Shae Lauer’s Trade Book Collection
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Fantasy
Title of book: *Five Minutes’ Peace*

Author’s name: Jill Murphy

Copyright year: 1986

Genre: fantasy

Number of pages: 26

**SYNOPSIS OF STORY:**

Mrs. Large, a mother elephant, wants five minutes’ peace. She decides to go relax in a bubble bath. Her three children keep going into the bathroom and interrupting her. Finally, all of the kids get in the bathtub with Mrs. Large. To get her five minutes’ peace, Mrs. Large leaves her kids in the bathroom and goes to the kitchen.

**ACTIVITY:**

- Original idea
- The students will describe a time someone was trying to relax.
- Students will journal about their experience, describing what happened.
- Volunteers will share their stories with the class.
- English 1.5.1 Write brief narratives (stories) describing an experience.
Title of book: Woolbur

Author’s name: Leslie Helakoski

Copyright year: 2008

Genre: fantasy

Number of pages: 29

SYNOPSIS OF STORY:

Woolbur is a lamb who does not follow what all of the other sheep do. He thinks it is great to be different. Woolbur’s parents worry about him, but Grandpa tells them no to worry. Woolbur’s parents tell him that he has to be like the rest of the herd. Woolbur decides to teach everyone to be different like him, so that he will be like the rest of the herd.

ACTIVITY:

• Original idea
• Each student will come up with a list of a minimum of three different ways s/he is different from family, friends, teammates, etc.
• Each student will make a short story modeled after Woolbur.
• Follow the five stages of writing from pre-writing to publishing.
• English 2.5.7 Write responses to literature that:
  • demonstrate an understanding of what is read.
  • support statements with evidence from the text.
Title of book: Helping-Out Day? Hooray!

Author’s name: Suzy Spafford

Copyright year: 2010

Genre: fantasy

Number of pages: 30

SYNOPSIS OF STORY:

Mr. O’Plume, an ostrich, wants the students to think of something nice to do on Helping-Out Day. Suzy and her animal friends decide to fix up Vivian’s house, but Vivian says she likes her house the way it is. Suzy and her friends decided to change the house anyway. Vivian is not happy because her family runs the junkyard, so they were happy with the house the way it was. Suzy comes up with a new idea, and she makes everything better.

ACTIVITY:

- Original Idea
- Make class advertisements with ads for Helping-Our Day!
- Students will work in small groups and brainstorm ways to improve the school for Helping-Out Day.
- Each group will place an ad(s) offering some sort of service for school improvement.
- The ads will resemble the flashy, descriptive ads found in newspapers and magazines.
- English 3.5.6 Write persuasive pieces that ask for an action or response.
Title of book: Miss Moo Goes to the Zoo

Author’s name: Kelly Graves

Copyright year: 1998

Genre: fantasy

Number of pages: 24

SYNOPSIS OF STORY:

Miss Moo lives on a farm, and she feels sad. She decides to leave and look for a new home. When Miss Moo gets to the zoo, she meets new animals. The other animals make Miss Moo feel unimportant. Then, the zookeeper takes Miss Moo to the petting zoo. Miss Moo is finally happy.

ACTIVITY:

- Original idea
- The students will pretend to be Miss Moo.
- Each student will write and decorate her/his own postcard to an assigned student from Miss Moo.
- The cards can be about life at the farm or in the zoo.
- Students should accurately portray Miss Moo.
- English 1.5.5 Write for different purposes and to a specific audience or person.
Title of book: The Gingerbread Man

Author’s name: Karen Schmidt

Copyright year: 1985

Genre: fantasy

Number of pages: 31

SYNOPSIS OF STORY:

An old woman makes a gingerbread man. She tells the little boy to not open the oven, but he does not listen. The gingerbread man runs outside, and he is able to outrun many people. Finally, the gingerbread man meets the fox. The fox is sneaky. He tricks the gingerbread man and eats him.

ACTIVITY:

• Original idea
• Each student will write and illustrate his/her own “Wanted” poster in search of the gingerbread man.
• The students will use descriptive details from the book to help catch the gingerbread man.
• English 1.5.4 Use descriptive words when writing.
Multi-cultural
Title of book: Bouki Dances the Kokioko: A Comical Tale from Haiti

Author’s name: Diane Wolkstein

Copyright year: 1997

Genre: multi-cultural

Number of pages: 25

SYNOPSIS OF STORY:

The king loves to dance. He figures out a way to be able to watch people dance without spending all of his money. The king offers five thousand gourdes to anyone who can recreate his secret dance, the Kokioko. No one is able to, but one day, Mr. Malice sees the king doing the Kokioko. Mr. Malice teachers his friend Bouki the Kokioko, and they are rewarded five thousand gourdes. On the way home, Mr. Malice’s wife takes the gourdes from Bouki while he is doing a dance with Mr. Malice.

ACTIVITY:

- Original idea
- In small groups, the students will create their own modern-day, third grade life versions of Bouki Dance the Kokioko: A Comical Tale from Haiti
- The students must brainstorm an idea, making connections to the book, and have it approved by the teacher.
- Then, each team member will be assigned a role.
- The group must present a completed script to the teacher.
- The students will perform their skits for the class.
- English 3.5.2 Write descriptive pieces about people, places, things, or experiences that:
  - develop a unified main idea.
  - use details to support the main idea.
TITLE OF BOOK: The Emperor and the Kite

AUTHOR’S NAME: Jane Yolen

COPYRIGHT YEAR: 1988

GENRE: multi-cultural

NUMBER OF PAGES: 26

SYNOPSIS OF STORY:

Princess Djeow Seow is the fourth daughter of the emperor. She is the smallest of her three sisters and four brothers, so she often forgotten by her father. Djeow Seow’s favorite toy is a kite made of paper and sticks. One day, the emperor is captured by a group of men and taken to a tower, and Djeow Seow is the only person who sees what happens. At dusk and dawn, Djeow Seow used her kite to feed her father and keep him alive. Djeow Seow makes a rope and flies it on her kite to her father, and he is able to escape. Finally, the emperor and Djeow Seow overthrow the bad men and rule together.

ACTIVITY:

- Original idea
- The students will each be given a strip of paper.
- The students will then write what they believe was the author’s message.
- When finished, the strips will make the tail of a kite.
- The teacher will staple the strips of paper on the wall for the kite’s tale.
- The head of the kite will be the cover of The Emperor and the Kite.
- English 3.3.2 Analysis of Grade-Level-Appropriate Literary Text: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
Title of book: *The King and the Ring* from *The Dancing Palm Tree and other Nigerian Folktales*

Author’s name: Barbara K. Walker

Copyright year: 1990

Genre: multi-cultural

Number of pages: Story (7) Entire book (87)

**SYNOPSIS OF STORY:**

The king feels threatened by a man whose name is No-King-Is-as-Great-as-God. The king decided he must make the man’s name meaningless, so others will not underestimate the power of the king. The king gives No-King-Is-as-Great-as-God a precious ring for safekeeping. The man decided to bury the ring inside a wall in his hut, and one day, the man’s wife takes it out of the wall and gives it back to the king, who wants the ring back to trick the man. Through a miracle, No-King-Is-as-Great-as-God is able to give the king back his ring and become king.

**ACTIVITY:**

- The students will then be divided into groups of three or four given similar short stories.
- Each group will present to their short story to the class by giving a brief summary and telling how it was similar and different to *The King and the Ring*.
- English 3.3.7 Compare and contrast versions of the same stories from different cultures.
Title of book: The Lost Children

Author’s name: Paul Goble

Copyright year: 1993

Genre: multi-cultural

Number of pages: 26

SYNOPSIS OF STORY:

Six brothers live together, but they do not have anyone to take care of them because their parents died. No one is nice to the brothers, and other children chase them away. The boys are sad, so they decide they do not want to be people anymore but stars instead. Moon Woman calls the boys her own children, and Sun Man decides to punish people for being so mean to the boys. Now, we can see the lost boys in the night sky when stars are bunched together.

ACTIVITY:

- Original idea
- Each student will write a poem with two stanzas, each stanza must have at least four lines.
- The students can write any style of poem, rhyming couplets, free verse, etc.
- The poem will be about what the student would become if given the chance to change like the lost boys.
- English 4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.
Title of book: *Malaika and Br’er Rabbit* from *African-American Children’s Stories*.

Author’s name: Gwendolyn Battle Lavert

Copyright year: 2010

Genre: multi-cultural

Number of pages: Story (7) Entire book (80)

SYNOPSIS OF STORY:

Malaika’s mother asks Malaika to pick peas from the garden while she goes to the market. Br’er Rabbit offers to pick the peas for Malaika while she plays. When Malaika’s mother returns, she sees that Br’er Rabbit did pick the peas, but he ate all that he picked. Malaika and her father trap Br’er Rabbit in a sack, but while they are gone, Mister Wolf comes along. Br’er Rabbit is able to trick Mister Wolf into the bag and leaves. Now, Malaika does what her mother asks her to do.

ACTIVITY:

- Original idea
- Each student will write a letter to Malaika.
- The students will advise Malaika about what she should have done instead of letting Br’er Rabbit pick the peas while she played.
- The letters need to have the components of a friendly letter.
- English 2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.
Realistic Fiction
Title of Book: Call It Courage

Author’s Name: Armstrong Sperry

Copyright year: 1990

Genre: Realistic Fiction

Number of Pages: 128

SYNOPSIS OF STORY:

Matfu is the son of a great chief, and he come from a village where they praise strength and courage. However, Matfu is afraid of the sea because it took his mother’s life. Finally, Matfu decides to conquer his fears because everyone keeps taunting him. With his dog and his albatross, Matfu decides to go out to sea in a canoe. Matfu finds his courage and returns to his village.

ACTIVITY:

- Original idea
- Each student will think of something that scares them.
- Then, they will create blog about how they overcome that fear, including great descriptive detail
- English 4.5.1 Write narratives that:
  - include ideas, observations, or memories of an event or experience.
  - provide a context to allow the reader to imagine the world of the event or experience
  - use concrete sensory details.
Title of Book: The Hundred Penny Box

Author’s Name: Sharon Bell Mathis

Copyright year: 2006

Genre: Realistic Fiction

Number of Pages: 48

SYNOPSIS OF STORY:

Michael’s great-great-aunt Dew is 100 years old. She has a penny for every year that she has been alive. When Michael visits her, he will pull out a penny, and she will have a story from her life for what happened the year the penny was made. Aunt Dew says that her life is in the old box she keeps the pennies in, and if someone would take it away from her, her life would be taken.

ACTIVITY:

- Original idea
- Each student will think of a family member who is important to them.
- They will think of a story that they associate with that family member telling them.
- They will bring in an item that is in the story and share the tale with the class.
- Then, each student will type the story.
- The stories will be combined into a book.
- If able, each student will receive two copies, a personal and one for the family member.
- English 3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.
Title of Book: Tales of a Fourth Grade Nothing

Author’s Name: Judy Bloom

Copyright year: 1972

Genre: Realistic Fiction

Number of Pages: 128

SYNOPSIS OF STORY:

Peter is a fourth grader, who has annoying little brother named Fudge. Fudge causes a lot of problems for Peter and his parents. He colors over a project that Peter and his friends made. Fudge makes trouble wherever he goes. One day, he goes too far and swallows Peter’s pet turtle that he won at a friend’s birthday party. Peter feels ignored because his parents are always paying attention to Fudge.

ACTIVITY:

• Original idea
• The students will be put into small groups.
• They will discuss why the title is relevant to the actions in the book.
• They will be given a scenario from the book.
• They will talk about how the different characters’ traits influenced their actions.
• They will discuss how Peter could have talked to his parents about feeling left out.
• They will discuss how Peter’s discussion might change later events in the book.
• English 4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.
Title of Book: The Secret Garden

Author’s Name: Frances Hodgson Burnett

Copyright year: 1911

Genre: Realistic Fiction

Number of Pages: 214

SYNOPSIS OF STORY:

Mary Lennox is a spoiled child whose parent’s died in India, so she has to move to England to live with her uncle. While living with her uncle, Mary makes friends with Dickon, and they investigate the manor’s mysterious garden. The two also include Mary’s sick cousin. Together, the three restore the garden to its original glory, and in time, her uncle abandons his harsh, distant personality.

ACTIVITY:

- Original idea
- The students will write a short essay about a character answering these questions:
  - What character did you choose? Why?
  - Did this character change from when we first met him/her to the end?
  - What stands out most to you about this character?
- English 5.5.2 Write responses to literature that:
  - demonstrate an understanding of a literary work.
  - support statements with evidence from the text.
  - develop interpretations that exhibit careful reading and understanding.
Title of Book: The Pinballs

Author’s Name: Betsy Byars

Copyright year: 1986

Genre: Realistic Fiction

Number of Pages: 144

SYNOPSIS OF STORY:

Carlie, Harvey, and Thomas J. have to go to the Mansons’s house. They Mansons are experienced foster parents. The three children come from bad home lives, and they are as low as they can get. They need each other and the Mansons, and they eventually come together. They decide to stop being defenseless pinballs and start taking responsibility for their lives.

ACTIVITY:

- Original idea
- The students will each pick an object that symbolizes them, such as a pinball for Carlie.
- They will draw a picture of the object or bring the object.
- Then, each student will have a private videotaped session where s/he will explain why that object represents her/him.
- English 4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.
  - Simile: a comparison that uses like or as
  - Metaphor: an implied comparison
  - Hyperbole: an exaggeration for effect
  - Personification: a description that represents a thing as a person
Historical Fiction
**Title of Book:** Annushka’s Voyage

**Author’s Name:** Edith Tarbescu

**Copyright year:** 1998

**Genre:** Historical Fiction

**Number of Pages:** 31

**SYNOPSIS OF STORY:**

Annushka, her sister Tanya are Jewish Russian sisters who have to move to America to live with their father in New York City. Before they leave their village, Annushka’s grandmother gives them each a candlestick. They survive the difficult voyage, but they are separated at Ellis Island. The sisters use their grandmother’s candlesticks to find each other. When they reach their father’s apartment, they light the candlesticks for Shabbat (the Sabbath).

**ACTIVITY:**

- Original idea
- The students will find an ancestor or be given a person who passed through Ellis Island.
- The students will use the Ellis Island website to explore the history of the island.
- They will compare and contrast between Annushka and Tanya and the real people. They can choose to write a paper, make a PowerPoint, give a speech, etc.
- Social Studies 3.1.7 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
Title of Book: The Josefina Story Quilt

Author’s Name: Eleanor Coerr

Copyright year: 1986

Genre: Historical Fiction

Number of Pages: 64

SYNOPSIS OF STORY:

Faith is a girl who live is the United States in the 1850s. Faith and her family are moving west to California, and Faith wants to take her pet hen Josefina with them. Pa says no. However, he decides Josefina can go if she stays out of trouble. Along the trip, Faith makes a quilt. One day, robbers come to the camp, Josefina squawks to warn everyone, and she is killed. Faith makes a patch for Josefina. By the time Faith and her family reach California, the quilt tells the story of their adventure west.

ACTIVITY:

- Quilting makes a community
- [http://learningtogive.org/lessons/unit121/lesson2.html](http://learningtogive.org/lessons/unit121/lesson2.html)
- The class will learn that quilting was used to bring people together and form a community.
- The class will make its own quilt out of construction paper and other materials
- Social Studies 2.2.4 Roles of Citizens: Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.
Title of Book: *Dust for Dinner*

Author’s Name: Ann Turner

Copyright year: 1995

Genre: Historical Fiction

Number of Pages: 62

SYNOPSIS OF STORY:

Jake, his sister Maggy, and their parents live on a farm in Oklahoma. They raise animals, grow crops, and dance to the music on the radio. When a great dust storm hits and destroys their farm, Jake’s family must sell all of their possessions and move to California. The family is able to keep their dog and the radio to remind them of life before the dust storm. The family travels to California, and when they reach it, they are able to start a new life.

ACTIVITY:

- Original
- Watch the video “Dust Bowl Memories”
- Based on the story and the video, the students will decide what they think happened next for Jake and his family.
- The students will be in pairs.
- They will take turns being interviewed by the other student, giving their predictions and why they think it is possible.
- The class will come back together, and as a class they will discuss similarities and differences between the partners’ predictions.
- English 1.2.6 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when or cause and effect, such as because, since, therefore, so).
Title of Book: Nim and the War Effort

Author’s Name: Milly Lee

Copyright year: 1997

Genre: Historical Fiction

Number of Pages: 40

SYNOPSIS OF STORY:

Nim lives in San Francisco’s Chinatown during 1943. Nim’s class is collecting newspapers for the war effort, and she wants to bring in the most, especially after someone takes her newspapers. Nim knows if she wants to win she will have to leave her neighborhood to collect papers, which is against her grandfather’s rules. In the end, Nim wins the contests, and her grandfather admires her patriotism.

ACTIVITY:

• Original idea
• The class will discuss how Nim’s actions made her a responsible citizen.
• As a class, the students will choose to collect some form of aide for U.S. soldiers.
• The class will hold a drive to collect the chosen item(s).
• The items will be sent to local soldiers.
• The class will discuss the significance of helping one another in a community.
• Social Studies 3.2.5 Roles of Citizens: Explain the importance of being a good citizen of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship.
Title of Book: Freedom on the Menu: The Greensboro Sit-Ins

Author’s Name: Carole Boston Weatherford

Copyright year: 2004

Genre: Historical Fiction

Number of Pages: 32

SYNOPSIS OF STORY:

Connie and her mother enjoy shopping together downtown. Since it is hot outside, Connie and her mother decided to stop at Woolworth’s to get a cold drink. However, they cannot sit down because only whites are allowed to sit. Connie dreams of a day when she can sit at the counter and eat a banana split. Dr. King comes to Greensboro, and Connie’s older siblings join him in sit-ins. Eventually, Connie and her family can sit at Woolworth’s and eat banana splits.

ACTIVITY:

- Original idea
- The class will decide on one or two ways that they are excluded from doing something.
- The class will discuss the different ways people use freedom of speech to protest injustices.
- As a class, we will find someone living who was involved in a non-violent protest.
- The class will interview that individual.
- Social Studies 2.2.5 Roles of Citizens: Identify people who are good citizens and describe the character traits that make them admirable.
Non-Fiction
Title of Book: **Who Were The Beatles?**

Author’s Name: Geoff Edgers

Copyright year: 2006

Genre: Non-Fiction

Number of Pages: 99

**SYNOPSIS OF STORY:**

This book is one the Who Was…? series. The author tells the story of the Fab Four. The book begins with a short, basic overview of the Beatles, and then moves into short introductions of the early lives of each band member. Then, the author explains how the members became involved in rock n’ roll. Finally, the Beatles unite, and readers’ get a look at Beatlemania. The author explains how and why the group broke up, and it ends with the deaths of John Lennon and George Harrison.

**ACTIVITY:**

- Original idea
- The class will be provided an extensive list of songs by the Beatles.
- Individually, or in pairs, the students will analyze the song.
- Instruments, vocals, similes/metaphors, affect on mood, movement, etc. will be included in the analysis.
- Then, the students will create a PowerPoint about their analysis and include the song.
- Indiana Academic Standards for Music: Grade 5
  Listening to, analyzing, and describing music Standard 6: Students identify music forms when they are heard. They discuss music of various styles and cultures, using proper terminology when doing so. Students identify the sounds of various instruments and voices. They also use movement to respond to musical traits or events as they are heard.
Title of Book: Rosa Parks: Courageous Citizen

Author’s Name: Ruth Ashby

Copyright year: 2008

Genre: Non-Fiction

Number of Pages: 119

SYNOPSIS OF STORY:

This is a non-fiction account of Rosa Parks’s courageous refusal to give up her seat. The book discusses what life in Alabama was like for Rosa as a child. Then, it explains the segregation of Montgomery’s facilities. Then, readers are told how Rosa refused to move from her seat and sparked the bus boycotts in Montgomery. The Civil Rights movement, which Rosa was part of, is also discussed. The book ends with honors Rosa received decades later and her death. The book is full of actual pictures and documents from the time.

ACTIVITY:

- Scholastic
  - The students will go to the online Scholastic activity.
    - Rosa Parks: How I Fought for Civil Rights | Scholastic.com
  - After the students have skimmed through the information Scholastic has provided (since much of the information was in the book), they will take part in the online publishing activity.
  - Before submitting their response to the online prompt, the students must have the teacher’s approval of what they wrote. The teacher will watch the student submit the answer.
- English 6.5.4 Write responses to literature that:
  - develop an interpretation that shows careful reading, understanding, and insight.
  - organize the interpretation around several clear ideas.
  - support statements with evidence from the text. (Core Standard)
Title of Book: **Harriet Tubman, Secret Agent: How Daring Slaves and Free Blacks Spied for the Union During the Civil War**

Author’s Name: Thomas B. Allen

Copyright year: 2006

Genre: Non-Fiction

Number of Pages: 161

**SYNOPSIS OF STORY:**

The author provides a glimpse into the world of black spies during the Civil War. The author uses information and artifacts from the time to discuss how slaves and freed blacks spied for the Union Army to free slaves and raid the Confederate Army. The author also includes quotes throughout the book, which obtained from the diaries of the men and women who were spies. It provides an interesting view of the Civil War from a perspective not often known.

**ACTIVITY:**

- Terry Hongell, Pocantico Schools
- Each student will choose one concept from the book, i.e. the branded hand, on a first come, first serve basis. No one topic will be repeated.
- Then the students will use a secret code (such as the letters for the branded hand in the book) or illustration to portray that idea on a piece of paper provided.
- The ideas will be pieced together to replicate the passing of information between spies and the army.
- English 6.5.4 Write responses to literature that:
  - develop an interpretation that shows careful reading, understanding, and insight.
  - organize the interpretation around several clear ideas.
  - support statements with evidence from the text. (Core Standard)
Title of Book: Ruby Bridges Goes to School: My True Story

Author’s Name: Ruby Bridges

Copyright year: 2003

Genre: Non-Fiction

Number of Pages: 29

SYNOPSIS OF STORY:

Ruby Bridges tells students about going to a white school because of an anti-segregation law. She explains how people protested outside the school, and she had to be escorted to school by federal marshals for her safety. Ruby talks about how much she loved her teacher and tells about making new friends. She even gives some information about her life now. The book contains actual pictures from Ruby’s life.

ACTIVITY:

- TeachPeaceNow
- Think-Pair-Share Activity
- The students will be put into pairs.
- The duos will create a list of similarities and differences.
- Then, as a classroom, they will create a classroom list of similarities and differences.
- The class will discuss what it would be like to be treated differently for something, such as those wearing a blue shirt or other difference listed.
- Remind students that at some point, we’re all different.
- The students will write different descriptive words and emotions on different colored hands to tell how they would feel if they were treated like Ruby for being different.
- The hands will be put outside the classroom on a wall or bulletin board as a reminder about how it feels to be treated badly because you are different.
- English 2.5.5 Use descriptive words when writing.
Title of Book: **Martin’s Dreams**

Author’s Name: Jane Kurtz

Copyright year: 2008

Genre: Non-Fiction

Number of Pages: 29

SYNOPSIS OF STORY:

The author of this story takes words from Dr. King’s “I Have a Dream” speech in 1963, and makes them into a book for children. Kurtz has kept many of the important phrases that are easy for young ones who would not be able to grasp all of the speech. The setting is in Washington, D.C. on the day of that infamous speech. The text discusses all the hopes of equality Dr. King had for the future. Also, the artwork in the book shows scenes from Dr. King’s life.

ACTIVITY:

- EnchanteLearning.com
- The students will each be given a Martin Luther King, Jr.’s Childhood worksheet.
  - [Martin Luther King Jr.’s Childhood Worksheet- EnchantedLearning.com](#)
- The sheet discusses several points about Dr. King’s early life.
- The children will fill in the half of the worksheet about Dr. King based on what they read.
- Then, they will fill out the half of the worksheet about themselves.
- This activity will help them become better acquainted with Dr. King’s early life, and maybe find some connections between him and themselves.
- English 1.2.7 Relate prior knowledge to what is read.
My Choice
Title of Book: How Deep is the Sea?

Author’s Name: Anna Milbourne

Copyright year: 2009

Genre: Fantasy

Number of Pages: 21

SYNOPSIS OF STORY:

Pipkin, a penguin, decides that he wants to know how deep the sea is, so his mom tells him to go explore it. Pipkin meets a seal who tells him that the sea is deep enough to hold more fish than he can eat. Pipkin keeps swimming deeper and meets more creatures. Pipkin sees a dog in a yellow submarine, and the dog offers to take Pipkin to the bottom of the ocean. Finally, they reach the bottom of the ocean where there a fish that light up and mountains. Pipkin learns how deep the see is.

ACTIVITY:

- Original idea
- The students will choose one object in nature, i.e. a desert, mountains, etc.
- In a flipchart, they will describe what it looks like and other facts that they learn through science books, magazines, or the internet.
- Science 1.1.2 Characterize materials as solid or liquid, investigate their properties, record observations and explain the choices to others based on evidence (i.e., physical properties).
Title of Book: Our Tree Named Steve

Author’s Name: Alan Zweibel

Copyright year: 2005

Genre: Realistic Fiction

Number of Pages: 30

SYNOPSIS OF STORY:

Parents write a letter to their children remembering the special tree. One of the kids could not say tree, so he called it Steve. The family called the tree Steve since then. The parents remember all of the ways the tree helped the family, and their special memories of the tree. Then, they have to tell their children that the tree was knocked over during a storm, but they were able to keep some of Steve to make a tree house.

ACTIVITY:

- Original idea
- The students will use the pictures from the book to observe a tree (Steve) over the years.
- Each student will be given a tree journal.
- In the journal, they will record how Steve changed during the seasons and the different purposes he served during each.
- Science 1.3.2 Observe organisms closely over a period of time in different habitats such as terrariums, aquariums, lawns and trees. Draw and write about observations.
Title of Book: Who Took the Cookie from the Cookie Jar?

Author’s Name: Viviana Garofoli

Copyright year: 2006

Genre: Fantasy

Number of Pages: 28

SYNOPSIS OF STORY:

The class notices that someone stole the cookie from the cookie jar. One student is first accused of taking the cookie, but the student says it can’t be. Then that student accuses another student. The pattern continues as many students are blamed, and they continue to follow the trail of crumbs. The trail leads to the class’s pet mouse, who left his cage and stole the cookie from the cookie jar.

ACTIVITY:

- Idea from the back of the book
- The class will follow the melody of “Who Stole the Cookie from the Cookie Jar.”
- The class will get in a circle and start singing using the teacher’s name.
- With each time, the name will change as they move clockwise around the circle.
- Indiana Academic Standards for Music: Grade 1
  Singing alone and with others Standard 1: Students sing with a group on pitch and with the rhythm and tempo requested. They use good posture. Students in first grade sing expressively using dynamic contrasts. They sing from memory songs of different cultures.
Title of Book: **Fancy Nancy: Aspiring Artist**

Author’s Name: Jane O’Connor

Copyright year: 2010

Genre: Realistic Fiction

Number of Pages: 30

**SYNOPSIS OF STORY:**

Nancy’s friend Bree has left for spring vacation, and Nancy feels gloomy. Nancy’s mom brings home some glitter markers, and Nancy spends the entire week being an artist. Each day, Nancy creates something new for her art collection. She is introduced to new artists, whose works are incorporated into the book. At the end of the book, Nancy holds her own art to show to display her new masterpieces.

**ACTIVITY:**

- Original idea
- Each student will select one of the project ideas Nancy used during the week.
- Then, the students will make their own piece of artwork.
- The art work will be displayed for others to see.
- Indiana Academic Standards for Visual Arts
  Standard 7: Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.
Title of Book: Green Eggs and Ham

Author’s Name: Dr. Seuss

Copyright year: 1960

Genre: Fantasy

Number of Pages: 62

SYNOPSIS OF STORY:

ACTIVITY:

- Original idea
- The students will each be given a hardboiled egg.
- Using egg dying kits, each student will dye the egg green.
- Then, teacher will give verbal directions and provide visual directions on an overhead or screen.
- With each direction, the teacher will pick a word, and the students will have to provide a word that rhymes. For example, give your egg a face. Who knows a word that rhymes with face?
- When the students are finished, they will have a green egg creature whose name is Sam.
- English K.1.10 Say rhyming words in response to an oral prompt. (Core Standard)