

## Book Extensions for the Florida Reading Association 2006-2007 Children's Book Award

### *Over in the Ocean in a Coral Reef* by Marianne Burkes Illustrated by Jeanette Canyon



#### Summary

A chorus of marine life living in a coral reef count and clap their way through this delightful book to the rhythm of "Over in the Meadow". This is a whimsical combination of counting, rhyme, sea life and song that encourages reading over and over again. The wonderful polymer clay pictures will also capture children's imaginations.

#### Activities

- Test your powers of observation. For an entire day, carry a pocket-sized notebook with you. In the notebook, make a list, numbered 1-50. Write down 50 things that you observe during the course of a day. Then write a story based on five of those things.
- Make a clay creature and a diorama of a habitat. Complete your scene with a backdrop. Write a piggyback stanza of "Over in the meadow..." song for your diorama. (Dioramas can easily be made from a large grocery bag with the opened end rolled back several times.)
- What did each mother or father tell their babies to do?
  - Octopus \_\_\_\_\_
  - Parrotfish \_\_\_\_\_
  - Clownfish \_\_\_\_\_
  - Stingray \_\_\_\_\_
  - Puffer \_\_\_\_\_
  - Dolphin \_\_\_\_\_
  - Angelfish \_\_\_\_\_
  - Needlefish \_\_\_\_\_
  - Gruntfish \_\_\_\_\_
  - Seahorse \_\_\_\_\_
- Using this story, have students make a book cover similar to *Over in the Ocean* using their diorama as a new book theme. Have them include a title and cover picture. Have older children also write a book jacket synopsis of their book including the illustrator.

#### Websites

1. <http://www.MarianneBerkes.com> – this is the author's website.
2. [http://www.abcteach.com/directory/theme\\_units/habitats/coral\\_reef](http://www.abcteach.com/directory/theme_units/habitats/coral_reef) - this site has many extension activities and printouts for any study of the coral reef.

3. <http://www.reefrelief.org/photo/coralreef> - take your students on a virtual field trip into the coral reef with this site’s realistic pictures.
4. <http://www.enchantedlearning.com/biomes/coralreef/coralreef.shtml> - you won’t want to miss the plethora of information, printouts, and projects that this site offers.

***Dad, Jackie and Me*** by Myron Uhlberg  
 Illustrated by Colin Bootman



**Summary**

Batter up! Throw the ball! This story chronicles an event that happens when a boy and his dad root for Jackie Robinson and the Dodgers. It’s not just another father-son story though. It’s a beautiful account of learning to accept differences, make connections and share experiences with people who are hearing impaired. This book is made more important by the fact that Myron Uhlberg’s parents are also deaf.

**Activities**

- Organize students into literature circles to read the book, *Dad, Jackie and Me*. After each reading have groups discuss what they learned and felt, as well as key vocabulary terms, and figurative or descriptive language. Use a T-chart like the one below to have students make connections to the text. For older children use a problem and solution chart.

<b>When I read...</b>	<b>...it reminds me of...</b>

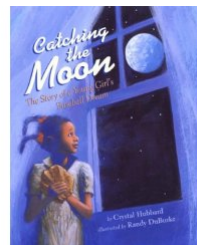
<b>Problem and Solution Chart</b>	
Title: _____	
Author: _____	
Who are the main characters? _____	
What is the problem? _____	
What are 3 possible solutions for the problem?	
1.	_____
2.	_____
3.	_____
What is the solution from the story? _____	
_____	

- Using the Hall of Fame's Web site, read about the Negro leagues, from newspaper articles, cartoons, photographs, and correspondence. Identify key quotes, phrases, language, or images that consistently reflect the history of this era. Sample activity pages are available online at [www.baseballhalloffame.org](http://www.baseballhalloffame.org).
- Find a volunteer in your community that knows American Sign Language and have them teach your students to sign baseball terms, such as homerun, slide, stealing a base. You may also want to reference the secret hand signals used by baseball players when communicating their next play.
- Using a digital camera and PowerPoint, help students create their own baseball trading card with their picture on it. Use them as a bulletin board display. Title the board with "Look Who's on Our Team" or "Look at Our Line Up."

### Websites

1. <http://www.lifeprint.com/asl101/pages-layout/concepts.htm> - this website is based on a hundred sign concepts that are frequently used between parents and their young children. There are sample phrases for children to try.
2. <http://www.blackbaseball.com> The Black Baseball Leagues - Grades 3-12 - This is a comprehensive site offering detailed information on the black leagues and the players who made them great. It could be used as way to introduce black achievements in a different context.
3. <http://commtechlab.msu.edu/SITES/ASLWEB/browser.htm> - video clips of demonstrations of a variety of words being signed. A written description is included with each word and video clip.
4. [http://www.reading.org/downloads/annual\\_handouts/williford\\_barsness.doc](http://www.reading.org/downloads/annual_handouts/williford_barsness.doc) - this website shows how teaching sign language to hearing children improves speech, vocabulary, reading, spelling, and thinking skills. Participants will practice 4 ways to incorporate signing into literacy activities.

## **Catching the Moon: The Story of a young Girl's Baseball Dream** by Crystal Hubbard Illustrated by Randy DuBurke



### Summary

This story tells of a little girl who loves to play baseball. She is good at it too. Her parents don't know why she always wants to play baseball. When she gets the chance to go to a baseball camp her dad reluctantly lets her go. Will she be able to afford the shoes she needs for camp? Find out if Marcenia's dream comes true.

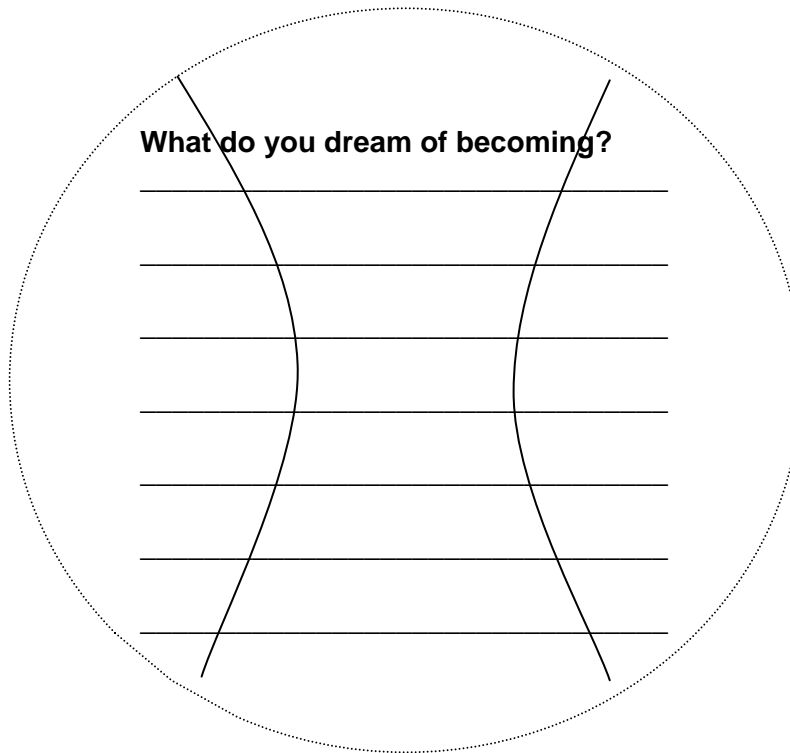
### Activities

- Brainstorm writing ideas with a small group of students who have read the story. List their suggestions on a large sheet of paper. Encourage students to come up with ideas such as the following:

1. Pretend that you are Marcenia Lyle. Write a diary entry telling how you felt when you hit your first home run. Discuss your feelings about being told that girls can't go to Mr. Street's camp.

2. Write a newspaper article about Marcenia's life as the only female in an all male sport.

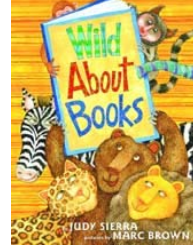
- This story lends itself to a discussion of biographies. Have students make a simple timeline of Marcenia's life. Use the timeline to discuss major events in people's lives. Then have students make a timeline of their own lives. Use this timeline as a graphic organizer for students to create their own autobiography.
- Have students write a brief book review about *Catching the Moon*. Explain what the story is about and how you felt about the characters and events in the book. Be sure to include the title and the author in your review. If you would recommend the book to your classmates, give reasons for your recommendation.
- Use a template like the one below of a baseball and have students write what they dream about becoming.



### Websites

1. <http://www.aagpbl.org/index.cfm> All American Girls' Professional Baseball League - This site chronicles the short-lived history of women's baseball during the Second World War, offering information on teams and players. We wish there were more information available.
2. [http://www.baseballhalloffame.org/education/primary\\_sources/women/index.htm](http://www.baseballhalloffame.org/education/primary_sources/women/index.htm) Baseball Hall of Fame - Primary Sources - Women in Baseball - Photographs and articles about women in baseball and the controversies that ensued.
3. [http://www.drwoolard.com/activities/baseball\\_activities.htm](http://www.drwoolard.com/activities/baseball_activities.htm) - tons of baseball activities; includes all subject areas.

## **Wild About Books** by Judy Sierra Illustrated by Mark Brown



### **Summary**

If you've ever gone to the zoo, this book will give you a new perspective about what animals like to read! *Wild About Books* is a funny, delightful story illustrated by Marc Brown, author of *Arthur*. In this story, the book mobile heads to the zoo, an unusual zoo with inquisitive animals. "In a flash, every beast in the zoo was stampeding to learn about this new something called reading." The entire story is told in a fun Dr. Seuss type rhyme. The animals have a really good time and the children will too.

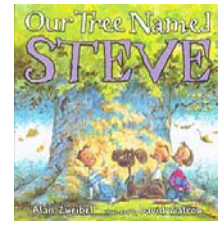
### **Activities**

- This is a great book to learn about Haiku poetry. In the story some of the bugs write haiku to describe themselves. Haiku is a Japanese form of poetry that captures a moment in time and includes words about seasons or nature. Traditionally it has three lines of poetry that follow a pattern of syllables. If you include this book when you are studying animals, students can report on various animals by writing a haiku. This is also a great way to capture ideas after going on a field trip. For instance if the students see a particular animal at the zoo they could write a haiku poem about that animal. Also check out a book from Scholastic called *Haiku Hike*. This book will help guide your students to beautiful haiku.
- Have students make a collage of favorite books. Create background mural of the zoo that depicts the story's setting by using bulletin board paper. Using white construction paper, markers and pastels have students make their favorite zoo animal. Make it about the size of the 9x12 paper. Then use a book outline to have students make the cover of their favorite book. Finally, add the animals holding the books to the mural. Title your mural *Wild About Books*. You might also try the following websites to create a mural, [http://www.learningpage.com/free\\_pages/menu\\_wkshts/murals\\_zoo.html](http://www.learningpage.com/free_pages/menu_wkshts/murals_zoo.html). This site has a zoo mural that can be colored and placed together to make a large scene of the zoo. There are also zoo animal templates.

### **Websites**

1. <http://www.randomhouse.com/teachers/catalog/display.pperl?isbn=9780375825385&view=tg> – Random house has created a great teacher's guide to accompany the book.
2. <http://content.scholastic.com/browse/article.jsp?id=2966> – this is Scholastic teacher idea page for *Wild About Books*. If you scroll to the bottom there is a student activity sheet.

**Our Tree Named Steve** by Alan Zweibel  
 Illustrated by David Catrow



**Summary**

The next story in the line up is written in epistolary style. That is a fancy name for telling a story using letters. The pictures by David Catrow may also remind you of other FRA nominated books, most recently, *I Wanna Iguana*. In the story dad writes a letter about the family’s famous tree, Steve, to his children who are away for the summer. The tree has been through thick and thin with the family. The children and the tree have grown together. However, a terrible storm comes through... Well, read the book to find out why dad is writing the letter. This story is touching and will be an Arbor Day classic.

**Activities**

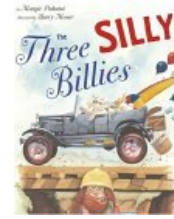
- Name this activity “Things to do with a tree from A to Z.” Give students a list with each of the letters of the alphabet and a line beside it. Have them brainstorm all the things that trees can give us or the uses for a tree that start with each letter. For example H could be “house for animals,” S could be “shade,” or P could be “paper.”
- This story lends itself to making predictions. Use a graphic organizers like the ones below to get students predicting what the story is about before you read it to them. After reading the story have students examine whether their predictions were accurate.

Before Reading	After Reading
I predict that the book is about: <hr/> <hr/> <hr/>	This is what the book really is about: <hr/> <hr/>

**Websites**

1. <http://www.talkabouttrees.org/lessons/plan2.html> - this site has is a comprehensive lesson plan on the many gifts that trees provide.
2. <http://www.arborday.org/explore/classroom/modelclassroom.cfm> - this site is part of the National Arbor Day Foundation. It has many activities for teachers to share with students about trees and conservation.
3. <http://atozteacherstuff.com/Themes/Trees> - this site has many lesson plans on trees and how to incorporate them into your reading and science curriculum.

***The Three Silly Billies*** by Margie Palatini  
 Illustrated by Barry Moser



**Summary**

*The Three Silly Billies* has a cast of familiar fairy tale characters—Little Red Riding Hood, Jack and the Giant, the Three Bears, the Three Billy Goats and a troll named Duane. The story runs along simple lines—while three billy goats are out for a ride, they come to a “troll” bridge, but when the troll demands a dollar to cross, the goats find that they don’t have enough “cents” among them. Other travelers come along, but none have enough money to cross the bridge. So they pool their resources while taking a dip in the car pool. In the end, this fine story speaks of cooperation, as the travelers discover that only together can they accomplish what they all want.

The story is a joy to read with many interesting words, phrases and clichés —e.g. jalopy, revved up, take a hike, and slosh—for children to add to their vocabulary journals. Oh, the fun you will have when using different voices to present the characters! Using simple money combinations to come up with a dollar to cross the bridge is a natural outcome for this book.

**Activities**

- Wonderful vocabulary building phrases and clichés are used in this great book.

**What do these phrases mean?**

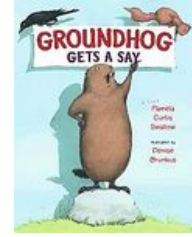
1. Find the page on which they are used.
2. Use \_\_\_\_\_ in a sentence. (Pick a number that suits your students’ age level.)

Kicked up their heels Fun in the sun Revved up Ready to roll Hold your horsepower Passing the buck Car pool Coughing up some coins Wooden nickel Added up the moolah Count on me Under new management	The idea is all wet Kiss seeing your granny good-bye Don’t be blue Count me in Reality check Hit the road, Jack! Buttinskis Deserve everything that’s coming to you Let me have it! Little ol’ me Take a hike
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**Websites**

1. <http://www.margiepalatini.com> – this is the author’s website. It has fun pages, games and reader’s theater.
2. <http://www.grandviewlibrary.org/ReaderTheater.aspx> - this is a PowerPoint reader’s theater that has printable characters and puppets for many folk tales.
3. <http://www.wku.edu/~amber.burden/webquest.htm> - this is a great site created just for *The Three Silly Billies*. It has various reading strategy worksheets and a webquest.

## **Groundhog Gets a Say** by Pamela Curtis Swallow Illustrated by Denise Brunkus



### **Summary**

Come February 2<sup>nd</sup> everyone will be waiting for *Groundhog Gets A Say* by Pamela Curtis Swallow. According to Groundhog, the main character, February 2<sup>nd</sup> is not enough time to give groundhogs the respect they deserve. He thinks there should be an entire “Groundhog Appreciation” month. In this story you will find out why the groundhog is so worthy of our respect. Could it be because his burrow has indoor plumbing? Find out in *Groundhog Gets A Say*.

### **Activities**

- Before reading the story ask students to draw a groundhog. Have older students label their pictures with words like fur, body, ears, tail, teeth or mouth. Let students share their pictures with one another. Then read the story and have students add details to their pictures while you read. Once you have finished reading the story ask students to share their additions and see if the story helped them add more detail to their groundhog diagram. Students may even find that they need to make corrections to their labeling.
- Take students on a trip to several groundhog websites such as ...
  1. <http://pittsburgh.about.com/cs/famousgroundhogs> - this is a list of many famous groundhogs
  2. <http://www.yellowrivergameranch.com> – this is General Beau’s website and he lives in Georgia.
  3. <http://www.groundhog.org> –this Punxsutawney Phil’s site.

Have students identify the names of at least three famous groundhogs. On a map of the U. S. have students mark where the groundhogs live. Discuss which groundhog would be the wisest weather predictor for you area based on the geographical location. Assign groups to report on the history and folklore related to each of the identified famous groundhogs. Each report can include location, the kind of celebration, and “how this groundhog got its say.”

- This story is a great example for students when teaching them persuasive writing. Even young children can write to convince others why a given animal deserves more respect.
- In the story the groundhog discusses his burrow and its many amenities. Students will have fun replicating the groundhog habitat and designing the tunnels and various rooms within the burrow.
- This story lends itself to retelling either in a reader’s theater or with puppets. The various characters are always making remarks and students will enjoy acting out the lines of the book.

### **Websites**

1. [http://www.classbrain.com/artteach/publish/article\\_135.shtml](http://www.classbrain.com/artteach/publish/article_135.shtml) - this is a top ten list of the best groundhog websites.
2. <http://www.enchantedlearning.com/crafts/groundhogday> - this site has great ideas for a true groundhog study or celebration.



## *Too Many Frogs* by Sandy Asher Illustrated by Keith Graves



### Summary

Reading is wonderful, but it is doubly great when it is shared-the beginnings of “Book Clubs”! Frog and Rabbit help us realize a missing aspect to reading: someone to listen to and share our stories. Frog comes to visit to listen to story after story, enjoying Rabbit’s fragile hospitality enormously. However, when Frog brings his ENTIRE family to enjoy a good story, Rabbit says that is enough!! Then Rabbit discovers the missing aspect of reading that makes it more enjoyable.

### Activities

- Use this book to identify story elements. Make a graphic organizer where the students write the Title, Author, Characters, Problem, Setting, and Moral (significant meaning). The sections could be written onto book shapes as the organizer.
- Rabbit was in a habit of caring for himself. What was his routine each evening? Sequence the events.
- Focus on identifying the story’s problem. As you read the story, stop on each page, ask the students...
  1. Who are the main characters?
  2. What is the problem (in the story / on the page)?
  3. Rabbit finally makes a choice about Frog coming over. What are the consequences of that choice?
  4. How was the problem solved?
  5. What might happen if he never solves the problem?
  6. If you were Rabbit/Frog, what would you have done?
- Tell some ways Frog was kind to Rabbit.
- Have students write what a “different way of life” would be like for you. See the last 2 lines of the book.
- What have you done alone and would have liked to share with someone?

### Websites

1. <http://usaplays4kids.drury.edu/playwrights/asher> - this is the author’s website.
2. <http://magma.nationalgeographic.com/ngexplorer/0403/articles/mainarticle.html> - take your book reading a step further and see why frogs are so “freaky.”

