

**CYRM RESOURCE GUIDE  
PRIMARY NOMINEES  
(GRADES K-3)  
2012-2013**

***A Bedtime for Bear***

by Bonny Becker

Illustrated by Kady MacDonald Denton  
Candlewick Press, 2010

***Bats at the Library***

by Brian Lies

Houghton Mifflin Co., 2008

***The Sandwich Swap***

by Queen Rania Al Abdullah  
with Kelly DiPucchio

Illustrated by Tricia Tusa  
Disney Hyperion Books, 2010

***Memoirs of a Goldfish***

by Devin Scillian

Illustrated by Tim Bowers  
Sleeping Bear Press, 2010

***We Are in a Book!***

by Mo Willems

Hyperion Books for Children, 2010

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California Young Reader Medal  
PRIMARY BALLOT  
2012-2013

\_\_\_\_\_ *A Bedtime for Bear*

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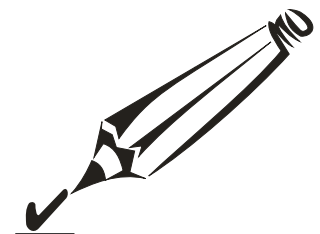
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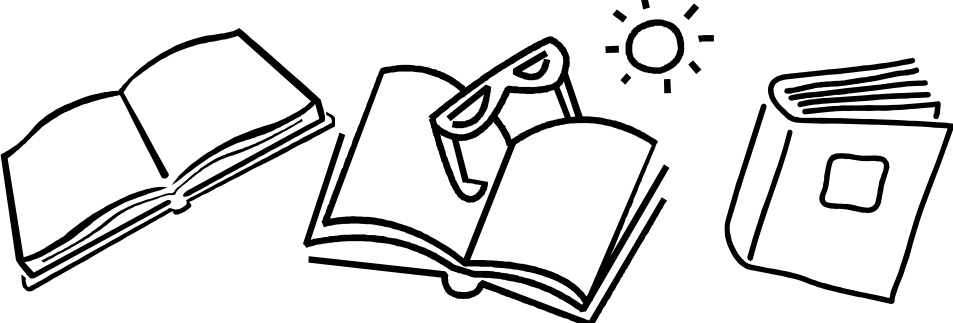
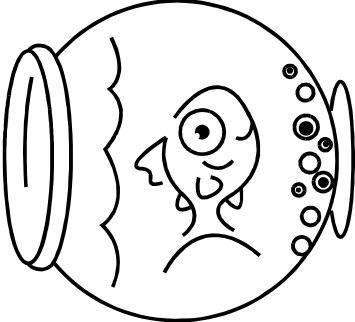
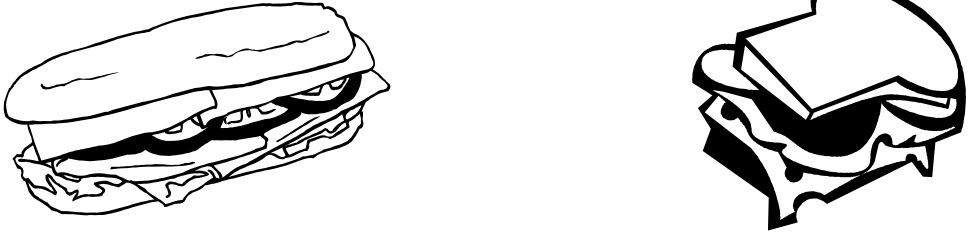

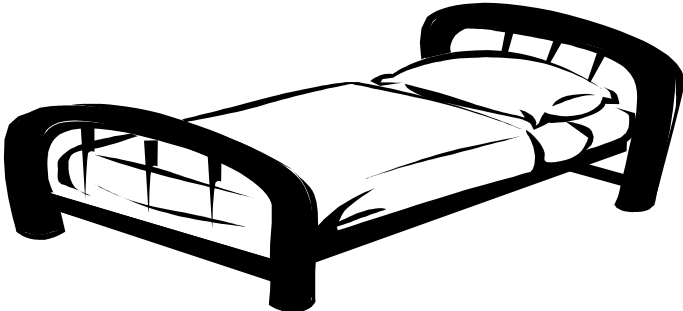
\_\_\_\_\_ *The Sandwich Swap*

\_\_\_\_\_ *Memoirs of a Goldfish*

\_\_\_\_\_ *We Are in a Book!*



## Color your own Primary Bookmarks

<p><i>We Are in a Book!</i> By Mo Willems</p>	
<p><i>Memoirs of a Goldfish</i> by Devin Scillian</p>	
<p><i>The Sandwich Swap</i> by Queen Rania Al Abdullah</p>	
<p><i>Bats at the Library</i> by Brian Lies</p>	
<p><i>A Bedtime for Bear</i> by Bonny Becker</p>	

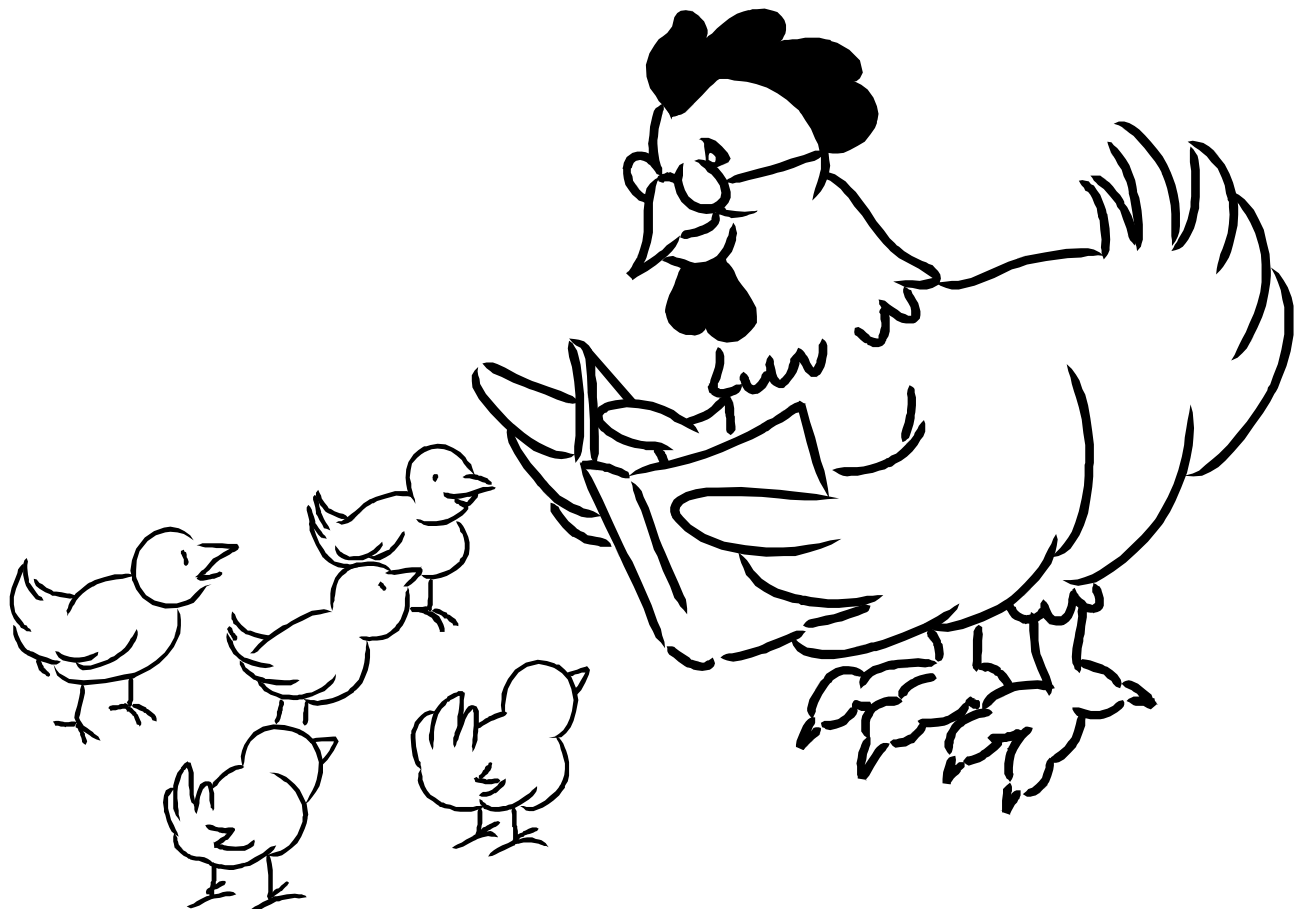
# LIBRARY STORYTIME SERIES

## 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!



# ***A BEDTIME FOR BEAR***

by Bonny Becker

Illustrated by Kady MacDonald Denton



## **MEET THE AUTHOR**

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Bonny Becker has a degree in Psychology and a degree in English/Creative Writing. She had many jobs before becoming a writer. She has worked at picking fruit and making ski goggles. She was a waitress, store clerk, substitute teacher hotel maid, typist, photographer, journalist, editor and corporate communications manager. She is married and has two children. She is the author of *The Magical Mrs. Plum*, *A Birthday for Bear*, and *A Visitor for Bear*.

You can learn more about this author at: [www.bonnybecker.com](http://www.bonnybecker.com).



## **MEET THE ILLUSTRATOR**

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Kady MacDonald Denton is an author and illustrator of books for children. She lives with her husband in Peterborough, Ontario. Their children are grown but often visit to say hello. Kady works at the top of a tall yellow brick house, in an attic studio that has lots of room and a skylight. Her books have won awards, are translated into many languages, and are read by children around the world. Some of her books are *A Birthday for Bear*, *You're Mean*, *Lily Jean*, *A Sea-Wishing Day*, and *Snow*.

You can find more at: [www.kadymacdonalddenton.ca](http://www.kadymacdonalddenton.ca)

### **SYNOPSIS**

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This wonderful gentle book describes Bear's routine for going to bed (glass of water, absolute quiet, fluff the pillow, etc).

Mouse has different ideas on this when he spends the night.

Another wonderful story with these two characters and their opposite personalities.



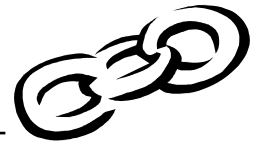
### **HOOKS**

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- What do you like to do to get ready for bed?
- Do you like the light on or off? A good story first?
- Does anything really bother you when you start to fall asleep?

### **CONNECTIONS**

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#### **Bears**

*Children Make Terrible Pets* by Peter Brown, Little, Brown, 2010.

*I Want My Hat Back* by Jon Klassen, Candlewick Press, 2011.

*Hugless Douglas* by David Melling, Tiger Tales, 2010.

*Scare a Bear* by Kathy Jo Wargin, Sleeping Bear Press, 2010.

*Bear's Loose Tooth* by Karma Wilson, Margaret K. Elderberry Books, 2011.

#### **Mice**

*Library Mouse: A World to Explore* by Daniel Kirk, Abrams Books for Young Readers, 2010.

#### **Bedtime**

*Chicks Run Wild* by Sudipta Bardhan-Quillen, Simon & Schuster, 2011.

*Five Little Monkeys Reading in Bed* by Eileen Christelow, Clarion, 2011.

*Pajama Pirates* by Andrew Kramer, Harper 2010.

*Charlotte Jane Battles Bedtime* by Myra Wolfe, Harcourt, 2011.

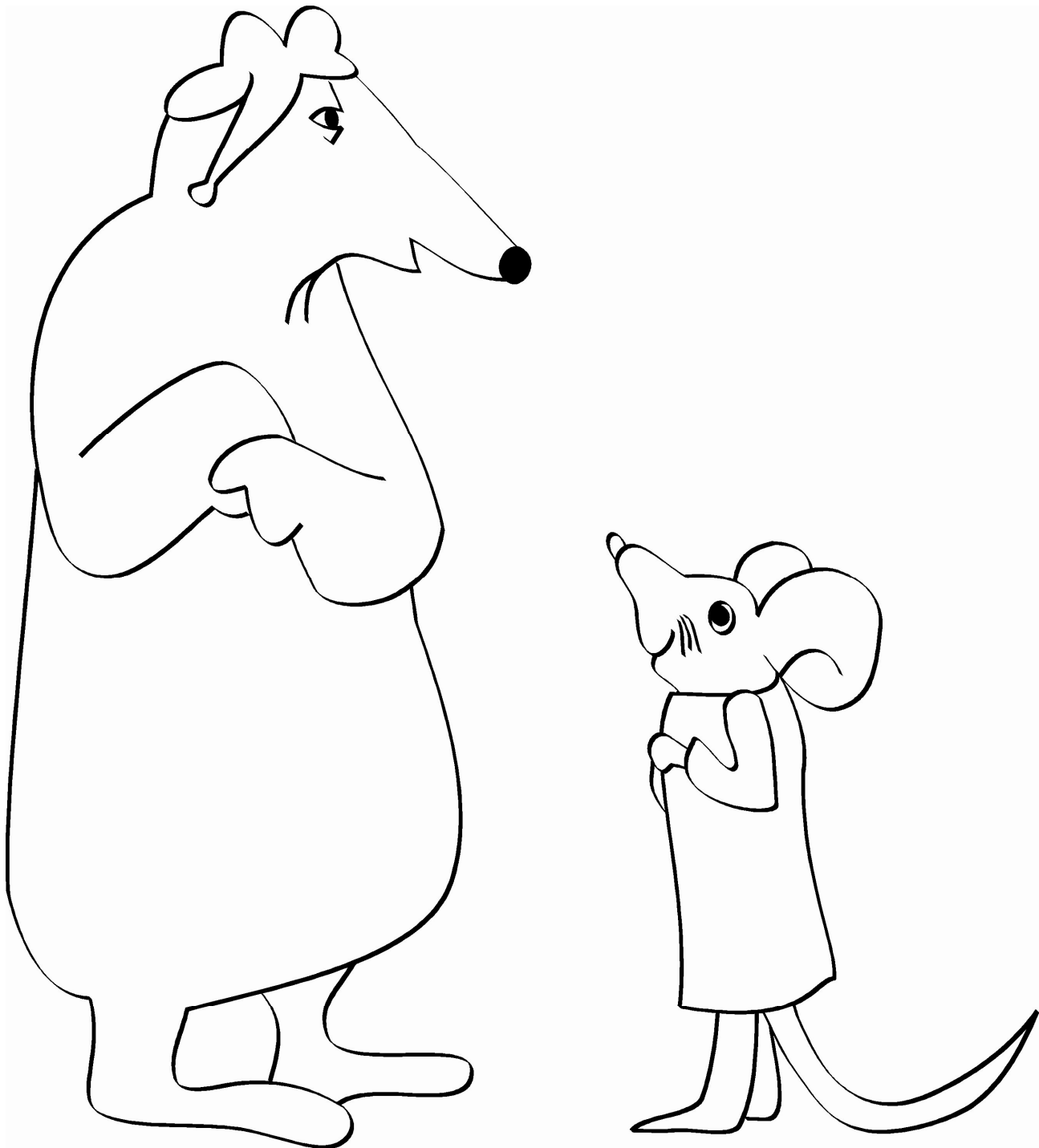
## ACTIVITIES FOR *A BEDTIME FOR BEAR*

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The following are integrated ideas for art, math, language arts, music, science and social studies.

### Art Activity – Stick Puppets

- Color and cut out the pictures of Bear and Mouse. Attach them to craft sticks.



# ACTIVITIES FOR *A BEDTIME FOR BEAR*

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## Drama Activity – Puppets

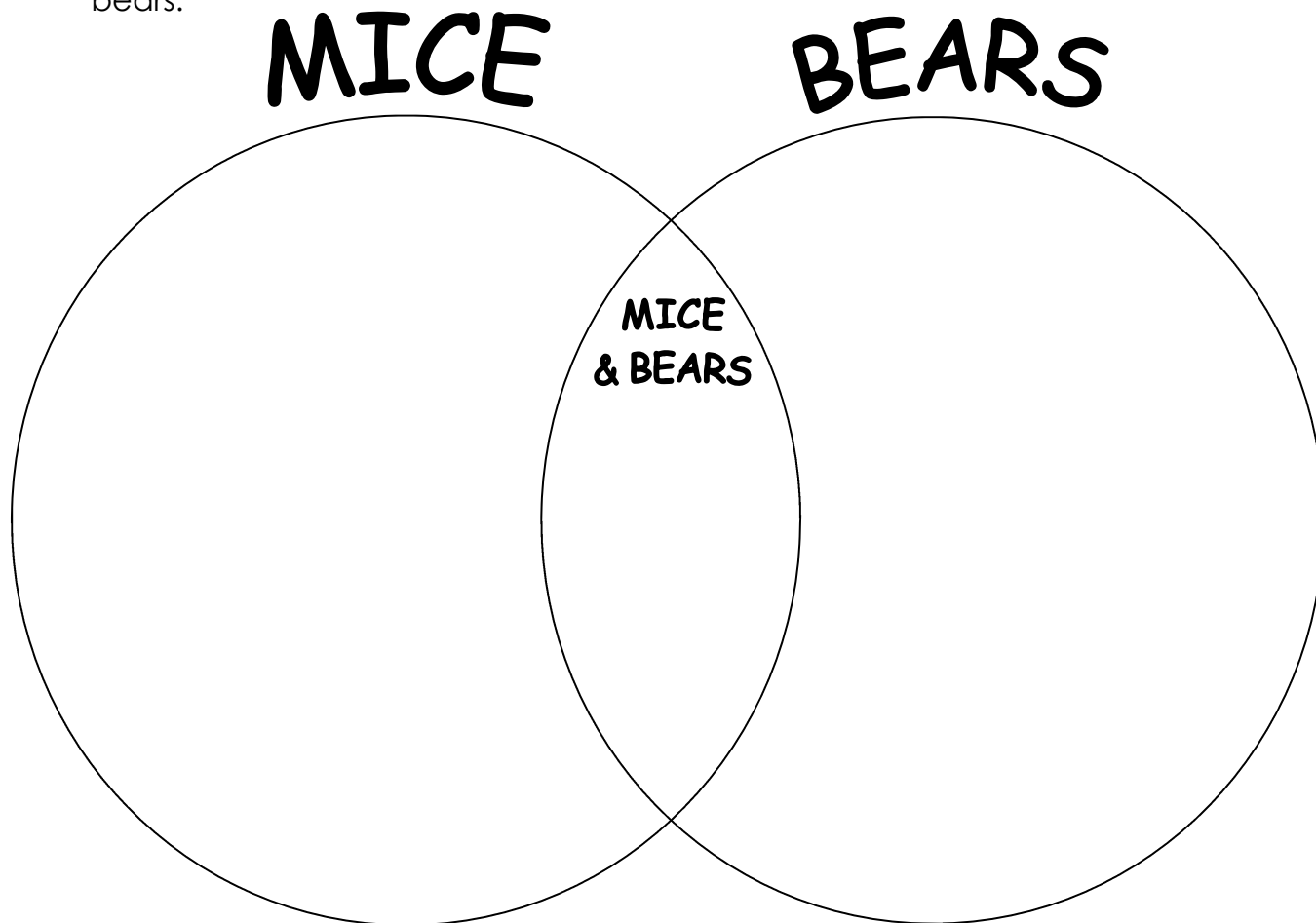
- Work with a friend using your puppets. Choose some dialogue from the story. Have Bear's puppet say his lines in a very loud voice. Have Mouse's puppet say his lines in a very soft voice. Then trade places.

## Music Activity - Volume

- Discuss volume.  
Learn the song "John Jacob Jingleheimer Schmidt". (Find it on Google.)

## Science Activity – Venn Diagram

- As a group or independently, fill in the Venn Diagram comparing mice and bears.



- Check out [www.facts-about.org.uk](http://www.facts-about.org.uk) for facts about bears and mice.
- Check out [www.dltk-kids.com](http://www.dltk-kids.com) for more facts and activities about bears.
- Check out [www.dltk-kids.com](http://www.dltk-kids.com) for more activities about mice (Desert).



## **ACTIVITIES FOR *A BEDTIME FOR BEAR***

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### **Math Activity – Graphing**

- Discuss what kinds of bedtime rituals the students have.
- Make a graph of their rituals.
- Discuss the similarities and differences of their bedtime rituals.
- Make a graph of whether or not they have ever been on a sleepover.

### **Writing Activity – Bedtime Story**

- Bear told Mouse a bedtime story and made himself the brave one. Rewrite the story the way it really happened – with Mouse as the hero.
- Write the story with yourself as the hero looking for the scary bedtime noises. Illustrate your story.

### **Writing Activity – Fan Book**

- Make a fan book to write a story about scary bedtime noises.

Directions:

1. Cut several 2 inch by 6 inch rectangles.
2. On each rectangle write about a noise, and what is making the noise. (Example: *Bristle, bristle, bristle ...* someone is brushing their teeth.)
3. Illustrate each page.
4. Add as many rectangles as you want.
5. Use the top rectangle to give your story a title.
6. Stack the rectangles and punch a hole in the center of the lower end. Insert a brad and open the prongs.
7. Spread out the pages in a fan shape.
8. Read your story to your friends.

### **Culminating Activity – Pajama Party**

- Have everyone wear their pajamas and bring their favorite book.
- Read as many books as time permits.
- Serve hot cocoa.

# ACTIVITIES FOR *A BEDTIME FOR BEAR*

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## Word Activity – Syllables

- Cut out these words from the story and put them in the correct boxes according to the number of syllables in each word.

1	2	3	4

drift	torment	cease
definitely	absolute	adjusted
amazing	sensitive	patiently
apologies	insist	declared
glance	check	silence
gritted	fluffed	

## Word Activity – Alphabetical Order

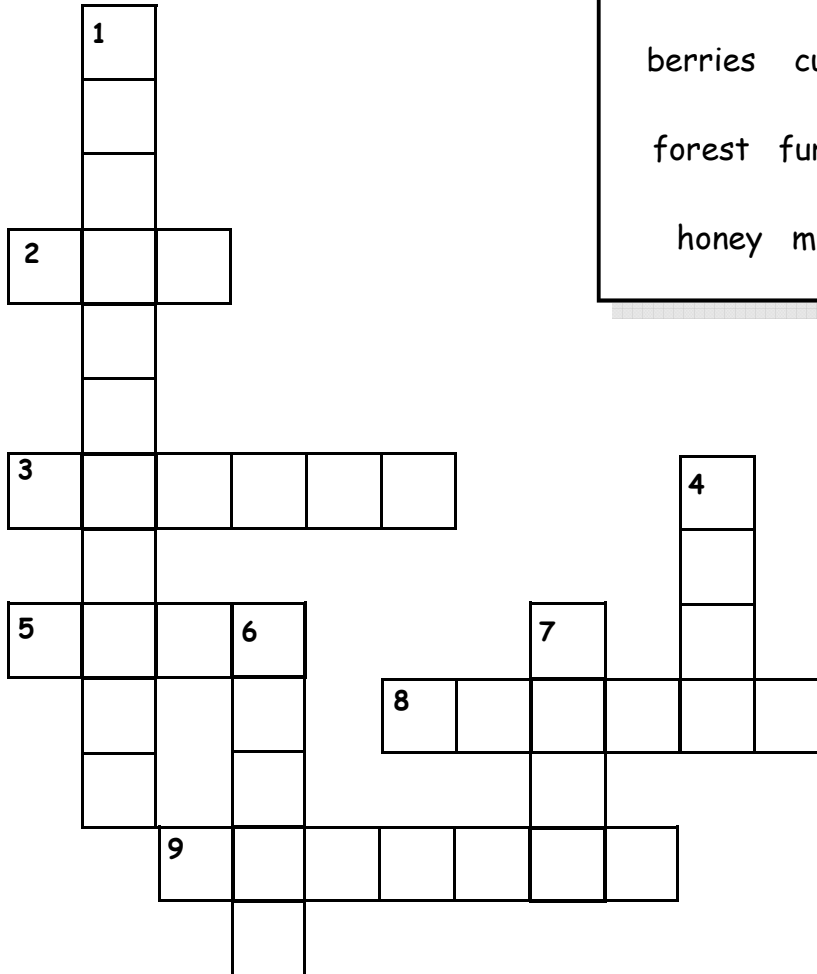
- Put the words in the boxes into alphabetical order.

# ACTIVITIES FOR *A BEDTIME FOR BEAR*

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## Science Activity

- Bear Crossword Puzzle



### Word List

berries cubs den fish  
forest fur hibernating  
honey mammal tree

### Across

2. A warm place where bears hibernate
3. Animal group that bears belong to
5. Food caught in the water
8. Place with lots of trees for bears to make their home
9. Juicy fruit found on bushes

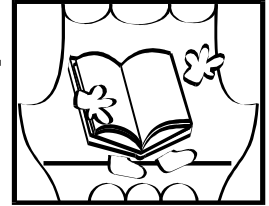
### Down

1. When bears sleep through the winter they are \_\_\_\_\_.
4. Baby bears are called \_\_\_\_\_.
6. A sweet sticky treat
7. Bears can climb this
8. Bears bodies are covered with \_\_\_\_\_.

## **READERS' THEATER FOR *A BEDTIME FOR BEAR***

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(Arranged for Readers' Theater by CYRM Committee Members,  
for classroom only.)



Narrator 1

Narrator 2

Narrator 3

Narrator 4

Bear

Mouse

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Narrator 1: Everything had to be just so for Bear's bedtime. His glass of water had to sit on the exact right spot on his bed stand.

Narrator 2: His favorite pillow must be nicely stuffed. His nightcap needed to be snug.

Narrator 3: Most of all, it had to be quiet... very, very quiet.

Narrator 4: DO NOT DISTURB!

Narrator 1: One evening, Bear heard a tap, tap, tapping on his front door.

Narrator 2: When he opened the door, there stood Mouse...

Narrator 3: small and gray and bright-eyed.

Narrator 4: He clasped a tiny suitcase in his paw.

Mouse: I am here to spend the night!

Narrator 1: exclaimed Mouse with a happy wiggle of his whiskers.

Bear: Surely we agreed on next Tuesday.

Narrator 2: protested Bear.

Mouse: No, you most definitely said tonight.

Bear: Oh...

Narrator 3: Bear had never had an overnight guest before. Guests could quite possibly mess things up and make noise.

Narrator 4: Bear needed quiet, absolute quiet, at bedtime.

Narrator 1: Even so, Bear and Mouse enjoyed an evening of checkers and warm cocoa, and soon it was time for bed.

Bear: Remember, I must have absolute quiet.

Mouse: Oh, indeed.

Narrator 2: Bear set out his glass of water, adjusted his nightcap, fluffed his favorite pillow, and climbed into bed.

Narrator 3: It was very, very quiet.  
He closed his eyes.

Narrator 4: *Bristle, bristle, bristle.*

Narrator 1: Bear heard a noise.

Narrator 2: It was Mouse, brushing his teeth.

Bear: Ahem!

Narrator 3: Bear cleared his throat in a reminding sort of way.

Mouse: Most sorry.

Narrator 4: Bear closed his eyes again.

Mouse: Humm, hum-pa-pummmm...

Narrator 1: Mouse hummed while he put on his nightshirt.

Mouse: Pa-pummmmm

Bear: Absolute quiet...

Narrator 2: muttered Bear most patiently.

Mouse: Deepest apologies.

Narrator 3: *Creak, squeak, rattle...*

Narrator 4: went Mouse's bed as he hopped in.

Narrator 1: Bear jammed his pillow over his ears, gritted his teeth, and closed his eyes.

Narrator 2: He was just about to drift off when...

Mouse: Good night, Bear.

Narrator 3: Mouse called softly.

Narrator 4: Bear tried to pretend he was asleep.

Mouse: **Good night.**

Narrator 1: Mouse called a little louder.

Bear: My ears are highly sensitive.

Mouse: Really? How interesting.

Narrator 2: So then Mouse mumbled into his pillow...

Mouse: Can you hear this?

Bear: **Yes!**

Mouse: Amazing. How about this?

Narrator 3: Mouse said from under his pillow.

Bear: **Quiet!**

Narrator 4: Mouse slipped under his blankets, crawled to the bottom of his bed and whispered...

Mouse: Can you hear...

Bear: **Silence!**

Narrator 1: Mouse slid from his bed, went into the closet, and said in the tiniest possible voice into the farthest, darkest, teeniest possible corner of the closet...

Mouse: Surely, you can't...

Bear: **Will this torment never cease!**

Mouse: Sorry, Bear. Good night, Bear.

Narrator 2: whispered Mouse, tiptoeing back into bed as quiet as a ... well, you know.

Narrator 3: Bear fluffed his favorite pillow, adjusted his nightcap, and waited.



Narrator 4: But there was no more sound from Mouse.  
At last it was quiet.  
Very, very quiet.

Narrator 1: Bear heard a shuffling sound.

Bear: Mouse, is that you?

Narrator 2: No answer.

Narrator 3: Bear heard a crick, crick, crick on the floor-boards.

Bear: I know it's you.

Narrator 4: No answer.

Bear: You can't fool me.

Narrator 1: Bear growled, but he didn't sound very certain.

Narrator 2: Bear heard a moaning noise.

Bear: **Mouse?**

Narrator 3: Silence.

Narrator 4: Bear was sure something rustled on the floor.

Bear: **Mouse! Wake up!**

Narrator 1: Mouse stumbled out of bed, small and gray and sleepy-eyed.

Mouse: What is it?

Narrator 2: But Bear couldn't see any rustly, moany sort of thing in his room.  
His room looked quite like it always looked.

Bear: Nothing...

Narrator 3: lied Bear, still clutching his blanket to his chin.

Bear: I must have been talking in my sleep.

Narrator 4: Bear chuckled.  
But it was rather quavery.

Mouse: Ahhhhhhhhh. Could I peek under your bed? Sometimes I like to check for ...things, you know.

Bear: Well, if you insist.

Narrator 1: Mouse went under Bear's bed.

Mouse: Nothing here.

Bear: You'll want to check behind the curtains, I suppose.

Mouse: All clear.

Bear: You'd better check the closet. Then you won't be the least bit nervous.

Narrator 2: Mouse came out of the closet, dusting his paws.

Mouse: Not a thing. Thank you, Bear. Good night.

Bear: **Wait!** You'll want a bedtime story, I expect. For your nerves.

Mouse: For my nerves? Oh, indeed. I'm quite shaken.

Narrator 3: Then with an eager flick of his tail, he settled on Bear's favorite pillow.

Narrator 4: And Bear told him all about the adventures of the Brave Strong Bear and the Very Frightened Little Mouse.

Narrator 1: Soon Bear began to yawn.

Narrator 2: Mouse yawned, too.

Mouse: Good night, Bear.

Bear: Good night, Mouuuuzzzz.

Narrator 3: Then bear began to snore....  
LOUDLY.

Narrator 4: But Mouse just smiled.

Narrator 1: And soon Mouse and Bear  
were fast asleep.

All (quietly): Shhhhhhhhhhhh...

# ***Bats at the Library***

by Brian Lies



Brian Lies, whose last name rhymes with “cheese”, was born in Princeton, New Jersey. When an author/illustrator visited his elementary school he was delighted to learn that you could actually earn a living doing something you loved to do. He had always loved drawing and writing. He studied drawing and painting at the School of the Museum of Fine Arts in Boston. After college he worked for magazines and newspapers doing editorial and political cartoons. He's illustrated more than 25 books. His hobbies are gardening, woodworking and preparing food the “old-fashioned way” – no preservatives. He loves to read and finds it much more relaxing than watching TV. He lives in Massachusetts with his wife, daughter and two cats.

To learn more about Brian Lies and his work visit his homepage at:  
[www.brianlies.com](http://www.brianlies.com).

## **SYNOPSIS**

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This wonderful companion to *Bats at the Beach* will bring young readers back, or spark their interest in his other books. The bats discover someone has left the window open to the library and begin to discover various interesting books and subjects to explore as well as trying out the copy machine, the computer and the fountain. They have such a great time, they almost don't notice that morning is coming.



## **HOOKS**

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- Bring in a bat puppet or put up an Internet site of bats in a colony.
- Talk about the importance of bats to the food chain.
- Ask students about their feelings about bats (oftentimes they view them as frightening).

## **CONNECTIONS**

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### **Libraries**

*Miss Brooks Loves Books (And I Don't)* by Barbara Bottner, Alfred A. Knopf, 2010.

*Quiet! There's a Canary in the Library* by Don Freeman, Golden Gate

Junior Books, 1969.

*I Took My Frog to the Library* by Eric A. Kimmel, Puffin Books, 1992.

*Library Lion* by Michelle Knudsen, Candlewick Press, 2009.

*We're Going on a Book Hunt* by Pat Miller, Upstart Books, 2011.

*Beatrice Doesn't Want To* by Laura Joffe Numeroff, Candlewick Press, 2008.

### **Bats**

*Stellaluna* by Janell Cannon, Houghton-Mifflin Harcourt, 2007.

*Bat Loves the Night*, Nicola Davies, Candlewick Press, 2001.

*What is a Bat?* by Bobbie Kalman, Crabtree Publishers, 1998.

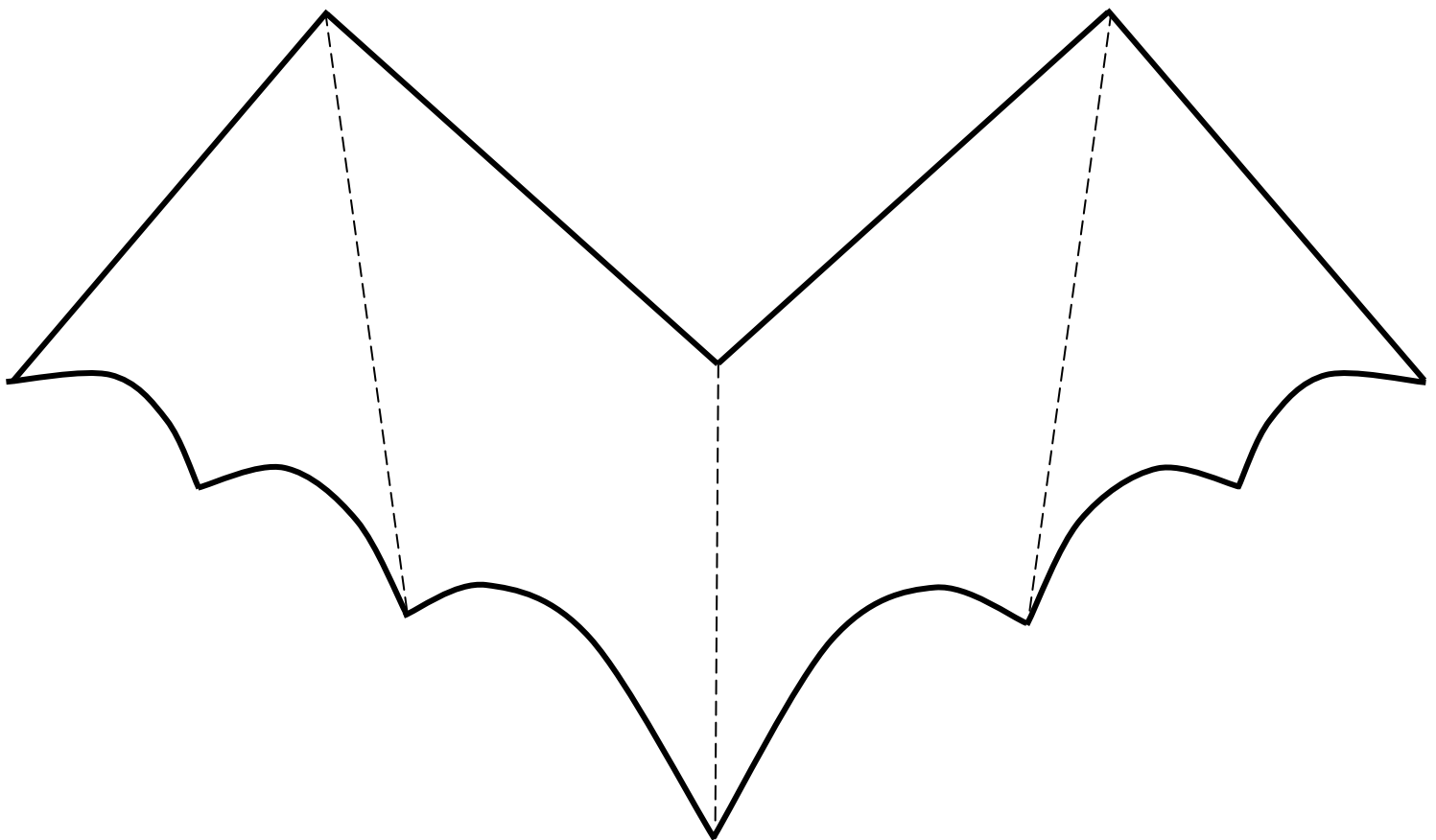
## ACTIVITIES FOR *BATS AT THE LIBRARY*

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The following are integrated ideas for art, math, language arts, music, science and social studies.

### Art Activity – Bats

- Use this pattern to make a bat.
- Trace the pattern on black paper and cut it out.
- Fold on the dotted lines – up on the middle line and down on the other lines.
- Use the black scrap to cut out the bat's head. (Different kinds of bats have different kinds of ears. Do some research to decide what kind of ears your bat should have.)
- Use colored scraps to add eyes and a mouth.
- Glue the head onto the bat.
- Put a length of string on the back of the bat and hang it from the ceiling with its head looking down.



# ACTIVITIES FOR *BATS AT THE LIBRARY*

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## Science Activity – KWL Chart

- Before doing any research fill in the 'What I Know' and 'What I Want to Know' sections of the KWL Chart about Bats.
- Help the students do research about bats.
- Add the new information to the chart in the 'What I Have Learned' section.

### BATS

What I know about bats	What I want to know about bats	What I have learned about bats

## Writing Activity – Report Writing

- Choose three things you have learned about bats and write a report.
- Illustrate your report.
- Share it with the class.
- Put everyone's reports together to make a book about bats.
- Put the book in the classroom library.

Check [www.facts-about.org.uk](http://www.facts-about.org.uk) for more information about bats.

## Language Activity – Rhyming Word Flip Books

- Take a 2 by 6 inch piece of paper. Write 'book' on it in big letters.
- Staple several pieces of 2 inch squares on top of the 'b'.
- Write a letter (or letters) on each of the squares to make a word that rhymes with 'book.'
- Flip through the small pages and read all the rhyming words.
- Make a Rhyming Flip Book for the word 'bat.'



## **ACTIVITIES FOR *BATS AT THE LIBRARY***

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### **Writing Activity – Poster Contest**

- Make a list of Rules for the Library.
- Make a poster of the 'Rules for the Library.'
- Have someone judge the posters to choose the winners.
- Put the winning posters up in the library.

### **Literature Activity – Book Report**

- Look at the pictures of the stories being read during storytime in the book.
- Identify which classic tale is depicted in each picture.
- Find those stories and read them.
- Choose a favorite and write (or make) a book report.
- Share your report with the class.

### **Creative Activity – Making Shadows**

- Use a projector and take turns making shadows on the wall.
- Guess what each shadow is supposed to be.

### **Writing Activity – Pop-up Book**

- Choose a character from a favorite classic tale.
- Draw the character about 3 inches tall and cut it out.
- Fold a 9 x 12 piece of paper in half and draw the background for the character on the top half of the paper.
- Write about what's happening to the character on the bottom half of the paper.
- Fold a small strip of paper into an accordion fold. Glue the character onto one end. Glue the other end onto the background.
- Make more pages to tell the story of the character with pop-ups on each page.
- Staple or glue the pages together to make a book.
- Make a cover with construction paper to complete the book.
- Write your name and the title of your story on the cover.

# ACTIVITIES FOR *BATS AT THE LIBRARY*

## Science Activity – Crossword Puzzle

Word List

fly blind pup sound  
mouth insects night bats  
mammals caves down

The crossword puzzle grid is composed of white squares for letters and black squares for empty space. The clues are numbered as follows:

- 1. Across: 3 letters
- 2. Down: 7 letters
- 3. Across: 6 letters
- 4. Down: 4 letters
- 5. Across: 3 letters
- 6. Across: 10 letters

### Across

1. Bats are the only kind of animal that can \_\_\_\_\_.
2. Bats help people by eating \_\_\_\_\_.
3. Bats are \_\_\_\_\_.
4. Bats sleep upside \_\_\_\_\_.
5. A baby bat is called a \_\_\_\_\_.

### Down

1. All bats can see; no bats are \_\_\_\_\_.
2. Most bats are active only at \_\_\_\_\_.
3. Many bats spend at least part of the year living in \_\_\_\_\_.
4. Many bats use \_\_\_\_\_ to find food.
5. \_\_\_\_\_ are the only mammals that can fly.
6. Bats send out sound waves using their \_\_\_\_\_ and nose.

# ACTIVITIES FOR *BATS AT THE LIBRARY*

## Math Activity – Addition & Subtraction

- Draw a line from the bat to the correct answer in the book.

The bats and their math problems are:

- Bat 1:  $7 - 1$
- Bat 2:  $10 - 3$
- Bat 3:  $8 - 1$
- Bat 4:  $4 + 5$
- Bat 5:  $8 - 2$
- Bat 6:  $7 + 2$
- Bat 7:  $5 + 2$
- Bat 8:  $2 + 6$

The books and their numbers are:

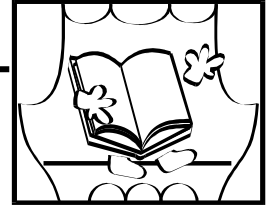
- Book 1: 6
- Book 2: 7
- Book 3: 8
- Book 4: 9

The remaining bats and their math problems are:

- Bat 9:  $4 + 3$
- Bat 10:  $4 + 4$
- Bat 11:  $10 - 1$
- Bat 12:  $4 + 2$
- Bat 13:  $9 - 0$
- Bat 14:  $3 + 3$
- Bat 15:  $10 - 2$
- Bat 16:  $9 - 1$

# READERS' THEATER FOR *BATS AT THE LIBRARY*

(Arranged for Readers' Theater by CYRM Committee Members,  
for classroom only.)



Narrator 1  
Narrator 4

Narrator 2  
Narrator 5

Narrator 3  
Narrator 6

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Narrator 1: Another inky evening's here...  
The air is cool and calm and clear.

Narrator 2: We've feasted, fluttered, swooped  
and soared and yet..  
we're still a little bored.

Narrator 3: All this sameness leaves us blue and  
makes us ache for something new.

Narrator 4: Then word spreads quickly from afar:  
a window has been left ajar.

Narrator 5: Can it be true? Oh, can it be?  
Yes! ***Bat Night at the Library!***

Narrator 6: The sky is lively as we race together toward our  
favorite place.  
Eager wings beat autumn air...

All: Look, that's it. We're almost there!

Narrator 1: Then squeezed together,  
wing to wing,  
we rocket through the opening.

Narrator 2: We've waited for this night all year,  
But this is it! At last...

All: We're here.

Narrator 3: For most old bats, this isn't new.  
They've got lots of things to do.  
They'll flutter off and lose themselves  
among the books lined up on shelves.

Narrator 4: Other bats, in munchy moods,  
will study guides to fancy foods  
or hang out by a lamp instead  
to talk about the books they've read.

Narrator 5: But little bats will have to learn  
the reason that we must return.  
The ones who haven't come before  
have no idea what's in store.

Narrator 6: Some of them will drift away  
and figure out a game to play,  
like shaping shadows on the wall.  
or wingtip-tag around the hall.

Narrator 1: This big box is loads of fun,  
blasting brighter than the sun.

Narrator 2: Instead of copying books from shelves,  
we can duplicate ourselves!

Narrator 3: Doesn't matter where you look:  
there's nothing like a pop-up book!

Narrator 4: The fountain water's nice and cool  
and makes a splendid swimming pool.

Narrators 5  
and 6: Please keep it down.  
You must behave!  
This library is not your cave!

Narrator 1: It's hard to settle down and read  
when life flits by at dizzy speed.

Narrator 2: But storytime is just the thing  
to rest a play-exhausted wing.

Narrator 3: And if we listen...

Narrator 4: we will hear some distant voices  
drawing near...louder, louder,  
louder still.

Narrator 5: They coax and pull us in, until  
everyone...old bat or pup...  
has been completely swallowed up  
and lives inside a book instead  
of hearing something read.

Narrator 6: Breathless, lost within the tale,  
no one sees the sky grow pale.

All: What is that light? A lamp? The moon?  
Our bookish feast can't end so soon.

Narrator 1: It feels as though we've just begun,  
but now we leave our books half done.

Narrator 2: Through the windows, into sky...  
It's much too late.  
We've got to fly.

Narrator 3: But maybe a librarian will give us bats this  
chance again...  
and leave a window open wide  
to let us share the world inside!

Narrator 4: For now we'll dream of things we've read,  
a universe inside each head.

Narrator 5: Every evening, one and all,  
will listen for that late-night call:

All: Can it be true? Oh, can it be?  
***Yes! Bat Night at the Library!***

# ***The Sandwich Swap***

by Queen Rania Al Abdullah

with Kelly DiPucchio

Illustrated by Tricia Tusa



## **MEET THE AUTHORS**

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Queen Rania Al Abdullah is the Queen of Jordan. In addition to all the responsibilities of her position, she is also an advocate for children's rights and works with the UNICEF organization. She has four children and says she makes "a mean chocolate chip cookie."

Kelly DiPucchio is the award-winning author of several children's books, thousands of to-do lists, and a few recipe cards. Two of her books are *Grace For President* and *The Sandwich Swap*.

Like most kids who grew up in the 1970's, Kelly had a pet goat and bought all her clothes from the Sears catalog. Like most teenagers who grew up in the 1980's, Kelly had really big glasses and feathered hair.

She grew up reading Dr. Seuss, Roald Dahl, and MAD magazine. She has helped either write or illustrate 10 children's books and she lives happily with her husband, John, and her 3 kids, Laurel, Nick and Hannah, in southeastern Michigan, where she enjoys writing just about everything! More information about her can be found at her site: [www.kellydipucchio.com/home.html](http://www.kellydipucchio.com/home.html)



## **MEET THE ILLUSTRATOR**

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Tricia Tusa is an award winning author/illustrator who has illustrated over 50 books for children, including *Maebelle's Suitcase* and *Stay Away from the Junkyard* as well as the books in the *MathStart* series. She received a Masters in Art Therapy from New York University. She has worked as an art therapist in schools, psychiatric institutes and learning disability facilities. She worked for several years at MD Anderson Cancer Hospital working with teenagers. Ms. Tusa is the youngest of four girls. When asked what she would be doing if she wasn't drawing or writing, she says she'd act in film and theatre, run an orphanage or be a really fine child psychologist. She lives with her husband and children and draws every day.


Her favorite dessert is warm oatmeal cookies with raisins sweetened with honey or maple syrup. She lives in Houston, Texas.



## **SYNOPSIS**

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A food fight breaks out between friends who usually like doing the same things, including eating lunch together. Arguing begins over a sandwich that may break up their friendship. All things end well as Salma and Lily and their classmates learn important lessons about tolerance and acceptance.



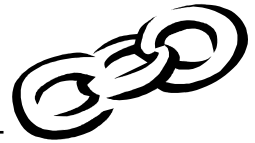
## **HOOKS**

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Have students discuss what they like to have for lunch. Perhaps on a given day, have kids bring in their lunches, open them up and show what they brought for that day. With parent permission, perhaps sharing different foods among the class or library reading group would be a fun activity.

## **CONNECTIONS**

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### **Multicultural Stories**

*The Five Chinese Brothers* by Claire Huchet Bishop, Penguin Putman Books for Young Readers, 1996 (first published in 1938).

*The Name Jar* by Yangsook Choi, Dragonfly Books, 2003.

*The Rice Bag Hammock* by Shaeza Haniff, Shaeza Haniff, 2011.

*Joha Makes a Wish: A Middle Eastern Tale* by Eric Kimmel, Marshall Cavendish, 2010.

*Tikki Tikki Tembo* by Arlene Mosel, Square Fish, 2007 (first published in 1968).

*Suki's Kimono* by Chiera Uegaki, Kids Can Press, 2005.

*Yoko* by Rosemary Wells, Hyperion Books for Children, 1998.

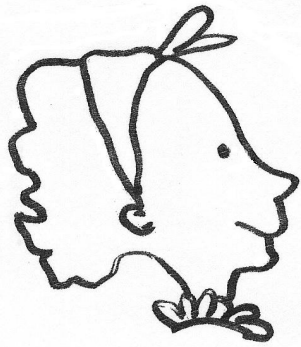
## ACTIVITIES FOR *THE SANDWICH SWAP*

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The following are integrated ideas for art, math, language arts, music, science and social studies.

### Art Activity – Finger Puppets

- Color and cut out the pictures of Salma and Lily.
- Attach a strip of paper onto the back of each picture to make it into a finger puppet.



### Language Arts Activity – Positive and Negative Words

- Look through the story and find the positive words and phrases and the negative words and phrases.
- Make a poster of the positive words and phrases. Illustrate it.
- Make a poster of the negative words and phrases. Illustrate it.
- Use the words on the posters as dialogue for your Salma and Lily puppets.

### Writing Activity – Friendship

- Make a list of all the things you like to do with your friends.
- Choose one thing from your list and write about it. Illustrate your story.
- Share your story with the class.
- Put everyone's story together into a book and put it in the classroom library.

### Math Activity – Graphing

- Using the lists, make a class graph of favorite things to do with friends.

# ACTIVITIES FOR *THE SANDWICH SWAP*

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## Language Activity – Friends Word Bank

- Use the format below to help the students make a Word Bank about the topic of Friends.

Adjectives	Verbs with -ing	4-word phrases	Nouns

## Writing Activity – Friends Cinquain

- Use the format below to help the students write a cinquain about Friends.
- Select words in the “Friends Word Bank” to complete the cinquain.
  - Line 1: The word ‘Friends’
  - Line 2: Two adjectives that describe friends
  - Line 3: Three verbs with –ing that tell things friends do together
  - Line 4: Four words in a phrase that tell something important about friends or express a feeling about friends
  - Line 5: Another word for friends.

_____
_____, _____
_____, _____, _____
_____
_____

## ACTIVITIES FOR *THE SANDWICH SWAP*

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### Social Studies Activity - Geography

- Find out about Queen Rania's country of Jordan.
- Find Jordan on the map.
- Make a map of Jordan.
- Divide the class into groups and assign each group a topic to research about Jordan; customs, size, location, population, topography, language, religion, products, etc.
- Have each group write down the information and present it to the class.
- Have the class put together a presentation about Jordan to share with other classes. Use as much technology as possible.

### Cooking Activity - Hummus

- Use the following recipe to make hummus.

#### Hummus

1— 15 oz. can of chick peas (garbanzo beans) (Save 1/3 cup of the liquid)  
3 tablespoons of lemon juice  
1/3 cup of sesame seed  
1 clove of garlic, crushed  
1/2 teaspoon of salt

Place all ingredients (including the reserved bean liquid) in a blender or food processor. Cover; blend on high speed, stopping blender occasionally to scrape sides if necessary, until it's a uniform consistency.

Makes 16 servings of 2 tablespoons each.

[www.eatbetteramerica.com](http://www.eatbetteramerica.com)

- Serve the Hummus with wedges of pita bread.

## ACTIVITIES FOR *THE SANDWICH SWAP*

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### Cooking Activity – Peanut Butter\*

**\*Check for peanut allergies before using this lesson.**

Use the following recipe to make Peanut Butter.

#### Peanut Butter

6 cups of roasted Spanish peanuts  
1 tablespoon of peanut oil  
½ to 1 teaspoon of salt (optional)

1. Prepare the peanuts by shelling, if necessary, and by removing any pieces of paper chaff from the peanuts.
2. Place 3 cups of shelled peanuts in a blender and add 1 teaspoon of peanut oil. Blend on medium speed until the peanuts are finely blended and begin to form a soft ball.
3. Stir down with a wooden spoon and add remaining 3 cups of peanuts and 2 teaspoons of peanut oil. Blend until smooth and spreadable. Adjust the amount of oil to get the consistency you desire. Add salt with the last addition of oil, if preferred.
4. Spoon into a jar or container. Seal and store in the refrigerator.

\*Do not use dry roasted peanuts because they lack the oils necessary to make smooth peanut butter.

[www.ehow.com](http://www.ehow.com)

- Make peanut butter and jelly sandwiches or serve your peanut butter on graham crackers.

### Math Activity – Graphing

- After everyone has tried both the hummus and the peanut butter sandwiches, make a graph to show which one the class prefers.
- Make a graph of everyone's favorite sandwiches.

### Music Activity – “Peanut Butter and Jelly”

- Sing “Peanut Butter and Jelly.” Available on “Greg and Steve in Concert for Children” DVD and “Fun & Games” CD or cassette by Greg & Steve.

# ACTIVITIES FOR *THE SANDWICH SWAP*

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## Writing Activity

- Use this writing frame to tell about something you were sure you wouldn't like, but changed your mind once you tried it.

I was absolutely, positively sure that I would not like \_\_\_\_\_,  
but then I tried it ... and it was \_\_\_\_\_!

- Illustrate your sentence.
- Share your page with the class.
- Put everyone's pages together to make a book and put it in the classroom library.

## Culminating Activity – Tasting Party

- Provide a variety of things to taste that you think might be something new for the students.
- Number each edible item.
- Give the students the following form to mark as they try each item.
- Have the students try a little of each item.

Name \_\_\_\_\_ Date \_\_\_\_\_  
Circle whether you liked or did not like each item after you tasted it.

#1 I liked/did not like this because \_\_\_\_\_.

#2 I liked/did not like this because \_\_\_\_\_.

#3 I liked/did not like this because \_\_\_\_\_.

#4 I liked/did not like this because \_\_\_\_\_.

#5 I liked/did not like this because \_\_\_\_\_.

# ACTIVITIES FOR *THE SANDWICH SWAP*

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## **Math Activity – Graphing**

- Make a graph that shows how the students felt about each item.

## **Language Arts Activity - Adjectives**

- Make a list of the words used to describe the reasons they liked or disliked what they ate.
- Divide the list into a positive list and a negative list.

## **Culminating Activity – Ethnic Foods Party**

- Have students bring their family's favorite food to share with the class.

## **Culminating Activity – Swap Day**

- Discuss the word “swap”.
- Have everyone bring something to school that they are willing to swap.
- Pair the students up and have them swap the items they brought.
- Have everyone show what they received in the swap.

## **Science Activity – Peanuts\***

### **\*Check for peanut allergies before using this lesson.**

- Give each student a peanut in the shell.
- Have them make a diagram of their peanut.
- Have students crack the shell open and observe the covering of the peanut.
- Have students open their peanuts and find the ‘baby’ inside.
- Have them make a diagram of the inside of their peanut.
- Have students research how and where peanuts grow.
- Have students research other names for peanuts.
- Have students research uses for peanuts other than peanut butter.

Check out [www.wikipedia.org](http://www.wikipedia.org) for information about peanuts.

Check out [www.nationalpeanutboard.org](http://www.nationalpeanutboard.org) for more peanut facts.

Check out [www.buddymcnutty.com](http://www.buddymcnutty.com) for kid-friendly information about peanuts.

## ACTIVITIES FOR *THE SANDWICH SWAP*

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### Art Activity – Friendship Necklaces

Materials:

- Lengths of ribbon or string long enough to make necklaces that will easily slip over students' heads.
- Beads (You may make the beads ahead of time, or have the students make them.)
- One plastic container per child (margarine containers).
- One ziplock bag per child.

Directions:

- Make bead clay using the following recipe:

**Bead Clay**  
 $\frac{3}{4}$  cup flour     $\frac{1}{2}$  cup cornstarch     $\frac{1}{2}$  cup salt    warm water

In a bowl, mix flour, salt and cornstarch.  
Slowly mix in warm water until a dough is formed.  
Knead 5 minutes until dough is firm.

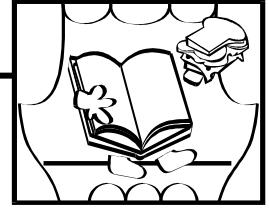
- Make beads by rolling the dough into balls and poking holes with a straw (big holes) or toothpick (small holes).
- Have students make one bead for each person in the group.
- Let beads dry for 48 hours.
- Paint with acrylic or tempera paints (acrylic covers better, but doesn't wash out of clothes).
- When beads are dry, have each child put all the beads they made in their plastic container.
- Give each child a ziplock bag and have them sit in a circle.
- One at a time, each child walks around the circle giving one of the beads they made to each child (who puts the bead into their ziplock bag).  
Suggestion: as the children are handing out their beads, you can have them say "This bead is for my friend \_\_\_\_" or "\_\_\_\_ is my friend because ..."
- After everyone has handed out all their beads, and everyone has one bead from each person, have them thread the beads onto their strings. Tie a knot to make a necklace.

[www.dltk-kids.com](http://www.dltk-kids.com)



## READERS' THEATER FOR *THE SANDWICH SWAP*

(Arranged for Readers' Theater by CYRM Committee Members,  
for classroom only.)



Narrator 1  
Narrator 4

Narrator 2  
Salma

Narrator 3  
Lily

---

Narrator 1: It all began with a peanut butter and jelly sandwich...

Narrator 2: and it ended with a hummus sandwich.

Narrator 3: Salma and Lily were best friends at school. They drew pictures together.

Narrator 4: They played on the swings together.  
They jumped rope together.  
And they ate their lunches together.

Narrator 1: But just *what* they ate was a little different.

Lily: I eat a peanut butter and jelly sandwich every day for lunch.

Salma: I eat a hummus and pita sandwich every day for lunch.

Narrator 2: And although Lily never said it out loud, she thought Salma's sandwich looked weird and yucky. She felt terrible that her friend had to eat that icky chickpea paste every day!

All Narrators: Ew. Yuck.

Narrator 3: And although Salma never said it out loud, she thought Lily's sandwich looked strange and gross. She felt just awful that her friend had to eat that gooey peanut paste every day.

All Narrators: Ew. Gross.

Narrator 4: Then one day, Lily just couldn't hold back those pesky thoughts any longer. So she blurted out...

Lily: Your sandwich looks kind of yucky.

Salma: What did you say?

Narrator 1: Salma thought she must have misunderstood her friend.

Lily: I said your sandwich looks yucky.

Narrator 2: Salma frowned. She looked down at the thin, soft bread, and she thought of her beautiful, smiling mother as she carefully cut Salma's sandwich into two neat halves that morning. Her hurt feelings turned mad.

Salma: Yeah, well your sandwich looks gross, and it smells bad, too.

Narrator 3: Lily looked surprised. She sniffed the thick, squishy bread, and she thought of her dad in his silly apron, whistling as he cut Lily's sandwich into two perfect triangles that morning.

Lily: It does not smell bad!

Salma: Does too!

Lily: Ewwwww. ..YUCK!

Salma: Ewwwww...GROSS!

Narrator 4: That afternoon the friends did not draw pictures together.

Narrator 1: They did not swing together, and they did not jump rope together either.

Narrator 2: The next day, Salma ate her lunch at one table and Lily ate her lunch at another.

Narrator 3: Meanwhile, the peanut butter vs. hummus story had spread and everyone began choosing sides. Each side had something not so nice to say to the other.

Narrators 4 and 1: Peanut butter breath!  
Jelly heads!

Narrators 2 and 3: Garlic breath!  
Chickpea brains!

Narrator 4: Pretty soon the rude insults had nothing at all to do with peanut butter or hummus.

Narrator 1: You're weird!

Narrator 2: You're STUPID!

Narrator 3: You look funny!

Narrator 4: You DRESS dumb!

Narrator 1: And then it happened. Somebody yelled...

All: **FOOD FIGHT!**

Narrator 2: Peanut butter and hummus sandwiches and other lunch favorites began flying back and forth between both sides of the lunchroom.

Narrator 3: They stuck to the walls.  
They stuck to the ceiling.  
They stuck to the lunch lady.

Narrator 4: When the sandwiches were all gone, pudding cups and applesauce and carrot sticks took flight. Salma and Lily looked at one another from across the rowdy, splattered room. They both felt ashamed by what they saw.

Narrator 1: They both felt really ashamed when the principal called them into her office...after they had helped clean up the mess.

Narrator 2: The following day, Salma set her lunch down across from Lily's. The two girls nibbled on their sandwiches in silence. Finally, Lily got up the courage to speak...

Lily: Would you like to try a bite of my peanut butter and jelly?

Salma: Sure. Why not? Would you like to try my hummus and pita?

Lily: I'd like that.

Salma: On the count of three?

Lily: Okay. On the count of three!

Both: **1...2...3!**

Both: Mmmmmmmm! Yummy!

Lily: Hey, this is delicious!

Salma: And this is heavenly!

Narrator 3: The girls giggled. And hugged.  
And traded sandwiches.

Narrator 4: After lunch, Salma and Lily met with the principal again. This time they were there to suggest a very special event for the whole school.

Narrator 1: So everyone brought sandwiches to share with each other.

Narrator 2: And that's how it all began with a peanut butter and jelly sandwich...

Narrator 3: ...and ended with a hummus and pita sandwich.

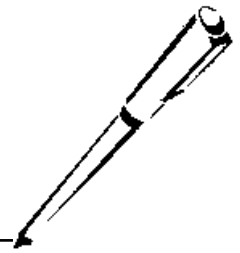
# ***MEMOIRS OF A GOLDFISH***

by Devin Scillian

Illustrated by Tim Bowers

## **MEET THE AUTHOR**

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Author Devin Scillian is not only a writer, but he is also a talented musician and songwriter. His country music is well-known. His job as a nightly news anchor on TV in Michigan has taken him on assignments all over the world. He has won 12 Emmy awards, the Edward R. Murrow Award, and the Peabody Award for his newscasts. Mr. Scillian has written 13 children's books. He lives in Grosse Point, Michigan with his wife and their four children.

The author has a great YouTube video called "Americana" – a great way to introduce him to students.

## **MEET THE ILLUSTRATOR**



Tim Bowers was born in Ohio, where he began drawing at an early age. His career in illustration grew from his childhood interest in art and an active imagination.

He has illustrated over thirty children's books and now lives in central Ohio with his wife. His drawings have also been used for greeting cards, television commercial storyboards and his cartoon characters were used to promote various products.

Each year, Tim travels to schools and libraries to promote literacy and share his artwork with students. He may just be at school near you soon!

More information can be found at his website: [www.timbowers.com](http://www.timbowers.com)

## SYNOPSIS

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Goldfish loves to swim and swim around his bowl, but is joined by Mr. Bubbles, a snail, a crab and guppies. It's just too much and he screams: "This is my bowl! I want my bowl back!" Very quickly he finds out that he is very lonely. After he is moved to a large aquarium, he finds out he misses his friends and he needs them after all.



## HOOKS

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- How do you feel when too many people crowd you?
- Do you share your room with a brother or sister?
- How does it feel when you just want to be alone in your own room, but have to share?

## CONNECTIONS

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### Goldfish

*Pepperidge Farm Goldfish Counting Fun Book* by Barbara Barbieri McGrath, HarperFestival, 1999.

*My Goldfish* by Stephane Barroux, Eerdmans Books for Young Readers, 2009.

*The Day I Swapped My Dad for Two Goldfish* by Neil Gaiman, Harper Collins, 2004.

*A Fish Out of Water* by Helen Palmer, Random House, 1961.

*All About Your Goldfish* by Bradley Viner, Ringpress Books, 1997.

*Abby and Tess Pet Sitters: Goldfish Don't Take Bubble Baths* by Trina Wiebe, Lobster Press, 2009.

### Friendship

*A Visitor for Bear* by Bonny Becker, Candlewick Press, 2008.

*You Will Be My Friend!* by Peter Brown, Little, Brown, 2011.

*One Cool Friend* by Tony Buzzeo, Dial Books, 2012.

*Hugs from Pearl* by Paul Schmidt, Harper, 2011.

*Listen To My Trumpet!* by Mo Willems, Hyperion, 2012.

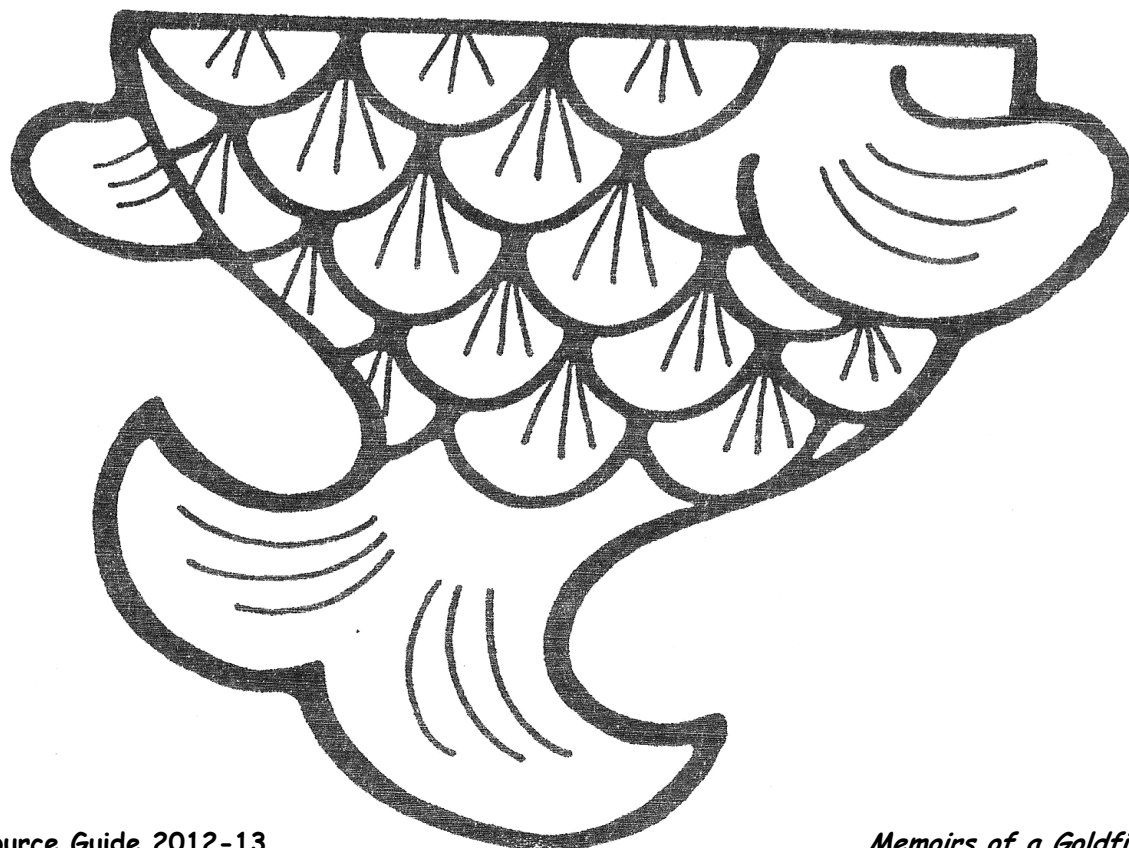
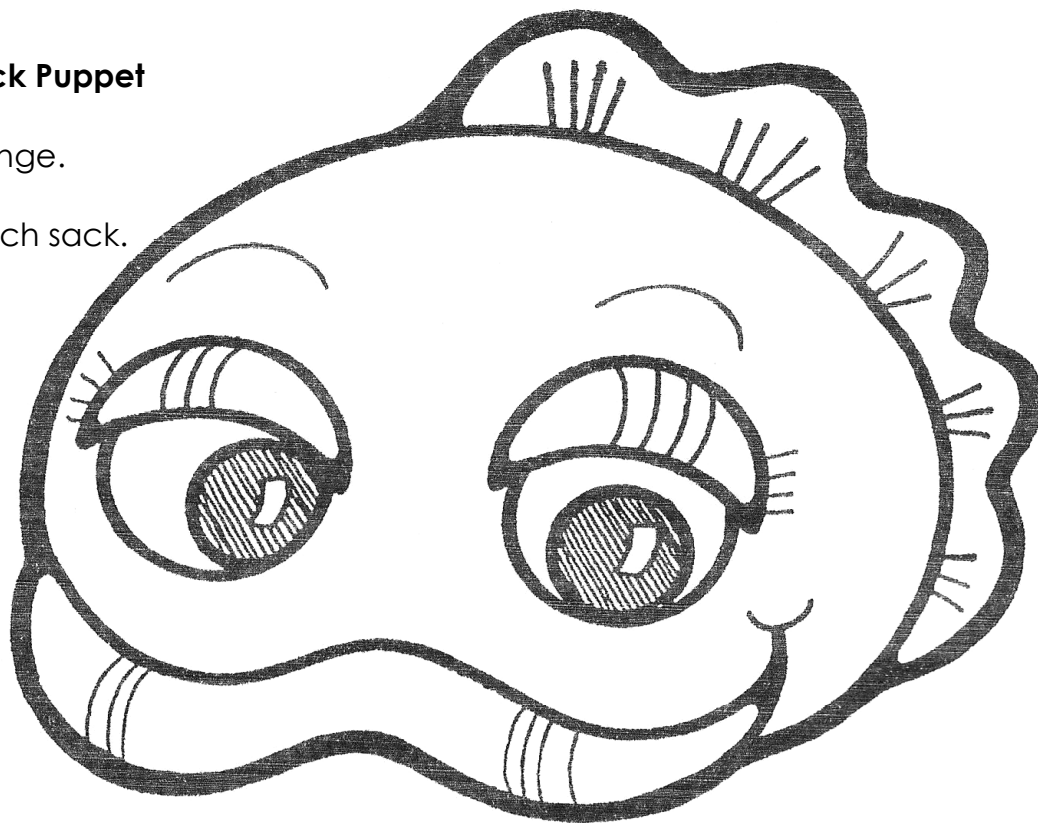
## ACTIVITIES FOR *MEMOIRS OF A GOLDFISH*

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The following are integrated ideas for art, math, language arts, music, science and social studies.

### Art Activity—Fish Sack Puppet

- Color the fish orange.
- Cut it out.
- Glue it onto a lunch sack.





# ACTIVITIES FOR *MEMOIRS OF A GOLDFISH*

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## Language Arts Activity—Daily Journal

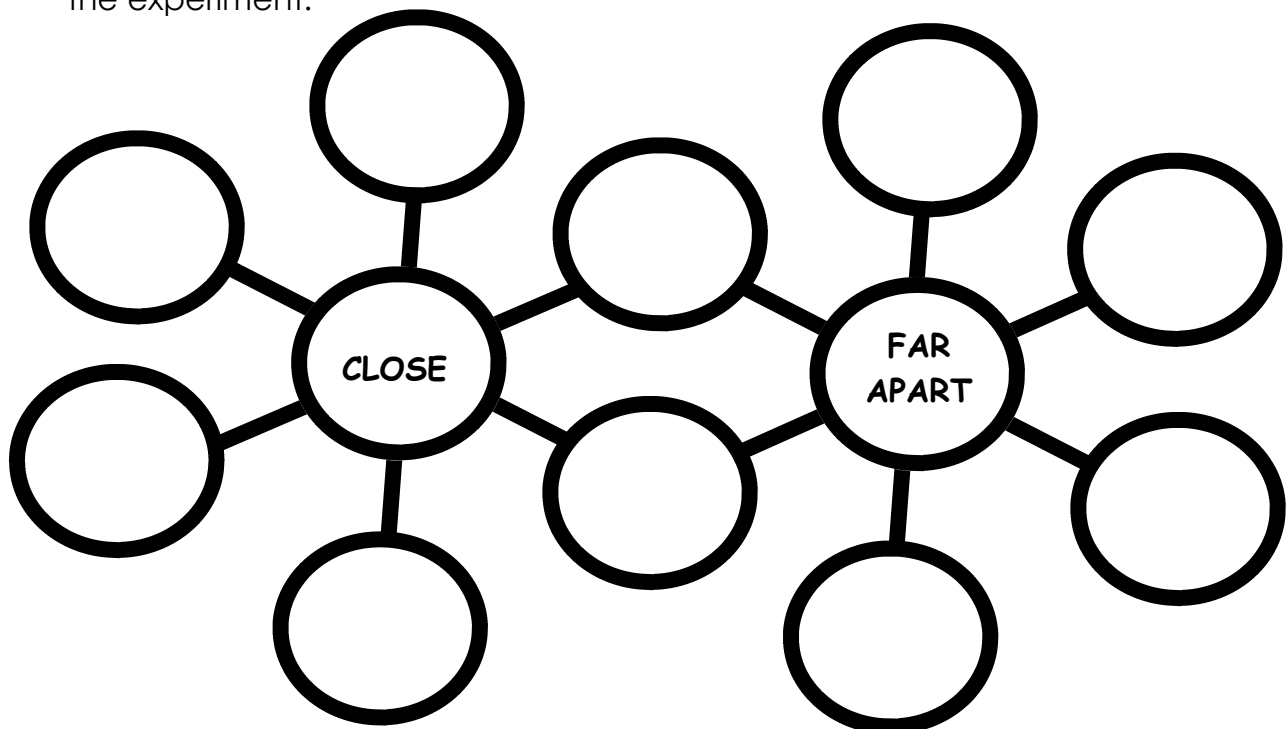
- Make a book with seven pages.
- Label the pages 'Day One', 'Day Two', etc.
- Add a cover to your book.
- Title your book "Memoirs of \_\_\_\_\_."
- Either take the book home to write and illustrate what you do each day at home, or leave it at school and write and illustrate what you do each day at school.
- Share your book with the class.

## Art Activity—The Perfect Fishbowl

- Design the perfect fishbowl and draw a picture of it.
- Draw the perfect fish to live in your fishbowl.
- Give your fish a name.
- Write about one thing your fish might like about its perfect fishbowl.

## Social Studies Activity—Space Experiment

- Try moving all your desks and chairs very close together. See how it is to try to do things and get along when you're too crowded.
- After about 15 minutes, spread out your desks and chairs so everyone has plenty of room.
- Use the Double Bubble Map to compare and contrast how the students felt in the experiment.

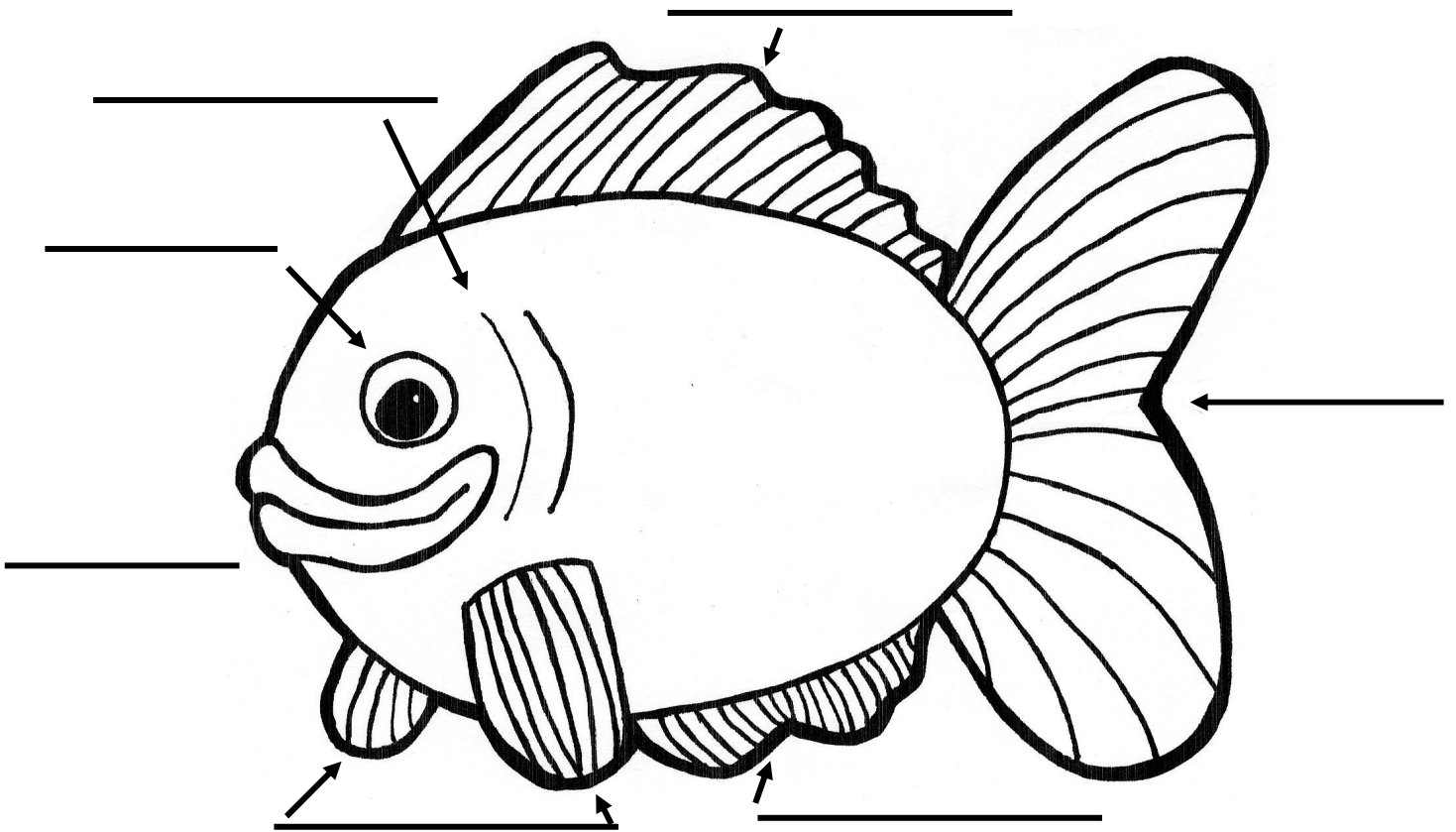


## ACTIVITIES FOR *MEMOIRS OF A GOLDFISH*

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### Science Activity—Parts of a Fish

- Use the words in the Word Box to label the parts of the fish.
- Color the face and the fins of the fish orange.
- Dip a Q-tip in orange paint and use it to add scales to the body of the fish.



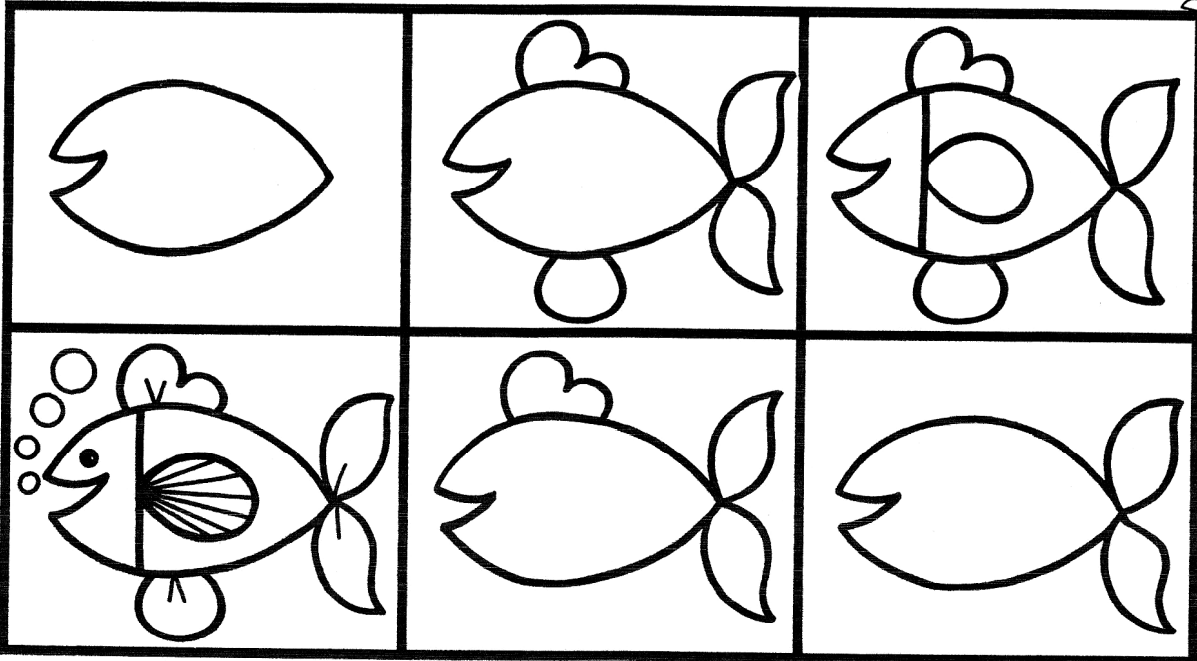
Caudal fin—tail fin  
gill      mouth      eye  
dorsal fin      anal fin  
pectoral fin

# ACTIVITIES FOR *MEMOIRS OF A GOLDFISH*

## Visual Sequencing

- Cut and paste the fish in order.

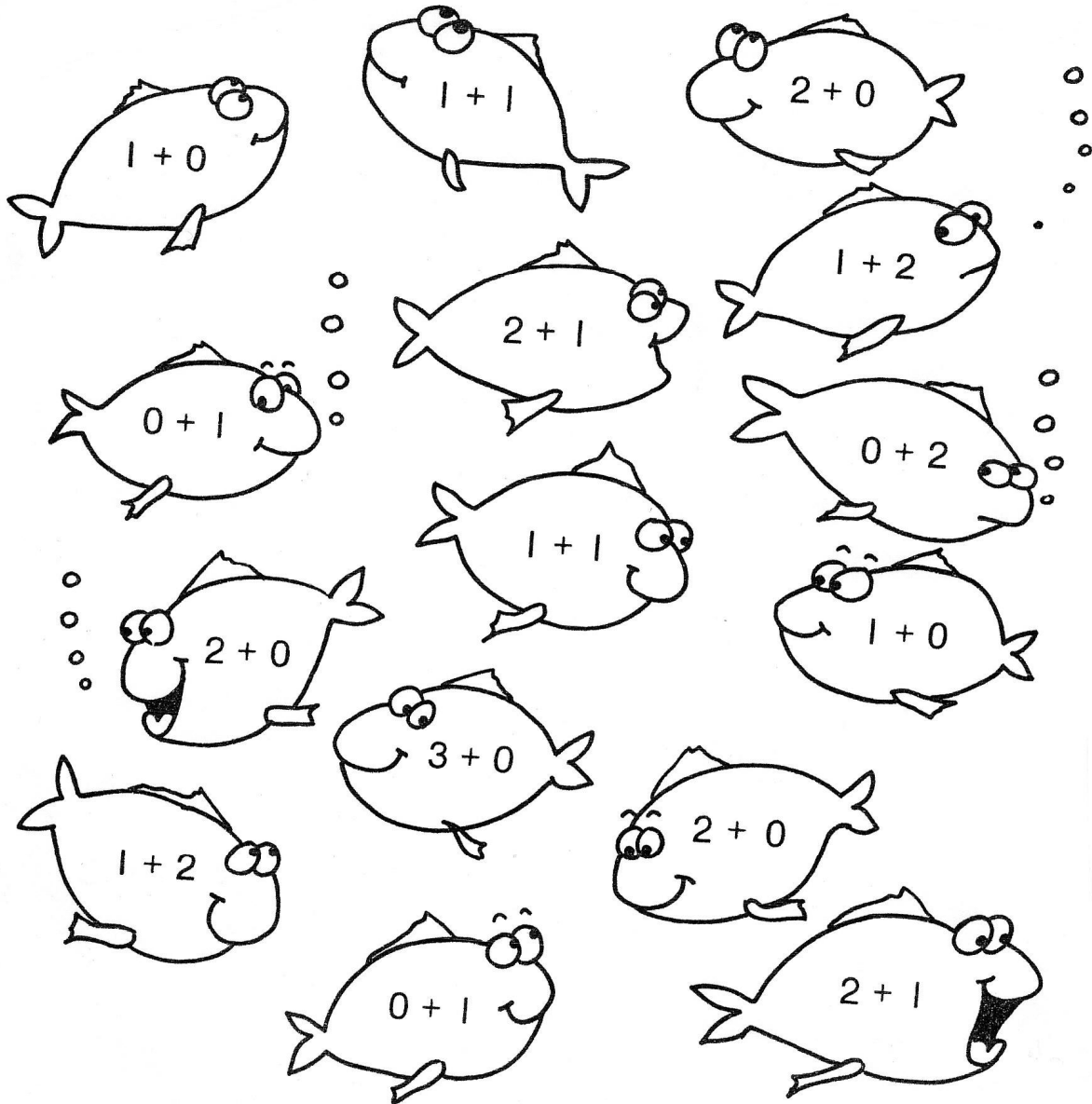
1	2	3
4	5	6



# ACTIVITIES FOR *MEMOIRS OF A GOLDFISH*

## Math Activity—Addition

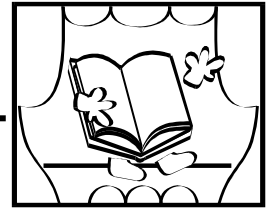
- Use the Color Code to color the fish.



### Color Code

- 1 – yellow
- 2 – orange
- 3 – red

# READERS' THEATER FOR *MEMOIRS OF A GOLDFISH*



(Arranged for Readers' Theater by CYRM Committee Members,  
for classroom only.)

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Narrator 1	Narrator 2	Narrator 3	Narrator 4	
Goldfish	Cha-Cha	Mervin	Fred	Clark

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Narrator 1: Day One

Goldfish: I swam around my bowl.

Narrator 2: Day Two

Goldfish: I swam around my bowl. Twice.

Narrator 3: Day Three

Goldfish: I swam around my bowl.  
I thought about taking a nap.

Narrator 4: But fish don't sleep.  
So he swam around his bowl.

Narrator 1: Day Four

Narrator 2: A diver is added to the bowl.

Goldfish: I got some company today.  
I don't like the looks of him one bit.  
He doesn't say anything.  
He just bubbles.

Narrator 3: Day Five. Goldfish named the diver  
Mr. Bubbles.

Goldfish: Mr. Bubbles still hasn't said a word.  
He just looks at me.  
I said "Hello" today. And he said...

Narrator 4: Ggggglllggggglllll

Goldfish: He's creepy.

Narrator 1: Day Six. Today the bowl looks like a garden.  
There are a bunch of plants in there now.

Goldfish: I guess I'll have to water them. Great!

Narrator 2: Day Seven. A snail named Mervin joins the gang  
in the bowl.

Goldfish: Mr. Bubbles and I now have company. He's a  
snail.

Mervin: My name is Mervin and I like to eat the slime off  
the inside of the bowl.

Goldfish: He's disgusting.

Narrator 3: Day Eight. Things are getting very crowded.

Goldfish: While watering the plants, I met a crab named  
Fred. I offered him my fin and he nearly cut it off.  
Even Mr. Bubbles is afraid of him.

Fred: Stay on your own side of the bowl.

Goldfish: Look, the whole bowl is my side of the bowl.

Narrator 4: Fred snapped his claw and Mervin fainted.

Goldfish: I gotta get out of here.

Narrator 1: Day Nine. The bowl now contains s sunken pirate ship, two guppies name Rhoda and Clark, and an angelfish named Cha-Cha.

Cha-Cha: I'm from Hollywood.

Goldfish: I can't turn around without bumping into something.

Mervin: At least I'm happy. There is more gunk on the side of the bowl every day.

Narrator 2: Day Ten.

Goldfish: This is ridiculous. I was trying to find room for a swim today when Rhoda and Clark told me they're going to have babies soon. Like there's room for THAT.

Fred: I knocked Mr. Bubbles over and he became tangled in the plants.

Cha-Cha: I couldn't help Mr. Bubbles and I asked Goldfish to apply some sunscreen on me.

Mervin: The sides of the bowl are covered in slime. I'm too full to eat any more.

Goldfish: YUCK!

Narrator 3: Day Eleven. Another goldfish is added to the bowl.

Goldfish: I'm a nervous wreck. Trying to avoid Fred, I turned around quickly and came face to face with my reflection in the mirror. I nearly jumped out of my gills. I don't even look like myself anymore. I need to relax.

Narrator 4: Day Twelve.

Goldfish: I've had it. Rhoda and Clark were racing around the bowl, Fred was fighting with Mr. Bubbles, Mervin kept belching, and Cha-Cha told me I was standing in her light. I just lost it.

Narrator 1: So he screamed...

Goldfish: **This is my bowl!**  
**I want my bowl back!**

Narrator 2: Day Thirteen. Today he got his wish. Sort of.

Goldfish: With a whoosh, and a splash, and a clank, and a plunge, I was suddenly in a very tiny bowl of clear, pure water. AHHHHH.

Narrator 3: It was small, but it was all his.

Narrator 4: It was heavenly. He swam around his new bowl. Twice. But he started to wonder. What had happened to everyone?

Goldfish: When I last saw Mr. Bubbles, he was tangled in green. Who would help him? Poor Mervin was probably as sick as a dogfish. He needs me. Cha-Cha will get a sunburn without me around.



What about Rhoda and Clark? Did Rhoda have her baby guppies? There are probably a thousand of them! They need me to make guppy bottles and change guppy diapers. Even Fred needs me. I'm the only one who can really talk to the crabby guy. Have they even noticed I'm gone? Does anyone miss me?

Narrator 1: Goldfish started to cry. And that's not easy for a fish to do.

Narrator 2: Day Fourteen. After a long, sad night, there was a whoosh, and a splash, and a clank, and a plunge.

Goldfish: I was suddenly sprayed in the face by bubbles. Mr. Bubbles gurgled a happy tune. Rhoda and Clark raced by me like two speedboats, followed by twelve of the cutest baby guppies you've ever seen. Mervin waved his tail at me from the nice clean glass of our enormous tank. Cha-Cha sat happily beneath an umbrella. I think even Fred missed me.

Narrator 3: They were all back together.

Goldfish: I looked around and realized that I was part of a big family. I guess I must have smiled, because Clark said...

Clark: You look happy.

Goldfish: I wanted to see for myself. I asked,  
Where's the mirror?

Clark: What mirror?

Fred: We don't have a mirror.

Goldfish: No mirror? No wonder I didn't look like myself.  
It wasn't me I was seeing...

Narrator 4: Her name is Gracie. She's the color of a fresh  
tangerine.

Goldfish: She's a Pisces just like me. Today we are  
going to swim around the tank together.  
Twice!

# ***WE ARE IN A BOOK!***

by Mo Willems



Mo Willems was raised in New Orleans. He graduated from New York University Tisch School of Arts. He started his career by traveling around the world for a year and drawing a cartoon every day. They were published in the book *You Can Never Find a Rickshaw When it Monsoons*. He is an author and illustrator and also an animator. He has made more than 70 short films. He won 6 Emmy awards as a writer on Sesame Street. He won 2 Theodor Seuss Geisel Medals and a Geisel Honor for his *Elephant and Piggie* books. His books have been translated into several languages. Mr. Willems lives with his wife and family in Northampton, Massachusetts.

Learn more about Mo Willems by looking him up on Wikipedia.

## **SYNOPSIS**

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In this easy reader book, Gerald and Piggie realize that they are in a book and a reader is reading them. They laugh and giggle their way through ideas to figure out how to keep their readers reading.



## **HOOKS**

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Ask students to pretend that they are characters in a book, and what would they want their characters to do in their book.

## **CONNECTIONS**

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### **Books**

*The Best Book to Read* by Debbie Bertram, Dragonfly Books, 2011.

*Book! Book! Book!* by Deborah Bruss, Arthur A. Levine Books, 2001.

*Miss Rumphius* by Barbara Clooney, Puffin, 1985.

*The Day Dirk Yeller Came to Town* by Mary Casanova, Farrar, Straus and Giroux, 2011.

*Reading Makes You Feel Good* by Todd Parr, Little/Brown Books for Young Readers, 2009.

*Goldie Socks and the Three Libearians* by Jackie Mims Hopkins, Upstart Books, 2007.

*Wild About Books* by Judy Sierra, Frances Lincoln, 2007.

*Read to Your Bunny* by Rosemary Wells, Scholastic, 1998.

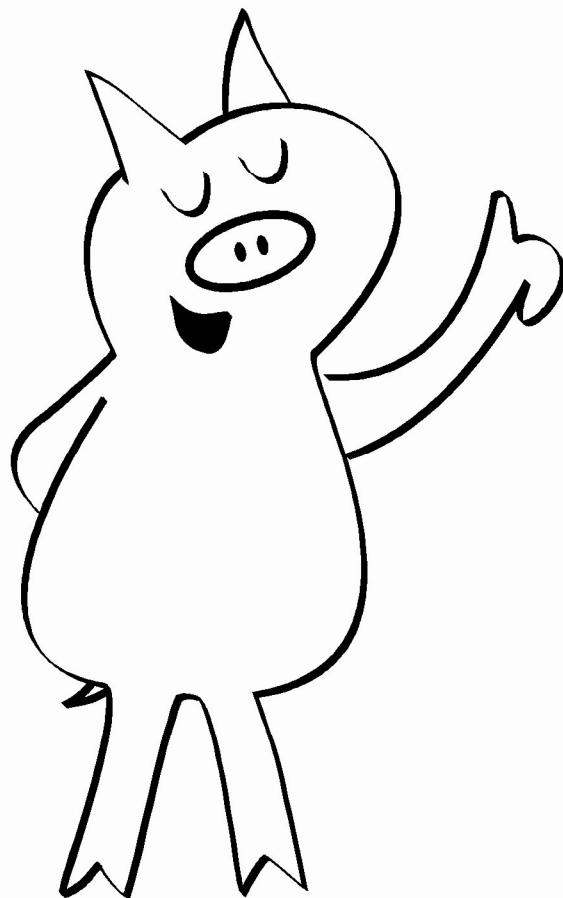
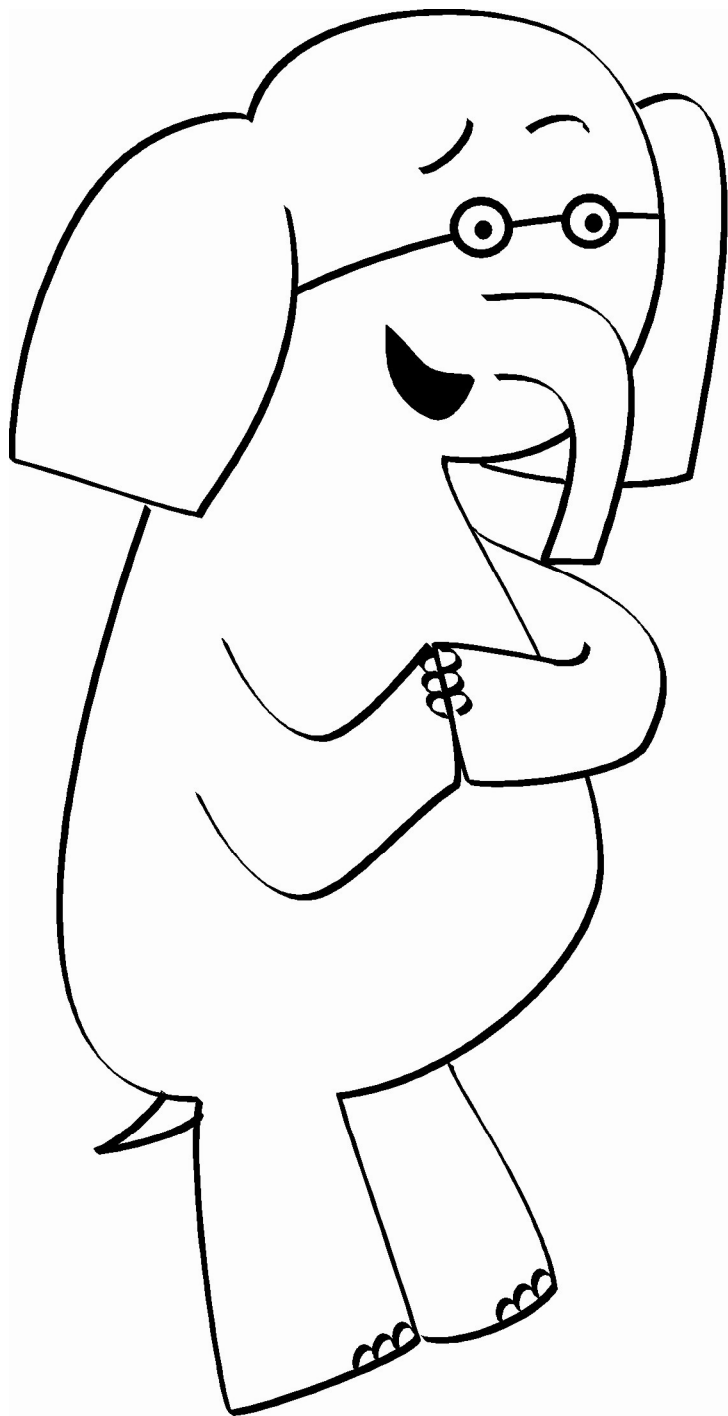
## ACTIVITIES FOR *WE ARE IN A BOOK!*

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The following are integrated ideas for art, math, language arts, music, science and social studies.

### Art Activity – Stick Puppets

- Color the picture of Elephant grey.
- Color the picture of Piggie pink.
- Cut out the pictures and glue or tape them onto a craft stick.



# **ACTIVITIES FOR *WE ARE IN A BOOK!***

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## **Language Activity**

- Use your puppets to practice the word 'banana' using different voices - higher, lower, louder, softer, etc.
- Think of other words for your puppets to say. Practice with a friend.

## **Art Activity – Animal Cartoon Characters**

- Draw your own animal cartoon character.
- Look at the many different facial expressions Mo Willems used in this story.
- Draw your character with different facial expressions.
- Draw speech bubbles and write your new words in them for your character to say.
- Put everyone's cartoons into a book and put it in the classroom library.

## **Math Activity – Graphing**

- Gather at least 10 picture books and count the number of pages in each book.
- Make a graph of the numbers of pages in each book.
- Is there any consistency to the numbers?
- What conclusions can you make from your graph?

## **Language Arts Activity – Punctuation Marks**

- Look in the story and count the number of periods, question marks, quotation marks and exclamation marks.
- Use tally marks to document each kind of punctuation mark.
- Can you predict which mark appears most often in this story?

## **Language Arts Activity – Cartoon Flip Book**

- On a full sheet of paper, draw a cartoon character.
- Give your character a speech bubble and put a word in it.
- On a half sheet of paper, draw your character's head.
- Put a speech bubble by its head and write a different word in it.
- Make more half pages with your cartoon character's head and speech bubbles with different words in them.
- Make your character with different facial expressions and punctuation marks to show how it's saying the word on each page.
- Staple all the half pages over the head of your full page character.

# ACTIVITIES FOR *WE ARE IN A BOOK!*

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## Science Activity – Compare/Contrast Matrix

- Research pigs and elephants.
- Use the Matrix to record your information.

	Pig	Elephant
Habitat		
Appearance		
Diet		
Behavior Characteristics		

- What are the similarities and differences between pigs and elephants?
- Choose either pigs or elephants for your topic and write a report.
- Share your report with the class.

Check out [www.facts-about.org.uk](http://www.facts-about.org.uk) for information on pigs and elephants.

## Math Activity – Geometric Shapes Pig

- Use geometric shapes to draw a pig.
  1. Draw a big circle, then draw a tiny oval in the left side of the circle for the snout.
  2. Draw two tiny ovals inside the snout for the nostrils.
  3. Draw a curve underneath the snout for a smile.
  4. Draw two small circles above the oval for the eyes.
  5. Draw a smaller circle inside each eye for the pupil.
  6. Draw two triangles on top of the circle for the ears.
  7. Draw two rectangles at the bottom of the circle for legs.
  8. Draw two smaller rectangles almost behind them for the other legs.
  9. Draw two small triangles on each rectangle for the feet.
  10. Draw a squiggle on one side for the tail.

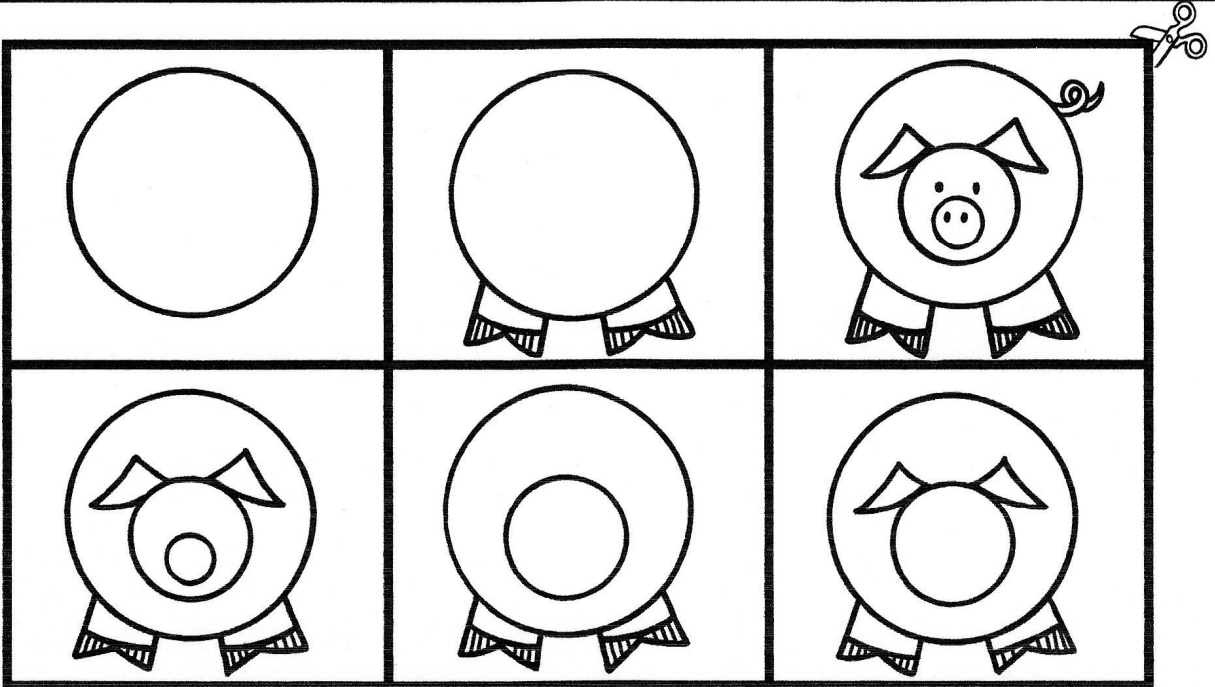
[www.dltk-kids.com](http://www.dltk-kids.com)

# ACTIVITIES FOR *WE ARE IN A BOOK!*

## Visual Sequencing

- Cut and paste the pig in order.

1	2	3
4	5	6



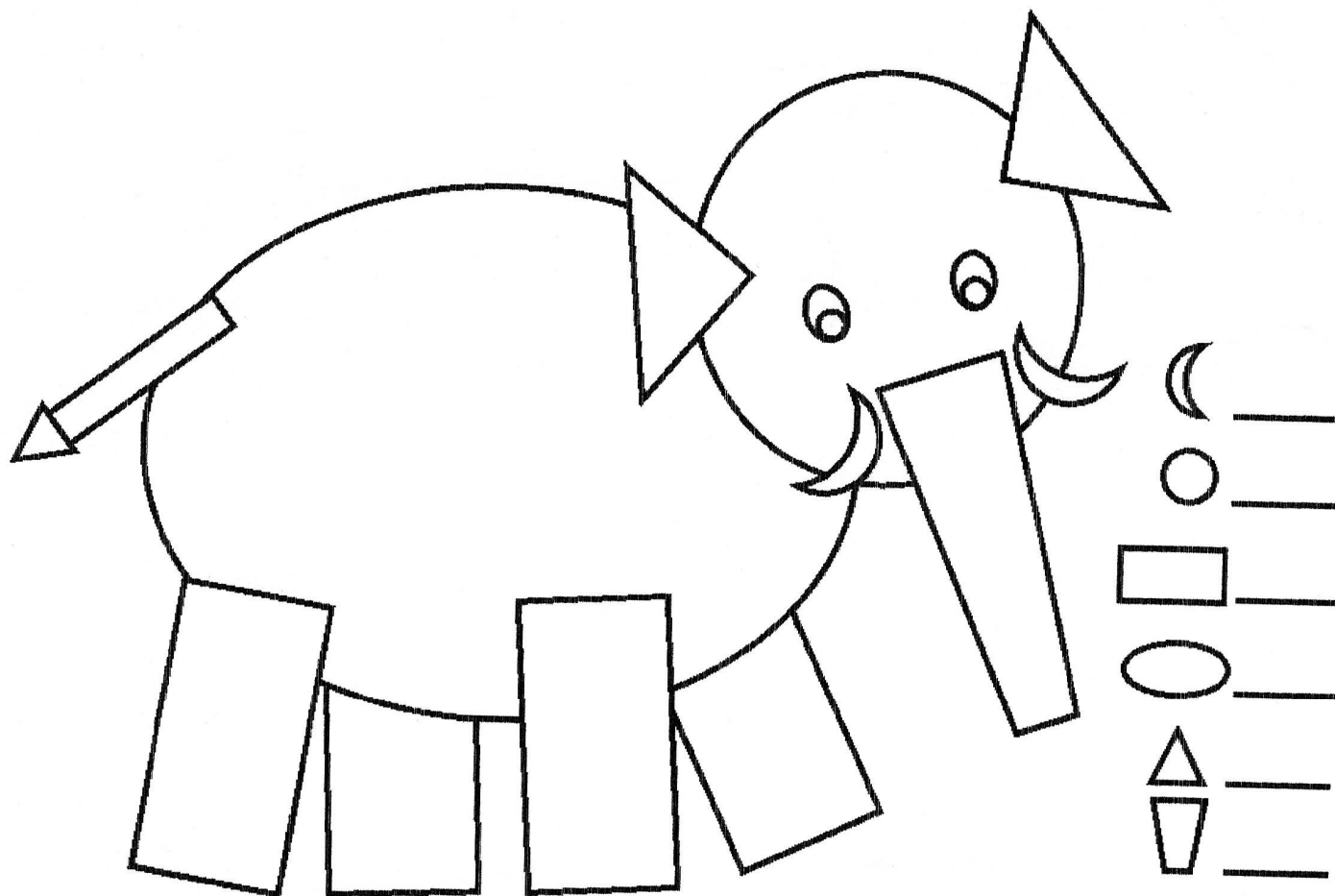


# ACTIVITIES FOR *WE ARE IN A BOOK!*

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## Math Activity – Geometric Shapes

- Count the shapes and write the numbers.



- Identify the shapes.
- Color the elephant.

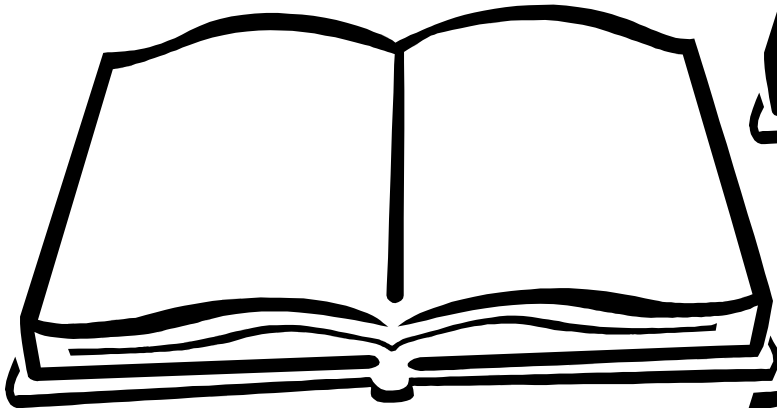
[www.makinglearningfun.com](http://www.makinglearningfun.com)

# ACTIVITIES FOR *WE ARE IN A BOOK!*

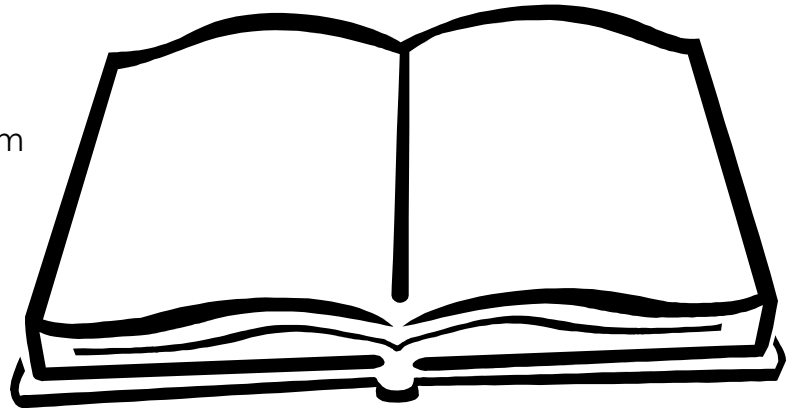
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## Math Activity – Addition & Subtraction

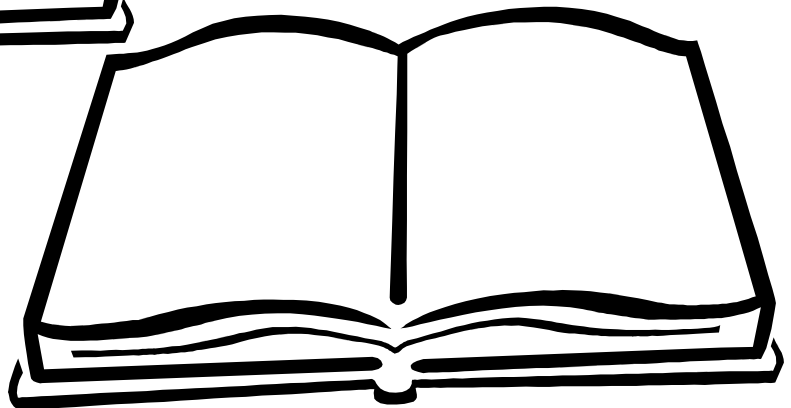
- Cut out the equations and glue them into the correct book.



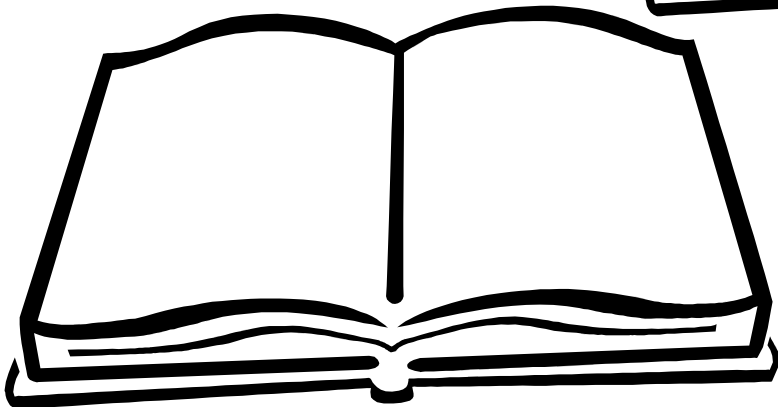
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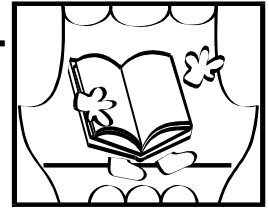
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$4 + 8$	$15 - 4$	$7 + 6$	$14 - 2$
$16 - 3$	$7 + 7$	$5 + 9$	$7 + 5$
$6 + 5$	$16 - 4$	$17 - 6$	$2 + 9$
$17 - 3$	$8 + 5$	$19 - 5$	$17 - 4$

## ***READERS' THEATER FOR WE ARE IN A BOOK!***

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(Arranged for Readers' Theater by CYRM Committee Members,  
for classroom only.)



Narrator 1

Narrator 2

Piggie

Gerald the Elephant

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Gerald and Piggie: We Are in a Book!

Narrator 1:

Piggie and Elephant are sitting down back to back.

Narrator 2:

Gerald looks out of the book and says...

Gerald:

What?

Narrator 1:

He turns to Piggie.

Gerald:

Piggie!

Piggie:

Yes, Gerald?

Gerald:

I think someone is looking at us.

Narrator 2:

Piggie stands up and moves to the front of the book.

Piggie:

**Someone is looking at us.**

Gerald:

Who is looking at us?  
A monster?

Piggie:

No. It is...a reader!  
A reader is reading us!

Gerald: How is a reader reading us?

Piggie: The reader is reading these word bubbles.

Narrator 1: Piggie hangs from the word bubble.

Piggie: We are in a book!

Gerald: We are in a book?

Narrator 2: Piggie smiles.

Gerald: **THAT IS SO COOL!**

Piggie: WE ARE IN A BOOK!

Gerald: WE ARE IN A BOOK!

Piggie: WE ARE BEING READ!

Gerald: WE ARE BEING READ!

Piggie: Oh! I have an idea!

Gerald: What?

Piggie: I can make the reader say a word!

Gerald: You can make the reader say a word?

Piggie: I can...  
if the reader reads out loud.

Gerald: That is a good idea!  
That is a funny idea!  
Hee! Hee! Hee!

Piggie: Here I go!  
Ahem.

Narrator 1: In the word bubble is the word...

Narrator 2: Banana.

Gerald: Ha! Ha! Ha! Ha! Ha!

Narrator 2: Piggie smiles.

Gerald: Hee! Hee! Hee! Hee!  
Did you hear that?  
The reader said..

Narrator 2: Banana.

Gerald: Oh! The reader said it again.  
Ha! Ha! Ha! Ha! Ha!

Gerald and Piggie: Ha! Ha! Ha!  
Hee! Hee! Hee!

Narrator 1: There are lots more ha, ha, has  
and lots more hee, hee, hees.

Gerald: Banana. So funny.

Piggie: Do you want a turn before the book ends?

Gerald: ENDS!?!  
The book ends?!

Piggie: Yes. All books end.

Gerald: **WHEN WILL THE BOOK END?!!**

Piggie: I will look. Page 57.

Gerald: Page 57!  
It is page 46 now!  
Eek! Now it is page 47!  
This book is going too fast.  
I have more to give!  
More words! More jokes!

Narrator 2: Gerald is getting more and more excited.  
He shouts...

Gerald: **More “bananas!”**

Piggie: I have a good idea!

Narrator 1: Piggie whispers into Gerald's ear.

Gerald: That is a good idea!

Narrator 2: So he says to the reader...

Gerald: Hello. Will you please read us again?

Narrator 1: Piggie and Gerald sit down and smile.

Gerald: I hope this works!

Piggie: Me, too!