

Trade Book Binder



EDUC 340

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May 4, 2009

Trade Books:

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Ye, T. (1997). *Three monks, no water*. New York: Annick Press Ltd.

Genre: Multi-cultural

Synopsis of story: There was once a young monk who lived by himself on top of a mountain, in a temple to be exact. This monk was so lonely that he wished for a companion and one day his wish came true. Not long after this visitor arrived another one came along as well. These three monks did not want to work together; they all thought that the other would do the chores, such as fetching the water. However, a fire broke out in the temple one day and the three monks had to work together to put it out. From then on, they saw the importance of helping each other.

Activity 1: Chinese symbols are used throughout the book's illustrations. The teacher could explain that these symbols are the written language of China, such as letters that make up words in the English language. The students will then be instructed to make up their own written alphabet or fifteen different words from the book, using symbols, pictures, or letters. Once they have completed this, they will be asked to share their communication board with the class. (Source: Sahara Kipfer)

Activity 2: After the teacher explains the definition of "responsibility," students will be asked to think of ways they share the responsibilities at home and at school. Next they will be asked to fill in a blank calendar for that week with the tasks they intend to help out with, such as taking out the trash or doing the dishes. (Source: Sahara Kipfer)

Yolen, J. (1967). *The emperor and the kite*. Cleveland: The World Publishing Company.

Genre: Multi-cultural

Synopsis of story: There was once a princess, Djeow Seow, who was the fourth daughter of a Chinese emperor. She was the smallest of all her father's children, as well as the most ignored. In fact, she would play all day long with her kite. Flying this kite was her favorite activity to do and this skill came in handy when her father, the emperor, was kidnapped by evil men. Her father was taken to a high tower and the tiny princess used a kite she had made to safely bring down her father. From then on, the emperor never again neglected a person.

Activity 1: Students are to use this book, in addition to the Internet and/or other books in the library, to research the history of kites. From the information that is gathered, you are to use a 3 circle Venn diagram to compare how kites were made hundreds or even thousands of years ago, how modern kites are made, and how Djeow made her kite. (Source: <http://webtech.kennesaw.edu/reading/emperorkite.htm>)

Activity 2: The teacher will need to have a kite kit for each student. It should be made of sturdy materials because students are going to write the main ideas of the story on their kite. Next they are to assemble their kites, but before flying them they should share their "kite ideas" within small groups. (Source: Sahara Kipfer)

Keller, H. (1994). *Grandfather's dream*. Singapore: Tien Wah Press.

Genre: Multi-cultural

Synopsis of story: Nam's grandfather remembers how his village used to be before the Vietnamese War broke out. Cranes used to swarm the feeding ground, but when the war came the birds fled to safer grounds. It has been many years since the war ceased; however, the cranes have not come back. All the while, Nam's grandfather has held out hope that they will return. A particular piece of land has even been set aside for their return, but if they dare not return this season the land will be put to other use. After some time the birds venture back to the village, proving that dreams can come true.

Activity 1: In the book, one of Nam's most special relatives is his grandfather. I would like for you to think of someone special in your life. Next, you are to write them a letter telling them why you appreciate them. Remember to include a heading, greeting, at least two paragraphs in the body, and a complimentary closing. (Source: <http://www.readingto kids.org/Books/BookView.php?pag=3&bookID= 000004 04>)

Activity 2: The book's illustrations convey people eating rice with chopsticks. Students are going to learn to manipulate chopsticks by picking up magnetic letters from a basket and spelling some of the words from the book (crane, dike, rice, and monsoon). (Source: Sahara Kipfer)

Climo, S. (1999). *The persian cinderella*. New York: Harper Collins.

Genre: Multi-cultural

Synopsis of story: Settareh lives with her step-mother, two step-sisters, and female cousins in the palace, which is ruled by her father. One day Settareh's father announces that the women are invited to the "No Ruz," the New Year celebration. Settareh, along with the other women, tries to find something nice to wear in town, but she spends her money on other things, such as a blue jug. She discovers that it contains a pari, which is a fairy that grants several of her wishes. One wish that is fulfilled is that she has something nice to wear to the celebration. Her step-sisters become enraged with her and try to sabotage her; however, the prince falls in love with her and they marry one another.

Activity 1: Students are to create a flow map (a sequenced timeline) of the events in the book. Remember, the events should be placed in chronological order. (Source: <http://www.thinkingmaps.com/htmexam.php3>)

Activity 2: After the teacher discusses Settareh's Persian background, the students will begin to investigate their own. They are to do so by asking their parents, grandparents, or other family members for assistance, to see if they know of any traditions that have been passed on through the family. If no traditions are found, then explore your family roots. Once this stage has been completed, students will be asked to share their findings with the class through a three to five minute presentation. (Source: Sahara Kipfer)

Deedy, C.A. (2000). *The yellow star: The legend of King Christian X of Denmark*. Atlanta: Peachtree Publishers, Ltd.

Genre: Multi-cultural

Synopsis of story: During World War II the Star of David was a symbol used to indicate Jewish peoples' religious beliefs. Within this book, the king of Denmark, Christian X, defends his country when the Nazis invade. The people of his country were loyal subjects long before the Nazis invaded, so they supported his decisions and trusted that he would not let any harm come their way. The king tried his best to defend his country and in the end the king's effort was rewarded with the removal of the Nazis.

Activity 1: Choose one character from the book and write three diary entries based on the events in the story. The first entry should focus on what it was like to live in Denmark, in the early 1940s, before the Nazis entered the country. The second entry should center on how they felt when the Nazis ordered those of the Jewish faith to wear the Star of David. The last entry should take place after the king "drove" the Nazis out of Denmark and how this experience affected you. (Source: http://www.holocaust-trc.org/yello_lp.htm)

Activity 2: If you could ask a World War II veteran anything concerning his experience in the war, what would you ask him? I would like you to write 5 sample interview questions you could ask a hypothetical World War II veteran. (Source: http://www.holocaust-trc.org/yello_lp.htm)

Caple, K. (2004). *Worm gets a job*. Cambridge: Candlewick Press.

Genre: Fantasy

Synopsis of story: Worm, the main character, hears about an art contest that will soon be taking place. He wants to enter this contest, but he does not have any paints, nor any money to buy paints. Therefore, he tries working in various job positions, such as a babysitter and a housecleaner. This little creature tries his best and at the end of the day, his efforts are finally rewarded. While at his last job, he is designated to paint signs; however, he does not paint what he is assigned. Since Worm did not do as he was instructed he did not receive any pay, although he was allowed to keep his pictures. In the end, his pictures were recognized and awarded a blue ribbon for their outstanding talent.

Activity 1: Worm had a special talent: painting. I would like you to write a one page report that centers upon a special talent of yours. For example, are you a magician, dancer, artist, musician, etc.? Once you choose a talent, focus on the question of "what would you do if you were entered in a talent show?" (Source: Sahara Kipfer.)

Activity 2: Worm had many different job experiences. I want you to think of a different job that worm could have done to earn money. When you have your idea, do not tell any of your classmates because you will pantomime your job title, in which your peers will try and guess what job you are acting out. (Source: Sahara Kipfer.)

Nolen, J. (1998). *Raising dragons*. Singapore: Tien Wah Press.

Genre: Fantasy

Synopsis of story: This is a story about a little girl who lives on a farm with her parents. While out for a “Sunday-before-supper walk” she stumbles across an egg, a dragon egg to be exact. Her father warns her to stay away from the egg, but she does not obey him. When the egg hatches, she decides that she will care for the dragon herself. She even gives the creature a name, Hank. Once he is fully grown, the little girl and him set off for a dragon-shaped island in the middle of an ocean, known to be the home of dragons. When they arrive they find this to be true and so Hank decides to stay with his kind.

Activity 1: The teacher will explain to students that dragons are mythical creatures. From there, the students are to think of other mythical creatures that exist. What else could have hatched from that egg instead of just a dragon? When the students have an idea in mind they are to write their own fairy tale that includes finding a mystical egg, what hatches from it, how the creature is cared for, and what happens to the creature at the end. (Source: Sahara Kipfer)

Activity 2: This story is told in first person, as thought you were the little girl. Now your task is the think of how the story would have changed if it were written from a different point of view. This can be done by selecting a few pages, 3 to 4 pages, from the book and rewriting them in the third person. (Source: Sahara Kipfer)

Shannon, D. (2002). *Duck on a bike*. Mexico: The Blue Sky Press.

Genre: Fantasy

Synopsis of story: One day Duck has a wild idea: he can ride a bike! While waddling by the farmer’s house, he sees that the farmer’s son left his bike outside, so he decides to try and ride it. As he rides the bike, he peddles past all the other animals, to which he is showing off. In the end, several other children ride by on their bikes and park them near the farmer’s as well. This allows for all the other animals to ride around like Duck.

Activity 1: After reading the book, the teacher will ask the students if they noticed any safety hazards, such as Duck not wearing a helmet while riding the bike. The teacher could then explain bike safety strategies. Next, the students would be paired off, in which they would work together to create a poster advertising bicycle safety. These posters could be displayed around the school building. (Source: Sahara Kipfer)

Activity 2: After a grand discussion on what items you might find on a farm, the teacher will explain to the class that they will each make their own collage. The teacher will bring some items into class, such as eggshells, kernels of corn, corn husks, feathers, hay, etc. and the students will use these to make their collage. (Source: <http://www.kcls.org/bo-okstogrowon/farmanimals2.pdf>)

Sams II, C. R., & Stoick, J. (2000). *Stranger in the woods: A photographic fantasy*. Milford: Carl R. Sams II Photography.

Genre: Fantasy

Synopsis of story: One day, after a snowfall, a whisper comes about in the woods. The birds first see a stranger in the woods and quickly spread the news. Some of the animals confronted with this information are the deer, owls, muskrats, and many others. They all talk about the visitor and are curious to know who and what he is. Finally, all the animals come face to face with the stranger, a snowman. The animals are pleased with the guest because he has brought food for them, such as the carrot that was used for his nose.

Activity 1: The teacher will ask the students if they can think of any animals that do not come out in the winter time. From there, they can choose one animal that they think should be included, but is not. Next they are to choose a page in the book where they think this animal should be incorporated. The last step is for them to create 4 lines of dialogue that can be exchanged with some of the other animals. (Source: Sahara Kipfer)

Activity 2: Students are to create their own unique recipe for a snowman. They should be as specific as possible. For example, if tree branches are included they should tell how many branches are needed. Step-by-step directions also need to be written out along with the recipe. (Source: Sahara Kipfer)

Ahlberg, A., & Ingman, B. (2008). *The pencil*. Cambridge: Candlewick Press.

Genre: Fantasy

Synopsis of story: The story begins with just one character: a pencil. The pencil then draws a boy, and this boy asks the pencil to draw a dog, and so on. With each character that the pencil draws, the story grows more complicated, as do the pictures. Instead of leaving the pictures in black and white, the pencil draws a paintbrush to color the drawings. One object that causes chaos is an eraser who cannot resist erasing everything in its path. However, the pencil mends the situation and at the end of day, the adventures calmed down and everyone and everything went home to bed.

Activity 1: Draw an alternative ending scene to the book, as if you were the pencil. Be sure to include a written paragraph of at least five sentences. (Source: Sahara Kipfer.)

Activity 2: After reading the book, the teacher and the students are to participate in a grand discussion about the names that were used in the book. With every character or item that the pencil drew a name became attached with it, such as Banjo the boy. Once this has been accomplished, the teacher will explain that the class is to sit in a circle, in which the students are going to play the “name game.” Every child is to say their name and an adjective that begins with the same sound. Some examples include “Tired Terry” or “Hungry Harry.” (Source: http://www.candlewick.com/book_files/ReadToUs_StoryH ourKit_Fall08.pdf)

McCully, E. A. (2008). *My heart glow: Alice Cogswell, Thomas Gallaudet, and the birth of American Sign Language*. New York: Hyperion Books for Children.

Genre: Historical fiction

Synopsis of story: Alice Cogswell lost her ability to hear and speak at age two, after contracting Spotted Fever. This caused her to have difficulty communicating with others and one day her neighbor, Thomas Gallaudet, decided he wanted to help her by teaching her to read and write. Alice's father gave him permission to start teaching his daughter and, soon after, he chartered a mission for Gallaudet, in which he was to go to Europe and learn the best method of instruction. After completing his mission, he returned with a colleague, Larent Clerc, who helped him to open the American School for the Deaf.

Activity 1: Students are to create a postcard from the viewpoint of Alice or Mr. Gallaudet. This means they are to assume the identity of their character and then construct a postcard as if they were living during that time. So that the students' products look similar to real postcards, the teacher will show examples of authentic postcards. (Source: <https://craig.ltschools.org/teachers/jennifersmitley/pdf/extensionactivities.pdf>)

Activity 2: The teacher will need to know how to sign the letters of the American alphabet, which are shown on the last two pages of the book, because they will be teaching this concept to their class. Next the teacher will assign a word from the book to each student, in which they will fingerspell their word for the class. Students will then write down what words they think their classmates fingerspelled. (Source: Sahara Kipfer)

Dahl, M. (2004). *Keep on sewing, Betsy Ross!: A fun song about the first American flag*. Minneapolis: Coughlan Publishing.

Genre: Historical fiction

Synopsis of story: This book tells the story of how America's first flag came into existence. In fact, the story can be sung to the tune of "Yankee Doodle." Either way the story is related, whether read or sung, it delivers fun and interesting facts about Betsy Ross, the woman given credit for designing our nation's original flag. For example, Miss Ross told people that she attended the same church as George Washington and that is how they became acquainted with one another. Then one day he stopped by her sewing shop and asked her to design a flag with 13 stars, which represented the 13 colonies.

Activity 1: Students are to create a quilt that explores the theme of the story. These quilts will be made of construction paper, in which students are to draw illustrations and/or write important sentences/phrases from the book. Once their quilts are completed, they will all be hung on the wall to form one large quilt. (Source: Gail E. Tompkins)

Activity 2: Students are to form groups of two to three people, in which they will act out a scene of their choosing from the book. Props, costumes, and scripts may be used, but students will have to create these themselves. (Source: Sahara Kipfer)

Stone, T. E. (2008). *Elizabeth leads the way: Elizabeth Cady Stanton and the right to vote*. New York: Henry Holt and Company, LLC.

Genre: Historical fiction

Synopsis of story: When Elizabeth was a young child she heard her mother say that life was better for boys. Elizabeth began to realize the magnitude of this statement when she was in her early teens. Rather than accept her low status as a woman, she went on to attend a girls' school, similar to a men's college. Afterward, she married an abolitionist, Henry Stanton, who supported her values. Then, in 1848, she called for a meeting in Seneca Falls, New York, in which she demanded that women fight for the right to vote. News of this meeting spread like wildfire and it forever changed America.

Activity 1: Students are to summarize the story, in which they will write their synopsis on one side of a 3 x 5 note card. On the other side of the note card they are to examine the importance of Mrs. Stanton's efforts to resist being treated as an unequal any longer. The purpose of this activity is to see if students can identify the important ideas of a story, in which the teacher will collect these cards and analyze the students' responses. (Source: <http://www.readingrockets.org/article/82>)

Activity 2: Students are to pretend they are a reporter for a local newspaper. They are to write an article based on the happenings. Their final products will be compiled into a classroom newspaper. (Source: Sahara Kipfer)

Rappaport, D. (2000). *Freedom river*. New York: Hyperion Books for Children.

Genre: Historical fiction

Synopsis of story: John Parker, a former slave who had bought his freedom, worked for the Underground Railroad. After buying his freedom, he chose to reside in Ripley, Ohio, only one thousand feet from the Ohio River. Now before the Civil War, Ohio was a free state and Kentucky a slave state. Mr. Parker would carefully cross the river in the night and risk his own life to save other slaves. Once he would successfully harbor the fugitives into Ohio territory, he would see to it that the family began to travel further north, along the Underground Railroad.

Activity 1: Students are to pick one adjective that describes John Parker. Once they have chosen their word they are to create a mobile, with at least six features, that portrays that particular aspect of John Parker's life. Students may draw pictures, create symbols, write out quotes, etc, so long as their features correspond with the adjective. (Source: Sahara Kipfer)

Activity 2: After reading the book, students are to create a new jacket cover for the book. Any type of medium may be used; however, the cover they design should encompass the theme of freedom, such as in the title *Freedom River*. When their projects are completed, they will be displayed in the library for everyone to admire. (Source: Heather Schilling)

Sisulu, E. B. (1996). *The day Gogo went to vote: South Africa, April 1994*. Canada: Little, Brown & Company.

Genre: Historical fiction

Synopsis of story: Thembi's great-grandmother, also known as Gogo, has not left the house for several years. The last time she had been outside was when she went to the pension office, a few years before Thembi started school. Then in 1994, South Africa announced that it would be holding elections, in which its citizens would be allowed to vote. Gogo then decides that she wants to leave the house for this momentous occasion and that she will need the help of her great-granddaughter. In the end, Thembi goes with her great-grandmother and helps by holding her blue bag while she goes to vote.

Activity 1: Students are to think about an important issue that concerns their school; for example, maybe they want better playground equipment. Once they have a concern in mind, they are to create a campaign that will be presented to the class and ultimately a ballot will be created, which their classmates will fill out. The teacher should show some examples of ballots, that way students know how to write out their own. (Source: Sahara Kipfer)

Activity 2: Students are to write a sequel to the book. Thembi was of school age when her great-grandmother went to vote, but what happened when she became of voting age? Did she vote in an election? Did Gogo's memory survive with her all those years? Your story should include illustrations and be at least 15 pages long. (Source: Sahara Kipfer)

Cuyler, M. (2001). *Stop drop and roll*. New York: Simon & Schuster.

Genre: Realistic fiction

Synopsis of story: Jessica, the main character, has always been a worrywart. Well this week in school her teacher, Mr. Martin, announces that they will be studying fire safety, which causes Jessica to become extremely nervous. The more fire prevention facts and tips that are given in class, the more Jessica becomes anxious. She even talks with her parents and siblings about her fears and together they all fire-proof the house. They design an escape plan, install smoke alarms, and even check to make sure that extension cords are not being pinched. However, the most important thing that Jessica learns is how to stop, drop, and roll, in which she demonstrates these actions at a school assembly.

Activity 1: Students are to create a fire safety bookmark. The bookmark should contain an illustration, such as stopping, dropping, and rolling or checking extension cords or fire alarms. Also, the title "Fire Safety" should be written somewhere on the bookmark, in addition to at least 3 facts from the book. (Source: Sahara Kipfer)

Activity 2: The teacher will share some of the fire safety songs from <http://www.teachingheart.net/firesafety.html> (the source for this activity). Next the students will create their own fire safety songs, of at least 8 lines, using some of the facts from the book.

Danneberg, J. (2006). *Last day blues*. Watertown: Charlesbridge Publishing, Inc.

Genre: Realistic fiction

Synopsis of story: Mrs. Hartwell, the teacher, is sad throughout the last week of school. She tells her students that she is going to miss them. Since she is sad, her students want to cheer her up. However, it takes them a few days to think of an idea that will cheer her up. On the second to last day of school they decide to write Mrs. Hartwell a poem, explaining what they are going to miss about her class. Then on the last day of school they present their teacher with their poem, which she loved.

Activity 1: To remember your class in years to come, a time capsule is going to be created. When this class graduates, the teacher will invite the students back to unveil their time capsule. Each student in the classroom is to choose one item of importance, perhaps a school project, to place in the capsule. Once their item has been chosen, they are to write a brief journal entry as to why they chose their article. These entries will not be read until the unveiling of the capsule, although the teacher will check for completion before placing them within. (Source: Sahara Kipfer)

Activity 2: Students are to create a cereal box report, but there is a twist to it. Half of the cereal box is to summarize the book that was read, while the other side is to recap your experiences in this classroom. You can illustrate and/or write on your cereal boxes, which will be covered with white construction paper before you begin. (Source: Sahara Kipfer)

Hubbell, P. (2008). *My first airplane ride*. Tarrytown: Marshall Cavendish Corporation.

Genre: Realistic fiction

Synopsis of story: After receiving a letter from his grandma, the little boy and his parents decide to go visit her. In order to do this they must fly on an airplane, which is exciting for the little boy because he has never flown before. The entire book goes through the child's account of flying on his first plane. From takeoff to landing, the little boy is excited throughout the trip. In the end, the grandma is at the airport to greet the family with open arms.

Activity 1: The book contains rhyming words, such as seats and treats, town and down, below and go, etc. Students are to reread the book and write down all the rhyming words they can find on a piece of paper. Next, the teacher will pass out a bingo card to each student, in which they will fill in the empty spaces with their rhyming words. Now instead of calling out the exact words from the book, the teacher will call out words that rhyme with those from the book. (Source: Sahara Kipfer)

Activity 2: The teacher will pass out sentence strips to every student. Each strip will be different and when put together they will tell the entire story of *My first airplane ride*. Students will be given the task of putting the story in the correct order, which can be done by lining up at the front of the classroom. (Source: Sahara Kipfer)

Ludwig, T. (2004). *My secret bully*. China: RiverWood Books.

Genre: Realistic fiction

Synopsis of story: Monica and Katie have been friends for a while now, but all of a sudden Katie begins calling Monica names and talking behind her back. Monica then wonders if she had done anything wrong to upset Katie. After a continual episode of upset stomachs, Monica's mother asks what is wrong with her daughter. Finally, she tells her mother what has been bothering her all this time. It turns out that her mother is a helpful resource and they both talk about how Monica could stand up for herself. In the end, Monica confronts her bully and from that moment on Katie leaves Monica alone.

Activity 1: Students are going to work in pairs to create their own puppet show. Each group will need to create at least 2 puppets, 1 for each student. Next, they will write out a script for their puppet show, which is to be centered on the theme of bullying. The idea is for students to create a problem and then try to work it out. (Source: Sahara Kipfer)

Activity 2: Students are to create an acrostic poem for the word "bully." The teacher will explain the concept of an acrostic poem before the students begin writing on their own. Their poems should focus on how to deal with bullies; for example, the line for "b" could say "be kind to one another." (Source: Sahara Kipfer)

Bunting, E. (1994). *Sunshine home*. New York: Clarion Books

Genre: Realistic fiction

Synopsis of story: Timmie's grandmother, also known as Gram, now lives at Sunshine Home, a nursing home that provides full-time nursing care. When Gram fell and broke her hip she required extra care, which Timmie's parents could not offer. However, the nursing home is nearby, so the family can visit Gram anytime. In fact, the story centers upon one of the family's visits. This visit proves to be difficult because Timmie has not seen Gram since the incident. Nevertheless, Timmie puts on a brave face, as does the whole family and they learn to cope with the situation.

Activity 1: Students are to think of an important person in their life, perhaps they are a family member, such as their grandfather. Once they have this person in mind, they are to create a character tree. This is similar to a web, in which a tree is drawn and instead of rays, branches come out of the tree. Within the branches, characteristics and/or qualities about why this person is special are written. Timmie thought highly of his grandmother, now why do you think greatly of your chosen person? (Source: Sahara Kipfer)

Activity 2: Students will be playing a version of the card game "Snap," except there is a twist to this edition. The teacher will have several sets of cards made up, one set for each group, in which either character names or quotes will be written. How to play: students will put down one card at a time and when a character card and a quotation card match students are to say "snap." (Source: <http://www.cupkorea.co.kr/readers/befafter.htm>)

Stan, B. & Jan B. (2000). *The birds, the bees, and the Berenstain Bears*. New York: Random House.

Genre: Nonfiction

Synopsis of story: Sister Bear begins to notice that Mama's lap is getting smaller; therefore, she asks if Mama has been eating too much. Mama then tells her daughter that she is going to have a baby, which is why she is becoming big. Being curious, Sister asks more questions, such as "How is the baby going to get out?" Since Mama has a doctor's appointment that day, she decides to take Sister along. In the end, Sister learns where babies come from.

Activity 1: To learn more about babies, the teacher will have a guest speaker, a pediatrician, come speak to the class. This doctor will present the class with information on how to care for babies once they are born. Some students in the class will have younger siblings and/or they may know someone with a young child, so the information this guest speaker relates will help them to understand what those people, as well as Sister and Brother Bear, have experienced. Furthermore, students will create a tri-fold brochure that centers upon the caring of babies, and the information for this brochure can be obtained from the book, as well as the guest speaker. Students may include illustrations within their brochure, so long as they have 5-7 caring suggestions. (Source: Sahara Kipfer)

Hayden, K. (2000). *Twisters!* New York: DK Publishing, Inc.

Genre: Nonfiction

Synopsis of story: The author begins by retelling a farmer's encounter with a tornado. From there, interesting facts are described, such as how a tornado is formed. Since twisters can come in many different shapes and sizes, the different characteristics are illustrated. Also, Tornado Alley is briefly discussed, in which this location is known for its deadly twisters. Some of these twisters can be classified as an F5, the strongest type of tornado; however, they may be classified as F0, meaning that they cause little damage. The book then concludes with safety information, that way people are able to protect themselves.

Activity 1: Students will be placed into small groups that contain two to three students. They will then create a two to three minute weather bulletin to warn the community of an impending tornado. To make sure that they include some of the terminology and facts from within the book, they will most likely need to reread it together before they create their product. To create the full effect, the teacher will videotape the weather bulletins and the class will watch all the group's videos together, as though they were really being broadcast on television. (Source: Sahara Kipfer)

Ziefert, H. (2008). *ABC dentist*. Maplewood: Blue Apple Books.

Genre: Nonfiction

Synopsis of story: Going to the dentist does not have to be a painful experience. However, if this is not the case for a reader, then this book will change their mind. The details of what to expect when going to the dentist are elaborately explained, so that no surprises occur at the dentist's office. Some of the words that are described within the book include "cavity," "hygienist," "plaque," and the list could go on. Regardless of your thoughts on the dentist, it is important to know how to care for your teeth, that way they remain healthy and strong throughout your lifetime.

Activity 1: Students will play the game "Tooth or Consequences." This game will test their newly learned knowledge from the book. In order to play this game, students will need to be placed into groups of 3 or 4. There will only be one deck of cards, which will consist of dental health questions. Since the teacher will have to think up with the questions, they can include as many cards as they want in each deck. Students will take turns reading the cards (they will be numbered and the answers can be found on a separate sheet of paper that can be obtained from the teacher) and everyone will write down their responses, which will be scored at the end. The object of the game is to see how well students comprehended the information from the book. (Source: <http://teachers.net/lessons/posts/474.html>)

Bancroft, H. & Gelder, R. G. (1997). *Animals in Winter*. New York: HarperCollins Publishers Inc.

Genre: Nonfiction

Synopsis of story: When the days begin to grow shorter and leaves fall from the trees, that means winter is on its way. It also indicates that animals need to prepare for the new season. Some animals fly south in search of warmer weather, such as bluebirds and orioles. Other animals seek refuge in caves, away from the wind and/or snow. Furthermore, the woodchuck hibernates for many of the winter months. There are several ways that animals can endure the winter; it just depends on the species as to how they spend that time of year.

Activity 1: The book discusses how animals can sometimes have difficulty finding food in the winter. Therefore, the class is going to brainstorm ways that they can help animals in the winter. Afterwards, students are going to vote on one idea and then implement it outside their classroom. They may choose to make a birdfeeder, such as a pinecone covered in peanut-butter and birdseed or they may choose to place ears of corn out for the squirrels. Students will then observe their projects throughout the upcoming weeks to see if any of the animals in the area have been drawn to the food. (Source: Sahara Kipfer)

Gibbons, G. (1982). *The post office book: Mail and how it moves*. New York: Library of Congress.

Genre: Nonfiction

Synopsis of story: Step-by-step, this book explores the mailing process. It begins with the moment a letter is placed into a mailbox and it ends with the mail carriers delivering the item. The route that mail takes is fascinating, from the culling machine that sorts the mail to the canceling machine that marks the stamps with wavy lines. Mail undergoes many courses before it is delivered to its final destination. Needless to say, postal workers remain busy, especially with 100 billion pieces of mail being processed each year.

Activity 1: As the book points out, stamps are an important part of the mailing process. In fact, Benjamin Franklin appeared on the first American postage stamp. Now the students are given the task of creating their own stamp. They can include a picture of a famous person or they can place themselves on the stamp. The only condition is that the price of the stamp must be incorporated, as well as the name of the country- USA. (Source: Sahara Kipfer)

Krensky, S. (2000). *The youngest fairy godmother ever*. New York: Simon & Schuster Children's Publishing.

Genre: Fantasy

Synopsis of story: One day at school, Mavis's teacher announces that it is Career Day. When the teacher asks the students what they want to be when they grow up, Mavis has no trouble saying "I want to make wishes come true." Therefore, she begins to practice blending into the background and worrying about granting the wrong wish to someone. To help her with her dream, she goes to the library to find out more information concerning fairy godmothers. Then one day an opportunity presents itself, in which Mavis is able to grant someone their wish. She grants Cindy, a classmate, her wish by making her a beautiful pink dress for the costume party at school.

Activity 1: Students are to pick one career that interests them. From there, they are to create a business card that gives a brief description of their job title. For example, if someone chooses to become a superhero, then they can list their superhero name, contact information, perhaps a motto they live by, a list of their services, and so much more. The teacher will then make copies of their business cards and each student will have one copy of their classmate's cards. (Source: Sahara Kipfer)

Kelley, T. (1994). *I've got chicken pox*. New York: Dutton Children's Books.

Genre: Realistic Fiction

Synopsis of story: At first Jess is excited to stay home from school, despite having the chicken pox. However, as time passes, the spots become terribly itchy. Jess even begins to miss school after a while because the routine of coloring, watching television, and eating ice cream has become boring. After staying home for more than a week, Jess is able to go back to school and see her friends. When she does return, her friends treat her like a mini-celebrity, so she takes advantage of the fame by recounting the highlights of her experience.

Activity 1: Students will construct a diorama, using a shoe box, of one of the events in the book. They should also include a written description of the scene, which should be at least one paragraph in length, but no more than one page. (Source: <http://www.teachnet.com/lesson/langarts/reading/bookrepts1.html>)

Rubel, N. (2002). *No more vegetables*. New York: Farrar, Straus and Giroux.

Genre: Realistic Fiction

Synopsis of story: One night at dinner, Ruthie announces that she will not be eating any more vegetables. Her parents are upset with this statement, but they do not force her to eat her vegetables. However, to Ruthie's dismay, vegetables keep appearing everywhere. At school, her teacher stresses the importance of the different food groups, and then one night she dreams about vegetables chasing her. Nevertheless, Ruthie still has not caved in to eating vegetable, so her mom makes a deal with her: no more vegetable, if she helps out in the garden. Within a matter of time, Ruthie gives in and begins munching on the vegetables while she is working in the garden one afternoon. This is when she realizes how delicious vegetables can taste, especially the corn and carrots.

Activity 1: The teacher will present the students with the question of "what would have happened if the vegetables could talk?" Students are then to think of any advice/words of wisdom that they think these vegetable would have given Ruthie. At least three suggestions should be made, in which students will share their responses with a partner. (Source: http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Language_Arts/Writing/WCP0010.html)

Lewis, R. (2007). *Every year on your birthday*. New York: Little, Brown and Company.

Genre: Multi-cultural

Synopsis of story: This story centers upon a woman's adoption of a baby girl from China. The woman is sentimental and every year on her daughter's birthday she reflects upon her birth. Since she could not be there in China for her birth, she can only imagine how she spent her first few weeks of life. The book then continues to reflect upon the daughter's birthday celebrations. For example, when she was two years old she became an American citizen. No matter what year is being celebrated on her birthday, her mother always takes time to remember her Chinese heritage.

Activity 1: This book has given you an insight into this child's life. Now you are to think back on your own life and recall some important events that have occurred or perhaps you can think of a special individual that has impacted your personality. Next, you are to write your own autobiography, which should be at least one page in length. (Source: Sahara Kipfer)

Carrick, C. (1988). *Left Behind*. New York: Ticknor & Fields.

Genre: Realistic Fiction

Synopsis of story: In order to visit the aquarium, Christopher's class must take the bus into the city and then travel the rest of the way by subway. Christopher is particularly excited because he has never ridden the subway before. He finds it fascinating and fun while on the way to the aquarium, but not on the way back. When the class is traveling back from the aquarium Christopher ends up getting lost, mainly because the subway was crowded and he lost sight of everyone. After panicking, he finally receives help from a transit worker and a policeman, both of whom reunite him with his class.

Activity 1: Students are to create an open-mind portrait of either Christopher or his teacher, Mrs. Snow. This will help students to think more deeply about their character of choosing because they will be reflecting on the story events from that character's viewpoint. (Source: Gail Tompkins)