

CYRM Resource Book
Primary Nominees
(Grades K-2)
2006-2007

The Best Pet of All

by David LaRochelle

illustrated by Hanako Wakiyama

Dutton Children's Books, 2004

My Lucky Day

by Keiko Kasza

G. P. Putnam's Sons, 2003

Stanley's Party

by Linda Bailey

illustrated by Bill Slavin

Kids Can Press, 2003

Three Pebbles and a Song

by Eileen Spinelli

illustrated by S. D. Schindler

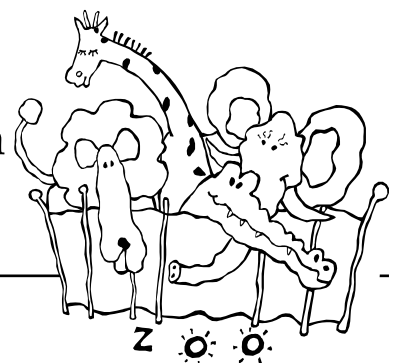
Dial Books For Young Readers, 2003

Wild About Books

by Judy Sierra

illustrated by Marc Brown

Alfred A. Knopf, 2004



California Young Reader Medal
Primary Ballot
2006-2007

_____ *The Best Pet of All*

_____ *My Lucky Day*

_____ *Stanley's Party*

_____ *Three Pebbles and a Song*

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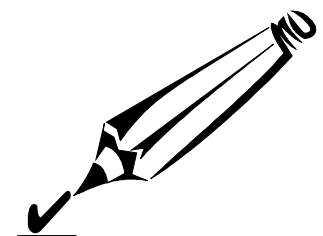
_____ *The Best Pet of All*

_____ *My Lucky Day*

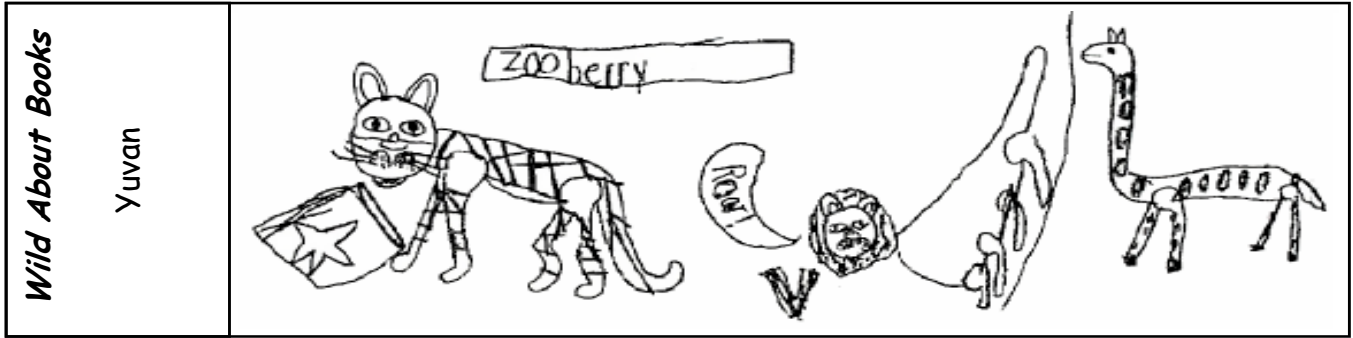
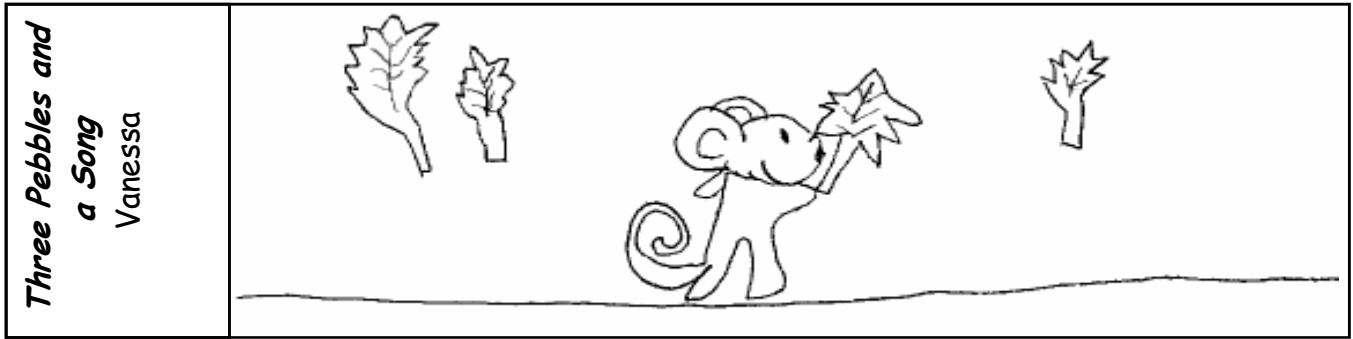
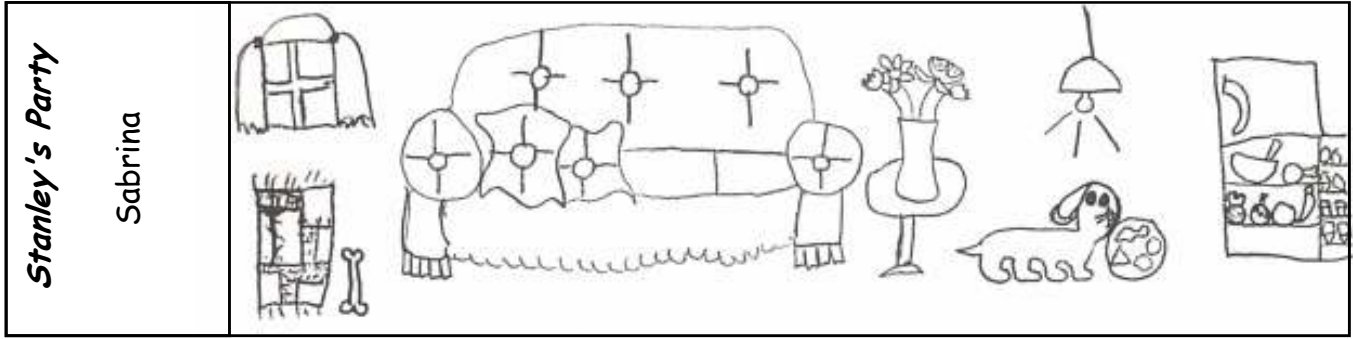
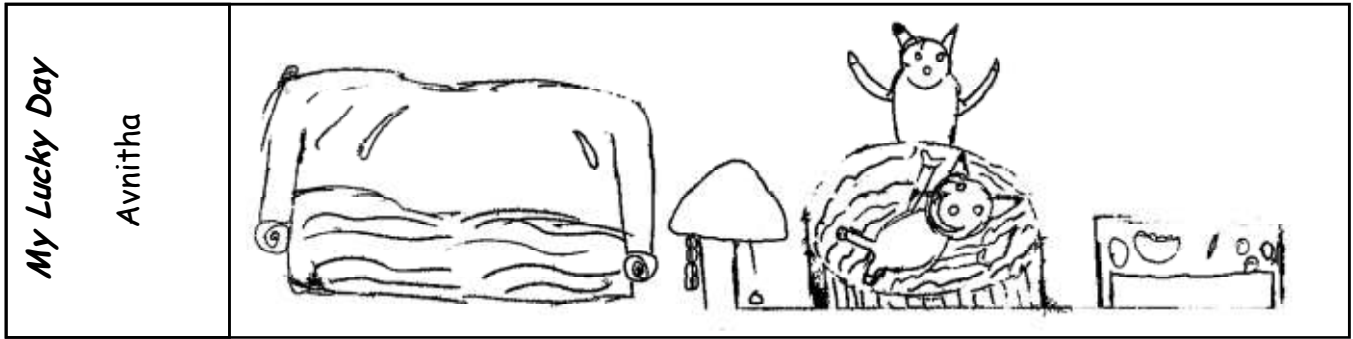
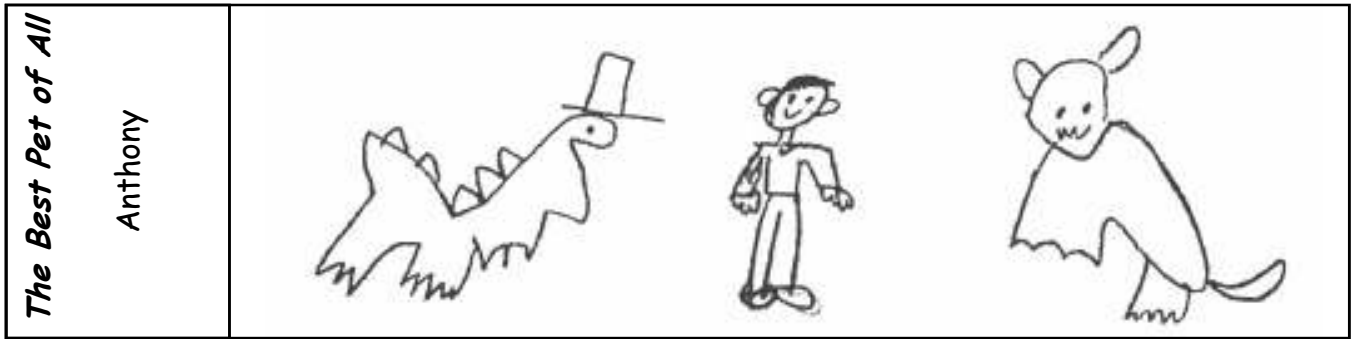
_____ *Stanley's Party*

_____ *Three Pebbles and a Song*

_____ *Wild About Books*



Primary Bookmarks



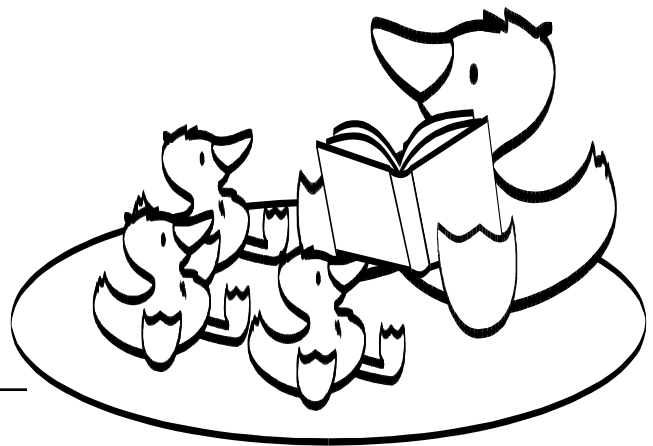
Library Storytime Series

Themes for Primary Titles

You will find great suggestions under “Storytime Theme” for each of the nominated primary category books—books to read aloud, books to share, and a craft or activity. The wonderful thing about the multifaceted CYRM books is that you can use the same book to explore many themes. The “Connections” section for each nominated book has additional themes and related books.

A key goal of the library storytime series is to develop a core audience of children eager to vote for their favorite books. To encourage children to come to all programs, you can make your storytime into a mini “club”. You might want to make buttons for children to color and wear to each storytime. Other ideas include having children draw pictures of their favorite books displayed , or staging a “Jeopardy” style quiz show using the nominated books for your questions.

Storytime themes are sure to be a hit with children visiting your library!



The Best Pet of All

by David LaRochelle

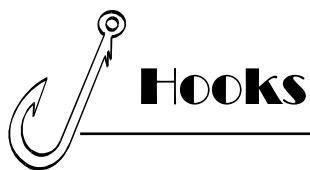
illustrated by Hanako Wakiyama

Synopsis

After repeatedly asking his mother for a dog, and being consistently turned down, a little boy decides to suggest a new pet. His choice is a dragon. His mother unwittingly agrees to this pet – if he can find one. The young boy does just that, only to find out that dragons don't put toys away, don't help with chores, make messes in the kitchen, and create real problems in a number of ways. When the dragon is asked to leave, he refuses. The young boy, in his wisdom, tells his mother that dragons don't like dogs. Mom then agrees that a dog is what is needed. Once the dog appears, the dragon disappears. The young boy affirms the fact, "A dog is the best pet of all."



The Best Pet of All



- The topic of “pets” is always sure to evoke wide student interest in young readers. In preparation for sharing this book, *The Best Pet of All*, gather eight or nine jars and either tongue depressors, marbles, or some form of counter to use in data gathering. Label the jars with the names of common types of pets: DOGS, CATS, RABBITS, SNAKES, MICE, BIRDS, FISH, LIZARDS, and OTHERS. You may want to put a picture on the jar to assist the students with their voting. When the students are assembled, tell them they are going to be hearing a book about best pets, and you need them to help you determine which kind of pet is actually the “best” pet, or the most popular kind of pet. Give each child a counter and have them vote by placing the depressor, marble, or counter in the jar of their choice. Read the story next, and then count the counters in the various bottles to discover the pet choice of that group of students.

If sharing the book with many classes of children, keep a separate tally from each group that can be added for a school total – or a grade level total. Encourage teachers to make a graph or chart showing their class votes.

- Brainstorm with students the various types of animals that people keep as pets. If possible have a sheet of chart paper to record the students’ responses. Once you’ve generated a list, see if the students can put the animals into different categories (i.e. mammals, reptiles, amphibians, fish, birds, etc.). With a show of hands, have students indicate what types of pets they have at home – or would like to have at home. (NOTE: If you have a pet, you might give a short description of your pet and why the pet is so important to you – and perhaps, something unusual or cute that it does.)

Then ask the students to name some types of animals that wouldn’t be very good pets. Again record their responses. Ask them to tell “WHY?” that animal wouldn’t be very appropriate. You might need to suggest an animal or two to get the youngest age children going (like an alligator, poisonous snake, or a hawk). Once students have finished offering some “not so good pets”, tell them that they are going to hear a story about a young boy who wanted a pet badly – and the very unusual pet that he finally chose.

Meet the Author-David LaRochelle



David LaRochelle lives in Minnesota, where he was born, went to college, and taught fourth grade. He writes books and illustrates them, too. Sometimes he writes a book that another artist illustrates, like *The Best Pet of All* (illustrated by Hanako Wakiyama) and sometimes he illustrates another author's writing, as he did with Janet Greeson's retelling of *The Stingy Baker*. Mr. LaRochelle enjoys activities that involve problem solving, like orienteering. He also has written and illustrated puzzle books, including *Trapped in Hill House!*, *The Pirate's Yo-Ho-Hoax*, and *Miss Taken's Identity*. When he was growing up, some of his favorite authors were E. L. Konigsburg, E. Nesbit, and C. S. Lewis. He still loves to read children's books. You can write to Mr. LaRochelle at: talldave@ix.netcom.com



Meet the Illustrator-Hanako Wakiyama

Hanako Wakiyama lives in California. She was born and grew up in Japan. The first time she illustrated a book was when she was only 20 years old. That story was about *Humphrey the Lost Whale*. Some years later, she developed her own distinctive style of illustration, influenced by her childhood interest in collecting old magazine pictures and post cards. She works with several authors whose stories she depicts with a "retro" look readers of many ages find appealing. Besides David LaRochelle's *The Best Pet of All*, you can see her pictures in Erin Dealey's *Goldie Locks Has Chicken Pox*, Claire Masurel's *Too Big*, and Maribeth Boelts' *When It's the Last Day of School*.

For more information about Hanako Wakiyama, see "Meet Hanako Wakiyama" at: <http://www.chroniclebooks.com/Interview/Wakiyama/hanako.html>



Dragons

- Baumgart, Klaus. *Where Are You Little Green Dragon?* Hyperion Books for Children, 1993.
- Gibbons, Gail. *Behold—the Dragons!* Morrow Junior Books, 1999.
- Nash, Ogden. *Custard the Dragon and the Wicked Knight.* Little, Brown, 1996.
- Polacco, Patricia. *The Graves Family Goes Camping.* Philomel Books, 2005.
- Wiesner, David. *The Loathsome Dragon.* Clarion Books, 2005.
- Wood, Audrey. *The Flying Dragon Room.* Blue Sky Press, 1996.

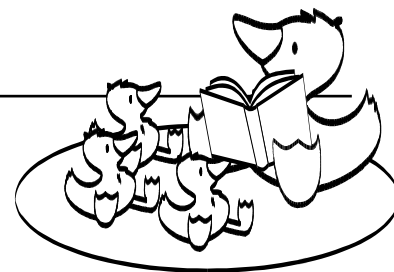
I Want a Dog!

- Bauer, Steven. *The Strange and Wonderful Tale of Robert McDoodle: the Boy Who Wanted to Be a Dog.* Simon & Schuster Books for Young Readers, 1999.
- Khalsa, Dayal Kaur. *I Want a Dog.* Clarkson Potter, 1987.
- Lerman, Rory S. *Charlie's Checklist.* Orchard Books, 1997.
- Reiser, Lynn. *Any Kind of Dog.* Greenwillow Books, 1992.
- Sendak, Maurice. *Some Swell Pup: or, Are You Sure You Want a Dog?* Farrar, Straus and Giroux, 1989.
- Singer, Marilyn. *Chester, the Out-of-Work Dog.* H. Holt, 1992.

Retro Looks

- Anderson, Christine. *Bedtime!* Philomel Books, 2005.
- Jordan, Jennifer. *Albert Goes to Town.* Chronicle Books, 1997.
- MacDonald, Ross. *Another Perfect Day.* Roaring Brook Press, 2002.
- Riggio, Anita. *Smack Dab in the Middle.* Putnam's, 2002.
- Scieszka, Jon. *Baloney (Henry P.).* Viking, 2001.
- Yaccarino, Dan. *The Lima Bean Monster.* Walker & Company, 2001.

Storytime Theme for *The Best Pet of All*



In Search of Dragons

Read Aloud

Enderle, Judith Ross. *The Good-for-Something Dragon*. Caroline House, Boyds Mills Press, 1993.

Mahy, Margaret. *The Dragon of an Ordinary Family*. Dial Books for Young Readers, 1992.

Munsch, Robert N. *The Paper Bag Princess*. Annick Press, 1980.

Nolen, Jerdine. *Raising Dragons*. Silver Whistle, 1998.

Robertson, M.P. *The Egg*. Phyllis Fogelman Books, 2001.

Ward, Helen. *The Dragon Machine*. Dutton Children's Books, 2003.

Poetry

Carle, Eric. *Eric Carle's Dragons Dragons & Other Creatures that Never Were*. Philomel Books, 1991. "Dragon," p. 60.

Storytelling

MacDonald, Margaret Read. *Celebrate the World: Twenty Tellable Folktales for Multicultural Festivals*. H.W. Wilson Company, 1994. "The Little Rooster and the Heavenly Dragon," p. 1.

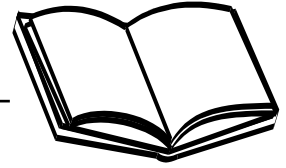
Craft

Deshpande, Chris. *Festival Crafts*. Gareth Stevens Publishing, 1994. "Concertina Paper Dragon," p. 12-13. Make your own head.

Activity

Play "Pin the Tail on the Dragon." Enlarge or create a favorite picture of a dragon without his tail. Make enough paper tails for each child to have one to color and keep, and use removable tape on the back to stick to the wall. Blindfold children one at a time, or have them close their eyes, give them a spin, and let them try to get their tail closest to the dragon.

Center Activities for *The Best Pet of All*



The following are integrated ideas for art, math, literature and social studies.

- The class illustrates real or imaginary pets. They brainstorm pet care ideas and make a class book of their ideas. Students work as a whole class or small groups in centers.
- Name and decorate a pet rock. Each child can have his or her own rock and there can be a larger “class” pet rock.
- Brainstorm and chart logical pet care tasks that are age appropriate. A class “pet duty” chart or schedule can be made for any classroom pets.
- Determine the needs (diet, habitat, etc.) of various animals. Decide on what makes a good “match” between pets and perspective owners. For example, the size of the animal and its needs versus the living situation and the personal life style of the family, etc.
- Have the children bring pet food labels, canned or dried, from many different pet food companies. Examine the ingredients and compare.
- If possible, arrange a trip to a pet store to observe and ask questions about the pets available and their needs. Try to find a store that in addition to cats and dogs, stocks assorted birds, fish, mice, rats, hamsters, chinchillas, guinea pigs, rabbits, snakes, lizards, chameleons, tarantulas, crabs, turtles, frogs and toads. Assign library time to research various species, life cycles, etc.
- Individuals or small groups can research and prepare reports and visuals on the animal of their choice.
- Decide what makes an animal a “non-pet”. Its needs, habitat, natural tendencies, etc. This is a good time to look at species that are or are in danger of becoming extinct and decide what has happened to them and why.
- Adopt as a class a zoo animal to support and study. Fund raisers can be planned for the local zoo or the rainforest preservation groups. The class can learn that even though these animals are not appropriate household pets, they also need and rely upon us for their protection and preservation.



My Lucky Day ***by Keiko Kasza***



Synopsis

When a very delicious-looking piglet shows up at the fox's front door, the fox is sure that he will have the meal of a lifetime that evening. But, in a most masterful way, the young piglet avoids that fate and receives instead some pampered treatment from the fox. Piglet enjoys a bath to remove all the dirt, a delicious meal to fatten him up, and a terrific massage to make him more tender and juicy. Exhausted with all these meal "preparations," the fox falls asleep while giving the massage, and the cleanest, fattest, and softest piglet heads happily home. He busies himself planning the next address to visit. Will it be wolf or bear or someone else? The illustrations are charming and definitely capture the mischief of this lovable little trickster.

Meet the Author—Keiko Kasza



Keiko Kasza was born in Japan and came to the United States to attend college. She now lives in Indiana. Ms. Kasza pretends that she is the character in the book she is writing. Like *My Lucky Day*, she both writes and illustrates her own stories. For more information about Ms. Kasza, see *The Continuum Encyclopedia of Children's Literature* (Continuum, 2001).



Hooks

- Have you ever played a trick on someone? What did you do to trick them? Did it work? Why did it work? Why do people sometimes try to trick others? Do tricks always turn out funny? Can you think of some times when a trick wasn't very funny to a particular person? What happened? (Allow for some brief talk time about playing tricks on others – both positive and negative.)
- In the story you are about to hear, you will meet an animal character who plays a trick or two on another animal. Our book is called *My Lucky Day* (show the book cover). As you hear the story, decide if you think the trickster in this story is as smart as he is clever.
- What stories do you know, or remember hearing, about pigs? (Allow for various responses.) Do you think pigs are very smart animals? (YES - NO) What makes you think that? (Allow time for students to justify their answers.) What do you think is the best thing a pig character in a story could do to avoid being hurt by any bigger animals that might want the pig for dinner? (Allow for student ideas to be shared.)
- Well . . . Today we're going to hear about a very special little pig. I think you'll find him a very interesting little guy! As you listen to the story, see if you agree with the way he solves his problems. (Start reading the story!)



Foxes

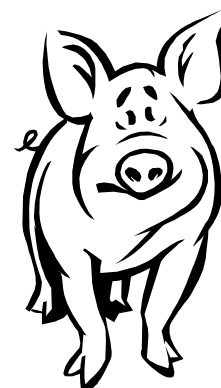
- Abolafia, Yossi. *Fox Tale*. Greenwillow Books, 1991.
- Aylesworth, Jim. *The Tale of a Tricky Fox: a New England Trickster Tale*. Scholastic Press, 2001.
- Church, Caroline. *One Smart Goose*. Orchard Books, 2005.
- McKissack, Pat. *Flossie & the Fox*. Dial Books for Young Readers, 1986.
- Steer, Dugald. *Time for a Tale*. Dutton, 2002.
- Wyllie, Stephen. *A Flea in the Ear*. Dutton Children's Books, 1995.

Pigs

- Dewan, Ted. *Crispin and the 3 Little Piglets*. Doubleday Books for Young Readers, 2003.
- Falconer, Ian. *Olivia and the Missing Toy*. Atheneum Books for Young Readers, 2003.
- Tekavec, Heather. *What's That Awful Smell?* Dial Books for Young Readers, 2004.
- Whatley, Bruce. *Wait! No Paint!* HarperCollins, 2001.
- Wiesner, David. *The Three Pigs*. Clarion Books, 2001.
- Winthrop, Elizabeth. *Dumpy La Rue*. Henry Holt, 2001.

Tricky Thinking

- Child, Lauren. *I Will Never Not Ever Eat a Tomato*. Candlewick Press, 2000.
- Hadithi, Mwenya. *Tricky Tortoise*. Little, Brown, 1988.
- Kajikawa, Kimiko. *Yoshi's Feast*. DK Ink, 2000.
- Lester, Helen. *Score One for the Sloths*. Houghton Mifflin, 2001.
- Root, Phyllis. *Aunt Nancy and Old Man Trouble*. Candlewick Press, 1996.
- Steig, William. *Dr. De Soto*. Farrar, Straus and Giroux, 1982.



Storytime Theme for *My Lucky Day*



Tricksters

Read Aloud

- Brown, Marcia. *Stone Soup: an Old Tale*. Scribner, 1947.
- Cummings, Pat. *Ananse and the Lizard: a West African Tale*. Henry Holt, 2002.
- Goode, Diane. *The Dinosaur's New Clothes*. Blur Sky Press, 1999.
- Hayes, Joe. *A Spoon for Every Bite*. Orchard Books, 1996.
- Kraus, Robert. *Strudwick: a Sheep in Wolf's Clothing*. Viking, 1995.
- McDermott, Gerald. *Raven: a Trickster Tale from the Pacific Northwest*.
Harcourt Brace Jovanovich, 1993.
- Meddaugh, Susan. *The Witch's Walking Stick*. Houghton Mifflin Co., 2005.

Poetry

- Rosen, Michael. *The Best of Michael Rosen*. Wetlands Press, 1995. "Tricks," p. 14.

Storytelling

- Sierra, Judy and Kaminski, Robert. *Multicultural Folktales: Stories to Tell Young Children*.
Oryx Press, 1991. "Buchettino," p. 98.

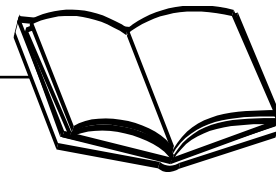
Craft

Create an Anansi the Spider hat giving each child nine long, thin strips of black construction paper. Tape or staple the first to fit around each child's head, then use tape or glue stick to attach the remaining eight strips to the inside of the hat base (all facing one direction). Attach a colorful circle to the loose end of each leg, and use white crayon to draw on a face; when the hat is placed on the head with the legs pointing up, the legs will "dance" around the child's head.

Activity

Play "Memory." Make large matching sets of two pictures: pig, wolf, and other animals from the stories above. Lay them out, face down, on the floor, or use a flannel board; allow each child one turn to choose two pictures to turn over, continuing until all matching pairs are removed.

Center Activities for *My Lucky Day*



The following are integrated ideas for art, math, literature and social studies.

- **Class Discussion of “Luck”**

Discuss the differences between bad luck and good luck. Brainstorm things that have happened within the class that could be labeled as good luck. Have each child think of one lucky day in his or her life, and write and illustrate this idea which will be placed in a class book.

- **Lucky Charms Cereal**

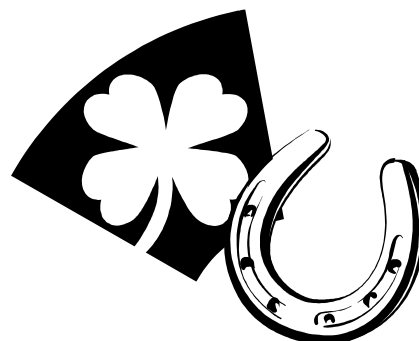
Graph the charms in a cup of cereal. This can be done individually, in pairs, or small groups. Students make a pictorial or symbolic graph of the contents of a given amount of the charms, usually one cup. The children can also classify the shapes and make a bar graph using the cereal and glue.

- **Lucky Number**

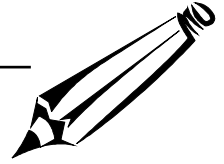
The class or small groups choose a “lucky number” on a spinner or a dice. Roll or spin and chart the results. This can lead to a discussion of probability, etc.

- **Conduct Literature Searches For “Lucky” Circumstances**

There are many books that illustrate how luck changes the course of events. After a specified time to locate and read books with luck as part of the turn of events, the children can write their own fictional story using luck as an important part of the plot. A class book of contrasting “good” luck-“bad” luck stories can be created and kept on the class reading shelf.



Center Activities for *My Lucky Day*



Write about and illustrate a lucky day or event in your life.

Name _____

Date _____

This was a lucky time for me!

Stanley's Party

by Linda Bailey

illustrated by Bill Slavin



Synopsis

Stanley, the dog, has been a faithful and loyal pet to his masters. He understands the restrictions that they have placed on him, but is bored with the limitations. He begins to have second thoughts when left alone most evenings and his people don't come home before midnight.

So, Stanley asserts his independence and decides it's time to break the rules. He decides to finally sit on the couch – and then lounge on the couch. Next he turns on the stereo and uses the living room as his dance floor. He is a talented dancer, keeping in perfect rhythm to the music being played. Finally, he breaks into the fridge, and helps himself to leftover lasagna and other goodies, too. But things are always back to normal by midnight. Despite all his "rebellion," something is still missing in Stanley's life. He realizes he is tired of being alone. So he decides to invite some dog friends over to enjoy the couch, the music and dancing, and the food in the fridge. His party is a huge success. Dogs from all over town show up – those invited and those without an invitation. The party is going wild – until his people arrive home **before** midnight. Stanley's activities are discovered and Stanley is reminded that he is a "BAD DOG!" and his punishment is cleaning up the mess created by the best doggone party ever.

Fortunately for Stanley, his act of rebellion has its rewards. Stanley's people begin to take Stanley with them when they go out. Stanley doesn't mind at all. He likes coming home after midnight.

Hooks

- Bring in a bunch of stuffed animals (dogs preferably) and set them up in front of the reading chair. Ask the students what things might happen, in real life, if all these animals (dogs) were “real” and were gathered together in one room – at someone’s house. After getting some student responses, ask the students if those things are activities that dogs SHOULD DO or SHOULDN’T DO. Tell them that they are going to meet Stanley, a very considerate, but adventurous dog.
- Start by talking about how we have rules that govern the things we do in life. You might want to make a sign that says "DO" and a sign that says "DON'T." Ask the students to name some of the things that they are allowed to DO at home and at school, and then ask the students to name some things that they "DON'T DO" at home or in the classroom. Next, ask students how many of them have pets in their home – or have had a pet before. Ask what rules the pets were expected to follow. What things could the pet DO and what things were DON'T DO items? Once that conversation is ended, show the book cover and tell the students that as they hear the story, they are going to learn about the DOs and DON'Ts of Stanley, a very special dog!
- As you show them the cover of the book, ask them the following questions:
 - Have you ever gone to a party?
 - Were there lots of people there?
 - What kinds of parties do people have?
 - What kinds of events do we celebrate?
 - Are parties easy to give? Why or why not?
 - If you were planning a party, what kinds of food would you want to serve?Then move into the following introductory “patter.” Today, we’re going to meet a very special dog, named Stanley, and learn about a special party he decided to have.

Meet the Author—Linda Bailey



Linda Bailey lives in Canada, where she was born in 1948. She has written stories and books for children and adults. Like *Stanley's Party*, several of her other books offer life as it might be from a dog's viewpoint. Ms. Bailey has been a teacher and also worked as a travel agent before she became a children's author. Some of her books are mysteries and some have a travel theme. Ms. Bailey puts a lot of what she knows into her books—how kids behave, what makes a fast-paced adventure, when to include humor and when to include suspense in the story. She has won several awards for her books, including *How Come the Best Clues Are Always in the Garbage?*, *How Can a Brilliant Detective Shine in the Dark?*, and *Adventures with the Vikings*. You can find out more about her at: http://www.bookrapport.com/profiles/linda_bailey.html



Meet the illustrator—Bill Slavin

Bill Slavin's first success as an artist came when he won first prize for a poster when he was in third grade. Mr. Slavin, who is Canadian, studied cartooning in college, having written many comic books while in high school. Although he worked in pen and ink during his early years as an illustrator, he has tried many media—including computer graphics. His preferred illustrating medium is water color combined with inks. Mr. Slavin has written, as well as illustrated, some fiction and nonfiction for children, including *The Stone Lion*. When he works with writers as their illustrators, he rarely meets them to discuss the book on which they are both working. This seems to work well, as many authors, including Tim Wynne-Jones, Ruth Miller, and Linda Bailey (*Stanley's Party*) have shared publication with him and he has won several prizes for his illustration work. For more information about Bill Slavin, see "Author Spotlight: Bill Slavin" at: <http://www.randomhouse.com/author/results.pperl?authorid=44472>.



Dogs

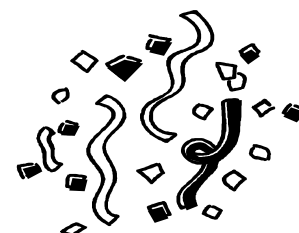
- Geoghegan, Adrienne. *Dogs Don't Wear Glasses*. Crocodile Books, 1996.
- Jenkins, Emily. *That New Animal*. Farrar, Straus and Giroux, 2005.
- Kasza, Keiko. *The Dog Who Cried Wolf*. G.P. Putnam's Sons, 2005.
- Meddaugh, Susan. *Perfectly Martha*. Houghton Mifflin, 2004.
- Pilkey, Dav. *Dog Breath: the Horrible Terrible Trouble with Hally Tosis*. Blue Sky Press, 1994.
- Teague, Mark. *Dear Mrs. LaRue: Letters from Obedience School*. Scholastic Press, 2002.

Home Alone

- De Paola, Tomie. *Strega Nona: an Old Tale*. Prentice-Hall, 1975.
- Hobbie, Holly. *Toot & Puddle*. Little, Brown, 1997.
- Layne, Steven L. *My Brother Dan's Delicious*. Pelican Pub., 2003.
- McCully, Emily Arnold. *Monk Camps Out*. Arthur A. Levine Books, 2000.
- McKissack, Pat. *Precious and the Boo Hag*. Atheneum Books for Young Readers, 2005.
- Zolotow, Charlotte. *The Poodle Who Barked at the Wind*. Holt, 2002.

Party!

- Best, Cari. *Are You Going to Be Good?* Farrar, Straus and Giroux, 2005.
- Parnell, Robyn. *My Closet Threw a Party*. Sterling Pub. Co., 2005.
- Reichert, Amy. *While Mama Had a Quick Little Chat*. Atheneum Books for Young Readers, 2005.
- Ryan, Pam Muñoz. *Mice and Beans*. Scholastic, 2001.
- Soto, Gary. *Chato and the Party Animals*. Putnam, 2000.
- Wood, Audrey. *Elbert's Bad Word*. Harcourt Brace Jovanovich, 1988.



Storytime Theme for *Stanley's Party*



Going to the Dogs

Read Aloud

- Broach, Elise. *Wet Dog!* Dial Books for Young Readers, 2005.
- Jenkins, Emily. *That New Animal*. Farrar, Straus and Giroux, 2005.
- Joose, Barbara M. *Bad Dog School*. Clarion Books, 2004.
- Meddaugh, Susan. *Martha Speaks*. Houghton Mifflin, 1992.
- Pilkey, Dav. *Dog Breath: The Horrible Terrible Trouble with Hally Tosis*. Blue Sky Press, 1994.
- Walton, Rick. *Bertie was a Watchdog*. Candlewick Press, 2002.
- Ziefert, Harriet. *Murphy Meets the Treadmill*. Houghton Mifflin Co., 2001.

Poetry

- Prelutsky, Jack. *A Pizza the Size of the Sun*. Greenwillow Books, 1996.
- "I Like the Floppy Dog Downstairs," p. 130.

Storytelling

- Sierra, Judy. *Silly & Sillier: Read-Aloud Tales from Around the World*. Alfred A. Knopf, 2002. "One Good Turn Deserves Another," p. 79.
- Before telling this story from Mexico, explain that the coyote is a wild relative of the dogs we have as pets. Discuss the differences and similarities between dogs and coyotes.*

Craft

- Make a puppy paper bag puppet: Briggs, Diane. *52 Programs for Preschoolers: The Librarian's Year-Round Planner*. American Library Association, 1997.

Activity

- Use Jean Craighead George's *How to Talk to Your Dog* to talk about "dog language." Practice whimpering, growling, and barking!

Center Activities for *Stanley's Party*



The following are integrated ideas for art, math, literature and social studies.

- **Plan a Class Party**

This can be done individually or in small groups in a center. The teacher provides a budget or asks the groups to decide what budget is reasonable. The latter can produce some very entertaining ideas if done with very young children. The planning should include what type of party, what is needed, etc.

Fill a treat bag for each child at the party that fits within the budget. Use trips to the store, catalogs, etc. for resources. These can be illustrated on a bag or actual items depending on teacher preference.

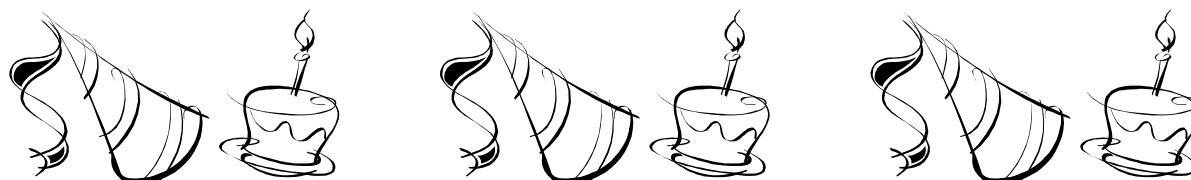
The children write invitations for a party and illustrate them.

All children can bring in one ingredient for a party salad. Small groups can create a recipe for a special party cake. These can be published in a class cookbook. This can be based upon real recipes or “fantasy” recipes depending on the age of the class and the purpose of the cookbook. Very young children create some hilarious recipes, but older children may create recipes that can be used. In the absence of a class oven, cupcakes can be provided and decorated in class.

- **Create A Class Birthday Graph**

This can be a bar graph with a square for each month, or using a cake outline for each month. The children put their names in the appropriate square or cake. The names can be decorative with felt pens, etc. These can be in place on the classroom walls for the entire year, with additions for new students.

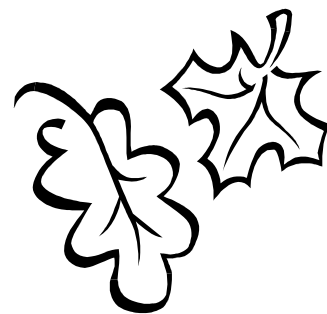
An interesting extension of this is to find the birthplace of each child on a map and mark it with the child’s name. This can lead to “quick studies” of other areas, states, and/ or countries.



Three Pebbles and a Song

by Eileen Spinelli

illustrated by S. D. Schindler



Synopsis

Little Moses Mouse is so busy experiencing the joys and wonders of nature in the Fall that he fails to gather any food or protection for the upcoming Winter. Even though his mother, father and sister remind him that “snow’s coming,” Moses is busy twirling and skittering like the leaves, whistling a song like the wind, and gathering shiny pebbles that gleam beside the creek. When snow comes, the family settles in their nest. There is enough food to eat and the nest is kept warm from the rags collected by father mouse, but Mama, Papa, and Missy Mouse soon find that they are bored stiff with nothing to do. Moses tells them that when he’s bored he juggles his shiny pebbles, or sings a whistle-y song that sounds like the wind through the corn, or twirls and skitters in a dance – just like the leaves do each Fall. His family joins in enthusiastically and the words, “I am bored,” are never heard again. Before they know it, Spring has arrived.



HOOKS

- Start by asking the children the following questions:
 - How many seasons are there in a year? (4)
 - Can you name them for me? (Spring, Summer, Fall/Autumn, Winter).
 - What season is it right now?
 - What activities can we do in Summer? (expect various responses)
 - What activities can we do in Winter? (expect various responses)
 - What activities can we do in the Spring? (expect various responses)

The story you’re going to hear today is about Moses Mouse and what he does in Fall and Winter in his little mouse world. You’ll meet his Mama, his Papa, and his little sister, Missy. When we finish the story, see if you can remember the three very special things that Moses has given to his family.

- If I say the word “hibernate,” does anyone know what that big word means? Who or what hibernates? During what time of year does hibernation happen? In our story today, we’re going to read about Moses Mouse and his family who also like to stay inside during the cold Winter. In order to do that, they have to gather lots of food for them to eat. What kinds of food might they gather? (Have students offer responses – if they say seeds, try to get them to expand with the types of seeds – corn, oats, barley, sunflower, etc.) Where would the mice find this food? Those are great answers. Now let’s hear the story. Our story begins as the family is getting ready for Winter and the very first snow of the season.

Meet the Author—Eileen Spinelli



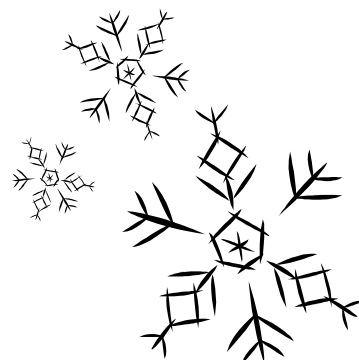
Eileen Spinelli has been writing poetry most of her life. She also has written many books for children, including funny ones and more serious ones. As with *Three Pebbles and a Song*, poetic language is often a part of her work. Mrs. Spinelli is married to another children's author, Jerry Spinelli. They live in Pennsylvania and Mrs. Spinelli loves going to flea markets where she finds old toys to collect. When she was a girl, she became interested in books, reading, and writing because of her teachers and the local public library. Several of her storybooks are about children and their parents, including *When Mama Comes Home Tonight* and *Night Shift Daddy*. Others are collections of poems, including *Where Is the Night Train Going?: Bedtime Poems* and *Tea Party Poems*. You can find out more about Eileen Spinelli at:

http://eileenspinelli.com/heart_001.htm



Meet the Illustrator—S. D. Schindler

S. D. Schindler lives in Philadelphia, Pennsylvania. He has illustrated many books for many authors, including *Catwings* and its sequels by Ursula K. LeGuin, *Every Little Thing* by Cynthia Rylant, *A Tree Is Growing* by Arthur Dorros, and *The Cod's Tale* by Mark Kurlansky. He works in black and white, as well as in color, and in different media. He has been working as an illustrator for 20 years and has published more than 50 books. For more information about S. D. Schindler, see *The Continuum Encyclopedia of Children's Literature* (New York: Continuum, 2000).





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- Agee, Jon. *The Incredible Painting of Felix Clousseau*. Farrar, Straus and Giroux, 1988.
Engel, Diana. *Gino Badino*. Morrow Junior Books, 1991.
Lionni, Leo. *Frederick*. Random House, 1967.
Reynolds, Peter. *Ish*. Candlewick Press, 2004.
Schaefer, Carole Lexa. *Someone Says*. Viking, 2003.
Spinelli, Eileen. *Boy, Can He Dance!* Four Winds Press, 1993.

Family

- Gibbons, Faye. *Mountain Wedding*. Morrow Junior Books, 1996.
Hopkinson, Deborah. *A Packet of Seeds*. Greenwillow Books, 2004.
McCully, Emily Arnold. *The Amazing Felix*. G.P. Putnam's Sons, 1993.
Schwartz, Amy. *Nana's Birthday Party*. Morrow Junior Books, 1993.
Tusa, Tricia. *The Family Reunion*. Farrar, Straus and Giroux, 1993.
Woodson, Jacqueline. *We Had a Picnic This Sunday Past*. Hyperion Books for Children, 1997.

Getting Ready for Winter

- Fleming, Denise. *Time to Sleep*. Holt, 1997.
Gammell, Stephen. *Is That You, Winter?* Silver Whistle, 1997.
Liersch, Anne. *A House is Not a Home*. North-South Books, 1999.
Plourde, Lynn. *Winter Waits*. Simon & Schuster Books for Young Readers, 2001.
Poole, Amy Lowry. *The Ant and the Grasshopper*. Holiday House, 2000.
Spohn, Kate. *Clementine's Winter Wardrobe*. Orchard Books, 1989.
Shannon, David. *A Bad Case of Stripes*. Blue Sky Press, 1998.

Storytime Theme for *Three Pebbles and a Song*



Happy Families

Read Aloud

- Cox, Judy. *My Family Plays Music*. Holiday House, 2003.
- DeFelice, Cynthia. *The Real, True Dulcie Campbell*. Farrar, Straus and Giroux, 2002.
- Frame, Jeron Ashford. *Yesterday I Had the Blues*. Tricycle Press, 2003.
- Gelsanliter, Wendy. *Dancin' in the Kitchen*. Putnam, 1998.
- Gray, Libba Moore. *When Uncle Took the Fiddle*. Orchard Books, 1999.
- Pryor, Bonnie. *The Dream Jar*. Morrow Junior Books, 1996.
- Rylant, Cynthia. *The Relatives Came*. Bradbury Press, 1985.

Poetry

- Read-Along Rhymes For the Very Young*. Alfred A. Knopf, 1986.
- "The Old Woman," p.24.

Storytelling

- Sierra, Judy. *The Flannel Board Storytelling Book*. H. W. Wilson Company, 1997.
- "The Rat's Daughter," p.142.

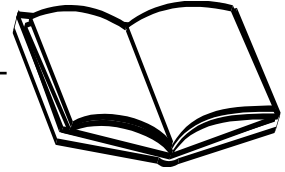
Craft

Using construction paper and crayons, plus yarn, fabric scraps, and other craft materials, have children draw pictures of their families doing a favorite activity together.

Activity

- Cullum, Carolyn N. *The Storytime Sourcebook*. Neal-Schuman Publishers, Inc., 1999.
- "Sisters," p121.

Center Activities for *Three Pebbles and a Song*

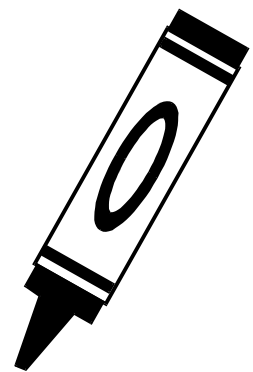


Integrated ideas for art, math, science, literature and social studies.

- Discuss the problems that the mice family would face during the Winter. Contrast these problems with those faced by a human family during a long and harsh Winter.
- Brainstorm and list all the needs, both physical and emotional, to be comfortable during a long Winter if travel and contacts outside the home were limited. Prioritize this list. Indicate which items are necessary for survival and which are for comfort.
- Each child can write a journal entry about surviving the Winter in the “far north”. These can be shared, edited and placed in a class book.
- The mice family collects things such as raisins, crumbs, corn, etc. Moses contributes the gifts of juggling, dancing and singing. The children can write a pro or con argument regarding the importance of these attributes.
- Find other literature books that portray coping with the hardships of Winter.
- Practice juggling balls, lemons, oranges, etc. for outdoor activity. Decide which is the best “tool” for juggling.
- In small groups or centers the children can use Winter “word banks” to compose songs that would spread cheer and/or help pass the time during a long Winter. These can be shared and performed.



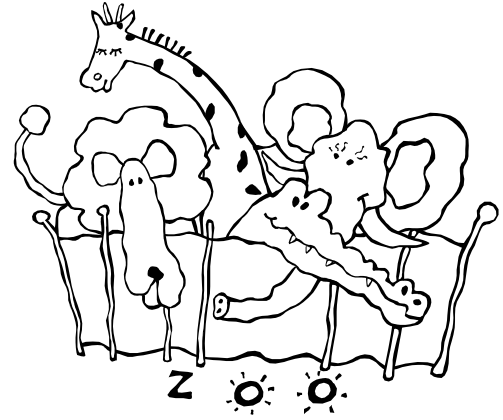
- The children can sign up and prepare, individually or in small groups, performances of songs, dances or juggling for a class “special Winter” program. Appropriate treats can be prepared and served.
- The children can color a Winter scene with white crayons and paint over it with black or dark blue thin paint creating a “Winter” crayon resist.
- Moses was a optimist in his plans. The children can write predictions regarding how he would cope with life in their classroom— They can prepare posters. For example: “What Would Moses Say About That?” listing words of encouragement for tests, spelling, math, etc.
- The children can research mice and their habits, life expectancies, needs and habitats. If appropriate bring a mouse to school for a classroom pet. The children may name it Moses or vote on a name of their choice.
- Prepare a chart for graphing the weather on a daily basis. This can be part of a center with a child in charge of the daily task or large group.
- Fill several clear glass jars of the same size with an equal amount of liquids such as: water, salt water, soda, milk, etc. and freeze. See if there is a difference in the time that each liquid takes to freeze and what happens to the liquid level as it freezes.
- Demonstrate folding paper and cutting snowflakes. Place paper, markers, etc. in the art center so this can be ongoing for a period of time. The children can experiment with a different number of folds. They love to pin their “flakes” on the bulletin board, glue them on folders and/or place them in envelopes to give to someone.



Wild About Books

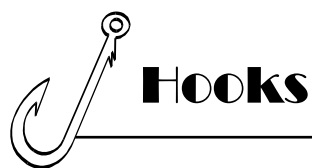
by Judy Sierra

illustrated by Marc Brown



Synopsis

Molly McGrew was the librarian for Springfield, and one day she mistakenly drove her bookmobile into the zoo. Once there, she opened up shop and waited for her reading patrons to arrive. She definitely attracted attention, and soon the animals of the zoo were stampeding to the bookmobile to learn about reading. This delightful story, told in rhyme, details the success that Molly McGrew had. We learn about the reading appetites of the various zoo creatures and how Molly met their needs. “Giraffes wanted tall books and crickets wanted small books – while the geckos could only read stick-on-the-wall books.” Miss Molly also teaches the animals how to respect and use the books, and soon some of them are discovering the joys of writing their own tales to share with others.



- Have a pile of picture books beside you at your presentation area and comment to the class, "You know, boys and girls, books are my friends. I love reading all kinds of books, and I love being able to share them with others, too. These books I have with me today are some of my favorites." Then hold up a few titles and briefly tell what kind of book each is, and share a brief statement about the story's plot. Once that's done, ask students if they can think of other favorite books. Ask for six responses (or more if you wish).

I'm going to share a story with you today about a very special lady who loved books, too. She loved them so much that she found a special place to share them AND some very unusual readers, too!

- What are libraries for? Can you tell me about the different kinds of books that we might find in a library? Why do you think libraries have so many different books? If you had a favorite kind of book to read, what would it be about?

If students are shy about responding, or don't seem to understand the difference in "types" of stories, the teacher or librarian may want to ask a series of "yes" and "no" questions like:

- Do you like animal stories?
- Do you like scary stories?
- Do you like ABC books?
- Do you like fairy tales?
- Do you like stories about visiting other places and other people?
- Do you like adventures stories?
- Do you like stories about real people?

Today we're going to read a story about a special lady who really likes books, too. She likes them so much that she does a very funny thing. Let's start the story and see what happens to Molly McGrew!

Meet the Author—Judy Sierra



Judy Sierra lives in Southern California. She has written books for children and also written retellings of folktales. Besides writing, Ms. Sierra works as a puppeteer, storyteller, and librarian. She began working with puppets when she was a child. After studying different cultures' uses of puppets, she became interested in working in shadow puppetry, which is a traditional way of telling stories in Bali and China. In 1984, she was honored as a performing artist in residence at the Smithsonian Institution, Washington, DC. *Wild about Books* is one of Ms. Sierra's original stories, as is *The Dancing Pig*. Some of the stories she has retold in picture book format include *The Elephant's Wrestling Match* and *Wiley and the Hairy Man*. You can find out more about Judy Sierra at:
<http://www.judysierra.net/>



Meet the Illustrator—Marc Brown

Marc Brown is famous for his series of picture books about Arthur and his friends, which he has been writing and illustrating for more than 30 years. He was born in Pennsylvania and now lives on the east coast, the father of three children. Before he became famous as an illustrator and picture book author, Mr. Brown had many different kinds of jobs, including truck driver and college professor. Mr. Brown, who bases his own stories on people he knew growing up or knows now, also illustrates picture books for writers including Diane Wolkstein, Deborah Hautzig, and now Judy Sierra. Besides writing and illustrating books, Mr. Brown likes to restore old houses and enjoys eating dessert so much that he sometimes plans his meals backwards from there! For more information about Marc Brown, see *The Continuum Encyclopedia of Children's Literature* (New York: Continuum, 2000).



Librarians and Reading

- Bloom, Becky. *Wolf!* Orchard Books, 1999.
- Bruss, Deborah. *Book! Book! Book!* Arthur A. Levine Books, 2001.
- Deedy, Carmen Agra. *The Library Dragon*. Peachtree, 1994.
- McPhail, David. *Edward and the Pirates*. Little, Brown, 1997.
- Stewart, Sarah. *The Library*. Farrar Straus Giroux, 1995.
- Williams, Suzanne. *Library Lil*. Dial Books for Young Readers, 1997.

Misunderstandings

- Brutschy, Jennifer. *Just One More Story*. Orchard Books, 2002.
- Fleming, Candace. *Madame LaGrande and Her So High, to the Sky, Uproarious Pompadour*. Knopf, 1996.
- Meres, Jonathan. *The Big Bad Rumor*. Orchard Books, 2000.
- Nobisso, Josephine. *In English, Of Course*. Gingerbread House, 2002.
- Sonnenschein, Harriet. *Harold's Runaway Nose*. Simon and Schuster Books for Young Readers, 1989.
- Tekavec, Heather. *Storm is Coming!* Dial Books for Young Readers, 2001.

Zoos

- Browne, Anthony. *Zoo*. A.A. Knopf, 1992.
- Garland, Michael. *Last Night at the Zoo*. Boyds Mills Press, 2001.
- Hendrick, Mary Jean. *If Anything Ever Goes Wrong at the Zoo*. Harcourt Brace Jovanovich, 1993.
- Massie, Diane Redfield. *The Baby Beebe Bird*. HarperCollinsPublishers, 2000.
- Rathmann, Peggy. *Good Night, Gorilla*. G.P. Putnam's Sons, 1994.
- Wilson, Karma. *Never, Ever Shout in a Zoo*. Little, Brown, 2004.

Storytime Theme for *Wild About Books*



At the Zoo

Read Aloud

- Browne, Anthony. *Zoo*. Farrar, Straus and Giroux, 2002.
- Deacon, Alexis. *Slow Loris*. Kane/Miller Book Pub., 2002.
- Garland, Michael. *Last Night at the Zoo*. Boyds Mills Press, 2001.
- Hendrick, Mary Jean. *If Anything Ever Goes Wrong at the Zoo*. Harcourt Brace Jovanovich, 1993.
- Massie, Diane Redfield. *The Baby Beebe Bird*. HarperCollinsPublishers, 2000.
- Rathmann, Peggy. *Good Night, Gorilla*. Putnam, 1994.
- Wilson, Karma. *Never, Ever Shout in a Zoo*. Little, Brown, 2004.

Poetry

- Stevenson, James. *Corn Chowder*. Greenwillow Books, 2003.
- “At the National Zoo,” p. 10.

Storytelling

- Marsh, Valerie. *Paper Cutting Stories from A to Z*. Alleyside Press, 1992. “Z,” p. 77.

Craft

- Make a craft and a snack in one with Animal Cracker Zoo Cages from The Best Kids Book Site:
<http://www.thebestkidsbooksite.com/craftdetails2.cfm>

Activity

- Dailey, Susan M. *A Storytime Year*. Neal-Schuman Publishers, Inc., 2001.
- “Zoo Rhymes,” p. 166.

Center Activities for *Wild About Books*



Integrated ideas for art, math, science, literature and social studies.

- Molly the Librarian accidentally drives her bookmobile to the zoo. The animals “flock” to pick out books. It becomes rather crazy! Have the children make a rules chart for “Care of Books” to help the animals be responsible readers.
- Brainstorm and list animals that could be in the zoo. In small groups, centers, or individually the children can think of appropriate types of books for the animals just as the hyena in the book would read a “joke” book.
- In small groups or centers the children can write group stories of other “zany” adventures of the bookmobile. They can choose a name for the bookmobile as a group or for their individual stories, as appropriate.
- The children can list all the books that they have read during the school year and compare lists. Write titles on shape paper in the outline of animals and make a “zoo” book display!
- In the writing center, the children can write a page as from the person of the bookmobile telling of its adventures that day. These can be stapled into a class book.
- In centers, the children can prepare “concentration” cards, using art and writing supplies to write the title and illustration from favorite books. Each child must prepare two cards for each book. They may combine their cards and take turns in small groups playing concentration.
- Have a book report week in which there are daily book reports and reviews given by the children. They can sign up for their book and time. In the art center they can prepare props and visuals to use with their report!

- The children can correspond with a neighboring town or towns of their choice to determine which conduct a bookmobile program. They can find addresses through phone books or the local library system. As they determine the availability of bookmobile programs they can place a small bookmobile on the map of the city, state, or USA as appropriate.
- A large class collage of bookmobiles can be created in the art center and displayed, with small books and titles attached. The children can create children and/or animals as part of their display.

