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**Title:** *Abuela*

**Author:** Arthur Dorros

**Copyright:** 1991

**Genre:** multi-cultural

**Number of pages:** 34

**Summary:** Rosalba is spending the day with her grandmother, who speaks mostly Spanish. While they are out, she sees birds flying and imagines that she and her grandmother can fly like the birds. As they fly through the air, her grandmother points out things using Spanish. They visit places like the city, ocean, harbor, stature of liberty, and many other places. After their adventure, they return to the park. What adventure will they have next? The head off in a boat to see what else they can find and explore.

**State Standard:** Social Studies 2.2.4 Roles of Citizens: Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.

**Activity:** Have a grandparent's day in the class, inviting grandparents (aunts and uncles, or parents if grandparents aren't available) to visit the classroom. Allow students to tell about their guest and have various activities to learn and share about their family history.

Source: [www.proteacher.org](http://www.proteacher.org)

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**Title:** *My Rows and Piles of Coins*

**Author:** Tololwa M. Mollel

**Copyright:** 1999

**Genre:** Multi-cultural

**Number of pages:** 31

**Summary:** Saruni is a young boy from Tanzania. He wants to buy a bike so that he can help his mother take fruits and vegetables to the market every week. Saruni tries to learn to ride his father's bike, but struggles because the bike is too big. He decides to save up money by doing chores and helping his parents. He saves up his money for almost a year, but when he tries to buy his bike, he doesn't have enough money. His parents are proud of his hard work, and as a reward they give him his dad's bike, which he has finally grown big enough to ride.

**State Standard:** English/Language Arts 3.5.5 Write for different purposes and to a specific audience or person.

**Activity:** Have students make a flyer listing chores they would do to earn something they wanted to buy. Have them add pictures to their flyer of what they would buy or what chores they would do. Students will be targeting a selected audience and make their fliers persuasive as if they were really trying to convince someone to hire them.

**Source:** original

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**Title:** *Somewhere in Africa*

**Author:** Ingrid Mennen and Niki Daly

**Copyright:** 1990

**Genre:** Multi-cultural

**Number of pages:** 30

**Summary:** Ashraf is a boy that lives in Africa. He doesn't live in the part of Africa where wild animals such as lions, elephants, and zebra live. Ashraf lives in the city, where there are tall buildings, traffic, and stores. He visits many of his favorite places around town. He shows that Africa has more than wilderness and wild animals; it has towns and cities too.

**State Standard:** Social Studies: Geography 1.3.4 Places and Regions: Identify and describe physical features and human features of the local community including home, school, and neighborhood.

**Activity:** Students will make a map of their neighborhood and write a few sentences about their favorite places to visit since the main character showed his neighborhood and told about his favorite places.

**Source:** original

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**Title:** *Hannah is my name*

**Author:** Belle Yang

**Copyright:** 2004

**Genre:** Multi-cultural

**Number of pages:** 24

**Summary:** A young girl named Hannah and her parents immigrate from Taiwan to the United States. They apply for green cards to allow them to stay in the U.S. Hanna starts attending the first grade and begins to learn English. Hanna's parents are worried that they will not be

approved for the green cards and will be sent back to Taiwan. Her parents try to find jobs, but it is illegal to work without a green card. Her dad finds a job at a diner, but has to be careful not to be caught. Finally after a year in the USA, Hanna's family receives their green cards, allowing them to stay in America.

**State Standard:** English/Language Arts 3.7.2 Connect and relate experiences and ideas to those of a speaker.

**Activity:** Have students write a journal entry about a time they were scared like Hannah was in the story.

**Source:** original

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**Title:** *Jingle Dancer*

**Author:** Cynthia Smith

**Copyright:** 2000

**Genre:** Multi-cultural

**Number of pages:** 27

**Summary:** Jenna is a young girl who is part of the Creek Indian Nation. After seeing a home video of her grandmother jingle dancing at a powwow, Jenna decides she wants to jingle dance too. Unfortunately, Jenna didn't have any jingles for her dress. She borrowed jingles from friends and family so that she could add them to her dress. Jenna practices very hard, and at the next powwow, she dances the jingle dance in honor of all the people who helped her.

**State Standard:** Fine Arts: Dance 3.5 Students understand and demonstrate dance from diverse cultures and historical periods.

**Activity:** After watching examples of jingle dances, have groups of students make up their own jingle dance to perform for the class.

**Source:** original

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**Title:** There was an Old Lady who Swallowed a Fly

**Author:** Simms Taback

**Copyright:** 1997

**Genre:** Fantasy

**Number of Pages:** 29

Summary: An old lady swallows a fly. No one knows why she did it. Then she proceeds to swallow other animals to eat the previous animals she ate. Each animal gets a little bit bigger. Finally she eats a horse... and dies. The moral of the story is never eat a horse

**Standard:** Health and wellness 2.1.1 Identify that healthy behaviors affect personal health

**Activity:** The students will create their own food pyramid with the different food groups and show what foods are healthy to eat and how big their servings should be. They can draw, write, or cut out magazine pictures to show what food goes in each section of the pyramid.

**Source:** original

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**Title:** *The Scrambled States of America*

**Author:** Laurie Keller

**Copyright:** 1988

**Genre:** Fantasy

**Number of Pages:** 32

Summary: Kansas is tired of being stuck in the middle of the country, so he arranges a party for all the states to get together and meet each other. At the party, the states make lots of new friends. They decide to switch places to be with their new friends and see new parts of the country. They soon discover that they don't like their new locations. They decide to move back to their original locations, but are glad to have met new friends.

**Standard:** Geography 5.3.3 Places and Regions: Name and locate states, regions, major cities and capitals, major rivers and mountain ranges in the United States.

**Activity:** Students will put together a puzzle of the United States of America, showing that they know the location of the state.

**Source:** original

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**Title:** *The Frog Prince continued*

**Author:** Jon Scieszka

**Copyright:** 1991

**Genre:** Fantasy

**Number of Pages:** 28

**Summary:** At the end of the fairy tale, Frog prince, the book says that the princess and the frog prince live happily ever after... but they didn't. The princess doesn't like the frog prince's frog-like habits such as sticking out his tongue and hopping on the furniture. The frog prince wishes he was a frog again. He goes looking for a witch to change him back but can't find one willing to help him. He finally returns home to the princess who he finally realizes loves him and believed in him when no one else would. He gives her a kiss and they both turn into frogs and live happily ever after.

**Standard:** English/language Arts 2.3.2 Create different endings to stories and identify the problem and the impact of the different ending.

**Activity:** Students will pick a fairy tale and change the ending. They will rewrite the story with the new changes and share their new story with the class.

**Source:** original

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**Title:** *Mrs. Smith's incredible storybook*

**Author:** Michael Garland

**Copyright:** Copyright 2003

**Genre:** Fantasy

**Number of Pages:** 29

**Summary:** Zach is ready for his first day of second grade, but he is worried that it will be boring. Everything turns out to be normal until his teacher, Mrs. Smith, says it is story time. As she reads, the stories come to life in their classroom, and the characters return to the book at the end of each story. One day Mrs. Smith was late getting to school, so she asked the principal to read to the class. He got scared when the characters came out of the book and he ran for help. The students fought over the book, reading pieces of their favorite stories, until the school was filled with characters from many different stories. Finally, Mrs. Smith arrives to school and saves the day by finishing each story and returning the characters to the book.

**Standard:** Fine Arts: Theatre 4.6.1 Create a short dramatic scene from narrative literature

**Activity:** After reading the book, students will make their own favorite story come to life through acting. Groups of students will get together and plan out a short act. They will present it to their classmates as the end of the project.

**Source:** original

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**Title:** *Time Train*

**Author:** Paul Fleischman

**Copyright:** 1991

**Genre:** Fantasy

**Number of Pages:** 29

**Summary:** Mrs. Pym's class takes a spring break trip to learn about dinosaurs at Dinosaur National Monument. They board their train, the Rocky Mountain Unlimited, and head out for their adventure. They soon discover that the train did not take them to Dinosaur National Monument, but to a land full of real dinosaurs. The students get up close to learn about dinosaurs and to play with them too. As they arrive back home, the students can really say that they learned a lot about dinosaurs.

**Standard:** Fine Arts: Visual Arts 3.1.6 Visit local museums, exhibits, art performances, and experience visiting artists in the school.

**Activity:** Students will visit a museum with a dinosaur exhibit and learn about dinosaurs.

**Source:** original

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**Title:** *Civil War on Sunday*

**Author:** Mary Pope Osborne

**Copyright:** 2000

**Genre:** Historical Fiction

**Pages:** 73

**Summary:** Jack and Annie are sent back in time to the Civil War by the magic tree house. While they are there, they discover a field hospital and volunteer to help out. They help care for wounded soldiers and feed them lunch. The children meet Clara Barton and get to help her run her horse drawn ambulance and pick up wounded soldiers. They care for patients, including their great-great-great grandfather who was a drummer boy during the war. After seeing a close up view of the Civil War battlefield, Jack and Annie go home.

**Standard:** History 2.1.3 Identify Individuals who had a positive impact on the local community

**Activity:** Have students research Clara Barton and write a paragraph about the role she played in the Civil War.

**Source:** original

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**Title:** *Sagebrush*

**Author:** Bonnie Highsmith Taylor

**Copyright:** 1999

**Genre:** Historical Fiction

**Pages:** 56

**Summary:** Little Eagle dreamed of the day when he would be old enough to join his father and the other Indians in a buffalo hunt. One day, while practicing shooting his bow and arrow, he found a baby buffalo whose mother had been killed. He decided that he wanted to raise and care for the buffalo, which he named Sagebrush. Gray Hawk, his father did not want him to keep the buffalo, but allowed him to anyway. With the help of his mother, Little Eagle nursed the buffalo back to health and he became good friends with the buffalo, spending every day with it. Once sagebrush grew up, he wanted to go and live with the other buffalo and although it made him sad, Little Eagle let sagebrush go. Finally, when Little Eagle was old enough, his father took him out hunting buffalo. He was just about to shoot his arrow when he realized that the buffalo he was aiming at was Sagebrush so he purposefully missed his shot, and said goodbye to Sagebrush as he ran off.

**State Standard:** History 1.4.1 Identify goods that people use

**Activity:** Make a web of the ways Native Americans used buffalo.

**Source:** original

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**Title:** *Sarah, Plain and Tall*

**Author:** Patricia MacLachlan

**Copyright:** 1985

**Genre:** Historical Fiction

**Pages:** 88

**Summary:** Anna's mother passed away the day after her little brother Caleb was born. One Day, Anna's father tells her and Caleb that he put an ad in the paper looking for a wife and mother for his children. He gets a response from a woman named Sarah who lives in Maine. She comes to visit them on the prairie. Once the children get to know and love Sarah they worry that she does not like their home, misses Maine too much, and that she will go back home. They teach Sara about life on the prairie, about the animals, plowing, horseback riding, and driving a wagon. Finally, she decides to stay and live with the family and marry their father.

**State Standard:** English 3.5.5 Write for different purposes and to a specific audience or person

**Activity:** Write a want ad for in the newspaper requesting a husband/wife for you. Include the characteristics and skills that you would want your spouse to have.

**Source:** Original

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**Title:** *Pearl Harbor is Burning: A story of World War II*

**Author:** Kathleen V. Kudlinski

**Copyright:** 1991

**Genre:** Historical Fiction

**Pages:** 54

**Summary:** Frank was not thrilled when his family moved from his home in Maine to Hawaii for his father's job. He had no friends, and the boys at school bullied him. When Kenji, a Japanese-American boy from his school becomes his friend, they discover they have lots in common, including a love of baseball, despite their many differences. While playing in Frank's tree house by Pearl Harbor on December 7, 1941 the boys watch in fascination and horror as Pearl Harbor is attacked and bombed by Japanese planes. Amid panic, rumors, and prejudice against Asians, Frank and Kenji's friendship grows.

**State Standard:** English 2.5.6 Write for different purposes and to a specific audience or person.

**Activity:** Make a postcard from Frank's perspective. Write to a friend back home in Maine telling them about the Pearl Harbor Attack.

**Source:** original

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**Title:** *Going to Town*

**Author:** Laura Ingalls Wilder

**Copyright:** 1932

**Genre:** Historical Fiction

**Pages:** 29

**Summary:** Laura lives with her family in the country in Wisconsin. One day, her father told Laura and her sister that after he finished planting the fields, they would get to go to town and go to the store. They are very excited and even try to play store, but they don't know what the store is like. Finally, the day comes to go to the store so they get dressed up and make the long trip to town. When they get to the store, they are shocked at all the choices of different things to buy. They each end up getting a piece of candy before heading back home.

**State Standard:** Business foundations 2.1 Students identify opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.

**Activity:** Have a class store where students can use play money that they have earned to buy items. They must make a decision on what they will choose to buy and tell why they chose that item.

**Source:** original

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**Title:** *Firefighter Frank*

**Author:** Monica Wellington

**Copyright:** 2002

**Genre:** Realistic Fiction

**Pages:** 30

**Summary:** Firefighter Frank is on duty at the firehouse. While he and the other firefighters wait for the alarm to sound, they do chores around the firehouse. They clean and maintain the truck, teach fire safety to a class of students, go shopping, and cook dinner. All of a sudden, the alarm goes off. Everyone races to the fire to rescue people trapped in the building and put out the fire. Afterwards, they go back to the firehouse to clean up and finish their dinner until the next alarm sounds.

**State Standard:** Social Studies K.2.1 Foundations of Government. Give examples of people who are community helpers and leaders and describe how they help us.

**Activity:** Take the students on a field trip to the fire station to see the fire station, truck, and talk to fire fighters. Have students interview a firefighter and make connections to the book.

**Source:** Original

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**Title:** *Mr. Cookie Baker*

**Author:** Monica Wellington

**Copyright:** 2006

**Genre:** Realistic Fiction

**Pages:** 27

**Summary:** Mr. Cookie Baker is making cookies. He starts out by measuring ingredients, mixing the dough and rolling it out. Cookie cutters make the cookies many different shapes and sizes. After baking the cookies, they come out of the oven, smelling great. Mr. Cookie Baker decorates the cookies with icing and sprinkles before selling them in his shop. At the end of the day, Mr. Cookie Baker enjoys a cookie himself.

**State Standards:** Mathematics 1.5 Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement.

English 1.7.1 Beginner (level 1): Understand and respond to one-step directions when supported visually

**Activity:** Make and decorate cookies in class. Students will focus on learning to use different measurement and following directions.

**Source:** original

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**Title:** *The Paperboy*

**Author:** Dav Pilkey

**Copyright:** 1996

**Genre:** Realistic Fiction

**Pages:** 32

**Summary:** When most people are asleep, and it is dark and cold outside, paperboys are waking up, ready to start their day. They get up and dressed and eat their breakfast. Papers are rubber banded and put in a mail bag to prepare for the paperboy's route. Biking quietly as the sun rises, paper boys follow their route and deliver their papers before they head home, finished with their job for the day.

**State Standard:** Social Studies 2.2.3 Functions of Government: Identify community leaders, such as the mayor and city council.

**Activity:** allow the class to spend a week sorting and delivering the school's mail.

**Source:** original

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**Title:** *My Pup*

**Author:** Margaret O'Hair

**Copyright:** 2008

**Genre:** Realistic Fiction

**Pages:** 29

**Summary:** A little girl and her new puppy have lots of fun together. Throughout her rhymes, the girl shares about her activities she did that day with her dog. They play ball, play in the hose, get a bath, and eat. Going for a walk, singing, playing fetch and learning tricks are also on the day's agenda. As the day comes to an end, the little girl curls up in bed with her puppy after a fun day of playing.

**State Standard:** English 1.5.3 Write rhymes and simple poems

**Activity:** Write a poem and draw a picture of something that is important to you.

**Source:** original

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**Title:** *Nobody Knew What to Do: A story about bullying*

**Author:** Becky Ray McCain

**Copyright:** 2001

**Genre:** Realistic Fiction

**Pages:** 20

**Summary:** When a group of kids started picking on Ray, his classmates weren't sure what to do. They knew it was wrong to hurt people with words or things, but they couldn't find a way to get the bullies to stop. The bullies pushed and shoved Ray and called him names so much that he began missing school. Finally, one boy in the class decided to talk to his teacher. The next day when the bullies started picking on Ray, the teacher and principal showed up too, and put an end to the bullying.

**State Standard:** Guidance K-2.1.6 Identify people who can help when a student has a problem

**Activity:** Role play a situation where someone is being bullied. Students will practice talking out conflicts and standing up against bullying.

**Source:** Talk it Out program, Manchester College

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**Title:** *A second is a hiccup*

**Author:** Hazel Hutchins

**Copyright:** 2004

**Genre:** Realistic Fiction

**Pages:** 34

**Summary:** This book explains how long units of time are. It covers seconds, minutes, hours, days, weeks, months, and years. Rather than just explaining the time measurements with numbers, the book tells activities that can be done in about that time. A second is like turning around, one jump with a jump rope, or giving someone a kiss. It goes on to tell activities for the other measurements too.

**State Standard** Mathematics 2.5.10 Know relationships of time: seconds in a minute, minutes in an hour, hours in a day, days in a week, and days, weeks, and months in a year.

**Activity:** Using a stopwatch, have children see how many times they can do an activity in a minute. (How many hops in a minute, how many sit-ups, etc.)

**Source:** original

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**Title:** *Shapes in the Sky: A Book About Clouds*

**Author:** Josepha Sherman

**Copyright:** 2004

**Genre:** Non-Fiction

**Pages:** 23

**Summary:** Clouds can come in all shapes and sizes. Clouds are made of millions of water droplets and ice crystals in the air. There are different types of clouds, such as cumulus, cumulonimbus, stratus, and cirrus clouds, and each one is associated with different types of weather. Clouds can even affect the weather by trapping the sun's warmth away from earth or down towards earth. This book even has a glossary and activity pages to use!

**State Standard:** Science 2.2.1 Construct and use tools to observe and measure weather phenomena like precipitation, changes in temperature, wind speed and direction.

**Activity:** Using the guide in the back of the book, make your own clouds using ice cubes, a jar, a metal dish, water, and a flashlight.

**Source:** Shapes in the Sky, by Josepha Sherman

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**Title:** *Life Cycles: Monarch Butterfly*

**Author:** David M. Schwartz

**Copyright:** 1999

**Genre:** Non-Fiction

**Pages:** 16

**Summary:** Monarch butterflies live in a cycle called metamorphosis. The first stage is when their mother lays an egg on a milkweed plant. When the egg hatches, a caterpillar emerges and begins to eat. It eats and molts its skin several times before it attaches itself to a leaf or twig and forms a chrysalis around itself. While inside the Chrysalis, the caterpillar changes, and when it emerges, it is a butterfly. Once the butterfly's wings dry, it can fly off and start the life cycle again.

**State Standard:** Science 2.3 Observe, ask question about and describe how organisms change their forms and behaviors during their life cycles

**Activity:** Raise Caterpillars in the classroom so students can observe the changes they go through. Take pictures at each stage of their life cycle so students can practice arranging the cycle in order.

**Source:** Observed at James R. Watson Elementary School

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**Title:** *The Statue of Liberty*

**Author:** by Mary Firestone

**Copyright:** 2007

**Genre:** Non- Fiction

**Pages:** 24

**Summary:** Jennetta, a park ranger at Statue of Liberty National Park, tells the story of the statue of liberty. It was a gift from France congratulating America's Declaration of Independence. It was made out of copper sheets formed onto wooden molds. It cost \$250,000 to make, and took France 10 years to make. Once they had made it, they had to take it apart again to ship it to America and then put it back together again. The statue of liberty is a symbol of the freedom in the United States.

**State Standard:** History 1.1.3 Identify American songs and symbols and discuss their origins.

**Activity:** Using various items, build a model of a statue or monument that shows your own representation of the United States. Students will get to choose what they make and what materials they use.

**Source:** original

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**Title:** *Barnum Brown Dinosaur Hunter*

**Author:** David Sheldon

**Copyright:** 2006

**Genre:** Non-Fiction

**Pages:** 34

**Summary:** When Barnum Brown was a child, he loved to go exploring and collect fossils of ancient creatures and to read about the discoveries of new dinosaurs and fossils being found. When he grew up, he went on to study dinosaurs and search for dinosaur fossils as his career. Although the work was hard, Barnum was great at his job and began making extraordinary discoveries. His greatest discovery was the Tyrannosaurus Rex. Throughout his career, he made many other discoveries, including the Saurolophus, Albertosaurus, Corythosaurus, and styracosaurus.

**State Standard:** Science: 3.2.4 Identify fossils and describe how they provide evidence about the plants and animals that lived long ago and the nature of their environment at that time.

**Activity:** Have students participate in a mock "dinosaur excavation" by burring fake bones in dirt, sand, and mud. Provide various tools and explain how paleontologists carefully remove the dirt around the fossils very slowly.

**Source:** original

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**Title:** *Larger Than Life: Gigantic views of the microscopic world*

**Author:** Steve Parker

**Copyright:** 2001

**Genre:** Non-Fiction

**Pages:** 47

**Summary:** There's a parallel universe and it's under our feet, above our heads and... inside us! You can't see it but it's there- a secret microscopic world teeming with life. Within the pages of this book there are images to revolt you, to startle you and to entrance you. Be amazed by the dancing shapes of deadly viruses, recoil at the skin-crawling beasties and wonder at the kaleidoscopic world of pond organisms.

**State Standard:** Science 4.3.2 Observe, compare and record the physical characteristics of living plants or animals from widely different environments. Describe how each plant or animal is adapted to its environment.

**Activity:** Allow students to use a microscope to observe different microscopic organisms. Have them draw the organism and label the parts.

**Source:** original

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**Title:** *The First Music*

**Author:** Dylan Pritchett

**Copyright:** 2006

**Genre:** Fiction

**Pages:** 28

**Summary:** Africa's animals make many different sounds, from Hyena's yelping to monkeys screeching and crocodiles snorting. One day an elephant stubbed his toe on a big log and it made a very loud noise. When the other animals came to see what happened, they liked the noise and the beat so much that they each found ways to add their own noise into their song. Everyone participated except the frogs, who couldn't find a way to make a noise. The animals played their song all week long. Finally, the frogs learned to join in by using their unusual voices and singing along.

**State Standard:** Fine Arts: Music 1.4.1 Independently create and perform short rhythmic and melodic patterns with teacher guidance using the voice, body percussion, found items, or classroom instruments.

**Activity:** Make a classroom band out of unusual objects. Have students find ways to use or make an “instrument” and then play music together as a class.

**Source:** original

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**Title:** *One Little Seed*

**Author:** Elaine Greenstein

**Copyright:** 2004

**Genre:** Non-Fiction

**Pages:** 24

**Summary:** One little seed is planted in the garden. It is dropped in a hole in the ground and watered. As it grows, roots unfurl, the plant sprouts, and a bud forms on the flower. The garden is weeded and watched as the plant continues growing. Finally, the flower blossoms, and seeds are picked from the flower for the next time.

**State Standard:** Science K.3.1 Observe and draw physical features of common plants and animals.

**Activity:** Grow flowers in class so that students can observe the changes that they go through. Have students make a flip book to show the stages of how a flower grows.

**Source:** Original

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**Title:** *From Anne to Zach*

**Author:** Mary Jane Martin

**Copyright:** 1996

**Genre:** Realistic Fiction

**Pages:** 34

**Summary:** The book goes in alphabetical order introducing a child whose name starts with each letter of the alphabet. Many of the pages also tell about the child and their hobbies. Their activities range from jumping rope to doing handstands. At the end of the book Zachary’s skill that he tells about is how he can now write the alphabet. The final page reviews the letters of the alphabet.

**State Standard:** English 3.6.9 Arrange words in alphabetical order.

**Activity:** Have students sort items in the room alphabetically. Then assign each student a letter in the alphabet to make a page in an alphabetical order book. They need to follow the pattern of the book and come up with a name and activity that start with their assigned letter. Then, they need to illustrate their page. As a class, the pages will be put in alphabetical order and bound as a classroom book.

**Source:** original

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**Title:** *How to Catch a Star*

**Author:** Oliver Jeffers

**Copyright:** 2004

**Genre:** Fiction

**Pages:** 30

**Summary:** Once there was a boy who loved stars so much that he decided he wanted to catch his own star to keep as a friend. The problem was that he could not reach the stars in the sky. He tried climbing trees but he wasn't tall enough. He thought of lassoing the star, or using a rocket ship, but those ideas didn't work out either. One night, he saw a star fall from the sky and land in the ocean. It washed up on shore, and the boy caught it. He finally had a star of his own.

**State Standards:** Science 2.2.8 Investigate how the moon appears to move through the sky during the day by observing and drawing its location at different times.

Science 2.2.9 Investigate how the shape of the moon changes from day to day in a repeating cycle that lasts about a month.

**Activity:** Bring in/rent a star globe mobile planetarium for students to see a simulated night's sky. Teach them about constellations and the movement of the night's sky and the stages of the moon.

**Source:** Observed at James R. Watson Elementary School

Yo, Abuela, and Que: Yo cuando envejezca ACTITUDFEM Abuela es encadenada por sus propios hijos para evitar que se vaya a beber  
Werever tamorro AsÃ yo. AsÃ yo. Save. Memes, Abuela, and ðŸ—: UNA ABUELA ES UNA PERSONA CON PLATA, EN ELPELO  
YORO EN SU CORAZÃ“N Ni mÃ¡s ni menos. Ni mÃ¡s ni menos. Save. The mother of my mother is my abuela. by Juanix December  
13, 2015. 22. 5. Get a abuela mug for your barber Trump. 2. abuelaunknown.Â Get a abuela mug for your bunkmate Riley. 3.  
abuelaunknown. \* \* \* abuela. â— nombre femenino. 1 grandmother (familiarmente) grandma, granny. 2 (vieja) old woman. \  
FRASEOLOGÃ. Ã©ramos pocos y paríÃ³ la abuela familiar as if that wasn't enough, that was all we needed. no tener abuela familiar  
not to be afraid of blowing one's own trumpet. Â¡tu abuela! familiar rubbish! \* \* \* noun f. grandmother.