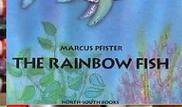
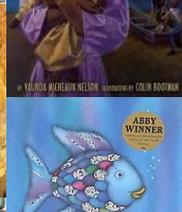
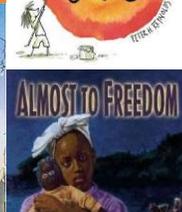
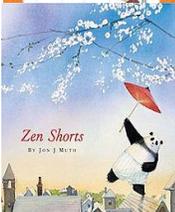
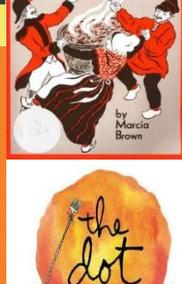
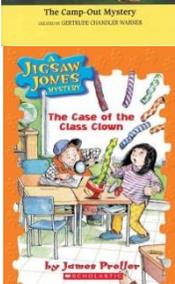
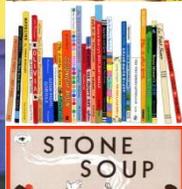
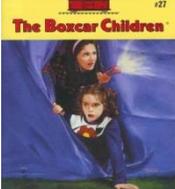
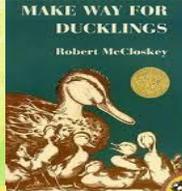
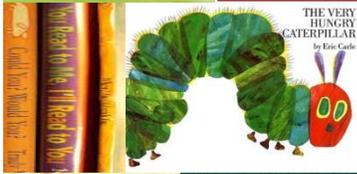


Spring 2016



Notebook One

EL320 Children's' Literature Notebook

Margaret Welch Fall

Semester Spring 2016

Instructor B. Heatherly

EL 320 Children's Literature Notebook Part I

Table of Content:

1. Required: *The Dot*
2. Caldecott: *Madeline*
3. Multicultural: *The Very Hungry Caterpillar*; 47 different languages
4. Multicultural: *Almost to freedom*
5. Published after 2005: *The Boy Who Wouldn't Share*
6. Your Choice: *Make Way for the Ducklings*

TRADITIONAL LITERATURE

7. Legend or Tall Tale: *Zen Shorts*
8. Folk Tale or Fairy Tale: *Stone Soup*
9. Fable: *The Lion & the Mouse...Picture Book (no words)*

SERIES

10. For Boys: *The Case of the Class Clown* (Jigsaw Jones Mystery, No. 12): 2001
11. For Girls: *The Camp-Out Mystery* (The Boxcar Children #27)

BIBLIOTHERAPY & CHARACTER EDUBOOKS

12. Bibliotherapy: *Have you filled your bucket*
13. Character Education: *The Rainbow Fish*; morals

Title: *The Dot*

Author: Peter H. Reynolds

Publisher: Candlewick Press

Copyright Date: 2003

Suggested Grade Level/s: K-3

Award/s: Lab-elle Prize for Empowering Females

Summary: *The Dot* is a picture book written and illustrated by Peter H. Reynolds about a girl named Vashti who thinks she can't draw and is filled with self-doubt. She is encouraged by her teacher to take a risk and try. Her teacher smiled. "Just make a mark and see where it takes you." Art class is over, but Vashti is sitting glued to her chair in front of a blank piece of paper. The words of her teacher were a gentle invitation to express herself. But, she can't draw, she is not artist! To prove her point, Vashti draws a dot on her paper and her teacher then says "now sign it." Once Vashti sees her artwork signed and framed, she is inspired to experiment more with dots. The simple support of her teacher gives Vashti the confidence to take risks and to grow. Vashti then passes on her teacher's words of wisdom to another student who does not believe he can draw a straight line. She hands him a paper and pencil and asks him to draw. She then insists he sign his artwork.

Connections: The author reminds us of the powerful influence of teachers. We all share the responsibility to challenge a child's preconceived notions and to encourage children to dream. As, a child I loved art class, and to draw. Love the book.

I. Social Goal: This inspirational story shows how one reluctant little girl gains her self-esteem with just "one dot", and that one dot marks the beginning of Vashti's journey of surprise and self-discovery.

II. Text to ... Response: *The Dot* has been adapted into a film produced by Weston Woods Studios and FableVision. It was awarded the 2005 Carnegie Medal for Excellence in Children's Video.

III. Comprehension Check:

- Why was Vashti's paper empty?
- Do you ever feel like Vashti?
- Why did Vashti's teacher ask her to sign her name?
- How did she feel when she saw he picture framed?
- What made Vashti try something new?

- How did Vashti's dots look at the show?
- Did her art improve?
- How did Vashti feel about herself?
- Why did Vashti ask the boy to draw for her?
- What do you think happened after the boy signed his name on his art?
- Small discussion – What do you think about the quote, "Just make a mark and see where it takes you", means to you?
- K classes are working on letters and writing their names. Each student is going to write the first letter in his or her name in pencil, then decorate the lines in crayon dots. Using watercolors, the students will then paint dots over their letters to create a brightly colored crayon relief.
- Give the children freedom to create their own mark, Use of the dot in art - As part of our society, each person makes their mark. We make our mark on the world in many ways. It could be through our work, through our school, through our art, or through our home. It might be something we build, something we grow, or something we cook. There are so many ways to make our mark. But each of us is part of a greater whole. Each child has a turn to make a dot on a class poster and as we finish our DOT art today, we will see that each dot becomes a part of the whole. Display art when finished, see how our dots come together to make something. Needed: One poster board, Q-tips, Paint -red, blue, yellow, green, orange.

Additional activities

<http://www.lifelessonsforlittleones.com/the-dot-by-peter-h-reynolds-book-review-and-activities/>

Title: *Madeline*

Author: Ludwig Bemelmans

Publisher: The Viking Press

Copyright Date: 1939

Suggested Grade Level/s: K-3

Award/s: Caldecott Medal

Summary: A story set in Paris, in "an old house", that is "covered in vines" with "twelve little girls in line, and the littlest is Madeline, who is not afraid of anything." This tale is the adventure for that starts in the middle of the night for Madeline. Madeline awakes one night in need of an appendectomy, and she was rushed to the hospital to have her appendix removed. After the other girls at her private school in France see her scar and gifts, they want to have their appendixes out, too. Miss Clavel, their teacher, tells them to count their blessings and to be happy they are well.

Connections:

I. Academic Goal: The Book *Madeline* can be used as an academic tool for Rhyming Words, Math, Comprehension, Thinking Skills, History, Science Human Body, Food and Nutrient.

II. Text to ... Response: A great story that I have read to my children of be brave like Madeline, not afraid of going to the hospital in the middle of the night

III. Comprehension Check:

- Discuss cover point out Eiffel Tower as a landmark, Foods from France, have students draw and color a flag. Explain to students that boarding schools are places where children stay during the school months. They eat and sleep there in addition to attending classes there. Tell them this is the kind of school that Madeline attends and that it is in Paris, France.
- In the story the twelve little girls "broke their bread". Discuss what this figure of speech means. (ate their meals together)
- Why was Madeline taken to the hospital? (to have her appendix out), where the appendix is in the body
- What was the special kind of vehicle that took Madeline to the hospital? (ambulance)
- Discuss what hospitals are like. Ask if anyone has ever been in a hospital. If so, what was it like?

- What was crank on the end of Madeline's hospital bed used for? (to adjust the bed)
- Discuss why each of the other little girls wanted to have her appendix out, too. (to receive gifts and have a scar)
- Discuss with your students the use of rhyming words throughout the book. Words and make word families; lines, vines, wines, tines (of a fork), dines, fines, mines, nines, pines.
- Use the children as math manipulatives. Have them line up in two rows of six and act out various mathematic problems (try addition, subtraction).

Title: *The Very Hungry Caterpillar*

Author: Eric Carle

Publisher: Putnam/Philomel (US); Hamish Hamilton (UK)

Copyright Date: June 3, 1969

Suggested Grade Level/s: PreK-3

Award/s: American Institute of Graphic Arts Award in 1970; the Selection du Grand Prix des Treize in France in 1972; Nakamori Reader's Prize in Japan in 1975; Ten Best Picture Books of the Year in 1969; The book placed at number 199 in the Big Read, a 2003 poll conducted by the BBC to determine the United Kingdom's best loved books. It was one of the few picture books to place on the list. The National Education Association named the book one of its "Teachers' Top 100 Books for Children." School Library Journal identified *The Very Hungry Caterpillar* as the number two children's picture book, behind only Maurice Sendak's *Where the Wild Things Are*; just to name a few.

Summary: A very hungry caterpillar emerges from an egg and spends an entire week feasting on all kinds of foods, including strawberries, a lollipop, and a piece of pie. As he eats through each food, he also eats holes in the book at the end of the week he's a very full caterpillar with a tummy ache. He eats a leaf to relieve his indigestion and builds a cocoon where he sleeps for two weeks. At the end of the second week, he emerges as a beautiful butterfly. Eric Carle's illustrations are collages of hand painted tissue paper. Eric Carle's result is a delightful one-of-a kind picture book that has been translated into over 47 different languages and has sold more than 30 million copies worldwide.

* This number does not include the two copies I have recently purchased.

Connections:

I. Academic or Social Goal: This short and simple picture story is simple text with educational themes: counting, the days of the week, foods, and the metamorphosis of butterfly's life stages. The words are easy enough for a small child to understand the story line and for a beginning reader to get through with little difficulty.

II. Text to ... Response: The book was inspired by a hole punch. One day Eric Carle was punching holes with a whole puncher into a stack of paper, and I thought of a bookworm and he created a story called *A Week with Willi the Worm*. But Carle was advised that a green worm would not be a likeable, his editor suggested a caterpillar instead and Carle said 'Butterfly!'

III. Comprehension Check:

Student will learn about the metamorphose or the life cycle of a butterflies, from eggs to butterfly; focuses on the life cycle of butterflies, including their habits, eating, habits, growth cycle, review of the days of the week, nutrient, odd and even numbers and an understanding of story sequence. The students will learn to retell a story and describe accurately the sequence of the life cycle of a butterfly.

Ask to identify the stages of the life cycle of the butterfly, using correct vocabulary;
Have student to identify foods, days of the week, count the number of day.

Title: *Almost to Freedom*

Author: Vaunda Micheaux Nelson

Illustrations: Colin Bootman

Publisher: Carolrhoda Books, Inc.

Copyright Date: 2003

Suggested Grade Level/s: 2 – 5, * I am not sure that K or First 1 students would understand the hardships endured by enslaved African-American people in the pre-Civil War South; from verbal and physical abuse on the plantation to the terrors on the dangerous Underground Railway. For students old enough to comprehend the historical setting and political situation in the story, this is an emotionally story. It is a great story.

Award/s: 2004 Coretta Scott King Illustrator Award Honor Book
Independent Publisher Book Awards (IPPYs) Nominee 2004 PEN Center USA
West Literary Awards Nominee 2004

Summary: This story is narrated by a ragdoll named Sally that is owned by a runaway little slave girl, named Lindy. It is through the rag doll's eyes that we see the family's frightening adventure to freedom and hardships of slavery via the Underground Railroad told from the perspective of her beloved rag doll.

Lindy's mother makes Sally from rags and gives it to her as a gift. Lindy and Sally become best friends and it is through Sally's "eyes" that we see a picture of the extremes of slave life: the cruelty and the love.

Connections:

I. Academic or Social Goal: Assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War. Using this book will help teach the events of the Civil War and its impact both immediate and long-term.

II. Text to ... Response: Using this book will make the lessons on slavery more realistic. Research was done to create authentic characters in their language and dress, and to give the reader background information of the Underground Railroad. The author also provides a glossary of historical words and phrases used in the story. The book can be used to introduce what slavery was like for children and how they many times used the Underground Railroad to escape. The story, has a historically, accurate plot that is centered around love; friendship; separation; and courage.

III. Comprehension Check:

Discussion of the book with these questions:

How did Sally (the doll) provide comfort to Lindy, and then, to Willa?

Why do you think the author wrote the story using dialect?

How is this book different from others you've read about the Underground Railroad?

How does the artwork contribute to your understanding of the events?

What is freedom and why is it so valuable?

What were the risks associated with the Underground Railroad?

Make a timeline of the events in the doll's life.

Title: *The Boy Who Wouldn't Share*

Author: Mike Reiss

Illustrator: David Catrow

Publisher: HarperCollins

Copyright Date: May 27, 2008

Suggested Grade Level/s: K-2

Summary: This tale focuses on the positive aspects of sharing by highlighting the dangers of not doing so. Edward, the title character, has tons of toys that he could ever know what to do with, whenever his sister Claire wants to play with any of them, Edward says, "They're mine!" But as luck would have it, Edward ends up stuck under his mountain of toys. This sticky situation finally gives Edward the opportunity to see why sharing is so important. If you share with others, usually they'll share right back. The illustrations make this one book.

Connections:

I. Academic or Social Goal: The focus is on the positive aspects of sharing by highlighting the dangers of not doing so. I am in hopes the children will be happy to share their crayons and glue sticks.

II. Text to ... Response: The focus is on the positive aspects of sharing, may be this book will help in the sharing of crayons and glue sticks.

III. Comprehension Check:

Introduce the book and tell the children a little bit about it. Follow with a comment or question that is related to the story such as: What is your most favorite toy in the whole world? Do you share it?

Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

I wonder, why do you think the boy looks so sad? Have children predict what will happen next in the story.

After Reading the story:

Discuss the story. Ask questions.

- What were some of the toys that Edward would not share with his sister?
- Why wouldn't he share them?
- How did Claire react to her brother not sharing?
- What did their mom make them to eat?
- What did Edward do when he saw that his mom made fudge?
- What did Claire do?
- How did their day end?

Discuss Words in *The Boy Who Wouldn't Share*

- Frightful: used to indicate the seriousness or severity of something, very scary
- Slinky: a metal or plastic toy that is coiled
- Frankenstein: a monster typically represented as a very large coarse-featured person
- Rage: extreme anger
- Fudge: soft chocolate candy
- Crabby: grouchy
- Greedy: strongly desiring more than required
- Grabby: pushy and grasping
- Grudge: a feeling of resentment or ill will

Title: *Make Way for the Ducklings*

Author: Robert McCloskey

Publisher: Viking

Copyright Date: 1941

Suggested Grade Level/s: K-4

Award/s Caldecott Medal: 1942

Summary: This story is about Mr. and Mrs. Mallard (Ducks) looking for a place to make a home in the city of Boston to raise their family. Mrs. Mallard wanted a safe place where there was no "foxes, or turtles". They chose an island in the middle of Charles' River not to from Boston's Public Garden. With the help of Policeman Michael and a police car of four policemen, Mrs. Mallard and her ducklings were able to safety waddle their way down the streets of Boston to the Public Park.

Connections:

I. Academic or Social Goal:

Language Arts: The Ducklings' Names: The ducklings are named in alphabetical order: Jack, Kack, Lack, Mack, Nack, Ouack, Pack, and Quack. Write each duckling's name on a file card, then scramble the order of the file cards, and help kids practice putting them back in alphabetical order. Think of new names for the ducklings that mirror the same alphabetical sequence.

Geography: Draw a Map: Draw pictures of objects and characters from the story, and then place them on a map of Boston. The teacher will model/draw a large-scale, simplified map of just the streets that are mentioned in the story. Kids can practice retelling the story and retracing the ducks' routes.

Social Studies: Communities: This story takes place in a city, and you can find urban characteristics throughout the book. Make a chart highlighting the characteristics of and differences between a city, a suburban area, and a rural area. Compare and contrast the buildings, open spaces, transportation, population sizes, etc.

Library skills: Use the library catalog to identify books and other resources about mallard ducks and ducklings. Locate pictures of and facts about mallard ducks.

II. Text to ... Response: I would use the Author Study to peak interest. Who does soap carving? I would talk about his Totem Pole. As a child I would go and feed the

ducks. I would draw attention to the illustrations, as they remind me of Big Spring Park, in Huntsville.

III. Comprehension Check:

New Words in *Make Way for Ducklings* to go over with class.

- Boston: a large city in the state of Massachusetts
- Island: an area of land completely surrounded by water
- Enormous: very large
- Dither: to behave in a nervous way
- Horrid: unkind or nasty
- Molt: the process during which a bird sheds all its feathers
- Responsibility: to be accountable to someone or for something
- waded: to walk against the pressure of water or mud
- beckoned: to signal to somebody to approach with the hand or head
- Headquarters: a central office where orders are issued

Before Reading:

1. Have a discussion about crossing the street safely. What should you do before crossing the street?
2. Discussion points might include looking both ways, holding an adult's hand, always crossing at an intersection, waiting for the "walk" light or the crossing guard to signal it is safe to cross, etc.
3. What do you find in a park? In a city? Ask whether a city would be expected to be a good place for ducks to live.

Introduce the book and tell the children a little bit about it. Follow that with a question that is related to the story: Did you know that a ducks' feathers are waterproof? And, that their feet can't feel the cold because they don't have any nerves or blood vessels in them? That's why they can swim in icy water! Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration. I wonder if that big duck is the Mama.

During Reading:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

After Reading:

Discuss the story. Ask questions...

1. Why did the ducks want to cross the street? Have you ever needed to cross a busy street? What did you do?

2. Where do ducks usually live?
3. Is the city a good place for ducks to live? Why or why not?
4. Why didn't Mrs. Mallard want to live near any turtles or foxes?
5. What do ducks eat?
6. How many baby ducks did Mrs. Mallard have?
7. All of the babies have "ack" as the last part of their name. Just the first letter is different. Let's say the names together. Do the names rhyme?
8. What did Mrs. Mallard teach her baby ducks to do?
9. What would have happened if Michael hadn't stopped the cars?
10. Do you think the ducklings will be safe living on the little island?
11. What means of transportation do the ducks use? What means of transportation do you see people using?
12. How do you know the story took place many years ago?
13. Name the physical features Mr. and Mrs. Mallard saw as they looked for a place to raise their ducklings.
14. Name the occupations you see pictured in the story.
15. Discuss the man-made and natural elements of the setting. Which characteristics of a park make it like a city? Which characteristics make it like a natural area?
16. What do you like to do when you go to the park?

Arts & Crafts:

Egg-Carton Ducklings: You will need a two-cup section from an egg carton (with the sections still attached), glue, construction paper, scissors, feathers, beads, and/or other decorations. Bend the egg carton cups towards each other, rim to rim (making an oval shape). Glue the cups together to form the duck's body. Cut out a bill and feet from the construction paper. Glue the feet and bill to the duckling's body. Add feathers, beads for eyes, or other decorations to complete your duckling.

Cited resource:

Make Way for Ducklings Literature Guide from Teacher Vision
<http://www.teachervision.fen.com/fiction/activity/1733.html>

Title: *Zen Shorts*

Author: Jon J Muth

Publisher: Scholastic Press

Copyright Date: 2005

Suggested Grade Level/s: K-4

Award/s: 2006 Book Sense Book of the Year Awards
Caldecott Honor

Summary: A giant panda named Stillwater, who carries a red umbrella and speaks in a "slight panda accent", tells three stories to young siblings Addy, Michael, and Karl, his new friends. All of the stories are famous Buddhist teachings. All three stories teach a lesson; 1) Uncle Ry and the Moon, 2) The Farmer's Luck, and 3) A Heavy Load. The book addresses Feelings; Angry; Sharing.

Connections:

I. Academic or Social Goal: The book addresses Feelings; Angry; Sharing.

II. Text to ... Response: My favorite story was the third story Stillwater shares with Karl. It was called "A Heavy Load" and is about two traveling monks. During their journey, two monks come upon an awful woman who refuses to cross a river because she does not wish to get her silken robes wet or dirty. The older of the two monks quickly picks up the woman and carries her across the water. Many hours later, the younger monk is very upset and visibly angry about his friend helping someone so disdainful, and he feels obliged to share his frustration with the older monk:

"That woman back there was very selfish and rude, but you picked her up on your back and carried her! Then she didn't even thank you!"

"I set the woman down hours ago," the older monk replied. "Why are you still carrying her?"

III. Comprehension Check:

Give each student a turn to answer the big question. Encourage students to give examples from the story or their own lives to support their answers. What does Stillwater teach you?

Have the students take out paper and write the word "Feelings" in the middle. Then add the word "angry" to the map. Ask students what makes them angry. How do they feel when they are angry? Do they think anger is a good thing or a bad thing? Why?

Next, add the word "sharing" to the map. Ask students to describe times when they shared something. How does sharing make them feel? Do they think sharing is a good thing? Why? Ask students to think about their own feelings while reading Stillwater's stories.

Discuss the title of the book and the author and illustrator's name. Then ask them to study the cover illustration. What is happening in the picture? Who might the bear be?

Read the story with class; discuss the illustrations.

Karl felt this way around bears he didn't know. (*Shy*)

Michael had to act this way when he climbed the high tree. (*Careful*)

Karl felt this way because Michael told him what to do. (*Angry*)

Karl told Stillwater he felt this way about bringing so many swim things. (*Sorry*)

The rich young woman felt this way about getting across the puddles. (*Impatient*)

The young monk said he thought the woman was rude and _____. (*Selfish*)

Title: *Stone Soup*

Author: Marcia Brown

Publisher: Charles Scribner's Sons

Copyright Date: 1947, renewed 1975

Suggested Grade Level/s: K-5

Award/s: 1948 Caldecott Honor book

Summary: An old folk story, first published in 1947, this picture book classic is about three hungry soldiers who outwit the greedy villagers into providing them with a feast. In varying traditions, the stone has been replaced with other common inedible objects, and therefore the fable is also known as button soup, wood soup, nail soup, and axe soup.

The war is over! Three soldiers trudged down the road toward home. Tired and hungry soldiers approach a small French village. The villagers saw the soldiers marching toward their village looking for food and a place to rest. The soldiers tell the villagers that they will make soup from three smooth stones. The villagers are excited by this idea and eagerly help the soldiers gather the pot, water, and stones to make the soup. When the soldiers hinted that a few vegetables will make the soup even better, the now curious villagers start to share. The villagers shared the ingredients that they had hidden, to the pot. The soup becomes a feast in the village square. The soldiers and villagers happily enjoy a huge feast together. The villagers volunteer to bring meat, bread, and cider to the feast. After spending the night in the homes of several outstanding members of the village, the villagers and soldiers say their good-byes. The end of the story finds the once frightened villagers thanking the soldiers for having introduced them to stone soup.

Connections:

I. Academic or Social Goal: Examine the topics of conflict, resolution, and solution; cooperation; community; nutrient; discuss hunger around the world and come up with a service project; discuss global hunger.

Locate France on a map. Talk about the country of France and its neighbors, its climate and farming regions.

II. Text to ... Response: I made stone soup in school; we also had an in depth study about Europe, and studied France and the culture.

III. Comprehension Check:

1. Where did the villagers hide their milk?
2. Had the king really dined with the soldiers?
3. In whose house did the soldiers sleep when the feast had ended?
4. How do the villagers feel at the beginning of the story as the soldiers first come into the village?
5. Do you think the villagers should feel that way? Why or Why not?
6. How do you think the soldiers feel when the villagers refuse them food and a place to rest?
7. How do you think the villagers and soldiers feel at the end of the story?
8. What new things do the villagers learn?
9. What do you think the soldiers learn?
10. How do the soldiers solve their problem?
11. What would happen if the soldiers were to get angry with the villagers for saying no to them? What if they left the village?
12. What other things might the soldiers have done to convince the villagers to give them food and a place to rest?

The class is going to make their own version "Stone (vegetable) Soup" and that everyone will need to bring a can of vegetables to put in the soup. Remind the students that everyone will need to help to make the soup, so it will taste really good like it did in the story. (Note – have extra cans of tomatoes in case a child does not bring a can of vegetables to class.)

1. Have students bring their can of vegetables to the carpet and sit in a semi-circle shape, so an open space is on the carpet. Each student should place their can on the carpet in front of them.
2. Have each child identify the name of their can of vegetable and share it with the class.
3. Sort the cans of vegetables by the name of vegetable on the carpet in groups.
4. Ask the students how we could show how many cans of each vegetable that we have. (Lead them to tell you to create a graph.)
5. Children create a real graph on the carpet by placing their can of vegetables by like names. (We look at the labels on the cans.)
6. Discuss your findings. How many different kinds of vegetables, number of each kind of vegetable; greater number of vegetables; lesser number of vegetables; etc.
7. Ask your students how we could share their graph with others. Remind them that we plan to use the cans of vegetables in our "Stone Soup." Lead your students to create a picture graph on chart paper using pictures of their cans of vegetables.
8. Have each child illustrate a picture of their vegetable on a small index card.
9. Create a picture graph on chart paper using the pictures the children have drawn. Pictures of the vegetables are arranged at the bottom of the graph and numbers are written from bottom to top on the left side of the graph.

Additional Activity

Take children outdoors and collect a variety of objects they can use to make their own imaginary soup. You might collect leaves, rocks, twigs, flowers, etc. Work with children to create a recipe on the chalkboard using these items. For example, children might decide that three sticks, four rocks, two flowers, and ten leaves would make a wonderful "wild soup." (Use a picture reading recipe for younger children and a printed recipe for older children). Then place a large pot on a tabletop. Have children "read" the recipe and work together to put the appropriate ingredients into the soup. Later, have children take turns changing the recipe and seeing if their classmates can follow it.

Additional Resources

<http://www.learnnc.org/lp/pages/3167>

<https://literature-in-the-curriculum.wikispaces.com/Stone+Soup>

Title: *The Lion & the Mouse....Picture Book (no words)*

Artist: Jerry Pinkery's

Publisher: Little, Brown and Company

Copyright Date: 2009

Suggested Grade Level/s: ALL

Award/s: 2010 Caldecott Medal

Summary: This is a picture book, (no words) that depicts Aesop's Fable of a ferocious lion that plans on eating a mouse, but takes mercy on a tiny frightened mouse and sets him free. Later the lion is trapped and the mouse comes to the rescue, returning the lion's kind deed. The artist Jerry Pinkery has captured the story beautifully, as he stage the fable in the African Serengeti of Tanzania and Kenya.

Moral: No act of kindness is ever wasted; the meek can trump the mighty.

Connections:

I. Academic or Social Goal: Small acts of kindness can make a big difference; each person has value and has the ability to "act with loving kindness"

II. Text to ... Response: A perfect pictorial storybook with beautiful illustrations; one of my favorites, as well as my daughter's.

III. Comprehension Check:

1. What is unusual about the front cover of this book? Ask students to follow the lion's gaze. What is he looking at? What could he be thinking about? Flip to the back cover and ask the same questions about the mouse.
2. The lion could have easily crushed the mouse when they first met. Instead, he lets go of the little creature. Why?
3. Two men set a trap for the lion. Why? What do your students think they will do with him?
4. Why does the mouse help the lion?
5. Why does the mouse keep a rope knot?
6. Being small can be a big advantage. How does the mouse use his tiny size to save the lion? Have your students ever helped older friends or family members? Brainstorm about the ways that small can be powerful.

7. Aesop's fables often feature a moral at the end. What is an appropriate one for *The Lion & the Mouse*?
8. What is the moral of the story?

Activities:

1. Take a picture book safari. Ask your class to identify and count all the different types of animals pictured in *The Lion & the Mouse*. Encourage your students to search high and low, and not to forget the humans.
2. As a whole class project, research the natural habitat of lions. Where do they live? What do they eat? How much can they weigh? In what ways do humans help lions? In what ways do they hurt them?
3. Make a story cloth. Give kids small pieces of cloth, paints, and markers. Have them create a story cloth with symbols and pictures to tell a story. (Kids' stories can be about their lives or a fable, myth or folktale.)

Title: *Jigsaw Jones: The Case of the Class Clown*

Author: James Preller

Illustrator: Jamie Smith, R.W. Alley

Publisher: Scholastic

Copyright Date: 2001

Suggested Grade Level/s: 2-5

Summary: Athena Parker has been slimed and she doesn't think it's very funny! There is a practical joker on the loose in Ms. Gleason's class, so it's up to Jigsaw (Theodore) Jones and his friend Mila to catch the clown. This could be their stickiest case yet.

Mila overhears Jigsaw's father talking to a bunch of raisins: "Listen here, you dried-up grapes. I need you to concentrate." When questioned, he claims to be training them. "You've heard of a flea circus? Well, I'm starting a raisin circus."

ArtsPower's production has brought Jigsaw to the stage, based on the book by author James Preller, it is brimmed with music, charm, and humor to make audiences laugh and think as they learn the secret codes that Jigsaw must decipher to solve the mystery.

Connections:

I. Academic or Social Goal: There are numerous lessons that Jigsaw Jones can provide for a teacher like: English Language Arts, Balanced Literacy, Creative Writing, Literature, Reading, Reading Strategies, Theater, Drama, to include predicting, summarizing, sequencing, making connections, questioning, characterization, compare/contrast, fact/opinion, picture walk, cause/effect and more. Word work consists of nouns, verbs, verb tenses, adjectives, synonyms, contractions, idioms and similes.

II. Text to ... Response: I really enjoy this book. This may show that you do not have to be a class clown to have friends or be noticed.

III. Comprehension Check:

Discuss cover picture - Have you ever heard of a class clown? What characteristics might a class clown have? What motivates someone to be a class clown?

What is Jigsaw's real name?

Science Project The raisin trick returns, when Mr. Jones puts his "five best swimmers" into a glass of seltzer.

See Jigsaw on stage, book selected for theatrical interpretation by the folks at ArtsPower, (Musical).

Title: *The Camp-Out Mystery (The Boxcar Children #27)*

Author: Gertrude Chandler Warner

Illustrator: Charles Tang

Publisher: Albert Whitman & Company

Copyright Date: January 1st 1992

Suggested Grade Level/s: 1-7

Summary:

Henry, Jessie, Violet and Benny used to live alone in a boxcar. Now they live with their grandfather. A camping trip with their grandfather starts out as a relaxing vacation. The children enjoy the camp-out, setting up the tent, hiking in the woods, and especially making delicious food over the camp fire, but things soon get exciting for the Alden kids. They hear strange music in the middle of the night and their lantern disappears. But some strange things begin to happen; mysterious music, disappearing lanterns, and frightening notes. Soon the Boxcar Children have another mystery to solve.

Connections:

I. Academic or Social Goal: When creating lesson plans for *The Boxcar Children*, there are a variety of topics that can be covered including:

1. Teamwork
2. Independence, List three things that you can do on your own now that you couldn't do when you were Benny's age.
3. List three things that you wish you can do now but you aren't old enough.
4. Cooperation and survival, How did the siblings cooperate together in order to survive?
5. Siblings and courage, if you could be one of the Boxcar Children, which one would you be? Why?
6. How does each of the siblings show their courageousness?

II. Text to ... Response: I have fond memories of my Grandmother reading this book to me when I was younger.

III. Comprehension Check:

Why could they not find the camp ranger at first?

What was loud in their dreams?

Name some of the items that came up missing

How did the children feel during the storm? Talk about weather.

Arts and crafts:

One of the more popular craft projects is to make a boxcar from a box.

Title: *Have You Filled Your Bucket Today*

Author: Carol McCloud

Illustrator: David Messing

Publisher: Ferne Press

Copyright Date: May 2006

Suggested Grade Level/s: K-6

Award/s: Winner of Seventeen Awards

- 2007 - Best Children's Picture Book, Behavioral, Mom's Choice Awards
- 2007 - Best Children's Picture Book, Writer's Digest Self-Published Book Awards
- 2007 - Best Children's Picture Book, DIY Book Festival
- 2007 - Best Children's Picture Book, Books-and-Authors.net
- 2007 - Top 10 Children's Books, Best You Can Be Foundation
- 2007 - Honorable Mention, Children's Books, London Book Festival
- 2008 - Silver Medal, Children's/Young Adult Non-Fiction Books, Nautilus Book Awards
- 2008 - Best Children's Interest Book, NABE Pinnacle Book Achievement Awards
- 2011 - First Place, Educational/Instructional Books, Purple Dragonfly Book Awards
- 2012 - Winner, Children's Books, Southern California Book Festival
- 2012 - Winner, Children's Books, 9th Annual Learning Magazine's Teacher's Choice Awards
- 2013 - Honorable Mention, Children's Books, The Great Southwest Book Festival
- 2013 - Honorable Mention, Children's Books, The Great Northwest Book Festival
- 2013 - Winner, Children's Books, The Great Southeast Book Festival
- 2013 - Honorable Mention, Children's Books, Hollywood Book Festival
- 2015 - Honorable Mention, Children's Books, The Great Midwest Book Festival
- 2016 - Gold, Children's Picture Books, Mom's Choice Awards *JUST ADDED

Summary: *Have You Filled a Bucket Today?* This book is a simple guide to teach and encourages positive behavior as children see how rewarding it is to express daily kindness, appreciation, and love. There are practical and realistic ideas on how to be kind are illustrated in this book. In contrast, typical examples of unkind behaviors are also addressed in the book. Children learn that everyone has an invisible bucket. The purpose of your bucket is to hold your good thoughts and feelings about yourself. Just like others, you feel happy when your bucket is full and you feel sad when your bucket is empty. You need other people to fill your bucket and you have a responsibility to fill other people's buckets. To fill a bucket, you must say or do something kind. When you

fill someone else's bucket, your bucket also fills up. However, you are considered a bucket dipper when you say or do mean things to others. When you dip into someone else's bucket, you are also emptying your own bucket.

Connections:

I. Academic or Social Goal: Students will value themselves as individuals. Students will value friendship. Students will learn to demonstrate how kindness, compassion, and respect are so important in our classroom, school, and world. Students will understand that the positive things they do for others show respect and will no doubt come back to them. Students will also understand that when they are unkind to others they hurt themselves as well.

II. Text to ... Response: I love this book, the message from this book is clear: being kind to others also brings us happiness; meanness makes us all feel bad. The story offers examples of things children (and adults) can do, but there is plenty of room to ask "what else can we do" or "what if x happens"?

Guided Practice: After reading the book, the teacher will lead a "Sorting Activity," where students will identify behaviors and comments as either "bucket fillers" or "bucket dippers." Those that are "bucket fillers" will go in the large sand bucket and those that are "bucket dippers" will go in the trash can! Additional examples of compliments should be taken and put into the bucket to aide with ideas for the next activity.

III. Comprehension Check:

1. Does everyone in our class carry an invisible bucket?
2. How can you tell if someone's bucket is empty or full?
3. How do you feel when your bucket is empty? Full?
4. What can you do to fill someone's bucket? How does that make you feel?
5. What happens to your bucket when you dip into someone else's?
6. People who are bullies, are they bucket dippers or fillers? Are their buckets full?
7. What can we do here, in our class and school, to make sure that everyone's bucket is full?
8. Students will be able to literally fill the buckets of their classmates and will have their own buckets filled as well!

The Alabama State Legislature mandated the following 25 character traits to be taught in Alabama public schools: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, patience, creativity, sportsmanship, loyalty, and perseverance.

Title: *The Rainbow Fish*

Author: Marcus Pfister, Swiss author and illustrator
And translated into English by J. Alison James.

Publisher: North South Books

Copyright Date: 1992

Suggested Grade Level/s: PreK-3

Award/s: The Christopher Award
American Booksellers Association ABBY Winner
IRA-CBC Children's Choice title

Summary: The book tells the story of a fish with shiny, multi-colored scales named Rainbow Fish. He knows how beautiful colored his scales are. But one day, a small fish asks him if he could have one. Rainbow Fish refuses in a very selfish and rude way. The all other fishes are really upset about his behavior, how he treated the small fish and don't want to play with him anymore. Upset Rainbow Fish seeks advice from the octopus, who tells him that he must share the beauty of his scales with his friends.

When he sees the small fish a second time, the Rainbow Fish gives him one of his precious scales and, seeing the joy of this little fish, feels immediately much better. Very soon Rainbow Fish is surrounded by other fish requesting scales and he gives to each of them one of his shiny scales.

The Rainbow Fish is an international bestseller and is considered a modern classic. Decode Entertainment turned the story into an animated television series of the same name, which had aired on the HBO Family Television channel in the United States from 1999 until the early 2000s.

Connections:

I. Academic or Social Goal: The book is about a beautiful fish who finds friendship and happiness when he learns to share. The book is known for morals and being an individual, and we can't forget the distinctive shiny foil scales of the Rainbow Fish.

II. Text to ... Response: The story is about selfishness and vanity with a reminder that sharing brings happiness and acceptance; that there is beauty in sharing with others. Since I have grown children this is a book I did not have the opportunity to read prior. I am so glad I have read this book.

III. Comprehension Check:

1. How many of you kids have ever owned an item that you didn't want to share?
2. If you were made to, did it make you happier or sadder?
3. Would you rather do the right thing or do the thing you want to do?
4. Would you rather have something really special all to yourself or have friends?
5. Is being unique more important than being liked?
6. Was Rainbow Fish's decision to share worth it?
7. Rainbow Fish was happy with his scales, and he was happy with his new friends. Are there different kinds of happiness?
8. Are they true friends if one of the main reasons they like Rainbow Fish is because he gave them something pretty?
9. If Rainbow Fish refused to give the blue fish the scale politely, would this have changed the other fish's perception of him?
10. Do you share with your friends? Do you share everything with them?

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The Dot and the Line: A Romance in Lower Mathematics (. ISBN 1-58717-066-3) is a book written and illustrated by Norton Juster, first published by Random House in 1963. The story was inspired by Flatland: A Romance of Many Dimensions, in which the protagonist visits a one-dimensional universe called Lineland, where women are dots and men are lines. In 1965, the animator Chuck Jones and the MGM Animation/Visual Arts studio worked with Norton Juster to adapt The Dot and the Line into a 10-minute