Title of Book: Diary of Worm
Author: Doreen Cronin
Publisher: Harper Collins Publishers
Copyright year: 2003
Reading Level: 1st grade
Genre: Fantasy

Synopsis of Story:
Worm, the main character, keeps a diary in which he tells about his life from his own perspective. He includes a lot of activities that he and his best friend, Spider, take part in. Encounters with humans are also described in humorous ways. He talks about going to school, going to dances, and participating in art class as well as many other activities. Also, just like humans do, he has to put up with his annoying siblings.

Theme: This book has a theme of nature.

Activity One: Interior Decorating

Origination of Idea: This idea was adapted from a similar activity seen on the website: 
http://www.englishcompanion.com/assignments/reading/103readingactivities.htm

Objective:
• Students will analyze the character and try to get to know them in a more personal way through designing his bedroom.

Description of Activity:
• Have the students pretend they are an interior decorator (you will probably need to define this for the students and explain what they do).
• Have the students think about Worm and where he lives.
• Have them think about his likes and dislikes based on the book’s descriptions.
• Then instruct the students to draw a picture of his room and how they would decorate it. They should include things like a bed, desk, pictures, etc.
• Students will also need to write a short paragraph describing what they drew and why they put it in Worm’s room.

Activity Two: Hokey Pokey

Origination of Idea: This idea was adapted from a similar activity seen on the website: 

Objective:
• Students will think about other animals and how their bodies move as well as how Worm’s body moves.

Description of Activity:
• In the book the worms do the hokey pokey at the dance, but they can only put their heads in because they do not have arms and legs.
• Pretend to be worms and do the hokey pokey.
• Then, discuss different animals and how they move as well as what body parts they have. (Do they have legs, arms, hands?)
• Pretend to be snakes, cats, dogs, monkeys, spiders, and any other interesting animals the students come up with and do the hokey pokey.
• Have them write in their journals about the different ways the animals move and how they participate in the hokey pokey. (example: The spider has eight legs, so he can choose to put in any leg that he wants)
Title: Snoopy’s Show and Tell
Author: Charles M. Shulz

Publisher: United Feature Syndicate  Copyright Year: 1986
Reading Level: 1st Grade  Genre: Fantasy

Synopsis of Story:
Charlie Brown and his friends are having a show and tell day in their class at school, but they are having trouble figuring out what to take with them. Finally, Charlie Brown decides to take Snoopy and Sally decides to take Woodstock. While Woodstock and Snoopy are at school, they create quite a mess of the classroom. Also, Snoopy has two surprise visitors come to school to visit him. After all this happens Charlie Brown asks himself, “Why can’t I just have a normal dog?”

Theme: This book shows that it is okay to be different than what most people would consider “normal.”

Activity One: Show and Tell

Origination of Idea: This idea came from the brain of Julie Hamm.

Objectives:
• Students will relate to characters in the book by bringing in items for show and tell, just as Charlie Brown and his friends did.

Description of Activity:
• The day before you read this book to the class, tell them to bring in an item from home that is very important to them. Tell them you are going to have “show and tell.”
• The next day, read them the book Snoopy’s Show and Tell out loud to the class, pausing to discuss why each character brought in the item they did.
• After you have finished the book, have the students come up in front of the class and explain their item to the class. Ask them what it is and why it is important. Put a 2 minute time limit on them so it does not take all day. First graders love to talk!

Activity Two: Comic Strip

Origination of Idea: This idea was adapted from a similar activity seen on the website: http://www.englishcompanion.com/assignments/reading/103readingactivities.htm

Objective:
• Students will demonstrate comprehension by retelling the story through a comic strip.
Description of Activity:

- Have the students read the book *Snoopy’s Show and Tell* with a partner.
- After each group has finished come back together and ask them what was different about how this book was set up? (It was like a comic strip).
- Give them paper with boxes on it that look like a blank comic strip (these should be large enough for first graders to draw in) and ask them to retell the story using their own pictures.
- Have them just use pictures, not words.
- When they are finished illustrating, have them switch comic strips with their partner and try to “read” each other’s comic strips by just looking at what is happening in the pictures.
Title: Little Quack
Author: Lauren Thompson
Publisher: Simon & Shuster Books for Young Readers  
Reading Level: 1st Grade
Genre: Fantasy
Copyright Year: 2003

Synopsis of Story:
Little Quack and his brothers are learning how to swim. Mama tries to coax the ducklings out of the nest, but they are all too scared. Slowly, one by one, they all become brave and jump into the pond with Mama, except Little Quack. He was having trouble finding the courage to join his family on the pond. Finally, for a moment, he feels brave and jumps into the water.

Theme: This is a book about being brave, trying something new, and counting.

Activity One: Draw the Setting

Origination of Idea: This idea was adapted from a similar activity seen on the website: http://www.englishcompanion.com/assignments/reading/103readingactivities.htm

Objective:
- Students will understand the setting of the book by drawing a picture.

Description of Activity:
- Read the book Little Quack out loud to the class
- At the top of the paper the student’s will write “The setting of this book is __________.” They will fill in the blank. (they should use the word pond or something similar).
- Have the students draw the setting on a plain white sheet of paper. If they choose to, they can include characters as well.

Activity Two: Acting it Out

Origination of Idea: This idea was adapted from a similar activity seen in Dr. Strode’s Creative Dramatics class.

Objective:
- Students will become engaged in the book and show their understanding of the story by acting it out as the teacher reads the story again.

Description of Activity:
- Read the book to the class out loud as the students sit and listen.
- After you have finished reading, tell them they are going to act out what happened in the book.
- Go over rules for the activity (no running, hitting each other, what an appropriate noise level is, etc).
- Assign each student a role. (There might be more than one person playing each character depending on the size of your class).
- Have the students act out the book as you are reading. Pause between sentences, allowing the students time to act out what you are saying.
- For example, whenever Mama says, “Come little ducklings, paddle on the water with me,” wait for the Mama ducks to say it and do an action.
Title: Wobble the Witch Cat
Author: Mary Calhoun
Publisher: William Morrow & Co. Copyright Year: 1958
Reading Level: 2nd Grade Genre: Fantasy

Synopsis of Story:
Wobble is a black cat who is owned by the Good Witch. The Good Witch bought a new magic broom and Wobble has trouble balancing on the new broom. All the other witch cats make fun of him because he wobbles through the sky. One Halloween, Wobble decides he is going to hide the broom so he doesn’t have to ride it on Halloween night. The witch becomes upset that she can’t find her broom, but she knows she still needs to do her witch duties on Halloween. The Good Witch decides to use a vacuum cleaner as her new magic broom and Wobble becomes upset at first, but then realizes the vacuum is much easier to balance on.

Theme: This book has a Halloween theme.

Activity One: Finding Adjectives

Origination of Idea: This idea was adapted from a similar activity seen on the website: www.education-world.com/a_lesson/03/lp301-01.shtml

Objective:
• While reading this book, students will recognize adjectives.

Description of Activity:
• In a literacy center, students will read Wobble the Witch Cat
• While in the center, the students will use highlighter tape to highlight all the adjectives they see.
• They will turn to a partner next to them and see if they highlighted the same words. If not, they will have a discussion about why they highlighted different words and try to come to an agreement about which words are adjectives and which words are not.

Activity Two: Syllables

Origination of Idea: This idea was adapted from a similar activity seen on the website: www.education-world.com/a_lesson/03/lp301-01.shtml
Objective:
- Students will find 3-syllable words within the book and write them down

Description of Activity:
- After the students read Wobble the Witch Cat independently, they will work with a partner to find at least 20 3-syllable words in the book.
- Instruct the students to fold a piece of paper so that it has 3 columns. Make sure they fold the paper “hotdog” style so they will have room to write their words.
- When they find a 3-syllable word, they will write each syllable in a separate column. They should have at least 20 words written down.
Title: The Mouse and the Motorcycle  
Author: Beverly Cleary

Publisher: Harper Collins Publishers  
Copyright Year: 1965

Reading Level: 4th Grade  
Genre: Fantasy

Synopsis of Story:
Ralph lives with his family at the Mountain View Inn. He is easily annoyed with his family and loves adventures. One day, he meets a young boy named Keith, who has a shiny, miniature motorcycle. Ralph takes off on the motorcycle and goes down the road to a summer camp to get away from his family. If adventure was what he was searching for, he certainly found it at this camp. He learns through many dangerous challenges that maybe home wasn’t so bad after all.

Theme: This book has a theme of bravery and adventures.

Activity One: Design a Motorcycle Helmet for Ralph

Origination of Idea: This idea came from my sister, Jaime Hamm

Objective:
- Students will demonstrate their knowledge of sequencing.

Description of Activity:
- After reading this book, students will create a helmet for Ralph to wear while he rides his motorcycle. In the book, he uses a ping pong ball that is cut in half. The students will be allowed to use a solid wiffle ball that has been cut in half (This is larger and easier to decorate than a ping pong ball; however you can choose to use a ping pong ball).
- Designs for the helmet should include all the events that happen to Ralph on his motorcycle. (how he gets the motorcycle, driving off to camp, being attacked by the watch cat, etc).
- Have each student sketch on paper what they are going to put on the helmet. (They should include at least 5 major events from the story, but they must be drawn in the order they happened.
- Once they have sketched their ideas, allow the students to use paint to decorate their helmets.
- Have the students present their helmets to the class.
- Provide a place to showcase their projects either in the hall way or somewhere in the classroom.
Activity Two: Movie Trailer

Origination of Idea: This activity was adapted from a similar activity seen on the website: http://www.englishcompanion.com/assignments/reading/103readingactivities.htm

Objective:
• Students will show comprehension and summarizing abilities by making a movie trailer.

Description of Activity:
• After reading The Mouse and the Motorcycle as a class through reading in partners, independently, and as a class, put the students into groups.
• Have the students summarize the book orally in their groups.
• Watch a few movie trailers from appropriate-aged movies.
• Talk about what makes a good movie trailer (summarizes the movie, but doesn’t give away the ending; shows some interesting parts, but not all, etc).
• Have the students write their own movie trailer script as a group.
• After they have written their script, have them illustrate a few scenes they will talk about in their script.
• Have the students present what their trailers would look like and explain them to the class.
• If you want to take this one step further and bring in video cameras and props, allow the students to actually make their trailer and then watch all the group’s trailers as a class.