



2002

Washington Children's Choice Picture Book Award Activities



Bear's Eggs by Ingrid & Dieter Schubert

Bear discovers three goose eggs, then discovers that he's let himself in for a challenging round of domestic responsibilities: keeping the eggs warm, teaching the hatched and imprinted goslings to swim, finding them food, and, toughest of all, getting them to use their wings. Ignoring an amused audience of mice, moles, and other small creatures, Bear lumbers through meadows strewn with delicately drawn flowers, his trio of tiny, fuzzy charges waddling attentively behind.



Activity: Does this animal hatch from an egg?

- ➡ Much of the fun of this story comes from the nonsensical notion that a bear could hatch eggs. Here is a "research" project specially designed for nonreaders (but can be adapted for readers as well.) Gather together a large group of animal books -about equally divided between oviparous animals (from the Latin: ovi=egg pario=to give birth) and mammals. Make sure there is one book for each student in the class, or if you prefer, students can work in pairs. Make a list of the animals that correspond to these books. If you are doing this project before Easter and plastic eggs are available, you can insert the name of one animals into each individual egg. Otherwise cut egg shapes from construction paper and write name of animal on the back. Pass out eggs and make sure each students knows the name of his/her animal. Each student should then look for the book that matches the name on the egg.
- ➡ Tell students. "Your job is to find out whether your animal hatches from an egg. You may already know the answer but you must find a picture (or words-for readers) in the book to back up your answer. " When students have found their "evidence", have them sit in a circle facing one another and report their information to the group. There are many possible variations on this project depending on the skills of the group. For older students this might be a good time to demonstrate how nonfiction book features-table of contents, index,

Big Rain Coming by Katrina Germein illustrated by Bronwyn Bancroft

As one dry day follows another in the Australian outback, everyone and everything is waiting for the rain, which seems as though it will never come. Rosie's kids, the panting dogs, the fat green frogs, and Old Stephen all do what they can to keep cool as they watch for storm clouds on the horizon. Saturday brings the awaited rain as characters joyously celebrate detailed in striking paintings done in the aboriginal style of Australia.



Activity: Reading EARLS 1.4 2.1 3.3 4.3

- ➡ Create your own Rainbow Serpent using the map of Australia. See blackline master on page 11.

Click, Clack, Moo by Doreen Cronin Illustrated by Betsy Lewin

In this delightful book, Cronin shows what happens when the cows find an old typewriter and use it to politely ask Farmer Brown for electric blankets to keep them warm in the cold barn. Farmer Brown ignores their requests, getting angrier with each note posted on the barn door. Finally, Farmer Brown is forced to negotiate when the chickens join the cows in a strike with the note "Closed! No milk. No eggs." Attached to the barn door. Lewin's watercolor washes on black drawings add to the humor of this unlikely but telling tale. Her final illustration of Duck, "a neutral party," sparks predictions of what could come next and invites further discussion of the fairness of Duck's demands.

**Activity**

1. After reading *Click, Clack, Moo*, have kindergartners and first graders experiment with manual typewriters. They can just type any letters. They could type their name, type a simple message for someone at home like- "I love you, Mom." Then encourage the students to take their typed papers home. Alpha Smarts could be used if available.
2. After reading *Click, Clack, Moo*, invite second and third grade students to pretend that they're farm animals (horses, sheep, pigs, etc.) and type (or write) a letter to Farmer Brown about demands they would want. Students can write individually or with partners.
3. Older readers will find much to discuss as they debate the fairness of Farmer Brown's position and the animals' requests.

Cosmo Zooms by Arthur Howard

Unlike the other neighborhood dogs, Cosmo has trouble finding his talent. He considers many things such as tree climbing and catching mice--these activities just make him sleepy. Then, he spies a skateboard, he climbs on and discovers his talent. He celebrates with a loud howl of glee. Wooo Wooo Wooo!

**Activity:**

- Have each child write at least one thing he/she is good at. Give every child a class list; each child will write at least one compliment or something each person does well for everyone in the class. An adult can compile the list for each student; these can be kept by each child and sent home for parents.
- Other books/videos that can be used:
 - Leo the late bloomer
 - I think I can

Eensy-Weensy Spider by Mary Ann Hoberman illustrated by Nadine Bernard Westcott

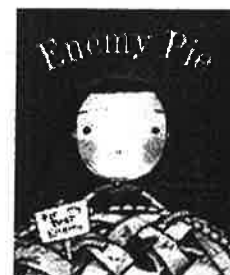
The author continues this classic children's rhyme with twelve more verses that follow the eensy-weensy spider through the day, into the night. Adventures include shoe shopping, parading, swimming and falling asleep. When a bright sunny day comes she goes up the water spout again. Amusing illustrations in fresh vibrant colors add charm.

**Activity:**

1. Teach each class the simple hand motions from the front of the book. Or ask your music teacher to teach the song and hand motions in music class.
2. Spider anatomy: Have students read about the spider parts and label each. Diagram is from enchantedlearning.com. See blackline master on page 12.
3. Spider Research: Have students research: different kinds of spiders, where spiders live, what they eat, how they move and make webs. Create a spider book with the facts inside.

Enemy Pie by Derek Munson illustrated by Tara Calahan King

It was a perfect summer until Jeremy Ross moved into the neighborhood and became the only name on the narrator's enemy list.. Hoping his dad's recipe for enemy pie would get rid of Jeremy he found that the recipe gave him a new best friend instead. A clever father knew that a day spent sharing adventures makes friends of those involved in the adventure who share the same "enemy pie".

**Activity:**

If you have a student that is new to the neighborhood (school) and/or shy get a pie tin and put as many things as you can with which the child likes to play. Allow time in class for the student to play with the objects in the pie pan with another student in the class. Explain that these shared experiences are what build friendships. You could get each child in the class a pie pan and have them bring some of their favorite things, games that will fit into the pie pan and divide the class into pairs and the paired students share their favorite things. Rotate this throughout the month, year, etc . This could be extended with charts, writing lessons, art lessons, etc.

Flicker Flash by Joan Bransfield Graham illustrated by Nancy Davis

From glowing fireflies to flickering campfires, this clever collection of poetry shows the welcoming, comforting, inspiring, and sustaining qualities of many forms of light. The unique words that celebrate the different forms of light splash, glide and vibrate across the pages in creative illustrations. One example, "Refrigerator Light" begins: "Open the door. By the light in the refrigerator, I can plainly see that the Brussels sprouts are meant for YOU...the chocolate cake's for me."

**Activity**

1. Guessing game One way to get students really involved in this book is to make a guessing game out of reading it. Read individual poems to students without telling them the subject of the poem. Let them guess

from the poetic images what the light object is. They will beg for more poems!

2. Light poetry

- Brainstorm light sources.** Encourage students to think of sources other than those in Flicker Flash. Once they get started there will be no stopping them but here are a few suggestions if they are stuck: an overhead projector light, Christmas lights, light from a watch, headlights of a car.
- Choose one light source from the brainstormed list and write a group poem as a model.**
- Have each student choose a light source as a subject for his/her own poem.** Decide whether they will be using a specific form, such as a cinquain or a shape poem.

3. Nesting Box Light Poem This poetry presentation idea is derived from the Northwest Native American legend in which Raven finds light in a series of nesting boxes. Read Raven by Gerald McDermott for a review of the story. Students will make three (or more if they so choose) origami paper boxes. Their "light poem" will be folded up in the smallest box. This would make a nice gift for parents during the winter holiday season.

4. Shape Poem Have students analyze one or more of the illustrations in Flicker Flash. Using the group poem, discuss ideas for turning it into a "shape poem." Each student will write and illustrate their light poem as a "shape" poem and put them on display.

Grannyman by Judith Byron Schachner

Stinky breath and all, Simon's family loved their old Siamese cat, and did all they could to keep him comfortable. Going down memory lane we follow Simon through kitty playfulness, richly lived middle age, and finally into his pitiful old age. A new kitten in the family brings Simon back to life as he lovingly cares for the kitty and earns the name of, Grannyman. The illustrations of the Grannyman capture the essence of cat in a whimsical, colorful, endearing style.



- ➡ Have a grandparent come to school/library and read to/with the child/class. Instead of a grandparent invite a pet store owner, Humane Society worker, or Veterinarian.

Gruffalo by Julia Donaldson illustrated by Axel Scheffler

As the mouse walks through the woods, he encounters animals that want to eat him. He cleverly tells them in humorous rhyme that he is searching for the Gruffalo whose favorite food is that particular animal that wants the mouse for lunch. As the fox asks, "Where are you meeting him?" and the mouse replies, "Here, by these rocks...and his favorite food is roasted fox." When he actually encounters the Gruffalo he tricks him by convincing the Gruffalo that everyone in the wood is afraid of the mouse. A very clever story told in very entertaining rhyme.

**Activity: *Gruffalo Cookbook*****EALR's:**

Writing 2.2, 2.3, 3

Mathematics 1.2

- Have each student select one of the items mentioned in the book:
 1. Roasted Fox
 2. Owl Ice Cream
 3. Scrambled Snake
 4. Gruffalo Crumble.
 5. Or a similar item such as Baked Bear, Creamed Cougar, etc.
- Have each student write or dictate a recipe for their selected item. (Encourage creativity and originality)
- Each recipe should include:
 1. Ingredients
 2. Measurements
 3. Mixing instructions
 4. Baking instructions
 5. Serving instructions
- When the recipe is completed have each student create a graphic representation of their "dish":
 1. Draw or paint an illustration
 2. Sculpt out of modeling clay
 3. Work with parents to cook or bake a "sample".
- Bind the recipes into a cookbook
- Older students could script and then demonstrate the preparation of their recipe in the fashion of a television cooking show. Videotape the final production.

Jubal's Wish by Audrey Wood illustrated by Don Wood

With a smile as bright as sunshine, a bullfrog named Jubal sets out to share the joy of a beautiful day with his friends. But Gerdy Toad is much too busy and much too grumpy to share Jubal's picnic lunch. And Captain Dalbert Lizard is tired and depressed. Jubal manages to share the wonderful power of friendship with his friends and Don Wood's illustrations make the journey colorful and exciting.

**Activity:**

Jubal says "I wish there was something I could do to make my friends as happy as I am....
Make a wish for your friend using the blackline master on page 13.

Kate and the Beanstalk by Mary Pope Osborne illustrated by Gisell Potter

A plucky girl named Kate in her efforts to take care of her mother and herself trades the family cow for some beans and the slightly altered classic tale begins. She climbs the beanstalk and cleverly tricks the giant out of the hen that lays golden eggs, golden treasure, and a harp. These riches he had taken from a knight, whom he also killed, and his young family years ago. To her surprise Kate learns that the Knight had been her father and his fair wife was her mother. Potter's illustrations make you want to linger over each page.

**Activity:**

1. Using the blackline master on page 14 have the children find the path for Kate that leads to the castle.
2. Read an original version of Jack and the Beanstalk. Then read Kate and the Beanstalk. Have students compare and contrast the stories on a Venn Diagram.

Max by Bob Graham

Max's superhero parents, Captain Lightning and madam thunderbolt, have great expectations for him, but they begin to worry when he has trouble learning to fly. His parents are dismayed when Max goes to school just an ordinary boy with a cape and a mask, which caused teasing by his classmates. But Max just needed time to develop his flying skills and at last he masters the art of flying to the great pleasure of his parents and his classmates. Humorous, detailed illustrations make this story a crowd pleaser.



Activity: What Is A Hero? **EALR's:** Reading 2.1, 2.2, 2.3 Communications 2

- ➔ Prior to reading the story have students complete the sentence: "A hero is..." Depending on the age or group have students share the answer verbally or in writing. After sharing the book discuss:
 - *What made Max a hero?*
 - *Was it because he hurtled and swooped to catch thieves, crooks, and bullies? Why or why not?*
 - *What sorts of deeds did Max perform once he learned to fly?*
 - *What does Madam Thunderbolt mean when she calls Max, "...a small hero doing quiet deeds?"*
- ➔ Ask students to identify friends, family members, neighbors, or community members who they would consider to be "quiet heroes."
- ➔ Create an "Our Heroes" Bulletin Board
 - Have each student bring in a photograph or make a drawing of the person they consider to be a hero.
 - Have each student write or dictate several sentences or a paragraph (depending on age and grade) describing why their person is a hero.
 - Put the students pictures and writings together to create a bulletin board display
- Instigate the "MAX AWARD" for quiet heroes (see blackline master on page 15).
- As a teacher begin presenting students with the "Max Award" (see attachment) for deeds of quiet heroism you see them performing around the classroom or school.
- Once students understand the meaning and purpose of the award encourage them to nominate other classmates or staff who they believe should receive the award.
- Keep track of how many quiet heroes are recognized over the course of the year and help students to realize that they can all be heroes.

No Dragons for Tea by Jean Pendziwol illustrated by Martine Gourbault

Inviting a dragon home for tea can prove to be a disaster if the dragon sneezes. When the sneeze causes a fire the girl quickly teaches the dragon about fire safety and protects him from being hurt during the fire. Soft, colored pencil illustrations help to tone down the fire as well and add a whimsical feeling.

**Activity:**

After reading *No Dragons for Tea*, invite your local fire department for a visit to your library/classroom. Ask them to discuss fire safety with your students.

Practice Stop, Drop and Roll. As students, why shouldn't you run if your clothes catch fire? (Running creates air flow. The oxygen in the air helps the fire grow and spread). What does Stop, Drop and Roll mean? (stop, drop to the ground and roll) Why do we Stop, Drop and Roll? (to smother the fire)

Discuss the importance of having a family fire escape plan and outside meeting place for a fire emergency. Have students draw a picture of their house or apartment and the family meeting place. Tell students to take home their plan and talk with parents about the safe meeting place.

Open Wide: Tooth School Inside by Laurie Keller

There has to be humor in 32 teeth taking the pledge lead by Dr. Flossman: "And to the gums on which we stand, strong and healthy, with toothbrushes and toothpaste for all." When brushing after lunch is balked at, an in-depth lesson on tooth decay and cavities ignites a flurry of flossing, gargling, and brushing. The wild illustrations along with the humorous text help to brighten up an otherwise slightly boring topic: dental hygiene.

**Activity:**

- After reading *Open Wide: Tooth School Inside* have students brainstorm a list of cavity fighting rules that they learned in tooth school. On the *tooth outline, students illustrate and write 4 important tooth rules. Examples: floss everyday, brush teeth two times a day, visit your dentist twice a year, eat healthy snacks, etc.

*see blackline master on page 16.

Panther: Shadow of the Swamp by Jonathan London Illustrated by Paul Morin

In this engaging book, Jonathan London carefully crafts information about the Florida panther. Young readers and listeners learn many facts about this graceful, endangered creature's life at night as she searches for food for her young. Paul Morin's beautiful oil painted illustrations enable children to visualize the Everglades and to feel the panther's predatory nature.

**Activity**

1. Discuss how nonfiction is sometimes illustrated with photographs and at other times with drawings or painting. Find illustrations of different types of panthers to show how Paul Morin has accurately presented the panther.
2. Prior to reading the book, have students brainstorm and web their knowledge of panthers. After listening to the book, have them create a new web to illustrate what they have learned. Discuss their misconceptions about panthers.
3. After the first reading of the book, invite older students to listen a second time to find the different words London uses to describe the panther. This can be a brief mini lesson to explain how effective word choice leads to good writing.
4. For older students, read selected portions of Jean Craighead George's *The Moon of the Mountain Lions* (HarperCollins, 1991) to them. Then invite them to compare and contrast the Florida panther with its cousin the cougar.

The Raft by Jim LaMarche

While spending the summer with his grandmother, Nicky finds a raft that is covered with sketches of animals. At first he didn't want to be at his grandmother's, but the patience of his grandmother along with the beauty and adventure of the river, along with the animals that live near it, made it a very special place for Nicky. Illustrations colored in shades of golds, blues and greens add to the beauty of this boy's summer and his raft.

**Activity #1: (Science)**

- ✦ The author and illustrator, Jim LaMarche, shows that the animals feel safe near the raft by drawing many animals on and around it on each page. How many different animals can you identify on each page? He shows many different kinds of birds; can you identify them all. Try using a bird book.

Activity #2: (Art)

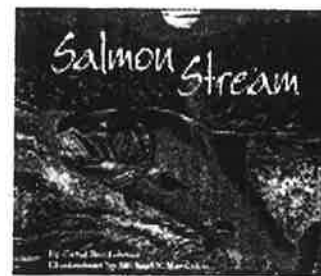
- ✦ Look closely at the illustrations and notice where LaMarche has used lighter colors to indicate where light is coming from, for example, in the picture where Nicky is looking at Grandma's bear carving, it looks like there may be a big window over to the right of the room with sunlight coming in, though he doesn't show the window. Also, on the night that Grandma let Nicky set up a tent on the raft - look at the strokes of white and lighter blues used to depict the moonlight shining on the water and the tent.

TRY IT! Set up a simple still life scene where there is light coming from a definite direction, maybe a window or a light in the corner of a room. You'll want there to be definite light and definite shadows. Using oil pastel, acrylic crayons, or colored chalk, draw the scene and then try to highlight those areas of greatest light with the lightest, brightest colors and darkest shadows with the deepest colors.

*A still life scene is composed of a few objects grouped together. It would be fun to put together a scene of things that matter to you, maybe a baseball, mitt and bat, or an open book with a plate of cookies and a glass of milk, or your sneakers with a soccer ball.

Salmon Stream by Carol Reed-Jones illustrated by Michael S. Maydak

The beautifully illustrated book on the life cycle of the salmon is written in cumulative verse through the salmon's fry stage. The text keeps rhyming throughout the entire tale of the life of a salmon to its weary and worn stage as it travels to the river of its birth. There is a large section of extension information for those that want to investigate the journey.

**Activity:**

1. After reading *Salmon Stream*, contact a local salmon restoration program to help a local salmon stream or ecosystem;
 - a. The Adopt-A-Stream Foundation, Northwest Stream Center, 600 128th Street SE, Everett, WA 98203. web address: www.streamkeeper.org
 - b. Save Our Wild Salmon, 975 John Street, Suite 204, Seattle, WA 98109. www.oz.net/~sockeye
2. **Salmon Lifecycle:**
After reading *Salmon Stream*, have students research the salmon lifecycle. Make a presentation by drawing, painting, KidPix Slide Show, etc.

Jump in His Shoes by Deloris Jordan and Roslyn M. Jordan illustrated by Kadir Nelson

This story about Michael Jordan was written by his mother and his sister. In this story about Michael Jordan, he is struggling with the feeling of failure. His supportive and caring family help him to realize that to reach a goal "takes practice, determination and giving your best will. Those are the things that make you a real winner." Nelson's illustrations show a warmth and action the text deserves.

**Activity:**

1. Create a time line of Michael Jordan's life from his birth to the present day. Note his education, athletic life, and any other points of interest to the students.
 2. Gather biographies of famous men/women of the world (or limit it to U.S., etc.) and search the biographies for the three things that were important to Michael, as related in the book, to his achieving success:
 - a. Setting goals
 - b. Working hard
 - c. Being dedicated
- Have the class chart the famous people and note what their different goals, hard work and dedication were. You might add a column of hardships to overcome to achieve their dream.

Wemberly Worried by Kevin Henkes

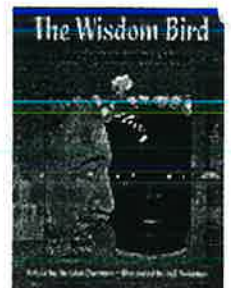
Wemberly worries. She worries about everything all the time! She worries her way through her first day of school and discovers that maybe it's not so worrisome after all, especially when she finds a friend that shares the art of worrying. Just having a friend to share our worries can lessen those worrisome thoughts. Kevin Henkes once again takes a subject of concern to all of us, adds humor, fun illustrations and we are comforted, like Wemberly.

**Activity:**

- ✦ Poor Wemberly, he is worried about going to school. As a class brainstorm all the things you might be worried about either as a new student in kindergarten or a new student to your school. Next, write or list the great things that have happened to you in school and made you feel more comfortable.
- ✦ From your brainstorming, write a list or a letter that reflects the above ideas. Make copies of your letter or list and have it available in your school office to give out to new students.

Wisdom Bird by Sheldon Oberman illustrated by Neil Waldman

When the Queen of Sheba visits Jerusalem, King Solomon promises her a palace made of bird beaks. What can the hoopoe bird do to help the king understand that taking the birds' beaks would not be wise? The bird cleverly asks King Solomon three questions that bring the King to the conclusion that it is better to break a promise than to do something that is wrong. Dramatic, exotic illustrations add breathtaking beauty to this tale of wisdom.

**Activity #1: (Science)**

- ✦ The Wisdom Bird shows how important a beak is to a bird, for eating, building nests, feeding its young and so on. Have student research the questions such as the examples below:

Central Question: How does an eagle use its beak differently than a duck?

- Research the following for both birds and compare and contrast.

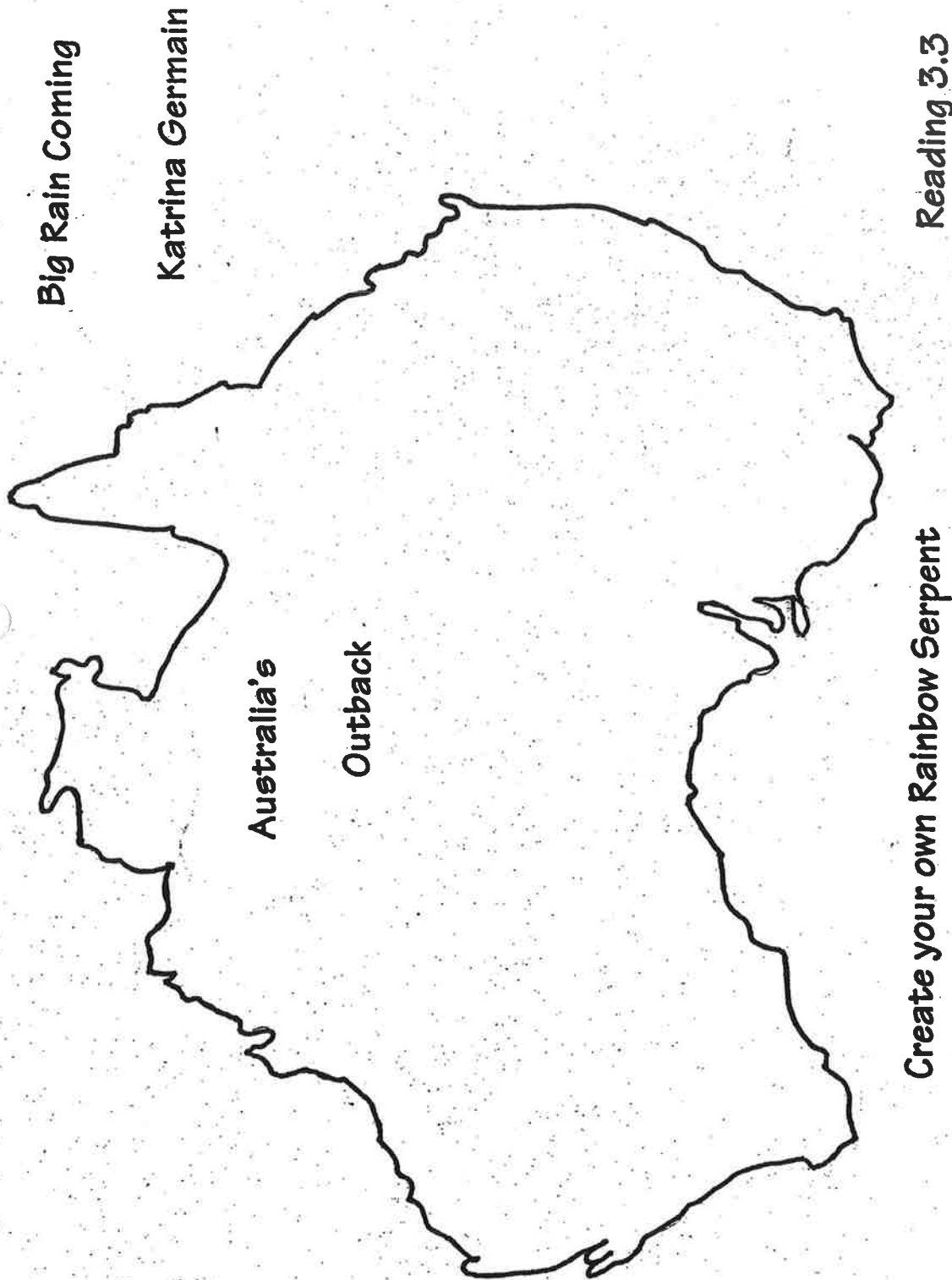
How do they hunt? What do they eat and how? How do they feed their young? How do they defend themselves from enemies: What kind of nests does each bird build, and how do they use their beaks in the process?

- ✦ Ask students why it works well that different birds have different types of beaks. (They don't all compete for the same habitat or food sources.)

Activity #2: (Language Arts)

- ✦ The Wisdom Bird is a folktale that explains how the hoopoe bird got its golden crown of feathers. Think of other birds with outstanding features. Think up your own fold tale or legend to explain how the bird got the characteristic. For example, how the peacock got its tail, how the hummingbird got its hum, how the bald eagle got its white head, etc. Other books to share: Coyote by Gerald McDermott, why Mosquitoes Buzz in People's Ears. By Verna Aardema, Just So Stories by Rudyard Kipling.

Blackline master for activity for Big Rain Coming



Blackline master for activity for Eensy Weensy Spider:

Label the External Spider Anatomy Diagram Printout - EnchantedLearning.com

8/27/01 1:16 PM

EnchantedLearning.comAnswers**Label the External Spider Anatomy Diagram**Spider Printouts

Read the definitions, then label the external spider anatomy diagram below.

abdomen - the belly, also called the opisthosoma. It contains the guts, heart, reproductive organs, and silk glands.

cephalothorax - the fused head and thorax, also called the prosoma. It contains the brain, jaws, eyes, stomach, and leg attachments.

eyes - tiny eyes (also called ocelli) that can only detect light and dark - they are located on top of the spider's cephalothorax. Most species of spiders have 8 eyes, but other species have 12, 6, 4, 2 or no eyes.

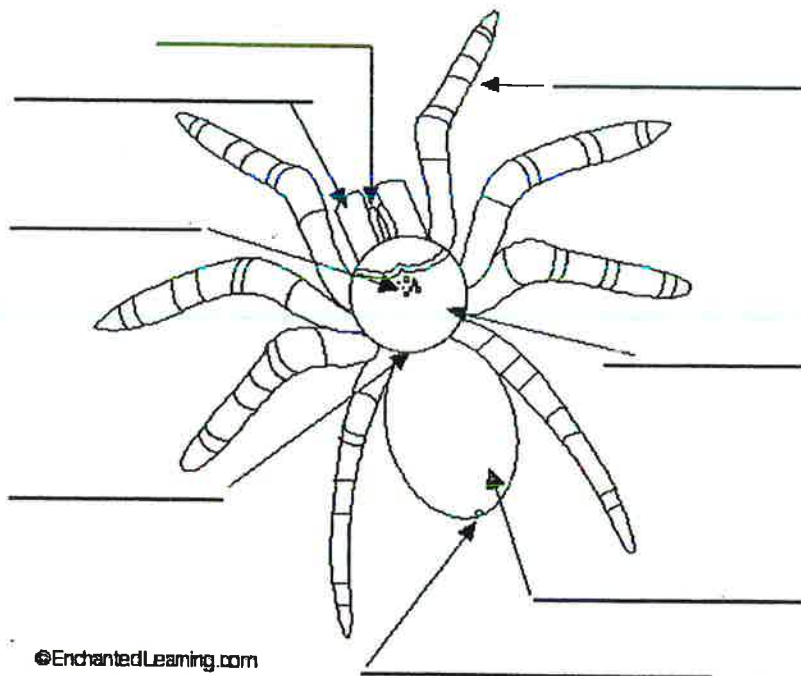
jaws - also called chelicera, they are located below the eyes. The jaws are tipped with fangs that can inject poison.

leg - spiders have 8 legs. Each leg is made of seven segments and has 2 or 3 tiny claws at the tip. If a leg is lost, it will grow back.

pedicel - the spider's waist - it connects the cephalothorax and the abdomen.

pedipalps - also called palps, these two sensory feelers look like very short legs attached to the front of the spider - they taste food.

spinnerets - where the spider's silk is released - they are located at the tip of the abdomen.

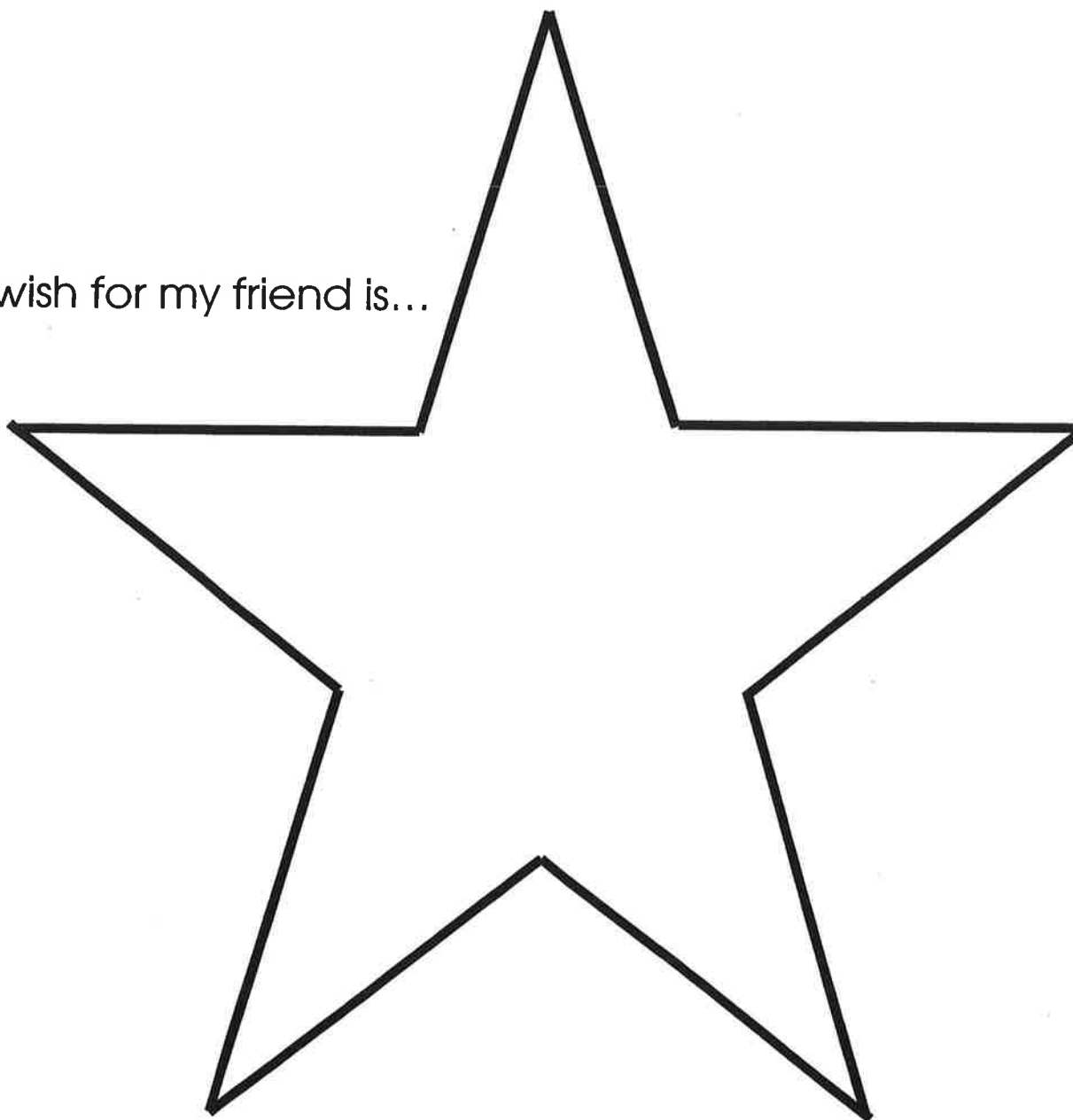


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Blackline master for activity for Jubal's Wish:

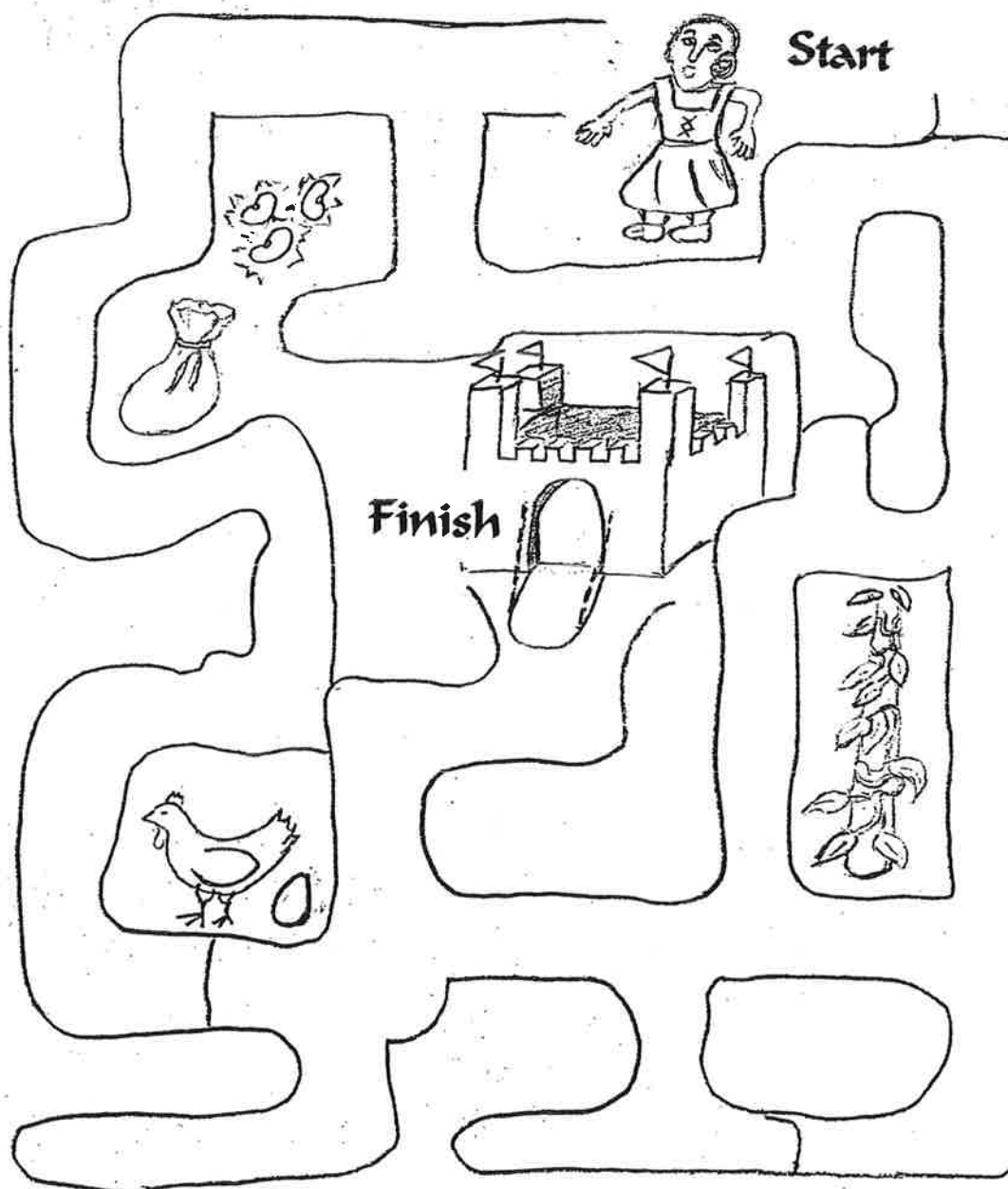
My wish for my friend is...



Blackline master for activity for Kate and the Beanstalk


KATE AND THE BEANSTALK

Author: Mary Pope Osborne



Reading EARLS 1.4 2.1 3.3 4.3


Blackline master for activity for Max



MAX AWARD

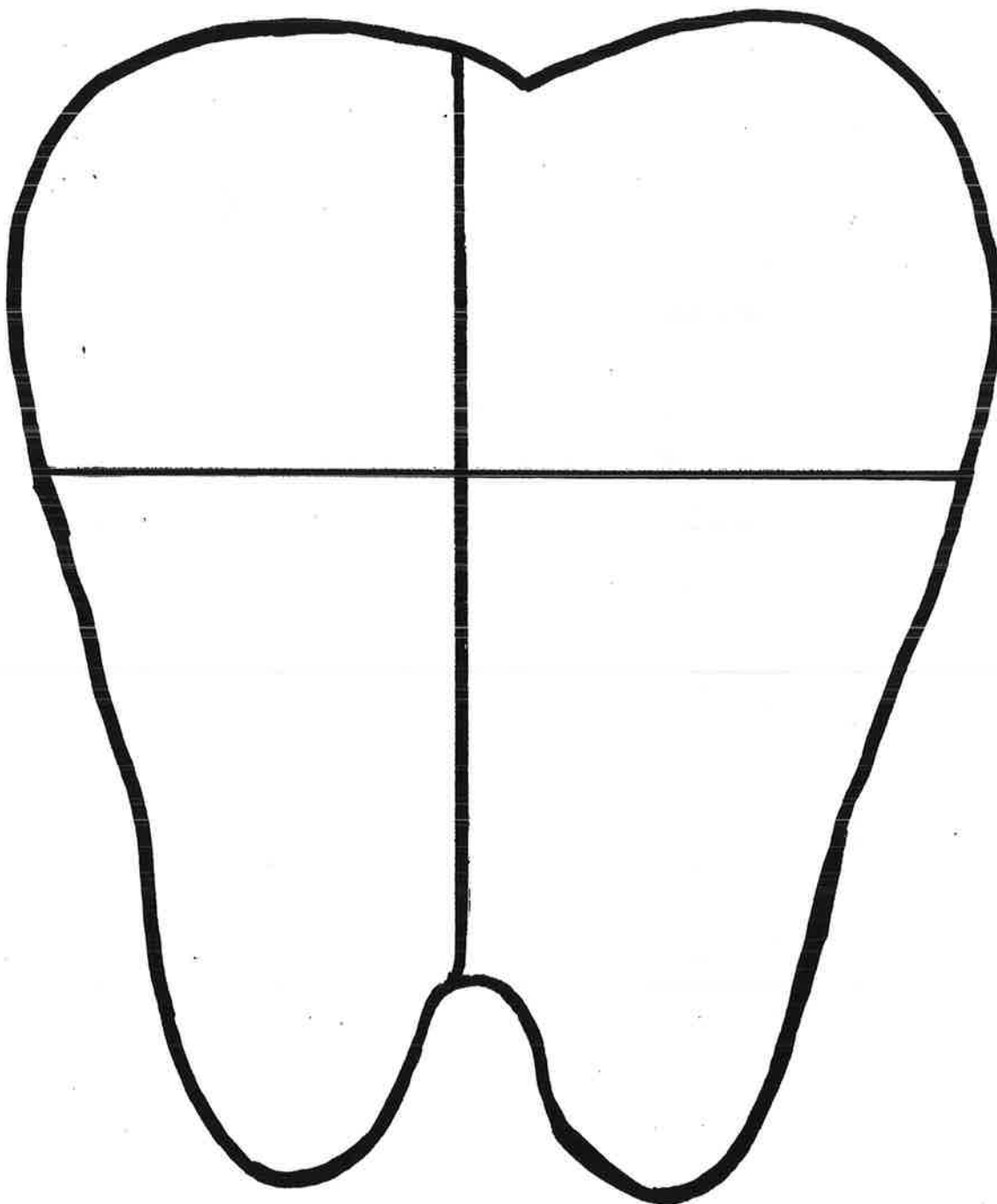
Is Recognized as Being a Hero For:

"A small hero doing quiet deeds. The world needs more of those."
Madam Thunderbolt



Signed: _____ Date: _____

Blackline master for activity for Open Wide: Tooth School Inside



Washington Children's Choice Picture Book Award Ballot 2002

Mail your ballot to: Kristin Galante, WCCPBA Ballot, Lynndale Elementary, 7200 SW 191st,
 Annwood, WA 98036

To email this ballot, follow these instructions. Go to the WLMA website (www.wlma.org) and select Books and Book Awards, select Washington Children's Choice Picture Book Awards, scroll down to the Ballot link and follow the instructions. If you email your ballot direct either send it as a RTF or Word document. Remember to list the titles in ABC order by title with the total votes beside each title, your school name, town, District and total children voting. Email address is: galantek@edmonds.wednet.edu .

Title	Vote totals
Bear's Eggs	
Big Rain Coming	
Click, Clack, Moo	
Cosmos Zooms	
Eensy-Weensy Spider	
Enemy Pie	
Flicker Flash	
Grannyman	
Gruffalo	
Jubal's Wish	
Kate and the Beanstalk	
Max	
No Dragons for Tea	
Open Wide: Tooth Story Inside	
Panther: Shadow of the Swamp	
Raft	
Salmon Stream	
Salt in His Shoes	
Wemberly Worried	
Wisdom Bird	
	Total children voting

Our School Name: _____ District _____
 Librarian Name : _____
 Number of children voting in your school _____



Left to right: illustrator, Lynn Munsinger and author, Helen Lester

July 7, 2001
Pawling, N.Y.

Dear Washington Children,

Hooway! I am so excited that
Hooway for Wodney Wat won the
Washington Children's Choice Picture Book Award.
No greater honor can come to an
author than receiving the stamp of
approval from children.

I'm especially glad that you chose
Wodney because I like the messages
about teasing, bullying and being a hero.

And I'm especially glad that Wodney
won in Washington. My son spent several
years in Olympia and I've visited your
wonderful state many times.

Thank you ~ I deeply treasure the
honor you have given me.

Love,
and with great respect,

Helen Lester