Primary VSBA lesson plans

Compiled by

Williamson County Schools librarians

**Title: MR. PUTNEY’S QUACKING DOG**

**Author: Jon Agee**

**Illustrator: Jon Agee**

**Genre: Humor, Riddle AR Level: N/A**

**Target audience: 1-2 (Kindergarten might be confused about some)**

**Overview/Summary:**

Mr. Putney's unusual animal friends become the platform for a guessing game that will nudge children's creative thinking while giving them plenty to laugh about along the way. The opening spread poses the question, Who wakes Mr. Putney in the morning? The accompanying illustration depicts an armadillo staring at an alarm clock as the man dozes on. When the page is turned, the creature shouts, YO! awakening him and hence fitting the label: An Alarmodillo. A bevy of other quirky pairings introduces the man's other friends: Who is snooping on Mr. Putney? a Spyena, and Who is Mr. Putney trying to put on a diet? an Oranguton. Clue-packed pictures add to the fun. Agee fills out the spreads with thick-lined, soft-colored, comedic pictures. A great choice for fans of punnery and where other of Agee's books are popular. *Barbara Elleman, Eric Carle Museum of Picture Book Art, Amherst, MA*

**Common Core State Standards:**

**K:** RL.K.4, RL.K.7.

**1:** RL.1.5., RL.1.7.

**2:** RL.2.4.

**Related titles:**

[Go Hang a Salami! I'm a Lasagna Hog!: and Other Palindromes](http://www.amazon.com/Hang-Salami-Lasagna-Hog-Palindromes/dp/0374444730/ref=pd_bxgy_b_text_b) by Jon Agee

[Orangutan Tongs: Poems to Tangle Your Tongue](http://www.amazon.com/Orangutan-Tongs-Poems-Tangle-Tongue/dp/B002SB8PI8/ref=pd_sim_b_3) by Jon Agee

[Mirror Mirror: A Book of Reversible Verse](http://www.amazon.com/Mirror-Book-Reversible-Verse/dp/0525479015/ref=pd_sim_b_8) by Marilyn Singer

[My Best Friend Is As Sharp As a Pencil: And Other …](http://www.amazon.com/Best-Friend-Sharp-Pencil-Classroom/dp/0375853383/ref=pd_sim_b_19) by Hanoch Piven

**Activities:**

Guessing and making predictions about what the animal is called

Animal studies

Writing prompts about what the animal and Mr. Putney talk about/do

Make your own animal name/riddle or create one from matching slips of paper

Intro to word play and other literary devices (alliteration, oxymoron, etc)

**Cross-curricular connections:**

Science: Animals (there are some unusual ones listed)

**Resources:**

<http://www.jonagee.com/index.php>

Author home page

<http://shannonsbooknook.com/?p=4362>

**Title: THE PLOT CHICKENS**

**Author: Mary Jane and Herm Auch**

**Illustrator: Mary Jane and Herm Auch**

**Genre: Language Arts AR Level: 2.8**

**Target audience: 3-5**

**Overview/Summary:**

A chicken learns to love books and decides to write an original story. The story explains the steps in the writing process and touches on illustrating, publishing and book reviews while being humorous and filled w/ the kitschy innuendo true to Auch’s style.

**Common Core State Standards:**

3: Reading – (3) Describe characters in a story (eg. Their traits, motivations or feelings) and explain how their actions contribute to the sequence of events. (7) Explain how specific aspects of a text’s illustration contribute to what is conveyed by the words in a story (eg. Create mood, emphasize aspects of a character or setting). Writing – (4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

4: Writing – (3) Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear event sequences

5: Writing – (3) Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear event sequences

**Related titles:**

Diary of a Worm/Fly/Spider; Show me a story: Writing your own picture books; What’s your story: A young person’s guide to writing fiction

**Activities:   
1**. Have students pull out the steps in the writing process identified in the book.   
2. Take the ending story written by Henrietta and ask the students to identify the main character, plot, problem, “five senses”, and solution.  
3. Research the process of having books published.  
4. Talk about how award winners (i.e. Newbery vs. VSBA) are not always popular favorites.

**Cross-curricular connections:**1. Science – 5th grade STC: Microworlds   
2. Guidance – perseverance: dealing with rejection and bad reviews

**Resources:**[**http://www.angelfire.com/wi/writingprocess/**](http://www.angelfire.com/wi/writingprocess/) **- steps in the writing process**[**http://www.readwritethink.org/search/?sort\_order=relevance&q=writing+process&old\_q=&srchgo.x=0&srchgo.y=0**](http://www.readwritethink.org/search/?sort_order=relevance&q=writing+process&old_q=&srchgo.x=0&srchgo.y=0) **– Read, Write, Think**

[**http://www.youareyourwords.com/**](http://www.youareyourwords.com/) **- create an original picture with writing.**

**Title: LMNO PEAS**

**Author and Illustrator: Keith Baker**

**Genre: ABC/ Fantasy AR Level: none**

**Target audience: Pre-K/ Kindergarten**

**Overview/Summary:**

Busy little peas introduce their favorite occupations, from astronaut to zoologist.

**Common Core State Standards:**

K: RF K.1b Library Skills: ABC order

1: Library Skills: ABC order

2:

**Related titles:**

*Elemenopee: The Day L, M, N, O, P Left the ABC's* by Pamela Hall

*Chicka Chicka Boom Boom*

**Activities:**

ABC order in library;

Beginning of year name activity: Create a name tag and draw and an occupation that starts with the first letter of their name

**Cross-curricular connections:** ABC order; rhymes; careers

**Resources:**

**LMNO Peas Lesson Plan**

[**http://www.westfield.ma.edu/personalpages/draker/edcom/final/fa10/sectiona/tropical/lessonplan.html**](http://www.westfield.ma.edu/personalpages/draker/edcom/final/fa10/sectiona/tropical/lessonplan.html)

**Title: MISS BROOKS LOVES BOOKS (AND I DON’T)**

**Author: Barbara Bottner**

**Illustrator: Michael Emberley**

**Genre: Realistic Fiction AR Level: 2.4**

**Target audience: K-2 (and above if needed)**

**Overview/Summary:** With the help of Miss Brooks, Missy’s classmates all find books they love in the library—books about fairies and dogs and trains and cowboys. But Missy dismisses them all—“Too flowery, too furry, too clickety, too yippity.”  
  
Still, Miss Brooks remains undaunted. Book Week is here and Missy *will* find a book to love if they have to empty the entire library. What story will finally win over this beastly, er, discriminating child? William Steig’s *Shrek!*—the tale of a repulsive green ogre in search of a revolting bride—of course!

**Common Core State Standards:**

**K:** RL.K.1. With prompting and support, ask and answer questions about key details in a text.  RL.K.2. With prompting and support, retell familiar stories, including key details.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**1:** RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major events in a story, using key details.

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

**2:** RL.2.3. Describe how characters in a story respond to major events and challenges.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Related titles:**

“How Rocket learned to Read”

“The Runaway bunny”

“Where the Wild things are”

“Babar”

“The Very Hungry Caterpillar”

“Shrek”

**Activities:**

Use in conjunction with finding the right book and reluctant readers

Holidays

Stick on warts

Book Week- celebrate a book you love!

Compare contrast with Shrek

**Cross-curricular connections:**

Art- mom is artist

**Resources:**

<http://www.youtube.com/watch?v=qFjeLRH3Q0A&feature=related>

Read aloud

<http://soe.ucdavis.edu/ms1011/180Sec3/BozzoA/web/docs/lp.pdf>

Lesson plan

**Title: NUBS**

**Author: Major Brian Dennis, Kirby Larson, Mary Nethery**

**Illustrator: original photos by various individuals**

**Genre: nonfiction AR Level: 4.8**

**Target audience: K-5**

**Overview/Summary:** A marine and a mutt develop an everlasting friendship that extends from the Middle East to San Diego. (note – possible tear-jerker)

**Common Core State Standards:**

K: Reading – (1) With prompting and support, ask and answer questions about key details in a text. (3) With prompting and support, identify characters, settings and major events in a story.

1: Reading – (1) Ask and answer questions about key details in a text. (3) Describe character, setting and major events in a story using key details.

2: Reading – (3) Describe how characters in a story respond to major events and challenges.

3. Reading – (3) Describe characters in a story (eg. Their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

4. Reading – (3) Describe in depth a character, setting or event in a story or drama drawing on specific details in the text (eg. A characters thoughts, words or actions).

5. Reading – (3) Compare and contrast two or more characters, settings or events in a story or drama drawing on specific details in the text (eg. How the characters interact).

**Related titles:** The leanin’ dog, The snow bear, Mucky pup, Bear feels scared, Cork & Fuzz, Friends, Backyard rescue, United States Marine Corps, Marine Corps: A civilian to Marine.

**Activities:**1. Write a letter to an active duty solider.   
2. Research the steps involved in getting a passport and what is necessary to travel between various countries.  
3. Research dog shelters and rescue dogs/animals  
4. Compare/contrast how animals are regarded and treated in various cultures.

**Cross-curricular connections:**1. Language Arts – letter writing  
2. Social Studies – US military, Iraq/Middle East, cultures, citizenship  
3. Science – biomes, basic needs (food, water, shelter), animal care

**Resources:**

<http://today.msnbc.msn.com/id/33585208/ns/today-today_pets_and_animals/t/marine-bends-rules-save-dog-found-iraq/> (video) Nubs and Major Dennis on the Today Show.  
<http://www.youtube.com/watch?v=WmqFx9_vzd8> (video) Nubs and Major Dennis on Ellen.   
<http://abcnews.go.com/US/story?id=4279495&page=1> (text) ABC News article.   
<http://www.hachettebookgroup.com/features/storyofnubs/index.html> Nubs website.  
<http://community-2.webtv.net/Hahn-50thAP-K9/K9History/> Dogs of War website – history of using dogs in the military and combat.

**Title: THE POUT-POUT FISH**

**Author: Deborah Diesen**

**Illustrator: Dan Hanna**

**Genre: Fantasy AR Level: 3.0**

**Target audience: K-2**

**Overview/Summary:** The pout-pout fish believes he only knows how to frown, even though many of his friends suggest ways to change his expression, until one day a fish comes along that shows him otherwise.

**Common Core State Standards:**

K: RL K.1; RL K.2; RL K.3; RL K.6; RL K.7; RL K.10; W. K.2; W K.8

1: RL 1.1; RL 1.2; RL 1.4; RL 1.7; W K.2; W 1. 8

2: RL 2.3; RL 2.4; RL 2.7; W 2.8

**Related titles:**

*The Rainbow Fish* by Marcus Pfister

*The Fish Who Could Wish* by John Bush

*Old Henry* by Joan W. Blos (friendship)

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

**Activities:**

* **Talk about what animals you find in the ocean.**
* **Show You Tube video Pout Pout fish.**
* **Look for rhyming words in the story. Think of other rhyming word patterns.**
* **Count the number of pouts in the book or gloomy words.**
* **Research clam, jellyfish, octopus and squid using non-fiction books or online resources.**
* **Writing prompt: sometimes I pout when; but I smile when.**
* **Compare/contrast to non-fiction marine animal book.**

**Cross-curricular connections: Friendship; Marine Life; Rhyming Words**

**Resources:**

**Deborah Diesen’s website.** This website includes downloadable activities and video clips.

<http://deborahdiesen.com/books/pout-pout.html>

**Hands on Teacher** includes writing activity and craft.

<http://cotesclass.blogspot.com/2012/04/currentlyjelly-marbles-and-pout-pout.html>

**You Tube** Search Pout Pout Fish for retelling of story and rap song.

**Interactive activities including retelling story, matching game, etc.**

<http://www.boardmakershare.com/Activity/971443/the-pout-pout-fish-interactive-activities>

**Title: MY NAME IS NOT ISABELLA**

**Author: Jennifer Fosberry**

**Illustrator: Mike Litwin**

**Genre: Fantasy AR Level: 2.8**

**Target audience: Grades 1, 2**

**Overview/Summary:**

From breakfast to bedtime, a young girl imagines being different women who made history, and ends the day empowered to be herself. Includes brief biographical information about the women cited.

**Common Core State Standards:**

K: Compare/contrast; biography

1: Compare/contrast; picture clues; fact vs. fiction

2: Compare/contrast; informational text; biography

**Related titles:** *My name is not Alexander* by Jennifer Fosberry

*Isabella on the Go* by Jennifer Fosberry

*of Thee I Sing* by Barack Obama

*Do You Have a Dog?* by Eileen Spinnelli

*Do You Have a Cat?* by Eileen Spinnelli

**Activities:** Word analogies; word associations; text-to-self connections (students select two personal characteristics which tie them to two famous individuals/design hat to represent famous person/trait)

**Cross-curricular connections:** Biography study, scientists, Women’s History Month (March),

Black History

**Resources:** Discovery Streaming (videos-Ride, Oakley, Parks, Curie)

Books, websites listed at end of book

YouTube (Jennifer Fosberry reads to schoolchildren; From pencil to print)

**Title: DUCK FOR TURKEY DAY**

**Author: Jacqueline Jules**

**Illustrator: Kathryn Mitter**

**Genre: Realistic Fiction (Multicultural) AR Level: 2.6**

**Target audience: K - 3**

**Overview/Summary:** It's almost Thanksgiving, and Tuyet is excited about the holiday and the vacation from school. There's just one problem: her Vietnamese American family is having duck for Thanksgiving dinner - not turkey! Nobody has duck for Thanksgiving - what will her teacher and the other kids think? To her surprise, Tuyet enjoys her yummy thanksgiving dinner anyhow - and an even bigger surprise is waiting for her at school on Monday. Dinners from roast beef to lamb to enchiladas adorned the Thanksgiving tables of her classmates, but they all had something in common - family! Kids from families with different traditions will enjoy this warm story about "the right way" to celebrate an American holiday. (from Publisher)

**Common Core State Standards:**

*K: RL K.1; RL K.2; RL K.6; W K.2*

1: RL K1.1; RL 1.2; RL 1.3; W 1.2; W 1.3

2: RL 2.1; RL 2.3; W 2.8

**Related titles:** *The Sandwich Swap* by Queen Raina of Jordan Alabdullah*; Suki’s Kimono* by Chieri Uegaki

**Activities:**

1. Have students write or draw a picture of their family’s holiday traditions.
2. Make a pine cone turkey
3. Draw a picture or write about what they are having for a Thanksgiving/Holiday Dinner
4. Retell story using beginning, middle and end.
5. Show Duck for Turkey book trailer
6. Singing Thanksgiving/Holiday songs (see author’s website)
7. Make a list of things we are thankful for.

**Cross-curricular connections**:

Social Studies; Thanksgiving Holidays & Traditions; Multicultural Holidays; Acceptance of Others & their differences

**Resources:**

Jacqueline Jules website: <http://www.jacquelinejules.com/duck.htm>

Publisher’s website that includes activities including two songs that can be used with this book : <http://www.albertwhitman.com/content.cfm/bookdetails/Duck-for-Turkey-Day>

Discovery Education video clip: Different Thanksgiving Traditions & Maya & Miguel: The Best Thanksgiving Every

**Title: CROW CALL**

**Author:** Lois Lowry

**Illustrator:** Bagram Ibatoulline

**Genre:** Historical Fiction **AR Level:** 3.8

**Target audience:** K-2

**Overview/Summary:** Nine-year-old Liz accompanies the stranger who is her father, just returned from the World War II, when he goes hunting for crows in Pennsylvania farmland.

**Common Core State Standards:**

**K:** RL K.3 With prompting and support, identify characters, setting and major events in a story.

RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**1:** RL 1.7 Use Illustrations and details in a story to describe its characters, setting and events.

RL 1**.**9 Compare and Contrast the adventures and experiences of characters in stories.

RL 1.4 Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.

**2:** RL 2.5 Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action.

**Related titles:** Owl Moon by Jane Yolen

Seasons: Autumn: signs of the season around North America by Mary Pat Finnegan

Crows: Crows by Jen Green

**Activities:** Read Crow Call and Owl Moon and compare and contrast the two stories which are both about a Father/Daughter Relationship going on a trek in the woods to visit/hunt a type of bird. After reading, you could choose to do a Venn diagram comparing and contrasting the two stories or some other activity.

You could also read a page and discuss words or phrases that appeal to one of the five senses. For example: Did you notice anything on this page that you could smell or hear?

If you read this to upper grades, have the students find different examples of figurative language.

This book is a great example of author/illustrator roles.

Also, you could do a fiction/nonfiction lesson with a nonfiction book on seasons or a book about crows. Crows by Jen Green. Autumn: signs of the season around North America by Mary Pat Finnegan.

**Cross-curricular connections:**

Social Studies 1945 era or World War II-5th grade 5.09 Describe how the United States changed during World War II (social effects).

Seasons: Fall-November. Discuss the illustrations and text and how you can tell which season the story takes place.

Pair with nonfiction books on seasons, birds, crows, owls.

**Resources:**

Author website: [www.loislowry.com](http://www.loislowry.com)

Owl Moon read aloud on YouTube: <http://www.youtube.com/watch?v=5pryNnhuYJA>

**Title: WONDER HORSE**

**Author:** Emily Arnold McCully

**Illustrator:** same

**Genre:** Historical Fiction **AR Level:** 4.1 (.5 points)

**Target audience:** K-3

**Overview/Summary:**

|  |
| --- |
| This book is a fictionalized account of Bill "Doc" Key, a former slave who became a veterinarian and who trained his horse to recognize letters and numbers and to perform in skits, moving the nation toward a belief in treating animals humanely. |
|  |  |

**Common Core State Standards:**

**K:**

**1:** SL1.2; SL1.3

**2:** SL2.2; SL2.3

**Related titles:** Togo by Robert Barret; Big Enough Anna by Anna Flowers; Owney the Mailpouch Pooch by Mona Kirby

**Activities:** Compare and contrast with titles above**;** In groups Have students create their own poster (see back of book) picking an animal and then have them write three things that they would teach their animal; Recommended as read aloud only or in conjunction with other books in the genre.

**Cross-curricular connections:**

**Resources:**

**Title: Even Monsters Need Haircuts**

**Author:** Matthew McElligott

**Illustrator:** Matthew McElligott

**Genre: Fantasy AR Level: 2.0**

**Target audience: K-1**

**Overview/Summary:** At night under a full moon, a child operates a barber shop with a monstrous clientele.

**Common Core State Standards:**

K: Literature (5) Recognize common types of texts (e.g.,storybooks, poems).Core State Standards:

1: Literature (5) 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**Related titles:** Creature Carnival by Marilyn Singer, Monster Sleepover by Scott Beck, Monster Boy series by Carl Emerson, When the Moon is Full by Polly Pollock, Full Moon Barnyard Dance by Carole Lexa Schaefer

Non-Fiction titles including moon phases, day and night, nocturnal animals, legends and myths (Bigfoot, Loch Ness monster, etc.)

**Activities:** Make original Monsters, What would you do if you were a Monster….story starter, sequencing, fiction vs non-fiction, dance the Monster Mash

**Cross-curricular connections:**

Science: moon phases, day and night, nocturnal animals

Language Arts: Legends and Myths, Fantasy

**Resources:**

[www.Tumblebooks.com-](http://www.Tumblebooks.com-) Frank was a Monster who wanted to Dance, Monster Mash, The Lima Bean Monster

<http://matthewmcelligott.com/monsters/index.php> - Interactive author’s website (create your own monster, watch a video clip of the author share his story of writing the book, etc.)

[www.unitedstreaming.com](http://www.unitedstreaming.com) search moon phases

[www.biguniverse.com](http://www.biguniverse.com) The Moon, Bats,

**Title: OF THEE I SING**

**Author: Barack Obama**

**Illustrator: Loren Long**

**Genre: Realistic fiction AR Level: 6**

**Target audience: Grades 2-5**

**Overview/Summary:** In this letter to his daughters, the President has written a tribute to thirteen groundbreaking Americans and the ideals that have shaped our nation.

**Common Core State Standards:**

K: ( Content challenging)

1: Compare/contrast; intro to biography

2: Compare/contrast; biography;

**Related titles:** *My Name is not Isabella*

*Do You Have a Dog?* by Eileen Spinelli

*Do You Have a Cat?* by Eileen Spinelli

**Activities:** Using language of book: “Have I told you that you are…?”, student identifies personality traits shared by famous individuals

**Cross-curricular connections:** Social studies (gr. 5-Addams, Cevaz, Sitting Bull, Holiday, Robinson ); art; science

**Resources:** Discovery Education

Youtube (Barack Obama Reads to Schoolchildren)

<http://writingfix.com/Picture_Book_Prompts/Of_Thee_I_Sing1.htm>

**Title: ZERO**

**Author: Kathryn Otoshi**

**Illustrator: Kathryn Otoshi**

**Genre:** easy fiction  **AR Level:** IL: **LG** - BL: **2.7**

**Target audience:** Kindergarten

**Overview/Summary:** “ZERO”, the follow up to “ONE”, is about a big round number, Zero. When she looks at herself, she just sees a hole right through her center. She admires the other numbers who can count. She wants to count too, but wonders how can a number worth nothing can become something? Thus begins the story of Zero’s search to find value in herself and in others.

**Common Core State Standards:**

**K:** [**CC K.CC.3**](http://www.tncurriculumcenter.org/learning_expectation/2478)Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

**Related titles:** One by Kathryn Otoshi

Chicka, Chicka, 1,2,3 by Bill Martin

**Activities:**

[**http://www.tangledball.com/one\_3\_2659230300.pdf**](http://www.tangledball.com/one_3_2659230300.pdf)

[**http://www.tangledball.com/one\_3\_1247868583.pdf**](http://www.tangledball.com/one_3_1247868583.pdf)

**Cross-curricular connections:**

Math- numbers, place value

Guidance- self-esteem, teamwork

**Resources:**

[**http://www.tangledball.com/one.html**](http://www.tangledball.com/one.html)

**This website is where the above activities were found. It also includes information on her book, ONE. ZERO is the sequel to the book, ONE.**

**Title: THE JUNKYARD WONDERS**

**Author:** Patricia Polacco

**Illustrator:**

**Genre:** Realistic Fiction **AR Level:** 4.0

**Target audience:** 3rd-5th, maybe later in the year mature 2nd grade

**Overview/Summary:**

When young Trisha finds out her class at the new school is known as the Junkyard, she is devastated. She moved from her old town so she wouldn't be in a special class anymore! But then she meets her teacher, the quirky and invincible Mrs. Peterson, and her classmates, an oddly brilliant group of students each with his or her own unique talent. And it is here in The Junkyard that Trisha learns the true meaning of genius, and that this group of misfits are, in fact, wonders, all of them. Based on a real-life event in Patricia Polacco's childhood, this ode to teachers will inspire all readers to find their inner genius.

**Common Core State Standards:**

**2:** RL 2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

**3:** RL 3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

RL 3**.**9 Compare and contrast the themes, settings and plots of stories by the same author about the same or similar characters.

**Related titles:** Thank you Mr. Falker by Patricia Polacco (connection with autobiographical from author about problems reading, an inspirational teacher and bullies).

Also pair with invention books including: Accidents may happen by Charlotte Foltz Jones;

The Kid who Invented the popsicle: and other surprising stories about inventions by Don L. Wulffson;

Mistakes that Work by Charlotte Foltz Jones;

Imaginative Inventions: the who, what, where, when and why of roller skates, potato chips, marbles and pie and more by Charise Mericle Harper.

Also could pair with books on the Wright Brothers such as The Flyers by Allan Drummand or The Wright Brothers: how they invented the airplane by Russell Freedman.

**Activities:** Reading both Junkyard Wonders and Thank you, Mr Falker. Afterward, have the students do a Venn Diagram comparing and contrasting the two stories using theme, setting and plot.

After reading the story, go to the tables. Character names will be placed on cards and students randomly select a card/paper. The students with the same character would work together to find character traits, motivations and feelings and how those actions contribute to the sequence of events. You could also use who, what, where, when, why and how to explain the character chosen.

**Cross-curricular connections:** Science standards with Inventions Gr.3 Standard 0307.INQ2: Select a tool, technology or invention that was used to solve a human problem.

**Resources:**

Biographical information on author:[**http://www.patriciapolacco.com/author/index.html**](http://www.patriciapolacco.com/author/index.html)

Junkyard Wonders Part 1 read aloud on youtube [**http://www.youtube.com/watch?v=QuPY1OialvM**](http://www.youtube.com/watch?v=QuPY1OialvM)

Junkyard Wonders Part 2 read aloud on youtube

[**http://www.youtube.com/watch?v=ezyHrLre8mY**](http://www.youtube.com/watch?v=ezyHrLre8mY)

Discovery Streaming video on Wright Brothers: The Story of the Wright Brothers: From Kites to Kitty Hawk. <http://www.discoveryeducation.com/>

**Title: GUYKU**

**Author: Bob Raczka**

**Illustrator: Peter H. Reynolds**

**Genre: Poetry AR Level: 2.6**

**Target audience:** K-2 appropriate but haiku lessons more for grade 1-2.

**Overview/Summary:** A group of haiku poems that span the seasons. Poems based on “boy” interests, but girls can easily relate.

**Common Core State Standards:**

**K:** RL.K.4. RL.K.5. RL.K.6. RL.K.7. RL.K.9. RL.K.10.

**1:** RL.1.4. RL.1.5. RL.1.7 RL.1.9. RL.1.10.

**2:** RL.2.4. RL.2.7. RL.2.10.

Idioms, alliteration, syllables, rhythm, imagery

**Related titles:** Dogku; If Not for the Cat; Lemonade (for more advanced readers), Wonton

**Activities:**

<http://hmhbooks.com/guyku/index.html>

Magnetic Poetry

Make words on cubes or paper to put poems together

Nature Walk to choose something to describe

Venn Diagram comparing poems within the book or different haiku book

**Cross-curricular connections:**

\*use with schools poetry unit

Science- seasons

Art- making drawings to illustrate poetry

P.E.- Nature walk

**Resources:**

**BEST!**

<http://hmhbooks.com/guyku/index.html>

Printable inspiration cards, instructions for writing haiku, template for drawing followed by haiku, meet the author, gals protest (funny)

<http://www.youtube.com/watch?v=GwhGKOhjA0Q>

The illustrator discusses how he made the drawings for this book.

<http://www.youtube.com/watch?v=r4urT74yq6c>

shows “helicopters” falling from maple trees

<http://www.instructables.com/id/Make-your-bike-sound-like-a-motorcycle/>

<http://www.youtube.com/watch?v=wfPJ24g5dfg>

Illustrates how to “trick out” your bike

**Title: RAIN SCHOOL**

**Author: James Rumford**

**Illustrator: James Rumford**

**Genre: Easy, Realistic Fiction AR Level:** IL: **LG** - BL: **2.5**

**Target audience: Kindergarten, First, and Second/Third also**

**Overview/Summary:** The children arrive on the first day of school and build a mud structure, which will be their classroom for the next nine months.

**Common Core State Standards:**

**K:**  With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**1:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**2:** Compare and contrast the most important points presented by two texts on the same topic.

**Related titles:**

Three Cups of Tea by Greg Mortenson

The Librarian of Basra: A True Story of Iraq by Jeanette Winter

Schools in Many Cultures by Heather Adamson

**Activities**: Venn Diagram-

Compare and Contrast our school with the one in Chad with a Venn Diagram

**Cross-curricular connections:**

Social Studies-Cultures

**Resources:** [**http://jamesrumford.com/jamesrumford.com/Rain\_School.html**](http://jamesrumford.com/jamesrumford.com/Rain_School.html)

**Title: INTERRUPTING CHICKEN**

**Author: David Ezra Stein**

**Illustrator: David Ezra Stein**

**Genre: Fairytale/Fable AR Level: 2.2 –(.5points)**

**Target audience: K-2; Can tie in 3,4,5 with some CCSS standards**

**Overview/Summary:** It's bedtime for the little red chicken, and Papa starts reading her a story, but she can't help herself. As soon as the story gets going, out jumps the little red chicken, right into the story, saving characters from danger and ending the story early.

**Common Core State Standards:**

**K:** SL K1a

**1:** RL1.6; RL 1.9;

**2:** RL 2.2; RL 2.9

**3**: RL 3.2

**4**: RL 4.3

**5**: RL 5.1; 5.6; SL 5.5 (Visual displays – speech bubbles)

**Related titles:** 3Little Pigs by David Wiesner; Hansel and Gretel; Little Red Riding Hood; Chicken Little

**Activities:** Compare and contrast with 3 Little Pigs by Jon David Wiesner; Give each table a Fairy Tale and then have the students create a speech bubble interrupting the Fairy Tale and they can then act it out later (2,3 grade) or take pictures of students with speech bubbles to create a graphic novel type summary; Library Manners (K,1)) and listening skills

**Cross-curricular connections:** Fairytale unit; Prediction; Inference; Summarizing; Dialogue; Speech Bubbles

**Resources:**

Author Website – [www.davidezra.com](http://www.davidezra.com)

Book Trailer - <http://www.youtube.com/watch?v=nqB-Jue1oeA>

Author Book Discussion - <http://www.youtube.com/watch?v=2_-ul5VQEcs>

GoodReads videos: <http://www.goodreads.com/book/show/8036440-interrupting-chicken>

Pinterest page of speech bubbles:

<http://pinterest.com/search/?q=speech+bubbles>

**Title: CHALK**

**Author:** Bill Thomson

**Illustrator:** same

**Genre:** Wordless/Fantasy **AR Level: None**

**Target audience:** K-5

**Overview/Summary:** A Rainy day. Three kids in a park. A dinosaur spring rider. A bag of chalk. The kids begin to draw and then … magic.

**Common Core State Standards:**

**K:** RL K.7; RLK.9

**1:** RL 1.7; RL1.9

**2:** RL 2.1; RL 2.3; RL 2.5; RL 2.7

**3:** RL 3.3; RL 3.7

**4:** RL 4.3

**5:** RL 5.3; RL5.5; RL 5.6

**Related titles:** Allwordless Daivd Wiesner titles; Time Flies by Eric Rohmann; Harold and thePurple Crayon by Crockett Johnson; Magic Paintbrush by Lawrence Yep (Chapter Book); Liang and the Magic Paintbrush by Demi (also has a video recording)

**Activities:** Compare and contrast with any of the titles above. Writing prompt; With Kindergarten – chalk on construction paper of what they would draw (extend with older grades and have them write what would happen); Use sticky notes to tell the story. Use Mary Poppins clip of the chalk drawing scene.

**Cross-curricular connections:** Art;

**Resources:**

Search 3D sidewalk chalk drawings**.** Example**:**

[](http://www.moillusions.com/2012/02/kurt-wenners-3d-wonderlands.html) Be sure to preview before showing students.

<http://weburbanist.com/2007/09/21/3-amazing-3d-street-artists-urban-graffiti-from-around-the-world/>

Discovery Streaming has both the Reading Rainbow featuring Liang and the Magic Paintbrush and an 8 minute video segment of the book.

**Title: ART & MAX**

**Author: David Wiesner**

**Illustrator: David Wiesner**

**Genre: Easy, art, desert, lizard AR Level: None**

**Target audience: K-2**

**Overview/Summary:** Max wants to be an artist like Arthur, but his first attempt at using a paintbrush sends the two friends on a whirlwind trip through various media with unexpected consequences.

**Common Core State Standards:**

**K:** RL.K.6., RL.K.7., RL.K.9.

**1:** RL.1.6., RL.1.7., RL.1.9.

**2:** RL.2.7.

**Related titles:**

“Seen art?” By Jon Scieszka and Lane Smith

“When Pigasso Met Mootisse” by Nina Laden

“Lines that Wiggle”: by Candace Whitman (for younger audience)

“Blackout” by John Rocco (Pictures tell the story similarity)

Pigeon series by Mo WIllems (easy to draw main character)

**Activities:**

Self Portrait or portrait of a friend- how do other see you (2nd grade)

Outlining activity- each student adds a detail to an outline of a specific shape

Artist study

Use the detail in the pictures to springboard small writing prompts

Pointillism project- **Do a dot** art

Nonfiction lizard/desert book compare contrast

**Cross-curricular connections:**

Science: Lizard life, molting,

Art: types, forms, equipment

**Resources:**

<http://www.youtube.com/watch?v=ZuIsAIKiNgY>

Video featuring David wiesner talking about the creative process behind the book

<http://www.houghtonmifflinbooks.com/wiesner/Wiesner_Art_Max_discussion_guide.pdf>

Drawing and adding detail

<http://www.hmhbooks.com/wiesner/art-max.html>

 Various activities in conjunction with the book, including an interactive coloring book