ACTIVITY: "BARBER POLE ART" AND "SEGREGATION"**

K-1: Long a symbol of the barber's trade, the barber pole is a bit of history now. Student's can create their own barber pole with 8 1/2'X11" sheets of red and white construction paper. Fashion the white paper into a tube by applying paste along one 11" side and rolling it gently to meet the opposite side. Secure with paper clips and hold surface until paste adheres. Pre-cut the red into 1/2' strips and have children paste 3 strips end to end. Make a 45% fold on the red strip and then apply paste to several inches. Lap the fold over the top of the white tube and wrap the strip smoothly around the white tube. Trim and fold over the bottom edge. Repeat with a second strip of red, starting on the opposite side of the tube.

2-3: With more mature students discuss the word segregation and it's definition in the text of the story. Give each group of 2 or 3, a research card. Write the definition of segregation after the group discussion. Ask for a few examples of segregation including age segregation, male/female and ethnic examples. Then have students use CD and print encyclopedias and the card catalog to locate examples of segregation. Remind the students that they can find examples in photos, picture books, non-fiction and from personal experience.

Display research cards and Barber Poles together.

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### **\*THE BEE TREE**

by Patricia Polacco

Instead of chastising young Mary Ellen for not wanting to read, Grampa takes her on a rollicking adventure that captures the spirit of everyone they meet. A trip to the bee tree, and a taste of the honey found there seems to be just the cure for everyone. Grampa compares the tree to a book and MaryEllen begins to see the sweetness found on the pages inside. A clever way for a wise old Grampa to nurture a love of reading. We should all take notice.

### ACTIVITY: "A CHASE THROUGH THE PAGES..."

After reading The Bee Tree have students think of a book they have read that may have been difficult to read or understand but turned out to be worth the effort. Make a list of the suggested books on the board. Have students find the books in the library or arrange to bring them in later. Make photocopies of the covers and have students color them to resemble the originals. Attach a sticky label for the student to write

"Recommended by..." and their name. Display on a bulletin board headed with "CHASE THROUGH THE PAGES OF THIS BOOK". Include several grade levels.

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### \*MAGIC SPRING: A KOREAN FOLKTALE

by Nami Rhee

Watercolor and ink on rice paper provides the backdrop for this gentle Korean folktale in which goodness and hardwork are rewarded while evil and greed are...well...given a second chance. A kind, hardworking, childless elderly couple are led to a magic spring. One drink of the water sheds years off their lives and they are once again youthful and strong. The greedy neighbor insists on a visit where he gulps so much, and sheds so many years, he actually becomes a baby. No longer are the childless couple childless.

### ACTIVITY: "ME THEN?"

Have children draw a picture of themselves as they think they might look when they are "old". Use white paper and crayons. Have children bring in a recent photo and add to the drawing. They can then sign their name and their ages now and in the future.

윤심재영이누단습에달려가





### **\*THE SIGN PAINTER'S DREAM**

by Roger Roth

Crabby Clarence was a sign painter who was bored with his job, and bored with life. The only thing that didn't bore Clarence were history books - American Revolution in particular. One day Clarence refuses to paint a sign for free. That night a dream featuring George Washington inspires Clarence to paint. And paint he does...for free. What Clarence gains from the experience can't be bought. Readers will be interested to know that the author/illustrator worked in a sign shop before pursuing an art degree.

#### **ACTIVITY: "FREE IF YOU NEED'EM!"**

Discuss what children would like to give to people who need them such as books, lunches etc. Have children draw their own give-away sign or use the form provided on Activity sheet 7.

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### **\*CHESTER, THE OUT OF WORK DOG**

by Marilyn Singer, illustrations by Cat Bowman Smith

Life on the farm had meaning to Chester. He had a job to do. Chester herded sheep. But life has a way of taking sudden turns, even for a dog. When Chester's family moves to town, Chester is out of a job. Chester is also out of sorts, and nearly out of the house. Only through happenstance, call it canine serendipity, does Chester find a new place for his special talents. A humorous story about one dog trying to find his way.

#### **ACTIVITY: "DOGS AT WORK"**

Discuss Chester's work and expand to other work done by dogs. List several examples on the board. Students may work in groups of 1, 2 or 3 to select one example of a dog and its work that they will illustrate. Some students may wish to do a little research in order to add written, factual information to their illustrations. If all illustrations are completed on a uniform size of paper, they can be assembled into a book.



### **\*TOO MANY TAMALES**

by Gary Soto, illustrations by Ed Martinez

Maria is finally old enough to help mother make Christmas tamales. Trying on mother's diamond ring helps make Maria feel grownup too. She forgets she's wearing the ring and believes it's been cooked up in the tamales. Panic-stricken, she enlists the help of her cousins. They eat all of the tamales, looking for the ring. When they believe little Danny has swallowed it, it's time to confess. All is finally resolved in this comedy of errors, and the reader gets a glimpse into a warm family holiday evening.

### **ACTIVITY: "HOLIDAY FOODS"**

Have students describe foods that are special in their families on certain holidays or occasions (for example popcorn on Sunday evening, pumpkin pie on Thanksgiving). Students bring in a recipe for one of their favorite foods or describe where and how the food can be obtained. Paste a copy of the recipe or the directions for obtaining the food on the bottom of Activity Sheet 8. Draw a picture of the occasion when their family enjoys this special treat. Assemble into a book or display on a bulletin board.

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### **\*COYOTE STEALS THE BLANKET: A UTE TALE**

retold by Janet Stevens

In a style reminiscent to Warner Brothers' Wiley Coyote, Ms. Stevens evokes a sense of uncontrolled speed and slapstick stupidity in this rockus rendition of the trickster coyote tale. Coyote wants a colorful blanket and refuses to listen to the hummingbird or even learn from his mistakes and near disasters. Will hummingbird be there for him the next time? Stevens leaves the final scene open to speculation.

### **ACTIVITY: "WOVEN BLANKET DESIGNS"**

Display a hand woven design of some kind (rug, cloth, etc) and discuss the individuality of hand woven items. Have students make their own rug design by using graph paper, a ruler, pencil and colored pencils or pens. Use the illustrations to point out the geometric designs of coyote's blankets.



### **\*THE THREE LITTLE WOLVES AND THE BIG BAD PIG**

by Eugene Trivizas, illustrations by Helen Oxenbury

Trivizas not only fractures an old tale here, he flips it on it's head, turns it inside out, and redeems the character of the antagonist besides. Three little wolves try everything to keep themselves from the clutches of the horrid, mean pig. Just when you're convinced there's naught left but thermo-nuclear warfare, a surprise ending that will delight the most staunch pacifist and rabid war-monger alike.

### **ACTIVITY: "PIGS AND WOLVES-COMPARE AND CONTRAST"**

Read a traditional version of three little pigs after reading The Three Little Wolves and the Big Bad Pig. Using butcher paper or the board, have students list the differences and similarities between the two versions. This activity can be extended to reading The True Story of the Three Little Pigs by Jon Schieszka and continue the comparisons. Activity Sheet 6 could be used as a small group or individual version of this process.

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### **\*THE SWEETEST FIG**

by Chris Van Allsburg

Greedy, snobbish Monsieur Bibot receives two figs as payment for some dental work. His initial disgruntled disbelief in the giver's claim that they are magic is reversed when he eats one and, as claimed, his night's dream comes true. Before eating the second fig, his abused dog, Marcel, gobbles it up. What happens next, in typical VanAllsburg fashion, forces the reader to think a moment and then smile knowingly.



### **ACTIVITY: "THE WHITE DOG"**

Did you know that the white dog in The Sweetest Fig appears somewhere in all of Van Allsburg's books? Gather all available Van Allsburg books together and divide them up among small groups. Give students a few minutes to search the illustrations to find the white dog. (Two Bad Ants is probably the most challenging) Gather the class back together and have them report their findings.

## **\*TEN SLY PIRANHAS: A COUNTING STORY IN REVERSE. A TALE OF WICKEDNESS-AND WORSE!**

by William Wise, illustrations by Victoria Chess

"Ten sly piranhas were swimming in the river,  
Ten hungry fishes, hoping very much to dine. Then one sly piranha sneaked  
up close behind another, And with a gulp, and a gurgle - there were only  
nine." So begins the countdown and subsequent removal of a school of  
piranhas. One by one the cheeky devils design plots on one another. Bright,  
cheery illustrations increase the comic flair.

### **ACTIVITY: "DIMINISHING POPULATIONS"**

1. Discuss the concept of decreasing populations in songs and rhymes and ask children to suggest songs or rhymes familiar to them. Choose one for the group to learn.

Example: There were ten in the bed and the little one said,  
roll over, roll over  
and one fell out  
There were nine in the bed . . .

2. Using the text of Ten Sly Pirranahs have student substitute another similiar creature. Then go through the text and change words to make a new poem. Small groups could be assigned a certain numerical stanza to rewrite and illustrate. Assemble into a new book.

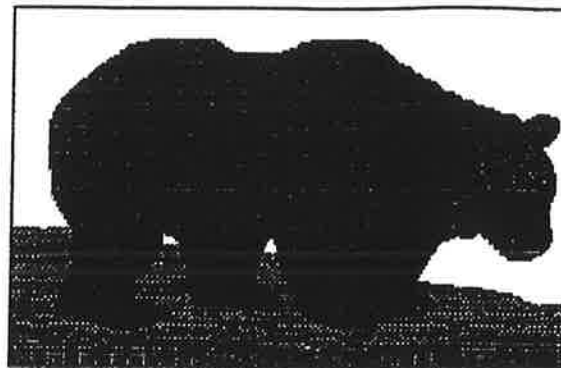
3. A cassette version of Ten Sly Pirranahs is available through Scholastic Book Orders.





ACTIVITY SHEET 1

**WHY DO WE CALL THEM  
TEDDY BEARS?**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

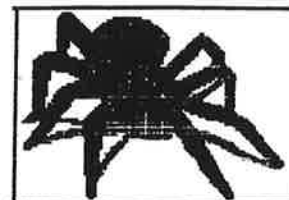
SOURCE USED \_\_\_\_\_

RESEARCH GROUP NAMES \_\_\_\_\_

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ACTIVITY SHEET 2

*CREATURES WE ARE LEARNING TO LOVE:*



Name of creature \_\_\_\_\_

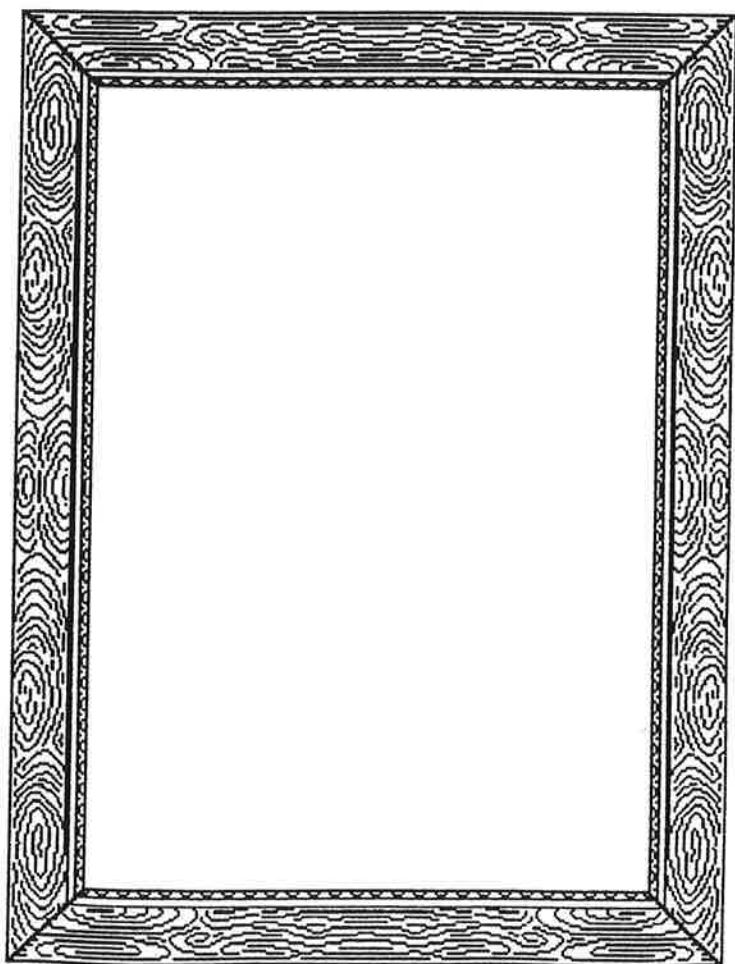
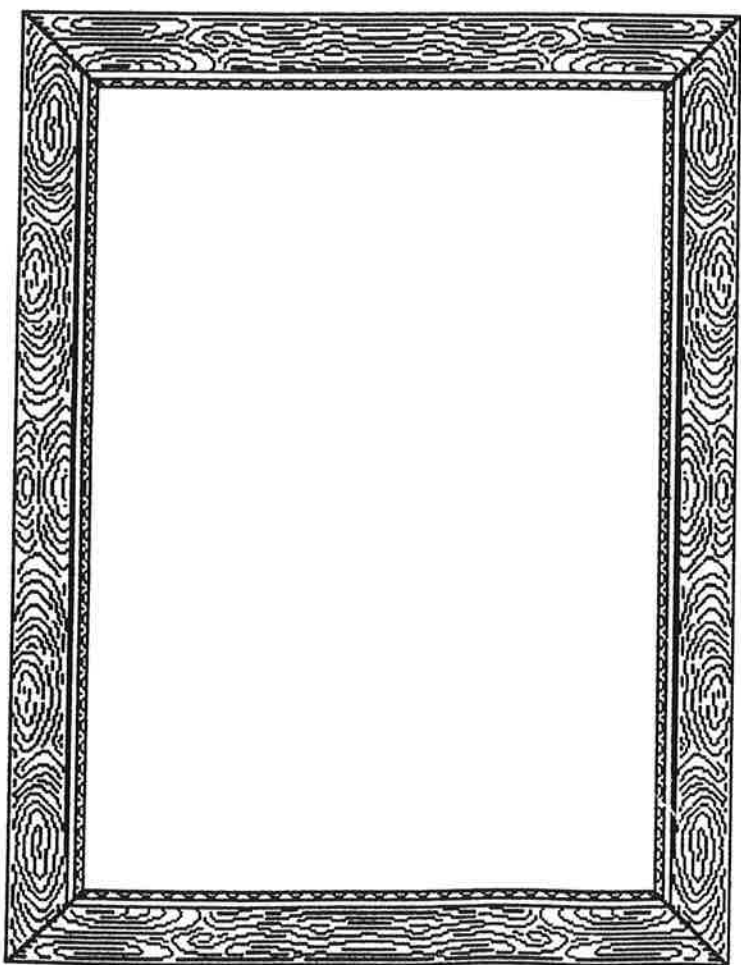
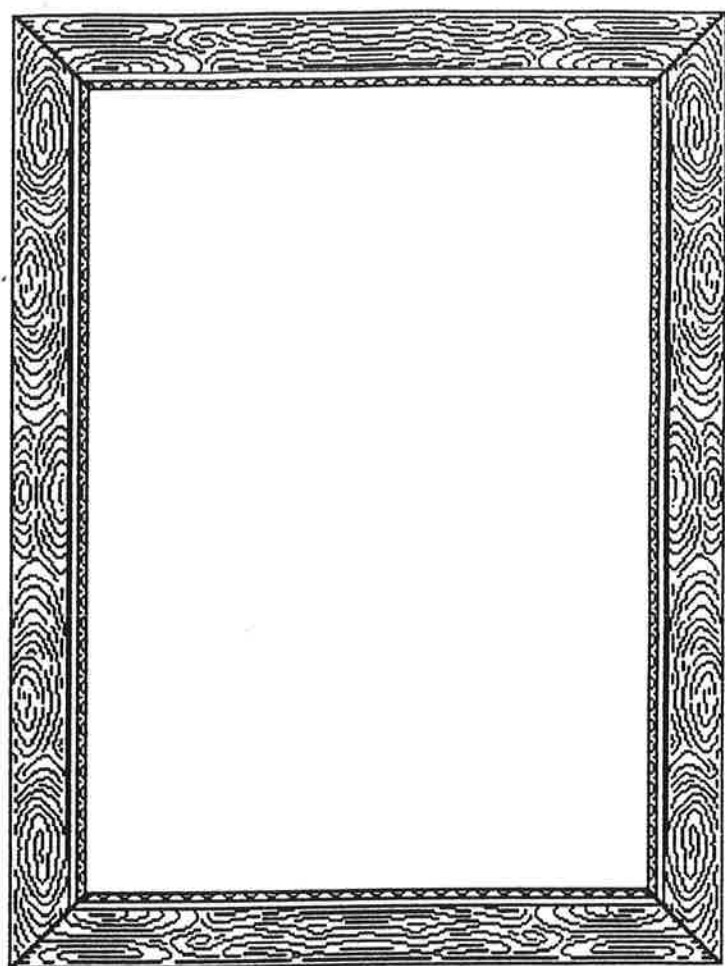
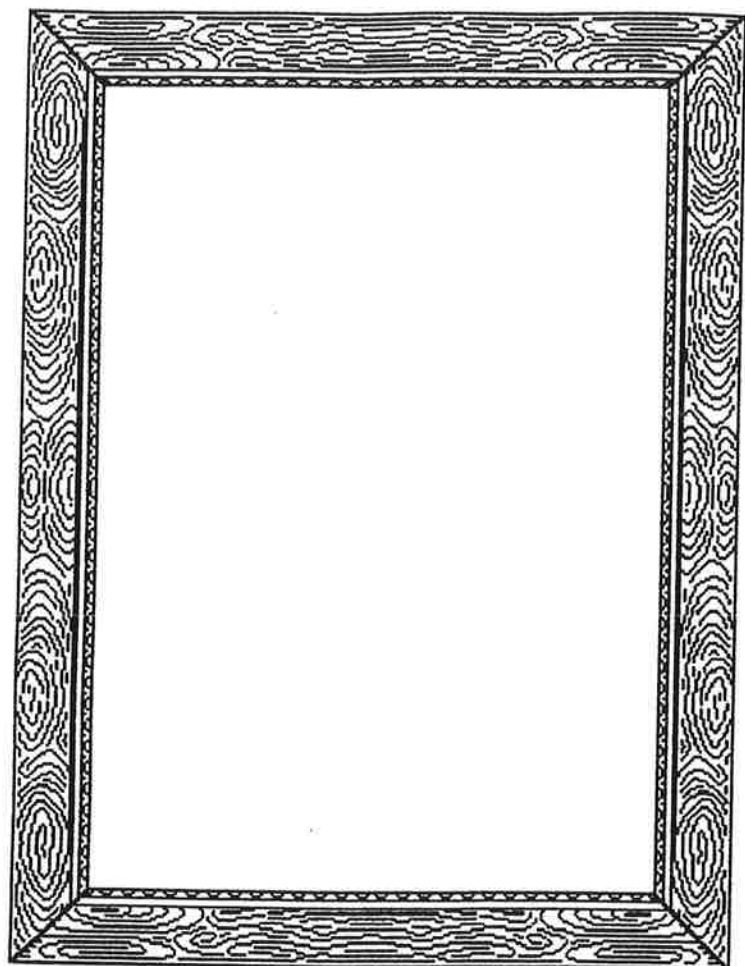
Why has it been hated feared? \_\_\_\_\_

What are we learning to like? \_\_\_\_\_

Source \_\_\_\_\_ Name \_\_\_\_\_









ACTIVITY SHEET 4

.....\*fold and paste\*.....

Picture

.....

stamp

Address

.....\*fold and paste\*.....

Picture

.....

stamp

Address



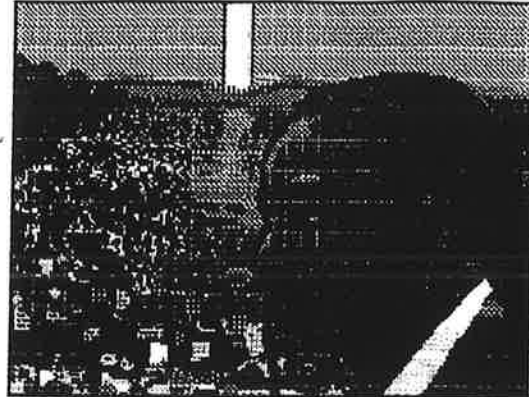


ACTIVITY SHEET 5

## What is segregation?

Definition: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



What is an example of segregation? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Source \_\_\_\_\_ Your Names \_\_\_\_\_

.....  
ACTIVITY SHEET 6

The Three Little Pigs

AND

The three Little Wolves  
and the Big Bad Pig

Similar

Different





ACTIVITY SHEET 7

# FREE

IF YOU NEED'EM!



ACTIVITY SHEET 8

A large rectangular area defined by a double-line border, intended for a recipe. The area is empty and occupies the upper half of the page.

***RECIPE***



