

Anybodies

By N. E. Bode (Julianna Baggott)

Annotation

Twelve-year-old Fern and Howard Bone were switched at birth through a hospital mixup. The families discover the mistake and decide the children will spend the summer with their birth parents. Fern meets her father, the Bone, who is an "Anybody." As a shapeshifter, he can change into someone or something else; however, his transforming abilities have mysteriously disappeared. To restore his powers, they must find *The Art of Being Anybody*, a book once owned by Bone's dead wife. Father and daughter journey to the grandmother's magical boarding house which is crowded with books. It is here that Fern discovers her talent – the ability to shake elements of stories out of books into the real world. This story cleverly combines humor, family drama, and mystery into an enchanting tale that will have readers begging for more. (Grades 5-8)

Author on the Internet

<http://www.juliannabaggott.com/>

Realia

Item: Fake bat and marbles

Statement: In the book *The Anybodies* by N. E. Bode, one of the first clues that Fern is someone extraordinary happens when she sees a bat turn into a marble. Read *The Anybodies* and find out why she denies that it happened and does not express shock or try to explain it (p. 63).

Food

Green eggs and ham (Dr. Seuss), Bubble gum (*Charlie and the Chocolate Factory*), Turkish delight (Narnia), Grilled cheese and tomato soup, Toast with marmalade (Paddington)

Challenging Words

aghast	(p. 26 PB)	haggard	(p. 146 PB)
anesthesia	(p. 14 PB)	hazard	(p. 153 PB)
awry	(p. 11 PB)	miser	(p. 82 PB)
bedraggled	(p. 199 PB)	nondescript	(p. 21 PB)
census	(p. 64 PB)	nostalgic	(p. 115 PB)
contagious	(p. 200 PB)	outlandish	(p. 90 PB)
divulge	(p. 182 PB)	rustic	(p. 73 PB)
fledgling	(p. 173 PB)	stereotype	(p. 180 PB)
forlorn	(p. 225 PB)	subservient	(p. 16 PB)
formality	(p. 193 PB)	utility	(p. 191 PB)

Figurative Language

Metaphors

- "Milton was a pale sausage of a boy." (p. 23 PB)

Similes

- "The ceiling lining, which had been originally set at some distant and probably now-abandoned factory had come unglued, and hung like the stretched out underbelly of an ominous cloud; Fern's

mind fluttered momentarily back to the man from the census bureau with the misty gray hand.” (p. 53-54 PB)

- “And the other mother, with large brown eyes, wet as pools, lashes soft as moth wings, began to lose blood.” (p. 14 PB)
- “The hair had broken loose and now puffed like a plume.” (p. 25 PB)
- “Big and blue, the eyes glowed like headlights on a Buick in the middle of the night.” (p. 118 PB)
- “Mrs. Appleplum looked at Fern like Fern was a pearl, a shiny pearl that she had just found in an oyster.” (p. 143 PB)

Idioms and Expressions

- “What are you doing awake. You need your beauty sleep.” (p. 72 PB)
- “Today’s a good day, Fern! It’s a very good day. Things are already looking up.” (p. 112 PB)
- “She’d lost her train of thought, or maybe the train had been derailed.” (p. 126 PB)
- “I’ve looked at every book in this room, some twice. Nothing. I’m tired,” the Bone said. “This trip has taken more out of me than I expected.” (p. 153 PB)
- “Mrs. Appleplum opened the door and poked her head out. ‘I just had the strangest sensation that someone was pulling my leg!’” (p. 181 PB)

Curriculum Connections

Character Education:

- Assign to students the following writing prompts:
 1. Fern and the Bone were lying to her Grandmother for what they felt was a good cause. Have you ever lied for what you felt was a good cause? When, if ever, do you feel it is okay to lie?
 2. The Miser and the Bone kept all their emotions bottled up. Do you ever do that? How does it feel to let them out? What can happen to you if you keep yourself bottled up like the Miser or the Bone did?

Fine Arts:

- Discuss with students realistic type paintings. Ask students if they have seen a painting that was so realistic they felt they could reach right into it? Have students locate a painting in a library book, and describe what it would be like to be able to reach into it. Have students be creative in choosing and presenting their painting.
- Remind students about Fern’s unique power. Have students illustrate what might be shaken out of a favorite book if they had that power.

Language Arts:

- Have the students locate at least five references to other books (allusions), including at least one that is inferred and not direct. Have students make a list of the references with quotes. Have students choose one book to find, read, and booktalk. Librarians/teachers may refer to the following list:

p. 16, 155, 206 *Charlotte’s Web*
p. 25 *Oliver Twist*
p. 57 *Stuart Little*
p. 57 *Harry Potter*
p. 57 *Little House on the Prairie*
p. 57 *Secret Garden*
p. 57 *Peter Pan*
p. 57 *Lemony Snicket*
p. 57 *Narnia*
p. 57, 116 *Little Red Riding Hood*

p. 57 *Goldilocks*
p. 74 *The Phantom Tollbooth*
p. 128, 205 *Alice in Wonderland*
p. 133 *Hansel and Gretel*
p. 142 *Green Eggs and Ham*
p. 142 *Charlie and the Chocolate Factory*
p. 143 *Chronicles of Narnia*
p. 145, 174 *James and the Giant Peach*
p. 145 *Where the Sidewalk Ends*
p. 145 *Borrowers*
p. 145 *Lord of the Rings*
p. 152 *Anne Frank: The Diary of a Young Girl*
p. 152 *Catherine, Called Birdy*
p. 158, 162 *The Wizard of Oz*
p. 162 *The Mouse on the Motorcycle*
p. 180 *Snow White and the Seven Dwarfs*
p. 199 *Paddington Bear*
p. 201 *Aesop's Fables*
p. 201, 239 *The Bible*
p. 204 *Peter Rabbit*
p. 239 *King Arthur*
p. 240 *Robin Hood*
p. 255 *Anne of Green Gables*
p. 255 *Heidi*
p. 268 *Indian in the Cupboard*

Mathematics:

- Divide class into pairs and have them use mathematical patterns to create their own simple secret code using words and/or numbers. Then have the partners exchange with another team to try to decipher the codes.

Chicken Boy

by Frances O’Roark Dowell

Annotation

Tobin McCauley’s mom died five years ago of cancer. Seventh-grader Tobin has emotionally shut down and he has given up trying to fit into school. Fortunately for Tobin, Henry Otis moves into town, becomes his friend, and teaches him to raise chickens for a class project. By taking on the responsibility of nurturing the chicks, Tobin develops his own identity and self-esteem. Meanwhile, his grandmother and her sky blue Toyota truck lend some levity to the weighty topics. Young readers will relate to Tobin’s struggles in this well-written, quick read. (Grades 4-7)

Author on the Internet

<http://www.francesdowell.com/>

Realia

Item: Checkerboard

Statement: Henry brought one to play during lunch and made their table the center of attention.

Item: NASCAR trading cards

Statement: Tobin’s dad loves to watch stock car racing and thinks the cards will be valuable some day.

Item: *National Geographic* magazine

Statement: Mr. Paulsen always read one of these while waiting for Tobin’s family therapy sessions. Then he would give it to Tobin.

Food

Peanut butter and jelly sandwiches, Saltine crackers, Sweet tea, Tofu, Chocolate kisses, Boiled hotdogs, Apple pie, Maple-flavored baked beans

Challenging Words

anthropology	(p.158 HB)	organic	(p. 78 HB)
coop	(p. 60 HB)	shimmied	(p. 27 HB)
corridor	(p. 171 HB)	stickler	(p. 170 HB)
covenant	(p. 160 HB)	tofu	(p. 52 HB)
exoskeleton	(p. 44 HB)	vegetarian	(p. 51 HB)
obliged	(p. 174 HB)	ventilation	(p. 35 HB)

Figurative Language

Similes

- “Bet there’s not a prison built that could hold you, son,’ he said, then started choking on his own laughter, his face glowing red as a bowl of tomato soup.” (p. 3 HB)
- “His fists pounded against me like major-league pitches into a catcher’s glove.” (p. 16 HB)
- “Going from Henry’s house to mine was like walking out of a color movie into one that was nothing but black and white.” (p. 58 HB)
- “But I’m too set in my ways, son. And I snore like a freight train, so I’m told.” (p. 88 HB)
- Other similes: pages 149, 156, 182

Idioms and Expressions

- “You might think this old woman don’t have any tricks left up her sleeve, but just you wait.” (p. 107 HB)
- “What I didn’t know was things at home were about to blow sky-high.” (p. 124 HB)
- “You have got the chicken legs, my man, there can be no argument about that.” (p. 140 HB)

Curriculum Connections

Character Education:

- Remind students that Tobin exhibited many character traits including the following: respect, loyalty, responsibility, courage, adaptability, trustworthiness, compassion, and optimism. Have students choose two character traits illustrated by examples Tobin’s actions.

Fine Arts:

- Divide class into small groups and have them create a Chicken Collage Poster. Have students locate pictures of the different breeds the boys in the story discussed: Australorps, Araucana, Rhode Island Reds, white leghorns, and golden and silver laced wyandottes.
- Have students create a museum type display with items brought from home: “The Chicken.” (Suggestions – oven/hot mitts, dishware, dish cloths, cookie jars, coasters, prints, figurines, magnets, placemats, aprons, tablecloths, salt and pepper shakers, pictures cut from catalogs such as Williams Sonoma that sell chicken motif materials)

Foreign Languages:

- Have ESOL students select a quote from the book (e.g., “Chickens are social creatures. You should keep at least three at all times.”) Have the students translate the sentences into their native language, make banners, and display them. (Most schools have at least four different languages represented. Be sure to also use the Latin term for chicken – *Gallus Domesticus*.)

Language Arts:

- Have students use www.mapquest.com or other map service to locate Raleigh, North Carolina. Remind students that the street names in the book are real. Have them use Six Forks Road and Strickland Road to try and determine where Tobin and Henry live and where they might go to school.
- Have students use a Venn diagram or other graphic organizer to compare and contrast Tobin’s family and home life to Henry’s family and home life.
- Mix up the following scenarios and let students match the cause to the effect.
 1. Tobin’s dad would not give Granny the box of Sandy’s clothes – Granny reported him to SS.
 2. Tobin would often come home to an empty, dirty house with no food – Tobin asks Granny to let him live with her.
 3. Tobin had scrawny legs and was embarrassed to dress out for PE – Tobin earns Coach Kelly’s dislike.
 4. Tobin starts raising chickens at Granny’s house – Granny’s dog Calvin falls in love with the Chickens.
- Read aloud Janet Steven’s *Cook A’Doodle Do*, which is a hilarious take-off on *The Little Red Hen*. Brainstorm with students other examples of chickens in literature (e.g., Henny Penny, Chicken Little, Chanticleer in Chaucer, *Hoboken Chicken Emergency*, and *Summer Reading is Killing Me*).

Mathematics:

- Assign to students the following research project: For the state of Florida, research how many children are placed in temporary Foster Care each year. How long, on average, do they stay in Foster Care? In your county, check the same statistics – compare. Does your county supply suitcases for children taken into Foster Care? How many would they need? Could this be a service project?

Science/Agriculture:

- Divide students into small teams for the following research project:
 - Using a dictionary, an almanac, and an encyclopedia (all three must be used) referring to the Indexes, table of contents, and guide words, locate the answers to the following questions:
 1. What kind of animal is a chicken?
 2. What characteristics make a chicken this type of animal?
 3. What is the largest relative of the chicken and where does it live?
 4. What relative of the chicken lays the smallest egg?
 5. List three flightless relatives of the chicken.
 - Expand the research by asking the library media specialist to add the following nonfiction titles:
 - *The Fairest Fowl: Portraits of Championship Chickens* by Ira Glass
 - *Extra Extraordinary Chickens* by Stephen Green-Armytage
 - *Hen and the Art of Chicken Maintenance* by Martin Gurdon
 - *The Field Guide to Chickens* by Pam Percy
- Use this as a classroom novel when studying animal husbandry. Include the following assignments and activities:
 - Have students expand Henry and Tobin's list of facts about chickens.
 - Compare large scale chicken industry to smaller organic techniques.
 - Invite a guest speaker from the poultry industry to visit the class.
 - Visit a traditional farm and/or a large producer.
 - Research jobs in the poultry industry – caretaker to scientist.
 - Use suggestions from Fine Art Curriculum Connections

Social Studies/Geography:

- Have the students research the origin of the domestic chicken, making a timeline of important events such as the development of breeds for meat, eggs, feathers, hardiness, and inability to fly.
- Assign students the development of a Cultural Chicken Cookbook, depending on grade level. For example,
 - 6th grade could locate and compile a cookbook of regional chicken dishes.
 - 7th grade could locate and compile a cookbook of African, and Asian Chicken dishes.
 - 8th grade could locate and compile a cookbook of colonial through Civil War chicken dishes.
- Have Seventh Graders research the Chinese calendar for the Year of the Rooster. (The last one was 2005.) What traits are associated with people born in this year?

Code Orange

by Caroline B. Cooney

Annotation

Mitty Blake is searching for his infectious disease report topic. Unfortunately, the search turns into a nightmare when Mitty finds two scabs in an old medical book in his family's weekend house. The scabs are variola major, a virus that has the potential to kill everyone in New York City. While searching on the Internet, Mitty and his friend, Olivia, inadvertently tip off terrorists about his findings. This leads to Mitty's kidnapping and the terrorists' plans to use him as a human biological weapon against the people of New York. Sympathetic readers will rally around Mitty and his heroic efforts against terrorists in this modern day thriller. (Grades 7-9)

Author on the Internet

<http://www.scholastic.com/titles/authors/cooney/index.htm>

Realia

Item: Scabs (These can be small, well-cooked, crumbly pieces of bacon or even *Bacon Bits* salad garnishes) kept in a plastic baggie or in a clear, plastic case

Statement: Will these scabs cause the death of millions? Find out how one kid's biology research project could infect the world. Read *Code Orange* by Caroline B. Cooney.

Food

Blue corn chips and sour cream, *Krispy Kreme Doughnuts*, *McDonald's* (Burgers, Fries, Apple Pie, Chocolate Shakes, p.167), sidewalk vendor fare (bagels and falafels, hotdogs, soft pretzels, p. 37), television sports watching snacks (*Cheese Doodles*, spicy hot potato chips, long pretzels, baby hotdogs in dough, p.85)

Challenging Words

allocated	(p. 28 HB)	longevity	(p. 171 HB)
bibliography	(p. 3 HB)	marquee	(p. 60 HB)
boroughs	(p. 61 HB)	pathologists	(p. 64 HB)
coherent	(p. 162 HB)	rigor	(p. 30 HB)
cohorts	(p. 171 HB)	schlepped	(p. 16 HB)
debris	(p. 5 HB)	scourge	(p. 40 HB)
expounded	(p. 95 HB)	skepticism	(p. 53 HB)
immunization	(p. 4 HB)	sluiced	(p. 149 HB)
inoculation	(p. 38 HB)	suburbanite	(p. 18 HB)
lesions	(p. 95 HB)	vaccinated	(p. 42 HB)

Figurative Language

Metaphor

- “A chicken brain is a pebble with a few nerves running out of it.” (p. 109 HB)

Similes

- “Variola consumes its human host as a fire consumes its fuel.” (p. 50 HB)

- “He was so thirsty that his tongue felt like corduroy.” (p. 61 HB)
- “He strode into his bedroom planning to squash the envelope like a cockroach.” (p. 61 HB)
- “Mitty was strung out like a guy on his tenth cup of coffee.” (p. 93 HB)
- “The cycle had ended. Mitty’s mind lay as quiet as folded laundry.” (p. 106 HB)

Idioms and Expressions

- “That was when you knew you had bottomed out.” (p. 63 HB)
- “It was a sigh that said, *Young man, you are getting on my nerves*.” (p. 149 HB)

Curriculum Connections

Character Education:

- Have students connect Mitty’s thoughts and actions with the Six Pillars of Character on web site <http://www.charactercounts.org/defsix.htm>. Have students, as much as possible, describe one example for each pillar, using Mitty’s positive or negative character traits.

Fine Arts:

- Assist students in composing at least one stanza of a song, set to their favorite tune, about Mitty. First have them decide if he a hero or not? Remember that one of Mitty’s favorite songs is “Heroes” by Widespread Panic at <http://www.widespreadpanic.com/album.php?id=33> and possible lyrics to this song are located on <http://www.lyricsdir.com/widespread-panic-heroes-lyrics.html>.

Language Arts:

- Have students compare the top ten results on www.google.com when searching for the term “bioterrorism,” (total hits = 3,760,000) giving a short summary (one paragraph) of the information found on each website. Then have students choose one site that would be most useful if the U.S. were in a Code Orange bioterrorism situation. Students need to justify their choice with at least five concrete examples of how they would use the information located.

Science:

- Assign to students the following research project:
 - Convince your classmates! Are you “for” or “against” the stockpiling of smallpox virus by a government? Research a government’s published stand on bioterrorism and medical research of infectious agents. Be prepared to defend your answers with both historical fact and hypothetical situation.

Social Studies/Geography:

- Explain to students that they will design a world map that incorporates a legend and markings that display the locations and fatality statistics of the five most deadly infectious disease outbreaks in the history of the world.

Drums, Girls & Dangerous Pie

by Jordan Sonnenblick

Annotation

Thirteen-year-old Steven has a very normal life: he plays drums in the All-Star Jazz band, has a crush on the hottest girl in the school, and is constantly annoyed by his five-year-old brother, Jeffrey. But when Jeffrey is diagnosed with leukemia, Steven's world is turned upside down. He is forced to deal with his brother's illness and his parents' attempts to keep the family in one piece. Steven morphs into the forgotten son, who throws himself into drumming, even as he quits doing his homework and tries to keep his friends from finding out about Jeffrey's illness. This heartwarming story shows the power of love in the midst of tragedy. (Grades 5-8)

Author on the Internet

<http://www.jordansonnenblick.com/>

Realia

Item: Drum sticks

Statement: Can drum sticks help you cope when your world is turned upside down? Read *Drums, Girls & Dangerous Pie* by Jordan Sonnenblick and find out.

Food

Dangerous pie, Moatmeal (oatmeal), Orange *Tic Tacs*, *Hot Pockets*, any type of frozen meals

Challenging Words

adjourned	(p. 124 PB)	meritorious	(p. 197 PB)
agitated	(p. 75 PB)	obligatory	(p. 113 PB)
asphyxiated	(p. 2 PB)	oblivious	(p. 131 PB)
chemotherapy	(p. 87 PB)	perturbed	(p. 191 PB)
diagnosed	(p. 75 PB)	prodigy	(p. 83 PB)
duration	(p. 221 PB)	realization	(p. 111 PB)
exiled	(p. 141 PB)	schemes	(p. 136 PB)
fiasco	(p. 127 PB)	slay	(p. 3 PB)
foreshadowing	(p. 244 PB)	tethered	(p. 1 PB)
irrelevant	(p. 199 PB)	torrent	(p. 17 PB)

Figurative Language

Metaphors

- “It was a really stupid and pointless defense, like when a turtle tucks into its shell because a locomotive is barreling down on it. In my case, Annette was the locomotive.” (p. 114 PB)
- “What I was looking at, what had turned my strong, silent dad into a weepy mass of pudding, was a stack of bills.” (p. 149 PB)

Similes

- “Then two things happened at once: He started to scream like a banshee and the drop of blood turned into a torrent.” (p. 16-17 PB)

- “She finished the piece and looked up after a long, long time – I would be toasted like a barbecue wiener when I got back to math – and blushed.” (p. 83 PB)
- “The doctor in charge was barking orders like a Marine drill sergeant, with questions in between for my mom.” (p. 99 PB)
- “My dad paced back and forth a lot when he was home, my mom asked me a thousand times a day how I was doing, and I basically just pretended it was totally normal to wake up drenched with sweet, shrieking like a wounded banshee, night after night.” (p. 177 PB)
- “Then she pushed back from me, held me at arm’s length, and turned me around, like I was a side of beef and she was a chef sizing me up for a barbecue.” (p. 202 PB)
- Other similes: pages 150, 203, 251, 252

Idioms and Expressions

- “They were all excited and everything, but Jeffrey was bouncing off the ceiling.” (p. 10 PB)
- “Who died and left you Sherlock Holmes?” (p. 57 PB)
- “Because of that, I got to play the drum set for an hour and forty minutes straight. I was smokin’ too.” (p. 60 PB)
- “And those visits dampened his spirits, for a while at least.” (p. 87 PB)
- “In case my friends’ grammar and punctuation weren’t upsetting enough, the fact that nobody thought there might be a problem with ME was enough to blacken my mood pretty thoroughly.” (p. 143 PB)
- “OK, so we were losing money hand over fist, my dad was crumbling like a day-old scone, and my brother might die.” (p. 150 PB)

Curriculum Connections

Character Education:

- Discuss with students why Steven’s character is so angry.
- Facilitate a discussion on serious illnesses within a family. Ask students to offer explanations on why Steven tried bartering and ignoring Jeffrey’s cancer. Why do they think that Steven would think that this would help Jeffrey’s cancer go away?

Fine Arts:

- Invite a drummer to demonstrate techniques of this instrument for the class.
- Have students draw pictures for cards to send to cancer patients and their families.

Language Arts:

- Refer students to the journal entries that Steven created for Miss Palma. Have students write their own journal entries.
- Assign students the task of writing get well letters to children in the hospital.

Science:

- Divide class into small groups and have them research information about the different forms of cancer. Have students present their information using multimedia presentation software, videorecordings, skits, or brochures. The following websites may be helpful:
 - √ http://www.marlow.org/PATIENT/Undrstnd_Disease_Treat/Lrn_about_Disease/ALL/index.html
 - √ <http://www.emedicine.com/ped/topic2587.htm>
 - √ <http://www.cancer.gov/cancertopics/factsheet/ALLinchildren>
 - √ http://www.leukemia-lymphoma.org/all_page?item_id=7049
 - √ <http://asheducationbook.hematologylibrary.org/cgi/content/full/2003/1/102>
 - √ <http://www.cancerbackup.org.uk/Cancertype/Leukaemiaacutelymphoblastic>
 - √ <http://www.supersibs.org/> (This website supports siblings of pediatric cancer patients.)

Gossamer

by Lois Lowry

Annotation

The dream-givers are bestowers of dreams who creep around dark houses in the middle of the night. In this engaging story, Littlest, who is very small, new to the work, energetic and curious creeps through the house where an old woman and a dog named Toby are sleeping. Littlest is first paired with Fastidious who is tired, impatient, and has a headache. But Littlest soon gets a new partner, Thin Elderly, who is a much better guide and teacher than Fastidious was. In the meanwhile, hordes of Sinisteeds attempt to overcome the dreams by inflicting nightmares. Lowry delivers an intriguing fantasy filled with hope and tenderness. (Grades 4-7)

Author on the Internet

<http://www.loislowry.com/>

Realia

Item: Seashells, sweater with buttons, a chrysalis, and a photograph of a soldier in uniform

Statement: How does touching these objects cause someone to have pleasant dreams? Read *Gossamer* to find out why these objects are important to John and the woman.

Food

Ice cream and Hot dogs

Challenging Words

adjudicating	(p.82 HB)	illuminated	(p. 54 HB)
boisterous	(p.126 HB)	petulant	(p.38 HB)
convoluted	(p.109 HB)	phenomenon	(p. 4 HB)
delve	(p. 21 HB)	rampage	(p. 48 HB)
digressing	(p. 85 HB)	recurrences	(p. 67 HB)
dilapidated	(p. 38 HB)	reintegrate	(p. 28 HB)
emanation	(p. 56 HB)	sarcasm	(p. 16 HB)
exquisite	(p. 82 HB)	scowled	(p. 74 HB)
gnarled	(p. 35 HB)	vigilant	(p. 50 HB)
gossamer	(p. 78 HB)	vulnerable	(p. 67 HB)

Figurative Language

Metaphors

- “Littlest glanced with delight at hers and moved her arms up and down, making a sort of marionette of herself.” (p. 28 HB)

Similes

- ““You make me feel like the Tin Woodsman in The Wizard of Oz,” she said to her left knee. ‘Rusted and immobilized. I wish I could oil you.’” (p.17 HB)
- “The woman would have to sign for him, as if he were a package from UPS – what a joke that was!” (p. 42 HB)

- “The Sinisteed leaned its massive head down toward the boy and then, like an engine releasing steam, it snorted a hissing emanation of breath that enveloped the boy’s head.” (p. 56 HB)

Idioms and Expressions

- “That’s why they say ‘Live and learn,’” she told him.” (p. 102 HB)
- “But I’m looking for a job now. I’m really cleaning up my act.” (p. 64 HB)
- “I still have to get my act together. I had a whole lot of problems.” (p. 128 HB)

Curriculum Connections

Character Education:

- Remind students that John was emotionally and verbally abused and that because of this he was distrustful of others. In turn, he was somewhat mean and abusive to Toby, the dog. Ask students what the woman did in *Gossamer* to gain John’s trust. Have students explain why they think John was mean to Toby.
- Have class discuss the many poor decisions that John’s mother had made in her life. Have the students find examples in the story of some of her poor decisions and then explain how she is trying to “turn her life around” now.

Fine Arts:

- Instruct students to use their imaginations to draw what they think dream givers and Sinisteeds look like. Remind students that the story gives very sketchy descriptions of them.

Language Arts:

- Divide class into small groups and have them compare and contrast daydreams and nightmares using a Venn diagram.
- Have students write a story about John and his mother’s day at the beach, using information extrapolated from the story.

Science:

- Start a long term class research project on butterflies initially using the following Internet site: www.units.muohio.edu/dragonfly/cycle/index.html. Have students find out about their life cycles and what plants the caterpillars of various butterflies eat. Plant some of the favorite flowers and start a class butterfly garden.
- Discuss seashells and the classify types – bivalves and univalves. Locate a book in the library and read about the characteristics of both groups to the class. Have students work in small groups and divide a collection of shells into families and locate the common names for each.

Social Studies:

- Have students go to the following web site to learn about the requirements for becoming a foster parent: <http://www.dpw.state.pa.us/Child/AdoptionFosterCare/003670365.htm>.
- Ask students if they think that the woman in the story made a good foster parent. What do they think that she could provide that John’s own mother was unable to provide?
- Discuss with class the problem of child abuse and its effects. Refer students to the following web site for more information: www.nlm.nih.gov/medlineplus/childabuse.html.

Heat

by Mike Lupica

Annotation

Twelve-year-old Michael Arroyo shares the dream of his playing baseball with his Papi, who tragically dies of a heart attack, leaving Michael and his brother to struggle on their own. Michael's skill as a pitcher leads to rumors that he is older than he appears, leading to the league demanding that he be benched. Tensions continue as Michael works to obtain his birth certificate from Cuba, stay with his older brother, and build his first girl-boy relationship. Sports buffs will appreciate the well-written baseball scenes, realistic characters, and Yankee Stadium setting. (Grades 5-8)

Author on the Internet

<http://us.penguin.com/nf/Author/AuthorPage/0,,1000009423,00.html>

Realia

Item: Yankee Stadium memorabilia, Yankee Stadium map

Statement: "Michael took a deep breath. Like he did sometimes before he delivered the next pitch. Then he walked down the runway and up the dugout steps and the next thing he saw was all the blue of Yankee Stadium, and grass, an ocean of green grass, greener than anything he had ever seen in his life." Michael Arroyo's dream comes true in *Heat* when he and his Little League team get to play ball in Yankee Stadium. Read *Heat* to see how this dream becomes a reality.

Food

Paella, *Aunt Jemima* syrup and pancakes, Milk and *Oreos*, Fried egg sandwich with crispy bacon and jalapeno cheese

Challenging Words

borough	(p. 102 PB)	inevitable	(p. 78 PB)
coherent	(p. 45 PB)	infinity	(p. 46 PB)
felled	(p. 102 PB)	stance	(p. 162 PB)
humongous	(p. 100 PB)	telepathy	(p. 83 PB)
hypnotize	(p. 57 PB)	tremendously	(p. 87 PB)
		turnstile	(p. 214 PB)

Figurative Language

Similes

- "The two constants in my life, Mrs. Cora thought: baseball and the thump thump thump of another train, like my own personal rap music." (p. 1 PB)
- "Then Ramon went down like somebody had tackled him from behind." (p. 4 PB)
- "But she got right up out of her chair now, no problem, popped up like one of those little pop-up messages he'd see at Manny's when Manny would make him watch a music video on MTV, greeted Michael like he really was her grandson." (p. 74 PB)

Idioms and Expressions

- "You're giving me . . . Manny, what's he giving me here? You're the one with the words. A mixed message." (p. 21 PB)
- "We hear all the time in baseball about pitchers mowing batters down,' Mr. Amorosa said." (p. 103 PB)

- “By now he had a sixth sense about kids, whether they were in the system or not, whether they were on his Bronx Little League team or not.” (p. 110 PB)
- “Tony Gibbs had a feeling, one of his famous gut instincts, that the kid’s old man had run out on them.” (p. 110 PB)
- “Because I know my uncle,’ Manny said. ‘My mother says he could sell sand in the desert.’” (p. 117 PB)
- “‘It’s like my mom says,’ Manny went on, for all to hear. ‘The rotten apple never falls far from the tree.’” (p. 189 PB)

Curriculum Connections

Character Education:

- Assign to class a research project on Little League baseball and Danny Almonte. (p. 85) Discuss with students the importance of being honest about your age and abilities in this or any other athletic competition.

Foreign Languages:

- Have students make a list of the Spanish words found in the book with their definitions.

Mathematics:

- Have students calculate the size of a major league baseball field compared to a Little League baseball field. Expand this activity to include other comparisons of professional/childrens sports fields.
- Discuss with class “box scores” as mentioned on page 11.

Social Studies/Geography:

- Have students locate Cuba on a wall map. Then have them research why it would be difficult to get information from the Cuban government. Expand the research project with a discussion of the “boat people.”
- Project a map of the Bronx on a screen for the class to view and discuss the history and politics of the boroughs.

House of the Red Fish

by Graham Salisbury

Annotation

In 1943 on the island of Oahu, Tomi Nakaji's father is imprisoned and his grandfather is taken away. All people of Japanese descent are suspect and placed under a nightly curfew. To keep hope alive, Tomi decides to raise Papa's fishing boat that had been sunk by the army. The nearly impossible task is accomplished through Tomi's determination, perseverance, and ingenious approaches to the problem. Along with Tomi's best friend, Billy, who is a *haole* (white), other Hawaiian friends and many of their family members, the boat is successfully raised. This well-balanced novel brings the historical period and realistic characters to life. (Grades 6-9)

Author on the Internet

<http://www.grahamsalisbury.com/>

Realia

Item: An old car tire inner tube

Statement: "The tennis ball had given me the idea of using trapped air to lift the boat off the bottom of the canal—holding the ball underwater, letting it pop back up. Bingo, I thought—inner tubes from old car tires! How many would it take?" Read all about how Tomi gets a great idea to help him raise his father's fishing boat from the bottom of the canal where it was sunk after Pearl Harbor in *House of the Red Fish*.

Food

Rice, Hamburgers with fried eggs

Challenging Words

barnacles	(p. 3 HB)	persevered	(p. 134 HB)
bilge	(p. 88 HB)	pneumatic	(p. 256 HB)
cancel	(p. 78 HB)	pontoons	(p. 154 HB)
compressor	(p. 248 HB)	rationing	(p. 31 HB)
confiscated	(p. 7 HB)	salvage	(p. 17 HB)
curfew	(p. 32 HB)	sedition	(p. 268 HB)
emblems	(p. 170 HB)	smirking	(p. 54 HB)
haole	(p. 267 HB)	subversive	(p. 172 HB)
machete	(p. 259 HB)	vigilantism	(p. 42 HB)
murky	(p. 68 HB)		

Figurative Language

Metaphors

- "I led the small family back to the street, and as they walked away I thought of *hato poppo*. Pigeons. How they raced back from wherever they were, the island calling them home. Our fathers were pigeons. Papa and the gray-haired father would return in the same way." (p.190 HB)
- Other metaphors: pages 40, 96, 255

Similes

- “One Saturday morning in September 1941, three months before the Japanese bombed Pearl Harbor, the islands lay on the ocean as warm and peaceful as cats sleeping in the sun.” (p. 1 HB)
- “From the trees we crossed a wide field of dirt, the afternoon sky blue and silky. Puffy white clouds sat like hats on the green mountaintops behind us.” (p. 6 HB)
- “A week later, Grandpa Joji had improved a lot and was getting well enough to come home soon. He could get out of bed on his own and walk up and down the hallway outside his room. When I took his arm he felt like a flamingo, skinny and bony light.” (p. 65 HB)
- “One day Billy and Charlie came over with two Hawaiian guys, big as bulldozers. Each one had so much muscle that his head looked like one of Grandpa’s eggs on a fifty-gallon drum.” (p. 147 HB)
- Other similes: pages 19, 51, 120

Idioms and Expressions

- “Mr. Davis, Billy’s father, told us, ‘Guys like that are ignorant,’ as if he were spitting the words. ‘Ignore them. Don’t engage them. You fight with skunks, you always come away smelling bad.’” (p. 14-15 HB)
- “‘Hey,’ I said to Billy after we’d both come up for air. ‘You ask Jake about fixing up that truck yet?’ ‘Done deal.’ ‘He’ll do it?’ ‘Piece of cake.’” (p. 112 HB)

Curriculum Connections

Character Education:

- Discuss with students the character traits that Tomi possesses that lead to his success in raising his father’s boat.

Fine Arts:

- Have students research and make paper carp streamers like the ones the Japanese fly on Boy’s Day.

Foreign Languages:

- Instruct students to use the glossary at the back of the book as well as dictionaries to learn to say a sentence in either Japanese or Hawaiian that expresses a theme from the book.

Language Arts:

- Read to class another book (or passages from another book) about the experiences of Japanese Americans during World War II. Suggested titles include *A Farewell to Manzanar*, *Thin Wood Walls*, or *Weedflower*.
- Have students use a Venn diagram to compare and contrast the experiences from the book read in class with those of the characters in *House of the Red Fish*.

Science:

- Divide class into small groups and have them research and prepare an exhibit to explain how the boys used scientific principles to lift the submerged fishing boat.

Social Studies/Geography:

- Facilitate a discussion on the different cultures represented in the story. Have students research the different cultures and explain how they were affected by Pearl Harbor.
- Have students draw a map of the harbor at Pearl Harbor and explain how the geography led to the outcome of the battle.

Jackie's Wild Seattle

by Will Hobbs

Annotation

Shannon, 14, and her kid brother Cody are sent to spend the summer in Washington State with their Uncle Neal. The story is set in the summer of 2002, with 9-11 still fresh in the characters' memories, especially 7-year-old Cody, who witnessed the second plane crashing into the Twin Towers from his New Jersey home. Uncle Neal is now driving an animal ambulance for Jackie's Wild Seattle, a wildlife rescue center. When he is accidentally hurt, Shannon steps in to rescue the wild animals, putting herself in danger. This action-packed adventure story will be a winner with Hobbs' fans as well as animal lovers. (Grades 5-8)

Author on the Internet

<http://www.willhobbsauthor.com/>

Realia

Item: Animal carrier or backpack.

Statement: "In glided Cody with the carrier, the door already open. 'He's a friend, he's a friend,' I whispered. 'He's bringing you a little den to crawl into.'" In *Jackie's Wild Seattle*, Shannon helps to rescue a coyote trapped in an elevator, using a small animal carrier. Find out how she does this and other exciting rescues in *Jackie's Wild Seattle*.

Food

Tacos from *Taco Bell*, Sockeye salmon (flying fish from *Pike's Place* fish market), Carrot cake

Challenging Words

abutments	(p. 162 PB)	mustered	(p. 193 PB)
belay	(p. 113 PB)	oblivious	(p. 92 PB)
brandished	(p. 49 PB)	ominous	(p. 103 PB)
citation	(p. 177 PB)	persistent	(p. 20 PB)
enraptured	(p. 9 PB)	rampaged	(p. 125 PB)
euthanized	(p. 57 PB)	rappel	(p. 113 PB)
fledgling	(p. 24 PB)	skeptical	(p. 2 PB)
maliciousness	(p. 108 PB)	talons	(p. 75 PB)
menagerie	(p. 32 PB)	ultimate	(p. 197 PB)
morphed	(p. 135 PB)	vigilance	(p. 6 PB)

Figurative Language

Metaphors

- "Curious, I glanced back at him and took in his off-balance stance, hands shoved deep into the pockets of his jeans, head cocked at a proud, skeptical angle, eyes that in the brief second he looked my way were appealing for help or hope or I couldn't tell what, maybe understanding. A lost soul, that's how he struck me, sending out a beacon before he went down, but that was only a fleeting impression." (p. 27 PB)
- "In the very first shop, Cody found himself a color poster of Mount Saint Helens erupting. A conch shell, a candy bar, and a plastic tarantula later, he had maxed his weekly allowance. I was the

treasurer and warned him there wouldn't be any advances. 'I'm a grasshopper, not an ant,' he declared." (p. 44 PB)

- "Another week went by, and Liberty was still a sack of potatoes." (p. 53 PB)
- "Sage's ears went straight up, and she looked from Cody to me, and me back to Cody. From her nose to the tip of her tail, Sage was suddenly a live wire." (p. 146 PB)

Similes

- "Cody and I got out of the van and followed shyly behind Neal, who was holding the eagle carrier high, like he was the Statue of Liberty and the bird was his torch." (p. 27 PB)
- "The clinic went off in all directions like the word lines on a Scrabble board." (p. 35 PB)
- "With the heavy coat over a life jacket for extra padding, I looked like the Pillsbury Doughboy accessorized with welding gloves and a hockey mask." (p. 126 PB)
- "She looked like a marble statue that was about to break into a thousand tiny pieces." (p.179 PB)
- Other similes: pages 19, 46, 120, 139.

Idioms and Expressions

- "Even Cody could see that Neal was kidding. I asked how old Jackie was. 'Older than dirt, according to her, but don't believe it. She started the center after her kids had flown the nest." (p. 13 PB)
- "These last few weeks I'd been up and down and all over the place about the idea of spending the summer with my uncle. 'The kindest person you'll ever meet,' my mother had said, but among my friends she was famous for looking at the world through rose-colored glasses." (p. 14-15 PB)
- "Checking in on Cody, I discovered he's crash-landed facedown onto his bed. I took off his shoes, then let sleeping dogs lie." (p. 28 PB)
- "Cody raced up the ladder, peeked behind an old Radio Shack box, then looked down at us like the cat that's eaten the canary." (p. 147 PB)

Curriculum Connections

Character Education:

- Discuss with students the character traits that Neal has that make him an ideal member of the animal rescue team.
- Discuss with students the idea of "community service" and how it applies to Tyler's situation.

Fine Arts:

- Have students illustrate a rescue story from the book with a drawing, painting, collage or diorama.

Language Arts:

- Explain to students that they will write their own animal rescue story from their own experience or something they have read about in their community. Other novels or magazine/newspapers articles may also be used as prompts for the stories.

Science:

- Invite a guest speaker from a local animal rescue organization to visit your school and talk about the animals they have rescued. (If possible, ask them to bring one of the animals with them.)
- Assign students to investigate some of the endangered species in your location and find out why they might need rescuing and how the students might go about helping the situation.

Social Studies/Geography:

- Have students locate Seattle on the map of the United States and determine how far it is from Florida.
- Have students research the kind of climate and/or terrain that exists in the Seattle area and find out how that affects the kinds of animals found there.

The Lightning Thief

by Rick Riordan

Annotation

Perseus (Percy) Jackson is a wise-cracking, dyslexic, ADHD, reluctant hero who is the son of Poseidon and a mortal woman. Unfortunately, as soon as he discovers his heritage, he loses his mother and falls into mortal danger. Percy finds out that his father, Poseidon, has been accused of stealing Zeus' lightning bolt, and unless Percy can return the bolt, humankind is doomed. The gods (still very active today) are about to go to war over the lost thunderbolt, so Percy and his friends set out to retrieve it. Greek myths and legends, including Medusa, Charon, and Heracles, are recycled into this unpredictable, funny, fast-paced modern adventure. (Grades 6-9)

Author on the Internet

<http://www.rickriordan.com/>

Realia

Item: Ball point pen

Statement: What would you do with an ordinary looking ball point pen? If you were Percy Jackson, it might be the only thing between you and mythological monsters who think you are the *Lightning Thief*.

Food

Blue jelly beans, Chocolate chip cookies, Barbeque

Challenging Words

brazier	(p. 103 PB)	parapet	(p. 302 PB)
centaur	(p. 74 PB)	portico	(p. 308 PB)
cloven	(p. 43 PB)	pseudonym	(p. 64 PB)
frieze	(p. 11 PB)	pulverize	(p. 11 PB)
kleptomaniac	(p. 3 PB)	pursed	(p. 34 PB)
maw	(p. 208 PB)	qualms	(p. 282 PB)
minion	(p. 144 PB)	reeked	(p. 30 PB)
naiads	(p. 94 PB)	scythe	(p. 6 PB)
obliterated	(p. 72 PB)	solstice	(p. 19 PB)
obsidian	(p. 302 PB)	usurp	(p. 196 PB)

Figurative Language

Metaphors

- "My knees were jelly." (p. 13 PB)

Similes

- "All three women looked ancient, with pale faces wrinkled like fruit leather, silver hair tied back in white bandannas, bony arms sticking out of bleached cotton dresses." (p. 25-26 PB)
- "Her smile is as warm as a quilt." (p. 33 PB)
- "I thought about how he had squeezed the life out of my mother, made her disappear in a flash of light, and rage filled me like high octane fuel." (p. 55 PB)

- “Emotions rolled inside me like bits of glass in a kaleidoscope.” (p. 145 PB)
- “He lounged on his throne of fused human bones, looking lithe, graceful, and dangerous as a panther.” (p. 309 PB)

Idioms and Expressions

- “It blew my mind that this stuff had survived for two thousand, three thousand years.” (p. 4 PB)
- “Meaning, if I told my mom, he would punch my lights out.” (p. 31 PB)
- “‘No.’ She shook her head. ‘There is no such thing as a free lunch.’” (p. 274 PB)

Curriculum Connections

Character Education:

- Remind students that the Greek Gods in *The Lightning Thief* are often cruel and petty in their treatment of one another, their half blood children, and mortals. Have students find examples in the book where Percy and his friends from Camp Half Blood demonstrate the six Pillars of Character: Trustworthiness, Responsibility, Citizenship, Caring, Respect, and Fairness.

Fine Arts:

- Have students create an artistic representation of a scene from the book using an art medium of their choice (e.g., pen and pencil, paints, collage, sculpture).

Language Arts:

- Use *The Lightning Thief* in the study of Greek mythology. After researching Greek gods and goddesses, have students choose a god or goddess who does not appear in the novel. Students then use their knowledge of their chosen god or goddess and the novel to write a chapter in which their god/goddess interacts with Percy, Grover, and Annabeth.

Social Studies:

- As an opening to the study of the Ancient Greek Civilization, reread passages from *The Lightning Thief*. Then have students choose a god or goddess and research his or her role in Greek mythology, completing a chart comparing their research to how the god or goddess is portrayed in the novel.
- Have students choose a character from the book: a mortal, half blood, a god or goddess, or a monster. Students should learn everything they can about their character, and dress like him or her for a class “talk show” in which they will portray their character.

Listening for Lions

by Gloria Whelan

Annotation

In 1919, in British East Africa, 13-year-old Rachel loses her missionary parents during an influenza epidemic. Instead of her neighbors, the Pritchards, helping her, they involve her in a scheme to pass her off as their daughter and send her to visit their father who has disinherited them. Upon arriving in England, Rachel and the seriously ill grandfather develop a surprisingly strong, affectionate friendship. Rachel continues the scheme, believing that one more shock will kill the old gentleman. Rachel continues to grapple with her dishonesty, grief for her parents, and homesickness for Africa. Readers will find this gentle and enchanting novel a delight. (Grades 6-9)

Author on the Internet

<http://www.gloriawhelan.com/>

Realia

Item: Stethoscope

Statement: Rachel's father was a doctor. Find out how this influences Rachel's future life in *Listening for Lions*.

Food

Tea and biscuits (cookies), Sugarcane, Goat's milk, Goat cheese

Challenging Words

anesthetist	(p. 7 HB)	malicious	(p. 70 HB)
audacity	(p. 23 HB)	mural	(p. 137 HB)
benefactor	(p. 15 HB)	pagan	(p. 40 HB)
caricatures	(p. 159 HB)	parishioners	(p. 15 HB)
contagious	(p. 17 HB)	prejudiced	(p. 53 HB)
edifying	(p. 13 HB)	reincarnation	(p. 47 HB)
endear	(p. 53 HB)	scythed	(p. 25 HB)
epidemic	(p. 22 HB)	sisal	(p. 8 HB)
foundling	(p. 171 HB)	succumbed	(p. 44 HB)
inoculated	(p. 162 HB)	wastrel	(p. 116 HB)

Figurative Language

Metaphors

- “The Pritchards were two great spiders in the middle of a web, and the threads of the web would reach all the way to England and hold me fast.” (p. 54 HB)
- “The resolve that I would soon speak the truth was the fragile raft that kept me afloat all those days upon the sea.” (p. 71 HB)

Similes

- “Their huts were made of straw and looked like half-opened parasols.” (p. 11 HB)
- “It was a familiar sound and almost comforting, for I thought of the lions as soldiers of the night, patrolling all the dark places.” (p. 21 HB)

- “It crept up on us like the hyenas I heard at night from my window, drawn to us, Kanoro said, by the smell of death.” (p. 1 HB)
- “Living day after day with a lie was like carrying around a great burden that I longed to set down.” (p. 71 HB)
- “Instead I had Miss Limplinger buzzing like a mosquito in my ear.” (p. 69 HB)
- Other similes: pages 73, 124, 169, 185

Idioms and Expressions

- “I warned your grandfather that once the camel’s head was in the tent, there would be no keeping the rest of him out.” (p. 76 HB)
- “As the crow flies we were close to the sea, and there was always the excitement of some seabird wandering offits course.” (p. 157 HB)

Curriculum Connections

Character Education:

- Remind students that Rachel exhibited many character traits including Respect, Loyalty, Responsibility, Courage, Adaptability, Compassion, and Optimism. Have students choose two character traits and use Rachel’s actions as examples of the traits.

Fine Arts:

- Discuss Shakespeare’s Globe Theater and his plays. Remind students that Rachel performed the part of Bianca in *The Taming of the Shrew*. Show a clip from the “modernized” version *10 Things I Hate About You*.

Foreign Languages:

- Discuss the fact that Rachel spoke Swahili. Refer students to the glossary on page 195 for a list of words. Have available the following picture books: *Jambo Means Hello: Swahili Alphabet Book*, by Feelings and *Moja Means One: Swahili County Book* by Feelings.
- Remind students that many of the girls at the boarding school also spoke French. Why do the students think that speaking French might have been fashionable?
- Discuss with students why Latin would be a very important language to study in training to be a doctor.

Language Arts:

- Assign students the task of comparing and contrasting the Masai and Kikuyu tribes.
- Have the students compare and contrast Rachel and Valerie, using a graphic organizer.
- Select a paragraph from the book and write it on the board or overhead, leaving out all the capital letters and punctuation. Have students go up and make corrections explaining why they are correcting each grammar or punctuation error.

Mathematics:

- Have students research the number of deaths from World War I and compare to the number of deaths caused by the Influenza Pandemic (Spanish Flu) of 1918. Have students make a bar graph with the results.
- Discuss with students the required courses for a variety of careers. Refer back to the book and, in pursuing her medical degree, what math courses would Rachel have been required to take?

Science:

- Divide class into small groups. Have several groups research the Influenza Epidemic of 1918, Spanish Flu. Groups should describe its victims, the degree of contagion, and treatment. Have the other groups compile similar reports on the Black Plague. Then have the groups compare their findings and report to the class.
- Discuss with students how information from the Spanish Flu might help researchers prepare for the Bird Flu?

- Remind students that *Listening for Lions* mentioned many of the animals that lived in that part of Africa such as lions, ostriches, hyenas, duikers, leopards, porcupines, scorpions, black mambas, puff adders, beetles, zebras, weaver birds, and other bird species. Have books on these animals available in class. Have students research which animals are endangered and why.

Social Studies/Geography:

- Have students research the source of the Spanish Flu. Locate on a world map what countries were most affected.
- Assign students a research project on British East Africa of 1919. Ask students what the country is called today and when did it become independent?
- Discuss with the students that the train route from Nairobi to Mambas is famous. Have students discover why. (You may want to view the video *Ghost and the Darkness*, the story of the building of the railroad and a look at the Masai hunters. Preview first.)

The Old Willis Place

by Mary Downing Hahn

Annotation

Diana and her younger brother, Georgie, have been living on the grounds of the old Willis place for years. The children have seen caretakers of the Willis place come and go, but Diana, who has no friends, is tempted by the sight of Lissa, the caretakers' daughter who is her age. Both girls are lonely and would like to be friends but Georgie reminds Diana that it's "against the rules" to have friends. The suspense continues to build as Diana narrates the story and Lissa writes in her diary. Mature readers will appreciate this suspenseful and carefully crafted ghost story. (Grades 5-8)

Author on the Internet

<http://www.houghtonmifflinbooks.com/catalog/authordetail.cfm?authorID=3273>

Realia

Item: Diary

Statement: "Lissa writes, too,' he said, 'in a little book.' 'Her diary, probably,' I guessed.'" (p. 35 HB)
Read about Lissa and her new friend in *The Old Willis Place*.

Item: Teddy bear

Statement: "Bending over Lissa, he carefully lifted the teddy bear lying beside her head and cradled it in his arms." (p. 30 HB) Find out why this teddy bear is so important by reading *The Old Willis Place*.

Food

Devil's food cake, hot chocolate, peanut butter cookies

Challenging Words

albino	(p. 47 HB)	plagued	(p. 93 HB)
camouflage	(p. 87 HB)	quivered	(p. 88 HB)
curlicues	(p. 156 HB)	recklessness	(p. 111 HB)
discordant	(p. 112 HB)	repulsed	(p. 46 HB)
feral	(p. 52 HB)	sicced	(p. 45 HB)
flimsy	(p. 18 HB)	undeterred	(p. 106 HB)
haphazardly	(p. 1 HB)	vaguest	(p. 80 HB)
moon around	(p. 42 HB)	ventriloquist	(p. 163 HB)

Figurative Language

Similes

- "He was tall and skinny and he was wearing baggy shorts. His legs were long and white.' Georgie almost choked with laughter. 'And he had big knobby knees.' I giggled. 'He sounds like the heron we see at the pond.' 'Yes, that's exactly what he looked like—long neck, pointed nose, and his hair stuck up in a crest.' Georgie bumped against me, his shoulders shaking with laughter. 'Heron Man, that's what we'll call him.'" (p. 2 HB)
- "Lissa,' I murmured. It was a pretty name—a whisper, a sighing sound like a breeze blowing through a field of wheat." (p. 5 HB)
- "Nero climbed to a high branch and stretched himself along its length like a panther surveying his

kingdom." (p. 33 HB)

- "I had a feeling he wasn't listening to anything but the sound of my voice, a comforting background noise as meaningless as a cicada's song." (p. 141 HB)
- "We ran like rabbits fleeing a fox, like deer fleeing a hunter, like mice fleeing an owl, leaping, dodging, practically flying through the underbrush." (p. 154 HB)
- "When his breathing quieted and he stopped sobbing, I lifted his face and looked into his eyes, as brown as a shady pond after rain." (p. 155 HB)
- "When Georgie and I woke in the morning, the falling snow hung like gauze between the mouth of the cave and the ravine, blurring rocks and trees, earth and sky." (p. 173 HB)
- Other similes: pages 43 and 47

Curriculum Connections

Character Education:

- Remind students that lying is considered an unsavory character trait. Refer students to examples in the book where Diana and Georgie tell lies. Continue the discussion by asking the students if there are situations in which lies may be necessary and not necessarily a bad character trait?
- Facilitate a discussion on stealing and the fact that it is against the law. Diana and Georgie "borrow" items from the caretakers. Ask the students if they think that borrowing is stealing? Is there ever a situation when stealing is not a bad thing?

Fine Arts:

- Read descriptions from the novel in which Miss Lillian played the piano that is on the third floor of the house and when Lissa plays it when she investigates the house. Remind students that it is a grand piano and in very bad shape. Extend the discussion with an explanation of the types of pianos, how they work, and how they are tuned.

Language Arts:

- Diana loves books. Some of the classics she and Lissa like are *Oliver Twist*, *Treasure Island*, *Great Expectations*, *Kidnapped*, *Jane Eyre*, *Wuthering Heights*, *The Call of the Wild*, *The Jungle Books* and *Lassie Come Home*. Investigate some of these titles and their authors.
- CLEMATIS is a book that Diana reads over and over because it is one she has of her own. Find out about this book.

Science:

- Ask students to name the five senses: touch, taste, smell, sound, and sight. Remind students that Diana's and Georgie's senses seem particularly sharp, especially their sense of smell. Ask students why they think the author uses this device? Conduct a few experiments on smell, taste, and touch to determine how this affects understanding.
- Discuss with students that there are scientists that study the paranormal. Have students investigate this branch of science and determine whether there is scientific proof of "ghosts."

Social Studies/Geography:

- Remind students that Diana discovers how wild she and Georgie appear to be when she reads Lissa's description of her in the diary. She refers to feral children raised by wolves (e.g., Romulus and Remus and Mowgli). Have students investigate feral children to determine if there are actual accounts of such occurrences.

Princess Academy

by Shannon Hale

Annotation

14-year-old Miri never thought she could be a princess until the prince announces that he will choose a bride from the village. Until that moment, Miri and the other girls living on Mount Eskel thought their future as adults would be working in the quarry, mining linder. All eligible young women are sent to attend a special academy where they face many challenges and hardships as they are forced to adapt to the cultured life of a lowlander. Throughout these ordeals, Miri's courage, intelligence, and talent shines through. She even develops a "quarry-speech" and leads her classmates in the fight against being treated as social inferiors in the academy. Suspense, humor, family values, and friendship are masterfully interwoven in this multilayered, Newbery Honor book. (Grades 6-9)

Author on the Internet

<http://www.squeetus.com/stage/main.html>

Realia

Item: Pieces of stone and rocks of different shapes, sizes, and colors

Statement: The people of the village quarry a stone called linder. What kind of real stone do you think this might resemble? The quarry is the way of life for the people of Mount Eskel. Read *Princess Academy* to see how linder and the quarry dominate village life and influence the girls at the Academy.

Food

Honey cakes, Honeyed nuts, Cabbage, Goat's milk, Salted rabbit, Apples, Hot tea with honey

Challenging Words

commerce	(p. 97 HB)	linder*	(p. 13 HB)
exuberant	(p.167 HB)	poise	(p. 92 HB)
finery	(p. 208 HB)	recounted	(p. 185 HB)
hillock	(p. 83 HB)	rustic	(p. 39 HB)
impudence	(p. 117 HB)	scree	(p. 13 HB)
interlocutor	(p. 93 HB)	vigilance	(p. 249 HB)

(*meaning of the word as used in this book)

Figurative Language

Similes

- "Olana's insults were like biting flies stinging her nose, and Miri felt ready to swat her." (p. 93 HB)
- "Telling someone felt good, like drinking warmed goat's milk, and she rushed out every detail before Olana could call them back." (p. 106 HB)
- "The snow that crunched under her boot spread over stone and hillock like spilled cream." (p. 83 HB)
- "The view from the window showed a world lost to a storm of snowflakes thick as ash thrown from a bonfire." (p. 242 HB)
- "She longed to run like a rabbit, so light that she would leave no tracks to follow." (p. 55 HB)
- "She hugged herself against a chill that threatened to shake her like a wind-stirred seed pod." (p. 74 HB)

Curriculum Connections

Character Education:

- Have the students talk about the interaction of the girls in the Academy. How did the girls get along with each other? How did the competition to be the Princess affect their relationships? Were they willing to help each other?

Language Arts:

- Talk in detail about what students think quarry speech was and how important it was to Miri.
- Ask the students to determine if this book is a fairy tale. Review the criteria of a fairy tale, as needed.
- Draw a picture in words of how you would have felt at the Academy Ball. How do the students think that the girls look?

Social Studies/Economics:

- Explain the barter system to the class. Have the students examine the trade and barter system that existed in the village. Refer the students to the book and whether or not they think that the girls were able to get a better deal on their linder after they learned about commerce.
- Have the students research the concept of supply and demand.

The Ravenmaster's Secret

by Elvira Woodruff

Annotation

In the cold, dark halls of the Tower of London, Forrest Harper's life is dull and boring, filled only with chores and caring for his spirited raven friends. Then vicious Scottish Rebels are captured and Forrest becomes Maddy's guard. When the noble and daring Maddy is threatened with execution, Forrest realizes that he must choose between family and friendship, safety and escape. Fast-paced action and an intriguing plot carry this riveting historical adventure to a satisfactory conclusion. (Grades 5-7)

Author on the Internet

<http://www.ewoodruff.com/>

Realia

Item: A spyglass (an inexpensive one can be purchased at a toy store)

Statement: "But moisture had gotten into the lens and turned it so cloudy, it was impossible to really see anything through it. In the *Ravenmaster's Secret*, Forrest uses the spyglass to help him imagine great adventures away from the tower, but he ends up having a dangerous adventure within the Tower walls.

Food

Oatcakes (Oatmeal cookies?), Bread, Ginger Beer (Ginger Ale)

Challenging Words

battlement	(p. 6 PB)	kindling	(p. 42 PB)
burn	(p. 89 PB)	magistrate	(p. 20 PB)
console	(p. 51 PB)	malicious	(p. 41 PB)
despondently	(p.17 PB)	moor	(p. 89 PB)
disposition	(p.18 PB)	portcullises	(p. 2 PB)
exasperated	(p. 70 PB)	spectacles	(p. 25 PB)
Gaelic	(p. 48 PB)	urchin	(p. 31 PB)
highwayman	(p. 6 PB)	unkempt	(p.15 PB)
ignoble	(p. 123 PB)	wench	(p. 49 PB)
Jacobite	(p. 8 PB)	writhed	(p. 21 PB)

Figurative Language

Metaphors

- "But how did that evil spider, Simon Frick, manage to catch him in his web?" (p. 93 PB)

Similes

- "He had also inherited his father's thick hair, which was black as a raven's." (p. 3 PB)
- "The chances of hearing a beautiful song within the clammy walls of the Bloody Tower were as rare as finding a rainbow in a hurricane." (p. 63 PB)
- "Forrest felt his face burn red. 'And you are as simple as an egg to talk such nonsense.'" (p. 74 PB)

Idioms and Expressions

- “For mercy’s sake, Mary,’ their mother scolded, as she took Bea from Forrest’s arms. ‘Must you always be looking to stir up a storm in a teacup?’” (p. 74 PB)

Curriculum Connections

Character Education:

- Have students choose three of the six Pillars of Character (Respect, Responsibility, Trustworthiness, Caring, Fairness, Citizenship) and give detailed descriptions of how characters in *The Ravenmaster’s Secret* demonstrate the pillars.
- Conduct a discussion with students about whether or not Forrest demonstrated good citizenship when he helped Maddy escape her execution. Ask students for examples of similar choices people might face in today’s world.

Foreign Languages:

- Ask students if they have ever heard of the Gaelic language before reading this book or if they have ever heard Gaelic spoken. Have students research the Gaelic language, including examples of the language and whether or not it is still in use today.

Language Arts:

- Have students complete a RAFT with the following directions:
Role: Maddy
Audience: Maddy’s younger brothers
Format: a letter
Topic: Maddy writes her brothers telling them about her life in the tower and the new friends she has made. Details from the novel should be included in the letter.
- Remind students that the novel has an epilogue which tells about Forrest’s life after Maddy’s escape and gives information about Ned’s life at sea. Very little information is given about Maddy’s life, however. Have students write another epilogue chapter giving details about Maddy’s life after she escapes from the Tower.

Social Studies:

- Assign students a research project on the Tower of London. Have them use the historical notes given in the back of the book and their own research resources. To culminate the activity, have students create an illustrated timeline depicting the history of the Tower. The following websites will be helpful:

<http://www.twingroves.district96.k12.il.us/RenAissance/TowerofLondon/TowerLondon.html>

http://www.greatbuildings.com/buildings/Tower_of_London.html

Surviving Antarctica: Reality TV 2083

by Andrea White

Annotation

In 2083, all education in the United States is conducted through television and overseen by the Secretary of Entertainment. To boost ratings, they decide to re-enact Robert F. Scott's fatal 1910-13 expedition to the South Pole, using 14-year-old kids, most of whom have never experienced snow. Like Scott, the students will face hidden crevasses, mechanical failure, and frostbite. But while Scott's calamities occurred naturally, the Secretary of Entertainment makes sure the teens' perils are written into the script. Brisk action, interesting characters, and intriguing details make this a compelling and realistic story. (Grades 6-10)

Author on the Internet

http://www.harpercollins.com/authors/26088/Andrea_White/index.aspx

Realia

Item: Television set

Statement: In the future education will be distributed through television programming. Find out how viewer ratings drive the programming decisions of the Department of Entertainment. Read about the exciting reality show in *Surviving Antarctica: Reality TV 2083*.

Food

Nuts, Crackers, Health-food bars, Pickle chips, Pemmican (substitute beef jerky)

Challenging Words

authentic	(p. 38 HB)	involuntarily	(p. 64 HB)
bayou	(p. 11 HB)	jumbled	(p. 7 HB)
calamities	(p. 83 HB)	miniaturized	(p. 30 HB)
diligently	(p. 94 HB)	photographic	(p. 20 HB)
eliminated	(p. 23 HB)	qualifications	(p. 64 HB)
gimmick	(p. 83 HB)	reservation	(p. 112 HB)
hypothermia	(p. 22 HB)	shuddered	(p. 3 HB)
incredulous	(p. 35 HB)	survivor	(p. 9 HB)
intervention	(p. 100 HB)	traces	(p. 128 HB)

Figurative Language

Similes

- "I have a photographic memory.' 'What exactly does that mean?' the Secretary asked. 'It's hard to describe.' Polly fidgeted. 'It's like I have books in my head.'" (p. 34 HB)
- "But what use will the Memory be at the South Pole?' Polly had asked. Terror rose in her soul at just the thought of long stretches of whiteness. The Antarctic had to be like blank paper.'" (p. 49 HB)
- "Land!" Robert called out, and then felt so ridiculous that he promised himself he would never do anything for the television audience again. He raced to the bottom of the gangplank and stepped

onto the snow. It crackled under his weight. His breath came out in white puffs that looked like Christmas tree ornaments hanging in the air." (p. 120 HB)

- "Dogsledding was like riding in a car that was alive." (p. 156 HB)
- Other similes: pages 113, 124, 126, 234, 249, and 290

Idioms and Expressions

- "'Danger is one with life on ice. It sharpens your senses, clears your mind. Lets you know that you're alive,' she heard her grandfather say." (p. 158 HB)
- "Grace heard her grandfather sigh and say, 'In the ice and snow, life goes quickly from terrible to worse.' She looked up at the darkening sky." (p. 226 HB)
- "'Survival is no child's game,' Steve said." (p. 306 HB)

Curriculum Connections

Character Education:

- Facilitate a discussion on education in the year 2083 and how it is very different from 2007. Discuss how in the future students will watch educational television until they are 14 years old. Then they must win a lottery to continue their education. Ask how the students feel about this way of learning? How different is this from Florida's Virtual School?
- Remind the students that Steven had to make a decision about whether to help the group or be quiet and keep his job. He knew the punishment for interfering with the reality TV show, but he decided to help the kids. Discuss how hard this decision was for him and have the students decide what decision they might have made in a similar situation.
- Have students write essays describing what it would be like to prepare for a journey to Antarctica, knowing only five students were chosen to go on this trip. Have them discuss teamwork, knowing that they must work together to survive.

Fine Arts:

- Locate photographs of Scott's expedition and other expeditions to Antarctica to show to the class. Have the students look at the black and white photographs and notice the bleak landscape, the hardships in the cold, and the lack of modern day equipment. As they look at the photographs, have them pay close attention to the faces of the explorers, knowing that many of them left homes and families to travel to extreme cold conditions not knowing what they would face or if they would return at all. What are some of the students' thoughts and reactions to the photographs?

Language Arts:

- Have the students imagine that they were chosen to travel to Antarctica. Have them write a daily journal about the first five days of their trip to Antarctica. The students should write down what they are going to take with them, their thoughts of traveling to an unknown country and how they feel about the other team members.
- Remind students that Polly, Robert, Andrew, Grace and Billy are different in personalities and talents. Have students determine which of the characters they think they are most like? What talents would they bring to the expedition?

Mathematics:

- Refer students to an atlas, almanac, and encyclopedia to plot the character's journey on the continent of Antarctica. Have students answer the following questions: 1) How far did they go by foot to reach the South Pole? 2) On the map locate how far Robert Scott and his expedition were from the South Pole. 3) What is the difference in miles between the successful and the failed expeditions?

Science:

- Explain to students that animals living in Antarctica have to be able to live in extreme cold temperatures. Have the students use the Internet and/or reference books to list 10 animals that live on the continent and give a brief description of each one.

Under the Same Sky

by Cynthia DeFelice

Annotation

Fourteen-year-old Joe Pedersen is a spoiled rich kid who begrudgingly joins the migrant workers on his father's upstate New York farm to earn the \$1000 he needs to buy a Thunderbird motorbike. Determined to show his father he can keep pace with Manuel, the 16-year-old Mexican crew boss, Joe painfully acclimates to the grueling farm routine. Joe soon learns to respect the "illegal aliens" and to understand their hardships and courage. This compelling coming-of-age story highlights the plight of the immigrant Mexican farm laborers and will lead to lively discussions on this timely topic. (Grades 7-10)

Author on the Internet

<http://www.cynthiadefelice.com/>

Realia

Item: Catalog of motorbikes

Statement: Wouldn't you like a motorbike for your 14th birthday? Joe does. Read *Under the Same Sky* to discover what Joe has to do to earn his birthday present.

Item: Large stuffed panda

Statement: Have you ever won a stuffed animal at a fair or an amusement park? Read *Under the Same Sky* to find out if Joe wins and even more important, what he does with the prize.

Food

Tortillas, Frijoles, Meat chunks, Peppers, *Kool-Aid*

Challenging Words

alien	(p. 72 HB)	gringo	(p. 38 HB)
beaners	(p. 72 HB)	harassed	(p. 114 HB)
chain gangs	(p. 13 HB)	legitimate	(p. 113 HB)
compadres	(p. 40 HB)	migra	(p. 79 & 106 HB)
comradely	(p. 29 HB)	nonchalant	(p. 36 HB)
endorse	(p. 67 HB)	self-conscious	(p. 33 HB)
excruciating	(p. 84 HB)	siesta	(p. 39)
gizmo	(p. 8 HB)	syringe	(p. 54 HB)
greasers	(p. 13 HB)	validity	(p. 114 HB)

Figurative Language

Similes

- "I was disgusted, not with the money – or lack of it – but with myself. I'd acted like a big fat fool in front of everybody, and I'd managed to accomplish the exact opposite of what I had hoped for." (p. 90 HB)
- "Every time we came closer together, it seemed that something happened to push us apart again. Sometimes I felt as if the gulf between us was as wide as the Rio Grande and just as treacherous to cross." (p. 169 HB)
- "Feeling like a real jerk, I screwed the cap on and bent to lift it." (p. 44 HB)

- “I sat like a stone, not saying anything to anybody as we rode bumpily to the same field we’d been in on Saturday.” (p. 45 HB)
- “I thought, *Uh oh. I wouldn’t want to be in Luisa’s shoes, or Rafael’s or Franks. Facing Señor Straight-as-an-arrow Pedersen with illegal work papers.*” (p. 110 HB)

Idioms and Expressions

- “I didn’t know why Randy’s remarks got under my skin so much. I’d heard stuff like that plenty of times before.” (p. 43 HB)
- “It was no comfort that all the guys were standing there watching and waiting, and that Manuel looked ready to jump out of his skin.” (p. 49 HB)
- “Then when the “bad apples” weren’t found, the I.N.S. was under pressure to follow up on every possibility, which is why they came back.” (p. 212 HB)

Curriculum Connections

Character Education:

- Have the students discuss prejudice and help them understand what it is. Students may then write a paragraph about prejudices of their own. Using Tony as an example, the students may use his behavior to illustrate the concept of prejudice.

Foreign Languages:

- Write a paragraph in Spanish on the board. See how many students can read it. If there are few or none, have them discuss how difficult it is to understand another language. If there are many, discuss the advantages of knowing a second language.
- Invite a Spanish speaking person into your classroom. If they are willing, have them present a beginning Spanish lesson to your students.

Language Arts:

- Have students select a favorite chapter of *Under the Same Sky* and have them read it to the class.
- Divide the class into two groups. Have half the students write a story from Randy’s point of view. Have the other half write a story from Manuel’s point of view. Let both groups share their stories with the class. Discuss the issues or prejudice, immigration and other situations that are presented in the stories. Create a list of positive steps to take to get over a prejudice.

Mathematics:

- Have students create a job like Joe’s. Give the students the wage per hour and the number of hours the worker will be working per week. Have them figure their total salary. Have them figure how much tax will be taken out.
- Using Joe’s salary as an example, have the students create a monthly budget for Joe. How much does he pay for food, clothing, housing, etc.
- Using Joe’s salary as an example, have the students calculate how long it would take them to earn enough to buy something of their own choice (e.g., automobile, house, clothing, or vacation).

Science/Mathematics:

- Have the students identify the length of the growing season for each of the food products that are grown on Joe’s family farm. How many days of work could a worker depend on for wages?

Science:

- Have the students study the weather patterns of the area where Joe’s family farm is located. What other food products could they grow?

Social Studies/Geography:

- Have students study the immigration laws. How does immigration affect their lives? Are there immigrants in the class? Have the students interview someone who has immigrated to the United States and have them share with the class what they learned. Discuss the issues of immigration today.

- Using a United States map, have the students figure the distance between Mexico and upstate New York. Have the students compare and contrast the two regions. Discuss the ways that migrant workers travel to their destinations.
- Have the students study Ellis Island and its role in immigration? Compare and contrast Ellis Island with the many immigrants of today.
- Assign a research project on the Immigration and Naturalization Service. What is its role? How does it affect immigrants today? Have students write a report based on what they have learned.