

Workshop: Thursday, February 18, 2010, 12:30-1:30, Rm. B112

HANDOUTS for Workshop

Contact:
Will C. Howell
barnabas@whidbeyisland.com
PO Box 230
Clinton, WA 98236

Criteria for Selecting Children's Books to Supplement Curriculum

THINK QUALITY

1. Read book reviews; check award-winning books (Caldecotts).
2. Look at the Art: elements of art, originality, kid-friendly
3. Read it for: use of language, flow, theme, style, character, setting; plot.

THINK CURRICULUM

Look at a book for its potential to supplement reading, writing, math, social studies, science, art, social interaction and conflict resolution.

THINK BUDGET

1. Does this book have a broad appeal?
2. Does this book have potential to be used in a variety of ways?
3. Does this book invite frequent readings?

Ten Top Books; Countless Connections

ONE: Atwater, Richard and Florence. **MR. POPPERS PENGUINS**. Little, Brown and Company, Boston, 1938.

1. Reading: Vocabulary. Create vocabulary/spelling lists from words in the book (expedition, debris, erect, precision, berth).
2. Reading: There are many good penguin books for children. Gather some for the students to read. For older readers, books on explorers.
3. Writing. Have the students begin a journal as if they are Janie or Bill. After reading each chapter, students write in their journals.
4. Math: Write a daily math problem based on the current reading in the book. Ex. Mr. Popper was carrying four 8-pound cans of paint, a 20-pound ladder and a 35-pound ladder. How much weight was he carrying?
5. Social Studies: Explorers. Provide a list of explorers. Students choose one and write a letter asking him 5 questions about his life. Teacher collects completed letters and redistributes them randomly. Students research to answer the questions on the letters they receive.
6. Science: Use this book to start a unit on penguins and penguin habitats.
7. Art: Monochromatic art. Use only white paper and black crayon to create a picture of penguins in their habitat.

TWO: Chin, Jason. **REDWOODS**. Roaring Brook Press, NY. 2009

1. Reading: After reading this book, introduce students to a collection of similar books they may wish to read.
2. Writing: Creative prose. What will the girl who picks up the book in the end discover?
3. Math: Measurement. Make a list of big things outside to measure. Plan how you will do it.
4. Science. Habitats. Students research facts related to specific habitats. Select a "main character" the saguaro cactus in the Sonoran Desert.

THREE: Franco, Betsy, ill. by Shino Arihara. **ZERO IS THE LEAVES ON THE TREE**. Tricycle Press, Berkley. 2009

1. Reading: metaphor. Point out the use of metaphor in this book. Challenge students to look for examples of metaphor in books they are reading.
2. Writing: metaphor. Students select a number and write ten metaphors that describe it. "Two is a walk with a friend."
3. Math: Use this book to begin a unit on zero.
4. Science: number concepts in science. Students select a number and explore its occurrence in nature (6 sides to a snowflake, flowers with 5 petals).
5. Social Interaction. Discuss numbers as they relate to relationships between people. (1 is lonely, 2 is company, 3 is a crowd).

THREE: Lobel, Arnold. **FABLES**. Harper & Row, NY.1980

1. Reading. *The Lobster and the Crab*. p. 8
Character study. Select volunteers to be Lobster's neighbor, lawyer, doctor, mother or little sister. Each volunteer explains Lobster's behavior from his assigned point-of-view. Have students do the same activity with characters in a books they are reading.
2. Writing. *The Camel Dances*. p. 22
Write about a personal goal and your plan for achieving it.
3. Math: Money. *The Poor Old Dog*. p. 25
Hand out catalogues or newspaper ads. Tell students to list what they would buy if they received a reward of \$200.
4. Social Studies. *The Mouse at the Seashore*. p. 40
Geography. Make a map of mouse's trip. Label cities, streets, lakes, etc.
5. Art. Fashion design. *The Bear and the Crow*. p. 16
Draw a bear. Dress him/her. Think theme, purpose, texture, color, etc.

FIVE: Martin, Bill Jr. with Michael Sampson. **THE BILL MARTIN JR. BIG BOOK OF POETRY**. Simon & Schuster Books for Young Readers, NY. 2008

1. Reading: *Mummy Slept Late and Daddy Fixed Breakfast*. p. 136
Character study. Choose a character from a book. Describe how he/she would fix breakfast.
2. Writing. *I Keep Three Wishes Ready*. p. 113
Persuasive writing. Write your three wishes. Convince the wish fairy why she should grant them.
3. Science. *Caterpillars*. p. 17
Life cycles. Read about life cycles. Create a chart showing the life cycle of a butterfly.
4. Art. *The Muddy Puddle*. p. 32
Texture, line, shape. Finger paint with mud.

SIX: Mayer, Bill. **ALL ABOARD! A TRAVELING ALPHABET**. Margaret K. McElderry Books, NY. 2008.

1. Reading: Students use the ABC format to write book reports.
2. Writing: Choose a mode of transportation and write a story about your trip.
3. Parts of speech: Make alphabetical lists of verbs, nouns and adjectives.
4. Math: Story problems. Challenge students to write and exchange math problems based on the illustrations. ex. The bridge. The train goes 50 MPH. The cars go 60 MPH. The sailboat goes 20 MPH. How long will it take each to travel 300 miles?
5. Social Studies (or Science). Write an ABC report on a country, an animal or a bird, etc.
6. Science: Flight. Paper airplane contest for speed, accuracy, etc.
7. Art: Implied line. Students cut pictures from magazines. Use black marker to outline letters that can be found in the pictures. For example, letter W in the fork of a tree, letter A in a gabled roof, or letter F in a rural mail box.

SEVEN: Nodstat, Joan L., ill . by Steven Kellogg. **COME BACK, CAT.** HarperCollins Children's Books, NY. 2008.

1. Reading: Voice. Discuss how the story is told completely from the girl's point-of-view. How does that make the story effective?
2. Writing: Definition poems. Write a poem describing cats, making an acrostic with the letters CATS. Try to incorporate what you learned about the cat in the story.

Come
Attack
Tail
Soft

Try it with different topics.

3. Social Interaction/conflict Resolution: Discuss what worked and what did not work as the girl tried to make friends with the cat. How might this relate to kids and friendships?

EIGHT: Pinkney, Jerry. **THE LION & THE MOUSE.** Little, Brown and Company, Boston. 2009. 2010 Caldecott Award Winner.

1. Reading: Wordless books. These are excellent bridges to reading words. With individual emerging readers, ask them to tell what is happening and write their words on Post-it notes, which are then attached to the pages. Have the student read back his own words.
2. Reading: elements of story. Discuss how the author uses pictures to develop characters, plot, conflict and resolution.
3. Writing: Dialog. Individually or in small groups, write dialog for the characters in the book. Teach the use of quotation marks.
4. Science: The author portrays the wildlife of the African Serengeti accurately. Research the animal life of this area and write reports.
5. Art: Murals. Create a class mural of the Serengeti, each student contributing an animal or plant. As a class, decide on the media: collage, paint, colored pencil, etc.

NINE: Young, Ed. **SEVEN BLIND MICE**. Philomel Books, NY 1992.

1. Reading: Comprehension. Discuss the use of pattern in numbers, color and language. Note how text and illustration work closely together: the tails of the mice imply direction and movement.
2. Reading: prediction. How do the pictures and words help the reader to predict what is next?
3. Writing: Point-of-view. Each mouse had a different point-of-view. Write a story from your nose's point-of view or that of your foot, your ear or your stomach.
4. Social Studies: gender issues. Note which mouse solved the problem: The white mouse (white is the sum of all colors), the only female mouse. Discuss traditional roles for men and women.
5. Art: collage. Collect interesting papers and colorful pages from old magazines to create a collage picture. Consider color, shape and balance as you plan your picture.

TEN: Zion, Gene, ill. by Margaret Bloy Graham. **HARRY BY THE SEA**. Harper & Row Publishers, NY. 1965.

1. Reading: Cause and effect. There is a whole chain of events in the story:
Harry was hot > He went under the umbrella
It was crowded > Family made Harry leave
He went into castle > Castle fell
2. Math: Money. Write money problems based on the hotdog sales.
3. Science: Beach life. Research and list what lives in and by the ocean.
4. Art: Beach collage. In the middle of a 9x12 piece of white paper, students draw a Harry. Add a big yellow sun, the ocean, beach umbrellas, etc. Give each student a bit of Easter grass to glue over Harry for seaweed.