Multicultural
SYNOPSIS OF STORY: During the late sixteenth century in Prague, a rabbi makes a giant man out of clay and brings him to life. The giant clay man, known as a Golem, is brought to life to protect the Jews. Once the Jews are safe, the Golem has finished his job. Eventually the Jews become safe and the Golem must become one with the earth again. The rabbi turns the Golem back into an un-living mass of clay and the story ends.

THEME: A giant clay man is brought to life to protect the Jews in sixteenth century Prague.

ACTIVITY ONE:
Original idea
To have students build a clay model of a character in the story and write about why they chose that character.
The teacher reads the book aloud to the students. After the book is read, the students are given an ample amount of clay. They must make a character from the story and write two paragraphs about why they chose to make that character. Some children may need to write less and others may need to write more.

ACTIVITY TWO:
Original idea
To have students make a scene from the book using the same technique used in the book and write the story for that scene.
The teacher reads the book aloud to the students. After the book is finished, the students choose a scene they would like to recreate. They recreate their chosen scene using the same technique used in the book. The students must also write, in their own words, what is happening in that part of the story; so that it fits the scene they made.
SYNOPSIS OF STORY: A half Korean boy talks about the excitement of celebrating the Lunar New Year (Chinese New Year). He has two friends Glenn, a French and German boy, and Evelyn, a Hopi and Mexican girl, who also celebrate the Chinese New Year. For the Chinese New Year, the boy’s mother cooks *duk gook* (the Korean New Year soup), Glenn eats Thai food, and Evelyn gets red envelopes (stuffed with money) from her neighbor who came from Singapore. The boy helps his mother clean all the bad luck (dirtiness) from the house so that the good luck can saturate it. They boy is hoping for his dreams to come true this new year.

THEME: A half Korean boy prepares for the Chinese New Year in hopes of having his dreams fulfilled.

**ACTIVITY ONE:**
Original idea
To have students write a dream that they have for the Chinese New Year.
After the teacher reads the book aloud to the students, they will write a sentence describing a dream they have for the Chinese New Year using colored paper and markers. They may choose to share those dreams with the class or keep them to themselves.

**ACTIVITY TWO:**
Adapted idea from David Mathews (boyfriend)
To have students create a Chinese calendar as a class.
Before the teacher reads the book aloud to the students, they will create a Chinese calendar as a class. The teacher will provide the symbols needed for each month. The students are expected to paint and decorate the calendar with help from the teacher. This is a classroom project.
Title of book: Our Rice Village in Cambodia
Author’s name: Ruth Tooze
Publisher: The Viking Press, Inc.                      Copyright: 1963
Reading level: 1st grade  Genre: multicultural

SYNOPSIS OF STORY: A young boy and his family live in a rice village in Cambodia. The boy narrates his daily routine and the yearly routine. He describes how the rice is made and the hard work that goes into making it. The village works together to get things done and everyone in the village lives a very simple life. Rice is their way of life.

THEME: A young boy narrates what happens in his rice village in Cambodia throughout the course of a year.

ACTIVITY ONE:
Original idea
To have students fill out a KWL chart.
The students will complete the K and W part of the KWL chart before the teacher reads the book aloud to the class. The teacher reads the book aloud. Then the students complete the L part of the chart. After they are done with that, they go back and read through the book again.

ACTIVITY TWO:
Original idea
To have students research a subject and present their findings.
After reading the book a second time, the students will research rice. They will share their findings with a partner. After they and their partner have chosen their best information, they will have three minutes to present, as a pair, to the entire class.
SYNOPSIS OF STORY: Ten-year-old Katie and her two younger sisters, Gretchen and Samantha, help their mother set a little white table for Veteran’s Day. The table is to honor the men and women of America who have served or do serve in the Armed Forces. Katie’s Uncle John served in the Vietnam War (and was a POW) when the idea of the little white table came about. Katie and her sisters decide to set the table with one more thing each. Gretchen’s gift is a drawing of all the objects on the table, Samantha’s is the words of “My Country ’Tis of Thee”, and Katie gave a promise to write a book about America’s White Table.

THEME: Ten-year-old Katie and her two younger sisters learn about America’s White Table.

ACTIVITY ONE:
Original idea
To have students write a letter to a veteran.
After reading the book aloud to the class, the teacher will provide the students will paper to write a letter to a veteran. The letter should be colorful and include appropriate stickers.

ACTIVITY TWO:
Original idea
To have students make connections.
Before reading the book aloud to the class, have them help you set up a little white table with all the same things on the little white table in the book. While reading the book, the students will begin to understand what they did and why they did it.
Title of book: Three Monks, No Water
Author’s name: Ting-Xing Ye
Publisher: Annick Press Ltd.  Copyright: 1997
Reading level: 4th grade  Genre: multicultural

SYNOPSIS OF STORY: A young Buddhist monk lives all alone in a temple. Everyday he has to fetch water to use throughout the day. Eventually a skinny, old monk and a big fat monk come to live with him in his temple. For different reasons, they all believe that the other two should be the ones to fetch the daily water, but no one does. The three monks go without water for four days, until the temple catches fire. To put the fire out the three monks work together. They have been working together ever since and no longer go without their daily water.

THEME: “One monk has two buckets of water; two monks have one bucket of water; three monks have no water,” (Ye, Afterword).

ACTIVITY ONE:
Original idea
To have students write a saying.
Before reading the book aloud to the students, the teacher will talk with students about sayings. Then the teacher will read the book aloud to the students. After the book is read, the students will come up with their own sayings.

ACTIVITY TWO:
Borrowed idea from Jim Burke (http://www.readingrockets.org/article/82?theme=print)
To have students make a “pitch” (for the book to be made into a movie) to a movie producer.
After the teacher reads the book aloud to the students, they reread the book on their own. Then they write their “pitch” to the movie producer. The best “pitch” will be awarded a prize.
Fantasy
Title of book: Derek the Knitting Dinosaur  
Author’s name: Mary Blackwood  
Publisher: Omnibus Books  
Copyright: 1987  
Reading level: 2nd grade  
Genre: fantasy

SYNOPSIS OF STORY: Instead of roaring like his two brothers, Fang and Fearless, Derek the Dinosaur knits all day long. His best friend is a mouse named Montmorency. Derek thinks he wants to be like all other dinosaurs, but Montmorency likes him the way he is. Soon, the temperature drops and it begins to snow. All the other dinosaurs are too cold to act like dinosaurs, until Derek knits warm clothes for them. Fang and Fearless are grateful and Derek figures out that he is best when he knits.

THEME: A dinosaur named Derek knits.

ACTIVITY ONE: 
Borrowed idea from Jim Burke (http://www.readingrockets.org/article/82?theme=print)  
To have the students pantomime a scene.  
The teacher will read the book aloud to the students. The students will read the book with a buddy. After the students are done with buddy reading, the teacher will talk about pantomime. Then the students will form groups of three or more and act out (pantomime) a scene from the story. The teacher will provide the scenes for each group.

ACTIVITY TWO: 
Adapted idea from Jim Burke (http://www.readingrockets.org/article/82?theme=print)  
To have students tell a story in a small group.  
After reading the story with a buddy, the students will form small groups of three to four and retell the story in order and as a group. If any group members are having trouble, the other group members will help them figure it out.
SYNOPSIS OF STORY: When Vasilissa was a young girl and her mother was on her deathbed, she was blessed and given a magical doll. Each night, Vasilissa would give the doll a bit of food and drink and tell the doll her troubles. The doll would listen and comfort her. After her mother’s death, Vasilissa’s father, a merchant, remarried a cruel woman who had two daughters. The stepmother tried to get rid of Vasilissa by sending her to see Baba Yaga (a witch), hoping that she would get eaten up. Instead, Baba Yaga gave Vasilissa a skull that burned the stepmother and two stepsisters to ashes. She then went to live with a nice elderly lady in town where she ended up making some magnificent shirts for the Tsar. The Tsar fell in love with Vasilissa. They married and lived happily ever after and Vasilissa forever kept the doll.

THEME: A young lady named Vasilissa owns a magical doll that helps her live a fairy tale life.

ACTIVITY ONE:
Adapted idea from Jim Burke (http://www.readingrockets.org/article/82?theme=print)
To have students choose adjectives which relate to the book and/or character and explain how they relate.
After the students read the book through individually, they will choose five adjectives that relate to the book and/or character. They will back up the adjectives by explaining how they relate to the book and/or character. Presentations to the class will follow after. (As a surprise, the five adjectives will be a part of the next week’s vocabulary/spelling test).

ACTIVITY TWO:
Adapted idea from Jim Burke (http://www.readingrockets.org/article/82?theme=print)
To have students help the teacher correct sentences on a transparency.
After reading the book, the students will help the teacher correct incorrect sentences on a transparency. The students will dictate what to correct and the teacher will correct it. Each student will make corrections on his/her own paper as well.
SYNOPSIS OF STORY: One day, Moose ran into a tree and knocked his tooth loose, but not all the way out. He tried for several days to wait for it to fall out, but he got tired of waiting. His friends came by, one at a time and adding to the last, to help him get his tooth out. They finally got it, but then Elephant swallowed it. Moose made Elephant sleep under his pillow so the tooth fairy would come and get it. The next morning, Moose and Elephant saw that the tooth fairy had come and left five quarters; one for Moose, Bird, Tiger, Zebra, and Giraffe. And last of all, she left a silver dollar for Elephant.

THEME: Moose and his friends pull out his tooth and get money from the tooth fairy.

ACTIVITY ONE:
Original idea
To have students make a sequel to the book as a class.
After reading the book aloud to the class, the teacher will help them come up with ideas for making a sequel to the story. The class will dictate while the teacher writes. Once the story is written, the class will create pages. There should be at least one page for each student. The pages will be compiled into one big book.

ACTIVITY TWO:
Borrowed idea from Jim Burke (http://www.readingrockets.org/article/82?theme=print)
To have students give a book recommendation.
The teacher will read the book to the students several times. The students will then buddy read the book. After buddy reading, the students will recommend the book to the President of the United States by telling him/her one important realization they had while reading the book and why the President should recommend the book to the whole nation.
SYNOPSIS OF STORY: An old lady called Strega Nona, meaning “Grandma Witch”, lived in Calabria. Everyone in town went to see Strega Nona when they were ailing. A boy named Big Anthony helped Strega Nona with chores around the house, and for his help, Big Anthony had a place to sleep and food to eat. The only thing Big Anthony was not allowed to do was touch the pasta pot. Then one night, he saw Strega Nona sing a song to her pasta pot and out the pasta came. He told the people in town, but no one believed him. So one day while Strega Nona was away, visiting a friend in the next town, Big Anthony called all the town to Strega Nona’s and used the magical pasta pot. The entire town ate the pasta, but it kept on coming and Big Anthony did not know how to stop it. Strega Nona came back and stopped the pasta pot and made Big Anthony eat all the pasta that was left over.

THEME: A boy uses a magical pasta pot and finds himself in trouble when he does not know how to turn it off.

ACTIVITY ONE:
Borrowed idea from Jim Burke (http://www.readingrocket.org/article/82?theme=print)
To have the students write from the perspective of a character from the book.
The teacher will read the book to the class. The students will then read the book individually. After the students have read through the book twice on their own, they will write either a story or journal from the perspective of one character.

ACTIVITY TWO:
Borrowed idea from Jim Burke (http://www.readingrocket.org/article/82?theme=print)
To have students change a story from a specific point on.
After the students have independently read through the book twice, they will write about how they will change the story from a specific point on (the teacher chooses). They will then present what they have to the class.
SYNOPSIS OF BOOK: A group of seven children and their teacher take a class trip from New York to Utah. Instead of taking the Rocky Mountain Limited to the Dinosaur National Monument, they take the Rocky Mountain Unlimited back in time to when dinosaurs roamed the earth. Their teacher, Miss Pym, is not happy, but the children are. They see real dinosaurs, cook, and play all week long. Then the train comes back for them and they all return home safely.

THEME: Seven children and their teacher travel back to the time of dinosaurs.

ACTIVITY ONE:
Adapted idea from Jim Burke (http://www.readingrocket.org/article/82?theme=print)
To have students work in small groups to read the story aloud.
The students will form small groups of four to five. One student will start reading. When that student no longer wishes to go on, the next student will pick up.

ACTIVITY TWO:
Borrowed idea from Jim Burke (http://www.readingrocket.org/article/82?theme=print)
To have students listen to a guest speaker and have a class discussion afterwards.
The teacher will invite a guest speaker to the classroom to talk about dinosaurs (this could be a museum curator). After the guest speaker leaves, the children have a class discussion about what they learned.
Realistic

Fiction
SYNOPSIS OF BOOK: Eddie, a third-grade student, has trouble at school. One day, his teacher says “Eddie, enough.” Other children in the class think it sounds funny and begin calling him Eddie Enough. This hurts Eddie’s feelings because he does not know why he keeps doing things to get him into trouble. He eventually goes to a doctor and is diagnosed with AD/HD. Medicine and regular meetings with the doctor help Eddie control his AD/HD and stay focused in school. Eddie stops making trouble and loses the nickname Eddie Enough.

THEME: A third-grade student deals with the troubles of AD/HD before and after his diagnosis.

ACTIVITY ONE:
Borrowed idea from Barbara D. Martin (http://www.csrnet.org/csrnet/substitute/rdgjournals.html)
To have the students keep a journal.
The students will keep a journal as if they were the main character of the story. They will write down everything that happens to them in the story and reflect on how it affects them (as the character) and why.

ACTIVITY TWO:
Borrowed idea from Christine Bauer-Ramazani (http://academics.smcvt.edu/cbauer-ramazani/Links/activities_for_email.htm)
To have students use e-mail.
After reading the book independently, each student will write and send the teacher an e-mail of four or more sentences stating what the book was about. They must include, at the end of the e-mail, a text to self, text to world, or text to text connection.
SYNOPSIS OF STORY: A preschooler, named Edward, is four and does not think that school is fair. There are kids at the preschool who are stronger than Edward, like Donny, and Edward does not think it is fair. Nobody would share clay with Edward, and he does not think it is fair. Some kids run faster and have new shoes. Edward says it is not fair. At the end of the day Edward finds out that he can zip his jacket while other students cannot. Only then does he think school is fair.

THEME: Preschool student Edward thinks school is not fair until he finds out he can do something the other students cannot.

ACTIVITY ONE:
Original idea
To have students create a timeline.
Students will, given a sheet of blank paper and writing utensils, create a timeline of the events that take place in the story. (The story takes place during one day). They may not use the book, but may check with other classmates or the teacher to make sure their timelines are correct. The timelines must be decorated and will be displayed in the classroom.

ACTIVITY TWO:
Original idea
To have the students use a cell phone to send a text message.
The teacher will purchase or borrow a cell phone with text messaging capabilities. He/she will give the students, one at a time, the cell phone to send him/her a text message. The text message should state what the character finds out he can do that no one else can.
SYNOPSIS OF STORY: Emilio is a boy who lives in the city. On a hot summer day, he goes to the store to buy some bread for his mother. While walking, he sees some kids from school and stops by his secret hole in a vacant lot. He notices that most people are not doing anything because it is too hot. After delivering the bread, Emilio sits on the stoop and hears a noise. It is the street washer coming down the street. All the children run to get sprayed with the icy water for relief from a hot day in the sun.

THEME: For relief from a hot day in the sun, a boy and his peers splash in the icy water from the street washer.

ACTIVITY ONE:
Original idea
To have students describe a character.
The students will describe the main character using the vocabulary words for the week. They must use at least five. The descriptive words do not have to be included in complete sentences.

ACTIVITY TWO:
Original idea
To have students create a comparison chart.
The students will, as a class, create a comparison chart about what the main character did on a hot summer day and what they would do on a cold winter day. The comparison chart will be written, by the teacher, on a large sticky note to be hung in the room.
SYNOPSIS OF STORY: Abby goes to the pet store with her brother (Mike), mom, and dad. The mom wants a dog. A cat is what Abby’s dad wants. Mike wants a frog. Abby wants a “pig,” but her family does not think pigs are good pets. In the end, the family takes home two guinea pigs and everyone is happy.

THEME: Two guinea pigs are taken home as pets by a family of four.

ACTIVITY ONE:
Original idea
To have students take care of a pet.
The teacher will purchase a classroom pet. The students will take care of the animal, making sure they have the right food and living conditions for the animal. They will keep a weekly journal of the animal and their interactions with it, thoughts about it, and so on.

ACTIVITY TWO:
Original idea
To have students make a text to self connection.
The students will illustrate a brief description of a text to self connection they made after reading the story. The teacher will display the illustrations around the room or out in the hall.
Title of book: All Those Secrets of the World
Author’s name: Jane Yolen
Publisher: Little, Brown and Company
Reading level: 4th grade
Genre: realistic fiction
Copyright: 1991

SYNOPSIS OF STORY: When Janie was four years old, her father went off to war. After saying goodbye, her mother cried all the way home. One day while Janie’s father is away, her cousin Michael and she went wading in the Chesapeake Bay. Michael showed Janie how different things look from far away as opposed to close up. He referred to it as a secret of the world that Janie will know when she is older. Janie was six when her father came home from the war looking like a stranger to his family. Everyone, except for Janie’s mother, cried.

THEME: Michael teaches his younger cousin Janie that things look smaller from far away than they do close up; a secret of the world.

ACTIVITY ONE:
Original idea
To have students identify Big Ideas.
The teacher will, with the help of the class, create a Big Ideas chart on a large sticky note to hang up somewhere in the classroom. The students will brainstorm and the teacher will write.

ACTIVITY TWO:
Original idea
To have the students summarize with a drawing.
After reading the book, the students will draw a picture that summarizes their favorite part of the book. The drawings will be displayed in the classroom on out in the hallway.
Historical Fiction
SYNOPSIS OF STORY: A black man and his three sons travel to Nicodemus, Kansas (from Kentucky) after the Civil War. Their mother, his wife, died on the way. When they reached Kansas, they met some other families and built a house in the ground to survive the winter. During the course of the winter, they ran out of food, but the Osage Indians came by and left them food. In the spring, the father left his three sons to find better land (land that was not prairie). The boys traveled 150 miles to Solomon City when their father finally sent for them some months later.

THEME: After the Civil War, a black father and his three sons travel to Kansas to find land of their own.

ACTIVITY ONE:
Original idea
To have students play an interactive computer game.
The students will play an interactive computer game (example: Oregon Trail) that is about survival. After the students are finished playing the game, they will compare and contrast the game with the book.

ACTIVITY TWO:
Borrowed idea from Dave Mathews (boyfriend)
To have students learn how to share.
The students will have ten minutes to think about the kind of food they would share with the father and three sons if they were the Osage Indians. It does not have to fit that time period, it could be their favorite food or something they have at home. They will then form groups based on the food they decided to share. In those groups (no more than five to a group) the students will make homemade ice cream (recipe given by teacher). The ice cream will represent the winter the father and three boys spent in the hole in Nicodemus, Kansas. (Ice cream making is not to be confused with other recipe activity because it is not the main activity for this book).
Title of book: Stone Soup
Author’s name: Marcia Brown
Publisher: Charles Scribner’s Sons
Reading level: 3rd grade
Copyright: 1947
Genre: historical fiction

SYNOPSIS OF STORY: On their way home from war, three soldiers find a village. Seeing the soldiers coming, the villagers hide all their food and tell the soldiers they have no beds or food for them. The soldiers tell the villagers that they would make stone soup for the whole village since all you needed was a stone. This interests the villagers and tricks them into giving the soldiers all sorts of food to make the soup taste better. Everyone eats together and the three soldiers are given the three best beds to stay in for making their wonderful soup for the villagers. The next morning, the soldiers begin traveling the rest of the way home.

THEME: Using their cunning ways, three soldiers trick an entire village into feeding them and giving them a place to stay for the night.

ACTIVITY ONE:
Original idea
To have students predict.
Using sticky notes, students will read through the book and make predictions after each page and stick their prediction to that page. After they finish the book, the students will go back through and see if their predictions were right.

ACTIVITY TWO:
Original idea
To have the students follow a recipe.
The students, with the help of the teacher, will follow the recipe for Stone Soup (from the story). Once completed, the soup may be shared with the class, the grade, the school, or even parents.
SYNOPSIS OF STORY: Booker, a nine-year-old boy, works at the saltworks with his father and brother. He does it from day to night, and then goes home. Booker wants to learn to read, but he does not know anyone who can help him. Then, after work one night, he sees a man reading a newspaper aloud to a group of people. He does not stop thinking about that man and his mother gives him an alphabet book. Finally, Booker finds the newspaper man and learns the song to go along with the alphabet and how to spell his name.

THEME: Booker cannot read or write until he learns the alphabet from the man who reads newspapers.

ACTIVITY ONE:
Original idea
To have students create a list.
Before reading the book, the students will create a list of things they want more than anything else. They will look back at their list after they have read the book and reflect on what they want compared to what the main character wanted.

ACTIVITY TWO:
Original idea
To have students research a historical person.
The students will research the person the main character was fashioned after. They will create a one page biography on that person and give a two minute presentation on their findings.
SYNOPSIS OF STORY: A narrator tells the story of a boy named Sundiata who could not speak or walk for a long time after birth. Many people thought he was weak. His only friend and tutor, Balla Fasséke, was sent away by his evil stepbrother. This was to prevent Balla Fasséke from helping Sundiata to his place on the throne. The evil stepbrother took over the kingdom, and Sundiata’s rightful place as king, and Sundiata and his mother fled the kingdom. Eventually, Sundiata, with the help from many other kingdoms, won back his kingdom from his evil stepbrother and happily ruled for the rest of his life.

THEME: Sundiata overcomes hardships and overthrows his evil stepbrother to take place on the throne that was meant for him.

ACTIVITY ONE:
Original idea
To have students create comic book strips.
Each student will create a comic book of the story. They will write the script (or borrow it from the story) and draw pictures to go along with the script. The teacher will publish the comic books for the students to keep.

ACTIVITY TWO:
Original idea
To have the students create a newspaper.
After reading the book, the students will create a newspaper of the story. The students may work with a partner or individually. The teacher will put all of the stories together and create the newspaper to be handed out to the class.
SYNOPSIS OF STORY: Before the Civil War, when the slaves were using the Underground Railroad to escape to freedom, a white man named Peg Leg Joe helped free them. He would seek a job working for a slave owner. Once he had one, he would teach the slaves a song. The song was their map (or route) to freedom. After the slaves learned the song, Peg Leg Joe would move on to another slave owner and teach the song to a new set of slaves. The slaves used the song to escape their owners and get to freedom.

THEME: During the time before the Civil War, a white man helped slave escape to the north by teaching them a song.

ACTIVITY ONE:
Original idea
To have the students put on a Reader’s Theatre production.
The teacher will assign each student a part. There can be two to four slave owners, four to six dogs, five slaves, Peg Leg Joe, and several more people helping them to escape. Each student will have time to look over his/her part. The students will put on the production for the teacher or another class. Students may switch roles after one performance.

ACTIVITY TWO:
Original idea
To have students learn and sing a song.
With the help of the teacher, the students will learn the song in the back of the book. If the teacher cannot play the piano, he/she may invite someone else to play it or purchase a recording of the song. As a class, the students will perform (sing) the song they learned.
Non

Fiction
SYNOPSIS OF STORY: Kris Hirschmann's *The Solar System* is an informational book about planets, stars, and the universe. It has interesting facts and colorful pictures, fun charts, neat diagrams, a glossary, and even an index. Looking at the Universe is the first chapter and is a basic overview of what galaxies and stars are. The Solar System, chapter two, is about the planets. Chapter three is about comets, meteoroids, and asteroids, and chapter four is about people in space.

THEME: An informational book about the solar system and everything in it.

**ACTIVITY ONE:**
Original idea
To have the students build a solar system.
The students will create a solar system using molding foam. They will decorate and color the solar system when it is finished drying. The teacher will display the solar system in the classroom.

**ACTIVITY TWO:**
Original idea
To have the students explore a new language.
The students, in small groups, will come up with their own language which they will be able to write and speak with each other.
Title of book: Somewhere Today: A Book of Peace
Author’s name: Shelley Moore Thomas
Publisher: Albert Whitman & Company
Copyright: 1998
Genre: Non Fiction
Reading level: 1st grade

SYNOPSIS OF STORY: Every other page starts out with the phrase “somewhere today…” Each of those pages has some new activity on it that a child could be doing in the world to help promote peace and love. There are beautiful pictures on the pages that do not have writing on them. The purpose of the pictures is to help each child imagine the activity. Somewhere Today: A Book of Peace is meant to inspire children to do great and loving things for others.

THEME: A short compilation of true events that could possibly be happening in the world today.

ACTIVITY ONE:
Original idea
To have the students create a peace banner.
The students will create a peace banner for “Peace Day” in the classroom. The banner will be hung up outside of the door and each child will have the chance to do something nice for someone else in the classroom or school.

ACTIVITY TWO:
Original idea
To have the students participate in a food drive.
The students will have one week to bring in canned foods for a food drive run by the classroom or grade to be given to the local soup kitchen or Red Cross.
SYNOPSIS OF STORY: Living in Baghdad, Iraq’s capital, is the Saleh-Ali family. They provide the reader with a look into their family and home. Culture and everyday life is discussed. Included in the book is a pronunciation guide, a glossary, and index, and even a list of related books. The text is informational and set up to read like so.

THEME: Daily life of a family living in Iraq in the late 1990’s.

ACTIVITY ONE:
Original idea
To have the students do related reading.
The students will read at least two of the related readings from the list in the back of the book.

ACTIVITY TWO:
Original idea
To have the students participate in a conference with the teacher.
The students will read the book then conference with the teacher about ideas for a story related to the book.
SYNOPSIS OF STORY: A French aerialist, Philippe Petit, was in New York City performing stunts for money. He saw the two towers close together and decided he wanted to try to walk a tightrope between them. Philippe did not think he would be able to get permission, so he started to plan secretly. With the help of three of his friends, Philippe was able to walk between the two towers. When he was finished, the police were waiting for him and he was sentenced to perform stunts for the children in the park.

THEME: An aerialist stunt man walks between the Twin Towers.

ACTIVITY ONE:
Original idea
To have the students participate in a low ropes activity.
The students will participate in a low ropes activity set up by the teacher with help from the PE instructor. The low ropes activity will act as the stunt that Philippe did between the two towers in the book.

ACTIVITY TWO:
Original idea
To have the students act as a judge.
The students will play the role as judge and decide what sentence they would give Philippe if they were overseeing his trial.
SYNOPSIS OF STORY: According to the text, the first true cowboys of America are Mexican. From Mexico, before the English (Pilgrims) settled in America, men were herding cattle and living the ranch-style life.Filled with much information and facts about the vaqueros, this book is a wonderful read for upper elementary children. It has Spanish terminology and wonderful pictures and paintings. The glossary and the index in the back of the book are a great help for those who want to know what a word means or find something fast.

THEME: An informational text about Mexican “cowboys” and their changing lifestyles.

ACTIVITY ONE:
Original idea
To have the students create a new lifestyle.
Each student will come up with a new lifestyle for him/herself. The lifestyle will be approved by the teacher. The lifestyle must be acted out for one week while in the teacher’s classroom (once outside of the teacher’s classroom, the students must live their own regular lifestyles because if they do not, the activity will end immediately). After the week is up, the students will write a reflection.

ACTIVITY TWO:
Original idea
To have the students create poem using another language.
The students will write a short poem using Spanish.
Choice
Title of book: Pish, Posh, said Hieronymus Bosch  
Author's name: Nancy Willard  
Publisher: The Trumpet Club  
Copyright: 1991  
Reading level: 4th grade  
Genre: Choice

SYNOPSIS OF STORY: An artist named Hieronymus Bosch loves odd creatures. There was a good woman who looked after his house and all the creatures. One day she got fed up and decided to quit working for Hieronymus Bosch. She left the house in the night only to find that the creatures had followed her because they wanted to stay with her. The next morning, she got up and went back to Hieronymus Bosch and they married.

THEME: A woman leaves her job thinking she hates it only to find that it is the one thing she loves the most.

ACTIVITY ONE:  
Original idea  
To have the students use an encyclopedia.  
The students will use an encyclopedia (online or hard copy) to look up Hieronymus Bosch.

ACTIVITY TWO:  
Original idea  
To have the students paint their own creature.  
Given paints, brushes, and a sheet of paper, the students will individually create their own creatures. They may model theirs after those in the book. The teacher will hang the paintings up around the room.
SYNOPSIS OF STORY: A young girl named Sylvia wants to become a sorcerer's apprentice because she thinks she will learn magic. The sorcerer only wants her to sew some clothes for his creatures. Before he leaves Sylvia to do her work, he does a little magic for her. Sylvia begins to do her work, but notices that it is taking too long. She decides to use a bit of magic to hurry the process, but runs into a problem when she uses too much magic. The sorcerer comes back and rights everything and Sylvia grows up to be a sorcerer.

THEME: A cautionary tale about a powerful sorcerer and the servant who misuses his master's magic.

ACTIVITY ONE:
Original idea
To have the students create a rule.
The students will create and abide by a rule for one day. The rule must be approved by the teacher.

ACTIVITY TWO:
Original idea
To have the students will learn to sew.
The students will sew a few pieces of cloth together (using a needle and thread) to make an outfit for a stuffed animal of their choice. The teacher will help as much a possible.
SYNOPSIS OF STORY: A boy writes to Santa for a Christmas present, making sure to be as specific as possible due to some misunderstandings in the past. Come Christmas day, the boy has a penguin named Osbert waiting under the Christmas tree for him. They do everything together and the boy learns that with a pet, he is not able to do all the things he wants to do because he has to take care of it. After a while, the boy is writes to Santa again. This time Santa gives him a warm, red sweater and two tickets to Antarctic World. The boy and Osbert go to Antarctic World and the boy leaves Osbert there so he can live a fun life with other penguins. When he gets back home, the boy is already planning what he will ask for next Christmas.

THEME: A boy learns responsibility from taking care of a pet.

ACTIVITY ONE:
Original idea
To have the students decorate a classroom.
The students will decorate the classroom as what they think Antarctic World would look like.

ACTIVITY TWO:
Original idea
To have the students will use a dictionary to define words.
The students will use a dictionary (online or hard copy) to find the words: penguin, Antarctic, igloo, and herring. They will then define, using their own words, what the words they looked up mean.
SYNOPSIS OF STORY: Trixie and her father go to the Laundromat to wash clothes. Knuffle Bunny is Trixie's stuffed animal and travels along with Trixie and her father. While Trixie and her father were putting the clothes in the washer, they accidentally threw in Knuffle Bunny as well. Then Trixie and her father were on their way back home when she realized that she didn't have Knuffle Bunny. Being too young to talk, Trixie could not tell her father with words that Knuffle Bunny was missing. She tried and tried to get him to understand, but it wasn't until they got home and her mom asked where Knuffle Bunny was that her father realized what had happened. They all three went back to the Laundromat and saved Knuffle Bunny from the washer.

THEME: A child loses her favorite stuffed animal and cannot verbally tell her father.

ACTIVITY ONE:
Original idea
To have the students show and tell.
The students will bring in their favorite stuffed animal or blanket and share why it is their favorite.

ACTIVITY TWO:
Original idea
To have the students experience a Laundromat.
The students will bring in either a t-shirt or a pair of shorts (no other clothing acceptable) to class. Then they will take a field trip with their teacher to a Laundromat and use quarters to do one load of wash using their items.
SYNOPSIS OF STORY: The book begins with a woman sleeping on her bed. One by one, other living things in the room join her in sleeping on her bed. Eventually, a flea bites a mouse who wakes up a cat and everyone else one by one until the woman wakes up. When the woman wakes up, she breaks the bed. The book ends with everyone outside enjoying the sun.

THEME: A story of a sequence of events.

ACTIVITY ONE:
Original idea
To have the students create a calendar.
The students will create a twelve month calendar using each character twice. Each character must be sleeping in one picture and awake in the other.

ACTIVITY TWO:
Original idea
To have the students build a “napping house.”
The students, with help from the teacher, will build and decorate a “napping house” where they will be able to go during reading time. The house may have a roof, but the teacher must be able to see the student in the house. There must only be one student in the house per reading time and each student will get a chance to use it. Any misuse of the “napping house” will result in loss of use.