

Title of Book: The Magic School Bus: Wet All Over

Author: Joanna Cole

Copyright Year: 1996

Genre: Fantasy

Synopsis of Story: The book follows the kids in Ms. Frizzle's class through an adventure in which they actually become water to learn about the water cycle. The story starts off with two of the students, Wanda and Arnold, working on a waterworks project. The two children then have to go to the bathroom sink and fill up their bucket with water; however, Arnold forgets to turn the water off. Upon arriving back to class Ms. Frizzle explains to the students that the best way to learn about water would be to actually become it. The students and Ms. Frizzle get on the Magic School Bus, and magically they all turn into big drops of water. The students and Ms. Frizzle then experience each stage of the water cycle, along with some fun side adventures, as water. In the end, will the student's be able to get back to the school in time and use their new found knowledge of water to save the school from a water disaster?

Activity One:

- I did a version of this activity with my second grade teacher, Mrs. McVay.
- Students are asked upon their completion of the book, to talk about the alliteration and repeated sounds that were used in the book. In this book there are many "W" words that could be used. Many of the words in this book, and the one we used in my second grade class, would be great for word walls. The stages of the water cycle and what they mean could easily be included, as they will be used in the future.

Activity Two:

- I did a version of this with my third grade teacher, Mrs. Shirk
  - Students are asked to write about a time that they had a unique experience with water, using at least (insert a set number here) words that were used in the book. These words can also be words that had been put on the word wall from the book, or ones that were talked about in class. Since children have all seen or experienced situations with water, this task would be good as the teacher will get many different experiences from the different students.

Title of Book: How Do Dinosaurs Say Goodnight?\_

Author: Jane Yolen

Copyright Year: 2000

Genre: Fantasy

Synopsis of Story: The book questions readers on how dinosaurs say goodnight to people. The first half of the book begs these questions, while the second half actually tells the reader the ways that, in theory, dinosaurs would say goodnight to their human counterparts. “Does he slam his tail and pout?” and “Does he throw his teddy bear all about?” are a couple of the questions asked. The answers that follow these questions include answers like, “No, dinosaurs don’t. They don’t even try. They give a big kiss.” The book does a great job of painting many different sides of dinosaur’s different behaviors.

Activity One:

-Original Idea

-The book deals a great deal with rhyming, so children will be asked to find all the rhyming words that come up in the book. Most pages have at least one, so students will be asked to write these down. In the end they will make a chart with a page by page guide to the rhyming words used in this book.

Activity Two:

-Original

-This book would be an ideal book for children to work on chunking pieces of words together. This could easily be done by looking at the different names of the dinosaurs that are used in the book, which are listed with a picture at the beginning, and often on each page. Students will be given the name of the dinosaur, forced to break the name up into parts, say each part, and then bring the parts together to say the entire name. This helps with multi-syllable words.

Title of Book: The Adventures of Snail at School

Author: John Stadler

Copyright Year: 1993

Genre: Fantasy

Synopsis of Story: The book is three stories in one, all of which chronicle the adventures of Snail, the main character. All the adventures take place when he volunteers to do errands for his teacher while at school. Snail always wants to help, but through this helping finds himself on some fun and crazy adventures. His adventures range from riding a fire extinguisher to another planet, to making instruments dance with only a baton. Snail always ends up getting the job done, but there is no “normal” errand for snail.

Activity One:

-Original Idea

- Have the students chronicle in a journal or notebook what they would do if they were put in one of Snail’s adventures. How would they have handled the problems he got himself into? Would they have done things similarly, differently? Have the students explain why they would have done things the way that they did. Ask students to reflect and ask themselves if they could have finished the tasks with such interesting circumstances as snail did. Students can volunteer to share upon completion.

Activity Two:

- Original Idea

- Students will retell a “new” version of the story using their ideas. However to tie into the concept of snails, they will take a roll of masking tape, write their title of the story and their new version of the story on the tape, and then roll it up into a circular formation like the shell of a snail. To tell their story, they will slowly unroll the tape to reveal more and more of their story, until upon completion, they will have “gotten inside of a snails shell.”

Title of Book: Rockabye Crocodile

Author: Jose Aruego and Ariane Dewey

Copyright Year: 1988

Genre: Fantasy

Synopsis of Story: Two elderly boars live in the jungle. One of the boars is nice and the other is mean and selfish. The nice boar, Amabel, goes on a trip to look for food, and along the way, because of her kindness is helped out by other creatures in her search, including a crocodile who agrees to catch fish for Amabel if she will kindly rock the crocodile's baby to sleep. Amabel does and is rewarded with many fish. Amabel goes home and tells the other boar, Nettie, of her luck and Nettie decides to go on a hunt for food. However, Nettie is rude and mean in her quest and when she is asked to rock the crocodile baby to sleep in exchange for fish, she is mean and rough with the child. The crocodile returns and gives Nettie spiders and scorpions instead of nice fish. In the end Nettie realizes the way she goes about things is wrong, and realizes that being nice and polite always has its benefits.

Activity One:

-Original Idea

-Students will be asked to create a brochure that is in favor of anti-bullying. The brochure can be broken up into four sections; the first being the cover, the second and third being the body and main informative sections, and the fourth and final being the back. The cover can be a picture/and or a catchy phrase that will interest the reader into learning more about the negative side of bullying. The two inner folds will hold the information with questions like, "Why is bullying bad?" or "What are some ways to stop bullying?" The back of the pamphlet can have their name and another picture, as well as the date the brochure was completed.

Activity Two:

-Original Idea

-Students from the book will have learned a bit about the habitat of a jungle, and some of the animals that live there. Students will create a jungle like habitat, using a diorama (or shoebox scheme), and for each section of the jungle they create, they will be asked to read and research about what kind of animals and plants live there. From this reading, they can write a brief description of that section of the jungle to teach to the rest of their classmates.

Title of Book: The Cat in the Hat

Author: Dr. Seuss

Copyright Year: 1957

Genre: Fantasy

Synopsis of Story: Two children that are sitting home alone on a rainy day while their mother is away are visited by a tall cat in a hat. The cat questions why the two are so sad and are not playing any games. He tells them that just because it is raining and dreary outside that they can still have fun and play games. He shows them two games that he knows. However, from these games the house gets really messy and the mother is due to return home soon. The cat leaves, but returns just in the nick of time to clean up the mess that he and his games had made, showing much responsibility on his part.

Activity One:

-Based on ideas from: [http://www.hubbardscupboard.org/dr\\_seuss.html](http://www.hubbardscupboard.org/dr_seuss.html)

-To check comprehension and understanding of the book upon completion, students will be asked to discuss the different feelings that some of the characters had in the book.

“Which characters were worried?” “Which characters were having a good time?”

Students will be asked to create a bookmark using construction paper and break it up into 3 different sections and answer some of these questions. In each section, they can answer the question and also add how they might have felt if put in the same situation, or how their parents might have felt if they had come home to a messy house. The teacher can provide scissors.

Activity Two:

-Based on ideas from: <http://www.lessonplanspage.com/ReadingCatInHat.htm>

-Students will learn various phonograms (such as the –at and –ake endings) through several words in the context of the book. By doing this activity, students will learn to use these phonograms with different phonemes and to become familiar with a wider variety of words. Keeping the words in the context of the book shows students the meaning associated with these phonograms and words.

Title of Book: Harriet and the Promised Land

Authors Name: Jacob Lawrence

Copyright Year: 1968

Genre: Multicultural

Synopsis of Story: The story chronicles the life of Harriet Tubman, one of the most well recognized names in relation to former slaves escaping from the South. Tubman led over 19 missions from the South to the North to help free her fellow slaves and get them to “The Promise Land.” In these missions, she successfully got over 300 people out of the slave laden south and into the free north. The book does a nice job of showing the progress and growth Tubman made from her young days as a child to the time she was old enough to follow through with her plan. The book also shows many of the difficulties that slaves had to go through during this time.

Activity One:

- Based on ideas from the site: [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=301](http://edsitement.neh.gov/view_lesson_plan.asp?id=301)
- Each student in the class will be asked to contribute one line to a class wide poem about the book and the struggles slaves had to go through upon completion of reading of the book. The type of poem can be changed as needed and proper teaching and instruction will be needed with whichever type of poem is chosen. By doing a class wide poem, it will cut down on the competition and need for students to “outperform” others. This will also allow students hopefully to feel that they can relate better to what some of the slaves had to live through in this time frame.

Activity Two:

- Original Idea
- In small groups (3-5), students will be asked to do some research on struggles and hardships that slaves that tried to escape to the North had to face. Books in the library and facts online should provide ample information. Upon completion of research, students will put this information into a presentation. In this presentation they can be creative in how they relay what they have found to the class. Any number of options is possible, including; demonstrations with outfits, pictures, first hand accounts from literature and so on. This will give the students many different looks at the struggles slaves encountered.

Title of Book: Jambo Means Hello

Author: Muriel Feelings

Copyright Year: 1974

Genre: Multicultural

Synopsis of Story: The goal of the book is to introduce the reader to Swahili words. Swahili is spoken by approximately 45 million people in East Africa. The author's hope is that by teaching the reader words from a foreign language they will get ideas and hopefully better understand the people and environment of the Swahili language. The book is essentially an alphabet book of Swahili words, with their English translation. The importance of each term to the Swahili society is listed as well. Traditions of the group are also listed.

Activity One:

-Based on ideas from: [http://www.oshkosh.k12.wi.us/site\\_uploads/uploads/curriculum/Middle/Literacy/Grade6UnitTemplates/grade\\_6\\_Understanding\\_others1.pdf](http://www.oshkosh.k12.wi.us/site_uploads/uploads/curriculum/Middle/Literacy/Grade6UnitTemplates/grade_6_Understanding_others1.pdf)

-Before reading the book, students will be asked how well they think they could function in another society with their current knowledge. What skills do they think they possess that would make them fit well in other societies? What would some of the benefits be of knowing things about other societies? Upon completion of the book, students will be asked the question again. Each student will be given a word from the book, along with its English translation, and be asked to become an "expert" on that word. They will give a brief presentation to the class over their word and its significance to the Swahili tribe.

Activity Two

-Original Idea

-Students will be given a tribe, or group from another society and asked to do a little research on them. What does this group of people do differently than what we know here in the US? What are some of the similarities? What are five words in their language that are easily translatable to English? Students, when their research is done, will be asked to make their findings into a short power point. In the end each power point will be put into one big one by the teacher and the class will have a "Multi-cultural Day", in which each of the presentations is shown, and the class can learn about many different cultures. This could also be good to include as part of a Social Studies unit.

Title of Book: Miguel's Mansion

Author: Bill Binzen

Copyright Year: 1968

Genre: Multicultural

Synopsis of Story: Miguel is a boy that has lived in the city his whole life. One day in school, his teacher tells the class a story about a king that lived in a big castle on a mountain. Miguel thinks that it would be awesome to be able to see or live on a mountain. While playing in the park one day, the city maintenance people start to dig a hole in the park to make room for a new building, leaving a big pile of dirt next to it. Miguel and his friends make it into their own little mountain and enjoy playing on it very much. However, when word spreads that they city is going to take the mountain away, Miguel and his friends become very sad. Miguel is determined to do whatever it takes to keep the “mountain” in the park forever.

Activity One:

-Original Idea

-Have the student’s brainstorm ideas on things they would like to see someday or places they would like to play. The teacher will write some of the ideas on the board. What would it take to create some of these things that they want to make to play on? Could they do it around their house or school? If so, what kind of materials would it take? Have they ever actually created something like this? Gather students in a circle and take volunteers to tell their stories or hopes of creating something. After students are gathered in the circle, they can make a design or a blueprint for what they hope to build, which will hopefully help them visualize the actual construction of the object better.

Activity Two:

-Idea taken from my fourth grade classroom (Mrs. Brenda)

-Talk with students about differences between city and country or rural areas. The teacher can ask how many of the students live in a city or town like setting, and how many live in more of a rural setting. Students will describe the major differences that they know of. The teacher can write some of these down on the board. Upon completion of the brainstorming, the students will be asked to fill out a Venn diagram on the differences and similarities between cities and rural areas.

Title of Book: Rock of Ages

Author: Tonya Bolden

Copyright Year: 2001

Genre: Multicultural

Synopsis of Story: “Rock of Ages” shows the reader the important role that church and spirituality have played among African Americans in their rise from slavery to their current standing. Much of the book is spent listing all of the things that having faith in their lives gave African Americans in their times of struggle. Also documented are some of the more famous African Americans, such as Martin Luther King that have got their start in small neighborhood churches. It becomes evident to the reader as the book progresses just how much of a “rock” the church has been to African Americans. This is a great book on the many ways faith and religion can play a role in people’s lives.

Activity One:

-Original Idea

-This book is very diverse in the sense that it talks about many different ways in which the church has played a large role in African Americans lives. Students will be asked to make a word web, similar to a family tree, with in which the different ways that church and faith have played a role in African Americans lives throughout history will be described. In the center will be the phrase “The Church”, and from there the web will branch out into different sections. Students will put some of the struggles and times African Americans have really leaned on the church and their faith for support in these branched out sections. Students can share webs when finished.

Activity Two:

-I used a similar idea to this in my fifth grade history class with Mr. McFarland.

-In the book, the fact that faith in African American families is often passed down from generation to generation is discussed. Children will be asked to go home and talk to parents/grandparents and ask about traditions that have been passed down in their families. From the list that they get, they will be asked to pick one and present to the class. In their presentation, they will discuss what their tradition is, and why the family has felt that it is important enough, or what significant meaning the tradition has that allows it to keep being passed down from generation to generation. This will allow students to learn about their classmates.

Title of Book: All in a Day

Author: Mitsumasa Anno, Raymond Briggs, Ron Brooks, Eric Carle, Gian Calvi, Zhu Chengliang, Leo and Diane Dillon, Akiko Hayashi, and Nicolai Ye. Popov

Copyright Year: 1986

Genre: Multicultural

Synopsis of Story: The basis of this book is to teach children about the time zones. The book helps children realize that even though it is one time here in America, elsewhere in the world, it can be a completely different time. The story also shows some of the different traditions of the different countries shown in the book. The book continues on to show the fact that the seasons are different all over the world at any given time. This book is multicultural and diverse in many facets, giving the child a very wide and good look at how our culture and traditions differ from our fellow countries.

Activity One:

-Original Idea

-The teacher will need to provide a world map with the world time zones on it for this activity. Students will be asked to find 3 countries that have times that are at least 6 hours ahead of Los Angeles, California. The students will be asked to write down these countries, the difference between their time and Los Angeles, and the capitol of the country. This requires the student to be able to read a map and the time that goes with it. It also requires the identification of different time zones.

Activity Two:

-Original Idea

-The student will be asked to find five different countries. Teachers will need to provide five rectangle shapes for students to draw in. In the rectangle, the student will be asked to draw the flag of the corresponding countries that they chose, as well as give the class two interesting facts about them. This will require them to read and do research on the country.