

## SDLA CHILDREN'S BOOK AWARD NOMINEES IN THE CLASSROOM

The following ideas for using Prairie Pasque and Prairie Bud Award nominated titles in the classroom were created by Mary Norton of Bound to Stay Bound Books (BTSB). Ordering information for these books may be found at [www.btsb.com](http://www.btsb.com).

### 2008 PRAIRIE PASQUE AWARD NOMINEES

**A KICK IN THE HEAD: AN EVERYDAY GUIDE TO POETIC FORMS.** Edited by Paul B. Janeczko. Age Range: 08 – 11. Discusses twenty-nine poetic forms including sonnets, double dactyls, odes and limericks.

✍ This book contains 29 lessons. A different poetic form is described on each page and an example is given. This is a perfect book for teaching poetry. A copy of this book should be on every desk. If you have had a busy weekend and don't know what to teach on Monday morning, grab this book and you are good to go.

**Related title:**

Janeczko, Paul B. **WING NUTS: SCREWY HAIKU.** Age Range: 03 – 06. A collection of twenty-three humorous poems.

Bauer, Marion Dane. **BEAR NAMED TROUBLE.** Age Range: 08 – 12. In Anchorage, Alaska, a brown bear and a ten-year-old boy make a connection when the bear accidentally kills the boy's favorite zoo creature.

✍ A brown bear, also known as a grizzly, was causing trouble in Alaska. This is why the bear is named Trouble. To introduce this book read pages 85 – 91 to the class. The students should be able to visualize what is happening. They will connect with the story just hearing these few pages. Ask them to predict and infer what might happen.

This book isn't that long. You might want to use several library periods to read the book in its entirety. When you complete the book, take the students to this website: [www.lszoo.org/tour/northern/trouble.htm](http://www.lszoo.org/tour/northern/trouble.htm). The children will be able to see Trouble at home in the zoo. They will also read the true account of Trouble's trip from Alaska to Duluth, MN. Compare this information with the information in the book.

**Related titles:**

Gaines, Richard. **WHEN BEARS ATTACK!** Age Range: 09 – 15. Describes bear attacks and how the victims escaped from the grips of these powerful animals.

Wexo, John Bonnett. **BEARS.** Age Range 07 – 12. Describes the habits and behavior of bears.

Birdsall, Jeanne. **THE PENDERWICKS: A SUMMER TALE OF FOUR SISTERS, TWO RABBITS, AND A VERY INTERESTING BOY.** Age Range: 08 – 12. While vacationing with their widowed father in the Berkshire Mountains, four sisters, ages four through twelve, share adventures with a local boy, much to the dismay of his snobbish mother.

✍ Have the students divide a paper in 4 parts. Read chapter 1 to the class. The students should use each part of their paper to identify the sisters in the story. As they learn more about each girl

they should put down a note under the name in the appropriate square. When the chapter is finished the students will have small character sketches for each of the girls in the story. This will better help them understand who is who as they continue through the book.

Bower, Tamara. **HOW THE AMAZON QUEEN FOUGHT THE PRINCE OF EGYPT**. Age Range: 07 – 11. Serpot leads her Amazon warriors in battle against Prince Pedikhons of Egypt who has come to see if women can equal men.

✍ Although this book is supposed to be for ages 7 – 11, it is extremely difficult if you try to understand the background of the story. The story background, hieroglyphs, and explanation of symbols are at the end of the book. They might help you, or they might add to the confusion. Your vocabulary can't help but be increased by using this book. Your knowledge of this time period will also be increased. This is much more than a simple picture book. If you want to find an easier way to view and understand the hieroglyphs go to [www.greatscott.com/hiero/hiero\\_over.html](http://www.greatscott.com/hiero/hiero_over.html)

Daley, Michael J. **SPACE STATION RAT**. Age Range: 08 – 12. A lavender rat that has escaped from a laboratory and a lonely boy whose parents are scientists meet on an orbiting space station, communicate by email, and ultimately find themselves in need of each other's help and friendship.

✍ Introduce this book by reading chapter 11 aloud. It begins on page 97. This chapter is action-packed. Jumping into the middle of the book will be somewhat confusing for the students, but the students should be listening intently trying to figure out what is happening. Tell the students that they will be drawing an illustration for this chapter. There will be no right or wrong illustrations. Use their imagination and go for it. They should want to read the entire book after this introduction. If you do not think chapter 11 is enough of an introduction you could read the dust jacket blurb, too.

Deem, James M. **BODIES FROM THE ASH**. Age Range: 08 – 12. A photo-essay about the archaeological excavations of Pompeii and Herculaneum.

Mount St. Helens erupted May 18, 1980. It is hard to believe it was 27 years ago. Read **VOLCANO: THE ERUPTION AND HEALING OF MOUNT ST. HELENS** by Patricia Lauber. If you don't have this book, look on the Internet for an account of the eruption. Compare this account with the first chapter of this book. The two events happened 1900 years apart. Are there similarities? List these.

DeFelice, Cynthia C. **MISSING MANATEE**. Age Range: 08 – 12. While coping with his parents' separation, eleven-year-old Skeet spends most of Spring Break in his skiff on a Florida river, where he finds a manatee shot to death and begins looking for the killer.

✍ The fast-paced plot in this book quickly hooks the reader. There are many lessons to be gleaned from this title. On page 57 the author introduces the reader to the basic elements of crime-solving: MOM. MOM stands for Means, Opportunity, and Motive. Discuss this with the class. Cut some newspaper articles out of the paper about crimes in your community. Have the students work in small groups to pinpoint these three key elements in the crime.

✍️ The epilogue after page 176 is an excellent idea for an essay. It really has a lot to say about life. Read it aloud and discuss it. If time permits, have students write their own essay.

✍️ On page 62 Skeet tells about how he is supposed to collect objects to bring to school to use as a subject to paint for art class. Skeet finds a collection of trash at the beach. He is quite happy with his collection of garbage, but as the story progresses he finds that there is more to his pile of junk than he first thought. Have the students pick up some junk around their home. Have them look at it carefully. What kind of story does it tell? This small mini-lesson could dovetail with the WA CBA of Digging Deep. It will at least open a discussion to what this CBA is about.

✍️ Skeet is sure that Dirty Dan is responsible for the death of a manatee. He works to prove his theory. However, there might be another side to this conflict. If you are reading this book to a class, stop reading after page 126. Have the students predict another side to the story. After the discussion read the remainder of the book. This could be another mini-lesson to introduce the WA CBA Causes of Conflict. No, it isn't a historical event. Yet, it does illustrate the point that there are two sides to every conflict.

**Related titles:**

DeFelice, Cynthia C. **DEATH AT DEVIL'S BRIDGE**. Age range: 08 – 12. Despite a great summer job as first mate on a fishing boat out of Martha's Vineyard, thirteen-year-old Ben gets caught up with illegal drugs and possible murder.

Skurzynski, Gloria. **DEADLY WATERS**. Age Range: 10 – 14. The Landons uncover the mystery of dying manatees and learn about the natural environment of Everglades National Park.

Swinburne, Stephen R. **SAVING MANATEES**. Age Range: 09 – 12. Facts and photographs introduce the underwater world of manatees.

Giff, Patricia Reilly. **WILLOW RUN**. Age Range: 09 – 12. During World War II, after moving with her parents to Willow Run, Michigan, when her father gets a job in the B-24 bomber-building factory, eleven-year-old Meggie learns about bravery from the people around her.

✍️ The first chapter sets the time and introduces the reader to the main character. Read this chapter several times to yourself before you read it to a class. You will want to read it with as much expression as you can. You want the students to feel who Meggie is. After reading the chapter, think aloud about the sounds, the smells, the pain you felt when reading this chapter. The students need to make a visual, mental picture to help them connect with this story. The students need to feel like they are there and are part of the story.

✍️ Read chapter 8 aloud to the class. There are two references that are a foreshadowing of things to come. Even before reading the remainder of the book you can predict that something will happen. One is a small thing, and could be just a question. Why was Patches jumping rope in bare feet? The other is pretty significant. Stealing ice cream is not a small thing. Have the students discuss their ideas and predictions about these events.

✍️ Meggie and her grandfather enter a lot of product contests. Usually the contest asks for the entrant to write an endorsement for the product. The first two pages of chapter 6 will introduce students to this type of writing. Bring product boxes and labels to class. Have your students write an endorsement, or jingle, for the product in 50 words or less. Have the students put their name where it can't be seen. Have another class judge the winner, or winners of the contest.

**Related title:**

Giff, Patricia Reilly. **LILY'S CROSSING**. Age Range: 08 -12. During a summer spent at Rockaway Beach in 1944, Lily's friendship with a young Hungarian refugee causes her to see the war and her own world differently.

Kehret, Peg. **GHOST'S GRAVE**. Age Range: 10 – 14. Twelve-year-old Josh finds adventure when he meets the ghost of a coal miner while spending the summer in Washington State with his Aunt Ethel when his parents get an overseas job.

✍️ A mystery is a perfect book for asking questions. This one is no exception. Read the first chapter aloud. The first chapter ends with two questions. The protagonist, Josh, has just been introduced to his summer digs and it is a bit of a surprise. Have the students think about answers to these questions before reading the second chapter. A discussion of these questions will spill over to the strategies of inference and predicting.

✍️ Josh writes a letter to his parents describing the events that happened in chapter one. He wants his parents to “see” what is happening to him with Aunt Ethel. Have the students visualize what is happening to Josh by writing their own letter before reading chapter 2. After the students finish their letters read Josh’s letter to the class.

✍️ If you are reading the entire book aloud stop before you read chapter 17. Josh manages to outfox the bank president, Aaron Turlip. See if the students can use the given clues to predict a logical conclusion on how Josh might outfox Mr. Turlip.

✍️ Read all of chapter 2 to the class. You won’t have to read any more to have this book fly off the shelves. You will need several copies. This is a perfect choice for October. It is not a Halloween book, but a great ghost story.

**Related titles:**

DeFelice, Cynthia C. **GHOST OF FOSSIL GLEN**. Age Range: 08 – 12. Allie knows it’s not her imagination when she hears a voice and sees in her mind’s eye the face of a girl who seems to be seeking Allie’s help.

Hahn, Mary Downing. **OLD WILLIS PLACE: A GHOST STORY**. Age Range: 09 – 12. Twelve-year-old Diana befriends the daughter of the new caretaker, setting in motion events that lead to the release of the spirit of an evil, crazy woman who once ruled the old Willis place.

O’Malley, Kevin. **ONCE UPON A COOL MOTORCYCLE DUDE**. Age Range: 06 – 10. A girl and a boy cooperatively write a fairy tale for school involving a princess, her ponies, a giant, and a biker.

✍️ Read this story to the class. After finishing the story have the girls collaborate to write another ending to the tale. Have the boys collaborate to write a different ending. Have the two groups share their endings. Whose ending do the students like best?

**Related titles:**

O’Malley, Kevin. **GIMME CRACKED CORN & I WILL SHARE**. Age Range 05 – 08. Chicken dreams about a treasure and sets off on a dangerous journey to find it.

O’Malley, Kevin **CAPTAIN RAPTOR AND THE MOON MYSTERY**. Age Range: 05 – 09. When something lands on one of the moons of the planet Jurassica, Captain Raptor and his spaceship crew go to investigate.

Park, Linda Sue. **PROJECT MULBERRY: A NOVEL**. Age Range: 09 – 13. While working on a project for an after-school club, Julia, a Korean American girl, and her friend Patrick learn about silkworms, tolerance, prejudice, friendship, patience, and more.

This book has very unique organization. The author interrupts the chapters with a conversation between herself and the main character. This helps the reader to understand what the author was thinking about as she wrote the book. It definitely lends a different perspective to a book. Be sure to use some of these sections with your students.

✍️ Read chapter 1 and 2 aloud to the class. This will introduce the two main characters. This will also introduce the class to two projects. One is the raising of silkworms. Julia isn't too keen on this idea, but most students will be. Following is a paragraph that will direct you to a website that will give you all of the information you will need to get children started on their own.

✍️ Guide children to this website: [www.pclaunch.com/-kayton/silk.htm](http://www.pclaunch.com/-kayton/silk.htm). This site contains all of the information needed for both teachers and children who want to expand their knowledge of silkworms. It is really one-site-shopping. One-site-fits all!

✍️ The second project is related to quarters. How hard is it to find a quarter for the state of Connecticut? Have the students bring a quarter to class. Which states are the most common? Which are scarce? Is there a relationship between the year the coins were minted and the prevalence of the number of coins for a certain state? Turn this into a research lesson by having the students find out why the symbols on the coin are representative of the given state.

**Related title:**

Park, Linda Sue. **KITE FIGHTERS**. Age Range: 09 – 13. Young-sup overcomes his rivalry with his older brother Kee-sup and combines his kite-flying skill with Kee-sup's kite-making skill in an attempt to win the New York kite-fighting competition.

Provensen, Alice. **KLONDIKE GOLD**. Range: 05 – 10. A fictionalized account of William Howell, a prospector who traveled from Boston to the Yukon Territory in search of gold in the Klondike River Valley.

✍️ Read the introduction and the first few pages of the text. Stop with the page where there is the chart of the Recommended "Outfit" for a Gold Seeker. If the book was paged it would be page 5. Make a copy of this chart, enlarge it, or do what you need to do so that children are able to read this chart with you. How many total pounds of supplies did the prospector need? What are some of these items? Why would you need to carry 3 lbs of Jamaica Ginger? Questions, questions, questions....

✍️ Read this book and have a discussion on "Woulda, shoulda, coulda." If only they would have known before they went on the trip. What would they do differently if they made the trip again? If you were one of the characters in the story would you go a second time?

**Related titles:**

Hopkinson, Deborah. **SAILING FOR GOLD**. Age Range: 07 – 10. When Davey's money disappears, he must come up with a new plan to find his Uncle Walt in the Klondike.

Nobleman, Marc Tyler. **KLONDIKE GOLD RUSH**. Age Range: 09 – 12. Describes the adventures of those who flocked to the Klondike after gold was discovered there in 1896.

Wallace, Bill. **PICK OF THE LITTER**. Age Range: 08 – 12. Twelve-year-old Tom learns about honor, first when he is wrongly accused of lying at school and then when he faces the risk of losing a puppy he has come to love while helping to train hunting dogs.

✍️ In this book Tom helps his grandfather and grandmother with their bird dog breeding business. Ask students if they have gone bird hunting. What kind of dog do they have? What type of bird dog do they think is best? Why? There is a picture of a bird dog puppy on the cover of this book. What kind of bird dog is it? Here is a list of bird dog breeds: Airedales; Brittanys; Chesapeake Bay Retrievers; English Pointers; English Setters; English Springer Spaniels; Flat Coat Retrievers; French Brittanys; German Shorthaired Pointers; German Wirehaired Pointers; Golden Retrievers; Gordon Setters; Italian Spinone; Labrador Retrievers; Pointing Labs; Vizslas;

Weimaraners. Have students pick one of these breeds. Ask the students to find information about their choice. Share this information with the class. If the students are having trouble finding information they can find information on all of these breeds at [http://www.dovehunt.com/bird\\_dog\\_breeds.htm](http://www.dovehunt.com/bird_dog_breeds.htm)

**Related titles:**

Wallace, Bill. **GOOSED!** Age Range: 07 – 11. When Jeff’s girlfriend leaves a Labrador retriever puppy with his family for a week, his dog T.P. and cat Cord hope the energetic puppy does not stay any longer.

Wallace, Bill **NO DOGS ALLOWED!** Age Range: 08 – 12. Eleven-year-old Kristine, still struggling to come to terms with the death of her family’s beloved horse, finds it difficult to accept the new dog she receives for her birthday.

Winter, Jonah. **ROBERTO CLEMENTE: PRIDE OF THE PITTSBURGH PIRATES.** Age range: 04 -08 A picture book biography of legendary Latino baseball player and humanitarian Roberto Clemente.

✍️ Read this book aloud. The students will hear the voice and fluency. The sentences do flow together. The voice is loud and clear. After reading the story discuss Roberto Clemente’s character traits. He was an outstanding ballplayer, but he was also an outstanding person. Today many athletes seem to make the news for their outstanding crime and corruption. What made Clemente different?

✍️ Have the students write down their idea of what the following quote means. What are some things they could do to make this Earth a better place?

*“Anytime you have an opportunity to make things better and you don’t, then you are wasting your time on this Earth” – Roberto Clemente*

**Note:** You will find more info about Clemente and other sports heroes at [www.myhero.com/myhero/hero.asp?hero](http://www.myhero.com/myhero/hero.asp?hero)

**Related title:**

Guzman, Lila. **ROBERTO CLEMENTE: HEROE DEL BEISBOL!** Age Range: 08 – 0. A biography of Roberto Clemente, humanitarian and the first Latino baseball player inducted into the Hall of Fame. In Spanish.

Yee, Lisa. **STANFORD WONG FLUNKS BIG-TIME.** Age Range: 09 – 12. After flunking sixth-grade English, basketball prodigy Stanford Wong struggles to pass his summer school class, keep his failure a secret from his friends, and satisfy his demanding father.

✍️ On page 21 is a copy of the book report that Stanford wrote for an assignment. He got an F for his grade. Make a large copy for the class to see, or make multiple copies for the class so each student has a copy. Some students have probably read the book, HOLES. Many more students have seen the movie. Have the students rewrite Stanford’s book report including characters, plot and setting. Do the students think that Stanford got a fair grade on his report?

**Related titles:**

Yee, Lisa **MILLICENT MIN, GIRL GENIUS.** Age Range: 08 – 12. In a series of journal entries, eleven-year-old child prodigy Millicent Min records her struggles over the course of a tumultuous summer.

Yee, Lisa **SO TOTALLY EMILY EBERS.** Age Range: 09 – 12. In a series of letters to her absent father, twelve-year-old Emily Ebers deals with moving, her parents’ divorce, a new friendship, and her first serious crush.

## 2008 PRAIRIE BUD AWARD NOMINEES

**OH, NO! WHERE ARE MY PANTS? AND OTHER DISASTERS: POEMS.** Edited by Lee Bennett Hopkins. Age Range: 05 – 09. A collection of poems that offers a look at the “worst moments” in a child’s everyday life.

✍ In this book the editor has compiled a series of poems that tell about some of the worst things that might happen to a child in everyday situations. Before reading some of these poems to the class, ask students to share some of the worst moments that have happened to them. Read a selection of the poems to the class. Ask students to write a poem about one of their worst moments.

Arnold, Katya. **ELEPHANTS CAN PAINT TOO!** Age Range: 03 – 07. Discusses Asiatic elephants who have been taught to paint with their trunks.

✍ This book generates questions from the get go. Elephants can paint too! How can elephants paint? Do they really know what they are doing? Are they just throwing paint at a piece of canvas? How do they know how to choose complementary color combinations? Can they really draw a picture? Read this book and then you decide. Read the Author’s Note at the end of the book. Visit the website: [www.elephantart.com/catalog](http://www.elephantart.com/catalog) and look at the art for sale. Do you like the pictures? Would you consider buying a picture? Why or why not?

Arnold, Tedd. **HI! FLY GUY.** Age Range: 04 – 08. When Buzz captures a fly to enter in The Amazing Pet Show, his parents and the judges tell him that a fly cannot be a pet, but Fly Guy proves them wrong.

✍ A fly is a very unlikely pet. It is more than likely a pest. Ask the students what they think about flies. Make a list of what they don’t like. This list might be quite long. Then ask them what they do like about flies. This list might be quite short. It might not have anything on it at all! Read the book to the class. The students will now have a new appreciation for this particular fly. Have the children tell what insects they might choose for a pet. Why?

✍ Do a search with the students to see how many other fiction and picture books you can find with bugs as an important character.

### Related titles:

Arnold, Tedd. **SHOO, FLY GUY!** Age Range: 04 – 08. A pet fly searches for his favorite brown, oozy, lumpy, smelly food.

Arnold, Tedd. **SUPER FLY GUY.** Age Range: 04 -08. Fly Guy visits the school cafeteria and gets the lunch lady fired.

Beaumont, Karen. **I AIN’T GONNA PAINT NO MORE!** Age Range: 03 – 07. In the rhythm of a familiar folk song, a child cannot resist adding one more dab of paint in surprising places.

✍ After reading just a couple of pages the children will be able to predict what word will come next in this story. Young children will love reading and predicting this text and enjoy the surprise ending.

✍️ This book makes you want to paint and design. Have the students draw around their hand and then fill in their hand print with a colorful design using felt pens, Cray-Pas® or Berol Prismacolor® pencils. The illustrations in the book will give the children lots of ideas.

**Related titles:**

Anderson, Dawn. **I AM THE ARTIST!** Age Range: 05 – 7. A young boy has fun creating a painting with a variety of colors.

Johnson, Angela. **LILY BROWN'S PAINTINGS.** Age Range: 03 – 07. Lily Brown imagines all sorts of fantastic things in the scenes that she paints every day.

Jenkins, Emily. **THAT NEW ANIMAL.** Age Range: 03 – 06. The lives of two dogs change after a new animal, a human baby, comes to their house.

✍️ This book is really quite simple in theme, setting and plot. Cover up the text on each page and have children predict and infer what is happening on each page. Have them tell the story. After they have done this, uncover the pages and read the story aloud.

**Related titles:**

Jenkins, Emily. **FIVE CREATURES.** Age Range: 03 – 05. In words and pictures, a girl describes the three humans and two cats that live in her house, and details some of the traits that they share.

Jenkins, Emily. **LOVE YOU WHEN YOU WHINE.** Age Range: 03 – 06. Even while her toddler whines, paints the walls, and otherwise misbehaves, a mother cat never stops loving her kitten.

Jenkins, Steve. **I SEE A KOOKABURRA! : DISCOVERING ANIMAL HABITATS AROUND THE WORLD.** Age Range: 04 – 08. A look at the many different environments animals adapt to and live in, such as a desert, the bush, a pond, and a tree.

✍️ This book is a search-and-find format. Each two-page spread depicts a different habitat. In each habitat there are 8 animals hidden in the picture. The reader searches for the animals. When the page is turned the animals are listed with information about each animal. Share this book with the class. Have each student think of 8 animals that live in their habitat. Next have them make an illustration of this habitat. If time does not permit the actual making of a picture have the students list the 8 animals that would be in the picture.

**Related titles:**

Jenkins, Steve. **HOTTEST, COLDEST, HIGHEST, DEEPEST.** Age Range: 04 – 08. Describes some of the remarkable places on earth, including the hottest, coldest, windiest, snowiest, highest, and deepest.

Gregoire, Elizabeth. **WHOSE HOUSE IS THIS? : A LOOK AT ANIMAL HOMES – WEBS, NESTS, AND SHELLS.** Age Range: 04 – 08. Discusses animal homes.

Kasza, Keiko. **DOG WHO CRIED WOLF.** Age Range: 04 – 08. Tired of being a house pet, Moka the dog moves to the mountains to become a wolf but soon misses the comforts of home.

✍️ This book is an adaptation of Aesop's fable, The Boy Who Cried Wolf. Read both the book and the fable to the class, and then ask students to talk about the differences between the two stories.

✍️ Have students write a story about what would happen to Moka if he tried to be a monkey. If time does not permit the writing of a story, create an oral group story.

**Related titles:**

Kasza, Keiko. **DON'T LAUGH, JOE!** Age Range: 04 – 08. Mother Possum is in despair because her son cannot learn to play dead without laughing.

Kasza, Keiko. **BADGER'S FANCY MEAL.** Age Range: 04 – 08. Badger is bored with the same old meals, but his search for more exciting food only leads to trouble.

Kenah, Katharine **BEST SEAT IN SECOND GRADE.** Age Range: 04 – 08. When Sam's second grade class goes on a field trip to a science museum, he cannot resist bringing the class pet along.

✍️ Ask students if they have a pet hamster, or have had a pet hamster. Ask these students to tell about how they cared for their hamster. When did their hamster sleep; during the day or during the night? What did their hamster eat? What did they use in the cage for a nest? Read the story to the class. Discuss the story. What did Sam do wrong?

If you, or your class, have questions about hamster care there is information from The Humane Society at

[http://www.hsus.org/pets/per\\_care/rabbit\\_horse\\_and\\_othe\\_pet\\_care/how\\_to\\_care\\_for\\_hamsters](http://www.hsus.org/pets/per_care/rabbit_horse_and_othe_pet_care/how_to_care_for_hamsters)

**Related titles:**

Kenah, Katharine. **BEST CHEF IN SECOND GRADE.** Age Range: 04 – 08. A famous chef is coming to visit Mr. Hopper's second grade class, and everyone is excited about bringing in their family's favorite dish to share except Ollie.

Kenah, Katharine. **BEST TEACHER IN SECOND GRADE.** Age Range: 04 – 08. Although reluctant at first, the second graders in Mr. Hopper's class follow new student Luna's suggestion and perform as stars in a "midnight circus" on Family Night."

McNulty, Faith. **IF YOU DECIDE TO GO TO THE MOON.** Age Range: 04 – 08. An imaginary journey to the moon reveals what a real voyage would be like and what astronauts would find once they arrive.

✍️ At first glance the reader might think this book is fiction. The title and illustrations certainly lend you to believe this might be the case. Read the book to the class. Ask the students if this is a fiction or non fiction book? Why or why not? Compare this title with **BUZZ ALDRIN: REACHING FOR THE MOON.**

**Related titles:**

Hilliard, Richard. **NEIL, BUZZ, AND MIKE GO TO THE MOON.** Age Range: 08 – 12. Discusses the work of three members of the Astronaut Corps and their Apollo 11 flight to the moon in 1969.

Aldrin, Buzz. **BUZZ ALDRIN: REACHING FOR THE MOON.** Age Range: 06 – 09. The story of how Buzz Aldrin's dream to walk on the moon's surface came true with years of determination and believing that any goal is possible.

Rodowsky, Colby F. **NEXT-DOOR DOGS.** Age Range: 07 – 10. Although terrified of dogs, nine-year-old Sara forces herself to face a Labrador retriever and a Dalmatian when she must help her next-door neighbor, who has fallen and broken her leg.

✍️ Before introducing this book ask the students what it feels like to be afraid. Does their heart beat faster? Do they feel cold? Etc. What things are they afraid of? Read chapter one. Have any of the students ever felt like Sara? Read chapter 2. Do any of the students have advice for Sara? How did they conquer their fears?

**Related title:**

Rodowsky, Colby F. **NOT MY DOG**. Age Range: 07 – 09. Eight – year- old Ellie has to give up her life-long dream of getting a puppy after her parents agree to take in the dog that Great-aunt Margaret can no longer keep.

Silverman, Erica. **COWGIRL KATE AND COCOA**. Age Range: 06 – 09. Cowgirl Kate and her cowhorse Cocoa, who is always hungry, count cows, share a story, and help each other fall asleep.

✍️ This story has 4 chapters. In the first chapter read to the place where Cowgirl Kate says, “Then I will tell you a story.” Have the students create a story to tell to Cocoa. This could be a group story. Finish reading the chapter. Read Chapter 2 to the place where it says, “Then she cleaned his hooves.” Have the students predict what Cocoa’s surprise might be. Read the remainder of the chapter. Read chapter 3. Ask the students how many cows were there? Read chapter 4. Have a discussion. How many students would like to have a horse like Cocoa? Why or why not?

**Related titles:**

Silverman, Erica. **COWGIRL KATE AND COCOA: PARTNERS**. Age Range: 06 – 09. Cocoa the horse herds the cows with Cowgirl Kate, helps her practice her roping skills, and wishes he could wear boots instead of horseshoes.

Silverman, Erica. **COWGIRL KATE AND COCOA: SCHOOL DAYS**. Age Range: 06 – 09. Cocoa the horse does not want Cowgirl Kate to go to school without him.

Sweet, Melissa. **CARMINE: A LITTLE MORE RED**. Age Range: 05 – 08. While a little girl who loves red stops to paint a picture on the way to visit her grandmother, her dog Rufus meets a wolf and unwittingly leads him directly to Granny’s house.

✍️ In this unique alphabet book the reader will encounter some new vocabulary words. List all of the alphabetical words on the board and discuss these with the students. See how many they know. You don’t have to tell the students what they mean. After you have gone over these words read the story. Go over the list of words again and see if they have learned the meaning of all of the words from the text.

✍️ How many different shades of red might the children find in their boxes of crayons? Have the student make pictures using only shades of red and some black for accent.

**Related title:**

Gorbachev, Valeri. **RED, RED, RED**. Age Range: 05 – 09. As Turtle rushes through town in a hurry to see something “red, red, red,” his neighbors wonder what it could be and hurry after him to find out.

White, Linda Arms. **I COULD DO THAT! : ESTHER MORRIS GETS WOMEN THE VOTE**. Age Range: 05 – 08. The story of Esther Morris who was instrumental in making Wyoming the first territory to allow women to vote.

✍️ The repetitive theme, “I could do that!” gives this book distinct voice. Nothing seems to be too much for Esther Morris. How many times do children hear, “Wait until you are older” and “You can’t do that”? Ask the students to make a list of things they want to do and have been told they can’t. Discuss their lists. Are there good reasons why they can’t do the things they want to do?

✍️ There are some political words in this story that students might not be familiar with. List these words on the board. After reading the story go over the list. Students might have picked up the meaning of these words from the context of the story -- constitution; amendment; territorial elections; legislature; candidates; proclamation; bill; legislators; justice of the peace; docket.

Willems, Mo. **YOUR PAL MO WILLEMS PRESENTS LEONARDO THE TERRIBLE MONSTER**. Age Range: 03 – 06. Leonardo is a little monster who isn't capable of scaring anyone.

✍ Sam gives a long explanation about why he is crying. One event leads to another and on and on the sentence goes. Have the students make up a sentence about being unhappy. Make it a group project. Have one student begin the sentence and the next student should continue with the explanation and so on until all of the students have contributed. This should make one, very long, continuous compound sentence. If time permits, have the students create a second sentence about why they are so happy.

**Related titles:**

Willems, Mo. **MY FRIEND IS SAD**. Age Range: 04 – 08. When Gerald the Elephant is sad, Piggie is determined to cheer him up, but finds after many tries that it only takes the simplest thing to change Gerald's mood.

Willems, Mo. **TODAY I WILL FLY!** Age Range: 04 – 08. While Piggie is determined to fly, Elephant is skeptical, but when Piggie gets a little help from others, amazing things happen.

Winthrop, Elizabeth. **SQUASHED IN THE MIDDLE**. Age Range: 05 – 09. When Daisy, a middle child, is invited to spend the night at her friend's house, her family finally pays attention to her.

✍ Normally, I do not check a Website before I write a lesson because I want my ideas to be original. This time I checked Elizabeth Winthrop's site. Her teaching tips are great. Go to [www.elizabethwinthrop.com](http://www.elizabethwinthrop.com) and you are good to go.