

Primary

**CYRM RESOURCE GUIDE
PRIMARY NOMINEES
(GRADES K-3)
2013-2014**

Children Make Terrible Pets

By Peter Brown, Little Brown Books for
Young Readers, 2010

Bats at the Ballgame

By Brian Lies, Houghton Mifflin Books
for Children, 2010

Stars

By Mary Lyn Ray
Marla Frazee (illustrator)
Beach Lane Books, 2011

Interrupting Chicken

By David Ezra Stein, Candlewick
Press, 2010

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Press Here

By Herv Tullet, Chronicle Books,
2011

<p>CALIFORNIA YOUNG READER MEDAL PRIMARY BALLOT</p> <p><i>2013-2014</i></p> <p>___ <i>Children Make Terrible Pets</i></p> <p>___ <i>Bats at the Ballgame</i></p> <p>___ <i>Interrupting Chicken</i></p> <p>___ <i>Stars</i></p> <p>___ <i>Press Here</i></p>	<p>CALIFORNIA YOUNG READER MEDAL PRIMARY READERS BALLOT</p> <p><i>2013-2014</i></p> <p>___ <i>Children Make Terrible Pets</i></p> <p>___ <i>Bats at the Ballgame</i></p> <p>___ <i>Interrupting Chicken</i></p> <p>___ <i>Stars</i></p> <p>___ <i>Press Here</i></p>
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CHILDREN MAKE TERRIBLE PETS

Written and Illustrated by: Peter Brown

PLOT SYNOPSIS

Almost Every child has found a lost puppy or Kitten that they want to keep. It is no different for Lucille Beatrice Bear, except she finds a little boy and all the fun begins. With the tables turned, all of the humor comes out as we see how mama bear and Lucy deal with Squeaker, the child. Questions are raised and feelings explored as reality comes home. As the situation evolves, it then becomes a challenge of what to do. Then, everything is taken out of their hands.

HOOKS

How many of you have ever found a puppy or a kitten and rushed home to tell your family? Did you want to keep it? Imagine if you were out in the woods and a big bear found you and took you home to ask the mama bear if she could keep YOU!!!

What kind of a pet do you think a bear cub would like? Why?

What pet would you ask your parents for if you had the chance?

What would a bear try to feed you if you were its pet?

Would you like to be a pet?

MEET THE AUTHOR

It began with a love of drawing and sharing stories through pictures. After discovering a love for the written word in high school, the perfect conditions were created for the start of Peter Brown's career as an author and illustrator. His fanciful characters and ideas were a springboard to some of his educational choices. He earned his B.F.A. in Illustration from the Art Center College of Design, located in Pasadena, California. While



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there, he took a number of courses to expand his horizons and knowledge of children's literature. His first children's book was *Flight of the Dodo* (2003), which he wrote and illustrated. The marriage of illustration and writing is exemplified in an interview with www.designmom.com where he shared, "I say as much as possible with my paintings, and whatever I can't say with the art I say with words. My stories don't have many words, but it takes me a long time to think up the words that I use." This has taken him far in a relatively short career. Awards he has garnered for his work include: 2010 E.B. White winner, The Children's Choice Award winner, and a Caldecott Honor winner in 2013. To get an even better glimpse of this author and how he approaches his love of pictures and words as he develops an idea, see his trailer for *Creepy Carrots* [here](#). The character he enjoys the most is Lucille Beatrice Bear as indicated in his interview with www.designmom.com. Seeing Lucille in action gives insight regarding Peter, now only you can decide what that insight may be.



CONNECTIONS

Pets:

The Perfect Pet by Margie Palatini (2009)

The Pet Dragon: A Story about Adventure, Friendship, and Chinese Characters by: Christoph Niemann (2008) This book adds fun, a story, and a cultural introduction to China into the experience.

I Want a Pet by: Lauren Child (2011) This story works through some of the concerns of the selection process. It includes cliché objections by different family members.

Please, Puppy, Please by Spike Lee (2005).

Don't Take Your Snake for a Stroll by Karin Ireland (2003).

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Should We Have Pets? by Sylvia Lollis (2002) a class of second graders present arguments for and against having a pet. Available on Amazon.

For the Teacher:

A Quick Guide to Teaching Persuasive Writing, K-2 (Workshop Help Desk) by: Sarah Picard Taylor (2008)

Rhythm bears [cd-music] / Groove Kid Nation (Great for using with Common Core) Rhythm of life -- The why song -- Teddy bear's picnic -- I can -- I do but I don't -- Little bear interlude -- Kalimba -- The train song -- Say & play -- Virtue of the small -- This old bear.

Responsibility:

Roger and His Toys: A Story About Personal Responsibility by: Tricia-Maria Hovell (2007)

The Cat in the Hat By: Dr. Seuss

Do I Have To?: Kids Talk about Responsibility by: Nancy Loewen and illustrated by: Brandon Reibeling

Arthur's Pet Business by: Marc Brown (1993)

Bears:

Jasper's Story: Saving Moon Bears by: Jill Robinson and Marc Bekoff; illustrated by Gijsbert van Frankenhuyzen (2013).

Polar Bears by: Tamra B. Orr (2013).

Growing up wild: bears by: Sandra Markle.

More connections:

We're Going on a Bear Hunt retold by Michael Rosen (2003). Great for story time, or fun actions while sharing the story.

ACTIVITIES

Discussion and Written Activity:

1. Have the students discuss and brainstorm things that a pet might like or not like. Create a chart for the likes and dislikes. Depending on your class, guide the complexity and variety of the answers.
2. Repeat this, but Change it by discussing what the students would like or dislike if they were a pet.
3. Create a Venn Diagram comparing and contrasting the similarities and differences between animal that is a pet and a child that is a pet.

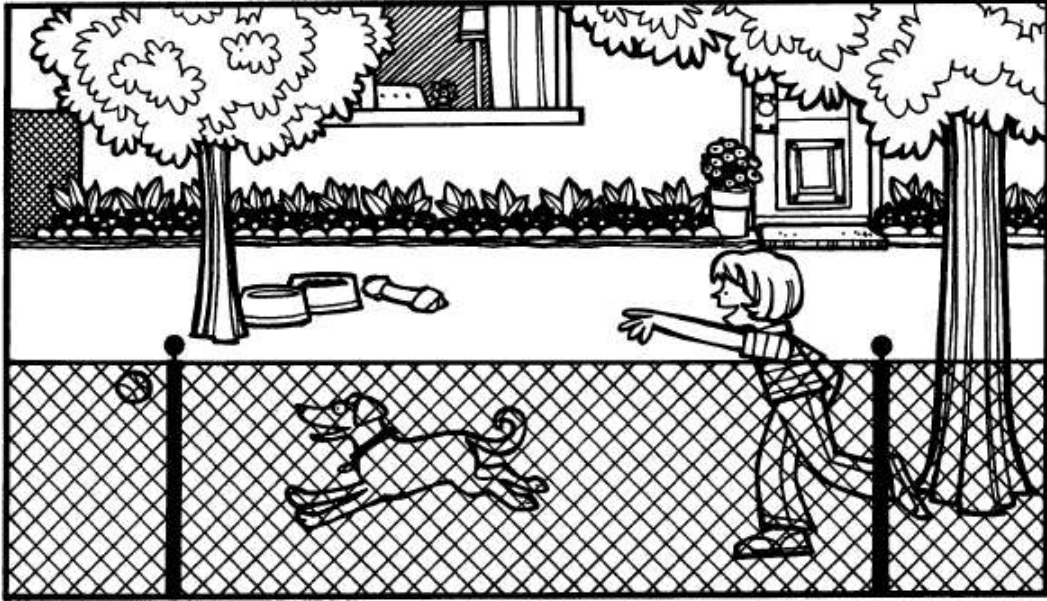
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Name _____

Thank You

Look carefully at the picture. Now write a thank-you letter from the animal to its owner. Name all the

things in the picture that this dog is thankful for.



Write three reasons you are thankful for animals. Write them on the back of this paper.



4. Once the students have filled out the Venn Diagram they should have enough background to do the following writing activity:

Link to full-size worksheet:

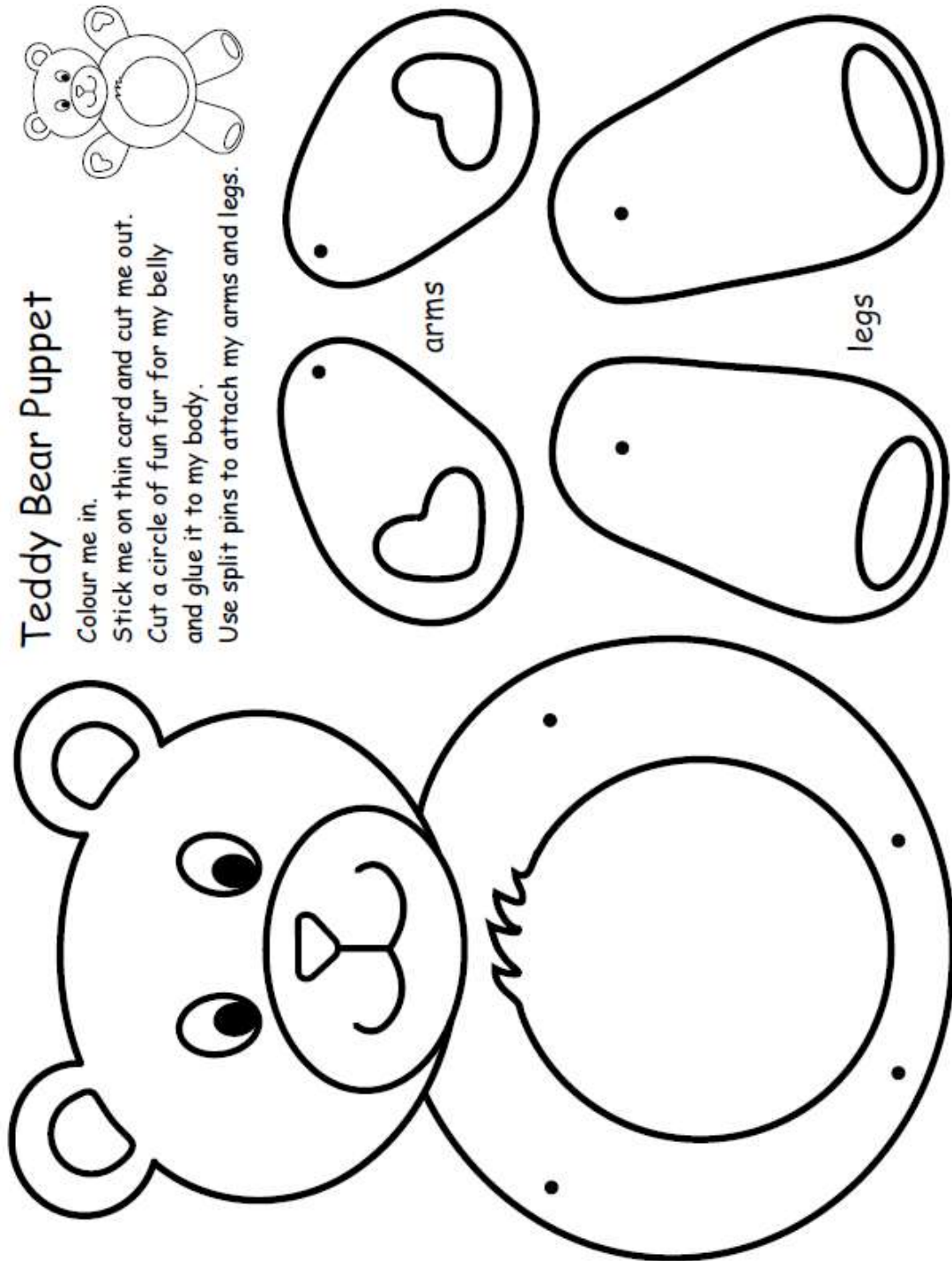
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http://www.humanesociety.org/assets/pdfs/parents_educators/worksheets/thank_you_k-2.pdf

Art Activity:

You are going to make puppets that will be used for another activity.



Teddy Bear Puppet

Colour me in.

Stick me on thin card and cut me out.

Cut a circle of fun fur for my belly and glue it to my body.

Use split pins to attach my arms and legs.

Once the students have colored and made their bear, you can attach it to a stick or a lunch sack to create a puppet. Have them create another

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puppet for just one of the following boy or girl cut out figures by cutting out a body and a head to match; glue them together and then color them and then attach them to a stick or a lunch sack:



Original link for girls: <http://www.kidscanhavefun.com/school/cut-and-paste-girls.pdf>

Original Link for boys: <http://www.kidscanhavefun.com/school/cut-and-paste-boys.pdf>

Speaking Activity:

Prepare the students for this activity by discussing and finding their ideas why it is good to have a pet.

Using the puppets the students made, have them ask permission to keep the pet they have just found. If they are asking to keep a child for a pet, have them speak using the bear puppet. If they are asking to keep an animal for a pet, have them speak using a boy or girl puppet.

If you want to extend this activity, you can have the students role play this in pairs. One student would ask permission to keep the pet; the other would play the role of the parent. The parent can say yes or no. If your students want to do more, they can give more detailed answers that give a reason for their answer.

Science Activity:

This activity will help students to realize that some animals are better suited as pets. Talk about wild animals and pets. Then have the students do the following:

Name _____

Pick Out the Pet

Squirrels, turtles, and frogs are wild animals. Maybe they live near your home. The best way to love wild animals is to let them live free. Pets are different from wild animals. Pets need to live with people. The best way to love pets is to take very good care of them. Look at the animals below. In each row, there is only one animal that should be a pet. Circle only the animals who are good pets.

raccoon	rattlesnake	rabbit
dog	dragonfly	deer
hedgehog	hawk	hamster
gecko	goldfish	grasshopper

Sometimes people try to keep wild animals as pets. But wild animals belong in nature. Choose a wild animal from this page. On the back, draw the animal in his or her natural home.

http://www.humanesociety.org/assets/pdfs/parents_educators/worksheets/pick_out_the_pet_k-2.pdf

Math Activity:

Game: I have...Who has...

Distribute the cards to the students until all are passed out. Some may have more than one card. Have one student start by reading his or her card. The student will say "I have...(a number) bears" and then "Who has...(a simple addition problem such as $4+3$) bears. Then a student that has "7 bears" will say, "I have 7 bears. Who has... (another simple problem)". Another student that has the sum will keep going until someone misses.

**I have
3 bears
Who has
 $6 + 2$ Bears**

**I have
7 bears
Who has
 $1 + 7$ Bears**

**I have
9 bears
Who has
 $4 + 1$ Bears**

**I have
8 bears
Who has
 $0 + 8$ Bears**

**I have
8 bears
Who has
 $2 + 0$ Bears**

**I have
5 bears
Who has
 $1 + 0$ Bears**

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**I have
7 bears
Who has
2 + 1 Bears**

**I have
5 bears
Who has
2 + 5 Bears**

**I have
1 bear
Who has
1 + 3 Bears**

**I have
5 bears
Who has
4 + 3 Bears**

**I have
7 bears
Who has
2 + 3 Bears**

**I have
2 bears
Who has
4 + 2 Bears**

**I have
8 bears
Who has
0 + 1 Bears**

**I have
5 bears
Who has
6 + 3 Bears**

**I have
6 bears
Who has
1 + 4 Bears**

**I have
5 bears
Who has
4 + 0 Bears**

**I have
4 bears
Who has
5 + 2 Bears**

**I have
7 bears
Who has
5 + 0 Bears**

**I have
6 bears
Who has
3 + 2 Bears**

**I have
8 bears
Who has
1 + 6 Bears**

**I have
5 bears
Who has
1 + 2 Bears**

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I have
7 bears
Who has
6 + 0 Bears

I have
2 bears
Who has
2 + 6 Bears

I have
3 bears
Who has
2 + 7 Bears

I have
2 bears
Who has
1 + 8 Bears

I have
6 bears
Who has
0 + 2 Bears

I have
9 bears
Who has
2 + 4 Bears

I have
4 bears
Who has
1 + 5 Bears

I have
4 bears
Who has
3 + 5 Bears

I have
3 bears
Who has
8 + 1 Bears

I have
6 bears
Who has
6 + 1 Bears

I have
8 bears
Who has
7 + 2 Bears

I have
3 bears
Who has
8 + 1 Bears

I have
7 bears
Who has
4 + 4 Bears

I have
9 bears
Who has
3 + 3 Bears

I have
7 bears
Who has
4 + 5 Bears

I have
8 bears
Who has
2 + 2 Bears

I have
6 bears
Who has
0 + 3 Bears

I have
9 bears
Who has
1 + 1 Bears

I have
9 bears
Who has
3 + 4 Bears

I have
5 bears
Who has
4 + 3 Bears

I have
1 bear
Who has
0 + 7 Bears

BATS AT THE BALLGAME

**WRITTEN AND ILLUSTRATED BY BRIAN LIES,
HOUGHTON MIFFLIN COMPANY, 2010**

PLOT SYNOPSIS

There's an innate magic to baseball stadiums, and the bats in this book wing at dusk to watch their favorite team play baseball under a glorious circus tent where the spectator bats cling to the roof. The baseball game brings many delights to the bat fans; they enjoy the beauty of the pristine field, the tasty treats being sold (Cricket Jacks and mothdogs!), the memories of favorite players from the past, and the batting and flying skills of the players. When the game gets close in the late innings, the tension builds in the stadium as the fans pull for the home team to win. As morning arrives, the bats wing home, delirious with their surprising victory and anxious for the next game.

MEET THE AUTHOR AND ILLUSTRATOR

Imagination has always played an important role in the life of Brian Lies (his last name rhymes with "cheese"). As a child, he loved to be in nature, building dams and forts in the woods. He also enjoyed spending hours writing and drawing with his sister. He pursued his passions of language and art in his college education, first attending Brown University, where he studied psychology and British and American Literature. Following his graduation from Brown, he studied drawing and painting at the Boston Museum School. He began his career as an editorial and political illustrator for magazines and newspapers, eventually pursuing illustration for children's books in the late 1980s. Today, he has illustrated over 25 books, and written and illustrated five books, three of which are his enormously popular and critically acclaimed bat picture books: *Bats at the Beach*, *Bats at the Library*, and *Bats at the Ballgame*. Today Mr. Lies lives in Massachusetts with his wife, daughter, and two cats. In addition to reading and drawing, he enjoys biking, woodworking, tending his vegetable garden, and making food the old-fashioned way. To learn more about Brian Lies, visit his webpage at www.brianlies.com

HOOKS

- Imagine you lived 100 years ago (think back to a time with no video games and television!): what did most kids do after school and what sport did families watch together? (Hint: It was called “America’s pastime”)
- Have you ever played baseball?
- Now think about bats playing baseball—how would the game be similar and different to the way people play baseball?
- What special capabilities do bats have?

ACTIVITIES

Music: Teach “Take Me Out to the Ballgame.” Tell your students that in the 7th inning stretch in a baseball game (when there is a brief break from the action), fans all across the country sing “Take me out to the ballgame,” the unofficial anthem of baseball. The song was written in 1908 and first publically performed at a high school game in Los Angeles in 1934. Teach them the song and then teach them to substitute the name of their favorite team in the appropriate location.

Poetry: *Bats at the Ballgame* uses an aabb rhyme pattern. Have students write poems about their favorite sport using the same pattern. Read the famous “Casey at the Bat” poem by Ernst Thayer to the class to show the level of detail that can be used.

Descriptive Language Writing Lesson: Focus on the adjectives, adverbs, and verbs used by Brian Lies in the story. Have students select their favorites on a second reading of the story. Additionally, have students brainstorm other adjectives and verbs related to bats. Then, ask students to make a bat shape poem, having them place adjectives in the body of the bat and verbs in the wings. Draw large bat shapes that students can fill in. Brainstorm titles for a bat-themed poem, and then allow students to use one of the titles or create their own.

Creative Writing: Brian Lies has modified aspects of a baseball game to fit the size, characteristics, and talents of bats. They eat mothdogs, beenuts and Cricket Jacks. They use powdered sugar to make the base path lines, sugar packets for the bases, and a fork to rake the pitcher’s mound. Have students think of their favorite sport and favorite animal. Have them imagine their favorite animal playing their favorite sport and then write a short picture book or story complete with the interesting changes to the sport to accommodate the unique characteristics of the animal.

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Examine Brian Lies's spectator bats. Each bat is beautifully detailed, with different size ears and facial expressions. Have students choose their favorite bat illustration and then write a backstory about this bat: who is the bat, what type of bat is it, how did they come to the baseball stadium, what are their hobbies and interests?

Bat Research: Have students learn more about bats. As an introduction, ask students how many bats drink blood, how many are omnivores, and how many eat fruit. After sharing, have students complete a KWL chart, filling in what they know and what they want to know. Then, start the research portion. If you have enough bat books in the library, begin by helping kids locate the bat books in the library, then review note-taking strategies. Have students work with partners to take at least 3 bat notes. At the end of the research session, ask students to share their favorite fact with the class (they must listen and make sure their fact hasn't already been presented; if so, they need to pick another bat fact). Have students write their fact into the Learn column of the KWL chart.

Baseball Research: Brian Lies includes illustrations of many famous baseball players in *Bats at the Ballgame*, including Willie Mays and Babe Ruth as bats. See which historical players students can identify when re-reading the book. Then allow students to research a famous baseball player from the past or today. You can allow free choice to the students, but you may also use the following list for students who don't have any knowledge of baseball:

Famous historical players: Babe Ruth, Hank Aaron, Lou Gehrig, Joe Jackson, Joe DiMaggio, Pete Rose, Randy Johnson, Reggie Jackson, Mickey Mantle, Roger Maris, Cy Young, Honus Wagner

Giants Players: Willie Mays, Willie McCovey, Juan Marichal, Orlando Cepeda, Will Clark, Barry Bonds

Dodger Players: Jackie Robinson, Tommy Lasorda, Steve Garvey, Don Sutton, Don Drysdale, Pee Wee Reese, Sandy Koufax

A's Players: Rickey Henderson, Mark Maguire, Jason Giambi, Dennis Eckersley, Jim "Catfish" Hunter

Angels Players: Rod Carew, Nolan Ryan, Jimmie Reese

Padre Players: Steve Garvey, Trevor Hoffman, Tony Gwynn

Current Players: Mike Trout, Albert Pujols, Bryce Harper, Pablo Sandoval, Tim Lincecum, Buster Posey, Alex Rodriguez, Derek Jeter, Stephen Strausberg, Miguel Cabrera, Justin Verlander, Prince Fielder

Bat Art Project: Using a white pencil, ask students to trace the outline of a bat's body on black construction paper. After they cut out the outline, they glue on google eyes. Then, they use the white pencil to draw the

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lines (veins) in the bat's wings and the detail on the bat's face. Finally, have students glue the bat to a clothespin. When all the bats are dry, hang the bats around your classroom for the month of October.

Math: Baseball is a game of statistics, and students will enjoy solving math problems relating to baseball. Create word problems using actions in a baseball game.

Average: For example, if Henry came up to bat 3 times in a game, and he hit the ball two times, what is his batting average? Similarly, if Mike came up to bat 5 times in a game, and he got two hits and one walk, what is his batting average and on-base percentage? If Julie has a batting average of .320, how many times will she get a hit in 4 at bats? If you are reading the story during baseball season, have students pick their favorite player and figure their stats for a game.

Percentage: If the Giants have 10 wins and 3 losses, what percentage of their games have they won? If Jason was playing shortstop, and 6 balls came to him over the course of a game, what is his error percentage if he mishandled one of the six balls?

For other activities, visit Brian Lies's website for his bat activity suggestions: http://www.brianlies.com/Bats_at_the_library_activities.html

Connections

Bat Stories:

Fiction:

Picture Books:

Bats at the Beach by Brian Lies, Houghton Mifflin Company, 2006.

The Bat in the Boot by Annie Cannon, Orchard Books, 1996.

Bats in the Library by Brian Lies, Houghton Mifflin Company, 2008.

Batty Riddles by Katy Hall and Lisa Eisenberg, Puffin Books, 1997.

Bed, Bats, and Beyond by Joan Holub, Darby Creek Publishing, 2008.

Stellaluna by Janell Canon, Harcourt Brace, 1993.

Chapter Books:

The Bat-Poet by Maurice Sendak, Macmillan, 1964.

Gregor the Overlander series by Suzanne Collins, Scholastic Press, 2003.

Poppy and Ereth by Avi, HarperCollins Publishers, 2009.

Nonfiction:

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

Bats by Ann Heinrichs

Hello, Bumblebee Bat by Darrin Lunde, Charlesbridge, 2007.

Little Bat Lost by Sandra Markle, Charlesbridge, 2006.

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Baseball Stories:

Fiction:

Chapter Books:

Baseball time travel books by Dan Gutman, including *The Babe and Me* Baseball, Avon, 2000.

Baseball books by Mike Lupica including *Heat*, Philomel Books, 2006.

Baseball books by John Ritter including *The Boy Who Saved Baseball*, Philomel Books, 2003.

Baseball books by Matt Christopher including *Return of the Home Run Kid*, Little, Brown, 1992.

The Aurora County All Stars by Deborah Wiles, Harcourt, 2007.

A Diamond in the Desert by Kathryn Fitzmaurice, Viking, 2012.

Joey Pigza Loses Control by Jack Gantos, Farrar, Straus & Giroux, 2000.

Penny From Heaven by Jennifer L. Holm, Random House Children's House, 2006.

Scaredy-Cat Catcher by Betty Hicks, Roaring Brooks Press, 2009.

Six Innings: A Game in the Life by James Preller, Feiwel & Friends, 2008.

Summerland by Michael Chabon, Talk Miramax Books/Hyperion Books for Children, 2002.

Swindle by Gordon Korman, Scholastic Press, 2008.

The Wednesday Wars by Gary Schmidt, Clarion Press, 2007.

In the Year of the Boar and Jackie Robinson by Bette Bao Lord, Harper & Row, 1984.

Nonfiction:

Picture Books:

All Star! Honus Wagner and the Most Famous Baseball Card Ever by Jane Yolen, Philomel, 2010.

Baseball Saved Us by Ken Mochizuki, Lee & Low, 1993.

Brothers at Bat: The True Story of an Amazing All-Brother Baseball Team by Audrey Vernick, Clarion Books, 2012.

No Easy Way: The Story of Ted Williams and the Last .400 Baseball Season by Fred Bowen, Dutton Children's Books, 2010.

Roberto Clemente: The Pride of the Pittsburgh Pirates by Jonah Winter, Antheneum Books for Young Readers, 2005.

Satchel Paige by Lisa Cline-Ransome, Simon & Schuster Books for Young Readers, 2000.

She Loved Baseball: The Effa Manley Story by Audrey Vernick, HarperCollins, 2010.

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Testing the Ice: A True Story About Jackie Robinson by Sharon Robinson, Scholastic Press, 2009.

You Never Heard of Sandy Koufax?! by Jonah Winter, Schwartz & Wade Books, 2009.

Poetry:

Becoming Joe DiMaggio by Maria Testa, Candlewick Press, 2002.

Casey at the Bat by Ernst Lawrence Thayer, D.R. Godine, 1988.

Longer Nonfiction Books:

Baseball's Best Shots: The Greatest Baseball Photography of All Time, forward by Johnny Bench, DK Publishing, 2000.

Long Ball: The Legend and Lore of the Home Run by Mark Stewart and Mike Kennedy, Millbrook Press, 2006.

Sports Illustrated The Baseball Book Expanded Edition edited by Rob Fleder, Time Home Entertainment Inc., 2011.

We Are the Ship: The Story of Negro League Baseball by Kadir Nelson, Jump at the Sun/Hyperion Books for Children, 2008

STARS

**WRITTEN BY MARY LYN RAE AND ILLUSTRATED
BY MARLA FRAZEE, BEACH LANE BOOKS, 2011**

PLOT SYNOPSIS

Mary Lyn Ray's simple, spare, lyrical language combines with Marla Frazee's whimsical and expressive art to create a truly unique book. A blend of poetry, science, and art, *Stars* celebrates the beauty of those tiny, sparkling lights in our night sky—stars. From the moment the first stars begin to twinkle, stars bring joy and invite us to contemplate the magnitude and mystery of our universe. But this book is about more than a distant object that fills us with wonder; it also is a book that quietly celebrates the beauty within each of us. *Stars* encourages us to nurture our inner spirit by holding stars close, creating stars, or finding them in nature. Mary Lyn Ray knows that thinking of stars warms our hearts and makes us smile, and Marla Frazee brings Ms. Ray's wisdom to life by giving us a wonderful cast of children who experience the magic of stars.

HOOKS

- What do you know about stars?
- What do they really look like?
- Have you ever noticed stars in nature?
- Can looking at a star or thinking about a star make you happy?

MEET THE AUTHOR

Mary Lyn Rae's beautiful and poetic writing is inspired by her passion for nature. She is the author of several children's books, including *Christmas Farm*, *Pumpkins: A Story for a Field*, *Shaker Boy*, and *Welcome, Brown Bird*, as well as a conservationist. In her stories, she celebrates how nature enriches our daily lives. Mary Lyn Ray lives with her dog on a 150-year-old farmhouse—that she restored herself!--in South Danbury, New Hampshire.

MEET THE ILLUSTRATOR

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Even as a child, Marla Frazee's talent as an illustrator was recognized when the first book she illustrated in third grade went on to win awards in a statewide competition. She received a BFA from Art Center College of Design in Pasadena, and following her graduation, she took a variety of jobs that would allow her to practice her art. She worked in advertising and educational publishing. Some of her best-known commercial illustrations included the illustrations for McDonald's Happy Meals and characters for the National Football League. Eventually, she started illustrating children's books, and in 1997 she first received widespread acclaim as an illustrator of children's books when she illustrated *The Seven Silly Eaters* by Mary Ann Hoberman. Her fame as an illustrator has continued to grow in the industry since that time, and she has received two Caldecott Honor Awards for *A Couple of Boys Have the Best Week Ever* (2009; a book she wrote as well as illustrated) and *All the World* by Elizabeth Garton Scanlon. She is the illustrator of the Clementine series for Sara Pennypacker. In addition to her work illustrating children's books, Ms. Frazee is the author and illustrator of five books. Ms. Frazee currently lives in southern California with her husband and three sons. She enjoys working in her backyard in a studio nestled under an avocado tree. Visit Marla Frazee's website to learn more about her amazing books, www.marlafrazee.com.

CONNECTIONS

Nonfiction:

A Black Hole is Not a Hole by Carolyn Cinami DiCristofano, Charlesbridge, 2012.

Living Sunlight: How the Sun Gives Us Light by Molly Bang and Penny Chisholm, Blue Sky Press, 2009.

Once Upon a Starry Night: A Book of Constellations by Jacqueline Minton, National Geographic, 2009.

A Star in My Orange: Looking for Nature's Shapes by Dana Meachen Rau, Millbrook Press, 2002.

Super Stars: The Biggest, Hottest, Brightest, and Most Explosive Stars in the Galaxy by David A. Aguilar, 2010.

Why Do Elephants Need the Sun? by Robert E. Wells, Albert Whitman, 2010.

Fiction:

Picture Books:

Comet, Stars, the Moon and Mars: Space Poems and Paintings by Douglas Florian, Harcourt, 2007.

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How the Stars Fell Into the Sky: A Navajo Legend by Jerrie Oughton, Houghton Mifflin, 1992.
The Magic School Bus Sees Stars: A Book About Stars, Scholastic, 1999.
Stories From the Stars: Greek Myths of the Zodiac, Abbeville Kids, 1996.
They Dance in the Sky: Native American Star Myths by Jean Guarde Monroe and Ray A. Williamson.
Watch the Stars Come Out by Riki Levinson, Dutton 1985.
Zoo in the Sky: A Book of Animal Constellations by Jacqueline Mitton, National Geographic Society, 1998.

Chapter Books:

Every Soul a Star by Wendy Mass, Little, Brown & Company, 2008.

Positive Attitude/Joy in the Simple Pleasures of Life/Cheering Up

Blackout by John Rocco, Disney/Hyperion Books, 2011.
Have You Filled A Bucket Today?: A Guide to Daily Happiness for Kids by Carol McCloud, Feme Press, 2006.
Reach for the Stars: Advice for Life's Journey by Serge Bloch, Sterling Publishing Company, 2010.
Virginia Wolf by Kyo Maclear, NY Kids Can Press, 2012

ACTIVITIES

Craft Projects:

Make Stars: As suggested in the book, make a star and slip it in your pocket. Reach for it on the days you don't feel "shiny." Make a second star for a friend with a special thought on the back that captures why your friend is special. Have every member of the class make a star and write on the back what makes them special ("I am special because . . ."). Hang all stars up in the classroom. Make a magic wand with a beautiful star at the end; make a wish and hope it comes true.

Make Snowflakes: Snowflakes can easily be made by first folding a square into a triangle, then into a rectangle, then into a triangle. Make small cuts on the folded edges, a longer cut on the open edges. There are also many printable patterns online. See the following sites for examples:

<http://www.marcel-kid-crafts.com/snowflake-pattern.html>

<http://www.marthastewart.com/276331/how-to-make-paper-snowflakes/@center/307034/christmas-workshop>

<http://pinterest.com/xnomads/paper-snowflakes/>

Make Constellations: Teach students about some of the most easily identifiable constellations in our solar system, including Ursa Major and

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Orion. Have students focus on the pattern of the stars in each constellation, then, on black paper, have students draw the shape of their favorite constellation in white pencil or crayon. At the side, have them draw the representative figure. For example, if a student drew the stars of Ursa Major, they'd draw a bear at the side.

Finally, use a small star-shaped hole punch or toothpick to punch out the stars of the constellation. Grab a flashlight, turn off all the lights and shine your constellation on a wall!

Nature Discoveries:

Look for stars in nature. Have your students bring in what they find. Encourage them to look at the shapes of flowers, the flowers of fruit and vegetables, seedpods, and fruit. You'll be amazed once you start looking.

Star Viewing Evening:

Arrange to meet with your class one night on the field of the school. Encourage everyone to bring hot chocolate, chairs, and blankets. Bring several telescopes. Point out the constellations; repeat 6 months later so the children can see how the night sky changes.

Music:

If you are reading this book to younger children, teach them "Twinkle, Twinkle Little Star" and "If You're Happy and You Know It." Enjoy singing the songs together.

Create a Special Reading Nook:

One of the magical pictures in *Stars* shows three children tucked inside the trunk of a vast tree, sprinkled with green stars. Using blankets, lots of green stars, and/or butcher paper, create a special reading location for one or two students in your classroom. Alternatively, ask someone who camps to bring in a small tent. Cover the tent with blankets and stars to create a magical location.

Baking:

When doing a math lesson on fractions, make some shortbread cookies, cut out in the shape of stars.

Classroom Conversation:

Lead a discussion about what it means to feel "shiny" or "not shiny." Have students share ideas. Then brainstorm how you can make someone who is feeling "not shiny" feel better.

INTERRUPTING CHICKEN

BY DAVID EZRA STEIN

PLOT SYNOPSIS

Papa Chicken is going to read Chicken a bedtime story, but he knows what will probably happen and warns Chicken not to interrupt. He begins reading one treasured story after another and just as he expected Chicken interrupts. She, as so many children, knows the story as well as the author and can tell every detail, but she doesn't. She interjects humor, encouragement, and warnings to each of the characters we all know so well. Finally, Papa gives up and asks Chicken to tell him a story. And the rest is *zzzzzzzzz!* But for Whom?

HOOKS

- Does anyone ever read books to you before you go to bed? Who?
- Have you ever interrupted them? What did you say?
- What is your favorite bedtime story?
- Have you made up your own story to read (tell) to your mom (dad, friend, guardian, etc.)? Will you tell us that story?

MEET THE AUTHOR

David's journey as an author began early, even before he could write. He was born in Brooklyn, NY. Post-its seemed to be a favorite medium for his work. He was always in search of a book, often inviting others to read to him or to take his turn sharing his stories with them. As he grew and savored life he was able to pursue his love. He attended Parsons School of Design in Manhattan and chose to become a children's writer and illustrator partially because of the influence of a "beloved author and teacher, Pat Cummings." (<http://www.davidezra.com/About-David-Ezra-Stein>). He sums up his much of his desires and goals in his own words when he states, "I'll never forget the experience of sitting in a beloved lap and having a whole world open before me: a world brought to life by the pictures and the grown-up's voice. That wonder is what I want to re-create in my own books."

His work is recognized by fans and peers alike. He has received numerous awards such as being selected as a *Publishers Weekly* Best Book of the Year, a *School Library Journal* Best Book, and the Ezra Jack Keats ward for

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his book *Leaves. Interrupting Chicken* brought home the distinction of being selected as a Caldecott Honor Book for 2011. His talent and skill will continue to entertain, captivate, and teach children for many years to come. For more about David Ezra Stein visit: <http://www.davidezra.com>

CONNECTIONS

Fairy Tale Tour:

- Take your kids on a tour of various classic stories, starting with those mentioned in *Interrupting Chicken* and then add more:

Hansel and Gretel by Will Moses, Philomel, 2006.

Little Red Riding Hood (Classic Fairy Tale Pop-Ups) by Julia Seal, Barron's Educational Series, 2013.

Little Red Riding Hood by Brothers Grimm and illustrated by David Egneus, Harper Design 2011. (This might be a copy to catch even older readers, so here is the ISBN # 006202051X, available from Amazon.)

Chicken Little retold by Steven Kellogg, Perfection Learning, 1987 (available through Amazon).

Classic Fairy Tales by Scott Gustafson, The Greenwich Workshop Press, 2003. This book has 10 classic tales and is 144 pages.

Will Moses' Mother Goose by Will Moses, Philomel, 2003.

Fractured Fairy Tales

- Kids love to change and invent stories, show them some interesting variations.

Honestly, Red Riding Hood Was Rotten!: The Story of Little Red Riding Hood as Told by the Wolf (The Other Side of the Story) by Trisha Speed Shaskan, Picture Window Books, 2011.

Seriously, Cinderella Is SO Annoying!: The Story of Cinderella as Told by the Wicked Stepmother (The Other Side of the Story) by Trisha Speed Shaskan, Picture Window Books, 2011.

Cinderella Outgrows the Glass Slipper and Other Zany Fractured Fairy Tale Plays: 5 Funny Plays with Related Writing Activities and Graphic Organizers ... Kids to Explore Plot, Characters, and Setting by Joan M. Wolf, Teaching Resources, 2002. This is for ages 8-10, but is an interesting way to catch more kids. Can you adapt and simplify parts to match your kids?

Parent Child Relationships

It's Not Your Fault, Koko Bear: A Read-Together Book for Parents and Young Children During Divorce by Vicki Lansky, The Book Peddlers, 1997.

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Darth Vader and Son by Jeffrey Brown, Chronicle Books, 2012.

The Invisible String by Patrice Karst, Devorss & Co., 2000.

Someday by Allison McGhee, Atheneum Books for Young Readers, 2007.

When a Dad says, "I Love You" by Douglas Wood, Simon & Shuster Books for Young Readers, 2013.

WRITING PROMPTS

- Write a bedtime story for someone you love.
- Choose one of your favorite stories and tell it from the perspective of one of the other characters in the story.
- Pretend that Papa Chicken never reads bedtime stories to Chicken. Write what Chicken can say to Papa Chicken so he will read a bedtime story to her.
- Does Papa Chicken love Chicken? Explain why you think he does. Start by making a list of each thing that shows he loves her and then write a paragraph that includes each item you listed. (For older students, can they turn this into an essay by creating a simple introductory paragraph and then creating a more detailed paragraph for each item listed?)
- Create your own graphic novel (story) for your original story.

ACTIVITIES

Art

- Have the students draw one picture that represents each story that Papa Chicken reads to Chicken and a picture for the story Chicken tells to Papa Chicken.
- Use a lunch bag and have the students color and/or decorate the bag to create a hand puppet. They can make eyes, beak, and the comb from other materials and attach them to the bag if desired. They can make either Chicken or Papa Chicken.

Math

- Create simple word problems from *Interrupting Chicken*. Have the students count how many times Chicken interrupted Papa Chicken. Using the pictures the students made for art as manipulatives, try these problems:

Papa Chicken read *Hansel and Gretel*, *Little Red Riding Hood*, and *Chicken Little* to Chicken. How many stories did Papa Chicken read?

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Papa Chicken was going to read Hansel and Gretel, Little Red Riding Hood, and Chicken Little to Chicken, but he only had time Little Red Riding Hood and Chicken Little to Chicken. How many stories did he read?

Papa Chicken read Hansel and Gretel, Little Red Riding Hood, and Chicken Little to Chicken. He did not read Chicken Little. How many stories did papa Chicken Read?

Papa Chicken read Chicken Little. Papa Chicken read Hansel and Gretel. Papa Chicken read Little Red Riding Hood. How many stories were read?

Keep altering the presentation and some of the wording while helping the students to arrive at the same conclusion from the varied questions. Be creative and apply this to more. Perhaps in the 3rd grad on up you can work on basic multiplication facts.

P.E.

- Teach the students the chicken dance:
<http://www.wikihow.com/Do-the-Chicken-Dance>

Music

- Teach the chorus to "There Ain't Nobody Here But Us Chickens" and have a student or a teacher say the parts leading up to each chorus. See the lyrics below. Cut it down to as short as you like.
- The Muppet Show YouTube video of the song :
<http://www.youtube.com/watch?v=Oqg3YWFA5nw>
- One night farmer Brown,
Was takin' the airs,
Locked up the barnyard
With the greatest of care
Down in the henhouse
Somethin' stirred
When he shouted "Who's there?"
This is what he heard:
There ain't nobody here but us chickens
There ain't nobody here at all
So calm yourself,
And stop your fuss
There ain't nobody here but us
We chickens tryin' to sleep,
And you butt in
And hobble, hobble hobble hobble

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With your chin
There ain't nobody here but us chickens
There ain't nobody here at all
You're stompin' around
And shakin' the ground,
You're kickin' up an awful dust
We chicken's tryin' to sleep
And you butt in
And hobble, hobble hobble hobble
It's a sing
Tomorrow
Is a busy day
We got things to do
We got eggs to lay
We got ground to dig
And worms to scratch
It takes a lot of settin'
Gettin' chicks to hatch
There ain't nobody here but us chickens
There ain't nobody here at all
So quiet yourself,
And stop your fuss
There ain't nobody here but us
Kindly point that gun,
The other way
And hobble, hobble hobble of and
Hit the hay
INSTRUMENTAL
Tomorrow
Is a busy day
We got things to do
We got [eggs](#) to lay
We got ground to dig
And worms to scratch
It takes a lot of settin'
Gettin' chicks to hatch
There ain't nobody here but us chickens
There ain't nobody here at all
So quiet yourself,
And stop your fuss
There ain't nobody here but us
Kindly point that gun,
The other way
And hobble, hobble hobble of and

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Hit the hay
SHOUTED:
"Hey boss man
What do ya say?"
It's easy pickens,
Ain't nobody here but us chickens

(http://www.lyricsmode.com/lyrics/l/louis_jordan/aint_nobody_here_but_us_chickens.html)

Science

- Incubate an egg and watch the chick hatch. The class could describe the process and the progress up to and through the day when the chick hatches.

OTHER RESOURCES

- Candlewick Press Story-Hour Kit:
http://www.candlewick.com/book_files/9999999911.kit.6.pdf
- Complete unit guide for many curricular activities and background information:
<http://www.islma.org/pdf/monarch/Interruptin%20Chicken.pdf>
- http://suzyred.com/pbks2011 Interrupting_Chicken.html
- Nice lesson plan guide, go to lesson 5:
<http://media.jefferson.k12.ky.us/sandbox/groups/librarymediaservices/wiki/bd98d/attachments/83a7c/KBA%202011-12%20KBA%20Lesson%20Plan%20Guide.pdf>
- Another lesson guide: <http://www.chickadeeaward.org/2011-2012/InterruptingChicken.html>
- Author interview with IRA:
<http://www.reading.org/general/Publications/blog/engage/engage-single-post/engage/2013/04/12/5-questions-with-david-ezra-stein>

PRESS HERE

**WRITTEN AND ILLUSTRATED BY HERVE TULLET,
CHRONICLE BOOKS, 2011**

PLOT SYNOPSIS

A single yellow dot multiplies, changes colors, expands, and dances across the page with the touch of a finger, the movement of the book, or the push of a breath. This book celebrates the power of imagination and the enduring appeal of books.

HOOKS

- What is your favorite color? Your favorite shape?
- Is a book like an iPad? Explain why or why not.
- Can you change a story by touching or tapping a book?

MEET THE AUTHOR AND ILLUSTRATOR

Herve Tullet is a French author and illustrator who has been writing books for nearly 20 years. His books celebrate the power of imagination and creativity, and he believes that books need to be shared by everyone. In fact, he considers his best book ideas to be those that inspire all members of a family to read and play together. Mr. Tullet was raised in Paris, France. He discovered books when he was 16 and was astonished and transformed by the power of the ideas contained therein—from rebellion, to beauty, to love, to politics. He went on to study Fine Arts and Decorative Arts at art school where he was inspired by the works of Alexander Calder and Joan Miro. He worked at an art director for an advertising agency for 10 years before publishing his first book in 1994. Sixty books later, Mr. Tullet's stories remain innovative, delightful, and accessible.

ACTIVITIES

Art: Experiment with the technique of pointillism—create pictures using only dots. You can use colored circle stickers, tissue paper circles, and small paint bottles with a circular applicator, or you can dip the eraser of a pencil in paint. For the youngest students, give them free choice. For slightly older students, give them a subject to create. For example, ask

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them to create a rainbow using only dots or to design a repeating pattern. You could also have them create faces using only dots. Begin by having students create happy faces. Extend this project by asking them to show different expressions on the faces (excited, sad, surprised, angry). For this exercise, show them how eyebrows, eye shape, and mouth shape can change the final picture.

Further, talk to kids about colors, the color wheel, primary colors, secondary colors, and complimentary colors. Start by having kids draw pictures using only primary colors. Then, get messy, and let children mix the primary colors to create the secondary colors. Have them draw a picture using the same subject as the picture done in primary colors, but this time, they can only use secondary colors. Have students compare and contrast the two pictures using primary and secondary colors. Do the pictures make them feel differently? Did they feel limited or liberated when drawing the pictures when their choice of colors was restricted?

Kinesthetic: Have your students re-enact a simplified version of the story. Some students will be the circles, other students will be the narrators, and a final group will be the “tappers,” pressing or moving the circles as directed by the narrators. For the circle students, start by asking them to draw (and then paint) very large colored circles. These circles will be pinned on their shirts. Alternatively, students can just be asked to wear solid colored t-shirts. Circle students will be entering, exiting, and moving around, according to the words read by the narrators and after the tappers have touched them.

Language Arts: *Press Here* uses a variety of verbs, including press, rub, clap, tilt, tap, shake, and blow. After explaining the idea of verbs to your students, see if they can identify all the verbs in the book. Next, ask students to create their own “Press Here” book using the verbs from the book but different shapes. Alternatively, have students brainstorm different verbs and challenge them to create a new press here book with these new verbs and shapes or objects of their choosing.

For activities created by the publisher of *Press Here*, visit <http://www.chroniclebooks.com/presshere/>

CONNECTIONS

Shapes and Colors:

- The Artist Who Painted a Blue Horse* by Eric Carle, Philomel Books, 2011.
- Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr., H. Holt, 1983.
- Birds* by Kevin Henkes, Greenwillow, 2009.
- Color* by Ruth Heller, Putnam & Grosset, 1995.
- Color Zoo* by Lois Ehlert, Lippincott, 1999.
- The Dot and the Line: A Romance in Lower Mathematics* by Norman Juster, SeaStar Books, 2001.
- I Am Blop!* by Herve Tullet, Phaidon Press, 2013.
- I Spy Shapes in Art* by Lucy Micklethwait, Greenwillow Books, 2004.
- I Went Walking* by Sue Williams, Gulliver/HBJ, 1990.
- Lots of Spots* by Lois Ehlert, Beach Lane Books, 2010.
- Monsters Love Colors* by Mike Austin, Harper Collins, 2013.
- One Red Dot: A Pop Up Book for Children of All Ages* by David Carter, Little Simon, 2005.
- Round is a Mooncake: A Book of Shapes* by Roseanne Thong, Chronicle Books, 2000.
- Shapes, Shapes, Shapes* by Tana Hoban, Greenwillow, 1986.
- Ten Black Dots* by Donald Crews, Greenwillow Books, 1999.
- Shapes
- 10 Hungry Rabbits: Counting and Color Concepts* by Anita Lobel, Knopf, 2012.
- 600 Black Spots: A Pop Up Book for Children of All Ages* by David Carter, Little Simon, 2007.

Imagination Stories:

- Beautiful Oops!* by Barney Saltzberg, Workman Publishing, 2010.
- The Dot* by Peter Reynolds, Candlewick Press, 2003.
- Emily's Balloon* by Komako Sakai, Chronicle Books, 2006.
- Hanimals* by Mario Mariotti, Green Tiger/Childrens Press, 1982.
- H.O.R.S.E.: A Game of Basketball and Imagination* by Christopher Myers, Egmont USA, 2012.
- The Imaginary Garden* by Andrew Larsen, Kids Can Press, 2009.
- Let's Do Nothing* by Tony Fucile, Candlewick Press, 2009.
- My Garden* by Kevin Henkes, Greenwillow books, 2010.
- The Mysteries of Harris Burdick* by Chris Van Allsburg, Houghton Mifflin, 1984.
- Not a Box* by Antoinette Portis, Harper Collins, 2006.
- Play With Your Food* by Joost Elffers, Stewart, Tabori & Chang, 1997.
- The Queen of France* by Tim Wadham, Candlewick Press, 2011.

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Die Cut Books:

The Amazing Book of Shapes by Lydia Sharman, Houghton Mifflin, 1994.

The Color Box by Dayle Ann Dodds, Little Brown, 1992.

Green by Laura Vaccaro Seeger, Roaring Brook Press, 2012.

I Spy With My Little Eye by Edward Gibbs, Templar Books, 2011.

Joseph Had a Little Overcoat by Simms Taback, Viking, 1999.

Look! Look! Look! by Tana Hoban, Greenwillow, 1988.

One Boy by Laura Vaccaro Seeger, Roaring Brook Press, 2008.

Reflections by Ann Jonas, Greenwillow Books, 1997.

Round Trip by Ann Jonas, Greenwillow Books, 1983.

The Very Hungry Caterpillar by Eric Carle, Collins Publishers, 1979.

While You Were Sleeping: A Lift-the-Flap Book of Time Around the World by Durga Bernhard, Charlesbridge, 2011.

10 Things I Can Do to Help My World: Fun and Easy Eco-tips by Melanie Walsh, Candlewick Press, 2008.