

**Chase Estepp**

**Trade Books**

**Educ 340**

**May 2, 2010**

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**1.) Title of Book:** *Captain Raptor and the Moon Mystery*

**Author's Name:** Kevin O'Malley

**Copyright Year:** 2005

**Genre:** Fantasy

**Number of Pages:** 30

**Synopsis of Story:** After a flash of light passes above planet Jurassica, Captain Raptor is called to the job to investigate what is happening on the Moon of Eon. Captain Raptor gathers his crew and they load into the USD Megatooth Spaceship, but while they are on their adventure they are struck by lightning and crash into the sea. While in the sea they get attacked by Octocolossus but are eventually able to escape and they find an engine at the bottom of the ocean floor. While carrying the engine up to land, the crew is finally able to reach dry land on Eon and there is where they find a bunch of "aliens". Captain Raptor soon finds out that the "aliens" are actually humans. Towards the end of the story, the two Captains embrace in a handshake and Captain Raptor realizes the engine they found at the bottom of the ocean belongs to the humans' ship. After the humans leave Captain Raptor decides to do some exploring of the universe with his crew.

**Activity:** Origination of this activity came from me. The students are going to create their own dinosaur. They will have to give the new dinosaur a name, explain what it eats, where it lives, who its relatives are, and if it flies or not. They are then going to draw their dinosaur and we will type out the description to put beneath the picture.

**2.) Title of Book:** *One Potato*

**Author's Name:** Sue Porter

**Copyright Year:** 1989

**Genre:** Fantasy

**Number of Pages:** 23

**Synopsis of Story:** In the story *One Potato*, Goat wants the last potato all to himself but the problem is that all of his friends would also like to have the "last, teeny, weeny potato". So the crafty Goat comes up with a series of activities that take place in the barn. These barn activities are designed to fizzle out the number of people who want the potato. Every time there is a barnyard activity there is a loser, which means Goat is that much closer to eating the tasty potato. After Goat wins all of the contests, he reaches for the potato on the plate but instead he is in for a surprise. The potato was missing because ten little mice had already eaten the potato while all the contests were going on with the animals.

**Activity:** Origination of this activity came from me. The students are going to get out their composition journal and write a one page story about a time when they did not want to share.

This could be with a sibling or in the classroom with their classmates. The students need to think about what the problem was dealing with, and how they came up with the solution with the people involved.

**3.) Title of book:** *Imogene's Antlers*

**Author's name:** David Small

**Copyright year:** 1985

**Genre:** Fantasy

**Number of pages:** 27

**Synopsis of Story:** One morning Imogene wakes up to find she has grown antlers overnight and does not know what to do. It is difficult for her to get dressed and go downstairs because her antlers keep getting in the way. Her mother continuously faints because she is overwhelmed with what has happened to her daughter. When the doctor comes to see her, he does not even know what to do with her because he finds nothing wrong with her other than she has sprouted antlers. The maid, the cook and Imogene are the only ones who stay positive throughout the situation. When she goes to bed she still has the antlers but when she wakes up the next morning they are gone and she thinks she is normal, until she walks into the living room and has peacock feathers.

**Activity:** The idea of this activity came from the website:

<http://www2.scholastic.com/browse/collateral.jsp?id=738>

-Children are going to create a set of antlers like Imogene had in the story. With the antlers, the students are then going to use the cereal to represent the donuts in the story. After they put the "donuts" on their antlers, they are going to work on their math skills.

**4.) Title of Book:** *Cloudy With a Chance of Meatballs*

**Author's Name:** Judi Barrett

**Copyright Year:** 1978

**Genre:** Fantasy

**Number of Pages:** 30

**Synopsis of Story:** What starts out as a grandpa telling a tall tale to his grandchildren turns out to be a story the kids think comes to reality the next day. The people that lived in the town of Chewandswallow loved their hometown and also had a very special and unusual way of receiving food. Three times a day the skies would open up and food would fall for the people living in the town. There was a wide variety of food available to the townspeople and they were happy. Until one day when the food started getting bigger and the quantity started to grow in size they could not handle. People's houses were getting damaged and the school that all the students

went to was closed because of a huge pancake on the roof. The people decided they needed to make a change and combined the stale bread and made sailboats. They ended up coming to a new town and used the bread to build their houses and start a new life where food was bought in stores and not falling from the sky.

**Activity:** The idea for this activity came from the website:

<http://www.uen.org/Lessonplan/preview.cgi?LPid=2455>

-After reading the story *Cloudy With a Chance of Meatballs*, the students are going to create weather instruments: Rain Gauge Instrument and a Snow Gauge Instrument. They are also going to learn about the different seasons of the year and the weather that is associated with each season. This will allow the students to connect to what the Meteorologist on the news is saying every night.

**5.) Title of Book:** *Where's My Teddy?*

**Author's Name:** Jez Alborough

**Copyright Year:** 1992

**Genre:** Fantasy

**Number of Pages:** 24

**Synopsis of Story:** One day Eddie was walking through the woods and lost his teddy bear named Freddie. So he starts out on an excursion to find where he lost his favorite teddy bear. While walking through the woods he comes across a giant teddy bear that looks exactly like his but is too big to cuddle and huddle with. Then he hears noises off in the darkness that sound like someone was crying. Out of nowhere a humongous bear shows up with a tiny teddy bear in his arms. They realize that they had gotten their teddy bears mixed up and eventually get their own back in their beds where they are able to cuddle again.

**Activity:** Origination of this activity came from me. The students are going to be assigned to bring in their favorite stuffed toy in to class to have a show-n-tell. This oral presentation of their stuffed toy will allow them to work on their communication skills as well as share with the class where, when, and who got their favorite stuffed toy for them.

**6.) Title of Book:** *Benjamin Brody's Backyard Bag*

**Author's Name:** Phyllis Vos Wezeman and Colleen Aalsburg Wiessner

**Copyright Year:** 1991

**Genre:** Multi-Cultural

**Number of Pages:** 26

**Synopsis of Story:** Benjamin is a boy whose school bag is broken, so he has to use a brown paper bag for the day. At first he thinks his brown bag is boring, but his mom has him see how many ways he can use his brown bag. So he starts making a list on his bag of all the possibilities. On the way to the store with his mother he sees a woman with a bag like his. He asks her what she uses her brown bag for and she explains that it is her home. She tells him that all of her belongings are in there and that she lives out of it. This really upsets Benjamin so he goes home that night and thinks about all of the different ways he could help the woman. He eventually gains a new appreciation for not only his bag but for everything he has in his life.

**Activity:** Origination of this activity came from me. Give each child a brown paper bag and have them come up with all the different possibilities they could use it during the school day (for an art supplies bag, carry their lunch if they packed, put their shoes in for gym, etc.)

**7.) Title of Book:** *The Matzah Man*

**Author's Name:** Naomi Howland

**Copyright Year:** 2002

**Genre:** Multi-Cultural

**Number of Pages:** 31

**Synopsis of Story:** One day while preparing for Passover, Mr. Cohen was making Matzahs. The last Matzah that he baked turned out to be different than all the others he had ever made. When he opened the oven door, the Matzah jumped out and said "Hot from the oven, I jumped and ran, so clever and quick, I am the Matzah Man". The Matzah Man ran out of the store and throughout the town. While on the run he picks up some followers who want to eat him because he looks tasty. He gets to Mendal's house and he offers to hide Matzah Man on a plate so the people could not eat him. Matzah Man does not realize that Mendal set him up when he hands the plate to his grandfather and eventually the whole family ends up enjoying the tasty Matzah Man.

**Activity:** Origination of this activity came from me. The students are going to draw an object or symbol that represents their favorite holiday. They are then going to share with the class during Author's Chair why that specific holiday is their most important or favorite.

**8.) Title of Book:** *Aunt Harriet's Underground Railroad in the Sky*

**Author's Name:** Faith Ringgold

**Copyright Year:** 1992

**Genre:** Multi-Cultural

**Number of Pages:** 25

**Synopsis of Story:** A brother and sister were flying in the stars when they came across a very old train. The conductor was loading the train, when the little brother decided to board the train. The older sister did not want to board because she was afraid of getting in trouble with her parents so she ends up getting left behind. So the conductor came to her and told her that she must follow behind them through a series of stops on the Underground Railroad. The girl saw what it was like to have to hide, not sleep, not eat, and be in constant fear of her life. She ends up making it to Canada where she is reunited with her brother. The children learn what their great-great grandparents went through while they were children.

**Activity:** Origination of this activity came from me. The students are going to read this story and then go home and sit down with their grandparents and conduct a little interview to learn about what they lived through while growing up as a child. They are then going to write a one to two page report about the stories they heard from their grandparents. We will then post them out in the hallway to display the diversity of backgrounds the students and their families have went through.

**9.) Title of Book:** *The City of Dragons*

**Author's Name:** Laurence Yep

**Copyright Year:** 1995

**Genre:** Multi-Cultural

**Number of Pages:** 29

**Synopsis of Story:** There once was a boy who had the saddest face in the world and he lived in a small village. When it came time for his village's harvest festival he was forbidden from coming because of his sad face. That night he felt bad because his parents did not want to go because he was not allowed to go. He ended up running away from home so his parents would have the opportunity to live a better life. While wondering around trying to find work, he stumbles into a caravan of giants who offer him to travel with them. They feel that he is the bravest person and they take him with them to try and get pearls from the dragons. When the dragons see his sad face, pearls start to fall instead of tears. He then heads back to his town where he is greeted and appreciated by his people.

**Activity:** Origination of this activity came from me. The students are going to be paired up with a classmate, they are then going to talk about and write down three differences between the two of them. They will present these to the class and then we are going to discuss how important it is to realize how special and different we all are. Then tell them to embrace who they are and not allow people to look down upon them.

**10.) Title of Book:** *La Mariposa*

**Author's Name:** Francisco Jimenez

**Copyright Year:** 1998

**Genre:** Multi-Cultural

**Number of Pages:** 36

**Synopsis of Story:** Francisco is off to his first day of school where he is in the first grade. Because he is not able to understand or speak English, he goes home the first couple of days with a headache because he cannot understand his teacher. Francisco then notices a jar in the room with a caterpillar in it and he quickly becomes amused with the soon to be butterfly. He is able to meet a friend Arthur who speaks a little English; this helps Francisco because now he can ask Arthur if he does not understand what is going on. Near the end of the school year Francisco draws a picture of the newly formed butterfly that hatched from the cocoon. To his surprise, the drawing wins him a blue ribbon for his great drawing of the butterfly.

**Activity:** Origination of this activity came from me. The students are going to create a colorful butterfly to hang above their heads from the ceiling in the classroom. The purpose for the butterfly is so that when they get tired or bored from being in class they can just take a look up at the butterfly and try relax and think of something that makes them happy. Francisco observed the butterfly because he could not understand his teacher and would get a headache, I want them to use it as a tool to gather their thoughts and get back to thinking about what is going on in the classroom.

**11.) Title of Book:** *First Day Jitters*

**Author's Name:** Julie Danneberg

**Copyright Year:** 2000

**Genre:** Realistic Fiction

**Number of Pages:** 28

**Synopsis of Story:** On the first day of school, Sarah wakes up and decides she does not want to go to school and instead wants to stay at home. Mr. Hartwell tries to wake her up and get her ready but Sarah refuses. She finally decides to get ready and head downstairs for breakfast. After she eats her toast, Mr. Hartwell drives Sarah to her new school. When she arrives, the Principal, Mrs. Burton, is awaiting to show her to the classroom. They finally make it and then Mrs. Burton introduces the class to their new teacher, Mrs. Sarah Hartwell.

**Activity:** Origination of this activity came from "Product Pouch 2." The students are going to create a small brochure that is going to explain why Mrs. Hartwell should come to their school and teach. They are going to need to promote the school and give good reasons as to why their school is the best and also have pictures that represent the school.

**12.) Title of Book:** *Christmas Tapestry*

**Author's Name:** Patricia Polacco

**Copyright Year:** 2002

**Genre:** Realistic Fiction

**Number of Pages:** 46

**Synopsis of Story:** Jonathan becomes very sad when his family decides to move from Memphis to Detroit because his father has become the pastor at a new church. The family has a huge job in front of them because they have to rebuild up the church in time for Christmas services. But just before Christmas a massive blizzard hits Michigan and damages one of the church's walls. When Jonathan and his father make a trip into town to receive decorations, they find a huge piece of cloth that could possibly cover the hole in the damaged wall. After picking up the cloth they are awaiting the bus to pick them up and an old woman calls them over to have tea and cookies. They then take the old woman to their house where they put up the cloth on the wall, this is when the woman notices that she had hand sewed the cloth when she was in Germany 60 years ago. Then just before Christmas the plasterer shows up to fix the wall and notices the cloth hanging on the wall was a piece that his wife had done many years ago before the Nazis separated them. Jonathan cannot believe it and explains to the plasterer that the woman was just there and they take him to her apartment. The old woman and the plasterer are then able to reunite and Jonathan finally realizes the reason why his family was sent to Detroit.

**Activity:** Origination of this activity came from me. The students are going to act out a scene from the story. They will be given a list of 3 to 5 scenes that they can choose from and they have to decide which character everyone is going to be. Each group will then go to the front of the classroom and present.

**13.) Title of Book:** *Boxes for Katje*

**Author's Name:** Candace Fleming

**Copyright Year:** 2003

**Genre:** Realistic Fiction

**Number of Pages:** 31

**Synopsis of Story:** After World War II, America did a relief program to help European children. Rosie from Mayfield, Indiana, decides to send a package to Katje in Holland. Katje and Rosie's relationship soon turns into a strong friendship. Because of all of the boxes Rosie sent Katje,

Katje's village is able to make it through a rough winter and poor economic times. The boxes then start to get bigger and more important materials keep arriving in them. By the end of the story, Katje is able to share the materials in the boxes with the entire village because of the gracious giving of Rosie.

**Activity:** Origination of this activity came from me. The students are going to create boxes that will then be sent over to Iraq for the soldiers. They will be in charge of raising money so that we will be able to buy the supplies and materials to put in the boxes. The class can also do an entire class fundraiser where they set up a table in the school and take donations or sell candy to raise money for the boxes.

**14.) Title of Book:** *A Couple of Boys have the Best Week Ever*

**Author's Name:** Marla Frazee

**Copyright Year:** 2008

**Genre:** Realistic Fiction

**Number of Pages:** 30

**Synopsis of Story:** James and Eamon could not wait for Nature Camp to finally arrive so they could go on a great adventure. After the first day though they realized that Nature Camp was a little different than they had expected, because they went on hikes and would stand there and stare at objects rather than walk. As the week grew, James and Eamon continued to grow as friends and started doing everything together and the exact same way. Towards the end of the week they realized their time was running out and they were going to have to depart from each other so they decide to do something special that night. When Eamon's grandparents, Bill and Pam, woke up the boys had created a display of Antarctica. This was special because Bill had wanted to go there for so long and he was happy to see the boys had taken interest in it finally.

**Activity:** Origination of this activity came from "Product Pouch 2". The students are going to create a postcard from a place they would like to visit. They need to draw a picture on the front that represents their location and then will write a message on the back with the reasons why they want to go to that specific place.

**15.) Title of Book:** *Paul Revere's Midnight Ride*

**Author's Name:** Stephen Krensky

**Copyright Year:** 2002

**Genre:** Realistic Fiction

**Number of Pages:** 29

**Synopsis of Story:** One day Paul Revere received word that the British were coming to Concord. He decided he needed to go to Concord to tell other patriots and prepare them for the battle that was going to be ahead. His wife is against it though because he could run the risk of getting caught and being thrown in jail for being a spy. As he makes his journey he is racing against the 700 British soldiers to beat them to Concord. Paul has his friend set up lanterns in a church to warn the patriots as to whether the British were coming by land or sea. His journey starts out on a boat out of Boston and then once he reaches land he switches back to horseback. He is able to warn the patriots before the British make it to Boston. Paul is able to make it home safely and after the war becomes a silversmith and sells hardware.

**Activity:** Origination of this activity came from me. The students are going to be given a large sheet of construction paper. They are going to lie down on the paper and have someone trace their body with a pencil. After the tracing is done they are in charge of creating a picture of what they think Paul Revere would look like with his uniform on and what characteristics he has.

**16.) Title of Book:** *Molly's Pilgrim*

**Author's Name:** Barbara Cohen

**Copyright Year:** 1983

**Genre:** Historical Fiction

**Number of Pages:** 28

**Synopsis of Story:** Molly did not like her school in Winter Hill because Elizabeth and all of her friends would laugh at Molly at school. She never raised her hand to answer a question because she was scared, and one day on the way home from school Elizabeth and one of her friends starting singing a mean song about Molly and caused her to run home to her mom and start crying. Although her mom threatened to go to school to talk to Molly's teacher, Molly begged her mom not to go so she did not. One day the students had an assignment to make a Pilgrim doll and bring it to class the next day. Molly's mom ended up making hers look exactly like she did when she was a little girl and came over to the United States. When Molly took the doll to school the next day she got made fun of because hers did not look like everyone's. Molly's teacher told the class to stop laughing and explained that Molly's mom is actually a Pilgrim because her family came over to the United States for the same reasons as the original Pilgrims did.

**Activity:** Origination of this activity came from me. Students are going to create their own Pilgrim doll by using a clothes pin provided by the teacher. After reading the book and explaining the reasons why Pilgrims are so important, they are going to make a Pilgrim doll and bring it to class to show and tell. They are going to need explain why they put certain clothing on their doll and what their role in history is.

**17.) Title of Book:** *Johnny Appleseed: My Story*

**Author's Name:** David L. Harrison

**Copyright Year:** 2001

**Genre:** Historical Fiction

**Number of Pages:** 45

**Synopsis of Story:** Beth and Will always love to see Johnny Appleseed when he comes around because of his great stories he tells. When they see him running down the trail they call to their mom and dad to tell of his coming. Mom invites him to stay for dinner but he tells the children they cannot hear a story until he helps dad chop wood and they eat dinner, so they wait patiently. Johnny starts telling a story of him and how he became known as “Johnny Appleseed”. He explains that he started out on his own when he got old and was poor so he accepted apple seeds that were being given away. He realized that people were starting to move west so he thought of a brilliant idea and decided to plant Apple trees in Pennsylvania, Ohio, and Indiana. He was then able to trade for other peoples’ goods and provided himself with a stable living style. From then on, people did not know his real name but only know him as Johnny Appleseed.

**Activity:** Origination of this activity came from “Product Pouch 2”. Students are going to create an historical marker that gives information about specific events and important information about Johnny Appleseed. They need to make sure they have correct dates and details about the American legend. Students will be given a piece of plywood and they will be in charge of either etching out the letters or drawing them.

**18.) Title of Book:** *Just Plain Fancy*

**Author's Name:** Patricia Polacco

**Copyright Year:** 1990

**Genre:** Historical Fiction

**Number of Pages:** 29

**Synopsis of Story:** Naomi and Ruth are having a hard time figuring out why they cannot be fancy just because they are Amish. Naomi is finally able to find out the reasons why while she is taking care of the hens, which is her job in the family. One day Ruth and Naomi find a fancy egg in the yard while gathering up the eggs. Naomi decides to hide it in Henny's nest and every day they would come by and check to see if the egg had hatched yet. One day the egg finally hatched and was definitely fancier than all of the other eggs so Naomi and Ruth decided to name it Fancy. Naomi gets nervous when she learns that someone can be shunned and she starts to wonder if she will get shunned for having a fancy egg. When she finds out that there is going to be a frolic the next day she is frantic because she wonders if she will be able to control Fancy. Despite her efforts, Fancy escapes and the elders find out about the peacock that Naomi has raised. Surprisingly the elders applauded her for raising such a wonderful peacock and award her with the white organdy cap.

**Activity:** Origination of this activity came from "Product Patch 2". The students are going to be given a Paint-by-number kit that is a peacock. They will then have to follow directions and correctly paint in the colors that coordinate with each color.

**19.) Title of Book:** *The Butterfly*

**Author's Name:** Patricia Polacco

**Copyright Year:** 2000

**Genre:** Historical Fiction

**Number of Pages:** 40

**Synopsis of Story:** One night Monique awakes to a ghostly looking object at the window that appears to be a little girl like her. She does not respond to her but she is anxious to tell her mom the next morning when she is eating breakfast. When she informs her mom of what she saw the night before, her mom almost seems angry and tells Monique that it was just a dream and to forget about it. A couple of night later the girl appears again and this time Monique is able to talk to her and figure out her name is Sevrine. She explains to Monique that she is Jewish and is hiding in the basement cellar of her house, but she was not supposed to tell Monique. The girls continue to talk at night and become friends until one night they are talking and the neighbor is staring at them through the window. They become frightened so they tell Monique's mom who then decides that Sevrine and her family are no longer safe in their house and they have to leave. Although Monique never saw Sevrine again, she knew she was safe when about thirty butterflies flew around Monique one day. This was significant because one of the first nights they talked they played with a butterfly by the window.

**Activity:** Origination of this activity came from me. The classroom is going to have a glass case full of caterpillars. The students are going to get the chance to observe them as they turn into butterflies. After reading the story, they are going to draw a butterfly that they think the caterpillars will turn out to look like.

**20.) Title of Book:** *Apples to Oregon*

**Author's Name:** Deborah Hopkinson

**Copyright Year:** 2004

**Genre:** Historical Fiction

**Number of Pages:** 30

**Synopsis of Story:** Delicious and her family set out on an adventure to Oregon that became a little tougher than they could imagine. Her daddy was very proud of his apples, peaches, pears, plums, grapes, and cherries and was willing to do anything to protect them. After making it across the great river, surviving the hail storm, and barely getting through the rough desert drought the family and trees finally make it to Oregon. Once there they are able to plant them and start to watch them grow. They were also able to relax and enjoy their "gold" while others were looking for the real thing.

**Activity:** Origination for this activity came from me. The students are going to go to the computer lab and participate in the computer game Oregon Trail. This will allow the students to experience what it was like to have to make the long trek across the plains and to the west. After they play the game they are going to write a paragraph about how they think it would be to live during that time and have to travel using cattle and horses instead of vehicles and planes.

**21.) Title of Book:** *The Man who walked between the Towers*

**Author's Name:** Mordicai Gerstein

**Copyright Year:** 2003

**Genre:** Non-Fiction

**Number of Pages:** 34

**Synopsis of Story:** Philipe loved to perform in front of people, whether it was juggling and dancing or walking across a line. One day he notices how cool it would be to walk between the twin towers in New York City. He remembered that he had walked across a line between the

steeple of Notre Dame Cathedral in Paris, so why not try to walk between the towers. He knew that the police would not let him try this act so he was going to have to sneak up to the top. That day he gathered some of his friends and they all dressed in like a construction worker so they would fit in. Once they got all of their equipment to the top of the towers they waited until the night came to start getting the rope ready. It took all night but it was ready by the time the sun came up, Philippe set out on the rope with his balance pole and only the air around him. A woman noticed him above the sky and the cops did too, so they rushed up to the roof to try and arrest him. After about an hour he got off of the rope and the police arrested him, but when he arrived at the courthouse the judge's only sentence was that he had to perform in the park. He continued to perform for the kids, and even though the towers are no longer there the event will be in history forever.

**Activity:** Origination of this activity came from me. The students are going to head down to the gym and are all going to walk across a balance beam to try and simulate walking on a rope between the towers. After they have all completed this activity, they are going to write a descriptive paragraph about how they felt while they were walking across. They also need to describe how they would feel if they were actually a quarter mile high in the sky.

**22.) Title of Book:** *The Amazing Human Body*

**Author's Name:** Luann Colombo

**Copyright Year:** 2000

**Genre:** Non-Fiction

**Number of Pages:** 16

**Synopsis of Story:** Your body is first made up of a shell that contains your skeleton and muscles. One of the most important parts in your body is the brain, which is full of nerves and lets you think, run, see, feel and remember everything you've learned. What keeps you breathing throughout the day is part of the respiratory system, the lungs. The part of your body that pumps and keeps blood circulating is your heart. Your heart is actually pumping twenty four hours a day and also carries oxygen and nutrients through the body. The body is a very complex piece of work, but is one of the most unique machines in today's society.

**Activity:** Origination of this activity came from me. After reading the book, the students are going to be given a sheet of paper that has the outline of a human body. Their duty is to correctly label as many body systems possible and also draw in certain organs of the body.

**23.) Title of Book:** *Martin's Big Words*

**Author's Name:** Doreen Rappaport

**Copyright Year:** 2001

**Genre:** Non-Fiction

**Number of Pages:** 28

**Synopsis of Story:** Martin always notices there are signs that say "White Only" around his town. Whenever he sees these signs he starts feeling bad until his mother says "You are as good as anyone". He had a dream of becoming like his father who was a preacher and used big words. When he grew older he became a minister and learned about the Indian freedom and tried to get his country to act in the same way as they did. One cold December day in 1955 would change everything though when Rosa Parks refused to give up her seat to a white man and ended up getting arrested. This angered the black citizens and they then decided to not ride the buses until they could sit wherever they wanted, that only took 381 days. Although he was able to end segregation, his death happened while he was in Tennessee helping garbage collectors on strike. Martin walked, talked, sang, and prayed with people wherever he went and worked so hard until his death.

**Activity:** Origination of this idea came from "Product Pouch 2." The students are going to create a bookmark about Martin Luther King, Jr. The bookmark is going to contain important information about MLK and what he did while he was alive. Students need to make sure they have at least 5 bullet points.

**24.) Title of Book:** *Grasshoppers*

**Author's Name:** Melvin and Gilda Berger

**Copyright Year:** 2002

**Genre:** Non-Fiction

**Number of Pages:** 14

**Synopsis of Story:** Finding grasshoppers can be fun because they can be brown or green and fit into their surroundings. Grasshoppers usually have two pairs of jaws and a few small teeth in their small mouths. They also have four legs that are short but then have two long back legs that are strong and help them hop. One way that male grasshoppers find their mates is through chirping, and they can also sing by rubbing their wings together. One advantage grasshoppers have over their prey is that their huge eyes allow them to see in all directions. One thing that

people usually don't know is that grasshoppers have two huge eyes, but can also have 2 to 3 small eyes. Although many people will try, grasshoppers are extremely hard to catch.

**Activity:** Origination of this activity came from me. Students are going to create a "WANTED" ad about for a grasshopper. They need to describe what an ideal grasshopper would act and look like. They also have to give the characteristics that make the grasshopper wanted by all people. Whether it is for work reasons or for a pet, they need to be specific on its skills.

**25.) Title of Book:** *Tornadoes*

**Author's Name:** Gail Gibbons

**Copyright Year:** 2009

**Genre:** Non-Fiction

**Number of Pages:** 11

**Synopsis of Story:** The word tornado comes from the Spanish word "tronada" which means a thunderstorm. Tornadoes are a twisting column of moist air that touches down to the ground that makes a loud roar sound. Tornadoes begin in cumulonimbus clouds which are enormous, dark clouds that usually have thunder, lightning and rain involved also. The funnel-shaped clouds are formed when the updraft and downdraft come together and start spinning. The tornado becomes bigger and bigger when it sucks up more air and this also caused it to become more destructive. Tornadoes are categorized as to how much damage they can cause, the scale is from EF 0 to EF 5.

**Activity:** Origination of this idea came from me. The students are going to bring a 2 liter of pop to school and each of them are going to rotate the bottle in a circle. This should create the illusion that the tornado makes when it starts funneling and becoming a tornado. I am also going to bring in a couple of pop bottles that are smaller so the students can observe the differences between the tornado in the bigger bottle compared to the smaller bottle.

**26.) Title of Book:** *Time Train*

**Author's Name:** Paul Fleischman

**Copyright Year:** 1991

**Genre:** Fantasy

**Number of Pages:** 29

**Synopsis of Story:** In *Time Train*, Miss Pym takes her students on a train ride to the dinosaur national monument in Utah. Along their ride in the *Rocky Mountain Unlimited* train, they cross America and are able to see different buildings and animals throughout the states. Throughout the whole trip Miss Pym was the only one who did not enjoy the prehistoric times. She was in horror when she saw her students cooking dinosaur eggs and playing soccer with their giant reptilian friends. When the train finally stopped, they walked around and noticed all of the different types of dinosaurs and their characteristics. Then one morning Miss Pym heard the blowing of the train whistle and rounded up her students and they headed for home.

**Activity:** Origination of this idea came from “Product Pouch 2.” The students are going to get into groups of 3 or 4 and pretend they are each a tour guide who is taking people on a tour for the *Rocky Mountain Unlimited*. They have to describe the attractions in the area and what make them special.

**27.) Title of Book:** *There’s a Hole in the Bucket*

**Author’s Name:** Nadine Bernard Westcott

**Copyright Year:** 1990

**Genre:** Realistic Fiction

**Number of Pages:** 20

**Synopsis of Story:** Henry went to fetch a bucket of water but when he got home his bucket was empty. He tells his wife, Liza, there is a hole in the bucket. He asked what he should do so she says fix it. Henry says how and she responds with putting straw in the hole. The straw is too long so Henry asks Liza what he should do. Liza says he should cut it, he asked with what and Liza responds with an axe. Henry tells Liza the axe is too dull so she tells him to sharpen it with a stone. The stone is too dry though so Liza tells Henry to wet it with water. Henry asks how he should carry the bucket back and Liza responds with the bucket. So he carries everything with him to go and get a bucket of water and on his way back to stop the water from leaking out of the hole he puts his finger in it.

**Activity:** Origination of this idea came from me. After the students read the book independently, we are going to come together as a class and learn the song that goes with the story. After we have learned the song and practiced we are going to go around to the other classes in our grade and sing the song to them. If they want to, we can then teach the song to the other class so they can join in on the singing.

**28.) Title of Book:** *My Teacher for President*

**Author's Name:** Kay Winters

**Copyright Year:** 2004

**Genre:** Realistic Fiction

**Number of Pages:** 30

**Synopsis of Story:** A child in school learns about the President and all the presidential duties during election time. As the student thinks about the job of the President he decides that his teacher would make a great President. He writes a letter to the local news channel explaining why his teacher would be such a great President. The student then connects a lot of the presidential duties to what the teacher does on a day to day basis in their classroom. The student's only request is that the teacher does not become President before the end of the school year.

**Activity:** Origination from this activity came from "Product Pouch 2." The students are going to do research on a President they are assigned to. Once they have researched their President they are going to be creating a campaign slogan that represents what their President stood for. They are then going to give a campaign speech and try to persuade the class to vote for their President because he is the best.

**29.) Title of Book:** *Goldilocks and the Three Bears*

**Author's Name:** James Marshall

**Copyright Year:** 1988

**Genre:** Fantasy

**Number of Pages:** 30

**Synopsis of Story:** Once there was a little girl named Goldilocks, and her mom sent her to buy muffins from the village next to hers. She promised her mom that she would not take the shortcut because there were bears living along the trail. In a small house lived a mom, dad, and a little baby bear. While they were waiting for their breakfast to cool down they went on a bike ride, during this time Goldilocks arrived at their house and walked right in to find porridge on the table. She tried all of the bowls but liked the little bowl the best because it was just right, not too hot nor too cold. After she ate the porridge she wanted to sit in a chair and ended up in the small one until she was rocking and the chair broke into pieces. She then became tired and tried all of the beds until she came to the small one and found it the most comfortable. Once the bears came

home they noticed someone had eaten the porridge, sat in the chairs, and been lying in the beds. They went to baby bears' room and saw a little girl, Goldilocks became startled and jumped out of the window and ran away and the bears never saw her again.

**Activity:** Origination of this idea came from me. The students are going to create a sign on a poster board cautioning people why they should not go down the "shortcut." Like in the story, Goldilocks' mom said it was because there were bears so the students could incorporate drawings of bears on their sign.

**30.) Title of Book:** *A Fine, Fine School*

**Author's Name:** Sharon Creech

**Copyright Year:** 2001

**Genre:** Realistic Fiction

**Number of Pages:** 29

**Synopsis of Story:** Mr. Keene is the principal of a school where he thought that the students, teachers, and everything were awesome. He decided one day that the school was such a fine, wonderful place that there should be school on Saturday, all weekends, all holidays, all summer, and all night. It starts out slowly with Mr. Keene deciding to have school Monday through Saturday. Then he thought that was so great that there should be school all weekend. That went so well that Mr. Keene decided there should be school during holidays. Mr. Keene loved having school so much he then decided to have school during summer, which eventually turned into having school all day every day cause Mr. Keene thought his school was such a fine place. A little girl named Tillie took it upon herself to show Mr. Keene that having school all day every day was not a good idea. She explains that little siblings are not getting taught and she tells Mr. Keene all the other things the students are missing out on because all the children are in school all day long.

**Activity:** Origination of this activity came from me. Students are going to write in their journals why their school is so awesome. They need to write a persuasive paragraph trying to get students to come to their school and enjoy the fun. They need to be specific with the reasons why their school is so cool and give good supporting details to the reasons. Then as a whole class, we are going to come up with a final list of the 5 best reasons why their school is the best.