

Multi-Cultural Trade Books

1. *The Stories Julian Tells*
2. *Korean Cinderella*
3. *Sam and the Tigers*
4. *Alex, the Kid with AIDS*
5. *Ashanti to Zulu*

Title of Book: The Stories Julian Tells

Author's Name: Ann Cameron

Publisher: Harcourt Brace and Company, Orlando

Copyright Year: 1981

Reading Level: Grade 5

Genre: Multi-Cultural

Synopsis of Story: Julian, that quick fibber and wishful thinker, is great at telling stories. He can make people — especially his younger brother, Huey — believe just about anything. But some stories can get you into a pack of trouble, and that's exactly where Julian and Huey find themselves all too often. An ALA Notable Children's Book.

Theme: Friendship

Activity One:

- **Source:** Original
- **Objective(s):** After reading The Stories Julian Tells the students will write in their journals about a time when someone has told them something they should not have believed for 10 minutes.
- **Description:** After reading the book or a portion of the book, the students will write in their journals about a time when they have been told a story that they should have not believed. They will write for 10 minutes. If they write the entire time then they will receive credit. If time allows and the students want to they will then be able to share their stories with the class on a volunteer basis.

Activity Two:

- **Source:** Adapted from <http://www.flashcardexchange.com>
- **Objective(s):** When given the website, the students will complete the memory activity with 100% accuracy.
- **Description:** The students will go to this website and play the memory game. The link to game is as follows: <
<http://www.flashcardexchange.com/memory?cards=2979805,2979804,2979803,2979802,2979801,2979800>>. The memory game has them flip flash cards that are related to the story in a fashion such of that as the game memory. Once they have completed the activity they will be done. This should take them no more than five minutes.

Title of Book: Korean Cinderella

Author's Name: Choi, Dong Ho

Publisher: Seoul International Publishing House

Copyright Year: 1982

Reading Level: Grade 4

Genre: Multi-Cultural

Synopsis of Story: Korean Cinderella is a version of the folk tale Cinderella that we know as it would take place in Korea. The book not only gives the print in English but also in Korean. This gives the students not only a chance to see what the story would be like in Korea, but also how Korean students would read the book.

Theme: Friendship

Activity One:

- **Source:** Original
- **Objective(s):** (1) After reading Korean Cinderella, the students will research the country of Korea using two different sources. (2) Upon the completion of research the students will report 5 findings on the country of Korea to the class.
- **Description:** When the students have read the book or it has been read in class, they will research the country of Korea and report to the class five of their findings about the country.

Activity Two:

- **Source:** Original
- **Objective(s):** When given a Venn diagram the students will compare/contrast the Korean version of the story Cinderella with the American version naming 5 items for each portion of the diagram.
- **Description:** The students will complete a Venn diagram comparing/contrasting the Korean version with the American version of the story. For full credit they will find five things related to each version along with five differences.

Title of Book: Sam and the Tigers

Author's Name: Julius Lester

Publisher: Dial Books for Young Readers

Copyright Year: 1996

Reading Level: Grade 5

Genre: Multi-Cultural

Synopsis of Story: "Lester and Pinkney have stripped away the ugly racism and . . . reclaimed a great classic for children. (The) expansive black storytelling voice is both folksy and contemporary, funny and fearful." In the story a little boy named sam matches wits with several tigers that want to eat him.

Theme: Action & Adventure

Activity One:

- **Source:** Original
- **Objective(s):** After reading the story, the students will write a plan of what they would do in Sam's situation to the teacher's approval.
- **Description:** Once the students have read the book or had it read to them they will write their own plan of action for what they would do in Sam's situation when the tigers want to eat him. They will go through the writing process with peer edits and revision then post the published copy in the classroom.

Activity Two:

- **Source:** Original
- **Objective(s):** Given a map the students will go through an obstacle course completing 100% of the activities along the way.
- **Description:** To help the kids realize what Sam went through the students will go through an obstacle course that poses challenges similar to those of Sam's.

Title of Book: Alex, the Kid with AIDS

Author's Name: Linda Walvoord Girard

Publisher: Albert Whitman & Company

Copyright Year: 1991

Reading Level: Grade 4

Genre: Multi-Cultural

Synopsis of Story: This is the story of Alex, a little boy who has AIDS. He is in a new town and a new school but the community finds out he has AIDS. At first Alex doesn't act like he needs to pay attention or behave in school because he is sick. He and his new friend Michael get into trouble when they write a poem that is not very nice about one of their teachers. All through the book questions about AIDS is asked and answered. Eventually, Alex is accepted and is treated like all of the other students in the classroom.

Theme: New Students
AIDS

Activity One:

- **Source:** Original
- **Objective(s):** Given the necessary supplies, the students will create a t-shirt with one fact about AIDS with 100% accuracy.
- **Description:** Healthy t-shirts -- After reading and discussing the story explain to students that they are going to make a t-shirt that states a fact about AIDS, such as ways you cannot get it. Each student will have the opportunity to go back to the center and complete their t-shirt. The shirt will be worn on World AIDS Day, December 1.

Activity Two:

- **Source:** Original
- **Objective(s):** After reading the story, the students will write a letter to a (fictional) student they know who has AIDS which contains all the necessary parts of a letter.
- **Description:** After reading the story, discussing AIDS and possibly doing individual research the students will write a letter to a new (fictional) student coming to their classroom who they have learned has AIDS.

Title of Book: Ashanti to Zulu

Author's Name: Margaret Musgrove

Publisher: The Dial Press

Copyright Year: 1976

Reading Level: Grade 5

Genre: Multi-Cultural

Synopsis of Story: This book goes through the alphabet from A to Z describing a different culture or people from Africa.

Theme: African Cultures

Activity One:

- **Source:** Original
- **Objective(s):** When given a letter from the book, the students will research the culture in which this letter is from in order to be able to compare it with other cultures.
- **Description:** Assign to each student in the class one of the letters in the book. After they have read about their culture in Africa they are to compare what was learned about them to a different culture. The students may choose any other culture that they wish. Resources for this project may be books, magazines, the internet, etc. Students may exhibit their findings in any way they choose; examples would be a report, poster board, or other project.

Activity Two:

- **Source:** The Alphabet Game Adapted from a lesson by Christopher Faulkner @ <http://www.lessonplanspage.com/printables/PLAAlphabetGamehtm>
- **Objective(s):** When sitting in a circle, the students will participate in the alphabet game for the entire length of the game.
- **Description:** Sitting in chairs in a circle have the children choose an alphabet card out of a container. After handing out the cards, start with the child that picked the first card and have him/her identify the letter. Go to that letter in the book and read the paragraph about that culture in Africa. Continue around the room until all of the letters have been used. Note* Since this may take some time a few letters could be done each day instead of all of them being done at once.

Non-Fiction Trade Books

6. *Meet Beverly Cleary*

7. *Christmas in the Philippines*

8. *David Robinson*

9. *The Story of Daniel Boone,*

Wilderness Explorer

10. *Ask Me Anything About the*

Presidents

Title of Book: Meet Beverly Cleary

Author's Name: S. Ward

Publisher: The Rosen Publishing Group

Copyright Year: 2001

Reading Level: Grade 4 - 5

Genre: Non-Fiction

Synopsis of Story: Kids will be amazed to discover that this popular novelist was a reluctant student as a child until she discovered the joy of reading stories. Best known for her books starring Henry and Ramona, Beverly Cleary has written more than twenty books for young readers and has received numerous awards, including the prestigious Newbery Medal. The book, Meet Beverly Cleary takes us through the journey of her life and how she became the author she is now today.

Theme: Authors, Beverly Cleary

Activity One:

- **Source:** Original
- **Objective(s):** Upon reading the book Meet Beverly Cleary, the students will each make a list of facts about Beverly Cleary's life listing at least five items each.
- **Description:** After reading the book, we will look closely at the life of Beverly Cleary. Each student will make a list of some of the facts about Beverly Cleary's life. They will then pick one and tell the class about that part of her life.

Activity Two:

- **Source:** Original
- **Objective(s):** Using the list of facts about Beverly Cleary's life, the students will make a Venn diagram comparing their life to the life of Beverly Cleary listing 5 items for each area.
- **Description:** To continue with the first activity, they will then make a Venn diagram comparing some of the facts about Beverly Cleary's life with their own life.

Title of Book: Christmas in the Philippines

Author's Name: Cheryl L. Enderlein

Publisher: Hilltop Books

Copyright Year: 1998

Reading Level: Grade 4

Genre: Non-Fiction

Synopsis of Story: Christmas in the Philippines is a short chapter book that takes us through what Christmas is like in the Philippines. Cheryl Enderlein's book goes step by step starting with the first Christmas and discussing other topics such as symbols of the holiday, foods, songs, and different celebrations. This book is an excellent way to show our students the differences in cultures.

Theme: Holidays, Foreign Customs

Activity One:

- **Source:** Original
- **Objective(s):** After reading the book, Christmas in the Philippines the students will make a Venn diagram comparing the holiday in the Philippines with the American holiday listing at least five items for each section.
- **Description:** For this activity the students will make a Venn Diagram comparing and contrasting the Philippine holiday with the American holiday. They will then share one fact from their diagram with the class and post them in the room.

Activity Two:

- **Source:** Original
- **Objective(s):** Given the necessary materials, the students will construct/make one item that can be found in the Philippine Christmas with 90% accuracy.
- **Description:** For this activity, the students will pick one tradition from the book and make a replica such as one that may be seen in the country. For example, the students could choose to make an ornament for decorations or to make a recipe for a food that can be found near Christmas in their country.

Title of Book: David Robinson

Author's Name: Steve Hubbard

Publisher: Zondervan Publishing House

Copyright Year: 1996

Reading Level: Grade 6

Genre: Non-Fiction

Synopsis of Story: David Robinson is a non-fiction autobiography of the basket ball star David Robinson. Nobody thought that David would grow up to be an NBA star because he was too busy reading, solving math problems, or assembling big screen TVs. But while in the Naval Academy, David grew to be 7'1" and people began calling him "The Admiral" because of his spectacular command of the basketball court. From there his incredible athletic ability took him on a career as center for the San Antonio Spurs, where he won awards for rookie of the year and most valuable player. He even played basketball on the U.S. Olympic basketball team and won an Olympic gold medal. David Robinson is the dramatic story of an academic whiz and an athletic superstar who finally found the happiness he longed for through faith in Christ – and who today wants to share his faith with the world.

Theme: Basketball/Christian Faith

Activity One:

- **Source:** Original
- **Objective(s):** After reading the book, the students will write a one page paper on the life of David Robinson earning at least 10 out of 15 points possible on the rubric provided.
- **Description:** After reading the book, the students will research David Robinson's life using the book and other sources for their resources. Then they will write a 1 page report on his life. They will go through the entire writing process with pre-writing, writing, revising, editing, and publication. Final reports will be shared with the class for a presentation grade.

Activity Two:

- **Source:** Original
- **Objective(s):** In groups, the students will discuss the social problems David had as a youngster for 10 minutes.
- **Description:** After the class presentations on David Robinson, the students will talk in groups about the problems David had as a youngster. They will discuss these problems and compare his problems to those they may have had or people they know who had these problems.

Title of Book: The Story of Daniel Boone, Wilderness Explorer

Author's Name: Walter Retan

Publisher: Dell Publishing

Copyright Year: 1992

Reading Level: Grade 6

Genre: Non-Fiction

Synopsis of Story: Walter Retan's The Story of Daniel Boone is an excellent introduction to the life of a central figure in the westward movement. It is valuable not only for its treatment of major events, but for its portrayal of the frontier society in which Boone pursued his own special version of the American Dream. Retan's treatment of Native American responses to the encroaching settlements is generally fair-minded and sympathetic, and he gives Rebecca Boone her due as a pioneer.

Theme: Daniel Boone/Exploration

Activity One:

- **Source:** Original
- **Objective(s):** Upon completing the reading of The Story of Daniel Boone the students will plan an exploration of their own containing the following components: A map, time schedule, and schedule of events.
- **Description:** After reading The Story of Daniel Boone the students will plan an exploration of their own similar to those explorations Daniel took. They will provide a location including a map, time schedule, and schedule of events along the way.

Activity Two:

- **Source:** Original
- **Objective(s):** After planning an exploration, the students will make a Venn Diagram comparing/contrasting the tools they will take on their journey with the ones Daniel Boone took and used naming at least 5 tools/supplies for each section.
- **Description:** Also to go along with their exploration, the students will talk about what Daniel Boone took with him on his explorations. They will then come up with a list of the supplies and tools Daniel used and make a list of supplies they might use on their exploration. Finally they will create a Venn Diagram that shows the tools each used and the ones which are similar.

Title of Book: Ask Me Anything About the Presidents

Author's Name: Louis Phillips

Publisher: Harper Collins Publishing

Copyright Year: 1992

Reading Level: Grade 4 - 5

Genre: Non-Fiction

Synopsis of Story: Which President killed a man in a duel? Who was arrested while holding office? What did Lincoln dream the night before his assassination? A fun and fascinating guide to the U.S. Presidents from Washington to Clinton-with a portrait of each one and a description of each man's life and accomplishments.

Theme: United States Presidents

Activity One:

- **Source:** Original
- **Objective(s):** Given a president, the students will research the life of that president listing the facts of his life including his accomplishments as president.
- **Description:** Pick one president to research and write a short paper on listing the facts of his life and his accomplishments as president. Then presentations will be prepared and given to the class on the president. Everyone will have a different president.

Activity Two:

- **Source:** Original
- **Objective(s):** In pairs, the students will create a Venn Diagram comparing/contrasting the president they researched listing at least 5 facts for each section.
- **Description:** The students will then pair up and make a Venn Diagram comparing/contrasting the two presidents they researched. The Venn Diagrams will be posted with the papers on the president.

My Choice Trade Books

11. *The Shaman's Apprentice: A Tale of the Amazon Rain Forest*
12. *A Spree in Paree*
13. *Russ and the Almost Perfect Day*
14. *The Night of Las Posadas*
15. *Mandy*

Title of Book: The Shaman's Apprentice; A Tale of the Amazon Rain Forest

Author's Name: Lynne Cherry and Mark J. Plotkin

Publisher: Harcourt Brace & Company

Copyright Year: 1998

Reading Level: Grade 5 - 6

Genre: Multicultural

Synopsis of Story: This story takes place in the Amazon rain forest. It is about a little boy that is ill and how the Shaman or medicine man of his village saved his life. It talks about Kamanya's life growing up and then how it is changed when white men come to his village. After they leave a white woman comes to their village to study what the Shaman does to heal his people. The villagers get to know Gabriela and look forward to her coming every year. In the end she does not take something away from the village or harm it but rather she brings them a special gift.

Theme: Rain Forest

Activity One:

- **Source:** Families on Display: An Introduction to the study of Families by Carey Bohl
<<http://www.lessonplanspage.com/printables/PSSFFamilyStructuresRoles23.htm>>
- **Objective(s):** Given the necessary materials, the students will construct a family collage to show the different types of families with at least 10 pictures or documents.
- **Description:** Read The Shaman's Apprentice. Discuss and compare/contrast Kamanya's family life and that of the students. Complete on the sheet of newsprint, a bar graph showing the numbers and make up of each student's family using the information obtained from students. Give each student a piece of construction paper, their family photos, magazine pictures and writing implements. Say: Today we are going to make a family collage that shows your family and different types of families that can be found around the world. Make reference to the story if needed. An example of your own family collage may be completed ahead of time. Allow the students to decorate and display their collages.

Activity Two:

- **Source:** Adapted From: <http://www.eduweb.com/amazon.html>
- **Objective(s):** With a computer, the students will go the website for the activity where they will record information on at least five facts about the Amazon Rain Forest.
- **Description:** Go to the school's very large, very modern and updated computer lab. Each student should be at a computer. Write the address of the site on the board for students to type in. They must understand they are only allowed to go to this site. <http://www.eduweb.com/amazon.html> Hand out the information sheet which has 10 items students must explore on the website. Tell them they need to check out all 10 of the items but as they explore the site they should write down information about 5 items they have found and are interested in.

Title of Book: A Spree in Parea

Author's Name: Catherine Stock

Publisher: Holiday House

Copyright Year: 2004

Reading Level: Grade 3

Genre: Multicultural

Synopsis of Story: This is a silly story of a very hard working farmer in France. He decides he needs a holiday so he loads up all of his farm animals and they go to Paris. It talks about all of the sites they visit while in Paris such as the Eiffel Tower and the Louvre Museum. The farmer is exhausted once he gets home from his trip and decides that taking holidays is more work than just staying on the farm.

Theme: Farming

Activity One:

- **Source:** Original
- **Objective(s):** While reading the book, the students will estimate what they think will happen on the next page correctly three out of five times.
- **Description:** The teacher should read the book to small groups of students. Before turning the page the teacher should tell the students what site the farm animals are going to visit next. Then the students should make predictions of what the animals will do there. For example: Tell them the goats are going to the Luxembourg Gardens. Ask the students what the goats might do at/to the gardens. Turn the page and read the text. There is a lot of activity going on in the pictures so discuss the illustrations having the students point out all that is happening.

Activity Two:

- **Source:** Original
- **Objective(s):** After reading the story, the students will write a story titled A Spree at My House where they will dictate what animals would do at their house with at least five activities for the animals listed.
- **Description:** After Reading the story students are going to “write” their own book titled A Spree at My House. Each student will dictate to the teacher/aide what farm animals would do for fun if they went to their house for vacation. The teacher should write three ideas from the student on three separate pieces of construction paper. The student will then illustrate their own book. They will also copy the title and illustrate a front cover. Using a hole punch and yarn the books will be bound with a back cover also and shared with the rest of the class.

Title of Book: Russ and the Almost Perfect Day

Author's Name: Janet Elizabeth Rickert

Publisher: Woodbine House

Copyright Year: 2003

Reading Level: Grade 2

Genre: Multicultural

Synopsis of Story: This is the story of Russ, a child with Down Syndrome. Russ' day starts with a breakfast of s'mores, time to watch television before he goes to school and even finding \$5.00 on his way to school. His school day is great until he gets to lunch. He had decided that he would buy himself and his friend an ice cream bar with the money he found. Unfortunately, he finds out that a classmate has lost her \$5.00 she was to use for lunch. Russ has to make a decision. Should he keep the money and get ice cream or should he return the lost money to his classmate. Russ returns the girl her money and he still has a great day for the rest of the day!

Theme: Down Syndrome/Ethics

Activity One:

- **Source:** Original
- **Objective(s):** After reading the book, the students will participate in a discussion about Russ and his actions where they will bring forth at least one comment or idea.
- **Description:** Read and discuss the book Russ and the Almost Perfect Day. (Other Russ books are available and can also be read to get an even better idea of what Russ is like) Reread the book if necessary. Ask the students questions that will get them thinking like Russ to see what they would do in his situation.

Activity Two:

- **Source:** Original
- **Objective(s):** Given the activity below the students will answer the questions in their groups relating to Russ's Disability with 100% completion.
- **Description:** Read the book to the entire class. Discuss the book in detail highlighting Russ' disability. Divide the class into 6 groups. Give each group a lemon. Ask the students to individually answer the following questions. What are lemons used for? What songs or stories can you think of that have been written about lemons or used lemons in the title? Describe your group's lemon without using "yellow" or "sour." What does your lemon smell like? What does your lemon feel like? If you were a lemon, where would you have been born? If you were a lemon, what experiences might you have had before arriving in the classroom? If you were a lemon, how might those experiences shaped how you see yourself? If you were a lemon, how did your experiences shape your characteristics, or vice versa? If you were a lemon with a different color, shape, texture, or smell would you still be a lemon? Next, the teacher will ask the students to share some of their answers with those in their groups and discuss any other possible answers that could have been written down. The teacher will ask students working in their groups to name their lemon and

continue to get to know their lemons, carefully noting the lemon's characteristics and determining what makes it different from other lemons they have seen. Then the teacher will ask students to put their lemons in a big brown bag. After the lemons have been collected, the teacher will ask each group to send up a representative to identify and retrieve its lemon. They will be able to do so! Then the teacher will ask the students to explain how they knew the lemons belonged to their group. The goal here is to elicit the concept that although each lemon is similar to other lemons, each has markings and characteristics that make it an individual; despite these differences, they are all equally lemons. The teacher will discuss with the class the following questions: How are your brothers and sisters like you, but different as well? How are people in your school like you, but different as well? How are people in your town like you, but different as well? How are people with disabilities like you, but different as well? Day Two As students come in, the teacher will ask the students to write two sentences describing their group's lemon from memory. The students will reconvene in their groups and review their notes from the day before. The teacher will ask the students to retrieve their lemons and work together (in groups) to write a biography for their lemon and then prepare to share or act out the diary with the class. The groups will share or act out an event or events from their lemons' biography. The teacher can introduce a lesson on writing biographies, journal writing, or the diary genre.

Title of Book: The Night of Las Posados

Author's Name: Tomie DePaola

Publisher: G. P. Putnam's Sons

Copyright Year: 1999

Reading Level: Grade 2

Genre: Multicultural

Synopsis of Story: This is the story of how a Christmas celebration is done in Sante Fe, New Mexico. Las Posadas is the processional of Maria and Jose trying to find a place to rest and for her to have her baby. There is a snowstorm the night of this celebration and the couple who is to play Maria and Jose are stuck in the snow and can't get to town. Another couple shows up and is able to take their place. The other couple looks just like the carved statues of Maria and Jose in the little church

Theme: Christmas in Sante Fe

Activity One:

- **Source:** Adapted From: Community Brochures Adapted from a lesson by Karin Otto @ <http://www.lessonplanspage.com/printables/PSSCommunityBrochures23.htm>
- **Objective(s):** After reading the book the class will construct brochures showing how communities are the same with each side of their brochure filled in with pictures or text.
- **Description:** Discuss with the class how communities and cultures are sometimes very different yet the same in many ways also. Tell them they are going to make a brochure which compares our two communities. Point out examples of how the communities are the same. Fold the construction paper in thirds to make a brochure. Allow the students' time to complete their projects. This can be done individually or in groups of 2.

Activity Two:

- **Source:** Original
- **Objective(s):** Upon completion of the brochures the class will have cookies and hot chocolate which is a custom of the area with 100% accuracy.
- **Description:** After we have read The Night of Las Posadas, we have studied our different cultures and made brochures to show how they are similar we will have cookies and hot chocolate which is common in both New Mexico and Indiana.

Title of Book: Mandy

Author's Name: Barbara D. Booth

Publisher: Lothrop, Lee & Shepard Books

Copyright Year: 1991

Reading Level: Grade 3 - 4

Genre: Multicultural

Synopsis of Story: This is the story of a little who is hearing impaired and a day she spends with her grandmother. They do several things together including taking a walk. Mandy's grandmother loses a pin that her grandfather had given to her many years ago. Mandy sees that her grandmother is very sad so she goes out into the dark on a stormy night to look for the pin again. Even though Mandy cannot hear she is able to find the pin with her sight and she makes her grandmother very happy.

Theme: Hearing Impairment/Grandparents

Activity One:

- **Source:** Adapted From: Renee Goodman at <http://www.lessonplanspage.com/printables>
- **Objective(s):** After reading the book, the students will make a quilt with construction paper with each page showing the sequence of the story with at least 6 squares in their quilt.
- **Description:** Materials Needed: 6 small squares of different colored construction paper with holes punched in the middle of each side. Pieces of yarn or string about 2 inches in length Crayons or markers Before reading the story do a short mini-lesson about sequence or order of events. Tell the students that while they are reading (or listening) to the story to pay very special attention to the order that things happen in the story. After reading, and discussing the story list the events of the story on the board. (More than 6) Give each student 6 paper squares and some pieces of yarn. The students should then write a sentence with a picture on each square that tells what happened in the story. The students should put the squares in order as to how the events they have chosen happened in the story and then they can tie their quilt squares together.

Activity Two:

- **Source:** Original
- **Objective(s):** Once they have completed their initial quilt, the students will create a new ending of the book to tie to the end of the quilt with at least three squares.
- **Description:** Materials Needed: 3 pieces of construction paper for each student Stapler Crayons or Markers Read the book Mandy to the class making sure to show them the illustrations. Discuss the book with the students talking especially about the end of the book. Tell students they are going to change the ending of the book anyway they would like. Brainstorm some ideas of

how the book can be changed. Let students write and illustrate the ending of the book. When the students' books are completed allow the students to share how they ended Mandy's adventure in the woods.

Realistic Fiction Trade Books

16. *Sahara Special*

17. *Mr. Popper's Penguins*

18. *Tales of a Fourth Grade*

Nothing

19. *Freddy the Pilot*

20. *The Copper Treasure*

Title of Book: Sahara Special

Author's Name: Esme Raji Codell

Publisher: Scholastic Inc.

Copyright Year: 2004

Reading Level: Grade 5 – 6

Genre: Realistic Fiction

Synopsis of Story: Sahara loves to read and is a gifted writer. But after her father leaves, her letters to him end up in the school counselor's file, and she is placed in Special Needs. Sahara stops doing schoolwork ("I was through giving them evidence. They wouldn't get anything more out of me."). When she continues to do no work, and her mother pulls her out of the Special Needs program, she has to repeat fifth grade.

There she meets the new teacher, Madame Poitier, called Miss Pointy, who's not like any teacher she's ever met. She behaves outrageously, is contemptuous of school rules and bureaucracy, and teaches subjects such as Puzzling and Time Travel. And when she finds out that Sahara wants to be a writer, she has only one thing to say: "A writer writes."

Theme: Special Education

Activity One:

- **Source:** Sahara Special
- **Objective(s):** In essay form, the students will write about their name answering questions such as: Do you like your name? How did you get it and what does it mean? Do you like your name? answering at least five questions in their essay.
- **Description:** Miss Pointy's students are assigned to write about how they got their names. What do you know about your name? How did you get it, and what does it mean? Do you like your name? Does it fit you? If you could change it, what would you choose and why? Write about your name.

Activity Two:

- **Source:** Sahara Special
- **Objective(s):** In groups, the students will write a news-paper or magazine predicting what they think Sahara Jones will be like in twenty years providing a written description as well as a picture.
- **Description:** Using what you know from her story, imagine Sahara Jones twenty years in the future. What is she like, and what is she doing? Write a newspaper or magazine article about the grown-up Sahara Jones, giving us a glimpse into her adult life. Illustrate your article with a newspaper-style "photo" of Sahara.

Title of Book: Mr. Popper's Penguins

Author's Name: Richard Atwater

Publisher: Little, Brown & Company

Copyright Year: 1992

Reading Level: Grade 6

Genre: Realistic Fiction

Synopsis of Story: This book is about a man named Mr. Popper, he works by painting walls. He has a wife named Mrs. Popper and her two children named Jane and Bill. He likes reading about cold places and likes to listen to the radio too. He wrote a letter to an explorer named Admiral Drake. Then Admiral Drake send him a big box Mr. Popper opened it and it was a penguin. I think that Admiral Drake send him a penguin because in his letter said that he thought the penguins are funny because they walk weird. He named him Captain Cook. They make the penguin sleep in the refrigerator. Later on Captain Cook looked sad because he didn't have anyone to play with him. You can read this book to find out what going to happen to Captain Cook. I like this book because it's really funny, and a little bit sad. My favorite part in the book is when the penguins make an act. My worst favorite is when Mr. Popper goes to jail. I could not put the book down because it get more and more interesting.

Theme: Penguins

Activity One:

- **Source:** Original
- **Objective(s):** Given a shoe box, the students will design a penguin home similar to the one Mr. Popper built.
- **Description:** Just like Mr. Popper built a home for the penguins in his basement, the students will make a "penguin home" out of a shoe box.

Activity Two:

- **Source:** Original
- **Objective(s):** In groups, the students will figure the cost of keeping a penguin for one week to the nearest cent.
- **Description:** To understand more about what it takes to take care of a penguin, the students will research what a penguin eats and how much it costs to keep a penguin. They will find all the necessary supplies with prices and will calculate what it will cost to keep a penguin for one week.

Title of Book: Tales of a Fourth Grade Nothing

Author's Name: Judy Blume

Publisher: Little, Brown & Company

Copyright Year: 1992

Reading Level: Grade 6

Genre: Realistic Fiction

Synopsis of Story: Life with his little brother, Fudge, makes Peter Hatcher feel like a fourth grade nothing. Whether Fudge is throwing a temper tantrum in a shoe store, smearing mashed potatoes on the walls at Hamburger Heaven, or trying to fly, he's never far from trouble. He's an almost three-year-old terror who gets away with everything, and Peter's had it up to here! When Fudge walks off with Dribble, Peter's pet turtle, it's the last straw. Peter has put up with Fudge for too long. Way too long! How can he get his parents to pay attention to *him* for a change?

Theme: Siblings

Activity One:

- **Source:** Original
- **Objective(s):** The student will write on their own a story about problems they have had with siblings that is at least 1 page long.
- **Description:** The students will write a story about a time when their brother or sister or a friend was getting more attention than they were.

Activity Two:

- **Source:** Original
- **Objective(s):** In groups, the students will create a Venn diagram comparing/contrasting the problem they wrote about with the one in the story.
- **Description:** The students will share and compare their stories with the sibling problem in the story. They will then create a Venn diagram comparing and contrasting their problems with the problem of the story.

Title of Book: The Copper Treasure

Author's Name: Melvin Burgess

Publisher: Little, Brown & Company

Copyright Year: 2000

Reading Level: Grade 5 - 6

Genre: Realistic Fiction

Synopsis of Story: In mid-nineteenth century London, three young boys try to retrieve a valuable roll of copper from the bottom of the Thames River.

Theme: Survival

Activity One:

- **Source:** Original
- **Objective(s):** After reading the story, the students will write a story about looking for their own treasure at least 1 page long.
- **Description:** The students will write a story about looking for a treasure. They will go through the writing process with pre-writing, writing, revising, editing, and publication.

Activity Two:

- **Source:** Original
- **Objective(s):** In groups the students will write a one page paper about the Thames River to be shared with the class.
- **Description:** The students will research the Thames River and its location. They will research this in groups and write one a one page paper on their findings. They will share their findings with the class and the classes papers will be combined with all the facts found into a class paper.

Title of Book: Freddy the Pilot

Author's Name: Judy Blume

Publisher: Little, Brown & Company

Copyright Year: 1992

Reading Level: Grade 6

Genre: Realistic Fiction

Synopsis of Story: Tells of Freddy the pig and his adventures as an airplane pilot

Theme: Flying

Activity One:

- **Source:** Original
- **Objective(s):** After reading the book the students will design an airplane like the one Freddy flew in the story.
- **Description:** The students will design an airplane similar to the one Freddy the Pig flies in the story. They will make a written design of the plane then they will make the plane with a material of their choice.

Activity Two:

- **Source:** Original
- **Objective(s):** In pairs, the students will research what it takes to become an airplane pilot to be shared with the class.
- **Description:** The students will research what it takes to become an airplane pilot. They will compile their information to share it with the class.

Fantasy Trade Books

21. *Chester the Out-Of-Work Dog*

22. *The Napping House*

23. *Pig Pig Grows Up*

24. *Dear Mrs. LaRue: Letters*

From Obedience School

25. *Kate and the Beanstalk*

Title of Book: Chester the Out-of-Work dog

Author's Name: Marilyn Singer

Publisher: The Trumpet Club

Copyright Year: 1992

Reading Level: Grade 3

Genre: Fantasy

Synopsis of Story: Chester lives with the Wippenhooper family on a farm. Everyone has a job to do including Chester. He herds sheep. One day the Wippenhooper family moves to an apartment in the city. Chester doesn't have anything to do and gets into trouble trying to herd delivery men, garbage men, firemen and policemen. Chester decides he is going back to the farm so he runs away. On his way he finds a school bus full of children dressed as sheep. Their bus has broken down and they need to get to the elementary school in town to put on their play. Chester knows the way so he herds them back to town. Chester ends up with a new job; he becomes the school-crossing guard.

Theme: Farm Live vs. City Life

Activity One:

- **Source:** Original
- **Objective(s):** The students when given directions will follow those directions 95% of the time.
- **Description:** We will go over the school rules (walking down the hallway, lining up, using the restroom, fire drills, etc.). We will discuss the safety issues and why these rules are important. We will then "practice" the correct way to perform all of these activities. *These activities will probably have to be practiced more than once.

Activity Two:

- **Source:** Original
- **Objective(s):** Given the necessary supplies the students will create Venn Diagrams containing three pictures for each appropriate area for 100% credit.
- **Description:** City/Farm Collage: Using pictures from magazines students will create simple Venn Diagrams. In one circle they will put pictures of city life; in the other circle they will put pictures of farm life; and in the middle they will put pictures accurate for both.

Title of Book: The Napping House

Author's Name: Audrey Wood

Publisher: Harcourt Brace Jovanovich

Copyright Year: 1984

Reading Level: Grade 3 – 4

Genre: Fantasy

Synopsis of Story: The napping house is a house where everyone is sleeping. Granny, a child, a dog, a cat, a mouse, and a flea are all sleeping on top of each other until the flea bites the mouse. Then one by one everyone is awakened.

Theme: Chain of Events

Activity One:

- **Source:** Original
- **Objective(s):** Given rhyming word cards, the students will find another student who has a word that rhymes with theirs with 90% accuracy.
- **Description:** Rhyming Word Search and Find: Each student will be given a card with a word on it from the story. We will read all of the words together as a class. The students will need to find another student(s) who has a word that rhymes with their word. When everyone thinks they have found their rhyming word we will check as a class. The cards may be mixed up and distributed again or new cards can be given out.

Activity Two:

- **Source:** Original
- **Objective(s):** Given pictures, the students will retell the story together as a class with 80% accuracy.
- **Description:** Retell the story with pictures: The students will be given the following pictures: a house, a bed, granny, child, dog, cat, mouse, and flea. After coloring the pictures the students will glue them in the order they are presented in the story.

Title of Book: Pig Pig Grows Up

Author's Name: David McPhail

Publisher: E.P. Dutton

Copyright Year: 1980

Reading Level: Grade 3 – 4

Genre: Fantasy

Synopsis of Story: Pig Pig does not want to grow up. He wants to sleep in a crib, sit in his high chair and be pushed around in a stroller. One day Pig Pig does a grown up thing; he saves stops his stroller from running into a real baby and saves the baby. Pig Pig gets compliments from a lot of people and decides after that he doesn't want to be a baby anymore.

Theme: Growing Up

Activity One:

- **Source:** : Stick Puppets: Adapted from a lesson by Debbie Haren @ <http://www.lessonplanspage.com/LAFarmAnimalStickPuppets-DramaPK.htm>
- **Objective(s):** Given popsicle sticks and stickers, the students will make characters from the book with 80% accuracy.
- **Description** Using popsicle sticks and stickers the students will make the characters from the book: Pig Pig, Mother, Baby, and townspeople. In small groups the students will discuss and answer questions, given to them by the teacher, and as the characters in the book.

Activity Two:

- **Source:** Original
- **Objective(s):** Using an item from home which was important to them as a baby the student will give a short presentation about what the item means to them for 2-3 minutes.
- **Description:** My Life as a Baby: Each student will bring an item or picture from home which was important to them when they were a baby. In small groups the students will practice a short presentation, telling us what the item is and why it was important to them. The students will then be given the opportunity to present their information to the entire class.

Title of Book: Dear Mrs. LaRue: Letters From Obedience School

Author's Name: Mark Teague

Publisher: Scholastic Inc.

Copyright Year: 2002

Reading Level: Grade 3

Genre: Fantasy

Synopsis of Story: The story is told all through newspaper articles, pictures, and letters from the dog. Ike the dog was sent to obedience school by his owner Mrs. LaRue because he steals food from the kitchen table, chases the neighbor's cats, howls, and he tore her camel hair coat. Ike writes her letters about how bad the school is. His letters explain his actions to her, and they tell stories of the horrible wardens of the school. His typewriter gets taken away, and he pretends to get sick. Ike then escapes the school, and he sends letters from his different destinations. He returns home in time to save Mrs. LaRue from an oncoming truck. Her coat gets torn again, but she does not care. She missed him, and she is glad to have him home again.

Theme: Dogs

Activity One:

- **Source:** : Original
- **Objective(s):** After reading the book, the students will write a letter to the editor of the newspaper in the book that is at least one paragraph long.
- **Description** The students will write letters to the editor of the newspaper in the book. Their letters must be at least one paragraph long, and it must include a topic sentence and supporting facts and details. They will express their opinion of Ike in the paragraph, and they will use the book to support their view point. They can describe things that happened according to Ike, or they can use what the pictures depict to support their view point.

Activity Two:

- **Source:** Original
- **Objective(s):** Given a chart, the students will record the time that had elapsed between main events in the book with 85% accuracy.
- **Description:** As a class, the students will decide what time events in the story happened. The students will mark the times with sticky notes in their books. The students will reread the story with partners. Each time they get to a sticky note, they will look at the clock in the room and tell the time. Using the current time in the room, they will figure out the time elapsed since Ike did the event in the book (using the time on the sticky note). The students will record their findings on a chart.

Title of Book: Kate and the Beanstalk

Author's Name: Mary Pope Osborne

Publisher: Atheneum Books for Young Readers

Copyright Year: 2000

Reading Level: Grade 2

Genre: Fantasy

Synopsis of Story: The story is made after a version of Jack and the Beanstalk, but there is a girl named Kate instead of Jack. Kate and her mother are very poor. Kate takes their cow to market to sell it, but instead she trades the cow for magic beans. Her mother is angry and throws the beans out the window. That night, a giant bean stalk grows from the beans. Kate climbs the beanstalk into the sky where she sees an old woman. The woman tells her that the castle used to belong to a man and his wife and infant. One day a giant killed the man and took over the castle. The wife and infant were living in the village and were now very poor. Kate goes to the castle and a giantess grabs her and asks her for help. Her giant husband is mean to her. Kate agreed to help the woman with her duties if the giantess always hid her from the giant. While she was hiding, she saw the giant's magic hen that laid golden eggs. Kate stole the hen and rushed home. She hid the hen so she could give it to the poor widow of the man who owned the castle. She disguised herself and returned to the castle. She was once again asked to help the giantess, and this time she stole a bag of gold. She did the same thing the next day and stole their singing harp. The harp yelled as she was being stolen, and the giant was wakened. She ran down the beanstalk, and then chopped it down. A fairy came to Kate and her mother. She was the old woman and the beggar that gave the magic beans to Kate. They were the widow and infant, and the castle belonged to them

Theme: Poverty

Activity One:

- **Source:** : Original
- **Objective(s):** Upon hearing the story, the students will have their own bean plant in which they will record growth in a log with 100% accuracy.
- **Description** After listening to the story, the class will discuss the beanstalk and how it grew. Students can tell what they know about how plants grow. The students will grow their own beanstalks using beans. They will plant the seeds in pots of soil. The students will have to find a place to set their pots (like by the window), and water their beanstalks. They will create checklists of things that plants need in order to grow, and they will check those items daily or every other day to make sure their plant will grow. The class will also plant several bean plants that are not given the things on their checklist. Students will be able to make observations about both plants: those that got water and sunlight and those that did not.

Activity Two:

- **Source:** Original

- **Objective(s):** Upon reading the story, the students will create a comic strip to go with the logical sequence of the story with 90% accuracy.
- **Description:** The students will retell the story of Kate and the Beanstalk in a logical sequence of events by creating a comic strip of pictures and/or text. The students will draw pictures of the main events in order. Text is allowed but not required. They must have at least 7 picture boxes. After their comic strips are completed, the students will share their sequence of events with small groups. They will tell what each picture represents. They will also tell their small groups why they picked the events in the comic strip to draw.

Historical Fiction Trade Books

26. *Come On Home Soon*

27. *The Gentleman and the Kitchen
Maid*

28. *The Floating House*

29. *First Flight*

30. *The Great Migration*

Title of Book: Coming On Home Soon

Author's Name: Jacqueline Woodson

Publisher: G.P. Putnam's Sons

Copyright Year: 2004

Reading Level: Grade 3 - 4

Genre: Historical Fiction

Synopsis of Story: There is a war going on and Ada Ruth's mother leaves her with her grandmother while she goes to Chicago to find a job on the railroad. This is the story of how Ada Ruth must stay behind and wait for her mother to come home. She only knows one thing...her mother loves her more than rain.

Theme: War

Activity One:

- **Source:** Original
- **Objective(s):** Given a journal, one student each week will record the weather for the day with 100% accuracy.
- **Description:** Weather Journal: At the beginning of the year the class will begin a weather journal. Each week a student will be responsible for entering weather information such as temperature, amount of sun/clouds, amount of rain/snow, etc. At the end of the week the student will give a short summary of the weather for the week. An "average" for the weather will be determined for that week and will be graphed on a bulletin board for the entire year.

Activity Two:

- **Source:** Original
- **Objective(s):** Using a computer, the students will create a card for a family member whom they have not seen for a while.
- **Description:** Creating a Card: Using a computer the students will write and decorate a card or letter to a family member. The student should pretend that they have not seen this family member for awhile and should include in their letter what they have been doing. They should also want to know things about the person they have chosen to write to. The students will be allowed to be as creative as they would like to be; using pictures and designs from a computer program.

Title of Book: The Gentleman and the Kitchen Maid

Author's Name: Diane Stanley

Publisher: Dial Books for Young Readers

Copyright Year: 1994

Reading Level: Grade 4

Genre: Historical Fiction

Synopsis of Story: This is the story of two famous paintings hanging on the wall of art museum. One is of a young girl and the other of a young man. They have been looking at each for years and have fallen in love. A girl comes to the museum and begins to paint the young man and she notices he is looking at the young girl. When she comes back to the museum the next day the picture of the girl has been moved to a different room. She paints the two pictures together so that they are together again.

Theme:

Activity One:

- **Source:** Picasso Faces: Adapted from a lesson by Jeannette Smith Anthos @ <http://www.princetonol.com/groups/iad/lessons/lem/Jeanette-picasso.htm>
- **Objective(s):** Given the necessary materials, the students will create a self-portrait of themselves with 50% accuracy.
- **Description:** After studying Picasso and his works the students will create their own self-portrait using Picasso's painting "Girl Before a Mirror" for inspiration.

Activity Two:

- **Source:** Original
- **Objective(s):** Following a trip to the museum, the students will create a chart with the type of support it receives listing at least 5 items.
- **Description:** A trip to a museum: Students will explore how specifically the visual arts are supported in our community by taking a field trip to a museum or art gallery. Places in our immediate area might be Manchester College or the Honeywell Center. We will explore how each of these places are supported not only financially but with the help of individuals and their time and how they impact our community by interviewing people closely related to these two places.

Title of Book: The Floating House

Author's Name: Scott Russell Sanders

Publisher: Macmillan Books

Copyright Year: 1995

Reading Level: Grade 5

Genre: Historical Fiction

Synopsis of Story: A family moves from Pennsylvania to Indiana by floating down the Ohio River on a boat. This book describes their journey including the new things they see and the people they meet.

Theme: Moving

Activity One:

- **Source:** Original
- **Objective(s):** On the overhead projector, the class will trace the route used by the McClure's with 80% accuracy.
- **Description:** Tracing Their Journey: On the overhead projector we will as a class use the book as a reference and retrace the route used by the McClure family. We will also use the text and pictures to discuss what their journey may have been like.

Activity Two:

- **Source:** Original
- **Objective(s):** Using the decided route, the students will find the distances between several places on the map with 90% accuracy.
- **Description:** Tracing Their Journey Continued: Along with the activity above, the students will each have a map at their desks. With partners the students, using the route we have decided on, will find the distances between several places. Each pair will design their own scale and key and then label their map appropriately.

Title of Book: First Flight

Author's Name: George Shea

Publisher: Harper Collins Publishing

Copyright Year: 2003

Reading Level: Grade 3 - 4

Genre: Historical Fiction

Synopsis of Story: When Tom Tate hears that Wilbur and Orville Wright are building a flying machine, he can't wait to try it. Tom's dad thinks it's dangerous. Some people think the Wrights are crazy. Can Tom help the brothers get their dream off the ground?

Theme: Flight

Activity One:

- **Source:** Original
- **Objective(s):** Given a book talk, the students will write one paragraph about what they think will happen in the end of the book.
- **Description:** Before the students read the book, give them a little snippet of what they will learn in the book. Tell part of the story such as a book talk but leave the ending open. Then have them write down what they think will happen in the end of the story. Then read the book. Each time you stop reading talk about what has happened so far and whether there are any accurate predictions. Then when the book is finished look at the predictions and see if anyone was right.

Activity Two:

- **Source:** Original
- **Objective(s):** Given the necessary supplies, the students will draw a picture of their depiction of the first plane to be compared to the real first plane.
- **Description:** For this activity the students will draw a picture of what they think the first air plane looked like. Then they will be able to compare their drawings with a picture of the first plane.

Title of Book: The Great Migration

Author's Name: Jacob Lawrence

Publisher: Harper Collins Publishing

Copyright Year: 1995

Reading Level: Grade 4 - 5

Genre: Historical Fiction

Synopsis of Story: Around the time of WWI, large numbers of African Americans began leaving their homes in the rural South in search of employment in the industrial cities of the North. In 1940, Lawrence chronicled their journey of hope in a flowing narrative sequence of paintings. "This stirring picture book brings together the sixty panels of Lawrence's epic narrative Migration series, which he created in 1940-1941. They tell of the journey of African-Americans who left their homes in the South around World War I and traveled in search of better lives in the northern industrial cities. Lawrence is a storyteller with words as well as pictures: his captions and introduction to this book are the best commentary on his work. A poem at the end by Walter Dean Myers also reveals [as do the paintings] the universal in the particulars."

Theme: Migration

Activity One:

- **Source:** Original
- **Objective(s):** In groups, the students will discuss the idea of moving for 10 minutes.
- **Description:** For this activity, the students will discuss in their groups the idea of moving a long distance. They will talk about any benefits or difficulties of the process and any experience they know of or have had.

Activity Two:

- **Source:** Original
- **Objective(s):** In groups the students will compare/contrast the transportation used in the migration in the book to the transportation that would be used today listing 5 similarities and differences.
- **Description:** In groups the students are going to research the type of transportation the people in the book used during their migration. They will discuss difficulties of this transportation and compare it to transportation today.