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**Author’s name:** Trisha Speed Shaskan
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Title of book: Jamaica and Brianna  
Author’s name: Juanita Havill  
Copyright year: 1993  
Genre: Multicultural  
Number of pages: 27  

SYNOPSIS OF STORY:  
Jamaica has outgrown her boots and has to wear her brother’s old boots until her mother has a chance to buy her new boots. When she goes to school wearing her brother’s boots, her friend, Brianna, teases her about them, which makes things worse for Jamaica. She does not understand why her friend would make her feel bad. Then, when Jamaica is able to get new boots, she did not want to get the pink ones because she feared that Brianna would think she copied off of her, so she settles with getting cowboy boots. At school the next day, Jamaica tells Brianna she did not get the pink boots because they were ugly when really that was not the real reason. In the end, Jamaica and Brianna realize their perception of each other was incorrect and that they both liked each other’s boots even if they were different from each other.  

ACTIVITY:  
- Origination of idea: Original  
- Description of activity: First, in a grand conversation, the teacher will explain to his or her students that when friends do not understand each other, little problems can become bigger problems. Furthermore, the teacher will lead the students in a discussion about the lesson of the story, which was being careful with our perception of others because they may not always be true. Afterwards, in their journals, the students will write about an experience where they have made an assumption about a friend that ended up not being true.  
- Indiana Academic Standard: English/Language Arts  
  2.3.7 Identify the meaning or lesson of a story. (Core Standard)  

Title of book: Nadia’s Hands  
Author’s name: Karen English  
Copyright year: 1999  
Genre: Multicultural  
Number of pages: 28  

SYNOPSIS OF STORY:  
Nadia, a Pakistani-American girl, is chosen to be the flower girl in Auntie Laila’s traditional Pakistani wedding. For the wedding, Nadia’s hands are decorated with elaborate designs using mehndi. Mehndi is a paste made from the leaves of the henna tree and is used in Pakistani culture for festive occasions. Nadia is worried about what her classmate would say about her hands because the mehndi would make her hands orange and noticeably different. When Nadia’s hands are done, she felt as though her hands belonged to someone else and did not
want these hands that did not look like her hands. As Nadia walks down the aisle at her Auntie’s wedding, she looks down at her hands and starts to worry about what her classmates will say at school on Monday, but then, she looks up at her Grandma who had a happy smile on her face. She soon realizes the smiles from her family were full of affection and she forgot about being worried because what she knew was that her hands made her Grandma and the rest of her family happy, which made her happy too.

**ACTIVITY:**

- **Origination of idea:** Original
- **Description of activity:** Taking in consideration of Nadia and her families’ Pakistani traditions, the teacher will have a discussion about Nadia and her family’s traditions and compare it to traditions that the students have with their families. In the activity, the students will create a book titled *Traditions*. In this book, the students will write about holidays they celebrate and what kind of traditions they have with their family during each holiday. Once they are finished with their book, they will share it with other classmates, which will allow them to have the opportunity to see what other holidays and traditions their classmates celebrate. This activity will also give all students the opportunity to celebrate their family traditions.

- **Indiana Academic Standard:** Social Studies
  2.2.4 Roles of Citizens: Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. (Core Standard)

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**Title of book:** *Squanto’s Journey: The Story of the First Thanksgiving*

**Author’s name:** Joseph Bruchac

**Copyright year:** 2000

**Genre:** Multicultural

**Number of pages:** 28

**SYNOPSIS OF STORY:**

In 1620, Squanto, a Native American, is known for helping the pilgrims who came to North America on the *Mayflower*. In this book, Squanto shares his life and his journey in helping the first New England Colony survive. Squanto taught the pilgrims the ways of the land and the animals. In the end, Squanto and his people joined the pilgrims in a feast to celebrate the bountiful harvest and friendship. This feast is known today as Thanksgiving and the story reminisces the first Thanksgiving.

**ACTIVITY:**

- **Origination of idea:** Original
- **Description of activity:** In this activity, the students will make a timeline of the story. The book gives dates, so the students will create a timeline by writing each date on an index card and write a few sentences describing what was going on during that time for either the Native Americans and/or Pilgrims. Then, the teacher will provide the students with string and close pins to pin their index cards in order on the string just like a timeline.

- **Indiana Academic Standard:** Social Studies
  3.1.1 Identify and describe Native Americans Woodland Indians who lived in the region when European settlers arrived. (Core Standard)
### Sweet Clara and the Freedom Quilt

**Title of book:** Sweet Clara and the Freedom Quilt  
**Author’s name:** Deborah Hopkinson  
**Copyright year:** 1993  
**Genre:** Multicultural  
**Number of pages:** 30  

**SYNOPSIS OF STORY:**
Clara, a young slave, is sent from North Farm to Home Plantation because they needed another field hand. She is tired at the end of a long day of work out in the fields when one day her Aunt Rachel taught her how to sew. Then, Clara became a seamstress in the Big House and sews for the Missus. Clara enjoys her new job in the Big House, but she misses her mom and family back on North Farm. After hearing stories about runaway slaves and the Underground Railroad, she has an idea to stitch a quilt with a map pattern which guides her to freedom in the North. In the end, she not only reunites with her mom, but she also leaves behind the quilt for other slaves to have a chance at freedom.

**ACTIVITY:**
- **Origination of idea:** Original
- **Description of activity:** As a class, the students will create a quilt made out of individual paper squares to piece together up on a wall in the classroom or bulletin board. The quilt will have a map of the story from the beginning, middle, and end. Additionally, the paper quilt will show a description of the Underground Railroad and how life was like for a young slave girl before the Civil War.
- **Indiana Academic Standard:** Social Studies  
  4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Core Standard)

### Crossing Bok Chitto: A Choctaw Tale of Friendship & Freedom

**Title of book:** Crossing Bok Chitto: A Choctaw Tale of Friendship & Freedom  
**Author’s name:** Tim Tingle  
**Copyright year:** 2006  
**Genre:** Multicultural  
**Number of pages:** 36  

**SYNOPSIS OF STORY:**
In the 1800s, there is a river called Bok Chitto in Mississippi. On one side of the river lived the Choctaws, a nation of Indian people, and on the other side lived the plantation owners and their slaves. If a slave were to cross the river, he or she was free according to the law. The story is about a young Indian girl, Martha Tom, who crosses the river and meets a young slave boy named Little Mo. Little Mo finds out from his father that his mother was sold and was leaving them in the morning to work for her new master. Martha Tom learns that Little Mo’s family is in trouble and she helps them cross Bok Chitto to freedom.

**ACTIVITY:**
- **Origination of idea:** Original
- **Description of activity:** In one paragraph, the students will explain why Martha Tom helped Little Mo and his family cross the river. The teacher will direct their thinking to take in consideration of the risk, but also the strong bonds of friendship and family. The students will have to support their writing with evidence from the story.
• **Indiana Academic Standard**: English / Language Arts
  4.5.2 Write responses to literature that:
  - demonstrate an understanding of a literary work.
  - support statements with evidence from the text. (Core Standard)
Fantasy

Title of book: First Graders from Mars Episode 1: Horus’s Horrible Day
Author’s name: Shana Corey
Copyright year: 2001
Genre: Fantasy
Number of pages: 29

SYNOPSIS OF STORY:

Horus, an Alien on Mars, is excited about starting his first day of school as a first grader until he discovers there are no slime tables, no snooze mats, and no snacks like there were in martaingarten (kindergarten). He is not happy about being in first grade especially when he finds out that he is placed in the Beta reading group. According to one of his classmates, the Alpha group is brighter than the Beta group. At the end of the school day, Horus tells his mom that his first day was horrible and that he did not want to come back. However, the next day at school Horus meets a new friend who is new to the school. The new student has the same fears that Horus has about first grade. In the end, Horus and the new student, Pelly become friends and help each other get through the first grade.

ACTIVITY:

- Origination of idea: Original
- Description of activity: The students will write a short story titled My First Day as a First Grader describing an experience that is real or imagined. In their story, the students will write about either their experience in first grade or make up an imaginary first grader like Horus from the story.
- Indiana Academic Standard: English / Language Arts 1.5.1 Write brief narratives (stories) describing an experience. (Core Standard)

Title of book: The Frog Prince Continued
Author’s name: Jon Scieszka
Copyright year: 1991
Genre: Fantasy
Number of pages: 28

SYNOPSIS OF STORY:

After the frog turns into a Prince, he and the Princess are not living happily ever after because the Princess cannot stand the Prince’s frog habits such as him sticking out his tongue, hoping around on the furniture, and croaking while he snores. The frog Prince decides to look for a witch to help him turn back into a frog because he believes that he would be happier as a frog. The frog Prince goes to several witches, which include the witch from Sleeping Beauty, Snow White as well as Hansel and Gretel. After running away from these witches, he comes across the Fairy Godmother from Cinderella and asks her if she could turn him back into a frog, so that he could live happily ever after. The Fairy Godmother has never turned someone into a frog before and she ends up turning the frog Prince into a frog carriage. When the clock strikes midnight, the frog Prince turns back into a human and runs back home to his Princess. They live happily ever after with another twist to the ending.
ACTIVITY:

- **Origination of idea:** Original
- **Description of activity:** First, the teacher is going to have a class discussion about how *The Frog Prince Continued* is different from the first story of the Frog Prince such as identifying the problem and the impact of the different ending. Afterwards, the students will get an opportunity to write their own original ending to the *Frog Princess Continued*.
- **Indiana Academic Standard:** English / Language Arts
  2.3.2 Create different endings to stories and identify the problem and the impact of the different ending.

**Title of book:** *Piggie Pie!*
**Author’s name:** Margie Palatini
**Copyright year:** 1995
**Genre:** Fantasy
**Number of pages:** 29

**SYNOPSIS OF STORY:**

Gritch the Witch woke up one morning very grouchy, grumpy, and hungry for Piggie Pie. She looks at her recipe for the ingredients for Piggie Pie and comes across a serious problem, which was she did not have any piggies. She decides to go to Old MacDonald’s Farm, but is tricked by the piggies on the farm. The piggies outsmart the witch by dressing up in disguises such as ducks, cows, chickens, and the farmer. In the end, a wolf who is skin and bones tells Gritch the Witch that he has been chasing three little pigs for days as well as tells her that he is starving. In the end, both Gritch and Wolf give up on the piggies and Gritch offers the Wolf to come back to her house for lunch. Gritch tells the wolf, “I always enjoy having a wolf for lunch.”

**ACTIVITY:**

- **Origination of idea:** Original
- **Description of activity:** As a class, the teacher and his or her students will make a list of word choices that the story uses besides the word said. For instance, the story uses the words screeched, shouted, cackled, quacked, mumbled, screamed, mooed, and muttered. After creating the list of word choices, the students will write a short dialogue between Gritch and Wolf using the words provided on the list and other words that are different from the word said. The dialogue will be about what Gritch and Wolf talk about on their way back to her house for lunch.
- **Indiana Academic Standard:** English / Language Arts
  3.5.4 Used varied word choices to make writing interesting. (Core Standard)

**Title of book:** *The Fairy Painting*
**Author’s name:** Stacey DuFord
**Copyright year:** 2005
**Genre:** Fantasy
**Number of pages:** 28

**SYNOPSIS OF STORY:**

Elise, a young artist, is painting a picture of her backyard and she is very impressed by the grass she painted. When Elise comes back from eating lunch with her mom, she notices something different about her painting. She thought her dog had smudged some of the grass with his nose, but as she got closer to her painting, she saw a fairy that had her wings stuck in the wet
paint. The fairy told Elise that she was stuck until her new wings grew. While the fairy is waiting for her new wings to grow, she tells Elise about how fairies eat four-leaf clovers because they make the fairies wings shiny and bring them luck as well as how if she were to tell Elise her name, Elise would receive a special ability or talent from the fairy. Elise’s mom surprises Elise by entering her painting into a children’s art contest, but Elise is worried about the fairy and cannot wait to get her out of there. In the end, Elise loyalty and responsibility paid off when the Fairy told Elise her name.

**ACTIVITY:**

- **Origination of idea:** Original
- **Description of activity:** After reading the story, the teacher will have a class discussion about what kind of special talents or abilities they would like to receive as a gift if they could. Next, the students will share with someone next to them what their talent or ability would be and why they would deserve that gift. Then, after the students have brainstormed for ideas as a class and with someone next to them, the teacher will provide the students with a piece of paper that has an empty picture frame. In the picture frame, the students will draw a picture of their very own fairy and a picture of themselves with their special talent or ability. Afterwards, the students will write about their fairy and the special talent or ability that their fairy gave them. In addition, they will explain the reason behind why the fairy gave them their gift.

- **Indiana Academic Standard:** English / Language Arts 3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas. (Core Standard)

**Title of book:** The Wizard

**Author’s name:** Jack Prelutsky

**Copyright year:** 2007

**Genre:** Fantasy

**Number of pages:** 30

**SYNOPSIS OF STORY:**

A wicked wizard watches and waits alone in his cold gray stone tower pondering about what evil deeds he will do today. He spots a bullfrog by the door and flicks his wand to turn the bullfrog into a flea. The bullfrog is then changed into a series of animals and objects that include, a pair of mice, a cockatoo, a piece of chalk, a silver bell, and fire before turning the bullfrog back into his original form. Finally, with a frightened croak, the bullfrog vanishes in a cloud of smoke. The wizard smirks at the work he has done for the day and looks out his window for his next evil deed.

**ACTIVITY:**

- **Origination of idea:** Original
- **Description of activity:** First, the teacher will point out the rhyming words in the story. For example, “He’s tall and thin, with wrinkled skin, a tangled beard hangs from his chin.” Next, the teacher and his or her students will create a list of the words that rhyme in the story. Then, the students will use the words on the list to write at least a six line poem that describes one of the animals or objects from the story. At the end of each line, the students should have a word that will rhyme with the next word at the end of the next line. They will be able to use the words from the list as well as other words they come up with that rhyme. In the end, the
students should have three sets of two rhyming words, which will be a total of six lines.

- **Indiana Academic Standard: English / Language Arts**
  3.7.4 Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as *hiss* or *buzz*).

**Title of book:** *Froggy Goes to School*  
**Author’s name:** Jonathan London  
**Copyright year:** 1996  
**Genre:** Fantasy  
**Number of pages:** 28  

**SYNOPSIS OF STORY:**

Froggy is nervous about his first day of school. The night before his first day of school, he has a nightmare where he goes to school in his underwear. Once Froggy finally gets up and goes to school, it is hard for him to sit still and pay attention to his teacher. Miss Witherspoon asks each of the students to share what they did last summer. Froggy shares how he learned to swim over the summer. When Froggy comes home from his first day at school, he forgets his lunch box and baseball cap and his moms asks him when he will ever learn; but, he tells his mom that is why he is going to school.

**ACTIVITY:**

- **Origination of idea:** Original idea  
- **Description of activity:** The students will create comic strips using the main character, Froggy from *Froggy Goes to School*. Most importantly, there must be onomatopoeia words in their comic strips like the word *flop*.

**Title of book:** *Howard B. Wigglebottom Listens to His Heart*  
**Author’s name:** Howard Binkow  
**Copyright year:** 2008  
**Genre:** Fantasy  
**Number of pages:** 32

**SYNOPSIS OF STORY:**

Howard B. Wigglebottom used to love to dance. Dancing always made him happy until one day at school, the other kids made fun of his dancing. He wanted to fit in and be liked by the other kids, so he decided to never dance again. Howard makes several attempts to fit in with the rest of the kids such as singing and playing basketball. Though, he felt everyone was better than he was and that there must be something wrong with him. His Grandpa Sammy tells him that he should listen to his heart and to do things that make him feel good, no matter what his friends think or say to him. In the end, his Grandpa Sammy teaches him a few new dance moves and Howard once again loves to dance.

**ACTIVITY:**

- **Origination of idea:** Original idea
• **Description of activity:** Using a blank rectangle shaped bookmark, the students will write the parts of the story on the bookmark. The parts of the story that they will need to include on the bookmark are setting, characters, plot, sequence (First, Next, Then, Last), and conflict.

• **Indiana Academic Standard:** English/Language Arts
  1.3.1 Analysis of Grade-Level-Appropriate Text:
  Identify and describe the plot, setting, and character(s) in a story. Retell a story’s beginning, middle, and ending. (Core Standard)

**Title of book:** *Miss Nelson is Missing!*
**Author’s name:** James Marshall
**Copyright year:** 1997
**Genre:** Fantasy
**Number of pages:** 30

**SYNOPSIS OF STORY:**
Miss Nelson was the nicest teacher in the school. However, her students treated her with little respect. They would either not pay attention or not do what they were told until one day when Miss Nelson did not come to school. In her place, a substitute teacher, Miss Viola Swamp took control of the class. Miss Swamp immediately laid down the law by telling the students there would be no talking and goofing off in class. The students begin to miss their teacher and appreciate Miss Nelson when she returns.

**ACTIVITY:**

• **Origination of idea:** Original idea

• **Description of activity:** For this activity, the students will be creating a book cover with a summary of *Miss Nelson is Missing!* on the back of the cover they created. The students should be creative with the cover of their book and their book cover should be of *Miss Nelson is Missing!* Then, the students will write a summary of the book on the back of their cover. In their summaries, they should include the main idea and the most significant details to support their main idea.

• **Indiana Academic Standard:** English/Language Arts
  4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.
Realistic Fiction

Title of book: Check It Out! Reading, Finding, Helping
Author’s name: Patricia Hubbell
Copyright year: 2011
Genre: Realistic Fiction
Number of pages: 29

SYNOPSIS OF STORY:
Librarians love books and they also inspire children with a love of books and reading. In this story, a group of children describe what their librarian does for them. She is always glad to help the children find books. Not only does their librarian check out books and fix the damaged ones, but she also plans exciting book parties. If someone needs help with schoolwork, she is there to show them where to look up information either in books or on the computer. Their librarian even reads reviews and finds out what books are in the news. When she goes home at night, she curls up in her chair and reads some more!

ACTIVITY:
- Origination of idea: Original idea
- Description of activity: The book explains how the librarian uses different parts of a book (title, author, illustrator, copyright date, table of contents, etc.) to either find the book or find something in the book. In this activity, the students will become the librarian. The next time they go to the library to check out books, they will fill out a chart that will ask them to find the parts of a book such as title, author, illustrator, copyright year, and table of contents. Once the students have found all the parts of the book, they will record the information on the provided chart.
- Indiana Academic Standard: English/Language Arts 1.2.1 Structural Features of Informational Materials:
  Identify the title, author, illustrator, and table of contents of a reading selection.
  (Core Standard)

Title of book: New Red Bike!
Author’s name: James E. Ransome
Copyright year: 2011
Genre: Realistic Fiction
Number of pages: 24

SYNOPSIS OF STORY:
Tom enjoys riding his brand new red bicycle all around the neighborhood. He stops by his friend’s house to show Sam his new red bike. When he knocks on the door, there is no answer. As he turns around to leave, he notices that his bike disappeared. He looks everywhere, but has no luck in finding his bike. Tom was about to give up looking when all of a sudden he saw Sam whiz right past him on his bike. He was upset with Sam, but once Sam apologized the two boys took turns riding his bike.

ACTIVITY:
- Origination of idea: Original idea
• **Description of activity:** Once the teacher has completed reading the book, the teacher will go back through the book with the students and find words that give a position and/or direction. The directional words in the book are *up*, *down*, *around*, *under*, *behind*, and *across*. After explaining what each of these words mean, the teacher will start the activity. In the activity, the teacher will call out one of the directional words while holding up a flashcard with the word. The students will then place and/or move an object (pencil, book, etc.) in the position or direction that the teacher has called out and has shown on a flashcard. For example, the teacher holds up a flashcard and reads out loud the word *behind* and says “Put the pencil *behind* you.”

• **Indiana Academic Standard:** Mathematics
  1.4.6 Arrange and describe objects in space by position and direction: near, far, under, over, up, down, behind, in front of, next to, to the left of right of.

**Title of book:** *Please, Louise!*
**Author’s name:** Frieda Wishinsky & Marie-Louise Gay
**Copyright year:** 2007
**Genre:** Realistic Fiction
**Number of pages:** 29

**SYNOPSIS OF STORY:**
Louise refuses to leave her big brother Jake alone. She wants to do everything with him, but Jake tries everything to make her go away. While reading a book outside, Jake once again asks his little sister to leave him alone. As he closes his eyes, he wishes that Louise was a dog. When he opened his eyes again, Louise was gone and he searched for her everywhere. Then, a strange little dog came running toward him. He wondered if his wish really came true, but as he looked up, he saw Louise playing with a new friend who just moved in next door.

**ACTIVITY:**

- **Origination of idea:** Original idea
- **Description of activity:** After reading the story, the students will write a recipe on how to be a good sister, brother, or friend. They will need to list the ingredients such as a spoonful of kindness. In the directions, the students will use their list of ingredients to describe how to be a good sister, brother, or friend.

- **Indiana Academic Standard:** English/Language Arts
  2.5.5 Use descriptive words when writing. (Core Standard)

**Title of book:** *Thank you, Mr. Falker*
**Author’s name:** Patricia Polacco
**Copyright year:** 1998
**Genre:** Realistic Fiction
**Number of pages:** 35

**SYNOPSIS OF STORY:**
A girl named Trisha is excited about starting school and learning how to read. She is a talented artist when it comes to drawing pictures, but when she tries to read, all she can see on the pages are wiggling shapes. Over the years at school, Trisha continues to struggle to read and to make matters worse; her classmates start to tease her about not being able to read. In the end, she accepts the label her classmates have put on her over the years, which is the word dumb until
in fifth grade when a new teacher arrives, Mr. Falker. He sees the real Trisha and helps her learn to read. Also, he helps Trisha see herself for who she really is, an artist who can read.

ACTIVITY:

- **Origination of idea:** Original idea
- **Description of activity:** For this activity, the students will be writing a thank you letter to a teacher they had in the past. In this letter, the students will need a date, salutation, body, closing, and signature. For the body of the letter, the students will be writing about what their teacher did that they are thankful for and why they are thankful. Note: Great activity to do around Thanksgiving!

- **Indiana Academic Standard:** English/Language Arts
  
  2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.

**Title of book:** Stars Above Us

**Author’s name:** Geoffrey Norman

**Copyright year:** 2009

**Genre:** Realistic Fiction

**Number of pages:** 29

**SYNOPSIS OF STORY:**

Amanda is afraid of the dark. To help Amanda get over her fear, her dad takes her outside and shows her all the wonderful things that there are to see in the night sky. They see fireflies and the stars in the sky as well as hear crickets. Her dad points out the Big Dipper and the North Star. The next day, Amanda and her dad make stars and paint them, so that when they are on her ceiling they will glow like the stars outside her window. When Amanda’s dad has to go away to war, he tells her how looking at the same stars can help them feel close. A few years later, Amanda’s dad returns home and she has a surprise for him up in her room.

ACTIVITY:

- **Origination of idea:** Original idea
- **Description of activity:** First, the teacher will guide the students in finding the problem and solutions in the story. Then, in a grand conversation, the teacher and his or her students will discuss what other possible solutions there could be to help Amanda get over her fear of the dark. Next, the students will work with a partner and write down solutions for things that they are afraid of. If they do not have a fear, then they could use an example of something that someone could be afraid of like heights, snakes, etc. After the partner activity, everyone will share their problems and solutions with the class.

- **Indiana Academic Standard:** English/Language Arts
  
  3.3.8 Identify the problem and solutions in a story. (Core Standard)
Historical Fiction

**Title of book:** Paperboy  
**Author's name:** Mary Kay Kroeger  
**Copyright year:** 1996  
**Genre:** Historical Fiction  
**Number of pages:** 28

**SYNOPSIS OF STORY:**

In 1927, Willie Brinkman helps his family with the money he earns as a paperboy. The story is set in Cincinnati when the big fight between ex-champ Jack Dempsey and “Gentleman Gene” Tunney took place. Dempsey is expected to win, but in the seventh round something unexpected happens and Dempsey ends up losing to Tunney. Willie signs up to sell extra copies of the big fight. Unfortunately, no one in his neighborhood wanted a newspaper about the loss. He went home that night with no money to give his family. However, the next day Willie got assigned to work at Ninth and Main, a busy corner, because his boss needed a paperboy who shows up, and who works, win or lose.

**ACTIVITY:**

- **Origination of idea:** Original idea
- **Description of activity:** In this book, there is a paperboy who sells newspapers to his local neighborhood. First, the teacher will do a minilesson over newspapers and articles that are written in a newspaper like the big fight between Dempsey and Tunney in the story. Once the teacher has discussed with the students about the organization of newspaper, then with the help from their teacher, the students will create a classroom newspaper. In the newspaper, the students will decide how they would want to organize headings and the sections as well as what they would like to include inside their newspaper. The teacher can assign jobs and tasks for each student just as if they really worked for a newspaper like the Journal Gazette.
- **Indiana Academic Standard:** English/Language Arts  
  4.4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials. (Core Standard)

**Title of book:** Sojourner Truth's Step-Stomp Stride  
**Author's name:** Andrea Davis Pinkney & Brian Pinkney  
**Copyright year:** 2009  
**Genre:** Historical Fiction  
**Number of pages:** 35

**SYNOPSIS OF STORY:**

Big, black, beautiful, and true are the words that describe Sojourner. She was as strong and tall as most men. Born into slavery, Sojourner strength and size made her valuable. John Dumont, her master, promised to free her if she worked extra hard for him. Even though she did work very hard for him, he never kept his promise and that is when she ran away. Later, she met a couple who were abolitionist and they helped her gain her freedom by giving money to her master. Once free, Sojourner traveled around and spoke the truth about the freedom for all people.
**ACTIVITY:**

- **Origination of idea:** Original idea
- **Description of activity:** In the story, Sojourner believed in freedom for all people and would speak about freedom to anyone she met. In this activity, the students will first decide on a controversial topic that has two sides to the problem or situation. Next, the students will need to pick a side and plan a persuasive speech that provides a clear statement of their position, which will include evidence supporting their position, and engages their audience. The goal for their persuasive speech is to try and gain support from their classmates for their position.
- **Indiana Academic Standard:** English/Language Arts
  6.7.13 Deliver persuasive presentations that:
  - provide a clear statement of the position.
  - include relevant evidence.
  - offer a logical sequence of information.
  - engage the listener and try to gain acceptance of the proposition or proposal. (Core Standard)

**Title of book:** The Escape of Oney Judge: Martha Washington’s Slave Finds Freedom
**Author’s name:** Emily Arnold McCully
**Copyright year:** 2007
**Genre:** Historical Fiction
**Number of pages:** 28

**SYNOPSIS OF STORY:**
This story is taken place after the Revolutionary War and when George Washington becomes President of the United States of America. Oney Judge is a slave in the household of George and Martha Washington. They treat Oney like one of their children providing her food, shelter, and clothing. However, Mrs. Washington will not let her learn to read or earn money by sewing for other people. Then, Mrs. Washington tells her that after her death, Oney will be sent to live with Mrs. Washington’s granddaughter and her husband. Fearful of being sold, Oney sees an opportunity to run away and she does. In the end, Oney settles down and starts her own family, with no mistress but herself.

**ACTIVITY:**

- **Origination of idea:** Original idea
- **Description of activity:** This story is about a slave who worked for the Washington family. The slave’s name was Oney Judge. At the end of the story, there is an Author’s Note page where the author explains the story behind Oney Judge and also gives a website where one can go and look up more information about her story. In this activity, the teacher will be modeling for the students how to paraphrase information from sources. Together the teacher and his or students will write a paragraph about Oney Judge using the story book and website as a reference. The paragraph will include paraphrases from the two references.
- **Indiana Academic Standard:** English/Language Arts
  4.4.5 Research Process and Technology:
  Quote or paraphrase information sources, citing them appropriately. (Core Standard)
Title of book: These Hands
Author’s name: Margaret H. Mason
Copyright year: 2010
Genre: Historical Fiction
Number of pages: 28
SYNOPSIS OF STORY:
During the 1950s and early 1960s, African American workers at the Wonder Bread factory could only sweep the floors, load the trucks, and fix the machines. They were not allowed to work as bread dough mixers or bread dough handlers. In this story, an African American man tells his grandson about a time when his hands could not touch the bread that a White person was going to buy. Even though his hands could do a lot of wonderful things like play the piano and throw a curve ball, racial discrimination, back in the day, limited his freedom. Based on stories of bakery union workers, this story brings to light a time when racial discrimination was present and how things have changed since then.

ACTIVITY:
- Origination of idea: Original idea
- Description of activity: In a guided practice, the teacher will model how to write step by step directions on how to make a loaf of bread. Then, the students will pick their own food such as a peanut butter and jelly sandwich or macaroni & cheese and write step by step directions on how to make their food of choice. Note: The food choice must be something that they make with their hands like in the story.
- Indiana Academic Standard: English/Language Arts
  5.7.12 Give precise directions and instructions

Title of book: The Lucky Star
Author’s Name: Judy Young
Copyright year: 2008
Genre: Historical Fiction
Number of pages: 37
SYNOPSIS OF STORY:
In 1993, the Great Depression had swept the nation. Millions of people were out of work and families had very little money for food and clothes, and there was nothing left for luxuries. Ten year old, Ruth would not be going to fifth grade because school became a luxury and the town could not afford to keep the school running. Her mom reminds her that there is always someone who is worse off than she is and so she tells her to count her lucky stars for all the good things in her life. At first, Ruth cannot see her Momma’s stars and is devastated that she cannot go to school and learn. Though, in the end, she becomes a lucky star for her sister and her friends by teaching them how to read and write. At the end of each lesson, Ruth always reminds them “Count your lucky stars.”

ACTIVITY:
- Origination of idea: Original idea
- Description of activity: On cut out stars, the students will write one good thing in Ruth’s life and on the other side they will write one good thing in their life. Then, the teacher can hang the stars in the classroom either on the ceiling or wall. The stars will show as a reminder that there is always someone who is worse off than you are and so we should all count our lucky stars for all the good in our lives. Note: Writings should
be in complete sentences. A complete sentence has a noun and a verb, and should make sense.

- **Indiana Academic Standard:** English/Language Arts
  1.6.2 Sentence Structure: Write in complete sentences. (Core Standard)
Non-fiction

Title of book: Exercising
Author’s name: Robin Nelson
Copyright year: 2006
Genre: Non-fiction
Number of pages: 32

SYNOPSIS OF STORY:

There are many ways to exercise. Every time you move your body, you are exercising. In this book, the author tells why it is important for kids to exercise. Exercising keeps our body healthy and strong. Words like muscles, energy, and oxygen are described in this book. Furthermore, the author writes about the importance of drinking plenty of water and stretching. In order to stay healthy, the author recommends exercising at least sixty minute every day.

ACTIVITY:

- Origination of idea: Original idea
- Description of activity: In this activity, the students will choose a short-term personal health goal related to exercising. For however long the teacher would like the students to keep record, the students will write on an Exercise Log Sheet what exercise(s) they do each day.
- Indiana Academic Standard: Health & Wellness
  2.6.1 Identify a short-term personal health goal and take action toward achieving the goal.

Title of book: Under, Over, By the Clover: What Is a Preposition?
Author’s name: Brian P. Cleary
Copyright year: 2002
Genre: Non-fiction
Number of pages: 28

SYNOPSIS OF STORY:

This entire book is about prepositions. A preposition is a word that connects a noun or pronoun to other words in a sentence. Under, over, and by are just a few of the prepositions used in this book. Throughout the book, the author gives examples of prepositional phrases. At the end, the author leaves the reader with a question to answer, which is “So what is a Preposition? Do you know?”

ACTIVITY:

- Origination of idea: Original idea
- Description of activity: As a class, the students will create a banner that shows all the prepositions from A to Z. Once the students have written down as many prepositions as they can think of, the banner will be posted in the classroom for all to see as a reference when writing.
- Indiana Academic Standard: English/Language Arts
  4.6.4 Grammar: Identify and use in writing regular and irregular verbs, adverbs, and prepositions.
**Title of book:** To Root, to Toot, to Parachute: What Is a Verb?

**Author’s name:** Brian P. Cleary

**Copyright year:** 2001

**Genre:** Non-fiction

**Number of pages:** 28

**SYNOPSIS OF STORY:**

This entire book is about verbs. A verb is a word that shows action or being. *Make, pay,* and *sharpen* are just a few of the verbs used in this book. Throughout the book, the author gives example of sentences with the verb highlighted in a different color. At the end of the book, the author leaves the reader with a question to answer, which is “So, what is a verb? Do you know?”

**ACTIVITY:**

- **Origination of idea:** Original idea
- **Description of activity:** For this activity, the students will need several “school appropriate” magazines. The students will be cutting out pictures of people and/or objects that are showing an action. Then, the students will paste the pictures onto a piece of paper and write sentences using the verb that describes the action taking place in the picture.
- **Indiana Academic Standard:** English/Language Arts
  2.6.4 Grammar: Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement). Core Standard

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**Title of book:** Lives of the Presidents: Fame, Shame (And What the Neighbors Thought)

**Author’s name:** Kathleen Krull & Kathryn Hewitt

**Copyright year:** 2011

**Genre:** Non-fiction

**Number of pages:** 104

**SYNOPSIS OF STORY:**

This book is all about the Presidents of the United States. Each president has a section in the book where it shows a picture of them as well as what they are known for. The book also focuses on their lives as parents, husbands, pet owners, and neighbors. Throughout the book, there are humorous anecdotes about hairstyles, attitudes, diets, fears, and sleep patterns. Not only does this book give informative information about the Presidents of the United States, but it also is written for children.

**ACTIVITY:**

- **Origination of idea:** Original idea
- **Description of activity:** Similar to how the book gave a biography of each President of the United States, the students will pick one of the presidents and write at least a two page biography of the president. For this activity, the students will need to not only use *Lives of the Presidents: Fame, Shame (And What the Neighbors Thought)* as a reference book when writing, but also research about their president in other books as well as websites on the computer. Note: A minilesson on what/how to write a biography may be useful as well as model good research skills when finding information about a person.
- **Indiana Academic Standard:** English/Language Arts
  4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing. (Core Standard)
Title of book: Tales of Famous Heroes
Author’s name: Peter and Connie Roop
Copyright year: 2010
Genre: Non-fiction
Number of pages: 106

SYNOPSIS OF STORY:
In this book, there are seventeen tales of famous heroes. For instance, there is a section about Sacagawea, Winston Churchill, Rosa Parks, and Neil Armstrong. Each section includes the time period they lived as well as a famous quote by them. The book also goes in-depth about each hero and what impact they made in society. Also included, in the book, are pictures and maps that enrich the text for young readers.

ACTIVITY:
- **Origination of idea:** Original idea
- **Description of activity:** Each student will be assigned a famous hero from Tales of Famous Heroes. For this activity, the students will be creating a poster that shows the life of a famous hero and why they are famous. Once the students have completed their poster with pictures of their hero as well as fun and interesting facts and information about their person, the students will share their poster with the class. When sharing, each student should emphasize the interesting facts that they have found and have shown it on his or her poster, so that his or her classmates can follow the important ideas related to his or her hero.
- **Indiana Academic Standard:** English/Language Arts
  4.7.7 Emphasize points in ways that help the listener or viewer follow important ideas and concepts. (Core Standard)

Title of book: The Punctuation Station
Author’s name: Brian P. Cleary
Copyright year: 2010
Genre: Non-fiction
Number of pages: 37

SYNOPSIS OF STORY:
This book is all about punctuations. To make it fun, the author has a family of giraffes on their journey to Punctuation Station. During their journey, the reader learns about when to use periods, commas, apostrophes, question marks, hyphens, quotation marks, and exclamation points. In addition, the book gives several examples of ways to use each of the punctuations. Toward the end of the book, a list of punctuations is given with a definition and an example for each of them.

ACTIVITY:
- **Origination of idea:** Original idea
- **Description of activity:** The teacher will write a paragraph without any periods, exclamation points or question marks. (This will require preplanning done by the teacher. Make sure to include sentences with periods, exclamation points, and question marks.) Next, the students will each get a copy of the paragraph and will work with partners to read out loud the paragraph without any pauses. Then, the students will work with their partner to fill in where punctuations (periods, exclamation points, question marks) are needed in the paragraph.
- **Indiana Academic Standard:** English/Language Arts
1.6.6 Punctuation: Correctly use periods, exclamation points, and question marks at the end of sentences. (Core Standard)

**Title of book:** *If you were Alliteration*

**Author’s name:** Trisha Speed Shaskan

**Copyright year:** 2008

**Genre:** Non-fiction

**Number of pages:** 24

**SYNOPSIS OF STORY:**

Alliteration is the same sound repeated at the beginning of two or more words in a phrase or sentence. Throughout this book, there are different ways shown to write different kinds of alliterations. For instance, alliterations can be used in common sayings like *pretty as a picture* or can also be used to explore phonics like *Phillipia the Filly fiddles with the French horn while Frederick takes her photograph*. The emphasis in this example is on the */ph*/ sound. In all, the book gives several ways of using alliterations such as to tell a story or use alliteration in an acrostic poem.

**ACTIVITY:**

- **Origination of idea:** *If you were Alliteration* by Trisha Speed Shaskan
- **Description of activity:** On a piece of paper, the students will write their name vertically. Then, for each line, they will write a sentence using alliteration by repeating the letter from their name. EXAMPLE from the book:
  
  Sam saw a shooting star.
  Acrobats like action and adventure.
  Many monkeys make money by doing magic.”

- **Indiana Academic Standard:** English/Language Arts
  
  2.3.4 Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonants sounds) in poetry or fiction.