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Title of book: *Derek the Knitting Dinosaur*

Author's name: Mary Blackwood

Copyright year: 1987

Genre: Fantasy

Number of pages: 28

Grade: Second

Summary: This story takes place during a time when there were no humans on earth, there were only dinosaurs. Derek is a dinosaur and he considers himself to be different from the other dinosaurs especially his brothers Fearless and Fang. Derek thinks that he is different because he does not have spikes, sharp teeth, or a loud roar, instead Derek likes to knit. Derek continues to knit over the years and soon his house becomes very full of sweaters, scarves, socks, and pants. The weather changes and begins to get really cold and starts to snow. Derek's brothers Fearless and Fang are freezing outside and they check on Derek to make sure he is all right. When they arrive at Derek's house, Derek immediately tries to help them warm up by fixing them hot tea and putting layers of clothes on both of them. Derek's knitting saves the day because he gives away the other items he has knitted to the dinosaurs outside to help keep them warm.

Activity: Mrs. Drake. www.humbingbirded.com/dinosaurs.html

The teacher takes a small stuffed dinosaur to Wal-Mart and has them put it in one of the large balloons (they do it with a special machine and you usually see them in the floral section). Then the teacher paper maches the balloon and paints it like an egg. Next, the teacher builds a nest in a grassy area in a special place in the classroom and puts the egg in the nest. As a class we "discover" the egg and make lots of guesses about what could be in the egg. Each day the teacher cuts the egg a little so it looks like it is hatching. Students will do a writing activity each day and write about what they see and what they think is inside the egg. Students should write three to four sentences and use descriptive words. Students will turn in their writing assignment. Finally, the egg cracks all the way and the dinosaur is revealed.

Title of book: *Click, Clack, Moo Cows That Type*

Author's name: Doreen Cronin

Copyright year: 2000

Genre: Fantasy

Number of pages: 29

Grade: First

Summary: This book is about cows that live on a farm and these cows are special because they know how to use a type writer. They type messages to the farmer asking for electric blankets at night because it gets cold in the barn. He of course refuses to give them blankets because they are animals. All of the cows decide to go on strike and not get milked anymore until they receive their electric blankets. With the cows asking for electric blankets, this leads to other animals wanting things from the farmer. However, the farmer eventually gives in to the animals requests because they also go on strike.

Activity: Original; Field trip

Take students on a field trip to a local farm. Show students the many different animals you might find on a farm. Have the farmer explain to students what the animals eat, where they sleep, and what they do during the day. Explain to students that farm animals do not really have type writers and they do not know how to write messages.

Title of book: *Diary of a Spider*

Author's name: Doreen Cronin

Copyright year: 2005

Genre: Fantasy

Number of pages: 32

Grade: Second

Summary: The book *Diary of a Spider* is about a spider who writes in his diary events that happen in his life. This spider's diary is very similar to a diary that we might have, but it deals with things that spiders do. This spider goes to school too and the spiders learn important information such as how to be safe. The spiders learn that vacuums are very dangerous, and if they should hear one, they should stop, drop, and run. This is similar to what people do when there is a fire except we stop, drop, and roll. This book gives readers information about things that spiders do such as molt, where spiders shed their skin. This book has spiders doing a lot of similar activities that we do and that is why it is an interesting book.

Activity: Art: Make a Scrapbook

<http://www.liveoakmedia.com/client/guides/9486X.pdf>

Spider's diary includes a scrapbook at the beginning and end, with illustrations. Have children make their own scrapbooks, with illustrations and photos from home showing family members, friends, favorite books, baby pictures, and school events. Collect children's scrapbooks to make a class scrapbook.

Title of book: *Bats at the Beach*

Author's name: Brian Lies

Copyright year: 2006

Genre: Fantasy

Number of pages: 30

Grade: Second

Summary: This story is about how bats come out at night to go to the beach. Bats are nocturnal and they sleep during the day and come out at night. One night there was a full moon and bats spread the word around to other bats that it would be a perfect time to go to the beach. The bats arrive at the beach, and they do similar activities that people would do at the beach. Some bats go sailing, play sand volleyball, build sand castles, and others lay out in the moon light. The bats have a great time at the beach but the sun is starting to rise and they need to return back to their homes.

Activities: Original; Mobile

Provide students with copies of different pictures of bats and beach activities (beach ball, surf board, ocean, and sun). Have students pick out bats and beach activities to color, they should have at least three bat pictures and three beach pictures. Once students are done coloring, they are going to bring them to the teacher and the teacher will hole punch the pictures. Students will tie strings to their pictures, and then tie the strings to hangers. Students may need assistance tying. The teacher will hang the mobiles in the classroom.

Title of book: *Time Train***Author's name:** Paul Fleischman**Copyright year:** 1991**Genre:** Fantasy**Number of pages:** 27**Grade:** Third

Summary: This story is about a class that takes a trip to learn more about dinosaurs. To get to their destination, they needed to take a train. The class was headed to the Dinosaur National Monument in Utah and the ticket man asked why they were going there. A student replied to learn everything about dinosaurs. The ticket man sent them on a train and it took the class through different times until they got into the dinosaur era. The students were able to observe real dinosaurs. They were able to play with the dinosaurs, but soon the train was back to pick the class up and take them back home.

Activity: Original; Drawing

Present to students a drawing of your favorite dinosaur. Show students the detail that you gave to your dinosaur such as the color, and spikes. Have students choose between one of the three dinosaurs to draw: Tyrannosaurus, Brachiosaurus, or Triceratops. Explain to students what each dinosaur looks like and provide a picture of each. When students finish their drawing, hang the dinosaurs on the wall in the classroom. Mix the dinosaurs up; do not put all of the same dinosaurs together in the same area.

Title of book: *Hannah is my Name***Author's name:** Belle Young**Copyright year:** 2004**Genre:** Multi-Cultural**Number of pages:** 24**Grade:** Third

Summary: This book is about a young girl who is from Taiwan. Hannah's family wanted to move to America because they knew they would be able to live freely there. The family does move to America, but they find out that moving is not going to be an easy process. The family has to get green cards and they are not allowed to do any work until they are considered citizens. Hannah's father secretly works in the hotel diner where they are living. Her father is told by the manager to be careful because if he gets caught working by an inspector their family could get sent back to Taiwan. Hannah enjoys going to school and she meets a friend that is from Hong Kong. One day her friend has to return to Hong Kong because her dad got caught working

without a green card. Hannah becomes worried about her father getting caught. One night at the diner the doorman comes in and warns her father that an inspector is there and they must go out the back immediately. Hannah and her father do not get caught. One day when Hannah came home from school, she noticed that they were eating food that they would normally eat on special occasions. Her parents said she received a present today in the mail. She opened the present and it was her green card. Her family could now consider America their home.

Activity: Original; Heritage

Have students do research on their family heritage to see where their family is originally from. Students can talk to their mom, dad, or grandparents to get information. Students will report to the class where their mom and dad's side of the family is from.

Title of book: *The Fortune Tellers*

Author's name: Lloyd Alexander

Copyright year: 1992

Genre: Multi-Cultural

Number of pages: 28

Grade: Third

Summary: *The Fortune Teller* is a story about a carpenter who wanted more with his life. He visited a fortune teller that was living in town hoping to answer his questions about life. His questions about life dealt with money, fame, and true love. The fortune teller says that he will have all of this. The carpenter is so excited that he begins to run home, but he remembers other questions to ask the fortune teller. When he arrives back at the fortune teller's house he is not there. The owner of the building comes up and thinks that the carpenter is the fortune teller at a younger age. He becomes the fortune teller and begins to give fortunes and becomes famous and rich, and he finds his true love.

Activity: Paper Fortune Tellers

http://www.creativekidsathome.com/activities/activity_34.html

Students start with a square piece of paper (Use a standard sheet of paper). Take a bottom corner and diagonally fold it across to the opposite side of the page. Cut off the 2.5 inch strip at the top of the page to create an 8.5 x 8.5 sheet of paper. Fold the paper along the diagonal and crease. Then open it back up. Fold along the opposite diagonal and crease. Open it back up. Fold the paper in half along a straight edge and crease. Open it back up. Turn the paper 1/4 (90 degrees) and fold in half again, and crease. Open it back up. You should have a flat piece of paper with the creases forming a star in the center of the page. Take one corner and fold it in to the center of star. Repeat with each corner. When you are done, you will have a six inch square, with four open flaps on the top. Flip the piece of paper over. Take one corner and fold it in to the center of star. Repeat with each corner. The square will now be about four inches on each side, with four flaps. Flip the paper over so that the top side has square flaps. Fold the paper in half along a straight edge and crease. Open it back up. Turn the paper 1/4 (90 degrees) and fold in half again, and crease. Open it back up. Put your thumb and index finger on your right hand under the two square flaps on the right hand side. Put your thumb and index finger on your left hand under the two square flaps on the left hand side. As you pinch your finger tips together, the

fortune teller will take shape. At this point you can write numbers, colors, or letters on the flaps and fortunes under the flip up pieces. To work the fortune teller, put your fingers back in the flaps. Pinch your thumb and index fingers together, then gently pull apart to open the center. Then bring the four fingers back together. Pinch together the two index fingers and the two thumbs. Gently pull apart to open the center. This will work with any size square sheet of paper. These instructions use an 8.5 inch square so that other measurements can be used as guidelines in the instructions.

Title of book: *Hooray a Piñata!*

Author's name: Elisa Kleven

Copyright year: 1996

Genre: Multi-Cultural

Number of pages: 28

Grade: Third

Summary: This is a story about a little girl named Clara. Clara is celebrating her birthday and she is going to have cake, balloons, and a piñata at her party. Clara, her mother, and friend Samson went to the store to find a piñata. When they get to the store there are all kinds and colors of piñatas. Clara picks out a tiny dog piñata. Clara begins to treat the piñata as if it were a real dog; she walks, feeds, and plays with it. At her birthday party, Clara does not want to use her little dog as the piñata anymore. Samson suggests getting a real dog, but Clara can not because her mother is allergic. At the party Samson gives her two presents; one is a dog bone for the little dog, and the other is a big piñata. Now Clara has a piñata to have at her party.

Activity: Sherri Osborn; Piñatas

http://familycrafts.about.com/od/paperbagcrafts/ss/PBpinata_2.htm

Since we just finished reading a book about piñatas, we are each going to make our own special piñata. The supplies we need to make a piñata are: paper bag, newspaper, colored tissue paper, glue, string, stapler, hole punch, scissors, and candy. Start out by opening your bag and setting it on your work surface. Put the candy and/or small toys into the bag. Pass around five pieces of candy to each student. You do not want your bag to be more than half way full or it will be too heavy to hang! Now, fill the rest of the bag, stopping about 2-inches from the top, using scrunched up newspaper. Once the piñata is filled, fold down the top two or three times and staple it shut. Cover the bottom of your filled paper bag with a piece of tissue paper. Set your bag on a piece of tissue paper and cut the tissue paper so it is about 2-inches larger than the bottom of the paper bag all the way around. Glue the edges of the tissue paper up around the bottom of the paper bag. Now you will want to cut several strips of tissue paper. These should be long enough to completely fit around your bag and about 4-inches wide if you are using a paper lunch bag or 6-inches wide if you are using a paper grocery bag. You might have to use two strips together to fit all the way around a paper grocery bag. You will need about 5 strips for either sized bag (this may vary). Use your scissors to cut fringe along a long edge of all of your tissue paper strips. The fringe should go about half way up your tissue paper strip. The fringe should be cut about 1-inch apart. Now, you simply start near the bottom of the bag, just above the piece of tissue paper you glued onto the bottom of the bag, and place a bead of glue around the bag. Stick your first piece of fringed tissue paper, fringed edge down, onto the glue. This

should hang over the bottom tissue paper and slightly overhang the bottom edge of the bag. Place a bead of glue just above the edge of the first strip you glued on. Stick another strip onto the bag, hanging about halfway over the first strip. Continue this until your entire bag is covered by fringed tissue paper. If you want your piñata to look fuller, use more strips glued closer together. Punch two holes along the top, folded edge of the paper bag. Cut a piece of yarn or string a few yards long. Thread one end of the piece of yarn or string through one hole, pull it across the top edge of the bag, and then back through the other hole. Tie it using a few overhand knots so it will not come apart when you hang it. Cut several strips of tissue paper, about 1-inch thick and 6-inches long. Glue them to the bottom of the piñata. Now you can hang up your piñata! This piñata may not break the same way as a traditional, paper mache piñata, but it is just as decorative and the kids will love the surprises inside just the same.

Title of book: *Peppe the Lamplighter*

Author's name: Elisa Bartone

Copyright year: 1993

Genre: Multi-Cultural

Number of pages: 30

Grade: Third

Summary: *Peppe the Lamplighter* is about a poor family that has nine children, the father is sick, and their mother is dead. They are living in Little Italy, and Peppe the only son is trying to find a job to help support his family. Peppe visits many stores and asks if they need any help and none of them do. He finally gets offered a job as a lamplighter and Peppe is so excited. However, when he tells his family everyone else is also excited for him except his father. His father tells Peppe that he is ashamed of him getting such a job because he wants better for him. Peppe begins to get discouraged about his job until one night his youngest sister does not come home. His father told him that he needs to light the lamps so she can find her way back home. At Peppe's last lamp, he finds his sister.

Activity: Original; Career tally

During class, have students write on a piece of paper what career they would like to do when they get older. The teacher will collect everyone's slip of paper and tally up the answers. Have students make a bar graph and show all the responses from the students. The teacher can discuss each career.

Title of book: *The Honest-to-Goodness Truth*

Author's name: Patricia C. McKissack

Copyright year: 2000

Genre: Multi-Cultural

Number of pages: 30

Grade: Second

Summary: This book is about a little girl named Libby. Libby had one chore to do before she went to go play with her friend and that was to feed Ol' Boss. Her mother asked Libby if she had fed him and she lied and said yes. Her mother knew that she was lying and she punished Libby by not letting her go to her friend's house. Her mother explained that it is not right to lie

and that you always need to tell the truth. Libby took this to heart and vowed she would always tell the truth no matter what. This knew thought ended up getting her in trouble with her friends. Libby soon understands that sometimes you do not tell the whole truth because it can be hurtful.

Activity: Original; Honesty song (Goes to the song “If you’re happy and you know it”). After reading this book, teach the class the honesty song. Explain to students that it is very important for them to be honest and to tell the truth. Being honest is good, but you do not want to become a tattle tail like Libby does in this book.

If you’re honest and you know it clap your hands.

If you’re honest and you know it clap your hands.

If you’re honest and you know it than your heart will truly show it, if you’re honest and you know it clap your hands.

Title of book: *Barefoot Escape on the Underground Railroad*

Author’s name: Pamela Duncan Edwards

Copyright year: 1997

Genre: Historical Fiction

Number of pages: 28

Grade: Fourth

Summary: This story takes place during a time when people owned slaves. Some slaves tried to escape from their owners by traveling on the Underground Railroad. These slaves were hunted and captured, or the slaves escaped and were free. Barefoot is the slave in the book that is trying to escape from his owner. He travels on the Underground Railroad and encounters some friends that help him travel the path and make it safely to a safe house. These friends are animals that you might find in a forest such as a frog, crane, and a deer. An example of how an animal helped Barefoot is when he went to take a drink out of his bottle and he did not have anymore water. The frog croaked and Barefoot knew that there was a pond around and he was able to get a drink.

Activity: Aaron McKim; Main activity: Find artifacts on the school grounds that relate to the story, map out Underground Railroad with the artifacts.

Take students out to the school grounds after reading *Barefoot Escape on the Underground Railroad*. Have students find similar artifacts that are in the book, but make sure to tell students to keep it small. When each student has an artifact, bring the students back to the classroom. On the overhead, project a map of the United States and show students the path where the Underground Railroad was located. Next have students line up and bring their artifacts. Have each student place their artifact on the path of the Underground Railroad.

Title of book: *Mr. Lincoln's Whiskers*

Author's name: Karen Winnick

Copyright year: 1996

Genre: Historical Fiction

Number of pages: 30

Grade: Third

Summary: Grace Bedell is an eleven year old girl who really wants Abraham Lincoln to be President. Grace's father went to a fair and brought presents back for his children. Grace received a poster of Abraham Lincoln. She was very excited about the poster and said that he looks kind, but he also looks sad in the face. One night Grace was looking at her poster and the moonlight cast shadows on Mr. Lincoln's face making it seem like he had a beard. Grace noticed that this made him look less sad. She got the idea to write Mr. Lincoln a letter explaining that he should grow a beard and then he would get more votes and become President. Abraham Lincoln visited her town and Grace got the opportunity to meet him, and he took her advice and grew a beard.

Activity: Original; Letter

After reading *Mr. Lincoln's Whiskers*, have a lesson about the correct format of a letter. Explain to students that they are going to write a letter to the President. Have students think of suggestions or ideas to make to the President. The student's final draft needs to have no errors.

Title of book: *Beethoven Lives Upstairs*

Author's name: Barbara Nichol

Copyright year: 1993

Genre: Historical Fiction

Number of pages: 43

Grade: Fourth

Summary: This story is composed of letters from a young boy named Christoph to his Uncle Karl. Christoph begins writing letters because he is concerned about the man who is living upstairs. Ludwig van Beethoven is the man who is living in the room upstairs and Christoph thinks that he is crazy. Beethoven makes a lot of noise at all hours of the day, he swings his arms in the air, and he is extremely messy. Christoph's house becomes a popular stop for people because Beethoven stands in front of the window without any clothes on while he is practicing his music. Christoph and his uncle write back and forth to each other and Christoph learns that Beethoven is a brilliant composer.

Activity: Original; Listen to a piece from Beethoven, clap out notes

Provide students with brief information about who Beethoven was. Bring in a famous piece from Beethoven. Have students listen to the whole song. When the song is finished, teach students the eighth, quarter, half, and whole note. Make the notes on the board and have students copy them down on paper. Next, clap out what each note makes together as a class.

Title of book: *Rose Blanche*
Author's name: Roberto Innocenti
Copyright year: 1985
Genre: Historical Fiction
Number of pages: 28
Grade: Fifth

Summary: Rose Blanche is a young girl that grew up in Germany during World War I. Soldiers arrive in her town with big trucks and tanks and she does not know who they are. One day Rose saw a young boy flee out of one of the trucks and the mayor stops him and he is put back in the truck. The truck leaves and Rose follows it curious to see where they are taking the boy. She follows the truck in an area that she has never been before and then it leads into a forest. Rose soon gets her answer to where the boy was taken and she finds that a lot more people have been brought to this place. She ends up risking her life and dies because she wanted to help the people in the concentration camp by bringing them food.

Activity: Aaron McKim; Food drive
 Have ideas of charitable organizations for the students to choose from. Explain to students that the class is going to be in charge of a food drive. Students will collect canned goods and other non-perishable items. The class will set a goal of how much food they want to raise as a whole. They will also be in charge of putting the items in boxes.

Title of book: *Arizona Charlie and the Klondike Kid*
Author's name: Julie Lawson
Copyright year: 2003
Genre: Historical Fiction
Number of pages: 29
Grade: Third

Summary: Arizona Charlie was a famous cowboy that lived in Dawson City. Ben is a young boy that also lives in Dawson City and he sees Arizona Charlie perform and do tricks. Ben wants to be a Wild West star just like Arizona Charlie. Ben practices rope tricks everyday and soon he is able to rope his friends and rope other things. Arizona Charlie sees Ben doing his tricks one day and he asks him to be in his last act of a show. Ben says that he would and he continues to practice and thinks of a stage name, the Klondike Kid. During the show it is time for Ben to go on stage and Arizona Charlie tells him they are doing a sharp shooting act. Ben gets stage fright and runs off of the stage. The show is over and the audience is starting to leave the building. In the crowd someone shouts stop thief and Ben knows that he can lasso the thief and he shows everyone that he can do tricks too.

Activity: Original; Show and tell
 After reading the book *Arizona Charlie and the Klondike Kid*, have students think back to what Ben's talent was. Ben's talent was doing rope tricks. For the next day, students will perform a talent that they have during show and tell. The talent has to be appropriate and it can not be dangerous.

Title of book: *Bewildered for Three Days*

Author's name: Andrew Glass

Copyright year: 2000

Genre: Realistic Fiction

Number of pages: 28

Grade: Third

Summary: The story begins with an artist by the name of Chester Harding who visits Daniel Boone to paint his portrait. Daniel changes into his buckskin pants, gets his rifle and hat for the portrait. Chester is confused because Daniel's hat is a regular hat and he was expecting it to be a coonskin hat. Daniel explains that he has not worn a coonskin hat since he was a little boy and that people have told stories about the hat. As a child an old trapper gave Daniel a coonskin hat and one day he fell asleep in the forest and a bear snatched the hat off of his head. He chased after the bear to get his hat back but he ran into Indians. Daniel made it safely to a log where he hid with a family of raccoons. Daniel was not spotted by the Indians and he then promised to the raccoon to never wear a coonskin hat again.

Activity: Nancy Kelly Allen; http://pelicanpub.com/SGuides/Daniel_Boone_guide.pdf

Students will write an acrostic poem about Daniel Boone by using the letters in his name. From what students have read and learned about him they should use words or sentences that fit his characteristics.

Title of book: *A Country Schoolhouse*

Author's name: Lynne Barasch

Copyright year: 2004

Genre: Realistic Fiction

Number of pages: 33

Grade: Third

Summary: This story is about how a boy's grandpa tells him about his schooling as a child and how different it is compared to his grandson's. Grandpa went to a country elementary school in 1940. There were a total of three classrooms, and there was more than one grade in each classroom. At an early age, the children had to get jobs to help support their family, and today young children are not allowed to have real jobs. For recess, the children played tag in an open field. Indoor plumbing was something new to the students at the school because at home they had outhouses. Grandpa continued his schooling and became a professor when he grew up.

Activity: Recess games

<http://classprojects.cornellcollege.edu/stewart/JohnsonCounty/games.html>

For recess, have students do activities that children played a long time ago. Some of these games include: hopscotch, baseball, kickball, tug-of-war, tag, and horse. Explain to students the differences there are between recess now and what it used to be.

Title of book: *Ride like the Wind a Tale of the Pony Express*

Author's name: Bernie Fuchs

Copyright year: 2004

Genre: Realistic Fiction

Number of pages: 26

Grade: Fourth

Summary: Johnny Free was a rider for the Pony Express in Nevada. His job was to carry and deliver mail. JennySoo was Johnny's horse and she was one of the fastest in the area. The Pony Express was built across Paiute Indian land. This did not make the tribe happy and they began to attack the stations for the Pony Express. While on route, Johnny was attacked by some Paiute warriors, but on JennySoo he was able to escape. Johnny jumped off of JennySoo and told her to keep running and he tricked the Indians because they followed her and did not find him. JennySoo went all the way to the next station and knew she had to go back for Johnny. She found him and Johnny started a ranch in California because the Pony Express ended.

Activity: Original; Diorama

Brainstorm with students what the Pony Express looked like from reading *Ride like the Wind a Tale of the Pony Express*. Mention how there was a lot of horses used, stations, Indians, mail, desert, and other items from the book. Have students create a diorama of how they picture what the Pony Express looked like. Students can be creative and use any type of supplies they want to create their diorama.

Title of book: *What are you so Grumpy about?*

Author's name: Tom Lichtenheld

Copyright year: 2003

Genre: Realistic Fiction

Number of pages: 31

Grade: Second

Summary: Everyone has experienced a day when everything just seems to go wrong. This story is an example of what can happen during someone's worst day. Sometimes people can tell that they are going to have a bad day right when they get out of bed. The little boy in the story starts his morning by falling in the toilet because the seat was left up. The rest of his day involved his favorite clothes getting dirty so he could not wear them, his favorite cereal was all gone, he had to do a lot of chores, and there are other things that occurred. At the end of the day though, someone tried to make him laugh by tickling him and his day got better.

Activity: Julie Joy; Sad Face, Glad Face

http://www.earlychildhoodnews.com/classroom_ideas/activity_view.aspx?ActivityID=1093

Provide students with two medium size circles. Have students make a happy face on one circle and a sad face on the other. Next, students will get a popsicle stick and they will tape one face to one side and the other face to the other side. Show students what your popsicle stick looks like to give them a visual of how to tape on the faces. Students should have the faces where you are able to see a happy face or sad face as you turn the popsicle stick. Next, have the students form a circle on the floor. Have a list of scenarios prepared for the activity such as "I get to have ice-cream when I get home", or "Today at recess I fell down and scraped my knee". Explain to

students that after each scenario they need to turn their popsicle stick to the face of how the scenario makes them feel. For example, if I say “I get to have ice-cream when I get home”, students will turn the face to either happy or sad depending on if they like ice-cream or not. Tell students to look at other student’s faces to see if they have the same answer.

Title of book: *Marley’s Big Adventure*

Author’s name: Susan Hill

Copyright year: 2009

Genre: Realistic Fiction

Number of pages: 29

Grade: Second

Summary: Marley is a dog that belongs to a family of four. Marley tends to make messes and do things that the family does not like such as jumping and eating a pancake that the dad was fixing. After several times of telling Marley no and bad dog, the mom puts him outside. Marley thinks that the family does not love him anymore so he digs a hole and runs away. When the family discovers that he is missing they go looking for him. They end up finding Marley at a bakery shop because when they looked in the store’s window they saw a big mess.

Activity: Original; Teacher Says

Marley tends to get in trouble a lot by his owners because he does not listen. Explain to students that it is very important to listen to adults and to follow directions. Take students to the back of the room where there is enough space to move around. Tell students that we are going to play a game called Teacher Says. This game is exactly like Simon Says. Students need to listen closely and pay attention in order to do well in the game. The teacher is going to call out commands such as “Stand on your right foot”, or “Clap your hands”. Students will follow the commands, but if they do not, they have to sit down and wait for the next round. The teacher can make it difficult and start to go faster with the commands.

Title of book: *Bees*

Author’s name: Gallimard Jeunesse

Copyright year: 1992

Genre: Non-Fiction

Number of pages: 34

Grade: Third

Summary: The book *Bees* gives information about the typical life of a bee. The members of the bee family include: the worker bee, queen and drone. Each bee has a different job that they do in order to keep the hive running smoothly. A bee is important to humans when it comes to flowers. Bees feed off of the nectar of the flower and collect pollen to make honey.

Activity: Bee Shape Book

<http://www.daniellesplace.com/html/BeeCrafts.html>

The teacher will need to get printer paper, black and yellow paper, crayons, tape or glue, and a stapler. Next, draw six circles one each 5 ½ on black paper, 5 ¼ on yellow paper, 4 ½ on black

paper, 4 ¼ on yellow paper, 3 ½ on black paper, 3 3/8 for the head on yellow paper. Cut out six legs and two antennas from black construction paper. Draw wings on white paper and cut them out. (Teacher will probably need to do all of the cutting and measuring) Draw a face on the smallest circle. Have students place all of the circles, except for the head one on top of the other starting with the biggest black circle. Place each smaller pattern on top of the large pattern. Align all of the circles so they are even at the top and staple them at the top. Finally, glue the legs onto the back body pieces and the antennas to the head. Glue the head onto the body covering the staple at the top. Glue the wings to the back of the book. After reading *Bees* to students, have them write down facts about bees in their book.

Title of book: *Tornado Alert*

Author's name: Franklyn M. Branley

Copyright year: 1988

Genre: Non-Fiction

Number of pages: 30

Grade: Third

Summary: *Tornado Alert* is a book that gives information about tornadoes. Tornadoes are very powerful storms and people need to make sure they are following the correct safety procedures when a tornado is present. These storms can occur almost anywhere, but they are more common in Texas, Oklahoma, Kansas, Nebraska, Iowa, and Missouri. April, May, and June is the time when tornado season normally occurs. A tornado forms when cold air meets warm air near the Earth's surface. Speeds of tornadoes can reach up to 300 miles per hour and can be extremely destructive; this is why people need to be so cautious when there is bad weather.

Activity: Tornado in a bottle

<http://www.weatherwizkids.com/experiments-tornado-bottle.htm>

The teacher needs to get two 2 liter clear plastic bottles (empty and clean), water, duct tape or a tornado tube. Fill one of the bottles two-thirds full of water. Take the Tornado Tube and twist it on the first bottle. Then, grab the second bottle and attach it to the Tornado Tube. Or use duct tape to fasten the two containers. Make sure to tape tightly to make sure that no water will leak out when you turn the bottle over. Turn the tornado maker, so that the bottle with the water is on top. Swirl the bottle in a circular motion. Most tornadoes form counter-clockwise in the Northern Hemisphere. A tornado will form in the top bottle as the water rushes into the bottom bottle. If you want to get creative, you can also use food coloring to make the tornado have a color and glitter to represent debris.

Title of book: *What's Inside? Shells*

Author's name: Angela Royston

Copyright year: 1991

Genre: Non-Fiction

Number of pages: 16

Grade: Third

Summary: Have you ever wondered what could be inside a shell? After reading *What's Inside? Shells*, readers will have a better understanding of what types of animals are inside the shells, and what they are made of. Some of the animals included in the book are: snails, tortoises, and crabs. Each animal has two pages in the book, one page shows and describes the outside of their body (what you can see), and the other page shows what the inside of the animal looks like. For example, the snail actually has a space called the mantle inside its shell and this is where its head goes when it disappears inside its shell.

Activity: Shell Creatures

<http://www.marthastewart.com/article/shell-creatures>

After reading the book *What's Inside? Shells*, students realize that some animals live in shells, but not all animals do. This activity will allow students to create animals by using sea shells. A couple of days before the activity, as a class, decide on three animals to make because it would be easier to show students instructions for how to make three animals compared to 20 other animals. The materials needed for this activity include: shells of many colors and sizes, seed beads, polymer clay, craft glue, and paint brushes. The teacher needs to experiment with different combinations of shells to come up with a shape for the three animals. When the teacher figures out the shell combinations for the three animals, they can then have instructions for how to make the animals for the students. Students need to pick up the set of instructions for the animal that they want to make and then the size of the shells they need to get. Once the shell creature is made, students can decorate their animal.

Title of book: *Experiments with Gravity*

Author's name: Salvatore Tocci

Copyright year: 2002

Genre: Non-Fiction

Number of pages: 40

Grade: Third

Summary: In the book *Experiments with Gravity*, readers learn what gravity is, and experiments that students can do to test gravity. When astronauts are in space, they feel as if they are as light as a feather because there is no gravity in space. Gravity is a force that pulls on an object. Earth's gravity pulls an object downward with a certain amount of force called weight. The weight of an object depends on two things, mass and gravity. The more mass an object has, the more it weighs. The stronger the pull by Earth's gravity, the more the object weighs. However, in space, the gravity pulls with less force than on earth making astronauts feel weightless.

Activity: Timing the drop

Tocci, Salvatore. Experiments with Gravity. A true book. New York: Children's Press, A Division of Scholastic, 2002.

For the activity, the teacher needs to get: newspaper, chair, helper, two lemons, and a grape. Spread the newspaper on the floor in front of the chair. Ask a student to stand on the chair and hold a lemon in each hand. Tell the student to extend his or her arms straight out so that his or her hands are over the newspaper. Make sure that both lemons are the same height above the floor. Have the rest of the class lay on the floor so that their eyes are almost level with the newspaper. Tell the student on the chair to let go of both lemons at the same time. Have students record if the lemons hit the newspaper at the same time. Next, do another round but this time use one grape and one lemon and see which one will hit the newspaper first.

Title of book: *Take the Lead, George Washington*

Author's name: Judith St. George

Copyright year: 2005

Genre: Non-Fiction

Number of pages: 42

Grade: Fourth

Summary: George Washington was born February 22, 1732 to Mary and Gus Washington. He came from a big family and they lived on Pope's Creek in Virginia farm until he was three years old. George loved the farm life and he liked to ride horses with his father. Gus wanted to become a wealthy and respected Virginia gentleman, and George wanted to be just like him. In school, George's favorite subject was arithmetic, and he was very good at solving problems. Eventually, George gets to use his arithmetic skills and become a surveyor like his father. He gets the opportunity to survey lands for Lord Fairfax and this becomes one of George's first biggest adventures.

Activity: Original; George Washington word search

Create a word search that has important words of George Washington's life from the book *Take the Lead, George Washington*.

Title of book: *The Royal Raven*

Author's name: Hans Wilhelm

Copyright year: 1996

Genre: Fantasy

Number of pages: 30

Grade: Second

Summary: When Crawford hatched, he was a little disappointed because he looked just like all of the other ravens. Crawford wanted to be different and he was not happy with his ordinary black feathers. For a whole week, he tried something new to make his appearance look better such as painting himself purple. None of this worked and he decided to visit an old woman who had special powers. Crawford explained that he would do anything for her if she gave him some color. The old woman cast a spell and Crawford's feathers were full of many colors. He tried to

show off his new feathers to the other ravens, but he realized that he deserves to be in the royal garden since he is so beautiful. The princess spotted him in the royal garden and wanted him as a pet. Crawford was happy to be a part of the royal family because he enjoyed all of the attention. One night at dinner he caused a big mess and the king banned him to a cage in the royal garden. No one visited him and he soon wished he was free. The old woman saw him one day and realized that he was not happy. She asked the princess if she would let him go and she said no because there was no other bird like him. Crawford then understood that he had to pull out his beautiful feathers to be free. He was soon released and he joined his friends again.

Activity: Crawford the Raven Craft

<http://www.daniellesplace.com/HTML/educationalcraftsbooks.html>

The teacher will need to get colored gift bags, paint, construction paper, tape or glue, glitter glue, feathers, and any other crafts that you would like to include. The teacher also needs to cut out body parts for a bird using construction paper to make wings, feet, beaks, and eyes and they can all be different colors. Show a picture of what Crawford looked like when he had all of the color to his feathers. Then explain to students that the class is going to have the craziest looking bird contest. They can make their bird look however they want to.

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

Author's name: Don Wood

Copyright year: 1984

Genre: Fantasy

Number of pages: 31

Grade: First

Summary: This story is about a mouse who finds a ripe strawberry in the forest. The mouse has to be careful though because the big hungry bear loves strawberries. He is able to smell strawberries a mile away. Even though the mouse knows about the hungry bear, he picks it anyways. The mouse tries to cover the strawberry with dirt to hide it, but the hungry bear can always sniff where it is. Then the mouse tries to hide the strawberry in his house and locks the door and wraps a chain around it, but that will not stop the bear. Disguises are no match for the hungry bear either. The only way the hungry bear can not find the strawberry is if the mouse splits the strawberry in two and shares one half with the narrator and then eats the other half.

Activity: Feed the Bear Strawberries Review Game

<http://www.daniellesplace.com/HTML/educationalcraftsbooks.html>

The teacher will need to get card stock, scissors, and crayons. Make a bear poster out of the card stock, and keep his mouth open. The mouth needs to be big enough so that the strawberry pictures can fit. Next, make pictures of strawberries and write on them vocabulary words, spelling words, etc. When going over the words with students, if they can read or spell a word they get to "feed the bear". This continues until there are no more strawberries to feed the bear.

Title of book: *My Friend Rabbit*

Author's name: Eric Rohmann

Copyright year: 2002

Genre: Fantasy

Number of pages: 31

Grade: First

Summary: Rabbit and mouse are good friends. The only problem with being friends with rabbit is that whatever they are doing or wherever they go, trouble always occurs. One day they are playing with a toy airplane and mouse is riding in the plane. Rabbit throws the plane in the air and mouse flies out of it, and the plane lands at the top of a tree. Rabbit has an idea of how to get the plane down. He gathers all types of animals such as an elephant, hippo, and alligator and piles them on top of each other. Rabbit and squirrel are at the very top of all of the animals, and they are so close, but they still can not reach the plane. Mouse gets on top of squirrel and is able to grab onto the plane, but at that moment the animals lose their balance and fall. The animals are not very happy with rabbit. Even though rabbit sometimes cause trouble, he always has an idea to solve the problem.

Activity: The Mystery Animal

<http://www.nancypolette.com/LitGuidesText/myfriendrabbit.htm>

The teacher needs to think of an animal that they might find in the zoo in their head. This activity is just like the game 20 questions. Explain to students that in order to guess the animal, they have to ask questions. The teacher will go around the class, and each student will get an opportunity to ask a question. Give an example of a question that they could ask such as: Does this animal swim? The teacher can only respond yes or no. When a student asks a question and gets a yes answer, the teacher needs to write that question on the chalk board to help students guess what the animal is. The game continues until a student guesses the animal.

Title of book: *Put Me in the Zoo*

Author's name: Robert Lopshire

Copyright year: 1988

Genre: Fantasy

Number of pages: 59

Grade: Second

Summary: This story is about a leopard who wants to be in the zoo. This is not an ordinary leopard; this leopard has polka-dots. The leopard visits the zoo and likes what he sees; he decides the zoo is the place where he wants to be. He talks to the zoo workers and says that he wants to stay, but they kick him out and tell him to leave. The leopard does not understand why he can not live in the zoo and he sees two young children and shows them what he can do. He is able to change the color of his spots to any color that he wants. His spots can also be put on other things such as a ball, wall, and even the two kids. He asks the children what he should do and the little boy responds that he should not go to the zoo; the leopard should live at the circus.

Activity: Spots

<http://www.hummingbirded.com/seuss.html>

Using a paper punch, make a lot of paper punch holes from different colors of paper. After reading the book *Put Me in the Zoo*, give each student different colors of paper punch holes, glue, and a piece of paper. Next, allow them to make whatever they would like out of the paper punch holes, but it has to be appropriate.

Title of book: *Wait! No Paint*

Author's name: Bruce Whatley

Copyright year: 2001

Genre: Fantasy

Number of pages: 30

Grade: Second

Summary: *Wait! No Paint* is the story of the three little pigs told in another version. The three little pigs wanted to move out of their home because there were 73 other little pigs living there. Each pig decides to build their own home out of straw, stick, and brick. However, something strange happens to the house built of straw, the illustrator spills his juice on the picture and the house washes away. At this time, the big bad wolf shows up at the house and the little pig makes his way for the house built out of sticks. The wolf is closely following the little pig but he safely makes it in the house built of sticks and the two pigs slam the door on the wolf's nose. He begins to say his chant "I'll huff and I'll puff" but he sounds funny because his nose got smashed. The illustrator comes in to the story again and fixes his nose. While the illustrator is fixing the wolf's nose, the two little pigs go to the brick house to stay with the other little pig. Another strange thing occurs to the three little pigs, they all turn white because the illustrator runs out of red paint. He tries to make them different colors but the three little pigs do not like being green, or patterned. The big bad wolf comes to the brick house and he tries to go down the chimney. They get the idea to start a fire, but they can not because there is no more red paint. The third little pig says that they do not want to be in this story anymore, and the story changes to *Goldilocks and the Three Bears*.

Activity: Colors

http://www.oregonread.org/nopaint_activities.pdf

After finishing the book *Wait! No Paint*, review the colors with students. Explain to students what the primary and secondary colors are. The teacher can use the Steve Spangler science kit and use the coloring tablets, coloring trays, and the droppers to help demonstrate how colors change into other colors when mixed. Model to students how to use the dropper. Have several of the coloring trays set up on a few tables and allow students to work in small groups. Have students record on a sheet of paper what two primary colors they used to make a color, for example if the student mixed the colors red and blue, the color would be purple. When students are finished recording seven colors, they can turn in their recording sheet.