

Devan Whitaker

Trade Books

May 6, 2011

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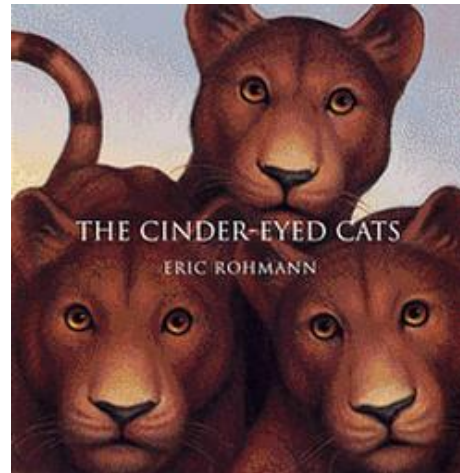
Title: *Cinder-Eyed Cats*

Author: Eric Rohmann

Copyright year: 1997

Genre: Fantasy

Number of pages: 32



Synopsis of story: This story follows a little boy as he travels by a flying boat to an island. The island comes alive at night with beautiful eyed cats and sea creatures. The boy and animals dance, move, and play. When the sun rises again, the sea creatures return to the ocean and the boy says goodbye to the cats. The boy climbs into his boat and sets sail for home.

Activity: The first five pages of this book are only illustrations and no writing. For this activity students will develop their own story when shown pictures in the book. The teacher will read out loud the entire book with the students first. Then the teacher will show pages 1-9, 14, 15, 22, 23, 26, 27, 30, 31, 32, and 33. When students are shown the pictures, they will write what they think is happening. They must do this in narrative form and create a whole new story from the pictures in the book. The teacher should show the pictures in sets. For example, in the book pages 1 and 2 are on opposite sides of each other, so they can be shown together. The pictures should be held up for a while so all students can see. Then the book can be placed where students can get up and look at the pictures if they need to. This activity can be done in installments and may take a few weeks. Students should be given enough time to look at the picture and write what they want to. However, students should not take too much time on any one set of pages. Once all students are done writing their own story, they can share with the class while the teacher shows the corresponding pictures.

Standard: 2.5.1 Write a brief narrative based on experiences that move through a logical sequence of events, and describe the setting, characters, objects, and events in detail.

Source: This activity is an original idea.

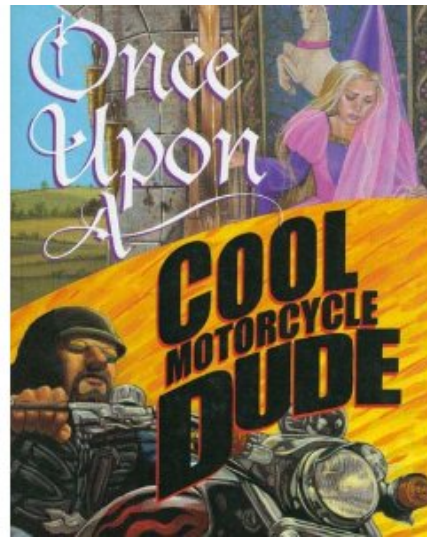
Title: *Once Upon a Cool Motorcycle Dude*

Author: Kevin O'Malley

Copyright year: 2005

Genre: Fantasy

Number of pages: 29



Synopsis of story: A boy and a girl have to tell their class their favorite fairy tale together. However, they could not agree and made up their own. In their story the princess' horses keep getting stolen by a giant. The boy starts to tell the story and says a motorcycle dude comes to rescue the princess. The girl takes back over and says the princess becomes a warrior and saves her ponies. The boy and girl banter back and forth about what happens in their story.

Activity: As a class, make a chart on the board of what happens in the girl's story and what happens in the boys. Next discuss what it means to be persuasive and some good persuasive words. Ask students to pick either the boy's side of the story or the girl's story. The students will write a persuasive paragraph or two to persuade the reader to pick either the boy's story or the girl's story. The students can look at the chart on the board and must use examples from the story. After going over what it means to be they have persuaded the reader enough, then they can be finished, or they can continue writing if they need to.

Standard: 3.5.6 Write persuasive pieces that ask for an action or response.

Source: This activity is an original idea.

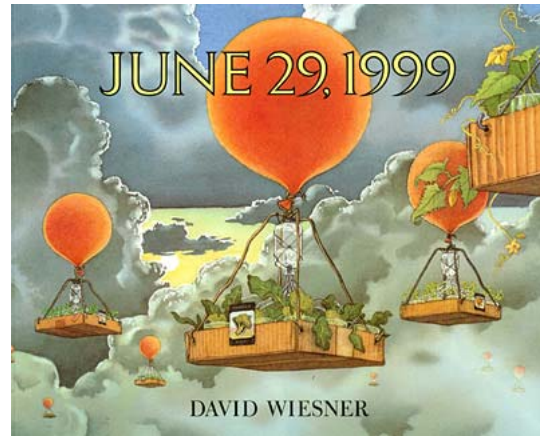
Title: *June 29, 1999*

Author: David Wiesner

Copyright year: 1992

Genre: Fantasy

Number of pages: 30



Synopsis of story: Holly Evans creates a science project by sending vegetable seedlings into the sky. On June 29, 1999, giant vegetables start falling from the sky, and some even float. There are cucumbers, lima beans, parsnips, broccoli, and cabbage. When the TV news cover stories on the vegetables, Holly realizes there are vegetables that she did not even send into the sky. She now understands that it was not her experiment that brought all the giant vegetables. The last two pages of the book show aliens. The reader learns the aliens cook accidentally sent their vegetables to Earth, and Holly's vegetables went to the aliens.

Activity: After reading the book, have the students make a shoebox diorama about one scene from the book. They can make Holly sitting in her room creating her project, or the scene of the aliens at the end.

Standard: 1.3.3 Confirm predictions about what will happen next in a story.

Source: I came up with this activity.

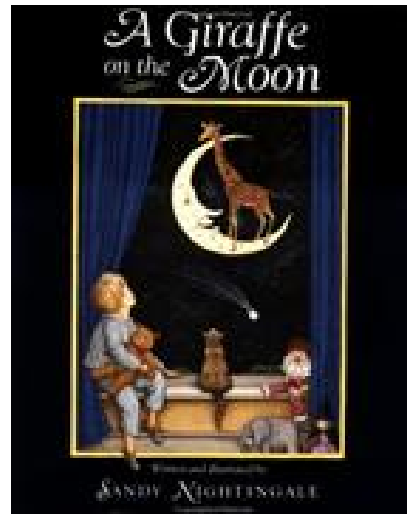
Title: *Giraffe on the Moon*

Author: Sandy Nightingale

Copyright year: 1991

Genre: Fantasy

Number of pages: 23



Synopsis of story: This story is about a young boy's dreams and the things he sees when he is asleep. He sees such things as a giraffe on the moon, a cat in a hot air balloon, and a snow man on a hot day. There is simple rhyming throughout the book and colorful pictures. At the end of the book, the author reiterates that these things the boy sees are in his dreams.

Activity: The book is a way to introduce rhyming to students. After reading the entire book with the class, go back through the book and write the words that rhyme with each other on the board. In each pair of rhyming words underline the parts of the word that rhymes. For example for moon and balloon, underline the "oon." After going over each pair of rhyming words from the book, write on the board some ending parts of words that easily rhyme. For example start with the ending "at." Write on the board cat and bat. Underline the "at" part of each word. Go over with the students that the "at" sound is the rhyming part of each word. Ask students what other words rhyme with cat and bat. Give them another ending such as "an." Again accept answers from the students. Put up another ending, "ed." Have students on a white board or on paper individually come up with rhyming words. Continue this with other endings.

Standard: 1.1.7 Create and state a series of rhyming words.

Source: This activity is an original idea.

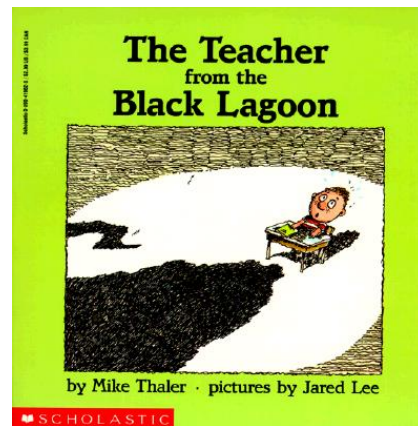
Title: *Teacher from the Black Lagoon*

Author: Mike Thaler

Copyright year: 1989

Genre: Fantasy

Number of pages: 29



Synopsis of story: A boy is worried about his first day of school and lets his imagination get the better of him. Mrs. Green comes into the room as a green dragon creature. She breathes fire, twists off a student's head, bites off half a boy's body, and turns a boy into a frog. During nap time the boy falls asleep and wakes up to a beautiful and nice Mrs. Green.

Activity: Before reading the book, discuss as a class some worries the students had before starting school. Read the book out loud to the class. On the board make a chart with the students. On one side write "bad teacher" and on the other side write "good teacher." Referring to the book and how Mrs. Green was in the beginning and how she changed at the end, have students compare what they think a good/bad teacher is like. Students will then write in a journal or on a piece of paper what their ideal teacher would be like, and share with the class.

Standard: 2.3.1 Analysis of grade-level appropriate literary text. Compare plots, settings, and characters presented.

Source:

<http://www.texaslre.org/lpFiles/INTERMEDIATEAugust08TheTeacherFromtheBlackLagoon.pdf>.

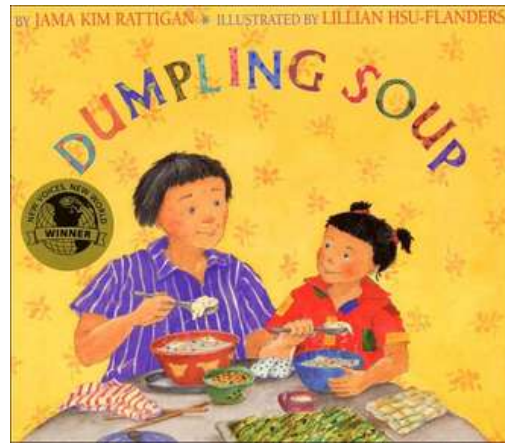
Title: *Dumpling Soup*

Author: Jama Kim Rattigan

Copyright year: 1993

Genre: Multi-Cultural

Number of pages: 32



Synopsis of story: This story is told by a seven year old girl Marisa. She lives in Hawaii with her very diverse family. In their family there are Hawaiians, Japanese, Chinese, Korean, and Caucasian. Marisa helps her family get ready for the New Year celebration. Different foods they eat and cook are talked about, including dumpling soup. The children play games in order to stay awake. Once the midnight comes, they eat dumpling soup so they won't go hungry for the rest of the year.

Activity: Discuss as a class what the family did for their New Year celebration. Also remind the students the family lives in America and are so diverse. For this activity, students will interview each other about what their family's do for New Years. Come back together as a class and have each pair tell what they learned about each other. Discuss as a class why families have different traditions. Next discuss the different celebrations the community as a whole celebrate, such as July 4th or the parade. Wrap up with discussion on why having traditions are important and that it is okay if not everyone celebrate the same things.

Standard: 2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important.

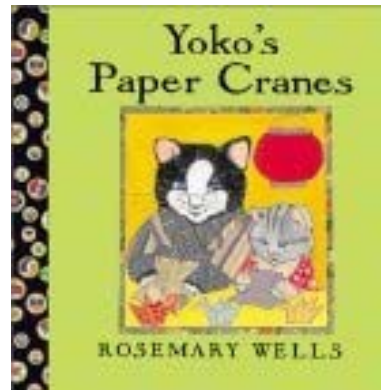
Source: http://www.learningthroughlistening.org/Classroom-Teaching-Tools/Lesson-Plans/View-Lesson-Plans/463/lessonId__750/.

Title: *Yoko's Paper Cranes*

Author: Rosemary Wells

Copyright year: 2001

Genre: Multi-Cultural



Number of pages: 26

Synopsis of story: Yoko grew up in Japan and spent a lot of time with her grandma. Yoko learned to make paper cranes with her grandpa. However, Yoko and her parents moved to America and left her grandparents in Japan. Every week Yoko received a letter from her grandparents, and Yoko sent one back to them. It was time for Yoko's grandma's birthday but Yoko did not have any money to buy her a gift. Instead Yoko made three paper cranes and sent them to Japan. Her grandparents hung the cranes in their window and knew Yoko was with them.

Activity: The story is a way to introduce writing letters and the letter format. After reading the book, discuss how Yoko and her grandparents still had contact through letters even though there were so far apart. Tell the students they will write a letter to someone they love. They can write to a parent, grandparent, aunt, uncle, or anyone important to them. Next go over what a letter should look like. For example, the date, salutation, closing, and signature should be talked about. The teacher should model a letter on the board for the students. The students should revise the letters and go through the writing process. After all the editing, students should type their letters and the letters will be mailed.

Standard: 2.5.3 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Source: This activity is an original idea.

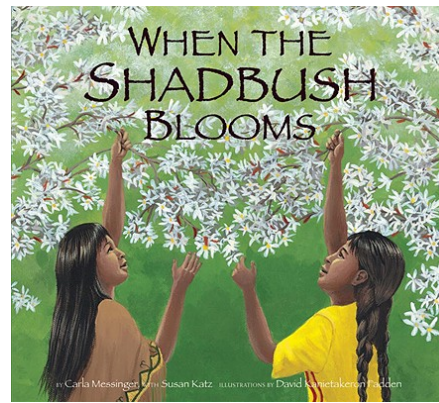
Title: *When the Shadbush Blooms*

Author: Carla Messinger

Copyright year: 2007

Genre: Multi-Cultural

Number of pages: 27



Synopsis of story: An Indian girl living in the present goes through everyday activities and knows another girl did the same generations before. The seasons are also incorporated into the book. The book is designed in that on one page is the girl from the past and on the opposite is the girl from the present. The first pages are set in the summer and the girls are fishing. The book follows the same pattern through the rest of the seasons. Each girl plants crops, go sledding, and hear stories. The pictures illustrate what the activities look like in the time period of the girls.

Activity: The book is a great way to introduce the seasons and the different activities that go with each season. After reading the book discuss as a class the four seasons. Talk about what the weather is like and the activities the children do. Start at the beginning of the book and talk about the seasons and the pictures that go with each season. Each student will get four pieces of paper to draw an activity for each season. Start the students with the same season. On their pieces of paper have the students write at the top the name of the season. For example on the board the teacher should write summer and have the students write the same on their paper. Next have the students draw an activity they do in that season. If the students draw someone swimming, they should try, with help, to write on their paper swim. The students will get a new piece of paper for each season and do the same thing.

Standard: K.5.1 Draw pictures and write words for a specific reason.

Source: This activity is an original idea.

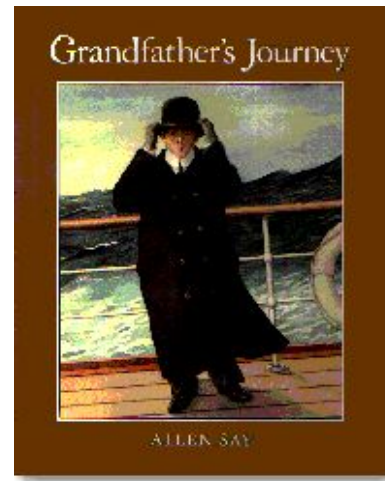
Title: *Grandfather's Journey*

Author: Allen Say

Copyright year: 1993

Genre: Multi-Cultural

Number of pages: 32



Synopsis of story: This story is narrated by a boy who tells of his grandfather's journey to America from Japan. The boy describes what his grandfather saw and the people he met. He tells that his grandfather returned to Japan to marry and then came back to America. After the boy's mother was born, the family moved back to Japan. The boy recalls living in Japan and visiting his grandfather. The grandfather wanted to return to America but never got a chance. When the boy was older, he moved to America and saw the same things his grandfather did.

Activity: After reading the story, talk about the journey the man went on. What transportation he used? What/who he saw? Next have the students think of a trip they went on. Their trip could have been to a store, a different town, city, state, or country. In a journal, students will write about where they went, when, who they were with, how they got to their destination, and why they went. Students can also answer: What did you take on your trip? What did you see? What was your favorite part? What did you miss about home? Students can read their journal entry out loud if they want to.

Standard: 2.2.4 Ask and respond to questions (when, who, where, why, what if, how) to aid comprehension about important elements of informational texts.

Source: http://www2.scholastic.com/browse/collateral.jsp?id=31673_type=Book_typeId=3358

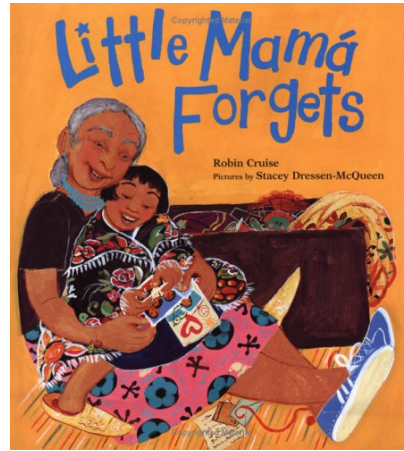
Title: *Little Mama Forgets*

Author: Robin Cruise

Copyright year: 2006

Genre: Multi-Cultural

Number of pages: 31



Synopsis of story: Luciana narrates the story, telling about the time she spends with her grandmother. From the time they wake up till the time they go to bed, they spend as much time with each other as possible. Her grandmother starts forgetting things such as toast in the oven, how to tie shoes, and even to wait for the light to change before crossing the street. However, her grandmother tells Luciana stories from when she lived in Mexico.

Activity: The idea for this activity is an original one. After reading the book as a class, students will think of a person that is important to them. They will look at Luciana's relationship with her grandmother and the students will write about their special relationship with someone. Students will use the writing process, starting with ideas. Students will have to describe who their special person is and one activity they like doing with that person. They will then write their paragraph and revise. They will need to make sure they have the two elements and that punctuation and grammar is correct.

Standard: 3.4.6 Evaluation and revision: Review, evaluate, and revise writing for meaning and clarity.

Source: This activity is an original idea.

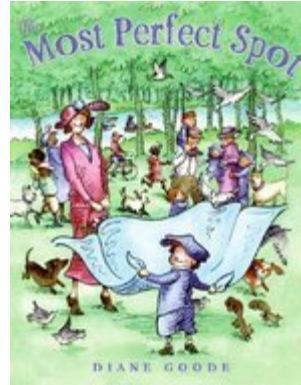
Title: *Most Perfect Spot*

Author: Diane Goode

Copyright year: 2006

Genre: Realistic Fiction

Number of pages: 29



Synopsis of story: In this story, a little boy named Jack wants to take his mom on a picnic. He knows the perfect spot at the park. They walk to the park and get into a boat. This seems like the perfect place for their picnic, but a dog scares the ducks, tipping their boat. They swim to shore and sit in the sun to dry off and eat. However, five people riding horses gallop through throwing mud all over Jack and his mom. So, Jack takes his mom to ride a carousel, until a dog bumps the handle and makes the ride go fast. Next they sit in meadow, but of course it starts to rain. They ran back home. Jack discovered the perfect spot is in their apartment on a blanket.

Activity: After discussing all the different perfect spots Jack chose, have students write an expository paragraph about their most perfect spot. They will need to first write where their spot is and then describe it using sensory details. Students should tell what they see, hear, and smell when they are at their perfect spot. When the teacher reads a student's paragraph, the teacher should be able to visualize and imagine what the spot looks like. Students must use enough descriptive language that the reader can imagine they are in the spot.

Standard: 1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.

Source: I came up with this activity.

Title: *Harriet, You'll Drive Me Wild!*

Author: Mem Fox

Copyright year: 2000

Genre: Realistic Fiction

Number of pages: 30



Synopsis of story: Harriet is always getting into trouble, but she doesn't mean to. At breakfast she spills her juice. At lunch she drops jam all over her jeans and pulls the tablecloth off the table. When Harriet was painting, she dribbled paint onto the carpet. Through all of these accidents, Harriet's mom stays calm and just says "Harriet my darling." For each new incident she says that line and then adds another sentence. However, after Harriet rips her pillow causing feathers to go everywhere, her mother yells. They both apologize to each other and laugh at the mess they have to clean up.

Activity:. After reading the story, make a chart on the board that organizes the story into why Harriet made her mom mad and how her mother reacted. After making the chart, have students sit in a circle so they all can see the book. Start with the first page and show the students the picture. Ask them how Harriet made her mom mad and how her mother reacted. For example Harriet knocked over her juice. Her mother just said, "Harriet, my darling child." Continue with the chart through the whole book. There will be five different spots on the chart. Students will see how things progress through a story and how charts are made.

Standard: K.4.8 Organize and classify information into categories of how and why or by color and size.

Source: I came up with this activity.

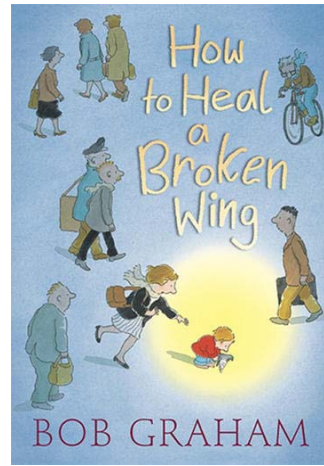
Title: *How to Heal a Broken Wing*

Author: Bob Graham

Copyright year: 2008

Genre: Realistic Fiction

Number of pages: 36



Synopsis of story: The story starts out in the city and a bird falling from a tall tower. The bird broke its wing and no one would stop and help it. However, a little boy named Will stopped. He took the bird home. His parents helped him bandage the bird's wing and made a box for it to stay in. They continued to watch and help the bird for about a month. Finally, the bird is ready to fly again. Will and his parents take it back to where Will found it. Will opens his hands and the bird takes off.

Activity: This activity is to be done before reading the book. Show the class the cover and read from the inside cover the following lines, "No one saw the bird fall. Only young Will noticed it lying injured on the ground. Only he stopped to help." This passage should be written on the board or overhead so each student can see it. Have the students finish the story from hearing just this passage. They will decide what Will does with the bird. The students can have Will take home the bird, take it to the vet, to a friend's house, or leave it. The students will have to write at least 2 paragraphs, describe the setting their story takes place, and write an ending for their story. After students are done writing and volunteers can share theirs, read the book out loud to students.

Standard: 5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.

Source: <http://www.walkerbooks.com.au/statics/dyn/1266193418787/How-to-Heal-a-Broken-Wing-PB-Classroom-Ideas.pdf>

Title: *Stella Princess of the Sky*

Author: Marie Louise Gay

Copyright year: 2004

Genre: Realistic Fiction

Number of pages: 29



Synopsis of story: This story is about Stella and her brother Sam. Sam is questioning Stella about some things he sees at night and she gives him answers that aren't scientifically correct but make sense for Sam. In the beginning, they are outside when the sun is just about to set. The sky is red and Sam thinks the sun is on fire. Stella tells him the sun is wearing red pajamas. Next Stella tells Sam when the moon rises, it wraps the sun in a starry blanket. She goes on to tell him the sun sleeps on a cloud bed and when it rains the sun sleeps in. A raccoon family runs past them and Stella tells Sam they are wearing a mask to go to a costume party. Lastly Stella tells Sam the moon spilt a big glass of milk to make all the stars.

Activity: Talk with students about what was real and not real in the book. Stella said many things that were true and not true throughout the book. Next have students create a poster about what they see, and hear at night. The things must be real, and the poster should have both words and pictures.

Standard: 1.3.4 Distinguish fantasy from reality

Source: I came up with this activity.

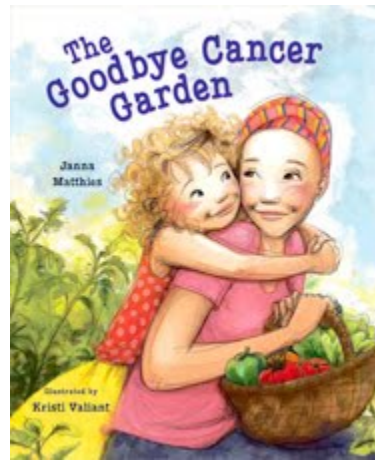
Title: *The Goodbye Cancer Garden*

Author: Janna Matthies

Copyright year: 2011

Genre: Realistic Fiction

Number of pages: 29



Synopsis of story: A young boy and girl's mother finds out she has breast cancer. The doctor tells the family she will be better by pumpkin time. The book follows the journey of the mother having surgery and then chemo when she loses her hair. The family decides to plant a garden, especially pumpkins. The children watch the garden grow and their mother feel better and regain her hair. At the end of the book, the girl sees two giant pumpkins in the garden and the make bread, roast the seeds, and save some seeds to plant next year. The little girl narrates the story.

Activity: Give each student a Styrofoam cup, soil, and any kind of seeds. Discuss with the students how the family made their own garden and what they did to keep their garden growing. Students will then take care of their seeds everyday and watch their plant grow.

Standard:

Source: I came up with this activity.

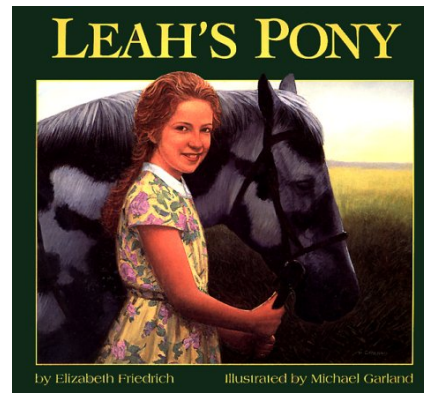
Title: *Leah's Pony*

Author: Elizabeth Friedrich

Copyright year: 1996

Genre: Historical Fiction

Number of pages: 28



Synopsis of story: One summer, when the plants grew well and Leah's dad had extra money, he bought her a pony. That summer Leah rode her pony every day. The next summer, the plants did not grow and the Great Depression made everything harder for the family. Leah's dad had to sell the pigs and cows. Not only did they not have enough money, but the days were hot and dusty. One day Leah learns the bank is going to have an auction at their house to pay the bank back loans. Leah rode her pony into town and sold it to the general stores owner. Leah returned home and when the bidding for her dad's tractor started, Leah was able to buy it with the money she got from her pony. Leah bought back the chickens and truck. The next day Leah went to the barn and found her pony. The store owner returned it to her.

Activity: Students will use a worksheet in which they list the things Leah did in the story. For example she sold her pony and used the money to buy back things on the farm. On the worksheet students will then fill in a web. In the center of the web is "causes for Leah's actions." The students will branch out from the web and tell the things that happened in the story that made Leah decide to sell her pony. Students should write about the crops not growing, the Great Depression, the hot, dry and dusty air, and the auction.

Standard: 4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.

Source: I came up with this activity.

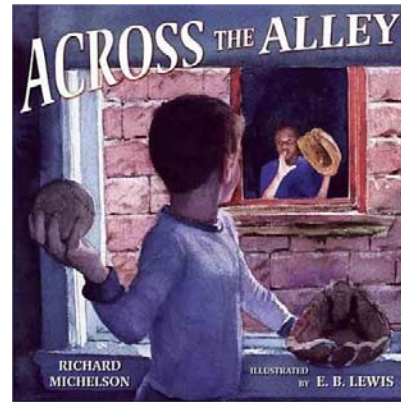
Title: *Across the Alley*

Author: Richard Michelson

Copyright year: 2006

Genre: Historical Fiction

Number of pages: 26



Synopsis of story: Abe and Willie are neighbors in a city and their bedroom windows are right across from each other. Abe is Jewish and Willie is black. They begin talking to each other through the window. Abe teaching Willie how to play the violin and Willie teaches Abe to throw a baseball. Even though they become fast friends, they can't see each other outside. During this time, segregation is still an issue. They hide their friendship from their families as well. One night Abe is practicing throwing and Willis is playing the violin when Abe's grandpa catches them. They are both scared but Abe's grandpa shows Willie the right way to hold the bow of the violin. The next day Willie, Willie's dad, Abe, and Abe's grandpa walk to the Jewish temple together. People are staring and move to sit elsewhere when they all sit down together. Willie gets up and plays a song on the violin. The group next goes to the ball park where Abe pitches in a game.

Activity: This story has a lot of detail in it and is good for students to practice pulling out the main ideas. Students will summarize the story and pick out the most significant parts of the story by writing in a journal.

Standard: 4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

Source: I came up with this activity.

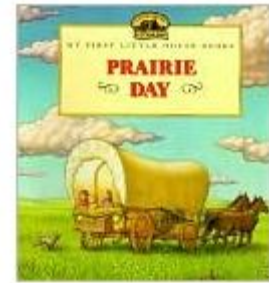
Title: *My First Little House Books: Prairie Day*

Author: Adapted from the Little House Books by Laura Ingalls Wilder

Copyright year: words 1935, illustrations 1997

Genre: Historical Fiction

Number of pages: 29



Synopsis of story: This is a picture book about the Ingalls family trip to live on the prairie. They head west in a covered wagon during winter. They have to cross a frozen lake and stay in a cabin for travelers. Soon it is spring and they are still traveling. The family finally comes to a giant grass land and stop there to rest for a couple days. Young sisters Mary and Laura sleep in the wagon. The next morning the girls go exploring. They chase rabbits, birds, and gophers. That night Pa played his fiddle while the girls went to sleep. The next day they would leave to continue on their journey to their new prairie home.

Activity: After reading I will explain to the students that this is one of my favorite books and stories. I will give them reasons why I like it and ask them to think of one of their favorite books or stories. They will draw a picture or write, if they can, their favorite book. They will then tell me the title of their book and a little bit about what happens in the story. These can go on a bulletin board about favorite books.

Standard: K.3.4 Identify favorite books and stories.

Source: I came up with this activity.

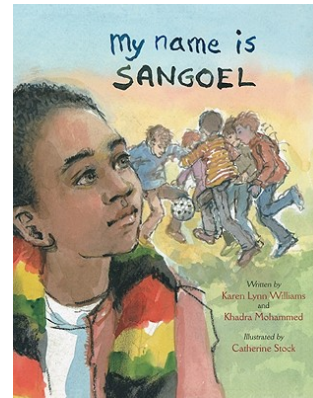
Title: *My Name is Sangoel*

Author: Karen Lynn Williams and Khadra Mohammed

Copyright year: 2009

Genre: Historical Fiction

Number of pages: 26



Synopsis of story: Sangoel, his mother, and little sister Lili are refugees in Sudan. They leave and go to live in America. A nice lady meets them at the airport and helps them in any way she can. Sangoel starts school and no one can pronounce his name. The other students made fun of him and Sangoel was thinking about changing his name. The wise old man back in Sudan told him he will always be Sangoel. Before school the next morning Sangoel made a shirt with pictures that showed how to pronounce his name. He drew a sun and a soccer ball scoring a goal. When he went to school the kids knew how to pronounce his name and drew pictures for their name.

Activity: After reading the book, students will make a T-chart about the problems Sangoel faces and what happens in the story that fixes the problems. One side will be a list of the problems Sangoel faces and the other side will be things that happened in the story to fix the problems.

Standard: 3.2.6 Locate appropriate and significant information from the text, including problems and solutions.

Source: I came up with this activity.

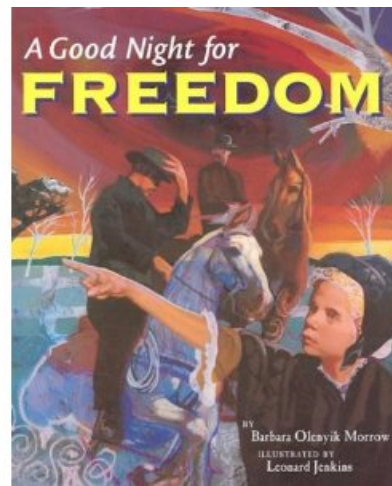
Title: *A Good Night for Freedom*

Author: Barbara Olenyik Morrow

Copyright year: 2004

Genre: Historical Fiction

Number of pages: 30



Synopsis of story: The story is in colonial 1839 when slavery was still going on. Hallie is delivering butter to her Aunt Katy and discovers her aunt, along with Mr. Coffin the store owner, are hiding two slave girls in the cellar. She doesn't tell anyone, including Aunt Katy what she saw in the cellar. On her way home Hallie is stopped by men on horses who hand her a paper to give to her father. The paper says a \$600 reward for two slave girls that ran away. Her father says they are not going to meddle in the problem. Hallie was still curious and went back to her aunt and uncle's house. Right when Aunt Katy opened the door, Hallie blurted out she saw the two slave girls. Aunt Katy took Hallie down the cellar to meet the girls. The girls told Hallie when they get to freedom they are going to earn money to buy their mother. Soon the four men on horses came to the house. Hallie went outside to see the men throwing rocks into the house and yelling. Hallie told the men she saw two girls running down the road that morning. She helped save the girls, her aunt, and Mr. Coffin.

Activity: After reading and discussing the book as a class, students will write their own story starting after Hallie found the slaves in the cellar. So, their story could have Hallie tell Aunt Katy right away she saw the girls, have Hallie tell the men she knows where the girls are hiding, or have Hallie do something else. They will have to have at least three paragraphs that include a beginning, middle, end, and describe the setting in their story.

Standard: 5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending

Source: I came up with this activity.

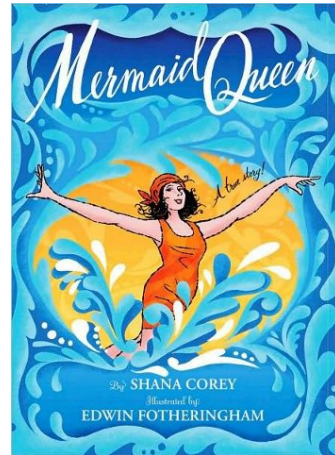
Title: *Mermaid Queen*

Author: Shana Corey

Copyright year: 2009

Genre: Non- Fiction

Number of pages: 34



Synopsis of story: Annette Kellerman grew up by the sea in Australia. Her parents were musicians and Annette wanted to dance and be graceful. However, her legs were not strong enough and her father taught her to swim instead. Annette started winning races, but in 1903, women athletes were frowned upon. She did not care. She continued swimming and diving. Annette and her father wanted to show the world what girls could do in the water. So they traveled to London. People there did not accept Annette either. That did not stop her. She was the first woman to swim across the English Channel. She traveled around the world showing people her talent. Annette finally came to America where she was arrested for the bathing suit she wore. Eventually she was let go and women began wearing the same swimsuits.

Activity: After reading the story, students will design a jacket cover for the book. On the front of their jacket, students must have the title, author, and illustrator's name, and draw a picture that connects with the book. For example students could draw Annette swimming across the English Channel or Annette and her father traveling to America. On the back of the jacket, students must write a summary of the book. Students will type their summary and the summary must have at least 150 words. Once their jackets are complete, they will share their covers with the class.

Standard: 5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.

Source: This is an original idea.

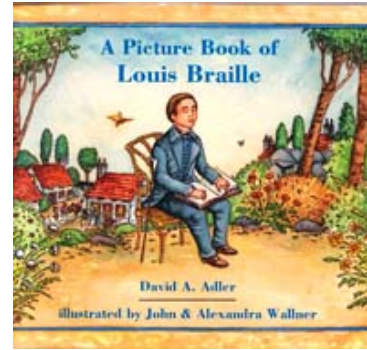
Title: *Picture Book of Louis Braille*

Author: David A. Adler

Copyright year: 1997

Genre: Non-Fiction

Number of pages: 31



Synopsis of story: Louis Braille grew up on France in the 1800s. When Louis was three, he went into his father's workshop and played with a sharp tool. The tool slipped and cut Louis' eye. The eye became infected and spread to his other eye causing him to go blind. Louis had to relearn how to eat and how to walk without running into objects. He used a cane and learned to use sounds. His father hammered nails into a board to form letters for Louis to learn the alphabet. Louis traveled to France and went to a school for blind children. At the school Louis learned to play many musical instruments and how to read sonography. Sonography was used as a code of raised dots and dashed during the war. However, Louis found problems with sonography and developed Braille.

Activity: After reading the book, students will look at Braille letters in the back of the book. Let each child feel and see how each raised dot makes a letter. Hand out to each student a sheet of paper that has the Braille letters. This sheet doesn't have to have the bumps just the dots that make up the letters. Next give each child a colored sheet of paper and a glue bottle. Students will then use the glue to make the Braille letters of their name. They will look at the Braille letters sheet the teacher passed out and then use the glue to make the dots for each letter in their name.

Standard: 2.2.8 Follow two-step written instructions.

Source: This activity came from the website <http://comminfo.rutgers.edu/~wassef/jen/lesplans.htm#les11>.

Title: *What to do About Alice*

Author: Barbara Kerley

Copyright year: 2008

Genre: Non-Fiction

Number of pages: 42



Synopsis of story: Alice is the mischievous daughter of Teddy Roosevelt. She loves life and wants to live it to the fullest. Alice called her zest for life “eating up the world.” She did not want to go to school and instead taught herself from books in her father’s library. Alice joined an all-boys club and turned into a tomboy. When Teddy took office, Alice helped in any way she could. She helped with as many charities as she could and everyone loved her. Alice drove cars, gambled, and stayed out late. She then traveled the world and ended up finding a husband. Her husband was a congressman, so Alice was still into politics.

Activity: After reading, as a class, talk about and make a list of the things Alice did. Also talk about that being a first daughter or son means being the daughter or son of a president. Give students a list of first daughters and sons such as Obama, Nixon, Kennedy, Clinton, Bush, Carter, etc... Have each child choose one person to do a report about. The students can use the internet and books to find interesting facts about the daughter or son they chose.

Standard: 5.5.3 Write or deliver a research report that has been developed using a systematic research process, uses information from a variety of sources, demonstrates that information that has been gathered has been summarized, and organizes information by categorizing and sequencing.

Source: This activity came from the website, http://www.learningthroughlistening.org/Classroom-Teaching-Tools/Lesson-Plans/View-Lesson-Plans/463/lessonId__416/.

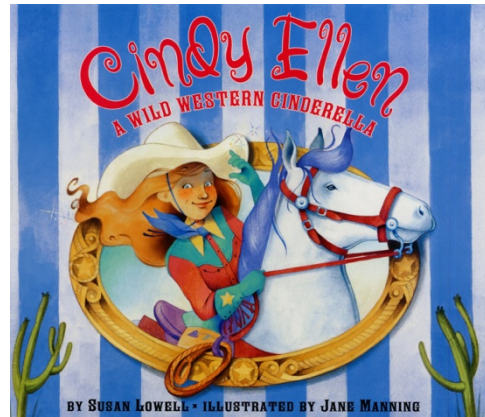
Title: *Cindy Ellen: A Wild Western Cinderella*

Author: Susan Lowell

Copyright year: 2000

Genre: Non-Fiction

Number of pages: 36



Synopsis of story: Cindy Ellen lives on a ranch with her father, new stepmother, and new stepsisters. The stepmother makes Cindy Ellen do all the chores on the ranch and the stepsisters call her “Cinderbottom.” One day the biggest cattle king decides to hold a rodeo party. Cindy Ellen isn’t allowed to go. Once her stepsister and stepmother leave, an old lady holding a golden pistol appeared. It is Cindy Ellen’s fairy godmother Sugarfoot. The godmother shot her pistol in the air and Cindy Ellen had a beautiful hat, chaps, and boots on. Cindy met Joe Prince, the rodeo champ and fell in love. However, at midnight Cindy had to leave. The next night there was another party. This time the godmother changed Cindy into a beautiful dress. Joe Prince and Cindy danced all night but Cindy forgot she had to leave at midnight and she ran off leaving one of her diamond spurs behind. Joe wanted to find the girl that whose boot fit the spur. Every girl tried but only Cindy’s boot fit and they were soon married.

Activity: Students will compare this story about Cindy Ellen to the original version of Cinderella. They will draw and color pictures to show what is similar and what is different. For example for one part they can draw Cindy Ellen’s ranch and then draw Cinderella’s castle. Students can also compare the fairy godmothers or the stepsisters.

Standard: 2.3.3 Compare and contrast versions of same stories from different cultures.

Source: After finding the standard, I came up with this activity.

Title: *The Sun Girl and the Moon Boy*

Author: Yangsook Choi

Copyright year: 1997

Genre: Non-Fiction

Number of pages: 29



Synopsis of story: A long time ago in Korea a woman left her two young children home while she went to the market. She told them not to open the door for anyone except her. It was nearing dark when the woman started walking home. All of a sudden she heard a tiger roar and it jumped in front of her. The tiger asked to be fed so the woman fed him all the food she had gotten that day at the market. The tiger was still hungry that he ate the woman and decided to go find her children. He put on the mother's clothes and knocked on the door. The children knew it was not their mother's voice so they asked to see a hand. The tiger stuck his hand into a crack in the door and the children knew it was not their mother. Later the tiger went back this time with his hand shaved. The children let him in and ran away when they realized it was not their mother. They hid in a tree. The children outwitted the tiger and were taken up into heaven as the sun girl and the moon boy to live with their mother.

Activity: After discussing how this story is the Korean version of Little Red Riding Hood. Split the class into groups of four. If possible there should be two boys and two girls in each group. Have each group act out the story. One child would be the mother, the tiger, and the two children. The students can bring items from home to use as props.

Standard: 3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

Source: I came up with the idea for this activity.

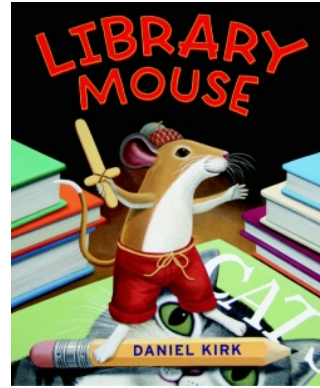
Title: *Library Mouse*

Author: Daniel Kirk

Copyright year: 2007

Genre: Fantasy

Number of pages: 30



Synopsis of story: Sam is a mouse that lives in a library. He slept during the day and came out to explore and read at night. He read all kinds of books. One night Sam decided to write his own book. He finds small pieces of paper on the librarian's desk and writes and illustrates his book. When he finished, he put it on the stacks with the other library books. The next day a little girl found Sam's book and showed it to the librarians. Seeing how excited people got after reading his book, he wrote more books. One librarian left Sam a note telling him they loved his books and wanted to meet him. Sam was too shy and nervous to meet any people so he had an idea. That night Sam found a tissue box and put a mirror inside. He wrote on a piece of paper "Meet the author!" with an arrow pointing into the mirror. The next morning a little girl found the box and saw her reflection in the mirror. Sam had left pencils and a stack of tiny books for the children to write their own books.

Activity: Children will write their own story like Sam the library mouse. Provide students will small books for them to write and illustrate their own stories. Have the students look at this website: <http://danielkirk.com/little-mouse-book.pdf>. This website has the first book Sam wrote in the story. After the students are done have each read their stories out loud to the class.

Standard: 2.7.6 Speak clearly and at an appropriate pace for the type of communication.

Source: This is an original idea.

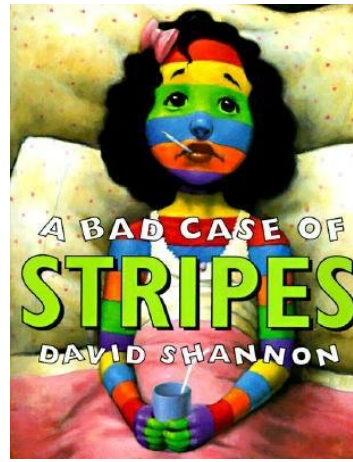
Title: *A Bad Case of Stripes*

Author: David Shannon

Copyright year: 1998

Genre: Fantasy

Number of pages: 30



Synopsis of story: Camilla's favorite vegetable is lima beans. Her friends hated lima beans and Camilla cared about what other people thought about her. Camilla was covered in stripes. The doctor could not find anything wrong with her and she went to school. While the class said the pledge of allegiance Camilla's stripes turned red, white and blue. Many doctors came to look at Camilla and gave her a bottle of pills. The next morning Camilla turned into a pill. Camilla then had a tail, feathers, roots, berries, and crystals on her. One day an Environmental Therapist came to see Camilla and told Camilla she needed to become one with her room. Camilla turned into her room. A little old lady came to the house and said she could help. She threw lima beans into Camilla's mouth and Camilla was back to normal. After this happened, Camilla didn't care what other people thought and she ate all the lima beans she wanted.

Activity: Give the students a big sheet of white paper and have them trace each other's body. Next have the students color, glue objects, draw, etc... things they like. For example Camilla could have drawn lima beans. Have the students draw objects they think not very many people like but the student themselves like. When all students are finished ask students to share their "body" with the class.

Standard: 1.7.10 Use visual aids, such as pictures and objects to present oral information.

Source: <http://www.scott.lib.mn.us/stripes.html>

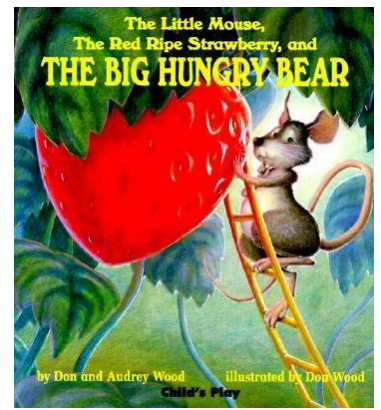
Title: *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*

Author: Don and Audrey Wood

Copyright year: 1984

Genre: Fantasy

Number of pages: 31



Synopsis of story: A mouse finds a big ripe strawberry and wants to pick it. However, the narrator (the reader) tells the mouse about a big bear who loves strawberries. The mouse tries to hide the strawberry by burying, guarding, and disguising it. However, the narrator tells the mouse there is only one way to save the strawberry from the bear; cut it in two. The mouse eats one half and the narrator eats the other. The bear will never get the red ripe strawberry.

Activity: Students will create their own disguise for hiding the strawberry from the bear. Give each child a brown paper grocery bag. Have the students cut out eye holes and then decorate the bags. The children can use markers, glitter, yarn, etc... to decorate. When all students are finished, have them put their disguises on and march around the room guarding the strawberry like the mouse.

Standard: K.5.1 Draw pictures and write words for specific reasons.

Source:

http://www.ideastream.org/common/worksheets/The_Little_Mouse_The_Red_Ripe_Strawberry.pdf

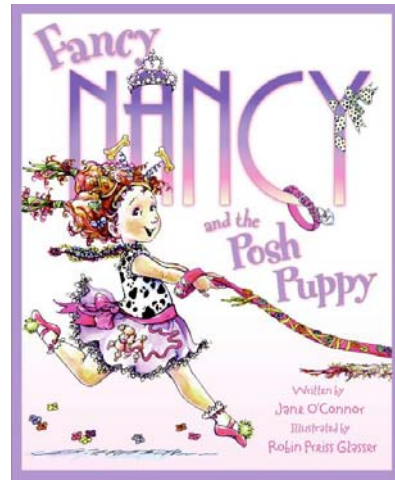
Title: *Fancy Nancy and the Posh Pupp*

Author: Jane O'Connor

Copyright year: 2007

Genre: Realistic Fiction

Number of pages: 29



Synopsis of story: Fancy Nancy is getting a puppy. She wants a puppy like Mrs. Devine's. Mrs. Devine's dog is a small beautiful dog named Jewel. Jewel goes everywhere with Mrs. Devine and gets her hair done, wears clothes, and goes to parties. Nancy's parents try to convince her to get other dogs but Nancy wants one exactly like Jewel. Mrs. Devine lets Nancy take care of Jewel for a day. Jewel doesn't like to play in the pool or with Nancy's friend's dog. Jewel doesn't really like to do anything. Nancy realizes Jewel isn't the right dog for the family. The next day Nancy goes to the animal shelter and finds a dog named Frenchy, who is the perfect dog for Nancy.

Activity: Throughout the book Nancy uses fancy words. For example she says spectacular, posh, ensemble, ecstatic, and exhausted. As a class, write all the fancy words Nancy uses in the book on the board, and have students try to use context clues to figure out the meanings. Write down the student's guesses. At the end use a dictionary to determine the real meanings.

Standard: 4.4.6 Locate information in reference texts by using organized features.

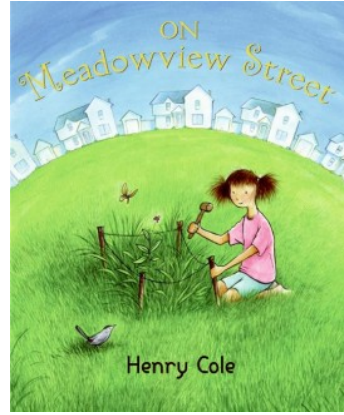
Source: This is an original idea.

Title: *On Meadowview Street*

Author: Henry Cole

Copyright year: 2007

Genre: Realistic Fiction



Number of pages: 30

Synopsis of story: Caroline and her parents have moved into a new house on Meadowview Street. While her father is mowing the backyard, Caroline discovers a flower and convinces her dad to stop mowing. She builds a little fence around the flower. Soon her little fence grows bigger and bigger until eventually the backyard has turned into a meadow. The meadow is complete with a tree, ponds, rocks, flowers, and birdhouses. Soon the neighbors start making their own meadows in their yard.

Activity: Have the students design a bookmark that has features of a meadow. The students should draw flowers, birds, trees, ponds, insects, etc... On the back of the bookmark, have students write the title of the book.

Standard: 1.1.6 Print legibly and space letters, words, and sentences appropriately.

Source: This is an original idea.