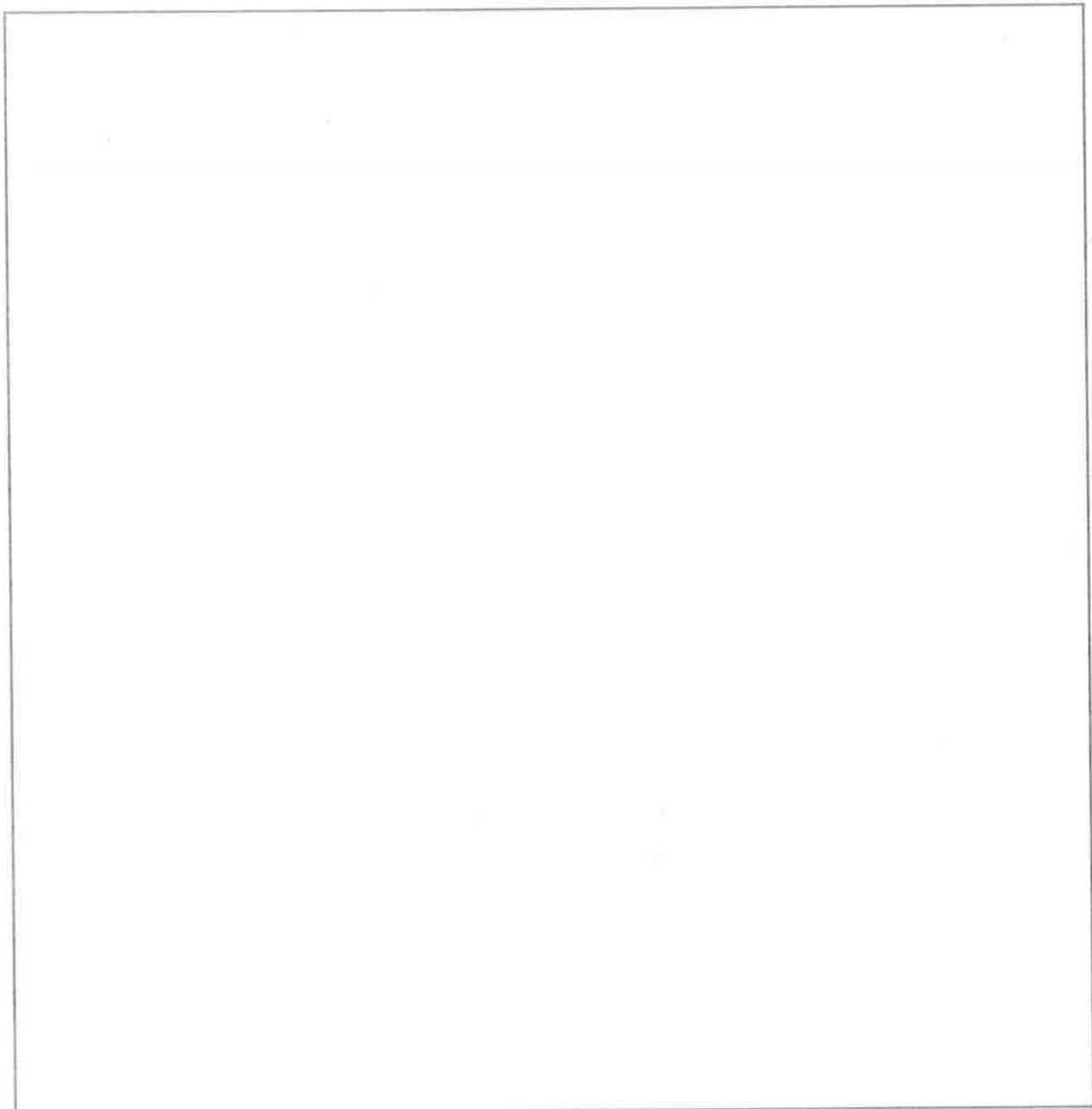


The Fort That Jack Built

by: Brett Helquist

Draw a picture of your fort.

What supplies do you need?



The Fort That Jack Built

by: Brett Helquist

You are gathering your supplies to build a fort. What supplies do you need?

Supplies

Explain how to build it. What would you do first? Then what?

Who would you invite to come over to your fort? What would you do?

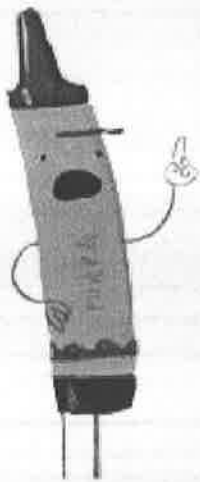
Name _____

Writing a Story Sequence: The sequence of a story tells the order of what happens in the story. Use the graphic organizer to write what happened in the story from the beginning to the end.

At the beginning of the story.....	
Next.....	
After that..	
After that..	
Then.....	
Finally	

AN EDUCATOR'S GUIDE TO THE DAY the CRAYONS QUIT

by Drew Daywalt
illustrated by Oliver Jeffers



A guide to
LETTER WRITING
for grades K-5
aligned to Common Core State Standards



Dear Educator,

In *The Day the Crayons Quit* the crayons have had enough! Red is tired, beige is bored, and black is just misunderstood. Filled with charming illustrations and told in letters from the crayons themselves, this story is the perfect tool for teaching students the art of persuasive writing.

This guide, aligned to Common Core State Standards grades K–5, will help you teach your students how to effectively interpret evidence, make an argument, and analyze its effect. It will help empower your students to express an opinion, be involved in decision making, and become proficient users of the English language.

EACH PLAN HAS:

-A step-by-step guide to conduct the lesson & a list of materials needed to complete the lesson.

So have fun reading *The Day the Crayons Quit* with your students. After all, the crayons deserve a voice!

-Your friends from Penguin School & Library



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This guide was written by Andrea Burinescu, M.A.T. Andrea was most recently a teacher at an independent school in White Plains, NY. She previously worked as a 3rd grade teacher at an inclusion classroom in Needham, MA.

COMMON CORE STANDARDS ADDRESSED (K-5)

CCSS.ELA-Literacy.W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

CCSS.ELA-Literacy.W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-Literacy.W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.W.3.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-Literacy.W.3.1b: Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.1c: Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

CCSS.ELA-Literacy.W.3.1d: Provide a concluding statement or section.

CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.4.1b: Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.1c: Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

CCSS.ELA-Literacy.W.4.1d: Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-Literacy.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.5.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.5.1b: Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.5.1c: Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

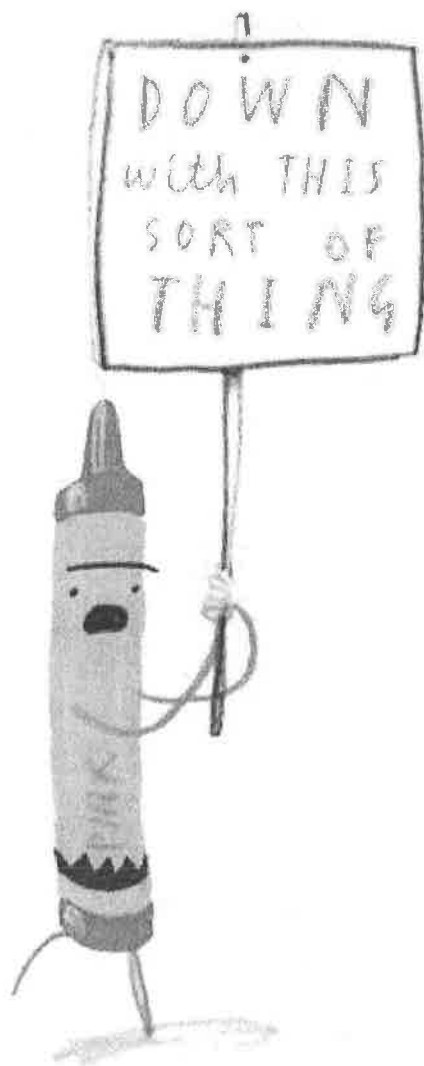
CCSS.ELA-Literacy.W.5.1d: Provide a concluding statement or section related to the opinion presented.

SUPPORT THE CRAYONS

The Crayons Need Your Support! On September 30th, join in the campaign to SUPPORT THE CRAYONS with your classroom and library:

HOLD A READ ALOUD

Read *The Day The Crayons Quit* with your students and patrons. Talk about why the crayons have had enough, and why they are threatening to quit. If you are participating school-wide, assign different classrooms different colors, and have the teacher or a selected student that letter to read aloud. Incorporate questions and answers, and add humor where you can. Make the read aloud interactive and fun!



CREATE A DEBATE

There are a lot of different discussions that you and your students and patrons can have. Which color has the strongest argument? Which color should paint the sun? Why? Are any of the arguments based on facts? Remember, this is a day of FUN, so don't keep score. Enjoy the process of building an argument with a group and expressing it!

HOST A PEP RALLY

Split the students and patrons into groups by color, providing them with material to create signs (similar to the ones in the book). Have them make up fun chants, and give each "color" the opportunity to show their signs and chant!

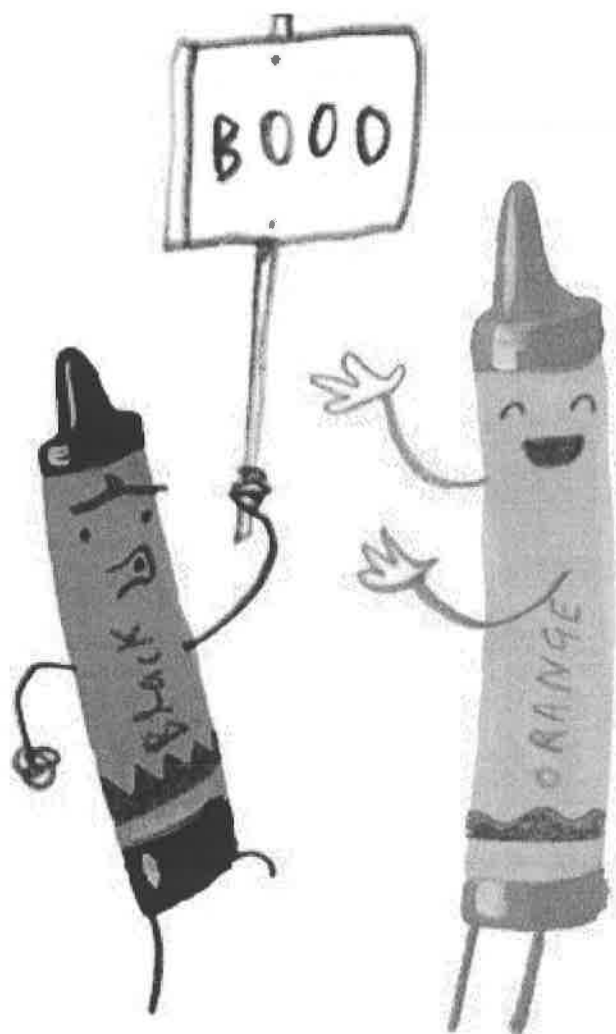
ON SEPTEMBER 30TH!

COLOR YOUR SCHOOL OR LIBRARY

The crayons seem to be upset because they are being used for the same purpose. So free the crayons! Give them a chance to express themselves. Providing students and patrons with a large piece of craft paper, let everyone color a different part of a community wide mural. Use the colors in non-traditional ways. Make the clouds purple and the sun blue! Let black do something other than an outline! When the mural is complete, hang it up in your classroom or library, with the headline **WE SUPPORT THE CRAYONS!**

FOLLOW THE CAMPAIGN FROM THE ROAD!

Use the hashtag #supportthecrayons on facebook and twitter, and see what other schools, libraries, and bookstores are doing to support the crayons.



Chime in on [Facebook.com/PenguinClassroom](https://www.facebook.com/PenguinClassroom) and [Twitter.com/PenguinClass](https://twitter.com/PenguinClass) with your group's participation, and visit [penguin.com/oliverjeffers](https://www.penguin.com/oliverjeffers) for new ideas for next September!

CRAYON SENTENCE COMPLETION (K-2)

Length: 30 minutes · Topic: Introduction to Persuasive Writing Structure

Common Core Standards: **CCSS.ELA-Literacy.W.K.1**, **CCSS.ELA-Literacy.W.1.1**, **CCSS.ELA-Literacy.W.2.1**

I. OBJECTIVE: Students will be able to generate persuasive responses by completing sentences that state their opinion and provide a reason, example, and closure.

II. PREPARATION

Purpose: The purpose of this lesson is to introduce the structure of a persuasive writing piece: opinion statement, reason, example, and conclusion.

Materials:



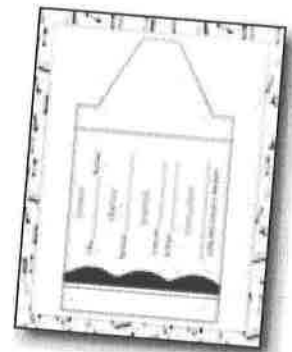
The Day the Crayons Quit



Crayons for each student



Scissors



Crayon shaped template
(See next page)

III. PROCEDURE: Introduce the book *The Day the Crayons Quit*.

In this story, we will read about a boy named Duncan. He finds a stack of letters written to him by his crayons. Let's read to find out what they have to say.

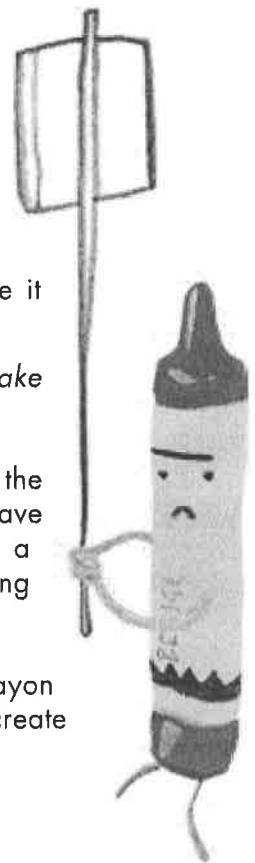
Read the story, stopping to ask questions and make comments. Identify instances of persuasion. Ask students to restate why each crayon is unhappy.

After reading the book, introduce the word "**persuasive**" to the class. Define it for the students. Explain that each crayon was trying to persuade Duncan to use it differently and reference specific examples from the text. Elicit or tell students:

The crayons' letters worked! Duncan learned to use each crayon [a little bit] to make a colorful and creative picture.

Now it is the students' turn to be persuasive. Provide crayons to the students. Ask the students to choose their favorite color crayon from the box. Now students will have to fill in the blanks on the crayon-shaped template stating their opinion, giving a reason, providing an example, and concluding. This may also be done orally, using the teacher as a scribe.

Students can color the top and bottom of the crayon. Consider making a yellow crayon box poster similar to a Crayola box. Assemble the students, crayons together to create the look of a crayon box as a way to display the student's work.



OPINION:

I like _____ the best

REASON:

because _____.

EXAMPLE:

I can use _____

to draw _____.

CONCLUSION:

_____ is the best crayon in the box!

FRIENDLY LETTER WRITING—CONVINCING CLASS COLOR (2–3)

Length: 45 minutes · Topic: Persuasive Writing/Friendly Letter Writing

Common Core Standards: **CCSS.ELA-Literacy.W.2.1**, **CCSS.ELA-Literacy.W.3.1**, **CCSS.ELA-Literacy.W.3.1a**, **CCSS.ELA-Literacy.W.3.1b**

I. OBJECTIVE: Students will be able to compose persuasive text in a friendly letter format.

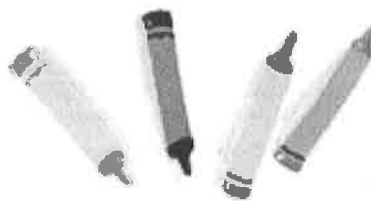
II. PREPARATION

Purpose: The purpose of this lesson is to provide students with an opportunity to generate persuasive reasons and examples to support their opinions.

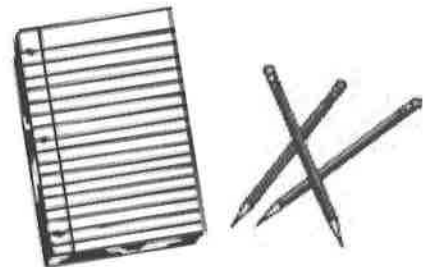
Materials:



The Day the Crayons Quit



4 crayon colors, selected by the teacher



Paper and pencils for each student

III. PROCEDURE: Define the word persuasive for students, giving examples and eliciting examples from the class. Introduce the book *The Day the Crayons Quit*.

In this story, we will read about a boy named Duncan. The crayons in his crayon box have some complaints. They will try to persuade Duncan to use them differently. Let's read and be on the lookout for persuasive language the crayons use.

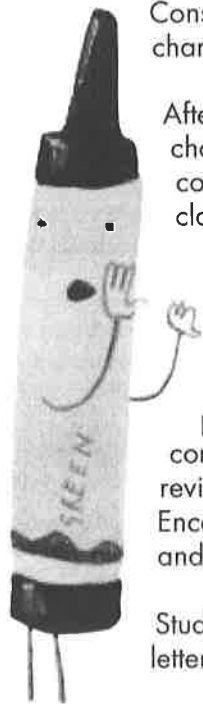
Read the story, stopping to ask questions and make comments. Locate instances of persuasion and ask students to be detectives and identify examples of persuasion during the read aloud. Consider keeping a list of persuasive words and phrases on a chart. Students might refer to this chart when drafting their own letters later in the lesson.

After reading the story, tell the class that they will be electing a class color. They will have to choose between four colors. Choose four colors from a crayon box. Put one crayon in each corner. Ask students to move to the corner that has the crayon they think should represent the class color.

Students in each corner should brainstorm a list of reasons why the color they chose is best. Students should also make a list of different examples/symbols of the color.

Students will use the notes from their brainstorming session and the class-generated persuasive words and phrases chart to compose a friendly letter with the purpose of convincing the teacher or class why his or her color should be the class color. Begin by reviewing the friendly letter format. Keep this posted for students to refer to as they write. Encourage students to use at least three reasons and examples in their letters. Students will edit and revise with teacher support.

Students may choose to share their final drafts with the class. Once students have read their letters aloud, take a class vote.



PERSUASIVE WRITING—DUNCAN WRITE BACK (4–5)

Length: 45 minutes · Topic: Persuasive Writing in Response to a Read Aloud Text

Common Core Standards: **CCSS.ELA-Literacy.W.4.1**, **CCSS.ELA-Literacy.W.4.1a**, **CCSS.ELA-Literacy.W.4.1b**, **CCSS.ELA-Literacy.W.4.1c**, **CCSS.ELA-Literacy.W.4.1d**, **CCSS.ELA-Literacy.W.5.1**, **CCSS.ELA-Literacy.W.5.1a**, **CCSS.ELA-Literacy.W.5.1b**, **CCSS.ELA-Literacy.W.5.1c**, **CCSS.ELA-Literacy.W.5.1d**

I. OBJECTIVE:

Students will be able to generate an opinion piece of writing in response to a persuasive text.

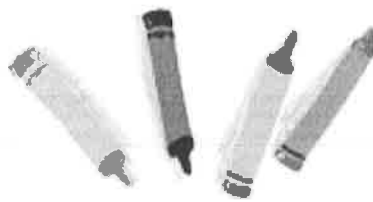
II. PREPARATION

Purpose: The purpose of this lesson is to provide students with an opportunity to generate counter arguments to a persuasive text.

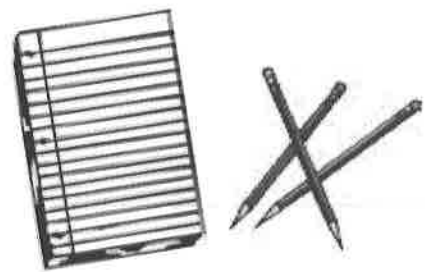
Materials:



The Day the Crayons Quit



4 crayon colors, selected by the teacher



Paper and pencils for each student

III. PROCEDURE: Define the word persuasive for students, giving examples and eliciting examples from the class. Introduce the book *The Day the Crayons Quit*.

In this story, a boy named Duncan finds a stack of letters written to him by his crayons! They are writing to persuade Duncan to use them differently. Let's read to find out what persuasive words and phrases they use and if it works!

Read the story, stopping to ask questions and make comments. Identify instances of persuasion and ask students to be detectives by locating examples of persuasion during the read aloud. Consider keeping a list of persuasive words and phrases on a chart. They might refer to this chart when drafting their own letters later in the lesson. (Red, grey, green, blue, and pink are the best pages for this)

After reading the story, tell students that they will take on the role of Duncan. They will write counter-arguments to the crayons. Define a counter-argument. Refer to the counter-arguments made by the yellow and orange crayons regarding the true color of the sun as an example.

Allow students to choose one of the crayons from the story, preferably one of the colors listed above. They should reread the page and generate a list of counter-arguments to include in their response. Review the format of persuasive text. The first sentence should state an opinion. The next sentences should provide reasons that support the opinion. The reasons should be followed by examples. Students should wrap up with a closing statement that clearly counters the crayon's letter.

Once students have revised and edited their writing, they can share it with the class.

Consider compiling the writing into a class book entitled: *The Day the Crayons Went Back to Work*.

PERSUASIVE WRITING—FIND THE OREO (3–5)

Length: 30 minutes · Topic: Decomposing the elements in a persuasive text

Common Core Standards: **CCSS.ELA-Literacy.W.3.1**, **CCSS.ELA-Literacy.W.3.1a**, **CCSS.ELA-Literacy.W.3.1b**, **CCSS.ELA-Literacy.W.3.1c**, **CCSS.ELA-Literacy.W.3.1d**, **CCSS.ELA-Literacy.W.4.1**, **CCSS.ELA-Literacy.W.4.1a**, **CCSS.ELA-Literacy.W.4.1b**, **CCSS.ELA-Literacy.W.4.1c**, **CCSS.ELA-Literacy.W.4.1d**, **CCSS.ELA-Literacy.W.5.1**, **CCSS.ELA-Literacy.W.5.1a**, **CCSS.ELA-Literacy.W.5.1b**, **CCSS.ELA-Literacy.W.5.1c**, **CCSS.ELA-Literacy.W.5.1d**

I. OBJECTIVE: Students will be able to locate the opinion, reasons, examples, and conclusion in persuasive texts.

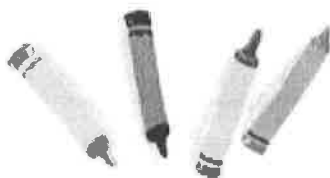
II. PREPARATION

Purpose: The purpose of this skills lesson is to explicitly teach students the four key components in a persuasive text.

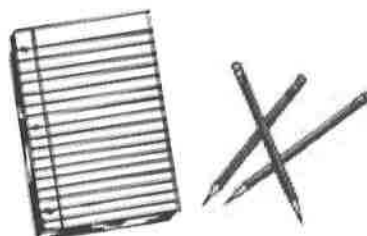
Materials:



The Day the Crayons Quit



4 crayon colors, selected by the teacher



Paper and pencils for each student

III. PROCEDURE: Define the word “persuasive” for students, providing examples and eliciting examples from the class. Introduce the book *The Day the Crayons Quit*.

In this story, a boy named Duncan gets a series of letters from his crayons who are not too happy with him. They are trying to persuade him to use them differently. We have learned that there are four key parts to a persuasive text. What are they? List them on the board. We can use the word OREO to help us remember! Let’s read to find out if Duncan’s crayons are convincing!

Read the story, stopping to ask questions and make comments. Identify instances of persuasion and ask students to be detectives by locating examples of persuasion during the read aloud.

We just read and talked about many examples of persuasive language. We know from the ending that the crayons were convincing and Duncan learned a lesson. You and a partner will look at a few letters written in this story. (Red, grey, green, blue, and pink are the best pages for this). Your job will be to break apart each letter in search of the OREO. Use this template to record what you’ve found. If there is an element missing from the letter, make up your own and add it to the template.

Provide students with a template that reads:

Opinion:

Reasons:

Examples:

Opinion Restated:

Assign pages of the book to pairs of students. Students will decompose the letters in these pages into their persuasive components as an exercise in eliciting the elements of a persuasive text. In each letter, students must locate the opinion statement, reasons, examples, and conclusion and copy them into the OREO chart. If an element of the persuasive structure is missing from the letter, students should generate one to include in the template. For example, if there is no conclusion, students could develop one that would fit with the letter. Student pairs who were assigned the same pages can compare their work. Teachers should check for accuracy.

OPINION:

REASONS:

EXAMPLES:

OPINION RESTATED:

PRAISE FOR THE DAY THE CRAYONS QUIT!

"... we've got a new contender for most successful picture book strike."

—BCCB

"... laugh-out-loud text... an uproarious story time..." —*School Library Journal*

"Indeed, Jeffers' ability to communicate emotion in simple gestures, even on a skinny cylinder of wax, elevates crayon drawing to remarkable heights." —*Booklist*

"A comical, fresh look at crayons and color." —*Kirkus Reviews*

★ "Making a noteworthy debut, Daywalt composes droll missives that express aggravation and aim to persuade, while Jeffers's (*This Moose Belongs to Me*) crayoned images underscore the waxy cylinders' sentiments . . . These memorable personalities will leave readers glancing apprehensively at their own crayon boxes."

—*Publisher's Weekly*, starred review



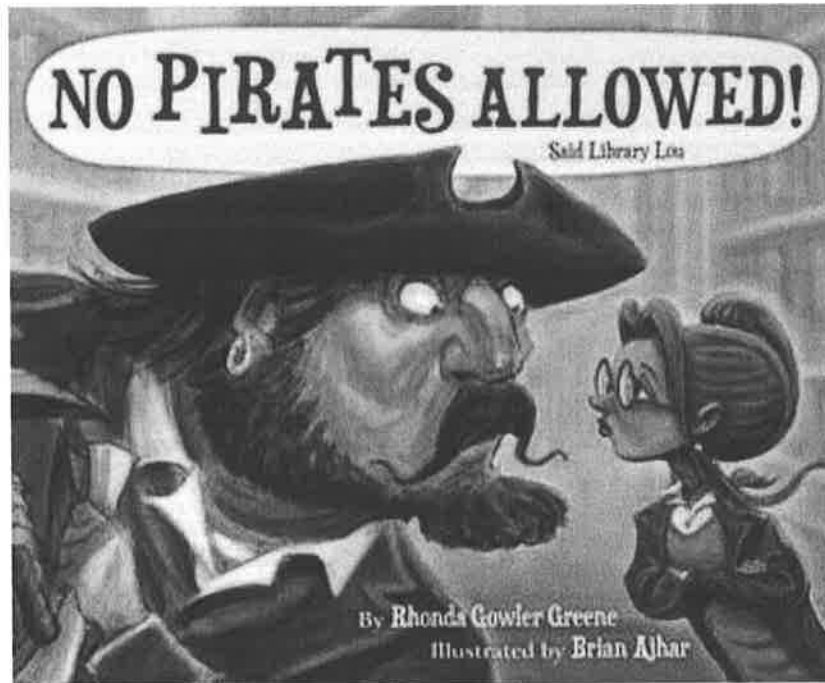
Although **DREW DAYWALT** grew up in a haunted house, he now lives in a Southern California home, haunted by only his wife, two kids, and five-month-old German Shepherd. His favorite crayon is Black. *The Day the Crayons Quit* is his first book for children.



OLIVER JEFFERS (www.oliverjeffersworld.com) makes art and tells stories. His books include *How to Catch a Star*; *Lost and Found*; *The Way Back Home*; *The Incredible Book Eating Boy*; *The Great Paper Caper*; *The Heart and the Bottle*; *Up and Down*; the *New York Times* bestselling *Stuck*; *The Hueys in the New Sweater*; and *This Moose Belongs to Me*, a *New York Times* bestseller. Originally from Belfast, Northern Ireland, Oliver now lives and works in Brooklyn, New York.



A Core Curriculum State Standards Annotated
Discussion and Activity Guide for



Written by Rhonda Gowler Greene

Illustrated by Brian Ajhar

Published by Sleeping Bear Press

Guide Created by Debbie Gonzales

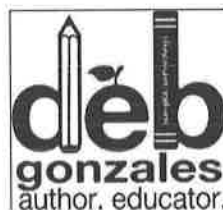


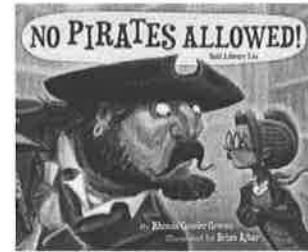
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Pre-Reading Discussion Questions – Take a Book Walk

Consider the front cover of *No Pirates Allowed! Said Library Lou* by discussing the following questions:



- 📖 The title of the book is *No Pirates Allowed! Said Library Lou*. Tell what you think the story may be about.
- 📖 Describe the front cover. Tell what you see.
- 📖 Who are these characters?
- 📖 How are the characters feeling? How do you know?
- 📖 What is the pirate holding in his hands?
- 📖 Compare these two characters. Tell ways that they are the same.
- 📖 Contrast these two characters. Tell of ways that they are different.
- 📖 Where are these characters? What is the setting?

Consider the back cover by discussing the following questions:

- 📖 Who are characters featured on the back cover?
- 📖 Where are they?
- 📖 How do they feel?
- 📖 Why do you think they feel this way?
- 📖 It says that “chills ran down spines” and that these readers “shook.” How does someone feel if they have chills and are shaking?
- 📖 What do you think is going to happen to these characters?



Meet the author – Rhonda Gowler Greene:

- 📖 Tell what you know about an author. What tools do they use to tell stories?
- 📖 Click [HERE](#) to access Rhonda Gowler Greene’s website. In it, she talks about her love of reading. Do you think her love for reading well has helped her publish over 20 books. How so?

Meet the illustrator – Brian Ajhar:

- 📖 Tell what you know about an illustrator. What tools do they use to tell stories?
- 📖 What is an illustration?
- 📖 Click [HERE](#) to access Brian Ajhar’s website. Watch some of the videos he has posted there. Where do you think Brian finds the inspiration to draw so many different characters?

Click [HERE](#) to watch a book trailer for *No Pirate Allowed! Said Library Lou*

Now let’s get reading.

Greene, Rhonda Gowler, and Brian Ajhar. *No Pirates Allowed! Said Library Lou*. Ann Arbor, MI: Sleeping Bear Press, 2013.

ISBN: 978-1-58536-796-2

www.rhondagowlergreene.com www.ajhar.com www.debbiegonzales.com



Post-Reading Discussion Questions

Minute by minute, their tempers both flared as they stood head to head and doggedly dared!



- 📖 What is happening in this illustration?
- 📖 A temper is defined as a bad mood, anger, and fury. Tell why Pirate Pete and Library Lou's tempers are flaring. Why are they both so mad?
- 📖 How did the illustrator show their emotions? What details in the illustration communicate how Pirate Pete and Library Lou are feeling?
- 📖 What does Pirate Pete want?
- 📖 What does Library Lou want?
- 📖 Pirate Pete is much larger in size than Library Lou – towering over her – and he is holding a pick ax in his hand. Why is she not afraid of him?

The next day they burst through that library door with a fresh soapy scent but – as LOUD as before!

- 📖 Pirate Pete and Igor return to the library after bathing, which is what Library Lou told him to do.
 - Tell of ways that Pirate Pete changed after bathing.
 - Tell of ways that he is still the same.
- 📖 In this illustration, Library Lou is pushing a cart loaded with books. What is she going to do with those books?
- 📖 With regard to finding the “loot,” Library Lou tells Pirate Pete “not yet.” Explain why.

“Correct!” answered Lou. “In a book, there’s a clue. I’ve given my help. It’s now...up to you.”



- 📖 What does Library Lou mean when she says, “It’s now...up to you?”
- 📖 Notice the way the illustrator uses height to show the changes happening between the characters.
 - Tell why, in this illustration, Library Lou is standing high above Pirate Pete’s head. What message is the illustrator giving the reader by drawing Library Lou in this way?
 - Notice the way Pirate Pete is standing looking at the huge wall and stacks of books in front of him. Describe how you think Pirate Pete is feeling.
 - Why do you think the illustrator did not give Pirate Pete his ax and pick in this scene?
- 📖 Look through the book and notice the use of size in other illustrations. Tell how words and illustrations work together to tell a great story.



Those factual books, Big Pete came to love. He read about things that he'd never heard of – stink bugs...and baseball...and surfing...and Mars...dinosaurs, mummies, electric guitars!



- 📖 Explain the change in Pirate Pete. What is happening to him?
- 📖 Tell why Pete is changing. What is causing him to become interested in other things besides being loud and mean?
- 📖 Who has caused the change? Library Lou? Or has Pirate Pete created the change himself? How so?
- 📖 Look closely at the illustration. Notice that Pete, books, and the barrel he is using as a deck are illustrated in dark, full tones and the characters behind him are less bright. Explain why this is so. What do you think the illustrator was trying to say through the use of color and style?

The next day...at Seabreezy Library, things were just right. Book lovers were cozy. The sky was blue-bright when Big Pete and Igor tiptoed through the door (shhh...) and spied Library Lou in aisle four hundred and four.



- 📖 Compare this illustration with the one featured on the book cover. Discover ways that the two are similar.
- 📖 Contrast this illustration with the one featured on the book cover. Tell of ways that they are different.
- 📖 The word *grateful* means to be thankful and appreciative. Does Pirate Pete feel grateful to Library Lou? If so, why?
- 📖 The word *proud* means to be pleased, content, and glad. Do these words describe the way Library Lou feels for Pirate Pete? Explain your answer.
- 📖 Which character changed the most in the story? In what ways?
- 📖 Which character stayed the same? How so?
- 📖 Do you think that the story has ended here? If not, predict what will happen to Pirate Pete and Library Lou.
- 📖 Use the writing paper on the following page to write and illustrate a new ending for the story.



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).

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Story Sequencing

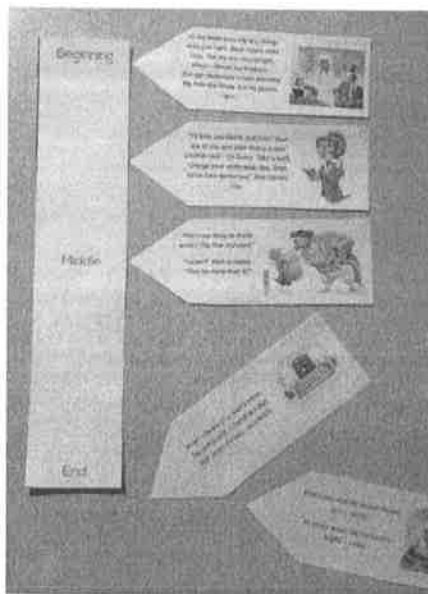
Objective: To use clues from both illustrations and text to organize plot points along a story line, as well as to identify characters, setting, and major events of the story.

Materials:

- ✂ Cardstock
- ✂ Scissors
- ✂ Story Strip – Beginning, middle & end (page 8)
- ✂ Plot Arrows (page 8)
- ✂ The book *No Pirates Allowed! Said Library Lou*

Procedure:

- ✂ Print Story Strip and Plot Arrows on cardstock.
- ✂ Use scissors to cut out Story Strip and Plot Arrows.
- ✂ Study the illustration and text printed on the Plot Arrows taking care to identify the characters and setting in the scene.
- ✂ Sequence the Plot Arrows according to the sequence of occurrence in the story emphasizing the beginning, middle, and end of the story.
- ✂ Use either the book or the Story Sequencing answer sheet found on page 9 to verify correct plot point sequencing.



Story Sequencing



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Story Sequencing Cards

"I'll help you find it. But first I must ask of you and your matey a wee smallish task—Go home. Take a bath. Change your underwear too. Then come back tomorrow," said Library Lou.



Pete's picks and his ax and his shovel got ... dusty.
At piratey ways, Big Pete got a might ... rusty.



Now—Library Lou, with a smile, big and proud, is hanging a sign that says—Pirates...ALLOWED.



At Seabreezy Library, things were just right. Book lovers were cozy. The sky was blue-bright when—Shiver me timbers! - through Seabreezy's door stormed Big Pirate Pete and his parrot, Igor!



First—say Ahoy to these letters! This fine alphabet!"
"Letters?" Pete scowled.
"Thar be more than X?"



Beginning

Middle

End

Greene, Rhonda

Arbor, MI: Sleeping Bear Press, 2013.

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Story Sequencing Answers

Beginning

At Seabreezy Library, things were just right. Book lovers were cozy. The sky was blue-bright when— Shiver me timbers! - through Seabreezy's door stormed Big Pirate Pete and his parrot, Igor!



"I'll help you find it. But first I must ask of you and your matey a wee smallish task—Go home. Take a bath. Change your underwear too. Then come back tomorrow," said Library Lou.



Middle

First—say Ahoy to these letters! This fine alphabet!"

"Letters?" Pete scowled. "Thar be more than X?"



Pete's picks and his ax and his shovel got ... dusty.

At piratey ways, Big Pete got a might ... rusty.



End

Now—Library Lou, with a smile, big and proud, is hanging a sign that says—Pirates...ALLOWED.



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Alphabetizing

Objective: To practice the skills of letter recognition, beginning word analysis, and letter matching in a concrete, manipulative manner.

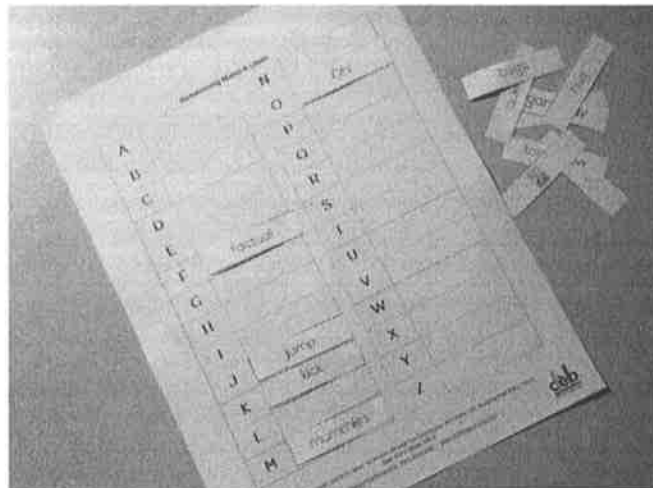


Materials:

- ✂ Computer paper or cardstock
- ✂ Scissors
- ✂ Glue sticks or tape
- ✂ Alphabetizing Matrix & Labels (pages 11 & 12)

Procedure:

- ✂ Print Alphabetizing Matrix & Labels on either computer paper or cardstock.
- ✂ Cut out the labels.
- ✂ Using the Alphabetizing Matrix, match the first letter of the word printed on the labels with the correct letter of the alphabet.
- ✂ Continue until all word labels have been matched on the Alphabetizing Matrix.
- ✂ Tape or glue the words in correct space on the Alphabetizing Matrix.
- ✂ Check your work using the answer sheet found on page 13.



Alphabetizing



Alphabetizing Matrix & Labels

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	

N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	



pirate	code
rusty	kick
electric	gangway
listen	tomorrow
ventured	bugs
Yo-ho-ho!	
zoom	wee
alphabet	factual
dinosaurs	jump
night	mummies
Seabreezy	hug
underwear	quiet
Igor	Oh!



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Alphabetizing Answer Sheet

A	alphabet	N	night
B	bugs	O	Oh!
C	code	P	pirate
D	dinosaurs	Q	quiet
E	electric	R	rusty
F	factual	S	Seabreezy
G	gangway	T	tomorrow
H	hug	U	underwear
I	Igor	V	ventured
J	jump	W	wee
K	kick	X	
L	listen	Y	Yo-ho-ho!
M	mummies	Z	zoom



Dewey Decimal Matching Game

The system that libraries use to organize books on shelves was invented by Melvil Dewey, who lived from 1851 to 1931. Using the **Dewey Decimal System**, each book is assigned a three-digit number based on what it is about - think of it as a code for that subject. A book's Dewey number is also called its "**call number**".

A digit is one number, 0 through 9. For example, the number 629 has 3 digits - the first one is a 6, the second is a 2, and the third is a 9. The first digit of a three-digit Dewey number tells you what main Dewey group a book belongs in.

~ Dewey Decimal for Kids – [Breitlinks.com](http://www.breitlinks.com)

Resource: "Dewey Decimal for Kids." *Dewey Decimal for Kids*. Web. 31 Oct. 2013.
<http://www.breitlinks.com/dewey_for_kids.htm>.

Objective: To catalog genre classification using Dewey Decimal System call numbers in a hands-on, manipulative manner.

Materials:

- ✂ Computer paper or cardstock
- ✂ Scissors
- ✂ The Dewey Decimal Matching Game Board – Bookshelf (page 16)
- ✂ The Dewey Decimal Matching Game Pieces – Books (page 17)
- ✂ The Dewey Decimal Matching Game Answer sheet (page 18)

Procedure:

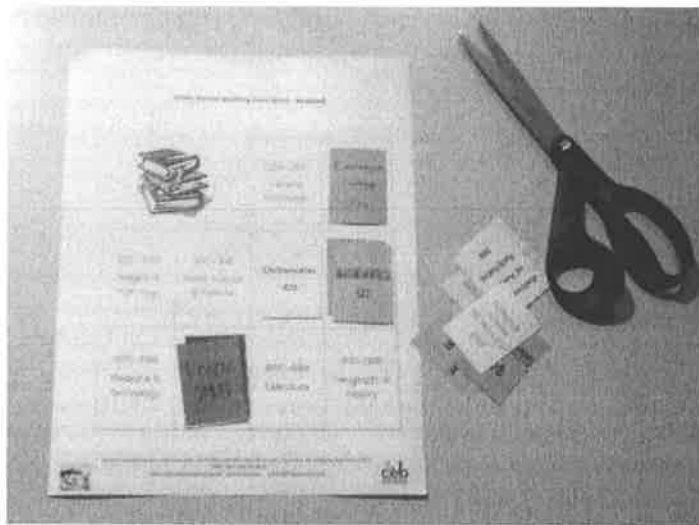
- ✂ Print The Dewey Decimal Matching Game Board – Bookshelf (page 16) and The Dewey Decimal Matching Game Pieces – Books (page 17).
- ✂ Trim around the "Book" borders.
- ✂ Discuss the catalog classification printed on each book.
 - The subject matter is printed in creative fonts on each book.
 - Each book is labeled with a 3-digit call number code.
 - The first digit signifies the subject matter's main grouping within the Dewey Decimal System.
 - The second digit tells what the book is about.
 - The third digit reveals even more specific information about the book.

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- Discuss the cataloging classification numbers listed inside the Dewey Decimal Matching Game Board – Bookshelf.
 - Each rectangle has a numeric range and subject category listed in it – the structure of the Dewey Decimal System.
 - Explain that libraries use this call number system to organize books on the shelf and that books have specific three digit call numbers, based on subject matter, assigned to them.
- Catalog using the Dewey categories on the bookshelf by matching books in the correct space on the Dewey Decimal Matching Game Board – Bookshelf.
- Once all books have been cataloged on the bookshelf, check your work using the Dewey Decimal Matching Game Answer sheet (page 18) as a reference.




The Dewey Decimal Matching Game



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Dewey Decimal Matching Game Board – Bookshelf

		000–099 General Knowledge	100–199 Philosophy & Mythology
		200–299 Religion & Mythology	300–399 Social Science & Folklore
600–699 Medicine & Technology	700–799 Arts & Recreation	800–899 Literature	900–999 Geography & History



Dewey Decimal Matching Game Pieces – Books

Weather 551	Australia & New Zealand 993-994	DINOSAURS 567	British Literature 820, 829
Jokes & Riddles 818	Pets 636	UFO's & the Unexplained 001	Collections of Fairy & Folk Tales 398
Dictionaries 423	Crafts 745	Emotions & Feelings 170	GREEK & ROMAN MYTHOLOGY 292
MATHEMATICS 513	Magic Tricks 793.8	Insects 595	SPORTS 796



Dewey Decimal Matching Game Answers










		000-099 General Knowledge ----- UFO's & the Unexplained 001	100-199 Philosophy & Mythology ----- Emotions & Feelings 170
200-299 Religion & Mythology ----- GREEK & ROMAN MYTHOLOGY 292	300-399 Social Science & Folklore ----- <i>Collections of Fairy & Folk Tales 398</i>	400-499 Language ----- Dictionaries 423	500-599 Math & Science ----- Weather 551 DINOSAURS 567 MATHEMATICS 513 Insects 595
600-699 Medicine & Technology ----- Pets 636	700-799 Arts & Recreation ----- Crafts 745 Magic Tricks 793,8 SPORTS 798	800-899 Literature ----- Jokes & Riddles 818 British Literature 820, 829	900-999 Geography & History ----- Australia & New Zealand 993-994



Diorama & Scene Analysis

Objective: To re-create and summarize a scene.

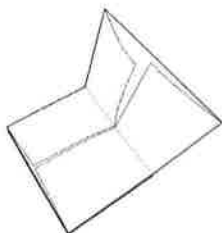
Materials:

-  Paper (Cardstock)
-  Scissors
-  Tape
-  Markers
-  Character cut outs (page 21)
-  Writing paper (page 22)
-  The book *No Pirates Allowed! Said Library Lou*

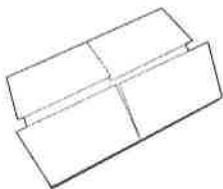
Procedure



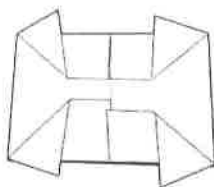
-  Fold paper lengthwise creating a shutter fold.



-  Fold top and bottom edges in half and crease.



-  Cut along crease to form 4 paper doors.

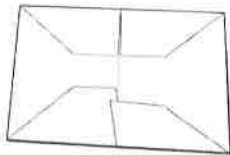



-  Fold the two corners back to the outer edges.



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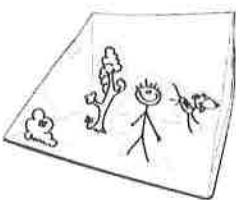
 Cut off the outer edge triangles along the crease.






 Form a 90 degree angle along the center crease. Tape sides together.



 Trim around the edges of the character cut outs. Fold tab back.



 Tape character to the base of the diorama.

-  Use markers to decorate the base and backdrop of your diorama.
-  Make additional characters and props of your own with paper, markers, and scissors.
-  Use writing paper found on page 22 to describe the scene. Retell the story in your own words.

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Writing Paper

Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

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Meet the Author & Illustrator

Rhonda Gowler Greene is the author of over twenty children's books (*This is the Teacher, The Very First Thanksgiving Day, Santa's Stuck*, etc.) Her books have received honors such as IRA Children's Choice Book, Bank Street College Best Book, *School Library Journal* Best Book, and starred reviews. A dynamic speaker, Rhonda has presented at schools, libraries, and conferences across the country for the past 15+ years. Her goal at school visits? Get students excited about reading and writing! Rhonda is a former elementary school teacher and has a Master's degree in educational media. She lives in West Bloomfield, Michigan, with her husband, Gary. They have four grown children. To learn more, visit www.rhondagowlergreene.com.



Author Rhonda Gowler Greene

What inspired the book? "Two great picture books inspired the story— *Library Lion* and *How I Became a Pirate*. One day I saw them listed on the *New York Times* children's bestseller list. They sparked an idea—Why not put a pirate in a library? A pirate is always looking for treasure. The treasure could be books. I made Pirate Pete have to discover that for himself though, with some help from witty Library Lou."



Illustrator Brian Ajhar

Brian Ajhar's career as an artist has spanned three decades. His extensive and diverse client list includes numerous magazines, newspapers, advertising agencies, corporate clients, and book publishers. His illustrated children's books have been published worldwide in a multitude of languages and have appeared on the *New York Times* Bestseller list.

Ajhar's work is widely recognized for its distinctive and humorous point of view. The diverse range of his ideas have adapted to a variety of social, economic, and political issues. His whimsical paintings incorporate traditional mediums such as watercolors, acrylics, pencils and inks that have been integrated with digital technology. His earliest influences were the works of 19th century European political satirists and book illustrators.

Brian's work has been featured in many articles and books written about the field of illustration. "The Illustrator in America" 1860-2000 written by well-known illustration historian Walt Reed who profiled Brian as a major influence on illustration in the 1990s. An excerpt from the book follows: "*Ajhar has a free and fluid style of drawing coupled with humor that looks uninhibited and easy. It is based on the strong knowledge of the figure, however, and the ability to draw without slavish reliance on photographs*".

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Core Curriculum State Standards Annotations

English Language Arts Standards » Reading: Literature

		Discussion Questions	Story Sequencing	Alphabetizing	Dewey Decimal Matching	Diorama	Meet the Author/Illustrator
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓			✓	
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓			✓	
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.	✓					✓
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓	✓			✓	
RL.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	✓	✓
RL.1.1	Ask and answer questions about key details in a text.	✓	✓			✓	
RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓	✓			✓	
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓	✓			✓	
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓	✓	✓
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓	✓				
RL.2.3	Describe how characters in a story respond to major events and challenges.	✓	✓				



English Language Arts Standards » Reading: Literature (cont.)

		Discussion Questions	Story Sequencing	Alphabetizing	Dewey Decimal Matching	Diorama	Meet the Author/Illustrator
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.	✓	✓			✓	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓				
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	✓	✓				
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	✓					
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	✓	✓	✓	✓	✓	✓

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English Language Arts Standards » Writing

		Discussion Questions	Story Sequencing	Alphabetizing	Dewey Decimal Matching	Diorama	Meet the Author/Illustrator
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	✓				✓	
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	✓				✓	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	✓				✓	

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English Language Arts Standards » Speaking & Listening

		Discussion Questions	Story Sequencing	Alphabetizing	Dewey Decimal Matching	Diorama	Meet the Author/Illustrator
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	✓					
SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	✓					
SL.K.1b	Continue a conversation through multiple exchanges.	✓					
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	✓	✓			✓	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓	✓	
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓				✓	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.					✓	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓					
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	✓					
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	✓					
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	✓					
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	✓					

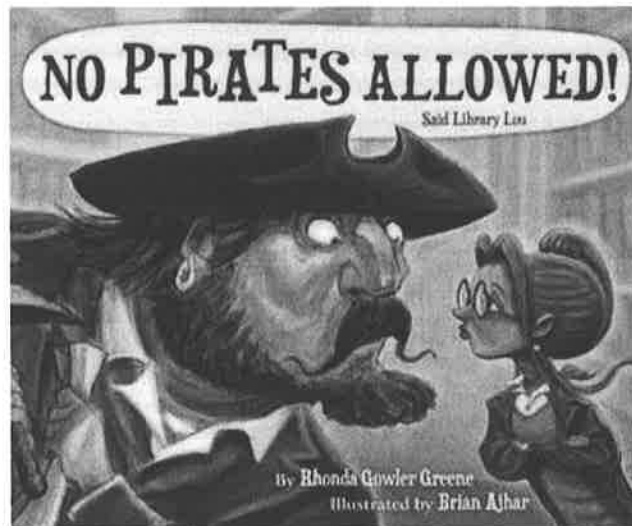


English Language Arts Standards » Speaking & Listening (cont.)

		Discussion Questions	Story Sequencing	Alphabetizing	Dewey Decimal Matching	Diorama	Author/Illustrator M/reatime
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓			✓	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	✓	✓	✓	✓	✓	
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓				
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	✓				✓	
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	✓					
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓					
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	✓					
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	✓	✓	✓	✓	✓	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓			✓	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓					
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓					
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	✓					
SL.3.1d	Explain their own ideas and understanding in light of the discussion.	✓					



Acknowledgments



Written by Rhonda Gowler Greene

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Illustrated by Brian Ajhar

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Guide Created by Debbie Gonzales

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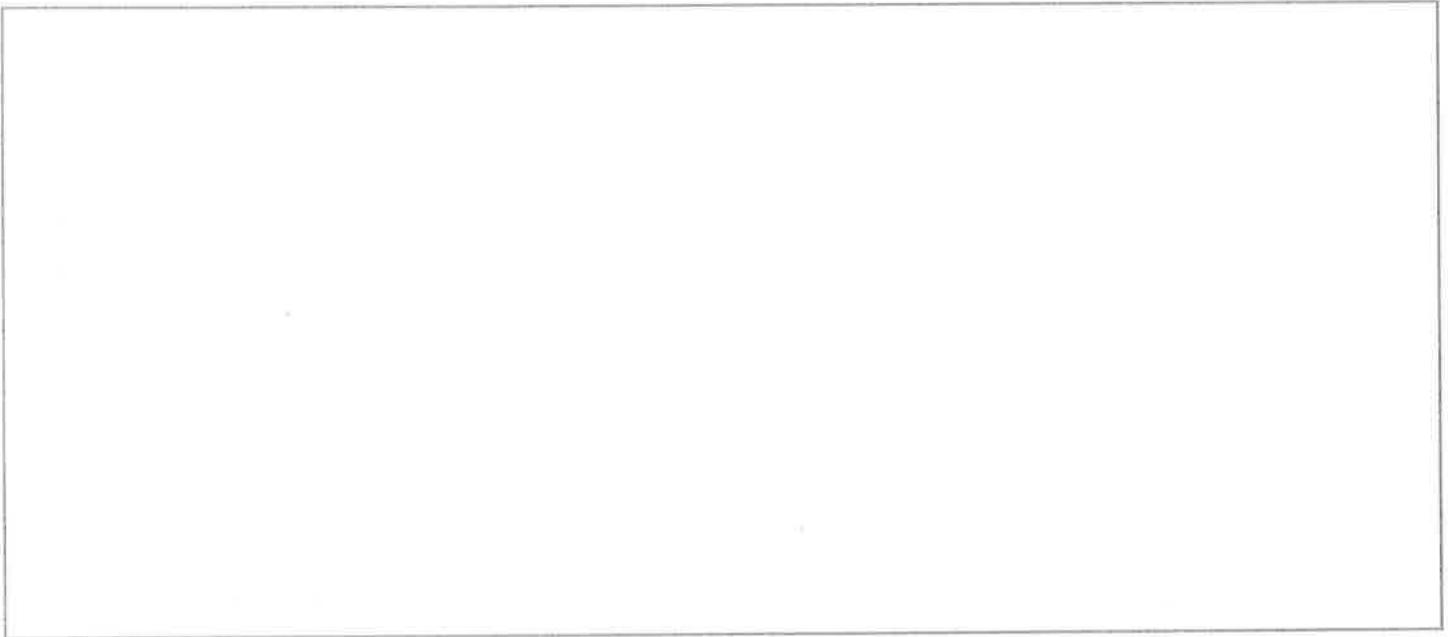
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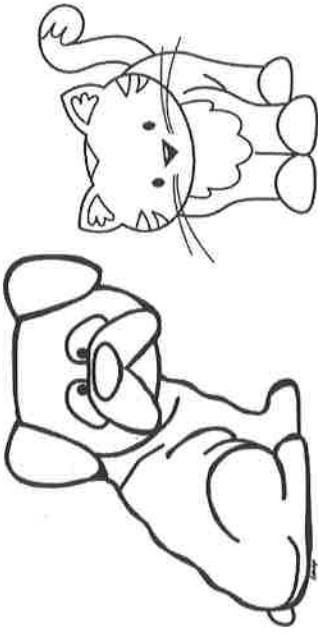
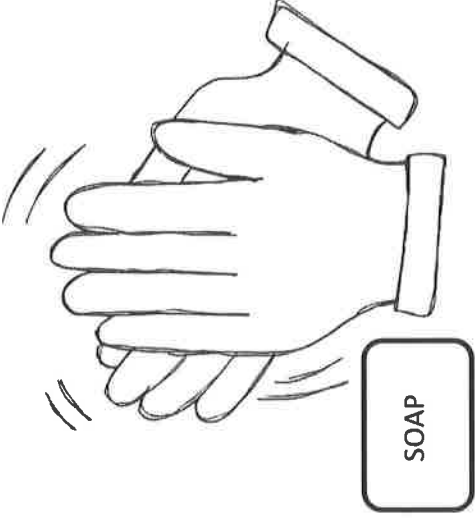
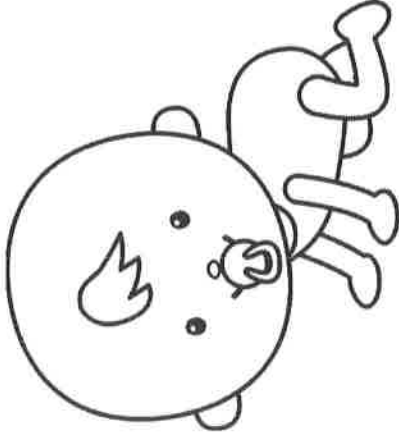
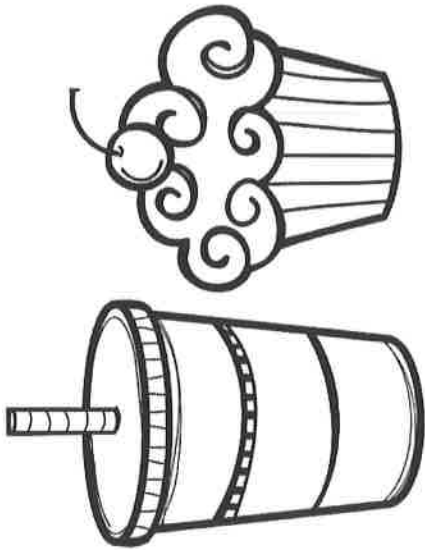
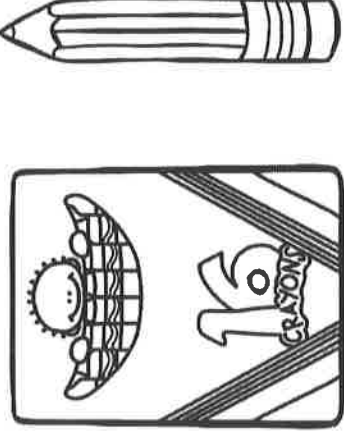
Lottie Paris and the Best Place
by: Angela Johnson

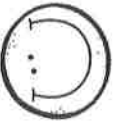


Draw a picture of your favorite place. Write about your favorite place.

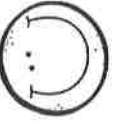
Name: _____

I will follow these book care rules!

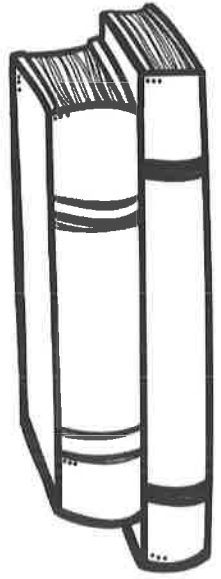
<p>Keep books clean and dry</p> 	<p>Keep away from pets</p> 	<p>Read with clean hands</p> 
<p>Keep away from little kids</p> 	<p>No food or drink around your books</p> 	<p>Do not color or draw in books</p> 



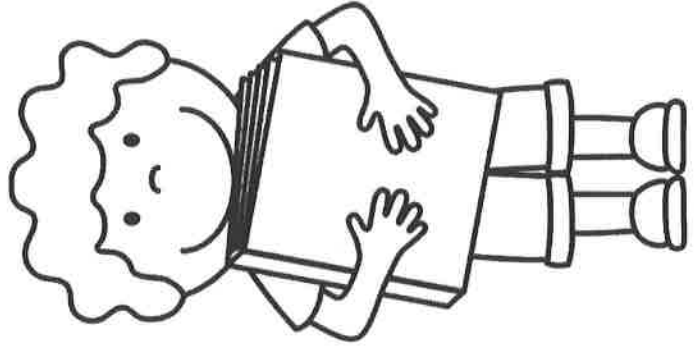
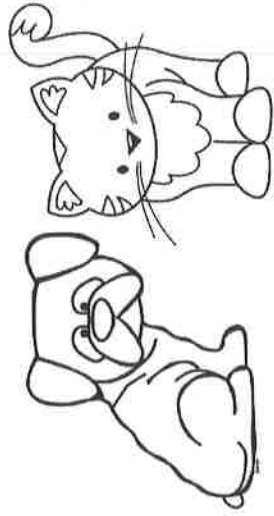
And the most important: ENJOY your books!



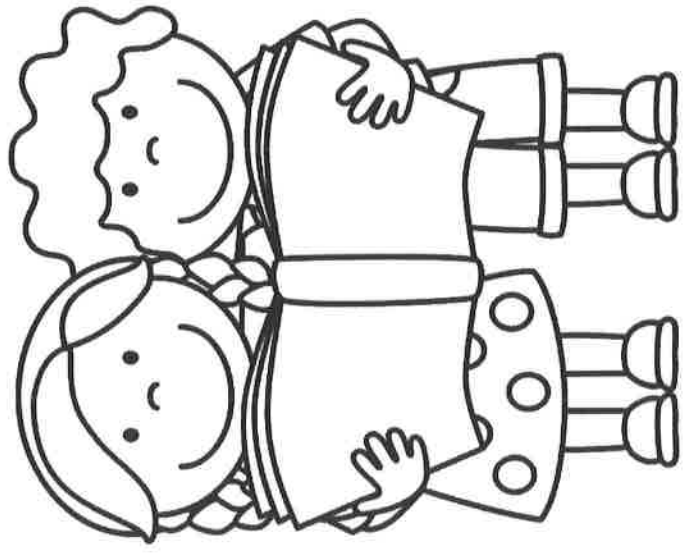
Keep books
clean and dry



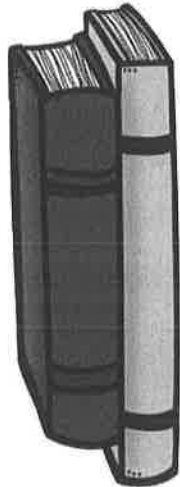
Keep away
from pets



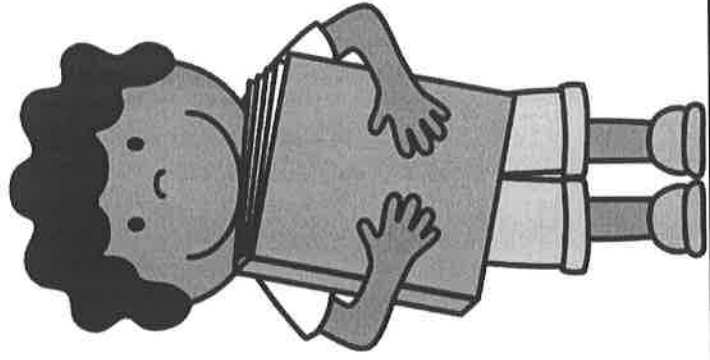
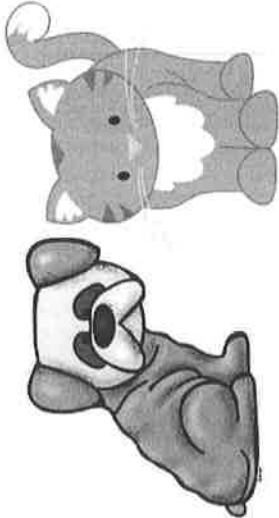
Read with
clean hands



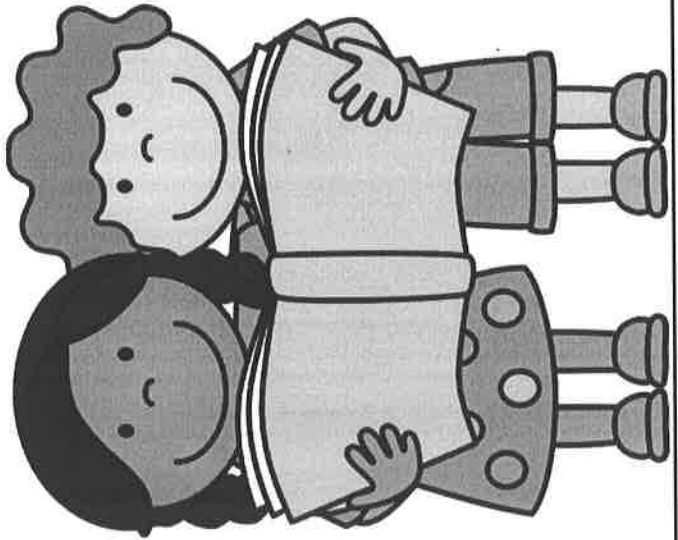
Keep books
clean and dry



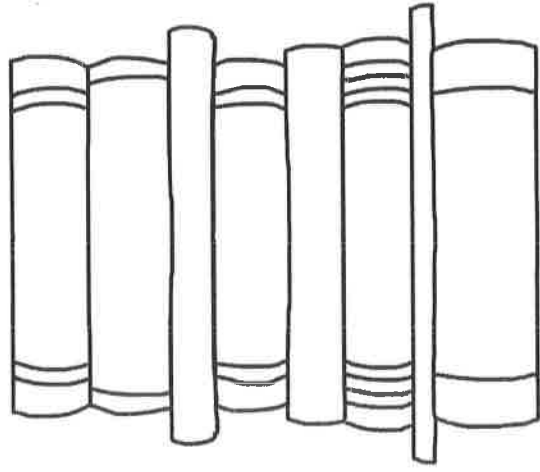
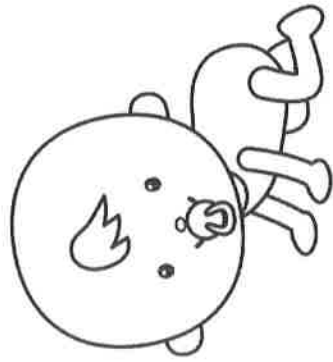
Keep away
from pets



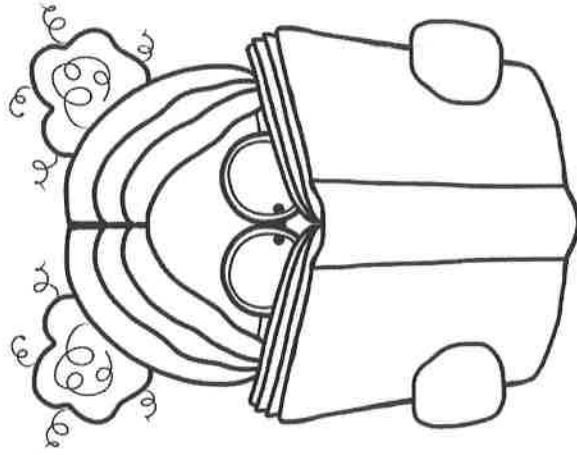
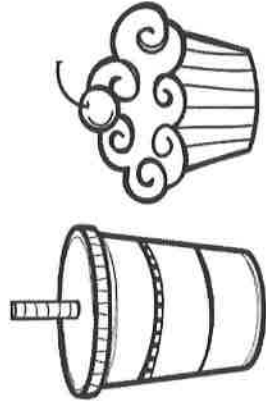
Read with
clean hands



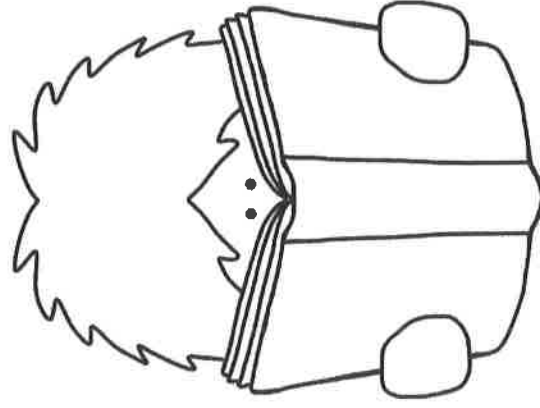
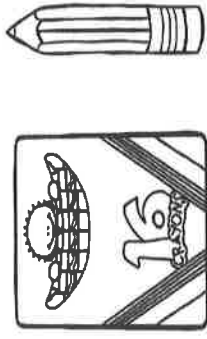
Keep away
from little
kids



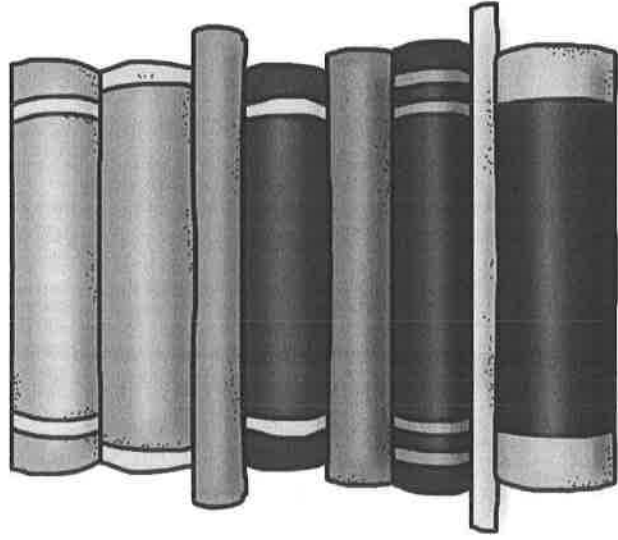
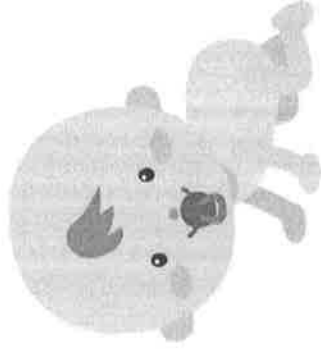
No food or
drinks
around your
books



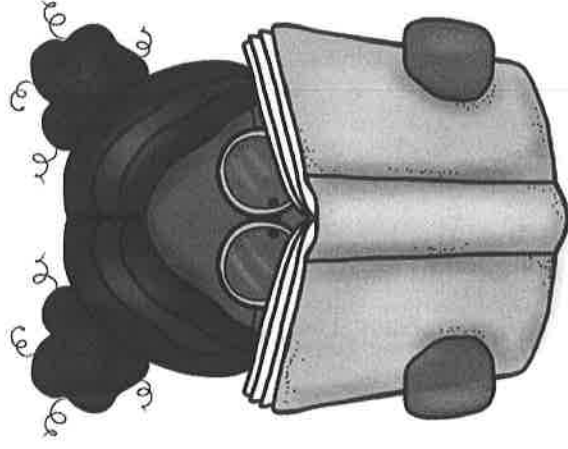
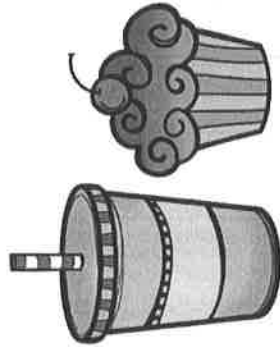
Do not color
or draw in
your books



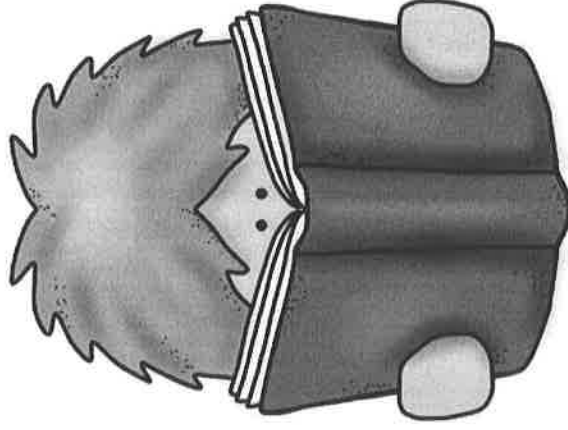
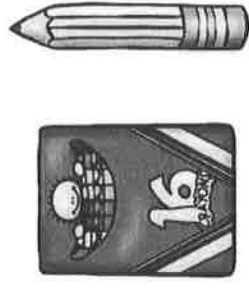
Keep away
from little
kids



No food or
drinks
around your
books

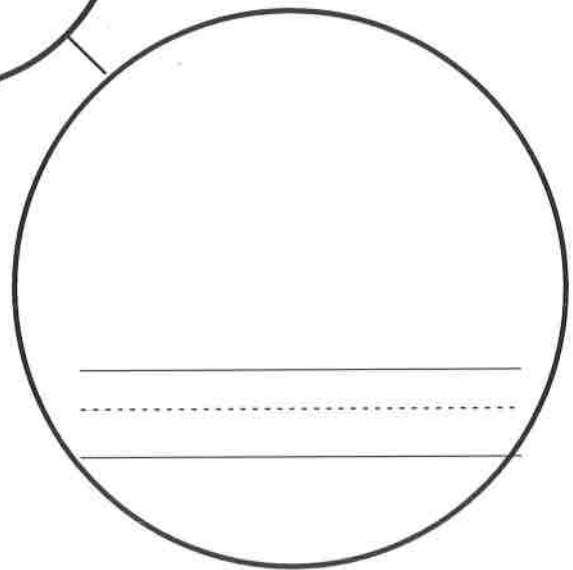
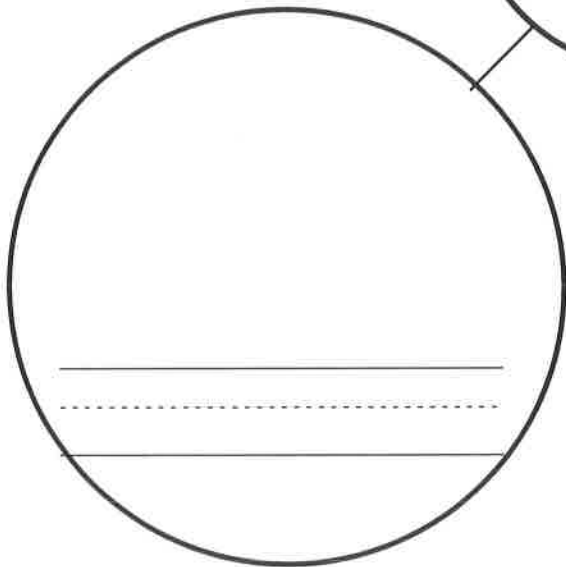
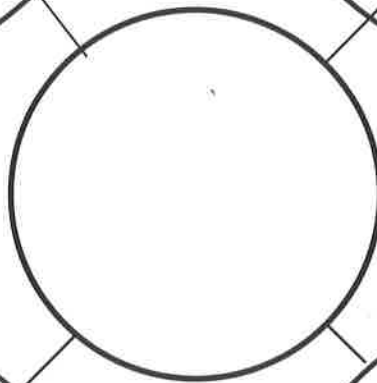
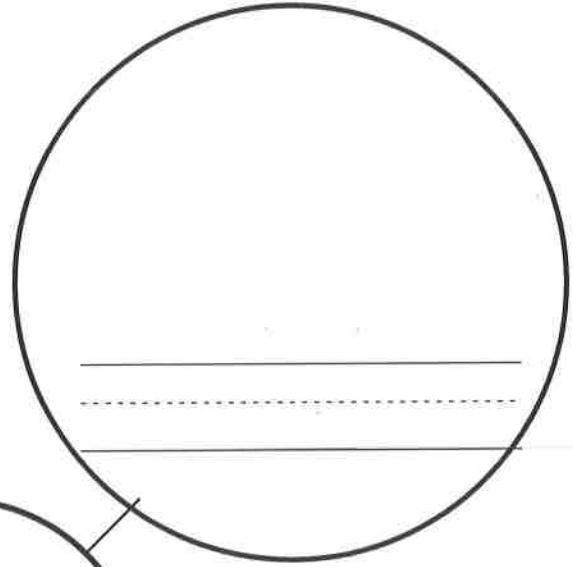
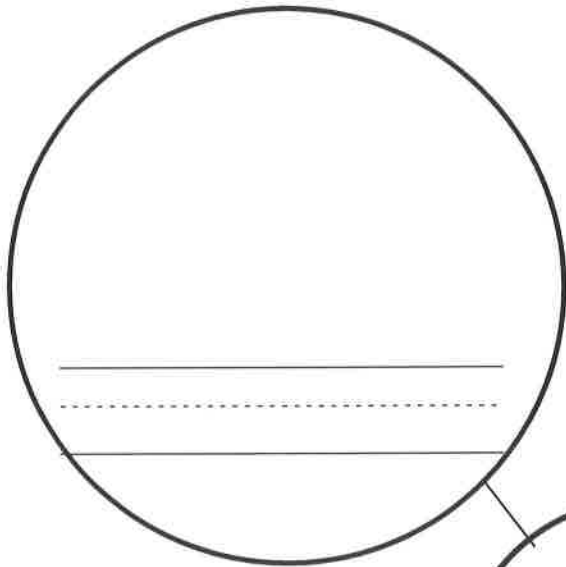


Do not color
or draw in
your books

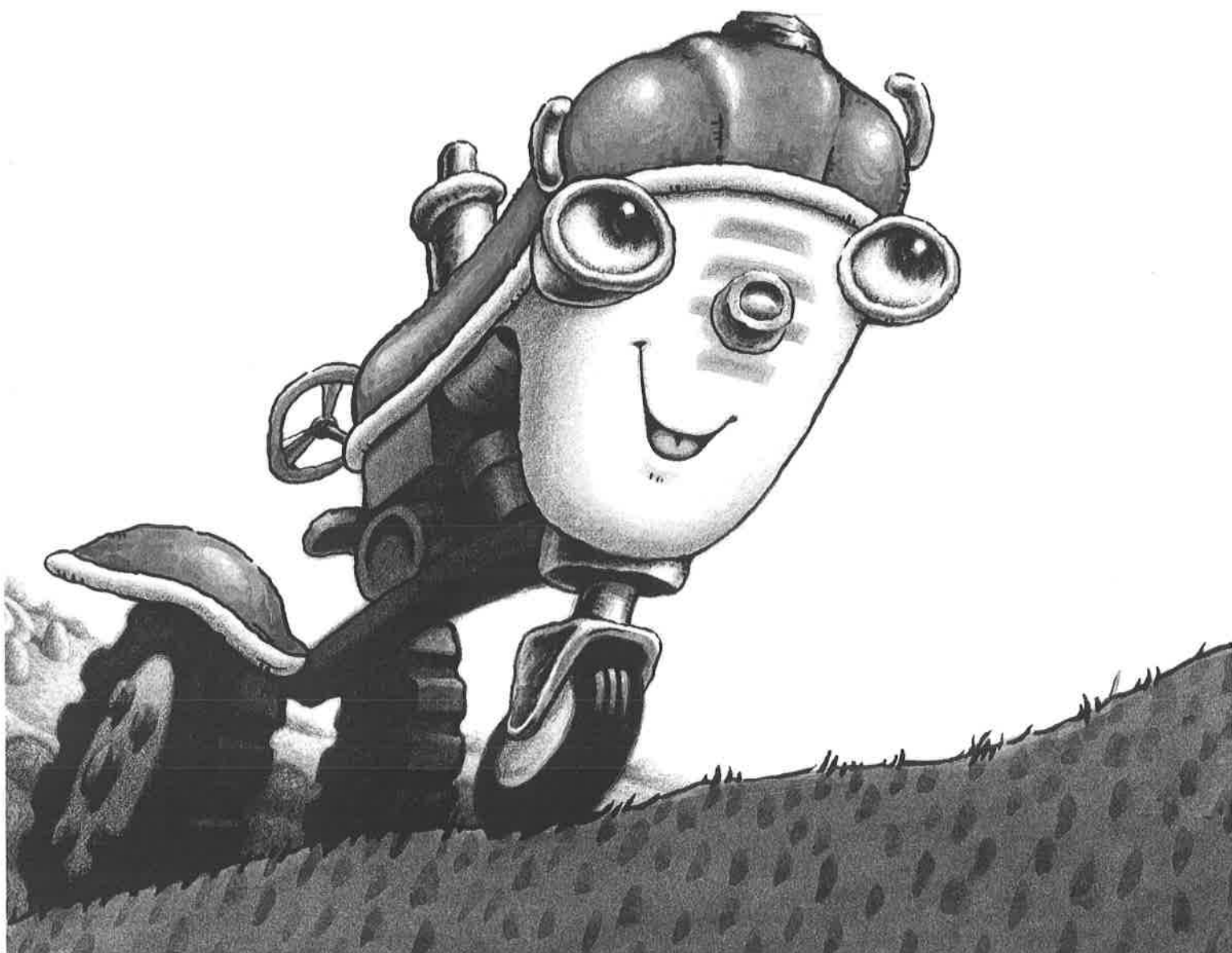


Name _____

Draw and label four details about the story.



Otis and the puppy love to play together on the farm.
Otis drives over the rolling hills, and the puppy sits happily on top of Otis.
Can you draw the puppy?

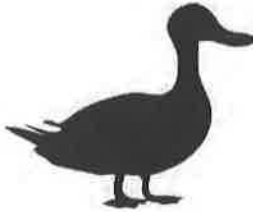


SOUNDS

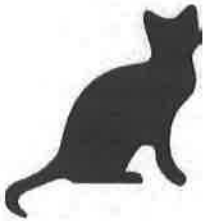
Otis says,



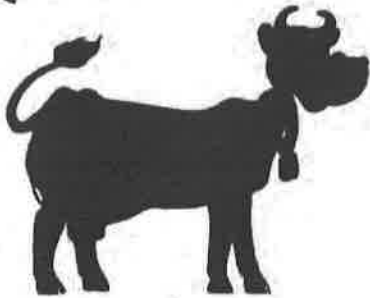
Can you draw a line to match the correct sounds to these other farms characters?



moo



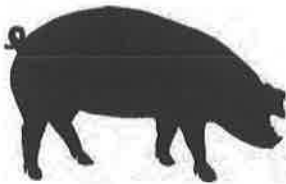
cock-a-doodle-doo



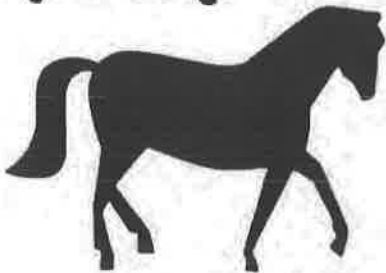
neigh



oink



meow



quack



Library Bingo

**For Grades 1 - 9
(3 Versions)**



*A fun way to
encourage your kids to
read*



By: The Artsy French Teacher

<http://www.teacherspayteachers.com/Store/The-Artsy-French-Teacher>



Library Bingo

As the librarian of our school I wanted to motivate the students to keep working and reading during the spring when the outdoors was beckoning. The administration had extra little prizes from various fundraisers such as posters, fancy erasers, pencils, pencil crayons, pencil kits etc. and were supportive so I put together this Library Bingo. We ran it for about 2 or 3 weeks. The students came to the office to show their signed Bingo pages of rows of books read. It made things a little harried at the office, but the younger children seemed to really buy into it. It must be admitted that the older students weren't quite so keen and tended to try to find the easiest rows. We allowed the students to finish a line, and then the office would initial that row so it couldn't be used again for a prize and then the children would take back their Bingo page to continue reading. I believe we decided to cut off the prizes at 3 prizes per student. This could also be done in a classroom in conjunction with D.E.A.R. Happy reading everyone!



The Artsy French Teacher




<http://www.teacherspayteachers.com/Store/The-Artsy-French-Teacher>
The Artsy French Teacher, © 2013



Grade 1 – 3 Bingo



B	I	N	G	O
Dr. Seuss book	Clifford book	A Robert Munsch book	Animal book (from 500's)	Sports book (from 790's)
Pets (636)	Book about or by a Canadian	A poem	Fairy Tale book (398.2)	Book of choice to read aloud
Book from 900's	Dinosaur Book (567.91)	FREE 	Math book (513.2)	ABC/Alphabet book
An adult reads you a story	Art book (see 700's)	A Berenstain Bear book	A Disney book	Joke book (808.7's)
Information book (A # book)	Fairy Tale book (398.2)	1 Article in a Magazine	A Mercer Mayer book	Picture book or Eye Spy book

RULES:


1. You can read as many books as you like on this game board. NAME: _____
2. Print the name of the book in the square (very neatly and as small as possible).
3. When you read a book, have a parent or adult check that you **READ** it ALL by asking you 5 questions about the book (Who? What? Where? When? How? Why? for example.)
4. Have your parent sign the bottom of the square ensuring you've read the book.
5. You can use school library books, classroom books, home books or Public Library books.
6. The book must be read after _____ and before _____.
7. Show your teacher when you've completed the number requested i.e. a straight line, a 3 by 3 X, a 3 by 3 square, a 4 by 4 X, a full card, 2 lines any direction etc.





Grade 4 – 6 Bingo



B	I	N	G	O
Dr. Seuss book	Space book (520's)	Chapter book (FICTION)	Animal book (500's)	Sports book (790's)
Pets (636)	Book about or by a Canadian	A Poem	Fairy Tale book (398.2)	Book of your choice
Book from 900's (His/Geo/Bio)	Dinosaur Book (567.91)	FREE 	Math book (513.2)	Series book
Any Fiction book	Art Book (see 700's)	A classroom book	Graphic Novel	Joke book (808.7's)
Information book (any # book)	Mystery book	1 Article in a Magazine	Picture book	Chapter book (FICTION)

RULES:

1. You can read as many books as you like on this game board. NAME: _____
2. Print the name of the book in the square (very neatly and as small as possible)
3. When you read a book, have a parent check that you **READ** it ALL by asking you 5 questions about the book (Who? What? Where? When? How? Why? for example)
4. Have your parent sign the bottom of the square ensuring you've read the book.
5. You can use the school library books, classroom books, home books or Public Library books.
6. The book must be read after _____ and before _____.
7. Show your teacher when you've completed the number requested i.e. a straight line, a 3 by 3 X, a 3 by 3 square, a 4 by 4 X, a full card, 2 lines any direction etc.




The Artsy French Teacher, © 2013

<http://www.teacherspayteachers.com/Store/The-Artsy-French-Teacher>



Grade 7 – 9 Bingo



B	I	N	G	O
Dr. Seuss or Robert Munsch	A novel (FICTION)	Travel Book	Animal book (500's)	Sports book (790's)
Pets (636)	Book about or by a Canadian	Picture Book	Fairy Tale book (398.2)	Book of your choice
Book from 900's	Dinosaur Book (567.91)	FREE 	Math book (513.2)	Series Chapter book
Chapter book	Art Book (see 700's)	Any Holiday book	Any Fiction book	Joke book (808.7's)
Information book (any # book)	Book of Poetry (e.g. Silverstein)	1 Article in a Magazine	Graphic Novel	Scientific Book

RULES:

1. You can read as many books as you like on this game board. NAME: _____
2. Print the name of the book in the square (very neatly and as small as possible)
3. When you read a book, have a parent check that you **READ** it ALL by asking you 5 questions about the book (Who? What? Where? When? How? Why? for example)
4. Have your parent sign the bottom of the square ensuring you've read the book.
5. You can use the school library books, classroom books, home books or Public Library books.
6. The book must be read after _____ and before _____.
7. Show your teacher when you've completed the number requested i.e. a straight line, a 3 by 3 X, a 3 by 3 square, a 4 by 4 X, a full card, 2 lines any direction etc.



The Artsy French Teacher

<http://www.teacherspayteachers.com/Store/The-Artsy-French-Teacher>

acknowledges & thanks these
talented TPT friends:

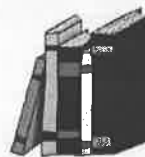


TPT: Coach's Corner

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Firstgradeatoz@gmail.com

<http://the3amteacher.blogspot.com>



www.ccteachfirst.blogspot.com

Blog: <http://the3amteacher.blogspot.com>

A Teacher's Guide to

The Blessing Cup

By Patricia Polacco

Choose the questions and activities that work best with the age and interests of the child or class you are sharing this book with.

Discussion Questions

This is a story about a family in difficult times that was helped by good people. It shows how people can endure hardships, as so many did, just to come to this country. It tells how good people are never forgotten, and how the stories we tell keep memories alive and are gifts from one generation to another.

1. Anna's family was poor, but her papa always told her that there are people with lots of money who are rich and people with very little who can be rich in other ways. What do you think? Do you agree?
2. Life in the shtetl was hard. The Russian soldiers made it even harder, but there were also good times. What were some of those good times?
3. Anna felt that in Roynovka *everyone* was rich. What do you think she meant by that?
4. There was much anti-Semitism in Russia as well as anti-Jewish pogroms (targeted riots against the Jews). Do some research and see what you can learn about this period. What does it mean to be persecuted? Can you think of other groups who have also been persecuted?
5. Persecution is a lot like bullying. Have you ever been bullied or seen or heard anyone else being bullied? How did that make you feel? What did you do?
6. When Aunt Rebecca sent Anna's mother the tea service, she enclosed a note telling her it was magical. What do you think she meant by that?
7. One of Anna's family rituals or customs was a special blessing. Her mother would make tea and sprinkle salt on the bread and say, *Bread so that we shall never know hunger . . . salt so that our lives will always have flavor . . . We shall always know love, and as long as we are together we shall never be poor.* What do you think about this custom? Does your family have a similar custom? If so, what is it?

8. Can you think of any special things your family does or says at special times? What about at bedtime or when you leave for school or before a test or on birthdays or holidays? Can you create a custom you would like to start? Can you think of a tradition that you would like your classroom or school to adopt?

9. When Anna's family had to flee their home, they could take only take a few cherished items. What would you take?

10. To help the family get safely to America, Uncle Genya, the kind doctor, sold his most prized possession—the Persian rug his wife had collected. What is your most prized possession?

11. Do you think Anna remembered Uncle Genya and his kindness? How do you know?

12. What does it mean to be a refugee? How do you think it felt for them to come to America? Do you think all refugees feel the same?

13. When the Blessing Cup breaks, the author says she realized more than any other time that her ancestors were *my bread. That the salt and flavor of my life were their stories. That those stories were kept by them so that I would know that I was loved generations before I was born.* What do you think she meant by that?

14. When Patricia saw that the Blessing Cup had broken in two, she smiled. Why do you think she wasn't sad, but smiled?

Activities & Projects

1. This story begins in Roynovka, a town in Russia. Can you find it on a map? Anna's journey ends in Union, Michigan, and the story itself ends in San Francisco. Can you trace the journey on a map? How many places has your family lived in? Can you name them? What do you know about them?

2. The tea cup is beautifully decorated in a colorful Russian folk art design. Look up Russian folk art on the Internet to see other beautiful objects.

3. Design your own teacup or water bottle. A paper one will do. Let your imagination go and have fun.

4. Anna's family heritage is Russian and Jewish. Do some research to learn more about their traditions.

5. What is the cultural heritage of your class? Find the places on the map where everyone's family came from. Learn about the different customs and traditions. Have a class party with foods from each country or special recipes from different families.

6. Make a family tree of Anna's family. Make a family tree for your own family. You can find a template by searching the Internet for "family tree for kids."

To learn more about genealogy:

Climbing My Family Tree <http://www.climbingmyfamilytree.com/genealogy-for-kids/>

Helping Kids with Their Family Tree Project

<http://voices.yahoo.com/helping-kids-their-family-tree-project-12016826.html?cat=25>

7. The pictures in this book are very beautiful and expressive. Try reading the book again just looking at the pictures. Do you notice anything new in pictures or the story that you didn't see before? How do the pictures help to tell the story? What do you think about the artist's use of color?

8. You can tell a lot about life in the shtetl from the pictures. Talk about what life was like there. In what way do the pictures add to the words to paint a picture of life in Russia? Draw a picture or make a collage of life in your town or school.

9. Make a list of the Yiddish words the author uses in the book, and look them up on the Internet or in the library.

10. The teacup was a family heirloom. Do you have any family heirlooms? What makes a family heirloom valuable? Can you create something that could become a family or class heirloom?

11. Anna's mother left a note thanking Uncle Genya for his kindness and goodness. Think of someone who has done something special for you, and write a note of gratitude.

12. Interview a parent or grandparent and ask them to tell you some family stories. Write or illustrate one of their stories. Write or draw a story about you and your family to pass down to your children.

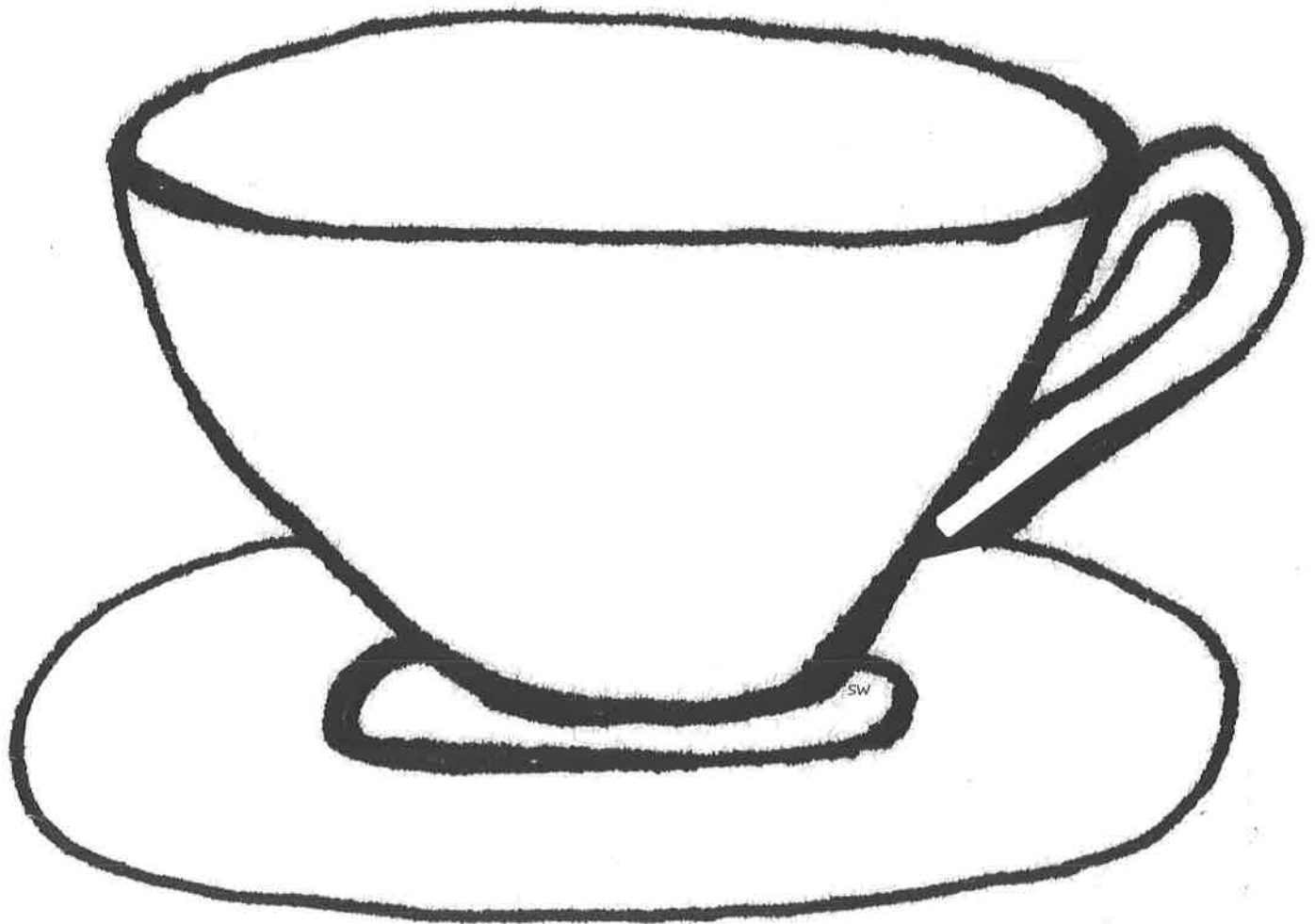
13. Although written before *The Blessing Cup*, *The Keeping Quilt* is a companion book, which continues the story of the author's family to present day. Read it to find out what happens next and how the family traditions continue.

14. Find out more about the author, Patricia Polacco, and read other books she has written and illustrated. You can begin here: <http://www.patriciapolacco.com/>.

Guide written in 2013 by Judith Rovenger. Judith is on the adjunct faculty of Long Island University and has taught at Columbia, Wesleyan, and Rutgers Universities. Her area of specialty is in ethics and literature. She is the former director of Youth Services at the Westchester Library System (NYS).

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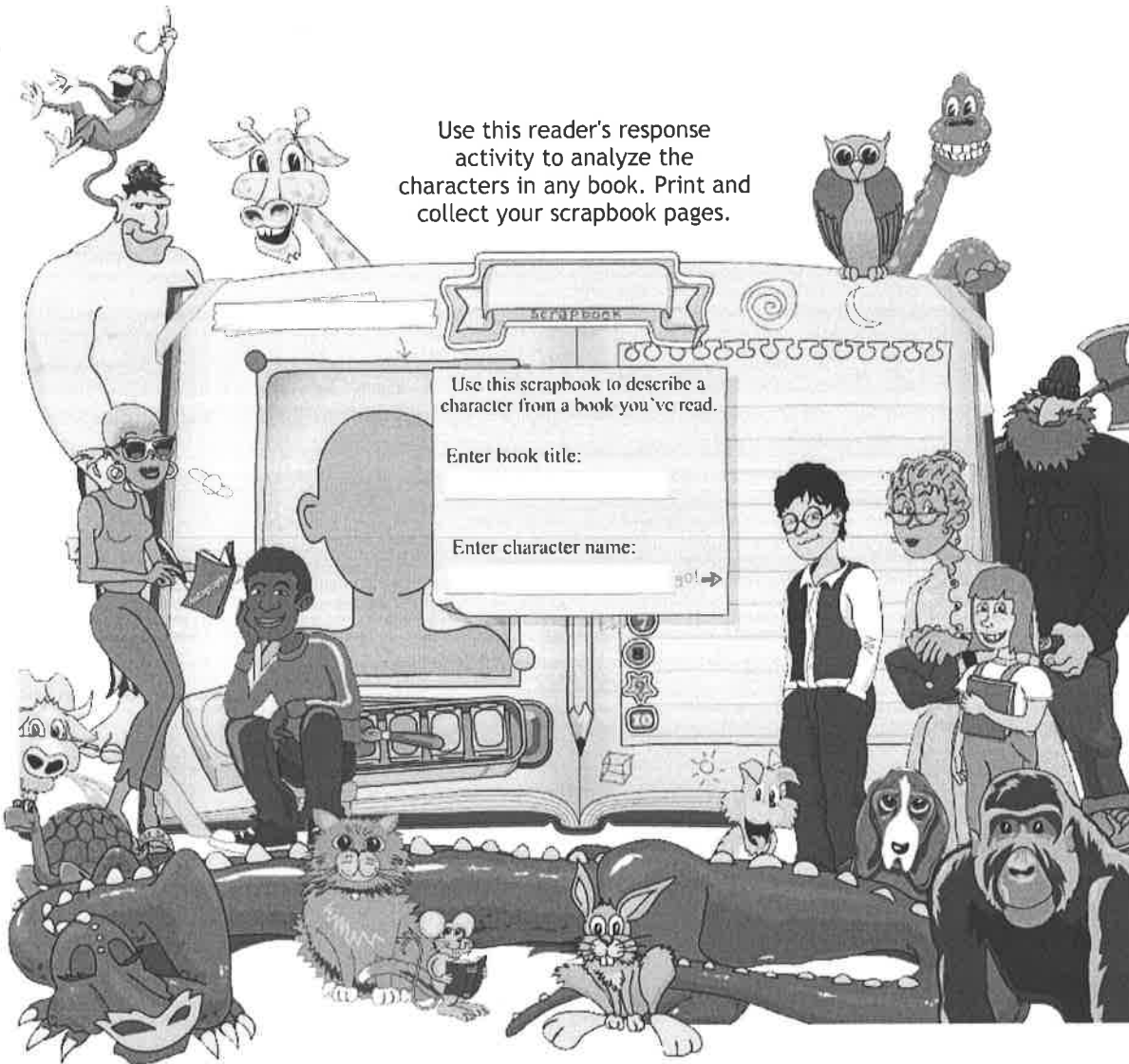
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TEACHER'S GUIDE



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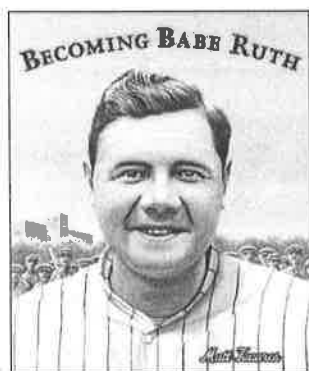
Books with Strong Characters

Interactive Whiteboard Ready

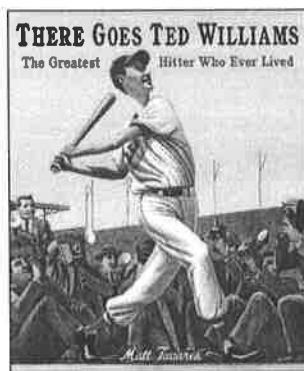
Matt Tavares Baseball Biographies



Matt Tavares brings his passion for baseball to four biographies of some of the best-known players of all time. These stories will ignite curiosity in your students as they learn about the childhoods and backgrounds of these famous men who overcame obstacles to reach the highest levels of athleticism. With vivid illustrations and clear affection for his subjects, Matt Tavares sheds light on the stories of four men who traveled different paths to reach their goals and who learned early on that life is what you make of it.

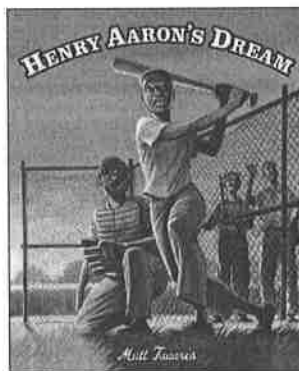


Becoming Babe Ruth
HC: 978-0-7636-5646-1



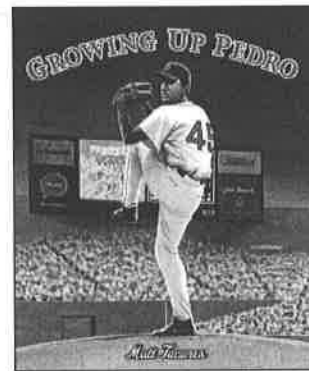
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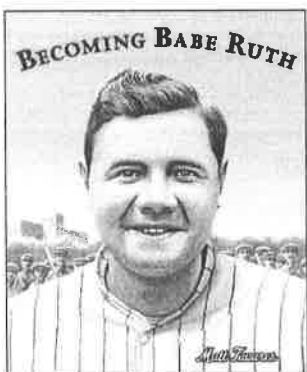
Growing Up Pedro
HC: 978-0-7636-6824-2

Llegar a ser Pedro
HC: 978-0-7636-7980-4

Common Core Connections

Use these books to introduce your students to the time in history when each of these men lived. Focus on their shared stories of perseverance, setbacks, and hard work. This teachers' guide, with connections to the Common Core, includes an array of language arts activities, book discussion, vocabulary instruction, mathematics, and more to accommodate the learning needs of your students. Students are called on to be careful readers without jeopardizing the pleasure they gain from reading. It is best to allow students to read the entire story before engaging in a detailed study of the work.

For more information on specific standards for your grade level, visit the Common Core website at www.corestandards.org.



BECOMING BABE RUTH

About *Becoming Babe Ruth*

Before he is known as the Babe, George Herman Ruth is just a boy who lives in Baltimore and gets into a lot of trouble. But when he turns seven, his father brings him to the gates of Saint Mary's Industrial School for Boys, and his life is changed forever. At Saint Mary's, he's expected to study hard and follow a lot of rules. But there is one good thing about Saint Mary's: almost every day, George gets to play baseball. Here, under the watchful eye of Brother Matthias, George evolves as a player and as a man, and when he sets off into the wild world of big-league baseball, the school, the boys, and Brother Matthias are never far from his heart.

Activities

1. With your students, make a cause-and-effect map showing how the poor decisions George Ruth made when he was younger affected his life. After making the map, have students reflect on what changes he could have made and how those changes would have altered his life.

CAUSE → **EFFECT**

2. News spread differently in the early twentieth century. Discuss with your students the way news about Babe Ruth was spread during his lifetime and have students find examples in the text. Then have them discuss the way news is spread digitally nowadays. Invite the class to debate the pros and cons of digital news.
3. Have your students research the 1915, 1916, and 1918 World Series, looking specifically at Babe Ruth's part in the Red Sox's wins. Ask students to write an opinion piece stating whether or not they think the Red Sox would have won if Babe Ruth had not been on the team. Have them include details supporting their opinion.
4. One dollar in 1920 would equal \$12.13 in 2014. Babe Ruth was sold for \$125,000. Have your students determine how much Babe would have been sold for today. Then ask them to convert some current prices back to 1920 values. Here are two examples:

A bag of roasted peanuts: \$2.99

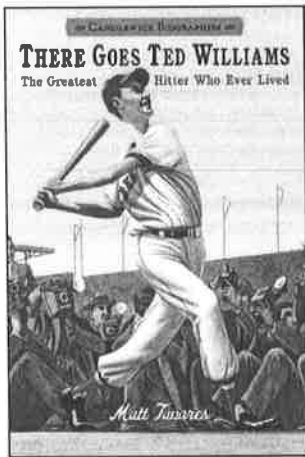
Twenty-five packages of Cracker Jack: \$20.64



Discussion Questions

Use these questions for whole class discussions, reading check-ins, or as writing prompts for *Becoming Babe Ruth*.

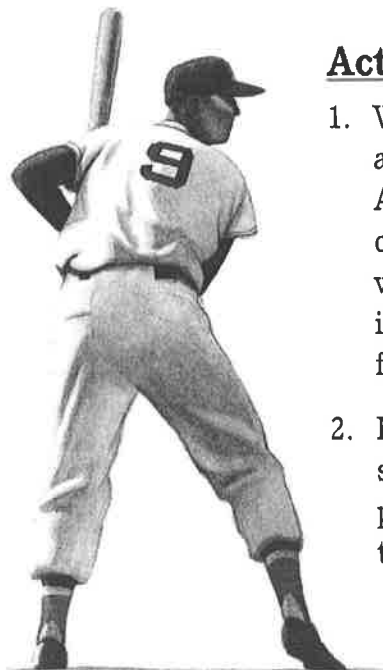
1. How would learning all the positions on the field help you become a better baseball player?
2. How did Babe Ruth's life change when he left Saint Mary's to play for the Orioles?
3. When Saint Mary's burned down, Babe Ruth ultimately made it possible for the school to be rebuilt. Based on his actions after the fire, what can you infer about Babe's personality?
4. Although Babe Ruth was not an orphan, he allowed people to assume he was. Why did he do this? Do you agree with his decision?



THERE GOES TED WILLIAMS **The Greatest Hitter Who Ever Lived**

About There Goes Ted Williams

Ted Williams lived a life of dedication and passion. He was an ordinary kid who wanted one thing: to hit a baseball better than anyone else. So he practiced his swing every chance he got. He did fingertip push-ups. He ate a lot. He practiced his swing again. And then practiced it some more. From his days playing ball in North Park as a kid to his unmatched .406 season in 1941 to his heroic tours of duty as a fighter pilot in World War II and Korea, the story of Teddy Ballgame is the story of an American hero.



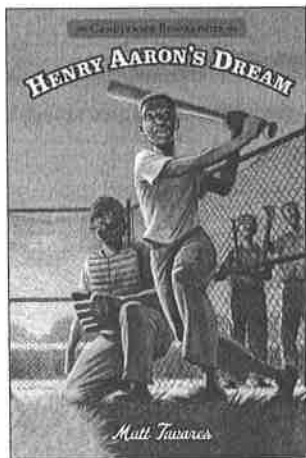
Activities

1. When Ted Williams's plane was hit, he had to make a tough choice. As a class, make a pro-and-con list of his two options: crashing or ejecting. After making the list, have students pick which action they would have chosen and write a persuasive paragraph stating their side, backing it with support from the class discussion. To extend this activity, you might invite students to take part in a debate about which choice was the best for Ted Williams.
2. Have students write down Ted Williams's batting average and home run stats as well as those of two other Hall of Famers. After comparing the players' stats, have students write a paragraph discussing whether or not they believe that Ted Williams is the best hitter ever.

Discussion Questions

Use these questions for whole class discussions, reading check-ins, or as writing prompts for *There Goes Ted Williams*.

1. How did Ted Williams's childhood perseverance help him become a professional baseball player?
2. Ted Williams put as much work into V-5 training program as he did into baseball. What does this tell you about his character?
3. In both the navy and in baseball, Ted Williams overcame the odds against him. How did he do so?
4. In 1946, Ted Williams returned to baseball after World War II. How do you think he felt when he hit the home run at his first at-bat in front of President Truman? How do you think he felt when he hit the home run on the first Ted Williams Day?
5. Why did everyone think April 30, 1952, might be Ted Williams's last day in the major leagues?
6. In the author's note, we learn that Ted Williams also had a very bad temper. Does this take away from what a great baseball player he was?

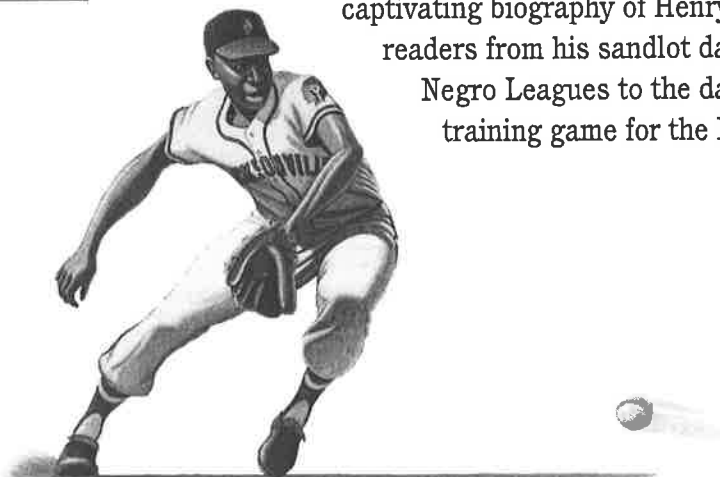


HENRY AARON'S DREAM

About Henry Aaron's Dream

Before he was Hammerin' Hank, Henry Aaron was a young boy growing up in Mobile, Alabama, with what seemed like a foolhardy dream: to be a big-league baseball player. He didn't have a bat. He didn't have a ball. And there wasn't a single black ball player in the major leagues. But none of this could stop Henry Aaron.

This is the inspiring story of one of baseball's all-time greats, a kid from the segregated South who would become baseball's home-run king. This captivating biography of Henry Aaron's young life takes readers from his sandlot days through his time in the Negro Leagues to the day he played his first spring-training game for the Braves.



Activities

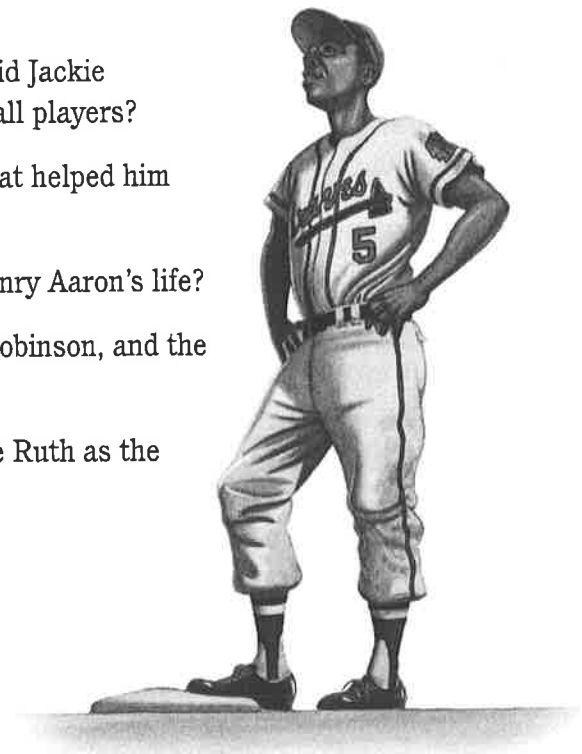
1. Share the history of segregation in the United States with your students. Have students create time lines incorporating the major events during the civil rights era that led to integration. They should be sure to include Jackie Robinson on their time lines.
2. With your class, visit the Negro Leagues Baseball Museum website and read about the history of the Negro Leagues, its teams, and players. Assign each student a star player from the Negro Leagues to research, then share their research with the class.
3. Baseball began integrating before all cities in the United States had ended segregation. As a class, discuss how this reality affected black players on major-league baseball teams and how black players' trips to segregated cities differed from those of their white teammates. Then, with your students, complete a graphic organizer comparing and contrasting the life of white and black baseball players during Hank Aaron's lifetime. Invite students to write an essay about how life has changed for players of color over time.

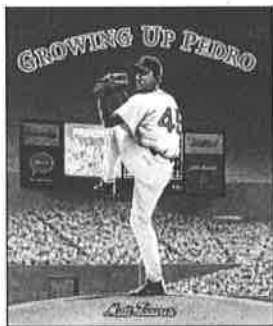


Discussion Questions

Use these questions for whole class discussions, reading check-ins, or as writing prompts for *Henry Aaron's Dream*.

1. Why do you think Matt Tavares chose to start the book with a "Whites Only" sign on a chain-link fence? What tone is he setting for the book?
2. How did Jackie Robinson influence Henry Aaron? What did Jackie Robinson's accomplishments mean for other black baseball players?
3. How did the racism in the South affect Henry Aaron? What helped him overcome any feeling of defeat?
4. How did the bad luck of some Braves' players change Henry Aaron's life?
5. What did baseball players like Henry Aaron and Jackie Robinson, and the integration of the MLB, mean to black Americans?
6. Why were people angry that Hank Aaron surpassed Babe Ruth as the all-time home-run leader?

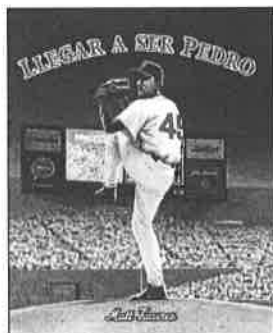




GROWING UP PEDRO

About *Growing Up Pedro*

Before Pedro Martínez pitched the Red Sox to a World Series championship, before he was named to the All-Star team eight times, before he won the Cy Young Award three times, he was a kid from a place called Manoguayabo in the Dominican Republic. Pedro loved baseball more than anything, and his older brother Ramón was the best pitcher he'd ever seen. He'd dream of the day he and his brother could play together in the major leagues. This is the story of how that dream came true, examining both Pedro Martínez's improbable rise to the top of his game and the power that comes from the deep bond between brothers.



Activities

1. Pull up a map of North America. Have students mark all the different places that Pedro played: the Dominican Republic, Montana, Montreal, and so on. Ask students to determine the miles between each location. Which place was the farthest from Pedro's home? Which place was the closest?
2. Have students write a journal entry as Pedro Martínez. Invite them to write, from Pedro's point of view, what it feels like to move so far away from home when he is so young. Does he miss his family? Is he sad, happy, or excited to be in Montana?
3. After reading about Pedro Martínez, have students brainstorm a list of adjectives that describe him. As a class, discuss the way Pedro's personality would affect the mood of a ball team. Have each student write a response stating whether or not they would want to have a player like Pedro on their team. Students should include the class-generated adjectives and use text evidence to support their answer.
4. Pedro Martínez imagines himself as "a lion fighting for his food" when he is pitching. Discuss metaphors with students and the difference between figurative and literal language. To show the difference, draw a picture of a literal lion fighting for food and the figurative Pedro Martínez fighting for food. After showing the example, have students think of other metaphors, then draw their literal and the figurative meanings.
5. After reading, have students debate which they think meant more to Pedro: playing in the majors with his brother or being the highest-paid baseball player. Students should use text evidence to support their position.



Discussion Questions

Use these questions for whole class discussions, reading check-ins, or as writing prompts for *Growing Up Pedro*.

1. Where is the Dominican Republic located? Where on the island is Manoguayabo? Campo Las Palmas? What are the demographics of the Dominican Republic? What language is spoken there?
2. How does Pedro feel about his big brother Ramón?
3. Pedro and Ramón's family lives in poverty, yet the two boys never give up. How does their situation push them even more to want to be successful?
4. When Ramón gets signed to a big-league team he has a very hard time in the United States. Why? What do you think would be the hardest thing about moving to a new country?
5. How does Pedro practice his English?
6. Why does the trade to Montreal end up being a good thing for Pedro?
7. What are some different types of pitches? What do pitchers have to change in order to throw these different types?
8. How did the love between the two Martínez brothers propel them toward becoming two of the best pitchers in baseball history?



Vocabulary

Review the list of vocabulary words below. First ask students if they can guess the words' meanings by rereading each word in the context of the books, then have them look up each definition in the dictionary. Invite students to use each word in a sentence of their own. You may wish to make this a homework assignment.

Becoming Babe

Ruth

Clobbers
Flock
Magnificent
Pigeon-toed
Saloon
Strides
Upper-cut

There Goes Ted

Williams

Aerodynamics
Doubleheader
Golden
Navigation
Preliminary
Raging

Henry Aaron's

Dream

Determined
Exhibition
Mesmerized
Opposing

Growing Up

Pedro

Adjusting
Anticipation
Devastated
Reliever
Starting rotation

CONNECTING ALL FOUR TITLES

After reading all four books, you can use these activities with your students to extend their understanding of the material. Be sure to share the back matter of each book, which includes an author's note, career statistics, and a bibliography.

Activities

1. Show students the formulas to determine an ERA, WHIP, AVG, and SLG. Then give students stats on different players and have them determine these numbers.
 - **ERA:** Earned Run Average
(Runs given up x 9) ÷ innings pitched
 - **WHIP:** Walks plus hits per inning
(Hits + walks) ÷ innings pitched
 - **AVG:** Batting average
Hits ÷ at bats
 - **SLG:** Slugging percentage
([Singles] + [Doubles x 2] + [Triples x 3] + [Home runs x 4]) ÷ total times at bat
2. During each of these players' lifetimes, historic events were happening in the United States and the world. Split the class into groups centered on each of the four baseball players. Each group will create a time line of their player's life, including chronologically placed historic events.
3. Have students compare the pitching stats of Babe Ruth and Pedro Martínez found in the back of each book. Students must then present their answers to the following questions: Who do you think is the best pitcher? Why? Which stat do you think is more important when determining which pitcher is the best: wins/losses, ERA, WHIP, or strikeouts/walks?
4. Have students compare the batting stats of Babe Ruth, Hank Aaron, and Ted Williams found in the back of each book. Students must then present their answers to the following questions: Who do you think is the best batter? Why? Which stat do you think is the most important when determining which batter is the best: batting average, home runs, runs, hits, slugging?
5. After reading the four biographies, have a discussion about theme with your students. The four biographies all have a similar underlying theme. As a class, come up with a list of similarities found in each of the four biographies and discuss what trends run through all the books. Have students use this information to write a paragraph stating what they believe to be the underlying theme of all of the books. Make sure they include text evidence from each book to back up their position.
6. Many different baseball teams are mentioned in the four biographies. As you read each of the books, keep a running list of all the teams that are mentioned. Have students, in groups, pick one of the teams mentioned and research its history. Students should then present to the class the way that team has changed since the time period mentioned in the book.

7. Some aspects of the players' childhoods were similar. As a class, brainstorm a list of similarities among the ballplayers, focusing specifically on their personality traits. When done with the list, have each student pick one of those similarities and write a short paragraph stating the way that aspect of the players' childhoods could have affected their success. Students should use examples from each of the four books to back up their response.

Discussion Questions

Use these questions for class discussions or as writing prompts after reading *Becoming Babe Ruth*, *There Goes Ted Williams*, *Henry Aaron's Dream*, and *Growing Up Pedro*.

1. Most of the baseball players had a mentor or idol that he looked up to and learned from. How did these mentors or idols help guide the players into becoming the greats they are?
2. Each of the baseball players helped a charity that was close to his heart. Who did each player help? Why did players choose the charity they did?

Common Core

Here are examples of English Language Arts Common Core Anchor Standards that can be met with these activities and discussion questions.

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

About Matt Tavares



Matt Tavares has been writing about baseball since his senior year in college. His passion for the game and the players comes through in his biographies and stories, and he brings that passion to many schools around the country. About these visits, he notes: "When I set out to be a children's book author-illustrator, I had no idea I'd end up spending so much time talking in front of large groups of people. And as someone who used to dread getting up in front of the class to speak, I never imagined how much I would enjoy it."

Matt Tavares's books have received numerous starred reviews and have won many awards. His artwork has been exhibited at the Museum of American Illustration at the Society of Illustrators, the Brandywine River Museum, and the Mazza Museum of Picture Book Art.

Matt Tavares lives in Ogunquit, Maine, with his wife, Sarah, and their two daughters.

Other baseball books by Matt Tavares



Mudball
PB: 978-0-7636-4136-8



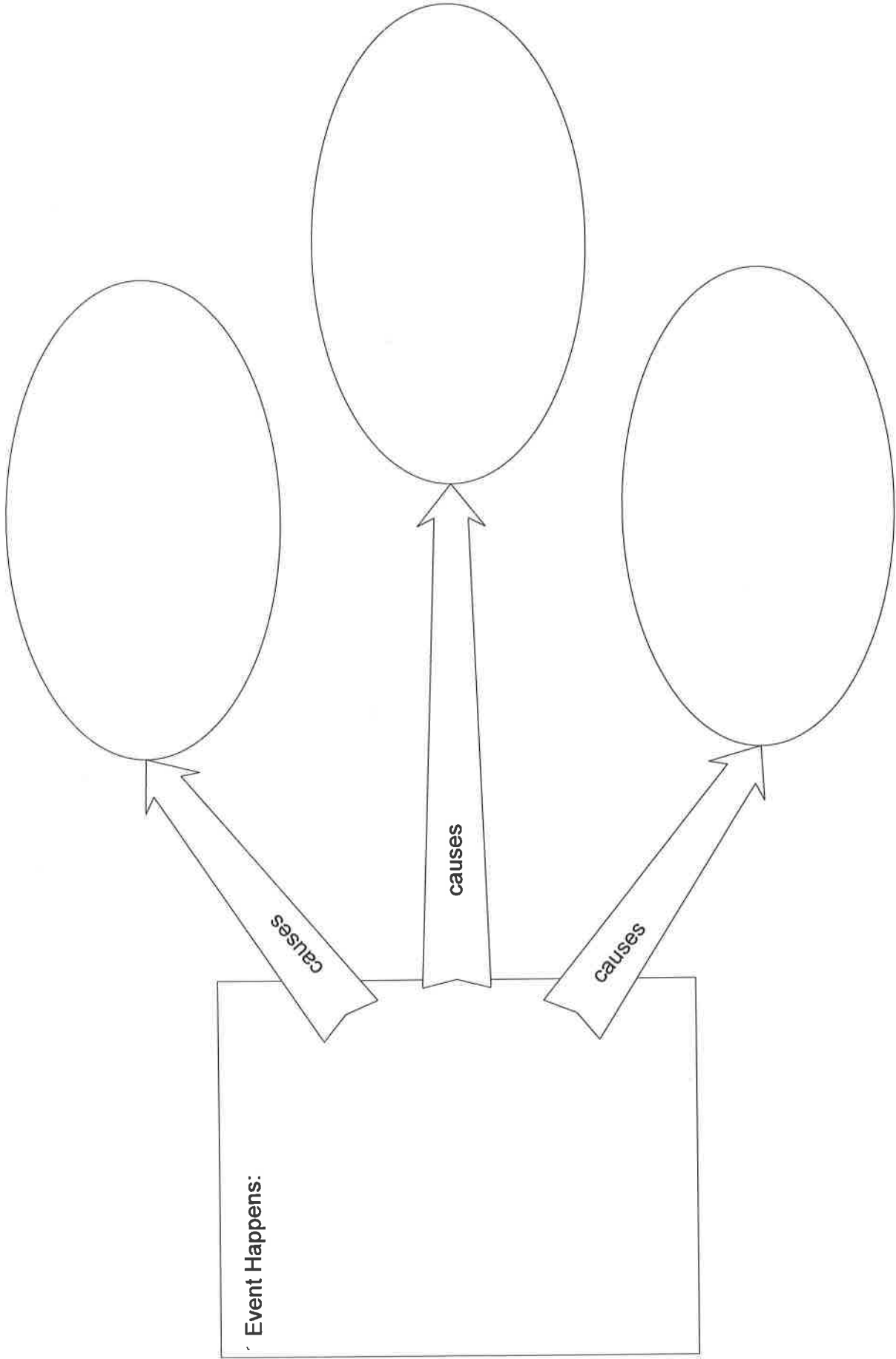
Oliver's Game
HC: 978-0-7636-1852-0
PB: 978-0-7636-4137-5



Zachary's Ball
HC: 978-0-7636-5033-9
PB: 978-0-7636-5977-6

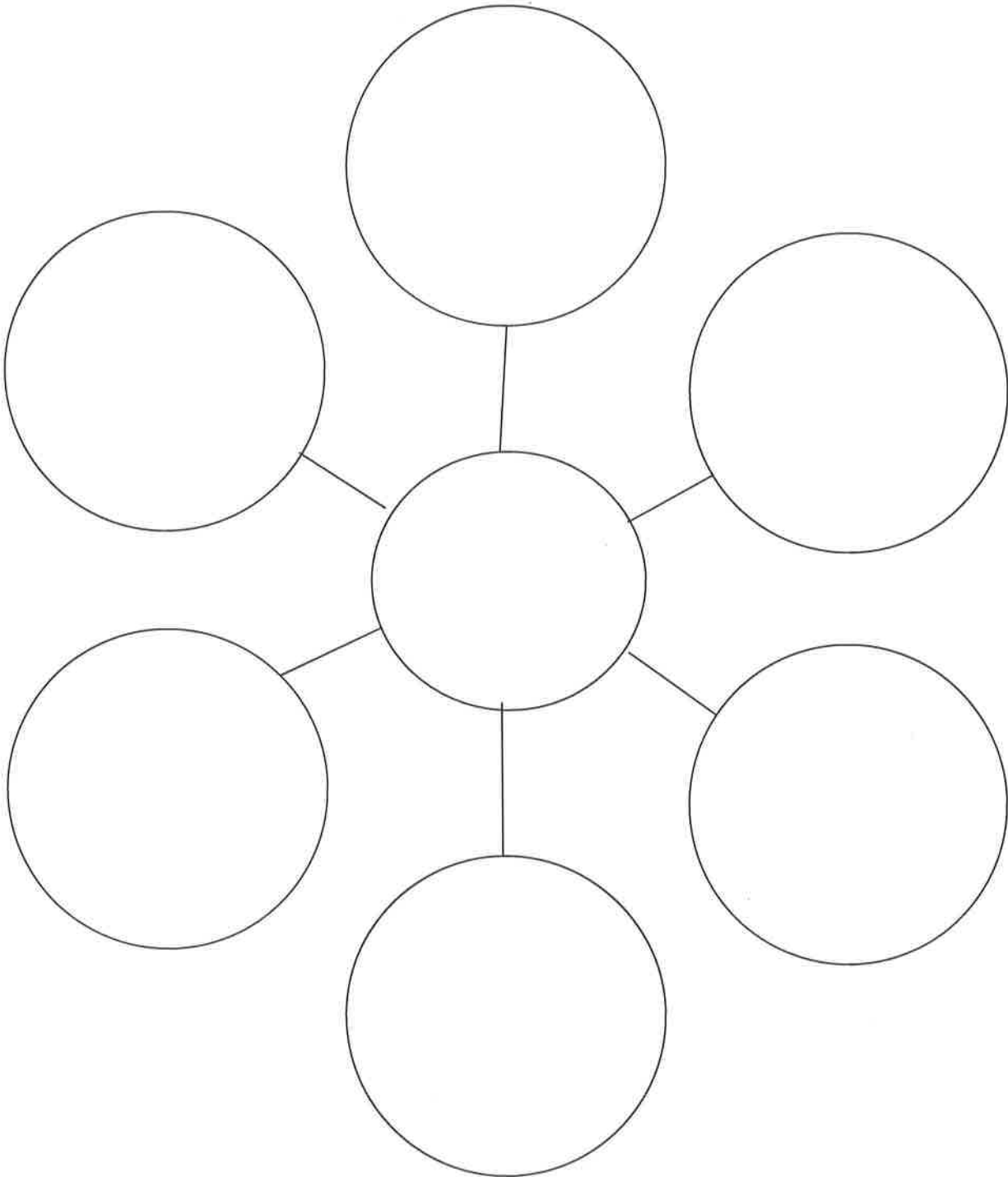
Teachers' guide written by Kellee Moye, a reading teacher and coauthor of the Unleashing Readers blog.

Event and Causes

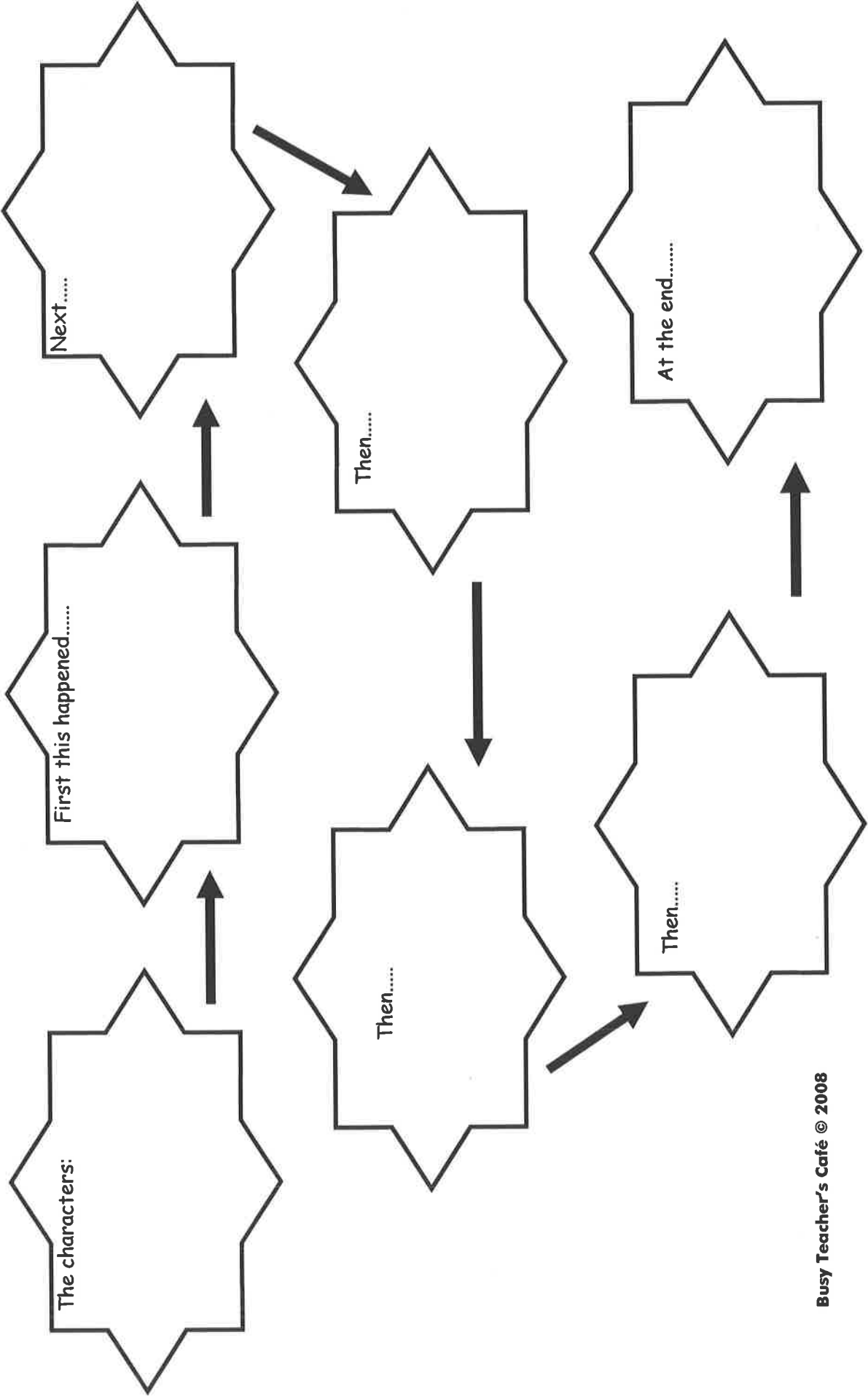


Name _____

Word Web



Book: _____ Author: _____

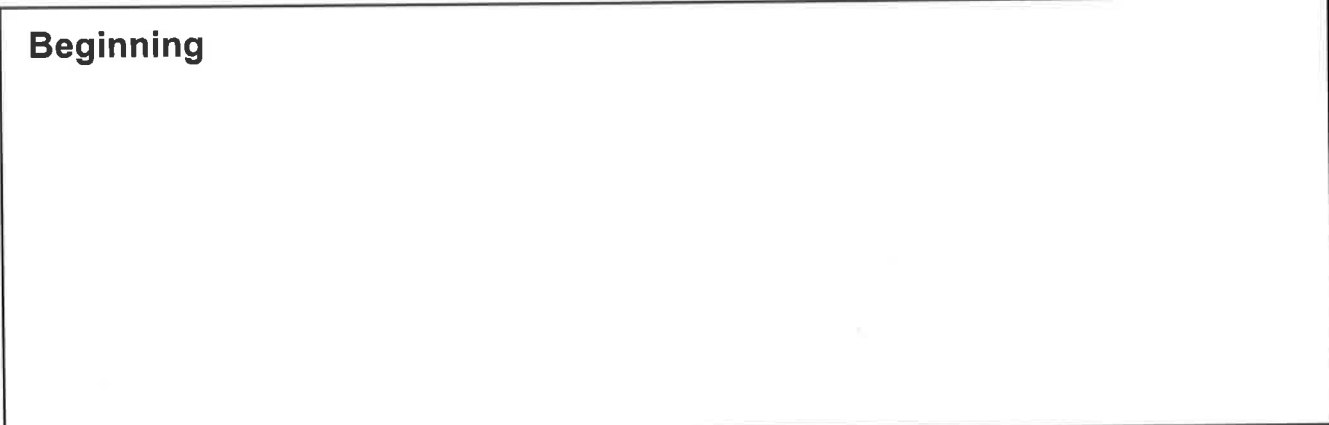


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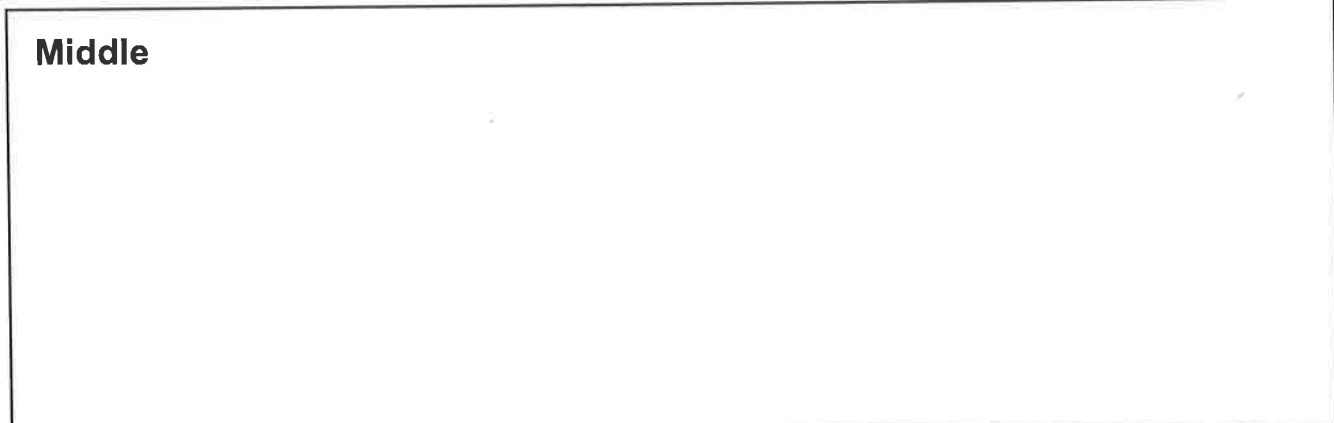
Story Map 3

Write notes in each section.

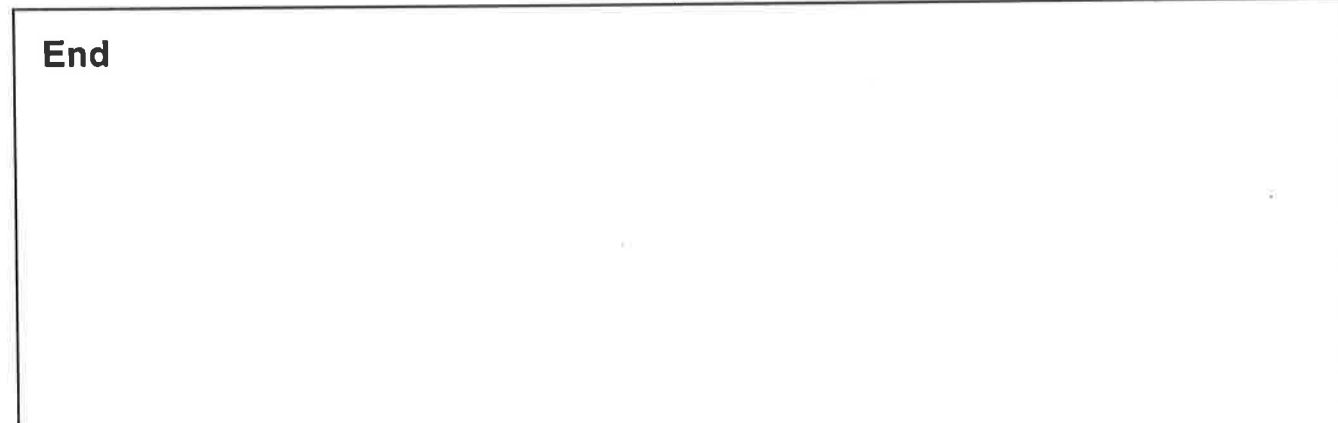
Beginning



Middle



End



Name _____

Draw and write about what happened at the beginning, middle and end of the story.

Beginning

Middle

End

Name

Sequence the story. Draw and write about the story.

1.

2.

3.

4.

5.

6.