

WASHINGTON CHILDREN'S CHOICE PICTURE BOOK AWARD

2012 ACTIVITY PACKET



A BALLOON FOR ISABEL

By: Debbie Underwood
Illustrated by: Laura Rankin

Synopsis: The woodland creatures will be graduating and everyone will get a balloon to commemorate the joyous occasion! Everyone, that is, except Isabel and Walter - the two porcupines in the class. Their quills will end up popping the balloons. What can they do to get one of the coveted prizes? Isabel's ingenuity is sweet!

Suggested Reading Date: Anytime or around Easter/Graduation

Activity Description:

Materials -

15 gum drops 11 toothpicks
Glue scissors
One of the attached "faces"
Crayons/Colored Pencils/Markers
Skinny Coffee Stirrer Straw
Either a Red Potato or a White Paper Cup

Process -

1. Select either Isabel or Walter. Color and cut out the image.
2. Glue the "balloon" onto the straw.
3. Glue the straw onto the arm.
4. Glue onto the "body" (potato or cup)
5. Randomly poke the toothpicks into the "backside" of the "body".
6. Add a gumdrop on the end of each toothpick.
7. Eat remaining gum drops!

EALR's/GLE's:

Reading - 1.3 Build vocabulary through wide reading.

3.2 Read to perform a task.

3.4 Read for literary experience in a variety of genres.

4.2 Develop interests and share reading experiences.

Art - 2.1 Applies a creative process in the arts.

4.2 Demonstrates and analyzes the connections among the arts and other content areas.

Related Websites:

Deborah Underwood's website

<http://www.deborahunderwoodbooks.com/index.html>

Texas 2x2 <http://www.txla.org/sites/tla/files/groups/CRT/2x2/docs/2x2%20Activities%2011.pdf>

Steve Spangler Science - experiments with balloons!

<http://www.stevespanglerscience.com/experiment/00000080>

Balloon Shapes

<http://www.mbd2.com/kidsstuff.htm>

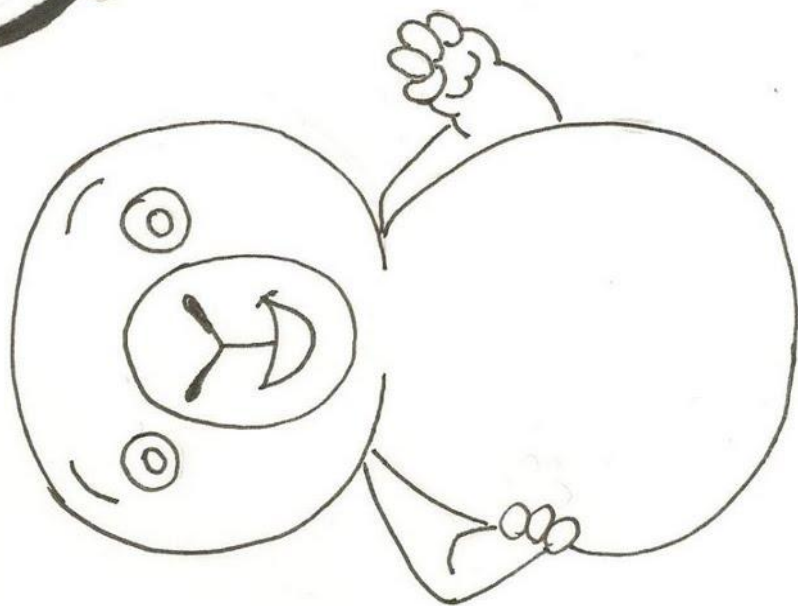
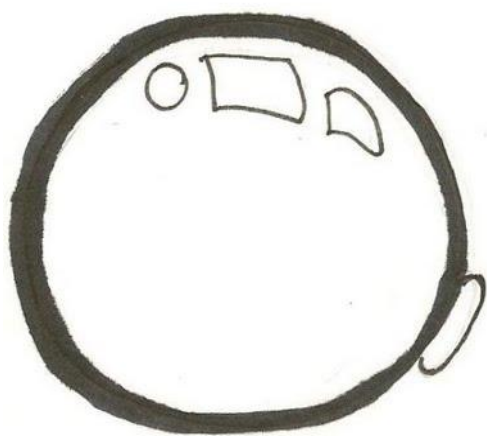
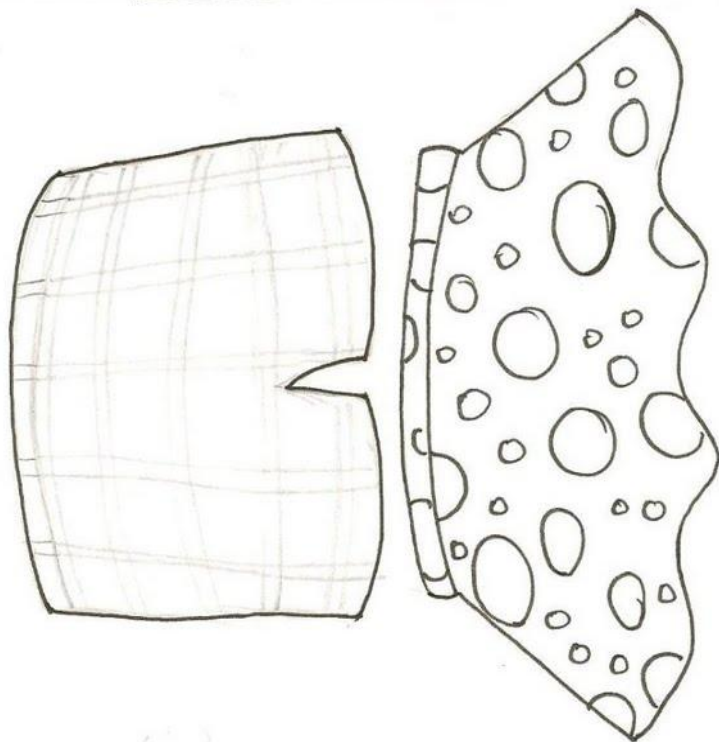
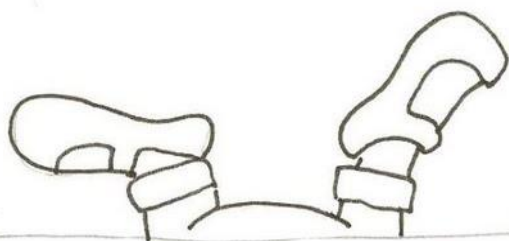
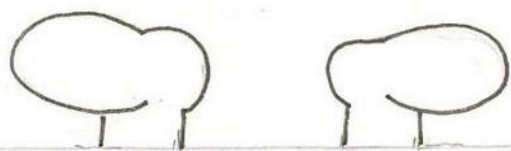
Balloon Games

<http://www.allfreecrafts.com/kids/balloon-games.shtml>

AR Level : 2.8

Lexile Level : AD510L

Activity Created By : Amy Cook



CHILDREN MAKE TERRIBLE PETS

By: Peter Brown

Synopsis: When Lucy, a young bear, discovers a boy in the woods, she's absolutely delighted. She brings him home and begs her mom to let her keep him, even though her mom warns, "Children make terrible pets." but mom relents, and Lucy gets to name her new pet Squeaker. Through a series of hilarious and surprising scenes, readers can join Lucy and Squeaker on their day of fun and decide for themselves whether or not children really do make terrible pets.

Suggested Reading Date: Anytime is a great time to realize that Children Make Terrible Pets.

Activity Description:

Children might not be the best pet, but there are a lot of other things that are out there that would also make a terrible pet. Imagine if you brought home a wild animal for a pet from anywhere in the world. What would that animal be? Draw two different scenarios of something fun that would happen with your new pet, and something that would be bad that would happen with your new pet.

EARL's/GLE's:

Reading

- 2.1.1 Understands how to ask questions about text
- 2.1.2 Understands how to create mental imagery
- 2.1.3 Understands and determines important or main ideas and important details in text
- 2.1.4 Understands how to give personal responses and make connections to text

Related Websites:

Peter Brown's webpage

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

Children Make Terrible Pets iPhone App

<http://itunes.apple.com/us/app/children-make-terrible-pets/id397754517?mt=8>

In The Seat with Peter Brown - You Tube interview

<http://www.youtube.com/watch?v=sNe3t9xKaSo>

AR Level: 1.8

Activity Created By: Stephanie Wilson

Children Make Terrible Pets

Washington Children's Choice Picture Book Activity

Children might not be the best pet, but there are a lot of other things that are out there that would also make a terrible pet. Imagine if you brought home a wild animal for a pet from anywhere in the world. What would that animal be?

Name of my new pet: _____

Draw a picture of something that you would do with your new pet that would be fun!

Now draw something that would be terrible if you owned this wild animal as a pet. Think of the mischief the two of you could get into or if this animal chose to misbehave.

THE CIRCUS SHIP

By: Chris Van Dusen

Synopsis: A fictionalized account of a historical event with a more positive outcome. "A circus ship has an accident off the coast of Maine which leaves the animals stranded, but they are soon taken in by the citizens of a small island who grow fond of the new residents and fight to protect them."
(Titlewave)

Suggested Reading Date: Anytime

Activity Description:

1. Name the Animals – ABC

Try to name the animals in the book and others you might find in a circus using the ABC worksheet as a guideline. This is a great time to pull out non-fiction materials from the 590's or introduce magazines such as "National Geographic for Kids," "Ranger Rick," or "Zoobooks" for correct spelling and animal identification. This can be done on a doc camera as a group activity.

2. Author Website

Take kids to Chris' website and look at paintings from the book using the doc camera.

<http://www.chrisvandusen.com/blog/the-circus-ship-sets-sail>

Click on Prints and scroll down until you see pages from the book you may want to share. (Could help with the activity above as well.)

EALR's/GLE's:

Reading:

2.1 Demonstrate evidence of reading comprehension

2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.

Related Websites:

1. Chris Van Dusen site – <http://www.chrisvandusen.com/blog/the-circus-ship-sets-sail>

2. If your yearly bronchitis has set in, this is a great intro to the book. 1min 30seconds

<http://www.youtube.com/watch?v=n8VWA7oMGmo>

3. Good initiation for those who have never been to a circus (from Disney) 5minutes

<http://www.youtube.com/watch?v=YEJ7FXbO-1c&feature=related>

4. Something special from Wenatchee, the Wenatchee Youth Circus trapeze artists rehearsing

http://www.youtube.com/watch?v=duOGpj-tO_I

5. And the founder of Wenatchee Youth Circus, Guppo the Clown

<http://www.youtube.com/watch?v=CYJxqmE21BM&feature=related>

AR Level: 3.3

Lexile Level: 600 AD

Activity Created By: Dawn Smith

NAME_____

NAME THE ANIMALS ABC

Using the ABC's below, name the animals found in the book, "The Circus Ship". Other animals you might find in a circus (or a zoo) may also be added.

A is for _____

B is for _____

C is for _____

D is for _____

E is for _____

F is for _____

G is for _____

H is for _____

I is for _____

J is for _____

K is for _____

L is for _____

M is for _____

N is for _____

O is for _____

P is for _____

Q is for _____

R is for _____

S is for _____

T is for _____

U is for _____

V is for _____

W is for _____

X is for _____

Y is for _____

Z is for _____



THE COW LOVES COOKIES

By: Karma Wilson
Illustrated by: Marcellus Hall

Synopsis: The horse loves hay, the chickens need feed, the geese munch corn, the hogs devour slop, the dog eats treats, but the Cow loves COOKIES? As the farmer makes his rounds each day, most of the animals chew on the foods the young reader would expect. But when it's time to feed the cow she feasts on a special treat! This story will delight children on and off the farm--because when it comes down to it, who doesn't love milk and cookies?

Suggested Reading Date: Can be read at any time, preferably while snacking.

Activity Description: This book lends itself to multiple brainstorming or graphing opportunities.

- 1) Brainstorm other animals and what they like to eat. Have kids be creative by connecting a food the animal really likes in a new way. For example, a Monkey would love *Banana* splits or an Elephant would love *Peanut* butter and jelly sandwiches. Have the kids illustrate a few of the ideas and collect into your own class book.
- 2) Graph the class' favorite snacks. Have them draw, color, and cut out a picture of their favorite snack. Collect and then have the kids sort them into categories for their graph. The resulting pictograph can be used in connection to many math lessons.

EALR's/GLE's:

Reading:

- 1.3 Build vocabulary through wide reading.
- 2.1 Demonstrate evidence of reading comprehension.

Math:

- 1.2.1 Understand and apply attributes to describe and compare objects.
- 1.4.3 Understand how data can be collected and organized.

Related Websites:

Who eats what? Kidport Reference Library

<http://www.kidport.com/reflib/science/who eats what/who eats what.htm>

What do animals eat? Video

<http://www.teachersdomain.org/resource/tdc02.sci.life.colt.eat/>

AR Level: 2.0

Activity Created By: Shay Eisenbarth

DON'T SLAM THE DOOR

By: Dori Chaconas
Illustrated By: Will Hillenbrand

Synopsis: A cumulative, rhyming tale of a slamming door which wakes a cat, setting into motion an absurd chain of events and resulting in chaos.

Suggested Reading Date: Any time of year. The book is set in the fall (or an indeterminate season on the farm) with mother knitting winter socks for Dad.

Activity Description: This story has great possibilities for predicting and cause and effect. You could ask students to write the cause in a graphic organizer and list the effect: example Cause _____→Effect _____ from the story after it is read aloud to them. While the story is being read they can predict what will happen next. The last page shows the dog once again leaving through the door ... have your students write and illustrate the next 2 - 5 pages of the book (depending on the amount of time you have for an activity).

EALR's/GLE's:

Writing:

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

Related Websites:

<http://www.randomhouse.com/author/results.ppert?authorid=74815> (Publisher)

<http://www.dorichaconas.com/Picture%20Books%20Page.htm> (Author's Site)

<http://www.willhillenbrand.com/willsbooks.html> (Illustrator's Site)

AR Level: 1.8

Lexile Level: 370

Activity Created By: Kay Evey, Tukwila Elementary

DUCK FOR TURKEY DAY

By: Jacqueline Jules
Illustrated By: Kathryn Mitter

Synopsis: When Tuyet finds out that her Vietnamese family is having duck rather than turkey for Thanksgiving dinner, she is upset until she finds out that other children in her class did not eat turkey either.

Suggested Reading Date: In the fall, after Halloween prior to the Thanksgiving holiday.

Activity Description: Draw and design your favorite food in a web graphic organizer. Use adjectives to describe the food. Younger students can draw 1-4 pictures of foods they have for dinner. Draw and color a plate of food your family has on Thanksgiving. Write about your family traditions for the holiday. Write an acrostic poem using the words: Thankful, Holiday, Tradition or another word that works for your audience. Have your students decide what food they have at home that is part of the culture of their family and have them draw and explain what it is, what culture it is from and why the food is enjoyed by the family (Grandmother's recipe for 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:

3.1 Uses Visual Arts to express feelings and present ideas.

3.2 Uses Visual Arts to communicate for a specific purpose.

Related Websites:

<http://www.jacquelinejules.com/duck.htm> Author Website (includes the book trailer and two original holiday songs with music by the author)

<http://www.albertwhitman.com/content.cfm/bookdetails/Duck-for-Turkey-Day> Publisher Website (includes 2 page activity guide of the author's songs)

AR Level: 2.6

Lexile Level: 450

Activity Created By: Kay Evey, Tukwila Elementary

HOW ROCKET LEARNED TO READ

By: Tad Hills

Synopsis: Rocket, a fuzzy black-and-white pup, “loved to chase leaves and chew sticks,” and that’s pretty much the height of his ambition. A little yellow bird mistakes Rocket’s napping for class attendance, and she sets forth to teach him. Though at first resistant, Rocket gets sucked in by an absorbing read aloud, and he becomes an eager pupil, learning all about the wonders of the alphabet and the words it builds.

Suggested Reading Date: September

Activity Description:

Feed Rocket dog bone treats. (There are activities for: K, 1st, 2nd, and 3rd. Don’t forget to write Rocket’s name in his tag.)

Kindergarten - I would give K. the black line page of Rocket to color. Don’t forget to write Rocket’s name in his tag.)

First Grade – First graders will cut out the bone treat words they are able to read and feed them to Rocket by pasting them around him.

Second Graders – will have the empty bone treats page and write their own words to feed to Rocket.

Third Graders – will complete the Rocket activity booklet and share their experiences of when/how they first learned to read and advice for beginning readers.

Extra Related Read: If you’d like to share another story instead of tackling activities, students will LOVE *Wolf!* By Becky Bloom. A wonderful story of a wolf who initially is interested in eating farm animals that are in the middle of reading, instead the wolf is intrigued by their intelligent behaviors and sets off to learn how to read.

EALR’s/GLE’s:

Reading

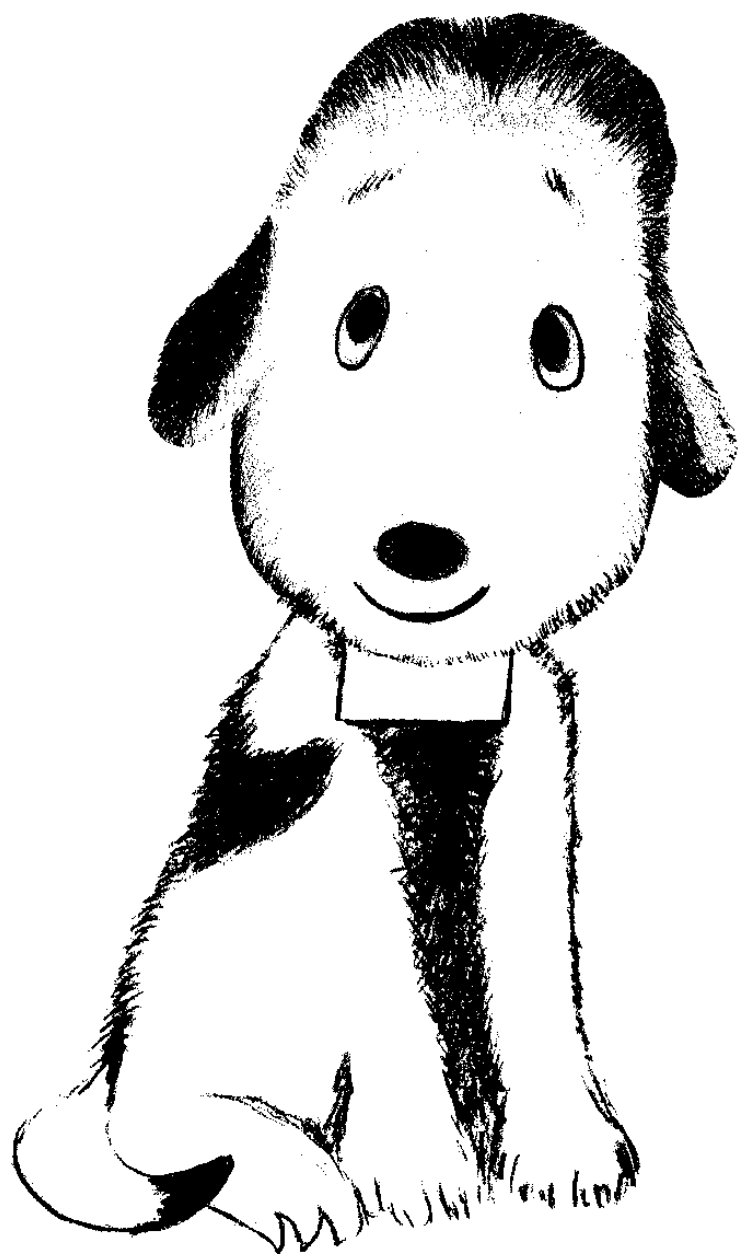
2.1 Demonstrate evidence of reading comprehension

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.

AR Level : 2.9

Activity Created By: Charisse Tsukamoto



First grade sight words.

dog

were

let

round

after

think

him

had

may

old

her

said

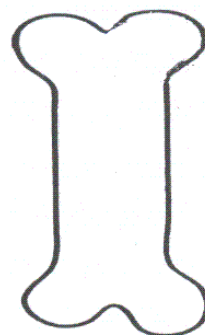
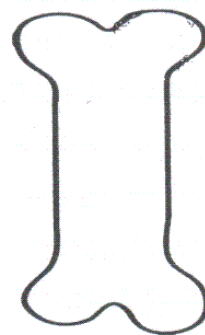
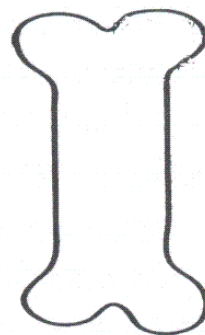
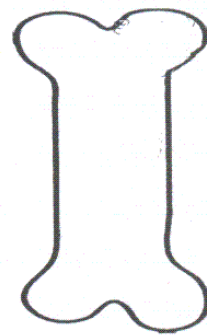
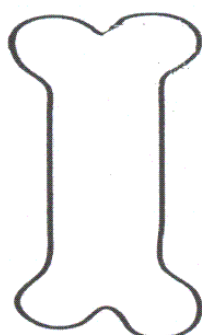
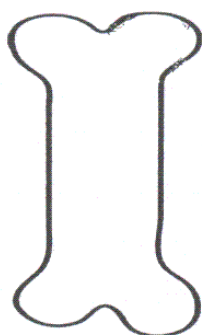
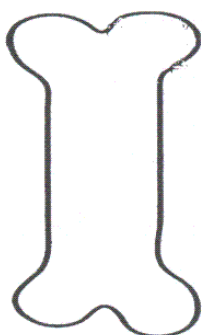
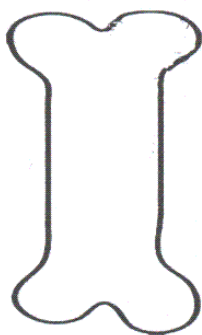
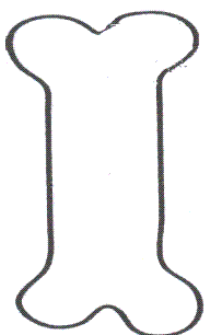
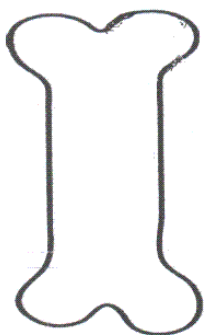
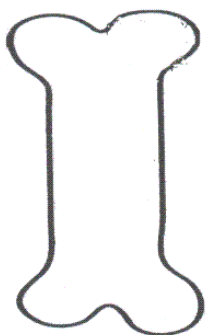
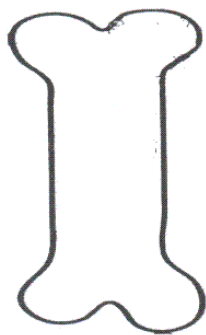
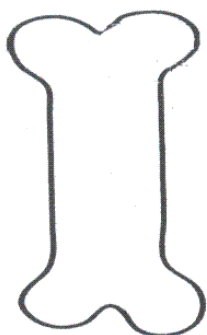
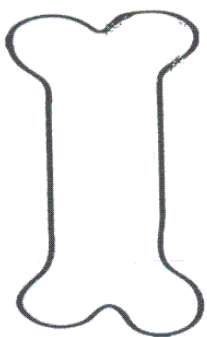
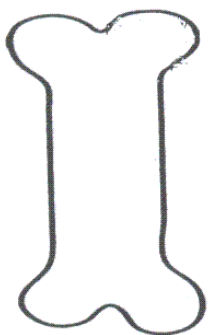
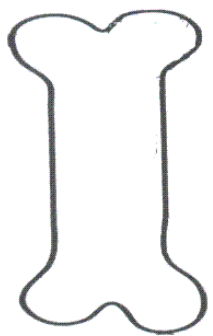
going

stop

some

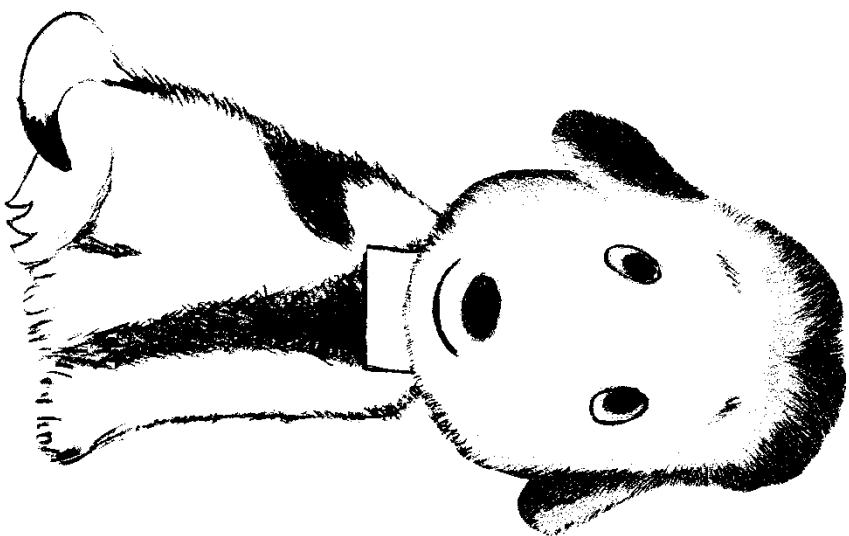
when

2nd graders get to write their own words.



Front cover of Rocket
booklet for gr.3 – for two –

HOW ROCKET LEARNED TO READ



BY _____

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IMMI'S GIFT

By: Karin Littlewood

Synopsis: Day after day in the frozen north, a young Inuit girl catches brightly-colored objects while ice fishing and uses them to decorate her igloo, until the ice begins to melt and she drops a gift of her own before leaving for the season.

Suggested Reading Date: This book can be read anytime, but since the bulk of the story takes place during winter in the Arctic, days with snow on the ground could assist in connecting students with the setting.

Activity Description: Release balloons on a windy day with brief notes attached containing a request to write to the listed school address when the balloon is found. Students can trace the air currents that carried the balloon and determine the distance the balloon traveled. Correlations can be made between water and air currents and how both can carry objects.

EALR's/GLE's:

EALR 4: Physical Science Grades 2-3

Big Idea: Force and Motion (PS!)

Core Content: Force Makes Things Move

2-3 PS1A Motion can be described as a change in position over a period of time.

2-3 PS1B There is always a *force* involved when something starts moving or changes its *speed* or direction of *motion*.

Related Websites:

<http://beachcombersalert.org/RubberDuckies.html>

Curtis Ebbesmeyer, retired oceanographer, compiles information about flotsam. Eric Carle was inspired to write *10 Little Rubber Ducks* (2005) by reading a newspaper account in 1992 about a shipment of rubber bathtub toys falling overboard from a container ship. Eve Bunting's book *Ducky* (1997) also pairs well with *Immi's Gift*. This website gives further information about where some of the bathtub toys were found and the ocean currents that carried them.

http://www.classzone.com/books/earth_science/terc/content/visualizations/es2401/es2401page01.cfm?chapter_no=visualization

This website is sponsored by the National Science Foundation and shows virtually the relationship between global wind directions and the direction of ocean surface currents.

After viewing this website showing the wind/ocean current visual, students may choose a location on the map and write their own story depicting the movement of a floating object and what happens to it.

AR Level : 2.5

Activity Created By: Elizabeth Bruno

LITTLE PINK PUP

By: Johanna Kerby

Synopsis: Pink was a tiny piglet too small to compete with the rest of the litter to eat, so his human friends moved him in with Pink, their dauchshund mother with new puppies. He was able to grow with the puppies and get his share of food and playtimes.

Suggested Reading Date:

Activity Description:

"What do you think?" Draw a picture.

This recall/response interview may be used by students individually, in small groups, or on a doc camera with whole group.

EALR's/GLE's:

Reading:

2.1 Demonstrate evidence of reading comprehension

2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.

Related Websites:

1. The questions used for the activity for this book were directed by statements from the following web site, with thanks. (This is a delightful web site for book recommendations and other great things.)
<http://patzietlowmiller.com/2010/09/08/kid-review-sonia-snuggles-up-with-little-pink-pup/>
2. This is the author's web site and has some delightful links to life on the farm in a small town.
<http://www.johannakerby.com/>
3. Great youtube video from ABC news and National Geographic about odd animal pairs. Well done. 1:44 long.
<http://www.youtube.com/watch?v=AxYiLzWee84&feature=related>
4. Other odd animal adoptions can be viewed in this one minute clip on youtube.
www.youtube.com/watch?v=_G1Iy2Gc6mQ

AR Level : 2.3

Lexile Level : 620 AD

Activity Created By: Dawn Smith

NAME_____

WHAT DO YOU THINK?

The questions below will give you the chance to think more about “Little Pink Pup” and share your opinions.

1. My favorite part of the story was when

_____.

2. I thought it was funny when

_____.

3. An important thing I learned from this book was

_____.

4. Three words that come to mind from this book are

5. The best picture in this book is

_____.

DRAW A PICTURE OF PINK ON THE OTHER SIDE OF THIS PAPER.

MR. PRESIDENT GOES TO SCHOOL

By: Rick Walton

Illustrated By: Brad Sneed

Synopsis: Having trouble? Things just getting too intense? Well, imagine if you were the President of the United States! Then think about how you would solve the problems brought to you. Mr. President has a very supportive "committee" to determine how to come to an amiable solution!

Suggested Reading Date: Martin Luther King Jr. or President's Day

Activity Description:

Materials:

- 1 - Nose Paper (attached - copy on buff or tan 20# weight paper)
- 1 - Glass paper (attached - copy on black construction paper or white index weight paper)
- Scissors
- Crayolas
- Tape/Staples

Process:

1. Color and cut out the glasses and nose.
2. For the glasses, glue the straight edge to the sides of the glasses making sure that the hook goes the right way.
3. Bend back the arm at the edge of the glasses.
4. For the nose, twist it into a cone and glue along the dotted line.
5. The point of the cone, you will either glue or staple to the bridge of the glasses.
6. Now go solve all the world's problems!

EALR's/GLE's:

Reading: 1.3 Build vocabulary through wide reading.

3.2 Read to perform a task.

3.4 Read for literary experience in a variety of genres.

4.2 Develop interests and share reading experiences.

Art: 2.1 Applies a creative process in the arts

4.2 Demonstrates and analyzes the connections among the arts and other content areas.

Related Websites:

Trailer - <http://www.youtube.com/watch?v=nTeouB6RZs>

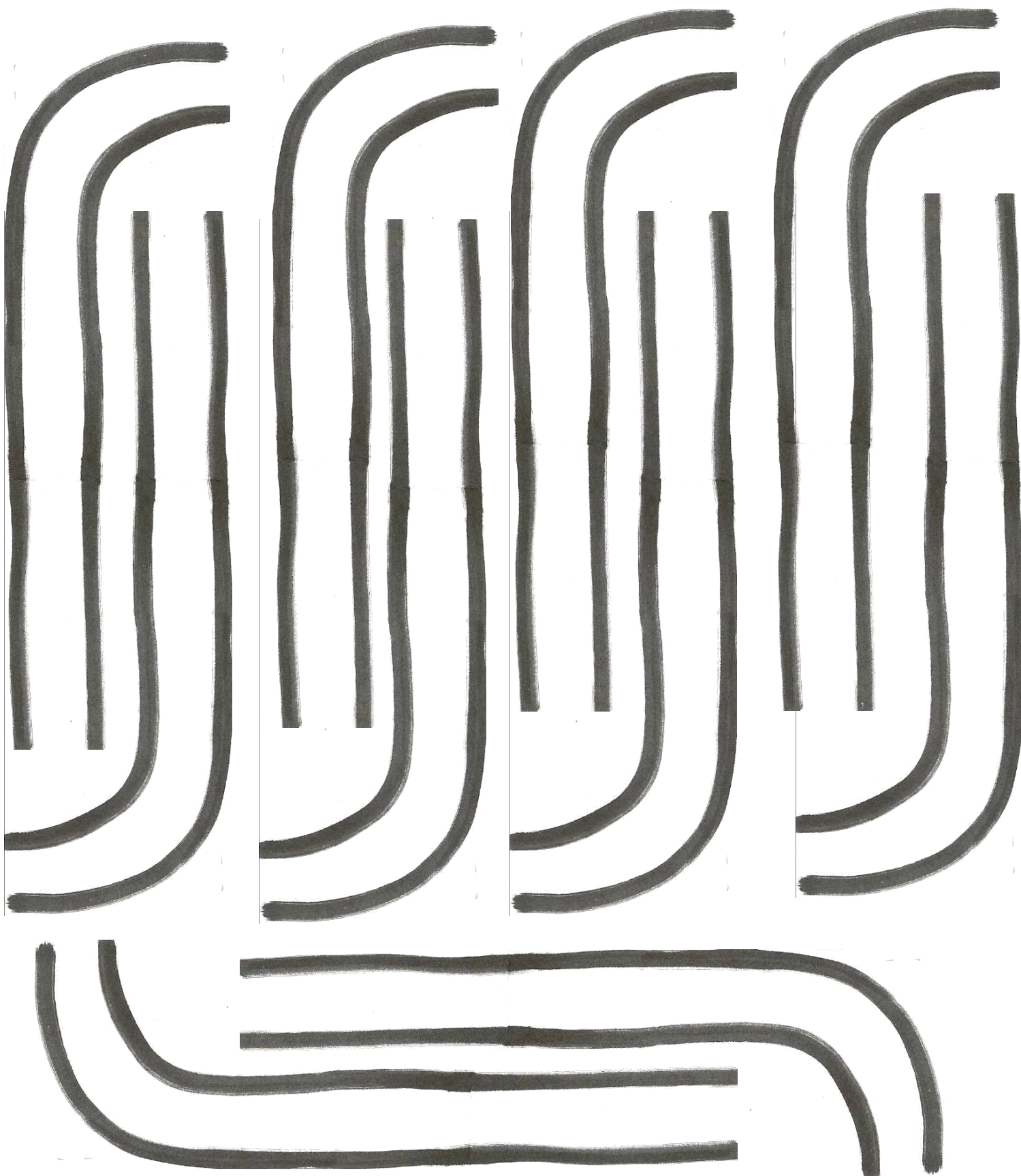
Rick Walton's Website - <http://www.rickwalton.com>

Brad Sneed's Website - <http://www.bradsneed.com>

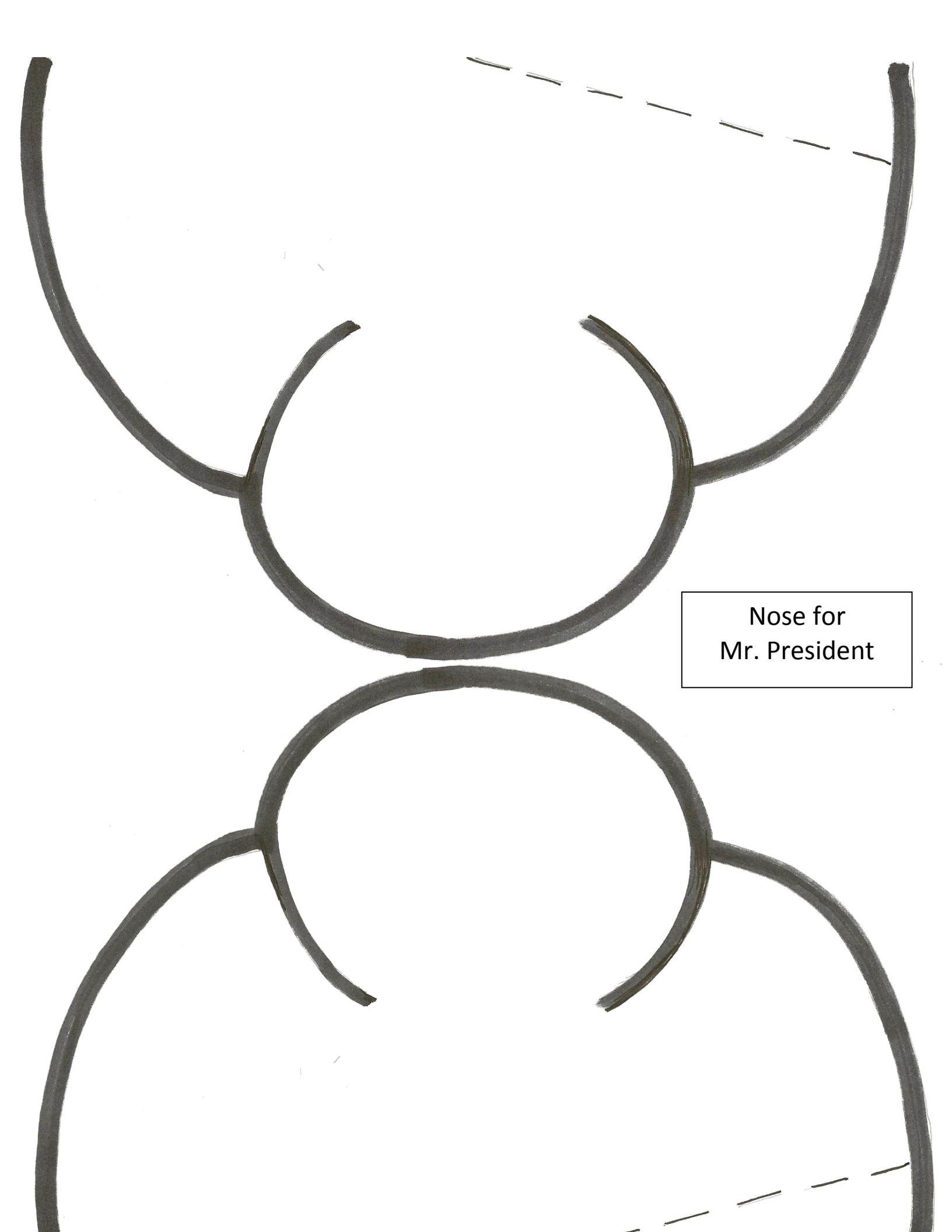
Finger Painting recipe - <http://www.kinderinfo.com/finger-paint-recipe-washable>

AR Level : 3.1

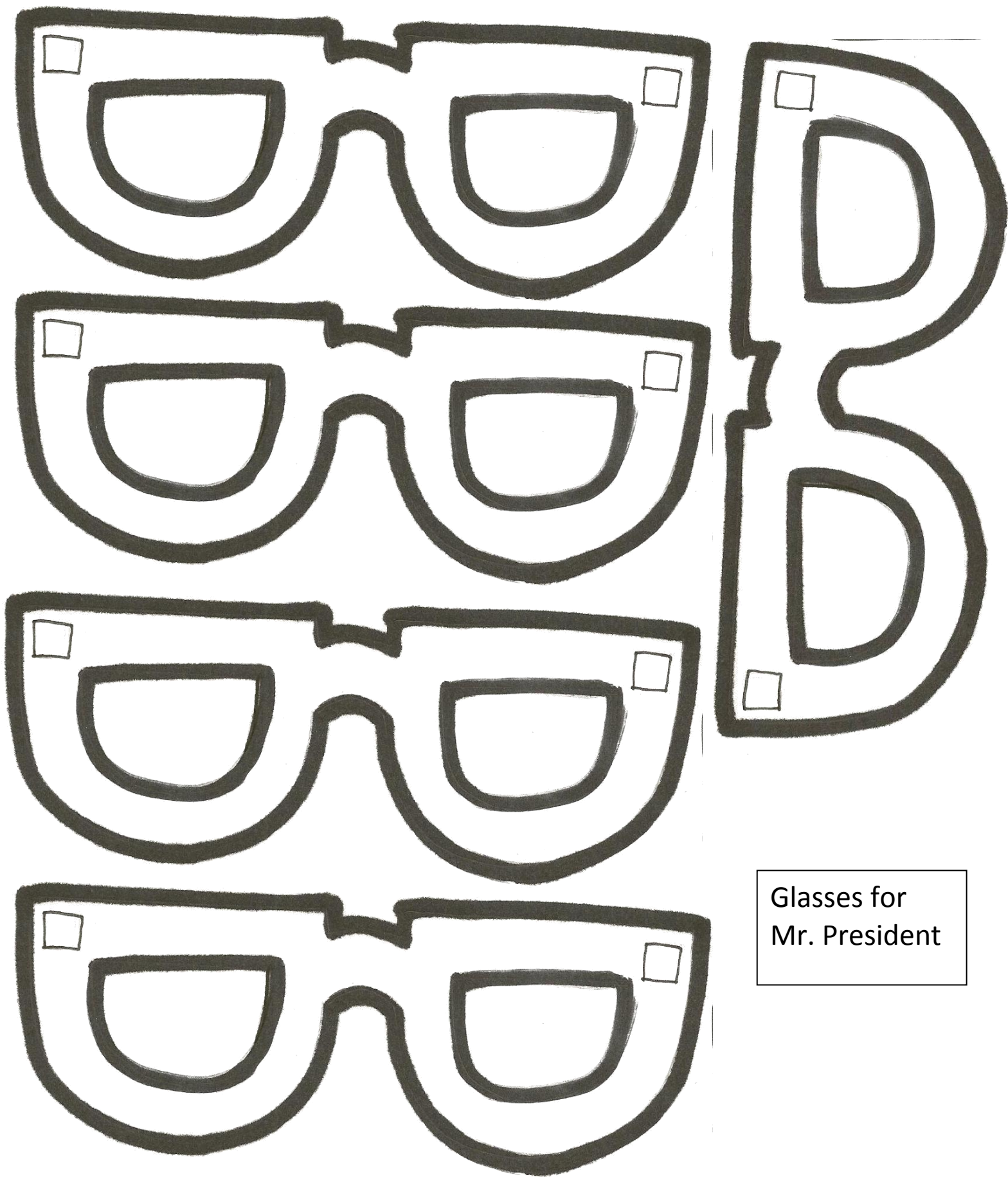
Activity Created By: Amy Cook



Arms for Mr. President's Glasses



Nose for
Mr. President



Glasses for
Mr. President

MORE BEARS

By: Kenn Nesbit
Illustrated By: Troy Cummings

Synopsis: As the author begins to write his story, he is sure of one thing - it has no bears in it! But then he hears children's voices asking for **More Bears**. He decides to add one bear but then the children demand **More Bears**. He keeps adding bears until they are bursting from the pages - crowding each other and getting cranky. Then the author decides he had it right at the beginning. His story would have **No Bears** in it. But **Chickens** on the other hand....

Suggested Reading Date: Can be read at any time - Great before any Young Author Events.

Activity Description: Create a class book entitled "More Bears, Chickens, Llamas..." The title can fit any animal including your school mascot if it is an animal. Use template provided to have kids create their own page for the book, including illustrations. Gather the work together and bind before reading the new story to the kids.

EALR's/GLE's:

Reading:

- 2.1 Demonstrate evidence of reading comprehension.
- 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.
- 3.4 Read for literary/narrative experience in a variety of genres.

Related Websites:

Kenn Nesbits Poetry4Kids - www.poetry4kids.com
includes biographical information about the author

ATOS Level : 3.5

Activity Created By: Shay Eisenbarth

More Bears and Chickens and
Dogs and Cows and Monkeys...

By

Once upon a time there was a story. It had lots of bears and chickens in it. What animals would you include if you were to write your own story?



I would have a _____

Example: I would have a pig on a unicycle wearing a tu-tu and a funky hat! (Ben - 2nd grade) *erase example before printing template.

MY BEST FRIEND IS AS SHARP AS A PENCIL: AND OTHER FUNNY CLASSROOM PORTRAITS

By: Hanoch Piven

Synopsis: When grandma comes for a visit she has hundreds of questions to ask her granddaughter about school. So instead of giving boring answers she decides to show her grandmother. The granddaughter does this by using similes. The similes are then made into portraits with objects that can be found around the house or at school to make a collage of her school teachers or school friends.

Suggested Reading Date: Anytime!

Activity Description: Make Your Own Simile Portrait Collage!

Teachers and librarians collect small items at home and/or school to be used to make a collage of a teacher, friend or family member. A Good Will store or a craft store would be a good place to start a collection. Cardstock will be made available for students to use as a creative tool to produce many different faces. The teacher or librarian will want to have a copy of an oval for primary students to create the eyes, nose, mouth, ears, hair, etc. Students can past objects on the cardstock or they can use the cardstock to create as many faces as possible. A digital camera is available for students to take photos of their different faces. Remember each face must have a simile. Examples of similes can be found at the website below.

EALR's/GLE's:

Reading:

- 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 literary and informational text.
- 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.

Related Websites: <http://www.yourdictionary.com/grammar/examples/examples-of-similes.html>

AR Level: 0.5

Activity Created By: Carol Steen

NEVER SMILE AT A MONKEY

By: Steve Jenkins

Synopsis: Smiling at a monkey isn't the only bad idea – this introduction to natural history offers animal warnings, giving kids the lowdown on risky behaviors with eighteen animals. A visually stunning book illustrated with cut paper and torn collages. Steve Jenkins' introductory warnings are gently alliterative: "NEVER pet a platypus"; "NEVER touch a tang"; "NEVER jostle a box jellyfish. Most jellyfish can sting people, but...if you are unlucky enough to become really entangled with a box jellyfish, you can die very quickly." These animals can all cause serious injury or even kill an unsuspecting human.

Suggested Reading Date: March

Activity Description: Never...Animal Illustration

Students get to select one animal to illustrate and write what they should NEVER do around that animal. Attached is a list of the eighteen animals and their warnings for students to copy from. It would be a great idea to have other animal books available to help students with illustrations.

Suggested Books to highlight: Actual Size by Steve Jenkins – a former WCCPBA book. Also see recommended list of books on last page of Never Smile at a Monkey.

EALR's/GLE's:

Reading:

- 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 literary and informational text.

Activity Created By: Charisse Tsukamoto

Never smile at a **rhesus monkey**! Showing your teeth may make the monkey feel that you'd like to fight him. Even a small monkey can give you a serious bite with its long, sharp fangs.

Never pet a **platypus**. It has venomous spurs on its hind legs, and it can give you a very painful jab.

Never collect a **cone shell**. The cone shell hunts and defends itself with poisoned barbs that can be launched like harpoons.

Never harass a **hippopotamus**. It will charge, attacking with an enormous mouth and long tusks.

Never jostle a **box jellyfish**. Even the smallest contact with its stinging tentacles causes intense pain.

Never step on a **stingray** or frighten it by swimming too close. The ray can drive its long poisonous spine deep into the body of an animal or human.

Never clutch a **cane toad**. Two large sacs of venom are on its neck. If pressed, these pouches squirt out a blinding, and sometimes deadly, poison.

Never eat a **puffer fish**. Unless you know what you're doing, the fish's flesh contains a deadly toxin that can kill you.

Never cuddle a **cub**. If a mother bear thinks her cubs are in danger, she will attack.

Never stare at a **spitting cobra**. It can spit its venom accurately for more than eight feet and will aim for the eyes. Its poison can cause intense pain and even permanent blindness.

Never caress an **electric caterpillar**. If your skin touches its hairy bristles, you'll feel an intense burning sensation. You will become weak, ill, and death can follow.

Never corner a **cassowary** for it can deliver a lethal kick with its sharp claws.

Never antagonize an **African Buffalo**. It has sharp hooves, long horns, and an extremely nasty temper. It is unpredictable and may attack without warning.

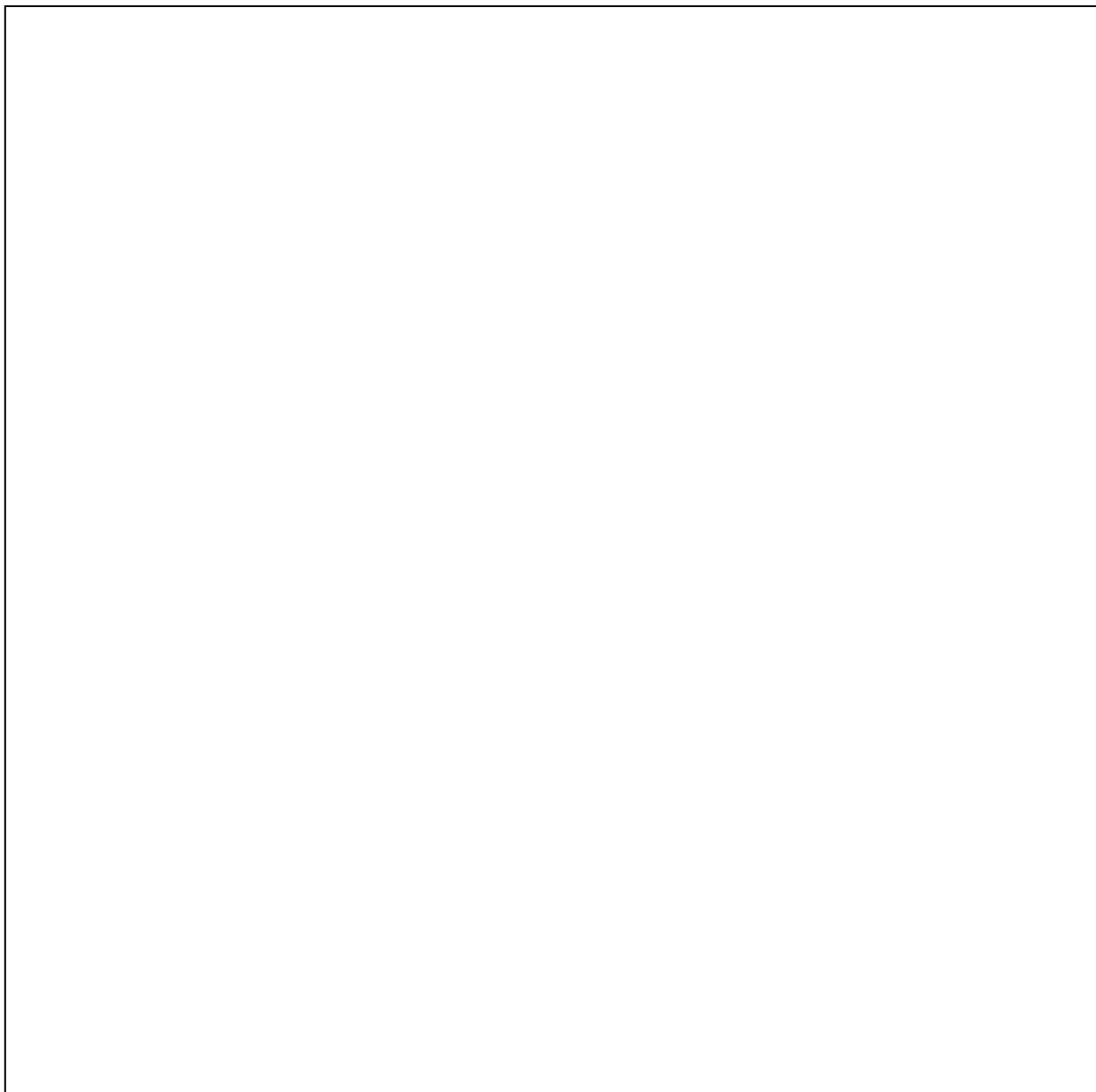
Never touch a **tang fish**. Its razor sharp spine on its tail can do serious slashing.

Never bother a **blue-ringed octopus**. It can inflict a bite so sharp that you might not notice that you've been bitten and be killed within an hour.

Never confront a **kangaroo**. The male kangaroo defends itself by boxing with its front legs or kicking out with its powerful back feet.

Never badger a **beaded lizard**. It doesn't have fangs, so it chews its venom into the bite with its teeth.

Never swim with **squids**, especially a Humboldt Squid. It is the length of a grown man and its tentacles are lined with thousands of sharp teeth. The Humboldt attacks at high speed whipping its tentacles around the victim and tearing out chunks of flesh with its sharp beak.



OL' BLOO'S BOOGIE-WOOGIE BAND AND BLUES ENSEMBLE

By: Jan Huling

Illustrated By: Henn Sorenson

Synopsis: Set in Louisiana, four aging animals who are no longer of any use to their masters find a new home after outwitting a gang of robbers.

Suggested Reading Date: Anytime!

Activity Description: Fun with Similes : Members of the Band

One of the great strengths of this story are the characters and their descriptions. Although each animal thinks their singing voice is "bee-yooo-ti-ful," the author lets us know different through her creative use of simile ("...voice sounded like a guitar bein' scraped with a washboard.") Spend some time teaching about similes and showing plenty of examples using your own resources, or some of the websites listed at the end of this activity. Spend some time with your class discussing and brainstorming their own examples of similes focusing particularly on comparative descriptions of sounds. Perhaps even listen to some recordings of sound effects of different objects and actions to help stir the imaginations. Then pass out the "New Member of the Band" poster template. Have each student come up with a new animal to join the Boogie-Woogie Band and Blues Ensemble. They will name the animal, draw and color a picture of them in the frame and then fill in the blanks in the simile sentence to describe what the new band member's voice sounds like. Post the completed posters on a bulletin board or bind together into a class book.

EALR's/GLE's:

Writing:

- 1.5 Publishes text to share with audience
- 2.1 Adapts writing for a variety of audiences
- 2.3 Writes in a variety of forms/genres
- 3.2 Uses appropriate style

Related Websites:

Simile Websites:

<http://www.brainpopjr.com/readingandwriting/sentence/similes/grownups.weml>

<http://www.buzzle.com/articles/examples-of-similes.html>

<http://kathimitchell.com/similes1.html>

<http://www.youtube.com/watch?v=GkMKaGLmkzk>

<http://www.poetryteachers.com/poetclass/lessons/teachsimiles.html>

[http://kids.lovetoknow.com/wiki/Simile Poems for Kids](http://kids.lovetoknow.com/wiki/Simile_Poems_for_Kids)

AR Level : 4.7

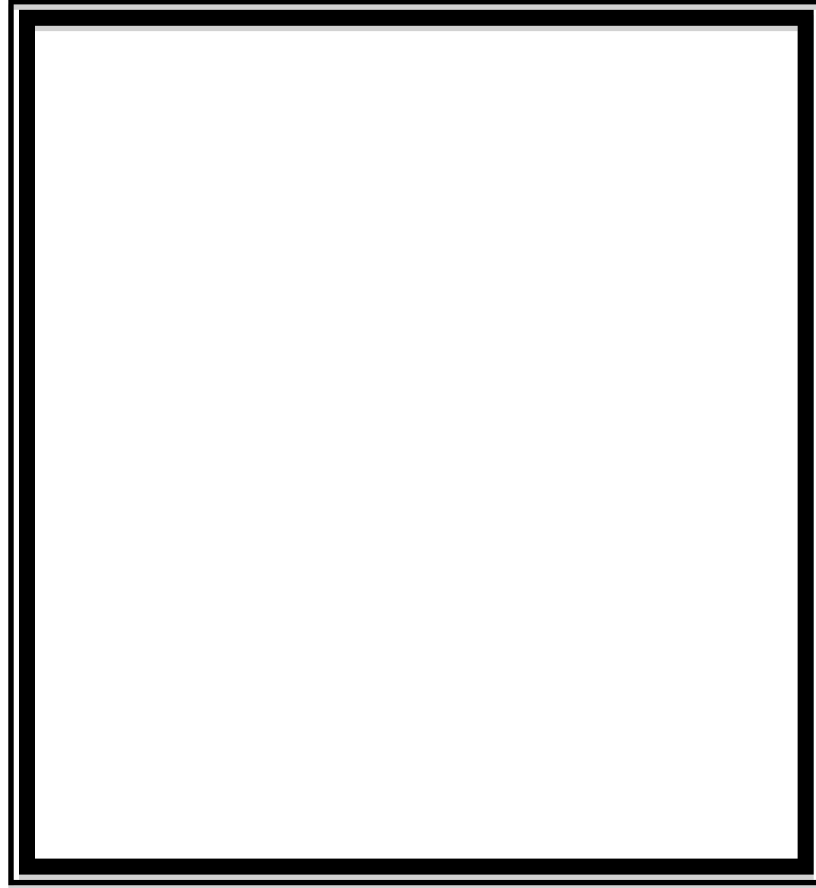
Lexile Level : 880

Reading Counts Level: 4.7

Activity Created By: Jerry Aldredge

The Ol' Bloos Boogie-Woogie Band & Blues
Ensemble

Announces Its' Newest Member:



(Descriptive Animal Name)

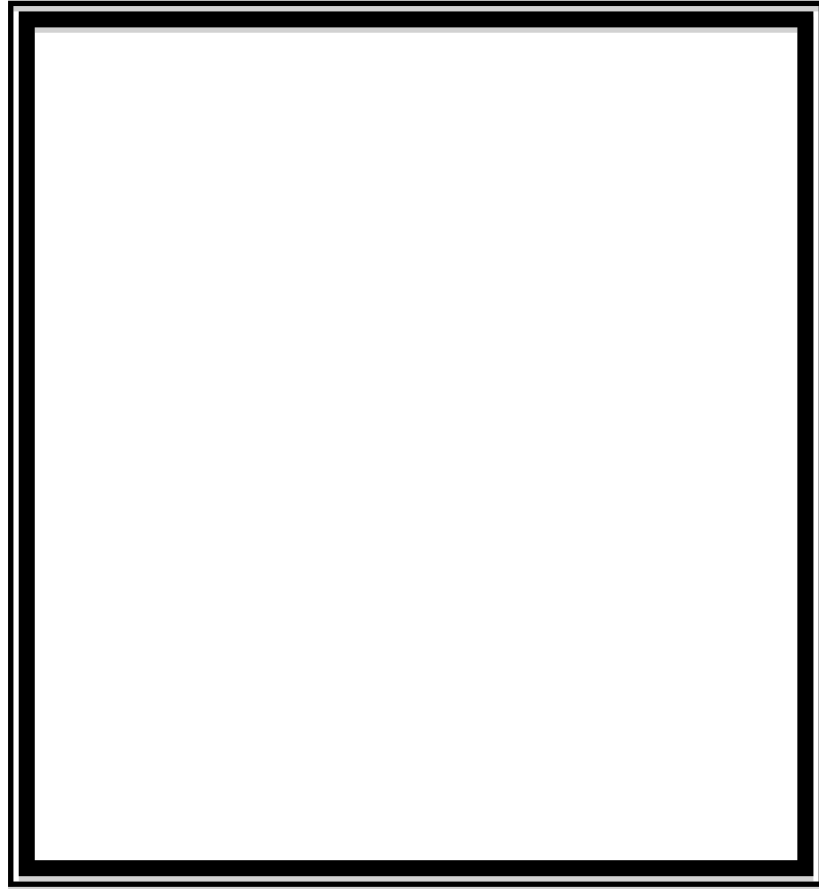
And what an addition they make to this already
amazing vocal group,

Their voice is as

as a

The Ol' Bloos Boogie-Woogie Band & Blues
Ensemble

Announces Its' Newest Member:



(Descriptive Animal Name)

And what an addition they make to this already
amazing vocal group,

Their voice is like a

OSCAR AND THE VERY HUNGRY DRAGON

By: Ute Krause

Synopsis: This is the "Iron Chef" on steroids! After 344 days the local dragon wakes up and he is hungry! But there isn't a princess anywhere to be found! The village draws Oscar's name to go instead. Lucky Oscar! With Oscar's quick thinking, he is able to convince the dragon he is just a snack. How will he be able to stay off the menu?

Suggested Reading Date: March is Nutrition Month

Activity Description:

Materials:

Sequencing scenes

9X12 Construction Paper

Scissors

Glue

Directions: Have students take pictures from the story and arrange them in the correct order. Glue picture on the front of the construction paper and the caption on the back. Then have kids share the storyboard with a classmate.

EALR's/GLE's:

Reading:

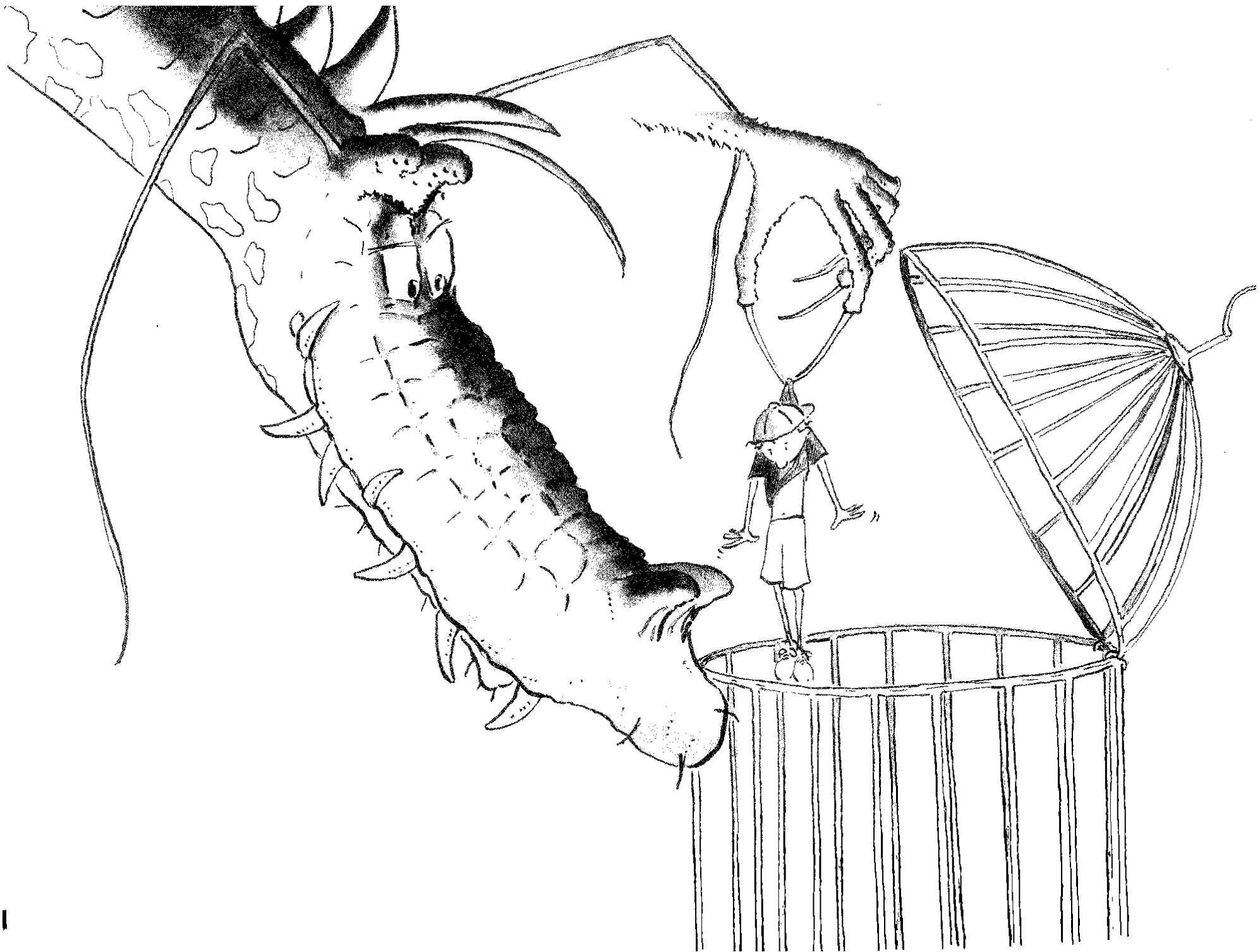
- 1.1 Use word recognition skills and strategies to read and comprehend text.
- 1.3 Build vocabulary through wide reading.
- 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.
- 3.4 Read for literary experience in a variety of genres.

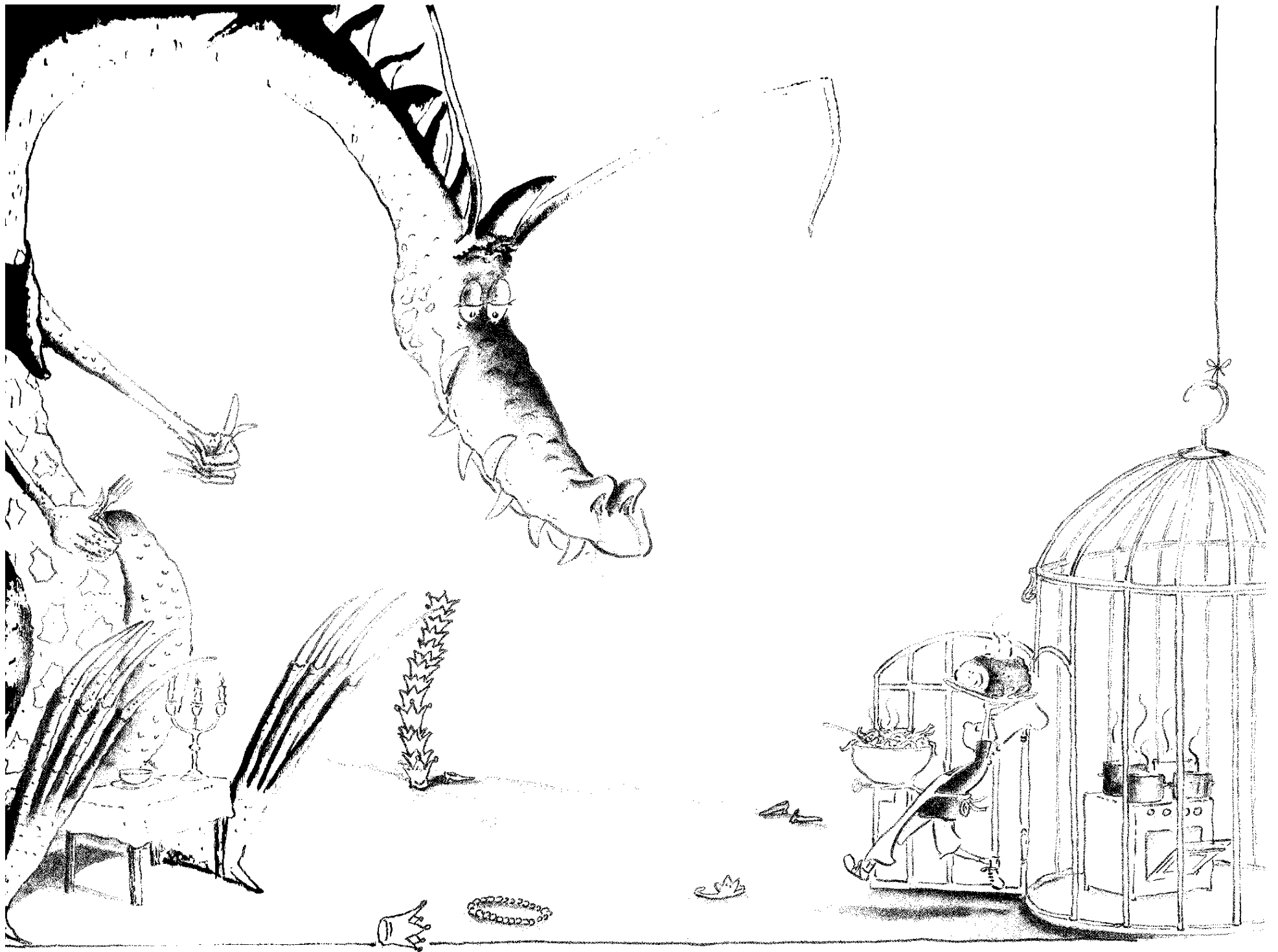
AR Level : 3.4

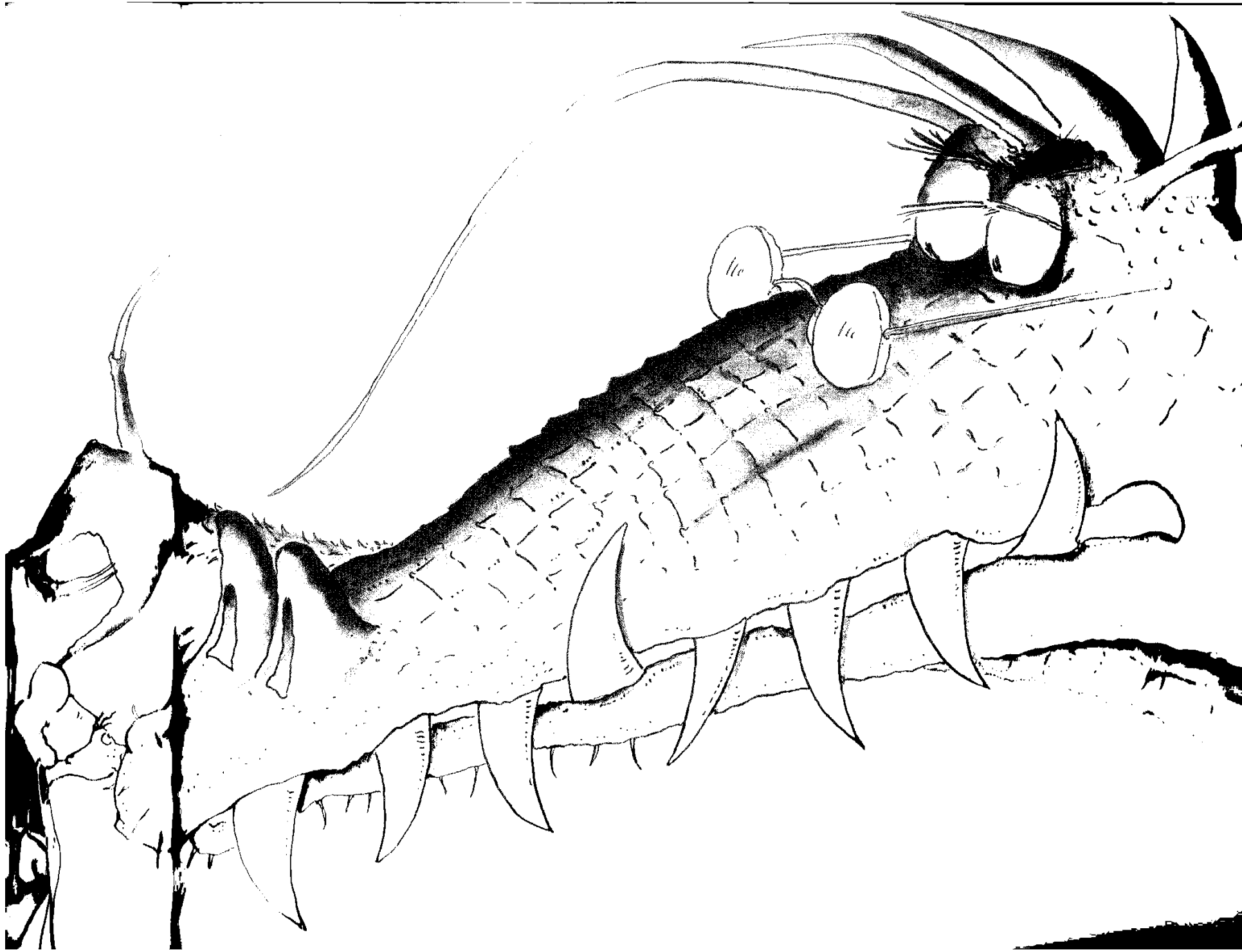
Activity Created By: Amy Cook





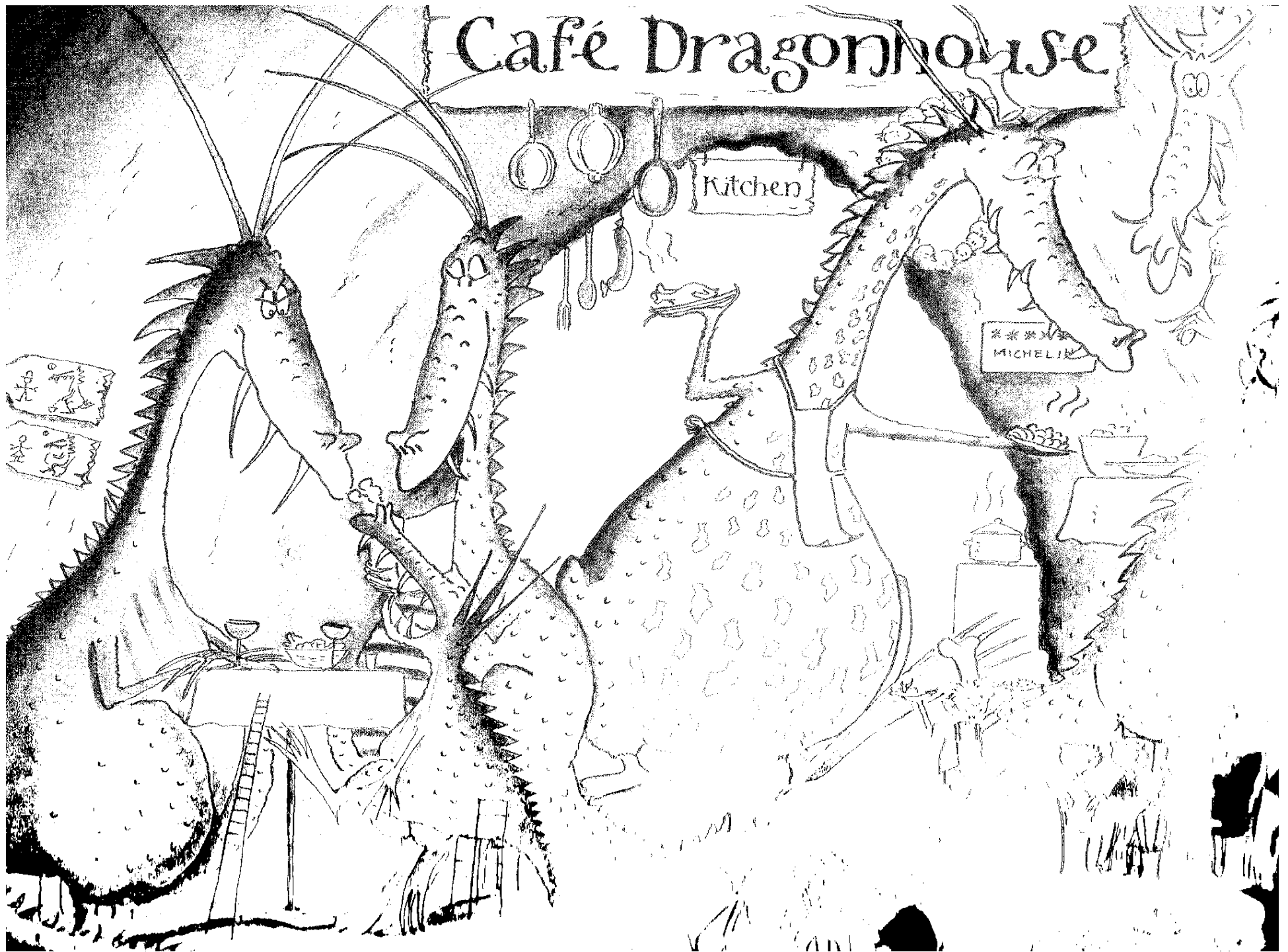








Café Dragonhouse



1. Dragon wakes up – and he is HUNGRY!
But all the plump princesses left the town.
2. The town drew straw and Oscar won!
He gets to get eaten by the dragon!
3. When the Dragon saw Oscar, and he was
upset! Oscar was so skinny! Not much to eat!
4. The Dragon bought Oscar some equipment so
that he could fatten himself up. Oscar shared
some of his meals.
5. The Dragon keeps testing Oscar arm (Oscar used
a wooden spoon as his arm stand-in.) But the
Dragon got a pair of glasses...ohhh-oh!
6. Oscar convinces the Dragon that a chef would be
better than one meal ~ so they throw a party!
7. Even better ~ Oscar and Dragon open a restaurant
~ together!

PIERRE THE PENGUIN: A TRUE STORY!

By: Jean Marzollo

Illustrated By: Laura Regan

Synopsis: Pierre the penguin lives at the California Academy of Sciences. Being an African penguin, he prefers warmer climates. For some reason (it's not clear why), he loses his feathers and thus will not swim because he is too cold. In addition, the other penguins are afraid of him and bray at him. Pam, his caring handler, designs a neoprene wetsuit that keeps him warm when swimming. Over time, his feathers grow back, and the story ends with Pierre making a nest for his very best friend. Make sure to share the fun Q and A's on the last page of the book!

Suggested Reading Date: January or February

Activity Description: Paper Plate Penguin and Self Esteem Bubble Illustration

1. You must visit: www.calacademy.org

Go to the live Penguin cams for a real view of penguins. You may even see Pam visiting with penguins.

CNN news clip of "Pierre sports a new look" (1:16 minutes long) is also located on the Cam page. After selecting the news clip, don't forget to click on the arrow/play button to start the clip.



2. Self Esteem Speech Bubble Illustration: What would be a kind thing to say to Pierre? Fill in the speech bubble and complete the illustration so that the penguins can have a nice play area to swim and roam. Draw in a background and foreground.

3. Paper Plate Penguin – see following page for directions.

- EALR's/GLE's:
- 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 literary and informational text.

Activity Created By: Charisse Tsukamoto



Kids Crafts: Paper Plate Penguin

Ever since the movie Happy Feet, penguins have become part of mainstream culture! So here is a simple kids' craft that involves making a penguin out of a paper plate.



What You Need to Make a Paper Plate Penguin:

- Black, orange and purple construction paper
- Scissors \
- Glue
- Small paper plate
- Googly eyes

How to Make a Paper Plate Penguin:

1. Cut out a three inch circle from black construction paper for the penguin's head and glue it to the top of the paper plate.
2. Cut out two wings from the black construction paper and glue one to each side of the paper plate.
3. Cut a small triangle from orange construction paper for the penguin's beak and glue it to the center of the penguin's head.
4. Cut out two webbed feet from the orange construction paper and glue them to the bottom of the plate.
5. Cut out a bow tie from purple construction paper and glue it just below the penguin's beak.
6. Glue two googly eyes above the penguin's beak.



African Penguins “molt” or replace their feathers every year. Pierre skipped molting for a few years so his feathers became brittle and broke off.



Pierre was about 24 years old. His birthday is February 16.



The wetsuit kept Pierre warm and helped him float while he swam.



Penguins are birds that use their wings for swimming instead of flying.

POP!

THE INVENTION OF BUBBLE GUM

By: Megan McCarthy

Synopsis: Gum has been around for centuries. Gum wasn't exciting. But what if gum chewers could blow bubbles while chewing it? Full of fun historical facts, Pop! is the true story of how bubble gum was invented by Walter Diemer in the late 1920s.

Suggested Reading Date: Walter Diemer's birthday was January 8, 1904. Read on his birthday!

Activity Description:

1. Bubble Blowing Contest (potentially messy option)

Have students blow bubbles. This usually works best when the class is divided into groups and everyone can watch. Work on terms such as: largest, smallest, longest-lasting. Older students might also try to measure them.

2. Fact and Opinion (potentially non-messy option)

Non-fiction books are loaded with facts. Create a class T chart (on column Fact, one column Opinion). Students can find some of the facts in the book. Write these facts on the chart. Then have the students think of some opinions about bubble gum.

Pop! Bubble Gum Facts and Opinions

Facts	Opinions
Ancient Greeks chewed the sap of the mastic tree.	Bubble Gum tastes yummy.
Walter Diemer was an accountant.	All kids like bubble gum.
Walter added pink because that was what he had at hand.	The pink color of bubble gum is pretty.

EALR's/GLE's:

Activity #1: Math K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity.
1.4.C Compare lengths using the transitive property. (John's bubble is bigger than Jane's bubble. Jane's bubble is bigger than Matt's bubble, therefore John's bubble is bigger than Matt's bubble.
2.3.C Measure length to the nearest whole unit in both metric and U.S. customary units.

Activity #2: Reading 2.3.4 Understand there are facts and opinions.

Related Websites:

Make your own Bubble Gum: <http://www.cdkitchen.com/recipes/recs/30/Make-Your-Own-Bubble-Gum74922.shtml>

International Chewing Gum Association website: <http://www.gumassociation.org>

History of Dubble-Bubble: <http://www.gumball.com/history-of-dubble-bubble.aspx>

THE SANDWICH SWAP

By: Her Majesty Queen Rania Al Abdulla and
Kelly Dipucchio

Illustrated By: Tricia Tusa

Synopsis: Lily and Salma are best friends. They like to do everything the same except they don't eat the same thing for lunch. Lily eats peanut butter and jelly and Salma eats hummus in pitas. But after some not so nice words on the subject, a food fight erupts in the cafeteria and the two girls come up with the perfect solution to resolve their differences and save their friendship.

Suggested Reading Date: World Peace Day is Sept 21st. <http://www.internationaldayofpeace.org/>
Sandwich Day is November 3rd.

Activity Description: Food tasting, World Flag Worksheet, and How-to writing –Recipes

Another food book? Yes, I love it!! Well of course there's the obvious lesson of tasting pita and hummus and PB & J (I know – peanut allergy conflict). But I did do the hummus and pita. I bought the mini pitas and cut into pie wedges – 8ths – then cut them in half front to back. I put a small dollop of hummus on each and passed out the sample. We tried it altogether 1..2..3.. like in the story. Children could opt out with a "No Thank-you". Most students liked it and most had never tried it! For those that don't do food in library I've attached a world flag worksheet to use with the almanac from Enchanted Learning because of the flags at the buffet table on the last page (can you identify all the countries?) or you can have students write a recipe card (3x5) of how to make their favorite sandwich – how-to writing – template of a recipe card attached. Don't forget to point out where the Queen lives – Jordan. We went to CultureGrams (if you have access to that program) and there's an actual video of a parade with the King and Queen riding at the end. Also I've added a link to the Oprah show visit – see my notation on it first.

EALR's/GLE's:

2.1 Demonstrate evidence of reading comprehension

2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

Related Websites:

<http://www.unicef.org.uk/Get-Involved/Your-organisation/Schools/Day-for-Change-2012/2011>

Queen Rania is UNICEF's Eminent Advocate for Children – not really a specific day. It's a chance to look at world issues for kids – lots of resources, free kit, lessons, assembly ideas, etc.

<http://www.queenrania.jo/media/interviews/queen-rania-discusses-her-new-book-swap-sandwich-oprah>

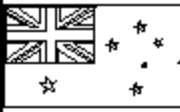

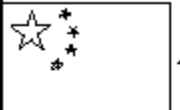
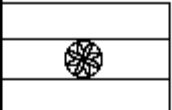
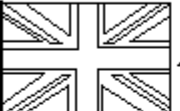
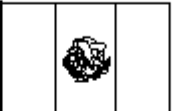
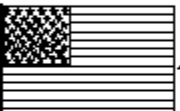
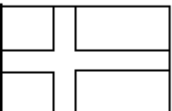


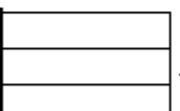



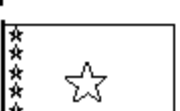
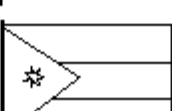
The Queen on Oprah – 17 minutes long. Starts the book talk at 10 minutes into the interview. I would fast forward to that point as they talk about Hurt Locker earlier on. Maybe not good for elementary.

AR Level: 2.9

Lexile Level: 630

Label and Color the Flags

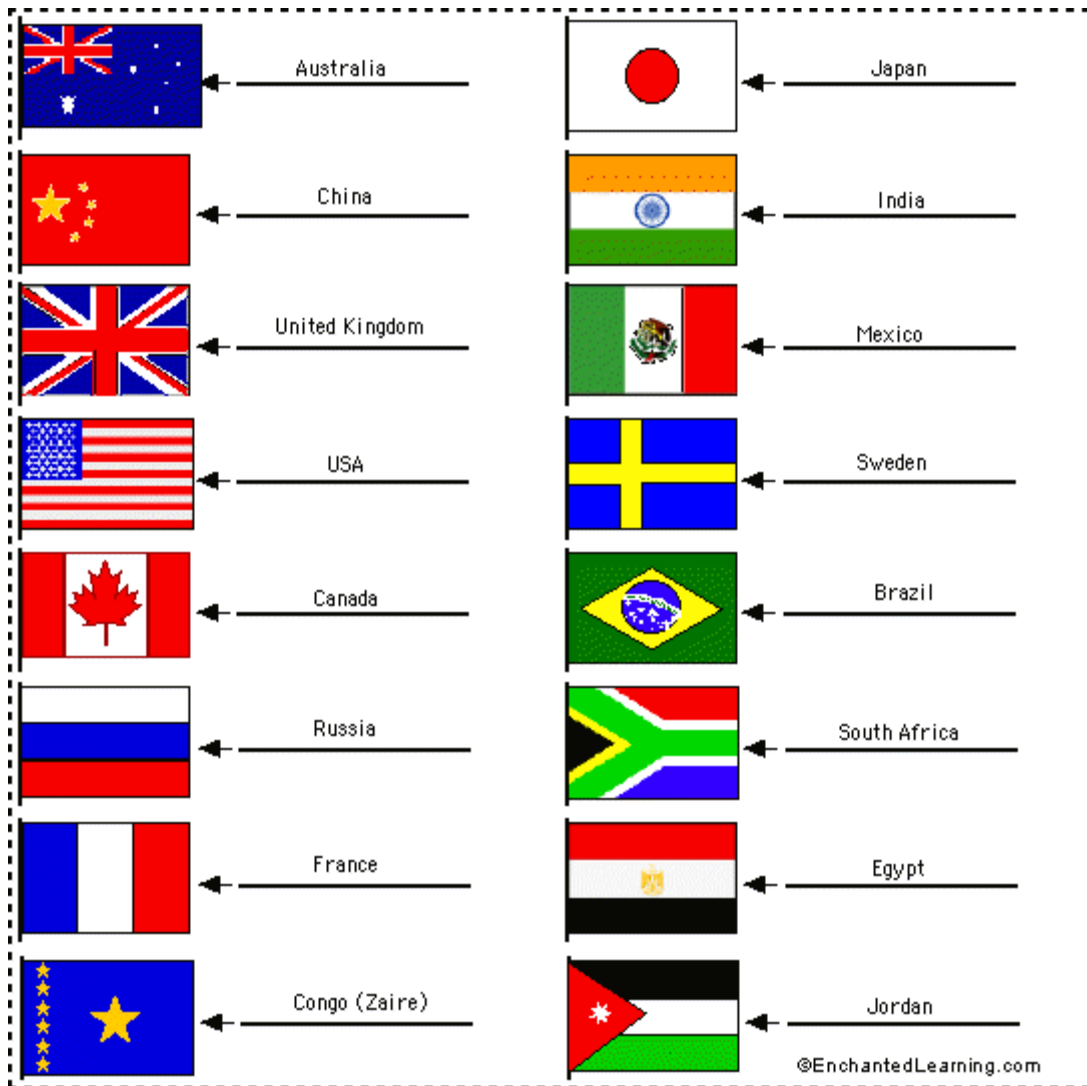
Using the [flag descriptions](#), label the types of flags and color them.

	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

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Answers: Label and Color the Flags

Using the [flag descriptions](#), label the types of flags and color them.



Australia
Brazil
Canada
China

Congo (Zaire)
Egypt
France
India

Japan
Jordan
Mexico
Russia

South Africa
Sweden
United Kingdom
United States

Australia
Brazil
Canada
China

Congo (Zaire)
Egypt
France
India

Japan
Jordan
Mexico
Russia

South Africa
Sweden
United Kingdom
United States

Recipe for _____

From the kitchen of _____

Ingredients:

_____	_____
_____	_____
_____	_____

Directions:

Recipe for _____

From the kitchen of _____

Ingredients:

_____	_____
_____	_____
_____	_____

Directions:

SOPHIE PETERMAN TELLS THE TRUTH

By: Sarah Weeks

Illustrated By: Robert Neubecker

Synopsis: In no uncertain terms, a girl warns readers about the perils of a new sibling. Looking like an alien at first, and the object of unwarranted praise and attention, a baby is prone to all manner of gross behaviors. Sophie reveals that the situation doesn't get better as the infant grows into a toddler (known as a "monster"): stealing Halloween candy, swallowing lucky marbles, and exhibiting general uninhibited behavior. She softens, though, when the monster begins to focus affection on her but leaves readers with a warning not to reveal this softness to parents lest they repeat the experience.

Suggested Reading Date: Anytime

Activity Description: Looking at the story from a "different point of view."

Go back and select certain pages where you think your students could write what Sophie's baby brother might be thinking -- from "his point of view."

Explain that this is a "Point of View" lesson and you would like the kids to "put themselves in the little brother's shoes and express what he might be thinking.

It's fun to imagine how the story could be so different from another "point of view."

See attached example

EALR's/GLE's:

Reading

2.2: Understand and apply knowledge of text components to comprehend text.

2.2.3 Understand and analyze story elements. Identify the narrator and explain which point of view is used in the text. Explain how a story would change if a different character narrated it

Related Websites:

This wonderful website not only gives great "Point of View Lessons, it matches all its lessons with some terrific books!

http://www.proteacher.org/org/c/731_Point_of_View.html

Here is a great "Interactive Website on Point of View." -- check it out!

AR Level : 4.3

Lexile Level : 740

Activity Created By: Dianne Borchert

Here are some true things about babies:



1. If you try to sell one, nobody will buy it.

Wheee!
I love
piggy-
back.



2. If you try to
pick one up,

BEWARE,
they leak.

Go back and select certain pages where you think the kids could write what Sophie's baby brother might be thinking.

Explain that this is a "Point of View" lesson and you would like the kids to "put themselves in the little brother's shoes and express what he might be thinking.

It's fun to imagine how the story could be so different from another "point of view."

UGLY PIE

By: Lisa Wheeler
Illustrated By: Heather Solomon

Synopsis: Ol' Bear is on a hunt for an ugly pie yet all he finds from his neighbors are pies that please the eye. However, each of them gives him an "ugly" ingredient to take with him and Bear decides he can do the cookin' himself.

Suggested Reading Date: Maybe November because of "Pie" tie into Thanksgiving or Fall Months – Apples – Johnny Appleseed day is September 26th – but any time is fine for this one.

Activity Description: Wa-Hoo! Pie!

- 1) Those of you who have been using these lessons awhile remember my lesson on "Perfect Pumpkin Pie" and thus you can do the same for the ugly pie! Modify by buying only canned apple pie filling and adding some red raisins or Craisins ahead of serving. I would skip the nuts for sure and maybe the molasses but you could add a little of the "brown goo" if you like.

To Serve: As students walk by to pick up a "piece" of pie they must quote the book - "We're so glad that we could try Ol' Bear's scrumptious – truly wondrous – BEAUTIFUL Ugly Pie! WA-HOO!"

Ugly Pie Recipe:

Cupcake Liners

Nilla Wafers

Canned Apple Pie Filling

Red Raisins or Craisins

Molasses – the real recipe only calls for 1/4C for the whole pie so I would use one 1T in a can of pie filling

ReddiWhip or other spray topping (optional)

For each pie – place a Nilla Wafer at the bottom of the cupcake liner. Top with a spoonful of the apple, molasses and raisin mixture. Add spray whipped cream on top (optional).

- 2) For those who don't do food in library – Do MATH!! Tally students favorite pie and then go to a pie chart generator site like <http://www.mrnussbaum.com/smartpoll2.htm> and put in the information and print out a "Pie" chart for them to take back to their class and share with their teacher.
- 3) Coloring page – p is for Pie – for the little guys.
- 4) Write a recipe for your own made up pie – i.e. peanut butter and marshmallows or even how to make a mud pie. Use blank 3x5 cards or larger. Include ingredients for filling and crust and how-to instructions – see attached template for a recipe card on 1/2 sheet of paper.
- 5) Hand students their own copy of the Ugly Pie recipe by photocopying the last 2 pages of the book back-to-back.

EALR's/GLE's:

Reading: 2.1 Demonstrate evidence of reading comprehension
2.3 Expand compurehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

Related Websites:

<http://www.crayola.com/lesson-plans/detail/blackbird-pie-lesson-plan/>

How to make a 3-D pie for a prop (leave off the blackbirds)

<http://www.brighthub.com/education/k-12/articles/53416.aspx>

How to make a paper plate, lace-up apple pie which is whole other lesson idea.

<http://www.mrnussbaum.com/smartpoll3.htm>

Pie Chart generator

<http://www.lisawheelerbooks.com/LW/home.html>

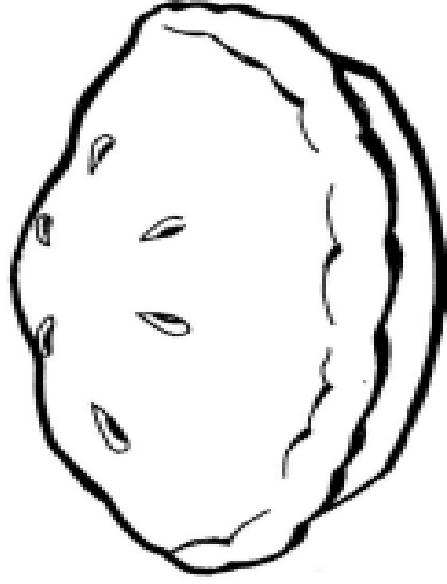
Lisa Wheeler's website

AR Level : 3.0

Lexile Level : 670

Activity Created By: Kim Guyette

Pp



pe

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Pp



pe

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Recipe for _____

From the kitchen of _____

Ingredients:



Directions: _____

Recipe for _____

From the kitchen of _____

Ingredients:



Directions: _____
